

## STRONGER by DEGREES



# MEETING AGENDA

Friday, February 12, 2016  
CPE Offices, Conference Room A

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### Members, Council on Postsecondary Education

W. Bruce Ayers, Cumberland  
Glenn D. Denton, Paducah (*chair*)  
Maryanne Honeycutt Elliott, Louisville  
Joe E. Ellis, Benton  
Dan E. Flanagan, Campbellsville  
Joe Graviss, Versailles (*vice chair*)  
Mark Guilfoyle, Crestview Hills  
Dennis M. Jackson, Paducah  
Brenda H. McGown, Bowling Green

Pam Miller, Lexington  
Donna Moore, Lexington  
Elizabeth Ruwe, NKU (*student*)  
Marcia Milby Ridings, London  
Robert H. Staat, UofL (*faculty member*)  
Sherrill B. Zimmerman, Prospect  
Stephen Pruitt, Commissioner of Education (*ex officio, nonvoting*)

Robert L. King, CPE President

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The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997*. 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.

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Council on Postsecondary Education  
Friday, February 12, 2016  
11:00 AM  
CPE Offices, Conference Room A

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14. Other Business
15. Adjournment  
Next meeting - April 26, 2016 @ Western Kentucky University

**REVISED 2/10/16**

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February 12, 2016

## **Election of CPE Chair and Vice Chair**

The Nominating Committee will present the slate of officers to serve until January 31, 2017, for consideration by the full Council.

Staff preparation by Heather Bingham

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Council on Postsecondary Education  
November 13, 2015**

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The Council on Postsecondary Education met Friday, November 13, 2015, at 9:00 a.m., ET, at Gateway Community and Technical College in Florence, Kentucky. Chair Glenn Denton presided.

- WELCOME** Mr. Denton called the meeting to order and welcomed everyone. He thanked President Keith Bird and Gateway Community and Technical College for hosting the meeting.
- ROLL CALL** The following members were present: Bruce Ayers, Glenn Denton, Maryanne Elliott, Joe Ellis, Dan Flanagan, Mark Guilfoyle, Dennis Jackson, Pam Miller, Elizabeth Ruwe, Robert Staat, and Sherrill Zimmerman. Brenda McGown, Donna Moore, Marcia Ridings, and Stephen Pruitt did not attend.
- OATH OF OFFICE** Judge Jeffrey Smith, Boone County District Court Judge, administered the oath of office to new student member, Elizabeth Ruwe.
- APPROVAL OF MINUTES** The minutes of the September 29, 2015 meeting were approved as distributed.
- EXECUTIVE COMMITTEE REPORT** Chair Denton discussed the FY 2014-15 audit results presented at the Executive Committee meeting on November 13, 2015. Due to the complexity and amount of funds flowing through the agency's budget, the Council annually contracts with an independent auditor to compile financial statements and perform the agency's financial audit. This audit is not statutorily required, but it serves the Council well to have an outside entity review Council finances, internal controls, and regulation and grant compliance. Blue and Company LLP, a certified public accounting agency in Lexington, conducted the audit this year.
- The auditors issued an unmodified opinion, stating that the Council's financial statements present fairly, in all material respects, the financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Council as of June 30, 2015, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. In addition, the expenditures of federal awards and supplementary information are fairly stated in all material respects in relation to the basic financial statements as a whole. The firm also noted that it did not identify any deficiencies in internal control that they consider to be material weaknesses.
- Chair Denton thanked Blue and Company, LLC for performing the audit, and Mr. Robert King, president, Council on Postsecondary Education, thanked CPE's administrative services team for their compliance with the audit requirements.

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CPE PRESIDENT'S  
REPORT TO THE  
COUNCIL

A written report from President King was provided in the agenda book. Highlights included updates on the 2016-21 Strategic Agenda development process and metrics negotiations and CPE's participation at the Reach Higher White House Convening in early November. President King also commended Aaron Thompson, CPE's executive vice president, for the continuous recognition he receives both statewide and nationally, and Jay Morgan, CPE's vice president for academic affairs and student affairs, for being appointed to the transition team for Governor-elect Matt Bevin.

COMMISSIONER OF  
EDUCATION REPORT

Commissioner Stephen Pruitt was not available to attend the November 13 meeting. He provided a written report in the agenda book.

PERFORMANCE  
PRESENTATION –  
UNIVERSITY OF  
KENTUCKY

President Eli Capilouto provided the Council with an update on UK's progress toward achieving its performance goals as set forth in the state's Strategic Agenda. Following the presentation, Dr. Capilouto answered questions regarding UK's involvement with the Kentucky Department of Agriculture's local meat processing program and the new honors college program that is looking to increase enrollment from 1,400 to 2,000 students. Ms. Miller also commented on UK's ability to increase their 4- and 5-year graduation rates. Dr. Capilouto stated the increase is partially due to their concentration of comprehensive wrap-around services and focusing on student financial literacy.

ACTION: 2016-18  
POSTSECONDARY  
EDUCATION BUDGET  
RECOMMENDATION

The *Kentucky Postsecondary Education Improvement Act of 1997* (House Bill 1), codified under KRS 164.020, authorizes the Council on Postsecondary Education to submit to the Governor and General Assembly the biennial budget recommendation for the postsecondary education sector and its nine institutions. Over the course of eight months, Council staff worked collaboratively with campus presidents, provosts, chief budget officers, institutional research directors, and members of the Council's Budget Development Work Group to develop the budget recommendation, and all nine public institution presidents and the Council president endorsed the recommendation in its entirety.

Dr. Bill Payne, associate vice president for budget and finance, and Mr. Scott Boelscher and Mr. Shaun McKiernan, both senior associates of budget and finance for CPE, presented the Council's 2016-18 budget recommendation, consisting of the following four major funding categories:

- 1) Institutional Operating Funds: General Fund appropriations for institutional operations, along with tuition and fee revenue, support education and general (E&G) expenditures on campus, including faculty and staff salaries and benefits, student financial aid, utilities, building maintenance, libraries, student support services, and numerous other operating expenses. In addition to these uses, operating funds also are used to pursue specialized activities and

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initiatives that further the goals of the *Postsecondary Education Improvement Act of 1997* (HB 1) and objectives of the Council's *2011-15 Strategic Agenda for Kentucky Postsecondary and Adult Education*.

- 2) Strategic Investment and Incentive Trust Funds: The *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) created six Strategic Investment and Incentive Trust Funds to bring about change and improvement in Kentucky colleges and universities by providing strategic, financial incentives for institutions to pursue desired state goals for postsecondary education. When the General Assembly authorizes appropriations for trust fund programs, they are typically maintained and administered by the Council, but represent resources that are passed through to postsecondary institutions based on compliance with Council approved guidelines and procedures.
- 3) Capital Construction and Information Technology: anticipated capital construction and information technology and equipment needs of Kentucky's public postsecondary institutions. The principal components of this funding category include bond issue and debt service requests for: (a) asset preservation and renovation; (b) new and expanded space; and (c) information technology and equipment.
- 4) CPE Agency Budget: Includes five existing expenditure categories - (a) Agency Operations; (b) Adult Education; (c) Student Aid and Assistance; (d) Technology and Academic Support; and (e) Research and Economic Development.

The entire 2016-18 postsecondary education budget recommendation can be found in the meeting agenda book; however, Mr. McKiernan made the following verbal amendment to the Capital Construction and Information Technology request:

- Kentucky State University: The addition of one General Fund supported project, "Repair Boilers and Aging Distribution Lines Phase II" – \$9,443,000.

MOTION: Mr. Graviss moved that the Council approve the budget recommendation as submitted for 2016-18. Mr. Flanagan seconded the motion.

VOTE: The motion passed.

ACTION: IMPROVING  
EDUCATOR QUALITY  
STATE GRANT  
PROGRAM

The Improving Educator Quality State Grant Program awards grants to partnerships that deliver research-based professional development programs to P-12 teachers. To be eligible, a partnership must include a postsecondary institution's school of arts and sciences and its teacher preparation program, as well as at least one high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject.

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Dr. Jay Morgan presented the staff recommendation that the Council on Postsecondary Education award federal *No Child Left Behind*, Title II, Part A, funds in the amount of \$485,000 for January 1, 2016 through June 30, 2017 to support the following four projects:

1. *Designing Mathematics and Science Project-Based Environments: Spanning Astronomical and Atomic Spaces* (University of Kentucky): \$123,000-Year 2
2. *Engineering Authentic Experiences in the Next Generation Science Classroom* (Morehead State University): \$125,000-Year 2
3. *FLIP-EKY: Flipping Mathematics & Science Classrooms in Eastern Kentucky* (Northern Kentucky University): \$112,000-Year 2
4. *STEM PRIDE, Partnering with Research, Industries to Develop (STEM) Educators for College and Career Readiness* (University of Kentucky): \$125,000-Year 2

MOTION: Ms. Zimmerman moved that the Council approve the motion as presented. Dr. Staat seconded the motion.

VOTE: The motion passed.

**ACTION: NEW  
ACADEMIC PROGRAMS**

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.

Dr. Jay Morgan presented the staff recommendation that the Council approve the following new academic program:

- University of Kentucky: Bachelor of Science in Digital Media and Design (CIP Code: 50.0102)

MOTION: Dr. Ayers moved that the Council approve the new academic program as presented. Ms. Zimmerman seconded the motion.

VOTE: The motion passed.

**2016-21 STRATEGIC  
PLAN**

KRS 164.020 lays out 37 distinct powers and duties for the Council on Postsecondary Education, the first of which is the development and implementation of a strategic agenda for postsecondary and adult education. KRS 164.0203 elaborates on the purpose of the agenda and its critical role in achieving the vision articulated in the *Postsecondary Education Improvement Act of 1997* (HB1). The purpose of the strategic agenda is to further the public

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purposes under KRS 164.003 by creating high-quality, relevant, postsecondary education and adult education opportunities in the Commonwealth.

Ms. Lee Nimocks, vice president of policy, planning and operations, presented a preliminary draft of the 2016-21 Strategic Agenda and accompanying metrics to measure and monitor progress toward the objectives. The draft is the result of over a year of work and numerous contributors including the Strategic Agenda Steering Committee, CPE members and staff, institutional planners, provosts, campus presidents, chief business officers, representatives from the business community, KDE, and other agencies and organizations.

This agenda highlights three key policy areas that will demand sustained attention over the next six years if Kentucky is to make significant progress toward the goals and vision articulated in the 1997 reform legislation. They are Opportunity, Success, and Impact. The agenda also includes updated mission, vision, and value statements for postsecondary and adult education, as well as performance metrics and statewide objectives and strategies to guide work in each of the three areas of focus.

Ms. Zimmerman, chair of the Strategic Agenda Steering Committee, stated that over the next several months, CPE staff and institutional representatives will continue to meet regularly to negotiate statewide and institution-level performance targets based on the metrics. She also suggested that Council members complete an in-depth review of the preliminary draft and refer any questions or suggestions to her or Ms. Nimocks prior to the February meeting.

The 2016-21 Strategic agenda will be formally presented for adoption at the February 12, 2016, meeting.

COMMITTEE ON  
EQUAL  
OPPORTUNITIES  
REPORT

Dr. Rana Johnson, CPE's chief diversity officer, provided an update on the activities of the Committee on Equal Opportunities. She gave an overview of the successful Diversity Summit held on November 9, 2015. Mr. Jackson, chair of the Committee on Equal Opportunities, echoed her sentiments, stating that he was impressed with the speakers and the number of attendees.

GEAR UP KENTUCKY  
UPDATE

GEAR UP Kentucky (GUK) is a \$26.9 million statewide grant program funded by the U.S. Department of Education (2011-2017) that helps students from low-income communities and their families understand how to plan, apply, pay for, and succeed in postsecondary education. The Council administers the program to provide services to students and their families beginning in seventh grade and continuing into high school (until at least 2017). The program currently serves more than 13,000 ninth, tenth, and eleventh graders in 20 Kentucky school districts.

Mr. Bruce Brooks, executive director of GUK, Ms. Kim Millerd, director of strategic initiatives, and Ms. Dawn Offutt, director for program services,



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presented to the Council the work of GUK since their last update in June 2013. Through the services provided to students, parents, and schools, GUK has increased the quality and quantity of K-12 partnerships, created more opportunities for students to participate in summer academies, increased students' assessment results, and closed achievement gaps among student cohorts.

**ECONOMIC BENEFITS  
OF INCREASED  
EDUCATIONAL  
ATTAINMENT IN  
KENTUCKY**

The Council on Postsecondary Education commissioned the Center for Business and Economic Research (CBER) at the University of Kentucky's Gatton College of Business to determine the potential economic benefits of raising Kentucky's educational attainment levels to the national average.

CBER Director Dr. Chris Bollinger presented the findings of the study, which was released in October 2015. The report found that increasing Kentucky's educational attainment to the national average would add over \$900 million annually to the state's coffers. Of that amount:

- \$500 million would be generated from increases in state tax revenues and higher workforce participation rates;
- \$200 million would be captured from the reduction in Medicaid expenditures;
- Citizens and businesses would save an estimated \$200 million from reductions in health care costs associated with chronic diseases;
- \$3 million would be saved from reductions in crime and incarceration.

Per capita earnings likely would see a 3.5 percent increase, and over 4,600 individuals would move off unemployment if Kentucky obtained education levels equivalent to the nation. Additionally, 33,000 households would move off of food stamps, and over 20,000 adults would move off of Supplemental Security Income, which would generate a cumulative cost savings of \$100 million per year for these federal programs.

**COMMITTEE  
APPOINTMENTS**

Chair Denton made the following committee appointments:

- Ms. Ruwe to the Committee on Equal Opportunities, which oversees the Commonwealth's desegregation and equal opportunity plans for postsecondary education. The Committee reviews institutional progress and makes recommendations for policy improvements to the Council. This student member appointment replaces Josh Tuning, whose term on the Council expired.
- Ms. Moore, Mr. Ellis, and Mr. Jackson to the Nominating Committee, which will present nominations for Council chair and vice chair at the February 12, 2016 meeting. The appointments will be one-year terms, from February 12, 2016, to January 31, 2017.

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REPORTS FROM  
INSTITUTIONS

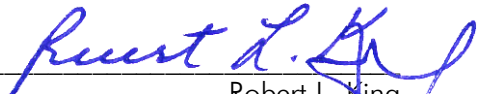
Reports from the institutions were provided in the agenda book.

NEXT MEETING

The next Council meeting is February 12, 2016, at the Council offices in Frankfort, Kentucky.

ADJOURNMENT

The meeting adjourned at 12:10 p.m., ET.

  
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Robert L. King  
CPE President

  
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Heather M. Bingham  
Associate, Executive Relations

## CPE President's Report to the Council

### Kentucky's 10-year growth in degrees and credentials ranks impressive 8<sup>th</sup> in nation

Council staff undertook a study on degree completion to develop a deeper understanding of key trends in degree and credential production in Kentucky and to review the growth within a national context. The "Kentucky Completion Report" found that Kentucky ranked eighth in the nation with a 59 percent growth in degrees and credentials awarded at Kentucky's public and independent institutions during the decade of 2003-04 through 2012-13. Compared to other states, Kentucky ranked:

- 9th in two-year public sector growth at 112 percent
- 32<sup>nd</sup> in four-year public sector growth at 24 percent
- 5th in independent sector growth at 59 percent.

Kentucky-specific findings in the report use more recent data due to its availability. The growth during the decade of 2004-05 to 2013-14 saw a drop from 59 to 53 percent in growth of total degrees and credentials awarded. The growth was led by significant increases in the two-year public sector (102 percent), bolstered by steady gains at the independents (43 percent) and four-year public institutions (20 percent). Other Kentucky trends and highlights include:

- Undergraduate certificates make up a much larger share of degrees and credentials awarded now than they did in 2004-05, while baccalaureate degrees make up a much smaller share.
- The number of degrees and credentials awarded in the trades, health and STEM fields all grew by more than 50 percent in the past 10 years -- 111 percent, 85 percent and 51 percent, respectively.
- The pace of growth in degrees and credentials has slowed in the past five years.
- Men still earn fewer degrees and credentials than women but their growth in degree and credential attainment in the past five years outpaced that of women.
- The number of degrees and credentials earned by Hispanic students increased 125 percent since 2004-05.

The report, including conclusions and recommendations, is available at <http://cpe.ky.gov/info/>.

### Corequisite Education for Mathematics Education: Topic of Statewide Discussion

CPE hosted a meeting of mathematics chairs, deans of colleges of arts and sciences, and provosts on January 26 to review evidence from corequisite developmental education models in Kentucky and other states. Corequisite models, which differ from traditional prerequisite models in that they place underprepared students into credit-bearing courses upon entry into the discipline, have been shown to be beneficial for many students. Additionally, participants were provided with information regarding a statewide pilot of the corequisite model in developmental mathematics education. The

Council looks forward to the decisions from institutional leadership regarding their interest in participating in the pilot.

### **Council Holds Statewide Transfer Initiative Planning Meeting**

The Council continues its focus on increasing transfers and smoothing the transfer process. On January 29, the CPE hosted a meeting of public university and KCTCS provosts, transfer center directors, registrars and other leadership closely involved with student transfer. Held at the Leestown Campus of Bluegrass Community and Technical College, the day-long event included time for each university to meet with representatives from the KCTCS institutions from which it receives a significant number of transfer students, as well as time for colleagues to gather together in peer meetings. Discussions focused on current obstacles to student transfer, course and program alignment, revision of existing transfer agreements, possible new transfer agreements, KnowHow2Transfer.org, and the development of degree pathways. Follow-up discussions will continue during regional meetings to be hosted by each public university and scheduled throughout the spring semester.

### **KYAE Continues to Show Leadership Nationally in CCRS**

In March 2015, Kentucky Adult Education (KYAE) was one of 12 state programs selected to participate in the 18-month College and Career Readiness (CCR) Standards-in-Action (SIA) pilot of the U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE). This pilot further continues the standards-based focus of KYAE instructional work; KYAE just concluded four year of Standards-in-Action professional development with local programs. Based on the results seen thus far in Kentucky's pilot programs, KYAE has revamped some of the college and career readiness materials for use in Kentucky, and are updating resources on the standards-based instruction page on its website. Currently, the KYAE team is scaling up the work around the key advances for the CCR standards and is developing strategies to impart this knowledge throughout KYAE programs. Additionally, local KYAE program director Cristina Marsh has been asked to be a table coach at the upcoming OCTAE CCR SIA Institutes, which are designed to share the work of the pilot to additional states.

### **GEAR Up Kentucky Updates**

In the fifth year of a six-year grant, GEAR UP Kentucky provides: direct student services, school improvement services and statewide services. Direct services for students include classroom curriculum delivery, enrichment services, mentoring, advising, and parent engagement.

- Direct services continued as planned for more than 13,600 high school students in 20 school districts across the five regions of the program.
- Currently, 48 college and career advisors (CCAs) work in schools and classrooms to deliver a suite of college and career readiness services developed by the program.

### **GEAR UP Kentucky Summer Academies**

The recruitment and application process has begun for the 2016 GEAR UP Summer Academy. This year, GUK Academies will be hosted by the University of Kentucky, University of Louisville, Morehead State University and Western Kentucky University. New program enhancements will include

expansion of the Summer Academy Parent Program, as well as “Café College” – a daily “deep-dive” course into college prep and exploration.

**Statewide College and Career Outreach Efforts**

GEAR UP continues to support CPE’s efforts to develop a statewide network of college and career outreach programs and practitioners by serving as convener and facilitator of the Kentucky College & Career Connection (Ky3C) coalition. One of Ky3C’s initial collaborative projects currently in development is a series of outreach efforts integrating authentic student voices into college access and awareness messages for Kentucky students and families. These exciting efforts are being done through collaborative partnerships with the Pritchard Committee’s Student Voice Team, the Kentucky Student Technology Leadership Program, Creative Services, Courage Media and GEAR UP students from across the Commonwealth. A new series of student-developed Public Service Announcements focused on college affordability will launch this spring and be aired statewide through GEAR UP Kentucky’s partnership with the Kentucky Broadcasters Association. GEAR UP partners with KBA to place CCR radio and television PSAs across the Commonwealth. Nearly 16,000 spots ran in direct support of GEAR UP goals and activities; with cost-matching value exceeding \$300,000.



*Sahar Mohammadzadeh, sophomore at Dunbar High School in Fayette County, recording a PSA.*

**Other Program Activities**

Dawn Offutt, director for program services, and Charliese Lewis, coordinator for school improvement services, have begun National Institute for School Leadership (NISL) training. This 18-month train-the-trainer course is a deep exploration into developing leadership skills for K-12 principals and administrators. The goals are to expose program staff to a resource that is emerging as a key resource for Kentucky K-12 schools and explore the potential to integrate this program in future GUK/School Improvement program designs.

# KENTUCKY COMPLETION REPORT

The Completion Report describes the state of postsecondary education degree and credential attainment in Kentucky between Academic Years (AY) 2004-05 and 2013-14. Part One details the number and types of degrees produced during this time and pays attention to trends among key demographics in the state. Part Two provides context for these trends by comparing Kentucky to the United States. The report also provides analysis of the Commonwealth's strengths and areas of opportunity for improvement, and identifies questions for future research and policy recommendations for the postsecondary education system.

