

KY COUNCIL ON POSTSECONDARY EDUCATION BUSINESS MEETING



April 24, 2020 – 9:00 AM

ZOOM teleconferencing for Committee members

Livestream video for public: <https://youtu.be/mUQMIWeboal>

- I. **Call to Order** **Indicates action item*

- II. **Approval of the Minutes**

- III. **Report from KDE Interim Commissioner, Kevin Brown**

- IV. **Comments from CPE President, Aaron Thompson**
 - A. Update on CARES Act Funding

- V. **Finance Committee - Report and Recommended Action Items**
 - A. 2020-21 Tuition and Mandatory Fee Ceilings*
 - B. Nonresident Student Tuition MOUs (EKU, MuSU, NKU, UL, WKU)*
 - C. Interim Capital Project (WKU)*

- VI. **Academic & Strategic Initiatives Committee - Report and Recommended Action Items**
 - A. Proposed New Academic Programs*
 - 1. Eastern Kentucky University
 - a. Master of Social Work (MSW) CIP Code 44.0701
 - 2. Northern Kentucky University
 - a. Cybersecurity (B.S.) CIP Code 11.1003
 - 3. University of Kentucky
 - a. Biomedical Engineering (BS) CIP Code 14.0501
 - b. Computer Engineering (MS) CIP Code 14.0901
 - c. Computer Engineering (PhD) CIP Code 14.0901
 - d. Teacher Preparation Program in Visual Impairments (MS) CIP Code 13.1009
 - e. Orientation and Mobility (MA) CIP Code 13.1009
 - f. Product Design (BS) CIP Code 50.0404
 - g. Supply Chain Engineering (MS) CIP Code 14.3501
 - h. Supply Chain Management (MS) – CIP Code 52.1399

- VII. **Executive Committee - Report and Recommended Action Items**
 - A. Contract Modification*
 - B. Preliminary Timeline for next Statewide Strategic Agenda
 - C. Strategic Initiatives Funds

- D. 2020-21 Meeting Calendar*
- E. Amendment to 13 KAR 1:050 - Licensed Out-of-State College's Eligibility for Kentucky Tuition Grant Amendment*

VIII. Committee on Equal Opportunities – Report

IX. 2020 Progress Report

X. Other Business

- A. Proposed Council Resolutions*
- B. Campus Good News Reports

XI. Adjournment

Next meetings: June 18-19, 2020 – Tentatively @ Cumberland Falls State Park

DRAFT MINUTES
Council on Postsecondary Education

Type: Annual Data Briefings – Comprehensive Universities & Campus Spotlight
Date: January 23, 2020
Time: 10:00 a.m. ET
Location: University of Kentucky, Gatton Student Center, Ballroom C

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Thursday, January 23, 2020, at 10:00 a.m., ET, at the University of Kentucky in Lexington, Kentucky. Chair Sherrill Zimmerman presided.

ATTENDANCE

Members in attendance in person: Ron Beal, Ben Brandstetter, Kim Halbauer, Lori Harper, Lucas Mentzer, Grant Minix, Donna Moore, Kristi Nelson, Richard Nelson, Vidya Ravichandran, Robert Staat, and Sherrill Zimmerman.

Members in attendance by teleconference: Brandon Wilson.

Members not in attendance: OJ Oleka, Carol Wright and Kevin Brown.

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.

STATEWIDE DATA BRIEFING

Presenter: David Mahan, CPE's Associate Vice President of Data and Analytics

Dr. Mahan provided the board with an overall statewide look at the data on a statewide basis. He stated the annual progress report with a more formal analysis would be prepared and distributed at the next Council meeting.

ANNUAL DATA BRIEFING – COMPREHENSIVE UNIVERSITIES & KCTCS

The following campus presidents, or their designee, presented their annual briefing to the Council on the institution's latest data performance related to the 2016-21 strategic agenda.

- 10:30 a.m. Kentucky State University
Presenter: Michael Christopher Brown, President
- 11:00 a.m. Eastern Kentucky University
Presenter: David McFaddin, Interim President
- 11:30 a.m. Murray State University
Presenter: Robert Jackson, President (by teleconference)
- 1:00 p.m. Morehead State University
Presenter: Jay Morgan, President
- 1:30 p.m. Northern Kentucky University
Presenters: Bonita Brown, Vice President & Chief Strategy Officer
and Shawn Rainey, Exec Director of Planning & Institutional
Research
- 2:00 p.m. Western Kentucky University
Presenter: Tim Caboni, President
- 2:30 p.m. Kentucky Community & Technical College System
Presenters: Kris Williams, Chancellor and Alicia Crouch, Vice
Chancellor of Research and Policy Analysis

The data presented included the progress from the baseline of 2015-16 through academic year 2017-18. Preliminary enrollment for the fall of 2019 was also included. For each briefing, questions of clarification were asked by the Council members. No action was taken during the presentation.

CAMPUS WELCOMING AND TOUR

The University of Kentucky hosted the January 23-24 meetings, and provided the Council with an insider look at the Gatton Student Center and a bus tour of the campus.

RECEPTION & DINNER

Following the campus tour, Council members were invited to attend a reception and dinner at the Hilary J. Boone Faculty Center.

ADJOURNMENT

The Council adjourned at 7:00 p.m. ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

DRAFT

DRAFT MINUTES
Council on Postsecondary Education

Type: Annual Data Briefings – Research Universities
Date: January 24, 2020
Time: 8:30 a.m. ET
Location: University of Kentucky, Gatton Student Center, Ballroom C

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Friday, January 24, 2020, at 8:30 a.m., ET, at the University of Kentucky in Lexington, Kentucky. Chair Sherrill Zimmerman presided.

ATTENDANCE

Members in attendance in person: Ron Beal, Ben Brandstetter, Kim Halbauer, Lucas Mentzer, Grant Minix, Donna Moore, Kristi Nelson, Richard Nelson, O.J. Oleka, Vidya Ravichandran, Robert Staat, Sherrill Zimmerman, and KDE Commissioner Kevin Brown.

Members in attendance by teleconference: Lori Harper and Brandon Wilson.

Member not in attendance: Carol Wright.

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.

ANNUAL DATA BRIEFING – RESEARCH UNIVERSITIES

The following campus president designees presented their annual briefing to the Council on the institution's latest data performance related to the 2016-21 strategic agenda.

8:30 a.m. University of Kentucky
Presenters: David Blackwell, Provost and Chief Academic Officer
and Eric Monday, Exec. Vice President for Finance & Administration

9:00 a.m. University of Louisville
Presenter: Beth Boehm, UL's Provost and Chief Academic Officer

The data presented included the progress from the baseline of 2015-16 through academic year 2017-18. Preliminary enrollment for the fall of 2019 was also included. For each briefing, questions of clarification were asked by the Council members. No action was taken during the presentation.

ADJOURNMENT

The Council adjourned at 9:35 a.m. and planned to reconvene for a business meeting at 9:45 a.m.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

DRAFT MINUTES
Council on Postsecondary Education

Type: Business Meeting
Date: January 24, 2020
Time: 9:45 a.m. ET
Location: University of Kentucky, Gatton Student Center, Ballroom C

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Friday, January 24, 2020, at 9:45 a.m., ET, at the University of Kentucky in Lexington, Kentucky. Chair Sherrill Zimmerman presided.

ATTENDANCE

Members in attendance in person: Ron Beal, Ben Brandstetter, Kim Halbauer, Lucas Mentzer, Grant Minix, Donna Moore, Kristi Nelson, Richard Nelson, OJ Oleka, Vidya Ravichandran, Robert Staat, and Sherrill Zimmerman and KDE Commissioner Kevin Brown.

Members in attendance by teleconference: Lori Harper and Brandon Wilson.

Members not in attendance: Carol Wright.

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.

APPROVAL OF THE MINUTES

The minutes of the October 30-31, 2019 meetings were approved as distributed.

COMMENTS FROM THE PRESIDENT

President Aaron Thompson discussed several areas of work including the data collected through the listening tour, the upcoming Adult Comebacker Convening, the newly updated Data Center on the CPE website, and CPE's office move to a new location in Frankfort.

COMMENTS FROM KDE INTERIM COMMISSIONER, KEVIN BROWN

Kevin Brown became the Kentucky Department of Education's Interim Commissioner on December 18, 2019. He provided an update on the members and activities of the K-12 board of education and the plans for a national search, which they plan to complete by July 1, 2020.

PROPOSED COUNCIL RESOLUTIONS

The Council approved resolutions for the following individuals because of their support and service to postsecondary education in Kentucky:

- Michael Benson, Eastern Kentucky University
- Donna Moore, Kentucky Council on Postsecondary Education
- OJ Oleka, Kentucky Council on Postsecondary Education

EXECUTIVE COMMITTEE REPORT

Chair Sherrill Zimmerman presented the Executive Committee Report and discussed the following items:

- Results of FY19 Annual Audit: The Executive Committee received the FY19 CPE financial audit results at its January 9th meeting. For fiscal year 19, the auditors issued an unmodified opinion, stating that the Council's financial statements present fairly, in all material respects, the financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Council as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. In addition, the expenditures of federal awards and supplementary information are fairly stated in all material respects in relation to the basic financial statements as a whole. The firm also noted that it did not identify any deficiencies in internal control that they consider to be material weaknesses.
- Report of Annual Evaluation of CPE President: The Council conducted a constituency evaluation of President Thompson in late 2019. Parties that were surveyed were CPE board members, CPE leadership staff members, university and KCTCS presidents, state policy leaders, members of the Governor's administration and key members of the legislature. The President also completed a self-evaluation. The Executive Committee met on December 11, 2019 to discuss the results of the evaluation surveys, President Thompson's self-evaluation, and

his progress on the goals set by the Committee. Chair Zimmerman discussed the results of that evaluation and the incentive compensation was approved prior to adjournment.

Chair Zimmerman also presented the following action items, which were reviewed by the Executive Committee and recommended for approval by the Council:

1. Extension of President Aaron Thompson's contract through June 30, 2023 upon the same terms and conditions as his current contract, except that the provision outlining terms for unilateral termination by the Council without cause (Section 7.D.1) be revised to provide for 6 months compensation upon such termination, or compensation for the remainder of the contract, whichever is less.
2. Pursuant to HB 50 (2017), that the Council notify the Legislative Research Commission that the following regulations will be amended in the next 18 months:
 - 13 KAR 1:030 & 13 KAR 2:100 - Campus Security Regulations – Public and Private
 - 13 KAR 1:050 - Licensed out-of-state college's eligibility for Kentucky tuition grant
3. Pursuant to HB 50 (2017), that the Council notify the Legislative Research Commission that the following regulations should remain in their current form:
 - 13 KAR 2:070 - Administrative hearing procedures for determination of residency status
 - 13 KAR 2:080 - State Autism Training Center

MOTION: Dr. Staat moved that the Council accept the Executive Committee's report and recommendations of approval. Ms. Moore seconded the motion.

VOTE: The motion passed.

FINANCE COMMITTEE REPORT

Committee Chair Ben Brandstetter presented the Finance Committee Report. The Committee met in December and January and its focus has centered on the various aspects and data pertaining to the upcoming tuition and mandatory fee setting cycle.

Mr. Brandstetter also presented the following action items, which were reviewed by the Finance Committee and recommended for approval by the Council:

1. Timeline for tuition setting and the Tuition and Mandatory Fee Policy for the 2020-21 Academic Year. There were no recommended changes to the policy as was already in place.
2. Nonresident Student Tuition MOU with Morehead State University. The goals and structure of the agreement are consistent with the Council's Nonresident Student Tuition Policy, and it targets students in West Virginia, Virginia, and Tennessee and allows the option to add students in Georgia, South Carolina, North Carolina and Pennsylvania.
3. Pursuant to HB 50 (2017), the Council notify the Legislative Research Commission that the Council intends to let the following regulation expire: 13 KAR 2:050 - Tuition at public institutions of higher education in Kentucky. The regulation was adopted before higher education reform in 1997 and the Council currently determines tuition in accordance with policies adopted at least biannually.

MOTION: Mr. Minix moved that the Council accept the recommendations of approval by the Finance Committee. Ms. Nelson seconded the motion.

VOTE: The motion passed.

Mr. Brandstetter also stated that KCTCS submitted a scope increase request on an interim capital project a few day prior to the meeting. While the Council has historically not been required to review scope increase requests, this exceeded 15 percent of the original scope and thus required Council approval. Because the Finance Committee had already met before Council staff were informed about the required approval and staff needed additional time to review the project before making a recommendation to this board, Chair Brandstetter recommended the Council delegate the review and related action to the Finance Committee when it meets on February 19, 2020.

MOTION: Ms. Ravichandran moved the Council delegate authority to the Finance Committee to review and take action on the \$1,000,000 agency fund scope increase for the Fire Commission's National Responder Preparedness Center Parking Lot. Dr. Staat seconded the motion.

VOTE: The motion passed.

ACADEMIC AND STRATEGIC INITIATIVES COMMITTEE REPORT

Committee Chair Lori Harper presented the Academic and Strategic Initiatives Committee Report. The Academic and Strategic Initiatives Committee met on January 9, and the committee received a progress update on the Program Review System, a draft proposal regarding the KY Essential Skills Profile, and notice of upcoming changes to the Dual Credit Policy.

Ms. Harper also presented the following action items, which were reviewed by the Academic and Strategic Initiatives Committee and recommended for approval by the Council:

1. One new academic program at Morehead State University - a Bachelor of Science in Systems Integration Engineering.
2. Two new academic programs at the University of Louisville - a Bachelor of Science in Business Administration and a Bachelor of Science in Urban Studies.
3. Three new academic programs at the University of Kentucky - a doctoral degree in Social Work, a Masters of Arts in Applied Environmental and Sustainability Studies, and a Ph.D. in Arts Administration.
4. Pursuant to HB 50 (2017), the Council notify the Legislative Research Commission that the Council intends to let the following regulation remain in its current form: 13 KAR 2:025 - College Preparatory Education. The regulation was adopted in 2002 and continues to meet the statutory requirement of KRS 164.098(1).

MOTION: Ms. Nelson moved that the Council accept the recommendations of approval by the Academic & Strategic Initiatives Committee. Ms. Moore seconded the motion.

The motion passed.

HIGHER EDUCATION'S RETURN ON INVESTMENT REPORT: THE CASE FOR WHY HIGHER EDUCATION MATTERS

Dr. David Mahan, CPE's Associate Vice President, Data & Advanced Analytics and Ms. Melissa Young, CPE's Director of Grants and Special Projects presented the findings from the Higher Education's Return on Investment Report, which focuses on Kentucky postsecondary education's return on investment from both a student and state perspective. It is the story of one cohort of students - the Kentucky high school class of

2010. This report tracks 42,856 students who graduated from a Kentucky high school in 2010 through 2018, the most recent year of data available.

The report showed the following key takeaways for the student:

- The total out-of-pocket (net) cost of a public postsecondary credential is significantly lower than the published (sticker) price.
- About a third of the total cost of public postsecondary credentials is covered by grants and scholarships.
- Tuition and fee increases at Kentucky's public institutions are at their lowest point in 15 years.
- A substantial number of students do not borrow loans to finance their education.
- The median student loan debt is comparable to an auto loan, except a credential, unlike a car, appreciates in value.
- At the end of 8 years, college graduates were earning significantly more than high school graduates - \$12,000 more for a bachelor's degree and \$8,000 more for an associate degree.

The report showed the following key takeaways for the state:

- Kentucky invested about \$544 million in the class of 2010 through direct appropriations to public colleges and universities.
- Kentucky invested about \$86 million in the class of 2010 through state financial aid programs by virtue of Kentucky lottery proceeds.
- The state's return on investment for collegegoers in the high school class of 2010 is 69 times the initial investment.
- College graduates are much less likely to be unemployed or participate in entitlement programs, resulting in additional savings.

Questions and commentary from the board included the marketing and dissemination plan for the report, the ability to review the data by type of degree attained, and how this data can be shared with campuses to help with financial aid counseling efforts.

NOMINATING COMMITTEE REPORT

Committee Chair Kristi Nelson presented the Nominating Committee report. The Nominating Committee met on December 17, 2019 and January 9, 2020 to discuss and recommend members to serve as chair and vice chair of the CPE for a one year term, per the bylaws. They nominated Ben Brandstetter as chairperson and Kim Halbauer as vice chairperson for the 2020 calendar year.

MOTION: Mr. Nelson moved that the Council elect Ben Brandstetter as Chairperson and Kim Halbauer as Vice Chairperson for the 2020 calendar year. Mr. Minix seconded the motion.

VOTE: The motion passed.

Following the vote, Ms. Nelson stated the Committee has recommended all incoming chair and vice chairpersons complete a leadership orientation and training program within the first few months of taking the position.

Mr. Brandstetter thanked the committee for their service. He also thanked Sherrill Zimmerman for her service over the last three years and presented her with an engraved gavel. Ms. Zimmerman said a few words of thanks to the Council and the Council staff for their support, and he congratulated Ben Brandstetter and Kim Halbauer on their new positions.

At this time, Ben Brandstetter took his position as chairperson of the meeting.

CAMPUS “GOOD NEWS” REPORTS

Reports from the institutions were provided in the agenda materials.

OTHER BUSINESS

Chair Brandstetter reminded Council members to complete the annual Financial Disclosure form from the Ethics Commission which is due April 15, 2020. He also called attention to the advocacy folders provided at their seats.

ADJOURNMENT

The Council adjourned at 11:45 a.m. ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____



**FINANCE COMMITTEE
REPORT AND RECOMMENDED ACTION ITEMS**

APRIL 24, 2020

TITLE: 2020-21 Tuition and Mandatory Fee Recommendation

RECOMMENDATION: The Finance Committee recommends that the Council approve a zero percent (0.0%) increase in resident undergraduate tuition and mandatory fees for academic year 2020-21 at the public research and comprehensive universities and at KCTCS institutions. If extenuating circumstances arise, the Council reserves the right to revisit the parameters as warranted. Additionally, the Committee recommends that the public institutions be allowed to submit for Council review and approval market competitive tuition and fee rates for graduate and online courses, as well as, tuition and fee rates for nonresident students that comply with Council policy and previously approved MOUs.

PRESENTER: Bill Payne, CPE's Vice President of Finance and Administration

COMMITTEE REVIEW & APPROVAL

The Finance Committee reviewed and approved the 2020-21 Tuition and Mandatory Fee Recommendation on April 20, 2020.

BACKGROUND INFORMATION

The Council staff shared information and engaged in discussions with campus presidents and chief budget officers, Council members, and the Governor's Office to develop its 2020-21 tuition and mandatory fee ceiling recommendation. Based on feedback from multiple stakeholders and in recognition that many Kentucky students and families may be struggling financially due to disruptions caused by the COVID-19 pandemic, there is general sentiment among CPE senior staff and Finance Committee members that the ability of students and families to pay for college should be the overriding consideration during this unprecedented time of health emergency and financial uncertainty and that resident undergraduate tuition and fee charges should stay the same in academic year 2020-21 as they are in academic year 2019-20.

These recommendations are consistent with the primary objectives of the Council's Tuition and Mandatory Fee Policy, including funding adequacy, shared benefits and responsibility, affordability and access, attracting and importing talent, and effective use of resources.

FINANCE COMMITTEE RECOMMENDATION

For academic year 2020-21, the Finance Committee recommends that the Council adopt a resident undergraduate tuition and fee ceiling that maintains the same base rates at Kentucky public research and comprehensive universities in academic year 2020-21 that those institutions have in 2019-20 (i.e., a 0.0% increase ceiling). 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).

Table 1 below shows the maximum allowable base rate, dollar change, and percent change for resident undergraduate students at each public university in academic year 2020-21, calculated using the recommended 0.0% increase parameter. See Attachment A for more detail regarding total tuition and fee charges for resident undergraduate students at the public universities.

Kentucky Public Research and Comprehensive Universities Maximum Base Rates for Resident Undergraduate Students Academic Year 2020-21				Table 1
<u>Institution</u>	<u>2019-20 Base Rates</u>	<u>2020-21 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>
UK	\$12,360	\$12,360	\$0	0.0%
UofL	11,732	11,732	0	0.0%
EKU	9,266	9,266	0	0.0%
KSU	8,500	8,500	0	0.0%
MoSU	9,038	9,038	0	0.0%
MuSU (pre Summer 2016)	8,676	8,676	0	0.0%
MuSU (Summer 2016 or After)	9,168	9,168	0	0.0%
NKU	9,912	9,912	0	0.0%
WKU	\$10,602	\$10,602	\$0	0.0%

Note: Base rates do not include Special Use Fees and Asset Preservation Fees previously approved by the Council.

Furthermore, for academic year 2020-21, the Finance Committee recommends that the Council approve a tuition and fee ceiling for resident students attending KCTCS institutions that maintains the same per-credit-hour total tuition and fee charge in academic year 2020-21 that the system has in 2019-20 (i.e., a \$0.00 increase ceiling). Table 2 shows the maximum allowable total tuition and fees, dollar change, and percent change for resident students at KCTCS in academic year 2020-21, using this parameter.

Kentucky Community and Technical College System Maximum Total Tuition and Fees for Resident Students Academic Year 2020-21				Table 2
<u>Institution</u>	<u>2019-20 Total Tuition & Fees</u>	<u>2020-21 Total Tuition & Fees</u>	<u>Dollar Change</u>	<u>Percent Change</u>
KCTCS (pch)	\$182.00	\$182.00	\$0.00	0.0%
KCTCS (pch x 30)	\$5,460	\$5,460	\$0	0.0%

pch = per credit hour
 Note: Includes an \$8.00 per credit hour Agency Bond Fee (i.e., BuildSmart Fee) at KCTCS.

Finally, staff recommends that the public postsecondary institutions be allowed to submit, for Council approval, market competitive tuition and mandatory fee rates for graduate and online courses, as approved by their respective boards.

KEY ISSUES

Over the past six months, the Finance Committee considered a number of key issues in developing its 2020-21 tuition and mandatory fee recommendation, including the level of state funding provided to postsecondary institutions in the enacted 2020-21 Budget of the Commonwealth, the decision on the part of state policymakers to maintain the current contribution rate for nonhazardous duty employees who participate in the Kentucky Employees Retirement System (KERS), the disruption to campus operations and impact on students and families of the COVID-19 pandemic, and fixed and unavoidable cost increases at Kentucky public institutions. Each of these considerations is described in more detail below.

State Funding

On April 15, 2020, the Kentucky General Assembly passed a one-year budget (HB 352) that essentially provides the same level of state resources to the postsecondary

institutions in fiscal year 2020-21 that they have in fiscal 2019-20. After adjusting for changes in debt service and discounting additional appropriations for mandated public service and research programs, and barring any mid-year budget cuts, the postsecondary institutions in aggregate will have the same level of funding this coming year that they have this year, or about \$860.4 million (see Attachment B). This figure includes \$110.5 million in mandated program funds that were already included in the fiscal 2019-20 base. The enacted budget includes a statutorily required 2.0 percent carve out of each institution's adjusted net General Fund and appropriates those funds, or \$14,994,800 in total, to the Postsecondary Education Performance Fund pending distribution to the campuses (per KRS 164.092).

Although earlier versions of the state budget (i.e., Executive, House, and Senate budgets) proposed modest increases in General Fund appropriations for postsecondary institution operations, the Finance Committee, Council staff, and campus administrators understand the uncertainty surrounding, and the potential state budgetary impacts caused by, the COVID-19 pandemic and are very appreciative that the Governor and General Assembly are attempting to stem the tide of funding cuts to postsecondary education that have persisted for more than a decade and have adopted a budget that provides flat funding for postsecondary institution operations in this challenging budgetary environment.

KERS Contribution Rate

Beginning with the 2012-13 tuition setting cycle, and in every cycle since, the Council has explicitly considered the impact of mandated increases in retirement system contributions on postsecondary institution operating budgets. In the 2018-20 Budget of the Commonwealth (HB 200), the General Assembly set the employer contribution rate for nonhazardous duty employees in the Kentucky Employees Retirement System (KERS) who were employed by state supported universities and community colleges at 49.47 percent in fiscal 2018-19 (HB 265/EN, pages 209-210). In the recently enacted 2020-21 budget (HB 352), the General Assembly set the employer contribution rate for nonhazardous duty employees at the comprehensive universities and KCTCS at 49.47 percent (page 161), or the same rate as the current year. Given that the enacted 2020-21 budget does not call for an increase in the nonhazardous duty employee contribution rate, the budgetary impact of pension cost increases on comprehensive universities and KCTCS institutions in the coming fiscal year is expected to be minimal.

COVID-19 Impact

The negative impacts of the COVID-19 pandemic on the postsecondary education community have been sudden and severe. As widely publicized in print media and news reports, public, private, and proprietary colleges and universities across the

nation transitioned to 100 percent online education midway through the spring 2020 semester, cancelled spring sports and other campus events, began offering refunds or credits for auxiliary services, such as housing and dining, and have experienced all manner of disruption to campus operations.

As Council members know, the Coronavirus Aid, Relief, and Economic Security Act, or CARES Act, is providing billions of dollars in aid to postsecondary institutions and students. On April 9, 2020, US Department of Education senior officials participated in a COVID-19 briefing with higher education officials across the country and provided an overview of the first phase of the Department's implementation of the CARES Act, focusing on funding allocated to higher education institutions. As can be seen in Attachment C, Kentucky's public universities and community and technical colleges have been allocated a total of \$109.0 million in Higher Education Emergency Relief Fund (HEERF) dollars under Section 18004(a)(1) of the CARES Act. Of that amount, a minimum of 50% or \$54.5 million must be used to provide emergency financial aid grants to students.

CPE staff is in the process of working with campus officials to identify and catalogue all costs and forgone revenue associated with the COVID-19 emergency. Many of the cost and revenue impacts will not be known for many months, possibly extending beyond fall semester 2020. Early feedback received from campus chief budget officers (CBOs) indicates that the federal HEERF dollars allocated to the institutions, the portion not designated for student financial aid grants, will likely fall well short of the total costs and forgone revenue associated with campus responses to the Coronavirus pandemic.

The impact on students has been no less severe. Many students and families are coping with their own financial issues, whether related to the purchase of Internet access, course materials, or technology to facilitate distance learning, related to the purchase of food, housing, healthcare, or child care, or related to the loss of employment income. For this reason, from both a philosophical and policy perspective, CPE senior staff do not believe that students and families should have to shoulder the burden of COVID-19 related costs incurred by the postsecondary institutions by passing those costs along in the form of higher tuition and fees.

Fixed Cost Increases

Every tuition cycle, CPE staff works with campus CBOs to develop estimated fixed and unavoidable cost increases for the upcoming fiscal year. These costs typically include growth in expenditures for maintenance and operation (M&O) of facilities, retirement and health insurance contributions and payments, contractual obligations, worker's

compensation, and student financial aid. As can be seen in Attachment D, the CBOs estimate that these categories of fixed and unavoidable costs will increase by a system total \$79.9 million between this year and next.

INSTITUTIONAL RATE PROPOSALS

It is anticipated that the postsecondary institutions will submit their proposed 2020-21 tuition and fee rates for review and approval at the June Finance Committee and Council meetings. It is anticipated that CPE staff will recommend approval of resident undergraduate rates that comply with approved ceilings and market competitive rates for graduate and online courses.

Kentucky Public Postsecondary Institution
 Calculated Maximum Base Rates for Resident Undergraduate Students
 Academic Year 2020-21

Revised - Attachment A
 April 24, 2020

Public Universities	(A - B)			D	C x (1 + D)		(E + F)	(G - A)	(G/A) - 1
	A	B	C		E	F	G	H	I
	Academic Year 2019-20				Academic Year 2020-21				
Institution	Tuition and Fee Charges	Special Fees	Current Base Rates	% Increase Parameters	Proposed Base Rates	Special Fees	Tuition and Fee Charges	Dollar Change	Percent Change
UK	\$12,360 ^(a)	\$0	\$12,360	0.0%	\$12,360	\$0	\$12,360	\$0	0.0%
UofL	11,928	196 ^(b)	11,732	0.0%	11,732	196	11,928	0	0.0%
EKU	9,866	600 ^(c)	9,266	0.0%	9,266	600	9,866	0	0.0%
KSU	8,800	300 ^(d)	8,500	0.0%	8,500	300	8,800	0	0.0%
MoSU	9,290	252 ^(e)	9,038	0.0%	9,038	252	9,290	0	0.0%
MuSU ^(Admitted Prior to Summer 2016)	8,844	168 ^(f)	8,676	0.0%	8,676	300 ^(j)	8,976	132	1.5%
MuSU ^(Admitted Summer 2016 or After)	9,336	168 ^(f)	9,168	0.0%	9,168	300 ^(j)	9,468	132	1.4%
NKU	10,296	384 ^(g)	9,912	0.0%	9,912	384	10,296	0	0.0%
WKU	10,802	200 ^(h)	10,602	0.0%	10,602	200	10,802	0	0.0%
Percent Increase Parameter:				0.0%					

KCTCS Institutions	(A - B)			D	(C + D)		(E + F)	(G - A)	(G/A) - 1
	A	B	C		E	F	G	H	I
	Academic Year 2019-20				Academic Year 2020-21				
Institution	Tuition and Fee Charges	Special Fees	Current Base Rates	\$ Increase Parameters	Proposed Base Rates	Special Fees	Tuition and Fee Charges	Dollar Change	Percent Change
KCTCS _{pch}	\$182.00 _{pch}	\$8.00 ⁽ⁱ⁾ _{pch}	\$174.00 _{pch}	\$0.00 _{pch}	\$174.00 _{pch}	\$8.00 _{pch}	\$182.00 _{pch}	\$0.00 _{pch}	0.0%
KCTCS _(pch x 30 hours)	5,460	240	5,220	0	5,220	240	5,460	0	0.0%
Dollar Increase Parameter:				\$0.00					

Footnotes:

- (a) Beginning in academic year 2019-20, UK discontinued the practice of charging differential tuition and fees rates between lower division and upper division students.
- (b) UofL's tuition and fee charges include a Special Use Fee of \$98.⁰⁰ per semester or \$196.⁰⁰ per year for full-time students.
- (c) EKU's tuition and fee charges include a Special Use Fee of \$150.⁰⁰ per semester or \$300.⁰⁰ per year for full-time students and an Asset Preservation Fee of \$10.⁰⁰ per credit hour for all students.
- (d) KSU's tuition and fee charges include an Asset Preservation Fee of \$150.⁰⁰ per semester or \$300.⁰⁰ per year for full-time students and \$10.⁰⁰ per credit hour for part-time students.
- (e) MoSU's tuition and fee charges include a Special Use Fee of \$66.⁰⁰ per semester or \$132.⁰⁰ per year for full-time undergraduate students, and an Asset Preservation Fee of \$60.⁰⁰ per semester or \$120.⁰⁰ per year for full-time undergraduate students. For part-time and graduate students, the aforementioned fees are \$5.⁰⁰ per credit hour for each fee.

Kentucky Public Postsecondary Institution
Calculated Maximum Base Rates for Resident Undergraduate Students
Academic Year 2020-21

Revised - Attachment A
April 24, 2020

Footnotes (Cont'd):

- (f) MuSU's tuition and fee charges include an Asset Preservation Fee of \$84.⁰⁰ per semester or \$168.⁰⁰ per year for full-time students and \$7.⁰⁰ per credit hour for part-time students. The university charges differential tuition and fee rates to students who were admitted prior to summer 2016 and those admitted summer 2016 or after.
- (g) NKU's tuition and fee charges include a Special Use Fee of \$192.⁰⁰ per semester or \$384.⁰⁰ per year for full-time students and \$16.⁰⁰ per credit hour for part-time students.
- (h) WKU's tuition and fee charges include a Special Use Fee of \$100.⁰⁰ per semester or \$200.⁰⁰ per year for full-time undergraduate students and \$10.⁰⁰ per credit hour for graduate and part-time students.
- (i) Beginning in academic year 2014-15, KCTCS tuition and fee charges include an \$8.00 per credit hour Agency Bond Fee (i.e., also known as the BuildSmart Fee).
- (j) In April 2019, MuSU requested and the Council approved an Asset Preservation Fee exception that would be phased in over two years. In the current academic year, the fee was implemented at \$7.⁰⁰ per credit hour capped at 12 credit hours per semester (i.e., 24 credit hours or \$168.⁰⁰ for fall and spring combined) and for academic year 2020-21, the fee will increase to \$10.⁰⁰ per credit hour capped at 15 credit hours per semester (i.e., 30 credit hours or \$300.⁰⁰ for fall and spring combined).

Definitions:

- Tuition and fee charges are annual full-time comparison rates, assuming a student takes 15 credit hours per semester for two semesters (i.e., fall and spring) for a total of 30 credit hours taken during the academic year.
- A Special Use Fee is a mandatory fee that has been requested by students and approved by an institution's governing board and the Council on Postsecondary Education, the revenue from which is used to pay debt service and operations and maintenance expenses on facilities that support student activities and services.
- An Asset Preservation Fee is a mandatory fee that has been approved by an institution's governing board and the Council on Postsecondary Education, the revenue from which is used either to pay for directly or to finance asset preservation and renovation of postsecondary institution Education and General facilities.
- Base rates are defined as total tuition and fee charges minus Special Use Fees or Asset preservation Fees at seven universities and minus Agency Bond fees at KCTCS.

pch = per credit hour

Kentucky Public Postsecondary Institutions
Change in Net General Fund for Postsecondary Institution Operations
Between Fiscal Years 2019-20 and 2020-21

Attachment B
April 20, 2020

In Nominal Dollars

Institution	2019-20 Net General Fund ¹	2020-21 Net General Fund ³	New Mandated Program Funds Adjustment ⁴	Modified General Fund	Dollar Change	Percent Change
University of Kentucky	\$261,056,400	\$258,609,200	(\$1,186,300)	\$257,422,900	(\$3,633,500)	-1.4%
University of Louisville	126,633,700	124,117,900	0	124,117,900	(2,515,800)	-2.0%
Eastern Kentucky University	63,753,600	65,020,000	(2,500,000)	62,520,000	(1,233,600)	-1.9%
Kentucky State University	25,259,100	25,384,300	(497,400)	24,886,900	(372,200)	-1.5%
Morehead State University	38,466,800	38,332,900	(579,000)	37,753,900	(712,900)	-1.9%
Murray State University	44,581,400	43,753,800	0	43,753,800	(827,600)	-1.9%
Northern Kentucky University	52,300,000	51,280,500	0	51,280,500	(1,019,500)	-1.9%
Western Kentucky University	73,723,300	72,596,200	(237,400)	72,358,800	(1,364,500)	-1.9%
KCTCS	174,581,000	171,265,800	0	171,265,800	(3,315,200)	-1.9%
Performance Fund	0 ²	14,994,800	NA	14,994,800	14,994,800	NA
Total	\$860,355,300	\$865,355,400	(\$5,000,100)	\$860,355,300	\$0 ⁵	0.0%

¹ Sum of each institution's fiscal year 2019-20 regular General Fund appropriation as enacted (HB 200) and its earned share of \$38.7 million from the Postsecondary Education Performance Fund (PEPF) based on funding model calculations. Does not include \$2,545,500 in debt service for a HealthCare Disparities Initiative capital project at the University of Kentucky.

² The enacted 2018-20 budget (HB 200) included a \$38.7 million appropriation for the PEPF. Those funds were distributed using the funding model and are included in each institution's 2019-20 net General Fund number.

³ Regular General Fund appropriations for postsecondary institution operations as enacted (HB 352), minus \$317,000 in debt service for aviation related capital projects at Eastern Kentucky University.

⁴ Additional appropriations totaling just over \$5.0 million in fiscal 2020-21 for mandated research and public service programs at UK \$1,186,300, ECU \$2,500,000, KSU \$497,400, MoSU \$579,000, and WKU \$237,400 are deducted from fiscal 2020-21 net General Fund to calculate the modified General Fund.

⁵ The statutorily required 2.0% stop loss in fiscal 2020-21 results in a 2.0% carve out of each institution's formula base and a corresponding appropriation to the PEPF that net to zero for the system.

Council on Postsecondary Education
 CARES Act: Higher Education Emergency Relief Fund
 Allocations for Kentucky Public Postsecondary Institutions Under Section 18004(a)(1)

Postsecondary Institution	Total Allocation	Minimum Allocation to be Awarded for Emergency Financial Aid Grants to Students
University of Kentucky	\$17,811,058	\$8,905,529
University of Louisville	12,478,790	6,239,395
Eastern Kentucky University	10,542,767	5,271,384
Kentucky State University	1,372,077	686,039
Morehead State University	6,016,440	3,008,220
Murray State University	6,270,769	3,135,385
Northern Kentucky University	7,998,963	3,999,482
Western Kentucky University	10,636,493	5,318,247
Public University Total	\$73,127,357	\$36,563,681
Ashland Community and Technical College	\$1,897,125	\$948,563
Big Sandy Community and Technical College	1,809,773	904,887
Bluegrass Community and Technical College	4,961,119	2,480,560
Elizabethtown Community and Technical College	2,426,734	1,213,367
Gateway Community and Technical College	1,797,783	898,892
Hazard Community and Technical College	1,248,333	624,167
Henderson Community College	806,658	403,329
Hopkinsville Community College	1,399,325	699,663
Jefferson Community and Technical College	5,179,693	2,589,847
Madisonville Community College	1,069,051	534,526
Maysville Community and Technical College	1,992,396	996,198
Owensboro Community and Technical College	1,789,723	894,862
Somerset Community College	3,029,445	1,514,723
Southcentral Kentucky Community and Technical College	2,424,487	1,212,244
Southeast Kentucky Community and Technical College	1,616,993	808,497
West Kentucky Community and Technical College	2,444,514	1,222,257
KCTCS Institution Total	\$35,893,152	\$17,946,582
Public Institution Total	\$109,020,509	\$54,510,263

Note: Figures reported above do not include CARES Act allocations to Kentucky private or proprietary institutions.

Source: USDOE, Office of Postsecondary Education, CARES Act: Higher Education Emergency Relief Fund.

Kentucky Public Postsecondary Institutions
 Estimated Fixed and Unavoidable Cost Increases
 Fiscal Year 2020-21

Revised - Attachment D
 April 24, 2020

Institution	2019-20 E&G Expenditures	Fixed Cost Increases				Total Fixed Cost Increases	Percent of E&G
		Personnel Cost Increases	Maintenance & Operations	Student Financial Aid	Other Cost Increases		
UK	\$1,487,005,501	\$6,378,218	\$1,743,235	\$8,791,788	\$0	\$16,913,240	1.1%
UofL	515,325,331	2,846,664	3,069,197	5,601,377	0	11,517,238	2.2%
EKU	230,600,000	3,850,000	0	550,000	750,000	5,150,000	2.2%
KSU	32,370,969	(243,410)	283,138	50,000	0	89,728	0.3%
MoSU	104,630,622	154,844	487,256	1,153,702	235,784	2,031,586	1.9%
MuSU	164,328,001	(470,864)	1,980,808	450,000	433,000	2,392,944	1.5%
NKU	189,153,180	5,689,654	191,170	1,313,001	6,894,676	14,088,501	7.4%
WKU	289,750,092	400,000	1,599,020	4,908,695	0	6,907,715	2.4%
KCTCS	633,998,400	9,547,300	2,522,100	8,782,600	0	20,852,000	3.3%
	\$3,647,162,095	\$28,152,406	\$11,875,924	\$31,601,163	\$8,313,460	\$79,942,952	2.2%

Note: Other Cost Increases include maintenance vehicles, service contracts, leases, and equipment at EKU; IT contractual obligations, leases, insurance, memberships, service contracts, merchant fees, library books, professional services, and debt service at MoSU; property and liability insurance, and faculty rank promotions at MuSU; and accelerated online revenue share payments and debt service at NKU.

Campus Communications (included in materials by request)
Email from Neeli Bendapudi to UL staff on 4/21/20

From: UofL President,Service Account <uoflpres@louisville.edu>
Sent: Tuesday, April 21, 2020 8:58 AM
To: UofL President,Service Account <uoflpres@louisville.edu>
Subject: Actions in response to COVID-19 financial impact

Dear Cardinal Family,

The impact of the COVID-19 pandemic on our University, hometown, state and nation has created a great deal of uncertainty for all of us. From the very beginning, I have expressed to all of you that my utmost responsibility is to protect the health and well-being of our students, faculty and staff during this unprecedented time. I view each of you as an integral thread in the tapestry of the university.

When contemplating difficult and painful decisions on how best to address the significant financial challenges posed by the pandemic, my leadership team and I have used our [Cardinal Principles](#) to guide us. We continue to be as transparent as possible and inclusive in our deliberate process, engaging with more than 50 university leaders, including deans, vice presidents, vice provosts, shared governance leaders and others, to ensure that all corners of our university community are included and informed.

Two weeks ago, we wrote to you to make you aware of current and potential plans for addressing our financial situation. Currently, we face a \$39 million shortfall for Fiscal Year 2020, in addition to a \$15 million projected loss by our Athletic Department through Fiscal Year 2021, and we have implemented strategies to address much of that deficit.

In an effort to protect the vast majority of our employees, we immediately initiated pay reductions for our senior leadership, our athletics' senior-level administrators and head coaches, and for any university employee whose total compensation is above \$100,000. In addition, we initiated a hiring freeze across the campus and executed various levels of spending reductions. On a positive note, we are slated to receive approximately \$12.5 million in federal stimulus funds, with just over one half allocated to students for emergency aid and the remaining \$6.2 million applied to the deficits created by the COVID-19 global health crisis. Other actions that we have already undertaken are detailed in the [attached video](#).

Unfortunately, these aggressive actions are still insufficient to fill the financial hole created by this unprecedented emergency.

Therefore, it is necessary that we now take the following actions:

- University retirement contributions for all employees will be stopped from May 1 through July 31.
- Some staff members will be subject to a temporary furlough at the discretion of their unit's vice president, dean or vice provost. These furloughs could be for two weeks, one month or for an indefinite amount of time depending in large part on the duration of the COVID-19 situation.
- All faculty and some staff members who earn between \$58,000 to \$99,999 will see a 1% pay reduction for the months of May and June.

Suspension of our retirement match program was not an easy decision, but it is a fair process that will be shared by all faculty, staff and administrators. By temporarily stopping retirement contributions for three months, the university will save an additional \$9 million. When institutions of our size face financial situations such as this, it is both common and advised to temporarily stop retirement contributions. We hope to return to regular funding of the retirement match program on August 1.

Vice presidents, deans and vice provosts now must make difficult decisions for how their specific units will respond to any lack of funding, facility closures, or reductions to their service volume. Supervisors will soon begin informing specific staff members of either a temporary 1% reduction to their pay or a temporary change to their employment status in the form of a furlough. Faculty and staff earning less than \$58,000 will not be subject to the 1% reduction. The combination of temporary pay reductions and furloughs will generate approximately \$3 million in savings.

Rather than pursuing large-scale traditional layoffs or reductions in force (RIFs), we want to preserve our employment relationships with our valued team members as much as possible by utilizing furloughs. Employees who are furloughed will be notified in writing at least seven days in advance and then be temporarily put on leave without pay for two weeks, one month or for an indefinite period of time, based on the university's return to normal operations. The dates of the furloughs will be determined by supervisors, and we've provided more details in the attached [FAQ document](#).

Among the Cardinal Principles is that we are a Community of Care, and we are taking measures to lessen the financial impact on our furloughed employees as much as possible. Individuals who are furloughed will remain UofL employees, and the university will cover the full cost – including both employer and employee premiums -- of their health insurance. Furloughed employees will also maintain access to their tuition remission and other benefits. All furloughed employees will be eligible to apply for unemployment insurance benefits, and the university will provide support throughout the process. HR will provide more information to those affected.

Resources Available to You

We understand the hardship that these decisions will cause for affected employees. I urge any staff facing financial difficulties to consider applying for the [Staff Help Assistance Relief Effort](#) program. The SHARE program recently received a sizable donation from an anonymous donor for the very purpose of supporting staff affected by a hardship.

We also understand that there may be specific questions that you may have about your unique circumstances. Please be sure to thoroughly read the attached [FAQ document](#) that addresses many different questions and concerns related to these decisions. Should you have further questions, please contact your supervisor.

Every member of our Cardinal family will be affected by the actions that we are announcing today; admittedly, some more than others. I ask that everyone continue to show compassion to our colleagues and that we remain united through the coming weeks.

Looking Ahead

Despite our collective wishes for some certainty, we simply do not know how long this situation will last or just how deep the financial pain may run. The actions that we are taking today are based on projections that the university will not return to normal operations until at least June 30. If the impacts of the COVID-19 pandemic continue for a longer period of time, or if we face an enrollment decline that results in a cut to our state funding, our financial position and budget may be altered further. The Leadership Team and I continue to work tirelessly to find alternative methods to reduce operating expenses and to protect as many jobs as possible. We are fighting to minimize the disruption to our Cardinal family.

We will continue to keep compassion, transparency and all of our Cardinal Principles at the forefront of our minds when addressing our financial realities.

We will get through this together and we will continue to communicate with you every step of the way.

Neeli Bendapudi

The Next Steps in Meeting Our Budget Challenges

April 21, 2020

[Home](#) / [Campus Messages and Updates](#) / The Next Steps in Meeting Our Budget Challenges

President Eli Capilouto | Apr 21, 2020

Dear Campus Community,

Over the last 24 hours, we have conducted meetings with senior administrators and deans to discuss the details of our budget challenge. We want to share those details with you by focusing on the principles that drive our decisions, specifics about the challenges we face, and some of the strategies we will use to confront this problem and prepare for a brighter future.

Our principles will drive everything we do:

- We will preserve the missions we've held for more than 150 years: education, research, service and health care.
- We will ensure the health, safety and well-being of our campus community.
- We will continue to focus on a return to safe and normal operations as soon as possible.
- We will position UK to thrive when we emerge from this crisis.
- We will communicate with the campus clearly and transparently.

The challenges are as daunting as our institution has faced in decades. For fiscal year 2021, the majority of our revenues are expected to decline, many significantly. Our core instruction- and service-related revenues, what we call Undesignated General Funds, are comprised primarily of state appropriations, tuition revenue, and investment income.

At this moment, we are grappling with a more than \$70 million shortfall in our Undesignated General Funds - the gap between revenues we previously anticipated and the expenditures required to advance our missions. What comprises that budget gap?

- More than \$40 million results from declines in institutional investment income and tuition revenues related to COVID-19. Virtually all higher education institutions are being impacted by what's happening in the financial markets, where returns on invested short-term funds are dramatically lower than last year. Moreover, because of an uncertain and fragile economy, families and students are facing incredible disruptions that make education, no matter how valued and vital, a challenge. The uncertainty about the economic recovery from COVID-19 makes it more difficult for students and their families to plan.
- Nearly \$30 million results from ongoing commitments and increased costs that are essential to what we do: scholarships and financial aid for students; strategic investments, such as student mental health, the Disability Resource Center, and college incentive funds; health premiums for our employees; and an essential commitment we made to raise starting wages to \$12.50 an hour for workers.

What strategies do we propose to close the gap and lay a foundation to thrive again as we emerge? We have to make reductions in our operating budget. There's no way around that. Every college, department and unit - including my office and all those that report to me - will face budget cuts. We will not, however, make cuts across the board. On average, across the institution, the cuts will be 10 percent. Below are listed some steps we must take to make those reductions:

- We will continue our hiring pause for the foreseeable future.
- We will enact low-activity/no-pay policies in units where work has ceased or been reduced significantly and the work can't be done remotely. In effect, employees in those areas will be furloughed. The University, for a period of 90 days, will pay both the institution's and employee's share of health premiums.
- There will be, in some units, layoffs or a reduction in force. Those reductions in force will be determined at the unit level utilizing our existing HR procedures and subject to review by deans or senior administrative officials.

- We will, for one year, reduce the University's retirement contributions to individual employees from 10 percent of the employee's salary or wages to 5 percent. Our Board of Trustees will consider this proposal at its May meeting.
- We will not be able to provide merit increases July 1st for the coming year. As a result, we are not planning to increase employees' health premiums or parking rates in fiscal year 2021.
- We will delay expansion of our family leave policy.
- We will delay our plans to make mandatory participation in our retirement program for new employees hired after July 1, 2020, who are under the age of 30.
- To better leverage our resources, we will move forward with shared services via dual-reporting line relationships for several key areas and explore additional areas in the coming months.

Many of these decisions will cause pain. They will require shared sacrifice. But they are necessary, if we are to meet our financial obligations, honor our principles of education, research, service, and health care and lay a foundation for the future.

The fact that so many institutions across the country are making many of the same decisions makes them no less painful. We will be challenged and tried in ways most of us have never experienced.

We will get through this. We will be innovative and resourceful. We will find new ways and create new approaches to meet daunting challenges. After all, as Kentucky's University, we were created to serve this Commonwealth. Now, once again, we must show the world what Kentucky can do.

For more information and updates, visit www.uky.edu/coronavirus/budget.

Eli Capilouto

Mission Statement

Directions

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UK HealthCare Employee Information

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Emergencies

911 / #UKPD (#8573)

UKPD Dispatch

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Mr. Ben Brandstetter, Chair

Kentucky Council on Postsecondary Education

I am writing to express our concern with the recent action by the CPE Finance Committee to recommend no increases in undergraduate resident tuition and mandatory fee rates for the upcoming academic year. Like all higher education institutions, the University of Kentucky is facing the most daunting financial and operational challenges in decades. We are, however, determined to continue enhancing student success at UK. To fully understand the magnitude of freezing the undergraduate resident tuition rates at UK requires some context.

A little more than a year ago we were celebrating numerous successes: graduation and retention rates at record levels; conferring a record number of degrees in a single academic year, contributing to the state's ambitious attainment goals; faculty and staff earning more external research support than at any time in our history; and our physicians and caregivers in UK HealthCare comprised the team at the top hospital in Kentucky for the third year in a row.

Student Success. We are focused on improving student success. One example of our efforts is the UK LEADS Initiative (Leveraging Economic Affordability for Developing Success). Based on our research, there is a direct correlation of unmet financial need with retention rates. Through the LEADS Initiative, we are awarding more institutional aid to students with a goal to reduce their unmet financial need to \$5,000 for an academic year -- a known demarcation for retaining students. This is an expensive initiative, but the results are remarkable -- increasing the predicted to actual retention rates for these students by more than 15 percentage points.

