MEETING AGENDA

Friday, February 3, 2017
Conference Room A

Members, Council on Postsecondary Education

Ronald C. Beal, Bowling Green
Ben Brandstetter, Hebron
Glenn D. Denton, Paducah (*chair*)
Maryanne Honeycutt Elliott, Louisville
Joe E. Ellis, Benton
Dan E. Flanagan, Campbellsville
Lucas V. Mentzer, Lexington
Pam Miller, Lexington
Donna Moore, Lexington (*vice chair*)

Joseph Papalia, Louisville
Vidya Ravichandran, Louisville
Robert H. Staat, UofL (*faculty member*)
Carol Wright, Tyner
Sherrill B. Zimmerman, Prospect
Sebastian Torres, EKU (*student member*)
Stephen Pruitt, Commissioner of Education (*ex officio, nonvoting*)

Robert L. King, CPE President

AGENDA
Council on Postsecondary Education
Friday, February 3, 2017
11:45 AM
Conference Room A

Next meeting - March 30-31, 2017, location tba

<center>
Minutes
Council on Postsecondary Education
November 17, 2016
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The Council on Postsecondary Education met Thursday, November 17, 2016, at 2:00 p.m., CT, at Owensboro Community and Technical College in Owensboro, Kentucky. Chair Glenn Denton presided. No official action was taken.

WELCOME	Mr. Denton called the meeting to order and welcomed everyone. The following members were present: Ron Beal, Ben Brandstetter, Glenn Denton, Joe Ellis, Lucas Mentzer, Donna Moore, Joseph Papalia, Robert Staat, Carol Wright, and Sherrill Zimmerman. Dan Flanagan, Maryanne Elliott, Pam Miller, Vidya Ravichandran, Sebastian Torres, and Commissioner Stephen Pruitt did not attend.
WORK SESSION	Members received an update on the measures discussed thus far by the Performance Funding Work Group and an update on the tuition setting process for the 2017-18 academic year.
OWENSBORO COMMUNITY & TECHNICAL COLLEGE BREIFING AND CAMPUS TOUR	Owensboro Community & Technical College president, Dr. Scott Williams, provided a brief update to the Council. Following this, Council members and staff were given a bus and walking tour of the campus.
RECEPTION & DINNER	At 6:00 p.m. Owensboro Community & Technical College hosted a reception and dinner for the Council members, attending CPE staff, and its guests.
ADJOURNMENT	The meetings adjourned at 8:00 p.m., CT.

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Robert L. King
CPE President

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Mary Allison
Executive Assistant to the President

MINUTES
Council on Postsecondary Education Executive Committee
November 18, 2016

The Executive Committee of the Council on Postsecondary Education met November 18, 2016, at 8 a.m. (CT) at Owensboro Community and Technical College in Owensboro, Kentucky.

ROLL CALL

The following committee members attended: Glenn Denton, Donna Moore, Joe Ellis, and Sherrill Zimmerman. Pam Miller did not attend. Council Members Joseph Papalia and Vidya Ravichandran also were present.

Robert King, Rebecca Bowman, Shaun McKiernan, and Mary Allison from the Council staff attended. Allen Norvell with the auditing firm was present.

FY 2015-16 AGENCY AUDIT REPORT

The purpose of the meeting was to review the financial audit of the Council's programs for fiscal year 2015-16. Due to the complexity and amount of funds flowing through the agency's budget, the Council annually contracts with an independent auditor to compile financial statements and perform the agency's financial audit. This audit is not statutorily required, but it serves the Council well to have an outside entity review Council finances, internal controls, and regulation and grant compliance. Blue and Company LLP, a certified public accounting agency in Lexington, conducted the audit this year.

In 2015, the Council adopted new accounting guidance: Governmental Accounting Standards Board (GASB) Statements No. 68 and 71, Accounting and Financial Reporting for Pensions and Pension Transition for Contributions Mad Subsequent to the Measurement Date.

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, 2015, 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.

Following the presentation by Mr. Norvell, several questions were answered regarding the drastic decrease in net position due to the pension reporting.

Mr. Norvell thanked the Council for the opportunity to serve as auditor and thanked the Council staff for their assistance during the audit.
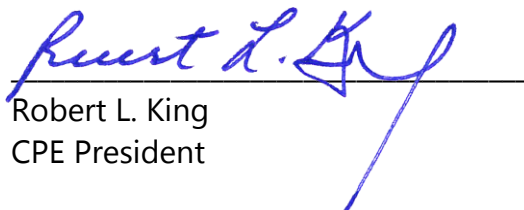
Mr. Bob King, CPE's president, thanked Mr. Norvell and Council staff.

CLOSED
SESSION

The Executive Committee went into closed session per KRS 61.810(1)(f) to discuss a personnel matter. Discussions involved issues that could lead to the appointment, discipline, or dismissal of an individual employee.

ADJOURNMENT

The Executive Committee returned from closed session. No votes were taken or final decisions were made. The meeting adjourned at 9:00 am CT.

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Robert L. King
CPE President

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Mary Allison
Executive Assistant to the President

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The Council on Postsecondary Education met Thursday, November 18, 2016, at 9:00 a.m., CT, at Owensboro Community and Technical College in Owensboro, Kentucky. Chair Glenn Denton presided.

WELCOME   Mr. Denton called the meeting to order and welcomed everyone.

ROLL CALL   The following members were present: Ronald C. Beal, Benjamin Brandstetter, Glenn D. Denton, Joe E. Ellis, Dan Flanagan, Lucas V. Mentzer, Donna Moore, Joseph Papalia, Vidya Ravichandran, Robert H. Staat, Sebastian Torres, Carol Wright, and Sherrill Zimmerman. Maryanne Elliott, Pam Miller, and Commissioner Stephen Pruitt did not attend.

APPROVAL OF   The minutes of the September 22, 2016, and September 23, 2016,
MINUTES   meetings were approved as distributed.

EXECUTIVE   Chair Denton discussed the FY 2015-16 audit results presented at
COMMITTEE REPORT   the Executive Committee meeting on November 18, 2016. Due to the complexity and amount of funds flowing through the agency's budget, the Council annually contracts with an independent auditor to compile financial statements and perform the agency's financial audit. This audit is not statutorily required, but it serves the Council well to have an outside entity review Council finances, internal controls, and regulation and grant compliance. Blue and Company LLP, a certified public accounting agency in Lexington, conducted the audit this year.

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, 2016, 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.

Chair Denton thanked Blue and Company, LLC for performing the audit, and Mr. Robert King, president, Council on Postsecondary Education, thanked CPE's administrative services team for their compliance with the audit requirements.

COMMISSIONER OF
EDUCATION REPORT

Commissioner Stephen Pruitt was not available to attend the November 18 meeting. His written report was included in the agenda book.

ADVANCEKENTUCKY:
YEAR IN REVIEW

AdvanceKentucky is an initiative of the Kentucky Science & Technology Corporation, in partnership with the Council on Postsecondary Education, the National Math and Science Initiative (NMSI), and the Kentucky Department of Education, among others. It is dedicated to helping Kentucky's students reach new heights in rigorous academic achievement. This program is used in many Kentucky public high schools for accelerating access to and success in AP math, science, and English, particularly among student populations traditionally underrepresented in advanced placement. The program allows for an open enrollment approach in AP and pre-AP courses, and provides teacher training and mentoring, vertical teaming, student study sessions, and student and teacher incentives.

Joanne Lang, executive director of AdvanceKentucky, provided an overview of the program's accomplishments over the previous years. The KSTC is a pass-through program and CPE is the fiscal agent.

Mr. King thanked Ms. Lang for her commitment to advancing the education of Kentucky's young people. Mr. Denton then

presented Ms. Lang with a resolution from the Council, which was approved unanimously.

2017 CPE MEETING CALENDAR – ADDITIONAL DATE	At the September 22, 2016, meeting, the Council approved the 2017 meeting dates with the exception of the proposed dates for the first quarter meetings. Council staff proposed the alternative meeting date of March 30-31, 2017.

MOTION: Dr. Staat moved that the Council approve the proposed March 30-31, 2017 meeting dates in addition to the 2017 meetings dates previously approved at the September 22, 2016 meeting. Ms. Ravichandran seconded the motion.

VOTE: The motion passed unanimously.

BOARD MEMBER ORIENTATION AND TRAINING POLICY	On April 27, 2016, Governor Matt Bevin signed HB 15, an act relating to the governance of postsecondary education institutions. The law, which went into effect on July 1, 2016, requires new institutional and CPE board members to complete an orientation and education program within their first year of appointment.

A work group comprised of CPE staff and council members, board liaisons from the public institutions, and the president of AIKCU met several times after the passage of HB 15. Representative Derrick Graham, who authored HB 15, also provided input on the development of the implementation plan and resulting policy. It contained five sections:
1. New Member Orientation - Training Curriculum
2. New Member Orientation - Delivery Method
3. New Member Orientation - Certification Procedure & Annual Report
4. New Member Campus Orientation programs - Review and Approval
5. Continuing education programs for all CPE and institutional board members

Ms. Lee Nimocks, vice president of policy, planning and external relations, provided an overview of the policy prior to requesting Council approval.

MOTION: Mr. Torres moved that the Council approve the Board Member Orientation and Training Policy for all new board members to the Council on Postsecondary Education, Kentucky colleges, and the Kentucky Community & Technical College System. Mr. Flanagan seconded the motion.

VOTE: The motion passed unanimously.

KENTUCKY STATE
UNIVERSITY
IMPROVEMENT PLAN

The 2016-18 budget bill, HB 303, requires Kentucky State University to submit to the Interim Joint Committee on Appropriations and Revenue:

> "[A] four-year management improvement plan with annual goals and measurable metrics to meet those goals. Due by December 1, 2016, the management and improvement plan and all goals shall include performance standards established in consultation with the Council on Postsecondary Education, and shall be subject to the approval of the Council."

The legislation also requires KSU to report on the institution's progress each December 1 thereafter.

Kentucky State University staff submitted a draft proposal to Council staff, and Council staff met with KSU staff to discuss the management and improvement plan, which was prepared in consultation with their external auditor, Dean Dorton Allen Ford, PLLC.

KSU Interim President, Aaron Thompson, provided an overview of the report. Mr. King informed the Council that he requested that

Mr. John Chilton, the Commonwealth of Kentucky's State Budget Director, review the report before approval by the Council.   Mr. Chilton agreed and requested additional time for this review. Chair Denton suggested that the Council delegate approval of the Kentucky State University Improvement Plan to the CPE Executive Committee and that a special meeting of the CPE Executive Committee be called before December 1 for this purpose.

MOTION: Mr. Flanagan moved that Council approval of the Kentucky State University Improvement Plan be delegated to the CPE Executive Committee to act on behalf of the Council. A special meeting of the CPE Executive Committee will be called before December 1 for this purpose. Mr. Brandstetter seconded the motion.

VOTE: The motion passed.

KENTUCKY ADMINISTRATIVE REGULATIONS: COMMENTS ON PROPOSED AMENDMENTS

On September 23, 2016, the Council approved two action items authorizing the filing of the following Kentucky Administrative Regulations:

- Amendment to 13 KAR 2:060: Degree program approval; equal opportunity goals. The amendment was filed to incorporate the approved Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. It was filed with the Legislative Research Commission on October 12, 2016.

- New Administrative Regulation 13 KAR 4:010: State Authorization Reciprocity Agreement. This regulation was filed after the approval of the Council, which will allow Kentucky to enter "SARA," an agreement that establishes uniform national standards for interstate offerings of postsecondary distance education and authorizes postsecondary educational institutions meeting those standards located in member states or territories to

provide distance education to residents of other member states. It was filed with the Legislative Research Commission on October 14, 2016.

A public hearing on both administrative regulations is set for November 22, 2016, at 10:00 a.m. EST. Individuals interested in commenting at the hearing must notify the CPE in writing five workdays prior to the hearing of their intent to attend. If no notifications to attend the hearing are 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; however, written comments will also be accepted until November 30, 2016.

As of the November 18, 2016, meeting, Mr. Travis Powell, CPE general counsel, stated that no comments had been received and that hearings were canceled.

IMPROVING EDUCATOR QUALITY STATE GRANT PROGRAM

The Improving Educator Quality State Grant Program awards grants to partnerships that deliver research-based professional development programs to P-12 teachers. To be eligible, a partnership must include a postsecondary institution's school of arts and sciences, its teacher preparation program, and at least one high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject.

Dr. Jay Morgan, CPE's vice president for academic affairs, presented the staff recommendation that the Council on Postsecondary Education award federal *No Child Left Behind,* Title II, Part A, funds in the amount of $390,000 for January 1, 2017–June 30, 2018, to support the following three projects:

1. Empowering the Second 'C' in College and Career Readiness (CCR); Western Kentucky University, $130,000

2. Mathematics in the Context of Career and Technical Education (CTE); Murray State University, $130,000.00
3. Building Math in Career and Technical Education (CTE): Computational Thinking & Construction; Morehead State University, $130,000

MOTION: Ms. Zimmerman moved that the Council approve the motion as presented. Dr. Staat seconded the motion.

VOTE: The motion passed unanimously.

ACTION: NEW ACADEMIC PROGRAMS

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 public postsecondary education institutions.

Dr. Morgan presented the staff recommendation that the Council approve the following new academic program: Bachelor of Arts in Sustainability (CIP 30.3301) at the University of Louisville.

MOTION: Mr. Beal moved that the Council approve the new academic program as presented. Mr. Torres seconded the motion.

VOTE: The motion passed unanimously.

GUIDING PRINCIPLES FOR AWARDING MILITARY CREDIT

Kentucky joined the Multi-state Collaborative on Military Credit (MCMC) in 2014. The MCMC, coordinated by the Midwestern Higher Education Compact, is a partnership of 13 states (Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin) to ease the transition of veterans and their families from military life to college campuses. The partnership shares best practices in articulation of credit, licensure and certification, communications, and technology.

The MCMC is focused on developing course equivalencies for the American Council on Education (ACE) credit recommendations, creating outreach strategies for educating service members and their families about available postsecondary benefits, increasing support services and resources for military members and families on campus, and tracking military students' enrollment, persistence and degree completion. Kentucky's participation is driven by the desire to meet the educational needs of service members and families deployed at Fort Knox, Fort Campbell, and the Bluegrass Army Depot, as well as the veterans and other military personnel and dependents who are pursuing postsecondary education.

Dr. Morgan presented the current draft of the Guiding Principles for Awarding Military Credit. The Council is continuing to work with campuses to include updated definitions for *military active students*, *military veteran students*, and *military connected students* in the Comprehensive Database so that data can be collected on a statewide level.

PROPOSED AMENDMENTS TO KRS 164.295

KRS 164.295 allows state comprehensive universities the ability, upon Council approval, to offer associate, baccalaureate, graduate, and professional degree programs. The Council has been working with the chief academic officers of the universities, as well as the Advisory Conference of Presidents, to propose amendments to KRS 164.295 that would expand the availability of advanced practice doctorates in the Commonwealth.

Dr. Morgan presented an overview of the proposed changes:
1. Remove the cap of 18 advanced practice doctorates;
2. Recommend to the appropriate legislative committee to strike the language that staff of the CPE review all doctorates annually, and move to a five-year cycle;
3. Align categories of doctorates with those found in the Integrated Postsecondary Education Data System.

COMMITTEE ON EQUAL OPPORTUNITIES REPORT

Dr. Morgan provided an update on the activities of the Committee on Equal Opportunities. A written report was provided in the agenda book.

UPDATE ON DUAL CREDIT SCHOLARSHIP PROGRAM

The Dual Credit Scholarship allows students at public Kentucky high schools to earn up to 9 hours of dual credit. Students may take up to two classes per year. The student must be a Kentucky resident, enrolled in a public Kentucky high school, enrolled in an eligible dual-credit course at a participating Kentucky college or university, and complete a 30-minute college success counseling session each year a scholarship is awarded. The counseling will be provided at the student's high school.

Awards for the 2016-17 academic school year were set at $52 per credit hour, and funds are disbursed to the eligible student's high school, which will pay the dual-credit course fee to the college where the student is enrolled.

Dr. Morgan reported that CPE is working with the Kentucky Higher Education Assistance Authority and with the Education and Workforce Development Cabinet on technical issues to improve the administrative process. A more detailed report on the dual credit scholarship program is delayed to a future meeting.

COMMITTEE APPOINTMENTS

Chair Denton appointed Ms. Miller, Dr. Staat, and Mr. Papalia to the Nominating Committee. The committee will present nominations for Council chair and vice chair at the February 3, 2017, meeting. Ms. Miller has been asked to chair the committee.

Chair Denton also made appointments to the Committee on Equal Opportunities, which was established by Executive Order 97-1072 to advise the Council on strategies for achieving the equal opportunity and institutional performance objectives. Thirteen committee members were appointed to four-year terms from January 1, 2017 through December 31, 2020:

- The public appointees were: Shawn Reynolds of Murray, Brian Dunican of Bowling Green, Silas Session of Radcliff, Ann Morgan of Owenton, Corey Bellamy of Frankfort, Keitha Henderson of Fleming County, Miko Pattie of Lexington, David Carpenter of Frankfort, and John Johnson of Louisville.

- The members of the Council who were appointed were: Ms. Zimmerman (asked to serve as chair), Ms. Ravichandran, Dr. Staat (serving as faculty member) and Sebastian Torres (serving as student member).

REPORTS FROM INSTITUTIONS

Reports from the institutions were provided in the agenda book.

OTHER BUSINESS

President King called attention to the latest degree report. Lee Nimocks said that a report on Student Loan Default and Repayment in Kentucky will be discussed in more detail at the February meeting.
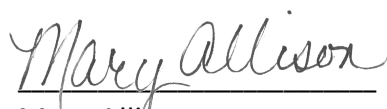
NEXT MEETING

The next Council meetings are February 2-3, 2017, in Frankfort, Kentucky.

ADJOURNMENT

The meeting adjourned at 11:50 a.m., CT.

Robert L. King
CPE President

Mary Allison
Executive Assistant to the President

CPE President's Report to the Council

CPE launches streamlined, redesigned websites

The Council is pleased to announce the launch of two, redesigned websites: www.cpe.ky.gov and www.kyae.ky.gov (for Kentucky Adult Education). Both sites offer quick and easy access to essential information, while offering visitors a more comprehensive insight into our work.

A few highlights of the Council site include:

- **For students and their families:** A consumer protection section that features helpful content about selecting a college, and the importance of licensure.
- **For legislators and policymakers:** A robust "Our Work" section, which provides a holistic view of the Council's work, from why we do what we do, to how it is important for Kentucky.
- **For college faculty and leadership:** Policy and legislative libraries, which provide one-stop access to the guidelines and regulations that affect their everyday work.

Another exciting feature coming soon is an interactive data area that will provide researchers the ability to manipulate data to generate customized visualizations and tables to meet their research needs.
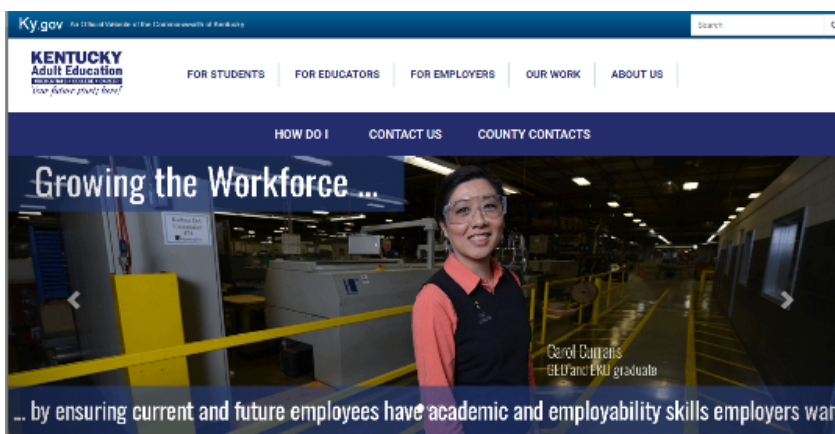
Kentucky Adult Education launched its redesigned website in January. The site is the first of the Council family of websites to adopt the new CPE "look," as well as approach to content.

