

STRONGER by DEGREES



2013-14 Accountability Report

Kentucky Council on Postsecondary Education



About the Council on Postsecondary Education

The Council on Postsecondary Education is Kentucky's adult and 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, innovative, and accessible system of postsecondary education.

Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary and adult 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.
- administering adult education programs serving every county in Kentucky.
- licensing non-public postsecondary institutions to operate in the Commonwealth.

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STATE PERFORMANCE SCORECARD



College Readiness

	Baseline	2013-14 Actual	2013-14 Target	Improvement from Baseline	Outcome
College readiness of college entrants	52%	70.1%	76%	18.1 percentage points	
College readiness of all high school graduates	31.8%	62.5%	66%	30.7 percentage points	
College-going rate of high school graduates	56.7%	55.4%	72%	-1.3 percentage points	
GED® graduates in Kentucky	9,357	7,083	11,500	-24.3%	
New teacher excellence (Percent scoring in top 25% nationally on PRAXIS II exam)	17%	28.7%	NA	11.7 percentage points	NA

Student Success

Total Degrees & credentials	55,107	65,481	59,400	18.8%	
Associate degrees conferred	7,270	9,580	9,500	31.8%	
Bachelor's degrees conferred	19,693	21,634	22,900	9.9%	
Graduate degrees conferred	8,855	10,185	10,250	15%	
Transfers from KCTCS to 4-year colleges & universities	8,376	11,006	9,580	31.4%	
Bachelor's graduation rate	47.8%	49.2%	53%	2.2 percentage points	
Bachelor's graduation rate for low-income students	34.5%	36.5%	49.7%	2 percentage points	
Bachelor's graduation rate for underprepared students	30.7%	28.1%	38.1%	-2.6 percentage points	
Bachelor's graduation rate for underrepresented minority students	33.2%	35.9%	37.4%	2.7 percentage points	
Graduation rate (associate)	12.6%	13.8%	14.8%	1.2 percentage points	



= Met Goal



= Improved



= No Change



= Declined

STATE PERFORMANCE SCORECARD



Student Success

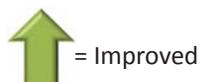
	Baseline	2013-14 Actual	2013-14 Target	Improvement from Baseline	Outcome
Associate graduation rate for low-income students	10.8%	10.7%	11.8%	-0.1 percentage point	
Associate graduation rate for underprepared students	7.5%	9.5%	12.6%	2 percentage points	
Associate graduation rate for underrepresented minority students	7.2%	6.7%	9.2%	-0.5 percentage point	
State appropriations for public higher education	\$1,029	\$916	\$1,069	-11%	
Grants to low-income students in excess of direct costs	\$1,413	\$1,055	\$1,470	-25.3%	
Low-income students without grants	68,259	100,050	34,000	-46.6%	

Research, Economic & Community Development

Externally-funded research & development (in thousands)	\$371,761	\$351,930	\$455,000	-5.3%	
Degrees & credentials in STEM+H fields	17,306	21,551	19,350	24.5%	
Educational attainment of adults (associate and above, ages 25-44)	31.6%	36.5%	37%	4.9 percentage points	

Efficiency and Innovation

Online learning	14.1%	19.9%	18.4%	5.8 percentage points	
Credits earned by degree graduates	140	139.3	135	0.5%	
Degree productivity relative to education and related expenditures	2.54	2.77	2.79	9.1%	



EXECUTIVE SUMMARY



The 2011-2015 Strategic Agenda for Postsecondary and Adult Education, “Stronger by Degrees,” established 27 statewide performance measures to track the system’s progress in four primary areas of focus: college readiness; student success; research, economic and community development; and efficiency and innovation.

Because 2013-14 data are the most current available in 2015, statewide performance targets are tied to this year. CPE staff negotiated these 2013-14 targets with input from the public universities, the KCTCS system office, and the Association of Independent Colleges and Universities (AIKCU) when the strategic agenda was adopted in 2011. The target for “new teacher excellence” was suspended in 2012 due to a substantial change in the metric to align with the Kentucky Education Professional Standards Board. Most metrics use 2009-10 as the baseline year, providing a trend line of five years.

Over the course of this Strategic Agenda:

- **The system met or exceeded the performance target on 6 measures.** These include total degrees and credentials awarded, associate degrees awarded, STEM+H degrees awarded, two-year to four-year transfers, online courses, and degree productivity.
- **Performance improved on 10 measures.** The largest gains occurred in the areas of college readiness and degrees and credentials awarded. Improvement in Kentucky’s educational attainment level also was noteworthy.
- **Performance declined on 9 measures.** Nearly half of these declines were attributable to funding decreases in state higher education appropriations, state financial aid, and federal National Science Foundation funding. However, the system is not making significant progress in narrowing graduation rates gaps for low-income, underprepared, and underrepresented minority students.
- **Performance remained essentially unchanged on 1 measure.** The average credits earned by bachelor’s degree graduates fell from 140 in 2009-10 to 139.3 in 2013-14. The minimum number of credits required for a bachelor’s degree is 120, and the 2013-14 target was 135.

The 2016-21 Strategic Agenda, also called “Stronger by Degrees,” was approved by the Council on Postsecondary Education in June 2016. The new agenda includes three focus areas—readiness, success, and impact (which examines the effect of postsecondary education on economic and community development). New performance measures currently are being finalized in conjunction with the Performance Funding Work Group, which will determine the metrics that will have financial consequences in 2017-18.



Why It's Important

Prior to 2002, Kentucky lacked a common framework for understanding what a high school graduate needed to know and be able to do to succeed in college-level courses. Many high school graduates with relatively good grades found themselves having to take remedial (developmental) courses their first year of college, which cost the same as other courses but do not count toward degree requirements. To rectify this problem, CPE worked with the Kentucky Department of Education (KDE) to develop common benchmarks that would indicate students' academic readiness for college and determine whether they needed to be placed in developmental education. The benchmarks have been revised a few times since 2002; currently, students are placed in developmental courses if they do not achieve ACT subject scores of 18 for English, 19 for a liberal arts mathematics course, 22 for college algebra, 27 for calculus, and 20 for reading. SAT, WorkKeys, and various institutional placement exams can be used as secondary assessments in determining college readiness.

With this problem resolved, the Kentucky General Assembly turned its attention in 2009 to the promotion of four strategies that would increase the percentage of high school students testing college ready and decrease the percentage of college freshmen placed in developmental education. Senate Bill 1 (SB 1) required CPE and KDE to collaboratively implement these strategies, which included: 1) the promotion of dual credit and Advanced Placement coursework; 2) intervention programming designed to help students reach college readiness benchmarks while still in high school; 3) increased college and career readiness advising; and 4) efforts to boost persistence and degree completion through accelerated developmental education program models.

What We've Done

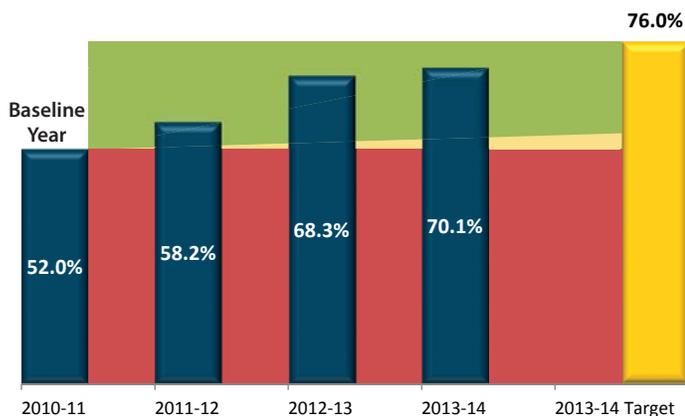
Much of the CPE's work in college readiness over the last five years has centered around the implementation of SB 1. Highlights include:

- CPE convened high school teachers and college faculty to develop standards and frameworks for high school transitional courses. Middle school transitional courses also were developed to identify students at risk of not meeting college readiness benchmarks by the end of their senior year.
- CPE developed online professional development modules for K-12 and postsecondary educators to educate them about college readiness benchmarks and SB 1 (2009), available at www.kycorestandards.org.
- CPE won grant funding to pilot co-requisite models of developmental education at public institutions. These models allow some students to enroll directly in credit-bearing gatekeeper courses with enhanced academic supports, which has been linked to improved retention and graduation rates.
- A statewide dual credit policy was developed to recommend guiding principles and evidence-based practices to support and maintain the quality of dual credit offerings, ensure transferability of credit, and support affordable dual credit options. CPE established a Dual Credit Advisory Council to oversee implementation of this policy.
- CPE supported the development of KYOTE placement exams for mathematics, writing and reading, which are available at no cost to any Kentucky K-12 school or postsecondary institution. These exams serve as one of the readiness indicators used by public colleges and universities.
- CPE won a third federal GEAR UP grant, which provides college readiness activities to low-income middle and high school students. GEAR UP developed a customized college readiness curriculum, as well as a comprehensive student advising model with an early warning system to monitor student performance.
- CPE worked with K-12 and postsecondary partners to implement Operation Preparation, an 8th and 10th grade college and career readiness advising program.
- Kentucky Adult Education launched several initiatives to improve educator professional development, ensure programs offer contextualized instruction, accelerate GED® programs for adults functioning at higher academic levels, and encourage more GED® students to transition to postsecondary education.
- CPE participated in Kentucky Rising, an initiative to promote comprehensive, systemic change in Kentucky's K-12 system to achieve student outcomes that are comparable to the highest-performing states and nations.