Our efforts to improve student success in terms of degrees awarded are evident. From 2015-16 to 2018-19, the total number of bachelor's degrees awarded annually by Kentucky's public universities increased by 916 students, or about 5 percent. UK accounted for more than 60 percent of this increase. For the same period, the total number of bachelor's degrees awarded by Kentucky's public universities to low-income students decreased by 239 students, or -3 percent. At UK, however, we increased the number of degrees awarded to low-income students by 5.5 percent.

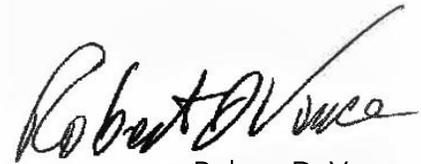
Needed Investment. Instruction, student support services and institutional student aid are funded with tuition and fees revenue and state appropriations. Nationwide, state support for higher education has increased 18.3 percent during the last five years. For Kentucky, however,

see blue.

state funding has decreased 4.2 percent during this same period.

Funds are needed to continue and refine our existing initiatives and to pilot new initiatives to improve student success. Because of the state's fiscal situation, tuition revenue is our primary source of new funds to support our student success efforts.

New Challenges. Now, facing millions of dollars of revenue shortfalls and additional costs from the impact of COVID-19, we are determined to continue our progress. Kentucky needs an educated workforce more than ever. We are not asking our students to bear anything close to the full cost of COVID-19, but we are asking for a modest increase in our rates to continue our progress. We strongly support CPE staff's recommendation to allow the institutions' boards to implement a modest increase in undergraduate resident tuition and mandatory fee rates.



Robert D. Vance

Chair, University of Kentucky Board of Trustees

C: Aaron Thompson, President

Eli Capilouto, President

see blue.

TITLE: Nonresident Student Tuition MOUs

RECOMMENDATION: The Finance Committee recommends the Council approve the proposed Memorandum of Understandings between the Council and following universities regarding nonresident student tuition:

- Eastern Kentucky University
- Murray State University
- Northern Kentucky University
- University of Louisville
- Western Kentucky University

PRESENTERS: Ben Brandstetter, Chair of Finance Committee

COMMITTEE REVIEW & APPROVAL

The Finance Committee reviewed the proposed memorandums and approved them on the following dates:

- February 19, 2020 – Murray State University, Northern Kentucky University, University of Louisville
- March 18, 2020 – Eastern Kentucky University, Western Kentucky University

SUPPORTING INFORMATION

At its October 31, 2019 meeting, the Council approved the amended Nonresident Student Tuition Policy which modified the existing policy by indexing the average net tuition and fee revenue generated from nonresident students to the published price of resident student tuition and fees, rather than to the direct costs of instruction and student services per student as previously required. The amended policy reads that every institution shall manage its tuition and fee rate structures, price discounting, and scholarship aid for out-of-state students, such that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students. Exceptions to the 130% threshold may be requested through a Memorandum of Understanding (MOU) process and shall be evaluated on a case by case basis by the Council.

Eastern Kentucky University

Eastern Kentucky University submitted a proposed MOU in mid-February of 2020. Council staff has reviewed the MOU and finds that the goals and structure of the agreement are consistent with Council policy. It targets students from 17 states (Alabama, Florida, Georgia, Illinois, Indiana, Missouri, Mississippi, Michigan, Maryland, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, West Virginia, and Wisconsin) and Washington, D.C., and may be expanded to other states. The MOU specifies that:

- Students from these states and the District of Columbia may receive a tuition scholarship.
- No academically qualified Kentucky resident will be displaced as a result of the MOU.
- The University will report annually the results of the agreement.

Northern Kentucky University

Northern Kentucky University submitted a proposed MOU in mid-January of 2020. Council staff has reviewed the MOU and finds that the goals and structure of the agreement are consistent with Council policy. It targets 12 states (Ohio, Indiana, Tennessee, Virginia, West Virginia, Illinois, Missouri, Wisconsin, Michigan, Pennsylvania, Maryland, and North Carolina) and 12 countries (Canada, Mexico, China, Japan, South Korea, Vietnam, Nepal, India, Ethiopia, Nigeria, Ivory Coast, and Senegal.) The MOU specifies that:

- Students must have a 2.5 unweighted grade point average.
- Students from these states and countries may receive a tuition scholarship lowering their net cost to the resident tuition rate plus \$500.
- No academically qualified Kentucky resident will be displaced as a result of the MOU.
- The University will report annually the results of the agreement.

University of Louisville

The University of Louisville submitted a proposed MOU in early February, 2020. Council staff has reviewed the MOU and finds that the goals and structure of the agreement are consistent with Council policy. Several factors will contribute to nonresident tuition and fee revenue falling below the Council's 130% threshold:

- Active military students, most of whom are nonresident, are charged \$250 per credit hour.
- Students taking online courses, regardless of residency, are charged the same rate.
- Prior to transfer to the university, students from Panama taking classes in their home country pay nothing to the university, but are counted as non-resident students.
- The university offers focused, institutional financial aid to nonresident students with academic qualifications that exceed specified levels and indicate a strong likelihood of success.

In addition, the MOU specifies:

- No academically qualified Kentucky resident will be displaced as a result of the MOU.
- The University will report annually the results of the agreement.

Murray State University

Murray State University submitted a proposed MOU in February, 2020. Council staff has reviewed the MOU and finds that the goals and structure of the agreement are consistent with Council policy. It targets several states (Tennessee, Missouri, Mississippi, Alabama, Arkansas, and Indiana) though others may be added, in an effort to provide quality programs and services and to ensure a geographically diverse student body and access, particularly for first-generation and underrepresented minorities. The MOU specifies that:

- Murray State University will have the flexibility to set tuition for nonresident students, though rates must be higher than resident tuition.
- No academically qualified Kentucky resident will be displaced as a result of the MOU.
- The University will report annually the results of the agreement.

Western Kentucky University

Western Kentucky University submitted a proposed MOU in early March, 2020. Council staff has reviewed the MOU and finds that the goals and structure of the agreement are consistent with Council policy. The MOU specifies that:

- WKU shall have flexibility to set tuition for out-of-state students so long as rates exceed the resident rate.
- Students from other states will be eligible to compete for need- and merit-based scholarships offered by the university and affiliated foundations.
- No academically qualified Kentucky resident will be displaced as a result of the MOU.
- The University will report annually the results of the agreement.

NEXT STEPS

Following the Council's approval, the institutions may begin implementing the policy immediately. CPE staff will monitor the results of the agreement and report them to the Finance Committee and Council on an annual basis.

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

This Memorandum of Understanding is made between Eastern Kentucky University, located in Richmond, Kentucky, with its address of 521 Lancaster Avenue, Richmond, KY 40475; and the Kentucky Council on Postsecondary Education, a governmental agency of the Commonwealth, with its address at 100 Airport Road, 2nd Floor, Frankfort, Kentucky 40601.

WITNESSETH:

WHEREAS, the Kentucky Council on Postsecondary Education (Council or CPE) is responsible for determining tuition at public postsecondary institutions in the Commonwealth of Kentucky;

WHEREAS, the Council annually adopts a Tuition and Mandatory Fee Policy (Policy) based on the following fundamental objectives:

- Funding Adequacy;
- Shared Benefits and Responsibility;
- Affordability and Access;
- Effective Use of Resources; and
- Attracting and Importing Talent to Kentucky

WHEREAS, the Policy acknowledges that in order to meet the last objective, the Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students;

WHEREAS, the standard for non-resident tuition articulated in the Policy requires that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the published in-state sticker price);

WHEREAS, the Policy allows institutions to request exceptions to the 130% threshold through a Memorandum of Understanding (MOU) process that delineates goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions;

WHEREAS, Eastern Kentucky University desires to align financial aid around its strategic framework to improve access for students, particularly first generation, underrepresented and international, and create a geographically diverse student population;

WHEREAS, Eastern Kentucky University requests an exception to the 130% threshold in order to assist in obtaining those goals;

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

WHEREAS, Eastern Kentucky University is located along the cross-section of Interstate 64 and Interstate 75, making it easily accessible to residents of surrounding states including Ohio, Indiana, Illinois, Missouri, Tennessee, and West Virginia and Eastern Kentucky University strives to increase its non-resident student population to offset a loss of population within the service region.

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

SECTION ONE: TERMS OF THE AGREEMENT

1. The Council acknowledges that Eastern Kentucky University may have the flexibility to set non-resident tuition rates per academic year as long as the rates exceed the resident rate, excluding any scholarship or grant funding;
2. The Council acknowledges that Eastern Kentucky University has one of the highest percentage of Pell eligible students of any public comprehensive university in the Commonwealth, and that the cost of education is the primary factor affecting retention, persistence, and graduation rates at the University, particularly given the economic environment of the service region;
3. Eastern Kentucky University ensures that academically qualified Kentucky residents will not be displaced as a result of this agreement.
4. Eastern Kentucky University and the Council agree that students from the states of Alabama, Florida, Georgia, Illinois, Indiana, Missouri, Mississippi, Michigan, Maryland, North Carolina, Ohio, Pennsylvania, South Carolina, Tennessee, Virginia, Washington, D.C., West Virginia, Wisconsin, and other states and regions identified by the University, may receive a tuition scholarship aligned with the University's rate setting for non-resident students from those states.
5. The Council agrees that while the proposed program will not result in the average net tuition and fee revenue generated per nonresident undergraduate student equaling or exceeding 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students, the increased nonresident student enrollment will benefit both the Commonwealth and Eastern Kentucky University.
6. The Council agrees that due to the benefits of this program to the Commonwealth and Eastern Kentucky University, an exception to the nonresident tuition and fee policy is granted.
7. Eastern Kentucky University agrees to report to the council annually the results of this agreement. This report will include a summary of the entire program where a discount is applied. The summary shall include the following:
 - a. Total applications received and total accepted;
 - b. Total enrollment;
 - c. Enrollment demographics (e.g., underrepresented minorities, low-income, first generation);
 - d. Retention, graduation, and degrees conferred for the total area and broken down by each demographic group (as they become available); and
 - e. Total fee revenue generated by semester.

SECTION TWO: LENGTH OF THE AGREEMENT

Upon approval by the Council, this agreement is effective beginning April 24, 2020, and shall renew annually upon mutual consent of the parties.

APPROVED:

Aaron Thompson
President
Kentucky Council on Postsecondary Education

Date

David McFaddin
Interim President
Eastern Kentucky University

Date

Travis Powell
General Counsel
Council on Postsecondary Education

Date

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

This Memorandum of Understanding is made between Murray State University, located in Murray, Kentucky, and the Kentucky Council on Postsecondary Education, a governmental agency of the Commonwealth, with its address at 100 Airport Road, 2nd Floor, Frankfort, Kentucky 40601.

WITNESSETH:

WHEREAS, the Kentucky Council on Postsecondary Education (Council or CPE) is responsible for determining tuition at public postsecondary institutions in the Commonwealth of Kentucky;

WHEREAS, the Council annually adopts a Tuition and Mandatory Fee Policy (Policy) based on the following fundamental objectives:

- Funding Adequacy;
- Shared Benefits and Responsibility;
- Affordability and Access;
- Effective Use of Resources; and
- Attracting and Importing Talent to Kentucky

WHEREAS, the Policy acknowledges that in order to meet the last objective, the Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students;

WHEREAS, the standard for non-resident tuition articulated in the Policy requires that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the published in-state sticker price);

WHEREAS, the Policy allows institutions to request exceptions to the 130% threshold through a Memorandum of Understanding (MOU) process that delineates goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions;

WHEREAS, Murray State University desires to align financial aid around its strategic framework to improve access for students, particularly first generation, underrepresented and international, and create a geographically diverse student population;

WHEREAS, Murray State University requests an exception to the 130% threshold in order to assist in obtaining those goals;

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

WHEREAS, Murray State University's primary focus is to its Kentucky 18-county service region and other counties in Kentucky; however, to provide the quality of programs and services it is critical that Murray State University remain competitive to non-resident students, particularly those from regionally defined states.

WHEREAS, Murray State University has historically recruited and continues to recruit heavily in several regional and bordering states, and internationally, outside of Kentucky, including, but not limited to, Illinois, Tennessee, Missouri, Mississippi, Alabama, Arkansas and Indiana.

WHEREAS, Murray State University is an economic driver in Western Kentucky and the presence of non-resident students enhances the local, regional and state economic support the University provides. A larger student population is primarily limited to recruiting the non-resident student.

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

SECTION ONE: TERMS OF THE AGREEMENT

1. The Council acknowledges that Murray State University may have the flexibility to set non-resident tuition rates per academic year as long as the rates exceed the resident rate, excluding any scholarship or grant funding.
2. Murray State University agrees that students from all other states, that meet academic requirements for admission established by the University, may receive border county and regional grants, merit/need-based scholarships and be eligible for competitive scholarships offered by the University and unaffiliated foundation.
3. Murray State University ensures that academically qualified Kentucky residents will not be displaced as a result of this agreement.
4. Murray State University does not currently meet the new CPE requirement that net tuition and fee revenue from out-of-state students equals or exceeds 130% of the annual full-time gross tuition and fee charge assessed to resident undergraduate students. Murray State University has the current capacity to enroll added students to ensure a sustainable financial plan and can attract non-resident students to assist with supporting the costs of operating the institution.
5. The Council agrees that while the proposed program will not result in the average net tuition and fee revenue generated per nonresident undergraduate student equaling or exceeding 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students, the increased nonresident student enrollment will benefit both the Commonwealth and Murray State University.
6. The Council agrees that due to the benefits of this program to the Commonwealth and Murray State University, an exception to the nonresident tuition and fee policy is granted.

7. Murray State University agrees to report to the council annually the results of this agreement. This report will include a summary of the entire program where a discount is applied. The summary shall include the following:
- a. Total applications received and total accepted;
 - b. Total enrollment;
 - c. Enrollment demographics (e.g., underrepresented minorities, low-income, first generation);
 - d. Retention, graduation, and degrees conferred for the total area and broken down by each demographic group (as they become available); and
 - e. Total fee revenue generated by semester.

SECTION TWO: LENGTH OF THE AGREEMENT

Upon approval by the Council, this agreement is effective beginning April 24, 2020, and shall renew annually upon mutual consent of the parties.

APPROVED:

Aaron Thompson
President
Kentucky Council on Postsecondary Education

Date

Robert L Jackson
President
Murray State University

Date

Travis Powell
General Counsel
Kentucky Council on Postsecondary Education

Date

Attorney (optional)
Murray State University

Date

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

This Memorandum of Understanding is made between Northern Kentucky University, located in Highland Heights, 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 determining tuition at public postsecondary institutions in the Commonwealth of Kentucky;

WHEREAS, the Council annually adopts a Tuition and Mandatory Fee Policy (Policy) based on the following fundamental objectives:

- Funding Adequacy;
- Shared Benefits and Responsibility;
- Affordability and Access;
- Effective Use of Resources; and
- Attracting and Importing Talent to Kentucky

WHEREAS, the Policy acknowledges that in order to meet the last objective, the Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students;

WHEREAS, the standard for non-resident tuition articulated in the Policy requires that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the published in-state sticker price);

WHEREAS, the Policy allows institutions to request exceptions to the 130% threshold through a Memorandum of Understanding (MOU) process that delineates goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions;

WHEREAS, Northern Kentucky University (NKU) desires to align financial aid around its strategic framework to improve access for students, particularly first generation, underrepresented and international, and create a geographically diverse student population;

WHEREAS, NKU requests an exception to the 130% threshold in order to assist in obtaining those goals;

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

SECTION ONE: TERMS OF THE AGREEMENT

1. The Council acknowledges that Northern Kentucky University has launched a new tuition scholarship program – EDGE – beginning fall 2019.

Details of the EDGE program as launched Fall 2019 - EDGE, Educational Discount to Graduate and Excel, allows eligible, new first-time freshman entering NKU in the fall of 2019 to pay \$10,000 annual tuition plus all mandatory fees (subject to change based on tuition increases.) The nearly \$9,000 discount off the annual nonresident rate is accomplished using institutional scholarship dollars.

EDGE offers the tuition discount to recognize academic excellence of students from 12 states and 12 countries. The 12 states are Ohio, Indiana, Tennessee, Virginia, West Virginia, Illinois, Missouri, Wisconsin, Michigan, Pennsylvania, Maryland, and North Carolina. These states are geographically strategic and also align with our Horizon League teams. The 12 countries are Canada, Mexico, China, Japan, South Korea, Vietnam, Nepal, India, Ethiopia, Nigeria, Ivory Coast, and Senegal. These are countries that we have, or are developing, strategic alliances.

Update for Changes Fall 2020 – For Fall 2020, in order to expand our goals around our strategic framework and for simplicity, the EDGE program will include all states and countries and will use pricing of the resident rate plus \$500.

To be eligible, students must have a high school GPA of 2.5 unweighted or greater. Students must maintain full-time consecutive enrollments and be in good academic standing to continue receiving this tuition benefit.

Other stipulations of the program are as follows:

- State-to-State full tuition agreements supersede the EDGE award
 - The EDGE program is not available for students enrolled in fully online academic programs
 - Scholarship amount does not currently lower out-of-state tuition below the resident rate and is dependent on available funds
 - Northern Kentucky University will ensure that academically qualified Kentucky residents will not be displaced as a result of this agreement
 - Scholarship amount will be reviewed on an annual basis
2. The Council agrees that while the EDGE program will not result in the average net tuition and fee revenue generated per nonresident undergraduate student equaling or exceeding 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students, the increased nonresident student enrollment will benefit both the Commonwealth and Northern Kentucky University.
 3. The Council agrees that due to the benefits of the EDGE program to the Commonwealth and Northern Kentucky University, an exception to the nonresident tuition and fee policy is granted.
 4. Northern Kentucky University agrees to report to the council annually the results of this agreement. This report will include a summary of the entire program with breakouts of each

geographic area in which a tuition and fee discount is applied. Both the summary and the breakouts shall include the following:

- a. Total applications received and total accepted;
- b. Total enrollment;
- c. Enrollment demographics (e.g., underrepresented minorities, low-income, first generation);
- d. Retention, graduation, and degrees conferred for the total area and broken down by each demographic group (as they become available); and
- e. Total fee revenue generated by semester.

SECTION TWO: LENGTH OF THE AGREEMENT

Upon approval by the Council, this agreement is effective beginning February 1, 2020, and shall renew annually upon mutual consent of the parties.

APPROVED:

Aaron Thompson
President
Kentucky Council on Postsecondary Education

Date

Ashish Vaidya
President
Northern Kentucky University

Date

Travis Powell
General Counsel
Council on Postsecondary Education

Date

Attorney (optional)
Northern Kentucky University

Date

MEMORANDUM OF UNDERSTANDING
between
University of Louisville
and
THE KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

This Memorandum of Understanding is made between the University of Louisville, an agency of the Commonwealth of Kentucky and public institution of higher education with its address at 2301 South Third Street, Louisville, Kentucky 40292, 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 determining tuition at public postsecondary institutions in the Commonwealth of Kentucky;

WHEREAS, the Council annually adopts a Tuition and Mandatory Fee Policy (Policy) based on the following fundamental objectives:

- Funding Adequacy;
- Shared Benefits and Responsibility;
- Affordability and Access;
- Effective Use of Resources; and
- Attracting and Importing Talent to Kentucky

WHEREAS, the Policy acknowledges that in order to meet the last objective, the Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students;

WHEREAS, the standard for non-resident tuition articulated in the Policy requires that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the published in-state sticker price);

WHEREAS, the Policy allows institutions to request exceptions to the 130% threshold through a Memorandum of Understanding (MOU) process that delineates goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions;

WHEREAS, the University of Louisville (UofL) desires to align financial aid around its strategic framework to improve access for students, particularly first generation, underrepresented and international, and create a geographically diverse student population;

WHEREAS, UofL requests an exception to the 130% threshold in order to assist in obtaining those goals;

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

SECTION ONE: TERMS OF THE AGREEMENT

1. University Non-resident Undergraduate Tuition Rates. For fiscal year 2017-2018 (the most recent data available), the average net tuition and fee revenue per non-resident undergraduate student at the University was equal to approximately 127% of the published tuition and fee price for a resident undergraduate. The tuition policies of the University that are primarily responsible for the failure to meet the 130% requirement of the Revised Policy are as follows:

For active duty military, the University charges tuition at the rate of \$250 per credit hour which represents a discount of over 75% from the per credit hour rate for non-resident undergraduate students of \$1,088 for FY 2017-18. Virtually all of these active duty military students are classified as non-residents of Kentucky. With 93 students in this category for fiscal year 2017-2018, this has a material effect on the applicable ratio under the Revised Policy.

For online courses, all students, regardless of residency status, pay the same per credit hour rate which was \$497 in FY 2017-18. For the fall semester 2018, 957 non-resident undergraduate students enrolled in one or more online courses. This has a similar negative effect on the applicable ratio under the Revised Policy.

Students from Panama who take courses in their home country before transferring to the University do not pay tuition to the University, but they are included in the non-resident headcount figure. For the fall semester 2018, 186 students from Panama were counted. This, too, has a material effect on the applicable ratio under the Revised Policy.

In order to recruit highly qualified undergraduate students from out of state, the University offers focused institutional financial aid to prospective students with academic qualifications that exceed specific levels and indicate a strong likelihood of success at the University. The application of this institutional financial aid materially affects the applicable ratio under the Revised Policy.

While the tuition rates and institutional financial aid policies outlined above reduce the average net tuition and fee revenue per non-resident undergraduate student relative to the published tuition and fee price for resident undergraduates, these policies do not result in the displacement of resident students from the University. Furthermore, such policies have demonstrated benefits to the University and the Commonwealth.

2. The Council agrees that due to the benefits of the programs described above to the Commonwealth and UofL, an exception to the nonresident tuition and fee policy is granted.

UofL agrees to report to the council annually the results of this agreement. This report will include a summary of data regarding non-resident active duty military students, non-resident students taking online courses, students from Panama, highly qualified undergraduate students from out of state who receive focused institutional financial

aid, and any other data regarding the student demographics that contribute to the average net tuition and fee revenue generated per nonresident undergraduate student being less than 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students.

SECTION TWO: LENGTH OF THE AGREEMENT

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

APPROVED:

Aaron Thompson
President
Kentucky Council on Postsecondary Education

Date

Neeli Bendapudi
President
University of Louisville

Date

Travis Powell
General Counsel
Kentucky Council on Postsecondary Education

Date

Thomas A. Hoy
General Counsel
University of Louisville

Date

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

This Memorandum of Understanding is made between Western Kentucky University, located in Bowling Green, Kentucky, and the Kentucky Council on Postsecondary Education, a governmental agency of the Commonwealth, with its address at 100 Airport Road, 2nd Floor, Frankfort, Kentucky 40601.

WITNESSETH:

WHEREAS, the Kentucky Council on Postsecondary Education (Council or CPE) is responsible for determining tuition at public postsecondary institutions in the Commonwealth of Kentucky;

WHEREAS, the Council annually adopts a Tuition and Mandatory Fee Policy (Policy) based on the following fundamental objectives:

- Funding Adequacy;
- Shared Benefits and Responsibility;
- Affordability and Access;
- Effective Use of Resources; and
- Attracting and Importing Talent to Kentucky

WHEREAS, the Policy acknowledges that in order to meet the last objective, the Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students;

WHEREAS, the standard for non-resident tuition articulated in the Policy requires that in any given year, the average net tuition and fee revenue generated per nonresident undergraduate student equals or exceeds 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students (i.e., the published in-state sticker price);

WHEREAS, the Policy allows institutions to request exceptions to the 130% threshold through a Memorandum of Understanding (MOU) process that delineates goals and strategies embedded in enrollment management plans that advance the unique missions of requesting institutions;

WHEREAS, Western Kentucky University desires to align financial aid around its strategic framework to improve access for students, particularly first generation, underrepresented and international, and create a geographically diverse student population;

WHEREAS, Western Kentucky University requests an exception to the 130% threshold in order to assist in obtaining those goals;

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

WHEREAS, Western Kentucky University's primary focus is its Kentucky 27-county service region and other counties in Kentucky; however, to continue to provide local, regional, and state economic support and services it is critical that Western Kentucky University remain competitive to non-resident students, particularly those from regionally defined states and international countries.

WHEREAS, Western Kentucky University has historically recruited and continues to recruit heavily in several regional and bordering states, and internationally, outside of Kentucky.

WHEREAS, Western Kentucky University is an economic driver in South Central Kentucky and the presence of nonresident students enhances the local, regional and state economic support the University provides. A larger student population is primarily accomplished by recruiting non-resident students.

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

SECTION ONE: TERMS OF THE AGREEMENT

1. The Council acknowledges that Western Kentucky University may have the flexibility to set nonresident tuition rates per academic year as long as the rates exceed the resident rate, excluding any scholarship or grant funding.
2. Western Kentucky University agrees that students from all other states that meet academic requirements for admission established by the University may receive border county and regional grants, merit/need-based scholarships, and be eligible for competitive scholarships offered by the University and unaffiliated foundations.
3. Western Kentucky University ensures that academically qualified Kentucky residents will not be displaced as a result of this agreement. Western Kentucky University also ensures that no domestic student will be displaced by the enrollment of international students.
4. Western Kentucky University has the current capacity to enroll additional students to ensure a sustainable financial plan and can attract non-resident students to assist with supporting the costs of operating the institution.

5. The Council agrees that while the proposed program will not result in the average net tuition and fee revenue generated per nonresident undergraduate student equaling or exceeding 130% of the annual full-time tuition and fee charge assessed to resident undergraduate students, the increased nonresident student enrollment will benefit both the Commonwealth and Western Kentucky University.

6. The Council agrees that due to the benefits of this program to the Commonwealth and Western Kentucky University, an exception to the nonresident tuition and fee policy is granted.

7. Western Kentucky University agrees to report to the council annually the results of this agreement. This report will include a summary of the entire program where a discount is applied. The summary shall include the following:
 - a. Total applications received and total accepted;
 - b. Total enrollment;
 - c. Enrollment demographics (e.g., underrepresented minorities, low-income, first generation);
 - d. Retention, graduation, and degrees conferred for the total area and broken down by each demographic group (as they become available); and
 - e. Total fee revenue generated by semester.

SECTION TWO: LENGTH OF THE AGREEMENT

Upon approval by the Council, this agreement is effective beginning April 24, 2020, and shall renew annually upon mutual consent of the parties.

APPROVED:

 Aaron Thompson
 President
 Kentucky Council on Postsecondary Education

 Date

 Timothy Caboni
 President
 Western Kentucky University

 Date

Travis Powell
General Counsel
Kentucky Council on Postsecondary Education

Date

Attorney (optional)
Western Kentucky University

Date

TITLE: Interim Capital Project – WKU Reconfigure Health Science Classrooms

RECOMMENDATION: The Finance Committee recommends approval of a \$1,500,000 agency fund interim capital project at Western Kentucky University to reconfigure classrooms in their Health Sciences Complex.

PRESENTERS: Ben Brandstetter, Chair of Finance Committee

COMMITTEE REVIEW & APPROVAL

The Finance Committee reviewed and approved the proposed Interim Capital Project on March 18, 2020.

SUPPORTING INFORMATION

Western Kentucky University (WKU) officials request authorization for an interim capital project to reconfigure three classrooms in the Medical Center/Health Sciences Complex to create two larger classrooms with a minimum of 140 seats. WKU's nursing program continues to expand; however, it has created an unwanted and ineffective learning environment. Current classroom spaces have students participating by watching the lectures/classroom instruction via electronic media in an adjoining room. This has created a situation requiring additional staffing to meet accreditation requirements. The project was approved by WKU's Board of Regents on March 6, 2020.

House Bill 592 (2018) created a new provision in KRS 164A.575, that allows public postsecondary institutions to authorize capital projects not specifically listed in the state budget as long as the projects are funded with non-general fund appropriations, do not jeopardize funding for existing programs, and are reported by the institution to the Capital Projects and Bond Oversight Committee. The pertinent section of KRS 164A.575 is provided below:

- (15) Notwithstanding KRS 45.760, the governing board may authorize a capital construction project or a major item of equipment even though it is not

specifically listed in any branch budget bill, subject to the following conditions and procedures:

- (a) The full cost shall be funded solely by non-general fund appropriations;
- (b) Moneys specifically budgeted and appropriated by the General Assembly for another purpose shall not be allotted or re-allotted for expenditure on the project or major item of equipment. Moneys utilized shall not jeopardize any existing program and shall not require the use of any current general funds specifically dedicated to existing programs; and
- (c) The institution's president, or designee, shall submit the project or major item of equipment to the Capital Projects and Bond Oversight Committee for review as provided by KRS 45.800.

The approval process for a capital project that exceeds \$1,000,000 is as follows:

- The project must be approved by an institution's board of trustees or regents;
- The project must be submitted to the Council on Postsecondary Education for review and action;
- If approved by the Council, projects at KCTCS and KSU are submitted to the Secretary of the Finance and Administration Cabinet for review and action, and subsequently submitted by the Secretary to the Capital Projects and Bond Oversight Committee for review;
- If approved by the Council, projects at EKV, MoSV, MuSV, NKU, UK, UofL, and WKU are submitted by the requesting institution to the Capital Projects and Bond Oversight Committee for review, and a copy is provided to the Finance and Administration Cabinet as information; and
- Following review and action by the appropriate agencies, the project may be initiated by the requesting institution.

Because this project was not previously approved by the Council and it was not authorized in the enacted 2018-20 budget (HB 200), Council approval is now required to authorize this project. WKU will not be debt financing any portion of this project; therefore, provisions of KRS 45.763 do not apply.

NEXT STEPS

Following Council action, staff will notify the president of WKU, the Secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee of the Council's recommendation concerning this project.



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH
CHIEF FACILITIES OFFICER

March 10, 2020

Shaun McKiernan
Director, Budget and Finance
Council on Postsecondary Education

502-892-3039 (direct), 502-573-1555 (main)

Attention: Mr. Shaun McKiernan,

Western Kentucky University requests authorization for the reconfiguration/renovation of three (3) existing ninety (90) seat classrooms into two larger classrooms with a minimum seating capacity of 140 seats each. WKU's Board of Regents unanimously approved this project at our March 06, 2020 meeting, action item FB-5 attached.

The School of Nursing and Allied Health located in "The Medical Center/WKU Health Sciences Complex" (MCHC) has continued to expand and is currently filling up one of the current classrooms spaces with the additional students participating in the adjoining room watching the lectures/classroom instruction via electronic media. This has created an unwanted learning environment and requires additional staffing to meet accreditation requirements.

The program has increased our nursing cohorts each semester from 80 to 100-130, but we have accreditation by KYBN approval to accept 160 per semester. This project will address our current student demands and will help fill the shortage regionally and nationally by increasing the numbers of students we admit and graduate each semester.

The project cost estimate of \$1,500,000 has been derived by the WKU's Planning, Design and Construction office.

Thank you for your consideration, respectfully,

Bryan B. Russell, LEED®AP
Chief Facilities Officer

Chief Facilities Officer Division
Parking Structure #1, Room 134
1906 College Heights Blvd. #21091-1091
Bowling Green, KY 42101-1091

The Spirit Makes the Master

Chief Facilities Officer | Western Kentucky University | 1906 College Heights Blvd. #21091 | Bowling Green, KY 42101-1091
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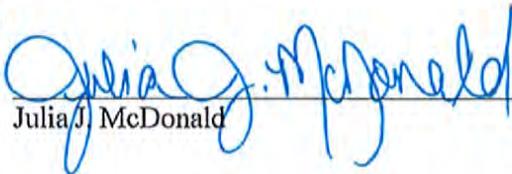
cc: Dr. Timothy C. Caboni, President
Dr. Tania B. Basta, Dean – College of Health & Human Services
Susan I. Howarth, Exec. VP, Strategy, Operations & Finance
Jennifer Breiwa Smith, Special Assistant to the President for Government and Community Relations

CERTIFICATION

Comes Julia J. McDonald, Assistant to the President and Western Kentucky University Board of Regents, and after being duly sworn, hereby states as follows:

1. The attached records are a true and accurate copy of an agenda item to grant approval of an allocation not to exceed \$1,500,000 to renovate classroom spaces for the WKU nursing program located in the Health Sciences Complex;
2. This item appeared on the March 6, 2020 meeting agenda for the WKU Board of Regents;
3. The item was approved and passed unanimously.

This 10th day of March, 2020.



Julia J. McDonald

COMMONWEALTH OF KENTUCKY)
COUNTY OF WARREN)

Personally appeared before me, the undersigned Notary Public in and for said County and State, the within named Julia J. McDonald, with whom I am personally acquainted or proved to me on the basis of satisfactory evidence, and who upon oath acknowledged that she executed the within named will instrument for the purposes therein contained, this the 10th day of March, 2020.



NOTARY PUBLIC-STATE AT LARGE

My commission expires: 6/15/2023





WESTERN KENTUCKY UNIVERSITY

Board of Regents ~ First Quarterly Meeting

March 6, 2020 – 9:00 a.m. (CT)

Jody Richards Hall ~ Cornelius A. Martin Regents Room

AGENDA

- Call to Order (*Mr. Frederick A. Higdon, Chair*)
 - Roll Call (*Mr. David S. Brinkley, Secretary*)
 - Approval of Minutes
 - Fourth Quarterly Meeting – December 13, 2019
-

1. ACADEMIC AFFAIRS

Action Items:

- AA-1 Approval of Undergraduate Certificate in Chinese Studies [pp 1-6]
 - AA-2 Approval of Undergraduate Certificate in German Studies [pp 7-11]
 - AA-3 Approval of Emeritus Appointment [p 12]
-

2. EXECUTIVE

Action Items:

- EX-1 Authorization to Purchase Property at 1560 Normal Street [p 1]
- EX-2 Approval of Annual Salary Recommendation for President [p 2]
- EX-3 Approval of Philanthropic Naming Request [p 3]
- *EX-4 Authorization to Grant Easement to Bowling Green Municipal Utilities [pp 4-5]

**This item was not presented at the executive committee meeting on December 13*

3. FINANCE AND BUDGET

Action Items:

- FB-1 Approval of 2019-20 Operating Budget Revisions [pp 1-2]
- FB-2 Approval of Personnel Actions [p 3 and attached reports]
- FB-3 Acceptance of the Auditor's Reports and Financial Statements for WKYU-TV and WKYU-FM Radio
[p 4 / auditor's reports were distributed with committee materials]
- FB-4 Acceptance for filing the 2019-20 First Quarter Statement of Revenues & Expenditures [pp 5-6]
- *FB-5 Approval of Allocation to Renovate Health Sciences Complex [p 7 and attached MOU]

**This item was not presented at the finance and budget committee meeting on December 13*

4. STUDENT AFFAIRS

Information Item:

- Recruitment Update (*Dr. Jace Lux*)
-

5. OTHER BUSINESS / ANNOUNCEMENTS

- President's Report (*Dr. Timothy C. Caboni*)

Upcoming dates:

- April 17, 2020 – Committee Meetings and Campaign Kick-Off Event
 - May 15, 2020 – Second Quarterly Meeting
 - May 15, 2020 – Commencement
 - May 16, 2020 – College Recognition Ceremonies
 - June 26, 2020 – Special Budget Approval and Committee Meetings
 - August 6, 2020 – Retreat
 - August 7, 2020 – Third Quarterly Meeting
 - October 23, 2020 – Committee Meetings
 - December 11, 2020 – Fourth Quarterly Meeting
-

6. ADJOURN

Upon adjournment, the Board of Regents will tour the WKU Commons

RENOVATE HEALTH SCIENCES COMPLEX

REQUEST:

Approve allocation not to exceed **\$1,500,000** for renovating classroom spaces for the Nursing Program located in the Health Services Complex. Legislation passed during the 2018 Regular Session of the General Assembly amended KRS 7A.010 and KRS 45.750 in regard to capital project thresholds to \$1,000,000 which requires Board authorization.

FACTS:

The Western Kentucky University School of Nursing and Allied Health offers several programs for those seeking to enter the nursing profession, advances nursing career or to become a dental hygienist.

The School of Nursing is housed in the Medical Center/WKU Health Services Complex and has requested that their instructional space be reconfigured from three classrooms with a seating capacity of 90 students each. These three classrooms will be combined to two larger classrooms with a minimum seating capacity of 140 seats per space. Combining the rooms will increase student interaction with the faculty and reduce the number of assistants needed to monitor classroom assignments, projects and exams.

The project will require removing two walls and adding one back to the center of room 1106. This will expand occupancy to 140 students in each room. AV will need will be updated and will include new Zoom capability. The project must be completed by August 15, 2020 to meet our current fall enrollment.

BUDGETARY IMPLICATIONS:

This project will be completed using Academic Affairs carry forward funds.

RECOMMENDATION:

President Timothy C. Caboni recommends the Board of Regents approve \$1,500,000 for the renovation/reconfiguration for the Nursing school project.

MOTION:

Approve the allocation to complete the renovation.

MEMORANDUM OF UNDERSTANDING

THIS MEMORANDUM OF UNDERSTANDING, effective on the date of the last signatory hereto, by and between **BOWLING GREEN-WARREN COUNTY COMMUNITY HOSPITAL CORPORATION, d/b/a THE MEDICAL CENTER** ("Landlord") and **WESTERN KENTUCKY UNIVERSITY**, a public institution of higher education of the Commonwealth of Kentucky ("Tenant");

WHEREAS, Landlord and Tenant entered into a Health Sciences Complex Lease dated June 1, 2012; and

WHEREAS, Tenant has requested that Landlord renovate three of the large classrooms on the 1st Floor of the Health Sciences Complex; and

WHEREAS, Landlord has agreed to make such renovations subject to reimbursement by the Tenant;

NOW, THEREFORE, in consideration of the promises and mutual covenants herein contained, the parties hereto agree as follows:

1. Landlord agrees to renovate three designated large classrooms on the First Floor of the Health Sciences Complex as requested by Tenant. Landlord agrees to obtain appropriate architectural drawings, solicit bids for completion of construction based upon architectural drawings approved by Tenant and provide overall management for the renovations. Tenant shall be responsible for any modifications to current furniture, purchase of new furniture as needed, fixtures and equipment, approval of the selection of finishes and for all information technology components related to the renovations. The description of the renovation project shall be set in architectural drawings as agreed to by the parties.

2. Tenant agrees to reimburse Landlord for all costs and expense related to completion of Tenant's requested renovations. Landlord shall invoice Tenant monthly based on the amount of then current contract draws following completion and submission of architectural drawings and determination of estimated cost. Should Tenant decline to complete the requested renovations, Tenant agrees to reimburse Landlord for all expenses incurred by Landlord. Should Tenant proceed with the renovation project Tenant agrees to reimburse Landlord for all costs related to any modification or change orders following acceptance of construction contract bid proposals.

Landlord and Tenant have executed this Memorandum of Understanding as of the dates set out hereinbelow.

LANDLORD:

**BOWLING GREEN-WARREN COUNTY COMMUNITY
HOSPITAL CORPORATIN d/b/a THE MEDICAL CENTER**

By: _____
(signature)

Printed Name: _____

Title: _____

Date: _____

TENANT:

WESTERN KENTUCKY UNIVERSITY

By: _____
(signature)

Printed Name: _____

Title: _____

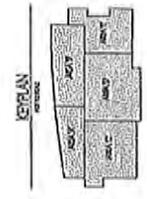
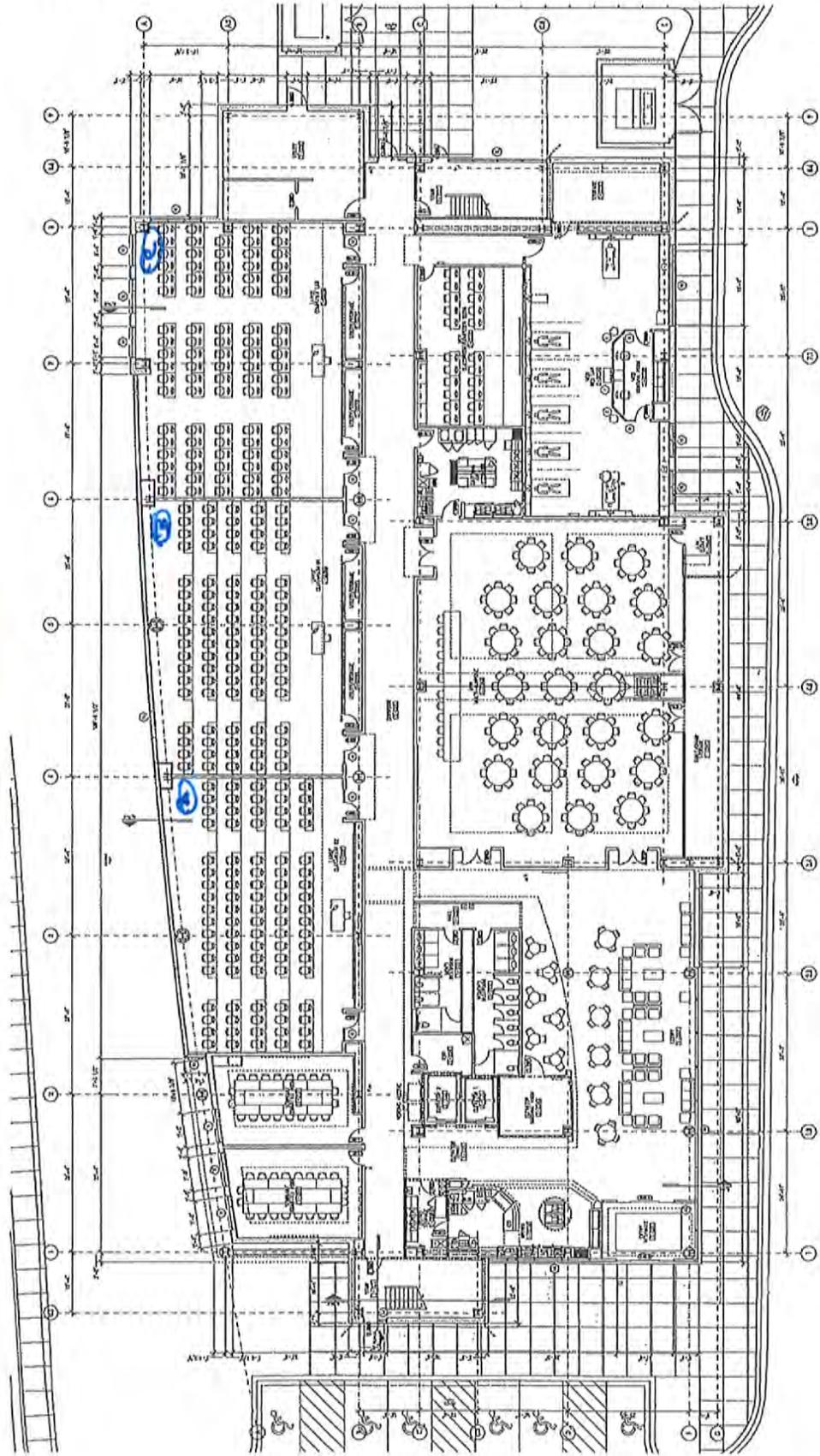
Date: _____



COMPOSITE FIRST FLOOR PLAN
 NURSING PT & ACADEMIC COMPLEX
 BOWLING GREEN, KENTUCKY

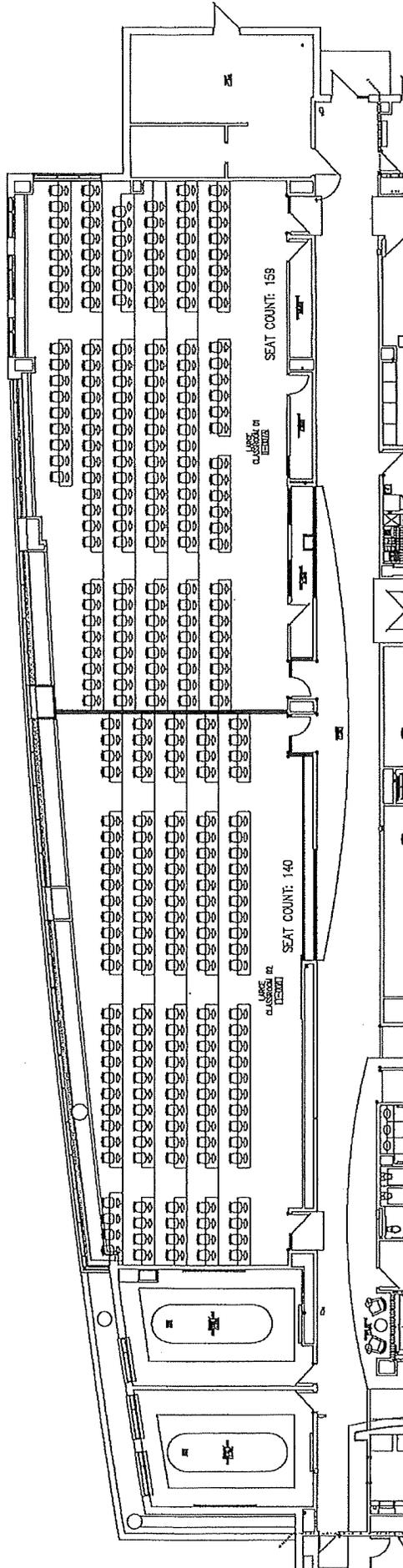
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EXISTING CLASSROOMS

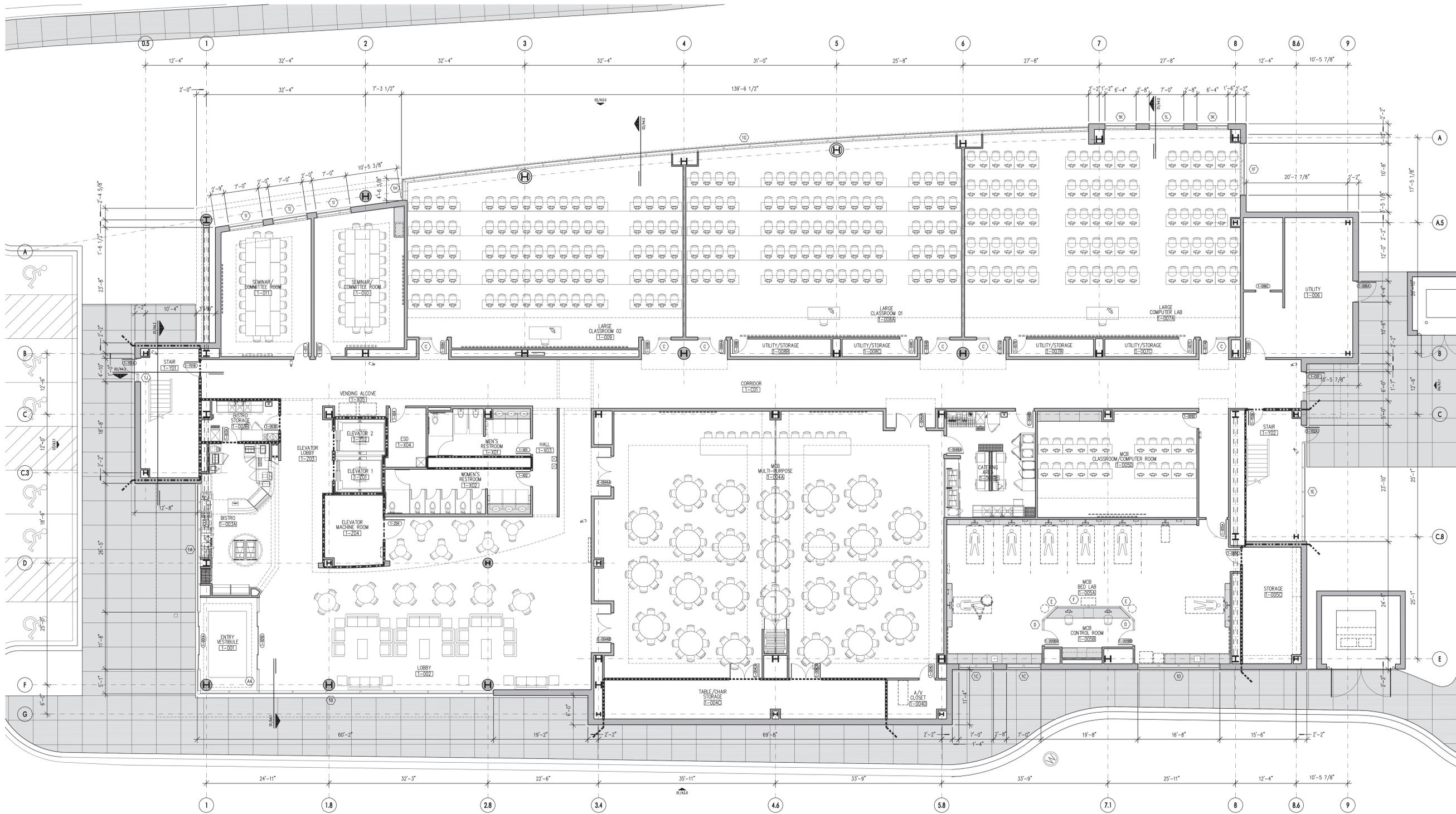


01 COMPOSITE FIRST FLOOR PLAN

2020 MCHC NURSING CLASSROOM RENOVATION

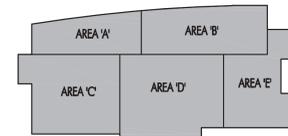


REFERENCE ENLARGED FIRST FLOOR PLAN SHEETS FOR COMPLETE LISTING OF GENERAL NOTES AND PLAN LEGEND.



KEYPLAN

NOT TO SCALE



01 COMPOSITE FIRST FLOOR PLAN
A1.1 1/8" = 1'-0" NORTH



STENGEN-HILL
ARCHITECTURE

613 WEST MAIN STREET
LOUISVILLE, KENTUCKY 40202
502.893.1875
502.893.1876 fax



Civil Engineering



Structural Engineering

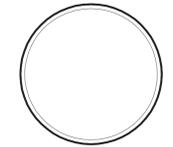


Mechanical/Electrical Engineering



Interior Design

THE MEDICAL CENTER AT BOWLING GREEN



COMPOSITE FIRST FLOOR PLAN
NURSING, PT & ACADEMIC COMPLEX
THE MEDICAL CENTER
BOWLING GREEN, KENTUCKY

04 MAY 2012
MCB0808

A1.1

DESIGN DEVELOPMENT



**ACADEMIC & STRATEGIC INITIATIVES
COMMITTEE
REPORT AND RECOMMENDED ACTION ITEMS**

APRIL 24, 2020

TITLE: Proposed New Academic Programs

RECOMMENDATION: The Academic & Strategic Initiatives Committee recommends the Council approve the proposed New Academic Programs from Eastern Kentucky University, Northern Kentucky University and the University of Kentucky.

