

March 21, 2023 – 10:00 a.m. ET

Virtual meeting: <https://cpe-ky-gov.zoom.us/j/89129396618>

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**I. Call to Order & Roll Call**

**II. Action Items**

- A. Approval of the Minutes .....2
- B. Amendments to the Dual Credit Policy .....5

**III. Discussion Items**

- A. Postsecondary Feedback Report .....27
- B. Academic Programs
  - 1. Overview the Academic Program Approval Process and  
the Academic Program Review Process .....45
  - 2. Academic Programs Report - Academic Year 2021-22 .....65
  - 3. New Academic Program Approved at KCTCS in January  
2023 .....70
- C. 2023 Convenings for Promoting Student Success .....71
- D. Update on Healthcare Workforce Initiatives .....82

**IV. Other Business**

**V. Adjournment**

*Next ASI Committee meeting: June 6, 2023*

**DRAFT MINUTES**  
Council on Postsecondary Education

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Type: Academic & Strategic Initiatives Committee  
Date: January 24, 2023  
Time: 10:00 a.m. ET  
Location: Virtual Meeting via ZOOM webinar

**CALL TO ORDER**

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The Academic & Strategic Initiatives Committee met Tuesday, January 24, 2023, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar.

CPE Acting Chair Eric Farris chaired the meeting.

**ATTENDANCE**

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Members in attendance: Eric Farris, Karyn Hoover, Garrison Reed and Kevin Weaver.

Member not in attendance: Kellie Ellis

Council member, CB Akins, also attended the meeting as a non-participating member.

Heather Faesy, CPE's Senior Associate for Board Relations, served as recorder of the meeting minutes.

**OPENING REMARKS**

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Ms. Lori Harper served as the chair of the ASI Committee from 2019 through 2022. Her term on the Council ended on January 17, 2023, when not reappointed for a second term. At the top of the meeting, the acting chair of the Council, Eric Farris, appointed himself to the committee and stated he would also serve as chair for the meeting.

**APPROVAL OF THE MINUTES**

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The minutes of the November 10, 2022, meeting were approved as distributed.

## **KCTCS ACADEMIC PROGRAM REVIEW POLICY**

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Dr. Melissa Bell, CPE's Vice President of Academic Excellence and Student Success, proposed for approval the process for reviewing academic programs at Kentucky Community and Technical College institutions. The academic program review process is a key responsibility of state coordinating boards like the Council on Postsecondary Education (CPE), and it ensures that academic programs are consistent with state priorities and that public resources are used efficiently for the greater good of the Commonwealth.

CPE worked with KCTCS leaders to develop a statewide program review process focused on the following elements: 1) centrality to institutional mission and statewide goals, 2) academic quality, 3) student success, 4) program outcomes and impact.

MOTION: Mr. Weaver moved the Committee approve the proposed academic program review policy for KCTCS and recommend approval by the full Council at its January 24, 2023, meeting. Ms. Hoover seconded the motion.

VOTE: The motion passed.

## **AFFORDABLE LEARNING KENTUCKY**

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Dr. Ilona Burdette, CPE's Executive Director for the Kentucky Virtual Library (KYVL) provided an overview of the work of the Kentucky Virtual Library and discussed how its work is helping make postsecondary education more affordable for its students.

The Kentucky Virtual Library (KYVL) is a statewide, multi-type consortium of 350 members, including Kentucky academic libraries, public libraries, public school districts, private K-12 schools, hospitals, and more. All of Kentucky's public colleges and universities participate, along with all private AIKCU-affiliated institutions and some nonaffiliated academics. In cooperation with the Kentucky Department for Libraries and Archives (KDLA), KYVL resources are also available to state government employees.

During the 2021-22 academic year, KYVL supported:

- 67 million database searches.
- 84 thousand items transported by courier.
- 1.2 million items indexed in or accessible through KDL.

KYVL's operates on a total annual budget of roughly \$4.5 million. For FY 21-22, 55% percent of revenues came from member fees, with additional funding from CPE (34%) and KDLA (11%). FY 21-22 expenditures included database licensing (85%), courier fees (8%), technology / systems (3%), and staffing and other expenses (5%). Annual savings for member institutions are estimated at over \$20 million statewide.

## **DRAFT STATEWIDE TRANSFER STRATEGY**

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Dr. Bell discussed the drafted statewide transfer strategy, which was designed eliminate process barriers and facilitate student transfer. The purpose of the strategy is to highlight improvements specifically in transfer, credit mobility, and recognition of learning that will facilitate degree completion and ultimately help Kentucky reach its 60 by 30 attainment goal—to have 60 percent of our working-age population with a degree or credential by the year 2030. Building on national best practices and state-level discussions, the drafted statewide transfer strategy will be officially unveiled at the Kentucky Student Success Summit in February 2023.

## **ADJOURNMENT**

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The Academic & Strategic Initiatives Committee adjourned at 10:50 a.m., ET.

**MINUTES REVIEWED AND APPROVED BY THE COMMITTEE:** \_\_\_\_\_

**TITLE:** Dual Credit Policy Revision

**RECOMMENDATION:** Staff recommends that the Academic and Strategic Initiatives Committee approve the proposed revisions to the Dual Credit Policy.

**PRESENTERS:** Amanda Ellis, Ed. D, Vice President of K-12 Policies and Programs  
Robin Hebert, Senior Fellow, K-12 Policies and Programs Unit

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### **SUPPORTING INFORMATION**

The Kentucky Council on Postsecondary Education (CPE) is directed by *KRS 164.098* to collaborate with the Kentucky Department of Education (KDE) and the Kentucky Education Professional Standards Board (EPSB) to develop guidelines for dual credit programs offered in Kentucky.

The Dual Credit Policy (2016) provided guidance to postsecondary and secondary schools by defining roles and responsibilities. Student eligibility and teacher credentialing were also clearly defined. Since the establishment of the policy, the Kentucky General Assembly created the Dual Credit Scholarship, removing financial barriers from high school students to take two dual credit courses at no cost and additional courses at a subsidized rate. Since 2016, dual credit enrollment has increased by 75% (CPE, August 2020) and currently 42% of high school seniors are graduating with college credit earned through early postsecondary opportunities.

In September 2021, the Commonwealth Education Continuum (CEC) identified updating the dual credit policy as a top priority. The CEC emphasized the need to revisit the policy and seek ways to increase enrollment from a more diverse population of students.

CPE staff convened multiple stakeholders representing the KDE, Kentucky Community and Technical College System (KCTCS), the eight public universities, the Association of Independent Kentucky Colleges and Universities (AIKCU), and the Kentucky Higher Education Assistance Authority (KHEAA) for feedback and ways to strengthen the policy. The CPE staff also engaged in conversations with iterative feedback loops with

key stakeholders and stakeholder organizations, including members of the Commonwealth Education Continuum (CEC) and the Early Postsecondary Opportunities Work Group; the KCTCS dual credit coordinators; Kentucky's Faculty Advisor Network; Kentucky's College Chief Academic Officers; and other focus groups and individuals.

Through the support of a grant provided by the [College in High School Alliance](#) (CHSA), Alex Perry, served as an advisor and facilitator of this process. The CHSA is a coalition of national, state, and local organizations collaborating to positively impact national and state policies and build broad support for programs that enable high school students to enroll in authentic, affordable college pathways toward postsecondary degrees and credentials offered with appropriate support.

The agency partners reviewed Kentucky's dual credit data and research, provided by the KDE, CPE, KCTCS, and KYSTATS. The significant data and research review allowed the team to examine existing progress related to dual credit access and success, determine areas of challenge, and review Kentucky's existing secondary and postsecondary goals.

Based on the current data and desire to increase access for students, priority goals of Kentucky's dual credit system and the populations currently underrepresented in dual credit coursework were identified. In order to reach the goal of increasing access to more students, the development of an actionable dual credit attainment goal was added to the policy. The first of its kind nationally, Kentucky's Dual Credit Attainment Goal would emphasize the importance of access to dual credit for all underserved populations; create expectations for the level of dual credit access students should have; set aspirational participation and success levels for Kentucky; and set aspirational participation and success levels for specific populations of students.

A summary of the proposed policy revisions:

- Repurposed "Guiding Principles" section: The Vision for Kentucky's Dual Credit Program
- Added section: Dual Credit Attainment Goal
- Added section: Definitions
- Added section: Dual Credit Teacher Credentialing and Responsibilities
- Added section: Dual Credit Review and Revision Process
- Added section and requirement: Annual Reporting
- Reorganized responsibilities sections into Key Roles and Responsibilities section



# Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools

Kentucky Council on Postsecondary Education

2023 Revision

## I. Introduction and Purpose

Improving the educational attainment of all Kentucky citizens is key to ensuring the state's long-term economic success. The state commits significant resources across the educational spectrum to develop and implement strategies to address this critical issue. Providing secondary students dual credit opportunities is a proven educational strategy with the capacity to complement and maximize the chances of success of our educational initiatives. Effective dual credit systems have impacts both at the secondary and postsecondary levels and provide the opportunity for collaboration between the K-12 and higher education systems, as well as among P-20, policy, workforce, family and community partners.

In 2016, the Kentucky Council of Postsecondary Education (CPE) worked with the Kentucky Community and Technical College System (KCTCS), the eight public universities, the Association of Independent Kentucky Colleges and Universities (AIKCU), the Kentucky Department of Education (KDE) and the Kentucky Higher Education Assistance Authority (KHEAA) to create and publish the first [Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools](#).

This 2023 revision responds to input from the [Commonwealth Education Continuum](#) (CEC) to update the original policy to reflect the significant changes and expansion in dual credit since it was first published in 2016. This policy revision process has included significant input from key stakeholders across Kentucky. This policy reflects the current statute and regulations impacting dual credit in Kentucky, as well as accreditation standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). The goal of this policy is to support the vision for Kentucky's dual credit system outlined below, and to support the growth of these programs in a meaningful way that leads to the best possible outcomes for all students. This policy serves as one component of a multi-faceted state-wide strategy to support dual credit in Kentucky, including an early postsecondary opportunities toolkit, professional learning and on-going efforts related to teacher credentialing.

## II. The Vision for Kentucky's Dual Credit Program

### A. What Are the Goals of Kentucky's Dual Credit System?

1. To provide all high school students with the opportunity to participate in meaningful college and career experiences in a supported environment that advance students towards a postsecondary degree or credential aligned to their post high school plans.
2. To provide all high school students with the opportunity to structure their dual credit experiences to significantly reduce the costs of a college degree or credential and to reduce students' time to degree or credential completion.

## B. Who is Dual Credit For?

Kentucky is working to provide all high school students with the opportunity to participate in dual credit and build intentional outreach and support to expand access for populations of students who have historically participated in these programs at lower rates. These include, but are not limited to, individuals from under-resourced families, individuals from underrepresented populations, first generation college students and students with disabilities.

## C. What is the Ideal Dual Credit Experience for Students?

1. Dual credit programs in Kentucky should provide all high school students with a carefully selected and affordable range of meaningful dual credit courses that are rigorous and highly transferable. Additionally, the courses should be aligned to in-demand careers and demonstrate authentic high school partnerships between area technology centers and two- and four-year institutions of higher education.
2. Dual credit programs should promote a sense of belonging and establish postsecondary expectations that help all students create and realize goals beyond high school, regardless of whether the program takes place on the postsecondary campus, in the high school or online.
3. All students participating in dual credit should have access to a personalized plan that includes support services provided by both the high school and college partner in the dual credit program. These services should include academic support to help students identify the meaningful dual credit experiences most appropriate for their postsecondary and career goals and to guide them through their dual credit experiences toward successful completion.
4. Dual credit should be a normalized and accepted part of every high school student's journey. Students and their families should be aware as early as middle school about dual credit and how early postsecondary coursework can maximize student college credit opportunities.

## III. Dual Credit Attainment Goal

A. **The Rationale:** Kentucky is establishing a Dual Credit Attainment Goal to support the development of a state workforce with the degrees and credentials Kentucky's economy needs to thrive. Increasing dual credit attainment in Kentucky will:

1. promote greater alignment between the state's K-12 and higher education systems.
2. create a culture that includes attaining a postsecondary degree or credential for all students.
3. increase the level of educational attainment of Kentucky's citizens.

## B. The Goal

By 2030, 50% of Kentucky high school students should graduate high school having completed at least one dual credit course with a qualifying grade of a C or higher. As Kentucky increases the student success rate in dual credit, the state will work to

ensure that students enrolled in dual credit coursework match the economic, demographic and geographic makeup of Kentucky's high school population as a whole.

C. **The Strategies:** Kentucky's Dual Credit Attainment goal will be accomplished by:

1. prioritizing access among students with limited or no access to dual credit courses.
2. providing meaningful dual credit experiences related to students' postsecondary and career goals.
3. supporting student success in dual credit coursework through high-quality college and career advising and academic services.
4. strengthening partnerships among high schools, postsecondary institutions and employers to build and sustain effective policies and equitable practices.
5. maintaining, communicating, and, when possible, expanding support for the state's dual credit scholarship program.
6. increasing the number of teachers credentialed for dual credit in Kentucky.

## IV. Definitions

A. **Dual Credit:** Pursuant to [KRS 164:002\(5\)](#), a college-level course of study developed in accordance with [KRS 164.098](#) in which high school students receive credit from **both** the high school and postsecondary institution where they are enrolled upon completion of a single class or designated program of study.

1. **What This Means:** Dual credit means that students are participating in a college-level course as part of an agreed upon partnership between the high school and the institution of higher education that allows students to receive both high school and college credit upon successful completion of the course.

Dual credit courses may be taught online or through other distance education methods, or they may be taught face-to-face on a college campus, at a secondary school or at another mutually agreed upon and approved location. Dual credit courses shall be taught by qualified and credentialed teachers and faculty.

Dual credit courses may be offered during or outside the secondary school day.

B. **Dual Enrollment:** Pursuant to [KRS 164:002\(6\)](#), a college-level course of study developed in accordance with [KRS 164.098](#) in which students are enrolled in a high school and postsecondary institution simultaneously.

1. **What This Means:** Dual enrollment means students are *only* receiving college credit for successfully completing a college-level course. Dual enrollment courses are not supported through the Dual Credit Scholarship.

- C. **Support Services:** Support services for students provided by dual credit programs may include academic support and advising regarding course selection and how dual credit aligns with postsecondary and career goals.
  - 1. **What This Means:** High quality dual credit programs provide all students access to the support services to ensure meaningful course selection and successful experiences.
- D. **High School:** includes all secondary institutions who serve high school aged students.

## V. Course Offerings

- A. Dual credit courses are college courses and therefore must meet the same student learning outcomes and be of the same quality and rigor as courses taught to traditional college students at the participating postsecondary institutions.
- B. The postsecondary institution's grading policy shall apply to dual credit courses and must be used by the high school awarding credit.
- C. College credit shall be awarded upon the students' completion of the dual credit course requirements and will become a permanent part of their official college transcript. The award of college credit will comply with appropriate accreditation standards for the participating postsecondary institutions.
- D. High school credit shall be awarded at the end of the term by the secondary school upon completion of the course. The award of high school credit will be determined by local policy.
- E. If students fail or withdraw from a college course, including dual credit coursework, this will be noted on their college transcript. Student performance in dual credit courses will impact their high school and future college grade point average (GPA), and may also have an impact on their [financial aid and scholarship eligibility](#) upon high school graduation.
- F. **Student Accommodations**
  - 1. If a student with an Individualized Education Plan (IEP) pursuant to the Individuals with Disabilities Education Act (IDEA) participates in a dual credit course, IEP implementation for the dual credit course is not required unless the student's Admissions and Release Committee (ARC) determines that the dual credit course is **necessary** to provide the student with a Free Appropriate Public Education (FAPE). When students participate in a dual credit course at their high school with a credentialed high school teacher, notwithstanding whether they have an IEP pursuant to the IDEA or a Section 504 plan pursuant to Section 504 of the Rehabilitation Act of 1973 (Section 504), the high school shall provide accommodations to such students as appropriate to meet the requirements of Section 504.
  - 2. If students are taking a course at the postsecondary institution or online, the high school shall inform the postsecondary institution that they may be entitled to accommodations under Section 504. The postsecondary institution shall implement

its own Section 504 policies and procedures regarding accommodations, so students receive the appropriate accommodations at the postsecondary institution.

3. Students and high schools should work closely with the college coordinator who helps students with Section 504 accommodations to ensure student needs are met.
4. For more information, see [Kentucky Department of Education Question and Answers Related to Dual Credit Courses and Student with Individualized Education Programs \(IEPs\)](#) and [United States Department of Education Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities](#).

## VI. Student Eligibility

- A. Section 6 of [13 KAR 2:020.Guidelines for admission to the state-supported postsecondary education institutions](#) stipulates:
  1. students admitted to any Kentucky public postsecondary institution in an accelerated pathway or in dual credit courses in general education shall have an unweighted high school GPA of at least 2.5 on a 4.00 scale and meet any college course prerequisites established by the institution.
  2. students shall be granted admission into a career and technical education dual credit course if they meet the course prerequisite requirements established by the institution offering the course.
  3. it is the responsibility of the postsecondary institution to ensure that any college course prerequisites are publicly available, easily accessible and communicated to students who wish to participate in dual credit courses.
  4. dual credit courses shall not include developmental education courses or courses that are not transferable, such as a first year experience course.

## VII. Transferability of Credit

- A. All postsecondary institutions shall recognize dual credit general education courses pursuant to [The General Education Transfer Policy and Implementation Guidelines](#) and in accordance with accreditation requirements.
- B. All participating postsecondary institutions shall recognize credit awarded under this policy for career and/or technical dual credit coursework if the course has the same competencies and learning outcomes as that of a course offered at the receiving institution.

## VIII. Dual Credit Teacher Credentialing and Responsibilities

- A. SACS-COC's [Dual Enrollment Policy Statement](#) (2018) requires that faculty teaching dual credit courses (who may include high school teachers approved by the college) "possess the same academic credentials and/or documented professional experience required by the institution of all of its faculty." Typically, for general education courses this requires a Master's Degree in the discipline specific content area that the faculty is teaching or at least 18 credit hours of discipline specific content for academic faculty.
- B. The credentials required to teach a technical course are determined by each postsecondary institution.
- C. The dual credit teacher must ensure that the learning outcomes established by the partnering postsecondary institution are fully implemented.

## **IX. Tuition and Fees**

- A. Postsecondary institutions must provide written information about tuition and other fees for dual credit courses to each student, parent and/or adult in the household and secondary school prior to enrollment in such courses.
- B. KHEAA administers student financial support for dual credit tuition through funding for the Dual Credit Scholarship Program provided by the Kentucky General Assembly. For more information on what financial support is available, please visit the [KHEAA website](#).

## **X. Dual Credit Review and Revision Process**

- A. CPE will convene an advisory council tasked with making recommendations to support dual credit policy; promote the quality and rigor of dual credit courses; lead the development of tools and resources to support high quality dual credit practices; and create a space for stakeholders to provide input into the functioning of the dual credit policies and programs.
- B. This advisory council will be composed of representative members, including policymakers, practitioners, and other stakeholders who are knowledgeable about dual credit policies, procedures and processes. Membership shall include, but not be limited to the following:
  - 1. Council on Postsecondary Education (CPE)
  - 2. Kentucky Department of Education (KDE)
  - 3. Kentucky Higher Education Assistance Authority (KHEAA)
  - 4. Kentucky Community & Technical College System (KCTCS)
  - 5. A Kentucky public 4-Year Institution of Higher Education

6. A Kentucky Public School District
  7. The Association of Independent Kentucky Colleges and Universities (AIKCU)
  8. Additional representatives as agreed by the advisory council, including potential representation from counselors, students, and other relevant stakeholders.
- C. The advisory council should meet with the appropriate frequency to support its work and be empowered by the representative agencies to make joint decisions on policy recommendations, support dual credit practice and safeguard the best interests of Kentucky students in these programs.
- D. The advisory council should also consult with additional representatives and stakeholders who have relevant expertise to the working group's agenda.

