



KY COUNCIL ON POSTSECONDARY EDUCATION BUSINESS MEETING

January 24, 2020 – 9:30 AM
University of Kentucky Gatton Student Center

- I. **Call to Order** **Action item*

- II. **Approval of the Minutes**

- III. **Comments from the President**

- IV. **Proposed Council Resolutions***

- V. **Committee Reports**
 - A. **Executive Committee**
 - 1. Results of FY19 Annual Audit
 - 2. Report of Annual Evaluation of CPE President
 - 3. Extension of CPE President Contract*
 - 4. Expiring Administrative Regulations – 13 KAR 1:030, 13 KAR 2:100, 13 KAR 1:050, 13 KAR 2:070, 13 KAR 2:080*

 - B. **Finance Committee**
 - 1. 2020-21 Tuition Setting Timeline and Tuition and Mandatory Fee Policy*
 - 2. Nonresident Student Tuition MOU – Morehead State University*
 - 3. Expiring Administrative Regulation -- 13 KAR 2:050*
 - 4. Interim Capital Project – Kentucky Community & Technical College System*

 - C. **Academic & Strategic Initiatives Committee**
 - 1. New Academic Programs – Morehead State University, University of Kentucky, University of Louisville*
 - 2. Expiring Administrative Regulation – 13 KAR 2:025*
 - 3. Higher Education’s Return on Investment Report: The Case for Why Higher Education Matters

 - D. **Nominating Committee**
 - 1. Election of Chair and Vice Chair for 2020*

- VI. **Information Items**
 - A. Update from Interim Commissioner of Education, Kevin Brown
 - B. Campus “Good News” Reports

- VII. **Other Business & Adjournment**

Next meeting: April 23-24, 2020, Morehead State University

MINUTES

Council on Postsecondary Education

Type: Work Session
Date: October 30, 2019
Time: 2:30 p.m. CT
Location: Hopkinsville Community College, Emerging Technologies Bldg, Rm 106

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Wednesday, October 30, 2019, at 2:30 p.m., CT, at Hopkinsville Community College in Hopkinsville, Kentucky. Chair Sherrill Zimmerman presided.

ATTENDANCE

Members in attendance in person: Ben Brandstetter, Lori Harper, Donna Moore, Richard Nelson, OJ Oleka, Robert Staat, Carol Wright, Sherrill Zimmerman, and Wayne Lewis.

Members in attendance by teleconference: Lucas Mentzer, Grant Minix, and Vidya Ravichandran.

Members not in attendance: Ron Beal, Kim Halbauer, Kristi Nelson, and Brandon Wilson.

CPE President Aaron Thompson attended the meeting and served as Secretary of the board, per the CPE Bylaws. Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

OATH OF OFFICE

Christian County Judge Executive, Steve Tribble, administered the oath of office for new Council members, Mr. Grant Minix and Mr. Richard Nelson.

PRELIMINARY DISCUSSION ON THE 2020 REVIEW OF HB 1 (1997) GOALS

Presenter: Lee Nimocks, CPE's Chief of Staff and Vice President for Strategy

The Postsecondary Education Improvement Act of 1997, commonly referred to as House Bill 1 (HB 1), created the Council on Postsecondary Education to provide direction and oversight to all Kentucky postsecondary institutions. The legislation also

created an independent system of community colleges (formerly a part of the University of Kentucky) merged with the state's postsecondary technical schools (formerly a part of the Education and Workforce Development Cabinet). This legislation set Kentucky on the path to improve the quality of life of its citizens by increasing the level of educational attainment.

Ms. Nimocks reviewed the six goals set forth in HB 1 and the high level overview of the progress thus far. She also stated that a more thorough discussion of that progress at each campus will be provided by the campus's respective president at a later meeting.

COMPREHENSIVE BRIEFING ON THE 2020-22 BIENNIAL BUDGET RECOMMENDATION

Presenters: Bill Payne, CPE's Vice President for Finance and Administration
Shaun McKiernan, CPE's Director of Finance and Budget

The 2020-22 Biennial Budget Recommendation was reviewed and approved by the Finance Committee on October 16, 2019. To ensure all members of the Council understand the request prior to the vote on October 31, 2019, Dr. Payne and Mr. McKiernan reviewed the details of the recommendation at the work session and answered related questions.

After reviewing the proposal, Council members discussed the items that were not included – the Endowment Match Program, Bucks for Brains and KCTCS's expanded nursing program.

HIGHER EDUCATION MATTERS: AN UPDATE ON CPE PRIORITIES

Staff distributed a planning document that was developed to help frame and advance the work and activities of CPE through 2020. The plan is driven by the board's key priorities while building on Kentucky's 2016-2021 Strategic Agenda for Postsecondary Education and the Commonwealth's goal to increase the percentage of adults with a postsecondary credential to 60% by 2030. The planning document also includes the performance items in President Thompson's contract. It includes four overarching goal to drive postsecondary education change and improvement in the Commonwealth:

1. Build broad understanding that higher education is the key to personal opportunity and Kentucky's economic growth.
2. Make higher education affordable for all Kentuckians.
3. Ensure more students earn degrees or certificates regardless of race, income, age, or geography.
4. Meet Kentucky's current and future workforce needs through high-quality, innovative programs.

CAMPUS SPOTLIGHT SESSION AND DINNER

Dr. Alissa Young, president of Hopkinsville Community College, briefed the Council on the highlights of the campus and its advancements and renovations in recent years. She also introduced her senior level staff and then provided a short tour of their newest building, the Emerging Technologies Building. Following the briefing, the college's foundation hosted a reception and dinner at the Hopkinsville Golf and Country Club.

ADJOURNMENT

The Council adjourned for the evening at 7:30 p.m., CT, and were scheduled to reconvene for a business meeting on October 31, 2019 at 8:30 a.m. CT.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

DRAFT

MINUTES

Council on Postsecondary Education

Type: Business Meeting
Date: October 31, 2019
Time: 8:30 a.m. CT
Location: Hopkinsville Community College, Emerging Technologies Bldg, Rm 106

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Thursday, October 31, 2019, at 8:30 a.m., CT, at Hopkinsville Community College in Hopkinsville, Kentucky. Chair Sherrill Zimmerman presided.

ATTENDANCE

Members in attendance in person: Ben Brandstetter, Lori Harper, Donna Moore, Richard Nelson, OJ Oleka, Robert Staat, Carol Wright, Sherrill Zimmerman, and Wayne Lewis.

Members in attendance by teleconference: Kim Halbauer, Lucas Mentzer, Grant Minix, Kristi Nelson, and Vidya Ravichandran.

Members not in attendance: Ron Beal and Brandon Wilson.

CPE President Aaron Thompson attended the meeting and served as Secretary of the board, per the CPE Bylaws. Heather Faesy, CPE's Senior Associate for Board Relations, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The minutes from the June 27 and 28, 2019 meetings were approved as distributed.

COMMENTS FROM THE PRESIDENT

Presenter: Aaron Thompson, CPE President

President Thompson discussed several areas of work during the previous few months including the listening tour visits in August, September and October of 2019, his speech

at the Urban League Dinner, the Degrees When Due Initiative, and latest additions to the data portal on CPE's website.

ASSURING JOB-READY GRADUATES: A REPORT FROM THE QUALITY ASSURANCE COMMONS PROJECT

Presenter: Ralph Wolf, President and Founder, The QA Commons
 Tracy Wortham, Chair of Occupational, Safety, and Health, Murray State University

Kentucky is the first state to pilot the Equal Employability Qualities (EEQ) certification process, which is a quality assurance process that identifies certificate, associate, and baccalaureate programs that prepare graduates with EEQs centered on people skills, problem-solving abilities, and professional strengths that are needed to thrive in the 21st century workforce. The institutions who participated in the first year pilot were:

- Kentucky State University
- Murray State University
- University of Kentucky
- Bluegrass Community and Technical College
- Gateway Community and Technical College
- Jefferson Community and Technical College

Each institution chose at least three academic programs to go through the process and each were evaluated on criteria related to graduate preparation, career support services, employer engagement, student and alumni engagement, and public information.

Mr. Wolff presented an update on the project and announced the first program to be EEQ certified – Occupational Safety and Health at Murray State University.

EXECUTIVE COMMITTEE REPORT

Presenter: Sherrill Zimmerman, CPE Chair

Chair Zimmerman presented the Executive Committee Report and made the following committee appointments:

- Effective August 7, 2019 – Grant Minix to the Academic & Strategic Initiatives Committee, the Finance Committee, and the Committee on Equal Opportunities.
- Donna Moore to the Nominating Committee for the 2020 calendar year.

- Named Kristi Nelson as the chair of the Nominating Committee.
- Citizen members to the Committee on Equal Opportunities, effective October 1, 2019 through December 31, 2021:
 - Whitney Allen, who replaces Silas Sessions
 - Alfonso DeTorres Nunez, who replaces Brian Dunican
 - Deborah Aparicia, who replaces Keitha Henderson.

Chair Zimmerman also presented the following action items, which were reviewed by the Executive Committee and recommended for approval by the Council:

- Amendment to 13 KAR 4:010 – State Authorization Reciprocity Agreement – which adds an appeal process for institutions denied approval for initial or renewal application for SARA participation.
- Amended after Comments Amendment to 13 KAR 1:020 – Private College Licensing – in order to accommodate the removal of the word “complaint” from Section 8(4)(e).

MOTION: Ms. Harper moved that the Council accept the recommendations of approval by the Executive Committee. Dr. Staat seconded the motion.

VOTE: The motion passed.

FINANCE COMMITTEE REPORT

Presenter: Ben Brandstetter, Committee Chair

The Finance Committee met four times in August, September, and October with the majority of the work centered on the 2020-22 Biennial Budget Request. At its October 16, 2019 meeting, the Committee approved the budget request and recommended it be presented to the Council for approval. Mr. Brandstetter presented that request, which had three main categories of funding:

- 1) Institutional Operating Funds: General Fund appropriations of \$913,345,100 in fiscal year 2020-21 and \$935,841,800 in fiscal year 2021-22 to support public postsecondary institution operations. This request represents a 6.2% and 8.8% increase, respectively, from the current net General Fund base. The components also include the requests for performance funding and the KSU Land Grant Match.
- 2) Capital Investment Funds: Appropriation of \$8,239,000 in 2020-21 and \$24,717,000, recurring at \$32,956,000 in subsequent years, to pay annual debt service on a \$400 million bond issue to finance asset preservation and renovation projects at the postsecondary institutions. The request did not include funds for new construction or information technology and equipment, but did include a list of

capital projects for each institution that would be financed with non-general fund sources.

- 3) Agency Budget Funds: Request of current base funding plus additional General Fund appropriations for Personnel and operating cost increases, Contract Spaces program cost increases, and new funding to reinstate the SREB Doctoral Scholars Program. The request also included spending authority for the Tobacco Settlement Fund, Restricted Funds, and federal appropriates for the GEAR UP Kentucky Grant.

MOTION: Ms. Wright moved that the Council approve the 2020-22 Biennial Budget Request as approved by the Finance Committee. Dr. Staat seconded the motion.

VOTE: The motion passed.

Mr. Brandstetter presented two additional action items reviewed by the Finance Committee and recommended for approval by the full Council.

- 1) Revision to the Nonresident Student Tuition Policy, which modifies the prior policy by indexing the average net tuition and fee revenue generated from nonresident students to the published price of resident student tuition and fees, rather than to the direct costs of instruction and student services per nonresident student.
- 2) Renewal of a Tuition Reciprocity Agreement with West Virginia, which extends the current agreement through June 30, 2021.

MOTION: Dr. Staat moved that the Council accept the recommendations of approval by the Finance Committee. Ms. Moore seconded the motion.

VOTE: The motion passed.

ACADEMIC AND STRATEGIC INITIATIVES COMMITTEE REPORT

Presenter: Lori Harper, Committee Chair

The Academic and Strategic Initiatives Committee met on October 8, 2019. The committee received a preview of an upcoming Return on Investment Report and project updates on the Academic Program Review and Approval processes. Ms. Harper presented the following action item, which was reviewed by the Committee and recommended for approval by the full Council:

- 1) One new academic program at Murray State University – Master of Science in Cybersecurity Management.

MOTION: Ms. Ravichandran moved that the Council accept the recommendation of approval by the Academic & Strategic Initiatives Committee. Mr. Mentzer seconded the motion.

VOTE: The motion passed.

COMMITTEE ON EQUAL OPPORTUNITIES REPORT

Presenter: Robert Staat, Committee Chair

The Committee on Equal Opportunities met on October 28, 2019, and newly appointed Chair of the Committee, Dr. Robert Staat, provided a report of its activities. He also invited the Council members to attend the upcoming 2019 Higher EDquity Symposium, scheduled for November 14, 2019 at the University of Kentucky.

NEW ACADEMIC PROGRAM – UNIVERSITY OF LOUISVILLE

Presenters: Melissa Bell, CPE's Vice President for Academic Affairs
Beth Boehm, Chief Academic Officer, University of Louisville

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

The following program was not ready for review by the Academic & Strategic Initiatives Committee when it met on October 8, 2019, therefore it was presented to the Council for full review:

- University of Louisville: Master of Science, Couple and Family Therapy.

Council members discussed the program's components, its current market demand, expected revenues and expenditures, and whether the program creates any unnecessary duplication. Discussion also centered on the timing of the request and why the Council must take action on the program before the end of the calendar year.

MOTION: Dr. Staat moved to approve the new academic program as presented. Mr. Torres seconded the motion.

VOTE: The motion passed.

Following the Council's action, Chair Zimmerman reiterated that all new academic program approval requests must be reviewed by the Academic and Strategic Initiatives Committee prior to coming before the Council.

INTERIM CAPITAL PROJECT REQUEST – UNIVERSITY OF KENTUCKY

Presenter: Shaun McKiernan, CPE's Director of Finance and Budget

University of Kentucky (UK) officials requested authorization for an interim capital project to expand dining space at the Gatton Student Center to meet increased demand. The expansion would increase Champions Kitchen to accommodate 350 additional seats and include additional shell space to accommodate growth as needed in the future. The total project scope was estimated at \$25,000,000. Most of the funding (\$24,000,050) would come from UK's foodservice provider, and the remaining funds (\$999,950) would come from institutional resources.

MOTION: Ms. Moore moved that the proposed Interim Capital Project be delegated for review and approval by the Finance Committee at their next scheduled meeting on behalf of the Council. Mr. Oleka seconded the motion.

VOTE: The motion passed.

60x30 UPDATE: 2018-19 DEGREES AND CREDENTIALS & FALL 2019 PRELIMINARY ENROLLMENT

Presenter: David Mahan, Associate Vice President, Data & Advanced Analytics
Lee Nimocks, Chief of Staff and Vice President

Dr. Mahan's presented the number of 2018-19 degrees and certificates conferred by Kentucky public and private institutions (including disaggregation) and how the progress made since the prior academic progress advances the 60x30 statewide attainment goal and other specific targets established in the statewide strategic agenda. Dr. Mahan also reviewed the fall of 2019 preliminary enrollment data and stated a full report will be presented at the January 2020 meeting.

UPDATE FROM THE COMMISSIONER OF EDUCATION

Presenter: Wayne D. Lewis, KY Commissioner of Education

Dr. Lewis discussed school star ratings and how those ratings are established. He also discussed the Department of Education's priorities for the 2020 Legislative Session.

CAMPUS “GOOD NEWS” REPORTS

Reports from the institutions were provided in the agenda materials.

RESOLUTION

Periodically, the Council recognizes certain individuals for their support of and service to postsecondary education in Kentucky. At the meeting, a resolution for David Adkisson, President and CEO of the Kentucky Chamber of Commerce, was approved by the Council.

ADJOURNMENT

The Council adjourned at 11:00 a.m., ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

TITLE: Results of FY19 Annual Audit

DESCRIPTION: The results of the annual audit were presented to the Executive Committee at its January 9, 2020 meeting. Chair Zimmerman will report out the results.

SUPPORTING INFORMATION:

The Council on Postsecondary Education was established by the passage of House Bill 1 during the first 1997 extraordinary session of the Kentucky General Assembly. As a component unit of the Commonwealth of Kentucky, the Council provides direction and oversight to Kentucky's postsecondary education system and thus is required to have its financial statements audited annually.

In 2017, CPE staff issued a request for proposals (RFP) to solicit bids from certified public accounting firms to perform a complete financial audit of the CPE, inclusive of all expenditures and all sources of funds appropriated and expended. Blue and Company was the top ranked vendor and was selected to conduct the annual audit. Staff will be required to issue another RFP for audit services in 2020.

The Executive Committee received the FY19 CPE financial audit results at its January 9, 2020 meeting. For fiscal year 19, 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, 2019, 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.

A copy of the FY19 CPE financial audit results has been placed in the Resources section of OnBoard for your review.

TITLE: Report of Annual Evaluation of CPE President

DESCRIPTION: The results of the annual evaluation of CPE President, Aaron Thompson, will be presented.

PRESENTER: Sherrill Zimmerman, CPE Chair

SUPPORTING INFORMATION

The CPE by-laws state the Executive Committee is charged with evaluating the President and recommending annual compensation for the President.

CPE has conducted constituency evaluations of its president since 2010. Parties that were surveyed were CPE board members, CPE leadership staff members, university and KCTCS presidents, state policy leaders, members of the Governor's administration and key members of the legislature. The President also completed a self-evaluation.

For the 2019 evaluation, the same parties were surveyed with the exception that all CPE staff members were asked to provide a response. Surveys were distributed via SurveyMonkey, and all participants were able to provide anonymous responses electronically or by mailing in a hard copy directly to the independent auditor, Blue & Co.

Executive Committee's Review & Assessment

At its November 16, 2018 meeting, the Council approved the employment contact with Dr. Aaron Thompson, which stated that the annual incentive compensation and related goals shall be negotiated and agreed upon by the full Executive Committee on behalf of the Council.

For the 2019 year, the following incentive goals were approved:

- 1) Improve college affordability by working with institutions and KCTCS to develop and implement tuition and institutional financial aid models to enhance student recruitment, retention and completion;

- 2) Strengthen postsecondary-workforce alignment by working with campuses leaders, policy makers, and business and industry leaders to develop and advance strategies to strengthen career pathways for students; and
- 3) Perform a strategic review of undergraduate academic programs.

In addition, the Committee identified the following four items of specific focus for President Thompson in 2019:

- 1) Build broad understanding that higher education is the key to personal opportunity and Kentucky's economic growth.
- 2) Make higher education affordable for all Kentuckians.
- 3) Ensure more students earn degrees or certificates regardless of race, income, age, or geography.
- 4) Meet Kentucky's current and future workforce needs through high-quality, innovative programs.

The Executive Committee met on December 11, 2019 to discuss the results of the evaluation surveys, President Thompson's self-evaluation, and his progress on the goals set by the Committee. Incentive compensation was approved prior to adjournment.

TITLE: Extension of CPE President Contract

RECOMMENDATION: The Executive Committee recommends the Council extend President Aaron Thompson's contract through June 30, 2023 upon the same terms and conditions as his current contract, except that the provision outlining terms for unilateral termination by the Council without cause (Section 7.D.1) be revised to provide for 6 months compensation upon such termination, or compensation for the remainder of the contract, whichever is less.

PRESENTER: Sherrill Zimmerman, CPE Chair

SUPPORTING INFORMATION

On October 25, 2018, the Council moved to approve Dr. Aaron Thompson as the fourth president of the Council on Postsecondary Education. At its November 16, 2018 meeting, the Council approved the two-year contract for Dr. Thompson, with a term ending December 31, 2020.

At its December 11, 2019 meeting, the Executive Committee evaluated President Thompson's performance in his first year of service and an incentive compensation bonus was approved prior to adjournment; however, the discussion of a potential contract extension was deferred to the next meeting.

The Committee met again on January 9, 2020 and are recommending the full Council approve a contract extension with the following components:

To extend President Thompson's contract for an additional two and one-half years, or until June 30, 2023, upon the same terms and conditions as his current contract, except that the provision outlining terms for unilateral termination by the Council without cause (Section 7.D.1) be revised to provide for 6 months compensation upon such termination, or compensation for the remainder of the contract, whichever is less.

TITLE: Expiring Administrative Regulations – 13 KAR 1:030, 13 KAR 2:100, 13 KAR 1:050, 13 KAR 2:070, 13 KAR 2:080*

RECOMMENDATION: The Executive Committee has reviewed five regulations set to expire on March 1, 2020 if no action is otherwise taken, and recommend the Council approve the following actions:

- 13 KAR 1:030 – Amend in next 18 months
- 13 KAR 2:100 – Amend in next 18 months
- 13 KAR 1:050 – Amend in next 18 months
- 13 KAR 2:070 – Remain as is
- 13 KAR 2:080 – Remain as is

PRESENTER: Sherrill Zimmerman, CPE Chair

Reason for Review

House Bill (HB) 50, signed into law in the 2017 Regular Session, amends the statutes governing administrative regulations, KRS Chapter 13A, and requires that action be taken on an administrative regulation at least every seven (7) years or the regulation will be repealed. Action can be in the form of certification that the agency either intends to keep the regulation in effect “as is,” or amend the regulation within 18 months. Agencies can also choose not to take action and allow regulations to be repealed after the expiration date.

The first date of expiration outlined in HB 50 was July 1, 2019 for regulations last adopted or amended on or before July 1, 2012, but due to the passage of HB 4 in the 2019 Regular Session, the first date of expiration was extended to March 1, 2020. The issue of regulation expiration was generally discussed with the full Council at the February 22, 2019 and April 25, 2019 meetings.

The Executive Committee reviewed five regulations at its January 9, 2020 meeting and approved the staff’s following recommendations:

1) Campus Security Regulations – Public and Private (13 KAR 1:030 & 13 KAR 2:100)

[13 KAR 1:030](#) - *Campus security, private institutions*; and [13 KAR 2:100](#) - *Campus security, public institutions*, are the Council's regulations that outline institutional responsibilities relating to campus safety and security legislation in KRS 164.948-.9495, also known as the Michael Minger Act. Both regulations were last updated in November of 2002 and will expire on March 1, 2020 without Council action.

[Senate Bill 130](#), signed into law during in the 2018 Regular Session, amended the Michael Minger Act (KRS 164.948 - .9495) to align the crime reporting requirements with those of the federal Clery Act beginning academic year (2019-2020). The substantive requirements of 13 KAR 1:030 and 13 KAR 2:100 remain in compliance with the new law and therefore do not require immediate modification.

However, in order to comply with the statutory change, the institutional annual crime statistic reports required by KRS 164.9485 and Section 7 of these regulations are no longer submitted in the Council's online Minger Reporting System (Form MMA1). This system was designed to meet the requirements of the prior version of the law and is therefore no longer applicable. Instead, beginning with the October 1, 2019 reporting deadline, institutions were directed to report annual crime occurrence statistics to the Council as described in [KRS 164.9485\(3\)](#) in any format desired, as long as the statutorily required elements were included. For those institutions receiving federal Title IV funding, the annual statistics submitted mirror those provided in their annual federal Clery Act report.

Recommended Action: Council staff recommends that the regulations be modified in the next eighteen months. Council staff will review these regulations, evaluate the newly implemented annual reporting process, and suggest what changes should be made to conform. In addition, staff will conduct a holistic review of the regulations to see if other changes should be made to better clarify and streamline the requirements for institutional compliance. Recommendations shall be made in the form of proposed amendments to these regulations.

2) Licensed out-of-state college's eligibility for Kentucky tuition grant (13 KAR 1:050)

KRS 164.780-.785 creates the Kentucky Tuition Grant (KTG) program, which provides financial assistance to Kentucky students attending eligible private institutions in Kentucky. In order to be eligible to accept KTG awards on behalf of a

student, private institutions must be licensed by the Council and accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). If SACSCOC accreditation is not available to a licensed out of state institution due to its main campus being located outside SACSCOC's geographic region, an institution may petition the Council for approval.

Pursuant to KRS 164.785(7), the process for approval must be based on accreditation criteria that mirrors Southern Association of Colleges and Schools Commission on Colleges accreditation criteria. [13 KAR 1:050](#) - *Licensed out-of-state college's eligibility for Kentucky tuition grant* is the Council's regulation that outlines the approval process. The regulation was last updated in March of 2010 and will expire on March 1, 2020 without Council action.

Recommended Action. [House Bill 90](#), filed in the current legislative session, would have eliminated the requirement that out of state institutions licensed by the Council but ineligible for SACSCOC accreditation complete the additional review process outlined in 13 KAR 1:050 and only required that such institutions to be accredited by a regional accreditor in order to be eligible to accept KTG awards granted to Kentucky residents. If HB 90 had been enacted, there would no longer have been a need for this regulation. However, HB 90 has now been withdrawn.

As such, Council staff recommends that the Council notify the Legislative Review Commission that it will amend 13 KAR 1:050 in the next eighteen (18) months. Council staff will review the regulation and the current SACSCOC accreditation requirements, which were revised in 2016, and make any changes necessary to conform. Council staff reviewed the 2016 changes when adopted and feel as if the current requirements set forth in 13 KAR 1:050 substantially apply, but changes could be made to better clarify and streamline the requirements for approval.

3) Administrative hearing procedures for determination of residency status (13 KAR 2:070)

KRS 164.020(8)(a) requires that the Council define residency for purposes of tuition an admission to the state postsecondary educational system. [13 KAR 2:045](#) sets forth the requirements for residency determinations. Section 12(4)(b) of that regulation states that a formal administrative hearing conducted by the Council on Postsecondary Education for residency determinations related to eligibility for the Academic Common Market and Regional Contract Programs shall be conducted pursuant to the provisions of KRS Chapter 13B and 13 KAR 2:070.

[13 KAR 2:070](#) – *Administrative hearing procedures for determination of residency status* is the Council's regulation promulgated to meet this requirement. The regulation was adopted in March 1997 and will expire on March 1, 2020 without Council action.

Recommended Action. Council staff recommends that 13 KAR 2:070 remain in its current form. Council staff continue to make residency determinations for the regional contract spaces programs for optometry and veterinary school and the Academic Common Market (ACM) program. For at least the last eight (8) years, there have been no formal appeals of any residency determinations made by Council staff in either program. However, should a student request a formal appeal, the process outlined in this regulation is very thorough and provides sufficient due process.

4) State Autism Training Center (13 KAR 2:080)

KRS 164.981-.9891 creates the State Autism Training Center (Center) and requires the Council to contract with a public institution of higher education to carry out those statutory responsibilities. Specifically, KRS 164.9815 requires that the Council promulgate administrative regulations for the following:

- (1) The establishment, operation, eligibility for services, cost reimbursement, fees for services, maintenance, and government control of the center established pursuant to KRS 164.981 to 164.9819;
- (2) Standards necessary for cooperation under and compliance with any federal law with respect to grants-in-aid for client training or facilities; and
- (3) Any other administrative regulations as may be necessary to implement KRS 164.981 to 164.9819.

[13 KAR 2:080](#) - *State Autism Training Center* is the Council's regulation fulfilling this statutory requirement.

Recommended Action: Staff recommends that 13 KAR 2:080 remain in its current form. Historically, the Council received an appropriation from the General Assembly specifically for operation of the Center, designed to strengthen our state's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. The Council would then contract with the University of Louisville (UofL) for the Center's operation.

Funding for the Center steadily declined since the 2007 fiscal year, going from \$217,800 annually to \$119,500 in the 2017 fiscal year.

In the 2018-2020 biennial budget adopted by the General Assembly in 2018, the University of Louisville received a direct annual appropriation of \$150,000 for operation of the Center. In order to continue meeting the Council's statutory obligations around the Center, the Council entered into a Memorandum of Understanding with UofL to ensure that the statutory and regulatory obligations were met for the biennium. The MOU will remain in place as long as UofL continues to be funded for the Center through the direct appropriations.

Council staff consulted with staff from UofL and it was agreed that 13 KAR 2:080 should remain in its current form. The regulation continues to comply with the statutory mandate and UofL continues to comply with the regulation. However, if appropriations for Center operation continue to be made directly to UofL, statutory amendments should be considered to remove the Council from its Center obligations and let responsibility lie solely with UofL.

TITLE: 2020-21 Tuition Setting Timeline and Tuition and Mandatory Fee Policy

RECOMMENDATION: The Finance Committee has reviewed and recommends approval by the Council of the 2020-21 Tuition Setting Timeline and the Tuition and Mandatory Fee Policy.

PRESENTERS: Ben Brandstetter, CPE Finance Committee Chair

SUPPORTING INFORMATION

Every year, staff works with campus presidents, chief budget officers, and Council members to facilitate a review of the Council's Tuition and Mandatory Fee Policy and to make changes in the policy as needed. Staff also works with the aforementioned stakeholders to develop a timeline for the upcoming academic year, which identifies target dates and activities related to the tuition setting process. Both of these documents provide a framework for establishing tuition and mandatory fees at the public postsecondary institutions in any given academic year.


Over the past several years, there have been some notable changes to the Tuition and mandatory Fee Policy. For example, at the February 2, 2018 meeting, the Council approved an Asset Preservation Fee Exception Policy, which allows institutions to seek Council approval of fees that would be treated as being outside of previously approved tuition caps, provided the revenue from such fees would be used exclusively to support asset preservation projects. On October 31, 2019, the Council approved an amended nonresident student tuition policy, which requires institutions to enter into a Memorandum of Understanding with the Council, if the average tuition and fee revenue generated from nonresident students falls below 130 percent of the published price of resident student tuition and fees.

At the April 26, 2019 meeting, the Council approved a committee structure that established the Finance Committee. Since that time, committee members have met with staff, reviewed the current Tuition and Mandatory Fee Policy for potential changes, and participated in development of a draft tuition setting timeline for academic year 2020-21. After consulting with Finance Committee members, campus presidents, and chief

budget officers, CPE staff is not recommending any changes to the current Tuition and Mandatory Fee Policy at this time.

The Finance Committee reviewed the attached 2020-21 Tuition Setting Timeline (Attachment A) and Tuition and Mandatory Fee Policy (Attachment B), and recommend approval by the full Council. Once approved, these documents will guide the formation of a tuition and fee ceiling recommendation and facilitate submission and assessment of campus proposed tuition and fee schedules for academic year 2020-21.

