

# KY COUNCIL ON POSTSECONDARY EDUCATION BUSINESS MEETING



September 19, 2022 – 11:00 a.m. ET  
Hyatt Regency Louisville, 320 W. Jefferson St., Louisville, KY 40202

*\*indicates action item*

- I. **Call to Order and Roll Call**
- II. **Oath of Office for New Council Members**
- III. **Proposed Council Resolution\*** ..... 3
- IV. **Approval of the Minutes**..... 5
- V. **Report from KDE Commissioner Jason Glass**
- VI. **Report from CPE President, Aaron Thompson** ..... 14
- VII. **Report from KSU President, Ronald Johnson** ..... 16
- VIII. **Academic & Strategic Initiatives Committee – Report & Action Item** ..... 25
  - A. Proposed New Academic Programs\* ..... 27
    - 1. Eastern Kentucky University - B.S., Management Information Systems (CIP Code 11.0103) ..... 28
    - 2. Eastern Kentucky University - B.S., Manufacturing Engineering (CIP Code 14.3601) ..... 30
  - B. New Academic Programs approved at KCTCS ..... 32
  - C. Kentucky’s Adult Learner Agenda ..... 34
  - D. Healthcare Workforce Collaborative Update ..... 65
  - E. 2022-24 Action Plan for the Statewide Strategic Agenda ..... 66
- IX. **Finance Committee – Report & Action Item** ..... 78
  - A. Rate of Tuition for Kentucky Innovative Scholarship Recipients\* ..... 79
  - B. COVID-19 Costs and Foregone Revenue ..... 81
  - C. Workforce Development Trust Fund Distribution ..... 85
- X. **Executive Committee – Report and Action Item** ..... 89
  - A. Amendment to the Kentucky State University Expenditure Approval Policy\* ..... 90
- XI. **2022 Kentucky Postsecondary Progress Report** ..... 95
- XII. **Campus Good News Reports**
  - A. Eastern Kentucky University ..... 171
  - B. Morehead State University ..... 173

C. Murray State University .....	175
D. Northern Kentucky University .....	177
E. University of Kentucky .....	179
F. University of Louisville .....	181
G. Western Kentucky University .....	183
H. Kentucky Community & Technical College System.....	185
I. Association of Independent Kentucky Colleges and Universities .....	187

**XIII. Other Business**

**XIV. Adjournment**

Next Meetings and Council Retreat: November 17-18, 2022 @ Lake Cumberland

**TITLE:** Proposed Council Resolution

**RECOMMENDATION:** A resolution for Colby Birkes will be presented for approval.

**PRESENTER:** Lucas Mentzer, CPE Chair

---

### **SUPPORTING INFORMATION**

Periodically, the Council recognizes certain individuals for their support of and service to postsecondary education in Kentucky.

At the meeting, a resolution for Council member, Colby Birkes, will be proposed for approval by the Council. A copy of the resolution can be found in your board materials.



---

A RESOLUTION HONORING AND COMMENDING

**COLBY L. BIRKES**

for his service to the Council on Postsecondary Education

WHEREAS, Colby Birkes has ably represented the students of Kentucky as a member of the Council on Postsecondary Education from July 2020 through July 2022; and

WHEREAS, Colby invested his time and talents by serving on the Finance Committee, the Academic and Strategic Initiatives Committee, and the Committee on Equal Opportunities; and

WHEREAS, Colby has exhibited both leadership and service during the attainment of his undergraduate degree, serving as SGA President for Morehead State University as well as chair of the Board of Student Body Presidents, and throughout law school serving as Vice President of Communication for the Student Bar Association, and being named Senior Symposium Editor of the University of Louisville Law Review Board of Editors; and

WHEREAS, Colby served as a passionate advocate of ensuring college is attainable for all Kentuckians through equitable access and removing financial and non-academic barriers; and

WHEREAS, Colby demonstrated this passion by leading the efforts in which Morehead State University became the first "seizure smart" college in the country; and

WHEREAS, we appreciate Colby's dedication to the improvement of all people through the power of education; and

WHEREAS, we wish Colby continued success and good fortune as he finishes law school and in all his future endeavors;

NOW, THEREFORE, BE IT RESOLVED, that the members of the Council on Postsecondary Education do hereby adopt this resolution, September 19, 2022, expressing their gratitude to Colby Birkes for his service to the Council on Postsecondary Education and for his commitment to the people of Kentucky.

---

Lucas Mentzer, Chair

---

Aaron Thompson, Ph.D., President

**DRAFT MINUTES**  
Council on Postsecondary Education

---

Type: Work Session  
Date: June 17, 2022  
Time: 10:00 a.m. ET  
Location: Council on Postsecondary Education, 100 Airport Road, Frankfort, KY  
40601

**WELCOME REMARKS**

---

The Council on Postsecondary Education met in a work session on Friday, June 17, 2022, at 10:00 a.m., ET. The meeting occurred in the Conference Room of the Council offices in Frankfort, KY. Chair Lucas Mentzer presided.

**ATTENDANCE**

---

Members attending in person: Colby Birkes, Jacob Brown, Lori Harper, Karyn Hoover, Lucas Mentzer, Richard Nelson, and Elaine Walker.

Members attending by ZOOM teleconference: Faith Kemper and Connie Smith.

Members not in attendance: Clyde B. Akins, Muhammad Babar, Kellie Ellis, Eric Farris, Madison Silvert, Kevin Weaver, and Commissioner Jason Glass.

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

**STRATEGIC DISCUSSION WITH WESTERN KENTUCKY UNIVERSITY**

---

President Tim Caboni provided the Council with an institutional update on Western Kentucky University (WKU). The update focused on the campus's current demographic, the campus vision for 2030, and the impact that COVID-19 has had on the institution. He discussed WKU's key strategies for each of the strategic priorities of the new statewide agenda to ensure the state makes meaningful progress towards statewide goals. He also reviewed the baseline data and 2023-24 targets for the key performance indicators attached to the strategic agenda.

## **STRATEGIC DISCUSSION – FOCUS ON TALENT**

---

The 2022-30 Statewide Strategic Agenda, “Higher Education Matters,” is a blueprint for accelerating change and improvement in Kentucky’s public postsecondary system. Equity is a cross-cutting focus of the agenda, and it identifies five specific strategic priorities: Affordability, Transitions, Success, Talent, Value.

The Council engaged in a conversation with CPE staff members on the Talent priority, in which the goal is to increase talent and innovation to support our communities, employers, and economy. The objectives of this priority are:

- Objective 8: Improve the career outcomes of postsecondary graduates.
- Objective 9: Increase research and service to support strong communities and economies.

Presenting staff included:

- Ms. Lee Nimocks, Sr. Vice President and Chief of Staff.
- Mr. Rick Smith, Associate Vice President of Workforce and Development.
- Mr. Travis Muncie, Executive Director of Data, Research and Advanced Analytics.

Data reviewed included the key performance indicators (KPI) of graduates working or pursuing more education, the number of graduate and professional degrees obtained, and the overall educational attainment rate.

Staff discussed state-level strategies and actions taking place in order to achieve the KPI data targets discussed. These included the Healthcare Workforce Collaborative and the development of partnerships between businesses and campuses regarding the graduate pipeline.

## **STRATEGIC DISCUSSION – FOCUS ON TRANSITIONS**

---

The Council also engaged in a brief conversation with CPE staff members on the Transitions priority, in which the goal is to ensure more students transition to college prepared to succeed. The objectives of this priority are:

- Objective 3: Increase students’ readiness to enter postsecondary education.
- Objective 4: Increase enrollment in postsecondary education.

This area of the agenda will be explored in more detail at a future work session.

## **CLOSING OF THE WORK SESSION**

---

The Council adjourned the work session at 11:55 a.m. and were scheduled to reconvene for a business meeting at 1:00 p.m.

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

DRAFT

**DRAFT MINUTES**  
Council on Postsecondary Education

---

Type: Business Meeting  
Date: June 17, 2022  
Time: 10:00 a.m. ET  
Location: Council on Postsecondary Education, 100 Airport Road, Frankfort, KY  
40601

**WELCOMING & CALL TO ORDER**

---

The Council on Postsecondary Education met Friday, June 17, 2022, at 1:00 p.m., ET. The meeting occurred in the Conference Room of the Council offices in Frankfort, KY. Chair Lucas Mentzer presided.

**ATTENDANCE**

---

Members attending in person: Colby Birkes, Jacob Brown, Lori Harper, Karyn Hoover, Lucas Mentzer, Richard Nelson, Elaine Walker, and Kevin Weaver.

Members attending by ZOOM teleconference: Muhammed Babar, Eric Farris, Faith Kemper and Connie Smith.

Members not in attendance: Clyde B. Akins, Kellie Ellis, Madison Silvert, and Commissioner Jason Glass.

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

**APPROVAL OF THE MINUTES**

---

The minutes of the April 14-15, 2022, meetings, were approved as distributed.

**OATH OF OFFICE**

---

Franklin County Judge Executive, Huston Wells, administered the oath of office for new Council members, Jacob Brown of Louisville, Faith Kemper of Ft. Wright, and Connie Smith of Bowling Green.



## **PROPOSED COUNCIL RESOLUTIONS**

---

The Council approved resolutions for Council members Carol Wright and Vidya Ravichandran for their support and service to the Council on Postsecondary Education and the Commonwealth of Kentucky. They both served on the board from July 5, 2016 through May 17, 2022.

## **REPORT FROM CPE PRESIDENT AARON THOMPSON**

---

President Aaron Thompson thanked the board for their tireless advocacy and support of our higher education agenda and provided several updates on the Council's current work. He discussed the new Healthcare Workforce Collaborative Advisory Group, the GEAR UP Kentucky Summer Academies, the 2022 Academic Leadership Academy and announced the 2022 cohort of the Academic Leadership Development Institute (ALDI). As part of the report, Travis Powell, CPE's Vice President and General Counsel, provided an update on the funding and activities at Kentucky State University.

## **ACADEMIC AND STRATEGIC INITIATIVES COMMITTEE – REPORT & ACTION ITEMS**

---

Lori Harper, chair of the Academic and Strategic Initiatives (ASI) Committee, presented its report and recommendations for approval by the Council.

At its June 7 meeting, the ASI Committee received a report on the six AAS programs approved at KCTCS institutions since January 2022 and received an insider look at the Postsecondary Transition Readiness Online Course, which was developed to equip GEAR UP Ky (GUK) high school students with the essential skills necessary to successfully transition to and through postsecondary education.

The Committee also reviewed and approved three new academic program proposals:

- Bachelor of Science in Leadership for Community Education and Human Learning (CIP 13.0401) from the University of Kentucky. It is a 120-credit hour program designed to prepare students to become effective leaders in implementing educational programs within community contexts. The proposed program is unique in that it is a collaborative degree between the College of Education and the College of Agriculture, Food and Environment (CAFE).

- Master of Arts in Applied Philosophy (CIP 38.0104) from the University of Louisville. It is a 33-credit hour program that students complete with three semesters of full-time course work and a fourth semester of capstone independent study. This program will replace the Health Care Ethics track of the M.A. in Interdisciplinary Studies, and the curriculum will offer graduates training in ethical leadership, a skill that is applicable to a variety of professional contexts within and beyond the health care industry.
- Master of Arts in Educational Leadership (CIP 13.0401) from Northern Kentucky University. It is a 30-credit hour program leading to principal certification in Kentucky, which will train and develop teachers for administrative positions as elementary, middle and secondary school principals as well as P-12 Supervisors of Instruction.

MOTION: The Academic and Strategic Initiatives Committee recommendation of approval of the three new academic programs served as the motion. A second was not needed.

VOTE: The motion passed.

## **FINANCE COMMITTEE – REPORT & ACTION ITEMS**

---

Chair Mentzer presented the report and recommendations made by the Finance Committee at its June 14 meeting. Presented for Council approval were the following actions:

- Academic Year 2022-23 Campus Tuition and Mandatory Fee Proposals for the four-year institutions (NKU, graduate level only). All proposals submitted complied with the ceilings approved by the Council in April 2021 and the nonresident and online rates met the Council's guidelines.
- 2022-24 Asset Preservation Pool guidelines. The Postsecondary Education Asset Preservation Pool was developed to provide funding for individual asset preservation, renovation, and maintenance projects at Kentucky public postsecondary institutions. During the 2022 session, the General Assembly authorized \$683.5 million in General Fund supported bond funds, and the guidelines reviewed by the Finance Committee were to provide guidance to the campuses on a number of areas including the matching requirements, uses of funds, eligibility criteria and the reimbursement process.

- Delegation of authority to CPE staff to review and approve capital projects funded by the Asset Preservation Pool, in order to expedite the reimbursement request process.
- 2022-24 Endowment Match Program Guidelines. The Endowment Match Program was authorized by the 2022 Legislative Session and placed \$40 million in state bond funds for Bucks for Brains. Of that amount, \$30 million was appropriated to the Research Challenge Trust Fund (RCTF) and \$10 million was appropriated to the Comprehensive University Excellence Trust Fund (CUETF). Areas covered in the guidelines include the use of funds requirements, allocation of funds, how to request funds, how to report and matching requirements.
- 2022-24 Workforce Development Trust Fund Guidelines. The Workforce Development Trust Fund was authorized by the 2022 Legislative Session and designated \$2.25 million of non-recurring funds for the 2022-23 fiscal year to help KCTCS increase credential production capacity for identified supply gaps and support program offerings in targeted industry sectors. The targeted industry sectors for this initiative are healthcare, advanced manufacturing, transportation and logistics, business services and information technology, and construction and trades. Areas covered in the guidelines include the use of funds requirements, allocation of funds, how to request funds, and how to report.
- Interim Capital Project at Southeast Kentucky Community and Technical College – Mechanical Equipment and Upgrades. It has a \$2,000,000 total scope with \$1,739,200 being paid for with asset preservation pool funds and \$260,800 paid for with campus funds. The project would upgrade and replace boilers, chillers, pumps, and air handlers and provide for heating, ventilation, and air conditioning control upgrades.
- Interim Capital Project at Madisonville Community College – New Roof for Glema Mahr Arts Center. It has a \$1,500,000 total scope with \$1,304,400 being paid for with asset preservation pool funds and \$195,600 paid for with campus funds.
- Kentucky State University Funding Disbursement Request of \$5.5 million from its \$23 million 2021-22 special appropriation to address the current year budget shortfall. Per the written request, the funds will allow them to meet the payroll and end of year expenses as well as expenses related to the capital projects and provide a cash reserve.

MOTION: The Finance Committee recommendation of approval of all actions served as the motion. A second was not needed.

VOTE: The motion passed.

## **EXECUTIVE COMMITTEE – REPORT & ACTION ITEMS**

---

Chair Mentzer presented the report and recommendations made by the Executive Committee at its June 17 meeting. The committee received a status update on Kentucky State University and discussed holding a Council retreat in tandem with the November 17-18 Council meetings. Items presented and recommended by the Committee for Council approval were:

- Recommendation to keep the regulation 13 KAR 2:045 in its current form. This regulation specifies the residency status for admission and tuition assessment purposes and staff did not receive any feedback that would indicate it needs to be amended. This formal recommendation is a requirement of the Council because it has not been officially reviewed in seven years and without action, it would expire.
- 2022-23 CPE Agency Budget, which was largely a continuation budget for CPE with few exceptions. The General Fund provided for an 8% cost of living adjustment for staff, and all other General Fund appropriations relate to pass through funding for the institutions. Pass through funding included:
  - Debt service of \$1,612,000 to support \$40 million in Bond Funds for Bucks for Brains for the research institutions (\$30 million) and the comprehensive institutions (\$10 million).
  - \$2,225,000 is included for the Workforce Development Trust Fund, which goes to KCTCS institutions.
  - \$2,000,000 for Spinal Cord and Head Injury Research.
  - \$1,000,000 for Ovarian Cancer Research and Screening.
  - \$3,628,000 in Technology Trust Fund.
  - \$50,000 for Doctoral Scholars.
  - \$214,800 for SREB Dues.

MOTION: The Executive Committee's recommendation of approval of both actions served as the motion. A second was not needed.

VOTE: The motion passed.

## **COMMITTEE ON EQUAL OPPORTUNITIES - REPORT**

---

Committee Chair Elaine Walker presented the Committee on Equal Opportunities Report and provided opening remarks regarding the 2022 evaluation of campus Diversity, Equity and Inclusion plans.

Dr. Dawn Offutt, CPE's executive director for Diversity, Equity and Inclusion, presented the results of the 2020-21 reporting year. Four institutions did not meet the minimum requirements - Murray State University, Henderson Community College, Hopkinsville Community College, and Southeast Community and Technical College. Institutions that did not meet the minimum standard must develop a performance improvement plan identifying specific strategies and resources dedicated to addressing deficiencies. The Committee will review those plans at their June 27 or Oct 24 meetings and if the improvement plan is approved, the institution may request a waiver to offer a new academic program if the institution can provide assurance that new programs will not divert resources from improvement efforts. Dr. Offutt will provide an update on those statuses at a future Council meeting.

Chair Mentzer appointed Ms. Maira Gomez who will replace Alphonso de Torres Nunez and serve a term through June 30, 2024.

## **CAMPUS "GOOD NEWS" REPORTS**

---

Reports from the institutions were provided in the agenda materials. Chair Mentzer highlighted a few stories including:

- The launch of the new healthcare program at BCTC that's in partnership with UK and Garrard County High School.
- The establishment of the new Center of Career Development and Experiential Education at Morehead State University.
- UK's Start Program created to create a unique pipeline for STEM majors for traditionally underrepresented populations.
- WKU's announcement regarding their Forensics team winning the national championship in April.

## **ADJOURNMENT**

---

The Council adjourned at 2:20 p.m. ET.

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

**TITLE:** Report from CPE President Aaron Thompson

**DESCRIPTION:** President Thompson will highlight specific initiatives during his report to the Council. This written report serves as his official report for September 19, 2022.

**PRESENTER:** Aaron Thompson, CPE President

---

**Community Conversations** – In August, I kicked off a statewide Community Conversations tour with stops in Louisville, Elizabethtown and Brandenburg.

- At the Rotary Club of Louisville, I delivered the message that higher education matters and having a strong higher education system and a high rate of educational attainment is critical to Kentucky's prosperity. I asked them to support our efforts and carry that message into their communities.
- I spoke with business leaders, school administrators and local officials at a roundtable hosted by Elizabethtown Community and Technical College. We talked about how we can collaborate to provide more work-based educational opportunities like internships and apprenticeships.
- At Meade County College and Career Center I saw experiential learning in action with a tour of their manufacturing and health labs built with the guidance of industry leaders. Meade County students told me how important advising is to navigating the dual credit system, learning about opportunities to help pay for college and deciding what path to take to further their education.

**Innovative Scholarship Program** – CPE and KHEAA designed and implemented an innovative scholarship program to support displaced undergraduate students. The scholarships are funded by a \$10 million appropriation by the General Assembly. The Innovative Scholarship Pilot Program makes financial assistance available to traditional or nontraditional-aged, documented foreign national students who have received U.S. asylum, submitted a U.S. asylum application, or are a resettled refugee, or in the U.S. under Temporary Protected Status, humanitarian parole or through a special immigrant visa. CPE will be partnering with the National Association of System Heads (NASH) to share and scale proven practices to support displaced students. This community of practice will offer professional development and resources for faculty and staff around topics such as recruitment, admissions, support services and funding opportunities.

**Capital Planning Advisory Board** – On September 14, I testified before the Capital Planning Committee to provide an update about how the state’s significant investment in campus asset preservation, renovation and maintenance (\$700M) is ensuring safe, innovative and healthy learning environments.

**CPE Staff Updates** – I’d like to end my President’s Report by taking time to acknowledge some of the state and national recognitions that CPE staff members have recently achieved. I couldn’t be prouder of the way these individuals and all my staff represent the Council to our many partners and constituents.

- **Kim Welch**, Executive Director of Gear Up KY, was appointed to the National Council for Community and Education Partnerships (NCCEP) GEAR UP Advisory Commission for a three-year term beginning July 17.
- **Travis Muncie**, Executive Director of CPE’s Data Analytics Team, represented Kentucky in a Community of Practice of 13 states on “Aligning K-12 and Postsecondary Education.” The effort was coordinated by SHEEO with funding from the Bill and Melinda Gates Foundation.
- **Rick W. Smith**, Associate V.P. of Workforce and Economic Development, is among the 51 members of this year’s Leadership Kentucky class. He also represented me on a panel of experts at the American Council on Education’s “Mental Health in Higher Education Roundtable” in August in D.C. This event was sponsored by Lumina Foundation.
- **Enid Wohlstein**, KYVL Senior Fellow, was recognized at the Prichard Committee’s recent Groundswell Summit. Enid’s work with her local parent leadership institute was designated as a bright spot in Fayette County.
- Several of our staff members have stepped up to host or guest on new CPE podcasts, including Rick, Kim Welch, Destiny O’Rourke, Leslie Sizemore and others.



# Kentucky State University Update

Board Meeting of the Kentucky Council on Postsecondary Education  
September 19, 2022

Ronald A. Johnson, PhD

Interim President

Kentucky State University



# Today's Topics

- Reporting: FY 2023 Enrollment
- Level Setting: The Importance of KSU's Strategic Alignment
- Documenting: Chronic Operating Model Issues
- Outlining: The Road Ahead...
- Questions



# Reporting: FY 2023 Enrollment

## FY 2023 Credential Seeking Student Headcount Enrollment Budget versus Census

Undergraduate Students	FY 2023 Budgeted Enrollment Headcount	FY 2023 Enrollment Headcount Census – 9/14/2022	Difference
Full-Time	1,139	1293	154
Part-Time	192	58	134
Total	1,331	1351	20

Graduate Students	FY 2023 Budgeted Enrollment Headcount	FY 2023 Enrollment Headcount Census – 9/14/2022	Difference
Full-Time	44	57	13
Part-Time	77	60	17
Total	121	117	4

# Level Setting: The Importance of KSU's Strategic Alignment

KSU's Impact

High

Strategy:  
(Contain costs through partnerships, outsourcing, cross subsidization, and/or fundraising)

Strategy:  
(Invest to support competitive edge and to grow)

Low

Strategy:  
(Implement reallocation strategies)

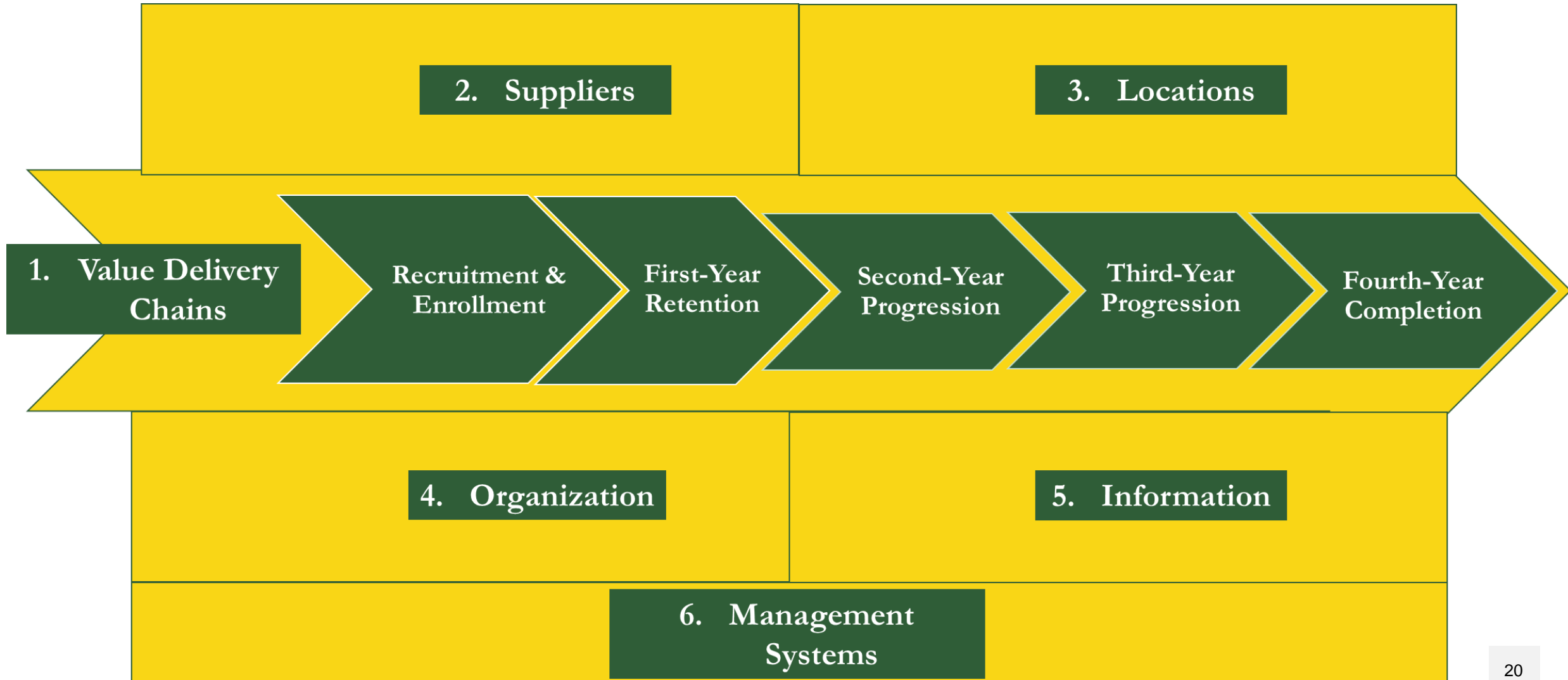
Strategy:  
(Invest to raise importance or use as a source of funding for cross subsidization)

Low

High

Financial Viability

# Documenting: Chronic Operating Model Issues



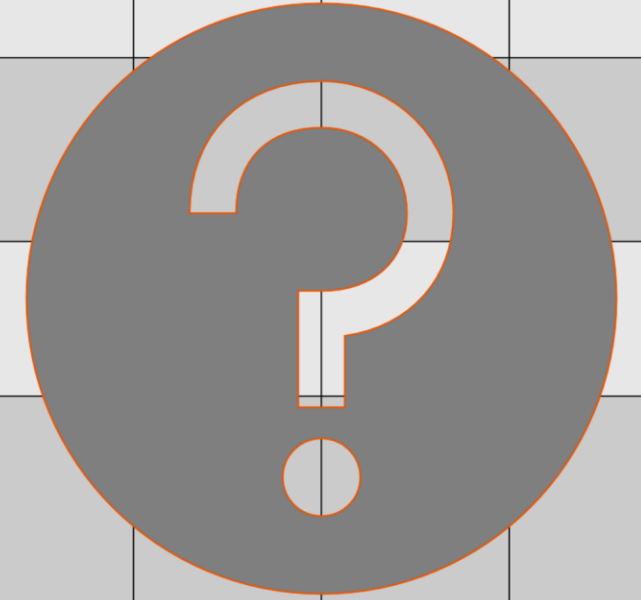
# Chronic Issues Are Strategic Roadblocks to Success

Chronic Issues have disrupted or unraveled the alignment within and between the core areas of KSU's program-level operating models and has resulted in:

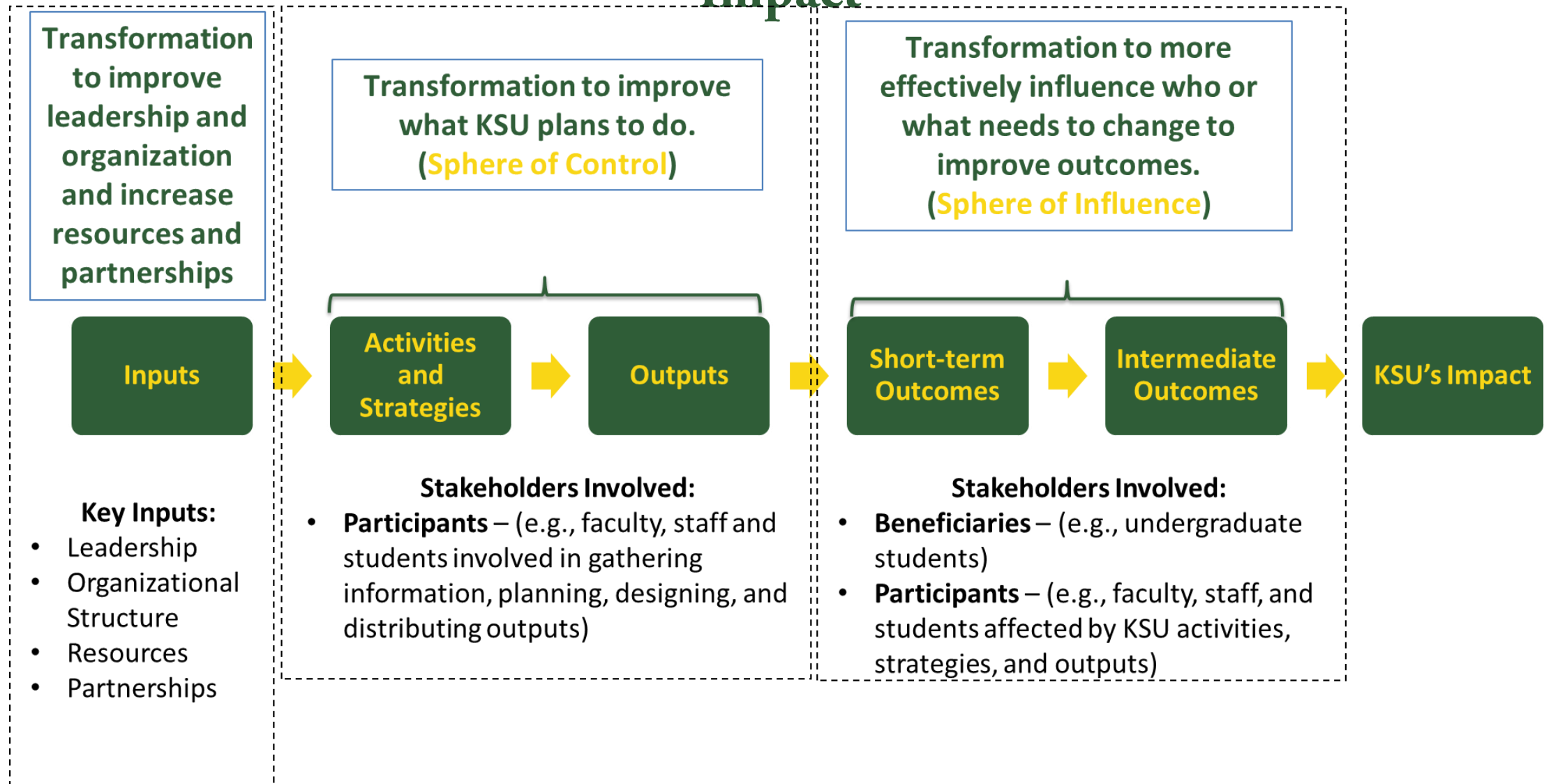
- **Outcomes Desirability Gaps**
- **Outcomes Feasibility Gaps**
- **Strategic Alignment Gaps**

These gaps represent lost value that could have been received by KSU to support its programming or passed on to recipients as an added benefit. By identifying these gaps, we can determine whether it is worthwhile continuing the affected program, supporting it at current levels, or growing it.

Long-term Challenge	Program-level Business Model	Effects			
		Outcome-Desirability Gap	Outcome-Feasibility Gap	Strategic Alignment	
				Desirability	Financial Viability
Academic Programs with Enrollment Issues	• Programs that have not gained traction				
	• Programs that have lost traction				
Teaching Effectiveness and Engagement Issues	<ul style="list-style-type: none"> <li>• Pedagogical engagement issues</li> <li>• Course design engagement</li> </ul>				
Staffing Issues	• Weaknesses and gaps across key faculty positions				
Institutional Stallers and Stoppers	<ul style="list-style-type: none"> <li>• Difficult course refresh and curriculum redesign process</li> <li>• Lack of KSU investment in market-driven programs</li> </ul>				
Raising Awareness and Generating External Funding	• Designing, building, and implementing an approach to raising awareness and generating external funding				



# Chronic Organizational Issues Involve Orchestration, Alignment, & Impact



# Outlining: The Road Ahead...

## Phase 1 Goal: Stabilization

- Meet HB 250: Section 1 requirements
- Improve credibility in what we do
- Build stakeholder confidence in our ability to create and deliver promised outcomes



## Phase 2 Goal: Performance

- Meet HB 250: Section 2 requirements
- Improve the alignment of the work that faculty, staff, and students do to enhance KSU's impact and financial viability



## Phase 3 Goal: Sustainability

- Meet HB 250: Sections 3, 5, and 7 requirements
- Improve the ability to attract resources, enhance existing programs, and support innovation
- Strengthen competitive positioning



# Questions





**TITLE:** Report from the Academic and Strategic Initiatives (ASI) Committee

**DESCRIPTION:** The following is a summary of the Committee's September 13, 2022, meeting.

**PRESENTER:** Lori Harper, Chair of ASI Committee

---

The Academic and Strategic Initiatives Committee met on September 13, 2022. Below is a summary of their work, and copies of the committee's agenda materials have also been included.

### **Action Item**

- Reviewed and approved two new academic programs at Eastern Kentucky University. These will be presented for final approval at the Council meeting.

### **Information Items**

- Received a report on the two new AAS programs approved at KCTCS institutions between June and August 2022. In accordance with the program approval process, these programs receive an expedited review process and do not require Council review and approval.
- Received a first look at Kentucky's Adult Learner Agenda, which will formally release at the 2022 Trusteeship Conference. The agenda was the result of a year-long effort completed by a state team of education, state, and policy partners. A hard copy of the Adult Learner Agenda will be provided at the meeting.
- Received an update on the work of the Healthcare Workforce Collaborative, which is a \$10 million initiative funded by the legislature to bring together state leaders, policy experts, campus leadership and the health care industry to solve Kentucky's health care crisis.

- Reviewed the Council's 2022-24 action plan to support the strategies in the statewide strategic agenda. This work will be reviewed further and in more detail by the full Council at their November retreat.

The ASI Committee's next meeting is scheduled for November 10, 2022, at 10:00 a.m. ET.

---

*The supporting materials for Committee meetings and YouTube replay link can be found on the Council Meetings Records Archive webpage at: <http://cpe.ky.gov/aboutus/records/index.html>.*

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

**RECOMMENDATION:** The Academic & Strategic Initiatives (ASI) Committee recommends the Committee approve the proposed New Academic Programs from Eastern Kentucky University.

**PRESENTER:** Lori Harper, Chair of the ASI Committee

---

### **COMMITTEE REVIEW & APPROVAL**

The ASI Committee reviewed and approved the proposed New Academic Programs from Eastern Kentucky University at its September 13, 2022, meeting.

### **SUPPORTING INFORMATION**

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

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

### **PROGRAMS PROPOSED FOR APPROVAL**

#### Eastern Kentucky University

- B.S., Management Information Systems (CIP 11.0103)
- B.S., Manufacturing Engineering (CIP 14.3601)

## PROPOSED PROGRAM SUMMARY

**Institution:** Eastern Kentucky University  
**Program Name:** Management Information Systems  
**Degree Destination:** Bachelor of Science  
**Degree Level:** Baccalaureate

**CIP Code:** 11.0103

**Credit Hours:** 120

**Institutional Board Approval Date:** 6/14/2022

**Implementation Date:** 8/01/2023

### **Program Description**

The proposed Bachelor of Science in Management Information Systems at Eastern Kentucky University will replace the current Bachelor of Business Administration degree in Computer Information Systems. The program will prepare students for careers as information technology managers, project managers, business analysts, systems analysts, data analysts and database engineers.

### **Connection to Other Programs**

The proposed program is unique in that similar programs in Kentucky are business degrees with information system tracks. By focusing more on technology, ECU plans to pursue accreditation with the Accreditation Board for Engineering and Technology.

### **Program Demand**

The new program will replace the Bachelor of Business Administration degree in Computer Information Systems. By combining different technology majors into the newly created College of Science, Technology, Engineering and Mathematics, the new degree will allow more collaboration with computer science and technology courses. Students will choose among different computer-based careers within the same department.

Initial estimates of enrollment are:

Year 1 – 50

Year 2 – 60

Year 3 – 75

Year 4 – 90

Year 5 – 100

### **Employment Demand**

According to the Bureau of Labor and Statistics (BLS), the national need for computer and information systems managers is projected to grow 11 percent or 52,700 jobs from 2020 to 2030. The BLS estimates 531,200 new jobs will be added to this sector over the 10-year period. This need stems from business and industry continuing to expand operations to digital platforms and the need to strengthen cybersecurity as cyber threats increase.

According to the Kentucky Center for Statistics, the overall category of Computer and Mathematical Occupations is projected to have 13.5% increase in jobs in Kentucky in the next 10 years. Jobs in Computer Network Support Specialists, Computer User Support Specialists, Database Administrators, Database Architects, and Software Developers are all expected to see double-digit growth in the next decade. Furthermore, the mean annual salaries for these job categories are considerably higher than the mean annual salary for all occupations, and for most of these categories, the mean annual salary is at least 50% higher than the overall average salary in Kentucky. The median salary for positions in the computer/management information systems area is \$91,250 as of 2020.

### **Budget**

As previously notes, the current degree, BBA in Computer Information Systems at least the same level of enrollment in the new BS in Management Information Systems. There may be even more interest in the new program with a new alignment with Computer Science and Information Technology and possible ABET accreditation. The cost of the program is relatively low with only two specialized faculty in the program. These faculty are already employed by ECU, so no new faculty will be required.

**Projected Revenue over Next Five Years (\$): \$3,544,500.00**

**Projected Expenses over Next Five Years (\$): \$1,619,895.00**

## PROPOSED PROGRAM SUMMARY

**Institution:** Eastern Kentucky University  
**Program Name:** Manufacturing Engineering  
**Degree Destination:** Bachelor of Science  
**Degree Level:** Baccalaureate

**CIP Code:** 14.3601

**Credit Hours:** 120

**Institutional Board Approval Date:** 6/14/2022

**Implementation Date:** 8/01/2023

### Program Description

The Manufacturing Engineering program will be EKU's first engineering program, complimenting existing programs in science, technology, and mathematics. The proposed program is designed to prepare graduates to become practicing manufacturing engineers with the skills to design, analyze, and modify the processes and systems used to make products in the most time-efficient, cost-effective way possible while maintaining safety and product quality in ways that are environmentally friendly.

Building on a strong math and science base, students will gain expertise and practical knowledge in the major areas of manufacturing materials and processes, design for manufacturability, lean manufacturing, quality and process control, automation, and robotics. Students will be required to pass the Fundamentals of Engineering exam to graduate. This is a national exam that is the first step in the process of licensure as a Professional Engineer.

### Connection to Other Programs

There are currently no Manufacturing Engineering undergraduate programs offered at any university in Kentucky that are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

### Program Demand

EKU's analysis found that states adjacent to Kentucky graduate more engineers per capita compared to Kentucky, with four of the seven adjacent states graduating twice the number of engineers per capita as Kentucky. The student demand for this proposed program was estimated from enrollment trends found in other new engineering programs at approximately 20 regional universities. The enrollment estimates below include a mix of first year students and transfer students

Initial estimates of enrollment are:

Year 1 – 20

Year 2 – 25

Year 3 – 35

Year 4 – 55

Year 5 – 75

### **Employment Demand**

The Engineering Sector Analysis in Kentucky report, conducted by Emsi for CPE, found that the “state’s largest bachelor’s degree level gap is in the Manufacturing Engineering Technology/Technician program, driven by the high labor market demand for the industrial engineer occupation.” Emsi projected job growth of 22.6 percent from 2019-2029 for Kentucky industries that employ the largest share of engineers.

### **Budget**

Given that EKU has several qualified engineering faculty as well as science and engineering labs and equipment, the launch of the Manufacturing Engineering program can be accomplished in a very cost-efficient manner. A program director position will be created to provide overall leadership and lead accreditation efforts.

**Projected Revenue over Next Five Years (\$): \$2,074,920.00**

**Projected Expenses over Next Five Years (\$): \$3,488,912.70**

**TITLE:** New Academic Programs Approved at KCTCS

**DESCRIPTION:** Staff have approved two AAS program proposals from KCTCS institutions since June 2022 in accordance with the program approval process.

