

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION BUSINESS MEETING



January 19, 2024 – 10:00 a.m. ET

Virtual meeting: <https://us02web.zoom.us/j/89129396618>

**indicates action item*

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|---|-----|
| I. Call to Order and Roll Call | |
| II. Approval of the Minutes* | 3 |
| III. Nominating Committee – Report and Action Item | |
| A. Election of the 2024 CPE Chair and Vice Chair* | 12 |
| IV. CPE President Report | 13 |
| V. KDE Commissioner Report | |
| VI. Academic & Strategic Initiatives Committee – Report & Action Items | |
| A. Cultural Competence Credential Certification – Morehead State University* | 18 |
| B. Proposed New Academic Programs* | 30 |
| 1. MAC, STEM Master of Accountancy – Northern Kentucky University..... | 31 |
| 2. MBA, STEM MBA – Northern Kentucky University Initiatives and Staff Updates | 33 |
| C. KCTCS new programs approved between July-Dec 2023 | 35 |
| D. SJR 98 and Academic Programming | 37 |
| E. Kentucky Innovative Scholarship Pilot Program report for 2022-23 | 44 |
| F. HB 200 Healthcare Workforce Investment Fund Implementation Update..... | 63 |
| G. 2024 Student Success Summit | 74 |
| VII. Finance Committee – Report & Action Items | |
| A. Interim Capital Project Requests* | |
| 1. Elizabethtown Community & Technical College – Science Building | 76 |
| 2. Kentucky State University – Blazer Library and Carver Hall | 79 |
| B. 2024-26 Biennial Budget Update | 83 |
| C. Higher Education Institution Financial Reporting and Oversight | 85 |
| VIII. Executive Committee – Report & Action Items | |
| A. KSU Management Improvement Plan Revision* | 111 |
| IX. Statewide Initiatives Decreasing Debt Among Undergraduate Completers at Kentucky Public Institutions | 119 |

X. Campus Good News Reports

| | |
|---|-----|
| A. Eastern Kentucky University | 155 |
| B. Kentucky State University | 157 |
| C. Morehead State University | 159 |
| D. Murray State University | 161 |
| E. Northern Kentucky University | 163 |
| F. University of Kentucky | 164 |
| G. University of Louisville | 166 |
| H. Western Kentucky University | 168 |
| I. Kentucky Community & Technical College System | 170 |
| J. Association of Independent Kentucky Colleges and Universities..... | 172 |

XI. Other Business

XII. Adjournment

Next Meetings: March 28-29, 2024

MEETING MINUTES

Draft for Approval by the Council on January 19, 2024

Who: Kentucky Council on Postsecondary Education
Meeting Type: Work Session
Date: November 17, 2023
Time: 10:00 a.m. ET
Location: Kentucky State University, Cooperative Extension Building, Rm 238AB

WELCOME REMARKS

The Kentucky Council on Postsecondary Education met in a work session on Friday, November 17, 2023, at 10:00 a.m. ET. The meeting occurred in room 238AB of the Cooperative Extension Building at Kentucky State University in Frankfort, Kentucky. Chair Madison Silvert presided.

ATTENDANCE

Council Members attendance:

- In Person: Jacob Brown, Jennifer Collins, Meredith Figg, Chloe Marsteller, LaDonna Rogers, and Madison Silvert.
- By teleconference: Kellie Ellis, Faith Kemper, Elaine Walker, Kevin Weaver (joined at 10:30), and KDE Commissioner Robin Kinney (joined at 10:30).
- Did not attend: CB Akins, Muhammad Babar, Eric Farris, Karyn Hoover, and Connie Smith.

CPE President Aaron Thompson served as Secretary of the board, per the CPE Bylaws. Ms. Heather Faesy, CPE's board liaison, served as recorder of the meeting minutes.

UPDATE ON SJR 98 STUDY

The findings and recommendations conducted in response to Senate Joint Resolution 98 (2023) were presented to the Council. No action will be taken at the work session.

Presenters included:

- Aaron Thompson, President, CPE
- Lee Nimocks, Sr. Vice President and Chief of Staff, CPE
- Kasia Lundy, Principal, Ernst & Young
- Chen Liu, Senior Director, Ernst & Young
- Ryan Kaffenberger, Sr. Associate, CPE
- Lisa Joseph, Director, Ernst & Young

Senate Joint Resolution 98 (2023) directed CPE to complete a comprehensive study of Kentucky postsecondary education by December 1, 2023. The study charged the Council to address the following areas:

1. The structure of higher education governance in the Commonwealth, including recommendations on potential changes needed to the state's postsecondary governance structure that would be essential to meet identified needs and result in improved delivery of postsecondary educational services to students.
2. The potential impact and feasibility of establishing a regional, residential, four-year public university in southeastern Kentucky.
3. The feasibility and potential programmatic and fiscal impacts of having KCTCS continue to be responsible for technical education programs but transferring responsibility for traditional academic subjects to the regional universities.

A combination of quantitative and qualitative methods to analyze each of the SJR 98 study areas. The study was conducted by Council staff and consultants from Ernst and Young.

Section 2 of the resolution states that the "President of the Council on Postsecondary Education shall report the comprehensive study required by Section 1 of this Joint Resolution with findings and recommendations to the Legislative Research Commission to be distributed to the relevant subject matter committees, including but not limited to the Interim Joint Committee on Economic Development and Workforce Investment and the Interim Joint Committee on Education by December 1, 2023."

Council members engaged in the discussion by asking questions of clarification. No action was taken during the meeting.

ADJOURNMENT

The Council adjourned the work session at 12:00 p.m. ET.

MEETING MINUTES

Draft for Approval by the Council on January 19, 2024

Who: Kentucky Council on Postsecondary Education
Meeting Type: Business Meeting
Date: November 17, 2023
Time: 1:00 p.m. ET
Location: Kentucky State University, Cooperative Extension Building, Rm 238AB

WELCOME REMARKS

The Kentucky Council on Postsecondary Education met in a work session on Friday, November 17, 2023, at 1:00 p.m. ET. The meeting occurred in room 238AB of the Cooperative Extension Building at Kentucky State University in Frankfort, Kentucky. Chair Madison Silvert presided.

ATTENDANCE

Council Members attendance:

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

CPE President Aaron Thompson served as Secretary of the board, per the CPE Bylaws. Ms. Heather Faesy, CPE's board liaison, served as recorder of the meeting minutes.

APPROVAL OF THE MINUTES

The minutes of the September 19, 2023, meetings, were approved as presented.

CPE PRESIDENT REPORT

President Aaron Thompson provided his written report in the board materials. He provided additional comments on several items including recent legislative meetings happening in preparation of the 2024 session, his recent trip to Washington D.C. and the meetings that occurred on FAFSA and Kentucky's P-20 work, and 5th annual Higher EDquity Symposium that occurred on Nov 13-14, 2023.

KY DEPARTMENT OF EDUCATION COMMISSIONER REPORT

KDE Interim Commissioner Robin Kinney introduced herself to the Council and provided an update on the Commissioner search process.

RECOMMENDATIONS OF SJR 98 STUDY

At their November 17 work session, the Council reviewed the findings and recommendations that resulted from the study directed by Senate Joint Resolution 98. The study directed CPE to complete a comprehensive study of Kentucky postsecondary education in the following areas:

1. The structure of higher education governance in the Commonwealth, including recommendations on potential changes needed to the state's postsecondary governance structure that would be essential to meet identified needs and result in improved delivery of postsecondary educational services to students.
2. The potential impact and feasibility of establishing a regional, residential, four-year public university in southeastern Kentucky.
3. The feasibility and potential programmatic and fiscal impacts of having KCTCS continue to be responsible for technical education programs but transferring responsibility for traditional academic subjects to the regional universities.

Chair Silvert thanked the CPE staff for their work on this project and asked Ms. Lee Nimocks, CPE's Vice President and Chief of Staff, and Ms. Lisa Joseph, Director at Ernst & Young, to present the final recommendations.

In regards to study area 1, CPE staff endorsed the option to keep the current governance structure but with better execution in some areas and changes to some statutory responsibilities to strengthen state-level oversight and coordination. Specifically, consideration should be given to:

1. Implementing a process for CPE to actively monitor and regularly report to the General Assembly and Governor on the financial health of the state's public colleges and universities.
2. Strengthening CPE's engagement/role in state financial aid policy and program decisions to help ensure a balanced and aligned approach to higher education financing and college affordability.
3. Providing greater investment in state-level higher education incentive funds – in addition to direct appropriations to campuses – to foster innovation, incentivize collaboration, and respond quickly to regional needs.
4. Strengthening the review and approval of non-degree academic programs by CPE, including short-term certificates, as well as more routinely reviewing and terminating programs of limited relevance and quality.

5. Expanding CPE's board training responsibilities and requiring greater involvement from CPE during the recruitment and review process for candidates for postsecondary governing and advisory boards.
6. Requiring that the CPE president (or a representative) be consulted during presidential evaluations for the state's public universities and the KCTCS system and serve as a voting member on presidential search committees.

In regards to study area 2, CPE's analysis points to the need for improved access to targeted bachelor's level programs in the Southeast region due to the high level of economic and educational need. However, staff does not recommend any of the three options identified during the study (brand new university, satellite campus of a comprehensive university, or acquiring a private university). Staff did state that the expansion of Hazard Community and Technical College into a stand-alone college/university offering both technical programs and targeted bachelor's programs, is a promising model for the region. However, staff cannot provide an unqualified recommendation without greater stakeholder engagement, further analysis of the benefits and risks, and a deeper understanding of student demand. CPE staff also endorsed a more visible and impactful University Center of the Mountains, perhaps in tandem with the expansion of Hazard Community and Technical College. While staff support an increased four-year presence in Southeast Kentucky, it does so with the following strong caveat: without a comprehensive economic and workforce development strategy, a new university will not yield the desired results for the region.

In regards to study area 3, CPE staff do not endorse dissolving KCTCS and transferring the system's academic offerings to the comprehensive universities, without a deeper evaluation and much broader stakeholder engagement. As the gateway into postsecondary education and training for many Kentuckians, KCTCS holds a significant mission within the higher education landscape in the Commonwealth in the areas of access, workforce training, and transfer programming. Before considering the step of dismantling the KCTCS system and moving its academic programs to the state's public comprehensive universities, a deeper analysis is required to assess the impact on Kentucky students, campuses and the Commonwealth. Additionally, it was stated that comprehensive strategies must be developed to manage the many potential risks, and substantial and sustained involvement from key stakeholders will be critical in making this important decision.

MOTION: Ms. Collins moved the Council direct CPE staff to submit a final report to the legislature by December 1, 2023, as requested by Senate Joint Resolution 98 (2023) that is consistent with the presented staff recommendations which are based on the following:

- The CPE staff recommendations are based upon extensive research and stakeholder feedback.
- The CPE recommendations demonstrate changes that are in the best interest of the Commonwealth's public universities and community colleges.
- The CPE staff recommendations present an outcomes-based approach for each question presented by the legislature that the Council believes will provide the best

educational outcomes with the least disruptions and with the best benefits for the associated costs.

Mr. Brown seconded the motion.

VOTE: The motion passed.

ACADEMIC AND STRATEGIC INITIATIVES COMMITTEE – REPORT & ACTION ITEMS

Committee Chair Karyn Hoover presented the report and recommendations made by the Academic and Strategic Initiatives Committee, which met on October 23, 2023.

The Committee reviewed the following information topics at the meeting:

- Received an annual update on the work of the Commonwealth Education Continuum (CEC). Over the last year, the CEC has continued to seek stakeholder input and use data to address barriers and identify ways to increase transition to postsecondary education. Due to the work of the CEC and leadership of CPE, the agency also received a grant from Education Strategies Group for the Launch program.
- Received an overview of the CLIMB Health initiative and how its work will be conducted over the next year. CLIMB Health, which was funded by the Cabinet for Health and Family Services, establishes career ladders in mental and behavioral health for individuals with lived experience in addiction recovery. It promotes higher education led opportunities for workforce re-entry and encourages healing for the Kentucky communities most affected by the effects of drug abuse and addiction.
- Discussed the new partnership with the Cabinet for Health and Family Services (CHFS) to ensure basic student needs are met, thus allowing them to persist through graduation. This is being done by establishing “kynectors” at each of the KCTCS colleges and Kentucky universities, which are CHFS employees who provide benefit eligibility screening, application assistance, and referrals to community-based organizations for basic needs support.
- Received the preliminary enrollment data for the fall of 2023, which showed impressive year-to-date growth in undergraduate enrollment at public institutions. Total undergraduate enrollment at 4-year publics increased 3.1% and KCTCS enrollment was up 3.6% overall and experienced a 14.9% increase in dual credit enrollment.

Ms. Hoover also presented two new academic programs from the University of Kentucky that were reviewed and endorsed by the Committee for approval.

- Bachelor of Arts in Sports Leadership (CIP 31.0508)
- Bachelor of Science in Statistics and Data Science (CIP 27.0501)

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

VOTE: The motion passed.

FINANCE COMMITTEE – REPORT AND ACTION ITEMS

Committee Chair Eric Farris presented the report and recommendations made by the Finance Committee, which met on October 27, 2023. The Committee reviewed the following information topics at the meeting:

- Received an update from Dr. Larry Ferguson, interim president of KCTCS, on the results of a study conducted by Huron Consulting Group who performed an assessment of the KCTC system's physical resources, programs, and administrative support structures to identify opportunities to improve business operations, cross-campus collaboration, and overall efficiency in alignment with the system's strategic plan.
- Received the preliminary results of CPE's latest study on student graduate debt levels and how Kentucky's efforts around tuition caps, improving financial literacy, and increasing grant aid have impacted those levels. The study investigated debt trends over the past five academic years among graduates of Kentucky's public institutions.

Mr. Farris also presented five interim capital projects requests from KCTCS that were reviewed and endorsed by the Committee for approval:

- Big Sandy CTC - Pikeville Nursing Renovation - \$1,500,000
- Southcentral CTC - Franklin Simpson Center Roof Replacement - \$1,200,000
- Southcentral CTC - Signage - \$1,200,000
- Owensboro CTC - Mobile Healthcare Labs - \$2,000,000
- Bluegrass CTC - Property Acquisition - \$4,000,000

MOTION: The Finance Committee's recommendation of approval of the action items 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 which met the morning of November 17, 2023. The Committee received a briefing from Moss Adams, the firm contracted with Kentucky State University to provide an independent monitoring of its progress toward completing its Management Improvement Plan objectives and other requirements of HB 250 (2022), that included KSU's progress toward the identified objectives, their methodology for review, and their achievements to date.

Chair Silvert also presented the following action items that were reviewed and endorsed by the Committee for approval:

- Proposed Committee meeting dates of September 9, 2024 and November 11, 2024, and proposed Council meeting dates of September 16-17, 2024 and November 21-22, 2024.
- Revision to KSU's management improvement plan to allow the reallocation of \$100,000 in incentive funding for a mental health related deliverable completed in FY 2023 to be used for interim assistance in financial aid processing.

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

VOTE: The motion passed.

COMMITTEE ON EQUAL OPPORTUNITIES - REPORT

Committee Chair Elaine Walker presented the report of the Committee on Equal Opportunities, which met on October 23, 2023. The Committee reviewed the following topics at the meeting:

- Received updates from Bluegrass Community and Technical College on their work in the areas of opportunity, success, and impact.
- Reviewed and approved performance improvement plans from the three institutions who did not meet the minimum required score during the last review cycle: Big Sandy Community & Technical College, Henderson Community College, and Kentucky State University.
- Reviewed and approved strategy revisions from Kentucky State University.

No additional action was necessary from the Council on any of the topics.

CAMPUS GOOD NEWS REPORTS

Reports from the institutions were provided in the agenda materials. Chair Silvert provided highlights on stories in the reports from Eastern Kentucky University, Kentucky State University, the University of Louisville, and KCTCS.

OTHER BUSINESS

Chair Silvert made the following committee appointments:

- 2023-24 Nominating Committee: Kevin Weaver, who will serve as Chair, LaDonna Rogers, and Jennifer Collins.
- KET board for a four-year term that ends November 30, 2027:
 - Karyn Hoover to represent the University of Kentucky

- Kevin Weaver to represent the state universities.
- Healthcare Workforce Investment Fund Steering Committee, serving a one-year term beginning March 1, 2024:
 - Council Member LaDonna Rogers, who will serve as Chair
 - Cliff Maesaka from the CEOc Chairman's Circle
 - JP Hamm from Kentucky Hospital Association
 - Michael Muscarella from Baptist Health Paducah
 - Beth Brinly representing the KY Education and Labor Cabinet
 - Vestena Robbins and Beth Shafer from the KY Cabinet for Health and Family Services
 - Amy Mitchell Cowley from UK's College of Medicine
 - Kelli Selvage from KCTCS
 - Mason Dyer, representing the Association of Independent Colleges and Universities

ADJOURNMENT

The Council adjourned the business meeting at 3:15 p.m. ET.

TITLE: Nominating Committee Report and Election of the 2024 CPE Chair and Vice Chair

DESCRIPTION: The Committee Chair will present the Nominating Committee's slate of officers for consideration by the Council

PRESENTER: Kevin Weaver, Chair of Nominating Committee

SUPPORTING INFORMATION

The Nominating Committee met on January 16, 2024, to discuss and recommend members to serve as chair and vice chair of the CPE through January 2025.

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

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

TITLE: CPE President Report

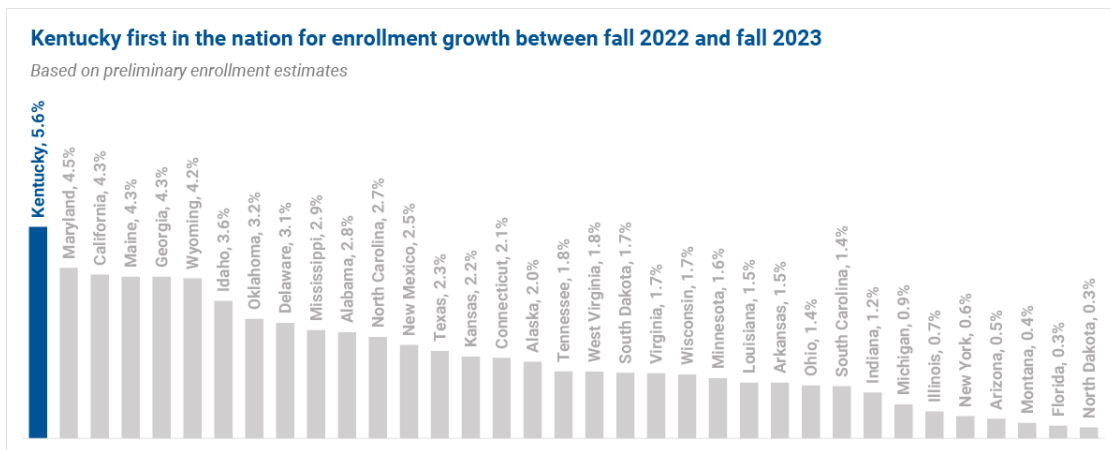
DESCRIPTION: President Thompson will highlight specific initiatives during his report to the Council. This written report serves as his official report for January 19, 2024.

PRESENTER: Dr. Aaron Thompson, CPE President

The legislative session is underway, and it looks to be a busy and impactful session. Below are some updates as we begin 2024.

Legislative items and SJR 98: Travis Powell, vice president and general counsel, is leading our legislative efforts during the regular session. We've already reviewed a number of bills pertaining to education, and several legislators have engaged with us regarding SJR 98 and its findings. We are monitoring bills as they are filed and are watching for the House and Senate budget proposals. Performance funding model adjustments are also an issue we're watching closely, among many others.

National Student Clearinghouse (NSC) data on enrollment gains: A report from the NSC indicates Kentucky had the highest fall-to-fall total enrollment gains in the nation this year. Kentucky experienced a 5.6% increase in overall enrollment growth during that period. The Commonwealth ranked second nationally for undergraduate enrollment growth (5.5%) and fourth nationally for graduate enrollment (4.9%). The data strongly suggests Kentucky is one of the first states to recover from enrollment decreases caused by the pandemic.



Source: National Student Clearinghouse.

Kentucky reaches 55% in its 60x30 attainment goal: Kentucky is just under 5% away from reaching its statewide attainment goal by 2030. The Commonwealth is making significant strides towards reaching its goal, up from 50.3% in 2017. Growth in graduate and professional degrees, bachelor's degrees and certificates helped raise overall growth by 0.8%.

Stan Jones Legacy Award: CPE received Complete College America's (CCA) highest honor, the Stan Jones Legacy Award. Lee Nimocks, senior vice president and chief of staff, accepted the award on behalf of the agency at CCA's annual convening in Las Vegas. Dr. Yolanda Watson Spiva, president of CCA, said CPE has been a model for building internal state coalitions, implementing inter-institutional data practices and successfully creating statewide support for college completion.

CPE events: The beginning of the year is off to a fast start, with many events recently concluded or upcoming.

- CPE hosted the Higher EDquity Symposium on Nov.13-14 at Eastern Kentucky University. Dr. Vanessa A. Sansone, assistant professor in the department of educational leadership and policy studies at The University of Texas at San Antonio, provided the keynote address.
- The Gateway Course Success Convening, hosted by the Kentucky Student Success Collaborative, will take place Jan. 31 from 10 a.m. until 3 p.m. at the CPE office in Frankfort. A new statewide strategy will be unveiled along with an agenda geared toward math and English faculty, student success leadership and campus administrators.
- CPE's signature event for college faculty and staff, the Student Success Summit, will take place Feb. 26-27 at Western Kentucky University. Featured speakers include Marty Alvarado, vice president of postsecondary education and training at Jobs for the Future; and Dakota Pawlicki, director of talent hubs at CivicLab.

Personal notes: We are at the beginning of an important legislative session. Much work has been done to prepare, and many CPE staff are heavily involved in the regular session.

- Dr. Muhammad Babar was appointed by the governor to the newly created Kentucky Antisemitism Task Force. Dr. Babar will serve the task force well on this important issue.
- Congratulations and appreciation are in order for Jenifer Fraker. After serving as assistant vice president of government relations and K-12 policies and programs, Jennifer accepted a position at the University of Kentucky as director of government relations. We wish Jennifer the best and thank her for her contributions at CPE.

CPE MEDIA REPORT

CPE staff have consistently spread the Higher Education Matters message through media appearances and speaking engagements. Below are highlights from November, December and part of January.

Speaking engagements: CPE staff have presented or moderated panels on at least 16 occasions since November. Some highlights include:

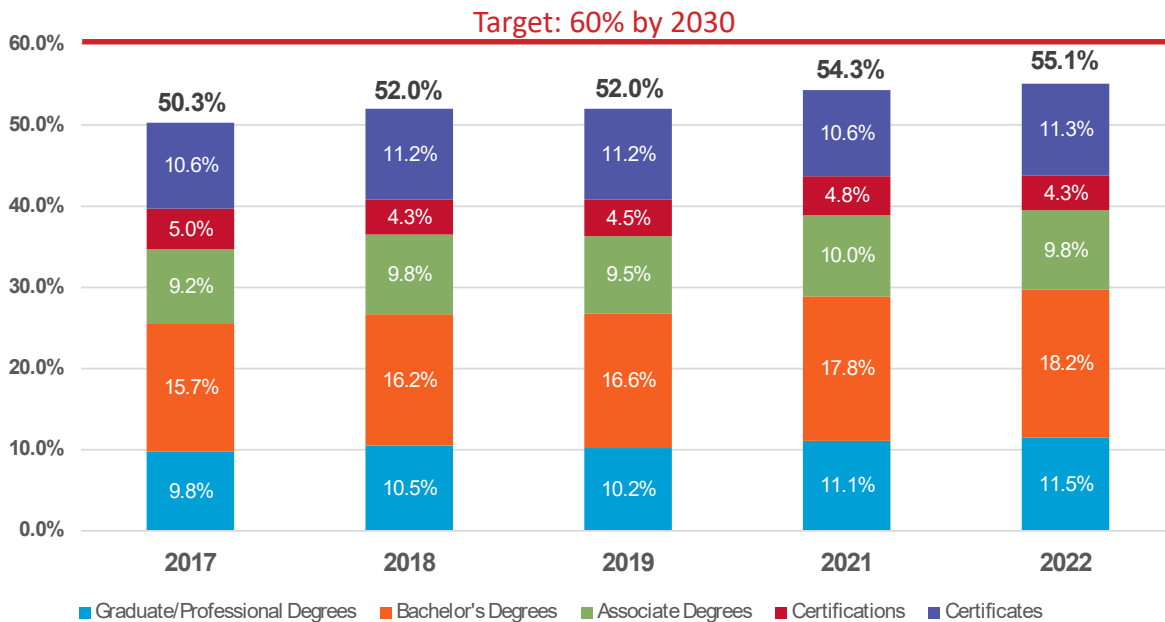
- Dr. Dawn Offutt, executive director for Access, Engagement, and Belonging; and Dr. Leslie Sizemore, assistant vice president of workforce initiatives, presented and moderated sessions at CPE's Higher EDquity Symposium at Eastern Kentucky University on Nov. 13-14.
- Madison Silvert, chair of the Council on Postsecondary Education, facilitated a conversation with Dr. Belle Whelan, president of Southern Association of Colleges and Schools Commission on Colleges, during CPE's Postsecondary Education Trusteeship webinar on Nov. 30.
- Lee Nimocks, senior vice president and chief of staff; Travis Muncie, executive director of data, research and advanced analytics; and Dr. Chris Ledford, associate director of data, research and advanced analytics, presented and moderated panels at the Complete College America annual convening in Las Vegas on Dec. 11-12.

Media appearances: CPE staff fielded 14 media requests for information or comment from November through January, as well as 19 appearances in print, digital or broadcast media. Some highlights include:

- Dr. Thompson was featured on "Kentucky Newsmakers with Bill Bryant" on WKYT to review higher education in the Commonwealth in 2023 and overview what's to come in 2024.
- Kentucky and CPE were recognized for implementing successful P-20 initiatives in a media report by Education Strategy Group.
- Lilly Massa-McKinley spoke to the *Owensboro Messenger-Inquirer* about the Kentucky Student Success Collaborative (KYSSC) receiving a \$1.5 million grant from the ECMC Foundation to increase student basic needs support.
- CPE was recognized in the governor's Team Kentucky press briefing and subsequent news release for its work with KCTCS and the Cabinet for Health and Family Services to provide kynectors to campuses to increase access to student basic needs.
- Travis Powell, vice president and general counsel, provided insight about Kentucky State University's financial aid staffing shortage in the *Lexington Herald-Leader*.

- Dr. Thompson and Lee Nimocks spoke with WKU Public Radio about SJR 98 and the potential of a new southeast Kentucky university.

Statewide Attainment Trends Among Working-Age Kentuckians by Credential Type



Kentucky's statewide strategic agenda for postsecondary education, *Higher Education Matters*, advances the Commonwealth's goal to raise the percentage of Kentuckians with a quality postsecondary credential to 60% by 2030.¹ Kentucky citizens who earn a credential earn higher salaries and experience greater economic mobility. Further, achieving this goal will accelerate job creation, grow and diversify the economy, and expand the state's tax base around a highly skilled and productive workforce.

The trend data above estimate highest credential attainment among working-age (25 to 64) Kentuckians over the last five years for which data are available.² Kentucky is making significant progress toward its 60x30 goal. Between 2021 and 2022, attainment increased by 0.8 percentage points from 54.3% to 55.1%, and 4.8 percentage between 2017 and 2022. In terms of human capital, just over 117,000 more Kentuckians have postsecondary credentials than in 2017.

Degree attainment has grown across the board over the period, including graduate and professional degrees (+1.7 pp), bachelor's degree (+2.5pp), and associate degrees (+0.6 pp). Certificate attainment also grew over the period (+0.7pp). Finally, the estimate for certification holders has decreased slightly as more individuals are being counted in other (higher) attainment levels.

¹ <http://cpe.ky.gov/ourwork/documents/2022-30strategicagenda.pdf>

² Attainment estimates for associate degrees and above derive from American Community Survey (ACS) 1-Year microdata published by the U.S. Census Bureau. The source data, however, do not include certificates or certifications as response options. Since certificates are earned in college, those who hold certificates are likely to respond "some college, no degree" on the ACS. We distinguish these individuals from true stop-outs using wage data in each corresponding year for certificate holders from the Kentucky Center for Statistics. We identify everyone above the median wage for certificate holders (\$36,145 in 2022) as a certificate holder in the "some college, no degree" response group. We estimate holders of industry certifications, typically occupation-specific licenses or credentials earned in the workplace, using data from the Current Population Survey (CPS). For each year, we count working-age certification holders with a high school diploma or less. From there, we also count certification holders in the "some college, no degree" population, but who earn less than the median for certificate holders. Cumulatively, these steps produce reliable estimates that avoid duplication with the degree categories. Note in table above that 2020 estimates are missing due to unreliable data collection during the COVID-19 pandemic.

TITLE: Cultural Competency Credential Certification – Morehead State University

DESCRIPTION: The Academic and Strategic Initiatives Committee approved Morehead State University’s Application for Kentucky Cultural Competency Credential Certification. No additional action is required by the Council.

STAFF CONTACT: Dawn Offutt, CPE’s Executive Director for Access, Engagement, and Belonging

COMMITTEE’S REVIEW

The Academic and Strategic Initiatives Committee approved Morehead State University’s application at its January 16, 2024, meeting. Per the Kentucky Cultural Competency Credential Certification Process, the action serves as final and thus does not require further action at the Council’s January 19, 2024, meeting. It will not be covered or presented in detail at the board meeting; however, staff will be available for questions.

PROPOSAL FOR APPROVAL

Morehead State University submitted an application for certification on September 1, 2023. The Cultural Competence Advisory Council recommended the proposal go before the Academic and Strategic Initiatives (ASI) Committee for approval on October 13, 2023.

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

BACKGROUND INFORMATION & APPROVAL PROCESS

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

An institution may submit a proposal that aligns with the A4 Model for Cultural Competence and describe how participants will demonstrate the competencies in the framework in order to receive approval. The proposal must include several components including an overview of the program, its target audience, implementation method and timeline, and tasks and assessments

required for completion. It must also address budget implications and resources needed to implement the programs.

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

APPLICATION FOR CULTURAL COMPETENCE CREDENTIAL CERTIFICATION

INSTITUTIONAL INFORMATION

Morehead State University

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Contributing Departments:

Certificate housed in department of Sociology, Social Work and Criminology

Core courses contributed by:

Department of Sociology, Social Work and Criminology
Department of History, Philosophy, Politics, Legal Studies, Global Studies, and Legal Studies

Elective courses contributed by:

Department of Sociology, Social Work and Criminology
Department of History, Philosophy, Politics, Legal Studies, Global Studies, and Legal Studies
Department of Early Childhood, Elementary and Special Education

Department of Nursing
Camden-Carroll Library

Proposed Implementation Date

Morehead State University approved the MSU cultural competency certificate in 2022. We began offering this Certificate in Fall 2023. We are seeking to have the MSU cultural competency certificate certified and approved by CPE. Because this certificate is currently being offered, we expect to continue offering it without disruption. If the certification process requires changes, we will begin offering the newly certified certificate in Fall 2024.

Statement of Support from President

Upon recommendation by the President of Morehead State University, the Board of Regents, on June 16, 2022, approved a new undergraduate Certificate in Cultural Competency (please see attached).

PROPOSAL

The current cultural competency certificate offered at Morehead State University is targeted toward all MSU students.

The current certificate for students was implemented in Spring 2023. We are seeking certification by CPE. We promote our current cultural competency certificate on our website as follows:

Through self-reflection, you develop an awareness of human diversity, increase openness to new ideas and cultures, demonstrate respect for others and communicate in ways that promote equity and justice in a global society.

The current program competencies are as follows:

1. Through on-going self-reflection, students will develop a better understanding of who they are, become more aware of human diversity, and demonstrate a respect for the dignity of others.
2. Students will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they may have or have not been affected by those dynamics.
3. Students will demonstrate a continual openness to ideas, beliefs, and practices that challenge their own worldview and move them to embrace a broader perspective.
4. Students will be able to communicate in ways that indicate an acceptance and appreciation for individuals different from themselves and recognize their own responsibility in leading and promoting equity and justice in a global society.

Our Current Program Requirements are as follows:

CORE REQUIREMENTS – 12 hours

| | |
|-------------|-------------------------------------|
| SOC 101 | Introduction to Sociology |
| IST 250 | International Culture and Diversity |
| GST 273 | Introduction to Gender Studies |
| GST/SOC 374 | Race and Ethnicity |

ELECTIVES – CHOOSE 2 – 6 hours

| | |
|--------------------------|---|
| GST/SOC 300 | Class, Power, and Privilege |
| GST/SOC 305 | Cultural Anthropology |
| CRIM/SOC 325 | Global Inequality |
| SOC/SWK 330 | Health Structures and Behavior |
| CRIM/GST/SOC/SWK 337 | Sociology of Food |
| CRIM/GST/SOC/SWK 343 | Religion and Sexuality |
| EDSP 365 | Including Students with Diverse Needs in the Classrooms |
| GST/SOC 350 | Sex and Gender |
| CRIM/GST/SOC/SWK 355 | Sociology of the Body |
| CRIM/GST/SOC 380/SWK 381 | Race, Class, Gender, and Crime |
| HST 344 | African American History |
| HST 321 | The Middle East |
| HST 343 | Religion in American History |
| HST 375 | Twentieth Century Asian Wars |
| LSIM 201 | Living in an Information Society |
| NURS 362 | Cultural Competency for the Healthcare Professional |
| NURS 410 | Rural Public Health |
| NURS 430 | Health Disparities |
| POLS 230 | Intro to Comparative Politics |

TOTAL 18 Hours

Implementation and Timeline

The MSU cultural competency certificate has been offered beginning Spring 2023. If this certificate is certified by CPE, we will not disrupt the offering. If significant changes are required, we will make these changes, seek approval of the university, and begin offering the revised certificate in Fall 24.

Students will take the first three core classes, SOC 101 Introduction to Sociology, IST 250 International Culture and Diversity, and GST 273 Intro to Gender Studies, in their first two years at MSU. The final core course, SOC/GST 374 Race and Ethnicity, and the two selected electives are upper division courses and will be taken by students in their junior and senior years. The A4 model for cultural competence will be introduced in the lower-level classes and reinforced and mastered in the upper division courses.

The certificate is a total of 18 hours or 6 classes. Students will take the courses at the same time as they work on their major and minor courses. While the certificate is designed to be spread over several years, it technically could be completed in one year.

