

PROGRESS REPORT

Kentucky's Progress toward
Postsecondary Strategic
Agenda Goals

March 2021

About the Council on Postsecondary Education

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

Key responsibilities include:

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

Table of Contents

FROM THE PRESIDENT.....	4
POLICY AREA 1: OPPORTUNITY	
Key Initiatives.....	6
College Readiness of College Entrants.....	7
In-State College-Going Rate.....	7
Kentucky Adults Enrolled in College.....	8
Net General Fund Appropriations per Student.....	8
Average Net Price.....	9
Progress of Underprepared Students in English.....	10
Progress of Underprepared Students in Mathematics.....	11
POLICY AREA 2: SUCCESS	
Key Initiatives.....	12
Graduation Rates.....	14
First-Year to Second-Year Retention.....	16
Average Credit Hours Earned at Graduation.....	18
Statewide Completion Rate.....	19
KCTCS Transfers with an Associate Degree.....	20
Kentucky’s Educational Attainment Goal.....	21
POLICY AREA 3: IMPACT	
Key Initiatives.....	22
Degrees and Credentials Awarded.....	24
Non-Credit Workforce Training Hours.....	26
Educational Attainment in Kentucky.....	27
Graduates Working or Pursuing More Education.....	28
Research and Development Expenditures.....	29
APPENDICES	
Appendix 1: Statewide Diversity Plan.....	31
Appendix 2: Diversity Plan Metrics.....	32
Appendix 3: Performance Funding.....	35
Appendix 4: Statewide Scorecard.....	36
Appendix 5: Association of Independent Kentucky Colleges and Universities Data.....	38

From the President



Dear Friends and Colleagues,

We are nearing the end of the 2016-21 statewide strategic agenda, “Stronger by Degrees.” By this time next year, we will be closing out this plan while debuting a new strategic agenda and performance metrics.

This past year has been tremendously challenging for higher education, a year like no other in recent history. While COVID-19 disrupted every aspect of campus operations, our institutions managed to deliver a quality educational experience while keeping students, faculty and staff safe. I am proud of the ingenuity and flexibility institutions exhibited during this unprecedented public health crisis.

I also am proud of the progress we have achieved in just five short years. Kentucky continues to make strides toward our educational attainment goal of 60%, increasing the percentage of Kentuckians with a postsecondary credential to 49.4%, up from 49.1% the previous year. Much of this growth is due to an increase in short-term postsecondary certificates, which provide Kentuckians with essential workforce skills.

The six-year graduation rate at four-year public universities reached 56.4% in 2019-20, up from 55% the year prior and 50.6% five years ago. Likewise, KCTCS increased its 3-year graduation rate to 36.3% in 2019-20, compared to 33.9% a year ago and 26.8% five years ago.

Bachelor’s degrees awarded by public universities were up slightly (0.7%), rising to 19,147. KCTCS conferred 9,966 associate degrees in 2019-20, a 1% increase over 2018-19. Short-term certificates rose 8.4% to 27,347.

I am particularly proud of our public institutions’ efforts to close achievement gaps for underrepresented minority students. At KCTCS, credentials awarded to URM students increased 7.1%, and URM bachelor’s degrees were up 4.8% at public universities. URM retention rates increased 6.5 percentage points at public universities and 1.4 percentage points at KCTCS.

However, there are some areas of concern. Kentucky’s in-state college-going rate is steadily declining, a sign that college is less accessible for Kentucky families. Since beginning this agenda in 2015, the rate has fallen from 54% to 50.5%. Enrollment at KCTCS fell 10.5% from fall 2019 to fall 2020. Fewer nontraditional adult students are returning to school, a trend that will make it difficult to reach our attainment goal.

I would like to thank our colleges and universities for their hard work and progress toward common goals. I look forward to what the next strategic agenda will bring.

A handwritten signature in black ink, appearing to read 'Aaron Thompson', written in a cursive style.

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

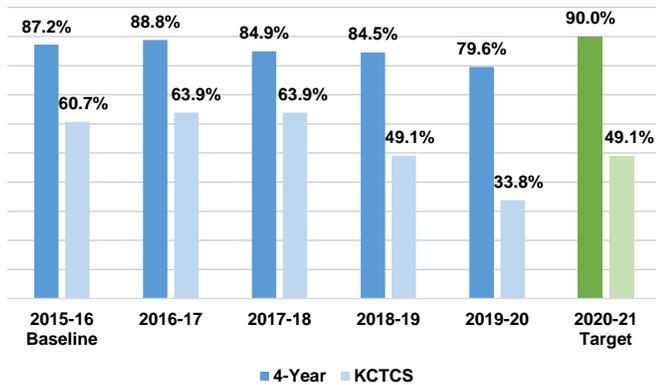
Kentucky has many avenues for individuals who wish to pursue postsecondary education. Unfortunately, ample opportunity has not produced equal rates of participation. Low-income and underrepresented minority students do not enroll at the same rate as their peers. Too many working-age adults have not completed 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.

- CPE's statewide diversity policy directs 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. Following the 2019 review of campus diversity plans, all but one campus was deemed to be making sufficient progress toward goals, compared to three campuses the previous year.
- CPE continued to offer professional development for faculty and staff on diversity, equity and inclusion, although these events were held virtually due to COVID-19 restrictions. CPE launched the Higher EDquity Webinar Series (7 sessions), hosted the 2020 virtual EDquity Symposium, and created an online resource hub within CPE's website.
- In response to a 13% drop in Kentucky's FAFSA filings during the pandemic, CPE spearheaded a multi-agency, statewide communications campaign to encourage students to fill out the FAFSA to access all available federal and state financial aid for college. Campaign partners included the Association of Independent Kentucky Colleges and Universities, the Education and Workforce Development Cabinet, Kentucky Higher Education Assistance Authority, Kentucky Department of Education, the Prichard Committee for Academic Excellence, and GEAR UP Kentucky, which increased FAFSA completions among its participating high school seniors by 5%.
- GEAR UP KY is a seven-year, \$24.5 million early awareness and readiness federal grant program administered by CPE. The program serves over 5,000 middle and high school students annually in three cohorts located in 23 middle and high schools throughout Kentucky. As part of their participation in GEAR UP, students receive personalized advising and mentoring to help them get a jump start on planning and saving for college.
- CPE published a comprehensive research report on dual credit and student success, which linked dual credit participation in high school to higher college GPAs and retention rates. These positive effects were magnified for minority students, who have lower rates of dual credit participation. CPE will use this research to promote policy recommendations around expanding dual credit access for underserved student populations. A follow-up report is planned for spring 2021.
- Using funds from a Lumina Foundation Adult Promise Grant, CPE partnered with KCTCS to promote the Work Ready Kentucky Scholarship to individuals interested in training for a career in a high-demand vocational field. The Louisville-based rapper B. Stille (a.k.a. Brian Scott) of the group Nappy Roots penned the radio jingle and served as the campaign spokesperson. The campaign included radio and social media advertising (November through January), an interactive website with chat functionality, and a referral hotline staffed by KCTCS. The campaign generated over 4,000 leads, the majority of which were adults over the age of 25. Of these leads, 656 have filled out college applications and 167 have enrolled.
- CPE establishes tuition parameters that limit the ability of public campuses to raise tuition and fees above a certain percentage. In light of financial difficulties caused by COVID-19, six institutions either froze or reduced tuition and fees for 2020-21, resulting in an annual average tuition and fee increase of 0.7%, the lowest in decades.
- The Commonwealth Education Continuum - a statewide P-20 advisory group led by CPE, the Kentucky Department of Education and the Education and Workforce Development Cabinet - was created to smooth student transitions from one level of education to the next. Over 30 members were appointed to the group, which will focus on improving academic readiness for college; raising rates of college going and completion; and creating a more diverse teaching force.
- One of the most important strategies to improve college affordability is ensuring students graduate on time. On-time graduation can mean thousands of dollars of savings in tuition, fees and other college-related costs. CPE encourages campuses to promote 15 to Finish, a messaging and outreach campaign highlighting the need for full-time students to register for at least 15 credit hours per semester.

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. Data from 2019-20 reflect high school graduates from the class of 2019 who enrolled in college for the 2019-20 academic year.



Source: Kentucky Postsecondary Education Data System (KPEDS)

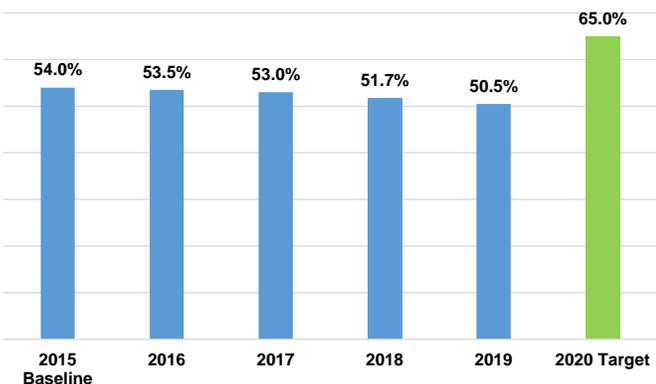
Highlights

- Kentucky is one of 15 states where 100% of high school juniors take the ACT exam, making it a useful proxy for college readiness. Among these 15 states, Kentucky's average composite score ranked above eight states, including Tennessee. However, due to COVID-19 school closures, not all juniors were able to test, so 2020 results reflect scores of sophomores, juniors and seniors.
- From 2018-19 to 2019-20, the national ACT composite score fell slightly, from 20.7 to 20.6. Similarly, the average composite score declined in Kentucky, from 19.8 to 19.5.
- Composite scores in Kentucky also went down across various ethnic groups. The average composite score fell from 20.2 to 19.9 for White students; 16.6 to 16.1 for Black students, and 18.1 to 17.6 for Latinx students.
- Because Kentucky's metric considers not only 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 (for example, students included in 2019 were members of the high school graduating class of 2019 who enrolled in college during the 2019-20 academic year.)