*Describing a Decade  
of Degree &  
Credential  
Production*

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## INTRODUCTION

Former United States Secretary of Education Arne Duncan in 2012 reaffirmed the critical role of higher education in shaping America's future. While addressing *TIME*'s Higher Education Summit, Duncan stated, "In the information age, higher education is no longer a luxury." It is, he continued, "a necessity that every family in America should be able to afford."<sup>1</sup>

It would seem that much of the American public agrees with this assessment. In the most recent Gallup-Lumina Foundation Poll on Higher Education, 96 percent of those surveyed stated that they believe it is somewhat or very important to have a degree or professional certificate beyond high school. In the same poll, 94 percent agreed that it is at least somewhat important that the U.S. increase the proportion of its population with a degree or certificate beyond high school.<sup>2</sup>

But what is driving this focus on the role of higher education? As the United States marches through the second decade of the 21<sup>st</sup> century, it does so at the meeting point of the revolutionary forces of rapid globalization, proliferation of new technologies, and continued evolution from a manufacturing to a service economy. These forces have worked over the last half century to change the nature of work in America. The majority of today's jobs, nearly two-thirds, are in high-skill service industries. This shift has increased demand for more highly educated workers.<sup>3</sup>

Most projections indicate that this "upskilling," the demand for workers with more education and training, will continue into the future. According to a recent report from Georgetown University's Center on Education and the Workforce, by the year 2020 nearly two-thirds of all jobs in the U.S. will require at least some education or training beyond high school. At the current pace of degree production, however, the nation will face a shortage of nearly 5 million workers with the

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***"In the information age, higher education is no longer a luxury."***

-Arne Duncan, former U.S. Secretary of Education

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necessary training and education to fill these jobs."

In Kentucky, the gap between the educational attainment of the workforce and the needs of employers is wider than for much of the rest of the nation. By the year 2020, 62 percent of the jobs in the Commonwealth are projected to require postsecondary education or training.<sup>4</sup> However, only 54 percent of adults in the state are projected to hold a postsecondary degree or credential beyond high school by this time.<sup>3</sup> At its current pace of degree production, Kentucky will fall nearly 10 percent short in the number of workers with postsecondary training it needs to fill this demand.<sup>3</sup>

In short, the jobs and economy of the future do not look like those of the past. If Kentucky and the rest of the U.S. are to bridge this gap, postsecondary education must play a leading role in the development of a population ready to address the challenges of the future.

The Kentucky Completion Report addresses these challenges by developing a better understanding of the current state of educational attainment in Kentucky, identifying areas of opportunity for improvement, and offering recommendations for ways the state's system of postsecondary education can lead the development of a workforce ready for the challenges of the 21<sup>st</sup> century.



# PART I: DESCRIBING KENTUCKY

## EXECUTIVE SUMMARY

The Kentucky Completion Report uses data from the Kentucky Postsecondary Education Data System (KPEDS) to describe the state of postsecondary degree and credential attainment in the Commonwealth. Ten-year trends between Academic Years (AY) 2004-05 and 2013-14 are reported and analysis is given to provide a context for what these trends mean to the educational and economic health of Kentucky.

Part One of the Completion Report details the number and types of degrees and credentials produced during this 10-year period and pays attention to trends among key demographics. Specifically, this analysis focuses on degrees and credentials as detailed by:

- ❖ Degree and credential type
- ❖ Institutional sector
- ❖ Area of study
- ❖ Race/ethnicity
- ❖ Gender

Part Two places trends in degree and credential production in Kentucky into a larger context by comparing the growth in the total number of degrees and credentials earned in the state to the rest of the United States. Data for this section are drawn from the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS). The most recently available data in IPEDS is for AY 2012-13, so 10-year trends are analyzed between AY 2003-04 and 2012-13. Part Two of the report also assesses Kentucky's areas of strength in degree and credential production, identifies opportunities for improvement and poses questions for further investigation.

## KEY FINDINGS

- ❖ The total number of degrees and credentials awarded in Kentucky has increased 53 percent since 2004-05.
- ❖ The two-year public sector had the largest growth (102 percent) in degrees and credentials awarded since 2004-05.
- ❖ The pace of growth in degrees and credentials has slowed in the last five years.
- ❖ Undergraduate certificates make up a much larger share of degrees and credentials awarded now than they did in 2004-05, while baccalaureate degrees make up a much smaller share.
- ❖ The number of degrees and credentials awarded in the trades, health and STEM fields all grew by more than 50 percent in the past 10 years -- 111 percent, 85 percent and 51 percent, respectively.
- ❖ Men still earn fewer degrees and credentials than women, but their growth in degree and credential attainment in the past five years outpaced women.
- ❖ The number of degrees and credentials earned by Hispanic students has increased 125 percent since 2004-05.
- ❖ Between 2003-04 and 2012-13 Kentucky's growth in degrees and credentials awarded ranked nationally:
  - 8<sup>th</sup> in total growth at 59 percent
  - 9<sup>th</sup> in two-year public sector growth at 112 percent
  - 32<sup>nd</sup> in four-year public sector growth at 24 percent
  - 5<sup>th</sup> in independent sector growth at 59 percent

## TOTAL DEGREES & CREDENTIALS AWARDED

Table 1: Degrees & Credentials Awarded 2004-05 to 2013-14

	04-05	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Two-Year Public	15,741	19,805	20,970	22,782	22,744	24,838	27,813	28,544	28,469	31,715
Four-Year Public	21,631	22,691	22,948	23,122	23,309	23,688	24,571	25,495	25,774	26,057
Independent	5,401	5,517	5,780	6,127	6,330	6,581	7,024	7,927	8,172	7,709
Kentucky	42,773	48,013	49,698	52,031	52,383	55,107	59,408	61,966	62,415	65,481

Source: Kentucky Postsecondary Education Data System.

### The number of postsecondary degrees and credentials awarded in Kentucky rose dramatically in the past decade.

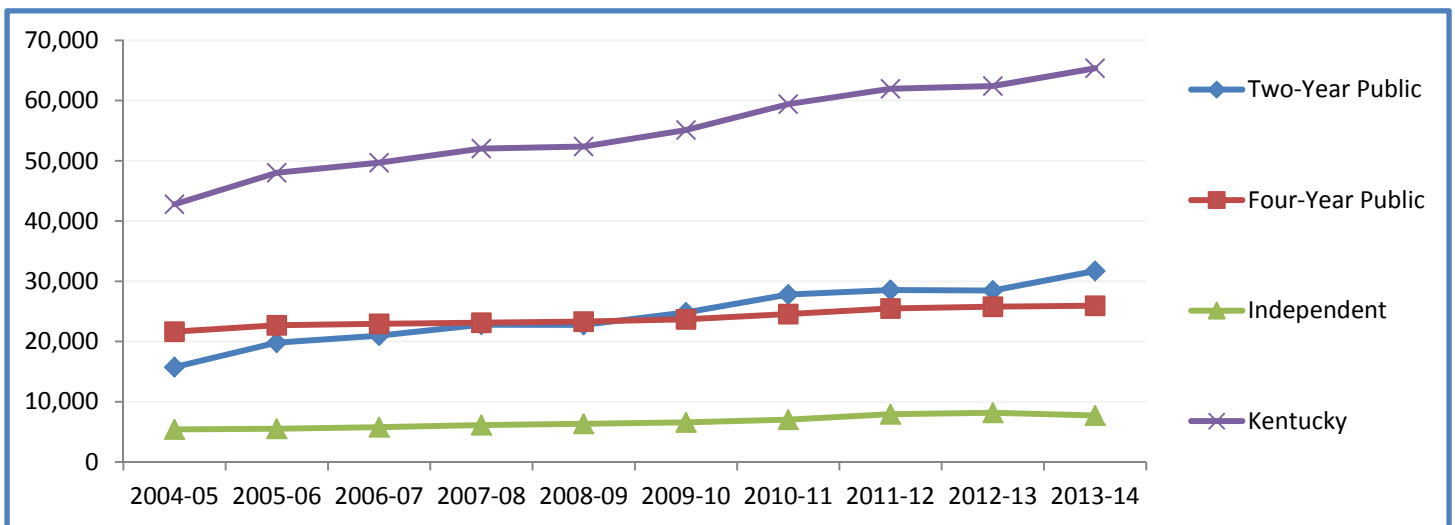
During this time, the number of degrees and credentials earned in the state grew from 42,773 in Academic Year (AY) 2004-05 to more than 65,000 in AY 2013-14, an increase of 53 percent.

In the past five years, there was a 19 percent increase in the total number of degrees and credentials awarded in Kentucky, up from 55,107 in 2009-10 to 65,481 in 2013-14. In the most recent academic year,

total degrees grew from 62,415 awarded in 2012-13 to 65,481 in 2013-14, an increase of nearly 5 percent.

A decade of sustained growth in degree production and an overall increase of more than 50 percent are important accomplishments for the state. Within these numbers, however, is also a cause for caution. In the past five years, the pace of growth in degree and credential production has slowed. Between 2004-05 and 2008-09, there was an average annual increase of 5.3 percent in degrees and credentials produced, and between 2009-10 and 2013-14 that pace slowed to an average increase of 4.6 percent annually.

Figure 1: Total Degrees & Credentials Awarded



Source: Kentucky Postsecondary Education Data System.

## GROWTH IN TOTAL DEGREES & CREDENTIALS AWARDED

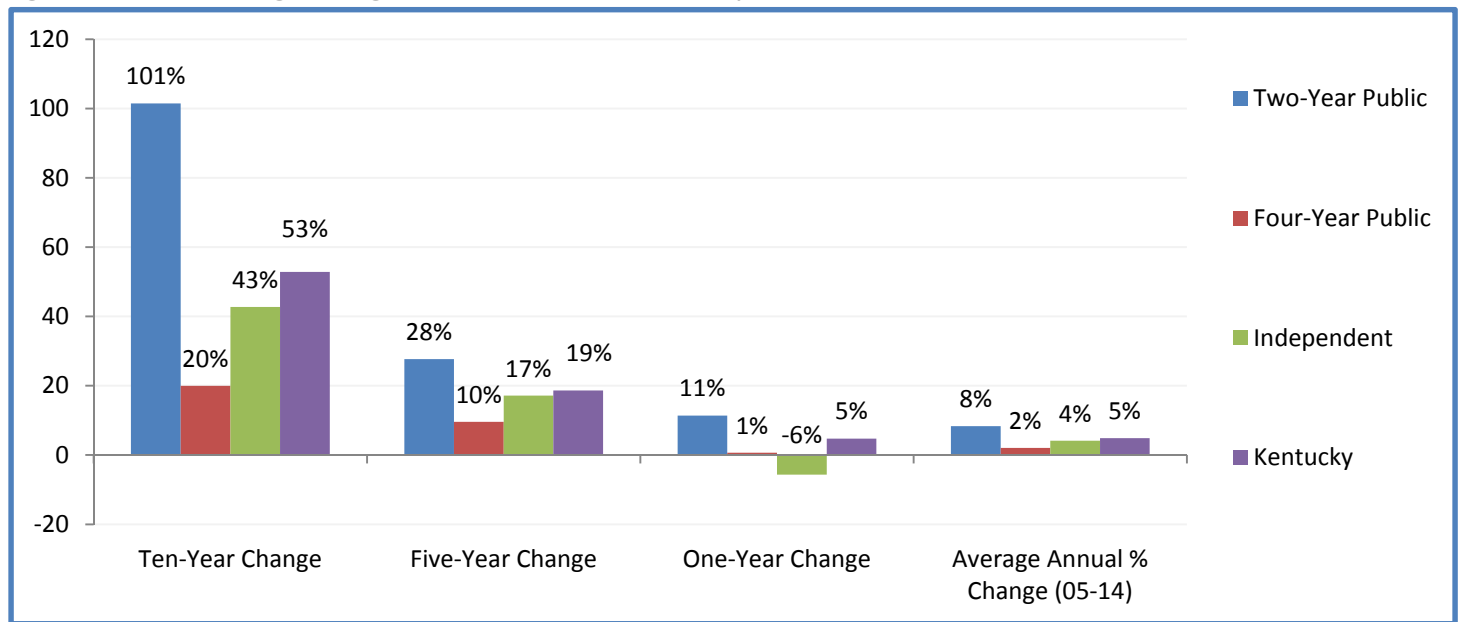
The rise in Kentucky’s postsecondary degrees and credentials was driven by the two-year public sector. In the past 10 years, there was an increase of more than 100 percent in degrees and credentials awarded in this sector, from 15,741 in 2004-05, to 31,715 in 2013-14. This growth was especially significant when compared to 10-year increases of 20 percent in the four-year public sector and 43 percent for the independents.

The number of degrees and credentials awarded in all three sectors grew in the five years since 2009-10, but the gap between the growth in the two-year public sector and the others decreased significantly. With 28 percent growth, the two-year public sector saw the most progress in the past five years, followed by the independent sector with a 17 percent increase and the four-year public sector with a 10 percent increase.

In the last year, there was an 11 percent increase in degrees produced in the two-year public sector. This was again the largest growth across sectors. There was a 1 percent gain in degrees and credentials awarded between 2012-13 and 2013-14 at four-year public institutions and a 6 percent decrease at independent institutions.

**In general, the past decade’s average annual growth of 5 percent in degrees and credentials awarded was led by significant increases in the two-year public sector and bolstered by steady gains at independent and four-year public institutions.**

Figure 2: Percent Change in Degrees & Credentials Awarded by Sector



Source: Kentucky Postsecondary Education Data System.

## TYPES OF DEGREES & CREDENTIALS AWARDED

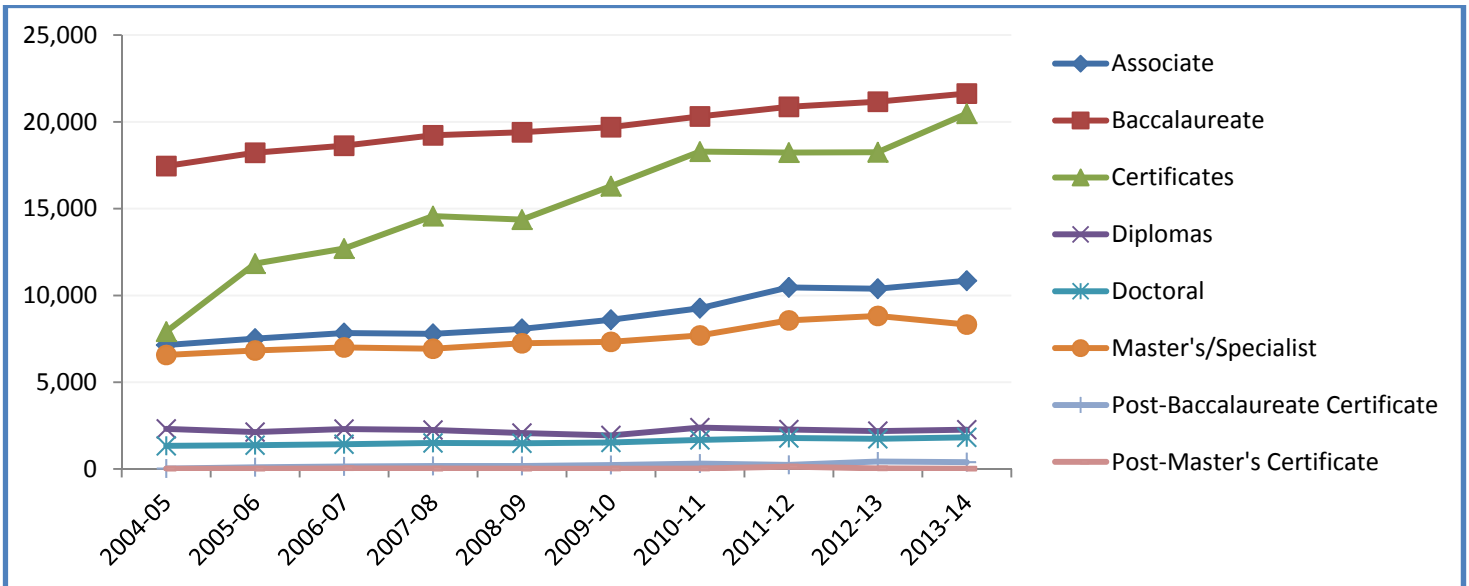
The largest 10-year increase in degrees and credentials awarded came from growth in the number of certificates awarded. Between 2004-05 and 2013-14, the number of certificates grew by more than 12,000, an increase of 159 percent. Only post-baccalaureate certificates had a larger percentage increase. However, given the small number of these credentials (24 in 2004-05 and 424 in 2013-14), the growth in undergraduate certificates\* warrants greater attention. Post-master's certificates also saw significant growth during this period. In fact, with an increase of 150 percent, this was the third-fastest growing degree or credential in Kentucky between 2004-05 and 2013-14.

Of the eight degree and credential types in Figure 3, only diplomas decreased between 2004-05 and 2013-14. With a drop of less than 2 percent, however, this was a relatively small decline.

All other degrees and credentials grew during the last 10 years, but with varying degrees of intensity. Associate degrees awarded, for example, increased by nearly 52 percent, from 7,139 in 2004-05 to 10,846 in 2013-14. Doctoral degrees, master's/specialists and baccalaureate degrees all grew but more modestly. Doctorates were awarded at a 36 percent higher pace in 2013-14 than in 2004-05; master's/specialists awards increased by 27 percent; and baccalaureate degrees showed the slowest growth at 24 percent.

**A shift took place in the past 10 years in the types of degrees and credentials Kentucky students sought; away from four-year degrees and toward alternative forms of degrees and credentials.**

Figure 3: Degrees & Credentials Awarded by Type



Source: Kentucky Postsecondary Education Data System.

\*Undergraduate certificates include certificates earned in less than one year, one but less than two years, and two but less than four years.

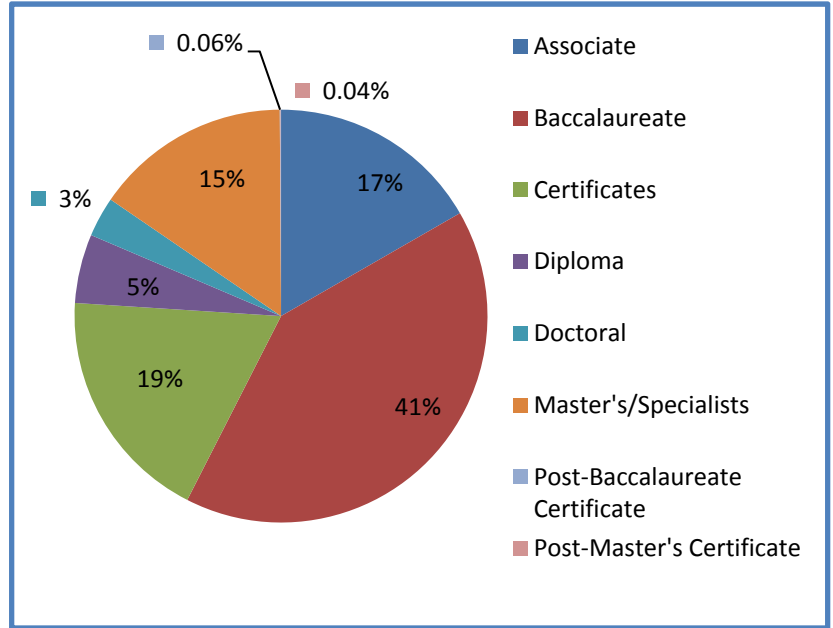
**There was a significant change in the mix of degree and credential types awarded in Kentucky.**

As the number of degrees and credentials awarded grew, the mix of degree and credential types earned in the state shifted as well. Between 2004-05 and 2013-14, the largest change occurred in the share of certificates awarded. In 2004-05 certificates accounted for only 19 percent of all degrees and credentials awarded in the state, but by 2013-14, undergraduate certificates accounted for 31 percent of postsecondary degrees and credentials awarded in Kentucky.

The second largest shift came in the share of baccalaureate degrees awarded. Between 2004-05 and 2013-14, there was an 8 percent decrease in degrees and credentials awarded at the baccalaureate level, a fall from 41 percent in 2004-05 to 33 percent in 2013-14. The share of diplomas, master’s/specialists and doctoral degrees awarded also fell, but only slightly. Associate, post-baccalaureate and post-master’s certificates remained relatively stagnant as a share of total degrees and credentials awarded.

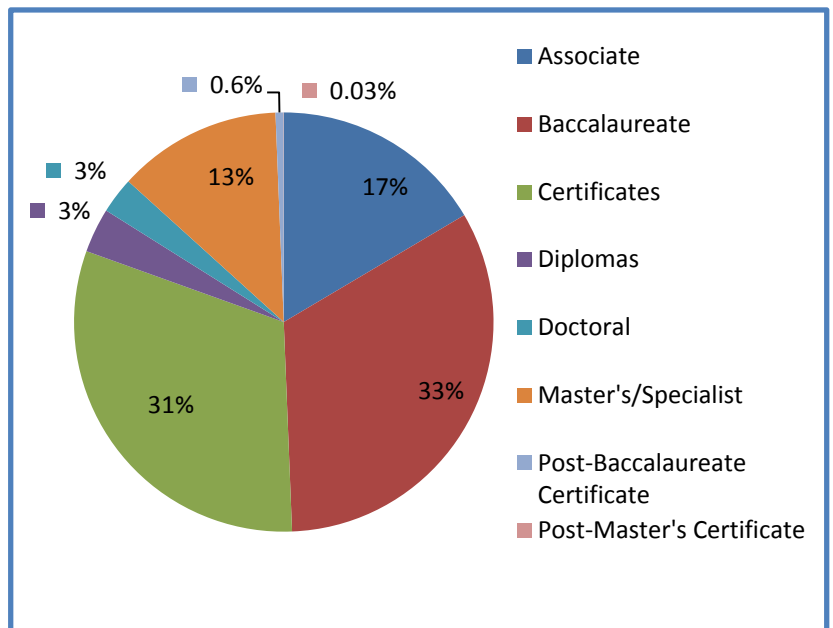
The shift in the share of certificates and baccalaureate degrees awarded constitutes a significant change in educational outcomes for Kentucky. While 10 years ago bachelor degrees constituted almost half of all degrees and credentials awarded, they now account for only a third. Similarly, in 2004-05 certificates accounted for less than 20 percent of all degrees and credentials awarded, but they now constitute nearly a third of all degrees and credentials awarded in Kentucky.

Figure 4: Share of Degrees & Credentials (04-05)



Source: Kentucky Postsecondary Education Data System.

Figure 5: Share of Degrees & Credentials (13-14)



Source: Kentucky Postsecondary Education Data System.