This site offers each of its three core audiences—students, educators and employers—quick access to the top content.

As a key resource for local adult education program staff, the site provides a range of content, from curricula and professional development opportunities to downloadable recruitment materials and the latest news and announcements.

Student Success Summit to emphasize importance of student-ready institutions

Registration is now open for the Kentucky Student Success Summit set April 3-4 at the Louisville Marriott East. Sponsored by the Council, the sixth annual summit will emphasize the importance of student-ready colleges and universities that are prepared to serve the varied student populations.

Speakers include:
- **Dr. David Laude**, senior vice provost for strategic initiatives and professor of chemistry at the University of Texas at Austin. Laude will speak about his efforts to meet the needs of underserved student populations at UT-Austin and how the university increased the four-year graduation rate by 10 percentage points within five years.
- **Dr. Tim Renick**, vice provost and vice president for enrollment management and student success at Georgia State University. Renick will address the steps undertaken by Georgia State that resulted in increased enrollment, improved graduation rate, and steep graduation rate improvements for underrepresented minority and low-income students.

For more information, visit http://cpe.ky.gov/studentsuccess/.

Council to issue Request for Proposal for 2016-17 audit

Council staff, in conjunction with the Finance and Administration Cabinet, will issue a Request for Proposal (RFP) for the Council's 2016-17 fiscal year audit services. The Finance and Administration Cabinet will release the RFP on the cabinet's website February 2017. The RFP is open to all firms. The proposals are awarded on a one-year basis, with the option for renewal.

The Council has combined appropriations of approximately $69.1 million, including the major units as follows: General Agency Operations, Kentucky Virtual Campus/Kentucky Virtual Library, Kentucky Adult Education, Pass-through Programs, Strategic Investment & Incentive Funding Programs and Federal Grant Programs. Additionally, the Council is recognized as a component unit in the Commonwealth of Kentucky's Comprehensive Annual Financial Report (CAFR), which requires the Council to submit audited financial statements and supplemental reports by October 2017. Blue and Co. won the RFP proposal in 2013.

Grant funding to boost efforts for corequisite models

The Council will award about $300,000 in James Graham Brown Foundation grant funds to Kentucky's comprehensive universities and the colleges of the Kentucky Community and Technical College system to support institutional efforts to implement and expand corequisite developmental education models in literacy and mathematics. Corequisite models enroll students in college-level courses with targeted academic support systems to aid student learning. Through this funding and additional funding supplied by the Council, all of Kentucky's public postsecondary institutions are piloting or are fully implementing corequisite models of remediation.

Kentucky colleges and universities participate in SARA

A growing list of Kentucky colleges and universities are seeking and gaining approval as SARA (State Authorization Reciprocity Agreements) institutions. SARA is an agreement among member states, districts and territories that establishes comparable national standards for offering postsecondary distance education courses and programs in other member states. To date (Jan. 26, 2017), 31 Kentucky institutions are approved as SARA institutions.

The National Council for State Authorization Reciprocity Agreements (NC-SARA) oversees SARA; Kentucky's participation is through the Southern Regional Education Board (SREB). Kentucky became a member of SARA effective Dec. 1, 2016.

For more information on SARA, visit http://cpe.ky.gov/campuses/sararequest.html. To view SARA institutions, visit http://nc-sara.org/states/KY.

Faculty professional development focuses on corequisite models

One hundred Kentucky educators attended *Co-Requisite Gold,* the 2016 conference of the Kentucky Association for Developmental Education at Eastern Kentucky University. Faculty from across Kentucky spent the day in professional development with regionally and nationally known experts in corequisite and accelerated developmental instruction.

Speakers included Peter Adams, director emeritus, the Accelerated Learning Program of the Community College of Baltimore County; Dan Clark, president, Ivy Tech Community College, Hamilton County (Indiana) campus; and Dr. Loretta Usery Griffy, director, Center for Teaching and Learning, Austin Peay State University.

In addition to EKU, co-sponsors included the Council on Postsecondary Education and the Kentucky Community and Technical College System. Upcoming professional development opportunities will be available at the 2017 Student Success Summit.

Governor names Council employee Natasha Murray to MLK Commission

Gov. Matt Bevin appointed Natasha Murray, senior associate for Kentucky Adult Education, to the Martin Luther King, Jr. State Commission for a term expiring Dec. 12, 2020.

"It is always an honor to serve, particularly on this commission, as we seek to carry forward the principles of racial equality and social justice for all Americans as held by the late Dr. Martin Luther King," said Murray.

The 13-member commission, appointed by the governor, focuses on Dr. King's dream for all Americans to experience full equality, economic justice and interracial harmony. The Martin Luther King, Jr. State Commission sponsors the Martin Luther King, Jr. Annual Celebration.

CPE hires new leader for Data, Research and Analysis

David Mahan joined the Council staff this week as executive director of Data, Research and Analysis replacing Joy Mordica who left the agency several months ago. David will work with the campus

institutional research offices on matters related to data and information, and will help advance the agency's work through reporting, data analysis and research.

David currently serves as assistant provost and executive director of institutional effectiveness at Manhattan College in New York. Before this position, he served as director of institutional research and effectiveness at Bellarmine University, and before that, as an admissions officer and recruiter for the university. He brings of wealth of experience in institutional research, project management, educational assessment and data management, analysis and dissemination.

David earned his bachelor's degree at Bellarmine, and a master's and Ph.D. from the University of Louisville.

Commissioner of Education's Report
Stephen L. Pruitt
February 3, 2017 CPE Meeting

Work on Accountability Model Moving Forward

The various work groups that have been working on Kentucky's new accountability system are wrapping up their work. Recommendations were passed on to the main committee, the Accountability Steering Committee, at its Jan. 9-10 meeting for discussion and consideration. Department staff is working on the feedback from that meeting to move toward finalizing the system. Review by the Consequential Review and Regulatory Review Work Groups will still occur before the system is finalized and the proposal will go out for public review and input. The Kentucky Board of Education will have a work session on the draft proposal on Feb. 7 from 4 to 7 p.m. at the offices of the Kentucky Department of Education located at 300 Sower Blvd., 5th Floor, in Frankfort.

New Skills for Youth Grant Awarded to Kentucky to Improve Career Education

The Council of Chief State School Officers (CCSSO) and JPMorgan Chase & Co. announced Kentucky as one of 10 states that will receive a $2 million grant to strengthen and expand career education pathways for students. These state grants, which will be distributed over the next three years, are part of the $75 million, five-year New Skills for Youth (NSFY) Initiative developed by JPMorgan Chase, in collaboration with CCSSO and Advance CTE. NSFY aims to strengthen career-focused education starting in high school and ending with postsecondary degrees or credentials aligned with high-skill jobs.

In March 2016, JPMorgan Chase and CCSSO awarded Kentucky a $100,000 grant as part of the first phase of the New Skills for Youth Initiative for planning and early implementation of long-term career readiness education programs that align with the needs of Kentucky employers. In total, 24 states and the District of Columbia received Phase I grants. The latest grant represents the second phase of the New Skills for Youth Initiative, which provides 10 of the original 24 recipients with funding to execute the career-readiness plans they developed during the first phase.

Kentucky Board of Education Approves Best Practices Document for Charter Schools

At its December meeting, the Kentucky Board of Education approved recommended best practices for charter schools to be included in its legislative agenda for the General Assembly to consider if a bill comes forward for passage. It also was made clear that the board supports initiatives that drive advances in student learning and minimize any negative effects on the public schools.

The full document approved by the board can be accessed at the following link: http://education.ky.gov/comm/news/Documents/Charter%20proposal%20approved%20by%20KBE%2012%207%2016.pdf.

Kentucky Board of Education Approves 2017 Legislative Agenda

In addition to advancing the board's recommended best practices for charter schools, the Kentucky Board of Education approved that the Kentucky Department of Education's primary focus during the 2017 session would be on aligning Kentucky's accountability system with the new requirements in the Every Student Succeeds Act (ESSA). Two other issues are reflected on the legislative agenda: addressing the unfunded liability of the Teachers' Retirement System and Kentucky Retirement System and expanding career and technical education opportunities throughout the state.

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Kentucky Future Skills Report

Kate Akers, Executive Director of the Kentucky Center for Education and Workforce Statistics, will present Kentucky's new "Future Skills Report," an interactive report that assists policymakers, educators, practitioners and the public in making education and workforce decisions. She also will discuss the new "Postsecondary Feedback Report."

KCEWS was created in 2012 to expand upon the work of the Kentucky P-20 Data Collaborative, including maintaining the Kentucky Longitudinal Data System (KLDS), which facilitates the integration of data from the Kentucky Department of Education (KDE), the Council on Postsecondary Education (CPE), the Education Professional Standards Board (EPSB), the Kentucky Higher Education Assistance Authority (KHEAA), and the Kentucky Education and Workforce Development Cabinet. CPE was instrumental in establishing the P-20 Data Collaborative and assisting in its transition to KCEWS; CPE president Bob King currently serves on its board of directors.

KCEWS has the authority to collect and link data to evaluate education and workforce efforts in the Commonwealth. The new "Future Skills Report" is a national model in how data from various sources can be linked to provide policymakers with essential information about education and workforce issues. The report has three sections:

- *Historic Workforce Supply* displays the most current Kentucky credential data available from 2010-2014 by total number of people earning a credential and total number of credentials earned. Credentials are high school diplomas or the equivalent, certificates, diplomas, associate degrees, bachelor degrees and graduate degrees. For the first time, Kentuckians can use an interactive tool to compare credential supply by state, workforce planning region and local workforce area.

- *Current Employment Outcomes* analyzes wages and the percent employed in Kentucky over time by secondary (high school graduates and career and technical education) and postsecondary (degree level and majors) achievement.

- Finally, *Future Workforce Demand* looks at the projected demand of jobs in Kentucky by state, workforce planning region and local workforce area over the next five years, including information such as job growth and replacement, potential earnings, general and specific occupations and skill level.

#RealData4RealDecisions

http://kcews.ky.gov

1. Who we are and our mission

2. How we are governed

3. Kentucky Data

4. How it works

5. Kentucky Future Skills Report

6. Questions

- **Security**, **privacy** and **confidentiality** is our number one concern.

- We **collect** and **integrate education** and **workforce** data so that policymakers, practitioners and the public can make the **best informed decisions** possible.

- We manage and maintain the **Kentucky Longitudinal Data System** (KLDS).

KCEWS
KENTUCKY CENTER FOR
EDUCATION & WORKFORCE STATISTICS

2. How We are Governed

@KYEDWorkStats
#RealData4RealDecisions
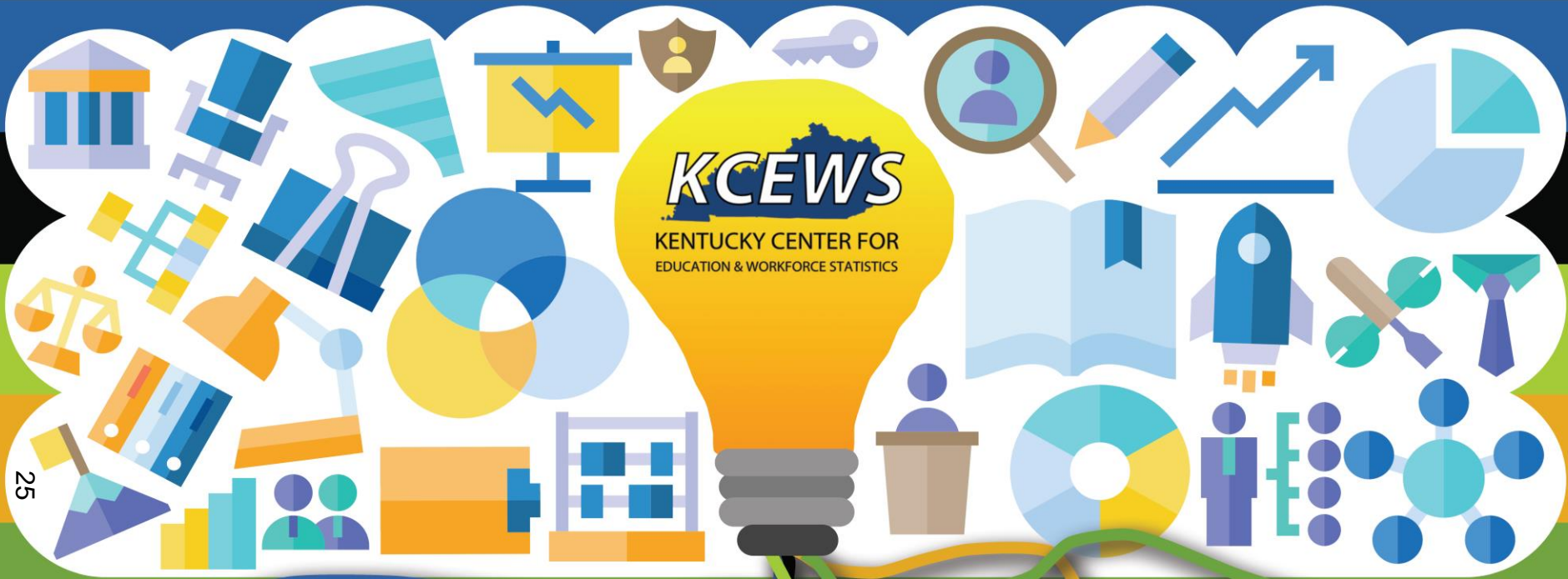
25

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Executive Director

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REAL KENTUCKY DATA

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TWEETS	FOLLOWING	FOLLOWERS
334	940	433

Trends - Change

#RealDate4RealDecisions
100K Tweets

#EducationData
5K Tweets

#WorkforceData
4.2K Tweets

#Collect&Integrate
3K Tweets

#BestInformedDecisions
20K Tweets

#PolicymakersPractionersPublic
2K Tweets

#EWDC-KDE-CPE-EPSB-KHEAA
17K Tweets

KCEWS
NEAR FUTURE DATA: Children and Family Services - Apprenticeships - Out-of-State and Military Employment - Healthcare License

CURRENT DATA

Education and Workforce Development Cabinet @KyEdWorkforce
In-State Employment and Earnings (UI) - Unemployment Claims

Council on Postsecondary Education @CPENews
Public & Independent Postsecondary - Proprietary Colleges

Kentucky Department of Education @KyDeptofEd
K12 Students - K12 Teachers - K12 Staff - Career/Tech Ed

Education Professional Standards Board
Teacher/Educator Certification

Kentucky Higher Education Assistance Authority @KHEAA
Financial Aid

Governor's Office of Early Childhood @KYGOEC
Early Childhood & Kindergarten Readiness - Head Start

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Learn about KCEWS, what we do, our staff, our board, our mission

Explore the Data
View reports, build customized reports, request data

What's New
Learn about the latest happenings at KCEWS

Fast Facts

61% OF HIGH SCHOOL GRADUATES ATTEND POSTSECONDARY INSTITUTIONS

Learn More

LESS THAN 20% OF COLLEGE FRESHMEN TAKE 30 CREDIT HOURS

Real Data for Real Decisions

Kentucky Future Skills Report 2016

Explore Jobs and Salaries of Interest

Job (All)
Field (All)

Salary 15100 — 285000

KCEWS
▲ Click logo for Full Version ▲

33,495
91,826
11,224
68,293
14,286
16,933
15,137
24,994
21,461
18,185

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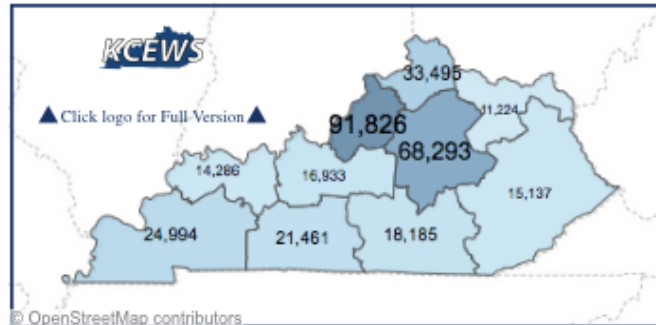
Local Workforce Area	Projected Growth	Total Dem..	Avg Wage
Bluegrass	Slow Growth	68,293	$41,269
Cumberlands	No Growth	18,185	$37,129
EKCEP	Declining	15,137	$36,947

← → |← ⟲ ⏸ ✎ Edit ⚯ Share ⬇ Download

The Power of Longitudinal Data Systems

KCEWS @KYEdWorkStats
Workforce Supply and Demand Interactive Report Uses Kentucky Data -
eepurl.com/cx5SB5
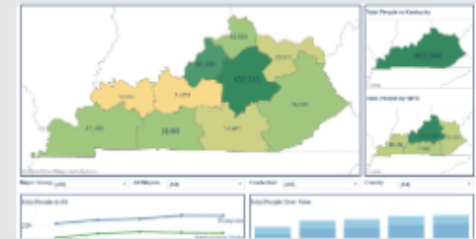
The Kentucky Future Skills Report Release - ...
WHO: Secretary Hal Heiner (Education and Wor...
us14.campaign-archive1.com

KCEWS @KYEdWorkStats
Congrats @KyDeptofEd on the grant 4 career ed. pathways! Check out our report on career & technical outcomes: goo.gl/zqchZF

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Description and Technical Notes	Historic Workforce Supply	Current Employment Outcomes	Future Workforce Demand

Kentucky Future Skills Report 2016

The Kentucky Future Skills Report is an interactive report that assists policymakers, practitioners and the public when making education and workforce decisions. The Kentucky Future Skills Report utilizes three components of education and workforce development in Kentucky: Historic Workforce Supply, Current Employment Outcomes, and Future Workforce Demand.

Historic Workforce Supply displays the most current Kentucky credential data available from 2010-2014 by total number of people earning a credential and total number of credentials earned. Credentials are high school diplomas or equivalent, certificates, diplomas, associate degrees, bachelor degrees, and graduate degrees. For the first time, Kentuckians can use an interactive tool to compare credential supply by State, Workforce Planning Region (WPR) and Local Workforce Area (LWA).

Current Employment Outcomes analyzes wages and percent employed in Kentucky over time by secondary (high school graduates with and without career and technical education) and postsecondary (degree level and majors) achievement.

Finally, Future Workforce Demand looks at the projected demand of jobs in Kentucky by State, Workforce Planning Region and Local Workforce Area over the next 5 years, including information such as job growth and replacement, potential earnings, general and specific occupations, and skill level.

KCEWS

▲ Click Logo for Technical Notes ▲

Explore Jobs and Salaries of Interest
Select Job, Industry Field, or Salary to dynamically see projected demand by Local Workforce Area.

