

KY COUNCIL ON POSTSECONDARY EDUCATION MEETING AGENDA

Friday, April 26, 2019 - 9:00 AM
CPE Offices, Conf Rm A



1. **Call to Order**
2. **Comments from the Chair**
3. **Comments from the President**
4. **Action Items**
 - a. Approval of Minutes 2
 - b. 2019-20 Tuition & Mandatory Fees
 - 1) Murray State University 14
 - 2) Northern Kentucky University 20
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 - c. Asset Preservation Fee Exception Request - Murray State University 35
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 - e. New Academic Programs 48
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 - 2) University of Kentucky (4) 55
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 - f. College Readiness Indicators 83
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 - h. Standing Committee Structure 86
5. **Discussion and Information Items**
 - a. Update from Commissioner of Education
 - b. 2019 Statewide Strategic Agenda Progress Report 88
6. **Committee Appointments**
7. **Reports from the Institutions** 129
8. **Executive Session**
9. **Adjournment**

Next Meetings: June 27-28, 2019 @ Midway University

MINUTES

Council on Postsecondary Education

Type: Annual Council Retreat
Date: February 21, 2019
Time: 9:00 a.m.
Location: Council on Postsecondary Education, Conference Room A

CALL TO ORDER

The Council on Postsecondary Education met in a full-day annual retreat on Thursday, February 21, 2019, at 9:00 a.m., ET, at the CPE offices in Frankfort, Kentucky. Chair Sherrill Zimmerman presided.

ATTENDANCE

Members in attendance: Ron Beal, Ben Brandstetter, Kim Halbauer, Lori Harper, Lucas Mentzer, Donna Moore, Kristi Nelson, Shawn Reynolds, Robert Staat, Sebastian Torres, Carol Wright, and Sherrill Zimmerman.

Members not in attendance: Joe Ellis, Vidya Ravichandran, and Wayne Lewis.

CPE President Aaron Thompson attended the meeting and served as Secretary of the board, per the CPE Bylaws. Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

WELCOMING REMARKS

Chair Zimmerman called the meeting to order and welcomed everyone. President Thompson provided an update on the work since the November 2018 Council meeting and the first two stops of the listening tour.

PRIORITIZING THE WORK: REVISITING THE 2016-21 STRATEGIC AGENDA AND ITS STRATEGIES, OBJECTIVES, AND KPIS

Presenters: Lee Nimocks, CPE's Chief of Staff and Vice President
David Mahan, CPE's Associate Vice President for Data and Research

Ms. Nimocks and Dr. Mahan reviewed background information and data to date on the measures for the 2016-21 Statewide Strategic Agenda. Council members discussed the data and determined five areas of priority to focus its efforts over the next year or more. The Council asked staff to research each of the areas and provide a feasibility study for each at the next Council work session. The five priorities are as follows:

1. Developing/promoting a free tuition program for one to two years of college
2. Developing incentives for out of state students
3. Retaining students (and understanding why students are dropping out)
4. Developing tools and programs to facilitate the pathways between K-12 and postsecondary
5. Developing strategies to improve access and success of Adult Students

MEET & GREET WITH CPE STAFF MEMBERS

The Council staff were invited to join the board members for lunch and casual meet and greet time. President Thompson introduced each staff member and their role at the Council.

MAKING IT HAPPEN: THE ROLE OF THE BOARD AND ITS INDIVIDUAL MEMBERS IN ACHIEVING SUCCESS

Council member Ron Beal led a discussion on the best methods on how to organize the Council's board meetings, establish an effective committee structure, and conduct business in the most efficient manner possible. Topics discussed included two-day vs. one-day meetings, establishing standing committees, format of the business meetings and how board materials should be distributed, the format and agenda of the Council work sessions, the annual campus reports, the expectations from the Council members and staff members.

COUNCIL MEMBER DINNER

The Council and President Thompson met for dinner at Serafini restaurant in downtown Frankfort. No action was taken.

ADJOURNMENT

The Council adjourned for the evening at 8:35 p.m.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

MINUTES

Council on Postsecondary Education

Type: Joint Meeting of the Council on Postsecondary Education, Institutional Presidents, and the Board of Student Body Presidents
Date: February 22, 2019
Time: 8:30 a.m.
Location: Council on Postsecondary Education, Conference Room A

CALL TO ORDER

The Council on Postsecondary Education, Institutional Presidents, and the Board of Student Body Presidents met in a joint meeting on Friday, February 22, 2019, at 8:30 a.m., ET, at the CPE offices in Frankfort, Kentucky. Chair Sherrill Zimmerman presided.

ATTENDANCE

Members in attendance: Ron Beal, Ben Brandstetter, Kim Halbauer, Lori Harper, Lucas Mentzer, Donna Moore, Kristi Nelson, Shawn Reynolds, Robert Staat, Sebastian Torres, Carol Wright, Sherrill Zimmerman, and Wayne Lewis.

Members not in attendance: Joe Ellis and Vidya Ravichandran.

Institutional Presidents in attendance: Michael T. Benson (EKU), Jay K. Box (KCTCS), Timothy Caboni (WKU), Robert Jackson (MuSU), Jay Morgan (MoSU), and Ashish Vaidya (NKU). Angie Martin represented Eli Capilouto (UK), Shannon Rickett represented Neeli Bendapudi (UofL) and Greg Rush represented Christopher Brown (KSU).

Board of Student Body Presidents in attendance: Susie Smith (UK), Michael Weaver (KSU), Hannah Edelen (NKU), Kaisee Riddell (EKU), Ricky Shaw (KCTCS), Jonathan Fuller (UofL), Trey Book (MuSU), and Brandon Bryer (MoSU). Marc Blunk (KCTCS) and Stephen Mayer (WKU) did not attend.

CPE President Aaron Thompson attended the meeting and served as Secretary of the board, per the CPE Bylaws. Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

DISCUSSION

An agenda was distributed for the joint meeting but no action was taken. Discussion topics included college affordability the barriers students face before, during and after college.

ADJOURNMENT

The meeting adjourned at 9:45 a.m.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

MINUTES
Council on Postsecondary Education

Type: Quarterly Business Meeting
Date: February 22, 2019
Time: 10:00 a.m.
Location: Council on Postsecondary Education, Conference Room A

CALL TO ORDER

The Council on Postsecondary Education met Friday, February 22, 2019, at 10:00 a.m., CT, at the CPE offices in Frankfort, Kentucky. Chair Sherrill Zimmerman presided.

ATTENDANCE

Members in attendance: Ron Beal, Ben Brandstetter, Kim Halbauer, Lori Harper, Lucas Mentzer, Donna Moore, Kristi Nelson, Shawn Reynolds, Robert Staat, Sebastian Torres, Carol Wright, Sherrill Zimmerman, and Wayne Lewis.

Members not in attendance: Joe Ellis and Vidya Ravichandran.

CPE President Aaron Thompson attended the meeting and served as Secretary of the board, per the CPE Bylaws. Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

WELCOMING REMARKS

Chair Zimmerman called the meeting to order and welcomed everyone. She provided the audience with a brief summary of the meetings over the previous two days.

COMMENTS FROM THE PRESIDENT

Presenter: Aaron Thompson, CPE's President

President Thompson thanked the board members for their comments and insight at the retreat. He recognized their deep commitment to Kentucky postsecondary

students and ways we can advance the state’s goal to get more Kentucky’s citizens educated.

President Thompson also thanked the campus presidents and student body presidents for attending the joint meeting. He also discussed his commitment to getting regular input from students through advisory groups and regular campus and community visits.

Finally, President Thompson discussed CPE’s work since the November 2018 Council meetings which included the advancement of his high level priorities, the need for higher education to be more visible and why its important for Kentucky’s future, the new brand “Higher Education Matters,” and the remaining dates of the listening tour.

2018 ANNUAL REPORT – KY’S COMMUNITY & TECHNICAL COLLEGES & SYSTEM

Presenters: Jay Box, President, KCTCS
Koffi Akakpo, President, Bluegrass CTC
Ty Handy, President, Jefferson CTC
Juston Pate, President, Elizabethtown CTC
Sherry Zylka, President, Big Sandy CTC

Council members received the 2018 Strategic Agenda performance presentation from the community and technical college system (KCTCS). Four presidents from individual campuses attended and discussed ways they are focusing on increasing enrollment and attracting adult learners.

PROPOSED COUNCIL RESOLUTIONS

The Council approved a resolution for Kate Akers, the former executive director of the Kentucky Center for Statistics.

APPROVAL OF MINUTES

The minutes of the November 15-16, 2018 meetings were approved as distributed.

2019-20 TUITION AND MANDATORY FEES – KENTUCKY STATE UNIVERSITY

Presenters: Bill Payne, Vice President for Finance and Administration, CPE
Shaun McKiernan, Director of Finance and Budget, CPE

In January, Kentucky State University (KSU) officials submitted a tuition and fee proposal for academic year 2019-20 to the Council, along with tuition and fee revenue estimates for fiscal years 2018-19 and 2019-20. Council staff reviewed KSU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting.

For the 2019-20 academic year, KSU requested no increase in its resident undergraduate base rate. KSU's total tuition and fee charges include an Asset Preservation Fee of \$150.⁰⁰ per semester for full-time students (or \$300.⁰⁰ annually) and of \$10.⁰⁰ per credit hour for part-time students. That fee remains unchanged between academic years 2018-19 and 2019-20.

MOTION: Ms. Wright moved that the Council approve the following 2019-20 tuition and mandatory fee rates for Kentucky State University. Dr. Staat seconded the motion.

VOTE: The motion passed. Mr. Brandstetter abstained from the vote.

INTERIM CAPITAL PROJECT – MURRAY STATE UNIVERSITY

Presenters: Bill Payne, Vice President for Finance and Administration, CPE
Shaun McKiernan, Director of Finance and Budget, CPE

Murray State University (MuSU) officials requested authorization for an interim capital project to partially renovate Blackburn Science Building. The project would require \$3,116,000 in institutional resources (agency restricted funds). MuSU personnel will oversee the design and implementation of the project. The project was approved by MuSU's Board of Regents on December 7, 2018.

MOTION: Mr. Mentzer moved that the Council approve Murray State University's request for interim authorization of a capital project to partially renovate Blackburn Science Building using \$3,116,000 in agency-restricted funds. Dr. Staat seconded the motion.

VOTE: The motion passed.

NEW ACADEMIC PROGRAMS

Presenter: Melissa Bell, CPE's Associate Vice President of Academic Affairs

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

- 1) Bachelor of Science: Space Systems Engineering – Morehead State University
Program Contact: Dr. Bob Albert, Interim Provost

MOTION: Ms. Moore moved the Council approve the Bachelor of Science in Space Systems Engineering at Morehead State University. Mr. Torres seconded the motion.

VOTE: The motion passed.

- 2) Bachelor of Arts: Global Languages – Murray State University
Program Contact: Dr. Mark Arant, Provost

MOTION: Mr. Torres moved the Council approve the Bachelor of Arts in Global Languages at Murray State University. Mr. Reynolds seconded the motion.

VOTE: The motion passed.

- 3) Bachelor of Arts: African American and Africana Studies – University of Kentucky
Program Contact: Dr. Anna Bosch, Associate Dean for Undergraduate Programs for the College of Arts and Sciences and Associate Professor of Linguistics

MOTION: Mr. Reynolds moved the Council approve the Bachelor of Arts in African American and Africana Studies at the University of Kentucky. Mr. Torres seconded the motion.

VOTE: The motion passed.

- 4) Master of Science: Forensic Toxicology and Analytical Genetics – University of Kentucky
Program Contact: Dr. David Orren, Associate Professor, College of Medicine

MOTION: Ms. Harper moved the Council approve the Master of Science in Forensic Toxicology and Analytical Genetics at the University of Kentucky. Dr. Staat seconded the motion.

VOTE: The motion passed.

COMMENTS FROM THE COMMISSIONER OF EDUCATION

Presenter: Wayne Lewis, Kentucky Commissioner of Education

Commissioner Lewis discussed the continuing partnership between CPE and KDE to improve teacher preparation and teacher quality. He also discussed the continuing challenge of making sure students are college and/or career ready at graduation.

2018 REPORT OF KENTUCKY STATE UNIVERSITY'S MANAGEMENT IMPROVEMENT PLAN

Presenter: M. Chris Brown, President at Kentucky State University

Council members were briefed on KSU's second annual submission of progress toward their Management and Improvement Plan, which was developed in collaboration with Council staff and approved by the Council in November of 2016. During the briefing, President Brown answered several questions regarding the optimal enrollment levels and the current admission requirements.

MOVING KENTUCKY INTO THE TOP TIER FOR TALENT

Presenters: Dave Adkisson, President & CEO, KY Chamber of Commerce
Aaron Thompson, President, CPE

Council members were briefed on Kentucky's new Business Education Roundtable and the Chamber's Kentucky Talent Pipeline Initiative. The Roundtable is comprised of leaders from business, education, community and workforce organizations and is driving an ambitious agenda to align education, workforce development, business and economic development. The group recently released *Striving to be Top Tier for*

Talent: Average Isn't Good Enough, a blueprint and recommendations to move Kentucky into the top tier of states in education attainment and workforce quality.

Mr. Adkisson answered several questions from the Council regarding the long-term viability of the strategic plan and how they plan to put emphasis on its work to ensure success, as well as how the Council can get involved in the promotion of the work.

2019 LEGISLATIVE SESSION UPDATE

Presenters: Ron Carson, CPE's Senior Fellow and Legislative Liaison
Travis Powell, CPE's Vice President and General Counsel

Mr. Carson briefed the Council on the key bills filed to-date during the 2019 Legislative Session that may affect postsecondary education. Mr. Powell provided an update on performance funding and pension issues for the regional universities.

EXPIRATION OF ADMINISTRATIVE REGULATIONS

Presenter: Travis Powell, CPE's Vice President and General Counsel

House Bill 50, passed in the 2017 Regular Session, requires that action be taken on administrative regulations at least every seven (7) years or the regulation will be repealed. Action can be in the form of certification that the agency either intends to keep the regulation in effect "as is," or amend the regulation in the next 18 months. The first date of expiration is July 1, 2019 for regulations last adopted or amended on or before July 1, 2012.

Mr. Powell briefed the Council on seven regulations that will expire July 1, 2019 unless action is taken. Council staff will be reviewing them and present the recommendations at the April Council meeting.

REORGANIZATION OF KENTUCKY ADULT EDUCATION

Presenter: Travis Powell, CPE's Vice President and General Counsel

On January 7, 2019, Governor Bevin signed Executive Order 2019-027. The order relocated the Kentucky Adult Education program from the Council on Postsecondary Education to the Office of Adult Education, housed within the Department of Workforce Investment, in the Education and Workforce Development Cabinet. Since

that time, Council staff have collectively worked with the related cabinets and departments to make this transition as seamless as possible. Mr. Powell provided additional information on the order's effect on Council operations.

UPDATE FROM THE COMMITTEE ON EQUAL OPPORTUNITIES

A written report was provided in the agenda book. Topics covered included the activities of the CEO meeting on January 28, 2019 and the Diversity Plan Report Review Process.

EXECUTIVE COMMITTEE REPORT

Presenter: Sherrill Zimmerman, CPE's chair

At its November 16, 2018 meeting, the Council approved the two-year contract for Dr. Aaron Thompson as president of the Council on Postsecondary Education. The incentive plan portion of the contract was delegated to the executive committee for final negotiation and approval.

The CPE Executive Committee met on January 23, 2019 and January 31, 2019 and formally approved the incentive plan addendum on January 31.

REPORTS FROM THE INSTITUTIONS

Reports from the institutions were provided in the agenda book.

NOMINATING COMMITTEE REPORT AND ELECTION OF THE 2019 CPE CHAIR AND VICE CHAIR

Presenter: Donna Moore, Chair of the Nominating Committee

The Nominating Committee met on February 21, 2019 to discuss and recommend members to serve as chair and vice chair of the CPE for a one-year term from February 2019 through January 2020.

MOTION: Ms. Moore moved the Council elect Sherrill Zimmerman as chair of the Council and Ben Brandstetter as vice chair of the Council. Mr. Reynolds seconded the motion.

VOTE: The motion passed.

EXECUTIVE SESSION

MOTION: Ms. Nelson moved that the Council go into executive discussion to discuss a matter involving potential litigation pursuant to KRS 61.810(1)(c). Dr. Staat seconded the motion.

VOTE: The motion passed.

Following the motion, everyone attending the meeting left the room. The Council entered into executive session at 1:40 p.m. and remained so for 55 minutes.

MOTION: Ms. Nelson moved that the Council go back into open session. Ms. Moore seconded the motion.

VOTE: The motion passed.

Chair Zimmerman confirmed that no action was taken in executive session and all discussion pertained to the matter was identified in the motion.

OTHER BUSINESS

Chair Zimmerman reminded the Council members they will receive a request from the Ethics Commission to complete and submit their annual Financial Disclosure Report on or before April 15, 2019.

ADJOURNMENT

The Council adjourned the meeting at 2:40 p.m., ET. The next scheduled meetings are April 25-26, 2019.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

TITLE: 2019-20 Tuition and Mandatory Fee Recommendation, Murray State University

RECOMMENDATION: Staff recommends that the Council approve the following 2019-20 tuition and mandatory fee rates for Murray State University.

PRESENTERS: Bill Payne, Vice President for Finance and Administration, CPE
Shaun McKiernan, Director of Finance and Budget, CPE

SUPPORTING INFORMATION

In early April, Murray State University (MuSU) officials submitted a tuition and fee proposal for academic year 2019-20 to the Council, along with tuition and fee revenue estimates for fiscal years 2018-19 and 2019-20. Council staff reviewed MuSU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at MuSU during fall semester 2019, spring semester 2020, and summer term 2020.

Tuition and Mandatory Fees

On April 27, 2018, the Council approved tuition and fee ceilings for Murray State University for academic years 2018-19 and 2019-20 that limit the university's base rate increase for resident undergraduate students to no more than 6.0 percent over two years, with a maximum allowable increase in any one year of no more than 4.0 percent. At that same meeting, the Council voted to allow institutions to charge market competitive rates for graduate and online courses.

Base rates are defined as total tuition and fee charges minus any Special Use Fees and Asset Preservation Fees previously approved by the Council, and minus an agency bond fee at KCTCS (i.e., BuildSmart Investment Fee). Council staff deduct these fees from total tuition and fees before applying percent increase parameters, which keeps the fees at a fixed amount each year until they expire.

At the June 22 meeting, the Council approved a base rate increase of 3.0 percent in MuSU's resident undergraduate tuition charges for academic year 2018-19, which would allow the university to raise its rate by as much as 3.0 percent in 2019-20, given the previously adopted two-year ceiling. As can be seen in the table below, MuSU is proposing an \$84.⁰⁰, or 1.0% increase in its resident undergraduate base rate for 2019-20. MuSU's total tuition and fee charges currently do not include a Special Use Fee, but a new Asset Preservation Fee is proposed starting in 2019-20 at \$7.00 per credit hour, capped at 12 credit hours per semester, or \$168.⁰⁰ per year for full-time students. The proposed fee would increase to \$10.00 per credit hour in the next year. The proposed Asset Preservation Fee is included in the chart as information.

MuSU's Board approved the university's 2019-20 tuition and fee charges at their April 5, 2019 meeting.

Attachment A contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students, graduate students, and online students. Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

MuSU officials estimate that their proposed 2019-20 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$104.9 million in gross tuition and fee revenue, which is \$3.2 million more than is projected for the current year (see Attachment B). MuSU officials estimate that the university's Education and General (E&G) fixed costs will increase by about \$4.2 million between fiscal years 2018-19 and 2019-20, which represents an increase of about 3% over current year costs. This cost projection assumes that Kentucky Employee Retirement System contribution rates do not increase.

MuSU Annual Base Rate Comparison

<u>Rate Category</u>	<u>Current 2018-19 Base Rate Charges</u>	<u>Proposed 2019-20 Base Rate Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Pre Summer 2016 Admit				
Resident	\$8,592	\$8,676	\$84	1.0%
Nonresident	\$23,376	\$23,604	\$228	1.0%
Summer 2016 Admit and After				
Resident	\$9,084	\$9,168	\$84	0.9%
Nonresident	\$24,540	\$24,792	\$252	1.0%
Graduate				
Resident	\$544 pch	\$544 pch	\$0	0.0%
Nonresident	\$800 pch	\$800 pch	\$0	0.0%

MuSU Annual Tuition and Fee Charge Comparison

<u>Rate Category</u>	<u>Current 2018-19 Tuition & Fee Charges</u>	<u>Proposed 2019-20 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$8,592	\$8,844	\$252	2.9%
Nonresident	\$23,376	\$23,772	\$396	1.7%
Summer 2016 Admit and After				
Resident	\$9,084	\$9,336	\$252	2.8%
Nonresident	\$24,540	\$24,960	\$420	1.7%
Graduate				
Resident	\$544 pch	\$551 pch	\$7	1.3%
Nonresident	\$800 pch	\$807 pch	\$7	0.9%

MuSU's proposed tuition and fee charges for 2019-20 include an Asset Preservation Fee of \$84 per semester, or \$168.⁰⁰ per year for full-time students and \$7.⁰⁰ per credit hour for part-time students.

**Proposed 2019-20 Tuition and Mandatory Fee Charges
Murray State University**

Category	Students beginning prior to Summer 2016				New Model admitted Summer 2016 or after			
	Fall 2019	Spring 2020	Annual 2019-20	Summer 2020	Fall 2019	Spring 2020	Annual 2019-20	Summer 2020
<i>Undergraduate</i>								
Resident								
Full-time (up to 15 hours)	4,338	4,338	8,676		4,584	4,584	9,168	
Per Credit Hour	362	362	723	362	382	382	764	382
(Online Courses Resident) Per Credit Hour	(a)	(a)		(a)	(a)	(a)		(a)
Nonresident								
Full-time (up to 15 hours)	11,802	11,802	23,604		12,396	12,396	24,792	
Per Credit Hour	984	984	1,967	984	1,033	1,033	2,066	1,033
(Online Courses Resident) Per Credit Hour	(a)	(a)		(a)	(a)	(a)		(a)
Regional								
Full-time (up to 15 hours)	11,802	11,802	23,604		9,174	9,174	18,348	
Per Credit Hour	984	984	1,967	984	765	765	1,529	765
(Online Courses Resident) Per Credit Hour	(a)	(a)		(a)	(a)	(a)		(a)
<i>Graduate-All programs not defined below</i>								
Resident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	544	544		544	544	544		544
Nonresident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	800	800		800	800	800		800
Regional								
Full-time (up to 15 hours)	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	544	544		544	544	544		544
Online Per Credit Hour, regardless of residency	544	544		544	544	544		544
<i>Graduate-Education</i>								
Resident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	375	375		375	375	375		375
Nonresident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	800	800		800	800	800		800
Regional								
Full-time (up to 15 hours)	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	544	544		544	544	544		544
Online Per Credit Hour, regardless of residency	544	544		544	544	544		544
<i>Graduate-below programs</i>								
Occupational Therapy								
Speech-Language Pathology								
Applied Engineering and Technology Management								
Resident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	600	600		600	600	600		600
Nonresident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	800	800		800	800	800		800
Regional								
Full-time (up to 15 hours)	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	600	600		600	600	600		600
Online Per Credit Hour, regardless of residency	544	544		544	544	544		544
<i>Doctor of Education</i>								
Per Credit Hour, regardless of residency	590	590		590	590	590		590
Online Per Credit Hour, regardless of residency	544	544		544	544	544		544
<i>Doctor of English</i>								
Per Credit Hour, regardless of residency	590	590		590	590	590		590
Online Per Credit Hour, regardless of residency	544	544		544	544	544		544
<i>Doctor of Nursing Practice - Nursing</i>								
Per Credit Hour, regardless of residency	590	590		590	590	590		590
Online Per Credit Hour, regardless of residency	544	544		544	544	544		544
<i>Doctor of Nursing Practice - Family Nurse Practitioner</i>								
Per Credit Hour, regardless of residency	590	590		590	590	590		590
Online Per Credit Hour, regardless of residency	544	544		544	544	544		544

<i>Doctor of Nursing Practice - Nurse Anesthetist</i>						
Per Credit Hour, regardless of residency	700	700	700	700	700	700
Online Per Credit Hour, regardless of residency	544	544	544	544	544	544

Notes:

- (a) Online courses are billed at the same rate as face-to-face courses.
 However, full online undergraduate programs will be billed \$382.00 per credit hour for tuition and mandatory fees.
 Students enrolled in full online programs will not have their courses capped and will be billed for each credit hour enrolled.
- (b) All undergraduate rates are capped at fixed-flat full-time for 12-15 credit hours. Hours above 15 will be assessed at the appropriate resident, regional or non-resid

ATTACHMENT B

**Estimated 2019-20 Gross Tuition and Mandatory Fee Revenue
Murray State University**

<u>Category</u>	<u>Estimated 2018-19</u>	<u>Estimated 2019-20</u>
<i>Undergraduate</i>		
Resident	\$ 41,376,177	\$ 42,762,550
Nonresident	45,946,725	47,753,585
Online	(a) 1,236,889	1,246,598
<i>Graduate</i>		
Resident	2,863,086	2,856,988
Nonresident	3,221,302	3,214,442
Online	4,901,552	4,891,113
<i>Doctorial</i>		
Resident	815,942	814,204
Nonresident	230,791	230,299
Online	1,142,162	1,139,729
Total	<u><u>\$ 101,734,625</u></u>	<u><u>\$ 104,909,509</u></u>

Note:

- (a) Revenues from online courses, unless the programs are fully online, are not tracked by MSU since online courses are available as part of the full-time 15 hour cap. Online courses that are not specific to fully online programs are included in the Resident and Nonresident amounts.

TITLE: 2019-20 Tuition and Mandatory Fee Recommendation, Northern Kentucky University

RECOMMENDATION: Staff recommends that the Council approve the following 2019-20 tuition and mandatory fee rates for Northern Kentucky University.

PRESENTERS: Bill Payne, Vice President for Finance and Administration, CPE
Shaun McKiernan, Director of Finance and Budget, CPE

SUPPORTING INFORMATION

In early April, Northern Kentucky University (NKU) officials submitted a tuition and fee proposal for academic year 2019-20 to the Council, along with tuition and fee revenue estimates for fiscal years 2018-19 and 2019-20. Council staff reviewed NKU’s proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at NKU during fall semester 2019, winter term 2019, spring semester 2020, and summer term 2020.

Tuition and Mandatory Fees

On April 27, 2018, the Council approved tuition and fee ceilings for Northern Kentucky University for academic years 2018-19 and 2019-20 that limit the university’s base rate increase for resident undergraduate students to no more than 6.0 percent over two years, with a maximum allowable increase in any one year of no more than 4.0 percent. At that same meeting, the Council voted to allow institutions to charge market competitive rates for graduate and online courses.

Base rates are defined as total tuition and fee charges minus any Special Use Fees and Asset Preservation Fees previously approved by the Council, and minus an agency bond fee at KCTCS (i.e., BuildSmart Investment Fee). Council staff deduct these fees from total tuition and fees before applying percent increase parameters, which keeps the fees at a fixed amount each year until they expire.

At the June 22 meeting, the Council approved a base rate increase of 3.1 percent in NKU’s resident undergraduate tuition charges for academic year 2018-19, which would

allow the university to raise its rate by as much as 2.9 percent in 2019-20, given the previously adopted two-year ceiling. As can be seen in the table below, NKU is proposing a \$264.⁰⁰, or 2.7% increase in its resident undergraduate base rate for 2019-20. NKU's total tuition and fee charges include a Special Use Fee (Campus Recreation Fee) of \$192.⁰⁰ per semester for full-time students (or \$384.⁰⁰ annually), or \$16.⁰⁰ per credit hour for part-time students. That fee remains unchanged between academic years 2018-19 and 2019-20.

NKU's Board of Regents approved the university's 2019-20 tuition and fee charges at their March 20, 2019 meeting.

NKU Annual Base Rate Comparison						
<u>Rate Category</u>	<u>Current 2018-19 Base Rate Charges</u>	<u>Proposed 2019-20 Base Rate Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>		
Undergraduate						
Resident	\$9,648	\$9,912	\$264	2.7%		
Nonresident	\$19,296	\$19,872	\$576	3.0%		
Graduate						
Resident	\$613 pch	\$613 pch	\$0	0.0%		
Nonresident	\$943 pch	\$943 pch	\$0	0.0%		
NKU Annual Tuition and Fee Charge Comparison						
<u>Rate Category</u>	<u>Current 2018-19 Tuition & Fee Charges</u>	<u>Proposed 2019-20 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>		
Undergraduate						
Resident	\$10,032	\$10,296	\$264	2.6%		
Nonresident	\$19,680	\$20,256	\$576	2.9%		
Graduate						
Resident	\$629 pch	\$629 pch	\$0	0.0%		
Nonresident	\$959 pch	\$959 pch	\$0	0.0%		
NKU's tuition and fee charges include a Special Use Fee of \$192. ⁰⁰ per semester for full-time students and \$16. ⁰⁰ per credit hour for part-time students.						

