AGENDA
Council on Postsecondary Education
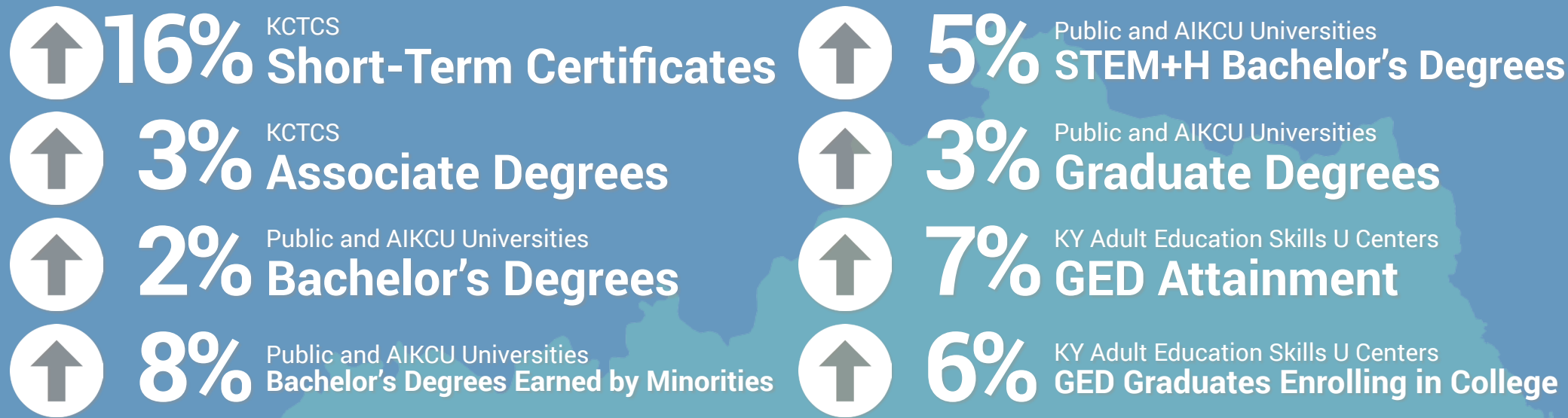Thursday, April 26, 2018
3:00 PM
University of Louisville, University Club, 200 East Brandeis Ave., Louisville, KY 40208

1. Council Work Session (*3:00 p.m.*)

    a. Welcoming and Meetings Overview

    b. Discussion of Tuition & Mandatory Fee Recommendation
        --action will not be taken

    c. Review of 2018 Stronger by Degrees Progress Report   2

    d. Update on 2018 CPE Retreat Priorities   67

2. Break *(5:15-5:30 p.m.)*

3. UofL Briefing & AMCC/First Build Tour *(5:30 p.m.)*
    --Shuttle will be provided to and from First Build

4. Dinner Meeting *(6:30 p.m.)*

    a. Guest Speaker: Ty Handy, President, Jefferson Community & Technical College

PROGRESS AT KENTUCKY POSTSECONDARY AND ADULT EDUCATION INSTITUTIONS

COMPARISON OF ACADEMIC YEARS 2015-16 & 2016-17

↑ **16%** KCTCS
Short-Term Certificates

↑ **5%** Public and AIKCU Universities
STEM+H Bachelor's Degrees

↑ **3%** KCTCS
Associate Degrees

↑ **3%** Public and AIKCU Universities
Graduate Degrees

↑ **2%** Public and AIKCU Universities
Bachelor's Degrees

↑ **7%** KY Adult Education Skills U Centers
GED Attainment

↑ **8%** Public and AIKCU Universities
Bachelor's Degrees Earned by Minorities

↑ **6%** KY Adult Education Skills U Centers
GED Graduates Enrolling in College

2

CHALLENGES FOR OUR STATE

College-Going Rate of High School Graduates

Kentucky's in-state college-going rate fell for the second year to 53.5 percent. A decrease of high school graduates is expected, which will lower even further the number of graduates enrolling in college. The college-going rate must improve to meet an ever-increasing workforce demand for a postsecondary degree or credential.

Graduation Rates of Minority and Low-Income Students

While the overall graduate rates for public universities exceed 50 percent, the rates for minority and low-income students are signficantly lower, at 37.4 percent and 37.1 percent, respectively. These students need to succeed to improve Kentucky's economic outlook, as well as address employers' growing needs for a more diverse workforce.

Returning Adults Enrolling in College

The enrollment rate of adults in college dropped again for the third year in a row. Kentucky needs to retain momentum in adult student enrollment. As the number of high school graduates is projected to decrease, it is vital that adults enroll in college for Kentucky to have a competitive, qualified workforce.

Kentucky Council on Postsecondary Education

f KYCPE   🐦 @CPENews   🌐 http://cpe.ky.gov

STRONGER
by degrees

Making Progress

- Kentucky is on track to reach our 60x30 educational attainment goal. In 2016-17, the total number of undergraduate degrees and credentials increased 7.4% over the prior year. An average annual increase of 1.7% is needed.

    - KCTCS conferred 9,950 associate degrees in 2016-17, a 3% increase over 2015-16
    - Total bachelor's degrees grew by 2% to 23,189, with an 8% increase in degrees conferred to minority students and a 5% increase in STEM+H degrees.
    - Short-term certificates grew by 16%. This represents over 1,300 additional students who completed a short-term certificate at KCTCS.

- Total master's, professional, and doctoral degrees increased by nearly 3% to 10,639. While graduate degrees at public universities remained flat, independent institutions increased graduate degree production by 13%.

- Kentucky Adult Education awarded 3,299 high school equivalent diplomas (GED®s) in 2016-17, a 7% increase over the previous year. GED® graduates enrolling in postsecondary education increased 7 percentage points.

- Kentucky public institutions remain competitive with other SREB states on average net price (out-of-pocket costs), despite continued declines in net General Fund appropriations. Average net price at Kentucky comprehensive universities has remained essentially unchanged since 2012-13.

Holding Steady

- Graduation rates at Kentucky colleges and universities continue to increase, but at a slower rate.

    - The overall six-year graduation rate for public four-year institutions now exceeds 50%; however, rates for low-income and minority students are significantly lower at 37.1% and 37.4% respectively.
    - At KCTCS, the three-year graduation rate rose to 27.1%. The three-year graduation rate is 23.8% for low-income students and 17.2% for minority students.

- Unlike the graduation rate, which captures only first-time, full-time students who remain at their native institution, Kentucky's completion rate reflects the progress of all freshmen who complete a credential anywhere in Kentucky six years later.

    - The overall completion rate for Kentucky's public universities is 58.5%, four percentage points less than the national average.
    - The 40% completion rate for KCTCS is slightly higher than the national sector average of 39.3%.

- First-year to second-year retention has shown modest improvement, moving to 76.9% at public four-year institutions and 54% at KCTCS.

Challenges Ahead

- Kentucky's in-state college-going rate fell from 54% in 2015 to 53.5% in 2016, marking the second consecutive decline.

- Over the next few years, the number of high school graduates is projected to remain static, but by 2030, a 7% decrease in high school graduates is expected, which will hurt Kentucky's ability to reach the 60x30 goal. Enrolling and graduating a greater percentage of non-traditional adult students (25 and older) will be essential.

- Currently, about 1.2 million working-age Kentuckians do not have a college degree. Enrolling more of these students will be challenging, as the percentage of adult students enrolled has fallen from 4% in fall 2013 to 3 percent in fall 2016.

- State funding per full-time student fell to $5,848 in 2016-17 and has declined 35% since 2007-08, the start of the Great Recession.

Kentucky Council on Postsecondary Education

STRONGER by degrees

PROGRESS REPORT

Kentucky's Progress toward Postsecondary & Adult Education Strategic Agenda Goals

April 2018

About the Council on Postsecondary Education

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

Key responsibilities include:

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

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From the President

In late 2016, the Council on Postsecondary Education approved a new strategic agenda for public postsecondary and adult education called "Stronger by Degrees: A Plan to Create a More Educated and Prosperous Kentucky" The agenda focuses on three major policy areas - Opportunity, Success, and Impact - and outlines statewide objectives and strategies the system will pursue to increase postsecondary participation, completion, and the impact of public colleges and universities on our workforce and economy. To make Kentucky more competitive on the national stage, this agenda advances a big goal - 60% of Kentuckians will have a postsecondary certificate or degree by the year 2030, up from 45% currently.

To enable the Council to track progress toward statewide goals, the agenda includes a set of key performance indicators or metrics. The Council staff worked with university and KCTCS leaders to develop performance targets for the 2020-21 academic year, which marks the end of this agenda. We required these targets to be aspirational yet realistic, and after several rounds of negotiation, we arrived at goals that will enable the system to produce enough graduates to meet workforce demands and narrow achievement gaps for underrepresented minority and low-income students.

This annual progress report, required by KRS 164.095, differs in a few respects from previous accountability reports. First, we include both state and institution-level data and targets to give a more complete picture of where we are and are not making progress. Second, at the beginning of each policy area, a one-page narrative describes the major activities CPE is leading to advance related objectives. Third, for each metric, we provide a technical definition as well as highlights to examine national and state trends. Finally, we include diversity metrics used to determine an institution's eligibility for new academic programs.

Here are a few of the metrics that were added in 2016-21 to address issues of growing concern to policy makers, legislators, students, parents and other constituents as we strive to reach our ambitious 60x30 goal:

- **Kentucky Adults Enrolled in College:** Since the number of high school seniors is not anticipated to grow, enrolling and graduating more Kentuckians over the age of 25 in postsecondary education will be critical to improving the skills of our current workforce.
- **Progress of Underprepared Students:** For too long, remedial education was a dead-end street for most students. Kentucky is committed to ensuring students who fall short of college readiness benchmarks complete a corequisite, credit-bearing course in English or math within a year of entry.
- **Statewide Completion Rate:** Although widely used, the graduation rate metric reported to the federal government has some limitations; it fails to capture the success of part-time and transfer students. This report includes a more comprehensive completion rate that reflects how many degree or certificate-seeking students (full- or part-time) complete any degree or certificate at any postsecondary institution within six years.
- **Graduates Working or Pursuing More Education:** As college costs and student debt levels rise, the public is demanding that colleges and universities demonstrate a good return on investment. This metric looks at how many graduates are employed or pursuing additional education in Kentucky a year after graduation.

Despite some changes, the basic purpose of this report remains the same - to highlight our successes and shine a light on areas where improvement is needed. In the months ahead, we will enhance the data dashboard and related tools on our website to provide even more transparency and accountability.

I commend our institutional partners for their efforts and look forward to accelerating progress toward our shared vision: to achieve greater prosperity through increased educational attainment, workforce readiness, research, and innovation.

Robert L. King, President
Council on Postsecondary Education

Kentucky's Educational Attainment Goal

What is it?

Kentucky has established an ambitious goal: for 60% of adults (ages 25-64) to obtain some level of postsecondary education (certificate or higher) by the year 2030. This will move the state closer to the projected national average and make Kentucky more competitive in an economy where most of the new jobs being created are going to people with a postsecondary credential.

This goal was developed in partnership with the National Center on Higher Education Management Systems (NCHEMS) after a detailed analysis of population projections, high school graduates in the pipeline, college enrollment patterns, in- and out-migration, and college completion rates. Reaching the goal will require an average annual increase of about 1.7%, which will bring total annual degree and credential production to around 75,000 by the year 2021.

60% in 2030

45% in 2016
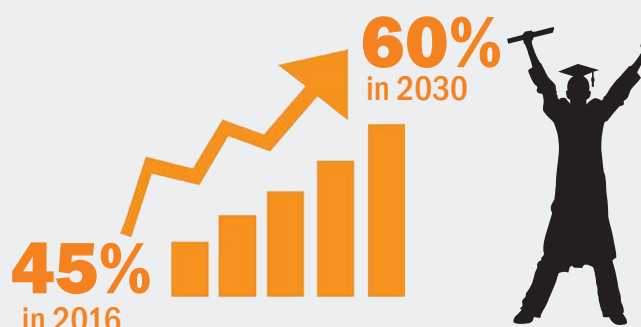
Source: The Lumina Foundation

Why is it important?

1. **America's economy is changing.** A recent report by the Georgetown University Center on Education and the Economy reveals that nearly all the jobs created in the U.S. since the Great Recession, 11.5 million out of 11.6 million, have gone to workers with at least some postsecondary education.

2. **Kentucky needs talent to capitalize on these changes.** To remain competitive, workers need to be problem solvers, innovators, analysts, communicators and facilitators. They must adapt easily to new technologies and be able to work in teams. They need to be lifelong learners, willing to retrain many times over the course of their careers. They need education beyond high school.

3. **All postsecondary credentials are needed.** Kentucky is poised for growth in five sectors—advanced manufacturing; healthcare; business and IT; transportation and logistics; and construction. Certificates help individuals land entry-level jobs. KCTCS works with public universities to create degree pathways that help workers advance in their education and careers over time.

4. **All regions must benefit.** Kentucky will succeed only if we achieve greater levels of education for all. Minority, low-income, and non-traditional students need resources and strong advising to help them complete college at rates equal to majority students. Rural areas need better access to postsecondary programs to help their economies and communities flourish.

5. **If we succeed, the benefits will transcend our economy.** College-educated individuals have higher rates of voting, charitable giving, and volunteerism. They are healthier and cost less to insure. They are less likely to be incarcerated, on public assistance, or addicted to drugs or alcohol. They read to their children more often and are more involved in their children's schools.

POLICY AREA 1: OPPORTUNITY

Kentucky has many avenues for individuals who wish to pursue postsecondary education. Unfortunately, ample opportunity has not produced equal rates of participation. Low-income and underrepresented minority students do not enroll at the same rate as their peers. Too many working-age adults have not completed a college degree and need to upgrade their skills to meet workforce demands. CPE is working with its partners to increase college going and close participation gaps through the following activities, which align to key objectives of the 2016-21 strategic agenda.

To improve diversity and inclusiveness:

- CPE, working with the Committee on Equal Opportunities, developed a new statewide diversity policy and directed campuses to craft plans to increase the racial, economic, and ethnic diversity of students, faculty and staff; promote cultural competence; increase enrollment, retention, and graduation; and foster a culture of equity and inclusion. These plans include performance targets on select goals, and annual progress will determine eligibility for new academic programs.

- CPE developed the Academic Leadership Development Institute (ALDI) for early career faculty of color interested in academic leadership positions. A cohort of 19 faculty members completed the institute in fall 2017, which provided an array of professional development opportunities to participants.

To increase college readiness:

- CPE provided funding to some postsecondary institutions to revise their teacher leader master's programs to include 18 hours of discipline-specific content. This qualifies secondary teachers to teach dual credit courses at their high schools, provided they are approved as a part-time faculty member and meet all accreditation guidelines.

- The Dual Credit Advisory Council, staffed by CPE, monitors the success of the Dual Credit Scholarship Program, which provides qualified high school seniors with two free dual credit courses, either in general education or career and technical education. Dual credit enrollment has increased substantially as a result of this program.

- As a member of the Kentucky Advising Task Force for Student Success, CPE helped develop seven college and career readiness standards and competencies to help standardize advising and counseling efforts across the state. Next steps include training, curricula, and metrics for use by college and career advisors.

- CPE provides access to NROC EdReady resources and assessments that include valuable instruction on academic intervention programming for Kentucky Adult Education and postsecondary institutions.

To enroll a greater percentage of underserved populations in college:

- Through a multi-million dollar federal GEAR UP grant, CPE administered a statewide outreach program for over 18 years to provide at-risk and underrepresented students, families, schools, and communitites with early college exploration, preparation, and support. Kentucky will compete for another round of funding in 2018 to provide comprehensive college access services for 10,000 Kentucky students and families from 2018-2025.

- In 2017, GEAR UP Kentucky held the Institute for a College-Going Commonwealth. This two-day conference convened over 400 diverse voices and perspectives to explore strategies to support academic, financial, cultural, social, and emotional readiness for postsecondary education.

- Project Graduate is a campaign to recruit former college students with 80+ hours toward a bachelor's degree to finish what they started. To date, more than 1,500 students have earned a degree through the program.

To prepare more Kentucky Adult Education students for college and careers:

- KYAE provides professional development for adult education instructors through the Adult Education Teacher Competencies, which help instructors enhance student learning and provide opportunities for self-assessment and reflection.

- A ten-year contract with the Worldwide Interactive Network provides adult education programs with unlimited access to online courseware to improve college and career readiness and develop soft skills.

- KYAE participates in several federal grants (Paths to Promise, Project CASE) to retrain low-income, disabled and underemployed adults for new careers in healthcare, information technology, and manufacturing.

- KYAE continues to increase college going among GED® recipients through programs like Advancing Opportunity and others.

To help make college more affordable:

- CPE establishes tuition parameters that limit the ability of public campuses to raise tuition and fees above a certain percentage. Since implementing the parameters in 2009, tuition increases have remained under five percent annually, below the SREB average.

- CPE advocates for increased funding for postsecondary institutions with the General Assembly through print materials, presentations, testimony before commitees, and meetings with individual legislators.

OPPORTUNITY

Kentucky will be stronger by ensuring postsecondary education is broadly accessible to all residents, students have the support and resources they need to pursue postsecondary opportunities, and all students enter postsecondary education prepared for credit-bearing work.
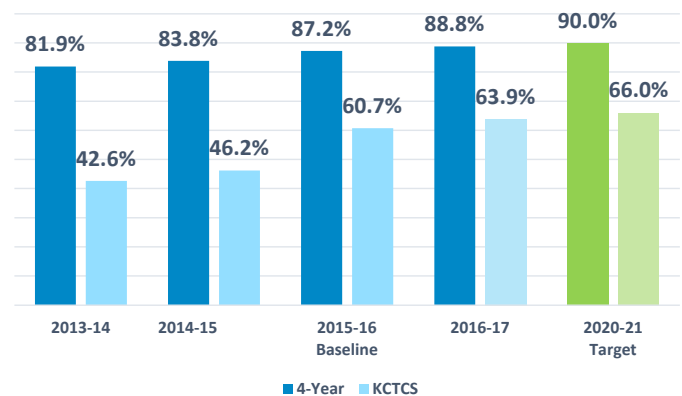
College Readiness of College Entrants

Highlights

- Kentucky is one of several states where 100% of high school juniors take the ACT exam, which makes it a useful proxy for college readiness.

- Kentucky's average ACT score increased from 19.6 for the graduating class of 2013 to 20 for the graduating class of 2017, one point below the national average. During this time, Kentucky experienced modest gains in subject-area scores, increasing 0.42 points in math (to 19.3), 0.75 points in English (to 19.7), and 0.85 points in reading (to 20.6).

- There is a wide disparity in ACT scores among majority and minority students in Kentucky. The average composite ACT score was 17 for 2017 African American graduates, 18.9 for Hispanic graduates, and 20.7 for white graduates. Achievement gaps have not narrowed significantly since 2013.

- Because Kentucky's metric considers not only ACT scores but scores on a range of campus placement exams, comparable national data is not available.

About this Measure:

The percent of recent Kentucky high school graduates (both public and private) entering public postsecondary education in Kentucky as a first-time, full-time student who met ACT readiness benchmarks (English 18, math 19, and reading 20) or campus placement exam requirements on assessments like COMPASS, KYOTE, Accuplacer, PARCC, etc. Data from 2016-17 reflects high school graduates from the class of 2016 who enrolled in college during the 2016-17 academic year.

	4-Year	KCTCS
2013-14	81.9%	42.6%
2014-15	83.8%	46.2%
2015-16 Baseline	87.2%	60.7%
2016-17	88.8%	63.9%
2020-21 Target	90.0%	66.0%

Source: Kentucky Postsecondary Education Data System (KPEDS)

In-State College-Going Rate

Highlights

- According to the Bureau of Labor Statistics, the national college-going rate is around 70%. This includes students going to college both in and out of state, while Kentucky's metric only reflects the in-state rate.

- Because of financial constraints, Kentucky no longer participates in the National Student Clearinghouse, which provides data on Kentucky seniors attending college out of state. The most recent data available estimated that rate at 5%, which would place Kentucky about 10 percentage points behind the national average.

- The in-state college-going rate is 43% for low-income students, 44% for Hispanic students, and 48% for African-American students, compared to an in-state college-going rate of 55% for white students.

- The number of high school seniors is projected to decline over the next decade, so Kentucky cannot rely on enrolling more 18-24 year olds to increase educational attainment.

About this Measure:

The percent of recent Kentucky high school graduates who attend any in-state postsecondary institution in the fall or spring after graduation. The year refers to the students' last year of high school, not first year of college. (For example, students included in 2016 were members of the high school graduating class of 2016 who enrolled in college during the 2016-17 academic year.)

2013	2014	2015 Baseline	2016	2020 Target
55.0%	55.0%	54.0%	53.5%	65.0%
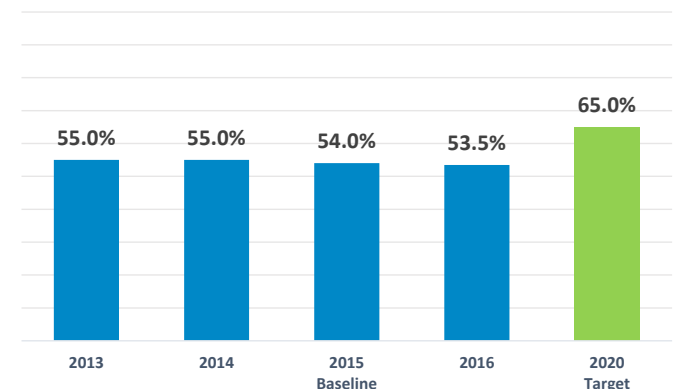
Source: Kentucky Center for Education and Workforce Statistics (KCEWS)

KY Adults Enrolled in College

About this Measure:

Kentuckians ages 25-64 currently enrolled in postsecondary education in Kentucky (both public and private institutions) as a percentage of the total number of Kentuckians in that age group without a postsecondary degree. Population estimates are obtained from the American Community Survey.

Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2020 Target
3.9%	3.0%	3.1%	3.0%	4.0%

Source: Kentucky Postsecondary Education Data System (KPEDS) and U.S. Census Bureau, American Community Survey

Highlights

- Kentucky enrolled 73,854 adults in postsecondary education in fall 2011. By fall 2016, that number had fallen to 48,949, a 51% decrease.

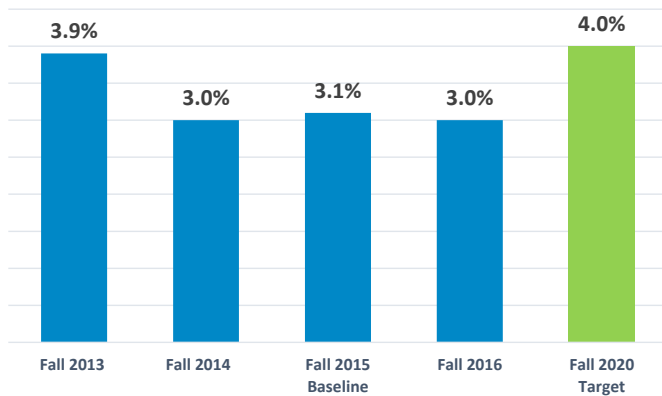- Low unemployment and a tight labor market typically lead to a decrease in adult college enrollment, which partially accounts for Kentucky's recent adult enrollment trend.

- Over the last five years, adult community and technical college enrollment in the U.S. decreased 12%, while KCTCS experienced a 30% decline over the same time period.

- To reach the 4% target, more than 70,000 adults will need to be enrolled in postsecondary education (assuming no change in Kentucky's adult population), which is critical to achieving the state's educational attainment goal.

KY Population without a High School Credential

About this Measure:

The percent of Kentucky's working-age population (18-64) without a high school diploma or its equivalent. Population estimates are obtained from the American Community Survey. This metric is one of Kentucky Adult Education's key indicators of progress.

2013	2014	2015 Baseline	2016	2020 Target
13.7%	13.4%	12.9%	12.6%	10.0%
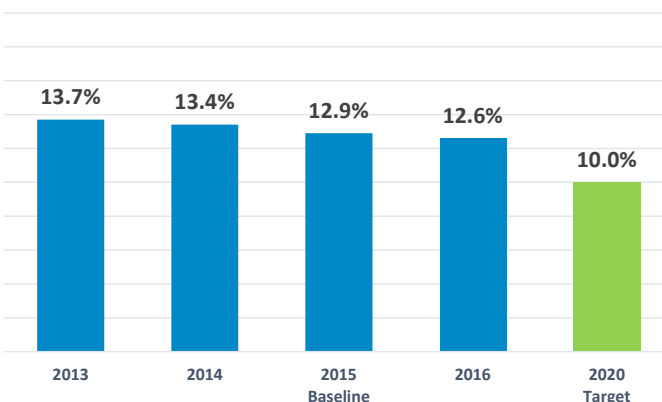
Source: U.S. Census Bureau and American Community Survey Five-Year Estimates

Highlights

- In 2016, 12% of the U.S. adult population (ages 18-64) did not have a high school credential, compared to 12.6% of Kentucky adults.

