

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION BUSINESS MEETING



June 9, 2023 – 10:00 a.m. ET
Cumberland Falls State Park, Moonbow Room

**indicates action item*

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MEETING MINUTES

Draft for Approval by the Council, June 8, 2023

Who: Kentucky Council on Postsecondary Education
Meeting Type: Work Session
Date: March 30, 2023
Time: 2:00 p.m. ET
Location: Eastern Kentucky University, Powell Student Center, Rm 219

WELCOME REMARKS

The Kentucky Council on Postsecondary Education met Thursday, March 30, 2023, at 2:00 p.m., ET. The meeting occurred in Powell Student Center room 219 at Eastern Kentucky University. Chair Madison Silvert presided.

ATTENDANCE

Council Members attendance:

- In Person: CB Akins, Jacob Brown, Jennifer Collins, Kellie Ellis, Eric Farris, Meredith Figg, Karyn Hoover, Faith Kemper, Garrison Reed, LaDonna Rogers, Madison Silvert, Connie Smith, Elaine Walker, and Commissioner Jason Glass
- By teleconference: Kevin Weaver
- Did not attend: Muhammad Babar

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 WKU's key strategies for each of the strategic priorities of the new statewide agenda as well as the baseline data and 2023-24 targets for the key performance indicators. President Caboni answered questions from the Council on WKU's recruitment efforts of high school students as well as the types of students they service through the Project Graduate program.

STRATEGIC DISCUSSION WITH KENTUCKY STATE UNIVERSITY

Interim President Ronald Johnson provided the Council with an institutional progress update on Kentucky State University (KSU). This was the institution's first strategic agenda update,

and it focused solely on the institution's baseline data. Dr. Johnson discussed some strategies being used to make progress, however he mostly provided updates related to the management improvement plan. Council members asked the president to elaborate on the results of the APA audit released the week prior, as well as how many actions have already been implemented as a result of CPE's findings last summer. They also asked for clarification on why KSU has not yet set targets for the key performance metrics nor implemented a clear effort to communicate those with its board, staff, and faculty.

STRATEGIC DISCUSSION – FOCUS ON VALUE

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 Value priority, in which the goal is to improve public understanding that postsecondary education is key to greater opportunity and economic growth. The objectives of this priority are:

- Objective 10: Increase public believe in the power of postsecondary education.
- Objective 11: Build support for greater investment in postsecondary education.

Presenting staff included:

- Dr. Rick Smith, Vice President of External Affairs and Economic Partnerships
- Ms. Sue Patrick, Chief Communications Officer
- Mr. Darryl Parker, KYSSC Student Voice Intern

The presentation focused on the Higher Education Matters campaign, the Higher Education Matters Community Conversations Tour, and agency communication objectives and strategies including the monthly newsletter, news releases, weekly infographics, themed podcasts, CPE website, and social media presence. Data and outcomes were provided for each strategy discussed.

EKU SPOTLIGHT AND CAMPUS TOUR

The Council received a highlight of EKU's campus and took a tour by bus. Following the tour, the Council engaged in a social reception with EKU leadership staff.

CLOSING OF THE WORK SESSION

The Council adjourned at 6:00 p.m.

MEETING MINUTES

Draft for Approval by the Council, June 8, 2023

Who: Kentucky Council on Postsecondary Education
Meeting Type: Business Meeting
Date: March 31, 2023
Time: 9:30 a.m. ET
Location: Eastern Kentucky University, Powell Student Center, Rm 219

WELCOME REMARKS

The Kentucky Council on Postsecondary Education met on Friday, March 31, 2023, at 9:30 a.m., ET. The meeting occurred in room 219 of the Powell Student Center at Eastern Kentucky University. Chair Madison Silvert presided.

ATTENDANCE

Council Members attendance:

- In Person: CB Akins, Jacob Brown, Jennifer Collins, Kellie Ellis, Eric Farris, Meredith Figg, Karyn Hoover, Faith Kemper, Garrison Reed, LaDonna Rogers, Madison Silvert, Elaine Walker, and Kevin Weaver (joined at 9:45).
- By teleconference: Connie Smith and Commissioner Jason Glass (part)
- Did not attend: Muhammad Babar

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.

PROPOSED COUNCIL RESOLUTIONS

The Council approved a resolution for Sue Patrick, CPE's Chief Communication Officer, in honor of her upcoming retirement and for her service to the Council on Postsecondary Education.

APPROVAL OF THE MINUTES

The minutes of the January 26 and 27, 2023, meetings, were approved as distributed.

CPE PRESIDENT REPORT

President Aaron Thompson provided his written report in the board materials. He provided additional comments regarding the new online toolkit launched by the Kentucky Advising

Academy, the 2023 ALDI cohort which prepares minority faculty and staff members for leadership roles in Kentucky higher education, the Dual Credit webinar series occurring between March and May, and the variety of speaking engagements he attended in February and March.

2023 LEGISLATIVE SESSION RECAP

Jennifer Fraker, CPE's Legislative Liaison, discussed key bills adopted during the 2023 Legislative Session, including HB 200 which creates the Kentucky Healthcare Workforce Investment Fund; SB 20, which prohibits the use or download of TikTok on any state government network or device; and SJR 98, which directs CPE to study the structure of higher education governance in the state, placing a new regional, residential, four-year university in southeastern Kentucky and the allocation of responsibility between the Kentucky Community and Technical College System and regional universities.

REPORT FROM KENTUCKY DEPARTMENT OF EDUCATION

Commissioner Jason Glass discussed the legislative bills adopted that affect the K-12 community, including SB 150 and SB 107.

KENTUCKY STATE UNIVERSITY UPDATE

Mr. Travis Powell, CPE's Vice President and General Counsel, and Dr. Stephanie Mayberry, Senior Director for KSU Relations, presented the results of the first quarterly report prepared in accordance with the KSU Management Improvement Plan. The report included a status update on specific deliverables due through February 2023, and the final report will be ready for distribution within the next week.

Mr. Powell presented proposed the following modifications to the KSU management improvement plan:

- Extend monthly close out and monthly clearing of accounts from one week to two weeks after month's end.
- Modify a deliverable for the objective to review the requirement of a private consultant, "With the assistance of a private consultant, develop a student success model supporting the profile of KSU admits from enrollment through completion rooted in evidence-based best practices."
- Move Deadlines to a Quarterly Schedule.
- Allocation of the remaining \$500,000 in appropriated funds:
 - Curriculum Design - \$100,000
 - Salary Study - \$150,000
 - Summer Bridge program - \$100,000
 - Student Mental Health - \$100,000
 - College Business Management Institute (CBMI) - \$50,000

MOTION: Ms. Walker moved the Council approve the recommended modifications to the Kentucky State University Management Improvement Plan. Mr. Reed seconded the motion.

VOTE: The motion passed.

ACADEMIC AND STRATEGIC INITIATIVES COMMITTEE – REPORT & ACTION ITEMS

Ms. Karyn Hoover, chair of the Academic and Strategic Initiatives Committee, presented its report and recommendations for approval by the Council.

The Academic and Strategic Initiatives Committee met on March 21, 2023. The members covered the following information topics at the meeting:

- Received an insider look from Dr. Matt Berry from the Kentucky Department of Statistics on the highlights from the latest Postsecondary Feedback Report. This interactive report allows users to explore enrollment, employment, completion and transfer outcomes for students and those can be viewed by institutions, major, credential type, and demographic.
- Reviewed the process used when institutions apply to add a new academic program and how that process is different for 4-year institutions vs 2-yr institutions. They also discussed how CPE reviews existing programs and provided a report on number of programs approved, closed and reviewed during the 2021-22 academic year.
- Received an update on the spring student success summit that was held at the University of Kentucky on February 27-28, 2023. It was the largest Summit to date with over 450 in-person and 120 virtual attendees.
- Received an update on the work being done on Healthcare Workforce Initiatives. The Healthcare Workforce Collaborative was launched in the summer of 2022 after the legislature approved \$10 million dollars to help solve Kentucky's health care crisis. Since its launch, 48 employer partners and 23 campuses have become involved in the work and \$8 million in grants have been earmarked to the institutions for programs that target high need healthcare job placement.

The Committee also reviewed and approved a revised Kentucky Dual Credit Policy that included the following revisions:

- Repurposed/reorganized sections - "Guiding Principles" section: The Vision for Kentucky's Dual Credit Program; and reorganized the responsibilities sections into Key Roles and Responsibilities section
- Added new sections for the Dual Credit Attainment Goal, Definitions, Dual Credit Teacher Credentialing and Responsibilities, and Dual Credit Review and Revision Process
- Added a new section and requirement for Annual Reporting

Dr. Amanda Ellis, Vice President of P-20 Policies and Programs, provided additional background information and rationale for the recommended changes to the Dual Credit Policy.

MOTION: The Academic and Strategic Initiatives Committee's recommendation of approval of the revised Kentucky Dual Credit Policy served as the motion. A second was not needed.

VOTE: The motion passed.

FINANCE COMMITTEE – REPORT

Mr. Eric Farris, chair of the Finance Committee, presented its report and recommendations for approval by the Council.

The Finance Committee met on March 21, 2023. The Committee received a performance funding model review update and took actions on three presented items:

- Approved the interim capital project request from Bluegrass Community and Technical College to expand the Newtown Campus Administration Building, in which the scope is \$5,000,000 and would be financed using campus restricted funds.
- Approved the Tuition and Mandatory Fee Policy for the 2023-24 academic year, which had no changes from the policy used in the previous academic year.
- Approved the Tuition and Mandatory Fee Recommendation for the 2023-24 and 24-25 academic years, which were as follows:
 - Resident undergraduate tuition and mandatory fee ceilings for academic years 2023-24 and 2024-25 that equate to:
 - A maximum base rate increase of no more than 5.0 percent over two years, and a maximum increase of no more than 3.0 percent in any one year, for public research and comprehensive universities.
 - A maximum base rate increase of no more than \$7.00 per credit hour over two years, and a maximum increase of no more than \$4.00 per credit hour in any one year, for students attending KCTCS institutions.
 - Public institutions being allowed to submit for Council review and approval:
 - Nonresident undergraduate tuition and fee rates that comply with the Council's Tuition and Mandatory Fees Policy, or otherwise adhere to provisions of an existing Memorandum of Understanding between the Council and an institution.
 - Market competitive tuition and fee rates for graduate and online courses.

MOTION: The Finance Committee's recommendation of approval of the Interim Capital Project Request from KCTCS, the 2023-24 Tuition and Mandatory Fee Policy, and the Tuition and Mandatory Fee Recommendation for the 2023-24 and 2024-25 academic years served as the motion. A second was not needed.

VOTE: The motion passed.

EXECUTIVE COMMITTEE – REPORT & ACTION ITEMS

Chair Silvert presented the report and recommendations made by the Executive Committee at its March 31, 2023, morning meeting.

At the meeting, the Committee discussed the 2023 CPE President Evaluation, the 2023 Council Retreat, the outcomes of the 2023 Legislative Session, and the presentation made during the March 30 work session by Kentucky State University Interim President Ronald Johnson. There were no actions during the meeting.

Chair Silvert made the following committee appointments:

- Effective February 1st, Reverend CB Akins was appointed as a member of the Executive Committee.
- And effective March 18th, Meredith Figg and LaDonna Rogers were appointed to the Academic and Strategic Initiatives Committee.

CAMPUS GOOD NEWS REPORTS

Reports from the institutions were provided in the agenda materials.

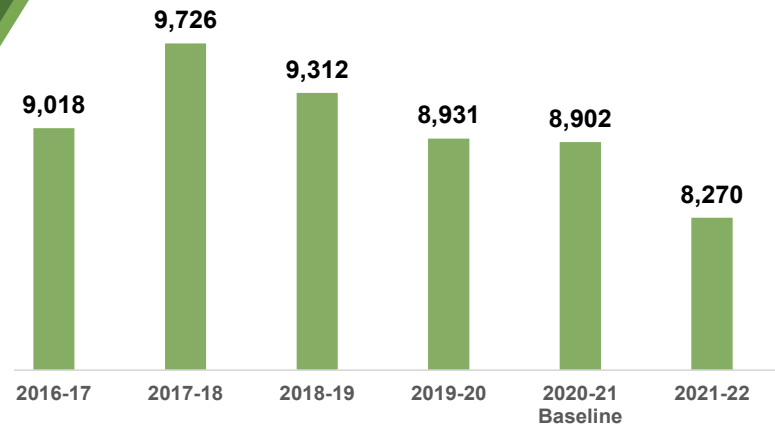
ADJOURNMENT

The Council adjourned the business meeting at 11:55 a.m.

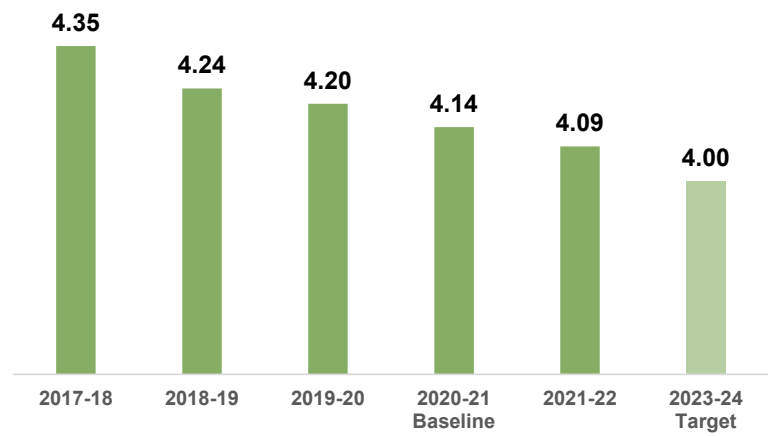
MOREHEAD STATE UNIVERSITY



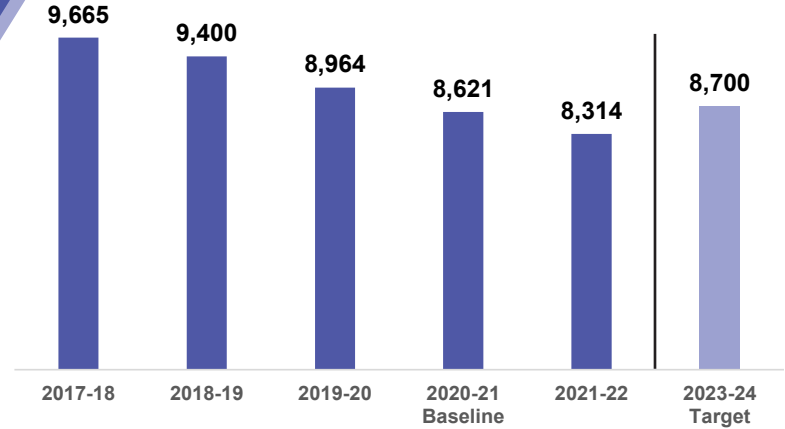
Unmet Need



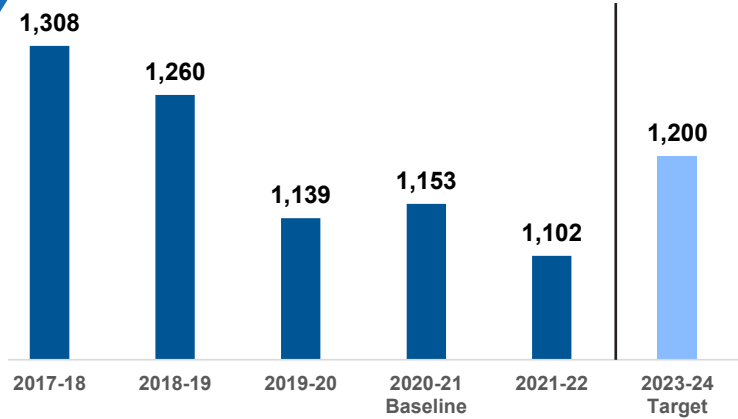
Time to Degree



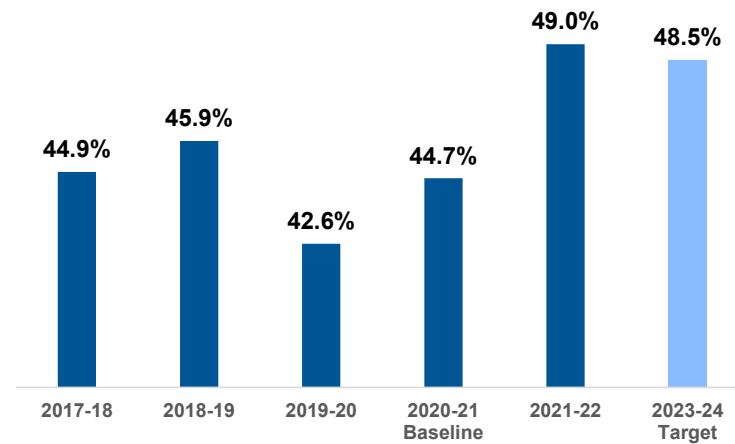
Undergraduate Enrollment



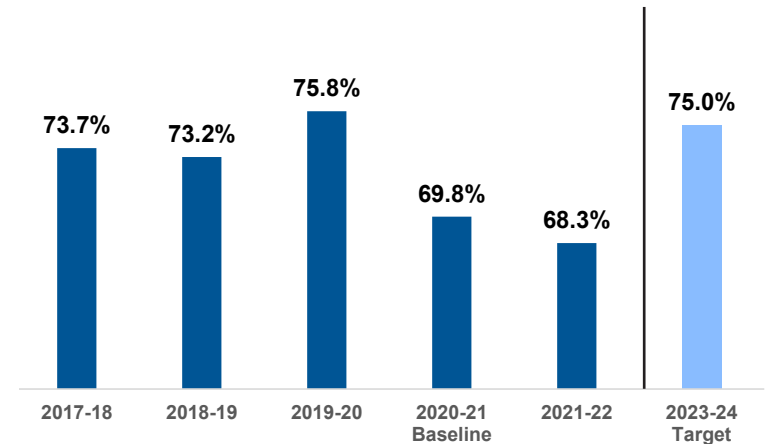
Undergraduate Degrees & Credentials



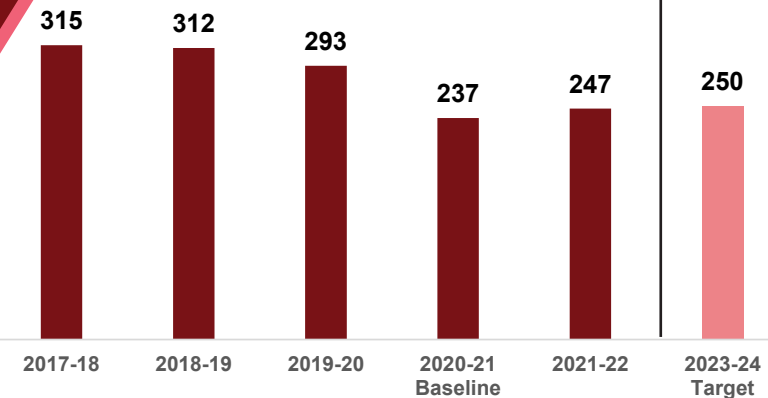
6-Year Graduation Rate



Retention Rate



Graduate Degrees & Credentials



INSTITUTION GOALS

KPI	EKU		KSU		MoSU		MuSU		NKU		WKU		UK		UL		State 4-Yr. Public	
	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target
Unmet Need	\$9,320	NT	\$13,266	NT	\$8,902	NT	\$9,419	NT	\$10,883	NT	\$9,054	NT	\$11,219	NT	\$10,889	NT	\$10,212	\$9,702
Time to Degree	4.17	4.00	4.38		4.14	4.00	4.13	4.00	4.36	4.20	4.14	4.10	4.13	4.10	4.30	4.20	4.19	4.10
Undergraduate Enrollment	12,070	12,250	2,148		8,621	8,700	7,939	8,047	11,672	11,854	15,287	15,746	22,246	23,000	16,118	16,500	96,101	98,309
Undergraduate Degrees/Credentials	2,406	2,500	154		1,153	1,200	1,614	1,675	2,223	2,300	2,843	3,000	5,011	5,406	2,991	3,200	18,395	19,447
Graduate/Professional Degrees	827	900	29		237	250	623	680	1,218	1,300	796	825	2,182	2,300	2,077	2,150	7,989	8,455
Retention Rate	73.9%	77%	70.4%		69.8%	75%	74.7%	81%	70%	78%	72.8%	76%	85.7%	87%	76.6%	83%	76.9%	80%
Graduation Rate	52.3%	56%	38.2%		44.7%	48.5%	56%	60%	49.7%	54%	57.4%	59%	67.9%	70%	61.6%	63%	58.2%	60%



2022-30 STATEWIDE STRATEGIC AGENDA

INSTITUTIONAL ANNUAL UPDATE

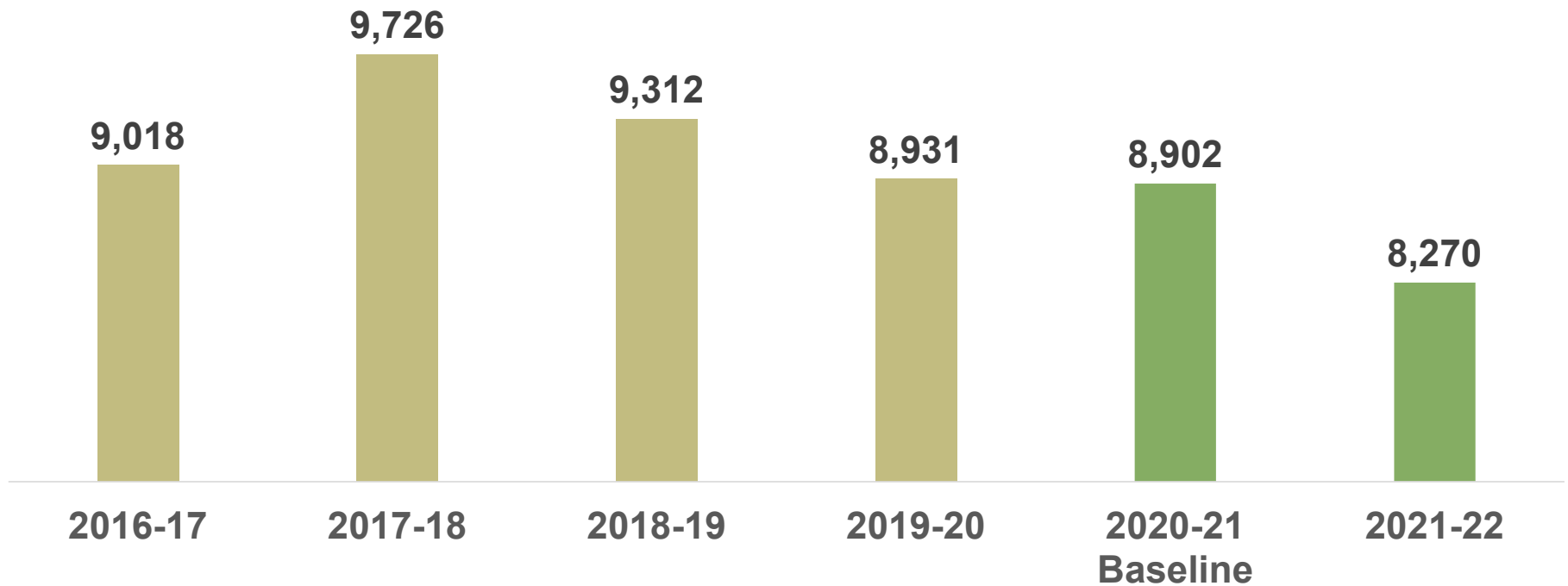
Morehead State University

June 9, 2023



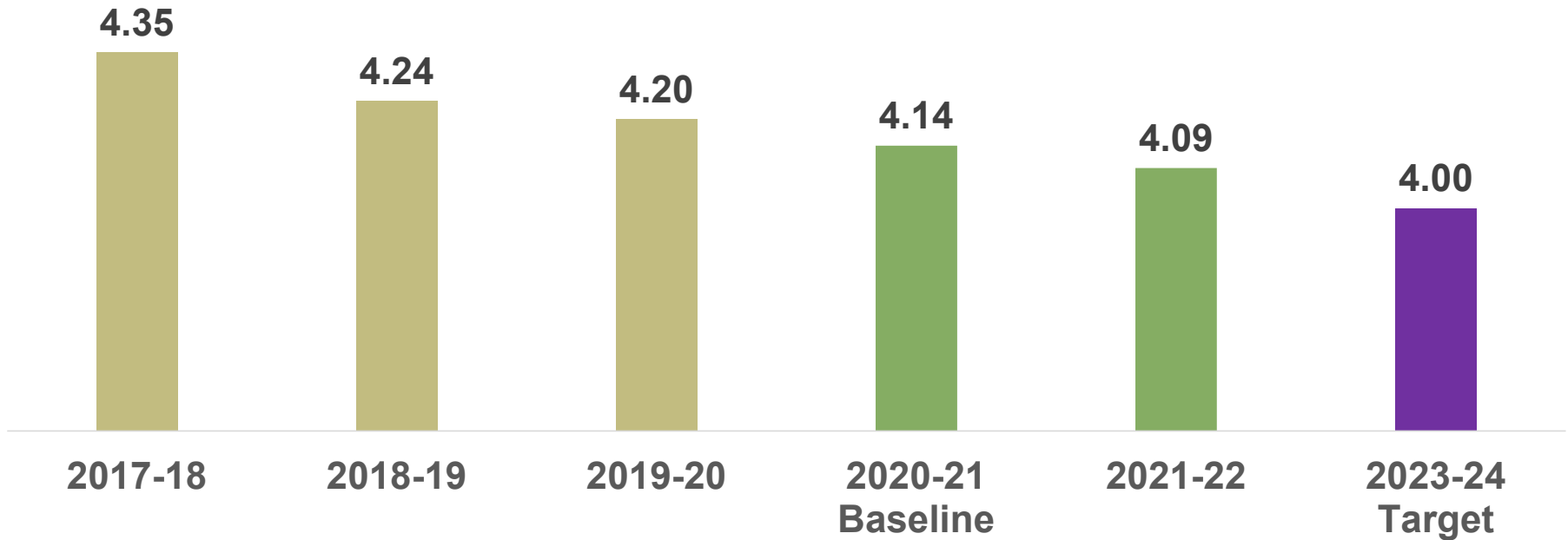
KEY PERFORMANCE INDICATORS -- AFFORDABILITY

Unmet Need: Average amount students must pay out-of-pocket after all financial aid and expected family contributions



KEY PERFORMANCE INDICATORS -- AFFORDABILITY

Time to Degree: Average number of academic years students are enrolled prior to degree completion



MSU'S KEY STRATEGIES ON AFFORDABILITY

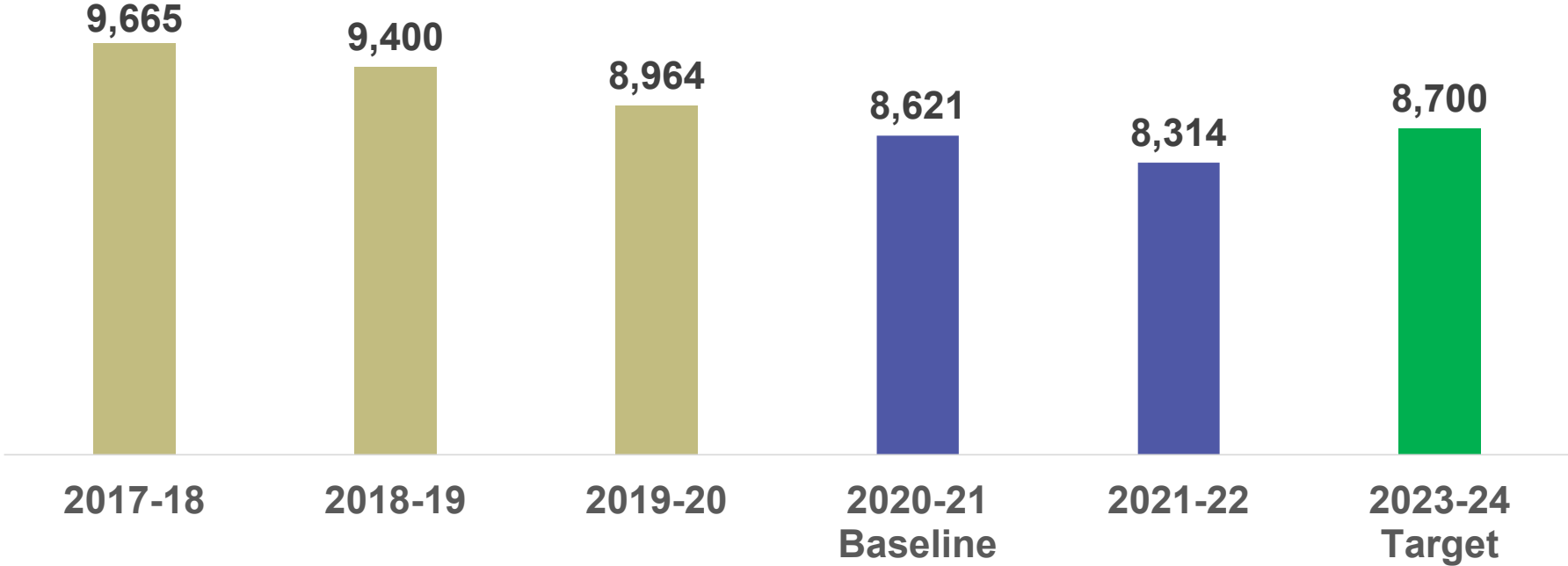


- Competitively position the University among regional comprehensive universities with respect to cost of attendance. – **Our goal is to keep our tuition one of the lowest in the state.**
- Conduct a comprehensive campaign focused on raising funds for student scholarships
- Optimize the University's student scholarship program to enhance enrollment including that of out-of-state and international students. This includes both merit and need-based scholarships like the Eagle Assurance scholarship.

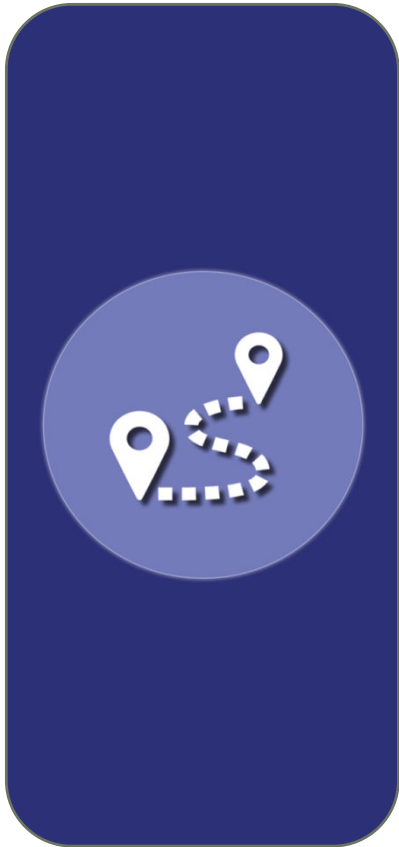
KEY PERFORMANCE INDICATORS -- TRANSITIONS

Undergraduate Enrollment:

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.



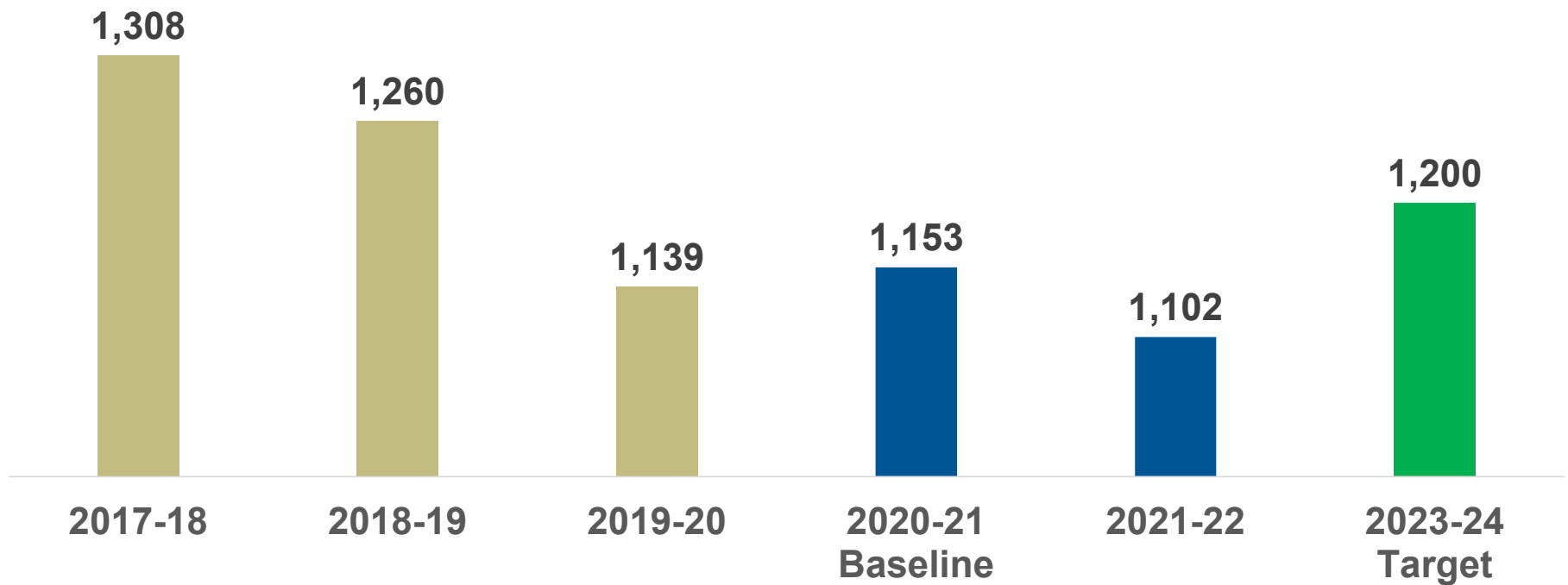
MSU'S KEY STRATEGIES ON TRANSITIONS



- Identify and address the educational needs of our service region through regional education and outreach programs, including TRIO, Upward Bound, Talent Search, and the Educational Opportunity Center. These programs work with community partners to provide numerous services, including preparing students for postsecondary work.
- Increase the matriculation of students participating in the Eagle Scholars program (high school dual credit) through more frequent and planned contact with university faculty/staff.

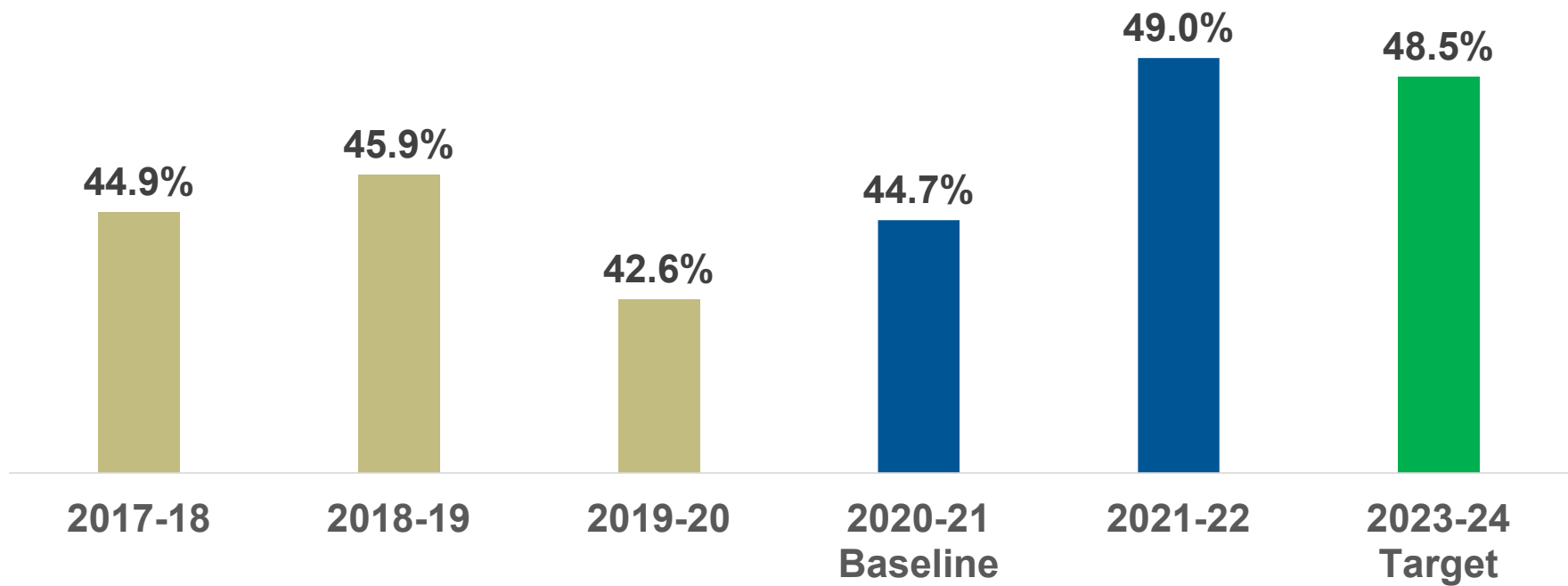
KEY PERFORMANCE INDICATORS -- SUCCESS

Degrees and Credentials: Number of undergraduate degrees awarded in an academic year.



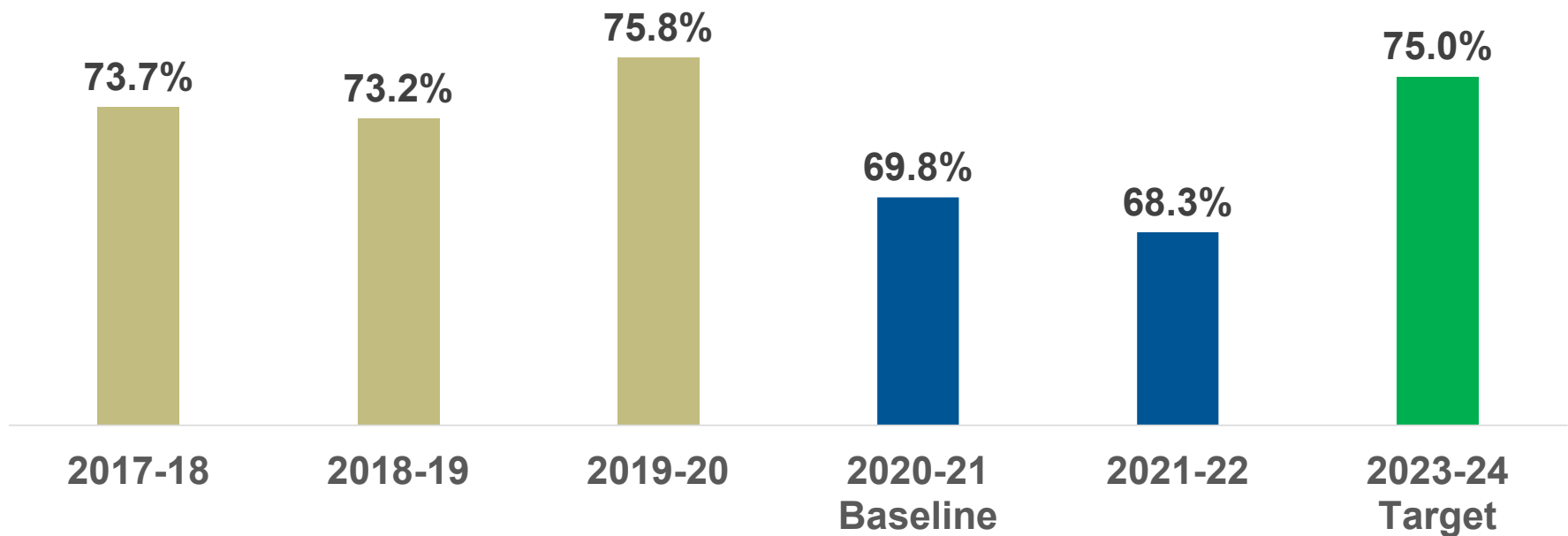
KEY PERFORMANCE INDICATORS -- SUCCESS

Graduation Rate: Percentage of first-time, full-time degree-seeking students who receive an undergraduate degree within 6 years



KEY PERFORMANCE INDICATORS -- SUCCESS

Retention Rate: 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.



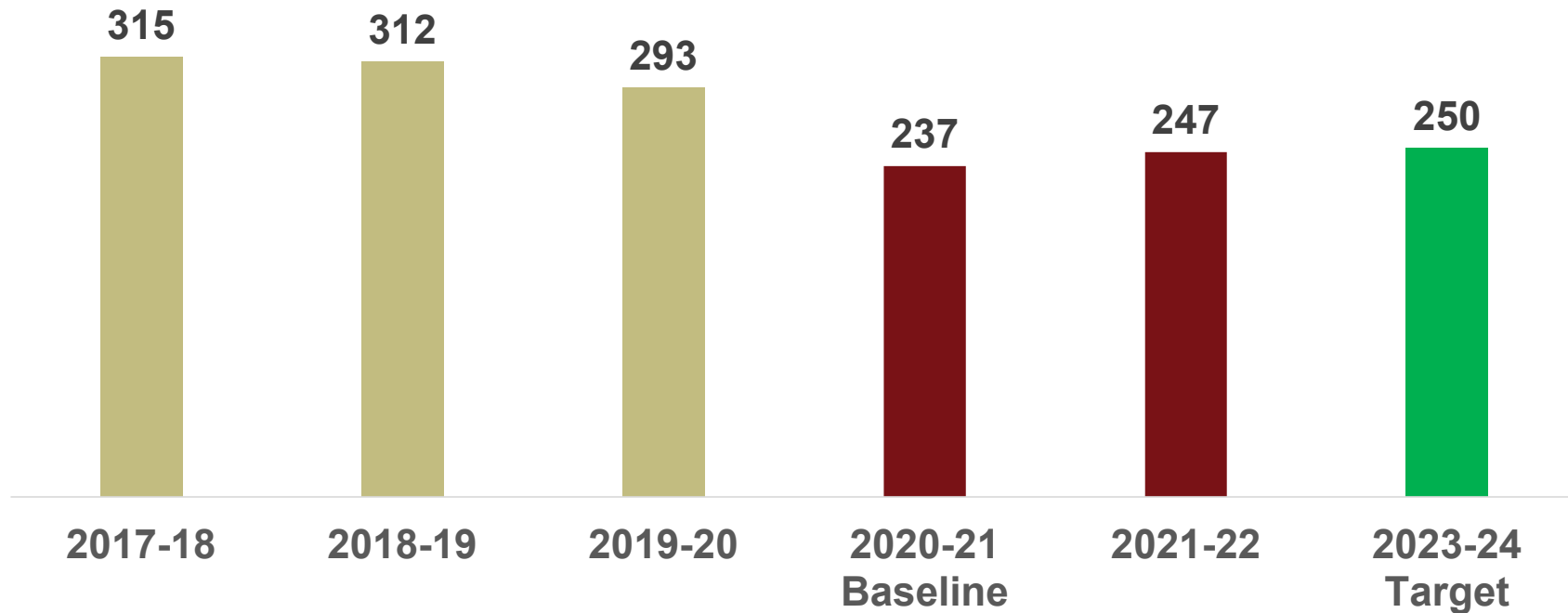
MSU'S KEY STRATEGIES ON SUCCESS



- Increase the number of transfer students from KCTCS through an expansion of articulation/transfer agreements.
 - We have new agreements with our local KCTCS colleges to ease the transfer.
- Evaluate current academic program offerings and maintain programs that are consistent with MSU's mission, grow high-quality programs and develop new programs that produce successful graduates.
 - We have worked internally to streamline the curriculum and to decrease the time/hours to degree.

KEY PERFORMANCE INDICATORS -- TALENT

Graduate and Professional Degrees: Total number of graduate/professional degrees awarded in an academic year.



MSU'S KEY STRATEGIES ON TALENT



- Implement high-impact learning practices (e.g., internships/practicums, clinical experiences, student research projects, study abroad, service learning, mentorships), with a goal for all undergraduate students to participate in at least one high-impact activity.
- Identify and address the educational needs of our service region via the regional education and outreach program, Small Business Development, which helps small businesses learn the basics of owning and running a business.
- Installation of second satellite for the Space Science Center.

MSU'S KEY STRATEGIES ON VALUE



- Enhance the promotion of MSU as a highly respected university for learning and working, and continue to cultivate our reputation of excellence.
- Allocate support and resources to promote MSU's reputation (internally and among peer institutions) in academic excellence and student success.
- Strengthen student success by cultivating increased private financial support for scholarships, experiential education, learning spaces, awards and fellowships.





Affordability



Transitions



Success



Equity



Talent



Value

HIGHER EDUCATION *Matters*

A Campus Action Plan for
Morehead State University

2022-2024



AFFORDABILITY

Objectives, Strategies & Targets

1. Reduce financial barriers to college enrollment and completion.

- 1a. Improve the process for identifying students with financial need near degree completion and distribute funds to them and monitor their progress more effectively.
- 1b. Optimize the University's student scholarship program to enhance enrollment including that of out-of-state and international students. This includes both merit and need-based scholarships like the Eagle Assurance scholarship.
- 1c. Increase investment in merit-based scholarships for deserving Craft Academy, Governor's Scholars, Governors School for the Arts, Governors School for Entrepreneurs and other gifted student high school program participants, specifically targeting those students who have attended programs at MSU.
- 1d. Competitively position the University among regional comprehensive universities with respect to cost of attendance. Our goal is to remain among the lowest priced universities in the state.
- 1e. Evaluate and develop alternatives to effectively manage the University's rising pension costs. Savings would be passed on to students via stabilizing tuition and fees costs.
- 1f. Conduct a comprehensive campaign focused on raising funds for student scholarships.

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

- 2a. Increase the matriculation of students participating in the Eagle Scholars program (high school dual credit) through more frequent and planned contact with MSU faculty/staff, including faculty/staff visits to each program or school, as well as high school students touring the MSU campus each year. Eagle Scholars participants have access to the same MSU services as residential students, including academic advising, early orientation, early scholarship awards and access to financial aid counselors.
- 2b. Identify and address the educational needs of our service region through regional education and outreach programs including TRIO, Upward Bound, Talent Search and the Educational Opportunity Center. These programs engage community partners to provide numerous services, including information on how to pay for college.



TRANSITIONS

Objectives, Strategies & Targets

3. Increase students' readiness to enter postsecondary education.

- 3a. Identify and address the educational needs of our service region through regional education and outreach programs, including TRIO, Upward Bound, Talent Search, and the Educational Opportunity Center. These programs work with community partners to provide numerous services, including preparing students for postsecondary work.
- 3b. Ensure Morehead's teacher preparation programs are producing an adequate number of high-quality, effective educators.
- 3c. Provide high school students in our region with opportunities for career exploration and college planning, with a means to illustrate their academic and leadership experiences throughout their educational career.

4. Increase enrollment in postsecondary education.

- 4a. Expand recruitment pipelines and strengthen connections to under-represented minority populations by visiting high schools with higher URM populations, increasing minority scholarship funding, developing stronger relationships with Black Achievers programs in larger cities and developing a new multi-cultural showcase on campus.
- 4b. Use predictive analytics to identify and guide student recruitment practices.
- 4c. Increase the matriculation of students participating in the Eagle Scholars program (high school dual credit) through more frequent and planned contact with university faculty/staff.
- 4d. Optimize the university's student scholarship program to enhance enrollment, including that of out-of-state and international students. Morehead has implemented new recruitment strategies in the bordering states of West Virginia and Tennessee to increase our enrollment.



SUCCESS

Objectives, Strategies & Targets

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

5a. Support the overall success and retention of a diverse student body by creating and implementing a sophomore experience and creating a communication plan that incorporates campus-wide usage of an interactive calendar. This increases student responsiveness and involvement and leads to increased retention/completion.

5b. Use predictive analytics to proactively identify “at risk” students to aid in retention.

5c. Allocate adequate resources, both financial and personnel, to provide co-curricular experiences outside of the classroom including campus life, the arts and diversity/multicultural events. Research shows that students involved in campus life are more successful academically, thus leading to increased retention/completion.

6. Maximize transfer of academic and experiential credit.

6a. Increase the number of KCTCS transfer students by expanding articulation/transfer agreements.

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

7a. Offer courses that are of high quality, grounded in theory, and delivered with excellent pedagogy.

7b. Evaluate current academic program offerings and maintain programs that are consistent with MSU’s mission, grow high-quality programs and develop new programs that produce successful graduates.

7c. Increase tenured and tenure-track faculty diversity through intentional recruiting approaches/practices.

7d. Recruit, retain and reward well-qualified faculty and staff with inclusive and diverse mindsets in thought and practice with a strong affinity for interacting with students. Provide diversity, equity, and inclusion training to faculty and staff. Actively engage with nationally based affinity groups when recruiting new faculty and staff.



TALENT

Objectives, Strategies & Targets

8. Improve the career outcomes of postsecondary graduates.

- 8a. Implement high-impact learning practices (e.g., internships/practicums, clinical experiences, student research projects, study abroad, service learning, mentorships), with a goal for all undergraduate students to participate in at least one high-impact activity.
- 8b. Provide opportunities for career exploration and planning, with the means for students to illustrate academic, engagement and leadership experiences throughout their educational careers.
- 8c. Evaluate and improve student employment experiences via career services to ensure meaningful work experiences.

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

- 9a. Provide strategic engagement and service to address regional needs through strengthened and expanded partnerships.
- 9b. Coordinate and focus initiatives to support regional outreach.
- 9c. Identify and support economic development opportunities to improve the standard of living in Eastern Kentucky.
- 9d. Identify and address the educational needs of our service region via the regional education and outreach program, Small Business Development, which helps small businesses learn the basics of owning and running a business.



VALUE

Objectives, Strategies & Targets

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

10a. Enhance the promotion of MSU as a highly respected university for learning and working, and continue to cultivate our reputation of excellence.

10b. Allocate support and resources to promote MSU's reputation (internally and among peer institutions) in academic excellence and student success.

10c. Help promote CPE's Higher Education Matters statewide campaign.

11. Build support for greater investment in postsecondary education.

11a. Strengthen student success by cultivating increased private financial support for scholarships, experiential education, learning spaces, awards and fellowships.

11b. Clearly identify and communicate MSU's distinctive attributes to attract students, donors, faculty, staff, and education and industry partners.



TARGETS

Key Performance Indicators

Key Performance Indicator	Baseline	Target
Time to Degree	4.16	4.0
Undergraduate Enrollment	8,621	8,700
Undergraduate Degrees/Credentials	1,153	1,200
Graduate Degrees	237	300
Retention Rate	69.8%	75.0%
Graduation Rate	44.7%	48.5%

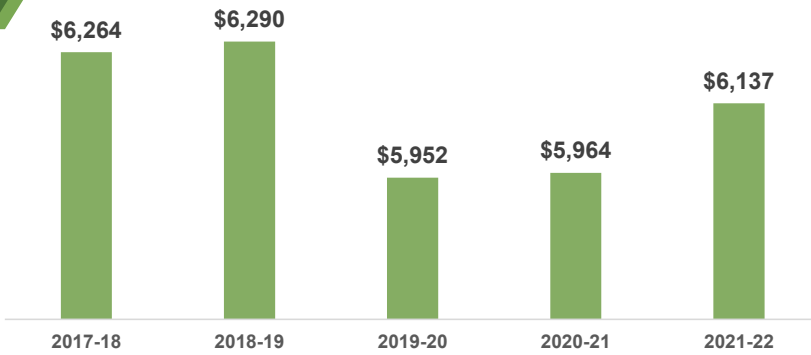
This document is Morehead State University's Campus Action Plan, which details how the institution will carry out the objectives of the statewide strategic agenda, "Higher Education Matters." This plan also includes targets for key performance indicators.