Course outline and alignment with the competencies in A4 model

Core Courses

SOC 101 – Introduction to Sociology

Catalog Course Description - This course offers a general overview of basic perspectives and methods in the discipline examining groups, formal organizations and institutions, while focusing on inequalities of class, gender and race, crime, deviance and social change. This course satisfies the Level 2 Knowledge SBS requirement for general education.

SOC 101 - 4A model alignment

Lesson Modules and key concepts include:

Sociological Imagination – understanding the role of macro level social forces, including racism, sexism, classism, and other oppressive forces, in shaping one's life chances and position in the social structure.

Culture – learning the role of culture in the socialization process. Examining concepts of ethnocentrism, cultural relativism, sub-cultures, counter-cultures and diversity.

Socialization – examining the formation of identity as it relates to socially constructed categories of diversity and difference. Students reflect on their own socialization process within a cultural context and come to understand their position within the generalized other.

Inequality and Diversity – examining concepts of power, privilege, oppression, and inequality as it relates to race and ethnicity, class, sex and gender, sexuality, disability, and other body related issues.

Institutionalized inequality – students examine the ways in which inequality is manifested in social institutions based on class, race, ethnicity, sex, gender, sexuality, and other categories. The course examines the institutions of family, education, criminal justice, religion, economy, government, health care and others.

Social Change – explore avenues to create social justice at the local, regional, national and global levels through individual and group action, social movements, political participation, and other means.

4A Framework Elements

Awareness (A1) – Soc 101 introduces students to a variety of diversity concepts and issues. These issues include diversity issues related to culture, race and ethnicity, class,

physical bodies (related to disability, body size, and other issues), gender and sexuality. It is a goal of SOC 101 to increase awareness of diversity.

Acknowledgment (A2) – Soc 101 requires students to develop their sociological imagination. The sociological imagination is the ability to recognize the relationship between macro level social forces and individual personal problems. In developing their sociological imagination students begin to acknowledge that their position in the world is not simply the result of their personal choices but, to a large degree, is affected by social forces such as racism, classism, sexism, ableism, sizeism, heterosexism, transphobia, and many other factors. The course focuses on intersectionality as an important concept, requiring students to recognize how categories of race, class, gender, body, etc are intersecting, overlapping, and interdependent. Students explore how their identities influence their lived experiences, social status, and life chances. They are introduced to the concepts of privilege, oppression and marginalization related to identity and diversity. These reflections are on-going throughout the course and include writings as well as small group and class discussions.

Acceptance (A3) –Soc 101 focuses on privilege and oppression experienced at the individual level as well as institutionalized inequality. Students are required to examine their own world view developed through the socialization process and reflect on their own ethnocentrism. Micro aggressions are defined and examined in several sections of the course, including race and ethnicity. Institutionalized inequality is the focus of the entire course. For example, the criminal justice system is critically explored in terms of racist and sexist practices. The political system related to racism, sexism, transphobia, control of the body, and other issues are examined. Students are required to explore different cultures and worldviews and their role within a global system of inequality. Throughout the course, students use their sociological imagination to acknowledge and accept that their position is, in large part, determined by macro-level social forces.

Action (A4) – Soc 101 focuses on social change. Throughout the course, as students explore systems of oppression and privilege and acknowledge their position within these systems of oppression, they also explore ideas for social change. Social change is emphasized as occurring at the individual, small group, and large social movement levels. Students are required to explore their responsibility in creating a more just social world in their own families and local communities as well as in the global environment.

Tasks and Assessments – Soc 101 meets the goals of the 4A model through the use of readings, lectures, small group discussion, class discussions, films, and relevant web resources. Assessment includes writing assignments, writing reflections, essay and objective quizzes and tests, papers, group projects and presentations.

IST 250 – International Culture and Diversity

Course Catalog Description - *This course introduces students to cultural diversity across the world. This includes religion, language, music, the economy, food, sports, and*

literature. These topics will be integrated with a focus on ethnic and racial diversity, indigenous peoples, and an examination of gender roles. This course satisfies the Level 3 Global Cultures HUM requirement for general education.

Awareness (A1) – IST 250 introduces students to a variety of diverse cultures throughout the world. This course is part of the MSU general education programs. As such, one of the Student Learning Outcomes for the course is that *Students effectively examine aspects of human cultures, past or present, from a variety of perspectives.* This course meets the Global Studies program objective of knowledge of diversity. Students in this course *gain knowledge of the diversity of people, regions, and culture in the contemporary world.* Students are introduced to various worldviews, belief systems, social movements, and how different forms of government accommodate diverse populations. These objectives are assessed through exams, a documentary film essay, group discussions of readings, and a culture conflict report.

Acknowledgment (A2) – Through the exploration of many diverse cultures with varying values, beliefs, and institutions, students are required to acknowledge a diverse world and their place within this global world. For example, students are required to explain how human activities and cultural forces shape current events. This activity is assessed through a documentary film essay and group discussions of readings.

Acceptance (A3) - Upon completion of the course, the students are expected to be able to appreciate the diversity of people and culture in the world today. This course goal is assessed through exams, group discussions of readings, and through a culture conflict report. In this course, students come to understand how human activities and cultural forces shape current events and they analyze their own role in this process.

Action (A4) The focus on how human activities and cultural forces shape current events provides students with a framework for action and social change. The course examines Through this course students become aware of how contemporary global issues and problems are the result of human activities and social action also is driven by human action.

Assessment – Students are assessed through a cultural baseline paper, exams, a culture conflict report, and small-group discussions of readings. The culture conflict report requires students to explore methods of conflict resolutions and organizations involved in resolving conflicts, and provide potential resolutions to the conflicts in their respective papers.

GST 273 – Intro to Gender Studies

Course Catalog Description - *An interdisciplinary course designed to introduce students to educational, historical, aesthetic, sociological, and political conceptions of gender within and beyond the United States. This course satisfies the Level 3 Ethics and Civic Engagement SBS requirement for general education.*

GST 273 units and key concepts include:

Feminism – definition and history of feminism, examination of feminist waves, myths about feminism, distinguish feminist theories including liberal, Marxist, radical and intersectional.

Privilege and oppression – students explore privilege as a set of unearned advantages, oppression as a set of structural barriers, and apply the concept to an analysis of their own social location.

Learning gender – gender terms such as sex, gender, non-binary, intersex, trans, LGB, and asexual among others. Students explore toxic masculinity.

Pornification – students do media analysis to evaluate how often they see raunch culture and the male gaze.

Reproductive justice – students learn about the intersectional RJ framework and consider why women want to limit the number of children that they have. The class explores the history of reproductive rights, including changes to abortion access.

Intimate partner violence – the class explores the cycle of violence, rape culture, sexual harassment, and bystander intervention.

GST 273 - 4A model alignment

Awareness (A1) – GST 273 introduces students to a variety of diversity theories, concepts, and issues. These include feminist and intersectional theories, sex and gender terms, and how gender inequality manifests in families, religion, and the media among others social institutions.

Acknowledgment (A2) – In GST 273, students apply the concepts (like toxic masculinity, homophobia, racism, sexual harassment, and rape culture) in their real lived experience to best perceive systems of privilege and oppression. For example, students answer a discussion question which asks them to reflect on their social location, specifically identifying dimensions of their identities in which they experience privilege and others in which they face oppression.

Acceptance (A3) – Each week of GST 273 engages the students in the act of learning terms, applying them to their lives, and in doing so challenges their worldviews and biases. For example, in the unit of Gender Violence, students link individual oppression to institutional discriminations in laws, policies, and individual attitudes (like blame the victim narratives) that perpetuate gender violence, explore their own experiences, and reflect upon what the world might look like if all forms of gender violence were eliminated.

Action (A4) – GST 273 contains an element of social change, and social action. Students are asked to reflect on the social issues most important to them and explain how they might engage in activism on this (or these) issue(s).

Tasks and Assessments – GST 273 meets the goals of the 4A model through the use of readings, lectures, small group discussion, class discussions, films, and relevant web resources. Assessment includes writing assignments, writing reflections, essay and objective quizzes and tests, papers, a book review, and a final project in which they identify three new and/or better developed skills they have for thriving in daily life because of their feminist education in the class.

SOC/GST 374 – Race and Ethnicity

Catalog Course Description- *This course adopts a critical perspective to analyze minority relations in American society. This course examines theories of prejudice and discrimination, processes of inter-group relations, the status and experiences of various minority groups, and strategies for social change. Equates with GST 374.*

Overview:

Students learn to define race, ethnicity and related concept such as the social construction of race and ethnicity, white privilege, color coding, racial profiling, othering, marginalization, stereotyping, oppression, micro-aggressions, institutionalized racism, prejudice vs discrimination, implicit and explicit bias, and critical race theory. There is a focus on racism within an historical context for a broad range of minority groups in the United States as well as an examination of contemporary status of minority groups. The course emphasizes the ways in which racism is institutionalized and maintained at the social level and also explore the role of the student in creating social change.

4A model alignment

Awareness (A1) – Students define concepts listed above and learn to recognize systems of power and privilege based on race. For example, students will watch videos such as an episode of Colin Kaepernick’s *Colin in Black and White*. At the individual and small group level they will discuss examples of micro-aggressions and how these experiences affect the physical, mental and emotional health of the character as well as their life chances. Students reflect on their own identities and how their life chances are affected by the social construction of race and ethnicity.

Acknowledgment (A2) – Throughout the course, students reflect on their own identities and intersectionality. While the course focuses on race and ethnicity, it consistently recognizes and explores the intersection of these categories with other socially constructed categories of sex, gender, sexuality, class, and disability.

Acceptance (A3) – Students are required to reflect on the world view as it relates to race and ethnicity, especially in the context of the historical context. Critical Race Theory situates the experiences of diverse groups within the historical context requiring

students to challenge the world view they were socialized into within the education system. For example, students critically examine the concept of manifest destiny and accurately confront the reality of genocide including cultural genocide of First Nations people. Students then examine the ongoing legacy of this genocide as it relates to contemporary issues such as the disappearance and lack of investigation of missing First Nation women in Alaska and Canada.

Action (A4) – Students examine their role in systems of domination and oppression and how they can engage in anti-racist work and social movements. Students challenge the notions that color-blindness is the answer and challenge the attitudes that racism was in the past. Students explore avenues for social change such as BLM protests and other group actions as well as political change.

Tasks and Assessments –

Competencies are assessed through the use of reflections, film reactions, essay and objective quizzes and tests, and writing assignments.

ELECTIVES – This is a list of the certificate electives approved by the Cultural Competency Committee:

| | |
|--------------------------|---|
| GST/SOC 300 | Class, Power, and Privilege |
| GST/SOC 305 | Cultural Anthropology |
| CRIM/SOC 325 | Global Inequality |
| SOC/SWK 330 | Health Structures and Behavior |
| CRIM/GST/SOC/SWK 337 | Sociology of Food |
| CRIM/GST/SOC/SWK 343 | Religion and Sexuality |
| EDSP 365 | Including Students with Diverse Needs in the Classrooms |
| GST/SOC 350 | Sex and Gender |
| CRIM/GST/SOC/SWK 355 | Sociology of the Body |
| CRIM/GST/SOC 380/SWK 381 | Race, Class, Gender, and Crime |
| HST 344 | African American History |
| HST 321 | The Middle East |
| HST 343 | Religion in American History |
| HST 375 | Twentieth Century Asian Wars |
| LSIM 201 | Living in an Information Society |
| NURS 362 | Cultural Competency for the Healthcare Professional |
| NURS 410 | Rural Public Health |
| NURS 430 | Health Disparities |
| POLS 230 | Intro to Comparative Politics |

Our goal is for each MSU department to submit one or more course electives to the certificate so that students in majors across the institution can see how cultural competency applies to their major. The Cultural Competency committee will advertise the opportunity to submit classes for inclusion to the certificate program early in the spring. The committee will review

submissions for approval after the May 31 deadline each year. Each course is evaluated based on how well it meets the 4As.

Description of tasks required by participant (e.g., workshops, writing assignments, learning plans, quizzes, peer review, etc.)

The tasks required by participants vary by the courses as outlined above. The course objectives for each course include one or more of the elements of the 4A model. Students will be introduced to the 4A elements in the lower division core courses (SOC 101; IST 250; GST 273). The 4A elements will be reinforced in the upper division cores course (SOC/GST 374) and the selected electives. As outlined above, the students will be required to engage in a variety of tasks. The requirements include readings, class discussions, small group discussions, films, relevant web resources, written reflections, written film reactions, essay and objective quizzes and tests, papers, group projects and presentations.

Description of assessments (what participants need to do to demonstrate competency in a particular area)

Student will demonstrate competency in each course as outlined above. Assessments will include writing assignments, reflections, film reviews, essay tests, quizzes, and papers. Each course focuses on the elements of the 4A framework and utilizes one or more of the assessments listed here. Students are required to receive a passing grade on these assessments.

Description of how micro-credential will be awarded and ultimately displayed by the recipient.

The certificate will be listed on the student's transcript and diploma. We will also encourage students to list the certificate on their resumes.

Budget – This section will include a description of budget implications and resources needed for implementing this program.

The courses required for this certificate are currently being offered at Morehead State. There have been some modifications of course goals and requirements to align with the 4A model, but these courses are not new courses. There are no new budgetary implications for this certificate.

TITLE: Proposed New Academic Programs for Review & Recommendation

DESCRIPTION: The Academic and Strategic Initiatives Committee recommends the Council approve the proposed new Academic Programs from Northern Kentucky University.

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

COMMITTEE REVIEW & APPROVAL

The ASI Committee reviewed and approved the proposed new academic programs from Northern Kentucky University at its January 16, 2024, 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.

Northern Kentucky University

- MBA, STEM MBA (CIP 52.1301)
- MAC, STEM Master of Accountancy (CIP 52.1399)

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: Northern Kentucky University
Program Name: STEM Master of Accountancy
Degree Destination: Master of Accountancy

CIP Code: 52.1399

Credit Hours: 33

Implementation Date: 8/19/2024

Program Description

The proposed program will offer business education with STEM applications. The analytical and data informed curriculum of a STEM-focused Master of Accountancy prepares students for business careers in accounting fields, including the specific competencies in technology required for the Uniform Certified Public Accountant (CPA) Exam for certified public Accountants.

Master of Accountancy programs, including the current traditional program at NKU, are designed to prepare students for the Uniform CPA Exams and licensing. As of January 2024, the exam requirements will change to require three core exams and a choice of one of three new discipline exams. The separate discipline exams have been developed to reflect the evolution of current industry demand and expectations for new CPAs. The discipline exam choices are Tax Compliance and Planning (TCP), Business Analysis and Reporting (BAR), and Information Systems and Controls (ISC). NKU's current traditional master of accountancy program has four tracks and is designed to prepare students for the three core exams along with TCP and BAR. The proposed STEM-focused program will prepare students for the core and the ISC discipline exam by requiring classes that emphasize the use of technology and data analytics.

As a result of this program, graduates will be able to:

- apply accounting concepts to financial reporting, tax practice, and auditing and attestation.
- examine financial data in accounting analytics, strategic management accounting, ethics, research, standard setting, and practice.
- evaluate business intelligence systems.
- implement methods for the design, analysis, and visualization of organizational data for business planning and decision-making purposes.
- develop investigative accounting procedures and techniques used in forensics and litigation support.
- design business analytics processes, including problem modeling, tools and techniques for analysis, and effectively communicating insights.
- prepare for CPA practice in the core areas of regulation, financial accounting and reporting, auditing and attestation, and the discipline area of information systems and control.

Connection to Other Programs

University of Louisville's Master of Science in Accounting & Analytics is the only STEM-focused master accountancy program in Kentucky. Louisville's program is a cohort-based, one year program starting each fall semester. NKU's proposed program will enable students to take a combination of online and in-person classes with three starting times per year. The proposed six hours of electives will allow students some flexibility to tailor their program. Students will be able to complete the program at their own pace with anywhere from one to four classes per semester. The program also has sufficient face-to-face classes to attract international students.

Student Demand

Initial estimates of enrollment are:

Year 1 – 20

Year 2 – 25

Year 3 – 30

Year 4 – 30

Year 5 – 30

Employment Demand

This program will prepare students for jobs as accountants and auditors, with projected 6% growth in the NKU region and an average regional wage of \$78,259, as well as management analysts with a projected 14% regional growth and an average regional wage of \$121, 250.

Budget

This program would not require any new faculty or class offerings. The plan is to emphasize the use of technology and data analytics in current accounting classes while offering some of these classes in a hybrid or flex format. The electives will draw from currently offered STEM classes in Statistics, Business Informatics, Computers Science, and Cybersecurity.

Projected Revenue over Next Five Years (\$): \$ 2,500,000

Projected Expenses over Next Five Years (\$): \$ 500,000

PROPOSED PROGRAM SUMMARY

Institution: Northern Kentucky University
Program Name: STEM MBA
Degree Destination: Master of Business Administration

CIP Code: 52.1301

Credit Hours: 37

Implementation Date: 8/19/2024

Program Description

The proposed program will leverage the power of technology and business management to prepare graduate to compete in today's data- and technology-driven markets. The program will have two foundation areas – Analytics and Business Essentials. Students must complete 18 hours of core classes in Analytics core and 12 hours in Business Essentials (6 courses). Students must also complete 2-3 hours of electives, and 5 hours of capstone courses. The program is heavily geared towards analytics and decision making in business environments.

As a result of this program, graduates will be able to:

- demonstrate a high level of proficiency in data analytics, enabling them to effectively collect, clean, analyze, and interpret data to make informed business decisions in STEM-focused business fields.
- create impactful data visualizations and effectively communicate data-driven insights to diverse stakeholders, showcasing their aptitude for data-driven decision-making within STEM-focused business contexts.
- demonstrate acquired essential skills in business management, including but not limited to strategic planning, resource allocation, and decision-making, demonstrating their ability to lead and manage organizations in by leveraging data driven decisions.
- exhibit proficiency in leadership and team management within STEM-centric enterprises. They will be capable of fostering teamwork, resolving conflicts, and motivating diverse teams to achieve organizational goals, highlighting their competence in people management and leadership roles in business.

Connection to Other Programs

While there are other MBA programs in the state, including at NKU, this program is more focused on business analytics and does not have as much curricular flexibility as traditional MBA programs.

Student Demand

Initial estimates of enrollment are:

Year 1 – 30

Year 2 – 30

Year 3 – 30

Year 4 – 30

Year 5 – 30

Employment Demand

According to the Kentucky Center for Statistics, the demand for computer and research scientists is expected to grow by 18.35% between 2020-2030. The Bureau Labor Statistics estimates that demand for STEM jobs will increase by 10.8% between 2021-2031. Both of these data points indicate that demand for business management professionals who are familiar with STEM-oriented businesses will also be in demand. Graduates can be employed in a number of jobs, including as management analysts with a 11%

regional growth projection and an average regional wage of \$89,370 and as marketing researchers, with a projected 19% growth in the number of job openings and a \$62,147 regional average wage. Data from the U.S. Department of Education shows that the number of programs registered as STEM-certified in graduate management education increased 65% from 2017 to 2020. Additionally, demand from international partners for STEM designated MBA programs have increased in recent years.

Budget

NKU will use existing resources to teach in this program. There are no additional faculty needed. Therefore, the costs to introduce this program is associated with marketing and management of the program. The program is expected to generate a net positive position over the first five years.

Projected Revenue over Next Five Years (\$): \$ 1,350,000

Projected Expenses over Next Five Years (\$): \$ 500,000

TITLE: New Academic Programs Approved at KCTCS

DESCRIPTION: The Academic and Strategic Initiatives Committee received a report of the four AAS program proposals from KCTCS institutions approved by CPE staff between June and December 2023 in accordance with the program approval process. No future action is necessary from the Council.

STAFF CONTACT: Melissa Bell, Ph.D., CPE’s Vice President of Academic Excellence and Student Success

COMMITTEE’S REVIEW

The Academic and Strategic Initiatives Committee received this information update at their January 16, 2024, meeting. It will not be covered or presented in detail at the January 19 board meeting; however, staff will be available for questions.

SUPPORTING INFORMATION

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

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.

APPROVED PROGRAMS AT KCTCS

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

Henderson Community College

- AAS, General/Occupational Studies (CIP 30.9999) - The program provides students with the opportunity to acquire the necessary skills to become industry-certified technical workforce professionals. Students learn to perform multiple techniques used in technical industries and develop problem-solving and critical thinking skills. Upon completion of the program, graduates are eligible for certification exams in their chosen technical fields.

Somerset Community College

- AAS, Health Science Technology (CIP 51.000) – The program is designed to prepare students for entry-level career opportunities in healthcare and health-related services. The program is designed for those students who seek entry-level jobs as well as for currently employed individuals wishing to broaden their skills for career enhancement. Completion of the degree affords the graduate the opportunity to serve in various roles within healthcare institutions due to the required completion of three or more distinct health science certificates. This allows for students to design their educational experience to meet individual career goals by providing varied learning opportunities through the certificates available to them.

West Kentucky Community and Technical College

- AAS, Aviation Maintenance Technology (CIP 47.0608) - Students in this program will develop expertise in the inspection, repair, service and overhaul of aircraft and engines. Graduates will be able to interpret specifications from service and technical manuals, use testing procedures and equipment, diagnose problems, and make necessary repairs. The program will provide graduates with a working knowledge in the areas of airframe and power plant. To work in the industry, the Federal Aviation Agency (FAA) must certify students completing the program.
- AAS, Computer Engineering Technology (CIP 15.1201) - The program will prepare computer engineering technicians to pursue careers in the design and maintenance of digital systems, network development and testing, and basic database programming and maintenance. Students in this program study networking and computer systems fundamentals, digital circuits design and analysis, programming in multiple computer languages, and database design.

TITLE: SJR 98 and Academic Programming

DESCRIPTION: The Academic and Strategic Initiatives Committee discussed the SJR 98 report recommendations to strengthen review and approval of non-degree academic programs.

STAFF CONTACT: Melissa Bell, Ph.D., CPE's Vice President of Academic Excellence and Student Success

COMMITTEE'S REVIEW

The Academic and Strategic Initiatives Committee received this information update at their January 16, 2024, meeting. It will not be covered or presented in detail at the January 19 board meeting; however, staff will be available for questions. A copy of the slides presented are included in your materials.

SUPPORTING INFORMATION

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

SJR 98 RECOMMENDATION

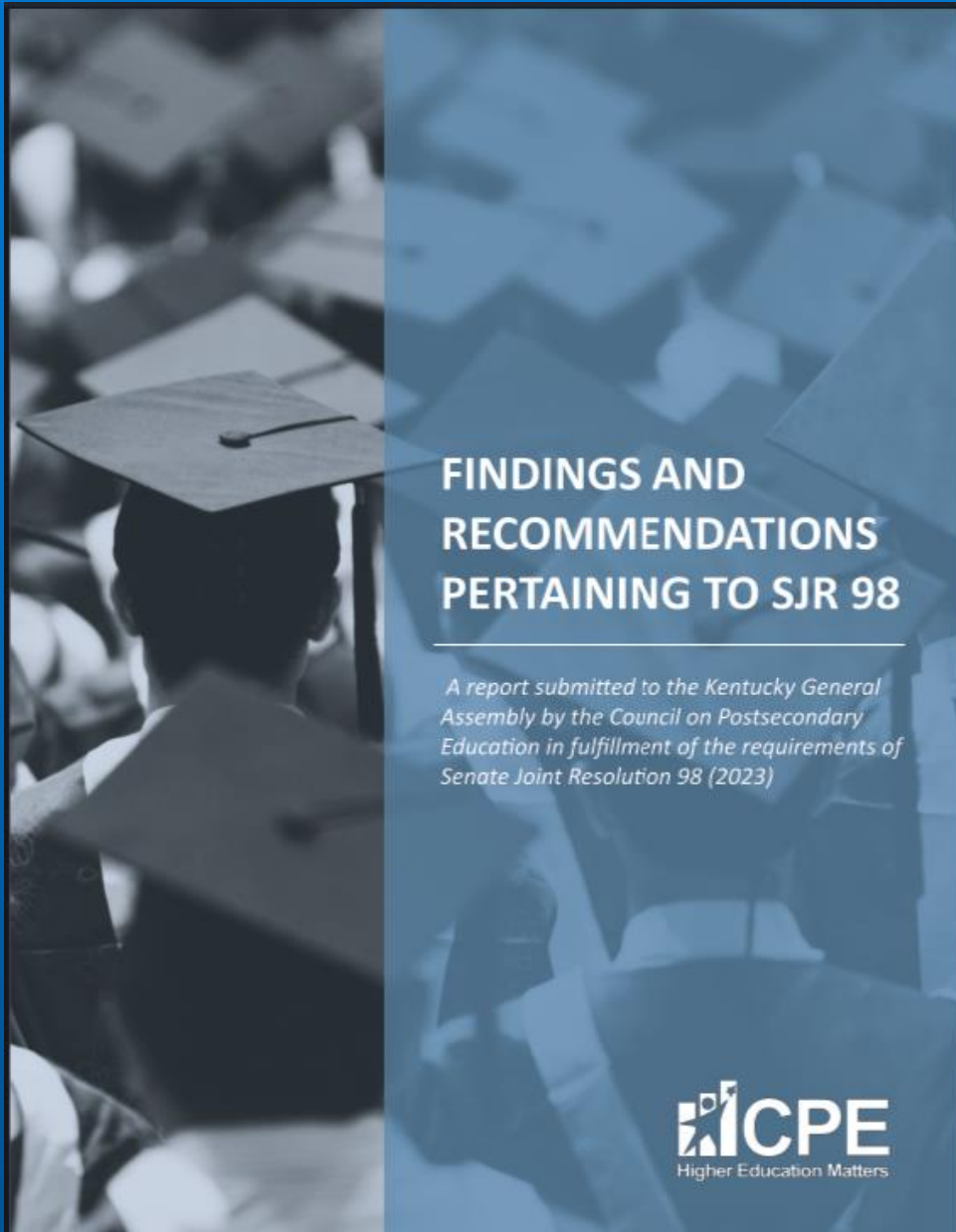
The [Findings and Recommendations pertaining to SJR 98](#) Report was released on December 1, 2023. Including in those recommendations were that CPE should strengthen its review and approval of non-degree academic programs, including short-term certificates, and more routinely review and terminate programs of limited relevance and quality. Staff will discuss the current approval process and possible next steps.



SJR 98: Ideas for Academic Programming

Melissa Bell, Ph.D.

Vice President, Academic Excellence and Student Success
Kentucky Council on Postsecondary Education



FINDINGS AND RECOMMENDATIONS PERTAINING TO SJR 98

A report submitted to the Kentucky General Assembly by the Council on Postsecondary Education in fulfillment of the requirements of Senate Joint Resolution 98 (2023)



Recommendation:

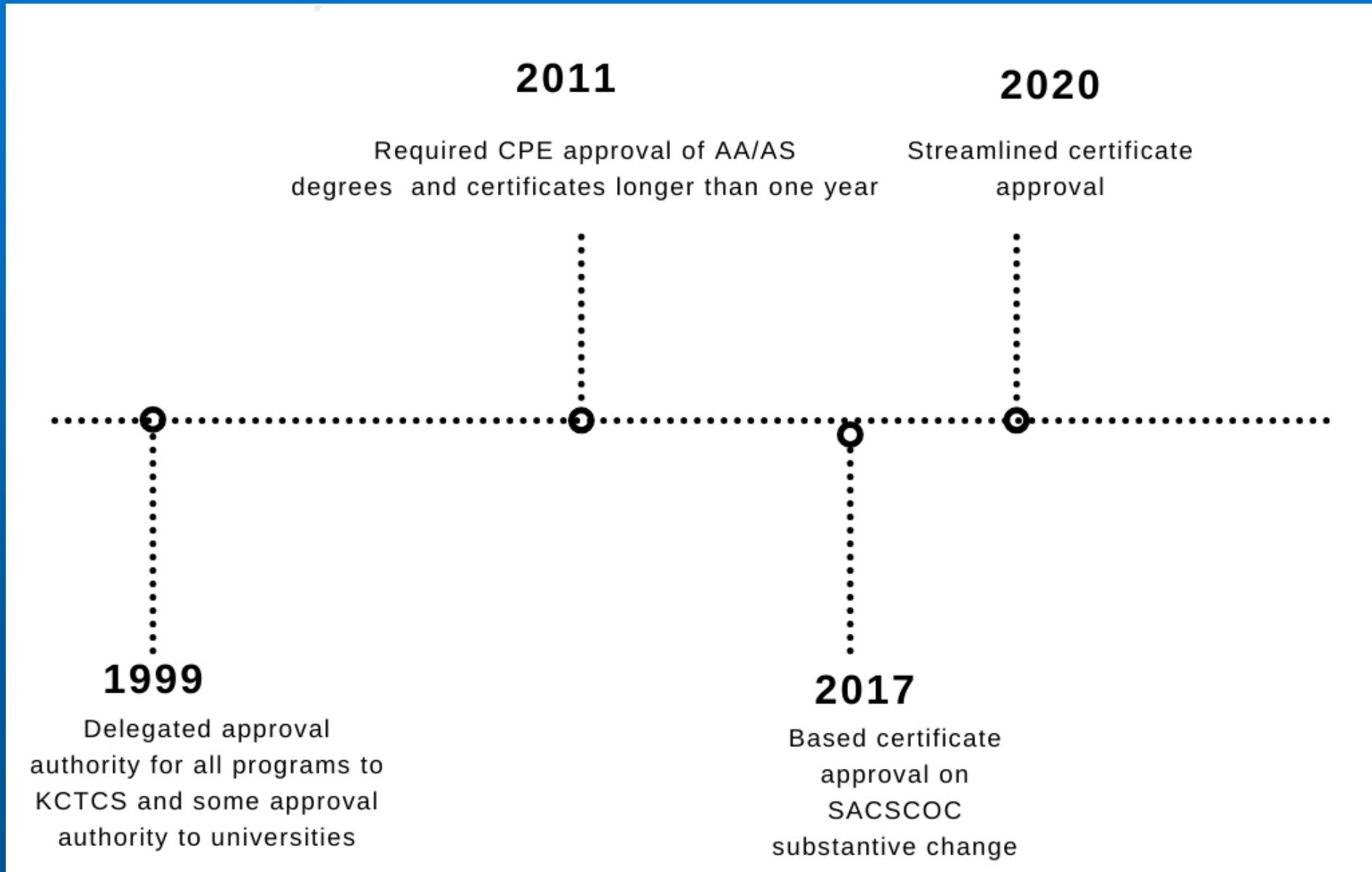
CPE should strengthen review and approval of non-degree academic programs, including short-term certificates, and more routinely review and terminate programs of limited relevance and quality.

KCTCS Certificate Approval

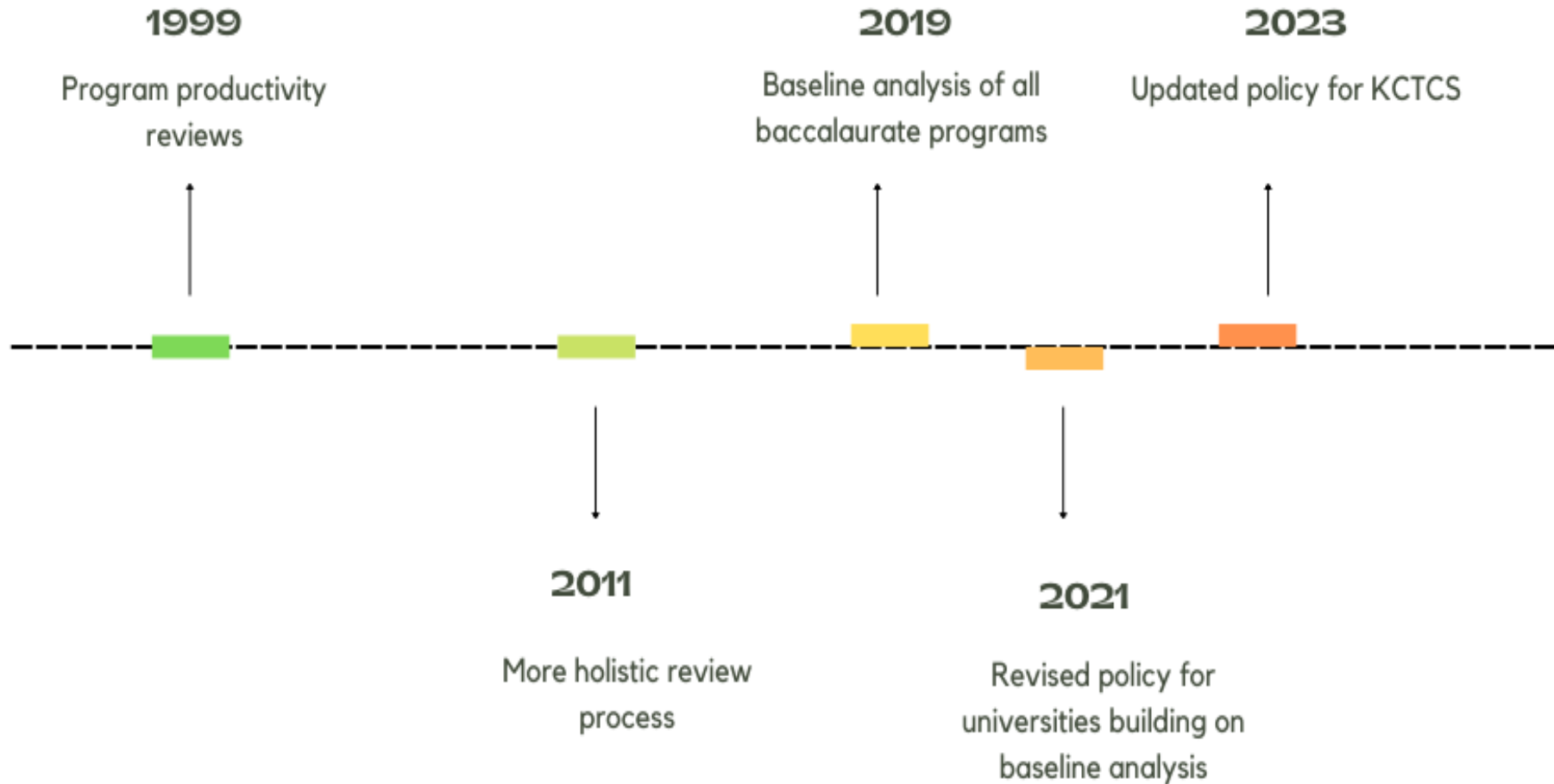
New to Any KCTCS Institution

- College(s) build curriculum
- Proposal submitted through KCTCS Faculty Governance
 - Curriculum Review Committee
 - Senate Council
- Program added to college inventory after Chancellor approval

History of Program Approval



History of Program Review



Possible Next Steps

Baseline Analysis

- Define criteria for credentials of value
- Conduct statewide analysis

Update Policy

- Build on past CPE policy
- Review best practices from other states

- TITLE:** Kentucky Innovative Scholarship Pilot Program report for 2022-23
- DESCRIPTION:** CPE released the Kentucky Innovative Scholarship Pilot Program Report in November 2023. The Academic and Strategic Initiatives Committee received an update on the work that was completed through this program and its results.
- STAFF CONTACT:** Lee Nimocks, Vice President and Chief of Staff, CPE
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COMMITTEE'S REVIEW

The Academic and Strategic Initiatives Committee received this information update at their January 16, 2024, meeting. It will not be covered or presented in detail at the January 19 board meeting; however, staff will be available for questions. Committee members also watched a video that discussed the results: <http://tinyurl.com/33h632zd>.