College readiness of college entrants

Percent of Kentucky high school graduates enrolling in a Kentucky college who met statewide readiness standards in English, math, and reading (defined by ACT subject scores of 18, 19, and 20, respectively, or other approved placement exams).



Data Source: CPE Comprehensive Database (KPEDS). A 2009-10 baseline is not available through KCEWS, so 2010-11 is the adjusted baseline.

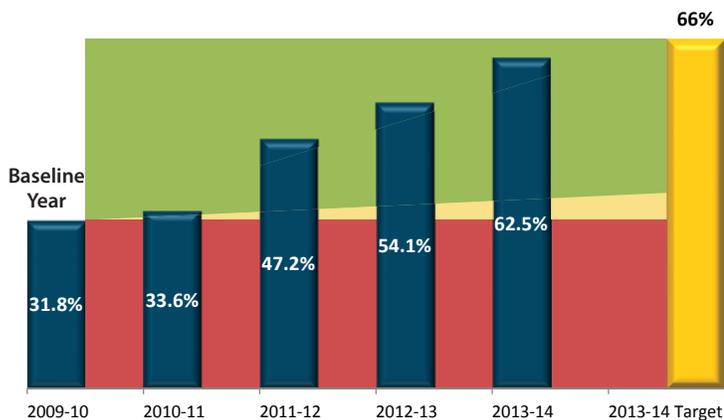
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In 2009, Kentucky enacted SB 1, which called for a unified strategy by CPE and KDE for reducing college remediation rates by at least 50%. The 2013-14 statewide target of a 76% college readiness rate for incoming freshmen was tied to this ambitious goal. Although Kentucky ultimately fell short, the percentage of entering freshmen meeting college and career readiness standards increased an impressive 18 percentage points over the course of this Strategic Agenda. According to Complete College America, only 17% of the nation's developmental education students wind up completing a college credential; increasing academic readiness is a strategy for increasing degree production that saves time and money.



College & career readiness of all high school graduates

Percent of all high school graduates who met statewide college and career readiness standards.



Data source: Kentucky Department of Education (KDE), High School Graduates' College/Career Readiness Percentage

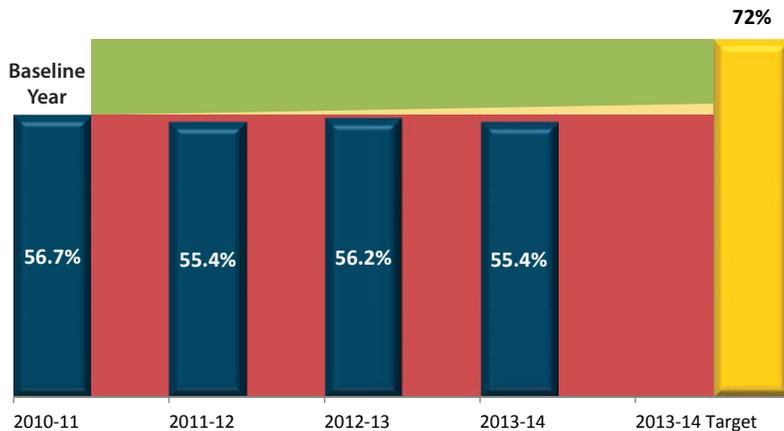
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Nearly two-thirds (62.5%) of all 2013-14 high school graduates met college and career readiness standards in English, math, and reading. This is a gain of 30.7 percentage points within 5 years. Meeting statewide readiness standards helps ensure students are prepared to succeed, regardless of whether they go on to enroll in postsecondary education or enter the workplace.



College-going rate of high school graduates

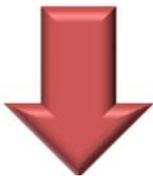
Percent of recent high school graduates who enter any public, private or proprietary college in Kentucky the following fall.



Data Source: KCEWS High School Feedback Report. A 2009-10 baseline is not available through KCEWS, so 2010-11 is the adjusted baseline.

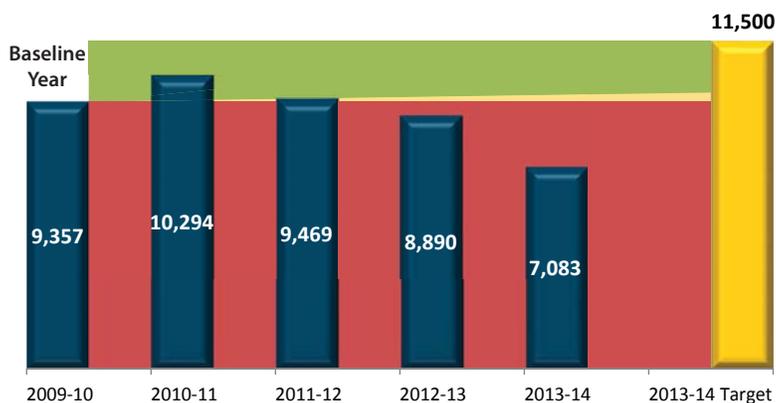
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This metric indicates how many of our high school graduates stay in the state for college and move directly from high school graduation to postsecondary education without any breaks in attendance. Performance on this metric has decreased 1.3 percentage points over the last 4 years. However, when out-of-state institutions are factored into the college-going rate, it rises to 60.3%, closer to the 2013 national college-going rate of 66%.



GED® graduates in Kentucky

Annual number of GED® graduates in Kentucky from July 1 through June 30.



Data Source: KYAE Adult Education Reporting Information Network (AERIN) and NRSpro

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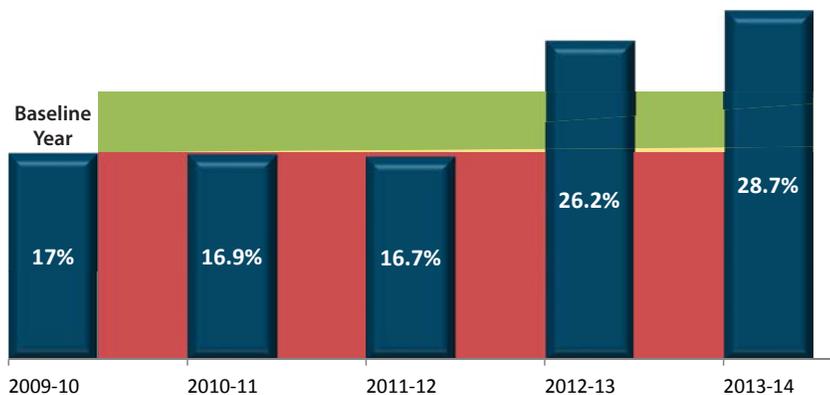
The GED® exam offers adults who have not completed high school a chance to obtain an equivalent credential and pursue postsecondary education. GED® awards have decreased 24% in the last 5 years, in part due to a regulation that raised Kentucky's high school dropout age to 18, as well as a sizable decline in the number of eligible adults in the target population. In 2014, just 13% of working-age adults (18-64) did not have a high school diploma, down from 15% in 2010 and 21% in 2000.



NA

New teacher excellence (top 25% nationally)

Percent of teaching program graduates scoring in the top 25 percent nationally on Praxis II licensure exams.



Data Source: Education Professional Standards Board from ETS Score Reports

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The Praxis exam is the national certification test used to license new teachers. This metric compares Kentucky teacher candidates to the nation's top scorers and is a proxy for new teacher quality. In 2012-13, this metric was adjusted to reflect individuals scoring in the top 25% instead of the top 15%, which aligns with the Education Professional Standards Board's teacher quality goal. Therefore, the 2013-14 target was suspended.



Why It's Important

Increasing postsecondary enrollment and completion is at the heart of CPE's mission to improve Kentucky's educational attainment and quality of life. The overarching framework that guides CPE's work in this area is the LEAP Initiative, promoted by the Association of American Colleges & Universities, which centers on high-impact educational practices, authentic assessment of student learning, and education that is inclusive of all students.

