

**KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION  
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE**



January 27, 2025 – 10:00 AM ET

Virtual meeting: <https://us02web.zoom.us/j/89129396618>

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## MEETING MINUTES

*To be reviewed and approved by the Committee on January 27, 2025*

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Who: Kentucky Council on Postsecondary Education  
Meeting Type: Academic and Strategic Initiatives Committee  
Date: November 15, 2024  
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 Friday, November 15, 2024, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar. Committee Chair Karyn Hoover presided.

### ROLL CALL

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All Committee members attended the meeting: Dr. Kellie Ellis, Dr. Meredith Figg, Karyn Hoover, LaDonna Rogers, and Kevin Weaver. Additionally, Council member Sean Garber attended the meeting as a non-voting member.

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

### APPROVAL OF THE MINUTES

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The minutes of the September 9, 2024, meeting were approved as distributed.

### CPE PRESIDENT UPDATE

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Dr. Aaron Thompson, CPE President, provided an update to the Committee on the outcomes of the 2024 Postsecondary Education Working Group on Performance Funding and how those recommendations impact the long-term goals of the statewide strategic agenda.

### PROPOSED NEW ACADEMIC PROGRAMS

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Dr. Melissa Bell, Ph.D., CPE's Vice President of Academic Excellence, introduced two new academic programs for review and approval. KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Council staff reviewed the proposed programs and recommended approval.

Bachelor of Science, Pharmaceutical Science (CIP 51.2010) – University of Kentucky

Presented by: Dr. Eric Welch, Director of Undergraduate Studies

- The 120-credit hour program is designed to prepare students to enter the workforce as clinical trial managers and certified pharmacy technicians, as well as pursue professional degrees within the medical sciences, such as the PharmD, MD, or DVM, or enter graduate training programs. The proposed program will also serve as a pipeline to the College's professional (PharmD) and graduate (MS and PhD) programs.

MOTION: Ms. Rogers moved the Committee endorse for final Council approval the proposed program from the University of Kentucky. Dr. Ellis seconded the motion.

VOTE: The motion passed.

Bachelor of Science, Communication Sciences and Disorders (CIP 51.2010) – University of Louisville

Presented by: Dr. Alan Smith, Professor, Division Chief of Communicative Disorders and Director of Graduate Studies for Speech-Language Pathology

- The 120-credit hour program focuses on the biological, physical, sociocultural, and linguistic aspects of human communication, as well as human communication disorders and differences. A unique aspect of this program is offering an accelerated track to students who also plan to earn the Doctor of Audiology. Undergraduate students will be permitted to apply to the doctoral program during their junior year.

MOTION: Mr. Weaver moved the Committee endorse for final Council approval the proposed program from the University of Louisville. Dr. Ellis seconded the motion.

VOTE: The motion passed.

**PROPOSED REVISIONS TO THE 2022-30 STATEWIDE STRATEGIC AGENDA**

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Mr. Travis Muncie, Chief Information Officer, and Ms. Melissa Young, Senior Fellow in Communications, presented the proposed revisions to the 2022-30 Statewide Strategic Agenda that were developed after the first of two planned mid-term reviews.

The Council's statewide strategic agenda for 2022-30, "Higher Education Matters," was approved by the Council at its November 2021 Council meeting, and campus metric goals were established in early 2022. Because the plan extends over nine years, staff built in a review process that would allow for necessary adjustments every three years (in 2024 and 2027). Over the last several months, CPE staff engaged in a comprehensive review of the statewide strategies and key performance indicators with internal and campus work groups.

Proposed revisions were focused on updating data and narrative references and aligning strategies and verbiage to current statutory language and CPE initiatives. CPE staff walked through each of the changes to the objectives and strategies as well as proposed changes to the key performance indicators. The final revised document will be ready for Council review and approval at its November 22, 2024, meeting.

MOTION: Ms. Rogers moved the Committee endorse for final Council approval the proposed revisions to the 2022-30 Statewide Strategic Agenda. Dr. Figg seconded the motion.

VOTE: The motion passed.

## **2024 FALL PRELIMINARY ENROLLMENT**

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Dr. Chris Ledford, Director of Data and Advanced Analytics, and Ms. Annalise Hale, CPE Intern, provided an update on preliminary fall enrollment for 2024. Overall, enrollment data show impressive growth in undergraduate enrollment across sectors, including record numbers of first-time, underrepresented, and dual credit students over the past decade. Fall 2024 also marks a consecutive year of growth for credential-seeking and adult enrollment, both of which were declining until last fall. President Thompson discussed Kentucky's enrollment trends compared to other states.

## **NUCLEAR MEDICINE TECHNOLOGY PROGRAM GRANTS AWARDED**

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Dr. Leslie Sizemore, Associate Vice President of Workforce and Economic Development, discussed the funding provided by the Kentucky Board of Medical Imaging and Radiation Therapy to award \$100,000 in grant dollars to new or existing nuclear medicine technology academic programs.

Kentucky needs nuclear medicine technologists' education programs to address the growing demand for specialized healthcare services in diagnosing and treating various medical conditions. Due to the lack of educational programs for nuclear medicine technology in Kentucky, students interested in the profession previously had to seek education at out-of-state institutions. Prior to these grant awards, the only active program in the state was Morehead State University's nuclear medicine technology track within the Bachelor of Science in Imaging Sciences (BSIS) program.

After soliciting proposals, CPE was able to award two \$50,000 grants:

- Morehead State University - BSIS Nuclear Medicine Technology track
- Hazard Community & Technical College – Nuclear Medicine Technology, AAS

No action was necessary from the Committee.

## **FUTURITI: A KENTUCKY COLLEGE AND CAREER PLATFORM**

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Dr. Amanda Ellis, Vice President of Student Access and Success, and Dr. Jessica Fletcher from the Kentucky Center of Statistics, previewed the newly developed Futuriti website, an online platform for potential postsecondary students seeking career and education opportunities offered in Kentucky. The site is the result of a recommendation from the Commonwealth Education Continuum to increase opportunities for more Kentuckians to earn credentials aligned with their career goals. The website is a one-stop shop for students, parents, teachers, and counselors to find information about career paths, degree programs, educational roadmaps, financial assistance and employment opportunities.

In addition to Kentucky-specific content on college-going and job searches, the platform also includes a “Future Finder” that accesses KYSTATS occupation and college data to allow users to research occupations; find job descriptions, wage and occupational outlooks; see which jobs are in high demand; and find out where they can get the credentials and degrees required for their desired job. The data used in the Future Finder meets the requirements of the Kentucky Students’ Right to Know, a website required in statute in 2021 to inform students about high-demand occupations, the cost of college, and employment outcomes. The launch of this website is set for February 4, 2025.

## **ADJOURNMENT**

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The Academic & Strategic Initiatives Committee adjourned at 11:35 a.m., ET.

**TITLE:** Proposed New Academic Programs for Review & Recommendation

**DESCRIPTION:** Staff recommends the Committee endorse for Council's approval the proposed new Academic Programs from Murray State University, the University of Kentucky, and the University of Louisville.

**STAFF CONTACT:** Melissa Bell, Ph.D., Vice President of Academic Excellence, CPE

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### **SUPPORTING INFORMATION**

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

### **PROGRAMS PROPOSED FOR APPROVAL**

Council staff have reviewed the proposed programs and recommends approval by the board. The university-submitted program summary for each has been included in your materials for review.

#### Murray State University

- Master of Science, Applied Behavior Analysis (CIP 42.2814)

#### University of Kentucky

- Doctor of Philosophy, Biomedical Informatics and Data Science (CIP 26.1103)

#### University of Louisville

- Doctor of Philosophy, Translational Bioengineering (CIP 14.0501)

## PROPOSED PROGRAM SUMMARY

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**Institution:** Murray State University  
**Program Name:** Applied Behavior Analysis  
**Degree Destination:** Master of Science

**CIP Code:** 42.2814

**Credit Hours:** 34

**Implementation Date:** 8/1/2025

### **Program Description**

The program in Applied Behavior Analysis will equip students with the skills and knowledge needed to enhance the development and abilities of individuals across the lifespan. The program will focus on addressing the behavioral needs of individuals, particularly those with developmental disabilities and autism. Through a combination of coursework, supervised practicum experiences, and internships, students will work with individuals experiencing mental health issues, developmental disabilities, and aging.

As a result of this program, graduates will be able to:

- Implement behavior analytic interventions for a wide range of clients.
- Conduct behavioral and functional assessments, evaluate interventions, and apply behavior analysis.
- Collaborate effectively with caregivers, educators, and other professionals to develop behavior intervention plans.
- Conduct themselves ethically and professionally within the field of Applied Behavior Analysis.
- Pursue board certification and state licensure.

The proposed M.S. in Applied Behavior Analysis program at Murray State University offers several distinctive qualities that set it apart from other programs in the field. One of the key features is its blended learning format, which combines synchronous and asynchronous coursework. This flexible structure allows students to engage in both academic study and in-person practicum experiences, making it an ideal option for both traditional students and working professionals seeking to balance their educational and professional commitments. A standout feature of the program is the on-campus practicum opportunities provided through the Center for Autism Spectrum Disorders (CASD). Students will have the chance to work directly with children and youth with developmental disorders under the supervision of Board Certified Behavior Analysts (BCBAs).

### **Connection to Other Programs**

Murray State University currently offers an undergraduate psychology program with a track in Applied Behavior Analysis, which will serve as a direct feeder into the proposed program.

Outside of central Kentucky, there is a gap in Applied Behavioral Analysis programs. Similar programs exist at the University of Kentucky and the University of Louisville, but neither program is particularly accessible to students who desire to remain in the western Kentucky region for a more localized, hands-on experience in the field. In addition, enrollment in both similar programs is limited by faculty-student ratios and program size.

### **Student Demand**

Initial estimates of enrollment are:

- Year 1 – 8
- Year 2 – 23
- Year 3 – 30
- Year 4 – 30
- Year 5 – 30

### **Employment Demand**

Driven by the rising prevalence of autism spectrum disorders and developmental disabilities, as well as legislative mandates for applied behavior analysis therapy coverage in healthcare plans, the demand for board-certified behavior analysts is growing exponentially, both nationally and in Kentucky. House Bill 159, enacted in Kentucky in 2010 and amended by House Bill 218 in 2018, requires state-regulated health plans to cover ABA therapy, which has dramatically expanded access to services and the demand for Licensed Behavior Analysts.

Between 2022 and 2023, nationwide demand increased by 14%, following a consistent upward trend over the past decade. Demand for applied behavior analysis practitioners also extends beyond autism services, with behavior analysis gaining traction in fields such as organizational behavior management, gerontology, and substance abuse treatment, which further broadens career opportunities for graduates.

In Kentucky, several institutions, including Murray State University, currently offer Verified Course Sequences (VCS) for BCBA certification, following the guidelines set by the Association for Behavior Analysis International (ABAI). However, new VCS applications will no longer be accepted after January 1, 2025, and the system will be phased out by December 31, 2025. This transition emphasizes the shift toward graduate-level programs like Murray State's proposed M.S. in ABA, which will play a crucial role in meeting future academic and certification demands.

### **Budget**

Some Applied Behavior Analysis coursework is already offered through Murray's existing EdS School Psychology program. Therefore, only one additional faculty line is needed for the proposed program and the University intends to shift funding for an open faculty line to the proposed program. Costs will also be offset by tuition.

<b>Projected Revenue over Next Five Years (\$):</b>	\$ 1,179,299
<b>Projected Expenses over Next Five Years (\$):</b>	\$ 450,000



## PROPOSED PROGRAM SUMMARY

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**Institution:** University of Kentucky  
**Program Name:** Biomedical Informatics and Data Science  
**Degree Destination:** Doctor of Philosophy

**CIP Code:** 26.1103

**Credit Hours:** 41

**Implementation Date:** 8/26/2025

### **Program Description**

The Biomedical Informatics and Data Science program will prepare students to computationally analyze large-scale datasets to promote better health for residents of Kentucky and beyond. Biomedical Informatics and Data Science are designed to take disease research and clinical care to new levels using advanced computational approaches, including natural language processing, bioinformatics, machine learning, and artificial intelligence. Instead of administering medicine, graduates will push the limits of medicine using these advanced techniques.

Biomedical informatics involves applying computational techniques and information technologies to analyze, interpret, and manage biomedical data. Data science focuses on extracting knowledge and insights from structured and unstructured data through statistical analysis, machine learning, and data visualization techniques. The fields of biomedical informatics and data science are revolutionizing healthcare by improving patient outcomes, enhancing clinical decision-making, and advancing medical research.