Job (All)

Industry Field (All)

Salary 15100 — 285000

5 Year Total Demand and Average Wage by Local Workforce Area

33,495
91,826
11,224
68,293
14,286
16,933
15,137
24,994
21,461
18,185

Projected Demand Outcomes
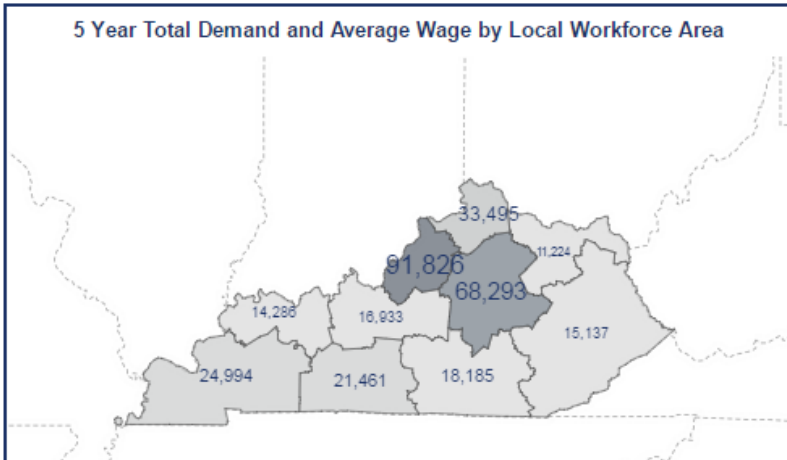
Local Workforce Area	Projected Growth	Total Demand	Avg Wage
Bluegrass	Slow Growth	68,293	$41,269
Cumberlands	No Growth	18,185	$37,129
EKCEP	Declining	15,137	$36,947
Green River	No Growth	14,286	$38,974
Kentuckiana Works	Slow Growth	91,826	$43,259
Lincoln Trail	Slow Growth	16,933	$39,145
Northern Kentucky	Slow Growth	33,495	$42,190
South Central	Slow Growth	21,461	$38,735
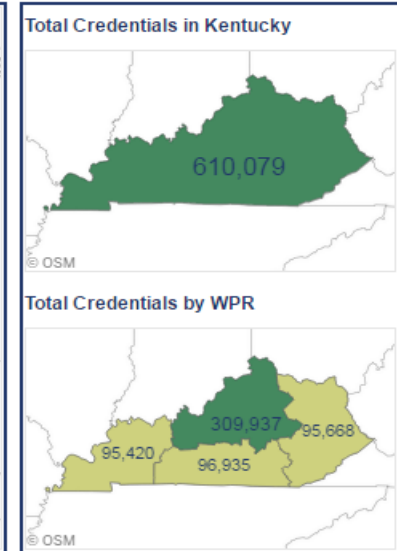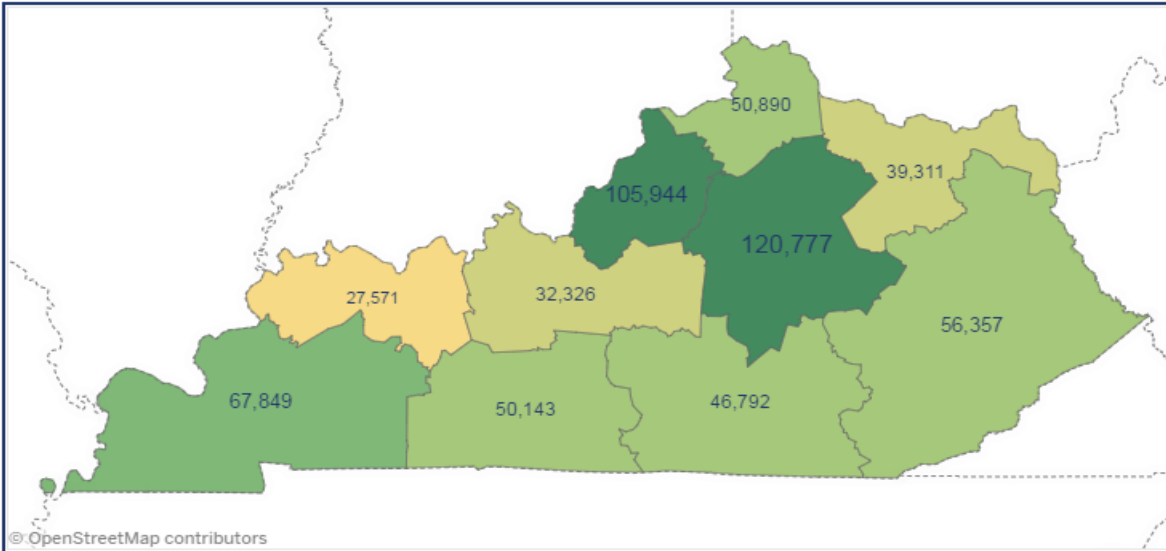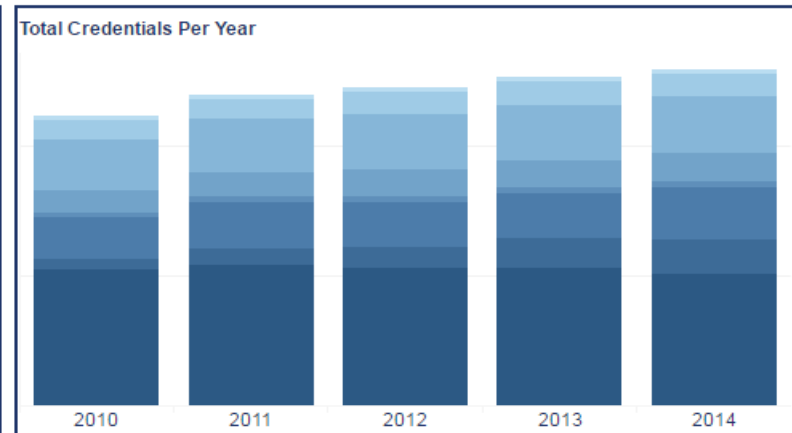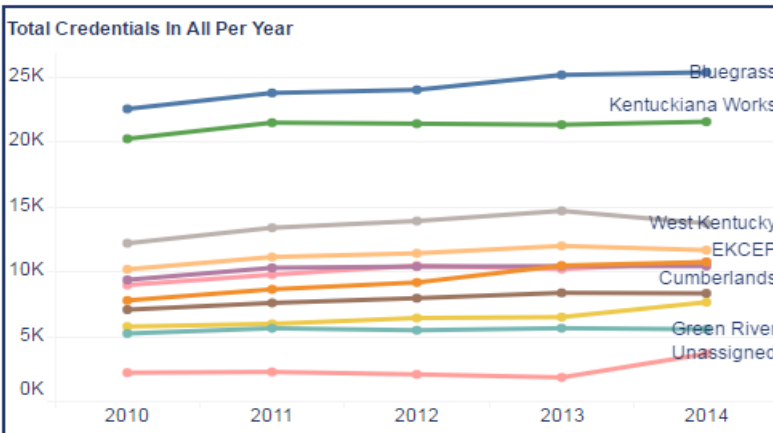
Description and Technical Notes	Historic Workforce Supply	**Current Employment Outcomes**	Future Workforce Demand

Filter by the Dashboard by Credential, Major, or School Level

Credential	Major Group	School Level
Bachelor	STEM	Postsecondary

Median Wage and Percent Employed in Kentucky in Federal Fiscal Year (FFY) 2015

Secondary		Postsecondary						
HS Diploma or Equivalent	HS Grad with CTE	Arts & Humanities	Business	Education	Health	Social & Behavioral S..	STEM	Trades

- 1Yr: 55% — $28,185
- 3Yrs: 48% — $37,025
- 5Yrs: 45% — $44,094
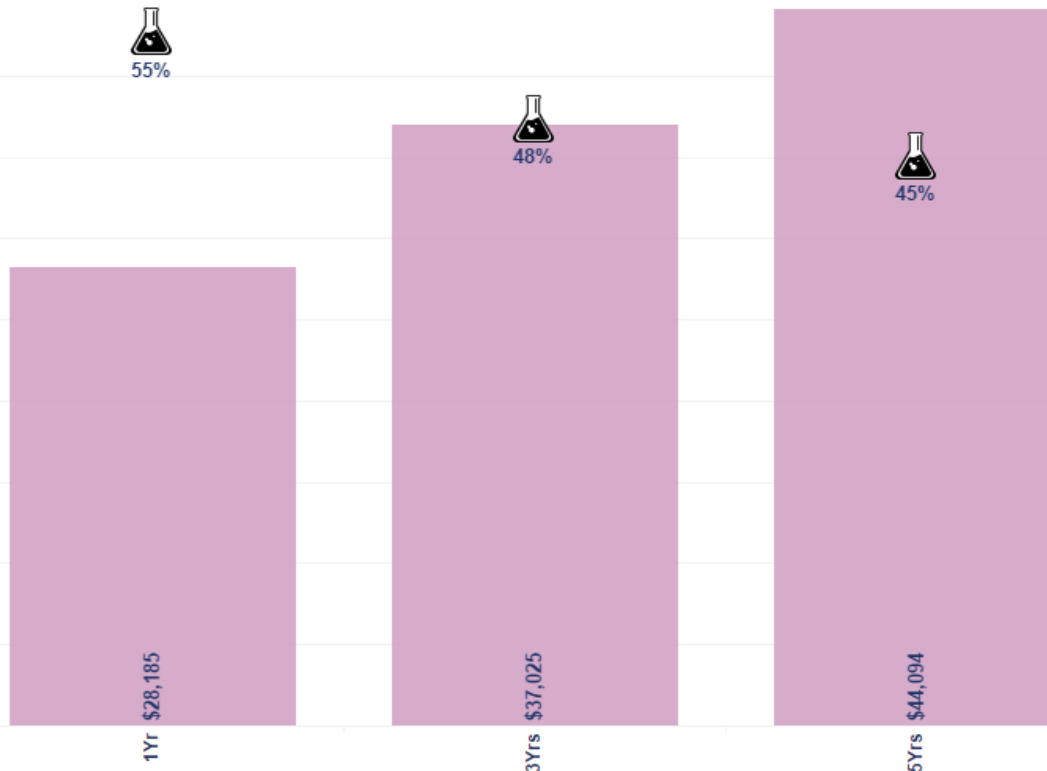
Top 10 Industries of Employment in FFY 2015

25.5%, 2.6%, 4.9%, 7.0%, 10.3%, 10.3%, 14.3%, 17.4%
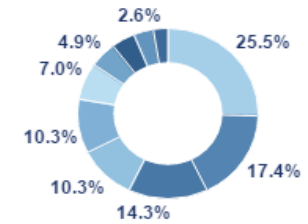
Key Sectors of Employment in FFY 2015

54.8%, 2.6%, 7.0%, 14.3%, 17.4%
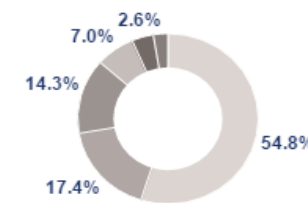
Number Employed by Credential

Credential	1Yr	3Yrs	5Yrs
Bachelor	10,877	8,728	7,080
Grand Total	**10,877**	**8,728**	**7,080**

EARLY CHILDHOOD

50% OF ALL KENTUCKY CHILDREN

ARE KINDERGARTEN READY

COLLEGE GOING

CLASS OF 2014 HIGH SCHOOL GRADS THAT WERE READY FOR COLLEGE AND/OR CAREER WERE TWICE AS LIKELY TO GO TO COLLEGE

TEACHER RETENTION

100%

75%

50%

25%

0%

Retention in Year 2   Retention in Year 3   Retention in Year 4   Retention in Year 5

2008   2009
2010

Retention rates for Program Completers **employed** as certified public K-12 employees within 1 year of completion.

KCEWS EPSB pipeline college inform transparency teachers criteria set value

safe tech KHEAA reports jobs KDE growth UI critical skills city de-identified metric pipeline outcomes state labor SLDS

REAL KENTUCKY DATA

rate fact range loans science English ACT grad GED

education longitudinal stakeholders school levels KLDS postsecondary gap process local students agency quality feedback commonwealth investment access security earnings policy statistics K-12 feedback researcher CPE early childhood workforce tripwires regional WIOA employment goals method wages bluegrass coursework household cohort public private degree scholarship future achievement

career reading math

Questions about Kentucky data or need more info? We'd love to chat!
http://kcews.ky.gov

Kate Shirley Akers, Ph.D.
Executive Director
Kate.akers@ky.gov

Linda Borkosky
Senior Project Manager
Linda.borkosky@ky.gov

Jessica Cunningham, Ph.D.
Researcher Director
Jessica.cunningham@ky.gov

Chuck Murphy
Systems Architect
Chuck.murphy@ky.gov

Justin Otto, MPA, MBA
Marketing & Communications
Director
Justin.otto@ky.gov

The Kentucky Center for Education and Workforce Statistics collects and integrates education and workforce data so that policymakers, practitioners and the public can make the best informed decisions possible.

COUNTY PROFILE: MEDIAN HOUSEHOLD INCOME (2010-2014 ACS)

LOWEST	25%	MEDIAN	75%	HIGHEST
OWSLEY COUNTY	KNOTT COUNTY	SIMPSON COUNTY	LYON COUNTY	OLDHAM COUNTY
$19,146	**$31,624**	**$39,055**	**$43,715**	**$84,447**

KCEWS KENTUCKY CENTER FOR EDUCATION & WORKFORCE STATISTICS #realdata4realdecisions

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Academic Program Approval

ACTION: The staff recommends that the Council approve the updated Academic Program Approval policy.

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 public postsecondary education institutions.

The program approval policy was significantly revised at the September 2011 Council meeting. Over the past five years, the policy has worked well; however, the Integrated Postsecondary Education Data System (IPEDS) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) revised some definitions. Therefore, CPE staff and institutional representatives have identified areas of the policy and processes that could use further clarification or alteration.

The highlights of the updated policy include:

- A streamlined process for certificates that are not considered substantive changes by SACSCOC.
- A curricular review in the pre-proposal stages rather than in the full proposal stage.
- A shorter review period to help institutions better respond to student and workforce demands.
- A time limit on the submission of pre-proposals and full proposals to help the process progress smoothly and efficiently.
- A more explicit connection between the academic program approval policy and the review of existing academic programs policy by requiring complete submission of the previous year's program reviews before any new programs can be proposed.

The updated policy will become effective July 1, 2017.

Approval of New Academic Programs:
Policy and Procedures

History

Prior to the Postsecondary Education Improvement Act of 1997, institutions notified the Council's predecessor, the Council on Higher Education (CHE), semi-annually of new programs under development. The institution then submitted a program proposal and a two-page executive summary after the proposal had completed all institutional approvals. Staff performed the preliminary review; a Programs Committee made up of CHE members reviewed the proposals; and the full CHE acted upon the staff and Programs Committee recommendations.

In November 1997, the newly formed Council on Postsecondary Education (the Council) directed staff to review academic program policies. Until the new policies were established, staff considered a new academic program only if it documented an immediate, critical need.

The Council streamlined its academic policies at its September 1998 meeting by directing staff to develop new procedures that "enable institutions to respond quickly to changing market demands and place primary responsibility for quality assurance with institutional governing boards, within broad systemwide guidelines that address statewide needs and protect consumer interests."

As a first step in streamlining, in April 1999 the Council delegated to the Kentucky Community and Technical College (KCTCS) board of regents program approval authority for new certificate, diploma, associate in arts, associate in science, associate in applied science, and associate in applied technology degree programs at the KCTCS institutions. This delegation was reaffirmed in November 2000.

At the November 1999 meeting, the Council delegated its approval authority for new academic programs within designated program bands to each institution's governing board while retaining approval authority for first-professional programs; engineering programs at the comprehensive institutions and engineering programs at the doctoral level at the University of Kentucky and the University of Louisville; teacher and school personnel preparation programs; health-related programs above the baccalaureate level; associate degree programs at public universities; and other programs falling outside each institution's negotiated program band. Proposals for new academic programs within an institution's program band were subject to a six-week public review by the chief academic officers of Kentucky's public institutions, the president of the Association of Independent Kentucky Colleges and Universities, and others. If there were no significant problems with the proposal, the institution was allowed to complete its internal process of program approval and subsequently implement the program without full Council approval.

The policy was significantly revised at the September 2011 Council meeting. Definitions were aligned to those of the U.S. Department of Education, the Integrated Postsecondary Education Data System (IPEDS) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The program bands were eliminated, a notification of intent process was developed, and the program approval criteria were more closely aligned with that of the review of existing academic programs.

Between 2011 and 2016, there have been revisions to IPEDS and SACSCOC definitions. In addition, both CPE staff and institutional representatives have identified areas of the policy and processes that could use further clarification or alteration. CPE staff worked with institutional representatives to update the policy and procedures, which are outlined in this document.

1

Related Legislation

Numerous statutes and administrative regulations define the role of the Council as well as institutional authority in the area of academic programming.

KRS 164.003 outlines goals for achievement by 2020, including a seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.

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.

KRS 164.020 (16) authorizes the Council to eliminate, in its discretion, existing programs or make any changes in existing academic programs at the public postsecondary institutions, taking into consideration (a) consistency with the institution's mission and the strategic agenda; (b) alignment with the priorities in the strategic implementation plan for achieving the strategic agenda;(c) elimination of unnecessary duplication of programs within and among institutions; and (d) efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery.

KRS 164.020 (19) allows the Council to postpone the approval of any new program at a state postsecondary institution, unless the institution has met its equal educational opportunity goals as established by the Council. In accordance with administrative regulations promulgated by the Council, those institutions not meeting the goals shall be able to obtain a temporary waiver, if the institution has made substantial progress toward meeting its equal educational opportunity goals.

KRS 164.125 allows the University of Kentucky, upon Council approval, to provide associate, baccalaureate, master's, and specialist programs. It also allows joint doctoral programs in cooperation with other public postsecondary institutions in the state; doctoral and postdoctoral programs; and professional instruction including law, medicine, dentistry, education, architecture, engineering, and social professions.

KRS 164.295 allows comprehensive universities to provide, upon Council approval, associate and baccalaureate programs as well as master's-degree programs in education, business, and the arts and sciences. It also allows for specialist degrees and programs beyond the master's-degree level to meet the requirements for teachers, school leaders, and other certified personnel. It also allows for advanced practice doctorates. Comprehensive universities may also provide programs of a community college nature as provided in KRS 164.580.

KRS 164.2951 encourages public postsecondary institutions to limit the credit-hour requirements to 60 credit hours for associate of science or associate of arts degree programs and to 120 credit hours for bachelor of arts or bachelor of science degree programs, except in situations in which the quality and content of the program would be negatively impacted or if required by external accreditor in order to meet specific program standards.

KRS 164.296 states that no public postsecondary institution shall offer any new program of a vocational-technical-occupational nature below the associate degree level without the review of KCTCS board of regents and Council approval. The KCTCS board of regents, with Council approval, may contract with public postsecondary institutions for the operation of specific programs and projects.

KRS 164.580 allows KCTCS, upon Council approval, to offer associate degree programs. Technical colleges, through their faculty and accrediting procedures, may develop degree programs that shall be considered for approval by the board of regents and the Council.

KRS 164.815 allows the University of Louisville, upon Council approval, to provide associate and baccalaureate degree programs of instruction, master's-degree programs, specialist degrees above the master's-degree level, doctoral degree programs and joint doctoral programs in cooperation with other public institutions of higher education, and professional degree programs including medicine, dentistry, law, engineering, and social professions.

13 KAR 2:110 outlines the criteria and conditions upon which an advanced practice doctorate may be approved at comprehensive universities.

13 KAR 2:060 establishes the process for equal opportunity goal setting, measurement of progress, and attainment of a temporary waiver. It is related to KRS 164.020(19).