What We've Done

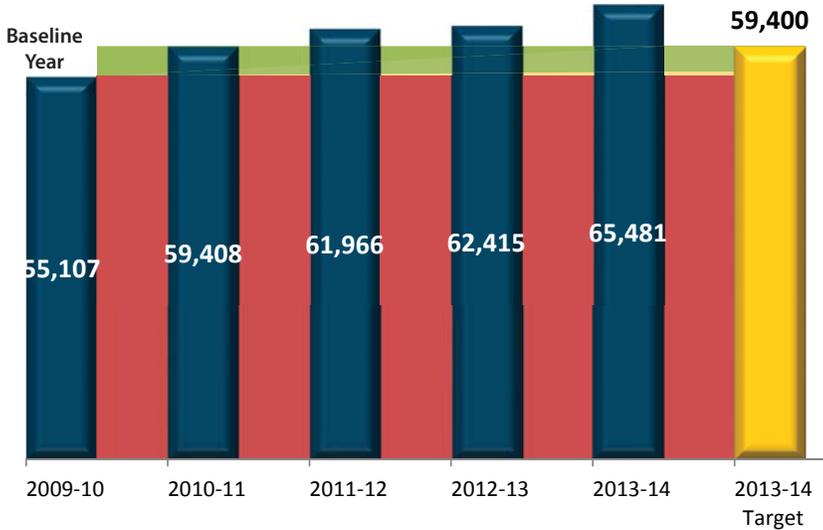
From 2011-15, Kentucky has made steady gains in the number of students enrolling in and completing credential and degree programs, despite declines in state appropriations for higher education. One exception is educational outcomes for low-income, underprepared, and underrepresented minority students, who graduate at significantly lower rates than the state average. Much of CPE's work over this time period focused on strategies to increase college completion and close these persistent achievement gaps. Highlights include:

- CPE participated in Complete College America's Alliance of States, a group of 40 states committed to making college completion a top priority by setting completion goals through 2020 and collecting and reporting on common measures of progress.
- CPE participated in the national Access2Success initiative, which required member systems to track the progress of low-income and underrepresented minority students and provided ideas and technical assistance for improvement.
- CPE held a Student Success Summit annually to bring national experts to the state and provide an opportunity for postsecondary faculty, staff and administrators to share best practices.
- CPE regularly convened two committees comprised of postsecondary educators and administrators. The Committee on Persistence and Graduation focused on best practices and strategies to facilitate student success. The Committee on Academic Quality focused on standards and assessments of educational quality.
- CPE awarded mini-grants to select campuses to implement strategies to increase persistence and completion for students who had accumulated 75% of the credit hours needed to graduate.
- CPE launched Project Graduate, a program in which CPE worked with universities to recruit, enroll and graduate adults with 80 or more college credit hours but no degree.
- CPE coordinated the 15 to Finish campaign, a series of communication and outreach materials to encourage undergraduate students to take 15 credit hours each semester to finish their bachelor's degree in four years.
- CPE coordinated targeted workshops for higher education professionals focused on designing and implementing first-year experience programs at universities and community and technical colleges.
- CPE worked with KCTCS and public universities to implement KRS 164.2951, which requires a comprehensive process for aligning arts and sciences coursework at KCTCS with related bachelor's degree programs at four-year universities. KCTCS created a common core numbering system as a result that ensures comparable general education courses have the same name, content, and learning outcomes at all KCTCS campuses.
- CPE worked to implement the statewide General Education Transfer Policy and Implementation Plan, which was revised in 2011. As part of this effort, teams of postsecondary faculty members and advisors developed numerous degree pathways, which enable students to complete an associate degree and transfer those credits to related bachelor's degree programs and finish in less time. Degree pathways and other information about course transferability can be found at www.KnowHow2Transfer.org, a website created and maintained by CPE.



Total degrees and credentials conferred

Total number of diplomas, certificates and degrees awarded during an academic year in Kentucky by public and independent institutions.



Data Source: CPE Comprehensive Database (KPEDS)

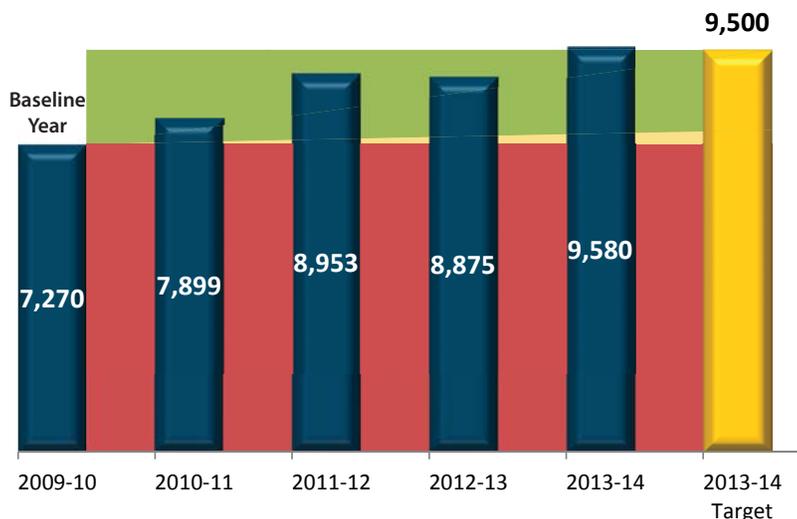
MET GOAL

Total degree and credential production is perhaps the most important output measure for postsecondary education, and it directly contributes to the educational attainment level of the state. Degree and credential production increased nearly 19% in 5 years. The 2013-14 total exceeded the target by 6,081 credentials.



Associate degrees conferred

Total number of associate degrees awarded during an academic year in Kentucky by public and independent institutions.



Data Source: CPE Comprehensive Database (KPEDS)

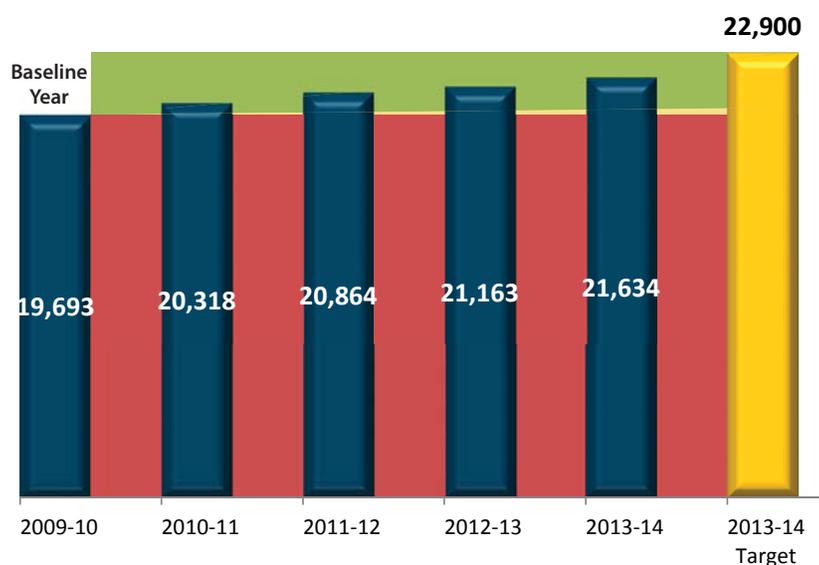
MET GOAL

Increasing associate degree production is a key strategy in Kentucky's quest to create a more skilled, competitive workforce. Also, completing an associate degree at a community college and transferring to a four-year degree program offers a more affordable path to a bachelor's degree. Associate degree production increased nearly 32% in 5 years. The 2013-14 total exceeded the target by 80 degrees.



Bachelor's degrees conferred

Total number of bachelor's degrees awarded during an academic year in Kentucky by public and independent institutions.



