

**KY COUNCIL ON POSTSECONDARY EDUCATION  
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE**



January 19, 2022 – 10:00 AM ET

Virtual meeting via ZOOM teleconferencing

Livestream: <https://www.youtube.com/c/KentuckyCouncilOnPostsecondaryEducationFrankfort>

---

<b>I. Call to Order &amp; Roll Call</b>	
<b>II. Approval of the Minutes</b> .....	2
<b>III. Proposed New Academic Programs</b> .....	6
A. University of Louisville – B.S., General Studies (CIP 24.0102).....	7
B. University of Louisville – M.S., Health Teacher Education (CIP 13.1307) .....	10
C. Northern Kentucky University – M.S., Cardiovascular Perfusion (CIP 51.0906) .....	13
<b>IV. Cultural Competence Credential Certification Request – Western     Kentucky University</b> .....	15
<b>V. Update on State Web Portal</b> .....	23
<b>VI. Implementation Update – 2022-30 Statewide Strategic Agenda</b> .....	24
<b>VII. Other Business</b>	
<b>VIII. Adjournment</b>	
<i>Next Committee meeting: March 30, 2022 @ 10am ET</i>	

**DRAFT MINUTES**  
Council on Postsecondary Education

---

Type: Academic & Strategic Initiatives Committee  
Date: October 29, 2021  
Time: 10:00 a.m. ET  
Location: Virtual Meeting - Committee members by ZOOM teleconference, Public viewing hosted on CPE YouTube Page.

**CALL TO ORDER**

---

The Academic & Strategic Initiatives Committee met Friday, October 29, 2021, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM teleconference. Members of the public were invited to view the livestream on the CPE YouTube page.

Committee Chair Lori Harper presided.

**ATTENDANCE**

---

Members in attendance: Muhammad Babar, Lori Harper, Karyn Hoover, Richard Nelson, Vidya Ravichandran, Robert Staat, and Kevin Weaver.

Members not in attendance: Colby Birkes 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 August 31, 2021 meeting were approved as distributed.

**APPROVAL OF THE 2022-30 STATEWIDE STRATEGIC AGENDA FOR KENTUCKY POSTSECONDARY EDUCATION**

---

Ms. Lee Nimocks, CPE's Vice President of Strategy and Chief of Staff, presented the final draft of the 2022-30 Statewide Strategic Agenda for Kentucky Postsecondary Education. 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.

Building on previous agendas, “Higher Education Matters” is a blueprint for accelerating change and improvement in Kentucky’s public postsecondary system. The strategic priorities identified represent the primary issues and top concerns as Kentucky faces the demographic, economic, and technological forces reshaping higher education.

The following areas lead the directives of the agenda:

- Overarching Goal: Kentucky will increase the percentage of its adult population with a high-quality postsecondary credential to 60% by the year 2030.
- Cross-cutting Priority: Equity - Kentucky will ensure all students have equitable access to higher education and the necessary tools to complete their programs prepared for life and work.
- Statewide Priorities:
  1. Affordability - Kentucky will ensure postsecondary education is affordable for all Kentuckians.
  2. Transitions - Kentucky will ensure more students successfully transition to college prepared to succeed.
  3. Success - Kentucky will ensure more students earn high-quality degrees and credentials.
  4. Talent - Kentucky will increase talent and innovation to support our communities, employers and economy.
  5. Value - Kentucky will improve public understanding that postsecondary education is key to greater opportunity and economic growth.

MOTION: Mr. Weaver moved the Committee approve the 2022-30 Statewide Strategic Agenda as presented and recommend approval by the full Council at its November 5, 2021 meeting. Ms. Ravichandran seconded the motion.

VOTE: The motion passed.

## **REPORT: POSTSECONDARY DEGREES AND CREDENTIALS REPORT**

---

Mr. Travis Muncie, Executive Director, and Dr. Grace Dai, Senior Associate, provided an update on Kentucky’s Degree and Credential Production from 2015-2021. The report looked at undergraduate degree and credential production from four-year public and AIKCU institutions and from KCTCS as well as graduate degree production from

four-year public and AIKCU. It also specifically looks at the following profiles: URM students, in-state students, and working-age students. The full report will release in November 2021.

## **UPDATES ON STUDENT SUCCESS**

---

CPE staff presented updates on the Kentucky Student Success Collaborative and the Educational Attainment Academy.

### Kentucky Student Success Collaborative (KYSSC)

Dr. Lilly Massa-McKinley, CPE's Executive Director for the Collaborative, discussed the initial phases of the KYSSC which is the first statewide center in the country to link two- and four-year higher education institutions with policy and industry leaders to increase graduation rates, close equity gaps and strengthen workforce readiness. Funded by a \$2.1 million grant from the James Graham Brown Foundation, the collaborative is housed in the Kentucky Council on Postsecondary Education. The collaborative will focus on information sharing, professional development and best practice implementation support. Its work is based on evidence that outdated policies and practices contribute significantly to student failure. When supports such as programs for first-year success and improved credit transfer are put in place to address challenges students face today, a meaningful number of students who are struggling can successfully graduate and enter the workforce.

### Education Attainment Academy

Ms. Nimocks discussed the newly formed Education Attainment Academy and how its work will help make progress toward Kentucky's 60x30 goal. Kentucky was chosen by the State Higher Education Executive Officers (SHEEO) and Education Strategies Group (ESG) as one of four states to participate in the Academy to help states focus, plan, and develop implementation strategies/recommendations around key areas of need. Kentucky's focus will be building out a more comprehensive state strategy to improve educational outcomes for adult learners, with a strong focus on equity and addressing the needs of low-income Kentuckians and people of color. The project will focus on barriers to enrollment and completion (onboarding, finances, childcare, social and emotional supports), academic pathways leading to a family-sustaining career, and strategies to improve outreach and communication to this diverse population.

## **GO!VEMBER CAMPAIGN – NOVEMBER 8-12, 2021**

---

Ms. Missy Brownson-Ross, Associate Director for GEAR UP Kentucky (GUK), discussed GO!vember which is a collaborative campaign designed to inform Kentucky

high school students and their key influencers about the college-going process and encourage them to complete the FAFSA and apply for and enroll in postsecondary education. The campaign includes a social media campaign the week of November 8-12, a virtual parent night on November 17, 2021, a resource compilation webpage, and a partner participation toolkit.

## **ADJOURNMENT**

---

The Academic & Strategic Initiatives Committee adjourned at 11:40 a.m., ET.

**MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: \_\_\_\_\_**

DRAFT

**TITLE:** Proposed New Academic Programs for Review & Recommendation

**RECOMMENDATION:** Staff recommends the Committee accept the proposed New Academic Programs from Northern Kentucky University and University of Louisville, and recommend approval of each to the full Council at its January 19, 2022 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**

#### University of Louisville

- B.S., General Studies (CIP 24.0102)
- M.S., Health Teacher Education (CIP 13.1307)

#### Northern Kentucky University

- M.S., Cardiovascular Perfusion (CIP 51.0906)

## PROPOSED PROGRAM SUMMARY

---

**Institution:** University of Louisville  
**Program Name:** General Studies  
**Degree Designation:** BACHELOR OF SCIENCE (BS)  
**Degree Level:** Baccalaureate

**CIP Code:** 24.0102  
**Credit Hours:** 120  
**Institutional Board Approval Date:** 10/28/2021  
**Implementation Date:** 8/1/2022

### **Program Description**

The proposed program will be entirely online and exclusively designed for returning adult learners who have earned college credits but stopped-out. The program will not compete with existing programs for first-time freshmen, nor will it be appropriate for current students who have accumulated credits. The program is designed for maximum flexibility and affordability. Through a combination of targeted online coursework, previously accrued undergraduate credits, and credit for prior learning; adult learners will be able to complete their bachelor's degrees.

The program aligns with the statewide postsecondary strategic agenda's focus on adult learners, as well as the mission of the College of Arts & Sciences (A&S) and the university's strategic plan to continue the commitment to adult learning and degree completion across the state.

The purpose of the program is to provide adults with some college credits with the opportunity to complete their undergraduate degrees in a timely and fiscally responsible manner.

The program goals are to:

- educate adult learners in various fields in Arts and Sciences;
- educate students in the skills associated with general studies, such as communication, teamwork, and problem-solving;
- facilitate degree completion for adult learners;
- prepare students for promotion in the workforce; and
- educate students on various diversity initiatives and skills to succeed in a diverse workforce.

### **Connection to Other Programs**

While other public institutions have General Studies programs, this proposed program is geared to the adults with some college but no degree, which is a vast market in Kentucky. This program is low cost, incorporates credit for prior learning, and has the potential to bring new students to the university and positively impact existing programs as well as meet the employment needs of local and state communities now and in the future.

Adding a General Studies degree to the university's portfolio will help the university signal to the community the institution's commitment to adult learning and degree completion across the state. The program will leverage existing online courses and recruiting and advertisement through the Delphi Center.

## Program Demand

Over 65% of jobs in the U.S. will require a college degree by 2025 as stated by the Lumina Foundation's A Stronger Nation report. Opportunities for adult degree completion is both a significant opportunity, as well as a civic responsibility for the University of Louisville. There are more than 81,000 adults with some college and no degree in Louisville and 557,000 in Kentucky as of 2018. These adult learners present a significant opportunity for enrollment growth and can help the University of Louisville emerge as a leader in adult education in the community.

In February 2021, Metropolitan College (the partnership between UPS and the University of Louisville) identified approximately 1,700 students who started in the Metro College program and never earned their degree. This is a prime audience for this degree to provide the opportunity to increase their earning potential.

Based on this analysis, initial estimates of enrollment are:

- Year 1 - 15
- Year 2 - 38
- Year 3 - 65
- Year 4 - 94
- Year 5 - 126

## Employment Demand

According to the U.S. Bureau of Labor Statistics, individuals with a general studies major are employed in a wide range of fields, including business management/operations, sales/advertising, and software/computer operations. The identified jobs do not require a specific field for a bachelor's degree, including those that required experience.