Source: Kentucky Center for Statistics (KYStats)

Highlights

- According to the Bureau of Labor Statistics, the national college-going rate in 2019 was 66.2%, down from 69.1% the previous year.
- Kentucky's metric only reflects the in-state rate, although available data from the National Student Clearinghouse estimates about 5-6% of Kentucky high school seniors go out of state for college each year.
- The in-state college-going rate in 2019 declined 1.2 percentage points over 2018, and has decreased 3.5 percentage points since 2015.
- KYStats reports that the in-state college-going rate is 43.2% for males, 40.8% for low-income students, 44.6% for African American students, and 45.3% for Latinx students.

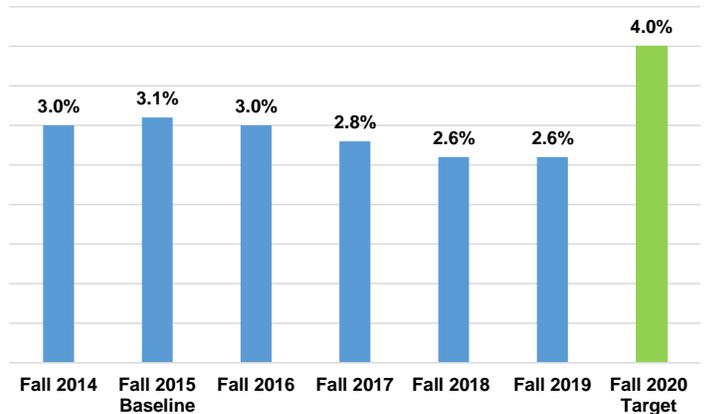
KY Adults Enrolled in College

Highlights

- Undergraduate enrollment among adults residing in Kentucky fell from 38,452 in the fall of 2018 to 37,357 in the fall of 2019, a 2.8% decrease.
- The 4% target for 2020 was based on the assumption that around 70,000 adults would be enrolled in postsecondary education, a return to 2011 enrollment levels.
- Low unemployment and a tight labor market typically lead to declines in adult college enrollment, which may account for Kentucky's recent trend.
- These data do not coincide with the onset of COVID-19, when unemployment increased dramatically. It will be interesting to observe if adult enrollment increases after the virus subsides, as more individuals train for new employment opportunities and career fields.

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

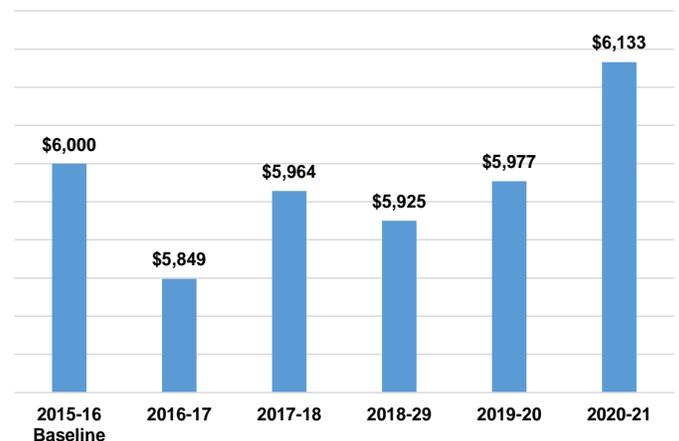
Net General Fund Appropriations per Student

Highlights

- Kentucky's per student funding increased 2.6% from the previous year to \$6,133. The increase was mainly the result of an increase in funding for mandated programs and enrollment declines.
- According to the 2019 State Higher Education Finance (SHEF) Report, U.S. public institutions receive an average of \$8,196 in education appropriations per FTE (this includes state financial aid funding). Across the states, per-FTE appropriations ranged from less than \$3,000 in New Hampshire and Vermont to almost \$19,000 in Wyoming.
- In nominal terms, Kentucky's Net General Fund has decreased from \$1.1 billion in 2008 to \$865 million in 2021, a 21% decrease.
- 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. Net General Fund appropriations do not include state financial aid provided to students or state monies for debt service.

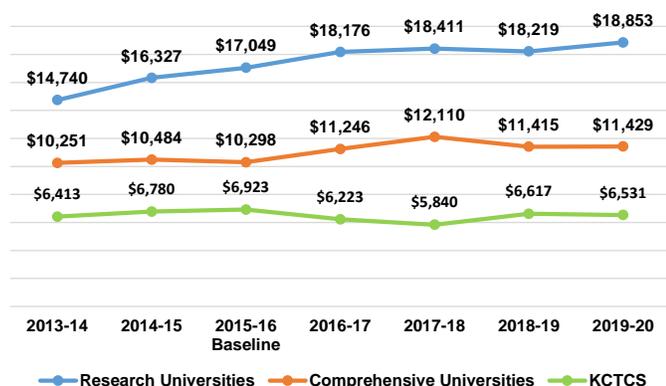


Source: Kentucky Budget of the Commonwealth

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 The College Board, the average net cost of attendance for U.S. public four-year institutions in 2019-20 was \$19,520, compared to \$19,320 a year earlier.
- Net price at KCTCS decreased 1.3% over the previous year. Net price was essentially flat at the comprehensive universities, compared to a 5.7% decrease the previous year. Net price increased at the research universities by 3.5%.
- Due to COVID-19, nearly all institutions voted not to increase tuition and fees from the previous year. Tuition and fees increased only 0.7% in 2020-21, the lowest increase in decades.



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%	72.6%	77.3%	70.0%*
Kentucky State University	42.3%	51.2%	64.7%	84.8%	86.4%	64.5%	61.0%	70.0%*
Morehead State University	69.9%	72.0%	60.4%	58.8%	86.4%	76.9%	81.3%	75.0%*
Murray State University	51.4%	46.7%	53.9%	58.3%	56.6%	60.7%	69.1%	70.0%
Northern Kentucky University	47.4%	52.8%	62.6%	61.2%	61.8%	61.4%	66.2%	82.0%
University of Kentucky	79.0%	80.0%	80.7%	68.9%	74.8%	68.8%	68.3%	85.0%
University of Louisville	84.2%	87.2%	92.2%	88.2%	85.9%	84.9%	82.4%	93.0%
Western Kentucky University	52.6%	63.9%	60.9%	59.3%	56.4%	68.8%	64.7%	70.0%
Public Universities	56.7%	61.6%	64%	63.1%	66.8%	69.1%	68.8%	70.0%
KCTCS	10.4%	27.0%	28.0%	22.9%	23.5%	35.7%	15.7%	50.0%
STATEWIDE	32.3%	40.1%	40.6%	41.2%	45.4%	53.1%	40.2%	70.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

* Indicates institution established a new fall 2020 target.

Highlights

- Complete College America reports that nationally, 20% of students at two-year institutions and 36% of students at four-year institutions who were remediated at entry complete a credit-bearing course in that subject within two years. Overall, the percentage of U.S. undergraduates who complete a credit-bearing course in English within 2 years after remediation is 22%.
- Kentucky public institutions are significantly above the national average 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.
- Overall, in fall 2019, four-year public institutions saw a 0.3 percentage-point decrease in this metric, and KCTCS saw a 20 percentage-point decrease.
- Four schools (EKU, Morehead, Murray, and NKU) experienced increases in 2019, while four schools experienced declines (KSU, UK, UL, and WKU).

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%	18.0%	28.5%	30.7%	40.3%	54.3%	35.0%*
Kentucky State University	18.6%	16.8%	43.2%	81.1%	86.8%	57.0%	62.1%	70.0%*
Morehead State University	36.0%	34.2%	27.5%	29.4%	35.8%	49.1%	61.9%	50.0%*
Murray State University	21.7%	25.3%	4.1%	27.6%	24.7%	30.8%	50.5%	60.0%
Northern Kentucky University	23.2%	27.9%	30.0%	26.1%	30.9%	29.2%	37.9%	60.0%
University of Kentucky	56.2%	56.1%	53.7%	64.0%	49.0%	47.7%	66.3%	65.0%
University of Louisville	16.6%	10.1%	23.2%	10.3%	19.9%	29.8%	66.2%	35.0%
Western Kentucky University	34.3%	36.2%	42.0%	38.7%	32.8%	40.8%	46.6%	60.0%
Public Universities	30.2%	30.4%	32.9%	34.9%	34.5%	39.7%	53.9%	60.0%
KCTCS	5.0%	13.4%	21.4%	13.9%	16.3%	15.9%	30.1%	40.0%
STATEWIDE	20.2%	20.2%	25.7%	24.1%	25.6%	29.7%	38.7%	60.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

* Indicates institution established a new fall 2020 target.

Highlights

- Complete College America reports that nationally, 20% of students at two-year institutions and 36% of students at four-year institutions who were remediated at entry complete a credit-bearing course in that subject within two years. Overall, the percentage of U.S. undergraduates who complete a credit-bearing course in math within 2 years of remediation is 22%
- Kentucky public institutions are significantly above the national average 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.
- Overall, in fall 2019, four-year public institutions and KCTCS saw a 14.2 percentage-point increase in this metric. Every school showed significant improvement on this metric over the previous year.

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 that are underway.