Council on Postsecondary Education Proposed 2020-21 Tuition Setting Timeline

Oct 31, 2019	CPE Meeting – Council approves Finance Committee endorsed 2020-22 biennial budget recommendation for postsecondary education, featuring two main components: performance funding and asset preservation.
Nov 6, 2019	<u>Presidents' Meeting</u> – Council staff shares preliminary Tuition Setting Timeline and current Tuition and Mandatory Fee Policy with postsecondary institution presidents for review and discussion.
Nov – Dec	Council staff works with campus chief budget officers (CBOs) to develop any proposed changes to the preliminary Tuition Setting Timeline and current Tuition and Mandatory Fee Policy and to identify key issues that might impact the 2020-21 tuition setting cycle.
Dec 4, 2019	<u>Presidents' Meeting</u> – Council staff updates the presidents regarding any potential changes to the preliminary Tuition Setting Timeline and current Tuition and Mandatory Fee Policy. Key issues for 2020-21 are discussed.
 Dec 6, 2019	Finance Committee Meeting – Council staff shares the preliminary Tuition Setting Timeline and current Tuition and Mandatory Fee Policy with Finance Committee members for review and discussion. Key issues for 2020-21 are discussed.
Dec – Jan	Council staff continues to work with campus CBOs to finalize proposed Tuition Setting Timeline and Tuition and Mandatory Fee Policy documents and begins collecting and updating policy relevant data in the areas of funding adequacy, shared benefits and responsibility, affordability and access, attracting and importing talent, and productivity. Postsecondary institutions begin collecting data related to fixed cost increases, tuition and fee revenue estimates, potential impact of tuition increases, anticipated uses of additional tuition and fee revenue, and budgeted student financial aid expenditures.
Jan 8, 2020	<u>Presidents' Meeting</u> – Council staff shares proposed Tuition Setting Timeline and Tuition and Mandatory Fee Policy documents with postsecondary institution presidents for review and discussion. Key issues that might impact the 2020-21 tuition setting cycle are discussed.
Jan – Feb	Council and institutional staffs continue respective data collection efforts.

- ➔ (Date TBD) Finance Committee Meeting – Revised Tuition Setting Timeline, proposed Tuition and Mandatory Fee Policy, and updated policy relevant data are presented for review, discussion, and endorsement.
- Jan 24, 2020 **CPE Meeting** – Finance Committee presents final Tuition Setting Timeline for Council information and proposed Tuition and Mandatory Fee Policy for Council action and provides update on 2020-21 tuition setting process.
- Feb 5, 2020 Presidents’ Meeting – Council staff shares updated policy relevant data for review and discussion. Components of the Governor’s proposed budget ¹ and implications for the upcoming tuition cycle are discussed.
- Feb – Mar Council and institutional staffs exchange information from respective data collection efforts and begin finalizing for distribution to Council members.
- Mar 4, 2020 Presidents’ Meeting – Council staff shares updated policy relevant data and initiates discussion of tuition and mandatory fee ceilings.
- ➔ (Date TBD) Finance Committee Meeting – Staff presents finalized policy relevant data and updates committee members regarding discussions to date.
- Apr 1, 2020 Presidents’ Meeting – Council staff shares draft tuition and fee ceilings with campus presidents for review and discussion.
- (Date TBD) Conference call with campus presidents and chief budget officers to discuss components of the enacted 2020-22 budget ² and implications for the 2020-21 tuition and fee recommendation.
- ➔ (Date TBD) Finance Committee Meeting – Staff presents proposed tuition and mandatory fee ceilings for review, discussion, and endorsement.
- Apr 24, 2020 **CPE Meeting** – Finance Committee presents proposed tuition and fee ceilings for Council action.
- May – Jun Postsecondary institutions submit proposed tuition and mandatory fee rates to Council staff. The Council president updates Council members regarding rate proposals.
- Jun 19, 2020 **CPE Meeting** – The Council takes action on each institution’s proposed tuition and mandatory fee rates.

¹ The deadline for introduction of the 2020-22 Executive Budget is January 28, 2020.

² Assumes Budget of the Commonwealth is enacted during the 2020 regular session, by the 60th legislative day (i.e., April 15, 2020).

Council on Postsecondary Education
Tuition & Mandatory Fee Policy

Updated: October 31, 2019

The Council on Postsecondary Education is vested with authority under KRS 164.020 to determine tuition at public postsecondary education institutions in the Commonwealth of Kentucky. Kentucky's goals of increasing educational attainment, promoting research, assuring academic quality, and engaging in regional stewardship must be balanced with current needs, effective use of resources, and prevailing economic conditions. For the purposes of this policy, mandatory fees are included in the definition of tuition. During periods of relative austerity, the proper alignment of the state's limited financial resources requires increased attention to the goals of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) and the Strategic Agenda for Kentucky Postsecondary and Adult Education.

Fundamental Objectives

- Funding Adequacy

HB 1 states that Kentucky shall have a seamless, integrated system of postsecondary education, strategically planned and adequately funded to enhance economic development and quality of life. In discharging its responsibility to determine tuition, the Council, in collaboration with the institutions, seeks to balance the affordability of postsecondary education for Kentucky's citizens with the institutional funding necessary to accomplish the goals of HB 1 and the Strategic Agenda.

- Shared Benefits and Responsibility

Postsecondary education attainment benefits the public at large in the form of a strong economy and an informed citizenry, and it benefits individuals through elevated quality of life, broadened career opportunities, and increased lifetime earnings. The Council and the institutions believe that funding postsecondary education is a shared responsibility of state and federal governments, students and families, and postsecondary education institutions.

- Affordability and Access

Since broad educational attainment is essential to a vibrant state economy and to intellectual, cultural, and political vitality, the Commonwealth of Kentucky seeks to ensure that postsecondary education is broadly accessible to its citizens. The Council and the institutions are committed to ensuring that college is affordable and accessible to all academically qualified Kentuckians with particular emphasis on adult learners, part-time students, minority students, and students from low- and moderate-income backgrounds.

The Council believes that no citizen of the Commonwealth who has the drive and ability to succeed should be denied access to postsecondary education in Kentucky because of inability to pay.

Access should be provided through a reasonable combination of savings, family contributions, work, and financial aid, including grants and loans.

In developing a tuition and mandatory fees recommendation, the Council and the institutions shall work collaboratively and pay careful attention to balancing the cost of attendance—including tuition and mandatory fees, room and board, books, and other direct and indirect costs—with students' ability to pay by taking into account (1) students' family and individual income; (2) federal, state, and institutional scholarships and grants; (3) students' and parents' reliance on loans; (4) access to all postsecondary education alternatives; and (5) the need to enroll and graduate more students.

- Effective Use of Resources

Kentucky's postsecondary education system is committed to using the financial resources invested in it as effectively and productively as possible to advance the goals of HB 1 and the Strategic Agenda, including undergraduate and graduate education, engagement and outreach, research, and economic development initiatives. The colleges and universities seek to ensure that every dollar available to them is invested in areas that maximize results and outcomes most beneficial to the Commonwealth and its regions. It is anticipated that enactment of Senate Bill 153, the *Postsecondary Education Performance Funding Bill*, during the 2017 legislative session will provide ongoing incentives for increased efficiency and productivity within Kentucky's public postsecondary system. The Council's Strategic Agenda and funding model metrics will be used to monitor progress toward attainment of both statewide and institutional HB 1 and Strategic Agenda goals.

- Attracting and Importing Talent to Kentucky

It is unlikely that Kentucky can reach its 2030 postsecondary education attainment goal by focusing on Kentucky residents alone. The Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students, while recognizing that nonresident undergraduate students should pay a significantly larger proportion of the cost of their education than do resident students. Tuition reciprocity agreements, which provide low-cost access to out-of-state institutions for Kentucky students that live near the borders of other states, also serve to attract students from surrounding states to Kentucky's colleges and universities.

A copy of the Council's nonresident student tuition and mandatory fee policy is contained in the paragraphs below. Going forward, Council staff will periodically review and evaluate the policy to determine its impact on attracting and retaining students that enhance diversity and the state's competitiveness.

Nonresident Student Tuition and Fees

The Council and the institutions believe that nonresident students should pay a larger share of their educational costs than do resident students. As such, published tuition and fee levels adopted for nonresident students shall be higher than the prices for resident students enrolled in comparable programs of study.

In addition, every institution shall manage its tuition and fee rate structures, price discounting, and scholarship aid for out-of-state students, such that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the published in-state sticker price). As part of the tuition and fee setting process, staff shall monitor and report annually to the Council regarding compliance with this requirement.

The Council acknowledges that in some instances increasing nonresident student enrollment benefits both the Commonwealth and the institution. For this reason, exceptions to the 130% threshold may be requested through a Memorandum of Understanding (MOU) process and will be evaluated on a case by case basis by the Council. The main objective of the MOU process is to clearly delineate goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions.

Special Use Fee Exception Policy

During the 2010-11 tuition setting process, campus officials requested that the Council consider excluding student-endorsed fees from its mandatory fee definition, thus omitting consideration of such fees when assessing institutional compliance with Council approved tuition and fee rate ceilings. Based on feedback received from institutional Chief Budget Officers (CBOs) at their December 2010 meeting, it was determined that there was general interest in treating student-endorsed fees differently from other mandatory fees.

In January and February 2011, Council staff collaborated with institutional presidents, CBOs, and their staffs in developing the following Special Use Fee Exception Policy:

- To the extent that students attending a Kentucky public college or university have deliberated, voted on, and requested that their institution's governing board implement a special use fee for the purposes of constructing and operating and maintaining a new facility, or renovating an existing facility, that supports student activities and services;
- And recognizing that absent any exemption, such student-endorsed fees, when implemented in the same year that the Council adopts tuition and fee rate ceilings, would reduce the amount of additional unrestricted tuition and fee revenue available for an institution to support its E&G operation;
- The Council may elect to award an exemption to its tuition and fee rate ceiling equivalent to all or a portion of the percentage increase resulting from imposition of the student-endorsed fee, provided said fee meets certain eligibility requirements.

Definitions

A student-endorsed fee is a mandatory flat-rate fee that has been broadly discussed, voted on, and requested by students and adopted by an institution's governing board, the revenue from which may be used to pay debt service and operations and maintenance expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers.

Maintenance and Operations (M&O) expenses are costs incurred for the administration, supervision, operation, maintenance, preservation, and protection of a facility. Examples of M&O expenses include janitorial services, utilities, care of grounds, security, environmental safety, routine repair, maintenance, replacement of furniture and equipment, and property and facility planning and management.

Eligibility Criteria

A student-endorsed fee will continue to be a mandatory fee within the context of the Council's current mandatory fee definition and may qualify for an exemption from Council approved tuition and fee rate ceilings. Campus officials and students requesting an exemption under this policy must be able to demonstrate that:

- All enrolled students have been afforded ample opportunity to be informed, voice their opinions, and participate in the decision to endorse a proposed fee. Specifically, it must be shown that fee details have been widely disseminated, broadly discussed, voted on while school is in session, and requested by students.
- For purposes of this policy, voted on means attaining:
 - a) a simple majority vote via campus-wide referendum, with a minimum of one-quarter of currently enrolled students casting ballots;
 - b) a three-quarters vote of elected student government representatives; or
 - c) a simple majority vote via campus-wide referendum, conducted in conjunction and coinciding with the general election of a student government president or student representative to a campus board of regents or board of trustees.
- The proposed fee and intended exemption request have been presented to, and adopted by, the requesting institution's governing board. It is anticipated that elected student government representatives will actively participate in board presentations.
- Revenue from such fees will be used to pay debt service and M&O expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers. The Council expects these uses to be fully explained to students prior to any votes endorsing a fee.
- In any given year, the impact of a student-endorsed fee on the overall increase in tuition and mandatory fees for students and their families will be reasonable. It may be appropriate to phase in the exemption over multiple years to maintain affordability and access.
- Requests for student-endorsed exemptions are infrequent events. The Council does not expect requests for exemptions under this policy to occur with undue frequency from any single institution and reserves the right to deny requests that by their sheer number are deemed excessive.
- A plan is in place for the eventual reduction or elimination of the fee upon debt retirement, and details of that plan have been shared with students. The Council does not expect a fee that qualifies for an exemption under this policy to be assessed at full rate in perpetuity. Such fees should either terminate upon completion of the debt or, in the case of new facilities, may continue at a reduced rate to defray ongoing M&O costs. In either case, to qualify for an exemption, students should be fully aware of the extent of their obligation prior to any votes endorsing a fee.

Exemption Process

Requests for an exemption under this policy will be evaluated on a case-by-case basis. To initiate the process:

- The requesting institution will notify Council staff of any pending discussions, open forums, referendums, or student government actions pertaining to a proposed special use fee and discuss fee details with Council staff as needed.
- After a fee has been endorsed by student referendum or through student government action and approved by the institution's governing board, campus officials and students will submit a written exemption request to the Council for its consideration.
- Council staff will review the request, assess whether or not the proposed fee qualifies for an exemption, and make a recommendation to the Council.

To facilitate the exemption request process, requesting institutions and students are required to provide the Council with the following information:

- Documents certifying that the specific project and proposed fee details have been widely disseminated, broadly discussed, voted on, and requested by students, as well as adopted by the institution's governing board.
- Documents specifying the fee amount, revenue estimates, uses of revenue, impact on tuition and fees during the year imposed (i.e., percentage points above the ceiling), and number of years the fee will be in place.
- Documents identifying the project's scope, time frame for completion, debt payment schedule, and plan for the eventual reduction or elimination of the fee upon debt retirement.

Asset Preservation Fee Exception Policy

During the 2017-18 tuition setting process, campus officials asked if the Council would consider allowing institutions to assess a new student fee, dedicated to supporting expenditures for asset preservation and renovation projects, that would be treated as being outside the tuition and fee caps set annually by the Council. Staff responded that it was too late in the process to allow for a full vetting of a proposed change to the Council's Tuition and Mandatory Fee Policy prior to the Council adopting tuition ceilings at the March 31, 2017 meeting. In addition, staff wanted to explore the possibility of adopting a system-wide asset preservation fee that would benefit and address asset preservation needs at every public postsecondary institution.

In August 2017, staff determined that there was general interest among campus officials to pursue a change in tuition policy that would allow each institution the option to implement a student fee for asset preservation, if its administrators and governing board chose to do so, that would be exempted from Council approved tuition and fee ceilings. In September and October, Council staff worked with campus presidents, chief budget officers, and Budget Development Work Group members to develop the Asset Preservation Fee Exception Policy described below.

- Given that in 2007, Council and postsecondary institution staffs contracted with Vanderweil Facilities Advisors, Inc. (VFA) and Paulien and Associates to conduct a comprehensive

assessment of Kentucky's public postsecondary education facilities to determine both system and individual campus needs for new and expanded space, asset preservation and renovation, and fit-for-use capital projects;

- Given that in 2013, VFA adjusted the data from its 2007 study to account for continuing aging of postsecondary facilities and rising construction costs, and projected that the cumulative need for asset preservation and fit-for-use expenditure would grow to \$7.3 billion within the 2017 to 2021 timeframe;
- Given that over the past five biennia, 2008-10 through 2016-18, the Commonwealth of Kentucky has appropriated a total of \$262.0 million for its public colleges and universities to address asset preservation and renovation and fit-for-use projects, representing about 3.6% of the total cumulative need identified by VFA;
- Given that in late summer 2017, the Council and postsecondary institutions concluded that one reasonable course of action to begin to address the overwhelming asset preservation and renovation and fit-for-use needs was through sizable and sustained investment in existing postsecondary facilities, which could be accomplished through a cost sharing arrangement involving the state, postsecondary institutions, and students and families;
- Given that the best way to ensure the ongoing commitment and participation of students and families in a cost-sharing partnership to address asset preservation and renovation needs is through the implementation of an optional dedicated student fee;
- Given that such an asset preservation fee, when implemented in the same year that the Council adopts a tuition and fee rate ceiling, would reduce the amount of additional unrestricted tuition and fee revenue available for an institution to support its E&G operation;
- The Council may elect to award an exemption to its tuition and fee rate ceiling of up to \$10.⁰⁰ per credit hour at the public universities, capped at 15 credit hours per semester for undergraduate students, for a dedicated student fee that supports asset preservation and renovation projects related to the instructional mission of the institution;
- The Council may elect to award an exemption to its tuition and fee rate ceiling of up to \$5.00 per credit hour at KCTCS institutions, capped at 15 credit hours per semester, for a dedicated student fee that supports asset preservation and renovation projects related to the instructional mission of the institution.

Definition

An asset preservation fee is a mandatory, flat-rate fee that has been approved by an institution's governing board, the revenue from which shall either be expended upon collection on asset preservation and renovation and fit-for-use capital projects, or used to pay debt service on agency bonds issued to finance such projects, that support the instructional mission of the institution. Thus, by definition, fee revenue and bond proceeds derived from such fees shall be restricted funds for the purposes of financing asset preservation and renovation projects. As a mandatory fee, an asset preservation fee may be assessed to students regardless of degree level or program or full-time or part-time status.

Eligibility Criteria

An asset preservation fee may qualify for an exemption from Council approved tuition and fee rate ceilings, provided the following criteria are met:

- The proposed asset preservation project(s) and related fee shall be approved by the requesting institution's governing board.
- The cost of a given asset preservation and renovation or fit-for-use project shall equal or exceed \$1.0 million; however, several smaller asset preservation projects may be bundled to meet the threshold requirement.
- Revenue from the fee may either be expended upon collection on asset preservation and renovation or fit-for-use projects, or used to pay debt service on agency bonds issued to finance such projects.
- Both the direct expenditure of fee revenue and the expenditure of agency bond funds generated by the fee may be used to meet matching requirements on state bond funds issued for asset preservation projects. In previous biennia, state leaders have required a dollar-for-dollar institutional match on state-funded asset preservation pools.
- In any given academic year, the impact of implementing an asset preservation fee, when combined with a tuition and fee increase supporting campus operations, will be reasonable for Kentucky students and families. For the purposes of this policy exemption, the Council shall determine whether a proposed asset preservation fee, in combination with a tuition and fee increase allowed under a Council-approved tuition ceiling, is reasonable. This assessment will be made within the context of state economic and budgetary conditions, institutional resource needs, and affordability concerns at the time.
- Depending on the outcome of the aforementioned assessment, it may be appropriate to phase in a requested fee over multiple years to maintain affordability and access.
- The Council does not expect a fee that qualifies for an exemption under this policy to remain in effect in perpetuity. To be eligible for an exemption, the requesting institution must have a plan in place for the eventual elimination of a proposed asset preservation fee within 25 years of its initial implementation date.

Exemption Process

The Council will evaluate requests for a fee exemption under this policy on a case-by-case basis.

To initiate the process:

- An institution's governing board must approve the proposed asset preservation project(s) and related student fee.
- Campus officials must submit to the Council a copy of that board approval, along with a written request to exempt the asset preservation fee from Council tuition and fee ceilings.
- Council staff will review the request, assess whether or not the proposed project(s) and related fee qualify for an exemption, and make a recommendation to the Council.

To facilitate the exemption-request review process, a requesting institution shall provide the Council with the following information:

- Documents certifying that the specific asset preservation project(s) financed and proposed fee details have been approved by the institution's governing board.

- Documents specifying the fee amount, anticipated implementation date, revenue projections, uses of revenue, number of years the fee will be in place, and impact on tuition and fees in the year imposed (i.e., percentage points above the ceiling).
- Documents identifying the project's scope, its timeframe for completion, debt payment schedule, and plan for the eventual elimination of the fee upon debt retirement.

Periodic Reporting

- Upon request by the Council, the postsecondary institutions will provide documentation certifying the date an asset preservation fee was implemented, annual amounts of fee revenue generated to date, uses of fee revenue, the amount of fee revenue or agency bond funds used to meet state matching requirements on asset preservation project appropriations, and the number of years the fee will remain in place.

TITLE: Nonresident Student Tuition MOU – Morehead State University

RECOMMENDATION: The Finance Committee has reviewed and recommends approval by the Council of the Memorandum of Understanding between the Council and Morehead State University regarding nonresident student tuition.

PRESENTERS: Ben Brandstetter, CPE Finance Committee Chair

SUPPORTING INFORMATION

At its October 31, 2019 meeting, the Council approved the amended Nonresident Student Tuition Policy which modified the existing policy by indexing the average net tuition and fee revenue generated from nonresident students to the published price of resident student tuition and fees, rather than to the direct costs of instruction and student services per student as previously required.

On January 2, 2020, Morehead State University submitted the attached Memorandum of Understanding (MOU). Council staff has reviewed the proposed MOU and finds that the goals and structure of the agreement are consistent with Council policy.

MOU Components

The Memorandum of Understanding targets West Virginia, Virginia and Tennessee with the option of adding Georgia, South Carolina, North Carolina and Pennsylvania.

- Students must meet academic requirements for admission.
- Students from these states may receive a tuition scholarship lowering their net cost below 1.3 times the resident rate.
- No academically qualified Kentucky resident will be displaced as a result of the MOU.
- The University will report annually the results of the agreement.

MEMORANDUM OF UNDERSTANDING
between
MOREHEAD STATE UNIVERSITY
and
THE KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

This Memorandum of Understanding is made between Morehead State University, located in Morehead, Kentucky, and the Kentucky Council on Postsecondary Education, a governmental agency of the Commonwealth, with its address at 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601.

WITNESSETH:

WHEREAS, the Kentucky Council on Postsecondary Education (Council or CPE) is responsible for determining tuition at public postsecondary institutions in the Commonwealth of Kentucky;

WHEREAS, the Council annually adopts a Tuition and Mandatory Fee Policy (Policy) based on the following fundamental objectives:

- Funding Adequacy;
- Shared Benefits and Responsibility;
- Affordability and Access;
- Effective Use of Resources; and
- Attracting and Importing Talent to Kentucky

WHEREAS, the Policy acknowledges that in order to meet the last objective, the Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students;

WHEREAS, the standard for non-resident tuition articulated in the Policy requires that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the published in-state sticker price);

WHEREAS, the Policy allows institutions to request exceptions to the 130% threshold through a Memorandum of Understanding (MOU) process that delineates goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions;

WHEREAS, Morehead State University has one of the highest percentage of Pell eligible students of any public comprehensive university in the Commonwealth;

WHEREAS, Morehead State University has identified that the cost of education is the primary factor affecting retention, persistence, and graduation rates at the University, particularly given the economic environment of the service region;

WHEREAS, a strategic goal of both the Council and Morehead State University is to implement policies that make an undergraduate education affordable and accessible to all students;

WHEREAS, Morehead State University has a close geographical proximity to West Virginia, Virginia, and Tennessee, as well as a comprehensive listing of academic programs;

WHEREAS, Morehead State University strives to increase its non-resident student population to offset a loss of population within the service region;

NOW, THEREFORE, the Council and Morehead State University do enter into this Agreement for the purpose and period specified below.

SECTION ONE: TERMS OF THE AGREEMENT

1. The Council acknowledges that Morehead State University currently has an acceptable undergraduate tuition rate schedule for non-resident students.
2. Morehead State University agrees that students from the states of West Virginia, Virginia and Tennessee, plus the possible future states of Georgia, South Carolina, North Carolina, and Pennsylvania, that meet academic requirements for admission established by the University, may receive a tuition scholarship aligned with the University's scholarship grid for those non-resident students.
3. Morehead State University will ensure that academically qualified Kentucky residents will not be displaced as a result of this agreement.
4. The Council agrees that while the non-resident tuition structure will not result in the average net tuition and fee revenue generated per nonresident undergraduate student equaling or exceeding 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students, the increased nonresident student enrollment will benefit both the Commonwealth and Morehead State University.
5. The Council agrees that due to the benefits of the proposed program to the Commonwealth and Morehead State University, an exception to the nonresident tuition and fee policy is granted.
6. Morehead State University agrees to report to the council annually the results of this agreement. This report will include a summary of the entire program with breakouts of each geographic area in which a tuition and fee discount is applied. Both the summary and the breakouts shall include the following:
 - a. Total applications received and total accepted;
 - b. Total enrollment;
 - c. Enrollment demographics (e.g., underrepresented minorities, low-income, first generation);
 - d. Retention, graduation, and degrees conferred for the total area and broken down by each demographic group (as they become available); and
 - e. Total fee revenue generated by semester.

SECTION TWO: LENGTH OF THE AGREEMENT

Upon approval by the Council, this agreement is effective beginning February 1, 2020, and shall renew annually upon mutual consent of the parties.

APPROVED:

Aaron Thompson
President
Kentucky Council on Postsecondary Education

Date



Joseph (Jan) Morgan
President
Morehead State University

1-2-20'
Date

Travis Powell
General Counsel
Kentucky Council on Postsecondary Education

Date



Teresa Lindgren
Chief Financial Officer
Morehead State University

1-2-20
Date

TITLE: Expiring Administrative Regulation - 13 KAR 2:050

RECOMMENDATION: The Finance Committee reviewed 13 KAR 2:050, which is set to expire on March 1, 2020 if no action is otherwise taken, and recommends the Council approve the regulation to expire and be repealed.

PRESENTER: Ben Brandstetter, CPE Finance Committee Chair

Reason for Review

House Bill (HB) 50, signed into law in the 2017 Regular Session, amends the statutes governing administrative regulations, KRS Chapter 13A, and requires that action be taken on an administrative regulation at least every seven (7) years or the regulation will be repealed. Action can be in the form of certification that the agency either intends to keep the regulation in effect “as is,” or amend the regulation within 18 months. Agencies can also choose not to take action and allow regulations to be repealed after the expiration date.

The first date of expiration outlined in HB 50 was July 1, 2019 for regulations last adopted or amended on or before July 1, 2012, but due to the passage of HB 4 in the 2019 Regular Session, the first date of expiration was extended to March 1, 2020. The issue of regulation expiration was generally discussed with the full Council at the February 22, 2019 and April 25, 2019 meetings.

Regulation to be Reviewed

[13 KAR 2:050](#) – *Tuition at public institutions of higher education in Kentucky* is a regulation adopted by the Council. The regulation was last amended in July 1996 and will expire on March 1, 2020 without Council action.

Related statute: KRS 164.020(8)(a) requires that the Council determine tuition at state postsecondary institutions.

Recommended Action

Council staff recommends that the Council allow 13 KAR 2:050 to expire and be repealed.

The regulation was adopted before higher education reform in 1997 and the Council currently determines tuition in accordance with policies adopted at least biannually. There is no specific statutory requirement for the Council to adopt a regulation governing tuition determinations and new factors are always considered when setting tuition. The policy adoption process is much more flexible than the process to promulgate a regulation. Factors affecting the tuition marketplace are constantly changing and flexibility and responsiveness are key. As such, Council staff recommends that the Council allow this regulation to be repealed and continue utilizing the current tuition policy approval framework to comply with the statutory mandate to determine tuition.

TITLE: Interim Capital Project - Kentucky Community and Technical College System

RECOMMENDATION: Staff recommends that the Council delegate authority to the Finance Committee to approve a \$1,000,000 agency fund scope increase for the Fire Commission's National Responder Preparedness Center Parking Lot.

PRESENTERS: Bill Payne, Vice President for Finance and Administration, CPE
Shaun McKiernan, Director of Finance and Budget, CPE

SUPPORTING INFORMATION

The Commonwealth's approved budget for 2018-20 includes a capital project that was requested by the Kentucky Community and Technical College System (KCTCS) for the Fire Commission's National Responder Preparedness Center Parking Lot. The original scope of the project was \$2,000,000.

After beginning the project, it was discovered that soil conditions on the site required extensive remediation, and KCTCS requested a scope increase of \$1,000,000 in agency funds.

On December 3, 2019, KCTCS officials requested the scope increase from the Finance and Administration Cabinet. Historically, scope increases have not required Council approval.

The Legislative Research Commission's (LRC) Capital Projects and Bond Oversight Committee staff contacted CPE staff in mid-January (after the January 9th Finance Committee meeting) and asked if the Council would be approving the project. While the Council historically has not approved scope increases, CPE staff agrees that this project should be approved by the Council since the magnitude of the increase exceeds 15% and the source of funds is agency restricted funds.

The Capital Projects and Bond Oversight Committee approved this project at its meeting on January 21, 2020, contingent on Council review and approval.

KCTCS has stated the Council's review and approval can be completed as late as mid-February without negative consequences to the project. CPE staff need additional time to review the project before making a recommendation to the Council, therefore, CPE staff recommend the Council delegate the review and related action to the Finance Committee when it meets on February 19, 2020.

NEXT STEPS

Following Finance Committee action, staff will notify the president of KCTCS, the Secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee of the Council's recommendation concerning this project.

TITLE: New Academic Programs – Morehead State University, University of Kentucky, University of Louisville

RECOMMENDATION: The Academic and Strategic Initiatives Committee (ASI) has reviewed and recommends the Council approve the following new academic programs:

Morehead State University

- Systems Integration Engineering, B.S.

University of Louisville

- Business Administration, B.S.
- Urban Studies, B.S.

University of Kentucky

- Social Work, DSW
- Applied Environmental and Sustainability Studies, M.A.
- Arts Administration, Ph.D.

PRESENTER: Lori Harper, CPE's ASI Committee Chair

SUPPORTING INFORMATION

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

See attached the proposed program summaries submitted by the institutions, which provide detailed information on the following elements:

- Overview - Program description, CIP code, credit hours, institutional governing board approval date, and expected implementation date
- Market Demand – Justification of need and employer demand
- Unnecessary duplication justification
- Expected revenues and expenditures associated with implementation

PROPOSED PROGRAM SUMMARY

Institution: Morehead State University (MSU)

Program Name: Bachelor of Science - Systems Integration Engineering (BS-SIE)

Program Description: Systems Integration is a branch of engineering that combines mechanics, electronics, robotics, and systems control/automation in the design and manufacture of products and industrial processes. This multidisciplinary, systems integration approach is necessary to meet the complexities of modern manufacturing processes and systems. The proposed Systems Integration Engineering (SIE) program aims to produce graduates who are interdisciplinary professionals capable of designing, manufacturing and constructing mechatronic devices and systems, as well as automating industrial processes.

CIP Code: 14.2701

Credit Hours: 120

(Tentative) Institutional Board Approval Date: November, 2019

Implementation Date: August, 2020

Student Demand

Please note the expected enrollment over the first five years of the program.

