

KY COUNCIL ON POSTSECONDARY EDUCATION ACADEMIC & STRATEGIC INITIATIVES COMMITTEE



MEETING AGENDA

Friday, June 14, 2019 - 9:00 AM
CPE Offices, Conf Rm A

**Denotes action to be taken by the Committee*

1. **Call to Order & Roll Call**
2. **Committee Oversight & Operations Discussion** 2
 - a. Areas of responsibility
 - b. Meeting frequency
 - c. Committee approval and recommendation process
3. **Proposed New Academic Programs for Review & Recommendation *** 4
 - a. University of Kentucky (UK) 5
 - b. Murray State University (MuSU) 15
 - c. Northern Kentucky University (NKU) 23
4. **Midterm Review of 2016-21 Statewide Strategic Agenda *** 29
5. **Diversity, Inclusion & Equity Agenda - Update and Discussion**
6. **Adjournment**

TITLE Committee Oversight & Operations

BACKGROUND

At the April 26, 2019 meeting, the Council established two standing committees – the Finance Committee and the Academic & Strategic Initiatives (ASI) Committee.

COMMITTEE MEMBERSHIP

In late May, Council Chair Zimmerman announced the members of the committees; each of which will formally appoint them at the June 28, 2019 meeting. The members of the ASI Committee are the following:

- Lori Harper (committee chair)
- Lucas Mentzer
- Donna Moore
- OJ Oleka
- Vidya Ravichandran
- Bob Staat
- Brandon Wilson
- (student member, once appointed)
- (Council chair) Sherrill Zimmerman
- (Council VC) Ben Brandstetter

AREAS OF RESPONSIBILITY

Council staff propose the following areas of responsibility for the ASI Committee:

- Review and oversee the progress toward the objectives of the statewide Strategic Agenda and efforts to achieve the state’s 2030 educational attainment goal
- Review and recommendation of new academic programs
- Receiving status updates on academic program reviews

- Providing input on the development and revision of various statewide academic- and student success-related policies and initiatives

MEETING FREQUENCY

Council staff propose two options for meeting as a committee, and ask the Committee to discuss and decide which works best:

- 1) Meet prior to each Council meeting and meetings may last more than 2-3 hours. Each meeting time would have to be polled and scheduled separately.
- 2) Meet monthly for no more than 1 hour at a time. Establish the meeting on the same day and time (i.e. the second Tuesday of each month at 3pm)

TITLE: New Academic Programs

RECOMMENDATION: The following new academic programs are up for the Committee's recommendation of approval to the full Council.

University of Kentucky

1. Consumer Economics and Personal Finance, B.S.
2. Public Policy and Leadership, B.A.
3. Data Science, M.S.

Murray State University

4. Human Services, B.A.
5. Culture and Language Studies, B.A.

Northern Kentucky University

6. Japanese, B.S.

PRESENTER: Melissa Bell, Vice President of Academic Affairs, CPE

SUPPORTING INFORMATION

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions. Council staff has reviewed the proposed programs and recommends approval by the board.

See attached the proposed program summaries submitted by the institutions, which provide detailed information on the following elements:

- Overview - Program description, CIP code, credit hours, institutional governing board approval date, and expected implementation date
- Market Demand – Justification of need and employer demand
- Unnecessary duplication justification
- Expected revenues and expenditures associated with implementation

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: Consumer Economics and Personal Finance

Degree Designation: Bachelor of Science

Program Description

The Consumer Economics and Personal Finance program will provide students with the knowledge and skills to positively impact economic and financial decision making of individuals and families. The course work in consumer economics, personal finance, and financial counseling will provide students with a broad skill-set to assist consumers in making sound financial decisions and ultimately improving overall family economic well-being and financial security. Students will receive training that will allow for them to pursue careers in local government agencies such as the housing authority; state agencies such as health and human services; and federal agencies such as the Social Security Administration. For students who choose to pursue the AFC (Accredited Financial Counselor) certification option, careers are available as financial counselors in credit counseling agencies and non-profits. Additionally, program graduates will have a clear understanding of consumer issues and personal finance; this educational background will result in individuals capable of making healthy and informed family and personal financial decisions leading to responsible consumerism and financial independence for themselves and their families.

CIP Code: 19.0499

Credit Hours: 120

(Tentative) Institutional Board Approval Date: 6/21/2019

Implementation Date: 8/19/2019

Student Demand

Year 1	Year 2	Year 3	Year 4	Year 5
10	20	30	40	50

Market Demand

Currently, an undergraduate program in Consumer Economics and Personal Finance does not exist in the Commonwealth of Kentucky. There are currently 120 to 130 students enrolled in the FAM undergraduate degree program. The new CEF program anticipates attracting a different student than the traditional FAM major. A similar southern land grant institution experienced a growth of 20 students/year following the

implementation of the financial counseling certificate program – we anticipate the same growth trajectory for the degree program. Additionally, the U.S. Department of Labor website demonstrates that there is an above average rate of growth in careers related to Consumer Economics and Personal Finance, notably that of personal financial advisor which has an anticipated growth rate of 30% from 2014 to 2024.