- Much of CPE's work in 2020-21 was focused on distributing federal CARES Act funding to provide campuses and students with emergency relief funding during the global pandemic. The federal government distributed about \$150 million to Kentucky campuses and students to help offset the estimated \$300 million in lost revenue and unexpected expenses related to COVID-19. CPE helped secure an additional \$20 million in CARES Act funding, and directed \$450,000 in unspent agency funds reserved for student success grants to campuses for COVID relief efforts.
- CPE launched a new data-driven assessment of academic programs to help ensure they align with the state's strategic goals and prepare students for career success in the evolving marketplace. Gray Associates, a nationally-recognized consulting and analytics firm, conducted a review in partnership with CPE staff, using comprehensive market data on student demand and employer needs to help colleges and universities better gauge economic conditions and improve their program portfolios. The assessment also included a revenue and cost analysis that calculated the marginal contribution of each program to campus finances. These data will help inform decisions about whether to start, sustain, improve or grow programs. This work also will inform CPE's program review process moving forward.
- CPE is overhauling its online transfer portal to make it more user-friendly. The site will feature degree plans (academic maps) aligned with a student's career interests. When complete, this tool will help students plan for on-time graduation and determine how transfer credit can be applied toward degree requirements at participating campuses.
- CPE launched a new Faculty Advisory Committee to provide a regular feedback loop on issues related to teaching and learning. Additionally, the Student Success Network was expanded to engage a broader group of higher education professionals in discussions about students' academic and professional success, mental health issues, and COVID-related concerns.
- CPE created the Student Advisory Committee to solicit feedback from diverse students about issues affecting higher education in Kentucky.
- CPE continues to lead Kentucky's participation in Degrees When Due, a national initiative of the Institute for Higher Education Policy (IHEP). The effort enables campus liaisons to access best practices and professional development to help re-engage adults with some college but no credential.
- CPE continues to work with campuses to encourage participation in the Essential Employability Qualities (EEQ) certification process developed by QA Commons. The certification provides assurance to employers that graduates have gained valuable employability skills. It also signals that employers have had meaningful input into program design and evaluation. Criteria used to evaluate these programs include graduate preparation, career support services, employer engagement, student and alumni engagement and career information.
- CPE is working with campuses to revise their credit for prior learning policies and increase willingness to provide college credit for A/AS, AP, CLEP and IB Diploma Programme exams. As a result, 323 course equivalencies were added for Cambridge, IB, and other exams to provide college credit at no cost to more students.
- CPE hosted the second cohort of its Academic Leadership Development Institute (ALDI), which consisted of 17 participants from diverse backgrounds. Six represented Kentucky's four-year institutions and 11 work at KCTCS institutions. ALDI provides a series of highly interactive sessions and small group seminars led by faculty and administrators from across Kentucky and the nation. The goal is to create a learning community of early career, underrepresented minority faculty and staff who are on track for professional advancement.
- CPE led a virtual learning community for military student services professionals and updated the statewide military services higher education portal to ensure campus resource information is relevant and up-to-date.



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 Latinx, 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

- KCTCS surpassed all of their graduation rate targets for 2020-21. The total 3-year graduation rate at KCTCS in 2019-20 rose to 36.3%, an increase of 2.4 percentage points over 2018-19. The overall rate has been rising steadily since 2012-13.
- In 2019-20, the 3-year graduation rate for low-income students at KCTCS increased 1.2 percentage points to 32.7%, and the rate for underrepresented minority students increased 1.6 percentage points to 24.3%.
- The overall 6-year graduation rate for public universities in 2019-20 increased 1.4 percentage points over 2018-19 to 56.4%. Five universities experienced gains in their graduation rates, while three experienced declines.
- In 2019-20, the 6-year graduation rate for low-income students at public universities rose 1.7 percentage points to 43.2%, and the rate for underrepresented minority students rose 0.6 of a percentage point to 44%.
- Since 2011-12, the graduation rate for underrepresented minority students increased 11 percentage points at KCTCS, and 10.4 percentage points at public universities.

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%	33.9%	36.3%	34.0%*
URM	13.3%	13.4%	14.5%	14.1%	16.5%	17.2%	22.1%	22.7%	24.3%	22.5%
Low-Income	23.6%	21.7%	20.7%	23.4%	23.4%	23.8%	28.1%	31.5%	32.7%	28.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

*Indicates institution established a new 2020-21 target.

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%	52.3%	50.0%
URM	23.4%	28.2%	26.1%	39.1%	37.0%	32.9%	38.8%	34.0%	38.2%	43.0%
Low-Income	29.4%	29.4%	29.7%	35.5%	36.3%	35.4%	41.9%	38.3%	43.4%	42.0%
Kentucky State University										
Overall	13.1%	18.2%	20.1%	22.1%	20.6%	21.4%	16.3%	25.8%	30.3%	30.0%
URM	12.6%	18.8%	21.2%	23.1%	20.1%	21.8%	14.5%	24.2%	27.3%	30.0%
Low-Income	12.1%	17.8%	19.7%	20.5%	20.3%	19.2%	15.8%	21.5%	29.2%	30.0%
Morehead State University										
Overall	42.7%	44.6%	46.2%	40.2%	45.7%	41.7%	44.9%	45.9%	42.6%	48.2%
URM	32.8%	30.5%	42.9%	22.4%	32.6%	30.2%	37.9%	43.4%	34.4%	37.5%
Low-Income	33.3%	34.5%	33.8%	30.9%	34.1%	30.0%	38.6%	36.9%	32.9%	38.0%
Murray State University										
Overall	53.9%	53.2%	51.9%	48.5%	48.6%	48.9%	55.4%	54.6%	53.1%	58.0%*
URM	46.1%	41.1%	43.9%	36.5%	37.6%	31.3%	41.6%	37.2%	33.3%	42.0%
Low-Income	44.2%	38.9%	43.6%	38.4%	37.4%	35.6%	42.8%	38.6%	40.3%	42.0%
Northern Kentucky University										
Overall	36.9%	37.7%	36.3%	39.8%	37.6%	39.4%	43.8%	47.7%	48.2%	45.0%
URM	28.1%	29.4%	22.6%	37.9%	23.0%	27.4%	34.8%	38.0%	39.9%	39.0%
Low-Income	28.4%	28.2%	25.8%	29.1%	30.3%	28.0%	32.7%	36.7%	36.5%	39.0%
University of Kentucky										
Overall	57.6%	60.4%	60.2%	61.3%	63.6%	64.6%	65.8%	66.1%	66.0%	70.0%
URM	50.0%	44.8%	45.2%	40.7%	52.4%	51.9%	54.2%	56.0%	53.0%	58.5%
Low-Income	42.7%	48.5%	47.8%	46.5%	51.5%	50.0%	53.0%	54.5%	52.9%	56.0%
University of Louisville										
Overall	52.1%	53.5%	53.6%	52.9%	52.8%	54.4%	56.6%	58.6%	60.4%	60.1%
URM	43.8%	43.2%	49.6%	44.5%	51.1%	47.7%	56.0%	54.3%	53.7%	58.5%
Low-Income	40.5%	48.2%	41.3%	41.3%	45.1%	45.8%	47.1%	48.3%	50.3%	54.1%
Western Kentucky University										
Overall	49.6%	50.3%	50.1%	50.0%	51.9%	50.7%	53.4%	51.6%	55.1%	53.7%
URM	35.6%	35.6%	33.8%	33.3%	33.9%	30.7%	33.6%	34.7%	36.9%	40.0%
Low-Income	37.5%	38.3%	37.8%	36.2%	41.0%	37.9%	39.9%	38.3%	41.5%	45.0%
STATEWIDE (public universities only)										
Overall	47.6%	48.9%	49.3%	49.8%	50.6%	51.3%	54.5%	55.0%	56.4%	60.0%
URM	33.6%	33.5%	35.9%	36.6%	38.8%	37.8%	42.7%	43.4%	44.0%	50.0%
Low-Income	34.5%	36.9%	36.5%	36.3%	38.8%	37.1%	41.9%	41.5%	43.2%	50.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

*Indicates institution established a new 2020-21 target.

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 Latinx, 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

- The overall retention rate at KCTCS in 2019-20 rose 1.6 percentage points over the previous year to 57.1%. KCTCS exceeded its 2020-21 target of 54.4% ahead of schedule.
- The retention rate of URM students at KCTCS increased 1.4 percentage points over last year to 50.9%, while the retention rate of low-income students increased 1.3 percentage points to 55.8%. KCTCS exceeded its 2020-21 targets for both populations ahead of schedule.
- The overall retention rate at public universities in 2019-20 rose 2.5 percentage points over the previous year to 80.7%. Retention improved at every public university. EKU, KSU, Murray State and WKU met their 2020-21 targets a year ahead of schedule.
- At public universities, the overall retention rate for URM students increased 6.5 percentage points over the previous year to 78%. The retention rate for low-income students increased 4.4 percentage points to 75.5%. With these increases, overall retention rates for URM and low-income students at public universities exceeded 2020-21 targets ahead of schedule.

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%	54.3%	53.3%	55.5%	57.1%	54.4%
URM	40.0%	40.4%	42.2%	40.1%	45.1%	47.5%	45.4%	49.5%	50.9%	46.8%
Low-Income	48.3%	49.9%	49.2%	47.6%	50.5%	53.1%	52.1%	54.5%	55.8%	53.7%

Source: Kentucky Postsecondary Education Database System (KPEDS).