As a result of this program, graduates will be able to:

- Compare common computational approaches to interpret large biomedical or healthcare datasets.
- Identify relevant patterns in large biomedical or healthcare datasets.
- Use computational analyses and data-driven techniques to support health-related research in Kentucky.
- Foster collaboration between data scientists, clinicians, and researchers across various disciplines.

A unique aspect of the program is a focus on data from Kentucky. The intent is for at least half of the students to use data generated in part or in whole from Kentucky as the basis of their research.

### **Connection to Other Programs**

The University of Louisville offers a similar program, but it is a Bioinformatics specialization in an Interdisciplinary Studies program, not a stand-alone program.

The University of Kentucky is home to the only Biomedical Informatics division or department in Kentucky. Faculty from that department, along with colleagues from the departments of Biology, Biostatistics, Biomedical Engineering, Cancer Biostatistics, Computer Science, Data Science, and Statistics will collaborate to offer the program.

### **Student Demand**

Initial estimates of enrollment are:

- Year 1 – 4
- Year 2 – 8
- Year 3 – 12
- Year 4 – 16
- Year 5 – 16

### **Employment Demand**

Statewide, job openings are projected to grow about 23% over the next 10 years. The demand for professionals in biomedical informatics and data science has experienced exceptional growth, due to advancements in technology, the global adoption of electronic health records, and the shift toward personalized medicine. Healthcare providers, government agencies, and pharmaceutical companies are some of the entities that have been able to improve patient outcomes and optimize healthcare delivery by leveraging the skills of biomedical informatics and data science professionals.

### **Budget**

The university's Department of Internal Medicine has committed funding for the first three years of the program. The College of Medicine has further offered to support tuition for one to two graduate students per year for faculty without extramural funding or on startup funds. No additional faculty are needed.

<b>Projected Revenue over Next Five Years (\$):</b>	\$ 5,000,000
<b>Projected Expenses over Next Five Years (\$):</b>	\$ 345,590

## PROPOSED PROGRAM SUMMARY

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**Institution:** University of Louisville  
**Program Name:** Translational Bioengineering  
**Degree Destination:** Doctor of Philosophy

**CIP Code:** 14.0501

**Credit Hours:** 47

**Implementation Date:** 8/18/2025

### **Program Description**

The Translational Bioengineering program will provide multidisciplinary training in translational bioengineering, preparing students to lead research and development in academia, industry, and governmental agencies, as well advance bioengineering technologies through start-up companies or within established biomedical companies. Bioengineers collaborate with physicians, biologists, biochemists, chemists, clinicians, dentists, physiologists, therapists, and virologists to design, develop, and manufacture instruments, devices, materials, prophylactics, software, and therapeutics.

Students will have the option to customize their program of study by selecting one of four Specializations (Bioelectronics and Biomedical Devices, Bioimaging and Biocomputational Modeling, Biomechanics and Rehabilitation, and Molecular and Tissue Engineering). Students will further specify one of three tracks (Traditional Bioengineering Research, Clinical Translational Research, and Entrepreneurship of Bioengineering Technologies).

As a result of this program, graduates will be able to:

- Design and conduct research leading to an intellectual contribution to the field.
- Demonstrate in-depth knowledge of their concentration area and associated scientific literature.
- Understand the clinical relevance and ethical implications of their research.
- Critically analyze, evaluate, and interpret research methods and findings.
- Develop new procedures to solve clinical problems.

UofL's program will be unique to Kentucky, and there are very few programs offering clinical translational and entrepreneurship-focused bioengineering doctoral degrees in the United States.

### **Connection to Other Programs**

The University of Louisville currently offers a Translational Bioengineering specialization within the PhD Interdisciplinary Studies. The strong bioengineering community at the University of Louisville is built upon established collaborations between faculty in bioengineering, medicine, dentistry, and business, along with faculty in other departments within the Speed School of

Engineering. While the University of Kentucky offers a PhD in Biomedical Engineering, that program generally expects applicants to have earned a master's degree. In contrast, the proposed program at UofL will accept students who are completing a baccalaureate program in a related field, such as engineering or medical physics.

### **Student Demand**

Initial estimates of enrollment are:

- Year 1 – 9
- Year 2 – 13
- Year 3 – 16
- Year 4 – 19
- Year 5 – 21

### **Employment Demand**

In addition to the gratification of working to meet the needs of society and improve quality of life, graduates of the program can look forward to attractive compensation (2023 median pay of \$100,730) and increasing numbers of job postings. Employment opportunities for bioengineers are predicted to grow at a faster-than-average pace through 2032. National job trends predict 5% growth nationally, 12.6% growth within the state, and 6.2% growth in the Louisville area.

### **Budget**

No new faculty are needed to provide the proposed program. Enrollment is projected to increase due to the elevation to a standalone degree, which will further increase the net revenue margins for the program. The program projects further increase in extramural funding based upon the potential for increased research productivity with more doctoral students in the bioengineering program.

<b>Projected Revenue over Next Five Years (\$):</b>	<b>\$ 571,747</b>
<b>Projected Expenses over Next Five Years (\$):</b>	<b>\$ 327,964</b>

**TITLE:** KCTCS Programs approved between Sept 2024-Jan 2025

**DESCRIPTION:** Staff have approved three AAS program proposals from KCTCS institutions between September 2024 and January 2025 in accordance with the program approval process. No action is necessary from the Council.

**STAFF CONTACT:** Sheila Brothers, MPA, Senior Director of Academic Excellence

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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.

### **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 posts a proposal to the program approval system. Institutions and Council staff have 30 days to respond.
- If no issues are identified, the program is approved by Council staff and reported as an information item to the Council.
- If issues are identified, the institution addresses those through the program approval system, and the review period is extended. Once the issues are resolved, the program is approved by Council staff and reported as an information item at the next Council meeting.

### **APPROVED PROGRAMS AT KCTCS**

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

#### Maysville Community and Technical College

- AAS, Civil Engineering Technology (CIP 15.0201) – The program will offer students the training necessary to establish careers in fields such as materials testing, residential and highway surveying, highway construction management, construction documentation, civil

and survey mapping, construction site design, and waste-water management. In addition to a long-standing partnership with a local, globally recognized, land surveying software development company, multiple regional companies and local government agencies will serve on the program's advisory board and will meet regularly to provide curriculum feedback to ensure the program remains aligned with evolving industry needs and trends.

- AAS, Electrical Technology (CIP 46.0302) - The college currently offers a related diploma program and several embedded certificates. The AAS program will provide students with a more advanced and comprehensive credential, preparing them to work in residential, commercial, and industrial settings. Students will develop both general education skills and the technical skills to apply the current National Electrical Code standards while working with current, voltage, and circuits. Graduates will be prepared to install and wire motor control devices, variable frequency drives, and various types of rotating machinery. This program will include a track in Automated Industrial Controls Technician.

#### Ashland Community and Technical College

- AAS, Electrical Technology (CIP 46.0302) – Similar to the program at Maysville, Ashland also currently offers a related diploma program and several embedded certificates. The AAS program will provide students with a more advanced and comprehensive credential, preparing them to work in residential, commercial, and industrial settings. Students will develop both general education skills and the technical skills to apply the current National Electrical Code standards while working with current, voltage, and circuits. Graduates will be prepared to install and wire motor control devices, variable frequency drives, and various types of rotating machinery. In contrast to the program at Maysville, Ashland's program will include an Industrial Technician track.

**TITLE:** Annual Report of Academic Programs - Academic Year 2023-24

**DESCRIPTION:** Staff will provide an overview of the new, closed, and reviewed academic programs during the 2023-24 academic year.

**STAFF CONTACTS:** Melissa Bell, Ph.D., Vice President, Academic Excellence  
Sheila Brothers, Sr. Director, Academic Excellence

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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 degrees 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 2023-24**

A total of 232 new academic programs were approved during the 2023-2024 academic year. Of these, four were diplomas, 170 were undergraduate certificates, 32 were postbaccalaureate certificates, and four were post-master's certificates, all of which require only staff review.

CPE staff approved seven associate degrees at KCTCS institutions:

- Hazard Community and Technical College – Associate of Applied Science in Health Science Technology
- Henderson Community College - General/Occupational Technical Studies
- Maysville Community and Technical College – Emergency Medical Services – Paramedic

- Somerset Community College – Associate of Applied Science in Health Science Technology
- Owensboro Community and Technical College – Associate of Applied Science in Professional Studio Artist – Bluegrass and Traditional Music
- West Kentucky Community and Technical College – Associate of Applied Science in Aviation Maintenance Technology, and Associate of Applied Science in Computer Engineering Technology

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

- Kentucky State University - Bachelor of Science in Biological and Agricultural Engineering, Bachelor of Science in Cybersecurity, and Bachelor of Science in Manufacturing Engineering Technology
- Murray State University - Bachelor of Science in Animal Equine Science, Master of Science in Accountancy and Analytics, Master of Science in Economic Analytics, and Education Specialist in School Psychology
- Northern Kentucky University - Bachelor of Arts in Special Education, Master of Accounting in STEM Accountancy, and Master of Business Administration in STEM MBA
- University of Louisville - Bachelor of Science in Applied Engineering, Bachelor of Science in Biochemistry, Bachelor of Science in Exercise Physiology, and Master of Science in Artificial Intelligence in Medicine
- Western Kentucky University - Bachelor of Science in Data Science

## **REVIEW OF EXISTING PROGRAMS IN 2023-24**

Per Council policy, universities submitted their program review reports in July 2024. 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 created a committee to evaluate and provide recommendations for each program. The program chairs began 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 reviewed the reports and recommendations.

#### Kentucky State University

- Kentucky State University academic stakeholders participated in a series of workshops to review the programs identified as "fix to sunset or fix to sustain" during the 2022-2023 program viability study. All KSU's academic programs were reviewed using program economics and market data.



#### Morehead State University

- Morehead State University's program review process began with members of the Deans Council members reviewing the program review model that was adopted in 2021-22. The college deans met and discussed the data, set criteria, and established a timeline. Each dean was given relevant data from the Office of Institutional Research and Analysis. The deans then disseminated the data to the program faculty for review. The program faculty reviewed the data and provided comments regarding each of the following metrics: enrollment, degree completions, program productivity and efficiency, and assessment of outcomes.

#### Murray State University

- Murray State University's 2023-24 program review included an evaluation of a program's three-year average headcount, three-year average number of degrees awarded, three-year average of first-to-second year retention, and a three-year average of undergraduate credit hours taught per department. (Evaluation of graduate programs included eight-year averages.) Scores were given to individual programs based on the institution's analysis. Results were evaluated in consultation with program directors, department chairs, and deans.

#### Northern Kentucky University

- NKU's annual program review process consisted of regular meetings with deans and others overseeing the programs undergoing a review. These meetings aimed 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. Regular follow-ups were sent to the deans to request progress updates and provide guidance or help address questions as programs are being reviewed. Subsequent meetings were scheduled at the request of deans or the academic department. Once programs addressed the template's data, the program review report was 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 was conducted at the department level. Each academic unit was encouraged to facilitate a collaborative self-study process that involved faculty, staff, and other constituents. Following the self-study, an external review committee was developed by each academic dean. These committees were charged by the dean to review and summarize the self-study and then to make at least five recommendations for improvements to each academic unit. Finally, the department had a conversation with the dean to create an implementation plan to guide the department's continuous improvement activities.

### University of Louisville

- UofL’s review process began with unit-level Program Review orientation meetings and a deadline for submitting reports. Next, the Academic Program Review Committee reviewed all reports to 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. After a program submitted its revised report, the revised report was forwarded for additional review by the Academic Program Review Committee. Committee members then provided the Provost with a recommendation to fix, sunset, sustain, or grow a program.

### Western Kentucky University

- Western Kentucky University used two processes to review academic programs – the Program Sustainability Check-up and Academic Program Review. The Program Sustainability Check-up quickly and efficiently identified programs that needed to improve their long-term viability. The Academic Program Review process evaluated educational program quality and provided an opportunity to reflect upon program content, curricular delivery, and research.

### Results of Institutional Program Review Processes

During the 2023-24 academic year, Kentucky’s public universities reviewed 294 academic programs and provided recommendations:

- 72 programs were recommended to grow.
- 136 programs were recommended to sustain.
- 48 programs were recommended to be improved.
- 29 programs were recommended to close.

Of the 29 programs that were set to close, 13 were master’s programs from Morehead State University. Morehead State focused on master’s program during their program review, which resulted in the consolidation of 11 Master of Arts in Education programs into one program.