Policy Fundamentals

Depending on the type of program, the program approval process may consist of up to three stages: notification of intent (NOI), pre-proposal, and full-proposal.

An institution may not submit a pre-proposal or proposal unless it has achieved automatic eligibility status or has obtained the appropriate waiver under 13 KAR 2:060.

An institution may not submit a pre-proposal or proposal unless it has submitted all academic program reviews for the preceding academic year, per the Review of Existing Academic Programs Policy.

Institutions should choose the Classification of Instructional Programs (CIP) code of the proposed program after careful consideration. The institution should choose the CIP code that most closely fits the curriculum content of the proposed program. After a program has been approved, requests to change

CIP codes will require the institution to submit a compelling rationale and CPE staff to conduct a curriculum review.

The combination of core courses within any major or area and core courses within a track or concentration should equal at least half of the credit hours required by the major or area at the undergraduate and master's levels. Exceptions to this policy will be made for individualized programs that vary depending on a student's previous education, training, and experience and in limited other circumstances upon Council staff approval. Exceptions will also be made when curriculum requirements are mandated by a specialized accrediting agency or necessitated by Council strategic initiatives or state or federal law.

After a program is approved by the Council, an institution has up to five years to implement the program. If the program has not been implemented within five years, it must undergo the new program approval process.

Institutions may not advertise to the public or publish in institutional catalogs a new academic program prior to approval by the Council.

After a program has been approved and entered into the program inventory, it is the institution's responsibility to

3

ensure that all information is correct and up-to-date. Institutional staff may access program information in the Kentucky Postsecondary Education System (KPEDS) Program Inventory module.

The Council reserves the right to create special program approval processes for programs that require extraordinary consideration, such as responding to legislative requirements and administrative regulations.

Merged and Separated Programs

If two academic programs are combined into one program, the combined program will be considered a new academic program and must follow the policy and procedures related to new academic programs only if it requires a new CIP code to describe accurately the discipline of the combined program.

If an existing academic program is separated into two or more academic programs, at least one of the separated programs is considered a new academic program and must follow the policy and procedures related to new academic programs. The other program will not be considered a new academic program if the existing CIP code remains the best disciplinary descriptor of the program.

Collaborative and Joint Programs

If any partner institution does not currently offer the academic program, that institution must undergo the new academic program approval process and must provide a "Memorandum of Understanding" that clearly outlines program responsibilities and fiscal arrangements among participating institutions.

If two or more institutions create a collaborative or joint program with academic programs that are already offered at each institution, then the program does not need to undergo the new academic program process at either institution. The institutions should notify the Council of the arrangement and provide a copy of the "Memorandum of Understanding" through the KPEDS Program Inventory module.

Suspended and Closed Programs

If a program has been suspended for fewer than five years, an institution may reinstate the program through the program inventory system.

After a program has been suspended for five years, it will be considered closed, and this status will be updated automatically in the program inventory.

If a program has been closed and an institution wants to reopen the program, an institution must complete the new program approval process.

4

Program Approval Process for KCTCS Institutions

This section outlines the process for approving new diploma, certificate, and associate degree programs for KCTCS institutions.

New Diploma and Certificate Programs Not Considered a Substantive Change by SACSCOC
The institution will complete a New Diploma/Certificate Form. Programs will be approved upon receipt of the completed Form.

New Diploma and Certificate Programs Considered a Substantive Change by SACSCOC and Associate Degree Programs of a Vocational-Technical-Occupational Nature (i.e. AAS)
KCTCS will post to the online Notification of Intent system. The notification will be shared with the chief academic officers at all public institutions. If no issues are identified, KCTCS will then post a pre-proposal to KPPPS within six months. Institutions and Council staff will have 30 days to respond to the pre-proposal.
- *If no issues are identified with the pre-proposal*, the program will be approved by Council staff and reported as an information item at the next Council meeting.
- *If issues are identified with the pre-proposal*, the institution will address those via KPPPS, 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. If concerns cannot be fully resolved, the Council staff will inform KCTCS that it should not proceed with its internal process of program approval.

As required by KRS 164.020 (15), the Council will expedite the approval of new programs of a vocational-technical-occupational nature by waiving the full proposal process for these types of programs.

New Transfer-Oriented Associate Degree Programs (i.e. AA, AS, AFA)
KCTCS will post to the online Notification of Intent system. The notification will be shared with the chief academic officers at the other public institutions. If no issues are identified, KCTCS will then post a pre-proposal to KPPPS within six months. Institutions and Council staff will have 30 days to respond to the pre-proposal.
- *If no issues are identified with the pre-proposal*, the Council staff will notify KCTCS that it may continue the process for developing the program. KCTCS should submit a full proposal, which has been approved by the board of regents, to the Council within six months of the approval of the pre-proposal. The proposal should address any issues identified in the pre-proposal stage.
  - Council staff will review the full proposal. If there are no issues, staff will recommend approval to the Council. If approved by the Council, the program will be subject to the review process as outlined in the Review of Existing Academic Programs Policy.
    - If staff has questions or concerns about the full proposal, staff will not recommend approval to the Council until all issues are resolved.
  - A principal purpose of the full proposal is to establish the criteria against which future program reviews will be gauged. Comments on the full proposal from other institutions will generally *not* be solicited by the Council. The Council, however, reserves the right to confer with institutions that submitted comments during the pre-proposal process to establish the extent to which these comments have been adequately addressed.
- *If issues are identified with the pre-proposal*, the Council staff will decide how best to proceed. In doing so, the Council staff may require additional information and may request review by the chief academic officers

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of public institutions. If additional information is requested, KCTCS must submit that information within 30 days of the request.

- o After concerns have been resolved, the Council staff will notify KCTCS that it may complete the next stage of the academic program approval process.
- o If those concerns cannot be fully resolved to the Council's satisfaction, the Council staff will inform the institution that the institution should not proceed with its internal process of program approval.

Program Approval Process for Universities

This section outlines the approval process for all diploma, certificate, baccalaureate, master's, and doctoral programs at each public university.

New Diploma and Certificate Programs Not Considered a Substantive Change by SACSCOC

The institution will complete a New Diploma/Certificate Form. Programs will be approved upon receipt of the completed Form.

All Other Programs (Excluding Advanced Practice Doctorates at Comprehensive Universities)

The institution will post to the online Notification of Intent system. The notification will then be shared with the chief academic officers at the other public institutions.

- For associate degree programs, the program will only move forward if KCTCS determines that a community and technical college(s) in the proposing institution's area of geographic responsibility (1) does not have an interest in creating a similar program and (2) does not have the ability to implement the program in a more cost-efficient and effective manner.

If no issues are identified, the institution will then post a pre-proposal to KPPPS within six months. Institutions and Council staff will have 30 days to respond to the pre-proposal.

- *If no issues are identified with the pre-proposal*, the Council staff will notify the institution that it may continue the process for developing the program. The institution should submit a full proposal, which has been approved by the institutional governing board, to the Council within six months of approval of the pre-proposal. The proposal should address any issues identified in the pre-proposal stage.
    - o Council staff will review the full proposal. If there are no issues, staff will recommend approval to the Council. If approved by the Council, the program will be subject to the review process as outlined in the Review of Existing Academic Programs Policy.
        - ▪ If staff has questions or concerns about the full proposal, staff will not recommend approval to the Council until all issues are resolved.
    - o A principal purpose of the full proposal is to establish the criteria against which future program reviews will be gauged. Comments on the full proposal from other institutions will generally *not* be solicited by the Council. The Council, however, reserves the right to confer with institutions that submitted comments during the pre-proposal process to establish the extent to which these comments have been adequately addressed.

- *If issues are identified with the pre-proposal*, the Council staff will decide how best to proceed. In doing so, the Council staff may require additional information and may request review by the chief academic officers

of public institutions. If additional information is requested, the proposing institution must submit that information within 30 days of the request.

- o After concerns have been resolved, the Council staff will notify the institution that it may complete the next stage of the academic program approval process.
- o If those concerns cannot be fully resolved to the Council's satisfaction, the Council staff will inform the institution that the institution should not proceed with its internal process of program approval.

Advanced Practice Doctorates Programs at Comprehensive Universities

The process for approval of Advanced Practice Doctorate Programs is outlined in 13 KAR 2:110.

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GLOSSARY OF DEFINITIONS RELATED TO ACADEMIC PROGRAM APPROVAL

Academic Programming

Academic Program - combination of courses and related activities organized for the attainment of broad educational objectives that lead to a certificate, diploma, associate's degree, bachelor's degree, master's degree, specialist degree, or doctoral degree.

Academic Program Implementation - occurs when the first student matriculates into a program and enrolls in any course specified in the program of study.

Area - primary field of study, typically consisting of more credit hours than a major that does not require a minor and can be completed in lieu of a major-minor combination.

Classification of Instructional Programs code (CIP code) - a six-digit code in the form of xx.xxxx that identifies instructional program disciplines and supports the accurate tracking and reporting of fields of study and program completions activity as required for federal reporting.

Closed Program - academic program that is no longer offered by an institution and has been removed from the institution's catalog and the program inventory.

Concentration - set of courses designed to develop expertise within a major or area at the master's level.

Core - set of courses required by all students within a major or area. It also refers to the set of courses required by all students within a track, concentration, or specialization.

Major - primary area of study defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

Minor - secondary area of study that is separate from the major and is defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

New Academic Program - a program not previously offered at an institution or one that was previously offered but has been suspended for five or more years or has been closed.

Program of Vocational-Technical and Occupational Nature - certificate, diploma, or associate degree programs (i.e. AAS) designed to prepare students to enter the workforce immediately after graduation.

Specialization - set of courses designed to develop expertise within a major at the doctoral level.

Suspended Program - academic program that no longer accepts new students as of a specified date but allows current or previously accepted students to complete the program. The program can be reopened within five years without going through the new academic program approval process. After five years, if the program has not been reopened, it will be considered a closed program.

Track - set of courses designed to develop expertise within a major or area at the undergraduate level.

Transfer-Oriented Degree - award (i.e., A.A. or A.S.) that normally requires at least 60 semester credit hours that prepares students for entrance into upper-division coursework associated with a bachelor's degree.

8

Academic Program Delivery Methods

100% Distance Learning Program - academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

Accelerated Course - course that can be completed in less than a traditional semester.

Accelerated Program - use of accelerated courses, credit for prior learning, and/or other methods to allow students to complete the program in less than the usual amount of time.

Collaborative Program - academic program under the sponsorship of more than one institution or organization and contains elements of resource sharing agreed upon by the partners. None of the participating institutions delivers the entire program alone, and the partnering institutions/organizations share responsibility for the program's delivery and quality. The credential awarded may indicate the collaborative nature of the program.

Competency-Based Educational Program - outcome-based program that assesses a student's attainment of competencies as the sole means of determining whether the student earns a degree or a credential. Such programs may be organized around traditional course-based units (credit or clock hours) that students must earn to complete their educational program, or may depart from course-based units (credit or clock hours) to rely solely on the attainment of defined competencies. *(SACSCOC)*

Cooperative (Work Study) Program - academic program that provides for alternate class attendance and employment in business, industry, or government. *(IPEDS)*

Correspondence Education - education provided through one or more courses in which the institution provides instructional materials and examinations by mail or electronic transmission to students who are separated from the instruction. Interaction between the instructor and the student is not regular and substantive and is primarily initiated by the student. *(IPEDS)(Similar to SACSCOC)*

Credit for Prior Learning - college credit for the college-level knowledge and skills gained from non-college instructional programs or life experiences, including but not limited to employment, military experience, civic activities, and volunteer service. Credit is evaluated through nationally standardized exams in specific disciplines, challenge exams for specific courses at individual institutions, evaluations of non-college training programs, and individualized assessments.

Credit Hour - an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) at least an equivalent amount of work as required in (1) for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. *(34 CFR 600.2)*

Direct Assessment Competency-Based Educational Program - instructional program that, in lieu of credit hours or clock hours as a measure of student learning, uses direct assessment of student learning relying solely on the attainment of defined competencies, or recognizes the direct assessment of student learning by others. The assessment must be consistent with the accreditation of the institution or program using the results of the assessment. *(SACSCOC)*

9

Distance Learning Course - formal educational process in which the majority of the instruction in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

Distance Learning Program - formal educational process in which the majority (more than 50%) of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program. *(SACSCOC definition of distance education)*

Dual Degree Program- - academic program in which students study at two or more institutions and each institution grants a separate academic award bearing only its name, seal, and signature. *(SACSCOC)*

Embedded Program - consists of required courses of a lower-level degree or credential that are part of a higher-level degree or credential. Such programs usually do not admit students directly, and therefore, students may not be enrolled in these programs. Students are awarded a lower-level degree or credential as these programs serve as an exit option for students who do not complete the requirements for the higher-level degree or credential.

Extended Campus Program - academic program offered at any center, branch, campus, or other site at which postsecondary degree or nondegree work is offered, in addition to the parent campus. It refers to locations both within and outside an institution's area of geographic responsibility.

Joint Program - academic program in which students study at two or more institutions and the institutions grant a single academic award bearing the names, seals, and signatures of each of the participating institutions. *(SACSCOC)*

Modularized Program - academic program in which the majority (more than 50%) of the coursework is offered in modules. *(SACSC*OC)

Module - standalone segment/component of a parent course for which content (description, requisites, outline, competencies, and activities/experiments) has been determined and credit assigned. The sum of constituent segments is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.

<div align="center">

Degrees and Credentials

</div>

Advanced Practice Doctorate - program of study beyond the master's degree designed to meet the workforce and applied research needs of a profession. It requires close cooperation between institutions and employers to ascertain employers' needs. The degree may or may not be necessary for the recognition, credential, or license required for professional practice. It can be classified as either *doctor's degree–professional practice*, if it meets those criteria, or *doctor's degree–other* for IPEDS reporting.

Associate's Degree - award that normally requires at least 60 semester credit hours or the equivalent.

Bachelor's Degree - award that normally requires at least 120 semester credit hours or the equivalent. This includes all bachelor's degrees conferred in a five-year cooperative (work-study) program and degrees in which the normal four years of work are completed in three years.

Degree - award conferred by a college, university, or other postsecondary education institution as official recognition

for the successful completion of a program of studies. *(IPEDS)*

Doctor's Degree – highest award a student can earn for graduate study. *(IPEDS)*

Doctor's Degree – Other – doctor's degree that does not meet the definition of a doctor's degree-research/ scholarship or a doctor's degree-professional practice. *(IPEDS)*

Doctor's Degree – Professional Practice – doctor's degree that is conferred upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The degree is awarded after a period of study such that the total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. *(IPEDS)*

Doctor's Degree Research/Scholarship - a Ph.D. or other doctor's degree that requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement. *(IPEDS)*

Master's Degree - requires the successful completion of at least 30 semester hours beyond the bachelor's degree. *(SACSCOC)*

Professional Science Master's Degree - consists of two years of non-thesis academic training in science, mathematics, or technology and contains a professional component that may include internships and cross-training in business, management, regulatory affairs, computer applications, and communications. The program is designed with the input of one or more employers.

Postbaccalaureate Certificate - requires completion of an organized program of study beyond the bachelor's level. It is designed for persons who have completed a baccalaureate degree, but does not meet the requirements of a master's degree. Even though Teacher Preparation certificate programs may require a bachelor's degree for admission, they are considered subbacalaureate undergraduate programs, and students in these programs are undergraduate students. *(IPEDS)*

Post-Doctor's Degree-Professional Practice Certificate – provides advanced training and enhances knowledge in important areas of clinical or research specialization and specialty practice for individuals who hold a professional degree.

Post-master's Certificate - requires completion of an organized program beyond the master's degree, but does not meet the requirements of academic degrees at the doctoral level. *(IPEDS)*

Postsecondary Certificate or Diploma (at least one but fewer than two academic years) - requires completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years, or is designed for completion in at least 30 but fewer than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours. *(IPEDS)*

Postsecondary Certificate or Diploma (at least two but fewer than four academic years) - requires completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours. *(IPEDS)*

Postsecondary Certificate or Diploma (less than one academic year) - requires completion of an academic program below the baccalaureate degree in less than one academic year, or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours. *(IPEDS)*

11

Specialist Degree - normally requires 60 semester hours of concentrated and approved graduate coursework beyond the bachelor's degree. It is generally offered in the field of education to acknowledge completion of advanced graduate study designed to help individuals meet licensure requirements or develop additional knowledge and skill beyond the master's degree but not at the doctoral level.

Regulation on Advanced Practice Doctorates

ACTION: Staff recommends the Council approve the proposed amendment to Kentucky Administrative Regulation 13 KAR 2:110 setting forth the approval process for advance practice doctoral degree programs at public comprehensive universities.

The action would authorize staff to file the proposed administrative regulation amendment and the 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 of the amended regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

KRS 164.295 provides the authority for comprehensive universities to offer different types of degree programs, and 13 KAR 2:110 outlines the program approval process for new advanced practice doctorates.

With consensus of the Advisory Conference of Presidents on the criteria for assessing new advanced practice doctorates, the Council staff worked with the Legislative Research Commission to promulgate 13 KAR 2:110 that outlines these criteria. This process was completed in March 2012. Once 13 KAR 2:110 went into effect, all proposed advanced practice doctorates have been required to go through the same process, which involves posting a pre-proposal and full proposal to the Kentucky Postsecondary Program Review System (KPPPS).

The proposed changes to 13 KAR 2:110 are consistent with those outlined in the revised general Academic Program Approval Policy and assist in creating a more efficient and thorough review policy. More specifically:

- The review period will be shortened from 45 days to 30 days in order to more efficiently meet the workforce needs addressed by the proposed advanced practice doctorate.
- Institutions will be required to submit a copy of the proposed curriculum during the pre-proposal stage along with an explanation of how it achieves the program objectives.
- Institutions should submit pre-proposals within six months of finishing the notification of intent process and full proposals within six months of completing the pre-proposal process.

Upon action by Council, CPE staff will initiate the regulation amendment process by filing the document with the Legislative Research Commission. The proposed revised administrative regulation will go through a public hearing and comment period 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 2:110. Advanced practice doctoral degree programs at comprehensive universi-

4   ties.

5   RELATES TO: KRS 164.001, 164.020(15), 164.295(3)[.]

6   STATUTORY AUTHORITY: KRS 164.295(4) **and (5)**

7   NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.295(4) **and 5 require** [re-

8   quires] the Council on Postsecondary Education, in consultation with the Advisory Confer-

9   ence of Presidents pursuant to KRS 164.021, to promulgate an administrative regulation to

10   establish the criteria and conditions upon which an advanced practice doctoral degree pro-

11   gram may be approved for a comprehensive university. This administrative regulation es-

12   tablishes the criteria and conditions for the approval of an advanced practice doctoral de-

13   gree program.

14   Section 1. Definitions. (1) "Advanced practice doctorate" means a program of study

15   beyond the master's degree designed to meet the workforce and applied research needs

16   of a profession.

17   (2) "Board" or "governing board" is defined by KRS 164.001(4).

18   (3) "College" means an administrative unit within a state university, which consists of

19   related academic disciplines, that offers academic programs but does not have the authori-

20   ty to grant a degree.

21   (4) "Comprehensive university" is defined by KRS 164.001(7).

(5) "Council" is defined by KRS 164.001(8).

(6) "Learning outcomes" is defined by KRS 164.001(25).

(7) "Postsecondary education system" is defined by KRS 164.001(17).