First-Year to Second-Year Retention

Public Universities

INSTITUTION	Fall 11- Fall 12	Fall 12- Fall 13	Fall13- 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%	75.1%	79.5%	75.0%
URM	56.5%	60.7%	60.8%	65.5%	64.1%	62.8%	72.0%	65.5%	80.3%	67.0%
Low-Income	59.8%	66.6%	66.2%	69.4%	69.9%	68.7%	67.0%	70.2%	76.7%	72.0%
Kentucky State University										
Overall	46.3%	46.8%	43.5%	58.9%	59.2%	67.7%	56.1%	65.6%	78.5%	70.0%
URM	46.2%	44.3%	42.2%	57.1%	60.3%	74.6%	56.8%	67.0%	78.1%	70.0%
Low-Income	47.8%	52.3%	41.9%	58.3%	60.5%	72.7%	63.5%	69.5%	81.0%	70.0%
Morehead State University										
Overall	67.1%	69.1%	69.6%	65.7%	70.7%	72.3%	73.7%	73.2%	75.8%	76.2%
URM	64.6%	66.2%	69.7%	62.5%	67.8%	63.2%	78.0%	68.5%	71.2%	73.9%
Low-Income	59.3%	66.7%	66.3%	59.2%	67.3%	67.3%	69.5%	67.3%	73.0%	73.5%
Murray State University										
Overall	70.3%	72.9%	72.4%	71.8%	74.2%	77.3%	79.3%	79.3%	81.1%	81.0%*
URM	63.0%	66.8%	61.2%	60.6%	69.1%	75.0%	73.6%	70.4%	75.3%	75.0%
Low-Income	63.8%	66.9%	61.2%	61.8%	65.6%	72.0%	73.8%	73.6%	72.1%	70.0%
Northern Kentucky University										
Overall	67.3%	67.4%	69.3%	69.1%	71.9%	72.5%	68.6%	72.1%	74.5%	77.0%
URM	55.8%	59.5%	66.8%	63.7%	69.5%	72.4%	63.1%	69.1%	69.0%	75.0%
Low-Income	61.0%	59.7%	63.6%	62.7%	64.4%	64.2%	61.2%	65.6%	69.1%	71.0%
University of Kentucky										
Overall	81.3%	82.5%	82.2%	82.7%	81.7%	83.3%	84.5%	85.0%	85.9%	90.0%
URM	75.2%	77.6%	76.3%	76.1%	77.2%	79.9%	77.5%	78.5%	82.2%	80.0%
Low-Income	73.7%	76.4%	74.1%	75.9%	74.8%	76.0%	76.4%	77.7%	81.2%	80.0%
University of Louisville										
Overall	77.1%	77.9%	80.6%	79.4%	79.7%	80.7%	80.3%	80.1%	80.9%	82.0%
URM	75.3%	78.1%	79.3%	78.7%	78.0%	81.7%	77.9%	75.4%	79.2%	80.5%
Low-Income	73.1%	72.2%	75.1%	74.4%	74.5%	76.3%	74.5%	75.1%	78.0%	77.5%
Western Kentucky University										
Overall	71.3%	71.7%	73.1%	72.4%	72.8%	69.9%	71.5%	72.9%	76.8%	74.6%
URM	62.4%	58.5%	62.6%	59.1%	58.3%	57.8%	57.1%	59.5%	73.0%	67.4%
Low-Income	64.5%	61.6%	65.7%	62.1%	63.7%	60.2%	62.7%	64.7%	69.9%	70.1%
STATEWIDE (public universities only)										
Overall	72.6%	74.5%	75.0%	75.5%	76.3%	76.9%	76.9%	78.2%	80.7%	81.8%
URM	64.8%	67.1%	67.0%	68.8%	71.0%	73.4%	70.7%	71.5%	78.0%	75.3%
Low-Income	64.5%	67.2%	66.9%	67.2%	69.2%	69.4%	69.2%	71.1%	75.5%	72.6%

Source: Kentucky Postsecondary Education Database System (KPEDS).

* Indicates institution established a new fall 2020-fall 2021 target

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	138.4	137.3	137.5
Kentucky State University	146.3	140.3	141.7	142.3	140.3	142.0	137.4	136.3	120.0
Morehead State University	143.2	141.4	140.7	138.1	136.4	137.7	134.4	134.3	136.6
Murray State University	142.2	139.6	139.7	138.0	138.6	137.7	136.9	135.2	132.0
Northern Kentucky University	139.7	139.0	138.8	137.8	134.9	134.1	134.1	134.1	135.7
University of Kentucky	140.2	139.5	140.6	140.5	140.5	140.4	139.5	139.4	135.4
University of Louisville	141.6	142.4	142.3	142.2	140.9	139.8	138.5	137.9	137.0
Western Kentucky University	139.6	139.6	139.0	139.6	138.9	138.2	136.3	135.2	137.0*
KCTCS	91.1	91.4	90.3	86.2	84.4	79.8	77.9	77.1	80.0
AIKCU	136.2	135.5	135.4	135.7	138.6	133.1	133.6	133.1	NA
STATEWIDE (public 4-year only)	139.7	139.3	139.4	139.0	139.5	138.9	137.6	137.0	134.0

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

Highlights

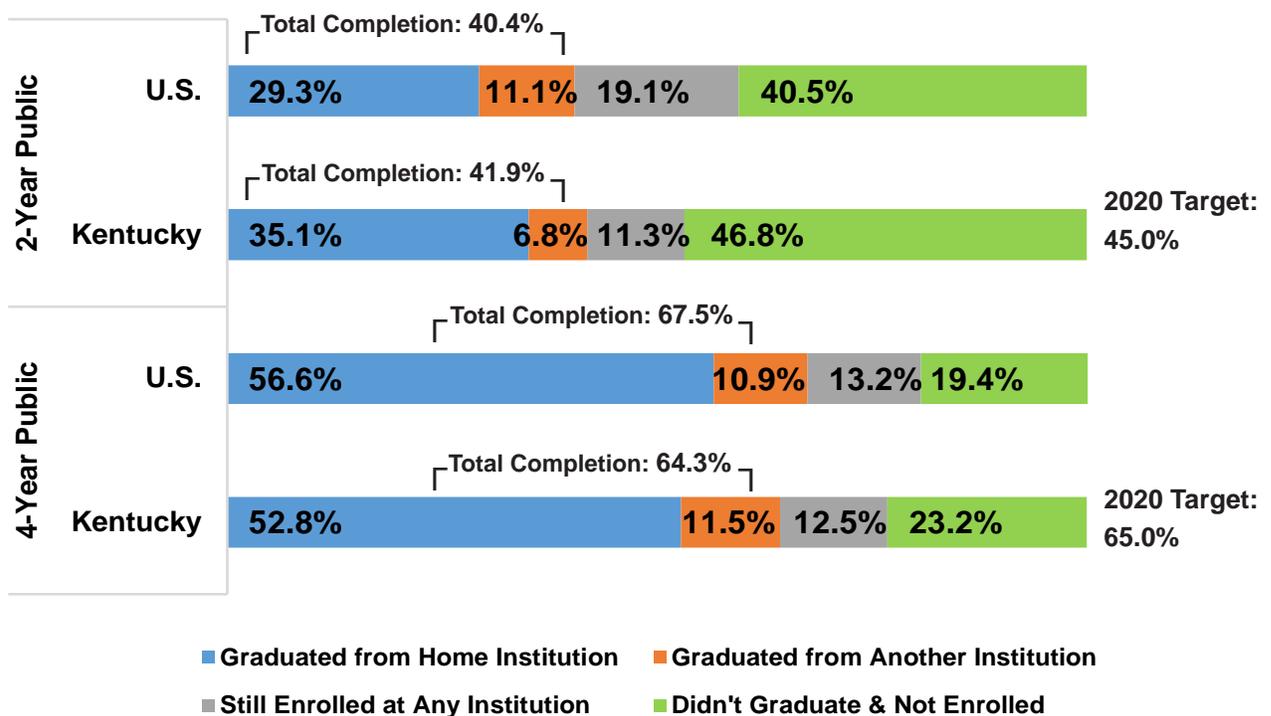
- Kentucky graduates who accumulate hours beyond what their program requires may incur additional costs, both from increased tuition and indirectly from lost wages. Increased time-to-degree also leads to higher rates of attrition.
- In 2019-20, Kentucky public universities decreased average credit hours by 0.6 over the previous year, down to 137. KCTCS decreased average credit hours by 0.8 over the previous year, down to 77.1. KCTCS achieved its 2020-21 target ahead of schedule.
- Every university except one reduced average credit hours to degree in 2019-20; Northern Kentucky University held steady at 134.1. Eastern Kentucky University, Morehead State University, Northern Kentucky University, and Western Kentucky University reached their 2020-21 targets ahead of schedule.
- AIKCU was not required to set a 2020-21 goal. Even so, independent colleges have reduced average credits to degree by 3.1 hours since 2012-13. At 133.1, independent institutions have fewer average credits to degree than public universities.
- As part of the program review process, CPE monitors 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 (both two-year and four-year).

2020 Completion Rate for Students Enrolling in 2014



Highlights

- The completion rate for KCTCS is 1.5 percentage points higher than the national average. Kentucky public universities trail the national average by 3.2 percentage points.
- Just under half (46.8%) of the students who enrolled in KCTCS in 2014 left without earning a credential, higher than the national average of 40.5%. At Kentucky public universities, 23.2% left school without a degree, compared to the national average of 19.4%.
- The three-year graduation rate at KCTCS in 2019-20 is 36.3%, compared to a six-year completion rate of 41.9%.
- Kentucky's public six-year graduation rate in 2019-20 is 56.4%, compared to a six-year completion rate of 64.3%.

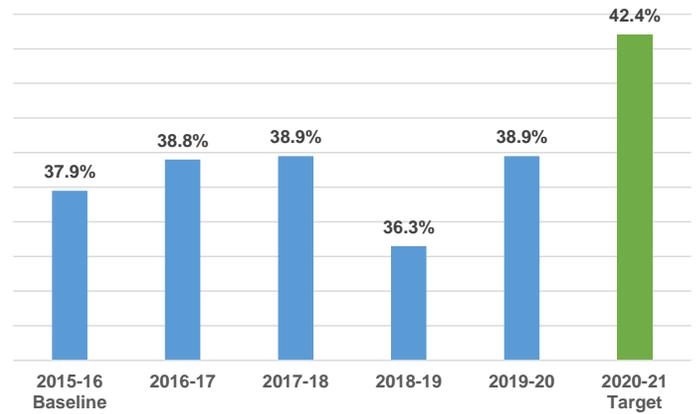
KCTCS Transfers with an Associate Degree

Highlights

- A research study from the National Student Clearinghouse found that in fall 2020, 41% of associate degree earners transferred from a two-year institution to a four-year institution.
- After falling 2.6 percentage points in 2018-19, the percentage KCTCS associate degree earners who transferred to a four-year institution increased to 38.9%, on par with 2016-18 levels.

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

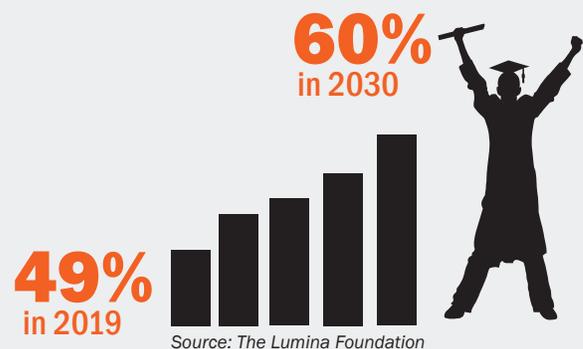


Kentucky's Educational Attainment Goal

What is it?

