

KY COUNCIL ON POSTSECONDARY EDUCATION ACADEMIC & STRATEGIC INITIATIVES COMMITTEE



March 23, 2021 – 10:00 AM ET
ZOOM teleconferencing for Committee members
Livestream video for public: <https://youtu.be/Sn0gbu42txl>

10:00-11:00 a.m.

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Next meeting: April 23, 2021 @ 10am ET

DRAFT MINUTES
Council on Postsecondary Education

Type: Academic & Strategic Initiatives Committee
Date: February 1, 2021
Time: 2:00 p.m. ET
Location: Virtual Meeting - Committee members by ZOOM, Public viewing hosted on CPE YouTube Page

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Monday, February 1, 2021, at 2:00 p.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the Committee met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page: <https://youtu.be/QuWzo6a3EK0>. Committee Chair Lori Harper presided.

ATTENDANCE

Members were in attendance: Colby Birkes, Benjamin Brandstetter, Lori Harper, Vidya Ravichandran, Robert Staat and Kevin Weaver.

Members not in attendance: Muhammad Babar and Lucas Mentzer

Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The minutes of the January 12, 2021 meeting were approved as distributed.

NEXT STATEWIDE STRATEGIC AGENDA DEVELOPMENT

The CPE is directed by KRS 164.020 to develop a statewide strategic agenda for the public postsecondary education system and revise it on a regular cycle. The agenda identifies statewide priorities and a vision for long-term economic growth by improving the education and skill levels of Kentucky's workforce. The agenda sets

performance goals for students and institutions that reflect high expectations and standards, emphasizes continuous improvement, and supports technology-based solutions and innovative practices.

CPE President Aaron Thompson provided introductory comments and to emphasize the Committee's charge in the development process.

CPE Vice President and Chief of Staff Lee Nimocks presented on a number of topics to set the conversation including the:

- Challenges leading to postsecondary reforms in the 1990s and the call for statewide strategic agenda.
- Vision of the Postsecondary Improvement Act of 1997.
- What the agenda is and what it is not.
- Challenges that may impede progress toward to the 60x30 education attainment goal.
- Opportunities to advance progress and how collaboration plays a part.
- Questions that would guide the agenda development.
- Charge of the Academic and Strategic Initiatives Committee in this process.

Committee members engaged in a conversation facilitated by Stefanie Ashley from the ECU Facilitation Center. The discussion included the following areas:

- How the 60x30 education goal fits within the statewide strategic agenda
- Additional challenges and opportunities that may drive progress
- The data points that are needed to make informed decisions
- The key individuals and groups that need to be consulted and the types of information needed from them.
- Timeline for completion of work.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 4:00 p.m., ET.

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____

TITLE: Proposed New Academic Programs for Review & Recommendation

RECOMMENDATION: Staff recommends the Committee accept the proposed New Academic Programs from Eastern Kentucky University, the University of Kentucky and Western Kentucky University, and recommend approval of each to the full Council at its April 16, 2021 meeting.

PRESENTER: Melissa Bell, Ph.D., CPE's Vice President of Academic Affairs and Student Success

SUPPORTING INFORMATION

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Council staff has reviewed the proposed programs and recommends approval by the board. The university-submitted documentation has been included in your agenda packets for review.

PROGRAMS PROPOSED FOR APPROVAL

Eastern Kentucky University

- Global Hospitality and Tourism (B.S.) CIP Code 52.0901
- Instructional Design and Learning Technology (M.S.) CIP Code 13.0501

University of Kentucky

- Marketing (M.S.) CIP Code 52.1401
- Strategic Human Resource Management and Analytics (M.S.) CIP Code 52.1001

Murray State University

- Instructional Leadership, School Principal (MAED) CIP Code 13.0401

PROPOSED PROGRAM SUMMARY

Institution: Eastern Kentucky University
Program Name: Global Hospitality and Tourism
Degree Designation: BACHELOR OF SCIENCE (BS)
Degree Level : Baccalaureate

Program Description

The Department of Applied Human Sciences (College of Health Sciences) at Eastern Kentucky University seeks approval for a new Bachelor of Science in Global Hospitality and Tourism. The degree will include two concentrations, Gastronomic Tourism and Sustainable Hospitality. Graduates in either of these concentrations can obtain a career in hotel management, theme parks, restaurants, country clubs, agritourism, local breweries and wineries, along with many more.

In addition to the degree, the Department of Applied Human Sciences also seeks approval for two University Certificates. The proposed 24 hour University Certificates are in Gastronomic Tourism and Sustainable Hospitality. These certificates meet the needs of professionals currently working in hospitality and tourism sectors who wish to add specializations or depth of knowledge.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

The proposed program does not replace or enhance any existing program.

CIP Code: 52.0901
Credit Hours: 120
Institutional Board Approval Date: 12/10/2020
Implementation Date: 8/23/2021

Student Demand

Year 1 - 50
Year 2 - 100
Year 3 - 100
Year 4 - 100
Year 5 - 100

Market Demand

The Global Hospitality and Tourism degree at ECU provides many unique features. The degree is housed within the Department of Applied Human Sciences, exemplifying that the program will prepare graduates who are able to support a healthy society through an interdisciplinary curriculum and learning. Many hospitality and tourism degrees are found within departments of business which provide technical experience but lack interpersonal or interdisciplinary components.

The proposed degree focuses on domestic and international hospitality and travel. In doing so, we are preparing students to successfully work in any of these settings as employees or employers with the capability to show cultural competence as well as strong leadership skills.

Both concentrations proposed for the degree are vastly different than what is offered by any other degree in the United States. While gastronomic tourism can be found as training programs and curriculum in Europe, there is no program solely focused on this aspect of tourism in the United States. The goal of creating this type of program in Kentucky is to increase and support local industry from hotels to the bourbon trail to local foods. Likewise, the Gastronomic Tourism University Certificate includes the same courses as the concentration and students choose nine hours from the degree program to support their learning.

The sustainable hospitality concentration is also interdisciplinary. The courses offered within this concentration, while not unique to the United States, are unique to Kentucky. The United Nations hosted a Sustainable Development Summit in 2015 and endorsed a 2030 Agenda for Sustainable Development. Within this agenda are three main dimensions which include economic, social, and environmental sustainable development. This concentration meets the needs of hospitality industries around the world seeking to meet the goals outlined in this Agenda. The Sustainable Hospitality University Certificate requires the same courses as those offered in the concentration in addition to nine hours chosen from the degree program.

Employment Demand

	Regional	State	National
Type Of Job	Food Service Managers		
Avg. Wage	\$50,777	\$48,756	\$55,320
# Jobs (Postings)	5880	6041	352600
Expected Growth	1%	8%	1%
Type Of Job	Lodging Managers		
Avg. Wage	\$50,897	\$54,548	\$54,430
# Jobs (Postings)	847	483	57200
Expected Growth	-12%	4%	-12%
Type Of Job	Meeting, Convention and Events Planners		
Avg. Wage	\$47,195	\$40,980	\$50,600
# Jobs (Postings)	1667	1013	138600
Expected Growth	8%	11%	8%

Indicate source of market demand information

<https://www.bls.gov/oes>
<https://kystats.ky.gov/Content/Reports/2016-2026%20KY%20Occupational%20Outlook.pdf>
<https://www.bls.gov/ooh/management/food-service-managers.htm>
<https://www.bls.gov/ooh/management/lodging-managers.htm>
<https://www.bls.gov/ooh/business-and-financial/meeting-convention-and-event-planners.htm>

Timeframe for national- through 2024

Academic Demand

Immediately following graduations, students will be able to enter positions within hospitality and tourism industries. No additional education or credentials are required for positions.

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
11393	00198900	University of Kentucky	BS	Hospitality Management & Tourism	2015
3026	00198900	University of Kentucky	BS	Hospitality Management	2015
4933	00200200	Western Kentucky University	BS	Hospitality Management and Dietetics	2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

- University of Kentucky (CIP 52.0901), College of Agriculture, Bachelor of Science in Hospitality Management and Tourism. The degree at the University of Kentucky follows the business and management course requirements of many hospitality and tourism management degrees. It does not provide concentrations or certificates for students who wish to specialize or work in non-traditional venues like agritourism, sustainable tourism, or gastrotourism. Furthermore, there is less emphasis on global hospitality and tourism sectors.
- Western Kentucky University (CIP 52.0901), College of Health and Human Services, Department of Applied Human Sciences, Bachelor of Science in Hospitality Management and Dietetics Major, and Hotel, Restaurant, and Tourism Management Concentration. The program offered at Western Kentucky University is found in the same department as the proposed degree at EKU. Since the degree is offered as part of the dietetics major, graduates are more likely to focus on business and restaurant management courses. Therefore, it does not overlap with the goals for preparing students to work in the hospitality and tourism industries around the world that are highlighted in the proposed program at EKU.
- Sullivan University (CIP 52.0903), Associate of Science in Hotel and Restaurant Management, Associate of Science in Event Management and Tourism, and Bachelor of Science in Hospitality Management. These programs prepare students for a small sector of the hospitality and tourism industry by providing business and food/beverage courses. The bachelor of science adds to the curriculum offered by

the associate degree with business and marketing courses. The associate of science degree in event management and tourism is offered face-to-face in Louisville, KY. The associate of science in hotel and restaurant management and the bachelor of science degree are offered online and face-to-face.

Comparison of Student Populations:

The University of Kentucky and Western Kentucky University do not have an online program for Hospitality Management, whereas Sullivan University, a private institution, has an online Hospitality Management program. The Hospitality Management program at Sullivan University is well advertised. At Sullivan University, to obtain a bachelor's degree in hospitality management, a total of 180 academic credits are required, which is more hours when compared with other institutions.

The programs at UK and WKU are primarily focused on business courses with a focus on restaurant or food management. While our proposed degree and concentrations will also include these components, students will focus on topics that are the future of the hospitality and tourism industry. For example, our program will offer components of global sustainability and sociocultural impacts of hospitality and tourism. The gastronomic tourism concentration does provide food and beverage topics similar to the other state institutions, but from a global perspective. The sustainable hospitality concentration focuses on increasing awareness of critical environmental and social issues that are increasingly important in the industry.

Access to Existing Programs:

Within the state of Kentucky, hospitality programs are primarily delivered on campus. Throughout the nation, a variety of delivery formats exist. However, there are few programs available nationwide or globally that include an emphasis in gastronomic tourism and sustainable hospitality. Currently there are less than five undergraduate sustainable hospitality degrees across the nation and only one undergraduate degree specializing in food tourism (gastronomic tourism).

Feedback from Other Institutions:

Feedback from the University of Kentucky was supportive and they are interested in future collaborations. We have also received positive feedback with Western Kentucky University and have scheduled digital meetings in the future.

Cost

Projected Revenue over Next Five Years (\$) : 2705535

Projected Expenses over Next Five Years (\$) : 2054094

Will Additional faculty be needed? Yes

Initial course development and delivery for the first year of the program will be provided by existing faculty in ECU's Department of Applied Human Sciences. In addition students will be able to complete supporting coursework from existing programs. During the first year it will be necessary to hire one faculty member to support the program's course offerings, and a second faculty member is expected to be added in year two of the program. As with all of our other online programs, faculty positions will be paid from program tuition revenues generated from new and existing student enrollments.

Provide a budgetary rationale for creating this new program

This program will attract new students to the major as projected, and it is expected that demand for the hospitality and tourism courses will be high from students in other majors who choose the courses as electives or as part of the exploratory journey many students take.

Student Demand (50 Percentile) 1

Category	Percentile	Criterion	Value	Score
Size	0	Inquiry Volume (12 Months)	0	0
	94	Int'l Page Views (12 Months)	7,857	NS
	0	Google Search Volume (3 Months)*	NA	NS
	0	Completion Volume	0	0
Growth	93	Inquiry Volume YoY Change (Units)	0	0
	0	Google Search YoY Change (Units)*	NA	NS
	89	Completion Volume YoY Change (Units)	0	1
	0	Inquiry Volume YoY Change (%)	NA	NS
	0	Google Search YoY Change (%)*	NA	NS
	0	Completion Volume YoY Change (%)	NA	NS

Competitive Intensity (50 Percentile) 2

Category	Percentile	Criterion	Value	Score
Volume of Competition	0	Campuses with Graduates**	0	2
	96	Institutions YoY Change (Units)	0	0
	0	Average Completions per Institution	NA	NS
	0	Median Completions per Institution	NA	NS
	0	Program Size YoY Change (Units)	NA	NS
	0	Program Size YoY Change (%)	NA	NS
	84	Nat'l Insts. with Program Online**	2	NS
	70	Nat'l Online % of Institutions	11%	NS
	79	Nat'l Online Completions**	18	NS
	61	Nat'l Online % of Completions	3%	NS
Market Saturation	0	Completions per 1,000 Pop**	NA	NS
	0	Average Cost per Inquiry**	NA	NS
	0	Google Search * Cost per Click**	NA	NS
	0	Competition Index**	NA	NS

Employment* (33 Percentile) -8

Category	Percentile	Criterion	Value	Score
Size	88	Job Postings Total (12 Months)	420	0
	81	BLS Current Employment	1,521	0
	85	BLS Annual Job Openings	224	0
	80	BLS Share of Generalist Employment	55	-2
	80	BLS Share of Generalist Openings	5	-1
Growth	93	Job Postings YoY Change (Units)	69	NS
	71	Job Postings YoY Change (%)	20%	NS
	64	BLS YoY Change (%)	3%	0
	72	BLS 3-Year Historic Growth (CAGR)	3%	NS
	44	BLS 10-Year Future Growth (CAGR)	1%	NS
Saturation	0	Job Postings per Graduate*	NA	NS
	0	BLS Job Openings per Graduate*	NA	NS
Pay and Outcomes	7	BLS 10th-Percentile Wages*	\$23,452	-5
	33	Nat'l ACS Wages (Age < 30)*	\$37,315	0
	30	Nat'l ACS Wages (Age 30-60)*	\$72,137	0
	4	Nat'l ACS % with Any Graduate Degree*	12%	NS
	4	Nat'l ACS % with Masters*	10%	NS
	10	Nat'l ACS % with Doct/Prof Degree*	2%	NS
	31	Nat'l ACS % Unemployed (Age <30)**	3%	0
	66	Nat'l ACS % Unemployed (Age 30-60)**	3%	0
	63	Nat'l ACS % in Direct Prep Jobs	35%	NS
	0	Nat'l GE Wages - Assoc. & Cert	NA	NS
100	Nat'l GE Placement Rate-Assoc & Cert	1	NS	

Degree Fit (49 Percentile) 0

Category	Percentile	Criterion	Value	Score
Completions		National Completions by Level	See	0
Workforce		National Workforce Ed Attainment	Below	0
NHEBI Natl 2 Year	58	Cost Index**	1.03	NS
	10	Student: Faculty Index	0.70	NS

CIP Description

A program that prepares individuals to manage travel-related enterprises and related convention and/or tour services. Includes instruction in travel agency management, tour arranging and planning, convention and event planning, travel industry operations and procedures, tourism marketing and promotion strategies, travel counseling, travel industry law, international and domestic operations, and travel and tourism policy.

Inquiries and Completions

Award Level	Inquiries (Market)	Completions (Market)	Completions (National)
Certificate	100%	NA	28%
Associates	0%	NA	16%
Bachelors	0%	NA	49%
Postbaccalaureate Certificate	0%	NA	0%
Masters	0%	NA	7%
Post-masters Certificate	0%	NA	0%
Doctoral	0%	NA	0%
Unknown	0%	NA	0%

Job Postings (Market) BLS Workforce Edu (Natl)

Award Level	Minimum Education Requested	Award Level	BLS Educational Attainment
- Unspecified -	38%	No College	20%
High School/Certificate	42%	Some College	23%
Associates	24%	Associates	9%
Bachelors	38%	Bachelors	37%
Masters	23%	Masters	10%
Doctoral	22%	Doctoral	2%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked. NS - Not Scored in Rubrics (values = 0).
 2-Yr - Associates & certificate programs only.

<40% 40%+ 70%+ 90%+ 95%+ 98%+ Percentile Export to PNG

Course Title (CIP)

Degree Program Core Courses (i.e., Courses required by ALL students in the Major--inc

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/ pre-professional (P)	Credit Hours	Existing (E) or New (N) Course
GHT	201	Hospitality & Tourism Essential	GHT 201 Hospitality & Tourism Essential: An overview of the hospitality and tourism industry with emphasis on historical development, industry regulations, management and leadership functions, current trends, and future challenges.	C	3	N
GHT	310	Be Our Guest	GHT 310 Be Our Guest: An examination of industry standards and procedures to deliver quality customer experiences. Special emphasis on improvement plans, service leadership and assessing customer satisfaction.	C	3	N
GHT	320	Socio-cultural Hospitality	GHT 320 Socio-cultural Hospitality: The role of culture in the development of hospitality, leisure, and travel. Socio-cultural impacts of tourism and hospitality on local, regional, national, and global cultures.	C	3	N
GHT	425W	Hospitality and Tourism Analysis	GHT 425W Hospitality and Tourism Analysis: Pre-requisite: ENG 102 or 102R or 105(B) or HON 102 and STA 215. Introduction to the methods and techniques of utilizing research to make decisions in the hospitality and tourism industry. Emphasis on ethical, professional writing.	C	3	N
GHT	450	Global Hospitality Law	GHT 450 Global Hospitality Law: Legal aspects of the global hospitality and tourism industry, with emphasis on compliance and management of liabilities. An understanding of law and its implications, perspectives on managerial risk, and international government regulations.	C	3	N
GHT	499	Hospitality and Tourism Practicum	GHT 499 Hospitality & Tourism Practicum: Prerequisite: Global Hospitality and Tourism Majors only and Department Approval. Directed global hospitality and tourism field experience. Minimum of 240 clock hours.	C	3	N
EHS	230	Recreational Health	EHS 230 Recreational Health: Provides the student with an understanding of the biological, chemical and physical threats to health and life from the recreational, amusement, travel and tourist environments	C	3	E
REC	401	Tourism and Recreation Management	REC 401 Tourism & Recreation Management: Budgeting and Marketing focus Management concepts and processes, organizational structure, policies, personnel, budget, and fiscal management, marketing and public relations	C	3	E
Total Credit hours Required for Program Core (i.e., # of hours in degree program core)					24	NA
Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
GTO	210	Gastronomic Tourism	GTO 210 Gastronomic Tourism: An exploration of the planning, development, and management of gastronomic tourism. Emphasis on sustainable practices, stakeholders, and policies associated with successful gastronomic tours.	C	3	N
GTO	320	Bourbon, Beer, & Spirits	GTO 320 Bourbon, Beer, & Spirits: The history, culture, and production of bourbon, beer, and spirits. An examination of the role of tourism on breweries, distilleries, economics, and communities.	C	3	N
GTO	325	History and Culture of Wine	GTO 325 History and Culture of Wine: An exploration of interactions between wine, culture, and tourism. From a source of nutrition to a cultural symbol, the role of wine varies throughout history.	C	3	N
GTO	410	Gastronomic Tour Development	GTO 410 Gastronomic Tour Development: Pre-requisite GTO 210. An analysis of competitors, gastronomic tourists, destination image, and position within a defined location. Development of marketing, product development, and innovation.	C	3	N

NFA	447	Food Culture & Systems	NFA 447 Food Culture & Systems: Cross-cultural study of the formation of personal identities and social groups via food production, preparation, and consumption. In-depth exploration of global food systems and sustainability.	C	3	E
SHO	341	Sustainable Hospitality	SHO 341 Sustainable Hospitality: An examination of economic, socio-cultural, and environmental principles and practices for sustainable hospitality at the local, regional, and global level.	C	3	N
SHO	410	Multigenerational Programming	SHO 410 Multigenerational Programming: An in-depth analysis of hospitality and tourism programming to meet the needs of individuals across the lifespan. Special emphasis on developmentally appropriate activities and programs within each sector of the hospitality and tourism industry.	C	3	N
SHO	420	Sustainable Global Practice	SHO 420 Sustainable Global Practice: Pre-requisite SHO 341. A study of sustainable global practices in hospitality and tourism industries. Application of sustainable practices in a variety of sectors incorporating system approaches.	C	3	N
SHO	460	Universal Sustainable Design	SHO 460 Universal Sustainable Design: A study of universal design and sustainable practices utilized in hospitality and tourism industries to increase inclusivity and social justice.	C	3	N
SHO	475	Promoting Hospitality Experience	SHO 475 Promoting Hospitality Experience: A study of methods used to enhance and promote the hospitality and tourism experience. Includes tourism branding, service culture development, and marketing.	C	3	N
Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)					15	NA
GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
GBU	201	International Business	GBU 201 International Business: An overview of international business, including international business law, international business customs, and international business functional operations, examining the effectiveness of U.S. business ventures abroad and in competition with international companies at home	P	3	E
ECO	230	Principles of Microeconomics	ECO 230 Principles of Microeconomics: Prerequisite: completion of academic readiness indicators. For students with a composite ACT score of less than 21, completion of ECO 120 or 130 is strongly recommended prior to taking this course. Microeconomic principles, including the study of opportunity cost, consumer and producer choices, market demand and supply, pricing and resource allocation, comparative advantage and international trade. Gen. Ed. E-5B [SB]	P	3	E
HLS	260	Disaster Preparedness & Response	HLS 260 Disaster Preparedness & Response: Formerly HLS 451. Examines disaster preparedness and response context, concepts, theories, principles, programs and requirements. Students apply course concepts using case studies and real-world scenarios	P	3	E
MGT	301	Principles of Management	MGT 301 Principles of Management: Prerequisite: junior standing (at least 60 hours) with an overall GPA 2.0. Not for students majoring or minoring in business. Management principles with emphasis on organization theory and behavior, human resources and diversity, communications, production/operations management and quality issues, business ethics, development of management thought, management in the global arena, and management careers. Credit will not be awarded for both MGT 301 and 300	P	3	E
MKT	301	Principles of Marketing	MKT 301 Principles of Marketing: Prerequisite: junior standing (at least 60 hours) with an overall GPA of 2.0. Not for students majoring or minoring in business. Overview of strategic processes involved in marketing goods and services to global markets; study of behavioral, organizational, and consumer variables in decision processes; use of the marketing mix and marketing information to affect buyer decisions. Credit will not be awarded for both MKT 300 and 301.	P	3	E

POL	376	Public Human Resources	POL 376 Public Human Resources: Policies, and practices for human resources management in public services. Civil Service systems and reforms, diversity and affirmative action, managing, compensating, and motivating employees.	P	3	E
STA	215	Introduction to Statistical Reasoning	STA 215 Introduction to Statistical Reasoning: Prerequisite/Corequisite: Completion of academic readiness indicators in English and reading [(ACT English score of 18 or higher and ACT Reading score of 20 or higher) or SAT Reading +Writing score of 480 or higher or ENG 101 or ENG 101R(C) or a minimum placement test score] AND [ACT Mathematics score of 19 or higher or SAT Mathematics score of 500 or higher or a minimum placement test score or concurrent enrollment in STA 215P.] Introduction to descriptive statistics, normal distributions, correlation and linear regression, sampling, experiments, chance phenomena, one- and two-sample estimation and hypothesis testing, chi-square tests, and use of statistical software. Gen. Ed. E-2 [QR].	P	3	E
SOC	232	Social Statistics	SOC 232 Social Statistics: Prerequisites: SOC 131 or 235 and ACT Math score of 19 or higher or SAT Math score of 500 or higher, or equivalent MAT placement test score, or MAT 105 or higher with a grade of C or better. Statistical analysis of survey data, including forming sociological research questions, variable selection, analysis, interpretation, and writing in standard scientific form.	P	3	E
# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/specialty area). If 9 hours is required and there are 15 hours to					15	NA
FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)					0	NA
Summary of Total Program Hours						
Required Core Hours (i.e., # of hours in degree program core)					24	NA
Required Program Options - Track/Concentration/Specialty Hours (if applicable)					15	NA
Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)					15	NA
Free Elective Hours (i.e., general program electives) (if applicable)						NA
Total # of credit hours required for Program					54	NA
Information to be completed by PIE Office						
# of new courses						NA
Total # of Courses (includes new and existing)						NA
Percentage of new courses (more than 25% may require SACS Substantive Change)					#VALUE!	NA



Eastern Kentucky University
BS - BACHELOR OF SCIENCE
52.0901-Hospitality Administration/Management, General.
Submission Date: 01/19/2021 14:22

Full Proposal - Basic Info

Institution : Eastern Kentucky University
Program Type : Single Institution
Program Name : Global Hospitality and Tourism
Degree Level : Baccalaureate
Degree Designation : BACHELOR OF SCIENCE
CIP Code (2-Digit) : 52-BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPO
CIP Code : 52.0901-Hospitality Administration/Management, General.

Academic Unit (e.g. Department, Division, School) :

Name of Academic Unit :

Name of Program Director :

Intended Date of Implementation : 8/23/2021

Anticipated Date for Granting First Degrees :

Date of Governing Board Approval : 12/10/2020

Institutional Contact Information

First Name : Jennifer

Last Name : Wies

Title : Associate Provost

Email : jennifer.wies@eku.edu

Phone : 859-622-6208



Eastern Kentucky University
BS - BACHELOR OF SCIENCE
52.0901-Hospitality Administration/Management, General.
Submission Date: 01/19/2021 14:22

Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. Provide a brief description of the program with its estimated date of implementation.

The proposed Bachelor of Science in Global Hospitality and Tourism will provide professional education by maximizing the usage of existing courses combined with new resources. The degree will include two concentrations; Gastronomic Tourism and Sustainable Hospitality. Graduates in either of these concentrations can obtain a career in hotel management, theme parks, restaurants, country clubs, agritourism, local breweries and wineries, along with many more. In addition to the degree, the Department of Applied Human Sciences will also offer two new University Certificates. The first University Certificate will be Gastronomic Tourism. This new certificate will provide specialized training in food and drink tourism for professionals in the hospitality and tourism industry. The second University Certificate will be Sustainable Hospitality. This certificate will incorporate sustainable practices and inclusivity into the realm of hospitality and tourism. The program, concentrations, and University Certificates are to be implemented August 23, 2021.

Does this program have any tracks?

Yes

2. Describe how the new program is consistent with the mission and goals of the institution.

Institutional mission and strategic priorities:

This program supports the university mission due to the fact that it prepares graduates to obtain jobs anywhere in the world with the aim to support local culture and peoples. Across the curriculum, students will acknowledge and support the importance of cultural competence as it relates to stakeholders and patrons within the hospitality and tourism industries. Student success is a hallmark of the program. The curriculum is designed to produce students with adaptability and the foresight to work in the evolving fields of hospitality and tourism. Students will be able to complete hands on training and activities to enhance understanding and confidence.

The objectives of the program will support ECU's emphasis on regional stewardship. First, the students will be introduced to and interact with professionals currently working in the service region. In addition, students will explore the service region's hospitality and tourism industries. After graduation, students may choose to obtain jobs within the service region to support or enhance the hospitality and tourism industries.

Statewide Postsecondary Education Strategic Agenda and Strategic Implementation Plan

The BS Global Hospitality and Tourism will be an online program which supports the need for more flexible delivery formats and allows access to students from all socioeconomic backgrounds. With the aid of the online formatting, courses will be designed to meet the needs of all learning styles and accommodations. The emphasis on global industries and interprofessional diverse curriculum will enrich the discussion in online platforms and increase cultural competence.

While the program prepares graduates to work globally, there will be emphasis on local hospitality and tourism industries. For example, in the gastronomic tourism concentration, students will be introduced to local bourbon distillers and the dynamics of the bourbon trail. Furthermore, students will develop skills to establish tours which support local foods and food production. The sustainable hospitality concentration will also support regional and community development by enhancing the inclusiveness of hospitality establishments and make them more sustainable.

The Bachelor of Science in Global Hospitality and Tourism will generate successful students due to the fact that students can complete coursework while maintaining jobs. Coursework can be completed at a pace which fits the students needs and ensure degree completion without delays. It also supports students who have previous postsecondary education by accepting transfer credits and requiring 57 hours of coursework specific to the degree. After finishing the degree in a timely manner, students are prepared to begin working without additional exams or advanced degrees. Demand for employees and managers in this field is high and projected to continue in the future.

4. Is there a specialized accrediting agency related to this program?

No



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4a. If yes, identify accreditor:

4b. Will accreditation be sought?

No

5. Does this program have a clinical component?

No

5a. If yes, discuss the nature, appropriateness, and availability of clinical sites:

(Should not be blank)

7. Describe the rationale and need for the program to include how the institution determined need.

Based on research of employer demand and future trends in hospitality and tourism, the program was designed to meet the needs of future hospitality and tourism industry. Various professionals currently working in the industry were interviewed to determine the knowledge and skills needed to become a successful professional in the industry. Finally, faculty designing the curriculum attended various webinars and conferences related to hospitality and tourism to identify future trends in the field of hospitality and tourism.



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Full Proposal - Quality: Program Quality and Student Success

Provide specific programming goals (objectives) and specific learning outcomes for the program.

Program Objectives:

To prepare culturally competent and technically advanced graduates to enter global hospitality and tourism markets. To prepare hospitality and tourism students to serve in a variety of career settings locally, regionally, nationally, and globally.

Student Learning Outcomes:

The EKU BS Global Hospitality and Tourism objectives are to prepare graduates that are able to:

- ? plan and execute practices to meet consumer and market demands.
- ? demonstrate ability to provide culturally competent service to hospitality and tourism sectors locally, regionally, nationally, and globally.
- ? evaluate and support the hospitality and tourism needs of diverse populations.
- ? evaluate problem situations in hospitality and tourism industries and use critical and creative thinking to resolve those situations.
- ? manage financial and human resources for a variety of hospitality and tourism industries.
- ? utilize marketing strategies to support growth and development of hospitality and tourism industries.
- ? demonstrate professionalism through written and oral communication.
- ? implement sustainable practices to provide quality hospitality and tourism markets and industries.

The Gastronomic Tourism Concentration objectives are to prepare graduates that are able to:

- ? describe and examine various types of gastronomic tours.
- ? plan and execute culturally competent gastronomic tours.
- ? evaluate challenges and barriers to gastronomic tourism industries.
- ? demonstrate successful interpersonal skills with stakeholders (ie., government leaders, restaurant owners, distillers, wineries, and chefs) and patrons.
- ? utilize marketing strategies to support growth and development of gastronomic tours.
- ? support and advocate for sustainable practices to provide quality gastronomic tours.
- ? analyze historical, cultural, and economic aspects of the food and beverage industry and its relationship to tourism.

The Sustainable Hospitality Concentration objectives are to prepare graduates that are able to:

- ? collaborate with global hospitality stakeholders and organizations that support sustainable practices.
- ? support holistic and interrelated dimensions of sustainability.
- ? investigate and evaluate sustainability issues and practices in the hospitality industry.
- ? construct globally engaged practices to improve sustainability in hospitality.
- ? analyze environmental, societal, and economic impacts on hospitality.
- ? advocate for social justice components of sustainable choices within the hospitality industry.

Describe how the student learning outcomes for the program will be assessed.

Traditional direct methods will be utilized to assess student learning outcome attainment. These include, but are not limited to, module activities, exams, written papers and reports, class discussion, case study reports, written observations of practicum experiences, and practicum supervisor evaluations. Many core and concentration courses will require hands-on experiences to evaluate application of course material.



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Highlight any distinctive qualities of this proposed program.

The Global Hospitality and Tourism degree at EKU provides many unique features. The fact that the degree is within the Department of Applied Human Sciences exemplifies that the program will prepare graduates who are able to support a healthy society through interdisciplinary curriculum and learning. Many hospitality and tourism degrees are found within departments of business which provide technical experience but provide minimal interpersonal or interdisciplinary components.

The proposed degree focuses on domestic and international hospitality and travel. In doing so, we are preparing students to successfully work in any of these settings as employees or employers with the capability to show cultural competence as well as strong leadership skills.

Both concentrations proposed for the degree are vastly different than what is offered by any other degree in the United States. While gastronomic tourism can be found as training programs and curriculum in Europe, there is no program solely focused on this aspect of tourism in the United States. Currently, there is one undergraduate degree in food tourism in the United States. The goal of creating this type of program in Kentucky is to increase and support local industry from hotels to the bourbon trail to local foods.

The sustainable hospitality concentration is also interdisciplinary. The courses offered within this concentration, while not unique to the United States, are unique to Kentucky. Throughout the United States, there are less than five undergraduate sustainable hospitality degrees. The United Nations hosted a Sustainable Development Summit in 2015 and endorsed a 2030 Agenda for Sustainable Development. Within this agenda are three main dimensions which include economic, social, and environmental sustainable development. This concentration meets the needs of hospitality industries around the world seeking to meet the goals outlined in this Agenda.

Describe the admissions and graduation requirements for the program.

Students majoring in Global Hospitality and Tourism must achieve a grade of “C”/2.0 or better in all core, concentration, and supporting courses. In order to graduate, students must complete 120 hours and all required core, supporting, and concentration courses.

Please provide the total number of hours required for the degree.

(Should not be blank)

Describe the administrative oversight to ensure the quality of the program.

The BS Global Hospitality and Tourism program faculty and coordinator will meet quarterly to evaluate formative and summative assessments implemented. Student evaluations will be carefully assessment and considered when redeveloping courses. In addition, annually, the program faculty, coordinator and Department Chair will meet to review market and career trends. An advisory board which includes professionals in the field and recent program graduates will meet annually to review curriculum and program outcomes.