PRESENTER: Lori Harper, Chair of Academic & Strategic Initiatives Committee

COMMITTEE REVIEW & APPROVAL

The Academic & Strategic Initiatives Committee reviewed the proposed new academic programs and approved them on March 25, 2020.

PROGRAMS PROPOSED FOR APPROVAL

Eastern Kentucky University

- Master of Social Work, CIP Code 44.0701

Northern Kentucky University

- Cybersecurity (B.S.) CIP Code 11.1003

University of Kentucky

- Biomedical Engineering (BS) CIP Code 14.0501
- Computer Engineering (MS) CIP Code 14.0901
- Computer Engineering (PhD) CIP Code 14.0901
- Teacher Preparation Program in Visual Impairments (MS) CIP Code 13.1009
- Orientation and Mobility (MA) CIP Code 13.1009
- Product Design (BS) CIP Code 50.0404
- Supply Chain Engineering (MS) CIP Code 14.3501
- Supply Chain Management (MS) – CIP Code 52.1399

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.

Proposed summaries for each program are attached and 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: Eastern Kentucky University

Program Name: Social Work

Degree Designation: MASTER OF SOCIAL WORK (MSW)

Degree Level : Master's

Program Description

The Master of Social Work (MSW) Program builds on a generalist foundation to prepare students to be advanced generalist social workers. The advanced generalist social work concentration teaches students to integrate social work theory, practice, and research as well as draw from interdisciplinary perspectives to support the well-being of individuals, groups, families, organizations, and communities.

The Eastern Kentucky University (EKU) Master of Social Work (MSW) Program will consist of 30 credit hours in the Advanced Standing Program and 60 credit hours in the Regular Program.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

no

CIP Code: 44.0701

Credit Hours: 60

Institutional Board Approval Date: 4/20/2020

Implementation Date: 8/15/2020

Student Demand

Year 1 - 16

Year 2 - 24

Year 3 - 32

Year 4 - 32

Year 5 - 32

Market Demand

According to a market research report by Anderson and Diaz (2015), the demand for social workers has been historic with a 23 percent increase in the south since the second half of 2013. The Bureau of Labor Statistics (BLS) (2019) estimates that all social work jobs will grow much faster than average, 11 percent between 2018 and 2028, due to an increased demand for healthcare and social services specific to areas of specialty.

Employment Demand

	Regional	State	National
Type Of Job	Child, Family, and School Social Workers		
Avg. Wage	\$38,830	\$40,950	\$49,760
# Jobs (Postings)	920	920	38300
Expected Growth	6%	6%	14%
Type Of Job	Healthcare Social Workers		
Avg. Wage	\$43,850	\$50,340	\$58,470
# Jobs (Postings)	220	220	22900
Expected Growth	17%	17%	20%
Type Of Job	Mental Health and Substance Abuse Social Worker		
Avg. Wage	\$29,450	\$35,600	\$49,630
# Jobs (Postings)	110	110	15900
Expected Growth	15%	15%	19%
Type Of Job	Social Workers, all other		
Avg. Wage	\$43,130	\$58,050	\$62,660
# Jobs (Postings)	70	70	7200
Expected Growth	3%	3%	8%

Indicate source of market demand information

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Social Workers, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/social-workers.htm> (visited October 18, 2019).

Projections Central, State Occupational Projections, Long Term Occupational Projections, on the Internet at <https://projectionscentral.com/Projections/LongTerm> (visited October 18, 2019).

2012-2016

Academic Demand

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) when evaluating a social work program for accreditation. EPAS supports academic excellence by establishing thresholds for professional competence. EPAS recognizes a holistic view of competence; that is, social work competence is the ability

to integrate and apply social work knowledge, values, and skills to practice situations. Competent social work practitioners seek to promote human and community well-being in a manner that is purposeful, intentional, and professional. This includes the social worker's ability to engage in critical thinking, affective reactions, and exercise judgment that is congruent with unique situations. Therefore, student learning outcomes are the following Social Work Competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The George Washington University Health Workforce Institute (2019a,c) also found that most MSWs (89% to 92%) were satisfied with their degree. They often became social workers due to flexibility in job opportunities, good knowledge base, social justice orientation, and opportunity for self-growth. Most graduates who searched for social work-related positions were offered a job (ranging from 76% to 79%) with 75% planning to seek licensure and nearly 50% planning to continue their education. MSW graduates assumed a wide variety of positions some of which did not include social worker in their title, but required social work skills like the following:

Caseworker/Care Coordinator/Manager

- Case Worker
- Care Coordinator
- Care/Case Manager
- Clinical Care Coordinator
- Mental Health Specialist/Counselor

Program Coordination/Project Management

- Program Coordinator/Manager
- Director of Program Events
- Intergenerational Program Coordinator
- Program Analyst

Academic/Education

- Researcher/Research Assistant
- Student Support
- School Coordinator
- Teacher/Assistant, including Special Ed
- School Counselor

Other job titles

- Adoption and Foster Recruitment Supervisor
- Advocate
- Chemical Dependency Counselor
- Family Liaison
- Forensic Interviewer

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
6618	00927500	Northern Kentucky University	MSW	Social Work	2015
3248	00198900	University of Kentucky	MSW	Social Work	2015
4450	00199900	University of Louisville	MSW	Social Work	2015
5049	00200200	Western Kentucky University	MSW	Social Work	2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

The majority of online MSW programs are not accessible for students who are already employed, especially those living and working in Kentucky. There are various requirements such as campus residency, synchronous courses, and sporadic on-site campus visits and/or in-person class attendance. Twenty-five online MSW programs disallow Kentucky residents from enrolling. Currently, there are only nineteen programs that offer an advanced-standing MSW degree program that is 1) completely online with no residential requirements and 2) allow Kentucky resident admissions.

- **Brescia University:** This university is located in Owensboro, Kentucky. It has a 60-hour MSW program as well as a 30-hour Advanced Standing program in advanced generalist practice. However, they require students to attend weekly, evening, synchronous “class chats” for all courses. This could prove to be a barrier for some students with small children or have evening employment.
- **Campbellsville University:** This university is located in Campbellsville, Kentucky. It has a 60-hour MSW program as well as a 30-hour Advanced Standing program in advanced generalist practice and clinical practice. This program has enrolled numerous ECU BSW graduates and exemplifies the concept of an online asynchronistic program that requires no residential component.
- **University of Kentucky:** This program is located in Lexington, Kentucky. It offers a part-time 60-hour as well as 30-hour Advanced Standing program in advanced generalist practice. Hybrid and fully online program with synchronous and asynchronous classes which could be a barrier.
- **University of Louisville:** This program is located in Louisville, Kentucky. It offers the 60-hour and 30-hour program. Within the MSSW online program, students have the option of choosing an online specialization in Psychosocial Oncology, Mental Health, Alcohol and Drug Counseling, Military Social Work or Gerontology. Fully online

program with synchronous and asynchronous classes which could be a barrier. This program also charges the most per credit hour (\$764, see Table 2).

- Western Kentucky University: This university is located in Bowling Green, Kentucky. It offers the 60-hour and 33-hour program Advanced Standing program in advanced generalist rural practice. WKU requires online students to attend an on-campus orientation and some classes are synchronous which could be a barrier.

Only one (1) (Campbellsville) out of five online MSW Programs in Kentucky are comparable to ECU's proposed program when considering residency requirements, proximity to Richmond, and asynchronous sessions. It is also important to note that students who have already paid for one degree may be especially sensitive to cost per credit hour in seeking a second degree. In Table 2, there is a review of costs in the five MSW programs available. This does not include costs associated with being an out-of-state student or additional credit hours to complete a certificate program.

Comparison of Student Populations:

see above

Access to Existing Programs:

see above

Feedback from Other Institutions:

The development of the MSW program has been an ongoing process dating back to 2017. During this time, faculty had informal conversations with faculty in other social work programs in Kentucky with more recent conversations with ECU BSW students and alumni. These conversations have been positive, but more formal conversations are necessary now that plans for the MSW Program are solidifying.

Cost

Projected Revenue over Next Five Years (\$) : 6765640

Projected Expenses over Next Five Years (\$) : 4127629

Will Additional faculty be needed? Yes

A full-time faculty member has been hired to be the MSW Program Director once this program has achieved Candidacy status through CSWE. A search is underway for a full-time MSW Field Director to start Fall 2020. CSWE Accreditation Standards require a total of 6 faculty with primary assignment to the MSW program. This requirement can be reached using the two new hires, existing faculty and part time faculty as needed.

Provide a budgetary rationale for creating this new program

E-Campus programs are self-funded, reliant only on their own revenues to pay for program expenses. This requires educational innovation that builds on past and current success in online education. One of the signature features of the ECU MSW Online Program is student access to Interdisciplinary University Certificate Programs. Interdisciplinary University Certificate Programs have been created as an extension of the MSW Online Program based on popular national MSW certificate offerings, employment trends, and certificates in other Kentucky programs. The curriculum for each certificate includes online graduate courses being offered by partners across the University and are specific to the certificate being offered, and so this collaboration helps offset the cost of developing new social work

PROPOSED PROGRAM SUMMARY

Institution: Northern Kentucky University
Program Name: BS in Cybersecurity

Program Description: According to the Cybersecurity Curricular Guidelines 2017 (CSEC2017), “Cybersecurity is a computing-based discipline involving technology, people, information, and processes to enable assured operations in the context of adversaries.”

The proposed Bachelor of Science in Cybersecurity degree program would expand on NKU’s existing curricular strengths as a DHS/NSA Center of Academic Excellence (CAE) in Cyber Defense Education by creating a new degree program that would meet both the CSEC2017 and the updated 2018 DHS/NSA requirements for the university’s recertification as a CAE in 2019. The new program would build upon existing cybersecurity courses in Business Information Systems, Computer Information Technology, and Computer Science, while creating a small number of new courses.

CIP Code: 11.1003

Credit Hours: 120

(Tentative) Institutional Board Approval Date: November 2019

Implementation Date: January 13, 2020

Student Demand

We have seen strong interest in the Cybersecurity track of the Computer Information Technology degree in 2016. As of spring 2019, the Cybersecurity track is the highest enrolled track in the BS/CIT degree.

Students interested in other cybersecurity career paths, such as security engineer or architect roles, do not have a program that serves their needs. High participation in NKU’s cyber defense team, with many students attending the weekly Friday night practices that cover material beyond the BS/CIT curriculum, demonstrates interest in cybersecurity knowledge beyond what is currently offered in our curriculum.

5 Year Projected Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New Students	30	60	90	120	120
Current/Existing Students	20	40	60	80	80
Total Student Enrollment	50	100	150	200	200

Market Demand

Cybersecurity is a rapidly growing field with many unfilled job positions in the region. According to the National Institute of Standards and Technology, there are 1,608 open cybersecurity positions in the state of Kentucky and 1,290 open positions in the Greater Cincinnati metropolitan area.

CSEC2017 was recently published by the Joint Task Force (JTF) on Cybersecurity Education, defining standards for university degrees in cybersecurity. The document begins by citing studies showing a global shortfall of 1.8 million cybersecurity professionals by 2022 without the creation of new degree programs in cybersecurity.

The publication of CSEC2017 provides an opportunity for NKU to get ahead of the curve by creating a Bachelor of Cybersecurity program that can meet the rapidly growing demand for cybersecurity professionals. No such degree program exists in Kentucky or the Greater Cincinnati region. However, as a member of the JTF, the author heard many other participants describe plans for creating cybersecurity degree programs after publication of the standard.

There are a variety of certificate programs, concentrations, and tracks, like the cybersecurity track in NKU's own Computer Information Technology B.S. degree program, there are no B.S. in Cybersecurity. The closest in name is ECU's Bachelor of Network Security and Electronics degree program. However, this program does not meet CSEC2017 requirements and includes only 2 security courses, which is less than the number of security courses required by NKU's CIT cybersecurity track or even NKU's Information Security minor.

The B.S. Cybersecurity program would differ from NKU's Cybersecurity Track in Computer Information Technology by offering a broader focus, including several courses from Business Information Systems and Computer Science.

Employer Demand:

	Regional	State	National	Growth Projections
Type of Job	Cybersecurity Specialists	Cybersecurity Specialists	Cybersecurity Specialists	Cybersecurity Specialists
Average Wage	\$95,060	\$83,890	\$98,350	28% from 2016-2026 (much faster than average)
# of Openings	1410	1644	313,735	up to 1.8 million by 2022 (worldwide)
Type of Job				
Average Wage				
# of Openings				
Type of Job				

Average Wage				
# of Openings				
Type of Job				
Average Wage				
# of Openings				
Type of Job				
Average Wage				
# of Openings				

Academic Demand

N/A - degree's role is to produce graduates immediately ready for the workforce.

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
Program 1 EKU-BS in Digital Forensics and Cybersecurity	EKU’s program focuses on digital forensics and cybercrime investigation. It does not educate professionals for roles like security architect and security engineer in the corporate or non-profit sector as NKU’s proposed cybersecurity program does. There is much higher demand for cybersecurity talent in the private sector than in law enforcement.	EKU's student population largely comes from the central KY region while NKU's comes mostly from northern KY and Cincinnati.	Access should be equal.	There is some expressed interest in collaborating across the two programs. Otherwise, the two programs are separate and have somewhat differing goals and curricula.
Program 2				
Program 3				

Comparison of Objectives/Focus/Curriculum to Similar Programs: *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

Comparison of Student Populations:

Access to Existing Programs:

Feedback from Other Institutions:

Cost

Projected Revenue over Next Five Years	\$1,206,000
Projected Expenses over Next Five Years	\$727,174.07
Net Cost over Next Five Years	483,825.93

Will additional faculty be needed? The department has just hired two new faculty to support this and existing computer security programs. 1 additional faculty member is anticipated in year 4. As noted above, projected revenue greatly exceeds projected expenses, so the cost for the new faculty is covered by the program's revenue.

Provide a budgetary rationale for creating this new program: Cybersecurity is one of the largest in-demand job areas in the tech industry and growth projection indicates a growing need. As the cybersecurity program builds upon curricula of two existing programs (BS CIT and BS in computer science), expenses are minimal. Aside from 1 new faculty (to go along with two new hires and 3 additional existing faculty), the other expenses are for hardware upgrades in year 3, student workers, marketing, and professional development.

PROPOSED PROGRAM SUMMARY

Council on Postsecondary Education

Institution:

University of Kentucky

Program Name:

Biomedical Engineering

Degree Designation

Bachelor of Science

CIP Code:

14.0501

Credit Hours:

128

(Tentative) Institutional Board Approval Date:

02/21/2020

Implementation Date:

08/19/2020

Program Description:

Describe the program and its aims

Biomedical engineering (BME) is a multidisciplinary field that applies engineering principles and design methods to improve the interaction and integration of engineering with medicine and biological sciences for improving human health and solving healthcare challenges.

The proposed 4-year Bachelor of Science (BS) in BME undergraduate program is designed for students who aspire to engineer novel treatments, devices, materials, technologies, or processes to improve human healthcare. Students seeking careers in industry, the healthcare professions, government agencies, or graduate studies in BME are candidates for this program.

The proposed curriculum provides students with a unique set of qualitative and quantitative healthcare problem definition, analysis, and solution skills. This program uses the shared freshman-engineering curriculum and offers students the flexibility to select among a variety of foundational engineering courses beginning in the 3rd semester and a variety of upper-level BME courses in the senior year. A novel 2- semester interdisciplinary Capstone Senior Design project focused on creative engineering solution of an actual healthcare issue posed by collaborating industrial and/or healthcare partners completes the curriculum. BME and Product Design courses jointly created by BME and College of Design faculty, are integrat

to semesters 4 to 8 of the proposed program and are intended to instill “design-thinking” in students.

The proposed curriculum is distinct from other BS BME programs due to these integral design-thinking courses and experiences integral to the proposed curriculum. These design-thinking experiences balance left-brain oriented technical curriculum with right-brain creative approaches to cultivating crucial abilities needed to: 1) communicate empathetically with all stakeholders in a design cycle; 2) frame healthcare challenges into engineering problems; and 3) design, prototype, build, test, refine. and implement solutions that solve contemporary healthcare challenges problems and meet all user needs.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

No, however the program will support the Product Design program in the College of Design.

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
32	70	110	120	120

Market Demand:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.

The United States spent 17.1% of Gross National Product on healthcare in 2014. This percentage is expected to increase to 19.9% by 2025. Advanced healthcare technology, while partially responsible for this escalating cost, is also partially the solution. Development of such technology relies upon human workforce development, and in turn, biomedical engineering educational programs that prepare the next generation of engineers.

This may help explain why biomedical engineering programs enjoy robust enrollments in the top 10 (US News & World Report) engineering schools. Recently published undergraduate enrollments are Georgia Tech (1,300), Hopkins (480), MIT (149), Duke (263), Stanford (graduate only), UC San Diego (~2,500), UC Berkeley (400), Rice University (~200), University Michigan (~200), and University Pennsylvania (~ 300).

The proposed program is unlike all other existing BME programs due to its programmatic design and intended mission. The integral juxtaposition of engineering and design courses, together with laboratory, studio and clinical immersive experiences, will equally develop both technical engineering and creative design skills in students. The mission of proposed program graduates is to create a new era of biomedical technology that cost-effectively advances human healthcare and wellbeing, increases access to healthcare, or provides a standard of care equivalent healthcare quality at substantially reduced cost.

Demand for this program is manifested by student enrollment in our BME minor (currently 30 students), oral expression of student interest, and enrollment data at other institutions.

Answer either Employer Demand or Academic Demand below

Employer Demand: ¹

If the program is designed for students to enter the workforce immediately, please complete the following table.

	Regional	State	National
Type of Job	Biomedical Engineer		
Average Wage	\$70,766	\$61,951	\$73,297
# of Openings	29	9	2,049
Growth Projections	12.7%	25%	23.1%
Type of Job			
Average Wage			
# of Openings			
Growth Projections			
Type of Job			
Average Wage			
# of Openings			
Growth Projections			
Type of Job			
Average Wage			
# of Openings			
Growth Projections			
Type of Job			
Average Wage			
# of Openings			
Growth Projections			

Please note the time frame for the projections and source of the market demand information:

Data was provided by Burning Glass and represented data collected from BLS, Actual Job Postings, and Proprietary Data Models.

Salary range is for the last 12 months

Projections are from 2019-2030.

Academic Demand:

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

NA

Unnecessary Duplication

List any similar programs based on CIP codes or other programs that are similar but may be classified in a different CIP code.

	Program	Institution
Program 1:	Bioengineering	University of Louisville
Program 2:		
Program 3:		
Program 4:		
Program 5:		

- a. **Comparison of Objectives/Focus/Curriculum to Similar Programs:** *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

While using the same CIP code, all other biomedical engineering programs focus heavily, if not exclusively, on science and technical learning. The proposed program is distinguished because in addition to the requisite sciences and engineering coursework, it provides a strong experiential learning component integral to product design coursework and hands-on (shop and studio) experiences incorporating design, prototyping, computational modeling, and immersive learning in nontraditional settings. These experiences are guided by faculty and fellow student inspired design-based thinking. Students completing the proposed program will gain an extraordinarily useful and professionally powerful skill set that can be gainfully employed to create innovative new biomedical technologies in a humanistic and economically relevant manner.

- b. **Comparison of Student Populations:** *Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*

There would be a similar population of students but currently there is an excess demand that is not being met.

- c. **Access to Existing Programs:** *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*

Recent communication with colleagues at the University of Louisville (the only other institution in Kentucky that offers a Bachelor's Degree in Biomedical Engineering) indicates that they reject approximately 50 students per year from their program due to their self-imposed enrollment cap. Activation of the proposed degree program at UK will enable in-state retention of many of these Kentucky residents and draw others to UK who would ordinarily seek education at non-Kentucky institutions.

d. Feedback from Other Institutions: *Summarize the feedback from colleagues at institutions with similar programs.*

Recent communication with colleagues at the University of Louisville (the only other institution in Kentucky that offers a Bachelor's Degree in Biomedical Engineering) indicates that they reject approximately 50 students per year from their program due to their self-imposed enrollment cap. Activation of the proposed degree program at UK will enable in-state retention of many of these Kentucky residents and draw others to UK who would ordinarily seek education at non-Kentucky institutions.

Cost

Please provide a summary of revenues and expenditures.

Projected Revenue over Next Five Years	\$7,237,891
Projected Expenses over Next Five Years	\$3,256,983

Will additional faculty be needed?

If yes, please explain how the institution will pay for these additional costs.

Provide a budgetary rationale for creating this new program:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.

The current program will be net positive

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Computer Engineering
Degree Designation: MASTER OF SCIENCE (MS)
Degree Level : Master's

Program Description

The proposed Master's program in Computer Engineering (MSCompE) will offer both a Plan A Thesis Option (24 hours of coursework plus a 6-credit thesis) and a Plan B Non-Thesis (30 hours of coursework which may include a 3-credit project) option. The proposed program will provide an advanced degree in the area of Computer Engineering, an area in which we already have a successful undergraduate program and successful faculty research.

The field of computer engineering integrates expertise from both electrical engineering and computer science, emphasizing an understanding of computer architecture, hardware/software interface, and the integration of computers into products and systems at a larger scale. It involves developing technical skills in traditional areas of electrical engineering, such as analog and digital circuit design and communications systems, as well as in areas related to computer science, such as software development and operating systems. Sub-disciplines within Computer Engineering include Computer Software Engineering and Computer Hardware Engineering, which emphasize the software and hardware sides of computer systems, respectively. As might be expected in such a broad field, there are a great many specialty areas as well, which change regularly to match the needs of the job market.

The proposed program will support the College of Engineering's mission "to provide education, research, and service in a scholarly environment in a way that prepares our students for successful professional careers, addresses the changing needs of our other constituents, and responds to the technological challenges facing the Commonwealth and the Nation." The development of graduate programs in Computer Engineering will further enhance the College's ability to pursue its "Top 50" vision of being internationally recognized and ranked as one of the top 50 colleges of engineering in the United States.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify
NA

CIP Code: 14.0901
Credit Hours: 30
Institutional Board Approval Date: 2/20/2020
Implementation Date: 8/12/2020

Student Demand

Year 1	- 10
Year 2	- 15
Year 3	- 20
Year 4	- 20
Year 5	- 20

Market Demand

Strong motivating factors support the need to implement graduate programs in the area of Computer Engineering. This program will enable us to:

- Provide advanced training in the areas of computer hardware and software engineering needed to support continued regional and national workforce demands.
- Improve our ability to recruit and retain faculty in this area, in support of not only the CompE undergraduate program but the CS and EE undergraduate and graduate programs as well.
- Improve our ability to recruit qualified graduate Teaching Assistants with backgrounds in Computer Engineering, in support of CompE, CS, and EE programs.
- Create an appropriate curriculum and program infrastructure for those faculty and graduate students who are already doing research in the area of Computer Engineering. (Currently graduate students doing work in this area must identify as either CS or EE and fulfill those program requirements.)
- Strengthen our research infrastructure by providing much-needed research and technical support for the many other disciplines and projects throughout UK who rely on expertise in Computer Engineering to support and carry out their scholarly work. The need for advanced knowledge in high-performance computing systems is growing across nearly all branches of scholarship. Demand and salaries in computer engineering continue to be strong. According to Bureau of Labor Statistics estimates, employment in computer occupations is projected to increase by 12.5 percent from 2014 to 2024; this growth is expected to result in nearly half a million new jobs, far more than in any other STEM field. Currently, the median annual wage for Computer Engineers ranges from \$107K to \$150K depending on factors such as employment sector (industry, academia, government) and geographical location. (Bureau of Labor Statistics, 2015)

STEM fields continue their upward growth in undergraduate and graduate degrees awarded. Of

those degrees, the largest percentage increases in recent years have been in fields related to computer engineering. For example, from the most recent ASEE data, growth in Bachelor's degrees in Computer Engineering from 2014 to 2015 was 16.2% while combined Electrical and Computer Engineering Bachelor's grew 21.3%. At the graduate level as well, computer engineering-related programs had some of the largest percentage increases among all engineering fields. Nationally, MS degrees in Computer Engineering have grown more than 40% in the past 15 years (Yoder, 2016).

Salary growth in computer engineering continues to be strong. According to Bureau of Labor Statistics estimates, employment in computer occupations is projected to increase by 12.5 percent from 2014 to 2024; this growth is expected to result in nearly half a million new jobs, far more than in any other STEM field. Currently, the median annual wage for Computer Engineers ranges from \$107K to \$150K depending on factors like the employment sector (industry, academia, government) and geographical location.(Bureau of Labor Statistics, 2015) In fact, nearly all of the 10 fastest growing STEM occupations that require a bachelor’s or higher degree are in the computer and mathematics groups. Some of the fastest-growing of these are in computer systems design and related services. The rapid growth projected is due in large part to the projected growth for the industry of 23 percent. (Fayer, 2017)

Employment Demand

	Regional	State	National
Type Of Job	Computer Programmer		
Avg. Wage	\$72,864	\$71,654	\$84,346
# Jobs (Postings)	188	114	20116
Expected Growth	13%	9%	7%
Type Of Job	Data Engineer		
Avg. Wage	\$114,874	\$133,081	\$113,630
# Jobs (Postings)	49	16	12368
Expected Growth	11%	15%	12%
Type Of Job	Network Engineer Architect		
Avg. Wage	\$104,195	\$1,021,094	\$105,115
# Jobs (Postings)	608	139	36892
Expected Growth	7%	12%	10%
Type Of Job	Software Developer/Engineer		
Avg. Wage	\$89,219	\$84,934	\$84,346
# Jobs (Postings)	2810	1131	291783
Expected Growth	24%	33%	31%
Type Of Job	Software QA Engineer/Tester		
Avg. Wage	\$104,197	\$96,082	\$105,457
# Jobs (Postings)	340	192	85153
Expected Growth	9%	11%	9%

Indicate source of market demand information

Data was collected from Burning Glass and uses realtime job market data and bls data. # of openings are for the last 12 months and projected are from is 2019-2028.

Academic Demand

NA

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
4399	00199900	University of Louisville	MENG	Computer Science and Engineering	2015
11133	00199900	University of Louisville	MS	Computer Science	2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

The University of Louisville has an MS program in "Computer Science" . Its curriculum is strictly Computer Science, however, requiring some subjects that our proposed program omits (in the area of foundational (theory) and analytic (modeling) courses. It omits subjects that our proposed program requires, including embedded systems, digital computer structure, and compiler construction (offered as electives). The focus of the Louisville program is, therefore “classical” computer science. The focus of the proposed program is the intersection of computer science and electrical engineering.

Comparison of Student Populations:

The proposed program will, in particular, better serve the UK undergraduate population. It will also better distinguish the CS, ECE, and Computer Engineering disciplines.

Access to Existing Programs:

Geographically, students from the central and eastern parts of the state have better access to UK. There is a tremendous need and growth in this discipline, more than enough to justify multiple programs within one state. There are currently at least 86 U.S. universities with MS programs in Computer Engineering (per ASEE data 2016), and more than 200 undergraduate programs in the field.

Feedback from Other Institutions:

The proposal was submitted to the Chair of the Department of Computer Science and Engineering at the Speed School of Engineering for review and the response was positive and we have full support for the program

Cost

Projected Revenue over Next Five Years (\$) : 863100

Projected Expenses over Next Five Years (\$) : 188750

Will Additional faculty be needed? No

Provide a budgetary rationale for creating this new program

The number of undergraduate and graduate programs in the area of Computer Engineering is growing rapidly nationally. The fastest growth in STEM fields in recent years has been in fields related to computer engineering. For example, from the most recent ASEE data, growth in Bachelor's degrees in Computer Engineering from 2014 to 2015 was 16.2% while combined Electrical and Computer Engineering Bachelor's grew 21.3%. At the graduate level, computer engineering-related programs had some of the largest percentage increases among all engineering fields. The number of MS degrees granted in Computer Engineering has grown more than 30% over the past 15 years to more than 2,000 nationally (Yoder, 2016).

Existing faculty will teach in the program so no new faculty will be necessary, so the program

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Computer Engineering
Degree Designation: DOCTOR OF PHILOSOPHY (PHD)
Degree Level : Doctor's Degree Research/Scholarship

Program Description

The proposed doctoral program in Computer Engineering (PhD Computer Engineering) will provide an advanced degree in the area of Computer Engineering, an area in which we already have a successful undergraduate program and successful faculty research.

The field of computer engineering integrates expertise from both electrical engineering and computer science, emphasizing an understanding of computer architecture, hardware/software interface, and the integration of computers into products and systems at a larger scale. It involves developing technical skills in traditional areas of electrical engineering, such as analog and digital circuit design and communications systems, as well as in areas related to computer science, such as software development and operating systems. Sub-disciplines within Computer Engineering include Computer Software Engineering and Computer Hardware Engineering, which emphasize the software and hardware sides of computer systems, respectively. As might be expected in such a broad field, there are many specialty areas as well, which change regularly to match the needs of the job market.

The proposed program will support the College of Engineering's mission "to provide education, research, and service in a scholarly environment in a way that prepares our students for successful professional careers addresses the changing needs of our other constituents, and responds to the technological challenges facing the Commonwealth and the Nation." The development of graduate programs in Computer Engineering will further enhance the College's ability to pursue its "Top 50" vision of being internationally recognized and ranked as one of the top 50 colleges of engineering in the United States.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

The proposed PhD program in Computer Engineering will support the existing undergraduate program in Computer Engineering, as well as the existing grad programs in EE and CS.

CIP Code: 14.0901
Credit Hours: 36
Institutional Board Approval Date: 2/20/2020
Implementation Date: 8/12/2020

Student Demand

Year 1	- 4
Year 2	- 7
Year 3	- 10
Year 4	- 10
Year 5	- 10

Market Demand

Strong motivating factors support the need to implement graduate programs in the area of Computer Engineering. This program will enable us to:

- Provide advanced training in the areas of computer hardware and software engineering needed to support continued regional and national workforce demands
- Improve our ability to recruit and retain faculty in this area, in support of not only the CompE undergraduate program but the CS and EE undergraduate and graduate programs as well.
- Improve our ability to recruit qualified graduate Teaching Assistants with backgrounds in Computer Engineering, in support of CompE, CS, and EE programs.
- Create an appropriate curriculum and program infrastructure for those faculty and graduate students who are already conducting research in the area of Computer Engineering. (Currently graduate students doing work in this area must identify as either CS or EE and fulfill those program requirements.)
- Strengthen our research infrastructure by providing much-needed research and technical support for the many other disciplines and projects throughout UK who rely on expertise in Computer Engineering to support and carry out their scholarly work. The need for advanced knowledge in high-performance computing systems is growing across nearly all branches of scholarship.

Demand and salaries in computer engineering continue to be strong. According to Bureau of Labor Statistics estimates, employment in computer occupations is projected to increase by 12.5 percent from 2014 to 2024; this growth is expected to result in nearly half a million new jobs, far more than in any other STEM field. Currently, the median annual wage for Computer Engineers ranges from \$107K to \$150K depending on factors like employment sector (industry, academia, government) and geographical location. (Bureau of Labor Statistics, 2015)

Employment Demand

	Regional	State	National
Type Of Job	Computer Programmer		
Avg. Wage	\$72,864	\$71,654	\$84,346
# Jobs (Postings)	188	114	20116
Expected Growth	13%	9%	7%
Type Of Job	COmputer Science, Postsecondary Teacher		
Avg. Wage	\$83,411	\$91,973	\$87,048
# Jobs (Postings)	56	66	2846
Expected Growth	5%	6%	8%
Type Of Job	Data Engineer		
Avg. Wage	\$114,876	\$133,081	\$113,630
# Jobs (Postings)	49	16	12368
Expected Growth	11%	15%	12%
Type Of Job	Network Engineer Architect		
Avg. Wage	\$104,159	\$102,104	\$105,115
# Jobs (Postings)	608	139	36892
Expected Growth	7%	12%	10%
Type Of Job	Software Developer/Engineer		
Avg. Wage	\$89,219	\$84,934	\$84,346
# Jobs (Postings)	2810	1131	29783
Expected Growth	24%	33%	31%
Type Of Job	Software QA Engineer/Tester		
Avg. Wage	\$104,197	\$96,082	\$105,457
# Jobs (Postings)	340	192	85153
Expected Growth	9%	11%	9%

Indicate source of market demand information

Data was collected from Burning Glass and uses realtime job market data and bls data. # of openings are for the last 12 months and projected are from is 2019-2028.

Academic Demand

NA

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
4359	00199900	University of Louisville	PHD	Computer Science and Engineering	2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

Our program is at the intersection of two fields. Its focus, therefore, is on the “systems” side of computer science and the “computer” side of Electrical Engineering.

Comparison of Student Populations:

The programs have similar targeted student populations but the demand for the program is high enough to support an additional program.

Access to Existing Programs:

Only the University of Louisville offers a similar program which limits the number of students who can enroll in such a program.

The number of jobs in the field continues to grow and the demand exceeds the number of graduates of any single university in the state.

Feedback from Other Institutions:

The proposal was submitted to the Chair of the Department of Computer Science and Engineering at the Speed School of Engineering for review and the response was positive and we have full support for the program.

Cost**Projected Revenue over Next Five Years (\$) : 416500****Projected Expenses over Next Five Years (\$) : 188750****Will Additional faculty be needed? No****Provide a budgetary rationale for creating this new program**

The number of undergraduate and graduate programs in the area of Computer Engineering is growing rapidly nationally. The fastest growth within STEM fields in recent years has been in fields related to computer engineering. At the graduate level, computer engineering-related programs have had some of the largest percentage increases among all engineering fields. The number of PhD degrees granted in Computer Engineering has grown more than 200% over the past 15 years. (Yoder, 2016). According to ASEE 2016 data, 46 universities now offer doctoral programs in Computer Engineering. The only program in Kentucky that covers this area is the University of Louisville, which has a doctoral program in "Computer Science and Computer Engineering" that crosses both disciplines. There is a clear need for

PROPOSED PROGRAM SUMMARY

Council on Postsecondary Education

Institution:

University of Kentucky

Program Name:

Teacher Preparation in Visual Impairment

Degree Designation

Master of Arts

CIP Code:

13.1009

Credit Hours:

33 credits

**(Tentative) Institutional
Board Approval Date:**

2/21/2020

Implementation Date:

5/15/2020

Program Description:

Describe the program and its aims

The Teacher Preparation Program in Visual Impairments is designed to train Teachers of the Visually Impaired (TVIs) to work with children from preschool through graduation who are blind and visually impaired, including those with and without additional disabilities. TVIs modify instruction and materials for students to gain access to the core curriculum, as well as teach the expanded core curriculum, which consist of nine specific skill areas such as assistive technology, independent living, and sensory efficiency that are needed for post-graduation success. The current TVI certification program consists of three tracks, one for initial teaching candidates, one for initial teaching candidates that are employed as a TVI while enrolled in the program (alternate certification), and the last for those candidates who already hold a teaching degree and/or certification in another area. The master's degree will be inclusive to all three of these certification programs and will consist of the core Visual Impairment (VI) classes.

The TVI program uses a hybrid model with synchronous classes offered via Zoom, face-to-face weekends, and intensive summer courses held at University of Kentucky and Kentucky School for the Blind (KSB) in Louisville.

There are ten core VI classes for the program that focus specifically on visual impairments, the final one consisting of student teaching or field experience. The total credit hours for the degree program is 33. It should be noted that the degree requirements are different from Kentucky teacher certification requirements, which may require additional coursework.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

This program will supplement the current VI certification program.

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
13	28	30	30	30

Market Demand:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.

Teachers of the Visually Impaired are considered a critical shortage area across the nation. The current certification program has been running at or above capacity since the first cohort started in 2013. Despite 59 TVIs completing the program, 35 of the 39 current students are working on the job while in the program on "emergency" certifications. At present, there are numerous unfilled positions for TVIs across Kentucky, with little hope they will find a teacher.

Answer either Employer Demand or Academic Demand below

Employer Demand: ¹

If the program is designed for students to enter the workforce immediately, please complete the following table.

	Regional	State	National
Type of Job	Special Education Teacher		
Average Wage	\$48865	\$48340	\$50652
# of Openings	83	131	18578
Growth Projections	10%	10.43%	9.9%
Type of Job	Vocational Rehabilitation Counselor		
Average Wage	\$62,318	\$37,724	\$42926
# of Openings	1	9	1330
Growth Projections	10.9%	10.9%	12.6%
Type of Job	Low Vision Therapist, Orientation and Mobility Specialist		
Average Wage	NA	NA	\$69,179
# of Openings			239
Growth Projections	23.1%	21.8%	23.8%
Type of Job			
Average Wage			
# of Openings			
Growth Projections			
Type of Job			
Average Wage			
# of Openings			
Growth Projections			

Please note the time frame for the projections and source of the market demand information:

Market Demand data was pulled from Burning Glass and utilizes BLS data, actual job postings, and proprietary data models. Salary is 12-month averages. And Projections are 2019-2030.

Academic Demand:

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

NA

Unnecessary Duplication

List any similar programs based on CIP codes or other programs that are similar but may be classified in a different CIP code.

	Program	Institution
Program 1:	NA	NA
Program 2:		
Program 3:		
Program 4:		
Program 5:		

- a. **Comparison of Objectives/Focus/Curriculum to Similar Programs:** Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.

Not applicable

- b. **Comparison of Student Populations:** Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).

Not applicable

- c. **Access to Existing Programs:** Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).

Not applicable

- d. **Feedback from Other Institutions:** Summarize the feedback from colleagues at institutions with similar programs.

Not applicable

Cost

Please provide a summary of revenues and expenditures.

Projected Revenue over Next Five Years	\$1,800,226
Projected Expenses over Next Five Years	\$1,633,713

Will additional faculty be needed?

If yes, please explain how the institution will pay for these additional costs.

No

Provide a budgetary rationale for creating this new program:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.

This program is the only one in Kentucky that trains Teachers of the Visually Impaired (TVIs). The current teacher certification program has been in high demand, as UK is the only university in Kentucky that trains Teachers of the Visually Impaired (TVIs). As of August 2019, the program has certified 59 TVIs since it started in 2013 and has another 38 currently enrolled in the program. Each cohort has been running at or above capacity due to the severe shortages in this area, as indicated by the Kentucky Department of Education's (KDE) critical shortage area list. In addition, over 95% of the teacher candidates in the program were employed as their school district's TVI while completing the program, since no fully certified TVIs were available. This shortage of TVIs extends nationally, as there is a critical shortage across the U.S. The program will be supported by a grant from the KDE.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Orientation and Mobility
Degree Designation: MASTER OF ARTS (MA)
Degree Level : Master's

Program Description

Orientation and mobility is how individuals with visual impairments know their position in space and how to move within the environment. It includes the concepts, skills, and techniques used to travel through the environment. The focus of orientation and mobility is to promote the maximum level of independence for an individual who is blind or visually impaired. The specialized program will address the orientation and mobility needs of children with blindness and visual impairments, individuals with complex needs, and adults with vision loss. The Orientation and Mobility (O&M) program intends to prepare instructors to fill a severe need in the Commonwealth of Kentucky. Orientation and Mobility Specialists may work with all age ranges and in a variety of educational and rehabilitative settings. The proposed program will use a hybrid model with synchronous classes offered via Zoom, face-to-face weekends, and intensive summer courses held at University of Kentucky and Kentucky School for the Blind. There will be 11-14 classes for a total of 30 or 39 graduate credit hours for a Master's of Arts degree. In year one, coursework focuses on the foundations of O&M, the impact of vision loss for learners across the lifespan, and O&M skills and techniques for independent travel. Coursework in year two will concentrate on methods in O&M, needs of individuals with complex needs, and assessment in O&M. After coursework in year two, students will complete an O&M internship in educational and rehabilitative settings totaling 350 hours as needed for national certification to become a Certified Orientation and Mobility Specialist (COMS) by the Academy for the Certification of Vision Rehabilitation and Education Professionals (ACVREP).

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify

No

CIP Code: 13.1009
Credit Hours: 30
Institutional Board Approval Date: 12/10/2019
Implementation Date: 8/26/2020

Student Demand

Year 1 - 8
Year 2 - 10
Year 3 - 10
Year 4 - 12
Year 5 - 12

Market Demand

A survey was distributed at a state conference of approximately 120 vision education and rehabilitation professionals to determine the level of need for an O&M program and interest in attending the program. Of the 49% that responded, 97% of respondents stated there was a great need for a university program in O&M, and 3% stated there was a need for a university program. For level of student interest, 22% of respondents stated they were very interested, 22% were interested, and 18% had some interest in attending a university O&M program. Across the Commonwealth, there is a critical shortage in every region in exceptional children, a category in which O&M is included. Nationwide, there were approximately 1,100 postings for Low Vision Therapists, O&M Specialists, and Vision Rehabilitation Therapists as obtained by Burning Glass. The projected employment growth at the state level is estimated at 45.7% and estimated at 26.6% at the national level.

Graduates may be employed as Orientation and Mobility Specialists in a variety of settings. Orientation and Mobility Specialists may be employed in school settings under the category of vision specialists or related service providers. Other settings are adult rehabilitation agencies, the Veteran's administration, and private agencies for the blind and visually impaired. Additionally, O&M Specialists may work as an independent contractor servicing individuals who are blind and visually impaired from infancy to advanced age. Average wages for an O&M Specialist with a graduate degree will vary depending on the region of the United States, the employer, and years of experience. Average salaries range from \$35,000 to \$80,000. The job outlook for graduates is excellent with national job openings.

Employment Demand

	Regional	State	National
Type Of Job	Low Vision Therapist, Orientation and Mobility Specialist		
Avg. Wage	\$0	\$0	\$69,179
# Jobs (Postings)	0	0	239
Expected Growth	22%	22%	24%
Type Of Job	Special Education Teacher		
Avg. Wage	\$48,340	\$48,865	\$50,652
# Jobs (Postings)	131	83	18578
Expected Growth	10%	10%	10%
Type Of Job	Vocational Rehabilitation Counselor		
Avg. Wage	\$37,724	\$62,318	\$42,926
# Jobs (Postings)	9	1	1330
Expected Growth	11%	11%	13%

Indicate source of market demand information

Burning Glass Technologies utilizes actual real-time job postings, BLS Data, and proprietary data models. Projections are for 2019-2028

Academic Demand

NA

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
8218	00199900	University of Louisville	MEd		2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

NA, Not found in program inventory

Comparison of Student Populations:

NA, Not found in program inventory

Access to Existing Programs:

NA, Not found in program inventory

Feedback from Other Institutions:

NA, Not found in program inventory

Cost

Projected Revenue over Next Five Years (\$) : 2175874

Projected Expenses over Next Five Years (\$) : 1201566

Will Additional faculty be needed? Yes

External funding from the Kentucky Department of Education has been secured to hire a full-time assistant or associate professor with a degree in Orientation and Mobility. The new faculty must be a Certified Orientation and Mobility Specialist (COMS) and have a minimum of three years of experience as a Certified Orientation and Mobility Specialist. Potential faculty candidates were interviewed in Spring 2019, and the search committee made a recommendation for hire. Dr. Justin Kaiser started this position in August of 2019.

Provide a budgetary rationale for creating this new program

here are approximately 3000 Certified Orientation and Mobility Specialists and professionals with the National Orientation and Mobility Certification as of October 2018. Even using conservative estimates, there should be between 2181 to 8241 additional O&M professionals to adequately provide O&M instruction to the current population of children with visual impairments across the United States. As last reported in 2007, university programs were preparing approximately 250 vision professionals per year, which is insufficient in meeting the current demand for services.

In school districts across the Commonwealth, there is an extensive demand for Certified Orientation and Mobility Specialists as more students are identified and as people move towards retirement from the profession. The major

PROPOSED PROGRAM SUMMARY

Council on Postsecondary Education

Institution:

University of Kentucky

Program Name:

Product Design

Degree Designation

Bachelor of Science

CIP Code:

50.0404

Credit Hours:

125

(Tentative) Institutional Board Approval Date:

2/21/2020

Implementation Date:

8/20/2020

Program Description:

Describe the program and its aims

Product design, also known as industrial design, is a strategic problem-solving process that drives innovation, builds business success, and leads to a better quality of life through innovative products, systems, services, and experiences. The Bachelor of Science in Product Design (BSPD) is a new program in the College of Design that offers an undergraduate degree to students pursuing professional careers in product design. The BSPD is a 4-year program requiring 125 total credits, consisting of sequential design studios with continuous support courses in ergonomics and user experience (UX); a history and theory course sequence; a steady menu of technical classes in computer-aided design (CAD), visualization, and materials and manufacturing processes; research classes; entrepreneurship, integrated studios with other disciplines; and specialized short courses (modules) for advanced focus.

The BSPD program aligns with the University of Kentucky Strategic Plan by fulfilling the goal of undergraduate student success by offering a new degree choice in the Commonwealth and, for applicants outside of Kentucky, a product design degree with special emphasis on ergonomics, UX, and healthcare solutions. The BSPD is part of a suite of new offerings that include a collaboration with Biomedical Engineering (BME); some of the courses throughout the curriculum are jointly created by College of Design and BME faculty to enhance a deeper foundation in ergonomics, better preparing students for future specialization.

The BSPD program also advances the College of Design Strategic Plan by expanding program offerings in the College and creating synergy with existing degrees. The program further contributes to achieving the

Kentucky Council on Postsecondary Education Strategic Agenda by offering a new option to Kentucky students and a potential new entrepreneurial workforce in the region.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

This program will enhance the School of Architecture, School of Interiors, and Department of Historic Preservation existing programs by creating synergy between undergraduate students in cross-listed courses, as well as providing dual-degree and minor options within the College of Design. The program will also enhance the opportunities for undergraduates in the Department of Landscape Architecture and Biomedical Engineering.

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
18	37	48	71	93

Market Demand:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.

In preparation for the BSPD proposal, the College contracted with STAMATS, a higher education marketing firm to compile/assess data on the regional/national opportunity for this degree at the University of Kentucky. In the U.S., there is currently 12% growth in product design degrees and 20% growth in programs.

The manufacturing industry accounts for 18.3% of Kentucky's annual economic output; the BSPD could deliver graduates into a lucrative employment market. In 2016, there were 14,161 jobs posted for product design positions in the U.S. The data indicates that the labor market for such professionals is large and growing at approximately the same rate as the broader U.S. economy.

This BSPD will increase enrollment and program opportunities for the College of Design, offering a progressive program with lower enrollment fees, a copious job market, and salary earning potential of 21% higher than the national average. Professionals in the product design field can expect higher salaries than 59% of all positions offering \$75K or more. With an emphasis on healthcare design, we can focus on a current trend in U.S expenditure: 17.1% of the GNP was on healthcare in 2014 (19.9% by 2025).

Based on STAMATS data and recent reports at the Industrial Designers Society of America (IDSA), entry level product designers can expect to make \$60 - \$70K, while entry level UX designers can expect \$100K with significant demand over the next decade. Across the U.S. in 2016, 14,161 jobs related to product design were posted and that number has been growing steadily since 2011 but more rapidly since 2014. Nearly 1 in 5 jobs related to product design posted in 2016 were located in the Detroit area, suggesting the demand for designers for automotive design. San Francisco and

New York were the next two locations with the highest number of job postings, followed by Los Angeles, San Jose, Chicago, Boston, Seattle, Minneapolis, Phoenix, Atlanta, Washington, DC, Dallas, Portland, OR, Philadelphia, Cleveland, Milwaukee, Charlotte, in that order.

Answer either Employer Demand or Academic Demand below

Employer Demand: ¹

If the program is designed for students to enter the workforce immediately, please complete the following table.

	Regional	State	National
Type of Job	Commercial & Industrial Designers		
Average Wage	\$80,296	\$76,294	\$88,620
# of Openings	320	105	24,094
Growth Projections	8.1%	-2.9%	4.3%
Type of Job	Designer, All Other		
Average Wage	\$59,052	\$56,190	\$67,533
# of Openings	352	78	23,927
Growth Projections	NA	3.3%	5.6%
Type of Job	Ergonomist		
Average Wage	\$71,930	\$51,548	\$85,698
# of Openings	27	15	919
Growth Projections	13.36%	11.1%	9.7%
Type of Job	Industrial Engineer		
Average Wage	\$74,836	\$74,499	\$76,477
# of Openings	916	378	30,611
Growth Projections	13.6%	11.1%	9.7%
Type of Job			
Average Wage			
# of Openings			
Growth Projections			

Please note the time frame for the projections and source of the market demand information:

Data was pulled from Burning Glass which pulls physical job postings over a 12 month period as well as BLS data. Projections are from 2019-2028

¹

Academic Demand:

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

NA

Unnecessary Duplication

List any similar programs based on CIP codes or other programs that are similar but may be classified in a different CIP code.

	Program	Institution
Program 1:	NA	
Program 2:	NA	
Program 3:	NA	
Program 4:	NA	
Program 5:	NA	

- a. **Comparison of Objectives/Focus/Curriculum to Similar Programs:** *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

NA

- b. **Comparison of Student Populations:** *Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*

NA

- c. **Access to Existing Programs:** *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*

NA

- d. **Feedback from Other Institutions:** *Summarize the feedback from colleagues at institutions with similar programs.*

NA

Cost

Please provide a summary of revenues and expenditures.

Projected Revenue over Next Five Years	\$4,167,012
Projected Expenses over Next Five Years	\$2,007,304

Will additional faculty be needed?

If yes, please explain how the institution will pay for these additional costs.

YEAR 1: an acting (visiting) director will be appointed for the first year, assisted by one visiting faculty and one new junior faculty member. YEAR 2: a new permanent director will be in place, one existing junior faculty, and two visiting faculty. YEAR 3: a director, two junior faculty and two visiting faculty. YEAR 4: a director, one senior faculty, two junior faculty and one visiting faculty. YEAR 5: a director, one senior faculty, three junior faculty and one visiting faculty

Provide a budgetary rationale for creating this new program:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.

Our competitive opportunity lies in the growing demand for specialized product designers, the absence of any programs in Kentucky, and the juxtaposition of the engineering and healthcare colleges at UK – close academic collaboration that will make us unique in the U.S.