## DEGREES & CREDENTIALS BY FIELD OF STUDY

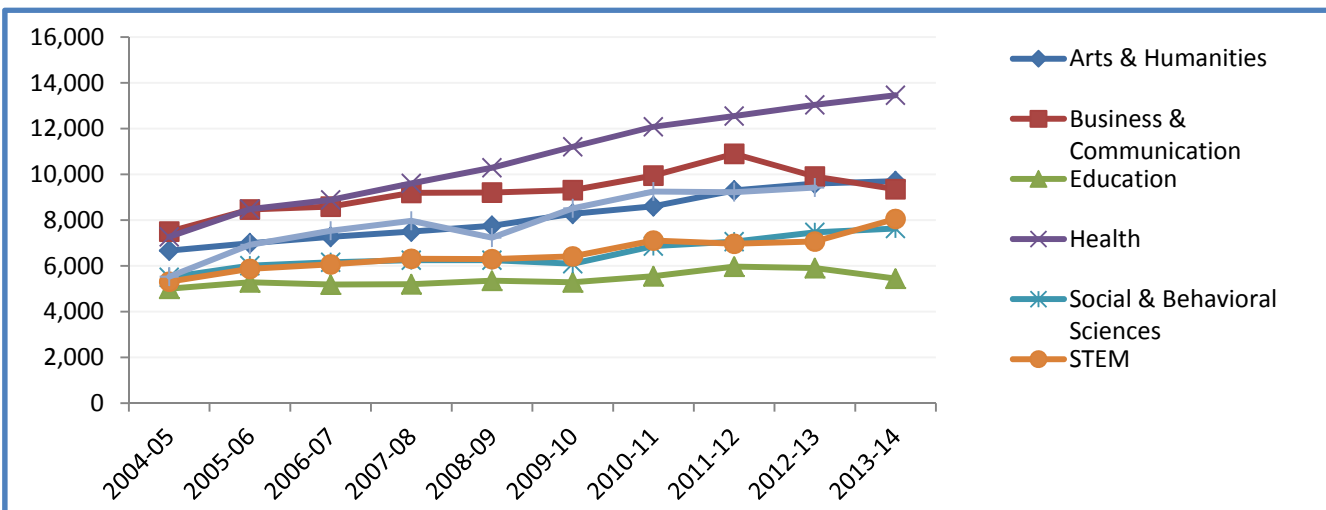
**There were more degrees and credentials awarded in each of the seven major fields of study in 2013-14 than in 2004-05.** The largest percentage growth came from the trades\* followed by health and STEM degrees and credentials, all of which grew by more than 50 percent. Only education posted less than a double-digit percentage growth. The percentage growth between 2004-05 and 2013-14 for each field of study is listed below:

- ❖ Trades: 111 percent
- ❖ Health: 85 percent
- ❖ STEM: 51 percent
- ❖ Arts and humanities: 46 percent
- ❖ Social and behavioral sciences: 39 percent
- ❖ Business and communication: 25 percent
- ❖ Education: 9 percent

In terms of the raw number of degrees and credentials awarded, the health field saw the largest 10-year increase followed very closely by the trades, both of which grew by more than 6,000. Arts and humanities, STEM and social and behavioral sciences all grew by more than 2,000 awards, while business and communication grew by just under the 2,000 degree mark. Education saw the smallest growth in degrees awarded at fewer than 500. Actual growth between 2004-05 and 2013-14 for each field is listed below:

- ❖ Health: 6,190
- ❖ Trades: 6,185
- ❖ Arts and humanities: 3,037
- ❖ STEM: 2,747
- ❖ Social and behavioral sciences: 2,132
- ❖ Business and communication: 1,856
- ❖ Education: 440

Figure 6: Total Degrees & Credentials by Field of Study: All Institutions\*\*



Source: Kentucky Postsecondary Education Data System.

\*Trades include personal and culinary services, security and protective services, construction trades, mechanic and repair technologies, precision production, and transportation and materials moving.

\*\*"All Institutions" includes two-year public, four-year public and independent institutions.

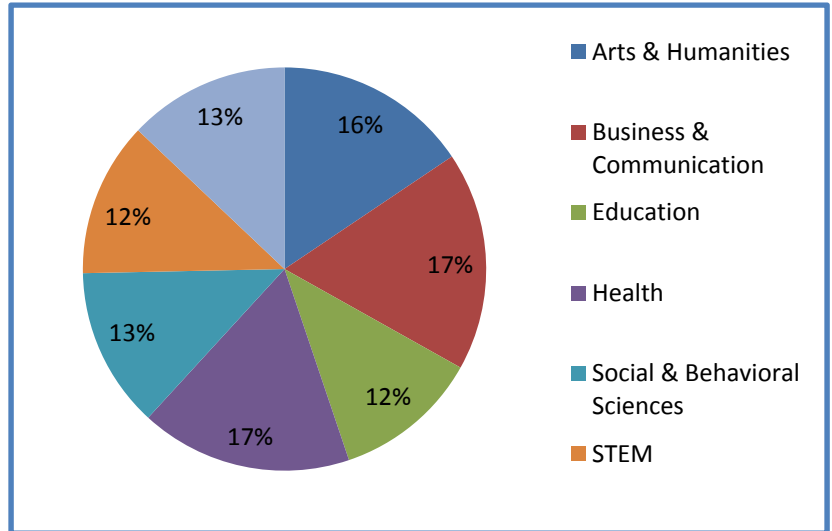
**The mix of degrees and credentials awarded in each of seven major fields of study remained relatively stable between 2004-05 and 2013-14.**

Only two fields of study made gains in the relative share of total degrees and credentials awarded in the state during this time. The largest of these came from the trades with a 5 percentage point gain, from 13 percent of all degrees and credentials awarded in 2004-05 to 18 percent in 2013-14. Degrees awarded in the health field showed the second-largest growth in the share of overall degrees and credentials with a 4 percentage point increase, from 17 percent in 2004-05 to 21 percent in 2013-14.

Four fields of study decreased in their share of overall degrees and credentials awarded between 2004-05 and 2013-14. The education field had the largest decrease with a 4 percentage point decline, from 12 percent of degrees and credentials awarded to 8 percent. Business and communication followed closely behind with a 3 percentage point drop, from 17 percent in 2004-05 to 14 percent in 2013-14. The share of both arts and humanities, with a decrease from 16 percent to 15 percent, and social and behavioral sciences, with a decrease from 13 percent to 12 percent, fell by 1 percentage point.

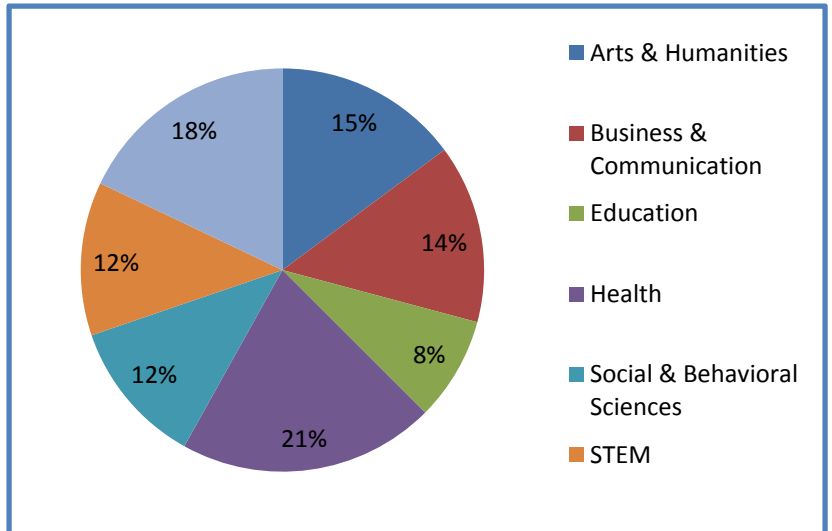
The only field of study that did not change in its share of overall degrees and credentials awarded was STEM. STEM degrees accounted for 12 percent of all degrees and credentials awarded in both 2004-05 and 2013-14.

Figure 7: Share of Degrees & Credentials by Field of Study (04-05)



Source: Kentucky Postsecondary Education Data System.

Figure 8: Share of Degrees & Credentials by Field of Study (13-14)



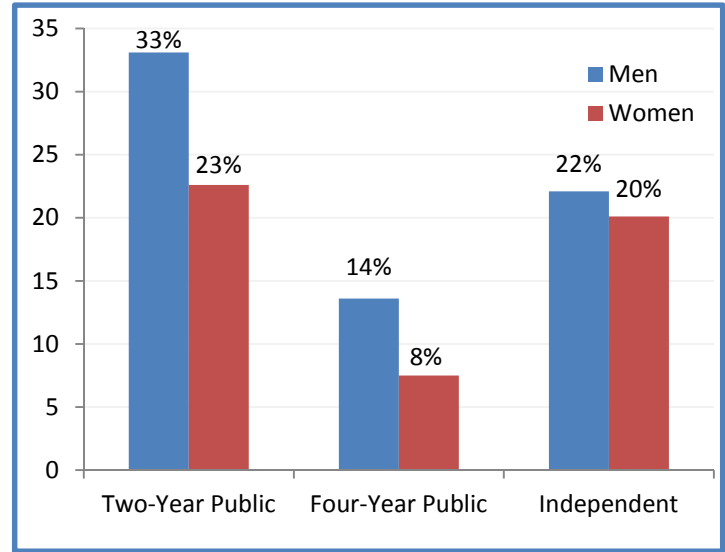
Source: Kentucky Postsecondary Education Data System.

## DEGREES & CREDENTIALS EARNED BY GENDER

In all three sectors, men had larger gains than women in the number of degrees and credentials earned since 2009-10. The number of degrees and credentials awarded to men in the two-year public sector grew by 33 percent compared to a 23 percent growth for women. In the four-year public sector, men’s growth of 14 percent outpaced women’s 8 percent gain. The smallest gender gap in degree and credential growth in the past five academic years occurred at independent institutions, with increases of 22 percent for men and 20 percent for women.

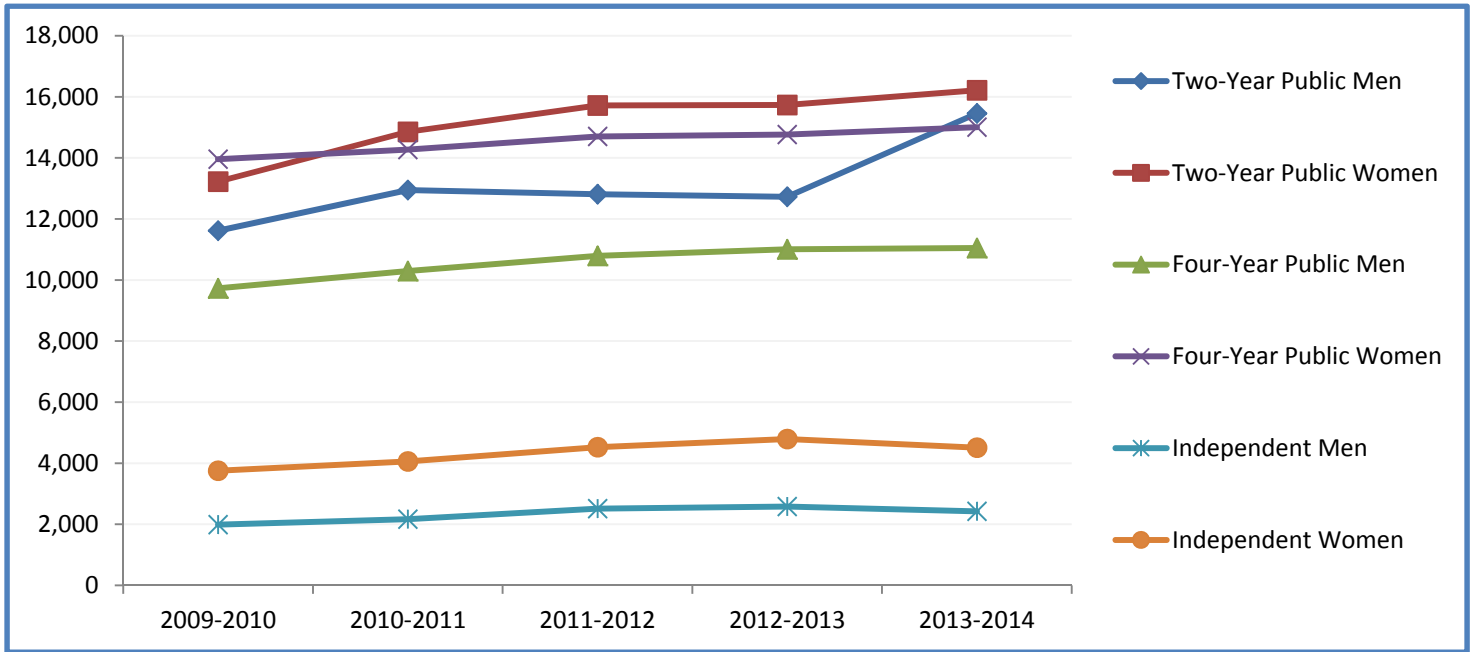
While men outpaced women in degree attainment growth, women still earned more degrees than men in every year between 2009-10 and 2013-14. The gap was significantly closed only in the two-year public sector.

Figure 9: Five-Year Percent Change



Source: Kentucky Postsecondary Education Data System.

Figure 10: Total Degrees & Credentials Awarded by Sector & Gender



Source: Kentucky Postsecondary Education Data System.



## DEGREES & CREDENTIALS EARNED BY RACE/ETHNICITY

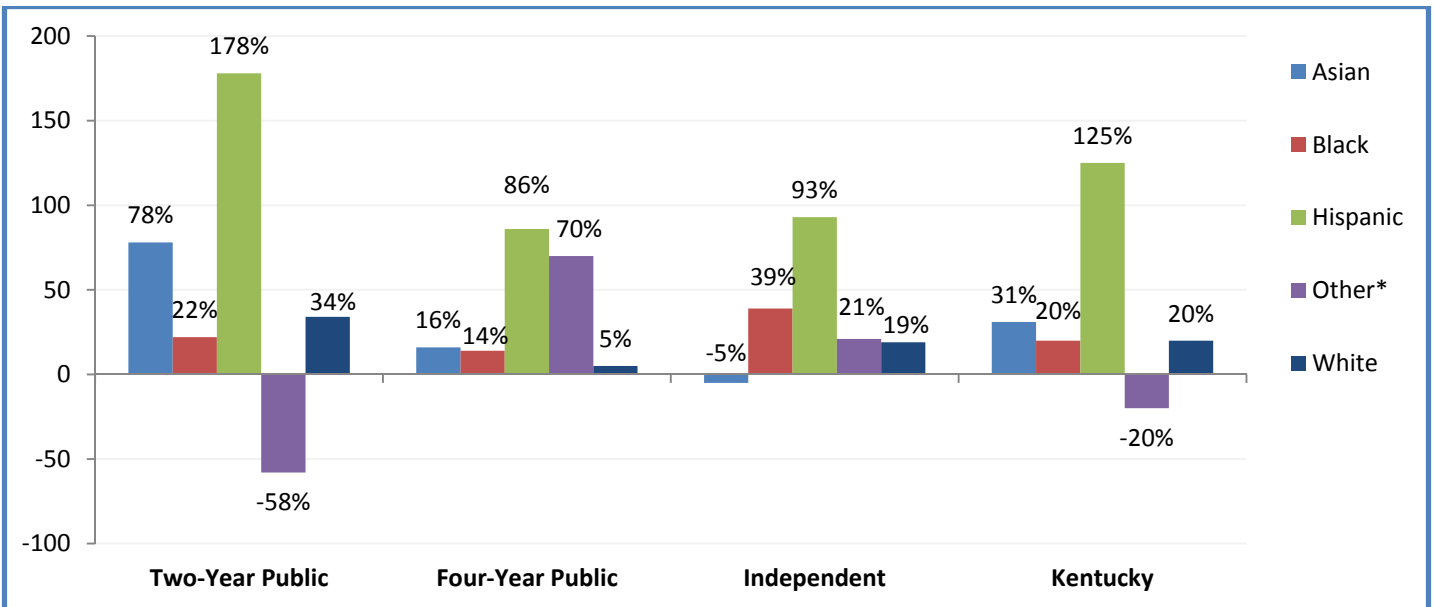
There was consistent growth in the number of degrees and credentials earned for the majority of racial/ethnic groups in the state between 2009-10 and 2013-14. During this time, the number of students who identified as Hispanic, black or white and earned a degree or credential increased in all three sectors. Trends were more mixed for students who identified as Asian, as there were increases in only two of three sectors.

The number of degrees and credentials earned by Hispanic students grew significantly in the last five years. This population showed the largest growth in all three sectors: 178 percent increase at two-year public, 86 percent at four-year public and 93 percent increase in the independent sector. Black and white students

showed similarly consistent, if not as dramatic, growth across sectors. Asian students obtained more degrees and credentials from the two-and four-year public systems but the number earned by Asian students at independent institutions decreased by 5 percent. Students identified in “other” racial categories grew significantly in four-year public and independent institutions, but fell at two-year public institutions.

**Despite gains made by students across racial groups, the share of awards, as shown in Figure 12, has remained stable.**

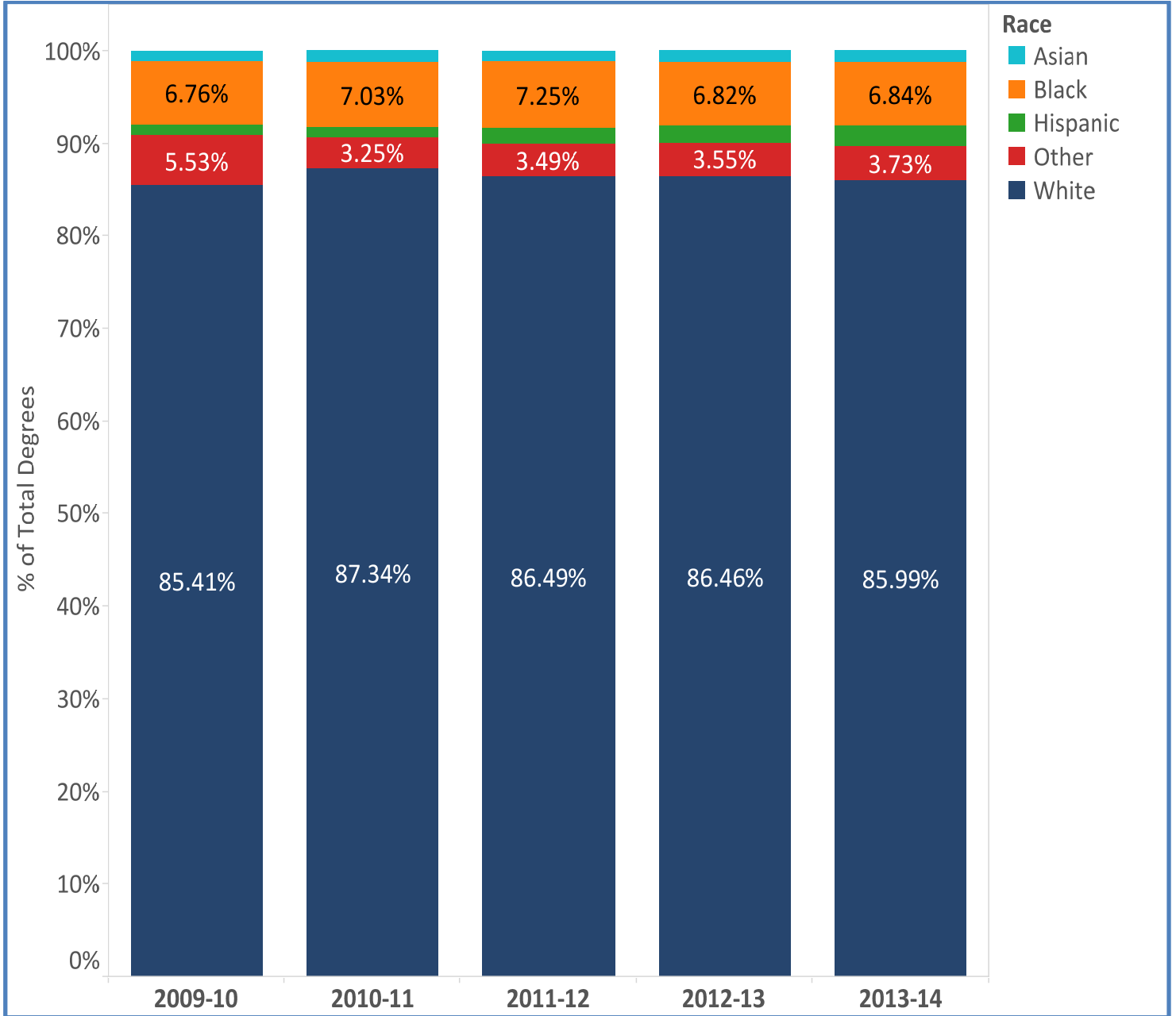
Figure 11: Five-Year Change in Total Degrees & Credentials Awarded by Racial/Ethnic Group



Source: Kentucky Postsecondary Education Data System.

\* Other includes students who identified as American Indian/Alaska native, native Hawaiian or other Pacific Islander, two or more races, or unknown.

Figure 12: Share of Degrees & Credentials Earned in Kentucky by Race/Ethnicity



Source: Kentucky Postsecondary Education Data System.

\* Other includes students who identified as American Indian/Alaska native, native Hawaiian or other Pacific Islander, two or more races, or unknown.

## PART II: KENTUCKY IN CONTEXT

### NATIONAL TRENDS IN DEGREE & CREDENTIAL PRODUCTION

Kentucky’s percentage of working-age adults who hold a two-year and four-year college degree falls well below the national average.<sup>8</sup> This, coupled with demand for workers trained beyond high school,<sup>1</sup> means that Kentucky has work to do in catching up with the rest of the nation in developing a 21<sup>st</sup> century workforce.