For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

The new BS Global Hospitality and Tourism courses will be developed in such a way that students completed the accelerated content can maintain adequate depth and rigor of course content. Courses will be organized to include readings, discussions, online lectures, quizzes, activities, and assignments that guide students towards obtaining the same depth of understanding that students attending a full-semester course would receive. In addition, faculty within the program will receive extensive training on online course development and design to ensure appropriate delivery for an online learner.

Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	120	24	30	29



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Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:

a. Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

According to the Department of Labor and Statistics, the need for hospitality and tourism is increasing steadily. A food travel industry report published by the World Food Travel Association identified that “96% of expert respondents have a positive outlook about the growth of the food travel industry in the next two years”.

The Travel, Tourism, and Hospitality Industry Association (selectuse.org), reported that the US travel and tourism industry generated over \$1.6 trillion in economic output in 2017, supporting 7.8 million jobs in the US.

As supported by the data from the Bureau of Labor Statistics, the field of hospitality and foodservice industry has steadily grown from 2019 to 2020. Moreover, the National Restaurant Association (restaurant.org/SOI) forecasts foodservice industry sales to reach \$863 billion in 2019, and approximately 1.6 million new foodservice jobs are projected to be added by 2029.

The US Travel Association (2019) reports that domestic travelers spend approximately “\$972 billion in the United States” in 2019 and supported nearly “7.9 million American jobs”. Hospitality and tourism doesn’t just benefit American jobs and economy, it also impacts international travel. The US Travel Association (2019) reports that international travel “supported about 1.2 million US jobs” and generated approximately \$179.7 billion in tax revenue due to travel spending.

The United Nations World Tourism Organization, which offers leadership and support to the tourism sector, announced their 2030 Agenda (tourism4sdgs.org) which contained consideration for global sustainable practices. This global push greatly supports the two proposed concentrations which contain objectives that support the 17 sustainable development goals outlined by the United Nations (un.org/sustainabledevelopment).

Graduates from the Gastronomic Tourism concentration can establish different careers, such as meeting and event manager, culinary food tour director, food service manager, lodging or hotel manager. The table below represents job titles as defined by the US Bureau of Labor Statistics and their project salary and growth rate. While many jobs available to graduates of this proposed program are not identified by the US Bureau of Labor Statistics, it is an area of growth. The US Bureau of Labor Statistics published an article highlighting the increase in brewery industries around the US and the impact on employment. Nearly half of the jobs within all types of beverages is found within the brewery, winery, or distillery sectors .

1. Student Demand:

b. Project estimated student enrollment and degrees conferred for the first five years of the program.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2021-22	0	50
2022-23	50	100
2023-24	50	100
2024-25	50	100
2025-26	50	100



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3. Academic Disciplinary Needs:

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

The Global Hospitality and Tourism degree at EKU provides many unique features. The fact that the degree is within the Department of Applied Human Sciences exemplifies that the program will prepare graduates who are able to support a healthy society through interdisciplinary curriculum and learning. Many hospitality and tourism degrees are found within departments of business which provide technical experience but provide minimal interpersonal or interdisciplinary components.

The proposed degree focuses on domestic and international hospitality and travel. In doing so, we are preparing students to successfully work in any of these settings as employees or employers with the capability to show cultural competence as well as strong leadership skills.

Both concentrations proposed for the degree are vastly different than what is offered by any other degree in the United States. While gastronomic tourism can be found as training programs and curriculum in Europe, there is no program solely focused on this aspect of tourism in the United States. Currently, there is one undergraduate degree in food tourism in the United States. The goal of creating this type of program in Kentucky is to increase and support local industry from hotels to the bourbon trail to local foods.

The sustainable hospitality concentration is also interdisciplinary. The courses offered within this concentration, while not unique to the United States, are unique to Kentucky. Throughout the United States, there are less than five undergraduate sustainable hospitality degrees. The United Nations hosted a Sustainable Development Summit in 2015 and endorsed a 2030 Agenda for Sustainable Development. Within this agenda are three main dimensions which include economic, social, and environmental sustainable development. This concentration meets the needs of hospitality industries around the world seeking to meet the goals outlined in this Agenda.

(Should not be blank)

4. Similar programs:

a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

0

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

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Full Proposal - Cost: Cost and Funding of the Proposed Program

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	Federal funding has not been sought to support the faculty labor to deliver the proposed program. Further, none of the faculty identified to teach the new and existing courses are supported by federal funding sources.				
Total Resources Available from Other Non-State Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	Non-state sources of funding, such as corporate funding and private grants, have not been sought to support the faculty labor to deliver the proposed program. Further, none of the faculty identified to teach the new and existing courses are supported by non-state sources of funding.				
State Resources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	Additional state funding has not been sought to support the faculty labor to deliver the proposed program.				
Internal					
Allocation :	0	0	0	0	0
Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :	EKU is not conducting an internal allocation or reallocation of funding to support the new program proposal.				
Student Tuition					
New :	196320	595095	638040	638040	638040
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	New Student Tuition: The program will lead to modest enrollments (i.e. classes, not students), projected to be 160 in year 1, 485 in year 2, 520 in year 3, 520 in year 4, and 520 in year 5. We assume program will reach a steady state in year 3 that continues in years 4 & 5. Since this is an undergraduate degree program, the tuition costs of \$409 per credit hour is applied to the estimated number of credit hours the projected students will take. For year 1 that is 480, for year 2 it is 1,455, for year 3 it is 1,560, for year 4 it is 1,560, and year 5 it is 1,560. EKU is also expected to recover \$6,000 in special usage fees in year 1, \$18,188 in year 2, \$19,500 in years 3, 4, and 5. The fees are not included in the tuition amount indicated above.				



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Total					
New :	\$196,320	\$595,095	\$638,040	\$638,040	\$638,040
Existing :	\$0	\$0	\$0	\$0	\$0
Total Funding Sources :	\$196,320	\$595,095	\$638,040	\$638,040	\$638,040
B. Breakdown of Budget Expenses/Requirements					
	1st year	2nd year	3rd year	4th year	5th year
Staff: Executive, administrative, and managerial					
New :	19632	59510	63804	63804	63804
Existing :	0	0	0	0	0
Other Professional					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Faculty					
New :	129812	147624	0	0	0
Existing :	154598	284410	392654	392654	39654
Graduate Assistants (if master's or doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Student Employees					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	There are no costs for Student Employee staff roles associated with this new program proposal.				
Equipment and Instructional Materials					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	This covers computer equipment for faculty and staff, office supplies, course materials (textbooks), and postage. The amount budgeted is an estimate based on the typical cost of a computer and supplies such as paper, pens, printer cartridges, envelopes, etc. In some cases faculty have to purchase textbooks that are not provided free of charge by the publisher. These funds would be used to purchase the textbooks in those cases.				
Library					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	No additional resources will be supplied for Library resources for the proposed program.				
Contractual Services					
New :	0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Existing :	0	0	0	0	0
Narrative Explanation/Justification : No contractual services are budgeted for this program.					

Academic and/or Student Services					
New :	61425	61425	61425	61425	61425
Existing :	0	0	0	0	0
Narrative Explanation/Justification : New funding for an academic recruiter and advisor. EKU will allocate one full time position for the purpose of recruiting and advising for this program.					

Other Support Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification : No additional support services are included.					

Faculty Development					
New :	7000	7000	7000	7000	7000
Existing :	0	0	0	0	0
Narrative Explanation/Justification : Travel, memberships, and registration for professional development. EKU expects that program faculty and assigned staff may travel to participate in workshops and networking opportunities for purposes of professional development and knowledge acquisition. These opportunities might include the Online Consortium's Annual Conference, UPCEA, Wisconsin Distance Education Conference, or discipline specific conferences such as Environmental Sustainability & Hospitality Industry Conference.					

Assessment					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification : No resources for assessment are included for this new program proposal.					

Student Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification : These costs are not applicable, since this is not a doctorate program.					

Faculty Space and Equipment (if doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification : These costs are not applicable, since this is not a doctorate program.					



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Other						
	New :	60000	60000	60000	60000	60000
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		Expenditures for marketing: EKU utilizes a variety of channels for marketing purposes. These include but are not limited to: PPC (Bing, Google) social media (Facebook, Instagram, LinkedIn), and display advertising (web banners, email marketing, and direct email campaigns). These marketing funds are a smaller percentage of revenues than the majority of universities nationwide allocate.				
Total						
	New :	\$277,869	\$335,559	\$192,229	\$192,229	\$192,229
	Existing :	\$154,598	\$284,410	\$392,654	\$392,654	\$39,654
	Total Budget Expenses/Requirements :	\$432,467	\$619,969	\$584,883	\$584,883	\$231,883
Grand Total						
	Total Net Cost :	\$-236,147	\$-24,874	\$53,157	\$53,157	\$406,157



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Full-Proposal - Assess: Program Review and Assessment

1. Provide a brief description of institutional assessment processes.

The primary use of assessment of student learning at the program level is to provide information for reviewing and improving the program's curriculum, instruction, and resource allocation.

Degree program assessment is supported and monitored by the Office of Institutional Effectiveness on behalf of the University Assessment Committee and the Office of the Provost. Reporting on and use of results of assessment of student learning is required by the Southern Association of Colleges and Schools (SACS).

Academic departments at EKU are required to articulate student learning objectives for each degree program, option, certificate and minor and to design and implement assessment measures to ascertain progress towards those student learning objectives. Academic departments are required to submit annual progress reports delineating results of student learning assessment and the use of results for improvement.

<https://oie.eku.edu/eku-assurance-learning>

<https://oie.eku.edu/assessment-student-learning>

2. Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

Programs are reviewed with the aid of a committee which includes the department Chair and Program Coordinators. A final program review report is submitted to a college committee for college level review and approval which is then submitted to at least one external reviewer. The College Dean will do a final program review before submitting it to Institutional Effectiveness & Research (IE&R). The Provost, Associate Provost, VP of Student Success, and IE&R will review all reports and make recommendations to the Deans' Council. Decisions made at the Deans' Council will then be sent back to the program to implement changes or further review.

3. What are the plans to evaluate students' post-graduate success?

The BS Global Hospitality and Tourism program will solicit responses to all graduates of the program to obtain the following:

- Employment Status: Employed, Continuing Education/Training, Actively Seeking Employment, Not Seeking Employment
- Evaluation of curriculum (core, supporting, and concentration)
- Evaluation of online course format
- Evaluation of teaching

PROPOSED PROGRAM SUMMARY

Institution: Eastern Kentucky University

Program Name: Instructional Design and Learning Technology

Degree Designation: MASTER OF SCIENCE (MS)

Degree Level : Master's

Program Description

The Instructional Design and Learning Technology (IDLT) Master's Degree is designed to confer job readiness skills bound by applied theoretical frameworks related to the fields of instructional and eLearning design, corporate training, and performance management. The core of the program consists of courses that will help the student to master instructional design, to analyze and make data-driven decisions, and afford them an opportunity for in-house or external internships. At the same time, students are afforded choices among various electives to fulfill the course requirements. In short, these are divided into the following broad categories:

- a. Multimedia Design for Learning: Provides a professional foundational understanding of the research and development of multimedia elements to positively improve learning outcomes.
- b. Graphic/User Interface Design: Use of typography, symbol systems, color, and space to create intuitive electronic interfaces as well as communicate instructional messages clearly and effectively.
- c. Online distance learning: Provides historical context and modern approaches to online learning through use of tools, techniques, and best practices.

Internship Requirement

Because the proposed program will focus on career readiness, we devised a three-dimensional, proactive approach to providing students instructional design experience with maximum flexibility in mind to meet the needs of a diverse student population.

A. Internal placement at ECU. Students work as academic instructional designers at the ECU Instructional Design Center (IDC) in support of the mission and goals of the university. Students may intern with the IDC remotely when they have a reliable, high speed internet connection.

B. External placement. Students complete an internship in an organization identified by IDLT program coordinators with whom the student has no prior affiliation. Alternately, students may find their own placement with department approval. Remote internships will be at the discretion of the respective employer, but ECU will take significant steps to find remote positions for students who are firmly location-bound where there is not an immediate employment need, such as a rural or low population density area.

C. External placement in student's workplace. Students complete an internship at their current workplace where they are already gainfully employed, but not as a trainer, instructional designer, or in a related capacity.

Portfolio Requirement

While conducting research for this program, we did not identify any other program in the state that integrates portfolio artifacts into their curriculum. As a normal part of IDLT coursework, students will create a series of portfolio "artifacts," or elements demonstrating their growing abilities and accomplishments. These are significant

products that may consist of complete instructional units, training programs, multimedia products, needs analysis and program evaluation reports, and other creations pertinent to instructional design.

Whatever the future may bring, the field of instructional design and learning technologies is poised to grow to meet the demands of an ever-changing workforce (Finn & Conway, 2019). These changes will be especially evident as universities redefine and redesign the educational experience to offer greater flexibility, student choice, and to remove obstacles in the educational process (Miaoulis, 2020).

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

This program will not replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program.

CIP Code: 13.0501

Credit Hours: 30

Institutional Board Approval Date: 12/10/2020

Implementation Date: 8/23/2021

Student Demand

Year 1 - 177
Year 2 - 255
Year 3 - 255
Year 4 - 255
Year 5 - 255

Market Demand

Student Demand

Year 1 -177
Year 2 -459
Year 3 -449
Year 4 -449
Year 5 -449

Market Demand

The ECU IDLT Program seeks to address the need for qualified Instructional Designers, Instructional Coordinators (Bureau of Labor Statistics designation), and Training and Development Specialists across the state and beyond. It is a need primarily driven by the rise of distance education and online learning initiatives (McFarland et al., n.d.).

Recent shifts in both public and private sectors, including P-20 institutions, have seen increased demand for online instructional delivery even before the ongoing SARS-CoV-2 pandemic. Extraordinary circumstances resulting from SARS-CoV-2 have further catalyzed rapid organizational change regarding the structure and delivery of work.

Instructional designers and trainers have long held expertise leveraging appropriate, effective technology using evidence-based approaches to design and deliver effective instruction across myriad settings. They became essential contributors responsible for significant efforts toward implementation and operation of training and education.

The IDLT program adds to current offerings in Kentucky. However, the proposed ECU program is differentiated because our coursework blends theoretical and practical concepts toward a unique focus on early career application and orientation, as well as a mandatory intensive cooperative/internship placement engaging students in impactful work. Students will additionally create and maintain their own professional web site portfolio that will effectively and succinctly communicate their mastery of the skills and knowledge required for today's working professionals. We believe this experience will better prepare students for the competitive job market starting with their very first course, a strategy not seen in other programs in the state or region. Successful students in this program will be job-ready upon graduation, if not before.

Program Justification, Student Demand, and Careers on The National Level

Instructional Design Paces with Market

According to the market research reports by Finn and Conway (2019) and Plotnik and Hinck (2019), national job opportunities for Master's-level instructional design professionals from September 2016 to July 2019 grew 123 percent (Figure 1). This growth mirrors other careers for which the master's degree is generally required (Figure 1).

Growth At Least Fast as Average

The U.S. Bureau of Labor Statistics (2020) suggests trainers, training development managers, fields for which Instructional designers are well-suited, will experience faster than average growth over the projected time frame 2018 to 2028. The U.S. Bureau of Labor Statistics (2020) projects Instructional designers and instructional coordinator jobs will grow at an average rate over the same time period.

Another report by Thornton and Donohue (2017) reported significant increases (52 percent) in demand at the national level for bachelor's and master's level instructional design professionals between February 2018 and June 2018 (Figure 2).

Regional Dearth of Interest and Mitigation

At the same time, the EAB (2019) market pulse check for online masters-level programs in Instructional Design for central Kentucky (including a 150-mile radius of Wilmore, KY, including Lexington, Louisville, and Cincinnati) does not suggest favorable program potential. However, trends identified by Finn and Conway (2019), Plotnik and Hinck (2019), and Thornton and Donohue (2017) suggest that in order to mitigate potential dearth of program demand, institutions should focus on the recruitment of students at the national level while also offering an orientation toward practical, job-focused learning outcomes which prepare students for immediate, direct-entry into the workplace. ECU's Instructional Design and Learning Technology program seeks to immediately prepare students for gainful employment by having terminal objectives culminate in deliverables suitable for inclusion in professional portfolios. Additionally, the program will directly place students into practicum experiences valued by hiring organizations.

Employment Demand

	Regional	State	National
Type Of Job	Instructional Coordinator		
Avg. Wage	\$104,903	\$116,920	\$113,350
# Jobs (Postings)	668	431	42300
Expected Growth	7%	10%	7%
Type Of Job	Training and Development Managers		
Avg. Wage	\$104,903	\$116,920	\$66,290
# Jobs (Postings)	668	431	192900
Expected Growth	7%	10%	6%

Indicate source of market demand information

Kentucky Occupational Outlook to 2026

U.S. Bureau of Labor Statistic

<https://www.bls.gov/oes/current/>

Timeframe: through 2026 for Kentucky; through 2029 for National

Academic Demand

After graduation, students will be qualified to perform the following jobs:

- Instructional Designer
- Instructional Coordinator
- E-Learning author
- Educational/Learning consultant
- Program evaluator
- Trainer
- Employee Performance Specialist/Manager across multiple fields
- Human resources positions with focus on workforce development and performance management

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
2164	00197600	Morehead State University	MAED	Teacher Leader - Educational Technology	2015
3144	00198900	University of Kentucky	MSED	Education - Instructional Systems Design	2015
4981	00200200	Western Kentucky University	MS	Instructional Design	2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

University of Kentucky

The University of Kentucky (UK) Instructional Systems Design (ISD) Master's degree program prepares students broadly as to the history, theory, and implications of instructional design with an emphasis on the creation and evolution of learning and educational theories such as instructionalism, cognitive load theory, cultural psychology, and others to explicate the nature, challenges, and concerns related to learning and educational systems.

As the program is part of UK's College of Education, there is also a synergy with the needs of K-12 teachers and teacher educators. The UK program is multifaceted and serves multiple needs, primarily within the university and local region.

The primary objective of the proposed EKU program is singular: to prepare individuals for gainful employment in industry, particularly settings outside public school organizations. Additionally, EKU seeks to target populations outside the regular service regions of state institutions.

Western Kentucky University

Comparing the proposed curriculum with the MS in Instructional Design at Western Kentucky University, EKU's IDLT program offers additional courses to prepare students to be effective instructional designers. Namely, there is an additional focus on:

1. Making data driven decisions which include needs analysis and program and training evaluation (IDL802, 814, PSY 790)
2. Designing and developing gamified learning experiences (IDL 814)
3. Catering to diverse learning populations (IDL 813)
4. Developing visually appealing instructional products (DES 850)
5. Design and production of design spaces when designing a new user interaction (DES 851)
6. Emphasizing the need for technical writing (ENG 840)
7. Development of professional portfolio which students will develop throughout the program and showcase to their future employers

Comparison of Student Populations:

While the mission of state institutions is to serve the citizens of their respective service regions, EKU's IDLT program will also strive to recruit and serve students across the country and from diverse disciplinary backgrounds. Many master's degree programs out of tradition and practicality accept students who are academically prepared at the baccalaureate level in their specific discipline. The IDLT program may accept graduates from any academic discipline due to the nature of the field. Moreover, we would specifically also seek to target P-12 teachers who have left the profession. Students with the disposition and skill set to be effective classroom teachers have much to offer the instructional design field and have applicable training that would benefit both themselves and organizations.

Access to Existing Programs:

EKU's proposed IDLT program is keenly focused on preparing students with 21-century skills to enter organizations as critical and creative thinkers ready to solve instructional problems. At the same time, we acknowledge the University of Kentucky's College of Education (UKCOE) has expertise and an approach which orients students toward a broad theoretical perspective on learning and professional development. We would be open to any partnership which allows a student to maximize their choice relative to fulfilling their own learning and career goals. Although there is no current collaborative arrangement, potential EKU faculty have contacts with UKCOE and would be willing to explore a partnership in the future. The knowledge and experience EKU faculty provide could serve the state through a

synergistic relationship between the two institutions, as well as catalyze programs of distinction at both.

Feedback from Other Institutions:

No concerns have been raised by other institutions regarding the addition of the MS in Instructional Design and Technology.

Cost

Projected Revenue over Next Five Years (\$) : 3499197

Projected Expenses over Next Five Years (\$) : 198550

Will Additional faculty be needed? Yes

To establish the ECU IDLT Program and to accommodate future program growth, additional resources are required in terms of faculty positions. Specifically, two full-time faculty positions are necessary to successfully develop the IDLT program, help with the recruitment efforts, identify and maintain connections with external stakeholders and internship providers, and perform other duties that require the dedication of full-time faculty. At the time of this proposal, the IDLT program is conceptualized and proposed by the joint efforts of e-Campus Online Learning and The Department of Art and Design, with the aid of the two potential faculty members. The potential faculty are currently employed as an Instructional Designer and Faculty Development Program Manager at the ECU's Instructional Des

Provide a budgetary rationale for creating this new program

The program will be funded through revenue generated from new students. Most peripheral needs are already covered through existing services. Two current full-time instructional designers and full-time faculty will be reassigned to the program as well.

5 Percentile 13.0501 Educational/Instructional Tech [-42 Score]

Student Demand [-2 Score]

Category	Pctl	Criterion	Value	Score
Size	0	Inquiry Volume (12 Months)	0	0
	0	Int'l Page Views (12 Months)	0	NS
	6	Google Search Volume (3 Months)*	30,624	0
	41	On-ground Completions at In-Market Institutions	21	NS
	81	Online Completions by In-Market Students	39	NS
	49	Sum of On-ground and Online Completions	60	0
Growth	90	Inquiry Volume YoY Change (Units)	0	0
	43	Google Search YoY Change (Units)*	978	-2
	31	Completion Volume YoY Change (Units)	-2	0
		Inquiry Volume YoY Change (%)	NA	NS
	52	Google Search YoY Change (%)*	3%	0
	41	Completion Volume YoY Change (%)	-3%	0

3 Pctl

Employment* [-17 Score]

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	63	Job Postings Total (12 Months)*	3,416	-2
	68	BLS Current Employment*	25,860	-2
	68	BLS Annual Job Openings*	2,797	-2
Size (Generalist)	55	BLS Share of Generalist Employment*	471	-2
	55	BLS Share of Generalist Openings*	45	-1
Growth (Direct Prep)	35	BLS 1-Year Historical Growth*	2%	-4
	68	BLS 3-Year Historic Growth (CAGR)*	3%	NS
	55	BLS 10-Year Future Growth (CAGR)*	0.7%	NS
Saturation (Direct Prep)	29	Job Postings per Graduate*	0.5	-2
	39	BLS Job Openings per Graduate*	0.4	-2
Wages (Direct Prep)	41	BLS 10th-Percentile Wages*	\$34,928	-5
	48	BLS Mean Wages*	\$59,105	NS
National American Community Survey	57	Natl ACS Wages (Age < 30)	\$43,726	3
	27	Natl ACS Wages (Age 30-60)	\$74,204	0
Bachelor's Degree Outcomes	58	Natl ACS % with Any Graduate Degree	45%	NS
	92	Natl ACS % with Masters	39%	NS
National Completions by Level	45	Natl ACS % with Doct/Prof Degree	7%	NS
	8	Natl ACS % Unemp. (Age <30)**	1%	2
	21	Natl ACS % Unemp. (Age 30-60)**	2%	0
	51	Natl ACS % in Direct Prep Jobs	0%	NS

13 Pctl

Degree Fit [-20 Score]

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

National Completions by Level [-20 Score]

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	1%	1%	0%
Associates	1%	1%	0%
Bachelors	1%	1%	0%
Postbaccalaureate Certificate	8%	8%	0%
Masters	80%	80%	68%
Post-masters Certificate	5%	5%	0%
Doctoral	3%	3%	26%
Unknown	0%	0%	5%

Competitive Intensity [-3 Score]

Category	Pctl	Criterion	Value	Score
Volume of Competition	54	Campuses with Graduates**	6	0
	87	National Online Institutions (Units)**	4	NS
	87	Institutions with Online In-Market Students**	4	NS
	34	Institutions YoY Change (Units)**	-1	0
	13	Average Completions by Local Institution	4	-1
	15	Median Completions by Local Institution	2	-1
	28	YoY Median Program Change (Units)	-2	0
	12	YoY Median Program Change (%)	-50%	-1
	87	Natl Online % of Institutions	14%	NS
	97	Natl Online % of Completions	65%	NS
Market Saturation		Average Cost per Inquiry**	NA	NS
	49	Google Search * Cost per Click**	\$7	0
	89	Google Competition Index**	0.66	0

6 Pctl

CIP Description

A program that focuses on integrating technology into educational curricula. Includes instruction in foundations of educational technology, computer applications, utilizing technology for assessment, multimedia instruction, web-based instruction, distance education, and designing and producing educational software and materials.

National Workforce Ed. Attainment [0 Score]

Award Level	BLS Educational Attainment
No College	9%
Some College	11%
Associates	6%
Bachelors	31%
Masters	36%
Doctoral	7%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubrics (values = 0).
 2-yr - Associates & certificate programs only.
 PCTL - Percentile

Percentile	0	20+	40+	70+	90+	95+	98+	100
Overall Score	-69	-29	-21	-5	6	12	26	83

** Color Scale in Reverse

Percentile (Reverse)	<40	40+	70+	90+	95+	98+

Course Title (CIP)						
Degree Program Core Courses (i.e., Courses required by ALL students in the Major--incl						
Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/ pre-professional (P)	Credit Hours	Existing (E) or New (N) Course
IDL	800	Introduction to the Profession	IDL 800: Introduction to the Profession. A comprehensive introduction to the process, theories and profession of Instructional Design.	C	3	N
IDL	801	Instructional Design Mastery	IDL 801: Instructional Design Mastery. Application of design theory, implementation of instructional lessons, selection of suitable instructional technology, evaluation of learners and instructional products, and instruction implementation.	C	3	N
IDL	802	Data-Driven Decision Making	IDL 802: Data-Driven Decision Making. Data collection and analysis techniques involved in making sound instructional/training and development decisions in organizations.	C	3	N
IDL	820	Field Internship.	IDL 820: Field Internship. Guided internship designed to afford opportunities for the IDLT students to practice learned lessons in highly successful environments and collaborate with peers and mentors who have practical experience to share.	C	3	N
IDL	821	Portfolio and Exit Review.	IDL 821: Portfolio and Exit Review. Culmination of studies and experiences in IDLT. Creation of a professional web portfolio that showcases student's most significant work and internship experiences.	C	3	N
Total Credit hours Required for Program Core (i.e., # of hours in					15	NA
Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
ONLINE LEARNING DESIGN						
IDL	810	Multimedia for Learning	IDL 810: Multimedia for Learning. Exploration, design, and creation of multimedia products that support sound instructional practices.	C	3	N
IDL	811	Online Learning Design.	IDL 811: Online Learning Design. Exploration of the modern principles and practices that drive effective online learning, analysis of structure and interaction of online courses to create meaningful online experiences.	C	3	N
IDL	813	Instruction for Diverse Learners	IDL 813: Instruction for Diverse Learners. Exploration of design learning experiences while considering diverse audiences and environments, learner characteristics, training theories, and deployment of tested instructional strategies to improve learning outcomes.	C	3	N
IDL	814	Training the Modern Workforce	IDL 814: Training the Modern Workforce. Examining professional development components of workforce training, training programs, and responding to the changing organizational needs.	C	3	N
USER EXPERIENCE DESIGN						
IDL	812	Game Design for Learning.	IDL 812: Game Design for Learning. Application of game design in creating instructional materials, development of various gaming concepts, and experiences in gamified learning.	C	3	N
IDL	813	Instruction for Diverse Learners	IDL 813: Instruction for Diverse Learners. Exploration of design learning experiences while considering diverse audiences and environments, learner characteristics, training theories, and deployment of tested instructional strategies to improve learning outcomes.	C	3	N
DES	850	Graphic Design for Learning.	DES 850: Graphic Design for Learning. Introduction to the elements and principles of design, methods, tools and software used in the field of graphic design.	C	3	N

DES	851	User Experience (UX) Design.	DES 851: User Experience (UX) Design. Introduction to the processes and methods of User Experience Design, including user research, contextual design, design thinking, ideation, and prototyping of a service or product.	C	3	N
Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)					0	NA
GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
IDL	810	Multimedia for Learning	IDL 810: Multimedia for Learning. Exploration, design, and creation of multimedia products that support sound instructional practices.	P	3	N
IDL	811	Online Learning Design.	IDL 811: Online Learning Design. Exploration of the modern principles and practices that drive effective online learning, analysis of structure and interaction of online courses to create meaningful online experiences.	P	3	N
IDL	812	Game Design for Learning.	IDL 812: Game Design for Learning. Application of game design in creating instructional materials, development of various gaming concepts, and experiences in gamified learning.	P	3	N
IDL	813	Instruction for Diverse Learners	IDL 813: Instruction for Diverse Learners. Exploration of design learning experiences while considering diverse audiences and environments, learner characteristics, training theories, and deployment of tested instructional strategies to improve learning outcomes.	P	3	N
IDL	814	Training the Modern Workforce	IDL 814: Training the Modern Workforce. Examining professional development components of workforce training, training programs, and responding to the changing organizational needs.	P	3	N
IDL	890	Independent Study	IDL 890: Independent Study. Faculty Guided Independent research, which allows students to design a research problem and make experimental observations and conclusions. Students will perform in-depth research pertinent to IDLT and craft a project based on their investigation.	P	3	N
DES	850	Graphic Design for Learning.	DES 850: Graphic Design for Learning. Introduction to the elements and principles of design, methods, tools and software used in the field of graphic design.	P	3	N
DES	851	User Experience (UX) Design.	DES 851: User Experience (UX) Design. Introduction to the processes and methods of User Experience Design, including user research, contextual design, design thinking, ideation, and prototyping of a service or product.	P	3	N
# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required					15	NA
FREE Elective Courses (i.e, general program electives, open to the students to choose) (if applicable)						
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course
Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)					0	NA
Summary of Total Program Hours					15	NA
Required Core Hours (i.e., # of hours in degree program core)						
Required Program Options - Track/Concentration/Specialty Hours (if applicable)					0	NA
Program Electives (e.g., focused or track/concentration/speciality area specific electives) (if applicable)					15	NA
Free Elective Hours (i.e., general program electives) (if applicable)					0	NA
Total # of credit hours required for Program					30	NA
Information to be completed by PIE Office						
# of new courses						NA
Total # of Courses (includes new and existing)						NA
Percentage of new courses (more than 25% may require SACS					#VALUE!	NA



Eastern Kentucky University
MS - MASTER OF SCIENCE
13.0501-Educational/Instructional Technology.
Submission Date: 01/15/2021 08:10

Full Proposal - Basic Info

Institution : Eastern Kentucky University
Program Type : Single Institution
Program Name : Instructional Design and Learning Technology
Degree Level : Master's
Degree Designation : MASTER OF SCIENCE
CIP Code (2-Digit) : 13-EDUCATION.
CIP Code : 13.0501-Educational/Instructional Technology.

Academic Unit (e.g. Department, Division, School) :

Name of Academic Unit :

Name of Program Director :

Intended Date of Implementation : 8/23/2021

Anticipated Date for Granting First Degrees :

Date of Governing Board Approval : 12/10/2020

Institutional Contact Information

First Name : Jennifer

Last Name : Wies

Title : Associate Provost

Email : jennifer.wies@eku.edu

Phone : 859-622-6208



Eastern Kentucky University
MS - MASTER OF SCIENCE
13.0501-Educational/Instructional Technology.
Submission Date: 01/15/2021 08:10

Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. Provide a brief description of the program with its estimated date of implementation.

The Instructional Design and Learning Technology (IDLT) Master's Degree is designed to confer job readiness skills bound by applied theoretical frameworks related to the fields of instructional and eLearning design, corporate training, and performance management. The core of the program consists of courses that will help the student to master instructional design, to analyze and make data-driven decisions, and afford them an opportunity for in-house or external internships. At the same time, students may choose from various electives to fulfill the course requirements. These are divided into the following broad categories:

Multimedia Design for Learning: Provides a professional foundational understanding of the research and development of multimedia elements to positively improve learning outcomes.

Graphic/User Interface Design: Use of typography, symbol systems, color, and space to create intuitive electronic interfaces as well as communicate instructional messages clearly and effectively.

Online distance learning: Provides historical context and modern approaches to online learning through use of tools, techniques, and best practices.

Implementation date: August 23, 2021

Does this program have any tracks?

No



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2. Describe how the new program is consistent with the mission and goals of the institution.

The objectives of the ECU IDLT master's degree are consistent with our institutional and statewide commitment to ECU's Strategic Goal #1: Academic Excellence (1.3.2; 1.3.3) and Strategic Goal #6: Service to Communities and Region (6.1.1).

1.3.2 Financially invest in and promote nationally recognized programs that attract students to ECU.

1.3.3. Identify, pursue, and promote opportunities for new high-quality, distinct, and compelling programs with capacity to grow enrollments.