Employer Demand

	Regional	State	National
Type of Job	Credit Counselor		
Average Wage	\$40,131	\$36,538	\$39,842
# of Openings	84	61	3,879
Growth Projections	14.4%	21.9%	15.3%
Type of Job	Financial Aid Counselor/Specialist		
Average Wage	\$36,269	\$36,056	\$36,473
# of Openings	71	369	4,461
Growth Projections	14.4%	18.4%	15.3%
Type of Job	Financial Analyst		
Average Wage	\$59,901	\$59,468	\$61,898
# of Openings	1,367	694	120,520
Growth Projections	9.7%	12.4%	11.7%
Type of Job	Personal Financial Advisor		
Average Wage	\$44,801	\$47,791	\$48,651
# of Openings	631	377	54,272
Growth Projections	19.4%	19.4%	29.6%

Source: Burning Glass. [This software uses BLS, actual job postings, and proprietary data models to gather data on average wage, # of openings (within the last year), and growth projections (2019-2028).]

Academic Demand

N/A

Unnecessary Duplication

There are no similar programs at any Kentucky institution.

Cost

Projected Revenue over Next Five Years	\$3,482,728
Projected Expenses over Next Five Years	\$2,013,766

Will additional faculty be needed? No

Provide a budgetary rationale for creating this new program

There will be no new/additional costs associated with the program; however it is anticipated that by year five there would be \$650,973 new tuition dollars.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: Public Policy

Degree Designation: Bachelor of Arts

Program Description

The Martin School's proposed undergraduate degree in Public Policy is a program focused on understanding how public policy decisions are made, how public policy can affect various members of society, and how leadership is exercised in the public and nonprofit sectors. Courses will examine the rationales for government interventions in markets; the purposes and goals of public policy; the processes by which problems are defined and priorities selected; the role of governmental, non-governmental, and transnational institutions in collective action; and the circumstances under which leaders are effective in mobilizing resources to advance a group's values and goals. All courses focus heavily on analytical and quantitative tools for understanding and measuring the effects of existing and proposed public policies. The undergraduate degree in Public Policy will give students an opportunity to develop their critical thinking skills, ethical standards, and communication skills.

CIP Code: 44.0501

Credit Hours: 120

Institutional Board Approval Date: 4/30/2019

Implementation Date: 8/16/2019

Student Demand

Year 1	Year 2	Year 3	Year 4	Year 5
0	30	75	175	200

Demand for undergraduate degrees is increasing as witnessed by peer institutions. For example, the University of North Carolina's Public Policy's undergraduate program for each of the past several years has graduated over 100 majors each academic year and has grown from approximately 180 undergraduate majors in 2009 to 417 undergraduate majors in 2017. The demand for such a major is not in doubt. The demand for such a major is not in doubt and we anticipate a great deal of interest given enrollment numbers in peer schools. For example, Indiana University has over 1500 students in its Bachelor of Public Affairs. The University of Virginia admits 75 students annually to its public policy major. The University of Arizona, Ohio State, and most elite private institutions also have high demand for undergraduate degrees in public policy. Despite

its limited enrollment, the undergraduate major in public policy in the Woodrow Wilson School is the fifth largest undergraduate major at Princeton, accounting for 8 percent of all undergraduates. About 10 percent of all undergraduates in Duke's College of Arts and Sciences have a first or second major in its public policy department. According to Conger, et. al., demand is growing for undergraduate degrees in public policy due to the multi-disciplinary approach to policy studies.

Market Demand

With a deep understanding of the issues of the day, many public policy majors go on to work in government, private, nonprofit, or other public service positions. Careers for undergraduates will be with federal, state, local governments, non-profit (NGO) organizations, political offices, law enforcement, policy-think tanks, for-profit organizations, public/private consulting firms, international agencies, etc. See 13 m for information about projected demand for jobs in these sectors.

Peer state schools such as Indiana University's School for Public and Environmental Policy report that 95% of undergraduates go on to employment or continued higher education upon receiving their degree with 51% making \$40,000 or higher and with 28% making \$50,000 or higher. Economic sector breakdown includes 81% in private sector, 9% government, and 10% nonprofit. See <https://spea.indiana.edu/career-development/about-us/ugrad-stats.html>.

Employer Demand:

	Regional	State	National
Type of Job	Policy Analysis and Planning (e.g., Policy Analysts/Economist)		
Avg. Wage	\$51,728	\$52,455	\$64,403
# Jobs (Postings)	48	42	5,204
Expected Growth	NA	30%	3.50%
Type of Job	Financial Regulation and Compliance (e.g., Regulatory Affairs Specialist)		
Avg. Wage	\$62,232	\$60,570	\$58,608
# Jobs	96	36	10,259
Expected Growth	9.50%	17.60%	3.30%
Type of Job	Human Services (e.g., Social/Human Services Manager)		
Avg. Wage	\$46,514	\$48,838	\$43,912
# Jobs	383	271	24,846
Expected Growth	16.10%	22.90%	9.50%

	Regional	State	National
Type of Job	Operations Managers (e.g., Operations Manager/Supervisor, Emergency Management Director)		
Avg. Wage	\$59,560	\$51,625	\$52,033
# Jobs	1,868	1,365	122,784
Expected Growth	11.40%	18%	7.10%

Source: Burning Glass. [This software uses BLS, actual job postings, and proprietary data models to gather data on average wage, # of openings (within the last year), and growth projections (2019-2028).]

Academic Demand

N/A

Unnecessary Duplication

Comparison of Objectives/Focus/Curriculum to Similar Programs

Morehead University only offers Public Policy as a track within their Government program. The public policy program at the University of Kentucky has a broader focus on social science disciplines and focuses solely on policy analytics as opposed to public administration or government

Comparison of Student Populations

The University of Kentucky serves the entire Commonwealth of Kentucky and would be the only university in the state to offer a bachelor’s degree focused solely on Public Policy.

Access to Existing Programs

The University of Kentucky serves the entire Commonwealth of Kentucky and would be the only university in the state to offer a bachelor’s degree focused solely on Public Policy.