	<b>Regional</b>	<b>State</b>	<b>National</b>
<b>Type Of Job</b>	<b>Administrative Services and Facilities Managers</b>		
Avg. Wage	\$72,010	\$70,060	\$96,940
# Jobs (Postings)	1036	3079	325900
Expected Growth	11%	6%	6%
<b>Type Of Job</b>	<b>Advertising, Promotions, and Marketing Managers</b>		
Avg. Wage	\$71,130	\$66,280	\$135,900
# Jobs (Postings)	62	209	314900
Expected Growth	8%	6%	6%
<b>Type Of Job</b>	<b>Computer Occupations, All Other</b>		
Avg. Wage	\$72,440	\$76,910	\$88,550
# Jobs (Postings)	1184	2637	431100
Expected Growth	15%	10%	6%
<b>Type Of Job</b>	<b>General and Operations Managers</b>		
Avg. Wage	\$80,450	\$71,200	\$129,890
# Jobs	8911	31352	697900



(Postings)			
Expected Growth	10%	8%	15%
<b>Type Of Job</b>	<b>Management Analyst</b>		
Avg. Wage	\$74,950	\$69,370	\$100,780
# Jobs (Postings)	2136	5486	2486400
Expected Growth	19%	11%	6%
<b>Type Of Job</b>	<b>Medical and Health Services Managers</b>		
Avg. Wage	\$76,970	\$81,660	\$85,260
# Jobs (Postings)	1283	5328	876300
Expected Growth	20%	16%	11%

**Budget**

The financial rationale lies in the attraction of a currently under-served population of adult learners who stopped out and are likely to complete an online degree. The program is inexpensive because it primarily leverages existing resources. Relative to the potential revenue, investment is minimal.

The proposed budget supports one part-time lecturer in the fourth year and two part-time lecturers in the fifth year.

**Projected Revenue over Next Five Years: \$13,330,368**  
**Projected Expenses over Next Five Years: \$464,000**

## PROPOSED PROGRAM SUMMARY

---

**Institution:** University of Louisville  
**Program Name:** Health Professions Education  
**Degree Designation:** MASTER OF SCIENCE (MS)  
**Degree Level:** Master's

**CIP Code:** 13.1307  
**Credit Hours:** 33  
**Institutional Board Approval Date:** 4/22/2021  
**Implementation Date:** 8/23/2021

### **Program Description**

The focus of this 33-credit-hour graduate degree program is to prepare faculty and graduate students of medicine, dentistry, public health, and nursing for teaching in their respective fields. Potential candidates for the degree are faculty members, graduate students, and subspecialty fellows in training with the intent of entering academic medicine or dentistry. Expected time to complete the degrees is two to three years. Many classes are hybrid, meaning they are conducted in a classroom and online.

This program has three over-arching goals or objectives:

- To provide educational leaders in the health professions with foundational knowledge and skills in the practice of education
- To provide academic health institutions with educational leaders to serve the educational needs of faculty, students, and post-graduate trainees.
- To provide the field of health professions education with scholars who can advance our understanding and practice of health professions education.

All three goals address important societal needs. Two of the most important societal needs addressed with these goals are healthcare and education. In fact, with this proposed program, the needs of healthcare and education overlap as the University of Louisville works to develop the next generation of healthcare professionals. The three goals work together to improve the education received by health sciences students, residents, fellows, and other trainees. This will could lead to improved patient outcomes in healthcare for the community, region, and nation.

Through the process of earning the master's degree, students will develop an in-depth knowledge of the following cross-cutting threads that are crucial aspects of the 15-hour core courses:

- Learner Centeredness
- Communication
- Designing effective learning activities
- Developing effective learning outcomes (learning objectives)
- Assessment and evaluation
- Benefits of being a reflective educator
- Educational leadership

### **Connection to Other Programs**

This program will build upon the existing 12-credit hour Graduate Certificate in Health Professions Education. The graduate certificate will continue as a hybrid program at the medical school and an online offering as the first four classes of the M.S. in Health

## Professions Education.

The success of the Graduate Certificate in HPE can be built upon with the help of the faculty, staff, and methodologies from the award-winning M.A. in Higher Education Administration. The M.A. in Higher Education Administration program at the University of Louisville has been ranked #2 by the Best Online Master's Program in Higher Education. In addition, among the educational administration online offerings, the Higher Education Administration program at the University of Louisville was also ranked #2 in the nation and received a national distinction for being most responsive to graduate student transfers into its program.

### **Program Demand**

The institution determined the need for this program in multiple ways. First, as a Health Sciences Center, more faculty were taking part in the Graduate Certificate for Health Professions Education with anecdotal evidence that faculty were interested in pursuing an advanced degree. The Graduate Certificate in Health Professions Education was recently redesigned with best practices from the Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD) at the College of Education and Human Development at the University of Louisville. Since that redesign, enrollment has grown from eight and nine students in a class to 21 to 22 in a class.

Second, a faculty development survey was developed and sent to the entire faculty of the Health Sciences Center, with a 32% response rate. One-third of the respondents indicated they were at least interested in pursuing this type of degree. Last, more and more of the accrediting bodies in health professions require or expect that program directors receive specific training in teaching and learning topics related to education in clinical or healthcare disciplines.

Third, from 1998 to 2013, the number of master's degrees in health professions education worldwide has grown from single digits to 121 programs, according to the *Journal of Academic Medicine*.

Fourth, according to the institution's Office of Faculty Affairs and Advancement, the University of Louisville has approximately 1,000 faculty members at the University of Louisville's Health Sciences Campus and School of Medicine. The University of Louisville Health Sciences Campus is an award-winning and pioneering institution. As a vital driver of the university's research activities, the faculty of the health sciences campus are continually training healthcare researchers, providers, and faculty. The Schools of Medicine, Dentistry, and Nursing can continue to maintain and improve upon their groundbreaking activities by training the faculty that lead these results.

In addition, the accrediting bodies in medicine and dentistry are requiring faculty to possess more background knowledge in educating health professional students. For medicine the Liaison Committee for Medical Education (LCME) and the Accreditation Council for Graduate Medical Education (ACGME) have both undergone recent transitions requiring medical faculty to have education backgrounds in the topics of: (a) feedback and assessment, (b) curriculum development, (c) teaching and learning, (d) educational leadership. In addition, the Commission on Dental Accreditation (CODA) require faculty to be able to develop program and course goals and objectives. The dental faculty must also be able to assess these learner goals and objectives in multiple assessment methods.

Based on this analysis, initial estimates of enrollment are:

- Year 1 - 6
- Year 2 - 8
- Year 3 - 10
- Year 4 - 12
- Year 5 - 14

### **Employment Demand**

Health Specialties Instructors teach courses in health specialties, in fields such as dentistry, laboratory technology, medicine, pharmacy, public health, therapy, and veterinary medicine. Nursing instructors/teachers demonstrate and teach patient care in classroom and clinical units to nursing students. This field includes both teachers primarily engaged in teaching and those who do a combination of teaching and research. Colleges, universities, and professional medical schools are the industries with the highest concentration of employment.

	<b>Regional</b>	<b>State</b>	<b>National</b>
<b>Type Of Job</b>	<b>Health Specialties Instructors</b>		
Avg. Wage	\$94,708	\$72,829	\$97,320
# Jobs (Postings)	31140	2828	59100
Expected Growth	23%	23%	23%
<b>Type Of Job</b>	<b>Nursing Instructors and Teachers</b>		
Avg. Wage	\$73,183	\$73,254	\$74,600
# Jobs (Postings)	9820	1068	13800
Expected Growth	20%	22%	20%

### **Budget**

While it is expected that a certain percentage of students will receive tuition waivers because of their employment at the University of Louisville, the measurable benefit to the state and university will be through generating tuition dollars by attracting new students to a new program. No new costs are anticipated in the first five years. This is considered a 'budget neutral' program because current faculty and staff can absorb the launch of the program, and no new faculty will be hired. Incoming tuition will cover incremental costs that may arise if enrollment exceeds projections.

**Projected Revenue over Next Five Years: \$485,181**

**Projected Expenses over Next Five Years: \$386,000**

## PROPOSED PROGRAM SUMMARY

---

**Institution:** Northern Kentucky University  
**Program Name:** Cardiovascular Perfusion  
**Degree Designation:** MASTER OF SCIENCE (MS)  
**Degree Level:** Master's

**CIP Code:** 51.0906

**Credit Hours:** 77

**Institutional Board Approval Date:** 11/28/2021

**Implementation Date:** 5/1/2021

### **Program Description**

This program relates to an allied health science field that prepares students to use heart/lung machines and other technologies to maintain the health of patients during heart surgery and other medical procedures. Graduates of this program will work with and under the direction of anesthesiologists and surgeons.

A perfusionist is a very specialized health care professional with a primary focus on the operation of the heart/lung machine during cardiac surgery. The heart/lung machine replaces a patient's circulatory and respiratory function while providing a motionless and bloodless field for the surgeon to operate. Perfusionists are required in all pediatric and adult cardiac surgery programs. A perfusionist typically works inside the hospital setting in departments such as surgery, catheterization lab, intensive care units, and the emergency room.

This program is eligible for accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), and students successfully completing this program are eligible for certification by the American Board of Cardiovascular Perfusion.

The goals of this program are to:

- prepare competent entry-level perfusionists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.
- provide a base knowledge of perfusion theory, the skill to implement that knowledge and proficiency in its application in accordance with the needs of healthcare providers and employers.
- provide students with the knowledge, skills and experience to work cooperatively and safely with a healthcare team to perform perfusion techniques to ensure quality patient outcomes.
- prepare students to assess perfusion related patient and clinical situations accurately and act appropriately.

Utilizing existing coursework, the program will also offer a Degree Advancement Option (DAO) that allows working perfusionists, who have completed a CAAHEP-accredited undergraduate or certificate perfusion program, the opportunity to advance their education and professional goals while working in their home communities.

