KY COUNCIL ON POSTSECONDARY EDUCATION
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE

Sept 13, 2022 – 10:00 AM ET
Virtual meeting: https://cpe-ky-gov.zoom.us/j/89129396618

Indicates action item

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DRAFT MINUTES
Council on Postsecondary Education

Type: Academic & Strategic Initiatives Committee
Date: June 7, 2022
Time: 10:00 a.m. ET
Location: Virtual Meeting - Committee members by ZOOM teleconference, Public viewing hosted on CPE YouTube Page.

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Tuesday, June 7, 2022, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM teleconference. Members of the public were invited to view the livestream on the CPE YouTube page.

Committee Chair Lori Harper presided.

ATTENDENCE

Members in attendance: Lori Harper, Karyn Hoover, Richard Nelson, and Kevin Weaver.

Members not in attendance: Kellie Ellis, Colby Birkes, and Lucas Mentzer.

CPE President Aaron Thompson 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 March 30, 2022, meeting were approved as distributed.

PROPOSED NEW ACADEMIC PROGRAMS

Chair Harper presented the meeting dates of the Committee for the 2022-23 academic year. The dates presented were:

- Sept 13, 2022 @ 10am
- Nov 10, 2022 @ 10am

- Jan 24, 2023 @ 10am
- Mar 21, 2023 @ 10am
- June 6, 2023 @ 10am

MOTION: Mr. Nelson moved the Committee approve the proposed meeting dates. Mr. Weaver seconded the motion.

VOTE: The motion passed.

PROPOSED NEW ACADEMIC PROGRAMS

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

Council staff reviewed the proposed programs and recommended approval.

Leadership for Community Education and Human Learning (B.S.) - CIP 13.0401 - University of Kentucky
Presented by: Dr. Kristina D. Hains, Associate Professor & Extension Specialist in Leadership Development
- The 120-credit hour program designed to prepare students to become effective leaders in implementing educational programs within community contexts. The proposed program is unique in that it is a collaborative degree between the College of Education and the College of Agriculture, Food and Environment (CAFE).

MOTION: Ms. Hoover moved the Committee approve the proposed program from the University of Kentucky and recommend approval by the full Council at its June 17, 2022, meeting. Mr. Nelson seconded the motion.

VOTE: The motion passed.

Applied Philosophy (M.A.) – CIP 38.0104 – University of Louisville
Presented by: Dr. Avery Kolers, Chair of the Philosophy Department at UofL
- The 33-credit hour program is completed with three semesters of full-time course work and a fourth semester of capstone independent study. This

program will replace the Health Care Ethics track of the M.A. in Interdisciplinary Studies, and the curriculum will offer graduates training in ethical leadership, a skill that is applicable to a variety of professional contexts within and beyond the health care industry.

MOTION: Mr. Nelson moved the Committee approve the proposed program from the University of Louisville and recommend approval by the full Council at its June 17, 2022, meeting. Ms. Hoover seconded the motion.

VOTE: The motion passed.

Educational Leadership (M.A.eD.) – CIP 38.0104 – University of Louisville
Presented by: • Dr. James Allen, Chair, Educational Leadership and Advanced Studies Associate Professor, Educational Leadership
- The 30-hour program leads to principal certification in Kentucky, which will train and develop teachers for administrative positions as elementary, middle and secondary school principals as well as P-12 Supervisors of Instruction.

MOTION: Mr. Nelson moved the Committee approve the proposed program from the University of Louisville and recommend approval by the full Council at its June 17, 2022, meeting. Mr. Weaver seconded the motion.

VOTE: The motion passed.

NEW ACADEMIC PROGRAMS APPROVED AT KCTCS

Dr. Bell presented six programs approved at KCTCS institutions between January and May 2022. These programs do not require Council approve due to the KRS 164.020(15) requirement to expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature. The programs approved were:

Maysville Community and Technical College

AAS, Human Services	CIP 44.0000	Approved 2/5/22
AAS, Aviation Maintenance Technology	CIP 47.0608	Approved 2/5/22
AAS, Health Science Technology	CIP 51.0000	Approved 2/5/22
AAS, Education	CIP 13.1501	Approved 5/25/22

Southcentral Kentucky Community & Technical College

AAS, Medical Laboratory Technician	CIP 51.1004	Approved 4/8/22

<u>Hopkinsville Community & Technical College</u>

AAS, Computerized Manufacturing & Machining	CIP 48.0503	Approved 5/29/22

GEAR UP KENTUCKY POSTSECONDARY TRANSITION READINESS ONLINE COURSE

Ms. Kim Welch, Executive Director of GEAR UP Kentucky, presented an insider look at the Postsecondary Transition Readiness Online Course was developed to equip GEAR UP Ky high school students with the essential skills necessary to successfully transition to and through postsecondary education. It is designed to address all areas of readiness – financially, academically, culturally, emotional, and socially – and is delivered in a format that can be completed independently by a student or facilitated by an instructor in a synchronous or asynchronous virtual environment. It includes pre- and post-assessments to evaluate student learning and is aligned to the Kentucky Academic Standards for Career Studies and Financial Literacy.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 10:55 a.m., ET.

MINUTES REVIEWED AND APPROVED BY THE COMMITTEE: _____

TITLE: Proposed New Academic Programs for Review & Recommendation

RECOMMENDATION: Staff recommends the Committee approve the proposed New Academic Programs from Eastern Kentucky University and recommend approval of each to the full Council at its September 19, 2022, meeting.

PRESENTER: Melissa Bell, Ph.D., CPE's Vice President of Academic Affairs and Student Success

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SUPPORTING INFORMATION

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

Council staff has reviewed the proposed programs and recommends approval by the board. The university-submitted documentation has been included in your agenda packets for review.

PROGRAMS PROPOSED FOR APPROVAL

Eastern Kentucky University
- B.S., Management Information Systems (CIP 11.0103)
- B.S., Manufacturing Engineering (CIP 14.3601)

PROPOSED PROGRAM SUMMARY

Institution: Eastern Kentucky University
Program Name: Management Information Systems
Degree Destination: Bachelor of Science
Degree Level: Baccalaureate

CIP Code: 11.0103
Credit Hours: 120
Institutional Board Approval Date: 6/14/2022
Implementation Date: 8/01/2023

Program Description

The proposed Bachelor of Science in Management Information Systems at Eastern Kentucky University will replace the current Bachelor of Business Administration degree in Computer Information Systems. The program will prepare students for careers as information technology managers, project managers, business analysts, systems analysts, data analysts and database engineers.

Connection to Other Programs

The proposed program is unique in that similar programs in Kentucky are business degrees with information system tracks. By focusing more on technology, EKU plans to pursue accreditation with the Accreditation Board for Engineering and Technology.

Program Demand

The new program will replace the Bachelor of Business Administration degree in Computer Information Systems. By combining different technology majors into the newly created College of Science, Technology, Engineering and Mathematics, the new degree will allow more collaboration with computer science and technology courses. Students will choose among different computer-based careers within the same department.

Initial estimates of enrollment are:
Year 1 – 50
Year 2 – 60
Year 3 – 75
Year 4 – 90
Year 5 – 100

Employment Demand

According to the Bureau of Labor and Statistics (BLS), the national need for computer and information systems managers is projected to grow 11 percent or 52,700 jobs from 2020 to 2030. The BLS estimates 531,200 new jobs will be added to this sector over the 10-year period. This need stems from business and industry continuing to expand operations to digital platforms and the need to strengthen cybersecurity as cyber threats increase.