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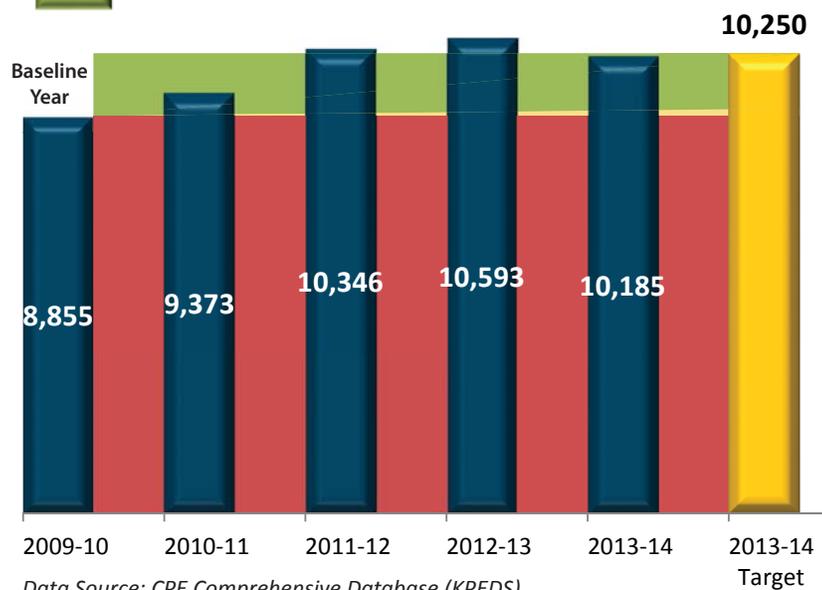
Bachelor's degree attainment is a leading indicator for gauging a state's global competitiveness and quality of life. States with higher rates of bachelor's degree attainment have lower unemployment rates, greater tax revenues, and higher per capita incomes. Bachelor's degree production in Kentucky increased 10% in 5 years. The 2013-14 total fell just 1,266 degrees shy of the target.

Data Source: CPE Comprehensive Database (KPEDS)



Graduate degrees conferred

Master's, doctoral and professional degrees awarded during an academic year in Kentucky by public and independent institutions.



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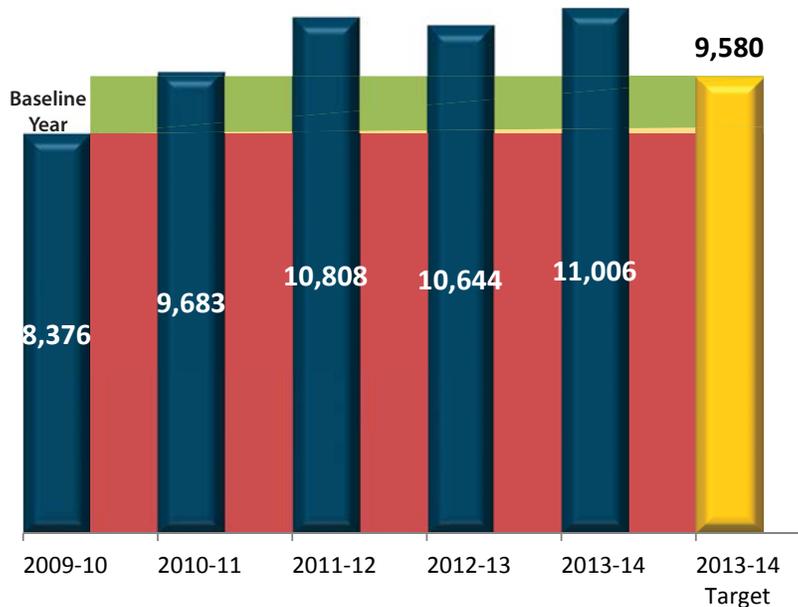
Increasing graduate degree production is vital to promoting research and innovation, as well as creating a workforce with higher level analytical, communication, and problem-solving skills. Graduate degree production increased 15% in 5 years. After exceeding the target in 2011-12 and 2012-13, the 2013-14 total fell just 65 degrees shy of the target.

Data Source: CPE Comprehensive Database (KPEDS)



Transfers from KCTCS to four-year colleges and universities

Students transferring from KCTCS to a 4-year Kentucky public or independent institution within the academic year.



Data Source: CPE Comprehensive Database (KPEDS)

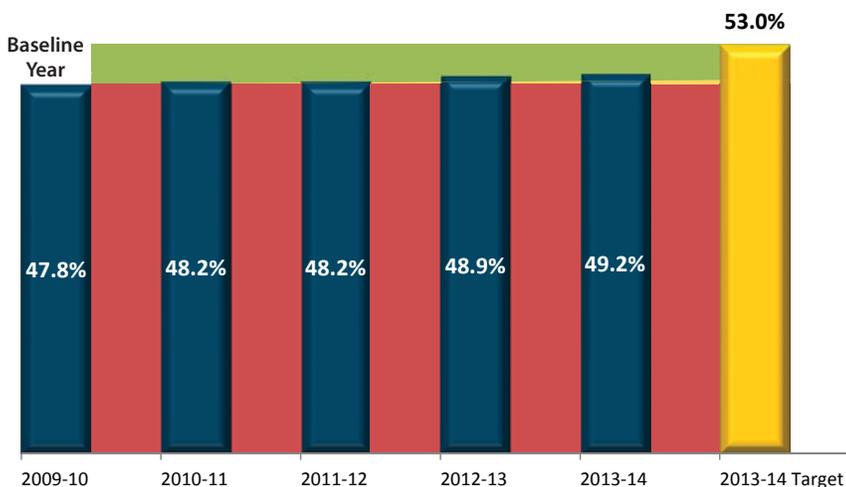
MET GOAL

Completing two years of associate-level courses and transferring to a baccalaureate program offers a more affordable pathway to a bachelor's degree, which increases opportunity for low-income students. Legislation in 2010 focused attention on the need to create smoother pathways between community and technical colleges and public colleges and universities to minimize loss or duplication of credits for students. Over the course of this strategic agenda, 2-year to 4-year transfers increased 31%. The 2013-14 total exceeded the target by 1,426 students.



Bachelor's graduation rate

Graduation rate of first-time, full-time bachelor's-seeking students who earn a bachelor's degree within four, five or six years from their institution of entry.



Data Source: CPE Comprehensive Database (KPEDS)

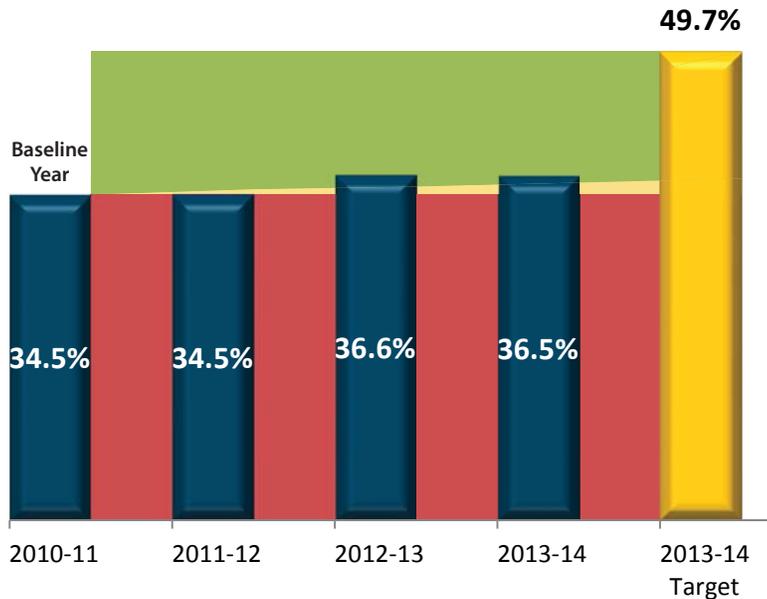
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The 6-year bachelor's degree graduation rate is a widely-used measure of institutional productivity, allowing Kentucky institutions to compare themselves to similar institutions nationwide. The 6-year graduation rate for U.S. colleges and universities is 60%. Kentucky's 6-year graduation rate increased 1.4 percentage points in 5 years, from 47.8% to 49.2%. The 2013-14 rate was 3.8 percentage points below the target.



Bachelor's graduation rate for low-income students

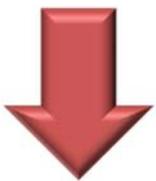
For greater simplicity, targets are now expressed as a rate instead of a gap between low-income and moderate to high-income students.



IMPROVED

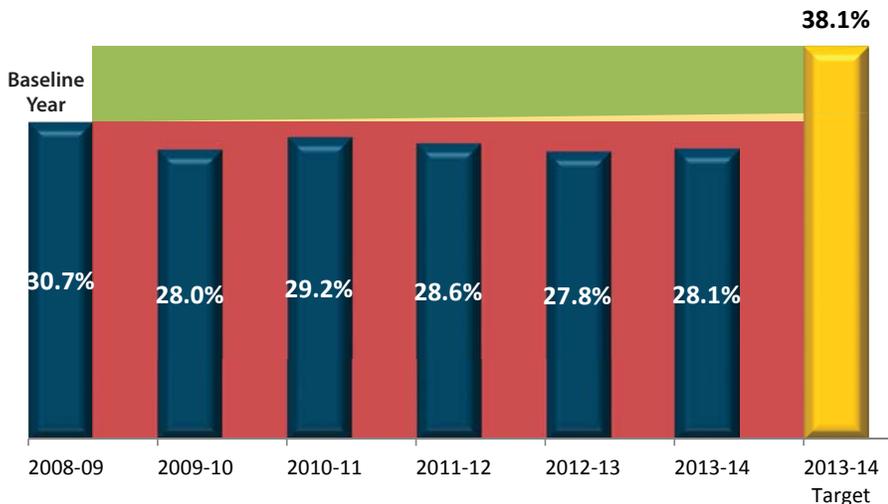
The 6-year graduation rate, while a useful measure, masks differences in graduation rates for low-income students, who are at much greater risk of not completing a degree. Low-income students in Kentucky pursuing a bachelor's degree had a 6-year graduation rate of 36.5% in 2013-14, significantly lower than the 54.1% rate for middle to high-income students or the state average of 49.2%. The 6-year graduation rate for this cohort of students increased 2 percentage points over 4 years but fell short of the target.