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

---

### **SUPPORTING INFORMATION**

KRS 164.020 (15) empowers the Council to define and approve the offering of all technical, certificate, diploma, associate, baccalaureate, graduate, and professional degree at public postsecondary institutions. It also mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature.

### **APPROVED PROGRAMS AT KCTCS**

Council staff have reviewed and approved the following two. No further action is needed.

#### Ashland Community and Technical College

- AAS, Medical Assisting (CIP 51.0801)
  - Students will be trained to work in administrative offices, examining rooms and physicians' laboratories.
  - The primary clinical site for students will be King's Daughters Medical Center, located in Ashland, KY
- AAS, Radiography (CIP 51.0911)
  - This program prepares students to become a radiographers.
  - The primary clinical site for students will be King's Daughters Medical Center, located in Ashland, KY

### **PROGRAM APPROVAL PROCESS FOR KCTCS INSTITUTIONS**

Associate Degree Programs of a Vocational-Technical-Occupational Nature (i.e. AAS) undergo the following process for approval:

- KCTCS will post a proposal to program approval system. Institutions and Council staff will have 30 days to respond to the proposal.
- If no issues are identified with the proposal, the program will be approved by Council staff and reported as an information item at a future Council meeting.



- If issues are identified with the proposal, the institution will address those through the program approval system, and the review period will be extended. Once the issues are resolved, the program will be approved by Council staff and reported as an information item at the next Council meeting.

**TITLE:** Kentucky's Adult Learner Agenda

**DESCRIPTION:** Staff will provide a preview of the Adult Learner Agenda for Kentucky.

**PRESENTERS:** Lee Nimocks, Sr. Vice President and Chief of Staff  
Amanda Johannsen, Associate Director, Postsecondary Completion &  
Adult Learning Initiatives

---

### **SUPPORTING INFORMATION**

In the fall of 2021, Kentucky was chosen by the State Higher Education Executive Officers (SHEEO) and Education Strategies Group (ESG) as one of four states to participate in an Educational Attainment Academy to help states focus, plan, and develop implementation strategies/recommendations around key areas of need.

Kentucky's focus for the Academy was the development of a comprehensive state strategy to improve educational outcomes for adult learners, with a strong focus on equity and addressing the needs of low-income Kentuckians and people of color. While the team focused on the "comebacker" – students who dropped out before completing a postsecondary credential, the KY team also considered Kentucky adults who have fallen through the cracks, and never enrolled in a postsecondary education or training program.

As a result of this work, the Council will soon release the Adult Learner Agenda. Staff will provide highlights from this report at the meeting.

# Moving Up:

**An Action Plan to  
Improve Economic Opportunity  
for Kentucky Adults  
Through Lifelong Learning**



Prepared by the Kentucky Council  
on Postsecondary Education

**September 2022**

## **CPE Thanks the Following Individuals for their Contributions & Commitment to Adult Learners:**

### **Project Leads:**

**Lee Nimocks, Senior Vice President & Chief of Staff**  
**Amanda Johannsen, Associate Director, Postsecondary Completion & Adult Learner Initiatives**

### **The Attainment Academy**

**Melissa Bell, CPE**  
**Matt Bergman, University of Louisville**  
**Tania Crawford, KCTCS**  
**Jessica Cunningham, KYSTATS**  
**Amy Danzo, Northern Kentucky University**  
**Mason Dyer, AIKCU**  
**Natalie Gibson, KCTCS**  
**John Gregory, Kentucky Adult Education**  
**Stefanie Ebbens Kingsley, KY Workforce Innovation Board**  
**Erin Klarer, KHEAA**  
**Lilly Massa-McKinley, CPE**  
**LaKisha Miller, Kentucky Chamber of Commerce**  
**Brian Selmeski, KCTCS**  
**Rick W. Smith, CPE**  
**Ebony Spencer-Muldrow, University of Louisville**  
**Bridgett Strickler, The Graduate! Network**  
**Jen Timmermann, Morehead State University**  
**Kris Williams, KCTCS**

### **Consultants:**

**Brenda Dan-Messier, Education Strategy Group**  
**Patrick J. Kelly, CPE**

**CPE also thanks Annie Phillips, Matt Gandal and Kanler Cumbass with Education Strategy Group for their ongoing support.**

**Publication support provided by  
Melissa Young, CPE**



## Table of Contents

<b>Executive Summary</b> .....	5
<b>Introduction</b> .....	6
The Current Landscape of Adult Postsecondary Participation in KY.....	6
Probable Causes of Adult Enrollment Declines .....	6
Responding to the Crisis.....	8
Building on Past Efforts in Kentucky .....	9
<b>Recommendations</b> .....	10
Priority 1: Increasing the Accessibility of Higher Education for Adults.....	10
Priority 2: Increasing Institutional Innovation to Better Serve Adults.....	14
Priority 3: Reinforcing Partnerships to Make Transitions Easier .....	18
<b>Needs Analysis</b> .....	22
Determining a Priority Population for Future Action.....	22
Breaking Down the Adult Market by Age & Poverty Level.....	23
Understanding the Adult Priority Population.....	24
<b>Conclusion</b> .....	28



## Executive Summary

The need to engage substantially more adults in postsecondary education and training is essential to creating greater economic opportunity and social mobility for more Kentuckians. Total undergraduate adult enrollment has decreased 50% since the 2012-13 academic year. Declining birth rates during the Great Recession and a drop in immediate college-going rates among traditional-age students mean there are fewer people in the postsecondary pipeline.

Kentucky ranks 35th in the nation in the educational attainment level of its workforce. Furthermore, at 56.3%, Kentucky has one of the lowest workforce participation rates in the nation. This depresses economic development, limits knowledge-economy job creation, curbs social and economic mobility and reduces enthusiasm for credential attainment beyond high school.

To increase prosperity and well-being for our state and its people, the Council on Postsecondary Education (CPE) and Kentucky's postsecondary community are resolved to increase postsecondary opportunities for undereducated adults in both the short and long term. "Higher Education Matters: A Statewide Strategic Agenda for Kentucky Postsecondary Education" calls on the state to "work with education providers to limit barriers to enrollment and completion for adult learners and other students balancing the competing demands of work, life, family and school" (Objective 5, Strategy d).

In fall 2021, CPE assembled a team of state and national experts to recommend action steps to advance this important work. The action steps fall under three main headings (Accessibility, Institutional Change, and Partnerships) and are categorized as occurring now (in progress or within six months), next (to be undertaken over the next 12-18 months), and later (action steps needing further collaboration and refinement, occurring in the next two to three years).

The report concludes with data analyses to determine a priority population for future action. This priority population:

- is between the ages of 25-39, when adults typically are most interested in career advancement or retraining.
- is not currently enrolled in postsecondary education.
- has completed high school or some college but no credential. (Adults with no high school diploma have a longer onramp to postsecondary education, and adults pursuing a second credential do not move the needle on statewide educational attainment.)
- is living below 200% of the national poverty level, making less than a living wage.



**CPE & Kentucky's postsecondary community are resolved to increase postsecondary opportunities for undereducated adults in both the short and long term.**



...the need to engage substantially more adults in postsecondary education & training is essential to creating greater economic opportunity and social mobility for more Kentuckians.

## Introduction

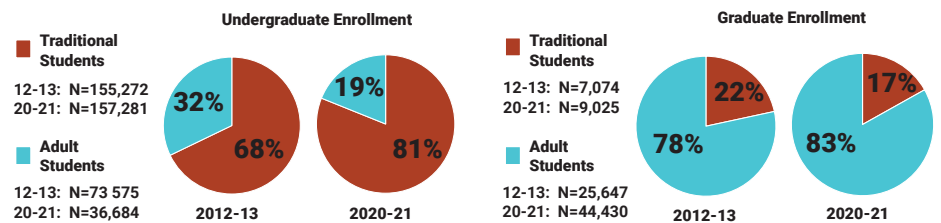
### The Current Landscape of Adult Postsecondary Participation in Kentucky

In 2015, Kentucky established an ambitious educational attainment goal: for 60% of working-age residents (ages 25-64) to earn a postsecondary certificate or degree by the year 2030. The Commonwealth has made great strides in the past decade, increasing educational attainment by nearly 19 percentage points. Only Arizona and Louisiana have made more progress than the Commonwealth during this time frame.

Nevertheless, as we close in on 2030, the need to engage substantially more adults in postsecondary education and training is essential to creating greater economic opportunity and social mobility for more Kentuckians. While campus enrollments are just now beginning to stabilize after the global pandemic, the state's nearly decade-long slide in adult postsecondary participation has been steady. Total undergraduate adult enrollment has decreased 50% since the 2012-13 academic year.

This situation is compounded by a drop in the immediate college-going rate of high school graduates (which fell from 59% in 2015-16 to 54% in 2019-20). Coupled with declining birth rates during the Great Recession, these circumstances mean there are fewer traditional-age students in the postsecondary pipeline. We must penetrate the untapped adult market if we hope to reach our educational attainment goal and improve the lives of our citizens.

#### Total Enrollment in Kentucky Postsecondary Education, 2012-13 to 2020-21



#### Undergraduate Adult Enrollment by Sector, 2012-13 to 2020-21

	AY 12-13	AY 13-14	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	AY 19-20	AY 20-21
KCTCS	45,812	41,495	37,203	31,643	29,994	28,143	27,367	26,822	22,252
4-Year Public	19,983	19,189	18,293	16,871	15,796	14,351	13,104	11,995	11,522
Private (AIKCU)	6,686	6,330	4,634	4,381	4,113	4,370	4,369	4,497	4,277
<b>TOTAL</b>	<b>72,481</b>	<b>67,014</b>	<b>60,130</b>	<b>52,895</b>	<b>49,903</b>	<b>46,864</b>	<b>44,840</b>	<b>43,314</b>	<b>38,051</b>
<b>ANNUAL CHANGE</b>		-10.3%	-12.0%	-5.7%	-6.1%	-4.3%	-3.4%	-12.1%	-5.1%

## Probable Causes of Adult Enrollment Declines

While we can conjecture about the probable causes of adult enrollment declines, they are ultimately difficult to quantify. In the decade following the Great Recession (circa 2010-20), Kentucky's unemployment rate steadily fell from 11% to 4%. Since changes in enrollment are often counter cyclical to economic upswings or downturns, adult postsecondary participation predictably decreased in the recovering labor market. In general, when the economy is good, adult enrollment tapers off; when jobs are scarce, adults seek career advancement or retraining in greater numbers.

Unfortunately, this trend did not hold when the state's unemployment rate spiked at 16.5% amid COVID-related closures. Beginning in 2020, adults found themselves overwhelmed by stay-at-home mandates, financial insecurity, furloughs and closures, increased childcare responsibilities, remote work and school, anxiety over elderly and immunocompromised individuals, and other unprecedented, volatile events that greatly reduced their bandwidth for postsecondary study.

Of course, COVID is only a recent factor in Kentucky's sustained adult enrollment decline. For several generations, a large portion of undereducated adults (those with a high school diploma or less) have lived below the poverty line; faced food or housing insecurity; endured disabilities, poor health or substance abuse disorders; served prison sentences or dealt with the ramifications of criminal convictions. All of these are barriers to postsecondary enrollment and completion, and unfortunately, many are intensifying at precisely the wrong moment.

According to the Kentucky Chamber of Commerce's 2021 report, "Twenty Years in the Making: Kentucky's Workforce Crisis," two-thirds to three-quarters of jobs currently unfilled in Kentucky require some level of postsecondary education or training. At 56.3%, Kentucky has one of the lowest workforce participation rates in the nation. This depresses economic development, limits knowledge-economy job creation, curbs social and economic mobility and reduces enthusiasm for credential attainment beyond high school. The Chamber's report provides a timely reminder of the urgency of this work and the need for innovative, effective solutions.

**“**  
**Two-thirds to three-quarters of jobs currently unfilled in Kentucky require some level of postsecondary education or training.**



## The Kentucky Chamber of Commerce Weighs in on the Current Workforce Crisis

Kentucky's adult learner work over the last year has focused on the development of actions and strategies to streamline pathways to and through postsecondary education and training to improve opportunity for Kentucky adults, particularly those who are unemployed or struggling in low-pay, dead-end jobs.

The Kentucky Chamber of Commerce, in partnership with KCTCS, released an influential report in 2021 zeroing in on the causes and effects of Kentucky's workforce crisis. The report highlights Kentucky's extremely low workforce participation rate (the third lowest in the nation), a key indicator of economic health and a driver of growth and business development. The recent retirement boom, a significant level of substance use disorders, some of the highest incarceration rates in the country, and a growing childcare crisis also contribute to this crisis. But perhaps the biggest issue affecting our workforce participation rate is the skills and education gap in our working-age population. There are too many adults in Kentucky with too little education and training, which is needed to respond to the demands of an increasingly knowledge-based economy.

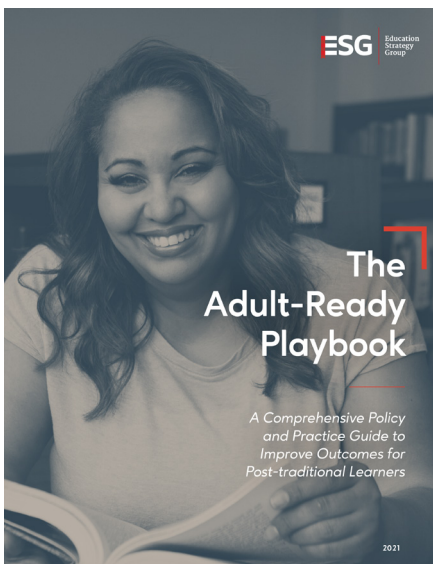


## Responding to the Crisis

To increase prosperity and well-being for our state and its people, the Council on Postsecondary Education is resolved to increase postsecondary opportunities for undereducated adults in both the short and long term. “Higher Education Matters: A Statewide Strategic Agenda for Kentucky Postsecondary Education” calls on the state to “work with education providers to limit barriers to enrollment and completion for adult learners and other students balancing the competing demands of work, life, family and school” (Objective 5, Strategy d).

From fall 2021 to fall 2022, CPE led a state team to map existing resources and assets in the Commonwealth and outline a statewide policy agenda to increase adult engagement in postsecondary education and training. In conjunction with the multi-state Educational Attainment Academy, coordinated by the Education Strategy Group, the Kentucky team consisted of CPE staff and adult learner experts from Kentucky’s public and private postsecondary institutions. Industry and business interests were represented by the Kentucky Workforce Innovation Board and the Kentucky Chamber of Commerce. Other state and national agencies participating in this work included the Kentucky Office of Adult Education, the Kentucky Higher Education Assistance Authority, KYSTATS, and the Graduate! Network, a non-profit organization headquartered in Philadelphia that encourages adults to return to college to finish a credential.

The team leveraged ESG’s “Adult-Ready Playbook” to help frame meeting conversations and organize potential barriers and solutions. The Playbook lays out five key policy and practice areas affecting adult learners: Accessibility, Program Change, Operational Change, Data, and Partnerships. Ultimately, the team collapsed these areas into three categories: Accessibility, Institutional Change (encompassing both program and operational change), and Partnerships.



ESG’s Adult-Ready Playbook sets a framework for how institutions and systems can comprehensively serve post-traditional learners through five priorities for adult-ready transformation – Accessibility, Program Change, Operational Change, Data, and Partnerships. The five priority areas emerged from researching best practices, interviewing leaders, and engaging subject matter experts.

Together, these five priorities and accompanying strategies capture what it will take for institutions and states to serve post-traditional learners effectively.

## Project Goals:

- To develop strategies to engage or re-engage Kentucky adults in the workforce through accessible, high-quality, high-value postsecondary programs.
- To establish a common vision and set of objectives with our state partners to guide this work.
- To create a common understanding of current assets supporting adult learners upon which we can build.
- To recommend actions and next steps for CPE, campuses, the Office of the Governor, the General Assembly, and other state and local partners.

## Building on Past Efforts in Kentucky

Fortunately, Kentucky has a wealth of experience and work to guide us in crafting a statewide policy agenda for adult learners.



### Kentucky Adult Learner Initiative

Funded by Lumina Foundation, KALI sought to align postsecondary policies with the needs of adult learners, with the goal of increasing adult attainment. Working groups addressed three major policy issues: credit for prior learning, flexible academic programming, and financial aid. The groups met monthly throughout 2008 to devise recommendations to make institutions more responsive to the needs of adult learners.



### Degrees When Due

CPE and select Kentucky institutions participated in this national attainment initiative sponsored by the Institute for Higher Education Policy (IHEP). This effort involved teams across 23 states at more than 200 colleges and universities eager to reach adult students with some college but no degree. States received technical assistance and support to deploy student-focused, evidence-based, and equity-centered strategies to help adults complete credentials.



### Project Graduate

This initiative helped Kentucky adults with some college but no credential go back to campus to finish what they started. The program provided individualized enrollment and academic support to students with 80 or more credit hours through contact with a designated Project Graduate advisor. Incentives varied from campus to campus; examples include academic or debt forgiveness, application fee waivers, degree audits, flexible course formats/options, and priority enrollment.



### Adult Promise Grant

Awarded by Lumina Foundation, this grant provided funding for a public awareness campaign to publicize the Work Ready Kentucky Scholarship to adults. The scholarship pays for high-demand associate degrees at KCTCS and other eligible providers. CPE worked with KCTCS to build the Work Ready Kentucky website, which enables prospective adult learners to search eligible programs, chat with a representative, and apply for admission and financial aid. Additionally, CPE worked with the Graduate! Network to pilot adult recruitment efforts (ambassador programs) at three KCTCS campuses.



## Recommendations

Through the Attainment Academy, CPE has surveyed existing resources and strengths in the Commonwealth and outlined a set of strategies and a policy agenda that will serve this population better over the coming two to three years. The recommended action steps fall under three main priority areas (Accessibility, Institutional Change, and Partnerships) and are categorized as occurring now (in progress or within six months), next (to be undertaken over the next 12-18 months), and later (action steps needing further collaboration and refinement, occurring in the next two to three years).

Several of these action steps fit easily into more than one area, but for simplicity's sake, we made a subjective decision about the best categorization, which we don't expect to limit these action steps' future effectiveness.

### Priority One: Increasing Accessibility of Higher Education for Adults

Reducing barriers to higher education for adult learners statewide requires innovation at many levels of postsecondary operations. The first set of recommended action steps are strategies that focus on increasing access. In this case, access means helping increase the quality and availability of understandable information about higher education, improving affordability, and facilitating smoother and easier transitions into higher education.

Adult learners typically have been disengaged from higher education for many years. They are more likely to carry debt, possess transfer credit or military experience, work full-time jobs, and be caring for children. Sharing accurate information about the affordability and accessibility of college and university programs is critical in helping these students see postsecondary education as a real possibility. Students' perceptions about the cost and value of higher education, or a lack of confidence about their readiness for college, may prevent them from realizing the positive outcomes associated with enrolling or re-enrolling. Addressing these concerns in a way that is received and understood is a critical first step to re-engagement.

Although many adults have concluded that higher education is not attainable nor designed for them, many institutions have programs and support services customized for the adult market. While there is always room for improvement, Kentucky has several well-designed state and institutional financial aid programs that are well-suited to adult learners and available beyond the traditional age of college attendance. Unfortunately, these are not always well understood by prospective students. Marketing and information-sharing will help raise awareness of available programs that support adults' unique needs. A digital information hub for sharing this type of critical information with potential adult students statewide is currently under development.

“Through the Attainment Academy, CPE has surveyed existing resources and strengths in the Commonwealth and outlined a set of strategies and a policy agenda that will serve this population better over the coming two to three years.”

Beyond information-sharing, the action steps recommended in this report will expand creative solutions to address student financial concerns. The launch of Kentucky's Innovative Scholarship program to serve populations displaced by war or other calamities is an example of a novel program to serve a population not always eligible for state or federal financial aid. These action steps also encourage campuses to adopt and expand innovative pilot projects, such as debt-forgiveness programs modeled on Wayne State's "Warrior Way Back" initiative.

Finally, the action steps outlined under Accessibility include efforts to better document and understand the adult learner's lived experience through student journey mapping. Constructing a journey map is a collaborative effort that seeks to visually represent and document a student's experience with a given part of the student life cycle. The work often focuses on identifying barriers or challenges that are created for students by virtue of moving from one step in a required process to another.

### **Alternatives to Transcript Withholding Increase Access For Adult Learners**

Kentucky's Attainment Academy Team identified a number of barriers that limit access to postsecondary education for new and returning working-age adults. Among the most challenging is the practice of transcript withholding. Transcripts are withheld by institutions for debts ranging from small outstanding library fines and parking tickets to larger tuition charges.

Wayne State University decided to take a different approach to this issue. Their Warrior Way Back program provides a pathway back into the institution for students carrying balances of less than \$1,500. Students reduce their past-due balances by one-third for each successfully completed semester until the debt is eliminated. Additionally, students are supported with a range of advising and mentoring services to help them succeed in college and complete their programs.



**“Kentucky’s Innovative Scholarship to serve students displaced by war or other calamities is a novel program serving a population not always eligible for state or federal aid.”**

## Action Steps for Accessibility: Now



**Launch a statewide, one-stop student information portal with specific adult-learner information, including available financial aid and other resources, information about postsecondary return-on-investment, tools to direct prospective learners to career-relevant academic programs, and other advising resources.**

- Update the inventory of programs that offer flexible academic programming for inclusion in the one-stop portal.
- Catalog employer-sponsored education benefits and learning opportunities for inclusion in the one-stop portal.



**Expand financial assistance to reduce barriers to entry for returning learners, including debt forgiveness agreements, application and other fee waivers, and emergency aid programs.**

- Investigate incentives for campuses and profile best practices and implementation strategies (CPE).
- Implement strategies that research has proven to be effective in expanding financial accessibility for adults (campuses).



**Launch the Innovative Scholarship Pilot program supporting students from displaced populations resettling in Kentucky. Target eligible adults for funding to help them build language skills and pursue career-focused education and training.**

## Action Steps for Accessibility: Next



**Simplify admissions and intake processes to improve student access and matriculation rates.**

- Phase 1: Launch a pilot project involving CPE and 2-3 community college/university partners to map the student experience during onboarding (admission to matriculation) and identify top barriers for students. Create a plan to expand support to additional institutions across 2023-24, and explore a statewide common application process.

- Phase 2: Undertake work to address themes that surfaced in journey mapping and other top intake/onboarding issues for students. CPE will research and publish findings on pre-matriculation attrition for adult learners, and institutions will align orientation and pre-enrollment services with adult learner needs (hours, modality, etc.), as well as maximizing student transfer credit articulation of previous college credits toward degree progression.



**Partner with a data analytics organization to more precisely identify prospective adult learners in Kentucky for the purposes of targeted information sharing about postsecondary programs and their value in improving social mobility.**



**Using insights from the data analytics organization and additional institutional data, launch a targeted, adult-focused marketing campaign with relevant, regional information about postsecondary opportunities in Kentucky, including available state, federal, and institutional aid programs.**

## Action Steps for Accessibility: Later



**Explore strategies to limit the use of transcript withholding as a debt collection tool, like recent practices out of Minnesota, Illinois, and others.**



**Pursue public and/or philanthropic funding to re-launch and expand Project Graduate. Funding for this program would be used for state coordination, marketing, and campus-based strategies to support returning adult students.**

## Priority Two: Increasing Institutional Innovation to Better Serve Adult Learners

Higher education programs today are mostly designed around the needs, schedules, and resources of traditional-age students entering directly from high school. The structure of programs and support services create logistical and administrative barriers for adult learners who often enroll part-time and balance many other commitments. Adult learners need more flexibility and options from higher education institutions.

The action steps identified in this report suggest two levels at which change can occur: 1) at the state level, which focuses on information-sharing and community building within the higher education community that serves adult learners, and 2) at the institutional level, where innovations and changes in practice need to be implemented to affect the student experience. Institutional innovation should prioritize flexible academic programs and support services, considering everything from course meeting times and modalities, the availability of staff outside of business hours, and the consistency of rules and processes among student support service offices.

Credit for prior learning is a key strategy by which institutions offer students the opportunity to gain academic credit for work, military, or other previous experience outside of a traditional higher education setting. Adult learners may lack formal education in a certain field but have amassed years of work experience that may be equivalent to academic credit. The various methods of documenting credit for prior learning (such as CLEP, DANTEs, challenge exams, evaluation of non-college training or education programs, and portfolio construction and review) seek to articulate work and military experience to college credit to help students bypass curricular requirements they may have already mastered.

Awarding credit for prior learning can help shorten time to degree for adult students and reduce frustration with academic programs requiring them to rehash concepts they've already mastered. Nevertheless, students engage with CPL programs at low rates. The recommended action steps for CPL seek to expand the prevalence and effectiveness of this practice across Kentucky. There is particular focus on articulating military experience to postsecondary credit to ensure transparency and predictability for service members and veterans going back to school. This work will bring Kentucky in line with other progressive states that have aligned statewide credit for well-documented military training and experience.

Another action step focuses on identifying gaps in programs serving students whose basic needs are not being met. According to the ECMC Foundation, "access to basic needs, such as food, housing, childcare, mental health, financial assistance, and transportation, is critical for ensuring strong academic performance, increasing persistence and graduation, and improving well-being among students enrolled in postsecondary education." Because students often have needs in one of these areas, institutional programming to meet basic needs is growing.

“

**Adult learners need more flexibility & options from higher education institutions.**



This programming, however, still falls short of addressing the needs of many students. Services for this population lie at the intersection of public benefits access and institutional support; therefore, addressing basic needs requires intentional braiding of federal and state resources.

Beginning in summer 2022, a cohort of campus teams began a study of their programs supporting student food and housing insecurity, as well as emergency financial aid availability, with the goal of understanding gaps in service, opportunity for growth, and impacts on the student experience. This study, supported by Lumina Foundation, will be facilitated by the Kentucky Student Success Collaborative and will inform larger, continued conversations around how to expand and sustain programs that address student basic needs.

A critical role that CPE and other state agencies can play is to act as a convener and facilitator of change. Effective communities of practice (groups of people who share common concerns coming together to improve a process or solve a problem) will support moving from effective institutional change at a single institution to scaled success in key areas that impact adult learners across the state. There is a strong history of higher education institutions across Kentucky coming together in this way to focus on adult learners. The continued collaborative work called for in this agenda will build on existing communities and spaces to bring institutions together to increase collective impact.

## Examples of Innovative Adult Learner Practices in Kentucky



**The University of Louisville** offers a B.S. in organizational leadership and learning targeting adults with previous work experience. The innovative LEAD 300 requirement guides students through the creation of a portfolio to document learning from work, military, or other life experience. Adults can receive up to 48 hours of college credit from this portfolio assessment.



**Northern Kentucky University's** Project Graduate initiative re-enrolls students with at least 80 credit hours who have been out of postsecondary education two or more years. It offers incentives and support to help adults address potential barriers to degree completion. In 2019-20, with partial funding from CPE, the program enrolled 500 students, 100 of which finished degrees.

## Action Steps for Institutional Change: Now



Convene enrollment administrators, adult learner champions, and other relevant stakeholders to share effective practices and information about credit for prior learning (CPL) and determine a scope of work for its expansion.



Identify gaps in and expand support for institutional programs that help students meet basic needs like food, housing, and transportation.

## Action Steps for Institutional Change: Next



Develop a statewide policy on credit for prior learning, beginning with the transfer of military credit and CPL for military experience. Transition CPE's "Guiding Principles for the Award of Military Credit" into required action by all institutions. Explore the codification of a statewide, standard approach to CPL.



Implement a community of practice focusing on campus-based adult navigators/advisors. The CoP will explore and share effective practices and determine the value of expanding this model to Kentucky institutions.



Seek funds to pilot comprehensive support services and programs for adult learners, inspired by the success of CUNY ASAP and similar programs.



Consider the addition of an adult-learner specific metric to the Strategic Agenda during its 2023-24 update.

## Action Steps for Institutional Change: Later



**Explore the inclusion of an adult-focused metric in Kentucky's postsecondary education performance-based funding model with institutional and legislative leaders.**



**Expand flexible academic program options for students.**

- Explore vendor partnerships where master contracts could provide institutional cost-savings and identify financial incentives to pursue operational redesign of courses for a subset of institutions. (CPE)
- Implement/expand modifications such as multiple start times, shorter term lengths, hybrid & online options, and competency-based programs. (campuses)

## Priority Three: Reinforcing Partnerships to Make Transitions Easier

Higher education programs need to engage employers, workforce systems, and others to facilitate the transitions into and out of the workforce that adult learners experience while participating in postsecondary education. These partnerships will create additional supports for adult learners and capitalize on synergies between the needs of the workforce and the needs of learners.

Recommendations in this section focus on identifying and growing partnerships across the state (i.e., outside of institution-level partnerships with local employers) to create larger networks of opportunity and scaled change. Additionally, the strategies focus on deepening partnerships with existing stakeholders with critical work already underway to serve adult learners. These partnerships will work more collaboratively and with greater impact with state groups such as the Department of Corrections and the Office of Adult Education.

Besides the action steps for greater accessibility and affordability outlined earlier, this section includes additional recommendations for employers to help address postsecondary cost barriers. These include increasing financial and educational benefits to employees and reducing bureaucratic barriers like loan servicing challenges. Deepening partnerships with employers and the workforce will facilitate additional opportunities to provide work-based learning experiences like internships, apprenticeships, co-ops, on-the-job training, and transitional jobs. These experiences help students apply academic concepts in practical settings, and benefit workers, employers, and businesses as well.

According to Jobs for the Future (a national nonprofit driving change in workforce and education systems), “Workplace learning experiences are beneficial for all students but can be especially useful for low-income students, people who have jobs but lack the skills necessary for better-paying positions, and opportunity youth who may otherwise not have access to the educational opportunities, professional networks, and social capital that often play a critical role in career success. Likewise, work-based learning helps employers gain access to job candidates who have the hands-on experience they’re seeking.”

Partnerships with community-based organizations are also a critical part of supporting adult learners, as CBOs are engaged in their communities through employers, in schools, and in volunteer and religious activities. These organizations are well connected within their communities and serve the specific needs of their region. Community ambassador models, like those leveraged by the Graduate Network, partner with these critical organizations to help promote community outreach and conversations about the role of higher education for individual adult learners. This is a promising model that merits further exploration.

“  
Partnerships  
with employers,  
workforce  
systems &  
others will  
create additional  
supports for  
adult learners  
and capitalize  
on synergies  
between the  
needs of the  
workforce and  
the needs of  
learners.”

## **The Graduate! Network is Growing a National Movement to Increase Adult Degree Completion**

The Graduate! Network works with states across the nation to launch Reconnect programs that make it easier for “comebackers” (adults with some college but no credential) to finish their education. Tennessee and Michigan are two Graduate! Network affiliates with programs that offer financial aid and personalized support to maximize transfer and degree opportunities for adult learners and build the confidence and skills they need to succeed.

When CPE received an Adult Promise Grant from Lumina Foundation, we partnered with The Graduate! Network to pilot community ambassador programs at Hazard Community and Technical College, Jefferson Community and Technical College and Madisonville Community College. This effort trained prominent adults within local communities to serve as informal college recruiters for adults who could benefit from additional education and training. Ambassadors set up kiosks at grocery stores, distributed flyers at summer concerts, and prominently displayed marketing materials at businesses, schools and organizations.

Further exploration is needed to determine the feasibility of modifying, replicating and scaling this model for statewide implementation.

**YOU CAN  
GET A  
DEGREE.  
TUITION  
FREE.\***

**B. Stille, Nappy Roots  
2019 college graduate**

\*free tuition for most programs

## Action Steps for Partnerships: Now



Create an asset map of existing partnerships that support adult learners and their transitions into and out of the workforce. These may include industry collaboratives, key employers, trade associations, philanthropic groups, and community foundations. Identify additional organizations for potential partnerships, and identify next steps for outreach.



Engage community leaders in conversations about how to support and expand postsecondary opportunities for working-age adults in their regions, beginning with CPE's Community Conversations, which will be hosted across Kentucky starting in fall 2022.



Through CPE's new Healthcare Workforce Collaborative, establish partnerships with regional healthcare providers to enable current employees to further their education and training and advance in their careers.

## Action Steps for Partnerships: Next



Expand student access to adult-friendly, work-based learning through partnerships with the Kentucky Chamber of Commerce's Workforce Center, the Kentucky Workforce Innovation Board, and other industry collaboratives.



Partner with Kentucky Adult Education to improve pathways between KYAE programs and postsecondary programs, particularly those at KCTCS. As part of this effort, develop a postsecondary access and transition training program for KYAE staff to help them serve as navigators for their students seeking higher levels of education and training.



Work with the Department of Corrections to increase access to postsecondary education for justice-impacted Kentuckians when Pell grants become more widely available in the fall of 2023. This includes transition processes beginning in the justice system and continuing with higher education.



Promote existing state mechanisms to facilitate financial benefits for employees, such as contributions to the KY Saves 529 plan.

### Action Steps for Partnerships: Next



Partner with KHEAA to evaluate single-payer services for student loan repayment for employers, and promote this practice to the employer community if feasible.



Work with the legislature and Governor's office to establish a state-level tax benefit for employers to incentivize postsecondary training for employees. This would supplement federal tax benefits available for the same purpose.



Explore community-based ambassador models and their sustainability. Ambassadors are community-based and institution-agnostic, inspired by models from The Graduate! Network, Tennessee Reconnect, and others.



## Needs Analysis

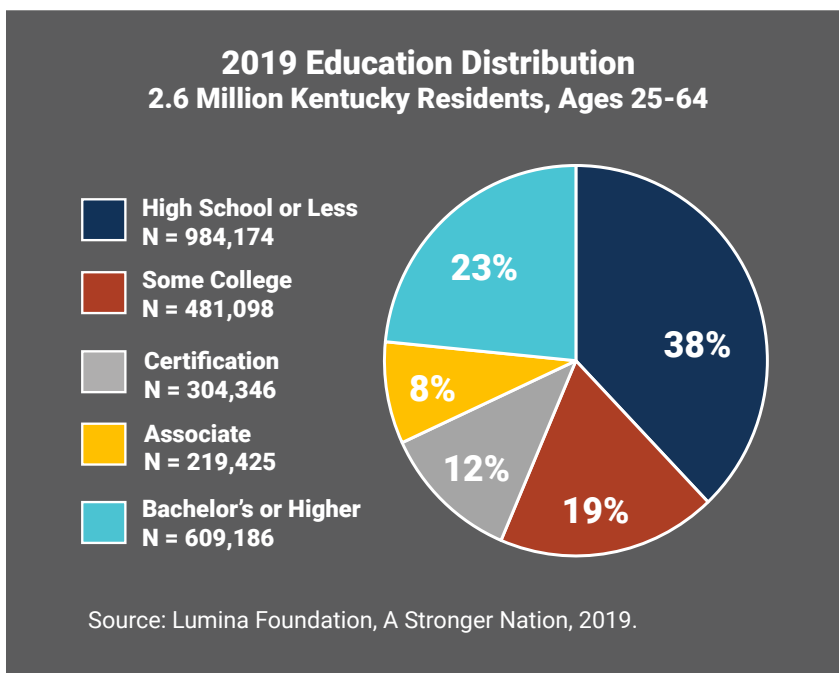
### Determining a Priority Population for Future Action

At some critical juncture in their young adulthood, too many Kentuckians exited the road to postsecondary education and training and are now having trouble getting back on the onramp. CPE worked with a national consultant, Patrick J. Kelly, to analyze Kentucky's adult, undereducated population by age, income, geographical region, race/ethnicity and gender.

As the graph below shows, there are about 1.5 million adults in the state without postsecondary credentials, representing 57% of working-age individuals. Our analysis sought to identify a smaller segment of this population for targeted statewide action, with the understanding that any messages directed at this group would likely resonate with a broad array of potential adult students.

#### This priority population:

- is between the ages of 25-39, when adults typically are most interested in career advancement or retraining.
- is not currently enrolled in postsecondary education.
- has completed high school or some college but has not earned a credential. (Adults with no high school diploma have a longer onramp to postsecondary education, and adults pursuing a second credential do not move the needle on statewide educational attainment.)
- is living below 200% of the national poverty level, making less than a living wage.



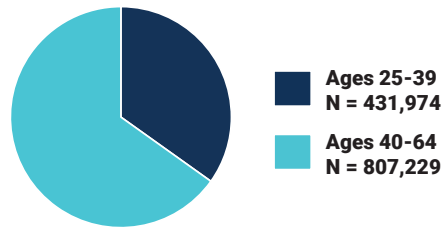
- At 49.4%, KY ranks 35th in the nation in adult educational attainment.
- 3 states (DC, MA, CO) already have exceeded 60% attainment.



## Breaking Down the Adult Market by Age & Poverty Level

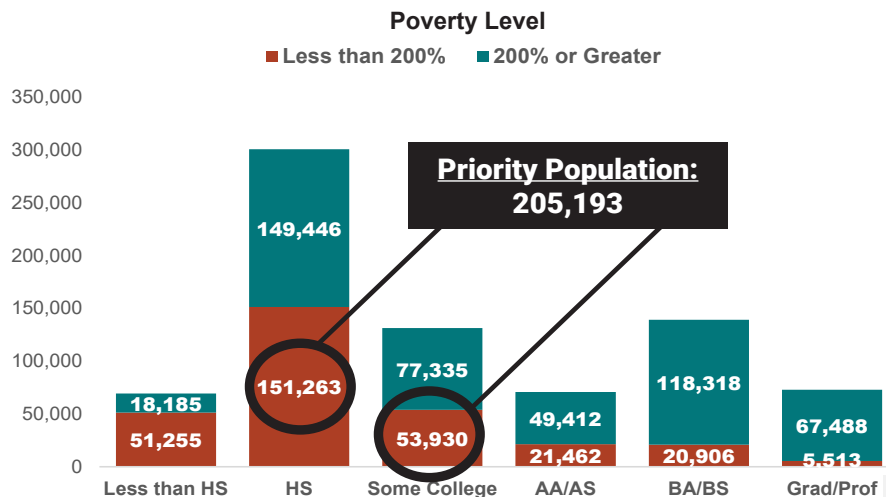
For the purpose of this analysis, we chose to divide undereducated, unenrolled adults into two major age categories: early- to mid-career (ages 25-39) and mid- to late-career (ages 40-64). Given the career trajectory of the early- to mid-career population, it made sense to prioritize these adults for more focused outreach and recruitment. While there are compelling reasons for older adults to return to college, they generally are less motivated by career advancement (upskilling or retraining), which is the most cited reason for returning to higher education. Focusing on early to mid-career adults narrows the priority population to 431,974.

### Adults Ages 25-64 Not Enrolled in Postsecondary Education (2019)



Next, we examined the economic conditions of unenrolled adults, dividing them into two groups: below or above 200% of the U.S. poverty level. Currently, about a quarter of a million adults in Kentucky between the ages of 25 and 39 are living in families not earning a living wage. For these individuals, even short-term postsecondary training can mean the difference between a modicum of economic security or struggling to meet basic human needs. Targeting individuals at the lower end of the economic scale further narrows the priority population to 205,193.