The enrollment projections listed in the table below are based on the historical trends and current enrollment in the Bachelor of Science in Engineering Management program, which will be replaced by the proposed Systems Integrated Engineering program. The demand we observe also comes in the form of inquiries from prospective students and their parents. There is a strong interest in the BS-SIE program because there are a growing number of Systems Integration jobs in Kentucky. A modest 10% increase in enrollment from year to year is anticipated.

Year	2020-21	2021-22	2022-23	2023-24	2024-25
Student Enrollment	40	45	50	55	60

Market Demand

This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.

The proposed Systems Integration Engineering undergraduate program is a major upgrade of the current “Bachelor of Science in Engineering Management” program offered by MSU’s Department of Engineering and Technology Management (ETM).

Although graduates of current ETM programs have been quite successful in technical and engineering management positions in area industries, ETM Industrial Advisory Board members (representing more than 25 companies in the region) have consistently pointed out that there are numerous positions in their organizations requiring higher level systems integration skills. The type of program that would address these marketplace needs would produce graduates who understand principles/concepts associated with multiple traditional engineering disciplines (mechanics, electronics), as well as more contemporary engineering-based disciplines (robotics, mechatronics, systems). With a strong need for these types of professionals, graduates of this program will be more likely to stay in the region and serve local companies, thus helping to improve the quality of life in MSU's service region by increasing the pool of highly qualified engineering professionals.

Employer Demand:

If the program is designed for students to enter the workforce immediately, please complete the following table.

The following job-related data is compiled from the [Bureau of Labor Statistics' Occupational Outlook Handbook](#), the [Occupational Information Network \(O*NET\) online database](#), and the [Kentucky Center for Statistics](#).

	State	National	Growth Projections
Type of Job	Mechatronics Engineers, Manufacturing Engineers		
Average Wage	\$97,250		
# of Jobs	949	133,000	5% to 9%
Type of Job	Electro-Mechanical Engineering Technologists, Manufacturing Engineering Technologists		
Average Wage	\$62,230		
# of Jobs	974	77,000	5% to 9%
Type of Job	Electro-mechanical Technicians		
Average Wage		\$56,740	
# of Jobs	690	13,800	4%

Academic Demand

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

Not Applicable. The BS-SIE program is designed for students to enter the workforce immediately after graduation.

Unnecessary Duplication

The NOI will pre-populate with similar programs based on CIP codes as well as trend data on enrollment and degrees conferred for these programs. Institutions may list other programs that are similar but may be classified in a different CIP code.

The proposed Systems Integration Engineering program (CIP: 14.2701) is unique as there are currently no comparable programs in the state of Kentucky.

Comparison of Objectives/Focus/Curriculum to Similar Programs: *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

Not Applicable.

Comparison of Student Populations: *Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*

Not Applicable.

Access to Existing Programs: *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*

Not Applicable.

Feedback from Other Institutions: *Summarize the feedback from colleagues at institutions with similar programs.*

Not Applicable. There are no similar programs at other Kentucky institutions.

Cost

Please provide a summary of revenues and expenditures.

The revenues are projected based on the student enrollment projections over next five years with a 80%-20% split between the in-state students and the out-of-state / international students. The expenses over next five years are projected based on the currently budgeted expenses for the BSEM program, which will be replaced by the new program.

	2020-21	2021-22	2022-23	2023-24	2024-25
Projected Revenue over Next Five Years	\$472,000	\$531,000	\$590,000	\$649,000	\$708,000

Projected Expenses over Next Five Years	\$120,000	\$132,000	\$145,000	\$157,000	\$168,000
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Will additional faculty be needed? *If yes, please explain how the institution will pay for these additional costs.*

No, additional faculty will not be needed at this time.

Provide a budgetary rationale for creating this new program: *This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.*

Since the proposed BS-SIE program is a major revision of the existing BSEM program at MSU, the new program will utilize currently budgeted funds for the BSEM program. No additional funding is required, thus making the new program implementation very efficient and cost-effective.

PROPOSED PROGRAM SUMMARY

Institution: University of Louisville
Program Name: Management Major
Degree Designation: Bachelor of Science in Business Administration

Program Description:

The Management Major is a 120-credit hour undergraduate degree that prepares versatile, broadly educated graduates to accelerate their professional success as managers. In addition to the core business courses required of all BSBA students, the management major curriculum covers a range of management functions: project management, human resources management, team management, and operations management. In addition, students will develop basic proficiency in business analytics (managerial analytics course); add functional knowledge in another business domain to support initial job placement (9-credit hour business concentration); and gain relevant hands-on experience (a capstone project and a required internship).

CIP Code: 52.0201

Credit Hours: 120 credit hours for BSBA

(Tentative) Institutional Board Approval Date: 12/12/19

Implementation Date: 8/1/19

Student Demand

Please note the expected enrollment over the first five years of the program.

	Year 1	Year 2	Year 3	Year 4	Year 5
Incremental New	10	23	39	59	84
Current Students	40	120	240	400	560
Total	50	140	279	459	644

There is great student demand for a Management Major. Dr. Nora Scobie, the Assistant Dean of Undergraduate Advising for the College of Business (COB), reports that Management is the most requested major by external transfer students, and that we currently have more than 165 undecided business majors, largely due to a lack of the desired management major.

Survey results from a September 2018 survey of College of Business students noted that of the 200 respondents, 71% would be interested in the management major as a potential degree option: 16% would definitely change from their current major to Management; 34% would be interested in double majoring; and 23% would consider changing their major to Management. 60 respondents (or 30%) stated they selected their current major only because Management was not an option.

We are estimating an enrollments based on two different pools of students. The first is incremental new students to UofL. The second, and much larger of the two, is students drawn from the existing student body, especially undecided COB and pre-business majors.

We are projecting an estimate of 10 incremental incoming students in Year 1 and then growing by 25% per year (i.e., Year 1: 10, Year 2: 13, Year 3: 16, Year 4: 20, Year 5: 25). Retaining students for four years of the program (FY, SO, JR, SR) will give us total incremental new student enrollment of Year 1: 10, Year 2: 23, Year 3: 39, Year 4: 59, and Year 5: 84.

We also are estimating that given the backlog of demand for the major, existing students will declare a management major in a stepwise manner, growing by an additional "cohort" of 40 students each year until we reach the enrollment levels we were at in 2008. (Year 1: 40, Year 2: 80, Year 3: 120, Year 4: 160, Year 5: 160). Retaining students for four years of the program (FY, SO, JR, SR) will give us an enrollment of existing students of Year 1: 40, Year 2: 120, Year 3: 240, Year 4: 400, Year 5: 560).

Market Demand

This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.

There is high employer demand for a Management Major. The 2017 National Association of Colleges and Employers (NACE) Job Outlook Report states that 77% of employers plan to hire Management or Business Administration majors in the coming year. The only college major that is more sought after is Finance (at 78%).

Local employer demand is strong, too. Even though we do not offer a management major, in the past year, local employers posted more than 400 full-time jobs and more than 75 internships at the Ulmer Career Center looking for management majors.

Regional demand for management majors is on the rise. Management job postings in CareerTrak, which covers Louisville and the surrounding region, increased from 287 in 2012 to 576 in 2016.

The Bureau of Labor Statistics reports that employment in management occupations is projected to grow 8% from 2016 to 2026, about as fast as the average for all occupations, which will result in more than 800,000 new jobs. Also, the median annual wage for management occupations was \$102,590 in May 2017, which was the highest wage of all the major occupational groups.

The management major will not replace any programs on campus. It will supplement the offerings in the College of Business, giving business students another choice of major.

Employer Demand

	Regional	Regional Growth Projections	State	State Growth Projections	National	National Growth Projections
Type of Job	Administrative Services Manager					
Average Wage	\$96,180		\$96,180		\$96,180	
# of Openings	2,310	13%	240	10%	26,200	10%
Type of Job	General & Operations Manager					
Average Wage	\$123,460		\$123,460		\$123,460	
# of Openings	17,720	10%	2,530	8%	210,700	9%
Type of Job	Human Resources Manager					
Average Wage	\$113,300		\$113,300		\$113,300	
# of Openings	1,110	12%	140	8%	12,400	9%
Type of Job	Sales Manager					
Average Wage	\$124,200		\$124,200		\$124,200	
# of Openings	3,000	10%	340	8%	36,300	7%

Data gathered from the Bureau of Labor Statistics' [Occupational Outlook Handbook](#) and [Occupational Employment Statistics](#); and the Projections Managing Partnership's [State Occupational Projections](#) (2016-2026).

NOTE: Because national salary data reflects all employees in an occupation, and not just entry-level, we have also included the 10th and 25th percentile figures as a potential indicator for entry-level salaries.

Academic Demand

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

Not Applicable. This program is not designed for preparation for graduate study.

Unnecessary Duplication

Include similar programs based on CIP codes as well as trend data on enrollment and degrees conferred for these programs. Institutions may list other programs that are similar but may be classified in a different CIP code.

Similar Programs	Comparison of Objectives/Focus/ Curriculum to Similar Programs	Comparison of Student Populations	Access to/Demand for Existing Programs	Feedback from Other Institutions
Western Kentucky University Management	<i>WKU offers four distinct tracks within the management major: business administration, entrepreneurship, human resource management, and international business. UofL's program is most similar to the business administration track. Key differentiators are the 9 credit hours in a focused functional business area and a required internship.</i>	<i>UofL serves a very large and diverse, and in many cases, financially challenged population in the largest metropolitan area within the Commonwealth. Students who cannot leave the area in order to attend one of the similar programs in the state can be served by UofL.</i>	<i>Even with multiple universities offering a management major, there is sufficient demand from current students at UofL and in the city of Louisville. By offering a management major in the biggest and most diverse city in the Commonwealth, we would be greatly expanding educational access for young people and non-traditional students living and working in the city of Louisville, enabling them to earn a degree that can help them advance their professional careers.</i>	<i>We contacted Dr. Bob Hatfield, Interim Chair of the Management Department at WKU. He said that all business colleges in the state should have majors or substantial offerings in management and concluded he saw no competitive reason that UofL should not have a Management major.</i>
Murray State University Management	<i>Murray State offers a degree (area) in management, with a mix of courses focused on managing people and processes. UofL's management major curriculum is very similar. Key differentiators are the course in business analytics, 9 credit hours in a focused functional business area, and a required internship.</i>	<i>See above.</i>	<i>See above.</i>	<i>We contacted Dr. Heath Keller, Chair of the Management Department at Murray State for any feedback that pertained to this program. None was offered.</i>
Eastern Kentucky University	<i>EKU offers four concentrations within the</i>	<i>See above.</i>	<i>See above.</i>	<i>We contacted Mike Roberson, Chair of the Management,</i>

<p>Management</p>	<p><i>management major: general management, entrepreneurship, and human resource management. UofL's program is most similar to the general management concentration. Key differentiators are that whereas ECU allows for 12 credit hours of MGMT electives, UofL's program requires a course in business analytics, 9 credit hours in a focused functional business area, and a required internship.</i></p>			<p><i>Marketing, and International Business Department at ECU. He stated, given the greatly increasing demand by students for their Management program, he did not believe either of our programs would negatively impact the other.</i></p>
<p>Morehead State University BBA Management</p>	<p><i>Morehead State offers a major (track) in management. The program requires only a small number of core management courses, but then couples them with guided electives in management, international management, or healthcare management. Key differentiators are the course in business analytics, a course in project management, and a required internship.</i></p>	<p>See above.</p>	<p>See above.</p>	<p><i>We contacted Dr. Michael Harford at Morehead State University for possible feedback. None was offered.</i></p>

Cost

Please provide a summary of revenues and expenditures.

Projected Revenue over Next Five Years	\$1,443,037
Projected Expenses over Next Five Years	\$452,403

Will additional faculty be needed? Yes or No

In the first year, we will be able to cover the program with existing faculty. As the program grows, we estimate needing approximately one new faculty member for every 60 new incremental students to the College of Business. These salaries are included in our budget projections.

Provide a budgetary rationale for creating this new program:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.

The program will be self-sustaining and will be funded by tuition revenues, as stipulated by UofL's new responsibility-based budget model. Tuition revenue generated by the program will more than offset the faculty salaries and associated expenses. There will be some impact on program demand for other majors in the College of Business, especially from Marketing and Undecided majors. We will internally reallocate resources between departments to cover this shift in student enrollments.

Additionally—although not directly affecting the budget—this program will better serve our UofL students whose interests and career are aligned with management careers. As such, we are being more effective at meeting the part of our mission of “preparing students for responsible and rewarding careers.”

PROPOSED PROGRAM SUMMARY

Institution: University of Louisville

Program Name: Urban Studies

Degree Designation: BS

Program Description:

The BS in Urban Studies is designed to prepare students for future careers in municipal and metropolitan-related occupations, such as planning technicians, public administrators, public policy analysts, or community development specialists and for future graduate training in affiliated disciplines. Students will primarily be new students to the University drawn from high schools in Louisville, the rest of Kentucky, neighboring states, and KCTCS. Graduates of the BS in Urban Studies program will be versed in urban policy, sociology, geography, governance, and analytical and research methods. The proposed program will produce professional students who can evaluate urban issues from a variety of sociopolitical, economic, and demographic angles and also understand concepts of land use and physical space. UCLA's Higher Education Research Institute found that 1.5% of students envision a career in federal, state, or local government, and 0.5% envision a career as an urban planner. This translates to nearly 2,750 incoming undergraduates who report an anticipated career path that aligns well with the topics and methods covered in the proposed BS in Urban Studies.

The program is intended to be interdisciplinary, with program electives available from multiple other Arts and Sciences departments. Students would complete 121 credit hours of coursework, including 29 hours of Urban Studies core courses, 15 hours of Urban Studies concentration courses, 21 hours of supporting social science courses, 31 hours of General Education requirements, 13 hours of College of Arts and Sciences requirements, and 12 hours in additional electives.

CIP Code: 45.1201

Credit Hours: 121

Institutional Board Approval Date: 12/12/19

Implementation Date: 8/1/2020

Student Demand

Please note the expected enrollment over the first five years of the program.

Year 1	Year 2	Year 3	Year 4	Year 5
15	30	45	60	75

Market Demand

This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.

Graduates of the BS in Urban Studies program will be versed in urban policy, geography, sociology, governance, and analytical and research methods. Based on information gleaned from existing programs across the country, this broad range of knowledge is fitting for a number of industries and occupations in the public, private, and nonprofit sectors. Most notably, urban studies graduates work in local or regional governments, and these jobs are broadly-based. Within the United States there are 3,304 county governments, 19,431 municipal (e.g., city) governments, 16,056 township governments, and 35,356 “special district” governments, and our graduates will be well-positioned for employment in most of these organizations. Urban studies graduates may also work in state and federal government, community development, housing and real estate, and human services agencies. In addition, students with particular interests may seek out employment in public health, education, or environmental advocacy. Within these different industries, graduates might hold various occupational positions, such as urban planner, land assessor, GIS technician, policy, budget, or financial analyst, manager, or administrator.

The thing that underlies these different industries and occupations is the comprehensive collection of social science knowledge and skills. The proposed program will produce professional students who can evaluate urban issues from a variety of sociopolitical, economic, and demographic angles, and also understand concepts of land use and physical space.

In *The American Freshman: National Norms Fall 2016* – their most recent survey of incoming undergraduate students – UCLA’s Higher Education Research Institute found that 1.5% of students envision a career in federal, state, or local government, and 0.5% envision a career as an urban planner. This translates to nearly 2,750 incoming undergraduates reporting an anticipated career path that aligns well with the topics and methods covered in the proposed BS in Urban Studies. Although this may not initially appear to be a large number, it is important to note that there are, relatively speaking, few existing undergraduate programs within this particular discipline.

According to the National Center for Education Statistics, over the 2015-2017 period, 281 institutions conferred undergraduate degrees in urban studies/affairs, and 134 institutions conferred undergraduate degrees in city/urban, community, or regional planning. There was a total of 3,237 undergraduate urban studies degrees and 2,554 undergraduate urban planning degrees conferred during this three-year period. The number of such degrees awarded has increased slightly since 2010.

Employer Demand:

If the program is designed for students to enter the workforce immediately, please complete the following table.

	Regional¹ 2014	Regional Growth Projections	State² 2014	State Growth Projections 2024	National³ 2016-17	National Growth Projections 2026
Type of Job Urban and Regional Planners	54	60	548	626	36,000	40,600
Average Wage	\$51,578		\$50,115		\$71,490	

# of Openings			18		14,100	
Type of Job General Social Scientists and Related Workers	48	52	666	690	42,100	44,900
Average Wage	\$73,203		\$60,236		\$79,370	
# of Openings			10		4,200	
Type of Job Community and social service specialists	94	106	1,014	1,188	100,300	113,500
Average Wage	\$39,488		\$39,605		\$41,570	
# of Openings			37		14,100	
Type of Job Appraisers and assessors of real estate	190	230	1450	1690	80,800	92,400
Average Wage	\$69,888		\$57,116		\$54,010	
# of Openings			47		6,700	
Type of Job Social Science Research Assistant	N/A	N/A	60	68	34,000	35,500
Average Wage	N/A		\$37,148		\$46,000	
# of Openings	N/A		3		4100	

¹Source: Kentucky Cabinet for Education and Workforce Development, Office of Employment and Training. The Louisville Local Workforce Area includes Bullitt, Henry, Jefferson, Oldham, Shelby, Spencer, and Trimble Counties in Kentucky.

²Source: Kentucky Cabinet for Education and Workforce Development, Office of Employment and Training.

³Source: U.S. Bureau of Labor Statistics, Occupational Employment Forecasts

In the table above, regional and state growth projections are for the period 2014-2024 and national growth projections are for the period 2016-2026. Additional sources for information on future industrial and occupational growth include:

[Georgetown University Center on Education and the Workforce](#)

[Bureau of Labor Statistics' Occupational Outlook Handbook](#)

[Kentucky Center for Statistics](#)

KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018

<https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>

Kentucky, Bridging the Talent Gap

Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>

Interactive website: <https://bridgingthetalentgap.org/dashboards/>

Academic Demand

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

There are few current indicators showing transitions from undergraduate degree completion to graduate school enrollment, and – to the best of our knowledge – there are no discipline specific indicators of this transition. The *Baccalaureate and Beyond Longitudinal Study* conducted by the National Center for Education Statistics shows that 39% of Bachelor's degree recipients in 2007-2008 had enrolled in a graduate program by 2012. This study also shows that 60% of social science Bachelor's degree recipients in 2007-2008 were enrolled in an advanced degree program by 2012, which indicates that subsequent graduate school enrollment is especially high for social science undergraduates.

Although urban studies-specific rates of transition to graduate school are unavailable, information from similar undergraduate degree programs may offer some insight. Among schools similar to the University of Louisville, between 12% and 31% of 2017 Bachelor's degree holders in urban planning enrolled in a graduate program in the *first year* following their graduation. These include the University of Missouri-Kansas City (12%), University of Cincinnati (13%), Iowa State University (21%), and Michigan State University (31%).

Graduates from the B.S. in Urban Studies who go on to advanced studies are expected to enroll primarily in professional degree programs in urban planning (MUP) and public administration (MPA). A smaller number of these graduates will go on to obtain doctoral degrees. Those students who pursue subsequent higher education are expected to hold similar jobs to those who enter the workforce immediately, although they will enter at higher levels of responsibility. Professional degree programs in urban planning will also offer enrollees a quicker path to industry certification through the American Institute of Certified Planners.

The skills that future enrollees in graduate education will gain from the undergraduate program in urban studies are highlighted in the program goals and include:

- the verbal and written skills necessary to convey knowledge gained in the program to others
- the ability to self-reflect and identify how life experiences can bias or impede knowledge
- the application of logical frameworks to urban problems
- an understanding of the intersecting disciplines which comprise the realm of urban studies
- the use of analytical and research tools specific to these disciplines.
- the application of classroom skills to practical urban problems and solutions

Unnecessary Duplication

Include similar programs based on CIP codes as well as trend data on enrollment and degrees conferred for these programs. Institutions may list other programs that are similar but may be classified in a different CIP code.

There are no academic programs in Kentucky within the 45.1201 CIP Code or within the broader 45.12 CIP Code.

Cost

Please provide a summary of revenues and expenditures.

Projected Revenue over Next Five Years	\$3,010,610
Projected Expenses over Next Five Years	\$218,756

Will additional faculty be needed? Yes or No

If yes, please explain how the institution will pay for these additional costs.

NO

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

The proposed program will not replace any existing program within the University or the state. At U of L, the Geography Department presently offers a BS in Applied Geography with a concentration in Urban Analysis. Although there is limited overlap between the proposed program and this concentration, our expectation is that the BS in Applied Geography will continue to draw students with career interests more narrowly focused on the technical/analytical aspects of geography. Students with broader interests in the field of geography will opt for other tracks within the BS in Applied Geography, while those students with career goals in which geographical knowledge is only one component may choose the Urban Geography concentration within the proposed program.

In addition, the BS in Urban Studies will provide enhanced course opportunities for undergraduate students in related departments, including Criminal Justice, Pan-African Studies, and Political Science. We also plan to seek inclusion in the Cardinal Core curriculum (Social & Behavioral Sciences) for several of the newly designed courses in the program.

Provide a budgetary rationale for creating this new program: *This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.*

The Urban Studies undergraduate degree program will entail minimal new costs to the University, as it will largely rely on existing resources within UPA, GEOG, and SOC. Program delivery and objectives will be accomplished through re-allocation of existing departmental resources.

The department of Urban and Public Affairs presently has faculty that can teach the bulk of the core curriculum and associated electives. UPA currently offers a number of urban studies-related courses, including three of the nine proposed core courses. The department will adjust teaching loads and create courses as described in the budget section of the proposal.

Benefits to the University include increased enrollment, an additional program to satisfy student demand, and continued fulfillment of the University's metropolitan mission. The proposed undergraduate degree program will also magnify the university's role in the city and region, as our graduates are expected to comprise increasing local governmental staff over time.

PROPOSED PROGRAM SUMMARY

Council on Postsecondary Education

Institution:

University of Kentucky

Program Name:

Social Work

Degree Designation

Doctorate of Social Work

CIP Code:

44.0701

Credit Hours:

42

**Institutional Board
Approval Date:**

12/10/19

Implementation Date:

Fall 2020

Program Description:

Describe the program and its aims

The Doctorate of Social Work (DSW) at the University of Kentucky will prepare students for advanced practice in social work. The DSW is designed to move social workers from the broader foundation of generalist social work practice to an advanced level of application of theory, knowledge and skills in a variety of practice settings. This Doctorate of Social Work will provide an educational foundation to prepare practitioners who seek social work positions that require an advanced practice doctorate.

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

NO

Student Demand:

Please note the expected enrollment over the first five years of the program

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
12	27	30	30	30

Market Demand:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.

The DSW has emerged as an advanced practice, applied degree providing a terminal practice doctoral degree for social work, similar to other health allied professions that have moved to a terminal doctorate. The DSW is seen in contrast to the PhD which is research oriented and offers practicing social workers an applied doctoral education specific to their practice interests. The DSW will respond to the Commonwealth's, and the nation's, need for an advanced practice doctorate degree in social work, providing practitioners an opportunity to participate in the online DSW no matter their location.

The DSW will provide an educational foundation to prepare practitioners who seek social work positions that require an advanced practice doctorate. Careers may include CEOs of non-profit agencies or social workers in the VA, the largest employer of social workers, or the military. The DSW will contribute to the fiscal opportunities for social workers, a very tangible benefit, as DSWs make, on average, approximately \$20,000 more than an MSW (National Association of Social Workers, 2019). The job market is relatively strong as Labor Insight (2019) ranked positions seeking a DSW as the 9th most sought after in the Commonwealth and 16th in the nation.

Faculty have met with alumni and reviewed the proposed DSW with our academic partners to discuss the regional and national need for a practice doctorate similar to other health programs that have moved to a practice doctorate.

DSW programs are being added across the country and two of UK's benchmarks, Alabama and Tennessee, have DSW programs in place. We seek to add the DSW as a means to meeting the needs of social work practitioners and the agencies and communities they serve. The DSW will produce advanced practice, doctoral level social workers who will further develop the practice competency and the scholarship essential to providing intellectual and professional contributions to the agencies and communities these social workers serve.

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

No

Answer either Employer Demand or Academic Demand below

Employer Demand: ¹

¹ Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

[Georgetown University Center on Education and the Workforce](#)
[Bureau of Labor Statistics' Occupational Outlook Handbook](#)

If the program is designed for students to enter the workforce immediately, please complete the following table.

	Regional	State	National
Type of Job	Medical/Clinical Social Worker		
Average Wage	\$58,881	\$58,840	\$61,986
# of Openings	242	262	20,360
Growth Projections	16.4%	16.7%	20.1%
Type of Job	Family/School/General Social Worker		
Average Wage	\$59,532	\$58,513	\$55,326
# of Openings	763	584	20,360
Growth Projections	11.2%	6.2%	14.2%
Type of Job	Family Behavioral Therapist		
Average Wage	\$46,722	\$46,615	\$52,877
# of Openings	75	105	5,854
Growth Projections	25%	28.1%	23.4%
Type of Job	Medical Director		
Average Wage	NA	NA	\$79,179
# of Openings	16	8	2,712
Growth Projections	16.0%	18%	20.5%
Type of Job			
Average Wage			
# of Openings			
Growth Projections			

Please note the time frame for the projections and source of the market demand information:

The Projected growth is between 2019-2028. # of Openings refers to last 12 months. All data is gathered from Burning Glass which utilizes BLS data, actual job postings, and proprietary data modeling.

Academic Demand:

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

[Kentucky Center for Statistics](https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf)

KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018

<https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>

Kentucky, Bridging the Talent Gap

Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>

Interactive website: <https://bridgingthetalentgap.org/dashboards/>

NA

Unnecessary Duplication

List any similar programs based on CIP codes or other programs that are similar but may be classified in a different CIP code.

	Program	Institution
Program 1:	NA	
Program 2:	NA	
Program 3:	NA	
Program 4:	NA	
Program 5:		

- a. **Comparison of Objectives/Focus/Curriculum to Similar Programs:** *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

- b. **Comparison of Student Populations:** *Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*

- c. **Access to Existing Programs:** *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*

- d. **Feedback from Other Institutions:** *Summarize the feedback from colleagues at institutions with similar programs.*

Cost

Please provide a summary of revenues and expenditures.

Projected Revenue over Next Five Years	\$1,823,210
Projected Expenses over Next Five Years	\$1,209,695.00

Will additional faculty be needed?

If yes, please explain how the institution will pay for these additional costs.

We anticipate hiring additional faculty due to the increased courses and student credit hours that will be generated. Additionally, we seek to hire a faculty member with specific expertise in advanced social work practice to be able to teach in the proposed program and address a curricular gap related to the DSW content. Many of our faculty do have advanced practice experience, and can certainly teach in the program, but we have no DSW's on staff so hiring a full-time DSW (or two by the second year of the program) will help support program delivery.

Provide a budgetary rationale for creating this new program:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.

The DSW program will increase retention as it is highly specialized degree and a selective admission process so only those who are professionally motivated should enter but also have motivation to finish. Additionally, the DSW will increase tuition revenue by meeting the needs of students who have no other identified DSW program in the Commonwealth. Finally the DSW program will support communities by helping to reduce the workforce gap for behavioral health providers in Kentucky.

PROPOSED PROGRAM SUMMARY

Council on Postsecondary Education

Institution:

University of Kentucky

Program Name:

Applied Environmental and Sustainability Studies

Degree Designation

Master of Arts

CIP Code:

03.0103

Credit Hours:

30

**Institutional Board
Approval Date:**

12-10-2019

Implementation Date:

Fall 2020 (08/26/2020)

Program Description:

Describe the program and its aims

Applied Environmental and Sustainability Studies (ENS) is an interdisciplinary field that prepares students to analyze complex environmental problems from a variety of perspectives and apply their findings to facilitate change. The Master's in Applied Environmental and Sustainability Studies encourages a liberal arts approach by drawing from the humanities, social sciences, and mathematics and natural science disciplines. By taking coursework across disciplines students develop skills required for success in the field. Those skills may include critical thinking, independent learning, oral and written communication, problem solving, academic knowledge in environmental issues; an understanding of sustainability as it pertains to healthy, productive, and equitable quality of life for future generations. Students who complete the master's program will leave with skills in environmental studies, sustainability, and policy and governance. The master's program offers students the opportunity to develop applied skills such as geographic information systems and mapping, statistics, technical writing, or communication applications for environmental knowledge, including management, marketing, finance, and economics

Student Demand:

Please note the expected enrollment over the first five years of the program

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
--------	--------	--------	--------	--------

10	10	10	10	10
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Market Demand:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.

There is a growing need for employees that can address environmental sustainability issues for companies or organizations, including university systems. Employees are needed to develop strategies for reducing energy costs, promoting environmentally friendly production, business or maintenance practices. Burning Glass data lists 1,736 open job postings nationwide for Sustainability Specialists, with a projected increase in demand for Sustainability Specialist of +8.8 % over the next 10 years. Common job titles for Sustainability Specialists are Water Resources Project Manager, Sustainability Manager, Ehs Environmental & Sustainability Manager III, Sustainability Analyst, Sustainability Specialist.

Answer either Employer Demand or Academic Demand below

Employer Demand: ¹

If the program is designed for students to enter the workforce immediately, please complete the following table.

	Regional	State	National
Type of Job	Sustainability Specialist		
Average Wage	\$52,445	\$52,445	\$71,468
# of Openings	20	20	2,240
Growth Projections	8.8%	8.8%	8.8%
Type of Job	Water Resource specialist		
Average Wage	\$28,966	\$28,966	\$35,199
# of Openings	13	13	1,521
Growth Projections	NA	NA	NA
Type of Job	Chief Sustainability Officer		
Average Wage	\$67,476	\$67,476	\$71,537
# of Openings	8	8	830

¹ Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

[Georgetown University Center on Education and the Workforce](#)

[Bureau of Labor Statistics' Occupational Outlook Handbook](#)

[Kentucky Center for Statistics](#)

KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018

<https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>

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Interactive website: <https://bridgingthetalentgap.org/dashboards/>

Growth Projections			
Type of Job	Environmental Health and Safety Manager		
Average Wage	\$75,100	\$75,100	\$74,428
# of Openings	30	30	48
Growth Projections	7.7%	7.7%	8.1%
Type of Job	Safety Compliance Manager		
Average Wage	\$74,663	\$74,663	\$70,706
# of Openings	19	19	1,669
Growth Projections	7.7%	7.7%	8.1%

Please note the time frame for the projections and source of the market demand information:

Information is pulled from Burning Glass which provides actual 12 month job listings and provides 10 year projections from 2019-2020

Academic Demand:

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

N/A

Unnecessary Duplication

List any similar programs based on CIP codes or other programs that are similar but may be classified in a different CIP code.