- From 2000 to 2015, the percentage of Kentucky adults (18-64) wihout a high school credential decreased 8.2 percentage points - from 21.1% to 12.9%. During this time frame, no other state improved as much as Kentucky on this metric.

- In 2000, there were 39 Kentucky counties where the percentage of adults who did not finish high school exceeded 30%. By 2015, every Kentucky county was under 30%.

- Similarly, there were only 34 Kentucky counties where the percentage of adults without a high school credential was 20% or lower in 2000. Fifteen years later, that number had risen to 95.

High School Equivalency Diplomas Awarded

Highlights

- According to the GED® Testing Service, Kentucky's GED® pass rate in FY17 was 85%, among the top 10 in the nation. The national pass rate is 79%.

- In FY15, a new GED® exam was implemented nationally. Individuals who had passed parts of the GED® but not the entire battery of tests had to finish by the end of FY14 or start over. KYAE developed a marketing campaign to encourage those individuals to complete their GED®, which partially accounts for the high number of graduates in FY14.

- The drop in exam graduates from FY14 to FY15 in Kentucky was significant (76.5%), but was still less than the drop nationwide (79%).

- Between FY15 and FY17, the GED® pass rate for students enrolling at the 6th-12th grade level equivalency nearly tripled - from 15.5% to 41.5%. The GED® completion rate for students enrolling at the 9th-12th grade level equivalency was higher in FY17 (56%) than it was in FY14 (49%).

About this Measure:

The number of Kentucky Adult Education students who earn a high school equivaleny diploma (GED®) in a fiscal year. This metric is one of Kentucky Adult Education's key indicators of progress.

FY 14	FY 15	FY 16 Baseline	FY 17	FY 21 Target
7,083	1,663	3,091	3,299	5,000
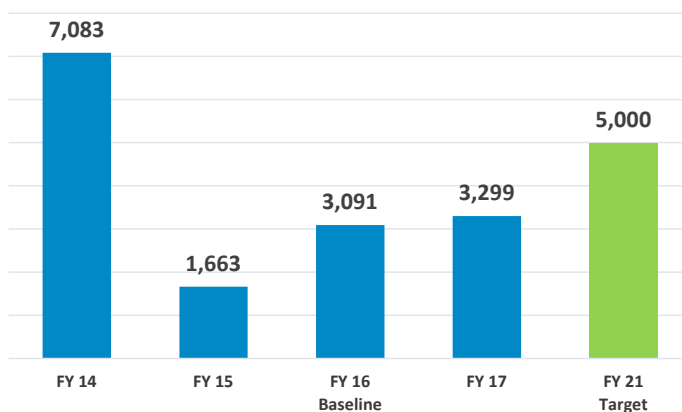
Source: GED® Testing Service

College-Going Rate of Adult Education Students

Highlights

- Of the GED® graduates who transitioned to Kentucky colleges and universities in 2016-17, 94% attended a KCTCS institution.

- Of the GED® graduates who earned postsecondary credentials in Kentucky between 2009-2014, 69% earned certificates, 20% earned associate degrees, 8% earned diplomas, and 2% earned bachelor's degrees.

- According to the Kentucky Center for Education and Workforce Statistics and the Kentucky Adult Education reporting system, the majority of GED® graduates enrolled in postsecondary education are pursuing credentials in health-related professions.

- The 6.4 percentage-point increase in the college-going rate of GED® graduates from FY16 to FY17 is an anomaly due to the low number of GED graduates (1,663) in that cohort year.

About this Measure:

The percent of Kentucky Adult Education students who enroll in a Kentucky postsecondary institution within two years of obtaining a high school equivalency diploma (GED®). The year refers to the year by which the student transitioned to college. This metric is one of Kentucky Adult Education's key indicators of progress.

| 2013-14	2014-15	2015-16 Baseline	2016-17	2020-21 Target
24.7%	22.9%	22.6%	29.0%	32.0%
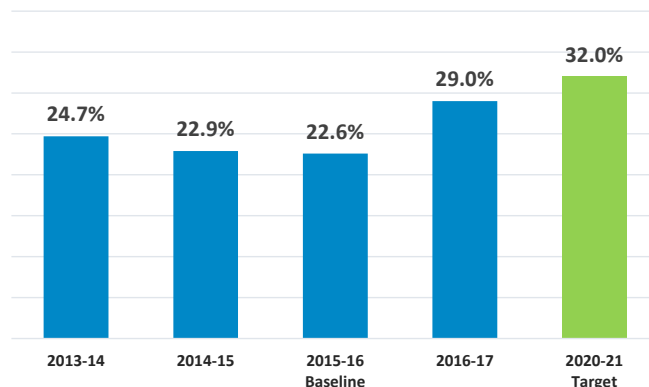
Source: GED® Testing Service and Kentucky Adult Education Reporting System (KAERS)

Net General Fund Appropriations per Student

About this Measure:

Net General Fund appropriations for public postsecondary institutions per full-time equivalent (FTE) students, adjusted for inflation using the Commonfund Higher Education Price Index (HEPI). Net General Fund appropriations do not include state financial aid provided to students or state monies for debt service.

2013-14	2014-15	2015-16 Baseline	2016-17
$6,259	$6,158	$6,223	$5,848
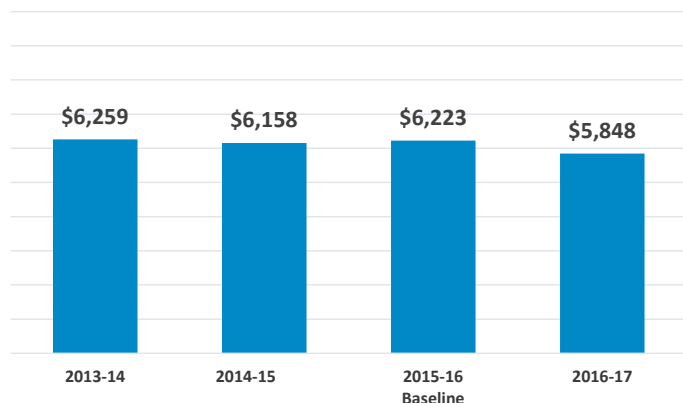
Source: Kentucky Budget of the Commonwealth and Common Fund Institute's Higher Education Price Index

Highlights

- State General Fund appropriations per FTE (adjusted for inflation) at Kentucky's public colleges and universities have declined 9% since 2012-13 and 35% since 2007-08, the start of the recession.

- According to the SHEEO State Higher Education Finance Survey, in 2015-16, Kentucky's appropriations per FTE, adjusted for cost-of-living differences, was at the national average.

- In 2015-16, Kentucky ranked 8th out of the 16 SREB states for state general purpose funding per FTE at public four-year universities, and 11th at public two-year universities.

- This metric does not take into consideration the effects of increased costs in the state's retirement system and shifting maintenance and operations costs from the state to the institutions.

Average Net Price

About this Measure:

Average cost of attendance for full-time entering students at a Kentucky public institution who paid the published in-state tuition and fee rate (including room and board), minus any grant or scholarship aid from federal, state, or local governments or the institution.

	2012-13	2013-14	2014-15	2015-16 Baseline
Research Universities	$14,359	$14,740	$16,327	$17,049
Comprehensive Universities	$10,377	$10,251	$10,484	$10,298
KCTCS	$6,506	$6,413	$6,780	$6,923
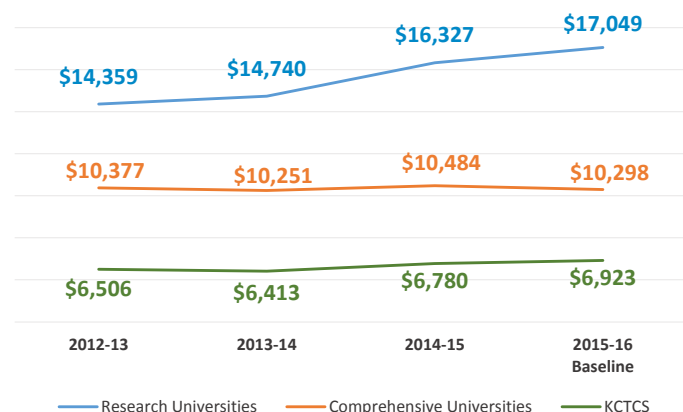
Source: Integrated Postsecondary Education Data System (IPEDS)

Highlights

- According to IPEDS, the average net price of attendance in 2015-16 in the U.S. was $16,757 for public four-year institutions and $8,800 for public two-year institutions.

- In the same year, the average net price of attendance for schools in the Southern Regional Education Board (SREB) was $14,097 for public four-year institutions and $8,269 for public two-year institutions.

- While the net price of Kentucky comprehensive universities has remained essentially unchanged over this time period, the net price of UK and UofL increased 18.7%. KCTCS experienced a moderate increase (6.4%) in net price but is still considerably below national and SREB averages.

- 2016-17 data on this metric has not yet been published by IPEDS, which accounts for the delay.

Progress of Underprepared Students in English

About this Measure:

The percentage of first-time, full-time undergraduate degree and credential-seeking students who are underprepared in English (according to the statewide college readiness standards) who complete a credit-bearing course in English by the end of the fall semester a year after entry. Successful course completion is defined as an A, B, C, D or P.

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017*	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University	60.2%	61.5%	54.8%	52.5%				**58.4%**
Kentucky State University	42.3%	51.2%	64.7%	84.8%				**65.0%**
Morehead State University	69.9%	72.0%	60.4%	58.8%				**70.0%**
Murray State University	51.4%	46.7%	53.9%	58.3%				**70.0%**
Northern Kentucky University	46.8%	52.8%	62.6%	61.2%				**82.0%**
University of Kentucky	79.0%	80.0%	80.7%	68.9%				**85.0%**
University of Louisville	84.2%	87.2%	92.2%	90.3%				**93.0%**
Western Kentucky University	52.6%	63.9%	60.9%	59.3%				**70.2%**
KCTCS	10.4%	27.0%	28.0%	22.9%				**50.0%**
STATEWIDE	32.3%	40.1%	40.6%	40.8%				70.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).
*Fall 2017 data will be available after grade files from the campuses are submitted in late April 2018.

Highlights

- Complete College America reports that 12% of all students enrolled in four-year universities in the U.S. are placed in remedial English, and 58% of these students fail to complete the introductory, credit-bearing (gateway) course in that subject. At two-year colleges, 34% are enrolled in developmental English, and 79% fail to complete the associated gateway course.

- Kentucky public institutions outperform the national average on this metric, due in large part to the implementation of corequisite models of developmental education. In these models, students scoring below college readiness benchmarks are enrolled in regular credit-bearing courses with enhanced support (e.g., additional tutoring or labs). CPE has supported corequisite English design and implementation, and has worked with public colleges, universities and national partners to create professional development and technical assistance opportunities for administrators and practitioners. In fall 2017, over 5,000 students were enrolled in corequisite mathematics, English, and reading courses.

- Before implementing corequisite English, only 56% of developmental students at Kentucky's comprehensive universities completed a gateway English course within two years of entry. Based on three semesters of data from corequisite pilots at these campuses, over 75% of corequisite English students completed the associated gateway course in one semester, saving them time and money.

- At KCTCS, only 34% of developmental English students completed the gateway course within two years of entry. Based on three semesters of data from corequisite pilots at these campuses, 66% of corequisite English students completed the gateway course in one semester.

Progress of Underprepared Students in Mathematics

About this Measure:

The percentage of first-time, full-time undergraduate degree and credential-seeking students who are underprepared in mathematics (according to the statewide college readiness standards) who complete a credit-bearing course in mathematics or quantitative reasoning by the end of the fall semester a year after entry. Successful course completion is defined as an A, B, C, D or P.

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017*	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University	28.7%	26.3%	18.5%	28.5%				**24.1%**
Kentucky State University	18.6%	16.8%	43.2%	81.0%				**50.0%**
Morehead State University	36.0%	34.2%	27.5%	29.4%				**33.4%**
Murray State University	21.7%	25.3%	4.1%	27.6%				**60.0%**
Northern Kentucky University	23.2%	27.9%	30.0%	26.1%				**60.0%**
University of Kentucky	56.2%	56.1%	53.7%	64.0%				**65.0%**
University of Louisville	16.6%	10.1%	23.2%	11.5%				**35.0%**
Western Kentucky University	34.3%	36.2%	42.0%	38.7%				**60.0%**
KCTCS	5.0%	13.4%	21.4%	13.9%				**40.0%**
STATEWIDE	**20.2%**	**20.2%**	**26.1%**	**24.2%**				**60.0%**

Source: Kentucky Postsecondary Education Database System (KPEDS).
*Fall 2017 data will be available after grade files from the campuses are submitted in late April 2018.

Highlights

- Complete College America reports that 24% of all students enrolled in four-year universities in the U.S. are placed in developmental mathematics, and more than 66% of these students fail to complete the introductory, credit-bearing (gateway) course in that subject. At two-year colleges, 52% are enrolled in developmental mathematics, and 81% fail to complete the associated gateway course.

- CPE has supported corequisite mathematics design and implementation, and has worked with public colleges, universities and national partners to create professional development and technical assistance opprtunities for administrators and practitioners.

- Before implementing corequisite mathematics, only 38% of developmental students at Kentucky's comprehensive universities completed a gateway mathematics course within two years of entry. Based on three semesters of data from corequisite pilots at these campuses, now more than 75% of corequisite mathematics students completed the associated gateway course in one semester, saving them time and money.

- At KCTCS, only 18% of developmental mathematics students completed the gateway course within two years of entry. Based on three semesters of data from corequisite pilots at these campuses, more than 60% of corequisite mathematics students completed the gateway course in one semester.

POLICY AREA 2: SUCCESS

Kentucky's future prosperity depends on more people advancing through our postsecondary education system and graduating in less time. CPE is leading efforts to increase degree production; make instruction more relevant, rigorous and engaging; improve support services for students when and where they need it; close achievement gaps; and ensure academic quality across our campuses. The following are just a few of the activities underway that align to key objectives of the 2016-21 strategic agenda.

To increase persistence and timely completion:

- CPE holds an annual Student Success Summit, which provides faculty, staff, and administrators an opportunity to learn from national experts and engage in stimulating discussions with colleagues from across the state.

- CPE promulgated administrative regulations for the performance funding models for public universities and KCTCS, which will be implemented in 2018-19 and phased in over a three-year period. The models award funding partially based on performance - including retention, progression, graduation, and degrees - with a premium on outcomes for low-income and underrepresented minority students.

- CPE is leading efforts to increase the use of corequisite models of developmental education, allowing students who do not meet ACT readiness benchmarks in English, mathematics, and reading to be placed in credit-bearing courses with enhanced supports. With funding from the James Graham Brown Foundation and other sources, CPE has been able to provide extensive professional development and incentives for nearly all of the public institutions to participate.

- CPE coordinates the "15 to Finish" campaign, a series of communication and outreach materials that can be customized to encourage undergraduate students to take 15 credit hours each semester to finish their bachelor's degree in four years.

To improve two-year to four-year transfer:

- Over the last three years, CPE has supported KCTCS's efforts to streamline the transfer process. At the most recent event, Transfer Summit 3.0, representatives from universities and community and technical colleges discussed campus trends, identified obstacles to seamless transfer, and identified possible solutions.

- CPE, KCTCS, and the public universities have collaborated to create and maintain more than 90 degree pathways, which help students graduate on time with fewer unnecessary credits and less accumulated debt. Information about transfer and degree pathways is available to students via the CPE-maintained KnowHow2Transfer.org website.

- CPE is working on efforts to maximize the transferability of military credits to public postsecondary institutions. With assistance from the Multi-state Collaborative on Military Credit, CPE developed guiding principles for awarding military credit and a crosswalk between multiple Army-enlisted occupations that depicts recommended college credits based on the American Council on Education's research.

To promote academic excellence through improvements in teaching and learning:

- Kentucky is participating in the VALUE Institute, a national project engaging faculty in authentic assessment methods to provide evidence of student learning. Student work is evaluated using faculty-developed VALUE rubrics for critical thinking, quantitative literacy, and written communication under the auspices of the Association of American Colleges and Universities' LEAP (Liberal Education and America's Promise) initiative. Since 2014, Kentucky has participated in the Multi-state Collaborative to Advance Quality Student Learning (MSC) consortium within the VALUE Institute, in which 10 states and 17 institutions participate nationally.

- The 2017 Pedagogicon, held May 19th at Eastern Kentucky University's Noel Studio for Academic Creativity, focused on the theme of "Innovations in Teaching and Learning." This theme underscored the importance of forward-thinking teaching strategies that promote student engagement and learning. The event was sponsored by the statewide Faculty Development Workgroup.

- CPE staff evaluated more than 200 existing academic programs at KCTCS and seven public universities in 2017. In addition to these program reviews, staff members are working with campus representatives to refine the program review process to increase focus on academic quality measures, data on post-graduation success, and efficiency and collaboration.

- CPE convenes one committee and three workgroups comprised of postsecondary educators and administrators. The Committee on Undergraduate Education leads campus efforts related to academic quality, achievement gaps, and other priorities in the continuous improvement of undergraduate education. The Academic Quality Assurance workgroup focuses on academic standards, as well as assessment of student learning, academic programs, and support systems. The General Education workgroup focuses on the design, implementation, and assessment of general education to assure a high-quality experience for all students, with an emphasis on scaffolding high-impact practices and structuring a coherent curriculum. The Teaching and Learning workgroup focuses on increasing academic quality, improving student learning, and closing achievement gaps through faculty development and effective use of digital resources.

- CPE sponsored a free faculty workshop aimed at improving student learning in the area of written communication, an essential skill needed for today's workforce. The workshop focused on assignment design, and each campus team was encouraged to share this professional learning opportunity with others. Funds for the workshop were provided by a faculty collaborative grant from the Association of American Colleges and Universities.

SUCCESS

Kentucky will be stronger by ensuring that many more individuals complete a postsecondary degree or credential, and that they graduate with the skills and abilities to be productive, engaged citizens.

Graduation Rates

About these Measures:

Three-year graduation rate is the metric public community and technical colleges report to the United States Department of Education through the Integrated Postsecondary Education Data System, or IPEDS. This measure reflects the percentage of first-time, full-time, associate or credential-seeking students entering in the fall semester who graduate with an associate degree or credential within three years of entry. The normal time to complete an associate degree is two years, but this metric looks at students who earn a degree within 150% of the normal time frame. Graduation rates are typically lower at community and technical colleges because a significant portion of enrollments are part-time, transfer, or adult students who are balancing school, work, and other life demands and experience stops and starts on their path to a degree.

The six-year graduation rate is reported to IPEDS by public universities and reflects the percentage of first-time, full-time undergraduate degree-seeking students who receive a bachelor's degree within six years, which is 150% of the normal time frame. As with the three-year rate, part-time, returning, or transfer students are excluded from the cohort, as are students who begin in the spring semester.

In this strategic agenda, CPE made the decision to monitor and report graduation rates for low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latino, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Significant achievement gaps among minority and majority groups are a serious policy concern that limits the future competitiveness and prosperity of the state and its citizens. The goal is to narrow and eventually close these gaps. Graduation rates for URM students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Despite their limitations, three-year and six-year graduation rates are a useful way to compare the success of public institutions across the country in fulfilling their core undergraduate mission - ensuring students graduate in a timely manner.

Highlights

- According to the National Center for Education Statistics (NCES), the three-year graduation rate at U.S. two-year public universities is 22%, which is lower than at KCTCS (27.1%).

- In 2016-17, there was a 3.3 percentage-point gap in the graduation rate for low-income students at KCTCS. The gap for underrepresented minority students was larger, at 9.9 percentage points.

- NCES reports the national six-year graduation rate for four-year institutions is 59%, significantly higher than Kentucky's public university average of 51.3%. Only one public institution (the University of Kentucky) exceeds the national average.

- Six-year graduation rates have improved for all categories of students since 2011-12. However, the overall graduation rate is improving at a faster rate than for low-income or underrepresented minority students, thereby widening achievement gaps.

- At four-year public universities, the graduation rate for low-income students currently trails the statewide average by 14.2 percentage points; the rate for underrepresented minority students is 13.9 percentage points lower.

KCTCS (3-Year Rate)

INSTITUTION	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS										
Overall	24.9%	23.4%	23.7%	25.5%	26.8%	27.1%				**30.5%**
URM	13.3%	13.4%	14.5%	14.1%	16.5%	17.2%				**22.5%**
Low-Income	23.6%	21.7%	20.7%	23.4%	23.4%	23.8%				**28.0%**

Graduation Rates

Public Universities (6-Year Rate)

INSTITUTION	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University										
Overall	37.5%	39.3%	41.9%	45.1%	45.0%	49.3%				**50.0%**
URM	23.4%	28.2%	26.1%	39.1%	37.0%	32.9%				**43.0%**
Low-Income	29.4%	29.4%	29.7%	35.5%	36.3%	35.4%				**42.0%**
Kentucky State University										
Overall	13.1%	18.2%	20.1%	22.1%	20.6%	21.4%				**30.0%**
URM	12.6%	18.8%	21.2%	23.1%	20.1%	22.0%				**30.0%**
Low-Income	12.1%	17.8%	19.7%	20.5%	20.3%	19.2%				**30.0%**
Morehead State University										
Overall	42.7%	44.6%	46.2%	40.1%	45.7%	41.8%				**48.2%**
URM	32.8%	30.5%	42.9%	22.4%	32.6%	30.2%				**37.5%**
Low-Income	33.3%	34.5%	34.7%	30.9%	34.1%	30.0%				**38.0%**
Murray State University										
Overall	53.9%	53.2%	51.9%	48.5%	48.6%	48.9%				**50.0%**
URM	46.1%	41.1%	43.9%	36.5%	37.6%	31.3%				**42.0%**
Low-Income	44.2%	38.9%	43.6%	38.4%	37.4%	35.6%				**42.0%**
Northern Kentucky University										
Overall	37.1%	37.7%	36.3%	39.8%	37.6%	39.4%				**45.0%**
URM	28.1%	29.4%	22.6%	28.5%	23.0%	27.4%				**39.0%**
Low-Income	28.4%	28.3%	25.8%	29.0%	30.3%	28.0%				**39.0%**
University of Kentucky										
Overall	57.6%	60.4%	60.2%	61.3%	63.6%	64.6%				**70.0%**
URM	50.0%	44.8%	45.2%	40.7%	52.4%	51.9%				**58.5%**
Low-Income	42.7%	48.5%	47.8%	46.5%	51.5%	50.0%				**56.0%**
University of Louisville										
Overall	52.1%	53.5%	53.6%	52.9%	52.8%	54.4%				**60.1%**
URM	43.8%	43.2%	49.6%	44.5%	51.1%	47.8%				**58.5%**
Low-Income	40.5%	48.2%	44.4%	41.3%	45.1%	45.8%				**54.1%**
Western Kentucky University										
Overall	49.6%	50.3%	50.1%	50.0%	51.9%	50.7%				**53.7%**
URM	35.6%	35.6%	33.8%	33.3%	33.9%	30.7%				**40.0%**
Low-Income	37.5%	38.3%	37.8%	36.2%	41.0%	37.9%				**45.0%**
STATEWIDE (public universities only)										
Overall	47.6%	48.9%	49.3%	49.8%	50.6%	51.3%				**60.0%**
URM	33.6%	33.5%	35.9%	35.5%	38.8%	37.4%				**50.0%**
Low-Income	34.5%	36.9%	36.5%	36.3%	38.8%	37.1%				**50.0%**

Source: Kentucky Postsecondary Education Database System (KPEDS).

First-Year to Second-Year Retention

About this Measure:

The percentage of first-time, degree- or credential-seeking students enrolled in the previous summer or fall who are still enrolled the following fall or, in the case of KCTCS students, have successfully completed a credential. A high retention rate suggests students are satisfied enough with their first-year experience to return for a second year. Student support services like advising, mentoring, and financial assistance are all factors that can influence a school's retention rate.

In this strategic agenda, CPE made the decision to monitor and report retention rates for low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latino, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Significant retention gaps among minority and majority populations are a serious policy concern that limits these students' chance of obtaining a degree in a timely fashion. The goal is to narrow and eventually close these gaps. Retention rate of URM and low-income students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Highlights

- According to the National Center for Education Statistics (NCES), the average retention rate at U.S. two-year public universities is 61%, 7 percentage points higher than at KCTCS (54%). KCTCS has improved 3.1 percentage points since 2011-12.