### **Connection to Other Programs**

This program will complement the portfolio of allied health offerings in NKU's College of Health and Human Services and enhance simulation education in NKU's state-of-art Health Innovation Center. There are no other perfusion programs in the state of Kentucky. The nearest perfusion education programs are located at Vanderbilt in

Nashville, Rush University in Chicago, Cleveland Clinic, and University of Pennsylvania Medical Center in Pittsburgh.

### **Program Demand**

Northern Kentucky University determined the need based on the local community demand. The local perfusion community, including Perfusion Consultants and Perfusion Partners, LLC through St. Elizabeth Health network; UCHealth; and Cincinnati Children's Hospital, reached out to NKU specifically expressing the demand for perfusionists and the need for more perfusion education in this region.

Based on this analysis, initial estimates of enrollment are:

Year 1	- 10
Year 2	- 20
Year 3	- 24
Year 4	- 26
Year 5	- 28

### **Employment Demand**

The demand for cardiovascular perfusionists in the United States is greater than the current supply, and the annual attrition rate exceeds the graduation rate or additions of new Certified Clinical Perfusionists (CCP).

Students will graduate into an entry-level position as a Cardiovascular Perfusionist at a hospital in which cardiac surgery is performed.

Cardiovascular perfusion is a specialized field that is currently not reflected in national databases. The employment demand is based on a methodology that examines the current vacancy rate of 12.3%, turnover rate of 14.7%, and the anticipated retirement of CCPs in the next one to ten years. There are approximately 400 perfusion positions open across the country.

In the Northern Kentucky/Greater Cincinnati area, there are currently 50 CCP's with three current vacancies. In the next three years, there are more than six expected vacancies and more than 10 expected vacancies over the next five years. Further, there are 10 additional openings throughout the state of Kentucky, which represents a 14% state vacancy rate.

### **Budget**

The program will be initially funded with investment funds from the university through budget requests, and there will be a return on investment over a five-year period.

A cohort enrollment size of 10 will be admitted yearly. Further, five Degree Advancement Option students will be admitted in the second year, with the intent to grow this type of enrollment by two students each year. This will result in a total enrollment of 28 students by the fifth year.

In the first year, a program director, one full-time faculty, and three adjunct faculty members will be hired. An additional adjunct faculty member will be hired in the second year and one full-time faculty member will be hired in the fourth year.

**Projected Revenue over Next Five Years: \$2,531,900**  
**Projected Expenses over Next Five Years: \$1,939,681**

**TITLE:** Cultural Competency Credential Certification Process

**DESCRIPTION:** Staff recommends that the Academic and Strategic Initiatives (ASI) Committee approve Western Kentucky University's Application for Kentucky Cultural Competency Credential Certification.

**PRESENTER:** Dawn Offutt, CPE's Executive Director for Diversity, Equity and Inclusion

---

### **PROPOSAL FOR APPROVAL**

Western Kentucky University submitted its application for certification on November 5, 2021. The Cultural Competence Advisory Council approved it to go before the ASI Committee on December 20, 2021.

Per the Kentucky Cultural Competency Credential Certification Process, the ASI Committee's approval serves as final; it is not required to go before the full Council for approval at its next meeting.

### **BACKGROUND INFORMATION & APPROVAL PROCESS**

The Council approved the process to apply for and approve the Kentucky Cultural Competency Credential Certification Process at its June 25, 2021 meeting. This process would certify a micro-credential in cultural competence for institutions who recognize the benefits of a culturally competent campus, want to increase the effectiveness of their faculty and staff in relating across cultural differences and want to prepare students for life in increasingly diverse domestic and international environments.

An institution may submit a proposal that aligns with the A4 Model for Cultural Competence and describe how participants will demonstrate the competencies in the framework in order to receive approval. The proposal must include a number of components including an overview of the program, its target audience, implementation method and timeline, and tasks and assessments required for completion. It must also address budget implications and resources needed to implement the programs.

Upon receiving a complete proposal, the Cultural Competency Advisory Council, consisting of faculty and staff representatives from Kentucky's two- and four-year public institutions, review the proposal materials and provide feedback on compliance with the standards and requirements. Once the advisory council determines that a program meets the outlined requirements, CPE staff will bring the proposal to the Academic and Strategic Initiatives Committee (ASI) to take action at its next regularly scheduled meeting.





OFFICE OF THE PRESIDENT

November 5, 2021

Council for Postsecondary Education  
c/o Cultural Competency Advisory Council  
100 Airport Road  
Frankfort, KY 40601

To Whom It May Concern,

I write this letter in support of WKU applying for the State Cultural Competence Certificate Program offered through the Kentucky Council on Postsecondary Education.

Western Kentucky University is committed to increasing the cultural competency of faculty and staff and we appreciate this opportunity to partner with CPE.

GO TOPS!

Best,

Timothy C. Caboni, President  
Western Kentucky University

*The Spirit Makes the Master*

Western Kentucky University | 1906 College Heights Blvd. #11001 | Bowling Green, KY 42101-1001  
phone: 270-745-4346 | fax: 270-745-4492 | web: [www.wku.edu](http://www.wku.edu)

Equal Education and Employment Opportunities • Printing paid from state funds, KRS 57.375 • Hearing Impaired Only: 270.745.5389

## **Western Kentucky University (WKU): Application for the Kentucky Cultural Competency Credential Certification**

### **Contacts & Contributors:**

Dr. Marko Dumančić, *WKU Center for Innovative Teaching & Learning*

Dr. Molly Kerby, *Assistant Provost for Institutional Effectiveness & Co-Chief Diversity Officer*

DEI Community of Practice of Practice Fellows:

- Fabian Alvarez, *Department of English*
- Monica Burke, *Department of Counseling & Student Affairs*
- Nick Fortune, *Department of Mathematics*
- Kimberly Green, *Department of Communication Disorders*
- Michelle Jones, *Department of Mathematics*
- Gayle Mallinger, *Department of Social Work*

**Implementation Date:** January, 2022

---

### **Program Overview**

The WKU Inclusive Teaching Academy (ITA), an initiative of the “*One WKU*” campaign, is a four-month professional development opportunity for all faculty ranks. Faculty from each of the five WKU colleges will be selected through a competitive application process each semester. The ITA will launch its inaugural cohort in January 2022.

The ITA was created to fulfill four interrelated functions:

- To introduce and/or deepen participants' knowledge of inclusive and culturally responsive teaching.
- To create opportunities for participants to apply evidence-based DEI principles to course design and pedagogy.
- To offer a collegial space for participants to reflect on their current and proposed teaching practices.
- To grow the community of practitioners focused on inclusivity.

The ITA is designed to develop advocates rather than experts. The academy and its architects ([the Community of Practice Fellows](#)) do not assume the role of authority on DEI issues and do not seek to train participants to become experts. Rather, the goal is to cultivate a mindset of continuous growth through praxis and reflection as a way to foster DEI advocacy at WKU.

### **ITA Objectives**

Through participation in the ITA, participants will be able to more effectively:

- Support an inclusive learning environment.
- Intentionally approach difficult interactions.
- Promote the academic success of diverse students.

### **Implementation method and timeline:**

The ITA is a four-month program in which faculty meet once a week to study, reflect, discuss, and implement key principles of inclusive, equitable, and culturally responsive teaching. On average, faculty will spend 2-3 hours preparing for workshops, participating in sessions, and then implementing and reflecting on the concepts introduced in each module. It is anticipated that faculty will spend approximately 32 hours on academy-related functions over the course of the program.

ITA's curriculum is composed of four key content modules:

- **Module 1:** Integrating Inclusivity into Course Set-Up
- **Module 2:** Course and Classroom Climate
- **Module 3:** Teaching with Transparency
- **Module 4:** Grading for Equity

These modules address issues related to both course design and teaching practice. Each module will take a month and is broken up into three weekly sessions that will allow for an overview, discussion, application, and reflection of each topic. Sessions will be conducted both virtually and face-to-face as well as synchronously and asynchronously. All the materials will be made available online. For a sample module, [see here](#).

### **A course outline and alignment with the A4 model:**

The modules are designed to build upon one another with attention to awareness, acknowledgment, acceptance, and action in relation to pedagogical practices. The A4 model components are introduced then reinforced throughout the program:

- **Module 1: Integrating Inclusivity into Course Set-Up**  
**Competencies addressed:** Awareness (A1); Acknowledgment (A2)

Two of the goals for this module include:

- Articulating the impact of the assumptions that underlie the faculty's teaching, classroom, and curricular goals.
- Recognizing how the instructor's culture shapes expectations of student behavior, learning, and performance in the classroom.

As a result of engaging with these goals, the academy participants will both be able to describe the value of including diverse perspectives (sources, voices, representation, subjects) in course content but also enact strategies to include diverse perspectives into the curriculum and classroom. This will allow faculty to develop courses that lead and promote justice in the classroom and beyond.

- **Module 2: Course and Classroom Climate**  
**Competencies addressed:** Acknowledgment (A2); Acceptance (A3)

This module's focus on facilitating and participating in courageous conversations with students inside and outside the classroom allows for a deeper dive into the concept of intersectionality. The very act of conducting intentionally courageous conversations leads to reflection on how our identities impact those with whom we interact and explore how identities are influenced by several cultural categories. Furthermore, because the faculty will engage in simulated scenarios of courageous and tough conversations, faculty will be

able to identify their own personal biases and how they shape their worldview while determining how to facilitate conversations that allow for opposing views that challenge one's assumptions and beliefs.

- **Module 3: Teaching with Transparency**

**Competencies addressed:** Acknowledgment (A2); Acceptance (A3)

Given that this module focuses specifically on designing assignments with transparency, it directly acknowledges the idea of a hidden curriculum. By making expectations and standards visible and legible, this module asks faculty to examine and explore their own privilege. To discuss how our identities impact those with whom we interact acknowledges faculty privilege as members of a PWI of higher education.

- **Module 4: Grading for Equity**

**Competencies addressed:** Awareness (A1); Acknowledgment (A2); Acceptance (A3); Action (A4)

By the end of the final module, the academy participant will have: examined various approaches to grading, evaluated and corrected their own impact of implicit biases on grading, and designed more equitable classroom grading strategies. Given that grading is very much conditioned by implicit bias and can, therefore, be a form of manifesting a micro-aggression that can have a long-lasting and deleterious impact on a student's academic performance, this is a module essential for the academic success of our students.