Attachment A contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students, graduate students, and online students. Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

NKU officials estimate that their proposed 2019-20 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$164.7 million in gross tuition and fee revenue, which is \$7.7 million more than is projected for the current year (see Attachment B). NKU officials estimate that the university's Education and General (E&G) fixed costs will increase by about \$15.7 million between fiscal years 2018-19 and 2019-20, which represents an increase of about 7.2% over current year costs. This cost projection assumes that Kentucky Employee Retirement System rates do not increase.

**Proposed 2019-20 Tuition and Mandatory Fee Charges
Northern Kentucky University**

Category-Tuition	Fall 2019	Spring 2020	Annual 2019-20	Summer 2020	Winter 2019
Undergraduate					
Resident/Indiana					
Full-time (12-16 credit hours)	\$4,956	\$4,956	\$9,912	N/A	N/A
Per Credit Hour	413	413	N/A	413	413
Metro					
Full-time (12-16 credit hours)	7,500	7,500	15,000	N/A	N/A
Per Credit Hour	625	625	N/A	625	625
Nonresident					
Full-time (12-16 credit hours)	9,936	9,936	19,872	N/A	N/A
Per Credit Hour	828	828	N/A	828	828
Resident and Nonresident Online					
Per Credit Hour	448	448	N/A	448	448
Resident and Nonresident - RN-BSN Online Partner					
Per Credit Hour	330	330	N/A	330	330
Resident and Nonresident - School Based Scholars					
Per Credit Hour	56	56	N/A	56	56
Graduate/Doctorate - Per Credit Hour					
Resident	613	613	N/A	613	613
Ohio/Indiana	738	738	N/A	738	738
Nonresident	943	943	N/A	943	943
SNU Computer Science Program	735	735	N/A	735	735
Nonresident & Resident - Online	653	653	N/A	653	653
Master of Education - Per Credit Hour					
Master of Arts in Education - non accelerated online	518	518	N/A	518	518
Master of Arts in Education - accelerated online	400	400	N/A	400	400
Master of Arts in Teaching - accelerated online	400	400	N/A	400	400
Education Post Masters - Per Credit Hour					
Education Specialist T&L - accelerated online	400	400	N/A	400	400
Education Doctorate - Per Credit Hour					
Resident	684	684	N/A	684	684
Ohio/Indiana	803	803	N/A	803	803
Nonresident	998	998	N/A	998	998
Business Graduate - Per Credit Hour					
Resident	627	627	N/A	627	627
Ohio/Indiana	737	737	N/A	737	737
Nonresident	1,022	1,022	N/A	1,022	1,022
Accelerated Online Master of Business	499	499	N/A	499	499
Executive Leadership & Organizational Change (ELOC) - Two Year Cohort Rate					
	N/A	N/A	\$34,950	N/A	N/A
College of Health Professions (Nursing Grad Cohort Programs) - Per Credit Hour					
Doctor of Nursing Practice (DNP) - accelerated	648	648	N/A	648	648
DNP - Post Masters - non accelerated online	673	673	N/A	673	673
DNP - Nursing Anesthesia (resident)	746	746	N/A	746	746
DNP - Nursing Anesthesia (non resident)	954	954	N/A	954	954
Master of Science in Nursing (MSN) - accelerated	621	621	N/A	621	621
MSN - non accelerated	645	645	N/A	645	645
MS - Health Science - accelerated	624	624	N/A	624	624
St. Elizabeth MSN - Nurse Exec Leader (NEL)	545	545	N/A	545	545
Mercy Health Online - GR	635	635	N/A	635	635
Law					
Resident					
Full-time (13 - 16 credit hours)	10,673	10,673	21,346	N/A	N/A
Per Credit Hour	821	821	N/A	821	821
Nonresident					
Full-time (13 - 16 credit hours)	17,264	17,264	34,528	N/A	N/A
Per Credit Hour	1,328	1,328	N/A	1,328	1,328
LLM (Master in Law for International Students)	N/A	N/A	28,950	N/A	N/A
Mandatory Fee (Special Use) Campus Recreation					
Per credit hour - caps at 12 hrs/semester (\$192)	\$16	\$16	N/A	\$16	\$16

**Estimated 2019-20 Gross Tuition and Mandatory Fee Revenue
Northern Kentucky University**

<i>Category - Tuition</i>	Estimated 2018-19	Estimated 2019-20
<i>Undergraduate</i>		
Resident	\$ 61,038,400	\$ 61,584,820
Metro	15,965,631	16,204,126
Nonresident	28,580,704	32,227,652
Indiana Reciprocity	3,402,488	3,449,957
On-Line	5,937,828	6,008,952
School Based Scholars	694,791	685,976
Ohio Reciprocity	1,930,614	1,957,549
AOL Resident	1,511,997	1,754,000
AOL Nonresident	679,303	788,000
<i>Graduate</i>		
Resident	3,838,354	3,770,987
Ohio/Indiana Rate	3,255,347	3,214,045
Nonresident	930,490	923,210
On-Line	3,359,741	3,317,114
AOL Resident	4,156,427	5,250,000
AOL Nonresident	3,135,550	4,000,000
<i>Business Graduate</i>		
Resident	430,341	419,583
Ohio/Indiana Rate	381,932	374,294
Nonresident	51,670	50,895
ELOC Program	708,120	693,958
<i>First-Professional</i>		
Resident	5,258,883	5,521,827
Nonresident	4,652,190	4,884,800
<i>Doctorate</i>		
Resident	791,230	771,449
Ohio/Indiana	824,736	808,241
AOL Resident	390,888	732,000
AOL Nonresident	294,880	516,000
<i>Executive Doctorate</i>		
Resident	182,734	179,080
Non-Resident	162,047	158,806
<i>Total Gross Tuition</i>	152,547,319	160,247,319
<i>Category - Mandatory Fee</i>		
Special Use Fee (Campus Rec Fee)	4,452,681	4,452,681
TOTAL TUITION AND MANDATORY FEES	\$ 157,000,000	\$ 164,700,000

TITLE: 2019-20 Tuition and Mandatory Fee Recommendation, Western Kentucky University

RECOMMENDATION: Staff recommends that the Council approve the following 2019-20 tuition and mandatory fee rates for Western Kentucky University.

PRESENTERS: Bill Payne, Vice President for Finance and Administration, CPE
Shaun McKiernan, Director of Finance and Budget, CPE

SUPPORTING INFORMATION

In early April, Western Kentucky University (WKU) officials submitted a tuition and fee proposal for academic year 2019-20 to the Council, along with tuition and fee revenue estimates for fiscal years 2018-19 and 2019-20. Council staff reviewed WKU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at WKU during fall semester 2019, spring semester 2020, and summer term 2020.

Tuition and Mandatory Fees

On April 27, 2018, the Council approved tuition and fee ceilings for Western Kentucky University for academic years 2018-19 and 2019-20 that limit the university's base rate increase for resident undergraduate students to no more than 6.0 percent over two years, with a maximum allowable increase in any one year of no more than 4.0 percent. At that same meeting, the Council voted to allow institutions to charge market competitive rates for graduate and online courses.

Base rates are defined as total tuition and fee charges minus any Special Use Fees and Asset Preservation Fees previously approved by the Council, and minus an agency bond fee at KCTCS (i.e., BuildSmart Investment Fee). Council staff deduct these fees from total tuition and fees before applying percent increase parameters, which keeps the fees at a fixed amount each year until they expire.

At the June 22 meeting, the Council approved a base rate increase of 4.0 percent in WKU's resident undergraduate tuition charges for academic year 2018-19, which

would allow the university to raise its rate by as much as 2.0 percent in 2019-20, given the previously adopted two-year ceiling. As can be seen in the table below, WKU is proposing a \$200.⁰⁰, or 1.9% increase in its resident undergraduate base rate for 2019-20. WKU's total tuition and fee charges include a Special Use Fee of \$200.⁰⁰ per year for full-time students.

WKU's Board approved the university's 2019-20 tuition and fee charges at its March 1, 2019 meeting.

WKU Annual Base Rate Comparison						
<u>Rate Category</u>	<u>Current 2018-19 Base Rate Charges</u>	<u>Proposed 2019-20 Base Rate Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>		
Undergraduate						
Resident	\$10,402	\$10,602	\$200	1.9%		
Nonresident	\$26,296	\$26,296	\$0	0.0%		
Graduate						
Resident	\$596 pch	\$597 pch	\$1	0.2%		
Nonresident	\$888 pch	\$907 pch	\$19	2.1%		
WKU Annual Tuition and Fee Charge Comparison						
<u>Rate Category</u>	<u>Current 2018-19 Tuition & Fee Charges</u>	<u>Proposed 2019-20 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>		
Undergraduate						
Resident	\$10,602	\$10,802	\$200	1.9%		
Nonresident	\$26,496	\$26,496	\$0	0.0%		
Graduate						
Resident	\$606 pch	\$607 pch	\$1	0.2%		
Nonresident	\$898 pch	\$917 pch	\$19	2.1%		
<p>WKU's tuition and fee charges include a Special Use Fee of \$100.⁰⁰ per semester, or \$200.⁰⁰ per year, for full-time students and \$10.⁰⁰ per credit hour for graduate and part-time students.</p>						

Attachment A contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students, graduate students, and online students. Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

WKU officials estimate that their proposed 2019-20 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$183.3 million in gross tuition and fee revenue, which is \$9.8 million less than is projected for the current year (see Attachment B). WKU officials estimate that the university's Education and General (E&G) fixed costs will increase by about \$9.8 million between fiscal years 2018-19 and 2019-20, which represents an increase of about 5% over current year costs. This cost projection assumes that a 70% increase in Kentucky Employee Retirement System contribution rates, as called for in the 2018 enacted budget, does occur.

ATTACHMENT A

Proposed 2019-20 Tuition and Mandatory Fee Charges Western Kentucky University

<u>Category</u>	<u>Fall 2019</u>	<u>Spring 2020</u>	<u>Annual 2019-20</u>	<u>Winter & Summer 2020</u>
<i>Undergraduate</i>				
Resident				
Full-time (12-18 credit hours)	5,401	5,401	10,802	
Military at Resident Rate	5,401	5,401	10,802	
Part-time (Per Credit Hour)	450	450		450
Dual Credit (Per Credit Hour)	58	58		58
Nonresident				
Full-time (12-18 credit hours)	13,248	13,248	26,496	
Full-time - Tuition Incentive Program (12-18 ch)	6,948	6,948	13,896	
Part-time (Per Credit Hour)	1,104	1,104		1,104
Part-time - Tuition Incentive Program (pch)	579	579		579
Part-time - Distance Learning (Online Courses)	540	540		540
International				
Full-time (12-18 credit hours)	13,572	13,572	27,144	
Part-time (Per Credit Hour)	1,131	1,131		1,131
<i>Graduate</i>				
Resident				
Per Credit Hour	607	607		607
Military at Resident Rate	607	607		607
Kentucky P-12 Educator	415	415		415
Nonresident				
Domestic Per Credit Hour	917	917		917
International Per Credit Hour	953	953		953
Distance Learning (Online Courses)	707	707		707
Doctorate, Nurse Practitioner				
Resident (Per Credit Hour)	663	663		663
Nonresident (Per Credit Hour)	858	858		858
Doctorate, Physical Therapy				
Resident (Per Credit Hour)	643	643		643
Nonresident (Per Credit Hour)	909	909		909
Professional MBA (Per 6 Hours)	5,942	5,942		
Active Military (Per Credit Hour)	250	250		250
Included in the above:				
Special Use Fee (FT)	100	100		
Proposed Special Use Fee (FT)	-	-		
Special Use Fee (PT) pro-rated by credit hour				
Graduate	10	10		10

ATTACHMENT B

Estimated 2019-20 Gross Tuition and Mandatory Fee Revenue Western Kentucky University

<u>Category</u>	<u>Estimated 2018-19</u>	<u>Estimated 2019-20</u>
<i>Undergraduate</i>		
Resident	\$ 105,127,000	\$ 101,207,000
Nonresident	50,549,000	47,627,000
<i>Graduate (incl practice based doctoral)</i>		
Resident	15,751,000	14,639,000
Nonresident	11,722,000	10,602,000
<i>Student Athletics Fee</i>	5,769,000	5,295,000
<i>Centers Fee(Auxiliary Enterprises)</i>	1,613,000	1,502,000
<i>Special Use Fees</i>	2,602,000	2,423,000
Total	<u><u>\$ 193,133,000</u></u>	<u><u>\$ 183,295,000</u></u>

TITLE: 2019-20 Tuition and Mandatory Fee Recommendation, Kentucky Community and Technical College System (KCTCS)

RECOMMENDATION: Staff recommends that the Council approve the following 2019-20 tuition and mandatory fee rates for KCTCS.

PRESENTERS: Bill Payne, Vice President for Finance and Administration, CPE
Shaun McKiernan, Director of Finance and Budget, CPE

SUPPORTING INFORMATION

In January, Kentucky Community and Technical College officials submitted a tuition and fee proposal for academic year 2019-20 to the Council, along with tuition and fee revenue estimates for fiscal years 2018-19 and 2019-20. The Council staff reviewed KCTCS's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at KCTCS during fall semester 2019, spring semester 2020, and summer term 2020.

Tuition and Mandatory Fees

On April 27, 2018, the Council approved a tuition and fee ceiling for academic years 2018-19 and 2019-20 that limits the amount of KCTCS institution base rate increases for resident undergraduate students attending a KCTCS institution to no more than \$12.00 per credit hour over two years, with no more than an \$8.00 per-credit-hour increase in any one year.

Base rates are defined as total tuition and fee charges minus any Special Use Fees and Asset Preservation Fees previously approved by the Council, and minus an agency bond fee at KCTCS (i.e., BuildSmart Investment Fee). Council staff deduct these fees from total tuition and fees before applying percent increase parameters, which keeps the fees at a fixed amount each year until they expire.

KCTCS's base rate increase for resident undergraduate students for 2018-19 was \$7.00 per credit hour, allowing for an increase of up to \$5.00 for 2019-20. As can be seen in the chart below, KCTCS proposes a \$5.00 per-credit-hour increase in the base

rate for 2019-20. At KCTCS institutions, full-time students pay an \$8.00 per credit hour Agency Bond Fee, which is not included in the base rate.

KCTCS Annual Base Rate Comparison					
Rate Category	Current 2018-19 Tuition & Fee Charges	Proposed 2019-20 Tuition & Fee Charges	Dollar Change	Percent Change	
Resident					
Per Credit Hour	\$169.00 pch	\$174.00 pch	\$5	3.0%	
30 Credit Hours	\$5,070	\$5,220	\$150	3.0%	
Nonresident - Contiguous County					
Per Credit Hour	\$338.00 pch	\$348 pch	\$10	3.0%	
30 Credit Hours	\$10,140	\$10,440	\$300	3.0%	
KCTCS Annual Base Rate <u>Plus</u> Any Special Fees*					
Rate Category	Current 2018-19 Tuition & Fee Charges	Proposed 2019-20 Tuition & Fee Charges	Dollar Change	Percent Change	
Resident					
Per Credit Hour	\$177.00 pch	\$182.00 pch	\$5	2.8%	
30 Credit Hours	\$5,310	\$5,460	\$150	2.8%	
Nonresident - Contiguous County					
Per Credit Hour	\$346.00 pch	\$356 pch	\$10	2.9%	
30 Credit Hours	\$10,380	\$10,680	\$300	2.9%	
*Comprised exclusively of KCTCS's \$8.00 per credit hour Agency Bond Fee.					

The KCTCS Board approved the system's 2019-20 proposed tuition and fee rates on March 15, 2019.

Attachment A contains all categories of tuition and fee charges, including per-credit-hour rates for resident, nonresident – contiguous counties, and other nonresident students. The attachment shows semester total billable charges for students enrolled at various level of credit hours taken (e.g., 3 hours, 6 hours, 9 hours, etc.). Staff recommends approval of these rates as proposed by KCTCS.

Estimated Tuition Revenue

KCTCS officials estimate that their proposed 2019-20 tuition and mandatory fee charges for all students will generate gross tuition and fee revenue of \$243.1 million, or \$6.8 million more in gross tuition and fee revenue than estimated for the current year (see Attachment B). KCTCS officials estimate a \$24.8 million increase in Education and General fixed costs for 2019-20, which is an increase of about 4% over current year costs.

Proposed 2019-20 Tuition and Mandatory Fee Charges
Kentucky Community and Technical College System

<u>Category</u>	<u>Fall 2019</u>	<u>Spring 2020</u>	<u>Annual 2019-20</u>	<u>Summer 2020</u>
<i>Resident</i>				
Per Credit Hour	\$174	\$174		\$174
Charge for Students Enrolled with 3 Credit Hours	522	522		522
Charge for Students Enrolled with 6 Credit Hours	1,044	1,044		1,044
Charge for Students Enrolled with 9 Credit Hours	1,566	1,566		1,566
Charge for Students Enrolled with 12 Credit Hours	2,088	2,088		2,088
Charge for Students Enrolled with 15 Credit Hours	2,610	2,610		2,610
<i>Nonresident - Contiguous Counties</i>				
Per Credit Hour	\$348	\$348		\$348
Charge for Students Enrolled with 3 Credit Hours	1,044	1,044		1,044
Charge for Students Enrolled with 6 Credit Hours	2,088	2,088		2,088
Charge for Students Enrolled with 9 Credit Hours	3,132	3,132		3,132
Charge for Students Enrolled with 12 Credit Hours	4,176	4,176		4,176
Charge for Students Enrolled with 15 Credit Hours	5,220	5,220		5,220
<i>Nonresident - Other</i>				
Per Credit Hour	\$609	\$609		\$609
Charge for Students Enrolled with 3 Credit Hours	1,827	1,827		1,827
Charge for Students Enrolled with 6 Credit Hours	3,654	3,654		3,654
Charge for Students Enrolled with 9 Credit Hours	5,481	5,481		5,481
Charge for Students Enrolled with 12 Credit Hours	7,308	7,308		7,308
Charge for Students Enrolled with 15 Credit Hours	9,135	9,135		9,135
Agency Bond Fee				
Per Credit Hour	\$8	\$8		\$8

ATTACHMENT B

Estimated 2019-20 Gross Tuition and Mandatory Fee Revenue
Kentucky Community and Technical College System

<i>Category</i>	Estimated 2018-19	Estimated 2019-20
<i>Undergraduate</i>		
Resident	\$ 147,160,200	\$ 151,575,000
Nonresident	5,926,100	6,103,900
Online	74,185,700	76,411,300
 Agency Bond Fee	 9,000,000	 9,000,000
 <i>Total</i>	 \$ 236,272,000	 \$ 243,090,200
 <i>Increase of:</i>		 \$ 6,818,200 2.9%

TITLE: Asset Preservation Fee Exception Request – Murray State University

RECOMMENDATION: Staff recommends that the Council approve a \$10.00 per-credit-hour Asset Preservation Fee, which will be phased in over two years, as proposed by Murray State University. The fee will be \$7.00 per credit hour in 2019-20 and \$10.00 per credit hour in 2020-21.

PRESENTERS: Bill Payne, Vice President for Finance and Administration, CPE
Shaun McKiernan, Director of Finance and Budget, CPE

SUPPORTING INFORMATION

On April 9, 2019, Murray State University submitted an Asset Preservation Fee request to the Council. Staff has reviewed documentation for the proposed fee and asset preservation projects contained in their submission and finds that the university’s proposal meets the criteria of the Council’s new Asset Preservation Fee Exception Policy. For this reason, the Council may, at its discretion, approve the request.

Background

On February 2, 2018, the Council on Postsecondary Education approved an Asset Preservation Fee Exception Policy that allows institutions to request an exemption from a Council approved tuition and fee rate ceiling for an Asset Preservation Fee that meets certain policy provisions. According to the policy:

An asset preservation fee is a mandatory, flat-rate fee that has been approved by an institution’s governing board, the revenue from which shall either be expended upon collection on asset preservation and renovation and fit-for-use capital projects, or used to pay debt service on agency bonds issued to finance such projects, that support the instructional mission of the institution.

The policy requires that a proposed fee and the project(s) it will support be approved by an institution’s governing board, and that the fee’s impact on total tuition and fee charges will be reasonable in the year in which the fee is imposed. According to

Council policy, a fee that qualifies for an exemption and is approved by the Council shall not be in effect for a period longer than 25 years.

The Council on Postsecondary Education has discretion under the policy to determine whether or not a proposed fee is reasonable and may exempt the fee in its entirety or some portion thereof in the event that a phase-in period is deemed necessary.

MuSU Request

On April 9, 2019, Murray State University's president submitted an Asset Preservation Fee exception request to the Council for its consideration and action at the April 26 meeting. Important features of their proposal are summarized below.

- The amount of the proposed fee will be \$10.⁰⁰ per credit hour (capped at 12 credit hours per semester) when fully implemented in 2020-21. In 2019-20, the fee will be \$7.⁰⁰ per credit hour, or \$168.⁰⁰ annually for full-time students. The fee will not apply to dual-credit or on-line hours.
- In terms of impact, the proposed \$7.⁰⁰ per-credit-hour fee for 2019-20 equates to a 1.9% increase for students admitted prior to Summer 2016 and a 1.8% increase for students admitted Summer 2016 and after. When combined with the university's proposed 1.0% increase in resident undergraduate tuition and fees, the resulting 2.9% total increase complies with the Council's 2.9% ceiling for MuSU in 2019-20.
- The additional \$3.⁰⁰ per credit hour requested for 2020-21 represents a 1.0% increase in 2020-21 for resident undergraduate students in that year.
- All revenue generated from the proposed fee, estimated to be \$1 million in 2019-20 and \$1.6 million in 2020-21 and beyond, will be used to pay for Education and General (E&G) asset preservation projects, which will be reported annually to the Council. The fee will terminate in 25 years, at the end of 2043-44.
- MuSU's Board of Regents has approved the fee as described in Attachment A, and has approved use of this fee to fund two projects at the Waterfield Library that address heating, ventilation, air conditioning, and water intrusion projects. These projects are estimated to cost \$1.1 million. Fee revenue and expenditures will be tracked separately by MuSU and reported annually to CPE. Use of fee revenue will be restricted to instruction-related projects specifically approved by MuSU's Board of Regents and CPE.

Staff Recommendation

Council staff has reviewed the proposed asset preservation fee and project information submitted by Murray State University and finds that it meets the requirements set forth in CPE's Asset Preservation Exception Policy. Staff recommends that the Council approve MuSU's fee exemption request as proposed by university officials.

If the Council approves this request, MuSU plans to implement the proposed \$7.⁰⁰ per-credit-hour fee, capped at 24 credit hours per year for full-time students beginning fall semester 2019. In fall semester 2020, the fee will increase to \$10.⁰⁰ per credit hour.

April 9, 2019

Dr. Aaron Thompson, President
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601

Dear Dr. Thompson:

Murray State University requests Council on Postsecondary Education (CPE) approval at its April 26, 2019, meeting for an Asset Preservation Fee, which would be considered outside of the Council's adopted tuition and fee ceiling; and in the future would be excluded from the University's tuition and fee base rates.

As Murray State discussed the need to implement such a fee, we also considered the financial impact to the student and families. Therefore, we are requesting a two-phase approach for the implementation of this fee. **Phase I** will be implemented for FY20 at \$7 per credit hour, capped at 12 credit hours per semester. **Phase II** will be for FY21 at an added \$3 per credit hour, for a total of \$10 per credit hour, capped at 15 credit hours per semester. The fee would not be assessed on dual credit and online courses.

The fee is estimated to generate \$1,000,000 per year for FY20 and a total of \$1,600,000 for FY21 and would be implemented beginning in Fall Semester 2019. The fee would be in place for 25 years, unless specifically approved by the Board of Regents and the Council on Postsecondary Education. The estimated percentage impact of the proposed fee on resident undergraduate full-time tuition and fee charges for FY20 and FY21 would be as follows:

Phase I – FY20

1.9% = Students Admitted Prior to Summer 2016
1.8% = Students Admitted Summer 2016 and After

Phase II- FY21

1.0% = Students Admitted Prior to Summer 2016
1.0% = Students Admitted Summer 2016 and After

Attached is the action item that was presented to and approved by the Murray State University Board of Regents on April 5, 2019.

Dr. Aaron Thompson
April 9, 2019
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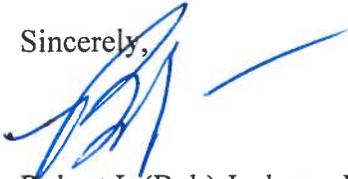
The Board approved two individual projects for Waterfield Library to be funded by the FY20 \$1 million projected revenues from this fee. This represents a sizable investment for the University and much needed deferred maintenance item. The University will be considering possible financing arrangements for future years to assist with many of the larger deferred maintenance issues on campus and the revenues from this fee will be a source of those debt payments. The University will submit the use of the FY21 and future year's fee revenue to the CPE for approval at the required times.

This fee will assist with significant improvements to the infrastructure and building assets that support the University's instructional mission for many years to come.

If the fee is approved, the University will establish an Asset Preservation Fee Fund for the purpose of holding and accounting for the utilization of this fee. We will submit a detailed report to the Council each year on fee revenue collected and expended on asset preservation projects.

Thank you for your consideration of this request from Murray State University for approval of an Asset Preservation Fee.

Sincerely,



Robert L (Bob) Jackson, Ed.D.
President

Enclosures

BOARD OF REGENTS: 04/05/19

Agenda Item: 3.A.5.

TOPIC: Finance Committee – Approval of Asset Preservation Fee for 2019-20*

STAFF CONTACTS: Robert L Jackson – President
Jackie Dudley – Vice President for Finance and Administrative Services

BACKGROUND:

The Council on Postsecondary Education (CPE) approved a policy in 2017 that allows universities to seek approval for an Asset Preservation Fee that is separate and apart from each university’s tuition and mandatory fee rates. This policy allows a one-time fee to be established of no more than \$10 per credit hour and for no more than 15 credit hours per semester for four-year institutions. This is a mandatory fee that shall be expended only on asset preservation and renovation and fit-for-use capital projects, or used to pay debt service on agency bonds issued to finance such projects, that support the instructional mission of the institution.

Some universities have already implemented the Asset Preservation Fee, effective Fall 2018, as follows:

- Eastern Kentucky University – \$10 per credit hour, capped at 15 credit hours
- Morehead State University – \$5 per credit hour, capped at 12 credit hours
- Kentucky State University – \$10 per credit hour, capped at 15 credit hours

Murray State University has analyzed the 2019-20 budget and the continued need for asset preservation funding. Projects for asset preservation were requested in the 2018-20 Commonwealth biennial budget process; however, none were funded. In addition, due to continued pension pressures, the outlook for the 2020-22 biennium is not known.

The University continues to experience deferred maintenance needs that must be addressed in an effort to maintain buildings of the Commonwealth which the University is allowed to use.

At this time, the University administration believes it is necessary to recommend an Asset Preservation Fee; however, the affordability of tuition and fees is a concern. Therefore, a phased-in approach is being recommended. The recommendation is for a \$7 per credit hour (\$84 per semester) fee, effective Fall 2019. An added recommendation is to increase this fee by \$3 per credit hour (\$45 per semester) fee, effective Fall 2020. This phased-in approach will provide for a \$10 fee per credit hour, effective Fall 2020. These fees will be capped at 12 credit hours per semester for 2019-20 and move to a 15 credit hours per semester cap for 2020-21, excluding Racer Academy/Dual Credit courses and all fully online courses. This fee will be shown as an “unbundled” mandatory facility fee and listed separately on the Tuition and Fee schedule and bills. This will be treated the same as all course and online fees and may be covered by scholarship funds, if available. This fee will not be

covered by employee and dependent waivers nor with legislatively-mandated waiver programs, unless specifically identified in the legislation.

This fee shall not be in effect for a period of longer than 25 years, unless specifically approved by the Board of Regents and the CPE.

The expected revenue from such a fee is estimated to be \$1 million for 2019-20 and an additional \$600,000 for 2020-21. For 2020-21, the University is estimated to receive a total of \$1.6 million in revenues from this fee. Revenues from this fee will be tracked separately in the Plant Fund and will be restricted to projects specifically approved by the Board and the CPE.

The University is recommending to fund the Waterfield Library HVAC and water intrusion repair projects with revenues from the Asset Preservation Fee for 2019-20.

The Board of Regents approved the funding of two projects for Waterfield Library to repair the HVAC and water intrusion failures within the building on August 31, 2018. The Board approved \$1.1 million of funding for both of these projects from one-time funding that had been set aside for emergencies. The administration is recommending returning \$1 million to the original one-time source. Final bids on the HVAC project are expected to be over the original estimate and added funds may be needed to complete this project. This original funding would then be available to complete the HVAC project, if added funds are necessary. Attached is the original August 2018 action on Waterfield Library project.