- There is a 1.2 percentage-point gap in the retention rate of low-income students at KCTCS. The gap for underrepresented minority students is larger, at 7 percentage points. However, since 2011-12, KCTCS has narrowed achievement gaps for both groups of students.

- NCES reports the national retention rate for four-year public institutions is 81%, considerably higher than Kentucky's rate (76.9%). Only one public institution (the University of Kentucky) exceeds the national average; the University of Louisville is just below the national average at 80.7%.

- At four-year public universities, the retention rate for low-income students trails the statewide average by 7.5 percentage points; the rate for underrepresented minority students is 3.5 percentage points lower.

- Underrepresented minority students are retained at a higher rate than average at Kentucky State University and the University of Louisville. At Northern Kentucky University, the difference is one-tenth of a percent.

KCTCS

INSTITUTION	Fall 11-Fall 12	Fall 12-Fall 13	Fall 13-Fall 14	Fall 14-Fall 15	Fall 15-Fall 16 Baseline	Fall 16-Fall 17	Fall 17-Fall 18	Fall 18-Fall 19	Fall 19-Fall 20	Fall 20-Fall 21 Target
KCTCS										
Overall	50.9%	51.6%	52.0%	50.1%	52.6%	54.0%				**54.4%**
URM	40.0%	40.4%	42.2%	40.1%	45.1%	47.0%				**46.8%**
Low-Income	48.3%	49.9%	49.2%	47.6%	50.3%	52.8%				**53.7%**

First-Year to Second-Year Retention

Public Universities

INSTITUTION	Fall 11-Fall 12	Fall 12-Fall 13	Fall13-Fall 14	Fall 14-Fall 15	Fall 15-Fall 16 Baseline	Fall 16-Fall 17	Fall 17-Fall 18	Fall 18-Fall 19	Fall 19-Fall 20	Fall 20-Fall 21 Target
Eastern Kentucky University										
Overall	68.0%	72.2%	72.3%	74.0%	74.0%	73.4%				**75.0%**
URM	56.5%	60.7%	60.8%	65.5%	64.1%	62.8%				**67.0%**
Low-Income	59.8%	66.6%	66.2%	69.4%	69.9%	68.7%				**72.0%**
Kentucky State University										
Overall	46.3%	46.8%	43.5%	58.9%	59.2%	67.7%				**70.0%**
URM	46.2%	44.3%	42.2%	57.1%	60.3%	74.6%				**70.0%**
Low-Income	47.8%	52.3%	41.9%	58.3%	60.5%	72.7%				**70.0%**
Morehead State University										
Overall	67.1%	69.1%	69.6%	65.7%	70.7%	72.3%				**76.2%**
URM	64.6%	66.2%	69.7%	62.5%	67.8%	63.2%				**73.9%**
Low-Income	59.3%	66.7%	66.3%	59.2%	67.3%	67.3%				**73.5%**
Murray State University										
Overall	70.3%	72.9%	72.4%	71.8%	74.2%	77.3%				**77.0%**
URM	63.0%	66.8%	61.2%	60.6%	69.1%	75.0%				**75.0%**
Low-Income	63.8%	66.9%	61.2%	61.8%	65.6%	72.0%				**70.0%**
Northern Kentucky University										
Overall	67.3%	67.4%	69.3%	69.1%	71.9%	72.5%				**77.0%**
URM	55.8%	59.5%	66.8%	63.7%	69.5%	72.4%				**75.0%**
Low-Income	61.0%	59.7%	63.6%	62.7%	64.4%	64.2%				**71.0%**
University of Kentucky										
Overall	81.3%	82.5%	82.2%	82.7%	81.7%	83.3%				**90.0%**
URM	75.2%	77.6%	76.3%	76.1%	77.2%	79.9%				**80.0%**
Low-Income	73.7%	76.4%	74.1%	75.9%	74.8%	76.0%				**80.0%**
University of Louisville										
Overall	77.1%	77.9%	80.6%	79.4%	79.7%	80.7%				**82.0%**
URM	75.3%	78.1%	79.3%	78.7%	78.0%	81.7%				**80.5%**
Low-Income	73.1%	72.2%	75.1%	74.4%	74.5%	76.3%				**77.5%**
Western Kentucky University										
Overall	71.3%	71.7%	73.1%	72.4%	72.8%	69.8%				**74.6%**
URM	62.4%	58.5%	62.6%	59.1%	58.3%	57.7%				**67.4%**
Low-Income	64.5%	61.6%	65.7%	62.1%	63.7%	60.1%				**70.1%**
STATEWIDE (public universities only)										
Overall	75.8%	74.5%	75.0%	75.5%	76.3%	76.9%				**81.8%**
URM	67.9%	66.2%	67.0%	68.9%	71.0%	73.4%				**75.3%**
Low-Income	67.8%	67.0%	66.8%	67.2%	69.2%	69.4%				**72.6%**

Source: Kentucky Postsecondary Education Database System (KPEDS).

Average Credit Hours Earned at Graduation

About this Measure:

The average number of credits earned by associate and bachelor's degree graduates at the time of graduation, including credit transferred into the degree-granting institution from other postsecondary institutions. This includes the number of hours accepted in transfer, but does not include hours earned in developmental or remedial courses or credit hours earned while obtaining a second degree at the same level in the same year. Most accreditors require bachelor's degree programs to consist of a minimum of 120 credit hours; for associate degree programs, the minimum is 60 credit hours. Often, specific program accreditors require a higher number of credit hours for graduation.

INSTITUTION	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University	140.0	141.3	141.3	140.5	142.1				**137.5**
Kentucky State University	146.3	140.3	141.7	142.3	140.3				**120.0**
Morehead State University	143.2	141.4	140.7	138.1	136.4				**136.6**
Murray State University	142.2	139.6	139.7	138.0	138.6				**132.0**
Northern Kentucky University	139.7	139.0	138.8	137.8	134.9				**135.7**
University of Kentucky	140.2	139.5	140.6	140.5	140.5				**135.4**
University of Louisville	141.6	142.4	142.2	142.2	140.9				**137.0**
Western Kentucky University	139.6	139.6	139.0	139.6	138.9				**138.6**
KCTCS	91.1	91.4	90.3	86.2	84.4				**80.0**
AIKCU	136.2	135.5	135.4	135.7	138.6				**NA**
STATEWIDE (public 4-year only)	**139.7**	**139.3**	**139.4**	**139.0**	**138.6**				**134.0**

Source: Kentucky Postsecondary Education Database System (KPEDS)

Highlights

- Kentucky graduates who accumulate hours beyond what their program requires may incur more costs, both from increased tuition and indirectly from lost wages.

- According to Complete College America, the average number of credit hours earned by graduates of public two-year institutions is 82.2, 2.2 hours less than the KCTCS average. The average number of credit hours earned at public four-year institutions is 135, lower than the statewide average of 139.

- Only one institution (Northern Kentucky University) is below the national average on this metric. Morehead State University, at 136.4, is only 1.4 credit hours higher.

- Four institutions and KCTCS have decreased average credit hours awarded since 2012-13, with the biggest declines at Morehead State University (6.8 credit hours) and Kentucky State University (6 credit hours). Eastern Kentucky University's average increased by 2.1, while UK, UofL and WKU are basically unchanged.

- As part of the program review process, CPE staff members monitor average credits to degree for graduates in each program over a five-year period.

Statewide Completion Rate

About this Measure:

Unlike the graduation rate, the statewide completion rate is a more comprehensive metric that looks at outcomes of students who began postsecondary education six years earlier. It captures all first-time students enrolled part-time or higher, as well as students who began at one institution and finished at another.

2016 Completion Rate for Students Starting in 2010

2-Year Public

U.S. — Total Completion: **39.3%**
| 26.7% | 12.6% | 15.8% | 44.9% |

Kentucky — Total Completion: **40.0%**
| 31.8% | 8.2% | 9.9% | 50.1% |
2020 Target: 45.0%

4-Year Public

U.S. — Total Completion: **62.5%**
| 49.5% | 13.0% | 13.2% | 24.3% |

Kentucky — Total Completion: **58.5%**
| 44.8% | 13.7% | 13.0% | 28.5% |
2020 Target: 65.0%

■ Graduated from Home Institution
■ Graduated from Another Institution
■ Still Enrolled at Any Institution
■ Didn't Graduate & Not Enrolled
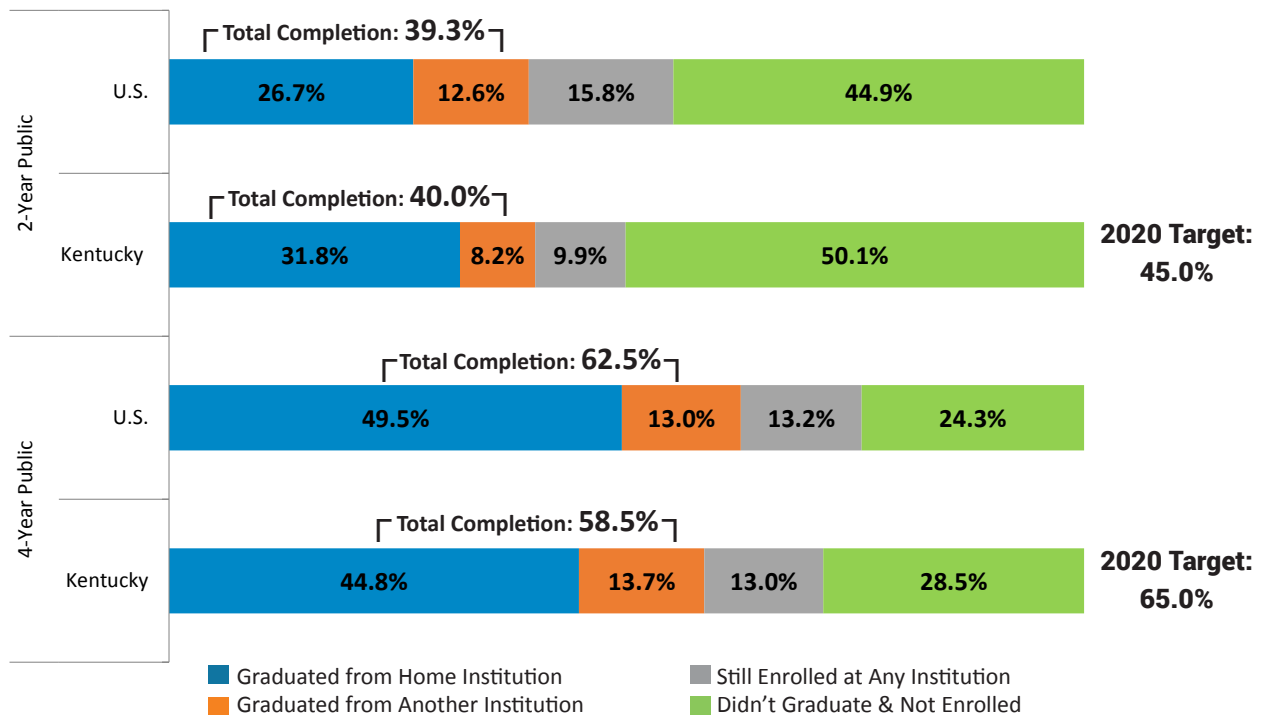
Highlights

- The overall completion rate for KCTCS is slightly higher than the national average. Kentucky public universities trail the national average by 4 percentage points.

- Half of the students who enrolled in KCTCS in 2016 left school without a credential, higher than the national average of 45%. At Kentucky public universities, 28.5% left school without a degree, compared to the national average of 24.3%.

- The 2016-17 three-year graduation rate at KCTCS is 27.1%, compared to a six-year completion rate of 40%.

- Kentucky's 2016 public six-year graduation rate is 51.3%, compared to a six-year completion rate of 58.5%.

- A large majority of the 2010 cohort (17,672 students) was 20 years old or younger. Only 827 students (4%) were older than age 24.

- The statewide target for the 2020 completion rate is 45% for the two-year publics (KCTCS) and 65% for the four-year publics.

KCTCS Transfers with an Associate Degree

Highlights

- A descriptive study from the National Student Clearinghouse found that students who transferred to a four-year institution with a certificate or associate degree were 16 percentage points more likely to earn a bachelor's degree than those who transferred without one (72% versus 56%).

- KCTCS has made steady progress on this metric, improving 1.6 percentage points since 2011-12. Preliminary data suggests the transfer rate in 2015-16 will be around 38.8%.

- In 2014-15, 5,826 students transferred to a four-year institution in Kentucky. Of these students, 4,907 transferred to a four-year public institution (84.2%).

- About a third of transfer students (1,960) transferred with 60 or more credit hours, but only 15% had earned an associate degree prior to transferring.

- The average credit hours upon transfer is 40 hours. That average has remained steady since 2010-11.

- Approximately 56% of transfer students are of traditional age (24 years or younger), while 44% are 25 or older.

About this Measure:

The percentage of KCTCS students who earn an associate degree and transfer to a four-year institution within a year of earning the degree.

2011-12	2012-13	2013-14	2014-15 Baseline	2020-21 Target
36.3%	37.8%	37.4%	37.9%	42.4%
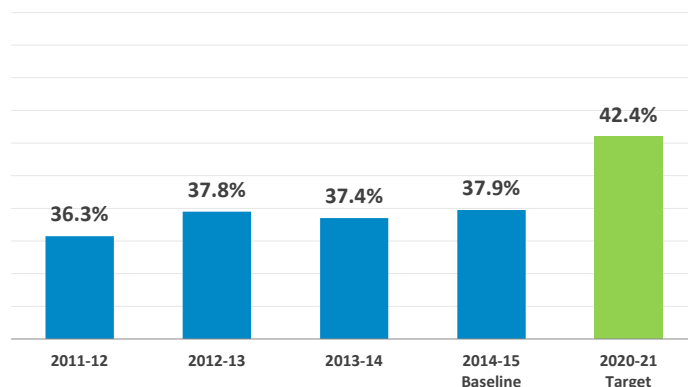
Source: KCTCS and the National Student Clearinghouse

KnowHow2Transfer

www.KnowHow2Transfer.org

Starting a college degree at KCTCS and finishing it a public university can save students time and money. At KnowHow2Transfer.org, students can:

- Explore degree pathways that enable them to complete a bachelor's degree in four years by taking general education and some pre-requisite courses at KCTCS and transferring them to a public university.

- Access course equivalency guides to see how a specific course taken at KCTCS will transfer to a public university.

- Connect with an advisor, who can help navigate the transfer process and offer personalized attention.

Academic Quality and Excellence

About these Measures:

For the first time, the strategic agenda includes measures of academic quality and excellence to reflect our collective focus on improving the quality of academic programs and other aspects of the college experience. The public universities and KCTCS were asked to select two metrics from a short list determined by CPE and campus provosts, which appears below.

Given the newness of the measures and the need to clarify calculation methodologies, targets and baseline data are not yet available. However, annual campus performance presentations to the board include information and discussion related to progress in academic quality and excellence. CPE staff will be working with campus officials over the next year to evaluate these metrics and determine if Kentucky's participation in the Multi-state Collaborative to Advance Quality Student Learning can help inform this area of the agenda. Based on this review, the metrics may be revised.

Academic Quality & Excellence Metrics

- **Undergraduate Research and Creative Works:** The percent of students graduating with a bachelor's degree in a given year that has produced a peer-reviewed presentation or publication, completed an exhibition or performance, or delivered a mentored, out-of-class presentation exhibiting research outcomes.

- **Study Abroad/Study Away:** The percent of students graduating in a given year that has participated in a postsecondary-level study abroad experience resulting in academic course credit.

- **Value-Added Certificates/Other CTE Workforce Statistics:** The percent of students that complete a value-added certificate resulting in academic credit that is used to enhance skill sets and experience. These certificates may be embedded into the existing two-year, four-year, or graduate curriculum.

- **Average ACT Score:** Because it is difficult to measure academic quality directly, admissions selectivity is sometimes used as a proxy measure. The average ACT composite score of incoming freshmen at selective institutions is usually 25 or higher.

- **Faculty Development and Training:** The total number of hours of training faculty receives each year related to pedagogical development and other topics. This training may be offered through the institution's faculty develpment center as well as by other internal or external means.

- **Master's Degrees with Thesis:** This metric measures the number of students earning a master's degree in a given year who complete a thesis project certified by the graduate school.

- **Pass Rates on Licensure/Certification Exams:** Pass rates for technical programs with a recognized credential validating an individual has demonstrated competencies in a core set of content or performance standards in a specific set of work-related tasks, single occupational area, or cluster of related occupational areas.

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POLICY AREA 3: IMPACT

Kentucky's colleges and universities have an enormous impact on the state's economy and quality of life. In addition to training current and future members of the workforce, postsecondary institutions engage in research and development activities that lead to scientific breakthroughs and discoveries in health care, agriculture, manufacturing, and other fields. Colleges and universities work with businesses to provide market research, consulting, entrepreneurship training, and other services. Public service and outreach are critical to fulfilling higher education's mission to improve local communities and the organizations and institutions that serve them.

To improve the career readiness of graduates:

■ CPE partners with the Kentucky Education and Workforce Development Cabinet (KEWDC) and the Kentucky Center for Education and Workforce Statistics (KCEWS) to produce the Postsecondary Feedback Report. The new version uses interactive Tableau technology to provide a better understanding of transfer and employment outcomes of Kentucky's college and university graduates. Useful for educators, policymakers, board members, and the general public, the report provides employment and wage data by institution, program level, academic discipline, and industry.

■ CPE partners with KCEWS and other state agencies to produce the Kentucky Future Skills Report, which maps workforce supply (citizens holding specific degrees and credentials) with current and future workforce demand (projected job openings in various industries and occupations). The tool is particularly useful for educators in helping determine academic program needs, and for employers to identify talent within the state.

■ CPE worked with KEWDC to provide college and university academic program information to the state's new Focus Career website. The Focus Career system provides greater transparency for Kentucky job seekers and students about career pathways; available, real-time job postings; and appropriate academic programs and institutions aligned with preferred careers. The tool allows users to explore career and internship options and research a specific program of study, career, or employer.

■ CPE is exploring the Southwestern Ohio Council for Higher Education (SOCHE) Intern Program as a possible model for Kentucky. SOCHE serves as an external resource for campuses and employers to promote and manage internship programs, including management of the application process, hiring, and payroll. The SOCHE model is different than most: the organization acts as employer, saving participating partners money and resources. It also acts as a mentor to both employers and interns, helping to improve the intern process for all involved. One of the key performance indicators for Kentucky's strategic agenda is the percent of undergraduates who complete an internship or other "work and learn" opportunity prior to graduation. Research has proven that these experiences help smooth pathways between college and career, as well as contribute to higher levels of student success while in college.

■ CPE President Bob King has joined other education, workforce, economic development, and business leaders as a member of the newly-formed Kentucky Business-Education Roundtable, an initiative spearheaded by the Kentucky Chamber of Commerce CEO Dave Adkisson. The group considers issues related to strengthening Kentucky's workforce readiness, education and workforce alignment, as well as the state's workforce participation rate.

To increase university research:

■ CPE partners with the Kentucky Science and Technology Corporation (KSTC) on a number of programs to boost Kentucky's research, technology, commercialization, entrepreneurial, and economic development efforts, such as the Rural Innovation Fund, the Kentucky Enterprise Fund, EPSCoR, the Governor's School for Entrepreneurs, and others.

■ CPE requested another round of funding from the General Assembly for the Bucks for Brains program in 2018-20. This program, last funded in 2010, allows universities to match private donations with state funds to create or expand endowed chairs and professorships and facilitate increased generation of federal and extramural research expenditures.

■ The Kentucky Regional Optical Network (KyRON)—a consortium of CPE, the University of Kentucky (UK) and the University of Louisville (UofL)—connects public postsecondary institutions to the national and international research and education community through Internet2. KyRoN enables UK and UofL to qualify for major federal research grants, helping them reach their HB 1 goals of becoming nationally recognized research institutions.

To expand regional partnerships, outreach and public service:

■ Public four-year universities are widely engaged in their communities through service learning, community-based research, civic engagement, and other collaborations. Six out of eight Kentucky public universities have earned the Community Engagement Classification status awarded by the Carnegie Foundation for the Advancement of Teaching: EKU, Morehead, NKU, UK, UofL, and WKU. Awarded in recognition of the strong role civic engagement plays in university life, this status is an elective classification involving data collection and documentation of important aspects of institutional mission, identity, and commitments. Achieving this status requires substantial effort on the part of participating institutions.

IMPACT

Kentucky will be stronger by training a globally competitive, entrepreneurial workforce; educating an engaged, informed citizenry; improving the health and well-being of families; and producing new research and discoveries that fuel job creation and economic growth.

Degrees and Credentials Awarded

About this Measure:

For KCTCS institutions, the total number of diplomas, certificates, and associate degrees awarded in an academic year. For public four-year universities, the number of bachelor's, graduate and professional degrees awarded in an academic year. Graduate and professional degrees include master's, specialist, doctoral-research/scholarship, doctoral-professional practice, and doctoral-other.

Due to sizable achievement gaps between minority and majority populations, CPE made the decision to monitor and report degrees awarded to low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latino, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Because of the critical workforce need for science, technology, engineering, math and health professionals (STEM+H), CPE also is tracking degrees in these disciplines, with the goal of increasing the number of students prepared for these careers. Degrees awarded to underrepresented minority students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Highlights

- Typically, increases in enrollment are correlated with increases in degree and credential production. However, over the last five years, Kentucky institutions have managed to increase degree production despite enrollment declines by being more successful with the students they enroll.

- KCTCS enrollment decreased 20% over the past five years, yet the number of credentials increased from 28,469 to 34,502 (21%). Enrollment at Kentucky public universities decreased 3% over the same time period, yet baccalaureate degrees increased from 16,568 to 18,619 (12%).

- Short-term certificates awarded by KCTCS represent a significant area of growth for Kentucky. Certificates awarded from 2015-16 to 2016-17 grew 16% to 22,759, and over the past 5 years grew by 30%.

- Degrees and credentials awarded is the metric that most directly impacts Kentucky's educational attainment level. To reach CPE's 60x30 goal, enrolling and graduating more Kentuckians, particularly over the age of 24, must receive greater priority.

ASSOCIATE OR LESS	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS										
Total	28,544	28,469	31,715	30,012	30,765	34,502				**33,488***
Low-Income	19,873	20,138	22,403	21,090	20,339	23,218				**22,139***
URM	3,084	2,940	3,378	3,228	3,340	3,705				**3,757***
STEM+H	10,270	10,501	11,406	10,960	10,687	11,903				**11,633***
BACHELOR'S DEGREES										
Eastern Kentucky University										
Total	2,259	2,358	2,508	2,532	2,559	2,573				**2,690**
Low-Income	1,131	1,239	1,343	1,372	1,378	1,399				**1,458**
URM	171	178	236	213	207	213				**218**
STEM+H	484	533	657	682	769	840				**820**
Kentucky State University										
Total	229	206	272	270	276	315				**320**
Low-Income	166	147	204	196	211	237				**220**
URM	148	118	170	141	160	182				**170**
STEM+H	59	68	48	59	65	70				**65**

*KCTCS targets were developed by the system office and approved by the KCTCS board as part of their strategic plan. Targets exceeded in advance of 2020-21 will be revisited, and any revisions will be reflected in future reports.