SUPPORTING INFORMATION

At the direction of the 2022 General Assembly, the Council on Postsecondary Education (CPE) and the Kentucky Higher Education Assistance Authority (KHEAA) established a pilot program supported with excess lottery proceeds to provide college access and promote undergraduate student success for displaced students and for students participating in international exchange programs. The pilot project was used support the following:

1. **Humanitarian Assistance Scholarships:** Provides scholarships up to the total cost of attendance for displaced students pursuing an undergraduate postsecondary certificate or degree at a Kentucky institution of higher education. For the purposes of the program, a "displaced student" is defined as a traditional or non-traditional age student who is a foreign national who has received U.S. asylum or submitted a U.S. asylum application, or are in the U.S. under Temporary Protected Status, humanitarian parole, or through a special immigrant visa.
2. **Scholarships to Promote Cultural Exchange:** A portion of the scholarship funds is used to support U.S. native and foreign undergraduate students participating in international exchange programs. Exchange programs create opportunities for participants to learn with others from different areas of the world and help develop citizens who appreciate the value of culture difference and international collaboration.
3. **Community of Practice:** A state-level community of practice was established for representatives of Kentucky postsecondary institutions who are serving or seek to serve Displaced Students. The community of practice has provided a forum to share and scale

proven practices, offer professional development for faculty and other campus practitioners serving Displaced Student populations, and provide resources to help leverage other state, federal or private resources.

A [report was released in November 2023](#) that provides an overview of the funding allocations, enrollment information, student level impact, as well as recruitment and outreach efforts for the first year of the program. It also discussed the community of practice workshops and trainings that took place during the year.



Annual Report

Kentucky Innovative Scholarship Pilot Program

November 2023

TEAM 
KENTUCKY

Introduction

Dear Friends and Colleagues:

We are pleased to present the Kentucky Innovative Scholarship Pilot Program Report for academic year 2022-23. In summer 2022, Kentucky made history when it piloted the nation's first statewide scholarship for displaced individuals. The Kentucky General Assembly deserves a special thank you for investing in this pilot project, our future workforce and the economic competitiveness of our state and its people. Moreover, the funding came at a critical time: Kentucky ranks fourth in the nation for its number of displaced persons compared to other states.

Through this pilot program, our state has demonstrated its leadership to the nation by supporting the inclusion of displaced persons not only in Kentucky higher education, but eventually in careers across the Commonwealth. These fresh perspectives can strengthen our talent pipeline, drive statewide innovation and increase our capacity to meet our continually evolving workforce needs.

As we move into the second year of the pilot, we are pleased to share the progress and achievements of our postsecondary institutions in fulfilling the goals of this transformative scholarship program. Our collective commitment to making higher education more accessible, affordable and empowering remains steadfast, and this report underscores our dedication to this mission.

We look forward to discussing the report findings with you and welcome any questions or insights you may have. Together, we can continue to make significant strides in advancing our shared vision of a prosperous, innovative and empowered Kentucky. The stories of the over 300 students who have benefited from the program are truly inspirational. We look forward to your continued support of this program in the upcoming budget session.

Thank you for your ongoing support and partnership in this remarkable endeavor.

Dr. Aaron Thompson, President
KY Council on Postsecondary Education

Jo Carole Ellis, Executive Director
KY Higher Education Assistance Authority



Contents

- Introduction..... 3**

- Background 5**

- Funding Allocation..... 7**
 - Funding and Program Challenges 8

- Scholarships for Displaced Students 9**
 - Allowable Use of Funds 9
 - Enrollment Information..... 10
 - Student-Level Impact..... 12
 - Recruitment and Outreach..... 12

- Innovative Scholarship Community of Practice 13**
 - Community of Practice Workshops..... 14
 - Community of Practice In-Person Training 15

- Scholarships to Promote International Exchange 15**

- Innovative Scholarship Pilot Project Summary 17**



Background

House Bill 1 (2022) contained funding for the “Innovative Scholarship Pilot Project” which included the following language: “Excluding any unclaimed prize money received under Part III, 20. of this Act, there is hereby appropriated from the KEES Program Reserve Account Restricted Funds for the amount of \$10,000,000 in fiscal year 2022-2023 for the Innovative Scholarship pilot project from fiscal year 2020-2021 excess lottery receipts. The Kentucky Higher Education Assistance Authority (KHEAA) shall work in coordination with the Council on Postsecondary Education (CPE) to develop and implement the Innovative Scholarship pilot project. Notwithstanding KRS 45.229, any portion of funds that have not been expended by the end of fiscal year 2022-2023 shall not lapse and shall carry forward into fiscal year 2023-2024.”

As a result, KHEAA and CPE launched the pilot project on June 10, 2022, through an announcement to all of Kentucky’s campuses informing them of the funding opportunities to provide college access and promote undergraduate student success for displaced students and students participating in international exchange programs. The pilot project funds were used to support three efforts:

- 1. Scholarships for Displaced Students (Kentucky Humanitarian Assistance Scholarship)**

Funds were allotted to Kentucky campuses to provide scholarships for displaced students pursuing an undergraduate postsecondary certificate or degree at a Kentucky institution of higher education. For this program, a “displaced student” is defined as a traditional or non-traditional age student who is a foreign national who has received U.S. asylum (asylee), submitted a U.S. asylum application (asylum-seeker), or is a resettled refugee, or is in the

U.S. under Temporary Protected Status (TPS), humanitarian parole, or through a special immigrant visa (SIV). The scholarship amount can go up to the total cost of attendance, minus any other federal or state aid the student is eligible to receive.

2. Scholarships to Promote Cultural Exchange (Kentucky Scholarships for Cultural Exchange)

Each institution was allowed to use up to 25% of its total allocation to provide scholarship funds to support U.S. native and foreign undergraduate students participating in international exchange and study abroad programs. These programs were designed to create opportunities for participants to learn with others from different areas of the world and help develop citizens and a culturally competent workforce that appreciate the value of cultural differences and international collaboration. Similar to the Humanitarian Assistance Scholarship, scholarship amounts could go up to the cost of attendance minus other aid.

3. A Community of Practice

A portion of funding was used to establish a state-level community of practice for representatives of Kentucky postsecondary institutions who were serving or sought to serve displaced students. The community of practice was designed to provide a forum to share and scale proven practices, offer professional development for faculty and other campus practitioners serving displaced student populations, and provide academic and technical resources to help leverage other state, federal or private resources.

On July 7, 2022, KHEAA and CPE along with national partners hosted a webinar offered to all campuses to learn more about the program and provide a forum for questions and answers. Based on the institutions that expressed interest, KHEAA began sending participating agreements to those institutions during the week of July 11, 2022. Once the participation was fully executed, institutions could begin requesting funds (up to the total allotted amount) from KHEAA as scholarships were awarded to eligible students.

“The scholarship and higher education have made a positive impact in my life. They have helped me elevate my status from a refugee with few hopes and resources to aspiring to be a changemaker in my community.

I hope to give back as much as I can to Bowling Green and the great state of Kentucky for all the support, aid and assistance I have received from them.”

*– Issa Mtetebawa, Democratic Republic of Congo
Student at Western Kentucky University*



Funding Allocation

Funds were initially allocated to institutions based on their size and perceived geographical vicinity to the intended populations. The amounts for Kentucky's public universities and the Kentucky Community and Technical College System (KCTCS) were based on the overall percentage of undergraduate students. \$8.7 million of the \$10 million was reserved for Kentucky's public institutions. The chart below shows the funding levels for the public institutions based on the proportion of total undergraduate student enrollment at each institution:

| Public Colleges and Universities | Amount |
|---|--------------------|
| Eastern Kentucky University | \$743,000 |
| Kentucky State University | \$163,000 |
| Morehead State University | \$456,000 |
| Murray State University | \$502,000 |
| Northern Kentucky University | \$664,000 |
| University of Kentucky | \$1,500,000 |
| University of Louisville | \$934,000 |
| Western Kentucky University | \$915,000 |
| Kentucky Community and Technical College System | \$2,823,000 |
| Total | \$8,700,000 |

Private, Non-Profit Campuses: \$1 million from the Innovative Scholarship Program was allocated to assist students attending one of Kentucky's private, non-profit, Title IV-eligible independent colleges and universities. The chart below shows the funding levels distributed to the participating institutions:

| Private, Non-Profit Colleges and Universities | Amount |
|---|--------------------|
| Asbury University | \$92,000 |
| Bellarmino University | \$92,000 |
| Brescia University | \$90,000 |
| Campbellsville University | \$90,000 |
| Centre College | \$92,000 |
| Kentucky Wesleyan College | \$90,000 |
| Lindsey Wilson College | \$90,000 |
| Midway University | \$92,000 |
| Spalding University | \$92,000 |
| Thomas More University | \$90,000 |
| University of the Cumberlands | \$90,000 |
| Total | \$1,000,000 |

By the end of FY 23, KHEAA had disbursed roughly 30% of all funds allocated to the participating institutions. The chart below shows the FY 2023 allotments and the FY 2023 net amount disbursed for each institution, providing a side-by-side comparison for year one activity:

| Grantee | Total Allotted | FY 2023 Net Disbursed |
|---------------------------------|--------------------|-----------------------|
| KCTCS - Systemwide | \$2,823,000 | \$1,204,184 |
| <i>KCTCS - Bluegrass CTC</i> | | \$469,587 |
| <i>KCTCS - Jefferson CTC</i> | | \$591,859 |
| <i>KCTCS - Owensboro CTC</i> | | \$105,244 |
| <i>KCTCS - Southcentral CTC</i> | | \$37,494 |
| Asbury University | \$92,000 | \$33,378 |
| Bellarmino University | \$92,000 | \$46,160 |
| Brescia University | \$90,000 | \$19,108 |
| Campbellsville University | \$90,000 | \$35,367 |
| Centre College | \$92,000 | \$38,820 |
| Eastern Kentucky University | \$743,000 | \$111,351 |
| Kentucky State University | \$163,000 | \$ 0 |
| Kentucky Wesleyan College | \$90,000 | \$ 0 |
| Lindsey Wilson College | \$90,000 | \$21,895 |
| Midway University | \$92,000 | \$45,076 |
| Morehead State University | \$456,000 | \$61,000 |
| Murray State University | \$502,000 | \$ 0 |
| Northern Kentucky University | \$664,000 | \$23,858 |
| Spalding University | \$92,000 | \$ 0 |
| Thomas More University | \$90,000 | \$ 0 |
| University of Kentucky | \$1,500,000 | \$720,404 |
| University of Louisville | \$934,000 | \$131,836 |
| University of the Cumberlands | \$90,000 | \$29,638 |
| Western Kentucky University | \$915,000 | \$266,719 |
| Total | \$9,700,000 | \$2,819,612 |

The remaining \$300,000 of the pilot program’s \$10 million appropriation was used by CPE to contract with national partners in the establishment of the statewide community of practice.

Funding and Program Challenges

In August 2023, KHEAA requested FY 24 funding commitments from each campus, along with program feedback, to gain a clearer sense of whether all of the monies allocated would be spent in the 2023-24 academic year. The goal was to ensure no dollars were left on the table at the end of the pilot period. Overall feedback indicated that standing up the program with little staff and getting it running the first year was a challenge as the efforts were complex, challenging and new, resulting in a steep learning curve.

Specific feedback included that the turn-around time from the announcement of the scholarship and availability of funds from the General Assembly in July 2023 relative to implementing the program in Fall 2023 was difficult. For many institutions, recruitment for this program was not feasible until later in the Spring 2023 semester, so some were not able to award funds during the first year. However, after recruitment efforts became more robust in the Spring 2023 semester and into the summer term, students quickly began to be identified.

As a result of these challenges, several institutions, public and private, indicated they did not anticipate using all of their allocated funding while other institutions indicated they were experiencing increases in eligible students and could use additional funds. Using the feedback provided and in coordination with the institutions, KHEAA adjusted the amounts allocated to participating institutions for FY 24 to help the program maximize its reach and serve the most students possible while ensuring the highest return on investment for the state.

Scholarships for Displaced Students

Under the Kentucky Humanitarian Assistance Scholarship Program (KHAS), scholarships up to the total cost of attendance were provided to support displaced students pursuing an undergraduate postsecondary certificate or degree at a Kentucky institution of higher education. At its September 2022 board meeting, the Council approved the Kentucky resident rate of tuition for KHAS recipients. This action ensured each scholarship would cost less, allowing the appropriated funds to support more students.

Allowable Use of Funds

To best support this student population, the KHAS maximum award amount was established as the full cost of attendance minus any other financial aid the student received. The full cost of attendance is defined as the allowable costs that are used to package a student's financial aid, including tuition and fees, room and board, books, supplies and transportation costs.

In addition, to ensure displaced students were able to obtain the support needed to succeed on campus, universities and colleges were permitted and encouraged to provide wrap-around supports. The majority of the students served by the KHAS indicated they received both English as a Second Language (ESL) services and other support services including dedicated academic advisors, peer-to-peer mentors, mental health services, etc.

Enrollment Information

The students served through the KHAS at both two- and four-year institutions participated in a wide variety of career-focused programs. For those students enrolled at a KCTCS institution, the most popular programs included computer and information technologies, business administration, computer engineering technology, education and welding technology. Further, for those students enrolled at a four-year institution, the most popular programs were early childhood/elementary education, pre-finance, psychology and computer science-prep.

In FY 23, the institutions that served the most KHAS students included: Jefferson Community and Technical College, Bluegrass Community and Technical College, the University of Kentucky and Western Kentucky University. The chart below details the total number of displaced students who received KHAS funds by participating institution:

| Postsecondary Institution | Students |
|-------------------------------|------------|
| KCTCS - Jefferson CTC | 146 |
| KCTCS - Bluegrass CTC | 98 |
| University of Kentucky | 21 |
| Western Kentucky University | 19 |
| KCTCS - Owensboro CTC | 16 |
| University of Louisville | 9 |
| KCTCS - Southcentral CTC | 8 |
| Eastern Kentucky University | 5 |
| Northern Kentucky University | 4 |
| University of the Cumberlands | 3 |
| Asbury University | 2 |
| Campbellsville University | 2 |
| Midway University | 2 |
| Bellarmino University | 1 |
| Brescia University | 1 |
| Centre College | 1 |
| Lindsey Wilson College | 1 |
| Total | 339 |

Overall enrollment data indicated the KHAS benefited 339 students whose education had been disrupted by conflicts and crises occurring in every corner of the globe, from Afghanistan to Venezuela, 34 countries in total. The bulk of the recipients came from the following home countries: Afghanistan, Cuba, Venezuela, Congo and Ukraine. The chart below details the number of students served by the KHAS by their home countries:

| Scholarship Recipients by Home Country | Total |
|--|-------|
| Afghanistan | 71 |
| Cuba | 56 |
| Venezuela | 37 |
| Congo | 33 |
| Ukraine | 33 |
| Democratic Republic of Congo | 24 |
| Tanzania | 13 |
| Haiti | 10 |
| Colombia | 8 |
| Syria | 7 |
| Rwanda | 6 |
| Sudan | 4 |
| Uganda | 4 |
| Guatemala | 3 |
| Mexico | 3 |
| Angola | 2 |
| Burma | 2 |
| Burundi | 2 |
| El Salvador | 2 |
| Mauritania | 2 |
| Nigeria | 2 |
| Russia | 2 |
| Somalia | 2 |
| Benin | 1 |
| Cameroon | 1 |
| China | 1 |
| Eritrea | 1 |
| Honduras | 1 |
| Iraq | 1 |
| Kyrgyzstan | 1 |
| Libya | 1 |
| Myanmar | 1 |
| Nicaragua | 1 |
| Peru | 1 |

Student-Level Impact

Overall student-level feedback on the program was incredibly positive. Two students served by the KHAS, Husna Ahmadi and Issa Mtetebawa, shared additional insights into the benefits of the program. Husna Ahmadi, a sophomore from Afghanistan at the University of Kentucky, said this: “The scholarship and higher education have had a profound positive impact on my life, empowering me with the knowledge, skills and experiences that have shaped my professional and personal growth. I am immensely grateful and committed to utilizing my education to make a positive impact in my community and beyond.”

Issa Mtetebawa, a junior from the Democratic Republic Congo at Western Kentucky University, shared this: “The scholarship and higher education have made a positive impact in my life. They have helped me elevate my status from a refugee with few hopes and resources to aspiring to be a changemaker in my community. I hope to give back as much as I can to Bowling Green and the great state of Kentucky for all the support, aid and assistance I have received from them.”

Recruitment and Outreach

Up to 5% of reserved funding for each campus was permitted for recruitment and outreach purposes for students from displaced student populations. These funds played an important role in the pilot project as, for many of Kentucky’s postsecondary institutions, this was the first time they had intentionally begun to engage with the community, leaders and influencers to help inform potential students about educational opportunities.

Campuses indicated that the most promising practices they discovered included visiting local high schools with high refugee and/or immigrant populations, presenting scholarship information to academic ESL enrolled students, providing personalized advising, hosting local refugee partner organization meetings, hosting community and civic meetings, engaging in local networks and workforce councils and building out peer-to-peer outreach. Two examples of promising practices included community forums and civic meetings, such as those hosted by the University of Kentucky and Western Kentucky University; whereby the campuses worked to inform the community of educational opportunities and develop ecosystems of support to help displaced students not only survive but thrive as they continue their studies and make Kentucky their home.

Additionally, campuses indicated that the biggest challenge was that recruitment and outreach take time in terms of developing relationships and raising awareness. Just as significant, campuses shared that without a guarantee of continued scholarship funds beyond 2023-24, it was difficult to attract students who may not have funding to complete a credential or degree.

Innovative Scholarship Community of Practice

As part of the pilot project, CPE and KHEAA applied \$300,000 of the funding appropriated to establish a state-level community of practice for representatives of Kentucky postsecondary institutions who served or sought to serve displaced students. The community of practice provided a forum to share and scale proven practices, offered professional development for faculty and other campus practitioners serving displaced student populations, and provided resources to help leverage other state, federal or private resources.

To accelerate statewide efforts around serving displaced students and to encourage collaboration among postsecondary institutions, CPE partnered with several organizations to facilitate the Scholarship Community of Practice (CoP): the National Association of System Heads (NASH), the Institute of International Education (IIE), the Presidents' Alliance on Higher Education and Immigration and the Community Sponsorship Hub. The partner organizations convened monthly workshops to connect institutions to relevant subject matter experts and resources in both Kentucky and at the national level.

Specifically at the state level, the CoP drew heavily on resettlement agencies and other organizations already engaged with helping displaced populations. One key partner involved in launching the program was the Kentucky Office for Refugees, the state-designated refugee

“The scholarship and higher education have had a profoundly positive impact on my life, empowering me with the knowledge, skills and experiences that have shaped my professional and personal growth. I am immensely grateful and committed to utilizing my education to make a positive impact in my community and beyond.”

*- Husna Ahmadi, Afghanistan
Sophomore, University of Kentucky*



coordinator's office. Housed within the Catholic Charities of Louisville, the office manages funding from the federal Office of Refugee Resettlement (ORR) with the goal of assisting refugees with career development. The limited federal funding is distributed to refugee resettlement agencies within Kentucky, as well as some other partners who serve refugees.

The five resettlement agencies participating in the refugee resettlement program, and serving displaced populations across the state, include the Kentucky Refugee Ministries - Louisville, International Center of Kentucky – Bowling Green, Kentucky Refugee Ministries – Covington, Kentucky Refugee Ministries – Lexington and International Center of Kentucky – Owensboro.

Community of Practice Workshops

To best meet the needs of Kentucky institutions, IIE distributed a survey in August 2022 to gauge interest and identify the most critical needs of the institutions implementing this scholarship. The following topics of interest emerged from this survey in order of priority and framed the topics of the monthly CoP convenings: 1) recruitment; 2) student support services for displaced persons; 3) understanding immigration policies; 4) financial aid; and 5) scholarship operations.

To date, a summary of the CoP workshops includes:

- Sept. 2022: CoP Launch and Overview
- Oct. 6, 2022: Scholarship Operations Workshop
- Oct. 21, 2022: Recruitment Tactics and Networks
- Nov. 2022: Student Support and Fostering Belonging
- Jan. 2023: National Updates and Local Partners
- Feb. 2023: Eligibility and Status
- March 2023: Transfer Success
- April 2023: Career Laddering and Recredentialing
- May 2023: Ethical Storytelling

Workshops will continue through the 2023-24 academic year. A [toolkit](#) has been developed to consolidate content from CoP workshops in an accessible, multimedia format, allowing readers to easily reference each session and serve as a case study from which others can learn.

Community of Practice In-Person Training

Supported by the CoP, in April 2023, Western Kentucky University co-organized a training-of-trainers with Every Campus a Refuge (ECAR) and NASH, with representatives from WKU, the University of Kentucky, Southcentral Community and Technical College, Jefferson Community and Technical College, CPE, and KHEAA. The training entitled, “Creating Inclusive Communities Together: Transforming Higher Education Through Refugee Integration,” served to equip higher education “champions” with the skills and knowledge to comprehensively support displaced populations on their campuses.

Scholarships to Promote International Exchange

Kentucky Scholarships for Cultural Exchange (KSCE): A portion of the scholarship funds were used to support U.S. native and foreign undergraduate students participating in international exchange programs. The rationale was to create opportunities for participants to learn with others from different areas of the world and help develop citizens and a culturally competent workforce that appreciate the value of cultural differences and international collaboration. In FY 23, the institutions that served the most students through the KSCE included: the University of Kentucky, Western Kentucky University, Eastern Kentucky University and Morehead State University. The chart below details the total number of students who received KSCE funds by each participating institution:

| Postsecondary Institution | Students |
|-----------------------------|------------|
| University of Kentucky | 60 |
| Western Kentucky University | 22 |
| Eastern Kentucky University | 21 |
| Morehead State University | 18 |
| KCTCS - Bluegrass CTC | 15 |
| University of Louisville | 12 |
| Total | 148 |

Students who received KSCE funds in the spring or summer semesters of 2023 participated in various programs across 20 countries. The bulk of the recipients attended institutions in the following countries: Ireland, England, Brazil, Costa Rica and South Africa. The chart below details the number of students served by the KSCE and the exchange institution’s location:

| Scholarship Recipients by Institution Country | Total |
|---|-------|
| Ireland | 47 |
| England | 32 |
| Brazil | 14 |
| Costa Rica | 11 |
| South Africa | 11 |
| South Korea | 7 |
| Senegal | 5 |
| Spain | 4 |
| Japan | 3 |
| Bahamas | 2 |
| Germany | 2 |
| Tanzania | 2 |
| Amsterdam | 1 |
| Australia | 1 |
| Austria | 1 |
| France | 1 |
| Greece | 1 |
| Italy | 1 |
| Mexico | 1 |
| Uruguay | 1 |



Innovative Scholarship Pilot Project Summary

While the pilot project was slow to start due to the intersection of the timing of available funds from the General Assembly with the start of the 2022-23 academic year, campuses have demonstrated an increased financial need for the funds and a benefit to the state overall. This program has put Kentucky in the spotlight as no other states are providing this level of higher education assistance for displaced populations while providing a transformative way for them to become thriving members of the Commonwealth. To name a few highlights since the program's launch, Kentucky has been mentioned in the Chronicle of Higher Education and featured at national events like the 2022 NASH Superconvening and the 2023 Association of International Education Administrators conference.

Of greater importance, however, are the benefits the program has been able to provide to its recipients, both humanitarian and cultural. Specifically, the KHAS benefited 339 students whose education has been disrupted by conflicts and crises occurring in every corner of the globe, from 34 countries, from Afghanistan to Venezuela. Additionally, the KCES enabled 146 students to learn with others from 20 different countries across the world and help develop citizens who appreciate the value of cultural differences and international collaboration.

Due to student interest and campus-level commitments, KHEAA and CPE project a significant increase in the number of students who will receive assistance in FY 24 and beyond. Given the unprecedented size and growth of the global displacement crisis and Kentucky's ranking as 4th in the nation in the number of displaced persons compared to other states, continued funding for postsecondary opportunities for displaced students is a crucial step in providing greater social and economic mobility for these populations in the state of Kentucky.

TITLE: HB 200 Healthcare Workforce Investment Fund Implementation Update

DESCRIPTION: The Academic and Strategic Initiatives Committee received an update on the work implemented from the passage of HB 200, which established the Healthcare Workforce Investment Fund.

STAFF CONTACTS: Leslie Sizemore, Associate Vice President of Workforce and Economic Initiatives, CPE
Michaela Mineer, Senior Associate for Healthcare Workforce Initiatives, CPE

COMMITTEE'S REVIEW

The Academic and Strategic Initiatives Committee received this information update at their January 16, 2024, meeting. It will not be covered or presented in detail at the January 19 board meeting; however, staff will be available for questions. A copy of the slides presented are included in your materials.

SUPPORTING INFORMATION

Created in the 2023 Regular Session of the Kentucky General Assembly through HB 200, the Healthcare Workforce Investment Fund (HWIF) is a groundbreaking framework for public/private partnership. The legislation shares responsibility between industry and government to carry out a dedicated mission - to cultivate a robust healthcare workforce in Kentucky. The core objectives are twofold: providing educational scholarships to students pursuing programs targeting critical workforce needs in healthcare professions (65% of funds) and recognizing and rewarding excellence among Kentucky healthcare professional education and training programs (35% of funds).

The Kentucky Council on Postsecondary Education (CPE) is responsible for administering the funds. Dr. Leslie Sizemore, CPE Associate Vice President for Workforce and Economic Initiatives, and Michaela Mineer, CPE Senior Associate for Healthcare Workforce Initiatives, are the points of contact for the implementation of HWIF.

Statutes

- [KRS 164.0401](#) - Definitions for KRS 164.0401 to 164.0407
- [KRS 164.0402](#) - Legislative intent -- Kentucky healthcare workforce investment fund -- Administrative regulations
- [KRS 164.0403](#) - Healthcare training scholarships -- Partnership proposal requirements -- Partnership contract -- Scholarship contract -- Restrictions -- Recoupment -- Prohibitions.

- [KRS 164.0404](#) - Healthcare program incentive -- Administrative regulations – Incentive application process and requirements.

Regulations

- [13 KAR 5:010 – Healthcare Training Scholarships](#)
- [13 KAR 5:020 – Healthcare Program Incentives](#)

HWIF STEERING COMMITTEE

The regulations governing the HWIF require that CPE compile a steering committee to advise on issues related to healthcare training scholarships, including determining funding allocations, defining partnership proposal criteria, and making the awards. During CPE’s Council meeting on November 17, 2023, CPE Chair Madison Silvert appointed the following members to the steering committee for a one-year renewable term beginning March 1, 2024:

CPE Representative

- LaDonna Rogers - Committee Chair

Healthcare Industry Representatives

- Dr. Cliff Maesaka - CEOc Chairman’s Circle/Board Chair of the Foundation for a Healthy Kentucky
- J.P. Hamm - Kentucky Hospital Association
- Dr. Michael Muscarella - Baptist Health – Paducah

State Government Representatives

- Beth Brinly - KY Education & Labor Cabinet
- Dr. Vestena Robbins - KY Cabinet for Health & Family Services - Department for Behavioral Health, Developmental and Intellectual Disabilities
- Beth Shafer - KY Cabinet for Health & Family Services – Department of Public Health

Postsecondary Education Representatives

- Amy Mitchell Cowley - University of Kentucky College of Medicine
- Dr. Kelli Selvage - Kentucky Community & Technical College
- Mason Dyer - Association of Independent Kentucky Colleges & Universities

HWIF FUNDING PRIORITIES

Healthcare Training Scholarships

Through statute, CPE is directed to evaluate and prioritize awarding funds to partnership proposals that plan to (1) address the specific needs of a historically underserved county, (2) improve racial and ethnic diversity within a specific designated healthcare credential, (3) reduce the workforce demand of a specific eligible healthcare credential that is determined to be among

the highest in demand in the state, or (4) from a healthcare partner with fifty or fewer employees.

Healthcare Program Incentives

Through statute, CPE is directed to evaluate and award incentive funds to programs based on (1) workforce demands and capacity for the credential, (2) if/how the program is meeting healthcare workforce needs in an underserved county, (3) the passage rate of graduates of the program on the healthcare credential examination, and (4) other relevant factors related to meeting community workforce needs as determined by CPE.

HWIF IMPLEMENTATION SCHEDULE

| | |
|--------------------------------|---|
| January 17, 2024 | HWIF Implementation Plan Webinar Registration link: https://us02web.zoom.us/webinar/register/WN_lq2vU3N7Sa-xxDncThWglg |
| March 20, 2024 | HWIF Steering Committee Meeting #1 |
| May 22, 2024 | HWIF Steering Committee Meeting #2 |
| June 3, 2024 | HWIF funding opportunities, priorities, submission form templates, and scoring rubrics are published on CPE website |
| July 1 – August 15, 2024 | Submission period for HWIF partnership proposals and incentive awards |
| July 24, 2024 | HWIF Steering Committee Meeting #3 |
| August 16 – September 12, 2024 | Evaluation period of HWIF partnership proposals and incentive awards |
| September 13, 2024 | Award notices go out |



Healthcare Workforce Investment Fund Implementation Plan

Leslie M. Sizemore, PhD, EdS, OTR/L
Associate VP, Workforce and Economic Initiatives

Michaela Mineer
Senior Associate for Healthcare Workforce Initiatives

Purpose of HWIF

- Established in spring of 2023 by HB 200
- Public/private partnership
- Core objectives:
 - providing educational scholarships to students pursuing programs targeting critical workforce needs in healthcare professions (65% of funds)
 - recognizing and rewarding excellence among Kentucky healthcare professional education and training programs (35% of funds)

Statutes

[KRS 164.0401](#)

[KRS 164.0402](#)

[KRS 164.0403](#)

[KRS 164.0404](#)

Regulations

[13 KAR 5:010 – Healthcare Training Scholarships](#)

[13 KAR 5:020 – Healthcare Program Incentives](#)

HWIF Priorities – Healthcare Training Scholarships (65% of funds)

The General Assembly asks that the Council evaluate and prioritize awarding funds to partnership proposals that plans to:

1. Address the specific needs of a historically underserved county
2. Improve racial and ethnic diversity within a specific designated healthcare credential
3. Reduce the workforce demand of a specific eligible healthcare credential that is determined to be among the highest in demand in the state,
 1. Or from a healthcare partner with fifty or fewer employees.



HWIF Priorities – Healthcare Program Incentives (35% of funds)

The General Assembly asks that the Council evaluate and award incentive funds to programs based on:

1. Workforce demands and capacity for the credential
2. If/how the program is meeting healthcare workforce needs in an underserved county
3. And the passage rate of graduates of the program on the healthcare credential examination.



HWIF Steering Committee

CPE Representative & Committee Chair - LaDonna Rogers

Healthcare Industry Representatives

Dr. Cliff Maesaka – CEOc Chairman’s Circle/Board Chair of the Foundation for a Healthy Kentucky

J.P. Hamm – Kentucky Hospital Association

Dr. Michael Muscarella – Baptist Health – Paducah

State Government Representatives

Beth Brinly – KY Education & Labor Cabinet

Dr. Vestena Robbins - KY Cabinet for Health & Family Services - Department for Behavioral Health, Developmental and Intellectual Disabilities

Beth Shafer - KY Cabinet for Health & Family Services – Department of Public Health

Postsecondary Education Representatives

Amy Mitchell Cowley – University of Kentucky College of Medicine

Dr. Kelli Selvage – Kentucky Community & Technical College System

Mason Dyer – Association of Independent Kentucky Colleges & Universities

Applications & Evaluation Process

Final evaluation criteria and priorities will be set by the HWIF Steering Committee and released on June 3, 2024 on CPE’s website.

Applications will open July 1, 2024 and close on August 15, 2024.

Evaluation Rubric: Healthcare Training Scholarships

| Criteria | Points (100 total) |
|--|--------------------|
| Supply/Demand of Credential | 30 points |
| Focus on Increasing Diversity in Credential/Licensure Area | 20 points |
| Geographic Area of Partnership | 20 points |
| Size of Healthcare Partner | 10 points |
| Dedication to Student Success | 10 points |
| *Criteria to be selected by HWIF Steering Committee | 10 points |

Evaluation Rubric: Healthcare Program Incentives

| Criteria | Points (100 total) |
|---|--------------------|
| Supply/Demand of Credential | 30 points |
| Geographic Area of Partnership | 20 points |
| Dedication to Student Success | 20 points |
| % Increase in Student Completion of Program | 10 points |
| Graduates’ Passage Rate of Credential Examination | 10 points |
| *Criteria to be selected by HWIF Steering Committee | 10 points |

HWIF Implementation Schedule

| | |
|--------------------------------|---|
| January 17, 2024 | HWIF Implementation Plan Webinar |
| March 20, 2024 | HWIF Steering Committee Meeting #1 |
| May 22, 2024 | HWIF Steering Committee Meeting #2 |
| June 3, 2024 | HWIF funding opportunities, priorities, submission form templates, and scoring rubrics are published on CPE website |
| July 1 – August 15, 2024 | Submission period for HWIF partnership proposals and incentive awards |
| July 24, 2024 | HWIF Steering Committee Meeting #3 |
| August 16 – September 12, 2024 | Evaluation period of HWIF partnership proposals and incentive awards |
| September 13, 2024 | Award notices go out |

Learn how your organization can benefit from Kentucky's Healthcare Workforce Investment Fund

Webinar: 1 p.m. ET, Wednesday, Jan. 17, 2024

Hosted by the Kentucky Council on Postsecondary Education

This event will inform healthcare leadership about the regulations and implementation plan for the Healthcare Workforce Investment Fund, which is a public/private partnership grant opportunity designed by Kentucky's legislature to support healthcare students and educational programs through scholarships and incentives.