Cost

Projected Revenue over Next Five Years	\$4,693,565
Projected Expenses over Next Five Years	\$1,764,250

Will additional faculty be needed? Yes, the program will require one new faculty member initially. It is anticipated that the program will increase enrollment at the University of Kentucky and that new tuition revenues will cover the cost of that faculty member. Expansion in the future will be contingent on enrollment.

Provide a budgetary rationale for creating this new program

In the United States, federal, state, and local government expenditure represents approximately 37 percent of gross domestic product. When considering the cost of government regulations in areas such as environmental protection and immigration, the role of the public -sector looms even larger in the U.S. Thirty years ago, there were few (if any) undergraduate programs in public policy. Among policy programs represented at the most recent meeting of the national association of policy schools (NASPAA), over half the program directors indicated their university had introduced an undergraduate degree. The demand for these degrees has grown with the growth in the public sector and the importance of performance metrics and program evaluation in the public and nonprofit sectors. With this growth comes the demand for trained employees in these sectors who can conduct policy analysis and recommend policy alternatives to leaders in these organizations and who can lead the organizations. The primary focus of the undergraduate major courses is to teach students how to design and analyze solutions to public policy problems, communicate those solutions, and effectively lead organizations in the public and nonprofit sectors.

Demand for undergraduate programs is demonstrated by enrollment numbers of undergraduates in peer public schools offering undergraduate majors in public policy, such as University of Arizona's School of Government and Public Policy with 2000+ enrolled, University of Virginia's Frank Batten School of Leadership and Public Policy capped at 75 students/year and over 200 applications annually, and Indiana University's School of Public and Environmental Affairs (SPEA) with 1500+ enrolled.²¹ Despite its limited enrollment, the undergraduate major in public policy in the Woodrow Wilson School is the fifth largest undergraduate major at Princeton, accounting for 8 percent of all undergraduates. About 10 percent of all undergraduates in Duke's College of Arts and Sciences have a first or second major in its public policy department.

Public policy is the third most popular undergraduate major at the University of Chicago. The Martin School anticipates attracting students to the University of Kentucky and to the Commonwealth who would have chosen to attend other universities in neighboring states and to elite universities without the offering of this degree.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: Data Science

Degree Designation: Master of Science

Program Description

This two-year interdisciplinary program in Data Science (DS) will include courses from the core areas of computer science, biostatistics, and biomedical informatics, with optional courses from related domains such as statistics and mathematics, and from applied domains such as biomedical and pharmaceutical sciences. The program will only offer a non-thesis option (Plan B) requiring 33 hours of graduate level coursework. The thesis option (Plan A) will not be offered. The program aims to integrate interdisciplinary data science training involving domain-specific knowledge discovery from large heterogeneous datasets generated from research or available publicly. Fifteen course hours will come from core DS courses, including three credit hours from the DS 710 Data Science Seminar course and three credit hours from DS 711 MS Project in Data Science course. Six credit hours will come from foundational courses in bioinformatics, required for the concentration in Bioinformatics. The remaining twelve hours will be electives. As the goal is to prepare students for a career in Data Science with exposure to specific applied domain areas, a focused project, directed by student's advisor, will be required. The project will be developed and presented by the student to his or her graduate program committee as part of the course DS 711 MS project in Data Science.

The three sponsoring units for the MS in Data Science are: Department of Computer Science in the College of Engineering (represented by Miroslaw Truszczynski, CS DGS), Department of Biostatistics in the College of Public Health (represented by Heather Bush, Chair), and the Division of Biomedical Informatics in the College of Medicine (represented by Jin Chen, Interim Chief, and Hunter Moseley, Associate Director).

CIP Code: 11.0802

Credit Hours: 33

Institutional Board Approval Date: 4/30/2019

Implementation Date: 08/01/2019

Student Demand

Year 1	Year 2	Year 3	Year 4	Year 5
4	11	18	24	26

Market Demand

The national need for a fast-growing DS-trained workforce has been well-established. This is highlighted in the recent December 2016 McKinsey report, indicating very high demand for data scientists due to a 250,000 shortfall in the available workforce.

Therefore, the establishment of an MS in Data Science at UK is both compelling and timely. A careful examination of leading programs, including UCSD, NYU, Harvard, Columbia, and Virginia, indicates that the proposed graduate program is comparable to these programs and will provide equivalent or superior training. Moreover, our program has the flexibility to grow with this fast growing and highly dynamic field, especially with respect to applied disciplines. While new hires and courses are unnecessary for the proposed program, both will naturally occur as this field of study continues to grow.

Employer Demand:

	Regional	State	National
Type of Job	Data Scientists		
Average Wage	\$103,375	\$82,398	\$107,328
# of Openings	207	71	23,094
Growth Projections	NA	NA	10.5%
Type of Job	Data/Data Mining Analyst		
Average Wage	\$82,823	\$96,216	\$79,143
# of Openings	170	68	19,492
Growth Projections	10.3%	18.4%	3.3%
Type of Job	Database Administrator		
Average Wage	\$69,625	\$87,883	\$75,629
# of Openings	135	75	14,178
Growth Projections	14.7%	19.5%	11.2%
Type of Job	Database Architect		
Average Wage	\$100,304	\$100,085	\$83,941
# of Openings	149	58	10,504
Growth Projections	10.3%	18.4%	3.3%
Type of Job	Data Warehouse Specialist		
Average Wage	\$89,702	\$83,438	\$75,842
# of Openings	148	63	6,082
Growth Projections	10.3%	18.4%	3.3%

Source: Burning Glass. [This software uses BLS, actual job postings, and proprietary data models to gather data on average wage, # of openings (within the last year), and growth projections (2019-2028).]