### Tasks required of the participant

The tasks will include the following:

- Weekly lectures
- Weekly workshops
- Syllabus reflection and revision
- Assignment reflection and revision
- Assessment procedure review and revision
- Grading policy review and revision through charrettes

### Assessments and staffing

The ITA will be staffed with six [WKU Community of Practice fellows](#). These six fellows are responsible for the design of the institute and all six have responsibility to conduct, facilitate, and assess the academy participants. After AY 2022/23, select ITA graduates will assume the responsibility of leading the ITA in future years.

### Module-level assessments:

#### Module 1:

The academy participants will turn in a self-reflection essay that addresses the following questions:

- Determine if there are moments where you have operated from the lens of viewing students through stereotypes and their social identities?

- Acknowledging that differing positioning confers different opportunities (i.e., different access to resources) for individuals, reflect on how your positionality (i.e., one's social position and worldview that influences how one responds to power differentials in various contexts and impacts how one approaches work with students) plays itself out in your working with students and teaching.
- What aspects of identities do you feel you need to learn about to help you create more inclusive and supportive educational experiences for your students?

The faculty will also submit a (revised) syllabus of their choosing that includes changes that reflect a curriculum which is inclusive of multiple voices and explains how they will make space for all students to share their perspectives.

### **Module 2:**

Given that the goals for the module include identifying factors that contribute to positive course climate, discussing ways to facilitate classroom discussion on challenging topics, and examining the influence of self-identity on course climate, the participants will submit two artifacts. The first is a one-page executive summary that identifies inclusive collaborative classroom activities they plan on implementing in their classrooms. The second artifact is a personal diversity statement that reflects and includes the instructors' inclusive and collaborative classroom activities.

### **Module 3:**

The goal of Teaching with Transparency is to help students understand how and why they are learning course content in particular ways, and that when we make our pedagogy explicit, Underrepresented Minority and First-Generation Students experience more success. Participants will write a reflection essay on their experiences, specifically focusing on how they plan to consistently [implement a transparent assignment](#) design in the future based on what they learned in the process of making a transparent assignment.

### **Module 4:**

The National Institute for Learning Outcome Assessment (NILOA) Charrette Model is a peer-reviewed approach intended to help faculty design effective courses. Faculty can discuss their syllabi (in this case focusing on grading equity) and receive both oral and written feedback. The participants will break out in groups of three and utilize the charrettes process to inform how they can implement changes in their courses to promote equity. At the end of this module, academy participants will submit a one-page executive summary about the changes they're prepared to make vis-à-vis their grading/assessment policies based on what they've learned in module 4 and through the charrettes process.

### **Awarding of the micro-credential**

*Pending approval from the CEP*, faculty who complete the academy will be awarded the Kentucky Cultural Competency Credential as well as a WKU University-branded badge. The micro-credential badge can be displayed on faculty department webpages and organizational sites, and maybe used as professional development for continuance, tenure, and promotion documents.

## **Budget**

The six Community of Practice fellows are compensated with a \$5,000 stipend each year for three years. Over the course of these three years the Center for Innovative Teaching and Learning and the Office of the Provost will spend \$90,000 to launch and execute this program. In terms of human resources, two faculty developers and two instructional designers are assisting in the logistics associated with fellow-related workshop and the design of the online course for the academy.

**TITLE:** Update on State Web Portal

**DESCRIPTION:** Staff will provide an update on the development of the new student portal.

**PRESENTERS:** Amanda Ellis, Associate Vice President, K-12 Policies and Programs

---

### **SUPPORTING INFORMATION**

Council staff have begun work to develop a state web portal that will provide college and career navigation tools, guidance and resources. The portal is being developed in partnership with the Kentucky Department of Education (KDE) and Kentucky Center for Statistics (KYSTATS). Leading the development of the portal is Bret Foster, CPE's newly hired Senior Fellow.

The portal is being designed to help potential high school students, adult learners, and military veterans navigate their way through postsecondary pathways that lead them to a desired career. Currently, focus groups for each of these audiences are being conducted to determine the desired and relevant functionality of the portal.

Dr. Ellis and Mr. Foster will provide a brief overview of the progress made and next steps to creating the portal.

**TITLE:** Implementation Update - 2022-30 Statewide Strategic Agenda

**DESCRIPTION:** Staff will provide an update on the implementation status of the 2022-30, which was approved at the last Council meeting.

**PRESENTER:** Lee Nimocks, Vice President and Chief of Staff

---

### **BACKGROUND INFORMATION**

The Council approved the 2022-30 Statewide Strategic Agenda for Postsecondary Education at its November 2021 meeting. The agenda advances a bold vision for increased economic growth and vitality in the Commonwealth through improvements in the education and skill levels of our workforce. It established 5 strategic priorities to drive higher education innovation and improvement, and key performance indicators to monitor progress toward an ambitious educational attainment goal – for 60% of working-age Kentuckians to have a high-quality postsecondary credential by the year 2030.

### **IMPLEMENTATION UPDATE**

Following the Council's approval on November 5, the following steps have been taken or are in progress.

- Formal distribution document has been finalized – see attachment
- Virtual launch event planned for late January/early February
- Work with campuses on development of campus-level strategies and performance targets.
- Development of state-level implementation plans for each objective.

CPE Vice President Lee Nimocks will provide additional details on each of these steps. It is anticipated that a complete briefing to the full Council will be provide at the April 16, 2022 Council meeting.





Affordability



Transitions



Success



Equity



Talent



Value

# HIGHER EDUCATION *Matters*

A Statewide Strategic Agenda for  
Kentucky Postsecondary Education

2022-2030



# KENTUCKY'S PUBLIC POSTSECONDARY SYSTEM

## VISION

Kentucky will be a national leader in building a strong, sustainable and equitable economy through increased educational attainment and affordable, high-quality postsecondary programs.

## MISSION

Kentucky's postsecondary education system drives innovation, enhances public health and well-being, breaks cycles of generational poverty and improves quality of life by preparing students to be lifelong learners and excel in a diverse, knowledge-based economy.

## VALUES

- Inclusion, equity & diversity
- Transparency & accountability
- Comprehensive student support
- Institutional collaboration
- Quality & excellence
- Affordability & accessibility
- Innovation
- Business & community partnerships



## FROM THE PRESIDENT

Aaron Thompson, Ph.D.

In accordance with Kentucky Revised Statute 164.020, we are pleased to present “Higher Education Matters: A Statewide Strategic Agenda for Kentucky Postsecondary Education, 2022-2030.”

This agenda advances a bold vision for increased economic growth and vitality in the Commonwealth through improvements in the education and skill levels of our workforce. It establishes strategic priorities to drive higher education innovation and improvement, and key performance indicators to monitor progress toward an ambitious educational attainment goal - for 60% of working-age Kentuckians to have a high-quality postsecondary credential by the year 2030.

The previous iteration of this agenda, “Stronger by Degrees,” promoted high-impact practices that enabled us to reimagine developmental education and infuse workplace essential skills into select degree programs. “Higher Education Matters” will accelerate the adoption of high-impact practices that further improve teaching and learning, ensure the quality and relevancy of postsecondary credentials and invite non-traditional and historically excluded individuals onto our campuses in greater numbers.

A critical focus of “Higher Education Matters” is creating equitable higher education opportunities for low-income and minoritized Kentuckians. The COVID-19 pandemic reminded us how

easily academic momentum can be stalled by unemployment, poor physical or mental health, food and housing insecurity and the lack of reliable broadband access. We must ensure at-risk students are provided access to life-changing postsecondary credentials, as well as the academic, social and emotional supports to succeed. Doing so is both an economic and moral imperative.

As Kentucky recovers from the global pandemic, we will continue to deal with its aftereffects. This strategic agenda provides a framework that is fixed enough to provide focus and stability, yet flexible enough to respond to future crises.

This plan was not created in a vacuum. It relies on the contributions of many constituencies and committees. I would be remiss if I did not thank the hundreds of individuals - including CPE board members, higher education leaders, faculty members, students, K-12 educators, legislators, employers and partners - that provided valuable insight and direction throughout the development process.

This is not CPE’s strategic plan; this agenda belongs to each and every one of us. Kentucky will rise or fall based on our collective, united efforts to enable all citizens to reach their highest potential. We have a lot of ground to cover, but together we can navigate the path toward a more equitable and prosperous Commonwealth.

**“  
Kentucky will rise  
or fall based on  
our collective,  
united efforts to  
enable all citizens  
to reach their  
highest potential.”**



# INTRODUCTION

## Higher Education Matters

### Restoring Higher Education's Value Proposition

This strategic agenda for Kentucky postsecondary education is built on a simple, enduring premise: higher education matters to our state and its people.

Higher education empowers individuals to reach their highest potential and achieve personal and professional fulfillment. It improves collective health and well-being, advances knowledge and discovery, ignites innovation and fuels our economy.

Research studies enumerate its benefits to individuals and society. On average, college graduates earn more money, have lower rates of unemployment, enjoy better health, live longer and are more active citizens and volunteers. States with high levels of educational attainment - like Massachusetts, Colorado and Washington - generate higher tax revenues, create more jobs and spend fewer resources on public assistance, disease, addiction and incarceration.

Despite these findings, the value of college is now a matter of debate. Media stories portray recent college graduates as underemployed and overburdened with debt. Editorials encourage young people to forgo college and learn a trade (which, ironically, mostly requires some postsecondary education or training).

These voices have undermined the public's faith in higher education, at a time when a college credential is more important than ever. The Georgetown Center on Education and the Workforce found that since 2008, 99% of all new jobs created require some level of postsecondary education and training, but less than half of Americans between the ages of 25-34 have the necessary credentials to fill these jobs.

We must restore the value proposition to higher education. Kentucky's future prosperity and quality of life depend on it.