Instructional design, online training, and learning development is a highly sought field (Decherney & Levander, 2020). According to the Bureau of Labor Statistics (BLS) (2020), the job of Instructional Coordinators, a classification that most closely resembles Instructional Designers, is poised to grow 6% from 2018 to 2028, considered by the BLS to be "average growth." Additionally, The Bureau projects Training and Development Specialists as a profession to grow 9% (an "above average" rate) within the same time period. The current circumstances related to COVID-19 are more than likely to increase the demand for both professions (Decherney & Levander, 2020).

While instructional design is an eclectic and specialized field, comprising a unique skill set compared to other traditional occupations, nearly anyone can acquire these skills and apply them in myriad fields toward improving learning outcomes across organizations. This program would increase both the visibility and impact of ECU as an institution that provides 21st century job skills to an already talented community of teachers and learners.

Increase the number of and strengthen existing strategic partnerships in our Region with community colleges, local communities, employers, and other entities. (6.1.1)

Nearly every organization of any size utilizes the skills and concepts related to Instructional Design. Dozens of organizations at ECU and beyond will utilize the talent and expertise we can foster. ECU will seek partnerships with organizations eager to improve training and learning outcomes to give valid, valuable experience to future instructional designers, online learning developers, trainers, and performance improvement professionals. These efforts will forge new relationships with wider industry and expand ECU's regional and national reach. Additionally, ECU's Instructional Development Center will host student interns, offering opportunities to collaborate with the university community on a variety of educational projects and support services related to online learning and instructional delivery.

Bring distinction to our Region with nationally recognized programs, endorsements, and scholarship/research. (6.2.1)

The IDLT Program seeks to provide a firm theoretical foundation upon which students will cultivate their own knowledge and expertise, learning from knowledgeable faculty and applying that knowledge in organizations to providing efficient, elegant solutions to real-time instructional problems. Successful development and execution of our program's goals will lead to national recognition. Prior to the inception of this academic program, our work has resulted in multiple international, national, and regional awards, recognizing our working with experts in over a dozen academic disciplines and content areas. This same focus on excellence will help students reach their full potential as highly sought professionals.

4. Is there a specialized accrediting agency related to this program?

No

4a. If yes, identify accreditor:

4b. Will accreditation be sought?

No

5. Does this program have a clinical component?

No



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5a. If yes, discuss the nature, appropriateness, and availability of clinical sites:

(Should not be blank)

7. Describe the rationale and need for the program to include how the institution determined need.

Instructional Design Paces with Market

According to the market research reports by Finn and Conway (2019) and Plotnik and Hinck (2019), national job opportunities for Master's-level instructional design professionals from September 2016 to July 2019 grew 123 percent (Figure 1). This growth mirrors other careers for which a master's degree is generally required (Figure 1).

Growth At Least Fast as Average

The U.S. Bureau of Labor Statistics (2020) suggests trainers, training development managers, fields for which Instructional designers are well-suited, will experience faster than average growth over the projected time frame 2018 to 2028. The BLS projects Instructional designers and instructional coordinator jobs will grow at an average rate over the same time period.

Another report by Thornton and Donohue (2017) reported significant increases (52 percent) in demand at the national level for bachelor's and master's level instructional design professionals between February 2018 and June 2018 (Figure 2).

Regional Dearth of Interest and Mitigation

At the same time, the EAB (2019) market pulse check for online masters-level program in Instructional Design for central Kentucky which includes 150-mile radius of Wilmore, KY, including Lexington, Louisville, and Cincinnati, does not suggest favorable program potential.

However, trends identified by Finn and Conway (2019), Plotnik and Hinck (2019), and Thornton and Donohue (2017) suggest that in order to mitigate potential dearth of program demand, institutions should focus on the recruitment of students at the national level while also offering an orientation toward practical, job-focused learning outcomes which prepare students for immediate, direct-entry into the workplace. EKU's IDLT program seeks to immediately prepare students for gainful employment by having terminal objectives culminate in deliverables suitable for inclusion in professional portfolios. Additionally, the program will directly place students into practicum experiences valued by hiring organizations.



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Full Proposal - Quality: Program Quality and Student Success

Provide specific programming goals (objectives) and specific learning outcomes for the program.

EKU's Instructional Design and Learning Technology (IDLT) program facilitates individuals from diverse academic backgrounds in filling key roles in organizations where solutions for education, training, and performance/employee development are essential for success.

The ECU IDLT objectives are to:

1. Provide a fundamental theoretical and conceptual framework upon which students base their understanding of instruction and learning.
2. Explicate the role and function of education, training, and professional development in organizations to serve many diverse environments.
3. Demonstrate accepted assessment techniques applied in business and other environments for the purposes of meeting instructional and training needs.
4. Showcase how the systematic design of effective instruction can provide specific and articulable solutions to instructional problems, helping diverse organizations solve performance problems
5. Provide opportunities to collaborate with subject matter experts to make skills and concepts easier to comprehend.
6. Demonstrate high-impact evaluation techniques for use in existing training and instructional programs and materials to identify improvement and efficiency opportunities.
7. Promote the application of instructional design toward solving twenty-first-century problems through use of e-learning and distance education best practices and procedures.
8. Facilitate student exploration of various aspects of the Instructional design process and cultivate their own expertise



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Describe how the student learning outcomes for the program will be assessed.

The overall program assessment method will be a systematic gathering of information through the end of the course and general satisfaction surveys and the learner performance during their coursework, internship, and proposed program portfolio requirement. The resulting data will be analyzed and presented to the faculty for discussion and implementation.

We will derive these measurements of student learning outcomes primarily through an engaging and robust community of teachers and learners. Program faculty and staff will strive to maintain close, authentic connections with our current students and graduates, as our greatest successes will be demonstrable in our students' success. Regular post-graduation career and satisfaction outcomes will be part of regular program evaluation.

We will also maintain timely formative and summative assessment results relative to course objectives through student evaluations, student performance measurement of terminal objectives, and consistent focus groups comprised of program stakeholders.

And lastly, the list of proposed student learning objectives below contains descriptions of how they will be evaluated to improve the program in the future:

1. Evaluate and apply effective strategies related to human cognition, business, communications, and other disciplines to solve organizational problems.
Evaluated by assessing the quality of student created instructional design projects, needs and program evaluations, instructional lessons, training projects, course evaluations and student interviews.
2. Apply various theories and design models to meet varied learner needs.
Evaluated by assessing the quality of student created instructional design projects, needs and program evaluations, course evaluations and student interviews.
3. Through systematic analysis, align objectives with assessments and learning activities.
Evaluated by assessing the quality of student created instructional design projects, needs and program evaluations, instructional lessons, training projects, course evaluations and student interviews.
4. Gather and interpret relevant data in order to make effective strategic decisions in order to implement learning interventions
Evaluated by assessing the quality of student created instructional design projects, needs and program evaluations, face-to-face and online instructional lessons, training projects, multimedia projects, independent research, final portfolio project, course evaluations and student interviews.
5. Develop the skills to become a competent consumer and creator of multimedia by developing instructional products with the aid of software applications along with evidence-based practices, techniques, and strategies.
Evaluated by assessing the quality of student created multimedia projects, incorporation of user interface, design and colors into multimedia projects, the display of multimedia content in the final portfolio, course evaluations and student interviews
6. Apply knowledge of aesthetics toward the composition of audiovisual elements in order to positively affect learning outcomes
Evaluated by assessing the quality of student design and user interface related projects, course evaluations and student interviews.
7. Engage with individuals in external organizations in solving instructional problems, and through successive experiences, cultivate a habit of excellence in instructional design thinking and work.
Evaluated by assessing the quality of student work while participating in internship opportunities, and internship provider and student interviews.
8. Exhibit superior communication skills in explaining complex strategies and concepts.
Evaluated by assessing the quality of student work throughout the entirety of the program.



**Eastern Kentucky University
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Highlight any distinctive qualities of this proposed program.

A professional portfolio is a staple requirement in many fields. Portfolio review is quickly becoming a required aspect of the hiring process in instructional design.

As a part of IDLT coursework, students will create a series of portfolio “artifacts,” or elements demonstrating their growing abilities and accomplishments. These may consist of complete instructional units, training programs, multimedia products, needs analysis and program evaluation reports, and other creations pertinent to instructional design. Students will curate these elements in a professional web-based portfolio, maintaining and improving these as they continue to participate in the program. Such a portfolio is suitable for showcasing and demonstrating competencies and interests to hiring managers and other decision-makers when attempting to secure gainful employment.

In addition to the portfolio, the program strongly encourages (and in most cases, requires) students to engage in field internship experience that will prepare them for quick career entry as an instructional designer, trainer, or in other relevant fields. The IDLT program offers three types of internships:

- a) Internal internship placement at EKU's Instructional Design Center where students perform various types of academic instructional design work in support of the mission and goals of the university
- b) An external internship where students complete an internship at their current workplace where they are already gainfully employed, but not as a trainer, instructional designer, or related field.
- c) An external internship where students complete an internship in an organization identified by IDLT program coordinators with whom the student has no prior affiliation.

In addition, by following the previously identified program path, students may earn up to two department certifications on the way toward degree completion: The department initially plans to offer department certificates in “User Experience Design” and in “Online Learning Design”.

Describe the admissions and graduation requirements for the program.

The admission requirements for the proposed program include:

1. Applicants must meet the requirements of the Graduate School and hold a baccalaureate degree from an accredited institution.
2. International Students — Applications from international students are encouraged. Refer to the University admission guidelines for admitting international students.
3. A statement of career goals and objectives demonstrating academic potential and appropriate interests.
4. Resume or Curriculum Vita

Please provide the total number of hours required for the degree.

(Should not be blank)

Describe the administrative oversight to ensure the quality of the program.

The IDLT program will form and convene an oversight committee comprised of instructors, the department chair, one or more designees by the EKU College of Letters, Arts and Social Sciences, and at least two recognized industry professionals. This committee will meet at least quarterly to evaluate various formative and summative assessments implemented by the program and department, as well as market and career trends. In addition, student evaluations will be carefully weighed and considered when redeveloping courses or implementing new ones.

For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Nearly every course offered in the IDLT program culminates in a terminal performance that will result in a professional project suitable for inclusion in a portfolio or for use in industry. These projects will take significant time to complete. Additionally, activities such as readings, discussions, lecture content, and shorter assignments will be assigned with similar depth and rigor. Therefore, students must devote comparable time and attention as they would in a standard-length course. Since courses in this program are comprised of eight-week terms, students should expect to devote around twice the amount of time per week than they would in a sixteen-week term, but within the shorter eight-week time frame.



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Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	30	15	15	0



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Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:

a. Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

Interdisciplinary department certificate options provide an opportunity for IDLT and other graduate-level students to earn a credential, and in the process, experience the benefits of interdisciplinary collaboration. We also believe two department certificate options will benefit university partners through increased exposure to a potential student pool. We expect that students from other disciplines will decide to earn these department certificates given the current market demands for instructional design and user experience certifications (BLS).

Instructional design is a diverse field that encompasses business management, pedagogy, andragogy, psychology, user experience design, graphic design, multimedia development, training, program evaluation, as well as other disciplines. In turn, it serves any discipline where knowledge transmission is essential for success. The IDLT program faculty intends to include more departments and programs with anticipated future growth. At this time, the program is set to collaborate English, Psychology, and Art and Design departments.

The University supports students and faculty by providing a variety of resources and opportunities. For example, EKU has been ranked nationally as a “best for vets” school. Annually, instructors and faculty participate in Assurance of Learning day which gives programs an opportunity to dig deeply into their programs to ensure quality education. Finally, the University has a strong e-campus program which provides training and guidance for online programs.

1. Student Demand:

b. Project estimated student enrollment and degrees conferred for the first five years of the program.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2021-22	0	177
2022-23	177	459
2023-24	177	449
2024-25	177	449
2025-26	177	449

3. Academic Disciplinary Needs:

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

While the mission of state institutions is to serve the citizens of their respective service region, EKU's IDLT program will also strive to recruit and serve students across the country and from diverse disciplinary backgrounds. Many master's degree programs out of necessity must accept students who are academically prepared at the baccalaureate level in a specific discipline. The IDLT program may accept graduates from any academic discipline due to the nature of our field. Moreover, we would specifically also seek to target P-12 teachers who have left the profession. Students with the disposition and skill set to be effective classroom teachers have much to offer the instructional design field and have applicable training that would benefit both themselves and organizations.



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(Should not be blank)

4. Similar programs:

a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

0

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

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Full Proposal - Cost: Cost and Funding of the Proposed Program

A. Funding Sources, by year of program					
	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	Federal funding has not been sought to support the faculty labor to deliver the proposed program. Further, none of the faculty identified to teach the new and existing courses are supported by federal funding sources.				
Total Resources Available from Other Non-State Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	Non-state sources of funding, such as corporate funding and private grants, have not been sought to support the faculty labor to deliver the proposed program. Further, none of the faculty identified to teach the new and existing courses are supported by non-state sources of funding.				
State Resources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	Additional state funding has not been sought to support the faculty labor to deliver the proposed program.				
Internal					
Allocation :	0	0	0	0	0
Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :	EKU is not conducting an internal allocation or reallocation of funding to support the new program proposal.				
Student Tuition					
New :	285948	824850	881673	881673	881673
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	New Student Tuition: The program will lead to modest enrollments (i.e. classes, not students), projected to be 160 in year 1, 485 in year 2, 520 in year 3, 520 in year 4, and 520 in year 5. We assume program will reach a steady state in year 3 that continues in years 4 & 5. Since this is an graduate degree program, the tuition costs of \$409 per credit hour is applied to the estimated number of credit hours the projected students will take. For year 1 that is 480, for year 2 it is 1,455, for year 3 it is 1,560, for year 4 it is 1,560, and year 5 it is 1,560. EKU is also expected to recover \$6,000 in special usage fees in year 1, \$18,188 in year 2, \$19,500 in years 3, 4, and 5. The fees are not included in the tuition amount indicated above.				



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Total					
New :	\$285,948	\$824,850	\$881,673	\$881,673	\$881,673
Existing :	\$0	\$0	\$0	\$0	\$0
Total Funding Sources :	\$285,948	\$824,850	\$881,673	\$881,673	\$881,673
B. Breakdown of Budget Expenses/Requirements					
	1st year	2nd year	3rd year	4th year	5th year
Staff: Executive, administrative, and managerial					
New :	30713	61425	61425	61425	61425
Existing :	0	0	0	0	0
Other Professional					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Faculty					
New :	138002	228569	244881	244881	244881
Existing :	58626	58626	58626	58626	58626
Graduate Assistants (if master's or doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Student Employees					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	There are no costs for Student Employee staff roles associated with this new program proposal.				
Equipment and Instructional Materials					
New :	4000	4000	4000	4000	4000
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	This covers computer equipment for faculty and staff, office supplies, course materials (textbooks), and postage. The amount budgeted is an estimate based on the typical cost of a computer and supplies such as paper, pens, printer cartridges, envelopes, etc. In some cases faculty have to purchase textbooks that are not provided free of charge by the publisher. These funds would be used to purchase the textbooks in those cases.				
Library					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	No additional resources will be supplied for Library resources for the proposed program.				
Contractual Services					
New :	0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No contractual services are budgeted for this program.				
Academic and/or Student Services						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No resources will be used for academic and/or student services.				
Other Support Services						
New :		28594	82485	88167	88167	88167
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Additional other support services will be expended for e-Campus expenses such as Marketing, Instructional Design, Financial administration, and Management.				
Faculty Development						
New :		5000	5000	5000	5000	5000
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		Travel and registration for professional development. EKU expects that program faculty and assigned staff may travel to participate in workshops and networking opportunities for purposes of professional development and knowledge acquisition. This budget line also includes a \$1000 contingency reserve.				
Assessment						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		No resources for assessment are included for this new program proposal.				
Student Space and Equipment (if doctorate)						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		These costs are not applicable, since this is not a doctorate program.				
Faculty Space and Equipment (if doctorate)						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		These costs are not applicable, since this is not a doctorate program.				
Other						
New :		60000	60000	60000	60000	60000
Existing :		0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Narrative Explanation/Justification :		Expenditures for marketing: EKU utilizes a variety of channels for marketing purposes. These include but are not limited to: PPC (Bing, Google) social media (Facebook, Instagram, LinkedIn), and display advertising (web banners, email marketing, and direct email campaigns). These marketing funds are a smaller percentage of revenues than the majority of universities nationwide allocate.				
Total						
	New :	\$266,309	\$441,479	\$463,473	\$463,473	\$463,473
	Existing :	\$58,626	\$58,626	\$58,626	\$58,626	\$58,626
	Total Budget Expenses/Requirements :	\$324,935	\$500,105	\$522,099	\$522,099	\$522,099
Grand Total						
	Total Net Cost :	\$-38,987	\$324,745	\$359,574	\$359,574	\$359,574



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Full-Proposal - Assess: Program Review and Assessment

1. Provide a brief description of institutional assessment processes.

Academic Degree Program Assessment of Student Learning

The primary use of assessment of student learning at the program level is to provide information for reviewing and improving the program's curriculum, instruction, and resource allocation.

Degree program assessment is supported and monitored by the Office of Institutional Effectiveness on behalf of the University Assessment Committee and the Office of the Provost. Reporting on and use of results of assessment of student learning is required by the Southern Association of Colleges and Schools (SACS).

Academic departments at EKU are required to articulate student learning objectives for each degree program, option, certificate and minor and to design and implement assessment measures to ascertain progress towards those student learning objectives. Academic departments are required to submit annual progress reports delineating results of student learning assessment and the use of results for improvement.

<https://oie.eku.edu/eku-assurance-learning>

<https://oie.eku.edu/assessment-student-learning>

2. Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

The Academic Planning and Assessment Committee (APAC) at EKU will use the form housed under the link below to evaluate submitted annual reports.

The reports will be reviewed by the Academic Planning and Assessment Committee and feedback provided to each program and reporting unit.

3. What are the plans to evaluate students' post-graduate success?

The IDLT program at EKU will solicit responses to a yearly survey to determine the following questions:

1. Students yearly salary range,
2. Whether students feel the course(s) or program contributed significantly to their success,
3. If they are working in a field related to IDLT,
4. What steps can the EKU IDLT program take to enhance its service to students.

Collected survey data will be analyzed and curriculum changes will be proposed. Additionally, the program will convene a yearly focus group consisting of current and past students to solicit qualitative feedback and ideas.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Marketing
Degree Designation: MASTER OF SCIENCE (MS)
Degree Level : Master's

Program Description

The Master's in Marketing is a one-year graduate program designed to provide students with in-depth course work in key marketing topics. This program will include core content focused on the areas of: strategic marketing, marketing research, new product development, personal selling and sales management, consumer insights, marketing analytics and digital visualization, corporate social responsibility marketing communications, digital marketing, and branding. Students will take 10 core classes (3 credit hours each). This program will provide specialized knowledge in marketing that is demand by industry. The number of jobs that require graduate level marketing expertise is expected to grow over the next 10 years and include careers such as marketing specialists and sales managers across a variety of manufacturing and sales industries.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify. No

CIP Code: 52.1401
Credit Hours: 30
Institutional Board Approval Date: 2/21/2020
Implementation Date: 8/16/2021

Student Demand

Year 1 - 15
Year 2 - 25
Year 3 - 35
Year 4 - 45
Year 5 - 45

Market Demand

The development of this program is in response to the need of employers within the state of Kentucky for qualified marketing specialists. Students that graduate from this MS in Marketing are prepared for jobs such as Marketing Managers/Specialists that require both qualitative and quantitative skills to formulate and execute marketing strategies. The projected growth rate in these types of jobs in the state of Kentucky is expected to be anywhere from 9%-21% for the next 6 years which is much faster than the average growth for both the local area and the United States (www.onetonline.org;

Marketing Specialists/Marketing Managers).

The Department of Marketing & Supply Chain is currently ranked 37th in North America with respect to number of publications in the top 4 marketing journals (Journal of Marketing, Journal of Marketing Research, Journal of Consumer Research, Marketing Science) according to the UT Dallas rankings. The development of a specialized master's program provides one more mechanism for sharing the research that faculty are engaged in. Furthermore, this program fits with the current strategy of the Gatton College of Business & Economics and the University of Kentucky to expand graduate education opportunities.

Employment Demand

	Regional	State	National
Type Of Job	Advertising and Promotions Managers		
Avg. Wage	\$60,897	\$45,282	\$82,474
# Jobs (Postings)	20	17	737
Expected Growth	18%	20%	6%
Type Of Job	Marketing Manager		
Avg. Wage	\$99,977	\$95,515	\$101,204
# Jobs (Postings)	548	348	55558
Expected Growth	10%	7%	0%
Type Of Job	Marketing Research Analyst		
Avg. Wage	\$79,715	\$74,389	\$82,750
# Jobs (Postings)	90	30	8196
Expected Growth	6%	6%	16%
Type Of Job	Marketing Specialist		
Avg. Wage	\$74,072	\$74,666	\$73,975
# Jobs (Postings)	95	57	8075
Expected Growth	9%	6%	16%
Type Of Job	Sales Manager		
Avg. Wage	\$95,857	\$88,475	\$98,867
# Jobs (Postings)	791	383	62680
Expected Growth	6%	10%	1%

Indicate source of market demand information

Burning Glass Technology. Combination of BLS projections, Physical Job Postings, and Burning Glass Proprietary models

Academic Demand

NA

Unnecessary Duplication

Similar Program(s):

N/A

Cost

Projected Revenue over Next Five Years (\$) : 4470000

Projected Expenses over Next Five Years (\$) : 815000

Will Additional faculty be needed? No

Provide a budgetary rationale for creating this new program

The primary source of funding for the MS in Marketing will come from student tuition. In year 1 this is expected to be \$450,000. By year 5, this will grow to \$1,350,000 in tuition assuming no increases in tuition. The Master's in Marketing program will be launched in FY21 with 15 students, growing linearly to a steady state of 45 in FY24. The program will be priced at \$30,000 initially [\$25,000 in-state (\$833.33 per credit hour) and \$35,000 out-of-state (\$1166.66 per credit hour)].

This program utilizes faculty that are already in place within the Department of Marketing & Supply Chain. This specialized Master's leverages the resources already in place in the Gatton College of Business & Economics related to marketing, recruiting, and career placement services.

98 Percentile 52.1401 Marketing/Marketing Mgmt, General [22 Score]

Student Demand [7 Score]

Category	Pctl	Criterion	Value	Score
Size	97	Inquiry Volume (12 Months)	30	4
	98	Inf'l Page Views (12 Months)	85,870	NS
	85	Google Search Volume (3 Months)*	1,700	0
	0	On-ground Completions at In-Market Institutions	0	0
	93	Online Completions by In-Market Students	5	0
Growth	88	Sum of On-ground and Online Completions	5	NS
	4	Inquiry Volume YoY Change (Units)	-3	0
	80	Google Search YoY Change (Units)*	80	0
	91	Completion Volume YoY Change (Units)	1	1
	73	Inquiry Volume YoY Change (%)	-9%	1
	54	Google Search YoY Change (%)*	4%	0
	60	Completion Volume YoY Change (%)	16%	1

93 Pctl

Employment* [12 Score]

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	99	Job Postings Total (12 Months)*	6,188	8
	98	BLS Current Employment*	15,737	8
	98	BLS Annual Job Openings*	1,892	2
Size (Generalist)	99	BLS Share of Generalist Employment*	7,821	4
	99	BLS Share of Generalist Openings*	717	2
Growth (Direct Prep)	22	BLS 1-Year Historical Growth*	-7%	-2
	30	BLS 3-Year Historic Growth (CAGR)*	-3%	NS
	34	BLS 10-Year Future Growth (CAGR)*	0.4%	NS
Saturation (Direct Prep)	82	Job Postings per Graduate*	7.9	0
	69	BLS Job Openings per Graduate*	2.8	0
Wages (Direct Prep)	41	BLS 10th-Percentile Wages*	\$33,264	-6
	77	BLS Mean Wages*	\$70,984	NS
National American Community Survey	77	Natl ACS Wages (Age < 30)	\$48,790	NS
	73	Natl ACS Wages (Age 30-60)	\$96,707	NS
	8	Natl ACS % with Any Graduate Degree	18%	NS
	13	Natl ACS % with Masters	15%	NS
	11	Natl ACS % with Doct/Prof Degree	3%	NS
	28	Natl ACS % Unemp. (Age <30)**	2%	NS
	83	Natl ACS % Unemp. (Age 30-60)**	2%	NS
88	Natl ACS % in Direct Prep Jobs	23%	NS	

99 Pctl

CIP Description

A program that generally prepares individuals to undertake and manage the process of developing consumer audiences and moving products from producers to consumers. Includes instruction in buyer behavior and dynamics, principle of marketing research, demand analysis, cost-volume and profit relationships, pricing theory, marketing campaign and strategic planning, market segments, advertising methods, sales operations and management, consumer relations, retailing, and applications to specific products and markets.

** Color Scale in Reverse

Percentile (Reverse) <40 40+ 70+ 80+ 95+ 98+

Degree Fit [0 Score]

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year	8	Cost Index**	0.80	NS
	91	Student Faculty Index	1.28	NS

National Completions by Level [0 Score]

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	4%	0%	1%
Associates	3%	0%	9%
Bachelors	87%	96%	81%
Postbaccalaureate Certificate	1%	0%	0%
Masters	5%	1%	4%
Post-masters Certificate	0%	0%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	4%

National Workforce Ed. Attainment [0 Score]

Award Level	BLS Educational Attainment
No College	16%
Some College	21%
Associates	8%
Bachelors	44%
Masters	11%
Doctoral	1%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Nat'l Scores in Rubrics (values = 0).
 2-Y - Associates & certificate programs only.
 PCTL - Percentile

Competitive Intensity [3 Score]

Category	Pctl	Criterion	Value	Score
Volume of Competition	0	Campuses with Graduates**	0	8
	98	National Online Institutions (Units)**	35	NS
	97	Institutions with Online In-Market Students**	28	NS
	95	Institutions YoY Change (Units)**	0	0
		Average Completions by Local Institution	NA	NS
		Median Completions by Local Institution	NA	NS
		YoY Median Program Change (Units)	NA	NS
		YoY Median Program Change (%)	NA	NS
	78	Natl Online % of Institutions	21%	NS
	87	Natl Online % of Completions	24%	NS
Market Saturation	22	Average Cost per Inquiry**	\$35	0
	90	Google Search * Cost per Click**	\$20	-2
	95	Google Competition Index**	0.78	-1

Percentile	0	20+	40+	70+	80+	95+	98+	100
Overall Score	-28	-7	-1	6	12	16	20	62

Course Title (CIP)						
Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)				Type of Course: program core (C) or pre-major/ pre-professional (P)	Credit Hours	Existing (E) or New (N) Course
Course Prefix	Course #	Course Title	Course Description			
MKT	600	Marketing Management	This course is designed to provide students with an understanding of: the role of marketing function in an organization; the types of marketing decisions and analytical procedures involved in making each decision; the overall marketing planning process; and, the impact of the social, economic, and legal environment on marketing decisions. Prereq: Completion of first semester of MBA program, graduate standing	C	3	E
MKT	601	Marketing Research	MKT 601 entails a vigorous examination of research methodology applicable to marketing situations. Emphasis is placed on 1) experimental design, 2) survey design and administration, and 3) analytical procedures. Practical application of marketing research is stressed. Legal and social issues are also examined	C	3	E
MKT	610	Consumer Insights	The course provides a rigorous coverage of a broad range of theories, frameworks, concepts, and tools to truly get into the hearts, minds, and brains of consumers and uncover insights that are relevant for business and policy. Topics include: 1) how consumers make decisions; (2) how to uncover consumers' true motivations using both qualitative and psychophysiological methods (3) needs, and wants; (4) unconscious drivers on consumer behavior (e.g., social influence and evolutionary forces); (5) feelings and emotions in consumer behavior; (6) how consumers' minds work (e.g., how to attract their attention, how consumers perceive things, how to influence their memory); and (7) cultural determinants of consumer behavior.	C	3	N
MKT	611	New Product Development	An examination of how firms manage the new product development or service process. Topics covered include ideation, screening; design and prototyping; product portfolio management, new product launch and product acceptance.	C	3	E
MKT	615	Marketing Communications & Social Media	Students will learn to integrate marketing communication elements (e.g., advertising, public relations, publicity, sales promotion, event marketing, direct marketing, e-communication, and selling) to advance an organization's success and brand equity. Students will also learn how to manage a brand on social media – developing a comprehensive social media strategy. Through lecture, discussions, and case studies, students will learn to develop various communication and social media strategies for specific industries.	C	3	N
MKT	620	Digital Marketing & Analytics	The course examines digital marketing strategy, implementation and executional considerations for brands and provides a detailed understanding of all digital channels and platforms. Participants will complete the course with a comprehensive knowledge of and experience with how to develop an integrated digital marketing strategy, from formulation to implementation. Web Analytics is the discipline of analysis that focuses on data. It involves the collection, analysis, and data-informed decisions leading to the optimization of an organization's digital system and supporting business processes.	C	3	N
MKT	622	Personal Selling & Sales Management	This course is designed to provide students with an understanding of professional selling and sales management. In terms of professional selling, the course focuses on asking questions to understanding customer problems and developing solutions to these problems. Additional topics include prospecting, overcoming objections, and obtaining commitment. These concepts will be reinforced by extensive role playing of various real-life sales situations. In terms of sales management, the course will cover key aspects of sales force recruitment, selection, training, compensation, performance appraisal, and territory allocation.	C	3	E

MKT	625	Branding	Branding is a course that provides students with an overview of key strategic branding decisions faced by organizations. The objectives of the course are to prepare students to 1) address important issues in planning and evaluating brand strategies; 2) provide the appropriate theories, models and tools to make better branding decisions; and 3) provide a forum for students to apply these principles. Particular emphasis is placed on understanding psychological principles at the customer level that will improve managerial decision-making regarding brands.	C	3	N		
MKT	629	Marketing Analytics & Data Visualization	This course is designed to provide students with an understanding of the role of marketing analytics in making key marketing decisions. It covers methods geared towards understanding consumers, such as segmentation, cluster, and customer lifetime value analysis, and those geared towards assessing the effectiveness of the marketing-mix. Besides analyzing data, the class further focuses on skills involving visualizing said data to convey information to marketing decision-makers.	C	3	N		
MKT	651	Corporate Social Responsibility	The course will explore the dimensions of the social and environmental responsibilities of business. Far from a course in philosophy, this course is grounded in the realities of the for-profit enterprise. We will explore the relationship between CSR and business performance, and how CSR can create value for a range of stakeholder and, subsequently, the firm.	C	3	N		
Total Credit hours Required for Program Core (i.e., # of hours in degree program core)					Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table		30	NA
Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)								
Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or	Credit Hours	Existing (E) or New (N) Course		
Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)					Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table		0	NA
GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)								
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course		
# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required)					Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table		NA	
FREE Elective Courses (i.e, general program electives, open to the students to choose) (if applicable)								
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course		
Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)					Note: number recorded will automatically		0	NA

Summary of Total Program Hours	Required Core Hours (i.e., # of hours in degree program core)	30	NA
	Required Program Options - Track/Concentration/Specialty Hours (if applicable)	0	NA
	Guided Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)	0	NA
	Free Elective Hours (i.e., general program electives) (if applicable)	0	NA
	Total # of credit hours required for Program	30	NA
Information to be completed by PIE Office			
	# of new courses		NA
	Total # of Courses (includes new and existing)		NA
	Percentage of new courses (more than 25% may require SACS Substantive Change)	#VALUE!	NA



University of Kentucky
MS - MASTER OF SCIENCE
52.1401-Marketing/Marketing Management, General.
Submission Date: 01/14/2021 16:14

Full Proposal - Basic Info

Institution : University of Kentucky
Program Type : Single Institution
Program Name : Marketing
Degree Level : Master's
Degree Designation : MASTER OF SCIENCE
CIP Code (2-Digit) : 52-BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPO
CIP Code : 52.1401-Marketing/Marketing Management, General.

Academic Unit (e.g. Department, Division, School) :

Name of Academic Unit :

Name of Program Director :

Intended Date of Implementation : 8/1/2021

Anticipated Date for Granting First Degrees :

Date of Governing Board Approval : 12/21/2020

Institutional Contact Information

First Name : Ann

Last Name : Weber

Title : Assistant Provost for Strategic Planning and IE

Email : annweber@uky.edu

Phone : 859-257-1962



University of Kentucky
MS - MASTER OF SCIENCE
52.1401-Marketing/Marketing Management, General.
Submission Date: 01/14/2021 16:14

Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. Provide a brief description of the program with its estimated date of implementation.

The Master's in Marketing is a one-year graduate program designed to provide students with in-depth course work in key marketing topics. This program will include core content focused on the areas of: strategic marketing, marketing research, new product development, personal selling and sales management, consumer insights, marketing analytics and digital visualization, corporate social responsibility marketing communications, digital marketing, and branding. Students will take 10 core classes (3 credit hours each). This program will provide specialized knowledge in marketing that is in demand by industry. The number of jobs that require graduate-level marketing expertise is expected to grow over the next 10 years and include careers such as marketing specialists and sales managers across a variety of manufacturing and sales industries.

Does this program have any tracks?

No

2. Describe how the new program is consistent with the mission and goals of the institution.

The proposed MS in Marketing will directly support and implement the University of Kentucky's strategic plan to strengthen the quality and distinctiveness of Graduate Education. This specialized master responds to the strategic initiative to create graduate education that responds to the needs of employers within the community by developing skills in marketing.