## **XII. Annual Reporting**

- A. Postsecondary institutions participating in dual credit programming shall submit an annual report to CPE by July 1, 2023, and every year thereafter, including the following:
1. For the previous year:
    - a. List of dual credit courses offered by partnering school
    - b. List of partnering high schools
    - c. Student information by partnering school, as permitted in accordance with the Family Educational Rights and Privacy Act (FERPA), disaggregated by gender, race/ethnicity, socio-economic status, and special populations
      - i. Total number enrolled by course
      - ii. Pass rate
    - d. Description of professional development provided to dual credit teachers and other high school partners
    - e. Description of the outreach and communication activities
    - f. List of dual credit teachers and their secondary or postsecondary institutions
  2. For the upcoming year:
    - a. Updates to the list of dual credit course offerings
    - b. Updates to the list of partnering high schools
    - c. Updates to the dual credit professional development plan for dual credit teachers and other secondary partners

- d. Updates to the outreach/communication plan and activities
- e. Updates to the list of dual credit teachers and their secondary or postsecondary institutions
- f. Assurance that dual credit partnership agreements meet all criteria set forth in this Dual Credit Policy

### **XIII. Key Roles and Responsibilities**

Within Kentucky’s dual credit ecosystem, various agencies and stakeholders play different roles in ensuring students have access to these programs.

#### **A. State Agencies**

##### **1. Council for Postsecondary Education (CPE)**

- a. Establishes, reviews and revises Kentucky’s Dual Credit Policy that communicates the criteria for all components of dual credit in accordance with Kentucky statute and regulation.
- b. Leads research and communication efforts on dual credit’s impact and return on investment related to students’ college and career success.
- c. Serves as primary liaison and conduit between state agencies and the state’s postsecondary institutions.
- d. Provides training and guidance for counselors and individual districts, in partnership with relevant institutions of higher education.
- e. Maintains the Dual Credit Dashboard in collaboration with the Kentucky Center for Statistics (KYSTATS).
- f. Collects annual data regarding dual credit participation and student success rates from postsecondary institutions.

##### **2. Kentucky Department of Education (KDE)**

- a. Coordinates how dual credit courses are set up and administered in districts and within Infinite Campus; works with districts to ensure that relevant dual credit data from area technical centers are reflected.
- b. Determines course eligibility within CTE pathways or academic courses in partnership with the postsecondary institution.
- c. Maintains the CTE Programs of Study Handbook, ensuring it accurately reflects courses that are available and have been approved by postsecondary institutions.
- d. Maintains the state and district level dual credit data within the School Report Card.
- e. Provides training and guidance for counselors and individual districts, in partnership with relevant institutions of higher education.

##### **3. Kentucky Higher Education Assistance Authority (KHEAA)**

- a. Administers the Dual Credit Scholarship program, including the application process, compliance and how the funds are awarded.
- b. Serves as the point of contact with high schools, colleges, students and families on issues related to the scholarships.

#### **B. *Postsecondary Institutions***

1. Determine the courses that are offered as part of a dual credit partnership with a school district, adhering to the accreditation guidelines and transfer policy for general education courses.
2. Approve school districts' use of faculty as dual credit instructors, ensuring that they meet SACSCOC accreditation guidelines.
3. Provide information about tuition and other fees for dual credit courses in writing to each student, parent and/or adult in the household and secondary school prior to enrollment.
4. Provide dual credit students with academic support services, such tutoring and advising.
5. Determine how dual credit will be awarded and transcribed at the postsecondary institution.
6. Initiate and establish dual credit partnerships with secondary schools that meet the expectations established in this policy.
7. Initiate and maintain communication with teachers, counselors and districts to ensure student success.
8. Conduct annual training for dual credit teachers to review course outcomes and provide resources and support for instruction.
9. Prepare and submit an annual report to CPE by July 1.

#### **C. *Secondary Schools***

1. Initiate and establish dual credit partnerships with institutions of higher education.
2. Determine student eligibility for participating in dual credit.
3. Coordinate with postsecondary institutions to ensure academic support services are provided to dual credit students.
4. Communicate with students and families about the availability and value of dual credit courses and scholarships, including information about eligibility and enrollment.
5. Determine how dual credit will be awarded and transcribed at the high school.

## **XIV. Implementation of this policy**

- A. The initial Annual Report required in Section XII of this policy is due to CPE on July 1, 2023.

B. This policy shall become effective and implemented for dual credit courses beginning fall 2023.



# Kentucky's Dual Credit Policy 2023 Revision

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Amanda Ellis and Robin Hebert  
P12 Policies & Programs  
Kentucky Council on Postsecondary Education

# Notable Revisions

- Vision
- Goal
- Annual Report Requirement

# The Goal of the Policy

The goal of this policy is to:

- Support the vision for Kentucky's dual credit system
- Support the growth of these programs in a meaningful way that leads to the best possible outcomes for all students

# Who Is Dual Credit For?

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Kentucky is working to:

- Provide all high school students with the opportunity to participate in dual credit
- Expand access for populations of students who have historically participated in these programs at lower rates

# Dual Credit Attainment Goal & Strategies

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By 2030, 50% of Kentucky high school students should graduate high school having completed at least one dual credit course with a qualifying grade of a C or higher.

# Dual Credit Attainment Goal & Strategies

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Kentucky is working to ensure that the makeup of students enrolled in dual credit coursework matches the state's population as a whole:

- Economically
- Demographically
- Geographically

# Annual Reporting (for the previous year)

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## 1. For the previous year:

- a. List of dual credit courses offered by partnering school
- b. List of partnering high schools
- c. Student information by partnering school, as permitted in accordance with the Family Educational Rights and Privacy Act (FERPA), disaggregated by gender, race/ethnicity, socio-economic status, and special populations
  - i. Total number enrolled by course
  - ii. Pass rate

# Annual Reporting (for the previous year)

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- d. Description of professional development provided to dual credit teachers and other high school partners
- e. Description of the outreach and communication activities
- f. List of dual credit teachers and their secondary or postsecondary institutions

# Policy Implementation

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- The initial Annual Report required in this policy is due to CPE on July 1, 2023.
- This policy shall become effective and implemented for dual credit courses beginning fall 2023.

# Stakeholder and Advisory Engagement

- Kentucky Department of Education
- Kentucky Higher Education Assistance Authority
- Kentucky Community & Technical College System
- Early Postsecondary Opportunities Workgroup
- Commonwealth Education Continuum
- Kentucky Faculty Advisor Network (KFAN)
- College Chief Academic Officers (CCAO)

**TITLE:** Postsecondary Feedback Report

**DESCRIPTION:** Staff from CPE and KYSTATS will provide an overview of the highlights from the latest Postsecondary Feedback Report.

**PRESENTER:** Travis Muncie, CPE's Executive Director of Data and Research  
Dr. Matt Berry, KYSTATS Interim Executive Director

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### **SUPPORTING INFORMATION**

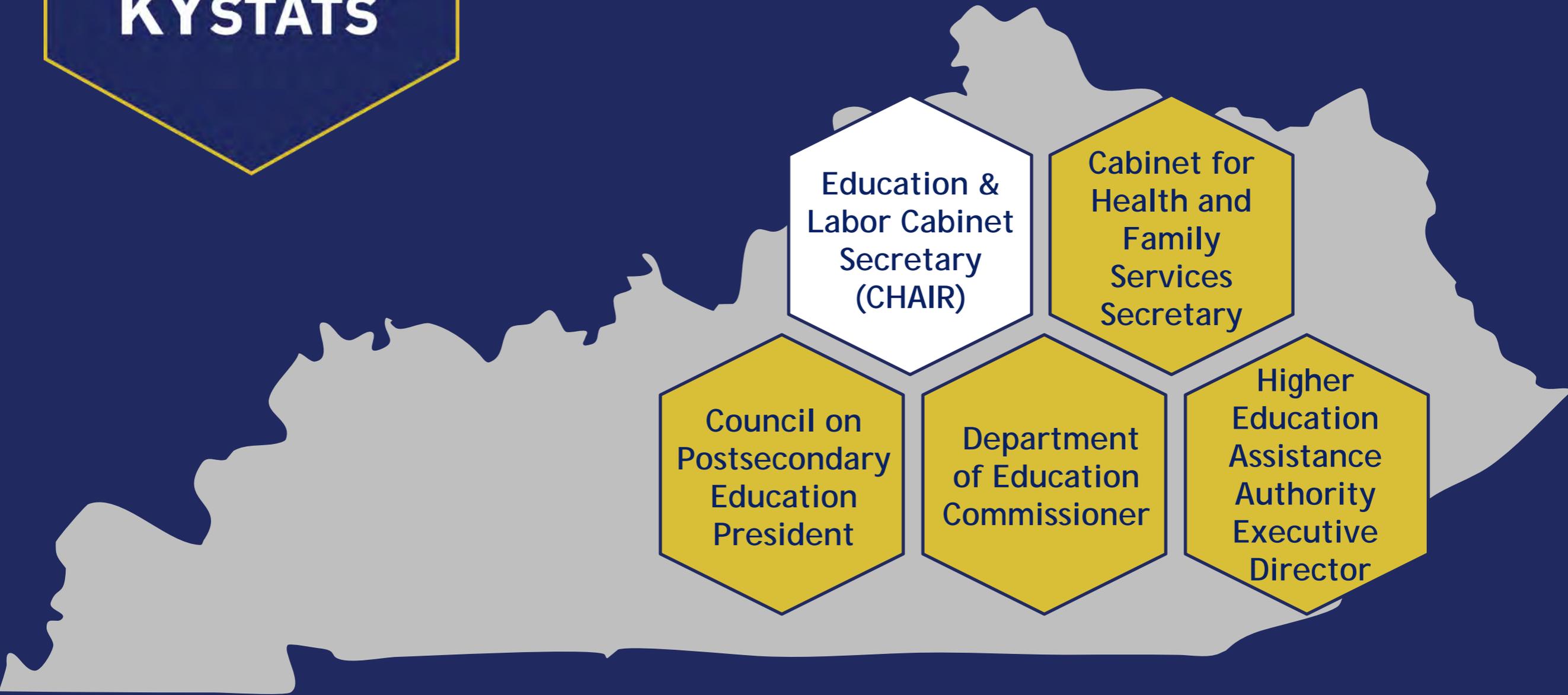
Earning a postsecondary credential can unlock opportunities, but a student's odds of success can vary based on the institution they attend, the credential they pursue, and the content area of their studies. The Postsecondary Feedback Report is an interactive report that allows users to explore outcomes for students by Kentucky's postsecondary institutions, major, credential type, and demographic. The dashboard details 42 of Kentucky's public (4-year and 2-year) and private (4-year) institutions. Information included on the dashboard include Longitudinal Employment Outcomes for Graduates and 5-Year Employment Outcomes by Major.

# Kentucky Center for Statistics

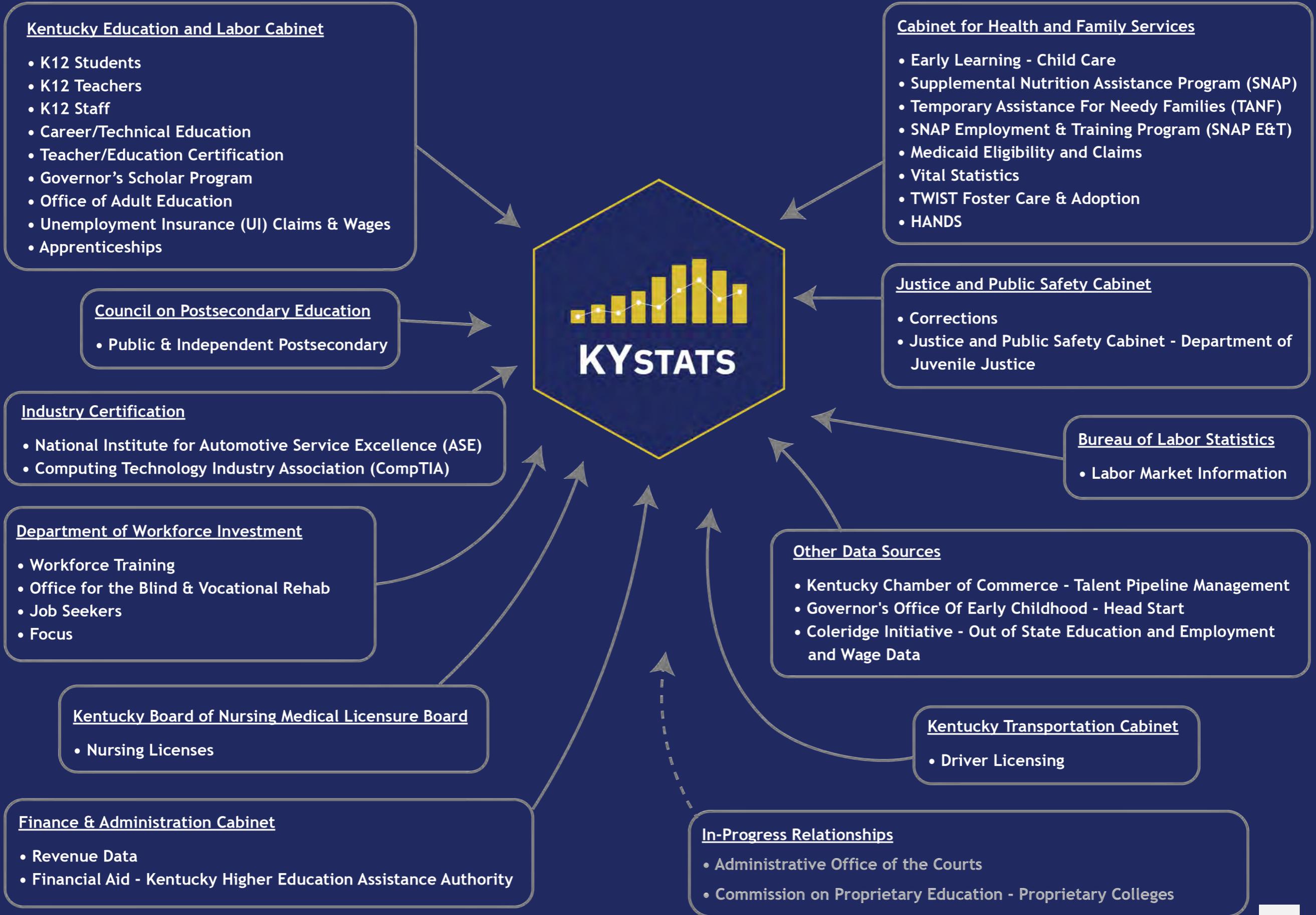


Uniting our data  
Informing our Commonwealth

# GOVERNANCE



Established via state statute in 2013



# POSTSECONDARY FEEDBACK REPORT



Enrollment & Employment  
Outcomes

Demographic Employment  
Outcomes

Completion & Transfer  
Outcomes

<https://kystats.ky.gov/Latest/PSFR>



# Postsecondary Feedback Report

Last updated: March 2023

ENROLLMENT & EMPLOYMENT OUTCOMES

DEMOGRAPHIC EMPLOYMENT OUTCOMES

COMPLETION & TRANSFER OUTCOMES

TECHNICAL NOTES



This dashboard is powered by the Kentucky Center for Statistics. Those using screen readers may need to click 'I viewed on a desktop computer. If you have any questions regarding accessibility, please contact kstat@ky.gov. Technical documentation can be found in PDF form here:

<https://reports.ky.gov/Content/faq>  
<https://reports.ky.gov/Content/faq>

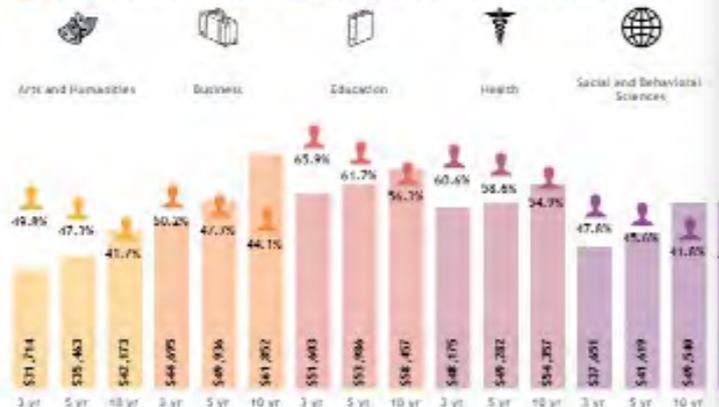
An alternative, accessible format in Excel is available for download here:

## Enrollment and Employment Outcomes

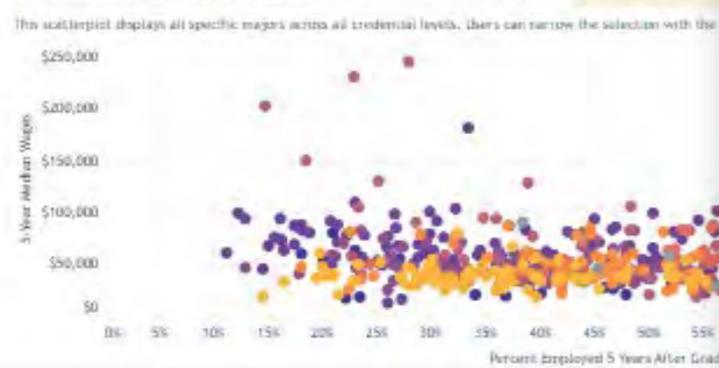
The Postsecondary Feedback Report (PSFR) is a dynamic tool that allows users to explore the connection between majors and credential levels at Kentucky postsecondary institutions. This dashboard details 42 of Kentucky's public postsecondary institutions. Hover over each section of the report to see wages for each grouping of graduates.



## Longitudinal Qualifying Employment Outcomes for Graduates



## 5-Year Qualifying Employment Outcomes by Major:



# Postsecondary Feedback Report

Last updated: March 2023

ENROLLMENT & EMPLOYMENT OUTCOMES

DEMOGRAPHIC EMPLOYMENT OUTCOMES

COMPLETION & TRANSFER OUTCOMES

TECHNICAL NOTES



## Demographic Employment Outcomes

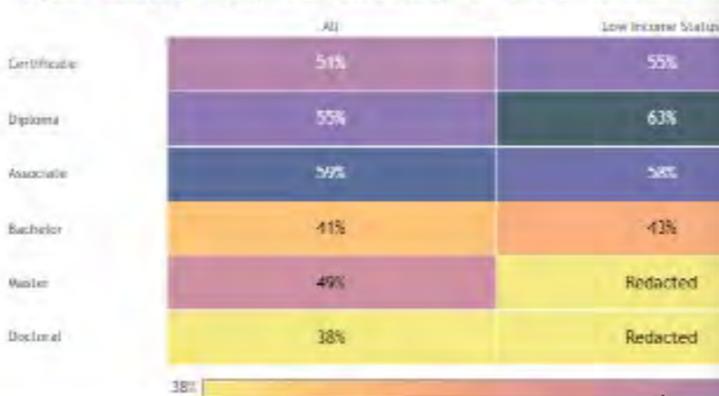
The Postsecondary Feedback Report (PSFR) is a dynamic tool that allows users to explore the connection between demographics, majors, and credential levels at Kentucky postsecondary institutions. This dashboard details six classifications. Hover over each section of the report to see wages for each grouping of graduates.

