



PROGRESS REPORT

Kentucky's Progress toward
Postsecondary Strategic
Agenda Goals

April 2019



About the Council on Postsecondary Education

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

Key responsibilities include:

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

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From the President



Dear Friends and Colleagues,

This year marks the mid-point of the 2016-21 Statewide Strategic Agenda, “Stronger by Degrees,” an opportune time to reflect on the system’s successes and challenges as we continue to implement this five-year improvement plan.

First, the good news: Kentucky continues to increase the educational attainment level of its adult population, a key indicator of economic competitiveness and prosperity. Kentucky reached 45.5% in 2017, up nearly a percentage point from the previous year. At this rate, the state is on track to meet its goal of having 60% of Kentuckians with a postsecondary credential by the year 2030.

I am also pleased to note that undergraduate degrees and credentials increased 2.6% at both KCTCS and public universities over last year, despite continuing cuts in state General Fund appropriations and enrollment declines. The graduation rate rose nearly 4 percentage points at KCTCS and 3.2 percentage points at public universities. Our efforts to improve teaching, advising, and student support services are paying off, and we continue to find innovative, game-changing strategies to move the needle.

Unfortunately, Kentucky is one of 11 states where state higher education appropriations have not rebounded to pre-recession levels; per-student funding is lower now than in 2012-13 when adjusted for inflation. As a result, average net price at public four-year universities has been trending upward, placing pressure on college affordability. Enrollment declines in fall 2018, in part due to a strong economy and fewer high school graduates in the pipeline, may also signal college costs have reached a tipping point. CPE will monitor the trend as we work with the General Assembly to advocate for more funding support.

A central mission of my presidency is to remind Kentuckians of the value of higher education to individuals and society. We need workers who can think critically, communicate clearly, and work in teams. Every Kentuckian deserves an opportunity to pursue a high-quality postsecondary credential at an affordable price so they can be prepared for whatever challenges the future brings. I am proud of the progress we’ve collectively achieved, and look forward to working with you to ensure many more Kentuckians have access to the transformative education colleges and universities deliver.

A handwritten signature in black ink, appearing to read 'Aaron Thompson', with a long horizontal flourish extending to the right.

Dr. Aaron Thompson, President
Council on Postsecondary Education



Kentucky will be stronger by ensuring postsecondary education is broadly accessible to all residents, students have the support and resources they need to pursue postsecondary opportunities, and all students enter postsecondary education prepared for credit-bearing work.

POLICY AREA 1: OPPORTUNITY

Kentucky has many avenues for individuals who wish to pursue postsecondary education. Unfortunately, ample opportunity has not produced equal rates of participation. Low-income and underrepresented minority students do not enroll at the same rate as their peers. Too many working-age adults have not completed a college degree and need to upgrade their skills to meet workforce demands. CPE is working with its partners to increase college going and close participation gaps through the following activities.

To improve diversity and inclusiveness

- CPE, working with the Committee on Equal Opportunities, developed a new statewide diversity policy and directed campuses to craft plans to increase the racial, economic, and ethnic diversity of students, faculty and staff; promote cultural competence; increase enrollment, retention, and graduation; and foster a culture of equity and inclusion. These plans include performance targets on select goals, and annual progress is evaluated to determine eligibility for new academic programs. This was the first year annual reports were evaluated, and results will be presented to the CPE Board in June.

To increase college readiness:

- In fall 2018, the U.S. Department of Education awarded CPE its fourth seven-year, \$24.5 million state GEAR UP grant for Kentucky to serve at least 10,000 middle and high school students. GEAR UP Kentucky, which helps students prepare academically, financially, and socially for postsecondary success, launched just-in-time services for seniors in its partner high schools in February. Though GUK has only been delivering services for two months in participating high schools, 1,194 (78%) high school seniors have received a total of 1,208 hours (72,492 minutes) of advising.
- GEAR UP Kentucky services are designed around the Four Pillars of Student Success and engage students, their families, schools/institutions and communities around a common goal of supporting student success in postsecondary education. GEAR UP Kentucky will begin activities with full-service cohorts (comprised of all 7th graders) and priority-student cohorts (comprised of all seniors) in fall 2019 in 12 school districts: Bath County, Bourbon County, Bracken County, Covington Independent, Fleming County, Frankfort Independent, Marion County, Mason County, Mercer County, Paris Independent, Pendleton County and Paris Independent. For the first time since CPE has administered a state GEAR UP grant, GEAR UP Kentucky will provide services for all cohorts through their first year of postsecondary education.
- The Dual Credit Advisory Council, staffed by CPE, monitors the success of the Dual Credit Scholarship Program, which provides qualified high school seniors with two free dual credit courses, either in general education or career and technical education. The DCAC has recently focused on identifying the postsecondary costs of providing dual credit courses and the need to help students understand the statewide general education core and related dual credit courses.

- As a member of the Kentucky Advising Task Force for Student Success, CPE helped develop seven college and career readiness standards and competencies to guide advising and counseling efforts across the state. Next steps include developing training, curricula, and metrics for use by college and career advisors.

To enroll a greater percentage of underserved populations in college:

- KRS 164.020(8) requires that CPE set minimum admission standards for students who wish to enroll at public postsecondary education institutions. 13 KAR 2:020 fulfills this obligation and advises prospective students, local school districts, and public postsecondary institutions on the minimum requirements for admission and course placement to facilitate transition into postsecondary education.
- The admission regulation was amended to simplify the current structure for minimum admission criteria and related course placement by focusing on core state-level policy objectives. It requires that traditional high school graduates admitted to a public university have a high school GPA of 2.5 on a 4.0 scale. Students with a 2.0 to 2.49 may enroll after signing a learning contract with the institution that specifies the advising, mentoring, tutoring and support service expectations for both the student and the institution. The contract requires student learning goals and expectations, student participation requirements in a financial literacy program, a process by which student progress will be monitored, and a date when the contract will end.
- The amendment also mandates the implementation of the corequisite model for students needing remediation in core content areas. A corequisite course is a credit-bearing course that includes enhanced academic supports, such as additional hours of instruction, tutoring, mentoring, or advising. Transitioning to corequisite models of remediation will help students obtain a degree more quickly than traditional developmental models, which are often more costly and ineffective.
- CPE received a \$400,000 grant from the Lumina Foundation to improve college outreach to underserved adults (25-64), primarily by promoting the Work Ready Kentucky Scholarship. Kentucky will work with Hazard Community and Technical College, Jefferson Community and Technical College, and Madisonville Community College to recruit, enroll, and support more adult students pursuing associate degrees or certificates in high-demand occupational fields.

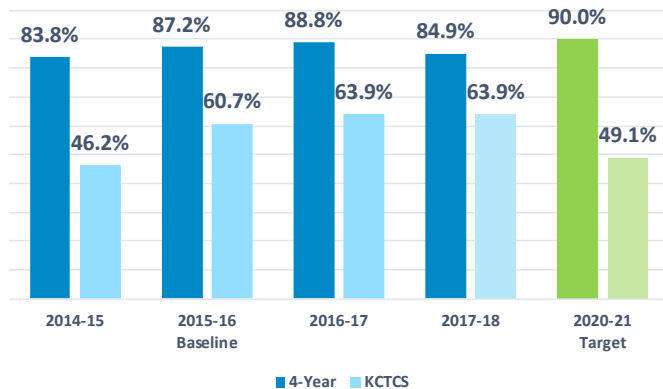
To help make college more affordable:

- CPE establishes tuition parameters that limit the ability of public campuses to raise tuition and fees above a certain percentage. Since implementing the parameters in 2009, tuition increases have remained below the SREB average.
- CPE advocates for increased funding for postsecondary institutions with the General Assembly through print materials, presentations, testimony before committees, and meetings with individual legislators.

College Readiness of College Entrants

About this Measure:

The percent of recent Kentucky high school graduates (public and private) entering public postsecondary education in Kentucky as a first-time, full-time student who met ACT readiness benchmarks (English 18, math 19, and reading 20) or campus placement exam requirements on assessments like KYOTE, Accuplacer, PARCC, etc. Data from 2017-18 reflect high school graduates from the class of 2017 who enrolled in college for the 2017-18 academic year.



Source: Kentucky Postsecondary Education Data System (KPEDS)

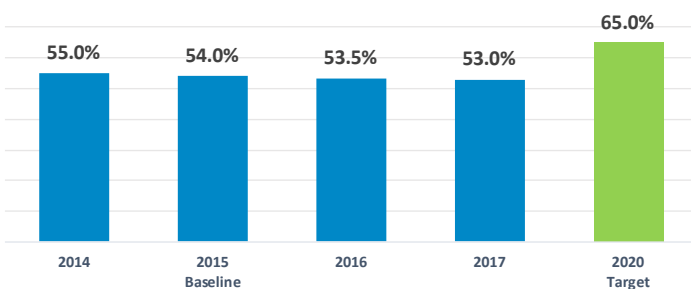
Highlights

- Kentucky is one of 17 states where 100% of high school juniors take the ACT exam, which makes it a useful proxy for college readiness.
- Kentucky's average ACT score in 2018 increased to 20.2 for the graduating class of 2018, six tenths of a point below the national average. Kentucky has experienced modest gains in subject-area scores, up to 19.7 in math, 19.9 in English, 20.8 in reading, and 20.1 in science.
- There is a wide disparity in ACT scores among majority and minority students in Kentucky. In 2018, the average composite ACT score was 17.0 for African American graduates, 18.7 for Hispanic/Latino graduates, and 20.9 for white graduates.
- Because Kentucky's metric considers not only of ACT scores but scores on a range of campus placement exams, comparable national data is not available.

In-State College-Going Rate

About this Measure:

The percent of recent Kentucky high school graduates who attend any in-state postsecondary institution in the fall or spring after graduation. The year refers to the students' last year of high school, not the first year of college. (For example, students included in 2017 were members of the high school graduating class of 2017 who enrolled in college during the 2017-18 academic year.)



Source: Kentucky Center for Statistics (KYStats)

Highlights

- According to the Bureau of Labor Statistics, the national college-going rate is around 70%. This includes students going to college both in and out of state in the fall immediately following high school graduation. Kentucky's metric only reflects the in-state rate.
- KYStats reports that the in-state college-going rate is 46.2% for African American students, 49.1% for Hispanic/Latino students, and 53.9% for white students.
- The number of high school seniors is projected to decline over the next decade, so Kentucky cannot rely on enrolling more 18-24 year olds to increase educational attainment.