According to the Kentucky Center for Statistics, the overall category of Computer and Mathematical Occupations is projected to have 13.5% increase in jobs in Kentucky in the next 10 years. Jobs in Computer Network Support Specialists, Computer User Support Specialists, Database Administrators, Database Architects, and Software Developers are all expected to see double-digit growth in the next decade. Furthermore, the mean annual salaries for these job categories are considerably higher than the mean annual salary for all occupations, and for most of these categories, the mean annual salary is at least 50% higher than the overall average salary in Kentucky. The median salary for positions in the computer/management information systems area is $91,250 as of 2020.

Budget

As previously notes, the current degree, BBA in Computer Information Systems at least the same level of enrollment in the new BS in Management Information Systems. There may be even more interest in the new program with a new alignment with Computer Science and Information Technology and possible ABET accreditation. The cost of the program is relatively low with only two specialized faculty in the program. These faculty are already employed by EKU, so no new faculty will be required.

Projected Revenue over Next Five Years ($): $3,544,500.00
Projected Expenses over Next Five Years ($): $1,619,895.00

PROPOSED PROGRAM SUMMARY

Institution: Eastern Kentucky University
Program Name: Manufacturing Engineering
Degree Destination: Bachelor of Science
Degree Level: Baccalaureate

CIP Code: 14.3601
Credit Hours: 120
Institutional Board Approval Date: 6/14/2022
Implementation Date: 8/01/2023

Program Description

The Manufacturing Engineering program will be EKU's first engineering program, complimenting existing programs in science, technology, and mathematics. The proposed program is designed to prepare graduates to become practicing manufacturing engineers with the skills to design, analyze, and modify the processes and systems used to make products in the most time-efficient, cost-effective way possible while maintaining safety and product quality in ways that are environmentally friendly.

Building on a strong math and science base, students will gain expertise and practical knowledge in the major areas of manufacturing materials and processes, design for manufacturability, lean manufacturing, quality and process control, automation, and robotics. Students will be required to pass the Fundamentals of Engineering exam to graduate. This is a national exam that is the first step in the process of licensure as a Professional Engineer.

Connection to Other Programs

There are currently no Manufacturing Engineering undergraduate programs offered at any university in Kentucky that are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

Program Demand

EKU's analysis found that states adjacent to Kentucky graduate more engineers per capita compared to Kentucky, with four of the seven adjacent states graduating twice the number of engineers per capita as Kentucky. The student demand for this proposed program was estimated from enrollment trends found in other new engineering programs at approximately 20 regional universities. The enrollment estimates below include a mix of first year students and transfer students

Initial estimates of enrollment are:
Year 1 – 20
Year 2 – 25
Year 3 – 35
Year 4 – 55
Year 5 – 75

Employment Demand

The Engineering Sector Analysis in Kentucky report, conducted by Emsi for CPE, found that the "state's largest bachelor's degree level gap is in the Manufacturing Engineering Technology/Technician program, driven by the high labor market demand for the industrial engineer occupation." Emsi projected job growth of 22.6 percent from 2019-2029 for Kentucky industries that employ the largest share of engineers.

Budget

Given that EKU has several qualified engineering faculty as well as science and engineering labs and equipment, the launch of the Manufacturing Engineering program can be accomplished in a very cost-efficient manner. A program director position will be created to provide overall leadership and lead accreditation efforts.

> **Projected Revenue over Next Five Years ($):** $2,074,920.00
> **Projected Expenses over Next Five Years ($):** $3,488,912.70

TITLE: New Academic Programs Approved at KCTCS

DESCRIPTION: Staff have approved two AAS program proposals from KCTCS institutions since June 2022 in accordance with the program approval process.

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

SUPPORTING INFORMATION

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

APPROVED PROGRAMS AT KCTCS

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

Ashland Community and Technical College
- AAS, Medical Assisting (CIP 51.0801)
  - Students will be trained to work in administrative offices, examining rooms and physicians' laboratories.
  - The primary clinical site for students will be King's Daughters Medical Center, located in Ashland, KY
- AAS, Radiography (CIP 51.0911)
  - This program prepares students to become a radiographers.
  - The primary clinical site for students will be King's Daughters Medical Center, located in Ashland, KY

PROGRAM APPROVAL PROCESS FOR KCTCS INSTITUTIONS

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

- KCTCS will post a proposal to program approval system. Institutions and Council staff will have 30 days to respond to the proposal.
- If no issues are identified with the proposal, the program will be approved by Council staff and reported as an information item at a future Council meeting.

- If issues are identified with the proposal, the institution will address those through the program approval system, and the review period will be extended. Once the issues are resolved, the program will be approved by Council staff and reported as an information item at the next Council meeting.

TITLE: Kentucky's Adult Learner Agenda

DESCRIPTION: Staff will provide a preview of the Adult Learner Agenda for Kentucky.

PRESENTERS: Lee Nimocks, Sr. Vice President and Chief of Staff
        Amanda Johannsen, Associate Director, Postsecondary Completion &
        Adult Learning Initiatives

SUPPORTING INFORMATION

In the fall of 2021, Kentucky was chosen by the State Higher Education Executive Officers (SHEEO) and Education Strategies Group (ESG) as one of four states to participate in an Educational Attainment Academy to help states focus, plan, and develop implementation strategies/recommendations around key areas of need.

Kentucky's focus for the Academy was the development of a comprehensive state strategy to improve educational outcomes for adult learners, with a strong focus on equity and addressing the needs of low-income Kentuckians and people of color. While the team focused on the "comebacker" – students who dropped out before completing a postsecondary credential, the KY team also considered Kentucky adults who have fallen through the cracks, and never enrolled in a postsecondary education or training program.

As a result of this work, the Council will soon release the Adult Learner Agenda. Staff will provide highlights from this report at the meeting.

Strengthening Kentucky's Adult Learner Pipeline

Prepared for CPE's Council on Academic & Strategic Initiatives Committee
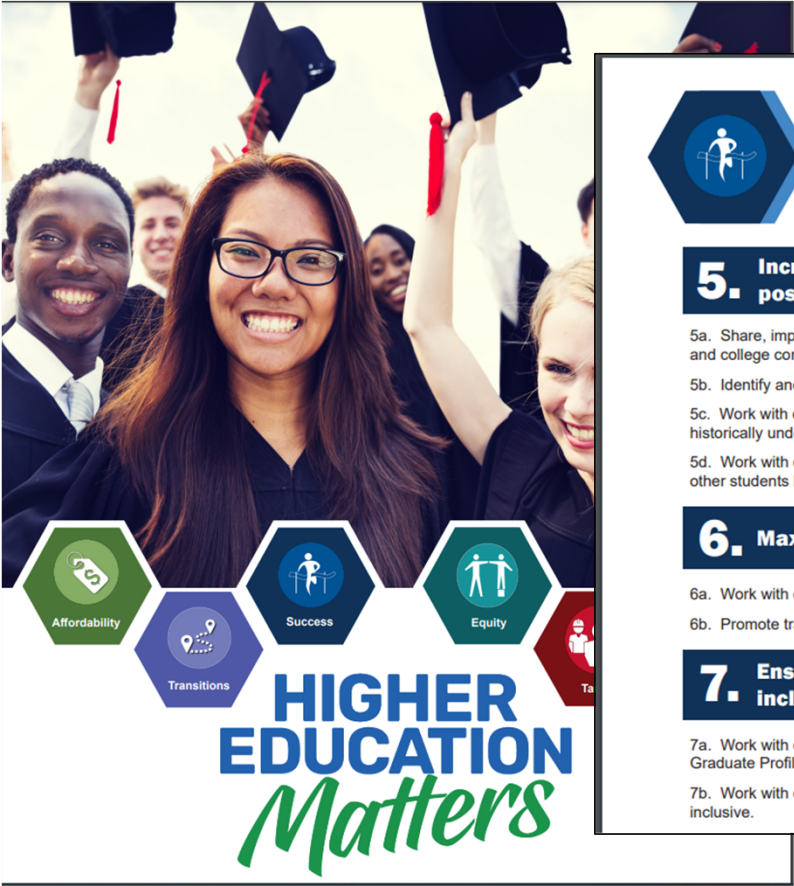September 12th, 2022

Amanda Johannsen
Associate Director, Adult Learning Initiatives
Kentucky Council on Postsecondary Education

Adult Learners in the Strategic Agenda

Kentucky Council on Postsecondary Education

Who are Kentucky's Current Adult Learners?