### Developing the Agenda

This agenda is Kentucky's plan to create a more inclusive, innovative higher education system that serves students of all ages, backgrounds and beliefs. It reaffirms our goal for 60% of Kentucky adults to have a postsecondary credential by the year 2030, and builds on unprecedented gains in degree production over the last decade.

*We must restore the value proposition to higher education.*

It responds to the suggestions and concerns of hundreds of Kentuckians - higher education faculty and administrators, K-12 educators, board members, legislators, employers and others - who worked with us on its development. Based on trend analysis, research and stakeholder feedback, this agenda identifies the strategic priorities that will focus our efforts over the next decade, with equity as a cross-cutting priority. They are: affordability, transitions, success, talent and value.

### A Framework for Accountability

This agenda includes common objectives that will guide system-wide progress. The statewide strategies will be led by CPE, in conjunction with its partners. Public institutions will develop campus-level strategies that respond to each objective. All strategies will be reviewed and revised every three years.

CPE and campuses will set numeric targets for key performance indicators, which also will be updated on a three-year cycle. Additional contextual metrics will help us monitor progress and adjust strategies as needed, but targets will not be set.

Kentucky's higher education institutions will pursue these objectives, strategies and targets as one system, united by common challenges and enhanced by individual strengths.



**Higher education strengthens the economy, creates wealth, reduces inequality, breaks cycles of generational poverty, improves health and well-being and preserves democracy.**



**60% of Kentucky working-age adults (ages 25-64) will have a high-quality postsecondary credential by the year 2030.**



## KY's 60x30 Goal Our North Star

### Progress Toward the Goal

In ancient times, sailors used the North Star as a navigational guide due to its fixed position in the sky. Today, the North Star has come to symbolize any guiding principle or purpose. During prosperity or adversity, it is a steadfast point on which we set our sights.

For Kentucky's postsecondary system, the 60x30 goal is our North Star. The previous strategic agenda, "Stronger by Degrees," established this statewide educational attainment goal back in 2016. With its adoption, Kentucky joined 45 other states and the Lumina Foundation in efforts to raise the education and skill levels of our workforce to meet current and future demands for talent.

Since 2009, Kentucky has made phenomenal progress toward the goal, increasing educational attainment by 18.9 percentage points, outpacing a 13.8 percentage-point national gain. Only two other states, Arizona and Louisiana, made more progress than Kentucky during this time frame. At 49.4%, Kentucky's attainment rate is fast approaching the national average of 51.9%.

Much of this progress is due to increases in short-term credentials, which include certificates and industry certifications. The state's current short-term credential attainment rate is 13.3%, of which 9.2% are certificates and 4.1% are industry certifications. Since 2014-15, short-term credentials awarded by KCTCS (unduplicated count) have risen 53% (not including diplomas).

### Statewide Challenges

However, Kentucky is facing some strong headwinds in the decade to come, which threaten to blow us off course. These include:

- **A declining number of high school graduates.** In its report, "Knocking at the College Door," the Western Interstate Commission on Higher Education projects that the number of high school graduates in Kentucky will peak during the year 2025 at 52,120, falling to 44,508 by 2030, a 14.6% decline. Combined with decreases in the college-going rate of high school graduates over the last decade, this decline almost certainly will result in lower postsecondary enrollments, unless institutions increase participation among working-age adults and out-of-state students.
- **Falling adult enrollments.** Unfortunately, undergraduate enrollment among working-age adults has decreased 47% since 2011-12. Kentucky will need aggressive recruitment efforts and redesigned programs and supports to attract adults pursuing their first postsecondary credential.
- **Unequal rates of attainment.** There are significant disparities in educational attainment linked to race and ethnicity that must be addressed, especially since the state's population is growing more diverse. The educational attainment rate is 28.6% for African-American/Black Kentuckians and 26.7% for Hispanic/Latinx Kentuckians, compared to 36.1% for White Kentuckians. These gaps must be closed.

*Kentucky's attainment rate has increased 18.9 points since 2009.*

### Looking Ahead

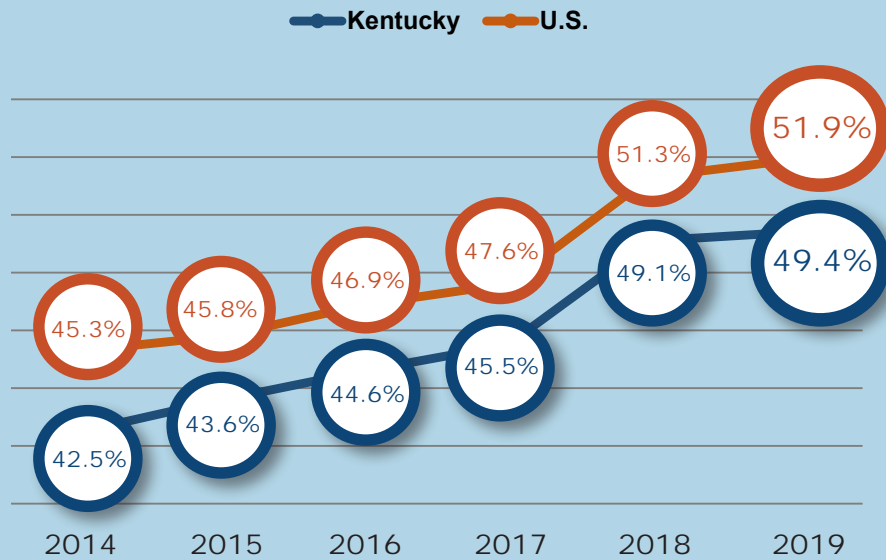
In the decade ahead, CPE will provide more detailed projections to monitor progress toward the 60% attainment goal, including annual average increases needed in statewide degree production.



# KENTUCKY'S ATTAINMENT GOAL

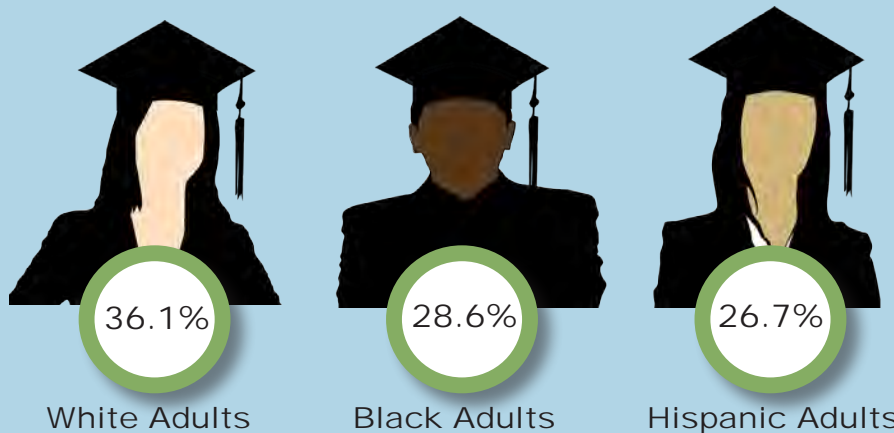
60% with a postsecondary credential

**KY is making progress toward the 60% goal,**



Percentage of adults (25-64) with a short-term certificate or higher, 2014-2019. The jump from 2017 to 2018 is due to the inclusion of industry-recognized certifications. Source: Lumina Foundation's "A Stronger Nation," [luminafoundation.org/stronger-nation/report/#/progress](http://luminafoundation.org/stronger-nation/report/#/progress).

**but attainment gaps must be addressed.**



Source: Lumina Foundation. Percentages represent Kentuckians ages 25-64 with an associate degree or higher in 2019. Short-term certificates are not available by race/ethnicity.



# STRATEGIC PRIORITIES

Building on previous agendas, “Higher Education Matters” is a blueprint for accelerating change and improvement in Kentucky’s public postsecondary system. The strategic priorities identified in this plan represent our primary issues and top concerns as we face head-on the demographic, economic and technological forces reshaping higher education in Kentucky.





**Kentucky will ensure all students have equitable access to postsecondary education and the necessary tools to complete their programs prepared for life and work.**



# EQUITY

## A Cross-Cutting Priority

### Statewide Challenges

Since its founding, America has been known as a land of opportunity, where hard work and perseverance lead to prosperity. Yet in reality, our nation has not provided a level playing field for all of its citizens.

Inequities in Kentucky's educational systems have exacerbated disparities in employment, income and health. These opportunity gaps prevent all Kentuckians from reaching their full potential.

The educational attainment rates of Kentuckians historically underrepresented in postsecondary institutions trail White Kentuckians by a considerable margin. While 36.1% of White Kentuckians (ages 25-64) have a college degree, only 28.6% of African-American/Black, 26.7% of Hispanic/Latinx and 25.4% of Native Americans/Alaskan Natives do.

Demographers predict that the United States will become a minority majority nation by the year 2045. Currently, 87.5% of Kentucky residents identify as White, but by 2040, that percentage is projected to fall to 77%. Kentucky's ability to meet our 60x30 attainment goal hinges on enrolling and graduating a more diverse student body, requiring us to create more inclusive, welcoming and supportive educational spaces.

### Systemwide Responses

To address these challenges, the Council on Postsecondary Education has adopted one of the most comprehensive diversity, equity and inclusion policies in the nation. The policy requires campuses to implement actions to increase enrollment,

retention and completion of minoritized students, as well as improving cultural competence among members of the campus community. Campuses set targets annually, and failure to reach quantitative and qualitative goals limits their ability to offer new academic programs.

Additionally, the state's performance funding model places a premium on degrees awarded to underrepresented, minoritized and low-income students. Since its adoption, Kentucky has made significant headway in closing opportunity gaps, but more improvement is needed.

*The U.S. will become a minority majority nation by the year 2045.*

### Equity Cuts Across all Other Issues

Kentucky will no longer accept an educational system that produces inequitable results for individuals of similar talents, aspirations and abilities. Because of the urgency of this challenge, equity has been identified as a cross-cutting priority of this agenda.