The Board of Regents and the CPE shall approve projects related to the instructional mission of the University each year.

RECOMMENDATION:

That the Board of Regents, upon the recommendation of the President of the University, approve the establishment of an Asset Preservation Fee of \$7 per credit hour capped at 12 credit hours per semester, effective Fall 2019, and an added \$3 per credit hour with the total \$10 capped at 15 credit hours per semester, effective Fall 2020, excluding Racer Academy/Dual Credit and all fully online courses. Further, the use of revenues generated from this fee for 2019-20 will be designated to the Waterfield Library HVAC and water intrusion repair projects.

RECOMMEND APPROVAL: Robert L Jackson, President

COMMITTEE ACTION: Approved, Finance Committee.

BOARD ACTION: Approved.

BOARD OF REGENTS: 08/31/18

Agenda Item: 11.F.4.

TOPIC: Finance Committee – Designation of Funding for Waterfield Library HVAC Repairs and Water Intrusion Repairs*

STAFF CONTACT: Jackie Dudley – Vice President for Finance and Administrative Services

BACKGROUND:

A Program Statement for the Waterfield Library HVAC Repairs and Water Intrusion Repairs project is on the agenda for approval at this same Board of Regents meeting. Funding for this project will come from an emergency project in the Plant Fund that was established from a combination of one-time funds from FY17. This project (Account 900045) has \$2.4 million available at the end of FY18.

RECOMMENDATION:

That the Board of Regents, upon the recommendation of the President of the University, approve the \$1.1 million of funding for the Waterfield Library HVAC repairs and water intrusion repairs.

RECOMMEND APPROVAL: Robert L Jackson, Interim President

COMMITTEE ACTION: Approved, Finance Committee.

BOARD ACTION: Approved.

KY COUNCIL ON POSTSECONDARY EDUCATION

ACTION ITEM

April 26, 2019

TITLE: Memorandum of Understanding – Nonresident Tuition at Kentucky State University

RECOMMENDATION: Staff recommends that the Council approve a Memorandum of Understanding between the Council and Kentucky State University regarding nonresident student tuition. The agreement would allow the university to reduce its published out-of-state tuition charge to 1.5 times in-state tuition for students from surrounding states and Michigan. The agreement also would allow KSU to provide additional institutional aid to students from these states and to students from any state that agree to major in a high demand sector identified by the Kentucky Education and Workforce Development Cabinet.

PRESENTERS: Bill Payne, Vice President for Finance and Administration, CPE
Shaun McKiernan, Director of Finance and Budget, CPE
Greg Rush, Senior Fellow, CPE

SUPPORTING INFORMATION

On March 7, 2019, KSU's Board of Regents approved a proposed Memorandum of Understanding between the university and the Council on Postsecondary Education. CPE staff is suggesting several changes to the agreement as shown in red font and strikethrough in Attachment A. The amended agreement would allow KSU to charge nonresident students 1.5 times the published in-state tuition charge (plus any applicable fees) and permit KSU to award scholarships of up to \$1,500 per semester to nonresident students meeting certain geographic and academic criteria. The agreement is intended to increase enrollment and generate additional revenue. If approved by the Council, the agreement will facilitate the university's ability to maintain compliance with the Council's current nonresident tuition policy. The agreement is also consistent with KSU's Management and Improvement Plan.

Background

In December 2016, Kentucky State University, in concert with the Council, submitted a Management and Improvement Plan to the State Budget Director and to the Kentucky General Assembly. Consistent growth in enrollment and tuition revenue is essential for KSU to achieve the goals and objectives identified in the Plan. While the university has made some progress, current enrollment levels are below those envisioned in the plan. In addition, Kentucky State University will face significant budgetary pressures going forward unless accommodations are made within the performance funding statute (KRS 164.092).

Current Council policy requires that net tuition and fee revenue generated from nonresident students cover the direct cost of instruction and student services. Council approval of this agreement will help Kentucky State University comply with this standard.

Components of KSU's MOU

The agreement that university officials submitted to the Council this past March, as amended by Council staff, contains the following key elements:

- The University will set nonresident tuition at 1.5 times in-state tuition rates.
- Students from surrounding states, plus Michigan, that meet academic requirements for admission, may receive a scholarship of up to \$1,500 per semester.
- Students from other states, that meet academic requirements for admission, may receive a scholarship of up to \$1,500 per semester, if they agree to major in a high demand workforce sector identified by the Kentucky Education and Workforce Development Cabinet.
- Based on university projections, the proposed reductions in KSU's nonresident tuition rate and aforementioned scholarships will result in increased enrollment and help the university to meet enrollment targets contained within the Management and Improvement Plan.
- The university has sufficient capacity to increase enrollment without a significant increase in costs. KSU officials have assured CPE staff that no in-state students will be displaced as result of this agreement.

- The University will report results of the agreement to the Council on an annual basis.

Staff Recommendation

Council staff has reviewed the proposed Memorandum of Understanding submitted by Kentucky State University and finds that the goals and structure of the agreement are consistent with Council policy. Staff recommends that the Council approve KSU's proposed Memorandum of Understanding as submitted, with recommended changes as indicated in strikethrough and red font in Attachment A.

MEMORANDUM OF UNDERSTANDING
between
KENTUCKY STATE UNIVERSITY
and
THE KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

This Memorandum of Understanding is made between Kentucky State University, located in Frankfort, Kentucky, and the Kentucky Council on Postsecondary Education, a governmental agency of the Commonwealth, with its address at 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky 40601.

WITNESSETH:

WHEREAS, the Kentucky Council on Postsecondary Education (Council or CPE) is responsible for directing the Kentucky postsecondary education system reform;

WHEREAS, Kentucky State University has the highest percentage of Pell eligible students of any public comprehensive university in the Commonwealth;

WHEREAS, Kentucky State University has identified that the cost of education is the primary factor affecting retention, persistence, and graduation rates at the University;

WHEREAS, a strategic goal of both the Council and Kentucky State University is to implement policies that make an undergraduate education affordable and accessible to all students;

WHEREAS, pursuant to KRS 164.020(8)(a) the Council is responsible for determining tuition at all public postsecondary institutions in Kentucky; and

NOW, THEREFORE, the Council and Kentucky State University do enter into this Agreement for the purpose and period specified below.

SECTION ONE: TERMS OF THE AGREEMENT

1. The Council agrees that Kentucky State University may set undergraduate tuition rates for non-resident students at 150% of the rate established by the University for resident students.
2. Kentucky State University agrees that students from the seven states that surround Kentucky, plus the state of Michigan, that meet academic requirements for admission established by the University, shall **may** receive a ~~minimum~~ tuition scholarship of **up to** \$1,500 per semester.
3. Kentucky State University agrees that students from all other states, that meet academic requirements for admission established by the University, shall **may** receive a ~~minimum~~ tuition scholarship of **up to** \$1,500 per semester if they agree to major in a high demand workforce sector as identified by the Kentucky Education and Workforce Development Cabinet.
4. Kentucky State University does not currently meet the CPE requirement that net tuition and fee revenue from out-of-state students is at least equal to the direct cost of instruction and student

services per student. The changes outlined in this memorandum of understanding are expected to result in enrollment growth sufficient to bring the University into compliance with the Council’s direct cost coverage requirement. Kentucky State University agrees to report to the Council annually **regarding** progress toward meeting this requirement.

- 5. Kentucky State University agrees to report to the Council annually the results of this agreement. This report shall include specific effects on enrollment, retention, persistence and graduation.
- 6. Kentucky State University will ensure that academically qualified Kentucky residents will not be displaced as a result of this agreement.**

SECTION TWO: LENGTH OF THE AGREEMENT

Upon approval by the Council, this agreement is effective beginning May 1, 2019, and shall renew annually upon mutual consent of the parties.

APPROVED:

Aaron Thompson
President
Kentucky Council on Postsecondary Education

Date

M. Christopher Brown II
President
Kentucky State University

Date

Travis Powell
General Counsel
Council on Postsecondary Education

Date

Attorney (optional)
Kentucky State University

Date

TITLE: New Academic Programs

RECOMMENDATION: Staff recommends that the Council approve the following new academic programs:

University of Louisville

1. Bioengineering, M.S.

University of Kentucky

2. General Business, BSBA
3. Interdisciplinary Disability Studies, B.A.
4. Science Translation and Outreach, M.S.
5. Sustainable Agriculture and Community Food Systems, B.S.

Northern Kentucky University

6. Engineering Physics, B.S.
7. Athletic Training, M.S.

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

SUPPORTING INFORMATION

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

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

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

PROPOSED PROGRAM SUMMARY

Institution: University of Louisville

Program Name: Bioengineering

Program Description: Master's of Science in Bioengineering

The Master's of Science in Bioengineering (MS in Bioengineering) degree will offer advanced level training to students and develop in-depth knowledge of bioengineering in areas such as biocomputational modeling, bioimaging, bioinstrumentation, biomaterials, biomechanics, biomedical devices, bioMEMS, bionanotechnology, biosensors, biosignal processing, biosystems control, molecular bioengineering, and tissue engineering. Student educational experiences will be enhanced by research opportunities in laboratories conducting basic and translational research on oncology, cardiovascular disease, nanotherapeutics, orthopedics, drug delivery, injury, tissue regeneration and image-based diagnostics.

CIP Code: 14.0501

Credit Hours: 30

Institutional Board Approval Date: 1/17/19

Implementation Date: 8/1/2019

Student Demand

Based on similar programs across the country and faculty resources during the first five years of the program, we project enrollment of 6-8 new students admitted and enrolled annually (6 x 5 years = 30).

Market Demand

Bioengineering is a relatively new engineering discipline when compared to the long-standing traditions of other fields of engineering. A bioengineer uses traditional engineering skills and tools to analyze and solve problems in biology and medicine. Bioengineers collaborate with physicians, biologists, biochemists, chemists, clinicians, dentists, physiologists, therapists, and virologists to design, develop and manufacture instruments, devices, materials, prophylactics, software, and therapeutics, or to develop new procedures to solve clinical problems. Bioengineers also are trained to objectively evaluate the efficacy of therapeutic interventions intended to advance healthcare and/or improve quality of life. The aging of the population and focus on health issues will increase the demand for improved medical devices, equipment and therapeutics designed by bioengineers working on interdisciplinary teams.

Employment opportunities for bioengineers are predicted to continue growing faster than the average for all occupations through 2020 (CNNMoney). The Bureau of Labor Statistics predicts a 23.1% increase in employed bioengineers from 2014 to 2024. 20,950 bioengineers are currently employed in the US, many working in the fields of medical equipment and supply manufacturing, scientific research and development, instrumentation manufacturing, and pharmaceutical manufacturing. With the advancements in medicine, more individuals are seeking biomedical solutions to their health problems. Although bioengineering encompasses many areas, one of its primary functions is to develop better solutions for the prevention, diagnosis, and treatment of disease, patient rehabilitation, and to improve overall health and quality of life.

A 2015 report by Dr. Brian Yoder from the American Society of Engineering Education states that awarded bioengineering undergraduate degrees have increased nearly 95%, Master's degrees have increased by 66% and Doctoral degrees have increased by 130% between 2006 and 2015. According to this report, 2,390 students enrolled for a Master's degree in bioengineering/biomedical engineering in 2006 in the US. This number increased to 3,770 students in 2015, nearly a 60% increase over 9 years, demonstrating significant student demand. These significant increases in number of undergraduate and graduate bioengineering degrees awarded clearly demonstrate the student demand for such programs.

The proposed UofL MS in Bioengineering will not replace any existing programs. The program will enable graduates with non-UofL ABET-accredited engineering degrees to pursue a MS in Bioengineering at UofL. (Our existing MEng in Bioengineering enables only UofL Bioengineering undergraduates to enroll in the program due to accreditation restrictions.) This program will also serve as a potential feeder to our existing UofL PhD in Interdisciplinary Studies: Specialization in Translational Bioengineering (ISSTBE) program.

Employer Demand:

	Regional	State	National	Growth Projections
Biomedical Engineers				
Average Wage ¹ (Emsi: Labor Market Analytics)	\$34.44/hr.	\$38.12/hr.	\$42.33/hr.	7% projected increase from 2016-2026. ²
# of Openings ³ (September 2016 to February 2019) (Emsi)	2,653	101	33,601	
All Biomedical Engineers				
Average Wage	\$76,650	\$73,550	\$92,970	
Total Employment	1,750	60	20,100	
Medical Equipment and Supplies Manufacturing				
Average Wage			\$94,990	
Total Employment			4,380	
Scientific and Research Development Services				
Average Wage			\$102,590	
Total Employment			3,280	
Navigational, measuring, electromedical, and control instruments manufacturing				
Average Wage			\$99,890	
Total Employment			2,100	
Colleges, universities, and professional schools; state, local, and private				
Average Wage			\$71,230	
Total Employment			1,650	

¹ Includes QCEW employees. According to the Bureau of Labor Statistics (BLS), The Quarterly Census of Employment and Wages (QCEW) program publishes a quarterly count of employment and wages reported by employers covering more than 95 percent of U.S. jobs, available at the county, MSA, state and national levels by industry.

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Biomedical Engineers, on the Internet at <https://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm> (visited March 07, 2019).

³ Job openings are reported as the total number of postings. Some postings may not be unique.

Academic Demand

The proposed MS in Bioengineering will provide a strong foundation for those graduates who wish to pursue doctoral studies.

This degree will offer advanced-level training to provide students with in-depth knowledge of bioengineering in areas such as biocomputational modeling, bioimaging, bioinstrumentation, biomaterials, biomechanics, biomedical devices, bioMEMS, bionanotechnology, biosensors, biosignal processing, biosystems control, molecular bioengineering, and tissue engineering. Student educational experiences will be enhanced by research opportunities in laboratories conducting basic and translational research on oncology, cardiovascular disease, nanotherapeutics, orthopedics, drug delivery, injury, tissue regeneration, and image-based diagnostics.

The extensive bioengineering community at UofL will provide a rich multidisciplinary training environment for students in the proposed program, enabling them to receive extraordinary hands-on experience in laboratories directed by Bioengineering faculty. Students in the program will have a unique opportunity to conduct their research while functioning on multidisciplinary teams that are based upon established engineer-clinician collaborations and an associated track record of successful development and translation of medical innovations.

The proposed program will also serve as a potential feeder to our existing UofL PhD in Interdisciplinary Studies: Specialization in Translational Bioengineering (ISSTBE) program.

Unnecessary Duplication

Similar Programs: University of Kentucky Biomedical Engineering MS

Comparison of Objectives/Focus/Curriculum to Similar Programs

The UofL MS in Bioengineering program enables students to do a Biomedical Research Project in lieu of a thesis, which may be desirable for students who do not plan to go on to work in research and development or academia. Moreover, Bioengineering faculty at UofL have strong collaborations with UofL Medical School and Dental School faculty, translating therapeutic devices and techniques into clinical practice supported through multiple foundation and federal grants to Bioengineering faculty. These existing collaborations will benefit UofL MS in Bioengineering students through participation in translational projects which will serve as the basis for Bioengineering thesis and non-thesis projects.

Collaborative faculty research initiatives between UK and UofL could potentially provide students with learning experience opportunities that bridge both universities.

Comparison of Student Populations

This degree program will serve students from the metropolitan Louisville area, the eastern portions of Kentucky and the southern most Indiana counties. Additionally, the program will be unique given that a number of international memoranda of understanding have been obtained from universities in Egypt, China and Abu Dhabi.

Access to/Demand for Existing Programs

The demand in existing programs is robust, and UofL expects increasing demand given the need for bioengineers in the workforce. Moreover, the statewide STEM initiative to improve Kentucky's position for success in the knowledge-based economy by expanding and strengthening educational and economic development opportunities in science, technology, engineering, and mathematics should increase the demand for programs such as the MS in Bioengineering. The Kentucky General Assembly has the goal of substantially increasing the number of mathematicians, scientists, and engineers in the Kentucky workforce to foster economic growth and provide high quality jobs for Kentuckians.

Feedback from Other Institutions

UK Chair of Biomedical Engineering, Guigen Zhang, Ph.D., has indicated his support for the UofL MS in Bioengineering. He has indicated that students from the UK Biomedical Engineering program will have an opportunity to supplement their education through UofL course offerings.

Cost

Projected Revenue over Next Five Years	\$3,245,020
Projected Expenses over Next Five Years	\$392,140

Will additional faculty be needed? No

Primary coursework for the MS in Bioengineering will be from the Department of Bioengineering's current course offerings. Electives may be taken from other departments within Speed School of Engineering or from the Department of Biochemistry. However, increases in course enrollment anticipated in Years 2-5 will require that additional sections of core courses be offered, leading to an increase in

faculty workload. Thus, 1 Graduate Teaching Assistant (GTA) is requested in Year 2, and 2 GTAs are requested in Years 3, 4, and 5, continuing thereafter.

Funds for GTA lines include a stipend, health insurance, and 12 months full-time graduate tuition charged at the resident rate for Year 2 and for both the resident rate and non-resident rate in Years 3, 4 and 5 (2 GTAs in each year). A 3% annual inflation rate has been applied to the stipend, tuition, and health insurance cost.

Provide a budgetary rationale for creating this new program: In addition to advancing Kentucky's STEM initiatives by producing highly trained bioengineers, this program is expected to grow overall enrollment at UofL. We project an enrollment of approximately 20 students by Year 4 or 5, yielding annual tuition revenue of roughly \$633,898. This revenue will offset the investment cost of two new GTA's needed to deliver the program. Less tangible benefits will also potentially include attracting graduates of the MS in Bioengineering program into our Doctor of Philosophy in Interdisciplinary Studies: Specialization in Translational Bioengineering (ISSTBE) program. Those who join the workforce following graduation from the MS in Bioengineering program and choose to remain in Kentucky will contribute to the growth of Kentucky's economy and will contribute to improvements in the quality of life of Kentuckians.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: General Business, BSBA

Program Description:

The General Business degree is a broader degree than the existing undergraduate majors in the Gatton College of Business and Economics. At the master's level we have both a general degree (the MBA) as well as discipline-specific degrees (e.g., MS in Accounting and MS in Finance). Thus, this new major complements the existing undergraduate majors in the same way that the MBA complements our other business master's programs. It would appeal to students interested in smaller or family-run firms where employees need a broader background in the various business disciplines. These employees are more likely to have significant interaction with employees outside their discipline in the firm or even may wear several hats in performing duties across several disciplines.

CIP Code: 52.0201

Credit Hours: 120

(Tentative) Institutional Board Approval Date: 4/29/19

Implementation Date: 08/23/2019

Student Demand

Please note the expected enrollment over the first five years of the program.

Year 1	Year 2	Year 3	Year 4	Year 5
10	34	71	118	164

Market Demand

The proposed degree, an online completor degree in general business, is broader than existing undergraduate degrees in the college. The college views the new major as complementing its existing undergraduate offerings in a similar way that the general and more specific graduate degree programs of the college complement each other. One of the main feeders for this program will be the KCTCS schools. KCTCS has suggested using pathway guides like those used for the existing discipline-specific UK degrees. Since the first two years of study for the existing discipline-specific majors are almost identical to the first two years of study for the new online General Business degree, the degree pathway guides would be effectively identical. The program will also focus on students who have started their degrees at UK but did not finish. Program admission requirements are almost identical to other college programs, requiring completion of 60 hours with an appropriate GPA and completion of required pre-major requirements.

Anticipated enrollment is expected to begin at 10 and potentially rise above 150 students.

Employer Demand

	Regional	State	National
Type of Job	Client and Support Services		
Average Wage	\$50,596	\$51,423	\$54,601
# of Openings	4,585	2,529	288,550
Growth Projections	10.1%	18.4%	6.4%
Type of Job	Business Analysis		
Average Wage	\$68,277	\$64,820	\$67,490
# of Openings	2,887	3,720	245,528
Growth Projections	14.9%	19.4%	13.6%
Type of Job	Sales Manager		
Average Wage	\$60,974	\$61,297	\$63,728
# of Openings	4,028	2,350	279,980
Growth Projections	7.9%	12.7%	5%
Type of Job	Operations Manager		
Average Wage	\$49,957	\$51,147	\$58,060
# of Openings	1,979	1,353	133,122
Growth Projections	10.9%	17.6%	6.6%
Type of Job	General Manager		
Average Wage	\$57,407	\$59,530	\$60,423
# of Openings	1,586	994	108,647
Growth Projections	10.7%	17.3%	6.4%
Type of Job	Customer Service Manager		
Average Wage	\$45,288	\$44,792	\$51,555
# of Openings	540	281	35,783
Growth Projections	15.4%	23.2%	8.3%

Data was pulled from Burning Glass Technologies, which are a combination of BLS data, their proprietary data models, and physical job postings within the last 12 months.

Unnecessary Duplication

Similar Programs	Comparison of Objectives/Focus/Curriculum to Similar Programs	Comparison of Student Populations	Access to/Demand for Existing Programs	Feedback from Other Institutions
Management (EKU)	See Below	See Below	See Below	See Below
Business Administration (KSU)	See Below	See Below	See Below	See Below
BBA Management (Morehead)	See Below	See Below	See Below	See Below
Management (Murray)	See Below	See Below	See Below	See Below
Business Administration (NKU)	See Below	See Below	See Below	See Below
Management (WKU)	See Below	See Below	See Below	See Below
U of L	See Below	See Below	See Below	See Below

Comparison of Objectives/Focus/Curriculum to Similar Programs: The other state general business programs give students a wide choice of courses to take after the college requirements to complete their general business degrees. This does provide a lot of flexibility for students taking the degree. Our program targets a specific set of classes designed to give students significant exposure to all our business school disciplines with emphasis on employment in small businesses. There is very little overlap in curriculum with our post-college core classes compared to the other general business degrees offered in-state. In fact, many of the variations at each institution would share no common courses with our post-college core curriculum. The other general business degrees listed in the 52.0101 and 52.0201 inventories are Eastern Kentucky University, Morehead State University, Murray State University and Northern Kentucky University.

Comparison of Student Populations: Project Graduate (i.e., students who have previous college credit, but left prior to earning a degree) students that have previously enrolled at UK and earned credits toward a UK business degree would be one student

segment that would differ from other existing programs. The program also specifically targets transfer students from the community colleges.

Access to/Demand for Existing Programs: The program would help CPE's Kentucky 60x30 Goal. To meet this goal an additional 300,000 Kentuckians will need to earn degrees between 2015 and 2030. This is an ambitious goal that will require the work of many programs at many colleges and universities. The online General Business degree will help with this goal and provide more skilled and productive workers to the Kentucky workforce.

Feedback from Other Institutions: UK had several discussions with the transfer group at KCTCS/BCTC. They are very enthusiastic about the new degree. It is their opinion that it will help them reach new students that they have not previously been able to reach. The first two years of our program can be completed at the community and technical colleges. Students will use a transfer pathway to complete the General Business degree at UK. This process is almost exactly the same way that students can enroll in KCTCS schools for the first two years and transfer to UK and earn one of our existing business school degrees.

Cost

Projected Revenue over Next Five Years	\$5,754,330
Projected Expenses over Next Five Years	\$2,486,000

Several classes currently exist and are in the college core. For many of those classes, the faculty member teaching the course will also teach the online version for the General Business program. These courses will be the ones offered by the program in the 2019/2020 academic year. A couple of the courses for the 2020/2021 academic year will need to be staffed. We plan to hire full time faculty to staff these courses. These lines will be funded by the college revenue share for the program.

This degree does not require any additional state funds. The university and the college will pay the investment costs and the operating costs. These estimates show that the program will recover the investment costs in less than three years. The internal rate of return for the five-year period is over 90%. There is a revenue share agreement between the university and the colleges that will enable the college to hire additional faculty and staff to support the program from the program revenues.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: Interdisciplinary Disability Studies, B.A.

Program Description: The Interdisciplinary Disability Studies program takes a holistic view of the individual with disability in context of their environment. The program focuses on empowerment of people with disabilities to live full lives as independently as possible, including independent living and vocational attainment. Students will learn that empowerment comes through knowledge and understanding of various disabilities and unique needs of individuals, the individual within contexts of culture, community, sociopolitical environment, families, advocacy, coping, adjustment and acceptance of disability, and knowledge of how disability affects individuals across the lifespan. The curriculum provides perspectives from various disciplines including Social Work, Gerontology, Sociology, Counseling Psychology, Anthropology, Special Education, Rehabilitation Counseling, and Early Childhood, in order to allow a fuller understanding of the human as a whole from various perspectives. This program is designed to provide information on various human services and focuses primarily on Disability Services. Students will gain evidenced-based knowledge and skills and then apply them in real life at agencies during practical work. This program is designed for students who want to become employed in a variety of jobs serving individuals with disabilities and/or want to go on to graduate studies in programs such as Rehabilitation Counseling.

CIP Code: 51.1599

Credit Hours: 120

(Tentative) Institutional Board Approval Date: April 29, 2019

Implementation Date: 08/23/2019

Student Demand

Year 1	Year 2	Year 3	Year 4	Year 5
9	21	38	61	73

Market Demand

The United States Bureau of Labor Statistics (BLS) predicts that employment in Community and Social Service jobs are expected to grow through 2026. At a bachelor's degree level, the BLS projects a 16 % job growth rate in Social and Human Service Assistants. In Kentucky, this same group of jobs (Social and Human Service Assistants) has a long-term projected growth of 23.8% from 2014-2024, with projected average annual job openings of 330 Kentucky jobs per year. This growth rate is attributed to several factors, including an aging population with needs for increased access to health care and related services, adult day services, group homes, and an increase in

treatment alternatives to incarceration (e.g., substance use disorders and treatment). Students graduating from this program will contribute to the mandate for land grant institutions to identify and serve the needs of the public.

Employer Demand

	Regional	State	National
Type of Job	Patient Advocate/Navigator		
Average Wage	\$44,198	\$46,081	\$46,498
# of Openings	62	48	3,507
Growth Projections	11.6%	16.5%	9.8%
Type of Job	Community Health Worker		
Average Wage	\$44,198	\$46,081	\$46,498
# of Openings	21	8	1,819
Growth Projections	15.8%	16.5%	14.9%
Type of Job	Youth Counselor/Worker		
Average Wage	\$29,761	\$30,126	\$32,970
# of Openings	66	66	3,221
Growth Projections	14.4%	20%	11%

Data was pulled from Burning Glass Technologies, which are a combination of BLS data, their proprietary data models, and physical job postings within the last 12 months.

Unnecessary Duplication

Similar Programs: Human Services and Addiction (NKU)

Comparison of Objectives/Focus/Curriculum to Similar Programs: The proposed program is inherently different from the NKU program given its focus on a comprehensive understanding of disability across the lifespan, as well as student mastery of service provision practices for individuals living with any disability, not just addictions and mental health conditions. NKU's curriculum reinforces this with more of a concentrated focus on addictions and introduction to psychiatric/mental health professions - with courses that include a focus on instruction to groups and also working with families. This program is a broad-based human studies type of a program, with (as noted above) a focus on understanding the holistic nature of disability across the lifespan and provision of services to those with any number or types of disabilities.

Comparison of Student Populations: NKU serves students in Northern Kentucky

Access to/Demand for Existing Programs: This Program is the only program of its kind in Kentucky.

Feedback from Other Institutions: None

Cost

Projected Revenue over Next Five Years	\$4,006,575
Projected Expenses over Next Five Years	\$973,830

Will additional faculty be needed? Yes. New, full-time clinical faculty will be appointed, as has been discussed with the College of Education Dean. One faculty position will initially be provided by the University at year 1. A second faculty position will be provided at year 3 of implementation. After the program is up and running, it is predicted that student tuition will provide the necessary resources for program needs, including the necessary faculty resources. In other words, after the initial years of the program, student tuition will allow for the IDS program to be self-sustaining.

Provide a budgetary rationale for creating this new program: The University of Kentucky's College of Education will provide the funding for the new Bachelor of Arts in Interdisciplinary Disability Studies. It is envisioned that graduates of this new undergraduate program will be prepared to enter master's degree programs in Rehabilitation Counseling and related human services fields, thus having a positive impact on these master's programs.

The Council on Accreditation of Counseling and Related Educational Programs (CACREP) accredits master's and doctoral degree rehabilitation counseling programs. They recently acknowledged the importance and growth of undergraduate programs in rehabilitation sciences. This trend toward supporting undergraduate programs demonstrates that these areas are not only in demand but are also growing and being supported by organizations in the field.