TITLE: 2024 Student Success Summit

DESCRIPTION: The Academic and Strategic Initiatives Committee received an update on the programming of the upcoming annual summit supporting student success, being held February 26-27, 2024 at the WKU Knicely Conference Center in Bowling Green, Kentucky.

STAFF CONTACT: Lilly Massa-McKinley, Executive Director of Kentucky Student Success Collaborative, CPE

COMMITTEE'S REVIEW

The Academic and Strategic Initiatives Committee received this information update at their January 16, 2024, meeting. It will not be covered or presented in detail at the January 19 board meeting; however, staff will be available for questions. If any board members would like to attend the Summit, please reach out to board liaison, Heather Faesy.

SUPPORTING INFORMATION

The Student Success Summit is CPE's signature annual event that promotes innovative approaches to student success combined with lessons learned from Kentucky college and university partners engaged in collaborative efforts. This year's theme is [Partnerships that Work](#), which is focusing on partnership development as a tool to advance student success as well as the importance of employer partnerships to meet workforce needs and improve the economic mobility of students.

Key goals of this year's event include:

- Deepen our understanding of promising practices to accelerate progress on student success.
- Connect with colleagues across institutions to share, learn, and improve together.
- Develop partnerships and plans to strengthen our work beyond the Summit.

LOCATION & REGISTRATION

The 2024 Summit is being held on February 26-27, 2024 at the WKU Knicely Conference Center in Bowling Green. WKU President Tim Caboni will provide the welcoming remarks and open the conference before President Thompson's keynote address.

Registration for the general public went live at the end of November and continues through February 15, 2024. Council members who are interested in attending should contact Heather Faesy directly for registration.

FEATURED SPEAKERS

- Marty Alvarado, Vice President of Postsecondary Education and Training in Education, Jobs for the Future
- Daniel Knox, Director of Institute for Systems Innovation and Improvement, National Association of Higher Education Systems (NASH)
- Dr. Nan Travers, Director of the Center for Leadership in Credential Learning, SUNY Empire State College
- Dr. Peter Felton, Executive Director of the Center for Engaged Learning, and Assistant Provost for Teaching and Learning, Elon University
- Dr. Stacy Priniski, Senior Evaluation Associate, Hope Center for College, Community, and Justice
- Dr. Saundra McGuire, Professor Emerita of Chemistry and Director Emerita of the Center for Academic Success, Louisiana State University
- Dakota Pawlicki, Director of Talent Hubs, CivicLab
- Panel of five Kentucky students, moderated by a fellow graduate student.

TITLE: Interim Capital Project Request - Elizabethtown Community & Technical College

DESCRIPTION: The Finance Committee recommends the Council approve of a \$3,500,000 interim capital project to expand the Science Building at Elizabethtown Community and Technical College.

STAFF CONTACT: Shaun McKiernan, Executive Director of Finance and Budget

COMMITTEE REVIEW & APPROVAL

The Finance Committee reviewed and approved the proposed interim capital project from KCTCS at its January 16, 2024, meeting.

SUPPORTING INFORMATION

On January 2, 2024, KCTCS officials requested CPE approval for a \$3,500,000 interim capital project which was approved by the KCTCS Board of Trustees on December 8. The project will expand the existing Science Building on the Elizabethtown Community and Technical College (ECTC) main campus by 7,000 square feet and will be funded with institutional resources (i.e., agency restricted funds).

ECTC currently has a project underway to renovate their Science Building. This \$6,400,000 project is funded in part with asset preservation pool funds. The primary focus of the renovation is to expand lab capacity and update lab design to enhance the learning environment and modernize facilities that support the following science programs: Physics, Microbiology, Biology, Anatomy Physiology, Organic Chemistry, and Chemistry.

The requested addition of \$3,500,000 in funding is needed to expand the facility, which will allow for larger science labs. The additional funding will also be used to update the facade of the building.

Approval Process

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 was not authorized in the enacted 2022-2024 Budget of the Commonwealth, Council approval is now required to authorize this project. KCTCS will not be debt financing any portion of this project; therefore, provisions of KRS 45.763 do not apply.

NEXT STEPS

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



January 2, 2024

Mr. Aaron Thompson, President
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY. 40601

Re: Interim Authorization Request – KCTCS Capital Project

Dear President Thompson:

In accordance with KRS 164A.575, Kentucky Community and Technical College System (KCTCS) respectfully requests interim authorization for one project that is being funded with agency restricted funds.

The project is Elizabethtown Community and Technical College Science Building Expansion. The total budget is \$3,500,000. The project will expand the Science Building by approximately 7,000 gross square feet which will create large science labs and an updated facelift to the building.

The design and construction of this project will be implemented through the Finance and Administration Cabinet as a capital project. KCTCS' Board of Regents approved this project on December 8, 2023.

Should you have any questions, please feel free to contact Andy Casebier at 859-256-3287.

Sincerely,

A handwritten signature in black ink that reads "Buddy Combs".

Buddy Combs
Acting Vice President

cc: Dr. Ryan Quarles, KCTCS President
Carla Wright
Shaun McKiernan
Andy Casebier
Sandy Adkins



Kentucky Community and Technical College System

300 North Main Street
Versailles, KY 40383
(859) 256-3100
kctcs.edu

KCTCS is an equal educational and employment opportunity institution.

TITLE: Interim Capital Project Requests – Kentucky State University

DESCRIPTION: The Finance Committee recommends the Council approve two interim capital project requests from Kentucky State University – Blazer Library and Carver Hall.

STAFF CONTACT: Shaun McKiernan, Executive Director of Finance and Budget, CPE

COMMITTEE REVIEW & APPROVAL

The Finance Committee reviewed and approved the proposed interim capital project from KCTCS at its January 16, 2024, meeting.

SUPPORTING INFORMATION

On January 10, 2024, Kentucky State University officials requested CPE approval for two interim capital projects, approved by the KSU Board of Trustees at their November 28, 2023, meeting. Both projects will be funded with Title III federal funds.

- 1) **Blazer Library Renovations - \$1,700,000.** This project will replace windows, repair exterior deterioration, replace flooring, and update finishes at Blazer Library. Constructed in the 1960s, Blazer Library last had renovations and additions completed in the 1980s and 1990s. The building contains systems that have been unchanged since the original construction. Failing windows have caused water infiltration and structural issues that need to be addressed immediately to prevent the more damage and expenses. The building's finishes have outlived their useful lives.
- 2) **Carver Hall Building Modifications for Engineering Program - \$2,700,000.** This project will replace outdated building systems and renovate all spaces to meet the needs of an engineering program, which KSU is establishing using a phased approach. Carver Hall was built in the 1960s and additions to the building were completed in the 1980s. The building still has original systems that are now at the end of their useful lives. Carver Hall currently houses the University's science programs, and the space includes offices, classrooms, laboratories, and a lecture hall. Asset preservation pool funds may be used for a portion of this project since Title III funds may not be used for improvements to office space.

APPROVAL PROCESS

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; and
- Following review and action by the appropriate agencies, the project may be initiated by the requesting institution.

Because these projects were not previously approved by the Council and were not authorized in the enacted 2022-24 budget, Council approval is now required to authorize these projects. KSU will not be debt financing any portion of these projects; therefore, provisions of KRS 45.763 do not apply.

NEXT STEPS

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



KENTUCKY STATE UNIVERSITY BOARD OF REGENTS

ACTION ITEM 8A

ACTION ITEM

Approval of Blazer Library Renovations.

FACTS

Blazer Library was originally constructed in the 1960s, and renovations and additions were completed in the 1980s and 1990s. The building contains systems that have been unchanged since the original construction.

The building currently has failing windows, which have caused water infiltration and structural issues that need to be addressed immediately to prevent the creation of more damage and expenses. Additionally, the building's finishes have outlived their useful lives.

The renovation project will replace windows, repair exterior deterioration, replace flooring, and update finishes. Resultantly, Blazer Library will become a space that can better meet the needs of students.

BUDGETARY IMPLICATIONS

The project is currently estimated to cost \$1,700,000. Title III funds will pay for the entire project.

RECOMMENDATION

President Koffi C. Akakpo recommends that the Board of Regents approve the Blazer Library renovation project.

MOTION

Approve the use of Title III funds for the Blazer Library renovation project.



KENTUCKY STATE UNIVERSITY BOARD OF REGENTS

ACTION ITEM 8E

ACTION ITEM

Approval of Building Modifications for the Engineering Program.

FACTS

Carver Hall was originally constructed in the 1960s and additions to the building were completed in the 1980s. The building still has original systems that are now at the end of their useful lives.

Carver Hall currently houses the University's science programs, and the space includes offices, classrooms, laboratories, and a lecture hall. The University is in the process of implementing a phased approach to establishing an engineering program. This program will require spaces that are similar to those already found in Carver Hall.

The project aims to replace outdated building systems and renovate all spaces to meet the needs of an engineering program.

BUDGETARY IMPLICATIONS

The project is currently estimated to cost \$2,700,000. The project will be paid for using Title III funds and asset preservation funds.

RECOMMENDATION

President Koffi C. Akakpo recommends that the Board of Regents approve the engineering program building modifications project.

MOTION

Approve the use of Title III and asset preservation funds for the engineering program building modifications project.

TITLE: 2024-2026 Biennial Budget Update

DESCRIPTION: The Finance Committee received an update on the development process and current status of the legislature's 2024-26 biennial budget.

STAFF CONTACTS: Bill Payne, Vice President, Finance and Administration, CPE
Shaun McKiernan, Executive Director of Finance and Budget, CPE

COMMITTEE'S REVIEW

The Finance Committee received this information update at their January 16, 2024, meeting. It will not be covered or presented in detail at the January 19 board meeting; however, staff will be available for questions.

SUPPORTING INFORMATION

Governor Andy Beshear presented his budget proposal for 2024-2026 on December 18. The plan does not increase or reduce the state's rainy day fund balance. Highlights for postsecondary education include:

Operating Funds

- 8% increase over the biennium for institutions for both mandated programs and funds to educate students. 5% across the board increase provided in 2024-25, 2% increase in 2025-26, plus \$15,108,100 (about 50% of the increase) to cover fire and tornado insurance premium increases.
- Additional funding for KSU Land Grant Match as requested (\$2,107,500 in 2023-24, \$1,499,100 in 2024-25 and 2025-26)
- \$10,500,000 in 2024-25 and \$10,710,000 in 2025-26 provided for Markey Cancer Center
- Additional \$4,000,000 each year for KCTCS's Kentucky TRAINS (helps employers train, retain, and upskill workers through customized programs)

Capital Investment

- Funding (about \$150M) to complete projects authorized for the 2022-2024 biennium
- \$400,000,000 in asset preservation, with a provision that institutions maintain asset preservation spending levels

Other

- KSU nursing and social work scholarships in KHEAA's budget (\$500,000 in 2024-25, \$750,000 in 2025-26)
- Loan forgiveness program for teachers (\$20,000,000 per year), social service workers (\$3,000,000 per year), and state employees (\$20,000,000 per year).

CPE Agency Budget

- 6% salary increase for 2024-25, and an additional 4% increase for 2025-26
- Continued oversight of Kentucky State University at \$750,000 per year
- Pass through funds for a Psychiatry Residency Program at Pikeville Medical Center (\$16,000,000 to provide funding for four years)

On January 3, the Courier-Journal reported that the House budget was expected to be unveiled within the next two weeks.

TITLE: Higher Education Institution Financial Reporting and Oversight

DESCRIPTION: The Finance Committee was briefed on the SHEEO report on assessing financial health and risk, and guest speakers from the Ohio Department of Higher Education discussed their work in this area.

STAFF CONTACTS: Bill Payne, Vice President, Finance and Administration
Ryan Kaffenberger, Senior Associate, Finance and Workforce Development

COMMITTEE'S REVIEW

The Finance Committee received this information update at their January 16, 2024, meeting. It will not be covered or presented in detail at the January 19 board meeting; however, staff will be available for questions.

BACKGROUND

The State Higher Education Executive Officer organization (SHEEO) produced a report in October 2018 titled, "Monitoring and Assessing the Financial Health and Risk of Colleges and Universities." This publication notes that since the Great Recession, states have seen an increase in institutional closures, particularly private institutions, and in mergers and consolidations of public institutions. In a 2021 report, Ithaka S+R states that,

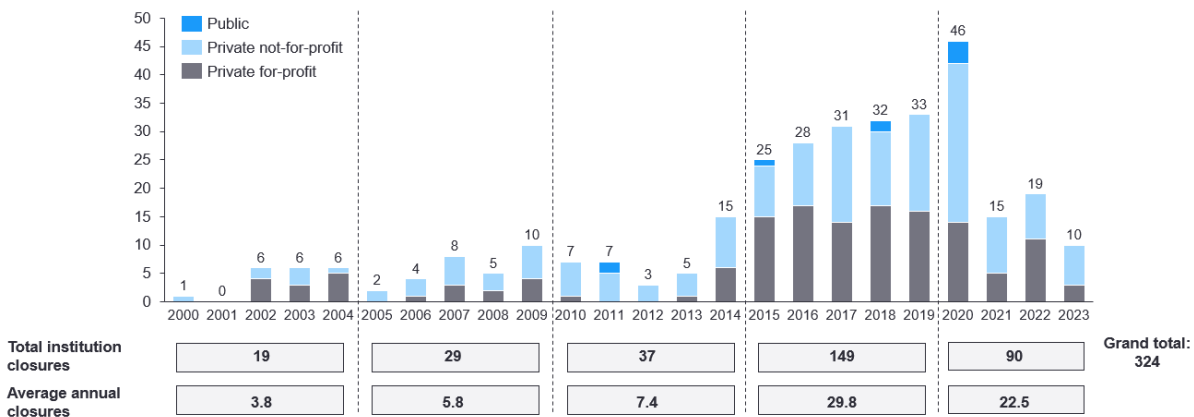
"Across American higher education, institutional consolidations are on the rise. In particular, multiple state systems have proposed or completed mergers of regional universities and/or community colleges with the stated goal of increasing efficiency. The conditions prompting these consolidations have been mounting for years—among them a long-term downward trend in state support for higher education and demographic shifts away from traditional-aged college students, especially in rural areas where numerous public institutions are located."¹

¹ *Public College and University Consolidations and the Implications for Equity*, Ithaka S+R, August 30, 2021, <https://sr.ithaka.org/publications/public-college-and-university-consolidations-and-the-implications-for-equity/>

Examples of states completing consolidations and mergers in recent years include Georgia, Pennsylvania, and Wisconsin. Furthermore, a total of 324 public and private institutions have closed since 2000, with notable acceleration in recent years.²

The SHEEO report, which is attached, recommends that SHEEO agencies take steps to better assess the financial health of institutions to enhance transparency and accountability and protect students and taxpayers, who could be adversely affected if institutions face financial hardship or close.

Figure 1. Count of campus closures of higher education institutions, by year of completion and sector, 2000-2023 YTD



CPE has begun developing tools to assess institutional financial health and risk from market pressures. Additional funds from the Governor and General Assembly have been requested to build capacity for this work. In the coming months, the Finance Unit will be conducting a review of financial oversight policies in a sample of other states. To help initiate discussions, staff invited representatives from the Ohio Department of Higher Education to today’s meeting to give an overview of their agency’s financial monitoring and oversight policies and procedures.

² Part 5: Rise in institutional closures, Kasia Lundy, EY-Parthenon, September 21, 2023, <https://www.linkedin.com/pulse/part-5-rise-institutional-closures-kasia-lundy/>



Financial Reporting and Oversight

Financial Reporting and Oversight

SHEEO Report

Monitoring and Assessing the Financial Health and Risk of Colleges and Universities

- David Tandberg, SHEEO, Oct. 2018

- In the wake of the Great Recession, states have seen an **acceleration of institutional closures, mergers, and consolidations**
- SHEEO agencies have:
 - A duty to protect students when private institutions close
 - A shared responsibility for the success of public institutions and their students
- These roles motivate SHEEO agencies to **monitor institutions' financial health and intervene as necessary** to promote the success of institutions and students



47.1%

The percent of students reenrolling in another postsecondary institution after experiencing a closure

7 out of 10

The number of students experiencing a closure without adequate notice and without a teach-out plan

- A Dream Derailed? Investigating the Impacts of college Closures on Student Outcomes, SHEEO & NSC Research Center, 2022

Financial Reporting and Oversight

SHEEO Recommendations and CPE Activities

Six recommendations for SHEEO agencies:

- 1) Decide on what data will be collected, from what sources, and on which institutions
- 2) Decide on what metrics will be calculated from the data
- 3) Calculate the metrics on an annual basis
- 4) Establish metric thresholds and associated actions/interventions
- 5) Create institutional financial health and risk report(s)
- 6) Hold an annual meeting of the SHEEO agency leadership to discuss the results of the analysis and make any necessary decisions and plans

CPE's current activities:

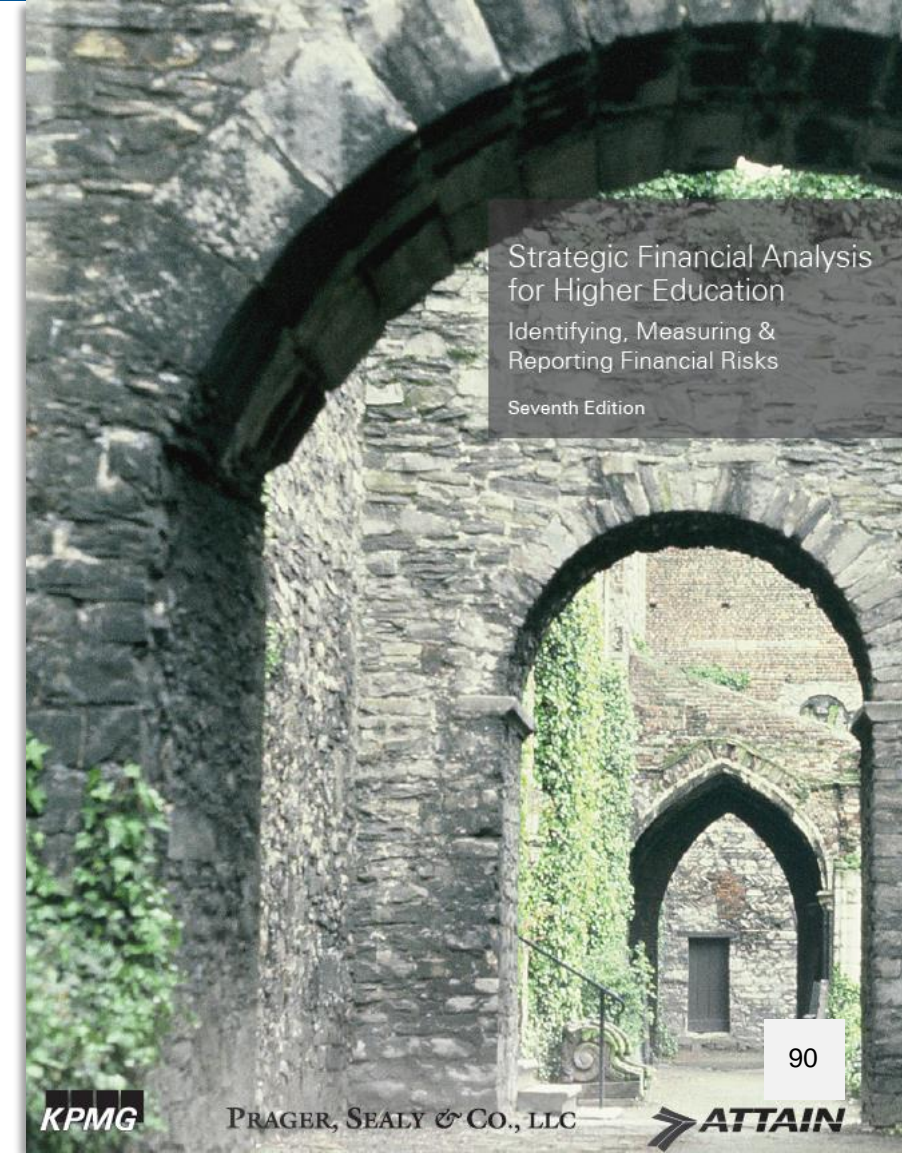
- Begun assessing public and private institutions' financial health and risk, however, this is done on an ad hoc basis
- Staff is developing case studies covering financial monitoring policies and practices in a sample of 4-5 other states
- Recommended to the General Assembly as part of the SJR 98 report that CPE receive increased authority
- Requested funds for additional personnel to focus on expanding this work in the 2024-26 biennial budget request

Financial Reporting and Oversight

Strategic Financial Analysis for Higher Education

Strategic Financial Analysis for Higher Education

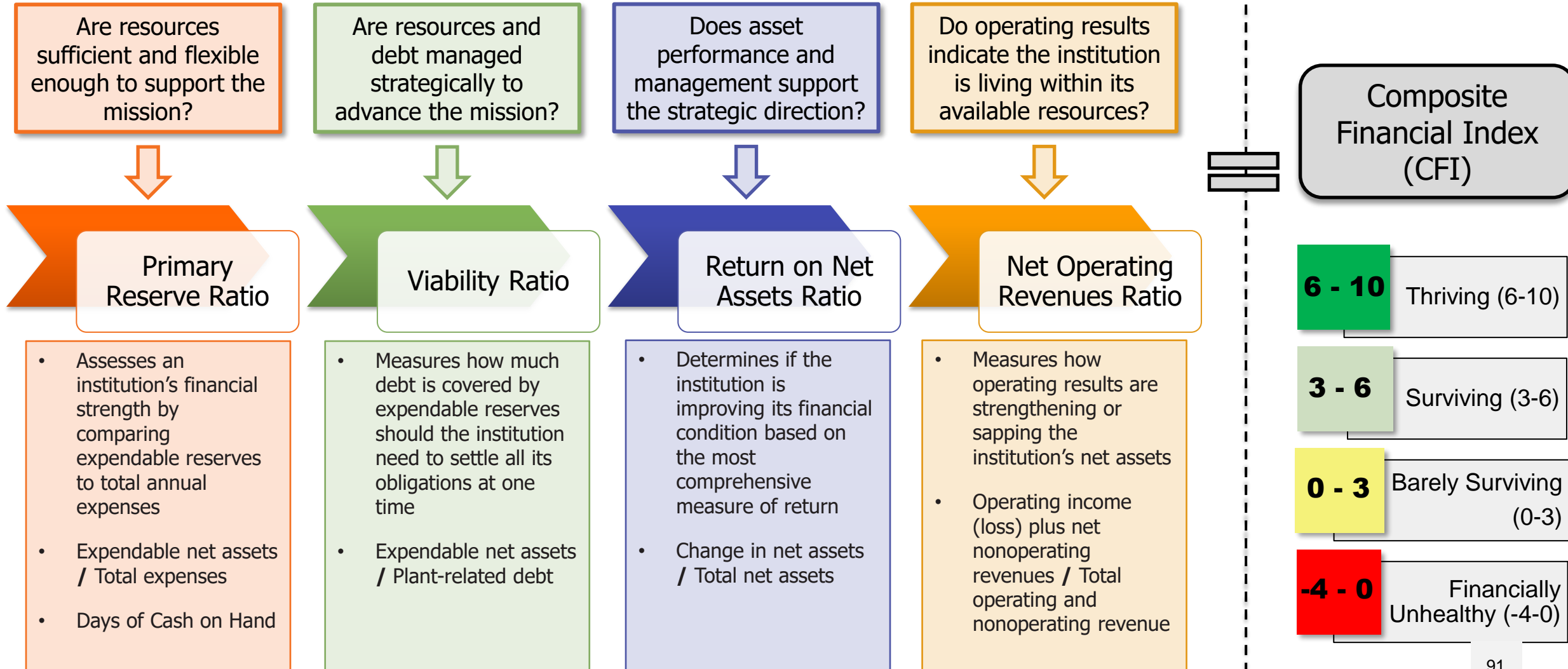
- KPMG, Prager, Sealy, & Co., LLC, and Attain, 2017
- First published in 1980
- Currently in its 7th Edition
- Recognized as a best practices approach in higher education finance
- Used by trustees, senior managers, financial analysts, and credit analysts



Financial Reporting and Oversight

Core Ratios and Composite Financial Index

Note: For this illustration, the terms “net assets” and “reserves” are used interchangeably



Financial Reporting and Oversight

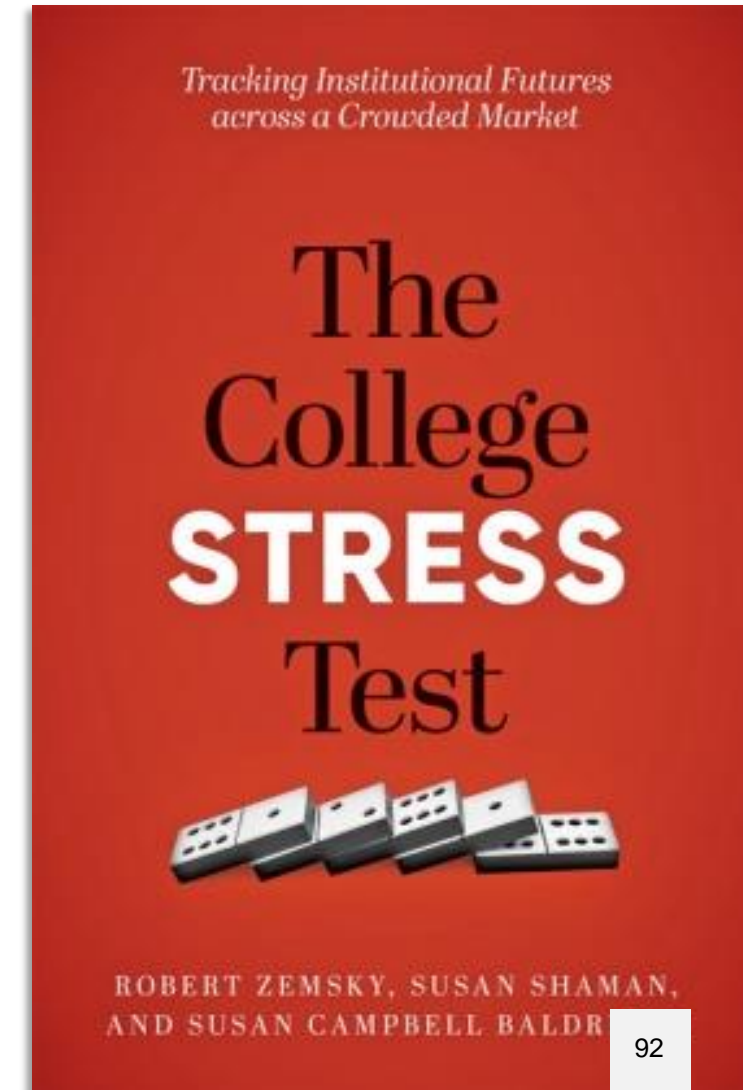
The College Stress Test

The College Stress Test: Tracking Institutional Futures across a Crowded Market

– Robert Zemsky, Susan Shaman, and Susan Campbell Baldrige

- Published January 7, 2020
- Using data from IPEDS (Integrated Postsecondary Education Data System), the authors construct a stress test for quantifying the market viability of over 2,800 institutions.
- The authors also provide step-by-step guidance for institutional analysts to apply the model to their institutions and monitor their level of market risk.

“Those interested in and **responsible for the fate of these institutions** will find in this book a **clearly defined set of risk indicators**, a methodology for monitoring progress over time, and an **evidence-based understanding of where they reside in the landscape of institutional risk.**”



Financial Reporting and Oversight

The College Stress Test

Public 4-Year Components

First-time degree-seeking undergraduates

First- to second-year retention rates

Market price, adjusted for inflation

State appropriations, adjusted for inflation

Public 2-Year Components

Total entering undergraduate students

Tuition income to instructional costs ratio

State and local appropriations, adjusted for inflation

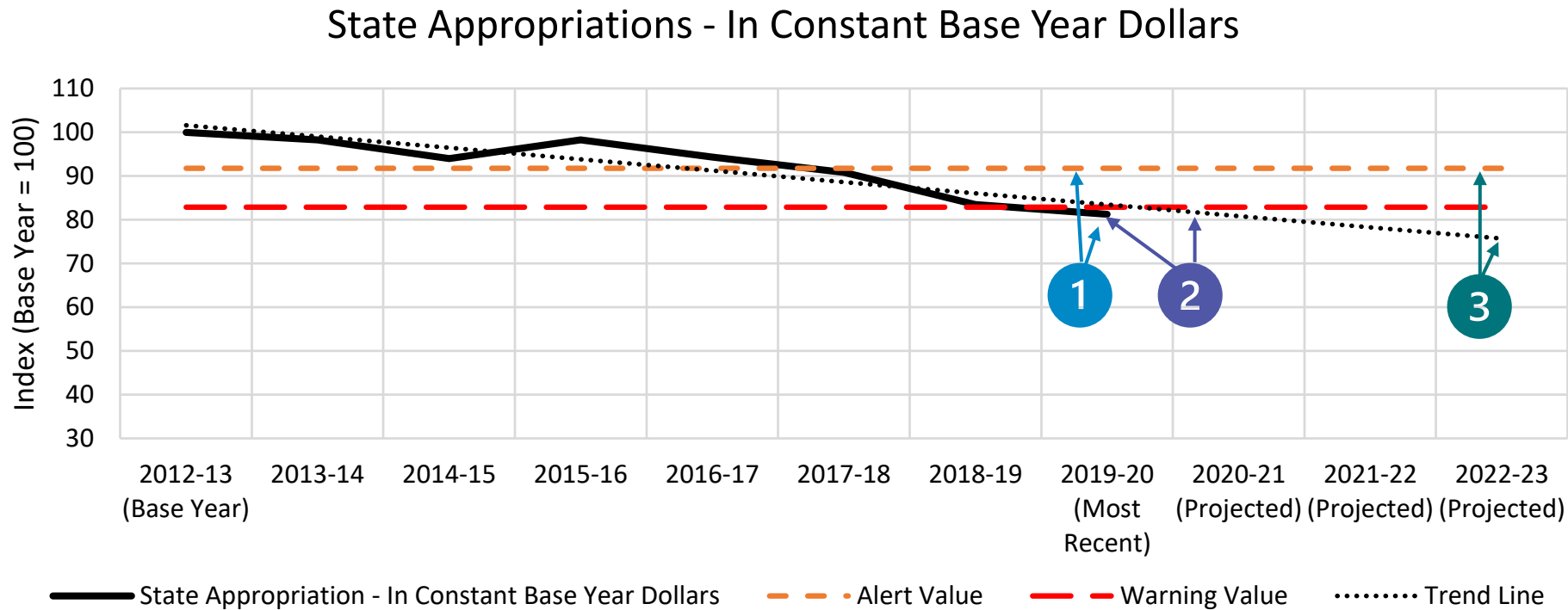
How it Works:

- Quantifies institutional viability into a single market stress score
- The final market stress test score is the sum of several components
- Trends in each component are examined over an 8-year period
- Trends are compared to alert and warning thresholds
 - Alert: lowest 20th percentile of the sector
 - Warning: lowest 10th percentile of the sector
- A line is fitted to the data to project components for the next 3 years
- Historical and forecasted data is compared to the thresholds to determine a component's risk score

Financial Reporting and Oversight

The College Stress Test

Example of Graphing a Component's Risk



- 1 Component reaches or crosses below the alert line (20th percentile of sector)
- 2 Component reaches or crosses below the warning line (10th percentile of sector)
- 3 Trend is negative and projected to reach or cross below the alert line by 2022-23

Financial Reporting and Oversight

CPE Finance and Policy Analysis Unit

CPE's goal is to form a new Finance Policy and Analysis Unit that will:

- Collect, store, and analyze institutional finance data
- Monitor and report key financial indicators
- Collaborate with campus staff to develop financial health assessment models and obtain necessary data
- Assist CPE's licensure unit by assessing the financial condition of private institutions
- Work with CPE leadership to develop responses when an institution is identified as financially distressed
- Use national data sources to place Kentucky statewide and institutional financial data in context
- Review and validate campus IPEDS finance survey submissions
- Conduct financial policy analyses and evaluations
- Other activities as identified through exploration of practices in other states

Up Next

Introducing the Ohio Department of Higher Education



Welcome

David Cummins

Associate Vice Chancellor, Financial Planning and Oversight

Fred Church

Vice Chancellor, Finance and Chief Data Officer



**Department of
Higher Education**



Campus Accountability

History

- Senate Bill 6 of the 122nd General Assembly was enacted into law in 1997 to increase financial accountability of state colleges and universities by using a standard set of measures with which to monitor the fiscal health of institutions.
- It directed the state's Office of Budget and Management and Ohio's higher education agency to develop a methodology for measuring the fiscal health of the state's colleges and universities.
- It also set the standards by which an institution can be put into fiscal watch and the measures they must take to be removed from fiscal watch.

History

- SB 6 was enacted in response to a financial crisis that occurred at Central State University in the mid-1990's.
 - That event revealed that the state did not have the necessary authority to oversee such a crisis and assure its remediation.
 - In addition, it was realized that the state needed a methodology to assess the financial condition of the institutions, preferably before a fiscal emergency occurs.

Methodology

- The Ohio Department of Higher Education computes three ratios from which four scores are generated including the Composite Score.
- The Composite Score is a weighted summary score of all three ratios. This is the primary indicator of fiscal health.
- Using the year-end audited financial statements submitted by each public institution, ODHE annually applies these ratios to monitor individual campus finances.

Methodology

- The major inputs are:
 - Expendable Net Assets
 - Plant Debt
 - Total Revenues
 - Total Operating Expenses
 - Total Non-operating Expenses
 - Change in Total Net Assets
- These inputs, as well as the three ratios and the Composite Score based on the ratios, are posted annually on DHE's website. (Scores back to FY 2011 are currently available on the site.)
 - <https://highered.ohio.gov/educators/budget-financial/campus-accountability-sa/campus-accountability>

Methodology

- In addition, Senate Bill 6 requires state colleges and universities to submit quarterly financial reports to ODHE within 30 days after the end of each fiscal quarter.
 - **Schedule QF-2:** Quarterly Report of Financial Actions is submitted each quarter. It consists of multiple questions designed to uncover the presence of serious cash flow problems and to provide early warning of significant problems with the current year budget.
 - **Schedule QF-1:** Statement of Revenues, Expenditures, and Other Changes is submitted after quarters 2 and 3. Utilizing the same inputs referenced above institutions project their financial ratios for the current fiscal year, as compared to final actual data in each category for the prior two fiscal years.
- The quarterly reports are accumulated and reviewed by DHE staff, a summary of any reportable conditions, along with the institutions' reports are shared with the Governor and the state legislative leadership.