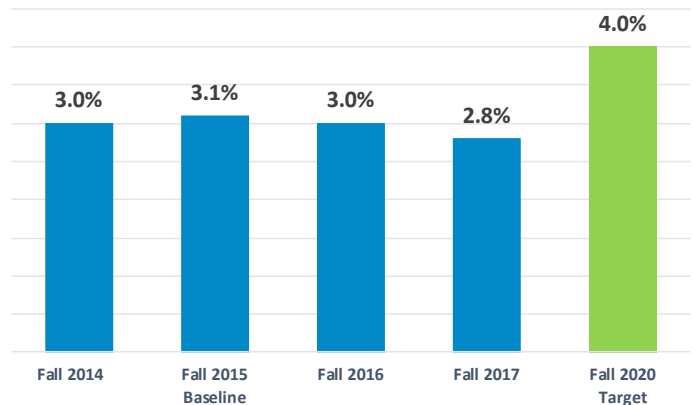
KY Adults Enrolled in College

Highlights

- Kentucky enrolled 73,884 adults (ages 25-64) in postsecondary education in fall 2011. By fall 2017, that number had fallen to 44,835, an 39% decrease.
- Low unemployment and a tight labor market typically lead to declines in adult college enrollment, which may account for Kentucky's recent adult enrollment trend.
- Adult enrollment (age 24 and older) in U.S. community and technical colleges has declined every year since 2010, when there were 2.9 million adults enrolled. In 2018, there were 1.9 million enrolled, a 36% decrease. In that same period, KCTCS experienced a smaller decline of 27%.
- To reach the 4% target, Kentucky will need more than 70,000 adults to be enrolled in postsecondary education, returning to 2011 levels (assuming there is no significant change in Kentucky's adult population).

About this Measure:

Kentuckians (ages 25-64) currently enrolled in postsecondary education in Kentucky (both public and private institutions) as a percentage of the total number of Kentuckians in that age group without a postsecondary degree. Population estimates are obtained from the American Community Survey.



Source: Kentucky Postsecondary Education Data System (KPEDS) and U.S. Census Bureau, American Community Survey

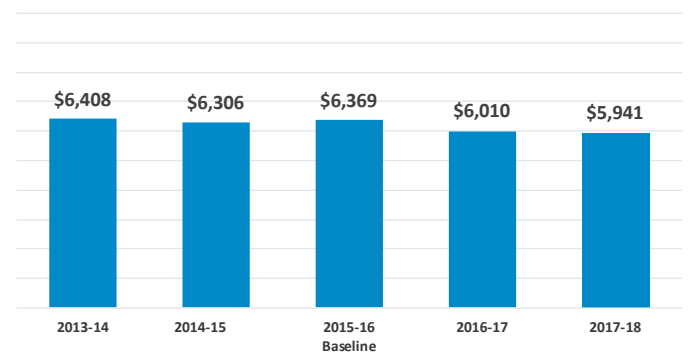
Net General Fund Appropriations per Student

Highlights

- Kentucky's net General Fund appropriations per FTE, adjusted for cost-of-living differences, has declined 7.3% over the last five years and 36% since 2007-08, the start of the recession.
- Overall, the U.S. has seen a 15.2% increase in state appropriations per student since 2013.
- Appropriations to higher education have returned to their pre-recession levels in only six states (WI, CA, HI, NY, WY, AK). The association of State Higher Education Executive Officers classifies those states as "recovered." Meanwhile, appropriations in 11 states have continued to fall since 2012-2013, the low point for higher-education spending. SHEEO classifies those states, which include Kentucky, as experiencing "no recovery." The rest are AR, NJ, DE, LA, KS, VT, MS, AZ, WV and OK.
- This metric does not take into consideration the effects of increased costs in the state's retirement system and shifting maintenance and operations costs from the state to the institutions.

About this Measure:

Net General Fund appropriations for public postsecondary institutions per full-time equivalent (FTE) students, adjusted for inflation using the Commonfund Higher Education Price Index (HEPI). Net General Fund appropriations do not include state financial aid provided to students or state monies for debt service.

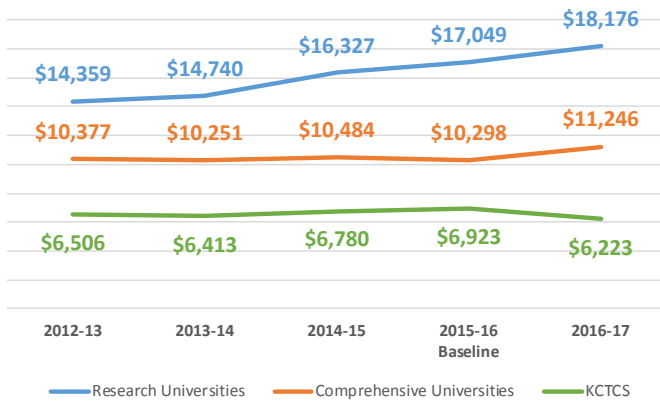


Source: Kentucky Budget of the Commonwealth and Common Fund Institute's Higher Education Price Index

Average Net Price

About this Measure:

Average cost of attendance for full-time entering students at a Kentucky public institution who paid the published in-state tuition and fee rate (including room and board), minus any grant or scholarship aid from federal, state, or local governments or the institution.



Source: Integrated Postsecondary Education Data System (IPEDS)

Highlights

- According to IPEDS, the average net price of attendance in 2016-17 in the U.S. was \$23,700 for public four-year institutions (for students living on campus) and \$9,000 for public two-year institutions (for students living at home).
- Net price at KCTCS decreased 10% over last year. Net price increased 9.2% at the comprehensive universities, the most significant increase in that sector in five years. Research universities rose 6.6% over last year, continuing an upward trend.
- 2017-18 data on this metric has not yet been published by IPEDS, which accounts for the delay.

Over the last decade, Kentucky's public institutions lost more than a third of state funding support per student. However, campuses have increased institutional aid during this time to help offset cuts and preserve affordability. Kentucky's campuses provide more financial aid per student than state and federal sources combined.



\$3,408

Campus grants & scholarships

\$1,374

State grants

\$842

Pell & other federal grants

Source: IPEDS. Amounts are averages per FTE public undergraduate student, 2015-16, in constant 2016 dollars.

Progress of Underprepared Students in English

About this Measure:

The percentage of first-time, full-time undergraduate degree and credential-seeking students who are underprepared in English (according to the statewide college readiness standards) who complete a credit-bearing course in English by the end of the fall semester a year after entry. Successful course completion is defined as an A, B, C, D or P.

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University	60.2%	61.5%	54.8%	52.5%	70.8%			58.4%
Kentucky State University	42.3%	51.2%	64.7%	84.8%	86.4%			65.0%
Morehead State University	69.9%	72.0%	60.4%	58.8%	86.4%			70.0%
Murray State University	51.4%	46.7%	53.9%	58.3%	56.6%			70.0%
Northern Kentucky University	46.8%	52.8%	62.6%	61.2%	61.8%			82.0%
University of Kentucky	79.0%	80.0%	80.7%	68.9%	74.7%			85.0%
University of Louisville	84.2%	87.2%	92.2%	90.3%	85.9%			93.0%
Western Kentucky University	52.6%	63.9%	60.9%	59.3%	56.4%			70.2%
KCTCS	10.4%	27.0%	28.0%	22.9%	23.5%			50.0%
STATEWIDE	32.3%	40.1%	40.6%	40.8%	45.4%			70.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

Highlights

- Complete College America reports that 27% of U.S. students at two-year institutions and 34% of U.S. students at four-year institutions who were remediated at entry complete a credit-bearing course in English within one year.
- Kentucky public institutions are showing progress on this metric due in large part to the implementation of corequisite models of developmental education. In these models, students scoring below college readiness benchmarks are enrolled in regular credit-bearing courses with enhanced support (e.g., additional tutoring or labs). CPE has supported corequisite English design and implementation, and has worked with public colleges, universities and national partners to create professional development and technical assistance opportunities for administrators and practitioners.
- Nearly every institution has improved on this metric since fall 2013. KSU has experienced a 44.1 percentage-point increase, followed by Morehead (16.5 ppt increase), NKU (15 ppt increase), and EKU (10.6 ppt increase). KCTCS experienced a 13.1 percentage point increase.
- Three schools (EKU, KSU, and Morehead) have achieved their 2020 targets ahead of schedule.

Progress of Underprepared Students in Mathematics

About this Measure:

The percentage of first-time, full-time undergraduate degree and credential-seeking students who are underprepared in mathematics (according to the statewide college readiness standards) who complete a credit-bearing course in mathematics or quantitative reasoning by the end of the fall semester a year after entry. Successful course completion is defined as an A, B, C, D or P.

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University	28.7%	26.3%	18.5%	28.5%	30.7%			24.1%
Kentucky State University	18.6%	16.8%	43.2%	81.0%	86.8%			50.0%
Morehead State University	36.0%	34.2%	27.5%	29.4%	35.8%			33.4%
Murray State University	21.7%	25.3%	4.1%	27.6%	24.7%			60.0%
Northern Kentucky University	23.2%	27.9%	30.0%	26.1%	30.9%			60.0%
University of Kentucky	56.2%	56.1%	53.7%	64.0%	49%			65.0%
University of Louisville	16.6%	10.1%	23.2%	11.5%	19.9%			35.0%
Western Kentucky University	34.3%	36.2%	42.0%	38.7%	32.8%			60.0%
KCTCS	5.0%	13.4%	21.4%	13.9%	16.3%			40.0%
STATEWIDE	20.2%	20.2%	26.1%	24.2%	25.6%			60.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

Highlights

- Complete College America reports that 3% of U.S. students at two-year institutions and 4% of U.S. students at four-year institutions who were remediated at entry complete a credit-bearing course in mathematics within one year.
- Kentucky public institutions are showing progress on this metric due in large part to the implementation of corequisite models of developmental education. In these models, students scoring below college readiness benchmarks are enrolled in regular credit-bearing courses with enhanced support (e.g., additional tutoring or labs). CPE has supported corequisite mathematics design and implementation, and has worked with public colleges, universities and national partners to create professional development and technical assistance opportunities for administrators and practitioners.
- Nearly every institution has improved on this metric since fall 2013. KSU has experienced a 68.2 percentage-point increase, followed by NKU (7.7 ppt increase), UofL (3.3 ppt increase), and Murray (3 ppt increase). KCTCS experienced an 11.3 percentage-point increase.
- Three schools (EKU, KSU, and Morehead) have achieved their 2020 targets ahead of schedule.

POLICY AREA 2: SUCCESS

Kentucky's future prosperity depends on more people advancing through our postsecondary education system and graduating in less time. CPE is leading efforts to increase degree production; make instruction more relevant, rigorous and engaging; improve support services for students when and where they need it; close achievement gaps; and ensure academic quality across our campuses. The following are just a few of the activities underway that align to key objectives of the 2016-21 strategic agenda.