	Program	Institution
Program 1:	Environmental Studies, MS	Kentucky State University
Program 2:		
Program 3:		
Program 4:		
Program 5:		

- a. **Comparison of Objectives/Focus/Curriculum to Similar Programs:** *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

The Environmental Studies program at KSU focuses on Environmental Studies. The proposed program is an interdisciplinary program that prepared students to analyze complex environmental problems from a variety of perspectives and apply their findings to facilitate change. Students who complete the master's program will leave with skills in environmental studies, sustainability, and policy and governance. The master's program offers students the opportunity to develop applied skills such as geographic information systems and mapping, statistics, technical writing, or communication applications for environmental knowledge, including management, marketing, finance, and economics.

- b. Comparison of Student Populations:** *Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*

The proposed program is a 100% online program while other programs are face-to-face.

- c. Access to Existing Programs:** *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*

The proposed program is a 100% online program which would reach students across the US and abroad.

- d. Feedback from Other Institutions:** *Summarize the feedback from colleagues at institutions with similar programs.*

The proposal was discussed with Dr. Kirk Pomper, Interim Dean in the College of Agriculture, Communities, and Environment and he agreed that the proposed program was significantly different from the Environmental Studies program at KSU and supported the program going forward.

Cost

Please provide a summary of revenues and expenditures.

Projected Revenue over Next Five Years	\$ 1,270,795
Projected Expenses over Next Five Years	\$ 575,603

Will additional faculty be needed?

If yes, please explain how the institution will pay for these additional costs.

No

Provide a budgetary rationale for creating this new program:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.

According to Burning Glass the number of awarded Master's in Environmental Studies has increased by almost 14% since 2013. Additionally, our poll of current undergraduate students shows strong demand for an online Master's in Applied Environmental and Sustainability Studies at the University of Kentucky. The program was awarded an internal grant to assist in covering the initial development of online content and will be supported by tuition revenue by year two. The program will be a reallocation of existing faculty and resources.

PROPOSED PROGRAM SUMMARY

Council on Postsecondary Education

Institution:

University of Kentucky

Program Name:

Arts Administration

Degree Designation

Ph.D.

CIP Code:

50.1001

Credit Hours:

46

**Institutional Board
Approval Date:**

12/10/2019

Implementation Date:

08/15/2020

Program Description:

Describe the program and its aims

The 21st century has shown significant increase in the nonprofit arts and culture industry. According to the Americans for the Arts most recent economic impact study, the nonprofit arts sector generates \$166.2 billion in economic activity each year. Additionally, according to the National Endowment for the Art's 2008 Public Participation in the Arts survey, about 35 percent of all US adults - or 78 million Americans - attended a museum, gallery or performing arts event in the past year. As such, there is an increasing need to have skilled and qualified researchers to explore the arts and cultural sector. Thus, arts and cultural organizations, service organizations, arts councils and government agencies, thinktanks, and universities are increasingly seeking trained professionals to envision, conduct, and disseminate meaningful research. The University of Kentucky will prepare students for these careers in industry, government and academia through its rigorous foundation in research methods, cultural policy, and organization theory combined with a student-selected concentration in arts administration. The program allows students to have an innovative and individualized course of study as they work closely with graduate faculty in arts administration and the arts. Mission: The PhD in Arts Administration will influence the field's future through the development of strong researchers for both academic and field applications.

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

This program will enhance the stature and strength of the Department of Arts Administration at the University of Kentucky. The department already holds a reputation as one of the best BA and MA programs in the country with the most comprehensive curriculum. The addition of the PhD will enhance the reputation and make the University of Kentucky the only university in the country offering a BA, MA and PhD in Arts Administration.

Student Demand:

Please note the expected enrollment over the first five years of the program

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
4	8	12	16	16

Market Demand:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.

The creative industry is thriving nationwide. Arts businesses and their creative employees stimulate innovation and strengthen the nations competitiveness in the global economy. Additionally, arts businesses play an important role in building and sustaining economic vibrancy. According to the 2017 Creative Industries in the United States report, there are over 673,000 businesses are involved in the creation or distribution of the arts. These organizations employ 3.48 million people. These figures represent 4.01 percent of all US businesses and 2.04 percent of all US employees. Regionally, according to the 2014 Kentucky Creative Industry Report, the creative industry is thriving in Kentucky.

- The Kentucky creative industry collectively employs 108,498 people.
- The creative industry represents 2.5 percent of Kentucky’s total employment.
- The creative industry accounts for annual earnings of \$1.9 billion.
- The creative industry in Kentucky includes more self-employed individuals and microenterprises than any other economic sector, compared to national data.

The national and state level data provides compelling evidence of the demand of a growing and changing industry that is necessitates a terminal degree in the field. The creative industries are ranked as the 11th largest industry in the country. Every other industry in the top 20 has doctoral offerings at universities (e.g. public administration, healthcare administration, education, business management, agriculture). The creative industries require a doctoral degree to research, disseminate and impact the arts and cultural sector.

In addition to the more general occupations listed below, we also conducted a search for job postings specifically in the "Museum, Historical Sites, and Similar Institutions" Industry with skills in Budget Management, People Management, and Fundraising. This search resulted in positions such as Exhibits Specialists, Marketing/Public Relations Manager for the International African American

Museum, Program Specialists for the Native American Undergraduate Museum, Museum Education Coordinator for the Fabric Workshop Museum, and Manager of Development at the American National Museum. Nationally, there were 898 jobs posted in the last 12 months with a median income of \$57,165. Doctoral students would have a competitive advantage over peers with only a Master's degree in Arts Administration or similar fields. We further identified 192 jobs in the last 12 months that advertised for a director position. The Median income for these positions was \$64,350 and \$67,735 for executive director positions. We anticipate that doctoral students would have no shortage of jobs available to them and would have an earning potential that is well over the national average.

Answer either Employer Demand or Academic Demand below

Employer Demand: ¹

If the program is designed for students to enter the workforce immediately, please complete the following table.

	Regional	State	National
Type of Job	Marketing Research Analyst		
Average Wage	\$53,348	NA	\$64,575
# of Openings	94	50	8,916
Growth Projections	20.2%	24%	18.6%
Type of Job	Media Planner/Buyer		
Average Wage	\$68,361	\$68,885	\$54,850
# of Openings	21	5	2,089
Growth Projections	11.4%	16.9%	6.20%
Type of Job	Advertising/Promotion Manager		
Average Wage	\$53,348	NA	\$64,575
# of Openings	7	7	940
Growth Projections	5.90%	8.60%	4.50%
Type of Job	Art Director		
Average Wage	NA	NA	\$68,879
# of Openings	27	19	1,177
Growth Projections	5.20%	11.20%	2.40%
Type of Job	Postsecondary Teacher (Arts, Drama, Music)		

¹ Most of the current Bureau of Labor Statistics projections are for 2016-2026. If additional sources are used, please note the time frame for the projections. Other sources include:

[Georgetown University Center on Education and the Workforce](#)

[Bureau of Labor Statistics' Occupational Outlook Handbook](#)

[Kentucky Center for Statistics](#)

KY Chamber, "Kentucky's Workforce, Progress and Challenges," January 2018

<https://www.kychamber.com/sites/default/files/Kentuckys%20Workforce%20Progress%20and%20Challenges%202018%20Final%20NEW.pdf>

Kentucky, Bridging the Talent Gap

Document - <https://www.bridgingthetalentgap.org/wp-content/uploads/2017/05/KY-Statewide.pdf>

Interactive website: <https://bridgingthetalentgap.org/dashboards/>

Average Wage	\$77,147	\$72,537	\$97,287
# of Openings	24	24	2,089
Growth Projections	10%	9.87%	12%
Type of Jobs	General Manager		
Average Wage	\$116,024	\$115,813	\$124,478
# of Openings	544	290	40,788
Growth Projections	7.6%	7.6%	3.5%
Type of Job	Public Relations and Fundraising Manager		
Average Wage	\$58,533	\$61,125	\$75,598
# of Openings	5	10	4,421
Growth Projections	9.23%	9.61%	10.3%

Please note the time frame for the projections and source of the market demand information:

The data was pulled from burning glass technologies which uses BLS data and real-time job market data to identify job market trends. # of openings are job postings in the last 12 months and growth projections are from 2019-2028.

Academic Demand:

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

NA

Unnecessary Duplication

List any similar programs based on CIP codes or other programs that are similar but may be classified in a different CIP code.

	Program	Institution
Program 1:	NA	NA
Program 2:		
Program 3:		
Program 4:		
Program 5:		

- a. **Comparison of Objectives/Focus/Curriculum to Similar Programs:** *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

NA

b. Comparison of Student Populations: Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).

NA

c. Access to Existing Programs: Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).

NA

d. Feedback from Other Institutions: Summarize the feedback from colleagues at institutions with similar programs.

NA

Cost

Please provide a summary of revenues and expenditures.

Projected Revenue over Next Five Years	\$698,544
Projected Expenses over Next Five Years	\$303,701

Will additional faculty be needed?

If yes, please explain how the institution will pay for these additional costs.

No

Provide a budgetary rationale for creating this new program:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.

The field of arts administration is largely considered to have been formally developed in the United States in the 1960s. The institutionalization of the field has continued to solidify and expand well into the 21st century. What was once considered a niche industry, the arts and cultural sector, is one of the largest export of products of the US (and one of the only with a trade surplus), supports over 4.9 million jobs, and contributes \$730 billion to the nation’s gross domestic product (GDP). By contributing 4.2% to the US GDP, arts and cultural production is a larger economic sector than agriculture, travel and tourism, transportation and warehousing, and construction. As the field has expanded so has the necessity for appropriately trained researchers.

Currently, in the US there are only two universities where a student can specialize in the area of arts and culture research. Thus, the field is significantly underserved in providing the necessary education to support

the future of the arts and culture sector. The PhD in Arts Administration at UK will fill a need nationwide by offering a rigorous, online degree program focused on field competencies and research methodologies. No additional faculty will be required, and existing faculty support both a bachelor's and a master's degree at the University.

TITLE: Expiring Administrative Regulation - 13 KAR 2:025

RECOMMENDATION: The Academic & Strategic Initiatives (ASI) Committee reviewed 13 KAR 2:025, which is set to expire on March 1, 2020 if no action is otherwise taken, and recommends the Council approve the regulation remain in its current form.

PRESENTER: Lori Harper, CPE's ASI Committee Chair

Reason for Review

House Bill (HB) 50, signed into law in the 2017 Regular Session, amends the statutes governing administrative regulations, KRS Chapter 13A, and requires that action be taken on an administrative regulation at least every seven (7) years or the regulation will be repealed. Action can be in the form of certification that the agency either intends to keep the regulation in effect "as is," or amend the regulation within 18 months. Agencies can also choose not to take action and allow regulations to be repealed after the expiration date.

The first date of expiration outlined in HB 50 was July 1, 2019 for regulations last adopted or amended on or before July 1, 2012, but due to the passage of HB 4 in the 2019 Regular Session, the first date of expiration was extended to March 1, 2020. The issue of regulation expiration was generally discussed with the full Council at the February 22, 2019 and April 25, 2019 meetings.

Regulation to be Reviewed

[13 KAR 2:025](#) – *College preparatory education* is the Council's regulation promulgated to meet this requirement. The regulation was adopted in November 2002 and will expire on March 1, 2020 without Council action.

Related statute: KRS 164.098(1) requires that the Council promulgate administrative regulations that require public postsecondary institutions to grant credit toward graduation to a student who scores at least a three (3) on a College Board Advanced Placement examination.

Recommended Action

Council staff recommends that 13 KAR 2:050 remain in its current form. The regulation continues to meet the statutory requirement and institutions remain in compliance.

TITLE: Higher Education's Return on Investment Report: The Case for Why Higher Education Matters

PRESENTERS: David Mahan, Associate Vice President, Data & Advanced Analytics
Melissa Young, Director of Grants and Special Projects

The Council is committed to providing accurate and transparent data on the true cost and value of college in Kentucky. Dr. Mahan will present the findings from the Higher Education's Return on Investment Report, which focuses on Kentucky postsecondary education's return on investment from both a student and state perspective. It is the story of one cohort of students - the Kentucky high school class of 2010. This report tracks 42,856 students who graduated from a Kentucky high school in 2010 through 2018, the most recent year of data available.

The report is attached for your review. The executive summary is on page 5 of the report.

There is no better investment in Kentucky's workforce & economy than higher education.

--Aaron Thompson, Ph.D.



HIGHER EDUCATION'S RETURN ON INVESTMENT

The Case for Why Higher Education Matters

About the Council on Postsecondary Education

The Council on Postsecondary Education is Kentucky's higher education coordinating agency committed to strengthening our workforce, economy and quality of life. We do this by guiding the continuous improvement and efficient operation of a high-quality, diverse, and accessible system of postsecondary education.

Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary education that includes measures of progress.
- producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- determining tuition rates and admission criteria at public postsecondary institutions.
- collecting and distributing data about postsecondary education performance.
- ensuring the coordination and connectivity of technology among public institutions.
- licensing non-public postsecondary institutions to operate in the Commonwealth.

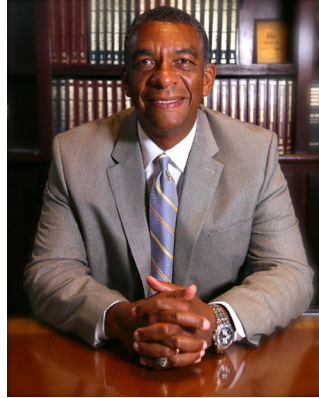
HIGHER EDUCATION'S RETURN ON INVESTMENT

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MESSAGE FROM THE PRESIDENT

Dr. Aaron Thompson



As president of the Council on Postsecondary Education, I have made it my mission to remind Kentuckians why higher education matters. While plenty of people still believe college is the gateway to the middle class, rising tuition and loan debt and stagnating wages have eroded the public's confidence in higher education.

The Council is committed to providing accurate and transparent data on the true cost and value of college in Kentucky. This report examines higher education's return on investment for both the individual student and the state as a whole. To the extent possible, we have focused on one cohort of students - the Kentucky high school class of 2010 - which we followed for eight years (from their entry into college or the workforce in 2010 to 2018, the most recent year of data available).

These findings should dispel any doubts about the value of a college credential. Kentucky's high school class of 2010 paid about \$55,000 total for a bachelor's degree at an in-state public university; an associate degree was less (about \$30,000). While we often hear about college graduates with upwards of \$100,000 in student loan debt for all expenses associated with college, the average Kentucky undergraduate student borrowed just over \$30,000 for a four-year degree and \$15,000 for a two-year degree, about what you'd borrow for a new or used car. Around 40% of in-state college-goers in the cohort did not borrow at all.

This is not to minimize the very real concerns students and families have about college affordability. But compared to

the published price of college for a Kentucky resident (about \$80,000 for a bachelor's degree at a public university and \$45,000 for an associate degree at KCTCS), these actual costs may come as a surprise.

College graduates from the class of 2010 realized a return on their investment even a few years after graduation. By 2018, bachelor's degree graduates were making \$12,000 more annually than high school graduates, and associate degree graduates were making \$8,000 more. Over a lifetime, a bachelor's degree graduate earns \$1.2 million more than a high school graduate, 26 times the initial investment.

**“
There is no better
investment in
Kentucky's workforce
& economy than
higher education.”**

For the state, the return on investment is even greater. Kentucky invests about \$41,000 for each public bachelor's degree graduate through state financial aid and direct appropriations to public institutions. In return, that graduate contributes \$1.7 million to the economy through taxes and spending over a lifetime - more than 40 times the initial investment. The state's total investment in the cohort (\$630 million) yields \$43.8 billion in revenue, which is 69 times the

initial investment.

I would like to thank the Kentucky Center for Statistics for their contributions to this report, which shows there is no better investment in Kentucky's workforce and economy than higher education. Making our colleges and universities more accessible and affordable is the best way to advance our Commonwealth and its most important resource - its people.

EXECUTIVE SUMMARY: KEY TAKEAWAYS

FOR THE STUDENT:

- **The total out-of-pocket (net) cost of a public postsecondary credential is significantly lower than the published (sticker) price.** On average, students from the high school class of 2010 paid a total of \$15,394 for a certificate or diploma, \$30,859 for an associate degree, and \$55,418 for a bachelor's degree. The published cost of attendance (tuition, fees, room and board, books, and travel expenses) is \$21,039, \$44,881, and \$79,217 respectively.
- **About a third of the total cost of public postsecondary credentials is covered by grants and scholarships.** State and federal grants and scholarships subsidized 27%-31% of the total cost of a credential. This is money that does not need to be paid back. Nearly all degree graduates in the cohort (98%) received some amount of financial aid.
- **Tuition and fee increases at Kentucky's public institutions are at their lowest point in 15 years.** There is a perception that tuition is skyrocketing, but the Council on Postsecondary Education has worked hard to moderate increases through its tuition-setting policies. Tuition and fees rose just 2.2% in the current academic year, about the same as inflation.
- **A substantial number of students do not borrow loans to finance their education.** About 41% of the cohort who attended an in-state public postsecondary institution accrued zero loan debt during the course of their studies.
- **The median student loan debt is comparable to an auto loan, except a credential, unlike a car, appreciates in value.** The median loan amount (principle and interest) was \$9,787 for a certificate/diploma, \$15,472 for an associate degree, and \$32,855 for a bachelor's degree.
- **At the end of 8 years, college graduates were earning significantly more than high school graduates - \$12,000 more for a bachelor's degree and \$8,000 more for an associate degree.** A limitation of this research design is the inability to track median salaries for a longer period of time, when differences would be more pronounced. Even so, college graduates at every level were making more than high school graduates by 2018, and the differences in inflation-adjusted entry-level salaries were even greater.

- **In Kentucky, higher education still pays.** Over a working lifetime, a bachelor's degree graduate earns \$1.2 million more than high school graduate, even after taking opportunity cost (lost earnings potential while in college) into account. This is 26 times the investment. Associate degree graduates earn \$422,000 more once opportunity cost is considered.

FOR THE STATE:

- **Kentucky invested about \$544 million in the class of 2010 through direct appropriations to public colleges and universities.** Most of the state's investment in public higher education is direct funding to colleges and universities for operational expenses (called net General Fund appropriations). On a per student basis, this amount averaged from about \$6,600 to \$7,000 for the cohort. In 2018, net General Fund per FTE student had fallen to \$5,941.
- **Kentucky invested about \$86 million in the class of 2010 through state financial aid programs by virtue of Kentucky lottery proceeds.** Kentucky is a high-aid state due to the success of its lottery program. KEES, a merit-based scholarship, and CAP, a need-based grant, account for 85% of all aid disbursed to students.
- **The state's return on investment for college-goers in the high school class of 2010 is 69 times the initial investment.** The state's total investment for public college-goers in the cohort was \$630M. In return, these students will contribute \$43.8 billion to the economy over a working lifetime (ages 18-64) through taxes and spending.
- **College graduates are much less likely to be unemployed or participate in entitlement programs, resulting in additional savings.** Although difficult to quantify, college-educated residents save the state money through decreased reliance on social welfare programs and unemployment insurance. In 2017, 85% of the individuals who were unemployed or out of the labor force did not have a college credential. People without a college credential accounted for 88% of SNAP recipients, 86% of Medicaid recipients, and 94% of SSI (disability) recipients.

RETURN ON INVESTMENT FOR STUDENTS



This is the story of one cohort of students - the Kentucky high school class of 2010. This report tracks 42,856 students who graduated from a Kentucky high school in 2010 until 2018, the most recent year of data available.

Over half of these students entered an in-state college or university directly from high school. Another 5,000 had enrolled in college by 2018. All in all, 13,576 (32%) completed a postsecondary credential, and 1,709 were still enrolled at the end of eight years.

Of grave concern is the number of students who never went to college (13,831) or left college without a credential (13,740).

Almost two-thirds of the cohort (64%) had earned only a high school diploma by the end of 2018. This is not good news for Kentucky's long-term economic prospects. On average, these students earn less money and are significantly more likely to be unemployed or receiving government assistance. Of the individuals who received

unemployment benefits in 2017, 85% did not have a college credential.

The students who did earn a postsecondary degree were making significantly more money than high school graduates at the end of eight years - about \$12,000 more for a

bachelor's degree and \$8,000 more for an associate degree. These differences grow even more pronounced over time, as degree holders are more likely to be promoted to managerial or leadership positions within their organizations.

Salary estimates from the American Community Survey show that over an entire career, bachelor's degree holders in Kentucky earn \$1.2 million

more than high school graduates, and associate degree holders earn \$422,000 more. This more than offsets their investment in the degree, even when lost earning potential is taken into account. A bachelor's degree graduate will make 26 times the investment, while an associate degree graduate will make 40 times the investment.

“

This is the story of one cohort of students - the Kentucky high school class of 2010.

KENTUCKY'S HIGH SCHOOL GRADUATING CLASS OF 2010

CLASS SIZE:
42,856

AVERAGE GPA:
2.84

AVERAGE ACT:
19.4

English: **18.9**
Math: **19.1**
Reading: **19.7**
Science: **19.5**

ATTENDED KY COLLEGE DIRECTLY FROM HIGH SCHOOL:

24,056
(56%)

ATTENDED COLLEGE WITHIN 8 YEARS:

29,025
(68%)

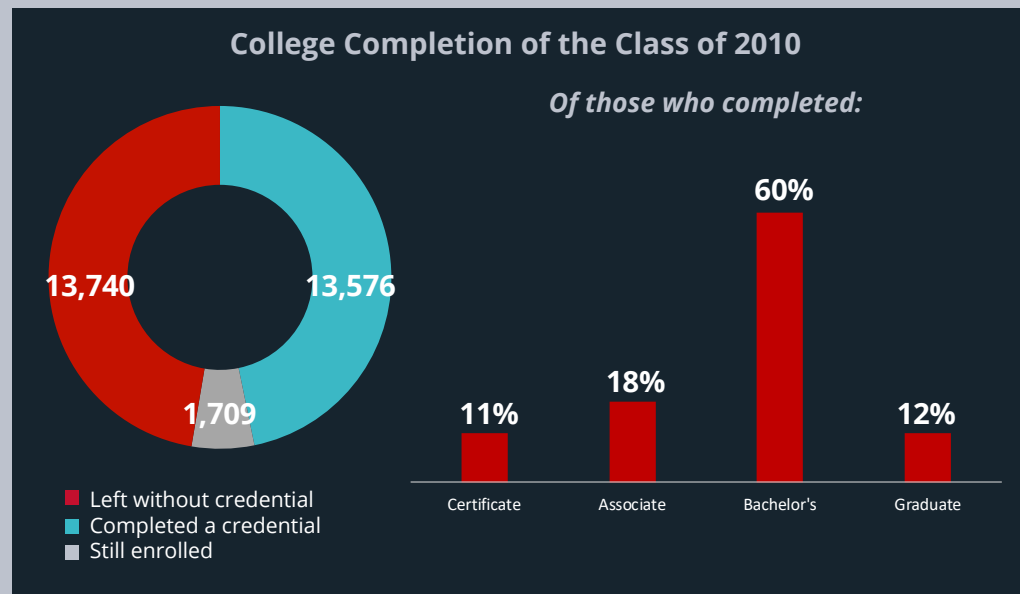
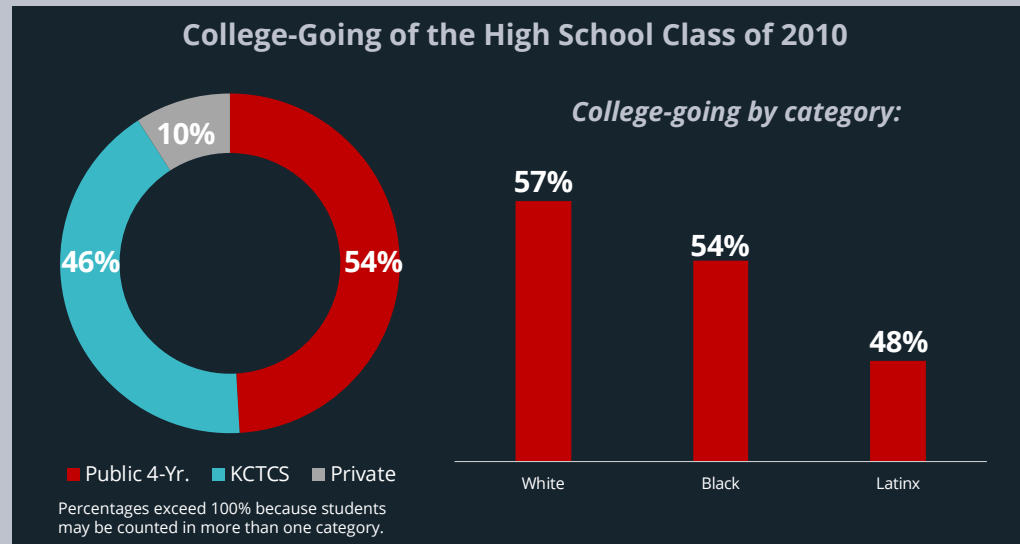
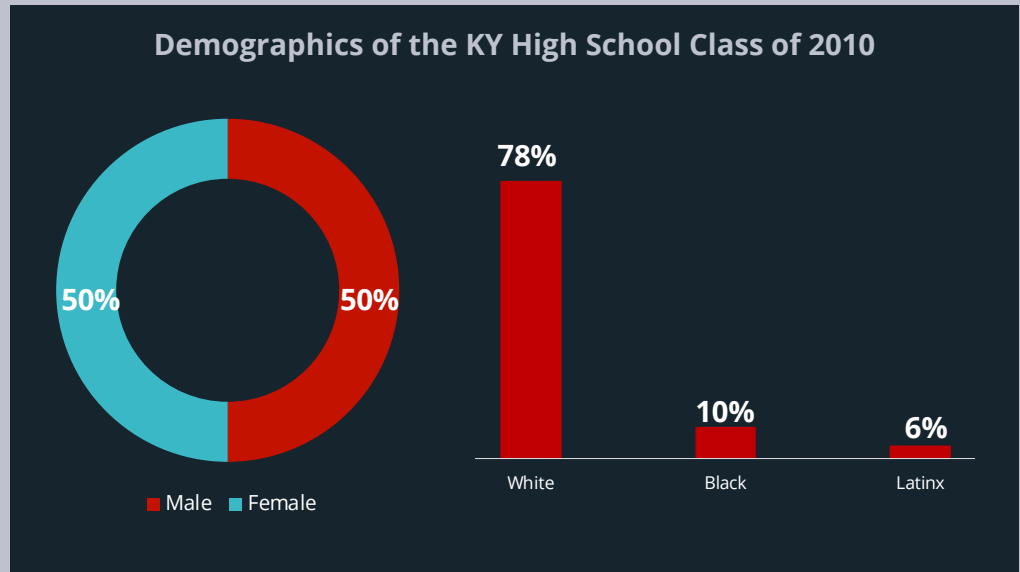


FIGURE 1. **TOTAL NET COST FOR THE CLASS OF 2010 (FROM ENTRY TO 2018)**

KEY TAKEAWAY: The total out-of-pocket cost of a public postsecondary credential was significantly lower than the published price.

Credential Level	Median Years to Degree	TOTAL (2010-2018)			
		Median Cost of Attendance	Median Grants & Scholarships	Net (Out-of-Pocket) Cost	Percent Funded by Aid
Certificate/Diploma	2	\$21,039	\$5,645	\$15,394	27%
Associate	4	\$44,881	\$14,022	\$30,859	31%
Bachelor's	5	\$79,217	\$23,799	\$55,418	30%

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS)



Many students and families overestimate the cost of a public postsecondary credential in Kentucky. This is partly due to the federal methodology higher education institutions use to determine total cost of attendance, or their published sticker price. Cost of attendance includes both direct costs, like tuition and fees, as well as indirect costs, like housing, food and transportation to and from campus. **Most indirect costs are within a student's control and can be significantly less than the college estimates.** For example, students can reduce indirect costs by living at home, renting textbooks or buying used ones, or, if they live on campus, purchasing a less expensive meal plan or traveling home less frequently. The amounts in the table above represent the average cost of attendance at KCTCS and public universities based on the federal calculation.

Additionally, students and families often fail to take financial aid into account. The grants and scholarships column (in blue) shows the median aid amount students in the high school class of 2010 received; this is money that does not need to be paid back. The amount received from federal and state grants and scholarships covered about a third of the total cost. Grants and scholarships brought the total cost of a certificate or diploma down to \$15,394, an associate degree down to \$30,859, and a bachelor's degree down to \$55,418. **Nearly all degree graduates in the cohort (98%) received some amount of financial aid.**

Another factor driving total cost is time to degree. The median time to degree for the class of 2010 was 2 years for a certificate/diploma, 4 years for an associate degree, and 5 years for a bachelor's degree. Completing a credential in less time is one of the best ways to lower out-of-pocket costs.

FIGURE 2. **TOTAL NET COST, BY CREDENTIAL & DISCIPLINE**

KEY TAKEAWAY: About a third of the total cost of most public postsecondary credentials was covered by grants and scholarships.