There are no specific statewide objectives and strategies proposed for equity, because equity is a critical component of every strategic priority. As we implement the statewide strategies set forth in this agenda, each action will be examined through an equity lens. Action plans will outline how interventions will be targeted to at-risk students. For every key performance indicator, we will disaggregate results to ensure improvement rates are equitable among targeted student populations.

Through an unwavering focus on diversity, equity and inclusion, Kentucky's postsecondary system will work to ensure that income, race, ethnicity, religion, sexual orientation or geography are never a barrier to college success.



# AFFORDABILITY

## A Strategic Priority

### Statewide Challenges

Over the last two decades, federal and state disinvestment in public higher education has shifted the majority of college costs to students and their families. In 2000, Kentucky subsidized 66% of operational costs for public postsecondary institutions, with tuition and fees covering the remaining 34%. By 2020, the state's share of funding was down to 32%, with 68% borne by students.

Consequently, increases in college costs have become a serious burden for many Kentucky families. While the cost of living has steadily increased, real wages have remained flat. Declining amounts of college savings mean student borrowing is at an all-time high. According to Forbes, student loans now comprise the largest chunk of U.S. non-housing debt, more than credit cards or auto loans.

At a time when postsecondary education and training is essential to long-term economic security, college is becoming financially inaccessible to our most vulnerable populations. If left unchecked, declines in college access will lead to greater income inequality, making it all but impossible for everyday Kentuckians to get ahead.

In a national survey conducted by the Citizens Financial Group, 70% of current college students said worries about college affordability had a moderate to high impact on their enrollment plans for the fall 2021 semester. Responding to rising concerns from students, parents and

elected officials, the Council has elevated college affordability to one of five strategic priorities our public postsecondary system will pursue over the next eight years.

### Systemwide Responses

To this end, the state's higher education system will build on the success achieved over the last decade to increase college access and affordability.

We will work with elected leaders to increase state funding for postsecondary education and student financial aid, so rising costs are not passed on to students.

We will work to limit increases in tuition and fees, while exploring collaborative purchasing agreements, open educational resources and other efficiency measures to keep ancillary costs in check.

**Federal & state disinvestment in public higher education has shifted costs to students.**

We will work in partnership with P-12 educators, advisors, counselors and other stakeholders to help incoming students understand the complexities of college pricing, and the role of grants, scholarships and responsible borrowing in managing costs. The published cost of attendance stops many students and families in their tracks. Providing greater transparency around out-of-pocket costs will ensure sticker shock does not prevent students from applying.

We also will focus on decreasing the time it takes to earn a credential, since additional semesters mean additional cost. Early postsecondary opportunities and improved advising are strategies that can help students graduate on time.



**Kentucky will ensure postsecondary education is affordable for all Kentuckians.**



# AFFORDABILITY

## Objectives, Strategies & KPIs

### 1. Reduce financial barriers to college enrollment and completion.

- 1a. Work with campuses, stakeholders and other state leaders to increase access to grants and scholarships for low- and middle-income students.
- 1b. Moderate increases in tuition and mandatory fees at Kentucky's public colleges and universities.
- 1c. Increase opportunities for institutional collaboration to reduce campus expenditures and limit increases in college costs.

### 2. Improve the public's understanding of how to pay for college.

- 2a. Provide informational resources and advising strategies for counselors, teachers and community partners on paying for college.
- 2b. Coordinate and support efforts to increase the number of Kentuckians who complete the Free Application for Federal Student Aid (FAFSA).
- 2c. Establish state-level networks for high school counselors and other college access professionals to share effective practices, build expertise and develop common outreach and messaging for Kentucky students.

### Key Performance Indicators

**Average Unmet Financial Need (State & Campus-Level):** The cost of attendance minus the sum of expected family contribution and all federal, state and local government and institutionally funded scholarships or grants received by students in an academic year.

**Time to Degree (State & Campus-Level):** Total number of academic years enrolled prior to degree completion.

**FAFSA Completion (State-Level):** Percent of recent high school graduates who matriculated to a Kentucky public postsecondary institution and completed a FAFSA application.



# COLLEGE IN KENTUCKY

## May Cost Less Than You Think

**The actual cost of college is less than advertised.**

The published cost of college, including tuition, room, board & other expenses

Federal, state & institutional grants and scholarships

Out-of-pocket cost of a credential



**Sticker Price**

**Financial Aid**

**Net Price**

<b>2-Yr. Public</b>	<b>\$6,531</b>	<b>\$3,523</b>	<b>\$5,460</b>
<b>4-Yr. Public</b>	<b>\$14,151</b>	<b>\$6,400</b>	<b>\$10,802</b>

*This chart reflects median annual amounts in 2019-20 for in-state, undergraduate students at public institutions. For median amounts by institution, visit KY Students' Right to Know at [https://kystats.ky.gov/Reports/Tableau/2021\\_KCSRK](https://kystats.ky.gov/Reports/Tableau/2021_KCSRK).*

**The typical undergraduate borrows \$32K or less.**

Median loan amounts at graduation:



**\$8,595**

For a certificate or diploma



**\$8,309**

For an associate degree finished in 3 years



**\$25,421**

For a bachelor's degree finished in 4 years



**\$32,058**

For a bachelor's degree finished in 5 years

*Amounts reflect median balances for undergraduate students enrolled in public postsecondary institutions only. Source: Council on Postsecondary Education. "Early Economic Return on Higher Education Investment."*



**Kentucky will ensure more students transition to college prepared to succeed.**





# TRANSITIONS

## A Strategic Priority

### Statewide Challenges

Over the decade, the U.S. saw little movement in the percentage of high school seniors enrolling directly in college, which remained around 66%. Kentucky, on the other hand, experienced a rather steep decline in its in-state college-going rate, falling from 55% in 2014 to 50.5% in 2019.

As we approach 2022, the COVID-19 pandemic continues to disrupt the postsecondary plans of thousands of Kentuckians. Some are delaying college to help make ends meet, or to care for parents or relatives who are ill. For many rural and low-income students, a lack of reliable broadband access made it difficult to remain engaged in remote learning. For these individuals, the financial, physical and emotional toll of COVID will linger long after the virus recedes.

### Systemwide Responses

While these circumstances are beyond our control, there are actions higher education can take to provide extra guidance to students. We can remove tripwires that cause individuals to stumble on the path to college, particularly if they are first-generation or historically underserved by postsecondary institutions. We can simplify bureaucratic and onerous admission processes, for instance, and help demystify financial aid applications like the FAFSA.

The rise of early college experiences in high school show tremendous promise. Dual credit and enrollment, Advanced Placement (AP),

International Baccalaureate (IB) and similar programs allow students to earn college credit while still in high school, giving them a jump-start on postsecondary education. The challenge is to expand access to students of all socioeconomic backgrounds and ability levels, and ensure credits count toward degree requirements and not just as electives.

It is unrealistic to expect high school guidance counselors to help every student navigate the maze of college admission requirements and decisions. With its partners, CPE will advocate for dedicated college coaches and advisors serving every school district in the Commonwealth, and create resources that walk students and their parents step-by-step through the planning and application process.

Colleges and universities also must do their part to enroll and retain students through those critical first months. CPE will work with campuses to increase recruitment of individuals historically excluded or underrepresented in higher education, including working-age adults balancing careers and families. We will streamline and digitize admission processes and materials to the greatest extent possible. Predictive analytics can help pinpoint at-risk students and better target intervention strategies.

Such actions will go a long way toward creating smoother educational transitions, from cradle to career.

*The rise of early college experiences in high school show tremendous promise.*



# TRANSITIONS

## Objectives, Strategies & KPIs

### 3. Increase students' readiness to enter postsecondary education.

- 3a. Expand access to high-quality, early postsecondary opportunities.
- 3b. Develop digital resources to help students explore career interests and college options.
- 3c. Partner with public K-12 schools and postsecondary institutions to provide outreach to students to help them prepare and plan for college.

### 4. Increase enrollment in postsecondary education.

- 4a. Enhance college recruitment strategies through partnerships with postsecondary institutions and other stakeholders, with attention to underrepresented, minoritized, adult and low-income students.
- 4b. Work with education providers to streamline and simplify postsecondary admission processes.

## Key Performance Indicators

**Undergraduate Enrollment (State & Campus-Level):** Total unduplicated number of students who enroll in an undergraduate program in an academic year, either full-time or part-time.

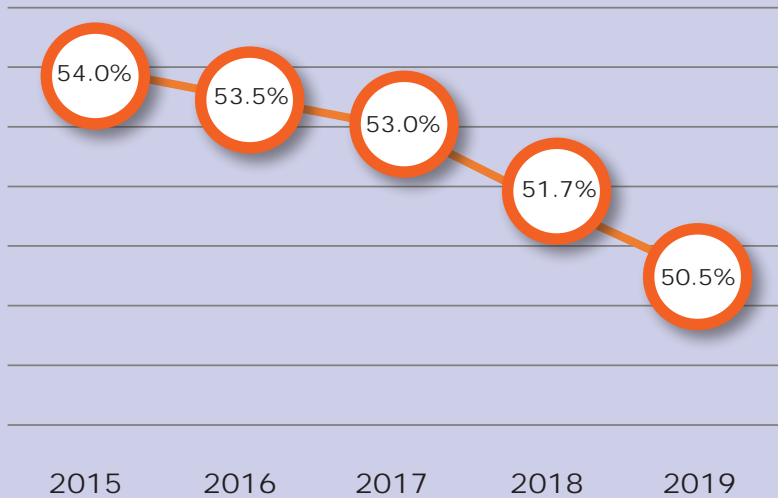
**College-Going Rate (State-Level):** Percent of recent Kentucky high school graduates who attend any in-state or out-of-state postsecondary institution in the summer, fall or spring following high school graduation.



# IMPROVING COLLEGE ACCESS

## Strengthening K-12 to College Transitions

**Kentucky must increase its in-state college-going rate.**



**45.3%**

Current in-state college-going rate of Hispanic students in Kentucky.



**44.6%**

Current in-state college-going rate of Black students in Kentucky.

Percentage of KY high school students who enroll directly in an in-state public or private college the fall or spring following graduation.