To increase persistence and timely completion:

- CPE holds an annual Student Success Summit, which provides faculty, staff, and administrators an opportunity to learn from national experts and engage in stimulating discussions with colleagues from across the state. The 2019 summit focused on the fundamental question - Are postsecondary institutions designed for student success? The summit highlighted curricular, institutional, and systemic structures designed to address the complex issues that can hinder student success and the supports that can support completion.
- The Student Success Summit regularly highlights high-impact practices that research has shown to improve student outcomes, such as intrusive advising, first-year experience programs, and common intellectual experiences. These practices are being implemented on Kentucky campuses and are making a difference in student success.

To improve two-year to four-year transfer:

- CPE works with KCTCS to convene transfer professionals to discuss topics of interest to them. KCTCS and CPE then work with institutions to address the issues identified in these convenings.

To promote academic excellence through improvements in teaching and learning:

- In collaboration with Western Kentucky University and KCTCS, CPE hosted a free, one-day interactive faculty workshop on "Educating Today's Student: Inclusive Pedagogy, Equity, and Intentionality by Design", featuring Dr. Tia McNair, Vice President, Association of American Colleges and Universities. The workshop was geared toward faculty and designed to provide engaging educational experiences across a diverse student body.
- CPE has issued an RFP for a consultant to do a statewide review of academic programs. The review will provide institutional and state leaders with information on programmatic needs of potential students, program relevancy, cost, and post-graduation outcomes.
- Increasingly, employers are saying that transcripts are not useful. They are looking for better ways to identify whether college graduates have the skills needed to be successful in employment. The QA Commons is leading one effort to respond to this need. QA Commons' Essential Employability Qualities Certification is a quality assurance process that identifies certificate, associate, and baccalaureate programs that prepare graduates with the Essential Employability Qualities (EEQs). The EEQs are centered on people

skills, problem-solving abilities, and professional strengths that are needed to thrive in the 21st century workforce. EEQ certification will signal to employers that a program focuses on these EEQs and engages employers in program design and evaluation.

- Kentucky is the first state to pilot this certification process. Three KCTCS institutions (Bluegrass Community and Technical College, Gateway Community and Technical College, and Jefferson Community and Technical College) will participate, as will Kentucky State University, Murray State University, and the University of Kentucky. Each institution will choose at least three academic programs that will go through the EEQ certification process. The programs will be evaluated on criteria related to graduate preparation, career support services, employer engagement, student and alumni engagement, and public information. Programs that meet all of the criteria will be EEQ Certified in spring 2020. The six participating campuses will work together in a learning community to share resources and good practices. A Steering Committee comprised of institutional leadership and key employers in the state will guide the initiative.



Kentucky will be stronger by ensuring that many more individuals complete a postsecondary degree or credential, and that they graduate with the skills and abilities to be productive, engaged citizens.

Graduation Rates

About these Measures:

Three-year graduation rate is the metric public community and technical colleges report to the United States Department of Education through the Integrated Postsecondary Education Data System, or IPEDS. This measure reflects the percentage of first-time, full-time, associate or credential-seeking students entering in the fall semester who graduate with an associate degree or credential within three years of entry. The normal time to complete an associate degree is two years, but this metric looks at students who earn a degree within 150% of the normal time frame. Graduation rates are typically lower at community and technical colleges because a significant portion of enrollments are part-time, transfer, or adult students who are balancing school, work, and other life demands and experience stops and starts on their path to a degree.

The six-year graduation rate is reported to IPEDS by public universities and reflects the percentage of first-time, full-time undergraduate degree-seeking students who receive a bachelor's degree within six years, which is 150% of the normal time frame. As with the three-year rate, part-time, returning, or transfer students are excluded from the cohort, as are students who begin in the spring semester.

In this strategic agenda, CPE made the decision to monitor and report graduation rates for low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latino, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Significant achievement gaps among minority and majority groups are a serious policy concern that limits the future competitiveness and prosperity of the state and its citizens. The goal is to narrow and eventually close these gaps. Graduation rates for URM students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Despite their limitations, three-year and six-year graduation rates are a useful way to compare the success of public institutions across the country in fulfilling their core undergraduate mission - ensuring students graduate in a timely manner.

Highlights

- According to the National Center for Education Statistics (NCES), the three-year graduation rate at U.S. two-year public universities is 24%, which is significantly lower than at KCTCS (31%).
- In 2017-18, the 3-year graduation rate for low-income students at KCTCS increased 4.3 percentage points, and the rate for underrepresented minority students increased 4.9 percentage points, higher than the 3.9 percentage point increase in the overall rate. This trend must continue if Kentucky hopes to achieve equitable rates for all students.
- NCES reports that the six-year graduation rate for U.S. public four-year institutions is 59%, higher than Kentucky's public university average of 54.5%. Only one institution (the University of Kentucky) exceeds the national average.
- In 2017-18, the 6-year graduation rate for low-income students at public universities rose 4.8 percentage points, and the rate for underrepresented minority students rose 4.9 percentage points, higher than the 3.2 percentage point increase in the overall rate. This trend must continue if Kentucky hopes to achieve equitable rates for all students.

KCTCS (3-Year Rate)

INSTITUTION	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS										
Overall	24.9%	23.4%	23.7%	25.5%	26.8%	27.1%	31.0%			30.5%
URM	13.3%	13.4%	14.5%	14.1%	16.5%	17.2%	22.1%			22.5%
Low-Income	23.6%	21.7%	20.7%	23.4%	23.4%	23.8%	28.1%			28.0%

Graduation Rates

Public Universities (6-Year Rate)

INSTITUTION	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University										
Overall	37.5%	39.3%	41.9%	45.1%	45.0%	49.3%	50.9%			50.0%
URM	23.4%	28.2%	26.1%	39.1%	37.0%	32.9%	38.8%			43.0%
Low-Income	29.4%	29.4%	29.7%	35.5%	36.3%	35.4%	41.9%			42.0%
Kentucky State University										
Overall	13.1%	18.2%	20.1%	22.1%	20.6%	21.4%	16.3%			30.0%
URM	12.6%	18.8%	21.2%	23.1%	20.1%	22.0%	14.5%			30.0%
Low-Income	12.1%	17.8%	19.7%	20.5%	20.3%	19.2%	15.8%			30.0%
Morehead State University										
Overall	42.7%	44.6%	46.2%	40.1%	45.7%	41.8%	44.9%			48.2%
URM	32.8%	30.5%	42.9%	22.4%	32.6%	30.2%	37.9%			37.5%
Low-Income	33.3%	34.5%	34.7%	30.9%	34.1%	30.0%	38.6%			38.0%
Murray State University										
Overall	53.9%	53.2%	51.9%	48.5%	48.6%	48.9%	55.4%			50.0%
URM	46.1%	41.1%	43.9%	36.5%	37.6%	31.3%	41.6%			42.0%
Low-Income	44.2%	38.9%	43.6%	38.4%	37.4%	35.6%	42.8%			42.0%
Northern Kentucky University										
Overall	37.1%	37.7%	36.3%	39.8%	37.6%	39.4%	43.8%			45.0%
URM	28.1%	29.4%	22.6%	28.5%	23.0%	27.4%	34.8%			39.0%
Low-Income	28.4%	28.3%	25.8%	29.0%	30.3%	28.0%	32.7%			39.0%
University of Kentucky										
Overall	57.6%	60.4%	60.2%	61.3%	63.6%	64.6%	65.8%			70.0%
URM	50.0%	44.8%	45.2%	40.7%	52.4%	51.9%	54.2%			58.5%
Low-Income	42.7%	48.5%	47.8%	46.5%	51.5%	50.0%	53%			56.0%
University of Louisville										
Overall	52.1%	53.5%	53.6%	52.9%	52.8%	54.4%	56.6%			60.1%
URM	43.8%	43.2%	49.6%	44.5%	51.1%	47.8%	56%			58.5%
Low-Income	40.5%	48.2%	44.4%	41.3%	45.1%	45.8%	47.1%			54.1%
Western Kentucky University										
Overall	49.6%	50.3%	50.1%	50.0%	51.9%	50.7%	53.4%			53.7%
URM	35.6%	35.6%	33.8%	33.3%	33.9%	30.7%	33.6%			40.0%
Low-Income	37.5%	38.3%	37.8%	36.2%	41.0%	37.9%	39.9%			45.0%
STATEWIDE (public universities only)										
Overall	47.6%	48.9%	49.3%	49.8%	50.6%	51.3%	54.5%			60.0%
URM	33.6%	33.5%	35.9%	35.5%	38.8%	37.8%	42.7%			50.0%
Low-Income	34.5%	36.9%	36.5%	36.3%	38.8%	37.1%	41.9%			50.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

First-Year to Second-Year Retention

About this Measure:

This metric captures the percentage of first-time, degree- or credential-seeking students enrolled in the previous summer or fall who are still enrolled the following fall or, in the case of KCTCS students, have successfully completed a credential. A high retention rate suggests students are satisfied enough with their first-year experience to return for a second year. Student support services like advising, mentoring, and financial assistance are all factors that can influence a school's retention rate.

In this Strategic Agenda, CPE made the decision to monitor and report retention rates for low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latino, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Significant retention gaps among minority and majority populations are a serious policy concern that limits these students' chance of obtaining a degree in a timely fashion. The goal is to narrow and eventually close these gaps. Retention rate of URM and low-income students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Highlights

- According to the National Center for Education Statistics (NCES), the average retention rate at U.S. two-year public universities is 62%, 8.7 percentage points higher than at KCTCS (53.3%).
- There is a 1.2 percentage-point gap in the retention rate of low-income students at KCTCS. The gap for underrepresented minority students is larger, at 7.9 percentage points. Compared to 2011-12, KCTCS has narrowed achievement gaps among these student populations.
- NCES reports that the retention rate for U.S. four-year public institutions is 81%, considerably higher than Kentucky's rate (76.9%). Only one institution (the University of Kentucky) exceeds the national average; the University of Louisville is just below the national average at 80.3%.
- At four-year public universities, the retention rate for low-income students trails the statewide average by 7.7 percentage points; the rate for underrepresented minority students is 6.2 percentage points lower. Compared to 2011-12, universities have narrowed achievement gaps among these student populations.