Years Post Graduation: 10 yr  
Demographic Grouping: Low Income Status  
Postsecondary Class: Credential

## 10-year Qualifying Employment Outcomes by Low Income Status



## 10-year Qualifying Employment Outcomes by Low Income Status and Credential



## Longitudinal Qualifying Employment Outcomes for Graduates



# Postsecondary Feedback Report

Last updated: March 2023

ENROLLMENT & EMPLOYMENT OUTCOMES

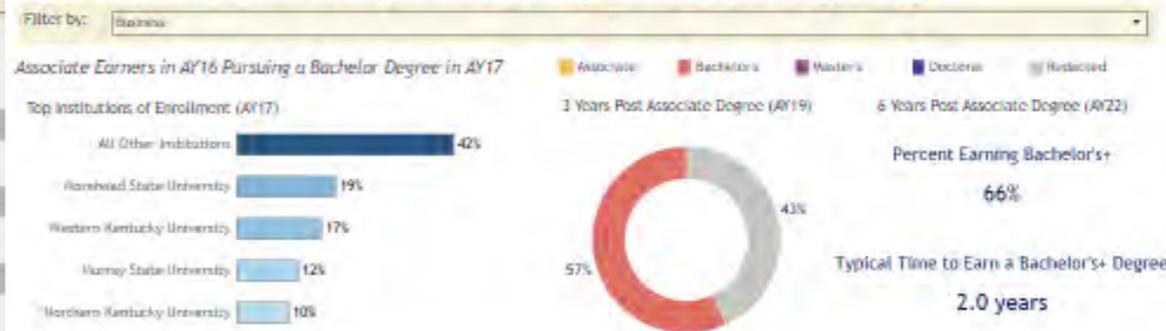
DEMOGRAPHIC EMPLOYMENT OUTCOMES

COMPLETION & TRANSFER OUTCOMES

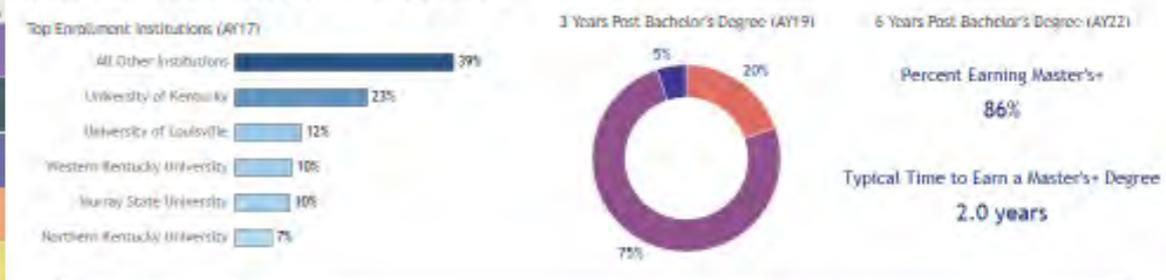
TECHNICAL NOTES



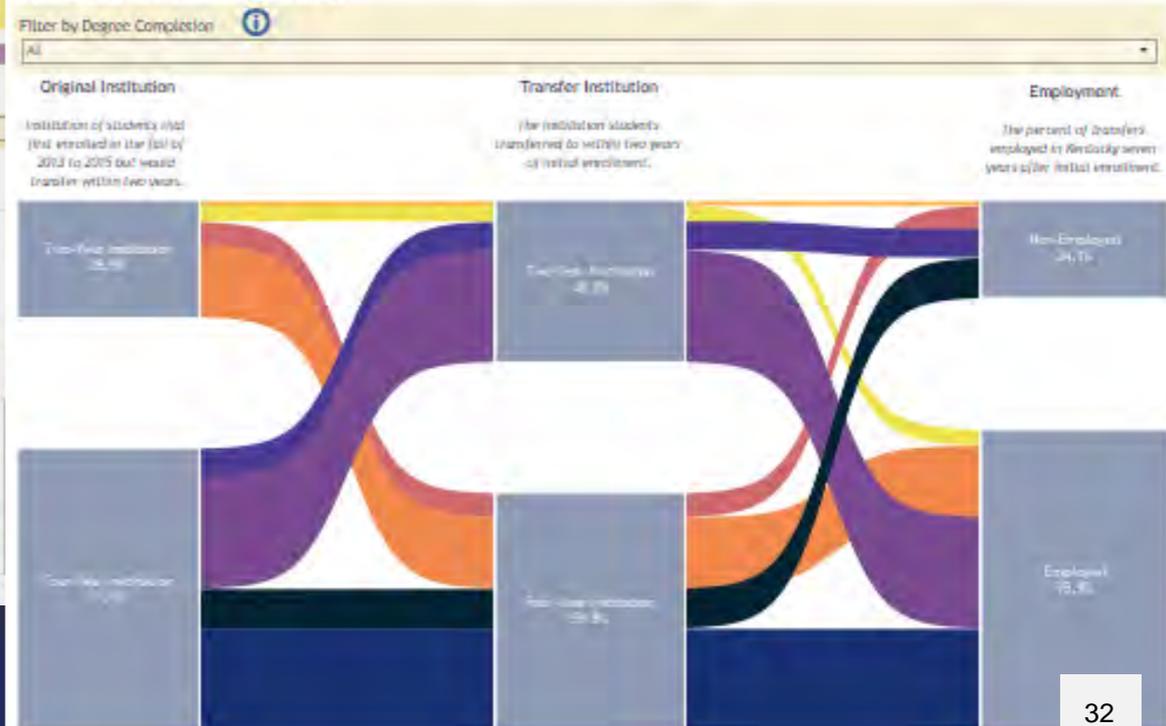
## Degree Completion for Postsecondary Graduates Pursuing Additional In-State Degrees



## Bachelor's Earners in AY16 Pursuing a Graduate Degree in AY17



## Transfer Student Outcomes (Statewide)



# POSTSECONDARY FEEDBACK REPORT

## Enrollment & Employment Outcomes

### All Institutions

**\$43,508**

3 years after graduation  
(median)



**53.0%**

employed in Kentucky 3  
years after graduation



**\$11,367**

difference in wages 3 to  
10 years out

### AIKCU

**\$48,200**

3 years after graduation  
(median)



**53.2%**

employed in Kentucky 3  
years after graduation



**\$9,464**

difference in wages 3 to  
10 years out

### Comprehensive

**\$44,774**

3 years after graduation  
(median)



**49.2%**

employed in Kentucky 3  
years after graduation



**\$11,679**

difference in wages 3 to  
10 years out

### KCTCS

**\$33,545**

3 years after graduation  
(median)



**64.3%**

employed in Kentucky 3  
years after graduation



**\$7,930**

difference in wages 3 to  
10 years out

### Research

**\$50,534**

3 years after graduation  
(median)



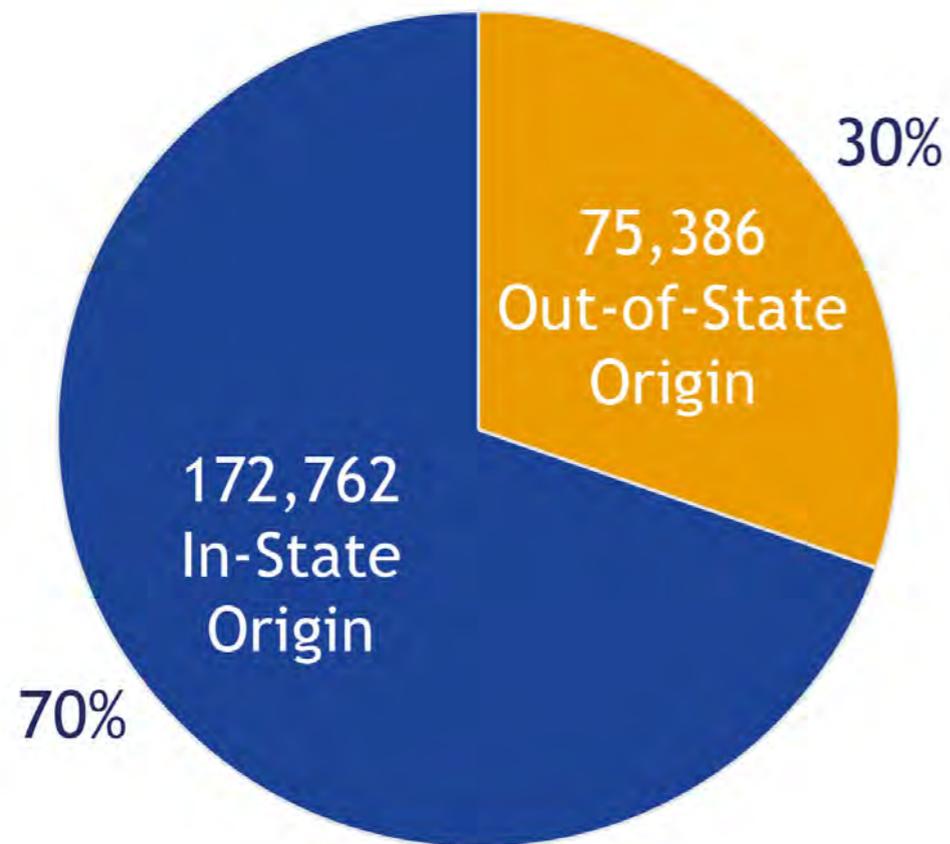
**46.9%**

employed in Kentucky 3  
years after graduation



**\$18,776**

difference in wages 3 to  
10 years out



A total of 248,148 undergraduate and graduate students were enrolled in Kentucky postsecondary institutions in 2022.

### Top 5 Out-of-State Origin Locations

- Ohio (14.9%)
- Tennessee (9.5%)
- Indiana (8.5%)
- International (8.5%)
- Illinois (8.4%)

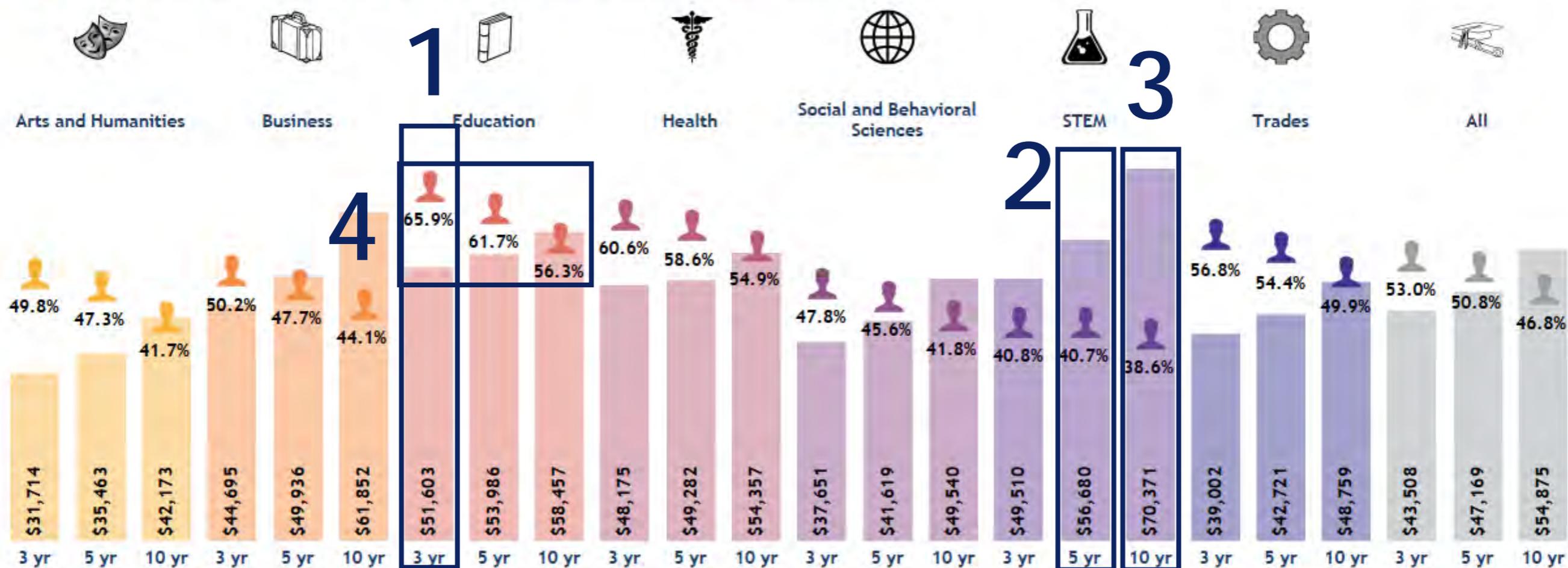
### Top 5 In-State Origin Counties

- Jefferson (16.4%)
- Fayette (8.6%)
- Kenton (3.5%)
- Warren (3.4%)
- Boone (3.3%)

# POSTSECONDARY FEEDBACK REPORT

## Enrollment & Employment Outcomes

Longitudinal Qualifying Employment Outcomes for Graduates



**1** 3 years post-completion

- Highest median salary: Education - \$51,603

**2** 5 years post-completion

- Highest median salary: STEM - \$56,680

**3** 10 years post-completion

- Highest median salary: STEM - \$70,371

**4** Highest Employment Rates

- Education (3, 5, & 10 years post-completion)

### Demographic Groupings

- Adult Learner
- Enrollment Intensity
- Ethnicity
- Gender
- Low-Income Status
- Race
- Underrepresented Minority

View outcomes 3, 5, and 10 years after credential completion.

# POSTSECONDARY FEEDBACK REPORT

## Demographic Employment Outcomes

### Low Income Status

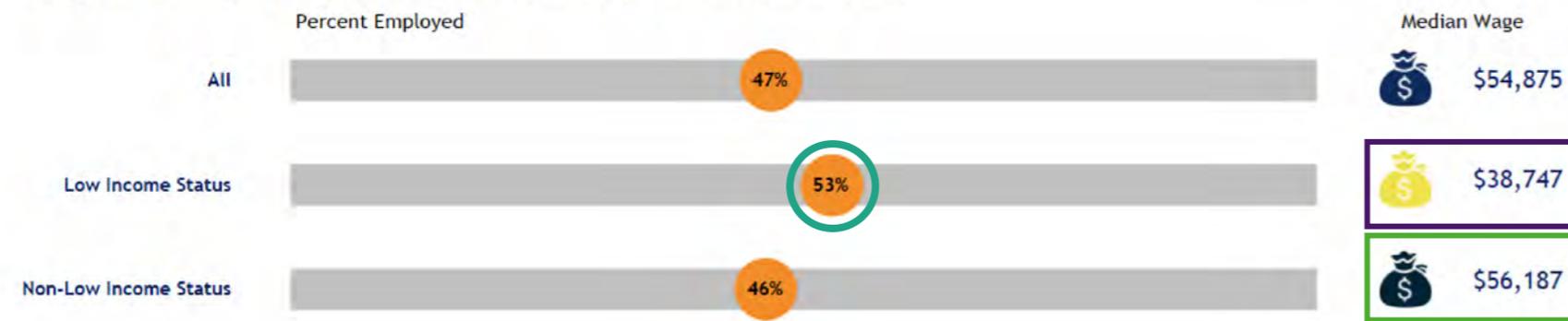
3-year Qualifying Employment Outcomes by Low Income Status



5-year Qualifying Employment Outcomes by Low Income Status



10-year Qualifying Employment Outcomes by Low Income Status



- Three, five, and 10 years post-completion, low-income students had a higher percentage of employment than their peers.
- The median wage for low-income students increased by \$3,298 between 3 and 10 years post-completion.
- The median wage for non-low-income students increased \$9,401 in the same time frame.

### Low Income Status

10-year Qualifying Employment Outcomes by Low Income Status and Credential



Low-income students who earned diplomas had the highest qualifying employment outcomes (63%) 10 years post-completion.

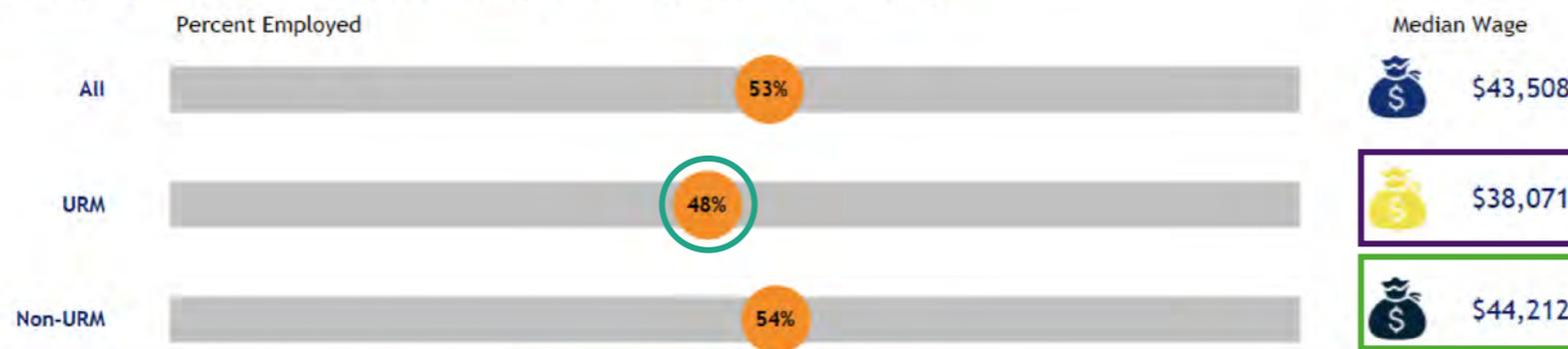
Non-low-income students who earned associate degrees had the highest qualifying employment outcomes (60%) 10 years post-completion.

# POSTSECONDARY FEEDBACK REPORT

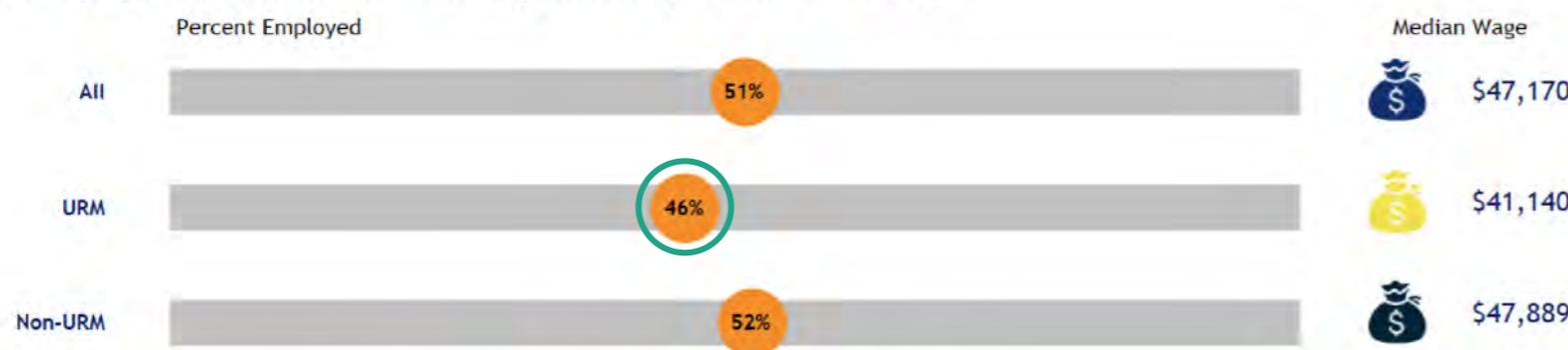
## Demographic Employment Outcomes

### Underrepresented Minorities

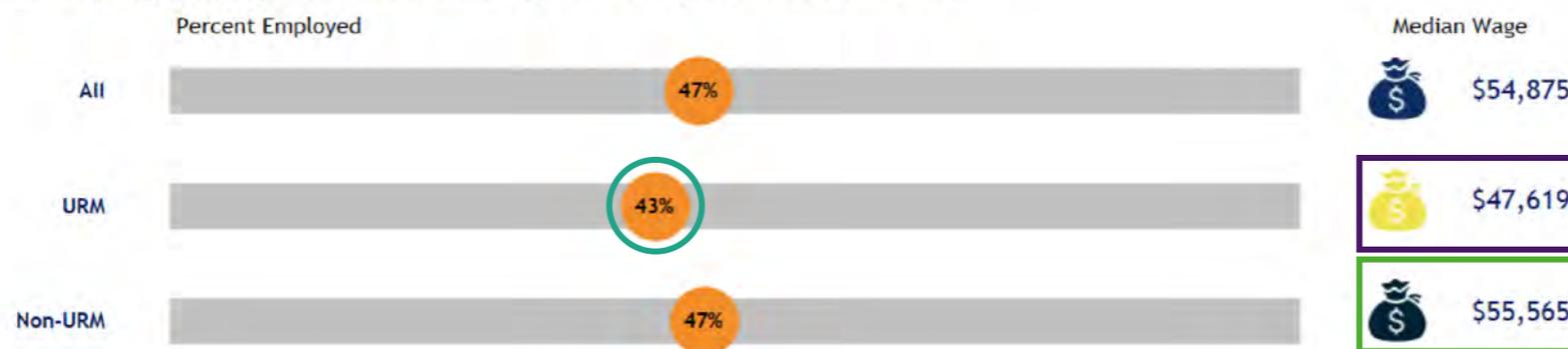
3-year Qualifying Employment Outcomes by Underrepresented Minority