The majority of are younger adults. Sixty percent are between the ages of 25 and 34

The majority (60%) are female.

Underrepresented minority students make up 18% percent of the adult learner population in Kentucky

Adult students are more likely to attend part-time (62%)

Of those adults who have financial aid records, 45% are from low-income backgrounds and half (49.5%) have dependent children.

Adults represent 20% of the overall undergraduate student population in Kentucky versus 32% a decade ago

Source: KPEDS. This data represents unduplicated enrollment counts at KY public and AIKU institutions. Low-income and having children were determined with 2019-20 financial aid file data and does not include AIKCU students.

Steady Decline in Enrollment Across Sectors for Adult Learners

Line chart showing enrollment for three sectors from 2011-12 to 2020-21.

2-Year Public: 47,983 · 45,808 · 41,497 · 37,201 · 31,643 · 29,994 · 28,141 · 27,367 · 26,821 · 22,252

4-Year Public: 20,227 · 19,973 · 19,192 · 18,293 · 16,871 · 15,794 · 14,350 · 13,103 · 11,994 · 11,522

4-Year Private: 7,134 · 6,684 · 6,330 · 4,634 · 4,381 · 4,113 · 4,370 · 4,369 · 4,496 · 4,277

X-axis: 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21

Legend: 2-Year Public · 4-Year Public · 4-Year Private
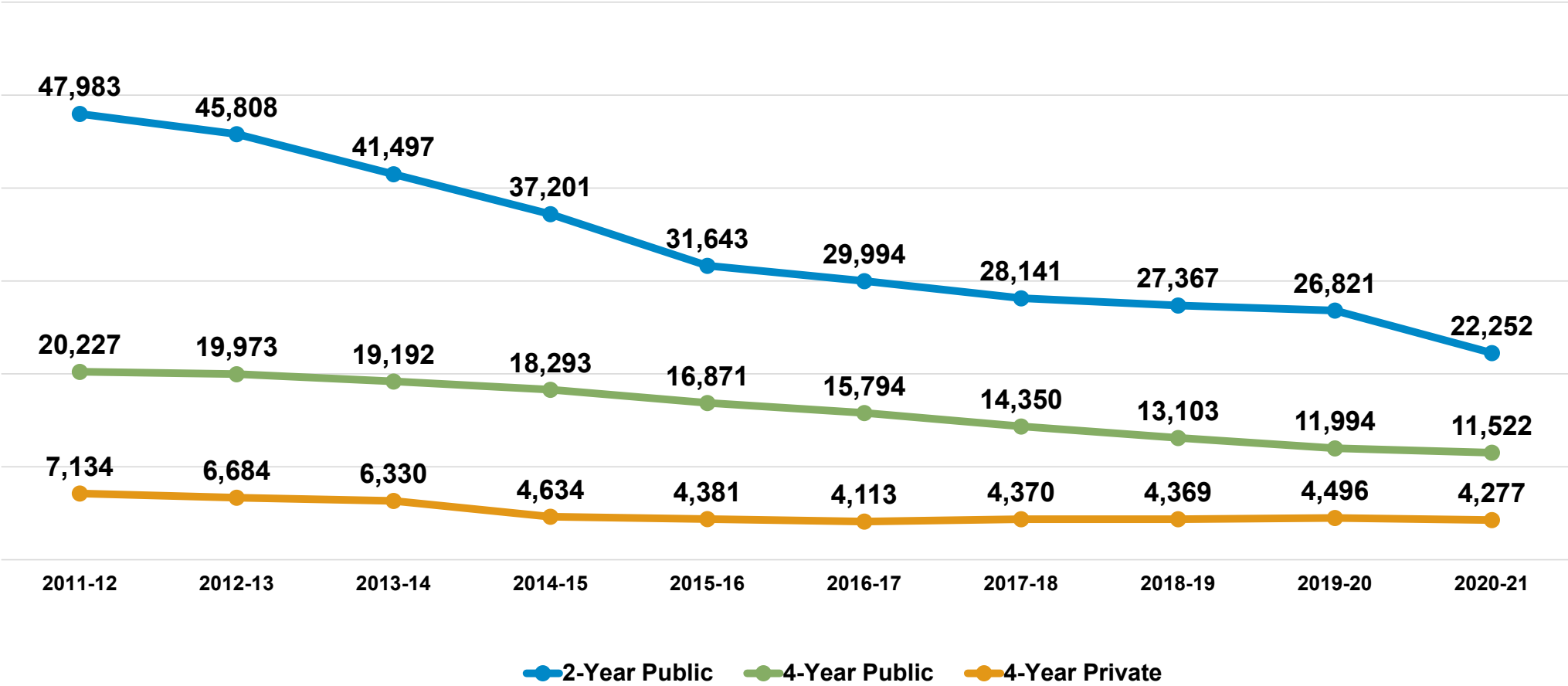
Source: KPEDS. Unduplicated undergraduate enrollment counts at KY public institutions and AIKCU institutions.

Potential Adult Learner Market in KY

Age 45 to 64
- HS Graduate or Equivalent: 414,923
- Some College, No Degree: 232,820
- Associate's Degree: 105,155

Age 35 to 44
- HS Graduate or Equivalent: 156,895
- Some College, No Degree: 122,383
- Associate's Degree: 57,321

Age 25 to 34
- HS Graduate or Equivalent: 161,463
- Some College, No Degree: 145,887
- Associate's Degree: 55,198

Legend:
- ■ HS Graduate or Equivalent
- ■ Some College, No Degree
- ■ Associate's Degree

Kentucky Council on Postsecondary Education

A Deeper Dive

- There are approximately **230,000 Kentucky adults** between the ages of 25 and 39 who:
  - Are not currently enrolled in postsecondary education
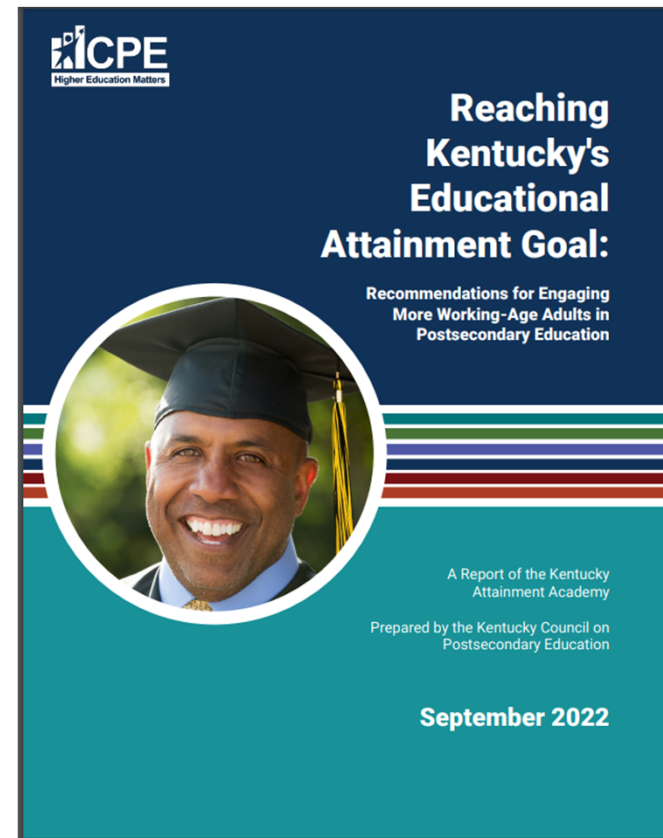 - Do not have a degree
  - They are currently in the workforce
  - They are making less than $35,000 annually, substantially less than the median income in Kentucky.