There is a limited but growing number of programs nationally that provide the comprehensiveness and depth about disability that allows for students to become advocates and champions for individuals with disabilities. This program is an efficient and effective use of funds as demonstrated by growth in the field of undergraduate rehabilitation studies and services. The projected enrollment growth for this program, based on similar program in other states, indicates that revenue will greatly exceed projected expenses for the program. After the program is operational it is anticipated that student tuition will provide the necessary resources for program needs, including

necessary faculty resources. After the initial first two to three years of the program, it is anticipated that student tuition generated by the University of Kentucky will result in this program being self-sustaining.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: Science Translation and Outreach

Program Description:

Most Americans respect the institution of science but are uncertain how to capitalize on scientific knowledge for the public good. Our digital world overwhelms us with information, so much so that the public is often unable to discern scientifically valid information and, most importantly, to effectively use that information to improve lives. Transdisciplinary thinking is recognized by the National Academy of Sciences as fundamental to achieving breakthroughs in food and agricultural sciences. An example of a transdisciplinary Extension program could be the development of locally relevant programming on the politically charged topic of climate change. Successful transdisciplinary programming would be grounded in multiple, relevant natural sciences, but it would also benefit by being grounded in the social sciences, in order to facilitate successful dialogue. We will offer a transdisciplinary Master of Science degree program that builds student capacity to: 1. Assess public needs and interests with respect to agriculture, food and environment; 2. Identify, sort and interpret credible scientific information from diverse fields relevant to public concerns; and, 3. Use scientific information to create successful programs in applied research and outreach which effectively address public concerns. The program, described elsewhere in this document, requires 12 credits (four 3-credit courses) of core material and 18 credits of free elective courses approved by the student's advisory committee. The program will be housed in the College of Agriculture, Food and Environment. A primary audience for this program is Extension agents who are regularly expected to translate scientific knowledge directly to their stakeholders and to develop success outreach programs based on sound scientific practices.

CIP Code: 01.0801

Credit Hours: 30

(Tentative) Institutional Board Approval Date: April 29

Implementation Date: 08/23/2019

Student Demand

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

Market Demand

The Cooperative Service has been effectively engaged in science translation since passage of the Smith-Lever Act in 1914. Extension agents throughout the country have worked directly with local leaders and the public at large to address diverse public needs. Given the increasingly complex world we live in, and the rapid rate of scientific progress, expanded and more formalized transdisciplinary education in science translation seems critical.

Courses--and less commonly, curricula--in translational science exist elsewhere, but these often focus on human health care. To our knowledge, formal curricula on translational science do not exist among colleges of agriculture and related areas of study.

As of May 2018, 93 employees of the College of Agriculture, Food and Environment were enrolled in Master's programs of study at other institutions. Many of these employees are Extension agents. In order to progress above Grade Level II in the Kentucky Cooperative Extension Service, Extension agents must obtain an M.S. degree. The proposed online program will help to fill that need, making graduate education more accessible for Extension agents in Kentucky as well for some Extension agents beyond Kentucky.

Employer Demand:

	Regional	State	National
Type of Job	Farm and Home Management Advisor		
Average Wage	\$33,073	\$35,021	\$45,023
# of Openings	12	20	3,491
Growth Projections	22.8%	22.8%	10.2%
Type of Job	Food and Agricultural Scientists/Technologist		
Average Wage	\$68,806	\$65,102	\$43,431
# of Openings	12	8	486
Growth Projections	6.8%	23.3%	3.9%
Type of Job	Food/Agricultural Technician		
Average Wage	\$68,806	\$65,102	\$58,060
# of Openings	2	8	460
Growth Projections	10%	21.1%	5.2%

Data was pulled from Burning Glass Technologies, which are a combination of BLS data, their proprietary data models, and physical job postings within the last 12 months.

Since Extension agents are already full-time employees, students in the program are expected to continue with that employer or seek other professional employment related to their expertise and credentials, including positions in the private sector in agriculture, food and environment. Students interested in obtaining employment as an Extension agent would also be expected to value the training this program provides. Our recent survey of Extension programs in the region indicates that, conservatively, each state within the region commonly hires, on average, 10-15 new Extension agents annually. Many of these would likely have some interest in the STO program. Average salaries of STO degree recipients would be expected to be at least \$40,000 annually.

Unnecessary Duplication

There are no other programs in this CIP code in the state.

Cost

Projected Revenue over Next Five Years	\$660,579
Projected Expenses over Next Five Years	\$446,084

Will additional faculty be needed? No

Provide a budgetary rationale for creating this new program: This is a transdisciplinary Master's program with fully online courses that is designed to support the continued education requirements for Kentucky's Extension Agents. Courses in STO program will be taught largely by existing UK faculty, and to a much lesser extent, by part-time instructors. The Provost's office and the College of Agriculture, Food, and Environment have agreed to share 40% of the tuition revenue back to the program, which is expected to be at least \$75,000 by Year 5. All tuition revenues to the program will be directed to faculty and non-faculty instructors, in the form of incentives for online course development and delivery. Initial course development will be supported by a one-time grant from the University.

The faculty of eleven departments in the College of Agriculture, Food and Environment have voted in favor of supporting the STO program. The program does not replace any other graduate program but relies heavily on the support of multiple departments to provide electives.

This program is an exciting, innovative graduate program, one that will provide a valuable online, transdisciplinary educational experience that will serve its students for the rest of their careers. As a result, these students return to their community as

extension agents who are better prepared to provide critical information and training on family issues, agriculture, and the environment directly to their communities.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: Sustainable Agriculture and Community Food Systems, BS

Program Description:

This interdisciplinary, interdepartmental program in the College of Agriculture, Food and Environment is grounded in the framework which integrates three conceptual "pillars": environmental stewardship, economic profitability, and social responsibility. Core courses are designed to integrate these perspectives at the introductory, intermediate, and capstone levels. The remainder of the curriculum leverages external courses within each of these "three pillars" of sustainability, in addition to UK Core and pre-major requirements.

Specialty support credits are recommended along two tracks: 1) Farming Systems - for students seeking focus on sustainable production methods and biophysical systems; and 2) Community Food Systems - for students seeking focus on food systems issues beyond the "farm gate," including access, food security, and hunger issues. Experiential learning is emphasized throughout the program, through the coursework and faculty advising, the directed independent research (395-level) and the EXP 399 credit, as well as Education Abroad offerings. Graduates of this BS program are prepared for careers in farming, the non-profit sector, Cooperative Extension, local government, on-farm conservation service providers, and graduate studies in their area of emphasis.

CIP Code: 01.0308

Credit Hours: 120

(Tentative) Institutional Board Approval Date: April 29

Implementation Date: 08/23/2019

Student Demand

Year 1	Year 2	Year 3	Year 4	Year 5
20	25	30	35	40

Market Demand

In 2007, UK joined other land-grant universities to develop sustainable agriculture-oriented degree programs. Since that time, the number of degree programs in this area has nearly tripled. Over the last 10 years, the college has developed this program as an individualized undergraduate major, improving experiential teaching capacity and

formalizing curriculum in two tracks: farming systems and community food systems. The proposed interdisciplinary, interdepartmental program focuses on three conceptual pillars: environmental stewardship, economic profitability, and social responsibility, with core courses integrating these at the introductory, intermediate, and capstone levels. Graduates of this program will be prepared for careers in farming, the nonprofit sector, cooperative extension, local government, and as on-farm conservation service providers. Initial program enrollment is estimated at 20 students, with growth anticipated to 40-50 students.

Employer Demand:

	Regional	State	National
Type of Job	Agricultural Managers (Farm/Ranch Manager; Fish Hatchery Manager/Technician, Nursery/Greenhouse Manager)		
Average Wage	\$54,071*	\$50,955 *	\$42,565
# of Openings	25	22	2,511
Growth Projections	10%	10%	-1.9%
Type of Job	Food/Agricultural Inspector		
Average Wage	\$39,090	\$50,955 *	\$41,882
# of Openings	18	16	1,620
Growth Projections	10%	21.1%	5.2%
Type of Job	Food/Agricultural Technician		
Average Wage	\$54,071*	\$50,955 *	\$40,930
# of Openings	26	11	1,299
Growth Projections	10%	21.1%	5.2%
Type of Job	Food and Agricultural Scientists/Technologist		
Average Wage	\$54,071*	\$50,955 *	\$53,381
# of Openings	33	18	1,611
Growth Projections	6.8%	23.3%	3.9%

*average for all occupations listed

Data was pulled from Burning Glass Technologies, which are a combination of BLS data, their proprietary data models, and physical job postings within the last 12 months.

Unnecessary Duplication

There are no other programs in the state with this CIP code.

Cost

Projected Revenue over Next Five Years	\$2,489,023
Projected Expenses over Next Five Years	\$620,673

Will additional faculty be needed? No

Provide a budgetary rationale for creating this new program: The Sustainable Agriculture and Community Food Systems program started as an individualized undergraduate major in the College of Agriculture, Food, and Environment (CAFE) over 10 years ago. We have improved our experiential teaching capacity by building a robust teaching farm, cultivating interdepartmental and intercollegiate faculty engagement, graduating approximately 50 majors, and refining the curriculum in two tracks based on student input and career trajectories. We have successfully placed traditional and non-traditional students, including transfer students, military veterans, and aspiring beginning farmers and local food entrepreneurs in careers in their field and supported this growing and vital sector of the Kentucky economy. "Formalizing" the major will provide opportunities to increase program visibility and recruitment resources to further our growth and development. We expect these steps will increase both in-state and out-of-state students through the Academic Common Market, which is a program that provides discounted tuition for degree programs at select schools in participating Southern Regional Education Board states.

This program is currently funded through existing instructional support within the teaching load of affected faculty. No new support is being requested for this program's approval. Sustainable Agriculture (SAG) Core courses and program administration are provided by faculty with appointments in CAFE. These faculty conduct research and outreach activities in sustainable agriculture in their disciplines of expertise. As such, program faculty are both highly effective instructors, and gain efficiencies by teaching courses in areas in which their other faculty duties are associate. The program has received letters of support from all UK Core, Pre-Major Requirements, and Specialty Support courses and it is not anticipated that the growth of this program will create an instructional burden for these courses and necessitate any additional sections or other instructional resources.

Though the program is currently funded through existing resources, we are actively working within the internal incentive funding mechanisms within UK to generate additional resources for the program through development of online course offerings of SAG 210 and summer tuition revenues for SAG 210 and SAG 397.

PROPOSED PROGRAM SUMMARY

Institution: Northern Kentucky University

Program Name: Engineering Physics BS

Program Description: This program is designed for students who have an interest in both engineering and physics. The proposed degree program consists of courses from physics, engineering technology, mathematics, computer science, statistics and chemistry as required courses. It requires 31 credit hours of physics courses, 21 credit hours of engineering technology courses as the core requirement. In addition, the students are required to choose a track either from mechanical & manufacturing engineering technology or electronics engineering technology which will consist of 12 credit hours. As supporting requirements, a student will take 30 credit hours in chemistry, mathematics statistics and computer science. Therefore, the total credit hours required for the degree is 94 credit hours (in addition to the General Studies requirements).

This program is designed to produce graduates who will combine knowledge in advanced physics and engineering technology to solve problems in engineering fields. The graduates from this program will have knowledge and practical experience in designing, planning, testing, evaluating, reporting, as well as process management and problem solving skills. A graduate in engineering physics will:

1. Be able to gain employment in engineering, technical, or leadership careers where they continue to enhance their knowledge in mechanical or electronics engineering disciplines.
2. Be able to pursue graduate studies in physics, engineering or applied physics.

CIP Code: 14.1201

Credit Hours: 120

Institutional Board Approval Date: March 20, 2019

Implementation Date: Fall 2019

Student Demand

	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Enrollment	10	18	25	31	35

Market Demand

In a Needs assessment survey by the industry there were 16 survey participants representing a significant group of companies who may hire engineering physics professionals. The companies surveyed are mostly medium to large sized (43.75% with more than 500 employees) and are primarily dedicated to manufacturing (56.25%). The role played by engineering, where 87.5% of the companies use it on a regular basis. The survey indicated that 62.5% of respondents anticipate the hiring (each one) of 1 to 15 engineering professionals, 12.5% will hire 16 to 50 and 12.5% will hire more than 50 in the next 5 years.

Additional comments/expectations from the participants are summarized below:

- *“Interested in graduates with skills in controls engineering.”*
- *“Looking for professionals able to specify mechanical equipment associated with water and wastewater”.*
- *“Get students thinking of complex systems right away. All courses including entry level math courses should be taught with a systems dynamics approach.”*
- *“ABET accreditation.”*

BREAKDOWN OF ENGINEERING DEMAND

BOONE | CAMPBELL | CARROLL | GALLATIN | GRANT | KENTON | OWEN | PENDLETON
2015-2020

ENGINEERS-PROCESS/MANUFACTURING

SOC	DESCRIPTION	2015 EMPLOY.	AVG. ANNUAL WAGES	FORECAST 5 YEARS			AVG. ANNUAL GROWTH %
				Total Repl Demand	Total Growth Demand	Open Positions	
11-3051	Industrial Production Managers	285	\$95,900	48	-4	44	-0.3%
17-2112	Industrial Engineers	347	\$81,000	54	2	56	0.1%
17-2131	Materials Engineers	35	\$77,700	7	0	7	0.0%
17-2199	Engineers, All Other	168	\$73,900	18	3	21	0.3%
17-3029	Engineering Technicians, Except Drafters, All Other	80	\$61,700	10	1	11	0.1%
51-8031	Water and Wastewater Treatment Plant and System Operators	139	\$43,500	18	4	22	0.5%
51-8091	Chemical Plant and System Operators	49	\$44,100	13	-2	11	-1.0%
51-8092	Gas Plant Operators	6	\$63,600	2	0	2	-0.1%
51-8099	Plant and System Operators, All Other	14	\$55,700	3	0	3	-0.4%

ENGINEERS-DESIGN

SOC	DESCRIPTION	2015 EMPLOY.	AVG. ANNUAL WAGES	FORECAST 5 YEARS			AVG. ANNUAL GROWTH %
				Total Repl Demand	Total Growth Demand	Open Positions	
17-2072	Electronics Engineers, Except Computer	128	\$94,000	14	0	14	0.1%
17-2141	Mechanical Engineers	379	\$79,000	64	7	71	0.4%
27-1021	Commercial and Industrial Designers	51	\$67,800	8	0	8	0.2%

Title	SOC Code	2014	2024	Number (in thousands)	Percent	Job openings due to growth and replacement needs 2014-2014	2105 median annual wage	Typical entry-level education	Work experience in a related occupation	Typical on-the-job training
Sales engineers	41-9031	69.9	74.9	4.9	7	23	97,650	Bachelor's degree	None	Moderate-term on-the-job training
Aerospace engineers	17-2011	72.5	70.8	-1.6	-2.3	20.7	107,830	Bachelor's degree	None	None
Biomedical engineers	17-2031	22.1	27.2	5.1	23.1	10.9	86,220	Bachelor's degree	None	None
Computer hardware engineers	17-2061	77.7	80.1	2.4	3.1	18.4	111,730	Bachelor's degree	None	None
Electrical engineers	17-2071	178.4	180.2	1.8	1	41.1	93,010	Bachelor's degree	None	None
Electronics engineers, except computer	17-2072	137.4	135.5	-1.9	-1.4	30.3	98,270	Bachelor's degree	None	None
Engineers, all other	17-2199	136.9	142.3	5.5	4	33	95,900	Bachelor's degree	None	None
Industrial engineers	17-2112	241.1	243.2	2.1	0.9	72.8	83,470	Bachelor's degree	None	None
Marine engineers and naval architects	17-2121	8.3	9	0.7	8.9	2.9	93,110	Bachelor's degree	None	None
Materials engineers	17-2131	25.3	25.6	0.3	1.3	9.2	91,310	Bachelor's degree	None	None
Mechanical engineers	17-2141	277.5	292.1	14.6	5.3	102.5	83,590	Bachelor's degree	None	None

The employment projection for the BS in Engineering Physics degree comes from 3 sources.

1. We sent surveys to local industries hiring engineering professionals. 16 responded. A summary of the results of the survey is given in the attached document. This was attached to the Full proposal
2. Data from NKY Chamber of Commerce has data for comparable jobs in the region. Those data is included in the attached survey. It was attached to the Full proposal.

3. Data from the Bureau of Labor Statistics: Data is provided for number of Engineers employed in May 2017 for all states.

Note: For item 2 and 3, there were no regional or federal data available specifically for Engineering Physics. But the data provided are for jobs related to engineering.

Unnecessary Duplication

Similar Programs: Murray State Engineering Physics

Comparison of Objectives/Focus/Curriculum to Similar Programs: Murray's program is similar in that it has two tracks: electrical and mechanical and is ABET accredited. It does not require co-op experiences.

Comparison of Student Populations: Murray is 327 miles from NKU in western part of Kentucky and serves a different student population. NKU serves northern Kentucky residents as well as south western Ohio and south east Indiana students.

Access to/Demand for Existing Programs: NKU's proposed degree is the only 4-year engineering physics degree in the Northern Kentucky area. The nearest program in Ohio is Xavier University. Miami University is 47 miles from NKU on the Ohio side. For both these schools the tuition will be out of state for Kentucky residents. Hence having an engineering physics degree on the Kentucky side serves the residents well.

Feedback from Other Institutions: 1. The department chair of the Physics, Geology & Engineering Technology at NKU, visited the Physics Department, Xavier University, Ohio to discuss their engineering physics program in October 2017. 2. The department chair of the Physics, Geology & Engineering Technology at NKU had written communication with the chair of the Institute of Engineering, Murray State University, with regard to the engineering physics program they have: a course plan curriculum for the engineering physics was requested and was sent to us from Murray in PDF format along with graphic.

Cost

Projected Revenue over Next Five Years	\$1,449,029.00
Projected Expenses over Next Five Years	\$ 747,830.00

Will additional faculty be needed? Yes

In the 5th year it is estimated that 1 full time faculty would be needed at a cost of 95,470. The cost would be offset by the increase in total tuition received from the increased enrollment.

Provide a budgetary rationale for creating this new program: It is expected, the engineering physics program will grow to have at least 30 -40 students in the program by year 5. To meet the demands of having additional students in engineering technology courses, it would be fully justified to have a new full time faculty.

The current estimation for a TT faculty is \$68,000 + benefits = \$88,200. Hence the total estimated payroll cost for a new faculty is estimated in the 5th year as \$95,470. This value is adjusted by an average Consumer Price Index (CPI) of 2% per year.

Other programs will not be affected and since the funds to pay for the additional faculty would be generated by tuition from increased enrollment in this program it would be both efficient and effective use of those funds.

PROPOSED PROGRAM SUMMARY

Institution: Northern Kentucky University
Program Name: Master of Science in Athletic Training

Program Description: Athletic training encompasses the prevention, diagnosis, and intervention of emergency, acute, and chronic medical conditions involving impairment, functional limitations, and disabilities. The mission of the NKU Athletic Training Program is to prepare the next generation of certified athletic trainers through student-centered education, diverse clinical experiences, and scholarly activities in order to produce well-rounded, competent clinicians who will make an impactful contribution to health care in our region, and beyond. Since 2006, NKU's athletic training program has been accredited by the Commission on Accreditation of Athletic Training Education. CAATE accreditation recognizes that NKU's ATP meets the required standards for the preparation of entry-level certified athletic trainers.

The Master's of Science in athletic training is a professional degree program with an integrated clinical education component. The coursework provides formal instruction aligned with the National Athletic Trainers' Association educational competencies and clinical proficiencies.

The clinical practicum courses provide students with an application of knowledge and skill in a real-world patient-care setting. Students are placed with an approved preceptor at a clinical site (on and off campus) that reflects the educational content specified in the clinical practicum course. Each practicum has required clinical hours as specified in the course description.

CIP Code: 51.0913
Credit Hours: 54
Institutional Board Approval Date: March 20, 2019
Implementation Date: Spring 2020

Student Demand

	Year 1	Year 2	Year 3	Year 4	Year 5
Expected Enrollment	15	30	35	40	40

Market Demand

This program proposal is in response to the change in degree level mandated by the program’s accrediting body, Commission on Accreditation of Athletic Training Education (CAATE). In 2015, CAATE along with associated professional organizations decided that the profession must transition all Athletic Training Programs to the master’s degree level by 2022. After 2022, programs will no longer be allowed to admit students into bachelor’s degree programs. NKU already offers the Bachelors of Science in Athletic Training, but due to the mandate, we must create a program at the master’s level.

Employer Demand:

	Regional	State	National	Growth Projections
Type of Job	Athletic Trainers			23%
Average Wage	\$48,620	\$47,720	\$49,280	Median salary Employers reported a starting salary range for first year full time athletic trainers between \$35,000 and \$50,000, with an average of \$40,000.
# of Openings	300-2,370	330-740	6,300	

National estimates for this occupation: Top

Employment estimate and mean wage estimates for this occupation:

Employment <u>(1)</u>	Employment RSE <u>(3)</u>	Mean hourly wage	Mean annual wage <u>(2)</u>	Mean wage RSE <u>(3)</u>
26,890	2.9 %	<u>(4)</u>	\$49,280	0.8 %

Percentile wage estimates for this occupation:

Percentile	10%	25%	50% (Median)	75%	90%
Annual Wage <u>(2)</u>	\$31,010	\$39,140	\$47,510	\$58,320	\$70,750

<https://www.bls.gov/oes/current/oes299091.htm#nat>

Industry profile for this occupation: [Top](#)

Industries with the highest published employment and wages for this occupation are provided. For a list of all industries with employment in this occupation, see the [Create Customized Tables](#) function.

Industries with the highest levels of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Colleges, Universities, and Professional Schools	5,580	0.18	(4)	\$49,450
General Medical and Surgical Hospitals	5,140	0.09	(4)	\$47,640
Offices of Other Health Practitioners	5,010	0.55	(4)	\$44,810
Elementary and Secondary Schools	3,010	0.04	(4)	\$59,360
Offices of Physicians	2,430	0.09	(4)	\$48,110

Industries with the highest concentration of employment in this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Spectator Sports	840	0.58	(4)	\$59,080
Offices of Other Health Practitioners	5,010	0.55	(4)	\$44,810
Colleges, Universities, and Professional Schools	5,580	0.18	(4)	\$49,450
Other Amusement and Recreation Industries	2,190	0.17	(4)	\$45,940
General Medical and Surgical Hospitals	5,140	0.09	(4)	\$47,640

Top paying industries for this occupation:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Promoters of Performing Arts, Sports, and Similar Events	40	0.03	(4)	\$74,180
Elementary and Secondary Schools	3,010	0.04	(4)	\$59,360
Spectator Sports	840	0.58	(4)	\$59,080
Other Ambulatory Health Care Services	(8)	(8)	(4)	\$55,040
Junior Colleges	540	0.07	(4)	\$53,570

<https://www.bls.gov/oes/current/oes299091.htm#nat>

The employment projections used for the Athletic Training Program were taken from two different places.

1. The 23% projected job growth for the profession between 2016-2026 was taken from the Bureau of Labor Statistics.
2. The other employment projections were taken from a survey that we conducted with local and regional businesses. We sent out surveys to 17 employers from

13 different healthcare agencies in the tristate area who are responsible for hiring and managing athletic trainers. Twelve employers completed the survey (70.6% completion).

Academic Demand

All athletic training programs are accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Accreditation standards have changed and beginning in 2022, all athletic training programs must offer the degree at the master's level and undergraduate athletic training programs must be phased out. The change in CAATE standards is the reason for the proposed change in degree level for the athletic training program.

Unnecessary Duplication

NUMBER 1

Similar Program: Eastern Kentucky University

Comparison of Objectives/Focus/Curriculum to Similar Programs: NKU's program is accredited and provides students with similar opportunities offered at other institutions. However, NKU's ATP, due to its location, is able to provide a wide variety of clinical experiences including professional (football, baseball, hockey, ballet, and soccer), both public and private high schools with varying student demographics, public and private university athletics, and rehabilitation clinics owed by different entities resulting in different student experiences.

Comparison of Student Populations: NKU's program is one of three public institutions (the others include Eastern Kentucky University and Murray State University, however Murray State is undergoing voluntary withdrawal from accreditation) in Kentucky that offer athletic training and the only in Northern Kentucky.

Access to/Demand for Existing Programs: There is demand for athletic training programs. All undergraduate programs are required to transition to master's degree programs. Not all colleges/universities who offered the undergraduate degree are choosing to transition to the master's degree resulting in fewer programs but the same high demand from students.

Feedback from Other Institutions: No formal articulations exist with programs from other universities in the state. This master's program is being designed as a 24 month standalone master's degree program and also as a 3+2 combined Bachelors of Science

in Exercise Science and Masters of Science in Athletic Training. The athletic training program faculty and the exercise science faculty at NKU have worked closely to develop the 3+2 that will allow students to complete the bachelor's degree in Exercise Science and the master's degree in Athletic Training in a five year period.

The program will work with students from other institutions on a case by case basis to determine courses will transfer as equivalencies. As an accredited program, it is our responsibility to make sure that all students receive the required content and skills. Any transfer student with completed coursework in the field will have to provide a syllabus of the course(s) in question. The program director will determine if the transfer course is similar enough to count as an equivalent course to that offered at NKU.

NUMBER 2

Similar Program: University of Kentucky

Comparison of Objectives/Focus/Curriculum to Similar Programs: NKU's ATP is an accredited program and provides students with similar opportunities offered at other institutions. However, NKU's ATP, due to its location, is able to provide a wide variety of clinical experiences including professional (football, baseball, hockey, ballet, and soccer), both public and private high schools with varying student demographics, public and private university athletics, and rehabilitation clinics owed by different entities resulting in different student experiences.

Comparison of Student Populations: No answer

Access to/Demand for Existing Programs: There is demand for athletic training programs. All undergraduate programs are required to transition to master's degree programs. Not all colleges/universities who offered the undergraduate degree are choosing to transition to the master's degree resulting in less programs but the same high demand from students.

Feedback from Other Institutions: No formal articulations exist with programs from other universities in the state. This master's program is being designed as a 24 month standalone master's degree program and also as a 3+2 combined Bachelors of Science in Exercise Science and Masters of Science in Athletic Training. The athletic training program faculty and the exercise science faculty at NKU have worked closely to develop the 3+2 that will allow students to complete the bachelor's degree in Exercise Science and the master's degree in Athletic Training in a five year period.

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Cost

Projected Revenue over Next Five Years	\$2,365,200.00
Projected Expenses over Next Five Years	\$1,005,000

Will additional faculty be needed? No

NKU has three full-time faculty and additional adjunct faculty who teach in the Bachelors of Science in Athletic Training. The MSAT will replace the bachelor's degree program therefore no additional faculty are needed.

Provide a budgetary rationale for creating this new program: The allocation and reallocation of funds will be the same as those currently used for the Bachelors of Science in Athletic Training, as this proposed MSAT is replacing the bachelor's degree program.

It is an efficient and effective use of funds as the Commission on Accreditation of Athletic Training Education's (CAATE) accreditation standards have changed and beginning in 2022, all athletic training programs must offer the degree at the master's level and undergraduate athletic training programs must be phased out. The change in CAATE standards is the reason for the proposed change in degree level for the athletic training program.

TITLE: College Readiness Indicators

RECOMMENDATION: Staff recommends that the Council approve the College Readiness Indicators document for the 2019-20 academic year.

PRESENTERS: Melissa Bell, Vice President for Academic Affairs and Student Success

SUPPORTING INFORMATION

KRS 164.020(8) requires that the Council on Postsecondary Education set minimum admission standards for students who wish to enroll at public postsecondary education institutions. 13 KAR 2:020 fulfills this obligation and advises prospective students, local school districts, and public postsecondary institutions on the minimum requirements for admission and course placement to facilitate transition into postsecondary education.

At its June 2018 meeting, the Council approved amendments to 13 KAR 2:020. Those amendments were approved by the General Assembly effective November 2, 2018.

As part of the regulation, "Academic Readiness" is defined by the student demonstrating the requisite ability to succeed in credit-bearing coursework by meeting or exceeding the college readiness benchmarks adopted by the Council.

CPE staff worked with campus representatives to determine the suitable college readiness assessments and the corresponding scores that would appropriately determine college readiness. Those assessments and scores for various curriculum pathways are presented to the Council today for approval for the 2019-20 academic year.

Beginning 2019-20, all public postsecondary institutions in Kentucky will use the indicators of readiness established by the Council on Postsecondary Education as measures of college academic readiness. Upon admission to a public postsecondary institution, students scoring at or above the established scores will not be required to complete developmental or corequisite coursework and will be allowed entry into college credit-bearing coursework that counts toward degree credit requirements.