Degrees and Credentials Awarded

BACHELOR'S DEGREES (cont.)	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Morehead State University										
Total	1,115	1,116	1,144	1,166	1,306	1,291				**1,477**
Low-Income	617	666	703	703	779	742				**819**
URM	53	46	51	63	69	105				**84**
STEM+H	276	246	286	306	343	357				**397**
Murray State University										
Total	1,530	1,399	1,469	1,512	1,696	1,699				**1,783**
Low-Income	680	655	687	733	747	775				**815**
URM	116	121	131	127	151	174				**165**
STEM+H	585	564	564	643	741	710				**747**
Northern Kentucky University										
Total	1,980	2,109	2,143	2,214	2,196	2,238				**2,400**
Low-Income	855	942	962	1,071	1,037	1,040				**1,050**
URM	139	132	183	185	209	246				**230**
STEM+H	486	572	587	648	672	722				**750**
University of Kentucky										
Total	3,735	4,022	3,988	4,238	4,540	4,642				**4,958**
Low-Income	1,100	1,203	1,287	1,350	1,423	1,494				**1,650**
URM	268	335	412	460	536	594				**621**
STEM+H	1,126	1,237	1,345	1,439	1,609	1,793				**1,735**
University of Louisville										
Total	2,702	2,731	2,821	2,832	2,705	3,010				**3,100**
Low-Income	1,042	1,121	1,218	1,211	1,137	1,203				**1,356**
URM	410	418	465	514	484	577				**585**
STEM+H	733	766	798	782	835	955				**1,085**
Western Kentucky University										
Total	2,694	2,627	2,751	2,704	2,817	2,851				**2,987**
Low-Income	1,265	1,272	1,381	1,390	1,353	1,276				**1,455**
URM	243	271	285	287	315	310				**347**
STEM+H	752	716	808	743	888	825				**1,021**
STATEWIDE BACHELOR'S DEGREES (publics only)										
Total	16,244	16,568	17,096	17,468	18,095	18,619				**19,696**
Low-Income	6,856	7,245	7,785	8,026	8,065	8,167				**8,775**
URM	1,548	1,619	1,933	1,990	2,131	2,401				**2,420**
STEM+H	4,501	4,702	5,093	5,302	5,922	6,272				**6,620**

Source: Kentucky Postsecondary Education Data System (KPEDS)

Degrees and Credentials Awarded

GRADUATE/PROFESSIONAL DEGREES	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University	751	793	744	791	903	939				950
Kentucky State University	64	50	49	52	45	40				60
Morehead State University	456	463	446	366	339	324				374
Murray State University	732	714	682	684	696	626				699
Northern Kentucky University	661	653	687	699	599	561				660
University of Kentucky	2,119	2,163	2,133	2,068	2,098	2,073				2,151
University of Louisville	1,988	1,894	1,798	1,919	1,937	1,944				2,011
Western Kentucky University	1,013	1,006	928	853	881	879				950
STATEWIDE (publics only)	7,784	7,736	7,467	7,432	7,498	7,386				7,855

Source: Kentucky Postsecondary Education Database System (KPEDS)

Non-Credit Workforce Training Hours

Highlights

- The statewide strategic agenda for the first time highlights this key part of the KCTCS mission. The metric is designed to capture the breadth and impact of these non-credit, workforce-driven programs.

- KCTCS, through their Workforce Solutions, provides customized employee training to over 5,000 Kentucky companies annually.

- Campuses provide training in multiple formats at employer locations. Through the KCTCS-TRAINS program, companies can offset the cost of training their employees.

- Because Workforce Solutions program delivery is tied directly to business/industry training demands and budgets, as well as to state funding, training hours fluctuate significantly from year to year.

About this Measure:

The number of credit hours of non-credit workforce courses offered by KCTCS in an academic year. The total number of clock hours in a course is multiplied by the number of students in the course. Then, clock hours are converted to credit hours in the following manner: fifteen clock hours equals one credit hour.
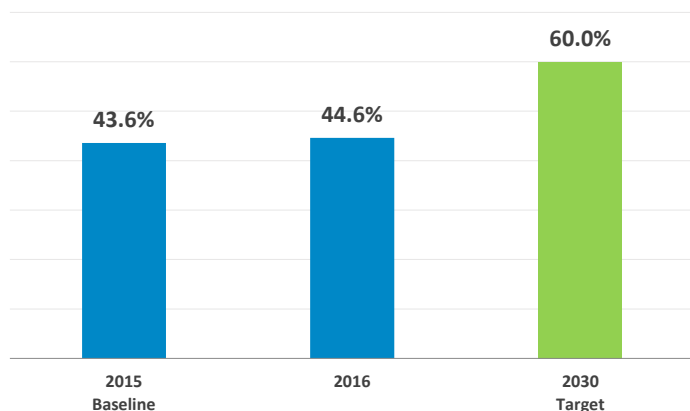
2012-13	2013-14	2014-15	2015-16 Baseline	2016-17
12,346	12,319	14,794	18,617	17,160
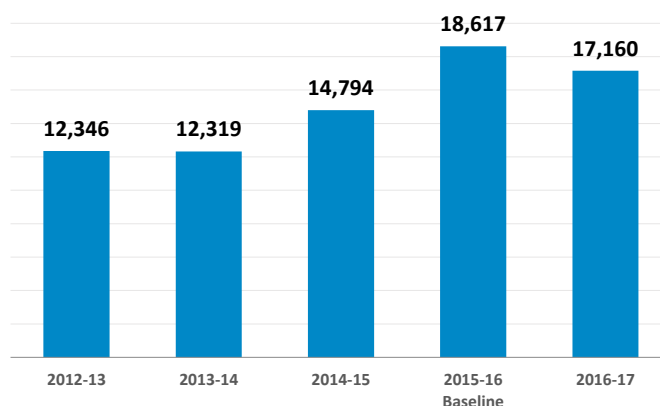
Source: Kentucky Community and Technical College System Workforce Solutions

Educational Attainment in Kentucky

About this Measure:

The percentage of Kentucky adults ages 25-64 with a postsecondary certificate or degree.

43.6% 2015 Baseline
44.6% 2016
60.0% 2030 Target

Source: The Lumina Foundation, "A Stronger Nation: Kentucky's Progress Toward the Goal"
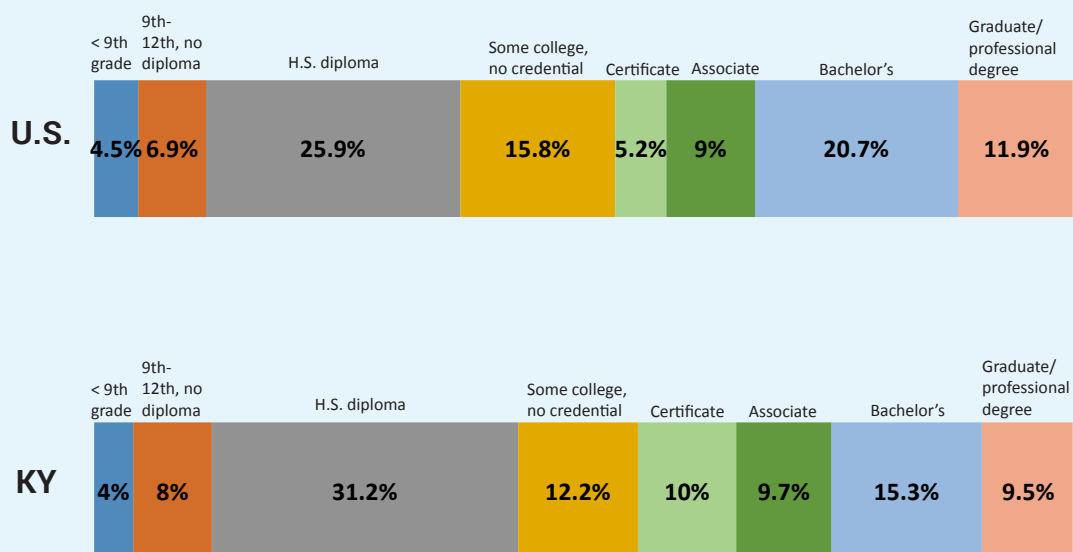
Highlights

- While Kentucky exceeds the national average in certificate and associate degree holders, we trail the national average in bachelor's and graduate degrees.

- There are 12 states where educational attainment exceeds 50%, with Massachusetts leading the way at 56.2%.

- Only six Kentucky counties have educational attainment rates of 40% or better. Fayette County has the highest rate at 51.6%, followed by Oldham at 51.1%, Boone at 43.5%, Campbell at 43.1%, Woodford at 42.8%, and Jefferson at 42.3%.

- Thirty counties have attainment rates lower than 20%, mostly in the eastern part of the state. Lee County has the lowest rate at 12.7%.

- Lumina reports the following attainment rates for racial and ethnic groups in Kentucky: Asian/Pacific Islander 58.3%, White 34.3%, African-American 25.3%, and Hispanic 24.2%.

To reach state goals and compete in the knowledge economy, Kentucky needs to increase the number of residents who enroll in postsecondary programs and earn all types of credentials beyond high school. In 2016, just over 31% of Kentucky's working-age adults had a high school diploma but no postsecondary experience, compared to a national average of nearly 26%. While Kentucky exceeds the national average in certificate and associate degree holders, we trail the national average in bachelor's and graduate degrees.

Education Level of Residents, Ages 25-64, in 2016

Because of rounding, the sum of these percentages may not equal 100.

U.S.
< 9th grade: 4.5% | 9th-12th, no diploma: 6.9% | H.S. diploma: 25.9% | Some college, no credential: 15.8% | Certificate: 5.2% | Associate: 9% | Bachelor's: 20.7% | Graduate/professional degree: 11.9%

KY
< 9th grade: 4% | 9th-12th, no diploma: 8% | H.S. diploma: 31.2% | Some college, no credential: 12.2% | Certificate: 10% | Associate: 9.7% | Bachelor's: 15.3% | Graduate/professional degree: 9.5%

Source: The Lumina Foundation, "A Stronger Nation: Kentucky's Progress Toward the Goal." http://strongernation.luminafoundation.org/report/2018/#state/KY

Internships/Co-ops/Clinical Learning Experiences

About this Measure:

The percent of students graduating in an academic year (summer, fall, spring) with an associate or bachelor's degree that has participated in an internship, a cooperative work experience, or a clinical learning experience that would qualify for academic credit. This includes student teaching, apprenticeships, and practicums that encompass an entire academic credit-bearing course. This metric reflects student enrollment in actual internship, co-op, and clinical learning experiences, not experiences embedded in other courses. Students who receive these kinds of experiences tend to have higher retention and graduation rates and are more prepared for the challenges of the workplace.

INSTITUTION	2015-16 Baseline	2016-17*	2017-18	2018-19	2019-20	2020-21
Eastern Kentucky University	53.5%					
Kentucky Community and Technical College System	23.3%					
Kentucky State University	TBD					
Morehead State University	53.0%					
Murray State University	48.3%					
Northern Kentucky University	44%					
University of Kentucky	39%					
University of Louisville	60.4%					
Western Kentucky University	53.8%					

Source: Kentucky's public postsecondary institutions
**Data from 2016-17 are still being validated by the campuses.*

Graduates Working or Pursuing More Education

Highlights
■ According to the National Association of Colleges and Employers (NACE), 81% of American bachelor's degree graduates and 89.6% of associate degree graduates in 2016 were employed or continuing their education within six months of graduating.
■ Nearly 68% of the state's 2015 bachelor's degree graduates were working or continuing their education in Kentucky a year later, signficantly lower than the national average. However, this number does not capture students working or going to school out-of-state.
■ Five years after graduation, 73.9% of comprehensive university baccalaureate graduates and 79.4% of research university baccalaureate graduates were employed in the state.
■ A large majority (85.9%) of associate degree graduates stay in Kentucky to work or continue their education. Given current workforce demands in healthcare, IT, manufacturing, construction and service industries, the 90% target should be achievable.

About this Measure:

The percent of associate and bachelor's degree graduates working in Kentucky or pursuing additional education a year after graduation. Working status is determined by Kentucky wage records. There is a lag time in obtaining this data; for 2015 graduates working or going to school in 2016, information is not available until spring 2017.
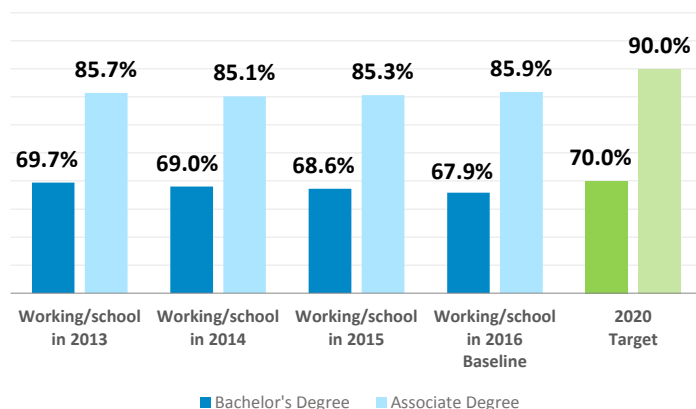
Source: Kentucky Center for Education and Workforce Statistics (KCEWS)

Research & Development Expenditures

About this Measure:

The amount of research and development expenditures in science and engineering from federal, state, local, corporate, foundation, and other sources. These amounts are displayed both with institutional funding (total research expenditures) and without institutional funding (extramural research expenditures).

INSTITUTION	FY12	FY13	FY14	FY15	FY16 Baseline	FY17	FY18	FY19	FY20	FY21
University of Kentucky										
With institutional funding	$360.8M	$339.8M	$328.2M	$331.7M	$349.7M					
Without institutional funding	$234.9M	$239.7M	$231.2M	$230.8M	$244.5M					
University of Louisville										
With institutional funding	$196.8M	$186.8M	$183.4M	$163.3M	$172.9M					
Without institutional funding	$131.5M	$121.5M	$114.3M	$109.3M	$117.5M					
Western Kentucky University										
With institutional funding	$10.6M	$9.3M	$9.2M	$7.9M	$8.9M					
Without institutional funding	$6.5M	$4.9M	$5.0M	$4.6M	$4.7M					

Source: National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges

Highlights

- Research and development expenditures is a widely used metric that allows universities to track the volume of annual spending in research and development enterprises and benchmark their progress against peer institutions. The ability of an institution to secure federal funding from the National Science Foundation helps attract high-quality faculty as well as business and industry investors.

- Nationally, federal funding of higher education research and development increased in both current and constant dollars for the first time in 5 years, according to data from the Higher Education Research and Development (HERD) Survey by the National Center for Science and Engineering Statistics (NCSES) within the National Science Foundation (NSF). When adjusted for inflation, federal funding for higher education R&D increased by 1.4% between FY 2015 and FY 2016

- Similarly, UK, UofL, and WKU all saw increases in FY16 in both total and extramural expenditures over the prior year, after several consecutive years of declines.

- In 2016, UK ranked 64th, or in the 7.9 percentile, among all U.S. colleges and universities with regard to total research and development expenditures. UK's highest ranking in the past decade was in 2007, at 48th. UofL ranked 113th, or in the 13.3 percentile in 2016, but has ranked as high as 101st in the last decade, most recently in 2012. WKU ranked 337th in 2016, or in the 37.9 percentile, but has ranked as high as 292nd in the past decade, in 2007.

APPENDICES

The Council on Postsecondary Education has a rich history of promoting diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Commonwealth of Kentucky Higher Education Desegregation Plan was first developed in response to a U.S. Department of Education's Office for Civil Rights (OCR) finding that Kentucky had "failed to eliminate the vestiges of its former de jure racially dual system of public higher education." For the next 25 plus years, CPE focused the desegregation plan and subsequent revisions on increasing the enrollment and success of African-American students, increasing the number of African-American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight on plan implementation and prioritize diversity initiatives, CPE created the Committee on Equal Opportunities (CEO).

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

The policy directs campuses to develop diversity plans focused on the three priority areas of the statewide strategic agenda: Opportunity, Success, and Impact. These are the metrics for which campuses establish performance targets.

OPPORTUNITY

- **Undergraduate Enrollment.** The percentage of total undergradate enrollment that is African American or Black, Hispanic or Latino, and part of an underrepresented minority propulation. URM students include American Indian or Alaskan natives, native Hawaiian or other Pacific Islanders, and students identifying as two or more races.

- **Graduate and Professional Enrollment.** The percentage of total graduate enrollment that is part of an underrepresented minority population. This metric does not apply to KCTCS.

SUCCESS

- **First-year to Second-Year Retention.** The percentage of first-time, underrepresented minority and low-income students seeking a credential or degree who are still enrolled at the same institution the following fall. Low-income students are defined as federal Pell grant recipients.

- **Graduation Rates.** The percentage of first-time, full-time underrepresented minority and low-income students seeking a credential or degree who obtain a degree from the same institution within 150% of the normal time frame (three years for associate degree programs and six years for bachelor's degree programs).

- **Degrees and Credentials.** The number of degrees and credentials awarded to underrepresented minority and low-income students.

IMPACT

- **Faculty/Tenure Track Employees.** The percentage of full-time faculty/tenure track employees who are from an underrepresented minority group, including those who identify as two or more races. For KCTCS, this metric includes instructional staff.

- **Management Occupations**. The percentage of employees holding managerial or administrative positions who are from an underrepresented minority group, including those who identify as two or more races.

For an institution to remain eligible to offer new academic programs per KRS 164.020(20), it must demonstrate progress toward meeting goals and provide evidence that identified strategies are being implemented with fidelity. If institutions are not making satisfactory progress, they must submit a peformance improvement plan. Once approved, an institution may request a waiver to offer a new academic program if the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver is submitted to the CEO for review, and then to CPE for final approval. Approval must be granted before the institution can initiate the program approval process.

The following tables display progress toward the goals campuses established through the statewide diversity planning process to improve Opportunity and Impact. The diversity metrics for Success are included on pages 18-21.

Appendix 2: Diversity Plan Metrics

Undergraduate and Graduate Enrollment

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University								
UG Black, Non-Hispanic Only	5.5%	6.0%	5.7%	5.5%	5.6%			**6.0%**
UG Hispanic or Latino	1.8%	2.0%	2.4%	2.7%	2.8%			**2.8%**
UG URM	9.8%	10.7%	10.9%	11.1%	11.6%			**12.0%**
Graduate URM	8.9%	9.6%	9.9%	8.8%	10.4%			**10.4%**
KCTCS								
UG Black, Non-Hispanic Only	9.2%	9.4%	8.5%	8.0%	7.9%			**9.2%**
UG Hispanic or Latino	2.7%	3.0%	3.3%	3.7%	4.2%			**4.4%**
UG URM	14.0%	14.8%	14.6%	14.8%	15.4%			**16.3%**
Kentucky State University								
UG Black, Non-Hispanic Only	56.4%	53.9%	51.9%	46.8%	48.2%			**45.0%**
UG Hispanic or Latino	1.3%	1.8%	3.2%	2.2%	2.0%			**5.0%**
UG URM	60.1%	58.3%	58.0%	51.9%	53.6%			**60.0%**
Graduate URM	54.6%	45.4%	47.1%	42.9%	43.2%			**50.0%**
Morehead State University								
UG Black, Non-Hispanic Only	3.3%	3.6%	3.4%	3.4%	3.1%			**3.8%**
UG Hispanic or Latino	1.1%	1.5%	1.4%	1.9%	1.8%			**1.6%**
UG URM	5.9%	6.7%	6.9%	7.7%	6.9%			**7.6%**
Graduate URM	5.6%	6.8%	8.1%	6.5%	6.4%			**8.6%**
Murray State University								
UG Black, Non-Hispanic Only	6.8%	7.0%	6.8%	6.4%	5.8%			**6.4%**
UG Hispanic or Latino	1.8%	1.8%	2.0%	1.9%	1.9%			**2.1%**
UG URM	10.3%	10.8%	11.2%	10.9%	10.6%			**11.3%**
Graduate URM	8.8%	8.7%	8.8%	8.9%	8.9%			**8.9%**
Northern Kentucky University								
UG Black, Non-Hispanic Only	6.5%	6.7%	6.6%	6.7%	6.7%			**7.1%**
UG Hispanic or Latino	2.4%	2.6%	2.9%	3.1%	3.2%			**3.9%**
UG URM	11.0%	11.6%	12.3%	12.6%	12.9%			**14.0%**
Graduate URM	8.0%	9.2%	10.0%	12.2%	12.8%			**15.0%**
University of Kentucky								
UG Black, Non-Hispanic Only	7.7%	7.6%	7.5%	7.8%	7.7%			**8.3%**
UG Hispanic or Latino	3.3%	3.8%	4.2%	4.4%	4.8%			**4.9%**
UG URM	14.0%	14.7%	15.3%	16.1%	16.6%			**17.7%**
Graduate URM	8.1%	7.6%	8.5%	9.8%	8.9%			**9.9%**

Diversity Plan Metrics

Undergraduate and Graduate Enrollment, continued

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
University of Louisville								
UG Black, Non-Hispanic Only	11.3%	10.9%	11.0%	11.1%	11.3%			**14.0%**
UG Hispanic or Latino	3.6%	3.9%	4.0%	4.4%	4.8%			**6.0%**
UG URM	18.6%	19.0%	19.4%	20.3%	21.7%			**23.0%**
Graduate URM	12.5%	13.6%	13.8%	14.5%	15.3%			**15.5%**
Western Kentucky University								
UG Black, Non-Hispanic Only	10.4%	9.7%	8.9%	8.8%	8.5%			**10.0%**
UG Hispanic or Latino	2.4%	2.6%	3.1%	3.1%	3.4%			**4.0%**
UG URM	15.1%	14.9%	14.9%	15.2%	15.5%			**15.8%**
Graduate URM	13.4%	13.3%	12.6%	11.5%	13.6%			**13.1%**

Source: Kentucky Postsecondary Education Data System (KPEDS)

Workforce Diversity

INSTITUTION	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University								
Tenured/Tenure-Track Faculty	7.9%	8.3%	8.3%	8.3%				**8.7%**
Management Occupations	6.0%	5.5%	8.5%	12.0%				**8.9%**
KCTCS								
FTE Instructional Staff	5.6%	5.7%	6.0%	6.0%				**9.3%**
Management Occupations	11.8%	12.2%	12.8%	12.7%				**16.2%**
Kentucky State University								
Tenured/Tenure-Track Faculty	27.8%	30.2%	33.7%	34.1%				**45.0%**
Management Occupations	80.0%	70.5%	69.4%	67.7%				**70.0%**
Morehead State University								
Tenured/Tenure-Track Faculty	7.7%	7.2%	7.0%	7.5%				**7.5%**
Management Occupations	5.0%	8.1%	6.9%	2.6%				**8.4%**
Murray State University								
Tenured/Tenure-Track Faculty	7.3%	6.5%	6.1%	5.8%				**6.1%**
Management Occupations	10.8%	10.1%	10.1%	6.9%				**10.1%**
Northern Kentucky University								
Tenured/Tenure-Track Faculty	8.2%	9.0%	9.7%	9.1%				**12.0%**
Management Occupations	9.2%	8.6%	10.5%	10.0%				**12.5%**

Diversity Plan Metrics

Workforce Diversity, continued

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

Source: Kentucky Postsecondary Education Data System (KPEDS)

Appendix 3: Performance Funding

In 2017, Governor Bevin signed into law Senate Bill 153, which established a new funding model based on institutional performance (70%), campus enrollment (10%), instructional and student services spending (10%), and facilities costs (10%). Overall, there is some alignment between the student success metrics in the model and the strategic agenda metrics in this report. The model will be used to distribute state General Fund appropropriations to institutions, net of mandated programs and a small-school adjustment, and will be phased in gradually, beginning in FY 2018.

35% Student Success

KCTCS
-Credentials awarded
-Credentials in STEM+H, high-demand & targeted fields
-Credentials by URM, low-income & underprepared students
-Progression (@ 15, 30, 45 hrs.)
-Transfers

UNIVERSITIES
-BA/BS degrees awarded
-Degrees per 100 FTE students
-BA/BS degrees in STEM+H fields
-BA/BS by URM & low-income students
-Progression (@ 30, 60, 90 hrs.)

35% Course Completion
Based on each institution's share of sector total student credit hours earned, weighted to account for cost differences by degree level and academic discipline.

10% Maintenance and Operations
Based on each institution's share of square footage dedicated to student learning.

10% Institutional Support
Based on each institution's share of sector total instructional and student services spending.

10% Enrollment Support
Based on each institution's share of sector total full-time enrollment.

1. **First Year (2017-18):** Distributes $42.9M in the postsecondary education performance fund. These funds will be distributed according to the model (Kentucky State University was exempted from the model in the first year).

2. **Second Year (2018-19):** The funding model will be applied to the full amount of allocable resources, but a hold-harmless provision will prevent the transfer of any funds among institutions.

3. **Third Year (2019-20):** The third year includes a 1% stop-loss provision, meaning that campuses compete for funding but can lose no more than 1% of base funding.

4. **Fourth Year (2020-21):** The fourth year includes a 2% stop-loss provision, meaning that campuses compete for funding but can lose no more than 2% of base funding.

5. **Moving forward:** The hold-harmless and stop-loss provisions will sunset, allowing 100% of allocable resources to be distributed according to the model. The Performance Funding Working Group will assess the model at the end of year three and report findings to the Governor and legislature, which could make adjustments.