Source: U.S. Census Bureau, 2015-19 American Community Surveys (Public Use Microdata Samples)

Objectives of Attainment Academy Work

- Develop strategies to engage/reengage Kentucky adults in the workforce through accessible, high quality, high value postsecondary programs.

- Establish a common vision and set of objectives with our state partners to guide this work.

- Build a common understanding of current "assets" in Kentucky supporting adult learners and build on these in our future work.

CPE
Higher Education Matters

Reaching Kentucky's Educational Attainment Goal:

Recommendations for Engaging More Working-Age Adults in Postsecondary Education

A Report of the Kentucky Attainment Academy

Prepared by the Kentucky Council on Postsecondary Education

September 2022

Recap of Adult Attainment Academy

- Multi-state effort facilitated by SHEEO and ESG, participating alongside MO, MT, and HI to focus on statewide attainment efforts

- State team consisted of CPE staff, institutional experts in adult learners with representatives from NKU, UofL, Morehead, KCTCS, AIKCU, industry partnership representatives from KWIB and the Kentucky Chamber, Adult Education, and the Graduate Network

- Coached by Dr. Brenda Dann-Messier, former Postsecondary Commissioner of RI and Acting Assistant Secretary for Postsecondary Education under the Obama administration

- State team met from November 2021-August 2022 to dive into key areas of policy and practice that affect adult learners, focusing on:

  - Accessibility

  - Program Change

  - Operational Change

  - Partnerships

- Discussion and feedback resulted in policy agenda focused on addressing barriers for adult learners that spans the next 3-5 years

Highlights of the Adult Learner Strategies

Accessibility

- Launch statewide information portal with specific adult-learner information

- Partner with data analytics organization to more precisely identify prospective adult learners

  - Launch targeted adult-focused marketing campaign with relevant regional and financial resource information

- (Later) Pursue funding to re-launch and expand Project Graduate

Institutional Change

- Convene stakeholders for a community of practice centered on CPL

- Identify gaps in institutional basic needs programs (work beginning with Lumina-funded grant facilitated by CPE with 8+ campuses)

- Evaluate codifying a statewide approach to credit for prior learning, beginning with military credit

- Evaluate potential metrics for addition to the Strategic Agenda, specific to adult learners

- (Later) Explore including an adult-focused metric in KY's performance-based funding model

Highlights of the Adult Learner Strategies

Partnerships

- Create an asset map of existing partnerships that support adult learners and transitions into/out of the workforce and identify next steps for expansion

- Engage community leaders through Fall 2022 Community Conversations

- Establish partnerships with regional healthcare provider organizations through Healthcare Workforce Collaborative

- (Later) Explore community-based ambassador models and their sustainability

Questions? Follow-up?

Amanda.Johannsen@ky.gov

Twitter: CPENews and CPEPres   Websites: http://cpe.ky.gov and http://kyhigheredmatters.org   Facebook: KYCPE

TITLE: Healthcare Workforce Collaborative Update

DESCRIPTION: Staff will provide an update on the work for the Healthcare Workforce Collaborative.

PRESENTER: Rick Smith, Associate Vice President, Workforce and Economic Development

SUPPORTING INFORMATION

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

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

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

The HWC, made up of CPE staff, policy experts, state leaders and representatives from the campuses and health care industry, guides distribution of the funds. To gauge the initiative's success, each year the Council will provide a comprehensive report to state leaders by Dec. 1 each year. The fund, in future, may receive additional state appropriations, grants, gifts, federal funds or any other public or private funds.

CPE staff will provide an update on the work of this initiative and its plans for the coming year.

Solving Kentucky's Healthcare Workforce Crisis

Workforce and Economic Development Team

Kentucky Council on Postsecondary Education

Shock and Awe Data to Bring us to the Problem

1) We have fewer KY students going to college

2) We have fewer KY adults returning to college

3) We've seen a steady decline in health-related enrollments

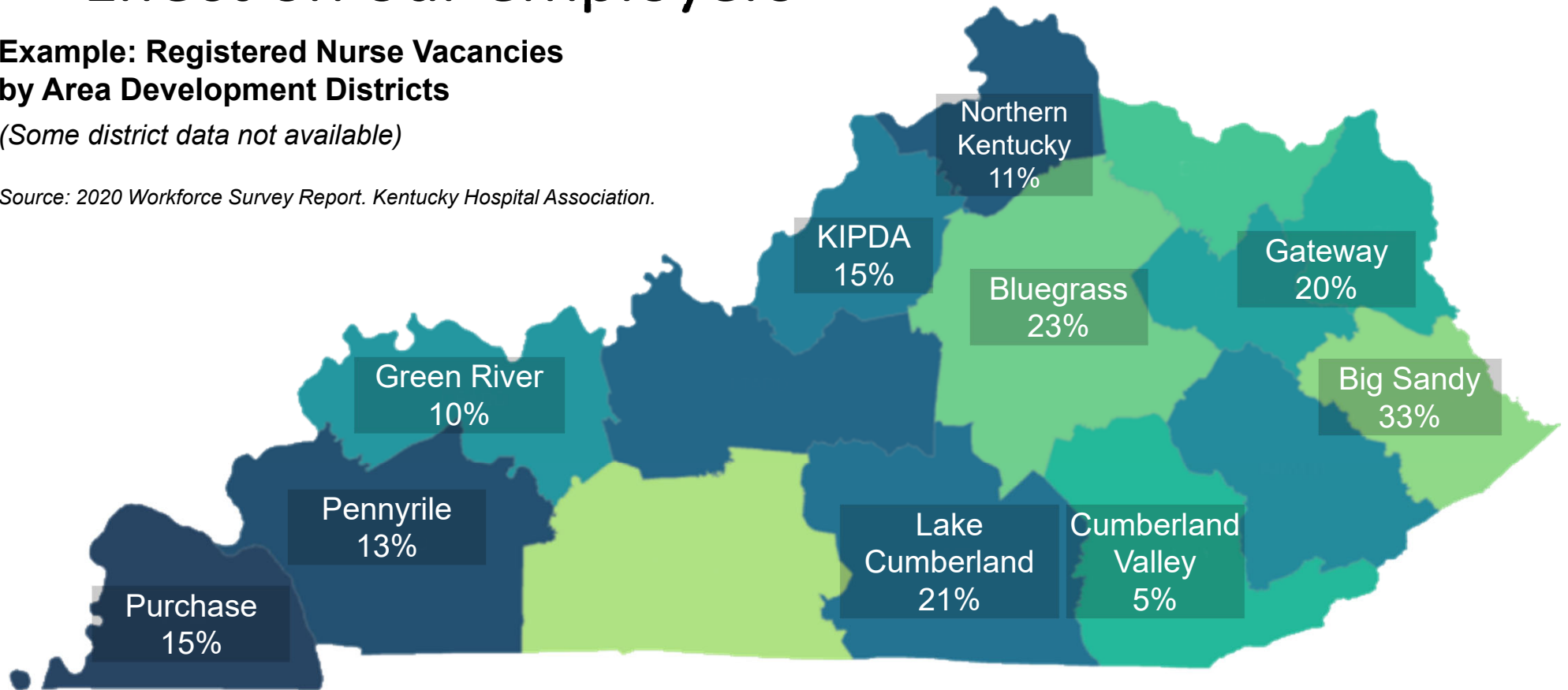4) Many grads with high level credentials aren't staying in KY

Source: Research and Analytics Department at CPE and KYSTATS

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Effect on our employers

Example: Registered Nurse Vacancies by Area Development Districts

(Some district data not available)

Source: 2020 Workforce Survey Report. Kentucky Hospital Association.