Curriculum Pathway	ACT Score	SAT Score	KYOTE	GED College Readiness	ALEKS
English (Writing)	English 18 or higher	Evidence-Based Reading and Writing 480 or higher or 25 on the Writing and Language Test	Writing 6 or higher	Reasoning through the Language Arts 165 or higher	Not applicable as a placement score
Reading	Reading 20 or higher	Evidence-Based Reading and Writing 480 or higher or 25 or higher on the Reading Test	Reading 20 or higher	Reasoning through the Language Arts 165 or higher	Not applicable as a placement score
Mathematics (Quantitative Reasoning)	Mathematics 19 or higher	Mathematics 500 or higher	College Readiness Mathematics 22 or higher	Mathematical Reasoning 165 or higher	ALEKS PPL 30
Mathematics (College Algebra)	Mathematics 22 or higher	Mathematics 560 or higher	College Algebra 14 or higher	Mathematical Reasoning 175 or higher	ALEKS PPL 46
Mathematics (Calculus)	Mathematics 27 or higher	Mathematics 650 or higher	Calculus 15 or higher	Not applicable as a placement score	ALEKS PPL 76

Per the College Readiness Indicators Workgroup, all exam scores remain an indicator of academic readiness for a minimum of twelve (12) months from the date of administration. Individual institutions may extend the length of time scores remain indicators of academic readiness. However, an institution shall not determine academic readiness using scores received from exams taken more than four (4) years prior. Other exams, prior college coursework, and placement exams may be used for course placement after a student is admitted to a postsecondary institution.

TITLE: 2019-20 Council Meeting Calendar

RECOMMENDATION: Staff recommends that the Council approve the following dates for the 2019-20 quarterly business meetings.

SUPPORTING INFORMATION

The following dates are proposed for approval for the 2019-20 academic year. Any meetings for committees and/or workgroups will be scheduled at a later time.

Interim work session	September 16, 2019
Fall Quarterly Meetings	October 30-31, 2019
Winter Quarterly Meetings	January 23-24, 2020
Spring Quarterly Meetings	April 23-24, 2020
Summer Quarterly Meetings and Annual Retreat	June 18-19, 2020

Additionally, the Governor's Symposium on Postsecondary Education Trusteeship is scheduled for September 16-17 in Louisville, Kentucky.

TITLE: Standing Committee Structure

RECOMMENDATION: Based on the Council's recommendations and comments, CPE staff present a proposed committee structure.

SUPPORTING INFORMATION

At the 2019 board retreat the Council expressed a desire to establish formal standing committees to allow more conversation and evaluation than is possible during business meetings. This structure would replace the various ad hoc committees and work groups currently in place.

The main goals of this change are to increase communication of essential matters to the board, provide greater opportunity for in-depth discussion about matters of interest, and make business meeting agendas more efficient.

While the role of the committees will vary based on their work, their essential functions will be to review issues in depth and provide formal recommendations to the full Council. Following each committee meeting minutes will be provided to the full Council for review prior to the next business meeting.

Proposal: Establish Two Additional Standing Committees

Staff proposes retaining the Executive Committee (the board's current standing committee) and adding two new committees focused on finance issues and programmatic items/strategic initiatives.

- 1) Executive Committee: This committee would retain its current charge, including reviewing all agency budget matters, leading the appointment and evaluation of the agency CEO, managing the annual audit of the agency, and performing other activities assigned by the Council. Under this proposal, the Executive Committee have the added responsibilities of working with staff to plan the annual board retreat and review and approve the President's annual incentive plan (as appropriate). The current chair and vice chair of the board automatically serve on this committee and three additional members are appointed by the Chair for one-year terms. All members may serve up to three consecutive terms.

- 2) Finance: This standing committee assume the work of the former tuition and budget development work groups, as well as lead other finance-related matters of interest to the board. Members of the committee would be responsible for reviewing all applicable data and providing recommendations to the full Council in the following areas: biennial budget request; tuition and mandatory fees; performance funding; and capital projects; and college costs. Five members would be appointed by the Chair for two-year terms, and may serve up to three consecutive terms.

- 3) Academic and Strategic Initiatives: This committee would regularly review and oversee the progress toward the objectives of the statewide Strategic Agenda and efforts to achieve the state's 2030 educational attainment goal. This committee also would be responsible for the review and recommendation of new academic programs, receiving status updates on academic program reviews, and providing input on the development of statewide academic-related initiatives such as dual credit and transfer. Five members would be appointed for two-year terms, and may serve up to three consecutive terms.

The Nominating Committee (three board members appointed by the Chair on an annual basis) would not be altered.

Basic governance standards

To ensure work is evenly divided among the Council and all members have a say in matters of the work being completed, each committee will have the following stipulations:

- Council members may serve on up to two standing committees at one time, with the exception of the chair and vice chair, who serve on all standing committees due to the leadership nature of their role.

- More than five members can be appointed to a committee; however it is best if the membership totals an odd number, in the case of a voting tie.

- Council members may not chair more than one standing committee at any time.

- Council members not appointed to a specific committee may still attend the meetings of that committee; however, that member shall not have voting rights on that committee.

- Committees shall meet no less than twice per year, but may meet as many times as called by the committee chair.



2019 PROGRESS REPORT HIGHLIGHTS

Making Progress

- Kentucky is on track to reach our 60x30 educational attainment goal. In 2017-18, the total number of undergraduate degrees and credentials increased 2.9% over the prior year. An average annual increase of 1.7% is needed.
 - KCTCS conferred 9,649 associate degrees in 2017-18, a 3% decrease over 2016-17.
 - Total bachelor's degrees grew by 2% to 23,666, with an 2.5% increase in degrees conferred to minority students and a 5% increase in STEM+H degrees.
 - Short-term certificates grew by 6%. This represents 1,231 additional students who completed a short-term certificate at KCTCS.
- Total master's, professional, and doctoral degrees increased by 9.4% to 11,640. Graduate degrees at public universities rose 1.4%, and independent institutions increased graduate degree production by 27%.
- The six-year graduation rate for public four-year institutions rose to 54.5% (up from 51.3%), while the three-year rate at KCTCS rose to 31% (up from 27.1%). While achievement gaps still exist, they narrowed for low-income and underrepresented minority students.
- KCTCS's completion rate exceeds the national average by 2.8 percentage points. The completion rate of Kentucky's four-year public universities (62.2%) is approaching the national average (65.6%).
- More developmental students are completing gatekeeper courses in English and math within a year of entry. Statewide, 45.4% of developmental students passed a credit-bearing course in English and 25.6% in math, up from 40.8% and 24.2% respectively.

Holding Steady

- First-year to second-year retention remained unchanged at public four-year universities (76.9%), and decreased slightly at KCTCS (from 54% to 53.3%).
- 63.9% of high school graduates entering KCTCS were college ready, the same percentage as last year. The percentage of college-ready students entering public universities declined slightly, from 88.8% to 84.9%.
- The average credit hours earned at graduation at public four-year universities remained around 138, higher than the national average of 135.
- The percentage of KCTCS associate degree graduates who transferred to a four-year institution increased from 38.8% in 2016-17 to 38.9% in 2017-18.

Challenges Ahead

- Kentucky's in-state college-going rate fell from 53.5% in 2016 to 53% in 2017, marking the third 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 2.8% in fall 2017.
- State funding per full-time student fell to \$5,941 in 2017-18 and has declined 36% since 2007-08, the start of the Great Recession.
- Average net price continues to climb at Kentucky's public research universities, up from \$17,049 in 2015-16 to \$18,176 in 2016-17, the most current year available. Net price at comprehensive universities increased from \$10,298 to \$11,246.



PROGRESS REPORT

Kentucky's Progress toward
Postsecondary Strategic
Agenda Goals

April 2019



About the Council on Postsecondary Education

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

Key responsibilities include:

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

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From the President



Dear Friends and Colleagues,

This year marks the mid-point of the 2016-21 Statewide Strategic Agenda, “Stronger by Degrees,” an opportune time to reflect on the system’s successes and challenges as we continue to implement this five-year improvement plan.

First, the good news: Kentucky continues to increase the educational attainment level of its adult population, a key indicator of economic competitiveness and prosperity. Kentucky reached 45.5% in 2017, up nearly a percentage point from the previous year. At this rate, the state is on track to meet its goal of having 60% of Kentuckians with a postsecondary credential by the year 2030.

I am also pleased to note that undergraduate degrees and credentials increased 2.6% at both KCTCS and public universities over last year, despite continuing cuts in state General Fund appropriations and enrollment declines. The graduation rate rose nearly 4 percentage points at KCTCS and 3.2 percentage points at public universities. Our efforts to improve teaching, advising, and student support services are paying off, and we continue to find innovative, game-changing strategies to move the needle.

Unfortunately, Kentucky is one of 11 states where state higher education appropriations have not rebounded to pre-recession levels; per-student funding is lower now than in 2012-13 when adjusted for inflation. As a result, average net price at public four-year universities has been trending upward, placing pressure on college affordability. Enrollment declines in fall 2018, in part due to a strong economy and fewer high school graduates in the pipeline, may also signal college costs have reached a tipping point. CPE will monitor the trend as we work with the General Assembly to advocate for more funding support.

A central mission of my presidency is to remind Kentuckians of the value of higher education to individuals and society. We need workers who can think critically, communicate clearly, and work in teams. Every Kentuckian deserves an opportunity to pursue a high-quality postsecondary credential at an affordable price so they can be prepared for whatever challenges the future brings. I am proud of the progress we’ve collectively achieved, and look forward to working with you to ensure many more Kentuckians have access to the transformative education colleges and universities deliver.

A handwritten signature in black ink, appearing to read 'Aaron Thompson', with a long, sweeping underline.

Dr. Aaron Thompson, President
Council on Postsecondary Education



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

POLICY AREA 1: OPPORTUNITY

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

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 is evaluated to determine eligibility for new academic programs. This was the first year annual reports were evaluated, and results will be presented to the CPE Board in June.

To increase college readiness:

- In fall 2018, the U.S. Department of Education awarded CPE its fourth seven-year, \$24.5 million state GEAR UP grant for Kentucky to serve at least 10,000 middle and high school students. GEAR UP Kentucky, which helps students prepare academically, financially, and socially for postsecondary success, launched just-in-time services for seniors in its partner high schools in February. Though GUK has only been delivering services for two months in participating high schools, 1,194 (78%) high school seniors have received a total of 1,208 hours (72,492 minutes) of advising.
- GEAR UP Kentucky services are designed around the Four Pillars of Student Success and engage students, their families, schools/institutions and communities around a common goal of supporting student success in postsecondary education. GEAR UP Kentucky will begin activities with full-service cohorts (comprised of all 7th graders) and priority-student cohorts (comprised of all seniors) in fall 2019 in 12 school districts: Bath County, Bourbon County, Bracken County, Covington Independent, Fleming County, Frankfort Independent, Marion County, Mason County, Mercer County, Paris Independent, Pendleton County and Paris Independent. For the first time since CPE has administered a state GEAR UP grant, GEAR UP Kentucky will provide services for all cohorts through their first year of postsecondary education.
- 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. The DCAC has recently focused on identifying the postsecondary costs of providing dual credit courses and the need to help students understand the statewide general education core and related dual credit courses.

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

To enroll a greater percentage of underserved populations in college:

- KRS 164.020(8) requires that CPE set minimum admission standards for students who wish to enroll at public postsecondary education institutions. 13 KAR 2:020 fulfills this obligation and advises prospective students, local school districts, and public postsecondary institutions on the minimum requirements for admission and course placement to facilitate transition into postsecondary education.
- The admission regulation was amended to simplify the current structure for minimum admission criteria and related course placement by focusing on core state-level policy objectives. It requires that traditional high school graduates admitted to a public university have a high school GPA of 2.5 on a 4.0 scale. Students with a 2.0 to 2.49 may enroll after signing a learning contract with the institution that specifies the advising, mentoring, tutoring and support service expectations for both the student and the institution. The contract requires student learning goals and expectations, student participation requirements in a financial literacy program, a process by which student progress will be monitored, and a date when the contract will end.
- The amendment also mandates the implementation of the corequisite model for students needing remediation in core content areas. A corequisite course is a credit-bearing course that includes enhanced academic supports, such as additional hours of instruction, tutoring, mentoring, or advising. Transitioning to corequisite models of remediation will help students obtain a degree more quickly than traditional developmental models, which are often more costly and ineffective.
- CPE received a \$400,000 grant from the Lumina Foundation to improve college outreach to underserved adults (25-64), primarily by promoting the Work Ready Kentucky Scholarship. Kentucky will work with Hazard Community and Technical College, Jefferson Community and Technical College, and Madisonville Community College to recruit, enroll, and support more adult students pursuing associate degrees or certificates in high-demand occupational fields.

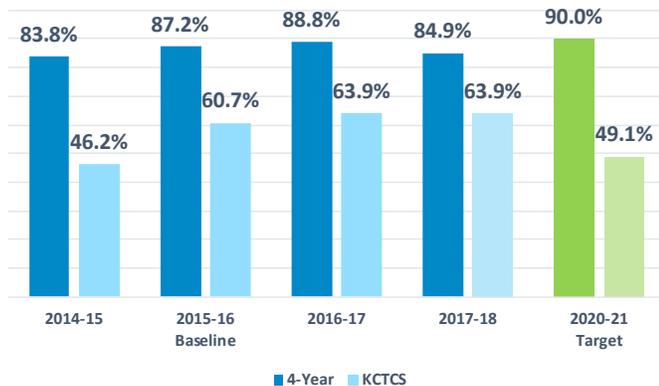
To help make college more affordable:

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

College Readiness of College Entrants

About this Measure:

The percent of recent Kentucky high school graduates (public and private) entering public postsecondary education in Kentucky as a first-time, full-time student who met ACT readiness benchmarks (English 18, math 19, and reading 20) or campus placement exam requirements on assessments like KYOTE, Accuplacer, PARCC, etc. Data from 2017-18 reflect high school graduates from the class of 2017 who enrolled in college for the 2017-18 academic year.



Source: Kentucky Postsecondary Education Data System (KPEDS)

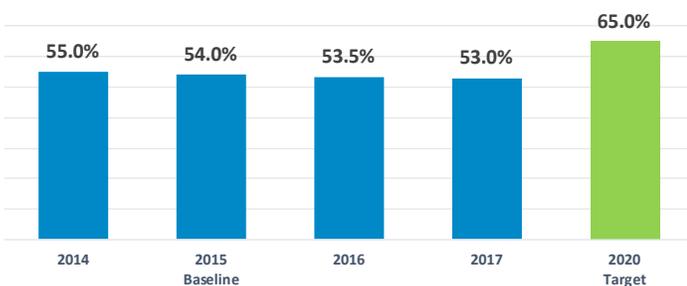
Highlights

- Kentucky is one of 17 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 in 2018 increased to 20.2 for the graduating class of 2018, six tenths of a point below the national average. Kentucky has experienced modest gains in subject-area scores, up to 19.7 in math, 19.9 in English, 20.8 in reading, and 20.1 in science.
- There is a wide disparity in ACT scores among majority and minority students in Kentucky. In 2018, the average composite ACT score was 17.0 for African American graduates, 18.7 for Hispanic/Latino graduates, and 20.9 for white graduates.
- Because Kentucky's metric considers not only of ACT scores but scores on a range of campus placement exams, comparable national data is not available.

In-State College-Going Rate

About this Measure:

The percent of recent Kentucky high school graduates who attend any in-state postsecondary institution in the fall or spring after graduation. The year refers to the students' last year of high school, not the first year of college. (For example, students included in 2017 were members of the high school graduating class of 2017 who enrolled in college during the 2017-18 academic year.)



Source: Kentucky Center for Statistics (KYStats)

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 in the fall immediately following high school graduation. Kentucky's metric only reflects the in-state rate.
- KYStats reports that the in-state college-going rate is 46.2% for African American students, 49.1% for Hispanic/Latino students, and 53.9% 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.

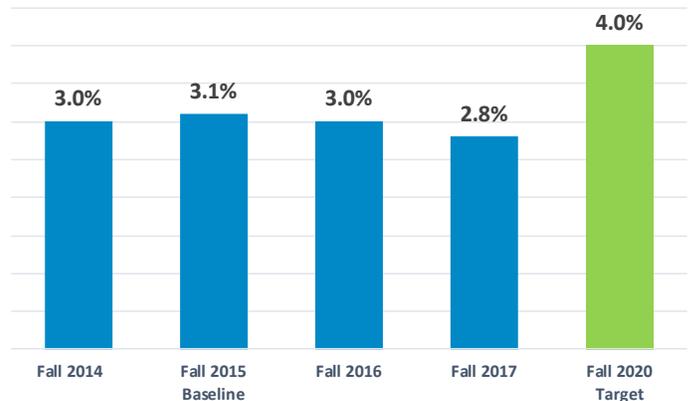
KY Adults Enrolled in College

Highlights

- Kentucky enrolled 73,884 adults (ages 25-64) in postsecondary education in fall 2011. By fall 2017, that number had fallen to 44,835, an 39% decrease.
- Low unemployment and a tight labor market typically lead to declines in adult college enrollment, which may account for Kentucky's recent adult enrollment trend.
- Adult enrollment (age 24 and older) in U.S. community and technical colleges has declined every year since 2010, when there were 2.9 million adults enrolled. In 2018, there were 1.9 million enrolled, a 36% decrease. In that same period, KCTCS experienced a smaller decline of 27%.
- To reach the 4% target, Kentucky will need more than 70,000 adults to be enrolled in postsecondary education, returning to 2011 levels (assuming there is no significant change in Kentucky's adult population).

About this Measure:

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



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

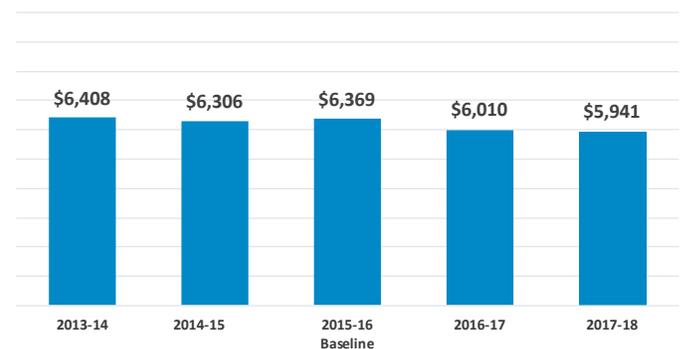
Net General Fund Appropriations per Student

Highlights

- Kentucky's net General Fund appropriations per FTE, adjusted for cost-of-living differences, has declined 7.3% over the last five years and 36% since 2007-08, the start of the recession.
- Overall, the U.S. has seen a 15.2% increase in state appropriations per student since 2013.
- Appropriations to higher education have returned to their pre-recession levels in only six states (WI, CA, HI, NY, WY, AK). The association of State Higher Education Executive Officers classifies those states as "recovered." Meanwhile, appropriations in 11 states have continued to fall since 2012-2013, the low point for higher-education spending. SHEEO classifies those states, which include Kentucky, as experiencing "no recovery." The rest are AR, NJ, DE, LA, KS, VT, MS, AZ, WV and OK.
- This metric does not take into consideration the effects of increased costs in the state's retirement system and shifting maintenance and operations costs from the state to the institutions.

About this Measure:

Net General Fund appropriations for public postsecondary institutions per full-time equivalent (FTE) students, 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.

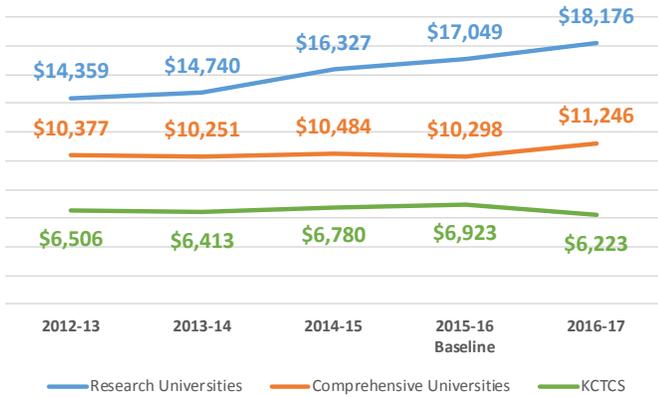


Source: Kentucky Budget of the Commonwealth and Common Fund Institute's Higher Education Price Index

Average Net Price

About this Measure:

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



Source: Integrated Postsecondary Education Data System (IPEDS)

Highlights

- According to IPEDS, the average net price of attendance in 2016-17 in the U.S. was \$23,700 for public four-year institutions (for students living on campus) and \$9,000 for public two-year institutions (for students living at home).
- Net price at KCTCS decreased 10% over last year. Net price increased 9.2% at the comprehensive universities, the most significant increase in that sector in five years. Research universities rose 6.6% over last year, continuing an upward trend.
- 2017-18 data on this metric has not yet been published by IPEDS, which accounts for the delay.

Over the last decade, Kentucky’s public institutions lost more than a third of state funding support per student. However, campuses have increased institutional aid during this time to help offset cuts and preserve affordability. Kentucky’s campuses provide more financial aid per student than state and federal sources combined.



\$3,408 Campus grants & scholarships

\$1,374 State grants

\$842 Pell & other federal grants

Source: IPEDS. Amounts are averages per FTE public undergraduate student, 2015-16, in constant 2016 dollars.

Progress of Underprepared Students in English

About this Measure:

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

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University	60.2%	61.5%	54.8%	52.5%	70.8%			58.4%
Kentucky State University	42.3%	51.2%	64.7%	84.8%	86.4%			65.0%
Morehead State University	69.9%	72.0%	60.4%	58.8%	86.4%			70.0%
Murray State University	51.4%	46.7%	53.9%	58.3%	56.6%			70.0%
Northern Kentucky University	46.8%	52.8%	62.6%	61.2%	61.8%			82.0%
University of Kentucky	79.0%	80.0%	80.7%	68.9%	74.7%			85.0%
University of Louisville	84.2%	87.2%	92.2%	90.3%	85.9%			93.0%
Western Kentucky University	52.6%	63.9%	60.9%	59.3%	56.4%			70.2%
KCTCS	10.4%	27.0%	28.0%	22.9%	23.5%			50.0%
STATEWIDE	32.3%	40.1%	40.6%	40.8%	45.4%			70.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

Highlights

- Complete College America reports that 27% of U.S. students at two-year institutions and 34% of U.S. students at four-year institutions who were remediated at entry complete a credit-bearing course in English within one year.
- Kentucky public institutions are showing progress 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.
- Nearly every institution has improved on this metric since fall 2013. KSU has experienced a 44.1 percentage-point increase, followed by Morehead (16.5 ppt increase), NKU (15 ppt increase), and EKU (10.6 ppt increase). KCTCS experienced a 13.1 percentage point increase.
- Three schools (EKU, KSU, and Morehead) have achieved their 2020 targets ahead of schedule.

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%	30.7%			24.1%
Kentucky State University	18.6%	16.8%	43.2%	81.0%	86.8%			50.0%
Morehead State University	36.0%	34.2%	27.5%	29.4%	35.8%			33.4%
Murray State University	21.7%	25.3%	4.1%	27.6%	24.7%			60.0%
Northern Kentucky University	23.2%	27.9%	30.0%	26.1%	30.9%			60.0%
University of Kentucky	56.2%	56.1%	53.7%	64.0%	49%			65.0%
University of Louisville	16.6%	10.1%	23.2%	11.5%	19.9%			35.0%
Western Kentucky University	34.3%	36.2%	42.0%	38.7%	32.8%			60.0%
KCTCS	5.0%	13.4%	21.4%	13.9%	16.3%			40.0%
STATEWIDE	20.2%	20.2%	26.1%	24.2%	25.6%			60.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

Highlights

- Complete College America reports that 3% of U.S. students at two-year institutions and 4% of U.S. students at four-year institutions who were remediated at entry complete a credit-bearing course in mathematics within one year.
- Kentucky public institutions are showing progress on this metric due in large part to the implementation of corequisite models of developmental education. In these models, students scoring below college readiness benchmarks are enrolled in regular credit-bearing courses with enhanced support (e.g., additional tutoring or labs). CPE has supported corequisite mathematics design and implementation, and has worked with public colleges, universities and national partners to create professional development and technical assistance opportunities for administrators and practitioners.
- Nearly every institution has improved on this metric since fall 2013. KSU has experienced a 68.2 percentage-point increase, followed by NKU (7.7 ppt increase), UofL (3.3 ppt increase), and Murray (3 ppt increase). KCTCS experienced an 11.3 percentage-point increase.
- Three schools (EKU, KSU, and Morehead) have achieved their 2020 targets ahead of schedule.

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. The 2019 summit focused on the fundamental question - Are postsecondary institutions designed for student success? The summit highlighted curricular, institutional, and systemic structures designed to address the complex issues that can hinder student success and the supports that can support completion.
- The Student Success Summit regularly highlights high-impact practices that research has shown to improve student outcomes, such as intrusive advising, first-year experience programs, and common intellectual experiences. These practices are being implemented on Kentucky campuses and are making a difference in student success.

To improve two-year to four-year transfer:

- CPE works with KCTCS to convene transfer professionals to discuss topics of interest to them. KCTCS and CPE then work with institutions to address the issues identified in these convenings.

To promote academic excellence through improvements in teaching and learning:

- In collaboration with Western Kentucky University and KCTCS, CPE hosted a free, one-day interactive faculty workshop on "Educating Today's Student: Inclusive Pedagogy, Equity, and Intentionality by Design", featuring Dr. Tia McNair, Vice President, Association of American Colleges and Universities. The workshop was geared toward faculty and designed to provide engaging educational experiences across a diverse student body.
- CPE has issued an RFP for a consultant to do a statewide review of academic programs. The review will provide institutional and state leaders with information on programmatic needs of potential students, program relevancy, cost, and post-graduation outcomes.
- Increasingly, employers are saying that transcripts are not useful. They are looking for better ways to identify whether college graduates have the skills needed to be successful in employment. The QA Commons is leading one effort to respond to this need. QA Commons' Essential Employability Qualities Certification is a quality assurance process that identifies certificate, associate, and baccalaureate programs that prepare graduates with the Essential Employability Qualities (EEQs). The EEQs are centered on people

skills, problem-solving abilities, and professional strengths that are needed to thrive in the 21st century workforce. EEQ certification will signal to employers that a program focuses on these EEQs and engages employers in program design and evaluation.

- Kentucky is the first state to pilot this certification process. Three KCTCS institutions (Bluegrass Community and Technical College, Gateway Community and Technical College, and Jefferson Community and Technical College) will participate, as will Kentucky State University, Murray State University, and the University of Kentucky. Each institution will choose at least three academic programs that will go through the EEQ certification process. The programs will be evaluated on criteria related to graduate preparation, career support services, employer engagement, student and alumni engagement, and public information. Programs that meet all of the criteria will be EEQ Certified in spring 2020. The six participating campuses will work together in a learning community to share resources and good practices. A Steering Committee comprised of institutional leadership and key employers in the state will guide the initiative.



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 24%, which is significantly lower than at KCTCS (31%).
- In 2017-18, the 3-year graduation rate for low-income students at KCTCS increased 4.3 percentage points, and the rate for underrepresented minority students increased 4.9 percentage points, higher than the 3.9 percentage point increase in the overall rate. This trend must continue if Kentucky hopes to achieve equitable rates for all students.
- NCES reports that the six-year graduation rate for U.S. public four-year institutions is 59%, higher than Kentucky's public university average of 54.5%. Only one institution (the University of Kentucky) exceeds the national average.
- In 2017-18, the 6-year graduation rate for low-income students at public universities rose 4.8 percentage points, and the rate for underrepresented minority students rose 4.9 percentage points, higher than the 3.2 percentage point increase in the overall rate. This trend must continue if Kentucky hopes to achieve equitable rates for all students.