Academic Demand

N/A

Unnecessary Duplication

There are no similar programs at any Kentucky public institution.

Cost

Projected Revenue over Next Five Years	\$1,284,000
Projected Expenses over Next Five Years	\$909,000

Will additional faculty be needed? No

Provide a budgetary rationale for creating this new program

The national need for a fast-growing DS-trained workforce has been well publicized. This is particularly highlighted in the recent December 2016 McKinsey report, indicating very high demand for data scientists due to a 250,000 shortfall in the available workforce. Therefore, the establishment of the MS in Data Science degree program at UK is both compelling and timely. A careful examination of leading programs, including UCSD, NYU, Harvard, Columbia, and Virginia, indicates that the proposed graduate program is comparable to these programs and will provide equivalent or superior training. Moreover, our program has the flexibility to grow with this rapidly expanding and highly dynamic field, especially with respect to applied disciplines. While no new hires or courses are required for the initiation of the proposed program, both will naturally occur as this field of study continues to grow.

The costs of implementing and running the MS in Data Science can be amply met with new funds generated by the program tuition income.

In addition, there are significant non-financial benefits, as implementing this graduate program will:

- Address the emerging and critical national need for MS-level experts in Data Science.
- Promote interdisciplinary research and team science at the University of Kentucky.

PROPOSED PROGRAM SUMMARY

Institution: Murray State University

Program Name: Human Services

Degree Designation: Bachelor of Arts

Program Description

The proposed 120 credit hour bachelor degree in Human Services will be a fully online degree. In addition to the university requirements, the program will require 36 credit hours in Human Services. The proposed program includes a supervised internship experience to apply learned principles and prepare graduates for a career in Human Services. The courses will be offered through a Learning Management System and will include synchronous and asynchronous assignments. The program objectives and curriculum have been developed to meet the Council for Standards in Human Services Education (CSHSE) accreditation standards.

An online undergraduate degree in human services will reach an audience not currently served in western Kentucky. The degree program serves as a bridge for bachelor's degree completion for students at MSU regional campuses, as well as students transferring from the Kentucky Community and Technical College System. The Human Services degree program is also designed to provide a re-entry point for prior non-completers.

A diverse array of personal life experiences brings students to the helping professions. A major in Human Services prepares graduates for entry-level positions in a wide variety of community services settings. Graduates are equipped to face both the everyday human struggle as well as the complex problems of an increasingly interwoven global society. Graduates gain the following skills necessary to work as a human services professional: professional dispositions of a human services worker, human development and learning theories, human relation skills, leadership and group engagement, ethical decision making, cross cultural engagement, and the basics skills related to program evaluation and advocacy. This program provides a rigorous course sequence aimed at bridging academic content with field-based experiential learning.

CIP Code: 44.0000 Human Services, General

Credit Hours: 120

Institutional Board Approval Date: 03/28/2019

Implementation Date: 08/20/2019

Student Demand

Year 1	Year 2	Year 3	Year 4	Year 5
25	30	50	80	100

Market Demand

The Baccalaureate in Human Services is a new fully online degree not offered by a public university in Kentucky. The purpose of creating this degree will be a new access point to higher education for those who have previously pursued a degree program, but stopped out. It also serves a bridge toward completion of a bachelor's degree to support those degree seekers who are not positioned to attend a physical location. Currently, The University of the Cumberlands offers an online degree in Human Services. Students seeking a general degree offering in Human Services do not have a public university option. Furthermore, the online degree option will attract students from outside of Kentucky to attend a Kentucky public university.

Employer Demand

	Regional	State	National
Type of Job	Community Health Worker		
Average Wage	\$28,060	\$31,795	\$38,370
# of Openings	110	1,000	67,800
Growth Projections			18%
Type of Job	Behavior Disorder Counselor		
Average Wage	\$42,190	\$40,990	\$43,300
# of Openings	220	5,000	194,200
Growth Projections			23%
Type of Job	Correctional Treatment Specialist		
Average Wage	Data not available	\$39,320	\$51,410
# of Openings	100	785	96,500
Growth Projections			6%
Type of Job	Human Services Assistant		
Average Wage	\$24,130	\$27,110	\$33,120
# of Openings	390	6,030	63,900
Growth Projections			16%
Type of Job	Mental Health Counseling (Path for Graduate School)		
Average Wage	\$42,190	\$35,600	\$43,300
# of Openings	220	790	63,300
Growth Projections			23%

	Regional	State	National
Type of Job	School Counselor (Path for Graduate School)		
Average Wage	\$42,190	\$58,770	\$55,410
# of Openings	220	3,150	36,700
Growth Projections			13%

Unless noted, the employer demand data are from the United State Department of Labor, Bureau of Labor Statistics, May 2018 Occupational Employment Statistics.

*Regional demand data from Kentucky Center for Statistics, 2014-2024 West Kentucky Occupational Outlook (<https://kystats.ky.gov/Content/Reports/2014-2024%20West%20Kentucky%20Occupational%20Outlook.pdf>)

Academic Demand

This degree is both a degree that seeks to fit graduates with careers in Kentucky and abroad; however, the Human Services degree will also serve as a bridge to the Graduate program in Clinical Mental Health Counseling, School Counseling, School Psychology, and Social Work.

Unnecessary Duplication

There are no similar programs at any public institutions in Kentucky.