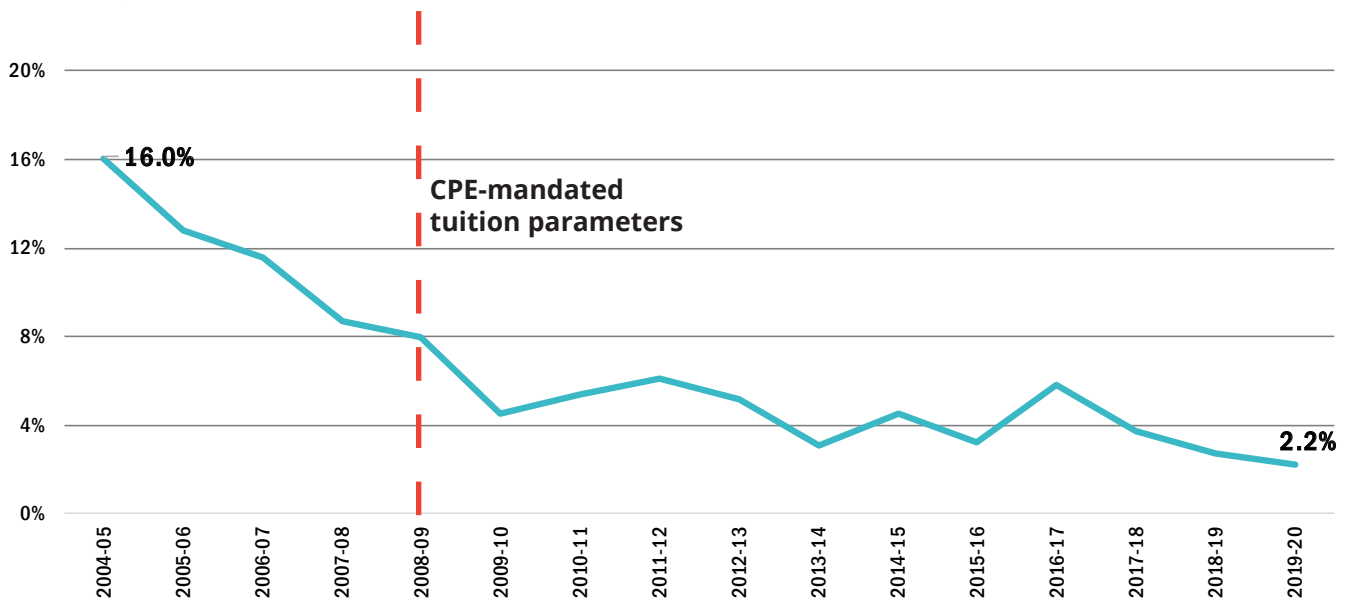
		Certificate/Diploma				
Discipline	Median Years to Degree	Total Cost of Attendance	Total Grants & Scholarships	Total Net (Out-of-Pocket) Cost	Percent Funded by Aid	
Business	4	\$36,858	\$8,626	\$28,232	23%	
Health	2	\$19,934	\$5,509	\$14,425	28%	
STEM	3.25	\$22,321	\$6,159	\$16,162	28%	
Social Sciences	2	\$28,360	\$8,383	\$19,977	30%	
Trades	2	\$17,629	\$5,023	\$12,606	28%	
		Associate				
Discipline	Median Years to Degree	Total Cost of Attendance	Total Grants & Scholarships	Total Net (Out-of-Pocket) Cost	Percent Funded by Aid	
Arts/Hum.	4	\$43,812	\$13,909	\$29,903	32%	
Business	4	\$44,881	\$14,296	\$30,585	32%	
Health	5	\$53,239	\$16,217	\$37,022	30%	
Social Sciences	5	\$56,720	\$22,931	\$33,789	40%	
STEM	4	\$33,661	\$11,359	\$22,302	34%	
Trades	3.5	\$33,731	\$9,331	\$24,400	28%	
		Bachelor's				
Discipline	Median Years to Degree	Total Cost of Attendance	Total Grants & Scholarships	Total Net (Out-of-Pocket) Cost	Percent Funded by Aid	
Arts/Hum.	5	\$82,227	\$27,618	\$54,609	34%	
Business	4.5	\$77,694	\$17,970	\$59,724	23%	
Education	4.5	\$83,208	\$22,469	\$60,739	27%	
Health	5	\$78,274	\$25,435	\$52,839	32%	
Social Sciences	4.5	\$83,402	\$25,074	\$58,328	30%	
STEM	4.5	\$74,954	\$27,265	\$47,689	36%	
Trades	4.5	\$74,806	\$20,775	\$54,031	28%	

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS)

These graphs provide a more granular look at total net cost by credential and discipline. Grants and scholarships subsidized a sizable portion of the total cost, from a low of 23% for a certificate in business to a high of 40% for an associate degree in the social sciences. There is less variance in total net cost at the bachelor's degree level than at the associate level and below. Dollar amounts for arts/humanities and education at the certificate/diploma level, as well as education at the associate level, were suppressed due to small sample sizes.

FIGURE 3. **ANNUAL TUITION & FEE INCREASES AT PUBLIC INSTITUTIONS**

KEY TAKEAWAY: Tuition and fee increases at Kentucky's public institutions are at their lowest point in 15 years.

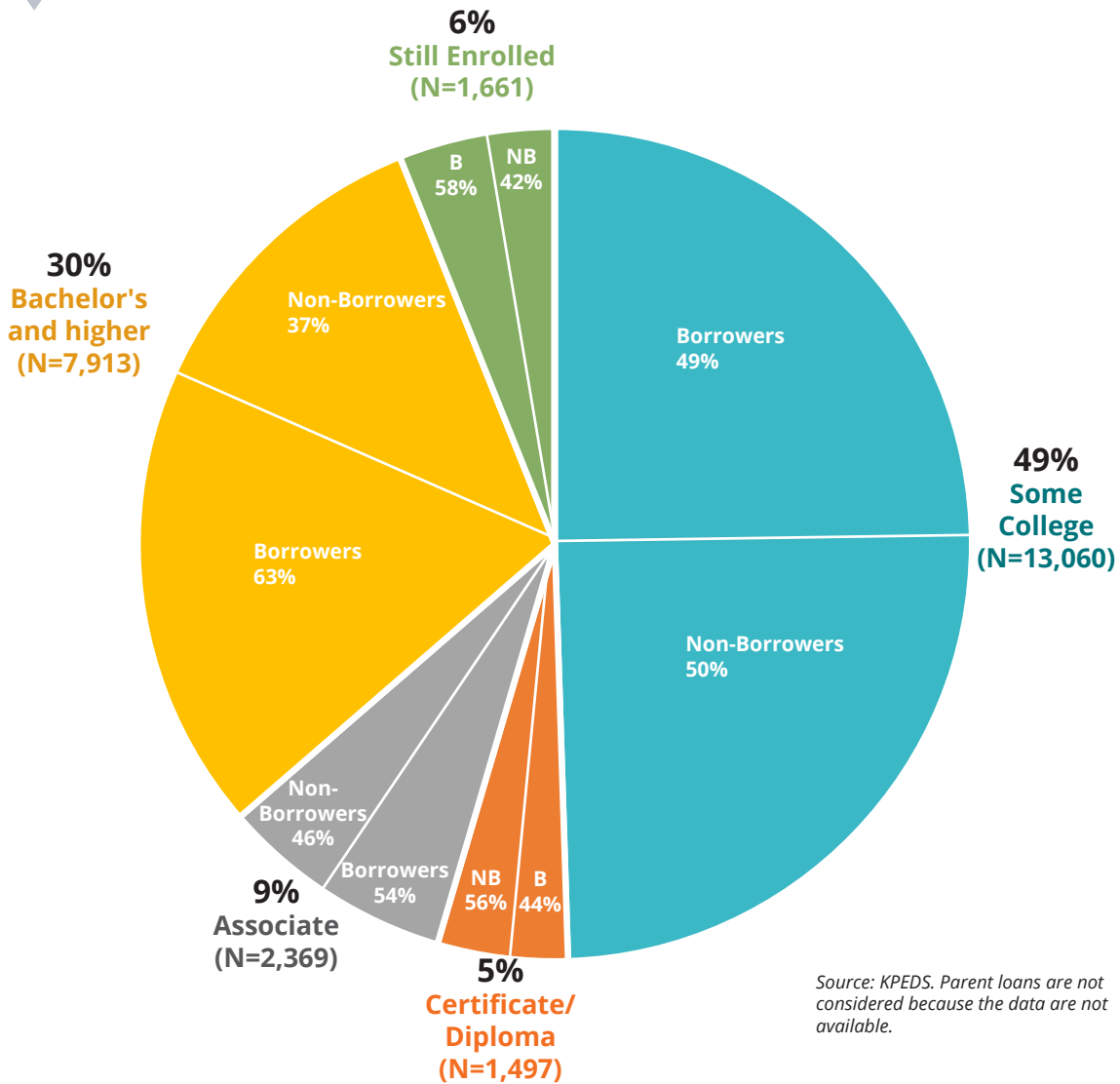


Source: Kentucky Council on Postsecondary Education

There is a perception that college costs are skyrocketing, with double or triple-digit tuition increases each year. In truth, tuition increases have moderated over the last several years. In 2008-09, the Council on Postsecondary Education began setting tuition ceilings for KCTCS and public universities. Following this change, tuition increases slowed dramatically and are now in line with inflation. In the current academic year, tuition and fees rose just 2.2%, the lowest increase in 15 years.

FIGURE 4. **BORROWERS IN THE CLASS OF 2010 (PUBLIC INSTITUTIONS ONLY)**

KEY TAKEAWAY: 41% of students in the cohort attending a public college or university did not borrow loans to finance their education.

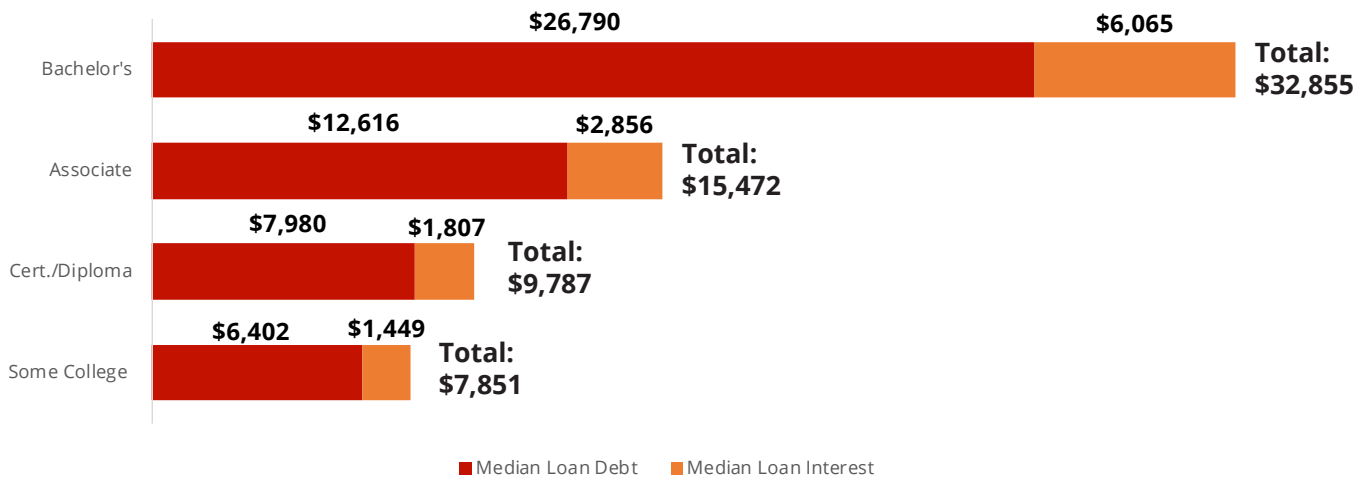


Although we hear a lot about rising student loan debt in the media, not everyone borrows to finance their education. Among the class of 2010, 56% of certificate/diploma earners (838 students), 46% of associate degree earners (1,090 students) and 37% of bachelor's or graduate degree earners (2,928 students) at a public college or university accrued zero loan debt over the course of their studies. This means 4,856 of the 11,779 students in the cohort who earned a degree at a public institution (41%) did not borrow any student loans during the course of their studies.

A concern is the 6,529 students who borrowed for college and left before completing a degree. These students are much more likely to default on their loans. Although it seems counterintuitive, students with less than \$5,000 of loan debt are more likely to default than students who owe upwards of \$20,000. This is because students with higher loan debt usually complete a bachelor's degree or higher, earn higher salaries, and are better able to afford their payments.

FIGURE 5. MEDIAN LOAN DEBT & INTEREST FOR THE CLASS OF 2010 (FROM ENTRY TO 2018, ATTENDING PUBLIC UNIVERSITIES ONLY)

KEY TAKEAWAY: The median student loan amount was comparable to an auto loan, except a credential, unlike a car, appreciates in value.

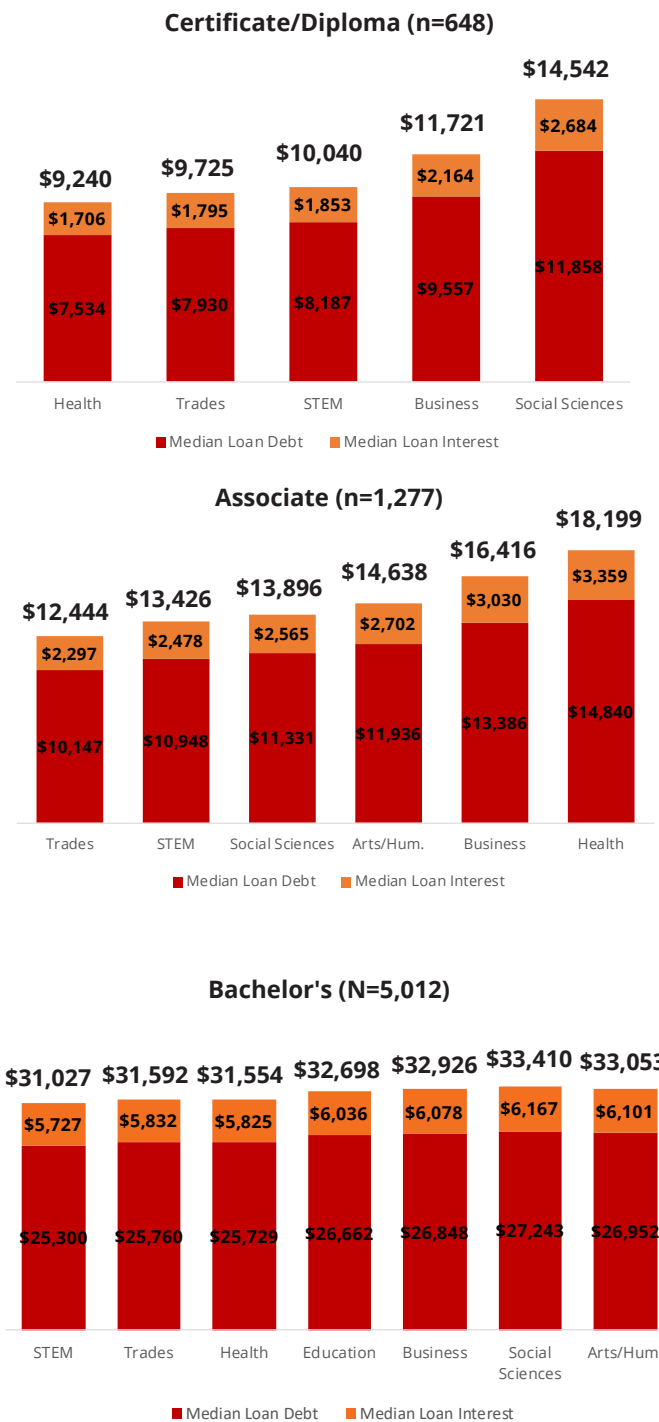


Source: KPEDS and U.S. Department of Education Repayment Calculator

Anecdotes about students with \$100,000 or more in student loan debt do not reflect the typical undergraduate experience at an in-state public institution. The median loan debt accrued by an associate degree holder in the class of 2010 was comparable to the price of a new economy car (a 2019 Ford Fiesta lists for about \$15,000). The typical bachelor's degree holder owed just over \$30,000, about the price of a new Ford Explorer. Unlike a car, which depreciates over time, a college credential appreciates in value.

In this calculation, interest was estimated using a federal financial aid calculator based on a standard repayment plan with fixed monthly rates for a period of 10 years (nationally, just under half of students choose this option). These dollar amounts reflect the median of borrowers only (8,036 students), not all students in the cohort who earned a credential (13,576). Loan amounts were calculated for borrowers attending public postsecondary institutions only, since financial aid files for private institutions were not available.

FIGURE 6. **MEDIAN LOAN DEBT & INTEREST, BY CREDENTIAL & DISCIPLINE**

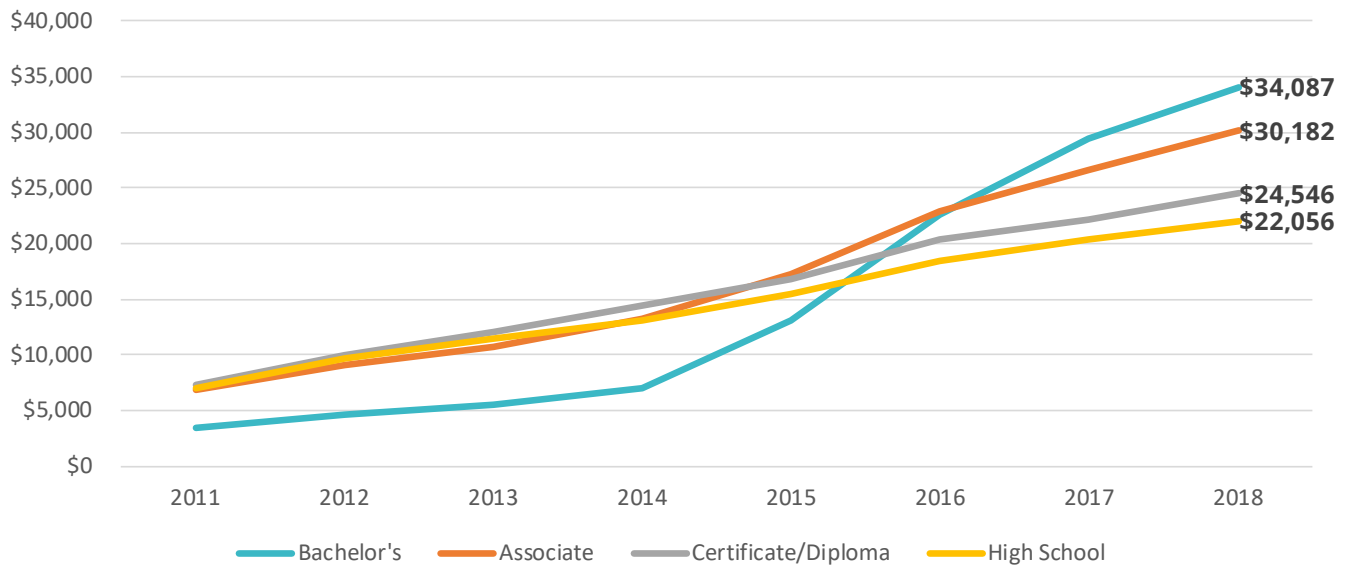


Source: KPEDS and U.S. Department of Education Repayment Calculator

These graphs look at median loan debt and interest by credential and discipline. There is less variance in loan amounts at the bachelor's degree level than at the associate and certificate/diploma level. Differences in loan debt are influenced by the amount of time it takes to earn a degree or certificate in those disciplines; finishing a credential in less time leads to significantly lower debt amounts. Loan amounts for certificates/diplomas in arts/humanities and education, as well as associate degrees in education, were suppressed due to small sample sizes.

FIGURE 7. **MEDIAN ANNUAL EARNINGS OF THE CLASS OF 2010 (2011-18)**

Key Takeaway: Bachelor's degree graduates earned \$12,000 more annually than high school graduates in 2018, despite having less full-time work experience. Associate degree graduates earned \$8,000 more.



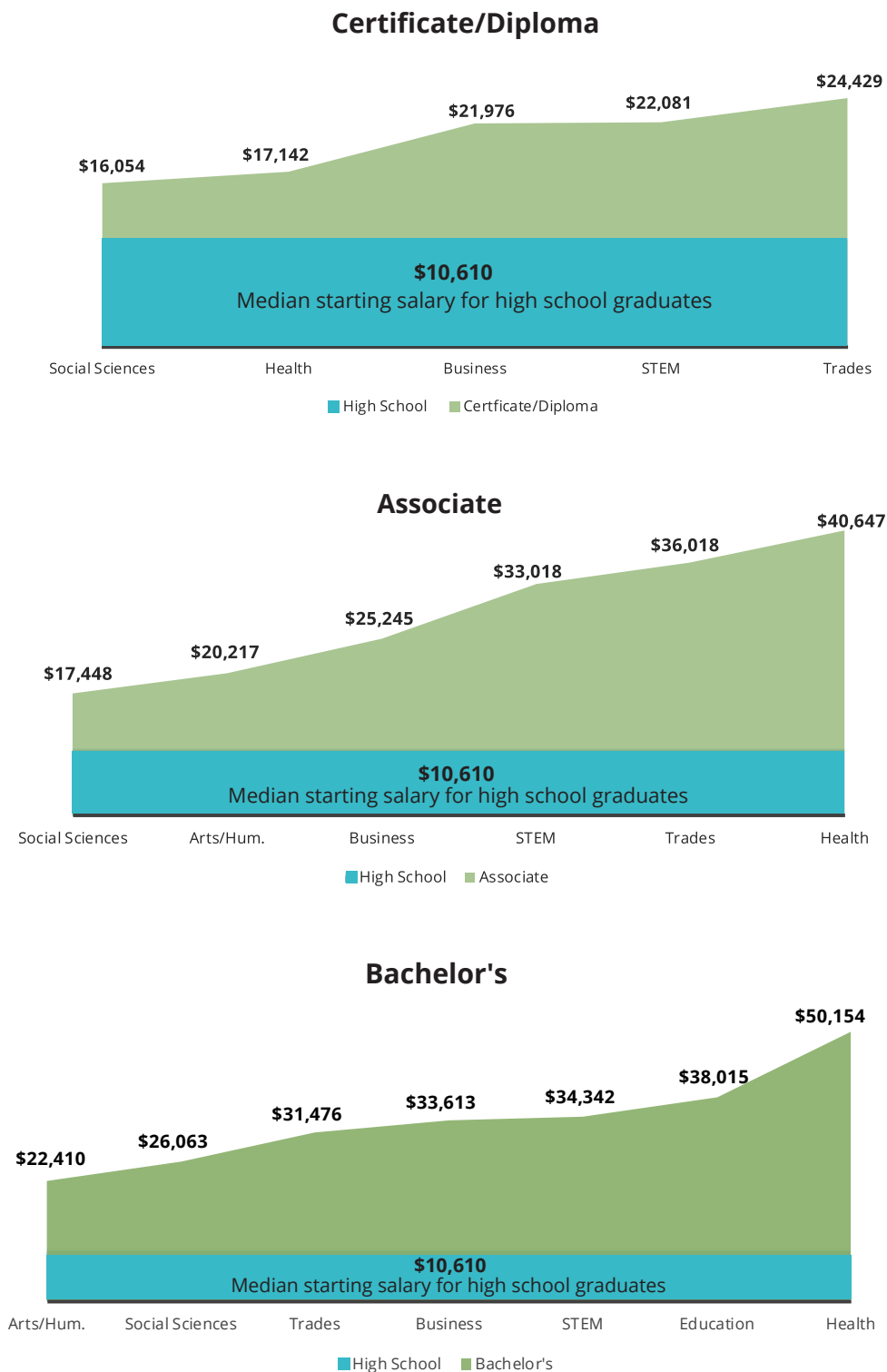
Source: KYSTATS & Unemployment Insurance Data

Initially, high school graduates in the cohort worked and earned more than associate and bachelor's degree seekers. (Certificate/diploma seekers earned more than high school graduates in every year of the study.) However, once degree graduates began entering the workforce (from the middle of 2015 on), their earnings surpassed those of high school graduates. By the end of 2018, bachelor's degree graduates were earning \$12,000 more annually than high school graduates, and associate degree graduates were earning \$8,000 more.

This comparison actually understates the earning power of a college degree, because it compares the entry-level salaries of college completers to a high school graduate's salary after eight years of experience. Looking at the median entry-level salary at each credential level provides a more "apples to apples" comparison. Figure 8 compares starting salaries (defined as two years after earning the credential) by level and discipline, in 2018 constant dollars.

This study ends in 2018, but Census data show that college graduates experience greater income growth over the course of their careers. Thus, these wage differentials will grow even more pronounced over time.

FIGURE 8. MEDIAN ENTRY-LEVEL EARNINGS (TWO YEARS AFTER COMPLETION), BY CREDENTIAL & DISCIPLINE



Source: KYSTATS & Unemployment Insurance Data

These graphs compare median starting salaries for the class of 2010 by discipline, defined as two years after receiving a credential. All salaries have been adjusted for inflation and are in 2018 constant dollars. In general, individuals majoring in health, STEM, and trades earned higher starting salaries than individuals majoring in the arts and humanities and social sciences, although numerous national studies have shown these differences narrow over time. Amounts for education at the certificate/diploma and associate level, as well as health at the certificate/diploma level, were redacted due to small sample sizes.

FIGURE 9. MEDIAN OPPORTUNITY COST OF GOING TO COLLEGE (IN LOST WAGES)

Education Level	2011		2012		2013		2014		2015		2016		Total Opp. Cost
	Wages	Diff.	Wages	Diff.	Wages	Diff.	Wages	Diff.	Wages	Diff.	Wages	Diff.	
H.S.	\$6,959		\$9,703		\$11,522		\$13,079		\$15,496		\$18,496		\$0
Cert./Dip.	\$7,245	\$286	\$9,944	\$241	\$12,055	\$533	\$14,424	\$1,345	\$16,740	\$1,244	\$20,313	\$1,817	\$0
Associate	\$6,894	-\$65	\$9,037	-\$666	\$10,686	-\$836	\$13,239	\$160	\$17,288	\$1,792	\$22,884	\$4,388	\$1,567
Bachelor's	\$3,423	-\$3,536	\$4,590	-\$5,113	\$5,530	-\$5,992	\$6,978	-\$6,101	\$13,051	-\$2,445	\$22,601	\$4,105	\$23,187

Source: KYSTATS & Unemployment Insurance Data

For the purposes of this report, opportunity cost is the amount of money students could have earned had they worked full-time instead of going to college (lost earnings potential while enrolled in college). Figure 9 compares the median annual salary at each credential level against the median annual salary of high school graduates in the cohort. The difference is expressed as either a negative (in red) or positive (in green) number. To arrive at the total opportunity cost, all negative amounts are totaled. (Wage differentials for 2017 and 2018 were excluded because they didn't contribute to the total opportunity cost.) The opportunity cost for a degree at KCTCS was negligible (\$1,567). For a bachelor's degree, it was \$23,187, less than the entry-level salary for that group. The median wage for certificate and diploma seekers in the cohort was higher in every year of the study, suggesting that students seeking these credentials were working full-time in more skilled occupations even while enrolled.

There are several surprising facts this table highlights. First, the median annual salary for high school graduates in the class of 2010 was under \$20,000 for all but two years of the study (2017 and 2018), not much higher than the poverty level for a family of four. There may be some high school graduates who are earning more, but they are the exception, not the rule. Second, as a whole, college students in the cohort were earning money even during their college years. Even bachelor's degree seekers, who are more likely to attend full-time, earned between \$3,423 and \$6,978 while enrolled.

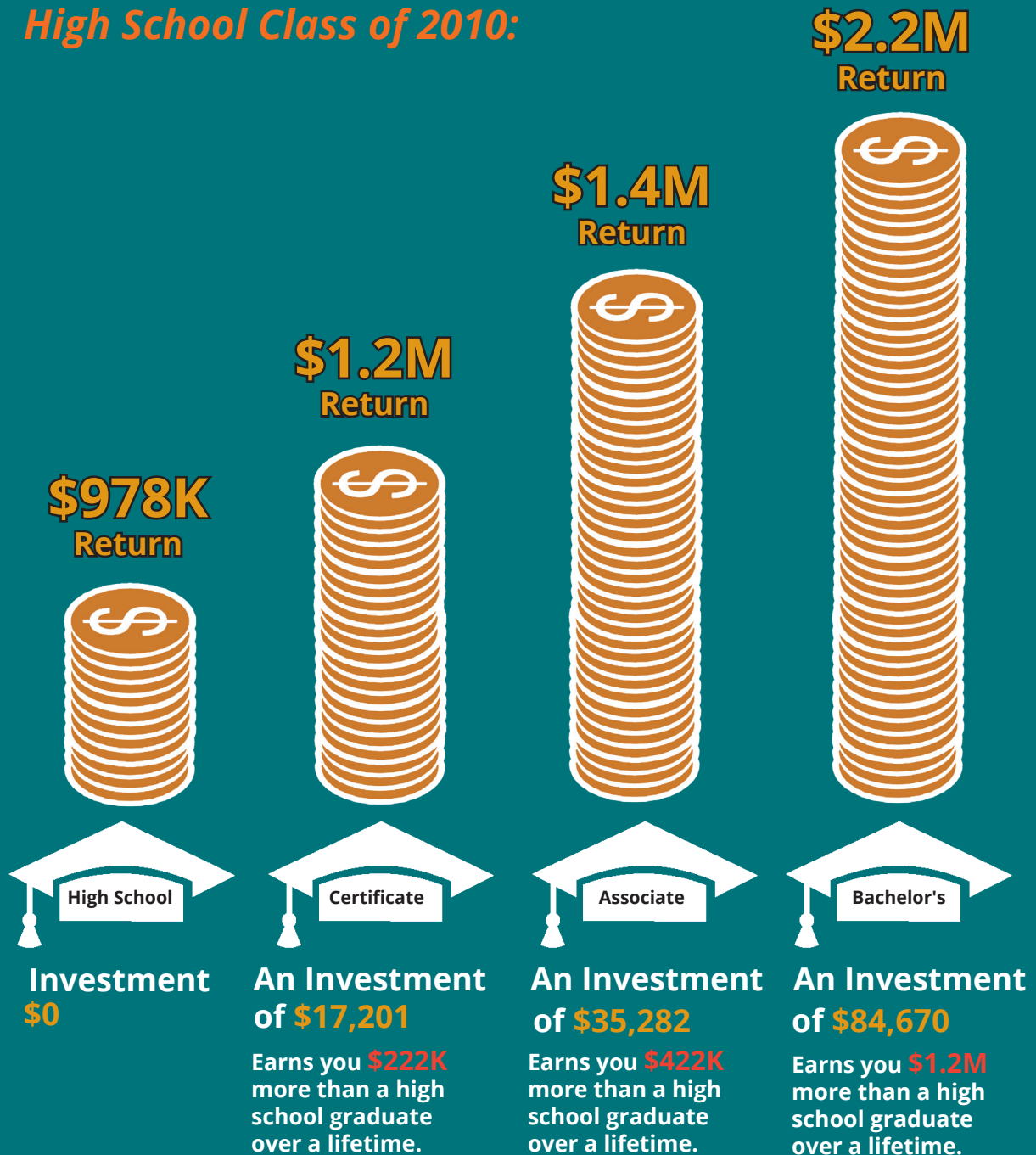
FIGURE 10. MEDIAN TOTAL COLLEGE INVESTMENT

Credential Level	THE MEDIAN INVESTMENT (2010-2018)			
	Total Net Cost	Opportunity Cost (Lost Earnings)	Student Loan Interest	Total Investment
Certificate/Diploma	\$15,394	\$0	\$1,807	\$17,201
Associate	\$30,859	\$1,567	\$2,856	\$35,282
Bachelor's	\$55,418	\$23,187	\$6,065	\$84,670

A true investment amount takes into account total out-of-pocket (net) cost as well as the income lost as a result of going to school (opportunity cost). Figure 10 sums the total net and opportunity cost and loan interest at each credential level to arrive at a total median investment for the cohort from 2010-18. Figure 11 (next page) uses Census data to project the median lifetime earnings for Kentuckians at each credential level, which illustrates a student's return on investment over a working lifetime (ages 18-64).