(8) "Public" is defined by KRS 164.001(19).

(9) "Southern Association of Colleges and Schools Commission on Colleges" means the regional body for the accreditation of degree-granting higher education institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia**,** [and] Latin America**,** and other international sites.

(10) "Specialization" means a set of courses designed to develop expertise within a major at the doctoral level.

(11) "Strategic agenda" is defined by KRS 164.001(23).

Section 2. General Requirements. (1) In submitting the "Pre-Proposal for a New Academic Program" required by Section 3(1) of this administrative regulation and the "Proposal for a New Doctoral Program" required by Section 3(5) of this administrative regulation, a comprehensive university shall demonstrate that an advanced practice doctorate adheres to the role and scope of the institution as set forth in its mission statement and as complemented by the institution's academic plan by:

(a) Listing the objectives of the advanced practice doctorate;

(b) **Providing a copy of the curriculum and** explaining how the advanced practice doctorate relates to the institutional mission and strategic plan;

(c) Explaining how the advanced practice doctorate addresses the state's postsecondary education strategic agenda; and

(d) Explaining how the advanced practice doctorate furthers the statewide imple-

1   mentation plan for the strategic agenda.

2   (2) In submitting the "Pre-Proposal for a New Academic Program" required by Sec-

3   tion 3(1) of this administrative regulation and the "Proposal for a New Doctoral Program"

4   required by Section 3(5) of this administrative regulation, a comprehensive university shall

5   demonstrate program quality and commitment to student success by:

6   (a) Listing all learning outcomes;

7   (b) Explaining how the curriculum achieves the objectives of the advanced practice

8   doctorate by describing the relationship between the overall curriculum or the major cur-

9   ricular components and the objectives;

10   (c) Highlighting any distinctive qualities of the advanced practice doctorate;

11   (d) Noting whether the advanced practice doctorate will replace any specializations

12   within another doctorate program;

13   (e) Including the projected ratio of faculty to students;

14   (f) Explaining if the comprehensive university will seek specialized accreditation if

15   accreditation exists for the advanced practice doctorate;

16   (g) Demonstrating that faculty possesses terminal degrees, master's degrees with

17   professional experience in the field of study, and research experience;

18   (h) Demonstrating that library resources meet standards for study at the doctoral

19   level and in a particular field of study if standards are available from the Southern Associa-

20   tion of Colleges and Schools Commission on Colleges or a specialized accrediting agency

21   for a specific field of study;

22   (i) Demonstrating availability of classroom, laboratory, office space, and specialized

23   equipment;

1   (j) Explaining the admission and retention standards;

2   (k) Stating the degree completion requirements;

3   (l) Describing how the advanced practice doctorate articulates with related programs

4   at other comprehensive universities and at the University of Kentucky and the University of

5   Louisville;

6   (m) Providing course descriptions for all courses that will be offered as part of the

7   advanced practice doctorate;

8   (n) Describing alternative methods of program delivery involving use of technology,

9   distance education, or accelerated degree designs;

10   (o) Describing how the advanced practice doctorate builds upon the reputation and

11   resources of the comprehensive university's existing master's degree program in the field

12   of study;

13   (p) Explaining the impact of the advanced practice doctorate on undergraduate edu-

14   cation at the comprehensive university; and

15   (q) Discussing the nature and appropriateness of available clinical sites if there is a

16   clinical component to the advanced practice doctorate.

17   (3) In submitting the "Pre-Proposal for a New Academic Program" required by Sec-

18   tion 3(1) of this administrative regulation and the "Proposal for a New Doctoral Program"

19   required by Section 3(5) of this administrative regulation, a comprehensive university shall

20   demonstrate demand for the advanced practice doctorate and lack of unnecessary duplica-

21   tion by:

22   (a) Providing evidence of student demand at the regional, state, and national levels;

23   (b) Identifying the potential pool of students and how potential students will be con-

4

1   tacted;

2   (c) Describing the student recruitment and selection process;

3   (d) Identifying the undergraduate and master's level programs as well as employers

4   from which students will be identified;

5   (e) Providing any evidence of a projected net increase in total student enrollments to

6   the campus as a result of the advanced practice doctorate;

7   (f) Estimating student enrollment, doctoral candidacies, and degrees conferred for

8   the first five (5) years of the program;

9   (g) Describing the types of jobs available for graduates, average wages for these

10   jobs, and the number of anticipated openings for each type of job at the regional, state,

11   and national levels;

12   (h) Justifying the advanced practice doctorate based on changes in the field of study

13   or other academic reasons;

14   (i) Explaining new practice or licensure requirements in the profession and new re-

15   quirements by specialized accrediting agencies;

16   (j) Identifying similar advanced practice doctoral programs in the member states of

17   the Southern Regional Education Board; and

18   (k) Comparing the program to similar programs within Kentucky in terms of curricu-

19   lum or areas of specialization, student populations, access to similar programs, demand for

20   similar programs, and potential for collaboration between the proposed program and similar

21   programs.

22   (4) In submitting the "Pre-Proposal for a New Academic Program" required by Sec-

23   tion 3(1) of this administrative regulation and the "Proposal for a New Doctoral Program"

5

1 required by Section 3(5) of this administrative regulation, a comprehensive university shall

2 demonstrate costs and funding sources for the advanced practice doctorate by:

3 (a) Identifying any necessary additional resources;

4 (b) Explaining the financial impact on existing programs and organizational units

5 within the comprehensive university;

6 (c) Demonstrating sufficient return on investment to Kentucky to offset new costs;

7 (d) **Obtaining letters from other comprehensive universities stating that there**

8 **will not be a negative financial impact on any of their existing programs** [Providing

9 assurance that funding for the program will not impair funding of any existing program at

10 any other comprehensive institution];

11 **(e) Providing financial and enrollment data from other comprehensive univer-**

12 **sities with similar programs;**

13 **(f)** [(e)] Estimating funding available from state, federal, other non-state, tuition, and

14 institutional allocations and reallocations; and

15 **(g)** [(f)] Estimating costs associated with faculty, student employees, graduate assis-

16 tants, and professional staff; equipment and instructional materials; library materials; con-

17 tractual services; academic and student support services; other support services; faculty

18 professional development; student space and equipment; faculty space and equipment;

19 and miscellaneous expenses.

20 (5) In submitting the "Pre-Proposal for a New Academic Program" required by Sec-

21 tion 3(1) of this administrative regulation and the "Proposal for a New Doctoral Program"

22 required by Section 3(5) of this administrative regulation, a comprehensive university shall

23 demonstrate program evaluation procedures by:

(a) Identifying what program components will be evaluated;

(b) Explaining when and how the components will be evaluated;

(c) Identifying who is responsible for the data collection;

(d) Explaining how the data will be shared with faculty;

(e) Explaining how the data will be used for program improvement;

(f) Identifying measures of teaching effectiveness; and

(g) Identifying plans to assess students' post-graduation success.

Section 3. New Advanced Practice Program Application Procedures. (1) A comprehensive university shall submit the "Pre-Proposal for a New Academic Program" to the online Kentucky Postsecondary Program Proposal System (KPPPS) after the pre-proposal has been approved by the appropriate college within the comprehensive university.

(2) After this information is posted to KPPPS, the chief academic officers, or their designees, of the postsecondary education system and Council staff shall have **thirty (30)** [forty-five (45)] days to review and comment on the proposed program. The **thirty (30)** [forty-five (45)] day time period shall begin on the date that the pre-proposal is submitted.

(3) If another institution or the Council staff expresses concerns about the proposed program, the Council staff may require additional **relevant** information and may request review by the chief academic officers of the postsecondary education system. If additional information is requested, the proposing institution shall submit that information within thirty (30) days of the request.

(4) Once all concerns have been addressed, the Council staff shall notify the comprehensive university that:

(a) The advanced practice doctoral degree program proposed for that comprehen-

1   sive university has been pre-approved; and

2   (b) The comprehensive university may continue the process for developing the pro-

3   gram.

4   (5) The comprehensive university shall submit a "Proposal for a New Doctoral Pro-

5   gram", which has been approved by the institutional governing board, to the Council within

6   **six (6)** [eighteen (18)] months of the Council staff's pre-approval.

7   (6) Upon receipt of the "Proposal for a New Doctoral Program," Council staff shall

8   review the proposal. If Council staff determines that the comprehensive university has met

9   all the requirements established in Section 2 of this administrative regulation, staff shall

10   recommend the proposal to the Council for approval.

11   (7) Upon staff recommendation, at its first subsequent meeting after completion of

12   the proposal process, the Council shall either:

13   (a) Approve the proposal; or

14   (b) Deny the proposal and identify deficiencies in the proposal which shall be cor-

15   rected by the comprehensive university by submitting a revised proposal to Council staff

16   within ninety (90) working days.

17   Section 4. Incorporation by Reference. (1) The following material is incorporated by

18   reference:

19   (a) "Kentucky Postsecondary Program Proposal System", November 2011;

20   (b) "Pre-Proposal for a New Academic Program", November 2011; and

21   (c) "Proposal for a New Doctoral Program", November 2011.

22   (2) This material may be inspected, copied, or obtained, subject to applicable copy-

23   right law, at the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive,

1   Suite 320, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

_____
Date

_____
Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

_____
Date

_____
Travis Powell, General Counsel
Council on Postsecondary Education

9

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on March 23, 2017 at 10:00 a.m EST at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, 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 March 31, 2017.

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:

Travis Powell
General Counsel and Associate Vice President
Council on Postsecondary Education
1024 Capital Center Dr.
Suite 350
Frankfort, Kentucky 40601
Phone: 502.573.1555 ext. 142
Fax: 502.573.1535
Email: travis.powell@ky.gov

10

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation *13 KAR 2:110. Advanced practice doctoral degree program at comprehensive universities.*

Contact person: Travis Powell
                   General Counsel and Associate Vice President
                   Council on Postsecondary Education
                   1024 Capital Center Drive, Suite 320
                   Frankfort, KY 40601
                   502.573.1555 ext. 142
                   travis.powell@ky.gov
                   FAX: 502.573.1535

(1)   Provide a brief summary of:

   (a)   What this administrative regulation does: Sets forth the criteria and conditions for approval of advanced practice doctoral degree programs at comprehensive universities in accordance with KRS 164.295.

   (b)   The necessity of this administrative regulation: KRS 164.295(5) requires that the Council on Postsecondary Education promulgate administrative regulations setting forth the criteria and conditions for the approval of advanced practice doctorate degree programs.

   (c)   How this administrative regulation conforms to the content of the authorizing statutes: The regulation conforms explicitly to the authorizing statute.

   (d)   How this administrative regulation currently assists or will assist in the effective administration of the statutes: The administrative regulation provides the approval process for advanced practice doctoral degree programs.

(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 seeks to require that institutions provide a copy of the program curriculum in addition to explaining how the curriculum conforms to the objectives of the degree. In addition, the amendment shortens the time periods for review of Pre-Proposals for New Academic Programs from 45 to 30 days and the time frame in which to submit a full proposal for review is shortened from

11

eighteen (18) months to six (6) months. Other changes have been made to conform with KRS Chapter 13A regulatory drafting requirements.

(b) The necessity of the amendment to this administrative regulation: The amendment is necessary to allow staff to review the full program curriculum as part of the review process in order to better assess program quality and effectiveness and expedite the approval process to meet workforce and student demand.

(c) How the amendment conforms to the content of the authorizing statutes: The amendment conforms with the requirements of KRS 164.295 which gives the Council the broad authority on implementation of the process to approve advanced practice doctoral degrees.

(d) How the amendment will assist in the effective administration of the statutes: The amendment allow staff to review the full program curriculum as part of the review process in order to better assess program quality and effectiveness and expedite the approval process.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: The six Kentucky public comprehensive universities are affected.

(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: Institutions will be required to provide a full copy of proposed program curriculum with any Pre-Proposal filed and submit full proposals within six (6) months of pre-approval.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): The amendment will require the most minimal amount of additional staff time of providing a copy of program curriculum electronically.

(c) As a result of compliance, what benefits will accrue to the entities identified in

12

question (3): Benefits include a more complete review of a proposed program which could result in program improvements and institutions programs will be approved in a more expedient manner.

(5)   Provide an estimate of how much it will cost to implement this administrative regulation:

(a) Initially: See 4(b) above.

(b) On a continuing basis: See 4(b) above.

(6)   What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Any available sources of funding can be used, most likely general operating expenses.

(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: N/A. This regulation does not assess fees.

(8)   State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: N/A. This regulation does not assess fees.

(9) TIERING: Is tiering applied? No.

13

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR 2:110. Advanced practice doctoral degree program at comprehensive universities.

Contact person: Travis Powell
                     General Counsel and Associate Vice President
                     Council on Postsecondary Education
                     1024 Capital Center Drive, Suite 320
                     Frankfort, KY 40601
                     502.573.1555 ext. 142
                     travis.powell@ky.gov
                     FAX: 502.573.1535

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? CPE and all public comprehensive universities in Kentucky.

2. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.295(4)

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? In and of itself, this regulation will not generate any revenue, however the offering of new advanced practice doctoral degree programs approved pursuant to this regulation will generate new tuition revenue for the universities that offer them. The amount will vary depending on the program.

(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? See 3(a).

(c) How much will it cost to administer this program for the first year? Duties related to this regulation are generally assumed by two CPE staff members as part of their many other responsibilities. There are no additional costs of administration.

(d) How much will it cost to administer this program for subsequent years? See 3(c).

14

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

Summary of Material Incorporated by Reference

1.   The "Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion," September 23, 2016, is an 11 page document that provides the background and guiding principles behind the adoption of the Policy and includes three focus areas: Opportunity, Success, and Impact. Each focus area contains a set of goals and suggested strategies serving as a basis for individual institutional plan development. The policy outlines the process by which these plans will be developed and approved, how institutions will report on plan progress, how those reports will be evaluated for purposes of new degree program eligibility, and how institutions not automatically eligible to offer new degree programs can seek a waiver.

2.   The "Diversity, Equity, and Inclusion Plan Report Evaluation Rubric - KCTCS," September 23, 2016, is a one page document that provides the method for evaluating the progress of community colleges toward meeting their equal educational opportunity goals as outlined in their plans.

3. The "Diversity, Equity, and Inclusion Plan Report Evaluation Rubric - Universities," September 23, 2016, is a one page document that provides the method for evaluating the progress of public universities toward meeting their equal educational opportunity goals as outlined in their plans.

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2017–18 Tuition Setting Timeline and
Tuition and Mandatory Fee Policy

> ACTION: The staff recommends that the Council approve the attached 2017–18 Tuition Setting Timeline and Tuition and Mandatory Fee Policy, which will provide a framework for establishing public postsecondary tuition and fees for AY 2017–18.

At the September 23, 2016 meeting, chair Denton assigned five members to the Council's Tuition Development Work Group (TDWG), which in following months worked with campus officials and Council staff to 1) develop a timeline for the 2017-18 tuition setting process, 2) review and make changes to the Council's Tuition and Mandatory Fee Policy, and 3) participate in developing a tuition and fee ceiling recommendation to bring for Council review and action at the March meeting.

Since the September meeting, the TDWG met twice, once on November 10 and again on January 19. At both meetings, work group members reviewed and discussed the tuition setting timeline, the Tuition and Mandatory Fee Policy, key issues for the 2017-18 tuition setting cycle, and relevant data pertaining to funding adequacy, shared benefits and responsibility, affordability and access, effective use of resources, and attracting and importing talent to Kentucky.

During this same period, these same documents and data were shared with campus presidents and chief budget officers. Only minor changes to the Council's tuition policy were suggested by either work group members or campus officials, and those changes have been incorporated into the attached Tuition and Mandatory Fee Policy (Attachment B).

Staff recommends that the Council approve the attached 2017-18 Tuition Setting Timeline (Attachment A) and Tuition and Mandatory Fee Policy (Attachment B), which have been developed in consultation with, and endorsed by, TDWG members. Once approved by the full Council, these documents will guide the formation of a tuition and mandatory fee ceiling recommendation and facilitate submission and assessment of campus proposed tuition and fee rate schedules for academic year 2017-18.

Per the attached timeline, it is anticipated that the Council will review and approve the tuition setting timeline and tuition policy documents at the February 3 meeting, take action on recommended tuition and mandatory fee ceilings at the March 31 meeting,

and approve each institution's proposed tuition and fee rate schedule at the June 16 meeting.

Council on Postsecondary Education
2017-18 Tuition Setting Timeline

Sep 23, 2016   CPE Meeting – Council Chair appoints members of the Tuition Development Work Group.

Nov 10, 2016   Tuition Development Work Group Meeting – A Chair of the Work Group is designated. Council staff presents a preliminary Tuition Setting Timeline, a draft Tuition and Mandatory Fee Policy, and relevant data for review and discussion.

Nov 17, 2016   CPE Work Session – Staff provides Council members with an update regarding the 2017-18 tuition setting process. The preliminary Tuition Setting Timeline and draft Tuition and Mandatory Fee Policy are shared with Council members.

Nov – Dec   Initiate discussion with institutions regarding the Tuition Setting Timeline and Tuition and Mandatory Fee Policy documents.

Council staff collects data and generates information related to funding adequacy, affordability, access, financial aid, and productivity.

Institutional staffs collect data and generate information related to fixed cost increases, tuition and fee revenue estimates, potential impacts of tuition increases, anticipated uses of additional tuition revenue, and budgeted student financial aid levels.

Dec 7, 2016   Presidents' Meeting – Council staff shares preliminary Tuition Setting Timeline and draft Tuition and Mandatory Fee Policy for review and discussion. Key issues pertaining to the upcoming tuition cycle are identified.

Dec – Jan   Council and institutional staffs exchange information from respective data collection efforts and work together to finalize for distribution to Council members.

Jan 5, 2017   Presidents' Meeting – Council staff presents revised Tuition Setting Timeline and Tuition and Mandatory Fee Policy documents, and initiates discussion regarding tuition and mandatory fee ceilings and any key issues identified to date.

Jan 19, 2017   Tuition Development Work Group Meeting – Revised Tuition Setting Timeline and Tuition and Mandatory Fee Policy documents are presented and discussed, along with fixed cost increase and tuition and fee revenue estimates. Key issues pertaining to the upcoming tuition cycle are reviewed and discussed.

Feb 3, 2017   CPE Meeting – Staff presents recommended 2017-18 Tuition Setting Timeline and Tuition and Mandatory Fee Policy documents for Council action and provides an update on the Work Group's progress.

Feb – Mar   Staff provides Council members with relevant information and data related to funding adequacy, affordability, access, financial aid, and productivity.

Institutions share information regarding potential impacts of tuition increases and anticipated uses of additional tuition revenue.

Mar 1, 2017   Presidents' Meeting – Council staff shares draft tuition and fee ceilings with campus presidents for review and discussion.

Mar 8, 2017   Tuition Development Work Group Meeting – Staff presents recommended tuition and fee ceilings for work group review and endorsement.

Mar 31, 2017   CPE Meeting – Staff presents recommended tuition and fee ceilings for Council action.

Apr – May   Institutional staffs submit proposed tuition and mandatory fee rate schedules to Council staff. The Council president updates Council members regarding the proposed rates.

June 16, 2017   CPE Meeting – The Council takes action on each institution's proposed tuition and mandatory fee rate schedule.