Other programs set to close included:

- Morehead State University
  - Master of Arts in Art (Ed, Graphic, Studio) – the program had low enrollments.
  - Education Specialist in Curriculum and Instruction – the content could be provided through similar, existing programs.
- Murray State University
  - Each of these programs were due to close due to low student and/or market demand, although the programs could opt to create an action plan to improve enrollment.
    - Associate of Science in Career and Technical Education

- Bachelor of Arts in Cultural Studies & Languages/Chinese
  - Bachelor of Arts in Cultural Studies & Language/French
  - Bachelor of Arts in Cultural Studies & Language/German
- Northern Kentucky University
  - Bachelor of Science in Library Informatics - based on changing instructional demands and the library sciences profession, NKU opted to close the major, but sustain a minor in the field.
  - Master of Science in Computer information technology – the program had low enrollment.
- University of Kentucky
  - Each of these programs were due to close due to low enrollment.
    - Graduate Certificate in Informatics
    - Graduate Certificate in School Technology Leadership
    - Graduate Certificate in Assistive and Rehabilitation Technology
    - Graduate Certificate in Inclusive Education
    - Graduate Certificate in College, Career and Civic Life
    - Graduate Certificate in Liberal Studies
  - Master of Arts in Urban Environmental Design – the program had low enrollment, but some content would be shifted to a graduate certificate.
  - Master of Science in Plant Pathology – content would be offered through a specialty in the Master of Science in Plant and Soil Sciences.
  - PhD in Plant Pathology – content would be offered through a specialty in the PhD Plant and Soil Sciences.
- Western Kentucky University
  - Master of Arts in Teaching in Middle Grades Education for Initial Certification – the program had low enrollment, but content would be offered through other programs.

# 2023-24 Academic Program Approval & Review

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Sheila Brothers  
Senior Director, Academic Excellence  
Kentucky Council on Postsecondary Education



# Academic Program Approval

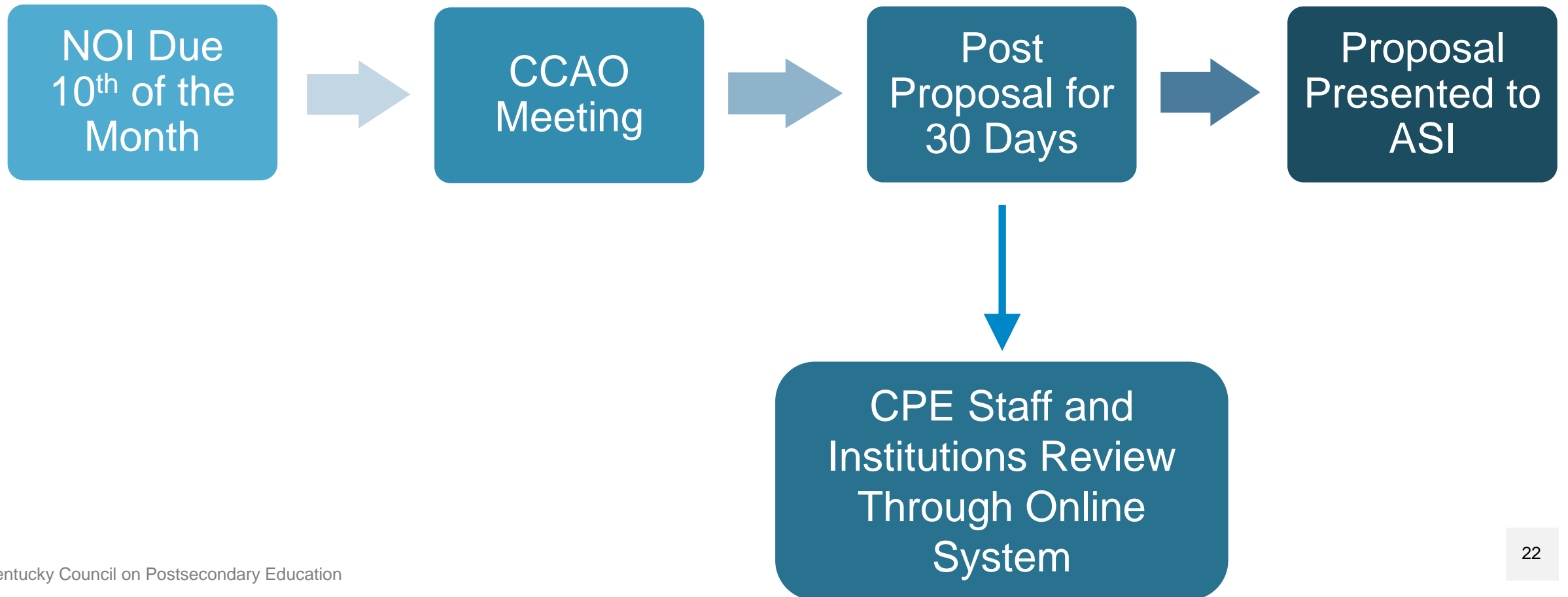
## **Purpose:**

Focus on academic quality, the needs of students and Kentucky's economy, as well as efficient use of state resources.

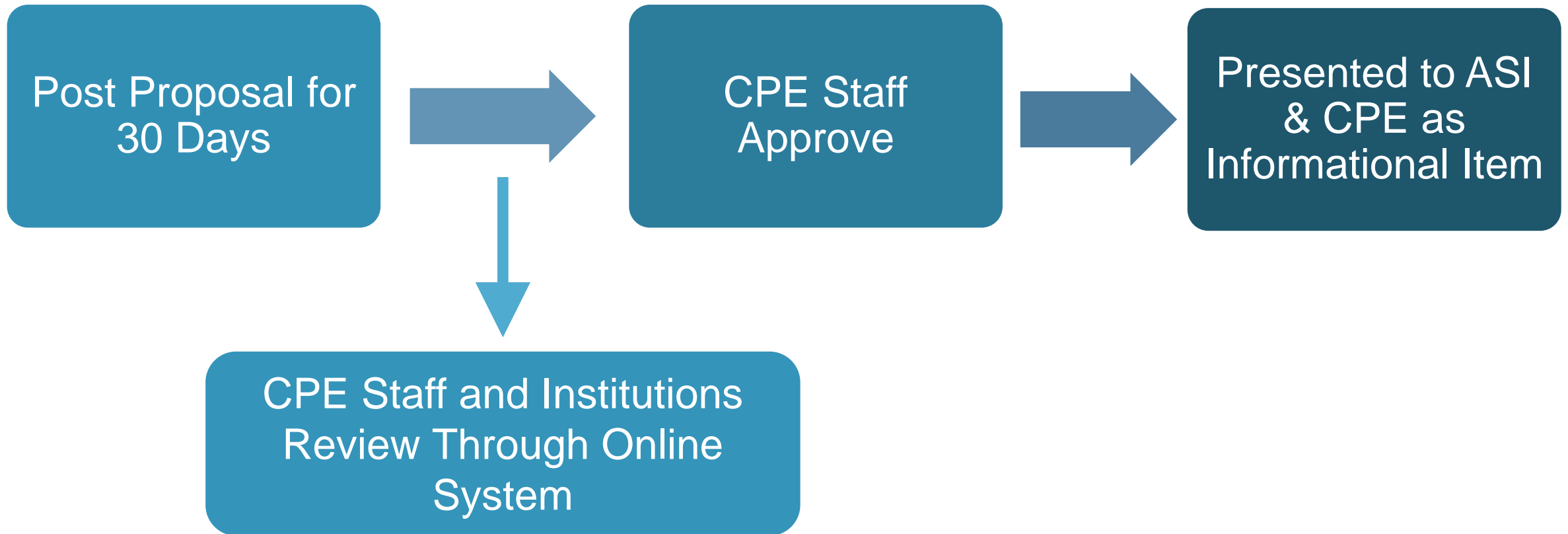
## **Deadline:**

Institutions submit proposals on a rolling basis.

# Universities – Academic Program Approval Process

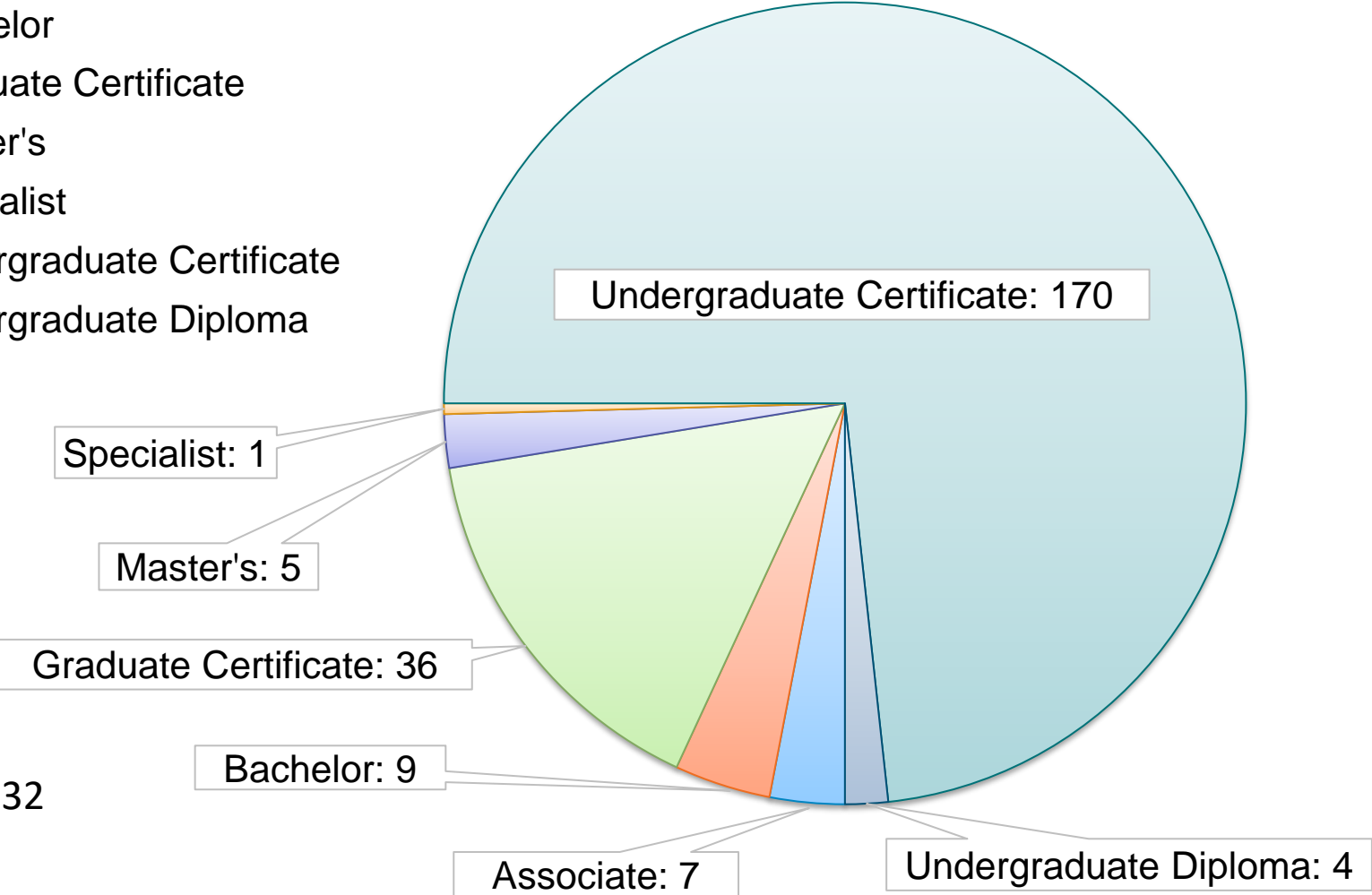


# KCTCS – Academic Program Approval Process



# Approved New Academic Programs AY 2023-2024

- Associate
- Bachelor
- Graduate Certificate
- Master's
- Specialist
- Undergraduate Certificate
- Undergraduate Diploma



CPE Priority Area CIPs	
Education (13.XXXX)	6
Advanced Manufacturing (15.0613)	3
Health Professions & Related Areas (51.XXXX)	23



# Approved Degree Programs by Institution

	Diploma 30-60 cr hrs	Associate less than 9 semester cr hrs	Undergraduate Certificate 9-29 semester cr hrs	Undergraduate Certificate 30-60 cr hrs	Undergraduate Certificate	Bachelor	Post-Bacc Certificate	Master's	Specialist	Post-Master's Certificate
<b>KCTCS</b>	4	7	13	95	12					
<b>EKU</b>				4						
<b>KSU</b>				6		3				
<b>MoSU</b>										
<b>MuSU</b>				9		1	8	2	1	
<b>NKU</b>				4		1		2		
<b>UK</b>				11			13			
<b>UofL</b>				4		3	6	1		4
<b>WKU</b>			1	11		1	5			

# Snapshot of New Academic Programs & Closed Programs

## Academic Year 2023-2024

CPE Priority Area CIPs	New	Closed
<b>13.XXXX – Education</b>	<b>6</b>	<b>24</b>
Associate	0	3
Undergraduate Certificate	4	4
Bachelor	1	5
Graduate Certificate	1	5
Master's	0	7
<b>15.0613 – Manufacturing Technology/Technician</b>	<b>3</b>	<b>1</b>
Undergraduate Certificate	2	1
Bachelor	1	0
<b>51.XXXX – Health Professions &amp; Related Programs</b>	<b>22</b>	<b>43</b>
Undergraduate Diploma	1	8
Associate	3	5
Undergraduate Certificate	11	18
Bachelor	0	1
Graduate Certificate	7	7
Master's	0	2

**Total New Academic Programs: 233**  
**Total Closed Academic Programs: 305**

Degree Designation	New	Closed
Undergraduate Diploma	4	29
Associate	8	21
Undergraduate Certificate	107	108
Bachelor	9	17
Graduate Certificate	36	23
Master's	5	24
Specialist	1	0

# Academic Program Review

## **Authority:**

KRS 164.020(16) grants CPE the authority to conduct statewide program reviews.