Northern Kentucky 11%

KIPDA 15%

Bluegrass 23%

Gateway 20%

Green River 10%

Big Sandy 33%

Pennyrile 13%

Lake Cumberland 21%

Cumberland Valley 5%

Purchase 15%

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Our healthcare workforce doesn't reflect the population's diversity

Example: Diversity in Kentucky's Nursing Profession

Based on Currently Licensed Nurses in Kentucky

White 92%

African American 4%
Asian 2%
Hispanic 1%
Other 1%
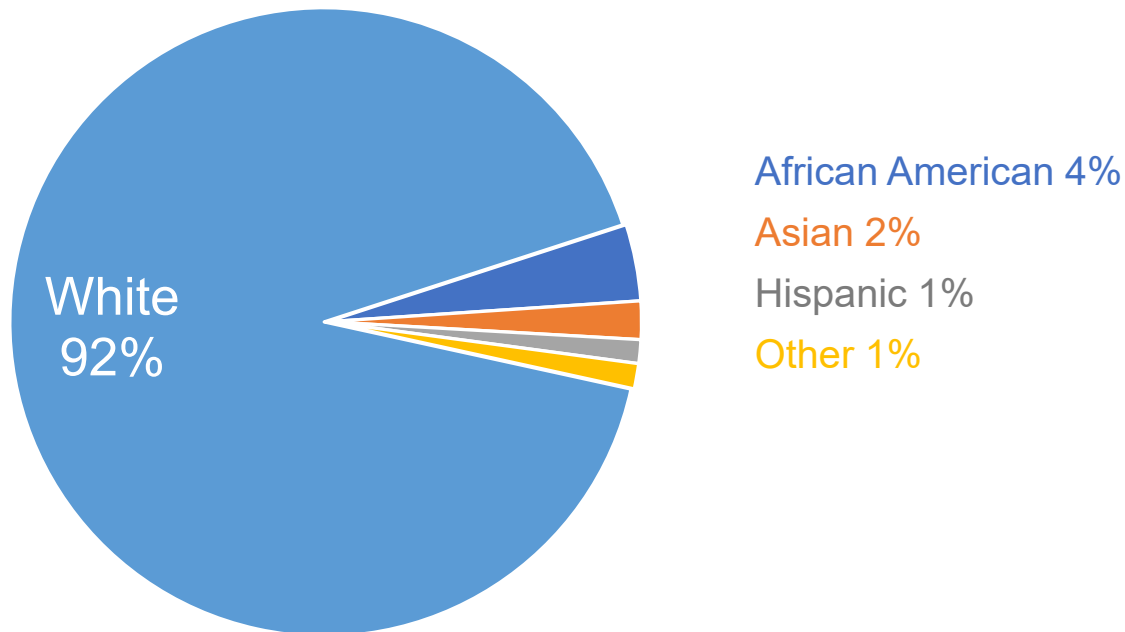
- Nine out of 10 of our nurses are white.

- When it comes to diversity representation, we have some disparities:
  - 4% of our nurses are black, compared to 8% of our population.
  - 1% of our nurses are Hispanic, compared to 5% of our population.

- Side note: 91% of Kentucky's licensed nurses are female.

  Sources: Current Licensed Counts by County and Ethnicity. Kentucky Board of Nursing. July 2022. 2020 Census Data. State Report: Kentucky. U.S. Census Bureau.

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And it is affecting our employees

Top Ranked Contributors to the Nursing Shortage in Kentucky Based on a Survey of Kentucky Nurses (Oct. 2021)	
Lack of sufficient nursing staff/heavy patient loads	73%
Not enough pay	41%
Physical exhaustion	26%
Fear of transmitting COVID to family/friends due to working as a nurse	24%
Lack of support staff to alleviate non-nursing tasks	22%
Lack of support for nurses from management/administration	22%

Source: Kentucky Nursing Association.

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Continual demand, due to growth, requires more employees

Occupational Outlook Anticipated Growth (2019-2029) for Select Healthcare Jobs		
Certificate Level	**Associate Level**	**Bachelor's Level**
Surgical Technologists 10%	Radiology Technicians 9%	Medical/Clinical Lab Workers 9%
Health Technologists 11%	Respiratory Therapists 24%	Registered Nurses 10%
Medical Records Specialist 11%	Physical Therapist Assistants 34%	Exercise Physiologists 10%
Licensed Practical Nurses 11%	Occupational Therapist Assistants 40%	Dietitians 11%

Source: Kentucky's Occupational Outlook. KYSTATS.

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The Healthcare Workforce Collaborative (HWC)

The HWC is a targeted strategy designed to address the critical healthcare workforce crisis facing our state. It focuses on growing and strengthening the education and training pipeline.

Grants to Campuses

HWC Advisory Group

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Grants to Campuses

Healthcare Partners

Clinical Opportunities

Wrap Around Services

Focus on Equitable Access

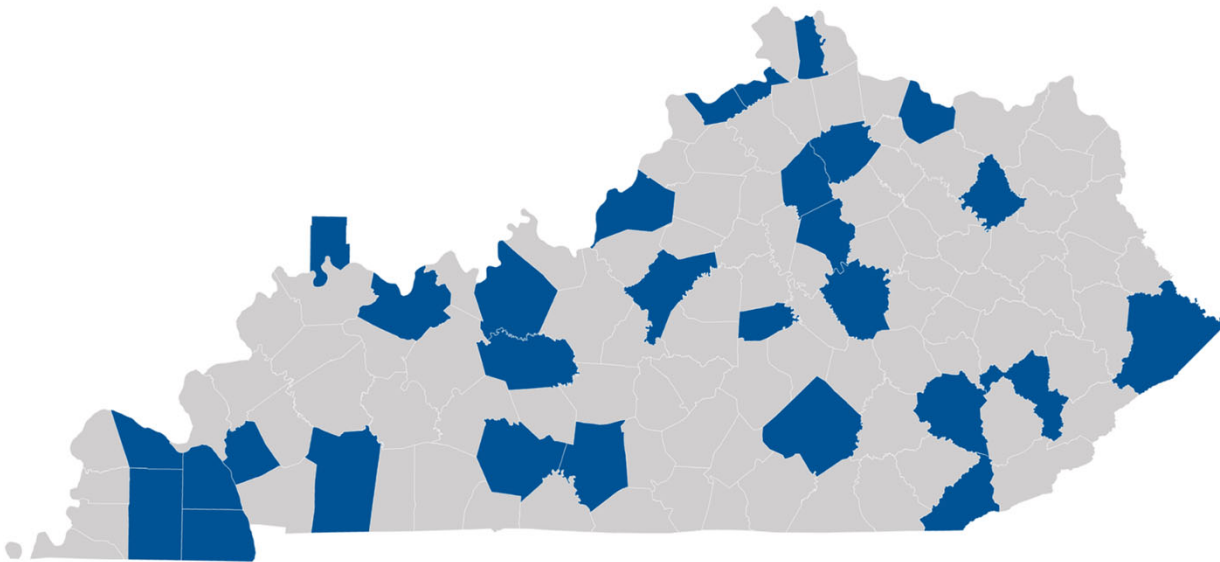K12 and KCTCS Partnerships

Advisory Group

The HWC Advisory Group is administered by CPE and is comprised of representatives from universities and colleges, members of the healthcare sector, and state leaders.