Appendix 4: Statewide Scorecard

POLICY AREA 1: OPPORTUNITY							
METRIC	**Prior Year**	**Baseline**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21 Target**
College Readiness of College Entrants							
KCTCS	46.2%	60.7%	63.9%				**66%**
Public Universities	83.8%	87.2%	88.8%				**90%**
In-State College-Going Rate	55%	54%	53.5%				**65%**
KY Adults Enrolled in College	3%	3.1%	3%				**4%**
KY Population without a High School Credential	13.4%	12.9%	12.6%				**10%**
High School Equivalency Diplomas Awarded	1,663	3,091	3,299				**5,000**
College-Going Rate of Adult Education Students	22.9%	22.6%	29%				**32%**
Average Net Price							
KCTCS	$6,780	$6,923	TBD				**No goal**
Comprehensive Universities	$10,484	$10,298	TBD				**No goal**
Research Universities	$16,327	$17,049	TBD				**No goal**
Net General Fund Appropriations per Student	$6,158	$6,223	$5,848				**No goal**
Progress of Underprepared Students							
English	40.1%	40.6%	40.8%				**70%**
Mathematics	20.2%	26.1%	24.2%				**60%**
POLICY AREA 2: SUCCESS							
METRIC	**Prior Year**	**Baseline**	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21 Target**
3-Year Graduation Rate							
Overall	25.5%	26.8%	27.1%				**30.5%***
Underrepresented Minority	14.1%	16.5%	17.2%				**22.5%***
Low-Income	23.4%	23.4%	23.8%				**28%***
6-Year Graduation Rate (including AIKCU)							
Overall	49.4%	49.8%	50.5%				**60%**
Underrepresented Minority	34.8%	37.3%	36.8%				**50%**
Low-Income (publics only)	36.3%	38.8%	37.1%				**50%**
1st-Year to 2nd-Year Retention-KCTCS							
Overall	50.1%	52.6%	54%				**54.4%***
Underrepresented Minority	40.1%	45.1%	47%				**46.8%***
Low-Income	47.6%	50.3%	52.8%				**53.7%***
1st-Year to 2nd-Year Retention (including AIKCU)							
Overall	65.7%	67.7%	68.3%				**75%**
Underrepresented Minority	56.9%	60.8%	62.4%				**72%**
Low-Income	54.7%	59%	59.6%				**72%**
Statewide Completion Rate							
KCTCS	40.4%	40%	TBD				**45%**
Public Universities	57.3%	58.5%	TBD				**65%**

Statewide Scorecard

POLICY AREA 3: IMPACT							
METRIC	Prior Year	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS Transfers with an Associate Degree	37.4%	37.9%	TBD				**42.4%**
Average Credit Hours Earned at Graduation							
KCTCS	90.3	86.2	84.4				**80.0**
4-Year Colleges & Universities (Public and AIKCU)	139.4	139.0	138.6				**134.0**
Associate Degrees and Credentials (KCTCS only)							
Overall	30,012	30,765	34,502				**33,488***
Low-Income	21,090	20,339	23,218				**22,139***
Underrepresented Minority	3,228	3,340	3,705				**3,757***
STEM+H	10,960	10,687	11,903				**11,633***
Bachelor's Degrees Awarded (Including AIKCU)							
Overall	22,041	22,799	23,189				**24,737**
Low-Income (publics only)	8,026	8,066	8,165				**8,775**
Underrepresented Minority	2,513	2,708	2,920				**2,938**
STEM+H	6,431	7,091	7,514				**7,694**
Graduate Degrees Awarded (including AIKCU)	10,146	10,362	10,639				**11,200**
KCTCS Non-Credit Workforce Training	14,794	18,617	17,160				**No goal**
Educational Attainment in Kentucky	NA	43.6%	44.6%				**60% (2030)**
Graduates Working or Pursuing More Education							
Associate Degree	85.1%	85.3%	85.9%				**90%**
Bachelor's Degree	69%	68.6%	67.9%				**70%**
Research & Development Expenditures (UK & UofL only)							
With Institutional Funding	$511.6M	$495M	$522.6M				**No goal**
Without Institutional Funding	$345.5M	$340.1M	$362M				**No goal**

*KCTCS targets were developed by the system office and approved by the board as part of their strategic plan. Targets that have been exceeded in advance of 2020-21 will be revised.

Appendix 5: AIKCU DATA

The Association of Independent Kentucky Colleges and Universities serves as the voice of Kentucky's private, nonprofit, four-year colleges and universities. AIKCU's 18 member institutions serve more than 38,000 students and play a critical role in Kentucky's postsecondary education system, awarding about 8,000 degrees annually. AIKCU institutions are accredited by the Southern Association of Colleges and Schools Commission on College and licensed by the Council on Postsecondary Education.

METRIC	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Fall Total Headcount Enrollment										
Undergraduate	29,367	28,953	28,855	27,602	27,598	27,831				
Graduate	6,863	7,245	7,340	7,600	8,320	10,491				
Six-Year Graduation Rate										
Overall	50.4%	49.1%	49.1%	48.3%	47.4%	48.1%				
URM	33.9%	33.9%	34.4%	32.5%	32.4%	32.9%				
First-Year to Second-Year Retention										
Overall	67.5%	68.7%	69.7%	70.8%	67.6%	68.4%				
URM	62.9%	61.3%	57.9%	63%	63.5%	60.4%				
Average Credits to Degree										
Overall	NA	136.2	135.5	135.4	135.7	138.6				
Degrees Awarded										
Bachelor's - Total	4,620	4,595	4,538	4,573	4,704	4,570				
Bachelor's - URM	491	509	482	523	577	519				
Bachelor's - STEM	995	1,017	1,093	1,129	1,169	1,187				
Graduate Degrees	2,562	2,857	2,718	2,714	2,864	3,253				

Source: Kentucky Postsecondary Education Data System (KPEDS)

AIKCU Member Institutions

**Members of the Council on Postsecondary Education
(as of April 2018)**

**Sherrill B. Zimmerman, Chair
Ben Brandstetter, Vice Chair**

**Ronald C. Beal
Joe E. Ellis
Kimberly A. Halbauer
Laura R. Harper
Lucas V. Mentzer
Donna Moore
Kristi Nelson
Joseph P. Papalia
Vidya Ravichandran
Shawn L. Reynolds
Robert H. Staat (faculty representative)
Sebastian Torres (student representative)
Carol Wright
Wayne D. Lewis (ex officio member)**

Kentucky Council on Postsecondary Education

Kentucky
UNBRIDLED SPIRIT™

2018 Strategic Agenda Progress Report

Kentucky Council on Postsecondary Education

Statewide Strategic Agenda

- Policy objectives for the postsecondary system to address issues, challenges, and opportunities facing the state and its regions

- Based on analysis of educational, economic and demographic data

- Reflective of collective values and goals

- Primary focus on improving the lives of Kentuckians

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STRONGER
by degrees

A PLAN TO CREATE A MORE EDUCATED & PROSPEROUS KENTUCKY

2016-2021 Strategic Agenda for Postsecondary and Adult Education
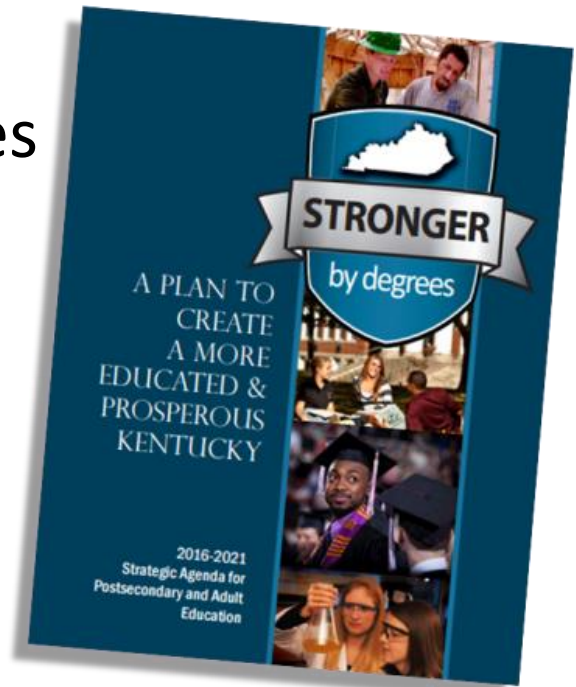
Kentucky's Big Goal

- To increase educational attainment (**certificate and above**) of working-age adults to the national average, projected to be 60% in 2030.

- Currently 45% of Kentucky's population has a postsecondary degree or certificate.

- Responds to mandates in the 1997 Postsecondary Education Improvement Act.

- Reflects economic development and workforce demand for a more highly trained, highly educated population.

60%
in 2030

45%
in 2016
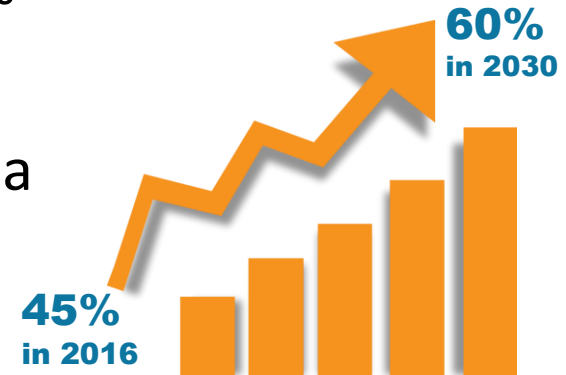
Policy Priorities

Opportunity: Ensure postsecondary education is broadly accessible to all Kentucky residents, students have college-going resources/support and are academically prepared

Success: Enable more people to complete college with the skills and abilities to be productive, engaged citizens

Impact: Strengthen postsecondary education's ability to advance new knowledge and research, improve communities, increase educational attainment, and produce a well-educated, highly-skilled citizenry

Priorities for Metrics Development

- Involve broad input (Metrics Advisory Committee)

- Support objectives in the Strategic Agenda

- Address achievement gaps

- Focus on limited number, with the ability to dive deeper

- Enable comparison of Kentucky with other states when possible

- Align with diversity planning and performance funding

- Build on existing measures when possible

50

Target Setting

- Achieved through a negotiated process based on initial campus proposals

- The 2020-21 targets should:

  - Align with campus strategic plan goals and build on past performance.

  - Consider peer/benchmark performance.

  - Be ambitious but achievable.

  - Consider the state's goal to increase attainment the national average by 2030.

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Strategic Agenda, Diversity Plan and Performance Funding Alignment

- Diversity Plan and Performance Funding Model metrics, with a few exceptions, are a subset of the Strategic Agenda metrics.

- Diversity Plan and Strategic Agenda target setting were done together (funding model does not include targets).

- Annual metrics validation will be done at same time.

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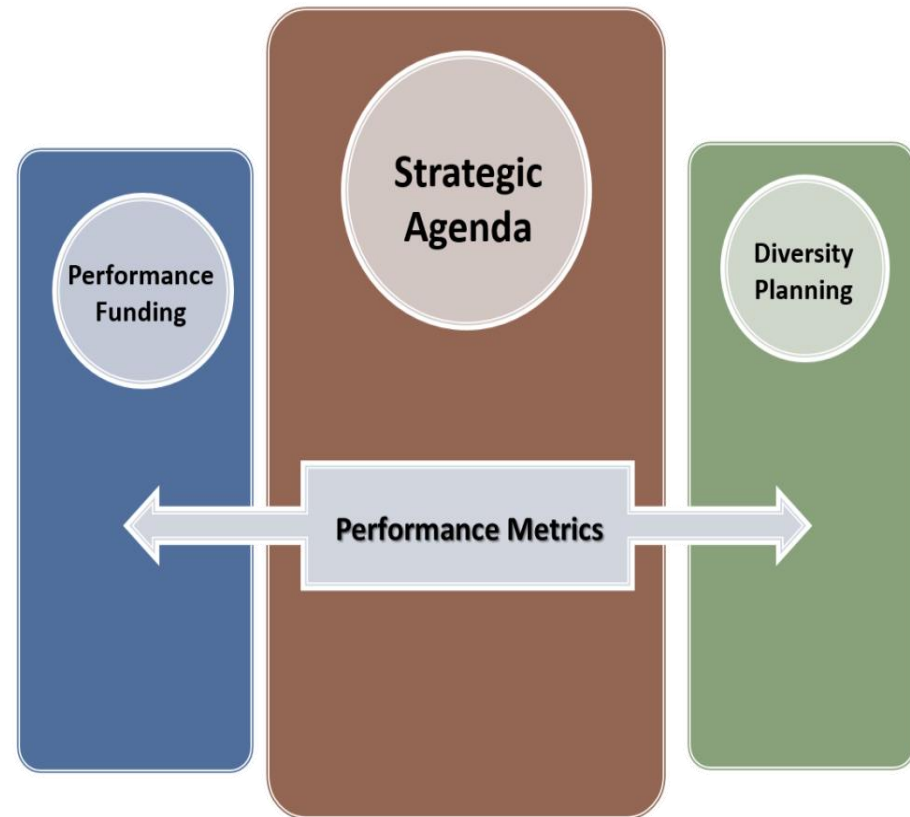
From Accountability Report to Progress Report

Statutorily Required– KRS 164.095

Early 2000's: Heavy on data and text. 100s of pages. Dust collector.

Last 10 Years: Streamlined, state-level data only. Limited distribution.

Current - Institutional as well as state data, references to related plans, performance targets, supplemented by interactive dashboards

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by degrees

Report Highlights

- **Making progress**: college readiness levels; credential production at all levels; GED grads transitioning to college; educational attainment

- **Holding steady**: graduation and retention rates; net price at comprehensive campuses

- **Challenges ahead:** in-state college going; the percent of Kentucky adults enrolled in postsecondary education; closing achievement gaps; state funding
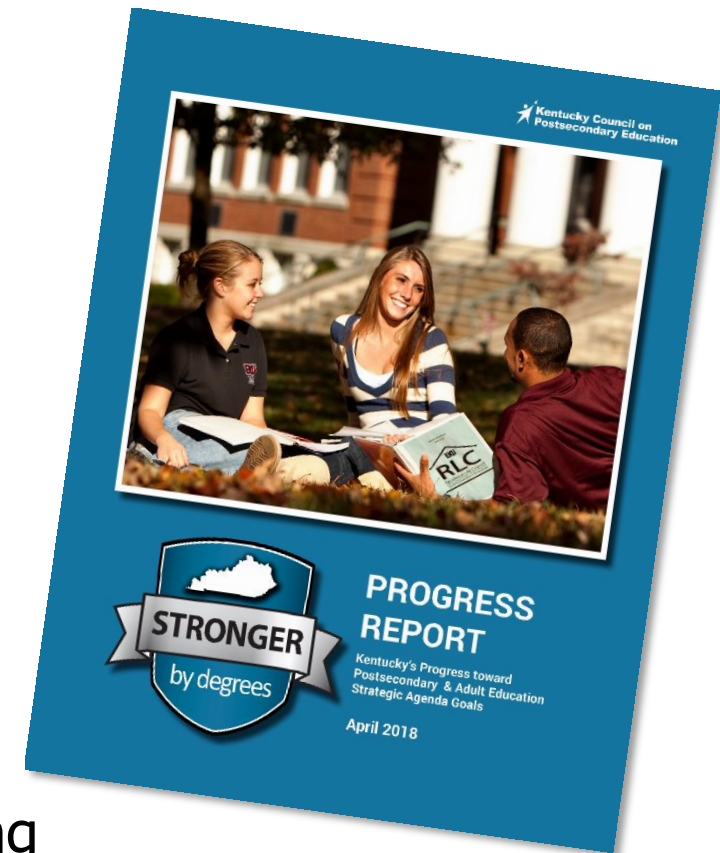
Kentucky is on track to meet 60x30 goal

1.7% annual growth in degree production needed to reach 60x30 goal.

Undergraduate degrees & credentials grew by 7.4% to 59,009 (1,620 additional students)

From 2015-16 to 2016-17:

- 3% increase in associate degrees
- 2% increase in bachelor's degrees
- 8% increase in minority degrees
- 5% increase in STEM+H degrees
- 16% increase in certificates/diplomas (over 1,300 additional students)

Kentucky Educational Attainment

2015 Baseline	2016	2030 Target
43.6%	44.6%	60.0%

Total Credentials Conferred

2012-13	2013-14	2014-15	2015-16	2016-17
62,415	65,481	64,128	65,829	70,146

55

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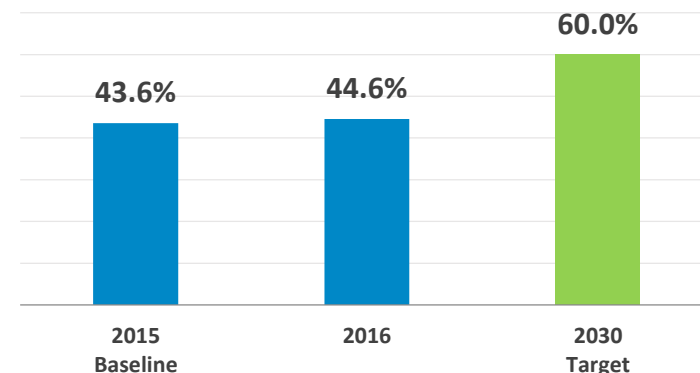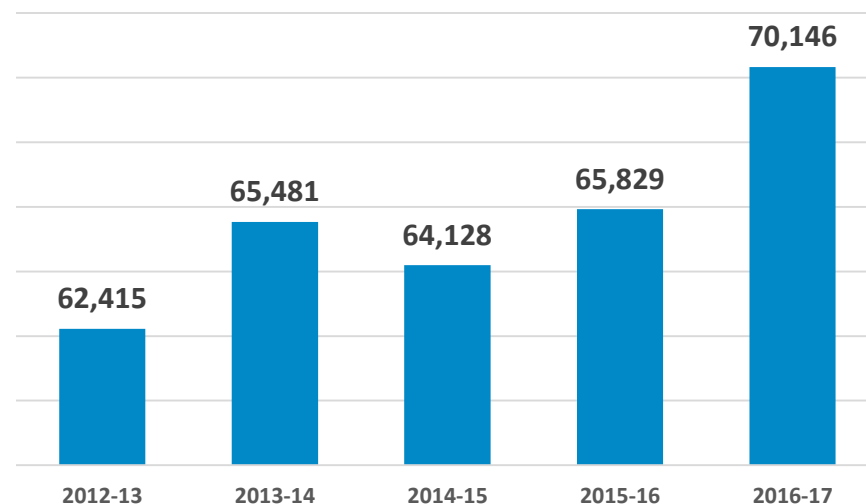
Bachelor's degree production outpaced enrollment growth

56

- 4 years prior full-time equivalent enrollment (FTE) increased 0.8%.

- Bachelor's degrees increased 2.9%.

- Predictive model projected 18,311 bachelor's degrees in 2016-17. The actual number conferred was 18,619, 308 ahead of projection.

- FTE Enrollment
- Bachelor's Degrees Awarded

	2013-14	2014-15	2015-16	2016-17
FTE Enrollment	85,422	85,681	86,961	87,696
Bachelor's Degrees Awarded	17,096	17,468	18,095	18,619

0.8%

2.9%
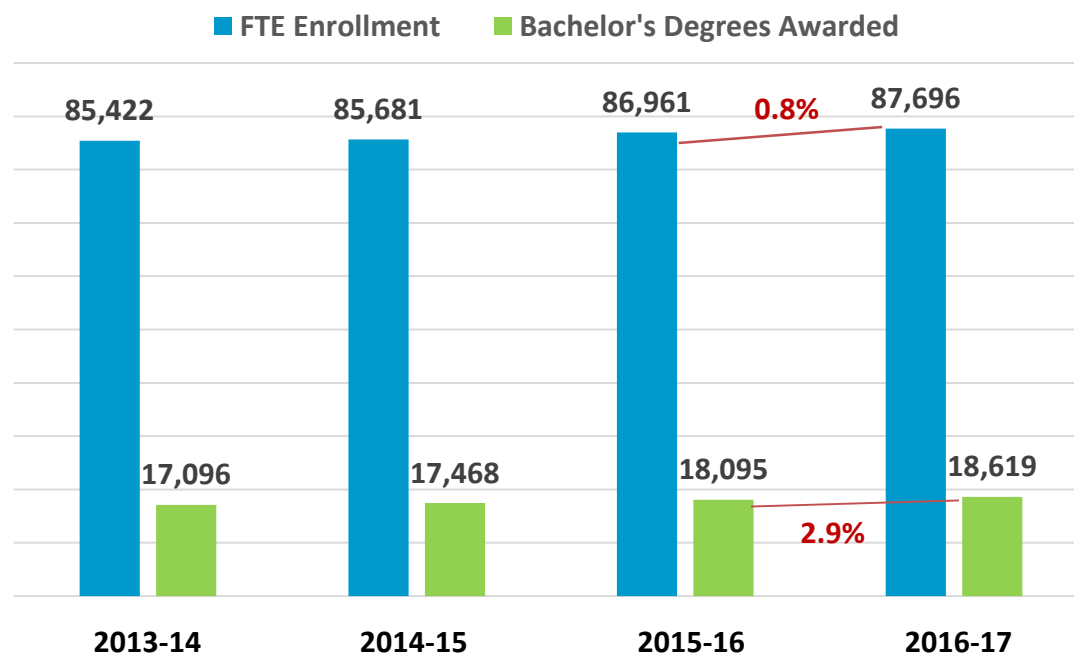
KCTCS credentials increased despite enrollment decline

- 2 years prior full-time equivalent enrollment (FTE) declined 8.4%.

- Credentials increased 12.1%.

- 1,303 additional students received credentials, up 8.8% from previous year.

FTE Enrollment ■ **Credentials Awarded**

	2012-13	2013-14	2014-15	2015-16	2016-17
FTE Enrollment	57,877	53,032	51,868	49,613	45,770 (-8.4%)
Credentials Awarded	28,544	31,715	30,012	30,765	34,502 (12.1%)

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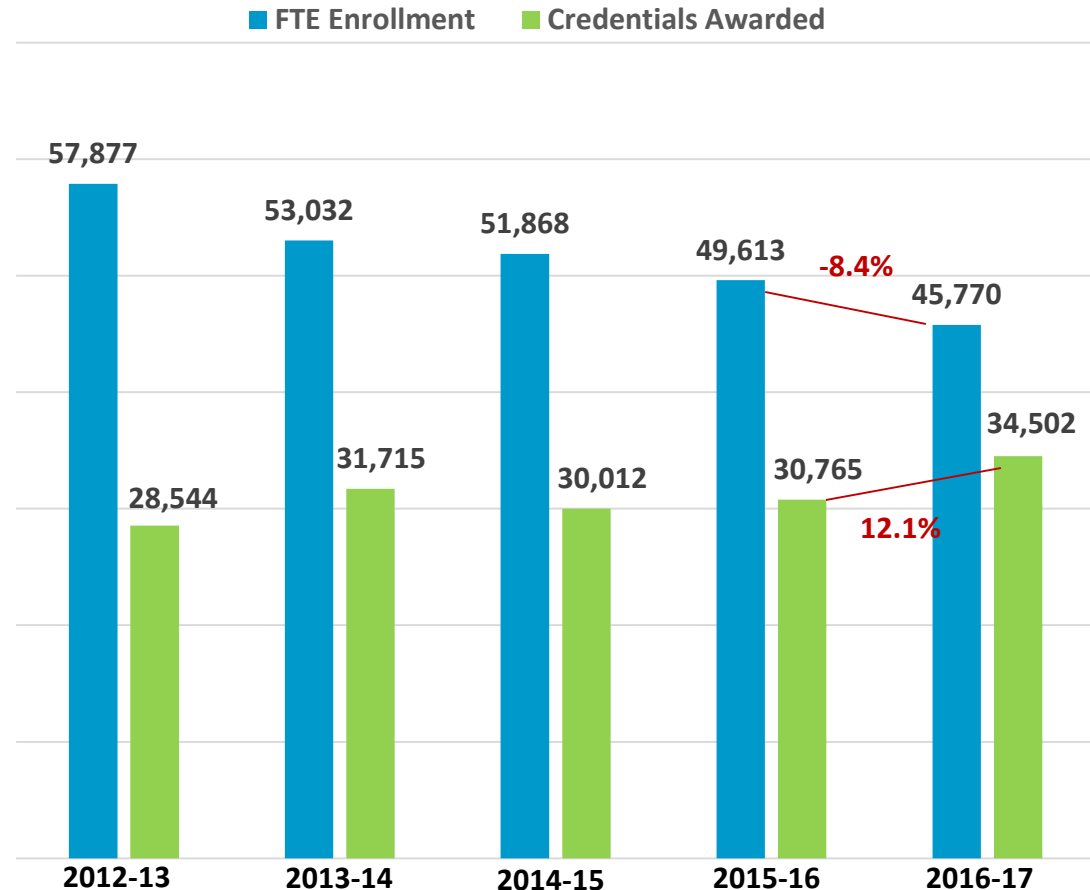
We must enroll more adults in postsecondary education

- In fall 2011, 73,854 adults were enrolled. In 2016, 48,949 were enrolled, a 51% decrease.