The manufacturing industry accounts for 18.3% of Kentucky’s annual economic output; the BSPD could deliver graduates into a lucrative employment market within its own state.

This new program will increase enrollment and program opportunities for the College of Design, which will offer a progressive program at a state university with lower enrollment fees, a copious job market, and salary earning potential of 21% higher than the national average. With an emphasis on healthcare design, we can focus on a current trend in U.S expenditure: 17.1% of the GNP was on healthcare in 2014 (19.9% by 2025).

Benchmark institutions: - Auburn: Limits admission to 45 undergraduates/year - University of Cincinnati: Confers an average of 79 Product Design degrees/year

PROPOSED PROGRAM SUMMARY

Council on Postsecondary Education

Institution:

University of Kentucky

Program Name:

Supply Chain Engineering

Degree Designation

Master of Science

CIP Code:

14.3501

Credit Hours:

30

(Tentative) Institutional Board Approval Date:

2/21/2020

Implementation Date:

08/23/2020

Program Description:

Describe the program and its aims

This two-year, 30 credit hour, online MS in Supply Chain Engineering (SCE) program is targeted at teaching students the multi-disciplinary knowledge and skills necessary to design, evaluate, and improve transformational and logistical functions in supply chains.

The SCE program and the new Supply Chain Management (SCM) MS program, proposed by the Gatton College of Business & Economics, are designed as two independent degree programs sharing a set of common core courses.

SCE is a non-thesis degree that shares three common core courses (9 credit hours) with SCM, has five Engineering core courses (15 credit hours) and one elective course (3 credit hours) from a list of recommended courses, and ends with a capstone industry project (3 credit hours). The three common core courses are codesigned by faculty from both colleges and will enroll both SCE and SCM students simultaneously; each course will be taught by faculty from either College as appropriate. The capstone industry project will be co-advised by faculty from the two Colleges. It will allow multi-disciplinary teams of students from the

two Colleges to work collaboratively on solving real-world supply chain problems proposed by industry partners.

Students in the SCE program will start in the Fall semester and complete two courses each in two consecutive Fall and Spring semesters. These courses will equip students with essential domain knowledge and skills necessary for supply chain decision making. Students will take the capstone industry project, as well as the elective course, in the Summer of the second year for degree completion.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

This program will help enhance the courses available to students in the online Manufacturing Systems Engineering MS program and the online Graduate Certificate in Manufacturing Systems at the University of Kentucky. The courses in the program can also be beneficial to students in other engineering graduate programs who are interested in taking supply chain-related courses as electives.

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	10	15	15	15

Market Demand:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.

KY is a national logistics hub due to its central geographic location. The state is home to the world hub of UPS, North American hub of DHL, and the air hub of Amazon. As of 2017 the state also had 482 logistics/distribution operations. The globalization of supply sources and demand has seen a growth in supply chains and their complexity, leading to increased demand in talent. A Burning Glass (national labor database) analysis revealed that the demand for supply chain jobs will grow by approximately 7% in KY and the surrounding states in the next eight years. Several reports have highlighted the national skills gap for trained professionals in supply chain-related careers. One report estimates that the demand for professionals in this area will exceed supply by a ratio of six to one. In addition, the importance of a technically savvy workforce capable of designing, installing, and improving complex supply chains to operate with technologies such Internet of Things (IoT), digitalization, blockchain, etc., has also been well-publicized

Answer either Employer Demand or Academic Demand below

Employer Demand: ¹

If the program is designed for students to enter the workforce immediately, please complete the following table.

	Regional	State	National
Type of Job	Industrial Engineer		
Average Wage	\$87,123	\$82,644	\$71,126
# of Openings	251	95	7,321
Growth Projections	9.7%	11.1%	9.7%
Type of Job	Manufacturing Engineer		
Average Wage	\$74,423	\$76,613	\$74,741
# of Openings	115	54	7,363
Growth Projections	7.9%	10.7%	6.4%
Type of Job	Quality Control Systems Manager		
Average Wage	\$83,680	\$74,759	\$75,075
# of Openings	139	95	10,103
Growth Projections	1.3%	4.8%	-.5%
Type of Job			
Average Wage			
# of Openings			
Growth Projections			
Type of Job			
Average Wage			
# of Openings			
Growth Projections			

Please note the time frame for the projections and source of the market demand information:

Data is pulled from burning glass using bls data, actual job postings, and proprietary data models. Job data is from job postings in the last 12 months and projections are from 2019-2028.

Academic Demand:

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

NA

Unnecessary Duplication

List any similar programs based on CIP codes or other programs that are similar but may be classified in a different CIP code.

	Program	Institution
Program 1:	Industrial Engineering	University of Louisville
Program 2:		
Program 3:		
Program 4:		
Program 5:		

- a. **Comparison of Objectives/Focus/Curriculum to Similar Programs:** *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

The University of Louisville (UL) offers MS and MEng in Industrial Engineering degrees. These degrees focus on general industrial engineering principles and practices. The latter has one core course in a supply chain-related topic. The proposed MS degree is entirely focused on teaching the multi-disciplinary knowledge and skills necessary to design, evaluate, and improve transformational and logistical functions in supply chains. Therefore, the scope and objectives of the proposed program and those at UL are very different. The proposed program also has shared curriculum taught by the College of Business and Economics faculty at the University of Kentucky that are included in their proposed MS in Supply Chain Management degree. This aspect is designed to ensure Engineering students develop skills to work in multi-disciplinary teams with managers. This is also unique to the degree program proposed here and makes it very different to the existing UL programs.

- b. **Comparison of Student Populations:** *Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*

The proposed MS degree is a fully online offering that targets working professionals who will be pursuing the degree on a part-time basis. In contrast, the UL degrees are offered face-to-face and primarily targets full-time students.

- c. **Access to Existing Programs:** *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*

Access to the UL degrees are limited to students in the Louisville and surrounding area and mostly to those who are able to attend college on a full-time basis. The proposed degree is offered online and will be accessible to any interested student throughout the state of Kentucky. It will also be accessible to working professionals employed across the state.

- d. **Feedback from Other Institutions:** *Summarize the feedback from colleagues at institutions with similar programs.*

Dr. Alexander provided the following summary and (approximate) enrollment information related to their masters programs:

o MS in Industrial Engineering (MS-IE): The average enrollment about 7 students and only those without a BS degree in Industrial Engineering from UofL are admitted. There has not been active recruitment for the MS-IE program in recent years as the department is more interested in enrolling students in the PhD in Industrial Engineering. This program has also historically had a large number of international students from Asian countries. International student applications have declined in the last few years. These two factors have led to a decline in enrollment in UofL's MS-IE program.

o MEng in Industrial Engineering (MEng-IE): This program is only open to students with a BS in Industrial Engineering from UofL with three co-op rotations. Enrollment depends on how many BS alumni are interested in pursuing a graduate degree.

o MEng in Engineering Management (MEng – EM): This is a fully online degree with students enrolled from across the commonwealth, all the states and from other countries as well. Enrollment in this program has continued to increase over the years and it is a very successful program for the department.

o UofL does not have any degree or certificate programs in the supply chain area. A few courses related to the supply chain discipline are available in the MS-IE program for face-to-face students.

The discussions with the Chair of the Department of Industrial Engineering revealed that while the enrollment in their face-to-face program (MS-IE) has declined, the online program (MEng-EM) has continued to grow. In addition to the above, there are some other factors about the programs at UK are noteworthy.

o The overall enrollment in Engineering programs at UK has not been declined. To the contrary, it has been increasing in recent years. Therefore, declining enrollment was not considered a concern.

o The Manufacturing Systems Engineering master's program at UK has seen significant growth in enrollment over the last 5 years, since we began offering it as an online degree. The online modality has increased accessibility significantly and this program now has students enrolled from all over the state of Kentucky as well as from across the country. The increase in enrollment since converting online is more than 5 fold.

o The curriculum for the proposed Supply Chain Engineering program is very different to the existing programs in UofL in Industrial Engineering and Engineering Management. The proposed program targets specifically the supply chain discipline.

o A market survey was conducted through the Burning Glass portal (also included in the degree proposal) shows an increasing trend in the demand for jobs in the supply chain area. An assessment of job postings in the states surrounding Kentucky (through Burning Glass) revealed there were more than 6,000 job postings in supply chain-related careers in the last 12 months and a projected 7% growth jobs over the next eight years. Therefore, the establishment of the MS in SCE degree program at UK is both compelling and timely.

o The proposed program will be able to cater to this market need, not only in the state of Kentucky but across the nation. Due to the above reasons, the trend mentioned at UofL is not a concern for the proposed program. To the contrary, discussions with UofL revealed that offering the Supply Chain Engineering MS program online will help address the industry need and grow enrollment. We are confident that the Supply Chain Engineering master's program will be able to recruit students from across Kentucky and around the country to sustain and grow enrollment and graduates.

Cost

Please provide a summary of revenues and expenditures.

Projected Revenue over Next Five Years	\$1,475,000
Projected Expenses over Next Five Years	\$1,520,639

Will additional faculty be needed?

If yes, please explain how the institution will pay for these additional costs.

All faculty currently have full teaching loads, delivering courses in existing programs. While they can be engaged in teaching some courses in the short term (as an overload), new faculty hiring will be required for the success and growth of the SCE program. The ME department will require one tenure-track faculty and one non-tenure-track faculty (lecturer/ part-time instructor) to deliver the new courses. One part-time instructor will also be recruited to teach in the program.

The College will commit to invest the required resources for faculty hiring is attached.

Provide a budgetary rationale for creating this new program:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.

The costs of implementing and running the MS in Supply Chain Engineering degree can be met with the new funds that will be generated from the tuition revenue. There are also other non-financial benefits from implementing this program. The program will help address a emerging, and increasingly widening, skills gaps in the supply chain area in the state, the surrounding region, and across the nation. Given there is only one other program in the country offering a MS degree in

Supply Chain Engineering, the university and the state can position itself as a center of excellence to develop talent in the supply chain area.

The collaborative approach proposed to develop and teach this program as well as the close links it will help establish with industry (for the Industry Project course) can promote interdisciplinary research and convergent research at the University of Kentucky.

PROPOSED PROGRAM SUMMARY

Council on Postsecondary Education

Institution:

University of Kentucky

Program Name:

Supply Chain Management

Degree Designation

Master of Science

CIP Code:

52.1399

Credit Hours:

30

(Tentative) Institutional Board Approval Date:

2/21/2020

Implementation Date:

8/19/2020

Program Description:

Describe the program and its aims

The Master of Science (MS) in Supply Chain Management (SCM) will be a one-year program with a 30 credit hour requirement. It will equip students with the multi-disciplinary knowledge and skills required for careers related to operations and supply chain management. The program is housed in the Department of Marketing and Supply Chain. Its target starting date is Fall 2020.

The MS SCM program and the MS in Supply Chain Engineering (SCE) program (currently being proposed by the College of Engineering) are designed as two independent degree programs sharing three common core courses (9 credit hours) and one capstone Industry Project course (3 credit hours). In addition to taking the three common core courses, students in the MS SCM program are required to take another five Business core courses (15 credit hours) and one elective course (3 credit hours) from a list of recommended courses. The elective is intended to allow students to become familiar with a subject domain. In the summer capstone Industry Project course, students will work on an industrial project at a sponsoring company under the supervision of faculty from both Gatton and the College of Engineering.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify.

No, however the proposed SCM program is developed collaboratively by the business and engineering schools at UK with courses taught by faculty from both colleges. The program is designed to develop multi-disciplinary skills in students by providing collaboration between students enrolled in both Supply Chain Management and Supply Chain Engineering (currently proposed by UK's engineering school). There is no other supply chain MS program in the United States with a such a unique structure.

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
20	25	30	35	40

Market Demand:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain why this program is needed. Note if it replaces another program on campus. Remember that your audience is the CPE, not higher education administrators, faculty, or staff.

Kentucky is a national logistics hub due to its central geographic location. The state is within a day's drive of 65 percent of the U.S. population. It boasts a highly developed logistics and distribution infrastructure and facilities. It is home to the world hub of UPS, North American hub of DHL, and the air hub of Amazon. There are currently

482 logistics/distribution operations throughout the state that employ nearly 62,000 full-time workers. Fifteen new logistics/distribution locations or expansions have been announced through September 2017, representing a total investment of \$1.9 billion and nearly 4,000 new full-time jobs. Jobs related to operations and supply chain management are expected to grow strongly within the state as well as nationwide.

With all these job opportunities in this growing area, we expect a high demand for this program.

Answer either Employer Demand or Academic Demand below

Employer Demand: ¹

If the program is designed for students to enter the workforce immediately, please complete the following table.

	Regional	State	National
Type of Job	Logistics and Supply Chain Managers		
Average Wage	\$83,042	\$60,624	\$70,835
# of Openings	170	128	0,236
Growth Projections	11.5%	15.5%	5.4%
Type of Job	Logistic and Supply Chain Analyst		
Average Wage	\$70,256	\$67,488	\$73,254
# of Openings	52	31	4,145
Growth Projections	6.4%	7.3%	6.9%
Type of Job	Logistic and Supply Chain Specialist		
Average Wage	\$70,131	\$51,795	\$73,655
# of Openings	39	32	4,850
Growth Projections	6.4%	7.3%	6.9%
Type of Job			
Average Wage			
# of Openings			
Growth Projections			
Type of Job			
Average Wage			
# of Openings			
Growth Projections			

Please note the time frame for the projections and source of the market demand information:

Data pulled from Burning Glass using BLS, actual job postings, and proprietary data models.
 Job data is the last 12 months
 Projections are 2019-2028

Academic Demand:

If this is not a program that is designed for students to enter the workforce immediately after graduation, please indicate the skills that graduates will attain, the types of graduate programs the graduates are most likely to attend, and the types of jobs graduates will eventually seek.

NA

Unnecessary Duplication

List any similar programs based on CIP codes or other programs that are similar but may be classified in a different CIP code.

	Program	Institution
Program 1:	Business Analytics	University of Louisville
Program 2:		
Program 3:		
Program 4:		
Program 5:		

- a. **Comparison of Objectives/Focus/Curriculum to Similar Programs:** *Explain the differences in curriculum, focus, and/or objectives. If the proposed program curriculum does not differ substantially from existing programs, then describe potential collaborations with other institutions.*

The existing program is the Master of Science in Data Analytics (MSDA) program at University of Louisville.

Their program and our proposed program are very different in terms of curriculum and focus. We teach students supply chain specific domain knowledge with a few common data analytics tools such as Excel, Solver and Tableau. Their program teaches students general data analytics methodologies with a huge emphasis on using various programming languages and packages.

Our nine core courses are: Supply Chain Strategy; Production and Operations Management; Supply Chain Modeling & Analysis; Applied Data Analytics; Quality Management & Lean Operations; Logistics Management; Strategic Sourcing & Procurement; Negotiation in Supply Chain; and Industry Project.

MSDA's ten core courses are: Programming for Analytics (Python); Introduction to Linear Algebra; Introduction to Statistical Programming (R); Story Telling with Data (Tableau); Data Analytics I & II (SAS); Data Analytics III (R); Data Mining (SAS); Data Management; and Capstone.

- b. **Comparison of Student Populations:** *Describe how your target student population is different from those at other institutions and explain how your program reaches this new population (e.g. the proposed program is completely online while other programs are face-to-face or hybrid).*

Due to the different curriculum focus we believe that the program will be attractive to a different population of students focused on Supply Chain Management rather than Data Analytics.

- c. Access to Existing Programs:** *Explain how/why existing programs cannot reach your target population and/or provide evidence that existing programs do not have the capacity to meet current student demand (e.g. the number of students on enrollment waiting list).*

No, but again the difference in curriculum should be attractive to a different group of students. UK's program is intended to attract those students who wants to work in the supply chain area. UL's program attracts those who like working with data and doing programming. So there is very little overlapping demand.

- d. Feedback from Other Institutions:** *Summarize the feedback from colleagues at institutions with similar programs.*

The proposed SCM is hosted in the Department of Marketing and Supply Chain. The similar program, Data Analytics, is hosted in College of Business, University of Louisville. There are ongoing research collaborations between the two units. For example, U of L organizes annual CLIK conference in early June and our department always send speakers and participants there. With the building of the two new master degree programs in the two universities, the research collaborations between the two units will be strengthened in the future. Gatton College sponsors a Supply Chain Forum annual conference in late Feb. which attracts around 150 participants. In the future, we will reach out and invite faculty and students from the new Data Analytics program at U of L to participate in our annual conference.

In addition, the proposed SCM program has close collaborations with the College of Engineering at University of Kentucky

Cost

Please provide a summary of revenues and expenditures.

Projected Revenue over Next Five Years	\$4,500,000
Projected Expenses over Next Five Years	\$2,001,483

Will additional faculty be needed?

If yes, please explain how the institution will pay for these additional costs.

Approximately 3 FTE faculty members will be needed to staff the program. Initially, we may need to borrow some existing faculty from other departments to teach courses on an overload basis and to rely on adjunct faculty to deliver some courses. The department has one new hire joining in Fall 2019, whom we have included on the faculty of record. The dean's office will allocate funding for a lecturer position starting Fall 2020. This lecturer will teach primarily in this proposed master program. After year three, we believe the program will generate sufficient revenue to support an

additional faculty hire. At that time, the new hire can replace the adjunct faculty. Faculty will be supported by tuition dollars.

Provide a budgetary rationale for creating this new program:

This is an open-ended response that will be used in CPE agenda items. Institutions should explain how the program will be funded, what other programs will be affected, and why this program is considered both an efficient and effective use of funds.

The costs of implementing and running the MS in Supply Chain Management degree can be met with the new funds that will be generated from the tuition revenue. There are also other non-financial benefits from implementing this program. The program will help address an emerging, and increasingly widening skills gap in the supply chain area in the state, the surrounding region, and across the nation. Given there are no other Supply Chain Management MS degrees in the state, the university can position itself as a center of excellence to develop talents in the supply chain area for the commonwealth.

The collaborative approach proposed to develop and teach this program as well as the close links it will establish with industry (for the Industry Project course) can promote interdisciplinary research and convergent research at the University of Kentucky.



**EXECUTIVE COMMITTEE
REPORT AND RECOMMENDED ACTION ITEMS**

APRIL 24, 2020

TITLE: Contract Modification

DESCRIPTION: The Executive Committee recommends the Council approve a contract modification for President Aaron Thompson

PRESENTER: Ben Brandstetter, CPE Chair

COMMITTEE REVIEW

The Executive Committee approved this recommendation at its April 16, 2020 meeting.

BACKGROUND INFORMATION

At its November 16, 2018 meeting, the Council approved a contract for Dr. Aaron Thompson as president of the Council on Postsecondary Education. On January 31, 2019, the Executive Committee approved an incentive structure allowing for a bonus compensation of up to 30 percent of base pay.

CONTRACT MODIFICATION DETAILS

Due to the complexity of the position and the difficulty to quantitatively measure long-term strategic impact on an annual basis, the Executive Committee moved to amend President Thompson's contract at a special called meeting on April 16, 2020. The motion, which was approved unanimously, stated: "To remove the annual incentive compensation provisions from President Thompson's contract and increase his base annual salary to \$340,000." This modification will bring President Thompson's base annual salary to the level of total compensation earned this year when considering his current base annual salary and incentive compensation earned.

TITLE: Preliminary Timeline for next Statewide Strategic Agenda

DESCRIPTION: Provided is a preliminary timeline for the development of the next Statewide Strategic Agenda.

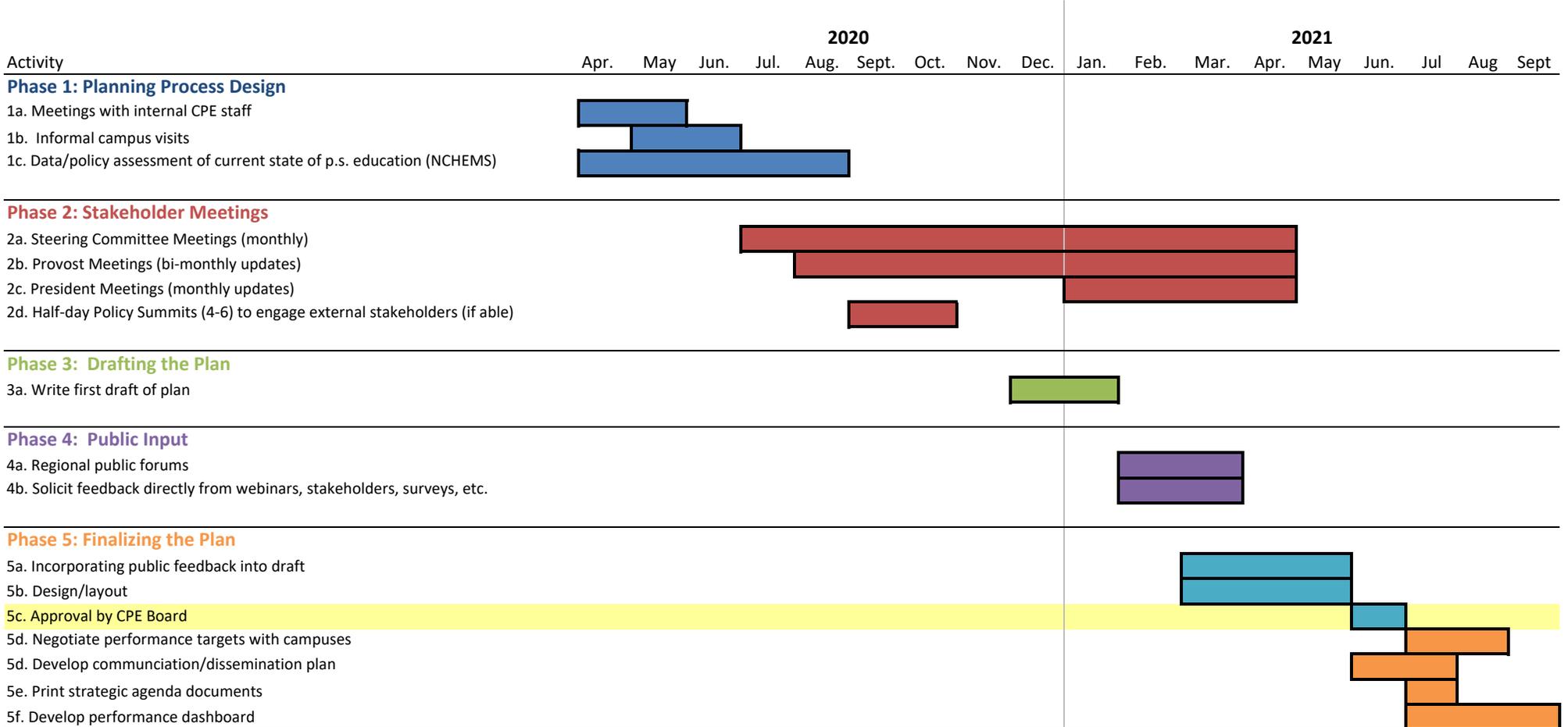
BACKGROUND INFORMATION

At the March Executive Committee meeting, members asked for a draft timeline for the next Statewide Strategic Agenda’s planning process. The following was provided at the April 3, 2020 Committee meeting. Please note that if COVID-19 pandemic progresses beyond current projections, this timeline may need to be adjusted and/or steps in the process altered.

This is for information only. No action is required of the Council at this time.

Strategic Agenda Planning Process

**Draft as of April 3, 2020*



**Due to COVID-19 and the unknown timeline it brings, this timeline may amended and/or steps in the process altered.*

TITLE: Strategic Initiative Funds

DESCRIPTION: The Executive Committee approved the following change in use for monies budgeted for strategic initiatives to create a COVID 19 Emergency Response Fund. No action by the full Council is needed.

PRESENTER: Ben Brandstetter, CPE Board and Executive Committee Chair

COMMITTEE REVIEW & APPROVAL

The Executive Committee approved this on April 3, 2020. Because no additional funds were required and this was a redistribution of funds, the full Council does not need to take action on the measure.

SUPPORTING INFORMATION

As part of the agency’s FY 2020 budget approval last summer, the board budgeted Strategic Initiative monies to be used for: 1) grants to the campuses, including funds to support student success initiatives and Project Graduate in FY21; 2) expansion of the Quality Assurance Commons project; and 3) the annual Student Success Summit.

Given the current COVID-19 crisis, and the significant challenges facing campuses in a number of areas: addressing student needs; moving completely to an on-line learning environment; providing professional development and support to faculty and employees; and responding to community needs, CPE staff proposed that a COVID-19 Emergency Response Fund be created, and funding distributed to Kentucky’s public campuses using the distribution methodology outlined below.

CPE COVID-19 Emergency Response Fund - Proposed Use and Distribution:

- Kentucky’s public universities (UK, UofL, KSU, ECU, WKU, NKU, MoSU, MuSU) would receive \$40,000 each (\$320,000 in total). KCTCS would receive \$120,000 due to their size, the number of institutions within their system, and their high percentage of Pell Grant students.

- Institutions will submit a proposal outlining the proposed use of funding.
- Institutions will have until December 31, 2020 to expense all funds, and must provide a July 15, 2020 mid-term report and a final report on January 15, 2021 that provides a detailed accounting of how the funds were used to respond to the crisis and support students' success during this time.

TITLE: 2020-21 Council Meeting Calendar

DESCRIPTION: The Executive Committee recommends the Council approve the CPE Council and Committee meeting calendar for the 2020-21 academic Year.

PRESENTER: Ben Brandstetter, CPE Chair

COMMITTEE REVIEW

The Executive Committee reviewed these dates at its March 6, 2020 meeting. A discussion surrounding the annual Trusteeship conference was had at its April 16, 2020 meeting and the committee recommended its planning be postponed due to the COVID-19 pandemic.

MEETING DATES – BUSINESS MEETINGS & RELATED WORK SESSIONS

Per KRS 164.011(9), the Council is required to meet quarterly, but may meet more upon the call of the chair. In order to conduct its business efficiently, the Council has typically met five times per year, with one of those meetings being held in conjunction with the annual board retreat. The following dates are proposed for the 2020-21 academic year:

- September 14-15, 2020
- November 12-13, 2020
- January 28-29, 2021
- April 15-16, 2021
- June 24-25, 2021 (meeting and annual retreat)

MEETING DATES – COMMITTEE MEETINGS

At the April 26, 2019 meeting, the following standing committee structure was approved on a pilot basis through June 2020. Scheduling committee dates a year in advance helps institutions plan with their boards on items to be brought before the Council for

approval. Should the structure be adopted formally and added to the by-laws, staff would like to propose the following committee meeting dates:

- The **Executive Committee** meet monthly at 9:00 a.m. on the first Thursday that follows the monthly campus President’s meetings. If no business needs to be conducted, the chair may cancel or reschedule the meeting.
- The **Finance Committee** meet the following Tuesdays at 3:00 p.m. ET. If no business needs to be conducted, the Committee chair may cancel or reschedule the meeting.
 - August 18, 2020
 - October 20, 2020
 - December 15, 2020
 - January 12, 2021
 - February 16, 2021
 - March 23, 2021
 - May 4, 2021
 - June 8, 2021
- The **Academic and Strategic Initiatives Committee** meet on the following Tuesdays at 10:00 a.m. ET. If no business needs to be conducted, the Committee chair may cancel or reschedule the meeting.
 - August 18, 2020
 - October 20, 2020
 - January 12, 2021
 - March 23, 2021
 - June 8, 2021

If needed, any committee chair may call an additional meeting or request the date/time to be amended from what was originally proposed.

The combined proposed visual of the schedule can be found in Attachment A.

2020 - 2021

July

S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
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August

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23	24	25	26	27	28	29
30	31					

September

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27	28	29	30			

October

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25	26	27	28	29	30	31

November

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29	30					

December

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13	14	15	16	17	18	19
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27	28	29	30	31		

January 2021

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24	25	26	27	28	29	30
31						

February

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28						

March

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28	29	30	31			

April

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25	26	27	28	29	30	

May

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

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		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Full Council Meetings =

Executive Committee =

Finance Committee =

Finance & ASI Committees =

TITLE: Amendment to 13 KAR 1:050 - Licensed Out-of-State College's Eligibility for Kentucky Tuition Grant Amendment

RECOMMENDATION: The Executive Committee recommends the Council approve the proposed amendment of 13 KAR 1:050, authorize staff to file the proposed administrative regulation, and authorize Vice President and General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A and obtain adoption by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

PRESENTER: Ben Brandstetter, Chair of Executive Committee

COMMITTEE REVIEW & APPROVAL

The Executive Committee reviewed and approved the proposed regulation amendment on April 3, 2020.

BACKGROUND INFORMATION

KRS 164.780 creates the Kentucky Tuition Grant (KTG) program to provide need-based aid up to \$3,000 per semester to qualified Kentucky residents attending eligible private colleges located in Kentucky. In order to be eligible to accept KTG awards on behalf of a student, private institutions must be licensed by the Council and accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). If SACSCOC accreditation is not available to a licensed out-of-state institution due to its main campus being located outside SACSCOC's geographic region, an institution may petition the Council for approval per 13 KAR 1:050 as required by KRS 164.785(7)(c). KRS 164.785(7)(c) requires that the Council's process for approval mirror SACSCOC accreditation criteria.

PROPOSED AMENDMENT LANGUAGE

The proposed language set forth in the regulation aligns the standards for KTG participation with the SACSCOC Principles of Accreditation that went into effect on

January 1, 2018 and makes other changes. Proposed amendments include, but are not limited to, the following:

- Reordering and removal of redundancies contained in the previous SACSCOC Principles.
- Focus on SACSCOC Core Requirements and elimination of requirements duplicative with those in the Council's standards for licensure, 13 KAR 1:020.
- Require that the college's board conduct regular self-evaluation.
- Require that the college provide information and guidance to help student borrowers understand how to manage their debt and repay their loans.
- Increase fee to \$10,000 for initial application and add renewal requirement every 10 years to align with SACSCOC accreditation cycle.
- Allow for site visits as an option at any time as issues arise, but generally provide that reviews be conducted by staff at no additional cost to the college.

NECESSITY OF PROPOSED REVISION

Effective January 1, 2018, SACSCOC revised its Principles of Accreditation: Foundation for Quality Enhancement. KRS 164.785(7)(c) requires that the Council's approval criteria for out-of-state, non-SACSCOC eligible institutional KTG eligibility "mirror" the SACSCOC criteria. House Bill (HB) 90, filed in the current legislative session, would have eliminated the requirement for the additional SACSCOC-like review process. Instead, licensure by the Council along with regional accreditation would have sufficed for eligibility to accept KTG awards granted to Kentucky residents. HB 90 will not pass and therefore the change in regulation is necessary.

NEXT STEPS

The process of revising an administrative regulation, established by the Legislative Research Commission, will be initiated with Council approval of this revised regulation. Upon approval, the proposed revised administrative regulation will go through a public hearing and review by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Amendment)

3 13 KAR 1:050. Licensed out-of-state college's eligibility for Kentucky tuition grant.

4 RELATES TO: KRS 164.020(37), 164.785, 164.945, 164.946, 164.947, 164.992

5 STATUTORY AUTHORITY: KRS 164.785(7)(c)

6 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.785(7)(c) requires the
7 Council on Postsecondary Education to promulgate an administrative regulation to imple-
8 ment the requirement that, beginning with the 2011-2012 academic year, programs or
9 campuses of any out-of-state postsecondary education college that is licensed by the
10 Council on Postsecondary Education to operate in Kentucky and whose institutional pro-
11 grams are not composed solely of sectarian instruction, but in which accreditation by the
12 Southern Association of Colleges and Schools is not an option, be reviewed and approved
13 by the Council on Postsecondary Education based on accreditation criteria that mirrors
14 Southern Association of Colleges and Schools accreditation criteria in order to qualify as
15 an eligible institution in which a student may enroll and receive a Kentucky tuition grant.

16 Section 1. Definitions. (1) "Accredited" means the approval of an accrediting agency.

17 (2) "Accrediting agency" means a national or regional agency which evaluates col-
18 leges and is recognized by the United States Department of Education, the Council on
19 Higher Education Accreditation, or the Council on Postsecondary Education.

20 (3) "Agent" means any person employed by a college to act as a solicitor, broker, or
21 independent contractor to procure students for the college by solicitation in any form made

1 at any place other than the main campus of the college.

2 (4) "College" is defined by KRS 164.945(1).

3 (5) "Degree" is defined by KRS 164.945(2).

4 (6) "Diploma" is defined by KRS 164.946(3).

5 (7) "Out-of-state college" means a college that is chartered, organized, or has its
6 principal location outside of Kentucky.

7 (8) "President" means the president of the Council on Postsecondary Education.

8 (9) "Regional accrediting association" is defined by KRS 164.740(18).

9 Section 2. General Requirements. (1) If an out-of-state college licensed by the
10 Council on Postsecondary Education is seeking to qualify as an eligible institution in which
11 a student may enroll and receive a Kentucky tuition grant, and if accreditation by the
12 Southern Association of Colleges and Schools is not an option for the college, the college
13 shall apply with the Council on Postsecondary Education.

14 (2)(a) Approval by the Council on Postsecondary Education shall be for the sole
15 purpose of qualifying a Kentucky campus or campuses of a college as an eligible institution
16 in which a Kentucky student may enroll and receive a Kentucky tuition grant, and shall not
17 mean that the college is accredited by the Commission on Colleges of the Southern Asso-
18 ciation of Colleges and Schools, the Council on Postsecondary Education, or any other
19 agency.

20 (b) A college shall not represent its status as seeking or being accredited by the
21 Commission on Colleges of the Southern Association of Colleges and Schools, the Council
22 on Postsecondary Education, or any other agency.

23 (3)(a) A college seeking eligibility shall submit the "Application for Council on Post-

1 secondary Education Approval for Eligibility Pursuant to 13 KAR 1:050" for each licensed
2 Kentucky program or instructional site to the president.

3 (b) A college seeking eligibility shall submit a complete and accurate "Application for
4 Council on Postsecondary Education Approval for Eligibility Pursuant to 13 KAR 1:050" by
5 [:

6 1. ~~May 30, 2010 for those colleges seeking eligibility beginning with the 2011-2012~~
7 ~~academic year; or~~

8 2.] May 30 of the year prior to the first academic year for which it seeks to be eligi-
9 ble.

10 (4) The college shall pay a nonrefundable fee of \$10,000 [~~\$1,000~~] to the Council on
11 Postsecondary Education with the submission of the application. Review of the application
12 shall not occur until the fee is paid by the college. [~~This fee shall be in addition to any costs~~
13 ~~associated with a site visit.~~]

14 (5) The president shall review the application and documentation submitted by the
15 applicant college.

16 [~~(6) Site visits. (a) Within ninety (90) working days of the receipt of a full and com-~~
17 ~~plete "Application for Council on Postsecondary Education Approval for Eligibility Pursuant~~
18 ~~to 13 KAR 1:050" or notification of a substantive change, the president may conduct, or~~
19 ~~may have conducted, a site visit.~~

20 (b) ~~Personnel conducting a site visit shall possess the expertise appropriate to the~~
21 ~~type of college to be visited. In selecting personnel, the president shall consider the per-~~
22 ~~son's professional experience in higher education, experience conducting site visits at~~
23 ~~postsecondary education institutions, familiarity with current accreditation requirements of~~

1 ~~accrediting agencies including the Southern Association of Colleges and Schools, and~~
2 ~~graduate or professional degree from an accredited institution. The president shall use~~
3 ~~council staff or contract with external consultants using the state's Request for Proposal~~
4 ~~(RFP) process.~~

5 ~~(c) The purpose of a site visit shall be to make an assessment of a licensed Ken-~~
6 ~~tucky campus or campuses of a college using the standards as established in this admin-~~
7 ~~istrative regulation.~~

8 ~~(d) The president may conduct, or may have conducted, an announced or unan-~~
9 ~~nounced site visit of a licensed college during reasonable business hours to inspect the~~
10 ~~files, facilities, and equipment as well as conduct interviews to determine the college's eli-~~
11 ~~gibility under this administrative regulation.~~

12 ~~(e) Failure to provide full access to the college's files, facilities, and equipment or~~
13 ~~prevention of interviews shall be grounds for ineligibility.~~

14 ~~(f)1. All costs associated with a site visit and necessary subsequent visits, including~~
15 ~~travel, meals, lodging, and consultant honoraria shall be paid by the applicant college.~~

16 ~~2. The estimated cost of the site visit shall be paid by the college prior to the site vis-~~
17 ~~it, and final settlement regarding actual expenses incurred shall be paid no later than thirty~~
18 ~~(30) days following the completion of the site visit.~~

19 ~~3. Failure to pay these costs shall result in ineligibility.]~~

20 Section 3. Integrity of College. (1) The college shall operate with integrity in all mat-
21 ters.

22 (2) The college shall be responsible for any of its agents and any individual who re-
23 ports to the president on behalf of a college, either by virtue of his or her office or as dele-

1 gated by the chief executive officer of the college, in all matters regarding institutional in-
2 tegrity.

3 (3) Failure to respond appropriately to the president's decisions and requests or to
4 make complete, accurate, and honest disclosure shall be grounds for the president to im-
5 pose a sanction, including ineligibility under this administrative regulation.

6 Section 4. Core Requirements. A college applying for approval by the Council on
7 Postsecondary Education shall meet the standards established in this section.

8 (1) The college shall have a clearly defined, comprehensive, and published mission
9 specific to the college and appropriate for higher education. The mission shall address
10 teaching and learning, and where, applicable, research and public service.

11 (2) The college shall:

12 (a) Have degree-granting authority from its home state authorization agency;

13 (b) Be licensed by the Council on Postsecondary Education in accordance with 13
14 KAR 1:020 prior to seeking eligibility under this administrative regulation; and

15 (c) Be accredited by a regional accrediting association.

16 (3) The college shall have a governing board of at least five members that:

17 (a) Is the legal body with specific authority over the college;

18 (b) Exercises fiduciary oversight of the college;

19 (c) Ensures that both the presiding officer of the board and a majority of other voting
20 members of the board are free of any contractual, employment, personal, or familial finan-
21 cial interest in the college;

22 (d) Is not controlled by a minority of board members or by organizations or colleges
23 separate from it; and

1 (e) Defines and regularly evaluates its responsibilities and expectations.

2 (4) The college shall have a chief executive officer selected and evaluated by the
3 college's board whose primary responsibility is to the college and has ultimate responsibil-
4 ity for, and exercises appropriate control over, the college's educational, administrative,
5 and fiscal programs and services.

6 (5) The college shall employ and regularly evaluate administrative and academic of-
7 ficers with appropriate experience and qualifications to lead the college.

8 (6) The college shall employ an adequate number of full-time faculty members to
9 support the mission and goals of the college.

10 (7) The college shall engage in ongoing, comprehensive, and integrated research-
11 based planning and evaluation processes that:

12 (a) Focus on institutional quality and effectiveness; and

13 (b) Incorporate a systematic review of institutional goals and outcomes consistent
14 with its mission.

15 (8) The college shall:

16 (a) Identify, evaluate, and publish goals and outcomes for student achievement ap-
17 propriate to the college's mission, the nature of the students it serves, and the kinds of
18 programs offered; and

19 (b) Use multiple measures to document student success.

20 (9) The college shall identify expected outcomes, assess the extent to which it
21 achieves these outcomes, and provide evidence of seeking improvement based on analy-
22 sis of the results in the areas below:

23 (a) Student learning outcomes for each of its educational programs;

1 (b) Student learning outcomes for collegiate-level general education competencies
2 of its undergraduate degree programs; and

3 (c) Academic and student services that support student success.

4 (10) The college shall have educational programs that embody a coherent course of
5 study, are compatible with the stated mission and goals of the college, and are based on
6 fields of study appropriate to higher education.

7 (11) The college shall require the successful completion of a general education
8 component at the undergraduate level that:

9 (a) Is based on a coherent rationale;

10 (b) Is a substantial component of each undergraduate degree program; and

11 (c) Ensures breadth of knowledge by having at least one course from each of the
12 following areas: humanities and fine arts, social and behavioral sciences, and natural sci-
13 ence and mathematics, and the courses do not narrowly focus on skills, techniques, and
14 procedures specific to a particular occupation or profession.

15 (12) The college shall:

16 (a) Publish, implement, and disseminate academic policies that adhere to principles
17 of good education practice and that accurately represent the programs and services of the
18 college;

19 (b) Make available to students and the public current academic calendars, grading
20 policies, cost of attendance, and refund policies;

21 (c) Ensure the availability of archived official catalogs with relevant information for
22 course and degree requirements; and

23 (d) Publish and implement policies on the authority of faculty in academic and gov-

1 ernance matters, and places primary responsibility for the content, quality, and effective-
2 ness of the curriculum with its faculty.

3 (13) The college shall:

4 (a) Publish admissions policies consistent with its mission;

5 (b) Have recruitment materials and presentations that accurately represent the prac-
6 tices, policies, and accreditation status of the college; and

7 (c) Ensure that independent contractors or agents used for recruiting purposes and
8 for admission activities are governed by the same principles and policies as institutional
9 employees.

10 (14) The institution publishes policies for evaluating, awarding, and accepting credit
11 not originating from the institution. The institution ensures:

12 (a) The academic quality of any credit or coursework recorded on its transcript;

13 (b) An approval process with oversight by persons academically qualified to make
14 the necessary judgments; and

15 (c) The credit awarded is comparable to a designated credit experience and is con-
16 sistent with the institution's mission.

17 (15) The college shall:

18 (a) Provide adequate and appropriate library and learning and information re-
19 sources, services, and support for its mission;

20 (b) Ensure an adequate number of professional and other staff with appropriate ed-
21 ucation or experiences in library or other learning or information resources to accomplish
22 the mission of the college; and

23 (c) Provide student a faculty access and user privileges to its library services, and

1 access to regular and timely instruction in the use of the library and other learning or infor-
2 mation resources.

3 (16) The college shall:

4 (a) Provide appropriate academic and student support programs, services, and ac-
5 tivities consistent with its mission;

6 (b) Publish appropriate and clear procedures for addressing written student com-
7 plaints, demonstrate that it follows the procedures when resolving them, and maintains a
8 record of student complaints; and

9 (c) Provide information and guidance to help student borrowers understand how to
10 manage their debt and repay their loans.

11 (17) The college shall have sound financial resources and a demonstrated, stable
12 financial base to support the mission of the college and the scope of its programs and ser-
13 vices.

14 (18) The college shall provide the following financial statements:

15 (a) An institutional audit for the most recent fiscal year prepared by an independent
16 certified public accountant or appropriate governmental auditing agency employing the ap-
17 propriate audit guide;

18 (b) A statement of financial position of unrestricted net assets, exclusive plant assets
19 ad plant-related debit, which represents the change in unrestricted net assets attributable
20 to operations for the most recent year; and

21 (c) An annual budget that is preceded by sound planning, is subject to sound fiscal
22 procedures, and is approved by the governing board.

23 (19) The college shall:

1 (a) Be in compliance with its program responsibilities under Title IV of the most re-
2 cent Higher Education Act as amended; and

3 (b) Audit financial aid programs as required by federal and state regulation.

4 (20) The college shall ensure adequate physical facilities and resources that appro-
5 priately serve the needs of the college's educational programs, support services, and other
6 missions-related activities and take steps to provide a healthy, safe, and secure environ-
7 ment for all members of the campus community.

8 ~~[Section 4. Core Requirements. A college applying for approval by the Council on~~
9 ~~Postsecondary Education shall meet the requirements established in this section.~~

10 ~~(1) Degree-granting authority. The college shall be licensed by the Council on Post-~~
11 ~~secondary Education in accordance with 13 KAR 1:020 prior to seeking eligibility under this~~
12 ~~administrative regulation.~~

13 ~~(2) Accreditation. The college shall be accredited by a regional accrediting agency.~~

14 ~~(3) Governing board. (a) The college shall have a governing board of at least five~~
15 ~~(5) members which shall be the legal body with specific authority over the college.~~

16 ~~(b) The board shall be an active policy-making body for the college and shall ulti-~~
17 ~~mately be responsible for ensuring that the financial resources of the college are adequate~~
18 ~~to provide a sound educational program.~~

19 ~~(c) Except as provided in paragraph (e) of this subsection, the board shall not be~~
20 ~~controlled by a minority of board members or by organizations or interests separate from it.~~

21 ~~(d) Both the presiding officer of the board and a majority of other voting members of~~
22 ~~the board shall be free of any contractual, employment, or personal or familial financial in-~~
23 ~~terest in the college.~~

1 ~~(e) A military college authorized and operated by the federal government to award~~
2 ~~degrees shall have a public board on which both the presiding officer and a majority of the~~
3 ~~other members are neither civilian employees of the military nor active or retired military.~~

4 ~~1. The board shall have broad and significant influence upon the college's programs and~~
5 ~~operations, play an active role in policy-making, and ensure that the financial resources of~~
6 ~~the college are used to provide a sound educational program.~~

7 ~~2. The board shall not be controlled by a minority of board members or by organizations or~~
8 ~~interests separate from the board except as specified by the authorizing legislation.~~

9 ~~(4) Chief executive officer. The college shall have a chief executive officer whose~~
10 ~~primary responsibility is to the college and who is not the presiding officer of the board.~~

11 ~~(5) Institutional mission. The college shall have a clearly defined, comprehensive,~~
12 ~~and published mission statement that is specific to the college and appropriate for higher~~
13 ~~education. The mission shall address teaching and learning and, if applicable, research~~
14 ~~and public service.~~

15 ~~(6) Institutional effectiveness. The college shall engage in ongoing, integrated, and~~
16 ~~institution-wide research-based planning and evaluation processes that:~~

17 ~~(a) Incorporate a systematic review of institutional mission, goals, and outcomes;~~

18 ~~(b) Result in continuing improvement in institutional quality; and~~

19 ~~(c) Demonstrate the college is effectively accomplishing its mission.~~

20 ~~(7) Continuous operation. The college shall be in operation and shall have students~~
21 ~~enrolled in degree programs.~~

22 ~~(8) Program length. (a) The college shall offer one or more degree programs based~~
23 ~~on:~~

- 1 1. ~~At least sixty (60) semester credit hours or the equivalent at the associate level;~~
- 2 2. ~~At least 120 semester credit hours or the equivalent at the baccalaureate level; or~~
- 3 3. ~~At least thirty (30) semester credit hours or the equivalent at the post-~~
- 4 ~~baccalaureate, graduate, or professional level.~~

5 (b) ~~If a college uses a unit other than semester credit hours, the college shall pro-~~
6 ~~vide an explanation for the equivalency.~~

7 (c) ~~The college shall provide a justification for all degrees that include fewer than the~~
8 ~~required number of semester credit hours or its equivalent unit.~~

9 (9) ~~Program content. The college shall offer degree programs that embody a coher-~~
10 ~~ent course of study that shall be compatible with its stated mission and shall be based up-~~
11 ~~on fields of study appropriate to higher education.~~

12 (10) ~~General education. (a) In each undergraduate degree program, the college~~
13 ~~shall require the successful completion of a general education component at the collegiate~~
14 ~~level that is a substantial component of each undergraduate degree and ensures breadth~~
15 ~~of knowledge.~~

16 (b) ~~The component shall constitute a minimum of:~~

17 1. ~~Fifteen (15) semester hours or the equivalent for degree completion in associate~~
18 ~~programs; or~~

19 2. ~~Thirty (30) semester hours or the equivalent for degree completion in baccalaure-~~
20 ~~ate programs.~~

21 (c) ~~These credit hours shall be drawn from and include at least one (1) course from~~
22 ~~each of the following areas:~~

23 1. ~~Humanities and fine arts;~~

1 ~~2. Social and behavioral sciences; and~~

2 ~~3. Natural science and mathematics.~~

3 ~~(d) The courses shall not narrowly focus on those skills, techniques, and procedures~~
4 ~~specific to a particular occupation or profession.~~

5 ~~(e) The college shall provide a justification if it allows for fewer than the required~~
6 ~~number of semester credit hours or its equivalent unit of general education courses.~~

7 ~~(11) Course work for degrees.~~

8 ~~(a) The college shall provide instruction for all course work required for at least one~~
9 ~~(1) degree program at each level at which it awards degrees.~~

10 ~~(b) If the college does not provide instruction for all course work and makes ar-~~
11 ~~rangements for some instruction to be provided by other accredited colleges or entities~~
12 ~~through contracts or consortia, or uses some other alternative approach to meeting this re-~~
13 ~~quirement, the arrangement or alternative approach shall be approved by the president.~~

14 ~~(c) For either subsection (10)(a) or (b) of this section, the college shall demonstrate~~
15 ~~that it controls all aspects of its educational program.~~

16 ~~(12) Faculty. (a) The number of full-time faculty members shall be adequate to sup-~~
17 ~~port the mission of the college and to ensure the quality and integrity of its academic pro-~~
18 ~~grams.~~

19 ~~(b) Upon application for eligibility, a college shall demonstrate that it meets the re-~~
20 ~~quired faculty qualifications pursuant to Section 4(7) of this administrative regulation.~~

21 ~~(13) Learning resources and services.~~

22 ~~(a) The college, through ownership or formal agreements, shall provide and support~~
23 ~~student and faculty access and user privileges to adequate library collections and services~~

1 ~~and to other learning and information resources consistent with the degrees offered.~~

2 ~~(b) Collections, resources, and services shall be sufficient to support all its educa-~~
3 ~~tional, research, and public service programs.~~

4 ~~(14) Student support services. The college shall provide student support programs,~~
5 ~~services, and activities consistent with its mission that promote student learning and en-~~
6 ~~hance the development of its students.~~

7 ~~(15) Financial resources. (a) The college shall have a sound financial base and~~
8 ~~demonstrated financial stability to support the mission of the college and the scope of its~~
9 ~~programs and services.~~

10 ~~(b) The college shall provide the following financial statements:~~

11 ~~1. An institutional audit;~~

12 ~~2. Written institutional management letter for the most recent fiscal year prepared by~~
13 ~~an independent certified public accountant;~~

14 ~~3. A statement of financial position of unrestricted net assets, exclusive of plant as-~~
15 ~~sets and plant related debt, which represents the change in unrestricted net assets at-~~
16 ~~tributable to operations for the most recent year; and~~

17 ~~4. An annual budget that shall be preceded by sound planning, subject to sound fis-~~
18 ~~cal procedures, and approved by the governing board.~~

19 ~~(16) Physical resources. The college shall have physical resources to support the~~
20 ~~mission of the college and the scope of its programs and services in terms of size, fireproof~~
21 ~~quality, and conditions of all existing buildings and all buildings under construction.]~~

22 ~~Section 5. Comprehensive Standards. A college applying for approval by the Council~~
23 ~~on Postsecondary Education shall meet the standards established in this section.~~

1 ~~(1) Institutional Mission. The college's mission statement shall:~~

2 ~~(a) Be current and comprehensive;~~

3 ~~(b) Accurately guide the college's operations;~~

4 ~~(c) Be periodically reviewed and updated;~~

5 ~~(d) Be approved by the governing board; and~~

6 ~~(e) Be communicated to the college's constituencies.~~

7 ~~(2) Governance and administration. (a) The governing board of the college shall be~~
8 ~~responsible for the selection and the periodic evaluation of the chief executive officer.~~

9 ~~(b) Governing board control. The legal authority and operating control of the college~~
10 ~~shall be clearly defined for the following areas within the college's governance structure:~~

11 ~~1. College's mission;~~

12 ~~2. Fiscal stability of the college;~~

13 ~~3. Collegial policy, including policies concerning related and affiliated corporate en-~~
14 ~~tities and all auxiliary services; and~~

15 ~~4. Related foundations for athletics, research, or other areas and other corporate~~
16 ~~entities whose primary purpose is to support the college and its programs.~~

17 ~~(c) Board conflict of interest. The board shall have a policy addressing conflict of in-~~
18 ~~terest for its members.~~

19 ~~(d) Board dismissal. The governing board shall have a policy whereby members can~~
20 ~~be dismissed only for appropriate reasons and by a fair process.~~

21 ~~(e) Board and administration distinction. There shall be a clear and appropriate dis-~~
22 ~~tinction, in writing and practice, between the policy-making functions of the governing board~~
23 ~~and the responsibility of the administration and faculty to administer and implement policy.~~

1 ~~(f) Organizational structure. The college shall have a clearly defined and published~~
2 ~~organizational structure that delineates responsibility for the administration of policies.~~

3 ~~(g) Qualified administrative and academic officers. The college shall have qualified~~
4 ~~administrative and academic officers with the experience, competence, and capacity to~~
5 ~~lead the college.~~

6 ~~(h) Faculty and staff appointment. The college shall define and publish policies re-~~
7 ~~garding appointment and employment of faculty and staff.~~

8 ~~(i) Administrative staff evaluations. The college shall evaluate the effectiveness of its~~
9 ~~administrators on a periodic basis.~~

10 ~~(j) Control of Intercollegiate athletics. The college's chief executive officer shall have~~
11 ~~ultimate responsibility for, and exercise appropriate administrative and fiscal control over,~~
12 ~~the college's intercollegiate athletics program.~~

13 ~~(k) Fundraising activities. The college's chief executive officer shall control the col-~~
14 ~~lege's fund-raising activities exclusive of institution-related foundations that are independ-~~
15 ~~ent and separately incorporated.~~

16 ~~(l) Institution-related foundations. 1. Any institution-related foundation not controlled~~
17 ~~by the college shall have a contractual or other formal agreement that accurately describes~~
18 ~~the relationship between the college and the foundation, and describes any liability associ-~~
19 ~~ated with that relationship.~~

20 ~~2. The college shall ensure that the relationship is consistent with its mission.~~

21 ~~(m) Intellectual property rights. 1. The college's policies shall be clear concerning~~
22 ~~ownership of materials, compensation, copyright issues, and the use of revenue derived~~
23 ~~from the creation and production of all intellectual property.~~

1 ~~2. These policies shall apply to students, faculty, and staff.~~

2 ~~(3) Institutional effectiveness. The college shall identify expected outcomes, assess~~
3 ~~the extent to which it achieves these outcomes, and provide evidence of improvement~~
4 ~~based on analysis of the results in each of the following areas:~~

5 ~~(a) Educational programs, to include student learning outcomes;~~

6 ~~(b) Administrative support services;~~

7 ~~(c) Educational support services;~~

8 ~~(d) Research within its educational mission, if appropriate; and~~

9 ~~(e) Community and public service within its educational mission, if appropriate.~~

10 ~~(4) All educational programs. For all educational programs including on-campus, off-~~
11 ~~campus, and distance learning programs and course work, the college shall meet the~~
12 ~~standards established in this subsection. (a) Academic program approval. The college shall~~
13 ~~demonstrate that each educational program, including all on-campus, off-campus, and dis-~~
14 ~~tance learning programs and course work, for which academic credit is awarded, is ap-~~
15 ~~proved by the faculty and the administration.~~

16 ~~(b) Continuing education and service programs. The college's continuing education,~~
17 ~~outreach, and service programs shall be consistent with the college's mission.~~

18 ~~(c) Admissions policies. The college shall publish admissions policies that are con-~~
19 ~~sistent with its mission.~~

20 ~~(d) Acceptance of academic credit. 1. The college shall have a defined and pub-~~
21 ~~lished policy for evaluating, awarding, and accepting credit for transfer, experiential learn-~~
22 ~~ing, advanced placement, and professional certificates that is consistent with its mission~~
23 ~~and ensures that course work and learning outcomes are at the collegiate level and com-~~

1 ~~parable to the college's own degree programs.~~

2 ~~2. The college shall assume responsibility for the academic quality of any course~~
3 ~~work or credit recorded on a transcript of the college.~~

4 ~~(e) Academic policies. 1. The college shall publish academic policies that adhere to~~
5 ~~principles of good educational practice.~~

6 ~~2. The college's academic policies shall be disseminated to students, faculty, and~~
7 ~~other interested parties through publications that accurately represent the programs and~~
8 ~~services of the college.~~

9 ~~(f) Practices for awarding credit. The college shall employ practices for determining~~
10 ~~the amount and level of credit awarded for courses, regardless of format or mode of deliv-~~
11 ~~ery.~~

12 ~~(g) Consortial relationships and contractual agreements. The college shall:~~

13 ~~1. Ensure the quality of educational programs and courses offered through consorti-~~
14 ~~al relationships or contractual agreements;~~

15 ~~2. Ensure ongoing compliance with the comprehensive requirements; and~~

16 ~~3. Evaluate the consortial relationship and agreement against the purpose of the col-~~
17 ~~lege.~~

18 ~~(h) Noncredit to credit. The college shall award academic credit for course work tak-~~
19 ~~en on a noncredit basis only if there is documentation that the noncredit course work is~~
20 ~~equivalent to a designated credit experience.~~

21 ~~(i) Academic support services. The college shall provide academic support services~~
22 ~~for its faculty and students, including:~~

23 ~~1. Resource centers;~~

- 1 2. Tutoring;
- 2 3. Academic advising;
- 3 4. Counseling;
- 4 5. Disability services;
- 5 6. Library services;
- 6 7. Laboratories;
- 7 8. Information technology; and
- 8 9. Mentoring.