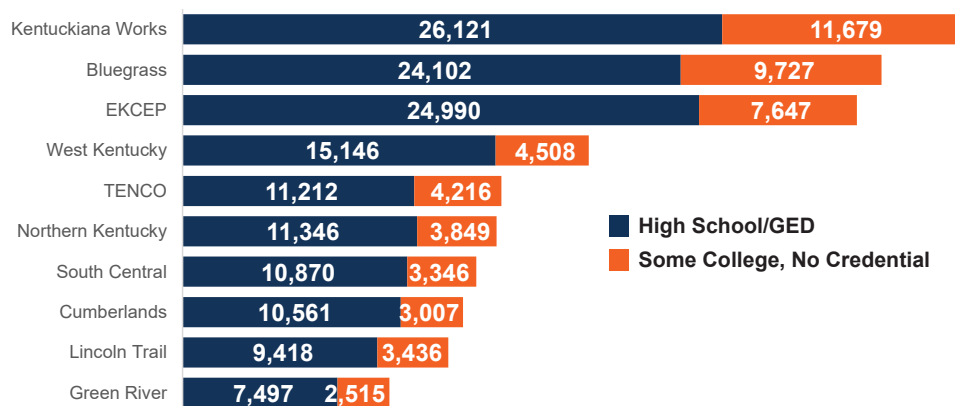
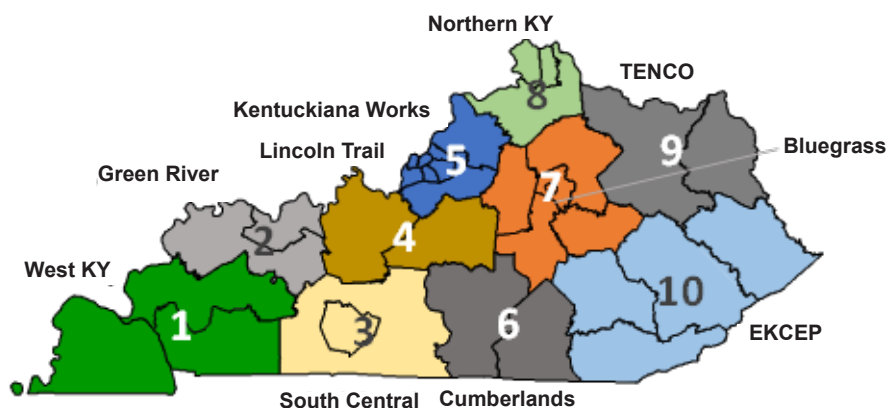
### Adults Ages 25-39 Not Enrolled in Postsecondary Education (2019)



# Understanding the Adult Priority Population

## Geographic Distribution

After identifying the priority population, we looked at their geographic distribution to better inform future communication, recruitment and service strategies. Adults in areas with weak job markets and limited postsecondary opportunities may not feel as compelled to pursue degrees and credentials as individuals living in areas where high-paying jobs and postsecondary options are plentiful. Distinct economic and cultural characteristics can profoundly influence perceptions about the need for further education and training. In short, a message crafted for a Louisvillian will probably be less convincing to a Pikeville native.



As the chart above shows, the size of the priority population in each region varies dramatically - from a low of 10,000 in the Green River region to nearly 40,000 in the more densely populated Kentuckiana Works. Notably, while lower in population, Kentucky's rural regions tend to have proportionally higher rates of early- to mid-career adults within the target population. For instance, the 10,000 targeted adults in Green River represent 25% of all early- to mid-career adults living there, while the 40,000 targeted residents in Kentuckiana Works represent only 18% of that total age group.

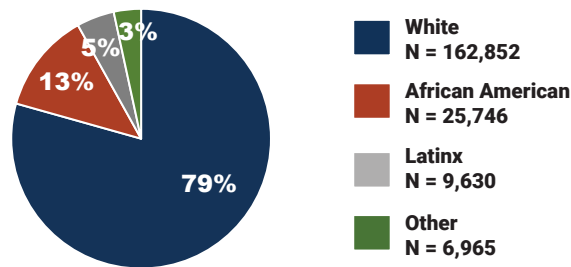


**CPE & its statewide partners are committed to closing educational & wage gaps that have disadvantaged minoritized Kentuckians for centuries.**

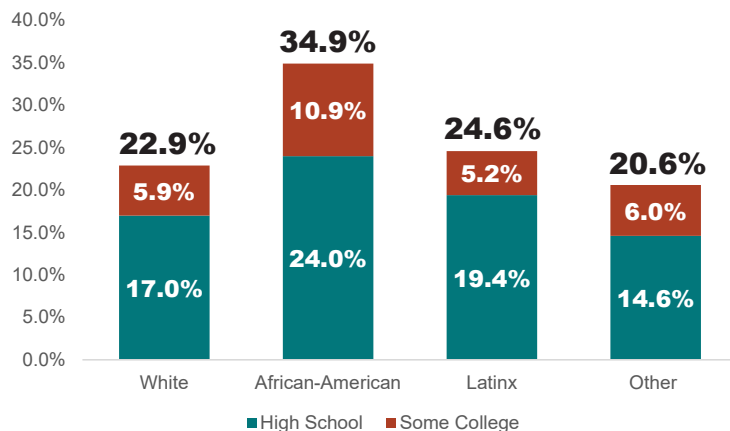
### Race & Ethnicity

CPE and its statewide partners are committed to closing educational and wage gaps that have disadvantaged minoritized Kentuckians for centuries. Viewing outreach and recruitment strategies through an equity lens reveals unique structural and cultural barriers minoritized students face on the path to credential completion, and enables educators to design customized services, supports and accommodations.

Overall, minoritized individuals represent nearly 20 percent of the priority population, which is higher than Kentucky’s overall minority rate. Within that population, the majority are Black (13%), followed by Latinx (5%), and other (3%), which includes Native Americans or Alaska Natives, Native Hawaiians or other Pacific Islanders, or individuals who identify as mixed race. This breakdown roughly mirrors Kentucky’s population at large.



However, the chart below illustrates how Black and Latinx Kentuckians living in poverty (with high school diplomas and/or some college) are overrepresented in the state’s entire population of 25-39 year olds (856,615 individuals). Nearly 35% of Black Kentuckians and 25% of Latinx Kentuckians meet the criteria for our priority population, compared to 23% of White Kentuckians. Additionally, the percentage of Black Kentuckians who left college without a degree is much higher (nearly 11%) than other racial/ethnic populations within the priority population, which suggests structural or cultural barriers that must be addressed.



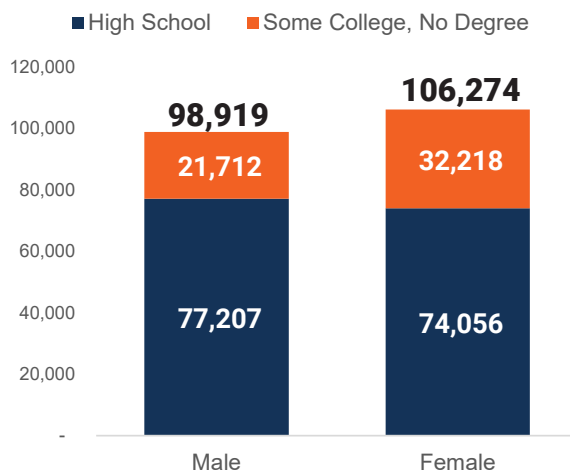
## Geographic Distribution of Racial/Ethnic Populations

An examination of the geographic distribution of racial/ethnic populations within the priority population reveals large pockets of Black Kentuckians in the Kentuckiana Works, Bluegrass, West Kentucky and Northern Kentucky workforce planning regions. There are also sizable concentrations of Latinx residents in the Kentuckiana Works and Bluegrass Regions.

	Black	Latinx	Total
Kentuckiana Works	11,548	4,686	16,234
Bluegrass	4,686	2,917	7,613
West Kentucky	2,860	716	3,576
Northern Kentucky	1,908	454	2,362
Lincoln Trail	1,001	505	1,506
South Central	845	606	1,451
Cumberlands	733	613	1,346
Green River	913	388	1,301
EKCEP	756	505	1,261
TENCO	497	112	609

## Gender of Priority Population

Finally, the priority population was broken down by gender. In terms of both numbers and percentages, females who have completed just a high school diploma or some college are more likely than males to need further education in order to achieve middle-class earnings. However, males in the target population are more likely to have stopped their educational pursuits after high school. This is not uncommon, particularly in the South, as many states continue the transition from an industrial to a knowledge-based economy.



The information presented in this analysis represents a fraction of data made available to the Attainment Academy, thanks to Kentucky's rich longitudinal data system. As CPE and institutions begin implementing adult learner strategies in earnest, additional data and analyses will be provided. CPE, KYSTATS, KHEAA and other state agencies stand ready assist campuses in this important work.



## Conclusion

CPE is eager to begin implementing this policy agenda for adult learners with our campus, government and non-profit partners. Addressing systemic barriers and roadblocks that disproportionately affect adult learners will improve the economic and career mobility of our workforce and help Kentucky remain competitive during its shift from an industrial to a knowledge-based economy.

Creating more academic, financial, and student support programs tailored to the needs of adult learners is urgent. Because adult learners are disproportionately low-income and students of color, better serving them also helps close critical equity gaps that hamper our progress and unfairly disadvantage a growing segment of the state's working-age population.

The strategies outlined in this report are not comprehensive, but merely a starting point for advancing the critical work of stemming a decade-long decline in adult postsecondary enrollment. Additional strategies will emerge over time, and some suggestions in this brief may not yet be ripe for various reasons. However, with this agenda, CPE is beginning a new, more urgent conversation about how to serve adult learners and accelerate improvement in our standard of living and quality of life.

### **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.



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

Printed with state funds.

September 2022

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



**TITLE:** Healthcare Workforce Collaborative Update

**DESCRIPTION:** Staff will provide an update on the work for the Healthcare Workforce Collaborative.

**PRESENTER:** Rick Smith, Associate Vice President, Workforce and Economic Development

---

### **SUPPORTING INFORMATION**

Kentucky's Healthcare Workforce Collaborative (HWC) is a \$10 million initiative funded by the legislature to bring together state leaders, policy experts, campus leadership and the health care industry to solve Kentucky's health care crisis.

The appropriation, designated in the 2022 budget bill and to be administered by the Council, will serve several purposes:

- Providing direct grants to Kentucky's public institutions.
- Funding administrative, research, consulting, planning and analysis costs for an advisory group.
- Raising student awareness of and interest in healthcare occupations.
- Improving pathways between high school career and technical programs to college-level health care programs.
- Helping health care organizations support career growth and development for their employees.

The HWC, made up of CPE staff, policy experts, state leaders and representatives from the campuses and health care industry, guides distribution of the funds. To gauge the initiative's success, each year the Council will provide a comprehensive report to state leaders by Dec. 1 each year. The fund, in future, may receive additional state appropriations, grants, gifts, federal funds or any other public or private funds.

CPE staff will provide an update on the work of this initiative and its plans for the coming year.

**TITLE:** 2024-24 Action Plan for the Statewide Strategic Agenda

**DESCRIPTION:** Staff will update the Committee on the action plan for 2022-24.

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

---

### **BACKGROUND INFORMATION**

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

### **STATEWIDE ACTION PLAN**

To drive the goals of the agenda, the Council has developed a statewide action plan that is targeted towards the work occurring from 2022 through 2024. Council staff will review the action steps associated with each objective and strategy.

**CPE IMPLEMENTATION PLAN FOR YEARS 2022-24**  
**2022-30 Statewide Strategic Agenda for Kentucky Postsecondary Education**

*Strategic Priority: Affordability*

**Objective 1: Reduce financial barriers to college enrollment and completion**

Strategy	Action Steps
1a. Work with campuses, stakeholders and other state leaders to increase access to grants and scholarships for low- and middle-income students.	Evaluate the current level of alignment between federal, state, and institutional financial aid programs to support lower-income Kentuckians and expand access to postsecondary education. Identify and recommend potential strategies for bringing about increased alignment between student financial aid programs and Kentucky’s tuition and fee policies.
	Conduct in-depth analyses and identify unmet financial need thresholds at each public university and KCTCS beyond which the probability of student persistence and completion is diminished. Identify and recommend potential strategies to support students who have unmet financial need that exceeds identified thresholds at each public university and KCTCS.
	Develop and implement the Innovative Scholarship Program created in HB1 (2022) in partnership with KHEAA and launch the Community of Practice supporting the new pilot program.
	Conduct a student basic needs equity audit of institutional resources and services, community resources and partnerships, and access to public benefits at all public postsecondary institutions with recommendations for enhanced student basic needs support. Develop a State Action Network comprised of campus officials and other stakeholders to advance this work.
1b. Moderate increases in tuition and mandatory fees at Kentucky’s public colleges and universities.	Conduct a process audit of recent tuition-setting cycles to identify actions steps, work products, stakeholders, and outcomes, and identify any areas for improvement.
	Evaluate CPE’s nonresident student tuition policies (including non-resident student tuition MOU agreements) on enrollment, retention, graduation and in-state employment and determine needed changes and make recommendations regarding any potential changes in policy approach.
	Conduct a comprehensive review of online tuition and fee charges and determine a uniform approach for establishing online rates.
	Gather, analyze and publicly report data on housing, dining, textbook, and transportation costs to develop a complete and transparent picture of total cost of attendance and identify any notable trends in those costs over time.
	Conduct a comprehensive review of higher education funding components at Kentucky public universities and KCTCS, including an examination of trends over time and peer

group comparisons, to determine if the state's two-year and four-year sectors are adequately and equitably funded.

Develop a series of public-facing interactive dashboards that contain policy relevant data used in the tuition setting process to educate and inform students, campus leaders, and policymakers.

1c. Increase opportunities for institutional collaboration to reduce campus expenditures and limit increases in college costs.

Review the fiscal stability and sustainability of Kentucky's colleges and universities through trend analyses and peer group comparisons. Summarize findings and identify policy recommendations.

Identify collaborative efforts to reduce campus expenditures, and ensure that campus purchasing directors have established and are maintaining open lines of communication that facilitate cooperative purchasing and reduce costs.

Implement recommendations of the Affordable Learning Steering Committee to support the adoption of low- or no-cost course materials.

*Strategic Priority: Affordability*

**Objective 2: Improve the public's understanding of how to pay for college**

Strategy	Action Steps
<p>2a. Provide informational resources and advising strategies for counselors, teachers and community partners on paying for college.</p>	<p>Develop, launch, promote and manage Kentucky Advising Academy (KAA) podcasts, webinars, toolkit, newsletter and face-to-face/virtual sessions for K-12 advising teams.</p> <p>Collaborate with KAA to develop and launch a counselor's "cheat sheet" website that delivers the most used resources used by counselors, teachers and community partners to help students find financial resources, be it assistance or scholarship, for postsecondary education.</p> <p>Partner with KAA to share GEAR UP Kentucky (GUK) advising strategies, resources and training and promote awareness of KAA among partners and participating schools/institutions.</p> <p>Advise GUK students and families about paying for college.</p> <p>Contract with an outside vendor to shorten students' financial aid verification process, match students to scholarships, provide emergency aid distribution, help students understand financial award letters, and implement other affordability strategies.</p>
<p>2b. Coordinate and support efforts to increase the number of Kentuckians</p>	<p>Promote the use of the Federal Application for Federal Student Aid (FAFSA) Completion Initiative tool from the Kentucky Higher Education Assistance Authority (KHEAA), teach basics of FAFSA completion, and teach strategies to systematize FAFSA completion in schools</p>

who complete the Free Application for Federal Student Aid (FAFSA).	through: KAA podcasts, monthly chat sessions, toolkit, and face to face/virtual sessions for K-12 advising teams (counselors, teachers and community partners).
	Coordinate an annual FAFSA Frenzy campaign and competition in participating GUK districts and provide FAFSA completion support to 1st year GUK college students.
2c. Establish state-level networks for high school counselors and other college access professionals to share effective practices, build expertise and develop common outreach and messaging for Kentucky students.	Build networks that increase knowledge, capacity, communities of practice and information sharing around advising topics through monthly webinar sessions and face-to-face workshops for K-12 advising teams.
	Build partnerships with other state organizations to promote common college access messaging through statewide campaigns and virtual events.
	Establish partnerships between GUK and KAA to facilitate communication and collaboration among college access professionals and high school counselors.

*Strategic Priority: Transitions*

**Objective 3: Increase students' readiness to enter postsecondary education**

Strategy	Action Steps
3a. Expand access to high-quality early postsecondary opportunities.	Develop and deliver targeted mini-informational sessions (virtual, digital, face-to-face) to help K-12 staff build capacity to expand students' access to early postsecondary opportunities (EPSOs).
	Develop a comprehensive website that allows prospective postsecondary students to explore career options, connect with postsecondary institutions, get assistance in the application process, learn about financial aid, discover work to learn opportunities, as well as explore dual credit transfer resources.
	Convene and lead the Dual Credit Policy Committee to review and revise the current policy to include an attainment goal and increase dual credit program quality and access. Create a Dual Credit toolkit for stakeholders and a centralized stakeholder feedback and engagement system.
	Collaborate with KDE and postsecondary institutions to provide professional learning and resources for K-12 professionals to increase enrollment and support in dual credit courses, including a cross agency asset, capacity and responsibilities map, a culture of dual credit rigor/course equivalency, a dual credit community of practice, and partnerships to provided targeted support.
	Coordinate with the Kentucky Department of Education (KDE) and participating postsecondary institutions to align articulated credit requirements to increase opportunities for students to earn credit for prior learning (SB 101, 2020)

Strategy	Action Steps
	Partner with CPE’s Academic Affairs team to develop an online interactive advising tool to provide user-friendly guidance on the availability of early postsecondary opportunities (a catalog documenting courses, credentials, etc.) and how they will transfer to various in-state institutions.
3b. Develop digital resources to help students explore career interests and college options.	<p>Develop and curate resources in the KAA toolkit to build advising teams’ capacity to help students explore career interests and career options.</p> <p>Partner with KDE and the Kentucky Center for Statistics (KYSTATS) to develop an online resource that includes access to early postsecondary opportunities and connects students with career exploration resources to specific degree options the state’s public postsecondary institutions.</p> <p>Develop an online postsecondary transition readiness course for GUK students that helps them explore college options and prepare financially, academically, culturally, emotionally, and socially for postsecondary education.</p>
3c. Partner with public K-12 schools and postsecondary institutions to provide outreach to students to help them prepare and plan for college.	<p>Provide comprehensive support for student postsecondary transition through the Commonwealth Education Continuum (CEC), a multi-agency education initiative to:</p> <ul style="list-style-type: none"> <li>• assess and refine the statewide supports for Kentucky students to successfully transition from high school to higher education to living wage employment</li> <li>• analyze and report the strengths, weaknesses and progress within Kentucky’s transition system</li> <li>• establish and convene monthly workgroups (9<sup>th</sup> Grade On-Track, Early Postsecondary Opportunities and First Year Success) to analyze barriers, make recommendations and establish action steps to strengthen the transition system.</li> </ul> <p>Connect public K-12 schools, postsecondary institutions and professional organizations to provide comprehensive support for student postsecondary transition.</p> <p>Provide direct services and support to help the 6,000+ GUK students and families prepare and plan for college.</p> <p>Work with the CEC data team to determine barriers for students in the transition from K-12 to postsecondary. Use the findings as the foundation for the creation of new methods and tools to provide students early postsecondary opportunities, better communicate the value of lifelong learning, and inform and prepare them for postsecondary opportunities.</p>

**Objective 4: Increase enrollment in postsecondary education**

Strategy	Action Steps
<p>4a. Enhance college recruitment strategies through partnerships with postsecondary institutions and other stakeholders, with attention to underrepresented minority, adult and low-income students.</p>	<p>Work with GUK students and families successfully enroll in college. Support them academically, socially and emotionally through their first year to strengthen their chances of success in college.</p> <p>Enhance and expand summer bridge programming in Kentucky through competitive mini grants to campuses and convenings and an annual symposium to share best practices.</p> <p>Work with the CEC data team to evaluate Kentucky’s college-going culture (primarily within traditional age populations) and identify strengths and weaknesses within the system. Workgroups will be formed to create recommendations and actions based on the analysis.</p>
<p>4b. Work with education providers to streamline and simplify postsecondary admission processes.</p>	<p>Develop a common application for undergraduate admission to Kentucky public colleges/universities modeled other states and systems that have implemented a similar practice.</p> <p>Work with our partners from KDE, KHEAA and KYSTATS to leverage all resources and contracts to streamline the postsecondary admission processes including:</p> <ul style="list-style-type: none"> <li>• increasing access to free transcripts for graduated seniors</li> <li>• extending the application window to waive student transcript request fees</li> <li>• renegotiating the state’s Parchment (transcript management platform) contract to increase accessibility for students</li> <li>• developing video and live interactive events to assist students with the completion on the FAFSA application</li> <li>• developing a comprehensive marketing strategy to increase FAFSA completion</li> <li>• relaunching the knowhow2transfer website to provide better information on how dual and AP credits transfer</li> </ul> <p>Evaluate the feasibility of a direct admissions policy for public institutions in Kentucky where students would receive information letting them know the schools they are eligible for acceptance into based on their GPA and/or ACT /SAT score(s).</p>

**Objective 5: Increase persistence in and timely completion of postsecondary programs.**

Strategy	Action Steps
<p>5a. Share, implement and evaluate emerging, promising and proven practices supporting student success and college completion.</p>	<p>Implement the Impact exChange, an online platform for faculty and practitioners to ask and answer questions as well as share resources.</p>
	<p>Facilitate communities of practice to promote proven practice, provide professional development, encourage cross-institutional collaboration, and drive continuous improvement of best practice implementation.</p>
	<p>Leverage the annual Student Success Summit and other intentional convenings to move the strategic agenda forward with action-oriented projects and technical assistance.</p>
<p>5b. Identify and promote efforts to ensure “on-time” program completion.</p>	<p>Support the implementation of guided pathways across 2-yr and 4-yr institutions to provide structured choice, proactive support, and clear learning outcomes to increase retention, transfer, and degree completion in the most efficient and effective manner.</p>
	<p>Integrate career exploration and planning into onboarding and the 1<sup>st</sup> year experience to increase retention, decrease time to degree, and enhance career outcomes for students.</p>
	<p>Re-launch statewide 15 to Finish campaign, an effort to encourage more students to take and complete 15 credit hours a semester to finish their programs in a timely manner.</p>
<p>5c. Work with campuses and other state and national partners to close opportunity and success gaps for historically underserved students of color and students from low-income backgrounds.</p>	<p>Incorporate equity principles into all projects using a consistent equity audit framework.</p>
	<p>Develop a statewide strategy to increase access to public benefits and basic needs supports for students to increase retention and completion.</p>
<p>5d. Work with education providers to limit barriers to enrollment and completion for adult learners and other students balancing the competing demands of work, life, family and school.</p>	<p>Design and implement strategies to increase access for adult learners.</p>
	<p>Incentivize institutional change to better meet the needs of adult learners.</p>
	<p>Create and expand statewide partnerships to elevate the focus on adult learners.</p>



*Strategic Priority: Success*

**Objective 6: Maximize transfer of academic and experiential credit.**

Strategy	Action Steps
6a. Work with campuses to reduce barriers that prevent the seamless transfer of credit.	Create statewide transfer framework and strategy to guide future work that increases transfer rates and bachelor's degree completion of transfer students.
	Participate in and facilitate continuous improvement cycles to utilize improvement science to establish actionable goals and tangible outcomes in transfer work
	Work with KCTCS to identify tracks within AA/AS degrees to allow for two- to four-year degree maps and facilitate the transfer process.
	Launch a statewide conversation about credit for prior learning to share effective practices and information, and to determine a scope of work for future expansion of CPL.
6b. Promote transfer opportunities and program pathways.	Create communications campaign to provide students and families with the necessary tools and information to transfer academic credit as seamlessly and efficiently as possible.
	Relaunch KnowHow2Transfer website and integrate into other education trainings and resources to increase access to accurate transfer planning tools for students and advisors.

*Strategic Priority: Success*

**Objective 7: Ensure academic offerings are high-quality, relevant and inclusive**

Strategy	Action Steps
7a. Work with campuses to ensure the essential competencies and outcomes outlined in the Kentucky Graduate Profile are embedded in all academic programs.	Implement the Graduate Profile Academy.
	Create a statewide framework of experiential learning.
7b. Work with campuses to ensure academic and co-curricular offerings are equity-focused and inclusive.	Create a statewide strategy for teaching and learning that focuses on both quality and equity.
	Provide professional development related to equity and inclusion.

**Objective 8: Improve the career outcomes of postsecondary graduates**

Strategy	Action Steps
<p>8a. Work with campuses to include a work-based learning or other career-relevant experience in all undergraduate programs.</p>	<p>Assess work-based learning and other career relevant experiences offered at Kentucky’s public postsecondary campuses through campus visits, interviews, and surveys. Gather best practice information, assess challenges, and identify opportunities related to the inclusion of work-based learning or other career-relevant experience in undergraduate programs.</p> <p>Partner with state chambers, KWIB, campuses and other state partners to develop a statewide repository of experiential learning opportunities.</p> <p>Work with the Data and Advanced Analytics team and KYStats to evaluate a potential workforce-related metric(s) to include in the Strategic Agenda accountability system and/or the Kentucky performance funding models.</p> <p>Evaluate successful work-based learning programs such as KY FAME, Toyota’s Advanced Manufacturing Centers, and UPS’s Metropolitan College to determine whether expansion or replication would advance KY’s workforce development goals.</p>
<p>8b. Work with colleges and universities to strengthen campus-based career advising and development.</p>	<p>Develop a career services community of practice (peer group) comprised of campus-based career development professionals to share effective practices, receive professional development, and strengthen relationships among this group of campus professionals.</p> <p>Work with campuses to advance strategies supporting strong career advising and clear career pathways for minoritized and low-income students.</p> <p>Explore the <a href="#">Colorado Education Initiative Career Conversation Training Project</a> as a possible model for Kentucky. The initiative helps individuals identify, prepare for, and pursue a career path well suited to their needs and aptitudes and it provides training for career advisors.</p> <p>Work with other CPE units and campus and K-12 leaders to develop and strengthen career pathways in critical industry sectors as identified by CPE’s Data Unit, KYStats, regional business partnerships, and the KY Chamber’s Talent Pipeline Management project.</p>
<p>8c. Facilitate meaningful partnerships between employers, community partners and education providers to improve the</p>	<p>Launch the Kentucky Healthcare Workforce Initiative with \$10 million in federal funding appropriated by the 2022 General Assembly. Key actions include:</p> <ul style="list-style-type: none"> <li>• Hiring a healthcare/education specialist to help guide the initiative.</li> <li>• Forming a working group comprised of healthcare, government and education leaders.</li> <li>• Awarding grants to campuses to advance the goals of the initiative.</li> </ul>

career outcomes of postsecondary programs.

- Developing and implementing state-level programs and actions advancing the goals of the Initiative.

Establish CPE as an essential state partner in economic and workforce development through representation on various state boards and committees focusing on workforce development and by serving as a resource, liaison, information hub and communications channel supporting business/higher education partnerships. An example of this is the role CPE is playing to help facilitate postsecondary-related discussions with new automotive and battery industries recently recruited to the state.

Engage business and industry leaders in an ongoing dialogue regarding industry and sector workforce needs. Capitalize on existing channels of communication with industry leaders, including the Chamber’s Talent Pipeline Management program, local Workforce Investment Boards, and existing campus partnerships. Convene employers with campus career development officers to share information and effective practices.

*Strategic Priority: Talent*

**Objective 9: Increase research and service to support strong communities and economies.**

Strategy	Action Steps
<p>9a. Identify high-growth, high-demand and high-wage industries by region and target postsecondary programs for increased enrollment in those areas.</p>	<p>Establish effective and trusted working relationships with Cabinet for Economic Development leaders. Facilitate partnerships between CED and postsecondary institutions on matters relating to workforce development. Collaborate with CED and local/regional economic development organizations to support business recruitment.</p> <p>Work with CPE’s data unit, KYStats, and other organizations to analyze KY’s current and future workforce needs by county, MSA, workforce region, etc. Consider a benchmarking analysis of IPEDS degrees awarded by CIP Code, Country, CBSA, etc. to identify competitive advantages to comparable locations.</p> <p>Work with the Academic Affairs unit to assess CPE’s academic program review data and program assessments through the Graduate Profile to determine alignment with business needs.</p>
<p>9b. Encourage targeted research, the development of signature academic programs and expanded community engagement supporting Kentucky’s high-need, priority areas.</p>	<p>Work with the campuses and state budget office to develop guidelines and reporting mechanisms for the Bucks for Brains funding appropriated in 2022.</p> <p>Collaborate with CPE’s data unit and KY Stats to analyze university student-level data showing where students go after graduation (i.e., in-state, out-of-state) by degree awarded, institution and demographic (i.e., race, ethnicity, gender, age)</p>

*Strategic Priority: Value*

**Objective 10: Increase public belief in the power of postsecondary education**

Strategy	Action Steps
10a. Conduct a public awareness campaign and develop communications strategies to promote college going and elevate the importance of higher education to Kentucky's residents and economy.	Launch the #KYHigherEDMatters campaign consisting of paid, owned, social and earned media with a focus on alumni stories, including radio and TV ad through the Kentucky Broadcasters Association, targeted digital radio and ads, and value messaging through the communications channels of stakeholder groups. Develop an evaluation plan and a year 2 strategy for the Higher Education Matters campaign to sustain momentum.
	Launched the #KYHigherEDMatters podcast in conjunction with staff from other units and began implementation of a promotional plan to broaden reach.
	Execute a statewide "community conversations" tour led by the President to build awareness and support for #KYHigherEDMatters.
	Expand CPE's social media marketing reach, and use video to highlight "how to" info, myth-busters, value messaging and helpful tools and resources for students.
	Promote CPE's new student portals and other college-going and completion-related initiatives that will empower Kentuckians to act on next steps for college.
	Strengthen and amplify the voice of CPE through president's messages, presentations, emails, op-eds, speeches, media quotes and interviews, social media, communications/messaging for board members, and more unified branding throughout the agency.
	Audit CPE communications efforts to assess and improve the effectiveness of an agency-wide approach to communications and to make recommendations to increase the impact of the public campaign.

*Strategic Priority: Value*

**Objective 11: Build support for greater investment in postsecondary education**

Strategy	Action Steps
11a. Communicate higher education's return on investment and the need for increased state and federal support.	Create a year-round legislative communication plan to advocate for state support of higher education consisting of infographics, research projects, key agency initiatives, policy statements, legislative agendas and budget priorities.
	Engage legislative and other community leaders in the Higher Education Matters Community Conversations to enhance partnerships and share information.
	Plan and execute an annual legislative briefing to education government officials to share information on the importance of higher education.

Strategy	Action Steps
	<p>Create opportunities for meetings and presentations during the Interim legislative session to increase positive visibility and communicate issues and challenges facing higher education institutions and students.</p> <p>Establish annual policy and/or legislative priorities to clearly communicate agency and campus needs at the state level during the Interim legislative session.</p> <p>Develop strategic relationships with state and federal government officials and key decisionmakers through consistent and personalized outreach.</p> <p>Maintain a consistent presence throughout the regular legislative sessions through meeting attendance and the distribution of specific bill-related information.</p>
<p>11b. Seek funding from foundations and other external sources to support Strategic Agenda priorities.</p>	<p>Establish budget priorities to clearly communicate agency and campus needs at the state level during the Interim legislative session.</p> <p>Create opportunities for funding-related presentations before the Budget Review Subcommittee on Postsecondary Education.</p> <p>Develop an internal process to review and act on national and state funding opportunities.</p> <p>Develop strategic relationships with state and national higher education nonprofit policy organizations through consistent communication and meeting attendance.</p>

**TITLE:** Report from the Finance Committee

**DESCRIPTION:** Chair Mentzer will provide a report of activities from the Finance Committee meeting on September 13, 2022.

**PRESENTER:** Lucas Mentzer, Chair of Finance Committee

---

The Finance Committee met on September 13, 2022. Below is a summary of their work, and copies of the committee's agenda materials have also been included.

**Action Item**

- Reviewed and approved the resident rate of tuition for scholarship recipients of the Kentucky Innovative Scholarship. This will be presented for final approval at the Council meeting.

**Information Items**

- Received a summary of campus COVID-19 related awards, costs, and foregone revenue as of June 30, 2022. Overall, the projected eligible costs and lost revenue for Kentucky public institutions as of June 30, 2022, totaled \$712.4 million. This amount exceeded the funds available to the institutions by \$185.4 million. Additionally, institutions have identified \$33.3 million in costs that are pandemic-related, but not eligible for reimbursement per the guidelines of the funding.
- Received an update on the activities since the approval of the guidelines governing the distribution of the Workforce Development Trust Funds. A list of proposed projects and award amounts by institution was provided. West Kentucky Community and Technical College was the only two-year college that did not submit an application.
- Received an insider look on the various projects that the Finance unit has under development that directly support the 2022-24 statewide action plan for the strategic agenda.

The Finance Committee's next meeting is scheduled for September 19, 2022 @ 1pm ET.

**TITLE:** Rate of Tuition for Kentucky Innovative Scholarship Recipients

**RECOMMENDATION:** The Finance Committee recommends the Council approve the resident rate of tuition for recipients of the Kentucky Innovative Scholarship.

**PRESENTERS:** Lucas Mentzer, Chair of the Finance Committee

---

### **COMMITTEE REVIEW & APPROVAL**

The Finance Committee reviewed and approved the resident rate of tuition for recipients of the Kentucky Innovative Scholarship at its September 13, 2022, meeting.

### **BACKGROUND INFORMATION**

The Council on Postsecondary Education (CPE) and the Kentucky Higher Education Assistance Authority (KHEAA) have established the Kentucky Innovative Scholarship Pilot Project with funding appropriated by the 2022 General Assembly. The project provides college access and promotes undergraduate student success for displaced students and for students participating in international exchange programs.

The pilot project is being used to support scholarships for displaced students, support scholarships to promote international exchange, and the establishment of a state-level community of practice for representatives of Kentucky postsecondary institutions who are serving or seek to serve Displaced Students.

#### Funding Allocation

Funds for each campus are held in reserve by KHEAA and will be allocated based on the scholarship needs of the intended populations. The reserved amounts for Kentucky's public universities and KCTCS are based on the overall percentage of undergraduate students.

- Public Universities: \$5,877,000
- KCTCS Campuses: \$2,823,000
- Private, Non-Profit Campuses: \$1 million

### Program Requirements

Campuses are required to provide a 25% match to receive Innovative Scholarship Pilot Project grants. Institutional funds, private or local funds, and/or in-kind services can be used to meet the match amount. In-kind services may include targeted career and academic counseling for students from Displaced Students and international exchange populations, language training and other services supporting these populations. If a campus opts to not participate in the Innovative Scholarship Pilot Project program, those funds will be reallocated to other campuses participating in the program.

No portion of the Innovative Scholarship Pilot Project campus grants may be used for administrative overhead costs. Campuses are encouraged to leverage grant funds and improve student experiences and pathways through collaboration with other institutions.

Campuses receiving Innovative Scholarship Pilot funding are required to participate in the state Community of Practice and are encouraged to work with Kentucky-based or national organizations that support and/or resettle displaced populations to help identify and recruit eligible scholars.

### **ACTION REQUESTED: RESIDENT RATE TUITION FOR SCHOLARSHIP RECIPIENTS**

Scholarships awarded are designed to cover the total cost of attendance for displaced students, which includes tuition, fees, books, supplies, and living expenses such as room and board.

Displaced students may or may not be considered Kentucky residents for purposes of tuition pursuant to 13 KAR 2:045. Total cost of attendance for non-resident students is higher than the cost for resident students due to the higher tuition rate charged to non-resident students.

By establishing and approving the resident rate of tuition for the Kentucky Innovative Scholarship recipients, campuses will be able to apply this lower rate, making each scholarship cost less and allowing the appropriated funds to support the maximum number of students.



**TITLE:** COVID-19 Related Costs and Foregone Revenue

**DESCRIPTION:** Below is a summary of campus COVID-19 related awards, costs, and foregone revenue as of June 30, 2022.

**PRESENTERS:** Ryan Kaffenberger, Senior Associate, Finance and Workforce Development, CPE  
Shaun McKiernan, Executive Director, Finance and Budget, CPE

---

### **SUPPORTING INFORMATION**

On March 27, 2020, the Coronavirus Aid, Relief, and Economic Security Act (CARES) was signed into law as the first of three rounds of federal stimulus provided in response to the economic impacts of the COVID-19 pandemic. The Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) and the American Rescue Plan Act (ARP) were subsequently signed in to law on December 27, 2020, and March 11, 2021, respectively. Each of the three acts provides funding to higher education, elementary and secondary education, and other areas of state and local government. The Coronavirus Relief Funds (CRF) and State and Local Fiscal Recovery Funds (SLFRF) are components of CARES and ARP that provide funding that is not limited to use by postsecondary institutions but can be appropriated for that purpose.

The 2021-2022 Budget of the Commonwealth (21 RS, HB 192), which was enacted on March 30, 2021, incorporated the Governor's plan to use \$40 million in CRF in fiscal year 2020-21 for the public postsecondary institutions, while at the same time reducing state General Fund appropriations at the institutions in the aggregate by \$20 million that year, or 2.13% of each institution's net General Fund (i.e., a fund swap).

The 2022-2024 state budget, which passed on March 30, 2022, allocated SLFRF to specific public postsecondary institutions for the followings programs: the University of Kentucky Healthcare Worker Loan Relief Program, Western Kentucky University LifeWorks, and the Kentucky Community and Technical College System Commonwealth West Healthcare Workforce Innovation Center.

The CARES Act, CRRSAA, and ARP use two primary funds for providing relief to higher education: (a) the Higher Education Emergency Relief Fund (HEERF); and (b) the Governor's Emergency Education Relief Fund (GEER Fund), though ARP did not authorize any GEER funds. The federal government distributed HEERF awards directly to the institutions. A portion of HEERF awards were required to be used for financial aid grants to students, while the remaining funds could be used to help cover eligible costs and foregone revenue at the institutions. GEER funds directed to public postsecondary institutions by the Governor are administered by CPE staff. CRF, part of the CARES Act, is administered by the Office of State Budget Director.

CPE staff has been working with campus officials to track federal award amounts for higher education and the costs and foregone revenue associated with those awards. Awards to Kentucky's public postsecondary institutions for institutional purposes under CARES, CRRSAA, and ARP total \$527 million. Funds appropriated to Kentucky public postsecondary institutions that are required to be used for emergency financial aid grants to students total \$300 million.

Institutions access their available awards by incurring eligible, COVID-19 related costs and foregone revenue and submitting them for reimbursement to the appropriate entity. Each fund has unique requirements governing the costs and lost revenue that are eligible for reimbursement. Although eligibility requirements are different for each fund, reimbursement forms generally follow the same format. The Department of Education has extended the performance period for all open HEERF grants with a balance greater than \$1,000 through June 30, 2023.

In terms of tracking federal awards for Kentucky public higher education, CPE staff has focused on use of the institutional portion of the federal awards and the degree to which those funds address COVID-19 related costs and forgone revenue experienced by the institutions. Attachment A shows federal awards and associated costs and lost revenues by institution and sector. Actual and projected eligible COVID-19 related costs and lost revenue for fiscal years 2019-20 through 2023-24, total \$712.4 million. The state's public postsecondary system is projected to have \$185.4 million more in eligible expenses and lost revenue than it received in federal funds awarded. In addition, institutions have identified \$33.3 million in costs and lost revenue that are COVID-19 related but are not eligible for reimbursement under current grant guidelines.

CPE staff collects award, cost, and lost revenue data from the institutions on a quarterly basis. All parties expect these figures to change as more awards become available, more costs are incurred, more revenue is lost, and as additional guidance on eligible uses of funds becomes available.