## **Purpose:**

Ensure the continued efficiency and effectiveness of existing programs.

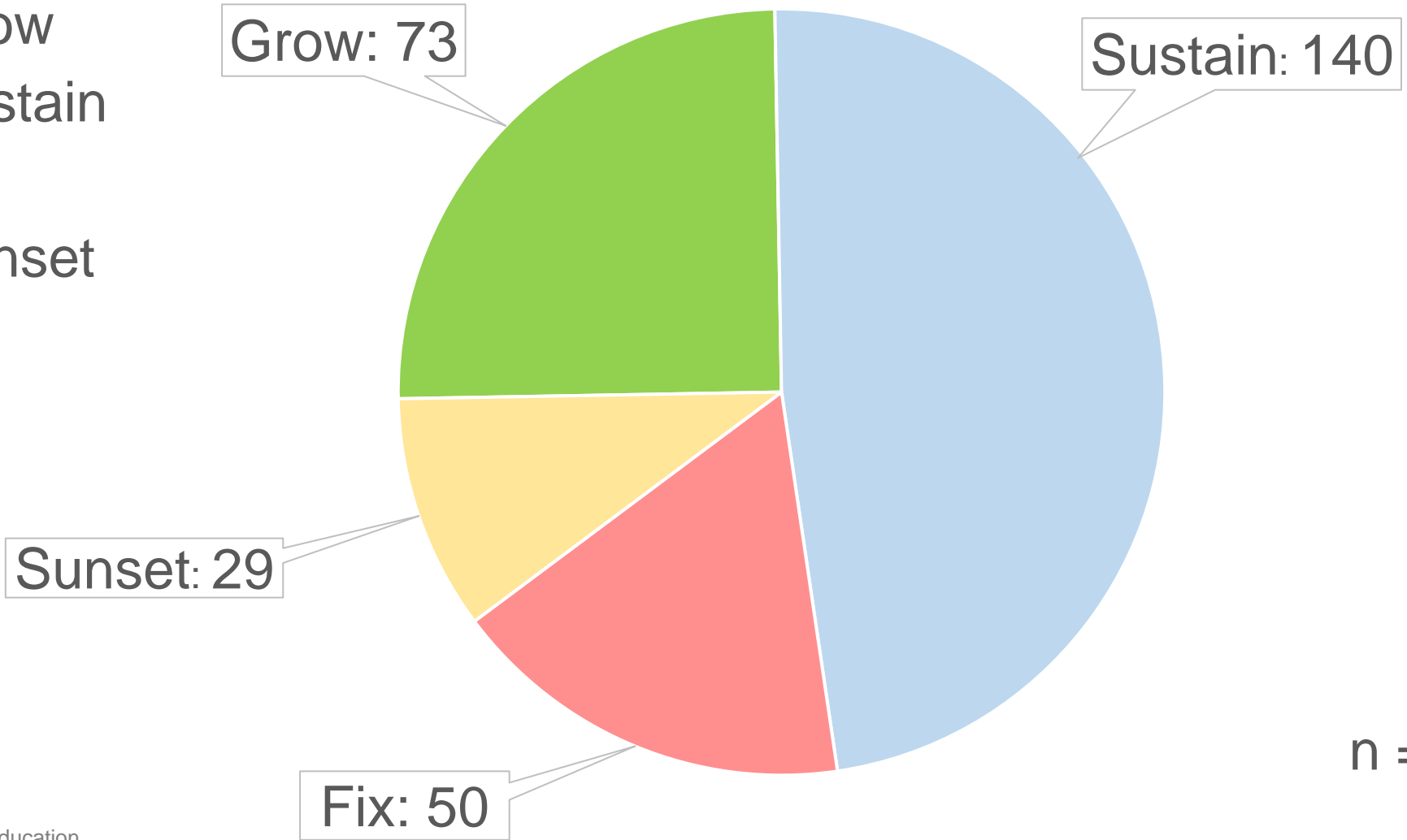
## **Deadline:**

Universities and KCTCS submit their annual institutional reports to CPE by July 15<sup>th</sup>.

# Universities - Academic Program Review AY 2023-2024

## Snapshot of Programmatic Decisions

- Grow
- Sustain
- Fix
- Sunset



# Universities - Academic Program Review AY 2023-2024

## Snapshot of Programmatic Decisions

	Fix	Grow	Sunset	Sustain	Grand Total
EKU	21			10	31
KSU	2	1			3
MoSU	1	13	13	14	41
MuSU		2	4	22	28
NKU	2	8	2	6	18
UK	11	49	9	45	114
UofL	4			13	17
WKU	9		1	30	42
<b>Grand Total</b>	<b>50</b>	<b>73</b>	<b>29</b>	<b>140</b>	<b>294</b>

# Academic Program Review – Unnecessary Duplication

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

- Multiple programs in the same CIP code;
- Low and declining enrollment;
- Low new student demand; and
- Low market demand.

University programs meeting **all** the criteria must submit program improvement plans.

No program met these criteria in 2023-24.

# KCTCS - Academic Program Review AY 2023-24

KCTCS offers 22 individual healthcare and healthcare-related programs through its 16 colleges, with a total of 146 healthcare and healthcare-related programs.

- 120 programs identified to grow or sustain

Improvement plans generally focused on:

- Increased outreach to potential students (high schools, job fairs, etc.)
- Identifying additional clinical sites
- Improved data collection & goal setting (enrollment, completions, etc.)
- Improved collaboration and communication with regional employers

# Questions?



# Stay Connected



Twitter: **CPENews and CPEPres**



Data Center: **[cpe.ky.gov/data](http://cpe.ky.gov/data)**



Newsletter: **[cpe.ky.gov/news/subscribe](http://cpe.ky.gov/news/subscribe)**

**TITLE:** Fall 2024 Final Enrollment Update

**DESCRIPTION:** Staff will provide the final enrollment numbers for Kentucky’s public and private institutions.

**STAFF CONTACTS:** Chris Ledford, Director of Data and Advanced Analytics  
Annalise Hale, Intern for Data and Advanced Analytics

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**SUPPORTING INFORMATION**

CPE staff will provide an update on the final enrollment numbers at the meeting.

Overall, since Fall 2023, enrollment has grown 5% across public and private institutions, inclusive of strong growth among dual credit, first-time, underrepresented, adult, and first-time adult students. On the whole, Kentucky has equaled or surpassed pre-pandemic enrollment levels. These trends generally hold across sectors.

Increases in early postsecondary experiences like dual credit indicate a strong likelihood of future postsecondary enrollment growth, which eventually leads to increased degree production.

Growth in enrollment among continuing and first-time adults is also a positive indicator. There is a sizable market for postsecondary degrees and credentials among Kentucky adults with no college experience. Sustaining the current enrollment patterns will be critical to reaching Kentucky’s 60x30 goal.



# Fall 2024 Final Enrollment Update

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Travis Muncie  
Annalise Hale  
Chris Ledford



# Key Takeaways

Kentucky Undergraduate Enrollment at a Glance		
Group	1 Year Change	5 Year Change
Total	5.0%	4.7%
Dual Credit	5.4%	44.3%
First-Time	3.8%	2.5%
URM	10.5%	28.6%
Low Income (Public Only)	-3.2%	-16.7%
Adult	10.8%	-6.9%
First-Time Adult	29.4%	15.9%

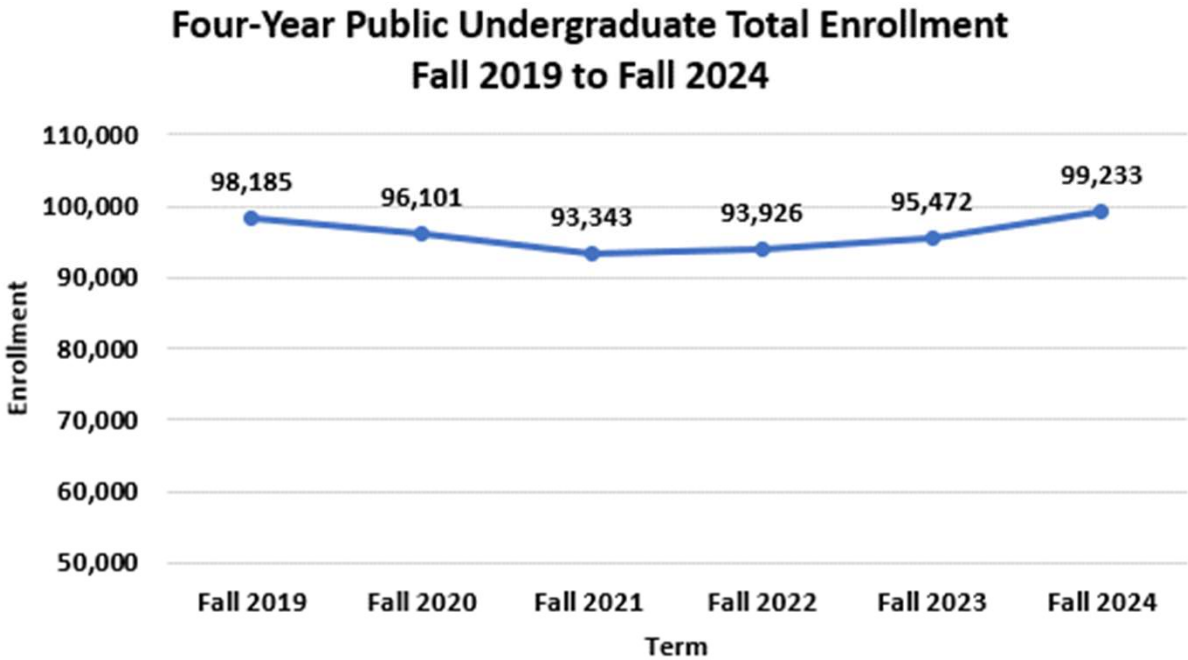
- Impressive enrollment growth among early postsecondary and first-time students should be promising indicators of future enrollment and credential growth.
- There is a sizable market for postsecondary education among Kentucky adults. It is great to see currently enrolled adults continuing their education, and many adults seeking education for the first-time. Sustaining these patterns, along with positive trends among traditional students, will be critical to Kentucky reaching its 60x30 goal.

# 4YR Public Institution Undergraduate Enrollment Fall 2019 to Fall 2024

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# 4YR Public Undergraduate Enrollment - Total

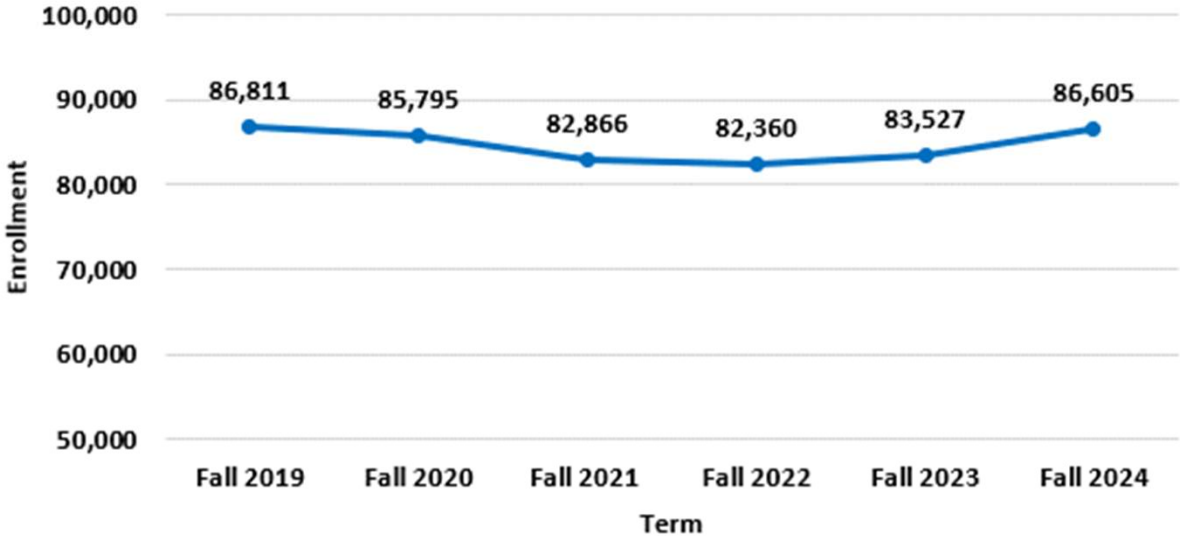


After seeing a dip in enrollment during the pandemic in Fall 2021, total undergraduate enrollment has recovered and surpassed pre-pandemic levels.