Cost

Projected Revenue over Next Five Years	\$ 2,925,000
Projected Expenses over Next Five Years	\$ 556,573

Will additional faculty be needed? No

Provide a budgetary rationale for creating this new program

The proposed Human Services program utilizes existing faculty and technology resources to provide an in-demand program to community college students and non-completers. Faculty from programs with decreasing enrollment will be reassigned partially to the Human Services program, and we will use online course delivery and enhancement technologies that are utilized already at Murray State. The program will be funded through existing salary funds and increased revenue from student tuition. We anticipate that the Human Services program will positively affect enrollment in

graduate programs in Counseling at Murray State. In addition to preparing bachelor's students for immediate work in the region, the Human Services program is designed to prepare students for entry to graduate in Clinical Mental Health Counseling, School Counseling, and School Psychology.

PROPOSED PROGRAM SUMMARY

Institution: Murray State University

Program Name: Culture and Language Studies

Degree Designation: Bachelor of Arts

Program Description

The Culture and Language program allows students to become proficient in the oral and written traditions of French, German, and Chinese, while also exploring the cultures of speakers of these languages through courses in multiple subjects. These may include history, art, literature, geography, religion, and archaeology. Culture and Language studies is an interdisciplinary field that investigates the ways in which language and culture combine to define various ways of life. Combining the strengths of various disciplines, culture and language studies draws on methods and theories from literary studies, communications, history, cultural anthropology, and the arts. Students in the Culture and Language Studies program will develop skills to interact internationally with the many cultures around us.

CIP Code: 16.0199

Credit Hours: 120

Institutional Board Approval Date: June 7, 2019

Implementation Date: August 1, 2019

Student Demand

Year 1	Year 2	Year 3	Year 4	Year 5
6	12	18	24	30

Market Demand

- Currently, over 50% of our Global Language majors are double majors, as learning a foreign language works with virtually any degree field of study open to university students.
- Searching job websites on any given day will show a need for bilingual or multilingual speakers in a variety of fields. A bilingual search will find a need for over 125,00 jobs in the United States with French, German and Chinese requiring the need for 5,000-10,000 jobs. (indeed.com, linkedIn).
- Career fields such as healthcare, engineers, market research analyst, sales, translators, interpreters, education and manufacturing, tourism, social workers, insurance, property managers, counselors, administrative assistants are but a few examples of the fields looking for employees with bilingual language skills.

- According to the February 19, 2019 report by the Cabinet for Economic Development on Kentucky Facilities with Foreign Ownership. 507 Facilities in Kentucky have foreign ownership with 111,767 Full Time Employees.
- Chinese is one of the top three most spoken languages in the world.
- The list of 10 most spoken languages in the U.S. include Chinese, French and German.
- The six official languages of the United Nations also includes Chinese and French.
- French is on the rise and may exceed other languages as countries in the developing world, particularly those in Africa, grow.
- German is the 3rd largest language spoken Europe, is the country that holds the most international trade fairs, is the second largest scientific language, and is one of the world's largest economies.

Employer Demand

	Regional	State	National
Type of Job	Translator/Interpreter		
Average Wage	Data not available	\$53,326	\$49,930
# of Openings	<10	556/619	68,200
Growth Projections		1.079%	18%
Type of Job	Foreign Language Teacher K-12 / P2nd		
Average Wage	Data not available	\$51,000	\$60,000
# of Openings	<10	12,390	76,000/27,240
Growth Projections		8%	2.5%
Type of Job	Market Research		
Average Wage	\$55,950	\$53,521	\$63,120
# of Openings	210	5,159	595,400
Growth Projections			23%
Type of Job	Engineer		
Average Wage	\$79,190	\$79,024	\$99,310
# of Openings	100	949/1,051	131,500
Growth Projections			9%

Unless otherwise noted, the employer demand data are from the United State Department of Labor, Bureau of Labor Statistics, May 2018 Occupational Employment Statistics.

**Regional demand data from Kentucky Center for Statistics, 2014-2024 West Kentucky Occupational Outlook (<https://kystats.ky.gov/Content/Reports/2014-2024%20West%20Kentucky%20Occupational%20Outlook.pdf>)*

Academic Demand

A graduate with a BA degree in Culture and Language Studies may enter the workforce following graduation. However, 50% of our graduates combine language with another field and may be required to pursue a higher level degree to attain their career interests.

Unnecessary Duplication

Similar Program #1: University of Kentucky

Comparison of Objectives/Focus/Curriculum to Similar Programs

The primary difference between a BA in Culture and Language Studies and a BA in a Chinese, French or German language degree is the emphasis on culture in addition to languages. By combining both into one degree a student gets a more balanced look at the diverse cultural aspects of varying regional, national, and international communities. Combining the strengths of various disciplines, culture and language studies draws on methods and theories from literary studies, communications, history, cultural anthropology, and the arts. By working across the boundaries among these fields, this program allows for the exploration of different languages and cultures in today's world by understanding their similarities and differences through history. Rather than seeking answers that uselessly categorize whole peoples, cultural studies develops the tools that allows us to interact internationally with the many cultures around us.

Comparison of Student Populations

Our target population consists of students in our 18-county service region and bordering areas. Many students who want to pursue language studies at Murray State University are also interested in double-majoring in other degree programs at our university. Currently, over 50% of our Global Language majors are double majors, as learning a foreign language works with virtually any degree field of study open to university students.

Access to Existing Programs

Many of our target students need to attend a regional university in western Kentucky; they do not have the means to attend the University of Kentucky and/or they may not gain acceptance to University of Kentucky. In addition, we expect many of our prospective students will be interested in pursuing a double major in language and another program offered at Murray State. The new program will continue to serve university majors, minors, certificates and Bachelor of Arts/Science students as a career enhancing skill. This new major allows us to diversify by adding

Chinese, French and German as language and culture option thus increasing our department's proven success in attracting double majors.