4. Is there a specialized accrediting agency related to this program?

No

4a. If yes, identify accreditor:

4b. Will accreditation be sought?

No

5. Does this program have a clinical component?

No

5a. If yes, discuss the nature, appropriateness, and availability of clinical sites:

(Should not be blank)

7. Describe the rationale and need for the program to include how the institution determined need.

According to the Burning Glass national database, the demand for students with an advanced specialized degree in Marketing is expected to grow in the next 10 years. The growth rate for jobs related to careers in marketing in Kentucky and surrounding metropolitan areas is 9.83% compared to an average growth rate of 4.24% in the nation for all jobs requiring a master's degree. Given the growth in the job market, the master's degree in marketing would prepare graduates with the skill set needed for careers as marketing specialists and sales managers. The average starting salary for students in this region is \$96,874 (Burning Glass Report). The objective of this program is to provide qualified employees for the growth in jobs requiring advanced degrees in marketing. This program is unique from a traditional MBA program in that students take 30 credit hours of coursework focused on marketing (while in an MBA program they may only take a couple of courses focused on marketing). This will be the first MS degree in marketing offered within the state.



University of Kentucky
MS - MASTER OF SCIENCE
52.1401-Marketing/Marketing Management, General.
Submission Date: 01/14/2021 16:14

Full Proposal - Quality: Program Quality and Student Success

Provide specific programming goals (objectives) and specific learning outcomes for the program.

The goal of the Master's in Marketing is to prepare students to understand the strategic role that marketing plays in firm performance. Students will develop the skills necessary to formulate a comprehensive and cohesive marketing strategy to accomplish a firm's business objectives. Given this program objective, the following learning outcomes have guided our curriculum development:

Generate insights from consumer and marketing data to aid decision making

Develop and apply critical thinking skills to solve marketing problems and generate recommendations

Communicate marketing information and recommendations grounded in analysis using oral, written and/or graphic formats

Develop an integrated marketing communication strategy using both traditional and digital platforms

Recognize and apply the principles of business ethics and corporate social responsibility in key marketing decisions

Describe how the student learning outcomes for the program will be assessed.

Please see attached learning outcome assessment plan.

Highlight any distinctive qualities of this proposed program.

The proposed program will be the only specialized master's program in marketing in the state of Kentucky. This program is built around the needs of industry but also around areas of expertise among the faculty that have resulted in numerous publications in top marketing journals. The faculty in the Department of Marketing & Supply Chain have a strong research track record that will provide the foundation for the curriculum within this program. Furthermore, faculty members serve on the editorial boards of several premier marketing journals including the Journal of Marketing and the Journal of Marketing Research.

The Gatton College of Business & Economics has a proven track record in providing high quality graduate level business education and a growth in specialized master level degree programs. Within the last few years, the college has launched a Master of Science in Finance and a Master of Science in Supply Chain Management with success.

Furthermore, the curriculum within the program is distinctive given the focus on analytics and digital marketing that reflects the changes that have occurred within the marketing function in industry.



**University of Kentucky
MS - MASTER OF SCIENCE
52.1401-Marketing/Marketing Management, General.
Submission Date: 01/14/2021 16:14**

Describe the admissions and graduation requirements for the program.

The MS in Marketing will be housed in and administered by the Department of Marketing & Supply Chain. The day-to-day operations of the program will be the responsibility of the program director. A faculty committee will be responsible for the admissions process and the program director will make the final decisions regarding admission.

For admission, students will be evaluated on standardized test scores (either GMAT or GRE) and undergraduate grades and major. The TOEFL will be required for non-native English speakers who do not have a degree from an accredited U.S. university, though this requirement may be waived based on an interview or other considerations. Work experience is not required to be admitted into the program. There are no explicit minimum scores established by the UK Graduate School. Furthermore, there are no specific course pre-requisites for the program.

Once students are enrolled in the program, each student will be assigned a faculty advisor that will help the student navigate the program successfully.

For successful completion, students must meet all requirements of the Graduate School. In particular, the student must maintain a GPA of 3.0 or better. Students whose GPA falls under 3.0 are placed on probation; if they cannot improve their GPA during the probation period, they are removed from the program.

Please provide the total number of hours required for the degree.

(Should not be blank)

Describe the administrative oversight to ensure the quality of the program.

The assessment for this program will occur in a 3-year cycle with oversight by the Assessment Coordinator in the Gatton College of Business & Economics. Results of the assessment will be shared among the Faculty of Record at the end of each academic year. These annual updates will allow the Faculty of Record to evaluate areas where the program is performing well and address any deficiencies in the curriculum. The Faculty of Record will discuss any program deficiencies and develop strategies for improvement.

For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

N/A

Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	30	30	0	0



University of Kentucky
MS - MASTER OF SCIENCE
52.1401-Marketing/Marketing Management, General.
Submission Date: 01/14/2021 16:14

Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:

a. Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

The demand for this program stems from the demand from employers for job applicants with these specialized skill sets. According to a report from Burning Glass, the number of job postings related to a MS in Marketing was 24,633 job in the last 12 months. The demand is expected to grow over the next 10 years by 9.5% nationally and 9.83% within the region (selected MSA of Cincinnati, Chicago, Charlotte, Indianapolis, Nashville, Knoxville, and Atlanta).

Students that graduate from this program will be prepared for high paying jobs such as Marketing Specialists and Sales Managers. Marketing Managers within the state of Kentucky have a median salary of \$92,810 and job are anticipated to grow by 9% over 6 years. Other types of marketing specialist jobs include market research analysts and marketing specialists (median salary: \$53,530; growth 21%), advertising and promotions managers (median salary: \$66,280; growth 3%), and search marketing strategists (median salary: \$76,910; growth 11%). The demand for sales managers is expected to grow by 8% in the Kentucky area with a median salary of \$102,110.

The proposed program prepares students with the skills required for these positions including qualitative/quantitative skills as well as the communication skills necessary. Given the growing demand for these jobs, we feel that this program fills a gap in the current graduate programs at the University of Kentucky.

1. Student Demand:

b. Project estimated student enrollment and degrees conferred for the first five years of the program.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2021-22	15	15
2022-23	25	25
2023-24	35	35
2024-25	45	45
2025-26	45	45

3. Academic Disciplinary Needs:

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

NA

(Should not be blank)



University of Kentucky
MS - MASTER OF SCIENCE
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4. Similar programs:

a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

0

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

Error: Subreport could not be shown.



University of Kentucky
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52.1401-Marketing/Marketing Management, General.
Submission Date: 01/14/2021 16:14

Full Proposal - Cost: Cost and Funding of the Proposed Program

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	None				
Total Resources Available from Other Non-State Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	None				
State Resources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	None				
Internal					
Allocation :	0	0	0	0	0
Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :	None				
Student Tuition					
New :	100000	100000	150000	150000	150000
Existing :	0	100000	150000	250000	325000
Narrative Explanation/Justification :	The program will have a fixed tuition rate of \$25,000 irrespective of whether the students are within or out of state. Students will be enrolled over a period of 5 semesters. Fixed tuition rate of \$25,000 irrespective of whether the students are within or out of state. Students will be enrolled over a period of 5 semesters. For revenue calculations it is assumed that 2/5 of tuition is recovered in the year of enrollment in the program, another 2/5 in the second year and 1/5 in the 3rd year following enrollment				
Total					
New :	\$100,000	\$100,000	\$150,000	\$150,000	\$150,000
Existing :	\$0	\$100,000	\$150,000	\$250,000	\$325,000
Total Funding Sources :	\$100,000	\$200,000	\$300,000	\$400,000	\$475,000
B. Breakdown of Budget Expenses/Requirements					
	1st year	2nd year	3rd year	4th year	5th year
Staff: Executive, administrative, and managerial					
New :	47000	47940	48899	49877	50874
Existing :	0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Other Professional						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Faculty						
	New :	153600	163812	167088	170430	173838
	Existing :	0	0	0	0	0
Graduate Assistants (if master's or doctorate)						
	New :	14850	15147	15450	15759	16074
	Existing :	0	0	0	0	0
Student Employees						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	Staff: Recurring commitment to 0.5 FTE for an administrative assistant, estimated at \$24000/year, and one summer month salary for the Director of Graduate Studies, estimated at \$15000. The total estimated at \$39000/year for first year. A 2% increase is factored in during the remaining periods. 28% benefits included for staff Faculty One TT faculty starting at \$90K in year 1 and 2% increase over the years with 28% benefits; 50% cost charged to program; One Lecturer at \$75K and increasing at 2% and 28% benefits; One Lecturer at \$75K and increasing at 2% and 28% benefits; One part-time faculty teaching one course each @7K and increasing at 2%				
Equipment and Instructional Materials						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :					
Library						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :					
Contractual Services						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :					
Academic and/or Student Services						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :					



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Other Support Services						
	New :	50000	50000	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		online simulation/games development at \$50K/year for first 2 years				
Faculty Development						
	New :	30000	30000	10000	10000	10000
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		To provide support for faculty to delvelop online courses. Included @\$10k per course; 3 courses per year for first two years and on-going expenses at \$10/k per year				
Assessment						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :		Program marketing expenses: initially a higher expense is anticipated;				
Student Space and Equipment (if doctorate)						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :						
Faculty Space and Equipment (if doctorate)						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :						
Other						
	New :	30000	25000	20000	20000	15000
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :						
Total						
	New :	\$325,450	\$331,899	\$261,437	\$266,066	\$265,786
	Existing :	\$0	\$0	\$0	\$0	\$0
Total Budget Expenses/Requirements :		\$325,450	\$331,899	\$261,437	\$266,066	\$265,786
Grand Total						
Total Net Cost :		\$-225,450	\$-131,899	\$38,563	\$133,934	\$209,214



University of Kentucky
MS - MASTER OF SCIENCE
52.1401-Marketing/Marketing Management, General.
Submission Date: 01/14/2021 16:14

Full-Proposal - Assess: Program Review and Assessment

1. Provide a brief description of institutional assessment processes.

Institutional assessment is viewed by the University as an opportunity to measure the quality of programs, services, and units, and determining progress toward achieving its mission and strategic goals. Responsibility for assessment and improvement of student learning resides within each educational unit (such as, the colleges, the Graduate School, and libraries). For each academic program, units are expected to: develop student learning outcome statements, implement an assessment plan to measure the extent to which outcomes are achieved, and direct changes based on assessment findings. The Office of Strategic Planning and Institutional Effectiveness (OSPIE) has responsibility for guiding and supporting campus-wide institutional effectiveness activities. OSPIE works closely with educational units to monitor compliance with related policies and procedures, support the continued development of meaningful assessment plans, and offer guidance in the preparation of assessment reports and periodic review (i.e. program review) documents. The University has adopted two interrelated processes to guide the successful adoption of the institutional effectiveness cycle within educational units. The first involves preparation and submission of an annual student learning outcome (SLO) assessment report for each academic degree or certificate program. The second, periodic review, occurs for each unit every five to seven years and leads to the development of a comprehensive self-study and an implementation plan. The University has aligned annual SLO reporting and periodic reviews with best practices has aligned annual SLO reporting and periodic reviews with best practices, the SACSCOC standards, and the Kentucky CPE program review policy.

2. Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

All programs are expected to submit an assessment plan as part of the faculty senate program proposal process. Included in that plan is a description of the measures to be assessed and the collection cycle. Once the program is fully implemented it is expected that the program faculty will be collecting data to report as part of their plan.

Courses will continue to be evaluated using TCE every semester and the program will be assessed as part of the periodic review process on cycle with their department.

3. What are the plans to evaluate students' post-graduate success?

Surveys of graduating students will be conducted annually. Surveys to alumni will be conducted every 5 years.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: Strategic Human Resource Management and Analytics

Degree Designation: MASTER OF SCIENCE (MS)

Degree Level : Master's

Program Description

The Master's in Strategic Human Resource Management and Analytics (SHRMA) provides the student with the knowledge, skills, and abilities needed to contribute to organizational effectiveness. The 30-credit program provides a strong grounding in HR-based analytics, including coursework on data visualization, making evidence-based decisions, research design, and database management. The program also features social network analysis and includes an experiential capstone course giving students the opportunity to apply principles and techniques learned in their coursework to solve real organizational problems.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

No

CIP Code: 52.1001

Credit Hours: 30

Institutional Board Approval Date: 2/18/2021

Implementation Date: 8/16/2021

Student Demand

Year 1 - 16

Year 2 - 22

Year 3 - 28

Year 4 - 34

Year 5 - 40

Market Demand

The development of this program is in response to the need of employers within the state of Kentucky for qualified human resource specialists. Students that graduate from the MS in Strategic Human Resource Management and Analytics program are prepared for jobs such as HR Specialists and HR Managers that increasingly require both strategic thinking and strong analytic skills. The projected growth rate in these types of jobs over the next 6-8 years in the state of Kentucky is expected to be 6% for HR Specialists and 8% for HR Managers. Both growth rates exceed national projections (5% for specialists, 7% for managers). Finally, with our dual focus on strategy and analytics, we expect the graduates to be very attractive to consulting firms as HR/management analysts. This job category is projected to see significant growth

both locally (15%) and nationally (14%) suggesting a need for a well-trained workforce to fill these positions. All statistics are taken from Projections Central and the Bureau of Labor statistics via the Occupational Information Network (www.onetonline.org).

The Department of Management is home to the LINKS Center for Social Network Analysis and some of the top researchers in the field (links.uky.edu). The development of a specialized master's program (with two courses on networks) provides one more mechanism for sharing the research that faculty are engaged in. Furthermore, this program fits with the current strategy of the Gatton College of Business & Economics and the University of Kentucky to expand graduate education opportunities.

Employment Demand

	Regional	State	National
Type Of Job	Compensation/Benefits Analyst		
Avg. Wage	\$71,204	\$64,133	\$68,641
# Jobs (Postings)	78	65	6514
Expected Growth	13%	3%	1%
Type Of Job	Human Resource Manager		
Avg. Wage	\$88,301	\$85,476	\$89,849
# Jobs (Postings)	204	159	16867
Expected Growth	26%	20%	1%
Type Of Job	Human Resource Specialist		
Avg. Wage	\$68,054	\$67,819	\$72,472
# Jobs (Postings)	158	121	12696
Expected Growth	0%	0%	5%
Type Of Job	Management Analyst		
Avg. Wage	\$79,767	\$77,559	\$85,336
# Jobs (Postings)	860	555	70646
Expected Growth	0%	0%	10%
Type Of Job	Training and Development Manager		
Avg. Wage	\$81,189	\$73,703	\$74,449
# Jobs (Postings)	54	43	4582
Expected Growth	13%	0%	2%

Indicate source of market demand information

Data was collected from Burning Glass. Average wages and # of openings are collected from physical job postings over the last 12 months.

Projections are from 2019-2028 and are based on BLS data and Burning Glass proprietary data models.

Academic Demand

N/A

Unnecessary Duplication

Similar Program(s): N/A

Cost

Projected Revenue over Next Five Years (\$) : 3980000

Projected Expenses over Next Five Years (\$) : 1108000

Will Additional faculty be needed? No

Provide a budgetary rationale for creating this new program

The primary source of funding for the MS in Strategic Human Resource Management and Analytics will come from student tuition. In year 1 this is expected to be \$450,000. By year 5, this will grow to \$1,140,000 in tuition (assuming no increases in tuition). The Master's in Strategic Human Resource Management and Analytics program will be launched in FY21 with 16 students, growing linearly to a steady state of 40 in FY25. The program will be priced at \$30,000 initially [\$25,000 in-state (\$833.33 per credit hour) and \$35,000 out-of-state (\$1166.66 per credit hour)].

Additionally, IPEDS completion data (numbers of degrees awarded nationally) shows a 10% increase in the number of degrees conferred over the last 5 years suggesting strong demand for the program and an ability to meet our enrollment

99 Percentile 52.1001 Human Resources Management, Gen'l [29 Score]

Student Demand [16 Score]

Category	Pctl	Criterion	Value	Score
Size	99	Inquiry Volume (12 Months)	106	7
	99	Int'l Page Views (12 Months)	39,195	NS
	84	Google Search Volume (3 Months)*	3,917	0
	93	On-ground Completions at In-Market Institutions	10	3
	98	Online Completions by In-Market Students	37	8
	96	Sum of On-ground and Online Completions	47	NS
Growth	99	Inquiry Volume YoY Change (Units)	12	2
	7	Google Search YoY Change (Units)*	-433	-2
	1	Completion Volume YoY Change (Units)	-10	-2
	83	Inquiry Volume YoY Change (%)	13%	1
	17	Google Search YoY Change (%)*	-10%	0
31	Completion Volume YoY Change (%)	-18%	-1	

98 Pctl

Employment* [7 Score]

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	90	Job Postings Total (12 Months)*	454	2
	85	BLS Current Employment*	1,321	0
	85	BLS Annual Job Openings*	137	0
	Size (Generalist)	97	BLS Share of Generalist Employment*	650
97		BLS Share of Generalist Openings*	78	1
Growth (Direct Prep)	52	BLS 1-Year Historical Growth*	1%	0
	51	BLS 3-Year Historic Growth (CAGR)*	0%	NS
	40	BLS 10-Year Future Growth (CAGR)*	0.5%	NS
Saturation (Direct Prep)	55	Job Postings per Graduate*	4.3	0
	44	BLS Job Openings per Graduate*	1.1	0
Wages (Direct Prep)	78	BLS 10th-Percentile Wages*	\$42,865	2
	80	BLS Mean Wages*	\$73,828	NS
National American Community Survey Bachelor's Degree Outcomes	74	Nat'l ACS Wages (Age < 30)	\$48,981	NS
	50	Nat'l ACS Wages (Age 30-60)	\$65,785	NS
	38	Nat'l ACS % with Any Graduate Degree	32%	NS
	57	Nat'l ACS % with Masters	28%	NS
	24	Nat'l ACS % with Doct/Prof Degree	4%	NS
	59	Nat'l ACS % Unemp. (Age <30)**	4%	NS
	69	Nat'l ACS % Unemp. (Age 30-60)**	3%	NS
93	Nat'l ACS % in Direct Prep Jobs	31%	NS	

98 Pctl

Degree Fit [10 Score]

Category	Pctl	Criterion	Value	Score
NHEBI Nat'l 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

National Completions by Level [10 Score]

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	18%	18%	0%
Associates	5%	2%	5%
Bachelors	43%	31%	78%
Postbaccalaureate Certificate	5%	4%	0%
Masters	29%	44%	15%
Post-masters Certificate	1%	0%	0%
Doctoral	0%	0%	0%
Unknown	0%	0%	2%

Competitive Intensity [-4 Score]

Category	Pctl	Criterion	Value	Score
Volume of Competition	94	Campuses with Graduates**	1	0
	99	National Online Institutions (Units)**	80	NS
	99	Institutions with Online In-Market Students**	57	NS
	95	Institutions YoY Change (Units)**	0	0
	66	Average Completions by Local Institution	10	0
	66	Median Completions by Local Institution	9	0
	2	YoY Median Program Change (Units)	-19	-2
	11	YoY Median Program Change (%)	-83%	-1
Market Saturation	85	Nat'l Online % of Institutions	29%	NS
	88	Nat'l Online % of Completions	57%	NS
Market Saturation	64	Average Cost per Inquiry**	\$41	0
	87	Google Search * Cost per Click**	\$19	-1
	82	Google Competition Index**	0.57	0

5 Pctl

CIP Description

A program that generally prepares individuals to manage the development of human capital in organizations, and to provide related services to individuals and groups. Includes instruction in personnel and organization policy, human resource dynamics and flows, labor relations, sex roles, civil rights, human resources law and regulations, motivation and compensation systems, work systems, career management, employee testing and assessment, recruitment and selection, managing employee and job training programs, and the management of human resources programs and operations.

** Color Scale in Reverse

Percentile (Reverse)	<40	40+	70+	90+	95+	99+

National Workforce Ed. Attainment [0 Score]

Award Level	BLS Educational Attainment
No College	12%
Some College	19%
Associates	9%
Bachelors	38%
Masters	18%
Doctoral	3%

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked
 NS - Not Scored in Rubrics (values = 0).
 2-yr - Associates & certificate programs only.
 PCTL - Percentile

Percentile	0	20+	40+	70+	90+	95+	98+	100
Overall Score	-28	-7	-1	6	12	16	20	62

Course Title (CIP)

Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/ pre-professional (P)	Credit Hours	Existing (E) or New (N) Course
MGT	650	Talent Aquisition	This course walks a student through the process of acquiring talent for an organization. Topics discussed in detail include the design and analysis of jobs, HR planning, the recruitment, selection, socialization, and training processes. The course is primarily lecture-based but includes some hands-on activities with real world applications which leverage concepts from social network analysis and HR analytics. Students will learn and be able to leverage principles that can unlock the potential of the talent acquisition process to be a strategic asset rather than an administrative necessity as they prepare to complete their next hire.	C	3	N
MGT	651	Talent Management	This course walks a student through the process of managing talent within an organization. Topics discussed in detail include the performance appraisal and management process, employee development, managing employee turnover, and compensation systems and programs. The course is primarily lecture-based but includes some hands-on activities with real world applications which leverage concepts from social network analysis and HR analytics. Students will learn and how to design HR systems that will aide in the management of employees to increase the likelihood of strong investments from the hiring process.	C	3	N
MGT	652	Employment Law	Legal issues in the workplace underpin the basic rights and protections for both employers and employees. This course is designed to provide a survey of the current employment laws in the United States. Employment law embodies principles of contracts, torts, property law, constitutional, criminal law, labor law, immigration law, and dispute resolution among others. The course will cover legal perspectives in staffing, compensation, benefits, safety and health, and employment discrimination. It will also provide the framework for the history and development of employment law in the United States.	C	3	N
MGT	653	People Analytics	With the increasing amount of information available in organizations today, talent and business decisions and recommendations will need to be data-driven and evidence-based. This course will provide an introduction to topics and analytical techniques to leverage people-related data into organizational and human resources (HR) insights. Specific topics will include foundational data literacy, data collection and management practices, data analysis techniques, and strategy development. Given the interconnected nature of organizations, students will also learn how networks in organizations (e.g., communication networks, multi-team systems, social capital, networks) can impact people, HR, and organizational outcomes. In this course, students will be able to interpret data-driven insights, learn basic analytical and data visualization skills, and effectively communicate data-supported findings to management.	C	3	N
MGT	660	Strategic Human Capital Planning and Integration	HR is a significant contributor to an organization's success by maintaining and organizing the workforce or human capital, deliver HR services, and ultimately help carry out essential business strategies. This course will go beyond technical aspects of HR and provide an introduction to how HR can strategically manage people as business resources to align with organizational goals and strategies to provide a competitive advantage for businesses. Specific topics will include human capital alignment, workforce planning, recruitment/hiring processes, training & development, retention, and succession planning. In this course, students will be gain understanding of the perspectives, systems, and tools involved in effectively linking an investment in human factors with financial, customer/consumer, and operational strategy components.	C	3	N
MGT	667	Organizational Network Analysis	Organizations are webs of interconnected formal (reporting lines, team memberships, workflows) and informal (friendship, help, conflict) relationships. The pattern, presence, or absence of these relationships can hinder or assist in the functioning of an organizational. This class is designed to teach an analytic approach to the measurement and interpretation of these patterns known as social network analysis. Topic covered in the class include: basic network concepts, network data structures, network data entry, individual, group, and organizational measures of networks, and network visualizations. The course is very hands-on with students leveraging network software (UCINET) in virtually every meeting. A student will benefit from this course by acquiring the ability to think about, collect, and measure social networks within an organization.	C	3	N
MGT	668	Network Applications in Human Resource Management	Described as "the company behind the chart", social networks in organizations provide unique insight into how work gets done in organizations, who gets ahead, and why some policies thrive while others are doomed to fail. This course is designed to provide an in-depth look at how workplace relationships are embedded in virtually all elements of human resource management. The role of networks in the organizational entry, retention, and exit phases of the employee cycle will all be discussed. This course is taught using case studies and the latest research to demonstrate the importance of managing workplace relationships. Students who successfully complete the course will gain a more complete understanding of how organizations function and why it is crucial to account for networks when managing (or designing systems to manage) others.	C	3	N
MGT	670	Human Resource Consulting	The Capstone Consulting course is the culminating experience of the Gatton graduate HR programs. It provides students with a framework to apply the HR knowledge, skills and competencies gained from their coursework to complex real-world organizational challenges. Through this experiential opportunity, students complete unique consulting projects with an outside organization. The semester-long project will utilize both qualitative and quantitative research methods to examine a broad-based or specialized area of HR concern. Student teams will provide analysis and recommendations which both require a demonstrated mastery of the certificate program's learning outcomes.	C	3	N

Total Credit hours Required for Program Core (i.e., # of hours in degree program core)					Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table	24	NA
Core Courses Required for Track(s), Concentration(s), or Speciality(s) (if applicable)							
Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course	
Total Credit hours Required for Program Options (Track(s), Concentration(s), or Speciality) (if applicable)					Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table	0	NA
GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)							
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course	
MGT	612	Negotiations and Conflict Resolution	An action learning course devoted to developing the project management and business process analysis skills necessary to diagnose and solve real-world business problems.	P	3	E	
MGT	661	Change Management	Managing and participating in change is a business reality that requires self-awareness and accurate organization assessment skills to be effective. Change can be transformative and complex, or smaller, incremental actions. This course begins with having a personal understanding about how you process and act when faced with change. It then extends into understanding how others deal with and work through change. Foundational change processes will be reviewed and critiqued to act as a guide to develop your leadership and management skills. Further, you will gain insights and tools to strengthen your approach in recognizing others needs and interests necessary to influence people. You will understand change obstacles and issues to be effective in successfully implementing change.	P	3	N	
MGT	663	Conducting Research in Human Resources	Understanding how behaviors, policies, and systems in organizations, specifically HR, can impact employees, teams, organizational effectiveness, and industry competitiveness requires methodologically rigorous research. HR and executive leaders need to leverage sound research in order to make evidence-based organizational decisions. This course will be an overview of a wide variety of methodological and analytical topics in organizational and HR research. Topics that will be covered include role of theory in organizational research, construction of hypotheses, research designs, ethics, analytical methods, research translation, and practical application. Students who are interested in having a better understanding of how to conduct, consume, and apply organizational research would benefit from this course.	P	3	N	
MGT	664	Basics and Applications of Human Resource Information Systems	Given the proliferation of eHRM, big data, and outsourced technological solutions, an understanding of human resource information systems is a crucial skill for the modern HR professional. Topics covered in this course include basic HR database concepts, planning, implementing, and justifying a HRIS system, as well as the role of HRIS in specific areas of HRM. The course will be taught with limited technical jargon, relying heavily on discussion around practical examples and the use of case studies. The course will help students learn to make better people decisions and manage talent more effectively via technology.	P	3	N	
# of REQUIRED Credit hours in Guided Electives (i.e., electives for a focused or track/concentration/speciality are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required)					Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table	6	NA

FREE Elective Courses (i.e., general program electives, open to the students to choose) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or	Credit Hours	Existing (E) or New (N) Course	
Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)					Note: number recorded will	0	NA

Summary of Total Program Hours	Required Core Hours (i.e., # of hours in degree program core)	24	NA
	Required Program Options - Track/Concentration/Specialty Hours (if applicable)	0	NA
	Guided Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)	6	NA
	Free Elective Hours (i.e., general program electives) (if applicable)	0	NA
	Total # of credit hours required for Program	30	NA
Information to be completed by PIE Office			
	# of new courses		NA
	Total # of Courses (includes new and existing)		NA
	Percentage of new courses (more than 25% may require SACS Substantive Change)	#VALUE!	NA



University of Kentucky
MS - MASTER OF SCIENCE
52.1001-Human Resources Management/Personnel Administratio
Submission Date: 02/19/2021 18:44

Full Proposal - Basic Info

Institution : University of Kentucky
Program Type : Single Institution
Program Name : Strategic Human Resource Management and Analytics
Degree Level : Master's
Degree Designation : MASTER OF SCIENCE
CIP Code (2-Digit) : 52-BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPO
CIP Code : 52.1001-Human Resources Management/Personnel Administratio

Academic Unit (e.g. Department, Division, School) :

Name of Academic Unit :

Name of Program Director :

Intended Date of Implementation : 8/1/2021

Anticipated Date for Granting First Degrees :

Date of Governing Board Approval : 2/19/2021

Institutional Contact Information

First Name : Janie

Last Name : Heath

Title : Assistant Provost for Strategic Planning and IE

Email : ann.weber@uky.edu

Phone : 859-257-1962



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University of Kentucky
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Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. Provide a brief description of the program with its estimated date of implementation.

The Master's in Strategic Human Resource Management and Analytics (SHRMA) provides the student with the knowledge, skills, and abilities needed to contribute to organizational effectiveness. The 30-credit program provides a strong grounding in HR-based analytics, including coursework on data visualization, making evidence-based decisions, research design, and database management. The program also features organizational network analysis and includes an experiential capstone course giving students the opportunity to apply principles and techniques learned in their coursework to solve real organizational problems.

Does this program have any tracks?

No

2. Describe how the new program is consistent with the mission and goals of the institution.

The proposed MS in Strategic Human Resource Management and Analytics will directly support and implement the University of Kentucky's strategic plan to strengthen the quality and distinctiveness of Graduate Education. This specialized Master's program aligns with the strategic initiative to create graduate education that responds to the needs of employers within the community by developing skills in human resource management.

4. Is there a specialized accrediting agency related to this program?

No

4a. If yes, identify accreditor:

4b. Will accreditation be sought?

No

5. Does this program have a clinical component?

No

5a. If yes, discuss the nature, appropriateness, and availability of clinical sites:

(Should not be blank)

7. Describe the rationale and need for the program to include how the institution determined need.

The need for this program stems from both the demand from employers for job applicants with specialized skill sets in HR, as well as the overall projected job growth in the area of HR. According to BLS 10 year projections (pre-COVID), the core jobs we hope to prepare our graduates for will all experience growth in the range of 5%-15% in the coming years. Average salaries across these jobs ranges from a floor of \$55,720 (average KY wage for HR specialists) to \$116,720 (average HR manager wage nationally).

In addition to job market data, we surveyed local and regional HR executives about our proposed program to solicit feedback and suggestions. A total of 38 executives responded to our survey. They were extremely positive about the prospect of a Master's in HR offered by the business school at the University of Kentucky. In addition, we used their feedback to help us shape and refine our curriculum and program structure in a way that will be appealing to potential students and their future employers.

The proposed program prepares students with skills required for a variety of positions in HR. Given the growing demand for these jobs, and the direction of the HR field toward strategic and analytical thinking, we feel that this program fills a gap in the current graduate programs offered by the University of Kentucky.



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Full Proposal - Quality: Program Quality and Student Success

Provide specific programming goals (objectives) and specific learning outcomes for the program.

The development of this program is in response to the need of employers for qualified human resource specialists who can think strategically and properly leverage people analytics. Students that graduate from the MS in Strategic Human Resource Management and Analytics are prepared for jobs such as HR Specialists (HRS), HR Managers (HRM), and Management Analysts (MA) which are all fields projected to see growth both in-state (6% - HRS, 8% - HRM, 15% - MA) and nationally (5% - HRS, 7% - HRM, 14% - MA -- www.onetonline.org). Despite these employment needs and the increasing demands on current HR professionals to contribute to organizational strategy and provide strong evidence-based HR, there are currently few educational opportunities for advanced knowledge in HR (other than broad MSHRM programs).

Therefore, the goal of the Master's in Strategic Human Resource Management and Analytics is to prepare students for jobs in human resource management, which increasingly require the ability to use analytics to make evidence-based decisions and play a central role in developing corporate strategy. Students will develop the skills necessary to formulate comprehensive and cohesive HR strategies, practices, and systems to accomplish a firm's business objectives and have the ability to critical analyze existing policies, practices, and systems. The program will provide students with both the qualitative and quantitative tools needed for advanced careers in human resources.

Describe how the student learning outcomes for the program will be assessed.

1. Develop skills and approaches for people-related data collection, management, and analysis to integrate with other business data needs
2. Recognize and apply foundational human resource management (HRM) principles and knowledge to solve people and organizational problems
3. Communicate human resource information and recommendations grounded in analysis using oral, written and/or graphic formats
4. Demonstrate an appreciation of legal and ethical responsibilities related to human resource management

Highlight any distinctive qualities of this proposed program.

The Department of Management is home to the LINKS Center for Social Network Analysis and some of the top researchers in the field (links.uky.edu). The inclusion of organizational network analysis as well as other kinds of analytics is a distinctive feature of our program. The development of a specialized master's program (with two courses on networks) provides one more mechanism for sharing the research that faculty are engaged in.



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Describe the admissions and graduation requirements for the program.

The MS in Strategic Human Resource Management and Analytics will be housed in and administered by the Department of Management. The day-to-day operations of the program will be the responsibility of the program director. A faculty committee will be responsible for the admissions process and the program director will make the final decisions regarding admission.

For admission, students will be evaluated on standardized test scores (either GMAT or GRE) and undergraduate grades and major. The TOEFL will be required for non-native English speakers who do not have a degree from an accredited U.S. university, though this requirement may be waived based on an interview or other considerations. Work experience is not required to be admitted into the program. There are no explicit minimum scores established by the UK Graduate School. Furthermore, there are no specific course pre-requisites for the program. Once students are enrolled in the program, each student will be assigned a faculty advisor that will help the student navigate the program successfully.