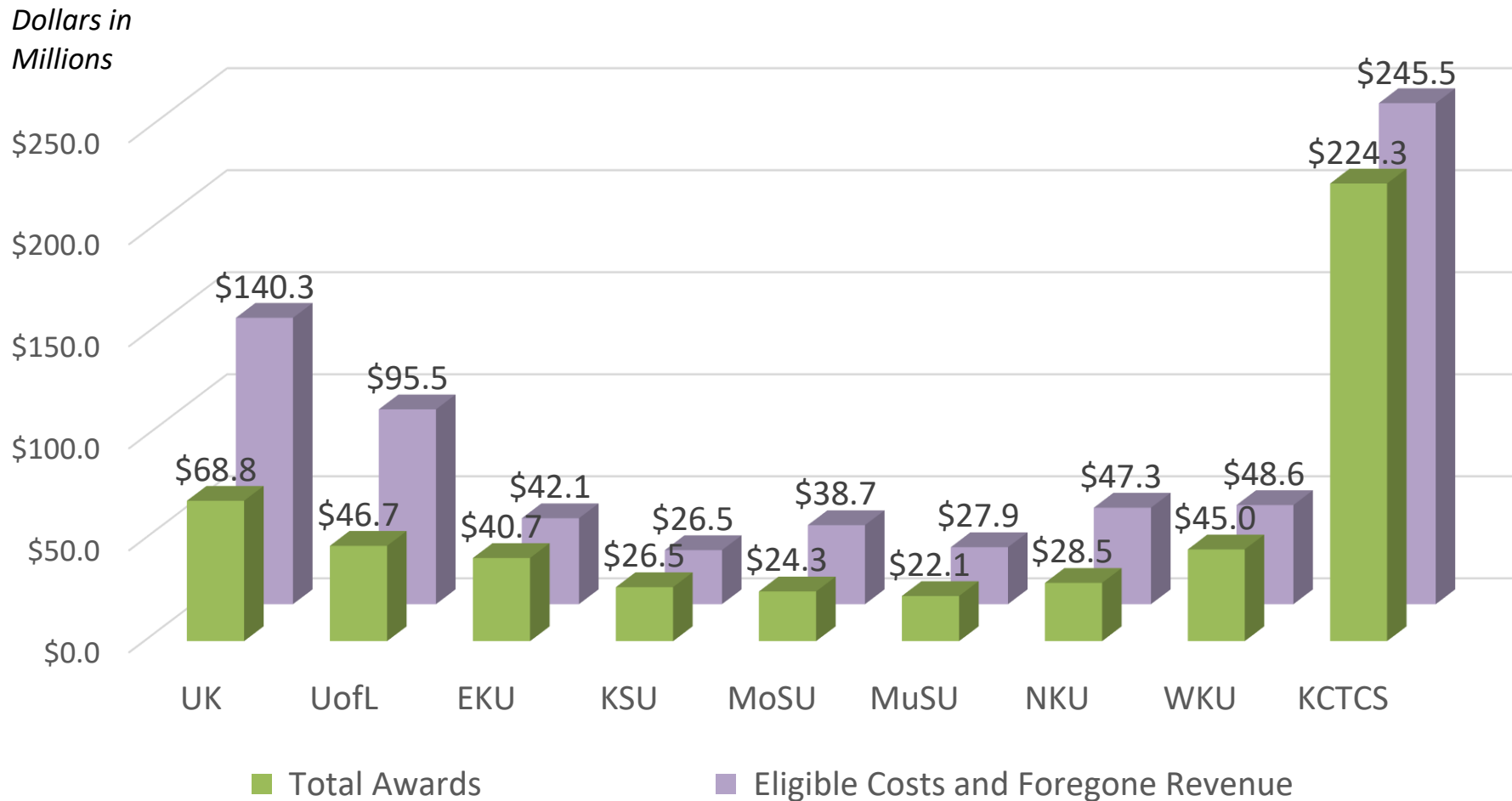
Kentucky Public Postsecondary Institution  
 Federal Higher Education Relief Funds and COVID-19 Related Costs and Foregone Revenue  
 Fiscal Years 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24

→ as of June 30, 2022  
 KSU estimates are as of March 30, 2022

Institution	Federal Higher Education Funds					A	COVID-19 Related Costs and Foregone Revenue			B	C	D
	CARES Act	CRRSAA	Coronavirus Relief Funds	ARP Act	State & Local Fiscal Recovery	Total Awards	Related Costs	Foregone Revenue	Eligible Costs and Foregone Revenue	(A + B)	Federal Awards Residual (Deficit)	Ineligible Costs and Foregone Revenue
UK	\$11,186,629	\$17,823,891	\$12,260,000	\$23,524,613	\$4,000,000	\$68,795,133	(\$75,885,359)	(\$64,451,579)	(\$140,336,937)	(\$71,541,804)	(\$14,448,000)	
UofL	7,935,295	14,194,890	5,873,000	18,714,729	0	46,717,914	(36,609,159)	(58,857,097)	(95,466,256)	(48,748,342)	(5,084,500)	
EKU	6,873,756	14,010,248	2,902,229	16,953,857	0	40,740,090	(10,853,072)	(31,262,019)	(42,115,091)	(1,375,001)	(3,083,981)	
KSU	3,652,650	8,639,043	1,173,400	13,004,656	0	26,469,749	(24,195,396)	(2,274,353)	(26,469,749)	0	(586,700)	
MoSU	4,136,031	8,666,180	1,771,800	9,762,043	0	24,336,054	(8,864,512)	(29,863,103)	(38,727,615)	(14,391,561)	(1,807,900)	
MuSU	4,019,784	7,232,285	2,022,400	8,850,253	0	22,124,722	(9,627,635)	(18,302,456)	(27,930,091)	(5,805,369)	(2,466,065)	
NKU	4,975,681	9,757,103	2,415,000	11,400,319	0	28,548,103	(11,056,451)	(36,229,445)	(47,285,896)	(18,737,793)	(3,209,500)	
WKU	6,905,902	14,224,751	3,390,800	17,642,480	2,800,000	44,963,933	(24,500,520)	(24,063,617)	(48,564,137)	(3,600,204)	(1,695,400)	
KCTCS	22,391,390	78,282,904	8,069,800	77,560,640	38,000,000	224,304,734	(141,000,612)	(104,535,083)	(245,535,695)	(21,230,961)	(960,436)	
System Total	\$72,077,118	\$172,831,295	\$39,878,429	\$197,413,590	\$44,800,000	\$527,000,432	(\$342,592,715)	(\$369,838,752)	(\$712,431,467)	(\$185,431,035)	(\$33,342,482)	
Research	\$19,121,924	\$32,018,781	\$18,133,000	\$42,239,342	\$4,000,000	\$115,513,047	(\$112,494,518)	(\$123,308,676)	(\$235,803,193)	(\$120,290,146)	(\$19,532,500)	
Comprehensive	\$30,563,804	\$62,529,610	\$13,675,629	\$77,613,608	\$2,800,000	\$187,182,651	(89,097,585)	(141,994,993)	(231,092,579)	(43,909,927)	(12,849,546)	
Two-Year	\$22,391,390	\$78,282,904	\$8,069,800	\$77,560,640	\$38,000,000	\$224,304,734	(\$141,000,612)	(\$104,535,083)	(\$245,535,695)	(\$21,230,961)	(\$960,436)	

Sources: Department of Education, Higher Education Relief Fund Allocations; Campus Chief Budget Officers, COVID-19 Costs and Foregone Revenue.

## Federal Higher Education Relief Funds and COVID-19 Related Costs and Foregone Revenue Fiscal Years 2019-20 to 2023-24



Sources: Department of Education, Higher Education Relief Fund Allocations; Campus Chief Budget Officers, COVID-19 Costs and Foregone Revenue.

**TITLE:** Workforce Development Trust Fund Distribution

**DESCRIPTION:** CPE staff will provide an update on the activities since the approval of the guidelines governing the distribution of the Workforce Development Trust Funds.

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

---

### **SUPPORTING INFORMATION**

At the June 14 meeting of the Finance Committee, members endorsed guidelines governing the distribution among KCTCS institutions of \$2,225,000 appropriated to the Workforce Development Trust Fund (WDTF) in fiscal year 2022-23 (22 RS, HB 1). The full Council approved the guidelines with no changes on June 16.

The guidelines outline the process for allocating workforce development funds among KCTCS institutions and specify that the funds will be used to increase credential production capacity and address identified supply gaps and support program offerings in targeted industry sectors, including healthcare, transportation and logistics, advanced manufacturing, business services and information technology, and construction and trades. Based on Kentucky Center for Statistics (KYSTATS) data, these sectors are projected to have increases in annual job demand that exceed the number of KCTCS graduates in related fields, creating supply gaps.

As required in the guidelines, the KCTCS system office requested an application from each community and technical college, and a selection committee, comprised of five Chief Academic Officers, two system office staff, and the Chancellor, reviewed the applications and made a funding recommendation to the KCTCS president. KCTCS officials instructed the institutions to limit the scope of proposed projects to \$200,000 or less.

A list of proposed projects and award amounts by institution is provided.

Kentucky Community and Technical College System  
2022-24 Workforce Development Trust Fund Awards

<u>College</u>	<u>Project Name</u>	<u>Award Amount</u>
Ashland	Short-Term Healthcare Programs	\$103,651
Big Sandy	Commercial Truck Driving	168,612
Bluegrass	Commercial Drivers License (CDLA I)	184,612
Elizabethtown	Gear-Up Pilot Program	176,612
Gateway	Utility Lineworker Program Expansion	100,000
Hazard	High-Demand / Short-Term Certificates	176,612
Henderson	Housing Authority Partnership	152,612
Hopkinsville	AC & Diesel Technology	140,609
Jefferson	Capacity Building in Technical Trades	162,276
Madisonville	CDL & Lineworker Expansion	164,952
Maysville	Computerized Manufacturing & Machining	136,612
Owensboro	Competency-Based Education	152,612
Somerset	Logistics & CDLA I	160,612
Southcentral KY	Medical Laboratory Technology	100,000
Southeast KY	Certified Nursing Ass't to KY Medication Aide	144,612
Total Awarded		<u>\$2,225,000</u>

As can be seen in the table, 15 out of 16 KCTCS institutions submitted an application. West Kentucky Community and Technical College was the only two-year college that did not submit an application.

On July 11, 2022, system office staff sent a funding request, along with supporting documentation, to CPE for review and approval. Those proposals included information such as planned program expenditures, the anticipated impact of program funding on student enrollment and credential production, and workforce shortage areas addressed. CPE staff reviewed the proposals from each institution, determined that they complied with Council guidelines, and notified KCTCS that their funding request was approved.

Institutions proposed a variety of uses for the workforce development fund.

- Existing programs – Six projects will address personnel and equipment needs, allowing existing programs to offer more courses and serve more students (e.g., the purchase of an additional truck or trailer to offer more commercial driver's license courses).
- Additional locations – Three projects will allow a new program to be offered in an existing location or move an existing program to a new location.
- New programs – Three projects will support equipment and other needs to establish new, high-priority programs at KCTCS institutions.

- Student recruiting and success – Two projects will allow KCTCS staff to work with community partners to serve more students. One of these projects will entail collaboration with the local housing authority to better serve students who live in public housing.
- Competency-based education – One project will leverage federal funds to implement accelerated, competency-based and credit-for-prior-learning instructional models.

KCTCS anticipates that funding for these workforce development initiatives will lead to significant additional credentials in the years ahead. KCTCS staff are in the process of identifying baselines and estimating the impact this funding will have on Kentucky's workforce. Attached is a table that provides preliminary summary information on each of these KCTCS projects.

Kentucky Community and Technical College System  
 2022-24 Workforce Development Trust Fund Awards to KCTCS Institutions

**DRAFT**

Baseline and credential increase figures to be finalized

College	Project Name	Award Amount	Early Estimates of Additional Credentials	Project Code	Project Description	Targeted Industry Sector/s
Ashland	Short-Term Healthcare Programs	\$103,651	285	EP	Expansion of existing programs (instructor and equipment)	Healthcare
Big Sandy	Commercial Truck Driving	168,612	128	EP	Expansion of existing program (instructor and equipment)	Transportation
Bluegrass	Commercial Drivers License (CDLA I)	184,612	81	EP	Expansion of existing program (instructor and equipment)	Transportation
Elizabethtown	Gear-Up Pilot Program	176,612	226	IE	Promote enrollment with community engagement (director, marketing)	ALL
Gateway	Utility Lineworker Program Expansion	100,000	32	NS	Additional practice site (instructor and equipment)	Skilled Trades
Hazard	High-Demand / Short-Term Certificates	176,612	TBD	EP	Expansion of 8 certificates across 4 programs (personnel, equipment, materials, marketing)	ALL
Henderson	Housing Authority Partnership	152,612	82	IE	Instructors, wraparound services for housing authority students in welding, healthcare	Skilled Trades, Healthcare
Hopkinsville	AC & Diesel Technology	140,609	34	SNP	New AC certificate, re-start Diesel assoc. (equipment, materials, some personnel)	Skilled Trades
Jefferson	Capacity Building in Technical Trades	162,276	TBD	EP	Additional cohorts for welding, CDL and KMA/CNA (instructors, equipment, materials)	Skilled Trades, Transportation, Healthcare
Madisonville	CDL & Lineworker Expansion	164,952	207	EP	Expansion of existing programs (instructors and equipment)	Skilled Trades, Transportation, Health
Maysville	Computerized Manufacturing & Machining	136,612	30	NS	Relocation and expansion of existing program (equipment)	Advanced Manufacturing, Skilled Trades
Owensboro	Competency-Based Education	152,612	114	INM	Implement accelerated competency-based model (personnel, equipment, other)	Advanced Manufacturing, Skilled Trades
Somerset	Logistics & CDLA I	160,612	60	SNP	New business logistics program, expansion of CDLA 1 certificate program (personnel, equipment, marketing)	Transportation and Logistics
Southcentral KY	Medical Laboratory Technology	100,000	10	SNP	New program (equipment, personnel)	Healthcare
Southeast KY	Certified Nursing Ass't to KY Medication Aide	144,612	TBD	NS	Expansion of existing programs to new Knox County campus (instructor, equipment, marketing)	Healthcare
Total Awarded/ Estimate of Add'l Credentials		<u>\$2,225,000</u>	<u>TBD</u>			

Project Code	
EP	Expand Existing Program
IE	Increase Enrollment
NS	New Site
SNP	Support New Program
INM	Implement New Model



**TITLE:** Report from the Executive Committee

**DESCRIPTION:** Chair Mentzer will provide a report of activities from the Executive Committee's September 9, 2022 meeting.

**PRESENTER:** Lucas Mentzer, Chair of Executive Committee

---

The Executive Committee met on September 9, 2022. Below is a summary of their work, and copies of the committee's agenda materials have also been included.

**Action Item**

- Reviewed and approved amendments to the KSU Expenditure Approval Policy, which will be presented for final approval at the Council meeting.

**Information Items**

- Discussed higher education's priorities for the 2023 legislative session as well as the outcomes of the special session and how the institutions in Eastern Kentucky are faring after the flooding.
- Reviewed the agenda for the 2022 Postsecondary Education Trusteeship Conference.

**TITLE:** KSU Expenditure Approval Policy

**RECOMMENDATION:** The Executive Committee recommends the Council approve the proposed amendments to the Expenditure Approval Policy for Kentucky State University.

**PRESENTERS:** Travis Powell, CPE Vice President and General Counsel

---

### **SUPPORTING INFORMATION**

As part of the responsibilities granted to the Council related to Kentucky State University (KSU) in HB 250 (2022), Section 1.(1)(c) of states the following:

The Council on Postsecondary Education shall approve any Kentucky State University expenditure greater than \$5,000, and the university shall provide a monthly report of university finances to the council in the format requested by the council. The council shall provide a monthly update on the financial status of the university to the Governor and the Legislative Research Commission. The financial oversight granted to the council under this paragraph shall continue until the council reports to the Governor and the Legislative Research Commission that the university's finances are stable;

On April 15, 2022, the Council approved the current policy for approving KSU expenditures in accordance with the enacted legislation. Amongst its many requirements, the policy requires that both the KSU Chief Financial Officer (CFO) and President sign each request for approval. On July 1, 2022, KSU named a new Interim President, Dr. Ronald Johnson. Since his appointment, CPE staff has worked extensively with Dr. Johnson and his Chief of Staff, Dr. Daarel Burnette, on the implementation of HB 250 and overall efforts to improve the institution.

Due to the volume of the expenditure requests and considering the leadership Dr. Johnson has provided at the institution during his tenure, CPE staff recommends the policy be modified to provide Dr. Johnson the flexibility to name a designee to approve expenditures on his behalf. Similarly, CPE staff recommends that the CPE Vice

President or President level approval requirement be modified to require Presidential approval, or his designee. This will allow President Thompson to designate both Vice President and General Counsel Travis Powell and Senior Fellow Greg Rush as approvers.

CPE staff also recommends that the monthly expenditure approval reporting requirement to the Executive Committee be removed. These reports can be easily obtained upon request and summary financial reports are currently being provided to the Council, General Assembly, and the Governor per HB 250.



# Kentucky State University Expenditure Approval Policy

HB 250 (2022)

Approved by Council: DATE

**Deleted:** April 15, 2022

Effective Date: DATE

**Deleted:** April 15, 2022

## Purpose

As part of the responsibilities granted to the Council related to Kentucky State Universities (KSU) in [HB 250 \(2022\)](#), Section 1.(1)(c) of states the following:

The Council on Postsecondary Education shall approve any Kentucky State University expenditure greater than \$5,000, and the university shall provide a monthly report of university finances to the council in the format requested by the council. The council shall provide a monthly update on the financial status of the university to the Governor and the Legislative Research Commission. The financial oversight granted to the council under this paragraph shall continue until the council reports to the Governor and the Legislative Research Commission that the university's finances are stable;

## Policy

KSU shall submit request for any expenditure of funds over \$5000 to Council staff at a designated email account for review and approval. Each request shall include the following information and shall be signed by both the Chief Financial Officer and President of the institution, or his designee.

1. Brief Description and Justification of Requested Expenditure
2. Originating Department
3. Programmatic Contact (with contact information)
4. Budget Unit
5. Amount Remaining in Budget Unit after Purchase
6. Funding Source
7. Procurement Method (if applicable)
8. Payment Due Date (if applicable)
9. Vendor (if applicable)
10. Contract Number (if applicable)
11. Payment Method
12. Supporting Documentation (if applicable)
13. Board of Regents Approval Date (if applicable)

All contracts and personnel actions must be approved by the KSU Board of Regents or designated Committee before resulting expenditures will be approved. Contracts and personnel obligations occurring before the effective date of HB 250, April 8, 2022, will be considered approved by the KSU Board of Regents.

CPE staff may will contact KSU with any questions or clarifications regarding the request. Requests may be revised or withdrawn at any time.

If the request is denied, CPE staff will outline the deficiencies in the request and KSU may resubmit upon correction.

If the request is approved, CPE staff will notify the KSU CFO and provide authorization for the expenditure in KSU's accounting system.

Final approval or denial will be provided ~~by the CPE President, or his designee.~~

**Deleted:** at the Vice Presidential or Presidential level at CPE

## Reporting

A report of KSU's financial status shall also be provided monthly to the CPE Executive Committee, the Governor, and the Legislative Research Commission.

**Deleted:** CPE shall provide monthly reports of approved expenditures of KSU to the CPE Executive Committee on or before the 15<sup>th</sup> of the month following the close of the prior month.

**TITLE:** 2022 Kentucky Postsecondary Progress Report

**DESCRIPTION:** Staff will present the highlights from the 2022 Progress Report.

**PRESENTERS:** Lee Nimocks, Sr. Vice President and Chief of Staff  
Travis Muncie, Executive Director of Data and Advanced Analytics  
Melissa Young, Executive Director and Lead Writer

---

### **SUPPORTING INFORMATION**

The 2022 Progress Report is an annual report of the Council on Postsecondary Education and is associated with the new statewide strategic agenda, “Higher Education Matters: 2022-2030.” This report provides a snapshot of postsecondary progress toward negotiated performance targets, with the overarching goal of raising Kentucky’s educational attainment level from 49.4% to 60% by the year 2030.

Like the strategic agenda, this report is organized around six strategic priorities: college affordability, transitions to postsecondary education, student success, talent development, increasing higher education’s value proposition, and diversity, equity and inclusion (a cross-cutting issue). For each priority, a limited number of key performance indicators (KPIs) are identified and tracked at the state-level, campus-level or both.

Highlighted at the start of each section are the major initiatives led by CPE to advance each strategic agenda priority. This report also includes a final scorecard for the metrics associated with the previous strategic agenda, “Stronger by Degrees,” which concluded in 2021.

# Progress Report Highlights



In July, CPE published the first progress report corresponding to the most recent statewide strategic agenda, “Higher Education Matters: 2022-30.” The report includes 2020-21 baseline data and sets interim 2023-24 state and campus-level targets for a new set of key performance indicators.

The report examines progress in six strategic areas: college affordability, transitions to postsecondary education, student success, talent development, increasing higher education’s value proposition, and diversity, equity and inclusion, a cross-cutting issue.

## 2022 PROGRESS REPORT



Progress Toward Kentucky's  
Statewide Strategic Agenda Goals  
An Annual Report of the Council on Postsecondary Education



## Since 2015-16...

### Gains:

- Graduation rates rose at 7.6 percentage points at public universities and 13.6 points at KCTCS.
- Undergraduate credentials increased 1.6% at public universities and 28.2% at KCTCS.
- Graduate degrees increased 6.5% at public universities.
- The statewide attainment rate climbed 5.8 percentage points.
- State higher education funding was up 13.4%.
- Enrollment for underrepresented, minoritized (URM) students was up 14.1%. URM credentials increased 41.3%.

### Losses:

- Undergraduate enrollment dropped 9.5% at public universities and 12.3% at KCTCS.
- The immediate college-going rate fell 5.5 percentage points.





# **2022 PROGRESS REPORT**

**Presentation to the  
CPE Board**

September 19, 2022



- Summarizes annual progress toward negotiated targets.
- Organized around 6 strategic priorities.
- Includes final scorecard for the 2016-21 Strategic Agenda, *Stronger By Degrees*, as well as new KPIs and goals for *Higher Education Matters, 2022-30*.



# **AFFORDABILITY**

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

## **STATE-LED INITIATIVES**

- Submitted biennial budget, resulting in historic increases in higher education funding and state need-based financial aid
- Negotiated near-historic lows in tuition and mandatory fee increases
- Launched Students' Right to Know website
- Launched Affordable Learning Kentucky
- With GEAR UP KY, executed campaign to promote FAFSA completion

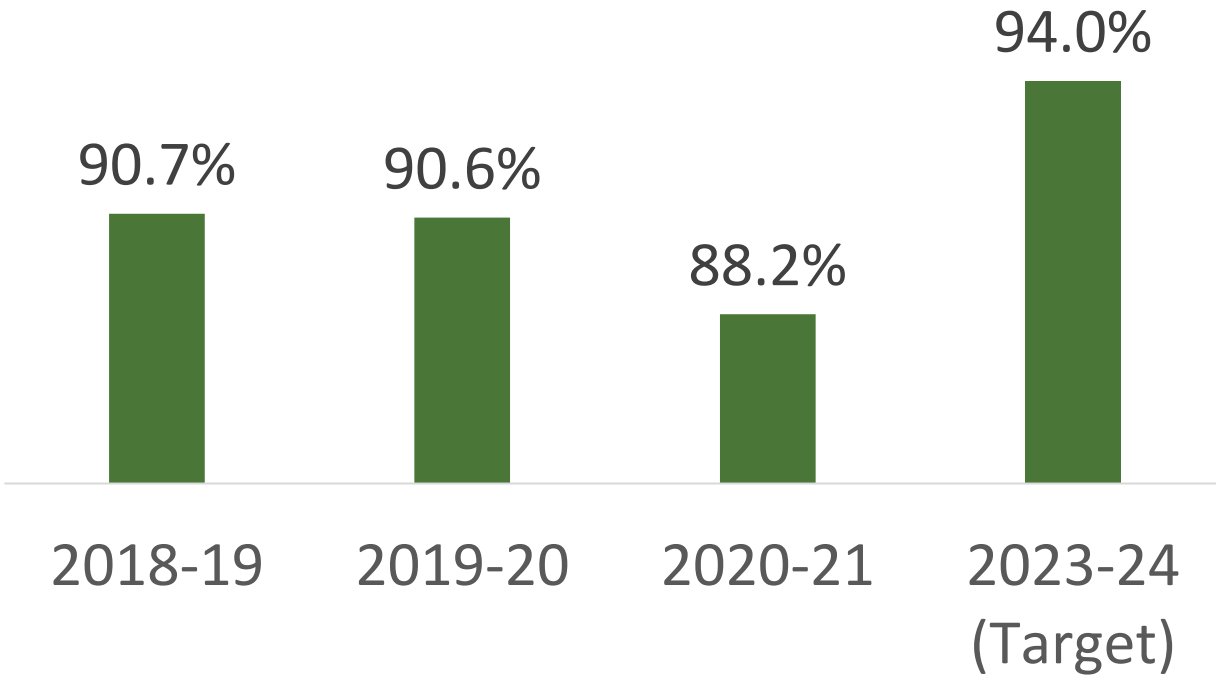


# AFFORDABILITY

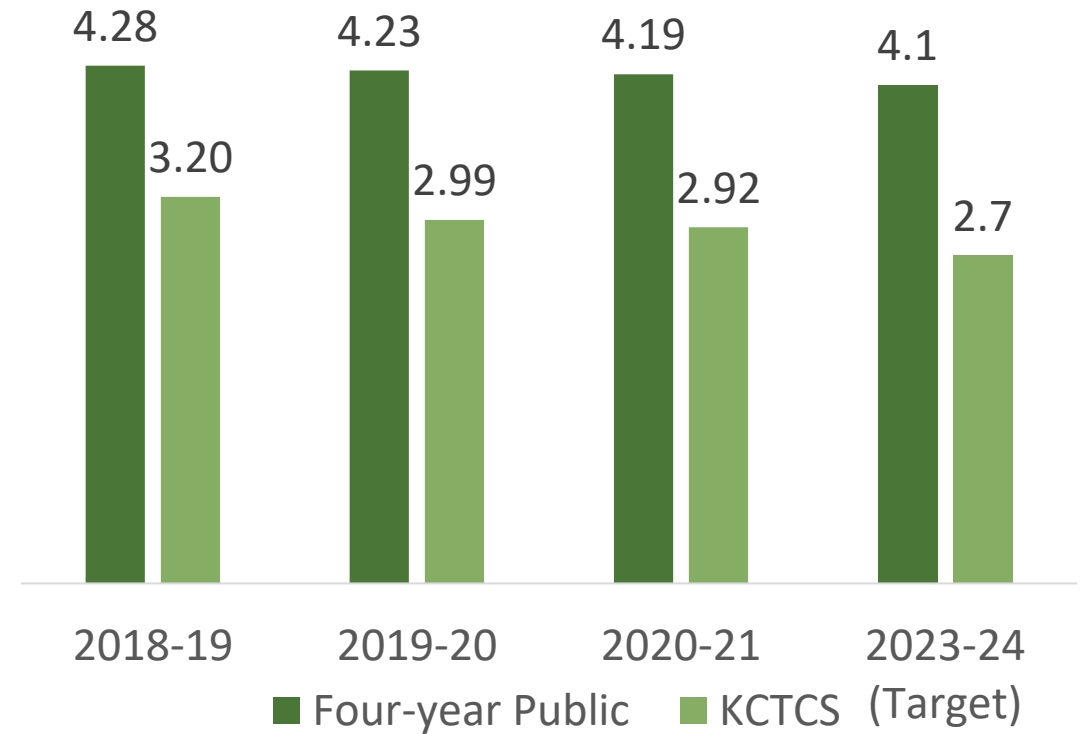
A Strategic Priority



## FASFA Completion



## Time-to-Degree



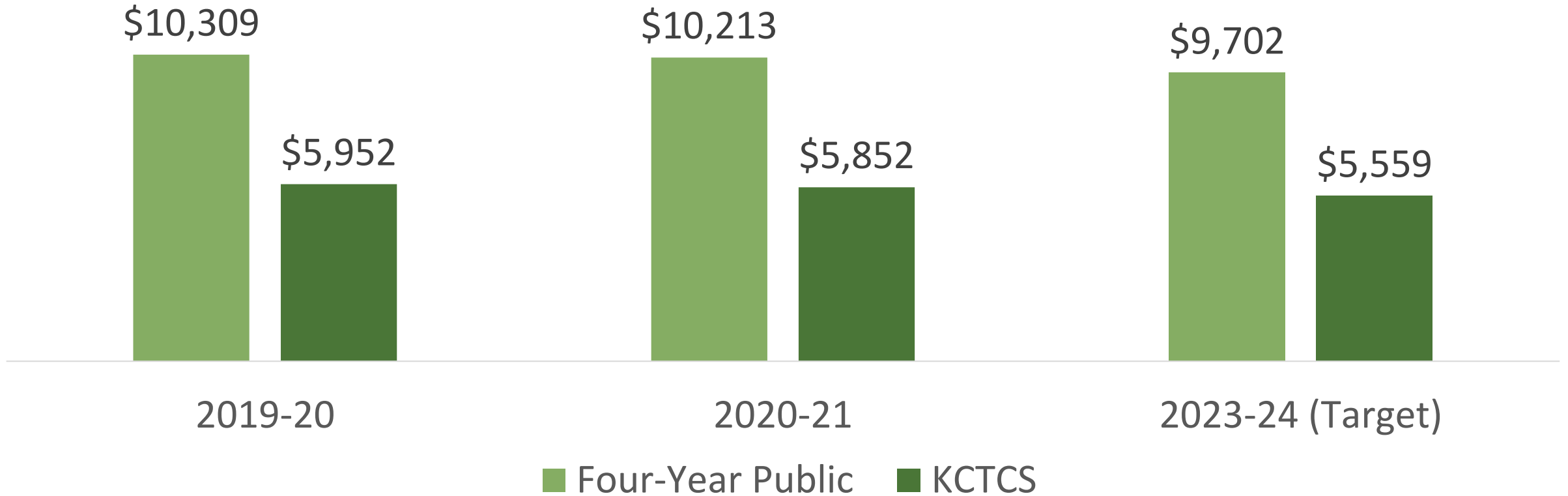


# AFFORDABILITY

A Strategic Priority



## Unmet Financial Need





# **TRANSITIONS**

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



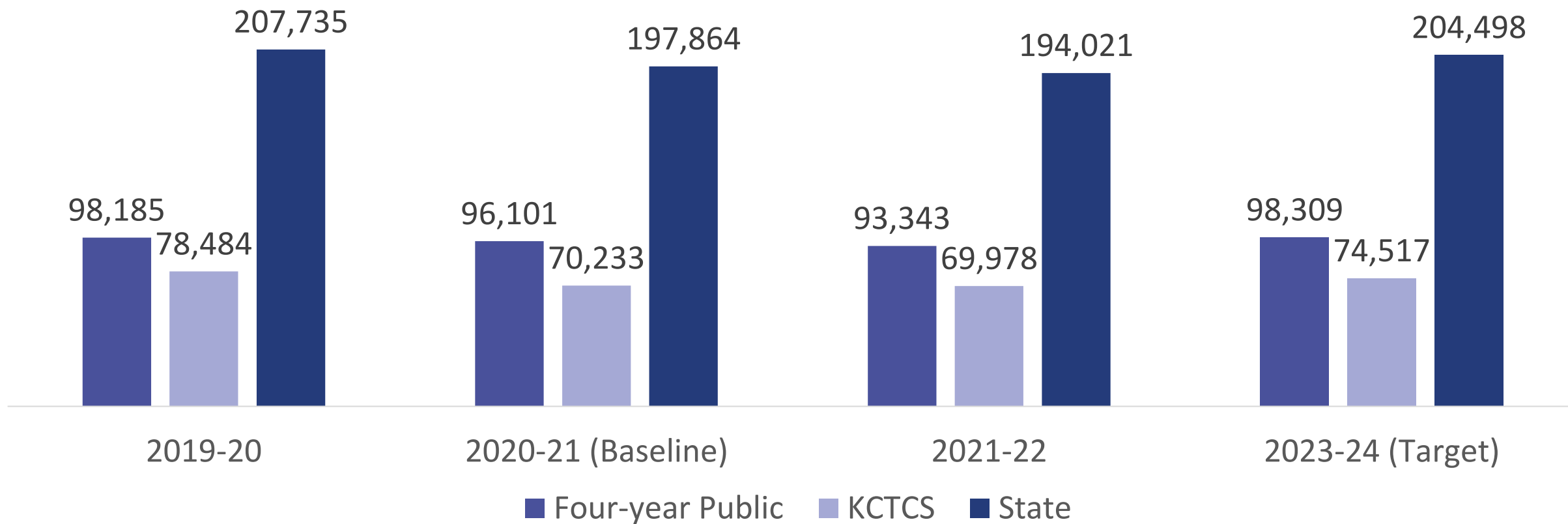
## **STATE-LED INITIATIVES**

- Commonwealth Education Continuum
- Summer bridge program grants
- Kentucky Advising Academy
- Academic Readiness Workgroup
- Commonwealth Educator Diversity Program (CEDP) grants
- GEAR UP Kentucky services
- Data reports on dual credit and teacher workforce shortages



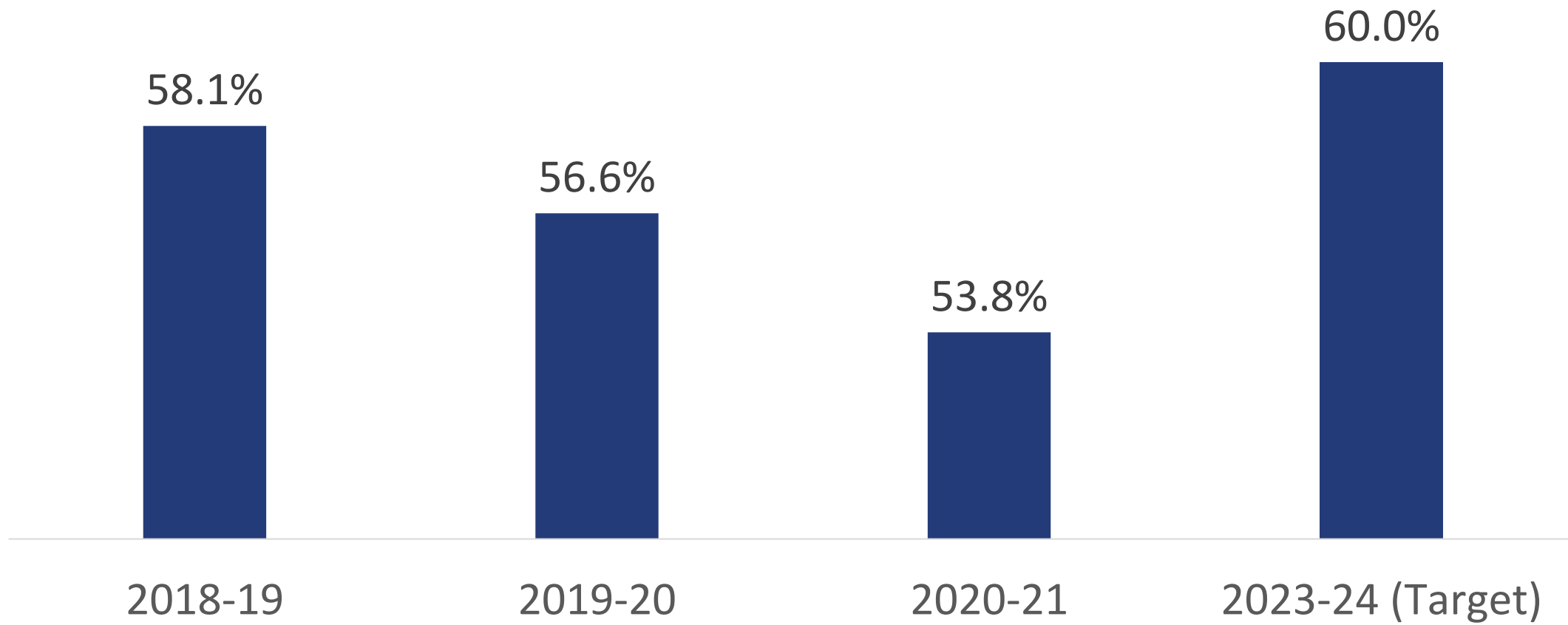


## Undergraduate Enrollment





## College-Going Rate





# **SUCCESS**

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



## SUCCESS

A Strategic Priority

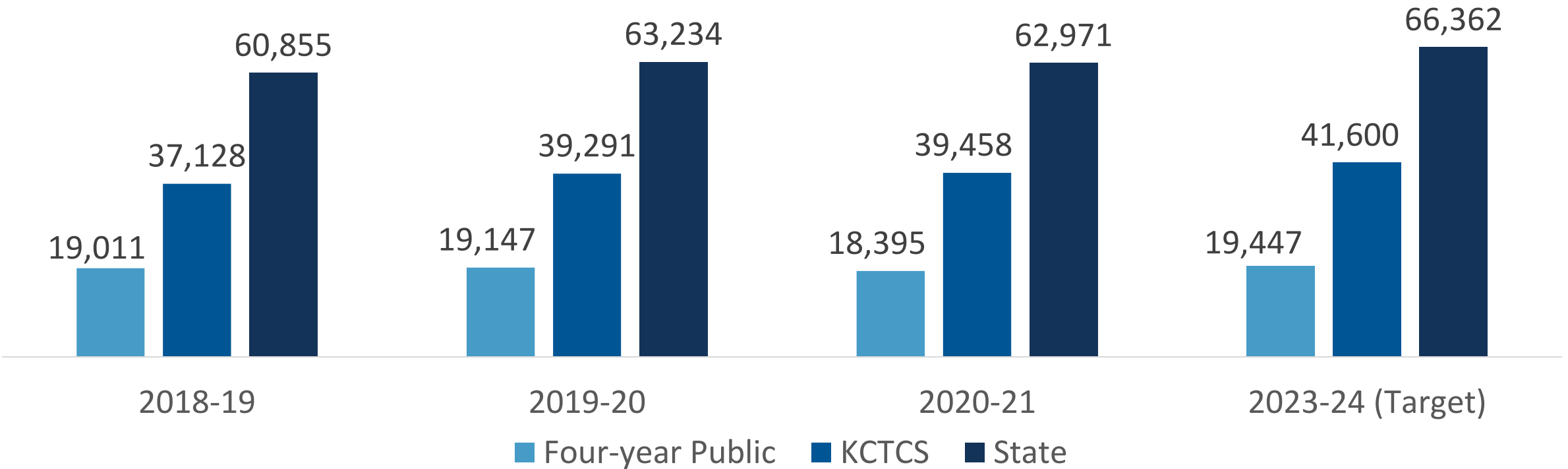


# STATE-LED INITIATIVES

- Kentucky Student Success Collaborative
- Adult Learner Attainment Academy & Policy Agenda
- Statewide mental health initiative
- Kentucky Graduate Profile
- Quality Matters certification grants
- Kentucky Transfer portal
- Cultural Competency Credential Certification
- Events such as the Higher EDquity Symposium & Student Success Summit