Feedback from Other Institutions

Per an email exchange between Dr. Brent Menchinger, Chair of Global Languages at MSU and Dr. Jeanmarie Rouhier-Willoughby, Chair of Modern and Classical Languages at UK, the University of Kentucky does not object to MSU's proposed program.

Cost

Projected Revenue over Next Five Years	\$3,456,750
Projected Expenses over Next Five Years	\$1,059,645

Will additional faculty be needed? No

Provide a budgetary rationale for creating this new program

The proposed program will use existing faculty and facility resources. It will not require additional funding. The Culture and Language Studies program is designed to provide thorough coursework and experience in the language of study, as well as culture studies that enhance the understanding of the language and the societies that speak it. The interdisciplinary nature of the program allows experts in other departments to teach culture courses, and allows our department to focus our faculty resources on language instruction.

PROPOSED PROGRAM SUMMARY

Institution: Northern Kentucky University

Program Name: Japanese

Degree Designation: Bachelor of Arts

Program Description

The Japanese major program at the Northern Kentucky University will offer a wide range of courses on the language, literature, cinema, and culture of Japan. The program will feature Japanese language instruction from beginning to advanced levels. The program will also provide students the opportunity to improve their Japanese skills through the study abroad at NKU's partner universities in Japan. Several upper-level courses will be offered on a rotating basis, including Japanese Composition and Conversation, Business Japanese, Japanese Drama, and Japanese Cultural History. The program will also provide students vocational training including coursework in translation and interpretation in professional settings. Through the Japanese major curriculum, students will not only gain a well-balanced knowledge of Japanese literature and culture, they will also acquire important professional skills utilizing the target language.

CIP Code: 16.0302

Credit Hours: 121

Institutional Board Approval Date: 5/8/19

Implementation Date: 8/1/19

Student Demand

These are the number of majors we project having based on the major to minor ratios in our existing language programs in French, German and Spanish and a growth rate of approximately 10% each year. In both instances –number of majors and growth rate— we have been conservative in our estimates. For example, we project that 35% of our current Japanese minors will declare the major. In our existing major/minor language programs, the percentages are higher.

Year 1	Year 2	Year 3	Year 4	Year 5
25	27	30	33	36

Market Demand

Currently, NKU has a Japanese Language and Culture minor which consists of 21 credits. Most courses in the Japanese minor are language and culture courses. This program will enhance the Japanese minor. Not only will the new courses that have been

developed as part of work on the major proposal expand the course offerings in the minor, the minor will also be modified to include more required coursework in Japanese. In this sense, the Japanese minor will end up looking more like our minor programs in French, German and Spanish. All of those minors required that students take seven courses in the language. Currently, the Japanese Language and Culture minor requires students to take five courses in Japanese, plus two electives in other disciplines. The Japanese major will add more courses on Japanese literature and film. These additional courses will not only expand their knowledge of Japan and its history and culture, it will also give them more exposure to reading, writing, listening and speaking in the language.

Employer Demand

Many of our jobs are international for Japanese Translators or Teachers of English to Japanese in the JET program, and do not fit into the table below. We have highlighted the employer demand opportunities in the information below.

Language majors, Japanese and otherwise, can work in Government, Social Service, Education, Scientific Fields, Business, Communications, Tourism and others. The Japanese minor is extremely popular with students majoring in programs in the College of Informatics (Computer Science, Electronic Media Broadcasting and Media Informatics specifically), as well as with students in the International Studies, Studio Arts, World Cultures and Theatre majors that are housed in the College of Arts & Sciences. From these examples, it can be seen that Japanese has a broad appeal for students in a range of disciplines. Our Japanese minors have gone on to teach English in Japan through the JET (Japanese English Teachers) Program. (Average salary: \$30K-40K plus health insurance). We have had one of our Japanese minors obtain a job working for the City of Osaka in Japan, another was employed by Rakuten Co. in Tokyo (average salary: \$60K to \$65K), and another by Altica Central in Japan (average salary \$30K-40K). There are also many Japanese manufacturing companies located in the Northern Kentucky and the broader tri-state region that offer various positions for English-Japanese bilinguals. For example: CSI Group in Lexington (IT specialist with Japanese skills 70K-80K); Toyota Boshoku in Erlanger (Purchasing Executive Assistant with Japanese skills \$50K -60K); TOP Group in Berea (Japanese translator \$45K). On the national level, Honda Kaihatsu America, Inc.—the interpreting company affiliated with Honda— provides interpreter positions for their offices and plants across the country. Numerous other jobs in the US that require Japanese skills can be found at job search websites such as indeed.com and LinkedIn. Finally, our graduates have gone on to pursue graduate degrees at the University of Cincinnati, the University of Chicago, and Capella University.

Academic Demand

According to the survey done by the Japan Foundation in 2012, there are 4,270 teachers teaching the Japanese language to 155,939 students at 1,449 different institutions, an increase of 10.4% in the number of students since the 2009 survey. The popularity of Japanese language study in the world is consistent in the past 20 years, which is evident in the Japan Times article “More People Studying Japanese.” https://www.japantimes.co.jp/opinion/2013/07/13/editorials/more-people-studying-japanese/#.W_MejZM3nxQ. The article states that “Around the world, the number of institutions outside of Japan teaching Japanese rose by 7.5 percent and the number of Japanese teachers abroad increased by 28 percent.”