KCTCS

INSTITUTION	Fall 11- Fall 12	Fall 12- Fall 13	Fall 13- Fall 14	Fall 14- Fall 15	Fall 15- Fall 16 Baseline	Fall 16- Fall 17	Fall 17- Fall 18	Fall 18- Fall 19	Fall 19- Fall 20	Fall 20- Fall 21 Target
KCTCS										
Overall	50.9%	51.6%	52.0%	50.1%	52.6%	54.0%	53.3%			54.4%
URM	40.0%	40.4%	42.2%	40.1%	45.1%	47.0%	45.4%			46.8%
Low-Income	48.3%	49.9%	49.2%	47.6%	50.3%	52.8%	52.1%			53.7%

First-Year to Second-Year Retention

Public Universities

INSTITUTION	Fall 11- Fall 12	Fall 12- Fall 13	Fall 13- Fall 14	Fall 14- Fall 15	Fall 15- Fall 16 Baseline	Fall 16- Fall 17	Fall 17- Fall 18	Fall 18- Fall 19	Fall 19- Fall 20	Fall 20- Fall 21 Target
Eastern Kentucky University										
Overall	68.0%	72.2%	72.3%	74.0%	74.0%	73.4%	73.0%			75.0%
URM	56.5%	60.7%	60.8%	65.5%	64.1%	62.8%	72.0%			67.0%
Low-Income	59.8%	66.6%	66.2%	69.4%	69.9%	68.7%	67.0%			72.0%
Kentucky State University										
Overall	46.3%	46.8%	43.5%	58.9%	59.2%	67.7%	56.0%			70.0%
URM	46.2%	44.3%	42.2%	57.1%	60.3%	74.6%	56.8%			70.0%
Low-Income	47.8%	52.3%	41.9%	58.3%	60.5%	72.7%	63.5%			70.0%
Morehead State University										
Overall	67.1%	69.1%	69.6%	65.7%	70.7%	72.3%	73.7%			76.2%
URM	64.6%	66.2%	69.7%	62.5%	67.8%	63.2%	78.0%			73.9%
Low-Income	59.3%	66.7%	66.3%	59.2%	67.3%	67.3%	69.5%			73.5%
Murray State University										
Overall	70.3%	72.9%	72.4%	71.8%	74.2%	77.3%	79.3%			77.0%
URM	63.0%	66.8%	61.2%	60.6%	69.1%	75.0%	73.6%			75.0%
Low-Income	63.8%	66.9%	61.2%	61.8%	65.6%	72.0%	73.8%			70.0%
Northern Kentucky University										
Overall	67.3%	67.4%	69.3%	69.1%	71.9%	72.5%	68.6%			77.0%
URM	55.8%	59.5%	66.8%	63.7%	69.5%	72.4%	63.1%			75.0%
Low-Income	61.0%	59.7%	63.6%	62.7%	64.4%	64.2%	61.2%			71.0%
University of Kentucky										
Overall	81.3%	82.5%	82.2%	82.7%	81.7%	83.3%	84.5%			90.0%
URM	75.2%	77.6%	76.3%	76.1%	77.2%	79.9%	77.5%			80.0%
Low-Income	73.7%	76.4%	74.1%	75.9%	74.8%	76.0%	76.4%			80.0%
University of Louisville										
Overall	77.1%	77.9%	80.6%	79.4%	79.7%	80.7%	80.3%			82.0%
URM	75.3%	78.1%	79.3%	78.7%	78.0%	81.7%	77.9%			80.5%
Low-Income	73.1%	72.2%	75.1%	74.4%	74.5%	76.3%	74.5%			77.5%
Western Kentucky University										
Overall	71.3%	71.7%	73.1%	72.4%	72.8%	69.8%	71.5%			74.6%
URM	62.4%	58.5%	62.6%	59.1%	58.3%	57.7%	57.1%			67.4%
Low-Income	64.5%	61.6%	65.7%	62.1%	63.7%	60.1%	62.7%			70.1%
STATEWIDE (public universities only)										
Overall	75.8%	74.5%	75.0%	75.5%	76.3%	76.9%	76.9%			81.8%
URM	67.9%	66.2%	67.0%	68.9%	71.0%	73.4%	70.7%			75.3%
Low-Income	67.8%	67.0%	66.8%	67.2%	69.2%	69.4%	69.2%			72.6%

Source: Kentucky Postsecondary Education Database System (KPEDS).

Average Credit Hours Earned at Graduation

About this Measure:

The average number of credits earned by associate and bachelor's degree graduates at the time of graduation, including credit transferred into the degree-granting institution from other postsecondary institutions. This includes the number of hours accepted in transfer, but does not include hours earned in developmental or remedial courses or credit hours earned while obtaining a second degree at the same level in the same year. Most accreditors require bachelor's degree programs to consist of a minimum of 120 credit hours; for associate degree programs, the minimum is 60 credit hours. Often, specific program accreditors require a higher number of credit hours for graduation.

INSTITUTION	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University	140.0	141.3	141.3	140.5	142.1	140.2			137.5
Kentucky State University	146.3	140.3	141.7	142.3	140.3	142.0			120.0
Morehead State University	143.2	141.4	140.7	138.1	136.4	137.7			136.6
Murray State University	142.2	139.6	139.7	138.0	138.6	137.7			132.0
Northern Kentucky University	139.7	139.0	138.8	137.8	134.9	134.1			135.7
University of Kentucky	140.2	139.5	140.6	140.5	140.5	140.4			135.4
University of Louisville	141.6	142.4	142.2	142.2	140.9	139.8			137.0
Western Kentucky University	139.6	139.6	139.0	139.6	138.9	138.2			138.6
KCTCS	91.1	91.4	90.3	86.2	84.4	79.8			80.0
AIKCU	136.2	135.5	135.4	135.7	138.6	133.1			NA
STATEWIDE (public 4-year only)	139.7	139.3	139.4	139.0	138.6	138.9			134.0

Source: Kentucky Postsecondary Education Database System (KPEDS)

Highlights

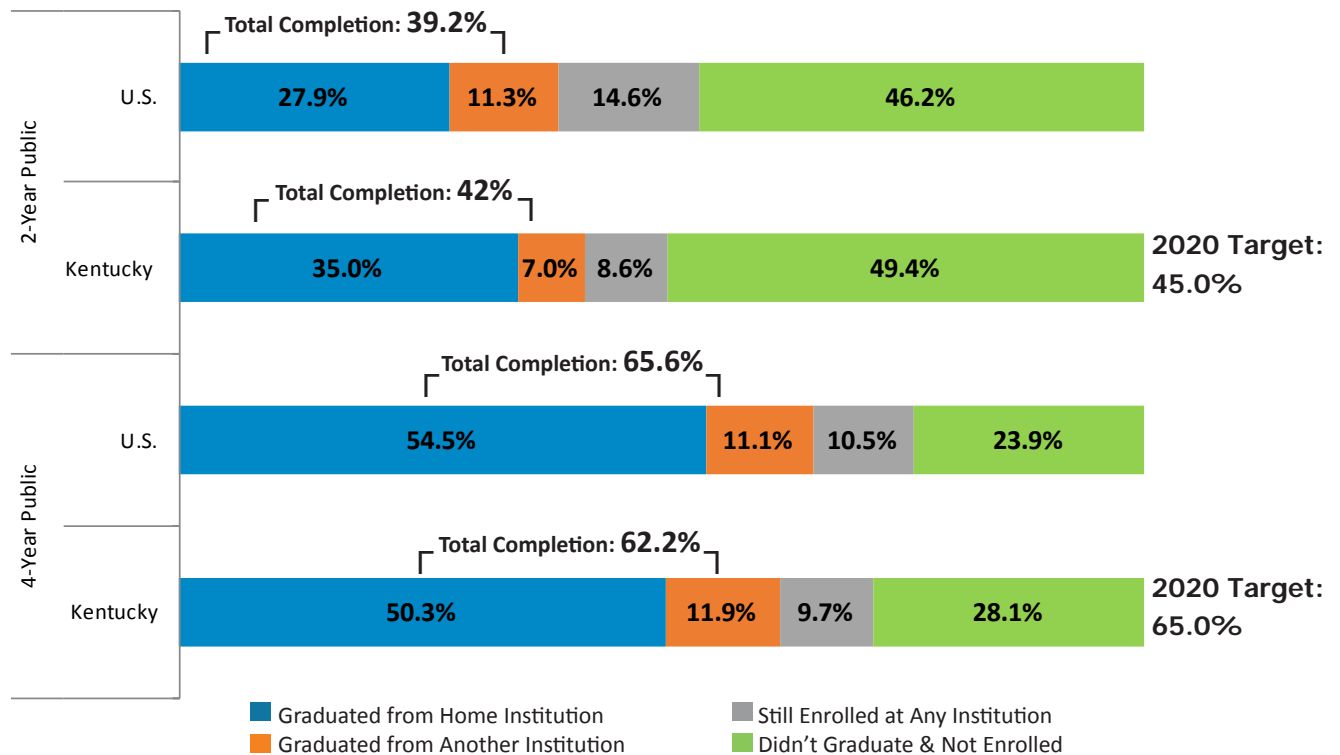
- Kentucky graduates who accumulate hours beyond what their program requires may incur more costs, both from increased tuition and indirectly from lost wages.
- According to Complete College America, the average number of credit hours earned by graduates of public two-year institutions is 82.2. For the first time since tracking this metric, KCTCS is below the national average. The average number of credit hours earned at U.S. public four-year institutions is 135, lower than the statewide average of 138.9.
- Only one institution (Northern Kentucky University) is below the national average on this metric.
- With the exception of EKU and UK, all institutions have decreased average credit hours awarded since 2012-13, with the biggest declines at NKU (5.6 credit hours) and Morehead State University (5.5 credit hours).
- As part of the program review process, CPE staff members monitor average credits to degree for graduates in each program over a five-year period.

Statewide Completion Rate

About this Measure:

Unlike the graduation rate, the statewide completion rate is a more comprehensive metric that looks at outcomes of students who began postsecondary education six years earlier. It captures all first-time students enrolled part-time or higher, as well as students who began at one institution and finished at another.

2018 Completion Rate for Students Starting in 2012



Highlights

- The overall completion rate for KCTCS is 2.8 percentage points above the national average. Kentucky public universities trail the national average by 3.4 percentage points.
- Approximately half (49.4%) of the students who enrolled in KCTCS in 2012 left without earning a credential, higher than the national average of 46.2%. At Kentucky public universities, 28.1% left school without a degree, compared to the national average of 23.9%.
- The three-year graduation rate at KCTCS in 2017-18 is 31%, compared to a six-year completion rate of 42%.
- Kentucky's public six-year graduation rate in 2017-18 is 54.5%, compared to a six-year completion rate of 62.2%.
- The statewide target for the 2020 completion rate is 45% for the two-year publics (KCTCS) and 65% for the four-year publics.