For successful completion, students must meet all requirements of the Graduate School. In particular, the student must maintain a GPA of 3.0 or better. Students whose GPA falls under 3.0 are placed on probation; if they cannot improve their GPA during the probation period, they are removed from the program.

Please provide the total number of hours required for the degree.

(Should not be blank)

Describe the administrative oversight to ensure the quality of the program.

The assessment for this program will occur in a 3-year cycle with oversight by the Assessment Coordinator in the Gatton College of Business & Economics. Results of the assessment will be shared among the Faculty of Record at the end of each academic year. These annual updates will allow the Faculty of Record to evaluate areas where the program is performing well and address any deficiencies in the curriculum. The Faculty of Record will discuss any program deficiencies and develop strategies for improvement.

For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

Not applicable

Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	30	24	6	



**University of Kentucky
MS - MASTER OF SCIENCE
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Submission Date: 02/19/2021 18:44**

Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:

a. Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

The demand for this program stems from both the demand from employers for job applicants with specialized skill sets in HR, as well as the overall projected job growth in the area of HR. According to BLS 10 year projections (pre-COVID), the core jobs we hope to prepare our graduates for will all experience growth in the range of 5%-15% in the coming years. Average salaries across these jobs ranges from a floor of \$55,720 (average KY wage for HR specialists) to \$116,720 (average HR manager wage nationally).

In addition to job market data, we surveyed local and regional HR executives about our proposed program to solicit feedback and suggestions. A total of 38 executives responded to our survey. Their feedback helped us shape and refine our curriculum and program structure in a way that will be appealing to potential students and their future employers.

The proposed program prepares students with skills required for a variety of positions in HR. Given the growing demand for these jobs, and the direction of the HR field toward strategic and analytical thinking, we feel that this program fills a gap in the current graduate programs offered by the University of Kentucky.

1. Student Demand:

b. Project estimated student enrollment and degrees conferred for the first five years of the program.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2021-22	16	16
2022-23	22	22
2023-24	28	28
2024-25	34	34
2025-26	40	40

3. Academic Disciplinary Needs:

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

Not Applicable

(Should not be blank)

4. Similar programs:

a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

0

b. Our records indicate the following similar programs exist at public institutions in Kentucky.



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Full Proposal - Cost: Cost and Funding of the Proposed Program

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	None				
Total Resources Available from Other Non-State Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	None				
State Resources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :	None				
Internal					
Allocation :	0	0	0	0	0
Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :	None				
Student Tuition					
New :	100000	100000	150000	150000	150000
Existing :	0	100000	150000	250000	325000
Narrative Explanation/Justification :	Fixed tuition rate of \$25,000 irrespective of whether the students are within or out of state. Students will be enrolled over a period of 5 semesters. For revenue calculations it is assumed that 2/5 of tuition is recovered in the year of enrollment in the program, another 2/5 in the second year and 1/5 in the 3rd year following enrollment				
Total					
New :	\$100,000	\$100,000	\$150,000	\$150,000	\$150,000
Existing :	\$0	\$100,000	\$150,000	\$250,000	\$325,000
Total Funding Sources :	\$100,000	\$200,000	\$300,000	\$400,000	\$475,000
B. Breakdown of Budget Expenses/Requirements					
	1st year	2nd year	3rd year	4th year	5th year
Staff: Executive, administrative, and managerial					
New :	47000	47940	48899	49877	50874
Existing :	0	0	0	0	0
Other Professional					
New :	50000	50000	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Existing :		0	0	0	0	0
Faculty						
New :		153600	163812	167088	170430	173838
Existing :		0	0	0	0	0
Graduate Assistants (if master's or doctorate)						
New :		14850	15147	15450	15759	16074
Existing :		0	0	0	0	0
Student Employees						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :		One TT faculty starting at \$90K in year 1 and 2% increase over the years with 28% benefits; 50% cost charged to program. One Lecturer at \$75K and increasing at 2% and 28% benefitsOne part-time faculty teaching one course each @7K and increasing at 2%.online simulation/games development at \$50K/year for first 2 years.One TA @ \$13.5K increasing 2% and with 12% benefits				
Equipment and Instructional Materials						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
Library						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
Contractual Services						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
Academic and/or Student Services						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
Other Support Services						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Faculty Development						
	New :	30000	30000	10000	10000	10000
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	To provide support for faculty to delvelop online courses. Included @\$10k per course; 3 courses per year for first two years and on-going expenses at \$10/k per year				
Assessment						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :					
Student Space and Equipment (if doctorate)						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :					
Faculty Space and Equipment (if doctorate)						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :					
Other						
	New :	30000	25000	20000	20000	15000
	Existing :	0	0	0	0	0
	Narrative Explanation/Justification :	Program marketing expenses: initially a higher expense is anticipated				
Total						
	New :	\$325,450	\$331,899	\$261,437	\$266,066	\$265,786
	Existing :	\$0	\$0	\$0	\$0	\$0
	Total Budget Expenses/Requirements :	\$325,450	\$331,899	\$261,437	\$266,066	\$265,786
Grand Total						
	Total Net Cost :	\$-225,450	\$-131,899	\$38,563	\$133,934	\$209,214



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Full-Proposal - Assess: Program Review and Assessment

1. Provide a brief description of institutional assessment processes.

Institutional assessment is viewed by the University as an opportunity to measure the quality of programs, services, and units, and determining progress toward achieving its mission and strategic goals. Responsibility for assessment and improvement of student learning resides within each educational unit (such as, the colleges, the Graduate School, and libraries). For each academic program, units are expected to: develop student learning outcome statements, implement an assessment plan to measure the extent to which outcomes are achieved, and direct changes based on assessment findings. The Office of Strategic Planning and Institutional Effectiveness (OSPIE) has responsibility for guiding and supporting campus-wide institutional effectiveness activities. OSPIE works closely with educational units to monitor compliance with related policies and procedures, support the continued development of meaningful assessment plans, and offer guidance in the preparation of assessment reports and periodic review (i.e. program review) documents. The University has adopted two interrelated processes to guide the successful adoption of the institutional effectiveness cycle within educational units. The first involves preparation and submission of an annual student learning outcome (SLO) assessment report for each academic degree or certificate program. The second, periodic review, occurs for each unit every five to seven years and leads to the development of a comprehensive self-study and an implementation plan. The University has aligned annual SLO reporting and periodic reviews with best practices, the SACSCOC standards, and the Kentucky CPE program review policy. [Please let me know if CPE expects more details like the structure and length of the cycle].

2. Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

OSPIE and the University Assessment Council (UAC)--a body of assessment liaisons of staff and faculty--encourage continuous improvement of educational units and academic programs by incorporating changes based on assessment findings. OSPIE and the UAC promote the development of assessment plans with the proposal and, once the program is fully approved and implemented, that annual progress is monitored and reported. This includes descriptions of assessment measures, timeline for data collection, and evidence-based results reporting--reflective of the learning outcomes, length, and structure of the program. With the aligned SLO reporting and program review policies, plans to incorporate change within these general institution-wide practices may be informed but are not limited to student artifacts, surveys, and other direct and indirect measures typically collected for annual assessment.

3. What are the plans to evaluate students' post-graduate success?

Surveys of graduating students will be conducted annually. Surveys of alumni will be conducted every 5 years. We will also conduct regular interviews with our corporate partners to discuss how our graduates have done or why they haven't been hired, as appropriate.



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Pre-Proposal Date: 02/19/2021
End of Review Date: 03/21/2021

Pre-Proposal - Comments

Subject: Student Demand

Council on
Postsecondary
Education

Nan Harnice on **Mar 16 2021 10:45AM**

The program approval process includes a justification and evidence of student demand. This demand can be evidenced by surveys, enrollments in related programs, etc. Your submission reflects market demand, not student demand. You do include estimates for enrollment. Please submit information about how you determined this initial enrollment.

University of
Kentucky

Ann Weber on **Mar 17 2021 4:31PM**

First, we examined enrollment in other related programs utilizing the same CIP code (52.1001). Within the Commonwealth, only Sullivan University had a program falling under this category and they conferred 29 degrees in 2019. Turning to the region, we found several programs in the same code with strong numbers of degrees conferred in 2019 (DeVry University, 137; Indiana Wesleyan University, 119; Strayer University, 79; DePaul University, 64; Lindenwood University, 52; Ohio State University, 38...the smallest program was found at the University of Richmond with 27 conferrals). Given our program will be offered online (as is the case in the 3 largest in the region) as well as in-person (such as others with enrollments in the 30-50 range), we expect strong student demand to yield 40 students per year once the program is well-established. Additionally, nationwide completions have increased 10% over the last five years demonstrating a strong growth for the program.

Second, we considered the elements of our program which make it unique within our CIP code. Our focus on strategic HR and HR analytics, evidenced in the title of our program, will likely have the effect of attracting some students who are unable to find their demand for a strategic and analytic-based HR program met elsewhere. We are also cognizant that these distinctive features might repel some students which is why we do not anticipate student demand to match that of the highest programs nationally (such as SNHU [284], Capella [210], or Colorado State [189]) or the lowest (several programs had 10 or less graduates) but instead project an enrollment much nearer the median point of the distribution.

Initial anticipated student demand of 16 was based on the accelerated timeline for recruiting in Year 1. The MS-Supply Chain Management within the Gatton College which was approved by CPE last spring was able to attract 16 students for its initial cohort and the program has highly similar long-term enrollment goals. We hope to build on the lessons learned from their process last year and match their success.



Western Kentucky University
MAED - MASTER OF ARTS IN EDUCATION
13.0401-Educational Leadership and Administration, General
Submission Date: 01/22/2021 14:41

Full Proposal - Basic Info

Institution : Western Kentucky University
Program Type : Single Institution
Program Name : Instructional Leadership, School Principal, All Grades
Degree Level : Master's
Degree Designation : MASTER OF ARTS IN EDUCATION
CIP Code (2-Digit) : 13-EDUCATION.
CIP Code : 13.0401-Educational Leadership and Administration, General

Academic Unit (e.g. Department, Division, School) :

Name of Academic Unit :

Name of Program Director :

Intended Date of Implementation : 8/1/2021

Anticipated Date for Granting First Degrees :

Date of Governing Board Approval : 1/22/2021

Institutional Contact Information

First Name : Rheanna

Last Name : Plemons

Title : Special Assistant to the Provost

Email : rheanna.plemons@wku.edu

Phone : 270-745-8985



Western Kentucky University
MAED - MASTER OF ARTS IN EDUCATION
13.0401-Educational Leadership and Administration, General
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Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. Provide a brief description of the program with its estimated date of implementation.

The WKU principal program is organized in a cohort model whereby students take two classes per semester over four- semesters, plus 2 credit hours of field-based clinical experiences in the second through third semesters (for a total of 30 credits). Courses are sequenced developmentally relative to program learning outcomes so that students are introduced to more basic elements of school leadership in their first semester, and course topics and tasks become increasingly more rigorous and reflective of the work they will be expected to do as first-year administrators by the conclusion of their program.

The first semester of the program focuses on an introduction to leadership and students' capacity to reflect on and self-assess their own leadership strengths and growth areas. The first semester also features a course on basic elements of school law and policy. The second semester focuses on how school leaders nurture a culture of achievement and establish strong school-community relations. The third semester emphasizes the principal's role as instructional leader and how effective school administrators grow teachers' professional capacity and establish learning systems to foster continuous improvement. The final semester of the program explores school finance and resource allocation in conjunction with and support of large-scale, organized school improvement efforts.

The proposed semester of implementation is Fall 2021.

Does this program have any tracks?

No

2. Describe how the new program is consistent with the mission and goals of the institution.

The WKU MAE in Instructional Leadership, especially as it is now configured under the new Wallace Foundation-guided revision, addresses several dimensions of the WKU strategic plan. We believe our rigorous principal preparation program will help advance Goal 2, "enrolling a diverse body of regional graduate students," especially under Strategy 4 of establishing strong conduits for attracting high-quality applicants. We also hope that the new focus on equity in our program will help advance Goal 3, related to diversity, equity, and inclusion. Finally, we believe our program excels in advancing Goal 5, or preparing students for career and life.

Likewise, the MAE in Instructional Leadership program supports key strategies and goals of the statewide strategic postsecondary agenda. Our equity focus will help advance Objective 1, associated with diversity and inclusiveness. But especially in training a high-quality pipeline of effective, equity-driven school principals, we will support the state's goal of strengthening Kentucky's P-12 education system to increase the number of students ready for postsecondary education itself (Objective 2). We also believe our competency-based model under the new principal program, with heavy emphasis on clinical training, aligns with Objective 8 (promoting academic excellence through improvements

in teaching and learning). Our continuous improvement efforts reflect Objective 9 (improving career readiness of graduates), and our program's success relies heavily on Objective 11 (regional partnerships, outreach, and public services), especially with K-12 schools, districts, and support agencies

4. Is there a specialized accrediting agency related to this program?

Yes

4a. If yes, identify accreditor:

Council for Accreditation for Educator Preparation



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4b. Will accreditation be sought?

Yes

5. Does this program have a clinical component?

Yes

5a. If yes, discuss the nature, appropriateness, and availability of clinical sites:

To be admitted to the program, applicants must demonstrate that superintendents from their home districts have signed a memorandum of agreement expressing their support for the candidate and their willingness to provide access to high-quality clinical experiences within the schools. Program faculty work with superintendents to assign and train district-based mentors whose primary role is to help the principal candidate identify and access clinical experiences. Every course in the program has a clinical component blending a combination of required, elected, and personalize field experiences so that every candidate has the opportunity to practice the skills and concepts they are learning in their coursework within their field of practice.

7. Describe the rationale and need for the program to include how the institution determined need.

This proposed program is a supplement to WKU's already flourishing cohorts of Rank I and certification only aspiring principals. Once each year, and in some years each semester, we launch new cohorts of 8-30 new principal program candidates. The proposed pathway will further enhance our existing program without adding any new courses or expenses but simply opening up admission to students to pursue the same program for a Master's degree/Rank 2.

Additionally, regional data from Gray Associates, attached to this document, demonstrates a high (99th percentile) demand from students and high demand (98th percentile) from employers to hire positions in the field of education administration.



**Western Kentucky University
MAED - MASTER OF ARTS IN EDUCATION
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Full Proposal - Quality: Program Quality and Student Success

Provide specific programming goals (objectives) and specific learning outcomes for the program.

- Graduates of WKU's education administration program will be proficient at a beginning-school leader's level for the Professional Standards for Educational Leaders.
- Graduates of WKU's education administration program will be innovative problem solvers, especially around issues of high-quality instruction and school improvement that leads to greater levels of student achievement.
- Graduates of WKU's education administration program will demonstrate a commitment to, and skills for leading their school's toward, equitable supports and outcomes for all students.
- Graduates of WKU's education administration program will be adept at building positive relationships with and among students, staff, families, and the community for uniting all stakeholders around a commitment to high-quality learning outcomes.
- Graduates of WKU's education administration program will demonstrate skills for effectively communicating using a wide variety of means.
- Graduates of WKU's education administration program will display the characteristics of a highly-reflective practitioners.

Describe how the student learning outcomes for the program will be assessed.

Each of the four semesters of the program students will complete two major "anchor assessments" aligned with the program outcomes that serve as the focus for that term. Anchor assessments are as follows:

- Semester 1: a) Completion of a Leadership Development Plan aligned to program outcomes; b) assessment of a school's special education program from an equity perspective.
- Semester 2: a) assessment of a school's culture, with a focus on cultural responsiveness and equity, focusing on areas of growth/enhancement; b) development of a school community plan.
- Semester 3: a) an audit of their school's programming for curriculum, instruction, and assessment and make recommendations for improvement; b) analyze a role play of a principal providing evaluation feedback to teacher; actively role play a scenario providing feedback to a teacher applying adult learning theory and providing actionable research-based feedback.
- Semester 4: a) Students will conduct an equity audit of their schools or another school. They will demonstrate the ability to do the following: (1) use equity assessment tools to collaboratively identify strengths, weaknesses, opportunities, and threats to building equity, (2) communicate the SWOT to stakeholders, and (3) recommend prioritized next steps; b) With the guidance of the school principal, students will collaboratively develop a plan for implementing an improvement strategy based on an identified problem of practice within their school. Students will lead a team in analyzing data, diagnosing the sources of the problem, developing a plan, implementing the strategy, monitoring progress, and presenting the results to stakeholders.

Student's performance on these assessments will be evaluated by program faculty and practitioner partners. Students who fail to earn a proficient rating on any assessment must revise and resubmit their work after support and feedback from their mentor and faculty member, and must obtain a proficient rating before they can move forward in the program. Each semester a panel of program faculty and practitioner partners will review samples of student work on anchor assessments to further establish content validity and inter-rater reliability, and make changes to the assessment as necessary. Student performance data on anchor assessments will be reviewed annually to inform on-going program improvements.



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Highlight any distinctive qualities of this proposed program.

WKU's education administration program has a long-standing reputation for producing effective school leaders. We survey our students every semester and among the program features they find most valuable are the cohort model (with cohorts offered in Bowling Green and Owensboro), hybrid delivery design (blending online and face-to-face components), district-based mentoring supports, co-teaching model with practicing school leaders, and standards-based system of assessment used in many classes. We believe this particular combination of program components is unique in Kentucky, will be further enhanced with a vastly expanded clinical experience dimension starting in 2019, and will ensure stable, long-term program enrollments.

Describe the admissions and graduation requirements for the program.

Admission Requirements:

Bachelor's degree with a GPA of 3.0 or higher

Three years of documented teaching experience in a public school or nonpublic school that meets the state performance standards as established in KRS 156.160

Complete program admissions packet, including district agreement of support

Be recommended based on an interview with district practitioners and department faculty

Retention:

Complete course sequence with cohort unless obtaining permission from the program director

Maintain 3.0 gpa

Successfully complete all anchor assessments administered at the end of each semester

Graduation Requirements:

Candidates must complete the coursework listed below, maintain a 3.0 cumulative gpa, and successfully complete all anchor assessments to be recommended for the degree; candidates seeking provisional certification as a school principal must also successfully pass the School Leaders Licensure Assessment based on the cut score established by the Education Professional Standards Board. Coursework requirements include the following:

- EDAD 602, Introduction to School Leadership (3 hours)
- EDAD 603, School Law and Policy (3 hours)
- EDAD 604, Creating a Culture of Achievement (3 hours)
- EDAD 605, Leading a Community of Learners (3 hours)
- EDAD 606, Leading Learning Systems (3 hours)
- EDAD 607, Developing Teacher Capacity (3 hours)
- EDAD 608, Resource Management for Equitable Outcomes (3 hours)
- EDAD 609, Leading School Improvement (3 hours)
- EDAD 610, Clinical Experiences in the Principalship (6 hours)

Please provide the total number of hours required for the degree.

(Should not be blank)

Describe the administrative oversight to ensure the quality of the program.

Dr. Marguerita DeSander is chair of the Department of Educational Administration, Leadership, and Research and provides general leadership of this and all education administration programs. Dr. DeSander has a Ph.D. from George Washington University in educational leadership. She is a former attorney who also served as director of personnel and human relations in two different school districts. She has published in the area of school leadership. The principal program itself is coordinated by Dr. Janet Applin, who is a former educator and special education administrator. She holds an EdD from Vanderbilt University and has published in the field of special education leadership.



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For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

N/A

Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	30	30		



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Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:

a. Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

Since 2013 when WKU was no longer allowed to admit students to the principal program without a Master's degree already earned, we have received numerous inquiries from prospective students seeking to earn principal certification at the Master's level. While we anticipate WKU's education administration program will continue to appeal to students at the Rank I and certification only level, this pathway will be attractive to students who are perhaps less seasoned in their teaching careers but eager to enter an administrative role and perhaps earn other advanced certifications at the Rank I level, including supervisor of instruction, director of pupil personnel, director of special education, and superintendent.

Regional market data from Gray Associates, attached, shows student demand for education administration programs in the 99th percentile. Twelve-month inquiry volume and on-ground and online completions at in-market institutions were both in the 99th percentile.

Again, this program will be identical in terms of coursework and learning objectives from the existing Rank I/certification only principal program. Students will be assessed throughout their program on progress toward mastery of the Professional Standards for Educational Leaders (PSEL).

1. Student Demand:

b. Project estimated student enrollment and degrees conferred for the first five years of the program.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2021-22	0	5
2022-23	5	15
2023-24	5	15
2024-25	5	15
2025-26	5	15



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3. Academic Disciplinary Needs:

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

Following the decision of the Kentucky Education Professional Standards Board in December 2018 to waive the existing requirement of a Master's degree prior to admission in a principal preparation program (a move that WKU faculty supported), we are requesting approval to initiate a proposal for a new Master's of Arts in Education (MAE) pathway to principal certification. This will create three pathways to principal certification at WKU, including the MAE, Rank I, and certification only. The MAE option will be ideal for teachers who are relatively new in the profession and aspire to an extended career in school administration. By earning principal certification at the Master's level, these students will be well-positioned to pursue other advanced credentials in administration, including supervisor of instruction, director of pupil personnel, and superintendent certification at the Rank I level and beyond.

The MAE degree in principal certification will include the same coursework as the Rank I and certification only pathways currently approved under programs 131 and 121 at Western Kentucky University. It will include 30 credit hours of coursework in education administration, including 24 credit hours of traditional classes and 6 credit hours of clinical experiences. The curriculum, sequence, and structure of these courses and clinical work all reflect program revisions recently made with the support of a grant from the Wallace Foundation designed to promote model principal training for the 21st century, a grant for which WKU was one of 7 universities across the United States to participate, bringing us into close partnership with districts, the Green River Regional Educational Cooperative, the Kentucky Department of Education, and the Kentucky Education Professionals Standards Board.

(Should not be blank)

4. Similar programs:

a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

0

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

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Full Proposal - Cost: Cost and Funding of the Proposed Program

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Total Resources Available from Other Non-State Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
State Resources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Internal					
Allocation :	0	0	0	0	0
Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :					
Student Tuition					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Total					
New :	\$0	\$0	\$0	\$0	\$0
Existing :	\$0	\$0	\$0	\$0	\$0
Total Funding Sources :	\$0	\$0	\$0	\$0	\$0
B. Breakdown of Budget Expenses/Requirements					
	1st year	2nd year	3rd year	4th year	5th year
Staff: Executive, administrative, and managerial					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Other Professional					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Faculty					
New :	0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Existing :	0	0	0	0	0
Graduate Assistants (if master's or doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Student Employees					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Equipment and Instructional Materials					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Library					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Contractual Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Academic and/or Student Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Other Support Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Faculty Development					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Assessment					
New :	0	0	0	0	0
Existing :	0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Narrative Explanation/Justification :						
Student Space and Equipment (if doctorate)						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :						
Faculty Space and Equipment (if doctorate)						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :						
Other						
	New :	0	0	0	0	0
	Existing :	0	0	0	0	0
Narrative Explanation/Justification :						
Total						
	New :	\$0	\$0	\$0	\$0	\$0
	Existing :	\$0	\$0	\$0	\$0	\$0
	Total Budget Expenses/Requirements :	\$0	\$0	\$0	\$0	\$0
Grand Total						
	Total Net Cost :	\$0	\$0	\$0	\$0	\$0



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Full-Proposal - Assess: Program Review and Assessment

1. Provide a brief description of institutional assessment processes.

Every course in the WKU principal certification program includes an anchor assessment. Anchor assessments are comprehensive, field-based performance assessments that require students to apply leadership theory and skills covered in each course to address practical problems facing the candidate's school or district. Anchor assessments are closely aligned with learning objectives, with are aligned with the Professional Standards for Educational Leadership (PSEL). A 4-point rubric is used to evaluate student work, with a score of 3 representing proficiency in all learning targets associated with the assessment. Students receive descriptive feedback on their performance and the opportunity to revise and resubmit their work until proficiency is demonstrated. Students may not progress in the program until they have demonstrated a proficient score on all anchor assessments.

Anchor assessments were developed by program faculty in collaboration with district practitioner partners. Accordingly, we intend to meet annually with a select group of district partners to review all anchor assessment guidelines and rubrics and student performance scores to ensure face validity and revise items that appear problematic or need improvement. Likewise, program faculty and practitioners will participate in blind scoring of samples of student work to build stronger inter-rater reliability. Further revisions to the anchor assessments, rubrics, or course content will be made based on this process.

2. Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

Implementation of the MAE pathway to principal certification will not change any current assessment practices as the process described above applies to the existing principal certification options.

3. What are the plans to evaluate students' post-graduate success?

As a result of WKU's participation in the Wallace Foundation University Principal Preparation Initiative (UPPI), we be launching a Leadership Tracking System (LTS) in Fall 2021. This database, which was developed in partnership with the Kentucky Department of Education and the Green River Regional Educational Cooperative, will house information on program graduates, job placement, and academic performance of the schools in which they serve. These data will be reviewed annually by program faculty and practitioner partners to inform on-going program improvement efforts.

97 Percentile 13.0401 Educational Leadership/Admin, Gen'l [14 Score]

Student Demand [29 Score]

Category	Pctl	Criterion	Value	Score
Size	99	Inquiry Volume (12 Months)	431	15
	0	Int'l Page Views (12 Months)	0	NS
	40	Google Search Volume (3 Months)*	1,274	0
	99	On-ground Completions at In-Market Institutions	318	NS
	99	Online Completions by In-Market Students	253	NS
	99	Sum of On-ground and Online Completions	571	15
Growth	2	Inquiry Volume YoY Change (Units)	-19	-2
	39	Google Search YoY Change (Units)*	-14	-2
	99	Completion Volume YoY Change (Units)	35	2
	70	Inquiry Volume YoY Change (%)	-4%	1
	39	Google Search YoY Change (%)*	-1%	0
	54	Completion Volume YoY Change (%)	7%	0

99 Pctl

Employment* [11 Score]

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	93	Job Postings Total (12 Months)*	1,329	2
	93	BLS Current Employment*	6,773	2
	92	BLS Annual Job Openings*	589	0
Size (Generalist)	92	BLS Share of Generalist Employment*	310	1
	92	BLS Share of Generalist Openings*	29	0
Growth (Direct Prep)	23	BLS 1-Year Historical Growth*	-2%	-4
	58	BLS 3-Year Historic Growth (CAGR)*	3%	NS
	32	BLS 10-Year Future Growth (CAGR)*	0.7%	NS
Saturation (Direct Prep)	46	Job Postings per Graduate*	2.3	-2
	50	BLS Job Openings per Graduate*	1.1	0
Wages (Direct Prep)	91	BLS 10th-Percentile Wages*	\$53,107	3
	83	BLS Mean Wages*	\$75,779	NS
National American Community Survey Bachelor's Degree Outcomes	81	Natl ACS Wages (Age < 30)	\$52,238	5
	41	Natl ACS Wages (Age 30-60)	\$80,654	0
	100	Natl ACS % with Any Graduate Degree	94%	NS
	100	Natl ACS % with Masters	79%	NS
	71	Natl ACS % with Doct/Prof Degree	15%	NS
Outcomes	0	Natl ACS % Unemp. (Age <30)**	0	2
	2	Natl ACS % Unemp. (Age 30-60)**	1%	2
	0	Natl ACS % in Direct Prep Jobs	0	NS

98 Pctl

Degree Fit [-20 Score]

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

National Completions by Level [-20 Score]

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	0%	0%	3%
Associates	0%	0%	0%
Bachelors	1%	0%	0%
Postbaccalaureate Certificate	6%	2%	0%
Masters	63%	57%	33%
Post-masters Certificate	14%	19%	0%
Doctoral	15%	22%	57%
Unknown	0%	0%	6%

Competitive Intensity [-6 Score]

Category	Pctl	Criterion	Value	Score
Volume of Competition	99	Campuses with Graduates**	13	-3
	99	National Online Institutions (Units)**	283	NS
	99	Institutions with Online In-Market Students**	206	NS
	99	Institutions YoY Change (Units)**	4	-1
	87	Average Completions by Local Institution	24	0
	70	Median Completions by Local Institution	9	0
	34	YoY Median Program Change (Units)	-2	0
	39	YoY Median Program Change (%)	-22%	0
Market Saturation	93	Natl Online % of Institutions	34%	NS
	84	Natl Online % of Completions	46%	NS
	76	Average Cost per Inquiry**	\$57	-2
	65	Google Search ^ Cost per Click**	\$9	0
	51	Google Competition Index**	0.39	0

1 Pctl

CIP Description

A program that focuses on the general principles and techniques of administering a wide variety of schools and other educational organizations and facilities, supervising educational personnel at the school or staff level, and that may prepare individuals as general administrators and supervisors.

National Workforce Ed. Attainment [0 Score]

Award Level	BLS Educational Attainment
No College	6%
Some College	8%
Associates	5%
Bachelors	24%
Masters	44%
Doctoral	14%

Percentile	0	20+	40+	70+	90+	95+	98+	100
Overall Score	-64	-25	-18	-2	8	12	19	76

Percentile (Reverse)	<40	40+	70+	90+	95+	98+

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 NS - Not Scored in Rubrics (values = 0).
 2-Yr - Associates & certificate programs only.
 PCTL - Percentile

Course Title (CIP)

Degree Program Core Courses (i.e., Courses required by ALL students in the Major--includes Premajor or Preprofessional courses)

Course Prefix	Course #	Course Title	Course Description	Type of Course: program core (C) or pre-major/ pre-professional (P)	Credit Hours	Existing (E) or New (N) Course	Projected Semesters (Include all options for Fall, Spring, Summer, Winter)	
EDAD	602	Introduction to School Leadership	A survey of theory and research in school leadership focusing on ethical, equity-driven decision making and practice. Explores processes for vocational discernment as a school leader and tools for assessing leadership strengths and growth areas.	C	3	E	Every fall and spring	
EDAD	603	School Law & Policy	An overview of the American legal system as it applies to P-12 education, Kentucky schools, and education policy.	C	3	E	Every fall , spring, and summer	
EDAD	604	Creating a Culture of Achievement	This course focuses on identifying processes to create and foster a positive professional and student culture that supports a unifying purpose of learning and achievement.	C	3	E	Every fall , spring, and summer	
EDAD	605	Leading a Community of Learners	This course focuses on identifying processes to create and foster a strong and healthy relationship between the school and community stakeholders.	C	3	E	Every fall , spring, and summer	
EDAD	606	Leading Learning Systems	This course will develop students' understanding of best practices and current trends in curriculum, instruction, and assessment and prepare them to use available tools to monitor and improve the alignment and implementation of these systems to promote academic success for all students.	C	3	E	Every fall , spring, and summer	
EDAD	607	Developing Teacher Capacity	This course will develop human resource leadership skills for P-12 principal candidates, emphasizing the development of teachers through evaluation, coaching, and comprehensive professional learning.	C	3	E	Every fall , spring, and summer	
EDAD	608	Resource Management for Equitable Outcomes	This course focuses on the roles and responsibilities of the principalship. In particular, this course will focus on managing people, processes, and data in service of a vision that ensures the safety and success of all students.	C	3	E	Every fall , spring, and summer	
EDAD	609	Leading School Improvement	This course focuses on leading school improvement by using data and collaborating with others to identify problems of practice, set direction, develop people, and redesign organizational structures to ensure success for all students. Students will learn to use tools and processes associated with school improvement, multi-tiered systems of support, and other structures.	C	3	E	Every fall , spring, and summer	
EDAD	610	Clinical Experiences in the Principalship	A variety of required, personalized, and elective field experiences designed to contextualize course content and build necessary skills and dispositions as beginning school leaders.	C	6	E	Every fall, spring, and summer	
Total Credit hours Required for Program Core (i.e., # of hours in degree program core)					Note: number recorded will automatically populate Core Hours in "Summary of Total Program Hours" table		30	NA

Core Courses Required for Track(s), Concentration(s), or Specialty(s) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Track (T), Concentration (C) or Specialty (S)	Credit Hours	Existing (E) or New (N) Course

Total Credit hours Required for Program Options (Track(s), Concentration(s), or Specialty) (if applicable)					Note: number recorded will automatically populate Program Option hours in "Summary of Total Program Hours" table		0	NA
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GUIDED Elective Courses (i.e., Specified list of Program Electives AND/OR Electives focused on a specific track/concentration/or speciality) (if applicable)

Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or Specialty (S)	Credit Hours		Existing (E) or New (N) Course
# of REQUIRED Credit hours in <u>Guided Electives</u> (i.e., electives for a focused or track/concentration/specialty are). If 9 hours is required and there are 15 hours to choose from, then only 9 hours are required) Note: number recorded will automatically populate Guided Elective hours in "Summary of Total Program Hours" table							NA
FREE Elective Courses (i.e, general program electives, open to the students to choose) (if applicable)							
Course Prefix	Course #	Course Title	Course Description	Course Required for Program (P), Track (T), Concentration (C) or	Credit Hours		Existing (E) or New (N) Course
Total # of Credit Hours in Free Electives (i.e., general program electives) (if applicable)					Note: number recorded will	0	NA
Summary of Total Program Hours		Required Core Hours (i.e., # of hours in degree program core)			30		NA
		Required Program Options - Track/Concentration/Specialty Hours (if applicable)			0		NA
		Guided Elective Hours (e.g., focused or track/concentration/specialty area specific electives) (if applicable)			0		NA
		Free Elective Hours (i.e., general program electives) (if applicable)			0		NA
		Total # of credit hours required for Program			30		NA
Information to be completed by PIE Office							
					# of new courses		NA
					Total # of Courses (includes new and existing)		NA
					Percentage of new courses (more than 25% may require SACS Substantive Change)		#VALUE!