9 (j) Responsibility for curriculum. The college shall place primary responsibility for the
10 ~~content, quality, and effectiveness of the curriculum with its faculty.~~

11 (k) Academic program coordination. 1. For each major in a degree program, the col-
12 ~~lege shall assign responsibility for program coordination, as well as for curriculum devel-~~
13 ~~opment and review, to persons academically qualified in the field who hold degree creden-~~
14 ~~tials or other qualifications appropriate to the degree offered.~~

15 2. In those degree programs for which the college does not identify a major, this re-
16 ~~quirement shall apply to a curricular area or concentration.~~

17 (l) Technology use. 1. The college's use of technology shall enhance student learn-
18 ~~ing and shall be appropriate for meeting the objectives of its programs.~~

19 2. Students shall have access to and training in the use of technology.

20 (5) Undergraduate educational programs. (a) College-level competencies. The col-
21 ~~lege shall identify college-level general education competencies and the extent to which~~
22 ~~graduates have attained them.~~

23 (b) Institutional credits for a degree. 1. At least twenty five (25) percent of the credit

1 hours required for the degree shall be earned through instruction offered by the college
2 awarding the degree.

3 ~~2. In the case of undergraduate degree programs offered through joint, cooperative,~~
4 ~~or consortia arrangements, the student shall earn at least twenty-five (25) percent of the~~
5 ~~credits required for the degree through instruction offered by the participating colleges.~~

6 ~~(c) Undergraduate program requirements. 1. The college shall define and publish~~
7 ~~requirements for its undergraduate programs, including its general education components.~~

8 ~~2. These requirements shall display a clear rationale, design, and goals of each pro-~~
9 ~~gram, with courses designed as introductions to the major, required courses, electives, and~~
10 ~~capstone courses.~~

11 ~~(d) Terminal degrees of faculty. At least twenty-five (25) percent of the discipline~~
12 ~~course hours in each major at the baccalaureate level shall be taught by faculty members~~
13 ~~holding the terminal degree, the earned doctorate, in the discipline, or the equivalent of the~~
14 ~~terminal degree.~~

15 ~~(6) Graduate and postbaccalaureate professional educational programs. (a) Post-~~
16 ~~baccalaureate program rigor. The college's post-baccalaureate professional degree pro-~~
17 ~~grams, including master's and doctoral degree programs, shall be progressively more ad-~~
18 ~~vanced in academic content than its undergraduate programs.~~

19 ~~(b) Graduate curriculum. The college shall structure its graduate curricula to include~~
20 ~~knowledge of the literature of the discipline and to ensure ongoing student engagement in~~
21 ~~research and appropriate professional practice and training experiences.~~

22 ~~(c) Institutional credits for a degree.~~

23 ~~1. The majority of credits toward a graduate or a post-baccalaureate professional~~

1 ~~degree shall be earned through instruction offered by the college awarding the degree.~~

2 ~~2. In the case of graduate and postbaccalaureate professional degree programs of-~~
3 ~~ferred through joint, cooperative, or consortial arrangements, the student shall earn a major-~~
4 ~~ity of credits through instruction offered by the participating colleges.~~

5 ~~(d) Postbaccalaureate program requirements. 1. The college shall define and pub-~~
6 ~~lish requirements for its graduate and postbaccalaureate professional programs.~~

7 ~~2. These requirements shall display a clear rationale, design, and goals of each pro-~~
8 ~~gram, with courses designed as introductions to the major, required courses, electives, and~~
9 ~~capstone courses.~~

10 ~~(7) Faculty. (a) Faculty competence. 1. The college shall employ faculty members~~
11 ~~qualified to accomplish the mission and goals of the college.~~

12 ~~2. When determining acceptable qualifications of its faculty, a college shall give pri-~~
13 ~~mary consideration to the highest earned degree in the discipline.~~

14 ~~3. The college shall consider competence, effectiveness, and capacity, including, as~~
15 ~~appropriate, undergraduate and graduate degrees, related work experiences in the field,~~
16 ~~professional licensure and certifications, honors and awards, continuous documented ex-~~
17 ~~cellence in teaching, or other demonstrated competencies and achievements that contrib-~~
18 ~~ute to effective teaching and student learning outcomes.~~

19 ~~4. For all cases, the college shall be responsible for justifying and documenting the~~
20 ~~qualifications of its faculty.~~

21 ~~(b) Faculty evaluation. The college shall regularly evaluate the effectiveness of each~~
22 ~~faculty member in accord with published criteria, regardless of contractual or tenured sta-~~
23 ~~tus.~~

1 ~~(c) Faculty development. The college shall provide ongoing professional develop-~~
2 ~~ment of faculty as teachers, scholars, and practitioners.~~

3 ~~(d) Academic freedom. The college shall ensure adequate procedures for safe-~~
4 ~~guarding and protecting academic freedom.~~

5 ~~(e) Faculty role in governance. The college shall publish policies on the responsibil-~~
6 ~~ity and authority of faculty in academic and governance matters.~~

7 ~~(8) Library and other learning resources. (a) Learning and information resources.~~
8 ~~The college shall provide facilities and learning and information resources that are appro-~~
9 ~~priate to support its teaching, research, and service mission.~~

10 ~~(b) Instruction of library use. The college shall ensure that users have access to~~
11 ~~regular and timely instruction in the use of the library and other learning and information~~
12 ~~resources.~~

13 ~~(c) Qualified staff. The college shall provide a sufficient number of qualified staff with~~
14 ~~appropriate education or experiences in library and other learning and information re-~~
15 ~~sources to accomplish the mission of the college.~~

16 ~~(9) Student affairs and services. (a) Student rights. The college shall publish a clear~~
17 ~~and appropriate statement of student rights and responsibilities and shall disseminate the~~
18 ~~statement to the campus community.~~

19 ~~(b) Student records. The college shall protect the security, confidentiality, and integ-~~
20 ~~ity of student records and maintain special security measures to protect and back up data.~~

21 ~~(c) Qualified staff. The college shall employ qualified personnel to ensure the quality~~
22 ~~and effectiveness of its student affairs programs.~~

23 ~~(10) Financial resources. (a) Financial stability. The college's recent financial history~~

1 ~~shall demonstrate financial stability.~~

2 ~~(b) Submission of financial statements. 1. The college shall provide financial profile~~
3 ~~information on an annual basis.~~

4 ~~2. All information shall be presented accurately and appropriately and shall repre-~~
5 ~~sent the total operation of the college.~~

6 ~~(c) Financial aid audits. The college shall audit financial aid programs as required by~~
7 ~~federal and state regulations.~~

8 ~~(d) Control of finances. The college shall exercise appropriate control over all its fi-~~
9 ~~ancial resources by maintaining accurate and up-to-date records of:~~

10 ~~1. Policies related to purchasing, expenditures, investments;~~

11 ~~2. Physical inventory;~~

12 ~~3. Internal audit reports;~~

13 ~~4. Risk management reports related to financial and physical resources; and~~

14 ~~5. Evidence of qualifications and job descriptions of the institution's fiscal officer and~~
15 ~~business office staff.~~

16 ~~(e) Control of sponsored research and external funds. The college shall maintain fi-~~
17 ~~nancial control over externally funded and sponsored research and programs.~~

18 ~~(11) Physical resources. (a) Control of physical resources. The college shall exer-~~
19 ~~cise control over all its physical resources.~~

20 ~~(b) Institutional environment. The college shall take reasonable steps to provide a~~
21 ~~healthy, safe, and secure environment for all members of the campus community.~~

22 ~~(c) Physical facilities. The college shall operate and maintain physical facilities, both~~
23 ~~on and off campus, that appropriately serve the needs of the college's educational pro-~~

1 ~~grams, support services, and other mission-related activities.~~

2 ~~(12) Compliance with federal requirements. (a) Student achievement. The college~~
3 ~~shall evaluate success with respect to student achievement including, as appropriate, con-~~
4 ~~sideration of course completion, state licensing examinations, and job placement rates.~~

5 ~~(b) Program curriculum. The college's curriculum shall be directly related and appro-~~
6 ~~priate to the purpose and goals of the college and the diplomas, certificates, or degrees~~
7 ~~awarded.~~

8 ~~(c) Publication of policies. The college shall make available to students and the pub-~~
9 ~~lic current academic calendars, grading policies, and refund policies.~~

10 ~~(d) Student complaints. The college shall have adequate procedures for addressing~~
11 ~~written student complaints and shall be responsible for demonstrating that it follows those~~
12 ~~procedures when resolving student complaints.~~

13 ~~(e) Recruitment materials. Recruitment materials and presentations shall accurately~~
14 ~~represent the college's practices and policies.~~

15 ~~(f) Title IV program responsibilities. The college shall be in compliance with its pro-~~
16 ~~gram responsibilities under Title IV of the 1998 Higher Education Amendments, 20 U.S.C.~~
17 ~~1070 and 34 C.F.R. Part 668.]~~

18 Section 5 [6]. Action on Application. Within six (6) months of the submission of an
19 "Application for Council on Postsecondary Education Approval for Eligibility Pursuant to 13
20 KAR 1:050" [if a site visit is not conducted, or within ninety (90) working days of the com-
21 pletion of a site visit,] the president shall do one (1) of the following:

22 (1) Approve the applicant college for status as an eligible institution in which a stu-
23 dent may enroll and receive a Kentucky tuition grant for ten (10) years;

1 (2) Deny the applicant college for status as an eligible institution; or

2 (3) Notify the applicant college of deficiencies which shall be corrected before ap-
3 proval is granted.

4 Section 6. Renewal. (1) A college approved by the Council for eligibility beginning
5 with the 2022-2023 academic year for ten (10) years shall seek renewal of eligibility by
6 submitting the “Application for Council on Postsecondary Education Approval for Eligibility
7 Pursuant to 13 KAR 1:050” by May 30 of the year prior to its eligibility expiration, and shall
8 pay a nonrefundable fee of \$10,000 to the Council on Postsecondary Education with the
9 submission of the application. Review of the application shall not occur until the fee is paid
10 by the college.

11 (2) A college that was previously approved by the Council for eligibility beginning
12 with the 2011-2012 academic year shall seek renewal of eligibility by submitting the “Appli-
13 cation for Council on Postsecondary Education Approval for Eligibility Pursuant to 13 KAR
14 1:050” by May 30, 2021 in order to seek eligibility beyond the month and day of its initial
15 eligibility for 2022, and shall pay a nonrefundable fee of \$10,000 to the Council on Post-
16 secondary Education with the submission of the application. Review of the application
17 shall not occur until the fee is paid by the college.

18 Section 7. Substantive Change. (1) Approval pursuant to this administrative regula-
19 tion shall be specific to a licensed college and based on conditions existing at the time of
20 the most recent evaluation and shall not be transferable to other colleges or entities.

21 (2) An approved college shall notify the president within thirty (30) days of action by
22 an accrediting agency that results in the college being placed on probationary status, a col-
23 lege losing accreditation, or a college being denied accreditation.

1 (3) The president shall be responsible for evaluating all substantive changes to as-
2 sess the impact of the change on the college's compliance with this administrative regula-
3 tion. [~~The president may conduct, or may have conducted, a site visit in accordance with~~
4 ~~Section 2(6) of this administrative regulation.~~]

5 (4) A college's failure to comply with this section shall be grounds for ineligibility un-
6 der this administrative regulation.

7 (5) If a college is unclear as to whether a change is substantive in nature, the col-
8 lege shall contact the Council on Postsecondary Education in writing for consultation.

9 (6) A substantive change shall include the following:

10 (a) Action by an accrediting agency that results in the college being placed on pro-
11 bationary status, a college losing accreditation, or a college being denied accreditation;

12 [~~(b) Initiating distance learning;~~]

13 (b) [~~(c)~~] Initiating a merger or consolidation;

14 (c) [~~(d)~~] Altering significantly the educational mission of the college;

15 (d) [~~(e)~~] Relocating a licensed Kentucky instructional site or principal location of the
16 college;

17 (e) [~~(f)~~] Changing the college's governance, ownership, control, or legal status;

18 (f) [~~(g)~~] Changing the name of the college;

19 (g) [~~(h)~~] Altering significantly the length of a program;

20 [~~(i) Initiating degree completion programs;~~]

21 (h) [~~(j)~~] Adding a new instructional site or program licensed in accordance with 13
22 KAR 1:020;

23 (i) [~~(k)~~] Denial, suspension, or revocation of licensure by the Council on Postsec-

1 ondary Education pursuant to 13 KAR 1:020; or

2 (i) ~~[(4)]~~ Closing the college, a Kentucky licensed instructional site, or a Kentucky li-
3 censed program and initiating teach out agreements.

4 (7) Within six (6) months of notification by the college of a substantive change [~~if a~~
5 ~~site visit is not conducted, or within ninety (90) working days of the completion of a site vis-~~
6 ~~it,~~] the president shall do one (1) of the following:

7 (a) Approve the substantive change and continue approval under this administrative
8 regulation without changing the approval period;

9 (b) Deny the substantive change and require that the college abandon and not pro-
10 ceed with the substantive change or else lose approval under this administrative regulation;

11 (c) Notify the college of deficiencies which shall be corrected before the substantive
12 change is approved, and suspend or revoke approval under this administrative regulation;

13 or

14 (d) Suspend or revoke approval under this administrative regulation.

15 Section 8. Site visits. (1) The president may conduct, or may have conducted, an
16 announced or unannounced site visit of a licensed college during reasonable business
17 hours to inspect the files, facilities, and equipment as well as conduct interviews to deter-
18 mine the college's eligibility under this administrative regulation.

19 (2) Failure to provide full access to the college's files, facilities, and equipment or
20 prevention of interviews shall be grounds for ineligibility.

21 (3) All costs associated with a site visit and necessary subsequent visits, including
22 travel, meals, lodging, and consultant honoraria shall be paid by the applicant college.

23 (4) The estimated cost of the site visit shall be paid by the college prior to the site

1 visit, and final settlement regarding actual expenses incurred shall be paid no later than
2 thirty (30) days following the completion of the site visit.

3 (5) Failure to pay these costs shall result in ineligibility.

4 Section 9. [~~8.~~] Hearings and Appeals. (1) The president may, for cause, require the
5 chief administrative officer, or other officers, of a college to appear for a hearing consistent
6 with the provisions of KRS Chapter 13B, in order to determine the facts if the president has
7 determined that there are sufficient grounds for ineligibility under this administrative regula-
8 tion.

9 (2) The officer, or other officers, of the college may be accompanied at the hearing
10 by counsel of their own choosing and at their expense.

11 (3) Within thirty (30) working days after a hearing is held, the president shall reach a
12 determination and shall issue findings, in writing, to the Council and to the chief executive
13 officer of the college.

14 (4) A college may appeal the actions of the president regarding a college's ineligibil-
15 ity under this administrative regulation according to the following procedure:

16 (a) A college shall notify the president of the intent to appeal an action within four-
17 teen (14) days of the receipt of the letter notifying the college of the action taken;

18 (b) The president shall request that the Office of Administrative Hearings appoint a
19 hearing officer who shall conduct an administrative hearing consistent with the provisions
20 of KRS Chapter 13B;

21 (c) The appeal shall be presented in writing no later than sixty (60) days following
22 the receipt of notification of intent to appeal;

23 (d) The appeals officer shall review findings of fact, consider testimony, draw con-

1 clusions, and formulate a recommendation consistent with the facts and this administrative
2 regulation;

3 (e) Within fourteen (14) days, the report of the appeals officer shall be forwarded to
4 the college and to the president of the Council on Postsecondary Education; and

5 (f) Within thirty (30) working days of receipt of the report of the appeals officer, the
6 president shall approve or not approve the college.

7 Section 10. [~~9~~] Incorporation by Reference. (1) "Application for Council on Postsec-
8 ondary Education Approval for Eligibility Pursuant to 13 KAR 1:050", May 2020 [~~November~~
9 ~~2009~~], is incorporated by reference.

10 (2) This material may be inspected, copied, or obtained, subject to applicable copy-
11 right law, at the Kentucky Council on Postsecondary Education, 100 Airport Road, 2nd
12 Floor, [~~1024 Capital Center Drive, Suite 320,~~] Frankfort, Kentucky 40601.

Date

Ben Brandstetter, Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

Date

Travis Powell, General Counsel
Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on June 24, 2020 at 10:00 a.m. EST at the Council on Postsecondary Education, 100 Airport Road, 2nd Floor, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until June 30, 2020.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

Sarah Levy
Executive Director of Postsecondary Licensing
Council on Postsecondary Education
100 Airport Road
2nd Floor
Frankfort, Kentucky 40601
Phone: 502.892.3034
Email: sarah.levy@ky.gov

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation 13 KAR 1:050. *Licensed out-of-state college's eligibility for Kentucky tuition grant*

Contact person: Sarah Levy
Executive Director of Postsecondary Licensing
Council on Postsecondary Education
100 Airport Road, 2nd Floor
Frankfort, KY 40601
502.892.3034
sarah.levy@ky.gov

- (1) Provide a brief summary of:
 - (a) What this administrative regulation does: KRS 164.780 creates the Kentucky Tuition Grant (KTG) program to provide need-based aid to qualified Kentucky residents attending eligible private colleges located in Kentucky. In order to be eligible to accept KTG awards on behalf of a student, private institutions must be licensed by the Council and accredited by the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). If SACSCOC accreditation is not available to a licensed, regionally accredited, out of state institution due to its main campus being located outside SACSCOC's geographic region, this regulation provides the process by which an institution may petition the Council for approval.
 - (b) The necessity of this administrative regulation: KRS 164.785(7)(c) requires that the Council promulgate an administrative regulation to outline the process for KTG eligibility for institutions described in (1)(a).
 - (c) How this administrative regulation conforms to the content of the authorizing statutes: KRS 164.785(7)(c) requires that the criteria for approval mirror SACSCOC accreditation criteria and the proposed amendments will bring the regulation into statutory conformance.
 - (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: This regulation provides a process for approve institutions for KTG participation in accordance with KRS 164.785(7)(c).

- (2) If this is an amendment to an existing administrative regulation, provide a brief summary of:
 - (a) How the amendment will change this existing administrative regulation: This amendment aligns the requirements of the regulation with the SACSCOC Principles of Accreditation effective January 1, 2018. It also requires institutions to apply every ten (10) years for a fee of \$10,000 rather than a one-time fee of \$1,000. And finally, it allows site visits to occur on a case by case basis rather than upon initial application with the intention of having Council staff conduct the review in-house. Previously, approvals were only provided after a site visit, which required the hiring of outside consultants at a significant fee to the applying colleges.
 - (b) The necessity of the amendment to this administrative regulation: KRS 164.785(7)(c) requires that the requirements for eligibility “mirror” the SACSCOC accreditation criteria and the amendment makes the necessary changes to conform.
 - (c) How the amendment conforms to the content of the authorizing statutes: The authorizing statutes give the Council the authority to promulgate a regulation for KTG eligibility that includes criteria that mirrors those of SACSCOC principles.
 - (d) How the amendment will assist in the effective administration of the statutes: This amendment will make the KTG eligibility process for affected institutions mirror SACSCOC requirement as required by KRS 164.785(7)(c).
- (3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: Regionally accredited, out-of-state institutions with campuses in Kentucky licensed by the Council whose main campuses are outside the SACSCOC region that want to participate in KTG.
- (4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment, including:
 - (a) List the actions that each of the regulated entities identified in question (3) will

have to take to comply with this administrative regulation or amendment:
Regulated entities, including those with existing approval and those seeking approval, must submit an application under the newly amended regulation. Existing approved colleges must reapply by May 30, 2021 under the new standards. Institutions must reapply every ten (10) years thereafter.

- (b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): The application fee will be raised from \$1,000 to \$10,000, but for new colleges seeking approval the likelihood of a site visit is reduced, which will reduce the financial burden.
 - (c) As a result of compliance, what benefits will accrue to the entities identified in question (3): Approved colleges will be able to receive KTG grant monies for eligible students attending the institution.
- (5) Provide an estimate of how much it will cost to implement this administrative regulation:
- (a) Initially: With one new institution seeking approval and three existing that must reapply, roughly \$40,000.
 - (b) On a continuing basis: Roughly \$10,000 each time an institution is initially approved or their approval is renewed.
- (6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Application fees.
- (7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: Yes, an increase of fee is necessary to support the in-house review of applications.
- (8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: Yes. This regulation assesses fees.
- (9) TIERING: Is tiering applied? No, the amendment does not apply any tiering as all regulated entities will be treated identically in its application.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Administrative Regulation 13 KAR 1:050. *Licensed out-of-state college's eligibility for Kentucky tuition grant*

Contact person: Sarah Levy
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Frankfort, KY 40601
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1. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? The Kentucky Higher Education Assistance Authority (KHEAA) must keep track of the approved institutions as they administer KTG on behalf of students.

2. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.785(7)(c).

3. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? Revenue from fees will generate \$40,000 initially.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? An additional \$40,000 every ten (10) years.

(c) How much will it cost to administer this program for the first year? Approximately \$40,000.

(d) How much will it cost to administer this program for subsequent years? Approximately \$40,000 every ten (10) years.

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

Revenues (+/-):

Expenditures (+/-):

Other Explanation: N/A

TITLE: Committee on Equal Opportunities Report

DESCRIPTION: The Committee on Equal Opportunities met in January 27 2020. Below is a report of its activities at the meeting and work since then.

PRESENTER: Robert H. Staat, Chair of the Committee on Equal Opportunities

The Committee on Equal Opportunities met on January 27, 2020 on the campus of Jefferson Community and Technical College. While there, the Committee received an overview of JCTC’s diversity strategies, their implementation and initial results as tied to the statewide strategic agenda focus areas. They also learned about WKU’s Confucius Institute, which was recently ended due to changes in federal funding.

Diversity Plan Reports:

The Diversity Plan Report Review process is underway. Institutions have submitted their reports and the review teams are evaluating and scoring them. Preliminary scoring will be reported at the next CEO meeting scheduled for April 27, 2020. Below is the timeline of the review process.

February 11, 2020	Diversity Report Evaluation Training for CEO and review teams
March 2, 2020	Diversity Plan Reports Due to CPE
March 16, 2020	Live scoring begins – review teams provided with campus diversity plans, annual reports, and scoring worksheets.
April 20, 2020	Live scoring ends – evaluations and scores submitted to CPE
April 27, 2020	Review Team Leads report evaluation and feedback at CEO meeting

Future Meeting Dates

The CEO will meet again on April 27, 2020 and June 22, 2020.



PROGRESS REPORT

Kentucky's Progress toward
Postsecondary Strategic
Agenda Goals

April 2020

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 , diverse and accessible system of postsecondary education.

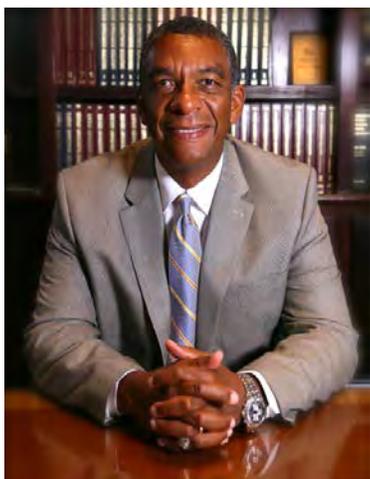
Key responsibilities include:

- 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.

Table of Contents

FROM THE PRESIDENT	4
POLICY AREA 1: OPPORTUNITY	
Key Initiatives.....	6
College Readiness of College Entrants.....	7
In-State College-Going Rate.....	7
Kentucky Adults Enrolled in College.....	8
Net General Fund Appropriations per Student.....	8
Average Net Price.....	9
Progress of Underprepared Students in English.....	10
Progress of Underprepared Students in Mathematics.....	11
POLICY AREA 2: SUCCESS	
Key Initiatives.....	12
Graduation Rates.....	14
First-Year to Second-Year Retention.....	16
Average Credit Hours Earned at Graduation.....	18
Statewide Completion Rate.....	19
KCTCS Transfers with an Associate Degree.....	20
Kentucky's Educational Attainment Goal.....	21
POLICY AREA 3: IMPACT	
Key Initiatives.....	22
Degrees and Credentials Awarded.....	24
Non-Credit Workforce Training Hours.....	26
Educational Attainment in Kentucky.....	27
Graduates Working or Pursuing More Education.....	28
Research and Development Expenditures.....	29
APPENDICES	
Appendix 1: Statewide Diversity Plan.....	31
Appendix 2: Diversity Plan Metrics.....	32
Appendix 3: Performance Funding.....	35
Appendix 4: Statewide Scorecard.....	36
Appendix 5: Association of Independent Kentucky Colleges and Universities Data.....	38

From the President



Dear Friends and Colleagues,

We are nearing the end of the 2016-21 Statewide Strategic Agenda, “Stronger by Degrees.” There is only one more Progress Report before we transition to a new strategic agenda and set of metrics.

I am delighted to report that Kentucky continues to increase the educational attainment level of its working-age population, a key indicator of economic competitiveness and prosperity. In 2018, 46.9% of Kentuckians ages 25-64 had a postsecondary credential or degree, up 1.4 percentage points from the previous year and approaching the national average of 48.4%. Much of this growth is due to the inclusion counted.

graduation rate (up nearly 3 percentage points to 33.9%). While the 6-year graduation rate at public universities increased (from 54.5% to 55%), bachelor’s degrees at public universities decreased 0.5%. However, when bachelor’s degrees awarded by independent institutions are taken into account, the

I am particularly proud of our public institutions’ underrepresented minority students. At KCTCS, credentials awarded to URM students increased 7.4%, and URM public bachelor’s degrees were up 5.5%. There were also gains in minority retention.

points, while URM retention at public universities increased 0.8 of a percentage point.

There are some areas of concern. Kentucky’s in-state college-going rate is steadily declining. Since beginning this agenda in 2015, the rate has fallen from 54% to 51.7%. Kentucky public universities also are enrolling fewer non-traditional adult students. Enrollment of adults 25 and older has decreased 17% since the fall of 2015. to reach our attainment goal.

As I write this, higher education is facing an uncertain future in light of the COVID-19 global pandemic. We do not yet know how social distancing measures may impact the fall 2020 semester. We do know, however, that higher education can provide renewed hope to individuals who have lost their jobs and want to train for a new career. Our colleges and universities stand ready to assist all Kentuckians in increasing their economic mobility and security through a postsecondary credential.

A handwritten signature in black ink, reading "Aaron Thompson". The signature is fluid and cursive, with a long horizontal line extending from the end.

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.

- CPE's statewide diversity policy directs campuses to craft plans to increase the racial, economic and ethnic diversity of students, enrollment, retention and graduation; and foster a culture of equity and inclusion. Following the 2018 review, 21 campuses

These three campuses had to submit improvement plans to regain eligibility. Results of the 2019 review will be shared with the Committee on Equal Opportunities at its June 2020 meeting.

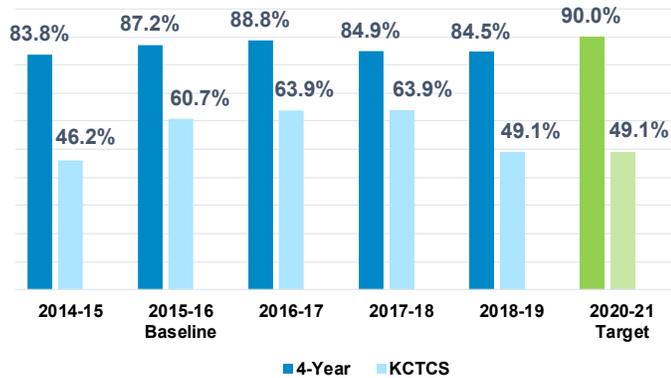
- CPE was awarded a \$50,000 Equity-Minded Leadership grant from the Lumina Foundation. The grant will enable the campuses. A workgroup is determining the critical elements of cultural competence and proposing a mechanism for certifying individuals. Also, the grant funded another cohort of minority s Academic Leadership Development Institute, a year-long program to help participants advance in their academic careers.
- University of Kentucky on November 14, which provided participants with valuable content and peer networking opportunities. Sessions dealt with the status of race and ethnicity in Kentucky's higher education system.
- GEAR UP KY is a seven-year, \$24.5 million early awareness and readiness federal grant program administered by CPE. The program serves at-risk middle and high schools in 12 school districts. As of spring 2020, GEAR UP Kentucky provided a total of 31,266 student contact hours including 18,009 hours of curricula delivery and 6,588 hours of student advising. Additionally, 1,178 students participated in college visits or in peer mentoring or tutoring programs. To support academic readiness and intervention, GUK students completed a total of 8,867 CERT college readiness assessments and accessed 55,000+ hours of online content to help them improve their scores. GEAR UP Kentucky also launched just-in-time services for seniors in its partner high schools; as a result, 1,194 (78%) high school seniors received a total of 1,208 hours of advising.
- CPE works with secondary and postsecondary institutions to improve the academic rigor and transferability of high school by Kentucky high school students have more than doubled, which has improved the readiness of students transitioning to career and technical education programs as well as general education courses.

- CPE received a \$400,000 grant from the Lumina Foundation to improve college outreach to underserved adults (ages 25-64). Three campuses - Hazard Community and Technical College, and Madisonville Community College - launched an ambassador program developed by organization focused on improving postsecondary outcomes for adult students. Over 200 ambassadors were trained to serve as informal recruiters for the colleges, talking to adults about postsecondary opportunities at workplaces, churches, career centers and other community events. The grant provided promotional materials to advertise adult-friendly programs. Hazard Community and Technical college also piloted a debt forgiveness program called "Forge your Way Forward" to give students with unpaid balances a second chance to succeed.
- Nearly 200 higher educational professionals attended the Kentucky Comebacker Convening, a conference held in more adult-friendly. The event was sponsored by CPE and The Graduate! Network and featured presentations by Mike Krause, commissioner of the Tennessee Higher Education Commission; Danette Howard, vice president of the Lumina Foundation; and Matt Bergman, University of Louisville professor and CCA fellow.
- 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 continued to work with the public universities and KCTCS responsible borrowing. At CPE's request, most of our public institutions now send student loan letters informing students of the amount of debt they currently owe and estimated monthly payment amounts. CPE will work with the campuses over the next couple of years to evaluate the impact of this program.
- CPE advocates for increased state funding for postsecondary institutions through print materials, presentations, testimony before legislative committees, and meetings with individual legislators. An increase in state higher education appropriations for FY2021 was expected, but the COVID-19 pandemic created a sizable shortfall in projected revenue.
- One of the most important strategies to improve college graduation can mean thousands of dollars of savings in tuition, fees and other college-related costs. CPE encourages campuses to promote 15 to Finish, a messaging and outreach campaign highlighting the need for full-time students to register for at least 15 credit hours per semester.

College Readiness of College Entrants

About this Measure:

The percent of recent Kentucky high school graduates (public and private) entering public postsecondary education ACT readiness benchmarks (English 18, math 19, and reading 20) or campus placement exam requirements. Data from 2018-2019 enrolled in college for the 2018-19 academic year.



Source: Kentucky Postsecondary Education Data System (KPEDS)

Highlights

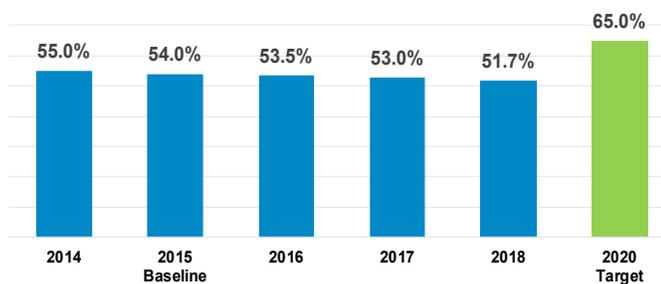
- Kentucky is one of 15 states where 100% of high school juniors take the ACT exam, which makes it a useful proxy for college readiness.
- Kentucky's average ACT score decreased from 20.2 for the graduating class of 2018 to 19.8 for the graduating class of 2019, nearly a point lower than the national composite score of 20.7. Kentucky's average subtest scores were 19.2 in math, 19.5 in English, 20.5 in reading and 19.6 in science.
- In 2019, only 9% of African American high school graduates met three or more of ACT's national college readiness benchmarks, compared to 20% of Latinx graduates and 30% of white graduates.
- Because Kentucky's metric considers not only 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

students included in 2018 were members of the high school graduating class of 2018 who enrolled in college during the 2018-19 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 percentage includes students going to college both in and out of state in the fall immediately following high school graduation. Kentucky's rate.
- college going. The in-state college-going rate in 2018 declined 1.3 percentage points over 2017, and has decreased 3.3 percentage points since 2014.
- KYStats reports that the in-state college-going rate is 46.2% for African American students, 49.1% for Latinx 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. Increases in adult enrollment will also be needed.

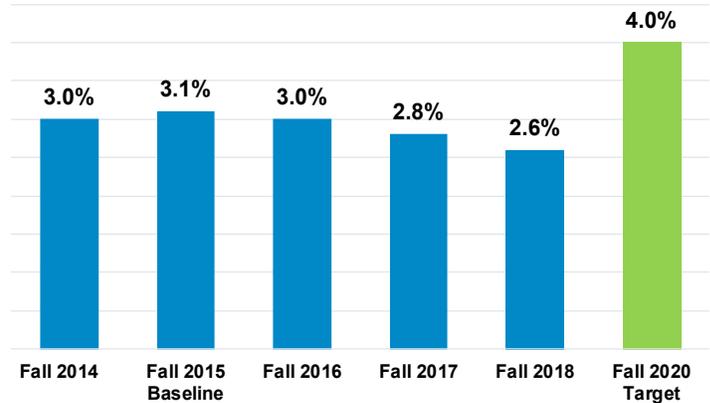
KY Adults Enrolled in College

Highlights

- Adult undergraduate enrollment (of students who were reported with a Kentucky origin) fell from 46,063 in the fall of 2015 to 38,452 in the fall of 2018, a 17% decrease.
- 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 a stable adult population).
- Low unemployment and a tight labor market typically lead to declines in adult college enrollment, which may account for Kentucky's recent trend.

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

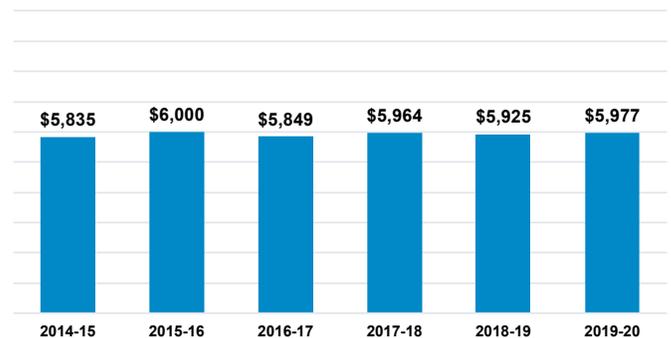
Net General Fund Appropriations per Student

Highlights

- The slight increase in this metric from \$5,925 in 2018-19 to \$5,977 in 2019-20 is due to a decrease in enrollment, not an increase in state funding.
- In 2018, Kentucky was among 16 states with lower net general fund appropriations per student.
- Nationally, states saw a 15.2% increase in state appropriations for higher education between 2013 and 2018.
- In nominal terms, Net General Fund has decreased from \$1.1 million in 2008 to \$860,000 in 2020, a 21% decrease.
- This metric does not take into consideration 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, Net General Fund appropriations to students or state monies for debt service.

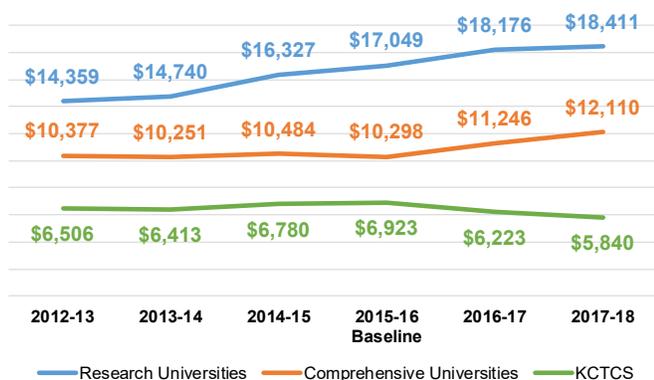


Source: Kentucky Budget of the Commonwealth

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

- In 2017-18, the average net price at public four-year institutions in the United States was \$20,050, higher than in Kentucky.
- Net price at KCTCS decreased 6% over the previous year, continuing its downward trajectory. Net price increased 7.7% at the comprehensive universities, compared to a 9.2% increase the previous year.
- Net price at research universities increased 1.3% over the previous year, following a 6.6% increase the previous year.
- 2018-19 data for this metric has not yet been published by IPEDS, which accounts for the lag time in reporting.



Progress of Underprepared Students in English

About this Measure:

(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 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%	72.6%		70.0%*
Kentucky State University	42.3%	51.2%	64.7%	84.8%	86.4%	64.5%		70.0%*
Morehead State University	69.9%	72.0%	60.4%	58.8%	86.4%	76.9%		75.0%*
Murray State University	51.4%	46.7%	53.9%	58.3%	56.6%	60.7%		70.0%
Northern Kentucky University	47.4%	52.8%	62.6%	61.2%	61.8%	61.4%		82.0%
University of Kentucky	79.0%	80.0%	80.7%	68.9%	74.7%	68.8%		85.0%
University of Louisville	84.2%	87.2%	92.2%	88.2%	85.9%	84.9%		93.0%
Western Kentucky University	52.6%	63.9%	60.9%	59.3%	56.4%	68.8%		70.0%
Public Universities	56.7%	61.6%	64%	63.1%	66.8%	69.1%		70.0%
KCTCS	10.4%	27.0%	28.0%	22.9%	23.5%	35.7%		50.0%
STATEWIDE	32.3%	40.1%	40.6%	41.2%	45.4%	53.1%		70.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

* Indicates institution established a new fall 2020 target.

Highlights

- Complete College America reports that 25% of U.S. students at two-year institutions and 17% of U.S. students at four-year high research institutions who were remediated at entry complete a credit-bearing course in English within two years.
- 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.
- Overall, four-year public institutions saw a 2.3 percentage-point increase in this metric, and KCTCS saw a percentage-point increase of 12.2.
- Due to achieving their 2020 targets ahead of schedule, three schools (EKU, KSU, and Morehead) set new 2020 targets. EKU and Morehead exceeded their revised goals in fall 2018. Western Kentucky University is on track to meet its 2020 target.

Progress of Underprepared Students in Mathematics

About this Measure:

(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
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%	18.0%	28.5%	30.7%	40.3%		35.0%*
Kentucky State University	18.6%	16.8%	43.2%	81.1%	86.8%	57.0%		70.0%*
Morehead State University	36.0%	34.2%	27.5%	29.4%	35.8%	49.1%		50.0%*
Murray State University	21.7%	25.3%	4.1%	27.6%	24.7%	30.8%		60.0%
Northern Kentucky University	23.2%	27.9%	30.0%	26.1%	30.9%	29.2%		60.0%
University of Kentucky	56.2%	56.1%	53.7%	64.0%	49.0%	47.7%		65.0%
University of Louisville	16.6%	10.1%	23.2%	10.3%	19.9%	29.8%		35.0%
Western Kentucky University	34.3%	36.2%	42.0%	38.7%	32.8%	40.8%		60.0%
Public Universities	30.2%	30.4%	32.9%	34.9%	34.5%	39.7%		60.0%
KCTCS	5.0%	13.4%	21.4%	13.9%	16.3%	15.9%		40.0%
STATEWIDE	20.2%	20.2%	25.7%	24.1%	25.6%	29.7%		60.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

* Indicates institution established a new fall 2020 target.

Highlights

- Complete College America reports that 5% of U.S. students at two-year institutions and 16% of U.S. students at four-year high research institutions who were remediated at entry complete a credit-bearing course in mathematics within two years.
- 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.
- Four-year public institutions saw a 2.3 percentage-point increase in this metric, while KCTCS saw a 0.4 of a percentage point decrease in this metric.
- Due to achieving their 2020 targets ahead of schedule, three schools (EKU, KSU, and Morehead) set new 2020 targets. EKU exceeded its revised target in fall 2018, and Morehead nearly met its revised target as well. The University of Louisville is on track to meet its 2020 target.

POLICY AREA 2: SUCCESS

Kentucky's future prosperity depends on more people advancing through our postsecondary education system and graduating in

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.

- CPE's annual Student Success Summit was cancelled in 2020 due to social distancing measures to prevent the spread of COVID-19. Academic content to higher education professionals through a series of webinars.
- CPE has been working with institutions to create an updated courses that are included in the statewide transfer policy, as well as course equivalencies and degree pathways to guide students through the transfer process.
- The Council of Postsecondary Education created the Faculty Advisory Network in October 2019. Thirteen members from both public universities and community and technical colleges were selected to serve two-year terms. They will play a pivotal role in identifying and promoting innovative solutions to accelerate student success. Similarly, a Student Advisory Network will enable CPE to solicit input from students about academic
- Through a partnership with Gray Associates, CPE conducted a comprehensive data collection and evaluation process to capture more information about academic program costs and employment outcomes of graduates, which institutions have struggled to provide in past program review cycles. These data and the resulting analyses are being used to improve CPE's program approval process, help campus leaders make more informed decisions about programming, and better demonstrate the value of academic programs to students, accreditors and the general public. CPE's new Academic and Strategic Initiatives Committee has enabled the board to deepen its involvement in program review and approval by allowing more time for detailed discussion.
- CPE launched the Essential Employability Qualities (EEQ) Commons, and 's degree programs at Murray State University and an associate degree at Bluegrass Community and Technical College. programs have gained valuable employability skills. It also signals that employers have had meaningful input into program design and evaluation. Four other campuses currently are State University, University of Kentucky, Gateway Community and T Technical College. Criteria used to evaluate these programs include graduate preparation, career support services, employer engagement, student and alumni engagement and career information.

- As part of the EEQ process, CPE created a Stakeholder Advisory Council to help guide the program and provide ongoing feedback about business and industry workforce needs. Members include representatives from UPS, Baptist Health System, Toyota, Jim Beam, local workforce investment boards (EKCEP), the Kentucky Chamber of Commerce, Kentucky Skills U and various campus representatives. The group meets regularly to discuss the project, as well as Kentucky's workforce gaps and opportunities.
- CPE is working with campuses to revise their credit for prior learning policies. CPE recently brought together institutional representatives with experts from the College Board and Cambridge International to learn more about AP, CLEP, and Cambridge curricula and exams. Institutions are now evaluating for successful completion of these exams.
- Success grants through a competitive RFP process to improve student progression and completion, with a special emphasis on low-income and underrepresented minority students. Campuses included Eastern Kentucky University, Northern Kentucky University, Bluegrass Community and Technical College, Maysville Community College and Owensboro Community and Technical College. Campuses provided mid-site visits to see the programs in action.
- Kentucky was selected to participate in Degrees When Due, a national initiative of the Institute for Higher Education Policy (IHEP), to help students who have some college credits complete a degree. The initiative allows campus liaisons to learn best practices in adult completion strategies, while re-engaging students who have stopped out of their studies. Kentucky universities are using the program to expand Project Graduate, a degree completion program for adults with 80 or more credit hours. Community colleges gained access to a variety of resources to help them audit students' previously earned



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.

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

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

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 Latinx, native Hawaiian or other , and students identifying as two or more races.

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'

Despite their limitations, three-year and six-year graduation rates are a useful way to compare the success of public institutions

ensuring students graduate in a timely manner.

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%	33.9%		34.0%*
URM	13.3%	13.4%	14.5%	14.1%	16.5%	17.2%	22.1%	22.7%		22.5%
Low-Income	23.6%	21.7%	20.7%	23.4%	23.4%	23.8%	28.1%	31.5%		28.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

*Indicates institution established a new 2020-21 target.