Council on Postsecondary Education
Tuition & Mandatory Fee Policy

The Council on Postsecondary Education is vested with authority under KRS 164.020 to determine tuition at public postsecondary education institutions in the Commonwealth of Kentucky. Kentucky's goals of increasing educational attainment, promoting research, assuring academic quality, and engaging in regional stewardship must be balanced with current needs, effective use of resources, and prevailing economic conditions. For the purposes of this policy, mandatory fees are included in the definition of tuition. During periods of relative austerity, the proper alignment of the state's limited financial resources requires increased attention to the goals of the *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) and the Strategic Agenda for Kentucky Postsecondary and Adult Education.

Fundamental Objectives

▪ Funding Adequacy

HB 1 states that Kentucky shall have a seamless, integrated system of postsecondary education, strategically planned and adequately funded to enhance economic development and quality of life. In discharging its responsibility to determine tuition, the Council, in collaboration with the institutions, seeks to balance the affordability of postsecondary education for Kentucky's citizens with the institutional funding necessary to accomplish the goals of HB 1 and the Strategic Agenda.

▪ Shared Benefits and Responsibility

Postsecondary education attainment benefits the public at large in the form of a strong economy and an informed citizenry, and it benefits individuals through elevated quality of life, broadened career opportunities, and increased lifetime earnings. The Council and the institutions believe that funding postsecondary education is a shared responsibility of state and federal governments, students and families, and postsecondary education institutions.

▪ Affordability and Access

Since broad educational attainment is essential to a vibrant state economy and to intellectual, cultural, and political vitality, the Commonwealth of Kentucky seeks to ensure that postsecondary education is broadly accessible to its citizens. The Council and the institutions are committed to ensuring that college is affordable and accessible to all academically

qualified Kentuckians with particular emphasis on adult learners, part-time students, minority students, and students from low- and moderate-income backgrounds.

The Council believes that no citizen of the Commonwealth who has the drive and ability to succeed should be denied access to postsecondary education in Kentucky because of inability to pay. Access should be provided through a reasonable combination of savings, family contributions, work, and financial aid, including grants and loans.

In developing a tuition and mandatory fees recommendation, the Council and the institutions shall work collaboratively and pay careful attention to balancing the cost of attendance—including tuition and mandatory fees, room and board, books, and other direct and indirect costs—with students' ability to pay by taking into account (1) students' family and individual income; (2) federal, state, and institutional scholarships and grants; (3) students' and parents' reliance on loans; (4) access to all postsecondary education alternatives; and (5) the need to enroll and graduate more students.

- Effective Use of Resources

Kentucky's postsecondary education system is committed to using the financial resources invested in it as effectively and productively as possible to advance the goals of HB 1 and the Strategic Agenda, including undergraduate and graduate education, engagement and outreach, research, and economic development initiatives. The colleges and universities seek to ensure that every dollar available to them is invested in areas that maximize results and outcomes most beneficial to the Commonwealth and its regions. It is anticipated that adoption of an outcomes-based funding model during the 2017 legislative session will provide ongoing incentives for increased efficiency and productivity within Kentucky's public postsecondary system. The Council's Strategic Agenda and funding model metrics will be used to monitor progress toward attainment of both statewide and institutional HB 1 and Strategic Agenda goals.

- Attracting and Importing Talent to Kentucky

It is unlikely that Kentucky can reach its 2025 postsecondary education attainment goal by focusing on Kentucky residents alone. The Council and the institutions are committed to making Kentucky institutions financially attractive to nonresident students, while recognizing that nonresident undergraduate students should pay a significantly larger proportion of the cost of their education than do resident students. Tuition reciprocity agreements, which provide low-cost access to out-of-state institutions for Kentucky students that live near the borders of other states, also serve to attract students from surrounding states to Kentucky's colleges and universities.

A copy of the Council's nonresident student tuition and mandatory fee policy is contained in the paragraphs below. Going forward, Council staff will periodically review and evaluate the policy to determine its impact on attracting and retaining students that enhance diversity and the state's competitiveness.

Nonresident Student Tuition and Fees

The Council and the institutions believe that nonresident students should pay a larger share of their educational costs than do resident students. As such, published tuition and fee levels adopted for nonresident students shall be higher than the prices for resident students enrolled in comparable programs of study.

In addition, every institution shall manage its tuition and fee rate structures, price discounting, and scholarship aid for out-of-state students, such that the average net tuition and fee revenue generated per nonresident student equals or exceeds 100% of direct instructional and student services costs per student. As part of the tuition and fee setting process, staff shall monitor and report annually to the Council regarding compliance with this requirement.

Given the substantial costs associated with health-sciences professional programs, and to ensure comparability of policy data and analysis across institutions, direct costs and revenues for dentistry, medicine, and pharmacy students shall be excluded from calculations of policy assessment parameters for the research institutions.

Special Use Fee Exception Policy

During the 2010-11 tuition setting process, campus officials requested that the Council consider excluding student-endorsed fees from its mandatory fee definition, thus omitting consideration of such fees when assessing institutional compliance with Council approved tuition and fee rate ceilings. Based on feedback received from institutional Chief Budget Officers (CBOs) at their December 2010 meeting, it was determined that there was general interest in treating student-endorsed fees differently from other mandatory fees.

In January and February 2011, Council staff collaborated with institutional presidents, CBOs, and their staffs in developing the following Special Use Fee Exception Policy:

- To the extent that students attending a Kentucky public college or university have deliberated, voted on, and requested that their institution's governing board implement a special use fee for the purposes of constructing and operating and maintaining a new facility, or renovating an existing facility, that supports student activities and services;

- And recognizing that absent any exemption, such student-endorsed fees, when implemented in the same year that the Council adopts tuition and fee rate ceilings, would reduce the amount of additional unrestricted tuition and fee revenue available for an institution to support its E&G operation;

- The Council may elect to award an exemption to its tuition and fee rate ceiling equivalent to all or a portion of the percentage increase resulting from imposition of the student-endorsed fee, provided said fee meets certain eligibility requirements.

Definitions

A student-endorsed fee is a mandatory flat-rate fee that has been broadly discussed, voted on, and requested by students and adopted by an institution's governing board, the revenue from which may be used to pay debt service and operations and maintenance expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers.

Maintenance and Operations (M&O) expenses are costs incurred for the administration, supervision, operation, maintenance, preservation, and protection of a facility. Examples of M&O expenses include janitorial services, utilities, care of grounds, security, environmental safety, routine repair, maintenance, replacement of furniture and equipment, and property and facility planning and management.

Eligibility Criteria

A student-endorsed fee will continue to be a mandatory fee within the context of the Council's current mandatory fee definition and may qualify for an exemption from Council approved tuition and fee rate ceilings. Campus officials and students requesting an exemption under this policy must be able to demonstrate that:

- All enrolled students have been afforded ample opportunity to be informed, voice their opinions, and participate in the decision to endorse a proposed fee. Specifically, it must be shown that fee details have been widely disseminated, broadly discussed, voted on while school is in session, and requested by students.

- For purposes of this policy, voted on means attaining:
    a) A simple majority vote via campus-wide referendum, with a minimum of one-quarter of currently enrolled students casting ballots;
    b) A three-quarters vote of elected student government representatives; or

c) A simple majority vote via campus-wide referendum, conducted in conjunction and coinciding with the general election of a student government president or student representative to a campus board of regents or board of trustees.

- The proposed fee and intended exemption request have been presented to, and adopted by, the requesting institution's governing board. It is anticipated that elected student government representatives will actively participate in board presentations.

- Revenue from such fees will be used to pay debt service and M&O expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers. The Council expects these uses to be fully explained to students prior to any votes endorsing a fee.

- In any given year, the impact of a student-endorsed fee on the overall increase in tuition and mandatory fees for students and their families will be reasonable. It may be appropriate to phase in the exemption over multiple years to maintain affordability and access.

- Requests for student-endorsed exemptions are infrequent events. The Council does not expect requests for exemptions under this policy to occur with undue frequency from any single institution and reserves the right to deny requests that by their sheer number are deemed excessive.

- A plan is in place for the eventual reduction or elimination of the fee upon debt retirement, and details of that plan have been shared with students. The Council does not expect a fee that qualifies for an exemption under this policy to be assessed at full rate in perpetuity. Such fees should either terminate upon completion of the debt or, in the case of new facilities, may continue at a reduced rate to defray ongoing M&O costs. In either case, to qualify for an exemption, students should be fully aware of the extent of their obligation prior to any votes endorsing a fee.

Exemption Process

Requests for an exemption under this policy will be evaluated on a case-by-case basis. To initiate the process:

- The requesting institution will notify Council staff of any pending discussions, open forums, referendums, or student government actions pertaining to a proposed special use fee and discuss fee details with Council staff as needed.

- After a fee has been endorsed by student referendum or through student government action and approved by the institution's governing board, campus officials and students will submit a written exemption request to the Council for its consideration.

- Council staff will review the request, assess whether or not the proposed fee qualifies for an exemption, and make a recommendation to the Council.

To facilitate the exemption request process, requesting institutions and students are required to provide the Council with the following information:

- Documents certifying that the specific project and proposed fee details have been widely disseminated, broadly discussed, voted on, and requested by students, as well as adopted by the institution's governing board.

- Documents specifying the fee amount, revenue estimates, uses of revenue, impact on tuition and fees during the year imposed (i.e., percentage points above the ceiling), and number of years the fee will be in place.

- Documents identifying the project's scope, time frame for completion, debt payment schedule, and plan for the eventual reduction or elimination of the fee upon debt retirement.

Morehead State University Proposed Tuition Plan

President Wayne Andrews will present a proposed approach for tuition setting for the 2017-18 academic year. There will be time reserved for questions at the end of his presentation.
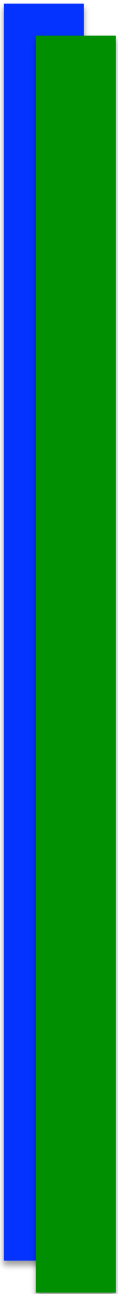
CPE TUITION PARAMETERS

A MODEL TO COMPLIMENT THE PERFORMANCE FUNDING/ EQUALIZATION MODEL

FEBRUARY 3, 2017

WAYNE D. ANDREWS, PRESIDENT
MOREHEAD STATE UNIVERSITY

WHY DO WE NEED TUITION INCREASES?

EVEN WITH SIGNIFICANT INCREASES IN TUITION AND FEE RATES OVER THE PAST DECADE THE TOTAL REVENUES AVAILABLE PER FTE STUDENT ARE LESS THAN WHAT THEY WERE PRIOR TO THE RECESSION STARTING IN 2007.

KENTUCKY PUBLIC POSTSECONDARY SYSTEM
NET GENERAL FUND APPROPRIATIONS AND GROSS TUITION REVENUE PER FTE STUDENT
FISCAL YEARS 2007-08 THROUGH 2014-15

CONSTANT 2015 DOLLARS

DOLLARS (PER STUDENT)

	(E) 2007-08	(F) 2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Total	$16,847	$16,591	$16,391	$16,056	$16,869	$16,795	$16,108	$16,124	$16,416
Gross Tuition Revenue Per Student	$8,298	$8,298	$8,728	$8,928	$9,132	$9,465	$10,017	$10,174	$10,557
Net General Fund Per Student	$8,549	$8,293	$7,663	$7,128	$6,737	$6,330	$6,091	$5,950	$5,859

■ NET GENERAL FUND PER STUDENT   ■ GROSS TUITION REVENUE PER STUDENT

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SOURCES: KENTUCKY BUDGET OF THE COMMONWEALTH; CPE COMPREHENSIVE DATABASE

(E) = ENACTED; (F) – FINAL BUDGET

1

BUDGET CHALLENGES FOR POSTSECONDARY INSTITUTIONS
FISCAL YEAR 2016-17
(DOLLARS IN MILLIONS)

$126.4

GENERAL FUND BUDGET REDUCTION @ 4.5%

$40.10

MANDATED KERS INCREASES

$13.40

OTHER FIXED AND UNAVOIDABLE COST INCREASES*

$39.8

GROWTH IN CAMPUS FUNDED STUDENT FINANCIAL AID

$33.10

FIXED COST INCREASES AND STATE BUDGET REDUCTIONS

$58.6 SHORTFALL

$67.8

GROSS TUITION AND FEE REVENUE INCREASE
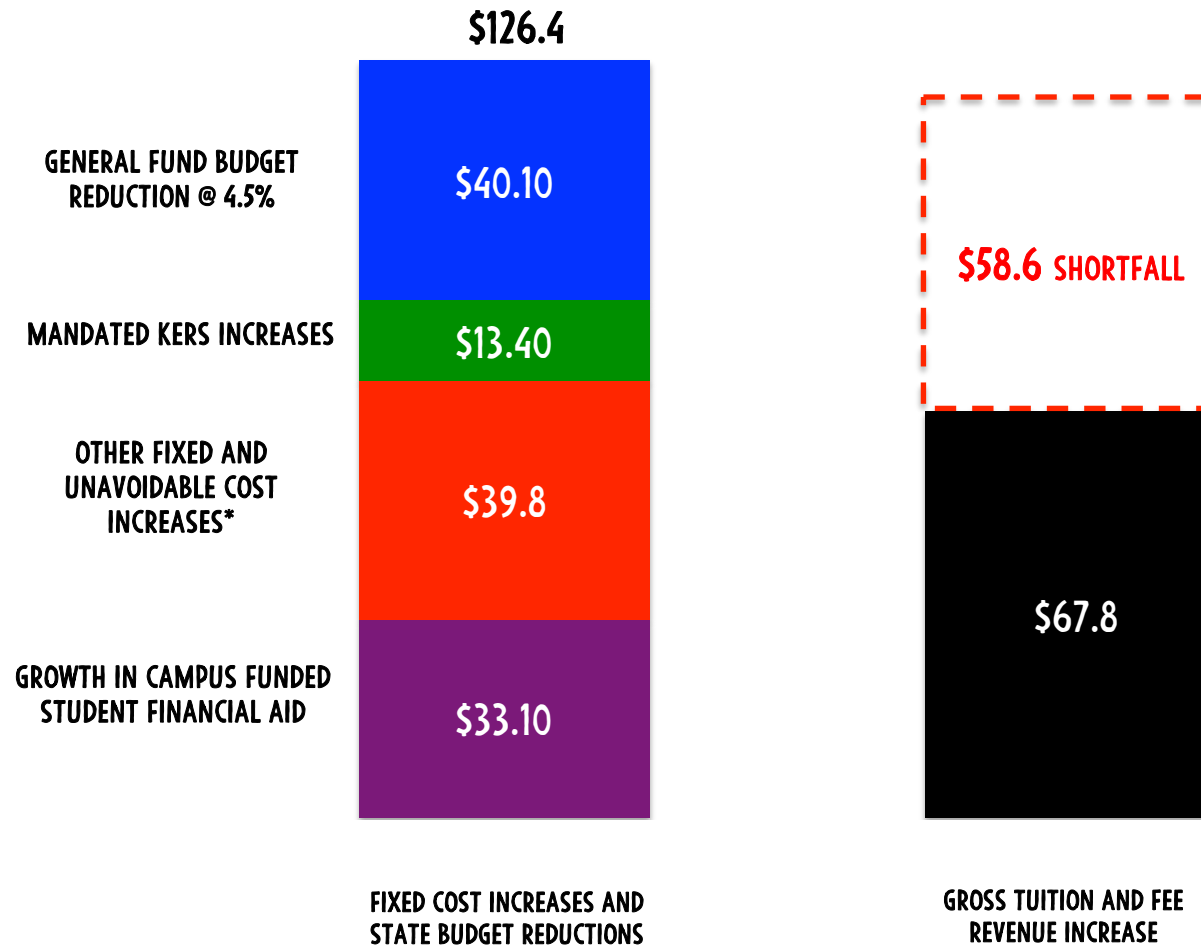
*INCLUDES M&O, UTILITIES, HEALTH INSURANCE, MANDATED TITION WAIVER, AND CONTRACTUAL OBLIGATION COST INCREASES.
SOURCE: COUNCIL ON POSTSECONDARY EDUCATION, COMPREHENSIVE DATABASE.

COMPREHENSIVE REGIONAL UNIVERSITY
REVENUE SOURCES

AUXILIARY REVENUE

REVENUE FROM:
- HOUSING
- FOOD SERVICES
- BOOKSTORE
- CONCESSIONS & VENDING
- DOCUMENT SERVICES

PAYS FOR:
- SELF-SUPPORTING
  AUXILIARY UNITS PAY ALL
  THEIR EXPENSES AND
  RECEIVE NO SUPPORT FROM
  STATE APPROPRIATIONS OR
  STUDENT TUITION REVENUE
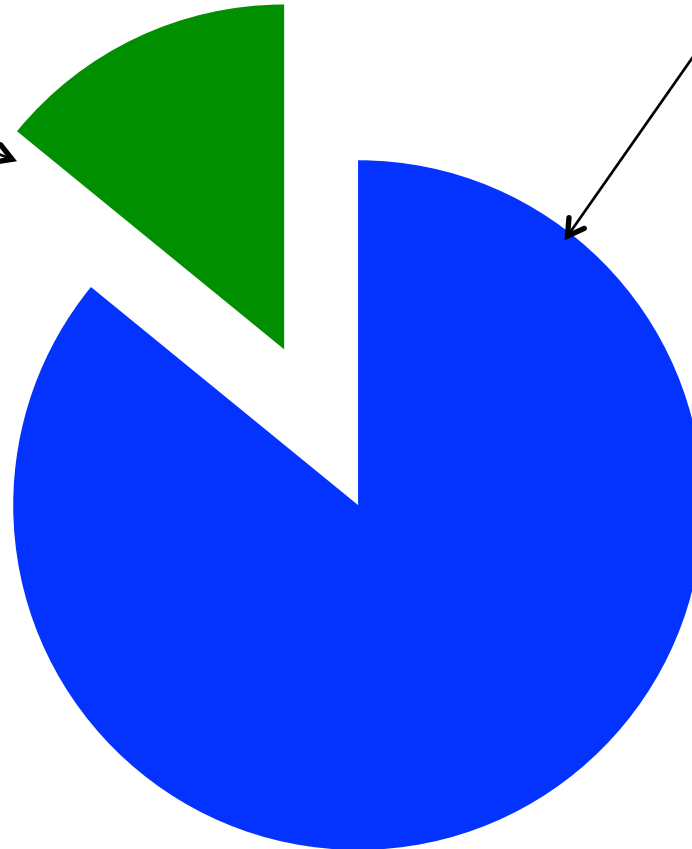
EDUCATIONAL & GENERAL

REVENUE FROM:
- STATE APPROPRIATIONS
- TUITION & FEES
- OTHER
    - ATHLETIC REVENUE
    - ENDOWMENT INTEREST
    - STUDENT SERVICE FEES

PAYS FOR:
- INSTRUCTION, RESEARCH AND
  PUBLIC SERVICE
- STUDENT FINANCIAL AID
- ADMINISTRATIVE, STUDENT
  AND ACADEMIC SUPPORT
- OPERATIONS & MAINTENANCE
  OF NON-AUXILIARY FACILITIES

MOREHEAD STATE UNIVERSITY
REVENUES BY SOURCE
2001-02 THROUGH 2015-16

STUDENT TUITION AND FEES

STATE APPROPRIATIONS

OTHER (PARKING REVENUE, MSU FOUNDATION/ENDOWMENT SUPPORT, REC CENTER REVENUE, ETC.)