5-year Qualifying Employment Outcomes by Underrepresented Minority



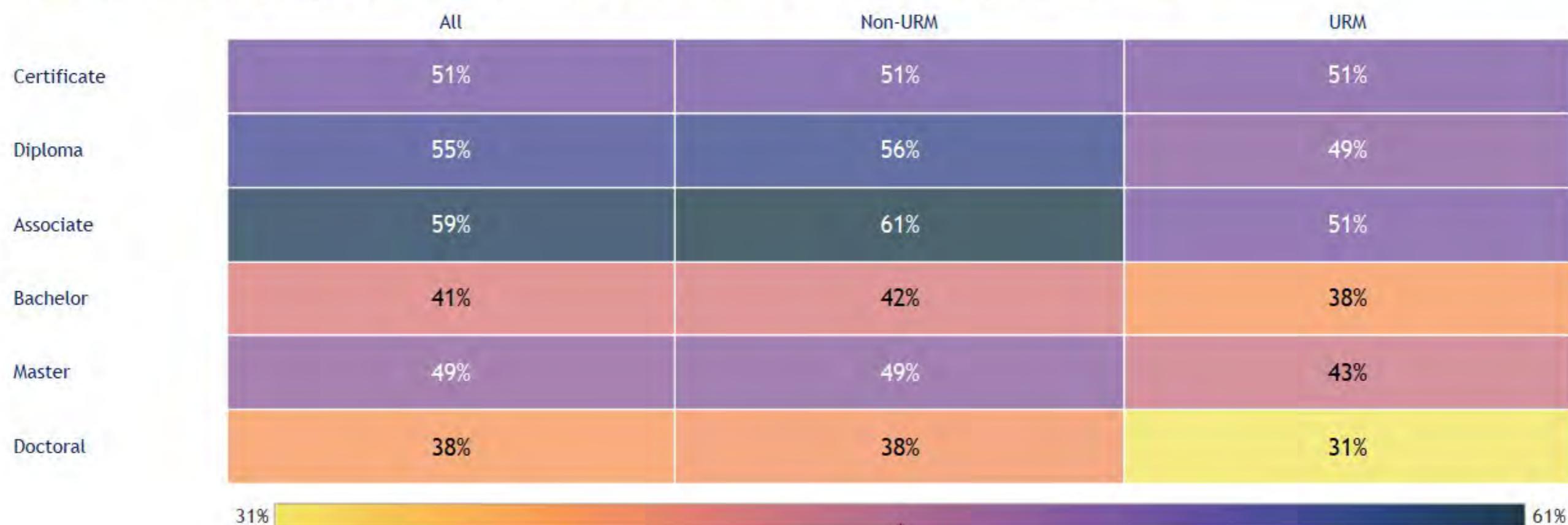
10-year Qualifying Employment Outcomes by Underrepresented Minority



- Three, five, and 10 years post-completion, underrepresented minorities had a lower percentage of employment than their peers.
- The median wage for underrepresented minorities increased by \$9,548 between the 3 and 10 years post-completion.
- The median wage for non-underrepresented minorities increased \$11,353 in the same time frame.

# Underrepresented Minorities

10-year Qualifying Employment Outcomes by Underrepresented Minority and Credential



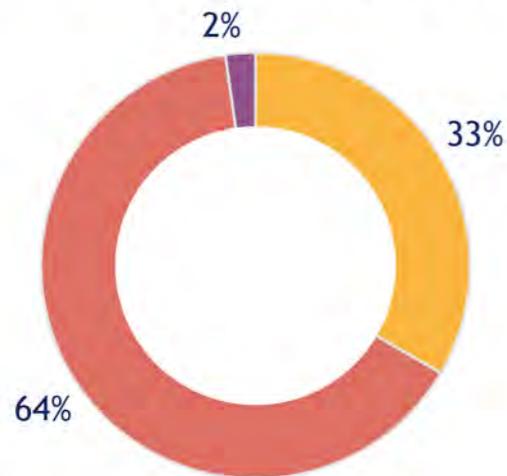
- **Underrepresented minorities** who earned certificates and associate degrees had the highest qualifying employment outcomes (51%) **10 years post-completion**.
- **Non-URM students who earned** associate degrees had the highest qualifying employment outcomes (61%) **10 years post-completion**.

# POSTSECONDARY FEEDBACK REPORT

## Completion & Transfer Outcomes

Associate Bachelor's Master's Doctoral Redacted

3 Years Post Associate Degree (AY19)



6 Years Post Associate Degree (AY22)

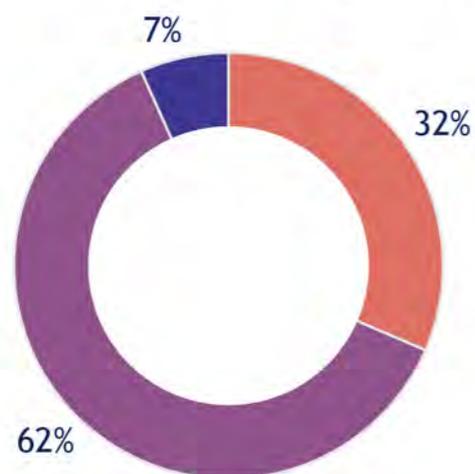
Percent Earning Bachelor's+

78%

Typical Time to Earn a Bachelor's+ Degree

2.0 years

3 Years Post Bachelor's Degree (AY19)



6 Years Post Bachelor's Degree (AY22)

Percent Earning Master's+

86%

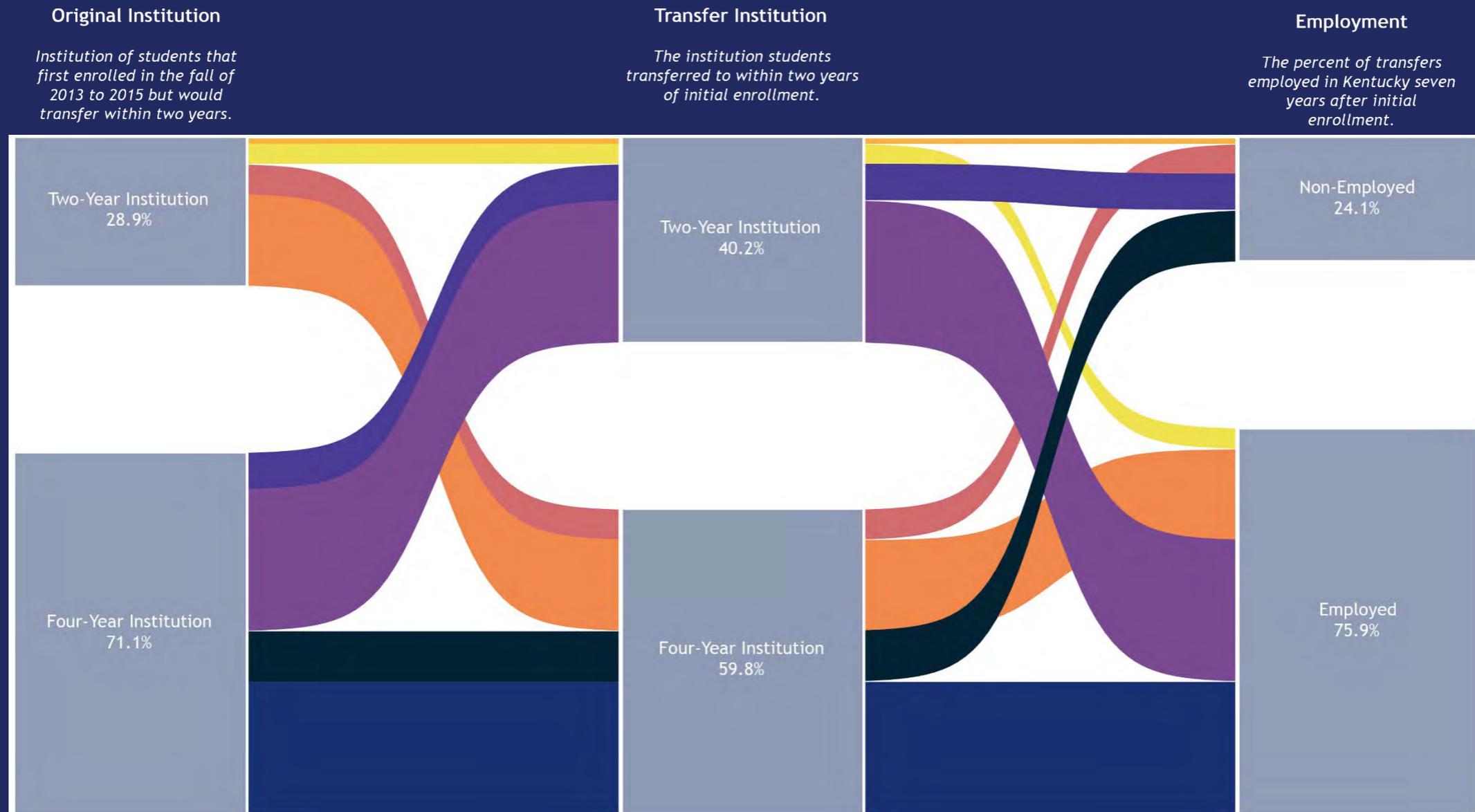
Typical Time to Earn a Master's+ Degree

2.5 years

- 64% of students who earned an associate degree in 2016 had earned a bachelor's degree by 2019, increasing to 78% by 2022.
- Of the students who earned a bachelor's degree in 2017, 62% had earned a master's degree by 2019, increasing to 86% by 2022.

# POSTSECONDARY FEEDBACK REPORT

## Completion & Transfer Outcomes



- Of all postsecondary completers, 28.9% first enrolled in two-year institutions, and 71.1% enrolled in four-year institutions.
- Within two years of initial enrollment, 59.8% of those students were enrolled in four-year institutions, and 40.2% were enrolled in two year institutions.
- Seven years after initial enrollment, 75.9% were employed.

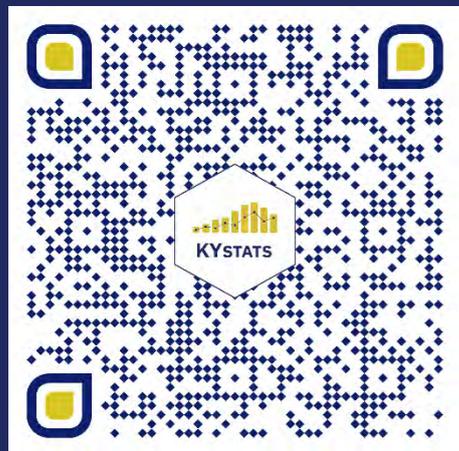
# Key Takeaways

- For credential completers at all institutions, the median wage 3 years after graduation was **\$43,508**, and 53% of completers had qualifying employment in Kentucky.
- **70%** of Kentucky's postsecondary students had in-state origins in 2022.
- Education had the highest median salary three years post-completion (of the seven major groups) at **\$51,603**.
- **Education majors** had the highest employment rates 3, 5, and 10 years post-completion.
- 3, 5, and 10 years post-completion, **low-income students had a higher percentage of employment** than their peers.
- 3, 5, and 10 years post-completion, **underrepresented minorities had a lower percentage of employment** than their peers.
- **64%** of students who earned an associate degree in 2016 had earned a bachelor's degree by 2019, increasing to 78% by 2022.

# Ready to learn more?

kystats.ky.gov  
@kystats

Matt Berry, PhD  
Interim Executive Director  
Matt.Berry@ky.gov



## Join our mailing list!



**TITLE:** Overview the New Academic Program Approval Process and the Academic Program Review Process

**DESCRIPTION:** Staff will provide the Council with a review of the processes used when reviewing existing academic programs and requests for new academic programs.

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

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## **STATUORY AUTHORITY**

While numerous statutes and administrative regulations define the role of the Council on Postsecondary Education (CPE) as well as institutional authority in the area of academic programming, the two most fundamental to CPE's role include:

- KRS 164.020 (15) that empowers CPE 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.
- KRS 164.020(19) that allows CPE to postpone the approval of any new program at a state postsecondary institution, unless the institution has met its equal educational opportunity goals as established by the Council.
  - In accordance with administrative regulations promulgated by the Council, those institutions not meeting the goals shall be able to obtain a temporary waiver, if the institution has made substantial progress toward meeting its equal educational opportunity goals.
- KRS 164.020(16) grants the Council on Postsecondary Education (CPE) the authority to conduct statewide program reviews with a focus on consistency with the institution's mission; alignment.

## **PROCESS**

The attached documents outline the Council's process for the approval of new academic programs and reviewing current academic programs to ensure statutory compliance. More details can be found at <http://cpe.ky.gov/policies/academicprograms.html>.



## **OVERVIEW - Approval of New Academic Programs**

### **Statutory Authority**

While numerous statutes and administrative regulations define the role of the Council on Postsecondary Education (CPE) as well as institutional authority in the area of academic programming, the two most fundamental to CPE's role include:

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- KRS 164.020(19) that allows CPE to postpone the approval of any new program at a state postsecondary institution, unless the institution has met its equal educational opportunity goals as established by the Council.
  - In accordance with administrative regulations promulgated by the Council, those institutions not meeting the goals shall be able to obtain a temporary waiver, if the institution has made substantial progress toward meeting its equal educational opportunity goals.

### **Council Academic Program Approval Policy**

Academic program approval policy has been updated several times since the creation of the Council in 1997. The program approval policy most recently updated in September 2020.

Highlights of the policy include:

- An institution may not submit a proposal unless it has achieved automatic eligibility status or has obtained the appropriate waiver under 13 KAR 2:060.
- Certificate programs for KCTCS and universities are approved by CPE staff upon review of the New Diploma/Certificate Form. KCTCS Board of Regents must review certificates of a vocational/technical /occupational nature that are proposed by universities.
- For associate degree programs at KCTCS institutions, the KCTCS system office posts a proposal to the online program approval system. Institutions and Council staff have 30 days to respond to the proposal. If no issues are identified, the program will be approved by Council staff and reported as an information item at the next Academic and Strategic Initiatives (ASI) Committee meeting.
- For degree programs at universities, an institution posts to the online Notification of Intent (NOI) system. The notification will then be shared with the chief academic officers

at the other public universities at their next meeting. After the NOI process, the institution posts a proposal to the online program approval system. Institutions and Council staff have 30 days to respond to the proposal. If no issues are identified, the program will be reviewed by Council staff and the ASI Committee then sent to the full Council for approval.

- KCTCS must review any proposed associate degree program proposed by a university.
- Advanced practice doctorates require additional information.

More details can be found at <http://cpe.ky.gov/policies/academicprograms.html>.

Program Approval Policy: [Kentucky Academic Program Approval - New Academic Programs](#)



## **OVERVIEW - Academic Program Review Policy**

### **Statutory Authority**

KRS 164.020(16) grants the Council on Postsecondary Education (CPE) the authority to conduct statewide program reviews with a focus on consistency with the institution's mission; alignment with the state's strategic postsecondary agenda and implementation plan; elimination of unnecessary duplication of programs within and among institutions; and efforts to create cooperative to achieve effective and efficient program delivery.

### **Council Review of Academic Program Policy**

Statewide program review has taken several forms since the inception of CPE, but each process has focused on continuous improvement as well as the operationalization of statutory criteria. CPE's policy was updated in July 2021 for university programs and in January 2023 for KCTCS programs.

### **Annual Reports**

Universities submit reports that:

- summarize the institutional program review process for the previous academic year;
- highlight the programmatic decisions made during the previous academic year; and
- discuss plans for institutional program review for the upcoming year.

The KCTCS System Office submits a report that:

- provides recommendations for each reviewed program;
- describes the strengths and/or opportunities of each program compared to similar KCTCS;
- describes the weakness and/or threats of each program compared to similar KCTCS programs;
- describes the variations across institutions offering each program; and
- summarizes any program improvement plans.

Reports are due annually on July 15th.

## Statewide Data Analysis

Statewide data analysis assists in the continuous improvement and efficiency of Kentucky's academic portfolio.

CPE staff analyze data across universities to determine if any programs meet all of the following criteria:

- multiple programs in the same CIP code;
- low and declining enrollment;
- low new student demand;
- low market demand; and
- low or negative contribution margins.

For KCTCS programs undergoing the program review process, CPE analyzes enrollment trends, degree/credential production trends, and market data to identify any programs with:

- low enrollment;
- declining enrollment for the previous four years;
- declining number of degrees or credentials conferred for the previous four years;
- low regional student demand; or
- low regional market demand.

Programs meeting these criteria must submit program improvement plans.

## Statewide Strategic Agenda

When relevant at the academic program level, CPE staff facilitate statewide discussion and initiatives to:

- understand existing policies and practices at institutions related to the priority;
- identify obstacles to full implementation of initiatives related to the priority;
- provide professional development opportunities related to the priority; and
- evaluate campus plans to create, implement, or expand initiatives related to the priority.

More details can be found at [Academic Program Review - Ky. Council on Postsecondary Education](#)

University Program Review Policy: [Kentucky Academic Program Review Policy](#)

KCTCS Program Review Policy: [KCTCS Academic Program Review Policy \(ky.gov\)](#)

# Academic Program Approval & Review



## CPE's Role in Academic Programming

### **Program Approval** – policy approved September 2020

- Undergraduate and graduate degree programs are approved by CPE
- Staff approve associate degrees
- Staff recommend other programs to Council for approval

### **Program Review** – existing programs are evaluated on a regular basis

- University program review policy (approved June 2021)
- KCTCS program review policy (approved January 2023)



# Academic Program Approval

## **Purpose:**

The program approval process focuses on academic quality, the needs of students and Kentucky's economy as well as efficient use of state resources.

## **Deadline:**

Institutions submit proposals on a rolling basis.