Western Kentucky University
MAED - MASTER OF ARTS IN EDUCATION
13.0401-Educational Leadership and Administration, General
Submission Date: 01/22/2021 14:41

Full Proposal - Basic Info

Institution : Western Kentucky University
Program Type : Single Institution
Program Name : Instructional Leadership, School Principal, All Grades
Degree Level : Master's
Degree Designation : MASTER OF ARTS IN EDUCATION
CIP Code (2-Digit) : 13-EDUCATION.
CIP Code : 13.0401-Educational Leadership and Administration, General

Academic Unit (e.g. Department, Division, School) :

Name of Academic Unit :

Name of Program Director :

Intended Date of Implementation : 8/1/2021

Anticipated Date for Granting First Degrees :

Date of Governing Board Approval : 1/22/2021

Institutional Contact Information

First Name : Rheanna

Last Name : Plemons

Title : Special Assistant to the Provost

Email : rheanna.plemons@wku.edu

Phone : 270-745-8985



Western Kentucky University
MAED - MASTER OF ARTS IN EDUCATION
13.0401-Educational Leadership and Administration, General
Submission Date: 01/22/2021 14:41

Full Proposal - Mission: Centrality to the Institution's Mission and Consistency with State's Goals

1. Provide a brief description of the program with its estimated date of implementation.

The WKU principal program is organized in a cohort model whereby students take two classes per semester over four-semester, plus 2 credit hours of field-based clinical experiences in the second through third semesters (for a total of 30 credits). Courses are sequenced developmentally relative to program learning outcomes so that students are introduced to more basic elements of school leadership in their first semester, and course topics and tasks become increasingly more rigorous and reflective of the work they will be expected to do as first-year administrators by the conclusion of their program.

The first semester of the program focuses on an introduction to leadership and students' capacity to reflect on and self-assess their own leadership strengths and growth areas. The first semester also features a course on basic elements of school law and policy. The second semester focuses on how school leaders nurture a culture of achievement and establish strong school-community relations. The third semester emphasizes the principal's role as instructional leader and how effective school administrators grow teachers' professional capacity and establish learning systems to foster continuous improvement. The final semester of the program explores school finance and resource allocation in conjunction with and support of large-scale, organized school improvement efforts.

The proposed semester of implementation is Fall 2021.

Does this program have any tracks?

No

2. Describe how the new program is consistent with the mission and goals of the institution.

The WKU MAE in Instructional Leadership, especially as it is now configured under the new Wallace Foundation-guided revision, addresses several dimensions of the WKU strategic plan. We believe our rigorous principal preparation program will help advance Goal 2, "enrolling a diverse body of regional graduate students," especially under Strategy 4 of establishing strong conduits for attracting high-quality applicants. We also hope that the new focus on equity in our program will help advance Goal 3, related to diversity, equity, and inclusion. Finally, we believe our program excels in advancing Goal 5, or preparing students for career and life.

Likewise, the MAE in Instructional Leadership program supports key strategies and goals of the statewide strategic postsecondary agenda. Our equity focus will help advance Objective 1, associated with diversity and inclusiveness. But especially in training a high-quality pipeline of effective, equity-driven school principals, we will support the state's goal of strengthening Kentucky's P-12 education system to increase the number of students ready for postsecondary education itself (Objective 2). We also believe our competency-based model under the new principal program, with heavy emphasis on clinical training, aligns with Objective 8 (promoting academic excellence through improvements

in teaching and learning). Our continuous improvement efforts reflect Objective 9 (improving career readiness of graduates), and our program's success relies heavily on Objective 11 (regional partnerships, outreach, and public services), especially with K-12 schools, districts, and support agencies

4. Is there a specialized accrediting agency related to this program?

Yes

4a. If yes, identify accreditor:

Council for Accreditation for Educator Preparation



Western Kentucky University
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4b. Will accreditation be sought?

Yes

5. Does this program have a clinical component?

Yes

5a. If yes, discuss the nature, appropriateness, and availability of clinical sites:

To be admitted to the program, applicants must demonstrate that superintendents from their home districts have signed a memorandum of agreement expressing their support for the candidate and their willingness to provide access to high-quality clinical experiences within the schools. Program faculty work with superintendents to assign and train district-based mentors whose primary role is to help the principal candidate identify and access clinical experiences. Every course in the program has a clinical component blending a combination of required, elected, and personalize field experiences so that every candidate has the opportunity to practice the skills and concepts they are learning in their coursework within their field of practice.

7. Describe the rationale and need for the program to include how the institution determined need.

This proposed program is a supplement to WKU's already flourishing cohorts of Rank I and certification only aspiring principals. Once each year, and in some years each semester, we launch new cohorts of 8-30 new principal program candidates. The proposed pathway will further enhance our existing program without adding any new courses or expenses but simply opening up admission to students to pursue the same program for a Master's degree/Rank 2.

Additionally, regional data from Gray Associates, attached to this document, demonstrates a high (99th percentile) demand from students and high demand (98th percentile) from employers to hire positions in the field of education administration.



**Western Kentucky University
MAED - MASTER OF ARTS IN EDUCATION
13.0401-Educational Leadership and Administration, General
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Full Proposal - Quality: Program Quality and Student Success

Provide specific programming goals (objectives) and specific learning outcomes for the program.

- Graduates of WKU's education administration program will be proficient at a beginning-school leader's level for the Professional Standards for Educational Leaders.
- Graduates of WKU's education administration program will be innovative problem solvers, especially around issues of high-quality instruction and school improvement that leads to greater levels of student achievement.
- Graduates of WKU's education administration program will demonstrate a commitment to, and skills for leading their school's toward, equitable supports and outcomes for all students.
- Graduates of WKU's education administration program will be adept at building positive relationships with and among students, staff, families, and the community for uniting all stakeholders around a commitment to high-quality learning outcomes.
- Graduates of WKU's education administration program will demonstrate skills for effectively communicating using a wide variety of means.
- Graduates of WKU's education administration program will display the characteristics of a highly-reflective practitioners.

Describe how the student learning outcomes for the program will be assessed.

Each of the four semesters of the program students will complete two major "anchor assessments" aligned with the program outcomes that serve as the focus for that term. Anchor assessments are as follows:

- Semester 1: a) Completion of a Leadership Development Plan aligned to program outcomes; b) assessment of a school's special education program from an equity perspective.
- Semester 2: a) assessment of a school's culture, with a focus on cultural responsiveness and equity, focusing on areas of growth/enhancement; b) development of a school community plan.
- Semester 3: a) an audit of their school's programming for curriculum, instruction, and assessment and make recommendations for improvement; b) analyze a role play of a principal providing evaluation feedback to teacher; actively role play a scenario providing feedback to a teacher applying adult learning theory and providing actionable research-based feedback.
- Semester 4: a) Students will conduct an equity audit of their schools or another school. They will demonstrate the ability to do the following: (1) use equity assessment tools to collaboratively identify strengths, weaknesses, opportunities, and threats to building equity, (2) communicate the SWOT to stakeholders, and (3) recommend prioritized next steps; b) With the guidance of the school principal, students will collaboratively develop a plan for implementing an improvement strategy based on an identified problem of practice within their school. Students will lead a team in analyzing data, diagnosing the sources of the problem, developing a plan, implementing the strategy, monitoring progress, and presenting the results to stakeholders.

Student's performance on these assessments will be evaluated by program faculty and practitioner partners. Students who fail to earn a proficient rating on any assessment must revise and resubmit their work after support and feedback from their mentor and faculty member, and must obtain a proficient rating before they can move forward in the program. Each semester a panel of program faculty and practitioner partners will review samples of student work on anchor assessments to further establish content validity and inter-rater reliability, and make changes to the assessment as necessary. Student performance data on anchor assessments will be reviewed annually to inform on-going program improvements.



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Highlight any distinctive qualities of this proposed program.

WKU's education administration program has a long-standing reputation for producing effective school leaders. We survey our students every semester and among the program features they find most valuable are the cohort model (with cohorts offered in Bowling Green and Owensboro), hybrid delivery design (blending online and face-to-face components), district-based mentoring supports, co-teaching model with practicing school leaders, and standards-based system of assessment used in many classes. We believe this particular combination of program components is unique in Kentucky, will be further enhanced with a vastly expanded clinical experience dimension starting in 2019, and will ensure stable, long-term program enrollments.

Describe the admissions and graduation requirements for the program.

Admission Requirements:

Bachelor's degree with a GPA of 3.0 or higher

Three years of documented teaching experience in a public school or nonpublic school that meets the state performance standards as established in KRS 156.160

Complete program admissions packet, including district agreement of support

Be recommended based on an interview with district practitioners and department faculty

Retention:

Complete course sequence with cohort unless obtaining permission from the program director

Maintain 3.0 gpa

Successfully complete all anchor assessments administered at the end of each semester

Graduation Requirements:

Candidates must complete the coursework listed below, maintain a 3.0 cumulative gpa, and successfully complete all anchor assessments to be recommended for the degree; candidates seeking provisional certification as a school principal must also successfully pass the School Leaders Licensure Assessment based on the cut score established by the Education Professional Standards Board. Coursework requirements include the following:

- EDAD 602, Introduction to School Leadership (3 hours)
- EDAD 603, School Law and Policy (3 hours)
- EDAD 604, Creating a Culture of Achievement (3 hours)
- EDAD 605, Leading a Community of Learners (3 hours)
- EDAD 606, Leading Learning Systems (3 hours)
- EDAD 607, Developing Teacher Capacity (3 hours)
- EDAD 608, Resource Management for Equitable Outcomes (3 hours)
- EDAD 609, Leading School Improvement (3 hours)
- EDAD 610, Clinical Experiences in the Principalship (6 hours)

Please provide the total number of hours required for the degree.

(Should not be blank)

Describe the administrative oversight to ensure the quality of the program.

Dr. Marguerita DeSander is chair of the Department of Educational Administration, Leadership, and Research and provides general leadership of this and all education administration programs. Dr. DeSander has a Ph.D. from George Washington University in educational leadership. She is a former attorney who also served as director of personnel and human relations in two different school districts. She has published in the area of school leadership. The principal program itself is coordinated by Dr. Janet Applin, who is a former educator and special education administrator. She holds an EdD from Vanderbilt University and has published in the field of special education leadership.



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For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

N/A

Name	Total number of hours required for degree	Number of hours in degree program core	Number of hours in guided electives	Number of hours in free electives
Program	30	30		



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Full Proposal - Demand: Program Demand/Unnecessary Duplication

1. Student Demand:

a. Provide evidence of student demand. Evidence of student demand is typically in the form of surveys of potential students or enrollments in related programs at the institution, but other methods of gauging student demand are acceptable.

Since 2013 when WKU was no longer allowed to admit students to the principal program without a Master's degree already earned, we have received numerous inquiries from prospective students seeking to earn principal certification at the Master's level. While we anticipate WKU's education administration program will continue to appeal to students at the Rank I and certification only level, this pathway will be attractive to students who are perhaps less seasoned in their teaching careers but eager to enter an administrative role and perhaps earn other advanced certifications at the Rank I level, including supervisor of instruction, director of pupil personnel, director of special education, and superintendent.

Regional market data from Gray Associates, attached, shows student demand for education administration programs in the 99th percentile. Twelve-month inquiry volume and on-ground and online completions at in-market institutions were both in the 99th percentile.

Again, this program will be identical in terms of coursework and learning objectives from the existing Rank I/certification only principal program. Students will be assessed throughout their program on progress toward mastery of the Professional Standards for Educational Leaders (PSEL).

1. Student Demand:

b. Project estimated student enrollment and degrees conferred for the first five years of the program.

f. Project estimated student demand for the first five years of the program.

Academic Year	Degrees Conferred	Majors (Headcount) - Fall Semester
2021-22	0	5
2022-23	5	15
2023-24	5	15
2024-25	5	15
2025-26	5	15



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3. Academic Disciplinary Needs:

If the program proposal is in response to changes in academic disciplinary need, as opposed to employer demand, please outline those changes. Explain why these changes to the discipline necessitate development of a new program.

Following the decision of the Kentucky Education Professional Standards Board in December 2018 to waive the existing requirement of a Master's degree prior to admission in a principal preparation program (a move that WKU faculty supported), we are requesting approval to initiate a proposal for a new Master's of Arts in Education (MAE) pathway to principal certification. This will create three pathways to principal certification at WKU, including the MAE, Rank I, and certification only. The MAE option will be ideal for teachers who are relatively new in the profession and aspire to an extended career in school administration. By earning principal certification at the Master's level, these students will be well-positioned to pursue other advanced credentials in administration, including supervisor of instruction, director of pupil personnel, and superintendent certification at the Rank I level and beyond.

The MAE degree in principal certification will include the same coursework as the Rank I and certification only pathways currently approved under programs 131 and 121 at Western Kentucky University. It will include 30 credit hours of coursework in education administration, including 24 credit hours of traditional classes and 6 credit hours of clinical experiences. The curriculum, sequence, and structure of these courses and clinical work all reflect program revisions recently made with the support of a grant from the Wallace Foundation designed to promote model principal training for the 21st century, a grant for which WKU was one of 7 universities across the United States to participate, bringing us into close partnership with districts, the Green River Regional Educational Cooperative, the Kentucky Department of Education, and the Kentucky Education Professionals Standards Board.

(Should not be blank)

4. Similar programs:

a. Are there similar programs in other Southern Regional Education Board (SREB) states and in the nation?

0

b. Our records indicate the following similar programs exist at public institutions in Kentucky.

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Full Proposal - Cost: Cost and Funding of the Proposed Program

A. Funding Sources, by year of program	1st year	2nd year	3rd year	4th year	5th year
	0	0	0	0	0
Total Resources Available from Federal Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Total Resources Available from Other Non-State Sources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
State Resources					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Internal					
Allocation :	0	0	0	0	0
Reallocation :	0	0	0	0	0
Narrative Explanation/Justification :					
Student Tuition					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Total					
New :	\$0	\$0	\$0	\$0	\$0
Existing :	\$0	\$0	\$0	\$0	\$0
Total Funding Sources :	\$0	\$0	\$0	\$0	\$0
B. Breakdown of Budget Expenses/Requirements					
	1st year	2nd year	3rd year	4th year	5th year
Staff: Executive, administrative, and managerial					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Other Professional					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Faculty					
New :	0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements	1st year	2nd year	3rd year	4th year	5th year
Existing :	0	0	0	0	0
Graduate Assistants (if master's or doctorate)					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Student Employees					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Equipment and Instructional Materials					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Library					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Contractual Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Academic and/or Student Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Other Support Services					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Faculty Development					
New :	0	0	0	0	0
Existing :	0	0	0	0	0
Narrative Explanation/Justification :					
Assessment					
New :	0	0	0	0	0
Existing :	0	0	0	0	0



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B. Breakdown of Budget Expenses/Requirements		1st year	2nd year	3rd year	4th year	5th year
Narrative Explanation/Justification :						
Student Space and Equipment (if doctorate)						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
Faculty Space and Equipment (if doctorate)						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
Other						
New :		0	0	0	0	0
Existing :		0	0	0	0	0
Narrative Explanation/Justification :						
Total						
New :		\$0	\$0	\$0	\$0	\$0
Existing :		\$0	\$0	\$0	\$0	\$0
Total Budget Expenses/Requirements :		\$0	\$0	\$0	\$0	\$0
Grand Total						
Total Net Cost :		\$0	\$0	\$0	\$0	\$0



Western Kentucky University
MAED - MASTER OF ARTS IN EDUCATION
13.0401-Educational Leadership and Administration, General
Submission Date: 01/22/2021 14:41

Full-Proposal - Assess: Program Review and Assessment

1. Provide a brief description of institutional assessment processes.

Every course in the WKU principal certification program includes an anchor assessment. Anchor assessments are comprehensive, field-based performance assessments that require students to apply leadership theory and skills covered in each course to address practical problems facing the candidate's school or district. Anchor assessments are closely aligned with learning objectives, with are aligned with the Professional Standards for Educational Leadership (PSEL). A 4-point rubric is used to evaluate student work, with a score of 3 representing proficiency in all learning targets associated with the assessment. Students receive descriptive feedback on their performance and the opportunity to revise and resubmit their work until proficiency is demonstrated. Students may not progress in the program until they have demonstrated a proficient score on all anchor assessments.

Anchor assessments were developed by program faculty in collaboration with district practitioner partners. Accordingly, we intend to meet annually with a select group of district partners to review all anchor assessment guidelines and rubrics and student performance scores to ensure face validity and revise items that appear problematic or need improvement. Likewise, program faculty and practitioners will participate in blind scoring of samples of student work to build stronger inter-rater reliability. Further revisions to the anchor assessments, rubrics, or course content will be made based on this process.

2. Describe how the institution will incorporate the change (program, site, distance education, or other change) into the institution-wide review and assessment processes.

Implementation of the MAE pathway to principal certification will not change any current assessment practices as the process described above applies to the existing principal certification options.

3. What are the plans to evaluate students' post-graduate success?

As a result of WKU's participation in the Wallace Foundation University Principal Preparation Initiative (UPPI), we be launching a Leadership Tracking System (LTS) in Fall 2021. This database, which was developed in partnership with the Kentucky Department of Education and the Green River Regional Educational Cooperative, will house information on program graduates, job placement, and academic performance of the schools in which they serve. These data will be reviewed annually by program faculty and practitioner partners to inform on-going program improvement efforts.



Western Kentucky University
MAED - MASTER OF ARTS IN EDUCATION
13.0401-Educational Leadership and Administration, General
Pre-Proposal Date: 01/22/2021
End of Review Date: 02/21/2021

Pre-Proposal - Comments

Subject: Centrality to the Institution's Mission and Consistency with State's Goals

Morehead State
University

[Gregory Russell](#) on [Feb 9 2021 10:07AM](#)

A strong MAED program building on already existing routes.

TITLE: Academic Program Review Project Results

RECOMMENDATION: Staff will present the results of the Statewide Academic Program Review project undertaken by Gray Associates from 2019-21. Staff will also discuss proposed changes to the academic program review policy moving forward.

PRESENTERS: Melissa Bell, Vice President of Academic Affairs and Student Success

STATUTORY AUTHORITY

KRS 164.020 (16) outlines four criteria for statewide academic program review to determine:

- Consistency with the institution's mission;
- Alignment with the state's strategic postsecondary agenda and implementation plan.
- Elimination of unnecessary duplication of programs within and among institutions.
- Efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery.

KENTUCKY STATEWIDE PROGRAM REVIEW – AY 2017-2021

The academic program review process is a key responsibility of state coordinating boards like the Council on Postsecondary Education (CPE). The process ensures that academic programs are consistent with state priorities and that public resources are used efficiently for the greater good of the Commonwealth.

Purpose of Program Review

There are two types of program review – institutional and statewide. The statewide process is designed to complement and enhance, not supplant, institutional-level program reviews.

Institutional program reviews serve several purposes. They are undertaken to promote continuous improvement. Because there are limited resources, programs must fit with the institution's mission and strategic direction and must be economically viable. Institutional program reviews also focus on academic quality issues, specifically attainment of student learning outcomes as well as distinction of faculty research. And institutional program reviews must meet all the requirements of both institutional and programmatic accreditation.

There is some overlap in purpose between institutional and statewide review. Both focus on continuous improvement and alignment with mission and strategic direction. While institutional review focuses on the viability of individual programs, statewide review looks at efficiency from a broader perspective. In Kentucky, statewide review also focuses on the concept of unnecessary duplication of programs.

In short, institutional program review is an intensive, micro-level evaluation of programs while statewide review focuses on the macro view, looking across institutional reviews for data patterns, outliers, and opportunities for efficiencies. The combination of these two levels of evaluation – institutional and statewide – provide a thorough framework for academic program review in Kentucky.

Academic Program Review Process AY 2017-21

While CPE issued a RFP for a firm to assist in statewide program review, institutions continued their institutional program reviews. In 2019, CPE contracted with Gray Associates to work with universities to review all baccalaureate programs. Gray Associates was selected partly based on their expertise in productivity and efficiency metrics. The firm also has access to multiple data sources, which assists the sophisticated analyses needed to guide the statewide program review.

Gray Associates assisted Council staff to create a methodology that provides campuses with consistent, detailed information to help guide decisions about program needs and improvement. In particular, Gray's methodology and data sources provide information about program financial contributions and employer needs, information that many institutions have struggled to provide in past program reviews cycles.

Data Analysis

Through its Program Evaluation System (PES), Gray Associates used multiple data sources to identify student and market demand. Student demand was measured by student inquiries about programs as well as Google search trends. Market demand used job postings from Burning Glass, employment and wage data from the Bureau of

Labor Statistics and other sources, and placement rates using Gray's own methodology. Gray also incorporated data on similar programs in the state.

Gray Associates tracked more than 50 metrics related to student demand, employment, and competition and then compiled a summary scorecard for each program. This methodology helped institutions identify programs that need further evaluation, but it also helped them identify programs to start based on lack of market saturation and strong demand.

Through its Program Economics Platform (PEP) system, Gray Associates calculated the marginal financial contribution of each program at the comprehensive universities. Gray worked with each institution to define and calculate revenue and direct instructional costs for each program. Then the marginal contribution of each program to campus finances was calculated. This analysis did not include overhead costs because those are not changed by program decisions (i.e. the president's salary is not cut when a program is cut). The PEP system identified the revenue (minus institutional grants and scholarships) for each student and assigned that to the courses the student takes. Gray Associates worked with institutions to assign faculty wages, benefits, and other instructional costs to courses. In the end, the revenue per student credit hour minus the cost per student credit hour was used to calculate the contribution per student credit hour for each program.

Because UK and UofL had or was pursuing a contract with EAB, another consulting firm, those two universities requested to use the EAB financial methodology to calculate program-level costs, rather than Gray's contribution analysis.

Using data from CPE's comprehensive database and Gray's PEP and PES systems, unnecessary duplication, a criterion for program review, was defined as a program offered at multiple institutions that has low and declining enrollment, low student demand, low market demand, and low or negative contribution margin. More specifically, programs offered at more than one institution with enrollment of 40 or fewer students and has been trending downward for three years, student demand in the 40th percentile or lower, market demand in the 40th percentile or lower, and low or negative contribution margins were identified for further analysis.

Seven programs at five universities met these criteria. They were asked to submit plans to address all of the following elements – 1) ways to increase student demand and enrollment, 2) ways to better align with market demand, and 3) a process for improving the financial contribution of the program.

Workshops

Using data from PES, Gray Associates facilitated a workshop with each institution. Faculty and staff participants agreed on a scoring rubric, and institutional teams evaluated all undergraduate programs and identified programs to Start, Sunset, Fix/Grow or Sustain.

As part of the workshop discussions, faculty and “Sunset, Fix/Grow or Sustain” administrators discussed each program’s objectives and how they aligned with the institution’s mission and strategic plans, another criterion for statewide program review. This discussion was part of the decision-making process as campus representatives made program recommendations. The institutional teams also highlighted possibilities for efficiencies within their program portfolios, which is another criterion for statewide program review.

Some workshops were scheduled in the Spring 2020 semester, but the COVID-19 pandemic forced those to be cancelled. Gray Associates rescheduled those remaining workshops for Fall 2020, which were conducted virtually.

Institutions then incorporated these data analyses and preliminary recommendations into their institutional review processes.

Institutional Reports

Each public university was required to submit a program review report with the following information:

- Institutional program review efforts, including a description of the process and data sources the institution engaged in over the past three years.
- Analyses and discussions from the campus workshop with a summary of the most important discussion topics and lessons learned from the data analyses.
- Programs identified potential programs to start and categorized existing programs into those to sunset, fix/grow or sustain.
- Next Steps, including the use of tools provided by Gray Associates, going forward.

Each program was required to have an accompanying rationale for the decision. The rationale summarized all data sources and any supplementary information used to arrive at the stated conclusion. CPE staff carefully reviewed the reports. If there were any questions about any rationales, staff followed up with institutions and requested additional information.

Results

CPE has approved 29 baccalaureate programs over the last three years. During the same time frame, 157 baccalaureate programs have been suspended or closed. Following the Gray Associates process, 12 additional programs were identified to sunset, 218 were classified as programs to fix/grow, and 328 were identified as programs to sustain.

As expected, most programs fell into the Sustain category, meaning that institutions carefully analyze data before starting programs, evaluate them regularly to ensure viability, and that the metrics are favorable for sustainability.

During the campus workshops, institutions also identified possible programs to start. Note that institutions are not required or expected to implement any of these programs. This is simply a list of programs that have favorable student demand and market conditions that institutions can then be evaluated by additional institutional criteria. If institutions determine that they have the resources and that these programs should be prioritized, then they may pursue these opportunities.

Summary

As we move forward with statewide program review, there are several important ideas to keep in mind:

- Institutional and statewide program reviews are two separate but interrelated processes with some overlapping purposes. Kentucky public institutions have undertaken rigorous institutional program reviews over the past three years in addition to the extensive statewide process in partnership with Gray Associates.
- As a result of the statewide process, campuses have access to new analytical tools to help them evaluate both existing and potential new programs.
- The statewide process was not only about data analysis. The two-day workshops held at each institution involved a wide selection of faculty, staff, and administrators from across the institution. The workshops allowed deep conversation about programs, increased participants' knowledge of the institution's program portfolio, and allowed for conversations about collaborative opportunities.



Statewide Academic Program Review



Types of Program Review

Institutional Program Review

Accreditation requirements
Institutional fit
Viability

Statewide Program Review

Mission alignment
Alignment with statewide priorities
Efficiency

State-level program review complements and enhances institutional program review process.



Statewide Process: Institutional Data Analysis

Program Evaluation System

analyzes approximately 50 metrics.

- ➔ Student demand
- ➔ Market demand
- ➔ Competitive intensity



Program Economics System calculates net revenue per credit hour by student, by course.

- ➔ Calculate direct instructional costs for each course
- ➔ Assign instructional cost per student credit hour to each student
- ➔ Aggregate calculations by credit hour, by program



Statewide Process: Campus Workshops

Gray Associates facilitated two-day workshops with each university.

Faculty/staff/administrators used rubric to evaluate programs.

Used data from Gray, other data sources and institutional knowledge to group undergraduate programs into categories.

Start – Would the program add to the vitality of the program portfolio?

Grow – Is the program strategic and in demand?

Sustain – Is the program performing as or better than expected?

Fix – If the program was strong previously, what needs to change?

Sunset – is the program at the end of its lifecycle?



Criteria for Statewide Program Review

Criteria	Measurement during AY 2019-21
Consistency with institution's mission	Faculty/administration evaluation during workshops
Unnecessary duplication	Multiple institutions Student and market demand in 40 th percentile or lower Low or negative contribution margin Low enrollment and trending downward
Efficient program delivery	Faculty/administration discussions using Gray Associate's Program Evaluation System and its Program Economics System or institutional cost data
Alignment with statewide plan	PROPOSED: Next phase of program review



Results

- 157 programs have been suspended or closed since Fall 2017
- 12 additional programs have been identified to close.
- 218 programs will focus on ways to grow their programs or address issues.
- 328 programs have healthy market and financial data to operate as is.
- 7 programs at five institutions met the criteria for unnecessary duplication.
 - Working on plans to address these criteria.



Conclusions and Next Steps

Kentucky has an efficient academic program portfolio.

The statewide process in partnership with Gray Associates, in combination with existing institutional program review processes, has produced a new baseline for statewide program review.

CPE should continue to monitor the criteria of alignment with institutional mission, unnecessary duplication, and efficiency but can now focus on the criterion of alignment with the statewide strategic agenda.



Proposed Statewide Program Review Policy

Institutional Annual Reports

- Alignment with institutional mission
- Review of student, market, and financial data

Statewide Data Analysis

- Efficiency
- Unnecessary Duplication

Statewide Strategic Agenda Priorities

- Understand existing policies and practices
- Identify obstacles to full implementation
- Provide professional development opportunities
- Evaluate campus plans to create, implement, or expand initiatives

Questions and Discussion



Twitter: CPENews and CPEPres



<http://cpe.ky.gov>



Facebook: KYCPE



From: Council on Postsecondary Education News
Sent: Tuesday, March 9, 2021 9:18 AM
To: Council on Postsecondary Education News
Subject: New CPE report shows growing demand for more college graduates in education jobs



NEWS RELEASE

Release Date: March 9, 2021
Contact: Sue Patrick
Phone: 502-892-3051
Sue.Patrick@ky.gov

New CPE report shows growing demand for more college graduates in education jobs

Kentucky's education workforce is set to grow 3%, but more teacher diversity needed

(FRANKFORT, Ky.) – Kentucky's education workforce is expected to grow 3% over the next decade. However, colleges and universities need to train thousands of more teachers to address shortfalls in schools and help increase diversity among educators.

The Kentucky Council on Postsecondary Education unveiled those findings today as part of an in-depth look at the state's public and private education sector. The report shows that, overall, the education field is on pace to support close to 93,300 jobs in Kentucky by 2030.

The state is already facing shortages in the education workforce, which includes teachers, administrators and counselors, and those gaps could potentially grow larger unless Kentucky produces more workers with degrees in education. The report projects that annual job openings will exceed the number of new graduates with at least a bachelor's degree in education by more than 2,200 jobs by the end of the decade.

CPE President Aaron Thompson said the numbers raise concerns at a time when Kentucky is seeking to transform education and raise attainment overall. Education leaders are focused on addressing these issues with efforts like the Commonwealth Education Continuum and the Kentucky Academy for Equity in Teaching, he said.

The continuum kicked off its work in January. The initiative is bringing together more than two dozen experts in Kentucky education to ease the transition points for students as they move from preschool to college and into careers. As part of that effort, the group is focused on strengthening and diversifying the teacher workforce.

Likewise, the Kentucky Academy for Equity in Teaching is seeking to recruit and retain a more diverse pool of educators around the state.

“Education is evolving at an incredible rate, and we’ve seen remarkable efforts to improve collaboration throughout the system, particularly when it comes to our teacher workforce,” Thompson said. “Today’s report provides invaluable guidance to colleges and universities on that front, and we must use this moment to realign our postsecondary programs to reflect the state’s needs.”

CPE partnered with the labor market analytics firm, Emsi, to produce the report. Analysts studied economic trends to determine if the number of graduates in the field of education is keeping pace with market demand.

According to projections, Kentucky’s growth rate in the sector will trail the national average, which is on track to expand by 7% over the next decade. Job projections in Kentucky are also highly regional; much of the state’s growth will occur in the central region, where the education sector is set to expand by more than 1,800 jobs.

The findings also indicate that Kentucky needs to increase diversity in the education workforce to better reflect the state’s minority population. Around 13% of all Kentucky adults, 25 and older, are people of color, but college graduates with a degree in education are typically white females under the age of 35.

Only about 10% of new graduates in education are people of color, except in the region in and around Louisville, where the number grows to 17%. But that’s still lower than the area’s student population. In addition, only about 27% of graduates have ever received federal Pell Grant assistance, an indication of low income.

Elsewhere in the report, researchers found that while wages for education occupations in Kentucky have increased since 2010, they are losing ground with surrounding states. Around 61% of the alumni from Kentucky’s education programs still stay in the state after graduation however, besting all other majors in Kentucky and the national average of 57%.

“The report shows some encouraging trends in a number of areas, but we have to remain deliberate about the challenges ahead,” said David Mahan, associate vice president for data, research and advanced analytics at CPE. “We hope that every college and university in the state will

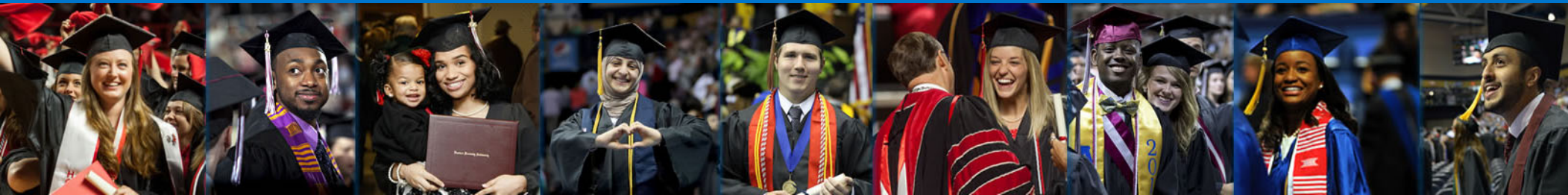
incorporate this data into their decisions and use this research as an opportunity to strengthen the teacher pipeline.”

The report can be accessed on the Council’s website at

<http://cpe.ky.gov/data/reports/educationreport.pdf>.

###

The Council on Postsecondary Education is leading efforts to get more Kentuckians more highly educated. By 2030, at least 60% of working-age adults in Kentucky will need to have earned a postsecondary education degree or credential to meet expected workforce demands.