Data Sources: CPE Comprehensive Database (KPEDS), KHEAA ISIR (FAFSA) records for Pell eligibility. Data is missing for 2009-10.



Bachelor's graduation rate for underprepared students

For greater simplicity, targets are now expressed as a rate instead of a gap between underprepared and prepared students.



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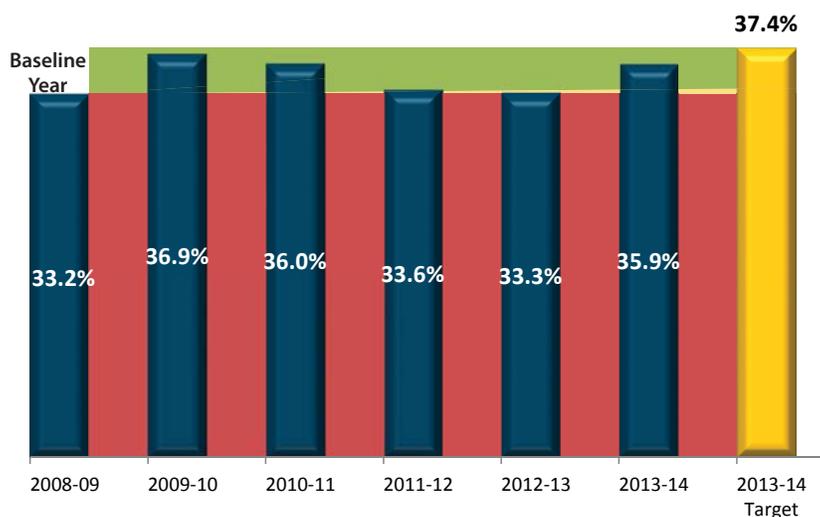
The 6-year graduation rate, while a useful measure, masks differences in graduation rates for underprepared students, who are at much greater risk of not completing a degree. The 6-year graduation rate for underprepared students decreased 2.6 percentage points over 6 years. The 2013-14 rate of 28.1% is significantly lower than the rate for prepared students, which is 56.2%, or the state average of 49.2%

Data Source: CPE Comprehensive Database (KPEDS)



Bachelor's graduation rate for underrepresented minority students

For greater simplicity, targets are now expressed as a rate instead of a gap between underrepresented minority and non-underrepresented minority students.



Data Source: CPE Comprehensive Database (KPEDS)

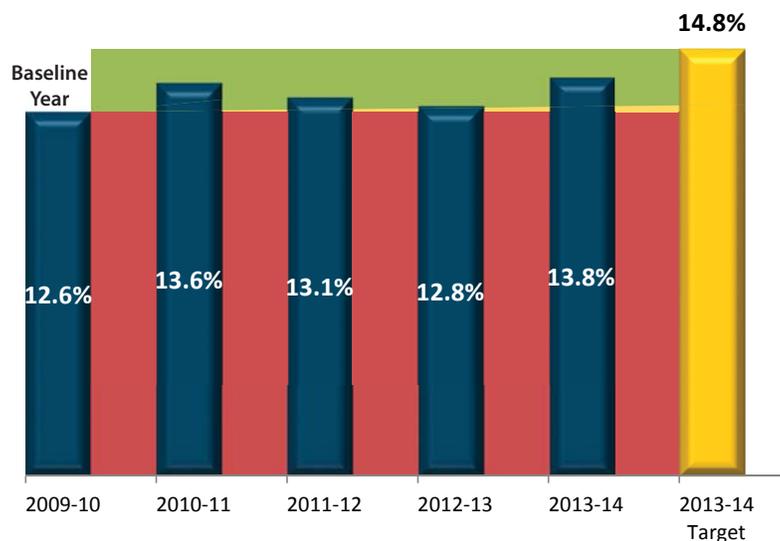
IMPROVED

The 6-year graduation rate, while a useful measure, masks differences in graduation rates for underrepresented minority students, who are at much greater risk of not completing a degree. The 6-year graduation rate for underrepresented minority students increased 2.7 percentage points in 6 years. The 2013-14 rate of 35.9% is significantly lower than the 51.4% rate for majority students or the state average of 49.2%.



Associate graduation rate

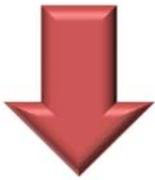
Graduation rate of first-time, full-time associate-seeking students who earn an associate degree within two or three years from their institution of entry.



Data Source: CPE Comprehensive Database (KPEDS), KCTCS data only

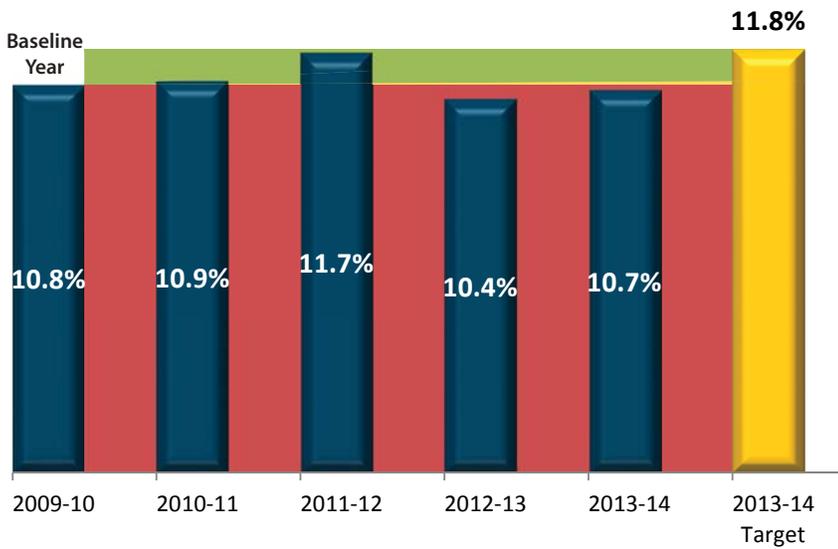
IMPROVED

The 3-year graduation rate is a widely used measure of institutional productivity, allowing Kentucky community and technical colleges to compare themselves with similar institutions nationwide. The 3-year graduation rate for U.S. public community colleges in 2013-14 was 20%. Kentucky's 3-year graduation rate increased 1.2 percentage points in 5 years, from 12.6% to 13.8%. The 2013-14 rate of 13.8% fell short of the target by 1 percentage point.



Associate graduation rate for low-income students

For greater simplicity, targets are now expressed as a rate instead of a gap between low-income and moderate to high-income students.



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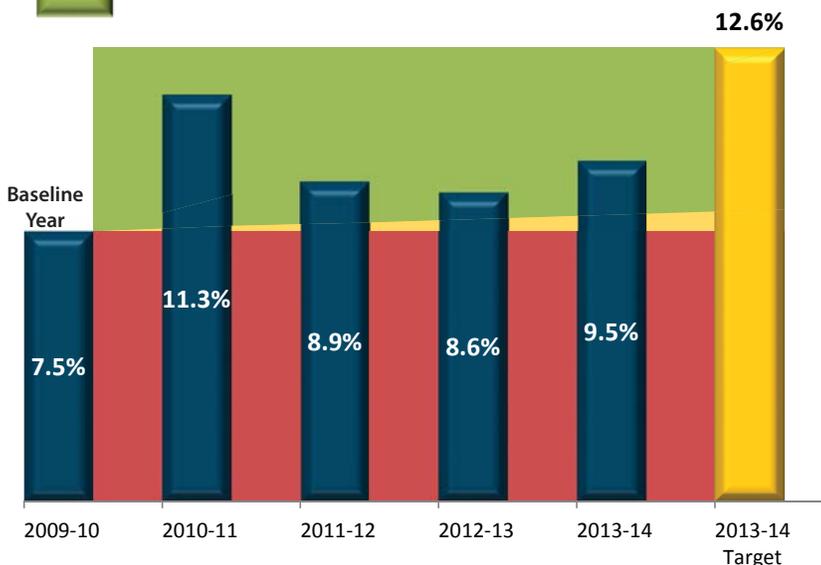
The 3-year graduation rate, while a useful measure, masks differences in graduation rates for low-income students, who are at greater risk of not completing a degree. The 3-year graduation rate for low-income associate degree seekers decreased slightly in 5 years, from 10.8% in 2009-10 to 10.7% in 2013-14. This is significantly lower than the 20.9% rate for middle to high-income students, and somewhat lower than the state average of 13.8%.