- Community and technical college enrollment decreased 12% nationally, and 30% at KCTCS.

- Over 300,000 additional residents need a postsecondary credential to meet the 60x30 goal. High school graduates are declining, so more must come from the adult population.

KY Adults (25-64) Enrolled in College (with less than an associate degree)

Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2020 Target
3.9%	3.0%	3.1%	3.0%	4.0%

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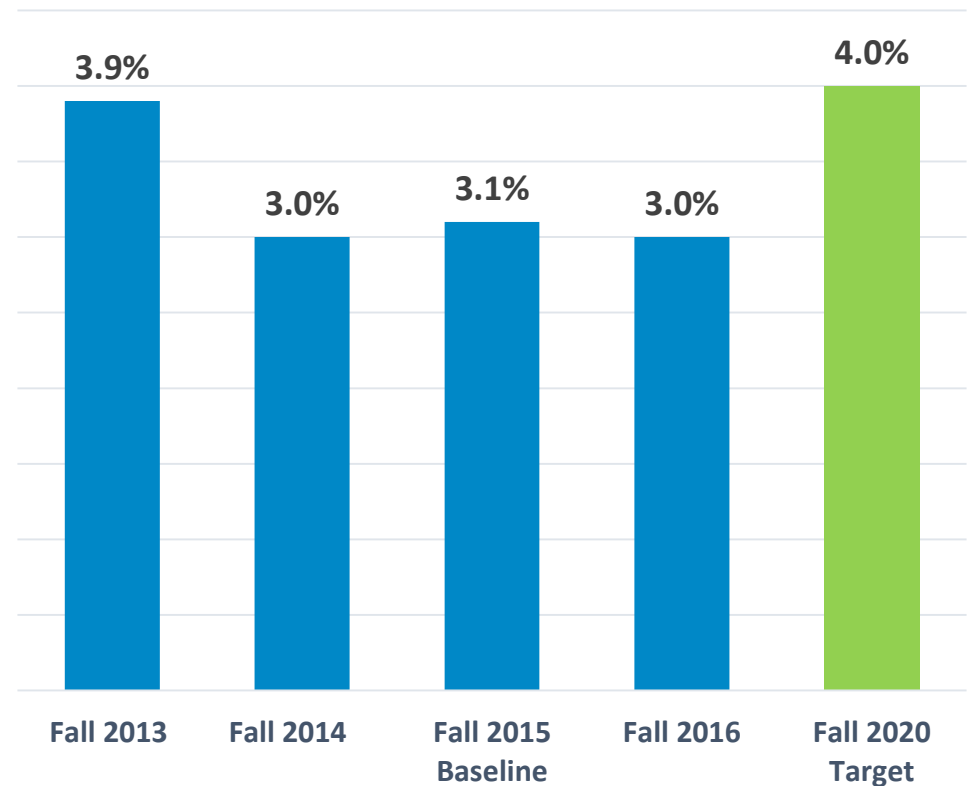
Completion rates up from previous year

- Completion rate for KCTCS up 0.4 point from 2015. At 40%, KCTCS exceeds the national average.

- Completion rate for public universities up 1.2 from 2015. KY trails the national average by 4 points.

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2016 Completion Rate for Students Starting in 2010

2-Year Public

U.S. — Total Completion 39.3%
| 26.7% | 12.6% | 15.8% | 44.9% |

Kentucky — Total Completion 40%
| 31.8% | 8.2% | 9.9% | 50.1% | **Target 45%**

4-Year Public

U.S. — Total Completion 62.5%
| 49.5% | 13.0% | 13.2% | 24.3% |

Kentucky — Total Completion 58.5%
| 44.8% | 13.7% | 13.0% | 28.5% | **Target 60%**

Legend:
- Graduated from Home Institution
- Graduated from Another Institution
- Still Enrolled at Any Institution
- Didn't Graduate and Not Enrolled

Source: National Student Clearinghouse Signature Report

KCTCS 3-year graduation rate continues to improve

- KCTCS graduation rate is higher than U.S. average of 22%.

- Little progress in closing achievement gaps:

  ➢ 3.3 pp. gap for low-income students

  ➢ 9.9 pp. gap for URM students

KCTCS: 3-Year Grad Rates for First-Time Freshmen

2013-14	2014-15	2015-16	2016-17	2020-21 Target
23.7%	25.5%	26.8%	27.1%	30.5%
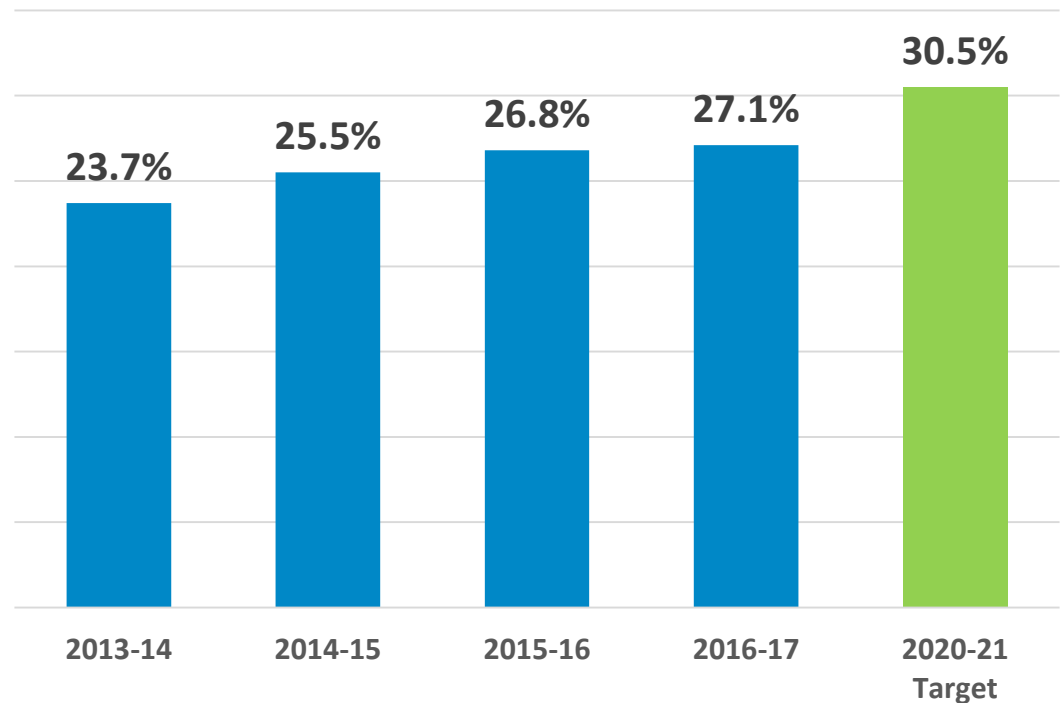
6-year public graduation rate continues to improve

- KY 6-yr. graduation rate is lower than the U.S. average of 59%.

- Little progress in closing achievement gaps:

  ➢ 14.2 pp. gap for low-income students

  ➢ 13.9 pp. gap for URM students

6-year Grad Rates for First-Time, Full-Time Freshmen at KY Publics

				60.0%
49.3%	49.8%	50.6%	51.3%	
2013-14	2014-15	2015-16	2016-17	2020-21 Target
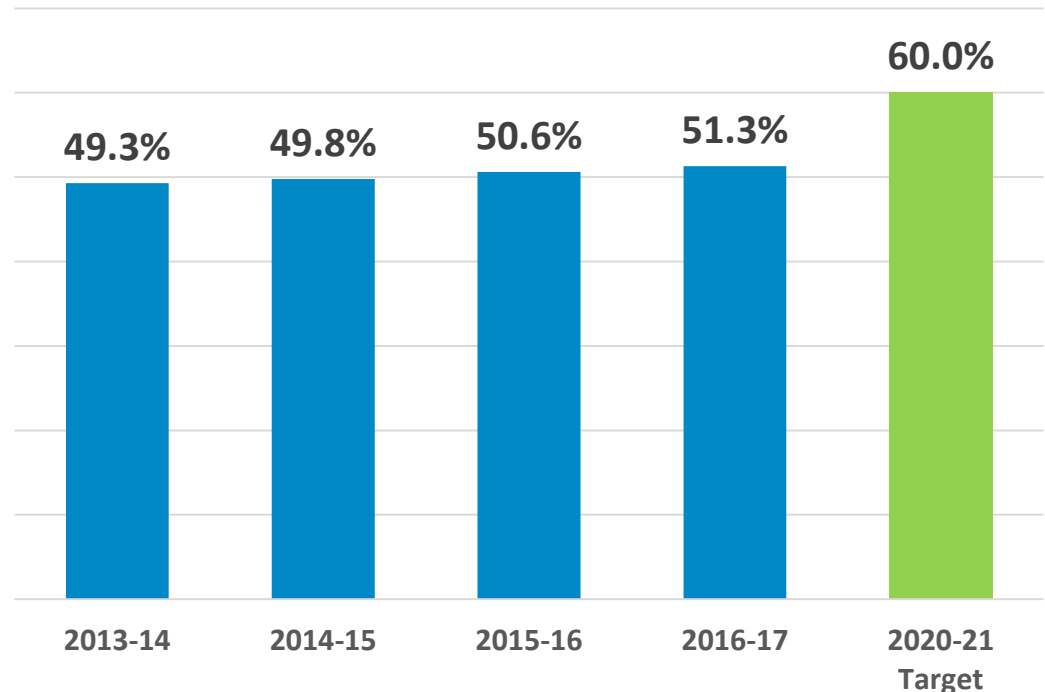
61

In-state college-going rate is declining

Progress Report p.8

- About 5% of KY grads go out of state, raising the rate to 58.5%. The U.S. average is around 70%.

- Achievement gaps exist:
  - ➢ 43% for low-income students
  - ➢ 48% gap for African-Am. students
  - ➢ 44% for Hispanic students
  - ➢ 55% for white students

KY In-State College-Going Rate of High School Graduates

2013	2014	2015 Baseline	2016	2020 Target
55.0%	55.0%	54.0%	53.5%	65.0%

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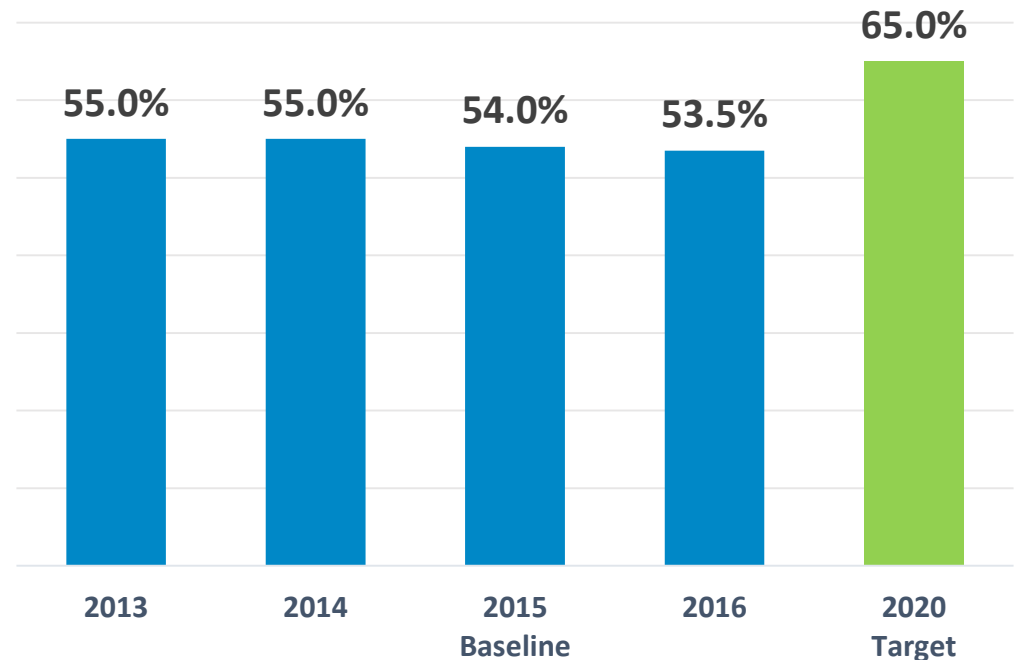
College readiness has improved dramatically

KY ACT scores have increased since 2013

- Composite: from 19.6 to 20.0 (U.S. 21.0)

- Math: +0.42 points to 19.3

- English: +0.75 points to 19.7

- Reading +0.85 points to 20.6

Expanded definition of college ready (23% of growth)

- Dual credit high school coursework

- Campus-developed readiness exams

- Additional standardized exams

% of KY High School Graduates meeting ACT benchmarks (Eng. 18, math 19, reading 20), campus exams requirements, or completing college coursework (public only)

	2013-14	2014-15	2015-16 Baseline	2016-17	2020-21 Target
4-Year	81.9%	83.8%	87.2%	88.8%	90.0%
KCTCS	42.6%	46.2%	60.7%	63.9%	66.0%

■ 4-Year ■ KCTCS

63
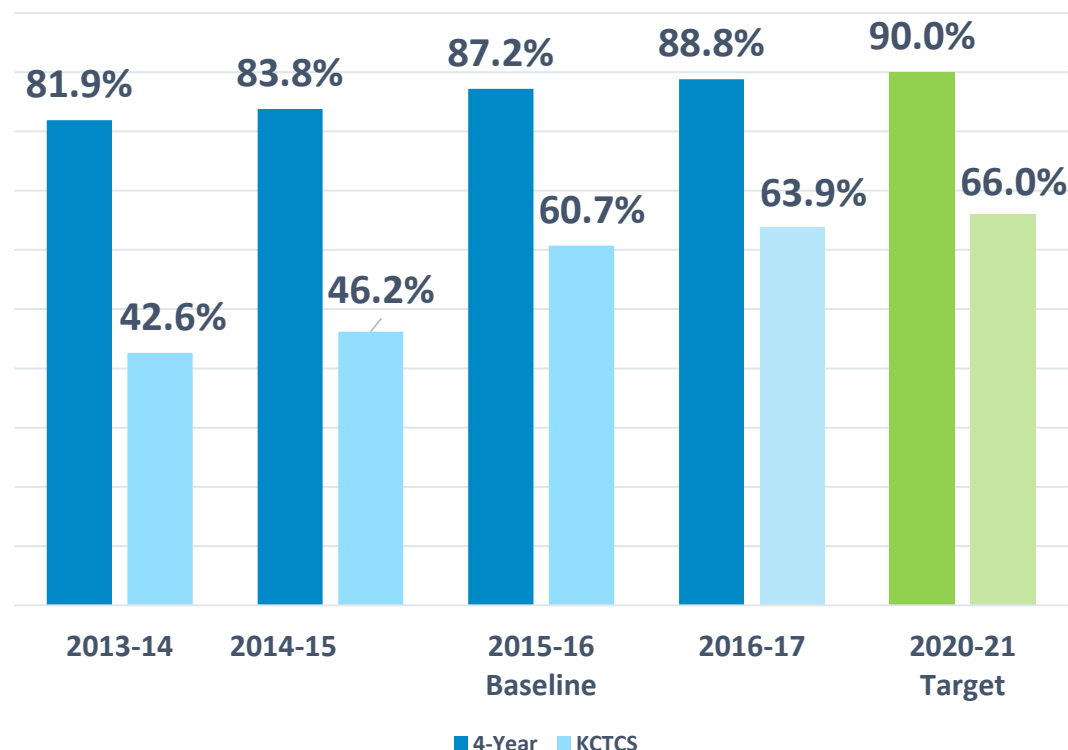
Modest increases in net price, except for comprehensives

2015-16 National and Regional Benchmarks

- U.S. $16,757 public 4-year
- U.S. $8,800 for public 2-year
- SREB $14,097 for public 4-year
- SREB $8,269 for public 2-year

Trends in Kentucky

- Comprehensives decreased slightly
- Research increased 18.7%
- KCTCS increased 6.4%

Avg. Cost for Full-time Students at a KY Public Institution (includes all sources of grant aid)

	2012-13	2013-14	2014-15	2015-16 Baseline
Research Universities	$14,359	$14,740	$16,327	$17,049
Comprehensive Universities	$10,377	$10,251	$10,484	$10,298
KCTCS	$6,506	$6,413	$6,780	$6,923

64

STRONGER by degrees
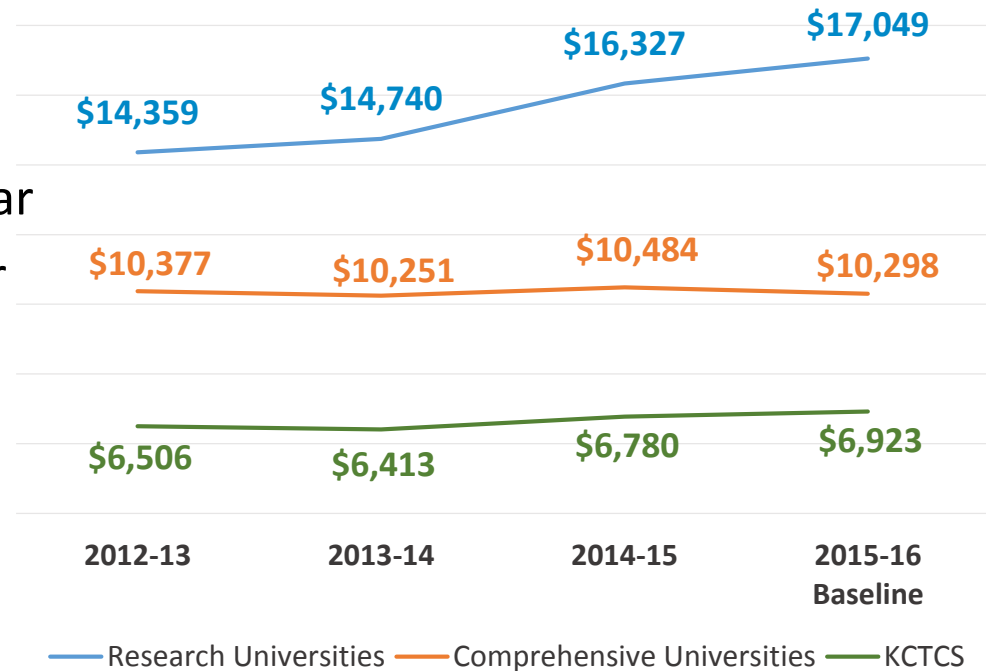
Per-student funding continues to decline

- KY General Fund appropriations per FTE has declined 35% since 2007-08, the start of the recession.

- Kentucky's 4-year publics ranked 8th out of the 16 SREB states on this metric.

- KCTCS ranked 11th out of the 16 SREB states on this metric.

KY Net General Fund Appropriations per FTE Student

2013-14	2014-15	2015-16 Baseline	2016-17
$6,259	$6,158	$6,223	$5,848

65
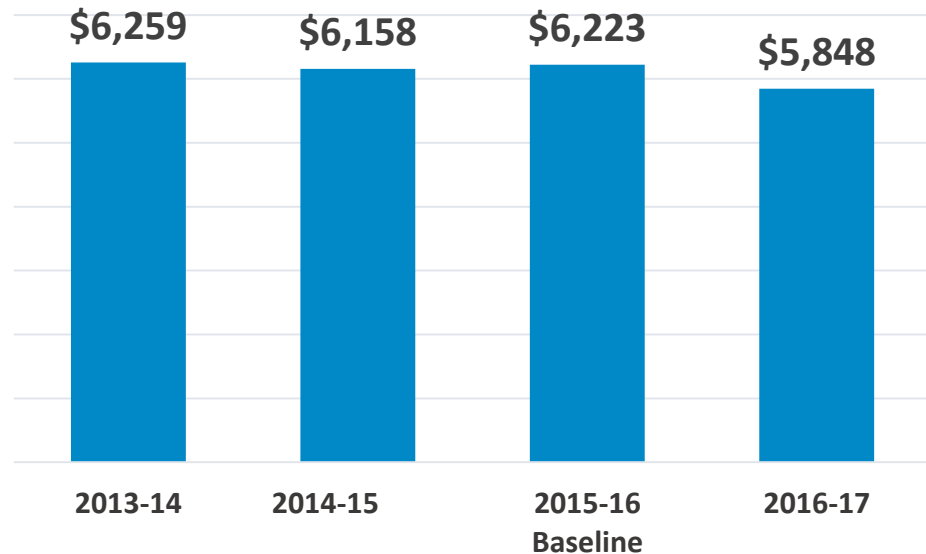
QUESTIONS?

Update on 2018 CPE Retreat Priorities

At the conclusion of the Annual CPE Retreat, Council members showed a focused interest in several areas for the 2018 calendar year. Since that time, CPE staff have followed up on those requests and will provide an update and additional discussion points on the following topics. Associated drafts and materials are also included.

1. Campus Annual Strategic Agenda Reports – Per the request of the Council, all campus reports have been rescheduled to occur on the same day – November 15, 2018. In the subsequent years, the annual reporting day will occur in tandem with the November Council meeting (as scheduling allows). Lee Nimocks and David Mahan will discuss the data that will be presented, the timeline of collection and validation, schedule/outline of campus reports. The Council will be consulted on their preferred reporting method to the board. Lee and David also will discuss the new one page progress report (requested by several members of the board) that will be shared at each meeting.

2. Council Advocacy Toolkit – Per the request of the Council, staff have prepared a draft advocacy toolkit. This toolkit will live on-line in BoardBooks, and will be regularly updated to include current initiatives and policy issues. The toolkit can be found in the "Resources" section of BoardBook for easy access and download. Sue Patrick and Lee Nimocks will discuss the sections prepared and consult with Council members on additional needs related to advocacy and communications materials.

3. Talent Pipeline/Workforce Development – In response to interest among board members in elevating CPE's work and focus in the area of talent/workforce development, CPE staff recommend the creation of an ad hoc workgroup created to provide the board with recommendations for action and further evaluation. Staff will discuss the proposed workgroup (membership, focus of work, and timeline) at the Council worksession.

4. Common Application – President King will provide a update on the development of this interest focus.

Proposed Changes to
Annual Campus Performance Presentation Schedule

At the February 2018 Council on Postsecondary Education Retreat, members requested that staff set aside one day during the year for campus performance presentations. The presentations are currently scheduled throughout the year, with each campus president meeting with the board to share progress on strategic agenda key performance indicators. These CPE-campus president interactions allow an opportunity for Q&A about state priorities and progress in key areas. They are an important piece of the state's accountability system.

Staff has determined that November 15 (prior to the business meeting on the 16th) is the best date for the performance presentations/discussions for 2018. Below is an option for how the day and conversation might be structured to achieve the desired result:

- All day work session, with successive presentations by each university president and the KCTCS president highlighting progress on a targeted set of strategic agenda metrics.

- The number of metrics for review at this session would be pared down to 5-6 (with some disaggregations looking at URM and low-income status).

- CPE staff would populate a scorecard for each campus with performance trend data, 2020-21 targets, and state/regional/national/peer group averages where possible.

- Board members would receive a scorecard for each campus well in advance of the meeting, and CPE staff would be available to respond to questions and provide context prior to the meeting.

- There would be no PowerPoints. Presidents would use the scorecards as a framework for discussing progress in key areas.

- Presidents would be asked to keep their comments to 15 minutes, with 15-20 minutes reserved for Q&A.

To supplement this information, staff proposes that the board focus on at least one key strategic agenda initiative, policy area or metric at each meeting through focused presentations/testimony by campus representatives and other experts.

For example, one of these sessions might focus on retention strategies. CPE staff would provide an overview of state performance in this area, with representatives from 3-4 campuses discussing their efforts to improve retention, followed by ample time for board Q&A. The conversation would also consider state-level policy changes that could better support strong performance in the area of interest.

CPE Member Communications Toolkit

April 2018

Kentucky Council on Postsecondary Education

Contents

Charts and Tables

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Responsibilities of the Council

As the guiding leadership body, the Council's key responsibilities include:

- Developing and implementing a statewide strategic agenda for postsecondary and adult education that includes measures of progress.

- Producing and submitting a biennial budget request for adequate public funding of postsecondary education.

- Determining tuition rates and admission criteria at public colleges and universities.

- Collecting and distributing data about postsecondary education performance.

- Ensuring the coordination and connectivity of technology among public colleges and universities.

- Administering adult education programs serving every Kentucky county.

- Licensing non-public postsecondary institutions to operate in the Commonwealth.

- Hiring and evaluating the performance of the Council president.

- Approving new programs offered by Kentucky's public colleges and universities.

- Developing statewide policies that ensure the success of both the students and the institutions that serve them.