# Academic Program Approval - Related Legislation

## KRS 164.020(15)

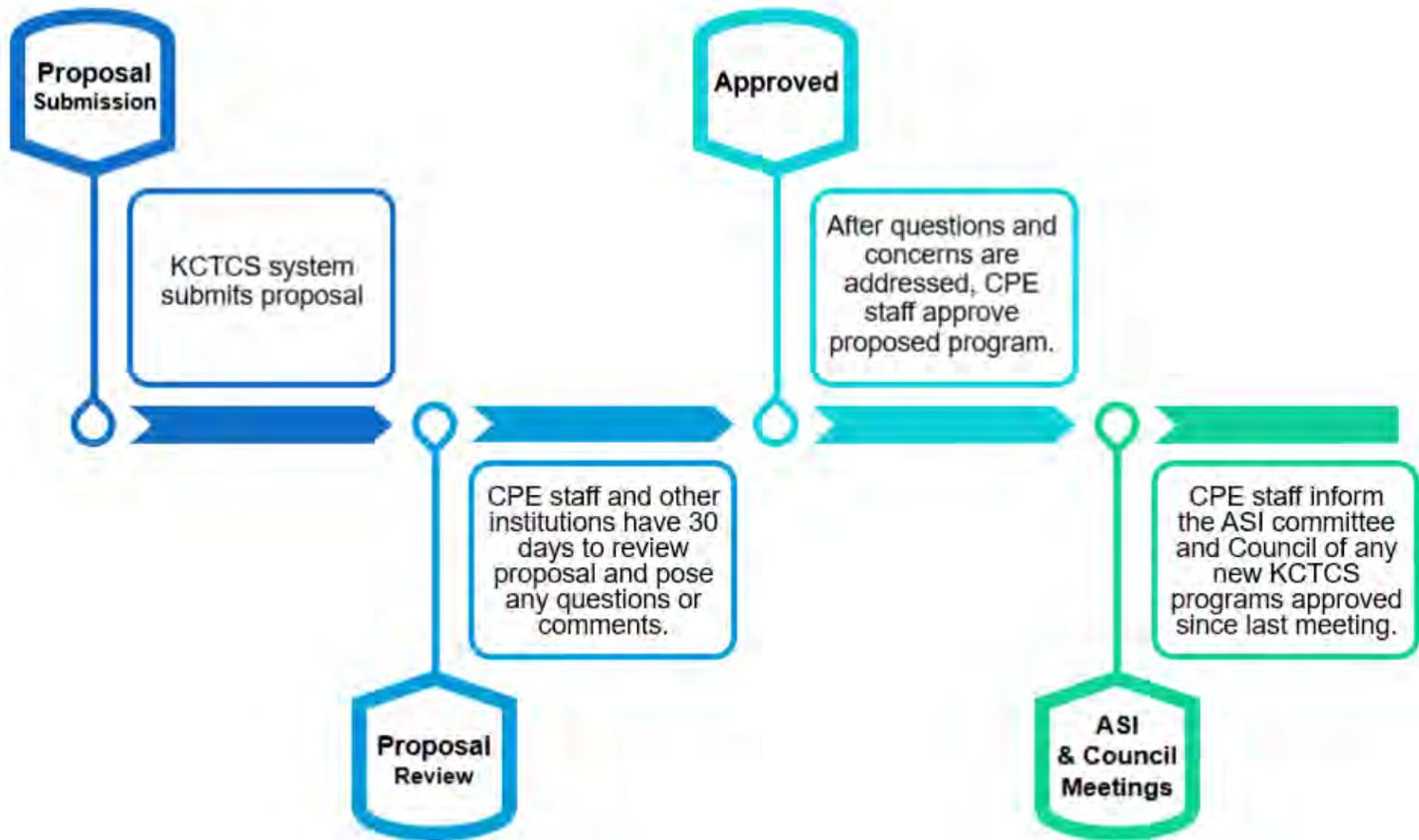
Empowers the Council to approve all technical, certificate, diploma, associate, baccalaureate, graduate, and professional degrees and to expedite KCTCS vocational-technical and occupational programs.

## KRS 164.020(19)

Allows the Council to postpone the approval of any new program at a state postsecondary institution, unless the institution has met its equal educational opportunity goals as established by the Council.

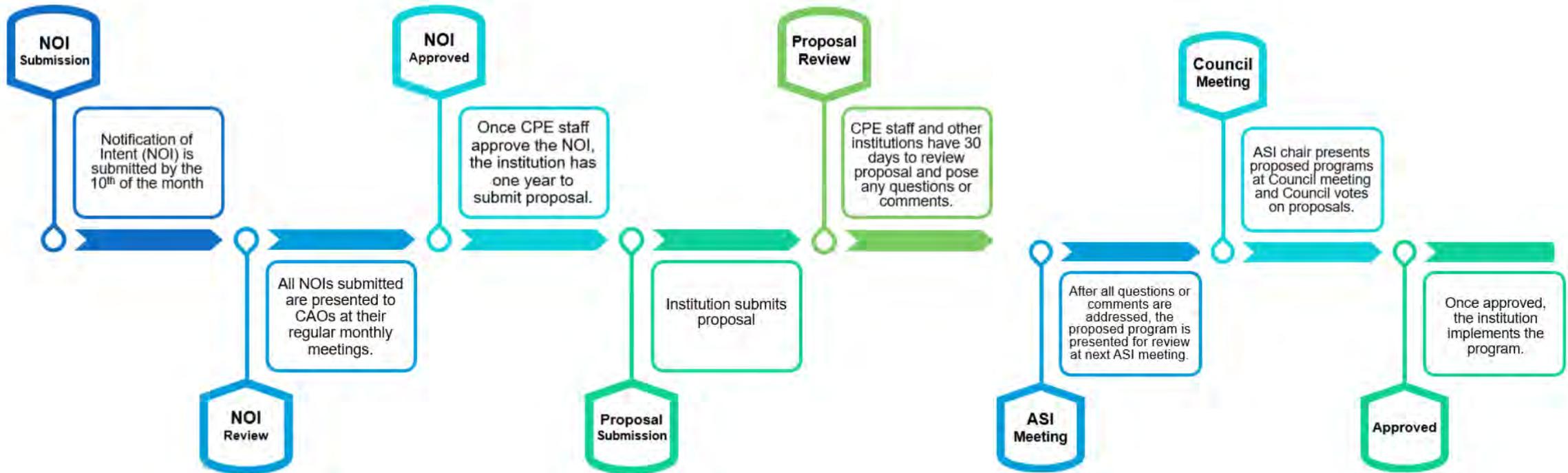


## Academic Program Approval Process - KCTCS



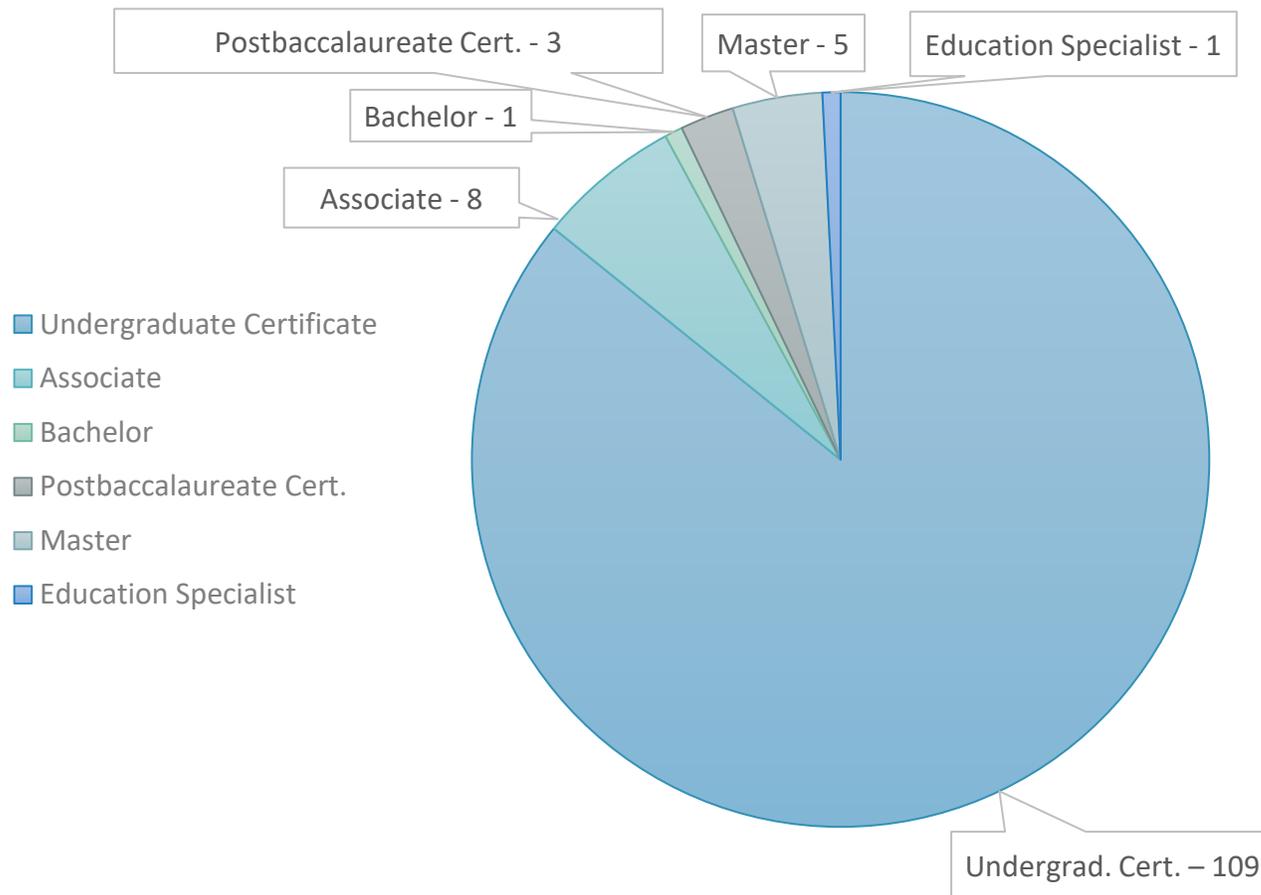


# Academic Program Approval Process - Universities





# Approved New Academic Programs AY 2021-2022



Approved Programs in High Market Demand	
Health Professions & Related Areas	19
Logistics, Materials & Supply Chain Management	5
Education	12



# Academic Program Review

## **Purpose:**

The program review process focuses on the continued efficiency and effectiveness of existing programs.

## **Deadline:**

Institutions and KCTCS are required to submit their annual institutional report to CPE Academic Affairs & Student Success staff by July 15<sup>th</sup>.



# Academic Program Review - Related Legislation

## KRS 164.020(16)

Grants the Council authority to conduct statewide program reviews with a focus on:

- consistency with the institution's mission
- alignment with the state's strategic postsecondary agenda
- elimination of unnecessary duplication
- efforts to create cooperative program delivery



# Academic Program Review Institutional Annual Report Universities

## 1 Program Review Summary

Provide a narrative summary of the institutional program review for the previous academic year. The narrative should include:

- a list of programs/departments that participated in the review,
- data analyses conducted, and
- a synopsis of meetings with university faculty, committee, or administration where data and the review process were discussed.

## 2 Programmatic Decisions

Provide a summary of programmatic decisions made during the previous academic year.

Include accompanying rationale for decisions summarizing all data sources and any supplementary information used to arrive at the stated conclusion.

## 3 Program Review Plan

Provide an outline of the plan for the upcoming academic year, including a list of programs that are expected to undergo institutional program review.



# Academic Program Review Institutional Annual Report KCTCS

## CPE Data Analysis

For all KCTCS programs undergoing review, CPE will analyze enrollment trends, degree/credential production trends, and market data through Gray Associates to identify any programs with:

- Low enrollment
- Declining enrollment
- Declining number of degrees/credentials conferred
- Low regional student demand
- Low regional market demand

1

## KCTCS Institutions' Self-Assess

The KCTCS System Office will review each institution's self-assessment and communicate directly with each institution regarding recommendations and/or concerns. More specifically, the KCTCS System Office will work with each institution to recommend whether a program should be classified as grow, sustain, fix, or sunset.

2

## Programmatic Decisions

The KCTCS System Office will work with each institution to recommend whether a program should be classified as grow, sustain, fix, or sunset.

3

## Executive Summary

The KCTCS System Office will provide CPE with an executive summary that includes:

- Recommended programmatic decisions
- Description of the strengths and/or opportunities of each reviewed program compared to the other similar programs offered across the KCTCS institutions.
- Description of the weakness and/or threats of each program compared to the other similar programs offered across the KCTCS institutions.
- Description of the variations across institutions offering each program
- Program improvement plans

4



## Academic Program Review - Statewide Strategic Agenda

When relevant at the academic program level, CPE staff facilitate statewide discussion and initiatives to:

- understand existing policies and practices at institutions related to the priority;
- identify obstacles to full implementation of initiatives related to the priority;
- provide professional development opportunities related to the priority; and
- evaluate campus plans to create, implement, or expand initiatives related to the priority.



# Academic Program Review - Statewide Data Analysis

Statewide data analysis assists in the continuous improvement and efficiency of Kentucky's academic portfolio. Programs meeting these criteria must submit program improvement plans.

## Universities

CPE staff analyze data across universities to determine if any programs meet all of the following criteria:

- multiple programs in the same CIP code;
- low and declining enrollment;
- low new student demand;
- low market demand; and
- low or negative contribution margins.

## KCTCS

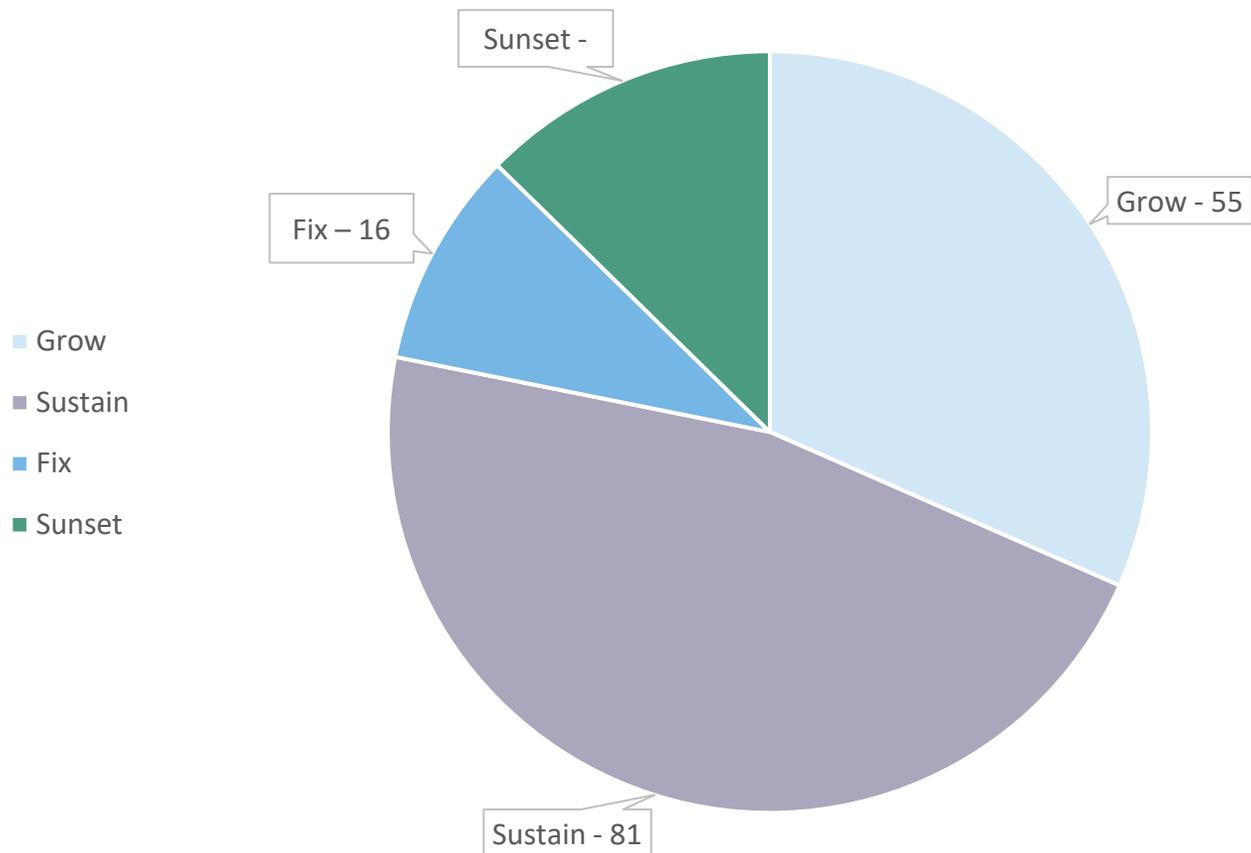
CPE staff analyze enrollment trends, degree/credential production trends, and market data to identify any programs with:

- low enrollment;
- declining enrollment for the previous four years;
- declining number of degrees or credentials conferred for the previous four years;
- low regional student demand; or
- low regional market demand.



# Academic Program Review AY 2021-2022

## University Programmatic Decisions





## Snapshot of New Academic Programs & Closed Programs Academic Year 2021-2022

**Total New Academic Programs: 127**  
**Total Closed Academic Programs: 92**

### Totals by Degree Designation

Degree Designation	Approved	Closed
Undergraduate Certificate	109	40
Undergraduate Diploma	0	19
Associate	8	12
Bachelor	1	11
Master	5	5
Postbaccalaureate Cert.	3	3
Education Specialist	1	1
Doctorate	0	1

### Programs in High Market Demand

CIP	Approved	Closed
<b>51.XXXX – Health Professions &amp; Related Programs</b>	19	10
Undergraduate Certificate	12	4
Postsecondary Diploma	0	2
Associate	6	3
Bachelor	0	0
Postbaccalaureate Certificate	0	1
Master	1	0
<b>52.0203 – Logistics, Materials, &amp; Supply Chain Management</b>	5	1
Undergraduate Certificate	4	0
Postbaccalaureate Certificate	1	1
<b>13.XXXX - Education</b>	12	7
Undergraduate Certificate	2	2
Associate	1	0
Bachelor	0	1
Postbaccalaureate Certificate	1	1
Master	1	4
Education Specialist	1	0

**TITLE:** Academic Programs Report - Academic Year 2021-22

**DESCRIPTION:** Staff will provide an overview of the new, closed, and reviewed academic programs during the 2021-2022 academic year.

**PRESENTER:** Dr. Melissa Bell, CPE's Vice President of Academic Excellence and Student Success

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### **SUPPORTING INFORMATION**

The Council is the approving body for academic programs at Kentucky's public institutions. KRS 164.020(15) empowers the Council to define and approve the offering of all technical, certificate, diploma, associate, baccalaureate, graduate, and professional degree at public postsecondary institutions. It also mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature. This statutory duty is operationalized through the Council's New Academic Program Approval Policy, which was last updated in September 2020.

The Council also has the authority to review programs after they are implemented. Under KRS 164.020 (16), the Council has the authority to eliminate or modify existing programs using the criteria of consistency with institutional mission, alignment with the statewide strategy agenda, elimination of unnecessary duplication, and the creation of collaborative programs. This statutory duty is operationalized through two Council policies – the Statewide Academic Program Review Policy, which was last revised in June 2021 and the Statewide Academic Review for KCTCS, which was approved in January 2023.

### **NEW PROGRAM APPROVALS IN 2021-22**

A total of 127 new academic programs were approved during the 2021-2022 academic year. Of these, 109 are undergraduate certificates and three are postbaccalaureate certificates, which require only staff review.

CPE staff approved eight associates degrees at KCTCS institutions:

- Big Sandy Community & Technical – Associate of Applied Science in Nursing
- Hopkinsville Community – Associate of Applied Science in Computerized Manufacturing & Machining
- Jefferson Community & Technical – Associate of Applied Science in Nursing
- Maysville Community & Technical – Associate of Applied Science in Human Services, Associate of Applied Science in Aviation Maintenance Technology, and Associate of Applied Science Education
- Southcentral Kentucky Community & Technical – Associate of Applied Science in Medical Laboratory Technician.

The Council approved one bachelor’s degree, five master’s degrees, and one education specialist degree:

- Northern Kentucky University – Master of Science in Cardiovascular Perfusion
- University of Kentucky – Master of Science in Heritage Resource Administration
- University of Louisville – Bachelor of Science in General Studies, Master of Science in Health Professions Education, Master of Science in Accountancy and Analytics, and an Educational Specialist in Curriculum and Instructions
- Western Kentucky University – Master of Science in Cybersecurity Data Analytics.

## **REVIEW OF EXISTING PROGRAMS IN 2021-22**

Per Council policy, universities submitted their program review reports in July 2022. These reports included a summary of the institutional program review processes, programmatic decisions, and plans for the upcoming year.

### Overview of Institutional Program Review Processes

#### Eastern Kentucky University

- At EKU, each academic college creates a committee to evaluate and provide recommendations for each program. The program chairs begin the review cycle before developing a college review committee that provide recommendations. Then, the Provost, the Associate Provost for Academic Programs, the Vice President of Student Success, and the Executive Director for Institutional Effectiveness & Research and Financial Aid review the reports and recommendations.

### Kentucky State University

- KSU uses the program review process to determine the effectiveness of each program in carrying out the university's mission, goals, objectives, and strategic plan and to promote continuous program improvement. Program reviews focus specifically on the components of instruction, research, and public service, with primary emphasis on providing quality education. The review process generates diagnostic information for program and personnel improvement and resource allocation.