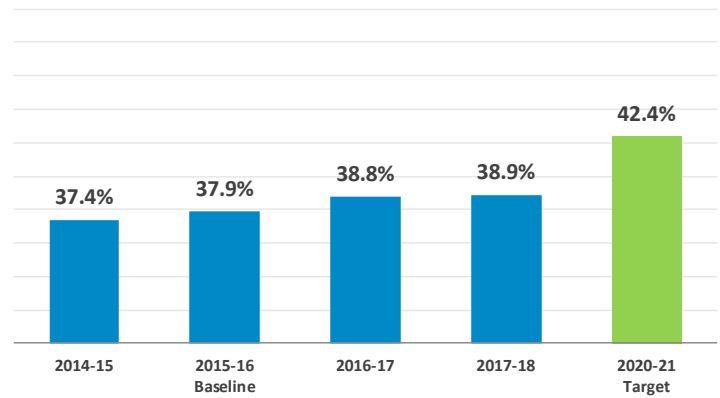
KCTCS Transfers with an Associate Degree

Highlights

- A descriptive study from the National Student Clearinghouse found that students who transferred to a four-year institution with a certificate or associate degree were 16 percentage points more likely to earn a bachelor's degree than those who transferred without one (72% versus 56%).
- KCTCS has made steady progress on this metric, improving 2.6 percentage points since 2011-12.

About this Measure:

The percentage of KCTCS students who earn an associate degree and transfer to a four-year institution within a year of earning the degree.



Source: KCTCS and the National Student Clearinghouse

KnowHow2Transfer

www.KnowHow2Transfer.org

Starting a college degree at KCTCS and finishing it at a public university can save students time and money. At KnowHow2Transfer.org, students can:

- Explore degree pathways that enable them to complete a bachelor's degree in four years by taking general education and some pre-requisite courses at KCTCS and transferring them to a public university.
- Access course equivalency guides to see how a specific course taken at KCTCS will transfer to a public university.
- Connect with an advisor, who can help navigate the transfer process and offer personalized attention.

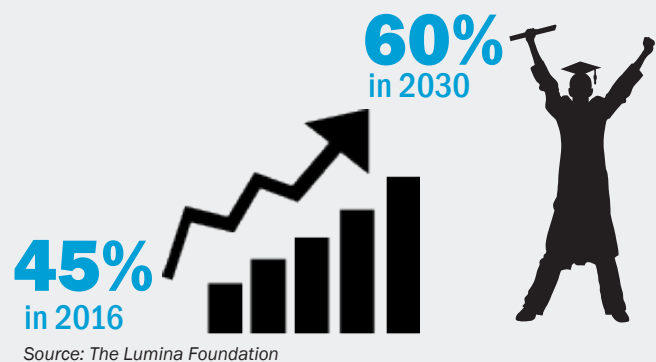


Kentucky's Educational Attainment Goal

What is it?

Kentucky has established an ambitious goal: for 60% of adults (ages 25-64) to obtain some level of postsecondary education (certificate or higher) by the year 2030. This will move the state closer to the projected national average and make Kentucky more competitive in an economy where most of the new jobs being created are going to people with a postsecondary credential.

This goal was developed in partnership with the National Center on Higher Education Management Systems (NCHEMS) after a detailed analysis of population projections, high school graduates in the pipeline, college enrollment patterns, in- and out-migration, and college completion rates. Reaching the goal will require an average annual increase of about 1.7% in undergraduate degrees and credentials.



Why is it important?

1.

America's economy is changing. A recent report by the Georgetown University Center on Education and the Economy reveals that nearly all the jobs created in the U.S. since the Great Recession, 11.5 million out of 11.6 million, have gone to workers with at least some postsecondary education.

2.

Kentucky needs talent to capitalize on these changes. To remain competitive, workers need to be problem solvers, innovators, analysts, communicators and facilitators. They must adapt easily to new technologies and be able to work in teams. They need to be lifelong learners, willing to retrain many times over the course of their careers. They need education beyond high school.

3.

All postsecondary credentials are needed. Kentucky is poised for growth in five sectors—advanced manufacturing; healthcare; business and IT; transportation and logistics; and construction. Certificates help individuals land entry-level jobs. KCTCS works with public universities to create degree pathways that help workers advance in their education and careers over time.

4.

All regions must benefit. Kentucky will succeed only if we achieve greater levels of education for all. Minority, low-income, and non-traditional students need resources and strong advising to help them complete college at rates equal to majority students. Rural areas need better access to postsecondary programs to help their economies and communities flourish.

5.

If we succeed, the benefits will transcend our economy. College-educated individuals have higher rates of voting, charitable giving, and volunteerism. They are healthier and cost less to insure. They are less likely to be incarcerated, on public assistance, or addicted to drugs or alcohol. They read to their children more often and are more involved in their children's schools.

POLICY AREA 3: IMPACT

Kentucky's colleges and universities have an enormous impact on the state's economy and quality of life. In addition to training current and future members of the workforce, postsecondary institutions engage in research and development activities that lead to scientific breakthroughs and discoveries in health care, agriculture, manufacturing, and other fields. Colleges and universities work with businesses to provide market research, consulting, entrepreneurship training, and other services. Public service and outreach are critical to fulfilling higher education's mission to improve local communities and the organizations and institutions that serve them.

To improve the career readiness of graduates:

- CPE partners with the Kentucky Education and Workforce Development Cabinet (EWDC) and the Kentucky Center for Statistics (KYSTATS) to produce the Postsecondary Feedback Report. The new version uses interactive Tableau technology to provide a better understanding of transfer and employment outcomes of Kentucky's college and university graduates. Useful for educators, policymakers, board members, and the general public, the report provides employment and wage data by institution, program level, academic discipline, and industry.
- CPE works with KYSTATS and other state agencies to produce the Kentucky Future Skills Report, which maps workforce supply (citizens holding specific degrees and credentials) with current and future workforce demand (projected job openings in various industries and occupations). The tool is particularly useful for educators in helping determine academic program needs, and for employers to identify talent within the state.
- CPE worked with EWDC to provide college and university academic program information to the state's new Focus Career website. The Focus Career system provides greater transparency for Kentucky job seekers and students about career pathways; available, real-time job postings; and appropriate academic programs and institutions aligned with preferred careers. The tool allows users to explore career and internship options and research a specific program of study, career, or employer.
- President Aaron Thompson is one of 18 members of the new KentuckyWorks Collaborative, established by Governor Matt Bevin to guide the Commonwealth's workforce efforts through statewide implementation of KWIB's strategic plan, Kentucky Work Ready: An Urgent Call to Action.

To increase university research:

- CPE partners with the Kentucky Science and Technology Corporation (KSTC) on a number of programs to boost Kentucky's research, technology, commercialization, entrepreneurial, and economic development efforts, such as the Rural Innovation Fund, the Kentucky Enterprise Fund, EPSCoR, the Governor's School for Entrepreneurs, and others.
- CPE requested another round of funding from the General Assembly for the Bucks for Brains program in 2018-20. This program, last funded in 2010, allows universities to match

private donations with state funds to create or expand endowed chairs and professorships and facilitate increased generation of federal and extramural research expenditures. Unfortunately, the program was not funded.

- The Kentucky Regional Optical Network (KyRON)—a consortium of CPE, the University of Kentucky (UK) and the University of Louisville (UofL)—connects public postsecondary institutions to the national and international research and education community through Internet2. KyRoN enables UK and UofL to qualify for major federal research grants, helping them reach their HB 1 goals of becoming nationally recognized research institutions.

To expand regional partnerships, outreach and public service:

- Public four-year universities are widely engaged in their communities through service learning, community-based research, civic engagement, and other collaborations. Six out of eight Kentucky public universities have earned the Community Engagement Classification status awarded by the Carnegie Foundation for the Advancement of Teaching: EKU, Morehead, NKU, UK, UofL, and WKU. Awarded in recognition of the strong role civic engagement plays in university life, this status is an elective classification involving data collection and documentation of important aspects of institutional mission, identity, and commitments. Achieving this status requires substantial effort on the part of participating institutions.



Kentucky will be stronger by training a globally competitive, entrepreneurial workforce; educating an engaged, informed citizenry; improving the health and well-being of families; and producing new research and discoveries that fuel job creation and economic growth.

Degrees and Credentials Awarded

About this Measure:

For KCTCS institutions, this metric captures the total number of diplomas, certificates, and associate degrees awarded in an academic year. For public four-year universities, it includes the number of bachelor's, graduate and professional degrees awarded in an academic year. Graduate and professional degrees include master's, specialist, doctoral-research/scholarship, doctoral-professional practice, and doctoral-other.

Due to sizable achievement gaps between minority and majority populations, CPE made the decision to monitor and report degrees awarded to low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latino, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Because of the critical workforce need for science, technology, engineering, math and health professionals (STEM+H), CPE also is tracking degrees in these disciplines, with the goal of increasing the number of students prepared for these careers. Degrees awarded to underrepresented minority students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Highlights

- Typically, increases in enrollment are correlated with increases in degree and credential production. However, over the last five years, Kentucky institutions have managed to increase degree production despite enrollment declines by being more successful with the students they enroll.
- KCTCS enrollment decreased 28% over the past six years, yet the number of credentials has increased 24%. Enrollment at Kentucky public universities decreased 0.5% over the same time period, yet baccalaureate degrees increased 17.6%.
- Short-term certificates awarded by KCTCS represent a significant area of growth for Kentucky. Certificates over the past 6 years grew by 37%.
- Degrees and credentials awarded is the metric that most directly impacts Kentucky's educational attainment level. To reach CPE's 60x30 goal, enrolling and graduating more Kentuckians, particularly over the age of 24, must receive greater priority.

ASSOCIATE OR LESS	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS										
Total	28,544	28,469	31,715	30,012	30,765	34,502	35,418			33,488*
Low-Income	19,873	20,138	22,403	21,090	20,339	23,218	22,984			22,139*
URM	3,084	2,940	3,378	3,228	3,340	3,705	4,067			3,757*
STEM+H	10,270	10,501	11,406	10,960	10,687	11,903	12,552			11,633*
BACHELOR'S DEGREES										
Eastern Kentucky University										
Total	2,259	2,358	2,508	2,532	2,559	2,573	2,648			2,690
Low-Income	1,131	1,239	1,343	1,372	1,378	1,399	1,345			1,458
URM	171	178	236	213	207	213	271			218
STEM+H	484	533	657	682	769	840	900			820
Kentucky State University										
Total	229	206	272	270	276	315	222			320
Low-Income	166	147	204	196	211	237	164			220
URM	148	118	170	141	160	182	136			170
STEM+H	59	68	48	59	65	70	46			65

*KCTCS targets were developed by the system office and approved by the KCTCS board as part of their strategic plan. Targets exceeded in advance of 2020-21 will be revisited, and any revisions will be reflected in future reports.