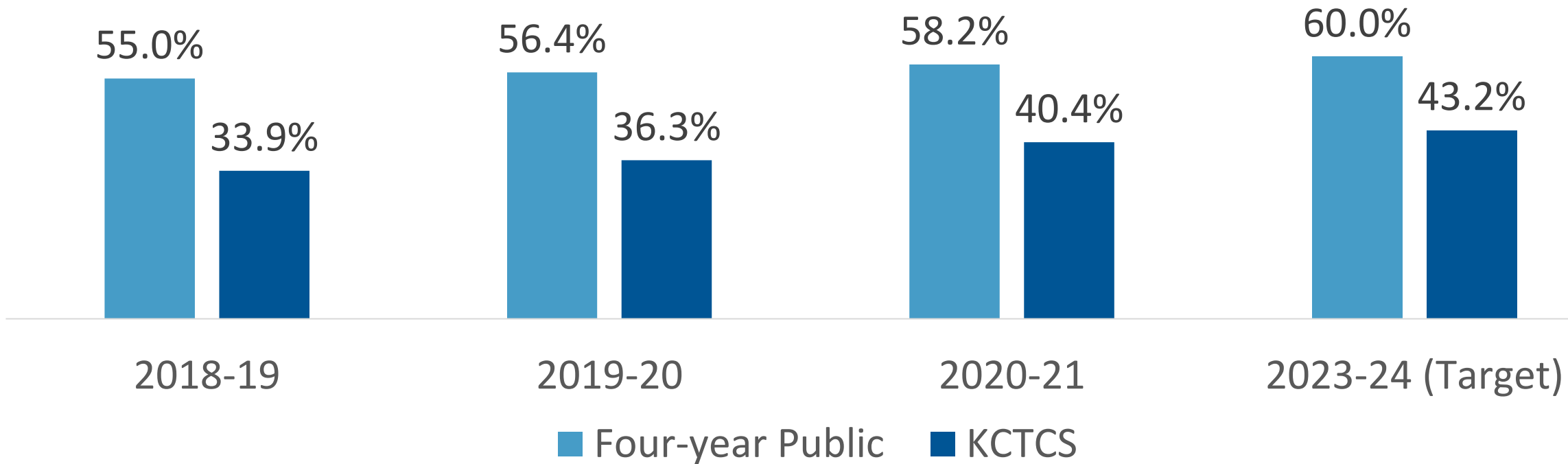


## Undergraduate Degrees



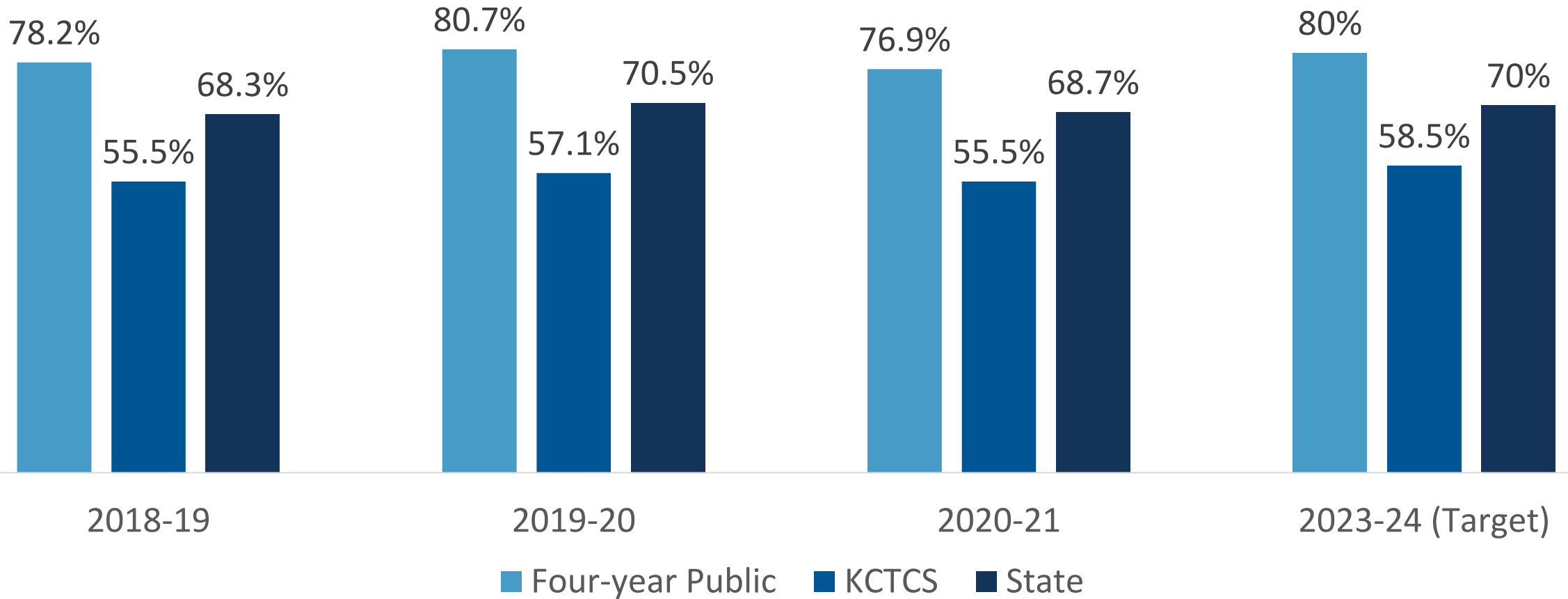


## Graduation Rates



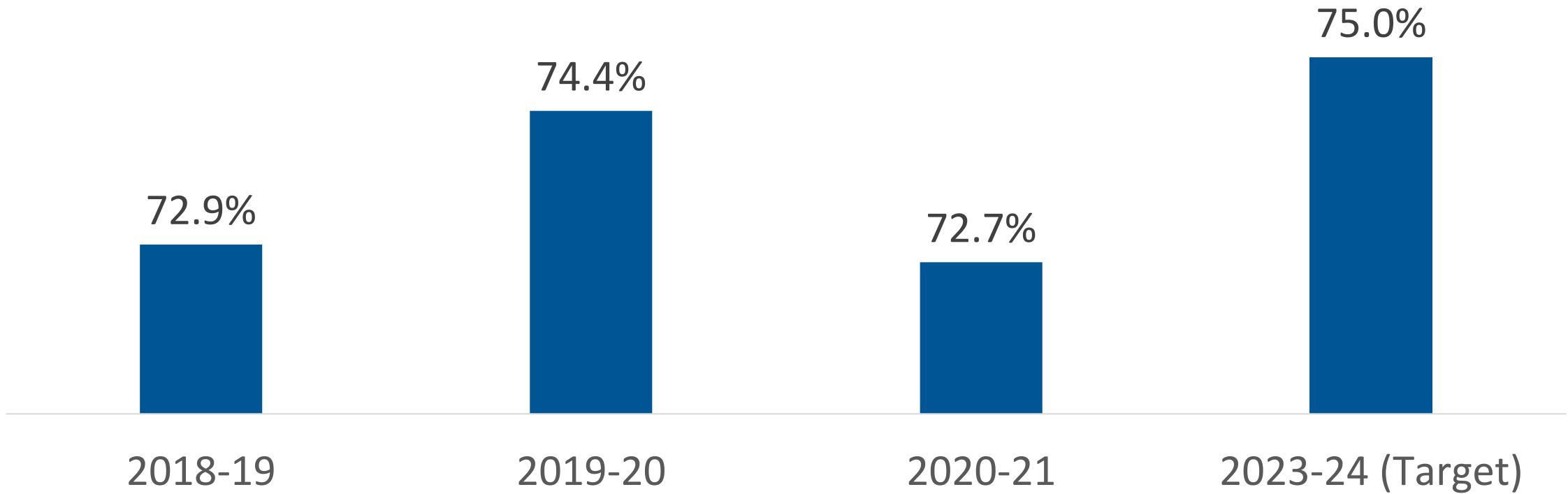


### Fall-to-Fall Retention Rate





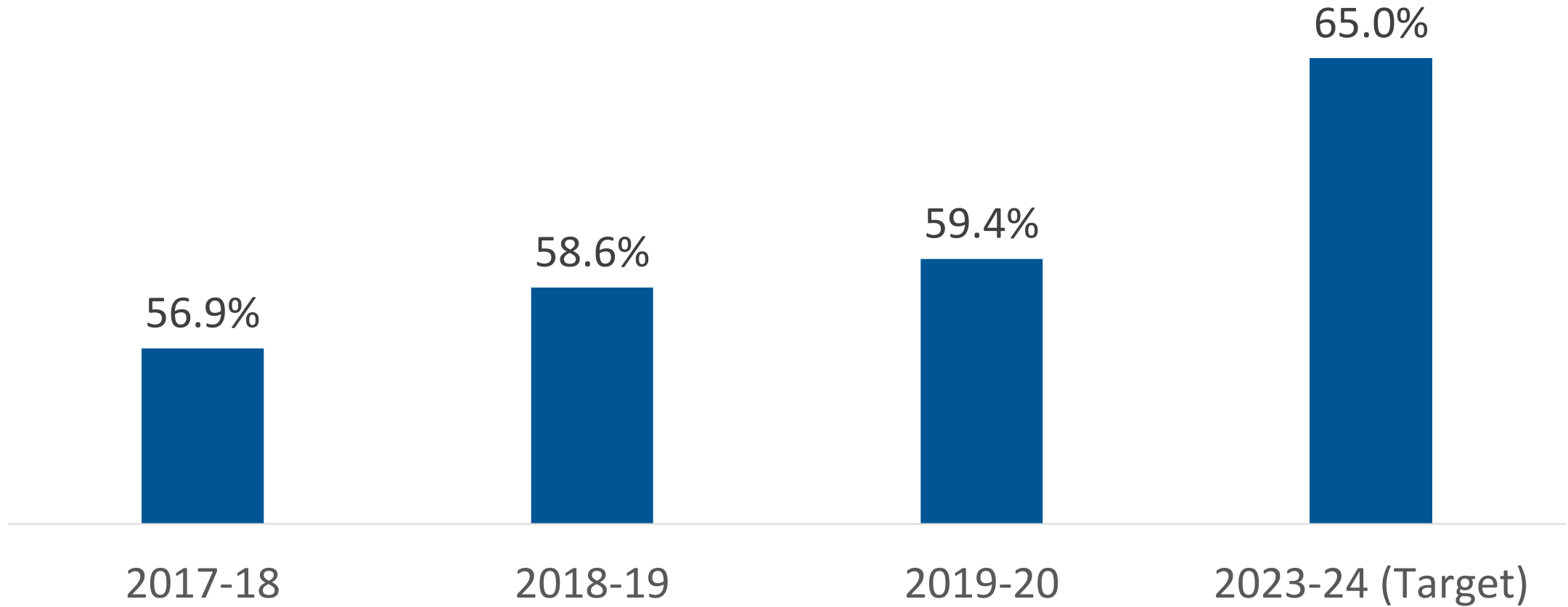
## Persistence Rate







## KCTCS to 4-Yr Transfer Rate





# **TALENT**

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

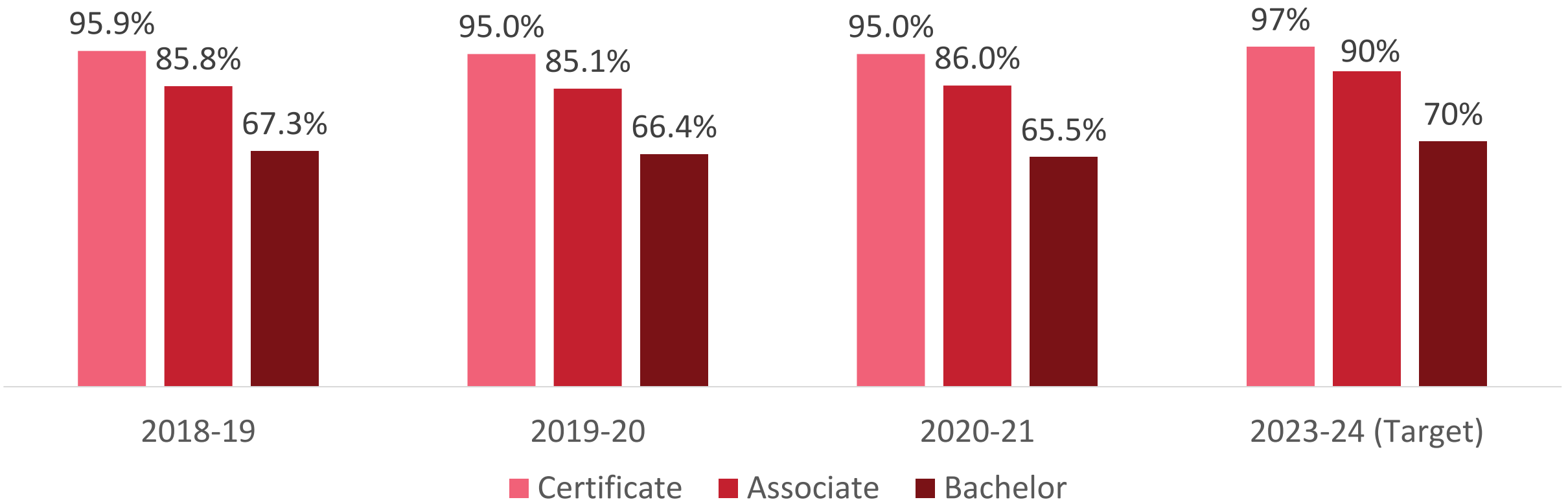


## **STATE-LED INITIATIVES**

- Bucks for Brains reinvestment
- Workforce Development Trust Fund
- Healthcare Workforce Collaborative
- KY Students' Right to Know interactive tool
- Multi-State Postsecondary Report
- Employability Audit Tool

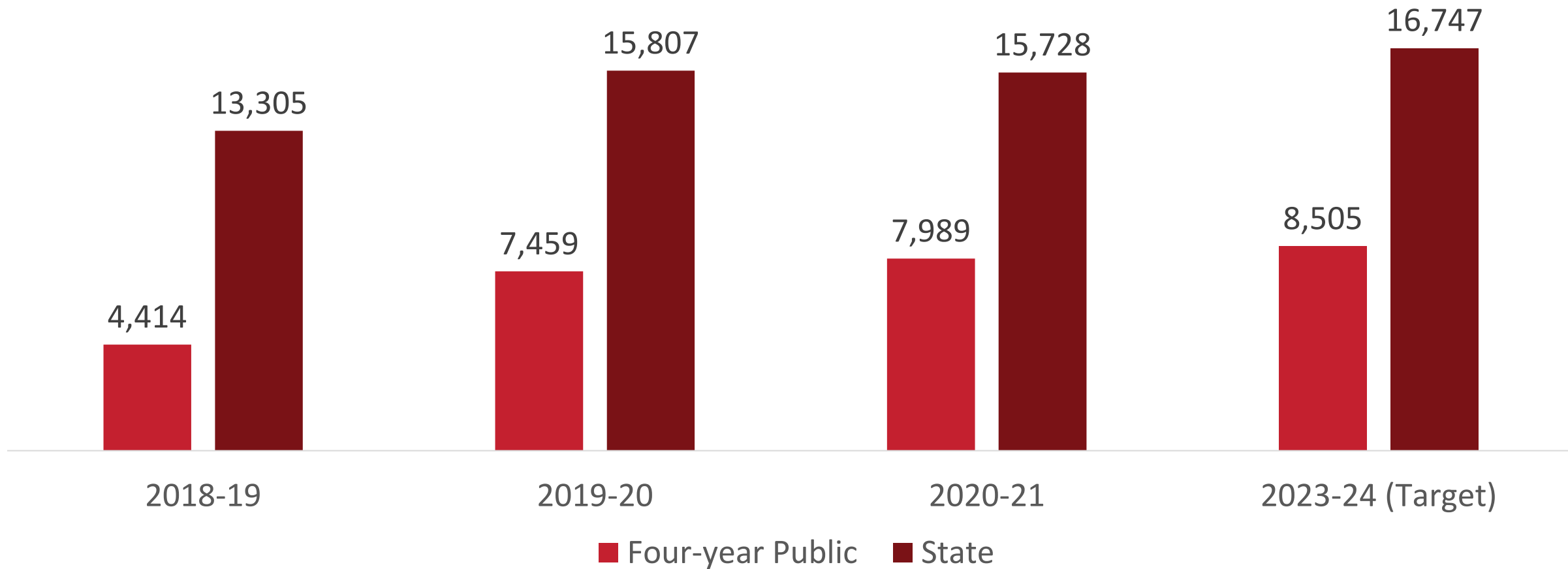


## Graduates Working or Pursuing More Education





### Graduate/Professional Degrees





# **VALUE**

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



## VALUE

A Strategic Priority



# STATE-LED INITIATIVES

- Advocated for increased public funding
- Second *Kentucky Postsecondary Return on Investment Report*
- Higher Education Matters Campaign
- Strategic communications plan and expanded social media
- State and national media coverage



## Net General Fund per FTE







## EQUITY

A Cross-Cutting Priority



# STATE-LED INITIATIVES

- Committee on Equal Opportunities
- Policy for Diversity, Equity and Inclusion
- Annual evaluations of progress, tied to eligibility to offer new academic programs
- Cultural Competency Credential Certification
- Academic Leadership Development Institute (ALDI)
- Higher EDquity Symposium and webinars



## **KEY PERFORMANCE INDICATORS MEASURED BY THE DEI POLICY**

- Undergraduate and Graduate Enrollment
- First-year to Second-year Retention
- Graduation Rates
- Degrees & Credentials
- Workforce Diversity
  - Faculty/Tenure Track Employees
  - Management Occupations



*Page 35-38*



## EQUITY

A Cross-Cutting Priority



# GAINS OVER THE LAST 5 YEARS

- Graduation rates rose at 7.6 percentage points at public universities and 13.6 points at KCTCS.
- Undergraduate credentials increased 1.6% at public universities and 28.2% at KCTCS.
- Graduate degrees increased 6.5% at public universities.
- The statewide attainment rate climbed 5.8 percentage points.



## EQUITY

A Cross-Cutting Priority



# **GAINS OVER THE LAST 5 YEARS (CONT'D)**

- State higher education funding was up 13.4%.
- Enrollment for underrepresented, minoritized (URM) students was up 14.1%.
- URM credentials increased 41.3%.



# **CLOSING OUT 2016-21 STRONGER BY DEGREES**

Final Scorecards – pages 40-41

AIKCU Data – page 42



**Stronger by Degrees**  
Final Scorecard  
2016-2021





# 2022 PROGRESS REPORT



## Progress Toward Kentucky's Statewide Strategic Agenda Goals

An Annual Report of the Council on Postsecondary Education

## 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.





# TABLE OF CONTENTS

<b>FROM THE PRESIDENT</b> .....	4
<b>AFFORDABILITY</b>	
State-Led Initiatives.....	6
Unmet Financial Need.....	7
Time to Degree.....	8
FAFSA Completion.....	10
<b>TRANSITIONS</b>	
State-Led Initiatives.....	12
Undergraduate Enrollment.....	13
College-Going Rate.....	15
<b>SUCCESS</b>	
State-Led Initiatives.....	17
Undergraduate Degrees & Credentials .....	18
Graduation Rate.....	20
Retention Rate.....	22
2-Year to 4-Year Transfer.....	24
Persistence Rate.....	24
<b>TALENT</b>	
State-Led Initiatives.....	26
Graduates Working or Pursuing More Education.....	27
Graduate & Professional Degrees.....	28
Statewide Educational Attainment Rate.....	30
<b>VALUE</b>	
State-Led Initiatives.....	32
Net General Fund Appropriations per FTE Student.....	33
<b>EQUITY</b>	
DEI Plan Metrics.....	35
Undergraduate & Graduate Enrollment.....	36
Workforce Diversity.....	37
<b>STRONGER by DEGREES 2016-21</b>	
Final Scorecard .....	40
<b>AIKCU DATA</b> .....	42



## FROM THE PRESIDENT

Aaron Thompson, Ph.D.

Dear Friends and Colleagues:

I'm delighted to present the first progress report associated with the new statewide strategic agenda, "Higher Education Matters: 2022-2030." This report provides a snapshot of postsecondary progress toward negotiated performance targets, with the overarching goal of raising Kentucky's educational attainment level from 49.4% to 60% by the year 2030.

Like the strategic agenda, this report is organized around six strategic priorities: college affordability, transitions to postsecondary education, student success, talent development, increasing higher education's value proposition, and diversity, equity and inclusion (a cross-cutting issue). For each priority, a limited number of key performance indicators (KPIs) are identified and tracked at the state-level, campus-level or both.

At the start of each section, major initiatives led by CPE to advance each strategic agenda priority are highlighted. This report also includes a final scorecard for the metrics associated with the previous strategic agenda, "Stronger by Degrees," which concluded in 2020-21.

I am confident Kentucky higher education has the right framework in place to drive unprecedented improvements in student success, educational equity and workforce productivity. The resilience and ingenuity demonstrated by our institutions during the COVID pandemic, as well as historic state budget increases for higher education, have strengthened our capacity to meet the existing and emerging challenges over the next decade. Increasing the education and skill levels of our workforce is a prerequisite to overcoming systemic poverty, low rates of workforce participation and persistent inequities along racial, ethnic and gender lines.

I'd like to thank our educational partners, executive and legislative leadership, the business and workforce community, my board and my dedicated staff for their contributions to this strategic agenda framework. Together, we are creating a more prosperous, equitable and competitive Commonwealth that equips all citizens with the knowledge and skills needed to unlock their highest potential.

Dr. Aaron Thompson, President  
Kentucky Council on Postsecondary Education





## **STRATEGIC PRIORITY: AFFORDABILITY**

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



## AFFORDABILITY

### State-Led Initiatives

College affordability has become a serious concern for many Kentucky families, as the burden of college costs gradually shifted from the state to students and their families over the last few decades. Last year, CPE worked with its partners on initiatives to increase college access.

- CPE collaborated with campuses, the Governor's Office and members of the General Assembly to achieve historic increases in higher education funding during the 2022 legislative session that will strengthen programs and mitigate costs to students and families.
- Funding increases to colleges and universities included \$80 million in new funding for the Postsecondary Education Performance Fund in each year (\$97.3 million in total when added to the current \$17.3 million base); \$683.5 million for asset preservation pools (bond funded, with half of the funding available in the first year and half in the second, with a required institutional match of 30% for research institutions and 15% for all others); and \$811.9 million for new construction or renovation projects on postsecondary campuses.
- CPE worked with partner organizations to successfully advocate for increases in state need-based financial aid for lower income students during the 2022 session. The General Assembly funded a significant increase in state student aid programs, increasing the maximum CAP grant award for financially needy students to \$5,300 (up from \$2,900) at four-year institutions and \$2,500 (up from \$2,200) at two-year institutions. Additionally, funding increases were provided for early childhood scholarships, dual credit scholarships and a new innovative scholarship pilot project for refugee students, to be developed in partnership with CPE.
- CPE developed and negotiated tuition setting for academic years 2021-22 and 2022-23, holding increases to near historic lows while also helping campuses replenish revenue losses due to the pandemic. Additionally, 2021's tuition-setting process included multiple year tuition rates to help students and families better prepare and plan for college costs.
- CPE developed and launched the Kentucky Students' Right to Know web portal in partnership with KYSTATS. This first-of-its-kind, comprehensive, interactive digital tool helps students understand college costs and average debt levels for all academic programs.
- CPE produced analyses and policy recommendations on topics related to higher education costs, debt and student aid to help shape statewide policy and programs.
- CPE negotiated a new key performance indicator in the state accountability system to help monitor unmet need after after grants, scholarships and expected family contributions are factored in.
- CPE launched Affordable Learning Kentucky (ALKY), a collaboration of Kentucky campuses focusing on expanding the availability and use of low- and no-cost, high-quality educational resources. ALKY has led to Kentucky's participation in Open Education Week, AAC&U's inaugural Institute on Open Educational Resources, and the Open Education Network, with the goal of providing more high-quality, low-cost educational resources to college students.
- In partnership with KHEAA and other state agencies, CPE hosted GO!vember and promoted FAFSA February, campaigns designed to inform Kentucky high school students and their families about the financial aid application process and how to pay for college. The GO!vember campaign resulted in the creation of a student resource hub that will continue to serve as a one-stop shop for guidance on completing the FAFSA, applying for scholarships, enrolling in dual credit programs and more.
- GEAR UP Kentucky, a unit of CPE, provided targeted FAFSA support and outreach to thousands of participating high school seniors across the state. While Kentucky (like many other states) saw a drop in FAFSA completion in 2020-21, Kentucky is currently running even with the national FAFSA completion rate of 44% of all high school seniors for 2021-22, ranking us 19th in the nation.
- Kentucky's campuses continued to implement innovative strategies to lower costs and student debt, including tuition guarantees, last-dollar scholarships, debt forgiveness programs, micro-loans and grants, reallocation of merit aid to need-based aid, among others.



# AFFORDABILITY

## Key Performance Indicator

### Unmet Financial Need

Unmet financial need is the average amount of money students must pay out-of-pocket each year after all financial aid and expected family contributions are considered. The population includes FAFSA filers only, which is nearly 90% of all students enrolled. The metric is calculated by taking the cost of attendance and subtracting the sum of expected family contributions and all federal, state and local government and institutionally funded scholarships or grants. Campuses did not set targets for this indicator, but the statewide 2023-24 target is \$9,702 for public universities and \$5,559 for KCTCS, which represents a 5% decrease from the 2020-21 baseline.

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline
<b>Eastern Kentucky University</b>						
Overall	\$9,149	\$9,006	\$9,533	\$9,787	\$9,461	\$9,320
URM*	\$11,100	\$11,074	\$11,666	\$12,097	\$11,767	\$11,476
Low-Income	\$11,657	\$11,679	\$12,378	\$12,484	\$12,441	\$12,437
<b>Kentucky State University</b>						
Overall	\$10,963	\$5,860	\$14,198	\$11,980	\$11,505	\$13,266
URM	\$11,945	\$5,886	\$14,968	\$12,266	\$11,774	\$13,604
Low-Income	\$12,788	\$5,554	\$15,610	\$12,768	\$11,943	\$13,964
<b>Morehead State University</b>						
Overall	\$8,249	\$9,018	\$9,726	\$9,312	\$8,931	\$8,902
URM	\$9,965	\$11,276	\$11,846	\$11,204	\$10,791	\$10,672
Low-Income	\$10,316	\$11,376	\$12,060	\$11,449	\$11,256	\$11,445
<b>Murray State University</b>						
Overall	\$8,584	\$7,935	\$8,273	\$9,637	\$9,812	\$9,419
URM	\$10,234	\$9,929	\$10,368	\$12,530	\$12,955	\$12,852
Low-Income	\$11,989	\$12,024	\$12,549	\$14,195	\$14,759	\$14,704
<b>Northern Kentucky University</b>						
Overall	\$9,821	\$10,058	\$10,282	\$10,192	\$10,652	\$10,883
URM	\$11,382	\$12,192	\$12,472	\$12,517	\$13,214	\$13,583
Low-Income	\$13,917	\$14,288	\$14,713	\$14,679	\$15,666	\$16,194
<b>University of Kentucky</b>						
Overall	\$11,365	\$12,154	\$12,679	\$11,909	\$12,012	\$11,219
URM	\$12,582	\$13,896	\$15,101	\$14,731	\$14,579	\$13,852
Low-Income	\$16,416	\$17,830	\$18,648	\$17,925	\$18,550	\$18,541
<b>University of Louisville</b>						
Overall	\$8,192	\$9,596	\$9,715	\$10,471	\$10,609	\$10,889
URM	\$9,167	\$10,782	\$11,005	\$12,249	\$12,456	\$12,770
Low-Income	\$11,618	\$13,540	\$13,485	\$14,607	\$15,091	\$15,345
<b>Western Kentucky University</b>						
Overall	\$8,352	\$8,778	\$9,445	\$9,200	\$8,926	\$9,054
URM	\$10,511	\$11,348	\$12,170	\$11,790	\$11,649	\$11,567
Low-Income	\$11,947	\$12,742	\$13,816	\$13,729	\$13,660	\$14,244

\*Underrepresented minoritized students (URM) include Black, American Indian or Alaskan Native, Hispanic or Latinx, Native Hawaiian or Other Pacific Islander, and two or more races. Low-income students are Pell grant recipients during their year of entry.



# AFFORDABILITY

## Key Performance Indicator

### Unmet Financial Need, Continued

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline
<b>KCTCS</b>						
Overall	\$6,370	\$6,455	\$6,264	\$6,290	\$5,952	\$5,852
URM	\$7,229	\$7,330	\$7,216	\$7,243	\$6,871	\$6,683
Low-Income	\$7,268	\$7,461	\$7,267	\$7,303	\$7,001	\$6,967
<b>Statewide (Public Universities)</b>						
Overall	\$9,314	\$9,683	\$10,291	\$10,287	\$10,309	\$10,212
URM	\$9,248	\$9,620	\$10,314	\$10,321	\$10,216	\$10,430
Low-Income	\$9,723	\$10,145	\$10,516	\$10,536	\$10,509	\$10,732

Source: Kentucky Postsecondary Education Data System (KPEDS)

### Time to Degree

Students can save thousands of dollars by completing a degree on time, since extra semesters mean extra cost. This indicator measures the average total number of academic years students are enrolled prior to undergraduate degree completion. In general, the goal is to complete a bachelor's degree in four years and an associate degree in two years. Students seeking diplomas and certificates are not included in this measure. Targets were not established for URM and low-income populations, but progress is monitored.

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline	2023-24 Target
<b>Eastern Kentucky University</b>							
Overall	4.50	4.48	4.43	4.34	4.25	4.17	<b>4.00</b>
URM*	4.60	4.58	4.47	4.48	4.47	4.39	<b>No Goal</b>
Low-Income	4.63	4.67	4.58	4.48	4.41	4.31	<b>No Goal</b>
<b>Kentucky State University</b>							
Overall	5.00	4.88	4.61	4.73	4.61	4.33	<b>NA</b>
URM	5.05	4.95	4.76	4.81	4.73	4.36	<b>No Goal</b>
Low-Income	5.06	5.00	4.75	4.84	4.71	4.42	<b>No Goal</b>
<b>Morehead State University</b>							
Overall	4.48	4.40	4.39	4.27	4.25	4.16	<b>4.0</b>
URM	4.50	4.34	4.60	4.45	4.52	4.30	<b>No Goal</b>
Low-Income	4.73	4.57	4.62	4.42	4.46	4.27	<b>No Goal</b>
<b>Murray State University</b>							
Overall	4.36	4.38	4.30	4.30	4.19	4.13	<b>4.0</b>
URM	4.76	4.69	4.59	4.60	4.53	4.44	<b>No Goal</b>
Low-Income	4.63	4.66	4.51	4.60	4.41	4.23	<b>No Goal</b>

\*Underrepresented minoritized students (URM) include Black, American Indian or Alaskan Native, Hispanic or Latinx, Native Hawaiian or Other Pacific Islander, and two or more races. Low-income students are Pell grant recipients during their year of entry.



# AFFORDABILITY

## Key Performance Indicator

### Time to Degree, Continued

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline	2023-24 Target
<b>Northern Kentucky University</b>							
Overall	4.77	4.66	4.54	4.50	4.38	4.36	<b>4.20</b>
URM	4.62	4.60	4.57	4.46	4.43	4.47	<b>No Goal</b>
Low-Income	5.14	4.96	4.85	4.84	4.57	4.55	<b>No Goal</b>
<b>University of Kentucky</b>							
Overall	4.30	4.24	4.20	4.16	4.14	4.13	<b>4.10</b>
URM	4.35	4.28	4.29	4.27	4.23	4.23	<b>No Goal</b>
Low-Income	4.43	4.36	4.35	4.31	4.32	4.86	<b>No Goal</b>
<b>University of Louisville</b>							
Overall	4.49	4.46	4.40	4.33	4.31	4.30	<b>4.20</b>
URM	4.55	4.53	4.51	4.39	4.39	4.34	<b>No Goal</b>
Low-Income	4.73	4.65	4.59	4.52	4.49	4.49	<b>No Goal</b>
<b>Western Kentucky University</b>							
Overall	4.52	4.45	4.37	4.24	4.19	4.14	<b>4.10</b>
URM	4.80	4.78	4.64	4.48	4.38	4.39	<b>No Goal</b>
Low-Income	4.86	4.76	4.66	4.47	4.32	4.33	<b>No Goal</b>
<b>KCTCS</b>							
Overall	3.32	3.32	3.29	3.20	2.99	2.92	<b>2.70</b>
URM	3.53	3.37	3.43	3.40	3.14	3.13	<b>No Goal</b>
Low-Income	3.36	3.32	3.28	3.25	3.03	3.01	<b>No Goal</b>
<b>Statewide (Public Universities)</b>							
Overall	4.46	4.42	4.35	4.28	4.23	4.19	<b>4.10</b>
URM	4.59	4.53	4.48	4.41	4.36	4.33	<b>No Goal</b>
Low-Income	4.72	4.65	4.588	4.50	4.42	4.41	<b>No Goal</b>

Source: Kentucky Postsecondary Education Data System (KPEDS)

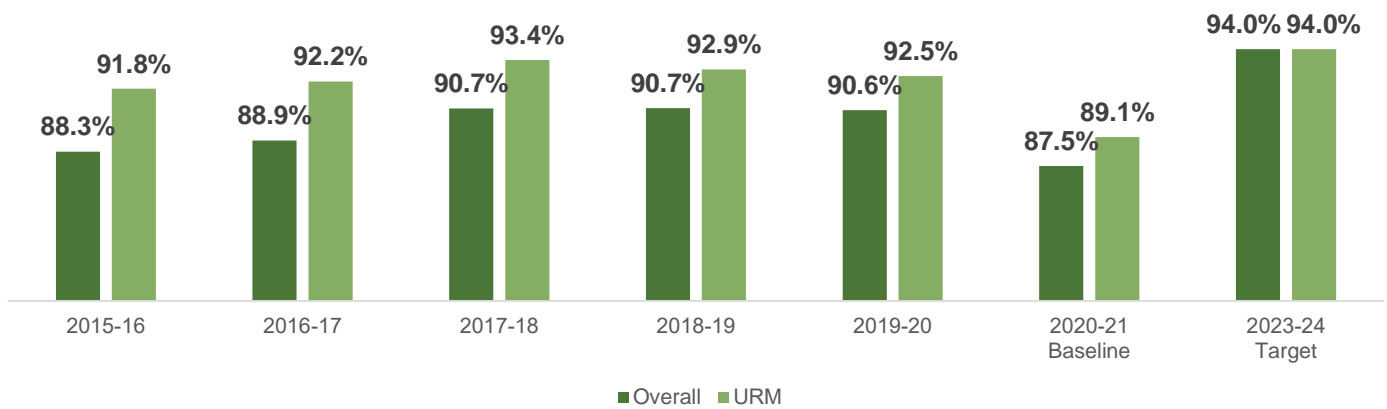


# AFFORDABILITY

## Key Performance Indicator

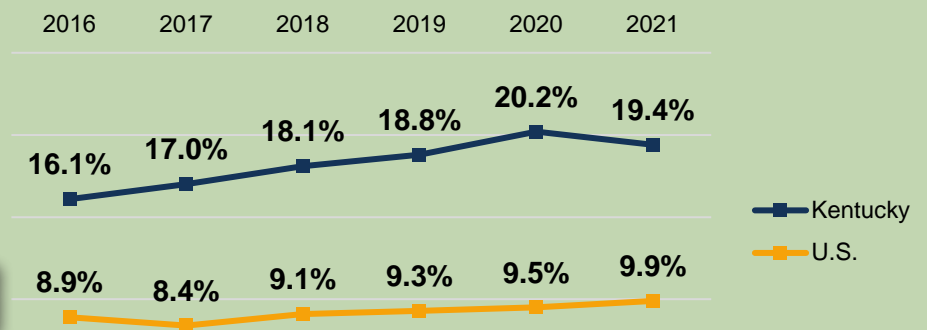
### FAFSA Completion

The Free Application for Federal Student Aid (FAFSA) is the form students fill out annually, beginning as high school seniors through their senior year of college, to determine eligibility for federal Pell Grants and other forms of financial assistance, like work-study and student loans. Because many states, colleges and some private financial aid providers use the FAFSA to determine eligibility for their own scholarships and awards, it is recommended that all college-goers submit it, regardless of family income. Completing the FAFSA is the best way to unlock available aid and ensure no federal dollars are left on the table. Kentucky hopes to increase its FAFSA completion rate to 94% of all recent high school graduates who enroll at an in-state public college or university, up from the current rate of 87.5% overall and 89.1% for underrepresented minoritized students.



Source: Kentucky Postsecondary Education Data System (KPEDS). Underrepresented minoritized students (URM) include Black, American Indian or Alaskan Native, Hispanic or Latinx, Native Hawaiian or Other Pacific Islander, and two or more races.

### Kentucky allocates a greater share of postsecondary funding to financial aid than most states.



Source: FY 21 State Higher Education Finance Report, SHEEO

In 2021, nearly 20% of Kentucky higher education funding went directly to students in the form of grants and scholarships. The average annual award per student was \$1,378, compared to the national average of \$921.





## **STRATEGIC PRIORITY: TRANSITIONS**

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



## TRANSITIONS

### State-Led Initiatives

In the aftermath of COVID and with college-going rates on the decline, CPE is working with its partners to help more high school students apply to college and make a successful postsecondary transition.

- CPE initiated and co-led, with the Lt. Governor and Commissioner of Education, the Commonwealth Education Continuum (CEC), a P-20 initiative to begin statewide conversations and actions with P-12, higher education and workforce leaders to strengthen Kentucky's education pipeline. The CEC has engaged over 200 Kentucky citizens in creating recommendations and actions to improve outcomes for students by focusing on early postsecondary opportunities, successful transitions to postsecondary education and P-12 educator preparation, training and diversity.
- As a result of CEC findings and recommendations, CPE, in partnership with KDE, piloted a notification that outlined important postsecondary transition steps to high school seniors meeting minimum admission criteria for public postsecondary institutions.
- CPE secured \$5 million dollars in federal COVID relief funding to award and administer summer bridge program grants to Kentucky campuses to provide academic, social and emotional support for incoming freshmen and sophomores. These grants provided funding to 21 Kentucky colleges and universities during the summer and fall of 2021.
- CPE secured \$4 million dollars in federal funding to launch the Kentucky Advising Academy (KAA), which will increase the capacity of high school staff and communities to effectively provide college and career advising and support to students through their transition to college or work. KAA soon will provide free comprehensive professional learning and resources centered on postsecondary advising for school counselors, Family Resource/Youth Service Center (FRYSC) coordinators and professional school staff.
- In partnership with KYSTATS and KDE, CPE began the development of a one-stop Kentucky web portal to provide college and career navigation tools, guidance and resources. The portal will launch in 2023.
- CPE created and led the Academic Readiness Workgroup, which developed statewide indicators for academic readiness to be implemented in fall 2022.
- CPE awarded Commonwealth Educator Diversity Program (CEDP) grants to three universities to support programs designed to expand the number of P-12 teachers in Kentucky from underrepresented populations.
- GEAR UP Kentucky provided 41,657 hours of college readiness and transition services and support to 6,396 students in grades 7, 8, and 12, as well as in the first year of college. GUK also provided 768 family members with 227 hours of advising and support, and 33 school administrators/teachers with 286 hours of GUK-hosted or funded professional development.
- Through the work of GEAR UP KY, 50% of participating high schools improved their high school graduation rate, and 75% of GUK high schools improved their college application rates in 2020-21.
- Work with GUK students and families has led to the development of an online postsecondary transition readiness course for GUK high school students aligned to state standards.
- CPE collaborated with the Prichard Committee's Kentucky Student Voice Team to conduct a statewide survey about the impact of COVID on students' college planning and experiences.
- CPE released the second report in a dual credit research series that showed students who took dual credit courses before enrolling at KCTCS were more likely to earn higher grades and complete credentials.
- With EMSI, CPE released a study highlighting the growing teacher workforce shortage. The findings indicate that Kentucky needs to increase diversity in the education workforce to better reflect the state's minoritized populations.
- While undergraduate enrollment has fallen over the last two years due to challenges related to the pandemic, decreases were well below the national average.



# TRANSITIONS

## Key Performance Indicators

### Undergraduate Enrollment

Undergraduate enrollment captures the total unduplicated number of students who enroll in an undergraduate program offered by one of Kentucky's public colleges or universities in an academic year, either full-time or part-time. Enrollment is a leading indicator, meaning that it provides an early indication of future degree production and educational attainment levels. Enrollment fell significantly with the onset of COVID-19, so Kentucky will be working to return to pre-COVID enrollment levels in the years ahead. Enrollment goals for URM students are established as a percentage of the overall student population and not as a numeric value (see pages 36-37, DEI metrics).

INSTITUTION	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Baseline	Fall 2023 Target
<b>Eastern Kentucky University</b>							
Overall	14,327	14,293	14,143	13,399	12,662	12,070	<b>12,250</b>
URM*	1,555	1,584	1,638	1,595	1,590	1,683	<b>No Goal</b>
Low-Income	5,794	5,494	5,529	5,168	4,817	4,533	<b>No Goal</b>
<b>Kentucky State University</b>							
Overall	1,433	1,568	1,757	1,666	2,029	2,148	<b>NA</b>
URM	831	814	942	879	1,156	1,429	<b>No Goal</b>
Low-Income	824	819	833	801	876	990	<b>No Goal</b>
<b>Morehead State University</b>							
Overall	9,783	9,754	9,666	9,400	8,964	8,621	<b>8,700</b>
URM	672	749	664	729	716	700	<b>No Goal</b>
Low-Income	3,451	3,118	3,132	3,024	2,832	2,802	<b>No Goal</b>
<b>Murray State University</b>							
Overall	9,268	8,886	8,636	8,142	8,215	7,939	<b>8,047</b>
URM	1,035	971	916	881	935	909	<b>No Goal</b>
Low-Income	2,869	2,689	2,605	2,522	2,514	2,435	<b>No Goal</b>
<b>Northern Kentucky University</b>							
Overall	12,806	12,643	12,572	12,158	12,058	11,672	<b>11,854</b>
URM	1,580	1,593	1,620	1,580	1,613	1,632	<b>No Goal</b>
Low-Income	4,017	3,800	3,770	3,414	3,239	2,907	<b>No Goal</b>
<b>Western Kentucky University</b>							
Overall	17,315	17,601	17,666	17,035	15,907	15,287	<b>15,746</b>
URM	2,586	2,672	2,739	2,640	2,534	2,621	<b>No Goal</b>
Low-Income	5,630	5,381	5,412	4,973	4,645	4,524	<b>No Goal</b>

\*Underrepresented minoritized students (URM) include Black, American Indian or Alaskan Native, Hispanic or Latinx, Native Hawaiian or Other Pacific Islander, and two or more races. Low-income students are Pell grant recipients during their year of entry.