### Morehead State University

- At Morehead, the Deans Council distributes a set of prompts to program faculty in the spring to guide the review process. Deans lead the program review process with each academic department. The deans, chairs and associate deans, and former program leads for the Gray Associates review process serve as the departmental leads for discussing and interpreting the data with program faculty. Then program faculty provide an overall recommendation to the chair and associate dean. The chairs and associate deans complete a similar independent review before all reviews are sent to Office of the Provost.

### Murray State University

- At Murray, academic deans and the provost rank their programs based on a weighted average of five metrics provided by the Office of Institutional Effectiveness: headcount, velocity, demand, persistence, and degree productions. Each program decision was discussed internally at the college level. Department chairs and faculty were involved with the decisions. Discussions were limited to staff in the dean's office, and department chairs impacted by any change, for programs housed in the college.

### Northern Kentucky University

- NKU's annual program review process consists of regular meetings with the deans overseeing the programs going for a review. These meetings aim to clarify the process, data needs, and timelines and address questions. The college deans then distributed the program review templates to the programs due for review. These programs are provided with a template that includes different data points (see the section below on data collection). Regular follow-ups are sent to the deans to request progress updates and provide guidance or help address questions as programs work their way through the process. Subsequent meetings are scheduled at the deans or academic departments' request. Once programs address the template's data, the program review report is sent to the

deans for review and approval before final submission to the Office of the Provost.

#### University of Kentucky

- UK's academic program review process is conducted at the department level. Each academic unit is encouraged to facilitate a collaborative self-study process that involves faculty, staff, and other constituents. Following the self-study, an external review committee is developed by each academic dean. This committee is charged by the dean to review and summarize the self-study and then to make at least 5 recommendations for improvements to each academic unit. Finally, the department has a conversation with the dean to create an implementation plan that will guide the department's continuous improvement activities.

#### University of Louisville

- To begin the annual review process, the Office of Academic Planning and Accountability held three separate unit-level Program Review orientation meetings on Microsoft Teams in September 2021. Each academic program being reviewed were directed to submit their reports by January 2022. Next the Academic Program Review Committee reviewed all reports submitted. Members of the committee are appointed by the Provost to oversee the university's academic program review process. The role of committee members is to review program reports and identify areas of commendation, needs, and/or areas for improvement in alignment with university mission, goals, and initiatives. After each committee meeting, the Program Review Coordinator sent a revision request to the reviewed academic programs that summarized the committee's concerns and questions. Programs were given four weeks to submit a revised report. After a program submitted its revised report, the revised report was forwarded for additional review by the Academic Program Review Committee. Committee members then voted on whether to recommend a fix, sunset, sustain, or grow programmatic decision for each program to the Provost.

#### Western Kentucky University

- WKU uses two processes to review academic programs – the Program Sustainability Check-up (PSC) and Academic Program Review (APR). The Program Sustainability Check-up is meant to quickly and efficiently identify programs that may need help to improve their long-term viability. The aim to is for the review committee to proactively identify key metrics, monitor the program, and work with the department to develop an improvement plan.

## Results of Institutional Program Review Processes

During the 2021-2022 academic year, Kentucky's public universities reviewed 188 academic programs and provided recommendations:

- 55 programs were recommended to grow;
- 81 programs were recommended to sustain;
- 16 programs were recommended to be improved; and
- 22 programs were recommended to close.

Of the 22 programs that are set to close, the majority of are undergraduate certificates (5) and postbaccalaureate (9) certificates. Other programs set to sunset include:

- Morehead State University
  - Bachelor of Science in Engineering Management - Merged into the Technology Management program to become a 2+2 complete online program.
- Murray State University
  - Bachelor of Arts/Bachelor of Science in Liberal Arts - The program had low enrollment and low student demand.
- University of Kentucky - Each of these programs were set to sunset based on reported low enrollment and low student demand.
  - Master of Arts in Elementary Education
  - Master of Engineering
  - Education-Counseling Psychology (EdS)
  - Education and Counseling Psychology (EdD) – Students were choosing to pursue the PhD instead
  - Gerontology (PhD)

**TITLE:** New Academic Program Approved at KCTCS

**DESCRIPTION:** Staff have approved one AAS program proposal from a KCTCS institution since January 2023 in accordance with the program approval process.

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

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### **SUPPORTING INFORMATION**

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

### **APPROVED PROGRAM AT KCTCS**

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

#### Hazard Community and Technical College

- AAS, Education (CIP 13.1501) - The program is designed for students who wish to begin coursework at a community and technical college before transferring to a four-year college to pursue a degree in teaching or for students wishing to be a teacher's aide.

### **PROGRAM APPROVAL PROCESS FOR KCTCS INSTITUTIONS**

Associate Degree Programs of a Vocational-Technical-Occupational Nature (i.e. AAS) undergo the following process for approval:

- KCTCS will post a proposal to program approval system. Institutions and Council staff will have 30 days to respond to the proposal.
- If no issues are identified with the proposal, the program will be approved by Council staff and reported as an information item at a future Council meeting.
- If issues are identified with the proposal, the institution will address those through the program approval system, and the review period will be extended. Once the issues are resolved, the program will be approved by Council staff and reported as an information item at the next Council meeting.

**TITLE:** 2023 Convenings for Promoting Student Success

**DESCRIPTION:** CPE staff will provide a recap of the 2023 Student Success Summit and discuss the upcoming convenings planned through the Fall of 2023.

**PRESENTER:** Dr. Lilly Massa-McKinley, Executive Director of the Kentucky Student Success Collaborative

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### **SUPPORTING INFORMATION**

The 2023 Student Success Summit was held on February 27-28 at the University of Kentucky Gatton Student Center. This annual event was the largest held so far with over 450 in-person and 120 virtual attendees.

The convening of faculty, staff and administrators from across the Commonwealth had coming together to achieve three important goals:

- Deepen our understanding of promising practices on priority issues
- Apply strategies for success based on our institutional data and context
- Develop an action plan for continuous improvement beyond the Summit

Building upon the CPE Student Success Framework, this year's Summit featured keynote speakers on the following topics:

- Creating a Path for Student Success with Dr. Aaron Thompson, CPE
- National Mental Health Landscape and Strategies for Creating Sustainable Change with Dr. Zainab Okolo, Lumina Foundation
- Kentucky Student Success Pathways and Priorities with Dr. Lilly Massa-McKinley, CPE's Kentucky Student Success Collaborative
- Approaches to Accelerate Progress on Student Needs with Phyllis Clark and Dr. Beth Collins, CPE's Kentucky Student Success Collaborative

This year's Summit also included hands-on learning workshops that focused on the four pathways to success:

- Connect the Path: Transfer Strategy
- Chart the Path: Gateway Course Success
- Continue the Path: Basic Needs Ecosystem
- Complete the Path: Essential Skills in the Curriculum

## **FUTURE 2023 STUDENT SUCCESS CONVENINGS**

- Corequisite Community of Practice – March 2, April 6, May 4
- Student Basic Needs Community of Practice – March 28, April 20
- Pedagogicon 2023: Workforce & Employability Skills (EKU hosted) – May 18-19
- Gateway Course Success Convening – June 20
- Transfer Strategy Convening – June 21
- Fall Student Success Convening – November 6-7



# **The** Kentucky Student Success **Collaborative**

## Student Success Convenings

Lilly Massa-McKinley, Ed.D.

Council on Postsecondary Education

Executive Director, Kentucky Student Success Collaborative

24 Publics  
+12 AIKCU  
506 staff & faculty

2023 Student Success Summit



# Kentucky's Student Success Framework

connects the dots across  
student success priorities:

*Transfer Success*

*Gateway Course Success*

*Student Basic Needs*

*Highlight on  
Mental Health*

*Graduate Profile Academy*



Creating a path toward credential and degree completion is our promise, purpose, and priority as we work together to accelerate progress on student success.

# Too few transfer-aspiring students reach their goal of a bachelor's degree.



In 2020-2021, nearly

**30,000**

students were on a transfer pathway pursuing an Associate of Arts (AA) or Associate of Science (AS) degree in a Kentucky Community and Technical College.

By 2026-2027

**23,100**

students will not have transferred yet (77%)

**16,500**

*will change majors, complete a short-term credential, or stop out*

**4,200**

*will continue enrollment on the transfer path*

**2,400**

*will complete an associate degree and not transfer*

**6,900**

students will transfer to a university (23%)

**3,800**

*will complete a bachelor's degree*

**3,100**

*will not have completed a bachelor's degree yet*

*Our future talent pipeline based on a 2018 first-time cohort analysis*



# ➤ A Strong Start is Key to College Success

A "gateway course" is the first college-level course a student takes in a subject area. Passing gateway courses in math and English is the first academic milestone on the path to a degree.

Nationally, only 16% of community college students complete gateway courses in BOTH math and English in the first year

16%

In Kentucky,

**29,303** first-time students enrolled in a KY public institution in fall 2020.

In 2020 - 2021,

**19,046**

first-time students in Kentucky did not reach this key academic milestone, which is a significant factor for success

By  
May 2021  
**35%**

*of students completed gateway courses in math and English*

**21%** of community college students

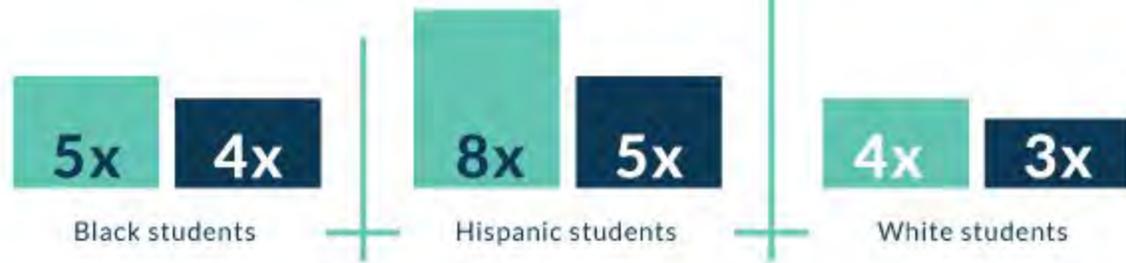
**44%** of public university students

# Milestones:

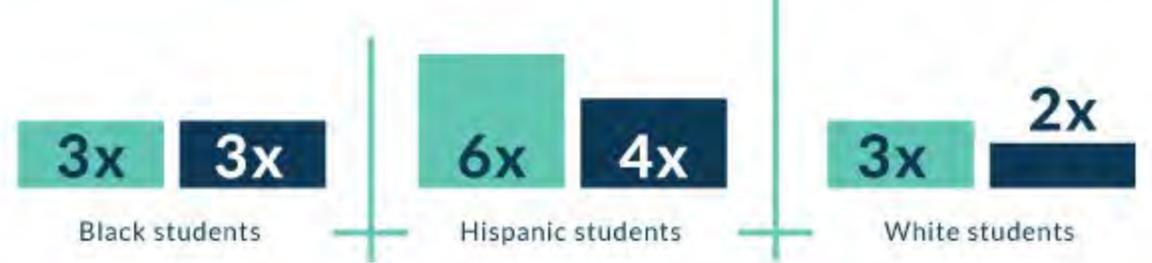
More likely to **transfer**

More likely to **complete a bachelor's degree**

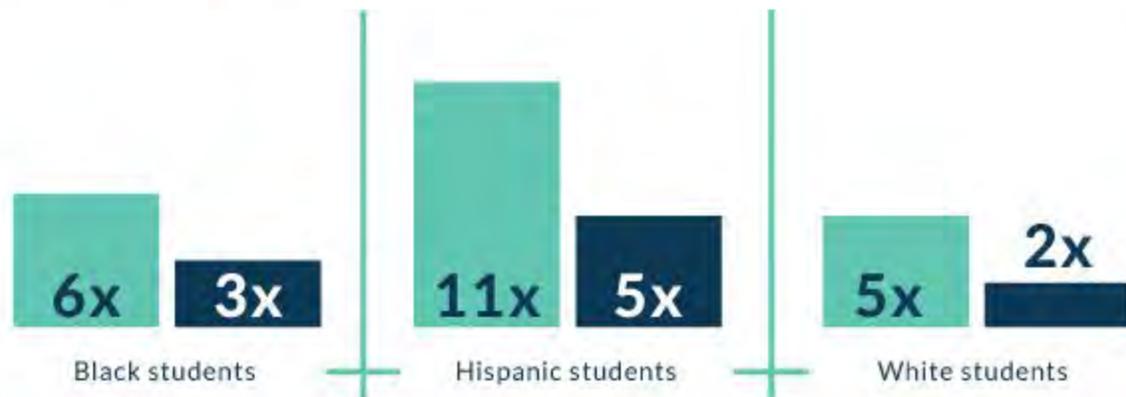
Impact of completing **college-level math** in the first year



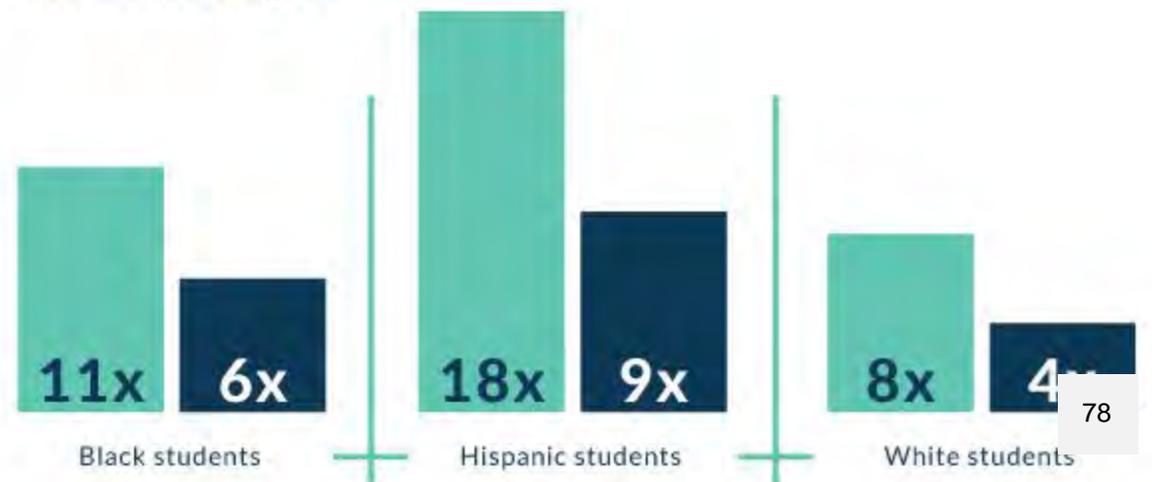
Impact of completing **college-level English** in the first year



Impact of completing **24+ credits** in the first year



Impact of completing an **associate degree**





# ➤ Supporting Student Basic Needs

**More than half of all college students struggle to have their basic needs met**

*Forcing them to choose between their educational goals and paying their bills*



*Basic needs insecurity jeopardizes student success*

**25%**

consequently  
**drop a class**

**15x**

**higher likelihood**  
to fail a class

**<20%**

graduate  
**in 5 years**

**Just  
20%**



**of students who pause  
their education for  
financial reasons  
will eventually graduate**

# What's Next?



Transfer Success – Strategy Implementation  
June 21 @ CPE



Gateway Course Success – Strategy Development  
June 20 @ CPE



Student Basic Needs – Action Network  
April 5, 26 & May 17 @ CPE



Graduate Profile Academy – Pedagogicon  
May 17 & 18 @ ECU



Fall Student Success Convening  
November 6 – 7

**TITLE:** Update on Healthcare Workforce Initiatives

**DESCRIPTION:** CPE staff will provide an update on the work of the Healthcare Workforce Collaborative and discuss next steps.

**PRESENTER:** Dr. Leslie Sizemore, Executive Director, Healthcare Workforce Initiatives

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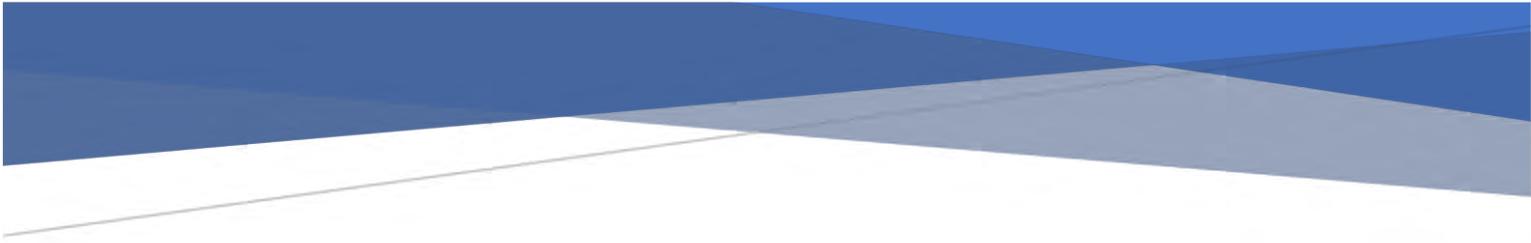
### **SUPPORTING INFORMATION**

Kentucky's Healthcare Workforce Collaborative (HWC) is a \$10 million initiative funded by the legislature to bring together state leaders, policy experts, campus leadership and the health care industry to solve Kentucky's health care crisis.

The appropriation, designated in the 2022 budget bill and to be administered by the Council, will serve several purposes:

- Providing direct grants to Kentucky's public institutions.
- Funding administrative, research, consulting, planning and analysis costs for an advisory group.
- Raising student awareness of and interest in healthcare occupations.
- Improving pathways between high school career and technical programs to college-level health care programs.
- Helping health care organizations support career growth and development for their employees.

CPE staff will provide an update on the initiative's work since the last update at the ASI's September 2022 meeting.



# **A PROPOSAL TO IMPLEMENT CLIMB HEALTH**

**Career Ladders in Mental & Behavioral Health**

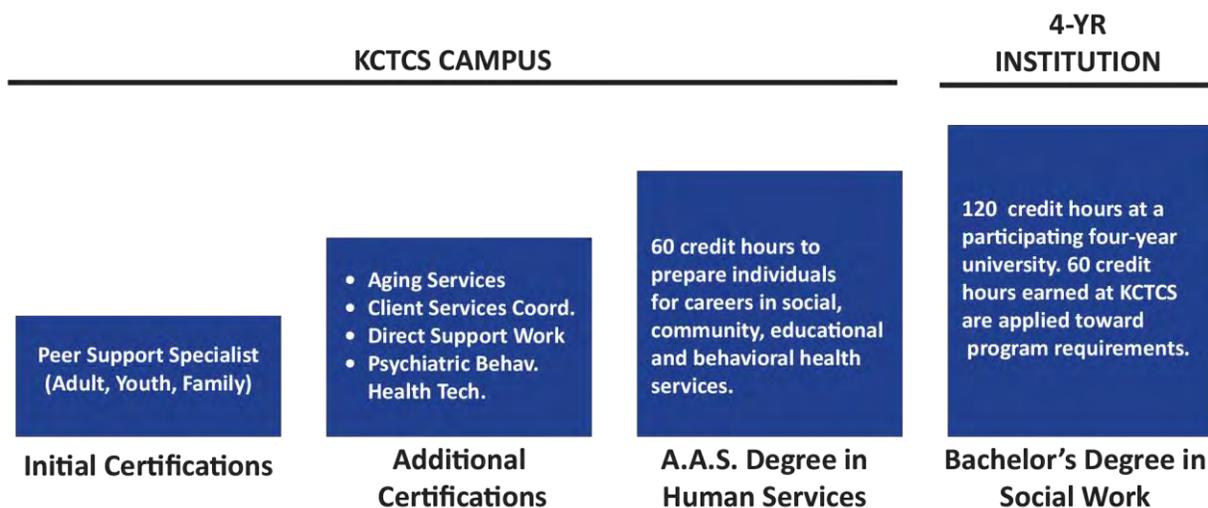
**Submitted by the Council on Postsecondary Education on Behalf of  
the Kentucky Healthcare Workforce Collaborative**



## PROJECT SUMMARY

The Kentucky Council on Postsecondary Education (CPE) is requesting \$1.5 million to expand the capacity of its Kentucky Healthcare Workforce Collaborative (HWC) to address state workforce shortages through increased degree and credential production in healthcare fields. More specifically, this project will fund postsecondary partnerships between KCTCS campuses and 4-year public and private institutions to launch **Career Ladders in Mental and Behavioral Health (CLIMB Health)**.