Highlights

- The overall 3-year graduation rate at KCTCS in 2018-19 climbed to 33.9%, an increase of 2.9 percentage points over 2017-18. The overall rate has been rising steadily since 2012-13.
- In 2018-19, the 3-year graduation rate for low-income students at KCTCS increased 3.4 percentage points to 31.5%, and the rate for underrepresented minority students increased 0.6 of a percentage point to 22.7%. KCTCS exceeded its 2020-21 targets for low-income and URM graduation rates a year ahead of schedule.
- The overall 6-year graduation rate for public universities in 2018-19 increased 0.5 of a percentage point over 2017-18. Five universities experienced gains in their graduation rates, while three experienced decreases.
- In 2018-19, the 6-year graduation rate for low-income students at public universities fell 0.4 of a percentage point, while the rate for underrepresented minority students rose 0.7 of a percentage point.

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%		50.0%
URM	23.4%	28.2%	26.1%	39.1%	37.0%	32.9%	38.8%	34.0%		43.0%
Low-Income	29.4%	29.4%	29.7%	35.5%	36.3%	35.4%	41.9%	38.3%		42.0%
Kentucky State University										
Overall	13.1%	18.2%	20.1%	22.1%	20.6%	21.4%	16.3%	25.8%		30.0%
URM	12.6%	18.8%	21.2%	23.1%	20.1%	21.8%	14.5%	24.2%		30.0%
Low-Income	12.1%	17.8%	19.7%	20.5%	20.3%	19.2%	15.8%	21.5%		30.0%
Morehead State University										
Overall	42.7%	44.6%	46.2%	40.2%	45.7%	41.7%	44.9%	45.9%		48.2%
URM	32.8%	30.5%	42.9%	22.4%	32.6%	30.2%	37.9%	43.4%		37.5%
Low-Income	33.3%	34.5%	33.8%	30.9%	34.1%	30.0%	38.6%	36.9%		38.0%
Murray State University										
Overall	53.9%	53.2%	51.9%	48.5%	48.6%	48.9%	55.4%	54.6%		58.0%*
URM	46.1%	41.1%	43.9%	36.5%	37.6%	31.3%	41.6%	37.2%		42.0%
Low-Income	44.2%	38.9%	43.6%	38.4%	37.4%	35.6%	42.8%	38.6%		42.0%
Northern Kentucky University										
Overall	36.9%	37.7%	36.3%	39.8%	37.6%	39.4%	43.8%	47.7%		45.0%
URM	28.1%	29.4%	22.6%	37.9%	23.0%	27.4%	34.8%	38.0%		39.0%
Low-Income	28.4%	28.2%	25.8%	29.1%	30.3%	28.0%	32.7%	36.7%		39.0%
University of Kentucky										
Overall	57.6%	60.4%	60.2%	61.3%	63.6%	64.6%	65.8%	66.1%		70.0%
URM	50.0%	44.8%	45.2%	40.7%	52.4%	51.9%	54.2%	56.0%		58.5%
Low-Income	42.7%	48.5%	47.8%	46.5%	51.5%	50.0%	53.0%	54.5%		56.0%
University of Louisville										
Overall	52.1%	53.5%	53.6%	52.9%	52.8%	54.4%	56.6%	58.6%		60.1%
URM	43.8%	43.2%	49.6%	44.5%	51.1%	47.7%	56.0%	54.3%		58.5%
Low-Income	40.5%	48.2%	41.3%	41.3%	45.1%	45.8%	47.1%	48.3%		54.1%
Western Kentucky University										
Overall	49.6%	50.3%	50.1%	50.0%	51.9%	50.7%	53.4%	51.6%		53.7%
URM	35.6%	35.6%	33.8%	33.3%	33.9%	30.7%	33.6%	34.7%		40.0%
Low-Income	37.5%	38.3%	37.8%	36.2%	41.0%	37.9%	39.9%	38.3%		45.0%
STATEWIDE (public universities only)										
Overall	47.6%	48.9%	49.3%	49.8%	50.6%	51.3%	54.5%	55%		60.0%
URM	33.6%	33.5%	35.9%	36.6%	38.8%	37.8%	42.7%	43.4%		50.0%
Low-Income	34.5%	36.9%	36.5%	36.3%	38.8%	37.1%	41.9%	41.5%		50.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

*Indicates institution established a new 2020-21 target.

First-Year to Second-Year Retention

About this Measure:

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

. Student support

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, and students identifying as two or more races.

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 new academic programs.

Highlights

- The overall retention rate at KCTCS for fall 2018 to fall 2019 rose 2.2 percentage points to 55.5%. With this increase, KCTCS met its 2020-21 target a year ahead of schedule.
- The retention rate of URM students at KCTCS increased 4.1 percentage points over last year, while the retention rate of low-income students increased 2.4 percentage points. KCTCS exceeded its 2020-21 targets for both populations.
- The overall retention rate at public universities for fall 2018 to fall 2019 rose 1.3 percentage points to 78.2% at three universities. ECU met its 2020-21 target a year ahead of schedule.
- At four-year public universities, the retention rate for URM students increased 0.8 of a percentage point over the previous year. The retention rate for low-income students increased 1.9 percentage points.

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%	54.3%	53.3%	55.5%		54.4%
URM	40.0%	40.4%	42.2%	40.1%	45.1%	47.5%	45.4%	49.5%		46.8%
Low-Income	48.3%	49.9%	49.2%	47.6%	50.5%	53.1%	52.1%	54.5%		53.7%

Source: Kentucky Postsecondary Education Database System (KPEDS).

First-Year to Second-Year Retention

Public Universities

INSTITUTION	Fall 11- Fall 12	Fall 12- Fall 13	Fall13- Fall 14	Fall 14- Fall 15	Fall 15- Fall 16 Baseline	Fall 16- Fall 17	Fall 17- Fall 18	Fall 18- Fall 19	Fall 19- Fall 20	Fall 20- Fall 21 Target
Eastern Kentucky University										
Overall	68.0%	72.2%	72.3%	74.0%	74.0%	73.4%	73.0%	75.1%		75.0%
URM	56.5%	60.7%	60.8%	65.5%	64.1%	62.8%	72.0%	65.5%		67.0%
Low-Income	59.8%	66.6%	66.2%	69.4%	69.9%	68.7%	67.0%	70.2%		72.0%
Kentucky State University										
Overall	46.3%	46.8%	43.5%	58.9%	59.2%	67.7%	56.1%	65.6%		70.0%
URM	46.2%	44.3%	42.2%	57.1%	60.3%	74.6%	56.8%	67.0%		70.0%
Low-Income	47.8%	52.3%	41.9%	58.3%	60.5%	72.7%	63.5%	69.5%		70.0%
Morehead State University										
Overall	67.1%	69.1%	69.6%	65.7%	70.7%	72.3%	73.7%	73.2%		76.2%
URM	64.6%	66.2%	69.7%	62.5%	67.8%	63.2%	78.0%	68.5%		73.9%
Low-Income	59.3%	66.7%	66.3%	59.2%	67.3%	67.3%	69.5%	67.3%		73.5%
Murray State University										
Overall	70.3%	72.9%	72.4%	71.8%	74.2%	77.3%	79.3%	79.3%		81.0%*
URM	63.0%	66.8%	61.2%	60.6%	69.1%	75.0%	73.6%	70.4%		75.0%
Low-Income	63.8%	66.9%	61.2%	61.8%	65.6%	72.0%	73.8%	73.6%		70.0%
Northern Kentucky University										
Overall	67.3%	67.4%	69.3%	69.1%	71.9%	72.5%	68.6%	72.1%		77.0%
URM	55.8%	59.5%	66.8%	63.7%	69.5%	72.4%	63.1%	69.1%		75.0%
Low-Income	61.0%	59.7%	63.6%	62.7%	64.4%	64.2%	61.2%	65.6%		71.0%
University of Kentucky										
Overall	81.3%	82.5%	82.2%	82.7%	81.7%	83.3%	84.5%	85.0%		90.0%
URM	75.2%	77.6%	76.3%	76.1%	77.2%	79.9%	77.5%	78.5%		80.0%
Low-Income	73.7%	76.4%	74.1%	75.9%	74.8%	76.0%	76.4%	77.7%		80.0%
University of Louisville										
Overall	77.1%	77.9%	80.6%	79.4%	79.7%	80.7%	80.3%	80.1%		82.0%
URM	75.3%	78.1%	79.3%	78.7%	78.0%	81.7%	77.9%	75.4%		80.5%
Low-Income	73.1%	72.2%	75.1%	74.4%	74.5%	76.3%	74.5%	75.1%		77.5%
Western Kentucky University										
Overall	71.3%	71.7%	73.1%	72.4%	72.8%	69.9%	71.5%	72.9%		74.6%
URM	62.4%	58.5%	62.6%	59.1%	58.3%	57.8%	57.1%	59.5%		67.4%
Low-Income	64.5%	61.6%	65.7%	62.1%	63.7%	60.2%	62.7%	64.7%		70.1%
STATEWIDE (public universities only)										
Overall	72.6%	74.5%	75.0%	75.5%	76.3%	76.9%	76.9%	78.2%		81.8%
URM	64.8%	67.1%	67.0%	68.8%	71.0%	73.4%	70.7%	71.5%		75.3%
Low-Income	64.5%	67.2%	66.9%	67.2%	69.2%	69.4%	69.2%	71.1%		72.6%

Source: Kentucky Postsecondary Education Database System (KPEDS).

* Indicates institution established a new fall 2020-fall 2021 target

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 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	138.4		137.5
Kentucky State University	146.3	140.3	141.7	142.3	140.3	142.0	137.4		120.0
Morehead State University	143.2	141.4	140.7	138.1	136.4	137.7	134.4		136.6
Murray State University	142.2	139.6	139.7	138.0	138.6	137.7	136.9		132.0
Northern Kentucky University	139.7	139.0	138.8	137.8	134.9	134.1	134.1		135.7
University of Kentucky	140.2	139.5	140.6	140.5	140.5	140.4	139.5		135.4
University of Louisville	141.6	142.4	142.3	142.2	140.9	139.8	138.5		137.0
Western Kentucky University	139.6	139.6	139.0	139.6	138.9	138.2	136.3		137.0*
KCTCS	91.1	91.4	90.3	86.2	84.4	79.8	77.9		80.0
AIKCU	136.2	135.5	135.4	135.7	138.6	133.1	133.6		NA
STATEWIDE (public 4-year only)	139.7	139.3	139.4	139.0	139.5	138.9	137.6		134.0

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

Highlights

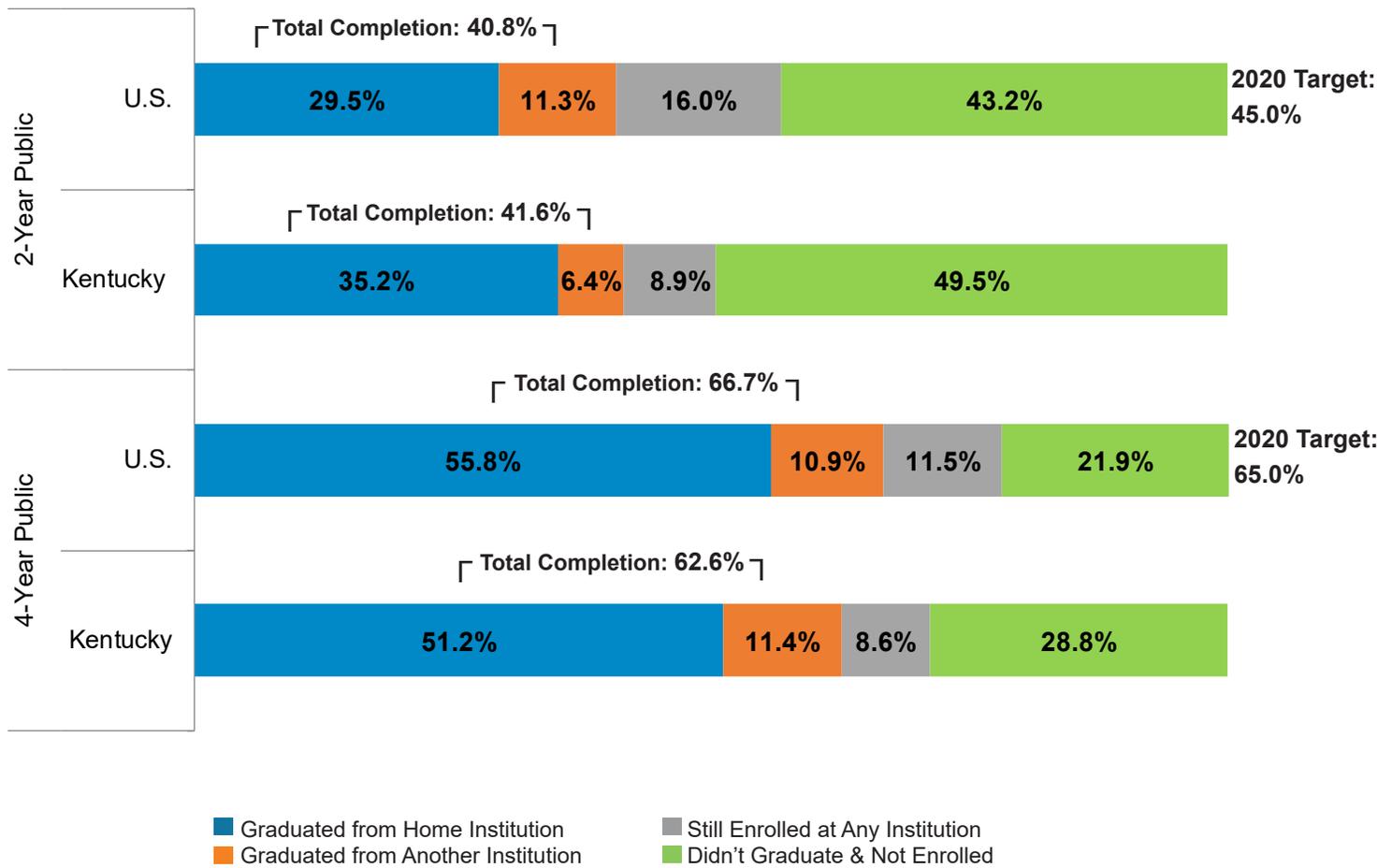
- Kentucky graduates who accumulate hours beyond what their program requires may incur additional costs, both from increased tuition and indirectly from lost wages. Increased time-to-degree also leads to higher rates of attrition.
- In 2018-19, Kentucky public universities experienced their largest annual decrease in average credit hours earned at graduation since 2012-13, decreasing by 1.3 credit hours over the previous year. KCTCS decreased by 1.9 credit hours to 77.9, achieving its 2020-21 target a year ahead of schedule.
- Every university except one (Northern Kentucky University) reduced average credit hours to degree in 2018-19. Northern Kentucky University's average credit hours remained at 134.1. Both Northern Kentucky University and Western Kentucky University reached their 2020-21 targets a year ahead of schedule.
- AIKCU institutions are not required to set a 2020-21 goal. Even so, they have reduced average credits to degree by 2.6 hours since 2012-13. At 133.6, independent institutions have fewer average credits to degree than public universities.
- 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, as well as students who

2019 Completion Rate for Students Starting in 2013



Source: National Student Clearinghouse

Highlights

- The completion rate for KCTCS is 0.8 of a percentage point higher than the national average. Kentucky public universities trail the national average by 4.1 percentage points.
- Approximately half (49.5%) of the students who enrolled in KCTCS in 2013 left without earning a credential, higher than the national average of 43.2%. At Kentucky public universities, 28.8% left school without a degree, compared to the national average of 21.9%.
- The three-year graduation rate at KCTCS in 2018-19 is 33.9%, compared to a six-year completion rate of 41.6%.
- Kentucky's public six-year graduation rate in 2018-19 is 55%, compared to a six-year completion rate of 62.6%.

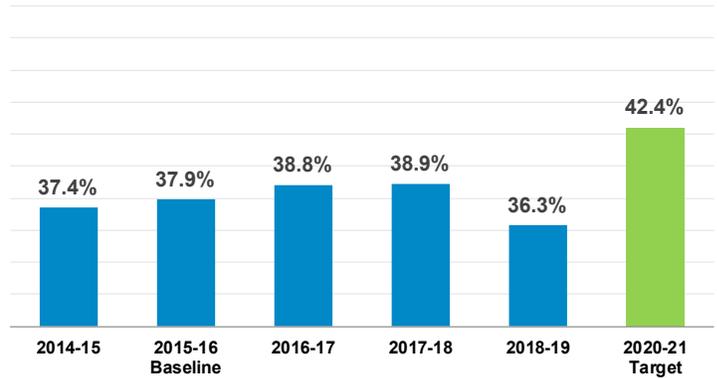
KCTCS Transfers with an Associate Degree

Highlights

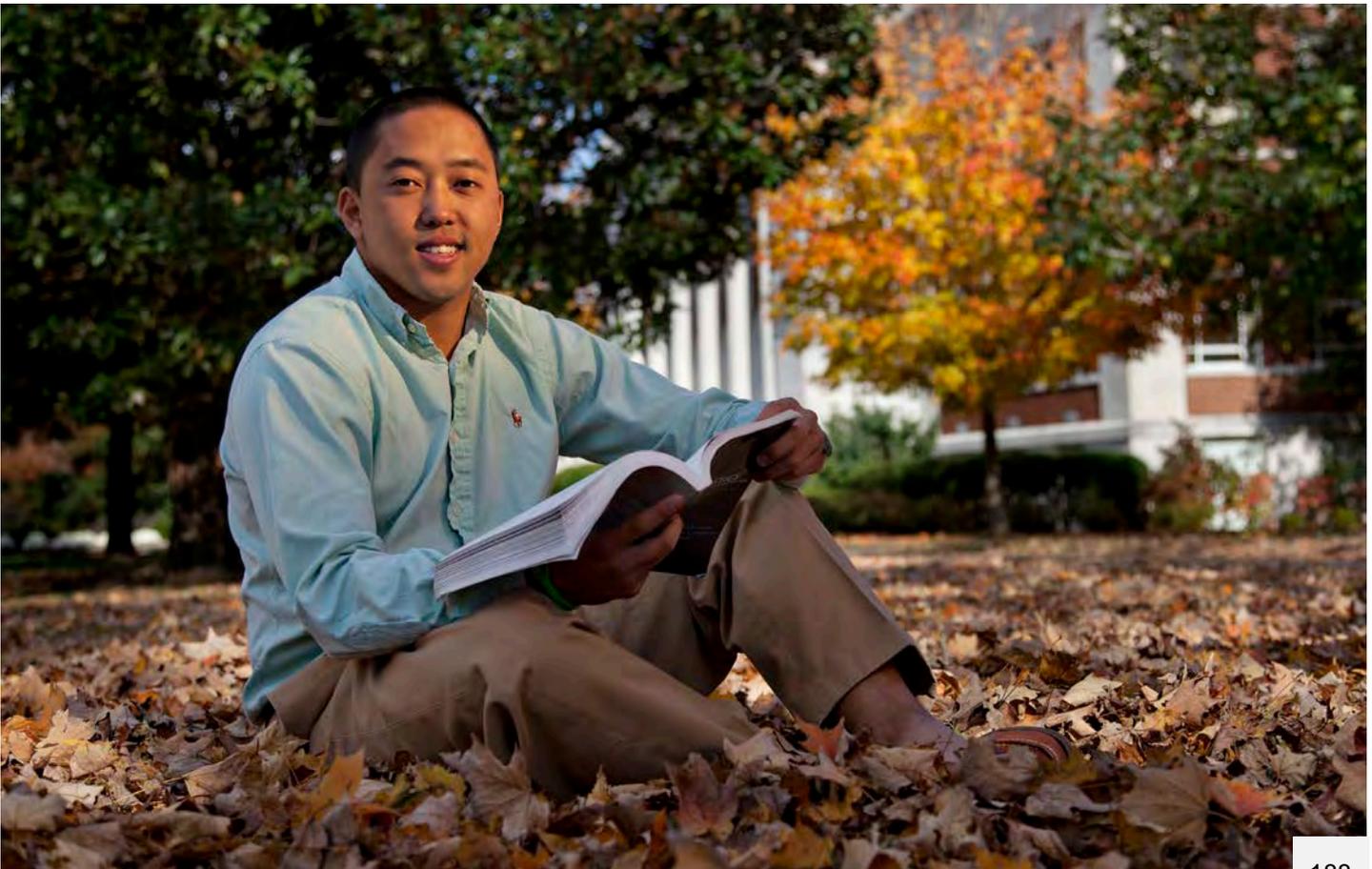
- A descriptive study from the National Student Clearinghouse found that 39.1% of students transfer degree, compared to 30.2% of students who transfer without one. Currently, KCTCS is 2.8 percentage points below the national average on this metric.
- The percentage of KCTCS students transferring to four-year institutions with an associate degree in 2018-19 fell 2.6 percentage points from 2017-18, the largest single year decrease during this strategic agenda cycle.

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



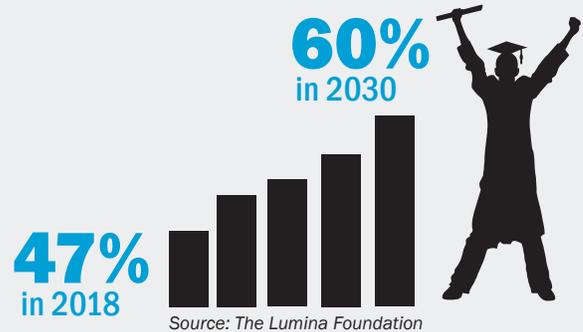
Kentucky's Educational Attainment Goal

What is it?

Kentucky has established an ambitious goal: for 60% of adults (ages 25-64) to obtain some level of postsecondary

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 graduates with a degree or credential. Kentucky experienced a 3.5% increase in 2018-19.



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. advanced manufacturing; healthcare; business and IT; transportation and logistics; and construction. degree pathways that help workers advance in their education and careers over time.

4.

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

5.

. 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

universities work with businesses to provide market research, consulting, entrepreneurship training and other services. Public institutions have a mission to improve local communities and the organizations and institutions that serve them.

- CPE is a founding member and contributing partner of KYSTATS, a data and research collaborative that combines data sources to allow for longitudinal analysis of education performance and employment outcomes of Kentucky graduates. This year we worked with KYSTATS on developing Higher Education's Return on Investment

college credentials to both the individual and the state.

- 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 better communicate 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 partnered with EMSI, a national research organization, to dive more deeply into two high demand workforce areas: engineering and healthcare. CPE commissioned two reports from EMSI to help us better understand current and future workforce demand in these areas, as well as postsecondary program alignment and employment outcomes for program graduates.

- The Kentucky Chamber of Commerce's Business-Education Roundtable has been leading statewide

President Aaron Thompson and KCTCS President Jay Box jointly chaired a subcommittee of the roundtable charged with developing strategies to get Kentucky adults more highly trained and educated.

- 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.

- CPE will lead the state's participation in the Education Commission of the State's (ECS) initiative "Connecting Education and Work." Kentucky's participation will provide access to Gallup survey data about perceptions of higher education and its role in helping Kentuckians reach their

technical support as we use these data to help formulate or implement policy approaches to bridge the gap between education and work. Kentucky team members include representatives from CPE, KHEAA, KCTCS and public universities.

- Kentucky was one of eleven states chosen to participate in the Credentials of Value Institute, a national initiative supported by the Lumina Foundation to help states establish a priority list of high-value, non-degree credentials uniform across K-12, postsecondary and workforce development. The initiative will help states create a framework to identify which credentials should count for postsecondary credit and determine those that should count toward postsecondary attainment goals. The Kentucky team is comprised of CPE, KDE, KCTCS, The Education and Workforce Cabinet and KYSTATS representatives. This work will inform performance funding discussions as CPE considers how sub-associate postsecondary credentials might be incorporated into the funding model.



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 degrees awarded in an academic year. For public four-year universities, the metric includes bachelor's degrees (pages 24-25) and graduate degrees (page 26). Graduate degrees include the following categories: 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, and students identifying as two or more races. Low-income status is

defined as a household income below the federal poverty line. To address the 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

Highlights

- Degrees and credentials awarded by KCTCS in 2018-19 increased 4.8% over the previous year. The increase in
- Minority credentials awarded by KCTCS in 2018-19 increased 7.4% over the previous year.
- Bachelor's degrees fell from 19,109 in 2017-18 to 19,011 in 2018-19, a 0.5% decrease.
- Nevertheless, minority degrees continued to climb at public universities, increasing 5.5% over the previous year.
- Degrees and credentials awarded to low-income students in 2018-19 decreased 1.1% at KCTCS and 2.2% at public universities over last year, suggesting more work is needed to address access and completion issues for economically disadvantaged students.

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	37,128		38,266⁺
Low-Income	19,873	20,138	22,403	21,090	20,516	23,233	22,984	22,733		22,139⁺
URM	3,084	2,940	3,378	3,228	3,340	3,705	4,067	4,367		3,793⁺
STEM+H	10,270	10,501	11,406	10,960	10,687	11,903	12,552	13,155		13,488⁺
BACHELOR'S DEGREES										
Eastern Kentucky University										
Total	2,259	2,358	2,508	2,532	2,559	2,573	2,648	2,690		2,690
Low-Income	1,131	1,239	1,343	1,372	1,378	1,399	1,345	1,327		1,458
URM	171	178	236	213	207	213	271	249		218
STEM+H	484	533	657	682	769	840	900	873		820
Kentucky State University										
Total	229	206	272	270	276	315	222	212		320
Low-Income	166	147	204	196	211	237	164	158		220
URM	148	118	170	141	160	182	136	157		170
STEM+H	59	68	48	59	65	70	46	38		65

Targets exceeded in advance of

Source: Kentucky Postsecondary Education Data System (KPEDS).

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	1,260		1,477
Low-Income	617	666	703	703	779	742	765	708		819
URM	53	46	51	63	69	105	79	101		84
STEM+H	276	246	286	306	343	357	384	385		397
Murray State University										
Total	1,530	1,399	1,469	1,512	1,696	1,699	1,678	1,577		1,783
Low-Income	680	655	687	733	747	775	725	680		815
URM	116	121	131	127	151	174	159	144		165
STEM+H	585	564	564	643	741	710	719	730		747
Northern Kentucky University										
Total	1,980	2,109	2,143	2,214	2,196	2,238	2,218	2,134		2,400
Low-Income	855	942	962	1,071	1,038	1,040	1,005	954		1,050
URM	139	132	183	185	209	246	237	256		230
STEM+H	486	572	587	648	672	722	679	694		750
University of Kentucky										
Total	3,735	4,022	3,988	4,238	4,540	4,642	4,956	5,105		5,200*
Low-Income	1,100	1,203	1,287	1,350	1,422	1,494	1,457	1,501		1,650
URM	268	335	412	460	536	594	661	740		621
STEM+H	1,126	1,237	1,345	1,439	1,609	1,793	1,908	2,042		2,100*
University of Louisville										
Total	2,702	2,731	2,821	2,832	2,705	3,010	3,041	3,049		3,100
Low-Income	1,042	1,121	1,218	1,211	1,137	1,203	1,184	1,200		1,356
URM	410	418	465	514	484	577	557	553		585
STEM+H	733	766	798	782	835	955	1,038	1,056		1,085
Western Kentucky University										
Total	2,694	2,627	2,751	2,704	2,817	2,851	3,038	2,984		3,100*
Low-Income	1,265	1,272	1,381	1,390	1,353	1,276	1,361	1,298		1,455
URM	243	271	285	287	315	310	347	383		347
STEM+H	752	716	808	743	888	825	880	867		1,021
STATEWIDE BACHELOR'S DEGREES (publics only)										
Total	16,244	16,568	17,096	17,468	18,095	18,619	19,109	19,011		20,070*
Low-Income	6,856	7,245	7,785	8,026	8,065	8,166	8,006	7,826		8,823
URM	1,548	1,619	1,933	1,990	2,131	2,401	2,447	2,583		2,420
STEM+H	4,501	4,702	5,093	5,302	5,922	6,272	6,554	6,685		6,620

Source: Kentucky Postsecondary Education Data System (KPEDS)

* Indicates institution set new 2020-21 target.

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	926		950
Kentucky State University	64	50	49	52	45	40	63	51		60
Morehead State University	456	463	446	366	339	324	315	312		374
Murray State University	732	714	682	684	696	626	605	470		699
Northern Kentucky University	661	653	687	699	599	561	587	617		660
University of Kentucky	2,119	2,163	2,133	2,068	2,098	2,073	2,143	2,212		2,250*
University of Louisville	1,988	1,894	1,798	1,919	1,937	1,944	1,970	1,992		2,011
Western Kentucky University	1,013	1,006	928	853	881	879	930	834		950
STATEWIDE (publics only)	7,784	7,736	7,467	7,432	7,498	7,386	7,489	7,414		7,855

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

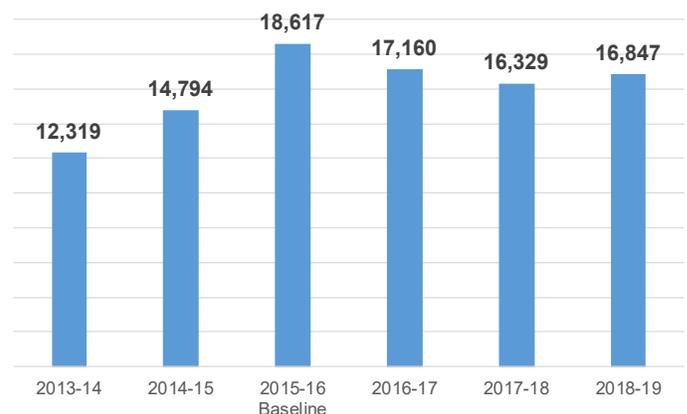
Non-Credit Workforce Training Hours

Highlights

- The statewide strategic agenda highlights this key component of KCTCS's mission. The metric is designed to capture the breadth and impact of 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 employees.
- Because Workforce Solutions program delivery is tied directly to business/industry training demands and budgets, as well as state funding for the Workforce from year to year.

About this Measure:

The number of credit hours of non-credit workforce courses . 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 .

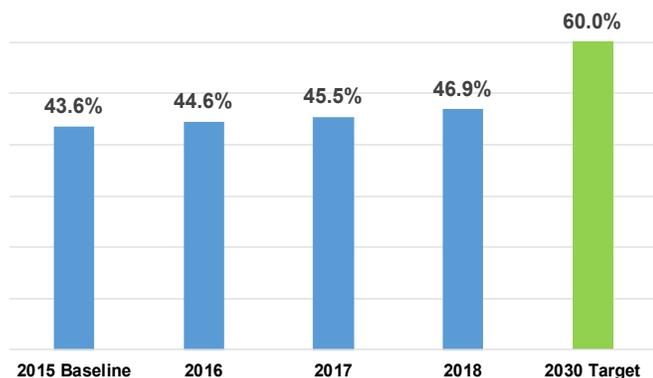


Source: Kentucky Community and Technical College System Workforce Solutions

Educational Attainment in Kentucky

About this Measure:

The percentage of Kentucky adults ages 25-64 with a



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

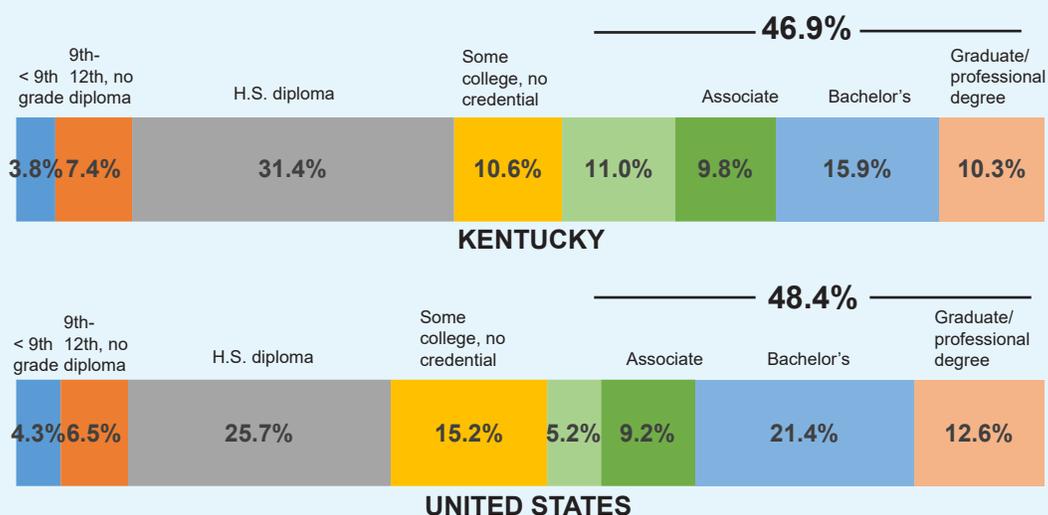
Highlights

- Kentucky has increased its educational attainment rate from 42.5% in 2014 to nearly 47% in 2018, a 4.5 percentage-point gain. This is higher than the national 3 percentage-point gain during this same time period.
- There are 20 states where educational attainment is 50% or higher, up from 16 last year. District of Columbia leads the way at 68.3%, followed by Massachusetts (58.0%) and Colorado (57.1%).
- Ten Kentucky counties have educational attainment rates of 40% or better. Oldham County has the highest rate at 53.3%, followed by Fayette at 52.6%, Campbell at 45.6%, W higher.
- Twenty-three counties have attainment rates lower than 20%, compared to 27 last year. These are mostly in the eastern part of the state. Note that county attainment associate degrees and higher.
- Lumina reports the following attainment rates for racial/ethnic groups in Kentucky: White 35.7%, Hispanic or Latinx 27.0%, and African-American 26.6%. higher.

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 credentials beyond high school. In 2018, 31.4% of Kentucky's working-age adults had a high school diploma but no postsecondary credential, compared to a national average of 25.7%. While Kentucky exceeds the national and associate degrees, we trail the national average in bachelor's degree holders by a

Education Level of Residents, Ages 25-64, in 2018

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>

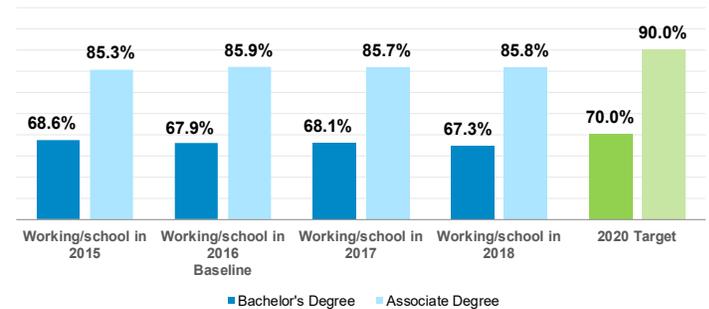
Graduates Working or Pursuing More Education

Highlights

- CPE's metric looks at both employment and additional education outcomes one year after graduation.
- KYSTATS publishes the Postsecondary Education Feedback Report, which looks at employment outcomes only three years following graduation. For comparison, in 2018, 51.8% of students who graduated from a research university were employed in Kentucky three years after graduation; 54.3% of students who graduated from a comprehensive university were employed in Kentucky three years later; and 69.9% of students who graduated from a KCTCS institution were employed in Kentucky three years later.
- According to the Postsecondary Education Feedback Report, the median income three years after graduation is \$41,574 for research university graduates, \$37,112 for comprehensive university graduates, and \$26,342 for KCTCS graduates.

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 2016 graduates working or going to school in 2017, information is not available until spring 2018.



Source: Kentucky Center for Statistics (KYStats)



Research & Development Expenditures

About this Measure:

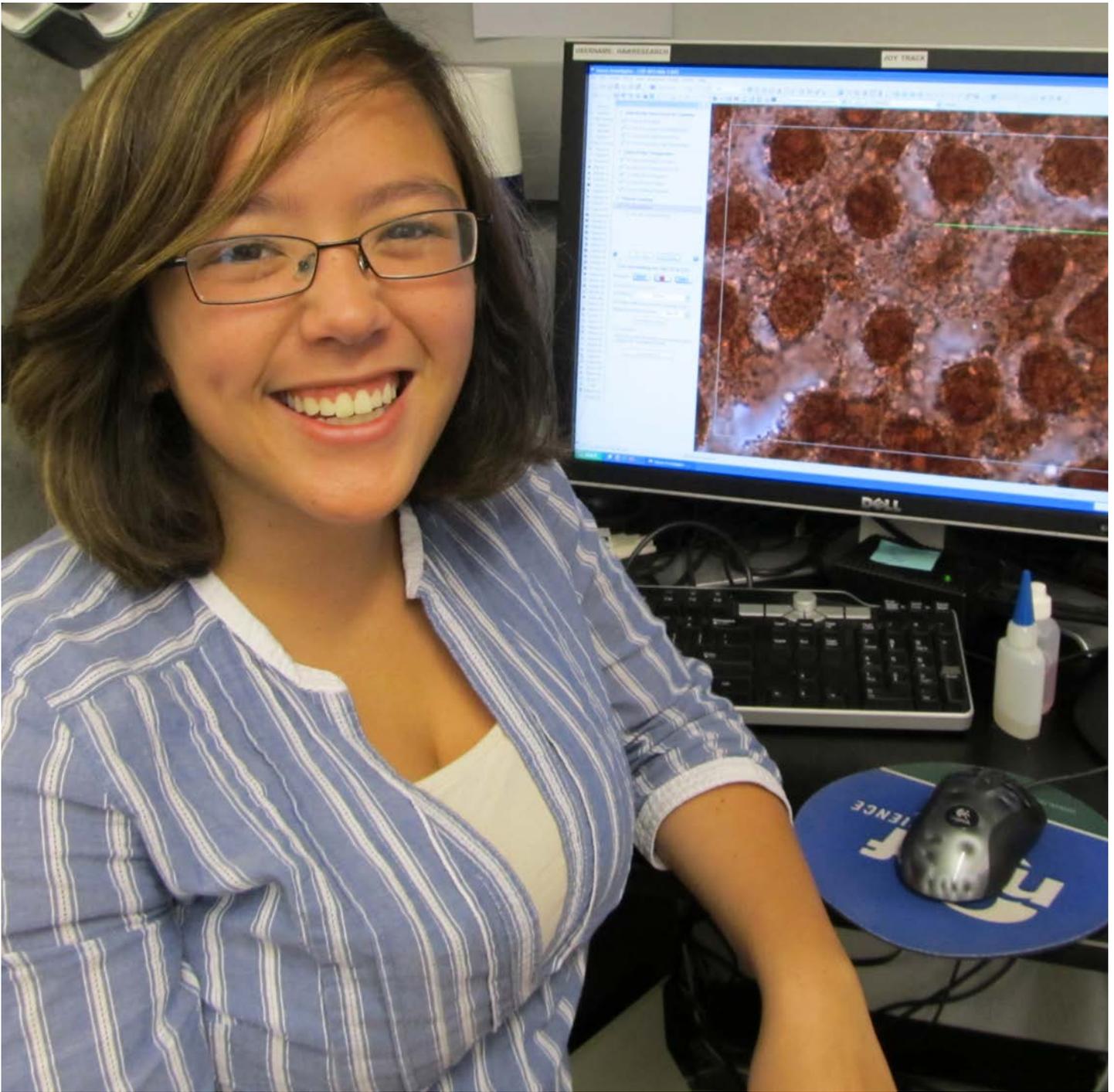
This metric captures the amount of research and development expenditures from federal, state, local, corporate, foundation and other sources. These amounts are displayed both with institutional funding (total research expenditures) and without institutional funding (extramural research expenditures).

INSTITUTION	FY12	FY13	FY14	FY15	FY16 Baseline	FY17	FY18	FY19	FY20
University of Kentucky									
With institutional funding	\$360.8M	\$339.8M	\$328.2M	\$331.7M	\$349.7M	\$378.4M	\$393.0M		
Without institutional funding	\$234.9M	\$239.7M	\$231.2M	\$230.8M	\$244.5M	\$258.4M	\$267.8M		
University of Louisville									
With institutional funding	\$196.8M	\$186.8M	\$183.4M	\$179.5M	\$182.5M	\$177.6M	\$176.7M		
Without institutional funding	\$119.7M	\$121.5M	\$114.3M	\$109.3M	\$117.4M	\$120.3M	\$122.9M		
Western Kentucky University									
With institutional funding	\$10.6M	\$9.3M	\$8.3M	\$7.9M	\$8.9M	\$10.8M	\$9.6M		
Without institutional funding	\$6.5M	\$4.9M	\$4.0M	\$4.6M	\$4.7M	\$5.2M	\$4.2M		

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), funding of U.S. higher education research and development increased across all funding sources in FY 2018, marking the third straight year of steady growth. Total R&D expenditures increased \$4.1 billion (5.5%) from FY 2017, reaching \$79.4 billion.
- UK saw increases in FY18 in both total and extramural expenditures over the prior year, of 3.8% and 3.6% respectively. UofL's total research expenditures decreased slightly, but extramural expenditures increased 2.2%. WKU experienced declines in both categories.
- In FY18, UK ranked 63rd among all U.S. colleges and universities with regard to total research and development expenditures, down one position from last year. UofL ranked 125th, down 3 positions from last year. WKU ranked 339th in 2018, down 15 positions from 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

developed in response to a U.S. Department of Education's

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 of plan implementation and to prioritize diversity initiatives, CPE created the Committee on Equal Opportunities (CEO).

In December of 2008, the OCR released Kentucky from the

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 the 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 Latinx, and part of an underrepresented minority population. URM students include American Indian or Alaskan

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 seeking a credential or degree who are still enrolled at the same federal Pell grant recipients.

■ **Graduation Rates.** 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

■ **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.

programs per KRS 164.020(19), it must demonstrate progress

. If institutions are not making satisfactory progress, they must submit a performance improvement plan. Once approved, an institution may request

The request for a waiver is submitted to the CEO for review, and then to CPE for 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%	5.6%	6.0%
UG Hispanic or Latinx	1.8%	2.0%	2.4%	2.7%	2.8%	3.0%	3.6%	2.8%
UG URM	9.8%	10.7%	10.9%	11.1%	11.6%	11.9%	12.6%	12.0%
Graduate URM	8.9%	9.6%	9.9%	8.8%	10.4%	10.8%	11.3%	10.4%
KCTCS								
UG Black, Non-Hispanic Only	9.2%	9.4%	8.5%	8.0%	7.9%	8.0%	8.2%	9.2%
UG Hispanic or Latinx	2.7%	3.0%	3.3%	3.7%	4.2%	4.4%	4.9%	4.4%
UG URM	14.0%	14.8%	14.6%	14.8%	15.4%	15.8%	16.7%	16.3%
Kentucky State University								
UG Black, Non-Hispanic Only	56.4%	53.9%	51.9%	46.8%	48.2%	46.3%	51.5%	45.0%
UG Hispanic or Latinx	1.3%	1.8%	3.2%	2.2%	2.0%	2.9%	2.4%	5.0%
UG URM	60.1%	58.3%	58.0%	51.9%	53.6%	52.8%	57.0%	60.0%
Graduate URM	54.6%	45.4%	47.1%	42.9%	43.2%	42.6%	46.5%	50.0%
Morehead State University								
UG Black, Non-Hispanic Only	3.3%	3.6%	3.4%	3.4%	3.1%	3.2%	3.0%	3.8%
UG Hispanic or Latinx	1.1%	1.5%	1.4%	1.9%	1.8%	2.1%	2.1%	1.6%
UG URM	5.9%	6.7%	6.9%	7.7%	6.9%	7.9%	8.0%	7.6%
Graduate URM	5.6%	6.8%	8.1%	6.5%	6.4%	9.6%	11.5%	8.6%
Murray State University								
UG Black, Non-Hispanic Only	6.8%	7.0%	6.8%	6.4%	5.8%	5.7%	5.7%	6.4%
UG Hispanic or Latino	1.8%	1.8%	2.0%	1.9%	1.9%	2.2%	2.3%	2.1%
UG URM	10.3%	10.8%	11.2%	10.9%	10.6%	10.8%	11.4%	11.3%
Graduate URM	8.8%	8.7%	8.8%	8.9%	8.9%	10.0%	9.6%	8.9%
Northern Kentucky University								
UG Black, Non-Hispanic Only	6.5%	6.7%	6.6%	6.7%	6.7%	6.5%	6.4%	7.1%
UG Hispanic or Latinx	2.4%	2.6%	2.9%	3.1%	3.2%	3.3%	3.6%	3.9%
UG URM	11.0%	11.6%	12.3%	12.6%	12.9%	13.0%	13.4%	14.0%
Graduate URM	8.0%	9.2%	10.0%	12.2%	12.8%	13.3%	15.3%	15.0%
University of Kentucky								
UG Black, Non-Hispanic Only	7.7%	7.6%	7.5%	7.8%	7.7%	7.4%	7.1%	8.3%
UG Hispanic or Latinx	3.3%	3.8%	4.2%	4.4%	4.8%	4.9%	5.2%	4.9%
UG URM	14.0%	14.7%	15.3%	16.1%	16.6%	16.5%	16.5%	17.7%
Graduate URM	8.1%	7.6%	8.5%	9.8%	8.9%	9.7%	10.4%	9.9%

Source: Kentucky Postsecondary Education Database System (KPEDS)

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%	11.9%	14.0%
UG Hispanic or Latinx	3.6%	3.9%	4.0%	4.4%	4.8%	5.3%	5.3%	6.0%
UG URM	18.6%	19.0%	19.4%	20.3%	21.7%	23.0%	23.5%	23.0%
Graduate URM	12.5%	13.6%	13.8%	14.5%	15.3%	15.8%	17.2%	15.5%
Western Kentucky University								
UG Black, Non-Hispanic Only	10.4%	9.7%	8.9%	8.8%	8.5%	8.1%	8.0%	10.0%
UG Hispanic or Latinx	2.4%	2.6%	3.1%	3.1%	3.4%	3.7%	4.1%	4.0%
UG URM	15.1%	14.9%	14.9%	15.2%	15.5%	15.5%	15.9%	15.8%
Graduate URM	13.4%	13.3%	12.6%	11.5%	13.6%	15.1%	15.9%	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%	6.6%		8.7%
Management Occupations	6.0%	5.5%	8.5%	12.0%	11.2%	9.8%		8.9%
KCTCS								
	5.6%	5.7%	6.0%	5.9%	6.0%	6.2%		9.3%
Management Occupations	11.8%	12.2%	12.8%	11.3%	13.2%	12.1%		16.2%
Kentucky State University								
Tenured/Tenure-Track Faculty	27.8%	30.2%	33.7%	34.1%	40.4%	38.8%		45.0%
Management Occupations	80.0%	70.5%	69.4%	67.7%	70.7%	69.6%		70.0%
Morehead State University								
Tenured/Tenure-Track Faculty	7.7%	7.2%	7.0%	7.5%	7.0%	6.5%		7.5%
Management Occupations	5.0%	8.1%	6.9%	2.6%	4.4%	1.7%		8.4%
Murray State University								
Tenured/Tenure-Track Faculty	7.3%	6.5%	6.1%	5.8%	5.9%	6.7%		6.1%
Management Occupations	10.8%	10.1%	10.1%	6.9%	8.3%	8.0%		10.1%
Northern Kentucky University								
Tenured/Tenure-Track Faculty	8.2%	9.0%	9.7%	9.1%	9.5%	8.9%		12.0%
Management Occupations	9.2%	8.6%	10.5%	10.0%	9.0%	12.0%		12.5%

Source: Kentucky Postsecondary Education Database System (KPEDS)

Diversity Plan Metrics

Workforce Diversity, continued

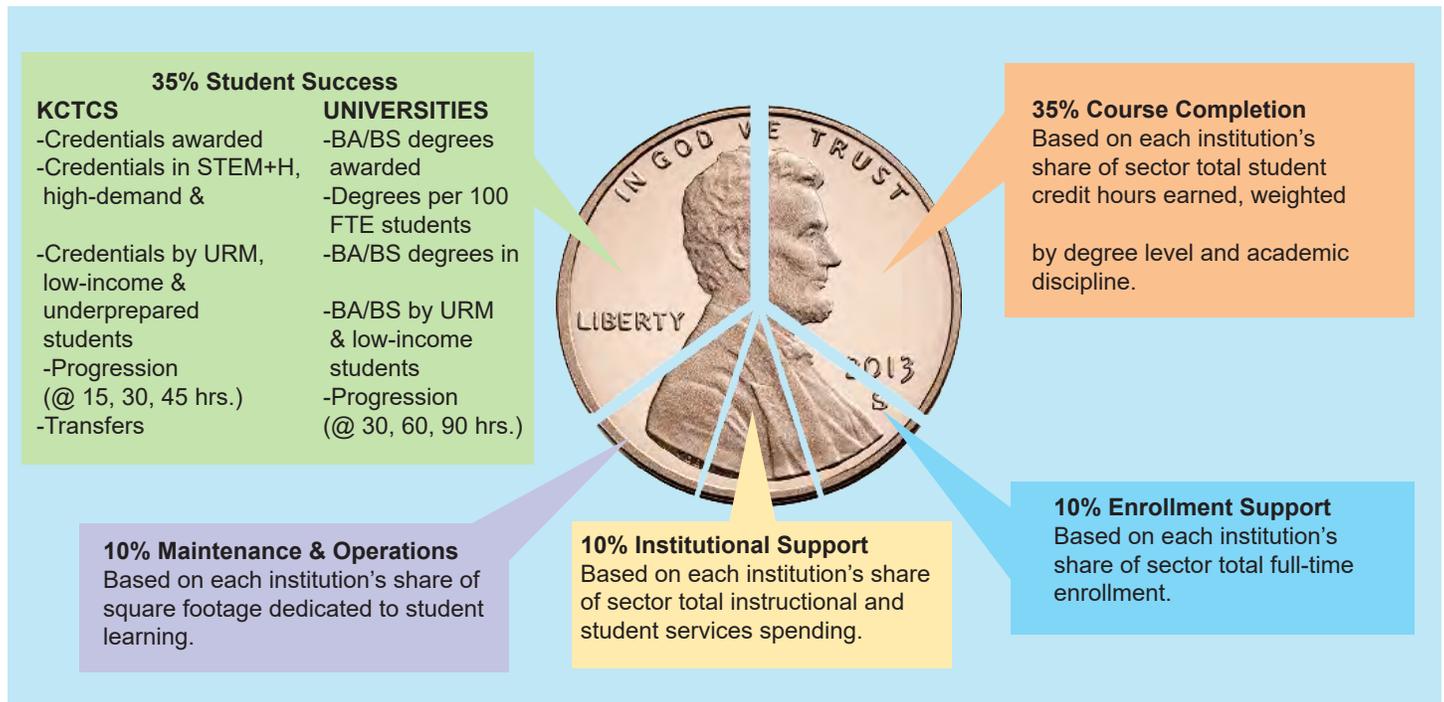
INSTITUTION	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
University of Kentucky								
Tenured/Tenure-Track Faculty	6.1%	6.2%	6.4%	6.5%	8.1%	8.0%		8.9%
Management Occupations	6.9%	6.1%	5.2%	5.9%	6.4%	7.6%		9.3%
University of Louisville								
Tenured/Tenure-Track Faculty	9.6%	10.3%	10.7%	10.8%	10.9%	10.6%		11.5%
Management Occupations	11.2%	12.0%	11.5%	12.2%	10.9%	12.8%		12.5%
Western Kentucky University								
Tenured/Tenure-Track Faculty	10.6%	10.3%	9.3%	9.4%	8.9%	9.6%		10.3%
Management Occupations	14.0%	16.2%	14.8%	14.0%	14.6%	12.8%		15.8%