Education Sector Analysis

Using Data to Evaluate the Needs of
Kentucky's Education Workforce

March 23, 2021

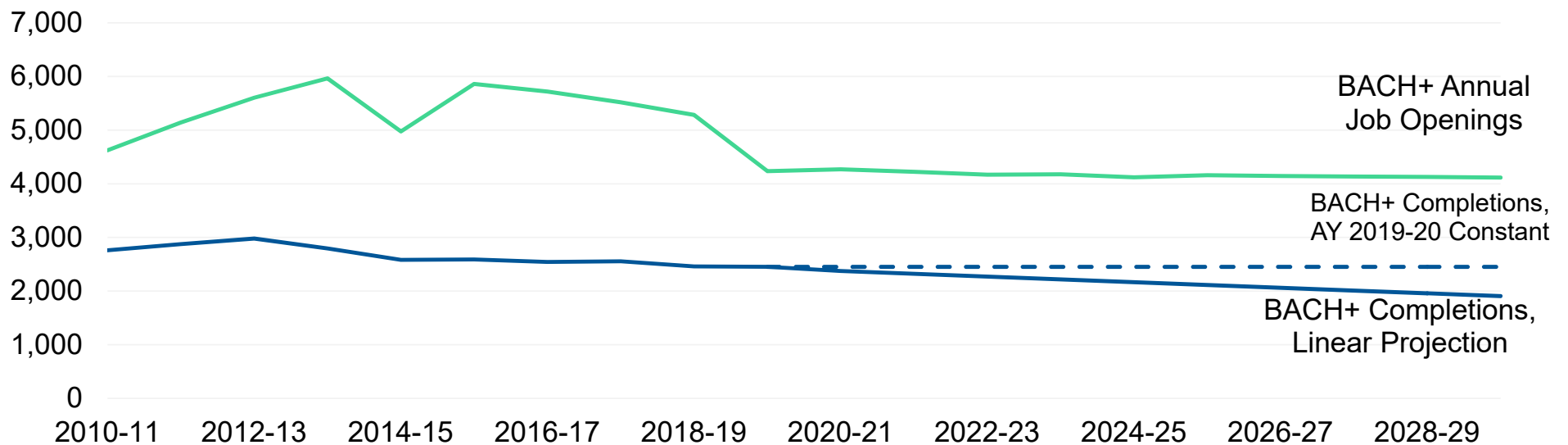


Education Sector Research Question

Where are there misalignments between the workforce demand and the supply of KY college and university education graduates?

- Comparison between annual job openings and graduates
- Job growth projections
- Wages for teachers
- Race/ethnicity, age, and gender demographics

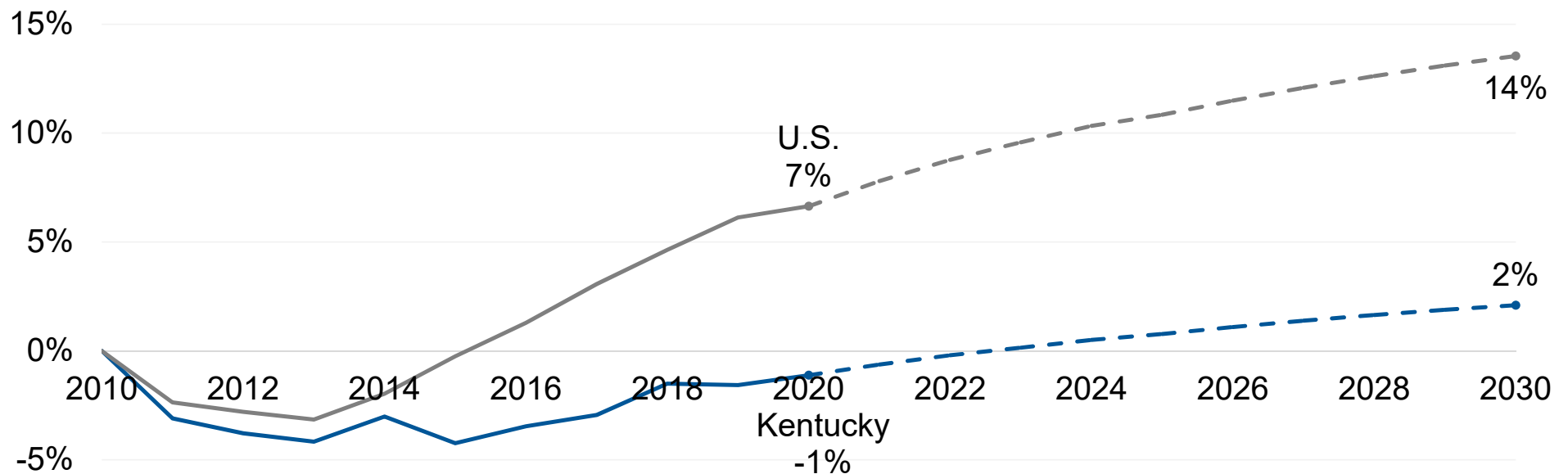
Select Education Job Openings and Graduates in Kentucky



Source: Emsi's Employees & Self-Employed 2020.3 and KY CPE data portal.

Two methods are used to project future education degrees (BACH+) awarded by the state's institutions. Regardless of the method, there will be a gap between Elementary School Teacher, Middle School Teacher, High School Teacher, and Administrator & Counselor degree completions and annual job openings over the next decade.

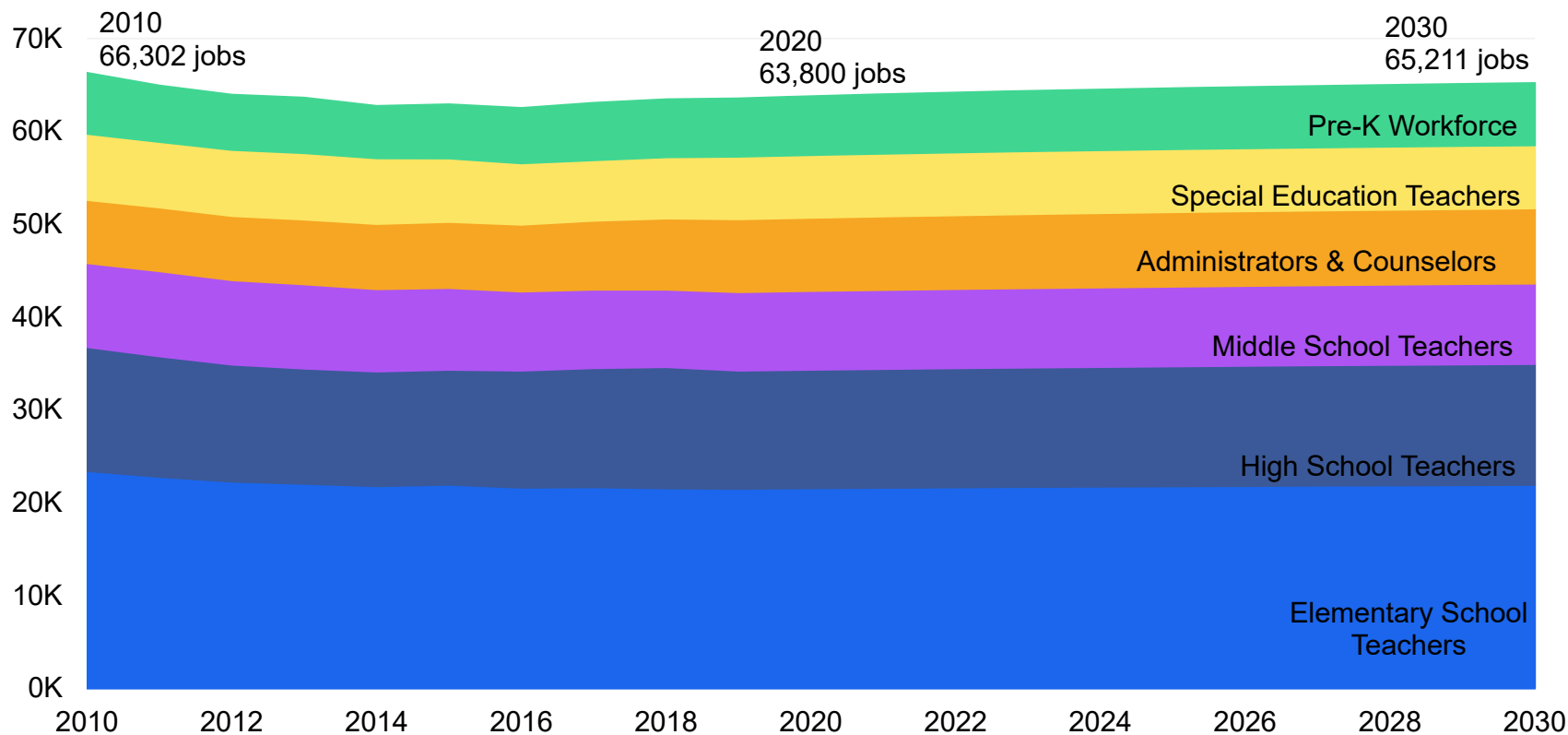
Job Growth in the Education Workforce



Source: Emsi Employees & Self-Employed 2020.4.

U.S. jobs in education increased by 7% between 2010 and 2020, and Kentucky's jobs in education decreased by 1% during those years. Growth from 2020 to 2030 is projected to be 3% in KY and 7% in the U.S.

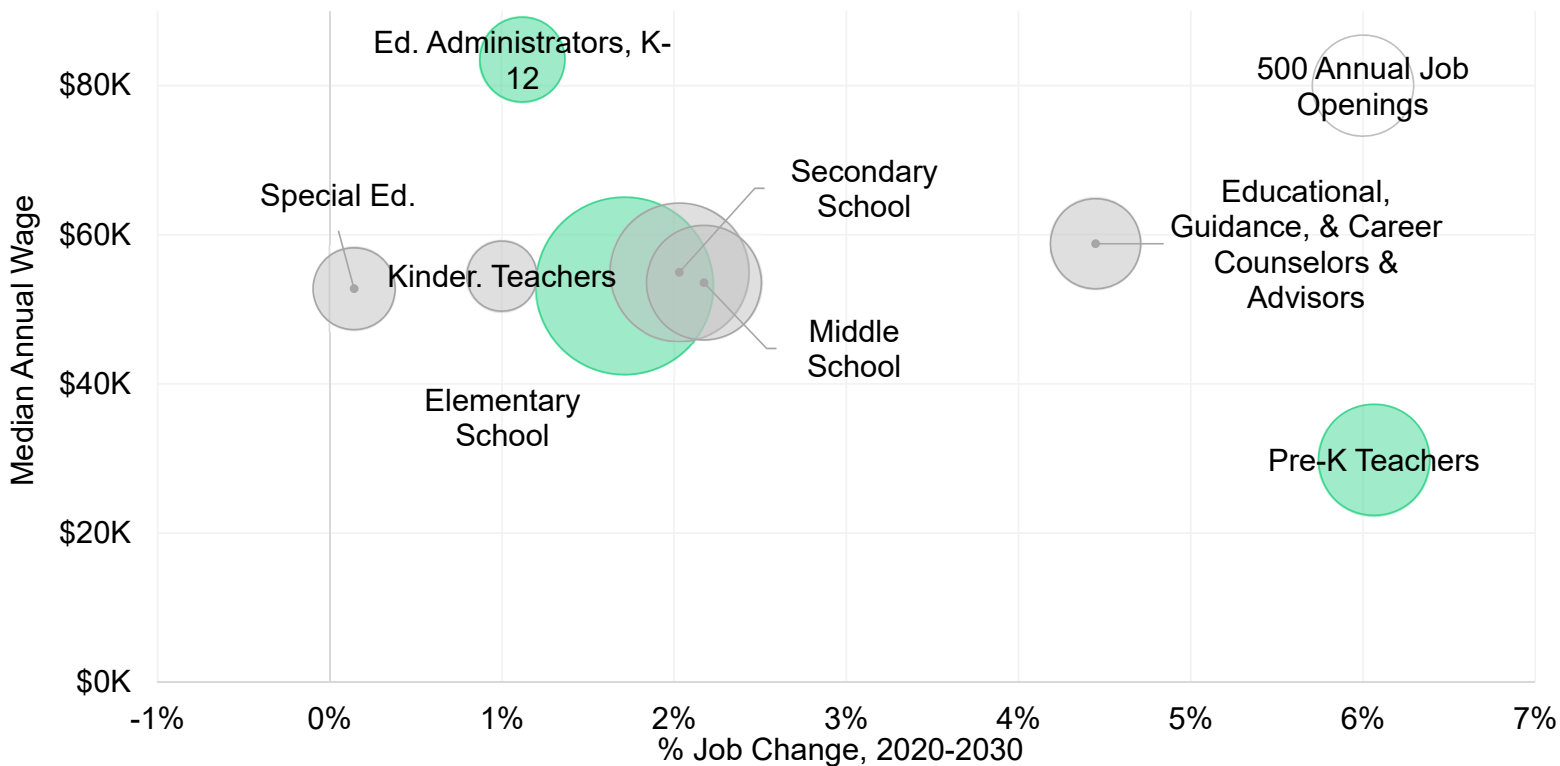
Kentucky's Education Workforce by Select Occupational Groups



Elementary School Teachers faced a 6% decline in jobs from 2010 to 2020. They are projected to grow from 2020 to 2030, although 2030 job counts will remain below 2010 job counts.

Source: Emsi Employees & Self-Employed 2020.3.

Select Kentucky Education Occupations by Annual Wage and Job Change



Preschool teachers are projected to have the greatest percentage job increase (6%), while elementary school teachers are projected to have the greatest number of job openings (about 1,500) and K-12 education administrators have the largest median annual wage (\$83,500).

Source: Employees & Self-Employed 2020.3.

Migration Analysis using 2020 Wages

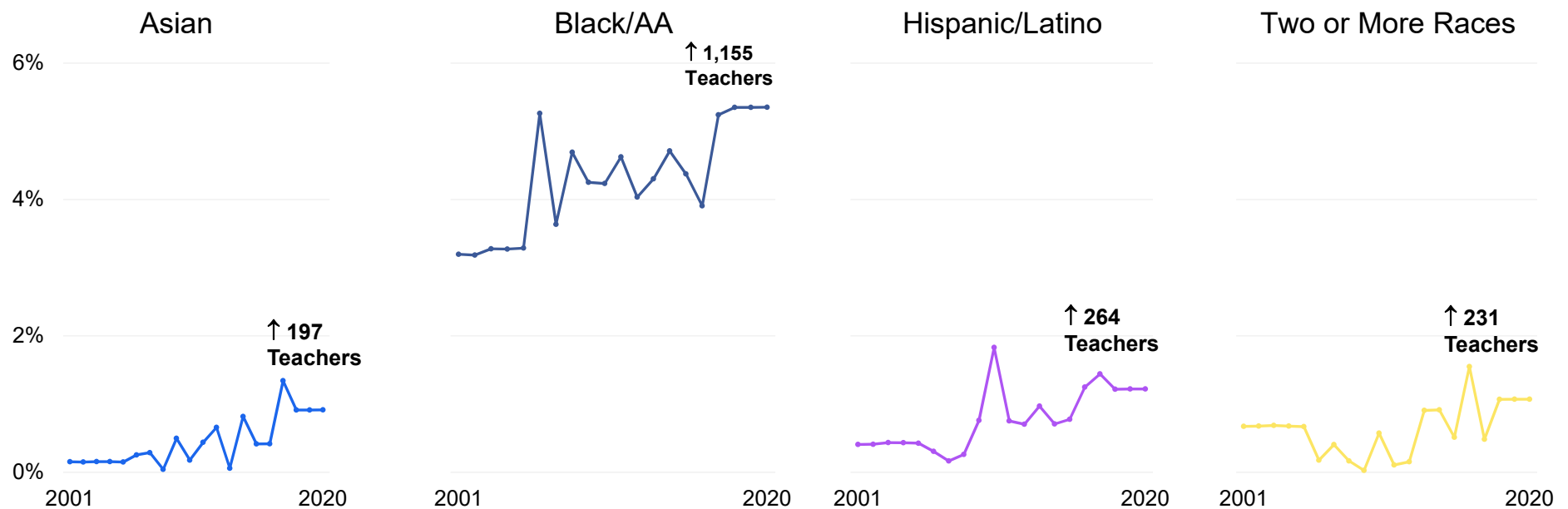
OCCUPATION		KY	IN	FL	OH	TN	TX
Ed. Administrators, K-12 (n=896)	○	\$83,492	\$87,704	\$84,149	\$89,802	\$84,348	\$83,316
Secondary School Teachers, Except Special Ed. & CTE (n=767)	◐	\$54,978	\$50,236	\$55,558	\$64,326	\$53,689	\$57,803
Elementary School Teachers, Except Special Ed. (n=682)	◑	\$53,139	\$49,329	\$53,403	\$64,351	\$51,917	\$56,507
Educational, Guidance, & Career Counselors & Advisors (n=496)	●	\$58,795	\$49,188	\$48,028	\$53,648	\$50,053	\$60,856
Special Ed. Teachers, Kinder. & Elementary School (n=455)	◒	\$52,779	\$49,550	\$64,026	\$56,666	\$52,627	\$57,388
Middle School Teachers, Except Special Ed. & CTE (n=307)	◓	\$53,574	\$49,697	\$54,628	\$63,380	\$51,975	\$56,458
Pre-K Teachers, Except Special Ed. (n=219)	●	\$29,836	\$26,656	\$25,086	\$27,105	\$27,869	\$29,904
Teacher Assistants, Except Postsecondary (n=182)	●	\$26,076	\$23,883	\$24,290	\$27,067	\$23,952	\$21,948
Ed. & Childcare Administrators, Pre-K & Daycare (n=117)	○	\$35,057	\$39,306	\$41,943	\$41,927	\$46,962	\$44,113
Kinder. Teachers, Except Special Ed. (n=101)	◑	\$54,462	\$48,559	\$55,984	\$57,417	\$48,881	\$56,162

Based on students completing a program (CIP code 13) from an educational institution in the state. The number in parentheses represents education alumni from Kentucky institutions residing in the U.S. The scale consists of six state wages on a five-point Likert scale ranging from ○ (low wage) to ● (high wage). Source: Emsi Profile Analytics.

Kentucky's Education Workforce Demographics

- People working in education are typically White females between 24 and 34 years old
 - One-third of High School Teachers are male
 - Education Workers and Administrators & Counselors mostly fall within the 45- to 54-year age band
- Around 10% of Kentucky's education workforce are people of color
 - A smaller proportion (8%) work as High School Teachers
 - A larger proportion (16%) work in the Pre-K Workforce
 - 13% of all Kentucky adults, 25 years and above, are people of color
- Education completers follow similar demographic patterns as the education workforce

Kentucky's Elementary School Teacher Demographics



Elementary School Teachers are increasingly people of color, particularly Black/African American teachers, with 1,155 new Black/African American teachers between 2001 and 2020.

College degrees and other credentials provide a substantial boost to lifetime earnings



Median lifetime earnings of Kentuckians by level of educational attainment

High School/GED	\$1,495,058
Some College	\$1,688,075
Associate	\$1,875,281
Bachelor's	\$2,474,338
Master's	\$2,427,016
Professional/Doctoral	\$3,614,307

 #KyHigherEdMatters

Source: CPE Data, Research and Advanced Analytics Unit.
Note: Numbers based on 2019 dollars.

CPE Research Coming Soon...

- ✓ Return on Investment (ROI) 2.0
- ✓ Dual Credit Outcomes at KCTCS
- ✓ Growth in KY Certificates Graduates

From: Council on Postsecondary Education News
Sent: Thursday, March 11, 2021 7:55 AM
To: Council on Postsecondary Education News
Subject: CPE research shows substantial earnings gap for women in Kentucky



NEWS RELEASE

Release Date: March 11, 2021
Contact: Sue Patrick
Phone: 502-892-3051
Sue.Patrick@ky.gov

CPE research shows substantial earnings gap for women in Kentucky

Women face income disparities at every education level, gaps exceed national average

(FRANKFORT, Ky.) – New research from the Kentucky Council on Postsecondary Education shows that, even with advanced college degrees, women in Kentucky continue to earn significantly less than men over a lifetime.

CPE released the findings today as part of an ongoing series of research briefs on education and earnings in Kentucky. The analysis shows that women with an associate or bachelor's degree earn only 73 cents for every dollar earned by male counterparts with a matching credential. Women with a master's degree earn 77 cents on the male's dollar.

In fact, the income disparities for women in Kentucky exceed the national average at every level of education. According to the U.S. Census Bureau, women nationally made 82 cents on the dollar in 2019.

“Despite tremendous gains on college campuses, women are not reaping the same rewards in the workplace,” said CPE President Aaron Thompson. “Hopefully this research will encourage more employers to reevaluate their pay structure and the role of women in leadership positions. Undervaluing the contributions of our female workforce harms us all.”

Between men and women with only a high school education, the gap in median lifetime earnings totals about \$500,000 in Kentucky. That grows to about \$1.4 million for men and women with terminal degrees, which include doctoral and professional degrees like law and engineering.

Even women with higher levels of education than men still struggle to overcome the financial disparities, data shows. For instance, on a median basis, Kentucky women with a master's degree earn around \$650,000 less than a male with a bachelor's degree. Women with an associate degree earn about \$100,000 less than a man with only a high school diploma.

Overall, the research found that both women and men still benefit financially from higher levels of educational attainment. Women with only a high school diploma earn a median \$1.2 million over a lifetime compared to \$2.1 million for women with a bachelor's degree and \$2.7 million for women with a terminal degree.

The data also shows that gender-based differences in median annual earnings fluctuate more among workers with advanced degrees. For instance, women ages 25-29 with terminal degrees earn \$1.41 for every dollar earned by men with similar credentials.

"However, the advantage for women in this category is still relatively new and modest," said CPE researcher Matthew Vetter, who helped author the brief. "Men with terminal degrees still earn more than women in every other age group, so it's unclear if this subset of women will maintain higher earnings over their lifetime."

Today's research brief is the second in the three-part series. The first showed that higher levels of educational attainment allow workers to acquire significantly greater financial rewards over the course of a career. The next brief will focus on earnings disparities related to race and education.

The brief can be accessed on the Council's website at <http://cpe.ky.gov/data/reports/earningsbrief-2.pdf>.

###

The Council on Postsecondary Education is leading efforts to get more Kentuckians more highly educated. By 2030, at least 60% of working-age adults in Kentucky will need to have earned a postsecondary education degree or credential to meet expected workforce demands.



Earnings Gaps Based on Gender and Education in Kentucky

The second of three research briefs on lifetime earnings in Kentucky

How does gender affect lifetime earnings?

Earnings comparisons between full-time male and female workers consistently show that women earn less over a lifetime than their male counterparts. In 2019, the U.S. Census Bureau reported that women made \$.82 for every \$1.00 earned by men¹. This research brief examines the disparities in median lifetime earnings of Kentuckians based on educational attainment and gender. It relies on data from the 2016-18 American Community Survey related to full-time workers, ages 25-64, with at least a high school diploma².

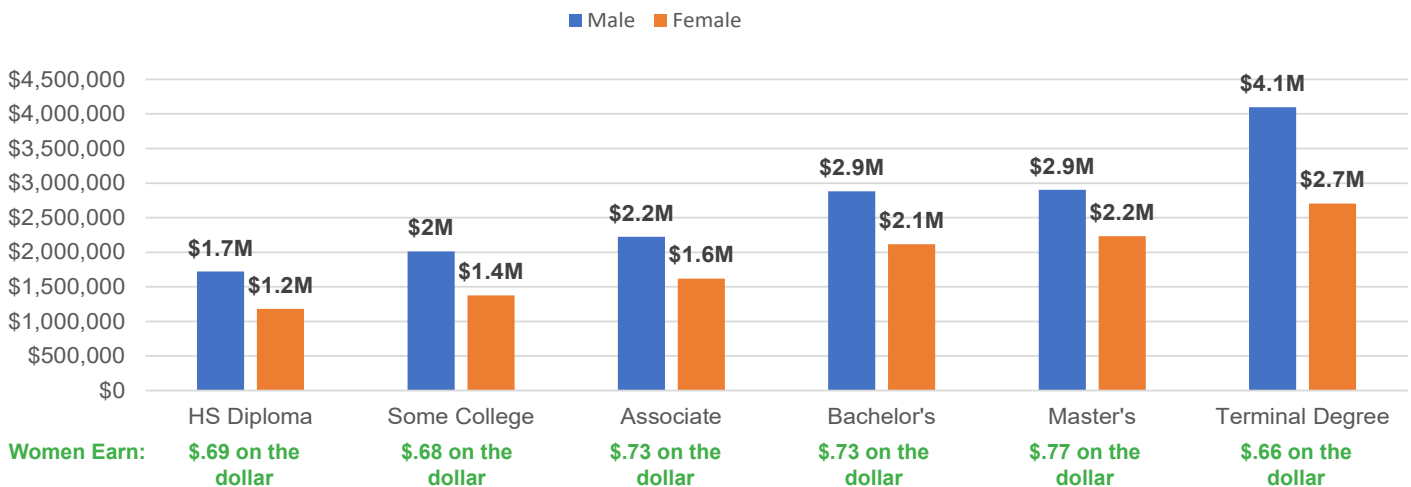
Females earn less than males across all education levels in Kentucky

While there is a positive relationship between educational attainment and lifetime earnings for all Kentuckians, women in Kentucky earn significantly less than their male counterparts at every degree level. Figure 1 highlights the substantial lifetime median earnings gap between men and women. The disparity ranges from a low of \$537,000 among male and female high school graduates to a high of nearly \$1.4 million among male and female terminal degree holders (this category includes doctoral and professional degrees like law and engineering). For context, this difference also is expressed as a ratio of female to male earnings (e.g., female high school graduates earn \$.69 to every dollar earned by a male high school graduate).

Kentucky's earnings gap is larger than the U.S. average

While women earn \$.82 on the dollar nationally, women in Kentucky do not fare as well, as seen in Figure 1. Generally, the wage gap decreases as education level increases; among workers with a high school diploma

Figure 1. Lifetime Earnings of Kentuckians (ages 25-64) by Education Level and Gender³



1. U.S. Census Bureau (2019). Income and Poverty in the United States: 2019

2. U.S. Census Bureau. Oct. 2012. Creation of the Synthetic Work-Life Earnings Estimates for Field of Degree Brief and Infographics. <https://www.census.gov/library/visualizations/2012/comm/pathways-series/synthetic-work-life-earnings-estimates.html>

3. Female to male earnings ratio labeled below education level (in green).

or some college, women earn just under \$.70 on the dollar, increasing to \$.73 with an undergraduate degree and \$.77 with a master's degree. The exception is at the terminal degree level, where females earn just \$.66 to every male dollar.

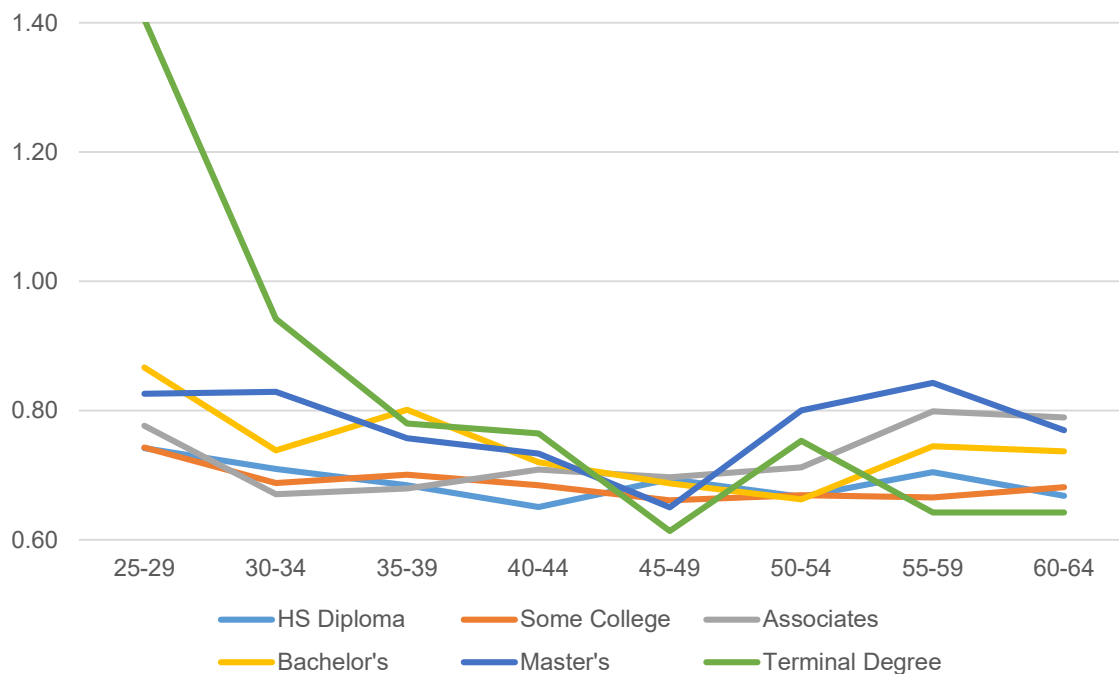
Younger women with advanced degrees are outearning their male counterparts

Gender-based differences in median annual earnings fluctuate greatly among advanced degree earners. In Figure 2, each line on the graph displays the female to male earnings ratio at a specific education level, by age group. The biggest wage gap exists for female workers with a terminal degree in the 45-49 age group, where women earn just \$.61 on the male dollar. On the other hand, female advanced degree holders ages 25-29 earn more than their male counterparts (\$1.41 to every male \$1.00). This anomaly was driven largely by women under 30 with a doctoral degree, whose median annual earnings were nearly \$7,000 higher than their male counterparts. Although a promising trend for younger women, it remains unclear if these higher earnings will be sustained across a lifetime. The modest annual earnings advantage of women under 30 with a terminal degree is still small compared to the \$10,000 to \$55,000 annual earnings advantage of older men at the same educational level.

Summary

Both women and men benefit from the positive relationship between educational attainment and lifetime earnings. However, Kentucky women in all age groups face a significant wage gap exceeding the national average. Furthermore, Kentucky women with a master's degree earn close to \$650,000 less than male bachelor's degree recipients over a lifetime. In this case, gains in educational attainment by Kentucky women did not close the earnings gap with less educated men.

Figure 2. How Much Women Earn on the Dollar, by Age Group and Education Level



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March 2021



Faesy, Heather M (CPE)

From: Council on Postsecondary Education News
Sent: Wednesday, March 17, 2021 12:30 PM
To: Council on Postsecondary Education News
Subject: First-of-its-kind analytics tool helps colleges eliminate blind spots in jobs and salary data



NEWS RELEASE

Release Date: March 17, 2021

CPE Contact: Sue Patrick
Phone: 502-892-3051
Sue.Patrick@ky.gov

KYSTATS Contact: Scott Secamiglio
Phone: 502-564-4425
Scott.secamiglio@ky.gov

(Note to media: An infographic with one-year employment rates is available here:
<https://bit.ly/3qXhayE>.)

First-of-its-kind analytics tool helps colleges eliminate blind spots in jobs and salary data

CPE and KYSTATS team up to enhance data and research for Kentucky campuses

(FRANKFORT, Ky.) – Kentucky colleges and universities have a new tool to see if graduates who move out of state are securing jobs and earning good wages – key factors in evaluating the success of an academic program.

The interactive tool is called the Multi-State Postsecondary Report (MSPSR). It's one of the first efforts in the country to share workforce data from contiguous states on recent college graduates.

The Kentucky Center for Statistics (KYSTATS), an agency within the Education and Workforce Development Cabinet (EWDC), developed the tool in partnership with the Kentucky Council on Postsecondary Education (CPE), the Ohio Education Research Center and the Coleridge Initiative, a not-for-profit organization working with governments to ensure that data are more effectively used for public decision-making.

Prior to the project, campuses had few, if any, resources to understand employment patterns among graduates who leave the state after earning a degree or credential. MSPSR fills in that gap, offering information on graduates who have moved to Indiana, Ohio or Tennessee.

CPE President Aaron Thompson said the lack of shared data among states in the past has forced some campuses, especially those located near state borders, to underreport job placements.

“We’re eliminating some major blind spots,” Thompson said. “Complete and accurate data is essential for evidence-based decision making, and we want all of our campuses to have the best information available to assess their programs and prepare our students for sustainable careers.”

All Kentucky colleges can use MSPSR to analyze employment outcomes based on credentials and majors. Users can also search based on origin – whether graduates entered college as an in-state or out-of-state student.

Based solely on Kentucky data, 58% of graduates from Kentucky colleges and universities secured a job within three years of completing a postsecondary program. However, when including data from Indiana, Ohio and Tennessee, that number jumps to 73%. The increase is often more pronounced for institutions near state borders.

At Northern Kentucky University, for instance, overall employment percentages for graduates at the three-year mark increased from 37% to 81% when including other states. Almost 42% of the university’s STEM graduates are working in Indiana, Ohio or Tennessee.

Another campus, Gateway Community and Technical College, saw employment for STEM graduates increase from 68% to 89% when including data from the surrounding states.

“This is one of the first state-driven reports to promote cross-state collaboration and provide out-of-state workforce outcomes for postsecondary graduates,” said Dr. Jessica Cunningham, executive director of KYSTATS. “Institutions can now have a better understanding of their graduates’ employment and wages by credential level, major, and the state these graduates originated, all while ensuring data privacy and security.”