# TRANSITIONS

## Key Performance Indicator

### Undergraduate Enrollment, Continued

INSTITUTION	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Baseline	Fall 2023 Target
<b>University of Kentucky</b>							
Overall	22,761	22,674	22,477	22,188	22,276	22,246	<b>23,000</b>
URM	3,492	3,648	3,725	3,655	3,682	3,752	<b>No Goal</b>
Low-Income	5,278	5,220	5,345	5,154	5,068	4,750	
<b>University of Louisville</b>							
Overall	15,985	16,029	15,738	15,834	16,074	16,118	<b>16,500</b>
URM	3,108	3,259	3,420	3,644	3,772	4,065	<b>No Goal</b>
Low-Income	4,474	4,277	4,468	4,599	4,594	4,426	
<b>KCTCS</b>							
Overall	80,071	79,567	77,679	77,809	78,484	70,233	<b>74,517</b>
URM	11,656	11,746	11,932	12,329	13,126	12,371	<b>No Goal</b>
Low-Income	35,677	33,287	31,873	30,413	29,700	26,532	
<b>Statewide (Public Universities)</b>							
Overall	183,749	183,015	180,334	177,631	176,669	166,334	<b>204,498</b>
URM	26,515	27,036	27,596	27,932	29,124	29,162	<b>No Goal</b>
Low-Income	67,994	64,085	62,967	60,068	58,285	49,149	

Source: Kentucky Postsecondary Education Data System (KPEDS)

## Highlights

- Nationally, total postsecondary enrollment (undergraduate and graduate) decreased about 3% from 2020 to 2021; Kentucky fared slightly better with a 2% decline. Recent enrollment declines can be attributed in large part to the COVID-19 pandemic and increased economic instability. If the nation enters another recession, this trend may reverse, as changes in enrollment are often counter-cyclical to economic downturns. In Kentucky, net FTE enrollment increased 11.9% from 2008 through 2012 due to the Great Recession and has since declined 13.6% as the economy recovered.
- Fall undergraduate enrollment in 2021 decreased 10.5% at KCTCS and 5.8% at public universities over the previous year. However, URM enrollment at public universities actually increased slightly.
- Over the last five years, undergraduate enrollment at public universities fell 9.5% overall, but URM enrollment actually increased 10% during that same time period.
- At KCTCS, undergraduate enrollment decreased 12.3% over the last five years, but URM enrollment increased 6.1% over that same period.

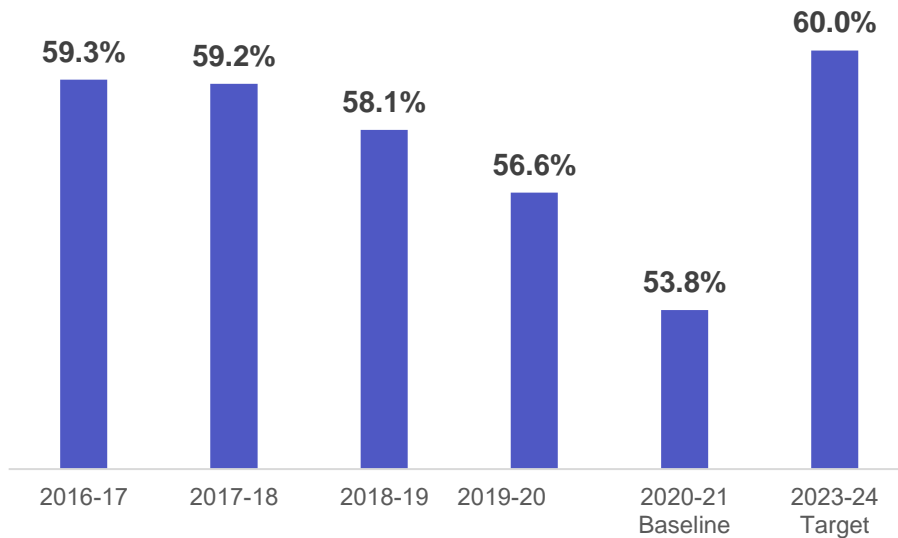


# TRANSITIONS

## Key Performance Indicator

### College-Going Rate

The college-going rate is the percent of recent Kentucky high school graduates who attend any in-state or out-of-state postsecondary institution in the summer, fall or spring following high school graduation. The year corresponds to the first year of postsecondary enrollment (i.e., 53.8% of students who graduated high school in 2020 were enrolled in college the following academic year, 2020-21). Access to National State Clearinghouse Data has enabled Kentucky to track students going to out-of-state institutions in select states; previously, Kentucky could only track students who enrolled at in-state colleges and universities. The in-state college-going rate is substantially lower (47.9%). Nationally, the immediate college-going rate is around 66%.

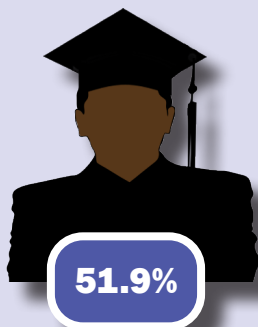


Source: Kentucky Center for Statistics (KYSTATS)

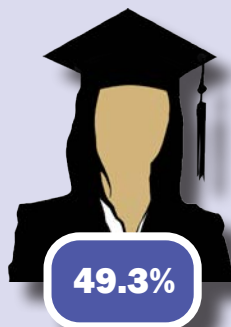
## Kentucky students need equitable access to college.

Overall, **53.8%** of Kentucky's high school class of 2020 went directly to college, but access varied by race, ethnicity, gender and income.

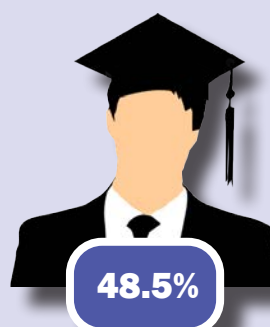
**Black, non-LatinX**



**LatinX**



**Male**



**Free/Reduced Lunch**



Source: Kentucky High School Feedback Report, Kentucky Center for Statistics (KYSTATS)



## **STRATEGIC PRIORITY: SUCCESS**

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



## SUCCESS

### State-Led Initiatives

Kentucky's future prosperity depends on more people advancing through our postsecondary system and graduating in less time. The following are just a few of the activities underway to improve student success, close achievement gaps and enhance academic quality.

- With funding from the James Graham Brown Foundation, CPE launched the Kentucky Student Success Collaborative (KYSSC), the first center in the country that works with both two- and four-year institutions to connect them with business leaders and policy makers to support and develop strategies that enhance student success. Since its launch, the KYSSC has received \$675,000 in technical assistance funding to launch three significant initiatives: a Jobs for the Future Network Demonstration Project (a 1-year initiative with 9 participating campuses); Complete College America's Purpose First initiative (a 2-year project with 9 participating campuses); and Student Basic Needs Continuous Improvement Cycle (a 6-month initiative with 6 participating campuses). KYSSC also launched Impact exChange, an online knowledge and resource hub to increase collaboration across institutions and improve access to best practice resources, toolkits and advice from colleagues across the state.
- CPE established the Kentucky Adult Learner Attainment Academy, a year-long effort to understand the biggest challenges facing adult learners in Kentucky and provide a roadmap to improve their educational outcomes. The first deliverable is an audit of state financial aid programs, assessing whether their structure and administration present roadblocks for adult learners. CPE also concluded KY's participation over the past 18 months with Degrees When Due, a national initiative focused on helping campuses support adult learners.
- CPE implemented a statewide mental health initiative, which includes mental health first aid training for faculty, staff and students. The initiative provided access to TAO Connect, an online self-help platform, for all Kentucky students. This initiative provided training for over 2,000 faculty, staff and students, and has supported student engagement in over 10,000 guided sessions and mindfulness exercises.
- CPE is advancing the Kentucky Graduate Profile, a set of career-focused learning outcomes ensuring every graduate receives a high-quality, relevant and equitable degree necessary for success in life and work. All eight public universities and four KCTCS campuses are participating in the Graduate Profile Academy, where they identified the presence and influence of the ten essential skills at their institutions. Each campus team is designing an "impact project" to determine strategies to accomplish the mission of the Kentucky Graduate Profile.
- CPE awarded and managed Quality Matters (QM) certification grants to several campuses. QM certification demonstrates a commitment to quality course design and continuous improvement.
- CPE launched the upgraded Kentucky transfer portal (KnowHow2Transfer) to allow students to input college credit from multiple institutions and learn how those credits apply to their desired degree plan or major. The transfer portal also allows students to identify career fields aligned with their goals, which are simultaneously aligned with programs at Kentucky public institutions.
- CPE managed the evaluation of annual Diversity, Equity and Inclusion reports of all public universities and KCTCS colleges, as well as hosting the third cohort of the Academic Leadership Development Institute (ALDI), with 17 faculty and staff participants from diverse backgrounds.
- CPE launched the Cultural Competency Credential Certification process to review and certify programs offered by Kentucky colleges and universities that develop well-defined cultural competencies and seek to remedy both personal and organizational biases. The first certification was awarded to Western Kentucky University's Inclusive Teaching Academy.
- CPE continued to present a strong line-up of speakers and programming through the Higher EDquity Webinar Series and hosted the 2021 virtual EDquity Symposium.
- CPE joined the national "The Power of Systems" initiative coordinated by the National Association of System Heads, which calls for higher education systems to collaborate on ways to improve student success and reduce inequities.
- Over 370 people attended CPE's Student Success Summit in March 2022 to learn from nationally recognized speakers and participate in hands-on workshops focused on connecting, charting and completing pathways to success.



# SUCCESS

## Key Performance Indicator

### Undergraduate Degrees & Credentials

Degrees and credentials awarded is the key indicator most directly tied to Kentucky's 2030 educational attainment goal. For KCTCS institutions, the measure captures the total number of diplomas, certificates and associate degrees awarded in an academic year. If a student received more than one credential in an academic year, all awards are counted. For public universities, the measure primarily includes bachelor's degrees (again, if a student earned multiple degrees, all are counted). Degree production has remained fairly stable, despite enrollment declines, which indicates institutions are moving students through the educational pipeline more efficiently. Targets for KSU are delayed due to the presidential transition and other factors.

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline	2023-24 Target
<b>Eastern Kentucky University</b>							
Overall	2,559	2,573	2,648	2,690	2,634	2,406	<b>2,500</b>
URM*	207	213	271	249	284	262	<b>275</b>
Low-Income	1,378	1,399	1,345	1,327	1,360	1,249	<b>1,300</b>
<b>Kentucky State University</b>							
Overall	276	315	222	212	137	154	<b>TBD</b>
URM	160	182	136	157	105	124	<b>TBD</b>
Low-Income	211	237	164	158	103	111	<b>TBD</b>
<b>Morehead State University</b>							
Overall	1,306	1,291	1,308	1,260	1,139	1,153	<b>1,200</b>
URM	69	105	79	101	73	70	<b>73</b>
Low-Income	779	742	765	708	634	669	<b>696</b>
<b>Murray State University</b>							
Overall	1,696	1,699	1,678	1,577	1,659	1,614	<b>1,675</b>
URM	151	174	159	144	183	146	<b>151</b>
Low-Income	747	775	725	680	753	737	<b>763</b>
<b>Northern Kentucky University</b>							
Overall	2,196	2,238	2,218	2,134	2,222	2,223	<b>2,300</b>
URM	209	246	237	256	253	304	<b>315</b>
Low-Income	1,038	1,040	1,005	954	947	986	<b>1,021</b>
<b>Western Kentucky University</b>							
Overall	2,817	2,851	3,038	2,984	3,042	2,843	<b>3,000</b>
URM	315	310	347	383	386	388	<b>414</b>
Low-Income	1,353	1,276	1,361	1,298	1,339	1,270	<b>1,341</b>

\*Underrepresented minoritized students (URM) include Black, American Indian or Alaskan Native, Hispanic or Latinx, Native Hawaiian or Other Pacific Islander, and two or more races. Low-income students are Pell grant recipients during their year of entry.





# SUCCESS

## Key Performance Indicator

### Undergraduate Degrees & Credentials, continued

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline	2023-24 Target
<b>University of Kentucky</b>							
Overall	4,540	4,642	4,956	5,105	5,202	5,011	<b>5,406</b>
URM	536	594	661	740	777	734	<b>792</b>
Low-Income	1,422	1,494	1,457	1,501	1,499	1,452	<b>1,581</b>
<b>University of Louisville</b>							
Overall	2,705	3,010	3,041	3,049	3,112	2,991	<b>3,200</b>
URM	484	577	557	553	646	644	<b>689</b>
Low-Income	1,137	1,203	1,184	1,200	1,232	1,204	<b>1,288</b>
<b>KCTCS</b>							
Overall	30,765	34,502	35,418	37,128	39,291	39,458	<b>41,600</b>
URM	3,340	3,705	4,067	4,367	4,679	4,878	<b>5,263</b>
Low-Income	20,339	23,233	22,984	22,733	23,982	23,784	<b>25,020</b>
<b>Statewide (Public Universities)</b>							
Overall	18,095	18,619	19,109	19,011	19,147	18,395	<b>19,477</b>
URM	2,131	2,401	2,447	2,583	2,707	2,672	<b>2,823</b>
Low-Income	8,065	8,166	8,006	7,826	7,867	7,678	<b>8,111</b>

Source: Kentucky Postsecondary Education Data System (KPEDS)

## Highlights

- After several consecutive years of increases, undergraduate degrees awarded by public universities in 2020-21 fell 3.9% over the previous year. Degrees awarded to underrepresented minoritized (URM) students were down 1.3%, while degrees awarded to low-income students decreased 2.4%.
- Overall, credentials awarded by KCTCS were up slightly (0.4%). URM degrees increased 4.2%, while degrees awarded to low-income students declined by 0.8%.
- Five of the eight public universities faced degree production declines in 2020-21. EKU was down 8.6%, WKU was down 6.5%, UofL was down 3.9%, UK was down 3.7%, and Murray State was down 2.7%.
- Of the remaining three universities, KSU experienced the biggest increase in degrees awarded (12.4%), followed by Morehead State at 1.2%. NKU remained essentially flat.



# SUCCESS

## Key Performance Indicator

### Graduation Rate

Three-year graduation rate is the indicator public community and technical colleges report to the United States Department of Education through the Integrated Postsecondary Education Data System (IPEDS). This measure reflects the percentage of first-time, full-time associate or credential-seeking students entering in the fall semester who graduate with an associate degree or credential within three years of entry, or 150% of the normal time frame. A six-year graduation rate is reported to IPEDS by public universities and reflects the percentage of first-time, full-time degree-seeking students who receive a bachelor's degree within six years of entry, or 150% of the normal time frame. As with the three-year rate, part-time and transfer students are excluded from the cohort, as are students who begin in the spring semester. Despite these limitations, graduation rates are a useful way to compare the success of public institutions across the country in fulfilling their core undergraduate mission - ensuring students complete a credential in a timely manner. Targets for KSU are delayed due to the presidential transition and other factors.

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline	2023-24 Target
<b>Eastern Kentucky University</b>							
Overall	45.0%	49.3%	50.9%	50.0%	52.3%	52.3%	<b>56.0%</b>
URM*	37.0%	32.9%	38.8%	34.0%	38.2%	38.3%	<b>42.3%</b>
Low-Income	36.3%	35.4%	41.9%	38.3%	43.4%	44.0%	<b>48.0%</b>
<b>Kentucky State University</b>							
Overall	20.6%	21.4%	16.3%	25.8%	30.3%	38.2%	<b>TBD</b>
URM	20.1%	21.8%	14.5%	24.2%	27.3%	41.1%	<b>TBD</b>
Low-Income	20.3%	19.2%	15.8%	21.5%	29.2%	37.3%	<b>TBD</b>
<b>Morehead State University</b>							
Overall	45.7%	41.7%	44.9%	45.9%	42.6%	44.7%	<b>48.5%</b>
URM	32.6%	30.2%	37.9%	43.4%	34.4%	33.1%	<b>36.9%</b>
Low-Income	34.1%	30.0%	38.6%	36.9%	32.9%	35.6%	<b>39.4%</b>
<b>Murray State University</b>							
Overall	48.6%	48.9%	55.4%	54.6%	53.1%	56.0%	<b>60.0%</b>
URM	37.6%	31.3%	41.6%	37.2%	33.3%	39.9%	<b>44.9%</b>
Low-Income	37.4%	35.6%	42.7%	38.6%	40.3%	41.3%	<b>46.3%</b>
<b>Northern Kentucky University</b>							
Overall	37.6%	39.4%	43.8%	47.7%	48.2%	49.7%	<b>54.0%</b>
URM	23.0%	27.4%	34.8%	38.0%	39.8%	41.1%	<b>45.9%</b>
Low-Income	30.3%	28.0%	32.7%	36.7%	36.4%	36.9%	<b>41.7%</b>
<b>Western Kentucky University</b>							
Overall	51.9%	50.7%	53.4%	51.6%	55.1%	57.4%	<b>59.0%</b>
URM	33.9%	30.7%	33.6%	34.7%	36.9%	40.7%	<b>43.0%</b>
Low-Income	41.0%	37.9%	39.9%	38.3%	41.5%	43.2%	<b>45.0%</b>

\*Underrepresented minoritized students (URM) include Black, American Indian or Alaskan Native, Hispanic or Latinx, Native Hawaiian or Other Pacific Islander, and two or more races. Low-income students are Pell grant recipients during their year of entry.



# SUCCESS

## Key Performance Indicator

### Graduation Rate, continued

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline	2023-24 Target
<b>University of Kentucky</b>							
Overall	63.6%	64.6%	65.8%	66.1%	66.0%	67.9%	<b>70.0%</b>
URM	52.4%	51.9%	54.2%	56.0%	53.0%	58.2%	<b>60.6%</b>
Low-Income	51.5%	50.0%	53.0%	54.5%	52.9%	55.2%	<b>58.3%</b>
<b>University of Louisville</b>							
Overall	52.8%	54.4%	56.6%	58.6%	60.4%	61.6%	<b>63.0%</b>
URM	51.1%	47.7%	56.0%	54.3%	53.7%	53.9%	<b>56.3%</b>
Low-Income	45.1%	45.8%	47.1%	48.3%	50.3%	50.6%	<b>53.1%</b>
<b>KCTCS</b>							
Overall	26.8%	27.1%	31.0%	33.9%	36.3%	40.4%	<b>43.2%</b>
URM	16.5%	17.2%	22.1%	22.7%	24.3%	28.7%	<b>32.4%</b>
Low-Income	23.4%	23.8%	28.1%	31.5%	32.7%	37.9%	<b>40.9%</b>
<b>Statewide (Public Universities)</b>							
Overall	50.6%	51.3%	54.5%	54.9%	56.4%	58.2%	<b>60.0%</b>
URM	38.8%	37.8%	42.7%	43.4%	44.0%	48.3%	<b>51.7%</b>
Low-Income	38.8%	37.1%	41.9%	41.5%	43.1%	44.9%	<b>48.4%</b>

Source: Kentucky Postsecondary Education Data System (KPEDS)

## Highlights

- Overall, public universities increased their six-year graduation rate by 1.8 percentage points, from 56.4% in 2019-20 to 58.2% in 2020-21. The six-year graduation rate for URM and low-income students rose 4.3 and 1.7 percentage points, respectively.
- KCTCS increased its three-year graduation rate by 4.1 percentage points, from 36.3% in 2019-20 to 40.4% in 2020-21. The three-year graduation rate for URM students increased 4.4 percentage points, while the rate for low-income students increased 5.2 percentage points.
- Every institution increased its graduation rate except EKU, which held steady at 52.3%. Increases ranged from a high of 7.9 percentage points at KSU to a low of 1.2 percentage points at UofL.



# SUCCESS

## Key Performance Indicator

### Retention Rate

This indicator captures the percentage of first-time, degree- or credential-seeking students enrolled in the summer or fall of their first year who are still enrolled at the same institution the following fall, or, in the case of KCTCS students, have completed a credential. A high retention rate suggests that students are satisfied enough with their first-year experience to return for a second year. Student support services like advising, mentoring, and financial aid are factors that can positively influence a school's retention rate. Targets for KSU are delayed due to the presidential transition and other factors.

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline	2023-24 Target
<b>Eastern Kentucky University</b>							
Overall	74.0%	73.4%	73.0%	75.1%	79.5%	73.9%	<b>77.0%</b>
URM*	64.1%	62.8%	72.0%	65.5%	80.2%	70.3%	<b>73.6%</b>
Low-Income	69.9%	68.7%	67.0%	70.2%	76.7%	69.9%	<b>73.2%</b>
<b>Kentucky State University</b>							
Overall	59.2%	67.7%	56.0%	65.6%	78.5%	70.4%	<b>TBD</b>
URM	60.3%	74.6%	56.8%	67.0%	78.1%	70.7%	<b>TBD</b>
Low-Income	60.5%	72.7%	63.5%	69.5%	81.0%	73.5%	<b>TBD</b>
<b>Morehead State University</b>							
Overall	70.7%	72.3%	73.7%	73.2%	75.8%	69.8%	<b>75.0%</b>
URM	67.8%	63.2%	78.0%	68.5%	71.1%	63.0%	<b>68.2%</b>
Low-Income	67.3%	67.3%	69.5%	67.3%	73.1%	67.3%	<b>72.5%</b>
<b>Murray State University</b>							
Overall	74.2%	77.3%	79.3%	79.3%	81.1%	74.7%	<b>81.0%</b>
URM	69.1%	75.0%	73.6%	70.4%	75.3%	60.0%	<b>67.3%</b>
Low-Income	65.6%	72.0%	73.8%	73.6%	72.1%	67.1%	<b>73.4%</b>
<b>Northern Kentucky University</b>							
Overall	71.9%	72.5%	68.6%	72.1%	74.5%	70.0%	<b>78.0%</b>
URM	69.5%	72.4%	63.0%	69.1%	69.0%	60.2%	<b>68.7%</b>
Low-Income	64.4%	64.2%	61.2%	65.6%	69.1%	61.6%	<b>70.1%</b>
<b>Western Kentucky University</b>							
Overall	72.8%	69.9%	71.5%	72.9%	76.8%	72.8%	<b>76.0%</b>
URM	58.3%	57.8%	57.1%	59.5%	73.0%	65.9%	<b>70.1%</b>
Low-Income	63.7%	60.1%	62.7%	64.7%	69.9%	65.8%	<b>70.0%</b>

\*Underrepresented minoritized students (URM) include Black, American Indian or Alaskan Native, Hispanic or Latinx, Native Hawaiian or Other Pacific Islander, and two or more races. Low-income students are Pell grant recipients during their year of entry.



# SUCCESS

## Key Performance Indicator

### Retention Rate, continued

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline	2023-24 Target
<b>University of Kentucky</b>							
Overall	81.7%	83.3%	84.5%	85.0%	85.9%	85.7%	<b>87.0%</b>
URM	77.2%	79.9%	77.5%	78.5%	82.2%	79.8%	<b>81.7%</b>
Low-Income	74.8%	76.0%	76.4%	77.7%	81.2%	78.1%	<b>80.6%</b>
<b>University of Louisville</b>							
Overall	79.7%	80.7%	80.3%	80.1%	80.9%	76.6%	<b>83.0%</b>
URM	78.0%	81.7%	77.9%	75.4%	79.2%	74.3%	<b>81.3%</b>
Low-Income	74.5%	76.3%	74.5%	75.1%	78.0%	71.6%	<b>78.5%</b>
<b>KCTCS</b>							
Overall	52.6%	54.3%	53.3%	55.5%	57.1%	55.5%	<b>58.5%</b>
URM	45.1%	47.5%	45.4%	49.5%	50.9%	47.9%	<b>51.9%</b>
Low-Income	50.5%	53.1%	52.1%	54.5%	55.8%	55.3%	<b>58.5%</b>
<b>Statewide (Public Universities)</b>							
Overall	76.3%	76.9%	76.9%	78.2%	80.7%	76.9%	<b>80.0%</b>
URM	71.0%	73.4%	70.7%	71.5%	77.9%	71.5%	<b>76.6%</b>
Low-Income	69.2%	69.4%	69.2%	71.1%	75.5%	69.9%	<b>75.1%</b>

Source: Kentucky Postsecondary Education Data System (KPEDS)

## Highlights

- First-year to second-year retention at public universities was down 3.8 percentage points, from 80.7% in 2019-20 to 76.9% in 2020-21. Retention rates for URM and low-income students also fell by 6.5 and 5.6 points, respectively.
- At KCTCS, retention fell 1.6 percentage points, from 57.1% in 2019-20 to 55.5% in 2020-21. Retention rates for URM and low-income students decreased by 3 and 0.5 percentage points, respectively.
- Every public university experienced retention declines in 2020-21, ranging from a low of 0.2 of a percentage point at UK to a high of 8 percentage points at KSU.

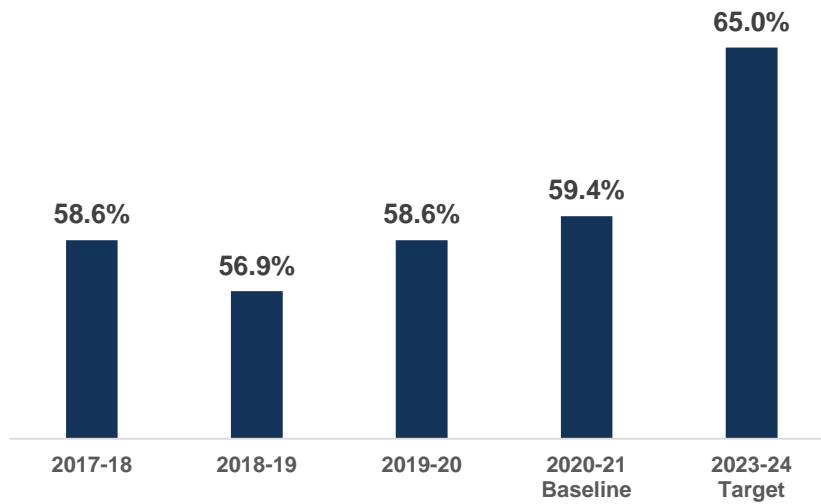


# SUCCESS

## Key Performance Indicator

### 2-Year to 4-Year Transfer

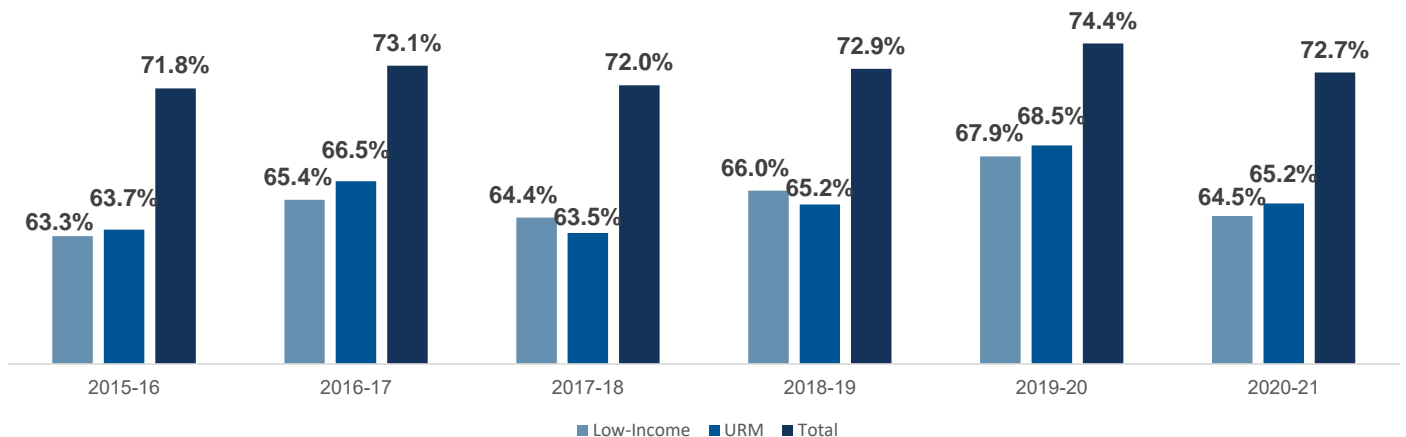
Part of KCTCS's core mission is providing general education requirements at an affordable price to students wishing to start at a community or technical college and transfer to a four-year program. This indicator measures the percentage of first-time, full-time credential-seeking students entering KCTCS in the fall semester who earn an AA or AS degree and transfer to any 4-year public or private institution within the next academic year.



Source: Kentucky Postsecondary Education Data System (KPEDS).

### Persistence Rate

Persistence rate is a statewide indicator that examines the percentage of first-time, credential-seeking students enrolled in a public or independent postsecondary institution in the summer or fall who are still enrolled the following fall at any in-state postsecondary institution, or, in the case of KCTCS students, have completed a credential. The persistence rate provides a more complete understanding of whether students are still enrolled in postsecondary education than the retention rate, which only examines whether students are still enrolled at their native institution. The 2023-24 statewide target is 75%.



Source: Kentucky Postsecondary Education Data System (KPEDS). Underrepresented minoritized students (URM) include Black, American Indian or Alaskan Native, Hispanic or Latinx, Native Hawaiian or Other Pacific Islander, and two or more races. Low-income students are Pell grant recipients during their year of entry.



## **STRATEGIC PRIORITY: TALENT**

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



## TALENT

### State-Led Initiatives

A primary purpose of postsecondary education is to produce adaptive, highly skilled workers to fuel the economy. Besides talent production, higher education drives economic development through basic and applied research and business services to communities. The following represent the primary activities underway at the state level to improve student success, close achievement gaps and enhance academic quality.

- For the first time since 2006-08, the General Assembly reinvested in postsecondary research through a \$40 million appropriation for Bucks for Brains (\$30 million for research institutions and \$10 million for comprehensive institutions). Additionally, the 2022-24 state budget included \$2.2 million in 2022-23 for the Workforce Development Trust Fund (KCTCS). CPE and public institutions were instrumental in proposing and advocating for public funds to support workforce and economic development initiatives on postsecondary campuses.
- CPE secured \$10 million for Kentucky's first Healthcare Workforce Initiative during the 2022 legislative session to improve the pipeline of nurses and other high-need healthcare providers. The CPE-managed program will launch in July 2022.
- CPE hired its first Associate Vice President for Workforce and Economic Development in July 2021 to strengthen partnerships between campuses and employers and facilitate sharing of best practices among campuses.
- CPE and KYSTATS launched the KY Students' Right to Know interactive tool which, in addition to providing information about program costs, allows students to research programs and view salaries of in-state program graduates before choosing a major.
- CPE received financial support from Lumina Foundation to conduct research on factors contributing to the workforce readiness of underrepresented Kentuckians. In partnership with EMSI and The Council for Adult and Experiential Learning (CAEL), CPE coordinated this research project evaluating the completion and employment program outcomes by demographic characteristics for URM and low-income status students in the Commonwealth of Kentucky. CPE identified the academic programs demonstrating equitable early career outcomes for low-income and URM graduates, as well as conducting qualitative research and analysis based on faculty and staff narratives from these high-achieving programs.
- CPE partnered with the Martin School of Public Policy and Administration to study the growth in short-term postsecondary certificates and their impact on job placement and salaries.
- CPE released a series of research briefs highlighting the impact of postsecondary attainment on income, and exposing large wage gaps along racial and gender lines.
- In partnership with KYSTATS, CPE developed the Multi-State Postsecondary Report (MSPSR), one of the first efforts in the country to share workforce data from contiguous states on recent Kentucky college graduates.
- CPE created an employability audit tool (E-Scan) to help several campuses inventory career preparation practices and build faculty awareness of workforce needs.
- CPE partnered with KCTCS to raise the visibility and use of the Work Ready Kentucky Scholarship.



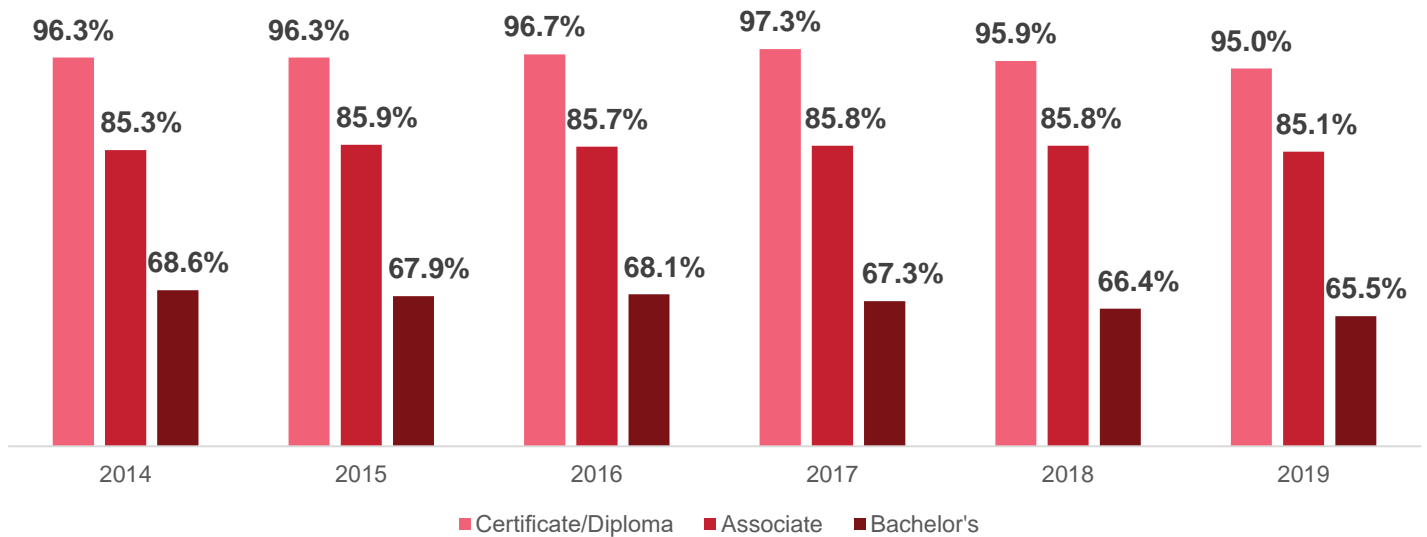


# TALENT

## Key Performance Indicator

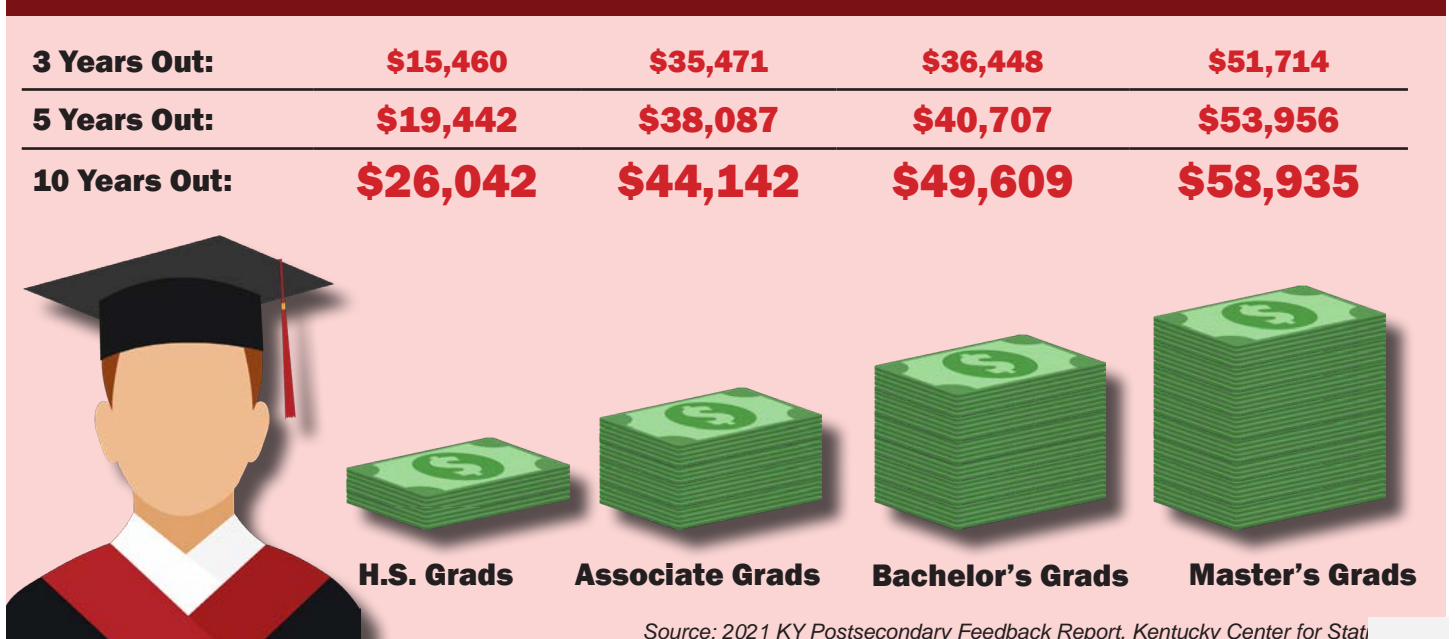
### Graduates Working or Pursuing More Education

This indicator reports the percentage of associate and bachelor's degree graduates working in Kentucky or pursuing additional education at the graduate-degree level one year after graduation. Working status is determined by Kentucky wage records. Percentages for reporting year 2019 represent the percent of 2019 college graduates who were employed or seeking advanced degrees in 2020. Data needed to calculate these percentages are not available until the spring of 2021, which accounts for the lag time in reporting.



Source: Kentucky Center for Statistics (KYSTATS)

### Median Annual Wages After Graduation in Kentucky



Source: 2021 KY Postsecondary Feedback Report, Kentucky Center for Statistics



# TALENT

## Key Performance Indicator

### Graduate & Professional Degrees

Although graduate degree production does not assist Kentucky in meeting its educational attainment goal, it does prepare Kentuckians to work in high-demand occupations like engineering, medicine, law and business management, helping the state meet workforce demands in critical areas. Graduate and professional degrees include the following categories: Master's, Specialist, Doctoral - Research/Scholarship, Doctoral - Professional Practice, and Doctoral - Other. Targets were not established for URM and low-income populations, but progress is monitored.

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline	2023-24 Target
<b>Eastern Kentucky University</b>							
Overall	903	939	876	926	862	827	<b>900</b>
URM*	76	84	77	78	80	98	<b>No Goal</b>
Low-Income	166	162	185	209	164	168	
<b>Kentucky State University</b>							
Overall	45	40	63	51	30	29	<b>NA</b>
URM	20	20	19	17	9	13	<b>No Goal</b>
Low-Income	12	22	12	12	7	12	
<b>Morehead State University</b>							
Overall	339	324	315	312	293	237	<b>250</b>
URM	23	25	22	19	35	23	<b>No Goal</b>
Low-Income	59	62	77	62	59	52	
<b>Murray State University</b>							
Overall	696	626	605	470	500	623	<b>680</b>
URM	38	53	44	32	41	53	<b>No Goal</b>
Low-Income	101	99	117	86	89	106	
<b>Northern Kentucky University</b>							
Overall	599	561	587	617	717	1,218	<b>1,300</b>
URM	55	55	77	72	105	151	<b>No Goal</b>
Low-Income	73	66	79	81	76	144	
<b>Western Kentucky University</b>							
Overall	881	879	930	834	868	796	<b>825</b>
URM	112	117	103	119	107	120	<b>No Goal</b>
Low-Income	172	151	155	195	178	145	

\*Underrepresented minoritized students (URM) include Black, American Indian or Alaskan Native, Hispanic or Latinx, Native Hawaiian or Other Pacific Islander, and two or more races. Low-income students are Pell grant recipients during their year of entry.



# TALENT

## Key Performance Indicator

INSTITUTION	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 Baseline	2023-24 Target
<b>University of Kentucky</b>							
Overall	2,098	2,073	2,143	2,212	2,244	2,182	<b>2,300</b>
URM	174	182	183	220	237	277	<b>No Goal</b>
Low-Income	175	164	179	195	196	218	
<b>University of Louisville</b>							
Overall	1,937	1,944	1,970	1,992	1,945	2,077	<b>2,150</b>
URM	274	266	332	323	327	364	<b>No Goal</b>
Low-Income	179	176	180	199	175	204	
<b>Statewide (Public Universities)</b>							
Overall	7,498	7,386	7,489	7,414	7,459	7,989	<b>8,455</b>
URM	772	802	857	880	941	1,099	<b>No Goal</b>
Low-Income	937	902	984	1,039	944	1,049	

Source: Kentucky Postsecondary Education Data System (KPEDS)

## Highlights

- Public universities increased graduate degree production by 7.1%, from 7,459 in 2019-20 to 7,989 in 2020-21. Graduate degrees awarded to URM and low-income students also increased by 16.8% and 11.1%, respectively.
- Three of the eight public universities awarded more graduate degrees in 2020-21 than in the previous year: NKU (up 69.9%), Murray State (up 24.6%), and UofL (up 6.8%).
- Five public universities experienced declines in graduate degree production, ranging from a 2.8% decrease at UK to a 19.1 decrease at Morehead State University.