Career ladders (also called degree pathways) map out the sequence of courses students must take to earn credentials at a two-year college that transfer seamlessly to a four-year program in a related discipline. This approach accelerates time-to-degree by charting the quickest path to credential completion and maximizing the number of credits that transfer to a four-year program. **CLIMB Health features a series of stackable certifications leading to an Associate of Applied Science in Human Services at KCTCS, which can be applied toward a bachelor’s degree in social work at a participating four-year university.**



This project targets individuals in recovery with a **peer support specialist certification**, a 30-hour program approved by the Kentucky Division of Behavioral health (DBH). Participating KCTCS campuses will obtain approval from DBH to provide this certification, if they are not already approved providers. KCTCS providers will seek referrals from county drug courts, Recovery Kentucky Centers (for inmates reintegrating into society), recovery job developers, employee resource network programs and other regional behavioral health providers. In this way, the program will complement the pilot behavioral health conditional dismissal program created by SB 90 by creating postsecondary opportunities for program participants.

The goal is to engage individuals who have overcome substance use disorders in meaningful behavioral health careers to transform their lives and the lives of those they serve. **As a large percentage of individuals with substance use disorders are justice-involved, low-income and from minoritized populations, this program would serve some of Kentucky’s most vulnerable individuals.**

CLIMB Health is modeled on a successful program offered by Big Sandy Community and Technical College in Prestonsburg, Kentucky, and Morehead State University, developed with Title III funding from the U.S. Office of Postsecondary Education. **In just over a year of operation, over 400 individuals have become certified as adult peer support specialists, and 60 have enrolled in the associate-level behavioral health program.** This funding request will enable this program to be replicated by other KCTCS campuses across the state, as well as providing professional development resources, informational and outreach materials, and other administrative and evaluative services to assess the impact of these programs and increase their efficacy and scale.

## ABOUT THE COUNCIL ON POSTSECONDARY EDUCATION

The Kentucky Council on Postsecondary Education (CPE) was created in 1997 with the passage of the *Kentucky Postsecondary Education Improvement Act* (HB 1) to coordinate the state's nine public postsecondary institutions. The CPE board is appointed by the Governor and includes thirteen citizen members, one faculty member and one student member from public postsecondary institutions. (The Kentucky Commissioner of Education also serves as an ex-officio member.) The associated state agency consists of approximately fifty employees with roles related to postsecondary education finance, student success, strategic planning, diversity and inclusion, data and research, and communications and external relations.

The CPE leads Kentucky's efforts to build a strong, sustainable, and equitable economy through increased educational attainment and affordable, high-quality postsecondary programs. As the state's higher education coordinating board, CPE is charged with the following responsibilities:

- Developing and implementing a strategic agenda for public 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.

## ABOUT THE KENTUCKY WORKFORCE HEALTHCARE COLLABORATIVE

The HWC was created in 2022 as a unit of CPE with a \$10 million appropriation from the Kentucky General Assembly. **The HWC is a consortium of industry leaders, postsecondary faculty, and policy experts charged with growing the education and training pipeline of fourteen healthcare professions within Kentucky's public two- and four-year colleges and fifteen universities.** To date, HWC has awarded \$8 million to public colleges and universities to expand program capacity in nursing and provide additional student outreach and support. These grants have enabled postsecondary institutions

to eliminate some of the barriers to program expansion, including insufficient faculty, uncompetitive salaries, limited clinical sites, and a lack of modern training equipment and supplies.

## NEEDS ANALYSIS

Efforts to alleviate Kentucky’s opioid crisis are hampered by critical workforce shortages in the field of behavioral health. Nationally, experts report that only a fraction of the million Americans with substance use disorders receive treatment, in part due to a scarcity of trained professionals. Unfortunately, the COVID-19 pandemic exacerbated this problem by dramatically increasing the incidence of substance use disorders. In 2020, an estimated 41.1 million Americans over the age of 12 suffered from substance use disorders (up from 20 million in 2018), but only 4 million received treatment<sup>1</sup>. Kentucky mirrors this national trend.

There has been a dramatic rise in the use of peer support services within treatment and community settings to assist individuals in recovery<sup>2</sup>. Active engagement in peer support groups is a key predictor of recovery in the research that currently exists. According to the National Institutes of Health, benefits include “increased treatment retention, improved relationships with treatment providers and social supports, increased satisfaction and reduced relapse rates.” Furthermore, the relationship between peer support specialists (who are often in recovery) and individuals in treatment settings has a positive effect on both parties, decreasing their likelihood of relapse.<sup>3</sup> Implementing the CLIMB Health initiative statewide will immediately impact the number of certified peer support specialists, as well as increasing the pipeline of associate and bachelor’s level behavioral health practitioners.

As providers of the peer support specialist certification, KCTCS institutions offer distinct advantages. Individuals gain experience in a postsecondary setting, which increases their likelihood of enrolling in further postsecondary programs, including additional behavioral health certifications for aging services, client services coordination, direct support work and psychiatric behavioral health technician. The 30-hour peer specialist certification is eligible for tuition reimbursement through various job development agencies and the Ready to Work program, and the associate degree program is eligible for reimbursement by the Work Ready Kentucky Scholarship. Furthermore, KCTCS campuses provide a host of wrap-around student support services—like academic advising, tutoring, financial aid counseling and cultural competency training—that increase student retention and make graduates more attractive to employers. Finally, the Workforce Solutions arm of KCTCS has developed hundreds of partnerships with

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<sup>1</sup> Substance Abuse and Mental Health Services Administration. (2021). “Key substance use and mental health indicators in the United States: Results from the 2020 National Survey on Drug Use and Health” (HHS Publication No. PEP21-07-01-003, NSDUH Series H-56). Rockville, MD: Center for Behavioral Health Statistics and Quality, Substance Abuse and Mental Health Services Administration. Retrieved from <https://www.samhsa.gov/data/>

<sup>2</sup> Galanter, M. *Network Therapy for Alcohol and Drug Abuse*. New York City: Guilford Press, 1999.

<sup>3</sup> Tracy K, Wallace SP. Benefits of peer support groups in the treatment of addiction. *Substance Abuse Rehabilitation*. 2016 Sept. 29, 7:143-154. doi: 10.2147/SAR.S81535. PMID: 27729825; PMCID: PMC5047716.

regional healthcare providers that can be leveraged to provide tuition reimbursement and other employment opportunities to program participants.

## PROGRAM GOALS

During its initial implementation period, the CLIMB Health initiative will strive to meet the following objectives:

- To increase the number of KCTCS campuses offering the adult peer support specialist certification, both in-person and online. Part of this funding would enable upgrades to the existing certification program.
- To create two new certification programs, one for youth peer support specialists and one for family peer support specialists, which could be offered in person or online by participating KCTCS campuses.
- To target individuals in recovery, including individuals who have been involved in the justice system, and to increase the number of low-income, undereducated, minoritized or otherwise vulnerable populations who enroll in CLIMB Health.
- To encourage credit for prior learning and other competency-based approaches that accelerate time to degree and move students into the workforce sooner.
- To increase the number of behavioral health graduates in Kentucky at the certificate, associate, and bachelor's degree level.
- To increase the number of postsecondary, workforce and employer partnerships to ensure Kentucky's behavioral health workforce needs are being met.

## PROGRAM IMPLEMENTATION

### First 6 months:

- As a first step, the HWC will issue an RFP for KCTCS campuses, in partnership with one or more four-year universities, to implement CLIMB Health. Each applying team will be required to obtain partnership agreements with county drug courts within their service area, regional job developers/reentry or recovery employment specialists, and at least one regional behavioral health provider.
- There are four KCTCS campuses (Bluegrass CTC, Elizabethtown CTC, Hazard CTC, Madisonville CC) that have the certificate and associate-level program components in place to offer this career pathway; all that is missing are the necessary partnership and articulation agreements. Additionally, there are five KCTCS campuses with some of the necessary program components currently in place. Of the 16 KCTCS campuses statewide, we reasonably expect nine to ten could

implement this pathway within a year. All of Kentucky's public universities and many private colleges and universities offer a bachelor's degree in social work.

### 6 months to 12 months:

- Big Sandy CTC will upgrade its existing adult peer support specialist certification and develop certifications for youth peer support specialists and family peer support specialists. Working with KCTCS, the HWC will offer direction and/or support for rolling out the career ladder systemwide, assisting with curriculum development, DBH approvals, online course module development, articulation agreements with four-year universities, and other required program components as needed.
- The HWC at CPE will coordinate a community of practice for program participants to provide professional support, best practices, and professional development experiences throughout the implementation process. HWC will seek out state and/or national experts to provide guidance on serving justice impacted individuals, as some campuses may not have much experience with this population. Other professional development topics could include creating welcoming campus environments for diverse populations, awarding credit for prior learning and work experience, and braiding resources to meet students' basic needs. CPE offers a wealth of expertise on these topics, and more.
- The KCTCS central office in Versailles and participating KCTCS campuses will identify state and industry credentials/certifications that are precursors to healthcare career pathways to enable targeted recruitment and outreach activities. Priority will be given to underserved, underrepresented, and disadvantaged populations traditionally facing barriers to employment and reentry. The HWC will work with the KCTCS central office to brand CLIMB Health programs and create digital and print recruitment and informational materials. These materials would be shared with treatment centers, drug courts and other relevant community services.
- The HWC will work with campus partnerships and the KCTCS central office to identify performance metrics to track program outcomes for participants. Midyear and final reports will be submitted to HWC from grant recipients.

### 12 months to 18 months:

- It is fully anticipated that by the end of the first year, all participating KCTCS campuses will offer a minimum of one or more peer specialist certification courses, be actively engaged with local county drug court programs, have established working relationships with job development and re-entry specialists, and have created directed population in-flows into developed career pathway programs. Each participating KCTCS campus will have identified a program coordinator and academic representative dedicated to creating a sustainable program model and process.

- The HWC will assess program implementation efforts and identify needed program adjustments.
- The HWC will host a statewide convening to showcase program successes and create interest in new behavioral health partnerships and programs.
- The HWC and KCTCS will leverage their experience in developing recovery coach career pathways to identify other necessary mental and behavioral health career ladders.

## KEY PARTNERSHIPS

As specified earlier, each participating KCTCS campus will ensure that three required partners are identified, letters of intent secured, and memoranda of agreements implemented and sustained throughout the program. These three partners are county drug courts, regional behavioral health providers, and regional job developers/reentry or recovery employment specialists. Additionally, the HWC and KCTCS will establish relationships with the Department for Behavioral Health, Developmental and Intellectual Disabilities (DBHDID), the Kentucky Opioid Response Effort (KORE), the Advisory Council for Recovery Ready Communities, the Department for Community-Based Services, UNSHAME KY, and other entities that could further this work.

## BUDGET NARRATIVE

**Campus Awards (\$1 million):** The bulk of the funding will be awarded to KCTCS campuses in response to an RFP issued by CPE's HWC. We anticipate up to 10 campuses will be awarded grants of up to \$100,000 each to hire appropriate staff and execute the necessary services and partnerships to implement CLIMB Health. The RFP will outline program requirements and acceptable use of funds, including incentive funds for four-year universities to participate. Required program reports will track progress, identify needed interventions or adjustments, and outline how programs will be sustained after grant funds are spent.

**Community of Practice (\$100,000):** The HWC will coordinate a community of practice, which will meet regularly over the course of the project. Funds will be used to engage national and state experts to provide professional development for program participants, as well as providing for any meeting and associated costs.

**Outreach/Marketing (\$100,000):** The HWC will work with KCTCS central office in Versailles to create branding and print/digital informational materials for recruitment purposes (for potential students and industry partners). HWC will work with the Workforce Solutions and communications units to create and execute a communications and marketing plan.

**Statewide Convening (\$100,000):** The HWC will coordinate a statewide convening at the end of 18 months to showcase program successes and create interest in new career ladders in behavioral health.

**HWC Personnel Stipend (\$80,000):** The HWC will use these monies to support an 18-month position to coordinate the various activities related to this project.

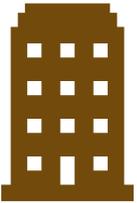
**Indirect Costs (8% or \$120,000):** CPE charges an indirect cost rate of 8% to cover administrative and facilities (overhead) costs.

The HWC may shift costs from category to category, depending on the RFP response.

# Overview of the Healthcare Workforce Collaborative (HWC)



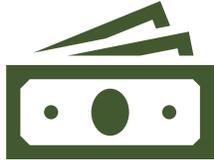
9 months  
Into the program



48  
Employer partners



23  
Campuses



\$10 million  
Funding from legislature



\$48 million  
In-kind funding from  
healthcare partners



5  
Collaborative meetings



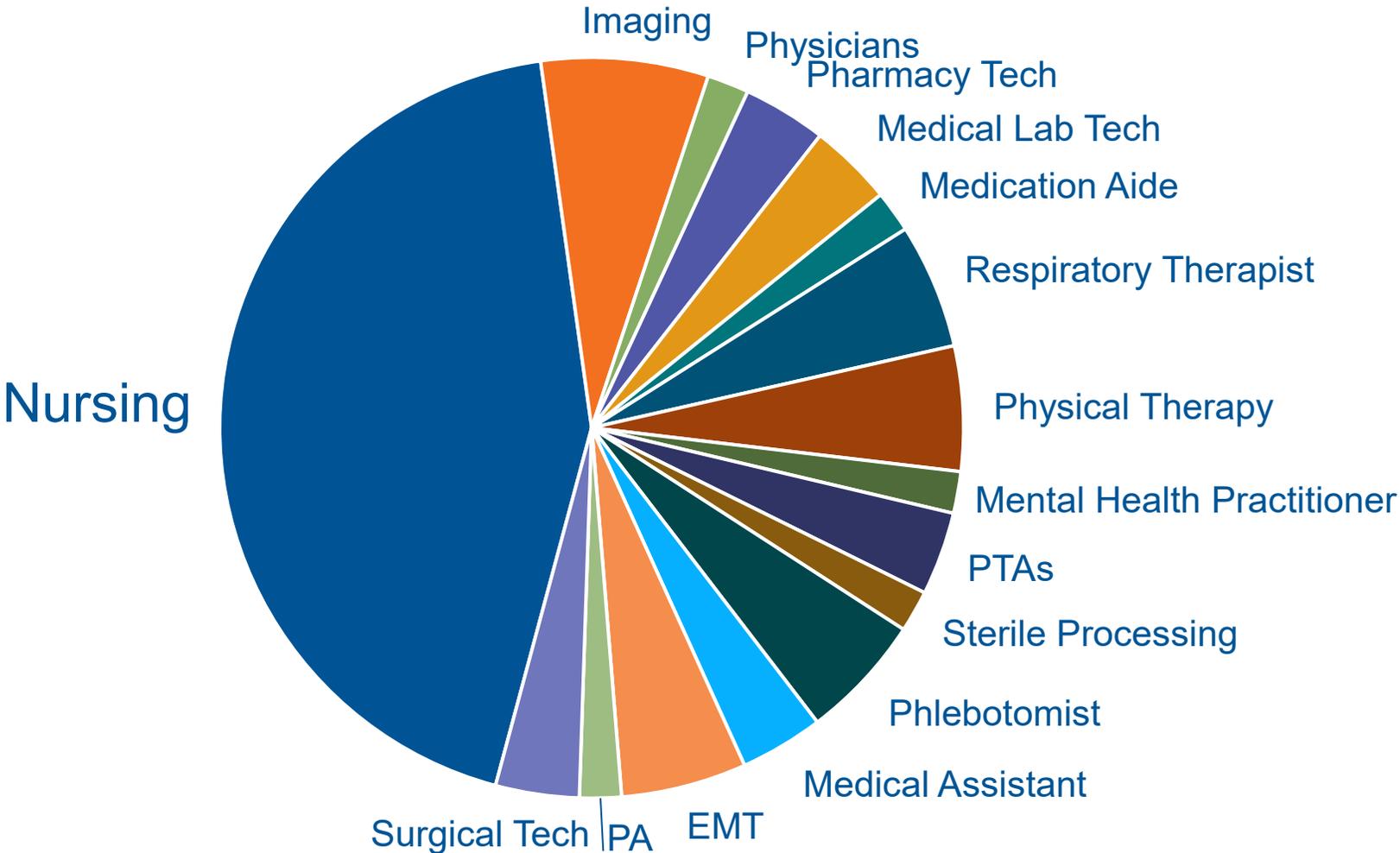
23  
Healthcare & higher  
education leaders



\$8 million  
Grants to institutions

Grantee	Amount
KCTCS	\$4,000,000
EKU	\$634,500
KSU	\$219,500
Morehead	\$294,600
Murray	\$307,800
NKU	\$599,000
UK	\$824,100
UofL	\$640,900
WKU	\$479,600