March 2022

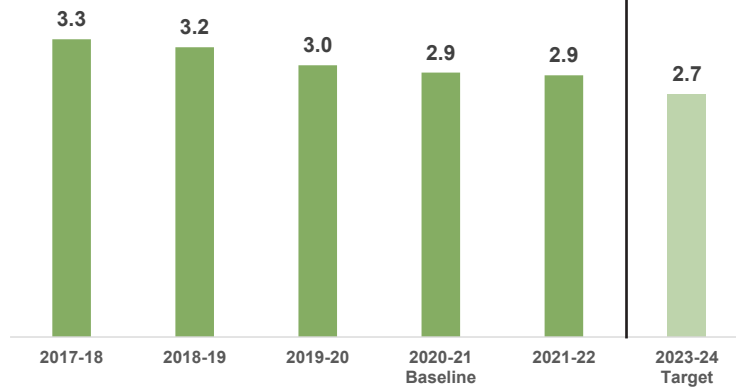
KENTUCKY COMMUNICAL AND TECHNICAL COLLEGE SYSTEM (KCTCS)



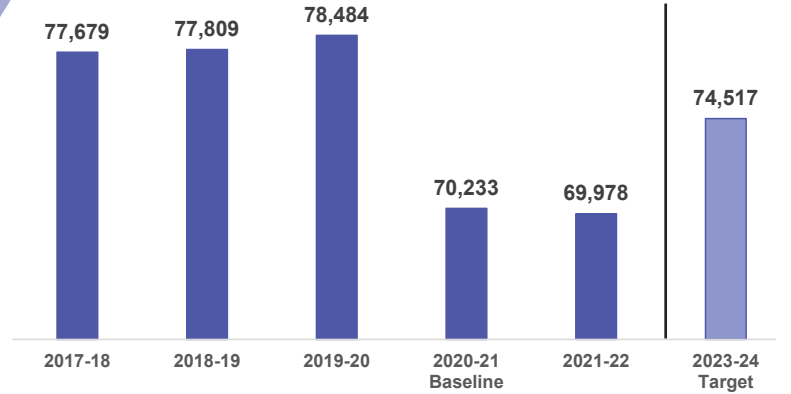
Unmet Need



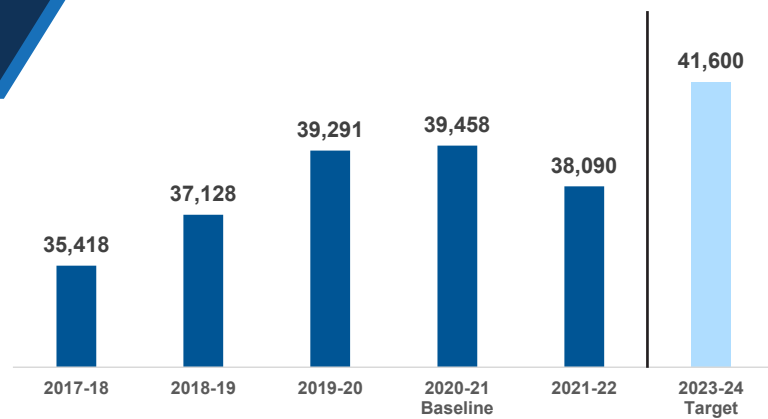
Time to Degree



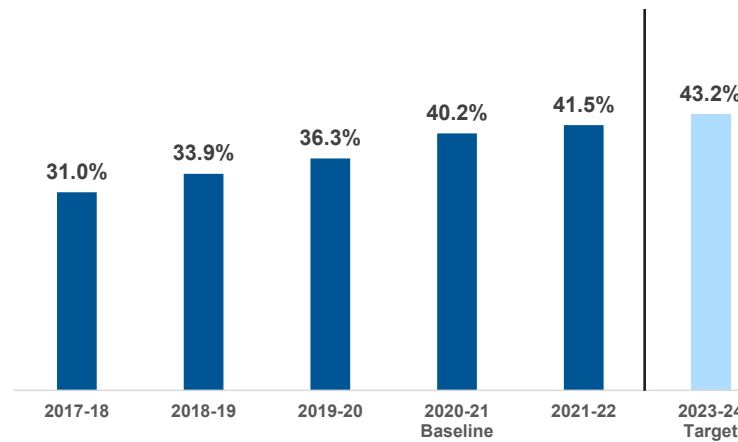
Undergraduate Enrollment



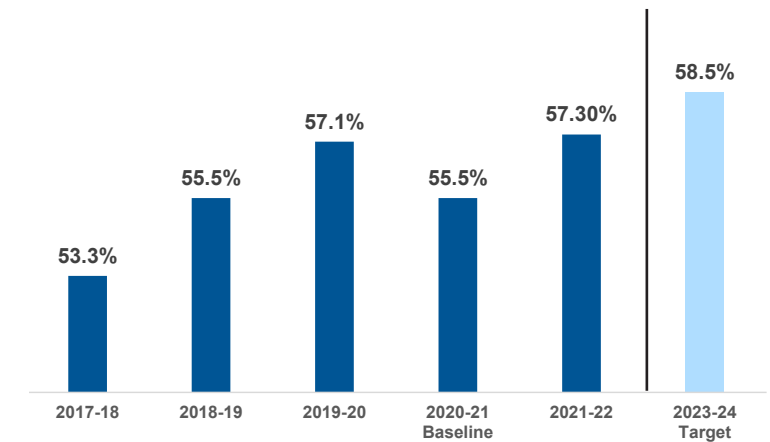
Undergraduate Degrees & Credentials



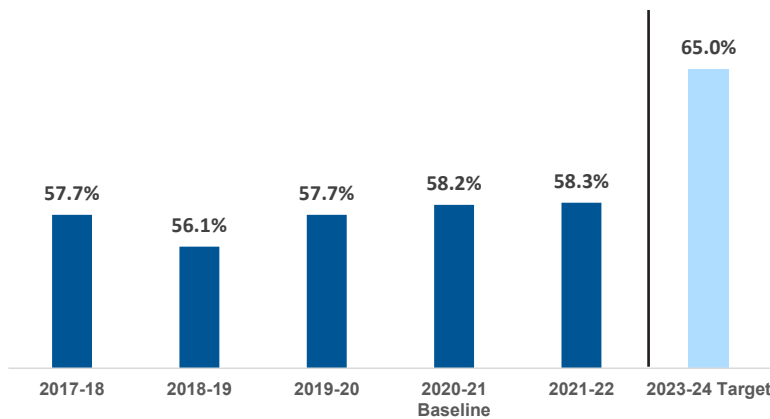
3-Year Graduation Rate



Retention Rate



Transfer Rate



INSTITUTION GOALS

KPI	EKU		KSU		MoSU		MuSU		NKU		WKU		UK		UL		State 4-Yr. Public	
	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target	20-21 Baseline	23-24 Target
Unmet Need	\$9,320	NT	\$13,266	NT	\$8,902	NT	\$9,419	NT	\$10,883	NT	\$9,054	NT	\$11,219	NT	\$10,889	NT	\$10,212	\$9,702
Time to Degree	4.17	4.00	4.38		4.14	4.00	4.13	4.00	4.36	4.20	4.14	4.10	4.13	4.10	4.30	4.20	4.19	4.10
Undergraduate Enrollment	12,070	12,250	2,148		8,621	8,700	7,939	8,047	11,672	11,854	15,287	15,746	22,246	23,000	16,118	16,500	96,101	98,309
Undergraduate Degrees/Credentials	2,406	2,500	154		1,153	1,200	1,614	1,675	2,223	2,300	2,843	3,000	5,011	5,406	2,991	3,200	18,395	19,447
Graduate/Professional Degrees	827	900	29		237	250	623	680	1,218	1,300	796	825	2,182	2,300	2,077	2,150	7,989	8,455
Retention Rate	73.9%	77%	70.4%		69.8%	75%	74.7%	81%	70%	78%	72.8%	76%	85.7%	87%	76.6%	83%	76.9%	80%
Graduation Rate	52.3%	56%	38.2%		44.7%	48.5%	56%	60%	49.7%	54%	57.4%	59%	67.9%	70%	61.6%	63%	58.2%	60%



2022-30 STATEWIDE STRATEGIC AGENDA

INSTITUTIONAL ANNUAL UPDATE

Kentucky Community & Technical College System

June 9, 2023



Affordability



Transitions



Success



Equity



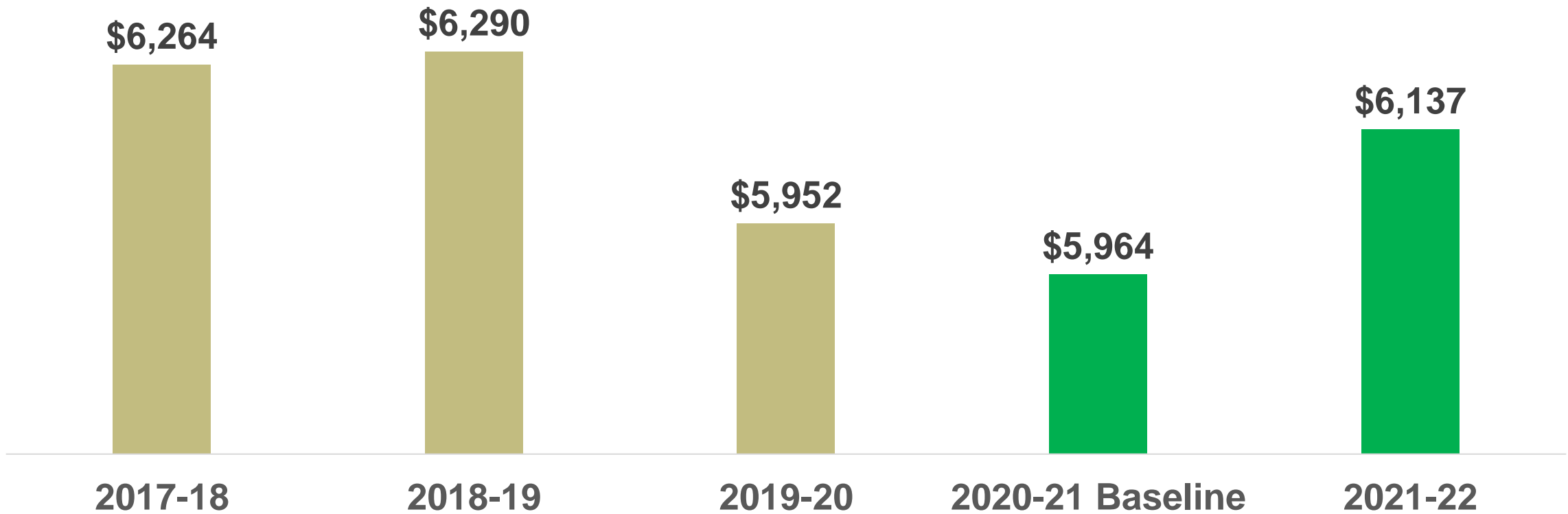
Talent



Value

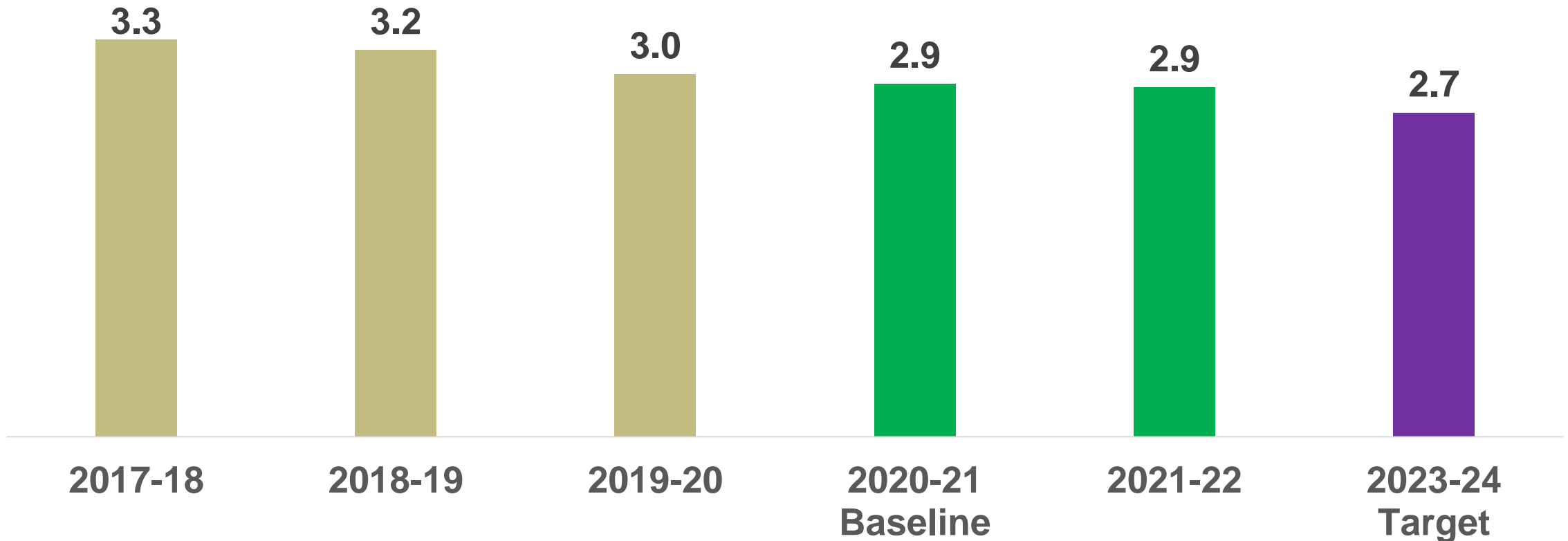
KEY PERFORMANCE INDICATORS -- AFFORDABILITY

Unmet Need: Average amount students must pay out-of-pocket after all financial aid and expected family contributions.



KEY PERFORMANCE INDICATORS -- AFFORDABILITY

Time to Degree: Average number of academic years students are enrolled prior to degree completion.



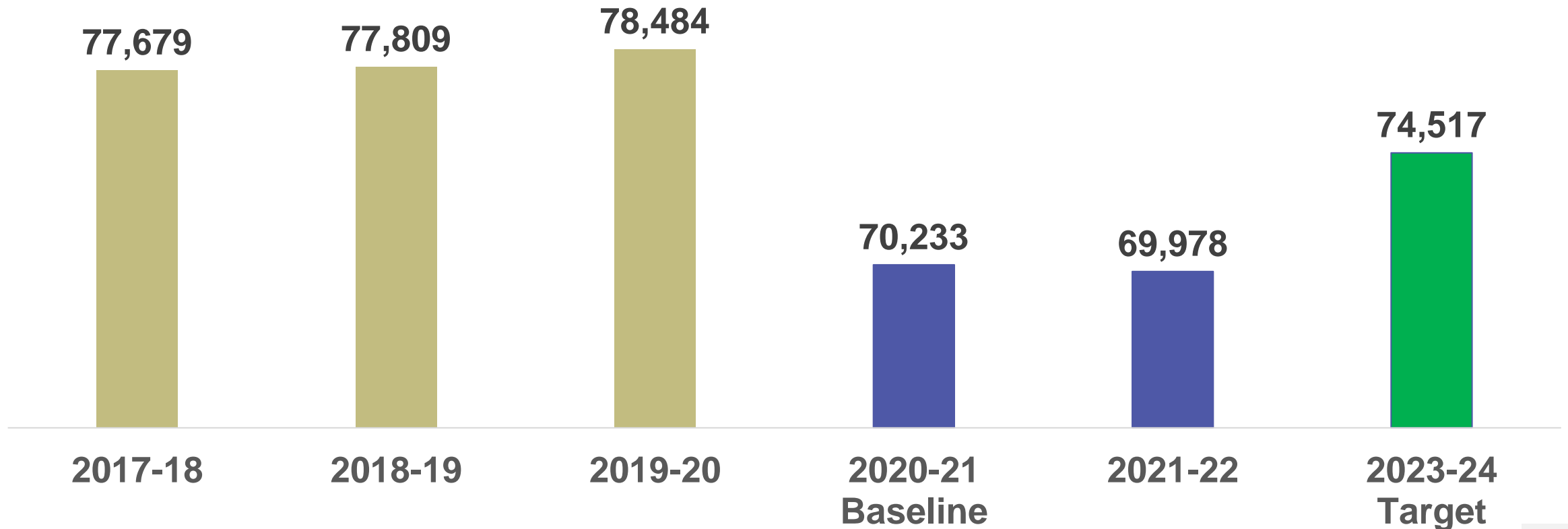
KCTCS' KEY STRATEGIES ON AFFORDABILITY



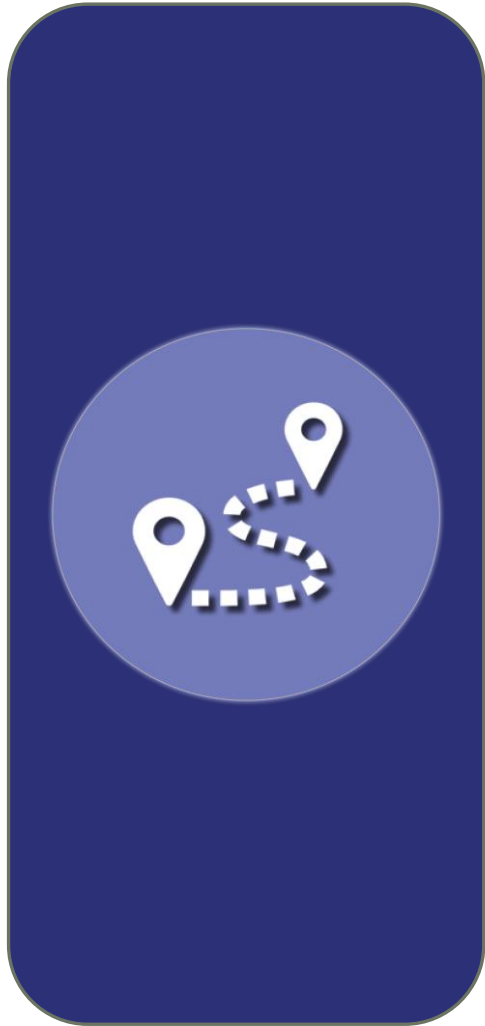
- Enhance advocacy and fundraising efforts to generate and bolster alternative revenue streams and reduce reliance on tuition revenue.
- Establish mechanisms to expand credit awarded for prior learning to accelerate credential completion and reduce costs for students.
- Increase awareness of the Work Ready Kentucky Scholarship and other financial aid processes and supports.
- Engage and identify industry partners willing to invest in higher education through tuition benefits, flexible scheduling, and paid work-and-learn opportunities.

KEY PERFORMANCE INDICATORS -- TRANSITIONS

Undergraduate Enrollment: 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.



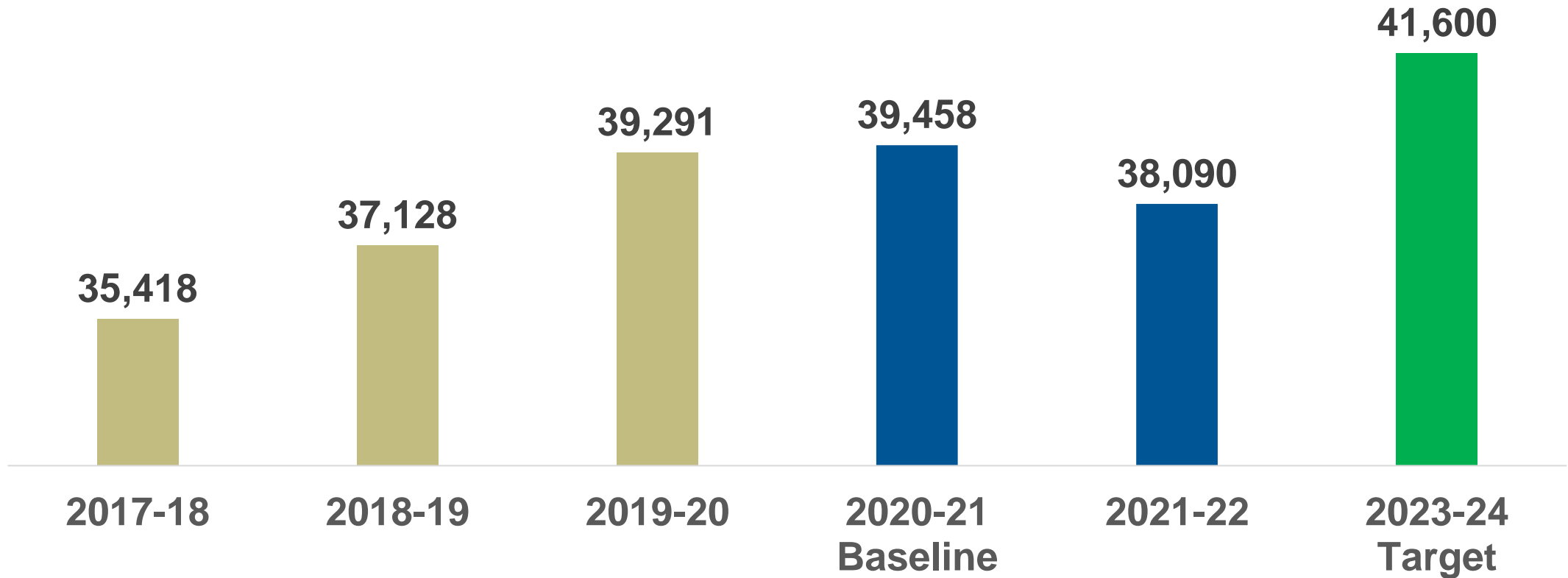
KCTCS' KEY STRATEGIES ON TRANSITIONS



- Redesign and streamline the KCTCS admissions application and processes, including an abbreviated application for dual credit students to facilitate matriculation.
- Implement statewide articulation for high school career and technical completers to increase college enrollment and ensure the acceptance of entry-level college course credit.
- Develop and implement targeted recruitment strategies highlighting high-demand careers and flexible programming.
- Develop and scale effective practices to increase enrollment and success in healthcare programs to meet employer needs.

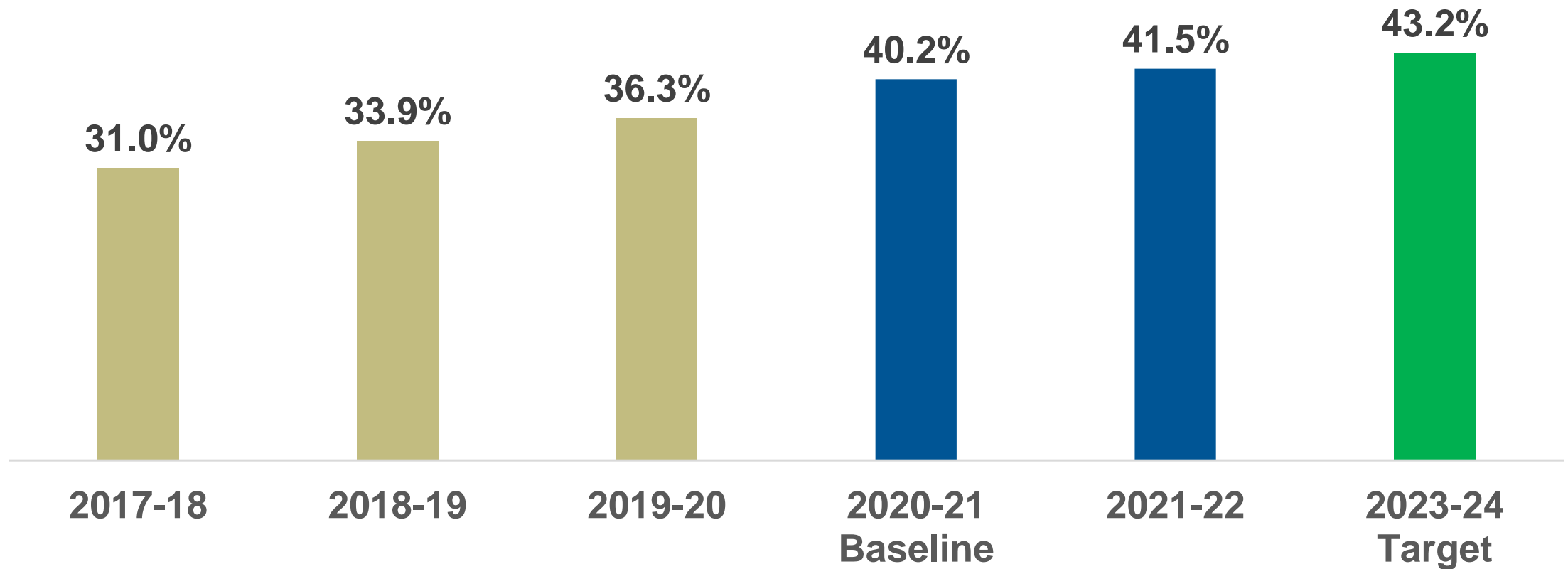
KEY PERFORMANCE INDICATORS -- SUCCESS

Degrees and Credentials: Number of associate degrees and credentials awarded in an academic year.



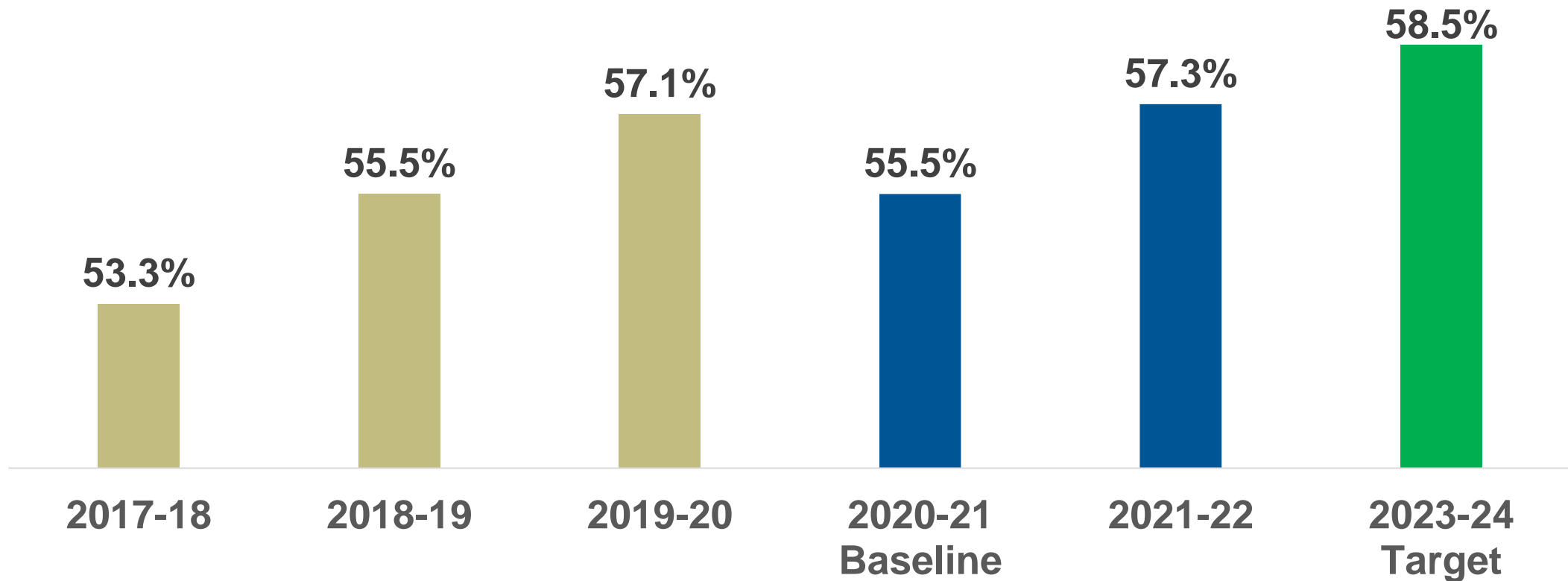
KEY PERFORMANCE INDICATORS -- SUCCESS

Graduation Rate: Percentage of first-time, full-time credential-seeking students who complete a program within 3 years.



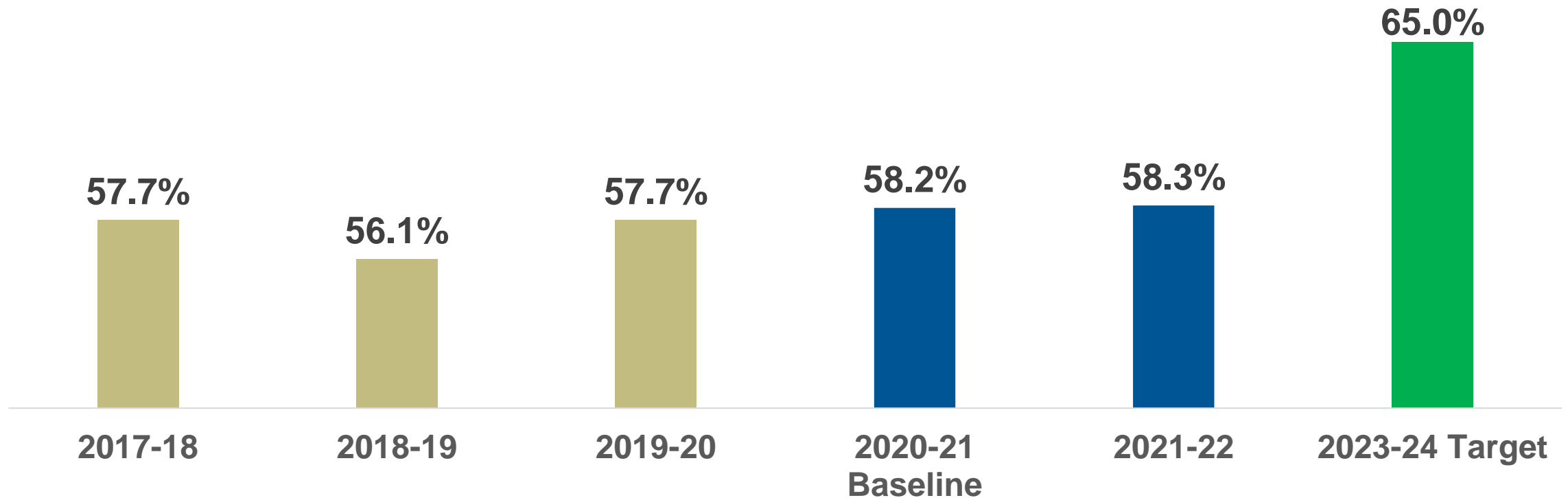
KEY PERFORMANCE INDICATORS -- SUCCESS

Retention Rate: Percentage of first-time, degree- or credential-seeking students enrolled in the summer or fall of their first year who are still enrolled or earned a credential at the same institution by the following fall.



KEY PERFORMANCE INDICATORS -- SUCCESS

2-Year to 4-Year Transfer: Percentage of Associate of Arts/Associate of Science degree earners in an academic year who enrolled at a 4-year institution by the end of the following academic year.



KCTCS' KEY STRATEGIES ON SUCCESS



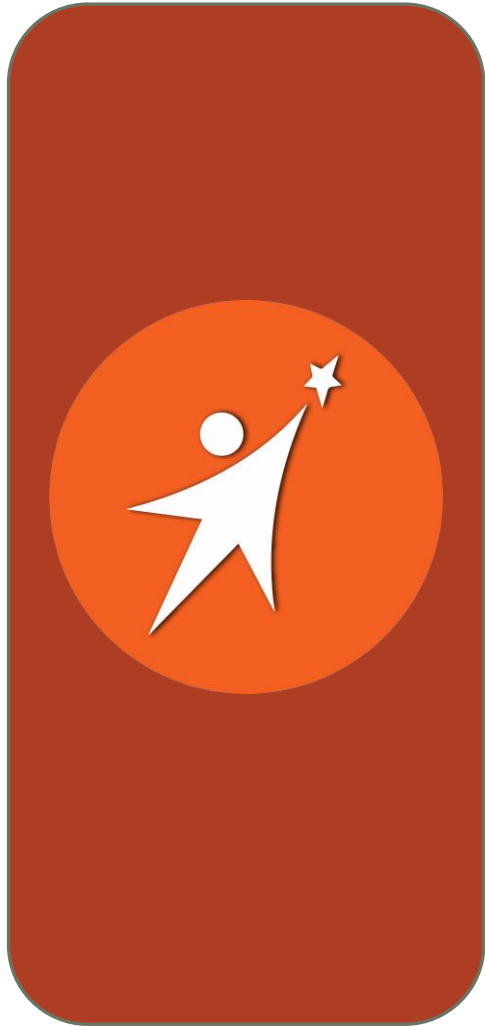
- Review programs and curriculum to ensure relevancy and alignment with transfer and workforce requirements.
- Develop high-quality, flexible program delivery models that are relevant and scalable to increase program recruitment, retention, and completion.
- Implement services and supports to assist students in overcoming nonacademic barriers to success.
- Enhance advising and career counseling to improve student persistence and success.
- Implement fair, equitable, and streamlined processes for awarding credit for prior learning.

KCTCS' KEY STRATEGIES ON TALENT

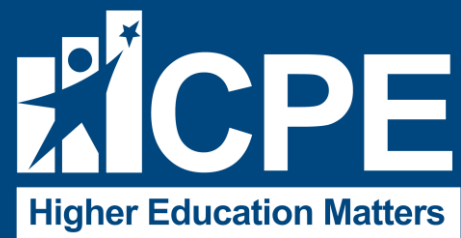


- Increase usage of TRAINS dollars (Legislative funds to support business and industry trainings).
- Utilize Handshake to provide a systemwide clearinghouse of work-based learning and employment opportunities.
- Develop work-based learning opportunities (short- and long-term) for each technical program of study to include apprenticeships, internships, and clinicals.
- Expand business and community outreach to facilitate stronger business engagement and partnerships.

KCTCS' KEY STRATEGIES ON VALUE



- Work with the KDE to better engage teachers, counselors, parents, and students about the value and opportunities to obtain an affordable education at KCTCS that leads to sustainable employment.
- Engage in marketing activities to increase public awareness of the value and affordability of KCTCS.
- Create a systemwide employer engagement asset map to inform efforts to engage influencers to support KCTCS.



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM



Affordability



Transitions



Success



Equity



Talent



Value

HIGHER EDUCATION Matters

A Campus Action Plan for Kentucky Community & Technical College System

2022-2024



AFFORDABILITY

Objectives, Strategies & Targets

1. Reduce financial barriers to college enrollment and completion.

- 1a. Through enhanced advocacy and fundraising, engage in efforts to increase state appropriations and alternative revenue streams and reduce reliance on tuition revenue.
- 1b. Reduce financial barriers and time to degree by implementing effective guided pathways (beginning in high school for dual credit students) and ensuring faculty, staff and students understand and follow federal program applicability guidelines for financial aid purposes.
- 1c. Leverage and expand credit awarded for prior learning to accelerate credential completion and enhance the affordability of KCTCS.

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

- 2a. Increase public awareness of the affordability of KCTCS through marketing the Work Ready Kentucky and Dual Credit Scholarships, with a special focus on adult and underrepresented populations.
- 2b. Enhance connections between students and employers that offer flexible scheduling, living wages and employer-paid tuition benefits to increase the number of students able to engage in high-quality, work-and-learn opportunities.
- 2c. Improve information dissemination and resources for current and prospective students to enhance their understanding of financial aid processes and awards.



TRANSITIONS

Objectives, Strategies & Targets

3. Increase students' readiness to enter postsecondary education.

- 3a. Enhance dual credit offerings and career/program pathways to increase the number of students participating in early postsecondary opportunities and earning entry-level postsecondary credits aligned to their career goals.
- 3b. Leverage funding from the Council on Postsecondary Education to deliver summer bridge programs to improve college preparation and retention for recent high school graduates.
- 3c. As an open access institution, better support entering students through first-year experience and co-requisite courses to help them become college ready, equip them with tools to meet the demands of higher education and guide them to their desired credential pathway.
- 3d. Support nontraditional and underprepared students participating in adult education to increase the number of adults becoming college ready and entering a postsecondary program.

4. Increase enrollment in postsecondary education.

- 4a. Enhance recruitment and simplify admissions and enrollment processes to make higher education more accessible, with a special focus on adult and underrepresented populations.
- 4b. Partner with the Kentucky Department of Education to implement statewide articulation for high school career and technical completers to increase postsecondary enrollment and ensure the acceptance of entry-level college courses.
- 4c. Utilize the new KCTCS Healthcare Careers Taskforce to develop and scale effective practices to increase enrollment and success in healthcare programs to quickly meet employer needs for critical care employees.
- 4d. Promote employer-sponsored apprenticeships and strategies to increase use of employer education benefits to drive incumbent worker enrollment in academic pathways.



SUCCESS

Objectives, Strategies & Targets

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

- 5a. Develop high-quality, flexible program delivery models, online and face-to-face, that are relevant and scalable to increase program recruitment, retention and completion.
- 5b. Leverage proven guided pathways (recruitment to completion) to provide wrap-around learner services focused on successful transfer and/or employment.
- 5c. Enhance advising and career counseling, including earlier career exploration, to improve student persistence and success.
- 5d. Implement services and supports to assist more students in overcoming nonacademic barriers to student success.

6. Maximize transfer of academic and experiential credit.

- 6a. Implement fair, equitable and streamlined processes for awarding credit for prior learning through work with curriculum committees, employers and other stakeholders.
- 6b. Increase transfer and reverse transfer with four-year institutions through enhanced data sharing, collaborative advising across institutions and policy review to ensure credits awarded to KCTCS students for prior learning are accepted by and transfer to Kentucky universities.
- 6c. Review, evaluate and revise (as appropriate) general and technical education programs to create stronger transfer pathways for students.

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

- 7a. Review/revise all general education and technical program/course of study competencies to ensure relevancy and alignment with transfer and workforce requirements.
- 7b. Continually review and revise programs and pathways to ensure education and training offerings are aligned with high-demand or high-need occupations that provide a living wage.
- 7c. Provide professional development for, and promote the use of, proven practices to ensure high-quality and inclusive learning experiences.



TALENT

Objectives, Strategies & Targets

8. Improve the career outcomes of postsecondary graduates.

- 8a. Develop work-based learning opportunities (short- and long-term) for each technical program of study to include apprenticeships, FAME-like models, internships and clinicals.
- 8b. Utilize Handshake to provide a systemwide clearinghouse for work-based learning and employment opportunities for KCTCS students and alumni to enhance training opportunities and increase job placement rates.
- 8c. Support and provide leadership to the statewide Collaborative Business Outreach Team to better engage and assist companies with talent development.
- 8d. Increase the employability of students with significant financial need through the promotion of work study opportunities that allow for the attainment of work experience while completing an educational program.

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

- 9a. Increase KCTCS Workforce Solutions market penetration/expansion and business portfolio.
- 9b. Market and provide training for KCTCS' new Kentucky Education to Workforce GIS Application to enhance understanding of education and workforce alignment across the state and in local communities.
- 9c. Provide talent development services and financial resources (when applicable) via TRAINS funding to new and/or expanding Kentucky businesses.



VALUE

Objectives, Strategies & Targets

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

10a. Where applicable, support and execute the goals, priorities and strategies contained in the new 2022-2030 Statewide Strategic Agenda, “Higher Education Matters,” and amplify CPE’s messaging on the value of postsecondary education.

10b. Work with the Kentucky Department of Education to enhance equity, recruitment and marketing efforts to better engage K-12 teachers, counselors, parents and students about the value and opportunities KCTCS provides to obtain an affordable education that leads to employment in high-wage, high-demand occupations.

10c. Engage in marketing activities to increase public awareness of the value and affordability of KCTCS.

11. Build support for greater investment in postsecondary education.

11a. Create and implement a continual and planned program for engaging influencers (legislators and business leaders) in supporting KCTCS through strategic and recurring investments.

11b. Seek funding from foundations, alumni, communities and other external sources to support the goals and objectives in the 2022-2026 KCTCS Strategic Plan.




TARGETS

Key Performance Indicators

Key Performance Indicator	Baseline	Target
Time to Degree	2.92	2.7
Undergraduate Enrollment	70,233	74,517
Undergraduate Degrees/Credentials	39,548	41,600
Retention Rate	55.5%	58.5%
Graduation Rate	40.4%	43.2%
AA/AS Transfers	59.4%	65%

This document is KCTCS's Campus Action Plan, which details how the system office and its campuses will carry out the objectives of the statewide strategic agenda, "Higher Education Matters." This plan also includes targets for key performance indicators.

March 2022



Update on Work SJR 98 Study

Lee Nimocks, Sr. Vice President and Chief of Staff
June 9, 2023

Project Overview

SJR 98 (2023) directs CPE to complete a comprehensive study of Kentucky postsecondary education by December 1, 2023.

- Seeks to ensure that Kentucky's postsecondary institutions are organized, governed, and located in a manner that all Kentucky citizens and communities benefit from the economic value and the transformative power of higher education.
- Serves as an opportunity to revisit the impact of historic higher education reform legislation adopted in 1997 which strengthened statewide coordination and reorganized the state's community and technical colleges under a single governing board.

SECTION 1: Landscape/ Governance Review

CPE shall conduct a comprehensive study of the structure of higher education governance in KY, including the current condition and projected needs of the state over the next 20 years in terms of attainment, workforce, and economic need.

The analysis shall consider population and demographic trends; economic and workforce conditions and needs; state of college preparation; extent of postsecondary access, completion, and affordability; student learning options; and education finance.

The study shall include recommendations on changes needed to the state's postsecondary governance structure that would be essential to meet identified needs and ensure the best delivery of postsecondary educational services to students.



Section 1 Research Framework

Areas of Investigation

- Efficiency and effectiveness of current structure in meeting education and workforce needs of Kentucky residents
- Projected workforce and programmatic needs in Kentucky over the next 20 years.
- Effective postsecondary governance structures and decision-making processes in other states

Focused Data Analyses

- Population and demographic conditions, trends and projections
- Postsecondary affordability, access, and completion.
- Modes and effectiveness of course and program delivery.
- Workforce supply and demand by program and area and level
- Economic and workforce conditions, trends and projections
- Ability to serve resident and meet goals relative to the current governance structure

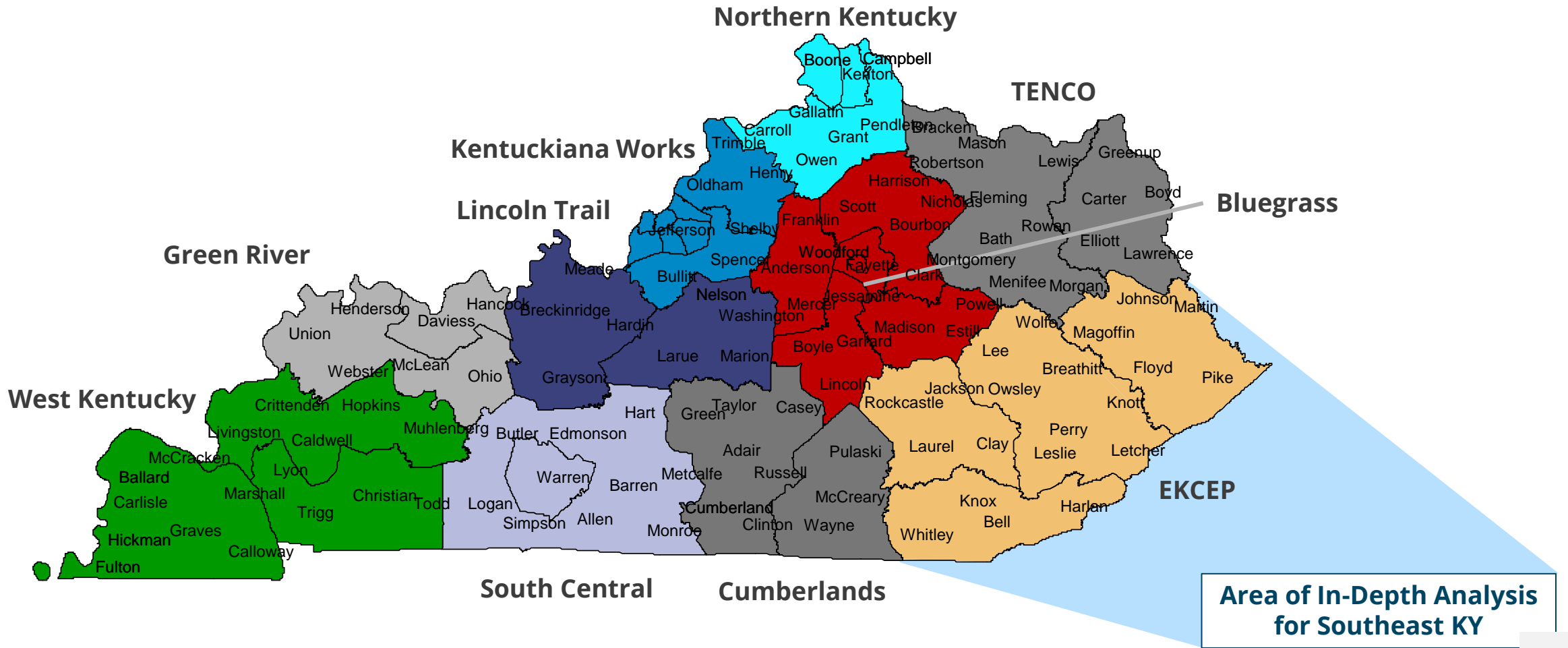


SECTION 2: Four-Year Residential Campus in Southeast Kentucky

The impact and feasibility of establishing a regional, residential, four-year public university in southeastern Kentucky. The study shall include a comprehensive review of the prospect of:

- Establishing a new regional, residential, four-year public university in southeastern Kentucky and the impact that would have on the existing regional universities in the Commonwealth;
- Establishing a residential campus in southeastern Kentucky that is a satellite campus of an existing regional public university;
- The Commonwealth acquiring an existing, private university in southeastern Kentucky to serve the region as a new regional, residential, four-year public university, as an alternative to establishing an entirely new four-year university; and

Suggested Boundaries for State and Regional Analyses



Section 2 Research Framework

Areas of Investigation

- Defining the southeast region and determining specific areas of highest need and with potential for success
- Evaluation of the various options, including:
 - a new university (unaffiliated with existing institutions)
 - an expansion of an existing institution
 - a satellite campus of a comprehensive university
 - a private university acquisition
 - a collaboration of universities in the region
- Focused exploration of key demographic, economic, and education measures as they pertain to the southeast region

Focused Data Analyses

- Expansion of the demographic, student access and success, and labor market and economic conditions analyses conducted in Section 1 – with attention paid to southeast Kentucky.
- Exploration of potential construction costs, operating revenues and expenses, general costs of phase-in, and state funding impacts.
- Broad analysis of the potential impact on the region economically, on the other postsecondary institutions in the region, and on student access, choice, and affordability.
- Analysis of the sustainability of a new four-year residential option in a region of declining population.
- Analysis on the impacts of the institution on other institutions' enrollments, revenues, and net growth in postsecondary participation.

SECTION 3: KCTCS

Organizational Overview

The feasibility and programmatic and fiscal impacts of having the Kentucky Community and Technical College System continue to be responsible for technical education programs but transferring responsibility for traditional academic subjects to the regional universities.

- The study shall include a comprehensive review of how this transition might impact each regional university and
- The potential implications on any proposal for establishing a four-year university in southeastern Kentucky identified in subsection (2) of this section and
- The potential impact on prospective Kentucky Community and Technical College System students statewide.



Section 3 Research Framework

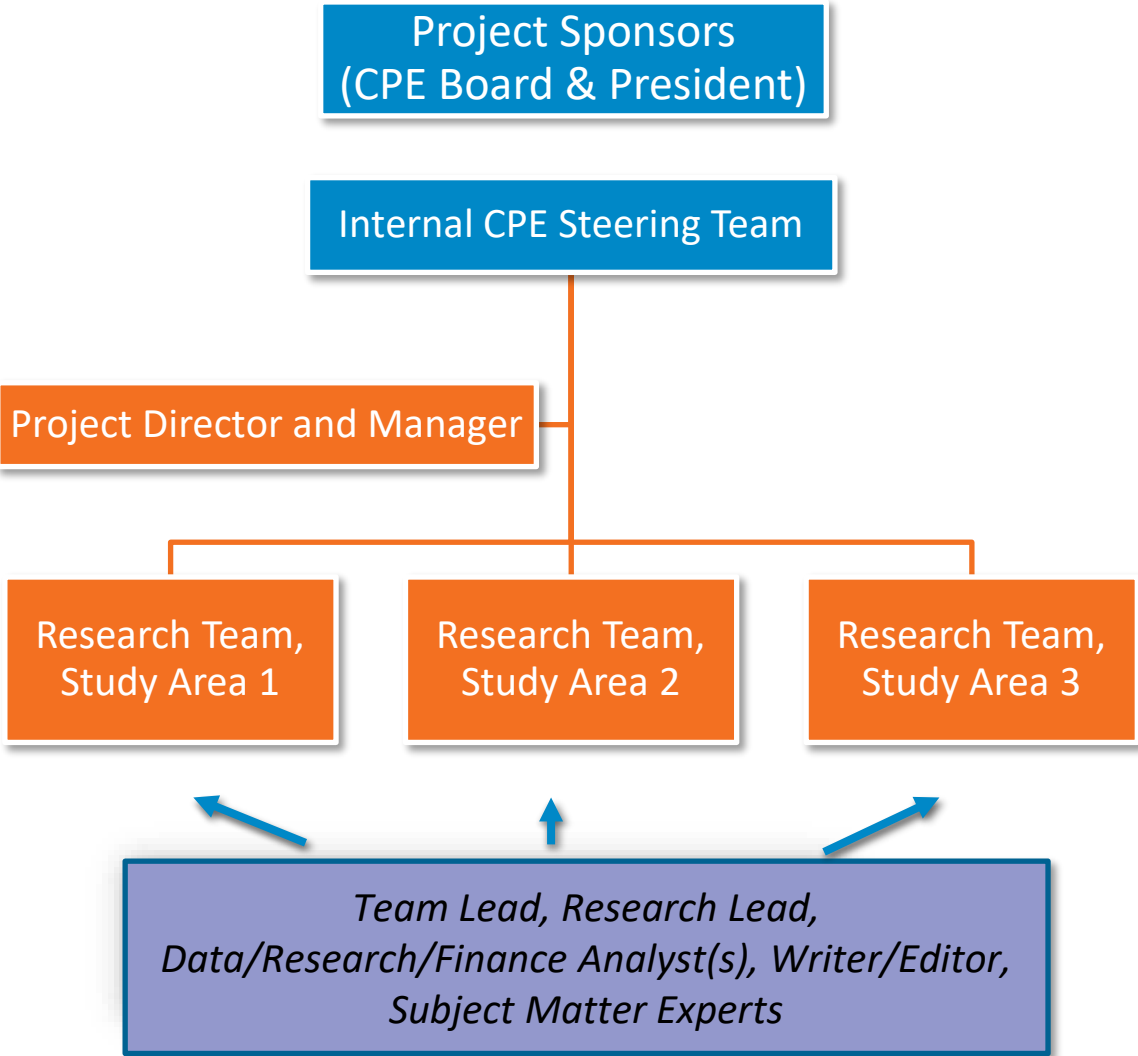
Areas of Investigation

- Review of the factors leading to the 1997 higher education reform act and the creation of the KCTCS system
- The fiscal, programmatic, and feasibility effects of dismantling the KCTCS system
- The effects on comprehensive institutions/students if each assumed responsibility for one or more community colleges.
- Efficiency and effectiveness of the current structure in meeting state education and workforce goals.
- Strategies to strengthen state and campus-level services supporting students, employers, and communities within the current structure.

Focused Data Analyses

- Review of relevancy, delivery, accessibility, affordability and employment opportunities associated with current program offerings with the existing system.
- Capacity and effectiveness of KCTCS system office to support the 16 campuses, drive a unified agenda, and respond effectively to regional workforce needs.
- Potential effects of dismantling the system on program access, affordability, transferability, program pathways, dual credit, faculty and staff resources, and efficiency of program delivery.
- Review of various scenarios merging community college programs with various comprehensive universities including the potential fiscal, administrative and programmatic impact on the universities.
- Review of “model” community and/or technical college structures in other states

SJR 98 Project Organization



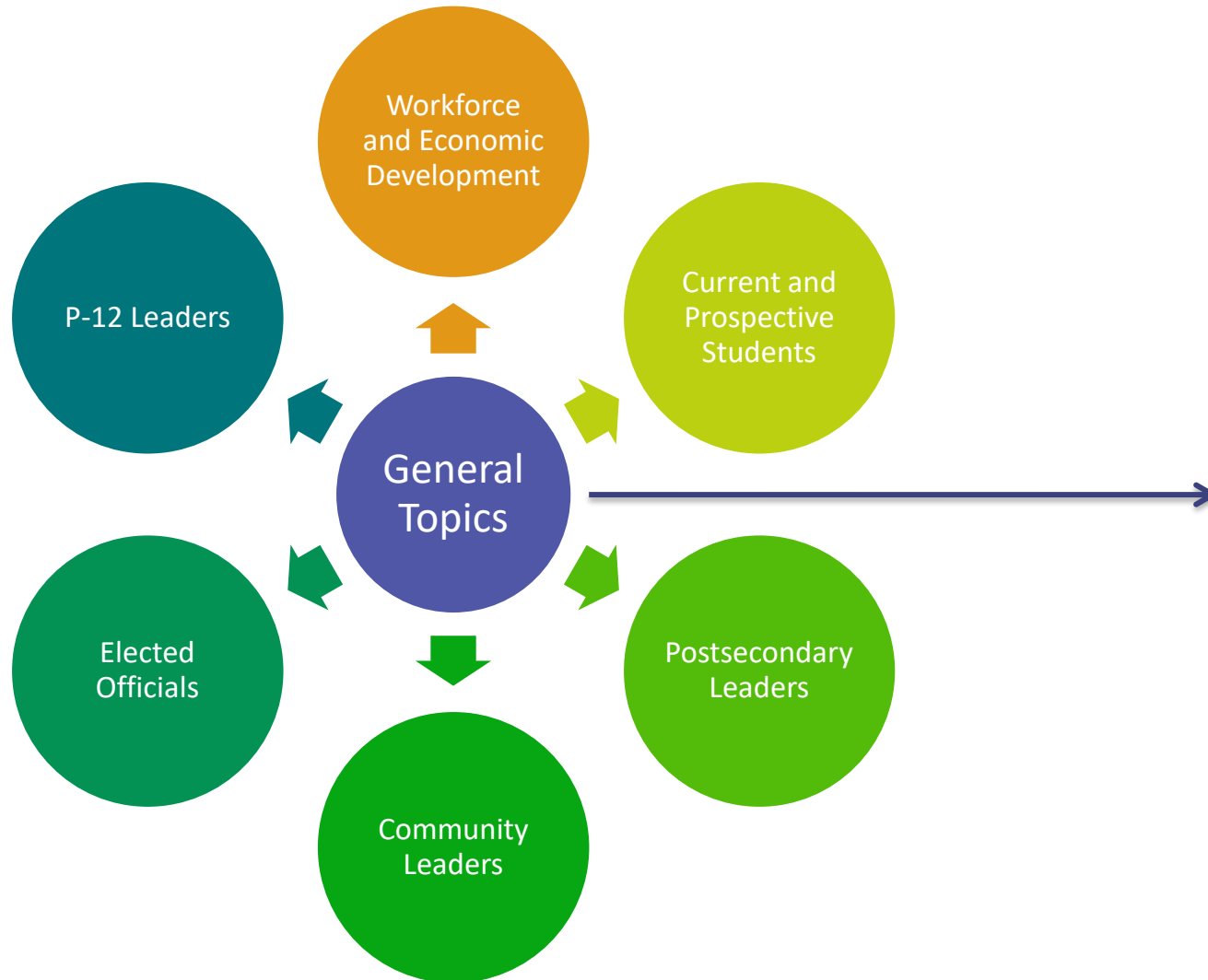
External Consultant

- Lead stakeholder engagement/ qualitative research
- Lead national scan of effective governance models & best practices
- Consult on execution of data-driven deliverables/analytics
- Provide subject matter expertise and further refine research questions
- Assist/partner with CPE in developing and presenting conclusions

Advisory

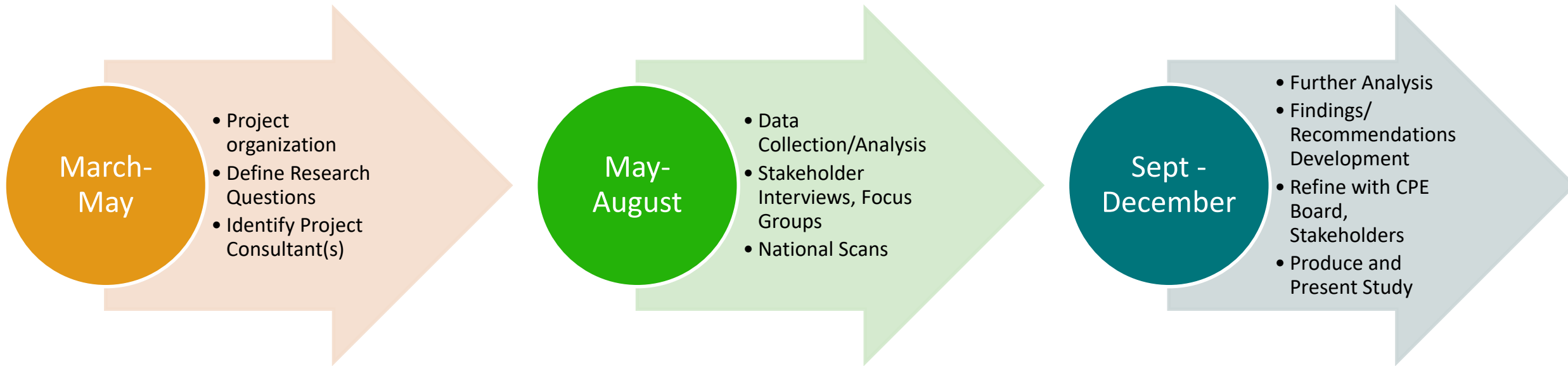
- Campus Presidents (monthly)
- Other campus representatives
- Elected Leaders

Survey, Interviews, Focus Groups with Key Stakeholders



- Geographic and programmatic barriers to postsecondary enrollment and completion
- Linkages between education and work – offerings and skills relative to current and future employer needs
- Postsecondary education and workforce needs and opportunities felt by young adults and students
- For Study Area #2 - Potential regional impact of a public four-year residential campus, and other delivery options and vision for the region

SJR 98 High Level Project Timeline



Key Dates

- RFP for Project Consultant - Award in mid-June (Revised)
- CPE Board Meetings with Project Updates (Retreat – June 8-9, Meeting - Sept 18-19, Meeting – Oct 27)
- Presidents’ Meetings – First Wednesday of each month, excluding July
- Public Release of Preliminary Finding/Recommendations – October 27 Board Meeting
- **Final Report Due to Legislature – December 1**

An abstract graphic design on the left side of the slide. It features a large, dark blue, multi-pointed star shape that overlaps a lighter blue vertical bar. Inside this bar is a white circle. Above the star, there is a smaller, five-pointed star. The background is a solid dark blue.

Questions and Discussion

TITLE: Delegation of Authority to Finance Committee to Approve 2023-24 Tuition and Fee Proposals for UK, UL, KSU, MoSU, NKU and KCTCS*

DESCRIPTION: Staff recommended the Council authorize the Finance Committee to review and approve the tuition and fee proposals of the following institutions: UK, UofL, KSU, MoSU, NKU, and KCTCS.

PRESENTERS: Madison Silvert, Council Chair

COMMITTEE REVIEW

The Finance Committee reviewed this delegation request during its June 6, 2023, meeting, and if approved by the Council, have agreed to meet at a special-called meeting to review the proposals on its behalf.

SUPPORTING INFORMATION

About six years ago, the Council adopted an approach which required institutions to secure approval of proposed tuition and fee rates from their respective governing boards, before bringing those proposals to the full Council for approval. More recently, the Council has also employed a practice of requiring institutions to first have their rate proposals reviewed by the Finance Committee, before bringing them to the full Council for approval.

This year, five institutions, including UK, UofL, MoSU, NKU, and KCTCS, have board meetings that take place after the Council's June 9 business meeting, making it impossible for the Council to approve tuition and fee rates that have been approved by the governing boards of these institutions at the June Council meeting. The institutions have requested that their proposed rates be approved prior to the Council's September 19, 2023, meeting.

A sixth institution, Kentucky State University, originally had their proposed tuition and fee rates on the Committee's June 6 meeting agenda, but it was pulled directly before the meeting due to a discrepancy in the graduate tuition rate reported. Therefore, the Finance Committee recommended that KSU also be included on the delegation request.

Staff recommend that the Council delegate authority to the Finance Committee to review and approve tuition and fee proposals from these institutions and that a meeting of the Finance Committee be scheduled in late June to facilitate this action. If approved, this will allow tuition and fee rates at UK, UofL, KSU, MoSU, NKU, and KCTCS to be approved much earlier than the regularly scheduled meeting of the full Council in September.

TITLE: Delegation of Authority to Executive Committee to Approve Regulations for Healthcare Workforce Investment Fund

RECOMMENDATION: Staff recommends the Council delegate its authority to the Executive Committee to approve 13 KAR 5:010, Healthcare Training Scholarships, and 13 KAR 5:020, Healthcare Program Incentives, at a special-called meeting to be scheduled later in June 2023.

PRESENTER: Madison Silvert, Council Chair

COMMITTEE REVIEW

The Executive Committee reviewed this delegation request during its June 7, 2023, meeting, and if approved by the Council, have agreed to meet at a special-called meeting to review the proposals on its behalf.

SUPPORTING INFORMATION

Passed during the 2023 Regular Session of the Kentucky General Assembly, House Bill 200 created the Kentucky Healthcare Workforce Investment Fund to be administered by the Council on Postsecondary Education (CPE) to enable CPE, healthcare programs, and healthcare providers and facilities to match public and private dollars for the purpose of awarding scholarships to eligible students and healthcare incentives to eligible healthcare programs. Public funding by the General Assembly will begin in the next biennium.