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Healthcare Workforce Collaborative
Institution Partners

Kentucky and Indiana Counties with Participating Healthcare Partners

Each institution named healthcare employer partners who provided skin in the game

48 healthcare organizations across Kentucky who contributed:

- money
- staff
- time
- equipment

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Facilitating discussions that benefit everyone

Schools and Campuses

- Increasing early opportunities for students to learn about the profession.

- Improving advising that alerts students to the "realities" of the profession, rather than just the feel-good parts.

- Educating teachers and faculty on the latest trends, tools and resources that affect curriculum effectiveness.

- Creating partnerships between schools, campuses and healthcare organizations for the benefit of all.

Employers

- Increasing recruitment opportunities at multiple levels (K-12 campus), thus increasing likelihood of local employment.

- Expanding opportunities for hospital staff to learn from students, which is great for professional development of leadership and other staff management skillsets.

- Creating a network of professionals for hospitals to keep discussions regarding staffing, retention and management going.

Healthcare Workforce Collaborative
What's Next? Mental Health

Mental health of college students a growing concern

60% of college students met the criteria for one or more mental health problems during 2020-21 academic year.

50% increase overall since 2013.

Students of color less likely to utilize mental health services.

#KYHigherEdMatters

Source: Trends in college student mental health and help-seeking by race/ethnicity: Findings from the national Healthy Minds study, 2013-2021. Journal of Affective Disorders. June 2022.

Occupational growth to 2030:

- Clinical counseling and school psychologist: 9%

- Substance abuse, behavioral disorder, and mental health counselor: 26%

- Mental health and substance abuse social workers: 15%

Kentucky currently ranks 30th in mental health workforce availability.

More than half of the people with diagnosed mental illness did not receive treatment.

Source: KYSTATS, Kentucky 2020-2030 Occupational Outlook; Mental Health America, The State of Mental Health in America 2022

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QUESTIONS???

Leslie Sizemore, PhD, Senior Fellow, Workforce and Economic Development
leslie.sizemore@ky.gov

TITLE:　　2024-24 Action Plan for the Statewide Strategic Agenda

DESCRIPTION:　　Staff will update the Committee on the action plan for 2022-24.

PRESENTER:　　Lee Nimocks, Vice President and Chief of Staff

BACKGROUND INFORMATION

The Council approved the 2022-30 Statewide Strategic Agenda for Postsecondary Education at its November 2021 meeting. The agenda advances a bold vision for increased economic growth and vitality in the Commonwealth through improvements in the education and skill levels of our workforce. It established 5 strategic priorities to drive higher education innovation and improvement, and key performance indicators to monitor progress toward an ambitious educational attainment goal – for 60% of working-age Kentuckians to have a high-quality postsecondary credential by the year 2030.

STATEWIDE ACTION PLAN

To drive the goals of the agenda, the Council has developed a statewide action plan that is targeted towards the work occurring from 2022 through 2024. Council staff will review the action steps associated with each objective and strategy.

Strategic Priority: Affordability
Objective 1: Reduce financial barriers to college enrollment and completion

Strategy	Action Steps
1a. Work with campuses, stakeholders and other state leaders to increase access to grants and scholarships for low- and middle-income students.	Evaluate the current level of alignment between federal, state, and institutional financial aid programs to support lower-income Kentuckians and expand access to postsecondary education. Identify and recommend potential strategies for bringing about increased alignment between student financial aid programs and Kentucky's tuition and fee policies.
	Conduct in-depth analyses and identify unmet financial need thresholds at each public university and KCTCS beyond which the probability of student persistence and completion is diminished. Identify and recommend potential strategies to support students who have unmet financial need that exceeds identified thresholds at each public university and KCTCS.
	Develop and implement the Innovative Scholarship Program created in HB1 (2022) in partnership with KHEAA and launch the Community of Practice supporting the new pilot program.
	Conduct a student basic needs equity audit of institutional resources and services, community resources and partnerships, and access to public benefits at all public postsecondary institutions with recommendations for enhanced student basic needs support. Develop a State Action Network comprised of campus officials and other stakeholders to advance this work.
1b. Moderate increases in tuition and mandatory fees at Kentucky's public colleges and universities.	Conduct a process audit of recent tuition-setting cycles to identify actions steps, work products, stakeholders, and outcomes, and identify any areas for improvement.
	Evaluate CPE's nonresident student tuition policies (including non-resident student tuition MOU agreements) on enrollment, retention, graduation and in-state employment and determine needed changes and make recommendations regarding any potential changes in policy approach.
	Conduct a comprehensive review of online tuition and fee charges and determine a uniform approach for establishing online rates.
	Gather, analyze and publicly report data on housing, dining, textbook, and transportation costs to develop a complete and transparent picture of total cost of attendance and identify any notable trends in those costs over time.
	Conduct a comprehensive review of higher education funding components at Kentucky public universities and KCTCS, including an examination of trends over time and peer

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group comparisons, to determine if the state's two-year and four-year sectors are adequately and equitably funded.

	Develop a series of public-facing interactive dashboards that contain policy relevant data used in the tuition setting process to educate and inform students, campus leaders, and policymakers.
1c. Increase opportunities for institutional collaboration to reduce campus expenditures and limit increases in college costs.	Review the fiscal stability and sustainability of Kentucky's colleges and universities through trend analyses and peer group comparisons. Summarize findings and identify policy recommendations.
	Identify collaborative efforts to reduce campus expenditures, and ensure that campus purchasing directors have established and are maintaining open lines of communication that facilitate cooperative purchasing and reduce costs.
	Implement recommendations of the Affordable Learning Steering Committee to support the adoption of low- or no-cost course materials.

Strategic Priority: Affordability
Objective 2: Improve the public's understanding of how to pay for college

Strategy	Action Steps
2a. Provide informational resources and advising strategies for counselors, teachers and community partners on paying for college.	Develop, launch, promote and manage Kentucky Advising Academy (KAA) podcasts, webinars, toolkit, newsletter and face-to-face/virtual sessions for K-12 advising teams.
	Collaborate with KAA to develop and launch a counselor's "cheat sheet" website that delivers the most used resources used by counselors, teachers and community partners to help students find financial resources, be it assistance or scholarship, for postsecondary education.
	Partner with KAA to share GEAR UP Kentucky (GUK) advising strategies, resources and training and promote awareness of KAA among partners and participating schools/institutions.
	Advise GUK students and families about paying for college.
	Contract with an outside vendor to shorten students' financial aid verification process, match students to scholarships, provide emergency aid distribution, help students understand financial award letters, and implement other affordability strategies.
2b. Coordinate and support efforts to increase the number of Kentuckians	Promote the use of the Federal Application for Federal Student Aid (FAFSA) Completion Initiative tool from the Kentucky Higher Education Assistance Authority (KHEAA), teach basics of FAFSA completion, and teach strategies to systematize FAFSA completion in schools

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Strategy	Action Steps
who complete the Free Application for Federal Student Aid (FAFSA).	through: KAA podcasts, monthly chat sessions, toolkit, and face to face/virtual sessions for K-12 advising teams (counselors, teachers and community partners).
	Coordinate an annual FAFSA Frenzy campaign and competition in participating GUK districts and provide FAFSA completion support to 1st year GUK college students.
2c. Establish state-level networks for high school counselors and other college access professionals to share effective practices, build expertise and develop common outreach and messaging for Kentucky students.	Build networks that increase knowledge, capacity, communities of practice and information sharing around advising topics through monthly webinar sessions and face-to-face workshops for K-12 advising teams.
	Build partnerships with other state organizations to promote common college access messaging through statewide campaigns and virtual events.
	Establish partnerships between GUK and KAA to facilitate communication and collaboration among college access professionals and high school counselors.