4
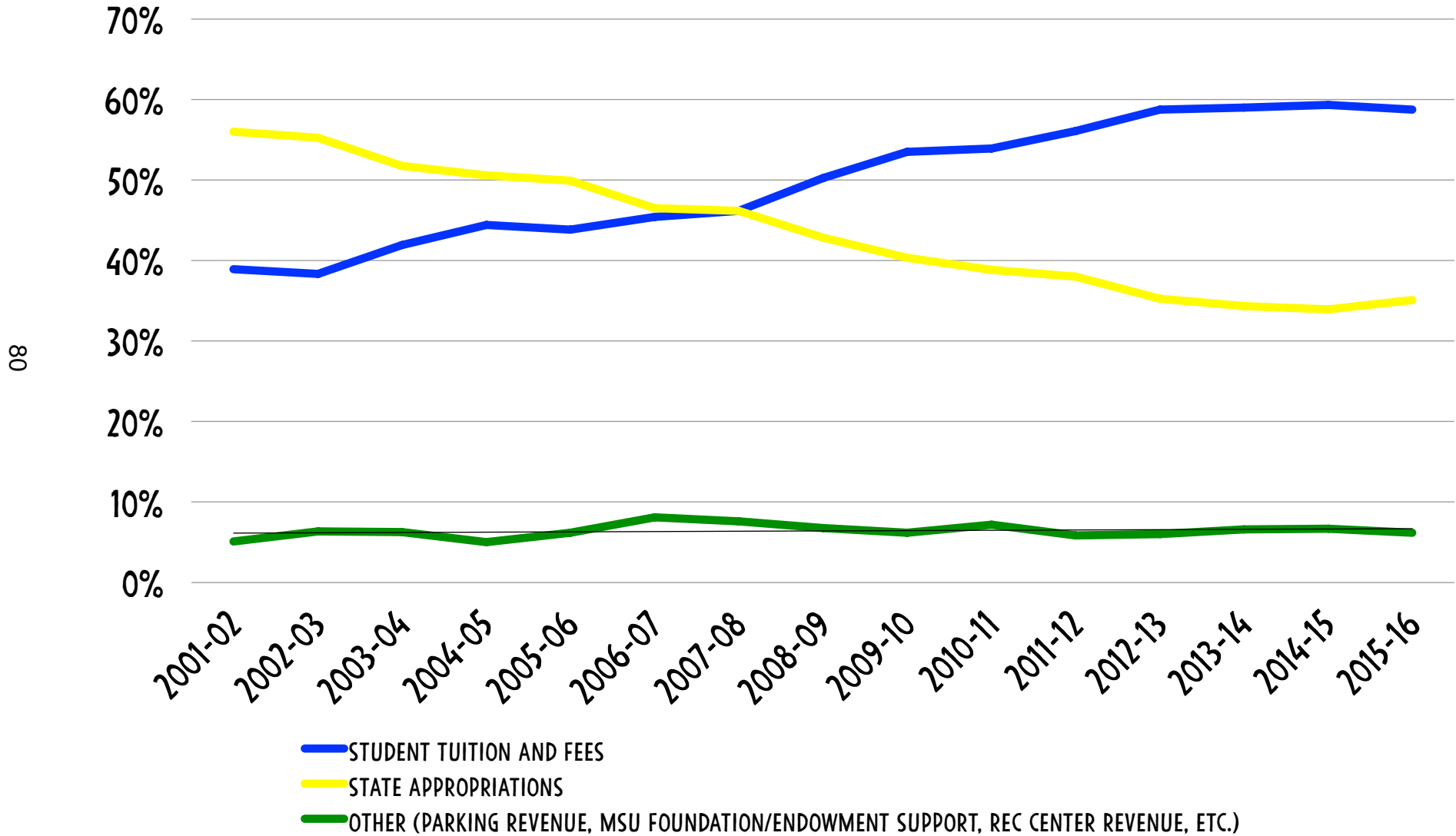
CURRENT TOTAL PUBLIC FUNDS PER FTE STUDENT
BY REVENUE TYPE
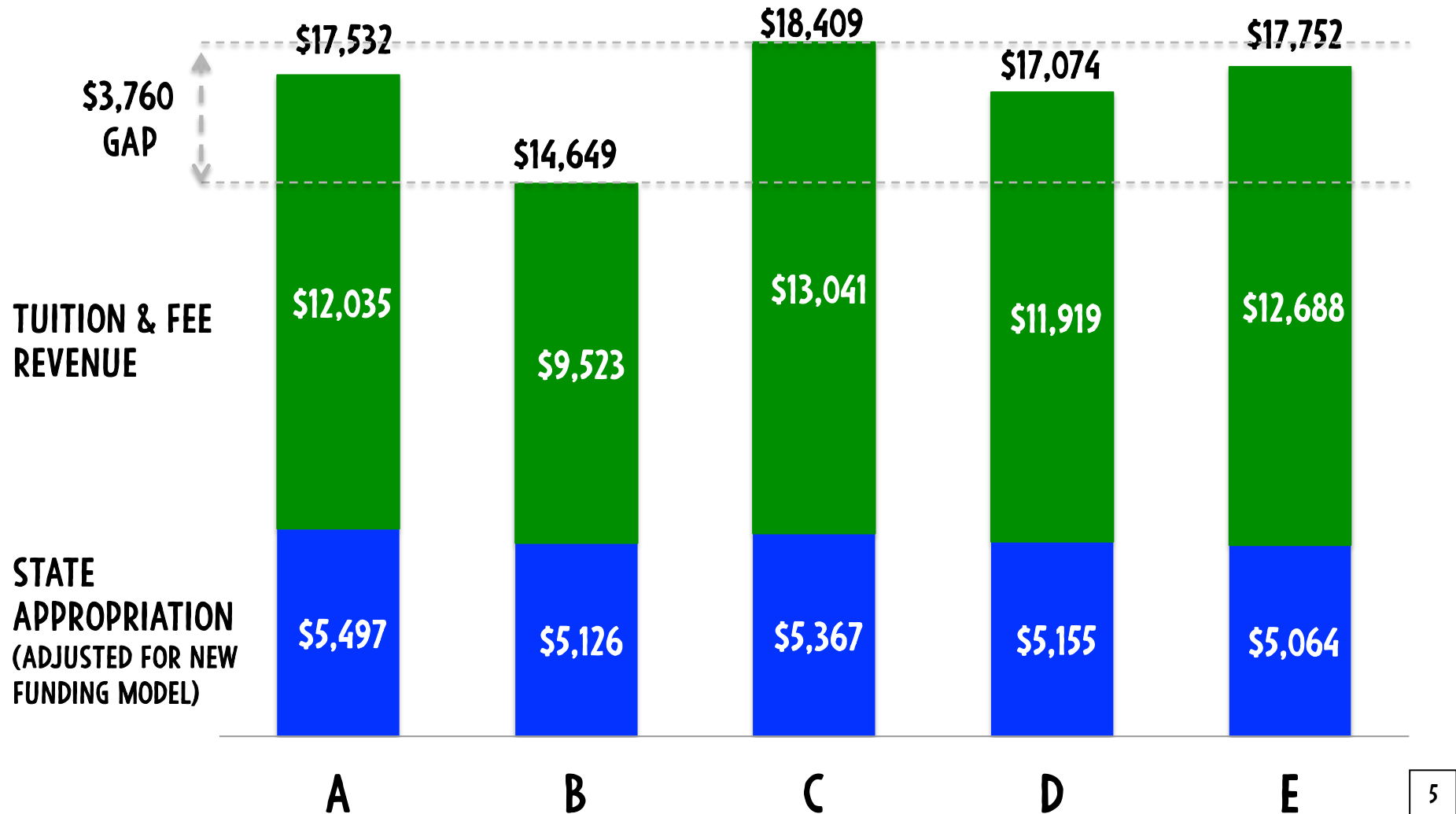
CURRENT ANNUAL TUITION RATE AND REVENUE DIFFERENTIAL

2016-17 UNDERGRADUATE INSTATE RATES

RATES DO NOT INCLUDE COUNCIL-APPROVED SPECIAL USE FEES

Bar chart values:
- A: $8,568
- B: $8,400
- C: $8,398
- D: $9,000
- E: $9,712

GROSS TUITION & FEE REVENUE PER FTE STUDENT

Bar chart values:
- A: $12,035
- B: $9,523
- C: $13,041
- D: $11,919
- E: $12,688
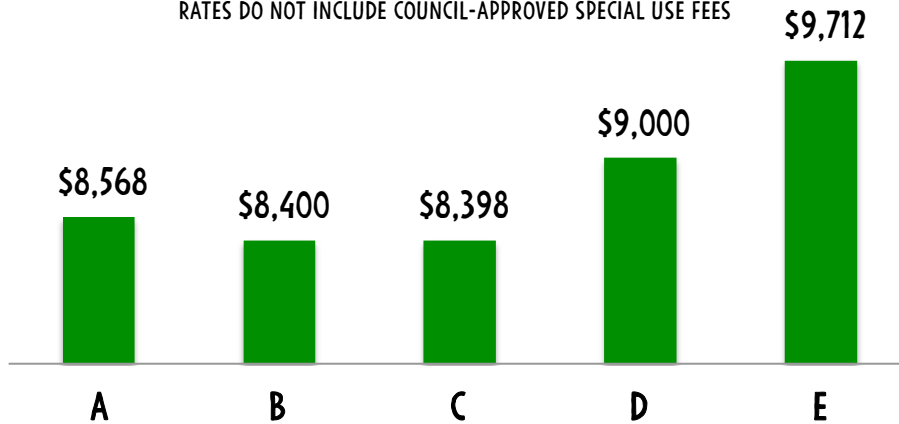
TUITION RATE DIFFERENTIAL CAN BE DUE TO:

– REGIONAL MARKET FLEXIBILITY

– RESIDENCY MIX BASED ON LOCATION

– CPE TUITION PARAMETER PROCESS WHEN A FLAT PERCENTAGE OR AMOUNT IS ASSIGNED WITHIN A SECTOR
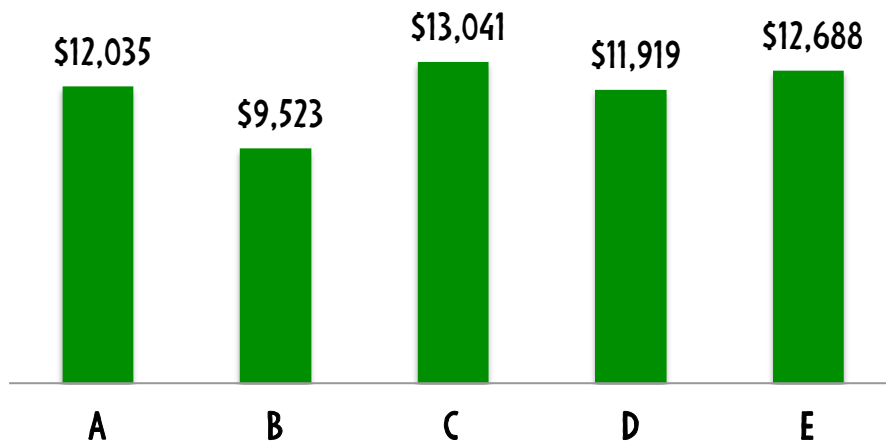
TUITION INCREASE PARAMETER
UNINTENDED IMPACT

	CURRENT RATE	3% INCREASE	NEW RATE
UNIV 1	$1,000	$30.00	$1,030.00
UNIV 2	$1,200	$36.00	$1,236.00
UNIV 3	$1,500	$45.00	$1,545.00
UNIV 4	$1,750	$52.50	$1,802.50
UNIV 5	$2,000	$60.00	$2,060.00
GAP	$1,000		$1,030.00

A 3% INCREASE ACROSS THE SECTOR EXPANDS THE TUITION RATE GAP

OVER 7 YEARS, THE TUITION RATE GAP OUTPACED THE AVERAGE PERCENTAGE RATE INCREASE DUE TO SETTING A FLAT PERCENTAGE RATE CAP ACROSS THE SECTOR.

	2008-09	2015-16	7 YR CHANGE	PCT INCREASE
UNIV A	$5,748	$7,608	$1,860	32.4%
UNIV B	$5,670	$8,098	$2,428	42.8%
UNIV C	$6,080	$8,450	$2,370	39.0%
UNIV D	$6,930	$9,482	$2,552	36.8%
UNIV E	$6,528	$9,120	$2,592	39.7%
AVERAGE	$6,191	$8,552	$2,360	38.1%
GAP	$1,260	$1,874	$614	48.7%

CURRENT ANNUAL TUITION RATES AND GROSS REVENUE PER FTE STUDENT

2016-17 UNDERGRADUATE INSTATE RATES

RATES DO NOT INCLUDE COUNCIL-APPROVED SPECIAL USE FEES
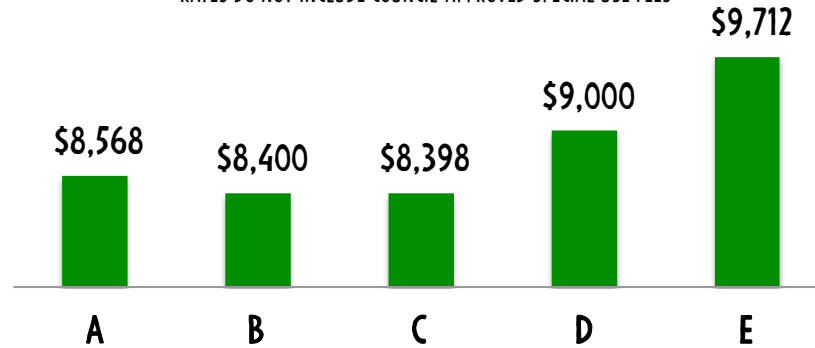
	2016-17			2017-2018				2018-2019				2019-2020			
	UG INSTATE RATE	GAP FROM HIGHEST RATE	PCT INCREASE	FIRST 1/3RD OF DIFFERENCE	FIXED COST INCREASE	UG INSTATE	PCT INCREASE	SECOND 1/3RD OF DIFFERENCE	FIXED COST INCREASE	UG INSTATE	PCT INCREASE	FINAL 1/3RD OF DIFFERENCE	FIXED COST INCREASE	UG INSTATE	PCT INCREASE
UNIV E	$9,712	$-	0.0%	$-	0.0%	$9,712	0.0%	$-	0.0%	$9,712	0.0%	$-	0.0%	$9,712	0.0%
UNIV D	$9,000	$712	7.9%	$237	$-	$9,237	2.6%	$237	$-	$9,475	2.6%	$237	$-	$9,712	2.5%
UNIV A	$8,568	$1,144	13.4%	$381	$-	$8,949	4.5%	$381	$-	$9,331	4.3%	$381	$-	$9,712	4.1%
UNIV C	$8,400	$1,312	15.6%	$438	$-	$8,836	5.2%	$438	$-	$9,274	5.0%	$438	$-	$9,712	4.7%
UNIV B	$8,398	$1,314	15.6%	$437	$-	$8,837	5.2%	$437	$-	$9,275	4.9%	$437	$-	$9,712	4.7%
AVERAGE	$8,816					$9,114	3.5%			$9,413	3.3%			$9,712	4.5%
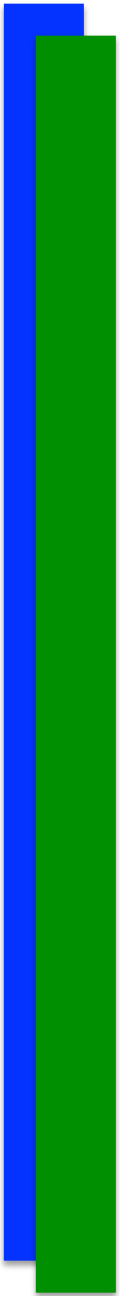
DISCUSSION AND QUESTIONS

Student Loan Default and Repayment in Kentucky

Dmitry Suspitsyn, Director of Research and Policy Analysis, will discuss student loan debt in Kentucky and summarize a recent Council report on student loan default and repayment rates. Key findings of the report include:

- The overall cohort default rate for Kentucky colleges and universities during this time period decreased from 17 percent to 15.5 percent. Both the four-year public and independent sectors decreased from about 12 percent to 9 percent, while KCTCS increased from about 25 to 26 percent.

- Kentucky has higher default rates than the nation. In 2013, the most recent year available, Kentucky's public universities were 1.4 percentage points higher, private colleges and universities were 2.3 percentage points higher, and KCTCS was 7.7 percentage points higher than their corresponding national sectors.

- Students who attended AIKCU institutions have the highest loan repayment rates, followed by four-year public universities and KCTCS institutions.

A hard copy of the report is included in your board book materials.

Exploring Post-College Loan Debt-Related Outcomes for Postsecondary Institutions' Graduates in Kentucky

Dmitry Suspitsyn,
Director for Research & Policy
Kentucky Council on Postsecondary Education
February 3, 2017

Kentucky Council on Postsecondary Education

Research Questions

- What are the trends in loan default and repayment among recent graduates with student loan debt in KY?

- How do **default and repayment rates** vary based on sector and institution?

- What is the extent of financial burden for graduates with loan debt? Will borrowers have difficulty meeting their repayment obligations?

- How do **loan repayment obligations** vary by program of study?

Key Take-Aways

➤ Kentucky's student loan borrowing rate for college graduates is moderate, compared to other states;

➤ Public universities considerably reduced their default rates over the past 4 years, but they will need to cut the rates further by 1.4 % points to catch up with the national average;

➤ KCTCS will need to continue to focus on lowering default rates to overcome a sizeable gap between the System's and national averages;

➤ Kentucky needs to emphasize its completion agenda, as evidenced by repayment rates for completers and non-completers;

➤ The majority of public university graduates in KY have sufficient earnings to repay their debt.