Methodology

Name of Institution
Quarterly Report to the Ohio Department of Higher Education
Projection of Year-end SB 6 Ratios and Composite Scores
as of March 31, 2023

Cuyahoga Community College

Prepared by:
 Email Address:

Dean Astorino

dean.astorino@tri-c.edu

Balances for SB 6 Ratios and Scores (\$ in 1000s):

| | Projected FY2023 | Actual FY2022 | Actual FY2021 |
|---|---------------------|------------------|------------------|
| Expendable net assets (A) | 224,595 | 213,520 | 179,124 |
| Plant debt (B) | 271,668 | 288,273 | 304,522 |
| Revenues, operating + nonoperating (C) | 317,494 | 353,696 | 357,585 |
| Operating expenses (including interest expense) (D) | 313,544 | 310,098 | 295,477 |
| Increase (decrease) in total net assets (E) | 3,950 | 29,596 | 62,108 |
| Ratios: | | | |
| Viability Ratio (A/B) | 0.827 | 0.741 | 0.588 |
| Primary Reserve Ratio (A/D) | 0.716 | 0.689 | 0.606 |
| Net Income Ratio (E/C) | 0.012 | 0.084 | 0.174 |
| Composite Score: | | | |
| Viability Ratio (30%) | 0.9 | 0.9 | 0.6 |
| Primary Reserve Ratio (50%) | 2.5 | 2.5 | 2.5 |
| Net Income Ratio (20%) | 0.6 | 1.0 | 1.0 |
| SB 6 Composite Score (Excluding GASB68) | 4.0 | 4.4 | 4.1 |

Methodology

Schedule QF-2: Quarterly Report of Financial Actions

Reportable Events -- During the time period covered by this report, did your institution:

| | Yes | No |
|--|--------------------------|-------------------------------------|
| 1 Request an advance of state subsidy? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 Fail to make its required payments, as scheduled, to appropriate retirement systems (e.g. OPERS or STRS-Ohio)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3 Fail to make its required payroll payments, as scheduled? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4 Fail to make its scheduled debt service payments? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5 Fail to make payments to vendors, as scheduled, due to a cash deficiency or a substantial deficiency in the payment processing system? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6 Relative to its original budget for the fiscal year, experience any actual or anticipate any projected financial changes (such as unbudgeted decreases in revenues or unbudgeted increases in expenditures) that will result in a substantially reduced fund balance or larger deficit this fiscal year? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Additional Questions:

| | Current Year | Prior Year | Prior Year |
|--|--------------|------------|------------|
| What was the total student FTE enrollment for Fall semester? | 8,163 | 9,063 | 9,868 |
| What is the expected total student enrollment for Spring semester as budgeted for the fiscal year? | 7,837 | 7,907 | 8,759 |

| | Yes | No |
|---|--------------------------|-------------------------------------|
| Do you have knowledge that any of the following circumstances have or may occur during the fiscal year in a significant way that will negatively impact your institution's annual SB 6 composite score? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 1 An unanticipated decrease in operating cash and investments? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 An increase in uncollectible accounts receivable? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3 Any unanticipated capital purchases? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4 Any unanticipated losses (e.g. casualty or investment)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5 An increase in liabilities that do not occur during normal business operations (including new debt issues)? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6 Any other facts or circumstances that could negatively impact the SB 6 composite score? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

If the answer is "Yes" to any of the above questions, please describe in a separate document the anticipated impact on your institution's year-end financial position, the reason(s) for the event, the action(s) taken by the institution to resolve the event, and the action(s) taken by the institution to prevent a reoccurrence of the event.

Process

- The inputs used to calculate the ratios, as well as the three ratios and the Composite Score based on the ratios, are posted annually on DHE's website. (Scores back to FY 2011 are currently available on the site.)
- The maximum possible Composite Score is 5.0.
 - A score of 1.75 or less for two consecutive years would result in an institution being placed on fiscal watch.
 - If the institution's score is 0.75 or less, it can be placed in "conservatorship."
- In addition, the third quarter estimated composite score is posted each spring to provide a timely update for each institution's score.

Process

- Fiscal representatives of the colleges and universities were deeply involved in developing the composite score methodology, so there was significant buy-in to the process.
- The ratios and composite scores are readily available on DHE's website. The quarterly reports are widely shared – legislative leadership, governor's office. Nonetheless, there is minimal interaction on this topic.
- The data and scores provide summary information that can raise the visibility if an institution is approaching a fiscal crisis.

Applications

- The composite scores help identify which institutions may be vulnerable and need to be watched. Multiple years can show a pattern. For instance:
 - Are an institution's expenses consistently exceeding revenues?
 - How much debt do they have relative to their assets? How does that compare to other similar institutions?
- DHE must approve pledges of fees in order for an institution to issue debt; the composite scores are a major data point in reviewing such requests.

Lessons Learned

- The ratios and the composite score provide a snapshot of an institution's fiscal condition; but the data may not necessarily expose an underlying problem.
- A requirement that an institution must have a very low score of 1.75 for two consecutive years to enter fiscal watch is a low standard.
- Two years provide the institution time to avoid fiscal watch, but it can also preclude the state from engaging as proactively as may be necessary.

Lessons Learned

- Per Ohio Administrative Code, there are other factors that can place an institution in fiscal watch prior to two years of a composite score of 1.75. These include:
 - Audit delays or irregularities
 - Reportable events such as delays in meeting payroll or paying vendors
 - Requested advances of state subsidy
- In addition, the state is currently revising this rule to add an institution being “subject to heightened reporting standards or special monitoring status” by the federal government or regional accrediting organization as a reportable condition.

Fred Church, Vice Chancellor of Finance & Data Management
David Cummins, Associate Vice Chancellor Financial Planning & Oversight



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TITLE: Kentucky State University Management Improvement Plan Revision and Approval of Monthly Reporting Template

DESCRIPTION: The Executive Committee will provide a recommendation to the Council on the recommended monthly reporting template and a revision to two management plan objectives.

STAFF CONTACT: Travis Powell, Vice President and General Counsel

COMMITTEE REVIEW AND RECOMMENDATION

The Executive Committee will consider the proposed recommendation during its January 19, 2024, morning meeting. If approved by the Committee, they will request the Council take final approval action.

BACKGROUND INFORMATION

House Bill 250 enacted in the 2022 Regular Session directs Kentucky State University to provide “a monthly report of university finances to the council in a format requested by the council.” While the university has provided monthly reports to the council since HB 250 was enacted, the university was given significant latitude in the format of those reports. This was primarily due to issues with their accounting system that made it difficult for the university to consistently report in a standard format.

REASON FOR REQUESTED REVISION

A standardized monthly reporting format will facilitate staff’s efforts to monitor and evaluate the university’s progress toward meeting financial goals and completing objectives in the management plan.

Reporting in the attached format would begin with the February 2024 report and continue through the November 1, 2025 monitoring period established in HB 250 or until revised by the Council. This report will be included in the Council’s monthly update on KSU’s financial status provided to the Governor and the Legislative Research Commission (LRC) per HB 250.

Staff also recommends a revision to the follow two objectives in the management improvement plan:

5.2.7 Statement of Revenues, Expenses and Changes in Net Position – Change deliverable from monthly to quarterly.

5.2.8 Statement of Net Position – Change deliverable from monthly to quarterly.

This revision will align these deliverables with a more appropriate calendar for financial reporting.

RATIONALE FOR REVISION

Sufficient progress has been made in reconciling accounts and correcting accounting issues that we are now confident that the university can comply with a standard reporting format. The proposed template is designed to provide the information necessary for CPE staff to monitor and evaluate the financial performance of the University. Staff also recommend that the monthly and quarterly financial reporting be aligned with best practices.

KENTUCKY STATE UNIVERSITY
 Education and General Revenues and Expenses/Transfers by Functional Area
 For the Period from XXXXX to XXXXX
 With Comparative Prior Year Data

| | 2024 | | | 2023 | | |
|---|--------|--------|---|--------|--------|---|
| | Budget | Actual | % | Budget | Actual | % |
| Revenue | | | | | | |
| Student Tuition and Fees (Net of Scholarship Allowances of X,XXX,XXX) | | | | | | |
| State Appropriations | | | | | | |
| Sales and Services | | | | | | |
| Other | | | | | | |
| Transfers In | | | | | | |
| Total Revenue | | | | | | |
| Expenses | | | | | | |
| Instruction | | | | | | |
| Research | | | | | | |
| Public Service | | | | | | |
| Libraries | | | | | | |
| Academic Support | | | | | | |
| Student Services | | | | | | |
| Insitutional Support | | | | | | |
| Operations and Maintenance of Plant | | | | | | |
| Transfers | | | | | | |
| Mandatory: Debt Service | | | | | | |
| Non-Mandatory | | | | | | |
| Non-Mandatory Transfer to Reserves | | | | | | |
| Total Expenses and Transfers | | | | | | |

KENTUCKY STATE UNIVERSITY
 Education and General Expenses/Transfers by Natural Classification
 For the Period from XXXXX to XXXXX
 With Comparative Prior Year Data

| | 2024 | | | 2023 | | |
|------------------------------|--------|--------|---|--------|--------|---|
| | Budget | Actual | % | Budget | Actual | % |
| Expenses/Transfers | | | | | | |
| Salaries and Wages | | | | | | |
| Benefits | | | | | | |
| Contracted Services | | | | | | |
| Operating | | | | | | |
| Utilities | | | | | | |
| Capital | | | | | | |
| Transfers | | | | | | |
| Total Expenses and Transfers | | | | | | |

KENTUCKY STATE UNIVERSITY
 Auxiliary Operations Revenues and Expenses/Transfers by Natural Classification
 For the Period from XXXXX to XXXXX
 With Comparative Prior Year Data

| | 2024 | | | 2023 | | |
|-------------------------------------|--------|--------|---|--------|--------|---|
| | Budget | Actual | % | Budget | Actual | % |
| Revenue | | | | | | |
| Housing | | | | | | |
| Dining | | | | | | |
| Bookstore | | | | | | |
| Other | | | | | | |
| Transfers In | | | | | | |
| Total Revenue | | | | | | |
| Expenses | | | | | | |
| Salaries and Wages | | | | | | |
| Benefits | | | | | | |
| Contracted Services | | | | | | |
| Operating | | | | | | |
| Utilities | | | | | | |
| Capital | | | | | | |
| Mandatory Transfers: Debt Service | | | | | | |
| Non-Mandatory Transfers | | | | | | |
| Non-Mandatory Transfers To Reserves | | | | | | |
| Total Expenses and Transfers | | | | | | |

KENTUCKY STATE UNIVERSITY
Student Accounts Receivable Report
As of XX,XX,XXXX
With Comparative Prior Year Data

XX,XX,2024 XX,XX,2023

Enrolled Students

Balance Owed Current Semester

Balance Owed Prior Semesters

Total Balances Owed Enrolled Students

Non-Enrolled Students

Balance Owed under 365 Days

Balance Owed over 365 Days

Balance Owed Over 730 Days

Total Balances Owed Non-Enrolled Students

Total Outstanding Student Receivables

KENTUCKY STATE UNIVERSITY
 Accounts Payable Aging Report
 As of XX,XX,XXXX

| | Balance | |
|----------------------------------|---------|--------------------|
| Payables Aging | | |
| Days | | |
| 0-30 | | |
| 31-60 | | |
| 61-90 | | |
| 91-120 | | |
| 120+ | | |
| Total | | |
| | | |
| No-Purchase Order Invoices Aging | | |
| Days | | |
| 0-30 | | |
| 31-60 | | |
| 61-90 | | |
| 91-120 | | |
| 120+ | | |
| Total | | |
| | | |
| Ousting Credit Card Payments | | Over 30 Days (Y/N) |
| American Express | | |
| 5/3 Corporate Card | | |
| Diners Club Card | | |
| Total | | |

TITLE: Statewide Initiatives Decreasing Debt Among Undergraduate Completers at Kentucky Public Institutions

DESCRIPTION: Staff will provide an overview of a study completed on student debt levels after graduation from one of Kentucky's public institutions.

STAFF CONTACTS: Travis Muncie, Executive Director, Data and Advanced Analytics
Dr. Chris Ledford, Associate Director, Data and Advanced Analytics

SUPPORTING INFORMATION

Earlier this year, CPE staff conducted a study on graduate debt levels and how Kentucky's efforts around tuition caps, improving financial literacy, and increasing grant aid have impacted those levels. The study investigated debt trends over the past five academic years among graduates of Kentucky's public institutions. (Debt at graduation was defined as the total debt a student has taken on through the end of the academic year in which they earned their highest credential on record.)

This inaugural CPE report shows that average debt levels for undergraduate completers in Kentucky are declining across sector and credential level. Moderating debt load of Kentucky's college students has been a key focus of campuses across the state, as well as CPE and state leaders. Specifically, increases in financial aid, better financial counseling, and strengthening information resources, along with decreasing statewide times to degree, are contributing to lower debt levels across sector.

- Average debt for all public graduates (including those graduating with and without debt) dropped 32.7% between 2017-18 and 2022-23. The proportion of graduates with debt declined from 64.0% to 43.2%.
- At KCTCS, average graduate debt declined by 42.4% and 9.4% among only graduates with debt. The proportion of graduates with debt declined from 63.1% to 30.3%.
- At four-year public universities, average graduate debt declined by 15.6% and 4.4% among only graduates with debt. The proportion of graduates with debt declined from 64.5% to 56.1%
- Declining patterns generally hold across demographic and academic subgroups across sector. These will be discussed in greater detail during the presentation.

CPE staff will present the findings of this report, which is set to release in the spring of 2024.



Statewide Initiatives Decreasing Debt Among Undergraduate Completers at Kentucky Public Institutions

Data and Advanced Analytics
Kentucky Council on Postsecondary Education

Balancing Student Debt: Accessibility vs. Management

Balancing Student Debt

- Student loans provide **access to higher education** and the **potential to increased economic mobility**.
- Federal loans provide **reasonable borrowing options** to students such that they can earn a degree and the ROI needed to achieve upward mobility.
- Absent federal student loans, the **private market is unlikely to provide affordable terms** if any terms at all.
 - Experimental research suggests that students who enroll at institutions not opted into federal loan programs earn fewer credits per term and are less likely to complete.

Sources: American Enterprise Institute

Student Debt Initiatives

- However, student debt loads can swell, impacting enrollment and completion, if not well managed.
- It is important that campuses and states collaborate to **balance postsecondary access with the long-term financial benefits of a credential.**
- In Kentucky, campuses, CPE, and state leaders collaborate to **increase access to financial aid, resources, and counseling, and suppress college costs.**
 - Students' Right to Know
 - FAFSA Days and financial literacy
 - Time to degree decreasing systemwide
 - Annual tuition increase limits

Impact

- Contrary to public discourse about growing levels of student debt, **average debt at graduation is declining for students enrolled at Kentucky public institutions.**
- Importantly, we also expect that declining low-income enrollment is part of the story. Collaborative effort to boost enrollment and completion of low-income students will be critical if Kentucky is to reach its 60x30 goal.
 - Strategic agenda
 - Campus efforts
 - Performance-based funding premiums

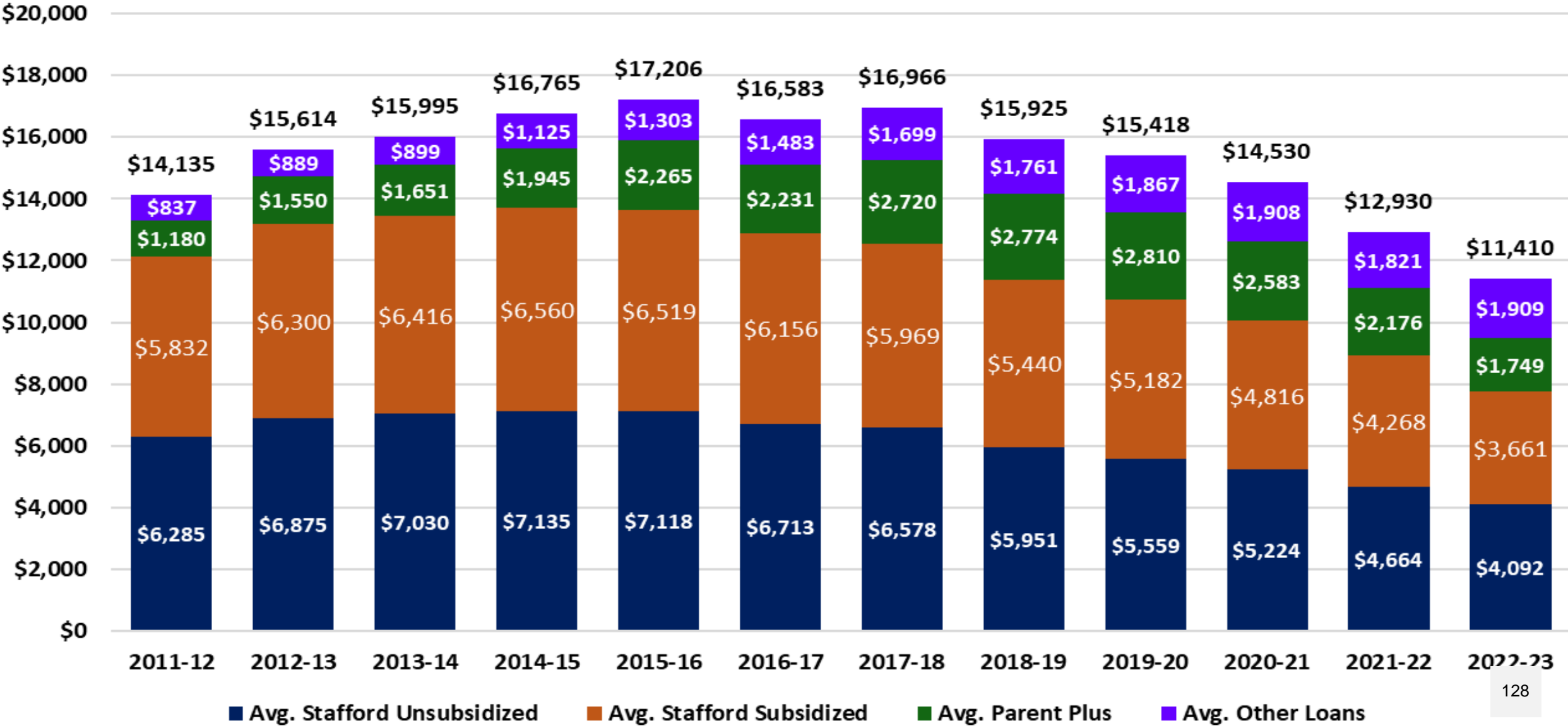
Methodology

Measuring Graduate Debt

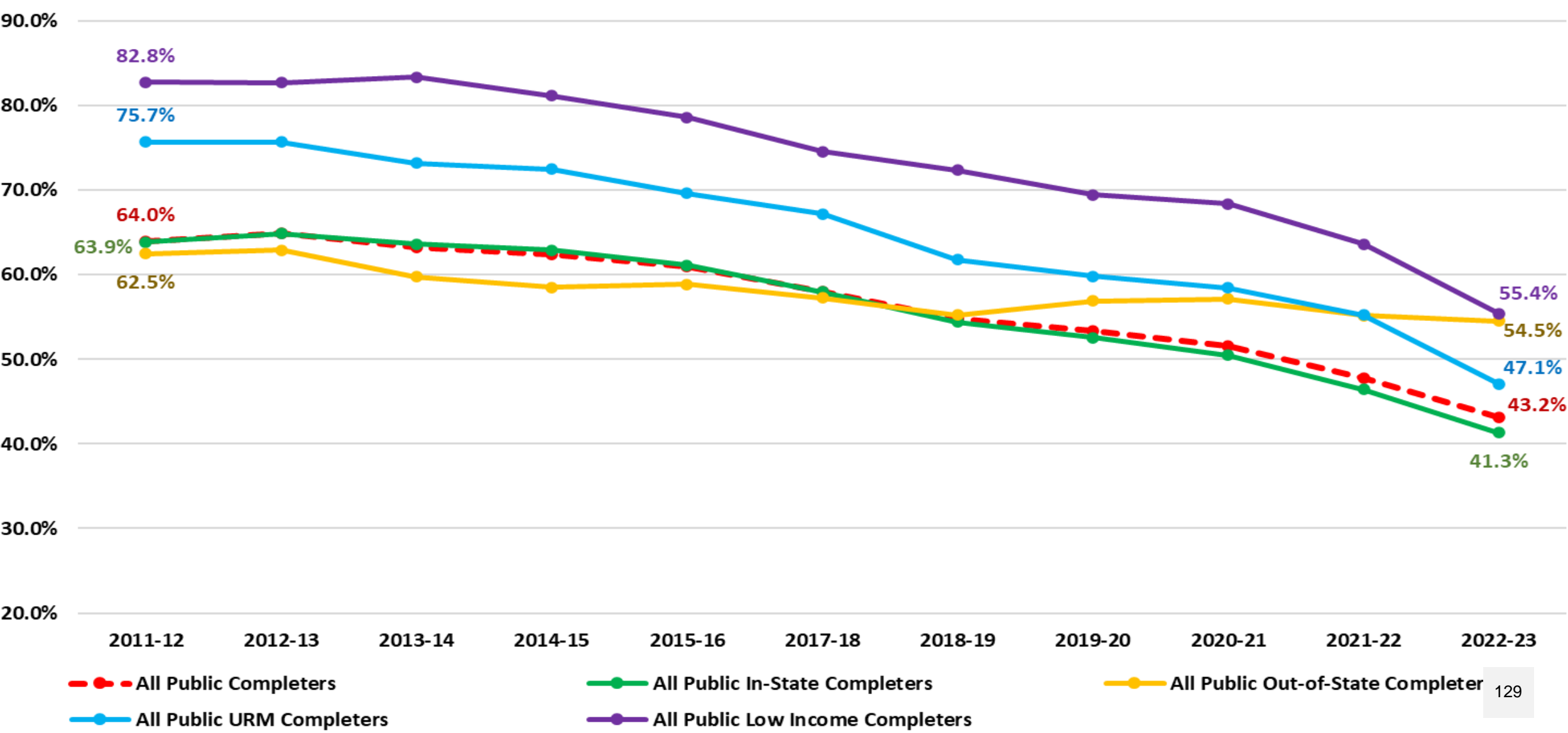
- We measure graduate debt over the last decade as the total debt accumulated by each graduate from first enrollment through the end of the academic year in which they earned their **highest credential on record**.
- Using this methodology, we find conclusive evidence that **average debt at graduation** and the **proportion of graduates with debt are declining across sector**.
- In our discussion, we will focus on **five-year change** for consistency across sector, highlighting other important changes as relevant.

All Public Sector Completers

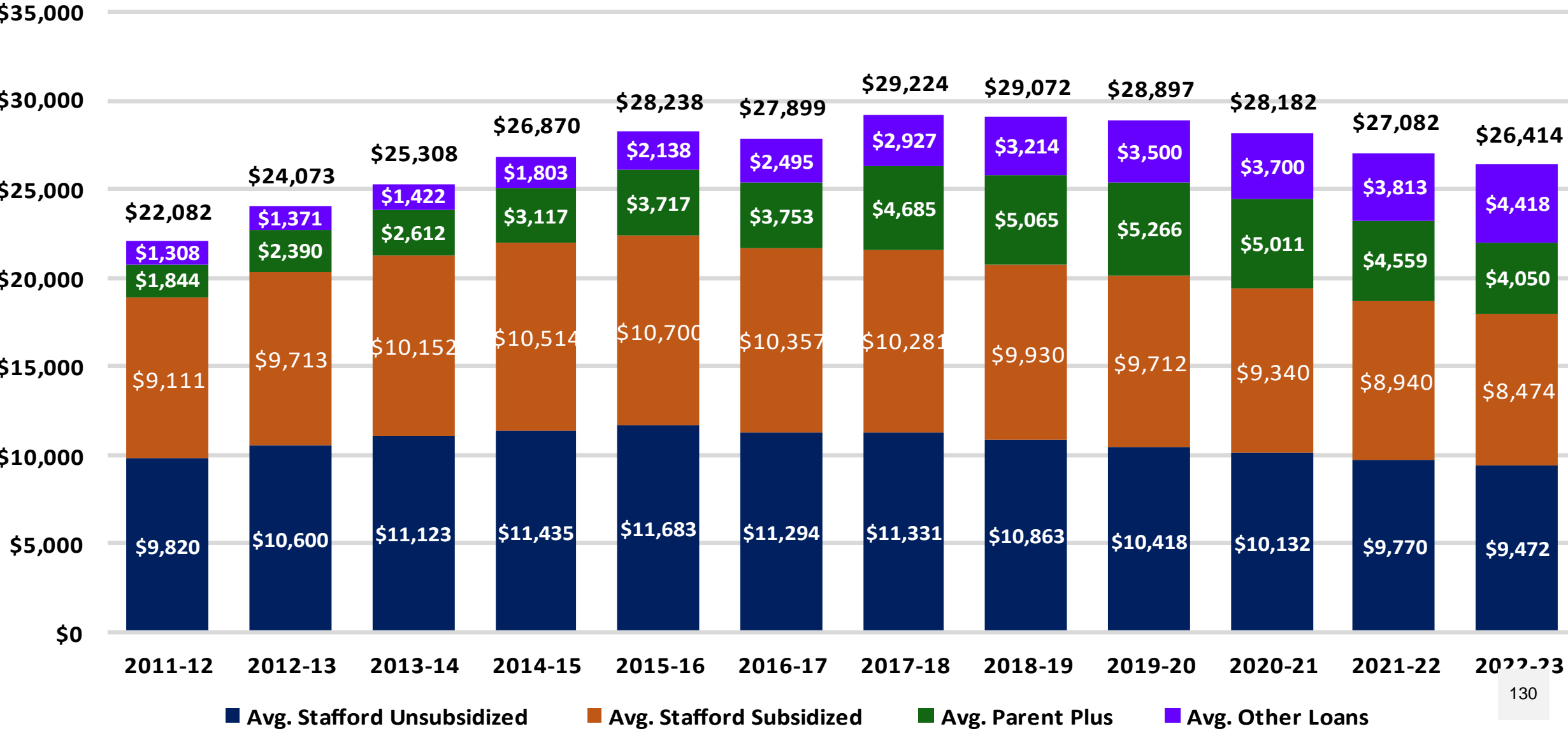
All Public Institutions – All Grads



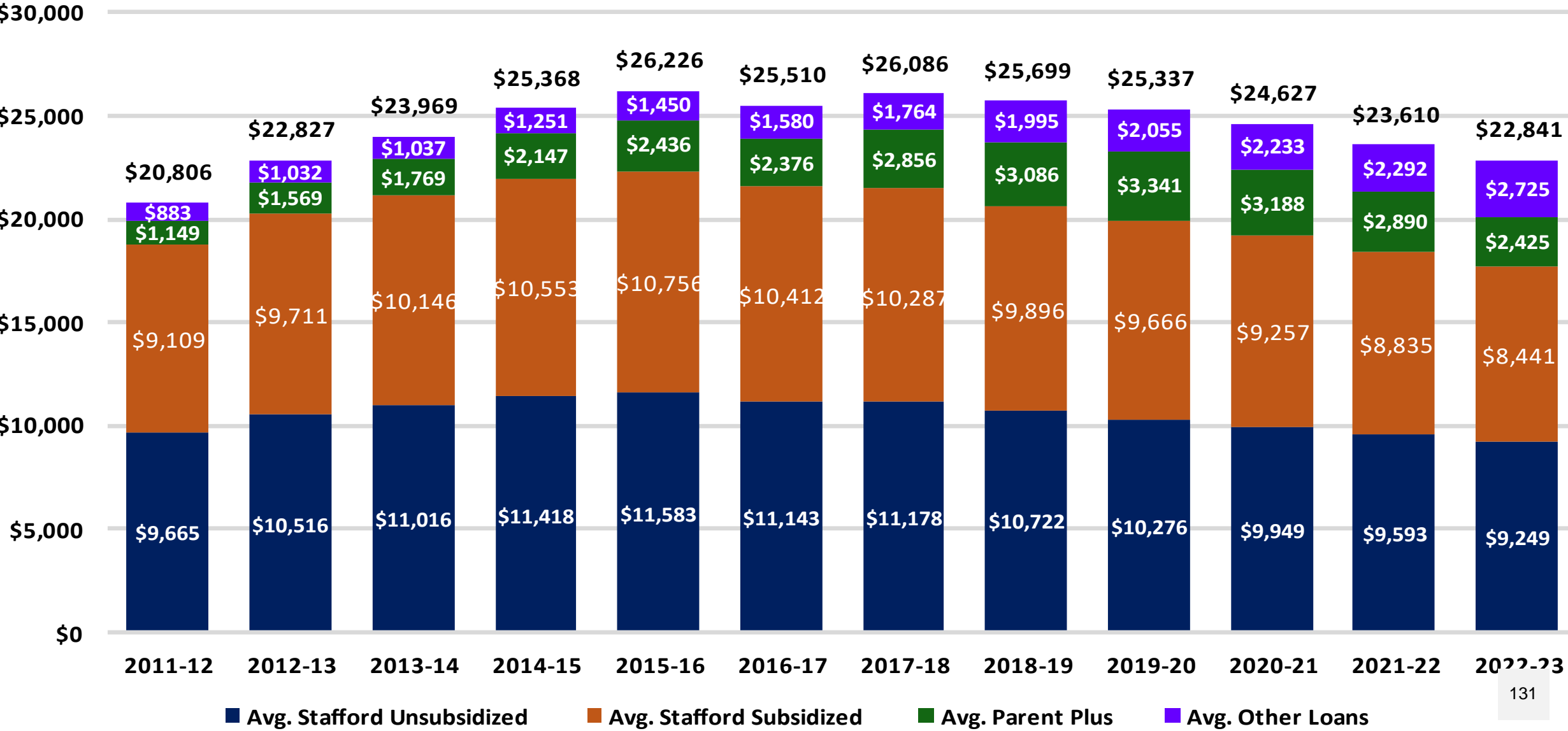
All Public Institutions – Proportions of Grads with Debt



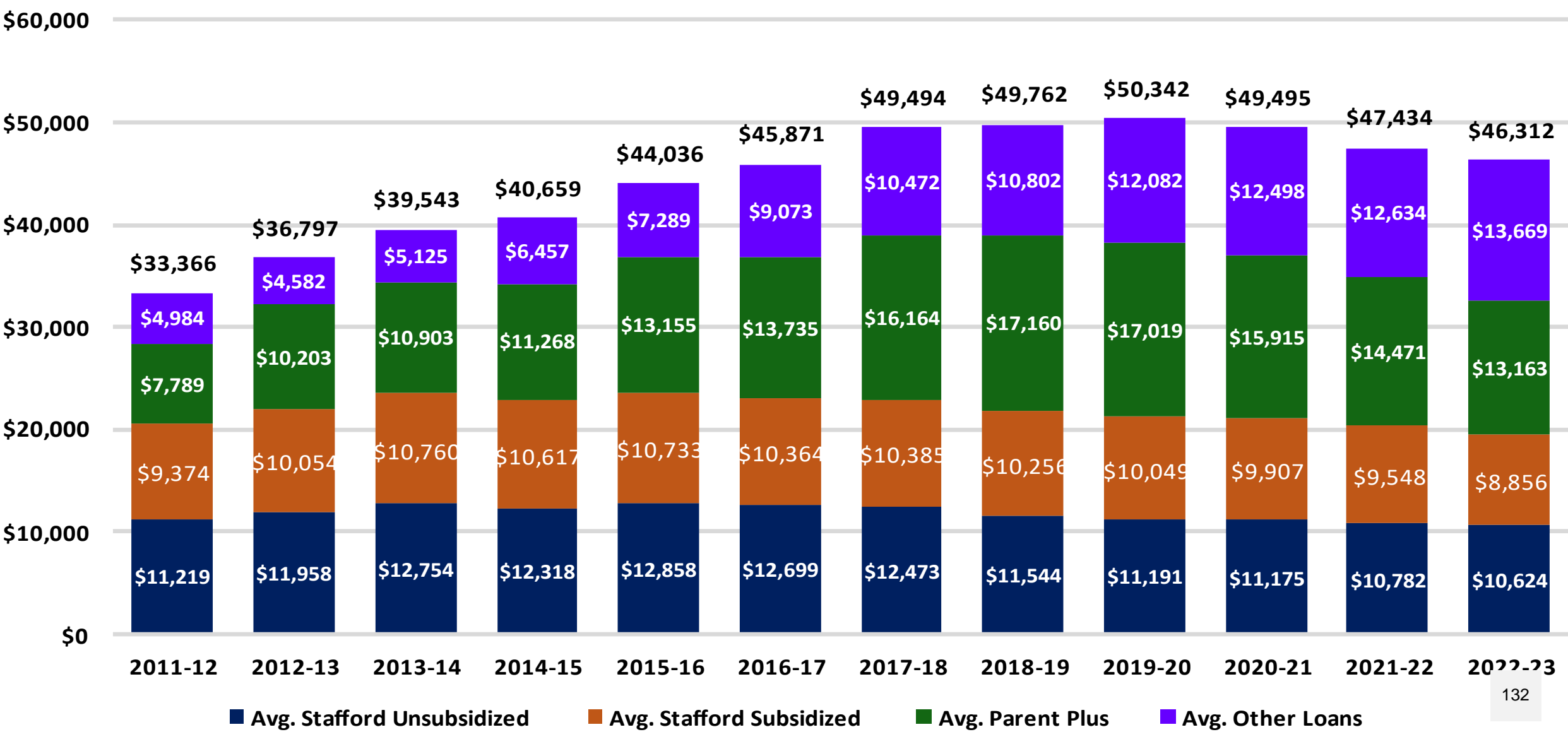
All Public Institutions – All Grads with Debt