FIGURE 11. **AVERAGE RETURN ON INVESTMENT OVER A LIFETIME**

*For a Student in the
High School Class of 2010:*



Investment includes net cost of college, loan interest, and opportunity cost (lost wages while in college)

Source: Salary estimates are from the 2017 American Community Survey (ACS), 1-Year Kentucky Public Use Microdata Sample (PUMS). ACS does not include salary data for certificate holders, so data for "some college" was substituted.

RETURN ON INVESTMENT FOR THE STATE



While the previous section dealt with higher education's return on investment for individual students, this section explores the state's return on public higher education expenditures - more specifically, the funding allocated to state financial aid programs and public colleges and universities (General Fund appropriations).

Since 2010, the state has reduced General Fund appropriations for public colleges and universities by 18%, forcing institutions to cut costs and raise revenue. Over time, these reductions have shifted more of the financial responsibility for college onto students and their families. As a result, our public institutions have become less affordable.

However, investments in public higher education more than pay for themselves. Kentucky invested about \$544 million in the cohort through state General Fund appropriations, and another \$86 million in financial aid, which is funded by lottery proceeds.

In exchange for this \$630 million investment, the Kentucky high school class of 2010 will contribute \$43.8 billion to the state economy through taxes and spending over a lifetime. That's 69 times the initial investment. For every \$41,000 the state invests in a bachelor's degree graduate, \$1.7 million is returned to the economy - 42 times the initial investment.

“

For every \$41,000 the state invests in a bachelor's degree graduate, \$1.7 million is returned to the economy.

Additionally, college graduates are much less likely to receive unemployment insurance or participate in entitlement programs. In 2017, 85% of the individuals who were unemployed or out of the labor force did not have a college credential. People without a college credential accounted for 88% of SNAP recipients, 86% of Medicaid recipients, and 94% of SSI (disability) recipients.

Expanding access to higher education and providing supports to increase graduation rates not only expands opportunity for residents, it strengthens the state's workforce. Increasing education funding is one of the most solid investments we can make in the economic well-being of the Commonwealth.

FIGURE 12. NET GENERAL FUND INVESTMENT IN THE CLASS OF 2010 (PUBLIC INSTITUTIONS ONLY)

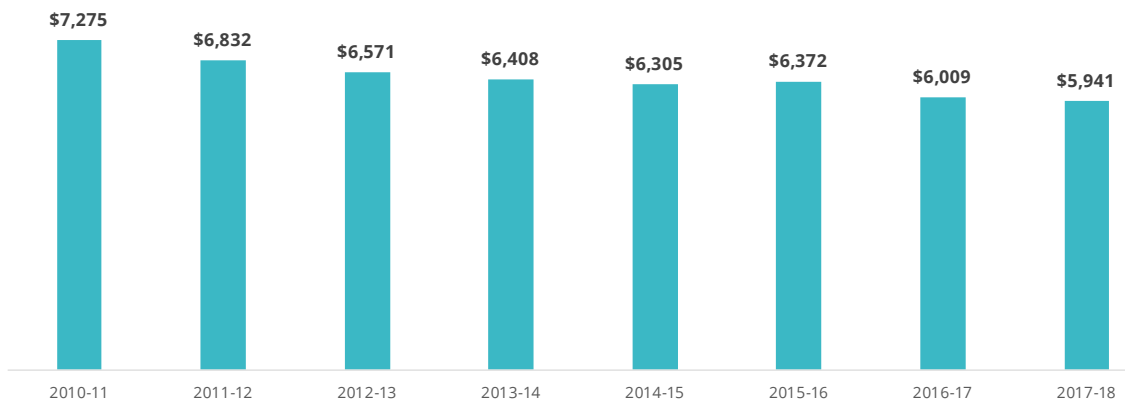
Key Takeaway: The state of Kentucky invested \$544 million in the cohort through direct appropriations to public institutions.

High School Class of 2010 (2010-18)					
Credential Level	Average Net GF Appropriation per FTE Student	Median Time to Degree	Total Net GF Appropriation per FTE Student	Number of Students in the Cohort	Total Net GF Investment in the Cohort, by Level
Some College	\$7,054	2	\$14,108	13,060	\$184M
Certificate/Diploma	\$7,054	2	\$14,108	1,497	\$21M
Associate	\$6,772	4	\$27,088	2,369	\$64M
Bachelor's	\$6,678	5	\$33,390	6,768	\$226M
Graduate	\$6,580	6.5	\$42,770	1,145	\$49M
					\$544M

The net General Fund appropriation per full-time equivalent student is the standard method used to estimate the state's per student funding for public higher education institutions. The calculation takes into account all students enrolled at KCTCS and the public universities in the fall semester of a given year, weighted by the number of credit hours they are taking. Net General Fund appropriations help defray public institutions' operating expenses and keep tuition increases to a minimum. The graph below shows that Kentucky has reduced per-student funding to public higher institutions 18% since 2010.

For this report, we averaged annual net General Fund appropriations per FTE student for the median years it took students to complete a credential at each education level. Then we multiplied that amount by the median time to degree and the number of students in the cohort (public institutions only) to arrive at a total General Fund investment for the high school class of 2010.

Net General Fund Appropriation per FTE Student, 2010-2018



Source: Kentucky Budget of the Commonwealth and Common Fund Institute's Higher Education Price Index. Net General Fund appropriations do not include state financial aid or state monies allocated for debt service and mandated programs.

FIGURE 13. STATE FINANCIAL AID INVESTMENT IN THE CLASS OF 2010 (PUBLIC INSTITUTIONS ONLY)

Key Takeaway: The state of Kentucky invested \$86 million in the cohort attending public institutions through state financial aid (CAP & KEES).

High School Class of 2010 (2010-2018)			
Credential Level	Number of Students in Cohort	Avg. CAP & KEES Disbursement per Student	Total State CAP & KEES Investment
Some College	13,060	\$1,195	\$15.6M
Certificate/Diploma	1,497	\$1,494	\$2.2M
Associate	2,369	\$3,494	\$8.3M
Bachelor's	6,768	\$7,381	\$50M
Graduate	1,145	\$8,567	\$9.8M
			\$86M

Source: Kentucky Higher Education Assistance Authority and KPEDS

Figure 13 estimates the state's total financial aid investment in the cohort (students attending public institutions only) through its two largest programs - CAP (College Access Program, based on need) and KEES (Kentucky Educational Excellence Scholarship, based on academic merit). Since CAP and KEES account for 85% of all state aid programs, other programs were not considered in this calculation for simplicity's sake. Students who attended private colleges and universities were not included because financial aid files for AIKCU institutions were not available.

FIGURE 14. TOTAL STATE HIGHER EDUCATION INVESTMENT IN THE CLASS OF 2010

Key Takeaway: The state invested a total of \$630M in the class of 2010 through net General Fund appropriations and financial aid.

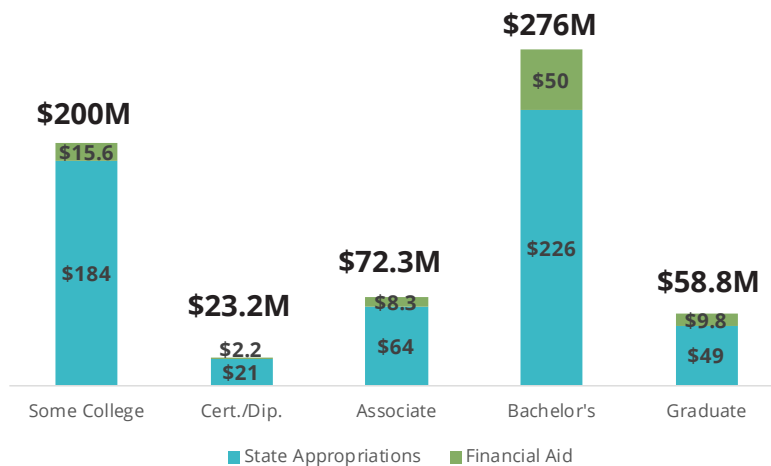
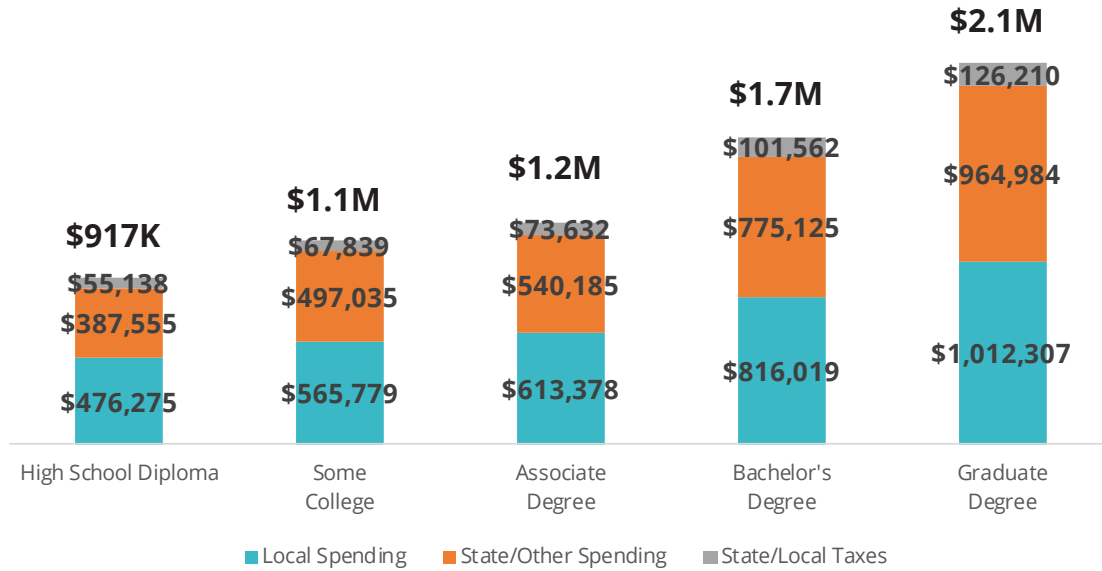


Figure 14 adds expenditures from Figures 12 and 13 to arrive at a total investment amount. Note that the \$9.8 million in state financial aid for graduate students was actually disbursed when these students were undergraduates.

FIGURE 15. **INDIVIDUAL TAXES & SPENDING OVER A LIFETIME BY EDUCATION LEVEL**

Key Takeaway: A college-educated Kentuckian contributes \$283K to \$1.2M more to the state's economy over a lifetime than a high school graduate through state and local taxes and spending



Source: Brookings Institution, 2017 Consumer Expenditure Survey Data, and 2017 American Community Survey 1-year Kentucky public use macro-dataset sample (PUMS) person file.

Using methodology from a Brookings Institution study, we estimated how much more a college graduate contributes to the economy than a high school graduate over a working lifetime (ages 18-64) through state and local taxes and spending. The study assumes that 50% of all consumer spending is local, and the rest is considered state or other. The biggest expenditures in the local category are services (e.g., restaurants, repairmen, fuel, utilities); expenditures like insurance premiums, medical care, and entertainment were classified as state/other spending. Essentially, a Kentuckian with a graduate degree contributes \$1,200,000 more than a high school graduate. A bachelor's degree graduate contributes \$783,000 more, while an associate degree graduate contributes \$283,000 more.

FIGURE 16. **KENTUCKY'S TOTAL RETURN ON INVESTMENT FOR THE CLASS OF 2010**

Key Takeaway: Kentucky's return on the \$630M expended on the Class of 2010 is \$43.8 billion - 69 times the initial investment.

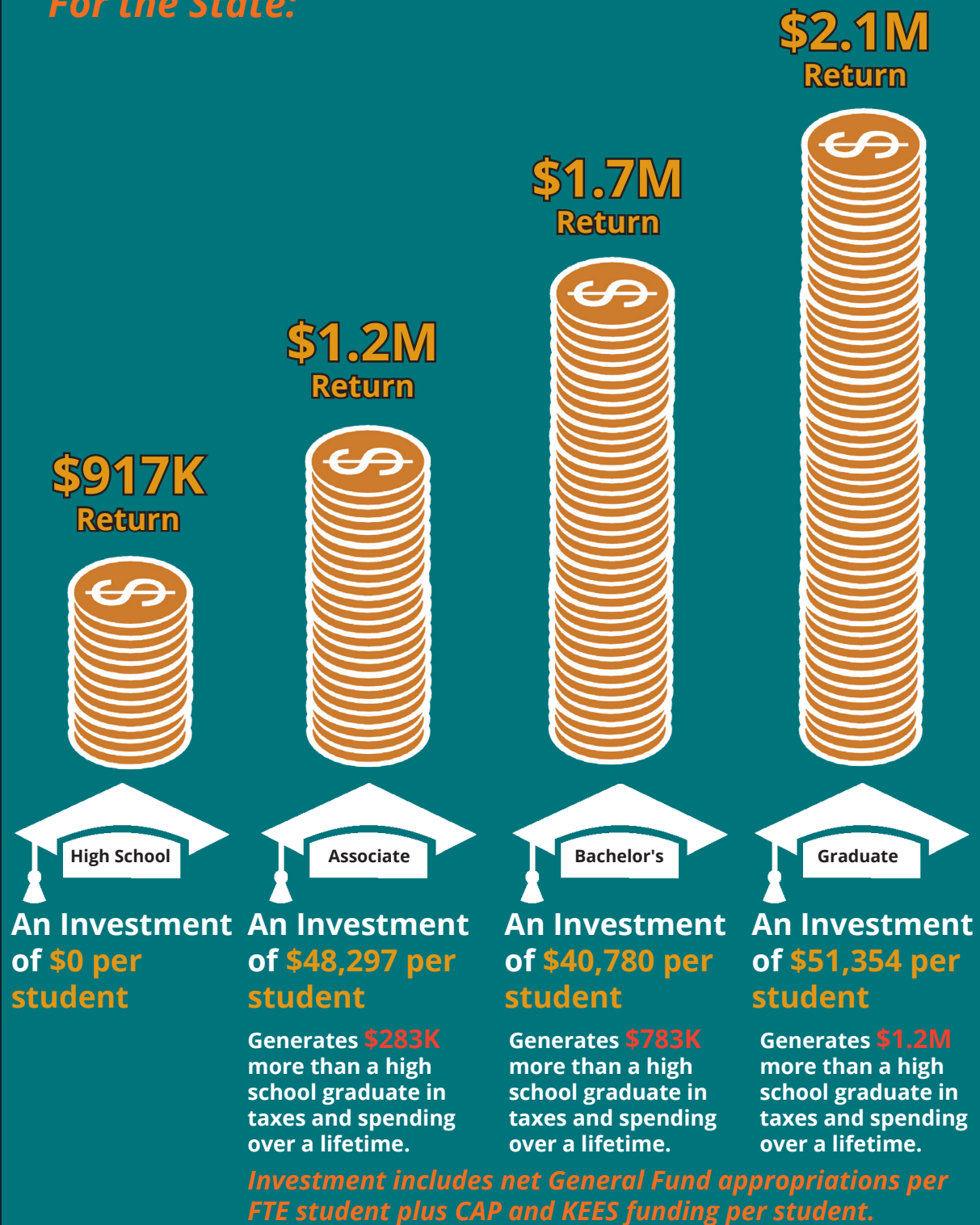
The state's \$630M investment in the cohort generates:			
Education Level	State & Local Spending & Taxes	Number of Students	Total Contributed to the Economy
High School	\$917,000	13,831	\$12.7 billion
Some College	\$1,100,000	13,060	\$14.4 billion
Associate	\$1,200,000	2,369	\$2.8 billion
Bachelor's	\$1,700,000	6,768	\$11.5 billion
Graduate	\$2,100,000	1,145	\$2.4 billion
			\$43.8 billion

Figure 16 multiplies the amount of revenue generated by an individual at a specific level of education over a lifetime by the number of students in the cohort with the requisite credential to arrive at the cohort's total contribution to the state's economy through taxes and spending.

Looking at these calculations, it becomes apparent how increasing Kentucky's educational attainment could dramatically improve the state's ROI. If all of the students with a high school diploma earned an associate degree, the state's return on investment would increase by \$16.6 billion. Moving all of the students with some college into the bachelor's degree category would generate an additional \$22 billion.

FIGURE 17. AVERAGE PER-STUDENT RETURN ON INVESTMENT

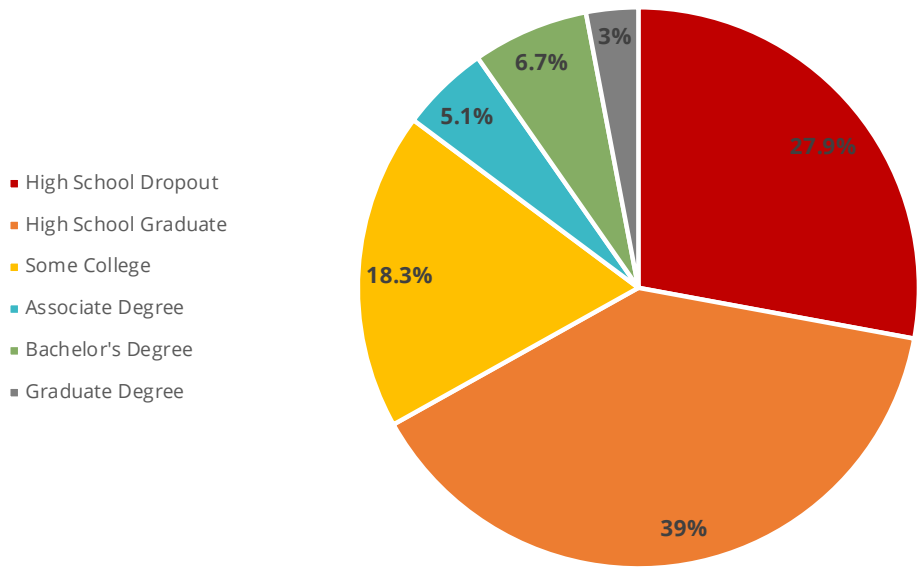
For the State:



Source: Same as Figures 12 - 15.

FIGURE 18. KENTUCKIANS OUT OF THE LABOR FORCE OR UNEMPLOYED IN 2017, BY EDUCATION LEVEL

Key Takeaway: 85% of individuals who were unemployed or out of the workforce in 2017 did not have a college credential.



Source: 2017 American Community Survey 1-year Kentucky public use macro-dataset sample (PUMS) person file.

Kentucky's workforce participation rate is 59%, ranking us in the bottom 10 states in the nation. While this is partly due to the sizable percentage of retirement-aged individuals in Kentucky, it is also a function of worker displacement and the need for additional education and training.

In 2017, 85% of individuals who were unemployed or out of the labor force did not have a college credential. High school graduates comprised 39% of people not working, followed by high school dropouts at 27.9% and individuals with some college but no degree at 18.3%.

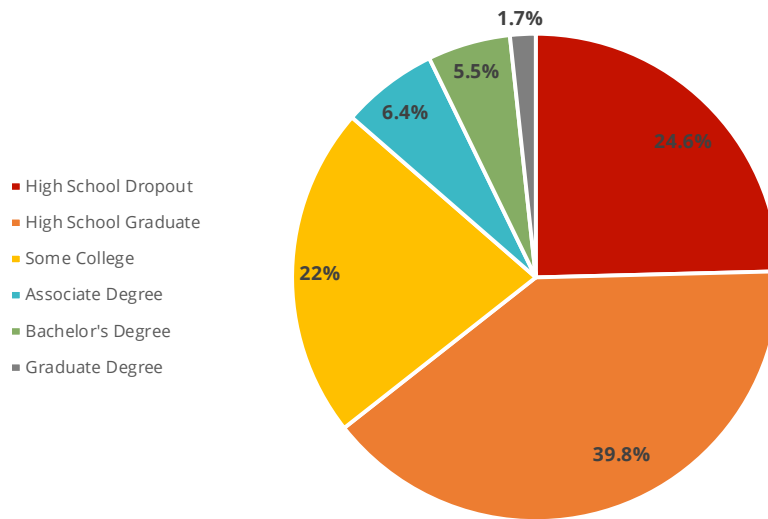
Increasing Kentucky's education levels would likely boost workforce participation rates, a major factor in a company's decision to locate to the state. Additionally, because college graduates earn higher salaries, spending and tax revenue also would increase.

Figure 19 shows participation in entitlement programs by education level. Similar to Figure 18, individuals without a college credential comprised 86% of Medicaid recipients, 88% of SNAP (Supplemental Nutrition Assistance Program) recipients, and 94% of SSI (disability) recipients. Reducing the number of participants would lower costs for the state, although that amount is difficult to quantify, since much of these program costs are paid for by the Federal government.

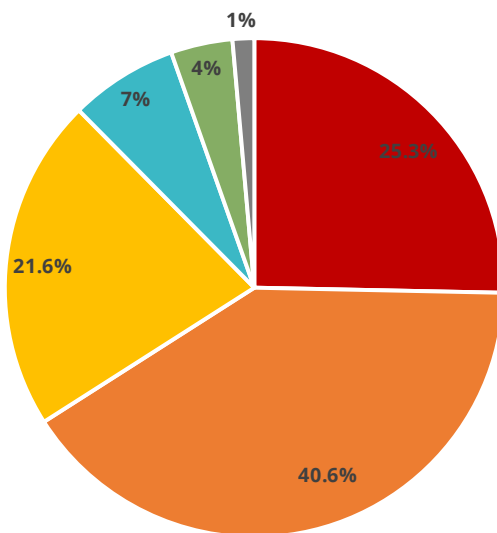
FIGURE 19. PARTICIPATION IN STATE ENTITLEMENT PROGRAMS IN 2017, BY EDUCATION LEVEL

Key Takeaway: People without a college credential accounted for 86% of Medicaid recipients, 88% of SNAP recipients, and 94% of SSI (disability) recipients.

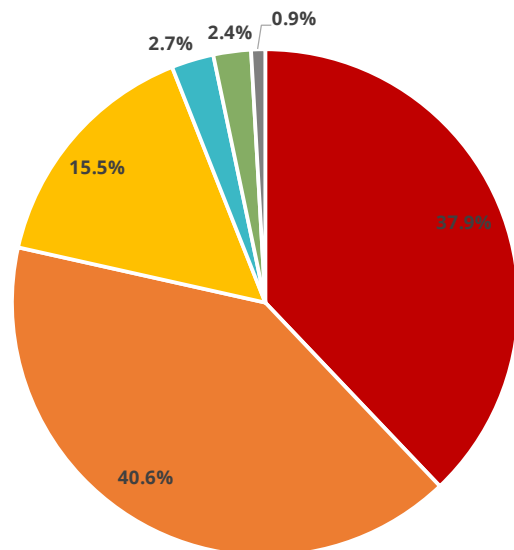
KY MEDICAID RECIPIENTS



KY SNAP RECIPIENTS



KY SSI (DISABILITY) RECIPIENTS



Source: 2017 American Community Survey 1-year Kentucky public use macro-dataset sample (PUMS) person file.

TECHNICAL NOTES

The Cohort

This analysis focuses on Kentucky public high school graduates in 2010 (N = 42,856). Enrollment and degree data are not available for students who attended out-of-state postsecondary institutions, so they are assumed to be high school graduates for purposes of this study.

2010 Kentucky Public High School Graduates (N = 42,856)

- High School Only (no postsecondary education), n = 13,831
- Some College, n = 13,740
- No Degree, Still Enrolled, n = 1,709
- Certificate/Diploma Earners, n = 1,497
 - 1-2 year Diploma Earners, n = 60
 - 1-2 year Certificate Earners, n = 620
 - Less than 1 year Certificate Earners, n = 848
- Associate Degree Earners, n = 2,422
- Bachelor's Degree Earners, n = 8,095
- Graduate Degree Earners, n = 1,562
 - Master Degree Earners, n = 1,240
 - Doctorate/Professional Degree Earners, n = 322

Students who attended and/or earned a credential/degree from the 18 independent institutions belonging to the Association of Independent Kentucky Colleges and Universities (AIKCU) are included in enrollment and degree numbers. However, financial aid data for students attending these schools are not collected by the Council on Postsecondary Education (CPE), so they are excluded in calculations of median financial aid and student loan debt.

A second cohort of analysis is students who enrolled or received a postsecondary credential from a public four- or two-year institution.

2010 Kentucky Public High School Graduates, Public College-Goers Only (N = 40,331)

- High School Only (no postsecondary education), n = 13,831
- Some College, n = 13,060
- No Degree, Still Enrolled, n = 1,661
- Certificate/Diploma Earners, n = 1,497
 - 1-2 year Diploma Earners, n = 60
 - 1-2 year Certificate Earners, n = 620
 - Less than 1 year Certificate Earners, n = 848
- Associate Degree Earners, n = 2,369
- Bachelor's and Graduate Degree Earners, n = 7,913

The remaining 2,525 students in the Class of 2010 may be categorized as: 1) enrolled or graduated from an AIKCU institution with no public postsecondary enrollment (N = 2,424) and, 2) received a degree from a public graduate school with no Kentucky undergraduate enrollment (N = 101).

There are two additional meaningful cohorts: 1) students who had enrollment at a public four- or two-year institution (N = 26,500) and 2) certificate/diploma, associate degree, and bachelor's degree graduates at public four- and two-year institutions (N = 11,779).

Educational Attainment Level

When this cohort is presented by educational attainment level, students are categorized by their highest credential earned, even if the student was enrolled in a higher credential program at the end of the timeframe for this analysis (2010-18).

- **Associate** – Any 2010 Kentucky public high school graduate who earned an associate degree at a Kentucky public or AIKCU institution and no higher degree before 2018.
- **Bachelor's** – For cost purposes, any 2010 Kentucky public high school graduate who earned a bachelor's degree at a Kentucky public or AIKCU institution or a higher-level degree before 2018. For earnings purposes, any 2010 Kentucky public high school graduate who earned a bachelor's degree at a Kentucky public or AIKCU institution and no higher degree before 2018, which included 23 post-baccalaureate certificate earners.
- **Certificate/Diploma** – Any 2010 Kentucky public high school graduate who earned a certificate/diploma at a Kentucky public or AIKCU institution and no higher degree before 2018.
- **Graduate** - Any 2010 Kentucky public high school graduate who earned a graduate degree at a Kentucky public or AIKCU institution and no higher degree before 2018.
- **High School** – Any 2010 Kentucky public high school graduate who never enrolled in postsecondary education at a Kentucky public or AIKCU institution between high school graduation and 2018. Students who go to school out-of-state and return to Kentucky to work remain in the “high school” cohort. (Historically, about 5% of Kentucky public high school graduates leave the state for postsecondary education. Some of these students do not complete a postsecondary credential and not all return to Kentucky for employment purposes).
- **Some College** – Any 2010 Kentucky public high school graduate who enrolled at a Kentucky public or AIKCU institution before 2018, but was not enrolled in 2018 and did not earn a postsecondary credential.
- **No Degree, Still Enrolled** – Any 2010 Kentucky public high school graduate who was enrolled in 2018 at a Kentucky public or AIKCU institution and had not earned a postsecondary credential.

Figure 1. Total Net Cost for the Class of 2010 (from Entry to 2018)

Median Time to Degree – the actual number of years that elapsed between the time the student first enrolled until the credential/degree was awarded. If the student stopped out, the stop-out time is included in the time to degree. The spring semester was considered 0.5 years and the summer and/or fall was considered 0.5 years (n = 11,779).

Total Cost of Attendance – the median total cost of attendance for each student as reported by each institution's financial aid office for the duration of the student's enrollment (n = 11,779).

Total Grants and Scholarships – the median total grants from all sources (i.e., federal, state, and institutional) as reported by each institution's financial aid office for the duration of the student's enrollment (n = 11,779).

Total Net (Out-of-Pocket) Cost – the cost of attendance minus grants and scholarships.

Total Percent Funded by Aid – Grants and scholarships divided by total cost of attendance.

Figure 2. Total Net Cost, By Credential and Discipline

Same as Figure 1. Certificate/diploma-level arts/humanities and education data, as well as associate-level education data, are redacted due to small sample size (fewer than 20).

Figure 3. Annual Tuition and Fee Increases at Public Institutions

Annual Tuition and Fees Increase – the unweighted average increase in undergraduate tuition and fees at each public institution from one academic year to the next academic year.

Figure 4. Borrowers in the High School Class of 2010 (Public Institutions Only)

Borrower – a student at a public institution who was disbursed at least one undergraduate loan from any source [i.e., federal need and non-need, institutional, private, commercial, or other (n = 14,433)].

Non-Borrower – a student at a public institution who was not disbursed an undergraduate loan from any source [i.e., federal need and non-need, institutional, private, commercial, or other (n = 12,067)].

Figure 5. Median Loan Debt & Interest for the High School Class of 2010 (From Entry to 2018, Attending Public Universities Only)

Median Loan Debt – the median total undergraduate loan debt of all student borrowers (n = 14,434). Parent PLUS loans and any other debit (e.g., credit card) accrued toward postsecondary costs are not included because data were not available.

Median Loan Interest – the median total interest was determined by using the U.S. Department of Education Repayment Calculator. The repayment calculator makes assumptions about the repayment period, discretionary income, variable interest rates, and consolidation loans. For purposes of this calculation, the median loan debt of certificate/diploma, associate, and bachelor's degree graduates is the balance, the loan type is unsubsidized, and the interest rate is 4.2% (the average interest rate of subsidized and unsubsidized loans from 2013-14 to 2017-18). The tax filing and marital status is single with zero dependent children nor other dependents. The state of residence is Kentucky and the Adjusted Gross Income entered is the median annual earnings in 2018 by degree level (see Figure 7). The loan interest amounts are based on the standard repayment plan.