Undergraduate enrollment has increased +1.1% since AY 18-19 and +3.9% since last fall.

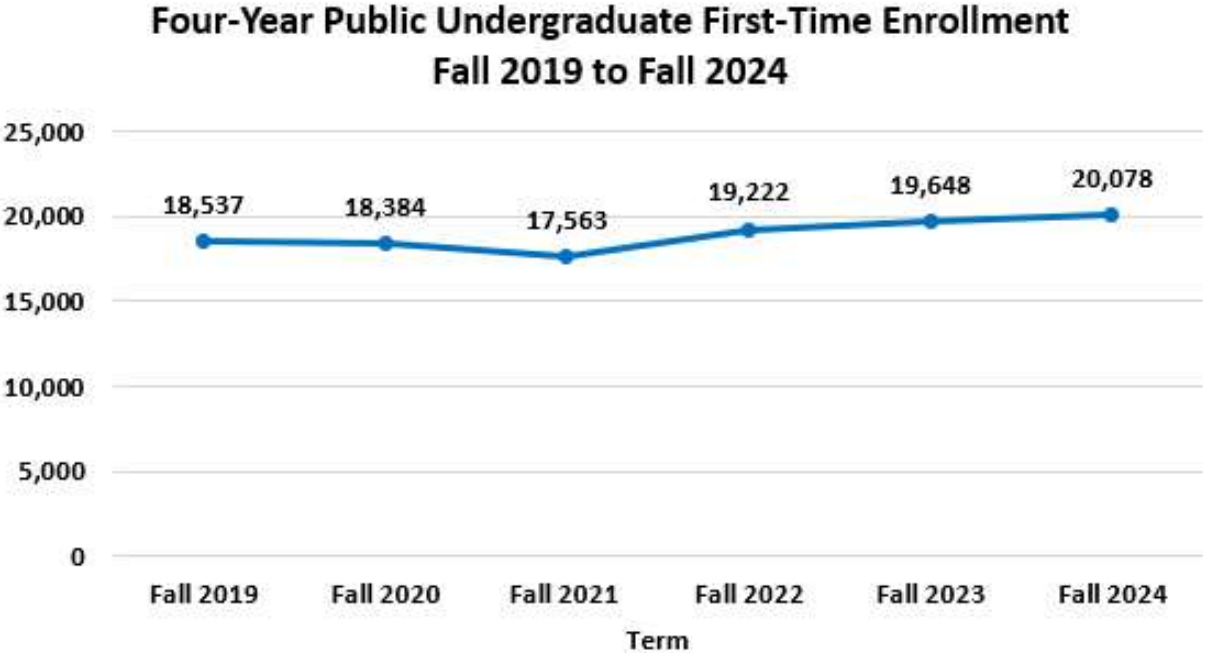
# 4YR Public Undergraduate Enrollment – Excluding Dual Credit

**Four-Year Public Undergraduate Enrollment,  
(Excluding Dual Credit) - Fall 2019 to Fall 2024**



Undergraduate enrollment, excluding dual credit, has increased 3.7% since last fall and nearly recovered to pre-pandemic levels.

# 4YR Public Undergraduate Enrollment – First-Time

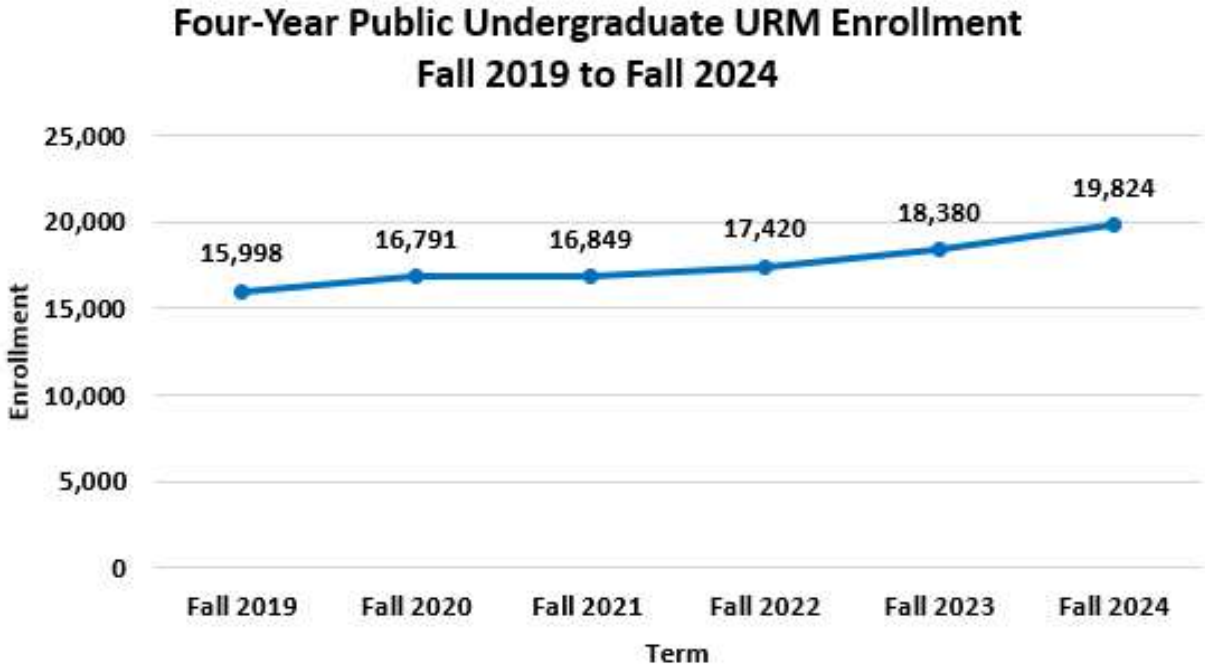


First-time enrollment saw a dip in Fall 2021, consistent with overall enrollment, but has recovered from and surpassed pre-pandemic levels.

First-time enrollment has increased 2.2% from last fall and 8.3% from Fall 2019.



# 4YR Public Undergraduate Enrollment - URM

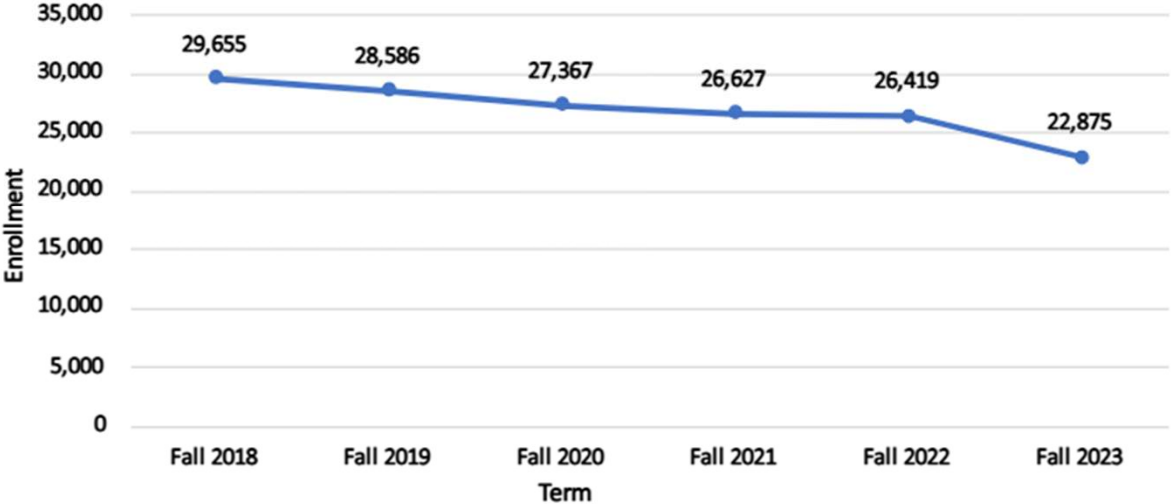


URM enrollment has increased steadily increase in the past five years.

URM enrollment has increased 7.9% from last fall and 23.9% over the past five years.

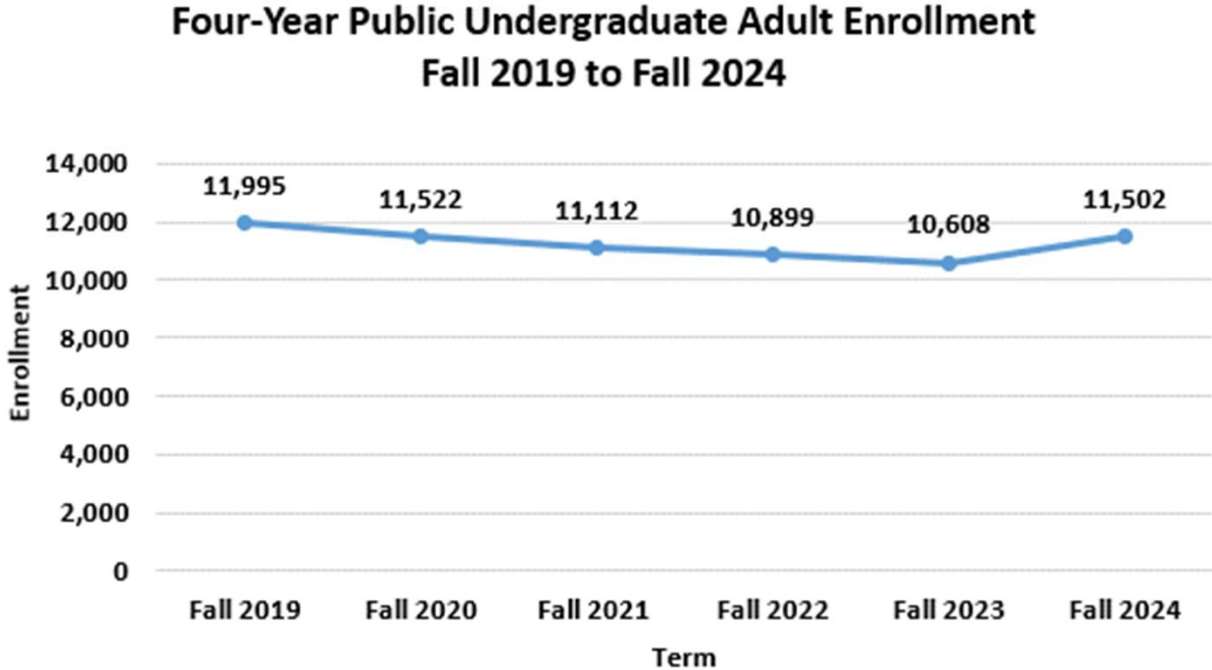
# 4YR Public Undergraduate Enrollment – Low-Income

Four-Year Public Low-Income Undergraduate Enrollment, Fall 2018 to Fall 2023



Low-income enrollment has declined steadily over the last 5 years, decreasing 22.9% over the period and 13.4% from the prior year.

# 4YR Public Undergraduate Enrollment – Adult

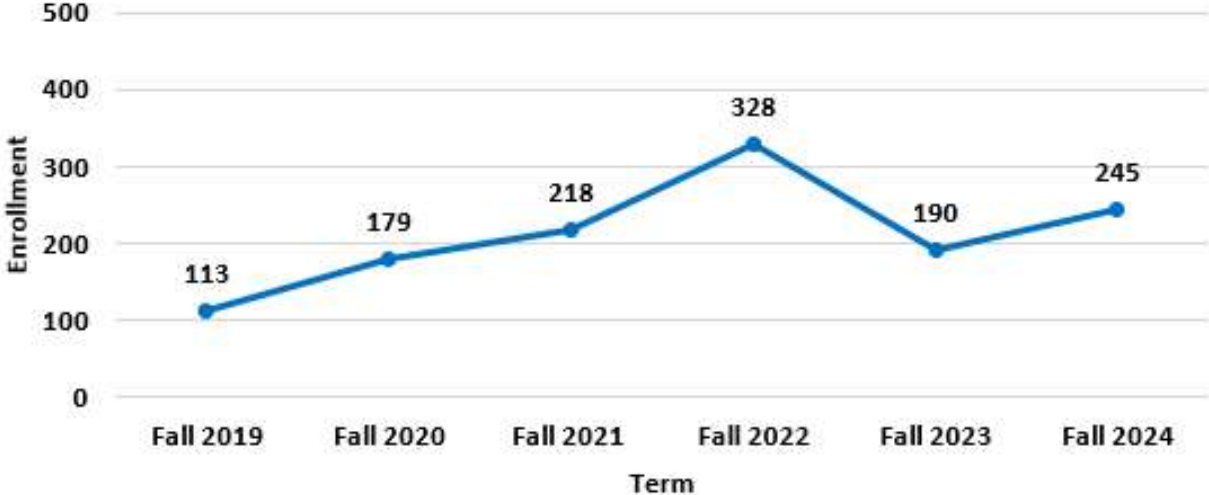


After a decade of decline, adult enrollment has experienced recent growth. This pattern transcends sectors.