KCTCS (3-Year Rate)

INSTITUTION	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS										
Overall	24.9%	23.4%	23.7%	25.5%	26.8%	27.1%	31.0%			30.5%
URM	13.3%	13.4%	14.5%	14.1%	16.5%	17.2%	22.1%			22.5%
Low-Income	23.6%	21.7%	20.7%	23.4%	23.4%	23.8%	28.1%			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%	50.9%			50.0%
URM	23.4%	28.2%	26.1%	39.1%	37.0%	32.9%	38.8%			43.0%
Low-Income	29.4%	29.4%	29.7%	35.5%	36.3%	35.4%	41.9%			42.0%
Kentucky State University										
Overall	13.1%	18.2%	20.1%	22.1%	20.6%	21.4%	16.3%			30.0%
URM	12.6%	18.8%	21.2%	23.1%	20.1%	22.0%	14.5%			30.0%
Low-Income	12.1%	17.8%	19.7%	20.5%	20.3%	19.2%	15.8%			30.0%
Morehead State University										
Overall	42.7%	44.6%	46.2%	40.1%	45.7%	41.8%	44.9%			48.2%
URM	32.8%	30.5%	42.9%	22.4%	32.6%	30.2%	37.9%			37.5%
Low-Income	33.3%	34.5%	34.7%	30.9%	34.1%	30.0%	38.6%			38.0%
Murray State University										
Overall	53.9%	53.2%	51.9%	48.5%	48.6%	48.9%	55.4%			50.0%
URM	46.1%	41.1%	43.9%	36.5%	37.6%	31.3%	41.6%			42.0%
Low-Income	44.2%	38.9%	43.6%	38.4%	37.4%	35.6%	42.8%			42.0%
Northern Kentucky University										
Overall	37.1%	37.7%	36.3%	39.8%	37.6%	39.4%	43.8%			45.0%
URM	28.1%	29.4%	22.6%	28.5%	23.0%	27.4%	34.8%			39.0%
Low-Income	28.4%	28.3%	25.8%	29.0%	30.3%	28.0%	32.7%			39.0%
University of Kentucky										
Overall	57.6%	60.4%	60.2%	61.3%	63.6%	64.6%	65.8%			70.0%
URM	50.0%	44.8%	45.2%	40.7%	52.4%	51.9%	54.2%			58.5%
Low-Income	42.7%	48.5%	47.8%	46.5%	51.5%	50.0%	53%			56.0%
University of Louisville										
Overall	52.1%	53.5%	53.6%	52.9%	52.8%	54.4%	56.6%			60.1%
URM	43.8%	43.2%	49.6%	44.5%	51.1%	47.8%	56%			58.5%
Low-Income	40.5%	48.2%	44.4%	41.3%	45.1%	45.8%	47.1%			54.1%
Western Kentucky University										
Overall	49.6%	50.3%	50.1%	50.0%	51.9%	50.7%	53.4%			53.7%
URM	35.6%	35.6%	33.8%	33.3%	33.9%	30.7%	33.6%			40.0%
Low-Income	37.5%	38.3%	37.8%	36.2%	41.0%	37.9%	39.9%			45.0%
STATEWIDE (public universities only)										
Overall	47.6%	48.9%	49.3%	49.8%	50.6%	51.3%	54.5%			60.0%
URM	33.6%	33.5%	35.9%	35.5%	38.8%	37.8%	42.7%			50.0%
Low-Income	34.5%	36.9%	36.5%	36.3%	38.8%	37.1%	41.9%			50.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

First-Year to Second-Year Retention

About this Measure:

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

In this Strategic Agenda, CPE made the decision to monitor and report retention rates for low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or 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 62%, 8.7 percentage points higher than at KCTCS (53.3%).
- 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 7.9 percentage points. Compared to 2011-12, KCTCS has narrowed achievement gaps among these student populations.
- NCES reports that the retention rate for U.S. four-year public institutions is 81%, considerably higher than Kentucky's rate (76.9%). Only one institution (the University of Kentucky) exceeds the national average; the University of Louisville is just below the national average at 80.3%.
- At four-year public universities, the retention rate for low-income students trails the statewide average by 7.7 percentage points; the rate for underrepresented minority students is 6.2 percentage points lower. Compared to 2011-12, universities have narrowed achievement gaps among these student populations.

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%	53.3%			54.4%
URM	40.0%	40.4%	42.2%	40.1%	45.1%	47.0%	45.4%			46.8%
Low-Income	48.3%	49.9%	49.2%	47.6%	50.3%	52.8%	52.1%			53.7%

First-Year to Second-Year Retention

Public Universities

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
Eastern Kentucky University										
Overall	68.0%	72.2%	72.3%	74.0%	74.0%	73.4%	73.0%			75.0%
URM	56.5%	60.7%	60.8%	65.5%	64.1%	62.8%	72.0%			67.0%
Low-Income	59.8%	66.6%	66.2%	69.4%	69.9%	68.7%	67.0%			72.0%
Kentucky State University										
Overall	46.3%	46.8%	43.5%	58.9%	59.2%	67.7%	56.0%			70.0%
URM	46.2%	44.3%	42.2%	57.1%	60.3%	74.6%	56.8%			70.0%
Low-Income	47.8%	52.3%	41.9%	58.3%	60.5%	72.7%	63.5%			70.0%
Morehead State University										
Overall	67.1%	69.1%	69.6%	65.7%	70.7%	72.3%	73.7%			76.2%
URM	64.6%	66.2%	69.7%	62.5%	67.8%	63.2%	78.0%			73.9%
Low-Income	59.3%	66.7%	66.3%	59.2%	67.3%	67.3%	69.5%			73.5%
Murray State University										
Overall	70.3%	72.9%	72.4%	71.8%	74.2%	77.3%	79.3%			77.0%
URM	63.0%	66.8%	61.2%	60.6%	69.1%	75.0%	73.6%			75.0%
Low-Income	63.8%	66.9%	61.2%	61.8%	65.6%	72.0%	73.8%			70.0%
Northern Kentucky University										
Overall	67.3%	67.4%	69.3%	69.1%	71.9%	72.5%	68.6%			77.0%
URM	55.8%	59.5%	66.8%	63.7%	69.5%	72.4%	63.1%			75.0%
Low-Income	61.0%	59.7%	63.6%	62.7%	64.4%	64.2%	61.2%			71.0%
University of Kentucky										
Overall	81.3%	82.5%	82.2%	82.7%	81.7%	83.3%	84.5%			90.0%
URM	75.2%	77.6%	76.3%	76.1%	77.2%	79.9%	77.5%			80.0%
Low-Income	73.7%	76.4%	74.1%	75.9%	74.8%	76.0%	76.4%			80.0%
University of Louisville										
Overall	77.1%	77.9%	80.6%	79.4%	79.7%	80.7%	80.3%			82.0%
URM	75.3%	78.1%	79.3%	78.7%	78.0%	81.7%	77.9%			80.5%
Low-Income	73.1%	72.2%	75.1%	74.4%	74.5%	76.3%	74.5%			77.5%
Western Kentucky University										
Overall	71.3%	71.7%	73.1%	72.4%	72.8%	69.8%	71.5%			74.6%
URM	62.4%	58.5%	62.6%	59.1%	58.3%	57.7%	57.1%			67.4%
Low-Income	64.5%	61.6%	65.7%	62.1%	63.7%	60.1%	62.7%			70.1%
STATEWIDE (public universities only)										
Overall	75.8%	74.5%	75.0%	75.5%	76.3%	76.9%	76.9%			81.8%
URM	67.9%	66.2%	67.0%	68.9%	71.0%	73.4%	70.7%			75.3%
Low-Income	67.8%	67.0%	66.8%	67.2%	69.2%	69.4%	69.2%			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	140.2			137.5
Kentucky State University	146.3	140.3	141.7	142.3	140.3	142.0			120.0
Morehead State University	143.2	141.4	140.7	138.1	136.4	137.7			136.6
Murray State University	142.2	139.6	139.7	138.0	138.6	137.7			132.0
Northern Kentucky University	139.7	139.0	138.8	137.8	134.9	134.1			135.7
University of Kentucky	140.2	139.5	140.6	140.5	140.5	140.4			135.4
University of Louisville	141.6	142.4	142.2	142.2	140.9	139.8			137.0
Western Kentucky University	139.6	139.6	139.0	139.6	138.9	138.2			138.6
KCTCS	91.1	91.4	90.3	86.2	84.4	79.8			80.0
AIKCU	136.2	135.5	135.4	135.7	138.6	133.1			NA
STATEWIDE (public 4-year only)	139.7	139.3	139.4	139.0	138.6	138.9			134.0

Source: Kentucky Postsecondary Education Database System (KPEDS)

Highlights

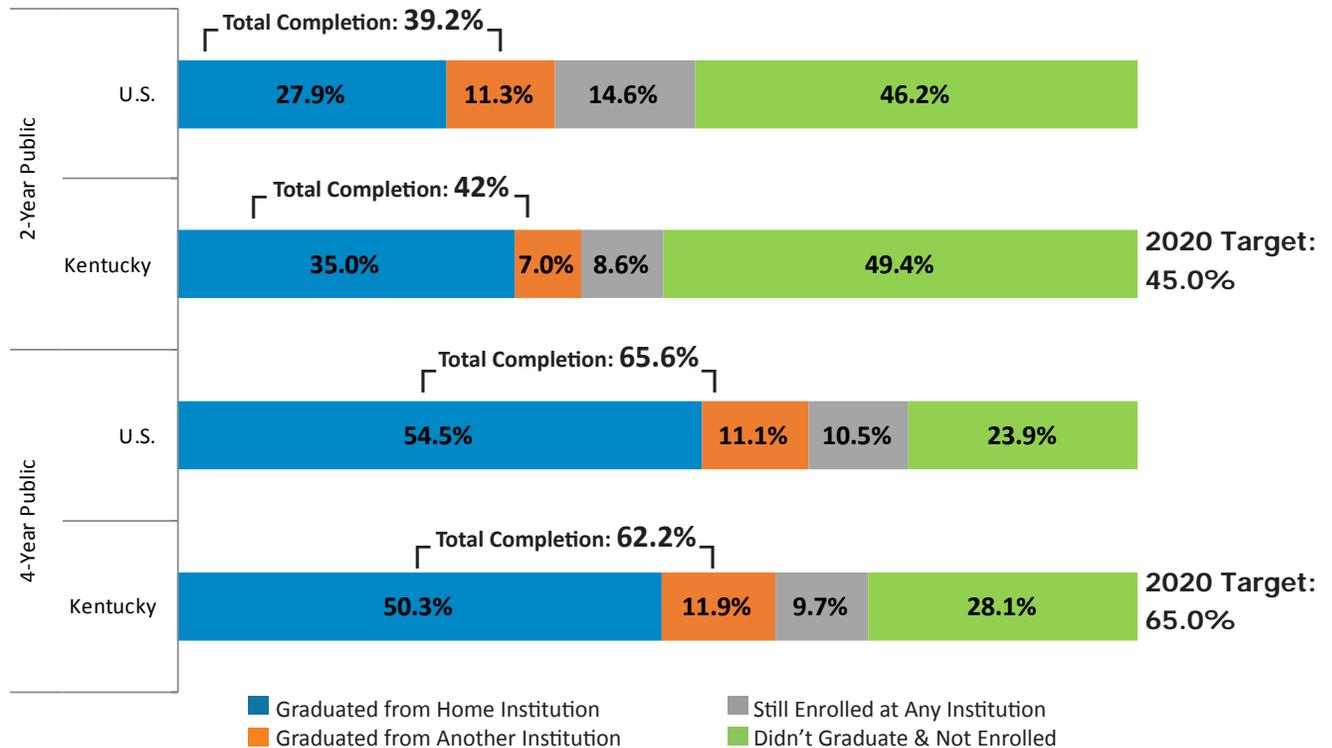
- Kentucky graduates who accumulate hours beyond what their program requires may incur more costs, both from increased tuition and indirectly from lost wages.
- According to Complete College America, the average number of credit hours earned by graduates of public two-year institutions is 82.2. For the first time since tracking this metric, KCTCS is below the national average. The average number of credit hours earned at U.S. public four-year institutions is 135, lower than the statewide average of 138.9.
- Only one institution (Northern Kentucky University) is below the national average on this metric.
- With the exception of EKU and UK, all institutions have decreased average credit hours awarded since 2012-13, with the biggest declines at NKU (5.6 credit hours) and Morehead State University (5.5 credit hours).
- 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.

2018 Completion Rate for Students Starting in 2012



Highlights

- The overall completion rate for KCTCS is 2.8 percentage points above the national average. Kentucky public universities trail the national average by 3.4 percentage points.
- Approximately half (49.4%) of the students who enrolled in KCTCS in 2012 left without earning a credential, higher than the national average of 46.2%. At Kentucky public universities, 28.1% left school without a degree, compared to the national average of 23.9%.
- The three-year graduation rate at KCTCS in 2017-18 is 31%, compared to a six-year completion rate of 42%.
- Kentucky's public six-year graduation rate in 2017-18 is 54.5%, compared to a six-year completion rate of 62.2%.
- The statewide target for the 2020 completion rate is 45% for the two-year publics (KCTCS) and 65% for the four-year publics.

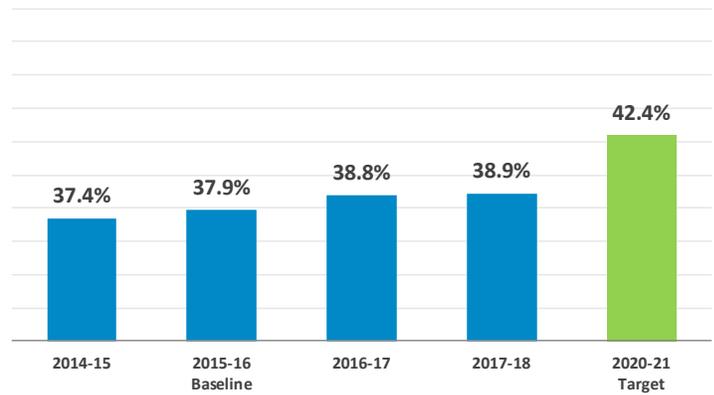
KCTCS Transfers with an Associate Degree

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 2.6 percentage points since 2011-12.

About this Measure:

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



Source: KCTCS and the National Student Clearinghouse

KnowHow2Transfer

www.KnowHow2Transfer.org

Starting a college degree at KCTCS and finishing it at 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.

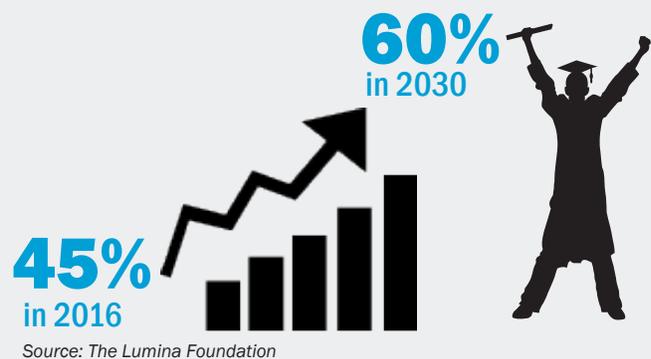


Kentucky's Educational Attainment Goal

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% in undergraduate degrees and credentials.



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 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 (EWDC) and the Kentucky Center for Statistics (KYSTATS) 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 works with KYSTATS 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 EWDC 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.
- President Aaron Thompson is one of 18 members of the new KentuckyWorks Collaborative, established by Governor Matt Bevin to guide the Commonwealth's workforce efforts through statewide implementation of KWIB's strategic plan, Kentucky Work Ready: An Urgent Call to Action.

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. Unfortunately, the program was not funded.

- 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.



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

Degrees and Credentials Awarded

About this Measure:

For KCTCS institutions, this metric captures the total number of diplomas, certificates, and associate degrees awarded in an academic year. For public four-year universities, it includes 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 28% over the past six years, yet the number of credentials has increased 24%. Enrollment at Kentucky public universities decreased 0.5% over the same time period, yet baccalaureate degrees increased 17.6%.
- Short-term certificates awarded by KCTCS represent a significant area of growth for Kentucky. Certificates over the past 6 years grew by 37%.
- 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	35,418			33,488*
Low-Income	19,873	20,138	22,403	21,090	20,339	23,218	22,984			22,139*
URM	3,084	2,940	3,378	3,228	3,340	3,705	4,067			3,757*
STEM+H	10,270	10,501	11,406	10,960	10,687	11,903	12,552			11,633*
BACHELOR'S DEGREES										
Eastern Kentucky University										
Total	2,259	2,358	2,508	2,532	2,559	2,573	2,648			2,690
Low-Income	1,131	1,239	1,343	1,372	1,378	1,399	1,345			1,458
URM	171	178	236	213	207	213	271			218
STEM+H	484	533	657	682	769	840	900			820
Kentucky State University										
Total	229	206	272	270	276	315	222			320
Low-Income	166	147	204	196	211	237	164			220
URM	148	118	170	141	160	182	136			170
STEM+H	59	68	48	59	65	70	46			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	1,308			1,477
Low-Income	617	666	703	703	779	742	765			819
URM	53	46	51	63	69	105	79			84
STEM+H	276	246	286	306	343	357	384			397
Murray State University										
Total	1,530	1,399	1,469	1,512	1,696	1,699	1,678			1,783
Low-Income	680	655	687	733	747	775	725			815
URM	116	121	131	127	151	174	159			165
STEM+H	585	564	564	643	741	710	719			747
Northern Kentucky University										
Total	1,980	2,109	2,143	2,214	2,196	2,238	2,218			2,400
Low-Income	855	942	962	1,071	1,037	1,040	1,005			1,050
URM	139	132	183	185	209	246	237			230
STEM+H	486	572	587	648	672	722	679			750
University of Kentucky										
Total	3,735	4,022	3,988	4,238	4,540	4,642	4,956			4,958
Low-Income	1,100	1,203	1,287	1,350	1,423	1,494	1,457			1,650
URM	268	335	412	460	536	594	661			621
STEM+H	1,126	1,237	1,345	1,439	1,609	1,793	1,908			1,735
University of Louisville										
Total	2,702	2,731	2,821	2,832	2,705	3,010	3,041			3,100
Low-Income	1,042	1,121	1,218	1,211	1,137	1,203	1,184			1,356
URM	410	418	465	514	484	577	557			585
STEM+H	733	766	798	782	835	955	1,038			1,085
Western Kentucky University										
Total	2,694	2,627	2,751	2,704	2,817	2,851	3,038			2,987
Low-Income	1,265	1,272	1,381	1,390	1,353	1,276	1,361			1,455
URM	243	271	285	287	315	310	347			347
STEM+H	752	716	808	743	888	825	880			1,021
STATEWIDE BACHELOR'S DEGREES (publics only)										
Total	16,244	16,568	17,096	17,468	18,095	18,619	19,109			19,696
Low-Income	6,856	7,245	7,785	8,026	8,065	8,167	8,006			8,775
URM	1,548	1,619	1,933	1,990	2,131	2,401	2,447			2,420
STEM+H	4,501	4,702	5,093	5,302	5,922	6,272	6,554			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	876			950
Kentucky State University	64	50	49	52	45	40	63			60
Morehead State University	456	463	446	366	339	324	315			374
Murray State University	732	714	682	684	696	626	605			699
Northern Kentucky University	661	653	687	699	599	561	588			660
University of Kentucky	2,119	2,163	2,133	2,068	2,098	2,073	2,143			2,151
University of Louisville	1,988	1,894	1,798	1,919	1,937	1,944	1,970			2,011
Western Kentucky University	1,013	1,006	928	853	881	879	930			950
STATEWIDE (publics only)	7,784	7,736	7,467	7,432	7,498	7,386	7,490			7,855

Source: Kentucky Postsecondary Education Database System (KPEDS)

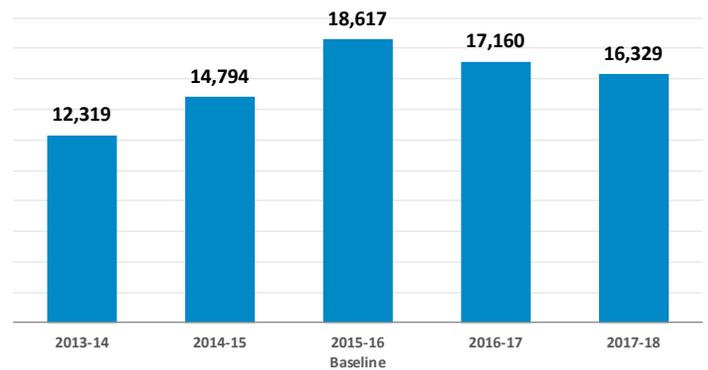
Non-Credit Workforce Training Hours

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.

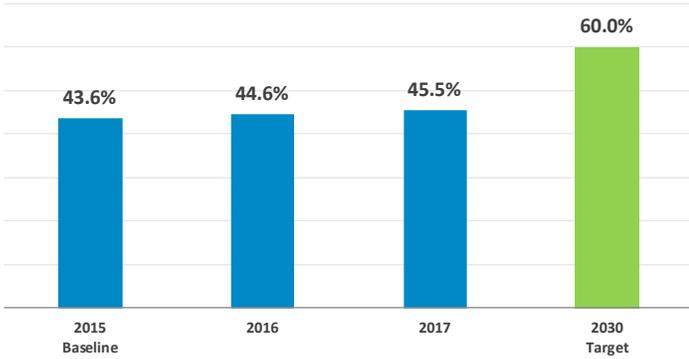


Source: Kentucky Community and Technical College System Workforce Solutions

Educational Attainment in Kentucky

About this Measure:

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



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

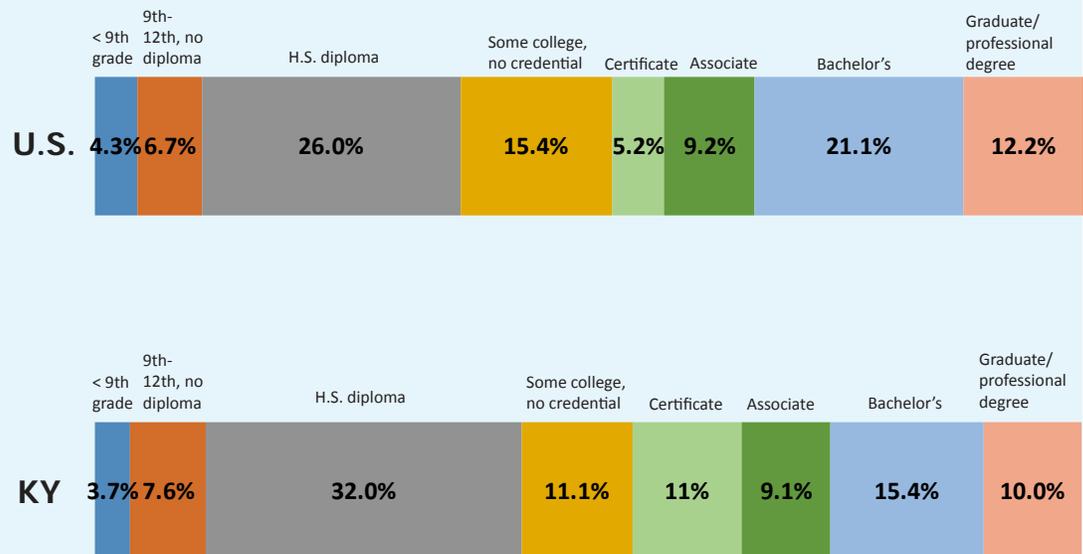
Highlights

- There are 16 states where educational attainment exceeds 50%, up from 12 last year. District of Columbia leads the way at 65.4%, followed by Massachusetts (56.8%) and Colorado (56.5%).
- Eleven Kentucky counties have educational attainment rates of 40% or better, up from six last year. Oldham County has the highest rate at 52.1%, followed by Fayette at 52%, Campbell at 43.8%, Boone at 43.4%, Woodford at 43.1%, and Jefferson at 42.6%. Note that unlike the state level, county attainment levels do not include certificates.
- Twenty-seven counties have attainment rates lower than 20%, compared to 30 last year. These are mostly in the eastern part of the state. Wolfe County has the lowest rate at 13.4%. Note that unlike the state level, county attainment levels do not include certificates.
- Lumina reports the following attainment rates for racial and ethnic groups in Kentucky: Asian/Pacific Islander 56.5%, White 34.7%, African-American 25.9%, and Hispanic or Latino 26.6%.

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 2017, 32% of Kentucky's working-age adults had a high school diploma but no postsecondary credential, compared to a national average of 26%. While Kentucky exceeds the national average in certificates and is just below the U.S. in associate degrees, we trail the national average in bachelor's degree holders by a significant margin.

Education Level of Residents, Ages 25-64, in 2017

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



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

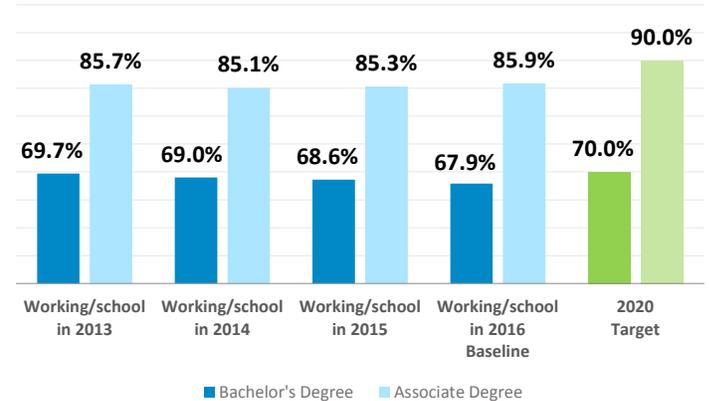
Graduates Working or Pursuing More Education

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, significantly 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)

Forbes

**BEST STATES
FOR BUSINESS
& CAREERS**

2018

Each year, Forbes Magazine analyzes 41 metrics from 17 sources to rank each state's business climate. While Kentucky ranks 36th overall, we are near the bottom in labor supply, a function of low educational attainment and low population growth. Engaging a higher percentage of working adults in postsecondary education is critical to continued growth.

Kentucky ranks

48th

**in labor supply to
business & industry.**

Source: Forbes Magazine, "Best States for Business & Careers," 2018, <https://www.forbes.com/best-states-for-business/list/>

Research & Development Expenditures

About this Measure:

This metric captures 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	\$378.4M				
Without institutional funding	\$234.9M	\$239.7M	\$231.2M	\$230.8M	\$244.5M	\$258.4M				
University of Louisville										
With institutional funding	\$196.8M	\$186.8M	\$183.4M	\$163.3M	\$172.9M	\$177.6M				
Without institutional funding	\$131.5M	\$121.5M	\$114.3M	\$109.3M	\$117.5M	\$120.3M				
Western Kentucky University										
With institutional funding	\$10.6M	\$9.3M	\$9.2M	\$7.9M	\$8.9M	\$10.8M				
Without institutional funding	\$6.5M	\$4.9M	\$5.0M	\$4.6M	\$4.7M	\$5.2M				

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

Highlights

- Research and development expenditures is a widely used metric that allows universities to track the volume of annual spending in research and development enterprises and benchmark their progress against peer institutions. The ability of an institution to secure federal funding from the National Science Foundation helps attract high-quality faculty as well as business and industry investors.
- According to data from the Higher Education Research and Development (HERD) Survey by the National Center for Science and Engineering Statistics (NCSES) within the National Science Foundation (NSF), federal funding for higher education R&D increased 3.7% from FY 2016 to FY 2017.
- Similarly, UK, UofL, and WKU all saw increases in FY17 in both total and extramural expenditures over the prior year, after several consecutive years of declines between FY12 - FY15.
- In 2017, UK ranked 62nd among all U.S. colleges and universities with regard to total research and development expenditures, up from 64th last year. UofL ranked 122nd, down from 113th last year. WKU ranked 324th in 2017, up from 337th last year.



APPENDICES

Appendix 1: Statewide Diversity Plan

The Council on Postsecondary Education has a rich history of promoting diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Commonwealth of Kentucky Higher Education Desegregation Plan was first developed in response to a U.S. Department of Education's Office for Civil Rights (OCR) finding that Kentucky had "failed to eliminate the vestiges of its former de jure racially dual system of public higher education." For the next 25 plus years, CPE focused the desegregation plan and subsequent revisions on increasing the enrollment and success of African-American students, increasing the number of African-American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight 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 undergraduate enrollment that is African American or Black, Hispanic or Latino, and part of an underrepresented minority population. URM students include American Indian or Alaskan natives, native Hawaiian or other Pacific Islanders, and students identifying as two or more races.
- **Graduate and Professional Enrollment.** The percentage of total graduate enrollment that is part of an underrepresented minority population. This metric does not apply to KCTCS.

SUCCESS

- **First-year to Second-Year Retention.** The percentage of first-time, underrepresented minority and low-income students seeking a credential or degree who are still enrolled at the same institution the following fall. Low-income students are defined as federal Pell grant recipients.
- **Graduation Rates.** The percentage of first-time, full-time underrepresented minority and low-income students seeking a credential or degree who obtain a degree from the same institution within 150% of the normal time frame (three years for associate degree programs and six years for bachelor's degree programs).

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

IMPACT

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

For an institution to remain eligible to offer new academic programs per KRS 164.020(19), it must demonstrate progress toward meeting goals and provide evidence that identified strategies are being implemented with fidelity. If institutions are not making satisfactory progress, they must submit a performance improvement plan. Once approved, an institution may request a waiver to offer a new academic program if the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver is submitted to the CEO for review, and then to CPE for final approval. Approval must be granted before the institution can initiate the program approval process.

The following tables display progress toward the goals campuses established through the statewide diversity planning process to improve Opportunity and Impact. The diversity metrics for Success are included on pages 14-17 and 24-25.