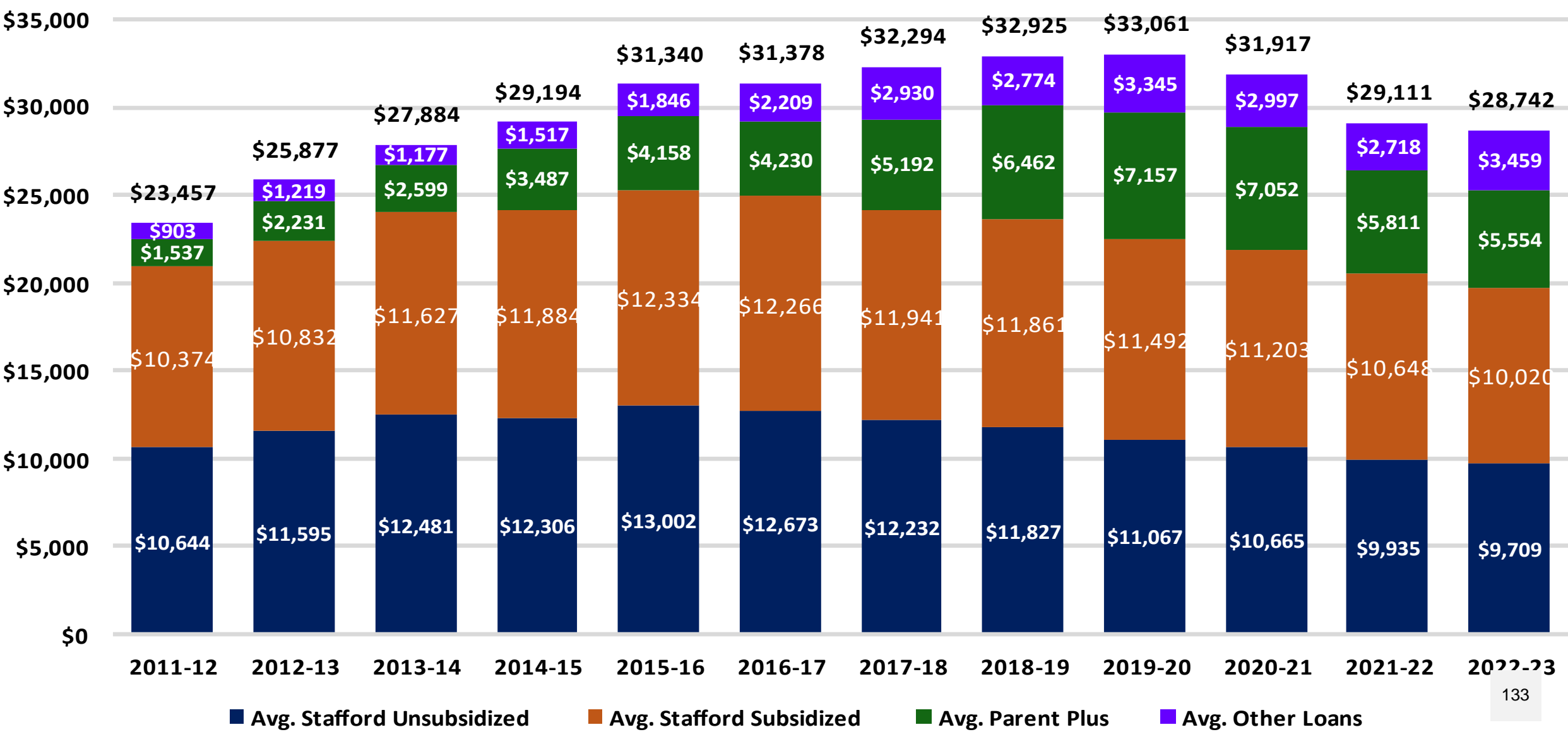
All Public Institutions – In-State Grads with Debt



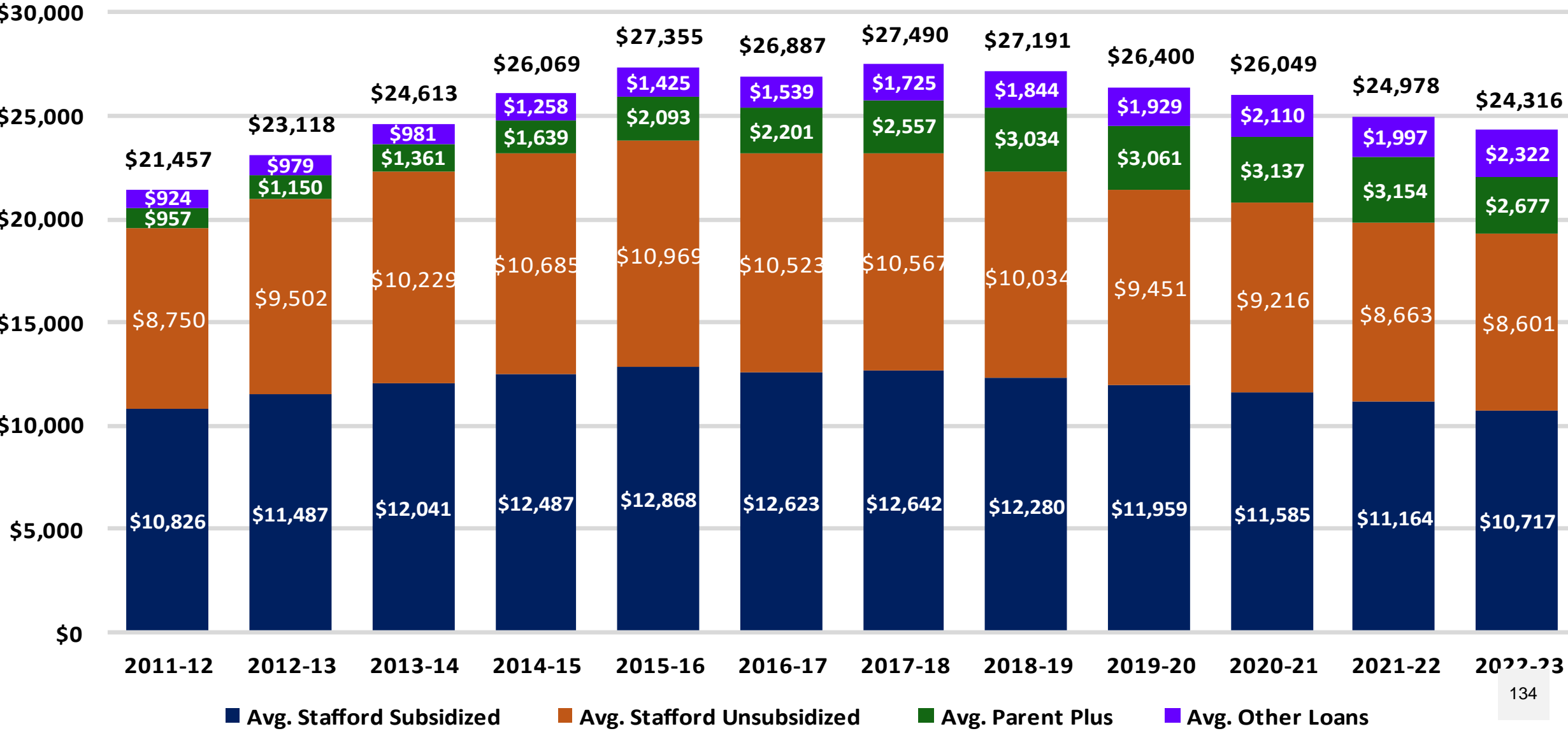
All Public Institutions – Out-of-State Grads with Debt