Generally, the bill requires CPE to reserve at least 65% of the fund for eligible healthcare scholarships and to establish a process to establish contractual partnerships which is outlined in 13 KAR 5:010, Healthcare Training Scholarships. The bill also requires CPE to reserve up to 35% of the fund for healthcare program incentives and to establish a process to determine the criteria for issuance which is outlined in 13 KAR 5:020, Healthcare Program Incentives. Administratively, the bill directs CPE to promulgate regulations by July 1, 2023, and requires that CPE submit draft regulations to the Interim Joint Committee on Education and the Interim Joint Committee on Health, Welfare and Family Services 30 days prior for comment and consideration.

Pursuant to the requirements of the bill, now KRS 164.0402, members of the statutorily-required committees were provided with draft regulations (attached) for review on May 19, 2023. Feedback was requested by June 19, 2023, in order to provide any necessary revisions to the draft regulations before the July 1 deadline. To date, a webinar was held for multiple

stakeholder groups on April 27 to discuss the legislation. A survey also was distributed to the public to capture feedback which informed the development of the regulations.

Next steps include the potential revision of the draft regulations based on any new feedback received, bringing the administrative regulations for approval at a special-called board meeting later in June 2023, filing of the administrative regulations by July 1 with the Legislative Research Commission, and future presentations with stakeholders to explain the regulations late this summer.

1 GENERAL GOVERNMENT CABINET

2 Council on Postsecondary Education

3 (Regular)

4 13 KAR ... Healthcare Program Incentives

5 RELATES TO: KRS Chapter 164

6 STATUTORY AUTHORITY: KRS Chapter 164

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164... requires the Council on Postsecondary
8 Education to promulgate regulations to administer the Kentucky healthcare workforce investment fund and set
9 forth the requirements to provide healthcare program incentives to reward performance and excellence among
10 Kentucky’s healthcare programs.

11 Section 1. Definitions.

12 (1) “Council” means the Council on Postsecondary Education and is defined by KRS 164.001(8).

13 (2) “Fund” means the healthcare workforce investment fund and is defined by KRS 164...

14 (3) “Dedicated funds” means a gift, grant, or donation to the fund and is subject to the restrictions imposed
15 by a grantor.

16 (4) “Eligible postsecondary institution” means an institution licensed by the council or the Commission on
17 Proprietary Education to operate in Kentucky that offers a healthcare program.

18 (5) “Grantor” means a healthcare partner that gifts, grants, or donates moneys to the Kentucky healthcare
19 workforce investment fund as defined by KRS 164....

20 (6) “Healthcare partner” is defined in KRS 164....

21 (7) “Healthcare program” means an education or training program that is a specific requirement to an
22 eligible healthcare credential as defined in KRS 164....

23 (8) “Incentives” means healthcare program incentives as defined by KRS 164....

1 (9) “Kentucky resident” is a Kentucky resident as defined by KRS 164.020(8).

2 (10) “Match” means monies from the fund provided to the institution on a dollar-to-dollar basis, subject to
3 funds availability, to the healthcare partner’s contribution.

4 (11) “Steering committee” means the healthcare workforce investment steering committee established by the
5 council for the purpose of determining funding allocations, defining incentive funding award criteria, and
6 making awards. The steering committee shall be comprised of members who have understanding and experience
7 in healthcare programs or postsecondary education.

8 Section 2. Healthcare incentive proposals without dedicated funds.

9 (1) To be eligible to receive funding, an incentive proposal without dedicated funds shall include:

10 (2) The name of the requesting healthcare programs certified by the signature of their respective chief
11 executive officer and a designated point of contact with contact information;

12 (a) A narrative explaining how the healthcare program intends to use requested funds to support the
13 performance and excellence in its production of specific eligible healthcare credentials solely through
14 funding the areas outlined in KRS 164...Section 4(4);

15 (b) Certification that the healthcare program is offered by an eligible postsecondary institution or a Kentucky
16 public high school or secondary career and technical center offering a healthcare vocational program in
17 Kentucky;

18 (c) The total proposed budget for the incentive funds requested;

19 (d) Discussion of how the healthcare credentials aligns with Kentucky's high-demand workforce sectors
20 identified by the Kentucky Workforce Innovation Board and the Education and Labor Cabinet. If not
21 aligned, the healthcare program shall provide other verifiable proof of workforce demand for the
22 healthcare credentials;

23 (e) An explanation of the program’s past five years of data on student retention and graduation rates and

1 current efforts to retain and graduate students in applicable healthcare credentials;

2 (f) An explanation on how the program increased the average annual degree production in the credential
3 over the past five years;

4 (g) A description of what career development or job placement programs are offered by the program;

5 (h) An explanation as to what learning experiences in simulated or clinical settings are offered by the
6 program;

7 (i) A description of what learning experiences are offered by the program to middle or high school students,
8 if any;

9 (j) Any relative data and analysis addressing the factors set forth in KRS 164.....Section 4(2);

10 (k)

11 (l) An explanation of how the program will meet any other criteria determined by the steering committee.

12 Section 3. Incentive proposals with dedicated funds.

13 (3) To be eligible to receive funding, an incentive proposal with dedicated funds shall include:

14 (a) The criteria established in Section 2;

15 (b) A statement of assurances that the healthcare program will not violate any of the requirements set forth
16 by KRS 164...Section 4(4)); and

17 (c) An explanation of how the program will meet any criteria established by the grantor healthcare partner
18 as part of their contribution of dedicated funds.

19 Section 4. Evaluation process.

20 (1) The steering committee shall review and rank each healthcare program proposal on the extent to which
21 it meets the priorities set forth in Sections 2 and 3, as applicable. The steering committee may engage with a
22 grantor healthcare partner in evaluating incentive proposals with grantor criteria if required by the dedicated
23 funds.

1 (2) Once the proposals are evaluated and ranked, the steering committee shall consider the distribution of
2 funds to avoid a concentration in a small number of programs before determining award distributions.

3 (3) Once awards distributions are finalized by the steering committee, the council shall notify the designated
4 points of contact.

5 Section 5. Incentive awards.

6 (1) Upon award, the council, shall enter into a contract with the healthcare program to distribute the funds.
7 The contract shall include the requirements of KRS 164...Section 4(4) and any reporting requirements set forth
8 by the council.

9 (2) Once the contract is finalized, the council shall disburse from the fund moneys deposited by the
10 healthcare partner and the matching funds appropriated by the General Assembly to the healthcare program.

1 GENERAL GOVERNMENT CABINET

2 Council on Postsecondary Education

3 (Regular)

4 13 KAR ... Healthcare Training Scholarships

5 RELATES TO: KRS Chapter 164

6 STATUTORY AUTHORITY: KRS Chapter 164

7 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164... requires the Council on Postsecondary
8 Education to promulgate regulations to administer the Kentucky healthcare workforce investment fund and set
9 forth the requirements for partnership proposals between healthcare providers and healthcare partners to provide
10 healthcare training scholarships to Kentucky residents enrolled in eligible healthcare programs in Kentucky.

11 Section 1. Definitions.

12 (1) “Council” means the Council on Postsecondary Education and is defined by KRS 164.001(8).

13 (2) “Fund” means the healthcare workforce investment fund and is defined by KRS 164...

14 (3) “Eligible healthcare credential” is defined by KRS 164....

15 (4) “Eligible postsecondary institution” means an institution licensed by the Council or the Commission on
16 Proprietary Education to operate in Kentucky that offers a healthcare program.

17 (5) “Healthcare partner” is defined in KRS 164....

18 (6) “Healthcare program” is defined in KRS 164....

19 (7) “Kentucky resident” is a Kentucky resident as defined by KRS 164.020(8).

20 (8) “Match” means general fund appropriation monies from the fund provided to the institution subject to
21 funds availability, based on at least a dollar-for-dollar contribution from the healthcare partner pursuant to KRS
22 164....Section 3(3)(a).

23 (9) “Steering committee” means the healthcare workforce investment steering committee established by the

1 council for the purpose of advising on issues related to healthcare training scholarships, including but not limited
2 to, determining funding allocations, defining partnership proposal criteria, and making awards. The steering
3 committee shall be comprised of members who have understanding and experience in healthcare programs,
4 healthcare workforce, or postsecondary education.

5 Section 2. Notice of funding opportunities.

6 (1) Each year that general fund appropriations are available for distribution through the healthcare workforce
7 investment fund, the council shall publish notice of availability of funding opportunities for partnerships and
8 issue a request for partnership proposals.

9 (2) The notice and request for partnership proposals shall include:

10 (a) The funding period;

11 (b) The date by which to submit a partnership proposal;

12 (c) The dollar amount of available matching funds;

13 (d) The partnership proposal evaluation criteria and relative weighting of each criteria;

14 (e) How to submit a partnership proposal; and

15 (f) The targeted date for making awards.

16 Section 3. Partnership Proposals.

17 (1) To be eligible for funding, a partnership proposal shall include:

18 (a) The participating healthcare partners and healthcare programs certified by the signature of their
19 respective chief executive officers and a designated point of contact and contact information for each partner;

20 (b) Certification that the healthcare program is offered by an eligible postsecondary institution or a Kentucky
21 public high school or secondary career and technical center offering a healthcare vocational program;

22 (b) The total proposed budget for the program, which includes the healthcare partner contribution and the
23 amount of healthcare workforce investment funds requested for match in accordance with requirements set forth

1 by the council;

2 (c) A narrative explaining how the institution plans to use the healthcare partner contribution and match
3 from the fund to award healthcare training scholarships in eligible healthcare credentials;

4 (d) A description of the healthcare program's plan for student recruitment, scholarship award criteria, and
5 selection process;

6 (e) An explanation of how the healthcare program will increase student enrollment in eligible healthcare
7 credentials, program completion, and meet local, regional, or state workforce demands;

8 (f) An explanation of how the healthcare partner will onboard and retain graduates;

9 (g) An explanation of how graduates will be supported through their service obligations;

10 (h) A response to any other partnership proposal criteria as determined by the steering committee;

11 (i) A description of how the partnership proposal will meet the priorities set forth in KRS 164...(3)(2);

12 (j) A statement of assurances that statutory requirements will be satisfied as set forth in KRS 164...(3); and

13 (k) The amount of the healthcare partner's contribution certified by its chief financial officer and supported
14 by appropriate documentation.

15 Section 4. Evaluation Process.

16 (1) The steering committee shall review and rank each completed and timely submitted proposal on the
17 extent to which the application meets the priorities set forth in Section 3.

18 (2) Once the proposals are evaluated and ranked, the steering committee shall consider the distribution of
19 funds to avoid a concentration in a small number of partnerships before determining final amounts awarded and
20 the number of awards to be made.

21 (3) Once award distributions are finalized by the steering committee and approved by the council, the council
22 shall notify the designated points of contact of the award.

23 Section 5. Partnership awards.

1 (1) Upon award, the council, the healthcare partner, and healthcare program shall enter into a partnership
2 contract in accordance with the terms set forth in KRS 164...Section 3(3).

3 (2) Once the partnership contract is finalized, the council shall disburse from the fund moneys deposited by
4 the healthcare partner and the matching funds appropriated by the General Assembly to the healthcare
5 program.

6 Section 6. Responsibilities of the healthcare program.

7 (1) After an award is made and a partnership contract is finalized, a healthcare program shall:

8 (a) Establish and enforce a healthcare training scholarship application and process for solicitation,
9 acceptance, and review of scholarship applications from students who are Kentucky residents in collaboration
10 with the partner healthcare partner;

11 (b) Encourage healthcare training scholarship applicants to complete the Free Application for Federal
12 Student Aid, if applicable;

13 (c) Establish healthcare training scholarship deadlines;

14 (d) Award healthcare training scholarships;

15 (e) Develop and administer a scholarship contract between the recipient and the healthcare program in
16 accordance with KRS 164... (3)(6)-(9); and

17 (f) Meet any reporting requirements set forth in the partnership contract.

TITLE: Proposed New Academic Programs for Review & Recommendation

RECOMMENDATION: The Academic and Strategic Initiatives Committee recommends the Council approve the proposed New Academic Programs from Murray State University and the University of Kentucky.

PRESENTER: Karyn Hoover, Chair of the ASI Committee

COMMITTEE REVIEW & APPROVAL

The ASI Committee reviewed and approved the proposed new academic programs from Murray State University and the University of Kentucky at its June 6, 2023, meeting.

PROGRAMS PROPOSED FOR APPROVAL

The following proposed programs are recommended for approval. Proposal summaries for each are attached, and include the program description, estimated student demand, employment demand, and projected revenue and expenses related to the proposed program.

- Murray State University - B.S., Animal Equine Sciences (CIP 01.0901)
- University of Kentucky - Ph.D., Linguistics (CIP 16.0102)

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.

PROPOSED PROGRAM SUMMARY

Institution: Murray State University
Program Name: Animal Equine Science
Degree Destination: Bachelor of Science

CIP Code: 01.0901

Credit Hours: 120

Implementation Date: 8/1/2023

Program Description

Animal Equine Science is currently a track within Murray State University's Animal Technology program. While Animal Equine Science and other tracks of the existing Animal Technology program have shared a core curriculum for years, they have grown and become more specialized over the last several years. Murray State and CPE staff agree that having a specific degree in Animal Equine Science will better help students demonstrate their credentials and expertise when applying for jobs.

Through this program, students will gain a foundation in biological and agricultural sciences, along with technical and practical training in animal agricultural business and animal health, breeding, and management. Additionally, this program will emphasize experiential learning through the Murray State's research farms, the William Cherry Expo center and the Breathitt Veterinary Center.

Connection to Other Programs

This track within the Animal Technology degree program has existed for many years. Separating the Animal Equine Science into a stand-alone major will pose no increased competition or unnecessary duplication of programs across the state.

Student Demand

Historically, there has been high student demand for the Animal Equine Science track that already exists under the Animal Technology degree program. The track consistently enrolls approximately 100 students each year.

Initial estimates of enrollment are:

Year 1 – 98

Year 2 – 100

Year 3 – 100

Year 4 – 100

Year 5 – 100

Employment Demand

The 2022 report of the Community and Economic Development Initiative of Kentucky on the Importance of Agriculture showed employment of more than 34,000 people in animal agriculture, and an economic output of over \$2.7 million by the animal agriculture industry in Kentucky. Students who graduate with this degree will be qualified to pursue careers as an agricultural inspector, agricultural technician, animal

breeder, and animal scientist. The Bureau of Labor Statistics and KYStats projects between a 5 to 9% expected growth in these careers over the next 10 years.

Budget

Animal Equine Science is currently a track within the larger Animal Technology program. The proposed change will not increase costs of instruction or administration of this program.

Projected Revenue over Next Five Years (\$): \$5,619,854.00

Projected Expenses over Next Five Years (\$): \$2,792,196.00

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Linguistics
Degree Destination: Doctor of Philosophy

CIP Code: 16.0102

Credit Hours: 36

Implementation Date: 8/15/2023

Program Description

The proposed program in linguistics would emphasize sociolinguistics, historical linguistics, and computational linguistics. Students would have the opportunity to engage in high-level linguistics research in those areas. Graduates from the proposed program will demonstrate a sophisticated understanding of the principles and methods of linguistic research as they apply to a range of specific problems.

Connection to Other Programs

The University of Kentucky has the only Linguistics Department in the state, and there is no other Ph.D. in Linguistics offered in Kentucky.

Student Demand

Upon graduation from UK's current Master of Arts in Linguistics program, 50% of graduates enroll in Ph.D. programs across the country. Upon approval, UK plans to phase out the current M.A. program and only offer the Ph.D. level degree for graduate students. The proposed Ph.D. program would allow the department to recruit more highly qualified students from Kentucky and across the country that are interested in this level of graduate studies.

Initial estimates of enrollment are:

Year 1 – 4

Year 2 – 8

Year 3 – 12

Year 4 – 16

Year 5 – 16

Employment Demand

Many of the skills developed through the program include effective oral and written communication, principles and methods of linguistic research, critical thinking, and problem solving, which can be applied to a broad range of career paths. Students will develop a skill set that makes them candidates for academic jobs in higher education. The program also intends to emphasize a range of non-academic career paths such as English as a Second Language coordinator or computational linguist, and professional programs, such as law school or speech and hearing sciences.

Budget

The program will be funded primarily by shifting existing resources for the Master of Arts in Linguistics degree to the Ph.D. program implementation and management. Any additional costs will be covered from the net tuition revenue produced from the Ph.D. program.

Projected Revenue over Next Five Years (\$): \$1,136,707.00

Projected Expenses over Next Five Years (\$): \$1,029,923.00

TITLE: New Academic Program Approved at KCTCS

DESCRIPTION: The Academic and Strategic Initiatives Committee received a report of the one AAS program proposal from a KCTCS institution since March 2023, in accordance with the program approval process.

PRESENTERS: Karyn Hoover, Chair of the ASI Committee

COMMITTEE’S REVIEW

The Academic and Strategic Initiatives Committee received this information report at their June 6, 2023, meeting. It will not be covered or presented in detail at the June 9 board meeting; however, staff will be available for questions.

This item does not require Council approval.

APPROVED PROGRAM AT KCTCS

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

Jefferson Community and Technical College

- AAS, Computerized Manufacturing & Machining (CIP 48.0503) – The program prepares students for a career in machine tool technology, with emphasis on applying knowledge of machine capabilities, the properties of materials, and machine shop practices

STATUTORY AUTHORITY

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.

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 posts a proposal to the program approval system. Institutions and Council staff have 30 days to respond.
- If no issues are identified, the program is approved by Council staff and reported as an information item to the Council.
- If issues are identified, the institution addresses those through the program approval system, and the review period is extended. Once the issues are resolved, the program is approved by Council staff and reported as an information item at the next Council meeting.

TITLE: Update on Career Development Collaboration Efforts

DESCRIPTION: The Academic and Strategic Initiatives Committee received a briefing on the work of a newly formed group, the Career Development Officers.

PRESENTER: Karyn Hoover, Chair of the ASI Committee

COMMITTEE'S REVIEW

The Academic and Strategic Initiatives Committee received this information report at their June 6, 2023, meeting. It will not be covered or presented in detail at the June 9 board meeting; however, staff will be available for questions.

SUPPORTING INFORMATION

The Career Development Officers, CDO, is the Council on Postsecondary Education's newest affinity group. The group's purpose is to operate as a resource, to share innovative ideas, policies, and strategies, and to assist those on Commonwealth campuses who oversee and work within Career Services or Career Development departments. The CDO group is designed to address current and projected workforce shortages in Kentucky.

In January 2023, CPE asked campus presidents to identify at least one leader from their institution to represent their campus in the CDO group. Since then, participation in the CDO has grown to include campus senior leaders and more direct student-facing staff. Meetings occur bi-monthly and include a labor market report, a guest presenter, and a roundtable discussion. Speakers during this inaugural year of the affinity group have included: Dr. Aaron Thompson, CPE President; Dr. Dave Clayton, Senior Vice President of Research at the Strada Education Foundation; and Lieutenant Governor Jacqueline Coleman. An in-person Summer 2023 symposium for the group is in development.

TITLE: Investigating the Financial Tipping Point: The Effect of Unmet Financial Need and Student Retention

DESCRIPTION: The Academic and Strategic Initiatives Committee received a briefing on its latest report that investigated the relationship between affordability, unmet financial need, and retention to discern the precise values at which affordability concerns influence students' continued enrollment at Kentucky public institutions.

PRESENTER: Karyn Hoover, Chair of the ASI Committee

COMMITTEE'S REVIEW

The Academic and Strategic Initiatives Committee received this information report at their June 6, 2023, meeting. It will not be covered or presented in detail at the June 9 board meeting; however, staff will be available for questions.

SUPPORTING INFORMATION

Around the nation, the cost of college attendance has risen steadily over the past two decades, while total undergraduate enrollment has been flat. In light of these trends, Kentucky has taken aggressive measures to limit tuition increases and grow financial aid. Nevertheless, increasing college costs may be constricting Kentucky's postsecondary enrollment pipeline, with negative consequences for our state's educational attainment rates and economic well-being.

Are college affordability concerns causing Kentucky students, particularly those from vulnerable populations, to be left behind? Our research aims to answer this question by probing the relationship between unmet financial need and retention of first-time undergraduates to a second year of college. Whereas most national research has only described the cost of unmet need, our study presents an unprecedented statewide retention model that estimates the precise impact unmet need has on retention likelihood for Kentucky students across time, demographics, and sector. In order to make robust inferences, we input data into our model on over 171,000 first-time Kentucky undergraduates enrolled at public institutions over the last decade.

Our analyses suggest that unmet need is prevalent, increasing at the margins, and substantially endangers retention. Across sectors, around 70% of students have some unmet need and each \$1,000 increase tends to decrease retention likelihood by 1%. Importantly, these trends are magnified for students enrolled at regional and two-year institutions, particularly those from minoritized and low-income backgrounds. Equally important, our models estimate that when

unmet need is reduced to zero, minoritized and low-income students retain at rates equal to or higher than their peers. Cumulatively, these findings suggest how high of a barrier that affordability concerns can be.

Given the rich longitudinal data included in our analysis, we expect our conclusions are generalizable to other states and provide important perspectives to the growing national conversation around affordability. Our work is also producing meaningful applications here at home. To date, we have provided institution-specific results from our model that institutional leaders are incorporating into their strategic planning and KPI metrics. We have also developed our study into a predictive learning model that enables us to collaborate with our institutional partners to identify at-risk students and potentially intervene before they are priced out of earning a quality credential. We hope that our modeling strategy and practical applications will interest postsecondary stakeholders who are attentive to toppling affordability barriers.



Investigating the Financial Tipping Point:

The Effect of Unmet Financial Need on Retention of First-Time,
In-State Students at Kentucky Public Colleges & Universities

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Executive Summary



In Kentucky and around the nation, the cost of college attendance has risen steadily over the past two decades, while total undergraduate enrollment has leveled off or declined. Kentucky has taken aggressive measures to limit tuition increases and increase state and institutional aid; nevertheless, increasing college costs may be constricting our postsecondary enrollment pipeline, with negative consequences for Kentucky's educational attainment rates and economic well-being.

Are college affordability concerns causing Kentucky students, particularly those from vulnerable populations, to be left behind?

This study aims to answer this question by probing the relationship between affordability and retention of first-time, in-state, degree-seeking students to a second year of college. Paying for college is one of the most significant obstacles students must overcome to get and keep a foot in the door that leads to credential attainment. Accordingly, the first year in college acts as a critical check-valve in the enrollment pipeline, the point at which many students decide whether to continue their studies. If affordability concerns are pricing out Kentucky students and reducing flow through the system, we expect to see a subsequent decline in retention, ultimately reducing the number of degrees produced.

In contrast to affordability research that focuses on net price, this study investigates the practical impact of affordability on first-time student retention using a measure of unmet financial need. For our purposes, unmet financial need represents the gap between college costs and what students are expected to pay on their own after accounting for any expected family contribution and financial aid (grants and scholarships)¹. Simply put, unmet financial need signifies the out-of-pocket cost of attending college, which is often met by borrowing student loans.

This study investigates the relationship between affordability, unmet financial need, and retention to discern the precise values at which affordability concerns influence students' continued enrollment at Kentucky public institutions.

Research Questions

- How have cost of attendance, institutional aid, state aid, federal aid, and unmet financial need for first-time Kentucky students changed across institutional sectors and over time?
- How do levels of unmet financial need vary for first-time Kentucky students from different demographic backgrounds and institutional sectors?
- Does unmet financial need impact first-year to second-year retention among first-time Kentucky students?
- Across institutions, what are the critical thresholds at which unmet financial need causes the probability of first-time student retention to fall below institutional goals or cohort averages?

As a first step, we review the literature on affordability and unmet financial need. Several threads emerge in extant research that shape our expectations about the prevalence of unmet financial need and its impact on retention in Kentucky. Based on the literature, we would expect:

1. *Unmet financial need is higher among underrepresented minority (URM) and low-income Kentucky students.*
2. *Unmet financial need negatively impacts first-year to second-year retention.*
3. *Unmet financial need exerts a substantively larger impact on retention for URM and low-income students.²*

We test these hypotheses using a mixed-methods approach that includes trend analysis, demographic analysis, and structural equation modeling. In each of these analyses, we input indicators from an original dataset containing information about 171,270 first-time, degree-seeking Kentucky students enrolled at in-state

public institutions over the past decade. The rich variance in data - across time, context, and institutional sectors - enables us to make accurate inferences about how unmet financial need impacts first-time student retention. Key findings are summarized below.

The report concludes with a discussion of the contributions of this research and next steps. This retention model is replicable and can help postsecondary stakeholders estimate how unmet need impacts their students. These findings also contribute to growing national conversations around unmet need. Where prior studies tend to describe unmet need in specific sectors, this holistic approach investigates trends in unmet need and retention across sectors and time. In doing so, our research conclusively reveals that, regardless of sector, unmet need represents

a significant affordability barrier to most students and exacerbates inequities for vulnerable populations.

We hope our findings empower postsecondary leaders with actionable business intelligence to implement strategies aimed at making higher education more accessible for Kentucky students. Moving forward, we will develop this statistical model into a predictive learning model that will help inform affordability strategies in real time. We plan to bring institutional and policy partners together to discuss the implications of this research, and, more importantly, begin the important work of reducing affordability barriers to postsecondary education in the Commonwealth.

Key Findings for Kentucky Public Institutions

- Since 2011, median cost of attendance remained flat at KCTCS and grew by 41.8% and 33.8% for first-time, degree-seeking resident students at research and comprehensive institutions, respectively.³
- Around 70% of first-time, degree-seeking students had some unmet need. After removing students with \$0 of unmet need, the median grew from \$9,323 to \$11,714 for first-time students at research institutions, and from \$8,880 to \$9,770 at comprehensive institutions. Median unmet need declined from \$8,031 to \$6,391 at KCTCS.
- Institutional grants have been effective at reducing low levels of unmet need to zero for many students, but they are less likely to help the neediest students. Over the last decade, the proportion of students with zero need rose from 20.6% to 31.7%. However, the proportion of students with need higher than \$15,000 increased from 7.7% to 14.5%.
- Across sectors, median unmet need was higher and had steeper consequences for first-year to second-year retention among URM and low-income students. Importantly, when unmet financial need is zero, students from vulnerable populations are as likely as their peers to be retained.
- The probability of retention decreases significantly as unmet financial need increases. The overall impact is about a 1% decline in retention likelihood per \$1,000 in unmet financial need. That impact is stronger at comprehensive institutions, at about 1.5% per \$1,000 in unmet financial need, and even stronger at KCTCS institutions, at about 2.4% per \$1,000 in unmet financial need.
- At comprehensive institutions, \$8,000 is generally the threshold at which the likelihood of retention falls below most institutional performance goals. In 2020-21, nearly 40% of students at these institutions had unmet need greater than or equal to \$8,000.
- At KCTCS institutions, \$5,000 is generally the threshold at which the likelihood of retention falls below institutional performance goals. In 2020-21, nearly 40% of KCTCS students had unmet need greater than or equal to \$5,000.
- At research institutions, unmet financial need has become less likely to diminish the likelihood of retention below institutional goals for substantive amounts of students. This is mainly due to targeted financial aid programs around unmet need, such as the University of Kentucky's Leads (Leveraging Economic Affordability for Developing Success) initiative.⁴

Part One:

Review of National Research & Resulting Hypotheses



America's Disinvestment in Higher Education

Over the past two decades, states have disinvested in public postsecondary education, primarily due to economic recessions in 2001 and 2008. In particular, the Great Recession of 2008 caused negative labor market impacts that led to demand spikes for unemployment insurance and Medicaid (Mitchell, Leachman, and Masterson 2017; State Higher Education Executive Officers Association 2021). As states moved to fund these mandatory programs and help struggling citizens, education spending often was crowded out of budgets. Consequently, state funding for two-year and four-year public postsecondary institutions fell by approximately \$7 billion over the ensuing decade (Mitchell, Leachman, and Saenz 2019).

In recent years, several states began reinvesting in education, but the COVID-19 pandemic and rising inflation created familiar budget challenges for lawmakers. As a result, education spending has yet to recover to pre-2008 levels. At the beginning of 2022, thirty-two states, including Kentucky, were still spending less on public education compared to 2008 (National Education Association 2022). On average, the spending decrease was about \$1,500 per student.

Kentucky has been particularly hard hit by these budget challenges (see Figure 1). In the post-recession decade, Kentucky experienced the 13th largest decline in percent change (-25.6%) of state spending per student and the 9th largest decline in dollar amount (-\$2,792) of state spending per student (Mitchell, Leachman, and Saenz 2019).⁵ With the passage of the 2022 biennial budget, Kentucky made its largest investment in postsecondary education in decades. Still, as spending per student remains below pre-recession levels, a greater share of college costs has shifted onto students and their families (Council on Postsecondary Education 2022).

Understanding the impact of these budget cuts on postsecondary enrollment is increasingly of great interest to higher education researchers and policy makers. After the 2008 recession, postsecondary spending cuts

triggered a 30% increase in resident tuition and fees at national universities, while total enrollment decreased by more than 10% (Kerr and Wood 2022).⁶ Undergraduate enrollment has been flat in Kentucky, but median cost of attendance has increased 40%.

As postsecondary enrollment continues to fall, states are concerned about the long-term effects on their economies, workforces, and quality of life. Accordingly, we ask:

Are increasing costs of attendance causing Kentucky students, particularly those from vulnerable populations, to be left behind?

The Great Student Squeeze

In today's competitive job market, having a postsecondary credential has never been more important. Automation is fundamentally changing most industries and, as a result, employers increasingly need employees with higher level analytical skills to solve problems and social skills to articulate solutions to end users (Harvard Business School 2017). Consequently, employer recruiting tactics have changed. Rather than query each applicant about their analytical and communication abilities, many employers default to credential attainment as a proxy for a candidate's range and depth of skills (Harvard Business School 2017).

Recent workforce data shed light on these trends. In 2022, nearly half of all online job postings listed a four-year degree as a minimum requirement. Furthermore, four-year degree holders were half as likely as high school graduates to be unemployed (Association of Public and Land-Grant Universities 2022; Burning Glass Institute 2022). Many studies show that postsecondary attainment is a strong predictor of employment viability.

For credential earners, returns on educational investment have never been higher. According to Georgetown University researchers, students who earn postsecondary credentials are likely to have higher lifetime earnings than individuals with high school diplomas (Carnevale et al. 2011). Compared to a high school graduate, bachelor's and

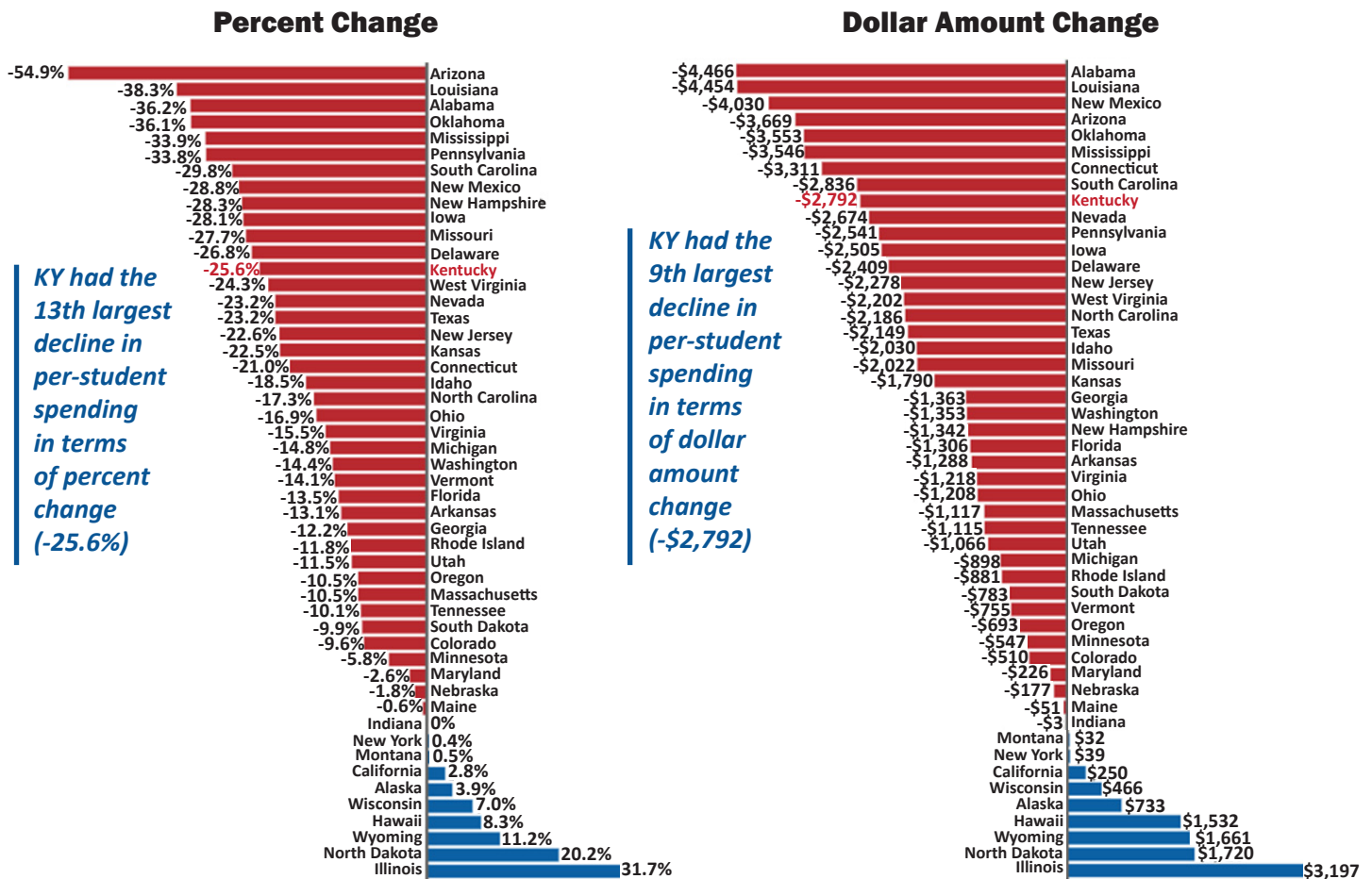
associate degree holders are projected to earn on average about \$1,000,000 and \$400,000 more over their lifetimes, respectively (Carnevale et al. 2011).

In Kentucky, projected earnings across attainment levels comport with these national statistics. A recent state workforce study finds that between 2010 and 2019, 53.3% of working-age Kentuckians who earned a postsecondary credential increased their earnings, compared to the 33.2% who did not earn a postsecondary credential (Kentucky Center for Statistics 2022). Both in Kentucky and around the nation, there is considerable empirical support for the conventional wisdom that postsecondary attainment is the surest path to economic mobility.⁷

Suffice it to say, it is critical that aspiring students are able to afford the postsecondary credential needed to enhance their job prospects and financial security. Years of disinvestment in higher education have left ordinary Kentucky students, like their peers across the country, between a figurative rock and a hard place. The cost of postsecondary education continues to rise, while the ability to earn sufficient wages without a postsecondary credential continues to diminish. As a result, too many students face the difficult choice of taking on onerous debt to get that ever-important credential or bypassing postsecondary education altogether.

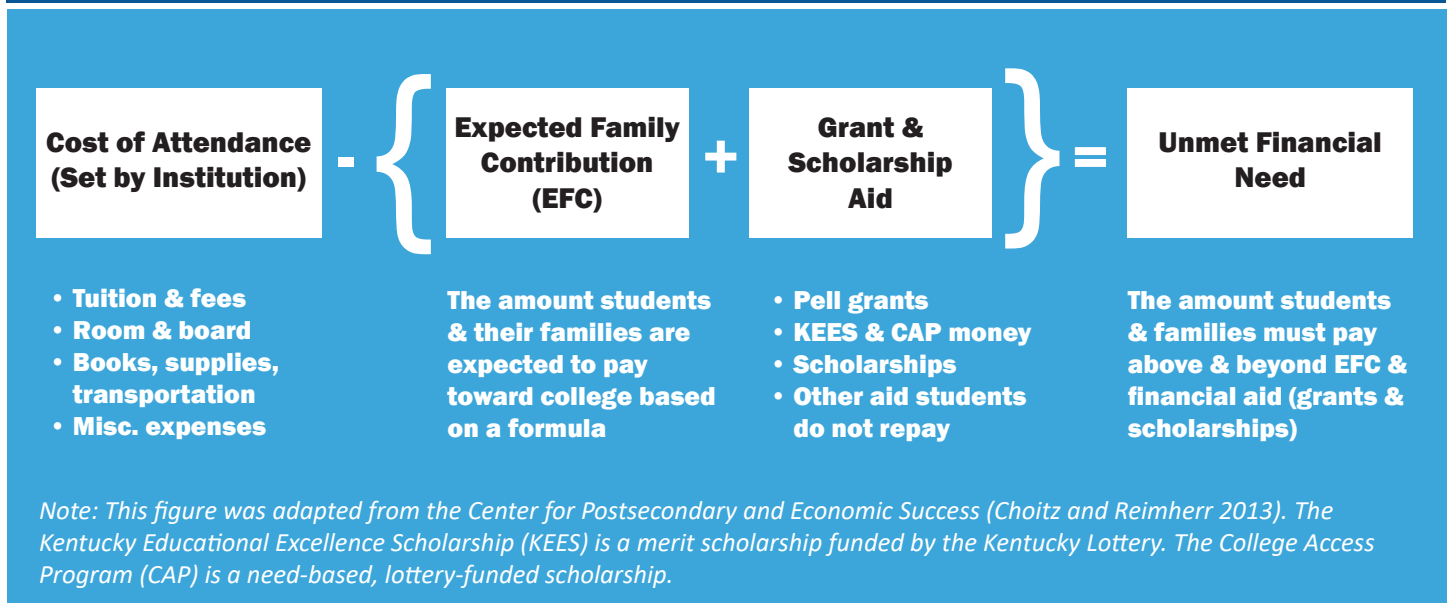
In 2022, Kentucky legislators made the largest investment in postsecondary education in decades. It is incumbent upon us to use new resources to address the college affordability crisis.

Figure 1. Change in State Spending Per Postsecondary Student, 2008-2018



Source: Center on Budget and Policy Priorities. Finance data was obtained from SHEEO's State Higher Education Finance Report.

Figure 2. Calculating Unmet Financial Need



College Affordability as a Growing Concern

A host of studies highlight that a majority of U.S. postsecondary students are concerned about college affordability and the availability of financial aid (Seftor & Turner 2002; Dynarski 2003; Dynarski 2005; Dynarski and Scott-Clayton 2008; Long 2008; Denning et al. 2017; Bettinger et al. 2019). According to a recent national survey, 70% of students indicate that concerns around affordability affected their fall enrollment decisions in 2021 (Citizens Financial Group 2021). Further, 56% of continuing students express concern that their overall cost of attendance will increase, and 43% report that their families had discussions about paying for college (Citizens Financial Group 2021).

Cumulatively, these insights suggest that college affordability is a growing concern. Unless addressed, rising college costs will continue to endanger not only the prospects of individual students, but communities and states that depend on educated workforces to thrive (Mitchell et al. 2019).

Understanding How Unmet Need Affects First- to Second-Year Retention

As we investigate how college affordability impacts the retention of first-time Kentucky students, particularly those from vulnerable populations, our work is informed by a growing body of research on unmet financial need. As

Thomas Mortenson (1999) aptly suggests, understanding how cost of attendance impacts retention requires us to explore how bottom-line costs affect students and their families. To reach this understanding, Mortensen argues for exploring the moderating influence of unmet financial need, or the gap between college costs and what students are expected to pay out-of-pocket after accounting for expected family contribution (EFC) and financial aid. For our purposes, unmet financial need is calculated by subtracting EFC and grant and scholarship aid from the total cost of attendance (see Figure 2).

Earlier studies of college affordability primarily explore the impact of net cost of attendance on student retention. Net cost is generally understood as a student’s cost of college once grants and scholarships are taken into account. This focus has led to a reliance on tuition policy as a means of moderating college costs and mitigating affordability concerns. However, Mortenson (1999) argues that unmet financial need is more influential than net cost in determining whether students choose to continue their education. He contends that unmet financial need represents the precise value at which affordability affects enrollment decisions.

Unmet Financial Need Among U.S. College Students

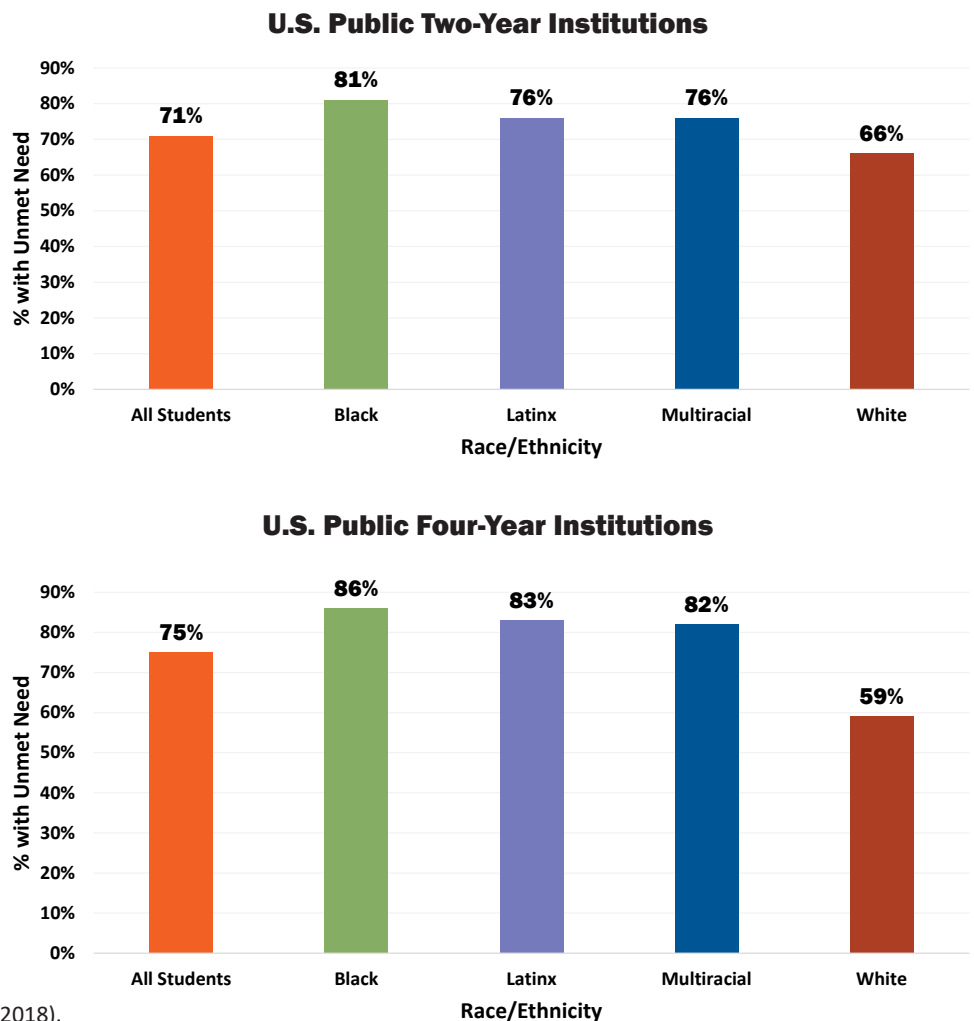
Accordingly, we dig deeper into national research on college affordability and unmet financial need. Analyzing data from the U.S. Department of Education, Walizer

(2018) finds unmet need is prevalent across the United States. Nearly 75% of college students have unmet financial need. On average, community college students have just under \$5,000 in unmet financial need in their first year of college, and public four-year students have just over \$9,000 in unmet financial need (Walizer 2018). More disturbing, a consistent conclusion in existing research is that unmet financial need is more prevalent among and costly to students from URM and low-income backgrounds (Choitz and Reimherr 2013; Saunders 2015; Walizer 2015; Walizer 2018).

across four-year public institutions, where 59% of white students have unmet financial need, and percentages for each URM category are 13% to 17% higher. In both sectors, low-income students tend to have more unmet need than those in higher income quartiles, and URM students generally have higher levels of unmet need than non-URM peers in the same income quartile (see Figure 4 on the following page).

Walizer (2018) highlights several summary statistics that put these inequities in stark perspective. As Figure 3 illustrates, at community colleges, 66% of white students have unmet need, but percentages for each URM category are 10% to 15% higher. Similar trends are observable

Figure 3. Percent of Students with Unmet Financial Need by Race/Ethnicity

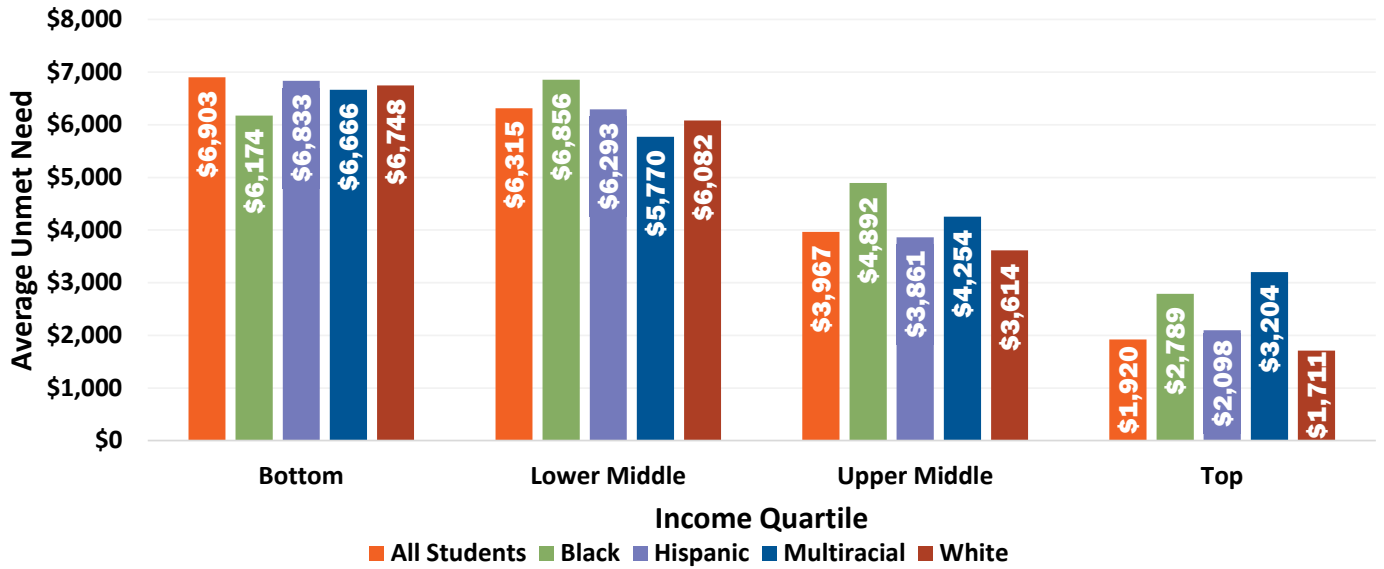


At both the two-year and four-year sectors, underrepresented minority students, especially black students, are more likely to have unmet need than white students or students overall.

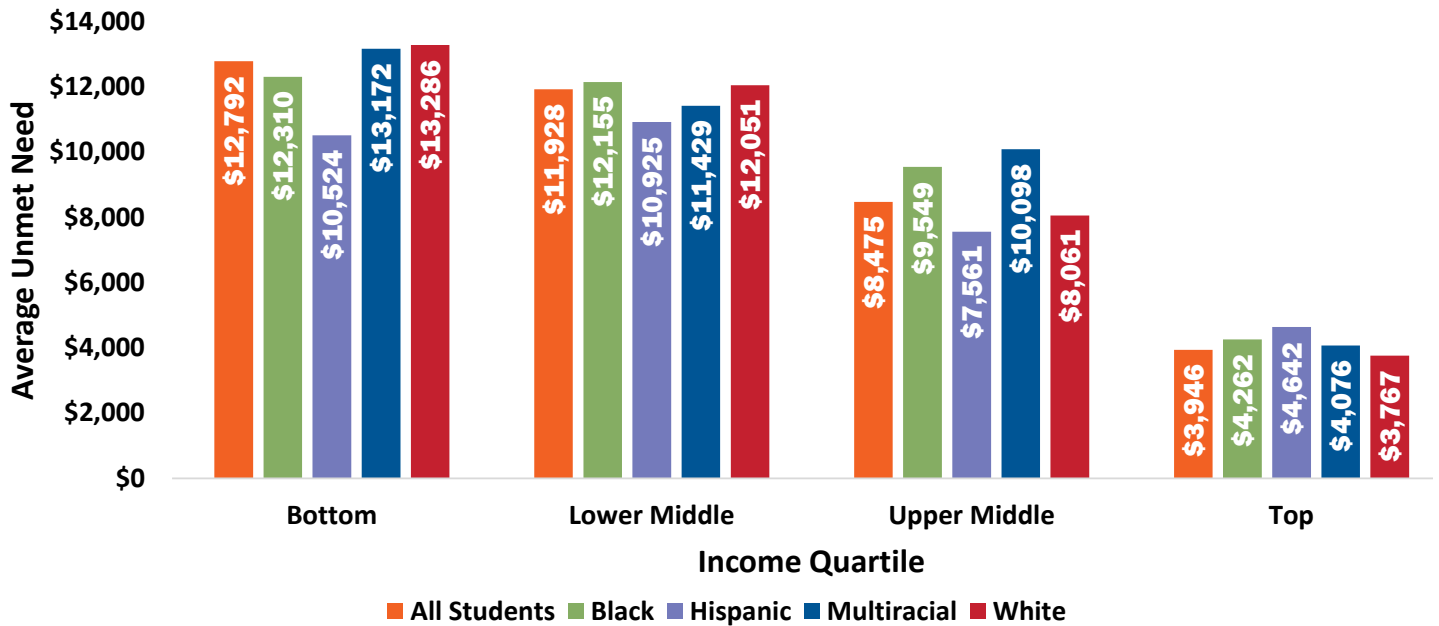
Note: These figures use data from Walizer (2018).

Figure 4. Average Unmet Need by Income Quartile and Race/Ethnicity

U.S. Public Two-Year Institutions



U.S. Public Four-Year Institutions



Note: These figures use data from Walizer (2018).

The pervasiveness of unmet financial need has negative implications for postsecondary student outcomes. The U.S. Department of Education suggests that high amounts of unmet need drive students to work long hours to cover college costs (U.S. Department of Education 2014; Walizer 2015). Assuming a student with high unmet need stays enrolled, working excessively can threaten their academic performance and lengthen time to a credential (Bound et al. 2012; Scott-Clayton 2012; Walizer 2015). Greater amounts of unmet need also are linked to decreased degree aspirations or “cooling out” (Sublett and Taylor 2021); decreased retention likelihood (Bresciani and Carson 2002; Benson 2018); and lower levels of completion (Benson 2018). From an alternate perspective, DesJardins and McCall (2010) conduct enrollment simulations using data from a large research university. They find that strategic injections of grant aid reduce stop-outs, increase reenrollments after stop-outs, and increase graduation rates.

Hypotheses About the Impact of Unmet Need on First-Time Students

Based on our review of existing research, we expect unmet financial need will impact retention of first-time Kentucky students in a variety of ways. First, widespread evidence suggests that minoritized and low-income students are more likely than their peers to have unmet need, and in greater amounts. At both U.S. community colleges and public universities, proportions of URM students who have unmet need are 10% to 17% higher than the share of white students with unmet need. Further, across institutional sectors, lower income students tend to have much higher unmet need, and URM students generally have more average unmet need than non-URM students across income quartiles. These empirical insights lead to our first theory:

Vulnerable Population Hypothesis: Among first-time, degree-seeking Kentucky students, unmet financial need is more prevalent among and costly to URM and low-income students as compared to their counterparts.

Second, we surmise that unmet financial need is associated with a range of negative student outcomes. For example, majorities of students across the nation

express concern about college affordability and report that it influences their enrollment decisions. Unmet need also is correlated with a long list of behaviors that impact retention likelihood, such as increased work hours, higher rates of indebtedness, and cooling out. Furthermore, unmet need lowers the likelihood of retention and graduation. Cumulatively, these insights lead to our second hypothesis:

Retention Impact Hypothesis: Among first-time, degree-seeking Kentucky students, unmet financial need has a negative impact on first-year to second-year retention.

Finally, research shows that unmet financial need, in terms of both frequency and cost, disproportionately affects students from vulnerable populations. We expect that this inequity creates further inequitable outcomes in student retention, which leads to our third hypothesis:

Vulnerable Population Impact Hypothesis: Among first-time, degree-seeking Kentucky students, unmet financial need exerts a substantively stronger impact on retention among URM and low-income students than on their counterparts.

Part Two:

Research Design & Findings for KY Public Postsecondary Sectors



Research Design

This study uses a variety of research data and methods to test these hypotheses, beginning with the vulnerable population hypothesis. We investigate our expectations by constructing affordability indicators of unmet need, cost of attendance, and various types of grant aid from an original dataset containing academic and biodemographic information about resident students enrolled at public institutions in Kentucky since 2011. The dataset is useful for tracking affordability trends, as it includes a large sample of first-time, degree-seeking students (N = 171,270) enrolled across time and institutional sectors. This rich variance enables accurate inferences about how unmet need varies across academic and biodemographic circumstances.

It is important to note here that we describe measures of central tendency for each indicator with the full sample, as well as a subsample of students having unmet financial need \geq \$1. We do this to permit intuitive comparisons, as our sample of first-time, degree-seeking students includes a large proportion of students (29.7%) with zero unmet need. These students greatly skew and reduce measures of central tendency on college affordability indicators.

Aggregate Affordability Measures (Table 1)

Median unmet financial need is an aggregate measure based on individual need calculations for each student in each academic year in the sample. For each student, unmet financial need is computed as: Cost of Attendance – (EFC + Financial Aid). Across all observations, median unmet financial need is \$4,846. From 2011-12 to 2020-21, median unmet financial need decreased -23.5%, from \$5,466 to \$4,182. However, across students with unmet financial need \geq \$1, median unmet financial need is much higher at \$7,853. From 2011-12 to 2020-21, median unmet need increased 1.3%, from \$7,800 to \$7,900.

Median cost of attendance derives from the cost of attendance amounts reported by Kentucky institutions in each academic year. Across all observations, median cost of attendance is \$20,177. From 2011-12 to 2020-21, median cost of attendance increased 26.7%, from \$18,438 to \$23,364. Across students with unmet financial need \geq \$1, median cost of attendance is \$19,593. From 2011-12 to 2020-21, it increased 31.0%, from \$17,694 to \$23,176.

Median state aid is an aggregate measure based on individual state aid, such as the Kentucky College Access Program (CAP) grant awarded to financially needy students, the KEES scholarship, the Work Ready Kentucky Scholarship, and others. Across all observations, median state aid is \$2,096. From 2011-12 to 2020-21, median state aid increased 22.6%, from \$1,864 to \$2,286. Across students with unmet financial need \geq \$1, median state aid is \$2,121. From 2011-12 to 2020-21, median state aid increased 33.1%, from \$1,782 to \$2,371.

Median federal aid is a collective measure of individual federal grant awards, such as the Pell grant, for each academic year. Across all observations, median federal aid is \$963. Between 2011-12 and 2020-21, median federal aid decreased from \$1,613 to \$0. Across students with unmet financial need \geq \$1, median federal grant aid is \$3,065. From 2011-12 to 2020-21, median federal grant aid increased 4.9%, from \$3,025 to \$3,173.

Median institutional aid is an aggregate measure that derives from institutional awards to each student in each academic year. Across all observations, median institutional aid is \$0. From 2011-12 to 2020-21, median institutional grant aid increased from \$0 to \$1,568. Across students with unmet financial need \geq \$1, median institutional grant aid is \$0. Between 2011-12 and 2020-21, median institutional grant aid increased from \$0 to \$714.

Individual-Level Biodemographic Measures

URM student is a dichotomous indicator that measures whether a student identifies as part of an underrepresented minority racial or ethnic group. This variable is a key component of several interaction terms used to test the vulnerable population and vulnerable population impact hypotheses. Our sample of 171,270 students includes 29,223 URM students (17.1%) and 142,047 non-URM students (82.9%).⁸

Income is a continuous indicator that measures household income as reported from institutional financial aid. This indicator also is key to our investigation of the vulnerable population hypothesis. Reported income in Kentucky ranges from \$0 to \$10,400,000. In our analysis, we use a categorical measure of income based on quartiles to investigate differences in unmet financial need across advantaged and disadvantaged students. The lowest income quartile ends at \$28,418; the low-middle income quartile ends at \$63,352; the upper-middle income quartile ends at \$107,757; and the upper-income quartile ends at \$10,400,000.