Degrees and Credentials Awarded

BACHELOR'S DEGREES (cont.)	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Morehead State University										
Total	1,115	1,116	1,144	1,166	1,306	1,291	1,308			1,477
Low-Income	617	666	703	703	779	742	765			819
URM	53	46	51	63	69	105	79			84
STEM+H	276	246	286	306	343	357	384			397
Murray State University										
Total	1,530	1,399	1,469	1,512	1,696	1,699	1,678			1,783
Low-Income	680	655	687	733	747	775	725			815
URM	116	121	131	127	151	174	159			165
STEM+H	585	564	564	643	741	710	719			747
Northern Kentucky University										
Total	1,980	2,109	2,143	2,214	2,196	2,238	2,218			2,400
Low-Income	855	942	962	1,071	1,037	1,040	1,005			1,050
URM	139	132	183	185	209	246	237			230
STEM+H	486	572	587	648	672	722	679			750
University of Kentucky										
Total	3,735	4,022	3,988	4,238	4,540	4,642	4,956			4,958
Low-Income	1,100	1,203	1,287	1,350	1,423	1,494	1,457			1,650
URM	268	335	412	460	536	594	661			621
STEM+H	1,126	1,237	1,345	1,439	1,609	1,793	1,908			1,735
University of Louisville										
Total	2,702	2,731	2,821	2,832	2,705	3,010	3,041			3,100
Low-Income	1,042	1,121	1,218	1,211	1,137	1,203	1,184			1,356
URM	410	418	465	514	484	577	557			585
STEM+H	733	766	798	782	835	955	1,038			1,085
Western Kentucky University										
Total	2,694	2,627	2,751	2,704	2,817	2,851	3,038			2,987
Low-Income	1,265	1,272	1,381	1,390	1,353	1,276	1,361			1,455
URM	243	271	285	287	315	310	347			347
STEM+H	752	716	808	743	888	825	880			1,021
STATEWIDE BACHELOR'S DEGREES (publics only)										
Total	16,244	16,568	17,096	17,468	18,095	18,619	19,109			19,696
Low-Income	6,856	7,245	7,785	8,026	8,065	8,167	8,006			8,775
URM	1,548	1,619	1,933	1,990	2,131	2,401	2,447			2,420
STEM+H	4,501	4,702	5,093	5,302	5,922	6,272	6,554			6,620

Source: Kentucky Postsecondary Education Data System (KPEDS)

Degrees and Credentials Awarded

GRADUATE/PROFESSIONAL DEGREES	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University	751	793	744	791	903	939	876			950
Kentucky State University	64	50	49	52	45	40	63			60
Morehead State University	456	463	446	366	339	324	315			374
Murray State University	732	714	682	684	696	626	605			699
Northern Kentucky University	661	653	687	699	599	561	588			660
University of Kentucky	2,119	2,163	2,133	2,068	2,098	2,073	2,143			2,151
University of Louisville	1,988	1,894	1,798	1,919	1,937	1,944	1,970			2,011
Western Kentucky University	1,013	1,006	928	853	881	879	930			950
STATEWIDE (publics only)	7,784	7,736	7,467	7,432	7,498	7,386	7,490			7,855

Source: Kentucky Postsecondary Education Database System (KPEDS)

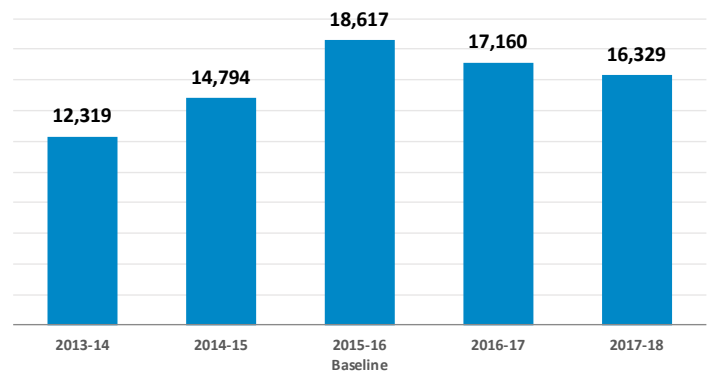
Non-Credit Workforce Training Hours

Highlights

- The statewide strategic agenda for the first time highlights this key part of the KCTCS mission. The metric is designed to capture the breadth and impact of these non-credit, workforce-driven programs.
- KCTCS, through their Workforce Solutions, provides customized employee training to over 5,000 Kentucky companies annually.
- Campuses provide training in multiple formats at employer locations. Through the KCTCS-TRAINS program, companies can offset the cost of training their employees.
- Because Workforce Solutions program delivery is tied directly to business/industry training demands and budgets, as well as to state funding, training hours fluctuate significantly from year to year.

About this Measure:

The number of credit hours of non-credit workforce courses offered by KCTCS in an academic year. The total number of clock hours in a course is multiplied by the number of students in the course. Then, clock hours are converted to credit hours in the following manner: fifteen clock hours equals one credit hour.

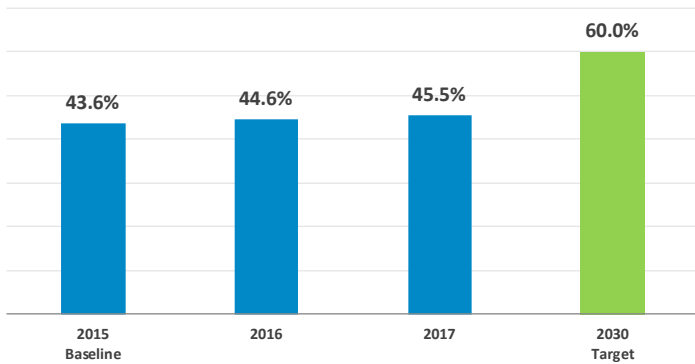


Source: Kentucky Community and Technical College System Workforce Solutions

Educational Attainment in Kentucky

About this Measure:

The percentage of Kentucky adults ages 25-64 with a postsecondary certificate or degree.



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

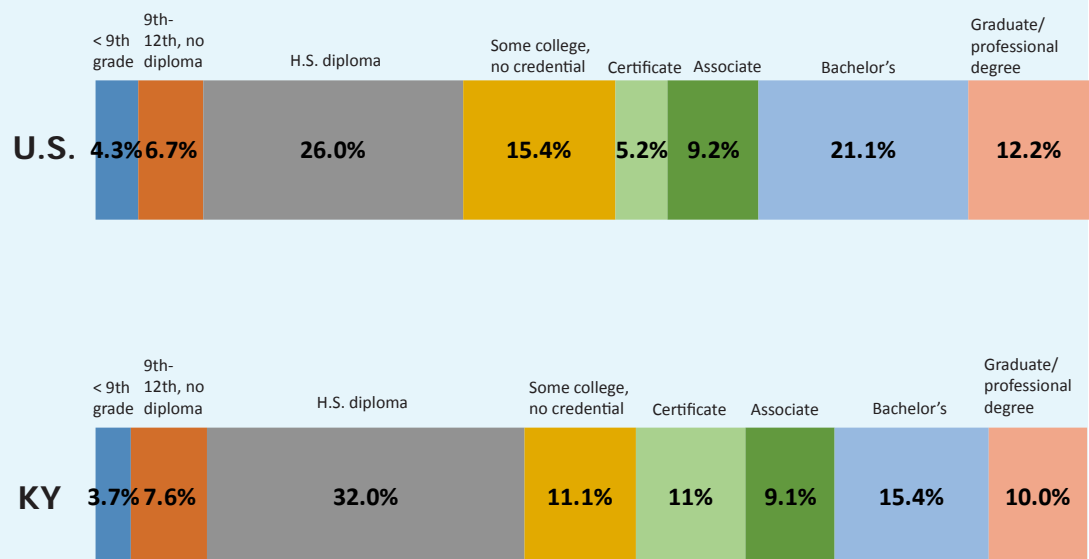
Highlights

- There are 16 states where educational attainment exceeds 50%, up from 12 last year. District of Columbia leads the way at 65.4%, followed by Massachusetts (56.8%) and Colorado (56.5%).
- Eleven Kentucky counties have educational attainment rates of 40% or better, up from six last year. Oldham County has the highest rate at 52.1%, followed by Fayette at 52%, Campbell at 43.8%, Boone at 43.4%, Woodford at 43.1%, and Jefferson at 42.6%. Note that unlike the state level, county attainment levels do not include certificates.
- Twenty-seven counties have attainment rates lower than 20%, compared to 30 last year. These are mostly in the eastern part of the state. Wolfe County has the lowest rate at 13.4%. Note that unlike the state level, county attainment levels do not include certificates.
- Lumina reports the following attainment rates for racial and ethnic groups in Kentucky: Asian/Pacific Islander 56.5%, White 34.7%, African-American 25.9%, and Hispanic or Latino 26.6%.

To reach state goals and compete in the knowledge economy, Kentucky needs to increase the number of residents who enroll in postsecondary programs and earn all types of credentials beyond high school. In 2017, 32% of Kentucky's working-age adults had a high school diploma but no postsecondary credential, compared to a national average of 26%. While Kentucky exceeds the national average in certificates and is just below the U.S. in associate degrees, we trail the national average in bachelor's degree holders by a significant margin.

Education Level of Residents, Ages 25-64, in 2017

Because of rounding, the sum of these percentages may not equal 100.



Source: The Lumina Foundation, "A Stronger Nation: Kentucky's Progress Toward the Goal." <http://strongernation.luminafoundation.org/report/2018/#state/KY>

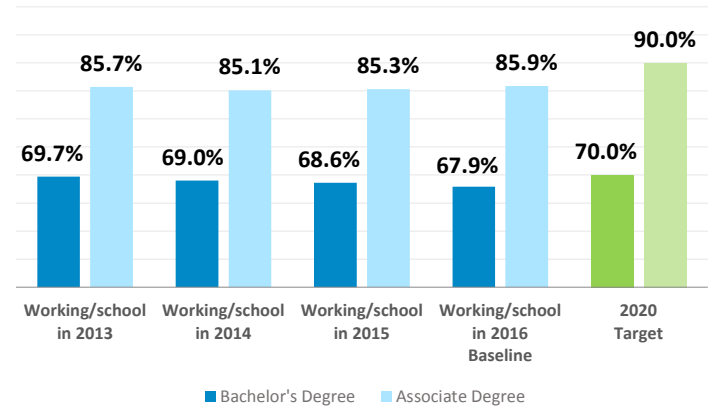
Graduates Working or Pursuing More Education

Highlights

- According to the National Association of Colleges and Employers (NACE), 81% of American bachelor's degree graduates and 89.6% of associate degree graduates in 2016 were employed or continuing their education within six months of graduating.
- Nearly 68% of the state's 2015 bachelor's degree graduates were working or continuing their education in Kentucky a year later, significantly lower than the national average. However, this number does not capture students working or going to school out-of-state.
- Five years after graduation, 73.9% of comprehensive university baccalaureate graduates and 79.4% of research university baccalaureate graduates were employed in the state.
- A large majority (85.9%) of associate degree graduates stay in Kentucky to work or continue their education. Given current workforce demands in healthcare, IT, manufacturing, construction and service industries, the 90% target should be achievable.