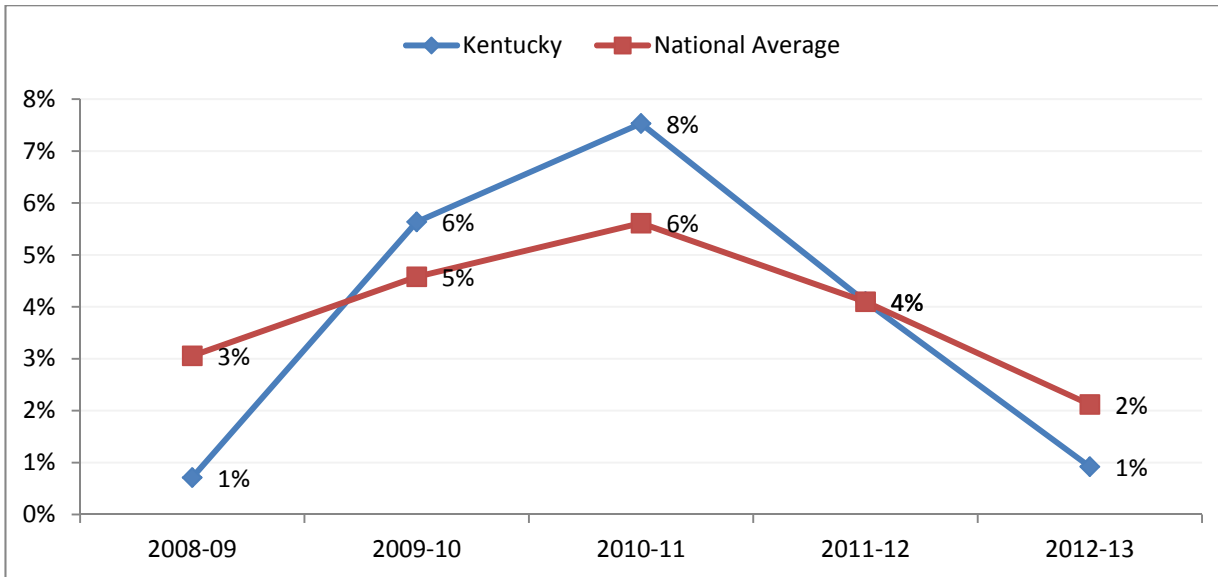
Figure 13 shows the annual percent change from the previous year in degrees and credentials awarded in Kentucky, as well as the national average during the post-Recession years. Between 2008-09 and 2012-13, Kentucky and the national average posted positive growth every year. Kentucky grew more dramatically than the rest of the nation from 2009 to 2011, but the overall trend for the state was similar to the average for the rest of the nation.

Kentucky’s growth in degrees and credentials earned between 2003-04 and 2012-13, as shown in Figures 14 through 17, ranks:

- ❖ 8<sup>th</sup> nationally in total growth at 58 percent
- ❖ 9<sup>th</sup> in two-year public sector growth at 112 percent
- ❖ 32<sup>nd</sup> in four-year public sector growth at 24 percent
- ❖ 5<sup>th</sup> in independent sector growth at 59 percent

These trends are promising. Progress has been made, but work remains as Kentucky’s level of postsecondary education attainment is below the nation and many other states.<sup>8</sup> Therefore, the rest of this report is dedicated to understanding the state’s progress compared to the rest of the nation, and to offering recommendations for growing not just the number of degrees in the state, but also their impact.

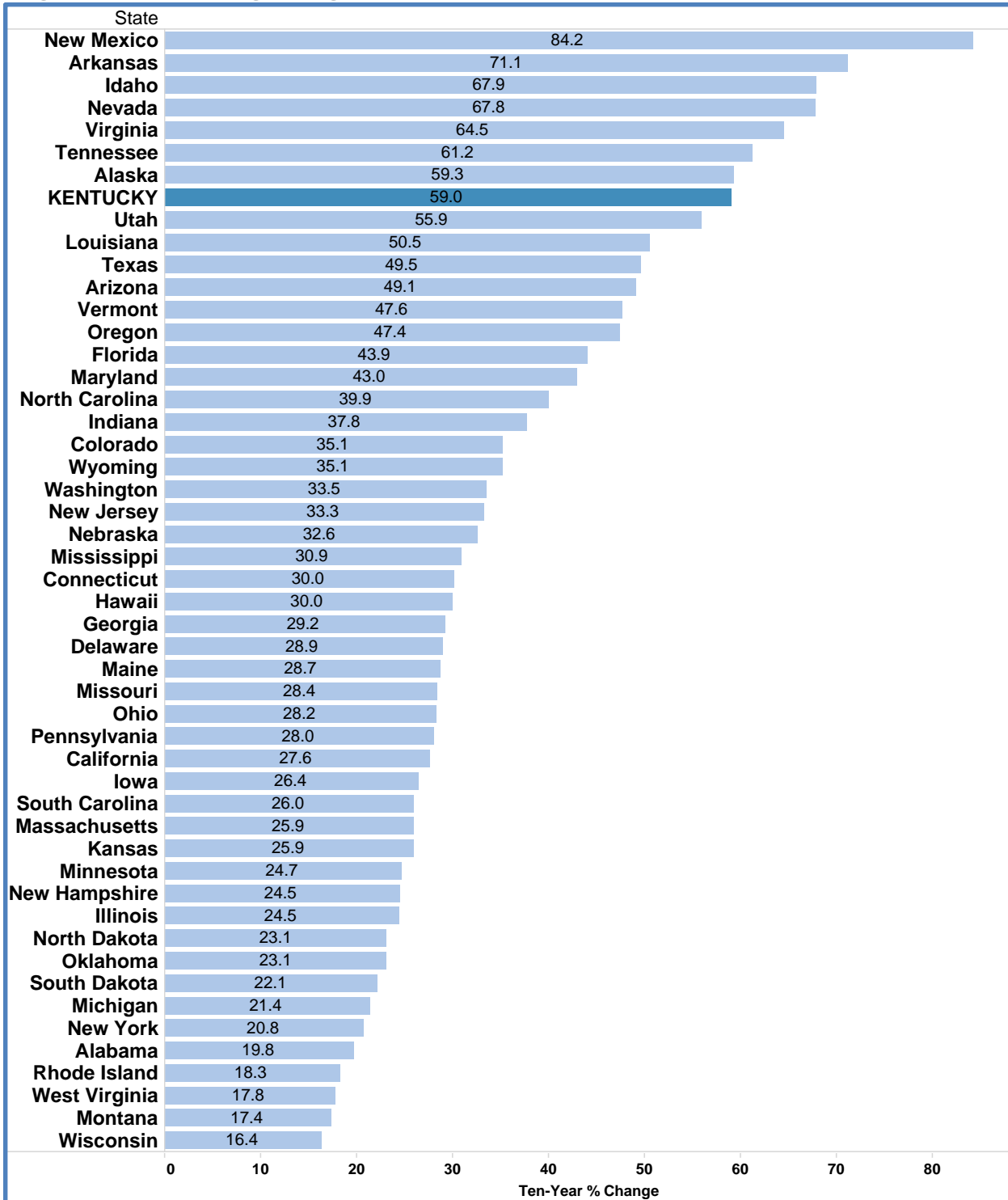
Figure 13: Annual Percent Change from Previous Year in Degrees & Credentials Awarded – KY & the U.S.\*



Source: National Center for Education Statistics Integrated Postsecondary Data System.

\* National average calculated as the yearly average of total degrees and credentials produced in 50 states for all institutions in the two-year public, four-year public, and four-year private, non-profit (independent) sectors.

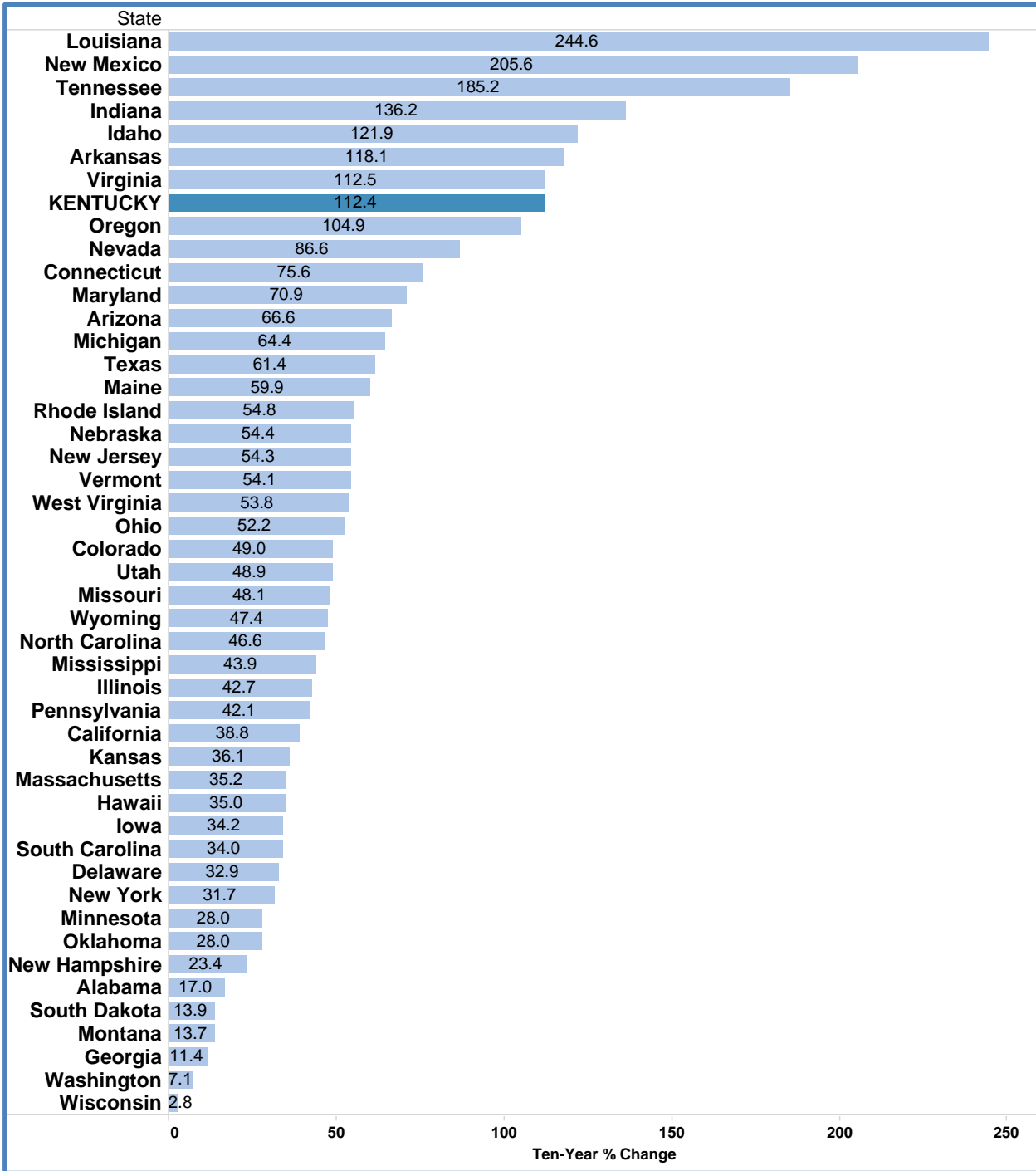
Figure 14: Percent Change in Degrees & Credentials at All Institutions (03-04) – (12-13)\*



Source: National Center for Education Statistics Integrated Postsecondary Education Data System.

\* "All Institutions" includes those in the two-year public, four-year public and four-year private non-profit (independent) sectors.

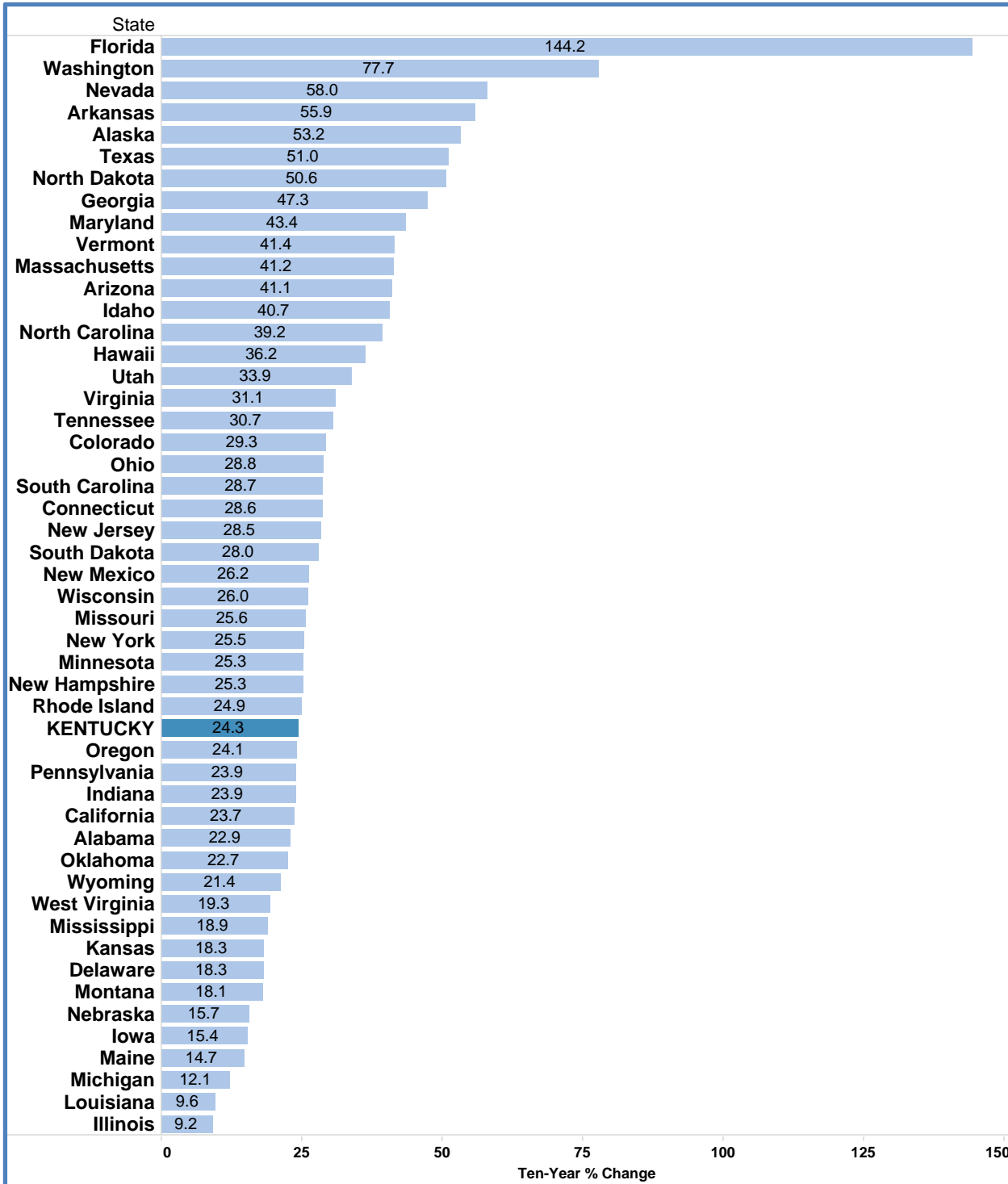
Figure 15: Percent Change in Degrees & Credentials at Two-Year Publics (03-04) – (12-13)\*



Source: National Center for Education Statistics Integrated Postsecondary Education Data System.

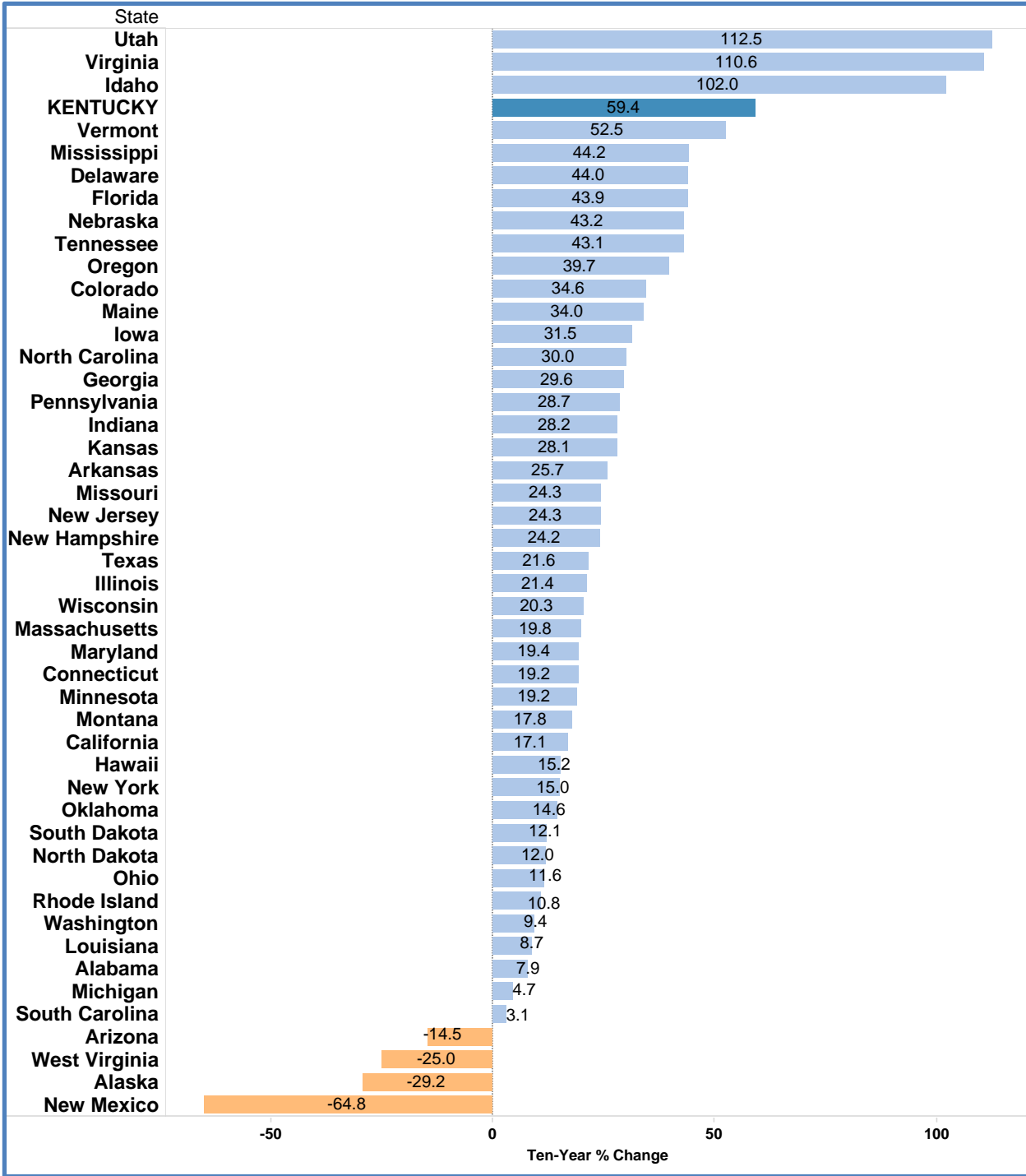
\* Alaska excluded as outlier at 921 percent growth.

Figure 16: Percent Change in Degrees & Credentials at Four-Year Publics (03-04) – (12-13)



Source: National Center for Education Statistics Integrated Postsecondary Education Data System.

Figure 17: Percent Change in Degrees & Credentials at Independents (03-04) – (12-13)\*



Source: National Center for Education Statistics Integrated Postsecondary Education Data System.

\* IPEDS classification of four-year private non-profit was used in this calculation. Nevada excluded as outlier with 342 percent growth.

## CONCLUSIONS & RECOMMENDATIONS

In the past decade, the U.S. experienced the worst recession in generations, Kentucky's unemployment rate climbed into the double digits, and college tuition rates grew at a record pace. Even in the face of these challenges, Kentucky's system of postsecondary education expanded its sphere of influence. Between 2004 and 2014, enrollment in Kentucky colleges and universities grew by more than 7 percent. At the same time, postsecondary institutions increased the number of degrees and credentials they awarded by nearly 60 percent; the eighth largest gain in the U.S.

The analysis of Kentucky's degree and credential production in this report has brought to light several key trends and highlighted successes, areas of opportunity for improvement, and questions for future research. These, along with policy recommendations, are included below.

### SUCCESSSES

#### Rapid Pace of Growth

With a 59 percent increase between 2003-04 and 2012-13 in the total number of postsecondary degrees and credentials awarded, Kentucky ranked:

- ❖ 8<sup>th</sup> nationally in total growth
- ❖ 9<sup>th</sup> in two-year public sector growth at 112 percent
- ❖ 32<sup>nd</sup> in four-year public sector growth at 24 percent
- ❖ 5<sup>th</sup> in independent sector growth at 59 percent

#### Closing the Gender Gap

In the five academic years between 2009-10 and 2013-14, the disparity between degrees and credentials

earned by men and women shrank. In this time, men outpaced women in percentage growth across sectors. While women continued to earn more postsecondary degrees and credentials than men, positive progress was made in closing this gap.

#### Racial Inequalities

Among the most troubling realities in Kentucky's higher education landscape has been the disparities in outcomes between students of majority and minority racial/ethnic backgrounds. While these imbalances manifest themselves in many ways, the gap in degrees and credentials earned by white students and those who do not identify as white has been troubling.

In the last five years, however, progress has been made. Specifically, students who identify as black and those identifying as Hispanic have made significant gains in the number of degrees and credentials they earned. Degrees and credentials awarded to black students grew by 20 percent between 2009-10 and 2013-14, and those earned by Hispanic students grew by 125 percent.