Kentucky has established an ambitious goal: for 60% of adults (ages 25-64) to obtain a postsecondary credential (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 college 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 degrees and credentials awarded. Kentucky experienced a 3.3% increase in 2019-20 in degrees awarded by in-state postsecondary institutions.



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 adult 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.

- CPE is a founding member and contributing partner of KYSTATS, a data and research collaborative that combines data sources to allow for longitudinal analysis of education performance and employment outcomes of Kentucky graduates. CPE is partnering with KYSTATS to develop a second Return on Investment report, which will highlight the economic benefits of college credentials for Kentucky students.
- 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 better communicate 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.
- In partnership with EMSI, a national research organization, CPE released reports on Kentucky's current and future workforce demand in engineering and healthcare. A third report on Kentucky's teacher workforce is planned for spring 2021.
- 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.
- CPE led the state's participation in the Education Commission of the State's (ECS) initiative "Connecting Education and Work," which gave the team access to Gallup survey data about perceptions of higher education and its role in helping Kentuckians reach their career goals. These data clarified our understanding of the opportunities and barriers that citizens face in accessing postsecondary opportunities and contributed to the development of policy approaches to bridge the gap between education and work. Kentucky team members included representatives from CPE, KHEAA, KCTCS and public universities.
- Kentucky was one of eleven states chosen to participate in the Credentials of Value Institute in 2020, a national initiative supported by Lumina Foundation to help states establish a priority list of high-value, non-degree credentials uniform across K-12, postsecondary and workforce development. The Kentucky team was comprised of representatives from CPE, KDE, KCTCS, Education and Workforce Development Cabinet, and KYSTATS.
- CPE led a multi-agency application process for a \$25 million Federal Reimagining Workforce grant to leverage the skill and capacity of Kentucky higher education to support small business. KY did not receive the grant but will look for opportunities to support this plan in the future.
- CPE hosted the 2019-20 Faculty Employability Fellows program for a cohort of 20 members to strengthen student employability skills in targeted programs.
- CPE's partnership with COVI led to the development of a GIS tool to map workforce supply/demand in specific industries, as well as locations of associate training programs. The tool will help campuses determine program demand and give employers a better sense of the talent pipelines in their regions.



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, the metric includes bachelor's degrees (pages 24-25) and graduate degrees (page 26). Graduate degrees include the following categories: 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 Latinx, 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

- Degrees and credentials awarded by KCTCS in 2019-20 increased 5.8% over the previous year, which enabled them to meet their 2020-21 target ahead of schedule. The increase in short-term certificates accounts for most of this growth.
- Minority credentials awarded by KCTCS in 2019-20 increased 7.1% over the previous year.
- Total bachelor's degrees rose from 19,011 in 2018-19 to 19,147 in 2019-20, a 0.7% increase.
- Minority bachelor's degrees continued to climb at public universities in 2019-20, increasing 4.8% over the previous year.
- Degrees and credentials awarded to low-income students in 2019-20 increased 5.5% at KCTCS and 0.5% at public universities over the previous year. Even with these increases, more work is needed to improve access and completion for the state's most economically disadvantaged students.

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	37,128	39,291	38,266*+
Low-Income	19,873	20,138	22,403	21,090	20,516	23,233	22,984	22,733	23,982	22,139+
URM	3,084	2,940	3,378	3,228	3,340	3,705	4,067	4,367	4,679	3,793+
STEM+H	10,270	10,501	11,406	10,960	10,687	11,903	12,552	13,155	13,787	13,488*+
BACHELOR'S DEGREES										
Eastern Kentucky University										
Total	2,259	2,358	2,508	2,532	2,559	2,573	2,648	2,690	2,634	2,690
Low-Income	1,131	1,239	1,343	1,372	1,378	1,399	1,345	1,327	1,360	1,458
URM	171	178	236	213	207	213	271	249	284	218
STEM+H	484	533	657	682	769	840	900	873	819	820
Kentucky State University										
Total	229	206	272	270	276	315	222	212	137	320
Low-Income	166	147	204	196	211	237	164	158	103	220
URM	148	118	170	141	160	182	136	157	105	170
STEM+H	59	68	48	59	65	70	46	38	24	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 were revisited, and revisions are reflected in this report. * Indicates institution set new 2020-21 target.

Source: Kentucky Postsecondary Education Data System (KPEDS).

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	1,260	1,139	1,477
Low-Income	617	666	703	703	779	742	765	708	634	819
URM	53	46	51	63	69	105	79	101	73	84
STEM+H	276	246	286	306	343	357	384	385	336	397
Murray State University										
Total	1,530	1,399	1,469	1,512	1,696	1,699	1,678	1,577	1,659	1,783
Low-Income	680	655	687	733	747	775	725	680	753	815
URM	116	121	131	127	151	174	159	144	183	165
STEM+H	585	564	564	643	741	710	719	730	616	747
Northern Kentucky University										
Total	1,980	2,109	2,143	2,214	2,196	2,238	2,218	2,134	2,222	2,400
Low-Income	855	942	962	1,071	1,038	1,040	1,005	954	947	1,050
URM	139	132	183	185	209	246	237	256	253	230
STEM+H	486	572	587	648	672	722	679	694	796	750
University of Kentucky										
Total	3,735	4,022	3,988	4,238	4,540	4,642	4,956	5,105	5,202	5,200*
Low-Income	1,100	1,203	1,287	1,350	1,422	1,494	1,457	1,501	1,499	1,650
URM	268	335	412	460	536	594	661	740	777	621
STEM+H	1,126	1,237	1,345	1,439	1,609	1,793	1,908	2,042	2,022	2,100*
University of Louisville										
Total	2,702	2,731	2,821	2,832	2,705	3,010	3,041	3,049	3,112	3,100
Low-Income	1,042	1,121	1,218	1,211	1,137	1,203	1,184	1,200	1,232	1,356
URM	410	418	465	514	484	577	557	553	646	585
STEM+H	733	766	798	782	835	955	1,038	1,056	1,095	1,085
Western Kentucky University										
Total	2,694	2,627	2,751	2,704	2,817	2,851	3,038	2,984	3,042	3,100*
Low-Income	1,265	1,272	1,381	1,390	1,353	1,276	1,361	1,298	1,339	1,455
URM	243	271	285	287	315	310	347	383	386	347
STEM+H	752	716	808	743	888	825	880	867	928	1,021
STATEWIDE BACHELOR'S DEGREES (publics only)										
Total	16,244	16,568	17,096	17,468	18,095	18,619	19,109	19,011	19,147	20,070*
Low-Income	6,856	7,245	7,785	8,026	8,065	8,166	8,006	7,826	7,867	8,823
URM	1,548	1,619	1,933	1,990	2,131	2,401	2,447	2,583	2,707	2,420
STEM+H	4,501	4,702	5,093	5,302	5,922	6,272	6,554	6,685	6,636	6,620

Source: Kentucky Postsecondary Education Data System (KPEDS)

* Indicates institution set new 2020-21 target.

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	926	862	950
Kentucky State University	64	50	49	52	45	40	63	51	30	60
Morehead State University	456	463	446	366	339	324	315	312	293	374
Murray State University	732	714	682	684	696	626	605	470	500	699
Northern Kentucky University	661	653	687	699	599	561	587	617	717	660
University of Kentucky	2,119	2,163	2,133	2,068	2,098	2,073	2,143	2,212	2,244	2,250*
University of Louisville	1,988	1,894	1,798	1,919	1,937	1,944	1,970	1,992	1,945	2,011
Western Kentucky University	1,013	1,006	928	853	881	879	930	834	868	950
STATEWIDE (publics only)	7,784	7,736	7,467	7,432	7,498	7,386	7,489	7,414	7,459	7,855

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

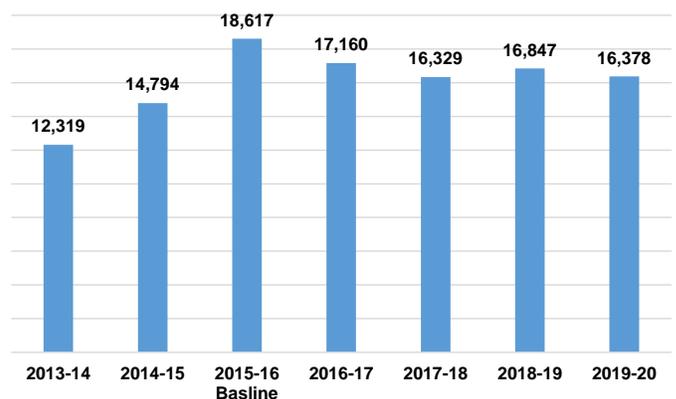
Non-Credit Workforce Training Hours

Highlights

- The statewide strategic agenda highlights this key component of KCTCS's mission. The metric is designed to capture the breadth and impact of 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 state funding for the Workforce Solutions program, training hours fluctuate 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.