Trend and Demographic Analysis

Median Cost of Attendance

In large part, Kentucky trend data mirror college affordability patterns from around the country. The cost of attendance for first-time, degree-seeking Kentucky students has increased significantly over the past decade:

- At four-year public research institutions, median cost of attendance increased from \$22,300 to \$31,614, or 41.8%, between 2011-12 and 2020-21 (see Figure 5).
- At four-year public comprehensive institutions, median cost of attendance rose from \$17,990 to \$24,064, or 33.8%, between 2011-12 and 2020-21 (see Figure 6 on page 16).
- At KCTCS, median cost of attendance remained essentially flat over the last decade, declining from \$13,946 to \$13,852 (see Figure 7 on page 16).

Median Unmet Need

Our Kentucky dataset also reveals that unmet financial need trends are nuanced and complex. Examining unmet financial need among all first-time, degree-

Table 1. Descriptive Statistics for Aggregate College Affordability Indicators

Affordability Indicator	All Students in Sample (includes those with unmet need = \$0)			Students with Unmet Need ≥ \$1		
	Overall	2011-12	2020-21	Overall	2011-12	2020-21
Median Unmet Financial Need	\$4,846	\$5,466	\$4,182	\$7,853	\$7,800	\$7,900
Median Cost of Attendance	\$20,177	\$18,438	\$23,364	\$19,593	\$17,694	\$23,176
Median State Aid	\$2,096	\$1,864	\$2,286	\$2,121	\$1,782	\$2,371
Median Federal Aid	\$963	\$1,613	\$0	\$3,065	\$3,025	\$3,173
Median Institutional Aid	\$0	\$0	\$1,568	\$0	\$0	\$714
Observations	171,270	15,033	16,917	120,422	11,120	11,163

seeking students leads to different conclusions than just examining those with unmet financial need. Depending on the research question, either could be an acceptable approach. However, our goal is to paint a more complete picture of the magnitude and direction of unmet financial need patterns; therefore, trends for both groups are investigated. Across all students in our sample, median unmet financial need:

- increased from \$3,646 to \$4,524, or 24.1% at four-year public research institutions (Figure 5).
- decreased from \$6,756 to \$5,536, or -18.1% at four-year public comprehensive institutions (Figure 6).
- decreased from \$7,614 to \$4,904, or -35.6% at two-year public institutions (Figure 7).

Some of these findings may seem surprising, even contradictory, in light of steep increases in costs of attendance. However, it is important to remember that the full sample includes a large plurality (29.7%) of students with zero unmet financial need. These students greatly skew and reduce measures of central tendency.

Interestingly, our data also suggest that institutional grant awards have been effective at reducing and even eliminating costs for four-year students with low need. At two-year institutions, state aid such as the College Access

Program (CAP) grant for low-income students has had a similar effect on unmet financial need. Table 2 reveals some evidence of these patterns, as the share of all students with zero unmet need has increased by 11.1%, while the proportion of students with increasing levels of unmet need has generally declined.⁹

We also can surmise that grant aid efforts do little to help students with high unmet need. Since 2011-12, the number of students with \$15,000 or more in unmet need increased by nearly 1,700 students or 6.8%.

When removing the nearly 30% of students with zero unmet financial need, these data tell a much different story about trends over time. Between 2011-12 and 2020-21, median unmet financial need:

- increased from \$9,323 to \$11,714, or 25.1% at four-year research institutions (Figure 5).
- increased from \$8,880 to \$9,770, or 10.0% at four-year comprehensive institutions (Figure 6).
- decreased from \$8,031 to \$6,391, or -20.4% at KCTCS (Figure 7).

Table 2. Distribution Across Increments of Unmet Need in AY 2011-12 and AY 2020-21

Unmet Need Amount	AY 2011-12		AY 2020-21	
	Number	Percent	Number	Percent
\$0	5,357	20.6%	7,978	31.7%
\$1 to \$2,499	1,826	7.0%	1,600	6.3%
\$2,500 to \$4,999	2,666	10.2%	2,717	10.8%
\$5,000 to \$7,499	3,504	13.5%	2,779	11.0%
\$7,500 to \$9,999	5,081	19.5%	2,705	10.7%
\$10,000 to \$12,499	3,557	13.7%	2,242	8.9%
\$12,500 to \$14,999	2,061	7.9%	1,530	6.1%
\$15,000 or more	1,996	7.7%	3,652	14.5%
Observations	26,048	100.0%	25,203	100.0%

Unmet Need across Race/Ethnicity and Income

URM Students

Findings from the demographic analysis also align with existing scholarship on unmet financial need. We consistently find, across institutional sectors, that unmet financial need is more costly to and prevalent among URM students compared to their counterparts (see Figure 8 on page 17).

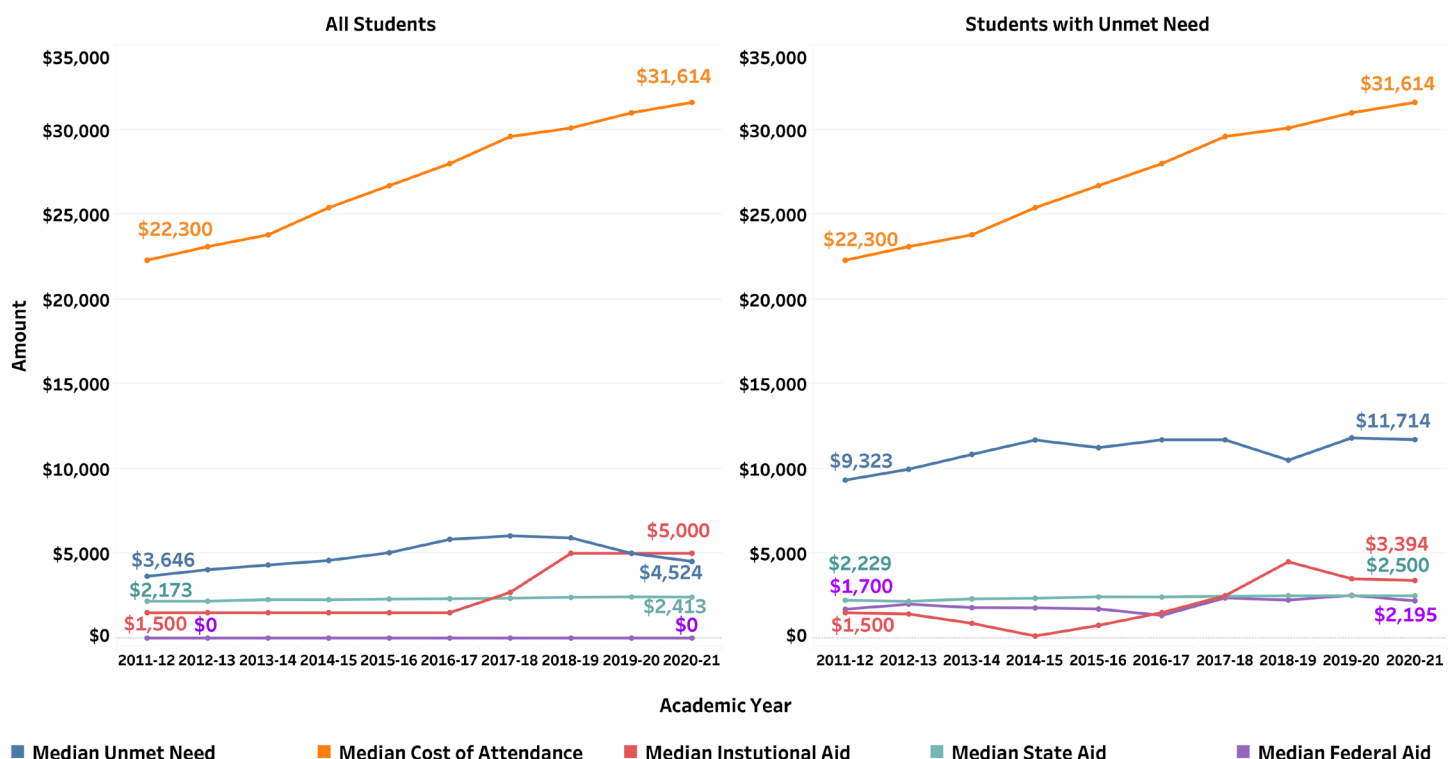
- At four-year public research institutions, median unmet need is substantively larger among students who identify as Black (\$6,750), Hispanic (\$7,503), or as two or more races (\$6,041), compared to those who identify as Asian (\$6,540) or White (\$3,926).
- At four-year public comprehensive institutions, median unmet need is much larger among students who identify as Black (\$10,804), Hispanic (\$8,312), or as two or more races (\$8,981), compared to those who identify as Asian (\$5,275) or white (\$4,862).
- At two-year public institutions, the song remains the same: Median unmet need among students who identify

as Black (\$6,835), Hispanic (\$5,375), or as two or more races (\$5,469) outpaces median unmet need among those who identify as Asian (\$4,719) or White (\$3,896).

As a secondary test of the relationship between unmet financial need and URM status, we cross-tabulate URM status with a seven-point categorical measure of unmet financial need based on practical \$2,500 increments. These findings further corroborate the inequity caused by unmet financial need (see Table 3 page 18). Across sectors, larger proportions of URM students appear in each of the four highest brackets of unmet financial need compared to non-URM students:

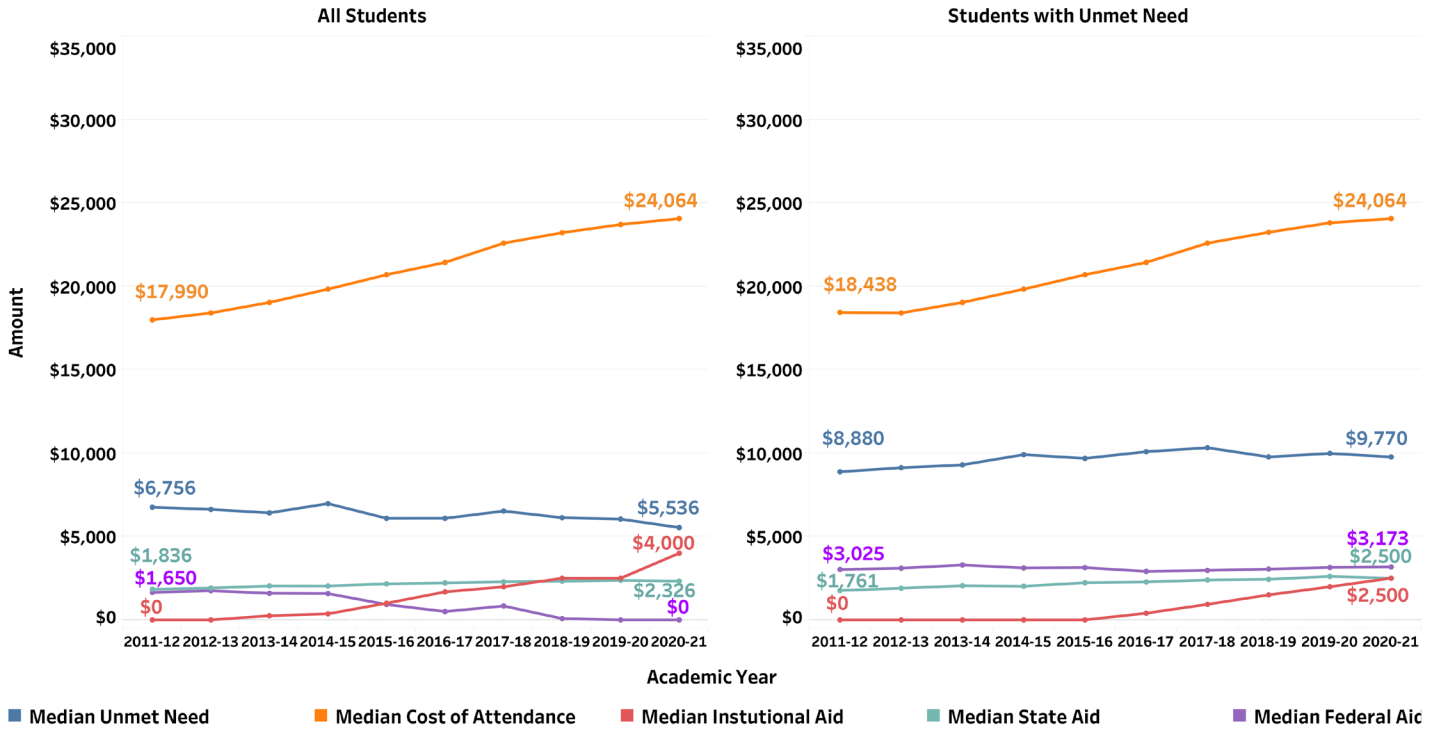
- At public research institutions, 47.5% of URM students had \$7,500 or greater unmet financial need compared to 41.0% of non-URM students.
- At public comprehensive institutions, 64.2% of URM students had \$7,500 or greater unmet financial need compared to just 39.4% of non-URM students.
- Across KCTCS, 37.6% of URM students had \$7,500 or greater unmet financial need compared to just 21.2% of non-URM students.

Figure 5. Trends in Unmet Need, COA & Grant Aid at Four-Year Research Institutions



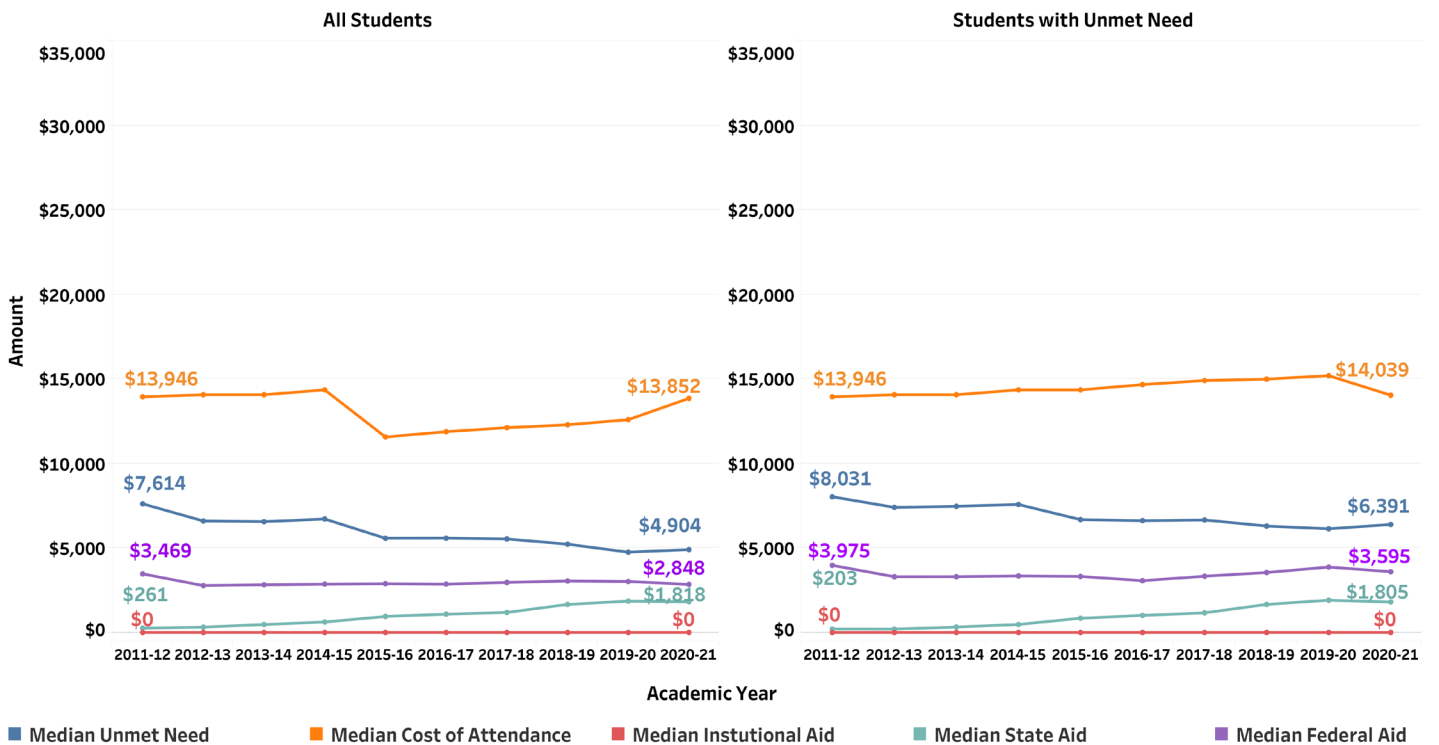
Note: In the left figure, the sample includes all first-time, degree-seeking, in-state students who filed a FAFSA and enrolled in a public, 4-yr. research institution in 2011. The right figure restricts the sample to students with unmet need greater than or equal to \$1.

Figure 6. Trends in Unmet Need, COA & Grant Aid at KY Four-Year Comprehensive Institutions



Note: In the left figure, the sample includes all first-time, degree-seeking, in-state students who filed a FAFSA and enrolled in a public, comprehensive institution in KY. The right figure restricts the sample to students with unmet need greater than or equal to \$1.

Figure 7. Trends in Unmet Need, COA & Grant Aid at KY Two-Year Institutions



Note: In the left figure, the sample includes all first-time, degree-seeking, in-state students who filed a FAFSA and enrolled in a public, KCTCS institution in KY. The right figure restricts the sample to students with unmet need greater than or equal to \$1.

Cumulatively, these findings offer the first piece of supporting evidence for the vulnerable population hypothesis.

Low-Income Students

We also find unmet financial need is more prevalent and costly to low-income students across sectors (see Figure 9 on page 19).

- At four-year research institutions, students in the lowest income quartile have a median unmet financial need of \$12,177, compared to \$10,517, \$134, and \$0 as we move across higher income quartiles.
- At four-year comprehensive institutions, median unmet financial need is \$10,467 among students in the lowest income quartile, compared to \$9,355, \$3,253, and \$0 in subsequently higher income quartiles.
- Across KCTCS institutions, median unmet financial need is \$6,670, \$5,594, \$4,139, and \$0 moving from the lowest income quartile to the highest.

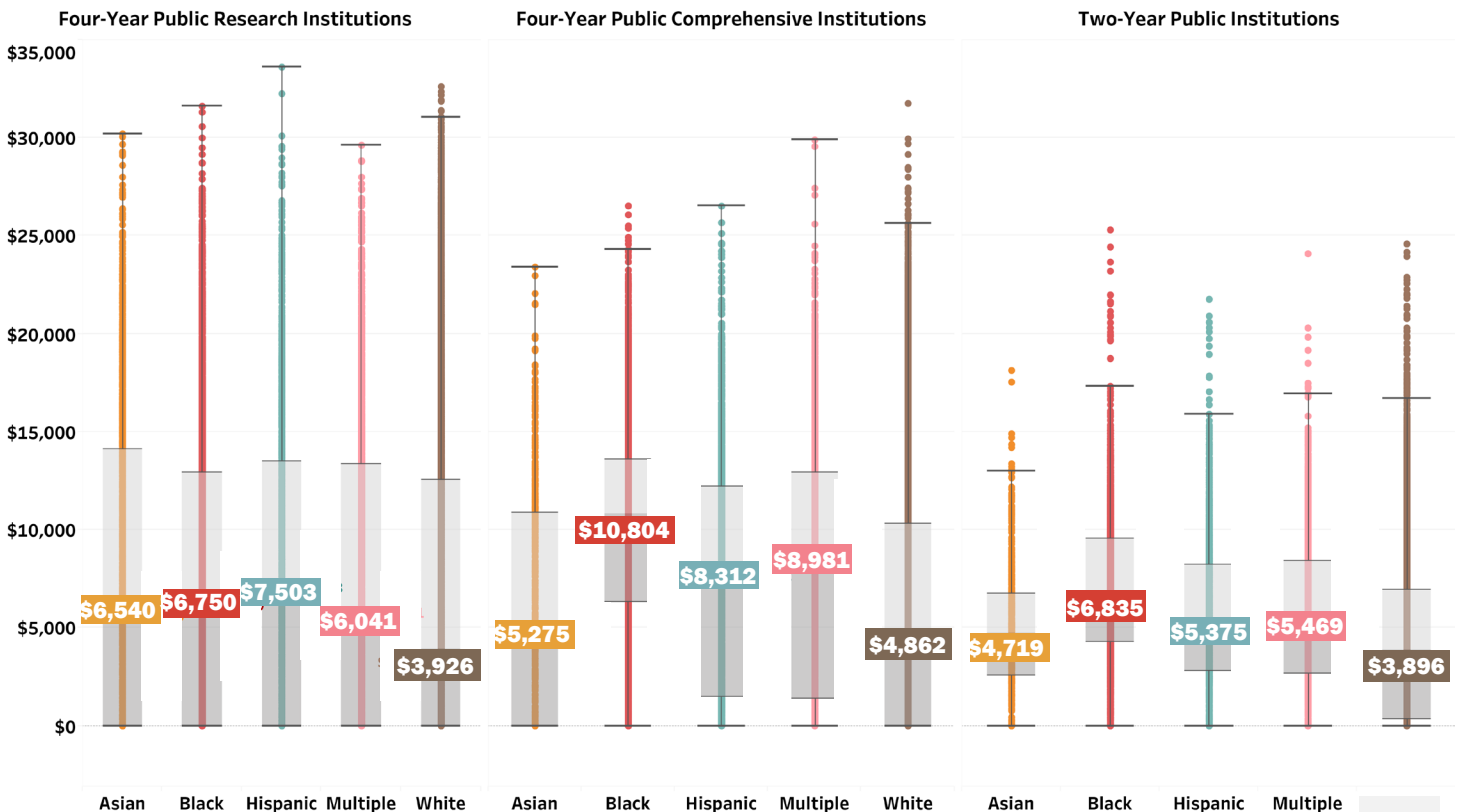
This evidence also supports the vulnerable population hypothesis.

SEM Model: Data and Methods

To test the retention impact and vulnerable population impact hypotheses, we use structural equation modeling (SEM). SEM is an ideal statistical modeling tool for understanding how multiple interrelated factors, particularly unmet financial need, operate together to structure retention (Hoyle 1995; Kline 1998; de Carvahlo and Chima 2014). For example, students' demographic backgrounds are likely to influence their retention. However, this relationship is probably moderated at several steps along the way: demographic background likely influences college preparedness and success in high school, which later influences first-year college success and access to financial aid. Cumulatively, all these factors influence the student's likelihood of retention.

Whereas a parsimonious regression model would assume that all indicators operate on retention independently (see Figure 10 on page 19), potentially causing signs and significance to flip, SEM was designed to help map out the complex and structural ways academic, financial, and demographic factors shape retention (see Figure 11 on page 20).

Figure 8. Median Unmet Need by Race/Ethnicity & Sector, AY 2011-12 to AY 2020-21



Dependent Variable

Second-year retention is a dichotomous indicator that measures whether students are enrolled in the fall term a year after enrolling as a first-time, degree-seeking student. As we proceed with our investigation, we estimate how several factors, including unmet financial need, influence the probability of second-year retention. In our sample of 171,270 students, 118,860 (69.4%) returned for a second year; 52,410 (30.6%) did not return.

Primary Independent Variable

Unmet financial need is a continuous indicator that measures the amount of unmet financial need for each first-time, degree-seeking student. Again, unmet financial need is calculated for each student as: Cost of Attendance – (Expected Family Contribution + Financial Aid). We do not include loans that need to be repaid because, in most cases, students take out loans to cover unmet need. Therefore, including loans in the calculation would underestimate the burden of unmet financial need. For the entire sample, unmet financial need ranges from \$0 to \$55,252. The median is \$4,846, and the mean is \$5,925. This indicator directly tests the retention impact hypothesis.

Covariates

URM student is a dichotomous indicator that measures whether a student identifies as a member of an underrepresented minority racial or ethnic group. Our sample of 171,270 students includes 29,223 URM students (17.1%) and 142,047 non-URM students (82.9%). We interact this variable with unmet financial need to test the vulnerable population impact hypothesis.

Female is a three-point categorical measure of gender that indicates whether an individual is defined on their student record as gender unknown (0), male (1) or female (2). This indicator is included to account for the likelihood that females are retained at higher rates compared to their counterparts (Kentucky Council on Postsecondary Education 2021). Our sample of 171,270 students includes 210 students whose gender is unknown (0.1%), 71,920 males (42.0%), and 99,140 females (57.9%).

Eastern Kentucky student is a dichotomous indicator that measures whether a student comes from the eastern region of the state, which generally experiences higher poverty levels and lower college-going rates. We include this measure to account for the likelihood that underserved Eastern Kentucky students are retained at lower rates than their counterparts in other regions.¹⁰

Table 3. Distribution of Unmet Financial Need by URM Status, AY 2011-12 to 2020-21

Unmet Need Amount	4-Year Public Research		4-Year Public Comp.		2-Year Public	
	URM	Non-URM	URM	Non-URM	URM	Non-URM
\$0	27.5%	40.3%	15.0%	33.8%	9.7%	23.7%
\$1 to \$2,499	7.8%	5.7%	5.6%	7.6%	8.4%	13.5%
\$2,500 to \$4,999	8.4%	6.6%	7.1%	9.0%	20.3%	22.3%
\$5,000 to \$7,499	8.7%	6.5%	8.1%	10.3%	24.0%	19.4%
\$7,500 to \$9,999	9.4%	7.5%	13.3%	12.6%	19.7%	12.1%
\$10,000 to \$12,499	10.4%	8.2%	20.8%	12.2%	12.4%	6.7%
\$12,500 to \$14,999	9.4%	8.7%	16.0%	8.0%	4.5%	2.1%
\$15,000 or more	18.3%	16.6%	14.1%	6.6%	1.0%	0.3%
Observations	9,085	36,888	10,663	60,281	9,475	44,878

Figure 9. Median Unmet Need by Income & Sector, AY 2011-12 to AY 2020-21

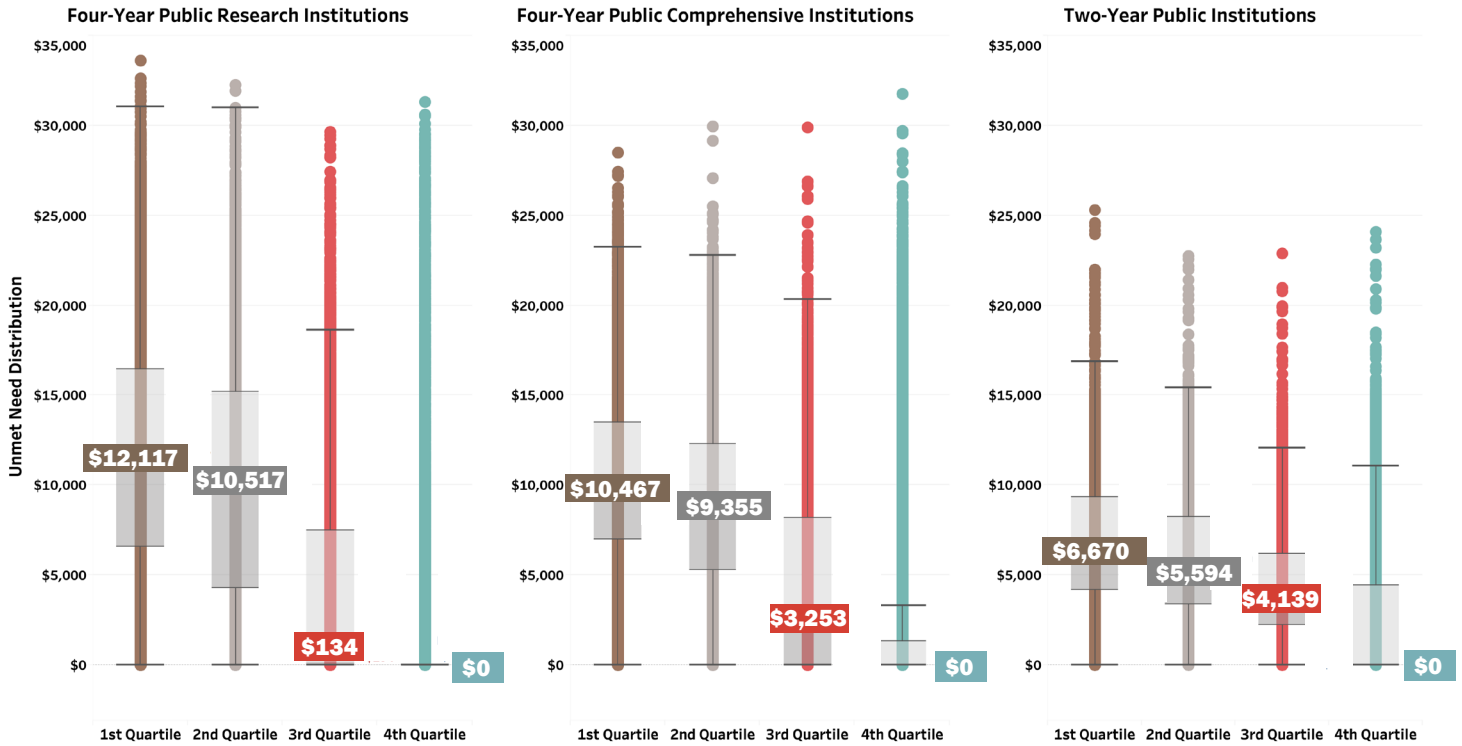


Figure 10. Example of OLS Regression Retention Model

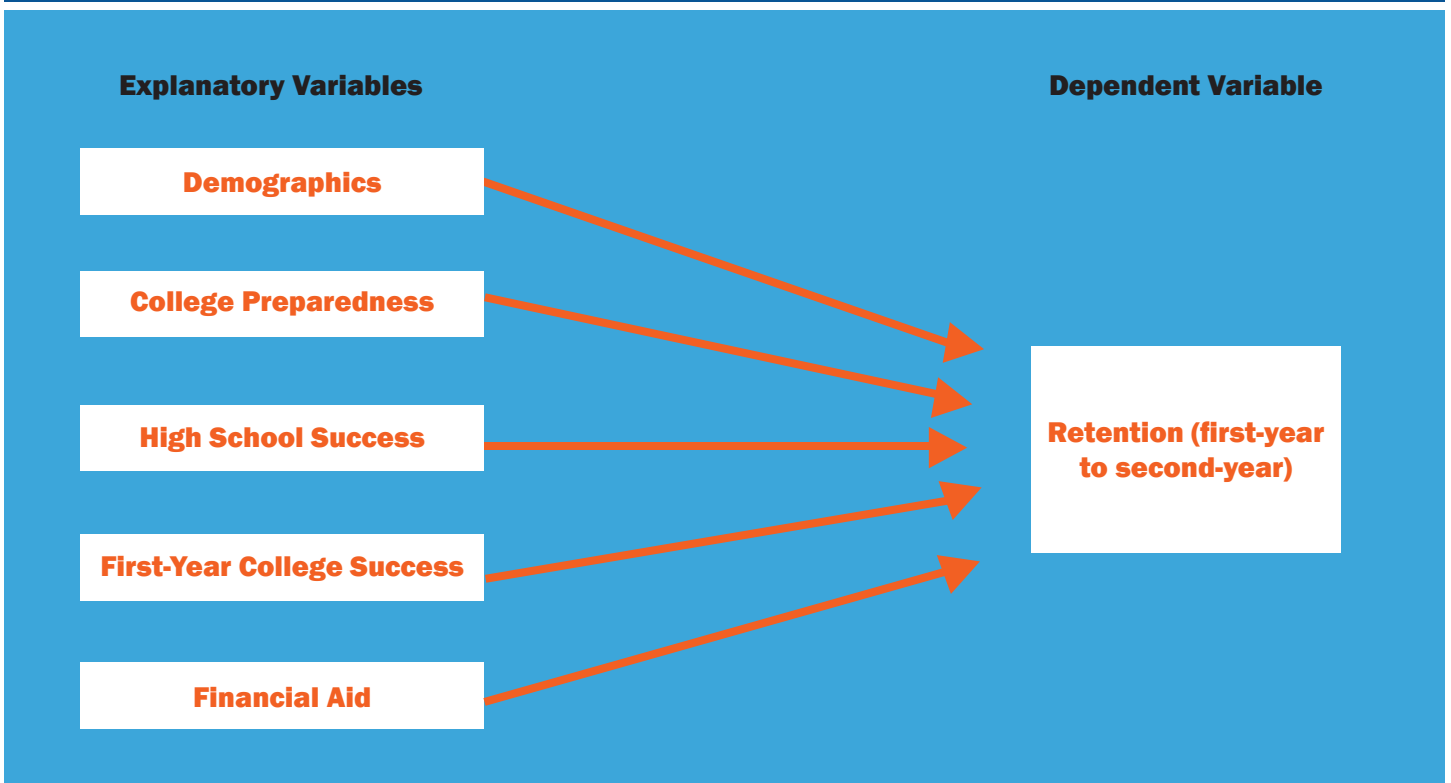
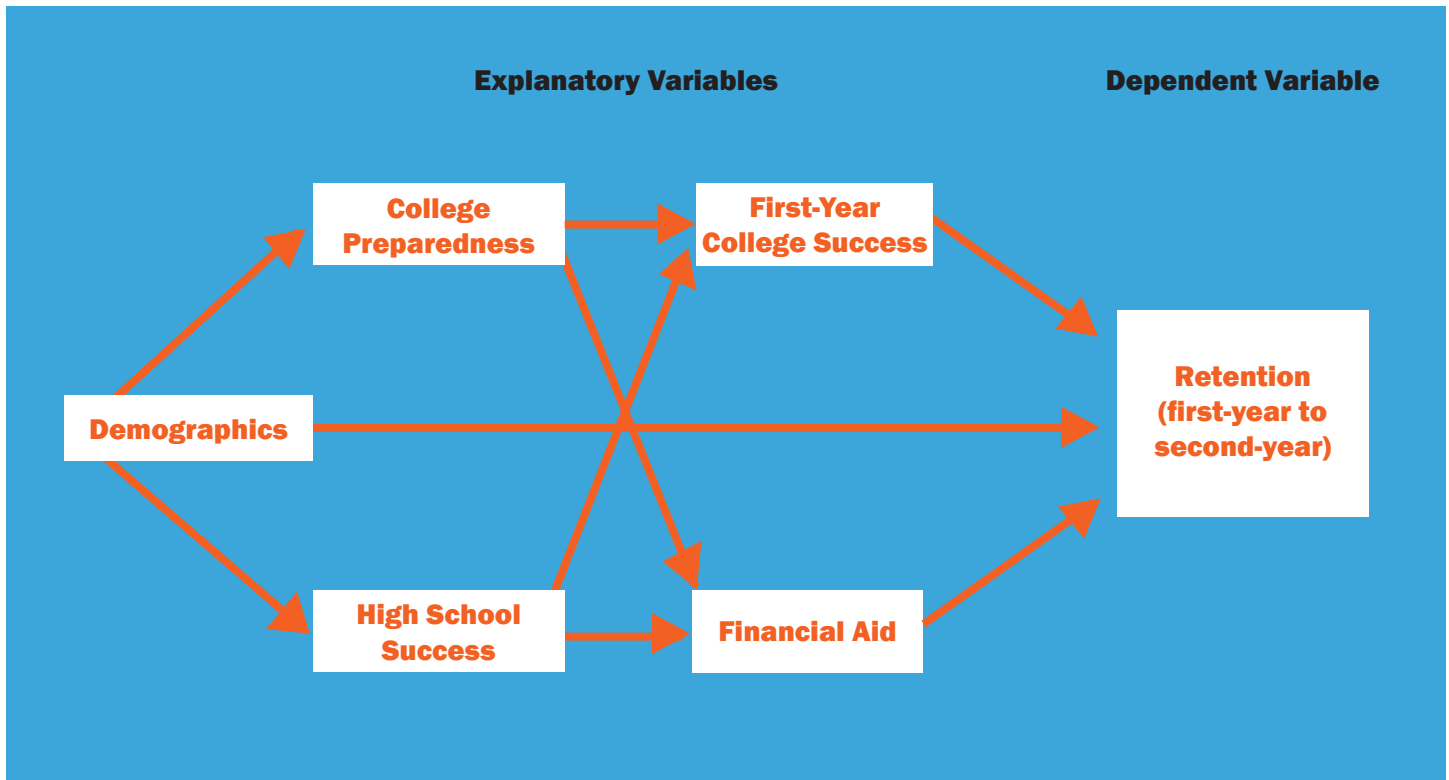


Figure 11. Example of Proposed SEM Retention Model



As a reminder, our sample only includes in-state students. Out of 171,270 students, 26,408 (10.0%) are from Eastern Kentucky; 154,862 (90.0%) are from other Kentucky regions.

Dual credit student is a binary indicator that measures whether a student was enrolled in dual credit courses prior to enrolling as a first-time freshman in college. Our sample of 171,270 students includes 83,427 (48.7%) who took dual credit courses and 87,843 students (51.3%) who did not. We include this measure to account for the likelihood that dual credit students will experience higher rates of first-year success and retention (Kentucky Council on Postsecondary Education 2021).

Underprepared student is a dichotomous indicator that measures whether a student falls below established benchmarks of college readiness. Our sample of 171,270 students includes 46,408 underprepared students (27.1%) and 124,756 students not identified as underprepared (72.9%). This measure is included to account for the likelihood that underprepared students are less likely to be retained.

Full-time student is a dichotomous indicator that measures whether a student was enrolled full-time or part-time during their first academic year. The sample

of 171,270 students includes 157,517 full-time students (92.0%) and 13,753 part-time students (8.0%). We include this measure to control for the probability that full-time students are more likely to return for their second year.

Sector is a three-point categorical indicator that measures the institutional context in which a student was enrolled. Accounting for student enrollment across sectors enables us to understand how enrollment at a research university (1), comprehensive university (2), or two-year community college (3) influences retention. In our sample of 171,270 students, 45,973 students (26.8%) were enrolled at research universities, 70,944 (41.4%) at four-year comprehensive institutions, and 54,353 (31.7%) at two-year community and technical colleges.¹¹

SEM Analysis Findings

Results from the SEM model offer strong evidence in support of our hypotheses.¹² However, the model also helps us understand the antecedent factors that structure unmet need amounts across the student sample; accordingly, we begin our discussion of the model estimates there.¹³ Figure 12 illustrates our model variables at three levels, based on their temporal order, to help guide the discussion. From level one to level two, our model estimates that:

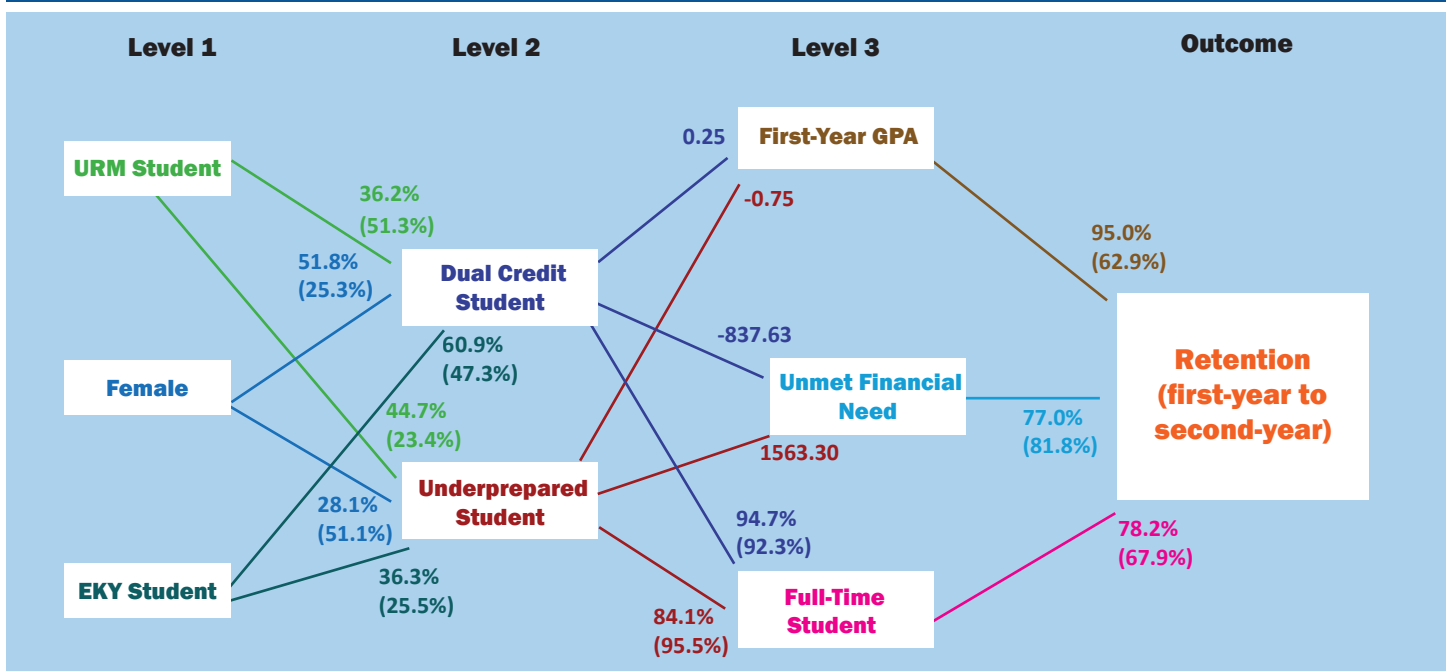
- URM students have a lower likelihood of previous dual credit experience and a higher likelihood of being underprepared than non-URM students. All else constant, the likelihood that URM students have dual credit experience while in high school is 36.2%, compared to 51.3% for non-URM students. The likelihood that URM students are underprepared for college is 44.7%, compared to 23.4% for non-URM students.
- Compared to males, female students are much more likely to enroll in dual credit courses and are far less likely to enter college underprepared. All else constant, females have a 51.8% likelihood of enrolling in dual credit classes, compared to a 25.3% likelihood for males. Females have a 28.1% likelihood of being underprepared, compared to a 51.1% likelihood for males.
- Although Eastern Kentucky students are moderately more likely than students from other regions to have dual credit experience in high school (60.9% versus 47.3%), they have a 36.3% likelihood of being underprepared for postsecondary education, compared to a 25.5% likelihood among non-Eastern Kentucky students.

Moving from level two to level three, our model estimates that students who took dual credit classes in high school are more likely to be successful academically, enroll full-time, and have less unmet need in their first postsecondary year than those who did not participate in dual enrollment. All else constant:

- Dual credit students are likely to have a 0.25-point higher GPA in their first year compared to non-dual credit students.
- Dual credit students are likely to have \$837 less in unmet financial need compared to non-dual credit students. They also are slightly more likely to enroll full-time (94.7% versus 92.3%).
- Underprepared students are likely to have first-year GPAs that are 0.75 point lower than those not identified as underprepared. Additionally, underprepared students are less likely to enroll full-time (84.1% versus 95.5% for prepared students), and they average \$1,563 more in unmet financial need compared to their counterparts.

Moving from the third level to the outcome variable, we find that students with higher GPAs are more likely to return for their second year compared to those with lower GPAs. For simplicity's sake, we explore this relationship by

Figure 12. Factors that Structure Retention of First-Time, Degree-Seeking KY Students



Note: At each stage, where the outcome variable is dichotomous, we provide the predicted probabilities' "success" on the outcome variable for the listed predictor and a reference group in parentheses. For example, all else constant, a student from Eastern Kentucky (EKY student) has a 36.3% probability of being underprepared, compared to a 25.5% probability for non-EKY students. Where the outcome variable is continuous, we report regression coefficients for simple interpretation. For example, on average, underprepared students are likely to have a 0.75-point lower GPA than students who are not underprepared. Each relationship in the model is significant at the $p < .01$ level.

comparing the probability of retention for students with 4.0 GPAs to that of students with 2.0 GPAs. Our model estimates that students with a 4.0 GPA are 95.0% likely to return for their second year, compared to just a 62.9% likelihood for students with a 2.0 GPA. Our model also estimates that full-time students are moderately more likely to be retained for a second year than part-time students. Full-time students are 78.2% likely to return for a second year, while part-time students are just 67.9% likely to return. Finally, we find that students with higher levels of unmet financial need are less likely to return for their second year.

For a quick interpretation of this relationship, we compare predicted probabilities of retention for students with \$0 and \$5,000 in need. Our model estimates that students with \$5,000 in unmet financial need have a 77.0% likelihood of returning for their second year, whereas students with \$0 in unmet financial need have an 81.8% likelihood of returning.

From this quick comparison, we observe that each \$1,000 increase in unmet financial need decreases the likelihood of retention by about 1.0%.

This evidence strongly supports the retention impact hypothesis.

In summary, working through the structural relationships in our SEM model helps illustrate the negative consequences unmet financial need has for retention, as well as the antecedent factors that make some students more likely to have unmet need. Ultimately, this process suggests how we might leverage live data in the future to target initiatives that help improve retention among students most likely to stop-out due to financial barriers.

For example, our model estimates that there are direct relationships between unmet need and coming from a low-income, URM, and/or Eastern Kentucky background (not pictured); however, we also can see how these life circumstances predict lower likelihoods of prior high school success and preparedness, which moderate and intensify the likelihood of having unmet need. As we continue to unpack our SEM model and investigate the relationship between unmet need and retention across institutional sectors and time, we pay close attention to these demographic inferences.

Unmet Need and Retention across Sectors, Years, and Demographics

In this section, we estimate and present predicted probabilities of retention as a function of unmet financial need across institutional sector, time, and demographics. To guide this discussion, Figures 13, 14, and 15 plot second-year retention likelihood at four-year public research institutions, four-year public comprehensive institutions, and two-year public institutions at each \$1,000 increment of unmet financial need. (For institution-level analysis, visit the CPE website.)

The predicted probability plots provide unambiguous evidence of the negative effect unmet financial need has on the retention of first-time, degree-seeking Kentucky students. For example, in 2011-12, students who were enrolled at research institutions and had no unmet need had an 89% likelihood of returning for a second year, compared to an 87% retention likelihood at \$5,000 of unmet need, an 83% likelihood at \$10,000 of unmet need, a 79% likelihood at \$15,000 of unmet need, and a 75% likelihood at \$20,000 of unmet need.

Over time, this impact has flattened due to programs like UK LEADS, implemented in 2016-17, that provide grants to students most likely to return when their unmet financial need is reduced (see note 4). By 2020-21, students with no unmet financial need were 92% likely to return, compared to a 91% likelihood at \$5,000 of unmet need, a 90% likelihood at \$10,000 of unmet need, a 89% likelihood at \$15,000 of unmet need, and an 87% likelihood at \$20,000 of unmet need.

We compared these two sets of predictions to those for URM and low-income students and found similar results (not pictured): In 2011-12, unmet financial need exerted a strong and negative influence on retention among vulnerable students, but due to the positive impact of programs like UK LEADS, students from these populations were statistically indiscernible from the full sample by 2020-21.

The negative consequences of unmet financial need are far more pronounced for first-time, degree-seeking students enrolled at four-year comprehensive institutions (Figure 14). For example, in 2020-21, students with no unmet financial need had an 87% likelihood of returning for a second year, compared to an 82% likelihood at \$5,000 of unmet need, a 75% likelihood at \$10,000 of unmet need, a 67% likelihood at \$15,000 of unmet need, and a 58% likelihood at \$20,000 of unmet need.

Figure 13. Unmet Need Diminishes Retention Likelihood for First-Time KY Students at 4-Yr. Public Research Institutions

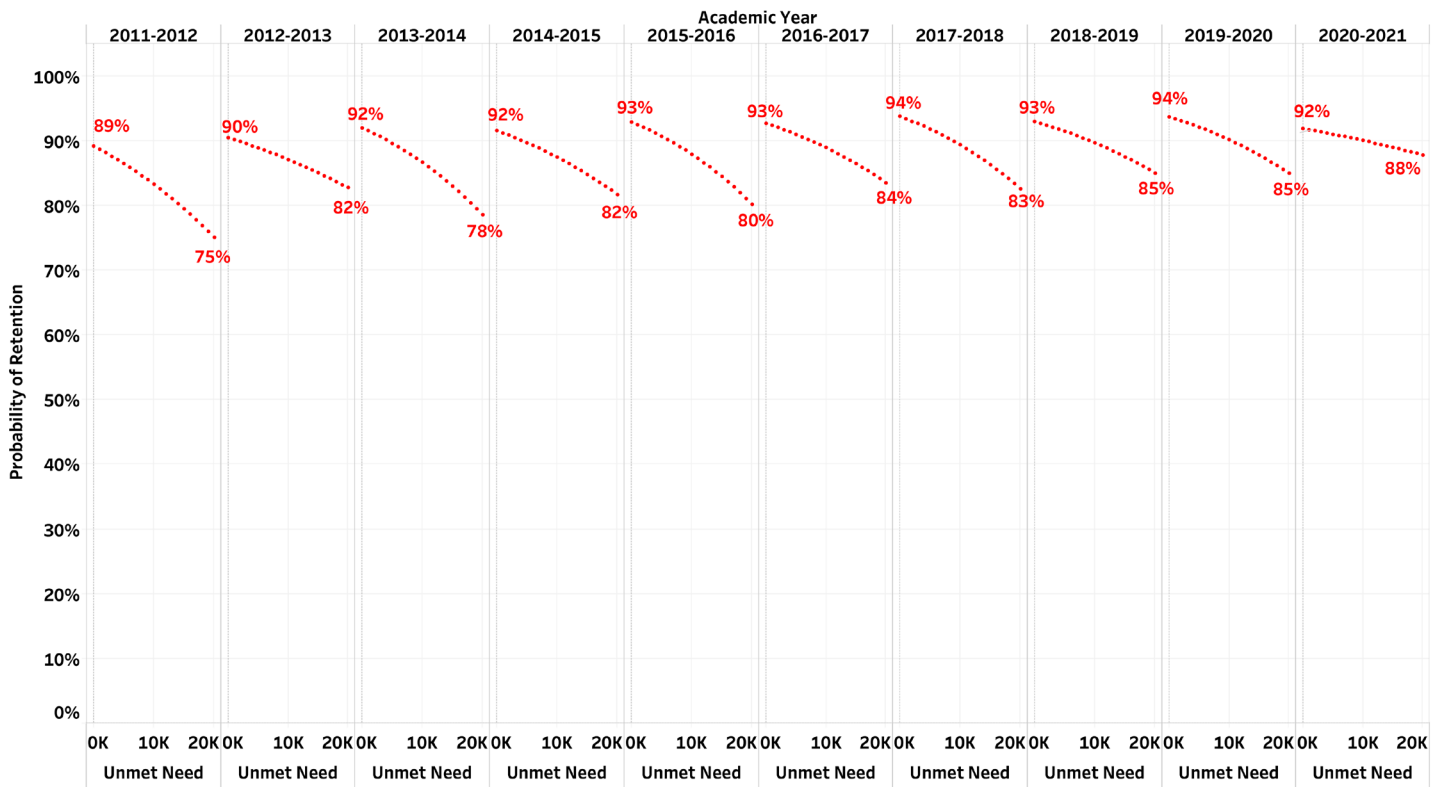


Figure 14. Unmet Need Diminishes Retention Likelihood for First-Time KY Students at 4-Yr. Public Comprehensive Institutions

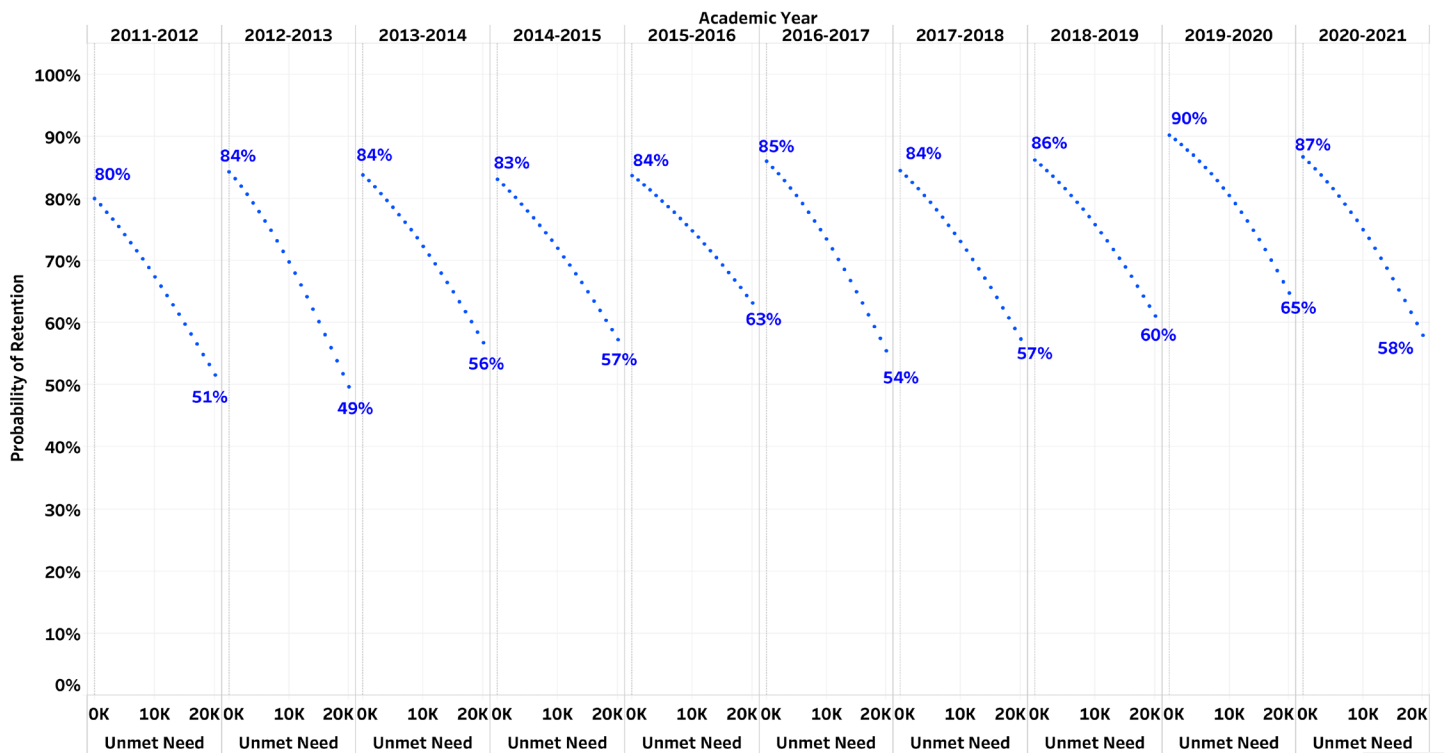


Figure 15. Unmet Need Diminishes Retention Likelihood for First-Time KY Students at 2-Yr. Public Institutions

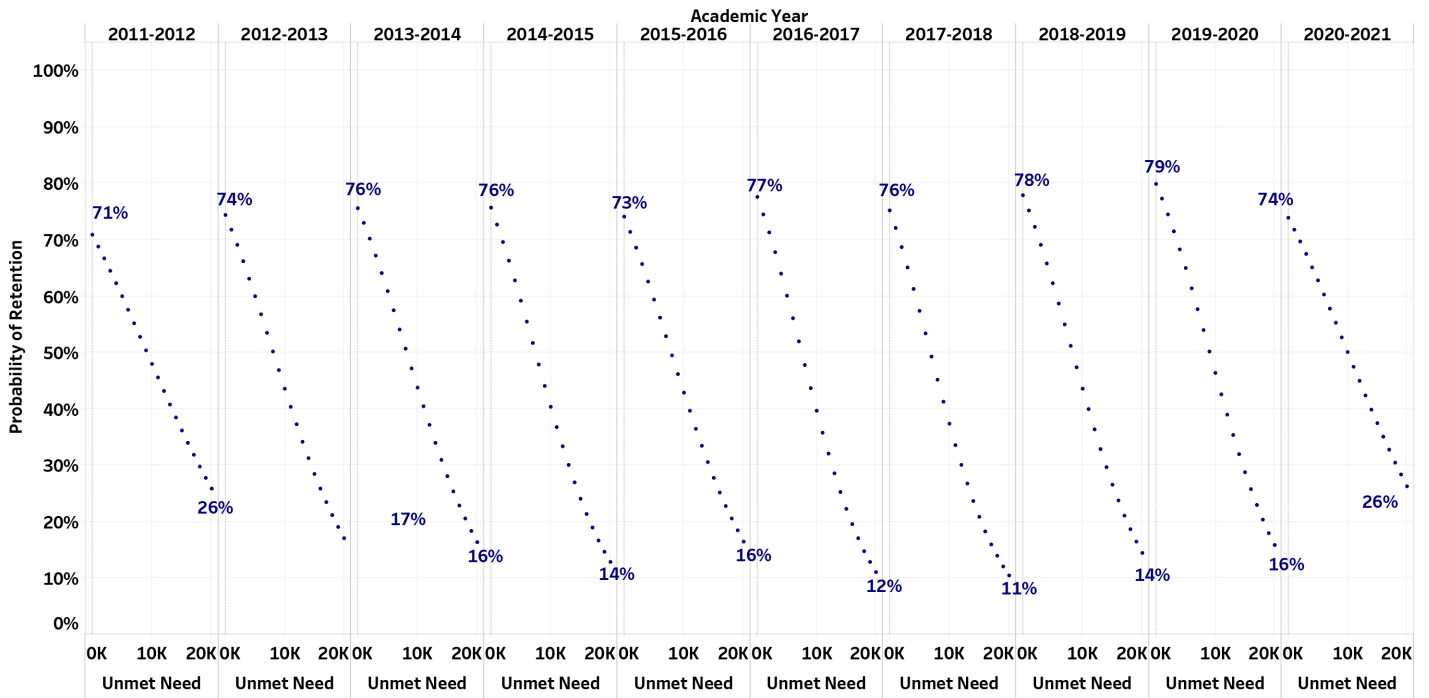


Table 4. Unmet Need Endangers Retention of Students from Vulnerable Populations

Unmet Need Amount	Retention Likelihood: 4-Yr. Comps, AY 2020-21			Retention Likelihood: 2-Yr. Institutions, AY 2020-21		
	All Students	URM	Low-Income	All Students	URM	Low-Income
Zero Unmet Need	87%	87%	92%	74%	73%	82%
\$5,000 Unmet Need	82%	79%	85%	63%	59%	65%
\$10,000 Unmet Need	75%	69%	75%	50%	42%	44%
\$15,000 Unmet Need	67%	57%	62%	38%	28%	25%
\$20,000 Unmet Need	58%	43%	46%	26%	17%	12%

Comparing these predictions to those for URM and low-income students, we find that the impact of unmet financial need on retention is much stronger across students from these vulnerable populations (see Table 4 on page 24). In 2020-21:

- URM students with no unmet financial need were 87% likely to return for a second year, compared to a 79% likelihood at \$5,000 of unmet need, a 69% likelihood at \$10,000 of unmet need, a 57% at \$15,000 of unmet need, and a 43% likelihood at \$20,000 of unmet need.
- Low-income students with no unmet financial need had a 92% likelihood of being retained, compared to an 85% likelihood at \$5,000 of unmet need, a 75% likelihood at \$10,000 of unmet need, a 62% likelihood at \$15,000 of unmet need, and a 46% likelihood at \$20,000 of unmet need.