#### Graduate Degrees

The upskilling of the American workforce cannot stop at the certificate, associate or baccalaureate levels. Individuals with graduate degrees often occupy jobs in critical industries such as health care, engineering and education. These people are also found in leadership positions, often engage in innovation and are a positive force in local economies.

Fortunately, graduate degrees in the state of Kentucky are on the rise. Doctoral degrees were awarded at a 36 percent higher rate in 2013-14 than in



2004-05 and master's/specialists awards increased by 27 percent, from 6,570 to 8,327. As the need for more highly educated workers continues to rise, attention must be paid to the impact of graduate education on the Commonwealth, both now and in the future.

## OPPORTUNITIES

### Four-Year Degrees & Credentials

While the number of baccalaureate degrees grew between 2004-05 and 2013-14, four-year degrees made up a much smaller piece of the overall completion pie in 2013-14 than in 2004-05. Ten years ago, bachelor's degrees made up almost half of all degrees and credentials, and now they account for only around a third.

It is important that alternative degrees and credentials grow, particularly those that can be more responsive to the needs of the state's employers and employees. However, it is also important to remain aware that in the near future almost two-thirds of the jobs in the state will require postsecondary education or training, and many of these jobs will require a bachelor's degree. While the growth of alternative degree types should be fostered, the importance of baccalaureate degrees cannot be ignored and a commitment should be made to encourage students' pursuit of four-year degrees.

### Liberal and Humanities

In the last 10 years, the majority of growth in degrees and credentials has come in fields of study that require technical training. Degrees and credentials in the trades, STEM and health fields saw the largest 10-year growth in Kentucky. Between 2004-05 and 2013-14, degrees and credentials grew by 111 percent in the trades, by 85 percent in the health field, and by 51 percent in STEM. In comparison, degrees and credentials grew by 46 percent in the arts and

humanities, by 25 percent in business and communication, and by only 9 percent in education.

The growth in these fields is likely due in large part to workforce needs. However, just as Kentucky should not neglect baccalaureate degrees, the state also would be wise to emphasize growth in degrees associated with the liberal arts, as these also address pressing workforce needs. According to a recent survey<sup>5</sup> by the American Association of Colleges and Universities (AAC&U), more than 90 percent of employers stated that they prioritize skills often associated with liberal fields of study: written and oral communication, problem-solving, innovation, and critical thinking. In the same survey, nearly three-fourths of employers said they would recommend a 21<sup>st</sup> century liberal arts education to a young person they know.

### Gender Gap

Despite progress in closing degree and credential completion gaps between men and women, Kentucky still has much work to do in ensuring equitable outcomes for its students. Between 2009-10 and 2013-14, men outpaced women in growth in the number of degrees and credentials earned in all three sectors. The gap in the percentage growth in degrees and credentials earned by men as compared to women was 10 percent in the two-year public sector, 6 percent in the four-year public sector, and 2 percent in the independent sector. Despite these gains, however, women still earned more degrees and credentials than men in every year between 2009-10 and 2013-14.

While progress has been made in terms of growth in the number of degrees and credentials earned by male students, not enough has been done to close the gap between attainment levels of men and women. If Kentucky's postsecondary system is to accomplish fully the goals outlined in its mission, then it must address these issues and ensure equity in opportunity and outcomes for all students.

## FUTURE RESEARCH

The primary goal of the Kentucky Completion Report is to develop a deeper understanding of key trends in degree and credential production in Kentucky's postsecondary institutions. Despite all that can be learned in this effort, questions remain and new lines of inquiry have emerged. Below are four questions that have emerged from this report and warrant future consideration.

### Sub-Baccalaureate Degree & Credentials

With an increase of 159 percent in the last 10 years, the growth in the number of undergraduate certificates awarded in the state has far outpaced growth of any other degree or credential. If this positive trend is to continue, it is important to understand what has prompted so many more students to seek out certificates and how the state can leverage this demand in the future. Future research should address the following questions:

1. What forces have prompted the growth in demand for degrees and credentials that take two or fewer years to complete?
2. Is this a long-term trend?
3. If so, how can institutions best meet this demand?

### Applied vs. General Education

Similar to the growth in undergraduate certificates, the increase in degrees and credentials was heavily concentrated in certain fields of study. Degrees in the trades, health and STEM fields have seen more concentrated growth in the last 10 years than fields of study more commonly associated with the liberal arts. Again, this prompts questions that might lead to an understanding of both why this trend has occurred and how to leverage it in the future. These questions include:

1. Is the increase in degrees and credentials in applied fields, such as trades, health and STEM, a by-product of changing workforce needs?
2. Is this a long-term trend?
3. If so, how can institutions best meet this need?

### Underrepresented Minorities Growth

While gaps remain between degree attainment of white and non-white students in Kentucky, encouraging progress has occurred in the last 10 years, particularly in the number of degrees and credentials earned by black and Hispanic students. Despite this progress, significant gaps remain and further study into how best to close these should be led by questions such as:

1. What can Kentucky do to continue the growth in degrees and credentials earned by black and Hispanic students?
2. How can this growth be accelerated to further close the degree attainment gap?

### Adult Population

According to the 2013 American Community Survey conducted by the U.S. Census Bureau, 22 percent of Kentucky's residents ages 25-64 have attended at least some college but do not hold a degree or credential. That means there are over 500,000 working-age Kentuckians who, at some point, began postsecondary education but have yet to earn a credential.<sup>6</sup> This population is an important area of opportunity and need for postsecondary institutions and for the state. A better understanding of how best to increase the attainment levels of these Kentuckians can be developed through research guided by the following questions:

1. What policies and/or programs would be most effective in promoting postsecondary

degree and credential attainment amongst the large number of Kentuckians with some college credit but no degree?

2. What impact, economic or otherwise, would raising the degree attainment level of this population have on Kentucky?

### **Picking Up the Pace**

While the 10-year trend of growth in Kentucky's degree and credential production is encouraging, there is cause for caution. In the past five years, the pace of growth has slowed from the 5.3 percent average annual percent increase between 2004-05 and 2008-09 to an average increase of 4.6 percent annually in the last five years. This slowing trend prompts the following questions:

1. Can postsecondary institutions regain the rate of degree and credential growth seen between 2004-05 and 2008-09?
2. What are strategies to achieve this goal?

## **RECOMMENDATIONS**

The trends in Kentucky's degree and credential production described in this report are useful if they are not left in a vacuum but instead used to drive action. Below are three broad recommendations for ways Kentucky's system of postsecondary education can leverage this information in working toward its mission to deliver a world-class education to students, create and apply new knowledge, and grow the economy of the Commonwealth.

### **Leveraging Demand**

It is easy to recognize changes in the economy and in the fundamental nature of work in the U.S. in the types of jobs being offered today. It is now also clear

that these changes are reflected in the types of degrees and credentials students pursue. As the economy has shifted, Kentuckians have retooled by seeking training in fields with high employment demand and through short-term flexible programs.

Institutions should be prepared to operate in this environment both proactively and reactively. To leverage this demand, Kentucky colleges and universities should focus on assessing current and future needs of the workforce because where the jobs are is where students want to be. If institutions can stay abreast of these trends and offer the right kinds of programs in the right fields, they will enjoy the fruits of continued growth while addressing the needs of the state, a win for all of Kentucky.

### **Minding the Gaps**

Among the most persistent and troubling challenges to Kentucky's system of higher education are disparities in outcomes between key demographic groups in the state, particularly the gaps between the number of degrees and credentials earned by men and women and between those earned by white and non-white students in the state. For years, women and white students have earned more degrees and credentials as compared to their male and non-white counterparts, respectively. This trend has persisted as women and white students have continued to earn the vast majority of degrees each year.

An argument can be made, particularly in the case of differences between racial/ethnic groups in the state, that the gaps seen are appropriately aligned with Kentucky's population demographics. For example, about 86 percent of Kentucky's population identifies as white, 8 percent of residents identify as black, and just over 3 percent of Kentuckians identify as Hispanic or

Latino.<sup>7</sup> These percentages align closely with the disbursement of degrees and credentials among these populations. However, given the disproportionate impact that postsecondary education can have on the lives and communities of traditionally underrepresented and underserved populations, perhaps disproportionate attention being paid to raising the attainment levels of these populations is warranted.

The good news is that there is reason for optimism. Between 2009-10 and 2013-14, growth among these key groups in degree and credential attainment was promising. Specifically the pace of growth in attainment amongst men, black students, and Hispanic students was encouraging and could be an indication that some of these gaps are starting to close. This progress is not enough, however. Kentucky and its postsecondary institutions must devote energy and resources toward understanding the historical conditions that have perpetuated these disparities and capitalizing on the conditions that have prompted the progress toward closing these gaps seen in recent years.

### **Adult Opportunities**

Kentucky lags behind much of the United States in its percentage of adults holding postsecondary degrees and credentials. Positive gains have been made over the last 10 years, but more progress is necessary. Recent projections show that by 2020, the number of jobs in Kentucky requiring a postsecondary degree or credential will outpace the number of Kentuckians with postsecondary education and training by 10 percent.<sup>4</sup>

This projected shortage makes raising degree and credential attainment levels for all populations a priority. However, with more than half a million Kentuckians between the ages of 25 and 64 holding

some postsecondary credit but no degree, the adult population is an area ripe with opportunity as these are people who could benefit from finishing programs they have already begun. Implementing policies and programs designed to promote the return to postsecondary education of such a large group would help the state close its skills gap, while improving the futures of thousands of Kentucky families.

### **Keeping Momentum**

The Commonwealth has enjoyed unprecedented growth in the number of people earning postsecondary degrees and credentials. As important as this has been to Kentucky in recent years, the critical role of postsecondary education will only continue to grow in years to come. In the face of slowing growth, a call for renewed focus on educational attainment must be issued as the clearest path toward prosperity for the state and its citizens in the 21<sup>st</sup> century.

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## Kentucky Commissioner of Education Report

### State of K-12 Education in the Commonwealth Address, Related Report and Press Release

On January 21<sup>st</sup>, I gave my first State of K-12 Education in the Commonwealth address focusing on both the progress Kentucky has made and the challenges we face. I plan for this to be an annual event.

- If you would like to access a recording of the address, go to the following link:  
<http://mediaportal.education.ky.gov/leadership/commissioner/2016/01/state-of-k-12-education-in-the-commonwealth/>.
- Additionally, a related written report can be found at this link:  
<http://education.ky.gov/comm/news/Documents/SoE%20Web.pdf>.
- The press release about the address can be found at this link:  
<http://education.ky.gov/comm/news/Documents/R%2016-003%20SoE%20release.pdf>.

As I stated in the address, I am proud to be a Kentuckian and of the outstanding work that educators in this state have done to improve the education of our students. In the future, I will be asking for input from everyone in order to begin addressing some of the challenges we face in areas that require more work.

### Commissioner's Blog

My blog for the week of January 18<sup>th</sup> is titled "Equity, Achievement, Integrity" and can be found at <http://kyedcommisioner.blogspot.com/>. It follows up on the theme of my *State of K-12 Education in the Commonwealth Address*, and I encourage you to review it.

### Good News on Graduation Rate for Kentucky

Kentucky's high school graduation rate is among the highest in the nation according to the latest data released by the U.S. Department of Education's National Center for Education Statistics. The state's 2013-14 graduation rate of 87.5 percent ranks Kentucky ninth overall and far exceeds the national graduation rate of 82.3 percent.

A closer look at graduation rate data shows that while there are gaps among various student groups, in Kentucky, for the most part, the gaps are smaller than they are in many states and in the nation as a whole. This is especially significant among students living in poverty, who represent the majority of public school students in Kentucky. The state saw gaps narrow and significant improvement in the graduation rate among African American, Hispanic and

students who qualify for free/reduced-price meals compared to the previous year. This is great news and shows our state's continued progress in K-12 education!

**Kentucky Board of Education Meeting Materials for February 3 Available**

The agenda and meeting materials for the February 3 Kentucky Board of Education meeting are available on the board's online system at the following link:

<https://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=15395&AgencyTypeID=1>. Highlights of the meeting include an update on the novice reduction work, a legislative update, the first reading of three regulations that will be repealed, amendments to the Kentucky High School Athletic Association bylaws and regulation, recognition of former KBE member Jonathan Parrent, presentation of the Dr. Samuel Robinson Award, and recognition of the Districts of Distinction.

Preparation by Kentucky Department of Education

## New Academic Programs

**ACTION:** The staff recommends that the Council approve the following two new academic programs:

**University of Kentucky**

- Master of Science in Finance (CIP 52.0801)

**Northern Kentucky University**

- Master of Legal Studies in U.S. Law (CIP Code: 22.0202)

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 and recommends for approval the following programs:

University of Kentucky

Master of Science in Finance (CIP Code: 52.0801)

The proposed Master of Science in Finance is structured to respond to the state's need for a full-residency finance program at the graduate level. The program will prepare students with the advanced specialized training needed in an innovation-intensive and globally-integrated finance industry. Students will learn to utilize finance-related information technology and software, and to apply analytical, critical and logical reasoning skills to complex financial and finance-related issues. The program prepares students to perform the advanced financial modeling and analysis needed in a number of settings, including government entities, corporations, and investment firms. The proposed program will utilize the new Investment Management Center, and will provide students with hands-on equity portfolio management, in which students will make all the investment decisions on a real-money portfolio.

Northern Kentucky University

Master of Legal Studies in U.S. Law (CIP Code: 22.0202)

The proposed Master of Legal Studies (LL.M.) in U.S. Law is designed to provide foreign-trained lawyers with the opportunity to expand their knowledge of the American legal system and to focus one or more areas of American law. This program offers them the opportunity to further their education in a way that is not possible in their home countries. The LL.M. allows students to focus their studies on areas of the law that affect their home countries and the world, including the emerging and critically important field of information technology and informatics, including data privacy and cyber security. Specifically, students interested in both the legal and technology



aspects of this field will be able to take courses at both NKU Chase College of Law and at the NKU College of Informatics to provide them with an area of specialization unavailable at most American and foreign law schools. The program will concentrate on the areas of informatics/technology, information privacy, cyber law, healthcare law, privacy law, and professional licensure.

Staff preparation by Kim Arington

## Improving Educator Quality State Grant Program

**ACTION:** The staff recommends that the Council on Postsecondary Education award federal *No Child Left Behind*, Title II, Part A, funds in the amount of \$400,854 to four new projects for January 1, 2016–June 30, 2017.

1. *Energy is Elementary: Physical Science, Social Studies, Mathematics, Language Arts* (University of Kentucky): \$110,000
2. *Developing Critical Thinking Skills Using Science and Engineering Practices* (Murray State University): \$ 110,000
3. *Supporting Student Transitions to Algebra II (SSTA)* (University of Kentucky): \$110,000
4. MSU's 21<sup>st</sup> Century STEM Camp (Morehead State University): \$70,854

The Improving Educator Quality State Grant Program awards grants to partnerships that deliver research-based professional development programs to P-12 teachers. To be eligible, a partnership must include a postsecondary institution's school of arts and sciences and its teacher preparation program, as well as at least one high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject.

The focus of Year 15 of the Improving Educator Quality State Grant Program is to develop teacher understanding of designing instruction that blends critical thinking skills with content instruction. Projects fully integrate the Common Core Standards and/or Next Generation Science Standards (NGSS) and related assessments in a way that addresses the achievement gap of underrepresented students through critical thinking strategies.

In addition to the four projects that were awarded continuation funding in November 2015, the staff recommends that the following new projects be approved:

1. **University of Kentucky: \$110,000**  
*Energy is Elementary: Physical Science, Social Studies, Mathematics, and Language Arts*  
Carol Hanley and Brett Criswell, principal investigators

*Energy is Elementary* will be implemented by a team of faculty and staff from UK and seven participating schools in Fayette County. The goal is to build an understanding

of global energy socio-scientific issues related to energy in elementary schools. Participants will work together to design and implement learning experiences to support the attainment of energy literacy. The project will provide teachers with an approach to support students' critical thinking skills as it relates to the study of energy.

**2. Murray State University: \$110,000**

*Developing Critical Thinking Skills Using Science and Engineering Practices*  
Kem Cothran, principal investigator

The Developing Critical Thinking Skill Using Science and Engineering Practices (SAEP) will provide extensive professional development for middle school math and science teachers to address critical thinking skills using science and engineering practices in their teaching. The project will include participants from 15 regional school districts who will work together to develop standards-based units and lessons to use in middle school math and science. The objectives of the project are designed to help close the achievement gaps found in the participating schools.

**3. University of Kentucky: \$110,000**

*Supporting Student Transitions to Algebra II (SSTA)*  
Kim Zeilder-Watters, principal investigator

The Supporting Student Transitions to Algebra II (SSTA) project will work with representatives from seven partner districts and will address instructional needs identified in the participating districts. Training will focus on assisting special education teachers to collaborate with classroom teachers. The project will provide significant resources for both the regular and special education teachers as they learn how to develop students' ability to be critical thinkers.

**4. Morehead State University: \$70,854**

*MSU's 21<sup>st</sup> Century STEM Camp (Morehead State University)*  
Krista Barton and Rachel Blackwell, co-principal investigators

MoSU's 21<sup>st</sup> Century STEM Camp will provide a LEGO robotics experience for teachers and students in six counties in eastern Kentucky. Instructors from MoSU's Department of Engineering & Technology, Management from the Kentucky Department of Education, and UK's See Blue STEM Camp will engage with 10 STEM teachers in a professional development system that begins with data focus groups followed by a four-day institute during summer 2016 using student growth goals, STEM Action Plans, and ongoing professional learning experiences.

Staff preparation by April Wood

Council on Postsecondary Education  
February 12, 2016

## **Optometry School Contract Spaces Update**

In the 2014-2016 Executive Branch Budget Bill (HB 235), the Kentucky General Assembly directed the Council on Postsecondary Education (the Council) to conduct a study on the effect that the licensure and accreditation of any school of optometry within the Commonwealth would have on the Contract Spaces Program and submit the results to the Interim Joint Committee on Appropriations and Revenue and the Interim Joint Committee on Education by December 1, 2015.

The following report provides the results of this study, and Travis Powell, CPE's general counsel, will present to the Council additional information to support its findings.

Staff preparation by Heather Bingham

## **Optometry Education and Kentucky's Contract Spaces Program**

*A report to the Kentucky General Assembly from the Council on Postsecondary Education*

### **Directive**

In the 2014-2016 Executive Branch Budget Bill (HB 235), the Kentucky General Assembly directed the Council on Postsecondary Education ("Council") to conduct a study on the effect that the licensure and accreditation of any school of optometry within the Commonwealth would have on the Contract Spaces Program and submit the results to the Interim Joint Committee on Appropriations and Revenue and the Interim Joint Committee on Education by December 1, 2015.

### **Background**

The Kentucky Contract Spaces Program provides Kentucky residents with access to training in veterinary science and optometry at partner universities outside the state because no Kentucky institution offers these programs. The partnership arrangements, which are largely facilitated through the Southern Regional Education Board (SREB), allow Kentuckians access to high-quality professional education at a cost commensurate with the resident rate of tuition.

A fixed number of spaces for Kentucky students are reserved at each participating university. Students meeting the requirements for Kentucky residency for purposes of tuition and who are selected to enroll in these programs are required to pay only the in-state tuition at the host institution, or the rough equivalent at private institutions, which do not offer differential rates of tuition based on residency.

The Commonwealth pays a contract fee to the universities to reserve the spaces and cover the balance of the students' educational costs. While no statutory directive exists for this program, Kentucky has a long history of funding this program biannually through the Executive Branch budget bill.

HB 235 requires that the Council fully fund 44 spaces at optometry schools, or an average of 11 spaces per class in the four-year program. While HB 235 and prior Executive Branch budget bills do not prescribe where those spaces were to be purchased, the Council has a longstanding practice of purchasing space from the following institutions: Southern College of Optometry (Southern), University of Alabama-Birmingham (UAB), and Indiana University (IU).

The Council currently contracts for 20 total spaces at Southern, a private nonprofit institution; and 12 each at UAB and IU, both public institutions.

## Program Costs

The Council contracts with SREB for spaces at Southern and UAB and purchases space directly from IU. The FY 2015-2016 respective costs and tuition rates are outlined below. Kentucky students participating in the program are charged either the regional or resident rates of tuition.

### Optometry Program Tuition and Fees and Cost to Kentucky

Academic Year 2016-17

	Non-resident	Resident	Difference	Cost to Kentucky		
				Per Student	Spaces	Total
<b>Indiana University</b>	\$37,714	\$25,178	\$12,536	\$12,536	12	\$150,433
<b>University of Alabama - Birmingham</b> Average tuition: (varies by student year)	50,802	24,875	25,927	17,800	12	\$213,600
<b>Southern College of Optometry</b> 2016-17 rates available March 2016	NA	NA	NA	17,800	20	\$356,000
2015-16 tuition and fees	33,929	20,531	13,398	16,700		
<b>Total Students/Cost</b>					<b>44</b>	<b>\$720,033</b>

### Demand for Optometry School Spaces

The following chart provides the number of applications received and students enrolled at each institution since 2011. Those applications received may or may not represent submissions by viable candidates for admission.