About this Measure:

The percent of associate and bachelor's degree graduates working in Kentucky or pursuing additional education a year after graduation. Working status is determined by Kentucky wage records. There is a lag time in obtaining this data; for 2015 graduates working or going to school in 2016, information is not available until spring 2017.



Source: Kentucky Center for Education and Workforce Statistics (KCEWS)

Forbes

**BEST STATES
FOR BUSINESS
& CAREERS**

2018

Each year, Forbes Magazine analyzes 41 metrics from 17 sources to rank each state's business climate. While Kentucky ranks 36th overall, we are near the bottom in labor supply, a function of low educational attainment and low population growth. Engaging a higher percentage of working adults in postsecondary education is critical to continued growth.

Kentucky ranks

48th

**in labor supply to
business & industry.**

Source: Forbes Magazine, "Best States for Business & Careers," 2018, <https://www.forbes.com/best-states-for-business/list/>

Research & Development Expenditures

About this Measure:

This metric captures the amount of research and development expenditures in science and engineering from federal, state, local, corporate, foundation, and other sources. These amounts are displayed both with institutional funding (total research expenditures) and without institutional funding (extramural research expenditures).

INSTITUTION	FY12	FY13	FY14	FY15	FY16 Baseline	FY17	FY18	FY19	FY20	FY21
University of Kentucky										
With institutional funding	\$360.8M	\$339.8M	\$328.2M	\$331.7M	\$349.7M	\$378.4M				
Without institutional funding	\$234.9M	\$239.7M	\$231.2M	\$230.8M	\$244.5M	\$258.4M				
University of Louisville										
With institutional funding	\$196.8M	\$186.8M	\$183.4M	\$163.3M	\$172.9M	\$177.6M				
Without institutional funding	\$131.5M	\$121.5M	\$114.3M	\$109.3M	\$117.5M	\$120.3M				
Western Kentucky University										
With institutional funding	\$10.6M	\$9.3M	\$9.2M	\$7.9M	\$8.9M	\$10.8M				
Without institutional funding	\$6.5M	\$4.9M	\$5.0M	\$4.6M	\$4.7M	\$5.2M				

Source: National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges

Highlights

- Research and development expenditures is a widely used metric that allows universities to track the volume of annual spending in research and development enterprises and benchmark their progress against peer institutions. The ability of an institution to secure federal funding from the National Science Foundation helps attract high-quality faculty as well as business and industry investors.
- According to data from the Higher Education Research and Development (HERD) Survey by the National Center for Science and Engineering Statistics (NCSES) within the National Science Foundation (NSF), federal funding for higher education R&D increased 3.7% from FY 2016 to FY 2017.
- Similarly, UK, UofL, and WKU all saw increases in FY17 in both total and extramural expenditures over the prior year, after several consecutive years of declines between FY12 - FY15.
- In 2017, UK ranked 62nd among all U.S. colleges and universities with regard to total research and development expenditures, up from 64th last year. UofL ranked 122nd, down from 113th last year. WKU ranked 324th in 2017, up from 337th last year.



APPENDICES

Appendix 1: Statewide Diversity Plan

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

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

The policy directs campuses to develop diversity plans focused on the three priority areas of the statewide strategic agenda: Opportunity, Success, and Impact. These are the metrics for which campuses establish performance targets.

OPPORTUNITY

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

SUCCESS

- **First-year to Second-Year Retention.** The percentage of first-time, underrepresented minority and low-income students seeking a credential or degree who are still enrolled at the same institution the following fall. Low-income students are defined as federal Pell grant recipients.
- **Graduation Rates.** The percentage of first-time, full-time underrepresented minority and low-income students seeking a credential or degree who obtain a degree from the same institution within 150% of the normal time frame (three years for associate degree programs and six years for bachelor's degree programs).

- **Degrees and Credentials.** The number of degrees and credentials awarded to underrepresented minority and low-income students.

IMPACT

- **Faculty/Tenure Track Employees.** The percentage of full-time faculty/tenure-track employees who are from an underrepresented minority group, including those who identify as two or more races. For KCTCS, this metric includes instructional staff.
- **Management Occupations.** The percentage of employees holding managerial or administrative positions who are from an underrepresented minority group, including those who identify as two or more races.

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

The following tables display progress toward the goals campuses established through the statewide diversity planning process to improve Opportunity and Impact. The diversity metrics for Success are included on pages 14-17 and 24-25.

Appendix 2: Diversity Plan Metrics

Undergraduate and Graduate Enrollment

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University								
UG Black, Non-Hispanic Only	5.5%	6.0%	5.7%	5.5%	5.6%	5.6%		6.0%
UG Hispanic or Latino	1.8%	2.0%	2.4%	2.7%	2.8%	3.0%		2.8%
UG URM	9.8%	10.7%	10.9%	11.1%	11.6%	11.9%		12.0%
Graduate URM	8.9%	9.6%	9.9%	8.8%	10.4%	10.8%		10.4%
KCTCS								
UG Black, Non-Hispanic Only	9.2%	9.4%	8.5%	8.0%	7.9%	8.0%		9.2%
UG Hispanic or Latino	2.7%	3.0%	3.3%	3.7%	4.2%	4.4%		4.4%
UG URM	14.0%	14.8%	14.6%	14.8%	15.4%	15.8%		16.3%
Kentucky State University								
UG Black, Non-Hispanic Only	56.4%	53.9%	51.9%	46.8%	48.2%	46.3%		45.0%
UG Hispanic or Latino	1.3%	1.8%	3.2%	2.2%	2.0%	2.9%		5.0%
UG URM	60.1%	58.3%	58.0%	51.9%	53.6%	52.8%		60.0%
Graduate URM	54.6%	45.4%	47.1%	42.9%	43.2%	42.6%		50.0%
Morehead State University								
UG Black, Non-Hispanic Only	3.3%	3.6%	3.4%	3.4%	3.1%	3.2%		3.8%
UG Hispanic or Latino	1.1%	1.5%	1.4%	1.9%	1.8%	2.1%		1.6%
UG URM	5.9%	6.7%	6.9%	7.7%	6.9%	7.9%		7.6%
Graduate URM	5.6%	6.8%	8.1%	6.5%	6.4%	9.6%		8.6%
Murray State University								
UG Black, Non-Hispanic Only	6.8%	7.0%	6.8%	6.4%	5.8%	5.7%		6.4%
UG Hispanic or Latino	1.8%	1.8%	2.0%	1.9%	1.9%	2.2%		2.1%
UG URM	10.3%	10.8%	11.2%	10.9%	10.6%	10.8%		11.3%
Graduate URM	8.8%	8.7%	8.8%	8.9%	8.9%	10.0%		8.9%
Northern Kentucky University								
UG Black, Non-Hispanic Only	6.5%	6.7%	6.6%	6.7%	6.7%	6.5%		7.1%
UG Hispanic or Latino	2.4%	2.6%	2.9%	3.1%	3.2%	3.3%		3.9%
UG URM	11.0%	11.6%	12.3%	12.6%	12.9%	13.0%		14.0%
Graduate URM	8.0%	9.2%	10.0%	12.2%	12.8%	13.3%		15.0%
University of Kentucky								
UG Black, Non-Hispanic Only	7.7%	7.6%	7.5%	7.8%	7.7%	7.4%		8.3%
UG Hispanic or Latino	3.3%	3.8%	4.2%	4.4%	4.8%	4.9%		4.9%
UG URM	14.0%	14.7%	15.3%	16.1%	16.6%	16.5%		17.7%
Graduate URM	8.1%	7.6%	8.5%	9.8%	8.9%	9.7%		9.9%

Diversity Plan Metrics

Undergraduate and Graduate Enrollment, continued

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
University of Louisville								
UG Black, Non-Hispanic Only	11.3%	10.9%	11.0%	11.1%	11.3%	11.7%		14.0%
UG Hispanic or Latino	3.6%	3.9%	4.0%	4.4%	4.8%	5.3%		6.0%
UG URM	18.6%	19.0%	19.4%	20.3%	21.7%	23.0%		23.0%
Graduate URM	12.5%	13.6%	13.8%	14.5%	15.3%	15.8%		15.5%
Western Kentucky University								
UG Black, Non-Hispanic Only	10.4%	9.7%	8.9%	8.8%	8.5%	8.1%		10.0%
UG Hispanic or Latino	2.4%	2.6%	3.1%	3.1%	3.4%	3.7%		4.0%
UG URM	15.1%	14.9%	14.9%	15.2%	15.5%	15.5%		15.8%
Graduate URM	13.4%	13.3%	12.6%	11.5%	13.6%	15.1%		13.1%

Source: Kentucky Postsecondary Education Data System (KPEDS)

Workforce Diversity

INSTITUTION	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University								
Tenured/Tenure-Track Faculty	7.9%	8.3%	8.3%	8.3%	7.3%			8.7%
Management Occupations	6.0%	5.5%	8.5%	12.0%	11.2%			8.9%
KCTCS								
FTE Instructional Staff	5.6%	5.7%	6.0%	6.0%	6.0%			9.3%
Management Occupations	11.8%	12.2%	12.8%	12.7%	13.2%			16.2%
Kentucky State University								
Tenured/Tenure-Track Faculty	27.8%	30.2%	33.7%	34.1%	40.4%			45.0%
Management Occupations	80.0%	70.5%	69.4%	67.7%	70.7%			70.0%
Morehead State University								
Tenured/Tenure-Track Faculty	7.7%	7.2%	7.0%	7.5%	7.0%			7.5%
Management Occupations	5.0%	8.1%	6.9%	2.6%	4.4%			8.4%
Murray State University								
Tenured/Tenure-Track Faculty	7.3%	6.5%	6.1%	5.8%	5.9%			6.1%
Management Occupations	10.8%	10.1%	10.1%	6.9%	8.3%			10.1%
Northern Kentucky University								
Tenured/Tenure-Track Faculty	8.2%	9.0%	9.7%	9.1%	9.5%			12.0%
Management Occupations	9.2%	8.6%	10.5%	10.0%	9.0%			12.5%