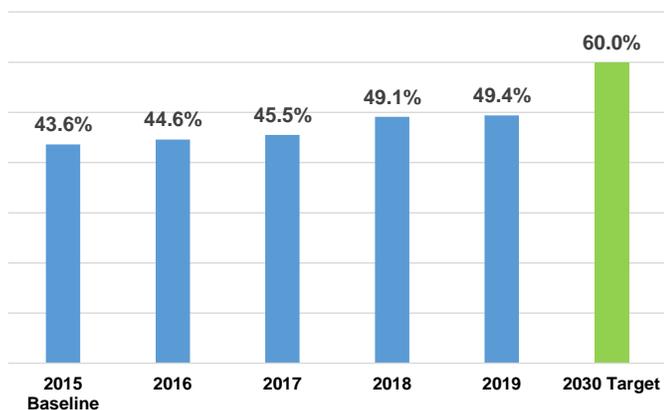


Source: Kentucky Community and Technical College System Workforce Solutions

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"

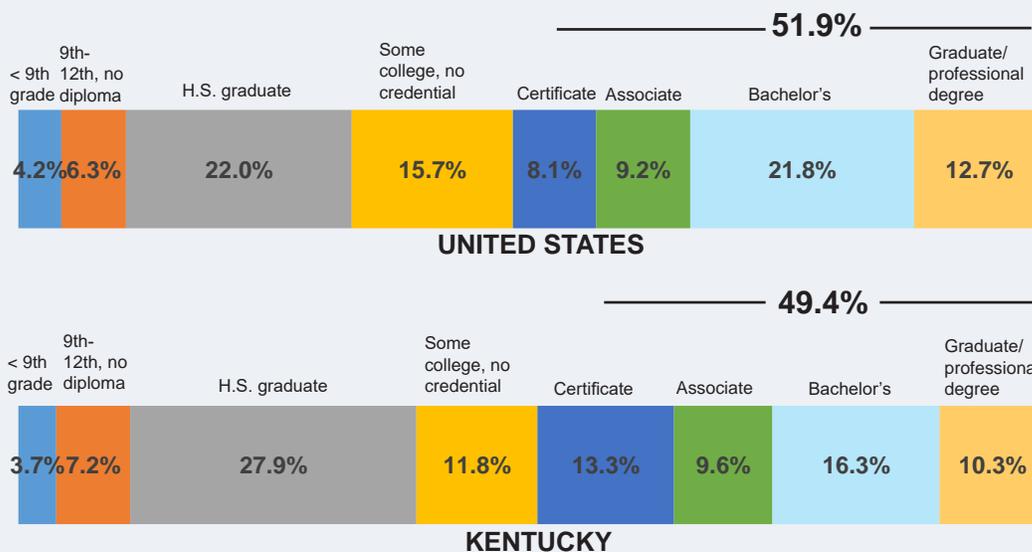
Highlights

- Kentucky increased its educational attainment rate from 43.6% in 2015 to 49.4% in 2019, a 5.8 percentage-point gain.
- There are 11 states where educational attainment is 55% or higher. District of Columbia leads the way at 69.1%, followed by Massachusetts (61.6%) and Colorado (61%).
- Ten Kentucky counties have educational attainment rates of 40% or better. Oldham County has the highest rate at 53.2%, followed by Fayette at 52.8%, Campbell at 47.9%, Woodford at 45.5%, Boone at 44.8%, and Jefferson at 44%. Note that county attainment levels do not reflect individuals with certificates, only associate degrees and higher.
- Twenty-four counties have attainment rates lower than 20%, compared to 23 from last year. These are mostly in the eastern part of the state. Clay County has the lowest rate at 14.1%. Note that county attainment levels do not reflect individuals with certificates, only associate degrees and higher.
- Lumina reports the following attainment rates for racial/ethnic groups in Kentucky: Asian/Pacific Islander 60.5%, White 36.1%, African-American 28.6%, Hispanic or Latinx 26.7% and American Indian 25.4%. These percentages do not reflect individuals with certificates, only associate degrees and higher.

To reach the 60% by 2030 goal, Kentucky needs to increase the number of residents who enroll in postsecondary programs and earn credentials beyond high school. In 2019, 27.9% of Kentucky's working-age adults had a high school diploma/GED but no postsecondary credential, considerably higher than the national average of 22%. While Kentucky exceeds the national average in certificates and associate degrees, we trail the national average in bachelor's degree holders by a significant margin.

Education Level of Residents, Ages 25-64, in 2019

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/2019/#state/KY>

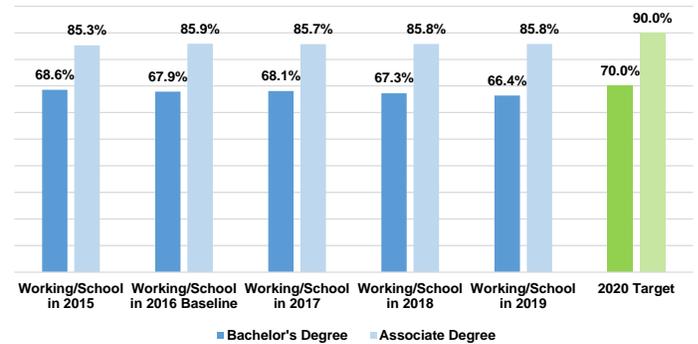
Graduates Working or Pursuing More Education

Highlights

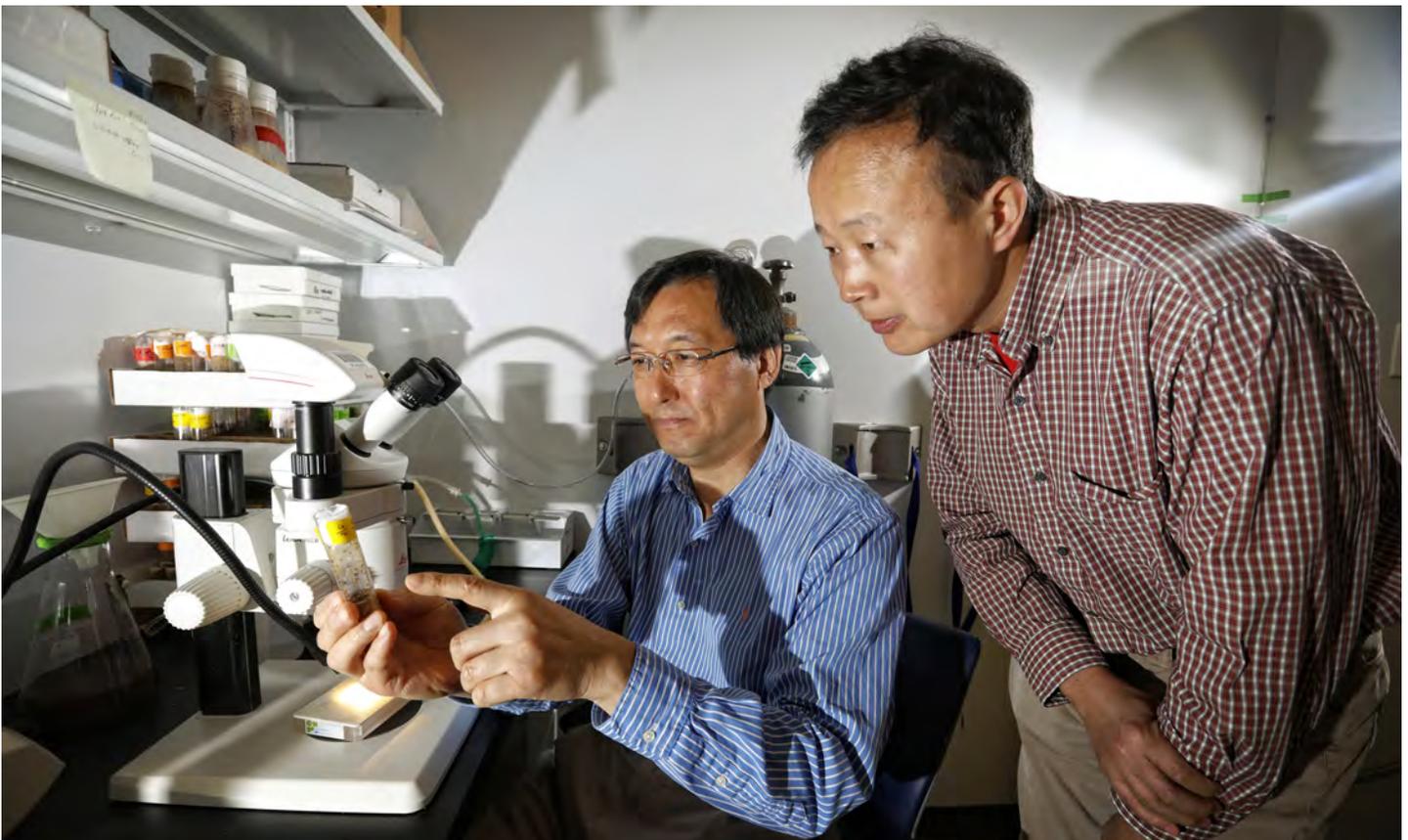
- KYSTATS publishes the Postsecondary Education Feedback Report, which looks at employment outcomes three years following graduation. In 2019, 51.7% of students who graduated from a research university were employed in Kentucky three years after graduation; 54.2% of students who graduated from a comprehensive university were employed in Kentucky three years later; and 70.3% of students who graduated from a KCTCS institution were employed in Kentucky three years later.
- According to the Postsecondary Education Feedback Report, the median income three years after graduation is \$42,095 for research university graduates, \$37,524 for comprehensive university graduates, and \$26,753 for KCTCS graduates.

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 2018 graduates working or going to school in 2019, information is not available until spring 2020.



Source: Kentucky Center for Statistics (KYStats)



Research & Development Expenditures

About this Measure:

This metric captures the amount of research and development expenditures 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
University of Kentucky									
With institutional funding	\$360.8M	\$339.8M	\$328.2M	\$331.7M	\$349.7M	\$378.4M	\$393.0M	\$410.6M	
Without institutional funding	\$234.9M	\$239.7M	\$231.2M	\$230.8M	\$244.5M	\$258.4M	\$267.8M	\$284.9M	
University of Louisville									
With institutional funding	\$196.8M	\$186.8M	\$183.4M	\$179.5M	\$182.5M	\$177.6M	\$176.7M	\$173.4M	
Without institutional funding	\$119.7M	\$121.5M	\$114.3M	\$109.3M	\$117.4M	\$120.3M	\$122.9M	\$124.6M	
Western Kentucky University									
With institutional funding	\$10.6M	\$9.3M	\$8.3M	\$7.9M	\$8.9M	\$10.8M	\$9.6M	\$9.3M	
Without institutional funding	\$6.5M	\$4.9M	\$4.0M	\$4.6M	\$4.7M	\$5.2M	\$4.2M	\$4.1M	

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), total research and development expenditures at U.S. academic institutions reached \$83.7 billion in FY 2019, an increase of almost \$4.5 billion (5.7%) from FY 2018. This marks the fourth consecutive increase.
- UK saw increases in FY19 in both total and extramural expenditures over the prior year, of 4.5% and 6.4% respectively. UofL's total research expenditures decreased 1.9%, but extramural expenditures increased 1.4%. WKU experienced declines in both categories.
- In FY19, UK ranked 63rd among all U.S. colleges and universities with regard to total research and development expenditures, the same as last year. UofL ranked 130th, down 5 positions from last year. WKU ranked 346th, down 7 positions from 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 of plan implementation and to prioritize diversity initiatives, CPE created the Committee on Equal Opportunities (CEO).