Figure 6. Median Debt & Interest, By Credential & Discipline

Same as Figure 5. Certificate/diploma-level arts/humanities and education data, as well as associate-level education data, are redacted due to small sample size (fewer than 20).

Figure 7. Median Annual Earnings of the High School Class of 2010

Median Annual Earnings – the median actual earnings for all 2010 Kentucky public high school graduates from 2011-2018, by educational attainment level (n = 25,845), from unemployment insurance (UI) records.

Figure 8. Median Entry-Level Earnings (Two Years After Completion), By Credential & Discipline

Two Years after Completion – two years after the “median time to degree” (same as Figure # 1), assuming the student started in the fall of 2011.

All first and second year earnings in years prior to 2018 (i.e., 2011-2017) are adjusted from current dollars to constant 2018 dollars using the Bureau of Labor Statistics' Inflation Calculator (January is used as the calculation period). Also, if a student earns a credential (e.g., associate degree) and then enrolls in a higher credential program (e.g., bachelor's degree), the first- and second-year earnings are reported for the first credential if the second credential had not yet been earned.

Students who completed in 2018 are excluded because they had no data for first- and second-year earnings. Students who completed in 2017 are excluded in year 2 wages. Postsecondary credential earners who had no earnings data are assumed to be working (e.g., self-employed, out-of-state) and are applied to the average salary for that credential level's area of study (e.g., associate degree earner in health).

Certificate/diploma-level arts/humanities and education data, as well as associate-level education data, are redacted due to small sample size (fewer than 20).

Figure 9. Median Opportunity Cost of Going to College (In Lost Wages)

Opportunity Cost – the difference in the median annual earnings of high school graduates and the median annual earnings of certificate/diploma, associate degree, and bachelor's degree earners by federal fiscal year (i.e., 2011 is October 1, 2010 to September 30, 2011).

Figure 10. Median College Investment

Total Net Cost - Same as Figure 1.

Opportunity Cost (Lost Earnings) - Same as Figure 9.

Student Loan Interest - Same as Figure 5.

Total Investment – Total net cost plus opportunity cost plus student loan interest (for simplicity's sake, median loan interest was included in this calculation even if students accrued zero loan debt).

Figure 11. Average Return on Investment over a Lifetime (for a Student)

Lifetime Earnings – using the 2017 American Community Survey (ACS) 1-year Kentucky Public Use Microdata Sample (PUMS), the annual average income of Kentuckians within five-year age ranges (i.e., 25-29, 30-34, 35-39, 40-44, 45-49, 50-54, 55-59, 60-64) is calculated and disaggregated by educational attainment level (i.e., high school diploma/GED; some college, no degree; associate degree; bachelor's degree; graduate degree). Then, those eight annual average incomes are multiplied by five (i.e., duration of age range) for each educational attainment level and summed across the lifetime.

Figure 12. Net General Fund Investment in the Class of 2010 (Public Institutions Only)

Average Net General Fund (GF) Appropriation per Full-Time Equivalent (FTE) Student – Net GF appropriation per FTE student is calculated by taking the number of students enrolled statewide in public institutions (fall semester only, all levels of students and high school dual-credit students), weighted by the number of credit hours they are taking, divided by the total state General Fund appropriation amount for that year (as reported to the Southern Regional Educational Board). To arrive at an average appropriation at each level, the dollar amounts for each year in the median time to degree are used (e.g., if median time to degree is 2 years, dollar amounts for 2010-11 and 2011-12 are averaged). This methodology assumes all students started in the fall 2010 semester, thus slightly overestimating per-student appropriations because not all students started immediately after high school and funding amounts decreased in each year of the analysis.

Median Time to Degree – same as Figure 1, except for the sample size, which is $n = 40,331$

Total Net GF (General Fund) Appropriation Per FTE (Full-Time Equivalent) Student – the average net GF appropriation per FTE student at each level multiplied by the median time to degree.

Number of Students in the Cohort – $n = 24,839$

Total Net GF Investment in the Cohort, by Level – the total net GF appropriation per FTE student multiplied by the number of students in the cohort at each educational attainment level.

Figure 13. State Financial Aid Investment in the Class of 2010 (Public Institutions Only)

Number of Students in the Cohort – $n = 24,839$

Average (Avg.) CAP and KEES Disbursement per Student – the total amount of CAP and KEES disbursed to the cohort (from 2010-11 to 2017-18), divided by the number of students at each educational attainment level (i.e., some college, certificate/diploma, associate degree, bachelor's degree, graduate degree).

Total State CAP and KEES Investment – Number of students in the cohort multiplied by the average CAP and KEES disbursement per student at each educational attainment level.

Figure 14. Total State Higher Education Investment in the Class of 2010

The total net GF investment in the cohort (Figure 12) plus the total state CAP and KEES investment in the cohort (Figure 13).

Figure 15. Individual Taxes and Spending Over a Lifetime by Education Level

Using the Brookings methodology, “Expenditures by local category, all households, United States, 2014” (table 1) was updated using Kentucky 2017 Consumer Expenditure Survey data. The percentage of “local spending” was 39.56% in 2014 and 40.11% in 2017. Therefore, this study confirmed that 40% of total spending is local, same as in the Brookings methodology.

The “Average annual income and spending by category, households by educational attainment of highest educated member, United States, 2014” (table 2) was updated using Kentucky 2017 Consumer Expenditure Survey data for two columns: “Before tax income” and “Total spending.” The “State and local taxes” column was calculated based on a uniform 6% of the before-tax income for all educational attainment levels to reflect Kentucky tax law. The “Local spending” column was calculated using the same percentage (by educational attainment level) as the 2014 study, which ranged from 52% to 48% (decreasing as educational attainment level increased).

The lifetime “earnings,” “total spending,” “local spending” and “state and local taxes” were calculated the same as in the Brookings study. The average income (basic variables: SEMP + WAGP) by educational attainment level (basic variable: SCHL) for each age (basic variable: AGEP) group was determined using the 2017 American Community Survey (ACS) 1-year Kentucky public use macro-dataset sample (PUMS) person file. Persons ages 25-64 were segregated into eight groups, 5-year age ranges (e.g., 24-29, 30-34, 35-39, 40-44, etc.), with identifiable educational attainment level by person. The average income, by educational attainment level and age range, was multiplied by the percent of spending shares (i.e., total spending divided by income before taxes). That value was multiplied by five (for the five years it represents and is the “lifetime earnings”), then summed for all age ranges and labeled lifetime “total spending” “local spending” and “state and local taxes”. Dissimilar to the Brookings methodology, the net present value of earnings was not adjusted (same as in Indiana's ROI report).

Figure 16. Total Return on Investment for the Class of 2010

The total state and local taxes and spending by educational attainment level (Figure 15) multiplied by the number of students in the cohort at each educational attainment level (public institutions only).

Figure 17. Average Per-Student Return on Investment (Over a Lifetime, for the State)

Return - Individual state and local taxes and spending by education level (Figure 15).

State Investment by Education Level – Total net GF Appropriation per FTE student (Figure 12) plus the average CAP and KEES disbursement per student (Figure 13).

Figure 17. Kentuckians Out of the Labor Force or Unemployed in 2017, by Education Level

Calculations were made by using the 2017 American Community Survey (ACS) 1-year Kentucky public use macro-dataset sample (PUMS):

Workforce Participation – person file, basic variable: COW, value: 9.

Figure 18. Participation in State Entitlement Programs by Education Level

Calculations were made by using the 2017 American Community Survey (ACS) 1-year Kentucky public use macro-dataset sample (PUMS):

Medicaid – person file, basic variable: HINS4, value: 1.

SNAP – person and housing file, basic housing variable: FS, value: 1.

Social Security Income – person file, basic variable: SSIP.

 **Kentucky Council on
Postsecondary Education**

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Printed with state funds.
Some photography provided by Kentucky colleges and universities.

December 2019

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.


Kentucky
UNBRIDLED SPIRIT

TITLE: Election of CPE Chair and Vice Chair for 2020

RECOMMENDATION: Committee Chair Kristi Nelson will present the Nominating Committee's slate of officers for consideration by the Council.

PRESENTER: Kristi Nelson, CPE's Nominating Committee Chair

SUPPORTING INFORMATION

The Nominating Committee met on December 17, 2019 and January 9, 2020 to discuss and recommend members to serve as chair and vice chair of the CPE for a one year term, per the bylaws.

The chair shall serve as the convener of all Council meetings and as the central voice of the Council. In the absence of the chair, or in the event the chair is unable to perform, the vice chair shall perform the duties of the chair. In the event the chair resigns and the vice chair assumes the duties of the chair, the council may select a vice chair to complete the unexpired term of the vice chair. The chair and vice chair are limited to three consecutive one-year terms.

After the election of the chair and vice chair for 2020, the new officers will begin their duties immediately.



CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education

MCFADDIN NAMED INTERIM PRESIDENT OF EKU

The Eastern Kentucky University Board of Regents named Dr. David McFaddin the interim president of EKU after meeting in executive session at its regular board meeting on Dec. 12. Dr. McFaddin assumed the duties Jan. 6, when Dr. Michael Benson's resignation took effect.

Before being named interim president, Dr. McFaddin was the senior vice president for operations and strategic initiatives at EKU.

Dr. McFaddin is responsible for programming and operations at EKU's regional campuses, student life, EKU athletics, dual credit, conferencing and events, communications and brand management, community relations, Model Laboratory School, Student Government Association, WEKU public radio, the Center for Entrepreneurship and Economic Development, regional stewardship and the Center for Workforce Development.

He also leads EKU's legislative and policy agenda at all government levels, championing issues that include higher education policy, research funding, public private partnerships and workforce development. He has taught master's and undergraduate level classes in communications and ethics.

A native son of Kentucky, Dr. McFaddin holds a doctorate in educational leadership and policy studies from EKU. He also holds a master's degree in business administration from the Gatton College of Business and Economics at the University of Kentucky and a B.A. summa cum laude from EKU with a major in public relations. Prior to joining the University, Dr. McFaddin held regional and statewide leadership posts with AT&T, a Fortune 10 company and the largest telecommunications provider in the U.S., for nearly 15 years.

"Since my appointment to the EKU Board of Regents in 2016, I have gotten to know Dr. McFaddin in a professional capacity. I believe he is the exact right choice at the right time for the University," Board Chair Lewis Diaz said. "His keen business acumen, affinity for EKU and its service region, and extensive work with the legislature, enrollment, regional and community outreach is an effective combination of experience that will serve the students, faculty, staff and alumni well. I, the entire board and president's cabinet are in agreement that we share total confidence in Dr. McFaddin's ability to continue our momentum, move our initiatives forward and represent EKU with relentless Colonel pride."

Benson said he could not "think of anyone more deserving to assume the responsibilities as interim president of EKU than David McFaddin. I have developed and maintained a close working relationship with Dr. McFaddin."

McFaddin said he was "honored and humbled to be named interim president. As a graduate of EKU and a long-time employee, I am excited to continue my service to Eastern in an expanded capacity. I know there is no time to wait when it comes to conducting the university's business. As a member of the President's Council, I have a fundamental understanding



"I look forward to working in harmony with the board of regents, university administrators, faculty, staff and students. Together, we will remain committed to cementing the groundwork that makes EKU the first, affordable and smart choice for anyone seeking educational opportunity."

of the pressing issues and priorities facing EKU. During my time here, I feel fortunate to have worked closely with Dr. Benson. He has been an unwavering mentor and friend for whom I have the utmost respect. I'm proud of the many initiatives he has accomplished during his time at Eastern."

"I look forward to working in harmony with the board of regents, university administrators, faculty, staff and students," McFaddin added. "Together, we will remain committed to cementing the groundwork that makes EKU the first, affordable and smart choice for anyone seeking educational opportunity."

In Dr. Benson's emotional final address to the board, he presented the board with a small booklet of what has been accomplished while he helmed the university. "We talk constantly about budgets and programs and facilities and many other things. But at day's end, we are here for students. Full stop. They are and should always remain our primary focus," Benson said. "In conclusion, my family and I thank you for the opportunity to serve and wish you all the best in the future. Go Colonels."



SULTANA RECEIVES FIFTH FULBRIGHT

Dr. Qaisar Sultana, professor emeritus and former chair of the Department of Special Education in the College of Education, has enjoyed an incredible career. She became an authority and pioneer in the field of special education in her native Pakistan. She was instrumental in building EKU's Department of Special Education into an exceptional program. Now, she has been selected as a Fulbright Specialist – the fifth Fulbright award of her career.

The Fulbright Program, which aims to increase mutual understanding of the people of the United States and the people of other countries, is the flagship educational exchange program sponsored by the U.S. government. As a Fulbright Scholar and Specialist, Sultana has taught courses in Bangladesh, Norway, Sri Lanka and Azerbaijan. She has high hopes for her next international endeavor.

"I want to work on an interesting, challenging and exciting project which will have a long-lasting impact in the host country," said Sultana.

Sultana's first undergraduate and graduate degrees were in world history, international relations, political science and international law. Shortly after graduation, however, Pakistan's democratic government was overthrown and martial law was imposed. "My long, planned life crashed overnight," she said. "I had to find a new purpose."

That purpose became special education, then a newly emerging field. "Its newness and its novelty attracted me," she said of the field. "It was a natural choice for me."

Sultana retired in 2006 after 27 years at EKU, but remains professionally active. Since retiring, she has taught part time at EKU and traveled abroad addressing conferences, conducting professional development, designing instructional systems, assisting with education policy and more. Sultana's impressive career has made it clear that for her, teaching and learning are lifelong ventures.

MAKE NO LITTLE PLANS CAMPAIGN LAUNCHED

Eastern Kentucky University's public phase of its comprehensive fundraising campaign launched at a gala at the University Center for the Arts on Friday, Sept. 27 with three new pledges totaling nearly \$5 million.

Entitled "Make No Little Plans-The Campaign for EKU," the goal was announced as \$50 million by EKU Foundation Board Chair, and campaign chair Maribeth Berman. Berman announced that \$39 million has already been committed.

"I am passionate about this place. My devotion to this university is and will always be a part of who I am," said Berman, who along with husband Louis Berman, announced a \$4 million planned gift. "Every student who comes to this campus has a chance to change their life, and change the world. We advocate for greater opportunities for students to have this experience."

Recognizing donors like the Bermans, who helped the campaign launch with \$39 million committed, was vice president of development and alumni engagement Betina Gardner. "We are here tonight to celebrate, no question ... to express gratitude to those who have helped to strengthen and fortify EKU so that our students have access to an exceptional education and have a life-changing experience while getting their degree," Gardner said. "All giving levels are celebrated tonight."

EKU President Dr. Michael T. Benson announced two other large gifts. Foundation Board member and Hall of Distinguished Alumni member Jeri Isbell pledged \$25,000 for a scholarship and made a six-figure bequest, and faculty member Jon McChesney and his wife Shellie gave a \$400,000 bequest gift.

"As president, I strongly believe that this campaign is a major step toward building a stronger pathway to Eastern's long-term growth," said Benson. "We also know that giving is personal, with many levels and just as many purposes. We know every dollar is precious and impactful."

"I am passionate about this place. My devotion to this university is and will always be a part of who I am. Every student who comes to this campus has a chance to change their life, and change the world. We advocate for greater opportunities for students to have this experience."



KCTCS GOOD NEWS REPORT

JANUARY 2020

KCTCS INVESTING NEARLY \$3 MILLION TO CLOSE WORKFORCE GAPS



Bettina Black
ECTC Student
Akebono Employee



The Kentucky Community and Technical College System (KCTCS) is making an investment of \$2.7 million over three years to work with businesses to close workforce gaps through a new business-first initiative.

“We want to modernize the way we develop apprenticeships and other workforce training to help businesses grow their own talent and assist students through hands-on training in the workplace while they go to school,” said KCTCS President Jay K. Box. “This starts by listening to our businesses leaders, hearing what types of skills their employees need and building a talent solution to meet those needs. Bottom line, we want to help businesses build their bullpens.”



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM

KCTCS GOOD NEWS REPORT

KCTCS believes that evolving its model of apprenticeships is a win-win for employers and employees and the next step to support industry in our state. This is part of our role to serve the state as the solution to developing Kentucky's pipeline of skilled workers. According to the U.S. Department of Labor, 91% of apprentices across the country are still employed with their companies after the completing their program.

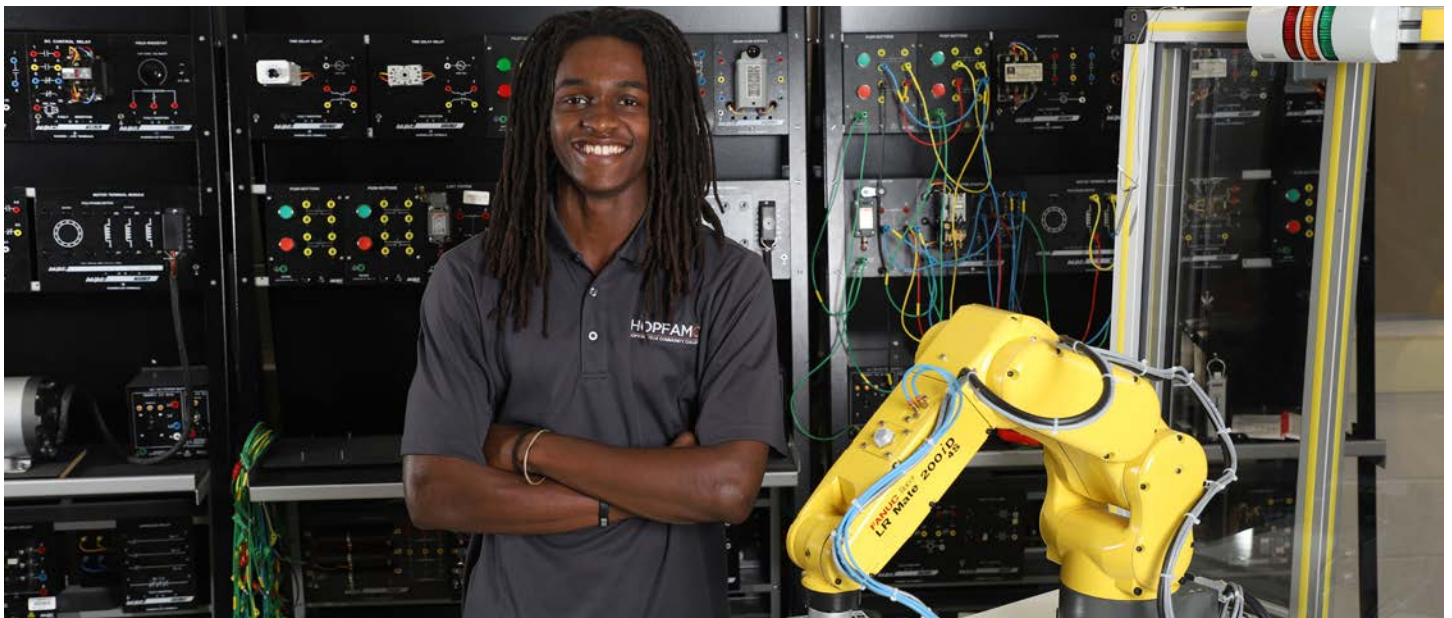
The foundation of earn while you learn models, like apprenticeships, is the continual building of skills and the ability for workers to obtain higher levels of employment in an occupation or industry. As a result, use and evolution of these models can be tailored to the needs of healthcare, IT, manufacturing, transportation and skilled trades.

The 16 KCTCS colleges currently work with business partners to provide locally relevant programs. One of the most popular programs is the Kentucky Federation for Advanced Manufacturing Education (KY FAME), which allows students to earn a paycheck while getting hands-on experience and college credit.

KCTCS has more than 400 advanced manufacturing partners statewide and 135 business partners who offer work and learn experiences through KY FAME.

To further demonstrate the commitment to apprenticeship-style programs, each college will have a person dedicated to leading the programs in their communities in the next few months.

“Our colleges are using a business-first model, which means we’re laser focused on providing the training businesses need and improving the state’s workforce participation rate,” Box said. “We train 82 percent of the state’s skilled trades workers, but there are many jobs going unfilled because people don’t have the training they need. We are here to solve that problem for any Kentuckian who wants a good career.”



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM



SACSCOC

fully reaffirms

KENTUCKY STATE UNIVERSITY'S ACCREDITATION



The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmed Kentucky State University's accreditation for the next 10 years. SACSCOC made the official announcement during its annual meeting recently in Houston.

Kentucky State received the best possible review, with the committee finding the University in full compliance and offering no recommendations or requests for continued monitoring.

"Today's accreditation decision is a strong signal of institutional health at Kentucky State University," said University President Dr. M. Christopher Brown II. "As a former SACSCOC board member, I know firsthand the valuation that regional accreditation attests about the quality of our faculty, staff, and students."

President Brown added, "In order to achieve this distinction, an institution must meet specific standards of excellence and make a commitment to ongoing improvement to ensure continued delivery of outcomes-based education to current and future students. In sum, based on an external review by our peers, Kentucky State University has valid and verifiable high-quality academic programs and institutional operations."

As the major accrediting body for public and private institutions of higher education in the 11 southernmost states, SACSCOC accredits more than 780 universities and colleges in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, as well as Latin America.

Kentucky State University's reaffirmation was the result of a multiyear review process that included internal studies involving hundreds of people on campus and culminating in a March 2019 site visit by a peer review committee from SACSCOC. SACSCOC has 84 standards with which institutions must comply in order to gain or maintain accreditation.

As part of the reaffirmation process, Kentucky State developed a Quality Enhancement Plan, or QEP — a comprehensive plan for institutional improvement. Kentucky State's QEP, "Learning that Works," is a University-wide initiative to teach students skills that will aid them in career readiness and advancement. As part of teaching them the concept of Design Thinking, students will acquire skills in problem-solving, teamwork, oral and written communication, and cultural agility.

KENTUCKY STATE UNIVERSITY CONFERS NEARLY 60 DEGREES AT FALL 2019 COMMENCEMENT CONVOCAATION

Nearly 60 Kentucky State University graduates crossed the stage Friday, Dec. 13 during the Fall 2019 Commencement Convocation in Carl H. Smith Auditorium in David H. Bradford Hall.

Bishop Joseph W. Walker, III, presiding prelate of Full Gospel Baptist Church Fellowship, gave the commencement address. Walker warned the graduates to fight against the enemy called average. "You have not come this far and through this much to fall victim to average," Walker said. "Average is the top of the bottom. You can't be satisfied until you're on top of the top. Average is easy. Average is accepted." Megan J. McCoun, valedictorian, spoke about overcoming obstacles to reach graduation. McCoun said leaving for college was hard to imagine sometimes while growing up on a farm in Henry County.

McCoun said the kindness and support she received, as well as small class sizes, helped her excel. "Dr. (Suzette M.) Polson made me feel smart enough to be in her organic chemistry class," McCoun said. President Brown announced interesting facts about the fall class of 2019: the class is comprised of students from 10 states and three foreign countries, the youngest graduate is 19 and the oldest graduate – Barbara White – is 80 years old. Student Government Association President Keirra L. Donald congratulated the graduates. "All of the obstacles, hard work and perseverance have gotten you to this point," Donald said. "Soak it all in. You have reached the finish line."

Musical guest and The Voice Season 8 contestant MaKenzie Thomas brought the house down with musical selections "Rise Up" and "I Was Here." President Brown gave each graduate their first \$2 as "Old Town Road" by Lil Nas X filled the auditorium. Graduates reacted with laughter and excitement.

KENTUCKY STATE UNIVERSITY PROFESSOR PENNEED THE BIOGRAPHY OF DOLEMITE BEFORE EDDIE MURPHY'S NETFLIX FILM

A Kentucky State University professor wrote the biography of Rudy Ray Moore, whose life is portrayed by Eddie Murphy in Netflix's "Dolemite Is My Name," nearly 24 years before the big budget film.

Dr. David Shabazz, associate professor of journalism, and his brother, Julian, wrote the biography and David was recently quoted in USA Today regarding the accuracy of the film portrayal. "The story is authentic," Shabazz said of the film's portrayal of Moore's life. Shabazz said he first heard about the film six months ago. "I was thrilled to see the movie finally come



to fruition, but also nervous," Shabazz said. "I never thought this film would be made. I certainly didn't expect a big budget film."

Shabazz said it took a long time for the movie to be made because Dolemite was essentially persona non grata. "Rudy knew back then that it would take someone of Eddie Murphy's stature to 'legitimize' what he was doing," Shabazz said. "A lot of people just hear the language, see the album covers and distance themselves from it." Shabazz said the film surpassed Moore's wildest dreams, who passed away in 2008. "When we spoke in the early 1990s, Rudy wanted Eddie Murphy to put him in one of his films," Shabazz said. "Eddie made movies like 'Harlem Nights,' where he paid homage to comedians Red Foxx and Richard Pryor. That's what he really wanted."

Rudy Ray Moore was a household name in the black community, Shabazz said, but he was mostly kept underground. "To see a mainstream biopic movie about Rudy Ray Moore and the character Dolemite nearly 24 years after our book was published is gratifying," Shabazz said. "This is much better than Rudy just being a character in one of Eddie Murphy's movies. God has a better plan than ours if we are patient." Shabazz said the biography is a result of his brother, Julian, attending one of Moore's shows in the early 1990s and asking if he could write a book on Moore.

At the time, Shabazz was a newspaper reporter and grad student finishing his master's degree on the rap group Public Enemy. "My research on the origins of rap led me to several popular people like H. 'Rap' Brown, Muhammad Ali and African American poets Nikki Giovanni and Haki Madhubuti," Shabazz said. Shabazz said he discovered Henry Louis Gates, Donald Bogle, Bruce Jackson, J.L. Dillard and other scholars of classic African American literature and folklore. "They helped me understand the significance of Rudy Ray Moore's comedy," Shabazz said. Moore agreed to the biography and provided source material along the way. "For almost two years, we mostly talked on the phone," Shabazz said. "He was always on the road because the bulk of his money came from concerts and live events." But, whenever Moore was near enough to hang out, they would. "He was a complete riot to be around," Shabazz said. "He wore African attire always. He would still go to Kinko's and make his own flyers. He loved interacting with people." Though books don't normally come with parental advisory warnings, Shabazz said the biography is for adults only. "He wanted us to not only tell the Dolemite story but to also document his version of classic folklore tales," Shabazz said. "He was very pleased. The book was his way of solidifying himself as the toastmaster of classic black folklore." Seeing the movie was surreal, Shabazz said.

"We were fans and eventually became friends," Shabazz said. "We hung out whenever we could, so this is something special."



MSU ranked safest campus in Kentucky

Morehead State has been ranked as the safest college campus in the state of Kentucky by the National Council for Home Safety and Security.

The council compiled data from 490 college campuses across the country, looking at crime reports from local law enforcement and the FBI. The list considered two variables: crime rate and police adequacy.

MSU fosters an environment dedicated to the safety of our students and is consistently ranked among the safest campuses in the Commonwealth and the nation.

“Our main mission is the safety of the campus community and we exert all of our efforts with this in mind. Our officers do a great overall job of making this safe campus even safer,” said MSU Police Chief Merrell Harrison. “We are constantly trying to improve, to come up with innovative ways to improve campus safety. We also recognize our law enforcement partners in the community, including Morehead Police Department, Rowan County Sheriff’s Department, and Kentucky State Police. These agencies do a great job in their respective jurisdictions, which help to keep our campus safer.”



Office of the President

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Craig named Missouri Poet Laureate

Karen Craig's (91) passion for writing has taken her from the Appalachian Mountains to the Ozark Mountains. The Morehead State graduate from Gallipolis, Ohio, was recently named Missouri Poet Laureate.

Craig honed her poetry writing at Morehead State through the knowledge she gained through courses and faculty like former MSU English professor George Eklund and her mentor the late Michelle Boisseau, acclaimed Kansas City poet and former MSU professor. She cites her work on *Inscape*, MSU's annual literary and visual arts journal, as what started her off on a lifelong passion for publishing.

MSU's accounting program named to Best Accounting Degree Programs for 2020 list

Morehead State University's Bachelor of Business Administration in Accounting has been ranked by Intelligent.com as one of the Best Accounting Degree Programs for 2020. The 2020 rankings for the best accounting programs analyzed both bachelor's and master's degree programs that can be completed online. Of the 269 schools that were analyzed with accounting programs, Morehead State was one of 60 higher education institutions whose program made the list, ranking 26th and noted as having the best career services.

MSU Engineering and Technology Management students achieve 90% pass rate for CTM exam

Morehead State University's Engineering and Technology Management (ETM) fall 2019 graduating class achieved a 90.63% pass rate on the Certified Technology Manager (CTM) Exam.

According to Dr. Ahmad Zargari, associate dean for MSU's School of Engineering and Computer Science, ETM students take the CTM exam before graduation their senior year. "Based on results from a composite group of over 1,000 examinees from over 20 other organizations, the ATMAE (Association of Technology, Management, and Applied Engineering) Board of Certification chair reports that the historical average national pass rate for the CTM exam is 68.25% and MSU's ETM students earned over 90.63% pass rate in fall 2019," Zargari said. "We are proud of ETM faculty and graduating seniors for their success."

The CTM Exam is nationally administered through the ATMAE to certify graduates of ATMAE-accredited programs. The Engineering Technology programs have been accredited by ATMAE since 1998, with re-accreditation achieved through 2020.

Morehead State's sociology program garners national ranking

Morehead State University's Master of Arts in Sociology has been ranked by Intelligent.com as one of the Best Master's in Sociology Degree Programs for 2020. The 2020 rankings were calculated through a scoring system that factors in student engagement, the potential return on investment and leading third-party evaluation. Of the 172 schools that were analyzed with sociology programs, Morehead State was one of 10 higher education institutions whose program made the list, ranking fourth and noted as having the best concentration options.

Murray State University fall 2019 enrollment reflects overall growth and continued momentum

Murray State University's fall 2019 enrollment indicates several positive trends, including significant increases in multiple student classifications as well as an increase in overall enrollment at the institution.

Based on University data, this year's entering freshman class of 1,421 students indicates a significant increase of 7.7 percent from the fall 2018 freshman class.