# HWC Grant Program Occupational Areas of Focus



55  
Programs Total

43%  
Focused on  
nursing

# Increases in Health-Related Program Enrollment – All Students

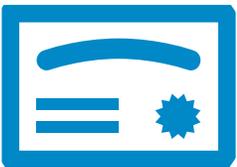
Fall 2021 to Fall 2022



Undergraduate  
Level  
2.1%



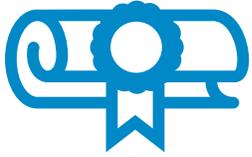
Graduate  
Level  
-5.2%



Certificate  
Level  
26.8%



Associate  
Level  
4.2%



Baccalaureate  
Level  
-0.8%

# Increases in Health-Related Program Enrollment – URM Students

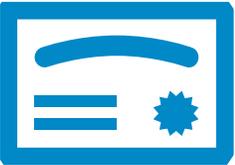
Fall 2021 to Fall 2022



Undergraduate  
Level  
5.2%



Graduate  
Level  
2.0%



Certificate  
Level  
65.4%



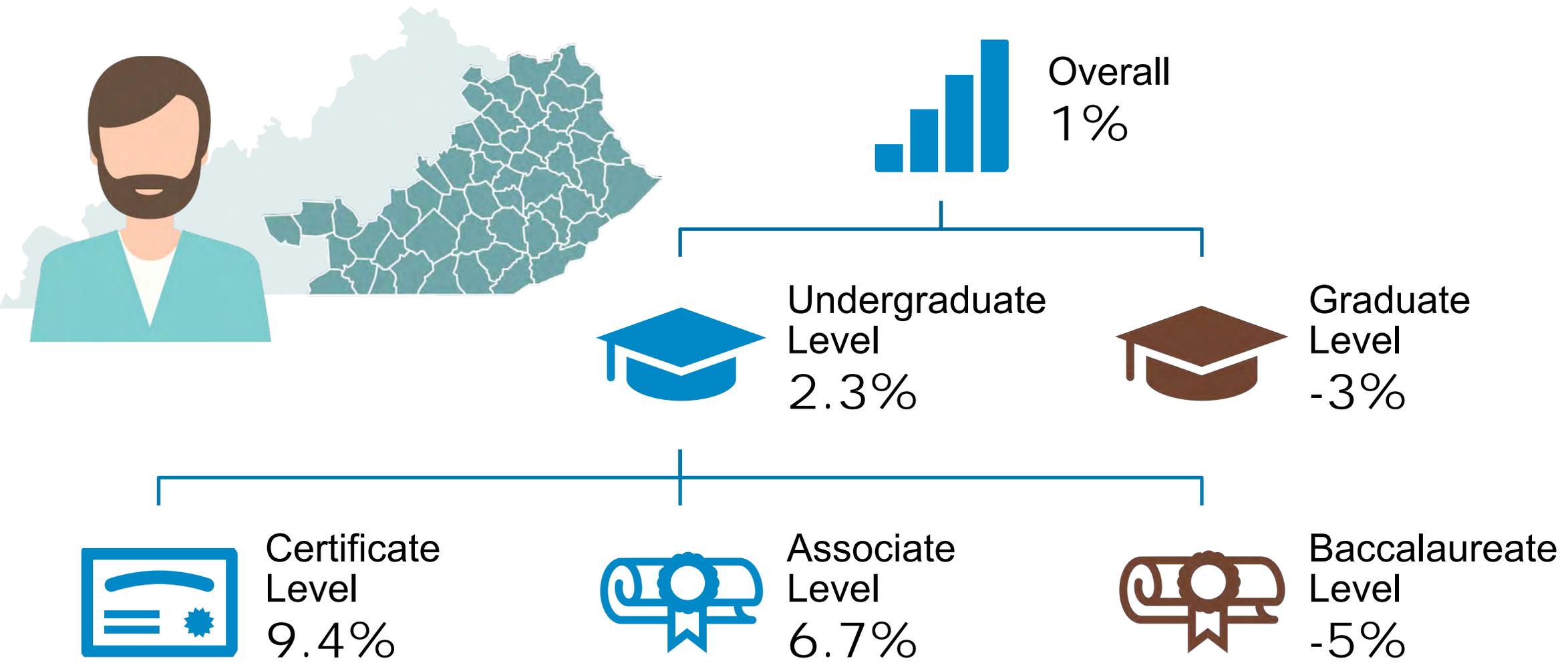
Associate  
Level  
6.0%



Baccalaureate  
Level  
1.2%

# Increases in Health-Related Program Enrollment - Students from Appalachian Counties

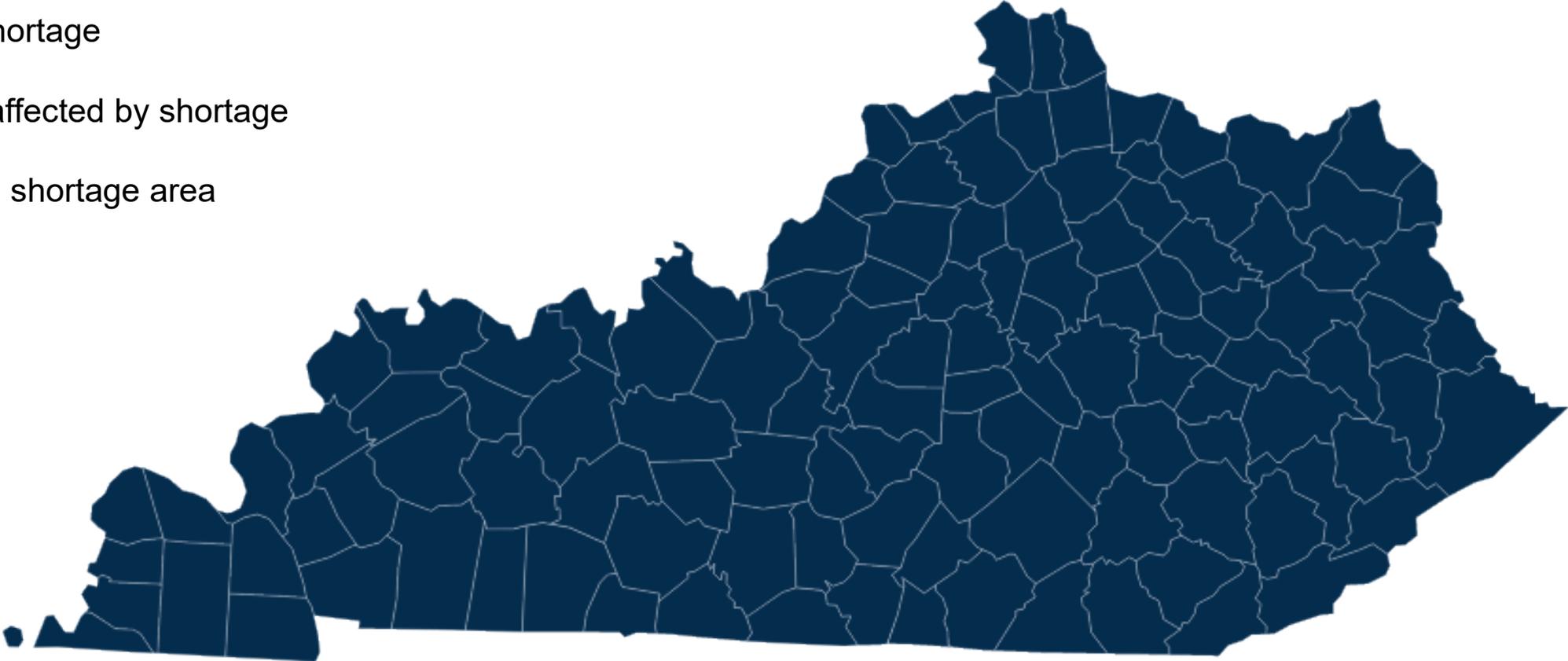
Fall 2021 to Fall 2022



# Behavioral health is an evolving issue – are we prepared?

## Behavioral Health Shortage Areas

- Not affected by shortage
- Part of county is affected by shortage
- Whole county is a shortage area

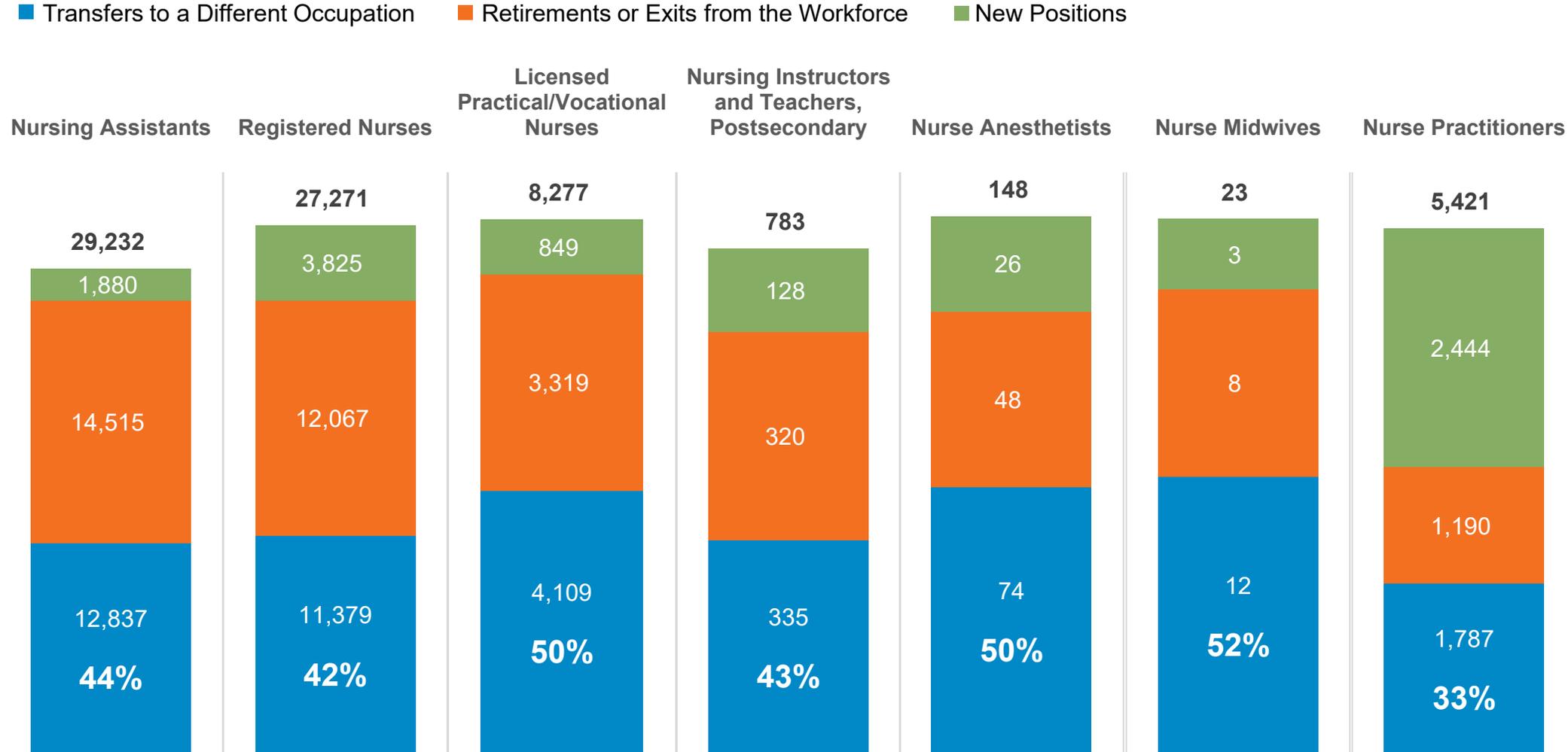


Source: Rural Health Information Hub. July 2022.

# Occupational Outlook (2020-2030) – Nursing Profession

**40 – 50%**  
of openings in the nursing profession are due to Kentuckians transferring to a different occupation.

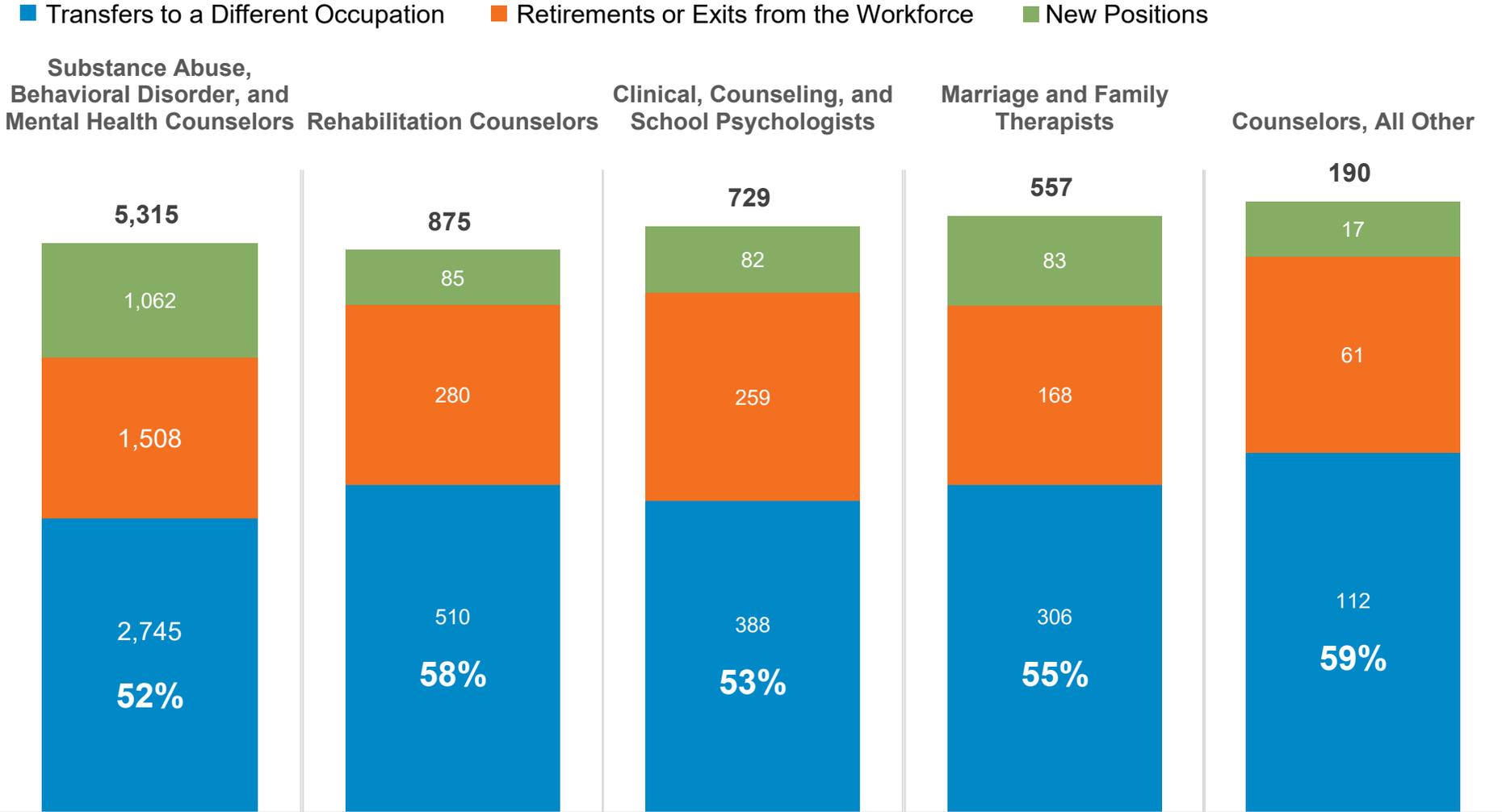
The surge in new jobs for nurse practitioners (**45%**) lowers the proportion.

Source: Occupational Outlook 2020-2030 Estimates. KYSTATS.

# Occupational Outlook (2020-2030) – Counseling Profession

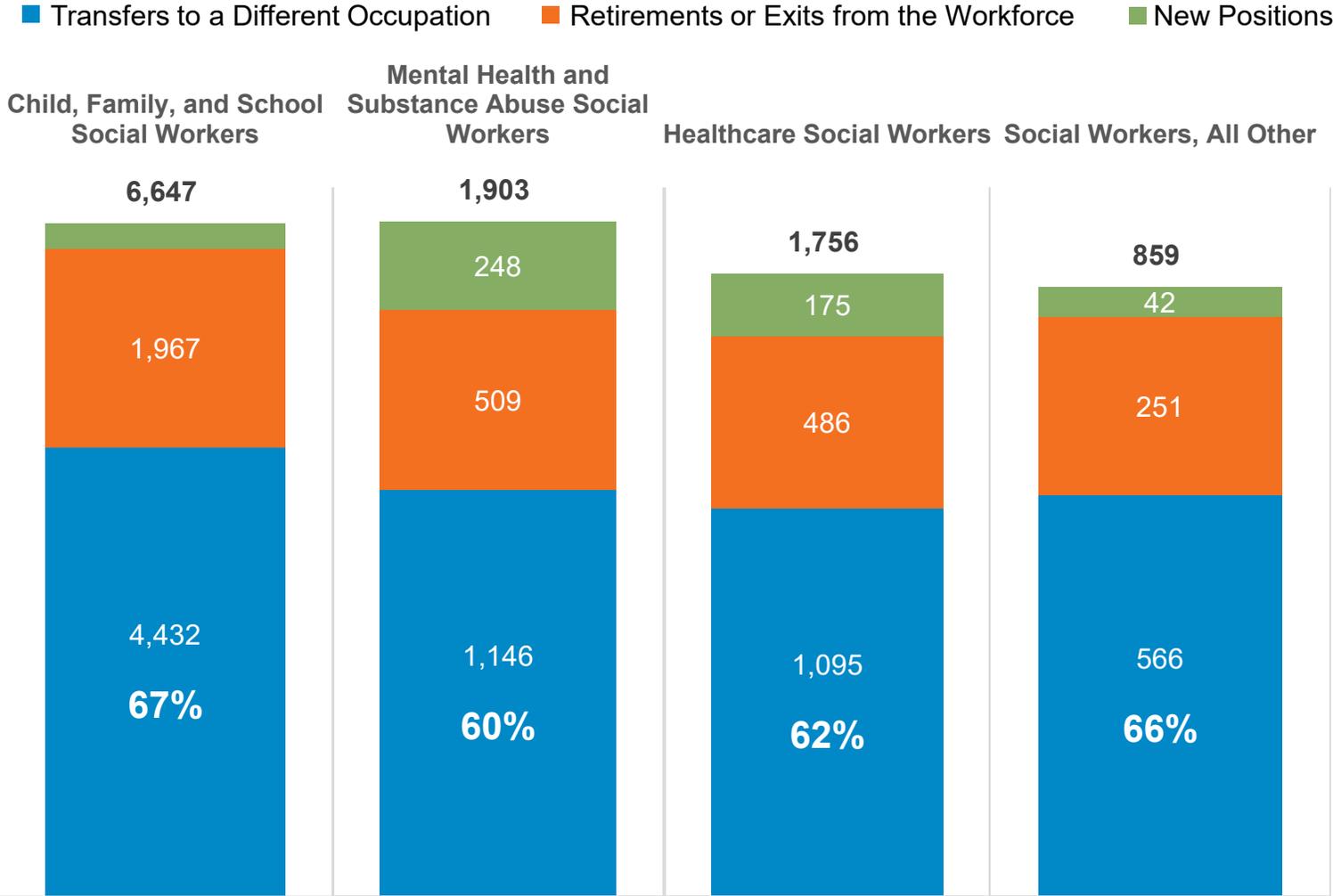
**50 - 60%**  
of openings in the counseling profession are due to Kentuckians transferring to a different occupation.



Source: Occupational Outlook 2020-2030 Estimates. KYSTATS.

# Occupational Outlook (2020-2030) – Social Work Profession

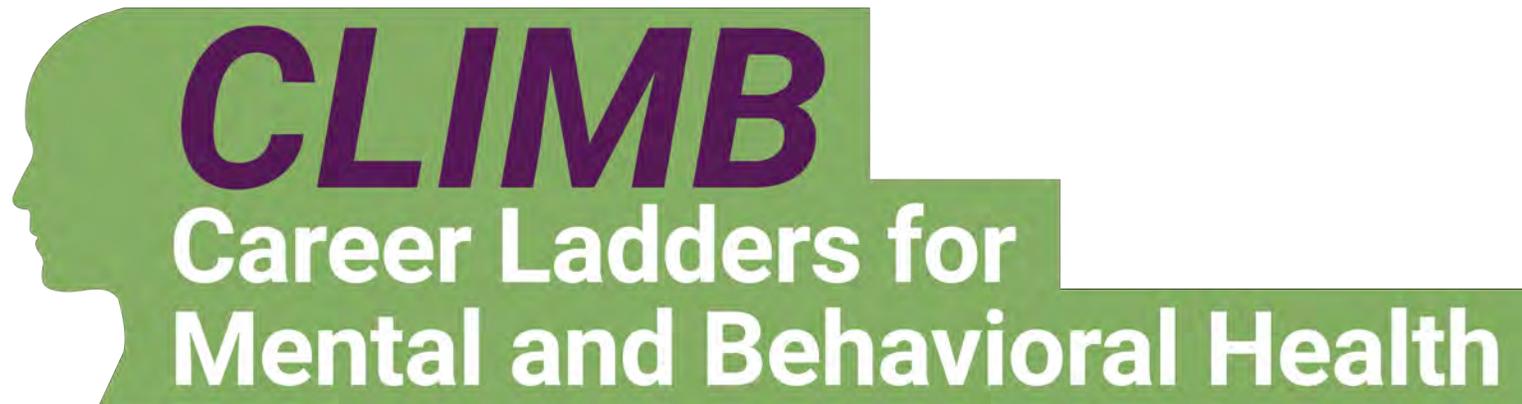
**60 – 70%**  
of openings in the social work profession are due to Kentuckians transferring to a different occupation.



Source: Occupational Outlook 2020-2030 Estimates. KYSTATS.

# CLIMB Health (Career Ladders in Mental and Behavioral Health)

- Approved funding of \$1.5 million
- Goal is to create career pathways for mental and behavioral health occupations
- Focuses on the initial certification as a Peer Support Specialist
- Strategy
- Benefits



# House Bill 200 Healthcare Workforce Initiative Fund

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- Sponsored by Representative Ken Fleming
- Public/Private Partnerships to fund healthcare scholarships
- 65% of Funds: Scholarships for eligible healthcare programs (licensed drug and alcohol counselor, EMTs, imaging and radiation, dental hygienist, nurses at any level, nurses aides, respiratory therapists, psychologists, occupational therapists and assistants, physical therapists and assistants, behavior analysts, social workers).
- 25% of Funds: Healthcare programs incentives to award excellence in higher ed health programs
- CPE is able to prioritize certain scholarships based on geographic need
- Employment service requirement

# Healthcare Workforce Collaboratory 2023