Source: KY Center for Statistics (KYSTATS)

## These statewide initiatives will help.



- A federal grant program administered by CPE
- Provides early college awareness & readiness
- Serves more than 12,000 high school and college students in low-income schools across Kentucky
- Teaches students how to plan, apply and pay for college
- Follows students from middle school through their first year of college
- Offers mentoring and support



## Commonwealth Education Continuum

- Collaboration of CPE, KDE, KHEAA and the Education & Workforce Development Cabinet
- Recommendations for more equitable early college experiences
- Strategies for improved college & career readiness
- Diversification of teaching & advising corps



# SUCCESS

## A Strategic Priority

### Statewide Successes & Challenges

Kentucky's colleges and universities made impressive gains in retention and completion over the last decade. The six-year graduation rate rose from 47.6% to 56.4% at public universities, while the three-year graduation rate at KCTCS jumped 13.3 points to 33%.

However, while institutions are narrowing completion gaps at a historic pace, more progress is needed to close them. The six-year graduation rate of African-American/Black, Hispanic/Latinx, indigenous and mixed-race students currently stands at 44%, and the three-year rate is 24.3%.

Increasing degree production for everyone is an overriding concern of this agenda, but we are not prioritizing quantity over quality. High-quality credentials equip students to thrive in a rapidly evolving world that demands critical thinking, ingenuity, flexibility and teamwork. From certificates to doctorates, we must ensure students master the content, skills and mindsets necessary for future success and fulfillment. The challenge is producing quality credentials at a pace commensurate with our overarching attainment goal.

### Systemwide Responses

In the years ahead, Kentucky higher education will double down on the widespread adoption of high-impact practices that research has proven to be effective. As we begin this agenda, CPE is launching the Kentucky Student Success

Collaborative, a one-of-a-kind center dedicated to the advancement of innovative strategies and best practices. This entity will increase our capacity to engage and unite campuses in more sustained, comprehensive improvement efforts.

We will continue to improve transfer from two-year to four-year institutions by helping students and practitioners understand how credits apply to specific degree programs across the state. We will promote credit for prior learning and accelerated programs to make our institutions friendlier for working-age adults, an underserved market that is critical to creating a more competitive workforce and reaching our 60x30 goal.

*The system will not prioritize the quantity of credentials over quality.*

Just as technology is revolutionizing the way we work, it is also transforming teaching and learning. Digital classrooms, global online collaborations and personalized learning software are only the beginning. Combined with face-to-face instruction, technology can accelerate and deepen learning in profound ways. But we cannot harness this powerful tool if educators lack training and resources, or if broadband access is not universally accessible and affordable.

Finally, we intend to make internships, apprenticeships, service and other forms of work-based learning a mandatory curricular experience. Students should be able to connect classroom learning to the world of work, and articulate these connections to employers. More robust employer partnerships will increase the relevance and responsiveness of academic programs, and ensure students are able to secure meaningful employment in their field of study.



**Kentucky will ensure more students earn high-quality degrees and credentials.**



# SUCCESS

## Objectives, Strategies & KPIs

### 5. Increase persistence in and timely completion of postsecondary programs.

- 5a. Share, implement and evaluate emerging, promising and proven practices supporting student success and college completion.
- 5b. Identify and promote efforts to ensure “on-time” program completion.
- 5c. Work with campuses and other state and national partners to close opportunity and success gaps for historically underserved students of color and students from low-income backgrounds.
- 5d. Work with education providers to limit barriers to enrollment and completion for adult learners and other students balancing the competing demands of work, life, family and school.

### 6. Maximize transfer of academic and experiential credit.

- 6a. Work with campuses to reduce barriers that prevent the seamless transfer of credit.
- 6b. Promote transfer opportunities and program pathways.

### 7. Ensure academic offerings are high-quality, relevant and inclusive.

- 7a. Work with campuses to ensure the essential competencies and outcomes outlined in the Kentucky Graduate Profile are embedded in all academic programs.
- 7b. Work with campuses to ensure academic and co-curricular offerings are equity-focused and inclusive.

## Key Performance Indicators

**Undergraduate Credentials Conferred (State & Campus-Level):** Total degrees and credentials awarded by public universities and KCTCS institutions.

**Graduation Rate (State & Campus-Level):** The percent of first-time, full-time credential-seeking students receiving a bachelor’s degree within 6 years at public universities, or an associate degree or credential within 3 years at KCTCS from their starting institution.

**2-Year to 4-Year Transfer (Campus-Level):** Percent of first-time, full-time credential-seeking students entering KCTCS in the fall who transfer to any in-state, 4-year public institution within 3 years of entry.

**Persistence Rate (State-Level):** Percent of first-time, credential-seeking students enrolled in the summer or fall who are still enrolled the following fall at any in-state postsecondary institution or, in the case of KCTCS students, have completed a credential.

**Retention Rate (Campus-Level):** Percent of first-time, credential-seeking students enrolled in the summer or fall who return to the same institution the following fall.



# ACCELERATING SUCCESS

## Building on a Decade of Credential Growth

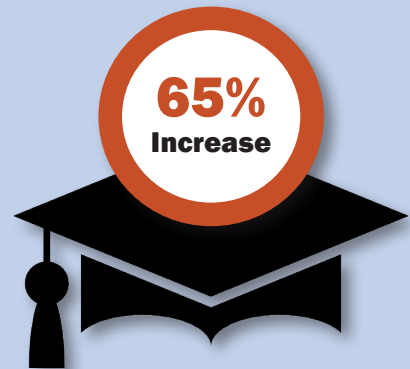
### Undergraduate Credential Growth Over the Last Decade:



In Certificates & Associate Degrees Awarded by KCTCS



In Bachelor's Degrees Awarded by Public Universities



In Credentials Awarded by Public Institutions to Underrepresented Minoritized Students

## The Kentucky Student Success Collaborative

To accelerate meaningful transformation around student success, CPE launched the KYSSC, a first-of-its-kind statewide program supporting greater degree completion and successful career transitions. KYSSC offers its higher education partners the following resources and assistance:

#### Professional Development

Virtual and online assistance based on campus priorities.

#### Communities of Practice

Collaboration and resource sharing around common challenges and opportunities.

#### Resource & Knowledge Hub

An interactive, online platform for faculty and practitioners to share experiences and resources.

#### Technical Assistance

Guidance from national organizations and thought leaders on issues and challenges.

#### Change Leadership Institute

A forum for faculty, staff, and administrators to build capacity for growth and innovation.

<https://kystudentsuccess.org>



**Kentucky will increase talent and innovation to support our communities, employers and economy.**





# TALENT

## A Strategic Priority

### Statewide Challenges

A primary purpose of postsecondary education is to produce adaptive, highly skilled workers to fuel the economy. In the recent past, a high school education was sufficient to secure gainful employment capable of supporting a family. However, automation and outsourcing are rendering these jobs nearly obsolete. As noted by the Georgetown Center on Education and the Workforce, two out of three high-wage jobs created in the U.S. since 2008 demand postsecondary experience.

A 2021 report by the Kentucky Chamber of Commerce estimates that the state has 90,000 to 100,000 job openings in any given month, and 65% to 85% of these vacancies require training, credentialing or degrees beyond high school. Data from the Chamber's Talent Pipeline Management (TPM) program show that only 30% of the state's jobs require a high school diploma or less, corroborating this finding.

At 56.3%, Kentucky currently has one of the lowest workforce participation rates in the nation. Poor health, substance use disorders and childcare shortages are partly to blame, but the lack of requisite skills and credentials is a large and growing part of the problem. The lack of active, skilled workers limits Kentucky's economic growth and expansion, increases spending on entitlement programs and reduces state tax revenues.

### Systemwide Responses

Kentucky must expand postsecondary access to undereducated, working-age adults to fill critical work shortages in healthcare, STEM fields, early childhood development and other high-demand

areas. Work-based education opportunities, tuition assistance and public-private partnerships like UPS's Metropolitan College can put adults to work while they gain valuable credentials that move them up the career ladder.

Endless debates pitting technical training against liberal arts education miss the larger point: today's graduates need both. We must ensure liberal arts graduates gain technical and vocational proficiencies, just as students pursuing more technical and vocational credentials gain exposure to the humanities and liberal arts.

**65% to 85%  
of Kentucky  
job openings  
require training  
beyond high  
school.**

CPE's recent partnership with the Quality Assurance Commons put essential employability skills front and center. The Kentucky Graduate Profile identifies career-focused learning outcomes that each graduate should demonstrate as part of their college curriculum. The Kentucky Graduate Academy, which includes representatives from each public campus, will assess the extent to which academic programs equip students with essential employability skills, making adjustments as needed.

Besides talent production, higher education institutions drive economic development through basic and applied research and business services. Innovations originating in laboratories are driven to the marketplace, spawning new companies and creating products and processes that improve our lives. This agenda will focus on strategies to ensure these efforts are aligned with the state's emerging and existing industries.

Finally, Kentucky's postsecondary system will continue its mission of regional stewardship by working with community partners to exchange knowledge and expertise for the mutual benefit of the Commonwealth.



## TALENT

### Objectives, Strategies & KPIs

## 8. Improve the career outcomes of postsecondary graduates.

- 8a. Work with campuses to include a work-based learning or other career-relevant experience in all undergraduate programs.
- 8b. Work with colleges and universities to strengthen campus-based career advising and development.
- 8c. Facilitate meaningful partnerships between employers, community partners and education providers to improve the career outcomes of postsecondary programs.

## 9. Increase research and service to support strong communities and economies.

- 9a. Identify high-growth, high-demand and high-wage industries by region and target postsecondary programs for increased enrollment in those areas.
- 9b. Encourage targeted research, the development of signature academic programs and expanded community engagement supporting Kentucky's high-need, priority areas.

### Key Performance Indicators

**Graduates Working or Pursuing More Education (State-Level):** Percent of certificate, associate and bachelor's degree graduates working in Kentucky or pursuing additional education one year after graduation.

**Graduate and Professional Degrees (State & Campus-Level):** Total number of graduate/professional degrees awarded in an academic year.