There was 8.4% growth between Fall 2023 and Fall 2024.

# 4YR Public Undergraduate Enrollment – First-Time Adult

Four-Year Public Undergraduate First-Time Adult Enrollment, Fall 2019 to Fall 2024



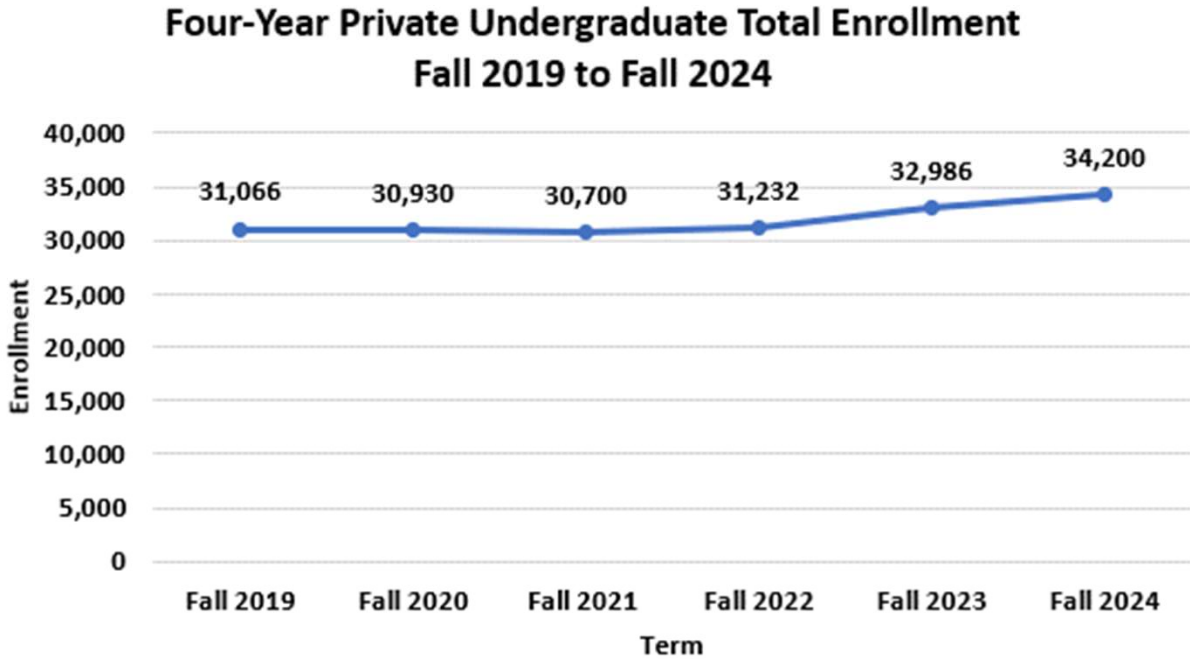
First-time adult enrollment has improved 116.8% since Fall 2019 and 28.9% since last fall.

# 4YR AIKCU Institution Undergraduate Enrollment Fall 2019 to Fall 2024

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# 4YR Private Undergraduate Enrollment - Total

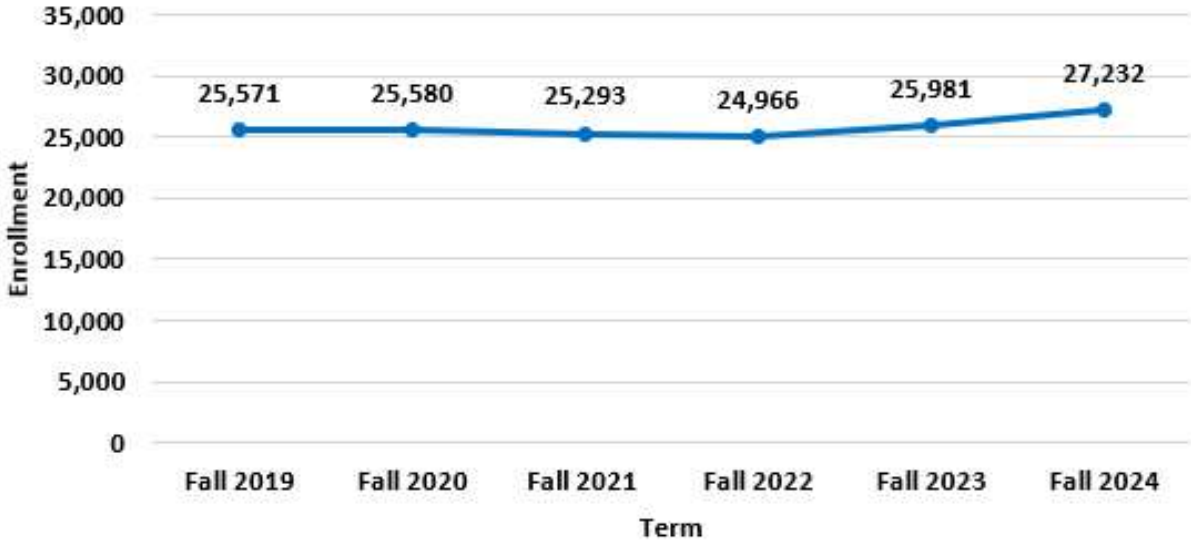


After seeing a dip in enrollment due to the pandemic in Fall 2020 and 2021, total undergraduate enrollment has recovered and surpassed pre-pandemic levels

Undergraduate enrollment has grown +10.1% since Fall 2019 and +3.7% since last fall.

# 4YR Private Undergraduate Enrollment – Total Excluding Dual Credit

**Four-Year Private Undergraduate Enrollment,  
(Excluding Dual Credit) - Fall 2019 to Fall 2024**

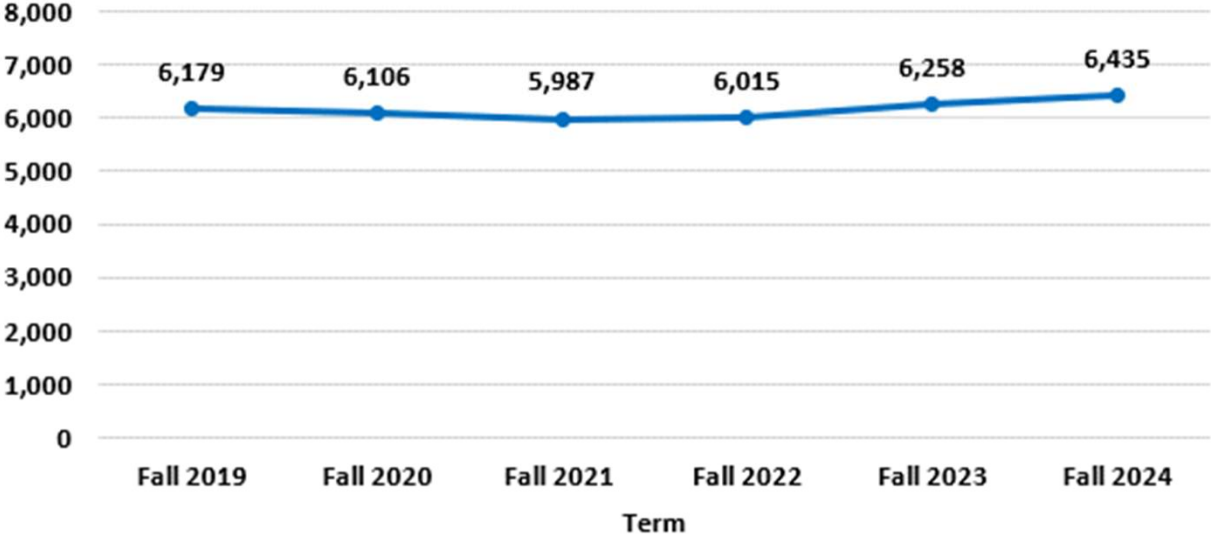


Undergraduate enrollment, excluding dual credit, has increased 6.5% over five years and 4.8% since last fall.

After a slight decline during the pandemic, dual credit enrollment now exceeds pre-pandemic levels.

# 4YR Private Undergraduate Enrollment – First-Time

Four-Year Private Undergraduate First-Time Enrollment  
Fall 2019 to Fall 2024

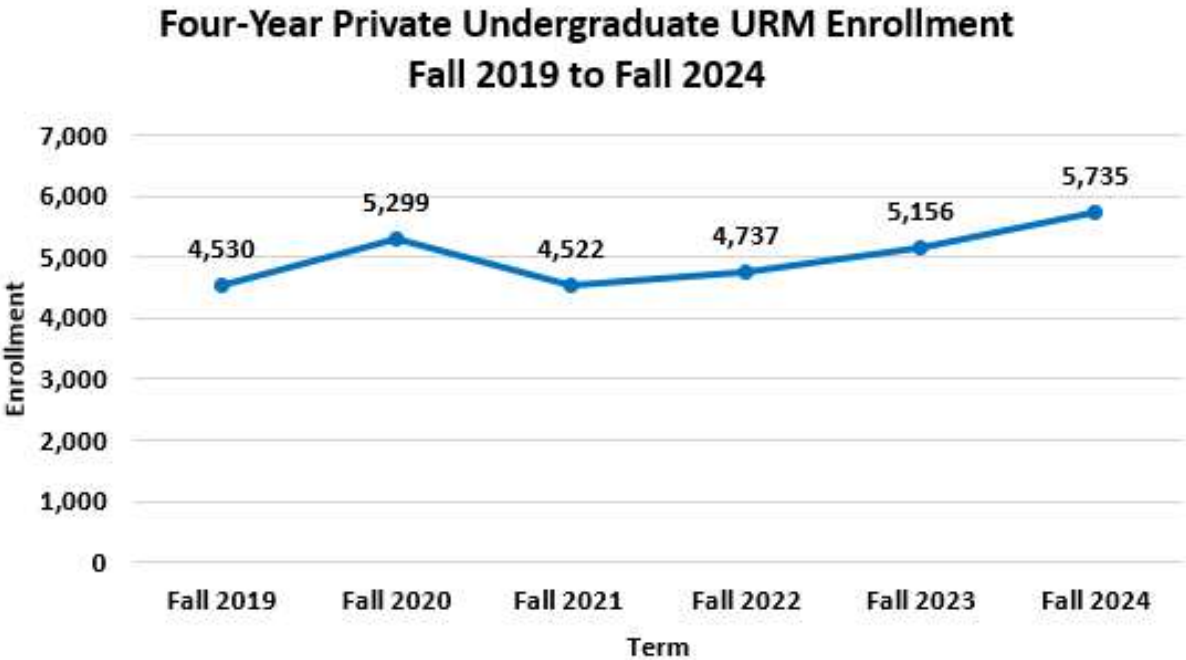


First-time enrollment has increased 4.1% over five years and 2.8% since last fall.

After a slight decline during the pandemic, first-time enrollment now exceeds pre-pandemic levels.