### Kentucky Student Applications and Enrollments

	<u>Entering</u>	<u>Class of</u>	<u>Applied</u>	<u>Accepted</u>	<u>Enrolled</u>
<b>Southern College of Optometry</b>	2015	2019	16	6	4
	2014	2018	17	8	6
	2013	2017	22	10	8
	2012	2016	12	4	2
	2011	2015	16	9	6
<b>University of Alabama - Birmingham</b>	2015	2019	12		4
	2014	2018	13		5
	2013	2017	19		4
	2012	2016	12		3
	2011	2015	13		3
<b>Indiana University</b>	2015	2019	15	10	6
	2014	2018	14	7	5
	2013	2017	15	5	4
	2012	2016	8	6	5
	2011	2015	13	6	3
	2010	2014	9	4	3

<b>Three Institutions Combined</b>	2015	2019	43	14
	2014	2018	44	16
	2013	2017	56	16
	2012	2016	32	10
	2011	2015	42	12

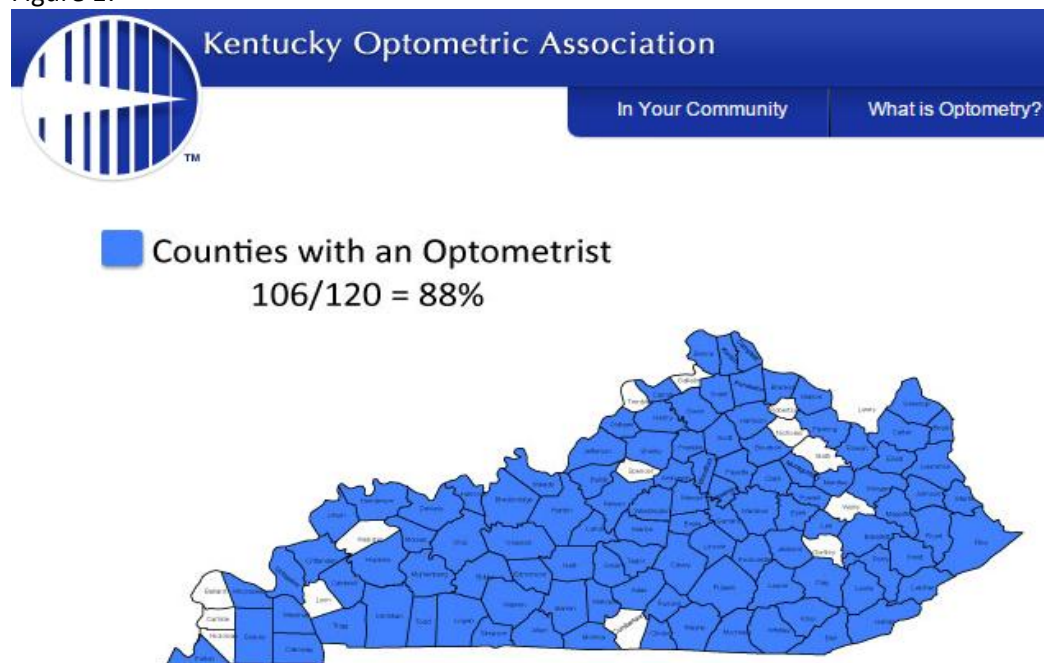
Source: Institutions

### Current Employment of Optometrists in Kentucky

In 2012 Deloitte Consulting conducted a comprehensive study of the capacity of the healthcare workforce in Kentucky, where the need for optometrist was assessed based on the licensing database. According to the report, 568 optometrists worked in Kentucky in 2012, with over 25% of counties lacking a practicing optometrist. The study also documented a rural-urban divide: 87 rural counties had 234 (or 41%) practicing optometrists, while 33 urban counties had 334 (or 59%) doctors practicing optometry.<sup>i</sup>

Current data from the Kentucky Optometric Association shows a more extensive coverage of Kentucky's counties by optometrists: 88% of counties have an optometrist.

Figure 1:



Source: Kentucky Optometric Association, retrieved from <http://www.kyeyes.org/maps.html>

## **Employment Outlook**

The Kentucky Education and Workforce Development Cabinet (EWDC) projects that positions for optometrists will grow by 32% (from 500 to 660) between 2010 and 2020, with an average of 40 openings annually. Half of these 40 annual positions will be generated through processes of occupational mobility, retirement, and separation replacing existing jobs and the other half through occupational growth.<sup>ii</sup>

Similarly, analysis of Kentucky Office of Employment and Training data suggests that optometrist positions will grow by 29% from 588 in 2014 to 752 in 2024. Annual demand or the number of jobs expected to be annually available throughout the 2014-2024 period is projected to be 38 positions.

Online advertised vacancies may provide an indication of current occupational demand for optometrists in Kentucky. The dynamic nature of real-time vacancies also enables labor market trend identification. Job postings for optometrists in Kentucky from Burning Glass Technologies point to a lower demand. Over the past 12 months, the search for optometrist vacancies yielded 12 positions, and all of them were located in large metropolitan areas and urban centers.

The 2013 Deloitte study notes a high need for optometrists in Kentucky. Overall, the number of optometrists needed in 2017 is estimated at 838 full-time positions, with an additional 291 FTE professionals required to meet the need by 2017. The number of additional professionals reflects only growth of new jobs, disregarding the process of replacing existing jobs.

To summarize, analysis of Kentucky workforce data projects the demand for new optometrists ranging between 38 and 40 professionals annually, while real-time advertisement data show an annual demand of 12 doctors. Deloitte Consulting notes the need for additional 291 full-time optometrists to be employed between 2012 and 2017. Using these multiple data sources, a comprehensive picture has emerged, allowing for more informed interpretations and inferences. The triangulation of data should be considered to complement each other and create a richer context, rather than be contradictory.

## **The University of Pikeville's Kentucky College of Optometry**

Earlier this year the Council conditionally approved the University of Pikeville's (UPike) application to offer an optometry program conditioned upon the university obtaining full accreditation with the Accreditation Council on Optometric Education (ACOE). UPike has received the pre-accreditation status of "Preliminary Approval" by ACOE and will enroll its first class of optometry students in August 2016. UPike must request full accreditation status not less than 12 months prior to graduation of the program's first class. Full accreditation status must be granted as the class graduates for graduates to be licensed to practice.

UPike's class size is projected to be 60 students until final accreditation occurs with graduation of the first class. Thereafter, the projected enrollment will be 64 new students each year.

Tuition in 2016-17 will be \$35,975 for academic instruction and \$2,475 for necessary equipment for a total tuition of \$38,450.

While UPike will primarily prepare optometrists to serve the people of Central Appalachia and rural areas in general, it will be a national school and will accept students from all parts of the United States.



Because there are currently no colleges of optometry in Kentucky, West Virginia, North Carolina, South Carolina, and Georgia, the new optometry school's primary service area will be the southeastern part of the country.

### **Kentucky College of Optometry and the Contract Spaces Program**

Based on the analysis in this report, there is value in continuing the practice of purchasing seats in optometry programs to assure Kentucky residents have access to optometry education at affordable rates. As described above, the demand for optometrists in Kentucky exceeds the current supply of licensed professionals. Also, interest in optometry programs is high among Kentucky students and exceeds the current supply of purchased seats through the contract spaces program.

UPIke is a private, nonprofit institution operating without state General Fund operating support. The \$38,450 tuition UPIke will charge for the optometry program in 2016-17 is similar to the non-resident rates of Kentucky's partner public institutions and the non-regional rate at Southern. Additionally, UPIke's new program, which will enroll 60-64 students per class, will have the capacity to accommodate the average of 11 spaces the Council secures for Kentucky students pursuing optometry education each year.

### **Further Considerations**

Currently there is no requirement that Kentucky residents participating in the contracts spaces program return to Kentucky. Incentivizing optometry school attendance at a Kentucky institution through reduced tuition may lead to a greater percentage of graduates residing in the state and help the Commonwealth better secure a greater return on its investment.

If Kentucky decides to purchase optometry seats from UPIke rather than the three out-of-state partner institutions consideration should be given to continuing the commitment made to those Kentucky students who have been admitted or are currently enrolled at the three campuses through the contract spaces program. This would require a phased in approach to support Kentucky students who wish to attend UPIke while continuing to support those students enrolled at the other institutions until their graduation.

As an alternative to supporting Kentucky students pursuing optometry education through the contract spaces program, a scholarship program similar to the Osteopathic Medicine Scholarship Program established in KRS 164.7891, could be created. The Osteopathic Medicine Scholarship Program provides financial aid to Kentucky students pursuing a degree at the Kentucky College of Osteopathic Medicine at the University of Pikeville. The program is administered by the Kentucky Higher Education Assistance Authority (KHEAA). Participating students must:

- Be a U.S. citizen.
- Be a Kentucky resident.
- Practice one year in Kentucky in a qualifying field for each year the scholarship is received.
- Repay the scholarship plus interest if student does not complete program or service requirement.

This program provides an annual award equal to the difference between the average amount charged for in-state tuition at Kentucky medical schools and the tuition charged at UPike's Kentucky College of Osteopathic Medicine.

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<sup>i</sup> Deloitte Consulting (May 2013). The Commonwealth of Kentucky health care workforce capacity report.

<sup>ii</sup> Crouch, R. and Bowell, T. (2012). Kentucky occupational outlook to 2020: A statewide analysis of wages, employment, growth and training. Frankfort, Kentucky: Education and Workforce Development Cabinet.

## Committee on Equal Opportunities Report

The Committee on Equal Opportunities met Monday, January 25, 2016, at the Council offices in Frankfort. The following action and information items were presented.

- **2016 Meeting Schedule:** The CEO adopted the following 2016 meeting schedule: March 21, May 16, and October 17.
- **Annual Institutional Diversity Plan Updates:** In accordance with the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, each institution developed a campus-based diversity plan which set forth specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to Kentucky's population. At the January 25 CEO meeting, the following institutions presented their annual update:
  - Eastern Kentucky University: Dr. Sherwood Thompson, Associate Professor of Educational Leadership, presented EKU's annual report on their efforts to implement the objectives of their institutional diversity plan.
    - Area of improvement: Enrollment of African Americans rose to 8.0 percent and 6.8 percent for Hispanic/Latinos.
    - Area continuing to work on: Faculty of color- recruitment and retention
  - Kentucky State University: Dr. Deneia Thomas, Associate Vice President of Academic Assessment and Evaluation, presented KSU's annual report on efforts to implement the objectives of their institutional diversity plan.
    - Area of Improvement: Retention rate rose from 43.7% to 60.2%.
    - Area continuing to work on: Graduation rate of 22.4%.
- **Diversity Assessment and Planning:** Following the meeting, the CEO met jointly with the Institutional Equal Educational Opportunity representatives. The group discussed the alignment of the Strategic Agenda with the Statewide Diversity Policy, as well as timelines for development and review. CPE Legal Counsel, Mr. Travis Powell, has been leading efforts to revise the Statewide Diversity Policy.

### SREB Doctoral Scholars Program Update:

- Planning for the fall 2016 SREB Institute on Teaching and Mentoring took place during a meeting of the state Doctoral Scholars Regional Advisory Committee, January 21-22, 2016, in Atlanta, Georgia. The group engaged in a debriefing from the fall institute.

- As of January 2016, Kentucky has served 125 scholars, produced 82 graduates, and has 27 students currently matriculating. Kentucky postsecondary education employs 22 SREB Doctoral Scholar graduates. Eleven of the graduates have earned tenure.

**Upcoming Events:**

- The SREB Doctoral Scholars Program Institute on Teaching and Mentoring will take place October 27-30, 2016, in Tampa, Florida. Scholars from the University of Kentucky and the University of Louisville will participate in the event. Kentucky's public institutions also will be invited to participate in the annual recruitment fair to assist with increasing the number of diverse faculty members at their respective institutions.

At the February 12 meeting, SREB Dissertation Year Scholar, Mr. Marcus Bernard (ABD-University of Kentucky) will share his experiences at the 2015 Institute on Teaching and Mentoring, as well as his current research.

Staff preparation by Rana Johnson

## **Committee Appointments**

The chair will make appointments to the following committees:

- **Council's Executive Committee:** This committee consists of the chair, vice chair, and three other members who serve one-year terms. The Executive Committee reviews all agency budget and personnel matters, including an annual audit of the agency, evaluating the president, and performing other activities assigned by the Council.
- **Tuition Development Work Group:** This work group will review the tuition-setting process used in the prior year, develop a tuition-setting timeline, and make recommendations regarding tuition and mandatory fee ceilings for the 2016-18 academic years.

Staff preparation by Heather Bingham

# AIKCU GOOD NEWS

The Association of Independent Kentucky Colleges & Universities

## More than 1,000 awarded degrees during mid-year commencements

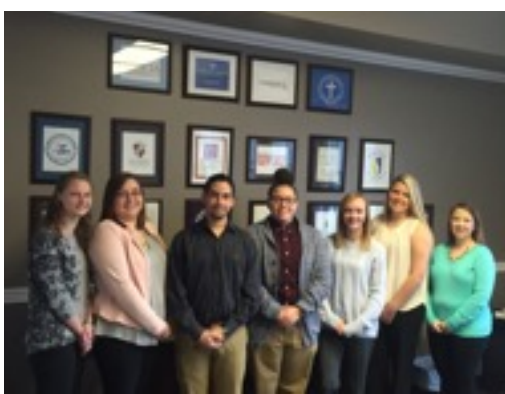
More than 1,000 graduates were awarded degrees during mid-year commencement celebrations held in December. Graduates, both undergraduate and graduate, were recognized by **Bellarmine University** (305), **Berea College**, **Campbellsville University** (228), **Georgetown College** (91), and **Lindsey Wilson College** (412).

Congratulations to these new alumni!

## Berea College tops US News list of lowest student debt colleges, Alice Lloyd #7

AIKCU member work colleges Berea College and Alice Lloyd College were recently recognized by US News for graduating students with very low student debt levels.

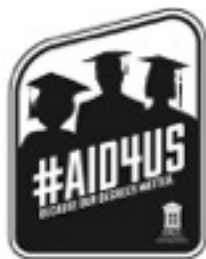
## Seven AIKCU students gain valuable experience through AIKCU internships



The 2016 AIKCU Frankfort Interns. L-R: Michaela Hydon (UPIKE); Alyssa Mattingly (Campbellsville University); David Azcunaga (UPIKE); Kadada Dowell (Campbellsville University); Kaitlyn Abdon (UPIKE); Aleshia Sykes (UPIKE); Mona Branham (UPIKE)

Seven Kentucky private college students — all from **Campbellsville University** or the **University of Pikeville** — are getting a close look at the workings of state government this spring through their internships in the AIKCU Frankfort Semester Internship Program.

The interns were selected through a competitive process and will work approximately 30 hours per week in legislative offices, state agencies or carefully selected organizations tied to the Kentucky political process, including **CPE** and the **Kentucky Chamber of Commerce**.



## AIKCU students share financial aid stories through #AID4US campaign

Students from Kentucky's private colleges are sharing their stories to highlight the importance of the state's need-based CAP and KTG financial aid programs.

Read their stories at <http://aid4.us> and follow on social media using the hashtag #AID4US.

# CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



EKU Scholar House

## SCHOLAR HOUSE WILL HELP SINGLE PARENTS SUCCEED

A new Scholar House, expected to open on the ECU campus in the summer of 2017, will offer a “transformative” experience for single parents pursuing a college education.

Dr. David McFaddin, executive director of ECU’s Office of Engagement and Regional Stewardship, explained that the planned facility will provide a “one-stop shop” of services. In addition to the 36 two-bedroom apartments, residents will also enjoy an on-site, certified child development facility for up to 80 children; receive counseling; participate in life skills workshops; and be near all the services and amenities of the Richmond campus, such as Student Health Services and the Women’s Health Clinic. Most services are free; the cost of housing and childcare will be income-based.

The House “takes a lot of stress off, so the students can focus on their studies,” McFaddin said. “As a school of opportunity, there’s no better way for us to help single parents become productive and break the glass ceiling.”

The Scholar House is the product of a partnership between the Kentucky Housing Corporation (KHC), Kentucky River Foothills Development Council Inc. (KRFDC), the City of Richmond and ECU.

The \$9.5 million project is primarily funded by KHC – the City of Richmond received a \$1 million Community Development Block Grant for construction costs – and will be managed by Kentucky River Foothills, which also secured several deferred loans to go toward project development costs. Eastern provided the land via a long-term lease.

Single parents are given first priority to reside in the Scholar House. Residents must be at least 18, be eligible for a Housing Choice voucher, and be full-time students at any degree-granting or specialty institution of higher learning.

Pending legislative approval, construction on the House is expected to begin this summer.

## TRAILBLAZER SCHOLARSHIP AIDS FIRST-GENERATION COLLEGE STUDENTS

A new Trailblazer Scholarship at ECU will assist students seeking to be the first in their families to earn a college degree.

Last fall, more than 800 new freshmen entering ECU were first-generation students.

“Serving this population of students has been at the heart of Eastern’s mission for over a century,” said Dr. Brett Morris, executive director for enrollment management at ECU. “This scholarship will help fulfill unmet needs many first-generation families experience when attempting to find affordable, quality college options for their children.”

According to a report from the Pell Institute entitled “What Works for First-Generation Students,” many first-generation students find the amount of aid awarded is often insufficient to offset the rising costs of college attendance. Tuition increases, stagnant grant aid, and the high costs of textbooks and transportation make it a struggle to pay for college. Also, many first-generation students choose to work rather than to take out student loans, making it difficult for them to focus time and attention on their coursework.

## GIVING INCREASES MORE THAN 50%

The ECU Development Office reports that giving for the first six months of the current fiscal year easily surpassed totals for the same period last year.

The approximately \$3.2 million raised from July through December 2015 was the third-best six-month figure in University history and \$1.2 million ahead of last year’s pace.

Eastern is coming off its best fundraising year since 2001.



The winning Campus Challenge team is pictured with judges. From left: Jeff Fultz, Mendi Goble, Anthony Lamanna, Craig Turner, Scott Arias, Kara Purdy and EKU President Michael Benson. (Photo by Zeynab Day).

## WINNING CAMPUS CHALLENGE ENTRY FOCUSES ON PUBLIC SERVICE

A proposal to involve all Eastern Kentucky University students in public service has captured the top prize in the University's first Campus Challenge competition.

"Race to the Next Greatest Generation: Making EKU a Force for Good," developed by four construction management faculty members, includes two components: a public service exchange where providers such as Habitat for Humanity and Salvation Army post opportunities for assistance, and an academic requirement that each EKU full-time undergraduate student contribute one hour a week throughout the school year in service.

"This idea has so much potential," said EKU President Michael Benson in announcing the winner. "It distinguishes us as the service university that makes a difference."

According to the team, EKU would be the first public university in Kentucky, and one of just a few nationwide, to adopt such a requirement.

*"This idea has so much potential. It distinguishes us as the service university that makes a difference."*

EKU President Michael Benson

Box in 2013 that encouraged faculty and staff to offer ideas for improvements. Last year, it was decided to model the competition after the Bloomberg Philanthropies' Mayors Challenge. Thirty-three entries were submitted and then narrowed to five.

The timeline for implementing "Race to the Next Greatest Generation" is uncertain.

Before announcing the winning team, Benson said EKU Board of Regents Chair Craig Turner was donating \$5,000 to each of what the president called "four second-place winners."

The winning team received \$10,000 from the University to begin implementing its plan, which requires \$50,000 in start-up costs. The payoff would be approximately 300,000 volunteer hours contributed each year by Eastern students.

The Campus Challenge stemmed from a President's Suggestion

## EKU SURPASSES BENCHMARKS ON NSSE

EKU exceeds similar benchmark institutions and other comparison groups on measures of student engagement, especially in the areas of academic challenge and experiences with faculty.

According to the 2015 National Survey of Student Engagement (NSSE), the University's freshmen and seniors alike rated EKU "significantly better" than all its benchmarks and the national average on all academic challenge indicators (higher-order learning, reflective and integrative learning, learning strategies and quantitative reasoning) as well as measures related to experiences with faculty (student-faculty interaction and effective teaching practices).

EKU also fared well in the campus environment category. First-year students and seniors rated Eastern ahead of its benchmarks and the national average in quality of interactions and supportive environment.

In almost every NSSE category, Eastern showed steady improvement over the past three years.

The survey also showed that the percentage of EKU first-year students and seniors who rated their experience as "excellent" or "good" and who said they would "definitely" or "probably" choose to attend the institution again exceeded the average for benchmarks, southeast public institutions and the nation. In each case, 86 to 87 percent of the first-year students and seniors responded affirmatively.

## DOCTORAL FELLOWSHIP BOOSTS LOCAL SCHOOL DISTRICT

A new partnership between EKU and Madison County Schools "will set this community apart from the rest of the Commonwealth."

That's how Madison County Schools Superintendent Elmer Thomas described a doctoral fellowship that will allow one MCS administrator or teacher a year to pursue, with all tuition and fees paid by the University, an Ed.D. degree in educational leadership and policy studies on the Richmond campus.

Thomas has another reason to be excited. EKU tabbed the superintendent to be the program's first Fellow. Then, each subsequent year, the school system will select one administrator or teacher to participate.

"The fellowship will allow for a continual flow of MCS employees to have the opportunity to grow, learn, develop and expand their ability in teaching and learning in a way that has never been approached before," Thomas said.



# KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

JANUARY 2016



## EMBRACING THE DREAM

### DEVELOPING A STRATEGIC PLAN TO MEET KENTUCKY'S FUTURE NEEDS

With the support of the Bill and Melinda Gates Foundation and the professional assistance of Sutherland & Associates, an organizational development consulting firm based in Lexington, Kentucky, KCTCS President Jay Box conducted a series of focused Innovation Roundtables in the fall of 2015. The primary objective was to establish a systematic approach to gathering counsel and advice from key stakeholders in the development of the KCTCS Strategic Plan 2016-22. The roundtable sessions were conducted in nine economic regions of Kentucky, with 162 session participants.