All Public Institutions – URM Grads with Debt

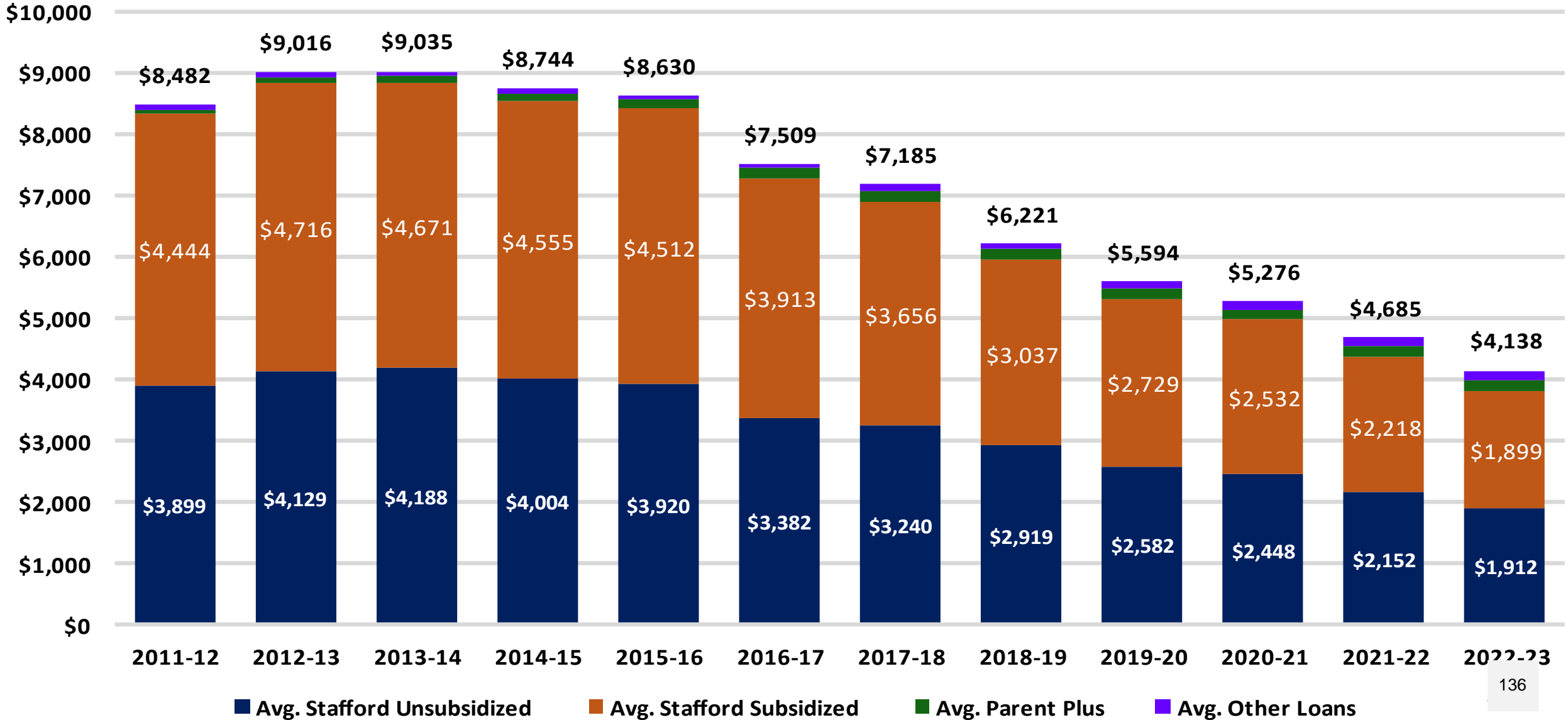


All Public Institutions – Low Income Grads with Debt

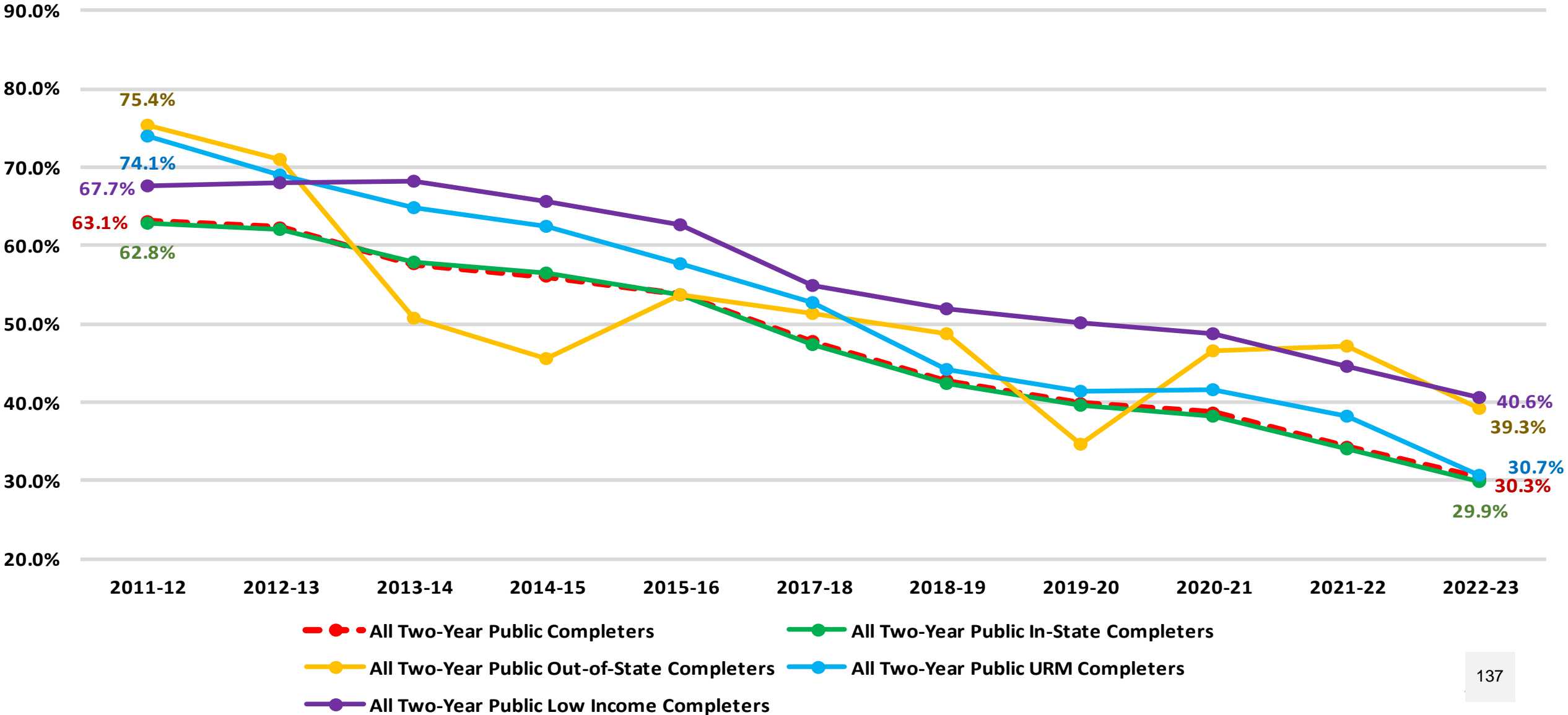


KCTCS Completers

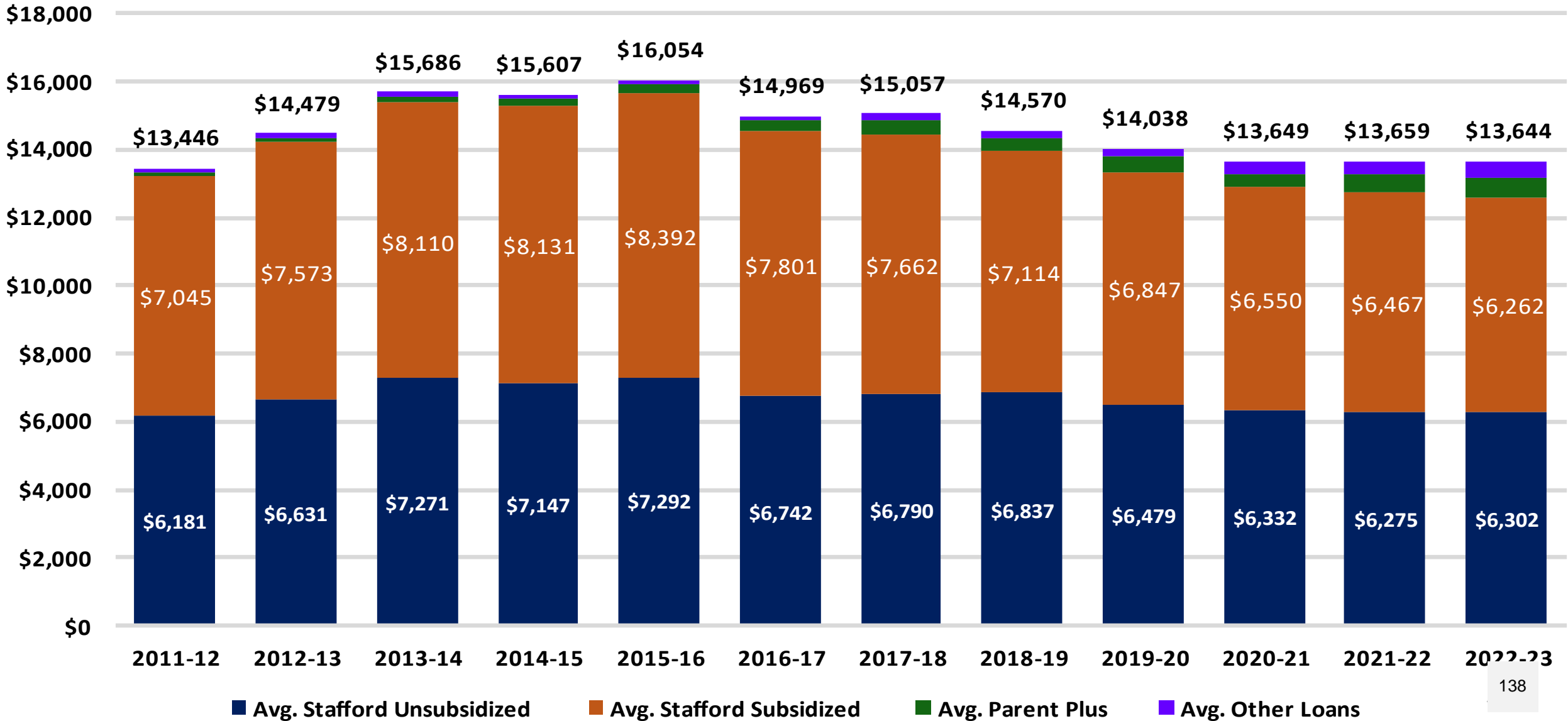
KCTCS – All Grads



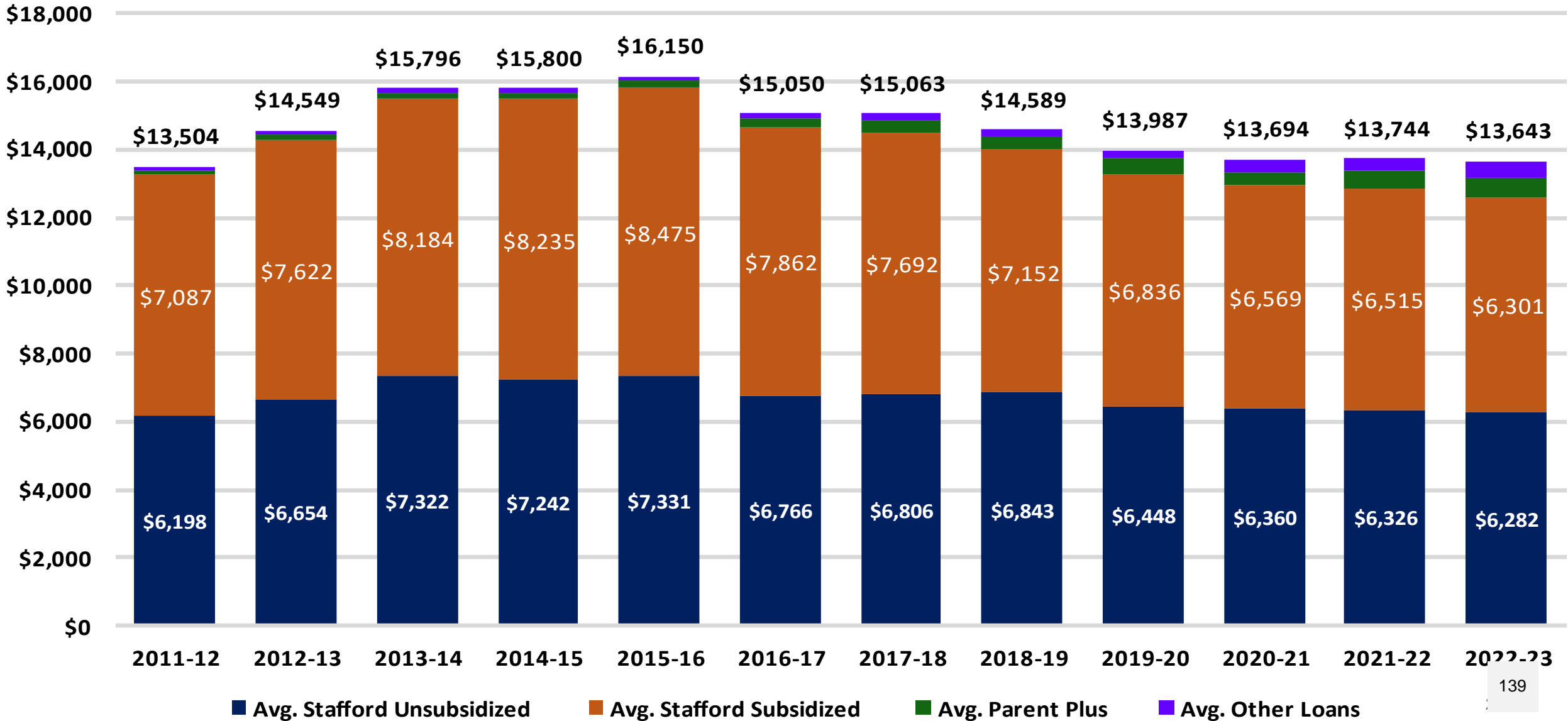
KCTCS – Proportions of Grads with Debt



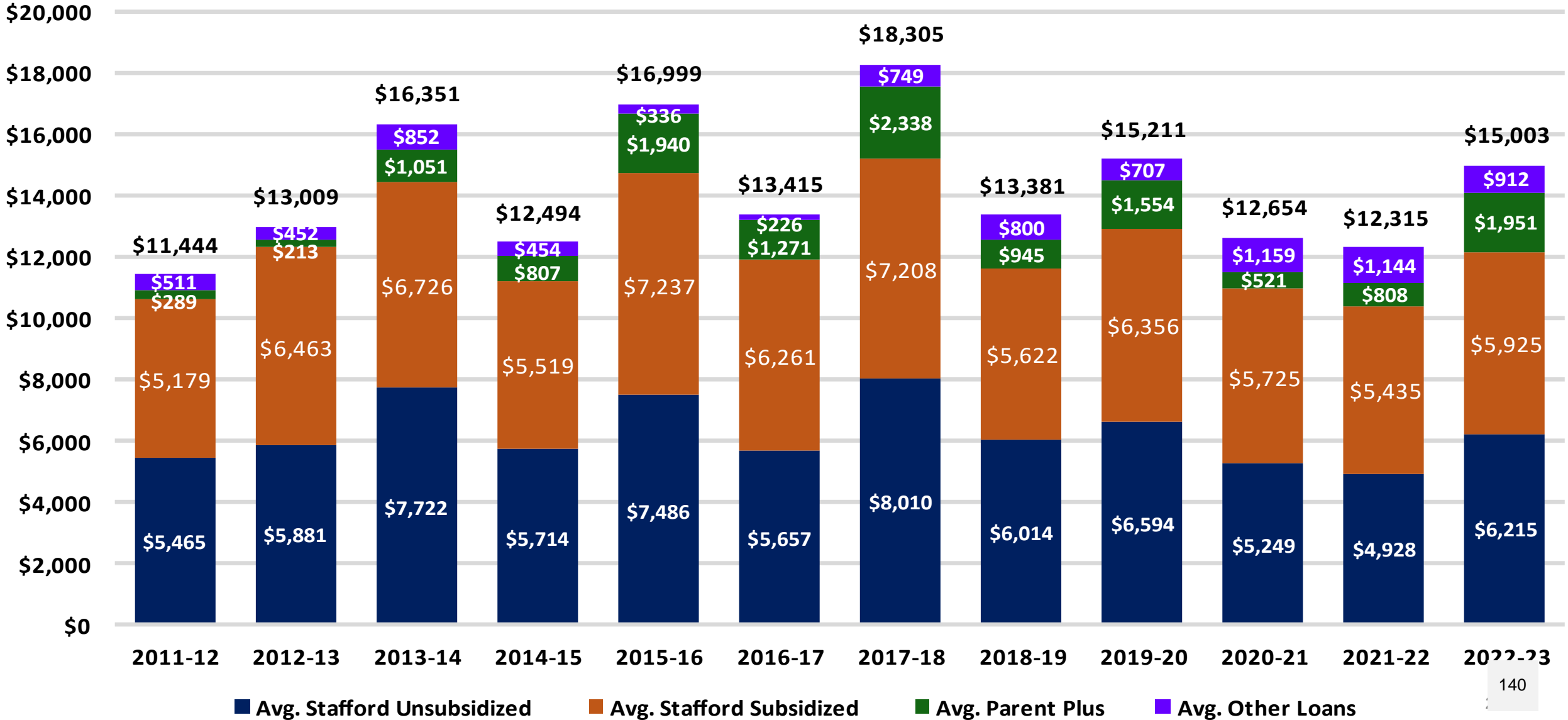
KCTCS – All Grads with Debt



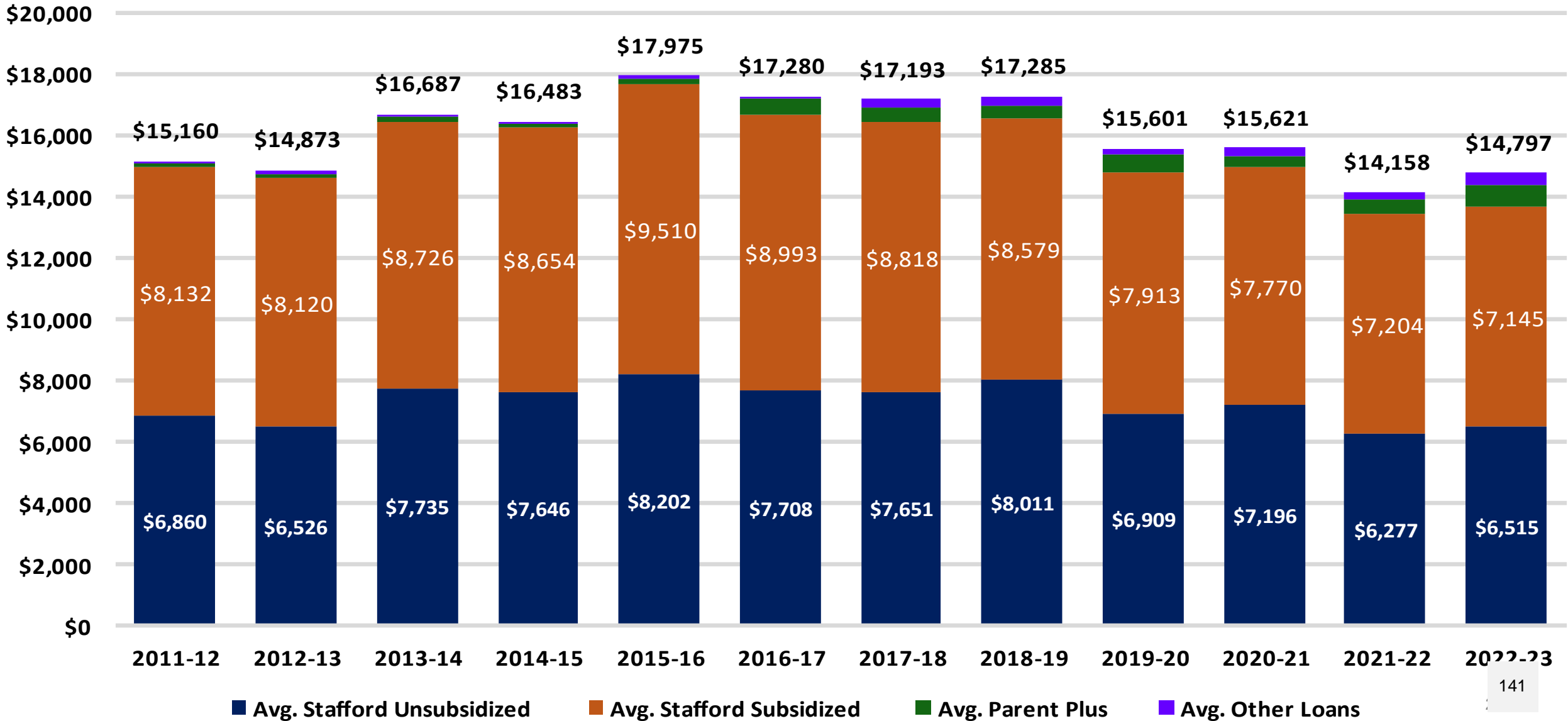
KCTCS – In-State Grads with Debt



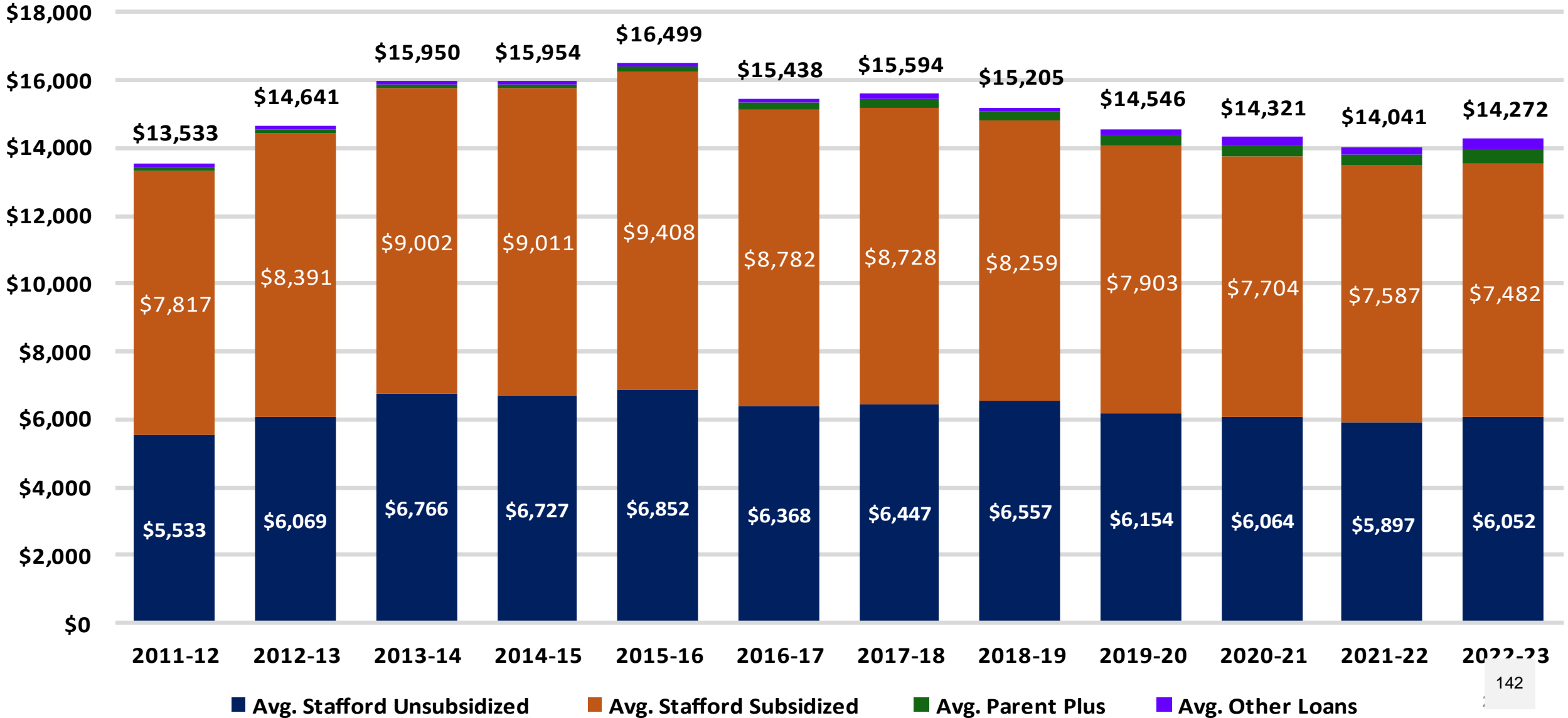
KCTCS – Out-of-State Grads with Debt



KCTCS – URM Grads with Debt

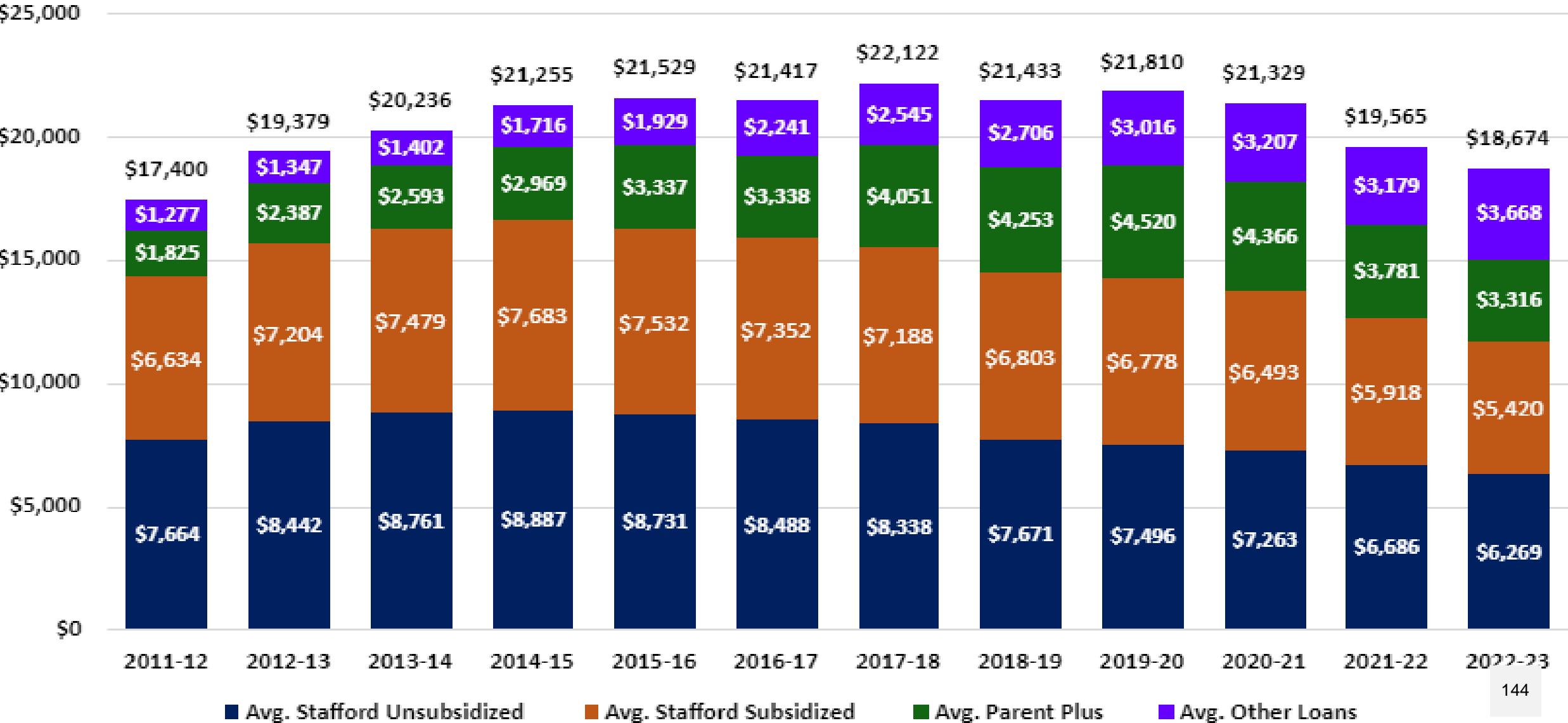


KCTCS – Low Income Grads with Debt

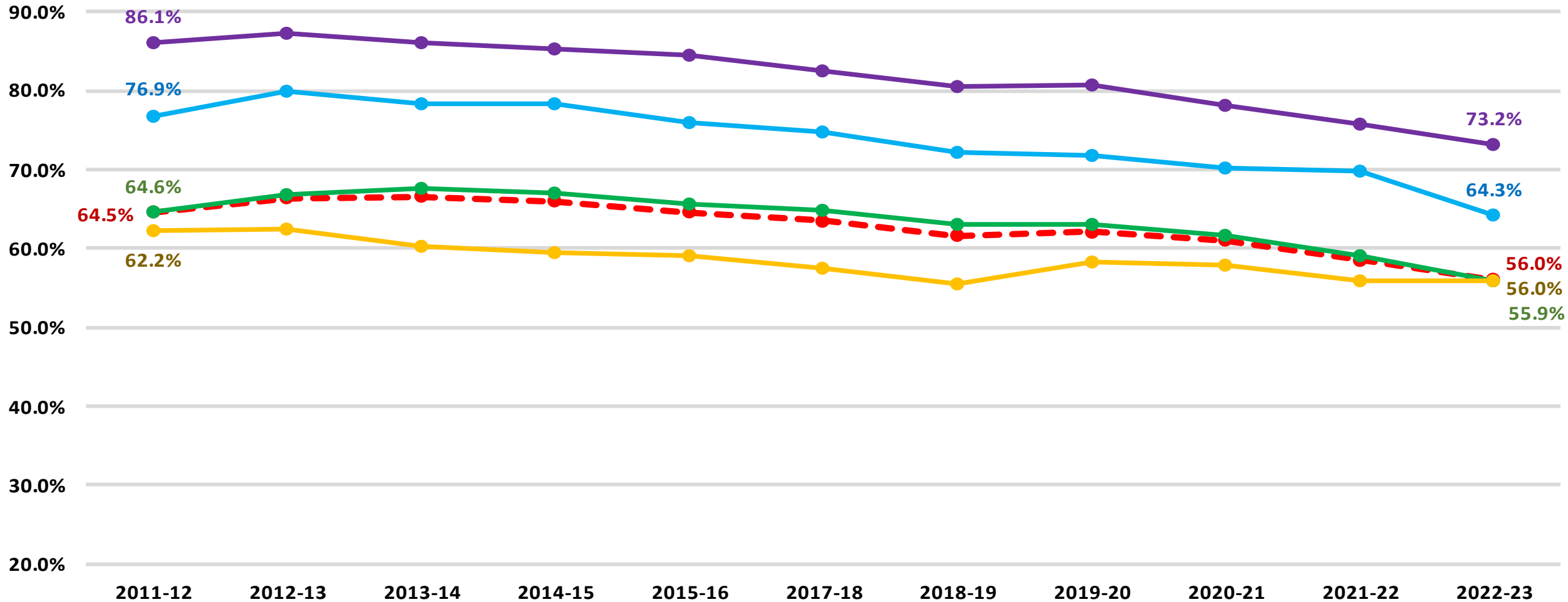


Four-Year Undergraduate Completers

Four-Year Publics - All Grads

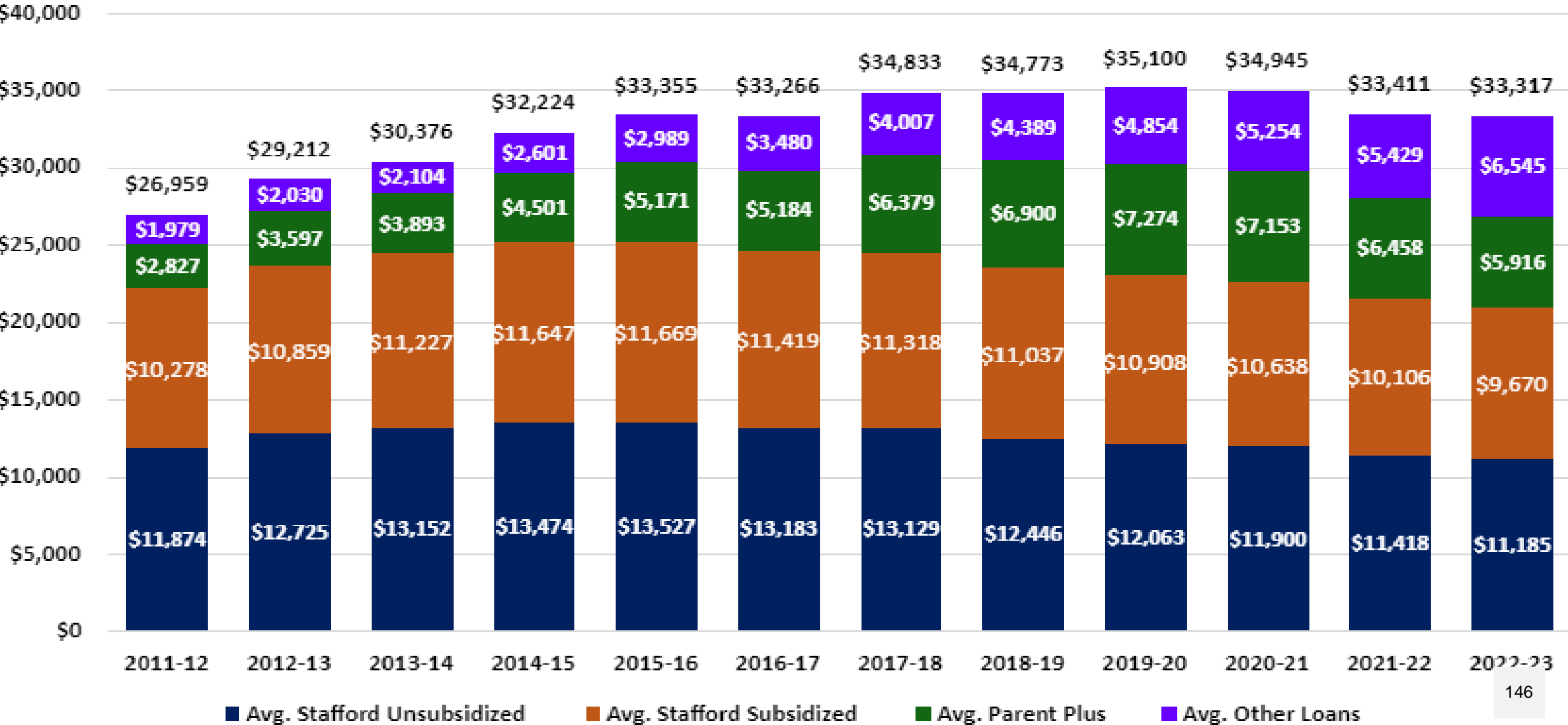


Four-Year Publics – Proportions of Grads with Debt

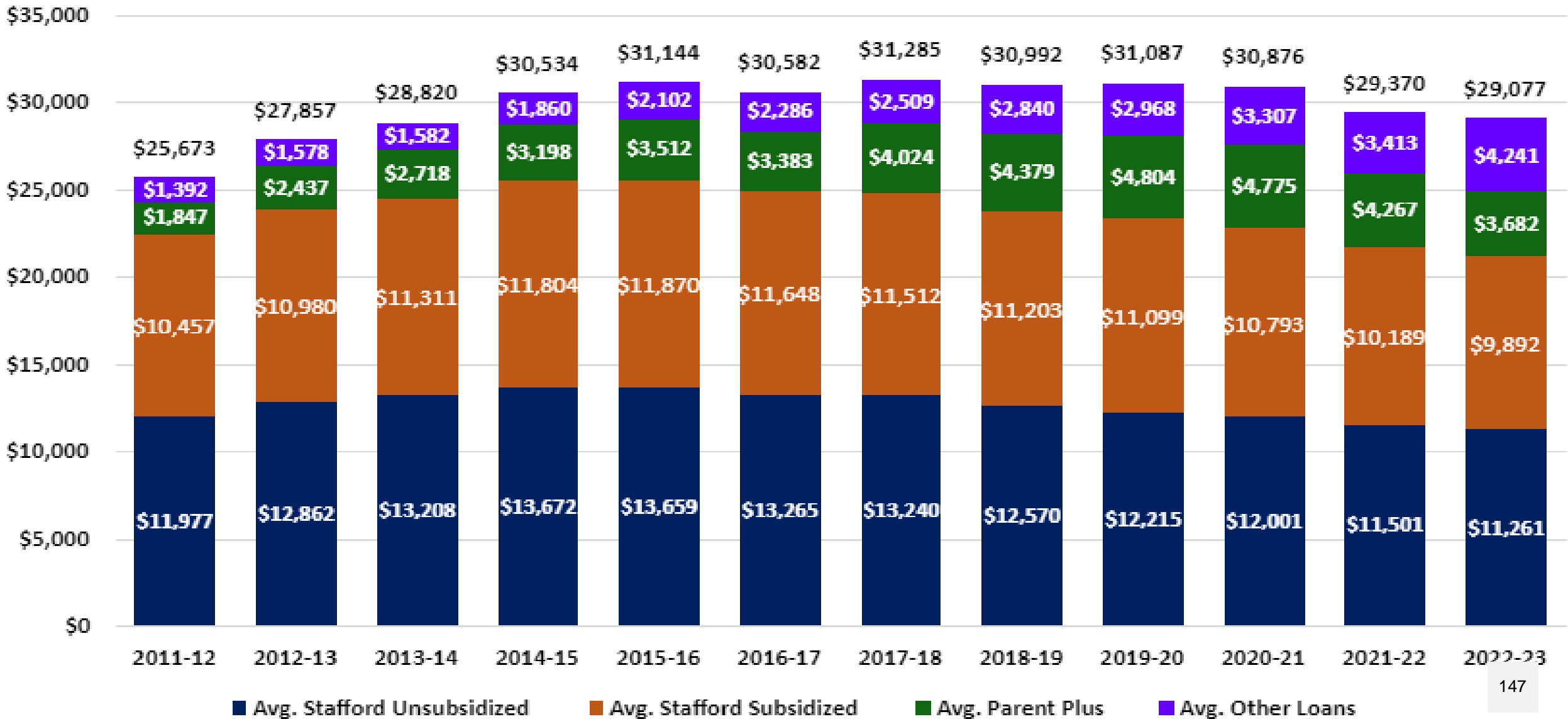


- - ● All Four-Year Public Completers
- ● All Four-Year Public In-State Completers
- ● All Four-Year Public Out-of-State Completers
- ● All Four-Year Public URM Completers
- ● All Four-Year Public Low Income Completers

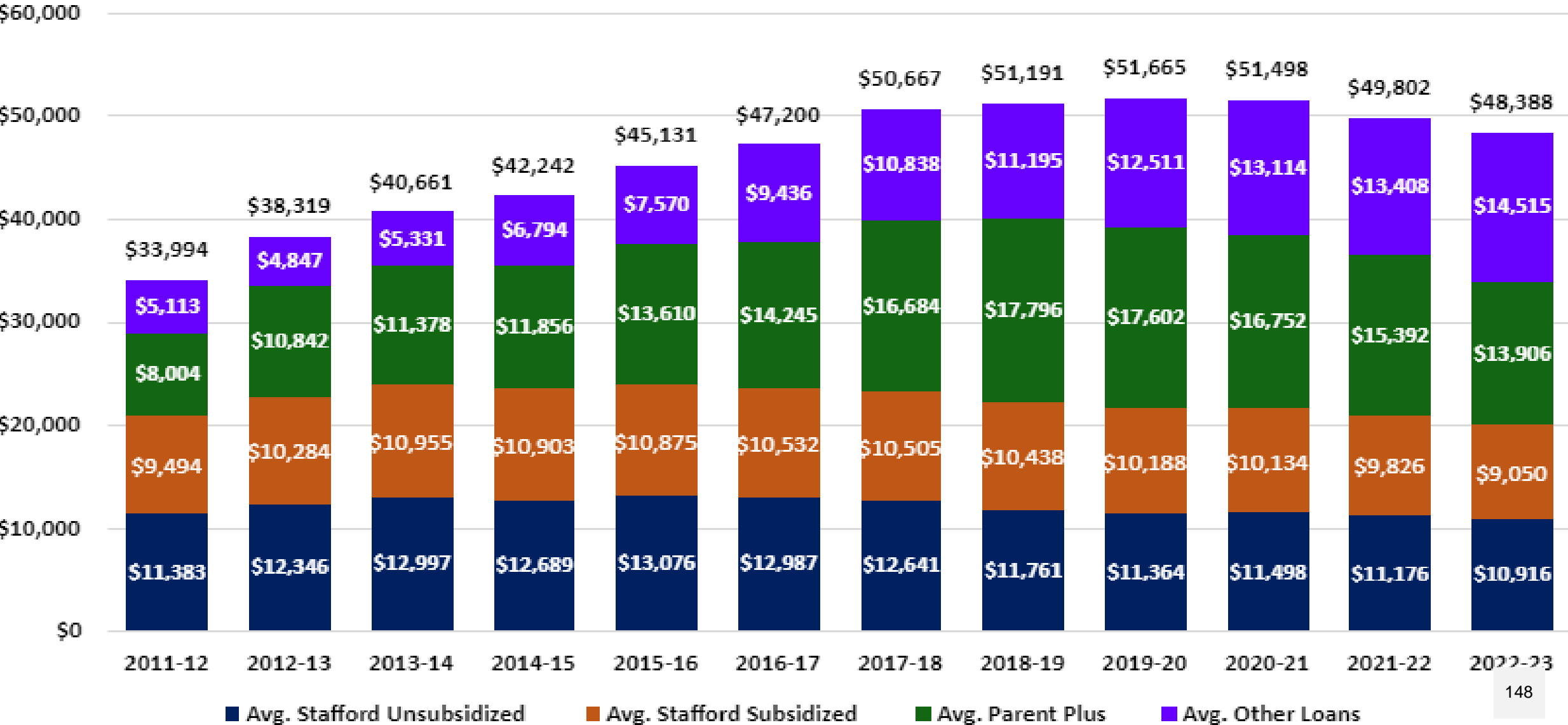
Four-Year Publics – All Grads with Debt



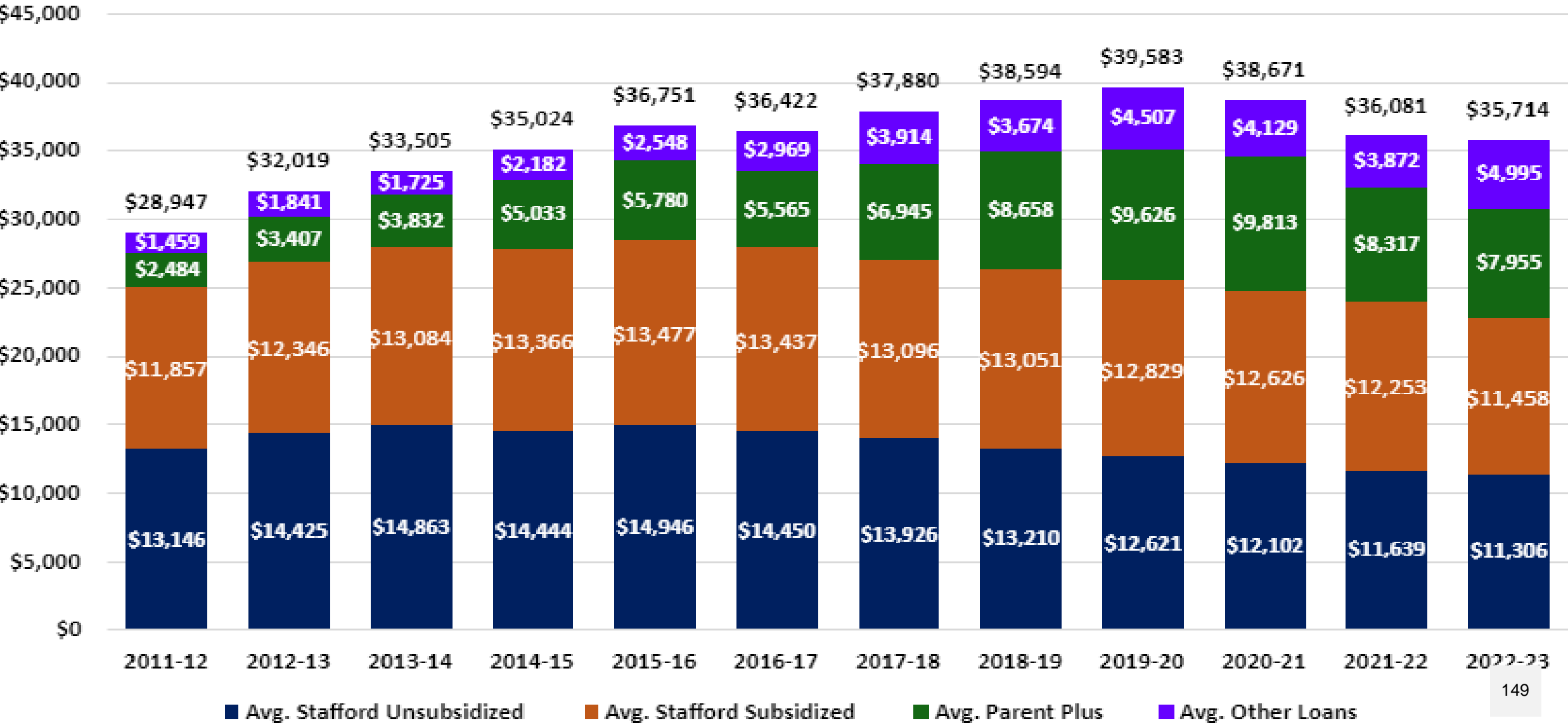
Four-Year Publics – In-State Grads with Debt



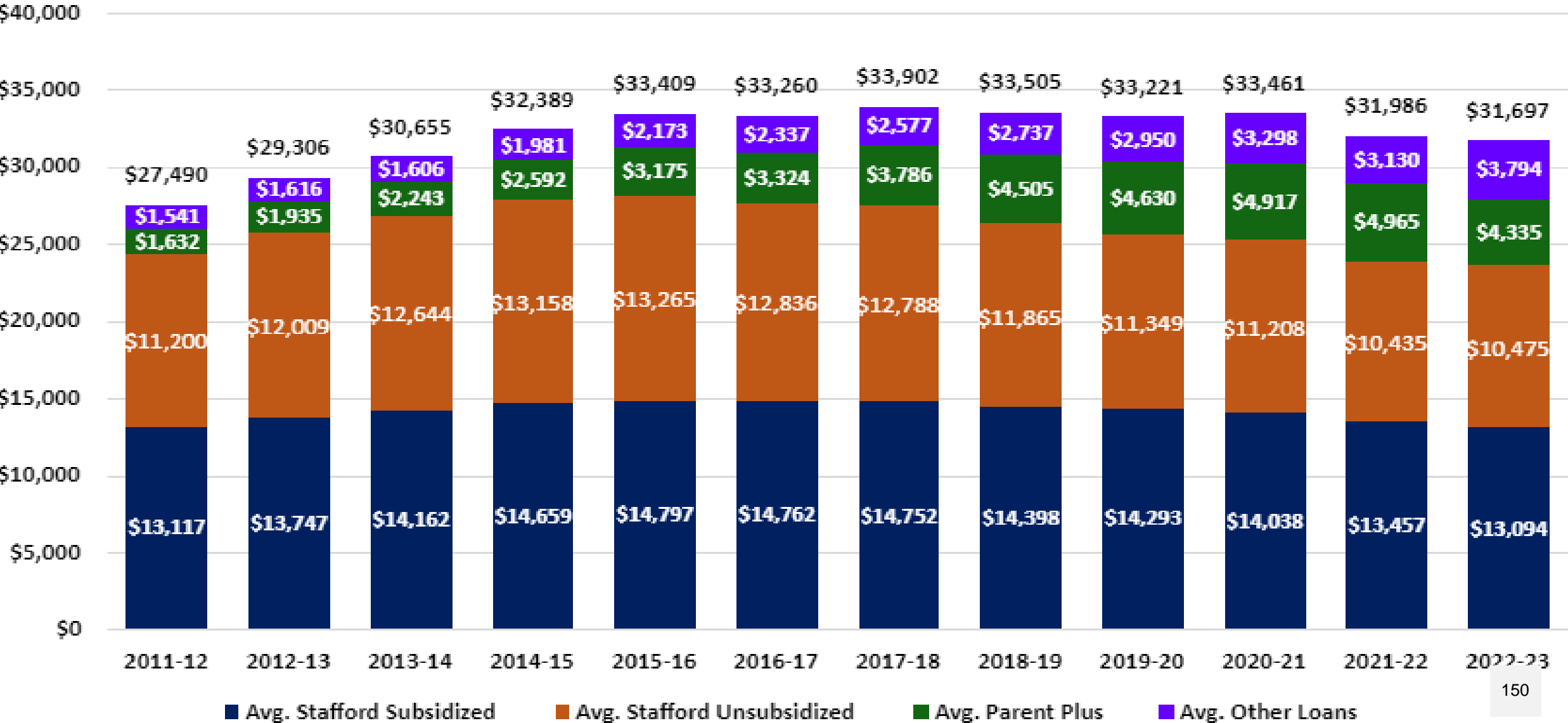
Four-Year Publics – Out-of-State Grads with Debt



Four-Year Publics – URM Grads with Debt



Four-Year Public – Low Income Grads with Debt



Opportunity and Future Research

Opportunity and Future Research

- The population of non-dual credit low-income undergraduates has decreased **29.3%** at four-year publics and **20.4%** at KCTCS over the past five years.
- CPE and state leaders are considering premium adjustments to the state performance funding model to reengage this population of students.
- In the future, we would find value in conducting a national scan that investigates how population-based premiums in performance-based funding impact enrollment and success of low-income learners.

Thank You

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Data Center: **cpe.ky.gov/data**



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CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



EKU COMMEMORATES NEW VETERANS MEMORIAL DURING RIBBON-CUTTING CEREMONY

Eastern Kentucky University celebrated a significant moment on Nov. 4 with the formal ribbon-cutting ceremony for the relocated Veterans Memorial. The new memorial, now situated in Carloftis Garden near the intersection of Lancaster and Park Drive in front of Martin Hall, continues to honor ECU's fallen veterans and allows visitors to have designated parking and a more spacious venue to remember those who have served.

The memorial features key elements from its previous location in Powell Plaza, including the American flag and service flags representing military branches, a granite slate inscribed with the names of fallen service members, dedicated benches and the Fallen Soldier Cross sculpture.

The ceremony, attended by over 150 people, included speeches from ECU President David McFaddin, U.S. Congressman Andy Barr, Richmond Mayor Robert Blythe and ECU alumna Cathy Robinson.

"I have never seen or heard of a university that prioritizes military and veteran families more in the entire United States than Eastern Kentucky University," said Congressman Barr. "As further evidence of ECU's prioritization of veterans and honoring

the 82 fallen members of the ECU family who have served and paid the ultimate sacrifice, moving this to the front door of ECU again underscores the importance that this institution places on our veteran students and families."

ECU has earned notable recognition for supporting student veterans, service members and their families, which constitutes more than 10% of the student body. Ranking first in Kentucky and No. 4 in Appalachia in the 2023 Best for Vets: Colleges, ECU also earned the No. 3 national ranking for Military Friendly® Schools and No. 2 for Military Spouse Friendly® Schools.

ECU President David McFaddin highlighted the institution's commitment during the ribbon-cutting ceremony, stating, "Serving those who have served us is not just what we do; it's who we are."

ECU's dedication to serving the veterans community extends to affordable housing with Kit Carson Commons Scholar House and various support programs such as the Yellow Ribbon Program and the Service to Scholars Peer Sponsorship Program.



DR. AARON THOMPSON RECEIVES HONORARY DOCTORATE FROM ECU

Eastern Kentucky University bestowed an honorary Doctor of Humane Letters (L.H.D.) degree upon Dr. Aaron Thompson, president of the Kentucky Council on Postsecondary Education (CPE), during the fall commencement ceremony on Dec. 2, 2023. Recognizing Thompson's contributions to higher education and his commitment to ensuring equal opportunities for all Kentuckians, ECU President David McFaddin commended him for translating his personal journey into a lifelong dedication to education.

A first-generation college graduate from rural Clay County, Kentucky, Thompson earned a bachelor's degree in political science and sociology from ECU. Serving as a professor at ECU for 21 years, his role extended to associate vice president for academic affairs, then as interim president of Kentucky State University for a year.

Thompson assumed leadership as the president of CPE in 2018, having previously served as senior vice president for academic affairs and executive vice president. Thompson has authored and co-authored numerous books and peer-reviewed publications covering topics such as diversity, cultural competence, retention and student success.

Thompson's career has earned him various accolades, including induction into the Kentucky Civil Rights Hall of Fame in 2019. During commencement, Thompson expressed pride in receiving the honorary doctorate, emphasizing the lifelong learning and critical thinking skills instilled by ECU.

The university recognized more than 1,300 graduates at fall commencement. The graduating class hail from 15 countries, 42 states and 102 Kentucky counties. Notably, 43% are the first in their families to attain a higher education degree.

EKU CELEBRATES NATIONAL FIRST-GENERATION COLLEGE STUDENTS DAY

On Nov. 8, Eastern Kentucky University hosted its third Gen 1 conference, marking National First-Generation College Students Day with an event dedicated to supporting and empowering first-generation college students.

"I am a first-generation college graduate, and more than 50% of this year's freshman class are also the first in their families to attend college," said ECU President David McFaddin. "We're proud of our mission to aid first-generation students in navigating college and getting them to the finish line to achieve that college-graduate status."

The Gen 1 conference emerged from a goal to make ECU the preferred destination in Kentucky for first-generation college students—those whose parents have not earned a four-year bachelor's degree.

Debra Aziza, a public health major at ECU, shared her motivations for attending the conference, saying, "I thought it would be interesting to get to learn and hear about other students and to not feel alone by being a first-generation student."

Dr. Gill Hunter, assistant vice president of retention and graduation, highlighted the importance of public awareness and the university's broader mission as the School of Opportunity. "We want first-gen students to recognize ECU as a place where they will be supported. We believe in the mission of providing students with an opportunity to try and the support to succeed," he said.

ECU was recently recognized for its first-generation success, ranking first among Kentucky's public institutions for Top Performers on Social Mobility by U.S. News and World Report.





GOOD NEWS

OCTOBER - DECEMBER 2023



KYSU.EDU

KSU Announces Partnership with JCTC

On December 1, 2023, Dr. Koffi C. Akakpo, Kentucky State University President, and Dr. Ty Handy, Jefferson Community and Technical College President, solidified an Articulation Agreement during a signing ceremony on the campus of Kentucky State University.

To elevate educational opportunities for Kentucky residents, KSU and JCTC officially entered into this collaborative agreement, which marked a significant milestone in advancing education, workforce development, and opportunities for students throughout the Commonwealth of Kentucky. This strategic partnership aims to remove financial barriers hindering a four-year university education and reinforce KSU's commitment to fostering academic excellence.

The collaboration represents a pivotal step in creating a seamless transfer pathway for students aspiring to attain their baccalaureate degrees and offering scholarship opportunities to make obtaining an education affordable. The agreement underscores a dedicated effort to improve educational access and attainment for Kentuckians, reinforcing Kentucky State University's mission of serving its community.

KSU Professor to Serve as Fulbright Specialist

Professor of Economics, Dr. Abdul M. Turay, was recently recommended to serve as a Fulbright Specialist by the U.S. Department of State's Bureau of Educational and Cultural Affairs and World Learning Program.

During his time as a Fulbright Specialist, Dr. Turay will have the opportunity to work with colleagues and universities in Sub-Saharan Africa, particularly in Sierra Leone. He aims to establish a more functional and contemporary infrastructure to implement a Teaching-Research Nexus for business and economic curriculum. Dr. Turay will serve a three-year rotation with the program.

KSU Participates in Gubernatorial Inauguration

Kentucky State University took part in the 62nd Gubernatorial Inauguration of Gov. Andy Beshear and Lt. Gov. Jacqueline Coleman, held on December 12, 2023.

Dr. Keith McCutchen, Associate Professor in the School of Humanities and Performing Arts, lead the Faculty Jazz Collective to kick off the day at the Inaugural Breakfast Reception held at the Thomas D. Clark Center for Kentucky History.

Utilizing the mobile Thorobred Nutrition Kitchen, a 24-foot-long commercial kitchen trailer, Kentucky State personnel served hot coffee and tea as well as hand-made granola bites to parade participants and public safety personnel.

In the lineup of the parade festivities were the students of the KSU Mighty Marching Thorobreds Band, led by Dr. Alvin Level, Director of Bands and Assistant Professor of Music in the School of Humanities and Performing Arts. The Mighty Marching Thorobreds performed many classic and hit songs.

The iconic KSU Trolley transported State House and Senate Democratic Caucus Members, adding a historic touch to the procession along Capital Avenue.

On the steps of the Kentucky Capitol, the KSU Concert Choir, led by Dr. McCutchen, performed several uplifting songs before the Swearing-In ceremonies, to those in attendance.

Tope, Bernard Step Into Interim Leadership Roles

Dr. Avinash Tope was named Interim Director of Land Grant Programs at Kentucky State University while Dr. Marcus Bernard was named Interim Dean of the College of Agriculture, Community, and the Sciences.

Dr. Tope and Dr. Bernard are filling the role vacated by Dr. Kirk Pomper, who stepped down after 12 years in administration and resumed his role as a faculty member and researcher at Kentucky State University.

KSU Students Earn Top Honors at Kentucky Academy of Science Research Annual Meeting



Kentucky State University students earned “Thoroughbred” ratings from the Kentucky Academy of Science’s annual meeting in November 2023.

Computer science senior Kennett Puerto was recognized in the Computer and Information Science category for his presentation, “A Preliminary Study on 3D temperature Simulation and Visualization for Beehives.”

Daniel Woods, Jada Jones, Malik Thompson, Jinniah Ali, and Gerail Pickett were honored in the Geography category for their presentation, “Studying Climate Change Impacts in the Caribbean: A panel presentation.” The group’s presentation focused on climate change research gathered during a Kentucky State University research trip to Jamaica earlier in 2023.

Student Honored with NFL HBCU Experience, A Journey of Professional Growth

Kentucky State University Senior, Anyiah Chambers, is embarking on a transformative journey with the NFL’s HBCU Experience Program. A political science and journalism major, Chambers exemplifies the spirit of exploration and commitment to student growth.

This summer, she will join an elite group of 16, ready to dive into sports journalism and pre-law, under the mentorship of NFL professionals. This partnership reflects KSU’s dedication to fostering diverse, hands-on learning experiences.

Kentucky State University students named National 1890 Scholars

Three Kentucky State University students were selected as part of the 2023 USDA 1890 National Scholars Program: Salematou Diaby, Nyaja Fair and Sienna Stewart.

Established as a partnership between the USDA and 1890 land grant institutions, the USDA 1890 National Scholars Program is aimed at bolstering educational and career opportunities for students from rural or underserved communities. One hundred scholarships across nineteen 1890 institutions were awarded in 2023.

“These scholarships allow students to focus more intently on learning and pursuing their careers in food and agricultural related fields,” said Dr. Marcus Bernard, Interim Dean of the College of Agriculture, Community, and the Sciences. “They don’t have the stress of worrying about financial obligations and can focus on positively impacting the lives of others.”

Sophomore Unveiling Nature’s Secrets: The Impact of Feverfew through Herbal Research

In the realm of herbalism, Jalynn Greer, a sophomore at Kentucky State University’s College of Agriculture, Communities, and Sciences, is making her journey into the world of herbal research. Her recent exploration into the benefits of feverfew in minority communities showcases a dedication to uncovering holistic solutions for mental health challenges like anxiety and depression.

“Herbs, often overlooked in nutritional discussions, have immense potential in minority communities,” explained Jalynn. On a mission to unlock the healing power of herbs, Jalynn’s interest in herbalism and its impact on society drove her to examine feverfew’s medicinal properties and its potential in reducing mental health issues within these communities.

Collaborating with Dr. Theoneste Nzaramyimana, Assistant Professor for Urban Agriculture in the College of Agriculture, Communities and Sciences, specializing in urban agriculture, Jalynn delved into assessing feverfew’s weather tolerance. Her curiosity extended to observing its growth in varying climates, particularly its resilience in Kentucky’s cold temperatures.

KSU Student-Athlete Secures Consecutive SIAC Player of the Week Honors

In December, women’s basketball standout, Gracen Kerr, clinched back-to-back SIAC Player of the Week titles, while the team surged from 10th to 7th in the latest D2CSC South Regional Poll.

During the 90-45 win against the Wilberforce Bulldogs, Kerr led with 21 points and five rebounds. She continued to dominate again with 19 points and five steals in 68-61 win against I Valley State.



JANUARY 2024



Morehead State holds dedication ceremony for new eagle statue

While Morehead State has several iconic landmarks and structures familiar to students and alumni, there is now a new focal point on campus that truly soars.

In November 2023, MSU added the bronze Centennial Eagle to the Adron Doran University Commons area in a special dedication ceremony for students, alumni, and the surrounding community during the 2023 Homecoming weekend.

MSU alum **Ronald "Ron" Cartee (Class of 1965)** and the Cartee Family provided a special gift for creating the statue recognizing the University's 100 years as a public institution in Kentucky. World-renowned artist **Sam McKinney (Class of 1973, 1992)** crafted a bronze Eagle statue honoring MSU's Eagle mascot and the school's commitment to helping students soar higher.

"We are thrilled to officially unveil and dedicate this amazing piece," said **Rick Hesterberg (Class of 1980)**, vice president for university advancement. "Thanks to the Cartee family's generosity and the talents of Sam McKinney, our campus now has a lasting marker to our beloved mascot - the Eagle."

With a wingspan nearly 12 feet wide, McKinney spent a year working on the statue from concept to completion. While he has sculptures and artwork displayed across the country and in other parts of the world, he said it is special to have a piece of himself on the campus that helped shape him as an artist.