# 4YR Private Undergraduate Enrollment - URM

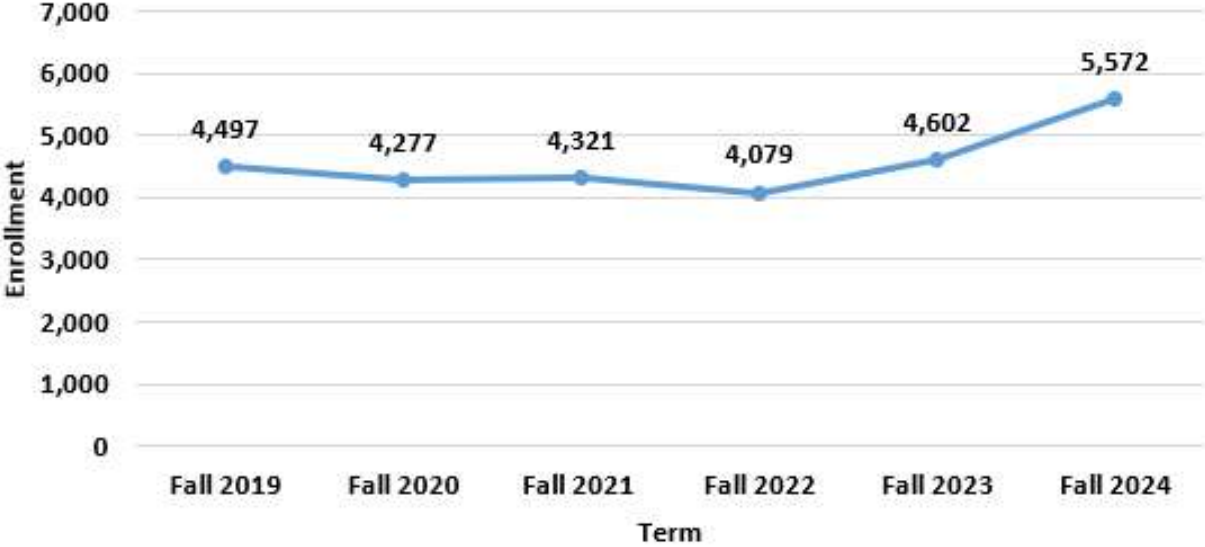


URM enrollment has increased 26.6% over five years and 11.2% since last fall.

After a moderate decline during the pandemic, URM enrollment now exceeds pre-pandemic levels.

# 4YR Private Undergraduate Enrollment – Adult

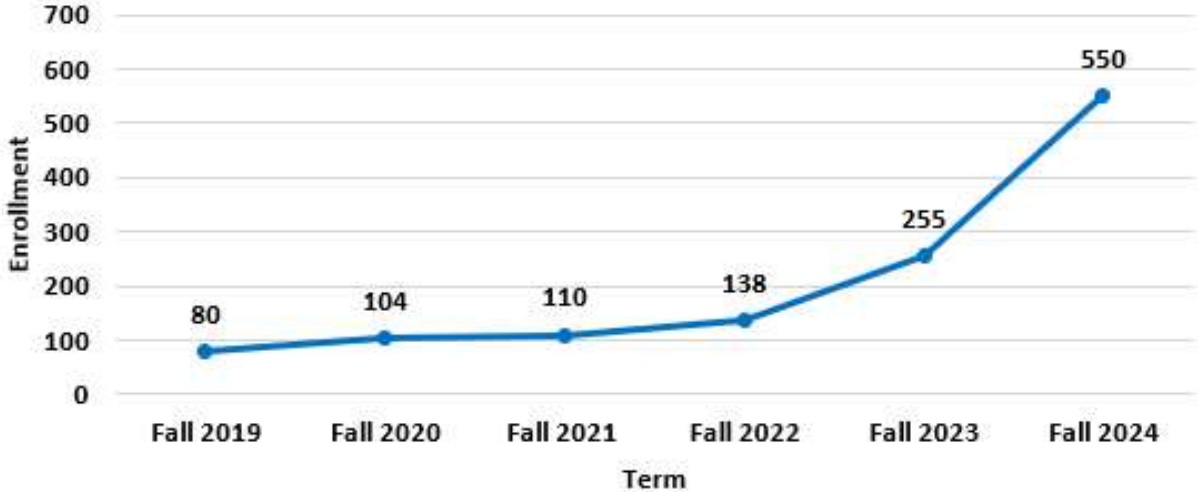
Four-Year Private Undergraduate Adult Enrollment  
Fall 2019 to Fall 2024



Adult enrollment has increased 23.9% over five years and 21.1% since last fall.

# 4YR Private Undergraduate Enrollment – First-Time Adult

Four-Year Private Undergraduate First-Time Adult Enrollment, Fall 2019 to Fall 2024



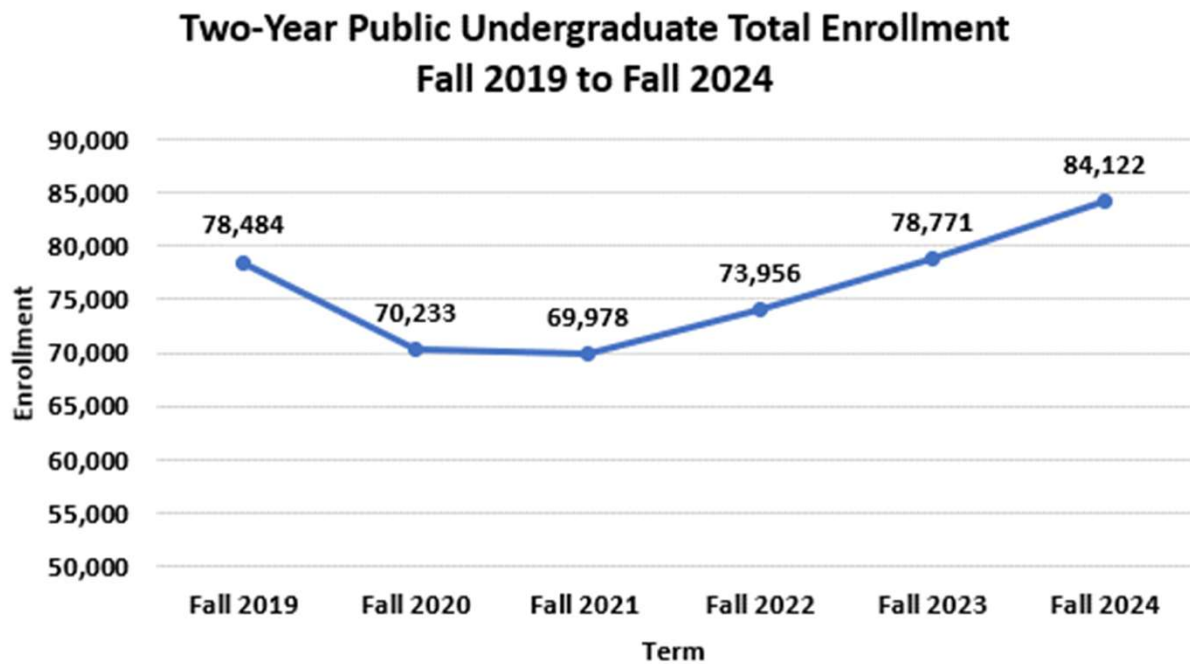
First-time adult enrollment has increased 587.5% over five years and 115.7% since last fall.

# 2YR Public Institution Undergraduate Enrollment Fall 2019 to Fall 2024

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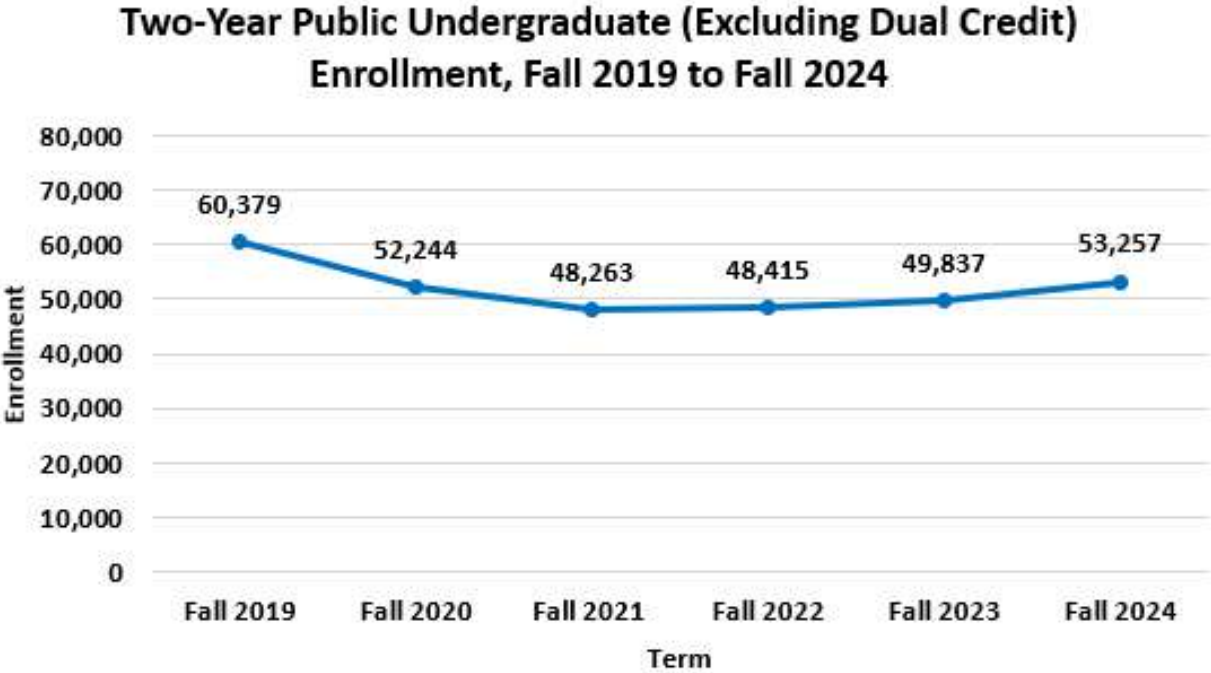
# 2YP Undergraduate Enrollment - Total



After a significant skid during the pandemic, KCTCS total enrollment has ballooned.

Since Fall 2019, total enrollment has grown 7.2%, including 6.8% since last fall.

# 2YP Undergraduate Enrollment – Total Excluding Dual Credit

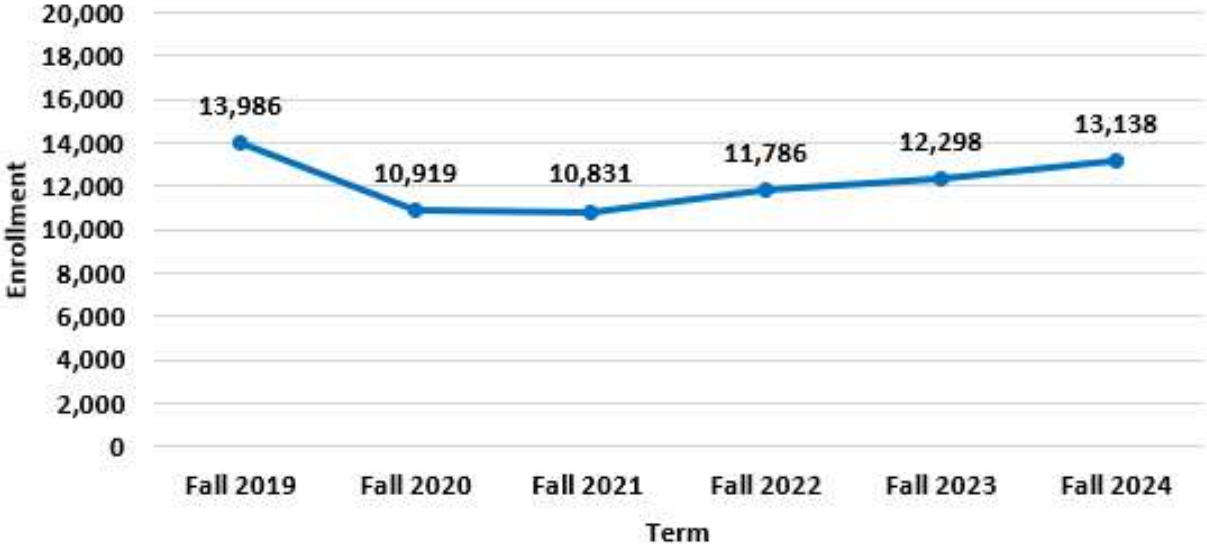


After seeing a dip in enrollment during the pandemic years, 2YP enrollment, excluding dual enrollment, is recovering.

2YP enrollment excluding dual credit increased 6.9% since last fall but is still down 11.8% from Fall 2019.