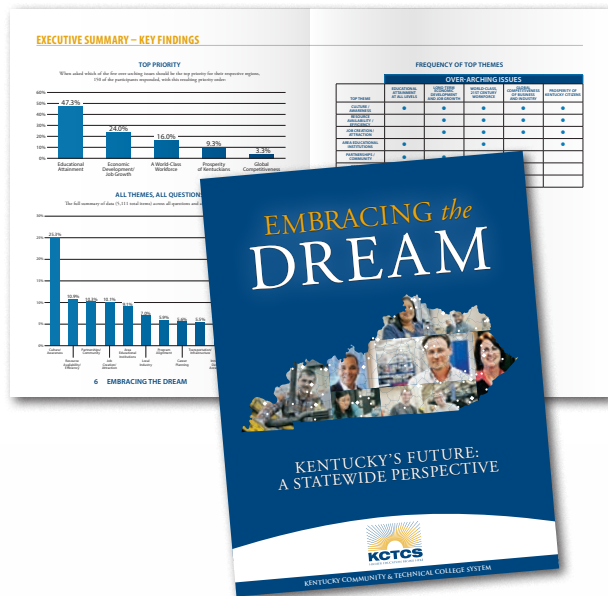
Roundtable participants were asked four questions in a closed-response format related to challenges, opportunities, targets for change, and potential innovations followed by a group discussion on each of the following overarching issues:

- Educational attainment at all levels
- Long-term economic development and job growth
- A world-class, 21st century workforce
- Global competitiveness of business and industry
- Prosperity of Kentucky citizens

(These issues represent common elements of the current and/or proposed strategic plans of: the Kentucky Council on Postsecondary Education, Kentucky Chamber of Commerce, Kentucky Department of Education, Kentucky Rising and the Kentucky Workforce Innovation Board)

**ABOVE:** Professionals from the Paducah-Purchase area participated in a roundtable session at West Kentucky Community and Technical College on November 5.





In addition, participants were asked two follow-up questions about the top priority among these five over-arching issues and about what is currently going well in their respective regions of Kentucky.

## DATA

The participants' written responses to all questions were collected, transcribed, and entered into a database. A keyword concept analysis of the responses was then conducted to surface common themes. The following 13 broad themes emerged from the data:

- Culture/Awareness
- Area Educational Institutions
- Partnerships/Community
- Affordability
- College Readiness
- Resource Availability/Efficiency
- Career Planning
- Program Alignment
- Innovative Delivery/Accessibility
- Local industry
- Transportation/Infrastructure
- Job Creation/Attraction
- Adult/Non-Traditional Learners

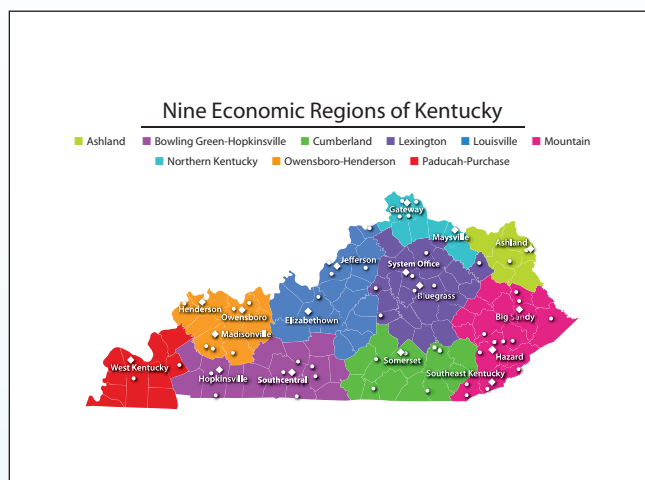
## CONCLUSION

The statewide results of the Innovation Roundtable revealed a dream of what Kentucky could and should be, and valuable information we can use to help us actually get there. KCTCS will address the key findings from the input received from the roundtable participants to finalize its strategic plan for 2016-2022. Additionally, based on the frequency of themes and comments that emerged around the five over-arching issues, the primary areas of focus in working with our partner organizations will be:

- To instill in the public an understanding of the value of education, careers, and a global perspective to overcome societal problems and generational acceptance of poverty, mediocrity, and hopelessness.
- To increase funding and invest it in the infrastructure and workforce required to sustain global competitiveness.
- To diversify our economy by supporting emerging fields, entrepreneurship, innovation, and local jobs with global employers and/or consumers.
- To leverage our strong educational institutions by aligning P-20 programs and curricula to meet the needs of business and industry and that provide relevant lifelong learning and skills for a flexible, work-ready workforce.

Though there are clearly many challenges to overcome, with the collective commitment of state policymakers, industry partners, business organizations, economic development officials, and educational providers at all levels working together, and by aligning and marshaling our resources, we can and will pursue meaningful changes and innovation to provide a brighter future of all Kentuckians.

[Click here](#) to read more about the findings of the roundtable discussions.





### Frankfort Independent Schools, KSU announce partnership with hiring of shared Innovation Officer

FRANKFORT, KY – They sit just a few blocks apart, but today Frankfort Independent Schools (FIS) and Kentucky State University (KSU) officially began the process of uniting for a common goal: creating true college- and career-ready students. FIS Superintendent Houston Barber and KSU President Raymond Burse announced the joint hiring of Dr. Ron Chi, who will serve both entities in the capacity of Chief Academic and Innovation Officer.



*KSU President Raymond M. Burse, from left, Chief Innovation Officer Ron Chi and Frankfort Independent Schools Superintendent Houston Barber*

The creation of this new position signals the start of a collaboration between the institutions aimed at designing supports for students and educators through real-world, critical-thinking opportunities connected to the nationally recognized programs KSU has to offer. In the coming weeks, Chi will be working with university and business leaders to create professional development experiences and curricula that will provide a pathway to college and beyond.

“Preparing our young people for success in life, can’t happen in isolation,” said Dr. Barber. “This coming together means we are all answering the call to educate our children so that they can compete in the global marketplace. The hiring of Dr. Ron Chi is a catalyst for true transformation in education in the city of Frankfort and the state of Kentucky.”

“This partnership provides seamless support and it will be a model for other school districts. Faculty and community experts working together will give our students an innovative edge to form businesses of the future,” said Dr. Burse. “This joint partnership will be life-changing for students and the university community.”

Burse and Barber introduced Chi to a group of community and educational leaders at Frankfort High School. Chi has worked in public education for over 20 years in Kentucky and New York. He was the founding principal at The Learning Center at Linlee in Lexington. Chi served on Secretary of Education Arne Duncan’s *Highly Innovative Principals* cohort to discuss scaling innovative practices and processes throughout public education.

# Dr. Kirk Pomper among Fellows honored at Association of Public and Land Grant Universities

Dr. Kirk Pomper, Kentucky State University's interim Land Grant director, was among 27 Fellows of the Food Systems Leadership Institute who were honored during a ceremony at the annual meeting of the Association of Public and Land Grant Universities in Indianapolis, Ind.

The Fellows were recognized for their accomplishments in completing the FSLI Executive Leadership Development Program and for contributions they have made to their individual organizations and the broader higher education and food systems.

The FSLI is a two-year program designed for experienced leaders in academia, government and industry. Through a dynamic curriculum that includes three executive style residential sessions, individual coaching, mentoring and personal projects, the FSLI seeks to enhance personal leadership ability, develop skills and knowledge for organizational change and broaden perspectives on integrated food systems.

Fellows report that the FSLI experience has had a significant impact on their leadership abilities. Leadership growth can be measured in many different ways, and more than a third of the Fellows have experienced promotions, selection to lead high-profile initiatives, election to university-wide leadership posts,



*Dr. Pomper, center, is honored as a Fellow of the Food Systems Leadership Institute at the annual meeting of the Association of Public and Land Grant Universities in Indianapolis, Ind., by Dr. Sonny Ramaswamy (second from left), director of the United States Department of Agriculture National Institute of Food and Agriculture.*

and other recognitions. Other Fellows are using their enhanced leadership and broader food systems perspectives to lead change from their current positions.

More information on the FSLI is available at [www.fsl.org](http://www.fsl.org).

## Center's students get hands-on experience with ties

The Promising Center for Youth Excellence is home to an after-school and mentoring program for students in Franklin County. Funded by the U.S. Department of Health and Human Services, the program serves approximately 100 African-American and Hispanic students.

"We have children ages 10-17 that come in Monday through Friday," Warith Majid, a coordinator with Kentucky State University. "We find them mentors, take them on trips and teach healthy-living objectives."

The program also teaches skills including personal development and wellness, disease prevention, injury prevention, cultural enrichment and career development via small-group and one-on-one mentoring.



*Dr. Herman E. Walston, left, and Warith Majid demonstrate how to tie a tie to participants at the Promising Center for Youth Excellence.*

During the fall semester, program staff members launched an initiative to collect ties from the KSU community. Once the ties were collected, they were distributed to the boys in the program. Along with the ties came a valuable lesson in how to properly knot one. Majid and program director Dr. Herman E. Walston, a professor of Child Development and Family Relations, introduced the skill to the students.

"They were excited to learn something new," Majid said. "The majority of them had never had anyone show them how to tie a tie. They picked it up pretty fast and they were enjoying themselves doing it."

At the end of March, the program's staff plans to present all of their participants with a new dress shirt and tie at a special ceremony.

"A young man can wear a white shirt and slacks and still look a little casual, but when he puts that tie on, he definitely looks professional and snazzy," Walston said.



## Fall Commencement recognizes more than 600 degree candidates; Rollins receives honorary doctorate

Morehead State University honored more than 600 degree candidates at its fall commencement ceremony on Saturday, Dec. 12, at the Academic-Athletic Center.

Alexandra Taylor Queen of Catlettsburg was the student speaker. It was a special day as Queen's mother Kristina Day also graduated. Queen was a candidate for a Bachelor of Arts degree in elementary education P-5.

Dr. Carl Rollins of Midway received an Honorary Doctor of Public Service degree.

He is currently the executive director and chief executive officer of the Kentucky Higher Education Assistance Authority (KHEAA) and the Kentucky Higher Education Student Loan Corp. (KHESLC).

An advocate for education in Kentucky for many years, he has served as mayor of Midway and Woodford County magistrate, and as a state representative from the 56th District (Woodford and parts of Franklin and Fayette counties) for five years. During his tenure in the House of Representatives, Rollins served as chair of the House Education Committee and was on the budget review subcommittees on primary and secondary education and postsecondary education.

He is a graduate of Woodford County High School. He has a bachelor's degree in business administration from MSU and a master's degree in business administration and doctorate degree in educational policy studies and evaluation from the University of Kentucky.



### Office of the President

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[www.moreheadstate.edu/president](http://www.moreheadstate.edu/president)

## **New drone flight training school set to take off in March**

The Kentucky Innovation Network at Morehead State University is partnering with Unmanned Services Inc. on the creation of a new drone flight training school.

As drone technology becomes more accessible for commercial and private use, safe and legal flight operations will be paramount as the industry grows. The flight school is designed to provide technical drone education and instruction to government and private entities at a low cost and help foster an unmanned aerial service sector in Kentucky.

## **School of Business Administration coordinates, sponsors Entrepreneurship Competition Fair**

Morehead State University's School of Business Administration helped coordinate and sponsor the Entrepreneurship Competition/Fair with Kentucky Valley Educational Cooperative in Hazard.

Overall, 796 middle school students from 14 schools, 11 districts and 9 counties received an opportunity to gain real life business skills and applicable entrepreneurial knowledge. The students created 313 businesses in the process, ranging from a wide variety of product offerings in both goods (235) and services (75).

The initial idea for this project came from the ever-increasing need for growth in economic development and entrepreneurship throughout Kentucky.

## **Dr. Williams' collection named 'Great Read of 2015' by NPR**

Morehead State University's Dr. Tom Williams, chair of the Department of English, has had his collection of stories, "Among the Wild Mulattos & Other Tales," named a Great Read of 2015 by National Public Radio.

Williams joined MSU in 2011. The book was published in July by Texas Review Press. "I was just happy these stories saw the light of day," said Williams. "To receive an honor like this is an incredible validation of a book that was a decade in the making."

## **MSU alumnus named Kentucky's 52nd Adjutant General**

Kentucky Gov. Matt Bevin has announced the appointment of Morehead State University alumnus Brig. Gen. Stephen R. Hogan as the 52nd Adjutant General of the Commonwealth of Kentucky.

Gen. Hogan was commissioned through the Reserve Officer Training Corps program at Morehead State University in 1985. He earned a Master of Strategic Studies from the U.S. Army War College in 2008. In 2010 and 2013, he completed the U.S. Northern Command Joint Task Force Command Course and U.S. Northern Command Joint Dual Status Commander's Course.



# MURRAY STATE UNIVERSITY



**The December 2015 Commencement ceremony recognized the achievements of 1,156 students, including approximately 145 international students.**

## Diversity Pledge

**M**urray State's Office of Multicultural Affairs, the Emerging Scholars Institute and Black Student Council initiated the Diversity Pledge Challenge.

Students initiated the diversity pledge to the Murray State community last fall. To date, the pledge has been signed by more than 1,000 students, faculty, staff and community members. Students in charge of the Diversity Pledge hope to have 5,000 signatures before April 1, 2016. The pledge has received signatures from President Bob Davies, Representative Derrick Graham, Senator Reggie Thomas, Renee Shaw of KET and Murray Mayor Jack Rose.

"Students in the Emerging Scholars Institute had already signed the pledge at their fall orientation in August but wanted to demonstrate that Murray State University as a whole is committed to diversity," said SG Carthell, senior director of diversity initiatives.

Each person who accepts membership in the university community must realize that membership obligates him or her, regardless of roles and responsibilities, to commit to and practice several basic principles of diversity. These principles are to accept one another, learn from one another, create an atmosphere of positive engagement and challenge bigotry.

The pledge and its results will be presented on April 1 at the Annual Ethnicity Symposium: How to Talk about Race.

## Racer Holidays campaign funds scholarships

In December 2015, Murray State University issued a challenge for the campus community to create new opportunities for students. Racers jumped at the challenge, raising \$19,391. The monies raised will be used to create 39 new student scholarships and study spots in the library.

"Our Racers really rose to the challenge for our students," explained Tina Bernot, interim executive director of development. "We had several individuals offer to match the generous donations raised during the campaign, including Murray State President Bob Davies, Tommy Blair, Todd Johnson and Keyla Palmer, Lana Porter, Michael Owen and Dick Weaver.

The #RacerHolidays campaign was the University's first-ever integrated crowdfunding campaign, utilizing multiple communications platforms in an effort to share a message of unity and celebration during the holiday season, while also raising funds for students. The campaign message — "Celebrating a season of global traditions. United as Racers." — honored the University's year-long 60th Anniversary of Desegregation celebration.





*Murray State University's Martin Luther King Day of Service raised money for United Way and filled 50 boxes of donations for Calloway County nonprofit groups.*



**Recent Murray State University graduate awarded inaugural KYCEC Outstanding Service Award for autism efforts**

The Kentucky Council for Exceptional Children has awarded the Outstanding Service Award in the Field of Special Education to recent Murray State University graduate **Ray Chumbler IV** at the 2015 KYCEC statewide conference.

The council created the new statewide award to recognize autistic students in Kentucky who are proactively advocating for those who have the disability. Chumbler has worked to educate the public about his disorder by giving several presentations on campus and establishing the Ray IV Autism Scholarship Endowment scholarship for Murray State students who are also on the autism spectrum.

**Murray State SMACS chapter achieves commendable status**

Murray State University's student chapter of the American Chemical Society (SMACS) has been selected as a commendable chapter for its activities conducted during the 20142015 academic year.

**Kevin Miller**, faculty advisor of the chapter, was also recognized with special commendation by the ACS for his great commitment of time and energy that a successful chapter requires.



**x = independently organized TED event**

**Murray State University doctoral student inspires via TEDx talk**

**Rob Carroll**, Murray State University doctoral student and South Heights Elementary School principal in Henderson, Ky., was chosen out of over 100 applicants to give a TEDx talk in Evansville, Ind. His talk was entitled "Rebirth. Revival. Renewal. This Is Our Re:naissance." and explained Carroll's take on how to be a great leader, particularly for children.

**Murray State literary faculty member named 2016 Pushcart Prize winner**

New Madrid contributor **April Ford** was named a 2016 Pushcart Prize winner for her short story, "Project Fumarase." As a result, New Madrid — the literary journal published by Murray State University's Master of Fine Arts in Creative Writing program — joins the list of distinguished presses featured in the official index of the Pushcart Prize: Best of the Small Presses.



**Murray State Faculty Member Awarded Administrative Award**

**Tamela Darnell**, a management consultant and administrative assistant for the Small Business Development Center at Murray State University, was named the Administrative Person of the Year by the Kentucky Small Business Administrative Center. Darnell received the award at the state conference in Lexington. A graduate of Murray State, she received her bachelor's degree in business administration in 2008 and her MBA in 2012.

**Heather Raley, a star on the rise**

Sigma Theta Tau International Inc., a nursing honors society founded in 1922, named Murray State University student **Heather Raley** as the recipient of the 2015 Rising Star award due to her demonstration of excellence and commitment to the betterment of the nursing profession.





# NKU GOLD RUSH

FEBRUARY 2016 NORTHERN KENTUCKY UNIVERSITY

## GO FIGURE

3.24

The cumulative GPA of NKU student athletes in the fall semester, a new school record

\$1M

Awarded to nonprofits over the past 15 years by NKU's Mayerson Student Philanthropy Project

1,333

The number of degrees and certificates conferred upon graduating students at Winter Commencement in December

## COLLEGE CORNER

### COLLEGE OF BUSINESS

NKU's Center for Innovation and Entrepreneurship, an initiative of the Haile/US Bank College of Business, is among the best in the world at helping student entrepreneurs achieve their dreams.

The center has received the "Exceptional Activities in Entrepreneurship Across Disciplines" award from the Global Consortium of Entrepreneurship Centers. Its INKUBATOR program has also been ranked among the top five university business accelerators in North America by UBI Global.

**LEARN MORE:** [https://cob.nku.edu/about/news/cie\\_awards.html](https://cob.nku.edu/about/news/cie_awards.html)



### NKU STUDENTS, FACULTY UNEARTH RARE DINOSAUR FIND

Faculty and students from Northern Kentucky University made a larger-than-life discovery in the deserts of Utah last summer: rare bones from a Barosaurus.

During an annual paleontological dig, Dr. Janet Bertog and six students were able to excavate a four-foot-tall vertebrae. Finding the remains of a Barosaurus is a rare feat. An 85-foot-long, plant-eating dinosaur that lived 140 million years ago, the Barosaurus weighed in at about 20 metric tons, and a full skeleton has never been found.

The intention of the dig was to simply preserve dinosaur bones that were concentrated in a single area – a lake – and determine why they were there. A skull was found in 2004, before NKU started working with the site. The jaw was found and collected by NKU students in 2011 and 2012. The NKU students continued to uncover both parts of the specimen this summer, and most importantly, were able to determine they did, in fact, belong to the Barosaurus due to their position near the vertebrae.

Each summer, Bertog takes students of all skill levels on an expedition to the Jurassic Morrison Formation, where scientists have discovered several dinosaurs and other animals from 160 million years ago. Work at the site is ongoing.

"Students get the experience of doing field work, and learning the techniques that we use at an excavation," Bertog said.



## NKU-DEVELOPED APP TACKLES HOMELESSNESS

As the weather turns cold, connecting the homeless with street outreach and emergency shelter services becomes increasingly important.

A new app developed at NKU puts that technology right in the palm of your hand for the first time. "Street Reach" allows members of the public to make electronic reports to outreach workers when they encounter someone in need of help, and also allows the homeless to reach out for aid.

The app is a partnership between NKU's Center for Applied Informatics, College of Education and Human Services, and local outreach and service agencies. It was created by students from NKU's College of Informatics.

"Street Reach makes it possible for community members to provide help to the homeless, and also educates the public about what resources are available in our community," said Rachael Winters, professor of social work and former director of the Emergency Shelter of NKU. "We believe that it could become a national model."



## THE SCOREBOARD

NKU student athletes recorded a cumulative 3.24 GPA last fall, a new school record.

It was the ninth straight semester that NKU student athletes earned a 3.0 GPA or better.

Twenty-three student athletes, or about 10 percent, also earned perfect 4.0 GPAs and were named to the President's Honors List. An additional 49 student athletes posted GPAs of between 3.6 and 3.99, making the Dean's List.

## BRIEFS

### NKU AMONG BEST IN THE NATION FOR MILITARY VETS

NKU is among the top universities in the nation for military veterans.

The Military Times' annual "Best for Vets" list ranks NKU 36th among four-year institutions for the services and support it provides to veterans and their families.

NKU has also been named a top school in the 2016 Military Advanced Education Guide to Colleges & Universities, and the Haile/US Bank College of Business is ranked 27th on the Military Times' "Best for Vets: Business School List."

#### READ MORE:

[http://www.nku.edu/news/\\_151109bestforvets.html](http://www.nku.edu/news/_151109bestforvets.html)

### NKU STUDENT DRAKE WOODS WINS INTERNATIONAL SCHOLARSHIP

Northern Kentucky University Computer Science student Drake Woods has won a prestigious international scholarship to study in Romania this spring.

He has been awarded an Erasmus+ scholarship from the European Union to study at Babes-Bolyai University beginning in February.

The junior from Florence, Ky. is the first NKU student to receive an Erasmus+ scholarship since the program was created in December 2013.

#### READ MORE:

<https://www.nku.edu/news/151216drakewoods.html>

## FACULTY FOCUS

Michele Day is an innovator. Whether it's connecting College of Informatics students with biology students in the College of Arts and Sciences to investigate lead contamination in a nearby town, or creating the "Journalism in the Digital Age" workshop for high school students, she isn't afraid to think big.

The educator of 15 years continually pushes her students to develop new skills, try new things, and be bold - and earlier this month, those efforts were recognized by the NKU Alumni Association when Day ('08) received the Faculty/Staff Strongest Influence Award.

**READ MORE:** [http://www.nku.edu/news/\\_160128alumniawards.html](http://www.nku.edu/news/_160128alumniawards.html)

### STATE GRANT TO HELP NKU PROMOTE WORKFORCE DEVELOPMENT

NKU has been awarded a \$75,000 grant from the Bluegrass State Skills Corporation (BSSC) to improve and promote workforce development efforts for Kentucky residents in manufacturing, healthcare, and service industries.

The grant will allow NKU to partner with the Northern Kentucky Training Consortium to provide training and professional development opportunities to companies and employees in these industries in order to help fill training gaps, and improve job retention and career advancement.