The report, supported by the Bill and Melinda Gates Foundation and the Institute of Education Sciences State Longitudinal Data System, can be accessed at:

https://kystats.ky.gov/Reports/Tableau/2021_MSPSR.

###

The Council on Postsecondary Education is leading efforts to get more Kentuckians more highly educated. By 2030, at least 60% of working-age adults in Kentucky will need to have earned a postsecondary education degree or credential to meet expected workforce demands.

TITLE: Statewide Strategic Agenda Development – Update March 2021

DESCRIPTION: Committee members will receive an update of the work taken thus far in the development process.

PRESENTERS: Lee Nimocks, CPE's Vice President and Chief of Staff

BACKGROUND INFORMATION

The CPE is directed by KRS 164.020 to develop a statewide strategic agenda for the public postsecondary education system and revise it on a regular cycle. The agenda identifies statewide priorities and a vision for long-term economic growth by improving the education and skill levels of Kentucky's workforce. The agenda sets performance goals for students and institutions that reflect high expectations and standards, emphasizes continuous improvement, and supports technology-based solutions and innovative practices.

Development of the next statewide strategic agenda kicked-off at the ASI meeting in February of this year.

Presentation from SREB President, Stephen Pruitt

The Southern Regional Education Board (SREB) began a Higher Education Recovery Task Force that convened higher education leaders to address the challenges facing colleges, universities and students during the COVID-19 pandemic and recovery. The task force includes representatives from each of the 16 SREB states, and Presidents Aaron Thompson, Jay Box, and Bob Jackson participated on behalf of Kentucky.

Central issues the task force focused on included funding and costs; safety and health; distance learning, technology, innovation; and student support.

President Stephen Pruitt will present relevant information that came out of that work as well as present SREB research about the importance of increased educational attainment and anticipated higher education and workforce changes over the next decade.

Status Update and Next Steps – Data Gathering, Focus Groups, Executive Interviews

A series of interviews and focus group sessions have been scheduled for the next 6 weeks to collect relevant data and stakeholder input. Below is a summary of those meetings:

Group Interviews

- CPE's Student Advisory Group - April 19
- Chief Business Officers (CBOs) - April 22
- Chief Academic Officers (CAOs) - April 23
- Campus Advisory Committee - April 28
- CPE Senior Leadership Team – May 5
- CPE's Faculty Advisory Group - May 7

Focus Area Sessions

- Diversity, Equity, Inclusion - April 6
- College Affordability - April 6
- Education to Work - April 8
- Engaging the Adult Learner - April 9
- College Access & College Going - April 9

Executive Interviews – Scheduled/Conducted

- Chris Brown - KSU President
- Eli Capilouto, UK President
- Jay Morgan, MoSU President
- Bob Jackson, MuSU President
- Ashish Vaidya, NKU President
- David McFaddin - ECU President
- Neeli Bendapudi, UL President
- OJ Oleka, AIKCU President
- Paul Czarapata, KCTCS President
- Jason Glass, KDE Commissioner

Executive Interviews – Requested/Pending

- David Givens, Senator
- James Tipton, Representative
- Regina Huff, Representative
- Robert Stivers, Senator
- David Osborne, Representative
- Mike Wilson, Senator
- Tim Caboni, WKU President
- Jacqueline Coleman, Lt. Governor

The Campus Advisory Committee, made up of chief institutional effectiveness and strategic planning officers, will meet several times over the coming months to discuss

implementation and accountability measures. Those meeting dates will be determined in the coming weeks.

The following is a tentative outline of work for the ASI Committee and full Council for its meetings scheduled in 2021.

Group	Date	Topic(s)
ASI	Feb 1	Develop Inclusive Process
ASI	Mar 23	National Perspective on Higher Education Review of Campus Plans
Full Council	April 15	Vision, Mission, Values (VMC) General agreement on envisioned future (vision), purpose of CPE (mission) and behaviors and values that drive decisions (values)
ASI	April 23	Quantitative Data Dive
ASI	May 17	Qualitative Data Dive & approve VMC statements
ASI	June 8	Pulling It All Together; Define priorities and objectives
Full Council	June 24	Approve VMC and Priorities
ASI	July 13	Define Measures & Milestones
ASI	Aug 10	Define Broad Strategies & Finalize Measures
Full Council	Sept 16	Review Plan Framework and Working Draft
ASI	Oct	Review/Approve Final Draft
Full Council	Nov	Approve 2022-2030 Strategic Agenda for Postsecondary Education

Review of Campus Strategic Plans

CPE staff member Jessica Romious will present preliminary information about a project underway to review each of the campus strategic plans. The goal of the project is to analyze how each of the plans aligns with state goals and objectives. Staff also will review campus strategies, objectives and measures that might inform the development of the new agenda. A final report will be provided at the April ASI meeting.

Kentucky Postsecondary

Emerging Stronger: The Engine for Recovery

Stephen L. Pruitt, Ph.D.

President

Twitter: @DrSPruitt

SREB

Analyze & Publish

data, research,
promising practices

Support Action

in states and schools,
policy and practice

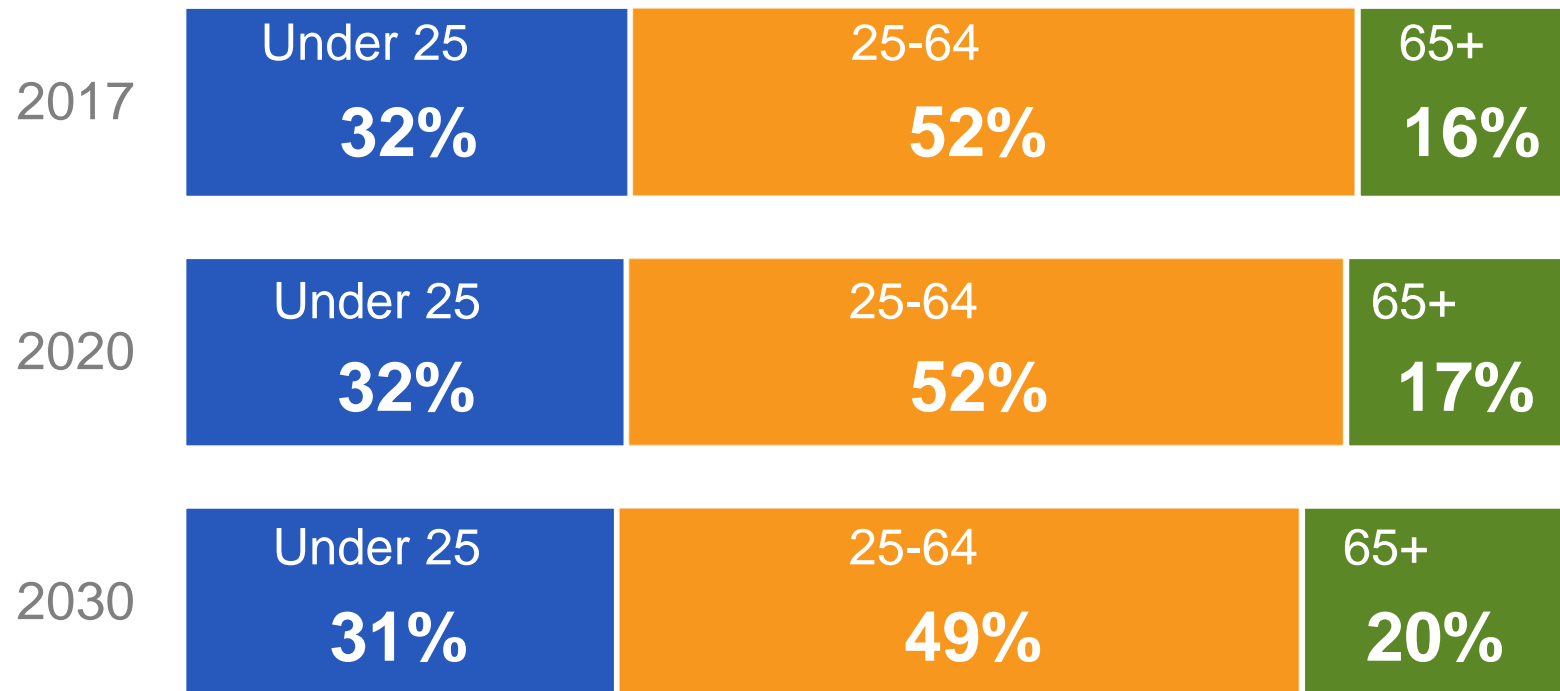
Convene & Engage

decision-makers in education,
government, business

COVID Impact on Kentucky Workforce

A More Dependent Population

By 2030, for every 55 dependent people in Kentucky there will be just 45 working-age adults to provide for them.



SREB

Unprepared and Unaware

Upskilling the Workforce for a Decade of Uncertainty

February 2019

Southern
Regional
Education
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Policy Brief | June 2019

The SREB Region's Economic Outlook

The Potential Impact of Automation and AI

Many American workers find themselves in a continuous struggle to keep up with advances in automation and artificial intelligence that could potentially displace them from a growing list of occupations. Nearly every day articles and online videos highlight new technologies. We learn about machines being tested to deliver packages to homes autonomously. A robotic interviewer in Sweden now questions job applicants in an attempt to eliminate human bias from the hiring process. And researchers are working on an ocular implant for humans to record everything their eyes see during the day.

As companies continue to incorporate new technologies, making machine learning and robotics common in almost all workplaces, more and more working adults need to adapt to computerized work activities. Many need to move into new jobs raising their skill levels, or they will be out of a job altogether. According to SREB's *Unprepared and Unaware: Upskilling the Workforce for a Decade of Uncertainty*, adults with the lowest levels of skills — typically those with a high school credential or less — are most vulnerable to these changes.



If states and industry leaders do not act quickly to prepare employees for these workplace transformations, 18 million or more adults will find themselves in low-paying positions or out of a job and increasingly reliant on public services. Businesses will struggle to fill middle- and high-skilled positions. Children — future workers — will face similar struggles and likely be unprepared for future positions, worsening these problems for states and businesses.

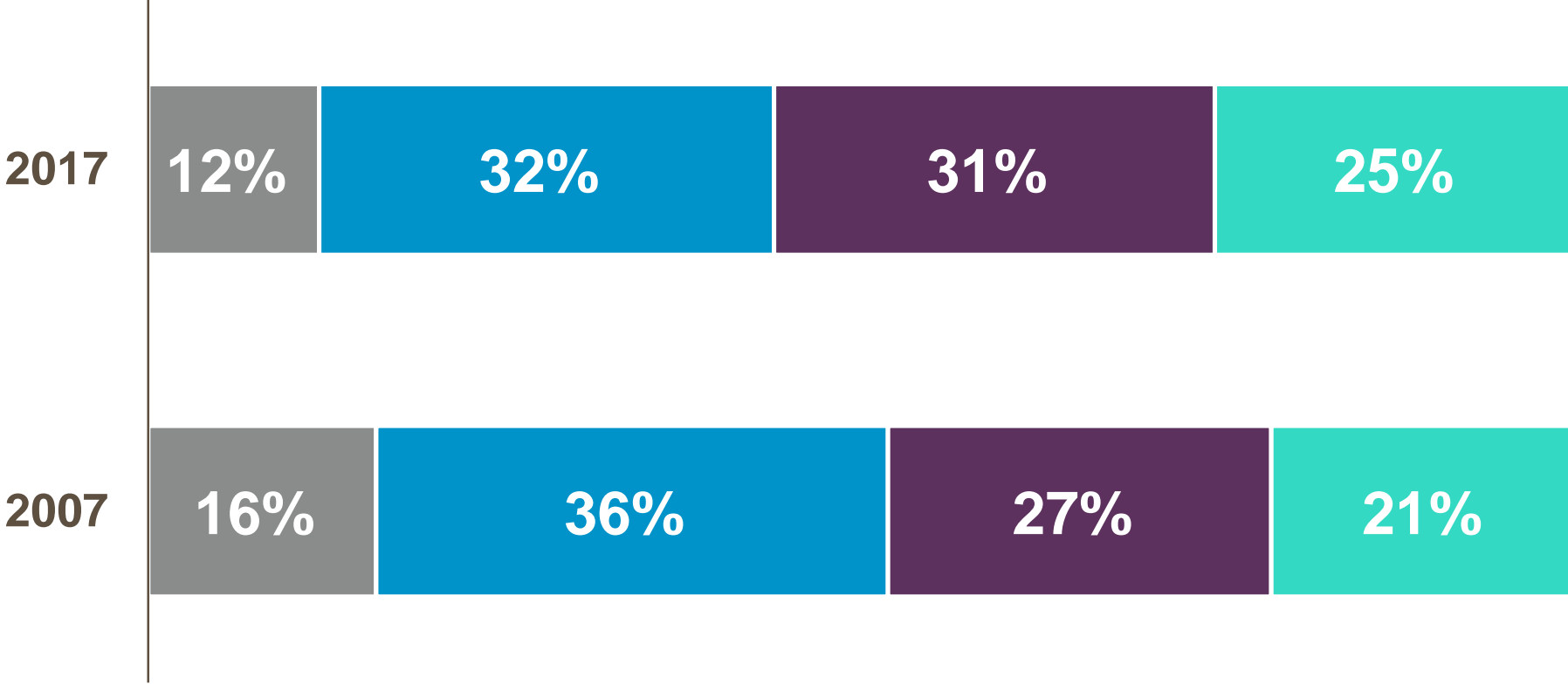
This brief was prepared by Meagan Crows, policy analyst, under the leadership of Jeff Gagné, director of policy analysis, and Joan Lord, vice president of education data, policy research and programs

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Educational Attainment

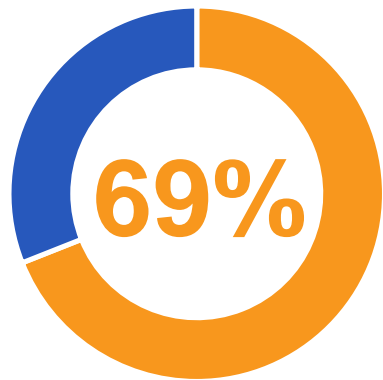
Adults 25-64 in Kentucky

■ Less than high school ■ High school or equivalency ■ Some college or associate degree ■ Bachelor's degree or higher

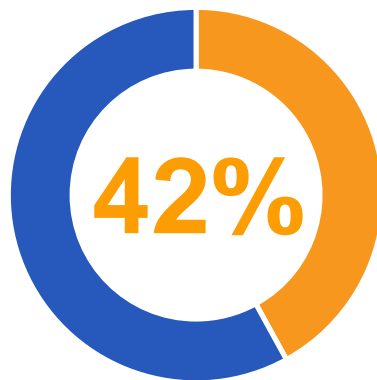


Pre-Pandemic Total Automation Potential

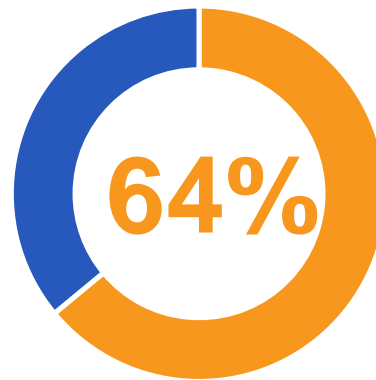
Work activities in the Top 5 Employing Industries (2014-2030)



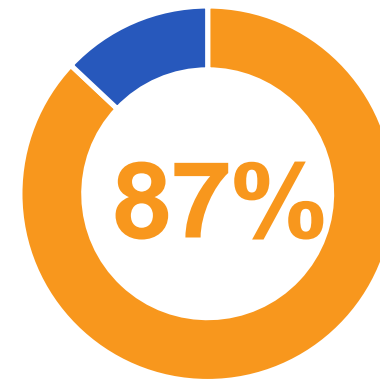
**Food Preparation
and Serving**



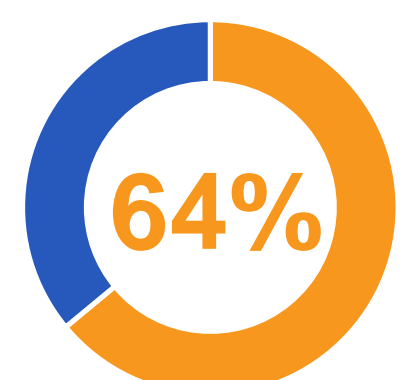
Sales



**Office and
Administrative**



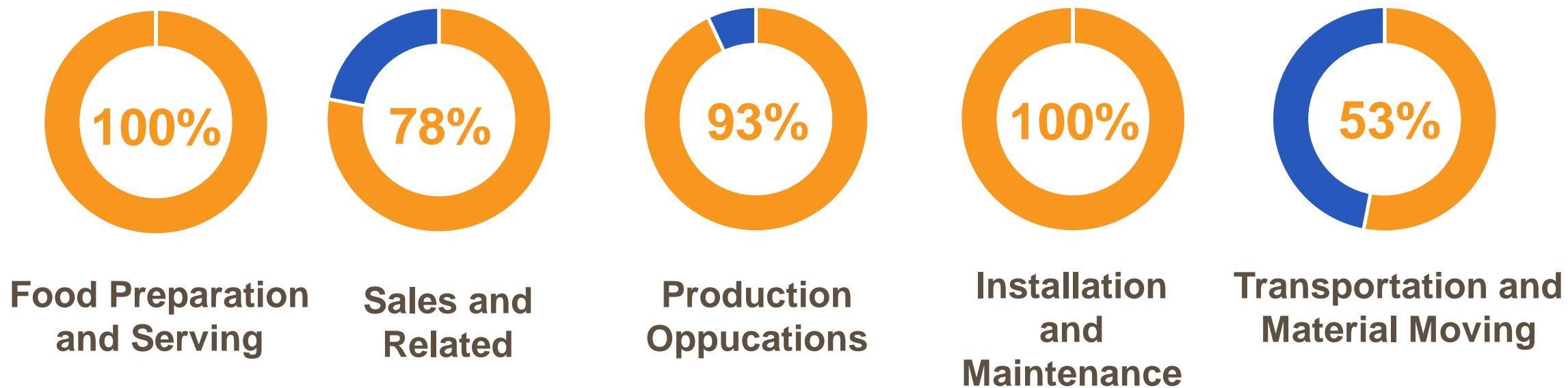
Production



Transportation

The pandemic advanced
“consumer and business digital
adoption” by an estimated five
years in just eight weeks.

Percentage of the Workers that are Vulnerable During the Pandemic in Each Top 5 Industry



...together, they make up more than one-third of the total workforce in Kentucky.

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Kentucky Postsecondary Realities

KY Postsecondary Realities

proportion of state financial aid that is need-based

43%

55%

4-year public college students graduating in 6 years or less

4-year public college freshman persisting to their second year

82%

64%

bachelor's graduates with student loan debt

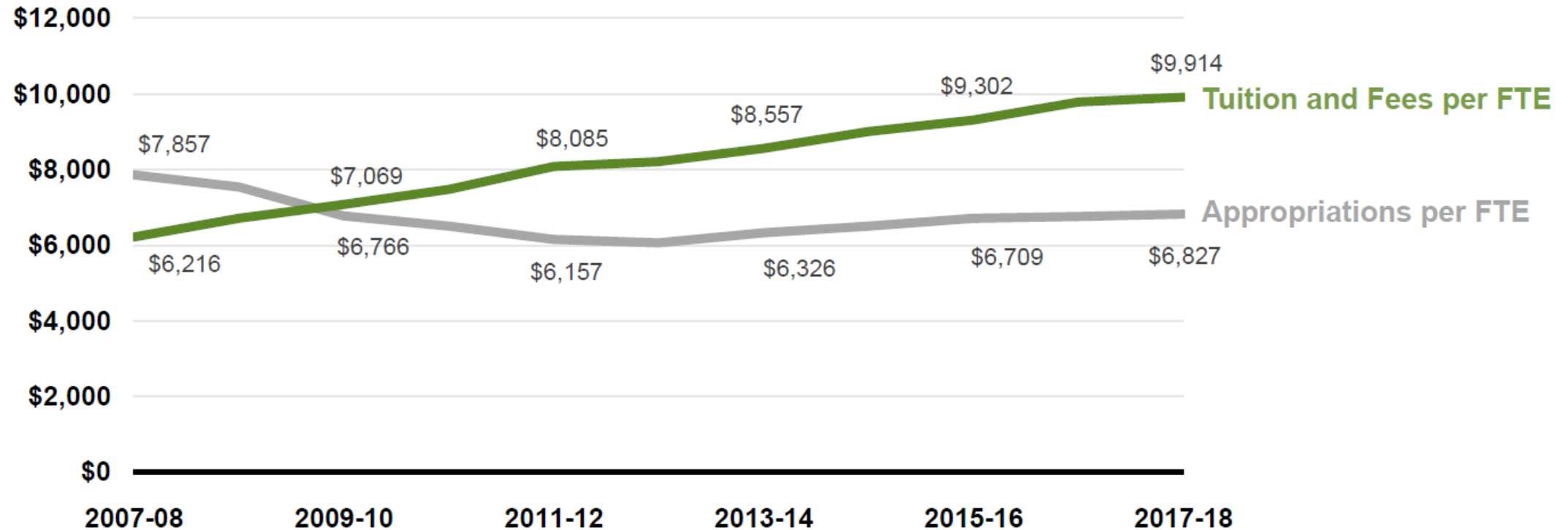
Undergraduate/Faculty Diversity

2-Year and Technical Colleges	Kentucky				SREB Region			
	Black	Hispanic	American Indian or Alaskan Native	White	Black	Hispanic	American Indian or Alaskan Native	White
Faculty (full & part time)	4.3%	0.6%	0.3%	92.4%	14.1%	7.4%	0.7%	74.1%
Undergraduate students	8.2%	4.3%	0.2%	82.8%	20.2%	23.6%	0.8%	48.5%
Representation gap between faculty and students	-3.9%	-3.7%	+0.1%	+9.6%	-6.1%	-16.2%	-0.1%	+25.6%

Public 4-Year Institutions	Kentucky				SREB Region			
	Black	Hispanic	American Indian or Alaskan Native	White	Black	Hispanic	American Indian or Alaskan Native	White
Doctoral degrees granted	6.2%	2.3%	0.3%	82.1%	12.3%	7.2%	0.5%	71.7%
Faculty (full & part time)	4.9%	2.2%	0.2%	83.6%	9.2%	5.1%	0.4%	74.9%
Undergraduate students	8.5%	3.7%	0.2%	82.0%	17.9%	16.1%	0.6%	55.9%
Representation gap between faculty and students	-3.6%	-1.5%	0.0%	+1.6%	-8.7%	-11.0%	-0.2%	+19.0%

Dollars per FTE Student from State Appropriations and Tuition and Fees

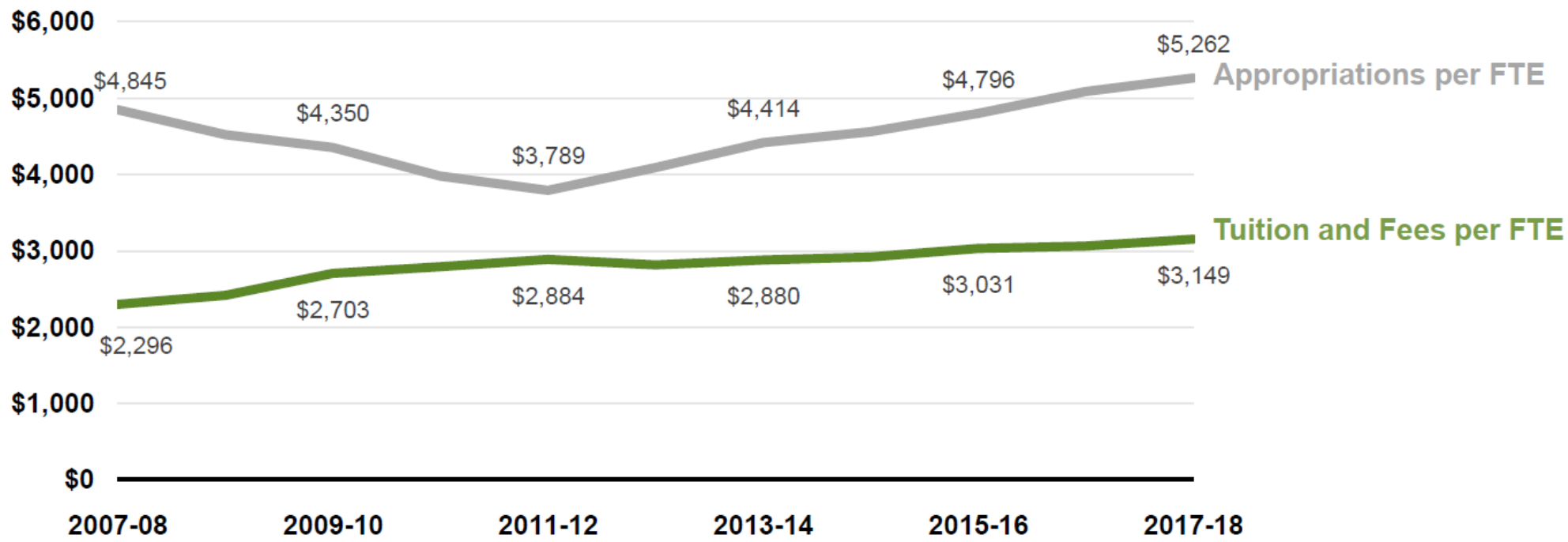
Public Four-Year Institutions



Source: SREB-State Data Exchange

Dollars per FTE Student from State Appropriations and Tuition and Fees

Public Two-Year Institutions



Source: SREB-State Data Exchange

KY Postsecondary Opportunities

- Strategic Planning
- Commonwealth Education Continuum
- Timing and Recovery

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Strategic Recommendations To Consider

Recommendations

- During times of financial distress and budgetary shortfalls, protecting college access and completion for low-income and middle-income students, including capacity at the institutions that serve these students, should be the states' highest priority. – SREB Shared Responsibility for College Affordability
- Recognize the future of Kentucky's workforce and the role postsecondary plays in its success
- Provide leadership to institutions regarding equity, diversity, legal, finance, and policy development while respecting individual differences and audiences of the institutions

Recommendations

- Continue aligning efforts between K-12, postsecondary, and the workforce.
- Consider specific strategies to support institutions in a post-COVID environment. Provide leadership by pushing the envelope on
 - Aligning Faculty Effort to Institutional Mission
 - Administrative Efficiencies Enhance the Mission
 - Enrollment Management and Strategy
 - Ensuring Community Colleges Emerge Stronger

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Kentucky Public Institutions' Strategic Plans

- Eight public four-year universities
- Kentucky Community & Technical College System (KCTCS) representing 16 colleges
- Four phases – “C.A.M.P.”
 - **C**ompile and compare with CPE Strategic Agenda 2016-21 (strategies + metrics)
 - **A**nalyze alignment and potential “gaps”
 - **M**eet with constituents as needed
 - **P**roduce a comprehensive guide

Method

- Compilation of strategic plans + update website
- CPE crosswalk:
 - Metrics
 - Strategies/actions
- Identify:
 - Areas of alignment with CPE
 - Commonalities across institutions
 - Potential “gaps” for CPE
 - Institutional highlights

Progress

- Phase two (analyze alignment and gaps)
 - CPE alignment: diversity, equity, and inclusion; retention and graduation rates; academic excellence; career readiness; information literacy; regional pipelines and partnerships
 - Commonalities (potential gaps): national rankings/recognition; holistic student support; sustainability and efficiency; infrastructure and technology; employee (faculty and staff) satisfaction; international student recruitment; support for all majors vs. STEM focus

Next Steps

- Continue to analyze areas of alignment and identify potential gaps within CPE's strategies and metrics.
- Meet with constituents of institutions that do not have public-facing metrics.

TITLE: Grant Announcement - James Graham Brown Foundation Grant, Kentucky Student Success Collaborative

DESCRIPTION: Staff will discuss the recently awarded three-year, \$2.1 million James Graham Brown Foundation grant that will establish and implement the Kentucky Student Success Collaborative (KYSSC)..

PRESENTERS: Lee Nimocks, CPE's Vice President and Chief of Staff

SUPPORTING INFORMATION

The Council was notified at the end of February by the James Graham Brown Foundation that the agency has been awarded a three-year, \$2.1 million grant to establish and implement the Kentucky Student Success Collaborative (KYSSC).

The concept was developed by CPE and JGBF staff in consultation with a variety of state and national partners. The KYSSC will be the first statewide student success center in the United States that works with both two- and four-year institutions while linked to the business community and state policy makers. It is fully aligned with the vision of CPE, the goals of the state's strategic agenda, and the state's efforts to increase educational attainment of Kentucky citizens. The KYSSC will emphasize improved outcomes for underrepresented students, accelerating and improving institutional interventions to narrow attainment gaps and improving pathways for students to complete college with career ready skills.

Faesy, Heather M (CPE)

From: Council on Postsecondary Education News
Sent: Tuesday, March 23, 2021 8:57 AM
To: Council on Postsecondary Education News
Subject: James Graham Brown Foundation awards \$2M to CPE



NEWS RELEASE

Release Date: March 23, 2021
CPE Contact: Mike Wynn
Mike.Wynn@ky.gov
502-871-2122

JGBF Contact: Mason B. Rummel
Mason@jgbf.org
502-896-2440

James Graham Brown Foundation awards \$2M to CPE

New statewide student success center to support equity, boost campus collaboration

(FRANKFORT, Ky.) – The Kentucky Council on Postsecondary Education (CPE) has received a generous \$2.1 million grant from the James Graham Brown Foundation to create a new statewide initiative that will help improve equity and close outcome gaps on college campuses.

The effort, called the Kentucky Student Success Collaborative, represents a unique front in higher education. It will serve as the first statewide center in the country that works with both two- and four-year institutions, linking campuses with business leaders and state policy makers. It also positions Kentucky as a national leader in developing strategies for student achievement.

“This initiative will help drive institutional change at every level,” said Gov. Andy Beshear. “All Kentuckians deserve equitable access to a high-quality college education, and our campuses have developed tremendous momentum toward that goal. Now is the time to scale up with a concentrated, statewide effort that expands on their work. I want to thank the James Graham Brown Foundation for this gift and CPE for their steadfast leadership in this area.”

Housed at CPE, the collaborative will focus on three main objectives – information sharing, professional development and assistance with research and analysis.

The goal is to help campuses develop innovative approaches that will improve graduation rates, close equity gaps, enhance workforce development and increase learning opportunities for emerging leaders in higher education.

The initiative will also connect campuses with local communities, businesses, policy experts and other external resources that can help improve student outcomes.

Mason B. Rummel, president and chief executive of the Louisville-based foundation, said CPE was awarded the grant thanks to its expertise in student success policies and its track record in driving a statewide, student-focused agenda. She believes partnering with CPE will also dramatically reduce the time required to launch the initiative.

“Student success is a priority for our foundation because we believe that equitable educational attainment will increase economic and social mobility for Kentuckians,” said Rummel. “Kentucky’s colleges and universities are eager to address equity and student success, but there are questions about ‘the how’ of transformation that don’t have easy answers. We are supporting the KYSSC because we believe it will help Kentucky find those answers and to go faster by going together.”

Today’s announcement marks the largest privately funded grant that CPE has ever received. It will support the collaborative for three years, funding three employees. CPE is providing a \$747,000 in-kind match comprised of administrative support and existing resources.

Among its many activities, the collaborative will seek to identify new funding resources from national organizations that have not yet engaged with efforts in the commonwealth.

Officials say the first-of-its-kind effort is crucial to increase degree completion across the state and help Kentuckians transition into new careers.

In 2015, Kentucky established the 60x30 goal, an ambitious effort to raise the percentage of working-age Kentuckians with a high-quality postsecondary degree or certificate to 60% by the year 2030.

Despite clear gains since then, college graduation rates remain significantly lower for certain groups of students, including first generation, low-income and underrepresented minority students. The COVID-19 pandemic has only exacerbated these disparities.

CPE President Aaron Thompson said establishing the statewide network will ensure diverse voices are helping identify challenges and foster change. Leaving institutions to work in isolation too often produces limited and redundant results, he said.

“Our approach will provide a powerful tool for lasting reforms,” Thompson said. “The collaborative creates a balanced, equitable footing to transform higher education and create new opportunities that uplift all of our students. We look forward to our continued collaboration with our campuses on these goals, and I want to thank the incredible team at the James Graham Brown Foundation for their commitment to our efforts.”

###

The Council on Postsecondary Education is leading efforts to get more Kentuckians more highly educated. By 2030, at least 60% of working-age adults in Kentucky will need to have earned a postsecondary education degree or credential to meet expected workforce demands.

The James Graham Brown Foundation was incorporated in 1954 by James Graham Brown, a successful lumberman, horseman and entrepreneur. He died in 1969 with no heirs, leaving the bulk of his estate to the foundation. Since its incorporation, the foundation has awarded over 3,200 grants totaling nearly \$620,000,000. Each grant is made with the aim of improving the welfare of citizens throughout Louisville and Kentucky, thereby elevating the Commonwealth in the eyes of the world. The foundation strives to execute Mr. Brown’s vision of Kentucky as a national leader through philanthropic investments in education and workforce readiness, community and economic prosperity, and quality of life. For more, visit <http://www.jgbf.org>.