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

The policy directs campuses to develop diversity plans focused on 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 Latinx, and part of an underrepresented minority population. URM students include American Indian or Alaskan natives, native Hawaiian or other Pacific Islanders, and students identifying as two or more races.
- **Graduate and Professional Enrollment.** The percentage of total graduate enrollment that is part of an underrepresented minority population. This metric does not apply to KCTCS.

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%	5.8%	6.0%
UG Hispanic or Latinx	1.8%	2.0%	2.4%	2.7%	2.8%	3.0%	4.1%	2.8%
UG URM	9.8%	10.7%	10.9%	11.1%	11.6%	11.9%	13.9%	12.0%
Graduate URM	8.9%	9.6%	9.9%	8.8%	10.4%	10.8%	13.1%	10.4%
KCTCS								
UG Black, Non-Hispanic Only	9.2%	9.4%	8.5%	8.0%	7.9%	8.0%	8.5%	9.2%
UG Hispanic or Latinx	2.7%	3.0%	3.3%	3.7%	4.2%	4.4%	5.3%	4.4%
UG URM	14.0%	14.8%	14.6%	14.8%	15.4%	15.8%	17.6%	16.3%
Kentucky State University								
UG Black, Non-Hispanic Only	56.4%	53.9%	51.9%	46.8%	48.2%	46.3%	59.8%	45.0%
UG Hispanic or Latinx	1.3%	1.8%	3.2%	2.2%	2.0%	2.9%	3.2%	5.0%
UG URM	60.1%	58.3%	58.0%	51.9%	53.6%	52.8%	66.5%	60.0%
Graduate URM	54.6%	45.4%	47.1%	42.9%	43.2%	42.6%	50.0%	50.0%
Morehead State University								
UG Black, Non-Hispanic Only	3.3%	3.6%	3.4%	3.4%	3.1%	3.2%	2.8%	3.8%
UG Hispanic or Latinx	1.1%	1.5%	1.4%	1.9%	1.8%	2.1%	2.4%	1.6%
UG URM	5.9%	6.7%	6.9%	7.7%	6.9%	7.9%	8.1%	7.6%
Graduate URM	5.6%	6.8%	8.1%	6.5%	6.4%	9.6%	11.5%	8.6%
Murray State University								
UG Black, Non-Hispanic Only	6.8%	7.0%	6.8%	6.4%	5.8%	5.7%	5.7%	6.4%
UG Hispanic or Latino	1.8%	1.8%	2.0%	1.9%	1.9%	2.2%	2.6%	2.1%
UG URM	10.3%	10.8%	11.2%	10.9%	10.6%	10.8%	11.5%	11.3%
Graduate URM	8.8%	8.7%	8.8%	8.9%	8.9%	10.0%	12.4%	8.9%
Northern Kentucky University								
UG Black, Non-Hispanic Only	6.5%	6.7%	6.6%	6.7%	6.7%	6.5%	6.5%	7.1%
UG Hispanic or Latinx	2.4%	2.6%	2.9%	3.1%	3.2%	3.3%	4.0%	3.9%
UG URM	11.0%	11.6%	12.3%	12.6%	12.9%	13.0%	14.0%	14.0%
Graduate URM	8.0%	9.2%	10.0%	12.2%	12.8%	13.3%	16.7%	15.0%
University of Kentucky								
UG Black, Non-Hispanic Only	7.7%	7.6%	7.5%	7.8%	7.7%	7.4%	7.1%	8.3%
UG Hispanic or Latinx	3.3%	3.8%	4.2%	4.4%	4.8%	4.9%	5.6%	4.9%
UG URM	14.0%	14.7%	15.3%	16.1%	16.6%	16.5%	16.9%	17.7%
Graduate URM	8.1%	7.6%	8.5%	9.8%	8.9%	9.7%	11.8%	9.9%

Source: Kentucky Postsecondary Education Database System (KPEDS)

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%	12.9%	14.0%
UG Hispanic or Latinx	3.6%	3.9%	4.0%	4.4%	4.8%	5.3%	6.0%	6.0%
UG URM	18.6%	19.0%	19.4%	20.3%	21.7%	23.0%	25.2%	23.0%
Graduate URM	12.5%	13.6%	13.8%	14.5%	15.3%	15.8%	18.1%	15.5%
Western Kentucky University								
UG Black, Non-Hispanic Only	10.4%	9.7%	8.9%	8.8%	8.5%	8.1%	8.6%	10.0%
UG Hispanic or Latinx	2.4%	2.6%	3.1%	3.1%	3.4%	3.7%	4.5%	4.0%
UG URM	15.1%	14.9%	14.9%	15.2%	15.5%	15.5%	17.2%	15.8%
Graduate URM	13.4%	13.3%	12.6%	11.5%	13.6%	15.1%	17.4%	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%	6.6%	6.5%	8.7%
Management Occupations	6.0%	5.5%	8.5%	12.0%	11.2%	9.8%	9.4%	8.9%
KCTCS								
FTE Instructional Staff	5.6%	5.7%	6.0%	5.9%	6.0%	6.2%	6.4%	9.3%
Management Occupations	11.8%	12.2%	12.8%	11.3%	13.2%	12.1%	14.0%	16.2%
Kentucky State University								
Tenured/Tenure-Track Faculty	27.8%	30.2%	33.7%	34.1%	40.4%	38.8%	44.9%	45.0%
Management Occupations	80.0%	70.5%	69.4%	67.7%	70.7%	69.6%	70.7%	70.0%
Morehead State University								
Tenured/Tenure-Track Faculty	7.7%	7.2%	7.0%	7.5%	7.0%	6.5%	7.2%	7.5%
Management Occupations	5.0%	8.1%	6.9%	2.6%	4.4%	1.7%	3.3%	8.4%
Murray State University								
Tenured/Tenure-Track Faculty	7.3%	6.5%	6.1%	5.8%	5.9%	6.7%	7.4%	6.1%
Management Occupations	10.8%	10.1%	10.1%	6.9%	8.3%	8.0%	7.7%	10.1%
Northern Kentucky University								
Tenured/Tenure-Track Faculty	8.2%	9.0%	9.7%	9.1%	9.5%	8.9%	10.7%	12.0%
Management Occupations	9.2%	8.6%	10.5%	10.0%	9.0%	12.0%	13.6%	12.5%

Source: Kentucky Postsecondary Education Database System (KPEDS)

Diversity Plan Metrics

Workforce Diversity, continued

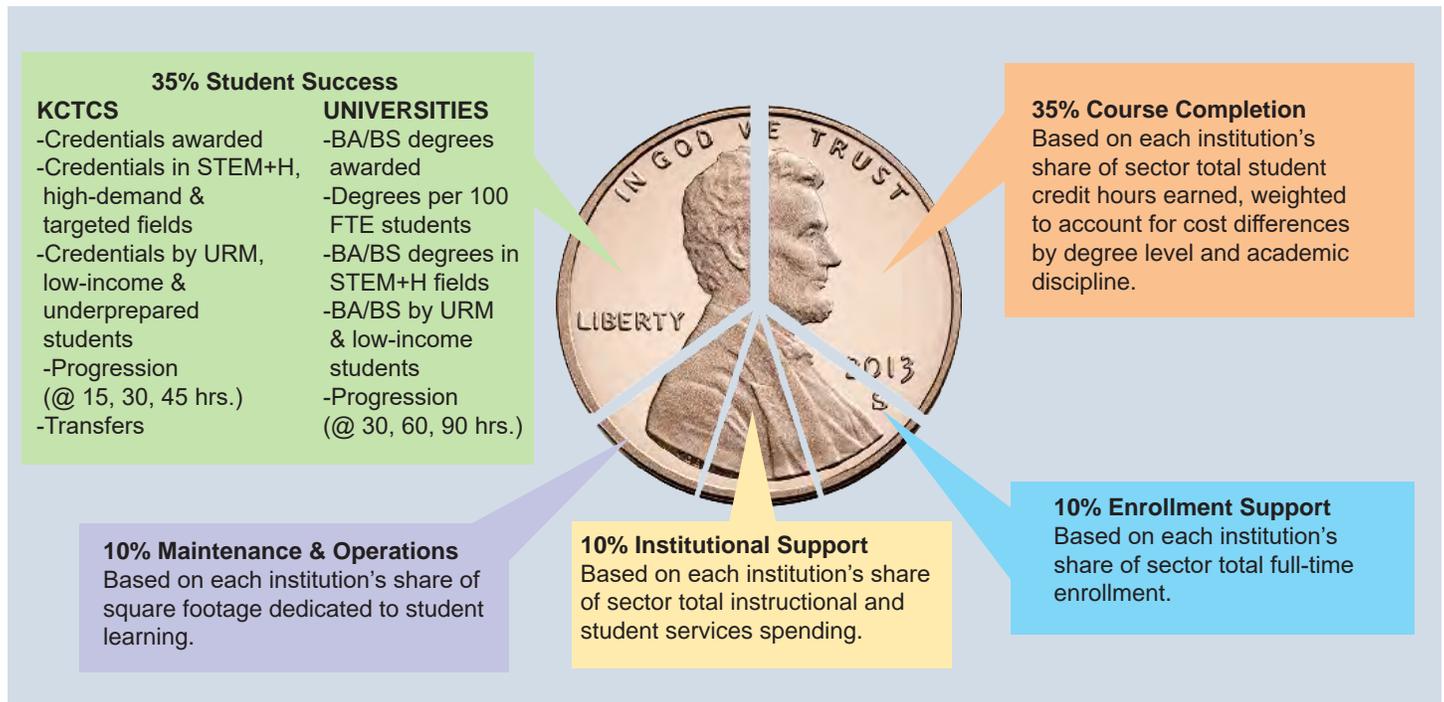
INSTITUTION	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
University of Kentucky								
Tenured/Tenure-Track Faculty	6.1%	6.2%	6.4%	6.5%	8.1%	8.0%	8.6%	8.9%
Management Occupations	6.9%	6.1%	5.2%	5.9%	6.4%	7.6%	8.1%	9.3%
University of Louisville								
Tenured/Tenure-Track Faculty	9.6%	10.3%	10.7%	10.8%	10.9%	10.6%	10.4%	11.5%
Management Occupations	11.2%	12.0%	11.5%	12.2%	10.9%	12.8%	12.7%	12.5%
Western Kentucky University								
Tenured/Tenure-Track Faculty	10.6%	10.3%	9.3%	9.4%	8.9%	9.6%	9.2%	10.3%
Management Occupations	14.0%	16.2%	14.8%	14.0%	14.6%	12.8%	12.0%	15.8%