When thinking about the steep consequences of unmet financial need on the retention of URM and low-income students,

an equally powerful inference is that students from these vulnerable populations are just as likely as their peers to return for a second year when their financial burden is zero (see Table 4).

Finally, unmet financial need has the strongest influence on retention of first-time, degree-seeking students enrolled at KCTCS (see Figure 15). In 2020-21, students with no unmet financial need were 74% likely to return for

a second year, compared to a 63% likelihood at \$5,000 of unmet need, a 50% likelihood at \$10,000 of unmet need, a 38% likelihood at \$15,000 of unmet need, and a 26% likelihood at \$20,000 of unmet need. The impact of unmet financial need on retention also is much stronger across students identified as URM and low-income (see Table 4). In 2020-21:

- URM students with no unmet financial need had a 73% likelihood of being retained, compared to a 59% likelihood at \$5,000 of unmet need, a 42% likelihood at \$10,000 of unmet need, a 28% likelihood at \$15,000 of unmet need, and a 17% likelihood at \$20,000 of unmet need.
- Low-income students with no unmet financial need had an 82% likelihood of being retained, compared to a 65% likelihood at \$5,000 of unmet need, a 44% likelihood at \$10,000 of unmet need, a 25% likelihood at \$15,000 of unmet need, and a 12% likelihood at \$20,000 of unmet need.

Just as we observed in the student data from four-year comprehensive institutions, as unmet financial need increases, it becomes a larger barrier to the retention of minoritized and low-income KCTCS students (see Table 4). Equally telling, this equity gap in retention between students from vulnerable populations and their peers dissipates when unmet financial need is zero. Altogether, these findings provide incontrovertible evidence in support of the retention impact hypothesis and vulnerable population impact hypotheses.

Part Three:

Conclusion & Next Steps



The purpose of this study is to analyze levels of unmet financial need for first-time, degree-seeking Kentucky students, as well as to identify the consequences of unmet financial need on the second-year retention of these students. In the broadest sense, this nuanced approach contributes important theoretical and empirical perspectives on unmet financial need. Whereas most prior research has described unmet need in certain institutions or sectors, we take a comprehensive approach and use structural equation modeling to investigate unmet financial need across sector, time, and demographics. Then, we directly model its consequences for retention.

Our approach contributes an appropriate and replicable strategy that others can use to investigate unmet need in their state or institution. We hope that researchers and policy makers will continue to investigate the implications of unmet financial need and continue to collaborate around the best ideas to help financially needy students.

Our findings also offer substantive contributions to the growing body of research on unmet financial need. Briefly, we find strong evidence in support of our hypotheses that unmet financial need is more prevalent among and costly to URM and low-income students, that unmet need lessens retention likelihood, and that the relationship between unmet financial need and retention is stronger among students from vulnerable populations. Equally important, these trends cut across time and institutional context. However, and perhaps most importantly, we find that when unmet financial need is zero and/or initiatives are in place to help financially needy students, inequities that arise from unmet financial need are effectively nullified.

A follow-up report on the CPE website adds more knowledge about how unmet financial need impacts the retention of first-time Kentucky students at specific institutions and relative to those institutions' performance

Next Steps

- In conjunction with public institutions, CPE will develop a predictive learning model to enable Kentucky institutions to identify at-risk students or those most likely to be retained with targeted financial assistance.
- CPE will bring institutional and policy partners together to discuss the implications of this research and share best practices.
- CPE will disseminate this research to national postsecondary education partners to add to the body of research on unmet financial need.

goals. In doing so, we contribute actionable business intelligence that will empower institutional leaders and lawmakers to design strategies aimed at increasing affordability for the next class of Kentucky students.

At research institutions, unmet financial need has become less likely to diminish the likelihood of retention below institutional goals for substantive amounts of students. This is due to targeted financial aid programs around unmet need, such as the UK LEADS initiative.

Generally, we observe that Kentucky's four-year comprehensive institutions have retention goals around 75-80%, and in the most recent academic year, the probability of second-year retention typically drops below those goals at around \$8,000 of unmet financial need. In

2020-21, approximately 40% (2,550 out of 6,607 in our sample) of first-time, degree-seeking students enrolled at comprehensive institutions had unmet need greater than \$8,000.

For 2020-21 KCTCS students, \$5,000 in unmet financial need is about the threshold where retention likelihood falls below the institution's 58.5% second-year retention performance goal. Approximately 40% (2,263 out of 5,734 in our sample) of first-time students in 2020-21 had unmet financial need greater than that \$5,000 threshold.

Identifying students at comprehensive universities and KCTCS in these two risk groups is the ideal starting point for any brainstorming on initiatives to help Kentucky students struggling with affordability barriers.

Part Four:

Appendices



Appendix A: Notes

1. Expected Family Contribution (EFC) is an index used to determine a student's eligibility for federal financial aid. This figure results from financial information provided by the applicant in the Free Application for Federal Student Aid (FAFSA) form.
2. URM students are those who identify as American Indian or Alaska Native, Black, Hispanic or Latinx, Native Hawaiian or Pacific Islander, or as two or more races. Non-URM includes Asian and White students.
3. Research institutions include the University of Kentucky and the University of Louisville. Comprehensive institutions include Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, and Western Kentucky University. Two-year institutions include the 16 colleges of the Kentucky Community and Technical College System.
4. The UK LEADS (Leveraging Economic Affordability for Developing Success) initiative targets aid to first-time students for whom unmet financial need is likely the largest barrier to success. UK LEADS provides one-time grants to these students based on data analysis and predictive modeling.
5. These statistics come from an analysis conducted by the Center on Budget and Policy Priorities using SHEEO (State Higher Education Executive Officers) State Higher Education Finance Report data.
6. *U.S. News and World Report* counts Ph.D.-granting institutions as national universities.
7. Although this report frames the importance of college affordability around workforce and financial outcomes, it is worth noting that the benefits of postsecondary attainment are not limited to dollars and cents. Countless empirical studies link degree attainment to many non-financial indices measuring quality of life, including better health, lower rates of morbidity and mortality, and higher civic participation (Attewell and Lavin 2007; Carnevale et al. 2011; Tamborini et al. 2015; Buckles et al. 2016).
8. We include as URM students those who identify as American Indian or Alaska Native (N = 328), Black (N = 15,283), Hispanic or Latinx (N = 6,632), Native Hawaiian or Other Pacific Islander (N = 148), or as two or more races (N = 6,832). Non-URM students include those who identify as Asian (N = 2,972) or White (N = 137,299).
9. This pattern also is evident in Figures 5, 6, and 7, where rises in institutional grant aid at four-year institutions and state grant aid at two-year institutions correspond to inverse changes in unmet financial need.
10. We identify regions in which students live using Local Workforce Development Areas defined by the Kentucky Career Center. Eastern Kentucky students (N = 16,408) are identified as those living in the Eastern Kentucky Concentrated Employment Program area. Non-Eastern Kentucky students (N = 154,862) are identified as those from the Barren River (N = 11,479), Bluegrass (N = 29,846), Cumberlands (N = 10,566), Green River (N = 9,097), KentuckianaWorks (N = 35,761), Lincoln Trail (N = 11,710), Northern Kentucky (N = 20,197), TenCo (N = 8,442), and West Kentucky (N = 16,883) areas or whose region is unknown (N = 881).

11. Research institutions include the University of Kentucky (N = 26,528) and the University of Louisville (N = 19,445). Comprehensive institutions include Eastern Kentucky University (N = 18,422), Kentucky State University (N = 1,178), Morehead State University (N = 10,647), Murray State University (8,339), Northern Kentucky University (N = 11,614), and Western Kentucky University (N = 20,744). Two-year institutions include the 16 colleges of the Kentucky Community and Technical College System (N = 54,353).

12. After estimating the model, we scrutinized it by consulting diagnostic tests of the comparative fit index and the standardized root mean square residual, each of which capture model fit and assess whether the model is appropriately specified. The comparative fit index (CFI) compares the fit of the SEM to the fit of a null model (Bentler 1990). The standard threshold for a properly fit SEM is a CFI statistic $\geq .90$, and our model reports a CFI of 1.00. The standardized root mean square residual (SRMR) measures the square-root of the difference between the residuals of the sample covariance matrix and the hypothesized model (Mueller and Hancock 2008). The standard threshold for a properly fit SEM is an SRMR statistic $< .08$, and our model reports a SRMR of .06.

13. A full table of coefficients for the model is provided in a supplementary report, which can be found on CPE's website.

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TITLE: Campus Tuition and Fee Proposals for Academic Year 2023-24

RECOMMENDATION: The Finance Committee recommends the Council provide final approval of the tuition and mandatory fee proposals for academic year 2023-24 from EKV, MuSU and WKU.

PRESENTERS: Eric Farris, Committee Chair

COMMITTEE REVIEW & APPROVAL

The Finance Committee reviewed and approved the proposed tuition and fee proposals from Eastern Kentucky University, Murray State University and Western Kentucky University at its June 6, 2023, meeting. The proposal for Kentucky State University was included on the posted agenda, but it was pulled right before the meeting due to a discrepancy in the graduate tuition rate reported.

EXECUTIVE SUMMARY

On March 31, 2023, the Council on Postsecondary Education approved tuition and mandatory fee ceilings for academic years 2023-24 and 2024-25. Included among the parameters adopted at that meeting is a requirement that base rate increases for resident undergraduate students not exceed 3.0% in any one year at the public universities, nor exceed \$4.00 per credit hour in any one year at KCTCS institutions.

Eastern Kentucky University, Murray State University, and Western Kentucky University have submitted undergraduate and graduate tuition and fee proposals for academic year 2023-24 to the Council.

Staff has reviewed each institution's proposed 2023-24 tuition and fee charges for every degree level, residency, and attendance status and determined that they comply with Council approved ceilings.

COUNCIL APPROVED TUITION AND FEE CEILINGS

On March 31, 2023, the Council adopted resident undergraduate tuition and mandatory fee ceilings that equate to:

- A maximum base rate increase of no more than 5.0 percent over two years, and a maximum increase of no more than 3.0 percent in any one year, for public research and comprehensive universities; and
- A maximum base rate increase of no more than \$7.00 per credit hour over two years, and a maximum increase of no more than \$4.00 per credit hour in any one year, for students attending KCTCS institutions.

At that same meeting, it was determined that the public institutions shall be allowed to submit for Council review and approval:

- Nonresident undergraduate tuition and fee rates that comply with the Council's *Tuition and Mandatory Fees Policy*, or otherwise adhere to provisions of an existing Memorandum of Understanding between the Council and an institution.
- Market competitive tuition and fee rates for graduate and online courses.

During the tuition-setting process, Council staff and campus officials identified and discussed several key issues that were relevant during the development of staff's tuition and fee recommendation, including: (a) the level of state support for campus operations; (b) a pending reduction in the state's pension subsidy; (c) relatively low tuition increases in recent years; (d) the impact of inflationary cost increases; (e) recent trends in college spending; (f) declining college going rates of Kentucky high school graduates; and (g) persistent decreases in student enrollment at nearly every public postsecondary institution. Staff believes the adopted ceilings achieved an appropriate balance between resource needs of the institutions and affordability for Kentucky students and families.

As a reminder, the resident undergraduate tuition and fee ceilings approved by the Council apply to each institution's base rate charge. Base rates are defined as total tuition and fee charges, minus any Special Use Fees and Asset Preservation Fees previously approved by the Council, and minus an agency bond fee at KCTCS (i.e., BuildSmart Investment for Kentucky Competitiveness Fee). Council staff deduct these fees from total tuition and fees before applying a percent increase parameter, which keeps the fees at a fixed amount each year until they expire. The paragraphs below contain proposed base rates for academic year 2023-24, current-year base rates, and calculated dollar and percent changes between those rates for each institution.

CAMPUS TUITION AND FEE PROPOSALS

Officials from ECU, MuSU, and WKU have submitted to the Council undergraduate and graduate tuition and fee proposals for academic year 2023-24, along with tuition and fee revenue estimates for fiscal years 2022-23 and 2023-24.

Staff has reviewed each institution's proposed 2023-24 tuition and fee charges for every degree level, residency, and attendance status and determined that they comply with Council approved ceilings.

Eastern Kentucky University

On June 2, 2023, Eastern Kentucky University submitted a proposal to the Council, containing board-approved tuition and mandatory fee charges for academic year 2023-24. As can be seen in Table 1, between academic years 2022-23 and 2023-24, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$286.⁰⁰, or 3.0 percent. This increase complies with the Council's approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rates cannot increase by more than 3.0 percent in any one year at public research and comprehensive universities. The university's proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

The tuition and fee charges included in EKU's proposal were approved by the university's Board of Regents at their May 24, 2023 meeting. Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and fee rates as proposed by Eastern Kentucky University.

Eastern Kentucky University Proposed Tuition and Fee Base Rates Academic Year 2023-24				Table 1	
<u>Rate Category</u>	<u>Current 2022-23 Base Rates</u>	<u>Proposed 2023-24 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>	
Undergraduate					
Resident	\$9,544	\$9,830	\$286	3.0%	
Nonresident	\$19,922	\$20,520	\$598	3.0%	
Graduate					
Resident	\$556.00 pch	\$572.00 pch	\$16.00	2.9%	
Nonresident	\$758.00 pch	\$780.00 pch	\$22.00	2.9%	
Base rates for EKU do not include a Special Use Fee of \$150.00 per semester, or \$300.00 per year, for full time students, nor do they include an Asset Preservation Fee of \$10.00 per credit hour, capped at 15 credit hours or \$150 per semester, or \$300.00 per year, for full-time students.					
pch = per credit hour					

Attachment A contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students, rates for part-time graduate students, and online rates. Staff recommends approval of these additional rates as proposed by the university.

Estimated Tuition Revenue

EKU officials estimate that proposed 2023-24 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate

about \$152.7 million in gross tuition and fee revenue, which is \$8.3 million more than anticipated revenue for the current year (see Attachment B). The university's E&G fixed costs are projected to increase by \$7.2 million between fiscal years 2022-23 and 2023-24, which represents an increase of 2.4 percent over current-year costs.

Murray State University

On May 31, 2023, Murray State University submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2023-24. As can be seen in Table 3, between academic years 2022-23 and 2023-24, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$276.⁰⁰, or 2.9 percent. The undergraduate base rates in Table 3 apply to students who enrolled at MuSU during summer term 2020 or after. See Attachment E for proposed base rates assessed to those who enrolled between summer term 2016 and spring 2020.

MuSU's proposed base rate increase for resident undergraduate students complies with the Council's approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rates cannot increase by more than 3.0 percent in any one year at public research and comprehensive universities. The university's proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

The tuition and fees included in MuSU's proposal were approved by the university's Board of Regents at their June 2, 2023 meeting. Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and fee rates as proposed by Murray State University and approved by the university's governing board.

Attachment E contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students, rates for part-time graduate students, and online rates. Staff recommends approval of these additional rates as proposed by the university.

Estimated Tuition Revenue

MuSU officials estimate that proposed 2023-24 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$106.9 million in gross tuition and fee revenue, which is \$2.4 million more than anticipated revenue for the current year (see Attachment F). The university's E&G fixed costs are projected to increase by \$10.8 million between fiscal years 2022-23 and 2023-24, or about 6.1 percent over current-year costs.

Murray State University
Proposed Tuition and Fee Base Rates
Academic Year 2023-24

Table 3

<u>Rate Category</u>	<u>Current 2022-23 Base Rates</u>	<u>Proposed 2023-24 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$9,432	\$9,708	\$276	2.9%
Nonresident	\$18,888	\$19,452	\$564	3.0%
Graduate				
Resident	\$559.50 pch	\$576.00 pch	\$16.50	2.9%
Nonresident	\$559.50 pch	\$576.00 pch	\$16.50	2.9%

Base rates for MuSU do not include Special Use Fees of \$10.00 per credit hour, capped at \$15.00 per semester. Or \$300.00 per year, for full-time comparison (fall and spring semesters only).

pch = per credit hour

Western Kentucky University

On May 30, 2023, Western Kentucky University submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2023-24. As can be seen in Table 4, between academic years 2022-23 and 2023-24, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$324.⁰⁰, or 3.0 percent. This increase complies with the Council’s approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rates cannot increase by more than 3.0 percent in any one year at public research and comprehensive universities. The university’s proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

The tuition and fees included in WKU’s proposal were approved by the university’s Board of Regents at their June 2, 2023 meeting. Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and fee rates as proposed by Western Kentucky University and approved by the university’s governing board.

Western Kentucky University Proposed Tuition and Fee Base Rates Academic Year 2023-24				Table 4
Rate Category	Current 2022-23 Base Rates	Proposed 2023-24 Base Rates	Dollar Change	Percent Change
Undergraduate				
Resident	\$10,912	\$11,236	\$324	3.0%
Nonresident	\$26,800	\$26,800	\$0	0.0%
Graduate				
Resident	\$597.00 pch	\$597.00 pch	\$0	0.0%
Nonresident	\$907.00 pch	\$907.00 pch	\$0	0.0%
Base rates for WKU do not include Special Use Fees of \$100.00 per semester, or \$200.00 per year for full-time students. Special Use fees are also assessed at \$10.00 per credit hour for graduate and part-time students.				
pch = per credit hour				

Attachment G contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students, rates for part-time graduate students, and online rates. Staff recommends approval of these additional rates as proposed by the university.

Estimated Tuition Revenue

WKU officials estimate that proposed 2023-24 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$177.1 million in gross tuition and fee revenue, which is \$0.6 million more than anticipated revenue for the current year (see Attachment H). The university's E&G fixed costs are projected to increase by \$8.8 million between fiscal years 2022-23 and 2023-24, or about 4.1 percent over current-year costs.

STAFF RECOMMENDATION

Council staff has reviewed the tuition and mandatory fee proposals for academic year 2023-24 received from ECU, MuSU, and WKU and have determined that they comply with the resident undergraduate tuition and fee ceilings for research and comprehensive universities adopted by the Council at the March 31, 2023 meeting. Staff has determined that proposed prices for nonresident undergraduate students adhere to provisions of the Council's *2023-24 Tuition and Mandatory Fee Policy*, or a previously approved Memorandum of Understanding between the Council and an institution. Finally, proposed tuition and fee charges for graduate and on-line students adhere to Council parameters.

**Proposed 2023-24 Tuition and Mandatory Fee Charges
Eastern Kentucky University**

<i>Category</i>	Fall 2023	Spring 2024	Annual 2023-24	Summer 2024	Winter 2023
<i>Undergraduate</i>					
Resident					
Full-time (12 credit hours and above)	\$ 4,915	\$ 4,915	\$ 9,830		
Per Credit Hour	410	410		410	410
Nonresident					
Full-time (12 credit hours and above)	10,260	10,260	\$ 20,520		
Per Credit Hour	446	446		446	446
Nonresident - Targeted Areas					
Full-time					
Per Credit Hour					
Online (non-program) Per Credit Hour	434	434	434	434	434
<i>Online Programs</i>					
General Education	434	434	434	434	434
Child and Family Studies	434	434	434	434	434
Corrections and Juvenile Justice	434	434	434	434	434
Emergency Medical Care	434	434	434	434	434
Fire Arson Explosion Investigation	434	434	434	434	434
Fire Protection Administration Online	434	434	434	434	434
Fire Protection and Safety Engineering Technology	434	434	434	434	434
Homeland Security	434	434	434	434	434
Occupational Safety	434	434	434	434	434
Paralegal	434	434	434	434	434
Police Studies	434	434	434	434	434
Political Science	434	434	434	434	434
Psychology	434	434	434	434	434
RN to BSN	479	479	479	479	479
<i>Graduate - Master's</i>					
Resident					
Full-time					
Per Credit Hour	572	572	572	572	572
Nonresident					
Full-time					
Per Credit Hour	780	780	780	780	780
College of Business					
M.B.A.	636	636	636	636	636
College of Education and Applied Human Sciences					
M.A. in Clinical Mental Health Counseling	530	530	530	530	530
M.A. in Communication Disorders	530	530	530	530	530
College of Health Sciences					
M.S. in Athletic Training	572	572	572	572	572
College of Letters, Arts and Social Sciences (CLASS)					
M.F.A. in Creative Writing	572	572	572	572	572
<i>Online Programs (per credit hour)</i>					
College of Letters, Arts and Social Sciences (CLASS)					
M.S. in General Psychology - ABA Concentration	689	689	689	689	689
All other eCampus CLASS programs	636	636	636	636	636
College of Science, Technology, Engineering and Mathematics	636	636	636	636	636
College of Education - MAT Traditional	530	530	530	530	530
College of Education - All Other Programs	411	411	411	411	411
College of Business					
M.B.A.	689	689	689	689	689
College of Health Sciences					
Master of Nursing	689	689	689	689	689
Master of Public Health	636	636	636	636	636
College of Justice and Safety and Military Science	636	636	636	636	636
<i>Graduate - Doctorate (per credit hour)</i>					
Doctorate in Education	598	598	598	598	598
Doctorate Nursing Practice	702	702	702	702	702
Doctorate in Occupational Therapy	702	702	702	702	702
Doctorate in Psychology	702	702	702	702	702
<i>EKU Now (High School)</i>					
Per Credit Hour - to be determined by KCTCS/CPE	TBD	TBD	TBD	TBD	TBD

ATTACHMENT B

**Estimated 2023-24 Gross Tuition and Mandatory Fee Revenue
Eastern Kentucky University**

<i>Category</i>	Estimated 2022-23	Estimated 2023-24
<i>Undergraduate</i>		
Resident		
Fall	\$ 35,404,000	\$ 38,900,000
Spring	\$ 30,304,000	\$ 33,665,204
Summer	\$ 2,941,000	\$ 3,856,508
Nonresident		
Fall	\$ 9,995,000	\$ 10,000,000
Spring	\$ 8,870,000	\$ 8,800,000
Summer	\$ 776,000	\$ 800,000
Online Courses		
Winter	\$ 1,123,000	\$ 1,499,500
Online Programs		
Fall	\$ 10,209,000	\$ 11,114,039
Spring	\$ 10,328,000	\$ 11,240,342
Summer	\$ 3,196,000	\$ 3,043,398
<i>Graduate - Master's</i>		
Resident		
Fall	\$ 2,921,000	\$ 2,682,400
Spring	\$ 2,862,000	\$ 2,390,500
Summer	\$ 1,319,000	\$ 1,089,100
Nonresident		
Fall	\$ 730,000	\$ 725,000
Spring	\$ 775,000	\$ 725,000
Summer	\$ 254,000	\$ 250,000
Online Courses		
Winter	\$ 66,000	\$ 40,000
Online Programs		
Fall	\$ 4,777,000	\$ 4,691,400
Spring	\$ 4,686,000	\$ 4,851,500
Summer	\$ 3,293,000	\$ 2,895,200
<i>Graduate - Doctorate</i>		
Resident		
Fall	\$ 423,000	\$ 631,000
Spring	\$ 421,000	\$ 574,200
Summer	\$ 241,000	\$ 375,700
Non residency		
Fall	\$ 106,000	\$ 100,000
Spring	\$ 114,000	\$ 100,000
Summer	\$ 47,000	\$ 45,000
Online Programs		
Fall	\$ 327,000	\$ 325,000
Spring	\$ 369,000	\$ 325,000
Summer	\$ 184,000	\$ 10,000
<i>Special Use Fee</i>	\$ 3,700,000	\$ 3,800,000
<i>Asset Preservation Fee</i>	\$ 3,700,000	\$ 3,200,000
	\$ 144,461,000	\$ 152,744,991

**Proposed 2023-24 Tuition and Mandatory Fee Charges
Murray State University**

Category	Students admitted Summer 2016 to Spring 2020				Students admitted Summer 2020 and after			
	Fall	Spring	Annual	Summer	Fall	Spring	Annual	Summer
	2023	2024	2023-24	2024	2023	2024	2023-24	2024
Undergraduate								
Resident								
Full-time (up to 15 hours)	4,854.00	4,854.00	9,708.00		4,854.00	4,854.00	9,708.00	
Per Credit Hour	404.50	404.50		404.50	404.50	404.50		404.50
(Online Courses Resident) Per Credit Hour	404.50	404.50		404.50	404.50	404.50		404.50
Nonresident*								
Full-time (up to 15 hours)	13,140.00	13,140.00	26,280.00					
Per Credit Hour	1,095.00	1,095.00		1,095.00				
(Online Courses Resident) Per Credit Hour	404.50	404.50		404.50				
Regional/Nonresident*								
Full-time (up to 15 hours)	9,726.00	9,726.00	19,452.00		9,726.00	9,726.00	19,452.00	
Per Credit Hour	810.50	810.50		810.50	810.50	810.50		810.50
(Online Courses Resident) Per Credit Hour	404.50	404.50		404.50	404.50	404.50		404.50
Programs that are 100% Online Per Credit Hour	404.50	404.50		404.50	404.50	404.50		404.50

*All nonresident students admitted Summer 2020 and after are charged the regional/nonresident rate.

Category	All Graduate Students			
	Fall	Spring	Annual	Summer
	2023	2024	2023-24	2024
Graduate-All programs not defined below				
PCH - Resident, Non-Resident, Regional, Online:	576.00	576.00		576.00
Graduate-Education				
Resident Per Credit Hour	397.00	397.00		397.00
Nonresident, Regional Per Credit Hour	576.00	576.00		576.00
Online Per Credit Hour, regardless of residency	576.00	576.00		576.00
Graduate-below programs				
Occupational Therapy				
Speech-Language Pathology				
Resident				
Per Credit Hour	636.00	636.00		636.00
Nonresident, Regional				
Per Credit Hour	636.00	636.00		636.00
Online Per Credit Hour, regardless of residency	576.00	576.00		576.00
Graduate-below programs				
Master of Business Administration				
Master of Science Cybersecurity Management				
Master of Science Mass communications with a Concentration in Public Relations				
Master of Science in Information Systems with a Concentration in Business Analytics				
Oncampus and Online Per Credit Hour, regardless of residency	564.50	564.50		564.50
Graduate-below programs				
Master of Public Administration				
Oncampus and Online Per Credit Hour, regardless of residency	439.50	439.50		439.50
Doctor of Education				
Per Credit Hour, regardless of residency	625.00	625.00		625.00
Online Per Credit Hour, regardless of residency	576.00	576.00		576.00
Doctor of English				
Per Credit Hour, regardless of residency	625.00	625.00		625.00
Online Per Credit Hour, regardless of residency	576.00	576.00		576.00
Doctor of Nursing Practice - Nursing				
Per Credit Hour, regardless of residency	625.00	625.00		625.00
Online Per Credit Hour, regardless of residency	576.00	576.00		576.00
Doctor of Nursing Practice - Family Nurse Practitioner				
Per Credit Hour, regardless of residency	625.00	625.00		625.00
Online Per Credit Hour, regardless of residency	576.00	576.00		576.00
Doctor of Nursing Practice - Nurse Anesthetist				
Per Credit Hour, regardless of residency	742.00	742.00		742.00
Online Per Credit Hour, regardless of residency	576.00	576.00		576.00

Notes:

- (a) Students enrolled in full online programs will not have their courses capped and will be billed for each credit hour enrolled.
 (b) All undergraduate rates are capped at fixed-flat full-time for 12-15 credit hours. Hours above 15 assessed at the appropriate resident, regional or non-resident

ATTACHMENT F

**Estimated 2023-24 Gross Tuition and Mandatory Fee Revenue
Murray State University**

<u>Category</u>	<u>Estimated 2022-23</u>	<u>Estimated 2023-24</u>
<i>Undergraduate</i>		
Resident	\$ 42,318,849	\$ 43,076,004
Nonresident	45,161,172	46,497,536
Online	(a) 1,041,746	1,059,545
<i>Graduate</i>		
Resident	2,852,900	2,901,152
Nonresident	3,810,164	3,846,495
Online	6,608,896	6,746,443
<i>Doctoral</i>		
Resident	573,880	582,311
Nonresident	448,149	460,991
Online	1,688,859	1,718,196
Total	<u>\$ 104,504,615</u>	<u>\$ 106,888,673</u>

(a) Revenues from online courses, unless the programs are fully online, are not tracked by MuSU since online courses are available as part of the full-time 15 hour cap. Online courses that are not specific to fully online programs are included in the Resident and Nonresident amounts.

ATTACHMENT G

Proposed 2023-24 Tuition and Mandatory Fee Charges Western Kentucky University

<u>Category</u>	<u>Fall 2023</u>	<u>Spring 2024</u>	<u>Annual 2023-24</u>	<u>Winter & Summer 2024</u>
<i>Undergraduate</i>				
Resident				
Full-time (12-18 credit hours)	5,718	5,718	11,436	476.50
Military at Resident Rate	5,718	5,718	11,436	476.50
Part-time (Per Credit Hour)	476.50	476.50		476.50
Dual Credit (Per Credit Hour)	91	91		
Nonresident				
Full-time (12-18 credit hours)	13,500	13,500	27,000	1,125
Full-time - Tuition Incentive Program (12-18 credit hours)	7,068	7,068	14,136	589
Part-time (Per Credit Hour)	1,125	1,125		1,125
Part-time - Tuition Incentive Program (Per Credit Hour)	589	589		589
Part-time - Distance Learning (Online Courses)	551	551		551
International				
Full-time (12-18 credit hours)	13,824	13,824	27,648	1,152
Part-time (Per Credit Hour)	1,152	1,152		1,152
<i>Graduate</i>				
Resident				
Per Credit Hour	607	607	607	607
Military at Resident Rate	607	607	607	607
Kentucky P-12 Educator	350	350	350	350
Nonresident				
Domestic Per Credit Hour	917	917	917	917
International Per Credit Hour	953	953	953	953
Distance Learning (Online Courses)	707	707	707	707
Doctorate, Nurse Practitioner				
Resident (Per Credit Hour)	663	663	663	663
Nonresident (Per Credit Hour)	858	858	858	858
Doctorate, Physical Therapy				
Resident (Per Credit Hour)	643	643	643	643
Nonresident (Per Credit Hour)	909	909	909	909
Active Military (Per Credit Hour)	250	250	250	250
Included in the above:				
Special Use Fee (FT)	100	100	200	
Special Use Fee (PT) pro-rated by credit hour	10	10	10	10

ATTACHMENT H

Estimated 2023-24 Gross Tuition and Mandatory Fee Revenue Western Kentucky University

<i>Category</i>	Estimated 2022-23	Estimated 2023-24
<i>Undergraduate</i>		
Resident	\$ 87,443,800	\$ 88,180,200
Nonresident	42,500,000	43,487,500
Online	17,266,170	16,013,100
<i>Graduate (incl practice based doctoral)</i>		
Resident	8,200,000	8,350,500
Nonresident	6,600,000	6,850,800
Online	6,035,830	5,779,900
<i>Student Athletics Fee</i>	5,000,000	4,973,000
<i>Centers Fee (Auxiliary Enterprises)</i>	1,351,900	1,346,000
<i>Special Use Fees</i>	2,150,000	2,139,000
<i>Total</i>	<u>\$ 176,547,700</u>	<u>\$ 177,120,000</u>

TITLE: Interim Capital Project – UofL Ekstrom Library Expansion

RECOMMENDATION: The Finance Committee recommend the Council approve an \$8,000,000 privately funded interim project at the University of Louisville to expand the Ekstrom Library.

PRESENTER: Eric Farris, Council Chair

COMMITTEE REVIEW & APPROVAL

The Finance Committee reviewed and approved the interim capital project request from the University of Louisville during its June 6, 2023, meeting.

SUPPORTING INFORMATION

University of Louisville officials requested CPE approval for an interim capital project to expand the Ekstrom Library (currently, about 324,600 total square feet) using \$8,000,000 in private donations. The project will add 1,800 square feet to three floors (basement, first and second) on the south side of the building, and will provide additional space for study and collaboration, offices, and university archives. It will also allow existing space to be repurposed to better meet the needs of the university.

The UofL Board of Trustees approved this project on April 20, 2023. If approved, UofL officials anticipate construction to start November 2023 and to be completed July 2025. State general fund appropriations will not be used for this project, and no funds appropriated for another purpose will be used to complete this project.

House Bill 592 (2018) created a new provision in KRS 164A.575, which allows public postsecondary institutions to authorize capital projects not specifically listed in the state budget as long as the projects are funded with non-general fund appropriations, do not jeopardize funding for existing programs, and are reported by the institution to the Capital Projects and Bond Oversight Committee. The pertinent section of KRS 164A.575 is provided below:

- (15) Notwithstanding KRS 45.760, the governing board may authorize a capital construction project or a major item of equipment even though it is not specifically listed in any branch budget bill, subject to the following conditions and procedures:
 - (a) The full cost shall be funded solely by non-general fund appropriations;

- (b) Moneys specifically budgeted and appropriated by the General Assembly for another purpose shall not be allotted or re-allotted for expenditure on the project or major item of equipment. Moneys utilized shall not jeopardize any existing program and shall not require the use of any current general funds specifically dedicated to existing programs; and
- (c) The institution's president, or designee, shall submit the project or major item of equipment to the Capital Projects and Bond Oversight Committee for review as provided by KRS 45.800.

The approval process for a capital project that exceeds \$1,000,000 is as follows:

- The project must be submitted to the Council on Postsecondary Education for review and action;
- If approved by the Council, projects at KCTCS and KSU are submitted to the Secretary of the Finance and Administration Cabinet for review and action, and subsequently submitted by the Secretary to the Capital Projects and Bond Oversight Committee for review;
- If approved by the Council, projects at EKV, MoSU, MuSU, NKU, UK, UofL, and WKU are submitted by the requesting institution to the Capital Projects and Bond Oversight Committee for review, and a copy is provided to the Finance and Administration Cabinet as information; and
- Following review and action by the appropriate agencies, the project may be initiated by the requesting institution.

Because this project was not previously approved by the Council and it was not authorized in the enacted 2022-24 budget, Council approval is now required to authorize this project.

NEXT STEPS

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

May 9, 2023

Bill Payne, VP Finance and Administration
Council on Post-Secondary Education
1024 Capital Center Drive
Frankfort, KY 40601

RE: Authorization Request – Ekstrom Library Addition

Dear Mr. Payne,

In accordance with provisions of KRS 45.760(7), I am writing to request interim authorization build an addition onto the Ekstrom Library on the University of Louisville Belknap Campus. The budget for the project is \$8,000,000.

This expansion will provide additional space for students to study and collaborate, office spaces, and increase the archive space to preserve the history of the university and Commonwealth of Kentucky. The expansion will also provide the opportunity to realign and repurpose spaces, so the library meets the needs of the university community.

The University of Louisville Board of Trustees approved the increase on April 20, 2023. Funding to be provided by private donations. This project will not use any general funds, or any funds appropriated for another purpose.

We appreciate your support and time. If there are questions, contact Kim Noltemeyer at 852-5699.

Sincerely,

Meg Campbell

Meg Campbell
Asst. Vice President
University of Louisville

cc: Dan Durbin, CFO
Shaun McKiernan (CPE)
Carla Wright (OSBD)

RECOMMENDATION TO THE
UNIVERSITY OF LOUISVILLE BOARD OF TRUSTEES
REGARDING AN EXPANSION OF EKSTROM LIBRARY

Board of Trustees – April 20, 2023

RECOMMENDATION:

The President recommends that the Board of Trustees approve a capital project to expand the Ekstrom Library, pursuant to the board’s Financial Transactions Policy, Section II(b), regarding capital projects estimated at \$500,000 or more.

BACKGROUND:

The Ekstrom Library was constructed in 1981 on the Belknap Campus and has an exterior footprint of 324,614 square feet. The last expansion on the west side of the building started in 2005 and opened in 2007. Several small interior renovations were completed in the last several years in an effort to make the space more accommodating for students, faculty and staff.

The budget for the Ekstrom Library Expansion project is projected at \$8,000,000 with funding being provided by private donations. These donations will be recognized over a three-year period and management plans to finance a portion of this cost to better align cash in/out flows. Approval for that financing will be requested at a future meeting.

This proposed expansion will provide additional space for students to study and collaborate, office space, and increase the archive space to preserve the history of the university and Commonwealth of Kentucky. The expansion will also provide the opportunity to realign and repurpose spaces so the library meets the needs of the university community.

The expansion will take place on the south side of the building, and includes expanding the first, second, and basement floors to extend out to the edge of the original footprint of the building. Expanded space will provide approximately 1,800 square feet to each of the three floors.

Projected Planning and Design Start Date: By or before October 2023
Projected Construction Start Date: November 2023
Projected Construction Completion Date: July 2025

BOARD ACTION:

Passed X
Did Not Pass _____
Other _____



Assistant Secretary

TITLE: Delegation of Authority to Approve Insurance Claim Projects

RECOMMENDATION: The Finance Committee recommends the Council approve a new policy that will allow the Council president to approve insurance claim projects on its behalf.

PRESENTER: Eric Farris, Committee Chair

COMMITTEE REVIEW & APPROVAL

The Finance Committee reviewed and approved this delegation request during its June 6, 2023, meeting.

RECOMMENDATION

Staff recommended that the Finance Committee endorse for full Council approval the requested delegation of authority to the Council president to approve capital projects funded entirely (100%) with insurance proceeds that are designed to restore university or KCTCS-owned facilities to their previous condition.

Since many of the projects approved using this policy will be the result of emergency situations, it is important for institutions to address the projects in a timely manner. The requested delegation of authority will facilitate and expedite the approval process. If this request is authorized, staff will report to the Council any and all insurance claim projects approved by the Council president at the next regularly scheduled Council meeting.

BACKGROUND INFORMATION

The Council's powers and duties are set forth in KRS 164.020. Part 11 of the statute outlines a requirement for the Council to approve capital projects (see below).

- (11) (a) Except as provided in paragraph (b) of this subsection, [the Council shall] review and approve all capital construction projects covered by KRS 45.750(1)(f), including real property acquisitions, and regardless of the source of funding for projects or acquisitions. Approval of capital projects and real property acquisitions shall be on a basis consistent with the strategic agenda and the mission of the respective universities and the Kentucky Community and Technical College System.

KRS 45.750(1)(f)1. defines "capital projects" as:

Any capital construction item, or any combination of capital construction items necessary to make a building or utility installation complete, estimated to cost one million dollars (\$1,000,000) or more in cash or other consideration.

Over the past year, campus officials brought two capital project requests to the Council that came about as the result of damage caused by emergency weather conditions. Both projects were KCTCS facilities in Eastern Kentucky that had sustained significant flood damage, and both projects resulted in insurance claims that financed 100% of the project costs. These projects were approved at a previously scheduled special meeting of the Council on October 31, 2022.

At this time, Northern Kentucky University has a project underway to repair damage to dormitories caused by extreme cold and freezing this past winter, but it is unclear whether the project will exceed the \$1,000,000 threshold requiring capital project approval. Campus officials anticipate that the cost to restore the dormitories to their previous condition will be financed 100% with insurance proceeds.

After consulting with campus officials and CPE's Vice President and General Counsel, staff believes the best way to approve capital projects that will be financed completely with funds derived from insurance claims is to delegate authority for that approval to the Council president. Projects like those involving flood damage at KCTCS facilities are often of an emergency nature and should be addressed as expeditiously as possible. The requested delegation of approval authority for this narrowly tailored subset of insurance-claim capital projects will allow institutions to proceed in a timely manner to undertake such projects without requiring a specially called meeting of the Council.

TITLE: Ohio and West Virginia Tuition Reciprocity Agreements

RECOMMENDATION: The Finance Committee recommends the Council approve the tuition reciprocity agreements with Ohio and West Virginia for the time period July 1, 2023 through June 30, 2025.

PRESENTER: Eric Farris, Committee Chair

COMMITTEE REVIEW & APPROVAL

The Finance Committee reviewed and approved the proposed tuition reciprocity agreements with Ohio and West Virginia at its June 6, 2023, meeting.

SUPPORTING INFORMATION

Tuition reciprocity agreements are arrangements between two or more states where the residents of a defined region in one state can enroll at identified institutions (or in selected programs) in another state (and vice versa) for a reduced tuition charge. Under such agreements, eligible residents may also receive special treatment for admission purposes.

In general, advantages of reciprocity agreements include:

- Broader educational access and opportunity for residents of a region;
- Reduction in unnecessary duplication of academic programs; and
- Cost savings to a home state by utilizing academic programs in other states.

Currently, Kentucky has tuition reciprocity agreements with Indiana (IN), Ohio (OH), and West Virginia (WV). The Indiana agreement is in effect through June 30, 2025. The agreements with Ohio and West Virginia expire on June 30, 2023. Staff has worked with officials from these states and participating Kentucky institutions to renegotiate the agreements in compliance with policies adopted by the Council. The updated agreements have no substantive changes.

Kentucky/Ohio Agreement

Pursuant to Ohio law, the Ohio agreements have two-year terms. The current agreements with Ohio are scheduled to expire on June 30, 2023. The agreements contain provisions for making changes while the agreements are in place, provided that all parties are amenable.

Kentucky stakeholders initially requested that the agreement's exclusion of nursing programs at Gateway be removed. Ohio officials requested that no changes be made to the agreement and

stated that they would consider this change prior to the next renewal. KCTCS officials accepted this response and agreed to proceed with no changes to the agreement.

Council staff recommends renewal of the Kentucky/Ohio Reciprocity Agreements for the period of July 1, 2023 through June 30, 2025. Officials at participating Kentucky institutions support the proposed agreement.

Additional necessary corrections and updates to agreement language are shown in the attached proposed agreements. Kentucky and Ohio have three separate agreements. The list below shows participating institutions and eligible counties.

Agreement 1:

KY Institutions & Eligible OH Counties

**Northern Kentucky University
Gateway Community & Technical College**

Adams County	Brown County
Butler County	Clermont County
Clinton County	Fayette County
Hamilton County	Highland County
Warren County	

OH Institutions & Eligible KY Counties

**Cincinnati State Technical & Community College
Clark State Community College
Southern State Community College
University of Cincinnati**

Bracken County	Boone County
Campbell County	Carroll County
Gallatin County	Grant County
Kenton County	Pendleton County

Agreement 2:

KY Institutions & Eligible OH Counties

**Ashland Community & Technical College
Morehead State University – Morehead
Morehead State University – Ashland**

Adams County	Athens County
Brown County	Gallia County
Jackson County	Lawrence County
Meigs County	Pike County
Scioto County	Vinton County

OH Institutions & Eligible KY Counties

**Ohio University – Athens
Ohio University – Southern
Rio Grande Community College
Shawnee State University**

Southern State Community College

Boyd County	Carter County
Elliot County	Fleming County
Greenup County	Lawrence County
Lewis County	Mason County
Rowan County	

Agreement 3:

KY Institutions & Eligible OH Counties

Maysville Community & Tech. College

Adams County	Brown County
Clermont County	

OH Institutions & Eligible KY Counties

**Miami University Hamilton Campus
Miami University Middletown Campus
University of Cincinnati – Clermont College**

Bracken County	Lewis County
Mason County	Robertson County

The following table provides a comparison of Kentucky and Ohio reciprocity student headcount, FTE students, and attempted student credit hours.

Ohio and Kentucky 2021-22 Reciprocity Students	KY Residents at OH Institutions	OH Residents at KY Institutions
Student Headcount	1,532	1,090
Full-time Equivalent Students	958	552
Credit Hours	28,737	16,562

The ratio of Ohio reciprocity full-time equivalent (FTE) students in Kentucky to Kentucky reciprocity FTE students in Ohio in 2021-22 was 1.0 to 1.74 (i.e., for every one FTE Ohio resident at Kentucky institutions there are 1.74 FTE Kentucky residents at Ohio institutions).

Kentucky/West Virginia Agreement

The current agreement with West Virginia has a two-year term and will expire on June 30, 2023. It contains provisions to make changes before the agreement's expiration with the consent of all parties.

Kentucky and West Virginia stakeholders requested no changes to the current agreement. Council staff recommends renewal of the Kentucky/West Virginia Reciprocity Agreement for the period of July 1, 2023, through June 30, 2025. Officials at participating Kentucky institutions support the proposed agreement.

KY Institutions & Eligible WV Counties

Ashland Community & Technical College
Big Sandy Community & Technical College
 Cabell County McDowell County
 Mingo County Wayne County

WV Institutions & Eligible KY Counties

Mountwest Community & Technical College
Southern West Virginia Community & Technical College
 Boyd County Lawrence County
 Martin County Pike County

The table below provides a comparison of Kentucky and West Virginia student headcount, FTE students, and attempted student credit hours.

West Virginia and Kentucky 2021-22 Reciprocity Students	KY Residents at WV Institutions	WV Residents at KY Institutions
Student Headcount	196	169
Full-time Equivalent Students	77	64
Credit Hours	2,290	1,926

The ratio of West Virginia reciprocity full-time equivalent (FTE) students in Kentucky to Kentucky FTE students in West Virginia in 2021-22 was 1.0 to 1.20 (i.e., for every one FTE West Virginia resident at Kentucky institutions there are 1.20 FTE Kentucky residents at West Virginia institutions).

TUITION RECIPROCITY AGREEMENT

Ashland Community and Technical College
Maysville Community and Technical College
Morehead State University-Morehead
Morehead State University-Ashland
And
Ohio University-Athens
Ohio University-Southern
Rio Grande Community College
Shawnee State University
Southern State Community College

In an effort to increase the college going rate and postsecondary opportunities in an underserved Appalachian region, this tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education, the Kentucky Community and Technical College System, the Chancellor of the Ohio Department of Higher Education, Ashland Community and Technical College, Maysville Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College pursuant to the provisions of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

I. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the region while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of the region without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

II. Terms

1. Duration and Termination

The agreement shall be effective beginning July 1, ~~2021~~ 2023 through June 30, ~~2023-~~ 2025 and may be renewed prior to June 30, ~~2023~~ 2025 by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, 2023 to June 30, 2025.

The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

- a. The parties may amend the agreement in the following manner. Amendments must be presented to each of the parties of this agreement for their consideration. Each Party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the Agreement. The responses will be sent to all parties in the agreement. After sixty (60) days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

A review of this agreement may occur from time to time at the request of any Party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.

This agreement may be terminated by any of the participating institutions, the chancellor of the Ohio Department of Higher Education, the Kentucky Community and Technical College System, or the Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement.

2. Kentucky Residents Eligibility/Ohio Programs

Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College agree to accept at Ohio resident tuition rates any resident of Boyd, Carter, Elliott, Fleming, Greenup, Lawrence, Lewis, Mason, and Rowan counties of Kentucky who enrolls and who satisfies all regular admissions requirements (including those requirements of the specific program in which admission is being sought) in the programs specifically included in this agreement. In this context, the word “program” may mean a workshop, a certificate program, an associate degree program, an applied bachelor’s degree program, a baccalaureate degree program, or a graduate degree program.

All programs offered at Ohio University-Athens, Ohio University-Southern, Rio Grande Community college, and Shawnee State University are included in this Agreement.

The following program from Southern State Community College is included in the agreement: Medical Assisting Program offered at Shawnee State University.

3. Ohio Residents Eligibility/Kentucky Programs

Ashland Community and Technical College, Maysville Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland agree to accept at Kentucky resident tuition rates any resident of Adams, Athens, Brown, Gallia, Jackson, Lawrence, Meigs, Pike, Scioto, and Vinton counties of Ohio who enrolls and who satisfies all regular admissions requirements (including those requirements of the specific program in which admission is being sought) in the programs not specifically excluded in this Agreement. In this context, the word “program” may mean a workshop, a certificate program, an associate degree program, a baccalaureate degree program, or a graduate degree program.

No programs have been excluded at Ashland Community and Technical College or Maysville Community and Technical College in this Agreement.

4. Resident Status

- a. During the period of this agreement, the chancellor of the Ohio Board of Regents will consider residents of Boyd, Carter, Elliott, Fleming, Greenup, Lawrence, Lewis, Mason and Rowan counties who attend Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College under this agreement as qualifying for resident Ohio tuition and as Ohio residents for the purpose of allocating funds to Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College.
- b. During the period of this agreement, the Kentucky Community and Technical College System and the Kentucky Council on Postsecondary Education will consider residents of Adams, Athens, Brown, Gallia, Jackson, Lawrence, Meigs, Pike, Scioto, and Vinton counties who attend Ashland Community and Technical College, Maysville Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland under this agreement as qualifying for resident Kentucky tuition and as Kentucky residents for the purpose of allocating funds to Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland.

5. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing academic standards and criteria of their institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institution of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph II.1.

6. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Ashland Community and Technical College, Maysville Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement

must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

7. Annual Report

By June 30 of each year, Ashland Community and Technical College, Maysville Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the chancellor of the Ohio Department of Higher Education. Specific forms for the annual report may be prescribed by the state agencies.

III. Approval

This agreement is not effective unless and until approved by the chancellor of the Ohio Department of Higher Education pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

IV. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

**TUITION RECIPROCITY AGREEMENT
SIGNATURE PAGES**

STATE AGENCIES

Dr. Aaron Thompson, President
Kentucky Council on Postsecondary Education

Signed: _____ Date: _____

Randy Gardner, Chancellor
Ohio Department of Higher Education

Signed: _____ Date: _____

~~Dr. Paul Czarapata~~ Dr. Larry Ferguson, Acting President
Kentucky Community & Technical College System

Signed: _____ Date: _____

INSTITUTIONS

Dr. Larry Ferguson, President
Ashland Community and Technical College

Signed: _____ Date: _____

~~Russ Ward~~ Dr. Laura McCullough, President
Maysville Community and Technical College

Signed: _____ Date: _____

Dr. Joseph A. Morgan, President
Morehead State University

Signed: _____ Date: _____

~~Dr. Dwayne Nellis~~ Dr. Lori Stewart Gonzalez,
President Ohio University

Signed: _____ Date: _____

~~Cherokee Ruby Kent Haley~~, Treasurer/Chief Financial Officer
Rio Grande Community College

Signed: _____ Date: _____

Dr. Jeff Bauer, Interim President
Shawnee State University

Signed: _____ Date: _____

~~Dr. Kevin Boys~~ Dr. Nicole Rhodes,
President Southern State Community
College

Signed: _____ Date: _____

UNDERGRADUATE TUITION RECIPROCITY AGREEMENT

Northern Kentucky University
Gateway Community and Technical College
And
Cincinnati State Technical and Community College
Clark State Community College
Miami University Hamilton
Miami University Middletown
Southern State Community College
University of Cincinnati

This tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education and the chancellor of the Ohio Department of Higher Education, Cincinnati State Technical and Community College, Clark State Community College, Gateway Community and Technical College, the Kentucky Community and Technical College System, Miami University Hamilton, Miami University Middletown Northern Kentucky University, Southern State Community College, and the University of Cincinnati, pursuant to the provisions of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

I. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the greater Cincinnati area while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of the greater Cincinnati area without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

II. Terms

1. Duration and Termination

The agreement shall be effective beginning July 1, ~~2024~~ 2023, through June 30, ~~2023~~ 2025, and may be renewed prior to June 30, ~~2023-2025~~, by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for July 1, 2023, to June 30, 2025.

The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

- a. The parties may amend the agreement in the following manner. Amendments must be presented to each of the parties of this agreement for their consideration. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove of the proposed amendment to the agreement. The responses will be sent to all parties in the agreement. After sixty (60) days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

A review of this agreement may occur from time to time at the request of any party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.

This agreement may be terminated by any of the participating institutions, the chancellor of the Ohio Department of Higher Education, or the President of the Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement

2. Kentucky Residents' Eligibility for Ohio Programs

The participating Ohio institutions agree to accept at Ohio resident tuition rates any resident of Bracken, Boone, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties of Kentucky who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at the University of Cincinnati's two-year colleges (Clermont College, College of Applied Science, and ~~Raymond-Walters~~ Blue Ash College) or at Cincinnati State Technical and Community College or at Clark State Community College, or at Miami University's Hamilton Campus, or at Miami University's Middletown Campus, or at Southern State Community College in the associate degree or applied bachelor's degree programs not specifically excluded from this agreement.

In this section, the word "program" only means an associate degree program or applied bachelor's degree program and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

Majors and/or programs at the University of Cincinnati two-year colleges, Cincinnati State Technical and Community College, and Southern State Community College which are excluded from this agreement are the following associate degree and applied bachelor's degree programs otherwise offered at Northern Kentucky University:

- (1) Clermont College: No exclusions
- (2) Blue Ash College: No exclusions
- (3) Cincinnati State Technical and Community College: no exclusions
- (4) Southern State Community College: no exclusions

Any program listed above as excluded may, by the joint written consent of the presidents of all four institutions, be included in this agreement.

The University of Cincinnati agrees to accept at Ohio resident tuition rates any resident of Boone, Bracken, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties of Kentucky who enrolls and who satisfies all regular baccalaureate admissions requirements (including those requirements of the specific program in which admission is being sought) at the University of Cincinnati in the programs specifically included in this Agreement.

The following baccalaureate degree programs at the University of Cincinnati which are included in this Agreement are the following: Architecture, Engineering, Honors PLUS (see provision below), Horticulture, Radiation Science, Interior Design, Industrial Design, Fashion Design, and Urban Planning.

In conformance with the limitations set forth in the bulleted item below, admission to the Honors PLUS baccalaureate degree program in the College of Business, University of Cincinnati, is subject to the following provision:

- a. Reciprocity for the Honors PLUS program at the University of Cincinnati is limited to residents of the eligible Kentucky counties with a cap of fifty (50) students enrolled in courses at any one time.

Miami University Hamilton and Miami University Middletown agree to accept at Ohio resident tuition rates any resident of Boone, Bracken, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties of Kentucky who enrolls and who satisfies all regular baccalaureate admissions requirements (including those requirements of the specific program in which admission is being sought) for all bachelor programs at Miami University Hamilton and Miami University Middletown.

In this section, the word "program" only means a baccalaureate degree program and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

3. Ohio Residents' Eligibility for Kentucky Baccalaureate Degree Programs

Northern Kentucky University agrees to accept at Kentucky resident tuition rates any resident of Adams, Brown, Butler, Clermont, Clinton, Fayette, Hamilton, Highland, and Warren Counties of Ohio with an associate degree or applied bachelor's degree from the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, or Southern State Community College, or any student participating in an approved Degree Pathway Program at Cincinnati State Technical and Community College, who enrolls and who satisfies all regular transfer admissions requirements (including those requirements of the specific program in which admission is sought) in Northern Kentucky University baccalaureate degree programs not specifically excluded from this agreement.

In this section, the word "program" only means a baccalaureate degree program and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

The majors and/or programs at Northern Kentucky University excluded from this agreement are:

- a. Early Childhood Education
- b. Nursing

Any major/program listed above as excluded may, by the joint written consent of the presidents of all four institutions, be included in this agreement.

4. Ohio Residents' Eligibility for Kentucky Associate Degree Programs

Gateway Community and Technical College agrees to accept at Kentucky resident tuition rates any resident of Adams, Brown, Butler, Clermont, Clinton, Hamilton, Highland, and Warren Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at Gateway Community and Technical College.