Source: Kentucky Postsecondary Education Data System (KPEDS)



Appendix 3: Performance Funding

In 2017, Senate Bill 153 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

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

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%	63.9%	49.1%		49.1%
Public Universities	83.8%	87.2%	88.8%	84.9%	84.5%		90%
In-State College-Going Rate	55%	54%	53.5%	53.0%	51.7%		65%
KY Adults Enrolled in College	3.0%	3.1%	3.0%	2.8%	2.6%		4%
Average Net Price							
KCTCS	\$6,780	\$6,923	\$6,223	\$5,840	NA		No goal
Comprehensive Universities	\$10,484	\$10,298	\$11,246	\$12,110	NA		No goal
Research Universities	\$16,327	\$17,049	\$18,176	\$18,411	NA		No goal
Net General Fund Appropriations per Student	\$6,158	\$6,000	\$5,848	\$5,941	\$5,925	\$5,977	No goal
Progress of Underprepared Students							
English	40.1%	40.6%	41.2%	45.4%	53.1%		70%
Mathematics	20.2%	25.7%	24.1%	25.6%	29.7%		60%
POLICY AREA 2: SUCCESS							
METRIC	Prior Year	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
3-Year Graduation Rate (KCTCS)							
Overall	25.5%	26.8%	27.1%	31.0%	33.9%		34.0%*+
Underrepresented Minority	14.1%	16.5%	17.2%	22.1%	22.7%		22.5%*
Low-Income	23.4%	23.4%	23.8%	28.1%	31.5%		28%*
6-Year Graduation Rate (including AIKCU)							
Overall	49.4%	49.8%	50.5%	53.2%	54.1%		60%
Underrepresented Minority	34.8%	37.3%	36.8%	40.9%	46.6%		50%
Low-Income (publics only)	36.3%	38.8%	37.1%	41.9%	41.4%		50%
1st-Year to 2nd-Year Retention-KCTCS							
Overall	50.1%	52.6%	54.3%	53.3%	55.5%		54.4%*
Underrepresented Minority	40.1%	45.1%	47.5%	45.4%	49.5%		46.8%*
Low-Income	47.6%	50.5%	53.1%	52.1%	54.5%		53.7%*
1st-Year to 2nd-Year Retention (including AIKCU)							
Overall	65.7%	67.7%	68.3%	67.6%	67.1%		75%
Underrepresented Minority	56.9%	60.8%	62.4%	60.5%	60.8%		72%
Low-Income (publics only)	67.2%	69.2%	69.4%	69.2%	71.1%		72.6%
Statewide Completion Rate							
KCTCS	39.6%	40%	37.2%	42.0%	41.5%		45%
Public Universities	57.3%	58.5%	59.5%	62.2%	62.6%		65%

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

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%	36.3%		42.4%
Average Credit Hours Earned at Graduation							
KCTCS	90.3	86.2	84.4	79.8	77.9		80.0
4-Year Colleges & Universities (Public and AIKCU)	139.4	139.0	138.6	137.7	136.6		134.0
Associate Degrees and Credentials (KCTCS only)							
Overall	30,012	30,765	34,502	35,418	37,128		38,266*+
Low-Income	21,090	20,516	23,233	22,984	22,733		22,139+
Underrepresented Minority	3,228	3,340	3,705	4,067	4,367		3,793+
STEM+H	10,960	10,687	11,903	12,552	13,155		13,488*+
Bachelor's Degrees Awarded (Including AIKCU)							
Overall	22,041	22,799	23,189	23,665	23,727		24,737
Low-Income (publics only)	8,026	8,065	8,166	8,006	7,826		8,823
Underrepresented Minority	2,513	2,708	2,920	2,993	3,153		2,938
STEM+H	6,431	7,091	7,514	7,730	7,861		7,694
Graduate Degrees Awarded (including AIKCU)	10,146	10,362	10,639	11,639	13,305		11,200
KCTCS Non-Credit Workforce Training	14,794	18,617	17,160	16,329	16,847		No goal
Educational Attainment in Kentucky	NA	43.6%	44.6%	45.5%	46.9%		60% (2030)
Graduates Working or Pursuing More Education							
Associate Degree	85.1%	85.3%	85.9%	85.7%	85.8%		90%
Bachelor's Degree	69%	68.6%	67.9%	68.1%	67.3%		70%
Research & Development Expenditures (UK & UofL only)							
With Institutional Funding	\$511.6M	\$511.2M	\$532.2M	\$566M	\$570M		No goal
Without Institutional Funding	\$345.5M	\$340.1M	\$362M	\$378.7M	\$391M		No goal

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

Appendix 5: AIKCU DATA

The Association of Independent Kentucky Colleges and Universities serves as the voice of Kentucky's colleges and universities. AIKCU's 18 member institutions serve more than 50,000 students and play a critical role in Kentucky's postsecondary education system, awarding over 10,000 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	29,833	30,655	
Graduate	6,863	7,245	7,340	7,600	8,320	10,491	15,532	22,346	25,222	
Six-Year Graduation Rate										
Overall	50.4%	49.1%	49.1%	48.3%	47.4%	48.1%	49.0%	51.3%		
URM	33.9%	33.9%	34.4%	32.5%	32.4%	32.9%	34.6%	39.2%		
1st Year to 2nd Year Retention										
Overall	67.5%	68.7%	69.7%	70.8%	67.6%	68.4%	69.7%	69.7%		
URM	62.9%	61.3%	57.9%	63%	63.5%	60.4%	65.6%	67.4%		
Average Credits to Degree										
Overall	NA	136.2	135.5	135.4	135.7	138.6	133.1	133.6		
Degrees Awarded										
Bachelor's - Total	4,620	4,595	4,538	4,573	4,704	4,570	4,557	4,716		
Bachelor's - URM	491	509	482	523	577	519	546	570		
Bachelor's - STEM	995	1,017	1,093	1,129	1,169	1,187	1,176	1,275		
Graduate Degrees	2,562	2,857	2,718	2,714	2,864	3,253	4,150	5,891		

Source: Kentucky Postsecondary Education Data System (KPEDS)

AIKCU Member Institutions





**Members of the Council on Postsecondary Education
(as of April 2020)**

**Ben Brandstetter, Chair
Kimberly Halbauer, Vice Chair**

**Ronald C. Beal
Lori Harper
Lucas Mentzer
Grant Minix (student representative)
Kristi P. Nelson
Richard Nelson
Vidya Ravichandran
Robert H. Staat (faculty representative)
Carol Wright**



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2020 PROGRESS REPORT HIGHLIGHTS

Making Progress

- Kentucky is on track to reach our 60x30 educational attainment goal. In 2018-19, the total number of undergraduate degrees and credentials (public and AIKCU) increased 3.5% over the prior year. An average annual increase of 1.7% is needed.
 - Credentials awarded to minority students at KCTCS increased 7.4%, while bachelor's degrees conferred to minority students (at public and AIKCU institutions) increased 5.3%.
 - KCTCS conferred 9,865 associate degrees in 2018-19, a 2.2% increase over 2017-18.
 -
- Total master's, professional, and doctoral degrees increased 14.3% to 13,305. Graduate degrees at public universities decreased 1%, but independent institutions increased graduate degree production by 42%.
- The six-year graduation rate for public four-year institutions rose to 55% (up from 54.5%), while the three-year rate at KCTCS rose to 33.9% (up from 31%).
- KCTCS's completion rate (41.6%) exceeds the national average by 0.8 of a percentage point. The completion rate of Kentucky's four-year public universities (62.6%) is approaching the national average (66.7%).
- First-year to second-year retention increased 1.3 percentage points to 78.2% at public universities, and 2.2 percentage points to 55.5% at KCTCS.
- More developmental students are completing gatekeeper courses in English and math within a year of entry. In 2018, 53.1% of developmental students passed a credit-bearing course in English and 29.7% in math, up from 45.4% and 25.6% respectively in 2017.
- Average credit hours earned at graduation at public four-year universities decreased from 138.9 in 2017-18 to 137.6 in 2018-19, the biggest drop since beginning this strategic agenda in 2015-16. The 2020-21 target is 134.0. During this same time period, KCTCS fell from 79.8 to 77.9, reaching its 2020-21 target of 80 ahead of schedule.

Holding Steady

- Total bachelor's degrees awarded (public and AIKCU) remained essentially unchanged, from 23,665 in 2017-18 to 23,727 in 2018-19.

Challenges Ahead

- The percentage of KCTCS associate degree graduates who transferred to a four-year institution decreased from 38.9% in 2017-18 to 36.3% in 2018-19.
- Kentucky's in-state college-going rate fell from 53% in 2017 to 51.7% in 2018, marking the fourth consecutive decline.
- Enrollment among adults (25 and older) fell from 46,063 in fall 2015 to 38,452 in fall 2018, a 17% drop. Enrolling and graduating a greater percentage of non-traditional adult students is essential if Kentucky hopes to meet its educational attainment goal.
- State funding per full-time equivalent student was up slightly from the previous year, from \$5,925 in 2018-19 to \$5,977 in 2019-20. However, that increase was due to a drop in enrollment, not an increase in state appropriations.
- Average net price continues to increase at Kentucky's public research universities, up from \$18,176 in 2016-17 to \$18,411 in 2017-18, the most current year available. Net price at comprehensive universities increased from \$11,246 in 2016-7 to \$12,110 in 2017-18.

TITLE: Proposed Council Resolutions

RECOMMENDATION: The following resolutions will be presented for approval.

SUPPORTING INFORMATION

Periodically, the Council recognizes certain individuals for their support of and service to postsecondary education in Kentucky. At the meeting, resolutions for the following individuals will be proposed for approval by the Council:

- Reecie Stagnolia, Kentucky Skills U Adult Education
- Brandon Wilson, Kentucky Council on Postsecondary Education



A RESOLUTION HONORING AND COMMENDING

BRANDON WILSON

for his service to the Council on Postsecondary Education

WHEREAS, Brandon Wilson served on the Council on Postsecondary Education from April 23, 2019, through February 24, 2020, and

WHEREAS, Mr. Wilson was a member of the Council's Finance and Academic and Strategic Initiatives Committees; and

WHEREAS, Mr. Wilson's background as a professor at the Murray State University Hutson School of Agriculture imbued him with a compassion for students and a commitment to their success, which informed all of his actions as a Council member; and

WHEREAS, the Council has benefited from the skills, experience and relationships Mr. Wilson gained from his work in agronomic and IT solutions for Davis Brothers Farms in Cunningham, Kentucky, and through his involvement on numerous boards and associations related to agriculture and agriculture education; and

WHEREAS, Mr. Wilson has demonstrated a strong commitment to postsecondary education by dedicating countless hours to the Council on Postsecondary Education, traveling to Frankfort and across the state to participate in meetings and other activities; and

WHEREAS, the members of the Council value and respect Mr. Wilson's compassion, generosity and public service, and the application of these skills to public higher education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution on April 24, 2020, thanking Brandon Wilson for his dedication and service, and wishing him the best in his future endeavors.

Ben Brandstetter, Chair

Aaron Thompson, Ph.D., President

A RESOLUTION HONORING AND COMMENDING

REECIE D. STAGNOLIA

for his service to adult education in the Commonwealth.

WHEREAS, Reecie D. Stagnolia served as Vice President of Kentucky Skills U for the Council on Postsecondary Education from 2003 through 2019; and

WHEREAS, Reecie devoted his distinguished career to helping adults gain essential reading, math and communications skills; earn a GED®; and pursue higher education and training; and

WHEREAS, under Reecie's leadership, Kentucky Skills U achieved the fourth largest decrease in the percentage of working-age adults without a high school diploma in the nation, advancing Kentucky's goal of reaching the national average in educational attainment; and

WHEREAS, Reecie served on boards and committees for such esteemed organizations as the National Council of State Directors of Adult Education; the Coalition on Adult Basic Education; the National Career Pathways Network; the Office of Career, Technical and Adult Education within the United States Department of Education; and the Bluegrass State Skills Corporation, and

WHEREAS, the son of a GED recipient who eventually became superintendent of Harlan County Schools, Reecie experienced first-hand the transformative power of education and helped thousands of Kentuckians achieve their education and career aspirations; and

WHEREAS, Reecie has been an unwavering advocate for and friend of the Council on Postsecondary Education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution on April 24, 2020, thanking Reecie D. Stagnolia for his dedication and service, and wishing him the best in his future endeavors.

Ben Brandstetter, Chair

Aaron Thompson, Ph.D., President



CPE Good News Report March-April 2020

Good News Stories

- [EKU Discounting Tuition for Teachers in Grad Education Programs](#)
- [EKU Receives First-gen Forward Designation from NASPA](#)
- [EKU Junior Selected as Truman Scholar Finalist](#)
- [EKU Tabs Matt Roan for Director of Athletics](#)

COVID-19 Response

- [Student Assistance Fund for Eastern \(SAFE\) Crucial for Students During Pandemic](#)
- [Technology Allows Science Fair to Go On\(line\)](#)
- [EKU Donates Protective Gear to Fight COVID-19](#)
- [EKU Offers Six Free Online Classes During COVID-19 Crisis](#)

KCTCS GOOD NEWS REPORT

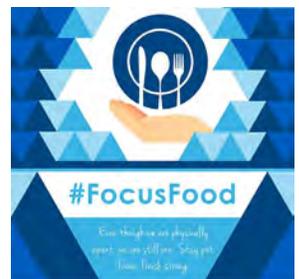
APRIL 2020

COMMUNITY COLLEGE MONTH MEANS COLLEGES HELPING THEIR COMMUNITIES THIS YEAR

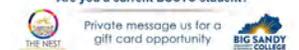


April is Community College Month, and this year the 16 colleges of the Kentucky Community and Technical College System (KCTCS) are proving they are an integral part of their communities. As COVID-19 changes our lives, KCTCS colleges are helping not only their students, but also others in the community through giving their time and resources.

As hospitals and other medical providers needed equipment for current or future patients, all 16 colleges stepped up to donate personal protective equipment along with beds and ventilators. Colleges use these items in nursing, respiratory therapy and other health care programs. Students are volunteering their services to local hospitals and some are making masks at home.



Are you in need of food?
Are you a current BSCTC student?
Private message us for a gift card opportunity



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM

KCTCS GOOD NEWS REPORT



Additionally, colleges that offer 3D printing programs are using their 3D printers to create face shields for local hospital staff. Some faculty members are making face shields from home as well.

Faculty are stepping up in other ways, too. For example, a commercial driver's license (CDL) instructor took a tractor and trailer to pick up produce in another state and deliver it to a local organization.

A college also offered lab space to a local bioscience research company to identify coronavirus nucleic acid on sample swabs. This testing will assist with identification of COVID-19 cases in Kentucky. In addition, researchers will conduct genome sequencing studies with the college's equipment and the data obtained from these experiments will be useful in helping the vaccine development effort.

Because many KCTCS students have food insecurity, all 16 colleges created food pantries over the last several months. Even though students are not on campus, pantries are stocked, and students are receiving necessary food, personal care items and school supplies. One college partnered with a local grocery store to provide \$25 gift cards for students.

“Even in the face of extensive changes to the way our students, faculty and staff work and learn during these unprecedented times, they continue to be leaders in their communities,” KCTCS President Jay K. Box said. “There are many reasons to love community colleges, but our people are the number one reason.”



MSU names College of Education the Ernst and Sara Lane Volgenau College of Education



Morehead State University has renamed the College of Education in honor of Drs. Ernst and Sara Lane Volgenau. The new name of the college is the Ernst and Sara Lane Volgenau College of Education.

MSU received a \$3 million gift from the Volgenaus for the Soar to New Heights scholarship campaign. The Volgenau Scholarship Endowment fund will be invested with the proceeds used to provide awards to students in teacher education. There will also be an annual allocation directed to support students in the MSUTeach Program. This program allows students to complete a Bachelor of Science degree in STEM-based fields within four years while earning teacher certification.

MSU will transition the Volgenau College to its new name this spring with a formal dedication ceremony planned for the fall semester.

Spring 2020 College of Education graduates will officially be alumni of the Volgenau College of Education as designated on their diploma.

“It has been a wonderful experience working with Drs. Ernst and Sara Volgenau. They are true visionaries and understand the importance of STEM education to our region,” said Jim Shaw, vice president for University Advancement. “Their generous gift will make a tremendous impact on the lives of our students and on education in the Commonwealth.”

The Volgenau family have been visionary leaders in the field of STEM education, business development and philanthropy. Sara Lane Volgenau graduated from MSU in 1957 with a degree in elementary education. Ernst graduated from the U.S. Naval Academy and later earned a Ph.D. degree in engineering at UCLA. During his full career in the United States Air Force, Ernst worked on research and development for satellite and other space projects. In 1978, he founded SRA International Inc., an information technology company that was listed on the New York Stock Exchange and named to the Fortune magazine list of Best Companies to work for in America.

“The Volgenau family has mentioned to me consistently that they believe improving education and the pipeline of STEM teachers will help the economy of Eastern Kentucky, the Commonwealth and the entire nation,” said MSU President Dr. Jay Morgan. “On behalf of our entire University community, we would like to thank the Volgenau family for their generosity, vision and support of our students.”



Craft Academy students recognized at regional business competition

Students from Morehead State's Craft Academy for Excellence in Science and Mathematics and their faculty coaches from the School of Business Administration (SBA) earned four first-place awards at the Entrepreneurial Coal Land Redevelopment Program (ECLRP) Regional Challenge held Thursday, March 12.

Coached by Dr. Amad Hassan, associate professor of management, and Dr. Fatma Mohamed, associate professor of management, the students earned first place awards in business development, regional challenge presentation and overall regional challenge for their presentation, "Reclamation of Unused Coal Fields through Bluegrass Adventures." Hassan and Mohamed won the Coaches Award. Students involved in the challenge were:

- Sheridan Combs, a junior from Hazard.
- Anya Deaton, a senior from Alexandria.
- Lydia Deaton, a senior from Alexandria.
- Leanna Shelton, a senior from Vancelevé.
- Haley Turner, a junior from Hazard.

"I am so inspired and honored to participate in the ECLRP project and to be part of the efforts to improve the quality of life of many communities in Eastern Kentucky," said Hassan, who praised the students involved for their work on the project. "Throughout the project, the team demonstrated great perseverance, enthusiasm and initiative. It was a pleasure to lead this group of hard working, intelligent and inquisitive young entrepreneurs."

"My most important takeaway from this amazing program would be that it is possible to bring Eastern Kentucky up and away from poverty," said Turner. "I have learned to advocate for the mountains instead of dismissing them."

CEDAR, Inc. sponsors the ECLRP.

MSU alumni named to Army and National Guard leadership

The Kentucky National Guard has named two MSU alumni as its new Army chief of staff and Army deputy chief of operations. **Col. Joe Gardner (95)** was chosen as chief of staff, replacing Brig. Gen. Bryan Howay, who was recently promoted. He reports directly to the Adjutant General Brig. Gen. Hal Lambertson on Army National Guard matters and assists in overseeing the day-to-day operations of the organization. **Col. J.B. Richmond (96)** has stepped into the role of Army Deputy Chief of Operations (G3), filling the gap created by Gardner's appointment. Richmond is responsible for the operations and training for all the soldiers in the Kentucky Army National Guard.



GOLD RUSH

APRIL 2020

NORTHERN KENTUCKY UNIVERSITY

COVID-19 STUDENT EMERGENCY FUND

158

Grants Awarded

239

Applications

\$52,635

Raised

NKU created this fund to support our students who now have financial struggles they never saw coming due to COVID-19.

LEARN MORE: <https://tinyurl.com/lyx8723mj>



NKU'S RIVER CITY PROMISE PROGRAM WITH FREE TUITION

NKU and Gateway Community & Technical College announced the River City Promise Program that offers free tuition and enhanced benefits for Pell eligible high school students from Northern Kentucky's communities.

River City Promise builds upon the Gateway2NKU dual admission program which offers explicit degree pathways for students by eliminating the financial barriers of college. The program applies to students from Bellevue, Dayton, Holmes, Lloyd, Ludlow and Newport High School who graduate in May 2020 and beyond.

"To truly increase access, it takes a wholistic approach to ensure students have a clear path on their educational experience," said NKU President Ashish Vaidya. "As we were renewing the successful Gateway2NKU program, it became clear that we could make a greater impact by extending it to high school students, so they begin their higher education journey with support from both institutions."

All students participating in the RCP and Gateway2NKU programs will have a newly dedicated Service Center on Gateway's campus for a smooth transition between the two institutions. It provides advising, financial literacy, admissions guidance and career alignment services.

NKU students also benefit from Gateway2NKU's reverse transfer—once they reach 60 hours, they can apply to receive their associate degree from Gateway. Additional benefits include joint recruitment and marketing opportunities, integrated orientation to ease the transition to campus and access to shared facilities

Since its inception in 2013, NKU has graduated 465 Gateway transfer students, with 128 participating in the Gateway2NKU program.

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

COLLEGE CORNER

NKU names Dr. Ginni Fair as dean of the College of Education. Dr. Fair has deep Kentucky education ties, spending the first 10 years of her career teaching in the classroom before moving into higher education. She currently serves as a professor and chair of the Department of Curriculum and Instruction at EKV.

LEARN MORE: <https://tinyurl.com/u5tvehx>



2020 INNOVATION CHALLENGE PITCH COMPETITION

NKU kicked off the spring semester with an Inaugural Student Success Summit and the 2020 Innovation Challenge, a proposal competition for the campus to pitch ideas to support student success. The 10 winning proposals were narrowed down from a pool of 133 submissions during the 2020 Innovation Challenge.

Last October, President Vaidya challenged the campus community to “unleash innovation” and allocated \$500,000 for student success initiatives. 15 finalists pitched their ideas for funding—from \$5,000 to \$100,000—to implement their plans.

“We know that everyone on our campus has ideas about how to better support our students, and we are happy to be able to bring them to life with funding,” said Chief Strategy Office and Vice President Bonita Brown. Winning Proposals include a student innovation lab and home to NKU esports, investing in financial literacy in Kentucky’s education community and graduate scholarships for high school teachers in increase dual-credit instruction. The 2020 Innovation Challenge is part of NKU’s strategic framework, Success by Design, to align student success with the needs of the region. **READ MORE:** <https://tinyurl.com/tk5xnnq>



THE SCOREBOARD

NKU’s men’s basketball team secured its third Horizon League title in four years and second-straight courtesy of a 71-62 triumph over UIC. With the win, NKU has reached postseason play in each of the last four seasons, including three NCAA Tournament appearances and one NIT.

NKU’s women’s basketball team finished at 20-12 with a heartbreaking loss to Green Bay. The 20-win campaign is the first of its Division I era.

BRIEFS

FIVE STAR RANKING FOR NKU’S LGBT FRIENDLINESS

NKU received the highest designation by Campus Pride Index—establishing the university as a national leader in higher education for LGBTQ-inclusive policies, programs and practices.

The university’s 5-star ranking is the best in Greater Cincinnati. Campus Pride Index, the premier LGBTQ national benchmarking tool for colleges and universities, ranked NKU as 27th in the nation out of more than 350 institutions, making it the highest-ranking university in the Commonwealth

LEARN MORE:
<https://tinyurl.com/sf8ppqv>

CHASE COLLEGE OF LAW ENDOWED DEANSHIP

Chase Alumnae, Ambassador Patricia L. Herbold, and her husband, Dr. Robert J. Herbold, made a \$2 million gift to endow Chase College of Law’s dean position. This puts Chase among a highly select group of law schools with endowed deanships and will support the law school dean’s efforts long term. The largest gift in the 127-year history of Chase Law, it is the first endowed named position at Chase and the first endowed named deanship at NKU.

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

FACULTY FOCUS

DR. JONATHAN REYNOLDS NAMED VP OF WORLD HISTORY ORGANIZATION

In this role, Dr. Reynolds will lead the World History Association—the largest World History organization—over the next four years. He will serve a two-year term as vice president and the following two years as president.

Dr. Reynolds is an NKU Regents Professor of History and Geography. He teaches courses in African and World History, Historical Methods and a number of Honors courses. He has received multiple awards for his research and teaching, including the Milburn Outstanding Professor and Excellence in Sustained Research. An active leader in historical research, Dr. Reynolds has traveled to West Africa eleven times to conduct fieldwork in Nigeria, Niger, Senegal, Morocco and Ghana.

READ MORE: <https://tinyurl.com/tq3a9xh>

NEW INNOVATION LAB ON CAMPUS

As a continuation of their partnership, NKU and Kroger officially unveiled the Kroger Technology & Digital Innovation Lab. NKU students will gain hands-on learning experience alongside associates from Kroger’s Research & Development group and 84.51 . Teams will focus on initiatives that directly impact Kroger customers across the nation, including nutrition, health and wellness and video analytics. The innovation lab also deepens Kroger’s partnership with NKU. The ribbon cutting ceremony comes less than one year after the opening of the Zero Hunger | Zero Waste FUEL NKU student food pantry.

LEARN MORE:
<https://tinyurl.com/t2n6eaa>

DARRYL A. PEAL NAMED CHIEF DIVERSITY OFFICER

Darryl A. Peal joined NKU as its Chief Diversity, Equity and Inclusion Officer and Title IX Coordinator. He joined the university from the National Collegiate Athletic Association (NCAA). While at the NCAA, Peal served as the managing director for External Engagement and Strategic Partnerships. Peal will help foster an inclusive and engaging campus climate and oversee NKU’s diversity, equity and inclusion efforts.

LEARN MORE:
<https://tinyurl.com/wlg2mgh>

ALUMNI NEWS



HAILE • US BANK
College of Business

SEAN DONOVAN

When Sean Donovan saw a hole in the multi-billion dollar payments processing market, he decided to fix it himself.

Donovan, a co-founder of Finix, has worked in finance since he was 18 years old. The Cincinnati native always knew what career path he would follow. That’s why pursuing a bachelor’s degree in finance at Northern Kentucky University, which was close to his family, was an easy choice.

It didn’t take long for Donovan to realize he was surrounded by students just like himself.

LEARN MORE: <https://tinyurl.com/tsuyl7a>



A Message from President Eli Capilouto

Members of our community were recently brainstorming ideas about how best to support our students during an uncertain and anxious time. Just one idea, now being put into reality: Officials in our Division of Student and Academic Life – in partnership with Student Government – will be calling every one of our 31,000 students at the University of Kentucky.

31,000 calls. 31,000 direct expressions of support and concern for those we teach and serve. It is yet another example of the comprehensive and compassionate steps this community is taking to forge direct connections with our students.

That is what we do. That is who we are.

We also recently announced several more moves across our campus that reinforce our commitment to the future of our students and our Commonwealth.

Executive Vice President for Health Affairs Dr. Mark Newman announced plans by UK HealthCare to construct a 400-bed field hospital to handle the potential surge in patients, who have contracted the coronavirus (COVID-19). The hospital, which should be ready for operation in two weeks, will be established within the Nutter Field House, the practice facility for our UK football team. It's a wonderful example of partnership between UK HealthCare and Athletics, led by Mitch Barnhart, working in collaboration with Lexington-area hospitals, the State Health Commissioner and Gov. Andy Beshear.



When and where there is need, there is us.

In recent weeks, we've taken a series of significant steps that speak to what we must do as the state's leading provider of advanced care in the face of a still dynamic and growing crisis. From in-house testing capacity to a drive-through testing clinic, one thing is clear: When and where there is need, there is us.

We also announced a number of options to directly support students and families. We will be moving all summer courses to online or remote learning formats. This move was necessary now to provide adequate time for faculty and support staff to make the transition to online learning and to give students and families appropriate advance notice so they can make plans. Given the emergency and one-time nature of this transition, differential tuition for summer online courses will be suspended. Students who moved from UK Housing by March 27 will receive a prorated credit for housing and meal plan costs for the rest of the semester.

We are working to create the kind of support that will help students and families be in a position to rejoin our community next academic year. Making these moves reinforces the powerful idea that we will be where we need to be to meet our guiding principle – protecting the health, safety and well-being of everyone in our community and of all those we serve. Our faculty and staff, our clinicians and caregivers, have risen to every challenge this unprecedented crisis has presented. I know that we will continue to do so.

That is what we do. That is who we are.



UK's James B. Beam Institute Providing Sanitizer to Health Care Workers, Manufacturing Instructions to Spirits Industry

The COVID-19 pandemic is creating shortages of sanitizing products in hospitals. Across the nation, spirits distillers are stepping up to help and using their products and equipment to make hand sanitizer for health care workers. At the University of Kentucky, The James B. Beam Institute for Kentucky Spirits is making sanitizer and going a step further by creating an instructional video for distillers who want to do the same.

Beam Suntory donated 250 gallons of high-proof ethanol, and Alltech donated glycerin. The Beam Institute team combined the ingredients in the proper ratios, added water to help the glycerin become more pourable and added a commercial-grade hydrogen peroxide solution. The mixture yielded about 300 gallons of sanitizer.

The multidisciplinary Beam Institute is naturally suited for projects of this nature, with experts in biotechnology, chemistry and engineering involved from across the university. Students and faculty in UK College of Pharmacy are doing their part to help, too. Several people worked to put the sanitizer into useable containers for the healthcare system to address shortages.

"We have some amazing colleagues over there at the hospital who are on the front lines of this virus fight, and we have this whole other collection of faculty who can get together and support efforts like this," said Seth DeBolt, director of the Beam Institute and horticulture professor in the UK College of Agriculture, Food and Environment. "It's a fine example of what a land-grant university can do."

UK College of Design Assists in PPE Production for UK HealthCare

In response to the high demand for personal protective equipment (PPE) in the health care industry due to COVID-19, the University of Kentucky College of Design has been able to offer its skill set to help produce face shields.

The College of Design has become the hub and point of contact for the design and production of face shields — the ones that cover the forehead down as well as the ones that go from the neck to the top of the head, each one serving a different purpose to prevent the spread of germs.

Joe Brewer, director of facilities in the college, has spearheaded the effort to synchronize members of campus to help with this production. With input from Chief Technology Officer/Associate CIO Jason McReynolds and Assistant Chief Medical Officer for Inpatient Service Ashley Montgomery-Yates at UK HealthCare, the College of Design developed a prototype and is now working on the final iteration.

The College of Design will produce as many face shields as possible until the demand is met or until mass production is possible. Afterward, the college will pivot to the next PPE device that UK HealthCare deems essential.





THE PRESIDENT'S REPORT

ISSUE 107 | MARCH/APRIL 2020

Dear Friends,

It is in times of challenge that our commitments and principles are most put to the test. The global coronavirus pandemic has certainly been an unprecedented challenge for our university to face. I am confident that we will arrive on the other side of this situation as a stronger and even more resilient university body. My confidence doesn't simply come from a sense of belief. It comes from the very real and very inspiring work of our students, faculty, staff, alumni and community supporters.

Upon returning from their Spring Break, our students demonstrated the Cardinal Principle of Agility by adapting to the sudden change of all classes being moved online. Additionally, the Spring Commencement ceremony had to be postponed. These major disruptions were difficult and painful, yet they pivoted quickly and they are making courageous efforts to support each other, as well others in the surrounding community, during this time.

Our faculty and staff exercised the Cardinal Principle of Leadership by boldly moving into the current reality of remote teaching and working that they had very little time to train for. Many of our faculty and staff carry the added responsibility of taking care of children and family members in their homes while remaining committed remotely to their instructional and operational duties. Our staff members who remain on campus for essential duties bravely work to ensure campus services are still running for students who have nowhere else to go. This is an incredible undertaking.

Our health workers and researchers demonstrate our Noble Purpose principle by making a tremendous difference during this pandemic. They sacrifice time with their families and loved ones in order to work around the clock to better understand the transmission of COVID-19 and how the novel coronavirus is spread. They have been resourceful, innovative and have stepped up to our nation, state and city's call for help.

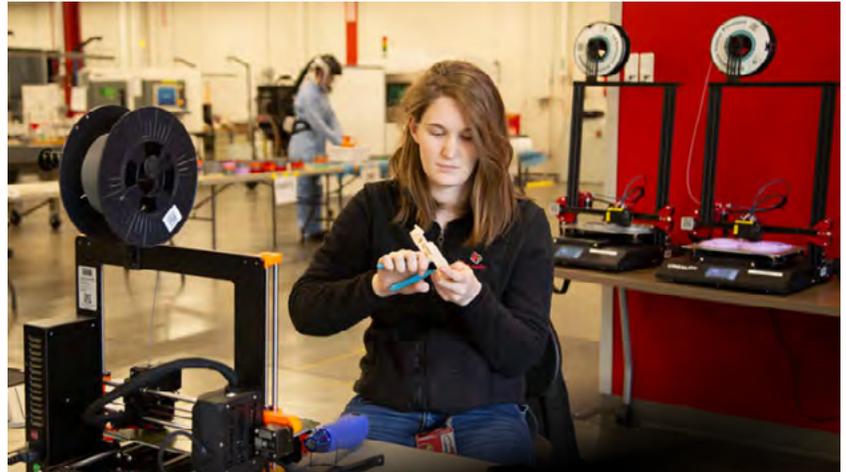
Our alumni and the community at large demonstrate our Cardinal Principle of being a Community of Care by donating to emergency response funds for students and staff experiencing hardship, along with research and equipment funds that will help advance our fight against COVID-19. If you would like to join me and others in making a donation, whether big or small, read the Community of Care section for more information.

Despite the significant disruptions that this global pandemic has brought into the life of our university, I am deeply humbled by the level of commitment our entire university community has shown to ensure that the University of Louisville remains a great place to learn, work and invest.

In this time of uncertainty, there is still much that we do not know. Yet, I do know this. We are strong. We are resilient. We have risen above challenges in the past and we will do it again. Together, we are UofL.

Go Cards!

Neeli Bendapudi
President, University of Louisville



Call to action: Students print face shields

A team from the Speed School of Engineering applied their training and technology to help combat the current shortage of protective equipment for health care workers.

The Additive Manufacturing Institute of Science and Technology (AMIST) facility's group used state-of-the-art 3D printing technology to make face shields, items critically needed because of the tightening of hospital supply chain lines.

Ed Tackett, AMIST's workforce development director, coordinates the COVID-19 Speed School Response Team.

"We asked ourselves, 'What can we do right now? How do we protect our most vulnerable citizens and how can the university play a positive role in making that happen?'" Tackett said. "We have medical professionals literally on the front lines, and if we can help them be safer or keep them from getting sick, we're going

to do whatever we need to do to make that happen."

Graduate assistant Kate Schneidau and four other students made up the team. The first 100-shield batch was picked up in March and, while that production helps fill the gap, the center can nimbly adapt to other 3D printing needs that arise.

"We are here as a tool to help in whatever way the medical community may need," Schneidau said. "We could shift production to ventilators if that is what is needed next."

This experience reinforced Schneidau's desire for a career in building medical devices. And she is reassured by her peers' devoted response.

"The fact that these students have these skills and are willing to step up to the plate to help, this has just reaffirmed my belief that the next generation - we got it covered," she said. "The future is in good hands."

COMMUNITY OF CARE

In effort to support all the different members of our university community impacted by the global pandemic, UofL has several funds in place to help.

Due to many university-employed students becoming unemployed or having their work hours significantly reduced, we know that there are students struggling to pay for basic needs such as rent, utilities, groceries or moving home. Students are able to apply for assistance through the [Student Emergency Fund](#).

Similarly, university staff members who may also be experiencing unexpected financial hardships can apply for assistance through the [Staff Help Assistance Relief Effort \(SHARE\)](#) Program.

There are also funds to support our university's

COVID-19 response efforts. The [COVID-19 Research Fund](#) helps advance our researchers' efforts to understand the virus and to increase much-needed testing in our community. The UofL Health [Personal Protective Equipment Fund](#) is for UofL Health staff to purchase necessary PPE items as they anticipate shortages. Similarly, the [Speed School AMIST Lab COVID-19 Projects Fund](#) helps our engineering instructors and students purchase materials and use their skills to build PPE items.

You can make a donation to any of these important causes by visiting our Office of University Advancement webpage, give.louisville.edu.

UofL's response to coronavirus outbreak

The university's early response to the coronavirus began in January when leadership first alerted all members of the Cardinal community about the initial outbreak in central China. Shortly after, a dedicated COVID-19 Planning Committee was formed to ensure the situation was closely monitored.

As things began to progress, the university frequently updated students, faculty and staff. Nearly 40 different updates and announcements were communicated over the course of two months in order to keep the university community informed of new



information and policy changes.

The university took a phased approach in these changes to ensure appropriate precautions were taken and to act in step with the recommendations from leading health experts and local and state government leaders.

The first phase involved cautioning students who were planning Spring Break trips to be aware of the risk levels certain states and countries were reporting. Additionally, all university members were strongly recommended to increase their efforts in proper hand washing and to closely follow other CDC health guidelines.

The next phase was initiated by early March which moved all students to remote instruction upon their return from Spring Break in effort to mitigate a potential community spread of the coronavirus. Faculty were equipped with a series of

trainings, led by UofL's Delphi Center for Teaching and Learning, in order to quickly transition their coursework online. Additionally, all university-sponsored events and travel were suspended and anyone returning from a CDC-identified country were required to report their travel through an online form and to immediately self-quarantine for 14 days before returning to campus.

By mid-March, the third and current phase of response began by extending remote instruction through the end of the semester (April 28), along with all eligible employees being strongly recommended to work from home for the same timeframe. Only those faculty and staff with essential on-campus duties remain on campus. By late March, all students were asked to move out of campus residence halls. For students whose only home is campus housing, UofL offered exemptions

and ensured they could continue living on campus with grab-and-go dining options and other limited services through the remainder of the semester.

All large events were cancelled, including all athletic games, and the Spring Commencement ceremony was postponed. The university will wait to hold a separate ceremony for spring graduates as part of the 2020 Winter Commencement.

"We know this is a tremendous disappointment to our graduates and their families. And we share that disappointment as well. Nonetheless we hope you understand the complexities we face now," President Bendapudi said.

The date for spring degree conferral remains May 9, and students approved to graduate this spring will still be awarded their degrees and certificates on that date.

RESEARCHERS ADDRESS URGENT NEED FOR COVID-19 KNOWLEDGE

To control COVID-19 cases and contain the SARS-CoV-2 virus, more knowledge is needed about how the virus spreads, who becomes ill and how the illness progresses. UofL is already at work to answer these urgent questions to reduce the global pandemic's impact.

Infectious disease researchers are working with all 10 Louisville hospitals and two in southern Indiana, including UofL Health, Norton and Baptist, to process tests and study the illness to gather information needed to prevent transmission.

Julio Ramirez, chief, and Ruth Carrico, professor, in the Division of Infectious Diseases have developed a surveillance program to track the illness's prevalence and which patients are most affected. The group is uniquely qualified for this research as pharmaceutical company Pfizer recently selected the division as its first Global Center of Excellence.

"I think the big issue is understanding the emergence of this illness and the pandemic response in terms of where the cases are, how many cases we're seeing and among what types of patients," Carrico said. "This study will help us better understand risk factors and how we need to approach it from a preventive perspective."

Because this virus is so new, health professionals do not have as much information about how the disease presents initially and how it progresses as they do about other diseases studied for decades. They also still need to understand better how SARS-CoV-2 spreads.

"With the information we are gathering, we will better understand how transmission occurs. When we understand how transmission occurs, that provides us the tools we need to develop some effective interventions," Carrico said.

Over time, the surveillance project not only will reveal the pandemic's current scope in Louisville and beyond but also will monitor it over weeks and months, allowing researchers to predict the virus's impact.



USING KENTUCKY'S RESOURCES TO COMBAT GLOBAL PANDEMIC THROUGH UOFL'S BIOCONTAINMENT LAB

A decade ago, when the National Institutes of Health needed to place a high-security biocontainment laboratory in Kentucky, capable of safely studying dangerous and emerging infectious diseases, they turned to the University of Louisville.

Today, UofL's *Regional Biocontainment Laboratory* (RBL) is being called upon in research efforts focusing on the novel coronavirus. Researchers are exploring compounds that hold promise as therapeutic agents against the disease and could be grown quickly in tobacco plants.

The RBL is housed in UofL's Center for Predictive Medicine for Biodefense and Emerging Diseases CPM and is part of a network of 12 regional and two national labs that were established with support from the NIH to conduct research with infectious agents.

Kenneth Palmer, director of the CPM, and his research team received samples of SARS-CoV-2 in February last month and are researching it only in the highly secure confines of the RBL. The researchers now are testing the therapeutic candidates against the disease in cell cultures,

and also testing potential vaccines from research partners across the nation.

That's where the tobacco plants come in. A large amount of the ultimate therapeutic will be needed for human trials, and Kentucky's historical cash crop is a perfect host to produce the quantities needed.

Some of the compounds are already showing promise in the laboratory. While the end of the year seems far off in the current coronavirus climate, it is realistic because "SARS-CoV-2 may be with us for a couple of winter seasons. We'd like to have a product that could be tested if the infection comes back in the cold season like influenza does," Palmer said.

If it does, Palmer and his team will be ready. "We think we will be able to deliver the drug as a nasal spray and hope we can use it as a preventive, pre-exposure treatment before a vaccine could be developed. This will be important for the public and especially for those who are at risk because of their age or pre-existing health conditions or because they work in health care."

Western Kentucky University news for the Council on Postsecondary Education, April 2020

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



WKU's Cherry Hall is lit in green in honor of those lost to COVID-19.

Even when we are apart, we come together

It began with concerns about students studying abroad, especially those in China. The focus was on returning them to the United States before they were exposed to novel coronavirus, potentially developing COVID-19.

But as the virus made its way across the globe and into the U.S., concern escalated quickly. At WKU, President Timothy C. Caboni pulled together a COVID-19 Taskforce, comprised of cabinet members, subject matter experts and shared governance leadership, to form mitigation plans and guide the university community through what was coming.

The Taskforce moved quickly, and on March 11, President Caboni announced an extension of spring break by a week to give faculty time to move all classes from face-to-face to an alternate delivery through April 5. Events of more than 50 participants were canceled. Most travel was suspended and telecommuting was encouraged.

By March 17, face-to-face classes were canceled for the rest of the semester, residence halls were being closed and all in-person events, including spring commencement, canceled, rescheduled or virtualized.



WKU President Timothy C. Caboni announces the University's first COVID-19 mitigation actions during a March 11 news conference.

Amid the upheaval of normal university life, one thing became clear: Even though the WKU family was forced apart, we came together.

Switching instructional delivery

As instruction moved out the classroom and into the virtual realm, faculty had to rethink their curriculum and find creative ways to deliver their lessons. WKU's Center for Innovative Teaching and Learning stepped up with webinars and provided instructional designers. Faculty already versed in online delivery mentored their colleagues. Technologies such as Zoom and Labster became a part of everyday life.

Taking care of students

The focus at WKU is on students. Mitigation plans designed for their safety, as well as the safety of the entire community, also created an unprecedented disruption in their educational experience. The WKU Community stepped up to help ease the stress caused by the pandemic.

- *Information Technology Services purchased more than 200 laptops to loan to students and faculty who did not have the necessary technology to participate in online learning.

- *ITS also created Internet hotspots in two of the larger parking lots for students and the community in general who needed access for online learning.

- *Alumni adopted about 50 WKU students who were granted exemptions to remain on campus for a variety of personal reasons. Alumni are providing letters and care packages to help students feel less isolated.

- *Enrollment and Student Experience is coordinating a post card campaign to check in on students and provide reassurance.

- *The WKU Food Pantry remains open to assist students who are food insecure.

- *Staff in the Gordon Ford College of Business are using Zoom to assist students with interview preparation and job search questions.



The School of Nursing and Allied Health donated PPE to area hospitals and health providers.

Beyond the campus

The campus community is more than just its physical location. And Hilltoppers are making a difference in their communities.

- *Alumni in several cities are using their businesses to provide personal protective equipment to medical facilities and first responders. Likewise, faculty are using 3D printing technology to produce protective face shields.

- *Business students refocused their semester project to a Save Our Restaurants campaign in Bowling Green.

- *Students in the Chinese Student Scholars Association collected PPE to ship back to their home country when the majority of the outbreak was in China. Instead, they donated it to local medical facilities.

- *Another alumna started initiatives to connect volunteers with the older student population and student volunteers who can make virtual visits with isolated senior adults.

- *The Kentucky Museum has created virtual exhibits so the public can still experience the museum's offerings.

- *Teacher education students who were unable to complete their experiences in the K-12 classrooms are instead focusing on the delivery of non-traditional instruction.

- *Dance Big Red went virtual and raised \$34,000 for Norton Children's Outpatient Center-Bowling Green.

The future focus

As the University's focus transitions to recovery and a return to some form of normalcy, more examples of the WKU Family rising to meet the needs of their communities will surface, and the celebration of the WKU Spirit will continue.



PowerPoint Slides from the meeting

APRIL 24, 2020

Section V, A – 2020-21 Tuition and Mandatory Fee Ceilings

- Joint Presentation from the University of Kentucky and the University of Louisville
- Presentation from KCTCS, Jay Box

Section IX – 2020 Progress Report

- 2020 Progress Report Highlights

ACADEMIC YEAR 2020-21

TUITION 

AND

 MANDATORY FEES

Kentucky Research Universities' Request

Consistent with KRS 164A.550 through 164A.630, the boards of trustees of Kentucky's public research universities maintain oversight responsibility for the financial management of the universities, ensuring the universities' financial stability and long-term economic health.

These boards are prepared to carefully examine and take responsibility for any changes to their respective tuition and mandatory fees.

RECOMMENDATIONS:

- that the Council approve resident undergraduate tuition and mandatory fee ceilings for academic year 2020-21 that equate to maximum base rate increases of no more than 2.0 percent at the public research universities.
- that the public institutions be allowed to submit, for Council review and approval, market competitive tuition and fee rates for graduate and online courses.