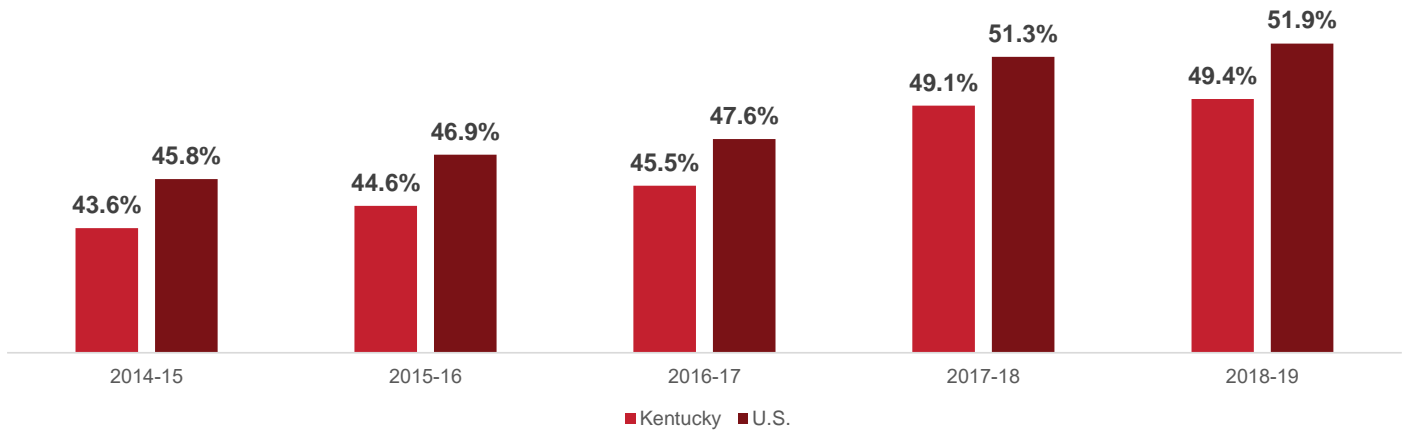


# TALENT

## Key Performance Indicator

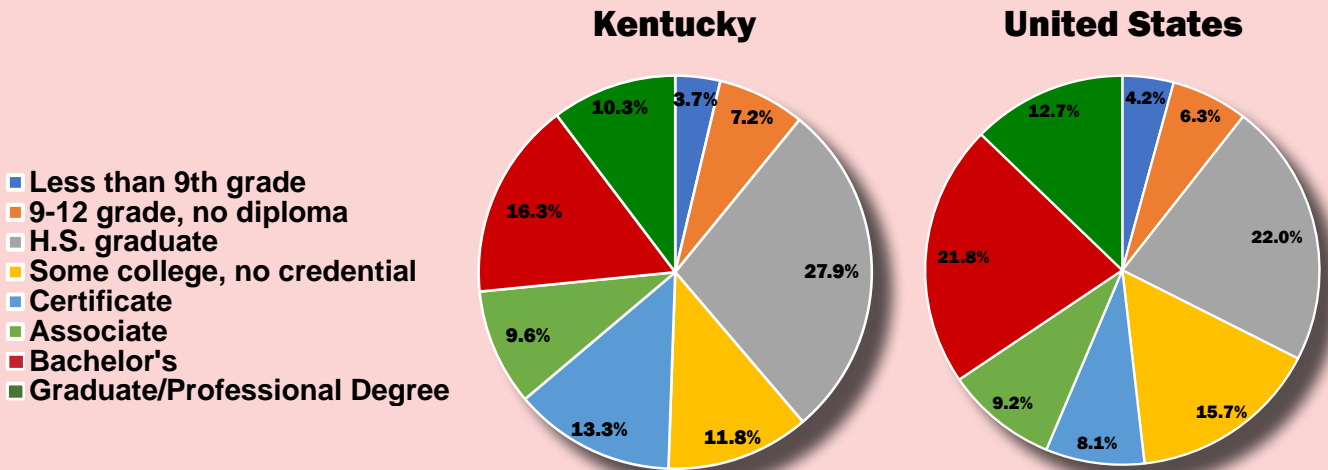
### Statewide Educational Attainment Rate

Once a leader in educational attainment beyond high school, the U.S. has fallen behind other industrialized nations in the percent of adults with a postsecondary credential. When Lumina Foundation established a national goal for 60% of Americans to have a certificate or degree by the year 2025, many states followed suit with their own attainment goal. Kentucky's goal is to increase postsecondary attainment among 25-64 year olds to 60% by the year 2030.



Source: Lumina Foundation, "A Stronger Nation: Kentucky's Progress Toward the Goal."

### Education Level of Adults, Ages 25-64, in 2019



Source: Lumina Foundation, "A Stronger Nation: Kentucky's Progress Toward the Goal."

In 2019, 27.9% of Kentuckians had a high school diploma or GED, 5.9 points higher than the national average. Kentucky also exceeded the nation in certificate and associate earners. However, Kentucky trails the national average in baccalaureate degree attainment by a considerable margin - 16.3% in Kentucky compared to 21.8% in the U.S.



## **STRATEGIC PRIORITY: VALUE**

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



## VALUE

### State-Led Initiatives

Increasingly, Kentuckians are questioning the value of higher education, despite numerous studies showing that college graduates earn higher salaries, enjoy better health, and are much less likely to be employed or on public assistance. CPE is committed to increasing higher education's value proposition through public awareness and education efforts and other statewide activities.

- CPE successfully advocated for increased public investment in postsecondary education with key legislators to strengthen programs and mitigate costs to students. CPE representatives testified multiple times before legislative committees, met regularly with Governor Beshear and developed productive working relationships with his administration.
- CPE released the second "Kentucky Postsecondary Return on Investment Report" tracking the progress and success of the Kentucky high school class of 2011. The report found that college completers in the cohort were earning significantly more than high school completers eight years after graduating from high school, and they were much less likely to be unemployed.
- CPE launched the new "Higher Education Matters" campaign, including a website to showcase alumni videos, student and ambassador resources, a marketing toolkit with campaign assets, and statewide radio and TV ads through the Kentucky Broadcasters' Association. We also overhauled the agency website with streamlined content, improved design, and enhanced navigation and page elements to accommodate users with physical or visual disabilities.
- CPE increased the agency's strategic communications to amplify and promote the work of the agency and the impact of higher education in Kentucky, including:
  - 12 editions of the Higher Education Matters newsletter distributed to approximately 3,000 subscribers.
  - 31 infographics of the week distributed through Twitter, Facebook and in our daily distribution of news clips.
  - 60 news releases and statements, an increase of 25% over the previous year.
  - expanded streaming events and videos, which generated more than 6,000 views.
- President Thompson was interviewed by state and national media outlets 30 times, a 36% increase over 2020, and was invited to provide keynote or plenary presentations at numerous state and national conferences and events. Additionally, President Thompson was invited to serve on the boards of several national policy, foundation and service organizations to help advance the national college attainment agenda.
- CPE received the prestigious Government Partner of the Year award, part of the annual Isaac Murphy Legacy Awards recognizing individuals and organizations that advance diversity and have a positive impact on Kentucky's workforce, communities and quality of life.
- As part of the Higher Education Matters campaign, campuses and education partners developed action plans, promotions and events to amplify #KYHigherEDMatters messaging.
- As a result of the increased focus on strategic communications, CPE has gained more than 1,200 subscribers, for a total of 4,142 individuals receiving at least one CPE publication.

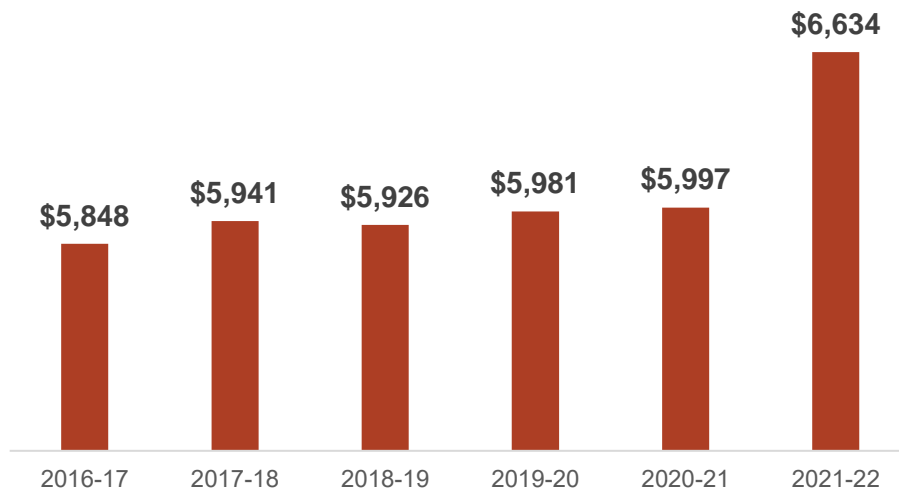


# VALUE

## Key Performance Indicator

### Net General Fund Appropriations per Full-Time Equivalent (FTE) Student

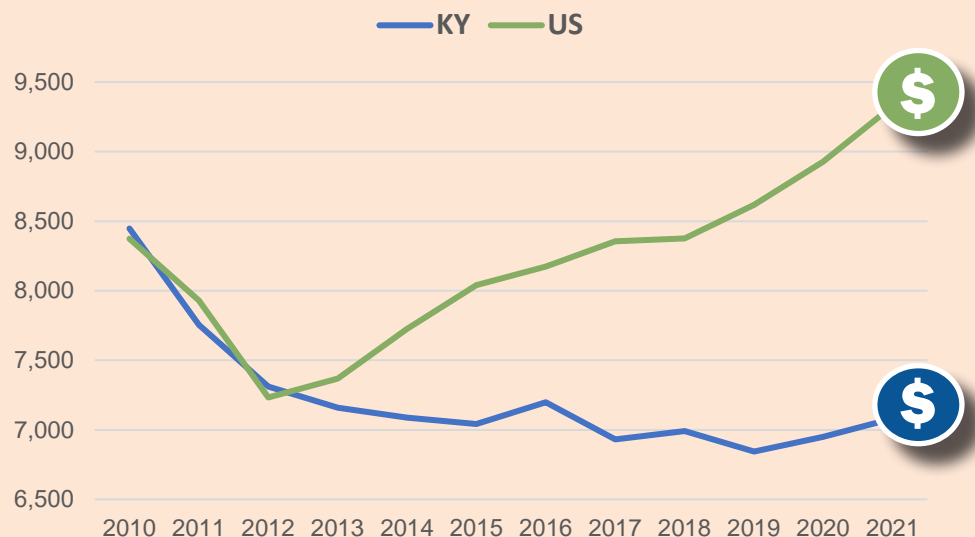
This indicator looks at funding for public in-state postsecondary institutions per full-time equivalent (FTE) student. Unlike the figure reported by SHEEO in its State Higher Education Finance Report, this calculation does not include state financial aid provided directly to students or state monies allocated for debt service. Net General Fund appropriations per FTE student increased 10.6% over the previous year.



Source: Kentucky Postsecondary Education Data System (KPEDS)

### State Higher Education Funding Over Time

Because colleges and universities can raise revenue by increasing tuition, higher education faces some of the steepest cuts when state budgets are tight. Higher education funding per full-time equivalent student fell dramatically during the Great Recession of 2008, but by 2012, most states had begun reinvesting in higher education. However, Kentucky's funding per FTE continued to fall and has just started to rebound in the last couple of years.



Source: SHEEO, "State Higher Education Finance Report," 2021.



## **STRATEGIC PRIORITY: EQUITY**

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





# EQUITY

## Diversity, Equity & Inclusion Plan Metrics

The Council on Postsecondary Education has a rich history of promoting diversity, equity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Commonwealth of Kentucky Higher Education Desegregation Plan was first developed in response to a U.S. Department of Education's Office for Civil Rights (OCR) finding that Kentucky had "failed to eliminate the vestiges of its former de jure racially dual system of public higher education." For the next 25 plus years, CPE focused the desegregation plan and subsequent revisions on increasing the enrollment and success of African-American students, increasing the number of African-American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight of plan implementation and to prioritize diversity initiatives, CPE created the Committee on Equal Opportunities (CEO).

In December of 2008, the OCR released Kentucky from the remedial planning process, but CPE continued its efforts to promote equity and close achievement gaps. A new diversity policy was adopted on September 23, 2016, called the Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion. This statewide policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, public postsecondary institutions within the Commonwealth must embrace diversity and equity within constitutional and legal parameters, commit to improving the academic achievement of all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce.

The policy directs campuses to develop diversity plans focused on:

- **Undergraduate Enrollment.** The percentage of total undergraduate enrollment that is African American or Black, Hispanic or Latinx, and part of an underrepresented minority population. URM students include American Indian or Alaskan natives, native Hawaiian or other Pacific Islanders, and students identifying as two or more races.
- **Graduate and Professional Enrollment.** The percentage of total graduate enrollment that is part of an underrepresented minority population. This metric does not apply to KCTCS.

- **First-Year to Second-Year Retention.** The percentage of first-time, underrepresented minority and low-income students seeking a credential or degree who are still enrolled at the same institution the following fall. Low-income students are defined as federal Pell grant recipients.
- **Graduation Rates.** The percentage of first-time, full-time underrepresented minority and low-income students seeking a credential or degree who obtain a degree from the same institution within 150% of the normal time frame (three years for associate degree programs and six years for bachelor's degree programs).
- **Degrees and Credentials.** The number of degrees and credentials awarded to underrepresented minority and low-income students.
- **Faculty/Tenure Track Employees.** The percentage of full-time faculty/tenure-track employees who are from an underrepresented minority group, including those who identify as two or more races. For KCTCS, this metric includes instructional staff.
- **Management Occupations.** The percentage of employees holding managerial or administrative positions who are from an underrepresented minority group, including those who identify as two or more races.

For an institution to remain eligible to offer new academic programs per KRS 164.020(19), it must demonstrate progress toward meeting goals and provide evidence that identified strategies are being implemented with fidelity. If institutions are not making satisfactory progress, they must submit a performance improvement plan. Once approved, an institution may request a waiver to offer a new academic program if the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver is submitted to the CEO for review, and then to CPE for final approval. Approval must be granted before the institution can initiate the program approval process.

The following tables show minority enrollment as a percentage of total enrollment, as well as minoritized employees as a percent of total employees. Goal-setting for 2023-24 is currently in progress. The remaining diversity metrics are included on pages 18-23 of this report.



# EQUITY

## Diversity, Equity & Inclusion Plan Metrics

### Undergraduate & Graduate Enrollment

INSTITUTION	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2020 Target	Met Goal?	Fall 2023 Target
<b>Eastern Kentucky University</b>									
UG Black, Non-Hispanic Only	5.7%	5.5%	5.6%	5.6%	5.6%	5.8%	6.0%	No	6.0%
UG Hispanic or Latinx	2.4%	2.7%	2.8%	3.0%	4.6%	4.1%	2.8%	Yes	5.0%
UG URM	10.9%	11.1%	11.6%	11.9%	12.6%	13.9%	12.0%	Yes	15.0%
Graduate URM	9.9%	8.8%	10.4%	10.8%	11.3%	13.1%	10.4%	Yes	13.5%
<b>KCTCS</b>									
UG Black, Non-Hispanic Only	8.5%	8.0%	7.9%	8.0%	8.2%	8.5%	9.2%	No	9.2%
UG Hispanic or Latinx	3.3%	3.7%	4.2%	4.4%	4.9%	5.3%	4.4%	Yes	6.0%
UG URM	14.6%	14.8%	15.4%	15.8%	16.7%	17.6%	16.3%	Yes	19.0%
<b>Kentucky State University</b>									
UG Black, Non-Hispanic Only	51.9%	46.8%	48.2%	46.3%	51.5%	59.8%	45.0%	Yes	TBD
UG Hispanic or Latinx	3.2%	2.2%	2.0%	2.9%	2.4%	3.2%	5.0%	No	TBD
UG URM	58.0%	51.9%	53.6%	52.8%	57.0%	66.5%	60.0%	Yes	TBD
Graduate URM	47.1%	42.9%	43.2%	42.6%	46.5%	50.0%	50.0%	Yes	TBD
<b>Morehead State University</b>									
UG Black, Non-Hispanic Only	3.4%	3.4%	3.1%	3.2%	3.0%	2.8%	3.8%	No	3.0%
UG Hispanic or Latinx	1.4%	1.9%	1.8%	2.1%	2.1%	2.4%	1.6%	Yes	2.8%
UG URM	6.9%	7.7%	6.9%	7.8%	8.0%	8.1%	7.6%	Yes	8.2%
Graduate URM	8.1%	6.5%	6.4%	9.5%	11.5%	11.5%	8.6%	Yes	11.6%
<b>Murray State University</b>									
UG Black, Non-Hispanic Only	6.8%	6.4%	5.8%	5.7%	5.7%	5.7%	6.4%	No	7.0%
UG Hispanic or Latino	2.0%	1.9%	1.9%	2.2%	2.3%	2.6%	2.1%	Yes	3.1%
UG URM	11.2%	10.9%	10.6%	10.8%	11.4%	11.5%	11.3%	Yes	11.5%
Graduate URM	8.8%	8.9%	8.9%	10.0%	9.6%	12.4%	8.9%	Yes	13.5%
<b>Northern Kentucky University</b>									
UG Black, Non-Hispanic Only	6.6%	6.7%	6.7%	6.5%	6.4%	6.5%	7.1%	No	6.7%
UG Hispanic or Latinx	2.9%	3.1%	3.2%	3.3%	3.6%	4.0%	3.9%	Yes	4.5%
UG URM	12.3%	12.6%	12.9%	13.0%	13.4%	14.0%	14.0%	Yes	14.5%
Graduate URM	10.0%	12.2%	12.8%	13.3%	15.3%	16.7%	15.0%	Yes	18.0%
<b>University of Kentucky</b>									
UG Black, Non-Hispanic Only	7.5%	7.8%	7.7%	7.4%	7.1%	7.1%	8.3%	No	7.7%
UG Hispanic or Latinx	4.2%	4.4%	4.8%	4.9%	5.2%	5.6%	4.9%	Yes	6.0%
UG URM	15.3%	16.1%	16.6%	16.5%	16.5%	16.9%	17.7%	No	17.7%
Graduate URM	8.5%	9.8%	8.9%	9.7%	10.4%	11.8%	9.9%	Yes	13.0%



# EQUITY

## Diversity, Equity & Inclusion Plan Metrics

### Undergraduate and Graduate Enrollment, continued

INSTITUTION	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2020 Target	Met Goal?	Fall 2023 Target
<b>University of Louisville</b>									
UG Black, Non-Hispanic Only	11.0%	11.1%	11.3%	11.7%	11.9%	12.9%	14.0%	No	14.5%
UG Hispanic or Latinx	4.0%	4.4%	4.8%	5.3%	5.3%	6.0%	6.0%	Yes	7.4%
UG URM	19.4%	20.3%	21.7%	23.0%	23.5%	25.2%	23.0%	Yes	26.5%
Graduate URM	13.8%	14.5%	15.3%	15.8%	17.2%	18.1%	15.5%	Yes	19.5%
<b>Western Kentucky University</b>									
UG Black, Non-Hispanic Only	8.9%	8.8%	8.5%	8.1%	8.0%	8.6%	10.0%	No	9.6%
UG Hispanic or Latinx	3.1%	3.1%	3.4%	3.7%	4.2%	4.5%	4.0%	Yes	5.5%
UG URM	14.9%	15.2%	15.5%	15.5%	15.9%	17.1%	15.8%	Yes	18.0%
Graduate URM	12.6%	11.5%	13.6%	15.1%	15.9%	17.3%	13.1%	Yes	18.3%

Source: Kentucky Postsecondary Education Data System (KPEDS)

### Workforce Diversity

INSTITUTION	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 Target	Met Goal?	2023-24 Target
<b>Eastern Kentucky University</b>									
Tenured/Tenure-Track Faculty	8.3%	8.3%	7.3%	6.6%	6.5%	6.6%	8.7%	No	7.4%
Management Occupations	8.5%	12.0%	11.2%	9.8%	9.4%	9.2%	8.9%	Yes	10.0%
<b>KCTCS</b>									
FTE Instructional Staff	6.0%	5.9%	6.0%	6.2%	6.4%	6.6%	9.3%	No	NG*
Management Occupations	12.8%	11.3%	13.2%	12.1%	14.0%	13.2%	16.2%	No	NG*
<b>Kentucky State University</b>									
Tenured/Tenure-Track Faculty	33.7%	34.1%	40.4%	38.8%	44.9%	38%	45.0%	No	TBD
Management Occupations	69.4%	67.7%	70.7%	69.6%	70.7%	68.9%	70.0%	No	TBD
<b>Morehead State University</b>									
Tenured/Tenure-Track Faculty	7.0%	7.5%	7.0%	6.5%	7.2%	7.2%	7.5%	No	7.5%
Management Occupations	6.9%	2.6%	4.4%	1.7%	3.3%	3.2%	8.4%	No	5.0%
<b>Murray State University</b>									
Tenured/Tenure-Track Faculty	6.1%	5.8%	5.9%	6.7%	7.4%	7.5%	6.1%	Yes	9.0%
Management Occupations	10.1%	6.9%	8.3%	8.0%	7.7%	8.3%	10.1%	No	10.0%
<b>Northern Kentucky University</b>									
Tenured/Tenure-Track Faculty	9.7%	9.1%	9.5%	8.9%	10.7%	10.2%	12.0%	No	11.0%
Management Occupations	10.5%	10.0%	9.0%	12.0%	13.6%	17.5%	12.5%	Yes	18.0%

\*No Goal (NG) was set for the KCTCS system office, since individual KCTCS campuses set individual goals.



# EQUITY

## Diversity, Equity & Inclusion Plan Metrics

### Workforce Diversity

INSTITUTION	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 Target	Met Goal?	2023-24 Target
<b>University of Kentucky</b>									
Tenured/Tenure-Track Faculty	6.4%	6.5%	8.1%	8.0%	8.6%	9.2%	8.9%	Yes	11.0%
Management Occupations	5.2%	5.9%	6.4%	7.6%	8.1%	8.3%	9.3%	No	10.0%
<b>University of Louisville</b>									
Tenured/Tenure-Track Faculty	10.7%	10.8%	10.9%	10.6%	10.4%	11.0%	11.5%	No	TBD
Management Occupations	11.5%	12.2%	10.9%	12.8%	12.7%	12.7%	12.5%	Yes	TBD
<b>Western Kentucky University</b>									
Tenured/Tenure-Track Faculty	9.3%	9.4%	8.9%	9.6%	9.2%	9.7%	10.3%	No	10.7%
Management Occupations	14.8%	14.0%	14.6%	12.8%	12.0%	13.3%	15.8%	No	15.3%

Source: Kentucky Postsecondary Education Data System (KPEDS)

## Progress of Kentucky URM Students: 5-Year Trend

### Total Enrollment



### Degrees & Credentials



### 6-Yr Graduation Rate



<b>URM</b>	<b>↑ 14.1%</b>	<b>↑ 41.3%</b>	<b>↑ 9.5 points</b>
<b>TOTAL</b>	<b>↓ 6.9%</b>	<b>↑ 17.8%</b>	<b>↑ 7.6 points</b>

From 2015-16 through 2020-21, the rate of progress for URM students exceeded the overall rate on several key indicators of performance. Enrollment and degrees/credentials include both two-year and four-year public institutions at the undergraduate and graduate levels. Graduation rate is for public universities only.



**Stronger by Degrees**  
**Final Scorecard**  
**2016-2021**



# Stronger by Degrees

## Final Scorecard

### POLICY AREA 1: OPPORTUNITY

METRIC	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 Target	Met Goal?
<b>College Readiness of College Entrants</b>								
KCTCS	60.7%	63.9%	63.9%	49.1%	33.8%	78.6%	49.1%	Yes
Public Universities	87.2%	88.8%	84.9%	84.5%	79.6%	81.8%	90%	No
<b>In-State College-Going Rate</b>	54.0%	53.5%	53.0%	51.7%	50.5%	47.9%	65%	No
<b>KY Adults Enrolled in College</b>	3.1%	3.0%	2.8%	2.6%	2.6%	2.2%*	4%	No
<b>Average Net Price</b>								
KCTCS	\$6,923	\$6,223	\$5,840	\$6,617	\$6,531	\$6,908	No goal	NA
Comprehensive Universities	\$10,298	\$11,246	\$12,110	\$11,415	\$11,429	\$10,879	No goal	NA
Research Universities	\$17,049	\$18,176	\$18,411	\$18,219	\$18,853	\$19,296	No goal	NA
<b>Net General Fund Appropriations per Student</b>	\$6,369	\$6,010	\$5,941	\$5,925	\$5,977	\$6,634	No goal	NA
<b>Progress of Underprepared Students - KCTCS</b>								
English	28.0%	22.9%	23.5%	35.7%	15.7%	47.2%	50%	No
Mathematics	21.4%	13.9%	16.3%	15.9%	30.1%	37.7%	40%	No
<b>Progress of Underprepared Students (Public Universities)</b>								
English	64.0%	63.1%	66.8%	69.1%	68.8%	77.1%	70%	Yes
Mathematics	32.9%	34.9%	34.5%	39.7%	53.9%	66%	60%	Yes

### POLICY AREA 2: SUCCESS

METRIC	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 Target	Met Goal?
<b>3-Year Graduation Rate (KCTCS)</b>								
Overall	26.8%	27.1%	31.0%	33.9%	36.3%	40.4%	34%**	Yes
Underrepresented Minority	16.5%	17.2%	22.1%	22.7%	24.3%	28.7%	22.5%**	Yes
Low-Income	23.4%	23.8%	28.1%	31.5%	32.7%	37.9%	28%**	Yes
<b>6-Year Graduation Rate (Public Universities)</b>								
Overall	49.8%	50.5%	53.2%	54.1%	54.0%	58.2%	60%	No
Underrepresented Minority	37.3%	36.8%	40.9%	46.6%	42.3%	48.3%	50%	No
Low-Income	38.8%	37.1%	41.9%	41.5%	43.2%	44.9%	50%	No
<b>1st-Year to 2nd-Year Retention (KCTCS)</b>								
Overall	52.6%	54.3%	53.3%	55.5%	57.1%	55.5%	54.4%**	Yes
Underrepresented Minority	45.1%	47.5%	45.4%	49.5%	50.9%	47.9%	46.8%**	Yes
Low-Income	50.5%	53.1%	52.1%	54.5%	55.8%	55.3%	53.7%**	Yes
<b>1st-Year to 2nd-Year Retention (Public Universities)</b>								
Overall	76.3%	76.9%	76.9%	78.2%	80.7%	76.9%	81.8%	No
Underrepresented Minority	71.0%	73.4%	70.7%	71.5%	78%	71.5%	75.3%	No
Low-Income	69.2%	69.4%	69%	71.1%	75.5%	70%	72.6%	No

\*5-year ACS estimates were used to calculate instead of 1-year estimates due to availability.

\*\*Indicates institution set new 2020-21 target.



# Stronger by Degrees

## Final Scorecard

METRIC	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2020-21 Target	Met
<b>Statewide Completion Rate</b>								
<b>KCTCS</b>	40.0%	37.2%	42.0%	41.5%	41.9%	45.5%	<b>45%</b>	<b>Yes</b>
<b>Public Universities</b>	58.5%	59.5%	62.2%	62.6%	64.3%	66.5%	<b>65%</b>	<b>Yes</b>
<b>KCTCS Transfers with an Associate Degree</b>	37.9%	38.8%	38.9%	36.3%	38.9%	38.8%	<b>42.4%</b>	<b>No</b>
<b>Average Credit Hours Earned at Graduation</b>								
KCTCS	86.2	84.4	79.8	77.9	77.1	76.3	<b>80.0</b>	<b>Yes</b>
4-Year Colleges & Universities (public only)	139.0	139.5	138.9	137.6	137	136.9	<b>134.0</b>	<b>No</b>
<b>POLICY AREA 3: IMPACT</b>								
<b>Associate Degrees and Credentials (KCTCS only)</b>								
Overall	30,765	34,502	35,418	37,128	39,291	39,458	<b>38,266**</b>	<b>Yes</b>
Low-Income	20,516	23,233	22,984	22,733	23,982	23,784	<b>22,139</b>	<b>Yes</b>
Underrepresented Minority	3,340	3,705	4,067	4,367	4,679	4,878	<b>3,793</b>	<b>Yes</b>
STEM+H	10,687	11,903	12,552	13,155	13,787	13,988	<b>13,488**</b>	<b>Yes</b>
<b>Bachelor's Degrees Awarded (Public Universities)</b>								
Overall	18,095	18,619	19,109	19,011	19,147	18,395	<b>20,070</b>	<b>No</b>
Low-Income	8,066	8,165	8,006	7,826	7,867	7,678	<b>8,823</b>	<b>No</b>
Underrepresented Minority	2,131	2,401	2,447	2,583	2,707	2,672	<b>2,420</b>	<b>Yes</b>
STEM+H	5,922	6,272	6,554	6,685	6,636	6,184	<b>6,620</b>	<b>No</b>
<b>Graduate Degrees Awarded</b>	7,498	7,386	7,489	7,414	7,459	7,989	<b>7,855</b>	<b>Yes</b>
<b>KCTCS Non-Credit Workforce Training</b>	18,617	17,160	16,329	16,847	16,378	11,777	<b>No goal</b>	<b>NA</b>
<b>Educational Attainment in Kentucky</b>	43.6%	44.6%	45.5%	49.1%	49.4%	NA	<b>60% (2030)</b>	<b>NA</b>
<b>Graduates Working or Pursuing More Education</b>								
Associate Degree	85.3%	85.9%	85.7%	85.8%	85.8%	86%	<b>90%</b>	<b>No</b>
Bachelor's Degree	68.6%	67.9%	68.1%	67.3%	66.4%	65.5%	<b>70%</b>	<b>No</b>
<b>Research &amp; Development Expenditures (UK &amp; UofL only)</b>								
With Institutional Funding	\$511.2M	\$532.2M	\$566M	\$570M	\$641M	NA	<b>No goal</b>	<b>NA</b>
Without Institutional Funding	\$340.1M	\$362M	\$378.7M	\$391M	\$440M	NA	<b>No goal</b>	<b>NA</b>

Source: Kentucky Postsecondary Education Data System (KPEDS)



# AIKCU DATA

## Association of Independent KY Colleges & Universities

The Association of Independent Kentucky Colleges and Universities serves as the voice of Kentucky's private, nonprofit, four-year colleges and universities. AIKCU's 18 member institutions serve more than 50,000 students and play a critical role in Kentucky's postsecondary education system, awarding nearly 15,000 degrees annually. AIKCU institutions are accredited by the Southern Association of Colleges and Schools Commission on College and licensed by the Council on Postsecondary Education.

METRIC	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
<b>Fall Total Headcount Enrollment</b>										
Undergraduate	29,367	28,953	28,855	27,602	27,598	27,831	28,626	29,833	30,655	30,931
Graduate	6,863	7,245	7,340	7,600	8,320	10,491	15,532	22,346	25,222	26,336
<b>Six-Year Graduation Rate</b>										
Overall	50.4%	49.1%	49.1%	48.3%	47.4%	48.1%	49.0%	51.3%	50.8%	51.2%
URM	33.9%	33.9%	34.4%	32.5%	32.4%	32.9%	34.6%	39.2%	37.1%	39.6%
<b>1st Year to 2nd Year Retention</b>										
Overall	67.5%	68.7%	69.7%	70.8%	67.6%	68.4%	69.7%	69.7%	71.3%	64.5%
URM	62.9%	61.3%	57.9%	63%	63.5%	60.4%	65.6%	67.4%	67.2%	58.1%
<b>Average Credits to Degree</b>										
Overall	NA	136.2	135.5	135.4	135.7	138.6	133.1	133.6	133.1	132.1
<b>Degrees Awarded</b>										
Bachelor's - Total	4,620	4,595	4,538	4,573	4,704	4,570	4,557	4,716	4,718	5,028
Bachelor's - URM	491	509	482	523	577	519	546	570	633	701
Bachelor's - STEM	995	1,017	1,093	1,129	1,169	1,187	1,176	1,275	1,301	1,386
Graduate Degrees	2,562	2,857	2,718	2,714	2,864	3,253	4,150	5,891	8,348	7,739

Source: Kentucky Postsecondary Education Data System (KPEDS)

## AIKCU Member Institutions

- Alice Lloyd College, Pippa Passes
  - Asbury University, Wilmore
  - Bellarmine University, Louisville
  - Berea College, Berea
  - Brescia University, Owensboro
  - Campbellsville University, Campbellsville
  - Centre College, Danville
  - Georgetown College, Georgetown
  - Kentucky Christian University, Grayson
- Kentucky Wesleyan College, Owensboro
  - Lindsey Wilson College, Columbia
  - Midway University, Midway
  - Spalding University, Louisville
  - Thomas More University, Crestview Hills
  - Transylvania University, Lexington
  - Union College, Barbourville
  - University of Pikeville, Pikeville
  - University of the Cumberland, Williamsburg







100 Airport Road, 2nd Floor  
Frankfort, KY 40601  
Ph: (502) 573-1555  
[cpe.ky.gov](http://cpe.ky.gov)

Printed with state funds  
July 2022

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



# CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



## EKU AWARDED COMPETITIVE VETERANS UPWARD BOUND GRANT

With a long-standing reputation for excellence in veteran education, Eastern Kentucky University has been awarded a five-year grant for a Veterans Upward Bound (VUB) program. VUB is a federally funded TRiO outreach program designed to prepare eligible, first-generation, low-income veterans to enter postsecondary education.

“As one of the top three veteran schools in the nation, we are proud to continue supporting our veteran population with additional assistance through the Veterans Upward Bound program,” said ECU President David McFaddin.

According to Barbara Kent, director of ECU’s Office of Military and Veterans Affairs, the VUB program addresses any academic, social or emotional issues that may be a barrier to postsecondary education. Free services for eligible veterans will include academic assessments and placement testing, core curriculum instruction, tutoring, admissions applications, visits to college campuses, help with the FAFSA and financial literacy workshops, scholarship workshops and cultural enrichment activities. Veterans residing within Clay, Fayette, Knox, Laurel, Madison, McCreary, Pulaski, Rockcastle and Whitley counties will be able to apply for the program.

“Only a handful of new grants were awarded for this cycle, and ECU received a perfect application score, representing our commitment to excellence in all we do,” said Kent. “As a nationally recognized leader for veteran education, coupled with our commitment to regional and community stewardship, we are uniquely positioned to host a Veterans Upward Bound program to assist in their transition to postsecondary education so they can be successful in their academic goals.”

EKU will receive \$287,537 annually over the next five years to implement the new program, for a total award of \$1,437,685. Currently, there is only one other university with a VUB program in the Commonwealth.

“EKU’s tradition of promoting educational and career opportunities for our veterans is second to none,” said U.S. Congressman Andy Barr (KY-06), who advocated for ECU’s grant application through a letter of support to the U.S. Department of Education. “The new VUB program will enable ECU to expand the university’s footprint in the veteran community and ensure that more veterans can smoothly make the transition from military service to civilian life.”



## WORK READY PROGRAM HELPS NURSING STUDENTS WITH FINANCES

In a move that will help students seeking financial assistance for their college education, the Eastern Kentucky University School of Nursing announced the associate's degree in nursing will change its academic title to Associate of Applied Science in Nursing (AASN).

"We are changing to open more funding opportunities for students that only applied science degrees are eligible for," said Dr. Lisa Jones, associate chair and professor of ECU's School of Nursing. The Work Ready Scholarship program offered through the Kentucky Higher Education Assistance Authority (KHEAA) is one such funding opportunity for ECU students. The Work Ready Scholarship supplements a student's financial aid package by providing additional funds that federal and state grants do not cover.

"We are excited to offer this opportunity to our nursing students," said ECU President David McFaddin. "Our accredited programs in nursing provide students with the educational foundation needed to help them grow as professionals and serve their communities. Being able to steer them toward financial security while finishing their degree is important to us."

The name change does not reflect a change in the curriculum, Jones said. The AASN will be available to students for the fall 2022 semester.

ECU's School of Nursing also recently received national recognition as its online master of science in nursing degree (MSN) was ranked No. 20 by Fortune. ECU was the only school in Kentucky to be recognized with this distinction.

## COLONELS BRING RELIEF TO KENTUCKY FLOOD VICTIMS

David, '07 '17, and Rebecca Fifer, '08, were among the brave individuals working to help the families devastated by the flooding in eastern Kentucky. David serves as an assistant professor in ECU's Emergency Medical Care/Paramedic program, and director of the Center for Wilderness & Outdoor Public Safety. On top of that, he volunteers as a paramedic for the Kentucky State Police's rescue helicopter. David flew in the rescue helicopter for a few days to perform hoist rescues in eastern Kentucky.

While David was performing helicopter rescues, his wife Rebecca, helped to coordinate the response needs for the flooding. She's a finance and administration section chief with a federal incident management team for the Administration for Strategic Preparedness and Response (ASPR) with the U.S. Department of Health and Human Services (HHS).

Although her team wasn't deployed to help with the Kentucky flooding, she volunteered to help with the Bluegrass IMT (incident management team), where she created a Situation Report, providing an overview of the conditions, accomplishments and outstanding needs resulting from the flooding.

"It was very meaningful to be able to serve my fellow Kentuckians and work alongside them in this response," Rebecca said.

David also mentioned a new academic program planned at ECU to directly address multidisciplinary disaster response. Currently referred to as the "all-hazards" degree, the program will provide training in the full spectrum of emergency services, including law enforcement, firefighting, emergency medical care, emergency management and occupational safety.





SEPTEMBER 2022



## Morehead State's Veterinary Technology program ranked top in state, #8 in nation

Morehead State's veterinary technology bachelor's degree program has been named the top program in the state and #8 in the nation by BestColleges.com, a resource website for those considering attending college.

Each year, the BestColleges Ranking Team evaluates hundreds of programs to produce the annual Best Bachelor's in Veterinary Technician ranking. In 2022, the team sourced the most recent data from the Integrated Postsecondary Education Data System and College Navigator, both hosted by the National Center for Education Statistics. Each school is ranked based on a formula measuring academic factors (60%) and affordability (40%).

"I am so proud and honored to be a part of this program for the past 25 years. Many of the schools ranked ahead of us are major, land-grant universities with massive resources," said Dr. Philip Prater, professor of veterinary technology. "Our MSU program maintains incredible integrity, success in retention and graduation, and boasts of a nearly 100% employment rate; all this without the unlimited resources of the larger schools. This is truly an outstanding accomplishment."

Dr. Ken Andries, chair of the Department of Agricultural Sciences, says the ranking proves the commitment of MSU's faculty. "These achievements would not be possible without the commitment and dedication of all the faculty and staff in the program. They continue to attract qualified students to the program, which has helped to build the program and the success it is seeing," Andries said.



### Office of the President

202 Howell-McDowell Admin. Bldg. | Morehead, KY 40351

Phone: 606-783-2022 | [president@moreheadstate.edu](mailto:president@moreheadstate.edu)

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

## MSU recognizes faculty and staff with 2022 Distinguished Service Awards

Morehead State faculty has announced the recipients of the 2022 Distinguished Service Awards, which recognize faculty and staff for their service to the campus community and their fields of study.

**Craig Dennis (Class of 1989, 1991, 1994)**, Eagle Success Program Coordinator, was awarded the Distinguished Staff Service Award. Dr. Robyn Moore, associate professor of photography, received the Distinguished Creative Productions Award. **Dr. Janet Ratliff (Class of 1991, 1992)**, Elmer and Donna Smith Endowed Chair in Entrepreneurship and Associate Professor of Management/Entrepreneurship, was honored with the Distinguished Faculty Service Award. Dr. Lisa Shannon, professor of social work, received the Distinguished Researcher Award.