**Statewide Educational Attainment Goal (State-Level):** Percent of Kentuckians ages 25-64 with a postsecondary credential (certificate or higher).



# WORK-READY GRADUATES

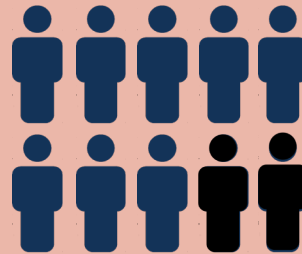
## Producing Talent for Kentucky Employers



Only **48%** of Kentuckians have skills training beyond high school, which **65%-85%** of jobs require.

Source: KY Chamber of Commerce, "20 Years in the Making: Kentucky's Workforce Crisis." September 2021.

**8 out of 10**



Kentucky businesses have trouble finding workers with the right skills.

Source: 2017 study conducted by Talent Pipeline Management, a statewide initiative of the Kentucky Chamber of Commerce.

## Kentucky Graduate Profile



In partnership with Kentucky campuses, CPE identified 10 essential skills that employers expect in college graduates. CPE is working with campuses to integrate these competencies into their curricular and co-curricular offerings.



## VALUE

### A Strategic Priority

#### The Perceived Value of College

Even before the pandemic, Americans were questioning the value of higher education. The extent of this skepticism varies according to socioeconomic status, political party affiliation, geographic region and other factors.

A 2021 survey conducted by the American Association of American Colleges and Universities and the Bipartisan Policy Center asked adults whether college was definitely or probably still worth it. Overall, only 27% of respondents believed college was definitely worth it; another 33% said it probably was. While only half of low-income respondents said college was worth it, three-quarters of wealthy Americans did. Democrats expressed the strongest belief in college's worth (70%), followed by Republicans (53%) and Independents (52%).

#### The Actual Value of College

Negative beliefs about the value of college, though widespread, are based more on feeling than fact. College's return on investment in strict financial terms depends on how much you paid for your degree and the marketability of your chosen field. Some students reap greater financial rewards than others. But to promote the belief that college is no longer a wise investment is a grave disservice to parents and students everywhere. While a college credential does not guarantee economic security, the lack of a credential most certainly limits earning potential and perpetuates generational poverty in our communities.

In September 2021, CPE released a study showing that among Kentucky's high school class of 2011, postsecondary graduates were earning substantially more money than high school graduates by 2019, despite fewer years of full-time work. The typical community college or university graduate recouped their higher education

investment in about three to five years, depending on the credential earned. Over a 30-year career, bachelor's degree graduates in Kentucky make \$1 million more than high school graduates, while those with associate degrees make nearly half a million more.

Although anecdotes about college loan debt regularly feature students owing upwards of \$100,000 or more, the average bachelor's degree graduate in Kentucky borrows between \$25,000 and \$33,000 for their degree.

#### Systemwide Responses

The Council on Postsecondary Education will launch a statewide communications and public awareness campaign to counteract negative messages about the value of college perpetuated by the media and partisan pundits. We will educate individual students about the benefits of a college credential, and inform policy makers about how higher education increases tax revenue, decreases unemployment and entitlement program expenditures, improves health outcomes and produces a myriad of benefits that can't easily be quantified, like increased volunteerism and voting.

Part of this effort is helping Kentuckians understand that college is not only a four-year, residential undergraduate degree. Since that experience may not be for everyone, there are a multitude of college options in our state, many technical in nature, that allow students to pursue careers in the skilled trades, ranging from short-term certificates to applied associate degrees.

It is our hope that increasing higher education's value proposition will lead to greater investment from both the General Assembly and the private sector. More profoundly, it will restore our belief in higher education's ability to put Americans on a path to future prosperity and fulfillment.

**Workers with a bachelor's degree make \$1M more than high school graduates over a lifetime.**



**Kentucky will improve public understanding that postsecondary education is key to greater opportunity and economic growth.**



## VALUE

### Objectives, Strategies & KPIs

## 10. Increase public belief in the power of postsecondary education.

10a. Conduct a public awareness campaign and develop communications strategies to promote college going and elevate the importance of higher education to Kentucky's residents and economy.

## 11. Build support for greater investment in postsecondary education.

11a. Communicate higher education's return on investment and the need for increased state and federal support.

11b. Seek funding from foundations and other external sources to support Strategic Agenda priorities.

### Key Performance Indicators

**State General Fund Appropriations (State-Level):** Percent change in net general fund appropriations for full-time equivalent students, excluding state financial aid or state monies for debt service.



## HIGHER EDUCATION MATTERS

College-Educated Citizens Build a Better Kentucky

### College Benefits Individuals & Society



#### Earnings

College graduates earn more and are less likely to rely on public assistance.



#### Health

College graduates are more likely to be insured, exercise and enjoy better health.



#### Civic Responsibility

College graduates are more likely to vote, donate to charity and be civically engaged.



#### Literacy

College graduates are more likely to read to their children and be supportive of their education overall.



#### Employment

College graduates are more likely to find jobs and stay employed, even in a down economy.



#### Economy

The state gains more from college graduates through higher earnings and less dependence on public assistance.



# ACKNOWLEDGEMENTS

CPE thanks the following individuals for their contributions to this Strategic Agenda:

## Academic & Strategic Initiatives Committee

Lori Harper, Chair  
Muhammad Babar  
Colby Birkes  
Karyn Hoover  
Lucas Mentzer  
Richard Nelson  
Vidya Ravichandran  
Robert Staat  
Kevin Weaver

## CPE Staff to ASI Committee

Heather Faesy  
Lee Nimocks  
Melissa Young

## Campus Advisory Committee

Courtney Andrews, MoSU  
Bonita Brown, NKU  
Alicia Crouch, KCTCS  
Mason Dyer, AIKCU  
Renee Fister, MuSU  
Bob Goldstein, UL  
Tuesdi Helbig, WKU  
Katherine McCormick, UK  
Beverly Schneller, KSU  
Tanlee Wasson, EKU

## CPE Board (upon adoption on 11/5/21)

Lucas Mentzer, Chair  
Muhammad Babar  
Ronald Beal  
Colby Birkes  
Kellie Ellis  
Eric Farris  
Lori Harper  
Karyn Hoover  
Richard Nelson  
Vidya Ravichandran  
Madison Silvert  
Elaine Walker  
Kevin Weaver  
Carol Wright  
Jason Glass (ex officio)

**Stefanie Ashley and Sarah Gilbert, ECU Facilitation Center, for Conducting:**

## Executive Interviews

### Elected & State Officials

Jacqueline Coleman, Lt. Governor  
Jason Glass, Commissioner of Education  
Regina Huff, State Representative  
Robert Stivers, Senate President  
James Tipton, State Representative

### National Organizations

Jeremy Anderson, Education Commission of the States  
Rob Anderson, State Higher Education Executive Officers  
Thomas Brock, Community College Research Center  
Alex Chough, National Council for Community & Education Partnerships  
Michael Collins, Jobs for the Future  
Kim Cook, National College Attainment Network  
Matt Gandal, Education Strategy Group  
Debra Humphreys, Lumina Foundation  
Rebecca Martin, National Association of System Heads  
Stephen Pruitt, Southern Regional Education Board  
Yolanda Watson Spiva, Complete College America  
Henry Stoeber, Association of Governing Boards  
Belle Whelan, Southern Association of Colleges & Schools  
Amanda Winters, National Governors Association

### University & College Presidents

Neeli Bendapudi, University of Louisville  
Christopher Brown, Kentucky State University  
Tim Caboni, Western Kentucky University  
Eli Capilouto, University of Kentucky  
Paul Czarapata, KCTCS  
Robert Jackson, Murray State University  
David McFaddin, Eastern Kentucky University  
Jay Morgan, Morehead State University  
OJ Oleka, Association of Independent KY Colleges & Universities  
Ashish Vaidya, Northern Kentucky University

## Focus Group Sessions

### On Issues

- Diversity, Equity & Inclusion
- College Affordability
- Transitioning from Postsecondary Education to the Workforce
- Engaging the Adult Learner
- Stronger Partnerships between P-12 and Postsecondary Education

### With Standing Committees

- Student Advisory Group: Eyouel Mehonnen, EKU; Aaron Nethery, MuSU; Abigail Stewart, UofL; Gregory Wieland, NKU; Emily Wiley, MoSU; Noah Young, UofL
- Chief Business Officers: Elizabeth Baker, UK; Buddy Combs, KCTCS; Jackie Dudley, MuSU; Mary Fister-Tucker, MoSU; Wendell Followell, KCTCS; Rick Graycerek, UofL; Ryan Green, EKU; Mike Hales, NKU; Brendan LeHane, KCTCS; Teresa Lindgren, MoSU; Shannon Means, UK
- Chief Academic Officers: Scott Cook, MCC; Laurie Couch, MoSU; Lori Gonzalez, UofL; Rob Hale, WKU; Larry Holloway, UK; Ashley Ireland, MuSU; Abdou Ndoye, NKU; Robert Pervine, MuSU; Jerry Pogatshnik, EKU; Greg Russell, MoSU; Beverly Schneller, KSU; Cheryl Stevens, WKU; Tim Todd, MuSU; Reneau Waggoner, HCC; Jennifer Wies, EKU; Beth Wiley, UofL; Kris Williams, KCTCS; Sara Ziegler, EKU
- CPE Executive Leadership Team: Melissa Bell, Amanda Ellis, Jennifer Fraker, Lee Nimocks, Bill Payne, Travis Powell, Rick Smith, Aaron Thompson
- CPE Senior Leadership Team: Bruce Brooks, Leslie Brown, Ilona Burdette, Cody Davidson, Wayne Fielder, Jevonda Keith, Sarah Levy, Stephanie Mayberry, Shaun McKiernan, Travis Muncie, Dawn Offutt, Sue Patrick, Missy Ross, Kim Welch, Melissa Young







100 Airport Road  
Frankfort, KY 40601  
Ph: (502) 573-1555  
[cpe.ky.gov](http://cpe.ky.gov)

Printed with state funds.

January 2022

The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.