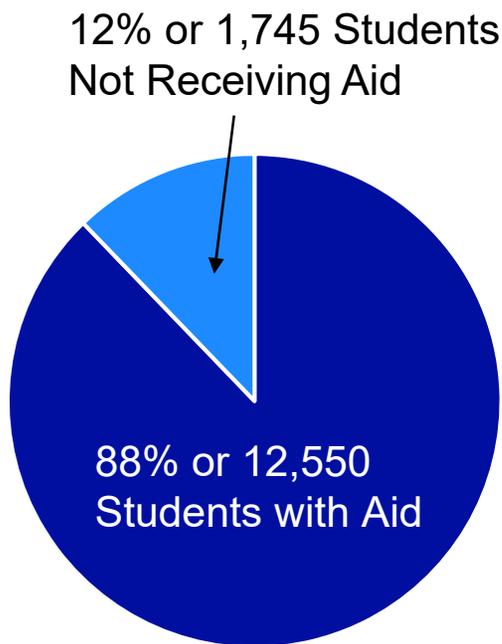
FOUR REASONS to Support our Request

1. Demonstrated, continued investment in our students
2. Improved student success metrics
3. Minimal tuition rate increases over past 10 years
4. Student benefits & economic value of being R1 universities

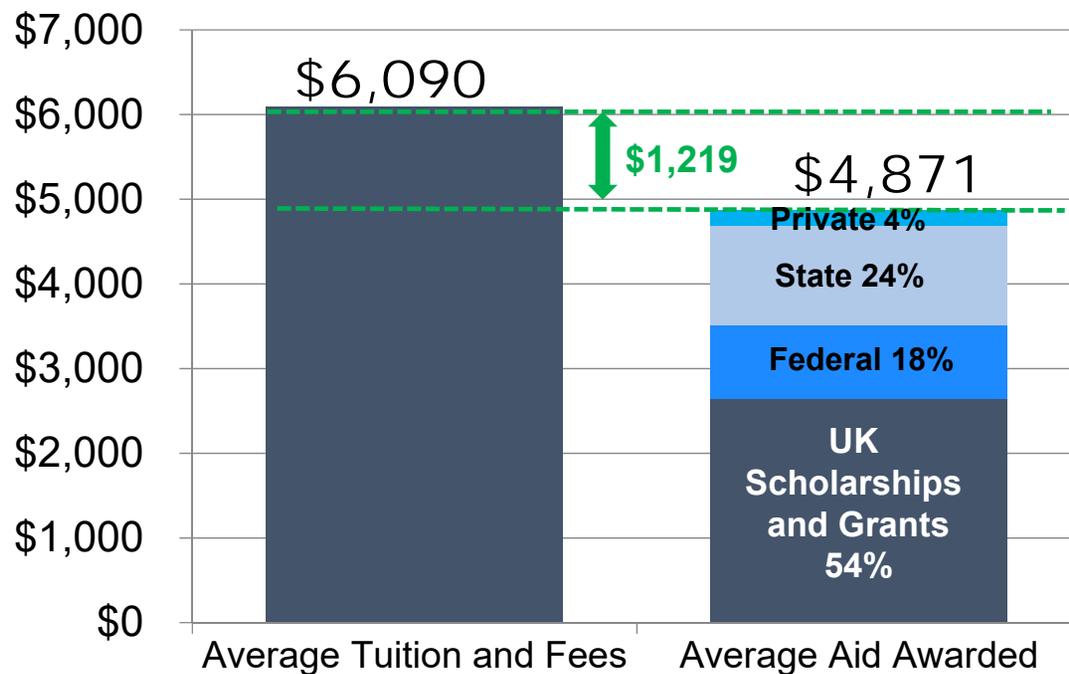
REASON #1

We're Awarding More
Institutional Aid than Ever

UK Undergraduate Full-Time Resident Students Receiving Grants or Scholarships



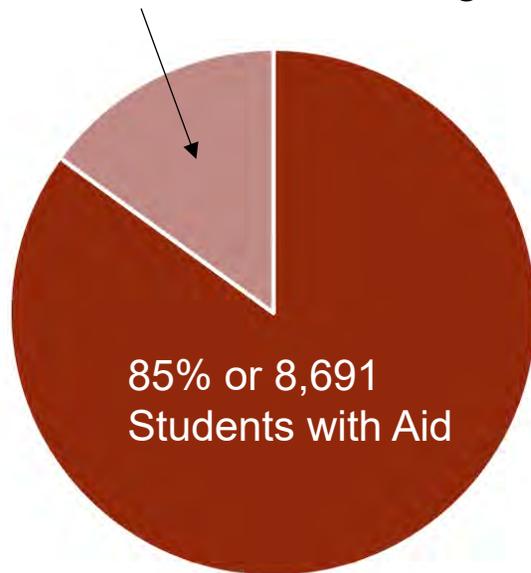
Fall 2018



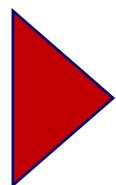
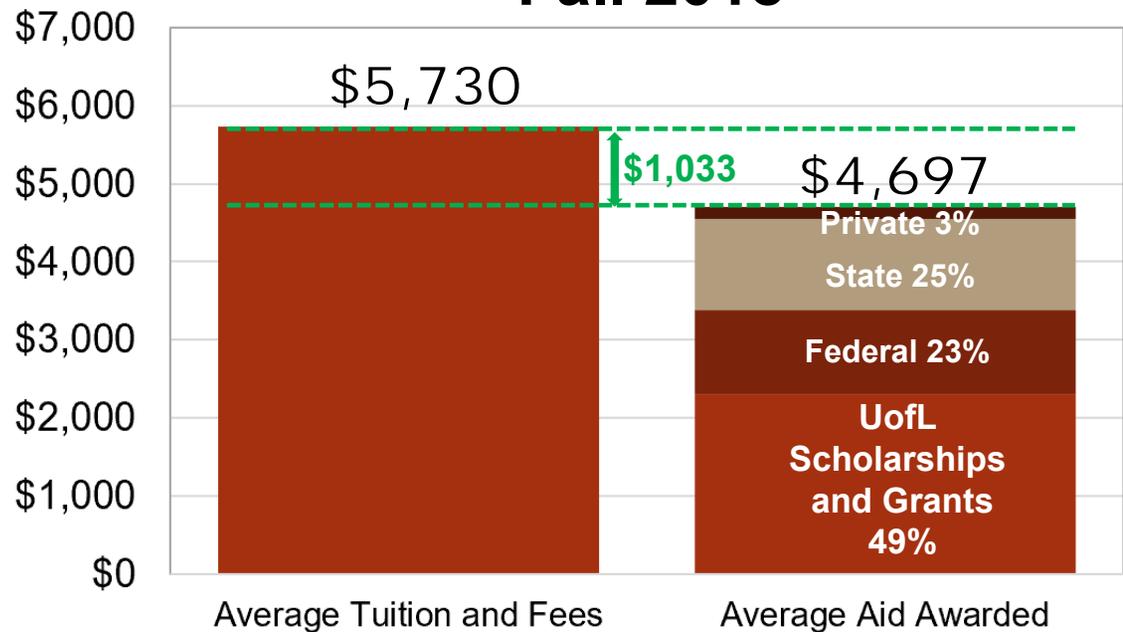
More students received more aid in Fall 2018 compared to the prior year. 88% of full-time resident undergraduates paid, on average, \$1,219 out-of-pocket for tuition and fees in Fall 2018.

UofL Undergraduate Full-Time Resident Students Receiving Grants or Scholarships

15% or 1,487 Students Not Receiving Aid



Fall 2018



More students received more aid in Fall 2018 compared to the prior year. 85% of full-time resident undergraduates paid, on average, \$1,033 out-of-pocket for tuition and fees in Fall 2018.



REASON #2

Our Investments Contribute
to Better Student Success
Outcomes

Student Success Results AY 2016 to AY 2019 Statewide and at Kentucky's Research Universities



OVERALL BACHELOR'S DEGREES

Growth among all Ky.
Public Universities

Degrees Awarded	Growth Rate
+916	5.1%

+909 of these degrees were at UK/UofL	12.5% increase in growth at UK/UofL
--	--

99%

of growth statewide
was at UK and UofL



STEM+H BACHELOR'S DEGREES

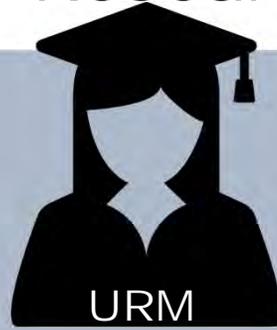
Growth among all Ky.
Public Universities

Degrees Awarded	Growth Rate
+763	12.9%

+654 of these degrees were at UK/UofL	26.8% increase in growth at UK/UofL
--	--

86%

of growth statewide
was at UK and UofL



URM BACHELOR'S DEGREES

Growth among all Ky.
Public Universities

Degrees Awarded	Growth Rate
+452	21.2%

+272 of these degrees were at UK/UofL	26.8% increase in growth at UK/UofL
--	--

60%

of growth statewide
was at UK and UofL



LOW-INCOME BACHELOR'S DEGREES *

Growth among all Ky.
Public Universities

Degrees Awarded	Growth Rate
-239	-3.0%

+141 additional degrees were at UK/UofL	+5.5% increase in growth at UK/UofL
--	--

All

of growth statewide
was at UK and UofL

* Preliminary results

Investments in Student Success

- Investments needed to expand existing and fund new initiatives to improve student success

Examples:

- **UofL:**
 - Strategic Plan increases need-based aid for incoming freshman and percentage of aid to STEM+H students
 - Added both Student Success Coaches and REACH tutors
 - Increased capacity for Counseling Services (added several mental health counselors in 2019-20 and hiring more for 2020-21)
 - Closing gap for degree completion for URM students
 - 2016-17: 47.7%
 - 2017-18: 56.0%
 - 2018-19: 54.3%
- **UK Leads Initiative:** Leveraging Economic Affordability for Developing Success

UK LEADS Initiative

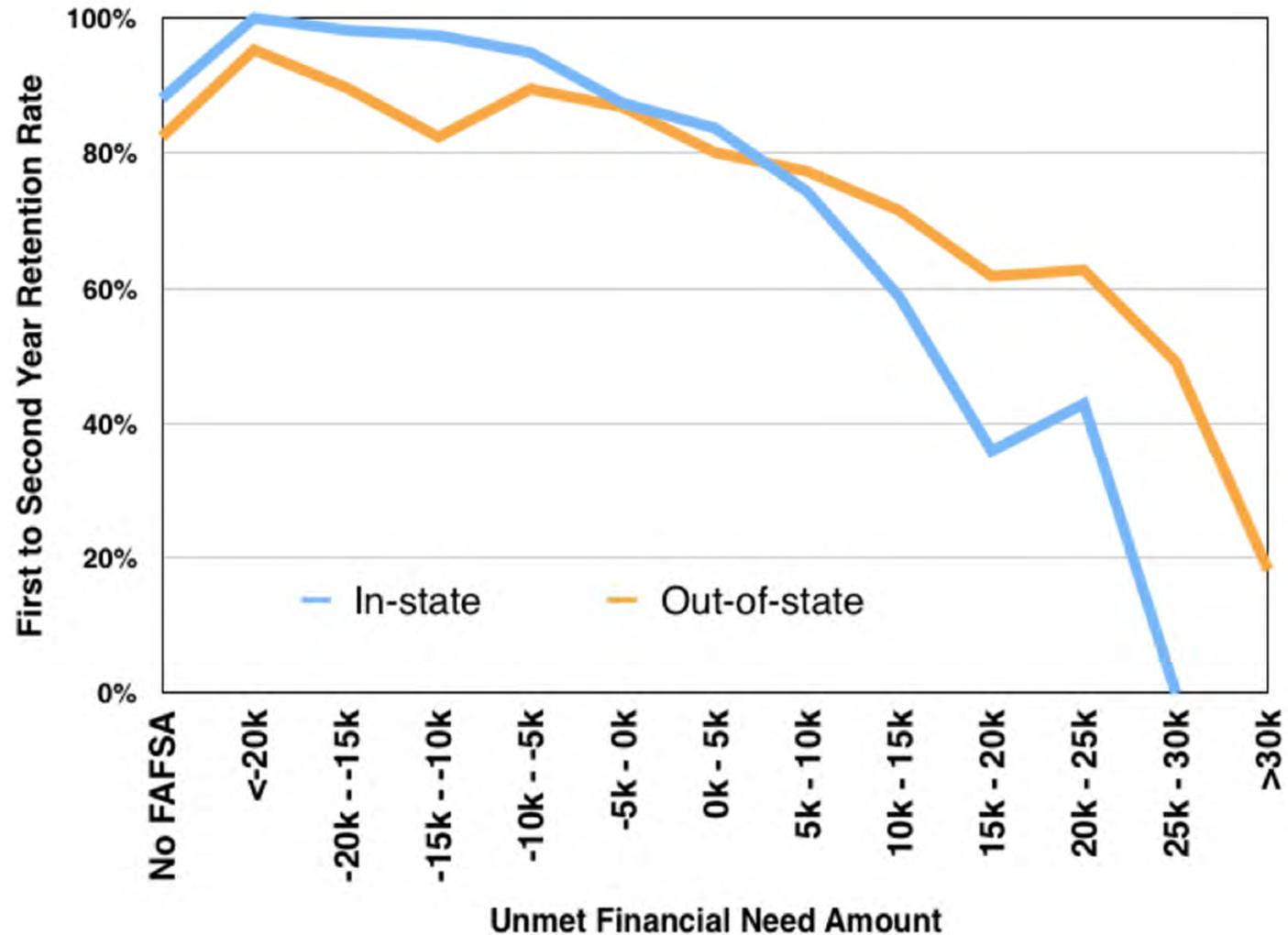
Leveraging Economic Affordability for Developing Success

Reducing Unmet Financial Need

- Unmet Financial Need = Cost of Attendance
(Less Expected Family Contribution Less Total Aid)
- Cost of Attendance includes tuition and fees, room and board, books, travel, and incidentals
- Total Aid includes scholarships and grants from any source and Direct Subsidized and Perkins Loans
- Unmet Need is only available for students who file a Free Application for Federal Student Aid (FAFSA)

UK LEADS Initiative

Effect of Unmet Need on Retention (By Residency)





REASON #3

Our Tuition Rate Changes
Have Been Limited

Tuition and Mandatory Fees Per Semester				
	Fall Semester	UG Resident Rate	Annual % Change	4 Year Average % Change
UK	2016	\$5,660	5.0%	4.0%
	2017	\$5,886	4.0%	4.3%
	2018	\$6,035	2.5%	3.6%
	2019	\$6,180	2.4%	3.5%
UofL	2016	\$5,534	5.0%	4.0%
	2017	\$5,534	0.0%	3.3%
	2018	\$5,730	3.5%	2.9%
	2019	\$5,866	2.4%	2.7%



Dollar Impact of 2% Tuition Change

UNIVERSITY OF LOUISVILLE
\$117 PER SEMESTER
\$235 PER YEAR

UNIVERSITY OF KENTUCKY
\$123 PER SEMESTER
\$247 PER YEAR

University of Kentucky Net Price by Income Quartile, Fall 2018

25% of our undergraduate full-time Kentucky students are from families with a median income of \$20,753. For the student at the median of this quartile, grants and scholarships exceeded tuition and mandatory fees by \$184.

Average Tuition and Mandatory Fees Sticker Price **\$6,069**

Median Net Price by Quartile



Chart based upon 8,727 full-time undergraduate, resident students who filed the FAFSA as dependents. Median family income based on adjusted gross income as reported.

Low Median Family Income	Low-Mid Median Family Income	Mid-High Median Family Income	High Median Family Income
\$20,753	\$60,000	\$107,936	\$183,113

University of Louisville Net Price by Income Quartile, Fall 2018

25% of our undergraduate full-time Kentucky students are from families with a median income of \$17,836. For these students, grants and scholarships covered 67% of tuition and mandatory fees.

Average Tuition and Mandatory Fees Sticker Price **\$5,828**

Median Net Price by Quartile

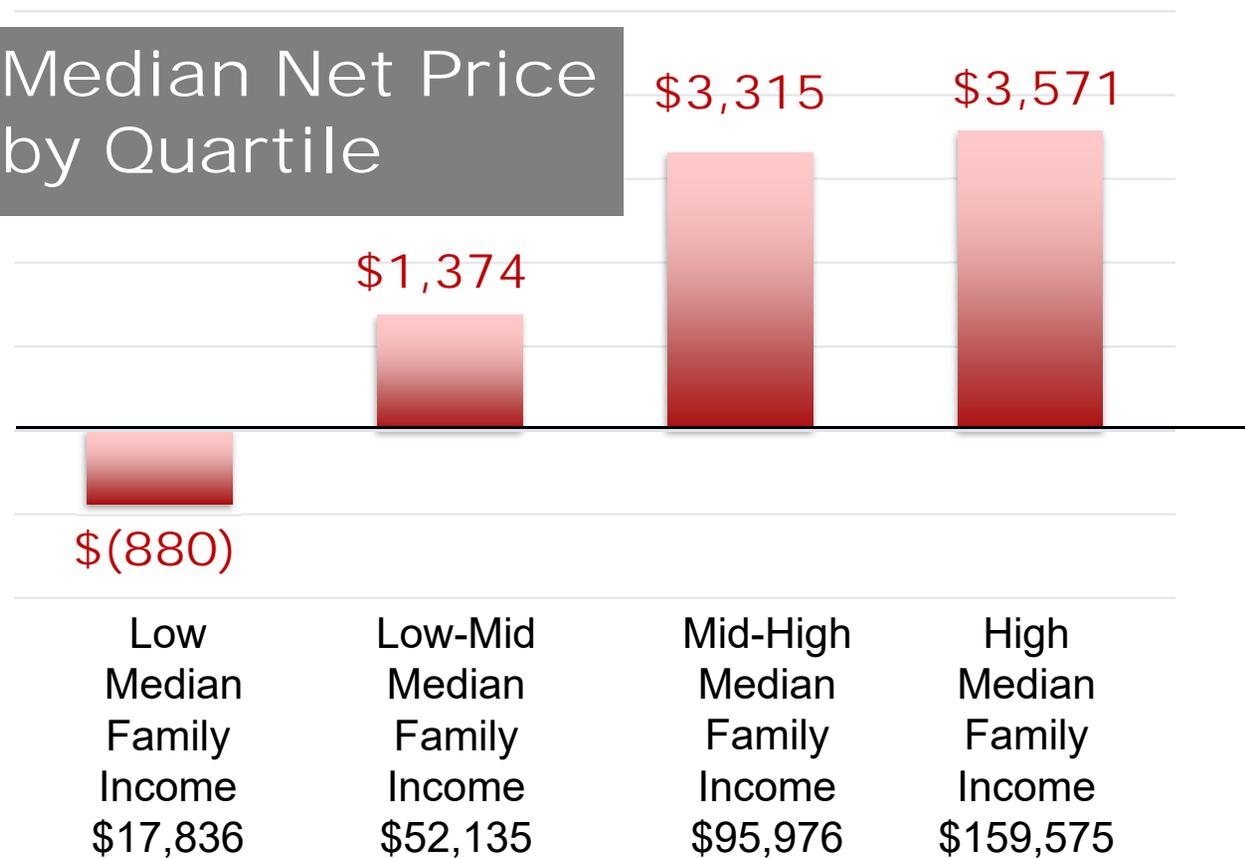


Chart based upon 6,229 full-time undergraduate, resident students who filed the FAFSA as dependents. Median family income based on adjusted gross income as reported.



REASON #4

As Kentucky's Only R1
Universities, Benefits to
Students and Economy

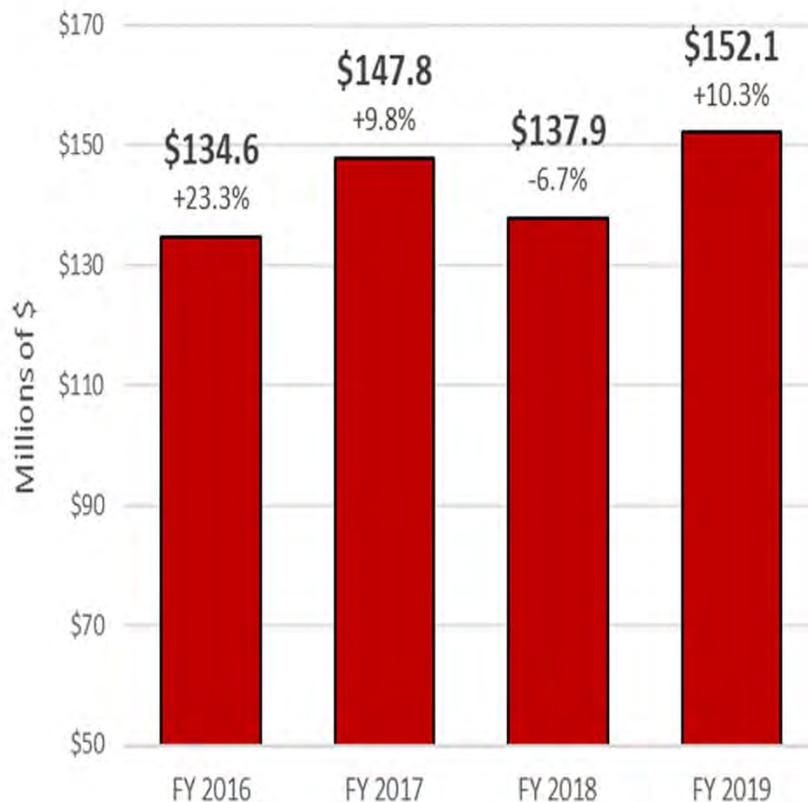
Student opportunities and benefits of attending R1 university

- Ability to learn from world-renowned faculty
- Access to premiere research facilities and labs
- Experience using cutting edge technologies
- Engaging in impactful research experiences

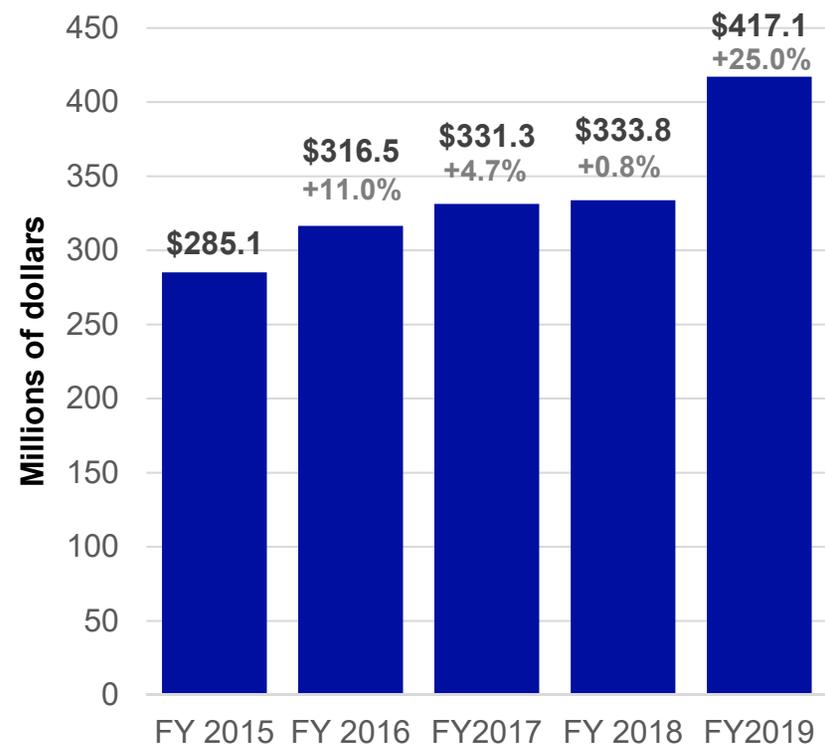
Sponsored research awards—value to students, communities, state, and nation

TOTAL AWARDS
FY CHANGE (%)

UNIVERSITY OF LOUISVILLE



UNIVERSITY OF KENTUCKY



Kentucky Research Universities' Request

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QUESTIONS?

PRESENTATION TO THE KY COUNCIL ON POSTSECONDARY EDUCATION

2020-2021 TUITION RATES

Dr. Jay Box, President
Kentucky Community & Technical College System



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM

What Problem Are We Trying To Solve?



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM

What is the Impact of Tuition Increase?

KCTCS historic data shows that a freeze in tuition does *not* result in more students enrolling



COVID-19 Impact on KCTCS Students

CARES Act funds for KCTCS Students: \$17.9 million

KCTCS 2019-2020 annual tuition: \$4,368.00

- 75% of our students receive federal financial aid.
- 67% of our students *have no out-of-pocket expenses for their education.*

Bottom line: we do not expect a small increase in our tuition to be a barrier for students when considering enrolling with KCTCS in the fall.

Fall Enrollment Challenges

Currently, students are hesitant to enroll because they are unsure about course delivery formats for fall (face-to-face, online, or hybrid); have concerns about a safe learning environment; and unknowns about other issues such as childcare availability.



COVID-19 Impact on KCTCS Colleges

CARES Act funds for KCTCS Colleges: \$17.9 million

KCTCS is projecting more than \$24 million in lost revenue and accumulated additional expenses through June 30, 2020.

Thus, even with the federal CARES Act funding, KCTCS expects to have **a net loss of over \$6.1 million** through June 30, 2020.

Budget Challenges for KCTCS

- No increase in state appropriations.
- Slight increase in dual credit rate (from 33% to 40% of KCTCS tuition rate) generates an additional \$1.9 million (but, we still provide dual credit at a \$4.2 million net loss).
- \$20.9 million in fixed cost increases in the next fiscal year (see next slide).
- Limited ways to generate any additional revenue.

COVID-19 Challenges for KCTCS Colleges

Expenses to reopen our 73 campus locations, including:

- Signage, markers for distancing, health reminders, etc.
- PPE for faculty, staff, students
- Increased cleaning/sanitation costs
- Reconfigurations of spaces, classrooms, etc.

More individual instruction and smaller class enrollments to meet social distancing requirements. More individualized, wrap-around student services to help with the new learning environment.

Purchase of new technology needed to support students.

Tuition Increase Decision

- This Council has the authority to set a tuition increase ceiling, but the public postsecondary governing boards should maintain their authority to determine increases within the set parameters, taking into consideration the unique financial needs of their own institutions.
- KCTCS is not a “university.” (No loss revenue from athletics or healthcare operations and no dormitories.)
- The decision to freeze tuition will have a direct impact on the ability for KCTCS to employ its own workforce in the next fiscal year, transition to a post-COVID-19 educational environment, and meet the needs of Kentucky’s post-COVID-19 workforce.



What Problem Are You
Trying To Solve?



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM



2020 Progress Report Highlights

David M. Mahan, Ph.D.

Associate Vice President, Data, Research & Advanced Analytics

Kentucky Council on Postsecondary Education

04/24/20



Report Highlights

Making Progress:

- Educational attainment*
- Degree/credential production*
- Progress of underprepared students
- Graduation rates, achievement gaps*

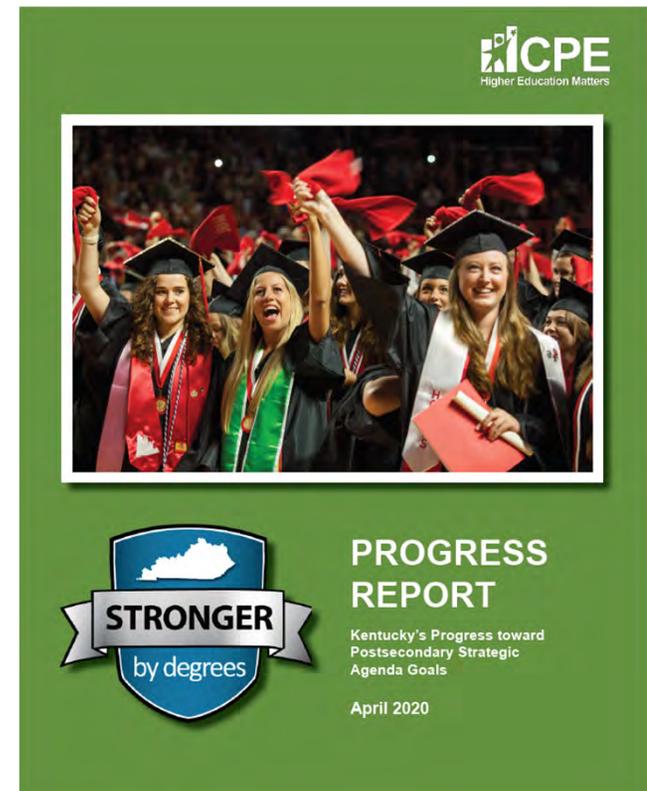
Challenges Ahead:

- In-state college going rate*
- Kentucky adults enrolled in college*
- Net price at public 4-year institutions*
- 2-year to 4-year transfers after completion

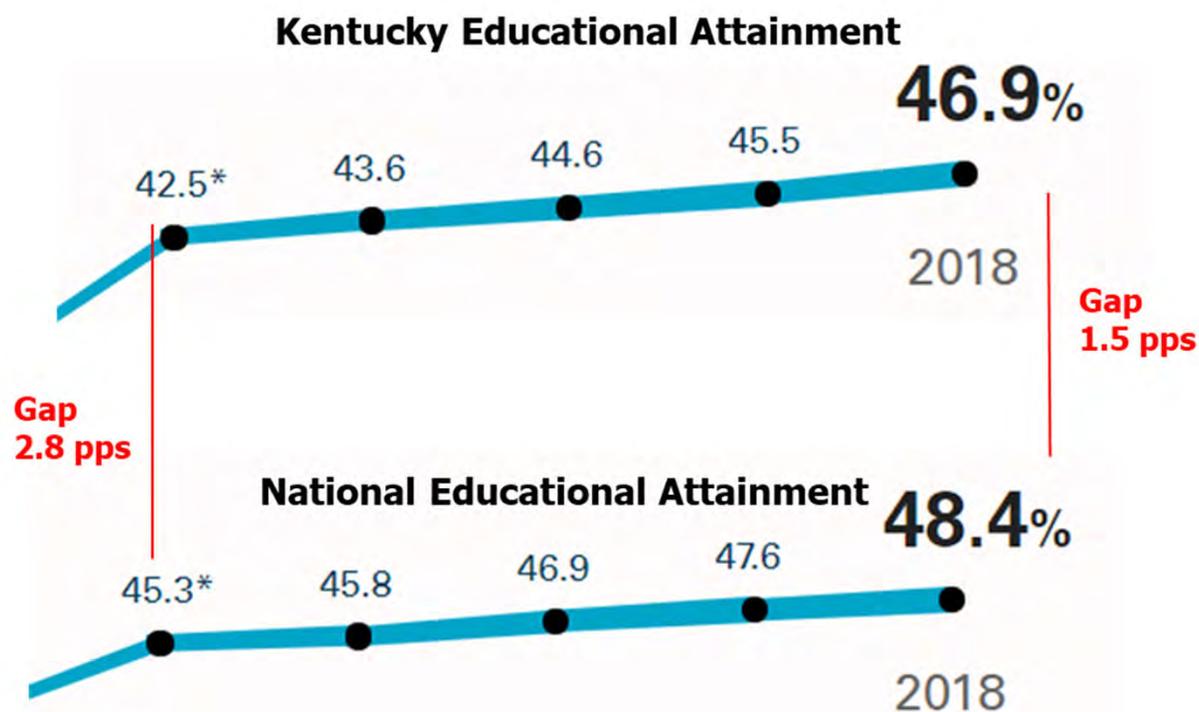
Holding Steady:

- Completion rates*
- College readiness of entering students
- State funding per student

**Slides included in this presentation*



Progress toward 60x30 Attainment Goal



Source: The Lumina Foundation's A Stronger Nation

Educational Attainment: KY vs. National Average

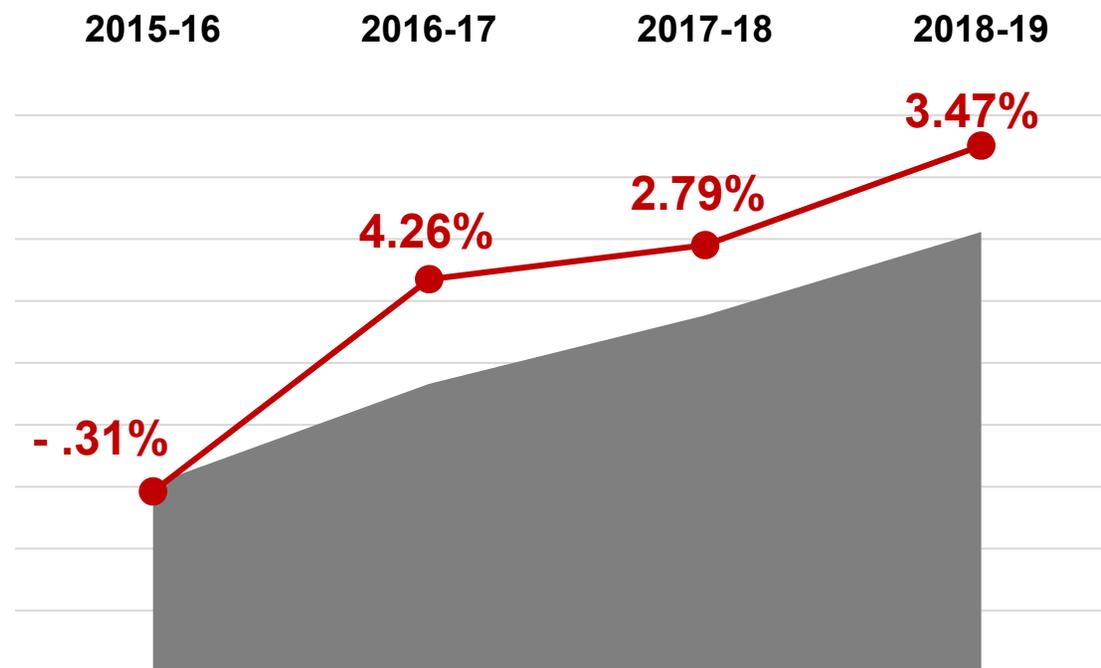
Kentucky's attainment increases due to growth in short-term certificates. Large gaps exist among KY residents with an associate degree or higher.

Race	KY Attainment	Nat'l Attainment
Asian	56.5%	63.8%
Black	26.6%	31.6%
Latinx	27.0%	24.5%
White	35.7%	47.9%

Source: The Lumina Foundation's A Stronger Nation

Kentucky Surpasses Needed Progress in Credentials in 2018-19

Completers with undergraduate credentials grew 3.5% in 2018-19 (42,179 completers), ahead of 1.7% average annual increase needed



Source: Kentucky Postsecondary Education Data System (KPEDS).

Progress in Credential Production

From 2017-18 to 2018-19:

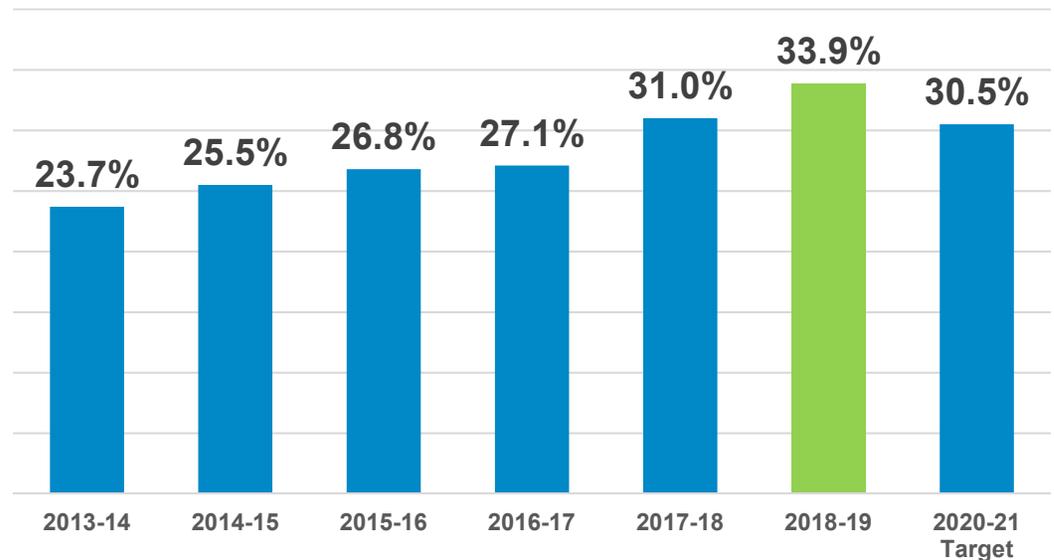
- 6% increase in KCTCS certificates/diplomas
- 2% increase in KCTCS associate degrees
- No change in bachelor's degrees
- 14% increase in graduate degrees (public -1%, AIKCU +42%)
- URM graduates all levels increased 6.3% (KCTCS 7.4%, Bachelor's 5.3%, Graduate 3.4%)
- Low-income undergraduate credentials decreased by 1.6% at KCTCS and KY Public Universities

Source: Kentucky Postsecondary Education Data System (KPEDS).

KCTCS Continues to Improve 3-Year Graduation Rate

- KCTCS graduation rate is higher than U.S. average of 24%.
- Achievement gaps:
 - 2.4 pp. gap for low-income students (2.9 last year)
 - 11.2 pp. gap for URM students (8.9 last year)

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

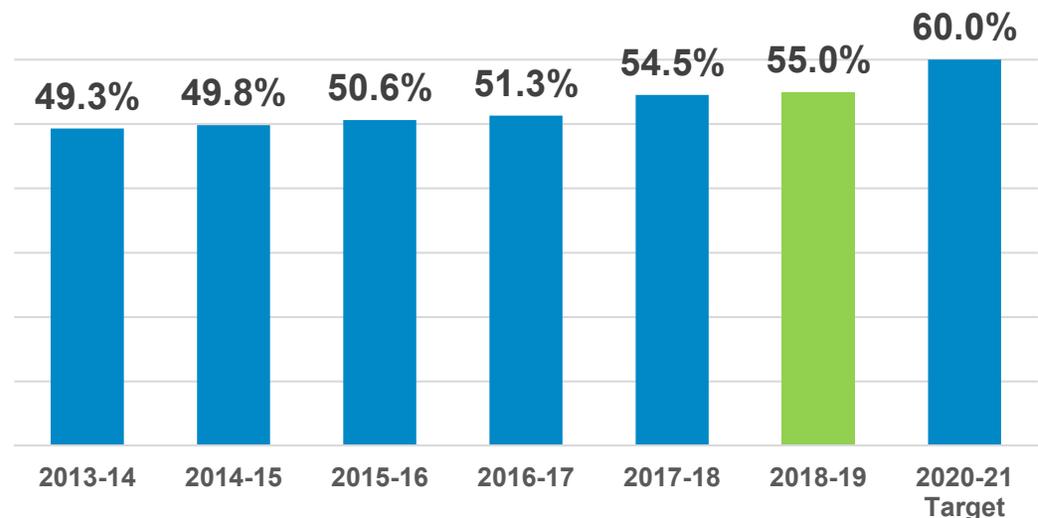


Source: Kentucky Postsecondary Education Data System (KPEDS).

Public Universities Continue to Improve 6-Year Graduation Rate

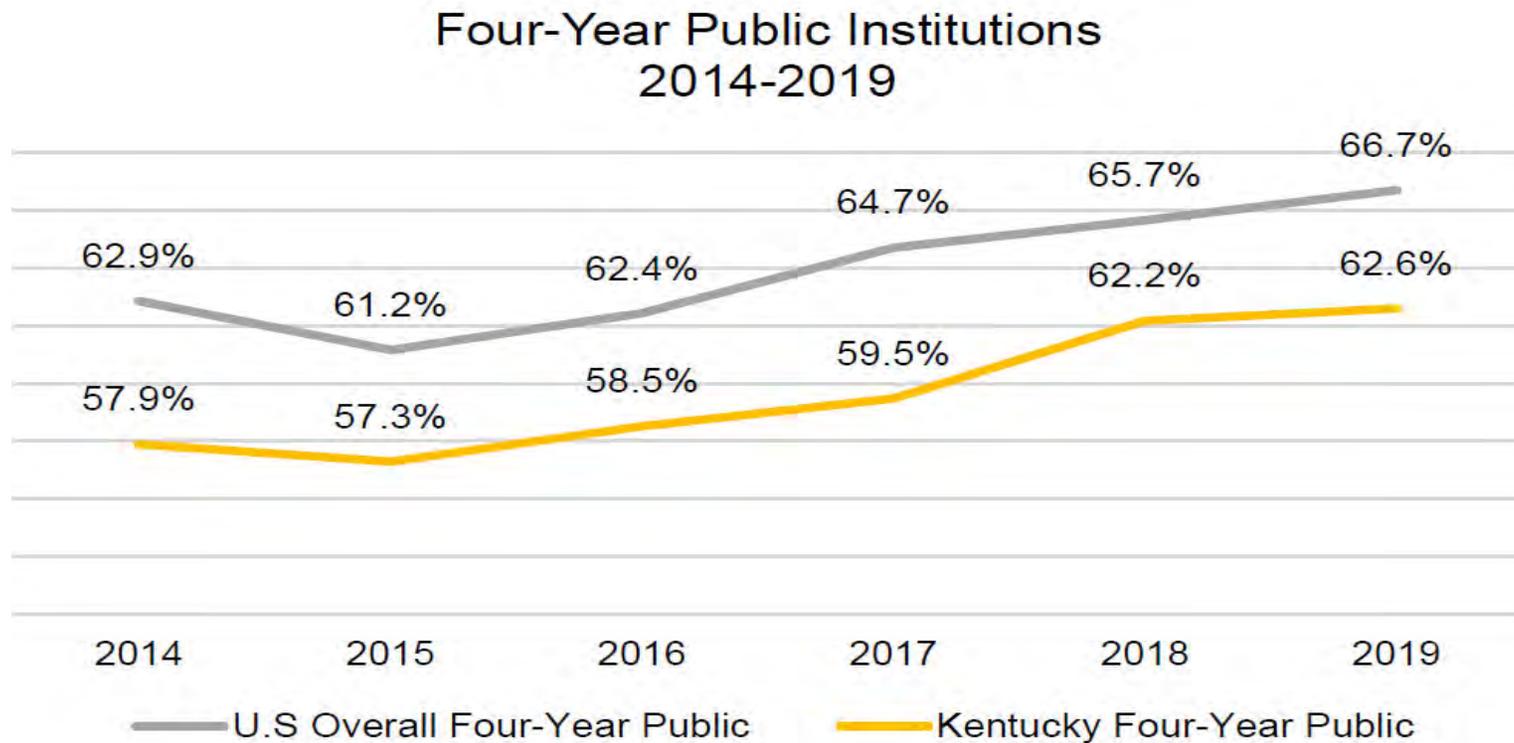
- KY 6-yr. graduation rate lower than U.S. average of 60%.
- Progress in closing achievement gaps:
 - 13.5 pp. gap for low-income students (12.6 last year)
 - 11.5 pp. gap for URM students (11.8 last year)

6-Year Grad Rates for First-Time, Full-Time Freshmen



Source: Kentucky Postsecondary Education Data System (KPEDS).

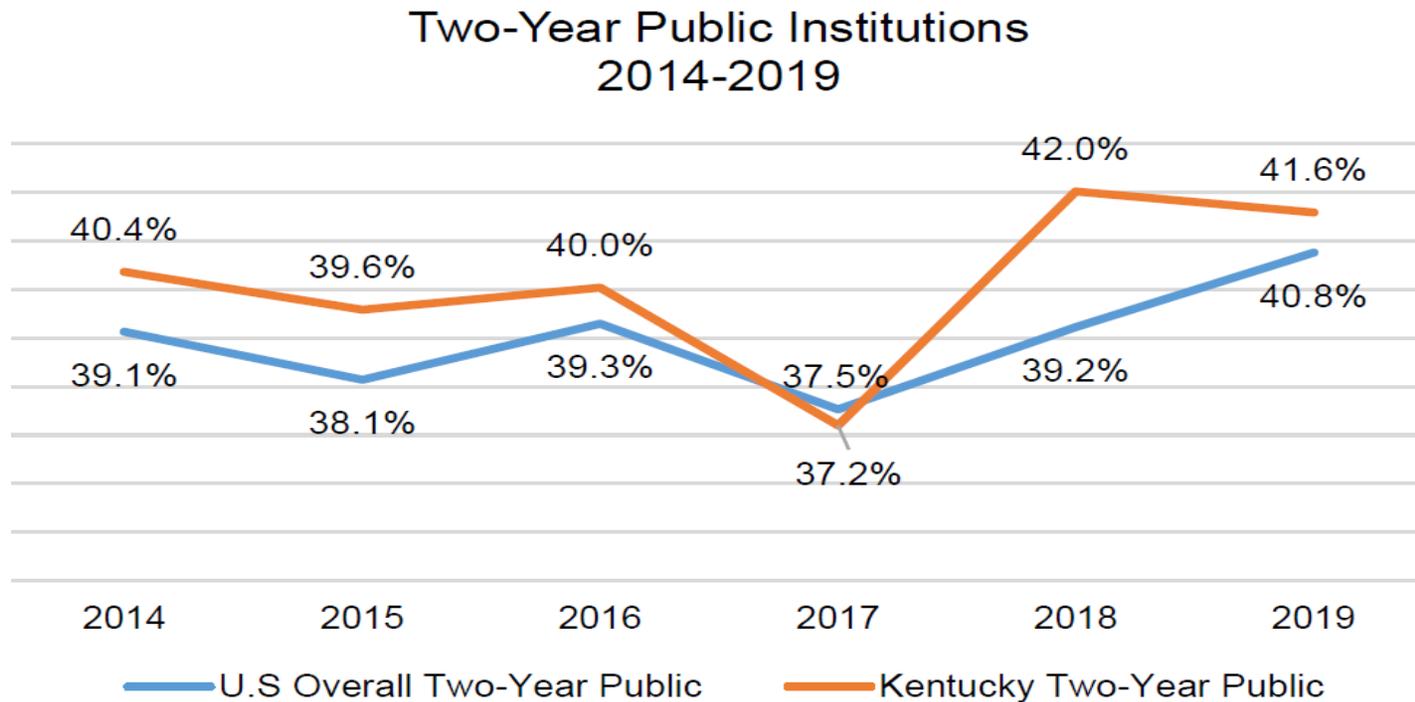
Completion Rate Up at 4-Year Publics but Below National Average



Source: National Student Clearinghouse Signature Report

Definition: First-time undergraduate degree or certificate-seeking students that complete any degree or certificate within six years at any institution.

Completion Rate at KCTCS Flat but Above National Average

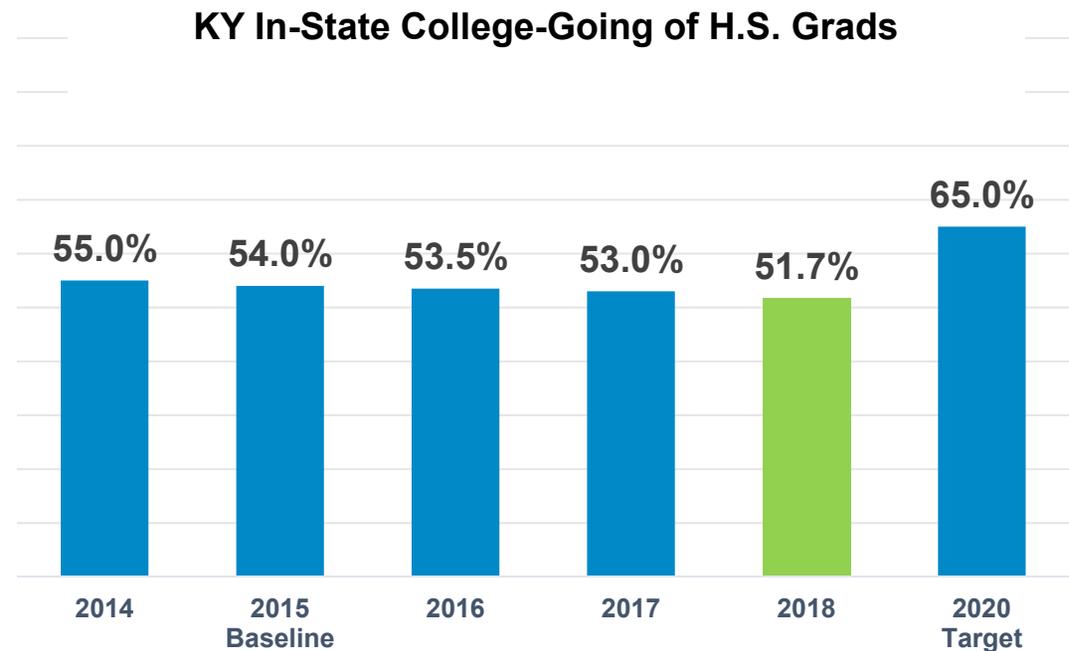


Source: National Student Clearinghouse Signature Report

Definition: First-time undergraduate degree or certificate-seeking students that complete any degree or certificate within six years at any institution.

In-State College-Going Rate Continues to Decline

- This rate does not capture H.S. graduates who go out of state.
- College-going rate by race/ethnicity is:
 - 46.2% black students
 - 49.1% Latinx students
 - 53.9% white students

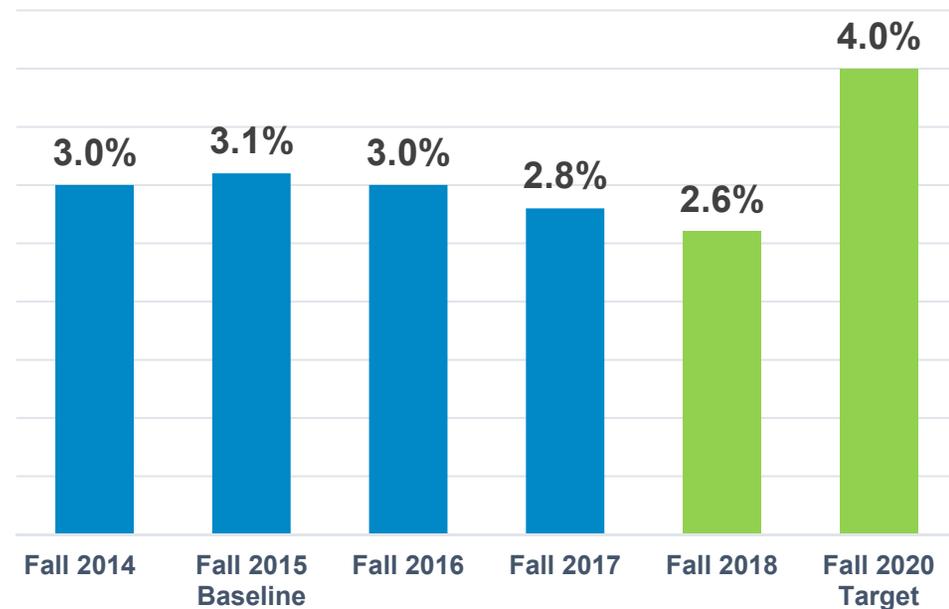


Source: KYSTATS

More Adult Enrollment Needed

- In fall 2015, 46,063 adults were enrolled in postsecondary education. By fall 2018, 38,452 were enrolled, a 17% decrease.
- The number of high school graduates is beginning to decline in Kentucky, so more degrees and certificates must come from adults
- To meet the 4% target, approximately 70,000 adults need to be enrolled.

Percent of KY Adults (25-64) with no Postsecondary Credential Enrolled in College



Source: KPEDS & American Community Survey

Average Net Price Increases at KY Public Universities and Decreases at KCTCS

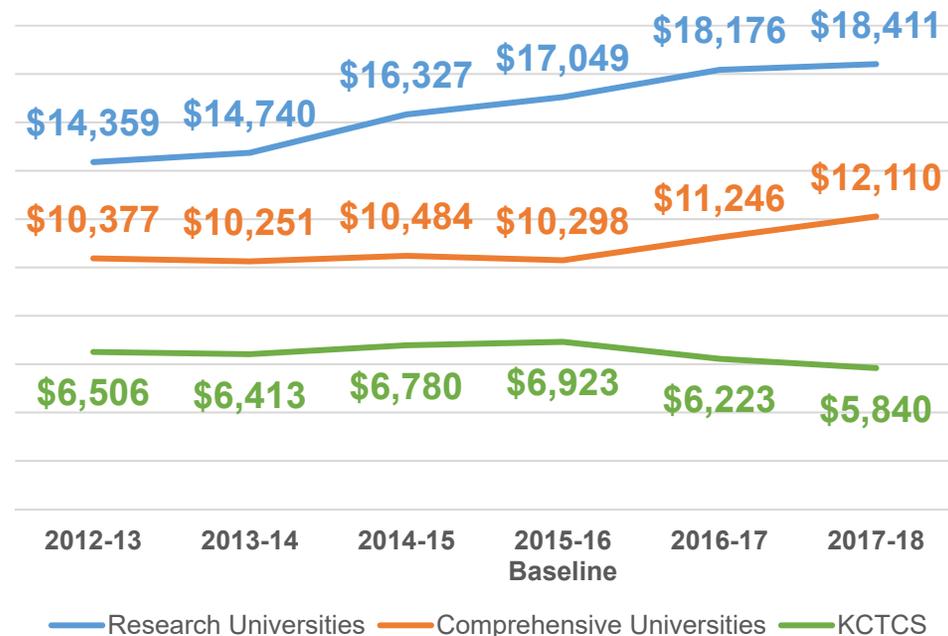
U.S. Average in 2017-18:

- \$20,050 public 4-year
- \$9,000 public 2-year

Trends in Kentucky:

- Comprehensives increased 7.7%
- Research Universities increased 1.3%
- KCTCS decreased 6%

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



Source: Integrated Postsecondary Education Database (IPEDS)

Questions?

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