Diversity Plan Metrics

Workforce Diversity, continued

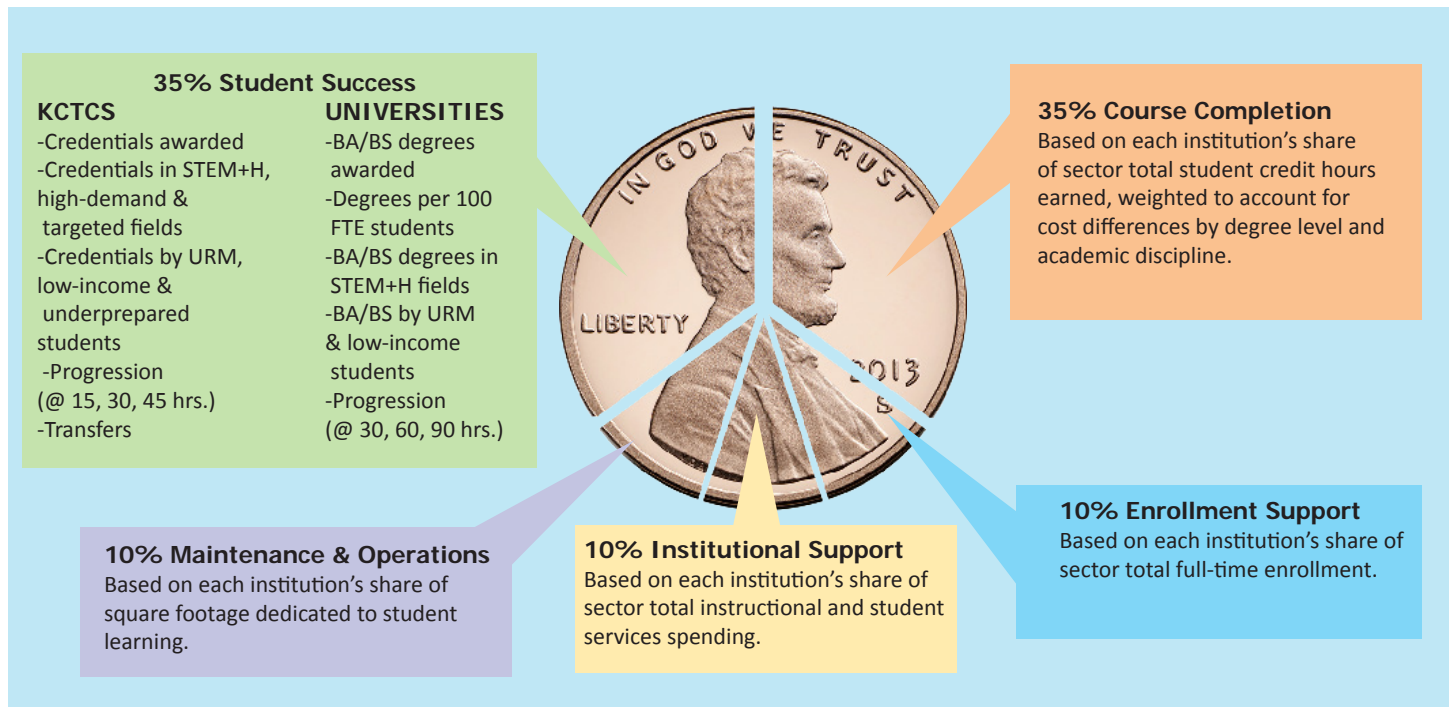
INSTITUTION	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
University of Kentucky								
Tenured/Tenure-Track Faculty	6.1%	6.2%	6.4%	6.5%	8.1%			8.9%
Management Occupations	6.9%	6.1%	5.2%	5.9%	6.4%			9.3%
University of Louisville								
Tenured/Tenure-Track Faculty	9.6%	10.3%	10.7%	10.8%	10.9%			11.5%
Management Occupations	11.2%	12.0%	11.5%	12.2%	10.9%			12.5%
Western Kentucky University								
Tenured/Tenure-Track Faculty	10.6%	10.3%	9.3%	9.4%	8.9%			10.3%
Management Occupations	14.0%	16.2%	14.8%	14.0%	14.6%			15.8%

Source: Kentucky Postsecondary Education Data System (KPEDS)



Appendix 3: Performance Funding

In 2017, Governor Bevin signed into law Senate Bill 153, which established a new funding model based on institutional performance (70%), campus enrollment (10%), instructional and student services spending (10%), and facilities costs (10%). Overall, there is some alignment between the student success metrics in the model and the strategic agenda metrics in this report. The model will be used to distribute state General Fund appropriations to institutions, net of mandated programs and a small-school adjustment, and will be phased in gradually, beginning in FY 2018.



1.

First Year (2017-18): Distributes \$42.9M in the postsecondary education performance fund. These funds will be distributed according to the model (Kentucky State University was exempted from the model in the first year).

2.

Second Year (2018-19): The funding model will be applied to the full amount of allocable resources, but a hold-harmless provision will prevent the transfer of any funds among institutions.

3.

Third Year (2019-20): The third year includes a 1% stop-loss provision, meaning that campuses compete for funding but can lose no more than 1% of base funding.

4.

Fourth Year (2020-21): The fourth year includes a 2% stop-loss provision, meaning that campuses compete for funding but can lose no more than 2% of base funding.

5.

Moving forward: The hold-harmless and stop-loss provisions will sunset, allowing 100% of allocable resources to be distributed according to the model. The Performance Funding Working Group will assess the model at the end of year three and report findings to the Governor and legislature, which could make adjustments.

Appendix 4: Statewide Scorecard

POLICY AREA 1: OPPORTUNITY							
METRIC	Prior Year	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
College Readiness of College Entrants							
KCTCS	46.2%	60.7%	63.9%	49.1%			66%
Public Universities	83.8%	87.2%	88.8%	84.9%			90%
In-State College-Going Rate	55%	54%	53.5%	53.0%			65%
KY Adults Enrolled in College	3%	3.1%	3%	2.8%			4%
Average Net Price							
KCTCS	\$6,780	\$6,923	\$6,223	NA			No goal
Comprehensive Universities	\$10,484	\$10,298	\$11,246	NA			No goal
Research Universities	\$16,327	\$17,049	\$18,176	NA			No goal
Net General Fund Appropriations per Student	\$6,158	\$6,223	\$5,848	NA			No goal
Progress of Underprepared Students							
English	40.1%	40.6%	40.8%	45.4%			70%
Mathematics	20.2%	26.1%	24.2%	25.6%			60%
POLICY AREA 2: SUCCESS							
METRIC	Prior Year	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
3-Year Graduation Rate							
Overall	25.5%	26.8%	27.1%	31.0%			30.5%*
Underrepresented Minority	14.1%	16.5%	17.2%	22.1%			22.5%*
Low-Income	23.4%	23.4%	23.8%	28.1%			28%*
6-Year Graduation Rate (including AIKCU)							
Overall	49.4%	49.8%	50.5%	53.2%			60%
Underrepresented Minority	34.8%	37.3%	36.8%	40.9%			50%
Low-Income (publics only)	36.3%	38.8%	37.1%	41.9%			50%
1st-Year to 2nd-Year Retention-KCTCS							
Overall	50.1%	52.6%	54%	53.3%			54.4%*
Underrepresented Minority	40.1%	45.1%	47%	45.4%			46.8%*
Low-Income	47.6%	50.3%	52.8%	52.1%			53.7%*
1st-Year to 2nd-Year Retention (including AIKCU)							
Overall	65.7%	67.7%	68.3%	67.6%			75%
Underrepresented Minority	56.9%	60.8%	62.4%	60.5%			72%
Low-Income	54.7%	59%	59.6%	59.9%			72%
Statewide Completion Rate							
KCTCS	40.4%	40%	37.2%	42.0%			45%
Public Universities	57.3%	58.5%	59.5%	62.2%			65%

Statewide Scorecard

POLICY AREA 3: IMPACT							
METRIC	Prior Year	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS Transfers with an Associate Degree	37.4%	37.9%	38.8%	38.9%			42.4%
Average Credit Hours Earned at Graduation							
KCTCS	90.3	86.2	84.4	79.8			80.0
4-Year Colleges & Universities (Public and AIKCU)	139.4	139.0	138.6	137.7			134.0
Associate Degrees and Credentials (KCTCS only)							
Overall	30,012	30,765	34,502	35,418			33,488*
Low-Income	21,090	20,339	23,218	22,984			22,139*
Underrepresented Minority	3,228	3,340	3,705	4,067			3,757*
STEM+H	10,960	10,687	11,903	12,552			11,633*
Bachelor's Degrees Awarded (Including AIKCU)							
Overall	22,041	22,799	23,189	23,666			24,737
Low-Income (publics only)	8,026	8,066	8,165	8,006			8,775
Underrepresented Minority	2,513	2,708	2,920	2,993			2,938
STEM+H	6,431	7,091	7,514	7,730			7,694
Graduate Degrees Awarded (including AIKCU)	10,146	10,362	10,639	11,640			11,200
KCTCS Non-Credit Workforce Training	14,794	18,617	17,160	16,329			No goal
Educational Attainment in Kentucky	NA	43.6%	44.6%	45.5%			60% (2030)
Graduates Working or Pursuing More Education							
Associate Degree	85.1%	85.3%	85.9%	NA			90%
Bachelor's Degree	69%	68.6%	67.9%	NA			70%
Research & Development Expenditures (UK & UofL only)							
With Institutional Funding	\$511.6M	\$495M	\$522.6M	\$566M			No goal
Without Institutional Funding	\$345.5M	\$340.1M	\$362M	\$378.7M			No goal

Appendix 5: AIKCU DATA

The Association of Independent Kentucky Colleges and Universities serves as the voice of Kentucky’s private, nonprofit, four-year colleges and universities. AIKCU’s 18 member institutions serve more than 38,000 students and play a critical role in Kentucky’s postsecondary education system, awarding nearly 9,000 degrees annually. AIKCU institutions are accredited by the Southern Association of Colleges and Schools Commission on College and licensed by the Council on Postsecondary Education.

METRIC	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Fall Total Headcount Enrollment										
Undergraduate	29,367	28,953	28,855	27,602	27,598	27,831	28,626			
Graduate	6,863	7,245	7,340	7,600	8,320	10,491	15,532			
Six-Year Graduation Rate										
Overall	50.4%	49.1%	49.1%	48.3%	47.4%	48.1%	49.0%			
URM	33.9%	33.9%	34.4%	32.5%	32.4%	32.9%	34.6%			
First-Year to Second-Year Retention										
Overall	67.5%	68.7%	69.7%	70.8%	67.6%	68.4%	69.7%			
URM	62.9%	61.3%	57.9%	63%	63.5%	60.4%	65.6%			
Average Credits to Degree										
Overall	NA	136.2	135.5	135.4	135.7	138.6	133.1			
Degrees Awarded										
Bachelor’s - Total	4,620	4,595	4,538	4,573	4,704	4,570	4,557			
Bachelor’s - URM	491	509	482	523	577	519	546			
Bachelor’s - STEM	995	1,017	1,093	1,129	1,169	1,187	1,176			
Graduate Degrees	2,562	2,857	2,718	2,714	2,864	3,253	4,150			

Source: Kentucky Postsecondary Education Data System (KPEDS)

AIKCU Member Institutions





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(as of April 2019)**

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1024 Capital Center Drive, Suite 320
Frankfort, KY 40601
Ph: (502) 573-1555
cpe.ky.gov

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