# 2YP Undergraduate Enrollment – First-Time

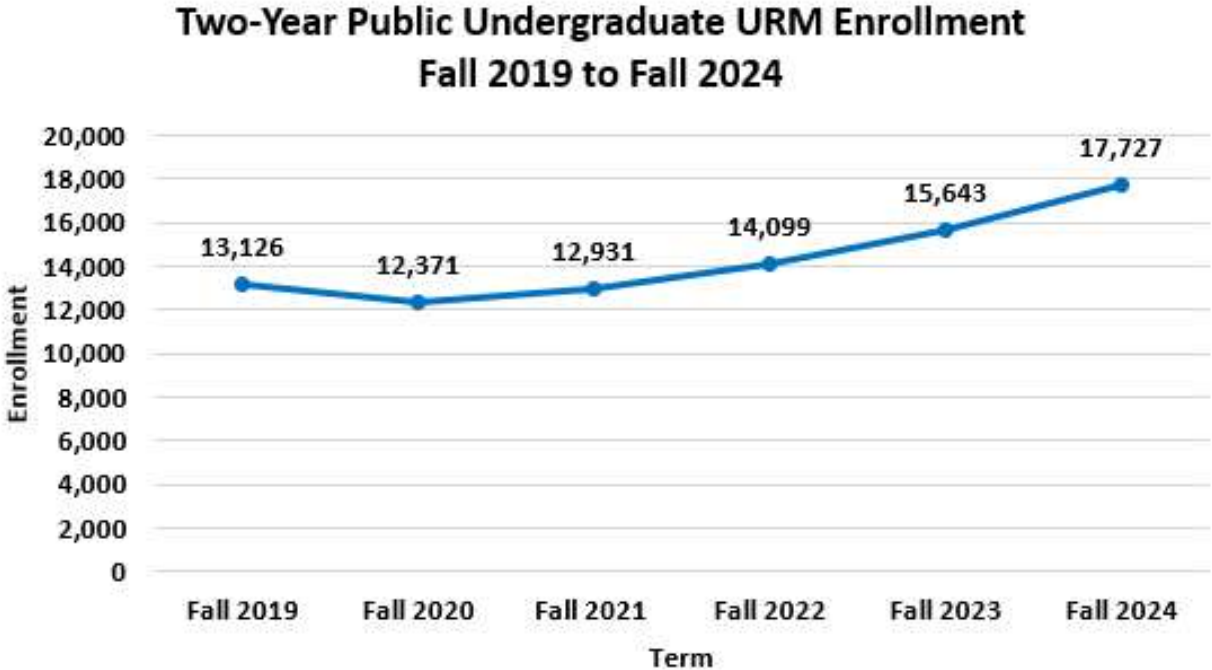
**Two-Year Public Undergraduate First-Time Enrollment  
Fall 2019 to Fall 2024**



First-time enrollment saw a moderate dip during the pandemic, but has steadily increased since AY 21-22 and is nearing pre-pandemic levels

Specifically, first-time enrollment increased 6.8% since last fall, but it is still down 6.1% from Fall 2019.

# 2YP Undergraduate Enrollment - URM

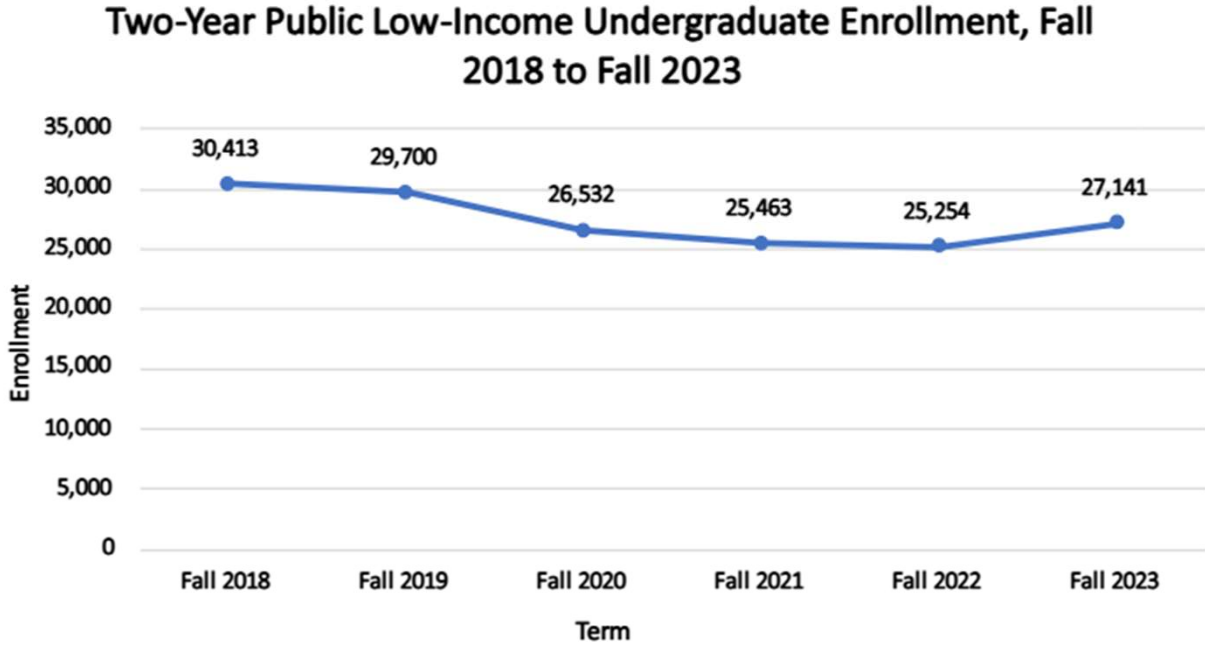


Like at four-year institutions, URM enrollment at 2YP was affected by the pandemic, but has skyrocketed since.

Since last fall, URM enrollment has increased 13.3%. Since Fall 2019, URM enrollment has increased by 35.1%.



# 2YP Undergraduate Enrollment – Low Income

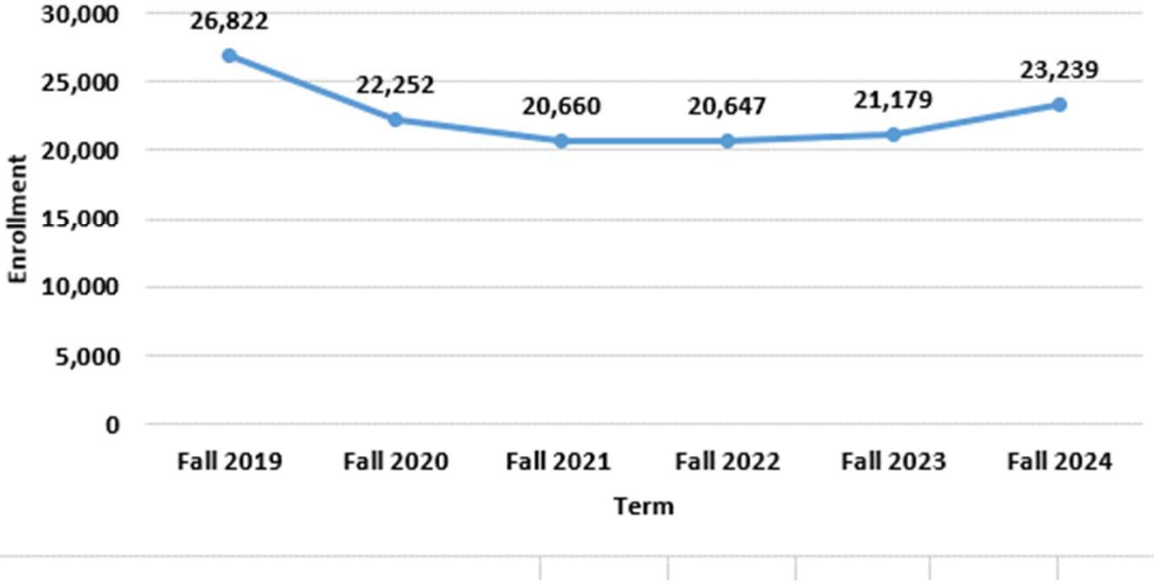


Low-income enrollment has been on the decline at 2YP, but we observed a significant rebound last year.

Over the period, low-income enrollment has decreased by 10.8% but grew 7.5% in the recent year.

# 2YP Undergraduate Enrollment – Adult

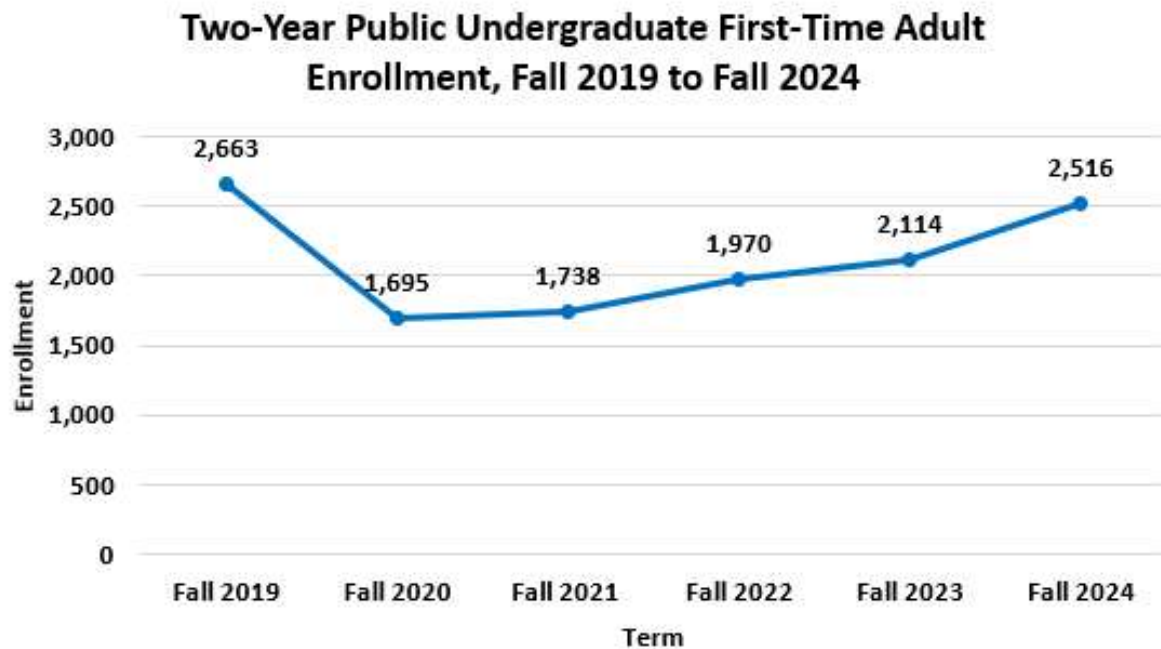
Two-Year Public Undergraduate Adult Enrollment  
Fall 2019 to Fall 2024



As noted elsewhere, adult enrollment has been in steady decline in Kentucky and nationwide for over a decade.

At KCTCS, which serves most adult students, adult enrollment has grown two consecutive falls, including 9.7% since last fall.

# 2YP Undergraduate Enrollment – First-Time Adult



First-time adult enrollment was greatly impacted by the pandemic but has since experienced steady growth. It is returning to pre-pandemic levels

Despite being down 5.5% from fall 2019, first-time adult enrollment is up 19% since last fall.

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Newsletter: **[cpe.ky.gov/news/subscribe](http://cpe.ky.gov/news/subscribe)**



**TITLE:** Update from the Kentucky Student Success Collaborative

**DESCRIPTION:** Staff leadership will introduce the new staff members of the Kentucky Student Success Collaborative (KYSSC) and discuss the 2025 Student Success Summit.

**STAFF CONTACTS:** Dr. Lilly Massa-McKinley, Assistant Vice President of KYSSC, CPE  
Dr. Amanda Ellis, Vice President, Student Access and Success

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### **KYSSC INFORMATION & STAFF INTRODUCTIONS**

Funded by the James Graham Brown Foundation and housed at CPE, the Kentucky Student Success Collaborative (KYSSC) serves as the first statewide center in the country that works with both two- and four-year institutions, linking campuses with nonprofit organizations, business leaders and state policy makers to identify challenges facing higher education students and develop strategies to address them. The goal of the initiative is to expand innovative approaches that will improve graduation rates, close equity gaps, enhance workforce development and increase learning opportunities for emerging leaders in higher education.

Over the last several months, the KYSSC has hired several new staff members to lead its work. Dr. Massa-McKinley will provide introductions at the meeting.

- Olivia Morris-Bush, Research Fellow
- Stephanie Cheung, Associate Director
- Ashley O'Neil, Associate Director
- Arion Jett-Seals, Associate Director
- Tracy Teater, Associate Director

### **2025 STUDENT SUCCESS SUMMIT**

The fourteenth annual Kentucky Student Success Summit will be held on February 10-11, 2025, and focuses on leadership and how we, as individuals and as campuses, can foster collaboration and innovation among Kentucky's campuses and other sectors. It features an opening keynote by Dr. Tristan Denley, who serves as deputy commissioner for Academic Affairs and Innovation at the Louisiana Board of Regents. His session will focus on the state's initiatives to create seamless transitions for students from admissions to transfer, as well as policy changes and innovative practices that aim to improve accessibility, reduce barriers, and streamline the path for students moving between two-year and four-year institutions. The full agenda can be found on the Summit page at: <https://cpe.ky.gov/studentsuccess/>.