Strategic Priority: Transitions	
Objective 3: Increase students' readiness to enter postsecondary education	

Strategy	Action Steps
3a. Expand access to high-quality early postsecondary opportunities.	Develop and deliver targeted mini-informational sessions (virtual, digital, face-to-face) to help K-12 staff build capacity to expand students' access to early postsecondary opportunities (EPSOs).
	Develop a comprehensive website that allows prospective postsecondary students to explore career options, connect with postsecondary institutions, get assistance in the application process, learn about financial aid, discover work to learn opportunities, as well as explore dual credit transfer resources.
	Convene and lead the Dual Credit Policy Committee to review and revise the current policy to include an attainment goal and increase dual credit program quality and access. Create a Dual Credit toolkit for stakeholders and a centralized stakeholder feedback and engagement system.
	Collaborate with KDE and postsecondary institutions to provide professional learning and resources for K-12 professionals to increase enrollment and support in dual credit courses, including a cross agency asset, capacity and responsibilities map, a culture of dual credit rigor/course equivalency, a dual credit community of practice, and partnerships to provided targeted support.
	Coordinate with the Kentucky Department of Education (KDE) and participating postsecondary institutions to align articulated credit requirements to increase opportunities for students to earn credit for prior learning (SB 101, 2020)

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Strategy	Action Steps
	Partner with CPE's Academic Affairs team to develop an online interactive advising tool to provide user-friendly guidance on the availability of early postsecondary opportunities (a catalog documenting courses, credentials, etc.) and how they will transfer to various in-state institutions.
3b. Develop digital resources to help students explore career interests and college options.	Develop and curate resources in the KAA toolkit to build advising teams' capacity to help students explore career interests and career options.
	Partner with KDE and the Kentucky Center for Statistics (KYSTATS) to develop an online resource that includes access to early postsecondary opportunities and connects students with career exploration resources to specific degree options the state's public postsecondary institutions.
	Develop an online postsecondary transition readiness course for GUK students that helps them explore college options and prepare financially, academically, culturally, emotionally, and socially for postsecondary education.
3c. Partner with public K-12 schools and postsecondary institutions to provide outreach to students to help them prepare and plan for college.	Provide comprehensive support for student postsecondary transition through the Commonwealth Education Continuum (CEC), a multi-agency education initiative to: • assess and refine the statewide supports for Kentucky students to successfully transition from high school to higher education to living wage employment • analyze and report the strengths, weaknesses and progress within Kentucky's transition system • establish and convene monthly workgroups (9th Grade On-Track, Early Postsecondary Opportunities and First Year Success) to analyze barriers, make recommendations and establish action steps to strengthen the transition system.
	Connect public K-12 schools, postsecondary institutions and professional organizations to provide comprehensive support for student postsecondary transition.
	Provide direct services and support to help the 6,000+ GUK students and families prepare and plan for college.
	Work with the CEC data team to determine barriers for students in the transition from K-12 to postsecondary. Use the findings as the foundation for the creation of new methods and tools to provide students early postsecondary opportunities, better communicate the value of lifelong learning, and inform and prepare them for postsecondary opportunities.

Strategy	Action Steps
4a. Enhance college recruitment strategies through partnerships with postsecondary institutions and other stakeholders, with attention to underrepresented minority, adult and low-income students.	Work with GUK students and families successfully enroll in college. Support them academically, socially and emotionally through their first year to strengthen their chances of success in college.
	Enhance and expand summer bridge programming in Kentucky through competitive mini grants to campuses and convenings and an annual symposium to share best practices.
	Work with the CEC data team to evaluate Kentucky's college-going culture (primarily within traditional age populations) and identify strengths and weaknesses within the system. Workgroups will be formed to create recommendations and actions based on the analysis.
4b. Work with education providers to streamline and simplify postsecondary admission processes.	Develop a common application for undergraduate admission to Kentucky public colleges/universities modeled other states and systems that have implemented a similar practice.
	Work with our partners from KDE, KHEAA and KYSTATS to leverage all resources and contracts to streamline the postsecondary admission processes including: • increasing access to free transcripts for graduated seniors • extending the application window to waive student transcript request fees • renegotiating the state's Parchment (transcript management platform) contract to increase accessibility for students • developing video and live interactive events to assist students with the completion on the FAFSA application • developing a comprehensive marketing strategy to increase FAFSA completion • relaunching the knowhow2transfer website to provide better information on how dual and AP credits transfer
	Evaluate the feasibility of a direct admissions policy for public institutions in Kentucky where students would receive information letting them know the schools they are eligible for acceptance into based on their GPA and/or ACT /SAT score(s).

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Strategic Priority: Success	
Objective 5: Increase persistence in and timely completion of postsecondary programs.	

Strategy	Action Steps
5a. Share, implement and evaluate emerging, promising and proven practices supporting student success and college completion.	Implement the Impact exChange, an online platform for faculty and practitioners to ask and answer questions as well as share resources.
	Facilitate communities of practice to promote proven practice, provide professional development, encourage cross-institutional collaboration, and drive continuous improvement of best practice implementation.
	Leverage the annual Student Success Summit and other intentional convenings to move the strategic agenda forward with action-oriented projects and technical assistance.
5b. Identify and promote efforts to ensure "on-time" program completion.	Support the implementation of guided pathways across 2-yr and 4-yr institutions to provide structured choice, proactive support, and clear learning outcomes to increase retention, transfer, and degree completion in the most efficient and effective manner.
	Integrate career exploration and planning into onboarding and the 1st year experience to increase retention, decrease time to degree, and enhance career outcomes for students.
	Re-launch statewide 15 to Finish campaign, an effort to encourage more students to take and complete 15 credit hours a semester to finish their programs in a timely manner.
5c. Work with campuses and other state and national partners to close opportunity and success gaps for historically underserved students of color and students from low-income backgrounds.	Incorporate equity principles into all projects using a consistent equity audit framework.
	Develop a statewide strategy to increase access to public benefits and basic needs supports for students to increase retention and completion.
5d. Work with education providers to limit barriers to enrollment and completion for adult learners and other students balancing the competing demands of work, life, family and school.	Design and implement strategies to increase access for adult learners.
	Incentivize institutional change to better meet the needs of adult learners.
	Create and expand statewide partnerships to elevate the focus on adult learners.

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Strategic Priority: Success
Objective 6: Maximize transfer of academic and experiential credit.

Strategy	Action Steps
6a. Work with campuses to reduce barriers that prevent the seamless transfer of credit.	Create statewide transfer framework and strategy to guide future work that increases transfer rates and bachelor's degree completion of transfer students.
	Participate in and facilitate continuous improvement cycles to utilize improvement science to establish actional goals and tangible outcomes in transfer work
	Work with KCTCS to identify tracks within AA/AS degrees to allow for two- to four-year degree maps and facilitate the transfer process.
	Launch a statewide conversation about credit for prior learning to share effective practices and information, and to determine a scope of work for future expansion of CPL.
6b. Promote transfer opportunities and program pathways.	Create communications campaign to provide students and families with the necessary tools and information to transfer academic credit as seamlessly and efficiently as possible.
	Relaunch KnowHow2Transfer website and integrate into other education trainings and resources to increase access to accurate transfer planning tools for students and advisors.