Data Sources: CPE Comprehensive Database (KPEDS), KCTCS data only, KHEAA ISIR (FAFSA) records for Pell eligibility



Associate graduation rate for underprepared students

For greater simplicity, targets are now expressed as a rate instead of a gap between underprepared and prepared students.



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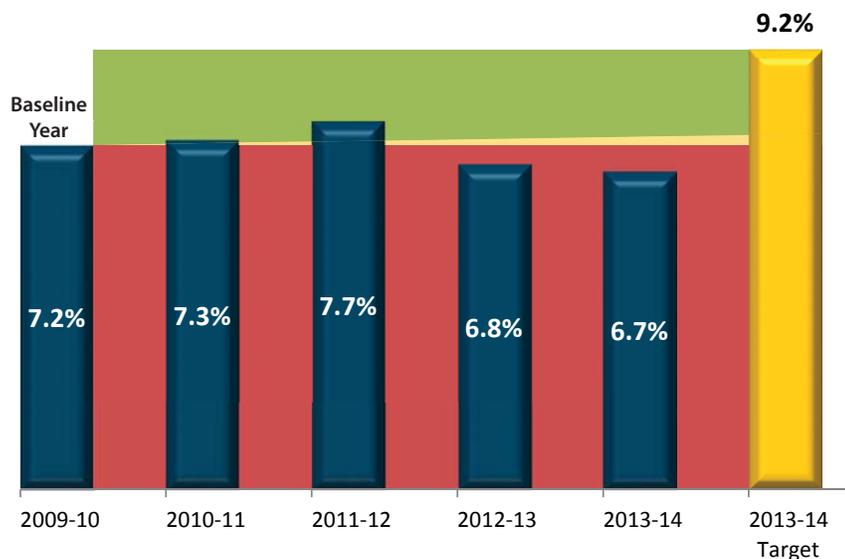
The 3-year graduation rate, while a useful measure, masks differences in graduation rates for underprepared students, who are at greater risk of not completing a degree. The 3-year graduation rate for underprepared associate degree seekers increased 2 percentage points in 5 years. The 2013-14 rate of 9.5% is significantly lower than the 28.2% rate for prepared students or the state average of 13.8%.

Data Source: CPE Comprehensive Database (KPEDS), KCTCS data only



Associate graduation rate for underrepresented minority students

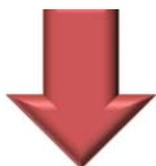
For greater simplicity, targets are now expressed as a rate instead of a gap between underrepresented minority and non-underrepresented minority students.



Data Source: CPE Comprehensive Database (KPEDS), KCTCS data only

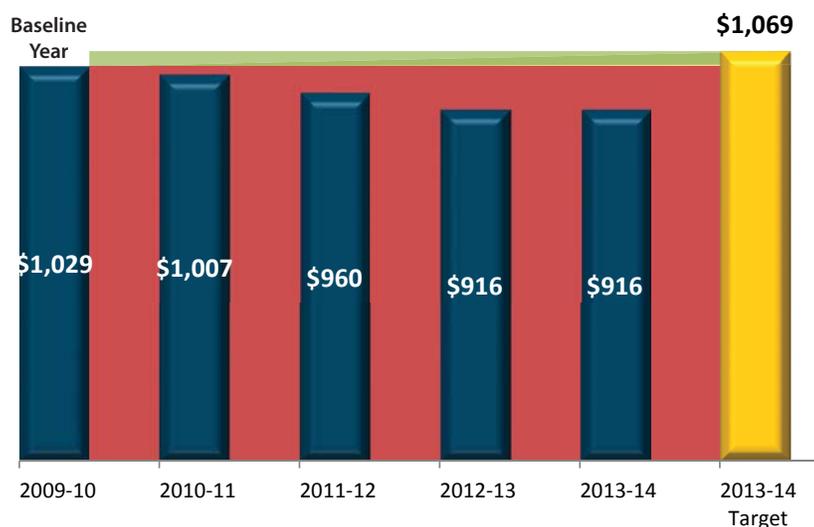
DECLINED

The 3-year graduation rate, while a useful measure, masks differences in graduation rates for underrepresented minority students, who are at much greater risk of not completing a degree. The 3-year graduation rate for underrepresented minority associate degree seekers decreased half of a percentage point in 5 years. The 2013-14 rate of 6.7% is significantly lower than the 15% rate for majority students or the state average of 13.8%.



State appropriations for public higher education

Total net general fund appropriations for public postsecondary institutions (adjusted for inflation). Does not include state financial aid. (Dollars in millions.)



Data Source: Enacted Budgets of the Commonwealth and Budget Reduction (inflation adjusted)

DECLINED

The Kentucky Postsecondary Education Improvement Act of 1997 (HB 1) calls for an adequately funded system of public postsecondary education. This metric is an indicator in Kentucky's investment in higher education. State appropriations for public higher education decreased 11% in 5 years, from just over \$1 billion in 2009-10 to \$916 million in 2013-14. The 2013-14 total fell short of the target by \$153 million.



Grants to low-income students in excess of direct costs

Average grant and scholarship aid received by full-time, in-state Pell grant recipients in excess of tuition, mandatory fees and book costs. Amounts reflect money to help pay indirect costs like room and board and transportation.



Data Source: CPE Comprehensive Database (KPEDS); NCES IPEDS

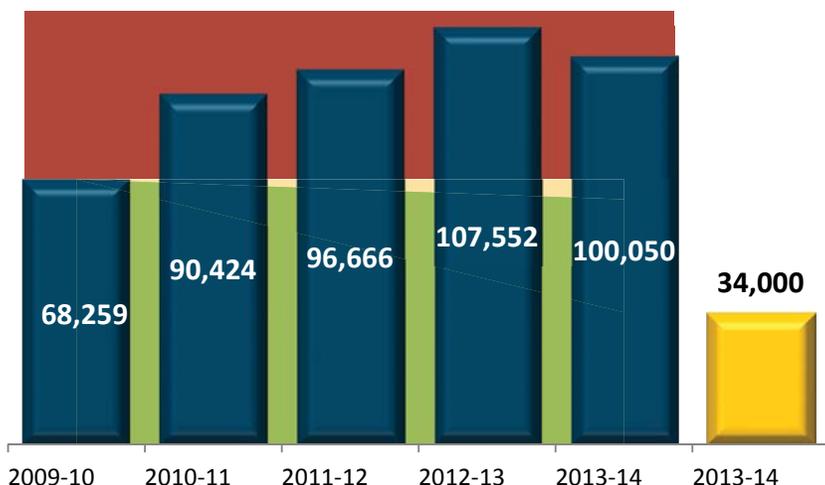
DECLINED

Grants to low-income students in excess of tuition, fees and books decreased 25% in 6 years. These reduced aid amounts negatively affect a low-income student's ability to attend college, as well as contributing to higher levels of student debt.



Low-income students without grants

Annual number of qualified students who applied for a state need-based grant but were denied access because program funds (CAP and KTG) were exhausted.



Data Source: Kentucky Higher Education Assistance Authority (KHEAA)

DECLINED

Funding for the College Access Program (CAP) and Kentucky Tuition Grants (KTG), which is provided by Kentucky lottery proceeds, has not kept pace with demand. The number of low-income students who were denied access to these programs increased 47% in 5 years. Because these need-based state grants are awarded on a first-come, first-serve basis, many qualified students do not apply in time to receive aid.



Why It's Important

In addition to educating students for graduate and professional programs and careers, colleges and universities play a critical role in transforming our economy and quality of life through research and community service. Basic and applied research yields scientific discoveries and inventions that can be developed into marketable products or services, resulting in the creation of spin-off companies and new jobs. Public universities have formed partnerships with the business sector, area economic development organizations, and local governments to provide consulting services, market research, entrepreneurship training, and a host of other activities that improve the quality and productivity of our workforce. Colleges and universities also provide outreach to local schools, social service agencies, county extension offices, healthcare agencies, and a myriad of organizations that improve the quality of life of Kentuckians.