"It's just so rewarding to finally have a piece there," McKinney said. "It's going to be there long after I'm gone and hopefully appreciated by new generations."



Office of the President

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Morehead State moves forward with new residence hall

MSU recently completed a feasibility study for a new residence hall and the Board of Regents authorized construction and bonding for the project.

“Our campus continues to push forward with new facilities and infrastructure,” stated MSU President Dr. Jay Morgan. “This new residence hall will be a welcome addition.”

The board also heard an update on the new science and engineering building, scheduled to break ground in 2024.

Agricultural sciences receives usda grant for swine facilities

Morehead State’s Department of Agricultural Sciences is the recipient of a grant from the U.S. Department of Agriculture (USDA) to upgrade equipment in its swine production facility at the Derrickson Agricultural Complex.

The nearly \$47,000 grant from the USDA’s National Institute of Food and Agriculture (NIFA) will pay for updated equipment used for animal husbandry, specifically sow nutritional management and the care of sick piglets.

“These upgrades will make our students more marketable upon graduation as they will have not only the animal husbandry skills to care for the livestock but also the technical experience of working with equipment found in modern swine facilities,” said Dr. Flint Harrelson, associate professor of animal science. “These upgrades can also expand the opportunities for industry applied research which can aid students in gaining valuable life skills along with building more industry connections and options for graduates.”

Dr. Tathagata Ray receives NSF grant for wind energy research

Morehead State Assistant Professor of Construction and Civil Engineering Technology, Dr. Tathagata Ray, was recently awarded a grant from the Kentucky National Science Foundation’s (NSF) Established Program to Stimulate Competitive Research (EPSCoR) to support his research project exploring ways to mitigate roof damage caused by high winds.

Ray visited Florida International University (FIU) in October 2023 and conducted a set of experiments utilizing the NSF Natural Hazards Engineering Research Infrastructure (NHERI) Wall of Wind (WoW) Experimental Facility. The controller was fabricated for Ray by The Honey and Bee Connection, a local wood workshop in Morehead. Ray worked with Undergraduate Research Fellows Ryan Justice from Pikeville, a senior construction and civil engineering management major, and Hunter Cook from Bidwell, Ohio, a sophomore majoring in space systems engineering.

In addition to these two students involved, James Bradley, lab and facilities manager for the School of Engineering and Technology Management, was also involved in the initial small-scale testing at MSU. The trials entailed testing those specimens on the MSU campus using a wind tunnel purchased with NSF KY EPSCoR grant funds.

Distinguished Alumnus David Dill receives Charles S. Lauer National Healthcare Award by B'nai B'rith International



David Dill

Murray State University distinguished alumnus David Dill was recently awarded the prestigious Charles S. Lauer National Healthcare Award for his dedication to

community service, excellence in leadership and outstanding philanthropic commitment to the healthcare community and beyond.

Dill was recognized at the B'nai B'rith International event held in Washington, D.C. on Nov. 30.

The award was established in 1983 to highlight the work of individuals and organizations that set the standards for health and education throughout the country.

Dill is chairman and chief executive officer of Lifepoint Health, a diversified healthcare delivery network consisting of 62 community-based acute hospitals, more than 60 rehabilitation and behavioral health hospitals and more than 250 additional sites of care. In this role, he is responsible for the development and oversight of Lifepoint's strategic priorities and organizational growth, advancing the company's mission and strengthening its culture enterprise-wide.

Dill is a 1990 graduate of Murray State University's Arthur J. Bauernfeind College of Business and a 2015 Murray State Distinguished Alumnus award winner. He currently serves as chair of the Murray State University Foundation Board of Trustees development committee, and is the national campaign chair for Murray State University's Be Bold: Forever Blue and Gold Centennial Campaign.



The Murray State University campus and broader community participated in a special groundbreaking event for the University's new School of Nursing and Health Professions building.

Murray State University hosts groundbreaking for new School of Nursing and Health Professions building

The Murray State University campus and broader community participated in a special groundbreaking event for the University's new School of Nursing and Health Professions building on Dec. 8, 2023.

The building will offer Murray State students expanded opportunities such as laboratories, simulation areas, larger classrooms and more study and collaborative spaces.

With the field of healthcare growing and seeing more demand, the new facility will help Murray State continue to meet the needs in the region for healthcare professionals.

In the last legislative session, the Kentucky General Assembly approved \$45.5 million in funding for the construction of the building, which is expected to open in January 2026.

"Today's groundbreaking for Murray State University's new School of Nursing and Health Professions building is a tremendous moment for our institution, the west Kentucky region, the Commonwealth and beyond," said Murray State President Dr. Bob Jackson. "We are very grateful to all of our legislators for their support as this initiative becomes a reality through the construction of this beautiful state-of-the-art facility. Through our excellent faculty and staff in the School of Nursing and Health Professions, we are continuing to prepare our students well as the next generation of healthcare professionals."

Murray State University Dean of the School of Nursing and Health Professions, Dr. Dina Byers, shared that the new building "will be a place for collaboration and innovation."

"We will provide healthcare education that is interdisciplinary and collaborative by using state-of-the-art technology and creative instruction," said Byers. "Graduates from these programs will have the knowledge and skills to provide care to complex patients in a variety of settings. Our graduates will be well-equipped to help meet the healthcare workforce needs of western Kentucky and beyond. The new space will allow the School of Nursing and Health Professions to expand and develop new healthcare programs."



3D rendering of the new School of Nursing and Health Professions building.



Murray State Centennial Logo

Murray State University receives award for marketing campaign highlighting University's centennial year

Murray State University has been recognized by the Council for Advancement and Support of Education (CASE) as an award winner for its marketing campaign highlighting the University's centennial year in 2022.

The CASE District III award, which encompasses a nine-state region in the southeast, noted Murray State's marketing communications initiatives within its University Advancement division as a collaborative effort engaging both the campus and greater community by generating excitement and involvement for the milestone 100th year.

The successful results and impact of the marketing campaign led to an increased institutional awareness of Murray State and its 100-year history; an increase in areas of private giving, alumni engagement and student enrollment and excitement among the campus body in addition to other key metrics to propel Murray State into its second century.



Chris Wooldridge (pictured third from right) won Commonwealth Champion for Economic Development.

Murray State University receives two awards at the Kentucky Economic Forum

Murray State University received two awards at the Kentucky Association for Economic Development’s annual Economic Forum in Covington, Kentucky, in late October.

The University earned the Technology Award presented by GIS Web Tech.

Murray State, through its Cyber Education and Research Center, provides technology and cybersecurity leadership across the Commonwealth of Kentucky, as it has done for more than two decades. As part of the Program of Distinction, the Cyber Center provides outreach and support to residents, businesses, local governments and state organizations.

“As the Commonwealth of Kentucky’s Program of Distinction for Cybersecurity, the Cyber Center supports entities statewide



Dr. Michael Ramage

with technology and cybersecurity expertise including government, educators and economic developers,” said Dr. Michael Ramage, director of Murray State’s Cyber

Education and Research Center. “For me, this award provides validation that we are fulfilling that important responsibility.”

Examples of current and former outreach provided by the Cyber Center at Murray State include:

- Co-founder of the Technology Council of West Kentucky, a regional technology advocacy organization for information technology (IT) in West Kentucky
- Co-founder of GroWest, a regional technology-based entrepreneurship organization

- Higher education lead for the PISCES Project, providing free cybersecurity network monitoring for local governments
- The annual Security Matters conference, the most prominent regional security-focused conference in West Kentucky, held since 2005
- The annual IT Matters conference held in Paducah since 2016
- Tech Mania, a high school IT competition that includes IT and cybersecurity competitions
- TEN @ 10, a weekly online video series highlighting various cybersecurity topics since 2021
- A monthly column on cyber-related topics in the Four Rivers Business Journal since 2014
- Cyber Bytes, a regular segment on WKMS, which discusses various cybersecurity topics
- Speeches at dozens of conferences, training sessions and events, including the Kentucky Institute for Economic Development since 2020
- Support for local government and business organizations on topics, such as cybersecurity and broadband, as needed to ensure communities continue to grow and thrive in Kentucky

Chris Wooldridge, director of the Center for Economic and Entrepreneurial Development, won Commonwealth Champion for Economic Development.

Murray State has always been an activist and catalyst for economic growth and prosperity in the region and beyond through all of its academic and outreach programs.

Council for the Accreditation of Educator Preparation visits College of Education and Human Services

Murray State University’s College of Education and Human Services (COEHS) and teacher preparation programs in the Jesse D. Jones College of Science, Engineering and Technology; the College of Humanities and Fine Arts; and the Hutson School of Agriculture received their final site visit report from the Council for the Accreditation of Educator Preparation (CAEP) this year. The site visit occurred Oct. 15-17. CAEP is comparable to a quality control agency for teacher training programs, evaluating and assessing that these programs meet certain standards to prepare educators. This final site visit report indicated no “areas for improvement” and no “stipulations” in every standard for its initial and advanced programs. A CAEP accreditation committee will meet in early spring 2024 to review the site visit team’s findings. The CAEP accreditation council will also meet to review the site visit team’s results and the recommendations made by the committee. The accreditation council will determine the final outcome of the accreditation review. In May 2024, a letter will be sent from the president of CAEP reporting the final status of its review. The ongoing accreditation of the COEHS program will last for seven years.

“This was a ‘clean’ report from the site visit team, which is the best review from a site visit team that I have experienced in my 39 years of teacher education,” said COEHS Dean, Dr. David Whaley.



Alexander Hall



GOLD RUSH

JAN. 2024

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

DECEMBER GRADUATES

303

First-generation students

243

URM graduates

39

Active military or veterans graduates

COLLEGE CORNER

The Northern Kentucky University Haile College of Business is establishing two new scholarships that will be awarded to students in the Construction Management program. The scholarships are part of the LIFT (Lifelong Investment and Future Transformation) Scholars program started by the university in 2019.

The Haile College of Business Construction Management Advisory Board is endowing one scholarship while the other is endowed by the Paul Hemmer Company, and Paul and Mary Hemmer. These scholarships will be endowed in perpetuity.

LEARN MORE: <http://tinyurl.com/ymsujksd>



NKU ANNOUNCES 2024 ALUMNI AWARDS RECIPIENTS

NKU announces the recipients of the annual Alumni Awards: Chad Scott, Lisa and Gary Blank, Kristen Smitherman-Voltaire, and Jennifer Gardner. The winners will be honored in a celebration on Saturday, Feb. 3, 2024.

"This year's deserving honorees have made a lasting and profound impact on both NKU and the region," shared NKU President Dr. Cady Short-Thompson. "We are proud of their accomplishments, inspired by their dedication to their respective fields and honored to count them among our esteemed graduates and faculty."

Chad Scott ('97) is the recipient of the Outstanding Alumnus Award, which recognizes an alum who, through their successes and accomplishments, has enhanced the image of NKU. Chad Scott is the founder and managing director of Tindall Capital.

Lisa ('82, '01, '07) and Gary Blank ('83, '99) are the recipients of the Distinguished Service Award which recognizes alumni who have contributed time, talent and effort enhancing the quality of life at NKU or to make their community a better place to live. Lisa recently retired as the system director of organizational development and the office of workforce development at St. Elizabeth Healthcare. Gary Blank recently retired as executive vice president and chief operating officer for St. Elizabeth Healthcare, where he was an officer of the corporation and served as staff to St. Elizabeth Healthcare's Board of Trustees.

Kristen Smitherman-Voltaire ('17) is the recipient of the Outstanding Young Alumna Award, which recognizes alumni who have graduated within the last 10 years or are under the age of 40 who have contributed through service by enhancing the quality of life at NKU or their community and/or who have distinguished themselves through professional achievements. Kristen is an economic inclusion activist, construction career advocate, and community engagement practitioner with over 10 years of experience in the equity and inclusion space.

Jennifer Gardner is the recipient of the Faculty/Staff Strongest Influence Award, which recognizes a faculty or staff member whose teaching, counseling or advising had a strong and lasting impact on the life and/or career of our students as well as the University. Jennifer is the executive director for the Center for Student Excellence.

LEARN MORE: <http://tinyurl.com/mrxs6jt>

PRESIDENT'S REPORT JANUARY 2024

UNIVERSITY OF KENTUCKY



MORE THAN 1,300 UNIVERSITY OF KENTUCKY STUDENTS CROSSED THE STAGE AT THE DECEMBER 2023 COMMENCEMENT CEREMONIES.

The University of Kentucky closed out the fall 2023 semester on Friday, Dec. 15 by celebrating more than 1,300 graduates who participated in the December 2023 commencement ceremonies. Overall, 2,000 December 2023 degree candidates were conferred by the UK Board of Trustees. This conditionally includes 1,321 undergraduate, 665 graduate and 14 professional degree candidates.

Deidra White, a 2022 graduate and current UK Master of Fine Arts student, delivered a spoken word piece titled "Here in Kentucky" during the formal remarks of each ceremony. The piece celebrated Kentucky, and the completion of the Kentucky Can fundraising campaign.



UNIVERSITY OF KENTUCKY SUCCESSFULLY COMPLETES REAFFIRMATION PROCESS.

In March, representatives from the Southern Association of Colleges and Schools Commission on Colleges visited UK for a comprehensive, decennial review. UK President Eli Capilouto announced in December that affirmation has been approved by accreditors with no areas of noncompliance or concern out of more than 70 standards evaluated. The report totaled more than 600 pages with some 3,000 points of evidence — a massive undertaking by people in every part of the UK enterprise.

The accreditation and reaffirmation process ensures UK's eligibility for federal financial aid and confirms that the university is on the right track in furthering its mission — to advance Kentucky.

MARKEY STRONG SCHOLARS PROGRAM EMPOWERS THE NEXT GENERATION OF CANCER RESEARCHERS.

The Markey STRONG Scholars Program at UK's Markey Cancer Center is a transformative 10-week initiative crafted to equip college students from underrepresented backgrounds with crucial career skills. Established in 2021, this program aims to cultivate diversity in the cancer research field, addressing critical disparities in cancer care and treatment.

The 2023 cohort benefited from personalized research opportunities, cancer-focused lectures, clinical shadowing experiences and networking sessions with experts in the field. The emphasis on diversity within the cohort has been instrumental in shaping the students' perspectives on integrating their ethnic backgrounds into their future careers.

Supported by funding from various sources including the American Cancer Society and the UK College of Medicine Office of Diversity, Equity and Inclusion, the program stands as a beacon of support, mentorship and opportunity for aspiring individuals looking to make a difference in the fight against cancer disparities.





Dear Colleagues,

I have enjoyed a full, productive, successful and fun first year as the University of Louisville's 19th president. When I arrived on campus last February, I immediately felt a strong sense of Cardinal pride among our faculty, staff and students. It was and remains a pride marked by ongoing successes as well as the drive to set new standards of excellence and become better versions of ourselves. As a Carnegie Research 1 and Community Engaged university, we owe it to ourselves and our community to be nothing less than that.

Excellence has been in UofL's DNA for 225 years with no signs of letting up. Our first-year enrollment last fall was the highest on record. We continue to move up the ladder in U.S. News and World Report's ranking of "Best Value Schools." Leadership grows with the addition of new deans for our College of Arts & Sciences, School of Public Health and Information Sciences and Raymond A. Kent School of Social Work and Family Science.

Research and Innovation soared to new heights in 2023, with UofL research expenditures totaling a record \$230 million. As a premiere metropolitan university, UofL's ties with the community strengthen thanks to strategic partnerships with businesses, government and community organizations. UofL Health-UofL Hospital, meanwhile, also celebrated a milestone: 200 years of compassionate care, medical innovation and serving the underserved.

But there is still much to do. All academic and operational units – including my leadership team and I – are establishing new strategic plans that will keep our great university on the forefront of quality higher education. I very much look forward to sharing more good news with you as 2024 unfolds.

Kim Schatzel, PhD
President, University of Louisville



UofL awarded \$11.5 million for research to prevent and treat eating disorders

University of Louisville researcher Cheri Levinson has been awarded \$11.5 million from the National Institutes of Health (NIH) to better understand and address some of the most devastating effects of eating disorders. The UofL research, backed by three grants, will investigate how eating disorders may develop in childhood and adolescence, their contribution to suicidal behaviors and how innovative personalized treatment may offer hope. Levinson specializes in the study and intervention of eating and anxiety disorders.

Through an NIH research project grant totaling nearly \$4 million, Levinson's team will study how eating disorders develop in childhood and beyond. A second project grant, also nearly \$4 million, will identify patterns of anorexia nervosa – an eating disorder characterized by a fear of gaining weight. The third grant, a prestigious NIH Director's New Innovator Award, also worth nearly \$4 million across two phases, will further the creation and dissemination of a novel personalized treatment for eating disorders and integrate social determinants of health (food insecurity, racism) into treatment.

From left: Kevin Gardner, Executive Vice President for Research and Innovation; Dayna Touron, Dean of the College of Arts and Sciences; Cheri Levinson, associate professor; and Kim Schatzel, president.



UofL secures \$6.5 million to enhance training for nursing professionals

The University of Louisville has received \$6.5 million through two federal grants to help increase Kentuckians' access to health care, particularly in underserved rural and urban areas.

Of the total grant funding, \$3.9 million was awarded to Heather Mitchell, associate professor and interim associate dean for the undergraduate and pre-licensure programs, to develop an accelerated Licensed Practical Nurse-to-Bachelor of Science in Nursing (LPN-to-BSN) pathway for nurses in medically underserved areas of Kentucky. The program is a statewide collaboration between the UofL School of Nursing and the Kentucky Community and Technical College System and will also include academic-practice collaborations with three large health systems across Kentucky – UofL Health, Owensboro Health Inc., and Mountain Comprehensive Health Corporation.

A second \$2.6 million Health Resources and Services Administration grant was awarded to Sara Robertson, associate professor and interim associate dean for the DNP and APRN programs. Robertson is partnering with the UofL Department of Family and Geriatric Medicine, Family Health Centers of Louisville and Mountain Comprehensive Health Corporation to increase the education of nurse practitioners from diverse populations, including underrepresented minorities and those from disadvantaged backgrounds.



Interim Provost Gerry Bradley, HRSA grant principal investigator Heather Mitchell, scholarship recipient Quinesia James, HRSA grant principal investigator Sara Robertson, School of Nursing Interim Dean Mary DeLetter.



Congratulations to the Class of 2023

The University of Louisville's December 2023 commencement ceremony for August and December degree candidates took place Dec. 15, 2023, at the downtown Louisville KFC Yum! Center. Of the approximately 2,300 students earning degrees, more than 900 took part in the ceremony. UofL President Kim Schatzel presided at the event, and School of Nursing outstanding student Ellen Tinker was the student speaker.

UofL, seminary name 2024 Grawemeyer Award winners



The University of Louisville and Louisville Presbyterian Theological Seminary announced 2024 recipients of five, \$100,000 Grawemeyer Awards Dec. 4-8, 2023. UofL presents the annual prizes in music, world order, psychology, education and religion and gives the religion prize jointly with the seminary.

The winners are:

- Aleksandra Vrebalov, a Serbian-American composer who won the music prize for a chorale work transcending a single language, culture or religion to express how all life is interconnected.
- Neta Crawford, a University of Oxford international relations scholar who won the world order prize for analyzing the Pentagon's carbon footprint and its effect on climate change.
- Ann Masten, a University of Minnesota child development scholar who won the psychology prize for finding that resilience comes from "ordinary magic" within us and our supportive connections with others.
- Laura Hamilton and Kelly Nielsen, two University of California sociologists who co-won the education prize for exploring the racial consequences of funding cuts at public universities.
- The Rev. Charles Halton, an Episcopal priest in Lexington, Ky., who explained how embracing God as a being with human qualities can inspire us to become better people.

UofL is increasing aid for in-state residents

More students from Kentucky will be able to graduate from college with less student debt with help from the expanded Cardinal Commitment Grant. The University of Louisville is investing \$2.4 million toward the grant in 2024 as part of its commitment to increasing access to higher education and lessening the financial burden of college for students. The grant will help close the gap between eligible students' financial aid and the cost of attendance, which includes tuition, dining, transportation, books and other expenses.

All first-time freshmen Kentucky residents who have been accepted to UofL and have a demonstrated financial need based on the Free Application for Federal Student Aid are eligible for the automatic award, which could be either full tuition coverage or range from \$2,000-\$9,000. The grant is renewable for students who continue to meet the Satisfactory Academic Progress policy, but is locked based on the award amount offered in the students' first year at UofL regardless of changes to a student's state or federal aid.



NEWS FOR THE COUNCIL ON POSTSECONDARY EDUCATION

JANUARY 2024

WKU Breaks Ground on Hilltopper Fieldhouse and Pressbox



WKU and WKU Athletics celebrated the groundbreaking of the Hilltopper Fieldhouse and new football press box on Friday, November 10.

Construction on Hilltopper Fieldhouse is expected to be completed late in 2025. The press box is expected to be ready for kickoff in 2024.

“Today, we gather not only to witness the beginning of construction, but to celebrate the culmination of a shared vision, unparalleled determination, and unwavering commitment to the pursuit of excellence,” WKU President Timothy C. Caboni said. “The WKU Indoor Fieldhouse represents the embodiment of our commitment to provide our students with opportunities for growth, achievement, and success.

“This state-of-the-art facility will serve as a hub of innovation and collaboration, uniting four diverse and dynamic aspects of our campus life – athletics, forensics, Esports, and the Big Red Marching Band. It will be a place in which dreams are realized, skills are honed, and competitive passions are ignited. ... Beyond its functional enhancements to these programs, this building represents our dedication to a sense of community and togetherness, providing a place for our students to form friendships and celebrate victories.

“In addition to the Hilltopper Fieldhouse, today also marks the start of construction of a much-needed new press box for Houchens Industries-L.T. Smith Stadium. Our current press facilities are beyond their useful life, and replacing them with a new press box, situated atop the Harbaugh Club, will provide the amenities that members of the media experience at other stadiums and will demonstrate the brand of Hilltopper hospitality we strive to offer all our guests.”

The 120,000 square-foot Hilltopper Fieldhouse will be home to the WKU Forensics and Esports programs, and will provide practice and training space for the Big Red Marching Band and Hilltopper Athletics.

The 15,300 square-foot press box will serve as a first-class home for media coverage of Hilltopper Football games. Situated above the existing Harbaugh Club, the press box will house the television broadcast, radio booths, coaches’ booths, working press and game operations. Premium suites will also be located in the new facility.

“Today’s groundbreaking marks a new chapter in the rich history of our beloved institution – one that reflects dedication to learning, a spirit of community and a belief in the limitless potential of our students,” Caboni said.



WKU listed in ‘Guide to Green Colleges’ for 14th straight year

Western Kentucky University has been recognized as one of the nation’s most environmentally responsible colleges for the 14th consecutive year, according to *The Princeton Review*®.

WKU is among 522 schools profiled in *The Princeton Review Guide to Green Colleges: 2024 Edition*. The Princeton Review chose the schools based on a survey of 683 colleges in 2022-23 about their institutions’ sustainability-related policies, practices, and programs. The company also surveyed students attending the colleges about their sustainability-related campus experiences.

The schools profiled in *The Princeton Review Guide to Green Colleges* report on the colleges’ uses of renewable energy, their recycling and conservation programs, and the availability of environmental studies in their academic offerings. The profiles also include information on the schools’ admission requirements, cost, and financial aid.





WKU among Best for Vets for 11th consecutive year

For the 11th consecutive year, Western Kentucky University has earned national recognition as a “Best for Vets” school by Military Times.

WKU is ranked 36th in the nation and fifth in the Appalachia region in the **2023 Military Times Best for Vets: Colleges rankings**. WKU has ranked as a “Best for Vets” school every year since 2013.

Military Times Best for Vets: Colleges is the largest and most comprehensive annual ranking of schools for military service members and veterans. This year, 325 schools made the list – up nearly 5% over last year.

“We’re excited to see that WKU continues to be recognized as a ‘Best for Vets’ school by Military Times,” said Kent Johnson, Director of Military Student Services. “This is a testament to the university’s purposeful efforts to not only recognize and honor the service of our military connected students, but also to meet them where they are and provide them with support to help them succeed. We truly enjoy serving those who serve.”

Each year, the Best for Vets survey is sent to colleges and universities across the nation asking about their programs for veterans. The survey results are then analyzed, along with public data about colleges and universities obtained from the Department of Education and Department of Veterans Affairs, and turned into an official ranking.

WKU serves veterans through several programs, including Military Student Services, Veterans Upward Bound and Office of Veterans Affairs.

WKU offers a military tuition rate of \$250 per credit hour for undergraduate and graduate courses to all active duty, reserve and National Guard members. WKU Military Student Services offers the Textbooks For Troops program and provides other services, including support and guidance with tuition assistance requests for all branches of the military.

WKU has also been designated as a “Military Friendly School” every year since 2009 by Victory Media.



WKU named a Top Producer of Gilman Scholars

Western Kentucky University (WKU) has been named a Top Producer of Gilman Scholarship recipients by the U.S. Department of State’s Bureau of Educational and Cultural Affairs (ECA).

With 24 Gilman Scholars who studied abroad in academic year 2021-2022, WKU ranked second in the nation in the medium category (5,000-15,000 undergraduate students). With only two Kentucky institutions recognized in any category, WKU is the state’s only public university to earn the Top Producer honor.

“At WKU, multiple offices and departments collaborate to ensure that every WKU student has the opportunity to study or intern abroad,” said Provost and Vice President for Academic Affairs Bud Fischer. “This national recognition from the Gilman Scholarship is a testament to the power of institutional collaboration for equitable access to transformative educational experiences. When we work together, our students win.”

Throughout its more than twenty-year history, the **Benjamin A. Gilman International Scholarship Program** has reshaped study abroad to make it more accessible by providing scholarships to outstanding U.S. undergraduate students who, due to high financial need, might not otherwise go abroad. Since the program’s inception in 2001, more than 41,000 Gilman Scholars from all U.S. states, Puerto Rico, and other U.S. territories have studied or interned abroad in more than 155 countries.

Funded by the U.S. Department of State, the Gilman Scholarship program funds internships or study abroad programs for undergraduate Pell Grant recipients. Since 2001, the Gilman Scholarship has enabled more than 33,000 Americans to study in countries around the world, representing diverse backgrounds including ethnic minority students, students with disabilities, and first-generation college students.

KCTCS GOOD NEWS REPORT

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AFTER MORE THAN A DECADE IN ELECTED OFFICE,
QUARLES LOOKS TO THE FUTURE IN HIGHER ED
BY TESSA DUVALL



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"I believe that KCTCS is
**THE MOST IMPACTFUL HIGHER EDUCATION ENTITY
IN KENTUCKY.**

We play a special role, and we have to be the biggest tool in the toolkit to
address our workforce crisis in Kentucky."

- KCTCS President Dr. Ryan Quarles



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM

KCTCS GOOD NEWS REPORT

Herald-Leader: In talking about workforce development, what role do you see KCTCS playing in addressing that and such things as certifications or technical training?

Ryan Quarles: KCTCS already plays a big role in workforce development. One of my goals as the incoming president is talking about the positive stories that are already occurring in our community and technical colleges. That we are already the biggest provider of degrees and certificates in Kentucky. We are also the biggest driver of training for companies that either want to recruit or retain employees. Are there areas of improvement? Absolutely. And so hopefully one of my first initiatives once taking office is to announce a workforce development initiative that helps reassure the business community that our community and technical colleges are the place to go. And in many cases they already are, but we want to make sure that they're being as utilized as best possible.

H-L: Enrollment at colleges and universities over the past decade has been declining. Are you starting to think about ways to address that? **RQ:** Yes. I plan on using my contacts and life experience to aggressively recruit Kentuckians to choose community and technical colleges. Right now, one-third of our enrollees are high school students doing dual-credit programs. But we also want to make sure that we are active with reminding Kentuckians about the financial rewards of getting a two-year associate's degree or a nursing degree or a welding certificate. For those who choose, you can exit our program debt-free, oftentimes, with our KEES scholarships and other grants providing the majority of the funding of your degree, that in two years time, you can own your own business. I plan on actively recruiting from the base I know very well: Our 4-H and FFA members, our other rural and urban communities, as well. Also, making sure we are aligning with what the General Assembly, as well as the Cabinet for Economic Development and the Kentucky Chamber, have identified as high-need areas, and what are those? Well, healthcare obviously is No. 1. We pump out more – I believe we pump out more nurses – as a system than the other nursing schools, and that's a bright spot. We also need to make sure we are aligning our programs with modern industry needs. We're about to build a lot of batteries in Kentucky. Are our programs aligning with modern workforce needs as well? We're going to have a period of evaluation at KCTCS to make sure our programs are up-to-date and also are serving the needs of our employers.

H-L: In a recent Council on Postsecondary Education study, it talked about Kentucky's community college funding being the sixth-worst in the nation, and tuition for in-state students being higher than the national average. **RQ:** As the incoming president, we will be making an ask to the General Assembly that is significant, that directly ties into helping solve our workforce development crisis in Kentucky. I know that there are things that need to be improved and fixed at KCTCS. But at the same time, if we want to get serious about filling all these job openings as well as improving the quality of life of Kentuckians, we will have a legislative ask that directly relates to the workforce. I also think the Council on Post-secondary Education study highlighted some positive things about the system, but also opened the door for possible funding opportunities that are unique to community and technical colleges.

H-L: In the last year, we've seen some state legislatures take aim at DEI issues. KCTCS schools serve a really diverse array of students. If that were the case in Kentucky, how would you work with legislators to make sure these schools continue to be a welcoming place for students? **RQ:** Of course we want to make sure that all of our campuses are a welcoming environment for Kentuckians of all backgrounds. We also need to be mindful that we're an open admissions system, meaning we'll take anybody that is willing to improve themselves, and we want to give them the opportunity to earn a better income with a new skill set as well.

H-L: How do you see your role, your relationship with the legislature unfolding in the next session? **RQ:** As a former member, and as an eight year executive officer, I've built up a positive rapport with both sides of the aisle in Frankfort. I'm gonna bring that same study-handedness and trusted voice as the KCTCS president. I'll be the first to admit there are changes that need to be made, and the most recent audit and the Senate Joint Resolution 98 study, have highlighted some weaknesses in the system. And so, when I get started, we're going to focus on correcting the findings on the audit, but also provide transparency at the General Assembly about our progress, as well as making sure that their concerns are being addressed.

[Read this article in its entirety here.](#)





A Message From Mason



Mason Dyer
AIKCU President

With so much happening at the state and federal levels that impact independent higher education, I was grateful for the tremendous response from our members to our inaugural

AIKCU Winter Meeting on State & Federal Affairs.

While independent colleges and universities receive no direct state appropriations, Kentucky's Lottery-funded student financial aid programs — in combination with federal and institutional aid — are tremendously important in helping our students access the high-quality education our institutions provide.

In fact, more than half of our members now offer a promise or guarantee that a qualified low-income Kentucky resident will pay nothing out of pocket for tuition and fees. That's possible thanks to the combination of private support that funds institutional aid, federal Pell grants, and the Lottery-funded state aid programs.

We're thankful for the consistent support that the General Assembly has provided for the Lottery-funded state financial aid programs over the years that helps make this possible.

The return on that investment is high. Last year our members awarded a record number of bachelor's degrees, at 5,252. Independent college graduates represent one out of every five bachelor's degrees awarded in Kentucky, and many of our graduates obtain those degrees in key workforce areas like teacher education, nursing, and other STEM+H degrees.



Kentucky's independent college presidents gather at Marris Hall at Midway University, which hosted the AIKCU Winter Meeting on State & Federal Affairs.

AIKCU hosts meeting for members on state, federal affairs

Presidents and officials from Kentucky's independent colleges and universities gathered Dec. 13 for a look at how 2024 state legislation and federal regulations will affect higher education. The Association of Independent Kentucky Colleges and Universities hosted the AIKCU Winter Meeting on State & Federal Affairs.

The event took place at Midway University, one of AIKCU's 18 member institutions. **Dr. John P. Marsden**, Midway president and chair of the AIKCU Board of Directors, welcomed more than 100 guests to campus.

"This is the first time AIKCU has hosted a legislative preview of this kind," AIKCU President Mason Dyer said. "We had a great turnout, with presidents from almost all of our campuses able to attend in person and many of their top staff participating as well."

Dyer added, "We appreciate the state legislators who took time to give us some insight into their priorities for Kentucky's next budget session. We also got a heads up from presenters on upcoming changes to federal regulations that our member colleges need to start preparing for now."

continued on next page

AIKCU FAST FACTS: Bachelor's Degrees

- 1** **5,252 total** bachelor's degrees (increase of 1.8%) earned by AIKCU students in 2022-23.
- 2** 6.3% increase in bachelor's degrees earned by underrepresented minority students in 2022-23. **172**

AIKCU Winter Meeting

continued from previous page

State Affairs Preview

With the 2024 Kentucky General Assembly kicking off Jan. 2, several state legislators were on hand to give their take on the top issues facing the legislature.

Sen. Damon Thayer, majority floor leader, started the session with a broad overview. His remarks were followed by a discussion of issues facing higher education in Kentucky. That panel was composed of **Sen. Stephen West**, chair of the Senate Standing Committee on Education; **Rep. James Tipton**, chair of the House Standing Committee on Education; and **Sen. Matthew Deneen**, co-chair of the Lottery Trust Fund Task Force.



Midway President John P. Marsden, left, talks with Senate Majority Floor Leader Damon Thayer.

The next segment focused on budget priorities and was led by **Sen. Amanda Mays Bledsoe**, vice chair of the Senate Standing Committee on Appropriations & Revenue; **Sen. Donald Douglas**, member of the Senate Standing Committee on A&R; and **Rep. Josh Bray**, member of the House Standing Committee on A&R.

Federal Affairs Update

Wesley Whistle, special assistant in the Office of the Under Secretary, U.S. Department of Education, traveled from Washington, D.C., to provide an update on new federal regulations impacting higher ed.

AIKCU Affiliate Group Meetings

In addition to the plenary sessions, the AIKCU Board of Directors held a meeting that included a discussion with **U.S. Congressman Andy Barr** via phone. The board is composed of the presidents of each of AIKCU's 18 member colleges and universities.

Several of AIKCU's Affiliate Groups also met to discuss matters related to their area of expertise.



Kacey Coleman from Sturgill Turner presents to the Human Resources Affiliates Group.

Attorneys from **Sturgill Turner** gave an update to business officers on "Fair Labor Standards Act Hot Topics," to chief academic officers on "IP & Privacy Issues Related to AI," and to human resources officers on "Training Supervisors."

A representative from the **Kentucky Higher Education Assistance Authority** presented to the financial aid officers on "Recent Free Application for Federal Student Aid (FAFSA) Changes."