Additionally, Japanese is a growth area in the World Languages and Literatures Department and based on informal surveys and conversations we have had with students in the Japanese minor, we have determined that there is high interest among students to have a major program in Japanese at NKU. Currently, the NKU Japanese program is only offering courses focused on language and cultural topics. The creation of a Japanese major will allow us to expand the curriculum in Japanese to include courses in Japanese literature, film and translation.

Unnecessary Duplication

Similar Program #1: Murray State University

Comparison of Objectives/Focus/Curriculum to Similar Programs: Three of the core/required courses for the proposed Japanese major at Northern Kentucky University are similar to the core of the Japanese track of the Global Language major at Murray State: JPN 201: Intermediate Japanese I, JPN 202: Intermediate Japanese II and JPN 301 (or 302): Composition and Conversation I (or II—at NKU, this is a one semester course: JPN 304: Japanese Composition and Conversation).

Unlike the rest of the core/required courses in the Japanese major track at Murray, at NKU, this part of the proposed Japanese major core is focused on three distinct areas at the 400-level of study: linguistics, culture and literature, as follows: a linguistics-focused course (JPN 401: Japanese Phonetics and Pronunciation or JPN 402: Advanced Grammar & Syntax), an advanced culture topic course (JPN 480: Studies in Japanese Culture), and an advanced literature topic course (JPN 481: Studies in Japanese literature).

The majors at both institutions require a 3 credit interdisciplinary course (at Murray this is called “Required Supporting Course”) in English in another discipline. At Murray, the options are limited to four courses in three disciplines: Art, History and Political Science. At NKU, the options are more extensive and include courses those three disciplines, as well as Anthropology (e.g. Peoples of East and Southeast Asia), Cinema (e.g. Survey of World Cinema), Geography (e.g. Geography of Asia), Popular Culture (e.g. Japanese Popular Culture), and Philosophy (e.g. Eastern Philosophy).

The rest of the Japanese major track at Murray consists of electives (divided into two categories: Limited and Approved), whereas the remainder of the proposed Japanese major at NKU is more focused. In the NKU Japanese major, students must take two courses/6 hours of culture study courses and two courses/6 hours of literary study courses. In both categories, there are more focused course topic options than in the Japanese major track at Murray. Examples from the Culture Study category include: JPN 307: Introduction to Japanese Translation, JPN 325: Japanese Myth and Folklore and JPN 340: Business Japanese. Examples from the literary studies category include: JPN 320: Survey of Japanese Literature, JPN 322: Japanese Drama and JPN 323: Japanese Prose Fiction. In this sense, the Japanese major at NKU offers a wider variety of courses and courses with more focused topics.

Comparison of Student Populations: Murray State University, the only other regional comprehensive university in Kentucky with a Japanese major, had 83 students enrolled in Japanese courses at the beginning of fall 2018—only slightly more than half of NKU’s enrollments in Japanese courses.

Access to Existing Programs: MSU is 5 hours from Northern Kentucky in the western part of the state. At the beginning of fall 2018 semester, NKU and University of Cincinnati had similar student enrollments in Japanese courses even though the size of UC is three times larger than that of NKU (UC students: 43,691 [total], 100 enrolled in Japanese; NKU students: 15,738 [total], 145 enrolled in Japanese).

Feedback from Other Institutions: We contacted the chair of the Modern and Classical Languages, Literatures and Cultures Department of University of Kentucky and the chair of the Global Languages and Theatre Arts Department of Murray State University. From the answers obtained from UK and MSU, we learned that it is important to maintain high quality teaching, to provide frequent advising to students, to organize language related events, to do outreach the local communities, utilize

university websites and social medias, and to collaborate with other offices and departments to promote a Japanese major.

Similar Program #2: University of Kentucky

Comparison of Objectives/Focus/Curriculum to Similar Programs: The proposed Japanese major at NKU is distinct from the Japanese Studies major at University of Kentucky because it requires more coursework in Japanese. The Common Core of the Japanese Studies major at UK consists of 4 courses/12 hours that include options of courses in Anthropology and History that are taught in English. The core of the proposed Japanese major at NKU will be 6 courses/18 hours, all of which are in Japanese. The remaining 6 courses/18 hours of our proposed Japanese major are all courses in Japanese except for a Japan/Asia-related interdisciplinary course in another department. At UK, the Japanese Studies Major electives are 4 courses/12 hours, with many options to take courses in English in other departments. So, overall, a distinctive feature of NKU's proposed Japanese major is more required coursework in Japanese.

Comparison of Student Populations: UK is a large R1 university with a student population that over two times larger than that of NKU. Over 80% of the current Japanese minors at NKU are from within a 50 mile or less radius of the university, with the majority of them being from a 25 mile or less radius. In other words, NKU is smaller and serves a more local population than UK.

Access to Existing Programs: MSU is 5 hours from Northern Kentucky in the western part of the state. At the beginning of fall 2018 semester, NKU and University of Cincinnati had similar student enrollments in Japanese courses even though the size of UC is three times larger than that of NKU (UC students: 43,691 [total], 100 enrolled in Japanese; NKU students: 15,738 [total], 145 enrolled in Japanese).

Feedback from Other Institutions: We contacted the chair of the Modern and Classical Languages, Literatures and Cultures Department of University of Kentucky and the chair of the Global Languages and Theatre Arts Department of Murray State University. From the answers obtained from UK and MSU, we learned that it is important to maintain high quality teaching, to provide frequent advising to students, to organize language related events, to do outreach the local communities, utilize university websites and social medias, and to collaborate with other offices and departments to promote a Japanese major.