The number of new graduate and transfer students also reflect major increases from the previous fall of 12.2 percent and 10.8 percent, respectively. The number of new international students reflected an increase from the previous fall as well.



Murray State celebrates December 2019 Commencement

Murray State University celebrated December 2019 Commencement on Dec. 14 as a total of 750 pending degrees were conferred — including associate, bachelor's, master's, specialist and doctoral degrees — with 19 states and 15 countries represented among December 2019 graduates.

During the ceremony, Claire Ghent (Miramar, Fla.) and Cole Manion

(Clarkson, Ky.), outstanding seniors for fall 2019, led the candidates for the conferral of degrees and provided the valedictions later in the ceremony. Ghent graduated with a degree in English education, while Manion graduated with a degree in political science/pre-professional legal studies.

Murray State professor serves abroad as Fulbright Specialist

Dr. Ben Littlepage, associate professor and coordinator of Murray State University's postsecondary education administration program in the College of Education and Human Services, recently returned from guest lecturing in Hungary as

part of his work as a Fulbright Specialist.

Fulbright Specialists are a diverse group of highly-experienced, well-established faculty members and professionals who represent a wide variety of academic disciplines and professions.



Racers Give fundraising campaign helps support need-based student scholarships

In November, Murray State announced its new Racers Give fundraising campaign, helping to provide critical need-based scholarships for current and future Racers. The campaign quickly surpassed the original goal of \$100,000 raised. By the end of 2019, the campaign had raised more than \$215,000.

During the campaign, the University hosted a president's reception and celebration of giving event as members of the campus and greater community officially welcomed Dr. Bob Jackson, the 14th president of the University and

1985 alumnus, along with wife Karen, a 1984 alumna.

The reception and support for the Racers Give campaign took the place of a traditional presidential investiture ceremony.

"In lieu of a costly formal presidential investiture, we instead want to raise funds for need-based scholarships — investing in our students and the future of Murray State," University President Dr. Bob Jackson said.

WKMS team selected for exclusive podcast training program

Murray State University's public radio station, WKMS, has been selected for an exclusive podcast training program, Project Catapult, through the Public Radio Exchange (PRX) after an extensive application process. PRX is a nonprofit web-based platform that champions experimentation, risk-taking and stepping outside of creative comfort zones.

Project Catapult, a public media podcast accelerator launched in 2016, encourages stations around the country to create podcasts meaningful to their communities through a 20-week curriculum that includes content development, audience engagement and monetization strategies.

There have been two cohorts to date, with WKMS as part of the third.



Hutson School of Agriculture honors Outstanding Agriculture Alumnus Award recipients



The Murray State University Hutson School of Agriculture honored Kentucky State Reps. Richard Heath, '84, '89, and Steven Rudy, '00, as co-recipients of this year's Outstanding Agriculture Alumnus Award.

The pair were honored during Homecoming Weekend in October for their contributions to agriculture and Murray State.

"This is only the second year that we are honoring two recipients instead of one," said Dr. Tony Brannon, dean

of the Hutson School of Agriculture. "Both gentlemen very strongly support Murray State University and led the charge for funding the new Murray State Breathitt Veterinary Center in Hopkinsville. As agricultural businessmen and governmental servants, both have distinguished themselves with their contribution to regional and national agriculture and support of the Murray State University Hutson School of Agriculture."

University celebrates first-generation students



Murray State University recognized first-generation students at the inaugural First-Generation Student Day Celebration Nov. 7 at Waterfield Library.

Students enjoyed refreshments and received free shirts and buttons.

University President Dr. Bob Jackson and Vice President for Student Affairs and Enrollment Management Dr. Don Robertson — both also first-generation college graduates — gave advice to students at the event.

"This is a very important tradition that we're starting here at Murray State," Robertson said. "We are dedicated to providing resources that our students, particularly first-generation and freshman students, can use to make their Racer experience the best it can be."

Murray State University introduces Master of Science in cybersecurity management

Murray State University has introduced a Master of Science (MS) in cybersecurity management program that prepares students to enter or transition into cybersecurity leadership roles.

Offered on-campus or online beginning with the spring 2020 semester, the 30-credit hour program consists of eight 3-credit hour courses plus two 3-credit hour electives. Course topics include

information security principles, information security and risk management, incident response, digital forensics fundamentals and more.

Graduates are prepared for a wide spectrum of information security positions, including information security officer, IT risk and compliance analyst, cybersecurity manager, chief information security officer and much more.

City of Murray named among nation's top 50 safest college towns

The city of Murray, home of Murray State University, has been named one of the nation's top 50 safest college towns according to findings from SafeWise, a safety-focused consumer research firm.

Murray was ranked 38th on the list with a crime rate of 1.35 (or 1.35 crimes per 1,000 people), and was the only Kentucky city in the top 50. Murray was also one of only five towns within a multi-state region comprised of Illinois, Missouri, Indiana, Kentucky and Tennessee.

"We are extremely pleased to receive this recognition as one of America's safest college towns," said Murray State President Dr. Bob Jackson. "The health, safety and well-being of our students is of utmost importance. This recognition, along with our 2019 national rankings for top quality academics and as one of America's best college values, makes Murray State University one of the most attractive choices for a high-quality, high-value education."

University welcomes FUBU founder, 'Shark Tank' investor Daymond John to campus for keynote



Murray State University hosted business magnate and "Shark Tank" investor Daymond John on campus Nov. 6 for a keynote address at Lovett Auditorium.

In his presentation, "Daymond John's Shark Points: Fundamentals for Success In Business and Life," John shared his inspirational story while outlining his

"Shark Points" for success that took him to the top of the business world.

"Thanks to the Student Government Association, the Arthur J. Bauernfeind College of Business and BB&T for making this possible, as well as Murray State University faculty, staff and students — my future sharks," John said.

Students build GPS trackers to locate box turtles

Murray State students in a wildlife techniques course taught by assistant professor of wildlife biology Dr. Andrea Darracq are combining technical skills with field experience through a new box turtle tracking project.

Through the University's Bring Learning to Life Grant, Darracq's students soldered together open-source GPS tracking devices, then located box turtles on an off-campus Murray State University property and tracked them using the GPS tracking devices and a transmitter. The GPS tracking devices allow students to record turtle movements every hour, while transmitters require the presence of a student and their use

of a receiver to determine a turtle's location.

"This is a student-centered project where I have groups of students in the classroom constructing GPS tracking devices and independently going in the field to locate the turtles," Darracq said. "Our students are gaining great experience from manually triangulating each turtle's location and comparing it to the more precise readings their GPS units are reporting."





GOLD RUSH

DEC. 2019

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

COMMENCEMENT

47TH

commencement

6

colleges participated

1,279

degrees conferred



NKU BEATS ENROLLMENT PROJECTIONS

NKU beat its enrollment projections for the fall 2019 semester. Final enrollment figures for this semester increased to 15,687 students, which is a 6 percent increase compared to last year and an 8 percent increase from fall 2017.

NKU's *Success by Design* Strategic Framework guides the university with a singular focus on student success aligned with the needs of the region. Anticipating market changes, the university took proactive steps to become a student ready institution, and the investments are working.

NKU's graduate programs saw an increase and now make up 20 percent of total enrollment, driven by Accelerated Online Learning. These programs are completely online and offer the convenience and structure many students need. Another successful program, School-Based Scholars, allows high school students to earn college credits before they graduate.

"Our students are widely diverse and come from many different backgrounds and experiences. We were responsive to their needs and created degree paths with the flexibility to fit into their schedule and lives," said Provost Sue Ott Rowlands.

Last year, NKU invested in initiatives that address affordability, including the EDGE program that made tuition more affordable for out-of-state students and micro-grants that provide the "last dollar in" scholarships. With the increased support for students, NKU saw a 4 percent increase in retention and also closed achievement gaps.

LEARN MORE: <https://tinyurl.com/vabcos2>

COLLEGE CORNER

Salmon P. Chase College of Law partnered with the University of the Cumberlands to expand its early-enrollment program and reach more students in southern Kentucky who want to become an attorney.

The Chase 3+3 program—named for three years of undergraduate studies and three years of law school—allows eligible students to reduce their education costs by applying their first year of courses at Chase to both a bachelor's degree at their undergraduate college and a law degree.

LEARN MORE: <https://tinyurl.com/yx7lnpjm>



NKU HOSTS A HOLIDAY CELEBRATIONS FOR THE CAMPUS COMMUNITY

FUEL NKU is hosting students for family style dinners while the university is on break. Since 2013, FUEL NKU has provided food and essentials to students, and this remains true even when the university is closed for holidays

FUEL NKU hosted a Souper Supper for students during winter break. With community partners La Soupe and Panera Bread, FUEL NKU provided a warm meal and a sense of community for more than 300 students. And over Thanksgiving break, FUEL NKU also hosted more than 200 students for a Thanksgiving celebration. Recognizing that students need consistent university support, Dr. Jessica Averitt Taylor, the founder of FUEL NKU, created these events for students to share a special meal together.

"The ability to host these events shows the commitment to supporting our students. We want everyone to feel welcomed, and we believe that a sense of community is absolutely crucial to our wellbeing as individuals and as a campus," said Dr. Taylor. **READ MORE:** <https://tinyurl.com/ygyszwev>

NKU NORSE THE SCOREBOARD

Northern Kentucky volleyball celebrated a historic season that included the team's first-ever Division I NCAA Women's Volleyball Championship appearance in program history. The Norse end their season at 19-13 after falling to No. 22 Michigan in the first round of the 2019 NCAA Division I Championship.

The Norse are the Horizon League Champions and earned the automatic bid into the 2019 NCAA Volleyball Championship. Laura Crawford was named the Horizon League tournament MVP, while Shelby Olsen and Abby Kanakry were also named to the all-tournament team.

FACULTY FOCUS

NKU CREATES SENIOR HEALTH CARE CLINIC FOR UNDERSERVED

NKU's Nurse Advocacy Center for the Underserved (NACU) unveils the Spotlight on Seniors program designed to bring health care to seniors living in Covington's Golden Tower. As the winner of the NKY Funders' Grant Competition 2019, NACU Director Jennifer Hunter received \$7,500 for Spotlight on Seniors, NACU's first senior clinic.

NACU, housed in the College of Health and Human Services, brings free health services directly into underserved communities, and this program serves an especially vulnerable group. Golden Tower residents can visit the clinic for any of their medical needs and attend health education classes. The clinic also provides NKU nursing students with a valuable hands-on experience.

READ MORE: <https://tinyurl.com/t5h6nt9>

BRIEFS

STEM READY PROGRAM

A new National Science Foundation funded STEM Ready program looks to increase the number of successful STEM majors at NKU by strengthening students' math skills over the summer.

STEM Ready is free and uses an abbreviated timeframe with adaptive online testing program to bolster students' mathematical knowledge in preparation for their first semester. Studies show the most significant barrier to declaring a STEM major is mathematics preparation, and this disproportionately affects students from populations historically underrepresented in STEM fields.

LEARN MORE:
<https://tinyurl.com/unb5pk4>

THE PRINCETON REVIEW RANKS NKU

The Haile/US Bank College of Business continues to be nationally recognized as one of the best business schools, according to The Princeton Review. The Princeton Review compiled its Top On-Campus MBA Ranking list through institutional and student data about career outcomes, admissions and academics. NKU also received high remarks for its small class sizes, rigorous curriculum and its passionate and accessible faculty. Only 252 business schools were ranked, positioning NKU as a top-tier institution.

LEARN MORE:
<https://tinyurl.com/tepbrok>

COE RECEIVES NATIONAL AWARD

The College of Education was honored for its leadership and commitment to continuous improvement at the national Council for the Accreditation of Educator Preparation conference. NKU was one of 13 Educator Preparation Providers to receive the "Frank Murray Leadership Recognition for Continuous Improvement" award. "This honor represents our ongoing commitment to a continuous improvement process that identifies priorities to enhance programs and pursue innovations," said Dr. James Allen, interim dean.

LEARN MORE:
<https://tinyurl.com/taprkqd>

NKU HOSTS INAUGURAL CYBER CHALLENGE GIRL SCOUTS

NKU's College of Informatics, Girl Scouts of the USA and Raytheon hosted local Girl Scouts to launch the first-ever Girl Scout Cyber Challenge this fall. At these events, middle and high school girls learned crucial cybersecurity skills by completing challenges with the goal of preparing girls to pursue careers in computer science and cybersecurity. Nearly 250 Girl Scouts from grades 6-12 earned their Cybersecurity Badge by taking part in the Cyber Challenge Training day.

LEARN MORE:
<https://tinyurl.com/w56nlo7>

ALUMNI NEWS

THE WRITE STUFF

Judi Ketteler ('96) wants to be honest about something: She's a liar. We all are.

That's the central idea of her new book, "Would I Lie to You? The Amazing Power of Being Honest in a World That Lies," out January 2020 on Kensington Books' Citadel Press imprint. A culmination of years of self-examination, the work represents not just a person asking herself hard questions but also a career of finding the right words for myriad situations.

But using words to publicly work out the tough stuff of modern living is old hat for Ketteler, an NKU English grad who has become a go-to resource for clients in need of a good story. She has built a freelance career writing for clients such as the New York Times and Better Homes & Gardens.

LEARN MORE: <https://tinyurl.com/ukgymhc>





A Message from President Eli Capilouto



Growing up in Lexington, J. David Rosenberg learned about the power of education to transform lives and create opportunities. It was a lesson solidified in his mind as a student in what is now the J. David Rosenberg College of Law at the University of Kentucky.

There, in the early 1970s, under the tutelage of UK faculty legends like Rutheford (Biff) Campbell, Robert Lawson, William Fortune, Alvin Goldman, Paul Oberst and Burt Ham, Rosenberg found a combination of outstanding legal education and intellectual rigor — attributes that would inform and guide his work as one of the region's leading attorneys for the last several decades, specializing in areas of corporate finance, venture capital, banking and reorganization.

In November, the University of Kentucky announced a historic \$20 million gift from Rosenberg and his wife, Dianne, who live in Cincinnati. The college has been named the University of Kentucky J. David Rosenberg College of Law.

The gift is the third largest single donation in university history. Rosenberg credits his legal education at the University of Kentucky

“Education is an unfinished symphony. We make music to stir hearts and minds, to force us to remember, and compel us to commit to each other and to ideas larger than ourselves.”

J. David Rosenberg

for his success and leadership roles in law, finance and his community. The gift will further strengthen the academic excellence of the J. David Rosenberg College of Law by supporting scholarships for outstanding students and efforts to recruit and retain world-class faculty.

“There is a saying that ‘education is an unfinished symphony,’” Rosenberg said in announcing the gift in the college’s new G. Chad Perry III Grand Courtroom. “We make music to stir hearts and minds, to force us to remember, and compel us to commit to each other and to ideas larger than ourselves.”

In making this gift, Rosenberg cited the university’s established record of intellectual and educational excellence in preparing students for careers in law and public service. His endowment will focus on scholarship opportunities for future generations of UK law students and faculty support as the college seeks to retain and recruit outstanding legal scholars.



FEAST
ON EQUALITY

UK University of
Kentucky

Feast on Equality 2019

In December, the university celebrated the fourth annual Feast on Equality – an event that raised more than \$100,000 for at-risk LGBTQ* youth at UK and created awareness surrounding issues that LGBTQ* students face.

Feast on Equality is a nonprofit organization with the sole purpose of raising funds for UK's Office of LGBTQ* Resources, supporting campus efforts that increase the health, safety and belonging for LGBTQ* Wildcats.

The event gives the community an opportunity to take part in improving the lives of LGBTQ* students while recognizing the efforts of those who have worked tirelessly to make a difference in the LGBTQ* community. The partnership between the university and Feast has played a crucial role in the Office of LGBTQ* Resources' success. Through education, advocacy and community support, the office continues to cultivate a welcoming campus for a full spectrum of identities.

An Innovation Corridor to the UK Campus



The planned transformation of property at South Limestone Street and Winslow Street – what is now referred to as the Winslow Project – represents an exciting next step in UK's \$2.5 billion campus transformation.

The Winslow Project, which was originally announced and approved by UK's Board of Trustees in February, supports the university's future in technology, entrepreneurship, education, creativity, service and research, while working hand-in-hand to make strides in the university's Transportation Master Plan. The property will include more than 900 new parking spaces and 23,000

square feet on the ground floor dedicated to retail space, which will include innovation space and a food hall focused on local eateries and craft beer.

UK is working with Signet Real Estate Group, one of the country's leaders in higher education public-private-partnership (P3) real estate developments, to develop the property.

Serving as a multifaceted, multi-purpose space, the project will be another place on campus where ingenuity and creativity unfold. The variety of elements it will cover include serving as a home for UK Esports (with a planned esports theater and gamers' lounge) and flexible innovation space.

The idea is to leverage the open-format space and use of technology to maximize student success, enhance a sense of community, bring together the university and community to foster outcome- and solution-driven thinking and design, connect people with different passions and interests and provide new pathways for career development in the entrepreneurial fields.

Through the P3 with Signet, the project is expected to open in fall 2020, furthering the momentum of the university's growing campus. The Winslow property will be a cornerstone in a planned innovation district or corridor that includes the College of Fine Arts' Bolivar property and a planned development by the College of Design at the old Reynolds property.



THE PRESIDENT'S REPORT

ISSUE 106 | DECEMBER/JANUARY 2020

Dear Friends,

The University of Louisville had much to celebrate in 2019, and we capped off the year by welcoming 1,300 new alumni during an inspiring commencement ceremony. The acquisition of the area KentuckyOne assets and the completion of our three-year strategic plan are certainly among the highlights of the recently concluded semester. And I continue to be impressed by the work that goes on each day on our campuses—first-class instruction, groundbreaking research, impactful community service and innovative and life-saving health care.

In 2020, you can expect us not to rest on our laurels but to continue driving toward our goal of being an even greater place to learn, to work and in which to invest. In the new year, we will continue to put our strategic plan into action. We will increase our focus on experiential learning, student mental health and providing greater access to student financial aid. With 40 percent of our student body Pell Grant eligible, providing access to education remains one of our highest priorities.

For our faculty and staff, we want to create more opportunities for personal growth and development. We want to ensure that we have a culture where diversity, equity and inclusion are not just words that we say but values that we truly live.

We plan to bolster our philanthropic efforts, increase our business and industry partnerships and focus on solving a handful of “Grand Challenges” that set us apart from our peer institutions. We want to continue to capitalize on the fact that UofL is one of just 69 schools out of nearly 4,500 higher education institutions nationally that is Carnegie-designated as both a Research 1 university and a school with very high impact community engagement.

Finally, we took a calculated risk in 2019 by purchasing Jewish Hospital and the rest of KentuckyOne’s local portfolio. We are so thankful for the support of our elected officials, the Jewish Heritage Fund for Excellence and the Jewish Hospital and St. Mary’s Foundation for helping that transaction come to fruition. In 2020, we must fully integrate these assets into our growing UofL Health system to ensure their long-term stability and the future of health care throughout the Commonwealth.

As always, I am reminded that none of our success is possible without the support, encouragement and guidance of our many alumni, friends and other stakeholders throughout our community and beyond. All of us here at UofL—students, faculty and staff—are so grateful for the faith and loyalty that so many have to our long-term mission. We think it’s going to be a great year, and we look forward to sharing our progress with you. See you on campus and in the community. Go Cards!

Neeli Bendapudi
President, University of Louisville



The 2020 Grawemeyer Award winners

UofL names world-changing winners of the Grawemeyer Awards

UofL and Louisville Presbyterian Theological Seminary announced 2020 winners of five, \$100,000 Grawemeyer Awards Dec. 2-6.

Charles Grawemeyer, a UofL graduate and former seminary trustee, launched the awards program in 1984 to underscore the impact a single idea can have on the world.

“All of the 2020 winners offer important new insights into some of today’s most significant issues, which is exactly what we seek to reward with these prizes,” said Charles Leonard, Grawemeyer Awards executive director.

UofL presents the annual prizes in music, world order, psychology and education and gives the religion prize jointly with the seminary. All of the award recipients will visit Louisville in April to give free, public talks on their winning ideas.

Winners are:

- **Lei Liang**, a San Diego composer who won the music composition award for his orchestral work “A Thousand Mountains, a Million Streams,” evoking the threat climate change poses to humanity
- **Ken Conca**, an American University professor who won the world order award for his book “An Unfinished Foundation: The United Nations and Global Environmental Governance” challenging the United Nations to rethink how it handles environmental problems
- **Robert Plomin**, a King’s College, London, behavioral geneticist who won the psychology award for explaining how DNA influences how we work with the world around us
- **Sarah Fine and Jal Mehta**, two scholars who co-won the education award for their study of how to encourage deeper learning in U.S. high schools
- **Stephen J. Patterson**, a Willamette University professor who won the religion award for showing how an early Christian creed urging human solidarity applies in modern life

UofL recognized for Higher Education Excellence and Diversity

UofL recently received a HEED Award (Higher Education Excellence and Diversity) from Insight Into Diversity for the sixth year in a row.

UofL is one of 94 institutions receiving the award this year.

The committee from Insight Into Diversity recognized UofL’s outstanding efforts toward diversity and inclusion, specifically through the Black Male Initiative, LGBTQ work and Kentucky Refugee Program through the law school. The Health Sciences Campus also received a HEED award.

Collaboration is key to research success

In athletics, everyone at UofL enjoys our competitive in-state rivalries. But in the classroom, UofL is firmly committed to collaboration with the Commonwealth's other universities to maximize impact for students and residents of the region. The results of these ongoing synergies were underscored recently by the announcement of two large, prestigious grants that will fund shared research in manufacturing and health.

Kentucky's two research universities, UofL and University of Kentucky, along with six other Kentucky institutions, were awarded a five-year, \$24 million grant to support the fundamental science needed to advance next generation manufacturing technologies, flexible electronics and robotics. The Kentucky National Science Foundation's Established Program to Stimulate Competitive Research, awarded the grant.

"This cooperative project will help bolster Kentucky's economy, create jobs and put

the Commonwealth at the forefront of automation and human-machine interaction," said UofL president Neeli Bendapudi and UK president Eli Capilouto, in a joint statement.

The project, titled the Kentucky Advanced Partnership for Enhanced Robotics and Structures (or KAMPERS), will harness the collective research power of 40 multidisciplinary researchers from UofL, UK, Eastern Kentucky University, Kentucky State University, Morehead State University, Somerset Community College, Transylvania University and Western Kentucky University.

In November, UofL, UK, the Commonwealth Commercialization Center (C3) and the Kentucky Cabinet for Economic Development accepted an elite \$4 million grant to bring dozens of new med-tech and health-related companies to life across the state in the coming years.

The four-year Research Evaluation and Commercialization Hub



(REACH) grant from the National Institutes of Health will help fund a public-private consortium, the Kentucky Network for Innovation & Commercialization – KYNETIC. The new organization will use NIH funding to advance the most promising biomedical research innovations from the state's eight public universities and the Kentucky Community & Technical College System. Ultimately, its goal is to create startups that commercialize the technologies for public benefit.

"With the acquisition of Jewish Hospital and other

KentuckyOne Health properties, researchers at UofL will have additional opportunities to recruit patients for clinical studies to advance research emerging from KYNETIC," Bendapudi said. "Projects developed through KYNETIC will have the potential to further existing UofL research efforts in optimal aging, improve access to quality health care in underserved urban and rural regions and bolster efforts to both attract and retain top faculty and students."

UofL welcomes Secretary of State Mike Pompeo to campus

U.S. Secretary of State Mike Pompeo spoke on campus recently as part of the McConnell Center's Distinguished Speaker Series. Pompeo told the University Club crowd he is familiar with this part of Kentucky, having been stationed at Fort Knox twice during his Army service.

Pompeo, a graduate of West Point, served as a cavalry officer patrolling the Iron Curtain before the fall of the Berlin Wall. After leaving active duty, Pompeo graduated from Harvard Law School. He was confirmed as secretary of state in 2018 after serving as director of the Central Intelligence Agency and, prior, as a congressional representative from Kansas. Pompeo, the 70th secretary of state in U.S. history, is the seventh secretary of state to speak at UofL.

View a video of his remarks on UofL's [YouTube](#) channel.



Satterfield, Walz recognized with Coach of the Year honors

After leading the USA Basketball team to a perfect 7-0 record and a gold medal at the 2019 FIBA U19 World Cup in Bangkok, Thailand, UofL Women's Basketball Coach Jeff Walz was named a recipient of the 2019 USA Basketball National Coach of the Year award.

Walz led his UofL team in 2018-19 to a 32-4 record and the NCAA Tournament Elite Eight.

"It is definitely an honor," Walz said. "And...obviously you don't get such an award without having an outstanding staff and a good team."

Additionally, Scott Satterfield earned the 2019 Atlantic Coast Conference Football Coach of the Year. He is the first UofL coach to receive the honor.

"I'm certainly thankful and honored to be recognized as the coach of the year in the ACC, especially in the conference I grew up watching as a kid," Satterfield said. "I'm proud of my coaching staff who worked so hard to change the culture of this program and put our players in a position to succeed. "

Satterfield has guided the Cardinals to an impressive turnaround, becoming only the second school in the ACC to 0-8 in league play the previous year to 5-3 the following season.

The football team also won the American Football Coaches Association 2019 Academic Achievement Award. Satterfield will accept the award Jan. 13 at the AFCA Convention in Nashville.

Western Kentucky University news for the Council on Postsecondary Education, January 2020

For more WKU news, visit www.wku.edu/news.

WKU awarded \$1.1 million federal grant for special education

The U.S. Department of Education’s Office of Special Education has awarded WKU a \$1.1 million grant to address the ongoing national, state and regional shortage of personnel certified to serve K-12 students with high-intensity needs.

Project “Preparing Rural Educators and Professionals for Students with High-Intensity Needs” (PREP) is an interdisciplinary initiative led by Dr. Christina Noel of WKU’s College of Education and Behavioral Sciences. The collaboration includes the College of Health and Human Services and will combine graduate coursework and field experiences to prepare special education teachers and speech language pathologists to serve students with moderate and severe disabilities.



Dr. Christina Noel

Grant funding will support recruitment, tuition scholarships and graduation of 30 students in the Special Education and Speech Language Pathology programs at WKU. Graduates will be licensed to work with K-12 students with moderate and severe disabilities.

The five-semester program was developed to remove barriers associated with working in rural communities. Benefits include tuition support, supervised field experiences and connection to professional networks. Project PREP’s curriculum will provide flexible coursework, seminars, field work and the opportunity for scholars to attend professional conferences. Once completed, scholars will graduate with a Masters of Education in Moderate Severe Disabilities (MSD) or a Master of Arts in Speech Language Pathology (SLP).

CPB awards WKU Public Broadcasting \$246,863 Education Innovation grant



WKU student and Brinkley Fellowship recipient Brandon Woempner interviews Carol Jordan about the WKU Department of Theatre & Dance production of 'Medea' for WKU Public Radio.

The Corporation for Public Broadcasting has awarded a \$246,863 grant to WKU Public Broadcasting to develop and expand its workforce development training program for individuals with autism spectrum disorder.

The grant, “Embracing Differences, Finding Strengths: A Public Broadcasting Model for Autism Inclusion,” is led by project directors Molly Swietek and David Brinkley, director of WKU Public Broadcasting.

“The most significant goal of this Education Innovation grant is for WKU Public Broadcasting to serve as a model organization for hiring and employing individuals with ASD,” said Swietek.

The Brinkley Student Employment Fellowship program was established in 2017 and provides

WKU students with ASD the opportunity to gain valuable job training and workforce development skills in the areas of television and radio production; engineering; marketing; community engagement; and general administrative duties.



www.wku.edu/strategicplan/

WKU announces progress on strategic plan metrics

When WKU officials say the University is climbing to greater heights, they now have numbers to support that.

Metrics for WKU's 2018-28 strategic plan, *Climbing to Greater Heights*, include 15 major metrics that are part of a set of more than 80 that will be used to evaluate the strategies developed to meet the goals of the plan.

"The Strategic Plan Implementation Committee was formed this spring to develop the goals, strategies and metrics to assure we the follow the roadmap our plan

provides," said Bruce Schulte, Associate Vice President for Strategy, Performance and Accountability and committee chair. "We have taken input provided from across our campus community to develop this implementation plan and related metrics. Now we are sharing this work with our various governance groups for additional feedback."

The Strategic Plan was approved in the summer of 2018 and is divided into three major areas: Our Students, Our Hill and Our Community. Schulte said working groups developed the goals and metrics for each of the sections. "This will continue to be a working document as we assess our progress, receive feedback and develop additional strategies and metrics," he said.

WKU President Timothy C. Caboni said Dr. Schulte has met with the leadership of governance groups across campus to discuss these metrics and will continue talking more in depth with these groups throughout the fall semester. "As a community we have achieved remarkable progress," he said.

WKU remembers former Provost Barbara Burch

WKU Provost Emeritus Dr. Barbara G. Burch died Jan. 5 at the age of 81.

"The WKU family has lost a great academic leader and we share our condolences with the Burch family," WKU President Timothy C. Caboni said. "She will be remembered for spearheading many of the advancements on the Hill, such as the creation of the Division of Extended Learning and Outreach, her role in the establishment of the Educational Leadership Doctoral Program and honoring the memory of her daughter with the creation of the Kelly M. Burch Institute for Transformative Practices in Higher Education. She also will be remembered for the hundreds of students she mentored."



Provost Emeritus Dr. Barbara Burch. A tribute page is at www.wku.edu/burch.

Dr. Burch earned a bachelor's degree in English from WKU in 1959 before completing master's and doctoral degrees at Indiana University. She returned to her alma mater in 1996 as the Vice President of Academic Affairs. Provost was added to her title in 1998 and she held those positions until 2010 when she focused her attention on the Educational Leadership Doctoral Program, civic engagement, internationalization and research.

Dr. Burch also spent three years as the faculty representative to the WKU Board of Regents and recently chaired the WKU Sisterhood, a philanthropic organization that provides funding for innovative programs, and is the group's most recent Volunteer of the Year.

Dr. Burch's leadership extended well beyond WKU. She was a past president of the American Association of Colleges for Teacher Education and served in leadership roles in many other national organizations including the National Council of Accreditation of Teacher Education. In 2014, the American Association of State Colleges and Universities created the Barbara Burch Award for Faculty Leadership in Civic Engagement in her honor.