Appendix 2: Diversity Plan Metrics

Undergraduate and Graduate Enrollment

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University								
UG Black, Non-Hispanic Only	5.5%	6.0%	5.7%	5.5%	5.6%	5.6%		6.0%
UG Hispanic or Latino	1.8%	2.0%	2.4%	2.7%	2.8%	3.0%		2.8%
UG URM	9.8%	10.7%	10.9%	11.1%	11.6%	11.9%		12.0%
Graduate URM	8.9%	9.6%	9.9%	8.8%	10.4%	10.8%		10.4%
KCTCS								
UG Black, Non-Hispanic Only	9.2%	9.4%	8.5%	8.0%	7.9%	8.0%		9.2%
UG Hispanic or Latino	2.7%	3.0%	3.3%	3.7%	4.2%	4.4%		4.4%
UG URM	14.0%	14.8%	14.6%	14.8%	15.4%	15.8%		16.3%
Kentucky State University								
UG Black, Non-Hispanic Only	56.4%	53.9%	51.9%	46.8%	48.2%	46.3%		45.0%
UG Hispanic or Latino	1.3%	1.8%	3.2%	2.2%	2.0%	2.9%		5.0%
UG URM	60.1%	58.3%	58.0%	51.9%	53.6%	52.8%		60.0%
Graduate URM	54.6%	45.4%	47.1%	42.9%	43.2%	42.6%		50.0%
Morehead State University								
UG Black, Non-Hispanic Only	3.3%	3.6%	3.4%	3.4%	3.1%	3.2%		3.8%
UG Hispanic or Latino	1.1%	1.5%	1.4%	1.9%	1.8%	2.1%		1.6%
UG URM	5.9%	6.7%	6.9%	7.7%	6.9%	7.9%		7.6%
Graduate URM	5.6%	6.8%	8.1%	6.5%	6.4%	9.6%		8.6%
Murray State University								
UG Black, Non-Hispanic Only	6.8%	7.0%	6.8%	6.4%	5.8%	5.7%		6.4%
UG Hispanic or Latino	1.8%	1.8%	2.0%	1.9%	1.9%	2.2%		2.1%
UG URM	10.3%	10.8%	11.2%	10.9%	10.6%	10.8%		11.3%
Graduate URM	8.8%	8.7%	8.8%	8.9%	8.9%	10.0%		8.9%
Northern Kentucky University								
UG Black, Non-Hispanic Only	6.5%	6.7%	6.6%	6.7%	6.7%	6.5%		7.1%
UG Hispanic or Latino	2.4%	2.6%	2.9%	3.1%	3.2%	3.3%		3.9%
UG URM	11.0%	11.6%	12.3%	12.6%	12.9%	13.0%		14.0%
Graduate URM	8.0%	9.2%	10.0%	12.2%	12.8%	13.3%		15.0%
University of Kentucky								
UG Black, Non-Hispanic Only	7.7%	7.6%	7.5%	7.8%	7.7%	7.4%		8.3%
UG Hispanic or Latino	3.3%	3.8%	4.2%	4.4%	4.8%	4.9%		4.9%
UG URM	14.0%	14.7%	15.3%	16.1%	16.6%	16.5%		17.7%
Graduate URM	8.1%	7.6%	8.5%	9.8%	8.9%	9.7%		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%	11.7%		14.0%
UG Hispanic or Latino	3.6%	3.9%	4.0%	4.4%	4.8%	5.3%		6.0%
UG URM	18.6%	19.0%	19.4%	20.3%	21.7%	23.0%		23.0%
Graduate URM	12.5%	13.6%	13.8%	14.5%	15.3%	15.8%		15.5%
Western Kentucky University								
UG Black, Non-Hispanic Only	10.4%	9.7%	8.9%	8.8%	8.5%	8.1%		10.0%
UG Hispanic or Latino	2.4%	2.6%	3.1%	3.1%	3.4%	3.7%		4.0%
UG URM	15.1%	14.9%	14.9%	15.2%	15.5%	15.5%		15.8%
Graduate URM	13.4%	13.3%	12.6%	11.5%	13.6%	15.1%		13.1%

Source: Kentucky Postsecondary Education Data System (KPEDS)

Workforce Diversity

INSTITUTION	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University								
Tenured/Tenure-Track Faculty	7.9%	8.3%	8.3%	8.3%	7.3%			8.7%
Management Occupations	6.0%	5.5%	8.5%	12.0%	11.2%			8.9%
KCTCS								
FTE Instructional Staff	5.6%	5.7%	6.0%	6.0%	6.0%			9.3%
Management Occupations	11.8%	12.2%	12.8%	12.7%	13.2%			16.2%
Kentucky State University								
Tenured/Tenure-Track Faculty	27.8%	30.2%	33.7%	34.1%	40.4%			45.0%
Management Occupations	80.0%	70.5%	69.4%	67.7%	70.7%			70.0%
Morehead State University								
Tenured/Tenure-Track Faculty	7.7%	7.2%	7.0%	7.5%	7.0%			7.5%
Management Occupations	5.0%	8.1%	6.9%	2.6%	4.4%			8.4%
Murray State University								
Tenured/Tenure-Track Faculty	7.3%	6.5%	6.1%	5.8%	5.9%			6.1%
Management Occupations	10.8%	10.1%	10.1%	6.9%	8.3%			10.1%
Northern Kentucky University								
Tenured/Tenure-Track Faculty	8.2%	9.0%	9.7%	9.1%	9.5%			12.0%
Management Occupations	9.2%	8.6%	10.5%	10.0%	9.0%			12.5%

Diversity Plan Metrics

Workforce Diversity, continued

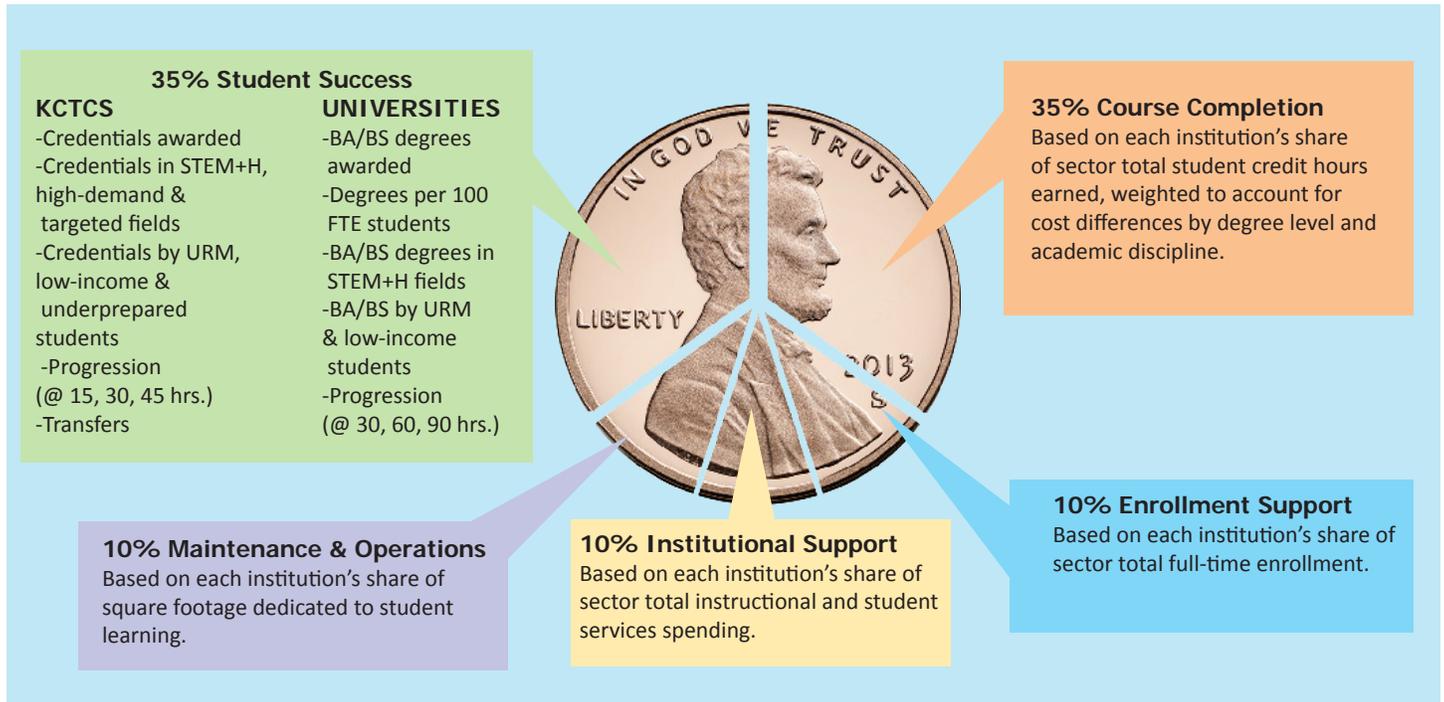
INSTITUTION	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
University of Kentucky								
Tenured/Tenure-Track Faculty	6.1%	6.2%	6.4%	6.5%	8.1%			8.9%
Management Occupations	6.9%	6.1%	5.2%	5.9%	6.4%			9.3%
University of Louisville								
Tenured/Tenure-Track Faculty	9.6%	10.3%	10.7%	10.8%	10.9%			11.5%
Management Occupations	11.2%	12.0%	11.5%	12.2%	10.9%			12.5%
Western Kentucky University								
Tenured/Tenure-Track Faculty	10.6%	10.3%	9.3%	9.4%	8.9%			10.3%
Management Occupations	14.0%	16.2%	14.8%	14.0%	14.6%			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 appropriations to institutions, net of mandated programs and a small-school adjustment, and will be phased in gradually, beginning in FY 2018.



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%	49.1%			66%
Public Universities	83.8%	87.2%	88.8%	84.9%			90%
In-State College-Going Rate	55%	54%	53.5%	53.0%			65%
KY Adults Enrolled in College	3%	3.1%	3%	2.8%			4%
Average Net Price							
KCTCS	\$6,780	\$6,923	\$6,223	NA			No goal
Comprehensive Universities	\$10,484	\$10,298	\$11,246	NA			No goal
Research Universities	\$16,327	\$17,049	\$18,176	NA			No goal
Net General Fund Appropriations per Student	\$6,158	\$6,223	\$5,848	NA			No goal
Progress of Underprepared Students							
English	40.1%	40.6%	40.8%	45.4%			70%
Mathematics	20.2%	26.1%	24.2%	25.6%			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%	31.0%			30.5%*
Underrepresented Minority	14.1%	16.5%	17.2%	22.1%			22.5%*
Low-Income	23.4%	23.4%	23.8%	28.1%			28%*
6-Year Graduation Rate (including AIKCU)							
Overall	49.4%	49.8%	50.5%	53.2%			60%
Underrepresented Minority	34.8%	37.3%	36.8%	40.9%			50%
Low-Income (publics only)	36.3%	38.8%	37.1%	41.9%			50%
1st-Year to 2nd-Year Retention-KCTCS							
Overall	50.1%	52.6%	54%	53.3%			54.4%*
Underrepresented Minority	40.1%	45.1%	47%	45.4%			46.8%*
Low-Income	47.6%	50.3%	52.8%	52.1%			53.7%*
1st-Year to 2nd-Year Retention (including AIKCU)							
Overall	65.7%	67.7%	68.3%	67.6%			75%
Underrepresented Minority	56.9%	60.8%	62.4%	60.5%			72%
Low-Income	54.7%	59%	59.6%	59.9%			72%
Statewide Completion Rate							
KCTCS	40.4%	40%	37.2%	42.0%			45%
Public Universities	57.3%	58.5%	59.5%	62.2%			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%	38.8%	38.9%			42.4%
Average Credit Hours Earned at Graduation							
KCTCS	90.3	86.2	84.4	79.8			80.0
4-Year Colleges & Universities (Public and AIKCU)	139.4	139.0	138.6	137.7			134.0
Associate Degrees and Credentials (KCTCS only)							
Overall	30,012	30,765	34,502	35,418			33,488*
Low-Income	21,090	20,339	23,218	22,984			22,139*
Underrepresented Minority	3,228	3,340	3,705	4,067			3,757*
STEM+H	10,960	10,687	11,903	12,552			11,633*
Bachelor's Degrees Awarded (Including AIKCU)							
Overall	22,041	22,799	23,189	23,666			24,737
Low-Income (publics only)	8,026	8,066	8,165	8,006			8,775
Underrepresented Minority	2,513	2,708	2,920	2,993			2,938
STEM+H	6,431	7,091	7,514	7,730			7,694
Graduate Degrees Awarded (including AIKCU)	10,146	10,362	10,639	11,640			11,200
KCTCS Non-Credit Workforce Training	14,794	18,617	17,160	16,329			No goal
Educational Attainment in Kentucky	NA	43.6%	44.6%	45.5%			60% (2030)
Graduates Working or Pursuing More Education							
Associate Degree	85.1%	85.3%	85.9%	NA			90%
Bachelor's Degree	69%	68.6%	67.9%	NA			70%
Research & Development Expenditures (UK & UofL only)							
With Institutional Funding	\$511.6M	\$495M	\$522.6M	\$566M			No goal
Without Institutional Funding	\$345.5M	\$340.1M	\$362M	\$378.7M			No goal

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 nearly 9,000 degrees annually. AIKCU institutions are accredited by the Southern Association of Colleges and Schools Commission on College and licensed by the Council on Postsecondary Education.

METRIC	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Fall Total Headcount Enrollment										
Undergraduate	29,367	28,953	28,855	27,602	27,598	27,831	28,626			
Graduate	6,863	7,245	7,340	7,600	8,320	10,491	15,532			
Six-Year Graduation Rate										
Overall	50.4%	49.1%	49.1%	48.3%	47.4%	48.1%	49.0%			
URM	33.9%	33.9%	34.4%	32.5%	32.4%	32.9%	34.6%			
First-Year to Second-Year Retention										
Overall	67.5%	68.7%	69.7%	70.8%	67.6%	68.4%	69.7%			
URM	62.9%	61.3%	57.9%	63%	63.5%	60.4%	65.6%			
Average Credits to Degree										
Overall	NA	136.2	135.5	135.4	135.7	138.6	133.1			
Degrees Awarded										
Bachelor’s - Total	4,620	4,595	4,538	4,573	4,704	4,570	4,557			
Bachelor’s - URM	491	509	482	523	577	519	546			
Bachelor’s - STEM	995	1,017	1,093	1,129	1,169	1,187	1,176			
Graduate Degrees	2,562	2,857	2,718	2,714	2,864	3,253	4,150			

Source: Kentucky Postsecondary Education Data System (KPEDS)

AIKCU Member Institutions





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(as of April 2019)**

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CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



EKU AWARDED ARC POWER INVESTMENT TO OPEN FOUR AVIATION MAINTENANCE TECHNICIAN SCHOOLS

The Appalachian Regional Commission (ARC) through its POWER (Partnerships for Opportunity and Workforce and Economic Revitalization) Initiative has announced an investment of nearly \$1.5 million in Eastern Kentucky University's "Kentucky's Appalachia Aviation Maintenance Technician (AMT) Training" project.

The 18-month program, slated to begin training students in January 2020, will be partially taught in traditional classrooms on the partnering college campuses: Hazard Community & Technical College; Big Sandy Community and Technical College; EKU Manchester; EKU Corbin; and EKU Richmond. Upper-level training classes will take place at partnering regional airports: Wendell H. Ford Regional Airport, Hazard; Big Sandy Regional Airport; London-Corbin Airport; and Central Kentucky Regional Airport in Richmond.

EKU Regent Nancy Collins, a Hazard attorney, is excited about the prospect of Eastern's Aircraft Maintenance Technician (AMT) program bringing new economic development opportunities to Perry County and the rest of the region.

"EKU's aviation mechanics program will make a huge impact on our region," Collins said. "This project, along with other economic development efforts, brings us forward and readies us for 21st Century industry."

Each college and university program location was strategically chosen for its proximity to a partnering regional airport. Once trainees fulfill basic coursework requirements inside the traditional classroom setting, the training will move to the regional airports for hands-on work training.

The initiative meets criteria outlined in EKU's five-year strategic plan, enacted by EKU President Dr. Michael T. Benson and the EKU Board of

Regents. One of the plan's six goals is to increase collaboration with EKU's service region and community stakeholders to identify and address both educational and economic issues.

"Through the establishment of these four AMT training programs in eastern Kentucky, the University further demonstrates its commitment to the region and our mission to improve the quality of life for the communities we serve," Benson said. "The demand for highly skilled aviation mechanics is growing and we are honored that our University has been chosen by the Appalachian Regional Commission to prepare this workforce."

"This new program will give flight to new opportunities for students across southern and eastern Kentucky in the aviation industry," said Rep. Hal Rogers (R-KY), who supported EKU's application and helped secure grant funding for the ARC. "The Aviation Maintenance Technician program will give individuals hands-on experience and training at airports throughout the region, preparing Kentucky's workforce for growing opportunities in the field. I applaud EKU for targeting a need in our workforce and leading the way to connect our students from the classroom to aviation mechanics in our airports."

EKU is currently working with the Federal Aviation Administration (FAA) to build an approved curriculum and will hire a project manager after July. The program is intended to be inclusive of both Airframe and Powerplant (A&P) and AMT trainings. Identifying a growing employment sector, the project responds to the need for economic diversification, job creation and workforce development within Kentucky's Appalachian counties.

CRIMINAL JUSTICE IS ECU'S FIRST ENTIRELY OUT-OF-STATE PROGRAM

Eastern Kentucky University and the State Council of Higher Education for Virginia (SCHEV) announced today a new transfer partnership agreement to offer a bachelor's degree in criminal justice at Mountain Empire Community College (MECC).

This is the first-ever ECU program to be offered completely on-site, out of state.

"The College of Justice and Safety, ECU's Program of Distinction, remains committed to staying at the forefront of criminal justice, corrections and police studies education throughout and beyond our region, including providing access to non-traditional students through flexible hybrid class schedules," said Stephen Kappeler, the School of Justice Studies' criminal justice program coordinator for regional campuses and sites. "We are honored to partner with MECC to become ECU's first-ever out-of-state partner."

MECC is a comprehensive, two-year college serving residents of Lee, Scott, Wise and Dickenson counties, and the city of Norton. MECC is one of 23 colleges in the Virginia Community College System and operates under policies established by the State Board for Community Colleges and the Local Advisory Board. The College is financed primarily with state funds, supplemented by contributions from the local jurisdictions.

"At MECC we are dedicated to establishing meaningful partnerships that ultimately benefit our students" said Robert C. England, MECC professor of Criminal Justice. "We are excited to join efforts with ECU to provide cutting-edge programs now and in the future."

The new partnership will allow associate of applied science degrees in correctional services and police science transfer students to complete the entire program at MECC beginning in the Fall 2019 semester. They will do so by taking a combination of in-person and blended E-Presence classes that meet every other week. E-Presence is an internet-based videoconferencing system used to deliver instruction in a synchronous format. The partnership is designed to allow students to complete the ECU degree in just one year by taking six classes per semester.



POET FRANK X WALKER SPEAKS TO "AFFRILACHIA" CLASS

Frank X Walker slides into a nondescript classroom in ECU's Wallace building wearing a t-shirt displaying his own coined term – "Affrilachia" – with a black jacket, straight-cut blue pants and dress shoes. He's 58 and sports an arts resume that should have taken 100 years to compile.

In the poetry world, or even in the broader literary world, he's a giant – eight collections of poetry and counting, thousands of copies sold, hundreds of lectures and readings given all over the world, from Cuba to California to China. And yet, on an unseasonably warm February day on a campus where he doesn't work (anymore), where his appearance wasn't announced or promoted, in a class named Affrilachia, he's the guest lecturer for 15 students. It's the equivalent of 21 Pilots putting on a secret show at the Paddy Wagon.

This is what Frank X Walker does: he inspires young people with brutal honesty about himself and his family. Of the many things he's mastered, self-deprecation is high on the list.

"He always possesses a distinct humility that encourages everyone around him to believe that their stories, their truths, no matter how simple or complex, are valuable," says Dr. Lisa Day, Director of Interdisciplinary Studies and Walker's office neighbor and colleague when he taught at ECU from 2004 to 2006.

"I was in Washington state, on the university campus in a room with about 250 people, and we get to Q and A, and the first question is, 'Professor, are there other black people in Kentucky?' And I look at him like, 'Do I look like I don't have parents?' And then I say, 'I'm one of eleven... and they're waiting for me to count all the black people in Kentucky,'" Walker says.

The story melds into something less tangible, about how the rest of the country sees the people of Appalachia, and what it gets so incredibly wrong.

"Regardless of ethnicity, socioeconomic status affects everybody in the region," Walker says as a primer on what life is like now, and was like for him growing up. The stereotypes of the south and what Walker calls Affrilachia are backed up by media, television and general misinformation.

"People that are from the region never get connected to the region...there are so many individuals that are connected to the region that are people of color," he says. In other words, the history of African Americans and Appalachia is one, thus ... "Affrilachia."

A native of Danville, Walker is a former high school football star who once loaded trucks over a summer and thought he might skip college. Today, he is a professor at the University of Kentucky, a former poet laureate of Kentucky, a four-time honorary doctorate recipient, a world-renowned speaker, lecturer and writer, and now the co-founder, publisher and editor of Pluck! The Journal of Affrilachian Arts and Culture.

KCTCS GOOD NEWS REPORT

APRIL 2019

GED PLUS: GETTING ADULTS IN KENTUCKY'S WORKFORCE FASTER



In collaboration with Kentucky Skills U, the Kentucky Community and Technical College System (KCTCS) recently announced the launch of GED Plus, a new program allowing Kentucky adults to earn a GED and a college credential at the same time.

GED Plus is an innovative program that helps students earn a tuition-free certificate through co-enrollment in the Skills U GED program and short-term KCTCS courses. In four months or less, adults have the opportunity to earn their GED plus a college certificate that will prepare them for workforce opportunities at a faster rate.

“Our research indicates that most adults do not want to attend college because they think it costs too much and takes too long,” said KCTCS President Jay K. Box. “We have high hopes that the opportunity to obtain a GED and a tuition-free college certificate in a short



KENTUCKY
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amount of time will change that mindset. This program is another way we are quickly preparing people for the workforce and addressing employers' needs."

Kentucky has invested \$15.9 million in Work Ready Kentucky Scholarship funding to fast-track skill certifications for individuals who graduated from high school, earned or working to earn a GED, but had not received a college degree.

Gov. Matt Bevin spoke at a news conference February 28 at the Capitol Rotunda where GED Plus was announced.

"More than 340,000 Kentuckians do not have a high school diploma or GED, so we must ensure that the Commonwealth's workforce development efforts include strong opportunities for those in need of education and skills necessary to become career ready," said Gov. Bevin. "By empowering students to utilize the Work Ready Kentucky Scholarship for obtaining a GED plus additional credentials, we are eliminating financial barriers to education and opening a pathway to long-term success for all Kentuckians."

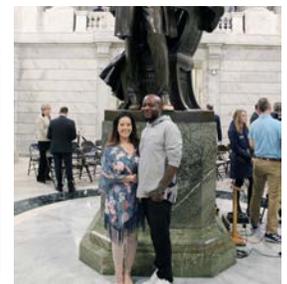
The Work Ready Scholarship eliminates the financial barriers that prohibit students from seeking education opportunities by providing a pathway to more than 350 college credentials and 60 careers in five high-demand industry sectors.

Through financial assistance from the Work Ready Kentucky Scholarship, GED Plus students can earn a certificate in one of the following high-demand fields at no cost:

- Healthcare
- Advanced Manufacturing
- Transportation/Logistics
- Business Services/IT
- Construction/Trades

Additionally, KCTCS will provide a \$400 scholarship to the first 1,000 enrollees to cover expenses that are not included in the Work Ready program.

GED Plus is open to Kentuckians who have not earned a high school diploma or GED. Those who have been out of school for a while sometimes have anxiety about college. GED Plus eliminates that concern because students receive one-on-one assistance from instructors and success coaches.



"Kentucky has made significant progress in our efforts to connect working aged Kentuckians who lack a high school diploma with GED opportunities," said Reecie Stagnolia, executive director, Office of Adult Education. "However, in today's economy, a GED is simply not enough because the jobs of the future require additional education and training. Through the GED Plus initiative, we are able to connect Kentuckians with the resources needed to be successful in Kentucky's current and future workforce."

Other speakers at the news conference were Derrick Ramsey, Education and Workforce Development Cabinet Secretary; Aaron Thompson, Council on Postsecondary Education president; and Brittini Lay, an Elizabethtown Community and Technical College student in the GED Plus program.

For more information, visit GEDPlusky.org





KENTUCKY STATE UNIVERSITY RANKS NUMBER ONE IN TEACHER QUALITY, KENTUCKY AND HBCUs

Kentucky State University ranks number one among colleges in the Commonwealth and historically black land-grant (agricultural) universities in the nation providing tenured and tenure-track level teaching to students, according to a recent statistical profile compiled by the Chronicle of Higher Education.

The new data report titled, “Where Are Students Most and Least Likely to Be Taught by Tenured and Tenure-Track Professors?” confirms Kentucky State University’s commitment to attracting, training and retaining full-time faculty for tenured and tenure-track positions who provide high-quality instruction rather than using adjuncts or teaching assistants.

Kentucky State University employs a tenured or promotional-track faculty member for every 17.7 students on campus, according to 2016 data collected from the U.S. Department of Education. As a result, Kentucky State University ranks

17th overall in the nation among 537 qualifying public institutions, first among Kentucky colleges, and first among historically black, 1890 land-grant colleges.

The numbers recognize the Institutional focus on “advancing the Commonwealth of Kentucky, enhancing society, and impacting individuals by providing quality teaching with a foundation in liberal studies, scholarly research, and public service to enable productive lives within the diverse global economy,” as articulated in the mission statement.

Research suggests that students are more likely to receive the benefits of college-level instruction from scholars and researchers on tenure-track who actually teach than institutions with complex research programs whose faculty are not actively engaged in undergraduate instruction. This data reinforces the importance of the Kentucky State University instructional model.

ELIGIBLE PUBLIC INSTITUTIONS IN THE COMMONWEALTH

- 17. **Kentucky State University**
- 125. Murray State University
- 151. Eastern Kentucky University
- 214. Western Kentucky University
- 255. Morehead State University
- 325. Northern Kentucky University

ELIGIBLE PUBLIC 1890 LAND-GRANT HBCUS

- 17. **Kentucky State University**
- 18. University of the District of Columbia
- 32. Central State University

- 52. Virginia State University
- 68. Delaware State University
- 72. Florida A&M University
- 89. University of Maryland Eastern Shore
- 138. Tennessee State University
- 148. South Carolina State University
- 219. North Carolina A&T State University
- 302. West Virginia State University
- 316. University of Arkansas-Pine Bluff
- 341. Alabama A&M University
- 362. Langston University
- 474. Fort Valley State University
- 484. Prairie View A&M University



KENTUCKY STATE UNIVERSITY OFFICIALS HONOR FORMER PRESIDENT DURING RIBBON CUTTING CEREMONY

A former Kentucky State University president’s legacy will live on through a new addition to campus that was conceived during her tenure.

The Kentucky State University Board of Regents, Kentucky State University President M. Christopher Brown II, faculty, staff, students and community members honored the legacy of Dr. Mary Evans Sias during a ribbon-cutting ceremony for the Mary E. Sias Pedestrian Walkway that connects the north and south side of campus. “This is an opportunity to celebrate the rich history and legacy of our great institution,” President Brown said.

Sonia Sanders, director of public engagement, reflected on the history of the pedestrian bridge. “We stand here today because Dr. Sias is a visionary leader,” Sanders said. “It is her foresight that made the pedestrian walkway, that we and future generations of students will stride across, possible.

For the safety and security of our students, Dr. Sias advocated for this pedestrian walkway.”

Dr. Sias said finding out she would be honored was a rare surprise. “It’s very rare that I’m surprised about anything,” Sias said. “When I got the call from President Brown, to say I was surprised is an understatement. He will tell you. Rarely has anything pleased me as much. I appreciate this. This is an honor.” President Brown and the Board of Regents presented Dr. Sias with her chain of office, a resolution, and a replica of the plaque that will adorn the pedestrian walkway.

Family and guests from all over the country were in attendance. Afterwards, attendants toured the pedestrian walkway, which features a tower and elevator and provides direct access to J.S. Hathaway Hall and the Carl M. Hill Student Center.

KENTUCKY STATE UNIVERSITY PROVIDES MORE THAN \$130 MILLION IMPACT

Kentucky State University President M. Christopher Brown II recently announced the findings of an economic impact study conducted by Hanover Research.

According to the findings by Hanover, the broader impact of all spending in the Bluegrass Higher Education Region in 2016 by Kentucky State and its students is approximately \$130.7 million. The Bluegrass Region is a 16-county area in Kentucky.

To read more about the economic impact analysis, go to kysu.edu/ksuimpact.



Veterinary science boasts 100 percent vet school acceptance rate

Morehead State's veterinary science program is preparing students for future success, with 100 percent of students who applied to veterinary schools being accepted this semester.

Students accepted to the Auburn University School of Veterinary Medicine were:

- Rachel Bixler, Lexington.
- Ben Cornett, Whitesburg.
- Mercedes Jordan, Olive Hill.
- Kendra Lynch, Pikeville.
- Kaitlyn Spalding, Lebanon.
- Luke Trapp, Butler.

Students accepted to the Lincoln Memorial University School of Veterinary Medicine were:

- Dannah Diedrick, Beaver, Ohio.
- Alexis Scarlett, Pikeville.

"Students in our vet science program take a heavy load of biology, chemistry, animal science and physics," said Dr. Philip Prater, professor of veterinary technology.

"The instructors in these programs provide challenging classroom interaction and our students are very well prepared for the rigor of a professional veterinary school program."