#### READ MORE:

<https://www.nku.edu/news/151217communityconnections.html>

### NKU STUDENT-PRODUCED SPORTS BROADCASTS EARN STRAIGHT A'S

NKU has received straight A's from the Horizon League for the quality of its student-produced fall sports productions for ESPN3.

An 11-person student crew films and produces nearly every home conference game for all NKU sports under the supervision of faculty members Wes Akers and Bill Farro.

Clips from the student productions have been featured on ESPN's nationally-televized SportsCenter program. The program began in the mid-1990's with volunteers, but today students also receive class credit.

#### READ MORE:

<http://bit.ly/1VvmK5T>

## ALUMNI NEWS



First-generation students at NKU will now have more opportunity to succeed thanks to the generosity of a prominent alumnus who was once a first-generation student himself.

Rich Boehne ('81) and the Scripps Howard Foundation have donated \$1 million to the Boehne First Family Generation Scholarship fund, which was established in 2012. Boehne is chairman, president & CEO of Cincinnati-based The E.W. Scripps Co., one of the nation's largest local television and digital media companies and a digital journalism pioneer. He is also vice chairman of NKU's Board of Regents.

"NKU provided us with a life-altering opportunity to expand our horizons and succeed both professionally and personally. And wherever our lot in life takes us, it is important that we continue to engage and give back," Boehne and his wife Lisa ('81) said. "We hope to help a new generation of students to pursue their dreams and help change the world."

**LEARN MORE:** [HTTP://NKU.EDU/NEWS/\\_160203BOEHNESCHOLARSHIP.HTML](http://NKU.EDU/NEWS/_160203BOEHNESCHOLARSHIP.HTML)



## A Message from President Capilouto

We owe the promise and potential of better tomorrows to those who helped pave a path to where we are today.

We are a campus rich in tradition, made wiser by both success and shortfalls, and by an unrelenting commitment to the betterment of the people we serve. Upon the blueprint of our Strategic Plan, there is an extraordinary amount of work happening across campus to move the University forward, nurturing an environment of belonging, carrying out our mission and fulfilling the priorities we set together.

That is a story worth telling.

We can do more to tell our story in a digital age, so more members of the University family can know and shape our shared narrative. In January, we launched a new online approach that will provide timely information that is easily accessible at a central source. The "State of the University" will be a constantly updated presence across two main platforms: the SOTU website ([www.uky.edu/sotu](http://www.uky.edu/sotu)) and the new "see blue." mobile app.

This resource will be a repository for the major initiatives underway that will help move our campus forward: campus transformation, diversity and inclusivity, campus safety and climate, student success at all levels, research, and quality health care. The website will serve as a space for the University to share updates related to the 2015-2020 Strategic Plan as well. The site includes

our goals, strategic initiatives and action steps for progress. We've also included the associated metrics and targets for each goal. In the future, with each passing year of the plan, we will also share progress data for each goal.

Because of you, we've made extraordinary progress, but there is more work to do. The greatest markers of success are the concrete representations of others' trust in us: the students who choose to pursue their education at UK; the faculty who teach, mentor and discover here; the staff who dedicate their time to operating our campus and supporting our students and faculty; and the many alumni, donors and friends who represent and advocate for our university.

Our vision and mission for Kentucky's flagship institution is to transform. Because of you and the steadfast stewardship of those who came before us, we carry a precious legacy brought to life 150 years

ago. Indeed, this is a story that all of us can -- and should -- be proud to share. 🍷

Sincerely,

*Eli Capilouto*  
Eli Capilouto, President



Our vision and mission for Kentucky's flagship institution is to transform.

## UK HealthCare Transplants Record Number of New Hearts in Kentucky

The University of Kentucky Transplant Center recently performed 43 heart transplants in 2015, setting a record for the most heart transplants performed by a Kentucky medical center in a single year and easily eclipsing the previous state record of 27 heart transplants performed in a single year.

The 2015 numbers place the UK Transplant Center in elite company – historically, only 20-25 medical centers in the country perform more than 30 heart transplants in a single year. With a heart transplant team comprised of multiple cardiothoracic surgeons, cardiologists and nursing staff working together, UK has adeptly managed to handle the ever-increasing demand of patients who require transplantation.

"This has truly been a banner year for the UK Transplant Center and the UK Gill Heart Institute," said Dr. Navin Rajagopalan, medical director of heart transplantation at UK HealthCare. "Never before has a transplant center in Kentucky performed more than 30 heart transplants in one year. Our outcomes remain good, a testament to

the strong team we have assembled at the University of Kentucky."

UK HealthCare's ability to provide these complex, specialized services for patients reinforces the medical center's mission of ensuring no Kentuckian will have to leave the state to get access to top-of-the-line health care. 🍷

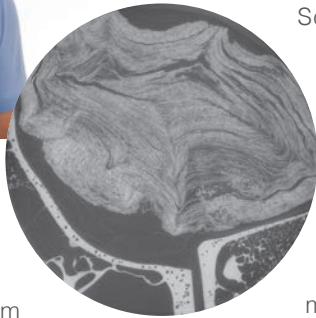




## The New Yorker Explores Work of Brent Seales

“The Quest to Unlock an Ancient Library,” written by John Seabrook, chronicles the journey Seales, professor and chair of the UK Department of Computer Science, and others began embarking on several years ago. The journey to do what was once thought impossible: read text inside a 2,000-year old scroll without opening it.

Weaving in past efforts to reveal the Herculaneum text with that of Seales and his collaborators today, *The New Yorker* piece explains the history behind the scroll and the strides made so far. 📖



As Brent Seales and a group of international collaborators met in November at the University of Kentucky for a “Herculaneum Summit” to discuss future plans of their work, readers across the world are explored the progress they have made thus far. A story published online in *The New Yorker* delves into the group’s mission to digitally reveal text in an ancient Herculaneum scroll.

Seabrook asks his readers if digital technology can make the Herculaneum scrolls legible after 2,000 years. Seales believed the answer is yes, and accomplished that feat recently with another ancient manuscript, the Ein Gedi scroll, by revealing the first eight verses of the Book of Leviticus through the software he and his team developed.



## UK Earns Strong Financial Ratings in Bond Issuance

The University of Kentucky has garnered strong financial ratings from the country’s leading ratings agencies, citing UK’s enrollment growth, vibrant health care system and strong financial management.

The ratings — Aa2 from both Moody’s and AA Standard & Poor’s — were part of \$160 million bond issuance at the end of January on behalf of the \$201 million new Student Center project. The Student Center will be completed in early 2018.

It’s the second major rating in a row where the university garnered such strong marks for its financial health -- an important indication of

the University’s reputation as an institution regionally and nationally. The university received an upgrade by Standard & Poor’s in March of 2015, making the University one of only 10 institutions of higher education to receive a rating upgrade in 2015.

“We have tremendous momentum as the state’s flagship, land-grant institution,” Monday said. “It is important that we continue to prove to our stakeholders — from policymakers and ratings agencies to students families and alums — that we are good stewards of our finances and of their trust in us as their university.” 📖

**Western Kentucky University news for the Council on Postsecondary Education, February 2016**

For more WKU news, visit [www.wku.edu/news](http://www.wku.edu/news).

**WKU President Gary A. Ransdell to retire in 2017**

President Gary A. Ransdell announced his intention to retire in 2017. His last day serving as President will be June 30, 2017, and following a brief sabbatical, he will officially retire from WKU Dec. 31, 2017.

“After considerable thought, Julie and I have decided that 20 years on the job is long enough to fulfill the commitment we made in 1997 to lead a transformation of our great University,” Dr. Ransdell said. “We have done our best to do just that. WKU is a dramatically different institution today than it was 20 years ago – financially, physically, intellectually and attitudinally. Serving my alma mater has been a dream come true. This University has been my passion and has had my full focus and maximum energy. I will pursue the next 17 months with all I’ve got and will work to ensure that WKU is positioned as well as possible for new leadership in 2017.”

Board Chair Freddie Higdon of Lebanon, Kentucky, said: “I want to assure the WKU family that we will conduct an exhaustive search to find the right person to serve WKU going forward. We will appoint a search committee in due course with the intent of proceeding this spring with a national search.

“President Ransdell has been a tireless leader for WKU. I can think of no other single individual who has had more impact in a community and in a Kentucky university environment than Gary Ransdell. He is currently the longest serving university president in Kentucky and has earned tremendous respect from his higher education colleagues and from our state’s leadership and business community.”

Dr. Ransdell was named WKU’s ninth president on Sept. 12, 1997. Originally from Louisville, Kentucky, he earned a Bachelor of Arts degree from WKU in 1973 and a Master of Public Service degree in Public Administration from WKU in 1974.

His professional career began at WKU as a field representative in the Office of University School Relations, now the Office of Admissions. He also served as Associate Director of Alumni Affairs at WKU from 1978 to 1981. In 1981 Dr. Ransdell was named Director of Alumni Relations at Southern Methodist University, and in 1987 he was named Vice President at Clemson University, where he served until coming back to WKU in 1997.

<https://wkunews.wordpress.com/2016/01/29/bor-ransdell-jan2016/>



*Dr. Gary A. Ransdell*

**SACSCOC reaffirms accreditation for WKU**

The Southern Association of Colleges and Schools Commission on Colleges Board of Trustees has reaffirmed accreditation for WKU.

“Official accreditation reaffirmation is very important in the life of any college or university,” WKU President Gary A. Ransdell said.

Every 10 years, each university in the southern region must submit a request for reaffirmation of accreditation by SACSCOC. In addition to providing an affirmation of quality, regional accreditation is needed for students to be eligible for federal financial aid.

<https://wkunews.wordpress.com/2015/12/08/sacscoc-accreditation-2015/>

## **Two Gatton Academy students named Emperor Science Award winners**

Two students in the Gatton Academy of Mathematics and Science in Kentucky have been named winners of the inaugural Emperor Science Award.

The Emperor Science Award program is an initiative designed to encourage high school students to explore careers in science, specifically cancer research and care, through a mentoring opportunity. The program is made possible by founding donors Genetech, Bristol-Myers Squibb, and Novartis and through partners Stand Up to Cancer and PBS Learning Media.

Makenzie Daniels and Haley Dicken, both first-year students at The Gatton Academy, will work alongside cancer scientists on a rewarding, multi-week cancer research project. Additionally, Daniels and Dicken will receive a Google Chrome Notebook to enhance their studies, a \$1,500 stipend for their expenses, and the opportunity to continue the mentoring program throughout high school.

Stand Up To Cancer and PBS Learning Media received around 1,200 applications from 10th and 11th grade students throughout the U.S. who are interested in pursuing a career in science research. In total, 100 students from 40 states have been named this year's winners. The Gatton Academy students are Kentucky's only award winners.

<https://wkunews.wordpress.com/2016/02/01/gatton-emperor-2016/>



## **U.S. News ranks WKU online programs among best in nation**

In its annual ranking of the best online degree programs, U.S. News & World Report has named WKU among the top schools nationwide in five areas.

WKU ranked third in the nation in the Best Online Bachelor Degree Programs category, second to Penn State and Embry-Riddle Aeronautical University, which tied for first place.

The ranking also placed WKU's M.A. in Criminology among the top 12 online graduate degree programs in the Best Online Criminal Justice

Programs category.

Other WKU programs were ranked among the top 100 online graduate programs in the nation, including Best Online Education Degree (online M.A.E. programs for teachers), Best Online MBA Degree and Best Online Nursing Degree for the M.S.N. program.

<https://wkunews.wordpress.com/2016/01/12/online-usnews-2016/>

## **WKU student awarded U.S. Foreign Service Internship**

Alexandria Knipp, a WKU student from Olive Hill, has been awarded a prestigious U.S. Foreign Service Internship from the U.S. Department of State.

Knipp, a sophomore with majors in International Affairs and Arabic, will spend one summer in Washington, D.C., and a second summer at a U.S. Embassy overseas. In addition to the paid internships, Knipp will receive several extra instructional modules to prepare her for working in the State Department and eventually as a Foreign Service officer.

"I am very passionate about pursuing a career with the State Department as a Foreign Service officer, so this program is exactly what I'm looking for," Knipp said.

<https://wkunews.wordpress.com/2015/11/13/foreign-service-internship/>



*Alexandria Knipp*

## **WKU continues to climb in Open Doors study abroad rankings**

For the third consecutive year, WKU climbed in the Institute for International Education's (IIE) U.S. study abroad rankings, released in the November 2015 Open Doors Report.

WKU is ranked 19th in the nation among master's institutions for the total number of study abroad students and is the only public institution in Kentucky to appear in the study abroad rankings. WKU ranked 23rd in 2014, 32nd in 2013 and 39th in 2012.

<https://wkunews.wordpress.com/2016/01/28/2015-opendoors-report/>

## A Letter from the President

Dear Friends,

A few weeks ago I had the honor of speaking to a group of community business leaders at the Rotary Club of Louisville luncheon. It was a great opportunity for me to provide an update on all of the tremendous achievements that we've made together in recent years at the University of Louisville.

I spent some time talking about the growth we've seen in the number of bachelor's degrees awarded, our strong fundraising record and the construction we have underway at three business and research parks – construction that is made possible with private sector dollars rather than state dollars. I reinforced that these accomplishments were made during a time when we had experienced multiple cuts in state funding.

We have recognized for some time the significant challenges our new governor would face in preparing a biennial budget. The structural imbalance the state faces over the next two years does require the most austere of times, and we applaud Gov. Bevin for addressing these very pressing needs. However, we are disappointed we will take continued cuts in the next biennium as well as a current year cut (over the next 30 months). We face challenges in continuing to move forward to meet our statutory mandate, given 16 budget cuts over 17 years.

The University of Louisville has worked hard to put measures in place over the years that have allowed us to succeed even with fewer resources. Our seven strategies for moving forward in a tough fiscal environment have indeed buffered against, but cannot relieve, the entire pain that these ongoing cuts impose.

We appreciate the governor's willingness to help us manage these cuts over the next 30 months. We look forward to working with the governor on a performance funding model that recognizes the amazing academic trajectory the University of Louisville has been on for over a decade. My pledge to you is this latest cut will not derail our progress. We will find a way to move forward, together.

**James R. Ramsey** President, University of Louisville



*President James R. Ramsey speaks to the Louisville Rotary in January.*

## UofL institute awarded \$2.55 million to create Kentucky Rural & Underserved Interprofessional Education Program

UofL's Institute for Sustainable Health & Optimal Aging received a \$2.55 million grant to bring geriatric health care, including culturally sensitive care for Hispanic patients, to rural and medically underserved Kentuckians.

The grant from the Health Resources and Services Administration of the Department of Health and Human Services will create the Kentucky Rural & Underserved Geriatric Interprofessional Education Program (KRUGIEP), a three-year initiative headed by Dr. Anna Faul, executive director of the Institute. The project also will include UofL faculty and partnering organizations from six rural Kentucky counties: Hart, Metcalfe, Barren, Bullitt, Henry and Shelby.

"This project integrates community health teams and mental health specialists with geriatric primary care delivery, making it unique among other programs for older adults and their well-being," Faul said.



*Anna Faul, executive director of the Institute for Sustainable Health & Optimal Aging, announces a \$2.55 million grant for rural healthcare.*

## UofL nursing program, business college ranked among nation's best

Two of UofL's schools, the College of Business and the School of Nursing program, recently received national rankings.



Eduniversal, which monitors the best masters programs in 30 fields of study worldwide, recently ranked UofL's full-time MBA No. 37 in the nation, its highest ever placement. With more than 500 business schools operating across North America, a Top 40 ranking puts the full-time program in elite company that includes ACC counterparts from Duke and Virginia.

UofL's online RN-to-BSN program is No. 9 nationally according to AffordableCollegesOnline.org's 2015-2016 Best Online RN to BSN Programs. The program, accredited by the Commission on Collegiate Nursing Education (CCNE), enables a nurse with an associate's degree or a nursing diploma to earn a Bachelor of Science in Nursing (BSN) online.



## New public health faculty to direct Louisville Metro Department of Public Health and Wellness Center for Health Equity

Brandy N. Kelly Pryor, PhD, is the new director of the Center for Health Equity at the Louisville Metro Department of Public Health and Wellness. She also will serve as an assistant professor at the University of Louisville School of Public Health and Information Sciences in the Department of Health Promotion and Behavioral Sciences.

"The Louisville Metro Department of Public Health and Wellness has been a national leader on issues of health equity. I'm looking forward to building

on the work that has already begun here," she said. "With the unique partnership between the Department of Public Health and Wellness and the UofL School of Public Health and Information Sciences, I am confident that we can make great strides toward achieving health equity in Louisville and beyond."

In addition to teaching Pryor will mentor students, serve on dissertation committees, and provide hands-on learning opportunities for students.



Brandy Kelly Pryor, director of the Center for Health Equity and UofL assistant professor.

## McConnell Center hosts series on key citizens, statesmen

The McConnell Center at UofL is hosting a free, public lecture series entitled "Citizens and Statesmen" as part of its 25th anniversary celebration.

"It is necessary that we explore our rights and responsibilities as citizens and reflect on what we want from our political leaders, especially in the current political climate of distrust of politics and our political institutions," said Gary Gregg, McConnell Center director.

Lectures will be held throughout the spring semester with topics including the statesmanship of Abraham Lincoln and Franklin D. Roosevelt, as well as the Kentucky Resolutions. A complete schedule can be found at [McConnellCenter.org](http://McConnellCenter.org).



William B. Allen, former chair of the U.S. Commission on Civil Rights and former dean of Michigan State University's James Madison College, presented "The Wisdom of Statesmen," the first in a free, public lecture series presented by the McConnell Center at UofL.

## Martin Luther King Day of Service



UofL faculty, staff and students honored the legacy of Dr. Martin Luther King Jr. by participating in the annual MLK Day of Service on Jan. 18. More than 250 UofL volunteers worked at more than a dozen nonprofits across Louisville, including Supplies Overseas, a organization that provides surplus medical supplies and equipment to impoverished communities around the world.





## The University of Louisville Under the Leadership of Dr. James Ramsey *Accomplishments & Challenges: 2002-present*

### Smarter and More Diverse Student Body Than Ever

- Average freshman ACT score was 23.2 in 2002; today, it is 25.5.
- Six-year graduation rate was 33 percent in 2002; today it is 53.6 percent.
- Awarded 1,849 bachelor's degrees in 2002; in 2015, we awarded 2,832.
- Awarded 172 Ph.D.'s in 2015, up from just 90 in 2002.
- More Fulbright Scholars over the last 10 years than all other Kentucky schools combined.
- New scholarship programs for minorities, such as Cardinal Covenant.
- "Best and brightest" Kentucky students now choose UofL.
- First LGBT Center in the Southeast
- See louisville.edu for more

### UofL's Foundation Provides Protection Against a Volatile State Budget & National Economy

- The university is on solid financial ground despite two record recessions and a state budget under severe strain. The Ramsey Administration has placed UofL under a dome of financial protection, preserving academic progress through 14 budget cuts since 2002:
  - In '02, the taxpayers were the largest source of revenue. Today, they are the fifth largest.
  - The Foundation provided \$154 million to the University's students and faculty to hedge declining state resources.
- Dr. Ramsey foresaw future budget pressures and put the Foundation and University on a course to protect UofL from the ebbs and flows of the state economy. (louisvillefoundation.org)

### Effectively Managing a Large and Complex Organization

- The University of Louisville has over six-thousand employees and a budget of more than \$1 billion annually. In any large operation, mistakes will be made, employees will use poor judgment, and bad actors will do what they do. **The Ramsey Administration has prosecuted criminals and recovered over 99.99% of money stolen.**
- Since 2008 there have been six instances in which bad actors targeted the university for theft. The university's total exposure was \$2.72 million. Of that, \$2.15 million was recovered by insurance and nearly \$541,000 in restitution.
- The university's net unrecovered loss in the six cases was \$29,694.16, or **0.0000275%** of the total \$10.8 billion budget the Ramsey Administration has managed in that time.

"We are meeting our statutory mandate to become a premier, nationally-recognized metropolitan research university. We are attracting smarter students, and we have given them an institution protected from the financial pressures on the state budget. We continue to strive for diversity, and I strongly believe in strengthening our ties with the African-American, Hispanic, Asian, and other communities.

"The state of the University of Louisville is strong, and if we maintain our course, we will continue to serve all parts of this community – black, white, poor, wealthy, and everyone in between. We cannot afford to leave any part of this community behind, and as long as I am president, we will provide a solid public education to anyone who wants it, not just the privileged few."

– Dr. James Ramsey  
January 21, 2016

Follow President Ramsey on Facebook ("University of Louisville Office of the President") and on Twitter @UofLPrez

## **Maintaining Transparency & Following the Rules**

- While there are rules governing what can be said about the ongoing NCAA investigation, the Ramsey Administration has taken steps to find the truth. The university is fully complying with the NCAA, and Dr. Ramsey is personally leading the internal investigatory committee.
- The Ramsey Administration had made all UofL Board of Trustee and UofL Foundation meetings open to the public, and videos of all meetings are posted online. Minutes from all meetings also are posted online, as are financial statements and annual reports for the UofL Foundation.
- The Ramsey Administration is the most open, forthright, and transparent in UofL history. It has turned thousands of pages of information over to the State Auditor's office and welcomes any review of the foundation's governance structure.

## **A Commuter Campus Transformed**

- Under President Ramsey's leadership, dynamic new facilities have turned what was once a commuter school into a vibrant campus community – with more to come.
  - Nearly \$2.1 billion invested to date in campus development and growth.
  - Eight new dorms/affiliated housing options with many new dining options.
  - One of the finest new Student Recreation Centers in the country.
  - Three state-of-the art research parks – ShelbyHurst, Belknap Applied Sciences and Engineering Park, and JD Nichols Innovation Park – that function as catalysts for economic growth and job creation for our alumni and the rest of the community.
- The Ramsey Administration will continue to build for the future, and in doing so will continue to be a major driver of Louisville and Kentucky's economy.