All programs, excluding nursing, at Gateway Community and Technical College are included in the agreement.

5. Ohio Residents' Eligibility/Enrollment Limitations for Kentucky Programs

In conformance with the limitations set forth in the bulleted item below, admission to the Business Management baccalaureate degree program in the College of Business, Northern Kentucky University, is subject to the following provision:

- a. Reciprocity for the College of Business, Business Management program at Northern Kentucky University is limited to residents of the eligible Ohio counties with a cap of fifty (50) students enrolled in courses at any one time.

In this section, the word "program" only means a specific baccalaureate degree program and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

6. New Program Eligibility

Any new program may be included in this agreement upon successful completion of the agreements' amendment process, as listed above.

In this section, the word "program" may mean a workshop, a certificate program, an associate degree program, or a baccalaureate degree program.

7. Resident Status

- a. During the period of this agreement, the chancellor of the Department of Higher Education will consider residents of Bracken, Boone, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties who attend the University of

Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, Miami University Hamilton, Miami University Middletown, or Southern State Community College under this agreement as qualifying for Ohio resident tuition rates, and as Ohio residents for the purpose of allocating funds to the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, Miami University Hamilton, Miami University Middletown, and Southern State Community College.

- b. During the period of this agreement, the Kentucky Council on Postsecondary Education will consider residents of Adams, Brown, Butler, Clermont, Clinton, Fayette, Hamilton, Highland, and Warren Counties who attend Northern Kentucky University or Gateway Community and Technical College under this agreement as qualifying for Kentucky resident tuition rates, and as reciprocity students for the purpose of allocating funds to Northern Kentucky University and Gateway Community and Technical College. The Kentucky Council on Postsecondary Education will also consider students attending Northern Kentucky University who are participating in an approved Degree Pathway Program with an associate degree from the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, or Southern State Community College as reciprocity students for the purpose of allocating funds to Northern Kentucky University.

8. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institution of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph 11.1.

9. Notice, Application, and Waiver

The availability of reciprocity tuition rates under this agreement shall be advertised to applicants and/or to student of Cincinnati state Technical and Community College, Clark State Community College, Gateway Community and Technical College, Miami University Hamilton, Miami University Middletown, Southern State Community College, Northern Kentucky University and the University of Cincinnati by any means deemed appropriate by the respective institutions.

All students who want to receive reciprocity tuition rates under this agreement must apply for such rates at the institution where they plan to enroll.

Failure to so apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for the quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for reciprocity tuition rates under this agreement.

These processes will be written and shared with each institution as well as with the chancellor of the Department of Higher Education and the Kentucky Council on Postsecondary Education. The process will also be made available to all potential applicants upon request.

In this section, the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

10. Annual Report

By June 30 of each year, Cincinnati State Technical and Community College, Clark State Community College, Gateway Community and Technical College, Northern Kentucky University, Southern State Community College, Miami University, and the University of Cincinnati agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the chancellor of the Department of Higher Education. Specific forms for the annual report may be prescribed by the state agencies.

III. Approval

This agreement is not effective unless and until approved by the chancellor of the Ohio Department of Higher Education pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

IV. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original, and all of which together shall constitute one in the same instrument.

**TUITION RECIPROCITY AGREEMENT
SIGNATURE PAGE**

STATE AGENCIES

Dr. Aaron Thompson, President
Kentucky Council on Postsecondary Education

Signed: _____ Date: _____

Randy Gardner, Chancellor
Ohio Department of Higher Education

Signed: _____ Date: _____

~~Dr. Paul Czarapata~~ Dr. Larry Ferguson, Acting President
Kentucky Community & Technical College System

Signed: _____ Date: _____

INSTITUTIONS

~~Dr. Ashish Vaidya~~ Bonita J. Brown,
JD, Interim President Northern
Kentucky University

Signed: _____ Date: _____

Dr. Fernando Figueroa, President
Gateway Community and Technical College

Signed: _____ Date: _____

Dr. Neville Pinto, President
University of Cincinnati

Signed: _____ Date: _____

Dr. Monica Posey, President
Cincinnati State Technical and Community College

Signed: _____ Date: _____

Dr. Jo Alice Blondin, President
Clark State Community College

Signed: _____ Date: _____

Dr. Gregory P. Crawford, President
Miami University

Signed: _____ Date: _____

Dr. Kevin Boys, President
Southern State Community College

Signed: _____ Date: _____

TUITION RECIPROCITY AGREEMENT

Maysville Community and Technical College
and
University of Cincinnati - Clermont College
Miami University Hamilton
Miami University Middletown

This tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education and the chancellor of the Ohio Department of Higher Education, the Kentucky Community and Technical College System, Maysville Community and Technical College, Miami University Hamilton Campus, Miami University Middletown Campus, and the University of Cincinnati-Clermont College pursuant to the provisions of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

I. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the northern Kentucky and southern Ohio area while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of Clermont, Adams, and Brown Counties in Ohio and Mason, Bracken, Lewis, and Robertson Counties in Kentucky without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

II. Terms

1. Duration and Termination

The agreement shall be effective beginning July 1, ~~2021-2023~~, through June 30, ~~2023-~~ ~~2025~~, and may be renewed prior to June 30, ~~2023~~ ~~2025~~, by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, 2023, to June 30, 2025.

The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

- a. The parties may amend the agreement in the following manner. Amendments must be presented to each of the parties of this agreement for their consideration. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove of the proposed amendment to the agreement. The responses will be sent to all parties in the agreement. After sixty (60) days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

A review of this agreement may occur from time to time at the request of any party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.

This agreement may be terminated by any of the participating institutions, the chancellor of the Ohio Department of Higher Education, the Kentucky Community and Technical College System, or the Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement.

2. Kentucky Residents' Eligibility for Ohio Programs

Miami University Hamilton Campus, Miami University Middletown Campus, and the University of Cincinnati-Clermont College agrees to accept at Ohio resident tuition rates any resident of Bracken, Lewis, Mason, or Robertson Counties of Kentucky who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at the Miami University Hamilton Campus, Miami University Middletown Campus, and the University of Cincinnati-Clermont College in the programs not specifically excluded from this agreement. In this context, the word "program" may mean a workshop, a certificate program, associate degree program, or applied bachelor's degree program.

3. Ohio Residents' Eligibility for Kentucky Programs

Maysville Community and Technical College agrees to accept at Kentucky resident tuition rates any resident of Adams, Brown, and Clermont Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at Maysville Community and Technical College in the programs not specifically excluded from this agreement. In this context, the word "program" may mean a workshop, a certificate program, and/or associate degree program.

4. New Program Eligibility

Any new program may be included in this agreement upon successful completion of the agreement's amendment process, as listed above. In this context, the word "program" may mean a workshop, a certificate program, and/or associate degree program.

5. Resident Status

a. During the period of the agreement, the chancellor of the Ohio Department of Higher Education will consider residents of Bracken, Lewis, Mason, and Robertson Counties who attend the Miami University Hamilton Campus, Miami University Middletown Campus, and University of Cincinnati-Clermont College, under this agreement as qualifying for Ohio resident tuition rates and as Ohio residents for the purpose of allocating funds to Miami University Hamilton Campus, Miami University Middletown Campus, and University of Cincinnati-Clermont College.

- b. During the period of this agreement, the Kentucky Community and Technical College System and the Kentucky Council on Postsecondary Education will consider residents of Adams, Brown, and Clermont Counties who attend Maysville Community and Technical College under this agreement as qualifying for Kentucky resident tuition rates and as Kentucky residents for the purpose of allocating funds to Maysville Community and Technical College.

6. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institution of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until completion of their programs of study, subject to the biennial limitations as described in paragraph 11.1.

7. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Maysville Community and Technical College, Miami University Hamilton Campus, Miami University Middletown Campus, and University of Cincinnati-Clermont College, by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

8. Annual Report

By June 30 of each year, the Kentucky Community and Technical College System, Maysville Community and Technical College, Miami University Hamilton Campus, Miami University Middletown Campus, and University of Cincinnati-Clermont College, agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the chancellor of the Ohio Department of Higher Education. Specific forms for the annual report may be prescribed by the state agencies.

III. Approval

This agreement is not effective unless and until approved by the chancellor of the Ohio Department of Higher Education pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

IV. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original, and all of which together shall constitute one in the same instrument.

TUITION RECIPROCITY AGREEMENT SIGNATURE PAGES

STATE AGENCIES

Dr. Aaron Thompson, President
Kentucky Council on Postsecondary Education

Signed: _____ Date: _____

Randy Gardner, Chancellor
Ohio Department of Higher Education

Signed: _____ Date: _____

~~Dr. Paul Czarapata~~ Dr. Larry Ferguson, Acting President
Kentucky Community and Technical College System

Signed: _____ Date: _____

TUITION RECIPROCITY AGREEMENT SIGNATURE PAGES
INSTITUTIONS

~~Russ Ward~~ **Dr. Laura McCullough**, President
Maysville Community and Technical College

Signed: _____ Date: _____

Dr. Neville Pinto, President
University of Cincinnati

Signed: _____ Date: _____

Dr. Gregory P. Crawford, President
Miami University

Signed: _____ Date: _____

TUITION RECIPROCITY AGREEMENT

ASHLAND COMMUNITY AND TECHNICAL COLLEGE
BIG SANDY COMMUNITY AND TECHNICAL COLLEGE
AND
SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE AND
MOUNTWEST COMMUNITY AND TECHNICAL COLLEGE
~~2021-2023- 2023-2025~~

I. Parties

Under the provisions of Section 18-B-4-3 of the West Virginia Code, Section 164.020 (11) of the Kentucky Revised Statutes, and in compliance with rules and procedures of the West Virginia Council for Community and Technical College Education, the Kentucky Council on Postsecondary Education, the Kentucky Community and Technical College System, Ashland Community and Technical College, Big Sandy Community and Technical College, Mountwest Community and Technical College, and Southern West Virginia Community and Technical College, the following agreement is entered into between the Kentucky Council on Postsecondary Education and the West Virginia Council for Community and Technical College Education, and between Ashland Community and Technical College and Big Sandy Community and Technical College of the Kentucky Community and Technical College System and Mountwest Community and Technical College and Southern West Virginia Community and Technical College.

II. Purpose

The purposes of this tuition reciprocity agreement are to (1) improve the lower division post high school educational advantages to residents of Boyd, Lawrence, Martin, and Pike Counties in Kentucky and Cabell, McDowell, Mingo, and Wayne Counties in West Virginia; (2) minimize the cost of such improvements for the taxpayers and legislative bodies of both states by cooperative planning and joint education efforts; and (3) promote the maximum use of existing educational facilities and address the problems of enrollment fluctuations and fiscal constraints at both institutions.

III. Period Covered By Agreement

~~July 1, 2021—June 30, 2023~~ July 1, 2023 - June 30, 2025

IV. Terms

The provisions of this agreement shall be effective beginning ~~July 1, 2021~~ **July 1, 2023**, and expire on ~~June 30, 2023~~ **June 30, 2025**, and will commence with any registration after the effective date. Students who are enrolled under the provisions of the agreement may continue to attend the selected colleges at the reciprocity rates for a period of two years subsequent to termination of the agreement. The agreement shall be subject to review and revision on an annual basis.

V. Eligible Students

Ashland Community and Technical College and Big Sandy Community and Technical College agree to accept at the resident rate any resident of Cabell, McDowell, Mingo, or Wayne Counties of West Virginia wishing to enroll for whom space is available and who satisfies all regular in-state admission requirements of Ashland Community and Technical College and Big Sandy Community and Technical College.

Mountwest Community and Technical College and Southern West Virginia Community and Technical College agree to accept at the resident rate any resident of Boyd, Lawrence, Martin, or Pike Counties of Kentucky wishing to enroll for whom space is available and who satisfies all regular in-state admissions requirements of Mountwest Community and Technical College and Southern West Virginia Community and Technical College.

Eligible students for whom space is available may enroll in fully online classes at eligible KCTCS institutions at the resident rate. This agreement does not preclude KCTCS from charging fully online West Virginia resident students attending any KCTCS institution the Kentucky resident rate.

VI. Termination or Renewal of Agreement

This agreement shall be reviewed annually and may be considered for termination or modification for cause at the request of either participating institution, the West Virginia Council for Community and Technical College Education, or the Kentucky Council on Postsecondary Education.

Ashland Community and Technical College, Big Sandy Community and Technical College, Mountwest Community and Technical College, and Southern West Virginia Community and Technical College agree to provide on an annual basis to the Kentucky Council on Postsecondary Education and the West Virginia Council for Community and Technical College Education reports on the enrollment and program implications of the agreement on forms prescribed for the purpose by these state agencies.

VII. Signatures

Dr. Aaron Thompson
President, Kentucky Council on
Postsecondary Education

Date

Dr. Sarah Armstrong Tucker
Chancellor, West Virginia Community
& Technical System

Date

~~Dr. Paul Czarapata~~-Dr. Larry
Ferguson
Acting President, Kentucky
Community & Technical College
System

Date

Dr. Joshua Baker
President, Mountwest Community &
Technical College

Date

Dr. Larry Ferguson
President, Ashland Community & Technical
College

Date

Dr. Pamela Alderman
President, Southern West Virginia
Community & Technical College

Date

~~Dr. Sherry Zylka~~
Dr. Telly Sellars
Interim President, Big Sandy Community &
Technical College

Date

TITLE: Performance Funding Model Review Update

DESCRIPTION: Staff provided an update on the 2023 Performance Funding Model Review process. It will not be covered in detail during the June 9, 2023, board meeting.

PRESENTER: Eric Farris, Committee Chair

COMMITTEE'S REVIEW

The Finance Committee received this information report at its June 6, 2023, meeting. It will not be covered or presented in detail at the June 9 board meeting; however, staff will be available for questions.

FUNDING MODEL REVIEW

On April 19, 2023, the Postsecondary Education Working Group held its third meeting of the year to continue comprehensive reviews of Kentucky's public university and KCTCS performance funding models (KRS 164.092). The meeting was conducted in three parts so that CPE staff and KCTCS officials could share information and facilitate discussion relevant to the university and two-year models, respectively. A copy of the agenda for the meeting can be found in Attachment A.

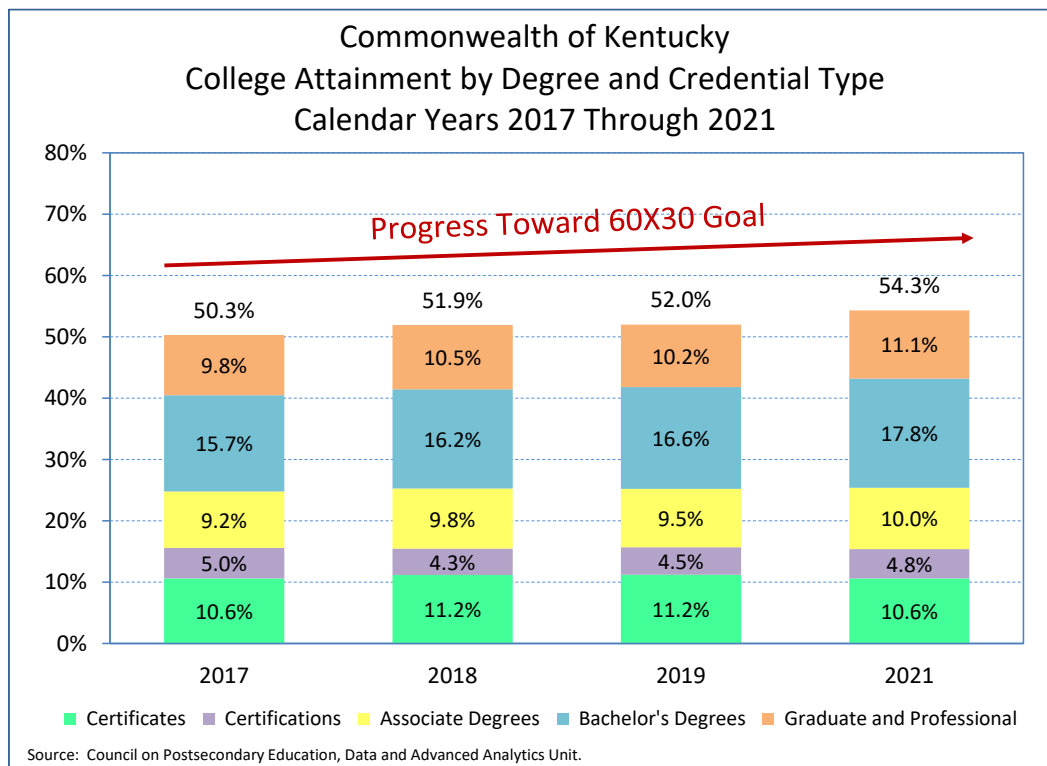
CPE Survey Responses

During the first part of the meeting, CPE staff shared its responses to the Performance Funding Survey with work group members. This was the same survey that was given to campus officials, the results of which were presented at the March 1, 2023 meeting. Survey questions included:

- What outcomes did policymakers expect to achieve from adopting the funding model?
- In what ways has the model functioned as expected? Were there any unexpected outcomes?
- Have there been any unintended consequences of the model?
- What adjustments to the model are recommended?

Expected Outcomes. In response to question one, staff determined that the funding model was expected to address shortcomings of the previous funding method, rectify funding disparities that had developed over time, and accelerate progress toward attainment of state goals. See Attachment B, slides 5 through 9 for more detail regarding specific outcomes the model was intended to achieve.

Functioned as Expected. An examination of outcomes achieved over six years of operation revealed that the university model has functioned as expected. Specifically, the model has addressed shortcomings of the previous base plus, base minus funding approach. Most funding disparities among institutions have been rectified. As expected, Kentucky is making great strides in degree production. For example, since 2014, bachelor’s degrees awarded have grown by 8% in total, 28% in STEM+H fields, and 38% among URM students. Kentucky is closing achievement gaps by expanding opportunity and access and growing degrees earned by URM students. Finally, the state is on track to achieve its 60X30 attainment goal. As can be seen in the chart below, between 2017 and 2021, college attainment in Kentucky grew by 4.0 percentage points, primarily the result of growth in bachelor’s degrees, graduate and professional degrees, and associate degrees.



For more information about ways the funding model is functioning as expected, see Attachment B, slides 10 through 14.

Unexpected Outcomes. There were two areas where the university funding model did not operate as intended. First, the number of students that reached or surpassed 30-credit-hour and 60-credit-hour progression thresholds did not increase. Between 2014 and 2021, the number of students that earned 30 credit hours decreased by 2,376 or 17 percent and the number that reached the 60-credit-hour mark fell by 1,249 or 9 percent. Second, the number of bachelor’s degrees awarded to low-income students did not increase as expected. Between 2014 and 2021, bachelor’s degrees awarded to low-income students decreased by 106 or 1 percent. See Attachment B, slides 15 through 17 for more information about ways the model did not operate as expected.

Unintended Consequences. CPE staff identified two instances where operation of the funding model resulted in unintended outcomes, mainly due to external circumstances. First, lack of funding during the early years of implementation resulted in redistribution of base funds among institutions and slowed progress toward funding parity. Between 2018 and 2021, the model was applied with no new funding from the state. In 2022 and 2023, the General Assembly appropriated \$17.3 million and \$97.3 million in new dollars to the performance fund, respectively. Second, using a degree efficiency index (i.e., bachelor's degrees per 100 FTE indexed to the sector average) to weight the number of bachelor's degrees produced did not operate as intended due to declining enrollment at most institutions. In fact, the index rewarded institutions that had decreasing enrollment and penalized those with increasing enrollment, which runs counter to growth-oriented goals of the model. For more information about unintended consequences of the funding model, see Attachment B, slides 18 through 20.

Recommended Adjustments. Staff recommended a number of changes to the model, including increasing the premium for low-income bachelor's degrees, adding a new adult learner metric, eliminating the efficiency weighting in the bachelor's degree metric, and providing a larger small school adjustment for KSU and MoSU. In addition to proposing changes to the model itself, staff also recommended a change in how the model is applied. Specifically, staff proposed that funds earned by an institution as part of the 2023-24 performance distribution be made recurring to the base in the upcoming biennium. This action would not only reward institutions that grew enrollment, student progression, and degree production at rates above the sector average over the past few years, it would also move institutions toward funding parity, which would result in more institutions receiving a distribution when the model is run for fiscal year 2024-25. A list of staff's proposed adjustments to the model can be found in Attachment B, slide 21.

University Model Recommended Adjustments

During the second part of the meeting, staff shared a comprehensive list of proposed changes to the university model that had been submitted by both campus officials and CPE staff. That list and the institution or agency that recommended a given adjustment can be found in Attachment B, slides 23 through 28. In addition to presenting the list of proposed changes, staff shared five funding model scenarios and facilitated discussion among work group members regarding three questions:

- 1) Is there consensus among working group members to recommend that earned performance funds be made recurring to institutions?
- 2) Do work group members support the idea of using a portion of performance funds to provide base allocations outside the model?
- 3) Do work group members support the proposal to use formula share percentages to distribute a portion of or all performance funds?

The discussion items and funding scenarios can be found in Attachment B, slides 29 through 39.

KCTCS Recommended Adjustments

Toward the end of the meeting, KCTCS officials presented several slides containing proposed changes to the two-year funding model. The recommended changes included:

- Using a three-year rolling average of data for all metrics (except square footage)
- Allowing earned funds to become recurring
- Accounting for regional differences among colleges
- Reducing the weighting of progression metrics (from 12% to 7%)
- Merging STEM+H, High-Wage High Demand, and Targeted Industry credentials
- Reducing the weighting of the credential metric (from 15% to 8%)
- Adding an adult learner metric

A copy of the information provided by KCTCS officials can be found in Attachment B, slides 41 through 43.

Next Steps

In terms of next steps, CPE staff indicated that they would run the 2023-24 iteration of the university funding model, complete the validation process, and notify institutions and the Office of the State Budget Director of the resulting distribution. In addition, staff said they would analyze the results and share them with the working group at their next meeting. Finally, staff will run additional scenarios as needed and continue to facilitate discussion of the university model, so the working group can reach consensus on proposed changes.

In similar fashion, KCTCS staff will run scenarios and facilitate discussion pertaining to the two-year college model. The next meeting of the Postsecondary Education Working Group is scheduled to take place on July 26, 2023.

**POSTSECONDARY EDUCATION WORKING GROUP
PERFORMANCE FUNDING MODEL REVIEW**



April 19, 2023 - 1:00 PM – 3:00 PM, EST
Virtual Meeting via Zoom

Slide No.

- I. Call to Order and Roll Call**
- II. Overview.....2**
- III. CPE Survey Responses3**
 - A. Expected Outcomes
 - B. Functioning as Expected
 - C. Not Operating as Expected
 - D. Unintended Consequences
 - E. Recommended Adjustments
- IV. University Model.....22**
 - A. Recommended Adjustments
 - B. Discussion Items
- V. KCTCS Model.....40**
 - A. Recommended Adjustments
- VI. Next Steps.....44**
- VII. Other Business and Adjournment**



Postsecondary Education Working Group Performance Funding Model Review

Dr. Aaron Thompson, President
Kentucky Council on Postsecondary Education
April 19, 2023



Overview

- CPE Survey Responses
 - Expected Outcomes
 - Functioning as Expected
 - Unintended Consequences
 - Recommended Adjustments
- University Model
 - Recommended Adjustments
 - Discussion Items
- KCTCS Model
 - Recommended Adjustments



CPE Survey Responses

CPE Survey Responses

- Like the survey completed by the institutions, Council staff developed responses to the following questions:
 - What outcomes did policymakers expect to achieve from adopting the funding model?
 - In what ways has the model functioned as expected? Were there any unexpected outcomes?
 - Have there been any unintended consequences?
 - What adjustments to the model are recommended?

CPE Survey Responses

Expected Outcomes

- From a review of historical Council and working group documents it is clear there were several outcomes the performance funding model was expected to achieve:
 - Address shortcomings of the previous funding method
 - Rectify funding disparities that had developed over time
 - Accelerate progress toward attainment of state goals
 - model specific goals
 - Kentucky's 60X30 goal

Expected Outcomes

Address Shortcomings

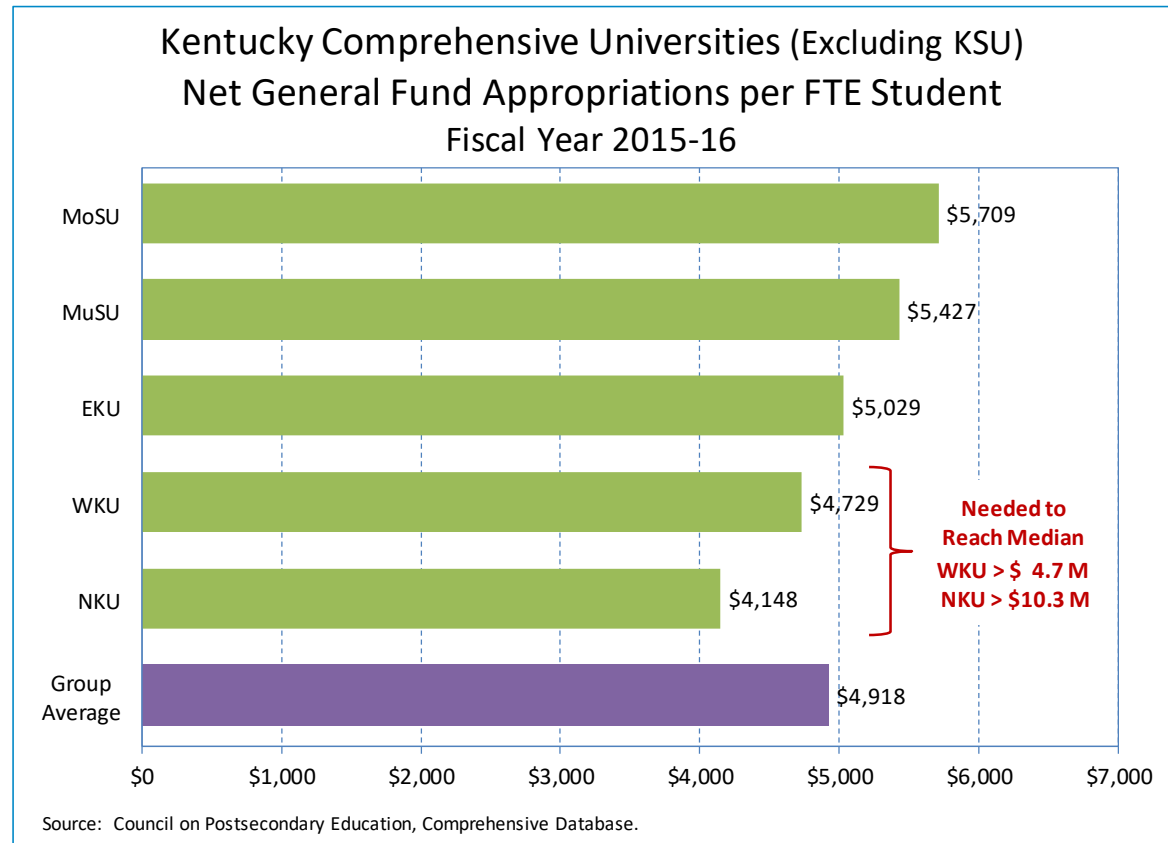
- It was anticipated that the new model would overcome shortcomings of the previous method:
 - For more than a decade, appropriations were distributed based on share of funding received the prior year
 - This approach failed to recognize changes in:
 - Enrollment
 - Program mix
 - Student outcomes (progression, degree completion)
 - There were no financial incentives for achieving desired state goals for postsecondary education

Expected Outcomes

Rectify Funding Disparities

The model was also expected to reduce funding disparities in the comprehensive sector

- In 2016, the per student funding gap between NKU and MoSU was \$1,561
- Projections showed that NKU would need \$10.3 M to reach the sector median (EKU)
- WKU would need \$4.7 M to reach the median



Expected Outcomes

Accelerate Progress

Specific goals for Kentucky's public universities listed in *Report of the Postsecondary Education Working Group* (December 1, 2016)

➤ *Model Specific Goals*

- Increase retention and progression of students toward timely bachelor's degree completion
- Increase the number of bachelor's degrees earned by all types of students
- Grow the number of bachelor's degrees produced in fields that garner higher wages upon graduation (i.e., STEM+H fields)
- Close achievement gaps by growing the number of bachelor's degrees earned by low income and minority students

Expected Outcomes

Accelerate Progress (Cont'd)

➤ *Kentucky's 60X30 Goal*

- Raise the percentage of working-age adults (ages 25 to 64) with a high-quality postsecondary degree or certificate to 60 percent by the year 2030
- Achieving this goal is critical to accelerate job creation, grow the economy, and expand the state's tax base through the contributions of a more skilled, productive workforce

CPE Survey Responses

Functioning as Expected

- Overall, the funding model has operated as expected
 - The model has addressed shortcomings of the previous base plus, base minus funding approach
 - Most funding disparities among institutions have been rectified
 - Since 2014, bachelor's degrees awarded have grown by 8% in total, 28% in STEM+H fields, and 38% among URM students
 - Kentucky is closing achievement gaps by expanding opportunity and access and growing degrees earned by URM students
 - The state is on track to achieve its 60X30 attainment goal

Functioning as Expected

Address Shortcomings

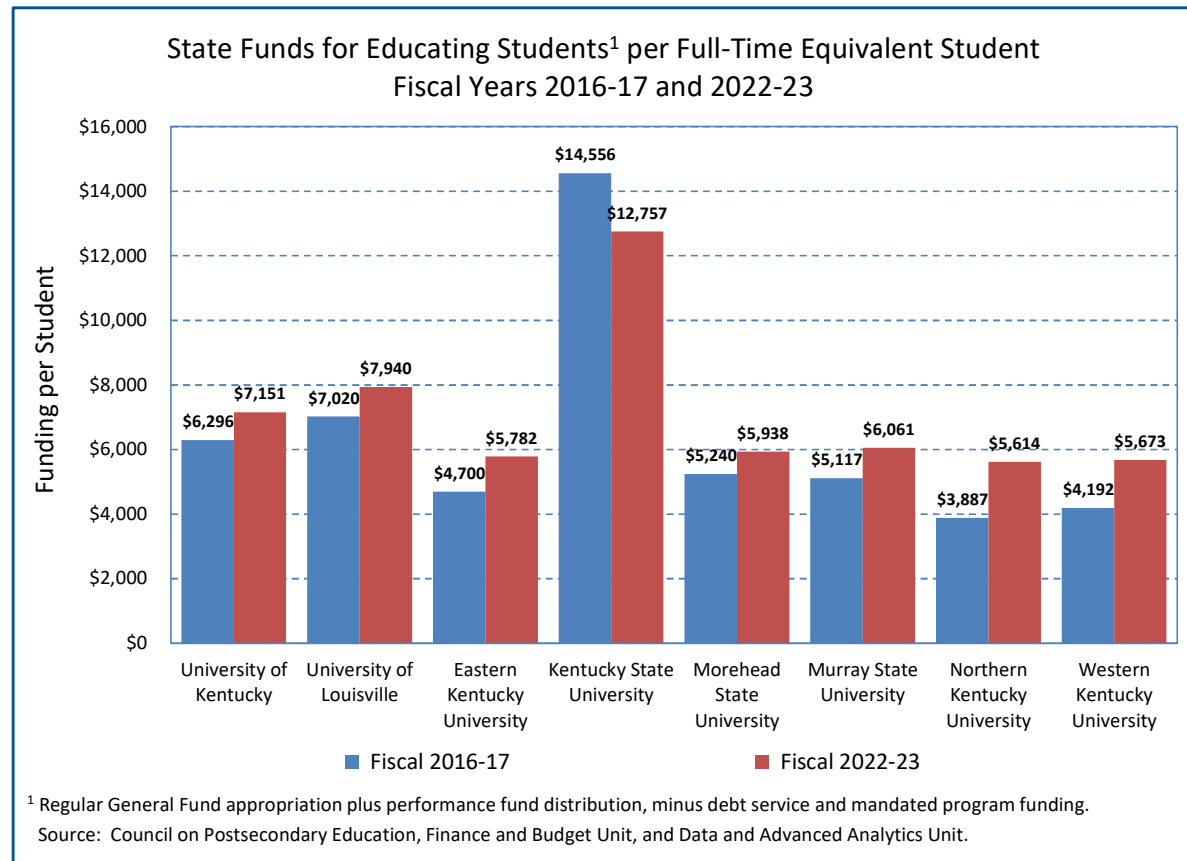
- New model has addressed limitations of the previous method
 - State funding is no longer distributed based on historical share, but on outcomes produced
 - The new approach reflects changes in enrollment, program mix, and degrees awarded
 - The model provides incentives for student progression and completion, and premiums for STEM+H, URM, and LI degrees
 - Institutions are reacting to the model strategically
 - There is increased alignment between campus and state goals
 - Many adopted budget allocation models to reward performance

Functioning as Expected

Rectify Funding Disparities

Between 2017 and 2023, state funding per student increased at every university except KSU

- As expected, most funding disparities that developed over time have been rectified
- Between 2017 and 2023, the gap in per student funding between MoSU and NKU narrowed from \$1,353 to \$324 per student
- In 2023, funding parity was achieved at 6 of 8 universities (a 7th was very close)



Functioning as Expected

Accelerate Progress

➤ *Model Specific Goals*

- As expected, Kentucky is making great strides in degree production
- Since 2014, bachelor's degrees awarded have grown by 8% overall, 28% in STEM+H fields, and 38% among URM students

Change in Bachelor's Degrees Produced by Degree Type
Between Academic Years 2013-14 and 2020-21

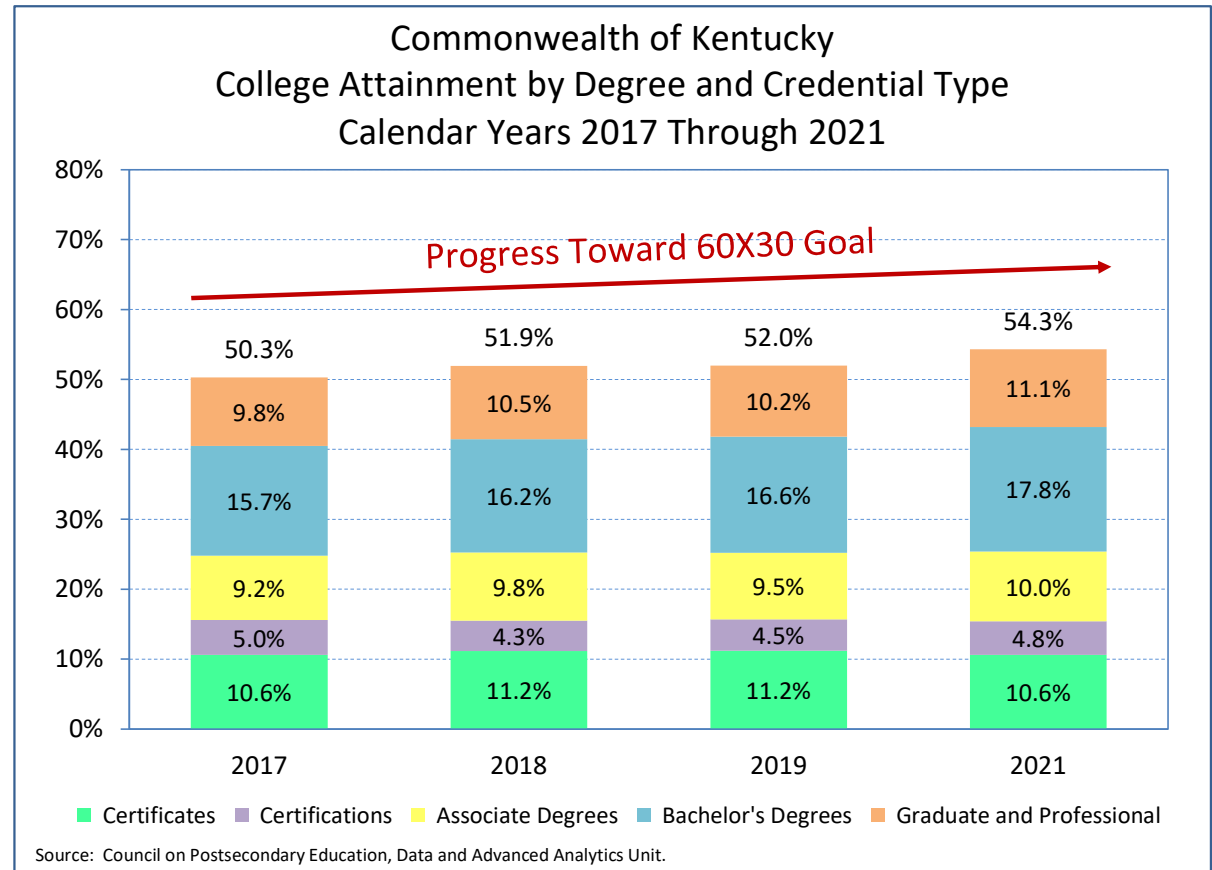
<u>Outcome Category</u>	<u>2013-14</u>	<u>2020-21</u>	<u>Number Change</u>	<u>Percent Change</u>	<u>CAGR</u>
Total Bachelor's Degrees	17,096	18,395	1,299	8%	1.1%
STEM+H Bachelor's Degrees	5,093	6,497	1,404	28%	3.5%
URM Bachelor's Degrees	1,933	2,672	739	38%	4.7%

Functioning as Expected

Accelerate Progress (Cont'd)

➤ Kentucky's 60X30 Goal

- Kentucky is also making good progress toward its 60X30 attainment goal
- Between 2017 and 2021, college attainment grew by 4.0 percentage points
- Mainly due to bachelor's & graduate degree growth
- The state is on track to reach its attainment goal



CPE Survey Responses

Not Operating as Expected

- There are two areas where the university funding model has not worked as intended:
 - The number of students reaching 30 credit hour and 60 credit hour progression thresholds has not increased
 - The number of bachelor's degrees awarded to low income students did not increase as expected

Not Operating as Expected

Student Progression

➤ *Model Specific Goals*

- One unexpected outcome is a downward trend in student progression
- Since 2014, the number of students reaching 30 credit hours earned and 60 credit hours earned decreased by -17% and -9%, respectively

Change in Student Progression at 30, 60, and 90 Credit Hours Earned
Between Academic Years 2013-14 and 2020-21

<u>Outcome Category</u>	<u>2013-14</u>	<u>2020-21</u>	<u>Number Change</u>	<u>Percent Change</u>	<u>CAGR</u>
Students @30 Credit Hours	13,708	11,332	(2,376)	-17%	-2.7%
Students @60 Credit Hours	14,406	13,157	(1,249)	-9%	-1.3%
Students @90 Credit Hours	16,763	17,237	474	3%	0.4%

Not Operating as Expected

Low-Income Degrees

➤ Model Specific Goals

- Another area where Kentucky failed to make progress was low income degree attainment
- Between 2014 and 2021, degrees awarded to low-income students decreased by 106 or 1%
- Despite premium added for low income degrees

Kentucky Performance Funding Model					
Premiums for Low Income, STEM+H, and Minority Student Degree Production					
Fiscal Year 2022-23					
Component Category	Allocation Percent	Size of Pool	Weighted Degrees	State Funding per Degree	Funding Multiple
A Bachelor's Degrees	9.0%	\$53,713,900	24,507	\$2,192	1.0
Bachelor's Degrees				\$2,192	
B Low Income Bachelor's	3.0%	\$17,904,600	11,433	1,566	← Low Income Premium
Low Income Total				\$3,758	1.7
Bachelor's Degrees				\$2,192	
C STEM+H Bachelor's	5.0%	\$29,841,000	11,433	2,610	← STEM+H Premium
STEM+H Total				\$4,802	2.2
Bachelor's Degrees				\$2,192	
D Minority Bachelor's	3.0%	\$17,904,600	2,959	6,052	← Minority Premium
Minority Total				\$8,244	3.8
Total Allocable Resources:		<u>\$596,820,700</u>			

STEM+H = Science, Technology, Engineering, Math, and Health.

CPE Survey Responses

Unintended Consequences

- CPE staff identified two cases where operation of the funding model resulted in unintended consequences, mainly due to external circumstances
 - Lack of funding during the early years of implementation resulted in redistribution of base funds among institutions and slowed progress toward funding parity
 - Using a degree efficiency index to weight the number of bachelor's degrees produced did not operate as intended due to declining enrollment at most institutions

Unintended Consequences

Lack of Funding

- In 2016, work group members did not anticipate the longevity of state budget constraints
- During the first four years of implementation, the model was applied with *no new funding*
- Lack of state support resulted in redistribution of the General Fund base among institutions
- In 2022, Kentucky began reinvesting in higher education through the Performance Fund

Funding Models for the Universities and KCTCS Institutions
Implementation Schedule and Funding Sources
(Dollars in Millions)

<u>Timeline</u>	<u>Fiscal Year</u>	<u>Institution Contribution</u>	<u>State Funding</u>	<u>Total Funding</u> ¹
Year 0	2017-18	\$42.9	\$0.0	\$42.9
Year 1	2018-19	31.0	0.0	31.0
Year 2	2019-20	38.7	0.0	38.7
Year 3	2020-21	14.9	0.0	14.9
Year 4	2021-22	0.0	17.3	17.3
Year 5	2022-23	\$0.0	\$97.3	\$97.3

¹ Represents state appropriations, stop-loss contributions, and other campus carve outs added to the Performance Fund, which were then distributed among institutions based on outcomes produced.

Unintended Consequences

Degree Efficiency Index

- In 2016, the working group agreed to weight bachelor's degrees produced using an index of each institution's degrees per 100 FTE students divided by the sector average
- The intent was to provide an incentive for institutions to produce bachelor's degrees efficiently, but there was a perverse outcome
- The index rewards institutions that are experiencing declining enrollment and penalizes those with growing enrollment
- As such, using the efficiency index to weight bachelor's degrees runs counter to growth-oriented goals included in the model

CPE Survey Responses

Recommended Adjustments

- CPE staff recommended changes to the model:
 - Increase premium for low income bachelor's degrees
 - Add a new adult learner metric
 - Add a new workforce success metric
 - Eliminate efficiency weighting in bachelor's degree metric
 - Provide larger small school adjustment for KSU and MoSU
- CPE staff recommended changes in model application:
 - Make earned funds recurring



University Model

University Model

Recommended Adjustments

➤ *Recurring Funds*

- Make distributions from the Performance Fund recurring to allow institutions to plan for long-term use of the funds (*UK*)
- Make earned funds recurring (*CPE*)

➤ *Funding Outside Model*

- Provide additional base funding outside the model (*UofL*)
- Distribute 1/3 of new money on a proportionate basis (*MoSU*)
- Distribute a portion of available funds to the base of each institution and the remainder using formula share (*MuSU*)

University Model

Recommended Adjustments (Cont'd)

➤ *Formula Share Approach*

- Distribute 100% of available funds using formula share (*MuSU*)

➤ *Three Separate Models*

- Adopt three separate models (*EKU*)
- Recognize that a three-model approach will have the same impact on smaller institutions as the current model (*MuSU*)
- Consider adopting three models to allow for customization of metrics and weights and account for mission differences (*NKU*)
- A separate model is needed for research institutions (*WKU*)

University Model

Recommended Adjustments (Cont'd)

➤ *Sector Weighting*

- Eliminate sector weighting of FTE students, because FTE should be a “normalizing” component in the model (*EKU*)
- Remove sector weighting for all degree metrics (*MoSU*)

➤ *Small School Adjustment*

- Eliminate small school adjustment for research sector (*EKU*)
- Consider removing small school adjustment from model (*NKU*)
- Increase small school adjustment for selected institutions (*CPE*)

University Model

Recommended Adjustments (Cont'd)

➤ *Mandated Programs*

- Include inflationary adjustments for mandated programs in CPE budget requests (*UK*)
- Stop excluding mandated program funds from the allocable resources run through the model (*UofL*)
- Consider removing mandated programs from model (*NKU*)

➤ *Low-Income Degree Weighting*

- Increase the weighting for low-income students (*UofL*)
- Increase premium for low income bachelor's degrees (*CPE*)

University Model

Recommended Adjustments (Cont'd)

➤ *Nonresident Weighting*

- Increase the weighting of nonresident credit hours earned from 0.50 to 1.00, the same as resident students (*MuSU*)
- Weight credit hours earned by nonresident students the same as those earned by resident students (*WKU*)

➤ *Expand Degree Metrics*

- Expand degree metrics to include all degrees and credentials, which is better aligned with Kentucky's 60x30 goal (*NKU*)
- Include all degrees and credentials in the model (*WKU*)

University Model

Recommended Adjustments (Cont'd)

➤ *Efficiency Weighting*

- Eliminate productivity adjustment in bachelor's degree metric, it negatively impacts institutions with growing enrollment (*UK*)
- Eliminate efficiency weighting in bachelor's degree metric (*CPE*)

➤ *New Metrics*

- Students with disabilities should be counted in the model (*EKU*)
- Add a new adult learner metric (*CPE*)
- Add a new workforce success metric (*CPE*)

University Model

Discussion Items

- Is there consensus among working group members to recommend that earned performance funds be made recurring to institutions?
- Do work group members support the idea of using a portion of performance funds to provide base allocations outside the model?
Options:
 - Distribute one-third of new money on a proportionate basis
 - Distribute a portion of available funds to the base of each institution and the remainder using formula share
- Do work group members support the proposal to use formula share percentages to distribute a portion or all performance funds?

Discussion Item

Earned Funds Recurring

➤ *What is being proposed?*

- Make distributions from the Performance Fund recurring to institutions that earned the funds (every other year)
- Request that the General Assembly refill the fund

➤ *What is the impact?*

- This would allow institutions to use earned funds for recurring expenses and plan for long-term use
- The model would operate as intended, reflecting changes in outcomes and addressing funding disparities over time

Discussion Item

Earned Funds Recurring

Hypothetical 2023-24 Performance Fund Distribution
Scenario 5: Earned Funds Become Recurring to the Base

Additional Assumption:

- Earned funds in 2022-23 are added to the formula base and the Performance Fund is refilled with \$97.3 M

Earned Funds Are Added to the Formula Base

Institution	Baseline	Earned Funds Are Added to the Formula Base		Hypothetical		Dollar Difference
	Fiscal 2022-23 Distribution	2022-23 Adjusted Net General Fund	Fiscal 2022-23 Distribution	2023-24 Adjusted Net General Fund	Fiscal 2023-24 Distribution	
UK	\$30,904,300	\$184,662,000	\$30,904,300	\$215,566,300	\$25,619,100	(\$5,285,200)
UofL	17,523,600	126,211,600	17,523,600	143,735,200	16,946,400	(577,200)
EKU	4,927,900	60,842,300	4,927,900	65,770,200	7,911,500	2,983,600
KSU	0	18,235,500	0	18,235,500	0	0
MoSU	0	34,931,500	0	34,931,500	3,618,000	3,618,000
MuSU	3,296,800	40,553,800	3,296,800	43,850,600	5,083,400	1,786,600
NKU	11,363,500	50,923,600	11,363,500	62,287,100	7,461,700	(3,901,800)
WKU	7,777,200	67,619,000	7,777,200	75,396,200	9,153,200	1,376,000
Sector	\$75,793,300	\$583,979,300	\$75,793,300	\$659,772,600	\$75,793,300	\$0

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Discussion Item

Funding Outside the Model (5% Base Allocation)

➤ *What is being proposed?*

- Provide every university a 5.0% across-the-board base increase using funds appropriated to the Performance Fund
- Distribute remaining performance funds using **existing model**

➤ *What is the impact?*

- It would allow each institution to receive 5.0% of its adjusted net General Fund to address inflationary cost increases
- Changes in outcomes and funding disparities that developed over time would be addressed through residual distribution

Discussion Item

Funding Outside the Model (5% Base Allocation)

Hypothetical 2023-24 Performance Fund Distribution
 Scenario 6: Base Increase (@ 5.0%) and Existing Model (Remainder)

Additional Assumption:

- Provide a 5.0% ATB base increase and distribute remaining available funds using the existing model

Institution	Baseline Fiscal 2022-23 Distribution	Distribute 5.0% ATB Base Increase			Distribute Remainder w/ Existing Model	Hypothetical Fiscal 2023-24 Distribution	Dollar Difference
		2023-24 Adjusted Net General Fund	5.0% Inflation Adjustment	Across-the-Board Inflation Allocation			
UK	\$30,904,300	\$184,662,000	5.0%	\$9,233,100	\$20,539,800	\$29,772,900	(\$1,131,400)
UofL	17,523,600	126,211,600	5.0%	6,310,600	10,668,000	16,978,600	(545,000)
EKU	4,927,900	60,842,300	5.0%	3,042,100	1,727,300	4,769,400	(158,500)
KSU	0	18,235,500	5.0%	911,800	0	911,800	911,800
MoSU	0	34,931,500	5.0%	1,746,600	0	1,746,600	1,746,600
MuSU	3,296,800	40,553,800	5.0%	2,027,700	1,240,300	3,268,000	(28,800)
NKU	11,363,500	50,923,600	5.0%	2,546,200	8,344,700	10,890,900	(472,600)
WKU	7,777,200	67,619,000	5.0%	3,381,000	4,074,100	7,455,100	(322,100)
Sector	\$75,793,300	\$583,979,300		\$29,199,100	\$46,594,200	\$75,793,300	\$0

Discussion Item

Funding Outside the Model (\$3.0 M Base Allocation)

➤ *What is being proposed?*

- Provide every university a \$3.0 million base increase using funds appropriated to the Performance Fund
- Distribute remaining performance funds using **formula share**

➤ *What is the impact?*

- It would allow each institution to receive \$3.0 million to address inflationary cost increases
- Although changes in outcomes would be reflected in formula share percentages, funding disparities could grow over time

Discussion Item

Funding Outside the Model (\$3.0 M Base Allocation)

Funding Model for the Public Universities
 Hypothetical 2023-24 Performance Fund Distribution
 Scenario 7: Base Allocation (@\$3.0 M) and Formula Share (Residual)

Additional Assumption:

- Provide each university \$3.0 million base allocation and distribute residual funds using formula share

Institution	A	Fixed Base Allocation	Distribute Funds Using Formula Share			B	(B - A)
	Baseline Fiscal 2022-23 Distribution		Fiscal 2023-24 Formula Totals	Formula Share %	Hypothetical Formula Share Distribution	Hypothetical Fiscal 2023-24 Distribution	Dollar Difference
UK	\$30,904,300	\$3,000,000	\$175,630,300	33.3%	\$17,231,900	\$20,231,900	(\$10,672,400)
UofL	17,523,600	3,000,000	116,172,100	22.0%	11,398,300	14,398,300	(3,125,300)
EKU	4,927,900	3,000,000	54,236,000	10.3%	5,321,400	8,321,400	3,393,500
KSU	0	3,000,000	6,376,400	1.2%	625,600	3,625,600	3,625,600
MoSU	0	3,000,000	26,713,000	5.1%	2,621,000	5,621,000	5,621,000
MuSU	3,296,800	3,000,000	34,848,300	6.6%	3,419,200	6,419,200	3,122,400
NKU	11,363,500	3,000,000	51,155,200	9.7%	5,019,100	8,019,100	(3,344,400)
WKU	7,777,200	3,000,000	62,750,100	11.9%	6,156,800	9,156,800	1,379,600
Sector	\$75,793,300	\$24,000,000	\$527,881,400	100.0%	\$51,793,300	\$75,793,300	\$0

Discussion Item

Formula Share Approach (@ 100%)

➤ *What is being proposed?*

- Run model to determine formula totals (Column D, Table 3)
- Calculate each institution's percent of total of that distribution
- Distribute 100% of available funds based on that formula share

➤ *What is the impact?*

- It would allow every institution to receive a share of funds regardless of changes in outcomes or hold harmless allocations
- Changes in outcomes would be reflected in formula share percentages, but disparities in funding could grow over time

Discussion Item

Formula Share Approach (@ 100%)

Hypothetical 2023-24 Performance Fund Distribution
Scenario 2: Formula Share Approach (@ 100%)

Additional Assumption:

- Distribute 100% of available university funds using formula share percentages

Institution	Baseline	Distribute Funds Using Formula Share			Dollar Difference
	Fiscal 2022-23 Distribution	Fiscal 2023-24 Formula Totals	Formula Share %	Hypothetical Fiscal 2023-24 Distribution	
UK	\$30,904,300	\$175,630,300	33.3%	\$25,217,000	(\$5,687,300)
UofL	17,523,600	116,172,100	22.0%	16,680,000	(843,600)
EKU	4,927,900	54,236,000	10.3%	7,787,200	2,859,300
KSU	0	6,376,400	1.2%	915,500	915,500
MoSU	0	26,713,000	5.1%	3,835,500	3,835,500
MuSU	3,296,800	34,848,300	6.6%	5,003,500	1,706,700
NKU	11,363,500	51,155,200	9.7%	7,344,900	(4,018,600)
WKU	7,777,200	62,750,100	11.9%	9,009,700	1,232,500
Sector	\$75,793,300	\$527,881,400	100.0%	\$75,793,300	\$0

Discussion Item

Formula Share Approach (@ 33.3%)

➤ *What is being proposed?*

- Run model to determine formula totals (Column D, Table 3)
- Calculate each institution's percent of total of that distribution
- Distribute 33% of available funds based on formula share and 67% based on **existing model**

➤ *What is the impact?*

- It would allow every institution to receive a share of funds regardless of changes in outcomes or hold harmless allocations
- Changes in outcomes and funding disparities that developed over time would be addressed through residual distribution

Discussion Item

Formula Share Approach (@ 33.3%)

Hypothetical 2023-24 Performance Fund Distribution
Scenario 3: Formula Share (33.3%) and Existing Model (66.7%)

Additional Assumption:

- Distribute one-third of available university funds using formula share and two-thirds using the existing model

Distribute Funds Using Formula Share

Institution	Baseline	Distribute Funds Using Formula Share			Distribute Funds Using Existing Model	Hypothetical Fiscal 2023-24 Distribution	Dollar Difference
	Fiscal 2022-23 Distribution	Fiscal 2023-24 Formula Totals	Formula Share %	Hypothetical Formula Share Distribution			
UK	\$30,904,300	\$175,630,300	33.3%	\$8,405,700	\$21,936,400	\$30,342,100	(\$562,200)
UofL	17,523,600	116,172,100	22.0%	5,560,000	11,591,800	17,151,800	(371,800)
EKU	4,927,900	54,236,000	10.3%	2,595,700	2,158,600	4,754,300	(173,600)
KSU	0	6,376,400	1.2%	305,200	0	305,200	305,200
MoSU	0	26,713,000	5.1%	1,278,500	0	1,278,500	1,278,500
MuSU	3,296,800	34,848,300	6.6%	1,667,800	1,517,400	3,185,200	(111,600)
NKU	11,363,500	51,155,200	9.7%	2,448,300	8,751,500	11,199,800	(163,700)
WKU	7,777,200	62,750,100	11.9%	3,003,200	4,573,200	7,576,400	(200,800)
Sector	\$75,793,300	\$527,881,400	100.0%	\$25,264,400	\$50,528,900	\$75,793,300	\$0



KCTCS Model

Funding Model Review

KCTCS Recommended Adjustments

- Use a three-year average on all metrics except square footage to smooth economic and population change impacts
- Allow earned funds to become part of an institution's base
- Promote equity by accounting for regional differences
 - Modify the equity adjustment based on Community Needs Index that considers local unemployment, labor force participation, and poverty rates

Funding Model Review

KCTCS Recommended Adjustments (Cont'd)

- Reduce the weighting of the progression metrics (from 12% to 7%) to reflect the shorter time retention of a KCTCS student as they complete a short-term credential
- Merge STEM+H, High-Wage High-Demand, and Targeted Industry credentials within the overall credential calculation
- Reduce the weighting of the credential metric (from 15% to 8%) to allow increased focus on URM, under-prepared, low income, and transfer students

Funding Model Review

KCTCS Recommended Adjustments (Cont'd)

- Add a metric for adult learners
- Possibly add an additional metric that compares a college's current year performance to its previous year performance
 - To incentivize and allow all colleges to potentially receive a performance distribution



Next Steps

Next Steps

- Fiscal 2023-24 Performance Distribution
 - Run model and complete validation process
 - Analyze results and share with working group
- University Model
 - Run additional scenarios as needed
 - Continue discussion and reach consensus on proposed changes
- KCTCS Model
 - Run scenarios as needed
 - Continue discussion and reach consensus on proposed changes

Questions?



Twitter: CPENews and CPEPres



Website: <http://cpe.ky.gov>



Facebook: KYCPE



TITLE: Biennial Budget Development Update

DESCRIPTION: Staff provided an update on the 2024-2026 biennial budget development process. It will not be covered in detail during the June 9, 2023, board meeting.

PRESENTER: Eric Farris, Committee Chair

COMMITTEE'S REVIEW

The Finance Committee received this information report at its June 6, 2023, meeting. It will not be covered or presented in detail at the June 9 board meeting; however, staff will be available for questions.