Prater said only 15 to 20 percent of pre-vet students meet the requirements to go on to veterinary school and he's proud of the hard work these students have put in.



"I cannot put into words how proud I am of all of our veterinary college students that have graduated from MSU. I understand the road that they have taken because I walked that same road four decades ago and I completely understand what sacrifices they have made to achieve this goal," Prater said. "To have a year where we had eight students apply and all eight were accepted is a testament to the sheer will power of these students. I am honored and humbled to be a small part of their training and thank all my colleagues in the MSU community for their outstanding level of instruction they provide for our vet science students."

Prater added the past two years have seen a high rate of veterinary school acceptance from MSU. Last year, 18 students applied to veterinary schools and 16 were accepted.

To learn more about MSU's veterinary science program, visit www.moreheadstate.edu/study/vet_science.

MSU alum receives TRIO Achiever Award

Morehead State Upward Bound Math and Science and Student Support Services alumnus, **Toby Ann Smith Hale (07)** of Huntsville, Alabama, was recognized as a TRIO Achiever at the Southeastern Association of Educational Opportunity Program Personnel Conference (SAEOPP).

Smith Hale participated in both Upward Bound Math and Science (UBMS) and Student Support Services (SSS) at MSU. She also served as a tutor with SSS and as a resident advisor with UBMS. She earned a Bachelor of Science degree from Morehead State in 2007 with a double major in physics and mathematics. In 2008, Smith Hale earned a Master of Science degree in aerospace engineering at Georgia Tech.

Smith Hale is currently employed as the principal data scientist at Science Applications International Corporation in Huntsville. She is currently working on a project for the United States Air Force and credits a trip to space camp in Huntsville while participating in UBMS as her inspiration to enroll in and complete her education in aerospace engineering.

MSU's Ed.D. program garners national ranking

Morehead State University was founded more than 130 years ago as an institution with the goal of preparing educators and has since garnered an esteemed reputation for its education programs. Now, one of its post-graduate programs continues to reinforce that reputation.

OnlineCollegePlan.com, a website created to assist students and parents with exploring and planning for online college education, recently ranked MSU's online Doctor of Education (Ed.D.) as one of the Top 30 Online Ph.D. Programs in Curriculum and Instruction. The program ranked 19th in a list of universities across the country and was the only university from the state of Kentucky that made the list. For more information on the Ed.D. program, contact Foundational and Graduate Studies in Education at 606-783-2261, email fgse@moreheadstate.edu or visit www.moreheadstate.edu/study/edd.

SGA and Aramark are partnering to provide free meal vouchers

Morehead State University's Student Government Association (SGA) is partnering with Aramark to help diminish food insecurity among students. Designed and negotiated by Aramark Director Luke Holbrook and SGA President Brandon Bryer, this partnership will provide 75 free meal vouchers to students in need and students who have run out of meals on their meal plan.

Students will be able to pick up the vouchers in the SGA office and at all SGA programs. A number of the meal vouchers were placed in the student resource program, Eagle Essentials, so that students with immediate nutritional and food needs will be able to take advantage of this partnership. Eagle Essentials (251 ADUC) is an outlet for students enduring financial hardships to get the necessities they need for free.

For more information, visit www.moreheadstate.edu/need.



GOLD RUSH

APRIL 2019

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

NKU RANKED AS
MILITARY FRIENDLY

9TH

Straight Year

400

Service Members Supported



PRESIDENT VAIDYA INSTALLED AS NKU'S SIXTH PRESIDENT

NKU President Dr. Ashish Vaidya took the oath to serve as the university's sixth president on March 29. Students, faculty, staff, alumni and community members gathered in BB&T Arena for the installation ceremony, which centered on the theme of Empowering the Future.

"I'm humbled by the opportunity to lead this great institution and honored to take the oath as NKU's sixth president. Together, we have a tremendous opportunity to redefine and reclaim the narrative about the significance of a 21st century public institution and the value of an NKU education," said President Vaidya. "Our campus is home to diverse learners, and we must meet their needs—no matter what age or stage they are at in their life. It is my belief that if we accept a student at this university, we have the moral obligation to ensure they receive every opportunity to meet their educational goals."

During the formal installation into office, NKU Board of Regents Chair Lee Scheben and Vice Chair André Ward presented the president's medallion to President Vaidya, and the Honorable Michelle M. Keller, Kentucky Supreme Court Justice and Chase College of Law alumna, administered the oath of office.

LEARN MORE: <https://tinyurl.com/yyknvkwx>

COLLEGE CORNER

NKU STUDENT PRESENTS RESEARCH AT NATIONAL SOCIETY OF TOXICOLOGY MEETING

NKU student Yvonne Sene has been honored with the Society of Toxicology's (SOT) highest award for undergraduate research. Sene, an environmental science major, was among 17 students presented with the 2019 Pfizer Undergraduate Student Travel Award to attend the SOT's Annual Meeting in Baltimore, Maryland. Sene's work was an extension of an Honors Thesis by Rachel Conaway that involved neurobehavioral testing of a novel mouse model developed by NKU's Dr. Patrick Schultheis.

LEARN MORE: <https://tinyurl.com/y67cf3br>



FUEL NKU ZERO HUNGER | ZERO WASTE FOOD PANTRY EXPANSION

NKU and The Kroger Co. celebrated the opening of the new FUEL NKU Zero Hunger | Zero Waste Food Pantry in February.

The 2,300 square-foot pantry is the result of a partnership between Kroger and NKU to fight hunger on campus. FUEL NKU provides food and essentials to students in a compassionate, confidential and safe environment. Visits to FUEL NKU have grown by 83 percent over the last few years. Last year, it served more than 1,000 students.

The food pantry is more than seven times larger than the old location. The new suite has refrigerated and freezer storage for healthier food options, and expanded areas for students to visit and relax after getting supplies.

Dr. Taylor created FUEL NKU in 2013, when she noticed students in her classes struggling with hunger. The pantry started out of Dr. Taylor's office and then moved to a 300-square-foot former mailroom in the University Center. Over the past six years, FUEL NKU has created a campus community committed to fighting hunger.

READ MORE: <http://tinyurl.com/y5bjf6s>



NKU men's basketball team continued their success on the court, reaching postseason play for the third time in as many tries. NKU claimed the 2019 Horizon League Tournament Championship and clinched a spot in the NCAA Tournament by defeating Wright State. The Norse fell to Texas Tech in the opening round in Tulsa, Oklahoma.

FACULTY FOCUS

NKU Unveils Rockwell Automation & CBT Company Mechatronics Lab

NKU, in partnership with Rockwell Automation and CBT Company, unveiled a new lab designed to meet the needs of industry and give students hands-on learning in mechatronics engineering.

The Rockwell Automation & CBT Company Mechatronics Lab, housed in the Business Academic Center, celebrated its official ribbon cutting on March 26.

"Our students will work with both fixed automation and flexible automation in the lab. With this skill set, they will be able to learn and grow with the technologies of the future," said Dr. Morteza Sadat-Hossieny, program director and professor of Mechatronics.

NKU created the mechatronics degree program in 2017 because of direct feedback from the industry.

READ MORE: <http://tinyurl.com/y69ueudb>

BRIEFS

NKU CEE CREATES FINANCIAL LITERACY MICRO-CREDENTIAL

NKU's Center for Economic Education (CEE) offers an Economics and Financial Literacy Education Micro-Credential to address a new requirement passed by the Kentucky legislature. House Bill 132 set financial literacy standards as a requirement for graduation starting with students entering ninth grade in 2020.

CEE's new micro-credential will provide educators with the content and methods required to teach economics and personal finance to K-12 students—something currently not offered anywhere else within the state of Kentucky.

LEARN MORE:
<http://tinyurl.com/y2zharu9>

UNIVERSITY POLICE RECEIVES "HEALTHCARE FOR K9 HEROES" GRANT

NKU's Police Department has been awarded a grant to cover health insurance for its K9 officer, Arrit. Vested Interest in K9s, Inc. awarded its 2019 "Healthcare for K9 Heroes" medical insurance program to departments that have previously received a protective vest through them. The annual medical reimbursement insurance policy covers illnesses, injuries—including those sustained in the line of duty—diagnostic testing and therapies.

LEARN MORE:
<http://tinyurl.com/y9r559r7>

NKU CYBER DEFENSE TEAM ROLLS TO REGIONALS

NKU students continue to dominate the Collegiate Cyber Defense Competition, winning for the second straight year. The Cyber Defense team came in first place in the state competition. It was more than just a victory in Kentucky; NKU outscored all teams competing from Ohio, Indiana, Wisconsin and Missouri as well.

Collegiate Cyber Defense Competitions stage multiple challenges that students must navigate, including "hackers" attempting to breach the systems and take them offline.

LEARN MORE:
<http://tinyurl.com/y2cvscgc>

NKU RANKS AS A TOP CAMPUS FOR STUDENTS WITH DISABILITIES

NKU has been ranked as a top campus for students with physical disabilities, according to College Magazine. NKU ranked tenth for students with disabilities on College Magazine's Top 10 Campuses for Students with Physical Disabilities. College Magazine compiled their list based off accessible dorms, classrooms and transportation, and the student body advocating for awareness and inclusion for students with physical disabilities.

LEARN MORE:
<https://tinyurl.com/y53gc7u8>

ALUMNI NEWS

IMPROV IS LIFE

They say that laughter is the best medicine, but is this really true? Elizabeth "E.B." Byland thinks so—and she's sharing her own love of humor with people she believes could use an extra chuckle or two.

The 2008 graduate of Northern Kentucky University's Theatre & Dance program has worked with kids, adults, stroke survivors and individuals with special needs. She's currently the director of improv at Virginia Commonwealth University in Richmond, Virginia, and she's teamed up with the university's gerontology department to teach improv to local senior citizens.

LEARN MORE: <http://tinyurl.com/y323w2hm>

A Message from the President Eli Capilouto

Investing in Our Future

When we describe our progress in higher education, we often do so in numbers. For example, at the University of Kentucky, our graduation rate and retention rates — the success of students returning from one year to the next — are now at record highs and are the highest among public universities in Kentucky.

But what's more important is what those numbers represent:

More Kentuckians prepared with the skills and training to join the workforce.

More Kentuckians equipped to support their families and give back to their communities.

More Kentuckians poised to show the world what Kentucky can do.

These gains are being propelled by our efforts to assist students and families with financial need—a pursuit strengthened in December by philanthropist Mira Ball.

Mira and Don Ball have spent a lifetime creating and sustaining one of the country's most successful homebuilding businesses. They also have spent a lifetime giving back in ways that strengthen lives and build communities.

In December, the University of Kentucky Board of Trustees accepted a \$10 million gift from Mira Ball to support the nationally heralded UK Leveraging Economic Affordability for Developing Success (LEADS) initiative. The gift is the single largest scholarship gift in UK's history, and it builds upon her family's incredible legacy by supporting UK.

The gift — part of the Don and Mira Ball Endowed Scholarship Program — will fund dozens of scholarships for students from Nelson and Henderson counties (Don's and Mira's home counties), focused specifically on addressing unmet financial need.

We know this gift will make a lasting impact. We've already seen what UK LEADS can do—what it can mean for our state. We launched the UK LEADS program in 2016, after a review of internal UK data suggested that students with \$5,000 or more in unmet need (defined as the amount remaining after the expected family contribution and all other aid) had a significantly higher risk of not returning to the institution, irrespective of their academic success.

For example, students with a college grade point average of 3.0 or higher who did not return had a much higher level of unmet financial need than students with similar academic performance who did return for their second year at UK. Unmet need may be the most significant factor in whether a student earns a UK degree.

That's unacceptable.

Over the last two years, a pilot program for UK LEADS has impacted about 500 students, producing retention rates exceeding predictions by almost 20 percentage points. That's a significantly higher number of students returning to the university to earn a degree that will positively impact their lives and amplify their career trajectories.

Through UK LEADS, we believe we are addressing one of the most important issues intentionally and directly. That's our promise to our students and their families; it is our commitment to the state and broader society that we serve.



Student Meals to Cost \$1 at New Café Offered by UK Dining



UK Dining announced that Fusion Café, located on the second floor of the University of Kentucky's Erikson Hall, transitioned into ONE, a community cafe, on Monday, April 8. The mission of ONE is to provide enrolled UK students access to balanced, nutritious meals for just \$1.

ONE will be open for lunch between 10 a.m. and 2 p.m. Monday through Friday. Students with a valid student ID are invited to stop in and get a meal to go. Meals will consist of an entrée and two sides, with vegan options available. Students can also plan ahead and pick-up a second meal for their dinner as well.

University of Kentucky Debate Team Takes National Championship



In a tournament dominated primarily by Ivy League institutions, the University of Kentucky debate team rose above them and won the National Debate Tournament (NDT). Along with 76 other teams from around the country, UK's debate team traveled to Minneapolis for the four-day event.

Besides bringing home a national championship trophy, two of the team members made history by winning each of their preliminary debates—an accomplishment that has only happened three other times in the NDT's 73-year history.

Additionally, UK's debate team won four consecutive debates during the elimination rounds.

This is the University of Kentucky's second win at the National Debate Tournament, and the first in 33 years. In addition to an impressive national championship win, the team secured the Rex Copeland Award. The Copeland Award is given to the team with the best season-long performance, and it is no surprise that the UK team was ranked in the top spot among 16 teams throughout the year.

Supported by Donor Family, UK Heart Recipient Makes Major Strides



When he came to UK HealthCare for his six-month post-surgery check-up, heart transplant patient David Barber had a little extra support by his side: Dewey Bishop, the father of David's organ donor, 21-year-old Matthew Bishop.

After years of worsening health problems that included a stroke, atrial fibrillation and congestive heart failure, David spent 15 months with a left ventricular assist device (LVAD) from Christ Hospital in Cincinnati to keep his heart going. He came to UK HealthCare in 2017 to be evaluated for a heart transplant.

When he received his new heart in August 2018, David had no hesitation about wanting to reach out to his donor's family. He describes seeing his first echocardiogram with a strong, healthy heart as a "moving, emotional" moment.

David felt particularly compelled to reach out to his donor family because of his already close connection with transplantation – his father received a heart transplant in 1995 and never had the chance to contact his donor family.

His letter was delivered to Dewey and Kristy Bishop via Kentucky Organ Donor Affiliates (KODA), and shortly after, they had their first phone call. Dewey describes hearing David's voice for the first time as "emotional and gratifying."

David and the Bishops have formed a close bond in just a few short months. Since their initial contact, they've met up several times. In addition to supporting David at his check-ups, the Bishops have also shown up to support David at his favorite post-transplant hobby: running races.

Following his transplant, he set an ambitious goal: to run the Flying Pig Half-Marathon in Cincinnati just nine months later. He started working on his goal early – three weeks out from surgery, he walked his first full mile. He's been steadily training ever since, working on improving his distance and pace and participating in smaller local races along the way. At the recent American Heart Association Heart Mini 15K, David completed the race and gave his medal to the Bishops, who were cheering him on at the finish line.

David and the Bishops met again at UK HealthCare's Donate Life Celebration in mid-April. Held in honor of Donate Life month, the event encourages faculty, staff and students to attend and wear blue and green to celebrate the success of organ, eye and tissue transplantation and the need for registered donors.



THE PRESIDENT'S REPORT

ISSUE 104 | MARCH/APRIL 2019

Dear Friends,

The arrival of spring has spirits high at the University of Louisville. Activity never slows here, but it has seemed to reach a fever pitch with final exams and commencement right around the corner. I have to admit I'm also eagerly anticipating my first Kentucky Derby and experiencing all it means to our community.

High among our priorities this semester is the ongoing strategic planning process. Teams of faculty, staff and students are currently hard at work, working to develop and crystallize our vision into workable tools and tactics around the themes of learn, work and invest. This is a highly collaborative process, and I'm so proud to see how the campus community has come together to provide energy and input.

I'm not a fan of long, 10- or 15-year strategic plans. I believe they are too easy to dismiss and put on a shelf where they are ignored. To ensure accountability, we are developing two, three-year plans—one that will cover 2019-2022 and another for 2022-2025. The goal is to present our plan to the Board of Trustees for approval this summer and implement it soon thereafter. Many thanks to all participating in this important process.

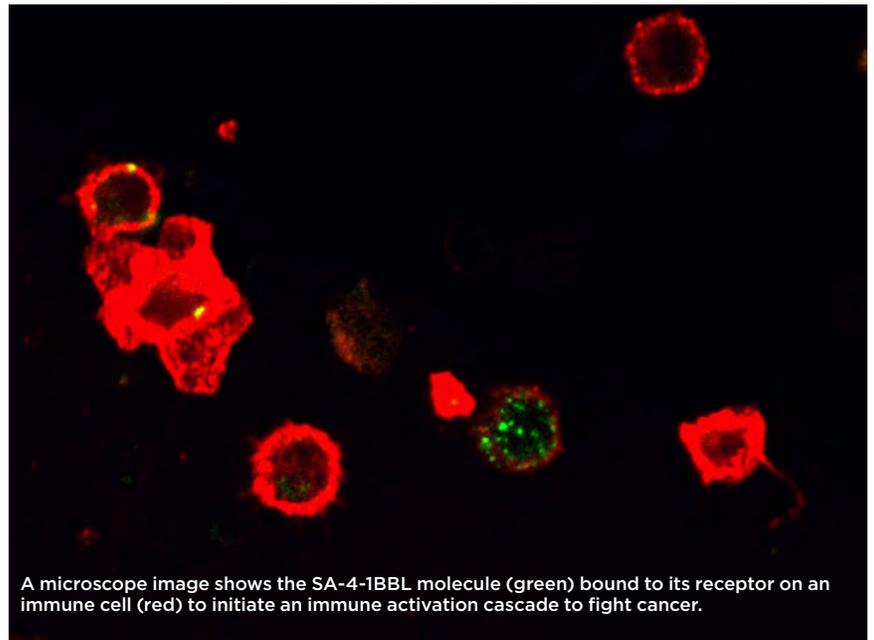
Much time and effort also continues to be expended as we seek a partner to help us acquire KentuckyOne Health's Louisville assets and advance our academic and research health care missions. This remains a work in progress, and I should stress once again that our ultimate decision will be the best one for both the university and our medical staff and programs and the larger community that we help serve. These are complex negotiations, but all involved realize the importance of maintaining the quality care and programming that are hallmarks of the university's health care operations.

The university—particularly our advancement team—has celebrated several successes in recent weeks as we've seen donors who stayed on the sidelines for a while returning to show their support and their love for UofL. An unrestricted, \$2 million gift from the Gheens Foundation is helping us boost security on our campuses and will help fund future initiatives that grow out of the strategic planning process.

In addition, United Parcel Service has pledged \$5 million, which, in part, will establish the UPS Leadership Academy to help student-athletes hone leadership skills. The academy also will create more high-level internships for our student-athletes. The renewed confidence that many in the donor community are feeling for the university is extremely satisfying and should lead to more substantial gifts in the near future.

I feel it's important to always remind the community that we have lofty goals at the university, and we need everyone on board to get where we want to go. Your support is always so welcome, and we at UofL should never forget to say thank you for being with us as we move this great university forward. Never doubt that you are appreciated. We look forward to seeing you on campus. Go Cards!

Neeli Bendapudi
President, University of Louisville



A microscope image shows the SA-4-1BBL molecule (green) bound to its receptor on an immune cell (red) to initiate an immune activation cascade to fight cancer.

RESEARCHERS DISCOVER MOLECULE SHOWN TO PREVENT CANCER

A research team at the University of Louisville has discovered that an immune checkpoint molecule they developed for cancer immunotherapy also protects against future development of cancer when administered by itself.

The recombinant protein molecule SA-4-1BBL has been used successfully to enhance the therapeutic efficacy of cancer vaccines in pre-clinical animal models. Surprisingly, when the researchers treated normal healthy mice with SA-4-1BBL alone, the mice were protected when the researchers later exposed them to different types of tumor cells.

"The novelty we are reporting is the ability of this molecule to generate an immune response that patrols the body for the presence of rare tumor cells and to eliminate cancer before it takes

hold in the body," said Haval Shirwan, professor in the department of microbiology and immunology and the UofL Institute for Cellular Therapeutics.

The researchers determined the molecule generates a tumor immune surveillance system by activating certain cells that protect the mice against various types of cancer.

"We are very excited about the cancer immunoprevention possibilities of this molecule," said Esma Yolcu, associate professor and co-author of the study.

Drugs to block the action of immune checkpoint inhibitors already have shown therapeutic efficacy for several cancer types in the clinic and are approved by the Food and Drug Administration. According to Shirwan, the focus now is on immune checkpoint stimulators.

UPS commits \$5 million to UofL Athletics

UPS announced a \$5 million commitment to University of Louisville Athletics in February to extend naming rights at Cardinal Stadium and establish a leadership academy for students.

The gift retains the "UPS Flight Deck"—an upper deck at the football stadium—for

another 13 years and creates a leadership program that targets sophomore student-athletes.

The UPS Leadership Academy will include internships, networking opportunities, keynote speakers and workshops focused on leadership styles and roles.

GIFT FROM GHEENS FOUNDATION SHOWS SUPPORT FOR UofL DIRECTION, LEADERSHIP

A \$2 million gift from the Gheens Foundation Inc. marks the philanthropic organization's second largest gift to the University of Louisville and shows support for the institution's direction and leadership.

The unrestricted gift allows the university to allocate the funds toward areas of greatest need.

"Once again, the Gheens Foundation has stepped up to support the University of Louisville. Now it is up to us to use this funding in ways that clearly will benefit our students and the community," said President Neeli Bendapudi.

Bendapudi said \$500,000 will be directed toward safety and security through enhanced staffing and technology on the Belknap and Health Sciences Center campuses. The remaining \$1.5 million will fund strategic initiatives identified through the university's strategic planning process.

Gheens has given more than \$12 million to UofL over five decades, including funding for the Cardiovascular Innovation Institute, Gheens Science Hall and Rauch Planetarium and the Gheens Foundation Inc. Chair in Aging Research. The largest gift was a \$2.5 million grant in 2013 for health-related medical research.

"I am confident that our founders, Edwin and Mary Jo Gheens, would be most pleased with the trustees' decision to make this grant," said Gheens President Barry Allen. It recognizes the vital importance of the university's mission and is an affirmation of Dr. Bendapudi's fresh and strengthening leadership."

Mike Mountjoy, chair and CEO of the Foundation said, "The University of Louisville is critical to this city. We felt like it was time for us to step up."

Since Bendapudi assumed the UofL helm, major gifts include \$5 million from the Owsley Brown II Family Foundation, \$2.5 million

from retired Churchill Downs Inc. Chairperson Carl F. Pollard and a substantial gift from Republic Bank Foundation and the Trager Family Foundation in support of optimal aging research.



A \$2 million gift from the Gheens Foundation Inc. marks the philanthropic organization's second largest gift to the university.



MARCH MADNESS FOR MEDICAL STUDENTS

UofL medical students Brooks Richardson, Amorkor Sogbodjor and Mallika Sabharwal are all smiles after opening their "Match Day" envelopes. Match Day is an annual tradition where fourth-year medical students throughout the U.S. receive details on where they will live and work during their residency training. The event is always held precisely at noon on the third Friday in March. There are nearly 150 fourth-year medical students at UofL.

GOOD MOVES FOR A GOOD CAUSE

Those who took part in the student-organized raiseRED Dance Marathon Feb. 22 did more than show off their best dance moves. They also raised over \$680,000 for pediatric cancer and blood disorders. About 1,000 dancers took part in the 18-hour marathon that has become one of the best-attended and most memorable campus events during the spring semester. In addition to lots and lots of dancing, this year's program featured patient testimonials, a talent show and special guests.

raiseRED is a nationally recognized, student-led philanthropic campaign. The funds from the dance marathon, as well as other events throughout the year, go to the university's department of pediatric oncology and hematology.



Western Kentucky University news for the Council on Postsecondary Education, April 2019

For more WKU news, visit www.wku.edu/news.



Dr. Tania Basta

Two new deans set to join WKU July 1

WKU will have two new academic deans beginning July 1.

Dr. Tania Basta has been named the new dean of WKU’s College of Health and Human Services, and Dr. Christopher Shook has been named the new dean of WKU’s Gordon Ford College of Business.

Dr. Basta has served as Chair of the Department of Social and Public Health for the College of Health Sciences and Professions at Ohio University since 2017. She earned her doctoral degree in Health Promotion and Behavior at the University of Georgia in 2006 and received her bachelor of science in Kinesiology (1998) and master of public health in Community Health Education (2003) from Indiana University. Her research interests include rural public health, sexual health and infectious disease prevention.



Dr. Christopher Shook

Dr. Basta, who has been a faculty member at Ohio University since 2006, had been an Associate Professor in Department of Social and Public Health since 2011, but was recently notified of her promotion to Full Professor. She also served as Interim Chair in 2016-17 and was selected as Chair in 2017 after a national search. She also was Assistant Professor of Community Health Services in the School of Public Health Sciences and Professions and served as a faculty member of Communication and Development Studies, affiliated faculty in African Studies Program and Latin American Studies and associate director and affiliated researcher for the Appalachian Rural Health Institute.

Dr. Shook has served as the Sprunk & Burnham Endowed Dean at the University of Montana College of Business since 2016. He is a Certified Public Accountant (CPA) and holds a Ph.D. in Business Administration from Louisiana State University. His scholarship focuses on exploration and exploitation of entrepreneurial opportunities; strategic decision-making processes; the reciprocal relationship of performance and strategy; and methodological issues in strategy and entrepreneurship research.

Dr. Shook received his bachelor’s degree in Accounting from the University of Northern Colorado, his CPA certificate from the Colorado State Board of Accountancy and his MBA from the University of Mississippi. He was a faculty member in Auburn University’s Department of Management from 2003 to 2016 and served as chair from 2011 to 2016. As an associate professor at Auburn, he was a Fulbright Scholar to the Academy of Economic Studies in Bucharest, Romania, in spring 2006. Previously, he was a faculty member in the University of Texas at Arlington’s Department of Management from 1998 to 2003 and in Northern Illinois University’s Department of Management from 1996 to 1998.

Record Number of Gatton Academy Seniors Named National Merit Finalists

Twenty-one seniors from The Gatton Academy of Mathematics and Science in Kentucky have been recognized as finalists in the 2019 National Merit Scholarship Competition, marking the most students recognized in one school year in the school’s history. Since The Gatton Academy’s inception in 2007, 136 students have been named National Merit Finalists.

Design unveiled for the WKU Commons at Helm Library

A collaboration with Aramark/Restaurant Group and University Libraries is leading to the creation of a reinvented space in WKU's Helm Library.

WKU recently released conceptual drawings for [The WKU Commons at Helm Library](#). The \$35 million project will transform the Helm Library into a place where WKU students, faculty and staff can eat, meet, study and collaborate.



Rendering of The WKU Commons at Helm Library. © Western Kentucky University | Design by Gensler

“The WKU Commons will be a gathering space for people to engage at the top of the Hill,” said Susann deVries, Dean of Libraries. “It will be an open, flexible and inviting place, offering multiple dining options, places for students to gather and study or to interact with faculty and others. We envision this space to be a buzz of activity.”

WKU President Timothy C. Caboni calls The WKU Commons the “intellectual hub” of the campus.

“Our contract with Aramark calls for a significant investment in dining options at the top of the Hill,” President Caboni said. “This provided a wonderful opportunity to create a space that invigorates engagement, stimulates learning and creates a sense of community for the entire WKU family.”

Duncan inducted into Kentucky Teacher Hall of Fame

As family, friends and colleagues looked on in the Capitol Rotunda, Nancy Hall Duncan of Versailles was inducted into the [Governor Louie B. Nunn Kentucky Teacher Hall of Fame](#) in March.

Duncan, who began her teaching career in 1965 and retired in 1998, fell in love with teaching as a youngster. “My sixth-grade teacher picked me along with a few others to go and tutor the first grade students,” she said. “I loved it and I knew from the sixth grade on I was going to be a teacher.”

A native of Wheelwright in Floyd County, Duncan was the first in her family to earn a bachelor's degree. She attended Union College and Western Kentucky State College, earning a degree in Home Economics. She earned her master's degree in 1975 from WKU and a Rank I Certification in 1993 from the University of Kentucky.

Her teaching career began in 1965 at Auburn High School in Logan County where she taught Home Economics, Earth Science and Physical Science. Her teaching career continued at Russellville Middle School and Morgantown Elementary School where she taught Home Economics and Science. Eventually, Duncan's journey took her to the central Kentucky area to teach Home Economics at Woodford County High School.

“I have so many wonderful memories,” Duncan said. “I was blessed with wonderful students.”

151 student-athletes earn honor roll recognition from Conference USA

A total of 151 WKU student-athletes earned Commissioner's Honor Roll recognition from Conference USA for maintaining a cumulative grade point average of 3.0 or better during the 2018-19 academic year. Of those, 51 with a cumulative GPA of 3.75 or better will receive the Commissioner's Academic Medal.