Source: Kentucky Postsecondary Education Data System (KPEDS)



Appendix 3: Performance Funding

In 2017, Senate Bill 153 established a funding distribution 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.



PERFORMANCE FUNDING WORKING GROUP

As directed by statute, the Performance Funding Working Group met five times in 2020, from July through December, to review the distribution model and recommend changes to the Governor and General Assembly. Final recommendations are as follow:

- A General Fund appropriation floor should be established for each public postsecondary institution that equals each institution's revised net General Fund appropriation for fiscal year 2020-21 (FY21) less appropriations for FY21 mandated programs.
- The General Assembly is in no way constrained by the proposed General Fund floor for each institution in the event that a budget reduction is necessary.
- Policymakers should prioritize maintaining each institution's General Fund floor over providing new funds for performance funding.
- Mandated program appropriations should continue to be line-itemed in appropriations bills and are subject to increase or decrease.
- Going forward, there should be no redistribution of base funding among postsecondary institutions, which means the institutions will not provide stop-loss contributions to the Postsecondary Education Performance Fund (PEPF). Therefore all funding in the PEPF will be appropriations provided by the General Assembly.
- CPE will use the existing public university funding model, and KCTCS will use the existing two-year college model, with no changes, to distribute any new funding appropriated to the PEPF.
- Performance distributions will be non-recurring to the base budgets of institutions that earn those funds, so that performance funds will be recurring to the PEPF in subsequent years.
- CPE will reconvene the working group and submit recommendations for revisions to the models by no later than December 1, 2023.

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%	63.9%	49.1%	33.8%	49.1%
Public Universities	83.8%	87.2%	88.8%	84.9%	84.5%	79.6%	90%
In-State College-Going Rate	55%	54%	53.5%	53.0%	51.7%	50.5%	65%
KY Adults Enrolled in College	3.0%	3.1%	3.0%	2.8%	2.6%	2.6%	4%
Average Net Price							
KCTCS	\$6,780	\$6,923	\$6,223	\$5,840	\$6,617	\$6,531	No goal
Comprehensive Universities	\$10,484	\$10,298	\$11,246	\$12,110	\$11,415	\$11,429	No goal
Research Universities	\$16,327	\$17,049	\$18,176	\$18,411	\$18,219	\$18,853	No goal
Net General Fund Appropriations per Student	\$6,306	\$6,369	\$6,010	\$5,941	\$5,925	\$5,977	No goal
Progress of Underprepared Students							
English	40.1%	40.6%	41.2%	45.4%	53.1%	40.2%	70%
Mathematics	20.2%	25.7%	24.1%	25.6%	29.7%	38.7%	60%

POLICY AREA 2: SUCCESS

METRIC	Prior Year	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
3-Year Graduation Rate (KCTCS)							
Overall	25.5%	26.8%	27.1%	31.0%	33.9%	36.3%	34.0%*+
Underrepresented Minority	14.1%	16.5%	17.2%	22.1%	22.7%	24.3%	22.5%*
Low-Income	23.4%	23.4%	23.8%	28.1%	31.5%	32.7%	28%*
6-Year Graduation Rate (including AIKCU)							
Overall	49.4%	49.8%	50.5%	53.2%	54.1%	54.0%	60%
Underrepresented Minority	34.8%	37.3%	36.8%	40.9%	46.6%	42.3%	50%
Low-Income (publics only)	36.3%	38.8%	37.1%	41.9%	41.5%	43.2%	50%
1st-Year to 2nd-Year Retention-KCTCS							
Overall	50.1%	52.6%	54.3%	53.3%	55.5%	57.1%	54.4%*
Underrepresented Minority	40.1%	45.1%	47.5%	45.4%	49.5%	50.9%	46.8%*
Low-Income	47.6%	50.5%	53.1%	52.1%	54.5%	55.8%	53.7%*
1st-Year to 2nd-Year Retention (including AIKCU)							
Overall	65.7%	67.7%	68.3%	67.6%	67.1%	70.7%	75%
Underrepresented Minority	56.9%	60.8%	62.4%	60.5%	60.8%	65.9%	72%
Low-Income (publics only)	56.1%	59%	60.7%	60%	61.5%	75.5%	72%**
Statewide Completion Rate							
KCTCS	39.6%	40%	37.2%	42.0%	41.5%	41.9%	45%
Public Universities	57.3%	58.5%	59.5%	62.2%	62.6%	64.3%	65%

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

**Target was adjusted from 72.6% due to inclusion of KCTCS data for low-income students.

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%	36.3%	38.9%	42.4%
Average Credit Hours Earned at Graduation							
KCTCS	90.3	86.2	84.4	79.8	77.9	77.1	80.0
4-Year Colleges & Universities (Public and AIKCU)	139.4	139.0	138.6	137.7	136.6	136.1	134.0
Associate Degrees and Credentials (KCTCS only)							
Overall	30,012	30,765	34,502	35,418	37,128	39,291	38,266*+
Low-Income	21,090	20,516	23,233	22,984	22,733	23,982	22,139+
Underrepresented Minority	3,228	3,340	3,705	4,067	4,367	4,679	3,793+
STEM+H	10,960	10,687	11,903	12,552	13,155	13,787	13,488*+
Bachelor's Degrees Awarded (Including AIKCU)							
Overall	22,041	22,799	23,189	23,665	23,727	23,865	24,737
Low-Income (publics only)	8,026	8,066	8,165	8,006	7,826	7,867	8,823
Underrepresented Minority	2,513	2,708	2,920	2,993	3,153	3,340	2,938
STEM+H	6,431	7,091	7,514	7,730	7,861	7,937	7,694
Graduate Degrees Awarded (including AIKCU)	10,146	10,362	10,639	11,639	13,305	15,807	11,200
KCTCS Non-Credit Workforce Training	14,794	18,617	17,160	16,329	16,847	16,378	No goal
Educational Attainment in Kentucky	42.5%	43.6%	44.6%	45.5%	49.1%		60% (2030)
Graduates Working or Pursuing More Education							
Associate Degree	85.1%	85.3%	85.9%	85.7%	85.8%	85.8%	90%
Bachelor's Degree	69%	68.6%	67.9%	68.1%	67.3%	66.4%	70%
Research & Development Expenditures (UK & UofL only)							
With Institutional Funding	\$511.6M	\$511.2M	\$532.2M	\$566M	\$570M		No goal
Without Institutional Funding	\$345.5M	\$340.1M	\$362M	\$378.7M	\$391M		No goal

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

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 50,000 students and play a critical role in Kentucky's postsecondary education system, awarding over 10,000 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	29,833	30,655	30,931
Graduate	6,863	7,245	7,340	7,600	8,320	10,491	15,532	22,346	25,222	26,336
Six-Year Graduation Rate										
Overall	50.4%	49.1%	49.1%	48.3%	47.4%	48.1%	49.0%	51.3%	50.8%	
URM	33.9%	33.9%	34.4%	32.5%	32.4%	32.9%	34.6%	39.2%	37.1%	
1st Year to 2nd Year Retention										
Overall	67.5%	68.7%	69.7%	70.8%	67.6%	68.4%	69.7%	69.7%	71.3%	
URM	62.9%	61.3%	57.9%	63%	63.5%	60.4%	65.6%	67.4%	67.2%	
Average Credits to Degree										
Overall	NA	136.2	135.5	135.4	135.7	138.6	133.1	133.6	133.1	
Degrees Awarded										
Bachelor's - Total	4,620	4,595	4,538	4,573	4,704	4,570	4,557	4,716	4,718	
Bachelor's - URM	491	509	482	523	577	519	546	570	633	
Bachelor's - STEM	995	1,017	1,093	1,129	1,169	1,187	1,176	1,275	1,301	
Graduate Degrees	2,562	2,857	2,718	2,714	2,864	3,253	4,150	5,891	8,348	

Source: Kentucky Postsecondary Education Data System (KPEDS)

AIKCU Member Institutions





**Members of the Council on Postsecondary Education
(as of February 2021)**

**Benjamin E. Brandstetter, Chair
Kimberly Halbauer, Vice Chair**

**Muhammad Babar
Ronald C. Beal
Colby Birkes (student representative)
Eric G. Farris
Lori Harper
Lucas Mentzer
Donna Moore
Kristi P. Nelson
Richard Nelson
Vidya Ravichandran
Robert H. Staat (faculty representative)
Kevin Weaver
Carol Wright
Jason Glass (ex officio member)**



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

Printed with state funds.
Some photography provided by Kentucky colleges and universities.

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