Strategic Priority: Success
Objective 7: Ensure academic offerings are high-quality, relevant and inclusive

Strategy	Action Steps
7a. Work with campuses to ensure the essential competencies and outcomes outlined in the Kentucky Graduate Profile are embedded in all academic programs.	Implement the Graduate Profile Academy.
	Create a statewide framework of experiential learning.
7b. Work with campuses to ensure academic and co-curricular offerings are equity-focused and inclusive.	Create a statewide strategy for teaching and learning that focuses on both quality and equity.
	Provide professional development related to equity and inclusion.

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Strategy	Action Steps
8a. Work with campuses to include a work-based learning or other career-relevant experience in all undergraduate programs.	Assess work-based learning and other career relevant experiences offered at Kentucky's public postsecondary campuses through campus visits, interviews, and surveys. Gather best practice information, assess challenges, and identify opportunities related to the inclusion of work-based learning or other career-relevant experience in undergraduate programs.
	Partner with state chambers, KWIB, campuses and other state partners to develop a statewide repository of experiential learning opportunities.
	Work with the Data and Advanced Analytics team and KYStats to evaluate a potential workforce-related metric(s) to include in the Strategic Agenda accountability system and/or the Kentucky performance funding models.
	Evaluate successful work-based learning programs such as KY FAME, Toyota's Advanced Manufacturing Centers, and UPS's Metropolitan College to determine whether expansion or replication would advance KY's workforce development goals.
8b. Work with colleges and universities to strengthen campus-based career advising and development.	Develop a career services community of practice (peer group) comprised of campus-based career development professionals to share effective practices, receive professional development, and strengthen relationships among this group of campus professionals.
	Work with campuses to advance strategies supporting strong career advising and clear career pathways for minoritized and low-income students.
	Explore the Colorado Education Initiative Career Conversation Training Project as a possible model for Kentucky. The initiative helps individuals identify, prepare for, and pursue a career path well suited to their needs and aptitudes and it provides training for career advisors.
	Work with other CPE units and campus and K-12 leaders to develop and strengthen career pathways in critical industry sectors as identified by CPE's Data Unit, KYStats, regional business partnerships, and the KY Chamber's Talent Pipeline Management project.
8c. Facilitate meaningful partnerships between employers, community partners and education providers to improve the	Launch the Kentucky Healthcare Workforce Initiative with $10 million in federal funding appropriated by the 2022 General Assembly. Key actions include: • Hiring a healthcare/education specialist to help guide the initiative. • Forming a working group comprised of healthcare, government and education leaders. • Awarding grants to campuses to advance the goals of the initiative.

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career outcomes of postsecondary programs.	• Developing and implementing state-level programs and actions advancing the goals of the Initiative.
	Establish CPE as an essential state partner in economic and workforce development through representation on various state boards and committees focusing on workforce development and by serving as a resource, liaison, information hub and communications channel supporting business/higher education partnerships. An example of this is the role CPE is playing to help facilitate postsecondary-related discussions with new automotive and battery industries recently recruited to the state.
	Engage business and industry leaders in an ongoing dialogue regarding industry and sector workforce needs. Capitalize on existing channels of communication with industry leaders, including the Chamber's Talent Pipeline Management program, local Workforce Investment Boards, and existing campus partnerships. Convene employers with campus career development officers to share information and effective practices.

Strategic Priority: Talent

Objective 9: Increase research and service to support strong communities and economies.

Strategy	Action Steps
9a. Identify high-growth, high-demand and high-wage industries by region and target postsecondary programs for increased enrollment in those areas.	Establish effective and trusted working relationships with Cabinet for Economic Development leaders. Facilitate partnerships between CED and postsecondary institutions on matters relating to workforce development. Collaborate with CED and local/regional economic development organizations to support business recruitment.
	Work with CPE's data unit, KYStats, and other organizations to analyze KY's current and future workforce needs by county, MSA, workforce region, etc. Consider a benchmarking analysis of IPEDS degrees awarded by CIP Code, Country, CBSA, etc. to identify competitive advantages to comparable locations.
	Work with the Academic Affairs unit to assess CPE's academic program review data and program assessments through the Graduate Profile to determine alignment with business needs.
9b. Encourage targeted research, the development of signature academic programs and expanded community engagement supporting Kentucky's high-need, priority areas.	Work with the campuses and state budget office to develop guidelines and reporting mechanisms for the Bucks for Brains funding appropriated in 2022.
	Collaborate with CPE's data unit and KY Stats to analyze university student-level data showing where students go after graduation (i.e., in-state, out-of-state) by degree awarded, institution and demographic (i.e., race, ethnicity, gender, age)

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Strategic Priority: Value
Objective 10: Increase public belief in the power of postsecondary education

Strategy	Action Steps
10a. Conduct a public awareness campaign and develop communications strategies to promote college going and elevate the importance of higher education to Kentucky's residents and economy.	Launch the #KYHigherEDMatters campaign consisting of paid, owned, social and earned media with a focus on alumni stories, including radio and TV ad through the Kentucky Broadcasters Association, targeted digital radio and ads, and value messaging through the communications channels of stakeholder groups. Develop an evaluation plan and a year 2 strategy for the Higher Education Matters campaign to sustain momentum.
	Launched the #KYHigherEDMatters podcast in conjunction with staff from other units and began implementation of a promotional plan to broaden reach.
	Execute a statewide "community conversations" tour led by the President to build awareness and support for #KYHigherEDMatters.
	Expand CPE's social media marketing reach, and use video to highlight "how to" info, myth-busters, value messaging and helpful tools and resources for students.
	Promote CPE's new student portals and other college-going and completion-related initiatives that will empower Kentuckians to act on next steps for college.
	Strengthen and amplify the voice of CPE through president's messages, presentations, emails, op-eds, speeches, media quotes and interviews, social media, communications/messaging for board members, and more unified branding throughout the agency.
	Audit CPE communications efforts to assess and improve the effectiveness of an agency-wide approach to communications and to make recommendations to increase the impact of the public campaign.

Strategic Priority: Value
Objective 11: Build support for greater investment in postsecondary education

Strategy	Action Steps
11a. Communicate higher education's return on investment and the need for increased state and federal support.	Create a year-round legislative communication plan to advocate for state support of higher education consisting of infographics, research projects, key agency initiatives, policy statements, legislative agendas and budget priorities.
	Engage legislative and other community leaders in the Higher Education Matters Community Conversations to enhance partnerships and share information.
	Plan and execute an annual legislative briefing to education government officials to share information on the importance of higher education.

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Strategy	Action Steps
	Create opportunities for meetings and presentations during the Interim legislative session to increase positive visibility and communicate issues and challenges facing higher education institutions and students.
	Establish annual policy and/or legislative priorities to clearly communicate agency and campus needs at the state level during the Interim legislative session.
	Develop strategic relationships with state and federal government officials and key decisionmakers through consistent and personalized outreach.
	Maintain a consistent presence throughout the regular legislative sessions through meeting attendance and the distribution of specific bill-related information.
11b. Seek funding from foundations and other external sources to support Strategic Agenda priorities.	Establish budget priorities to clearly communicate agency and campus needs at the state level during the Interim legislative session.
	Create opportunities for funding-related presentations before the Budget Review Subcommittee on Postsecondary Education.
	Develop an internal process to review and act on national and state funding opportunities.
	Develop strategic relationships with state and national higher education nonprofit policy organizations though consistent communication and meeting attendance.

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