What We've Done

The Council acts primarily as partner, coordinator or convener in this area to maximize the contributions of individual campuses. Highlights include:

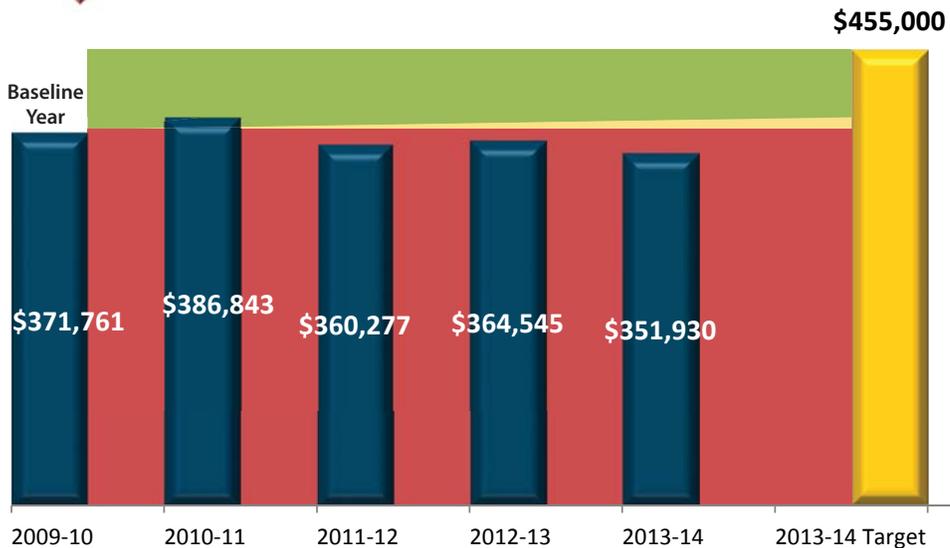
- CPE partners with the Kentucky Science and Technology Corporation on a number of programs to boost Kentucky's research, technology, commercialization, entrepreneurial and economic development efforts, such as the Rural Innovation Fund, the Kentucky Enterprise Fund, EPSCoR, the Governor's School for Entrepreneurs, and others.
- The Kentucky Regional Optical Network (KyRON)—a consortium of CPE, the University of Kentucky (UK) and the University of Louisville (UofL)—connects the P-20 education community 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 to become nationally recognized research institutions. CPE acquired a fiber-optic backbone that connected Cincinnati, Lexington, Louisville and Frankfort and upgraded the Internet2 connection to 100 gigabits to support the growing demands of university research.
- CPE coordinated discussions with institutional research vice presidents to discuss strategies for raising the profile of university research endeavors, connecting faculty and student research areas of interest, building strong research portfolios and investing in clusters of growth related to Kentucky's pressing health, energy and manufacturing needs.
- CPE provided guidance and support to the Governance Board for Lung Cancer Research and the Cancer Research Trust. CPE contracted with SciMed Consultants to conduct a comprehensive evaluation of Kentucky's Lung Cancer Research program. Based on this report, the Board's strategic plan was revised to incorporate many of its recommendations, including greater collaboration between the cancer centers at UK and UofL.
- CPE advanced Kentucky's STEM+H agenda through ongoing leadership, advocacy, and collaborative efforts with the Cabinet for Health and Family Services, health, engineering and STEM-related campus programs like Project Lead The Way, Advance Kentucky, the Kentucky Center for Mathematics, STEMx, and other statewide efforts.
- CPE strengthened partnerships with the Kentucky Center for Economic and Workforce Statistics, the Education and Workforce Development Cabinet, the Economic Development Cabinet and other agencies and organizations to provide more information about the graduation outcomes of Kentucky postsecondary students and better align degree production with the business and economic development needs of the state.
- The Commonwealth of Kentucky hired Deloitte consultants to conduct a healthcare workforce capacity report to pinpoint critical workforce shortages. The CPE convened healthcare educators from public colleges and universities to discuss the findings of the report and develop strategies for increasing degree production in medicine, dentistry, nursing and other shortage areas.
- CPE met with university engineering educators to review the engineering pipeline and discuss whether Kentucky's programs are producing enough engineers in the right fields to meet workforce needs. Discussions were driven in part by the Bluegrass Economic Advancement Movement (BEAM), a partnership led by Louisville's and Lexington's mayors to grow economic development along the I-64 corridor.
- CPE served on the National Governors' Association Policy Academy, led by the Cabinet for Education and Workforce Development, to better align education and training opportunities with workforce challenges, particularly in the state's target industry sectors—advanced manufacturing, healthcare, business services, and transportation and energy.

RESEARCH, ECONOMIC & COMMUNITY DEVELOPMENT



Externally-funded research and development

Amount of R&D expenditures in science and engineering from federal, state, local, corporate and foundation funding, excluding institutionally-funded research.



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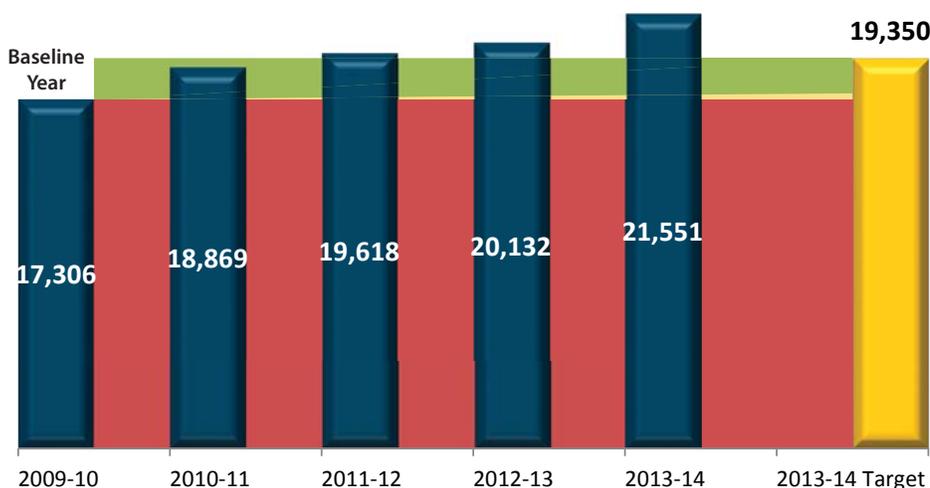
University research and development is highly correlated with economic growth and productivity, as it yields new inventions and products and promotes new business ventures. This indicator measures the amount of outside funding universities were able to attract to support these endeavors. Extramural R&D funding decreased about 5% in 5 years, in part due to a decline in available National Science Foundation funding.

Data Source: National Science Foundation (NSF) Survey of Research and Development Expenditures at Universities and Colleges



Degrees and credentials in STEM+H fields

Number of degrees and credentials conferred in science, technology, engineering and health-related fields during the academic year at the two-year and four-year level.



MET GOAL

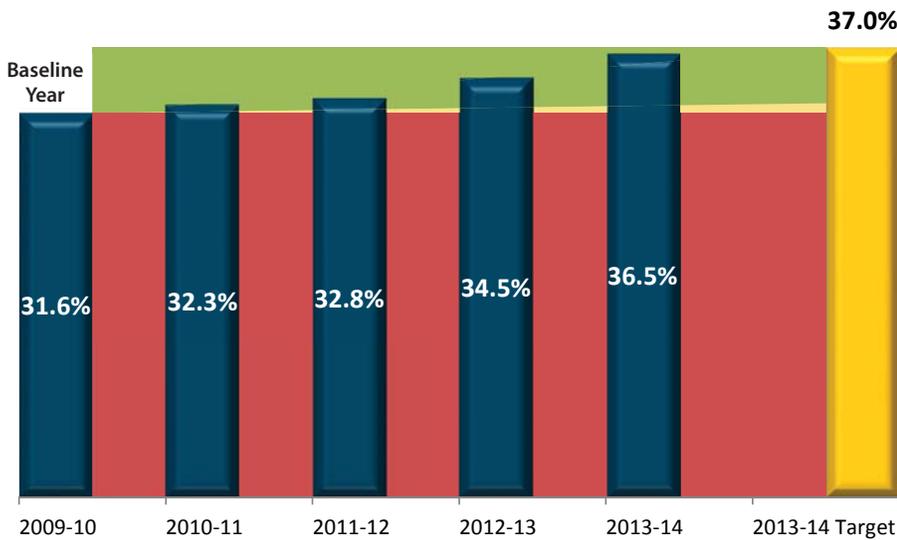
Because STEM+H fields promote research and innovation and supply workers for high-demand occupations, this metric is a key indicator of Kentucky's workforce competitiveness. STEM+H credentials increased nearly 25% in 5 years. The 2013-14 total of 21,551 exceeded the target by 2,201 credentials.

Data Source: CPE Comprehensive Database (KPEDS)



Educational attainment of adults

Percent of Kentucky's population ages 25-44 with an associate degree or higher.