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Responsibilities of the Individual Council Member

Serving on the Council can be time-consuming at times, but it is a highly rewarding experience as members help shape policy and key decisions that advance the needs of students and the Commonwealth.

Key responsibilities include:

- Reviewing meeting agendas and supporting materials before Council and committee meetings.

- Knowing the Council's mission, policies, programs and needs.

- Attending and participating in Council meetings and making decisions using best judgment.

- Volunteering to serve on committees and workgroups of the board and actively participating in this work, as well as any board-training activities.

- Taking advantage of monthly calls with the CPE president to get timely updates on the work of the agency and key issues affecting postsecondary and adult education.

- Understanding state and national higher education issues by regularly reading the Council's news clips, Policy Insight blog, and other higher education-related reports and publications such as The Chronicle of Higher Education.

- Adhering to Kentucky's open meetings laws and the Council bylaws.

- Abstaining from discussions and votes where there is a personal conflict of interest.

- Assisting the Council chair in identifying and recruiting others for committees or special projects.

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Using Your Voice as a Council Member

Additionally, you can reach higher levels of effectiveness by championing postsecondary and adult education, the work of the Council, or by taking deeper dives into policy areas of particular interest to you. Listed below are some practical suggestions to make the most of this experience.

- Serve as ambassadors, representing the Council in communities and advocating for the value of Kentucky's postsecondary and adult education. CPE staff would be pleased to assist scheduling meetings and speaking opportunities.

- Develop your personal story about why you are enthusiastic about your role, and share your story among your friends and networks.

- Develop expertise on education policy issues affecting Kentucky's students.

- Help the Council build its social media channels by liking and sharing posts, and recommending our channels to others. (See the next page for a list of CPE's channels.)

- When posting education-related content to your social media channels, please tag the Council. We'll be happy to share your post with our followers

- If you are on LinkedIn, then update your bio to read that you are a member of the Council, and if you are not on LinkedIn, you might want to develop a profile.

- Agree to be featured and interviewed for the Council's blog, Policy Insight.

- Visit the state's closest two-year and four-year campus for a "meet and greet" to introduce yourself to leadership, faculty or students, and/or to take a tour of the campus. CPE staff would be pleased to help arrange these visits.

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CPE Social Media Channels

CPE News

Twitter: https://twitter.com/CPENews

Facebook: https://www.facebook.com/KYCPE/

LinkedIn: https://www.linkedin.com/company/kycpe

Flickr: http://www.flickr.com/photos/kycpe/

Bob King

Twitter: https://twitter.com/cpebob

LinkedIn: https://www.linkedin.com/in/robert-king-aa28102b/

KYAE

Twitter: https://twitter.com/kyaereecie

Facebook: https://www.facebook.com/KYAdultEducation/

Aaron Thompson

Twitter: https://twitter.com/thompsonaaaron

LinkedIn: https://www.linkedin.com/in/aaron-thompson-3b03175/

KYVL

Twitter: https://twitter.com/myKYVL

Facebook: https://www.facebook.com/KentuckyVirtualLibrary/

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What is the Council on Postsecondary Education?

Short Version

The CPE is the state's coordinating agency for colleges, universities and local adult education centers. We work with campuses and adult education centers to improve educational opportunity and raise educational attainment to build a stronger workforce, economy and quality of life for Kentuckians.

Long Version

The Council on Postsecondary Education is the state's coordinating agency for colleges and universities and local adult education centers. This means that we set policies and advance a comprehensive agenda to help more students go to college and graduate with a high-quality degree or credential. We promote college affordability by moderating tuition, encouraging on-time completion, advocating for increased financial aid and institutional support, and promoting greater efficiencies and innovation at our colleges and universities. We also provide a consumer protection role by reviewing and approving all academic programs, and monitoring and licensing non-public colleges and universities to operate in our state.

For publicly funded colleges and universities, we:

- Set a statewide strategic agenda to guide campus and state planning.
- Approve and review academic programs.
- Develop a unified budget request for public colleges and universities and for adult education.
- Incentivize campus performance through the new funding model.
- Advocate for higher education with the executive and legislative branches.
- Provide accountability by monitoring campus and state progress toward goals.
- Support and promote strategies that improve college access and on-time completion.
- Advance policies that improve equity and diversity among student populations and campus employees.

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By the Numbers: Kentucky's Postsecondary and Adult Education System

Postsecondary Institutions

Public Universities	8
KCTCS	16
AIKCU Not-for-Profit Institutions	18
Other Kentucky Independent Institutions	19
Licensed Out-of-State	63

Employee Headcount (Public Colleges)

University Faculty	9,826
KCTCS Faculty	1,665
Total Faculty	11,491
University Non-Faculty	20,523
KCTCS Non-Faculty	7,001
Total Non-Faculty	27,524
Total, All Staff	39,015

Enrollment (Spring 2018)

	Headcount	5-Yr Change
Public Universities	126,826	-1%
KCTCS	77,680	-25%
AIKCU Not-for-Profit Institutions	44,489	19%
Other Kentucky Independent Institutions	8,947	-67%
Licensed Out-of-State	6,537	-90%

Enrollment by Level

	Headcount	Full-Time Equivalent
Undergraduate	216,384	131,360
Graduate	46,011	20,825
House Staff	1,400	1,400
Post-Doctoral	353	353
Unclassified	331	331

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Enrollment Demographics	Headcount	Percentage
Female	149,570	57%
Male	113,951	43%
American Indian or Alaskan Native	603	<1%
Asian	4,638	2%
Black	20,909	8%
Hispanic or Latino	9,372	4%
Native Hawaiian or Other Pacific Islander	258	<1%
Nonresident Alien	11,682	4%
Race/Ethnicity Unknown	10,378	4%
Two or More Races	7,189	3%
White	199,450	75%
International	8,939	4%
Out-of-State	52,063	21%
Adult Undergraduates (Age 25 and Over) at Public and AIKCU Institutions	47,783	22%
Adult Undergraduates (Age 25 and Over) at Public and AIKCU Institutions Attending Full-Time	18,047	37%

State Financial Aid	Awards	Average
KEES (Merit-Based Awards) recipients	69,434	$1,542
CAP (Need-Based Awards) recipients	38,586	$1,576
KTG (Need-Based, Private Colleges) recipients	10,644	$2,669
Pell Grant Recipients	110,355	$3,716
Qualified, Unfunded Students for Need-Based Programs	114,956	

Degrees/Credentials Conferred (AY 2017)

		5-Yr Change
Diploma and Undergraduate Certificate	25,469	18%
Diploma, 2-4 Year	103	*
Associate	12,147	
Baccalaureate	24,179	6%
Master's/Specialist	11,732	40%
Graduate Certificate	622	17%
Doctorate – Research/Scholarship	689	4%
Doctorate – Other	78	*
Doctorate – Professional Practice	1,506	8%

Adult Education (AY 2017)

Number of GED® Graduates	3,299
Percentage of GED® Graduates Entering Postsecondary Education (within 2 Academic Years)	30.2%
GED® Testing Pass Rate	85%

Fiscal Information (Public Colleges)

Total Public Funds	$2,551,421,547
Net State General Funds	$910,565,500
Gross Tuition and Fee Revenue	$1,640,856,047
State Student Financial Aid	$143,952,113
Completions per $1M in Education and Related Expenses	27.7
External Research and Development Funding	$533,800,000

Definitions

- Total Public Funds – The sum of state General Fund appropriations and gross tuition and fee revenue.
- Net State General Funds – State General Fund appropriations less debt service for capital projects.
- Gross Tuition and Fee Revenue – Total tuition/fee revenue prior to applying institutionally funded scholarships and other discounts.
- State Student Financial Aid – State-funded need- and merit-based grant aid provided through KHEAA.
- Education and Related Expenses – The cost for meeting the educational mission of a college; includes instruction and student services expenses, plus an allocation for academic and institutional support; maintenance and operations; and libraries.
- External Research and Development Funding - Research and development funding supported by grants from the federal government or other sources external to the institution.

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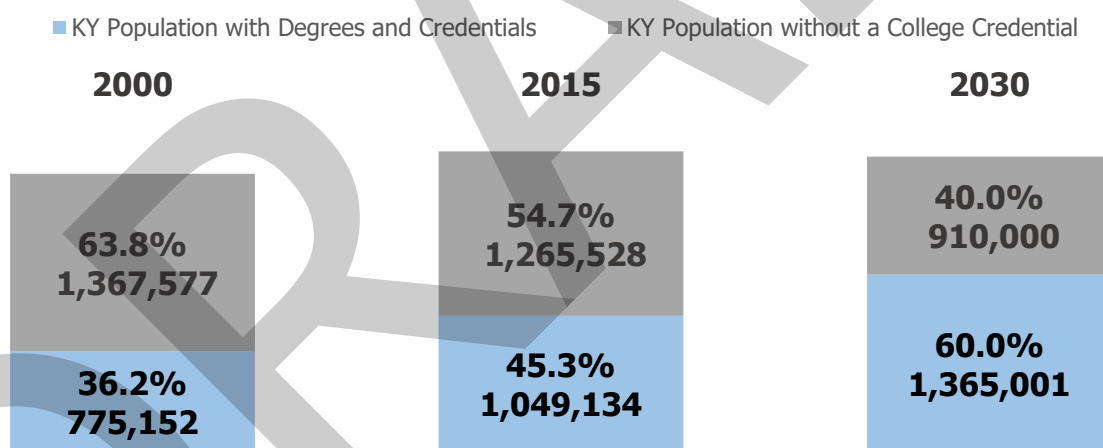# Kentucky's Strategic Agenda for Postsecondary and Adult Education

The Big Goal: 60% with Degrees and Credentials by 2030

At the heart of CPE's strategic agenda is a push to increase educational attainment to levels that improve the state's economic competitiveness and improve the lives of more Kentuckians. By the year 2030, we want 60 percent of Kentuckians between the ages of 25 and 64 to have earned a postsecondary credential—whether that be a certificate, associate, bachelor's or graduate degree.

In raw numbers, that means about 300,000 additional Kentuckians will have earned a postsecondary credential. Kentucky's current level of educational attainment is 45 percent.

Kentucky's public and independent institutions are currently producing around 60,000 certificates, associate and bachelor's degrees a year. By 2030, our goal is to be producing at least 75,000 a year.

Chart 1: Educational Attainment Trajectory Needed to Meet 2030 Goal

■ KY Population with Degrees and Credentials   ■ KY Population without a College Credential

	2000	2015	2030
KY Population without a College Credential	63.8% 1,367,577	54.7% 1,265,528	40.0% 910,000
KY Population with Degrees and Credentials	36.2% 775,152	45.3% 1,049,134	60.0% 1,365,001

2030 numbers based on estimated population of 2,275,001 working-age adults in Kentucky.

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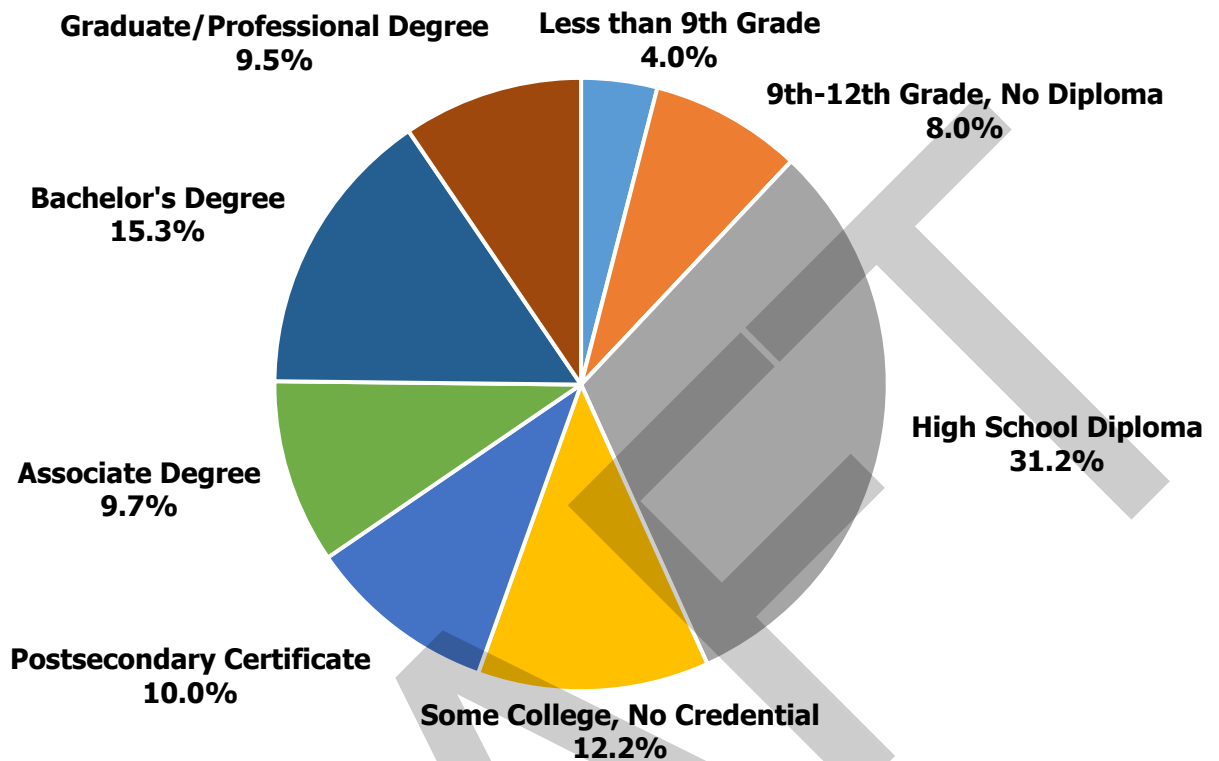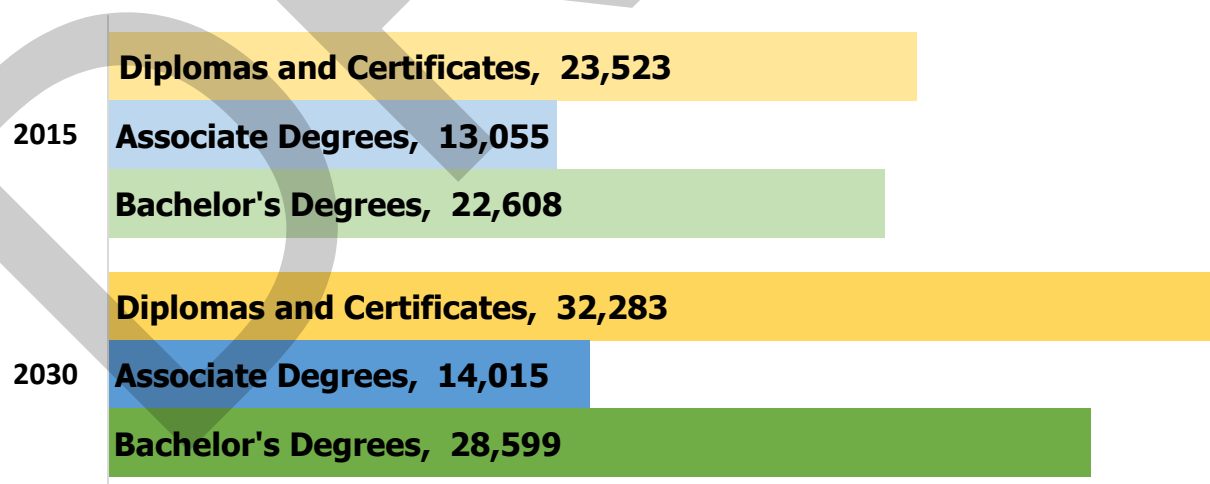## Chart 2: Education Level of Kentucky Residents, Ages 25-64, in 2016

Graduate/Professional Degree
9.5%

Less than 9th Grade
4.0%

9th-12th Grade, No Diploma
8.0%

Bachelor's Degree
15.3%

High School Diploma
31.2%

Associate Degree
9.7%

Postsecondary Certificate
10.0%

Some College, No Credential
12.2%

Chart 3: Annual Undergraduate Degree Production Needed to Meet 2030 Goal

Diplomas and Certificates, 23,523

2015

Associate Degrees, 13,055

Bachelor's Degrees, 22,608

Diplomas and Certificates, 32,283

2030

Associate Degrees, 14,015

Bachelor's Degrees, 28,599

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Why It Is Important

1. America's economy is changing. A recent report by the Georgetown University Center on Education and the Economy reveals that nearly all the jobs created in the U.S. since the Great Recession, 11.5 out of 11.6 million have gone to workers with at least some postsecondary education.

2. Kentucky needs talent to capitalize on these changes. To remain competitive, workers need to be problem solvers, innovators, analysts, communicators and facilitators. They must adapt easily to new technologies and be able to work in teams. They need to be lifelong learners, willing to retrain many times over the course of their careers. They need education beyond high school.

3. All postsecondary credentials are needed. Kentucky is poised for growth in five sectors: advanced manufacturing; healthcare; business and IT; transportation and logistics; and construction. Certificates help individuals land entry-level jobs. KCTCS works with public universities to create degree pathways that help workers advance in their education and careers over time.

4. All regions must benefit. Kentucky will succeed only if we achieve greater levels of education for all. Minority, low-income and non-traditional students need resources and strong advising to help them complete college at rates equal to majority students. Rural areas need better access to postsecondary programs to help their economies and communities flourish.

5. If we succeed, the benefits will transcend our economy. College-educated individuals have higher rates of voting, charitable giving and volunteerism. They are healthier and cost less to insure. They are less likely to be incarcerated, on public assistance or addicted to drugs or alcohol. They read to their children more often and are more involved in their children's schools.

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How We Will Make It Happen

Achieving this goal will depend upon a number of essential components:

- **Adequate funding:** Increases in state funding and financial aid, as well as cost controls and innovation in how we deliver postsecondary education and training.

- **Accountability:** High-level state and institution performance metrics to guide our progress through 2021.

- **Performance funding:** Providing incentives for campuses to increase retention, completion, degree production and other priority outcomes.

- **Measures of progress:** Monitoring our progress toward increasing degrees and credentials, closing achievement gaps, increasing the success of underprepared students, improving academic quality, increasing educational attainment, and other goals.

- **Campus strategic plans and progress reports:** The Council and the institutions will work together to ensure that campus strategic plans and progress broadly align with the statewide agenda.

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The Agenda's Three Priority Areas

While developing these priorities, the Council reached out to hundreds of contributors—representatives of education, business, and public and private-sector organizations from across the state—who identified both the major obstacles to overcome and the most promising strategies for success.

These groups identified high-level objectives, strategies and metrics in three broad policy areas that will help us improve college readiness and enrollment, produce more certificates and degrees aligned with workforce needs, and work closely with local communities to enhance their standard of living and quality of life.

Opportunity: Encourage more people to take advantage of postsecondary opportunities.

Kentucky will be stronger by ensuring postsecondary education is broadly accessible to all residents, students have the support and resources they need to pursue postsecondary opportunities, and all students enter postsecondary education prepared for credit-bearing work.

Objectives

1. Improve the diversity and inclusiveness of Kentucky's campuses through the statewide diversity planning process and related initiatives.

2. Partner with Kentucky's P-12 system to increase the number of students ready to enter a postsecondary degree or certification program.

3. Increase participation in postsecondary education, particularly among traditionally underserved populations.

4. Improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education.

5. Expand financial access to postsecondary education.

Measurements of Progress

- Traditional students (high school students going on to college)
    - College readiness
    - College-going rate
    - Success of underprepared students in college
- Non-traditional students (adults beginning or returning to college)
    - College-going rate
    - Number of adults enrolled
- Adult basic education
    - Number of high school equivalency diplomas awarded
    - Percentage of the population without a high school credentials
- Affordability
- Average net price

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Success: Increase degree and certificate completion, fill workforce shortages and guide more graduates to a career path.

Kentucky will be stronger by ensuring that many more individuals complete a postsecondary degree or credential, and that they graduate with the skills and abilities to be productive, engaged citizens.

Objectives

6. Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students.

7. Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions.

8. Promote academic excellence through improvements in teaching and learning.

Measurements of progress

- Graduation rates
  - 3-year at KCTCS (overall, low-income, underrepresented minority)
  - 6-year at public universities and AIKCU (overall, low-income, underrepresented minority)
- Retention rates (1st to 2nd year)
  - KCTCS (overall, low-income, underrepresented minority)
  - Public universities and AIKCU (overall, low-income, underrepresented minority)
- Completion rates
  - KCTCS
  - Public universities

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Impact: Create economic growth and development and make our state more prosperous.

Kentucky will be stronger by training a globally competitive, entrepreneurial workforce; educating an engaged, informed citizenry; improving the health and well-being of families; and producing new research and discoveries that fuel job creation and economic growth.

Objectives

9. Improve the career readiness and employability of postsecondary education graduates.

10. Increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth.

11. Expand regional partnerships, outreach and public service that improve the health and quality of life of Kentucky communities.

Measurements of progress

- Transfers from KCTCS (with a degree) to a university
- Degrees and Credentials
  - Non-credit workforce training
  - Associate level
    - Overall
    - Low-income
    - Underrepresented minority
    - STEM+H
  - Bachelor's level
    - Overall
    - Low-income
    - Underrepresented minority
    - STEM+H
  - Graduate level degrees awarded and higher
    - Overall
    - Number of degree graduates pursuing graduate-level degrees
    - Extramural research expenditures (institutional funding)
  - Number of Kentuckians with degrees and credentials

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Current Priorities

The following section provides an overview of a select number of CPE policy and program priorities. Staff will update this section as needed. It is designed to provide board members with a quick Q&A on the topic. Additional information can be provided, if needed.

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Increasing Opportunities to Earn College Credit in High School

Dual credit programs are cost-effective ways for students to earn college credit while in high school, and studies show participation increases college enrollment, on-time graduation and reduces the cost of college.

Why Kentucky needs dual credit programs

Improving the educational attainment of Kentucky's citizens is key to ensuring a workforce that can succeed in a global economy. Dual credit programs are a key strategy to advancing that goal.

Dual credit programs provide the opportunity for students to earn those necessary college credits, as well as experience "going to college" among friends and close to home and school. Studies show that these programs increase the chances of college enrollment, on-time graduation, as well as reducing college costs. Dual credit programs also expose students to many career possibilities prior to college, helping refine major and degree program selection.

How the Council helps improve dual credit programs

The Council guides the success of Kentucky's dual credit programs through policy oversight. The Council, with other education leadership, coordinates a Dual Credit Advisory Council, which promotes best practices and monitors each program's quality, growth and success.

As part of its quality assurance, the Council works with other education and community partners to provide training programs for teachers and school leadership. These programs help prepare K-12 teachers for the offering and teaching of dual credit courses. The Council is also working with Kentucky's campuses to adjust teacher preparation curriculum to ensure education graduates are ready to teach dual credit courses.

How dual credit benefits Kentuckians

Dual credit courses generate an interest in attending college among students who may not have considered college. The programs also promote college-going cultures within schools, providing opportunities for both teachers and students to explore teaching and learning a more rigorous curriculum than before. In addition, dual credit courses are a great way for students to save on college tuition, especially when utilizing dual credit scholarships, which are available to juniors and seniors in Kentucky public or private high schools or are participating in comparable home school programs.

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How dual credit helps us toward 2030 goals

More Kentuckians with college credentials and career-ready citizens are priorities of the Council. Dual credit programs provide the rigorous curriculum and career preparation needed by students, whether pursuing college or career after high school.

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Improving Success Rates of Underprepared Students

Not all high school graduates are ready for college coursework. However, this lack of preparation should not prevent the possibility of a college degree or credential. The Council works with Kentucky's colleges and universities in improving the academic and advising support systems for underprepared students.

Why Kentucky needs improvement

About one in three Kentucky high school graduates needs to build skills to be ready for college-level work in three crucial subjects: reading, writing and mathematics. Many of these students are unaware of their skill levels and enroll in college to pursue a degree. This lack of preparedness can cause students to struggle with the rigor of academic curriculum and often contributes to low completion and graduation rates.

Developmental education and corequisite programs in Kentucky's colleges and universities assist underprepared students in attaining the competencies needed to succeed in college. These programs can include tutoring and mentoring, academic support and a variety of advising services, from personal to career.

How the Council helps improve readiness

In collaboration with faculty and campus leadership, the Council has implemented the Kentucky College Readiness Indicators. These benchmarks standardize assessment of a student being "college-ready." Based on ACT and other placement exam scores, this new standardization helps guarantee a student is ready for credit-bearing coursework at any public college or university in Kentucky without additional preparation.