SUPPORTING INFORMATION

The Council on Postsecondary Education is directed in statute to make a biennial budget request for postsecondary education (HB 1, 97 RS). Major components of the request typically include: (1) operating funds; (2) capital investment; (3) trust funds; and (4) agency operations. Developing a unified budget request is a collaborative process, involving Council members, campus presidents, chief budget officers, and CPE staff. It normally takes nine months to complete the process and ends with Council approval of the request and its submission to the Governor and General Assembly.

For the upcoming 2024-2026 biennium, the deadline for submitting the postsecondary education budget request to the Office of State Budget Director has been moved up from November 15, 2023 to on or before October 1, 2023 (HB 360, 23 RS). This has accelerated the timeline for discussion of budget components and request amounts and necessitates reaching consensus six weeks earlier than in past biennia. To date, CPE staff has engaged in discussions with campus presidents and chief budget officers over several meetings to identify high priority resource needs.

It is important for Council members to know that the information contained in this update is preliminary and subject to change. CPE staff does not yet have full consensus among campus leaders regarding these funding components and request amounts, nor have Council members provided their input. At this point, please treat this information as draft for discussion purposes only.

POSTSECONDARY INSTITUTION REQUEST

The Council's biennial budget recommendation for the public postsecondary institutions typically contains three categories of funding: (1) operating funds; (2) capital investment; and (3) trust funds. Within the context of stakeholder discussions to date, preliminary funding components and request amounts for each category are described below.

Operating Funds

At this stage in the process, operating funds components most frequently discussed among staff and campus leaders include: (1) an across-the-board inflation adjustment request; (2) an earned performance funds component; and (3) an additional appropriation for the Postsecondary Education Performance Fund. Again, please keep in mind that the budget components and request amounts included in this update are still being negotiated and are not final.

Inflation Adjustment. Stakeholders are contemplating a request for additional operating funds of \$54.7 million each year of the 2024-2026 biennium, recurring in subsequent years, at the discretion of state policymakers. This amount represents the combined total of a 6.0% across-the-board increase applied to each institution's fiscal 2023-24 net General Fund base, and the funds would be allocated among institutions on that basis.

If recommended by the Council and authorized by the General Assembly, these funds would help institutions offset some of the largest increases in higher education inflation in decades. For example, in 2021-22, the Higher Education Price Index grew by 5.2%, representing the largest one-year increase in that index since 2001. In addition, the funds would help the Council and campus officials maintain affordability and access for Kentucky citizens and provide resources necessary for institutions to continue making progress toward the state's student success goals. This request would be an increase of 5.4% on the 2023-24 system total net General Fund base (includes Performance Fund).

Earned Performance Funds. CPE staff and campus officials are considering a request for additional appropriations of \$48.7 million each year of the biennium, recurring in subsequent years, at the discretion of the state policymakers. This amount is half of \$97.3 million appropriated to the Postsecondary Education Performance Fund in fiscal year 2023-24 and distributed among institutions using university and KCTCS funding models prescribed in statute (KRS 164.092). As currently conceived, the Council would recommend to state policymakers an appropriation equal to half (50%) of the funds earned by each institution that received a performance distribution in 2023-24.

If requested by the Council and authorized by the General Assembly, these funds would help defray operating costs at institutions that grew enrollment, student progression, degree production, and earned credit hours at rates above the sector average (i.e., at institutions that received performance funds) and move all institutions toward funding parity as determined by

the funding models. This request would be an increase of 4.8% on the 2023-24 system total net General Fund base.

Performance Fund. Stakeholders have discussed the possibility of including a request for additional appropriations of \$22.7 million each year of the biennium that would be added to \$97.3 million already in the Postsecondary Education Performance Fund, bringing the total in that fund to \$120.0 million. If recommended and authorized, these funds would provide resources necessary for institutions to continue making progress toward the state's student success goals and would help Council and campus officials maintain affordability and access for Kentucky citizens.

Capital Investment

Prior to 2020, the Council's capital investment request typically included three budget components: (1) new construction; (2) asset preservation; and at times (2) information technology and equipment. In recent biennia, stakeholders have elected to focus on asset preservation in the Council's budget recommendation, forgoing requests for new construction and technology and equipment funding.

For the upcoming biennium, discussions to date have centered around requests for asset preservation and a new component that would address cost overruns on new construction projects (i.e., scope adjustments) authorized in the 2022-2024 biennium.

New Construction. At this time, CPE staff and campus leaders are not contemplating including a request to support new construction projects in the Council's 2024-2026 budget recommendation. However, institutions are free to propose funding for new projects directly to the Governor and General Assembly and advocate for their own requests for new and expanded space.

Scope Adjustments. The enacted 2022-2024 Budget of the Commonwealth authorized \$811.9 million in state bond funds to finance 11 new capital construction projects at the public postsecondary institutions (HB 1, 22 RS), but a lot has changed in the time since institutions estimated costs, determined the scope of proposed projects, and submitted funding requests to the General Assembly. As previously mentioned, inflation reached a high in 2021-22 not seen in two decades. Construction costs were particularly hard hit, not only due to inflation, but also due to supply chain disruptions and worker shortages.

In a recent poll conducted by CPE staff, campus officials indicated that construction costs had increased between 18 percent and 25 percent over the past 18 months. For this reason, stakeholders have discussed the possibility of including a request in the Council's 2024-2026 budget submission for \$162.4 million, or a 20 percent increase in the amount of bond funds authorized for individual new construction projects in the 2022-2024 biennium. Obviously, the purpose of such a request would be to help offset increases in construction costs and allow

institutions to maintain the same quality of materials and quantity of square footage envisioned in their original capital plans.

Asset Preservation. Prior to the 2022-2024 biennium, the need to address facilities renovation and renewal at Kentucky public postsecondary institutions had not been addressed in any substantive way for more than a decade. Despite analyses showing that the cumulative cost of bringing the state's public postsecondary facilities up to industry standards would grow to \$7.3 billion by 2021 (VFA Study, 2013 update), state appropriations for asset preservation totaled \$282.0 million between 2008 and 2022.

For the upcoming 2024-2026 biennium, CPE staff and campus officials are considering recommending to the Council a request for \$700 million in state bond funds (or some portion of that amount could be cash funded) to finance renovation and renewal projects at the public postsecondary institutions. If the requested funds were authorized, it would be the second installment of \$700 million provided in as many biennia to address the identified \$7.3 billion system total asset preservation need.

Other ideas regarding this request surfaced during recent discussions between staff and campus chief budget officers. Namely, that stakeholders should consider requesting \$350 million each year of the biennium (instead of a \$700 million request in one year), allocated based on each institution's share of total Category I and Category II square feet (i.e., the method employed by the General Assembly in the current biennium), and that the funds be requested without any required institutional match.

Information Technology and Equipment. At this point in the process, stakeholders have not advocated to include a request for information technology and equipment in the Council's 2024-2026 budget recommendation. CPE staff and campus officials perceive other capital investment components to be higher priorities than information technology and equipment projects.

Trust Funds

The Kentucky Postsecondary Education Improvement Act of 1997 (HB 1) created six Strategic Investment and Incentive Trust Funds to bring about change and improvement in Kentucky colleges and universities by providing strategic financial incentives for institutions to pursue desired state goals for postsecondary education. These trust funds are listed below.

- 1) Research Challenge Trust Fund (UK and UofL)
- 2) Comprehensive University Excellence Trust Fund (comprehensive universities)
- 3) Technology Initiative Trust Fund
- 4) Physical Facilities Trust Fund
- 5) Postsecondary Education Workforce Development Trust Fund (KCTCS)
- 6) Student Financial Aid and Advancement Trust Fund

When the General Assembly authorizes appropriations for trust fund programs, they are typically maintained and administered by the Council on Postsecondary Education but represent resources that are passed through to postsecondary institutions based on compliance with Council approved guidelines and procedures.

Every two years, CPE staff works collaboratively with campus presidents, chief budget officers, and Council members to identify programs and recommend funding that will provide incentives for Kentucky colleges and universities to pursue and achieve state goals for postsecondary education. At this time, stakeholders are not requesting additional appropriations for any trust fund program for the 2024-2026 biennium.

CPE AGENCY BUDGET REQUEST

The fourth and final component of the unified budget request for postsecondary education is the Council's agency operations request. The agency's budget request typically includes base funding (current funding and staffing levels), additional resources needed to support current operations, and funding for new strategic initiatives.

The agency budget also includes a number of pass-through programs and funding that benefits institutions directly, such as the Kentucky Postsecondary Education Network (KPEN), Virtual Library, SREB Doctoral Scholars program, equine program, and cancer research programs. In recent years, private and federal funds in the agency budget have allowed CPE to expand its work improving the P-20 pipeline, promoting student success, and responding to the state's healthcare workforce needs.

Staff recently began meeting with leadership team members to identify the agency's most pressing resource needs, as well as high priority needs of the postsecondary system that can best be addressed with additional resources housed at CPE.

It is anticipated that following the end of the fiscal year (i.e., June 30, 2023), staff will have additional information relevant to the budget development process, including instructions from the Office of State Budget Director. In the meantime, staff will continue to identify and prioritize agency and postsecondary system resource needs for the 2024-2026 budget request.

TITLE: 2023-24 CPE Agency Budget

RECOMMENDATION: The Executive Committee recommends the Council approve the 2023-24 CPE agency budget.

PRESENTER: Madison Silvert, Council Chair

COMMITTEE REVIEW & APPROVAL

The Executive Committee reviewed and approved the proposed 2023-24 CPE agency budget at its June 7, 2023, meeting.

SUPPORTING INFORMATION

Each year, the Council reviews and approves the agency's revenue and expenditure budget for the upcoming fiscal year. Below is a description of CPE's budget as proposed for fiscal 2023-24. The enacted state budget for 2022-24 (HB 1), along with CPE's 2022-24 biennial budget request, submitted to the state budget office and Legislative Research Commission November 15, 2021, provide the framework for the proposed 2023-24 agency budget. Budgeted figures for the current year (i.e., 2022-23) are included for comparison.

CPE General Fund Budget

House Bill 1 provides a continuation budget for CPE. It does provide additional General Fund for agency Operations, specifically for cost-of-living adjustments for staff (8% in 2022-23, and 6% in 2023-24, specified in HB 444, passed in the 2023 Regular Session). Other General Fund appropriations relate to pass through funding for the institutions. As a reminder, CPE's budget in HB 1 includes debt service to support \$40 million in Bond Funds for Bucks for Brains for the research institutions (\$30 million) and the comprehensive institutions (\$10 million). General Fund of \$2,225,000 is included for the Workforce Development Trust Fund, which was distributed to KCTCS institutions in 2022-23. The General Assembly chose to fund Spinal Cord and Head Injury Research as part of CPE's budget, with \$2,000,000 in General Fund in 2022-23, which was previously funded with Tobacco Funds (\$650,000 in 2021-22). The budget also provides additional General Fund for Ovarian Cancer Research and Screening, increasing the appropriation from \$500,000 to \$1,000,000 for each year of the biennium. General Fund appropriations for Technology Trust Fund, Doctoral Scholars, and SREB Dues remain essentially the same in fiscal 2021-22, 2022-23, and 2023-24.

The Technology Trust Fund provides support for the Kentucky Virtual Library, Kentucky Postsecondary Education Network, and Technology Support. The Doctoral Scholars program, which was reinstated in 2021-22, provides scholarships and other programming to help two underrepresented minority doctoral candidates at the University of Kentucky and University of Louisville succeed and encourage them to pursue careers in academia after graduation. UK and UofL match these funds, so a total of four students benefit from this program every year.

The table below shows General Fund appropriations by expenditure category for CPE’s agency budget for 2022-23 and 2023-24.

CPE Agency Budget Fiscal Years 2022-23 and 2023-24		
Expenditure Category	Fiscal 2022-23	Fiscal 2023-24
General Fund		
Operating Funds ¹	\$7,205,700	\$7,205,700
Defined Calculations and COLA	500,700	524,100
Cost of Living Adjustment (6%) ²		422,900
Debt Service for Bucks for Brains	1,612,000	3,224,000
Workforce Development Trust Fund	2,225,000	0
Technology Trust Fund	3,628,300	3,653,200
Spinal Cord and Head Injury Research	2,000,000	2,000,000
Ovarian Cancer Screening	1,000,000	1,000,000
Doctoral Scholars	50,000	50,000
SREB Dues	214,800	214,800
Total	\$18,436,500	\$18,294,700
¹ Includes funding for Operations and Strategic Initiatives		
² Allocation of State Salary and Compensation Fund - HB 444 (2023 RS)		

2023-24 Operating Budget

The CPE operating budget includes most of the agency’s funding for personnel and operations. Next year, CPE will use state General Fund appropriations, along with \$600,000 in Restricted Funds received by the Council for administering federal grants (i.e., primarily the GEAR UP grant), to fund agency operations. Personnel expenses make up 86 percent of the Operating budget, which is typical for state government agencies. General Fund appropriations in 2023-24 will support 47 employees (47 employees in 2022-23), which is down from 97 staff in 2007-08.

CPE’s 2023-24 budget is largely a continuation budget. Next year, CPE leaders will continue to focus on the successful transition of students from secondary to postsecondary education

through leadership of the P-20 Education Continuum. CPE will continue collaboration with state workforce and economic development leaders in the state and policy and programming in this area.

See the table below for a comparison of CPE’s 2022-23 and 2023-24 operating budgets, which includes both Operations and Strategic Initiatives.

CPE Operating Budget Fiscal Years 2022-23 and 2023-24				
	Fiscal 2022-23	Proposed 2023-24	Percent Change	Notes on Differences
Sources of Funds				
General Fund	\$7,205,700	\$7,205,700		
General Fund (COLA)	500,700	947,000		6% COLA
Restricted Funds	500,000	600,000	20%	Conference room technology upgrades
Total Sources of Funds	\$8,206,400	\$8,752,700	7%	
Uses of Funds				
Salaries and Benefits	\$6,526,800	\$6,973,100	7%	6% COLA
Other Personnel Costs	525,800	525,800	0%	
Total Personnel	\$7,052,600	\$7,498,900	6%	
Building, Rentals, Repairs	351,800	351,800	0%	
Computer & Misc. Services	336,500	436,500	30%	Computer charges, office renovations
Supplies, Travel, Dues, Other	350,500	350,500	0%	
Total Operating	1,038,800	1,138,800	10%	
Total Grants	115,000	115,000	0%	Graduate Profile
Total Uses of Funds	\$8,206,400	\$8,752,700	7%	

CPE Tobacco Fund, Federal Funds, and Restricted Funds Budgets

In addition to state General Fund appropriations, the Council’s budget contains other sources of revenue, including tobacco settlement funds, cigarette tax revenue, federal grant funds, and agency receipts.

The following table provides a summary of the Council’s 2022-23 authorized expenditure levels for these funds and proposed expenditures for 2023-24. The enacted budget specifies the expenditure limits for each fund type.

CPE Tobacco, Federal, and Restricted Funds Fiscal Years 2022-23 and 2023-24		
Expenditure Category	Fiscal 2022-23	Fiscal 2023-24
Tobacco Fund		
Cancer Research and Screening	\$6,250,000	\$6,250,000
Federal Funds		
GEAR UP	\$4,164,300	\$4,164,300
GEER and ARP funds	5,876,400 ¹	1,456,800
Simmons College	6,000,000 ¹	
Healthcare Workforce Collaborative	10,000,000 ¹	
Total Federal Funds	\$26,040,700	\$5,621,100
Restricted Funds		
Operations (Federal Indirect)	\$500,000	\$600,000
Cancer Research Match	4,100,000	3,923,000
Licensure (Licensure Fees)	420,000	500,000
Total Restricted Funds	\$5,020,000	\$5,023,000
¹ Unspent federal funds are available for use in 2023-24. Staff estimates that \$8.0 million in Healthcare Workforce funds, \$1.0 million in ARP funds, and all funds for Simmons College will be available for use in fiscal 2023-24.		

Tobacco Fund appropriations in CPE’s budget for 2023-24 support cancer research at UK and UofL. This appropriation is divided equally.

CPE started receiving federal funds to distribute to postsecondary institutions through the Governor’s Emergency Education Relief (GEER) Fund in 2020-21. Funding provided by the Governor through GEER for postsecondary education response to the pandemic totals \$17.7 M. The expenditure authority in the 2022-24 budget allows CPE to spend the balance of these federal funds. In addition, funds were made available to CPE through the American Rescue Plan to support projects focused on improving college preparation and retention during a time with reduced college and career counseling and to address gaps in instruction due to the COVID-19 pandemic. Staff anticipates \$2.5 million in expenditures in ARP funds next fiscal year. CPE’s ARP grant totals \$5.3 million.

CPE will have access to federal GEAR UP grant funds in 2023-24. GEAR UP, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs, is a federally funded program that helps students in underprivileged schools prepare for postsecondary education. GEAR UP is a seven-year, \$24.5 million grant program.

The Budget of the Commonwealth provides federal funds from the State Fiscal Recovery Fund of the American Rescue Plan to CPE in 2022-23 for the Healthcare Workforce Collaborative and for Simmons College. Any unspent portion of these funds is available for expenditure in 2023-24. The Healthcare Workforce Collaborative brings together public higher education officials and industry leaders to “strengthen the education and training pipeline of healthcare professions within Kentucky’s public two and four-year colleges and universities.” Funding for the collaborative totals \$10,000,000 in 2022-23. The state budget provides \$6,000,000 for Simmons College, a private HBCU in Louisville for a \$4.2 million Teacher Education Initiative and \$1.8 million to “expand academic offerings to include the areas of psychology to produce more licensed mental health practitioners, quality control technicians, and logistics and supply chain management.” The Healthcare Workforce Collaborative and Simmons College will have until December 2026 to access these funds.

Restricted Funds in the CPE budget support several programs, including the Cancer Research Match program, Licensure, and Agency Operations. These funds come to CPE from a variety of sources, such as:

- Cigarette tax proceeds (i.e., one cent from each pack of cigarettes sold in Kentucky) fund the Cancer Research Match program, which is allocated to UK and UofL equally, provided the institutions are able to match the distributions with institutional funds expended on cancer research.
- Licensure fees fund the Licensure Unit. The Council licenses all Kentucky non-profit and for-profit baccalaureate degree granting and above institutions, and out-of-state public institutions operating or soliciting in the Commonwealth. The Licensure Unit also has duties related to the State Authorization Reciprocity Agreement (SARA), which allows Kentucky public and licensed institutions to do business in other SARA states. Licensure revenue of about \$400,000 per year supports the equivalent of three full-time staff members who ensure the Council’s licensure duties are performed.
- Finally, the Council receives funds related to the administration of federal grants and is authorized to spend those funds to support agency operations.

Other Funds

The Council manages several other state funds, including the Equine University Program Trust Fund and funds housed in the Technology Trust Fund (i.e., KYVL receipts and smaller grants). The Equine Program receives funds collected by the state related to pari-mutuel betting. The funding, traditionally about \$600,000 per year, is distributed equally to the five institutions with Equine programs (UK, UofL, MoSU, MuSU, and WKU) to help fund capital investments in their programs.

The Technology Trust Fund (TTF) receives state General Fund appropriations and Kentucky Virtual Library (KYVL) and KPEN receipts. The fund also receives interest earnings, smaller

private grant funds, and funds from state government agencies on occasion. These funds will be spent in 2023-24 as allowed by terms of the funding.

Two years ago, the Office of State Budget Director authorized the use of the TTF to house a \$2.1 million, three-year grant from the James Graham Brown Foundation to establish the Kentucky Student Success Collaborative at CPE. This upcoming year will be the final year of the grant, which facilitates CPE's work with KCTCS and the universities in the realm of student success, particularly with regard to information sharing, professional development, and research and analysis.

TTF resources of about \$600,000, largely from Technology Support savings accumulated over several years are being used to develop a Student Portal and to fund research and provide strategic guidance on how CPE and the postsecondary institutions can better address the needs of adult learners and achieve an even more positive impact on economic development in the Commonwealth of Kentucky. TTF resources will also be used to fund consultants working on Senate Joint Resolution 98.

Finally, House Bill 250 (2022 Regular Session) included a \$1.5 million General Fund appropriation to support CPE's oversight of Kentucky State University. HB 444 (2023 RS) allows unspent funds from the 2022-23 appropriation to be used in 2023-24. CPE estimates that \$800,000 will be available for 2023-24 and will use those funds to pay salaries and benefits for CPE staff dedicated to KSU and to continue the work of outside consultants.



Kentucky Council on Postsecondary Education

2022-23 Organizational Review

The 2022-30 Strategic Agenda for Postsecondary Education sets an overarching goal that 60% of Kentucky’s working-age population will have earned a postsecondary degree or credential by 2030. The 60x30 KY goal is the foundation for the priorities, objectives, and strategies of the agenda, and it guides the work of the agency.

The following report provides a look at the high-level actions and outcomes of the agency’s work from April 2022 through April 2023. It is organized by the five priority areas of the agenda (Affordability, Transitions, Success, Talent, and Value), with Equity as a cross-cutting priority. A final section, State Leadership, was added to include the agency’s work in key areas that are not immediately reflected in the agenda.



AFFORDABILITY

Kentucky will ensure postsecondary education is affordable for all Kentuckians.

- 1. Reduce financial barriers to college enrollment and completion.**
- 2. Improve the public's understanding of how to pay for college.**

KEY INITIATIVES AND ACCOMPLISHMENTS IN 2022-23

CPE is working on efforts to increase college access and affordability for all Kentuckians. Key strategies include limiting tuition and fee increases; recommending operational efficiencies; educating students and families about college savings programs, grants, scholarships, and responsible borrowing; and advocating for additional state general fund appropriations.

CPE's Student Success Collaborative has been leading state efforts to meet [college students' basic needs](#) to improve food and housing security. Earlier this year, CPE launched the [Student Basic Needs Action Network](#), a broad state coalition of over 40 organizations and agencies that has been studying student basic needs and auditing student supports at colleges and universities in Kentucky. The network has used this information to develop policy recommendations for CPE and state policymakers to increase students' access to public benefits and scale and replicate effective campus support programs.

In March 2023, CPE published a [comprehensive analysis of unmet financial need](#) among Kentucky's postsecondary students. The analysis identified the tipping point at each public university and the Kentucky Community and Technical College System (KCTCS) beyond which unmet need diminishes the probability of student persistence and completion. This first-of-its kind report also includes research on best practice approaches and recommended state-level actions to address unmet financial need.

As part of the annual tuition-setting process, CPE staff gathered and analyzed relevant state and national data and identified key issues that formed the basis for staff's tuition and mandatory fee recommendation. Following four years of historic lows (i.e., system average tuition increases of 1.4% per year), [staff recommended a slightly higher increase in tuition ceilings for academic years 2023-24 and 2024-25](#). The new rates are designed to provide an appropriate balance between the resource needs of institutions and college affordability for students and families.

Kentucky Virtual Library's (KYVL) [Affordable Learning Kentucky](#) initiative promotes student success and fosters educational equity by supporting the adoption, adaptation and creation of affordable, open educational resources in the Commonwealth. CPE hired a full-time program coordinator, developed a series of lunch-and-learns attended by over 80 faculty and staff, and administered a survey to Kentucky undergraduates regarding the impact of textbook and course materials costs on their learning experiences.

RaiseMe is an exciting new program CPE launched this year that allows students to earn micro-scholarships at participating colleges and universities. Students can earn money for college by doing things like having good attendance, taking an honors course, participating in extracurricular activities and more. Maysville Community College, Western Kentucky University (WKU) and the University of Louisville (UofL) signed on to pilot the program.



AFFORDABILITY

Kentucky will ensure postsecondary education is affordable for all Kentuckians.

Early postsecondary opportunities like [dual credit](#) are a key state strategy to help lower college costs and improve affordability. CPE spent much of the last year reviewing and revising the state's [Dual Credit Policy](#) to improve program and teacher quality. Importantly, the new policy includes that goal that by 2030, 50% of high school graduates will have completed at least one dual credit course with a qualifying grade of a "C" or higher.

Last summer CPE, in partnership with the Kentucky Higher Education Assistance Authority (KHEAA), launched the [Kentucky Innovative Scholarship](#) to support undergraduate students displaced by crises in their home countries. As part of this process, CPE determined that these displaced students would receive in-state resident rates so that funding could be spread more widely. In addition, CPE partnered with the National Association of System Heads (NASH) to launch the Kentucky Innovative Scholarship community of practice, which provides a forum to share and scale proven practices, offers professional development for faculty and other campus practitioners serving displaced student populations, and provides resources to help leverage other state, federal or private resources.

CPE's [Kentucky Advising Academy](#) (KAA), launched in 2022, provides free professional learning and resources for school counselors, Family Resource/ Youth Service Center coordinators and other professional educators. KAA also provides flexible opportunities to connect with higher education and postsecondary advising leaders. This year KAA hosted face-to-face and virtual learning opportunities and published an [online toolkit for K-12 advisors and staff](#). The toolkit includes advising strategies and opportunities focused on college affordability, grants, scholarships and FAFSA completion.

Last fall, CPE coordinated Kentucky's annual [Go!vember campaign](#), a collaboration between CPE, GEAR UP Kentucky, KAA, KHEAA and the Prichard Committee. The campaign directs students and their families to the resources they need to navigate college application and financial aid processes. The 2022 campaign featured a Facebook live event and an enhanced student resource hub.

CPE's GEAR UP Kentucky (GUK) program coordinated a [FAFSA Frenzy campaign](#) among its 12 partner schools that led to a 54% FAFSA statewide completion rate in 2022, a three percentage-point increase over the previous year.





TRANSITIONS

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

- 3. Increase students' readiness to enter postsecondary education.**
- 4. Increase enrollment in postsecondary education.**

KEY INITIATIVES AND ACCOMPLISHMENTS IN 2022-23

Over the last decade, Kentucky has experienced a decline in its in-state college-going rate. There are actions educators and advisors can take to help high school students successfully navigate their transition to college. We can remove tripwires that cause individuals to stumble on their path to college, particularly if they are first-generation or historically underserved by postsecondary institutions. We also can simplify bureaucratic and onerous admission processes and help demystify financial aid and borrowing.

CPE facilitated the [Commonwealth Education Continuum](#) (CEC), a P-20 initiative that promotes statewide conversations and actions among P-12 education, higher education, and workforce leaders aimed at strengthening Kentucky's education pipeline. Work groups focused on high school college readiness, early postsecondary opportunities, and first-year postsecondary success have recommended strategies to improve advising programs and increase dual credit opportunities.

The [Kentucky Advising Academy](#) (KAA), launched in 2022 and referenced above, got off to a great start. In the past year, KAA produced monthly podcasts, webinars and other advising content through social media channels. Last year, 61% of K-12 public school districts were engaged in KAA professional learning and resources, while 75% of public four-year institutions and 50% of public two-year institutions participated.

[GEAR UP Kentucky](#) (GUK), also mentioned in the Affordability section, served over 5,000

students in 12 school districts and eight partner institutions last year with a central goal of improving transitions between secondary and postsecondary education. It provided 4,000 instances of coaching to GUK first-year college freshmen, college visits for over 750 middle and high school students, and over 15,000 hours of student advising (a 67% increase from the previous year).

Staff also developed [GEAR UP 4 Success](#), a postsecondary transition readiness curriculum for high school students aligned to Kentucky's Academic Standards for Career Readiness and Financial Literacy. As a result, 10 of the 12 GUK high schools exceeded the statewide graduation rate in 2022, and the GUK average high school graduation rate has surpassed the statewide rate for the past four years. Additionally, the percentage of GUK students scoring at or near benchmark on college readiness assessments increased in all subject areas in both cohorts in 2021-22 (grades 7 – 8 to grades 8 – 9).

[One of CPE's newest initiatives](#) through KAA, in partnership with the Kentucky Department of Education (KDE), is OneGoal. The initiative aims to eliminate equity gaps and improve postsecondary education outcomes for students. Twelve school districts were chosen for the 2022-23 cohort of the Postsecondary Leadership Series, and their work has centered on improving college readiness, academic performance and leadership coaching. This partnership impacts over 16,000 students, 68% of which participate in federally-assisted



TRANSITIONS

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

school meal programs, and 19% of which are minority. After 16 months of implementation, the average postsecondary enrollment rate across these districts is 57%, higher than the statewide average.

CPE continued to promote the power of [Summer Bridge Programs](#) by awarding \$1.2 million in campus grants in 2023. These programs bring rising first-year college students on campus before the beginning of the school year to improve their academic preparation, which lowers academic disparities among underrepresented students and improves retention and graduation rates. Grants were awarded through a competitive RFP process based on specific criteria, including an independent evaluation of effectiveness and impact. In 2023, 23 campuses received up to \$50,000 each. CPE also convened summer bridge program personnel to learn from state and national experts and each other.

CPE recently joined a national initiative called "[Launch: Equitable and Accelerated Pathways for All](#)." CPE is serving as the lead agency with 10 state partners, with the goal of expanding access to high-quality and equitable college

and career pathways for all learners. The Launch initiative has a foundational focus of equity and four corresponding areas of work: Alignment of Credentials of Value; Seamless Transitions between K12, Postsecondary and the Workforce; Advising and Student Supports; and Next Generation Work-Based Learning (WBL).

CPE staff continued development of a web-based portal that will provide prospective students (high school students, adults, military veterans and active-duty personnel) with opportunities to explore career interests and related postsecondary programs and services. The platform will provide essential information about college affordability, enrollment requirements at public postsecondary institutions and occupational outlook data for the state. This platform is being created in partnership with KDE and the Kentucky Center for Statistics (KYSTATS), with feedback provided by multiple stakeholder groups representing all intended audiences.

Photo: Business leaders and educators talk with President Thompson and CPE staff about how to provide work-based learning and dual credit opportunities that align with college and career needs for all students. (October 22, 2022)





SUCCESS

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

5. Increase persistence in and timely completion of postsecondary programs.
6. Maximize transfer of academic and experiential credit.
7. Ensure academic offerings are high-quality, relevant and inclusive.

KEY INITIATIVES AND ACCOMPLISHMENTS IN 2022-23

CPE has doubled down on its promotion of high-impact practices that research has proven to be effective in increasing student persistence and completion. Staff works with campuses to implement both academic and non-academic policies and services to support holistic student development and workforce readiness.

To remove barriers preventing adults from enrolling or returning to college, CPE released a [statewide adult learner action plan](#), “Moving Up,” in the fall of 2022. The plan, developed after nearly a year of work from stakeholders around the state, recommends strategies to increase postsecondary accessibility for adults, promote institutional innovation to better serve adult learners, and reinforce partnerships to make transitions into postsecondary education easier.

CPE’s [Kentucky Student Success Collaborative](#) (KYSSC) continued its work with both two-year and four-year institutions through a grant funded by the James Graham Brown Foundation. In the last year, staff focused on three issues: meeting student basic needs, improving the transfer process, and redesigning gateway courses. Key accomplishments include:

- The Collaborative promoted resource sharing through the Impact exChange, [an online platform for faculty and practitioners](#). KYSSC facilitated communities of practice to promote research-based practices, provide professional development, encourage cross-institutional and community collaboration, and drive

continuous improvement of promising and best-practice implementation. More than 300 practitioners have participated.

- KYSSC partnered with Complete College America (CCA) to work with nine institutions on the Purpose First initiative. Through this work, CPE provided technical assistance related to the first-year experience with embedded career exploration to ensure students find a major suited to their career interests. Campus partners focused on four specific approaches to student support: advising and onboarding to purposeful career pathways, advancing employer engagement, connecting competencies to programs of study, and dissecting policy.
- KYSSC facilitated a virtual Program Onboarding Institute with Community College Research Center (CCRC) in the fall of 2022, in which seven community and technical colleges learned about ways to redesign the student onboarding process. Topics included identifying opportunities, developing communication and engagement strategies, and using data to make informed decisions.
- KYSSC launched the [Statewide Vision for Transfer Student Success](#), which outlines strategies to make the transfer experience for students moving between Kentucky higher education institutions more transparent and efficient. The vision is organized around three strategic priorities and includes a student-



SUCCESS

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

facing transfer website to map degree pathways, identify barriers to seamless transfer, create more network improvement communities, provide professional development opportunities, evaluate existing state-level policies, and work with institutions to create state-level initiatives to facilitate transfer.

- Through a National Association of System Heads (NASH) led initiative to use improvement science to accelerate baccalaureate completion of transfer students, KYSSC staff facilitated a network improvement community of representatives from CPE and two-year and four-year institutions to identify issues and implement rapid action cycles of change.

CPE selected 21 participants from public two-year and four-year institutions for the fifth cohort of the [Academic Leadership Development Institute](#) (ALDI), which prepares minority faculty and staff for leadership roles in Kentucky higher education. Participants are nominated based on their leadership ability, interest in professional advancement and dedication to higher education.

CPE staff and the Committee on Equal Opportunities provided an annual review of public institutions' progress toward diversity, equity and inclusion goals, as well as highlighting institutional best practices over the life of the 2016-20 Diversity, Equity and Inclusion (DEI) agenda. CPE staff is finalizing a report to be presented to the CPE board in the summer of 2023.

This spring, CPE hosted the [2023 Student Success Summit](#) that engaged over 500 faculty and staff from Kentucky institutions on such topics as student basic needs, transfer, equitable learning, and essential workplace skills.

CPE continued work on the [Kentucky Graduate Profile](#), which is now being used by all public two-year and four-year institutions. Teams consist of four experts who are considered voices of influence on their campus. These teams conduct an environmental scan of their programs to determine which impact project to pursue, with the goal of infusing these 10 essential skills throughout the curriculum and co-curriculum.

Photo: Opening Keynote session of the Spring Student Success Summit, February 27, 2023.





TALENT

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

8. Improve the career outcomes of postsecondary graduates.

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

KEY INITIATIVES AND ACCOMPLISHMENTS IN 2022-23

A primary purpose of postsecondary education is to produce adaptive, highly skilled workers to fuel the economy. CPE collaborates with government, education, and workforce partners to ensure Kentucky's graduates earn high-value degrees that lead to professional employment opportunities.

In the summer of 2022, CPE launched the [Healthcare Workforce Collaborative](#) to grow the pipeline of healthcare workers in Kentucky. The Collaborative is made up of healthcare professionals, institutional representatives, and government and community partners, and it met bimonthly over the last year to develop short- and long-term solutions to meet the state's demand for qualified healthcare professionals. In addition to reviewing the effectiveness of current campus- and state-level programs, the Collaborative oversaw \$8 million in grants awarded to campuses to support and grow programs that train healthcare providers in high-demand disciplines that lead to professional certification and/or licensure.

The CLIMB Initiative, Career Ladders for Mental and Behavioral Health, was created in the spring of 2023 to create postsecondary pathways for Kentuckians recovering from substance use disorders. This \$1.5 million program funded by the Cabinet for Health and Family Services will provide participants with an initial peer support specialist certification, with the goal of encouraging them to obtain a series of stackable certifications culminating in an Associate of Applied Science in Human Services through KCTCS, and/or a bachelor's degree in social work at a participating four-year university.

CPE launched the Career Development Officers affinity group in the fall of 2022. This group meets

bi-monthly and is comprised of workforce and career services professionals from the state's public and private postsecondary institutions. Currently, this group is exploring workforce and labor market data, hearing from state and national experts, and sharing best practice models to assist students in their transition to meaningful employment.

CPE continues to act as a liaison with state workforce and economic development agencies to ensure higher education is part of the state's overall economic development strategy, including membership on the Kentucky Workforce Innovation Board, strategy development with sister agencies about improving business outreach and support, and participation in state conversations about support and development of emerging industries and the state's science and technology goals.

Kentucky's nationally recognized [KY Students' Right to Know](#) interactive web tool provides information about postsecondary program costs and allows students and others to research programs and view salaries of in-state program graduates before choosing a major. CPE, in partnership with KYSTATS, maintains and promotes this site.

In the fall of 2022, CPE worked with postsecondary campuses, policy makers and others to develop [guidelines for the distribution](#) of the state's recent investment of \$40M to the Bucks for Brains initiative and \$2.2 million for the Workforce Development Trust Fund. Both programs are designed to spark economic and workforce activity through support for innovative programs, research, and scholarship.



VALUE

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

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

11. Build support for greater investment in postsecondary education.

KEY INITIATIVES AND ACCOMPLISHMENTS IN 2022-23

In the state and nation, people are questioning the value of a college. This skepticism, however, is based more on feeling than fact. Research clearly shows that higher education benefits individuals and society in countless ways. College graduates earn higher salaries, are less likely to be unemployed, and have better health outcomes than individuals without a postsecondary credential. Through research, opinion pieces and other products, CPE is determined to show how much higher education matters.

The agency's [statewide advocacy campaign](#), [#KYHigherEdMatters](#), continued to gain steam and exceeded industry benchmarks with its multi-level approach to reach prospective students and their families. The campaign had over 20 million impressions, including 165K PSA placements on radio and TV, almost 100K views on YouTube, and over 28K visits to the campaign website.

CPE advocated for the value of higher education by holding Community Conversations throughout the state to discuss with business and government leaders and other community stakeholders how Kentucky can fill workforce gaps through higher education and workforce collaboration. This work is broadening the agency's reach and helping CPE to secure additional investment opportunities.

CPE promoted its work through multiple avenues including news releases, monthly newsletters, and weekly infographics. CPE now reaches over 4,500 subscribers through its direct messaging, exceeding benchmark standards for government organizations. Additionally, the news releases

and infographics often are the catalyst for media stories and interviews.

In the fall of 2022, CPE launched the [Higher Ed Matters Podcast](#), where guest speakers discuss how higher education impacts every aspect of our lives – from the economy to health to civic engagement and community development. Listenership is growing, and staff will work to gain new audiences during the 2023-24 academic year.

CPE increased its social media presence on both the [CPE](#) and [President Thompson's](#) accounts, which furthers the Higher Education Matters message and promotes the work of the Council, its President, and its units. As a result, social media engagement rates (likes, comments and shares) greatly exceed the benchmarks for government and higher education.

President Thompson received the [2023 Lucy Harth Smith-Atwood S. Wilson Award for Civil and Human Rights in Education](#). The award was presented at the 151st Kentucky Education Association (KEA) Delegate Assembly. The Smith-Wilson Award is given annually to a person or organization that has made notable contributions in any of the following areas:

- Encouraging and supporting minorities to enter the teaching profession.
- Advancing opportunities, especially educational opportunities, for youth of color.



STATE LEADERSHIP

Strengthen CPE's role as an effective and respected postsecondary education coordinating agency.

In addition to strategic priorities, CPE has many administrative and statutory duties to fulfill. Key accomplishments in agency operations are highlighted below.

CPE continued its deep engagement with Kentucky State University (KSU) through the implementation of HB 250 (2022). In addition to distributing \$23 million in financial recovery dollars in 2021-22, CPE acted in an advisory capacity on the following:

- A review of all academic programs;
- A performance review of all faculty and staff;
- The adoption and implementation of a comprehensive management improvement plan, comprised of eight elements covering all aspects of campus operations and encompassing over 120 deliverables to be completed by KSU in phases over the next three years; and
- The approval of all expenditures over \$5,000, as well as monthly updates on KSU's financial status.
- Assistance with the hiring process of a new President.

In response to the passage of [SJR 98 \(2023\)](#), CPE staff identified three internal teams to begin work on a research framework and identify the data necessary for each of the three requests in the resolution, which are to determine: (1) the effectiveness of the current structure of higher education governance in Kentucky; (2) the feasibility of adding a four-year university in Southeastern Kentucky; and (3) the feasibility of splitting the KCTCS system into technical colleges overseen by a system office, and associate-degree programs overseen by comprehensive universities. A great deal of resources will be dedicated to the completion of the study through the rest of 2023, with the final report being due to the legislature by December 1, 2023.

To ensure statewide strategies outlined in the strategic agenda are implemented uniformly, CPE staff worked with campus leadership to finalize Campus Action Plans, which identify strategies campuses are implementing to advance statewide objectives. Staff negotiated targets on key performance indicators and continued to monitor and report progress.

President Thompson and his leadership staff have engaged in countless conversations with the governor, executive branch staff, legislators, legislative staff, and members of state and federal education organizations on issues impacting higher education in Kentucky. Additionally, they advised key legislators and staff on bill development on a wide array of topics, as well as provided testimony leading up to and during the 2023 Regular Session of the Kentucky General Assembly.

Throughout 2022 and the spring of 2023, CPE facilitated numerous meetings with the campus presidents and legislative liaisons to discuss legislative strategies and provide a coordinated approach to statewide issues.

CPE [released several key research reports and publications](#), including the annual enrollment and degrees reports, a study of degrees and credentials awarded by program, and the annual progress report on strategic agenda key indicators. These publications build CPE's reputation as a trusted and reliable provider of higher education content.

CPE staff developed a process for assessing the financial health of campuses. The analysis evaluates fiscal stability and sustainability, and it can help determine institutional susceptibility to market risk factors. As part of this analysis, staff identified methods, metrics, and data sources for assessing institutional viability in their respective markets and determined whether institutions are making efficient



STATE LEADERSHIP

Strengthen CPE's role as an effective and respected postsecondary education coordinating agency.

and effective use of state resources.

CPE held the [2022 Postsecondary Education Trusteeship Conference](#) in September. This conference brought together regents and trustees from all of the public institutions (as well as some from private institutions) to contemplate the future of higher education. The conference also featured new board member education, as required by HB 15 (2016), and continuing education from state and national partners like the Association of Governing Boards, the Gardner Institute, and state legislators. Newly appointed board members unable to attend the conference were invited to complete their required training through [online orientation courses](#).

When an academic program is not available in Kentucky, students are able to participate in the [Academic Common Market](#). This program, managed by CPE staff, enabled approximately 600 students in the 2022-23 academic year to attend out-of-state institutions at the in-state tuition rate.

CPE led Kentucky's [licensure functions](#) for non-public institutions operating within the state and managed the state's participation in the State Authorization Reciprocity Agreement (SARA) and NC-SARA requirements. Staff renewed 77 licenses and approved four new licenses;

approved 157 new program applications and 213 program modifications; audited faculty in 142 new programs; and issued eight new conditional licenses in 2022, with five of those satisfying conditions.

CPE managed the statewide [Kentucky Virtual Library \(KYVL\)](#), a consortium of nearly 350 Kentucky libraries and institutions, as well as the Kentucky Digital Library, a platform housing more than 1.2 million items in 40 collections to enhance scholarship, research and lifelong learning. KYVL facilitated more than 97 million database searches, and 72,000 items were transported via KYVL courier in academic year 2020-21. The library's shared services and collaborative purchasing resulted in a savings of approximately \$20 million for postsecondary education in Kentucky.

Thanks to several grants and other non-state funds, CPE has 111 employees (27 of those support GUK and eight are part-time student success interns). Staff also operated and managed a \$7,205,700 FY 23 budget for operations and strategic initiatives. We are pleased to report that the results of the FY22 agency audit showed no deficiencies or material weaknesses and a fair presentation of financial data.





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MAY 2023

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: Report from the Committee on Equal Opportunities

DESCRIPTION: The following is a summary of the Committee's meeting held on April 24, 2023.

PRESENTERS: Elaine Walker, Chair of the Committee on Equal Opportunities

The Committee on Equal Opportunities met on April 24, 2023. Below is a summary of their work.

- Received an update on the developments at Kentucky State University from Travis Powell. They are currently in month 6 of the management improvement plan and they announced the 3 candidate finalists for the next University President.
- Received reports on the annual evaluations of each campus's implementation efforts of their Diversity, Equity, and Inclusion plans. Each of the six review teams were comprised of both CEO members and CPE staff.
 - Three institutions did not meet the minimum required score for immediate eligibility to apply for new degree programs. Those institutions are Big Sandy Community & Technical College, Henderson Community College, and Kentucky State University.
 - These institutions will have until July 1st to submit a waiver to be eligible to apply for new degree programs with the inclusion of a performance improvement plan.

The Committee's next meeting is scheduled for June 26, 2023.



Committee on Equal Opportunities

CPE Board Meeting Report
June 9, 2023

Diversity Policy

- The Desegregation Plan (1982)
- The Committee on Equal Opportunities (2008)
 - KRS 164.020(19)
 - 13 KAR 2:060(19) – Kentucky Public Postsecondary Education Diversity Policy (2010)
- Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion (2016)

Diversity, Equity, and Inclusion Plan Report Evaluation

- Annual Report (2022)
 - Qualitative Report Submitted
 - 2021-2022 Data Analyzed.
- Evaluated based on a Rubric; divided into 2 sections
 - Quantitative
 - 18 possible points for Universities
 - 16 possible points for KCTCS Institutions
 - Qualitative
 - 18 possible points
 - Minimum Score for Eligibility to Offer New Programs
 - 24 for Universities
 - 22 for KCTCS Institutions

Diversity, Equity, and Inclusion Plan Report Evaluation – Quantitative

- Evaluation of progress toward targets set in the following areas:
 - Undergraduate and Graduate Enrollment*
 - 1st to 2nd Year Retention (URM and Low Income)
 - Graduation Rate (URM and Low Income)
 - Degrees Conferred/Credentials Awarded (URM and Low Income)
 - Workforce Diversity
- 9 areas for Universities and 8 areas for KCTCS Institutions Scoring*
 - 2 – Annual target met or exceeded.
 - 1 – Annual target not met, but value is greater than the 2015-2016 baseline.
 - 0 – Annual target not met and value is less than the 2015-2016 baseline.
- Maximum of 18 Points for Universities and 16 Points for KCTCS Institutions

Diversity, Equity, and Inclusion Plan Report Evaluation – Qualitative

- 3 focus areas outlined in the Policy for Diversity, Equity, and Inclusion
 - Opportunity, Success, and Impact
- Each institution’s plan identified strategies designed to meet the goals set forth in each of these focus areas.
- For each focus area, reports were evaluated on the following criteria:
 - Implementation of Strategies with Fidelity
 - Analysis of Strategy Effectiveness
 - Lessons Learned and Next Steps
- The 3 evaluation areas are each scored in the following manner:
 - 2 – Meets or Exceeds Expectations
 - 1 – Making Progress Toward Meeting Expectations
 - 0 – Does Not Meet Expectations
- Maximum of 18 Points
 - 3 policy areas, each with 3 evaluation areas and a maximum of 2 points in each category

2021-2022 Final Scores – 4-Year Institutions

4-YEAR INSTITUTIONS								
GOALS	EKU	KSU	MoSU	MuSU	NKU	UK	UL	WKU
Undergraduate Enrollment	2	2	2	2	2	2	2	2
Graduate Enrollment	2	2	2	2	2	2	2	2
1st-2nd Year Retention (URM)	2	0	0	2	2	0	1	2
1st-2nd Year Retention (low-income)	2	0	0	1	2	0	1	2
6-year Graduation Rate (URM)	2	0	2	2	2	0	2	0
6-year Graduation Rate (low-income)	1	0	2	2	1	0	2	0
Degrees Conferred (URM)	2	0	2	2	0	0	0	0
Degrees Conferred (low-income)	0	1	0	0	0	2	1	0
Workforce Diversity	1	1	2	1	2	1	1	0
	14	6	12	14	13	7	12	8
Opportunity								
Implementation	2	1	2	1	2	2	2	1
Effectiveness	2	1	2	1	2	2	2	2
Lessons Learned	1	2	2	2	2	2	2	2
Success								
Implementation	2	2	2	1	2	2	2	2
Effectiveness	2	2	2	2	2	2	2	2
Lessons Learned	2	2	2	2	2	2	2	2
Impact								
Implementation	2	1	2	2	2	2	2	2
Effectiveness	1	2	2	1	2	1	2	2
Lessons Learned	2	2	2	2	2	2	2	2
	16	15	18	14	18	17	18	17
Total (out of 36)	30	21	30	28	31	24	30	25

2021-2022 Final Scores – KCTCS

KCTCS GOALS	ACTC	BSCTC	BCTC	ECTC	GCTC	HCTC	HenCC	HopCC	JCTC	MadCC	MayCTC	OCTC	SomCC	SKYCTC	Southeast CT	WKCTC
Undergraduate Enrollment	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
1st - 2nd Year Retention (URM)	2	0	0	2	2	0	1	2	2	0	2	2	2	2	1	2
1st - 2nd Year Retention (low-income)	2	1	1	2	2	2	0	2	2	2	2	2	2	0	2	2
3-year Graduation Rate (URM)	0	0	2	2	0	0	0	1	0	2	2	2	1	2	2	0
3-year Graduation Rate (low-income)	0	0	0	0	0	1	0	0	2	2	2	2	2	2	0	0
Credential Awarded (URM)	2	0	0	2	2	2	2	2	1	2	2	2	0	0	2	0
Credential Awarded (low-income)	0	0	1	2	0	0	2	1	0	0	2	2	0	0	2	0
Workforce Diversity	1	1	0	1	0	1	1	1	2	0	1	0	1	2	1	0
	9	4	6	13	8	8	8	11	11	10	15	14	10	10	12	6
Opportunity																
Implementation	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Effectiveness	2	2	2	2	2	2	1	1	2	2	2	2	1	1	1	2
Lessons Learned	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Success																
Implementation	2	2	2	2	2	2	2	1	2	2	2	2	1	2	2	2
Effectiveness	1	1	2	2	1	2	1	1	1	2	2	1	1	2	1	2
Lessons Learned	2	2	2	2	1	2	1	1	1	2	1	2	2	2	1	1
Impact																
Implementation	2	2	2	2	2	2	1	2	2	2	2	2	2	0	2	2
Effectiveness	1	2	2	2	2	2	1	1	1	2	2	2	2	2	1	2
Lessons Learned	1	2	2	2	2	1	1	1	1	2	1	2	1	2	1	2
	15	17	18	18	16	17	12	12	14	18	16	17	14	15	13	17
Total (out of 34)	24	21	24	31	24	25	20	23	25	28	31	31	24	25	25	23

Waiver Process

- Institutions not meeting the minimum required score can request a waiver to be eligible to apply for new academic programs for 2023-24. Information about the waiver process will be sent by July 1, 2023.
- The following institutions did not meet the minimum required score.
 - Big Sandy Community and Technical College
 - Henderson Community College
 - Kentucky State University

Next Steps

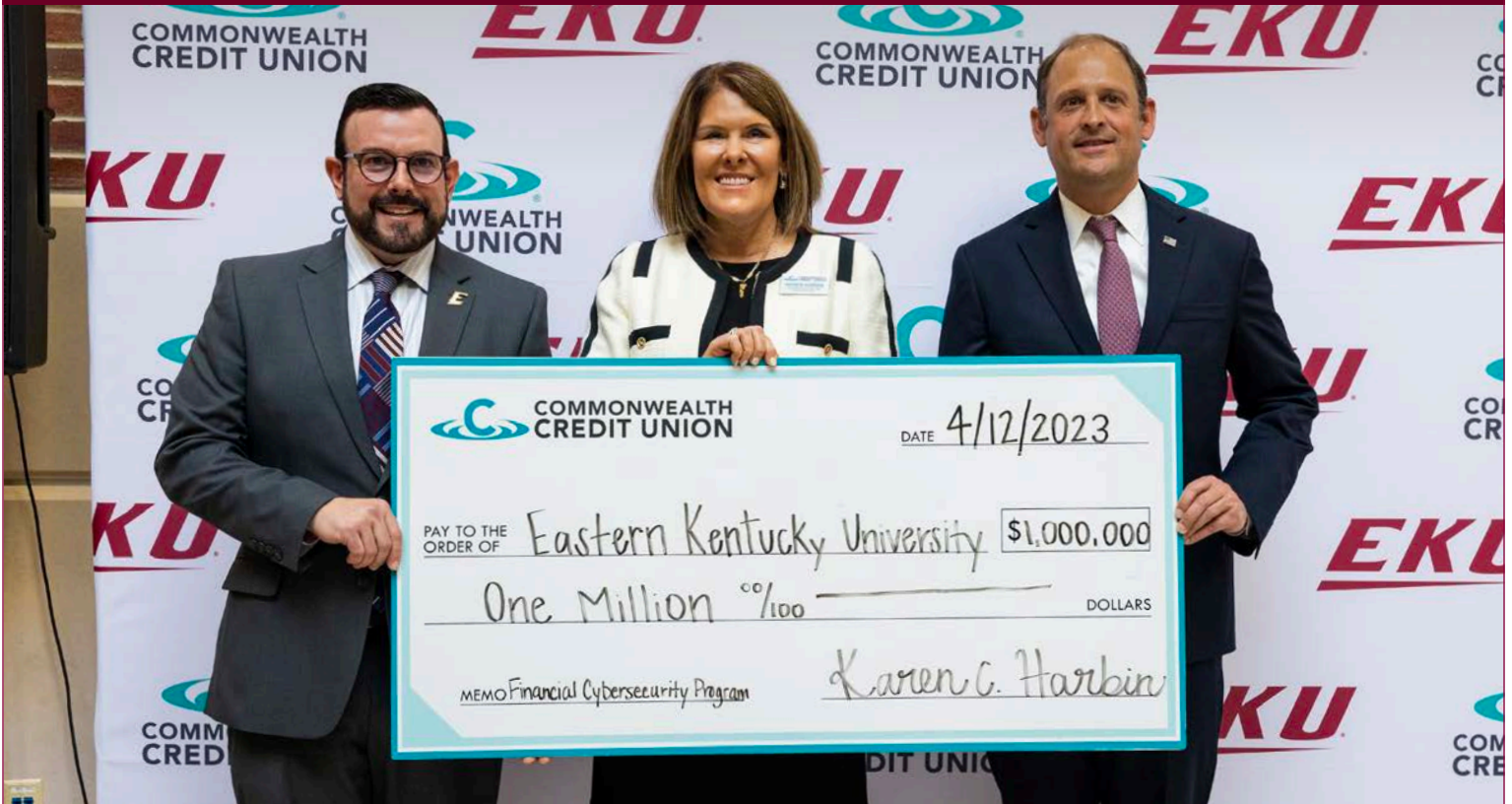
- Work with the CEO to facilitate the performance improvement plan process for institutions not meeting the minimum required scores.
- Continue identifying best practices in the areas of opportunity, success and impact.
- Developing trainings for report writing.
- Begin preparing for the 2022-23 reporting process.

Questions?



CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



COMMONWEALTH CREDIT UNION GIFTS \$1 MILLION TO SUPPORT BANKING AND FINANCE PROGRAMS AT EKU

Commonwealth Credit Union (CCU) and Eastern Kentucky University announced on April 12, an agreement of a \$1-million gift to support the Evans Banking and Financial Services program and the establishment of a new certificate program in Financial Technology and Cybercrime. In recognition of CCU's gift, the Learning Commons at Stratton Building will be renamed the Commonwealth Credit Union Learning Lounge.

The announcement was made in the EKU Business and Technology Center Atrium, where EKU President David McFaddin, U.S. Congressman Andy Barr and President/CEO of CCU Karen Harbin briefly spoke about the industry's need for education in financial technology and cybercrime.

EKU's new Financial Technology and Cybercrime certificate program focuses on solving vulnerabilities in the financial system, making it the first of its kind in the US.

"What an amazing achievement that EKU is unveiling the first certificate program of its kind in the nation for the future leaders in this sector. This is an important part of our financial ecosystem," said Congressman Barr. "Cybersecurity is currently one of the most important risks to our financial system. With this announcement today, EKU is setting itself apart in proving itself as a problem solving institution."

According to Ernst and Young, 72% of financial institution chief risk officers view cybersecurity as the top year-ahead risk. Additionally, the American Banker reported in 2022 that the United States only has enough cybersecurity workers to fill 68% of 168,000 unfulfilled banking cybersecurity positions.

EKU and CCU are committed to investing in educational programs that support the future and current workforce while expanding professional opportunities in financial services and cybersecurity. The new certificate program begins in Fall 2023.



EKU ANNOUNCES EXPANSION OF ECU BOOKSMART TO ALL STUDENTS

Eastern Kentucky University announced the expansion of its ECU BookSmart program during the university's fourth annual Giving Day on Wednesday, April 19. Since Fall of 2021, ECU BookSmart has provided undergraduate students with free textbooks.

Beginning Fall 2023, the program will be expanded to an additional 2,260 graduate and doctoral students online and on campus. ECU will become the first public university to offer free textbooks to all degree-seeking students.

According to the College Board, the average undergraduate student spends more than \$1,200 on books and materials over the course of a year. ECU BookSmart was created as a way to provide students with an additional level of financial support in their education and lower the overall cost of attendance. Based on the College Board estimate of textbook costs, to-date, ECU students will have saved a combined \$25 million through ECU BookSmart. Furthermore, the savings represent a 9.7% decrease in students' cost of attendance. With the expansion of the program, the cumulative student savings will total over \$43 million since the start of ECU BookSmart through the 2023-24 academic year.

ECU BookSmart, in partnership with Barnes & Noble, works as a textbook rental program. After registering for courses, books are gathered, packaged and shipped to students free of cost through ECU's Barnes & Noble Bookstore. Students also have the option to pick up their books on campus. Once the semester is over, students return their books to the ECU Bookstore or can purchase their textbooks at a discounted price.