Data Sources: 1990 and 2000 Decennial Census, US Census Bureau; American Community Survey, US Census Bureau

IMPROVED

In recent years, the Lumina Foundation and other national organizations have promoted a goal to increase the percentage of Americans with a high-quality degree or credential to 60% by the year 2025. Higher levels of educational attainment are strongly correlated with lower unemployment, higher per capita incomes, lower crime rates, and better health outcomes. Kentucky's educational attainment level increased nearly 5 percentage points in 5 years.



Why It's Important

As state appropriations for higher education continued to decline over this period, the Council worked with postsecondary institutions to find ways to increase capacity and maintain academic quality while moderating tuition increases and containing costs. Meeting these challenges required greater innovation, efficiency and flexibility than ever before.

What We've Done

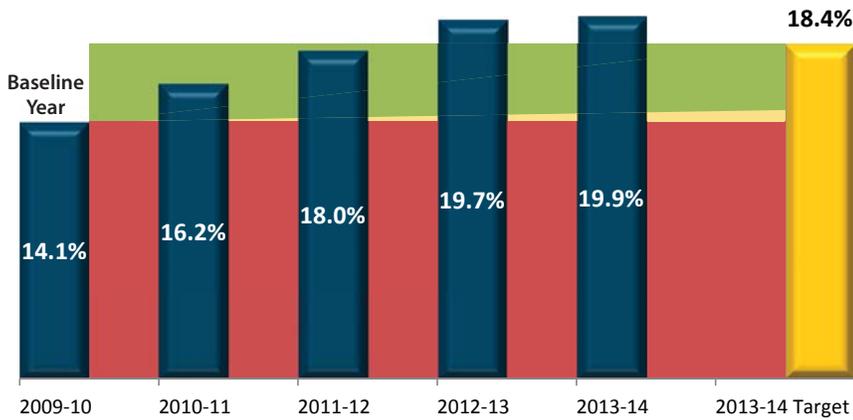
From 2011-15, the Council encouraged institutions to streamline administrative operations, improve space utilization and the use of technology, and maximize opportunities for joint purchases and contracts. Highlights include:

- CPE worked with the University of Louisville (UofL) and Western Kentucky University (WKU) to offer online competency-based programs geared toward working adults as part of the Commonwealth College initiative. UofL launched a Bachelor of Science in Organizational Leadership and Learning with an emphasis in healthcare leadership, while WKU launched a Bachelor of Science in Advanced Manufacturing. Both programs were developed in collaboration with KCTCS Learn on Demand. Kentucky State University has expressed interest in developing a Bachelor of Science in Information Technology, and Morehead State University is interested in developing an RN to BSN program.
- Kentucky Virtual Library resources supported 85.3 million searches via 29 million sessions and 4.9 million downloads of articles. For every dollar contributed by member organizations, KYVL participants realized a return on investment of \$15 in licensed content. Participants also achieved \$25 million in cost avoidance through the acquisition of digital content that can be shared by all member organizations.
- CPE expanded its Kentucky Postsecondary Education Data System (KPEDS) Data Warehouse to include additional years of student-level information and the agency's financial data. Information technology staff also rolled out the new KPEDS Reporting Tool (WEBI), which improved staff access to data and the timeliness of reports, as well as new electronic tools to assist with licensure applications, academic program inventory, GED transcript requests, and the new academic program proposal system.
- CPE contracted with the Northern Kentucky University Informatics Lab to assist with the development of a new agency website, which is expected fall 2016.
- With the encouragement of the CPE, postsecondary institutions continued to implement cost containment practices to improve the efficiency of business operations. Examples include new electronic and online processes, administrative reorganizations, and new purchasing cooperatives.
- All Kentucky institutions outsourced non-core functions on campus or operated them as self-supporting enterprises. These cost-savings helped institutions fully utilize existing space and staff resources to respond to increased enrollment and provide increased access to existing programs and services.
- Eastern Kentucky University, Morehead State University, Murray State University, the University of Kentucky, the University of Louisville, and Western Kentucky University implemented ESCOs (third-party financing agreements with Energy Savings Companies) or institutionally-funded energy savings projects to secure immediate and long-term savings and upgrades. Kentucky State University reviewed alternatives to allow for the construction of a new boiler plant and an upgrade of distribution systems with a third party. Northern Kentucky University is using geothermal energy in its new recreational facility as an energy-saving measure.
- Several institutions implemented policies emphasizing voluntary separation (employee buyout) strategies to allow for the realignment of departments and staffing to create cost savings and efficiencies.



Online learning

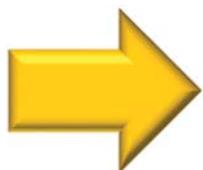
Percent of total earned credits at public and independent colleges and universities taken online or through other distance learning technologies.



Data Source: CPE Comprehensive Database (KPEDS)

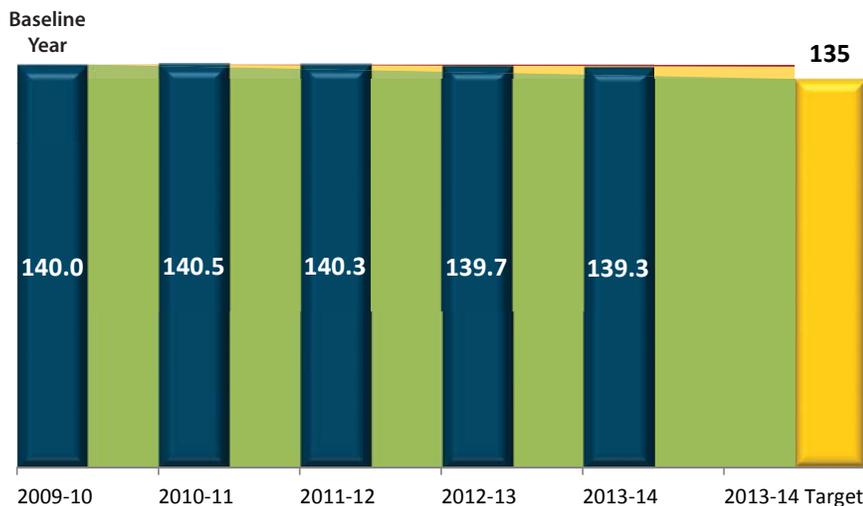
MET GOAL

Postsecondary institutions are taking greater advantage of distance learning technologies, which can increase access to educational opportunities and create cost efficiencies. Online courses increased nearly 6 percentage points in 5 years, exceeding the 2013-14 target.



Credits earned by degree graduates

Average credit hours earned by bachelor's graduates at four-year institutions.



Data Source: CPE Comprehensive Database (KPEDS)

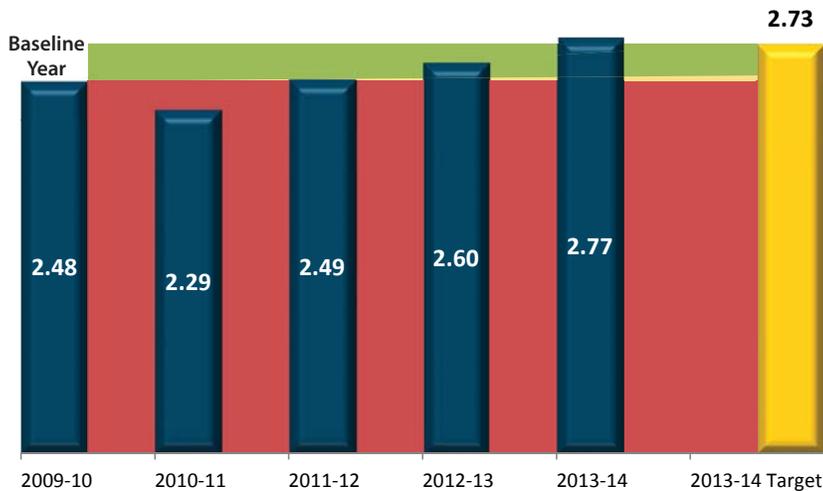
NO CHANGE

The minimum number of credit hours required for most bachelor's degree programs is 120. Hours taken in excess of this can delay graduation and increase cost. The average credit hours taken by bachelor's graduates remained basically unchanged in 5 years, decreasing from 140 to 139.3.



Degree productivity relative to education and related expenditures

Number of degrees and credentials conferred for every \$100,000 in education and related expenditures at public institutions.



Data Source: IPEDS and CPE Comprehensive Database (KPEDS)

MET GOAL

This metric is a variation of cost per degree, a common proxy for efficiency in higher education. Simply put, this measure tells us how many degrees are produced for every \$100,000 spent on academic instruction and student support services across public institutions. Performance on this measure increased 9% in 5 years and exceeded the 2013-14 target.

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