In addition, the Council works with campuses in improving the assessment of student readiness through monitoring the education outcomes of all students. This includes the piloting of corequisite programs. Corequisite education is offering the college-level course to underprepared students, but with additional academic support. For example, in a remedial model, a student must take multiple semesters of preparatory work before enrolling in English 101. However, in a corequisite model, the student would enroll in both the college-level English course and an academic support course in English during the same semester.

Corequisite support is a cost-effective way for using existing institutional resources to support improved college completion. Institutions participating in the pilot have seen their underprepared students succeed at the same rates, completing the course with a passing grade in one semester, as their college-ready peers.

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How these programs benefit Kentuckians

Developmental and corequisite education at Kentucky's colleges and universities not only includes remedial coursework, but also a myriad of academic and advising support systems and services to assist students. The Council's work in this area helps campuses constantly assess the success of these programs, as well as help K-12 school districts improve the curriculum needed for all graduates to be "college ready." This improves student success rates at both levels.

How these programs help us toward 2030 goals

College preparation is an effective way to increase not only the percentage of students who succeed in postsecondary education, but also to ensure students opting out of college are equipped with the skills needed for career. This statewide effort to improve readiness is pivotal in ensuring Kentucky's future workforce is competitive in a global economy.

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Expanding Diversity on Campus

Maintaining a diverse student body in an inclusive environment is essential to a student's college experience. The Council's Policy for Diversity, Equity and Inclusion provides the framework to increase diverse enrollments and the success of racial and ethnic minority and low-income students, create a more inclusive environment, and produce more culturally competent graduates.

Why Kentucky needs a diversity policy

While Kentucky's racial and ethnic minority and low-income students have made some progress in closing the education gap, and campuses have become more inclusive, there is still much room to improve. The new Policy for Diversity, Equity and Inclusion, applicable to state universities and KCTCS, focuses on improvement in three key areas:

- Recruitment and enrollment of diverse students.

- Student progression and success.

- Campus climate, inclusiveness and cultural competency.

The new policy builds upon the successes of diversity policies of the past, while integrating a new degree-program-approval process into the framework to ensure campus accountability.

How we will make it work

To ensure that goals are attainable, leaders have created diversity plans with measurable outcomes, specific to their campus. These goals not only improve campus diversity and climate, but also align with the state's strategic agenda for postsecondary and adult education. The Council will score progress annually on both quantitative and qualitative elements. If a campus does not score well, it will not be able to offer new degree programs.

How the policy benefits Kentuckians

A diverse and well-trained workforce is crucial for Kentucky's businesses to attract and retain top talent. Studies consistently show that diversity drives innovation and fosters creativity. Businesses are responding by increasing diversity of thought, culture and lifestyles within the workplace. The Council's statewide policy reinforces this need by fostering campus environments that prepare graduates for life and work in an increasingly diverse society.

How the policy helps us toward 2030 goals

Diversity on campus benefits all students, and the policy requires that institutions implement strategies designed to increase the number of Kentuckians with a college degree. As Kentucky, and our nation, become more diverse, it is crucial that the state's campuses reflect this diversity

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to ensure graduates can thrive and be competitive in today's workforce. This competitive advantage can benefit Kentucky's economic outlook and the health and well-being of its citizens.

Keeping Down the Price of College

The Council works with public institutions to set caps on tuition and fee rate increases to address affordability, while still meeting institutions' revenue needs.

Why Kentucky needs tuition oversight

Maintaining college affordability is critical to increasing college access. However, state cuts to higher education over the last decade have shifted a larger portion of college costs to students and their families. The Council works with Kentucky's public institutions to moderate tuition increases to ensure the price and the cost of a college credential is cost-effective for students and institutions alike.

How the Council helps tuition-setting at public institutions

In 2008, the Council created a tuition and fee policy that sets up a regulatory framework for determining tuition and fee increases at Kentucky's public institutions. The policy sets caps on increases to keep increases under control. College boards then self-select tuition increases that fall under these caps. This collaborative process among the Council and campus leadership takes into account:

- Students' family and individual incomes and their capacity to save for college.
- Federal, state and institutional scholarships and grants available to assist with tuition costs.
- Students and parents' reliance on loans and potential debt levels.
- The need to enroll and graduate more students to build Kentucky's workforce.

In determining rates, the Council also considers the actual costs associated with an education at Kentucky's public institutions. These costs range from faculty salaries, pensions and benefits, building maintenance to student services.

The Council's role as mediator balances students' and families' ability to pay for college, as well as the institutional revenue needed to partially offset decreases in state funding and increased costs. In addition, as the developer of statewide higher education goals, the Council reviews Kentucky's economic climate and market needs.

Working toward affordability

Apart from the tuition-setting process, the Council works throughout the year with campuses, state policymakers and other organizations to provide options that help students save on college costs. These include dual-credit opportunities, initiatives to promote on-time graduation, financial literacy programs, campaigns that increase the number of students completing the

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Free Application for Federal Student Aid (FAFSA), and advocating for sufficient state operating and financial aid support for Kentucky's public campuses.

Chart 4: Impact of CPE Tuition and Fee Ceilings on Resident Undergraduate Tuition and Fees

Implementation of CPE Tuition and Fee Ceilings 4.6% Average Annual Growth Rate

Bar chart values by year:
- 02-03: 9.8%
- 03-04: 15.4%
- 04-05: 16.0%
- 05-06: 12.8%
- 06-07: 11.6%
- 07-08: 8.7%
- 08-09: 8.0%
- 09-10: 4.5%
- 10-11: 5.4%
- 11-12: 6.1%
- 12-13: 5.2%
- 13-14: 3.1%
- 14-15: 4.5%
- 15-16: 3.2%
- 16-17: 5.8%
- 17-18: 3.7%
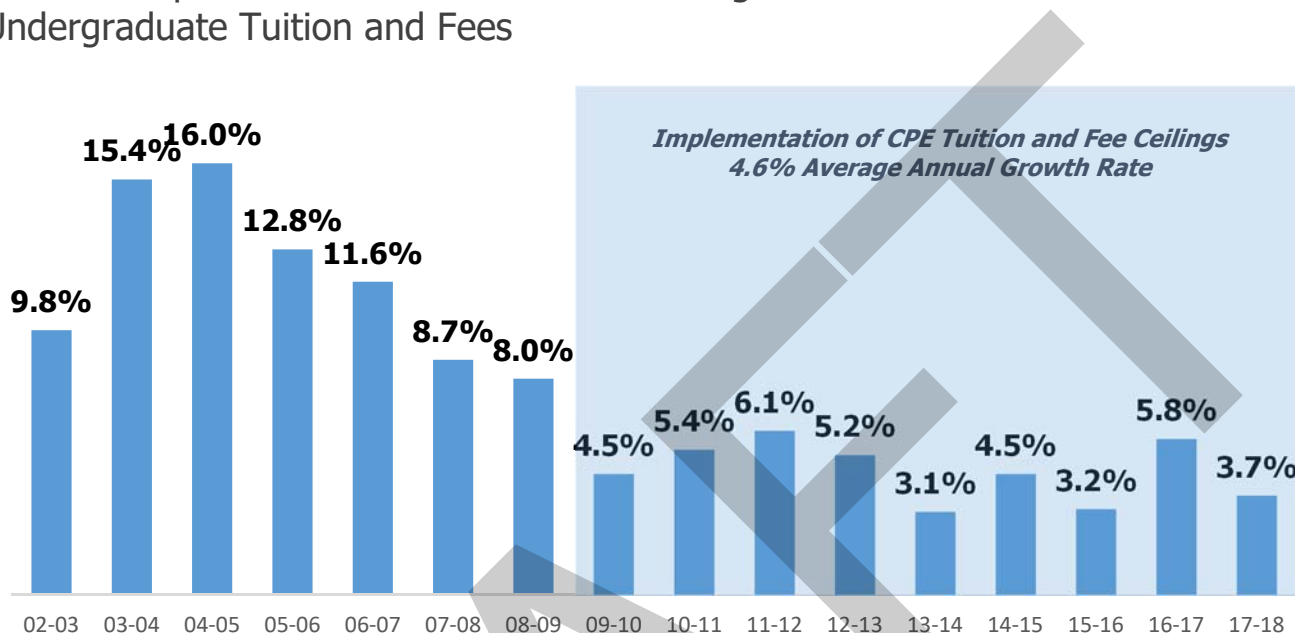
How tuition setting benefits Kentuckians

High quality degrees need to be affordable to Kentuckians, particularly for low-income families. With the rising workforce demand for a college credential, it is vital that citizens have access to higher education, regardless of economic status. Since the policy's adoption, resident undergraduate tuition and fees has increased at an average annual rate of 4.6 percent, a 60 percent reduction compared to the previous seven years. Tuition policy is the primary tool the Council has to influence college affordability and access.

How tuition setting helps us toward 2030 goals

Significant cuts to public higher education over the last decade have shifted a larger portion of college costs to students and their families. Unfortunately, state financial aid resources are not keeping up with higher prices and increased demand. Tuition setting moderates college costs, making degrees more accessible to Kentuckians.

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Educating Higher Education Leadership

To prepare citizens for their roles on college boards, the Council provides training to new appointees to increase their understanding of their responsibilities and the structure of postsecondary education in Kentucky.

Why Kentucky needs board training

While many board members have expertise in their respective fields, most do not work in higher education and are unfamiliar with the industry and unsure of their role.

In 2016, the Kentucky General Assembly passed legislation that requires the Council to provide six hours of orientation and training to newly appointed board members of the Council, the public universities and KCTCS. The training is designed to provide board members with a basic understanding of higher education governance and their roles as a trustee or regent.

How the Council delivers board training

The Council provides the training on an annual basis, either in conjunction with the Governor's Conference on Postsecondary Education Trusteeship or as a stand-alone event or online course.

How board training benefits Kentuckians

Board training helps members approach their jobs with more confidence and prevents them from making mistakes that could negatively affect their institutions. A more innovative and efficient board helps ensure the college or university will remain financially viable and able to deliver high-quality academic programs to Kentuckians of all ages.

How board training helps us toward 2030 goals

An effective board holds the president and institution accountable for student success, monitoring enrollment, graduation and retention rates, degrees awarded, and other key metrics. This encourages a model of continuous improvement on campus.

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Return on Investment in Higher Education

What Is the Role of Higher Education in Kentucky?

Kentucky needs higher levels of education and training at all levels: more people with industry-recognized certificates in high-demand workforce areas, as well as more people with associate degrees, bachelor's, master's and doctorates. A look across the nation shows that states with the highest per capita income also have the most highly educated and well-trained workforces. Not coincidentally, the citizens in these states also have better health, lower incarceration rates, less unemployment, and greater innovation and entrepreneurial capacity.

What Are the Benefits of Higher Education to Kentuckians?

Adults with a postsecondary education (a diploma, certificate or degree) have the highest earnings, the lowest unemployment rates, the widest range of career opportunities and the sharpest differences in civic participation and health-related behaviors, such as smoking and exercise.

## What Is the Benefit of Higher Education to Kentucky Overall?

Higher education is a public good. Beyond personal benefits, more individuals more highly educated stimulates Kentucky's economy. The higher earnings of educated workers generate higher tax payments at the local, state and federal levels. Spending on social support programs, such as unemployment compensation, the Supplemental Nutritional Assistance Program (SNAP) and Medicaid is much lower for individuals with higher levels of education.

Everything the Council does is done with an eye toward improving college access and success, and increasing the education and training levels of Kentuckians. We do this because study after study has shown how much higher education strengthens society. It is the most effective public policy tool we have to:

- Combat intergenerational poverty.
- Create wealth, to build social capital.
- Improve our overall health and quality of life.
- Preserve the quality of our democracy.

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Chart 5: Educational Attainment of Kentucky's Working-Age Population
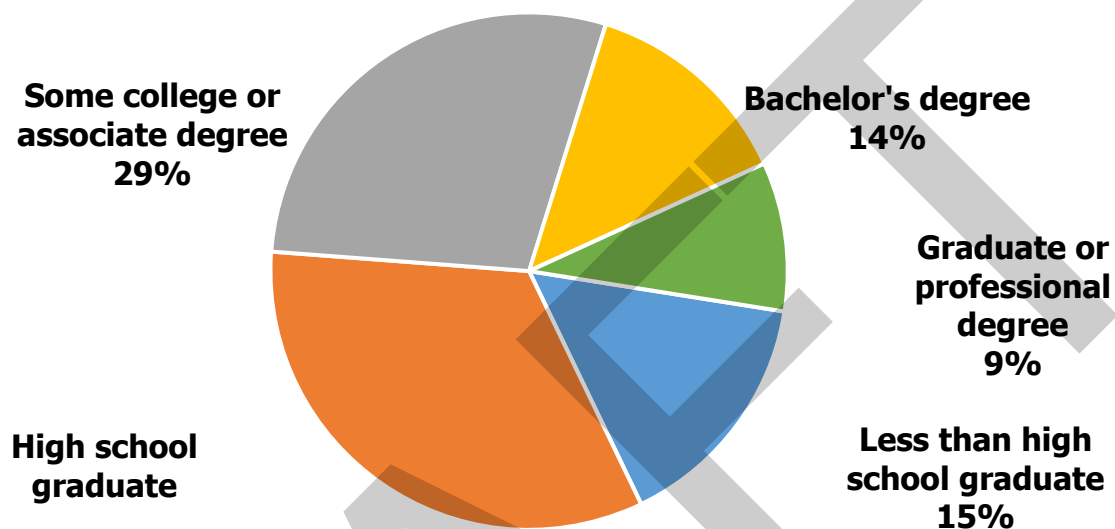
2012-16 American Community Survey 5-Year Estimates. U.S. Census Bureau.

Chart 6: Median Earnings of Kentucky's Working-Age Adults

Less than high school graduate	$20,057
High school graduate or equivalency	$26,989
Some college or associate degree	$31,397
Bachelor's degree	$45,274
Graduate or professional degree	$55,144

2012-16 American Community Survey 5-Year Estimates. U.S. Census Bureau.

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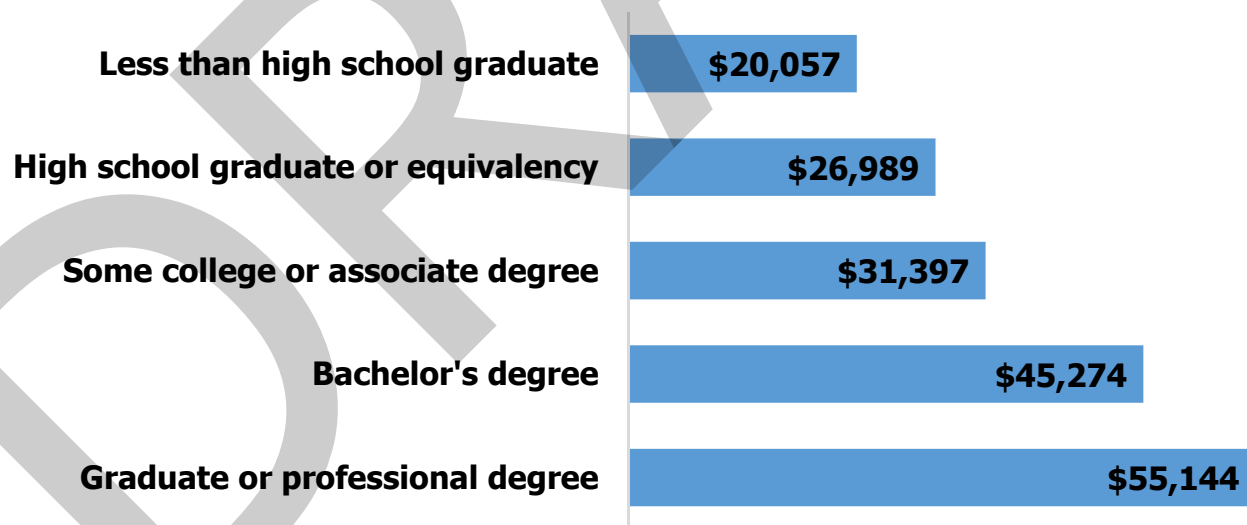
Chart 7: Poverty Rate of Kentucky's Working-Age Adults

Legend: ■ Above Poverty Line ■ At or Below Poverty Line

Education Level	Above Poverty Line	At or Below Poverty Line
Less than high school graduate	67%	33%
High school graduate or equivalency	83%	17%
Some college or associate degree	87%	13%
Bachelor's degree or higher	96%	5%
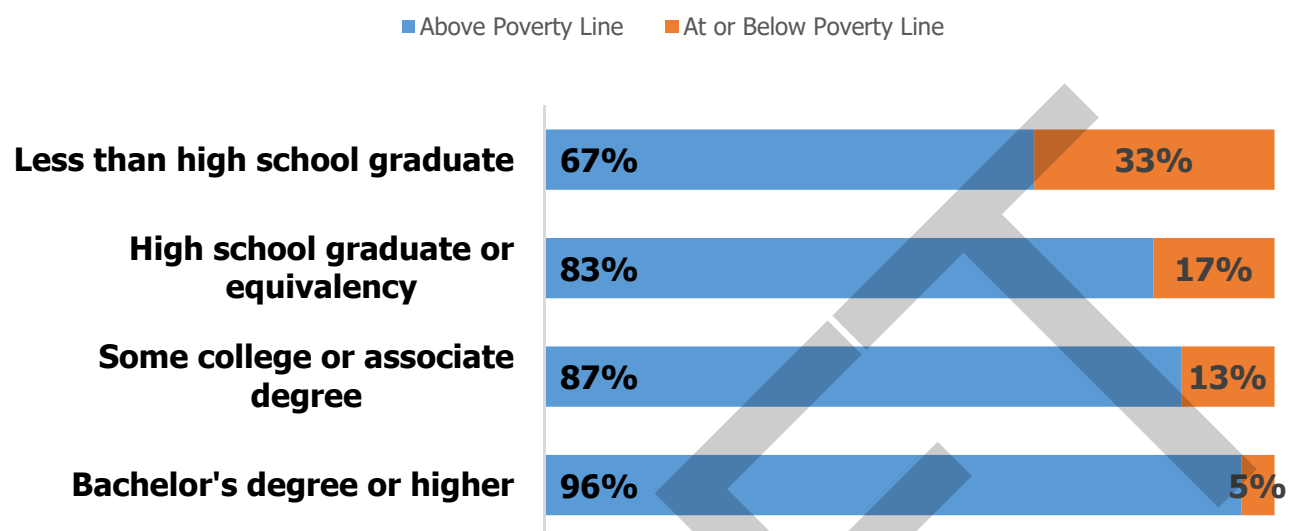
2012-16 American Community Survey 5-Year Estimates. U.S. Census Bureau.

Chart 8: Employment Status of Kentucky's Working-Age Adults

Legend: ■ Employed ■ Unemployed

Education Level	Employed	Unemployed
Less than high school graduate	87%	13%
High school graduate or equivalency	92%	8%
Some college or associate degree	94%	6%
Bachelor's degree or higher	97%	3%
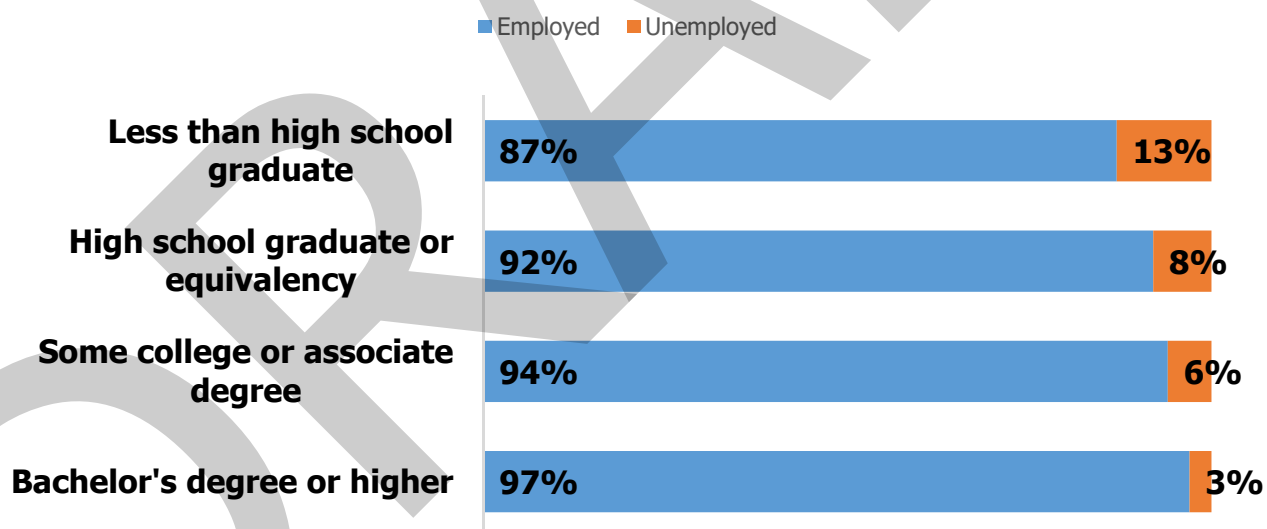
2012-16 American Community Survey 5-Year Estimates. U.S. Census Bureau.

Chart 9: State Median Incomes

State	Median Income
New Hampshire	$76,260
Connecticut	$75,923
Alaska	$75,723
Maryland	$73,760
Massachusetts	$72,266
Hawaii	$72,133
D.C.	$70,982
Colorado	$70,566
Washington	$70,310
Minnesota	$70,218
New Jersey	$68,468
Utah	$67,481
California	$66,637
Virginia	$66,451
Rhode Island	$61,528
New York	$61,437
Illinois	$61,386
Pennsylvania	$60,979
Vermont	$60,837
North Dakota	$60,184
Wisconsin	$59,817
Nebraska	$59,374
Oregon	$59,135
Iowa	$59,094
Texas	$58,146
Delaware	$58,046
Wyoming	$57,829
South Dakota	$57,450
Arizona	$57,100
Michigan	$57,091
Montana	$57,075
Kansas	$56,810
Idaho	$56,564
Indiana	$56,094
Nevada	$55,431
Missouri	$55,016
South Carolina	$54,336
Ohio	$53,985
North Carolina	$53,764
Georgia	$53,527
Tennessee	$51,344
Florida	$51,176
Oklahoma	$50,943
Maine	$50,856
New Mexico	$48,451
Alabama	$47,221
Arkansas	$45,907
Kentucky	$45,369
West Virginia	$44,354
Louisiana	$42,196
Mississippi	$41,099

2016 American Community Survey 1-Year Estimates. U.S. Census Bureau.

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Council on Postsecondary Education
College to Career Workgroup

The College to Career Workgroup is created to provide the Council with advice and recommendations to ensure Kentucky students graduate with the skills, abilities, experiences, and knowledge to navigate the path between college and career, and that the postsecondary education system is adequately responding to the changing workforce demands facing the state.

According to the Georgetown University Center on Education and Workforce, by 2020 over 55% of jobs in Kentucky will require a postsecondary degree or credential. Currently 45% of Kentuckians have this level of education/training. It will take a comprehensive approach to address the challenges Kentucky faces in meeting this expectation, including increasing the state's level of educational attainment among working age adults, ensuring high quality programs with clear learning outcomes leading to employment or further education, creating strong alignment between postsecondary programs and employer needs, and supporting improvements in career development programs and strategies.

The CPE College to Career Workgroup is comprised of members of CPE, the employer community, students, campus leaders, and policy makers. It will meet at least four times between July 2018 and February 2019 and will provide findings and recommendations to the CPE board at their April 2019 meeting.

Potential areas of focus:

- Work-based learning opportunities such as apprentices, internships, and co-ops to help close the skills gap, increase student completion, and help students transition from college to career;

- Career pathway programs from P-12 through postsecondary education designed to prepare students for their next level of education and employment.

- Innovative program delivery models, including competency-based programs and other accelerated learning formats.

- Essential skills development (communication, information processing, critical thinking, media literacy, global awareness, cultural competency, creatively, teamwork, self-directed learning, leadership, etc.) in postsecondary programs.

- Strategies such as targeted workforce grants/scholarships that create incentives for students to pursue education and training in high need areas.

- Career development and advising programs that assure students are equipped with the necessary knowledge and skills to transition seamlessly from academic and/or training programs into meaningful careers.

- Incentives to encourage employers to partner with postsecondary providers in work-based learning programs and academic/training program development.

- Alignment of CPE's academic program review and approval processes with areas of workforce growth and demand.

- Websites and other technology-based tools that connects Kentucky employers with students for internships, job shadowing, and potential careers.

- Collaborations and partnerships between postsecondary education and workforce/economic development organizations to support increased economic growth and a stronger Kentucky workforce.