Fall-to-spring retention rates have increased since the implementation of ECU BookSmart with a 4.7% increase for all freshmen. There has been a 2.4% increase in overall enrollment since 2021.

"The BookSmart program is excellent for all students. It allows students to save a significant amount of money," said junior music education major, Adriana Steele. "Before the BookSmart program, I spent \$400 on books in my first semester. I remember hoping I had enough aid to get a book voucher. I can't personally afford to pay out-of-pocket to rent or buy my books, but now I no longer have to worry about that."

EKU EARNS TOP THREE RANKING FOR MILITARY FRIENDLY® SCHOOLS

Reinforcing a tradition of excellence in veterans education, Eastern Kentucky University once again claimed the top three ranking in the Military Friendly® Schools 2023-24 ratings. ECU is the only university in Kentucky to achieve the Military Friendly® Schools' highest award designation of Top Ten status.

"ECU's veterans and military service members are fundamental to our campus community," said ECU President Dr. David McFaddin. "We are incredibly proud to be named among the top three Military Friendly® Schools for another year in a row. We continue to invest in excellence for our student veterans and their families to ensure they have support, facilities and programming to achieve success in their academic and career goals."

ECU is home to over 1,700 veterans, active duty service members, Reserve/National Guard members and military spouses and children, as of Fall 2022. The Office of Military and Veteran Affairs (OMVA) provides dedicated services and programming from pre-admission to graduation and beyond for military and veteran students and their families.





GOOD NEWS

MAY 2023

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KENTUCKY STATE UNIVERSITY NAMES DR. KOFFI C. AKAKPO AS ITS 19TH PRESIDENT

The Kentucky State University Board of Regents announced May 30, 2023, that Dr. Koffi C. Akakpo will serve as the 19th President of Kentucky State University.

“Today is undoubtedly an exciting time in Kentucky State’s history, and we are confident that the foundation laid by this extensive presidential search process— involving input and deliberation from a wide range of constituents and stakeholders, including both internal and external campus community members—allowed us to choose the best leader for Kentucky State and its future,” Kentucky State University Board of Regents Chair Tammi Dukes said.

Following a national search, the Board selected Dr. Akakpo from a diverse and impressive pool of candidates. He is expected to assume his duties as President as soon as July 01, 2023. Terms of his contract are expected to be finalized soon.

“Kentucky State University is poised for a great future. Thanks to the leadership and support of Governor Andy Beshear, the General Assembly, the Kentucky Council on Postsecondary Education, the Kentucky State University Board of Regents, the KSU campus community, alumni, donors, and supporters,” said Regent Dukes. “Under Dr. Akakpo’s leadership, the University can advance in many areas, and we are pleased to hand the baton to him at such a critical time in the institution’s journey. We are confident he will bring the vision and execution required to help Kentucky State University continue to advance and succeed in its critical mission of enhancing society and impacting individuals by preparing future generations of engaged citizens and effective leaders.”

University officials noted that President Akakpo quickly rose to the top of an esteemed candidate application pool, and his life’s work, 16 years in leadership roles in higher education with a proven record of success in strong fiscal accountability, student-first philosophy, and strategic planning, has positioned him to take the helm. He comes to Kentucky State University from Bluegrass Community and Technical College (BCTC), central



Kentucky’s largest comprehensive public two-year college, serving over 15,000 college credit students annually across multiple campuses and via online classes.

During his four-year tenure, BCTC has expanded programs, adding Computer Engineering Technology, Integrated Engineering Technology (in partnership with the University of Kentucky), Orthotic & Prosthetic Technology, Health Science Technology, and Emergency Medical Services – Paramedic; has received a Center of Academic Excellence for Cybersecurity Education designation from the National Security Agency and Department of Homeland Security; and has increased the number of credentials by 26 percent and the number of individuals who earned credentials up by 22 percent despite the pandemic. In addition to increases in enrollment, the college had an overall increase in graduation rates from 24 percent to 35 percent, including graduation rates for African Americans rose to 24 percent from 12 percent and 20 percent for Hispanic students.

“My work focuses on championing postsecondary institutions, tackling the uncertainty they face, and securing their current and future prosperity, particularly through bold thinking, transformational problem-solving, and strategic partnership building,” President Akakpo said. He believes that the Commonwealth of Kentucky and the entire KSU community must unite and do all in their shared power to convert problems into opportunities through intentional, data-informed decisions and bold, futuristic planning.

He holds a Ph.D. in higher education administration from the University of Toledo, Ohio, a Master of Business Administration from Ashland University, Ohio, and a Master of Science from Universite du Benin, Lome, Togo.

The Kentucky State University Board of Regents would like to thank Myers McRae Executive Search for assisting the nine-member presidential search committee throughout this process.

KENTUCKY STATE UNIVERSITY OPENS WEST LOUISVILLE OFFICE

Kentucky State University officially opened its new West Louisville Office at the Louisville Central Community Center on Friday, April 21.

The office is part of the University’s Cooperative Extension Program efforts in support of the Commonwealth’s initiative to support the success and well-being of the West Louisville community. The West Louisville initiative was codified when Governor Andy Beshear signed SB 270 into law in April 2021.

Community members and dignitaries celebrated the ribbon cutting as a good day. “Events like this today give us hope— hope for new opportunities, hope for better lives, hope for a brighter future for West Louisville and beyond,” Gov. Beshear said. “That is the mission of our HBCUs, and they see that through daily.”

Opening the West Louisville Office is part of a multipronged approach to addressing health education, wellness, and food insecurity issues in African American communities. Personnel at the West Louisville Office have already made connections in the community and have conducted programming about urban agriculture, aquaponics, 4-H and nutrition at Greenwood Elementary School and Shawnee High School. In addition, in the Louisville Central Community Center, Kentucky State University has offices and meeting rooms allowing personnel to host informal educational events and demonstrations.

Senator Robert Stivers, President of the Kentucky Senate, lauded all involved “to create partnerships that change trajectories” for people in this community and beyond.

Senator Gerald A. Neal, Kentucky Senate Minority Floor Leader, said this celebration was personal to him as a native of this area of Louisville and as an alumnus of Kentucky State University.

“I want to thank the University and all that it has meant, and all that it is doing now and all that it will do to contribute to not only my growth and



development but the growth and development of individuals across the commonwealth,” Sen. Neal said.

Kentucky State University Interim President Ronald A. Johnson and Dean of the College of Agriculture, Community, and the Sciences Dr. Kirk Pomper were joined by community members and local leaders such as Louisville Deputy Mayor Barbara Sexton Smith, Rep. Beverly Chester-Burton, and Reverend Roosevelt Lightsey Jr. of Community Missionary Baptist to celebrate the ribbon cutting of the West Louisville office.

“It’s an honor to bring Kentucky State University’s Cooperative Extension Program to the West Louisville community,” said Interim President Johnson. “This would not be possible without the support of our local and state leaders and the dedication of the visionaries at the University. Today’s opening is yet another great example of the difference that Kentucky State is making toward achieving an Intended Future in West Louisville and across the Commonwealth of Kentucky.”

“This is only the beginning of wonderful partnerships here in West Louisville,” Dr. Pomper said. “We are very excited about the programming that this office will give us the opportunity to conduct.”

KENTUCKY STATE UNIVERSITY ANNOUNCES NEW RESEARCH FARM FOR SUSTAINABLE CROP DEVELOPMENT

Kentucky State University announces the acquisition of a new research farm dedicated to the study of environmentally sustainable crop development. The 100-acre farm, located just outside of Frankfort, was purchased through USDA research grant funding, and will support research in testing crops that can be grown in an environmentally sustainable manner.

The University's sustainable agriculture program is designed to provide more profitable income opportunities for small family farms, promote environmental stewardship, and enhance the quality of life for farm families and communities. The new research farm will serve as a hub for interdisciplinary research, bringing together faculty and students from a variety of fields to investigate crops that require less water and fertilizer, are resistant to pests and diseases, and can be grown using environmentally friendly practices.

"We are thrilled to expand our initiatives in sustainable agriculture with the acquisition of this new research farm," said Dr. Kirk Pomper, dean of the College of Agriculture, Community, and the Sciences, at Kentucky State. "The new farm also has forested land that will support student research in water quality and forest health management, and farmland that will be monitored via agritechnology methods."

One of the primary areas of focus for the new research farm will be the study of new crops that can be grown in a sustainable way. The goal is to develop crops that are both sustainable and profitable for farmers, helping to support local food systems and promote economic development.

"This land will continue to be active agricultural land for years to come and is just one of many initiatives underway in Kentucky State's Intended Future Plan that focuses on leveraging the ability of small family farms to compete at scale," said Dr. Ronald A. Johnson, interim president of Kentucky State. "As the demand for sustainable agriculture continues to grow, Kentucky State will be steadfast in its commitment to advancing research in this critical area of opportunity for small family farms in the Commonwealth of Kentucky."

Specific research at the farm will focus on row-crop production, horticultural crop production, agroforestry, control of invasive plants, soil health integrated pest management, and pollinator health. The farm will also serve as a resource for local farmers, providing training and technical assistance for sustainable farming practices.

SENATOR GERALD A. NEAL ENCOURAGES GRADUATES TO STAY BALANCED, REMEMBER THEIR VALUES, AND CONTINUE ONWARD AND UPWARD

Kentucky State University welcomed over 250 students as alumni at its 2023 Commencement Convocation. Graduates represented 21 states, one territory, and three foreign countries.

Kentucky Senate Minority Floor Leader Senator Gerald A. Neal delivered the Commencement address asking graduates, "When you look at the blank slate ahead, how will you shape your future?"

"Among you are future nurses, social workers, business leaders, teachers, scientists, engineers, doctors, attorneys, activists and many other professions," Senator Neal said. "Regardless of the path you choose, you've already taken the vital steps towards building a successful career. There are few achievements more powerful, more transformational, than what you've accomplished so far."

Senator Neal challenged the Class of 2023 to remain intentional about their objectives and be prepared for the trials ahead.

"Remember, failure is often the first step towards success and setbacks and sufferings are inevitable," he began. "In fact, they are one of the few certainties of human existence. But both failure and success are not the objectives; they are merely useful experiences to setup the next step, the next opportunity, the next challenge in reaching multiple goals as you go forward."

He encouraged graduates to remember the power of gratitude and to thank those who helped them reach this milestone.

"Just as you have pushed yourself and sacrificed for your degree, many others have been striving and sacrificing on your behalf," Senator Neal expressed. "Your parents and those significant in your life have spent many years in the trenches waking up early, staying up late, and perhaps working jobs they didn't like, investing an untold amount of time and emotional capital to ensure you have a bright future. Don't miss the opportunity to thank them."

Interim President Ronald A. Johnson offered graduates three simple rules to guide their journey after Kentucky State.

"Focus on remaining competitive by becoming a lifelong learner. Do not stay where you are; recognize that you have to commit to learning new things," he shared. Adding secondly that, "one of the most important assets you have is your name and, particularly, integrity. If you tie integrity to your purpose you will be able to soar throughout your career." Finally, he encouraged graduates to give back to their alma mater.

"I take my hat off for your accomplishment, applaud your success, and look forward to hearing how you are going to change the world and make a difference in the lives of others."



STUDENT-ATHLETE HITS HOME RUN, NAMED CLASS VALEDICTORIAN

Collier Higgs started playing baseball when he was just three years old and has loved the sport ever since. In fact, baseball is what led him to Kentucky State University. In 2018, he attended a baseball camp where he met and impressed Head Coach Rob Henry. After touring the university with his parents, Higgs knew that, "this HBCU was where I would call home for the next four years."

Higgs, an Owensboro, Kentucky native, delivered the valedictorian address to the Class of 2023 on May 12, at KSU's Commencement Convocation. Of this moment, he says that he feels blessed and thankful.

"I never expected to earn this honor; it was never a goal that I set for myself," Higgs says. "I just wanted to work hard and being named valedictorian was the result."

As a first-generation student, Higgs says that he has received a lot of support throughout his college career.

"Coach Henry was initially my safety net and listening ear when I needed someone close and my mom was diagnosed with cancer," he shares. "My mom pushed me to continue college when my heart was at home with her. My teammates were my brothers when I needed them the most and I will never forget them. Dr. Gary Stratton and Mrs. Jackie Duvall helped me with advising and just being there for whatever I needed."

Higgs also acknowledged the business department faculty for keeping him focused and on track, and the dining services staff for, "feeding my soul every day."

Higgs received a degree in business administration. After graduation, he hopes to continue working in the sport that he loves.

"I truly hope to stay on track with baseball and play as long as I am able," he shared. "After I hang up my cleats, I want to find a career that makes me happy, supports my family, and, one day, open a business that focuses on baseball."



FIRST-GENERATION STUDENT, WIFE, AND MOTHER COMPLETES DEGREE DESPITE OBSTACLES

Alena Claycomb received her elementary education degree from Kentucky State University and walked with her classmates on Friday, May 12, at the 2023 Commencement Convocation.

The Lexington, Kentucky native is a first-generation student and has already accepted a position at Lansdowne Elementary in her hometown.

Claycomb has always had a passion for children and began as a paraeducator with the Fayette County Public Schools in 2009. She knew that she wanted to become a teacher, but was nervous about having to stop working to do her student teaching. But, Claycomb received a lot of encouragement to pursue her dreams.

"Every principal, teacher, and even parents have always asked me when I was going to go back to school and finish so that I could become a teacher," she said. "They thought that I was good at it and they could see the love and passion I have for all students."

As a wife and mother, Claycomb chose Kentucky State because it was the perfect fit for her busy lifestyle. After speaking with a former student, doing her own research, and leaning on her faith, Claycomb said a post on Facebook gave her the confidence to apply.

"One day, I came across a post shared by Mrs. Krissalyn Love. She wanted to help five mothers get back in school," Claycomb shared. "I reached out and told her I was interested." Claycomb didn't know what institution Mrs. Love was offering assistance for until she spoke with her. "I learned it was KSU. So, I took that as my sign that it was time for me to go back to school and get my degree in elementary education."

Claycomb began her studies in Jan. 2021 and, because of the pandemic, was able to take all of her courses online. She worked hard and was able to complete the requirements for her degree in Dec. 2022.

Claycomb said Kentucky State prepared her for the success she is now experiencing. She learned how to, "better plan out my lessons, effectively teach the different subjects, and how to better understand the content."

As a first-generation student, Claycomb said that pursuing a college degree was extremely important for her children to see.

"I wanted my kids – ages 20, 18, 15, and 5 – to see that it is never too late to go after your dreams," she expressed. "No matter how long it takes or the obstacles that may get in the way, keep going because the finish line is near. I just had to stop letting fear hold me back."





JUNE 2023



MSU named College of Distinction for Adult Students

Morehead State University received recognition multiple times from Colleges of Distinction. Recently, the popular resource, in partnership with Abound, gave MSU one more ranking, designating the University as one of the Best Colleges for Adults.

“For MSU to be ranked as a College of Distinction for Adult Students is an incredible honor,” said Jen Timmermann, director of transition services. “Adult students are a vital demographic in our overall population, and we’re honored to assist them in achieving their educational goals.”

Abound is a system that guides adults pursuing higher education at the undergraduate and graduate level. Institutions selected schools as a Best College for Adults by upholding practices and creating and reflecting a great flexible program, including night and weekend access, childcare opportunities, strong part-time student retention and graduation rates, affordable tuition, and more.

“We strive for a student-centered approach and work diligently to meet adult students where they are, whether it be via online completer degrees or regional campuses. Our faculty and staff are accessible and understand the responsibilities and real-life demands placed on adult students such as full-time employment, caregiving, and the like,” Timmermann said. “MSU provides strong support programs for adult students such as tutoring, disability services, student support services, and professional advising.”



Office of the President

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MSU launches Master of Arts in Education program

Morehead State University is launching a new convenient program to help professional educators advance their careers. The Ernst and Sara Lane Volgenau College of Education will offer a Master of Arts in Education (MAE) program beginning in Fall 2023.

The MAE program aims to help educators better contextualize education, design quality learning experiences, and teach and lead in educational settings for PreK-12. The online MAE program will support and enhance knowledge and skills for elementary, middle, or secondary educators.

Each program has multiple concentrations, including math, English, STEM (Science, Technology, Engineering, Mathematics), and gifted, to allow for the depth of study based on an education professional's interests. There is also dual-credit teaching qualification available in math, English and biology. An alternative concentration is also available for students to design a specialization.

MSU Ed.D. program ranked as one of the nation's best

For the third consecutive year, Morehead State University's Doctor of Education (Ed.D.) program is considered one of the nation's best.

The Princeton Review, a long-time resource for helping high school and college students achieve their academic goals, named MSU's Ed.D. program to its list of Best Online Doctor of Education Programs for 2023. It is one of 50 programs highlighted for its academic quality, flexibility, affordability, global opportunities, students from diverse career backgrounds and access to innovative technologies.

MBA program earns second consecutive national ranking by Fortune Magazine

Fortune Magazine has once again recognized the value of Morehead State University's Master of Business Administration program. The popular financial media outlet named MSU to its Fortune 2023 Best Online MBA (Master of Business Administration) Programs list. It was one of 100 schools highlighted nationwide. MSU made the list as one of only three universities in Kentucky, and it was one of two public institutions in the Commonwealth to receive this recognition. The rankings come from Fortune Education, which was created by the global business media outlet to help guide prospective MBA students to the best institutions offering MBA programs.

MSU awards ceremony highlights internships, civic engagement

Morehead State University's Center for Career Development and Experiential Education (CCDEE) presented awards to recognize students, faculty, staff, and employers for prioritizing hands-on experiences inside and outside of the classroom to prepare students for career success. The ceremony was part of the 18th Annual Celebration of Student Scholarship this spring.

The experiential education awards honored those whose contributions to and investments in career development via experiential education were exceptional. All students, employers, and faculty engaged in experiential education – internships, co-ops, clinicals, practicums, and student-teaching – during 2022 were eligible for nomination. The community and civic engagement awards recognized the achievements of students, staff and faculty who used their time and experience to give back to Morehead and the service region.



Murray State University celebrates commencement

Murray State University hosted commencement ceremonies for spring and summer 2023 graduates on May 13 at the CFSB Center. A total of 1,681 degree recipients comprised the graduating class of spring and summer degree applicants, including doctoral, specialist, master's, baccalaureate and associate degrees. A total of 37 states and 19 countries were represented in the graduating class.



Professor receives Distinguished Political Scientist Award

Dr. James Clinger (*pictured at left*), professor of political science, recently received the Distinguished Political Scientist Award at the annual meeting of the Kentucky Political Science Association at Western Kentucky University.

Clinger is the first political science faculty member from Murray State to receive the award since its creation in 1987. The award is periodically given to a political scientist whose contributions to the discipline and profession are regarded as outstanding and worthy of notice.

Clinger holds a Bachelor of Arts and Master of Arts from the University of Kansas and a Ph.D. from the University of Washington-Saint Louis. He teaches courses in state and local government, Kentucky politics, intergovernmental relations, public policy analysis and public budgeting and finance. He is also the director of the Master of Public Administration program at Murray State.

Statewide Program of Distinction in Cybersecurity and Network Management recognized nationally for community outreach

Murray State University's statewide Program of Distinction in Cybersecurity and Network Management placed fourth nationally through a community outreach competition by the National Centers of Academic Excellence in Cyber Defense Education (CAE-CD).

Among the approximately 400 CAE-CD institutions, Murray State was the only Kentucky school in the top 10. Its submission included nearly 80 outreach events held throughout the year, reaching more than 14,000 individuals.

In 1997, Kentucky House Bill 1 created Programs of Distinction through the Kentucky Council on Postsecondary Education at public postsecondary institutions, including Murray State University's cybersecurity program. Murray State offers a bachelor's degree in Cybersecurity and Network Management, along with an accelerated master's degree (available online) in Cybersecurity Management that can be completed in 12-18 months.



Murray State has a Cyber Education and Research Center that provides education, research, development and outreach support for the University's cyber-related programs.

In 2019, Murray State was designated a Center for Academic Excellence in Cyber Defense Education by the National Security Agency and Department of Homeland Security.

The program is recognized as a Center for Academic Excellence in Cyber Defense, certified through the Quality Assurance Commons with the Essential Employability Qualities Certification, and has won multiple national awards over the years.

Graduates join a global network of alumni who are employed at Google, Microsoft and Amazon Web Services, among others.

Additional information is available at murraystate.edu/cyber.



Arthur J. Bauernfeind College of Business maintains prestigious accreditation

The Arthur J. Bauernfeind College of Business at Murray State University has maintained its business accreditation by AACSB International—The Association to Advance Collegiate Schools of Business (AACSB).

AACSB accreditation is the hallmark of excellence in business education. As the world's largest business education alliance, AACSB provides quality assurance, business education intelligence and professional development services to over 1,500 member

organizations and more than 785 accredited business schools worldwide.

The Arthur J. Bauernfeind College of Business houses six academic departments. These encompass 44 undergraduate and graduate programs and tracks that prepare students for careers in a variety of fields:

- Accounting
- Computer Science and Information Systems
- Economics and Finance
- Journalism and Mass Communications
- Management, Marketing, Business Administration and Logistics and Supply Chain Management
- Organizational Communication and Leadership

Also recently, the Department of Journalism and Mass Communications at Murray State University was re-accredited during the Accrediting Council on Educational Journalism and Mass Communication meeting in Chicago, Illinois.



U.S. News & World Report ranks Murray State University among 2023-2024 Best Graduate Schools

Murray State University has been ranked among the 2023-2024 Best Graduate Schools for three programs - Doctor of Nursing Practice (DNP), Master's of Business Administration (MBA) and Master's of Public Administration (MPA) by *U.S. News & World Report*. These recognitions are added to Murray State's ranking last fall as one of the top schools in the country in multiple categories, marking the institution's 32nd consecutive year of top-tier rankings by the reputable college guide.

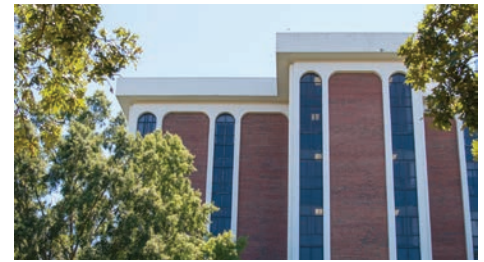
Designed for prospective students looking to further their education beyond college, the Best Graduate Schools rankings evaluate programs in a variety of disciplines including business, education, engineering, law, medicine and nursing.

By collecting graduate school data annually, *U.S. News* is able to present the most current figures on enrollment, job placement, faculty and other critical quality indicators that help prospective students make informed decisions.

The Doctor of Nursing Practice at Murray State is a clinical doctoral degree program in nursing designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. Graduates of the DNP program will be able to serve as leaders who use best practices as advanced practice registered nurses (APRNs) at individual, population and organizational levels.

Murray State's AACSB accredited MBA Program has a long, rigorous and proud tradition of quality and excellence in business and management education, and a recognized capacity for meeting the educational needs and challenges of MBA students.

The MPA program at Murray State provides education and training for professional careers in government agencies and non-profit organizations. The program prepares students who are seeking a career in public service or to enhance the careers of those already employed in the public sector.



College of Humanities and Fine Arts recent graduates see a high success rate in law school placement

The Murray State University College of Humanities and Fine Arts has produced a high rate of recent graduates being accepted into a law school post-graduation. The students from the department who have applied for law school have seen a 100 percent success rate of getting into a school with a majority of these graduates receiving scholarships.

The Department of Political Science and Sociology offers a pre-law program with a focus in political science, combining a political science major with a pre-law minor. With the pre-law area, undergraduate pre-law students work toward two objectives: admission to law school and to complete an undergraduate degree which will help students compete in law school.



Nearly \$3 million mental health service partnership demonstration grant awarded to College of Education and Human Services

Murray State University's College of Education and Human Services is pleased to announce that Partner and Connect: MSU/West Kentucky Educational Cooperative (WKEC) Mental Health Providers Academy, a nearly \$3 million, five-year, Mental Health Service Partnership Demonstration grant from the Department of Education, has been awarded to WKEC on behalf of 14 high-need school districts, as well as Murray State's College of Education and Human Services.

The academy will train and credential 24 diverse school counselors/mental health providers and six diverse community school psychologists in a graduate program designed to place mental health providers in high-need school districts to reduce the counselor-to-student ratio in rural and low-income schools.

The high-need school districts being served are: Ballard County, Caldwell County, Carlisle County, Christian County, Crittenden County, Dawson Springs Independent, Fulton County, Fulton Independent, Hickman County, Livingston County, Lyon County, Mayfield Independent, Paducah Public Schools and Union County.

Staff member selected as President for statewide association



Kendrick Quisenberry, senior associate director of recruitment at Murray State University has been selected as President for the Kentucky Association for College Admission Counseling Association (KYACAC).

KYACAC is the only professional association in the Commonwealth that brings together those who work with students as they make the transition from high school to post-secondary education. The goal of KYACAC is to serve college-bound students within the Commonwealth and to improve their access to higher education.

KYACAC is a state affiliate of the National Association for College Admission Counseling. KYACAC represents over 150 institutions and more than 500 individual members at the college, university and high school levels, as well as educational groups, service organizations and professional associations.



GOLD RUSH

MAY 2023

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

COMMENCEMENT 2023

1,900+

Graduates in Spring 2023 Commencement

77,000+

NKU alumni

130

Spring 2023 Chase Law School graduates



NKU BOARD OF REGENTS LAYS FRAMEWORK FOR PRESIDENTIAL SEARCH

In March, the Northern Kentucky University Board of Regents approved the next steps in the selection process for its next president announcing the presidential search leadership team and appointing a Presidential Search Committee (PSC).

Members of the committee include faculty, staff, students, regents and community partners. The primary charge to the leadership team is to provide the Board of Regents with information that will assist the Board in selecting the university's next president. Specifically, the team will:

- Conduct a national search to generate a strong pool of candidates for the presidency of NKU.
- Use virtual and in-person forums to solicit perspectives from various constituent groups about the leadership needs of NKU.
- Reduce the pool of applicants to a reasonable number of semi-finalists.
- Gather additional information about each semi-finalist (e.g., interview data, reference checks, etc.).
- Host local visits for finalists (if desired by the candidates).
- Ensure all semi-finalists and finalists receive accurate and thorough information about NKU.
- Work closely with the search firm and advisory groups to assist NKU's presidential search.
- Carry out all responsibilities in the best interests of the university, regardless of the constituent group with which one most strongly identifies.
- Submit to the Board of Regents a list of exceptional candidates who warrant the Board's consideration to serve as NKU's next president.

"The selection of the next president will be a critical decision for the Board of Regents," said Rich Boehne, chair of the NKU Board of Regents. "I am confident that the search leadership team will oversee a process that brings forth the strongest candidates excited to lead this university. I know that the team will do so with the highest degree of care and responsibility, consistent with shared governance, and the best traditions of this institution."

WittKieffer, the global executive search and leadership advisory firm, will conduct the national search of interested candidates. Once the Board of Regents approved the search process, the presidential search site was launched, which includes robust information about NKU, the region, NKU students, faculty and staff. As the leadership team commences, the next phase of the search process will include building the presidential profile and posting the position.

COLLEGE CORNER

Kentucky Lt. Governor Jacqueline Coleman was the featured speaker at the NKU Teacher Candidate Recognition Ceremony and inaugural pinning on May 1. The Lt. Governor talked about the importance of celebrating teachers, why she loved being an educator and the critical role teachers play in the world today.

Before entering politics, Lt. Governor Coleman served the public as an educator, most recently serving as an assistant principal at Nelson County High School. Lt. Governor Coleman is also a basketball coach, public education advocate and founder of the nonprofit Lead Kentucky.

LEARN MORE: <https://tinyurl.com/5eufu2y5>

LEARN MORE: <https://tinyurl.com/4cnsx4r4>



COLLEGE OF INFORMATICS CELEBRATES SUCCESS OF SECOND CHANCE PROGRAM

At a recent celebration at the River City Correctional Center in Cincinnati, Northern Kentucky University and representatives from its College of Informatics honored the inaugural cohort of students who successfully completed the university's Second Chance Education Program, a pilot program aimed at providing an educational opportunity in the study of information technology to incarcerated women at River City.

The NKU Second Chance Education Program creates pathways to college and to livable wages for incarcerated individuals. The program was created by the College of Informatics in collaboration with the NKU Social Work program and was funded in part by NKU's Success by Design Innovation Challenge in 2020. The Second Chance Education Program consists of training in basic computer concepts and terminology as well as the professional use of Microsoft Word and Excel. It was designed to yield three college credits upon transfer to NKU. College of Informatics faculty members developed and delivered the curriculum; social work faculty members will evaluate program outcomes. The program pilot was brought to women incarcerated at the River City Correctional Center in Cincinnati in January and taught by NKU lecturer Sarah Mann. On March 9, the first five graduates celebrated their completion of the program with family, River City staff and representatives from NKU. The College of Informatics arranged for surplus and reimaged laptops from NKU to be presented to the graduates along with their certificate of completion. **LEARN MORE:** <https://tinyurl.com/4jb7mwhs>



THE SCOREBOARD

For the fourth time in seven years, the NKU Norse men's basketball team won the Horizon League tournament and earned a bid to the Division I NCAA Tournament. The Norse sealed the deal in a back-and-forth championship game against Cleveland State, coming out victorious with a 63-61 win at Indiana Farmers Coliseum. Marques Warrick led the way for the Norse with 18 points, six rebounds, three steals and a block.

The Norse earned a 16-seed in the tournament and kept up with the Houston Cougars before falling late.

LEARN MORE: <https://tinyurl.com/53jrtt4e>

BRIEFS

NKU STUDENTS TO CONDUCT ARCHEOLOGICAL SURVEY ON NEWPORT BARRACKS

A group of NKU students, professors and professional archeologists have begun work on an archeological survey of the historic Newport Barracks site. The survey was expected to take at least two weeks to complete.

During the survey work, the archeologists are using state-of-the-art technology, ground-penetrating radar and historic imagery including maps, surveys, photographs and satellite-based imagery to help identify any surviving remnants of lost structures such as the officer's quarters, the powder magazine and privies. Subsequent archaeological excavation will test these results.

LEARN MORE: <https://tinyurl.com/2y48ay6j>

HAILE COLLEGE OF BUSINESS STUDENTS SHINE AT 2023 ECON GAMES

Students in NKU's Haile College of Business stood out and gave an outstanding performance at the 2023 Econ Games, finishing in third place out of 18 teams with the youngest team in the competition.

The joint program, developed by NKU and UK to connect students with industry partners, gave students an excellent opportunity to showcase their economic business data skills, connect with top industry sponsors and demonstrate their sharp analytical skills.

LEARN MORE: <https://tinyurl.com/mrcda5fs>

FACULTY FOCUS

Dr. Jeff Zimmerman, an associate professor of Organizational Leadership at Northern Kentucky University, has been selected as a Fulbright U.S. Scholar for 2023-2024 to Hungary. He will engage with students and researchers at the University of Pécs in fall 2023.

Dr. Zimmerman will help university students develop and, with community members, apply essential cross-cultural leadership skills to local, real-world issues, particularly with immigrant adjustment challenges resulting from the war in Ukraine. Dr. Zimmerman will also teach various organizational leadership topics within the undergraduate and graduate programs of the Faculty of Business and Economics at the University of Pécs, the oldest university in Hungary - dating back to 1367.

LEARN MORE: <https://tinyurl.com/mw96f9hy>

NKU SHOWCASING NEW TOOL TO HELP STUDENTS STRUGGLING WITH MENTAL HEALTH DUE TO PANDEMIC

The Institute for Health Innovation (IHI) at Northern Kentucky University has a new tool to help students who are experiencing psychological distress as a result of the COVID-19 pandemic thanks to a grant from the National Institute of Health (NIH) and National Network of Libraries of Medicine (NNLM).

Students and community members now have access to an innovative new website called "Mental Health Warriors," which provides a wealth of information and coping tools to those who continue to suffer from post-pandemic psychological distress.

LEARN MORE: <https://tinyurl.com/rance7xs>

NKU FEATURED IN PRINCETON REVIEW GUIDE TO GREEN COLLEGES: 2023 EDITION

Northern Kentucky University has been recognized as an environmentally responsible college by The Princeton Review®.

The education services company featured NKU in its online resource, The Princeton Review Guide to Green Colleges: 2023 Edition. The Princeton Review chose the schools in the guide based on its survey of administrators at 713 colleges during the 2021-22 academic year and surveys of students attending the colleges. Editors analyzed more than 25 survey data points to select the 455 schools chosen for the guide.

LEARN MORE: <https://tinyurl.com/326ckuss>

ALUMNI NEWS

A SECOND ACT



When Dr. Jennifer Hunter retired from her role as the Northern Kentucky Health Department's director of clinical services in 2018 after working at the agency for 28 years, she had no plans for her future in health care. That quickly changed, however, when Northern Kentucky University reached out to Hunter, an NKU grad, to fill in as an instructor in the School of Nursing later that year.

LEARN MORE: <https://tinyurl.com/5e3uvu27>



PRESIDENT'S REPORT MAY 2023

UNIVERSITY OF KENTUCKY



UK ENGINEERING GRADUATE MAKES HISTORY WITH \$34.5 MILLION GIFT TO ADVANCE THE COLLEGE, SUPPORT STUDENTS

The UK Board of Trustees approved a more than \$34.5 million gift to the UK College of Engineering — one of the largest single gifts in the 158-year history of the university — from Stanley and Karen Pigman.

For their long-standing support, the college will be named the Stanley and Karen Pigman College of Engineering. With this gift, Stanley and Karen's philanthropic impact to UK totals more than \$55 million.

For more than 20 years, the Pigmans have financially supported and mentored 200+ engineering and computer science students through the L. Stanley Pigman Scholarship Program. In addition, the Pigmans established two endowed faculty positions in power engineering. The Pigman family's generosity also will support the renovation and expansion of the Funkhouser Building — adding 100,000 square feet of state-of-the-art teaching and research spaces to the College of Engineering.



CELEBRATING THE NEWEST UK ALUMNI

More than 5,800 May degree candidates were conferred by the UK Board of Trustees at its April meeting. This includes 3,745 undergraduate, 1,433 graduate and 633 professional degree candidates for May 2023.

Based on preliminary data, we expect to award more than 8,000 degrees and 1,000 certificates in the 2022-23 academic year, as defined by the Kentucky Council on Postsecondary Education.

This would be the most ever in both categories and mark the first time UK has reached the 8,000-degree threshold.

PLANS ANNOUNCED FOR CHANDLER MEDICAL CAMPUS EXPANSION TO ALLOW FOR MORE INPATIENT BEDS, ACCESS AND SERVICES

A plan to begin design work for a new patient care tower at the University of Kentucky Albert B. Chandler Hospital was approved by the UK Board of Trustees at its April meeting.

The support for an additional patient care tower was one of several approved projects, which will expand or renovate key health care units and continue to expand the footprint of specialty and ambulatory care services on the UK Chandler campus.

As part of the projects supported, UK will move forward with \$180 million to initiate the design phase to expand patient care facilities to accommodate additional inpatient beds and clinical support services at UK Chandler Hospital, ranked Kentucky's no. 1 hospital seven years consecutively by U.S. News & World Report.





Dear Friends,

Commencement always fills me with great hope for the future. It is an occasion to celebrate the work our graduates put into receiving their degrees as well as the positive impact their talents will have on the world. More than 3,600 students received their degrees at the end of the University of Louisville's spring 2023 semester. These recent graduates join our more than 163,000 alumni who got their start here and have gone on to make significant contributions to society around the world.

This year's commencement was special for me as it was my first as UofL's president. I was thrilled to honor our graduates and celebrate with their families and friends. For so many, receiving a degree is a life-changing event. About 33% of UofL's undergraduates are first-generation college students. As a fellow first-generation graduate, I am especially happy for those who represented their families as the first to receive their degree.

The student experience is about more than what is taught in the classroom; it is also about our community of care, which helps our students realize their potential. UofL is never short on people who mentor and inspire our students throughout their academic careers. I would like to thank everyone who supported our recent graduates as they pursued their degrees. Also, special thanks to the many volunteers who made the spring commencement a special and unforgettable experience for the class of 2023.

Recently, we marked the 225th anniversary of our university's Founders Day. On April 3, 1798, eight Louisvillians declared their intention to establish an education institution called Jefferson Seminary, which evolved into what is now the University of Louisville. We will celebrate this milestone on several occasions throughout the year.

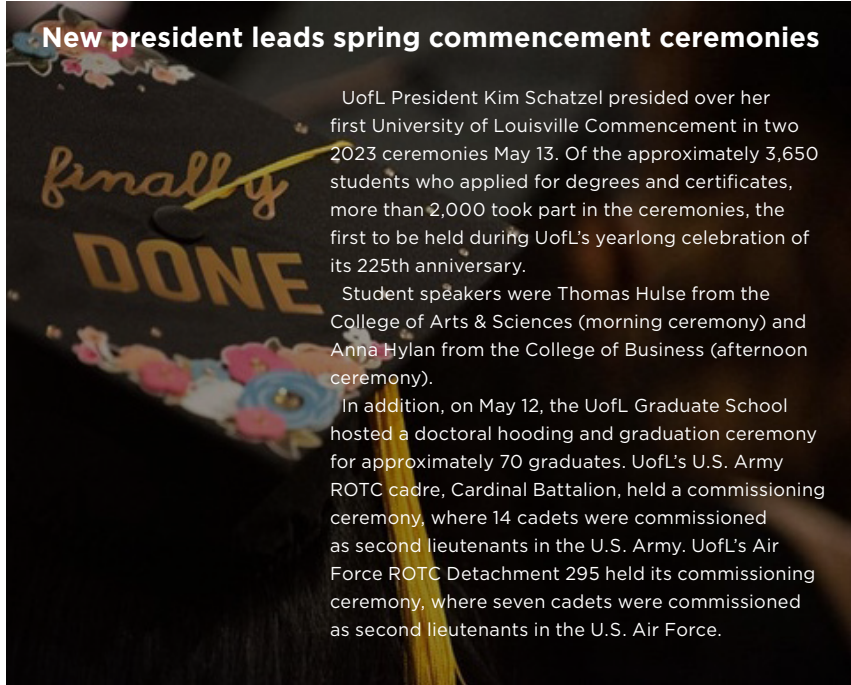
This is not just a celebration of our two-and-a-quarter century history of student success. The entire UofL family commits its personal and professional talents to a future where our world thrives. In addition to outstanding teaching and vital service to our community, our faculty are conducting research that will shape our future. Case in point: UofL's Office of Research and Innovation recently awarded more than 70 faculty and staff with its annual Innovation and Entrepreneurship Awards. Each year, UofL employees earn new patents, which come from their groundbreaking research and creative ideas to improve technology and business development.

Indeed, the University of Louisville has much to celebrate in 2023. We look forward to our next 225 years as a great place to learn, discover, connect and work.



Kim Schatzel, PhD
President
University of Louisville

New president leads spring commencement ceremonies



UofL President Kim Schatzel presided over her first University of Louisville Commencement in two 2023 ceremonies May 13. Of the approximately 3,650 students who applied for degrees and certificates, more than 2,000 took part in the ceremonies, the first to be held during UofL's yearlong celebration of its 225th anniversary.

Student speakers were Thomas Hulse from the College of Arts & Sciences (morning ceremony) and Anna Hylan from the College of Business (afternoon ceremony).

In addition, on May 12, the UofL Graduate School hosted a doctoral hooding and graduation ceremony for approximately 70 graduates. UofL's U.S. Army ROTC cadre, Cardinal Battalion, held a commissioning ceremony, where 14 cadets were commissioned as second lieutenants in the U.S. Army. UofL's Air Force ROTC Detachment 295 held its commissioning ceremony, where seven cadets were commissioned as second lieutenants in the U.S. Air Force.

UofL engineering student wins state's only Truman Scholarship

University of Louisville junior Klemmer Nicodemus has won Kentucky's only Harry S. Truman Scholarship for 2023. The award, valued at \$30,000, is given to just 62 U.S. college juniors annually and is the premier graduate scholarship for aspiring public service leaders in the United States.

Nicodemus, originally from the small rural western Kentucky city of Hartford, is a chemical engineering major in the J.B. Speed School of Engineering who is minoring in chemistry. His undergraduate research at UofL and with the Department of Energy's Pacific Northwest National Laboratory is aimed at mitigating the effects of climate change.



Can you say 'Quasquibicentennial?' UofL celebrates 225th anniversary



The University of Louisville celebrated 225 years as the higher education leader in Kentucky's largest metropolitan area on April 3, 2023, the date known in UofL history as its Founders Day.

The occasion commemorates the day in 1798 when eight Louisvillians – Richard Clough Anderson, Alexander S. Bullitt, William Croghan, John Thruston, William Taylor, James Meriwether, Henry Churchill and John Thompson – declared their intention to establish an education institution called Jefferson Seminary and began raising funds for their plan.

As one of the first city-owned, public universities in the nation, UofL's dynamic connection with Louisville has flourished over the past two-and-a-quarter centuries, fueling success for both. That history of success is cause for celebration. And the university plans to celebrate through the fall 2023 semester, including a series of events leading to the September inauguration of Kim Schatzel as UofL's 19th president, homecoming week and fall 2023 commencement.



Death of a legend: UofL says goodbye to former basketball coach Denny Crum

Denny Crum, who won two NCAA Championships while serving as the University of Louisville's men's basketball coach for 30 years (1971-2001), passed away at his home Tuesday, May 9. He was 86.

He directed Louisville to the 1980 and the 1986 NCAA Championships, ranking him as one of only 14 coaches in NCAA history to win two or more titles. Six times he guided the Cardinals into the NCAA Final Four, including four times in the decade of the '80s. Only five coaches all-time coached more Final Four teams than Crum.

After his retirement following the 2000-01 season, Crum continued to work as a special assistant to the UofL president for several years. The KFC Yum! Center court has been named in his honor. Since 2001, the Denny Crum Scholarship Foundation and the Denny Crum Scholarship Fund at UofL have awarded over \$1.5 million benefiting more than 500 students. A new residence hall on the UofL campus was recently named in his honor.

UofL Hospital Trauma Center receives gift from Old National Bank for efforts following April 10 shooting

In honor of the care provided to victims of the tragic April 10 shooting at Old National Bank in downtown Louisville, University of Louisville Hospital Trauma Center received a \$150,000 gift from Old National. The gift to UofL Hospital was part of \$1 million in total donations from Old National in response to the tragic event.

"On behalf of all those at UofL Hospital, I'd like to thank Old National Bank for helping us save more lives," said Jason Smith, chief medical officer for UofL Health. "This generous gift will enhance our program's ability to support our community, staff, patients and families by helping us improve our ongoing trauma readiness and family support services at the Trauma Center. We grieve with our Old National neighbors, and we also share in our love for Louisville."



Big ideas and inventions celebrated at Innovation and Entrepreneurship Awards program



More than 70 faculty and staff were recognized for their work to bring big ideas to life at the University of Louisville's 2023 Innovation and Entrepreneurship Awards, held April 18. The event, hosted by the UofL Office of Research and Innovation, honored faculty and staff from five schools and colleges for accomplishments in developing new technologies, working with industry and launching research-backed startups.

Six major awards were also presented, including Innovator of the Year. This year, that honor went to School of Medicine researcher Nobuyuki Matoba, recognized for his work to tackle devastating diseases, inflammatory bowel disease and cancer, through groundbreaking new vaccines, immunotherapeutics and treatments that leverage protein engineering and plant-based biotechnology.

Over the past two years, 57 of the honorees earned new patents, 28 had their technology optioned or licensed to a company and 68 were awarded innovation grants, such as KYNETIC or PRePARE, aimed at driving technologies to market. In the past fiscal year, the work of these innovators led to one new startup, 319 agreements, 49 new patents and \$15.6 million in innovation-related income.

UofL earns distinction through the Tree Campus Higher Education Program

For the 13th consecutive year, the University of Louisville has earned Tree Campus Higher Education recognition by the Arbor Day Foundation for its commitment to effective urban forest management.

The Arbor Day Foundation is the world's largest membership nonprofit organization dedicated to planting trees. Its Tree Campus Higher Education program, established in 2008, honors colleges and universities for effective campus forest management and engaging staff and students in conservation goals. UofL achieved the distinction by meeting Tree Campus Higher Education's five standards, including maintaining a tree advisory committee, a campus tree-care plan, dedicated annual expenditures for its campus tree program, an Arbor Day observance and student service-learning project.

Currently, there are 411 campuses across the United States with this recognition.





WKU confers 2,832 degrees during 193rd Commencement

Western Kentucky University's Class of 2023 celebrated the completion of an educational journey disrupted by a global pandemic.

"The last four years provided your class a life-changing opportunity to show us all that you can't be stopped," President Timothy C. Caboni said during WKU's 193rd Commencement at Houchens Industries-L.T. Smith Stadium.

"Your commitment to purpose, your determination of spirit and your limitless resilience have served you exceptionally well," he said, referring to the pandemic that unfolded during the Class of 2023's freshman year. "Though it may not yet be clear to you today, rest assured that this experience strengthened you in extraordinary ways and will serve you well in the years to come.

"You proved your ability to pivot and to overcome regardless of the obstacles before you. Never forget how to overcome. Never forget that you did overcome. Never forget that you can always overcome," President Caboni said.

WKU conferred degrees and certificates to 2,832 spring and summer 2023 graduates — 77 associate, 1,890 bachelor's, 518 master's, 58 doctoral and 12 specialist degrees, and 176 undergraduate certificates and 101 graduate certificates.

Graduating senior Cole Bornefeld of Hendersonville, Tennessee, who has served as Student Government Association President and Student Regent this year, congratulated the Class of 2023 for working hard, overcoming challenges and persevering to reach this milestone.

"As you leave this campus and venture into the next chapter of your lives, remember to embrace change, stay true to your values, and pursue passions with vigor," Bornefeld said. "Take risks, make mistakes, learn from them, and never give up on your dreams. I have no doubt that the Class of 2023 will make a positive impact on the world, just as you have done during your time here at Western Kentucky University."



NEWS FOR THE COUNCIL ON POSTSECONDARY EDUCATION

JUNE 2023



WKU unveils plans for new building to house Gordon Ford College of Business

Western Kentucky University unveiled plans for a new state-of-the-art building to house the Gordon Ford College of Business.

The 113,000-square-foot building will transform undergraduate and graduate business education in the region and fulfill an important component of WKU's 2021-2031 Campus Master Plan.

"As we continue our important work of transforming lives and elevating our communities through education, we remain committed to ensuring our facilities promote the exchange of ideas, foster innovation and provide resources that enable our students to excel in their chosen disciplines," President Timothy C. Caboni said.

The Collegiate Georgian-style facility will be built on the site formerly occupied by Tate Page Hall. "This innovative building celebrates the nearly 150-year history of business education in our region, while also marking an exciting new chapter for our beloved university," President Caboni said.

The project is made possible by the Kentucky General Assembly. As part of House Bill 1, in April 2022 legislators approved funding for a new Gordon Ford College of Business, providing \$74.4 million from the state under the 2022-24 budget.

The new Gordon Ford College of Business building will have a modern, flexible, open-space interior that supports active learning, academic innovation, curriculum enhancement, and a strong community. The spaces will more uniformly serve the needs of students, elevate the teaching and research of the faculty and staff, and support GFCB's ongoing enrollment growth.

The project is scheduled to break ground this summer and be completed in the fall of 2025. View the latest renderings at www.wku.edu/businesscollege.

WKU wins Hearst photojournalism competition for 7th straight year



WKU's School of Media has won the Hearst Intercollegiate Photojournalism Competition for the seventh straight year and the 29th time in the past 34 years, and three WKU students earned awards in Hearst photojournalism and writing competitions.

WKU had the highest accumulated student points in the two photo competitions of the **2022-2023 Hearst Journalism Awards Program** and will receive a \$10,000 award. The other top 10 photojournalism finishers were University of Iowa, University of Oregon, Michigan State University, Ohio University, University of North Carolina at Chapel Hill, University of Florida, Pennsylvania State University, Elon University, and University of Montana.

Often called "The Pulitzers of college journalism," the Hearst Journalism Awards Program, now in its 63rd year, includes two photojournalism, five writing, one audio, two television, and four multimedia competitions offering up to \$700,000 in scholarships, matching grants and stipends; 105 member universities of the Association of Schools of Journalism and Mass Communication with accredited undergraduate journalism programs are eligible to participate in the Hearst competitions.

In the Hearst Overall Intercollegiate Competition, WKU's School of Media has finished in the top five nationally for 13 consecutive years and has placed in the top eight for 29 straight years with four overall championships in 2000, 2001, 2005 and 2018.

In 2021-2022, WKU finished fourth in the overall competition, won the Intercollegiate Photojournalism Competition and placed second in the Intercollegiate Multimedia Competition.

WKU students have won 15 Hearst individual national championships since 1985 — photojournalism in 1987, 1988, 1991, 1992, 1996, 2004, 2005, 2006, 2008, 2010, 2014 and 2016; multimedia in 2015; writing in 1985; and radio news in 2006.

The Hearst program added multimedia in 2010; WKU has won the multimedia championship eight times.

Two WKU Restaurant Group locations upgraded to 3 Star Green Certification®

Western Kentucky University's Fresh Food Company and Hilltopper Hub have achieved 3 Star Certified Green Restaurant® status from the Green Restaurant Association.

The organization noted that WKU's three Green Restaurants -- Fresh Food Company, Hilltopper Hub and Chick-fil-A -- have implemented comprehensive composting and recycling programs to divert 90% of their waste from landfills, decreasing their waste on average by 90,000 pounds a year.

The three WKU Restaurant Group facilities have taken more than 80 environmental steps and earned over 500 GreenPoints™ in environmental categories, including Energy, Water, Waste, Reusables & Disposables, Chemicals & Pollution, Food, and Building & Furnishing.

"The WKU Restaurant Group is committed to showcasing our commitment to sustainability," said Alex Meredith, Sustainability Coordinator for WKU Restaurant Group. "We are excited about this recognition and will continue to explore other sustainable initiatives that will allow us to continue to support the university's sustainability goals."

Hilltopper Hub, which became WKU's second Green Restaurant in June 2021, implemented 56 environmental steps and achieved 201.58 GreenPoints™ to earn the recertification upgrade. Hilltopper Hub is located in Hilltopper Hall.

Fresh Food Company, which became WKU's first Green Restaurant in January 2020, implemented 46 environmental steps and achieved 187.2 GreenPoints™ to earn the recertification upgrade. Fresh Food Company is located in the Downing Student Union.

"Green Dining Certification documents our holistic commitment to sustainability, accounting for food sourcing, food preparation, waste generation, education and outreach, and more, particularly when considering we improved our certification level by two tiers between our first and second evaluation periods," said Dr. Leslie North, WKU's Director of Sustainability. "Collectively, the green dining practices we have committed to as part of this certification position our campus community to make informed choices about their food, health, and the environment. In essence, as cliché as it may sound, we aren't just serving food; we are serving a sustainable future. I am so grateful for the commitment of our Aramark team to sustainability, proud of the meaningful projects we've been able to do together, and excited for what we will do next. I truly believe partnerships make everything possible, and this incredible certification achievement is yet another demonstrated example of that."

To achieve Green Restaurant certification, a facility must earn a specific number of points across multiple categories, including water use, energy use, and food sourcing.

North said the certification process covers areas such as using locally sourced food, using Energy Star appliances, offering education programs for staff to minimize waste in food preparation, using composting and recycling waste diversion practices, not using non-biodegradable polystyrene foam products, minimizing chemical use, pollution reduction and diversifying food options to meet a variety of cultural, dietary and religious needs.



KCTCS GOOD NEWS REPORT

JUNE 2023

KCTCS ANNOUNCES ALL-ACADEMIC TEAM



ALLISON COOLEY
New Century Workforce
Pathways Scholar



ZINNAH CALUAG
Bronze Scholar, Coca-Cola 2023
Academic Team



KAYLEE FITZGERALD
New Century Transfer Scholar

The Kentucky Community and Technical College System (KCTCS)

announced its top students for the 2022-23 academic year. Thirty-one students, representing each of the 16 colleges, were selected for the KCTCS All-Academic Team. Students were chosen based on a rigorous process that focuses on academic performance and community service.



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM

KCTCS GOOD NEWS REPORT

THIS YEAR'S ALL-ACADEMIC TEAM STUDENTS ARE:

Ashland Community and Technical College:

Nyx Nichols, Associate in Arts and Ashley Casey, Associate in Applied Science in Nursing

Big Sandy Community and Technical College:

Blake Endicott, Business Administration

Bluegrass Community and Technical College:

Zinnah Caluag, Health Science Technology and Alix McCord, Associate in Arts

Elizabethtown Community and Technical College:

Daniel Noble, Associate in Science and David Stout, Electrical Technology

Gateway Community and Technical College:

Jessica Prolitt, Associate in Science and Adisyn Donk, Engineering Technology (Welding)

Hazard Community and Technical College:

Spencer H. Whisman, Associate in Arts and Shana Napier, Welding Technology

Henderson Community College:

Lillian D. Wilson, Associate in Arts and Sydney Book, Associate in Applied Science in Nursing

Hopkinsville Community College:

Jaylan Renna, Associate in Science and Associate in Arts and Andrew Greene, Associate in Applied Science

Jefferson Community and Technical College:

Jon G. Neumann, Radiography and Kya Johnson, Business Administration

Madisonville Community College:

DeAnna M. Garrity, Associate in Applied Science (Business Administration) and John L. Melton, Associate in Arts

Maysville Community and Technical College:

Andrea Ginter, Associate in Arts and Associate in Science and Elizabeth Johnson, Associate in Applied Science in Nursing

Owensboro Community and Technical College:

Ella D. Fogle, Associate in Arts and Austin A. Ellis,

Engineering and Electronics Technology

Somerset Community College:

Allison R. Cooley and Kaylee Fitzgerald, Physical Therapist Assistant

Southcentral Kentucky Community and Technical College:

Kathleen E. Baker, Associate in Arts and Ashley N. Davis, Associate in Applied Science

Southeast Kentucky Community and Technical College:

David Howard, Respiratory and Penelope Hensley, Associate in Arts and Associate in Applied Science

West Kentucky Community and Technical College:

Andrew R. Cornelius, Business Administration and Cameron Dorris, Associate in Arts

KCTCS is also honoring two New Century Scholars.

Allison Cooley, a student at Somerset Community College (SCC), has been named the New Century Workforce Pathways Scholar. **Kaylee Fitzgerald**, also a student from SCC, has been named the New Century Transfer Scholar.

Zinnah Caluag, a student at Bluegrass Community and Technical College, has been named a Bronze Scholar on the Coca-Cola 2023 Academic Team.

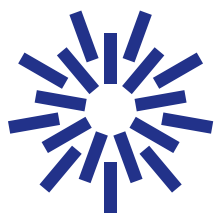
The New Century Scholars program annually recognizes 104 Scholars in the U.S. Each New Century Workforce Pathway Scholar receives special recognition at the Association of Community College Trustees Congress. New Century Transfer Pathway Scholars receive special recognition at the American Association of Community Colleges Convention.

The New Century Scholarship program is sponsored by The Coca-Cola Foundation, The Coca-Cola Scholars Foundation, the American Association of Community Colleges and Phi Theta Kappa.

A [video](#) of the team is available to view.

EDITOR'S NOTE: Individual photos of the honorees are available from each college. Please contact your local college's marketing team.





Association of Independent Kentucky Colleges and Universities

News highlights

AIKCU members award thousands of degrees during spring commencements

Beginning the last weekend in April (Lindsey Wilson College and Asbury University) and finishing the first weekend in June (Spalding University), AIKCU members celebrated spring commencement ceremonies. While we don't have a total number of degree recipients yet, we anticipate this class will be larger than the record class of 2021-22, when AIKCU members awarded more than 14,000 total degrees.

Spalding University School of Nursing secures record investments

The Spalding University School of Nursing is the recipient of \$2.4 million from the Department of Labor and a \$900,000 investment from the Legacy Foundation of Kentucky. These investments will support the growth of a diverse nursing workforce. More in [The Lane Report](#).

NAICU President visits Kentucky to provide Washington update to AIKCU Board



Photo (l-r): AIKCU President Mason Dyer, NAICU President Barbara Mistick, Midway President John Marsden, Campbellsville University President Joe Hopkins

Dr. Barbara Mistick, president of the National Association of Independent Kentucky Colleges and Universities (NAICU), recently traveled to Kentucky for an AIKCU board meeting on the beautiful campus of Midway University.

President Mistick provided AIKCU presidents an overview of the current Washington DC political environment as it relates to higher education. Mistick also outlined the numerous and complex regulatory issues NAICU is currently helping its member colleges navigate.

Midway University President John Marsden named AIKCU Board chair

At that same May AIKCU Board meeting, the AIKCU board voted **Midway University President John Marsden** as its new chair. Dr. Marsden succeeds retiring **Berea College President Lyle Roelofs**.