Cost

Projected Revenue over Next Five Years	\$627,520.00
Projected Expenses over Next Five Years	\$439,522.85

Will additional faculty be needed? Yes, the Japanese program currently has one full-time and two part-time instructors. We have requested a second full-time position that has been tentatively approved for doing a search for an NTTR/non-tenure track renewable lecturer in AY 2019-2020 that would lead to having a second FT faculty member in

Japanese starting in AY 2020-2021. Enrollment growth and tuition revenue will pay for the additional cost.

Provide a budgetary rationale for creating this new program

The new program will utilize existing resources and will provide an opportunity to pursue a Bachelor Degree to those students currently enrolled in our Japanese Minor. In student and employer demand above, it shows the increased interest in a Japanese major and as stated previously under Academic Demand, “the number of institutions outside of Japan teaching Japanese rose by 7.5 percent and the number of Japanese teachers abroad increased by 28 percent.”

Any increase in investment from the state due to the program will be offset by the tuition earned from the new students enrolled to this program.

TITLE: Midterm Review of 2016-21 Statewide Strategic Agenda

RECOMMENDATION: Staff recommends that the Academic & Strategic Initiatives Committee accept the proposed revisions to the 2016-21 Statewide Strategic Agenda, and recommend approval to the full Council at its June 28, 2019 meeting.

BACKGROUND

Per KRS 164.0203, the Council on Postsecondary Education is charged with developing a strategic agenda to further the goals set by the General Assembly and help guide the work of the Council and Kentucky's colleges and universities. The current agenda was adopted by the Council in June 2016 and will run through June 2021.

At the time of adoption, the Council advised staff that a mid-term review in 2019 would be required to adjust the agenda's objectives, strategies and metrics as necessary. In the spring of 2019, the Strategic Agenda Mid-Term Review Committee was formed and comprised of CPE staff, a representative from all the public universities, KCTCS, and the CPE chair. The group met several times to review the agenda and accompanying performance indicators, and have made the following recommendations for changes.

PROPOSED CHANGES

Strategic Agenda Objectives and Strategies: The committee reviewed the agenda's policy priority framework, 11 key objectives, and various strategies supporting the implementation of the work. The group supported maintaining the current focus on "Opportunity," "Success," and "Impact" as the key policy areas of focus that define the structure of the agenda. Further, the group agreed that the majority of objectives and supporting strategies in the agenda should remain without change. However, the group does recommend the removal of Objective 4 and its supporting strategies which address the role of Kentucky's adult education program. Kentucky Adult Education (KYAE) was reorganized out of the CPE in late 2018 and is now within the Education and Workforce Development Cabinet. The Council no longer has oversight responsibilities for KYAE, and consequently cannot directly influence the strategic direction or performance of this work.

Strategic Agenda Metrics: The agenda includes a number of key performance indicators that measure both institutional and state-level performance in priority areas. The group spent the majority of their time reviewing each of the metrics in detail to determine whether they are measuring performance effectively and whether methods of calculation need to be adjusted to better assess the performance of the system. It was the consensus of the committee to recommend the following mid-term adjustments to the strategic agenda metrics:

- **Average Credit Hours**: The committee recommended maintaining the metric, but changing the calculation to measure the median number of credit hours at graduation rather than the average number of credit hours. Students who transfer in with large numbers of credits or students in majors that require a higher number of courses due to accreditation standards often skew the average on this metric. The group felt the median rather than the average would provide a more realistic view of credits to degree at their respective institutions.
- **Enrollment**: The current strategic agenda accountability system does not include “enrollment” as a Key Performance Indicator. Because this is a key measure of institutional health and because enrollment is considered in the diversity planning process, the group recommends including it as a measure in the statewide agenda. The enrollment calculation should include credential-seeking students only, and a FTE (full-time equivalency) calculation would not be used. The group recommended dual credit students be counted in a separate calculation.
- **Adult Learners**: Given the growing importance in enrolling and graduating more adult students to achieve of Kentucky’s 60x30 educational attainment goal, the group recommended the agenda’s enrollment and completion metrics include a disaggregation based on age groups. This would supplement the current disaggregation counts of low-income and underrepresented minority students.
- **Quality Measures**: There was broad consensus within the committee that the quality measures, while well intentioned, were difficult to track, collect, report and provided limited value. The group recommends the metrics be removed from the current strategic agenda accountability structure. The group also recommended that the next agenda should include one or more academic quality metrics, and over the next two years, a set of recommendations to that end be developed.

The committee reviewed a number of other metrics and while there were no additional recommended changes at this time, the group did suggest a more thorough evaluation during the development of the next agenda. Those metrics included measures of work-based learning, graduation rates, affordability, and college readiness.

The committee discussed possible adjustments to 2021 institutional targets, particularly if an institution had met or exceeded projected performance on a particular metric. Campuses are currently reviewing to determine whether any changes would be appropriate at this time. A range of factors, including declining enrollment or changing student cohorts may preclude changes at this time. Council staff will work with campus representatives to finalize target changes, and will provide an overview of changes to targets at the board's September work session.

SUMMARY OF RECOMMENDATIONS

The following provides a concise summary of the recommendations for approval by the ASI Committee:

Agenda Language

1. Remove Objective 4 regarding the work being completed by Kentucky Adult Education/KY SKILLS U.

Metrics/Measures

2. Revise Average Credit Hours to measure Median Credit Hours.
3. Add Enrollment measurement – credential-seeking students only. Add separate count for dual credit enrollment.
4. Add disaggregate count by age for enrollment and completion metrics.
5. Remove quality metrics.