## MSU receives Kentucky Reading Project grant

Morehead State University received a grant to provide learning for teachers in the area. The funding allowed MSU to host the Kentucky Reading Project (KRP), a professional development initiative for public school elementary teachers (P-5) that prioritizes increased student achievement and family involvement in literacy.

The week-long workshop took place at Ginger Hall from July 18-22. Seven teachers from within MSU's service region attended. The focus was on the Science of Reading, including content centered on one of the following areas: phonological awareness, phonics, fluency and comprehension. Participants connected these areas to Scarborough's Reading Rope. During this summer institute, the National Center for Families Learning facilitated an all-day workshop on engaging families in reading.

The week-long workshop is part of a yearlong, graduate-level literacy course that also includes follow-up sessions during the year and a coaching visit for each teacher. Participants benefit by receiving three graduate-level credit hours from MSU after the course's completion in 2023 and a stipend, books and professional resources.

## MSU alum Ben Hawkins earns Kentucky French Teacher of the Year award

What started as a French middle school class for fun became a passion for **Ben Hawkins (Class of 2005, 2009)**. It kept growing along with his education, eventually leading to graduating with a bachelor's degree in French from Morehead State University and later a position as the French teacher at East Carter High School in Grayson. Now, Hawkins is being recognized for his abilities as an instructor as this year's French Teacher of the Year for Kentucky by the American Association of Teachers of French – Kentucky Chapter.

## Andrew Sexton named MSU's Coordinator of Service Learning

Morehead State University's Center for Career Development and Experiential Education is pleased to announce the addition of **Andrew Sexton (Class of 2020, 2022)** as the coordinator of service learning.

"I am so excited to return to my alma mater to use my knowledge, skills and experience in a meaningful way," Sexton said. "I believe that this position will allow me to support the needs of MSU faculty, staff and students while connecting them with relevant community stakeholders to pursue mutual goals."

"We are fortunate to have Andrew joining our team. MSU has a long tradition of service learning evidenced by our recognition as a Carnegie Foundation Community Engaged Institution," said Megan Boone, director of the Center for Career Development and Experiential Education. "We look forward to seeing him continue to grow the service learning program."

## Murray State University begins Fall 2022 semester with momentum and excitement



Murray State University began its Fall 2022 semester on Aug. 16 with a significant amount of momentum and excitement for the 2022-23 academic year.

Students returned to campus the week of Aug. 8-14 to move into their residence halls. The streamlined process, which provided each student with a specific check-in appointment time and was spread across several days, continues to be very popular and well received by students and their families.

Preliminary data through the semester's first week indicated a continued trend of growing and stable enrollment over the past five years at Murray

State University dating back to 2018, after previous declines. Murray State anticipates overall enrollment growth this fall as well as growth in several categories since Fall 2018, such as first-time undergraduate students, first-time graduate students, international students and the University's overall student retention rate and progression toward graduation. Racer Academy, Murray State's dual-credit program for high school students, continues to grow as more first-time Murray State students are carrying college credit hours into their postsecondary education through their participation in dual-credit offerings.

With strong domestic and international recruitment focused on personalized communications, Murray State University will have a 2% increase in headcount over Fall 2021.

Murray State has expanded its regional tuition rate to now include a total of 15 states across the country. These states include Alabama, Arkansas, Florida, Georgia, Illinois, Indiana, Louisiana, Mississippi, Missouri, North Carolina, Ohio, South Carolina, Tennessee, Virginia and West Virginia. Murray State has also enhanced its academic achievement scholarships to emphasize GPA for entering freshmen students in Fall 2023.

Murray State's campus continues to expand. Initial plans are underway for the construction of two new residence halls, a new dining facility and a new School of Nursing and Health Professions building. Renovations to the Curris Center and many other facilities are scheduled to begin this fall.

## Nico Yantko named Murray State University Director of Athletics

Nico Yantko is coming home to Murray State University after being named the 10th athletics director in school history.

A two-degree Murray State alumnus, Yantko returns to Murray State University as the Racers begin their first year in the Missouri Valley Conference and join the Missouri Valley Football Conference in 2023. A Murray State graduate and former Racer quarterback from 2007-09, his career in collegiate athletics began as a graduate assistant in the MSU athletics department and later at North Carolina State, the University of Missouri and the University of Louisiana.



His most recent success was built at the University of Louisiana in Lafayette where Yantko served for six years as the Deputy Director of Athletics. He led the Ragin' Cajuns external departments and operations and managed a \$35M budget that impacted 450 student-athletes, 16 sport programs, 205 department employees and eight athletics venues. Yantko's consistent delivery of increased resource development, brand popularity and competitive success was a major reason for Louisiana's 2021-22 run of Sun Belt Conference championships in football, baseball and softball and the department's top fundraising year of more than \$30M.



Zyanna Gee



Jemele Artis

## Murray State University announces 2022-23 Regents Fellowship recipients

Murray State University is proud to announce its third class of Regents Fellows. The Regents Fellowship is a graduate assistant program that is designed to help minority students matriculate into career development opportunities in postsecondary education upon graduation. The fellowship is for one year and renewable for a second year.

The Regents Fellowship recipients for 2022-23 are:

- Zyanna Gee, a public administration graduate student from Elizabethtown, Kentucky
- Jemele Artis, a human development and leadership graduate student from Hopkinsville, Kentucky

## Murray State University selected as host site for Governor's Scholars Program

Murray State University has been selected as a host site for the Governor's Scholars Program during the summers of 2023, 2024 and 2025.

The Governor's Scholars Program is a summer residential program for outstanding high school students in Kentucky who are rising seniors as part of an effort to enhance Kentucky's next generation of civic and economic leaders. Established in 1983, the program provides academic and personal growth through the balance of a strong liberal arts program with full co-curricular and residential life experiences. Students must complete an application and compete with others from across the state. Those selected attend the program free of charge.

The first class numbered 230 and was housed on one college campus. Since then, the program has enjoyed excellent support and grown to over 1,000 students on three campuses.

"The Governor's Scholars Program is a prestigious program that, for many years, has provided enriching opportunities for some of the best and brightest high school students in Kentucky," said Murray State President Dr. Bob Jackson. "Murray State University is honored to be accepted as a host site for the Summer 2023, 2024 and 2025 programs. We look forward to welcoming these future participants to our campus."



## Murray State University's partnership with the International Business College at Shandong Technology and Business University celebrates its first graduating cohort of students

The partnership between Murray State University's Arthur J. Bauernfeind College of Business and the International Business College at Shandong Technology and Business University (STBU), located in Yantai, China, recently celebrated the graduation of its first cohort of students.

The dual degree program provides classes to STBU students, allowing them to earn a degree from each university while remaining residents at STBU. Students selected for the program can choose between earning a degree in accounting or finance. Both degrees contain 42 hours of coursework (14 classes) of business-related courses taught by Murray State faculty in addition to the regular classes that are required to earn a degree from both universities. The program was developed to accept approximately 150 students in each cohort.

The first cohort of students was selected in the fall 2018 semester, and the initial classes were administered in the summer of 2019. Due to the COVID-19 pandemic in early 2020, international travel was closed and classes were transitioned to online courses. Fortunately, Murray State's Bauernfeind College of Business was well versed in developing and presenting classes in an online format.

Since the first cohort of 56 students were selected, there have been three other cohorts chosen, each with approximately 150 students. The program now consists of approximately 500 students, with the first cohort of students graduating with dual degrees in June 2022, a monumental achievement by both universities in the wake of a global pandemic.



## Murray State University selected as top postsecondary agricultural education program in Kentucky while also named a national finalist

Murray State University's agricultural education program has been named the top postsecondary agricultural education program in Kentucky by the Kentucky Association of Agricultural Educators, and has also been named by the National Association of Agricultural Educators as one of four national finalists for the Outstanding Postsecondary Agricultural Education award.

Housed within the Hutson School of Agriculture, the Murray State agricultural education program offers teacher certification in agricultural education, as well as options to earn a bachelor's degree, master's degree, Educational Specialist degree and Agricultural Education Leadership doctoral degree. There are typically around 100 students enrolled in the agricultural education program at any given time.

The program's mission is broad, ranging from preparing agriculture teachers for the classroom, to hosting FFA activities, to Collegiate FFA and Alpha Tau Alpha participation, to providing online graduate education for high school agriculture teachers.

In addition to the overall award, several Murray State alumni and students also received individual awards. Murray State alumnus J.T. Payne, '19, '21, is a Teacher Turn the Key award winner, while another Racer alumnus, Steve Keown, '84, is an Indiana Teacher Mentor award winner. James Kash, recipient of the Early Career Teacher award, is currently in Murray State agriculture's graduate program.





# GOLD RUSH

SEPT. 2022

NORTHERN KENTUCKY UNIVERSITY

## GO FIGURE

### FUEL NKU FIRST WEEK OF CLASSES

665

students through the door

8,500

pounds of food distributed

*FUEL NKU is Northern Kentucky University's on-campus food pantry providing free food items and hygiene products to NKU students. FUEL is supported by a generous grant from Kroger.*



### NKU RANKS AMONG MOST INNOVATIVE UNIVERSITIES IN THE WORLD

Northern Kentucky University is among the most innovative universities in the world, according to a new report by World's Universities with Real Impact (WURI). WURI's study ranks NKU 78th in the Global Top 100 Innovative Universities rankings. NKU is the 28th university listed from the United States, higher than any school in the Greater Cincinnati region or in the Commonwealth of Kentucky. The Global Top 100 Innovative list includes universities like Arizona State University (2), MIT (3), Stanford (4) and Penn (5). In addition to the Global Top 100 Innovative Universities rankings, NKU also ranked 17th globally in the category of entrepreneurial spirit. Out of schools and universities from the United States, NKU ranks sixth.

"NKU is proud to be one of the most innovative universities in the world," NKU President Ashish Vaidya said. "Being a regional, national and worldwide leader in innovation and entrepreneurial spirit is at the heart of NKU's values of being a regionally engaged, student-first university that prepares our graduates to make a lasting impact in the community." NKU is one of the top innovation and entrepreneurship universities in the region. Some examples of the university's innovation programs and centers include:

- Center for Innovation and Entrepreneurship (CIE) programs ignite our students' entrepreneurial mindset, fuel desire with resources and education to make their dreams a reality, and foster innovation on campus and in the community.
- The INKUBATOR program, an internationally ranked, 12-week intensive business accelerator that helps students and alumni bridge the gap between concept and a business. Through the program, graduates turn their entrepreneurial concepts and ideas into a viable business. This cross-campus initiative allows students and alumni from different backgrounds to connect and start a business together.
- Institute for Health Innovation (IHI) pioneers solutions to many of the health issues facing northern Kentucky and the Greater Cincinnati region. The IHI drives change that directly addresses urgent unmet health needs.
- The annual Governor's School for Entrepreneurs (GSE) is hosted annually on NKU's campus. GSE brings students from across Kentucky and immerses them in a creative space and equips them with the tools needed to unleash their innate entrepreneurial spirits for the betterment of the Commonwealth.

## COLLEGE CORNER

The Haile College of Business at Northern Kentucky University officially opened the Verst Group Logistics Hub of Supply Chain Excellence. The university hosted a ribbon-cutting ceremony in August with university officials and dignitaries from the community, including Verst Group Logistics.

The hub, founded through the partnership and generosity of Paul Verst and Verst Group Logistics, will be equipped to serve as the heart of the Global Supply Chain Management program at NKU. It will allow students and alumni the opportunity to connect and engage with businesses and affiliated groups within this growing field.

LEARN MORE: <https://tinyurl.com/3kzx87a9>

LEARN MORE: <https://tinyurl.com/3ypzhe6k>

## NKU SELECTED BY AMAZON AS AN EDUCATION PARTNER FOR CAREER CHOICE PROGRAM



Northern Kentucky University has been selected as an education partner for Amazon's Career Choice program, providing Amazon's hourly employees access to all undergraduate opportunities at NKU. "NKU is honored to be partnering with Amazon, which shares our values of student success and regional engagement," said NKU President Ashish Vaidya. "Through this partnership, we will help equip students with the necessary tools to succeed in the ever-changing workforce." Amazon's Career Choice program is an education benefit that empowers employees to learn new skills for career success at Amazon and beyond. The program meets individual learners where they are on their educational journey through a variety of education and upskilling opportunities including full college tuition, industry certifications designed to lead to in-demand jobs, and foundational skills such as English language proficiency, high school diplomas and GEDs. In the U.S., the company is investing \$1.2 billion to upskill more than 300,000 employees by 2025 to help move them into higher-paying, in-demand jobs.

This partnership aligns with NKU's learner-focused and regionally engaged mission, providing Amazon hourly employees access to more than 90 undergraduate degree programs and stackable micro-credentials with options for in-person, hybrid and online classes. Full-time employees are eligible for up to \$5,250 in tuition, fees and course materials, while part-time employees are eligible for up to \$2,625. Employees are eligible for the benefit after 90 days of employment with Amazon.

Amazon's Career Choice program has a rigorous selection process for third-party partner educators, choosing partners that are focused on helping employees through their education programs, assisting them with job placements and offering education that leads to overall career success. **LEARN MORE:** <https://tinyurl.com/42dd6eyt>



## THE SCOREBOARD

The Northern Kentucky University Department of Athletics announces a gift from the estate of Joyce "Brenda" Hoskins (née Scudamore) that includes naming rights for the field at NKU Soccer Stadium. The field will now be called Scudamore Field.

This gift will honor Hoskins' regional ties and charitable spirit while acknowledging the long-term career and impact that Hoskins' nephew, Richard Scudamore, has had as a soccer executive. This contribution will support facility upgrades and other enhancements.

**LEARN MORE:** <https://tinyurl.com/ykwnrsdj>

## BRIEFS

### NKU ANNOUNCES THREE NEW MEMBERS TO THE BOARD OF REGENTS

Kentucky Gov. Andy Beshear announces the appointments of Nathan Smith ('94), of Fort Mitchell, and Brad Zapp, of Covington, to the Northern Kentucky University Board of Regents. Daniel Myers, the 2022-23 president of Student Government Association, will also serve as the student regent.

Smith's and Zapp's terms run through the 2027-28 academic year. Smith and Zapp replace Gregory Shumate and Normand Desmarais, respectively, whose terms have expired. Myers will serve a one-year term, replacing Aliyah Cannon ('22).

**LEARN MORE:** <https://tinyurl.com/bddmwza8>

### NKU/CITY OF CINCINNATI PARTNERSHIP HIGHLIGHTS PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION OPPORTUNITIES

NKU and the City of Cincinnati announce a new partnership that will allow City of Cincinnati employees to take classes in NKU's Master of Public Administration (MPA) program at a reduced rate. This partnership also extends to employees within the City of Covington and the Northern Kentucky Area Development District. "Our City employees, just like employees in northern Kentucky, work hard every day to provide the public services we all depend on," Cincinnati Mayor Aftab Pureval said. "If you work for our City, and you want to continue building your skills and furthering your career, we want you to know that we are here to support you."

**LEARN MORE:** <https://tinyurl.com/3s9dbr34>

## FACULTY FOCUS

NKU celebrates Dr. Shauna Reilly with the Regents Professorship, recognizing her academic and advisory achievements and contributions to the core values of the university. Dr. Reilly is a professor of political science at NKU, and she teaches classes in American politics, state politics and political behavior. Additionally, Dr. Reilly serves as the director of Institute for Student Research and Creativity.

The Regents Professorship aims to recognize professors who exemplify NKU's values and have brought acclaim to the university through an exceptional record of achievements in scholarship and creative activity.

**LEARN MORE:** <https://tinyurl.com/mxxy29vd>

### SHANDA HARRIS ANNOUNCED AS NEW NKU ESPORTS DIRECTOR

NKU announces Shanda Harris as Esports Professor of Practice in the Haile College of Business and the new director of NKU Esports. Harris is an NKU alumna with degrees from the Haile College of Business and Chase College of Law.

The NKU Esports program has been making great leaps in developing a varsity program. Since fielding a three-person team in Rocket League during the fall 2020 season, the varsity program has now grown to include five different game titles and more than 25 varsity players.

**LEARN MORE:** <https://tinyurl.com/4vp7a9az>

### NKU AWARDED GRANT TO FUND PROGRAM TO ENERGIZE HUMANITIES

NKU has been awarded a Cornerstone: Learning for Living Planning Grant to fund Becoming a STAR at Northern Kentucky University and Beyond: A Pathway through the Foundation of Knowledge General Education Program.

"It is really gratifying for NKU to be the first Kentucky institution to have secured nationally competitive planning grant funds from the Teagle Foundation and National Endowment for the Humanities to support innovation in general education," Tonya Krouse, professor of English and Honors College first-year experience coordinator, said.

**LEARN MORE:** <https://tinyurl.com/bdfzkcyr>

## ALUMNI NEWS



### LIGHTENING THE LOAD

Health care workers are more vital than ever, but mental health is just as important. NKU alumna Kadori Ngirabakunzi ('16, '20), a psychiatric nurse practitioner at leading mental health provider Harbor, is well aware of the impact mental health has on a person's life.

"It can be taxing. Psych is pretty heavy," Ngirabakunzi says. "The pandemic has made so many people feel like the weight of the world is on their shoulders. It can be emotionally draining, but helping people is what I was made to do."

**LEARN MORE:** <https://tinyurl.com/2yp6w72y>

# PRESIDENT'S REPORT OCTOBER 2022

UNIVERSITY OF KENTUCKY



## LETTER FROM PRESIDENT CAPILOUTO

In July, our state witnessed one of the most devastating flooding events in its history. We know that so many of our fellow Kentuckians will be confronted with incredible challenges for years to come in the aftermath of the storms.

As we did in December when tornadoes ravaged entire communities in western Kentucky, teams and individuals from across campus, our health care system and our extension offices in the region mobilized quickly to support those impacted by the damage.

Where there was a need, there was this institution.

Indeed, we are harnessing this same drive to advance Kentucky and the people we are called to serve – no matter the circumstance.

This momentum illuminates a larger truth: the work we do here has never been more important – for the students we educate, the patients we heal and the communities we serve.

Eli Capilouto  
President

## UK COLLEGE OF DESIGN BREAKS GROUND ON NEW HOME

The university broke ground on the College of Design's new home – the Gray Design Building – on Aug. 8. The Reynolds Building is a former tobacco warehouse that has been empty for several years. Now, reimagined and revitalized, the new facility will house the college's five programs, in addition to a landscape architecture and biomedical engineering studio, creating the first space where the college's students, faculty, staff and programs will be housed in one location.

The transformation is possible because of a gift of \$5.25 million from Lexington, Ky.-based Gray Inc., which includes companies related to engineering, design, construction, automation, equipment manufacturing and real estate. Members of the Gray family as well as a collaborative effort of more than 75 gifts to date have also made this project possible.

Designed by internationally renowned architecture practice Studio Gang, the project represents one of the most significant examples on the UK campus of "adaptive reuse" – an approach to architecture that creatively repurposes existing buildings.



## UK WELCOMES LARGEST EVER INCOMING FIRST-YEAR CLASS

In August, the university welcomed its largest ever incoming class, with more than 6,000 students entering the fall semester.

To that end, the university also is on the verge of another historic high in both four-year and six-year graduation rates – what will be a six-year trajectory of continued increases in student success.

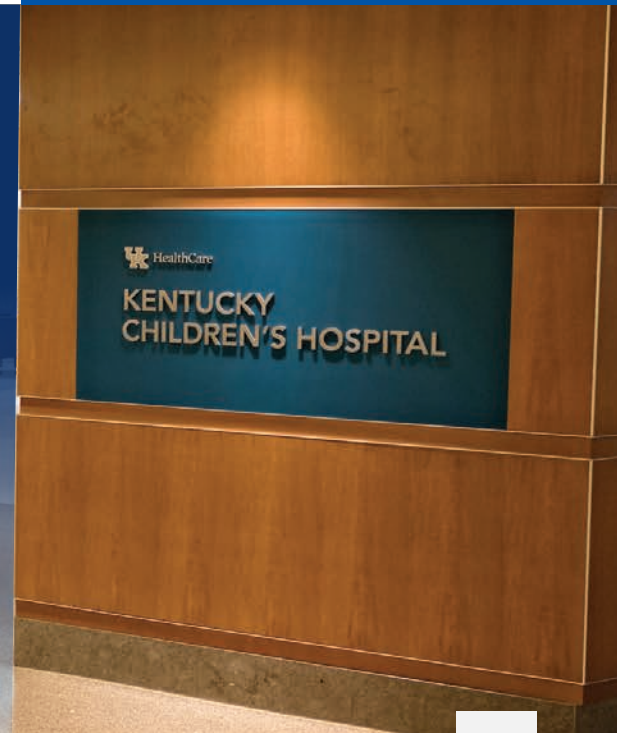
In fact, over the last eight years, the University of Kentucky is the only institution in the state to have increased its enrollment, demonstrating its commitment to advancing Kentucky through building a skilled and educated workforce.

## KENTUCKY CHILDREN'S HOSPITAL CELEBRATES 25 YEARS OF SERVING KENTUCKY'S CHILDREN

On Aug. 23, Kentucky Children's Hospital (KCH) celebrated its 25th anniversary of serving the children of the Commonwealth. The hospital has grown since 1997, in both physical capacity and in the types of specialty care provided to children, from infants to young adults.

At the time of its opening, KCH employed 70 pediatric specialists and 200 nurses. In 2022, there are more than 150 pediatric specialists and more than 405 pediatric nurses as well as dietitians, licensed clinical social workers, genetic counselors, child-life specialists, pharmacists and physical, occupational, speech and respiratory therapists.

KCH now has a total of 220 beds and has undergone expansions in several areas, including: the opening of the Makenna David Pediatric Emergency Department in 2010; the DanceBlue KCH Hematology/Oncology Clinic expansion in 2017; the Joint Pediatric Heart Care Program in collaboration with Cincinnati Children's Hospital; the outpatient surgical and rehabilitation center in partnership with Shriners Children's Lexington; the 36,000 square foot neonatal intensive care unit; and the Children's Sedation and Procedure Unit.





Dear Friends,

We've just experienced that exciting time when campus comes back to life with the return of our students for the fall semester. Summertime is not slow at the University of Louisville, but there's something about having full classrooms and residence halls that brings special energy to our daily work.

There is a lot to celebrate as the fall 2022 semester begins. Our incoming freshman class is the largest in recent university history. More students—about 3,700—are living on campus than ever before. We just opened two new, state-of-the-art residence halls. And we've largely ended our COVID restrictions, allowing students, faculty and staff to enjoy campus life to the fullest.

We're coming off of a remarkable summer, which saw the university produce nine more Fulbright Scholars, receive the generous donation of a downtown office building from Humana Inc., and name Josh Heird as our permanent athletic director. UofL Health also broke ground on a \$144 million expansion of University of Louisville Hospital.

More great things are expected in the new academic year as we work to complete our university strategic plan, embark on a campus master planning process and continue our brand integration efforts. We look forward to more student successes, research breakthroughs and connections with our community. Of course we'll also cheer the Cardinals on to more wins on the playing fields.

I hope you'll take the time to look at all of the successes included in this report. We're telling our story, and we hope you'll help us share the good news about all that's going on in the Cardinal Community. I cordially invite you to get involved with our UofL. We're doing so much, but we can do so much more with your help. Thanks, and Go Cards!

Lori Stewart Gonzalez

*Lori Stewart Gonzalez*

Interim President,  
University of Louisville



**New residence halls welcome new students**

The University of Louisville celebrated the opening of two new residence halls on the Belknap Campus.

One building, temporarily called New Residence Hall (NRH), accommodates 450 primarily first-year students in one- and two-bedroom units on five floors. Located in the heart of Belknap Campus, the building will also serve as the location of the university's new Center for Engaged Learning - an experiential and engaged learning resource hub for students, researchers, businesses and other community partners.

UofL student athletes and sports administration students will find a new home in a new residence hall located near the basketball practice facility and closer to Cardinal Stadium. Denny Crum Hall, named for the legendary UofL men's basketball coach, will be dedicated in September.



**UofL Health Equity Innovation Hub awards \$1 million for research to improve health outcomes**

The University of Louisville's Health Equity Innovation Hub has announced more than \$1 million in research funding to advance health equity for communities that have been marginalized.

The Hub was launched earlier this year as a collaboration between UofL, The Humana Foundation and Humana Inc. aimed at closing health equity gaps facing vulnerable populations. The 10 projects awarded in this initial round of funding further this goal by tackling inequities in areas such as access

to mental and physical health care and healthy food. Projects were eligible for up to \$100,000 per year for up to three years.

The Hub launched with a potential total investment of \$25 million from the Humana Foundation, Humana Inc. and UofL, representing one of the largest single donations in the history of the university. Humana also recently announced it would donate a fully furnished eight-story building, located at 515 W. Market St., to house the Hub's administrative team and programming.



## UofL coordinates efforts to aid eastern Kentucky residents affected by flooding

The recent devastating floods have caused significant loss of life and have left many people without homes, food, water, clothing and other necessities.

UofL called upon the Cardinal Community to aid the residents of eastern Kentucky. The efforts include:

- UofL Health provided \$25,000 to the Red Cross for disaster relief and is sending supplies and support to the Mountain Comprehensive Health Corp., which operates nine primary care centers in Appalachia.
- The School of Dentistry assisted the Mountain Comprehensive Care Clinic with treating patients with acute dental emergencies, also working with Delta Dental to send its mobile dental clinic to the area.
- The School of Medicine's student body collected supplies (bottled water, hygiene products, household products, etc.)
- The Athletic Department gathered water and delivered it to eastern Kentucky.
- The men's basketball team participated in a Red Cross telethon on WLKY-TV to raise funds for needed supplies.
- Various schools and colleges also sponsored smaller drives, offering support to their students.

Additionally, the UofL Comparative Medicine Research Unit partnered relief efforts with the Kentucky Veterinary Medical Association targeting family needs. Licensed veterinarians provided care for the animals.

Finally, UofL's Trager Institute connected UofL Health and Mountain Comprehensive Health Corp. Trager's staff, family and friends raised over \$2,000 to send immediate supplies to eastern Kentucky.

More than 170 UofL students hail from counties severely impacted by the flooding. UofL orchestrated counseling services, emergency housing and other assistance available to those students and their families.



## UofL launches center focused on Industry 4.0

The University of Louisville has launched a new Center for Organizational Readiness toward Enterprise 4.0 (CORE4.0) aimed at helping companies prepare for smart and connected technology such as automation, artificial intelligence and the Internet of Things.

Backed by a new roughly

\$500,000 grant from the U.S. Economic Development Administration, the center will provide research, assessment, recommendations and workforce development to industries.

UofL researcher Faisal Aqlan, who runs the center with colleagues Lihui Bai, Kunal Kate and Will Metcalf, said this revolution — also known as [Industry 4.0](#) or Enterprise 4.0. — has the potential to radically transform a number of industries, and the benefits will go to companies that plan ahead.

CORE4.0 is aiming to have a "smart factory" where machines talk to each other to anticipate and address problems. Similar advances have been seen in health care productivity

CORE4.0 will engage three industry sectors including manufacturing, logistics and health care, through partnership with Western Kentucky University, Metals Innovation Initiative (Mi2) and the Louisville Healthcare CEO Council.

Industry leaders interested in working with the Center for Organizational Readiness toward Enterprise 4.0 can contact [uoflogistics@louisville.edu](mailto:uoflogistics@louisville.edu).

## UofL researchers find positive chemotherapy response in resistant colon cancer

A study by UofL researchers has shown that a metabolite produced by gut microbes from a component found in pomegranates and berries can help improve the effectiveness of chemotherapy used to treat colorectal cancer. Venkatakrisna Rao Jala, UofL associate professor of microbiology and immunology, led the research, which was [published in the journal \*Theranostics\*](#) this month.

A major challenge in treating colorectal cancer, the second leading cause of cancer death in the U.S., is that the cancer cells can become resistant to the chemotherapies that treat them. In a pre-clinical study, Jala and his team found that using Urolithin A (UroA) and its potent structural analogue UASO3 in combination with the anti-cancer drug 5-fluorouracil, improves effectiveness of the drug by sensitizing the cancer cells to the drug's effects. UroA, a metabolite derived from berry and pomegranate components ellagic acid and ellagitannins, is recognized as a safe dietary supplement by the FDA.

Sweta Ghosh, a post-doctoral associate at UofL, was first author on the study and Rajbir Singh, former UofL post-doc, executed the experiments. This research was funded by the National Cancer Institute and a COBRE project grant.



Venkatakrisna Rao Jala



Sweta Ghosh

## 113 WKU Students Competed for Nationally Competitive Scholarships in 2021-2022

WKU students and recent graduates earned recognition in the nation's most prestigious scholarship competitions during 2021-22. One hundred thirteen Hilltoppers submitted 139 applications for nationally competitive scholarships. They earned recognition 58 times, totaling more than \$383,175 in funding for graduate school, language study, public service, and study abroad.

Of successful applications, 83 percent were submitted by Pell Grant recipients, 36 percent were submitted by first-generation college students, 29 percent were submitted by underrepresented minority students, 22 percent were submitted by students with disabilities, and 19 percent were submitted by non-traditional students.

Among this year's successes are the following highlights:

The Benjamin A. Gilman International Scholarship awarded \$179,500 to 39 WKU students, more than any other public institution in the state.

**In the October cycle, 19 students were named recipients**—more than all other Kentucky institutions combined. In the **March cycle, 20 additional students earned the scholarship.**

Hilltoppers continued to earn success in national scholarships for intensive critical language study. **Three students were awarded U.S. Department of State Critical Language Scholarships** for intensive study of Arabic and Chinese, and another seven were designated alternates. **Two students earned Boren Scholarships, each worth \$25,000** to fund intensive language study in the 2022-2023 academic year, while another was named an alternate.

WKU students also continued to earn recognition in the Fulbright U.S. Student Program, which funds an academic year of research, study, or English teaching in one of about 140 countries worldwide.

**Six WKU students and graduates were named alternates for Fulbright grants.**

**One WKU student was selected for the Ernest F. Hollings Undergraduate Scholarship,** earning up to \$9,500 for academic study and a paid internship at a National Oceanic and Atmospheric Administration (NOAA) facility. Another **two Hilltoppers earned Graduate Research Fellowships from the National Science Foundation.**

WKU

# NEWS FOR THE COUNCIL ON POSTSECONDARY EDUCATION

SEPTEMBER 2022



## WKU dedicates The Commons at Helm Library

After first serving as a physical activities building, then for decades as a university library, an iconic Western Kentucky University structure was dedicated August 31<sup>st</sup> as The Commons at Helm Library. First announced during WKU President Timothy C. Caboni's investiture address in April 2018, The Commons is a partnership between WKU Libraries and Aramark, WKU's food service provider.

The building has a storied history on WKU's campus, dating back to 1931 when it served as the Health and Physical Education Building. It hosted concerts, dances, and course registration in addition to serving as the home of WKU's basketball team for over three decades. When the basketball program moved to E.A. Diddle Arena in 1963, the structure was transformed into the Helm Library, and it served in this capacity until 2019. Much of the building's history is preserved in The Commons. For example, the original basketball jump circle is exposed in the middle of the main floor, and the building's original skylights were added back after being covered up for decades.

The Commons offers flexible classroom and meeting space, study areas, and multiple food options, including Panda Express, Moe's Southwest Grill, Rising Roll, and local favorite, Spencer's Coffee. Additional restaurant space is also available for options that will rotate every few weeks. The Commons is WKU's seventh LEED® Certified structure on campus.

In April 2022, The Commons opened its doors to the campus community and was met with campuswide acclaim. President Caboni shared his experience of being in The Commons on opening day in the spring. "I talked to students, to faculty, and to staff to gauge their reactions," he noted. "Students used words like 'amazing,' 'unbelievable,' 'stunning,' and perhaps my favorite, 'magical' to describe their reaction to seeing and immersing themselves into The Commons for the first time."

## WKU completes most successful decade of fundraising

Western Kentucky University has completed its most successful decade of fundraising in institutional history with nearly \$303 million raised since July 1, 2012.

WKU President Timothy C. Caboni's leadership has inspired fundraising in the latter half of this decade, with \$171 million raised since he took office on July 1, 2017.

"As an institution, we must continually assess and reimagine possibilities for our students and forge creative partnerships as we serve our region and beyond," President Caboni said. "Philanthropic support plays a critical role in expanding access to WKU and providing generations of Hilltoppers with opportunities that would otherwise fall outside of their reach.

One important area of focus has been the WKU Opportunity Fund, a focused campaign to remove barriers to education and ensure every student at WKU can have a full college experience.

"We launched the Opportunity Fund in 2018 to aid students who need financial support the most and established an ambitious goal of \$50 million," President Caboni said. "In less than four years, we surpassed that initial goal and set our sights on a new, \$100 million target. The Opportunity Fund allows us to be nimble in tailoring financial packages to fit individual student circumstances and to do so quickly as needs arise."

Scholarship funds, of which the University has almost 1,400, are administered by the College Heights Foundation (CHF). Born a century ago from a \$100 gift from a faculty member, the idea for CHF began with the goal to help WKU students in need. In 2021, CHF surpassed \$100 million in its endowment.

The University has had two previous capital campaigns that were each successful. The Investing in the Spirit Campaign (1999-2003) focused on People, Places and Programs with a goal of \$90 million, and the campaign concluded with more than \$102 million raised. The New Century of Spirit Campaign (2005-2012) had a goal of \$200 million and finished with a total of more than \$202 million.



## WKU students build resumes, make connections at Special Olympics USA Games

Twenty-two WKU Students in Meteorology, Emergency Management Disaster Science, Homeland Security Sciences and Recreation & Sport Administration provided weather and support services for the 2022 Special Olympics USA Games June 5-12 at several venues in Orlando.

Graduate student John Bowen of Louisville called the experience "the biggest resume builder of my academic career."

Bowen, a second-year master's student in the Homeland Security Sciences program with a concentration in EMDS, served as deputy to University Meteorologist Josh Durkee on the weather desk in the USA Games main operations center.

"Essentially our job was to monitor the weather, pay attention to lightning, heat stress, different variables that they were looking for in order to protect athletes. Everything that we looked at had a direct impact on the rest of the Games," Bowen said.

About 10 WKU students, faculty and staff were among the group of 40 people from around the country who worked together in the main operations center each day during the June 5-12 event in Orlando. Others in the WKU group conducted field observations at event venues or provided additional services like sports communication, crisis communication, transportation and safety services.

"Having the opportunity to go and serve in this role and being able to work for and provide assistance to the Special Olympics, Walt Disney World and the state of Florida was huge for us," said Casey Archey of Alto, a first-year graduate student in Homeland Security Sciences who served as a sports communication coordinator. Archey helped manage the communication with the operations center when events ended, when they started, if events were delayed and if anyone needed medical services

Josh Doyle of Glasgow, a second-year graduate student in Recreation & Sport Administration, had an opportunity to work with the ESPN production crew at track and field events. "It was definitely a great experience," he said. "The hands-on experience that I have received through this opportunity is going to be useful throughout my career."





# KCTCS GOOD NEWS REPORT

SEPTEMBER 2022

## NEW KIOSKS AT KCTCS COLLEGES HELP STUDENTS FIND FREE COMMUNITY SERVICES



Students at several KCTCS colleges now have another way to find the help they need to tackle life's challenges.

Family Scholar House has installed kiosks on several campuses to provide easy access to the MyKy.Info web-based app. The organization also has installed a kiosk in the lobby of the KCTCS office in Versailles to help local residents and is in the process of installing kiosks at all KCTCS colleges.



The app, a statewide expansion of the former LouieConnect.com, helps students find free community services across Kentucky if they're seeking a resource or experiencing a difficult time. Users remain anonymous but can filter the results by gender, age, family status, or other demographics. The app provides information about a service's location and hours, the specific resources available, and eligibility requirements.

The kiosks are part of Family Scholar House's efforts to continue its mission to provide wraparound services for students to keep them in school despite life and financial challenges.

"The beauty of the whole system is that it allows people to get what they need when they need it very anonymously," Cathe Dykstra, president and CEO of Family Scholar House, said.

MyKy.Info is offered in English, Spanish, and soon, French. The app also connects users to crisis lines and safe places, or users can request live help through the app to talk to available specialists at Family Scholar House's Trager Response Center for professional assistance.



**KENTUCKY**  
COMMUNITY & TECHNICAL  
**COLLEGE SYSTEM**

## 2022 - 2026 KCTCS STRATEGIC PLAN RELEASED



KCTCS has just completed a new four-year strategic plan that will help the system build Kentucky's talent pipeline. The plan focuses on three goals:

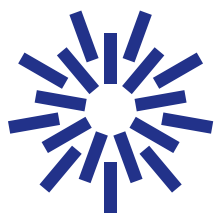
- Organization Success
- Employment Success
- Learner Success

Infused throughout is a commitment to diverse, equitable and inclusive campus communities. This helps KCTCS stay focused on closing education achievement gaps for traditionally underserved populations and diversifying Kentucky's workforce.

"Business technology and higher education change quickly so we felt a four-year plan was advantageous to helping us meet the needs of employers and our students," KCTCS President Paul Czarapata said. "We have created several objectives and performance metrics to make sure we are going in the right direction."

Watch the 3-minute video version or read the detailed plan [here](#).





# Association of Independent Kentucky Colleges and Universities

## News highlights

### 2nd Annual AIKCU Diversity Summit is November 14 at Georgetown College

Registration is now open for the 2<sup>nd</sup> Annual AIKCU Diversity and Inclusion Summit on November 14 at Georgetown College. The full-day event is coordinated by a team of chief diversity officers from AIKCU member campuses and features sessions focused on building a diverse and inclusive Commonwealth and campuses as well as a college fair and cultural exhibits. For more information or to register, visit [AIKCU.org](https://aikcu.org).

### 11 of 18 AIKCU members participating in Innovative Scholarship pilot

11 of AIKCU's 18 members are participating in the innovative scholarship pilot program supporting Displaced students and international exchange opportunities. The \$10 million total appropriation, funded by the 2022 General Assembly and administered by KHEAA and CPE, included \$1 million to be distributed to AIKCU members. Participating AIKCU members include: **Asbury University, Bellarmine University, Brescia University, Campbellsville University, Centre College, Kentucky Wesleyan College, Lindsey Wilson College, Midway University, Spalding University, Thomas More University, and University of the Cumberlands.**

### AIKCU members respond to Eastern Kentucky flooding

When the catastrophic floods hit Eastern Kentucky in late July, it should come as no surprise that AIKCU members quickly mobilized to help with flood relief efforts. The AIKCU institutions located directly in the flood-impacted counties – **Alice Lloyd College** (the only AIKCU institution to suffer direct flood damage), **University of Pikeville**, and **University of the Cumberlands** – were active in relief efforts from the onset of the disaster, collecting and distributing water and supplies, providing housing options for displaced students and others, volunteering in cleanup efforts, and identifying and supporting current students impacted by the flooding. Other AIKCU members from outside the region also collected donations and provided volunteers, and in late August, **Berea College** pledged more than \$1 million to support ongoing relief efforts. More: <https://aikcu.org/news/614328/AIKCU-members-respond-to-Eastern-Kentucky-flooding.htm>

### AIKCU members focus on affordability for lowest income Kentuckians

Kentucky's independent colleges and universities have always been committed to providing excellent educational opportunities, regardless of students' financial backgrounds. To that end, AIKCU members commit \$380 million in institutional grants and scholarships each year. More than 4 in 10 undergraduates attending AIKCU institutions are Pell Grant recipients.

To further enhance affordability, about half of AIKCU institutions now guarantee that qualifying Kentucky students with serious financial need will pay nothing out of pocket for tuition and fees after federal and state aid are applied.

AIKCU members with tuition promise programs for entering undergraduate students include: **Alice Lloyd College** (a work college that guarantees tuition for all students from its Appalachian service area), **Bellarmine University, Berea College** (work college, no student pays tuition), **Campbellsville University, Kentucky Wesleyan College, Spalding University, Union College, and University of Pikeville.** **University of the Cumberlands** doesn't have a formal promise program, but keeps tuition at a level that a Kentucky resident student with significant need can cover tuition and fees through federal and state need-based aid. See institutional websites for program details and eligibility.