Student Loan Debt in KY vs. other States

Average Student Loan Debt for Graduates of 4-Year Private, Non-Profit & Public Institutions, Class of 2015

State	Average Debt
New Hampshire	$36,101
Pennsylvania	$34,798
Connecticut	$34,773
Delaware	$33,849
Rhode Island	$32,920
Minnesota	$31,526
Massachusetts	$31,466
District Of Columbia	$31,452
South Carolina	$30,564
Ohio	$30,239
U.S.	$30,100
KENTUCKY	$27,225
Oklahoma	$24,849
Washington	$24,600
Arizona	$23,780
Nevada	$23,462
Hawaii	$23,456
Florida	$23,379
Wyoming	$22,683
California	$22,191
New Mexico	$20,193
Utah	$18,873

KY Ranks 32nd

Source: The Project on Student Debt, Debt and the Graduating Calss of 2015, December 2016

- KY ranks 32nd on average student loan debt;

- Almost 2 in 3 college seniors (64%) who graduated from public or private, nonprofit 4-year institution in 2015 had student loan debt, with an average of $27,225 per borrower;

- U.S. average is $30,100, with a 68% borrowing rate;

Trends in Default Rates in Kentucky
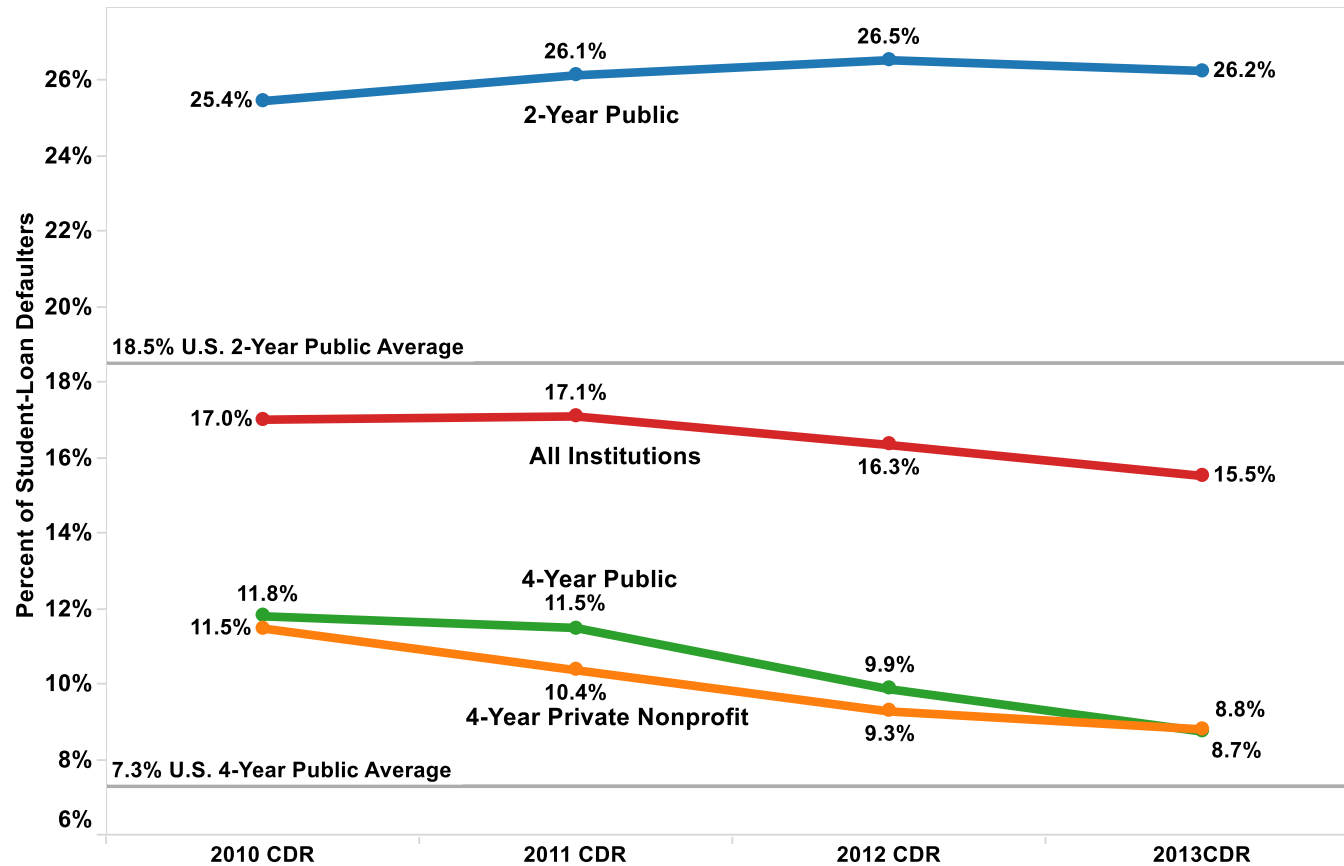
The 3-year cohort default rate is the percentage of borrowers entering repayment during the specified fiscal year and defaulting by the end of the second fiscal year that follows. For example, the 3-year cohort default rate for FY 2013 is the percentage of borrowers who entered repayment during FY 2013 and who defaulted by the end of FY 2015.

Loan Repayment

Repayment rate:

Percent of borrowers that has not defaulted on federal loans and shows progress toward repayment (a decrease of the principal balance by at least $1) through a declining loan balance one, three, five, and seven years after entering repayment.

Loan Repayment Rates by Completer Status

Completer Status

	Completer 3 Yrs. into Repayment	Non-Completer 3 Yrs. into Repayment	Completer 5 Yrs. into Repayment	Non-Completer 5 Yrs. into Repayment
University of Kentucky	92.7%	78.6%	94.2%	82.8%
Murray State University	90.1%	68.4%	90.3%	71.3%
University of Louisville	90.1%	73.5%	90.4%	75.2%
Northern Kentucky University	88.1%	69.5%	90.3%	69.9%
Eastern Kentucky University	86.0%	63.1%	87.5%	63.6%
Western Kentucky University	84.9%	60.3%	89.0%	62.7%
Morehead State University	82.0%	64.0%	83.0%	65.3%
Kentucky State University	59.8%	36.1%	70.3%	41.3%
Madisonville Community College	73.4%	53.8%	71.7%	60.4%
Henderson Community College	69.7%	49.1%	76.0%	52.9%
West KY Community & Technical College	69.1%	46.4%	76.4%	62.4%
Southcentral KY Community & Technical College	66.2%	33.1%	70.7%	50.9%
Elizabethtown Community & Technical College	65.2%	40.3%	80.8%	52.7%
Bluegrass Community & Technical College	65.2%	42.6%	69.2%	48.4%
Southeast KY Community & Technical College	64.3%	35.0%	67.4%	53.1%
Jefferson Community & Technical College	64.2%	41.0%	71.0%	49.0%
Somerset Community College	63.2%	35.2%	67.6%	38.2%
Ashland Community & Technical College	61.8%	39.6%	71.1%	47.3%
Hazard Community & Technical College	58.4%	31.5%	61.7%	37.7%
Big Sandy Community & Technical College	58.1%	38.3%	65.1%	44.9%
Gateway Community & Technical College	54.3%	35.4%	63.2%	44.3%
Maysville Community & Technical College	50.1%	31.3%	55.5%	38.7%
Transylvania University	95.3%	87.6%		
Georgetown College	94.3%	83.1%	95.7%	81.8%
Asbury University	94.2%	84.7%	94.3%	88.3%
Bellarmine University	93.8%	82.1%	95.8%	77.7%
Kentucky Wesleyan College	93.1%	70.4%	88.8%	68.3%
Thomas More College	90.5%	80.8%	85.9%	71.8%
University of the Cumberlands	86.5%	64.5%	84.3%	66.9%
Brescia University	86.1%	66.4%		
Berea College	85.3%	72.5%	91.0%	73.5%
Alice Lloyd College	84.8%	60.8%		
Campbellsville University	84.1%	58.5%	90.5%	69.6%
Spalding University	82.0%	64.0%	83.3%	72.3%
Midway University	82.0%	66.0%	85.3%	64.0%
Lindsey Wilson College	80.6%	54.9%	77.3%	57.7%
University of Pikeville	77.7%	54.4%	86.9%	65.8%
Union College	73.0%	56.2%	85.2%	61.4%
Kentucky Christian University			87.7%	62.3%

Public University | KCTCs | AIKCU

Repayment rate
31.3% — 95.8%

- Generally rates for completers are 10 to 20 percentage points higher than those for non-completers;

- Rates increase with time into repayment;

- Top 5 institutions with the highest rates are AIKCU institutions;

Debt-to-Income Ratios
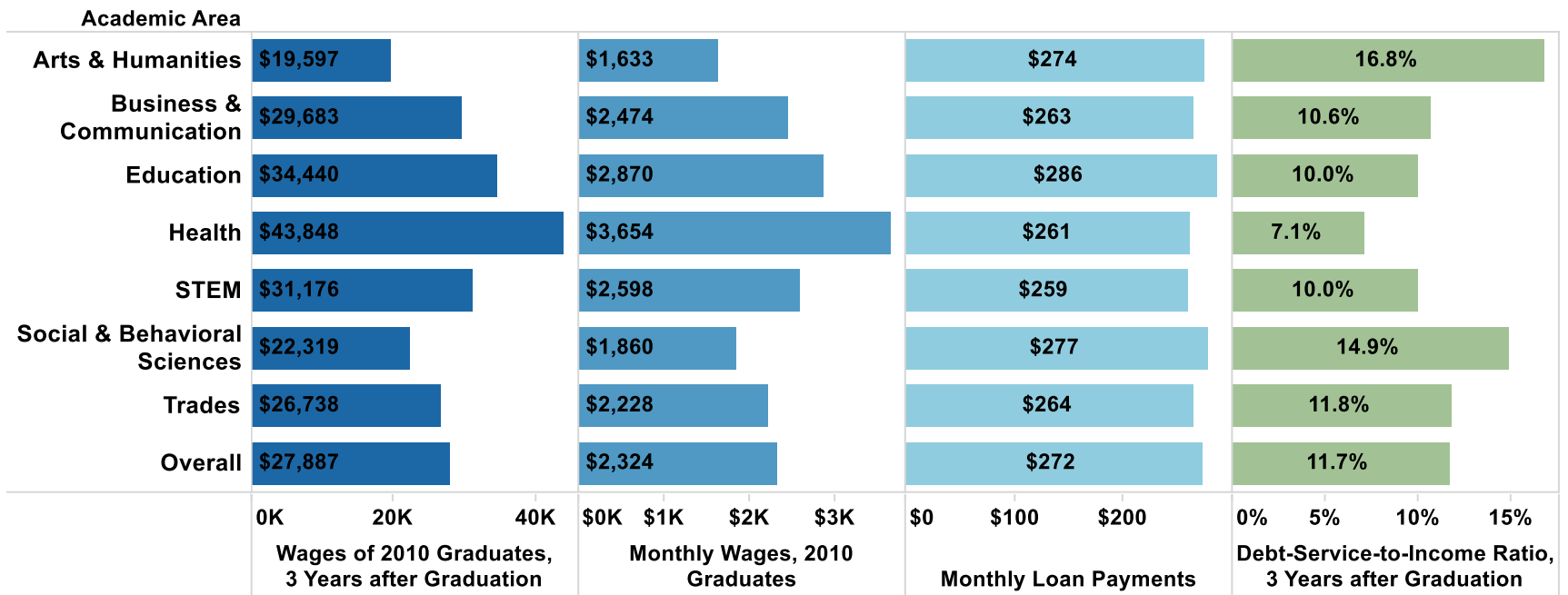
Debt-Service-To-Income Ratio:

Ratio of the normal monthly payments on the borrower's loans to the borrower's gross monthly income. Ideally it should be no more than 10% to 12% of monthly or annual income.

Ability of Borrowers to Meet Repayment Obligations

Annual and Monthly Wages, Monthly Loan Payments, and Debt-Service-to-Income Ratios by Academic Area for Recent Graduates of Kentucky's Public Universities

| Academic Area	Wages of 2010 Graduates, 3 Years after Graduation	Monthly Wages, 2010 Graduates	Monthly Loan Payments	Debt-Service-to-Income Ratio, 3 Years after Graduation
Arts & Humanities	$19,597	$1,633	$274	16.8%
Business & Communication	$29,683	$2,474	$263	10.6%
Education	$34,440	$2,870	$286	10.0%
Health	$43,848	$3,654	$261	7.1%
STEM	$31,176	$2,598	$259	10.0%
Social & Behavioral Sciences	$22,319	$1,860	$277	14.9%
Trades	$26,738	$2,228	$264	11.8%
Overall	$27,887	$2,324	$272	11.7%

A debt-service-to-income ratio is the ratio of the normal monthly payments on the borrower's loans to the borrower's gross monthly income. Student loan monthly payments should represent no more than 10% to 12% of the borrowers' monthly gross income.

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Loan Repayment Trajectory for Graduates Three, Five, and Ten Years Post-Graduation

Debt-Service-to-Income Ratios by Academic Area for Graduates Three, Five, and Ten Years after College Completion at Kentucky's Public Universities
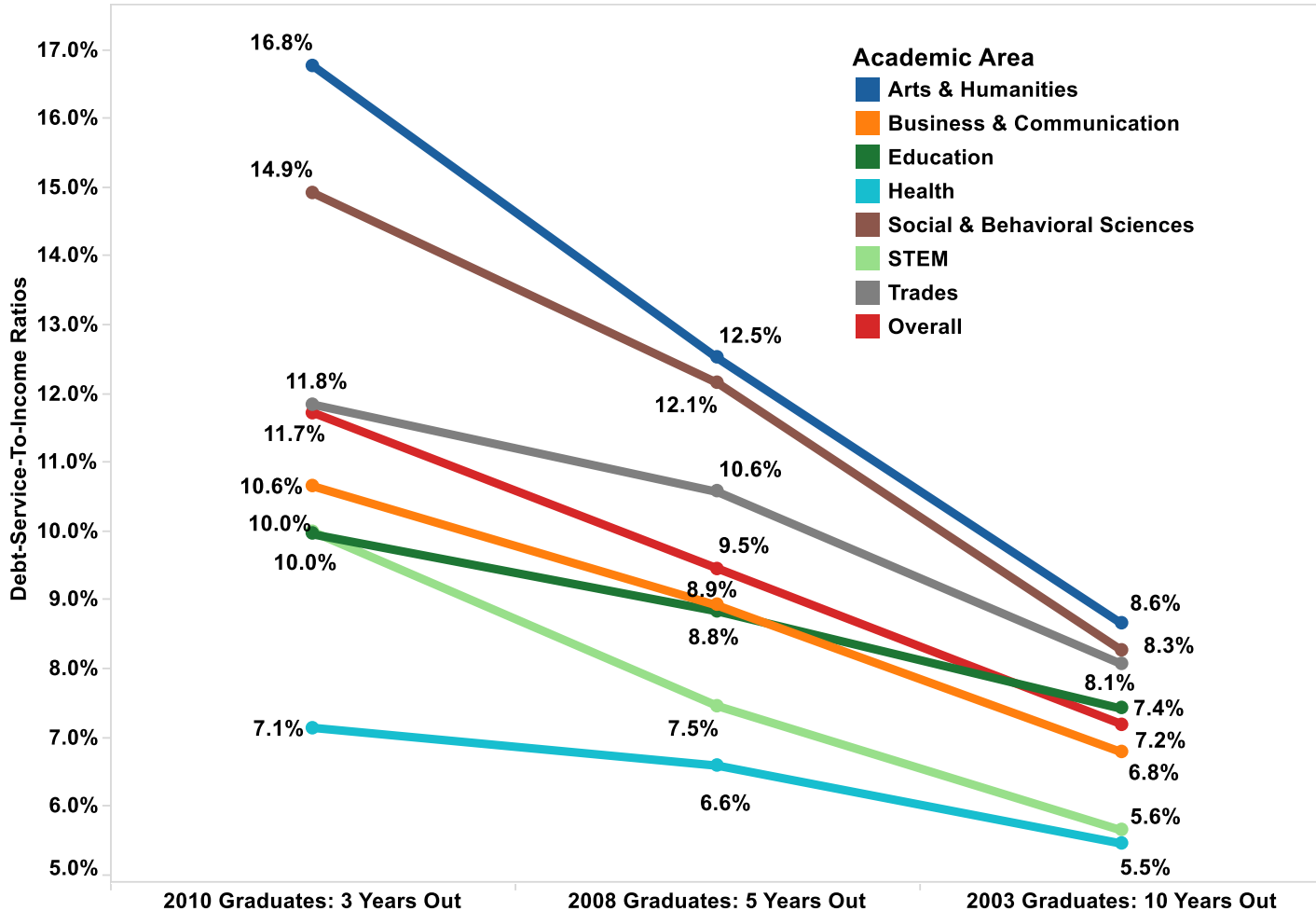
Conclusions

- While KY 4-year institutions reduced their default rates from 11.8% to 8.7%, they will need to continue their efforts to bring rates to the national average (from 8.7 to 7.3%).

- KCTCS will need to continue to focus on lowering its default rates.

- The majority of graduates in Kentucky have sufficient earnings to repay their debt.

    – Higher education in Kentucky remains affordable for the vast majority of students, particularly for STEM & health majors.

    – Liberal arts & humanities majors are capable of coping with the debt burden in the medium and longer-run provided they complete college.

Policy Implications

- State-Level Initiatives:

  - CPE's newly adopted strategic agenda outlines several statewide objectives—such as improving retention, completion, transfer, and developmental education for underprepared students—that, when implemented effectively, should directly or indirectly contribute to lowering loan default;

  - Programs, such as Kentucky's Work-Ready and Dual Scholarships, are likely to reduce student loan debt and default rates as the need to borrow for the first two years of college diminishes;

  - National best practices in loan management should be emulated in Kentucky.

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Policy Implications

- Institution-Level Initiatives:

    – Improving information sharing, incentivizing program completion, and providing more intrusive counseling are needed;

    – When providing financial aid guidance to students, information about potential post-college wages, employment rates, and loan debt will help students make informed decisions;

    – Counselors should help students understand the financial implications of completing or dropping out of college;

    – High school and university partnerships to implement financial literacy curricula will improve students' responsible borrowing.

Thank you!

Questions?

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Reference Materials: Definitions

- A CDR is the percentage of borrowers who enter repayment on federal student loans within a given fiscal year, and who subsequently default within three years of leaving college. For example, the 2013 three-year CDR represents the borrowers who entered repayment during FY 2013 and defaulted by the end of FY 2015.

- Repayment rate: the percentage of borrowers who has not defaulted on federal loans and shows progress toward repayment through a declining loan balance one, three, five, and seven years after entering repayment. Repayment success is defined as paying down at least $1 of the principal balance on the loan after leaving an institution.

- A debt-to-income ratio is the ratio of total debt to the borrower's income on an annual or monthly basis:
  - A rough method is to compare annual starting salaries of college graduates with their average student loan debt loads (ratio should be over 1);

- A debt-service-to-income ratio is the ratio of the normal monthly payments on the borrower's loans to the borrower's gross monthly income. (Debt payments should be in the range of 10-12% of the earners' monthly income).

Reference Materials: Methodology

- Data: KPEDS, KCEWS & College Scorecard;

- The loans include Federal subsidized and unsubsidized Stafford loans, Perkins loans, Federal health professions loans, institutional loans, and other loans;

- Debt-to-income ratios;

- Monthly payment estimates assume borrowers are on standard 10-year repayment plan with a fixed annual interest rate of 6.8%;

- Seven areas of study;

- CDRs and repayment rates exclude PLUS, Perkins, and private loans.

2017 Regular Session of the Kentucky General Assembly

Part I of the 2017 legislative session began on Tuesday, January 3, and concluded on Saturday, January 7. During those five legislative days, the General Assembly passed seven bills. Those bills were Senate Bill 3 (Legislative Pension Transparency); Senate Bill 5 (Abortion Limitations); Senate Bill 6 (Paycheck Protection); Senate Bill 12 (University of Louisville Board of Trustees); House Bill 1 (Right-to-Work); House Bill 2 (Informal Consent); and House Bill 3 (Repeal of Prevailing Wage). All seven bills were signed by the Governor.

Part II of the session is scheduled to convene on Tuesday, February 8, and the remaining twenty-five legislative days are scheduled to conclude on Thursday, March 30, the final day of the short session, per Section 36 of the Kentucky Constitution.

Other legislation already filed and expected to receive consideration includes Senate Bill 2 (relating to expressions of religious or political viewpoints in public schools and public postsecondary institutions); Senate Bill 27 (relating to a board of directors of a college within KCTCS); Senate Bill 58 (relating to chief executive officers of colleges within KCTCS); Senate Bill 80 (relating to the maintenance of teacher certification); and Senate Bill 107 (relating to gubernatorial appointments). Senate President Stivers, the sponsor of SB 107, forwarded a letter to president King and the institutional presidents asking for input and feedback on this bill.

In addition, at least three other bills, yet to be filed, are items of note. A bill amending the existing advanced practice doctoral degree statute is being proposed by the Council and the campuses. A bill establishing a performance funding system and process reflecting the recommendations of House Bill 303's Postsecondary Education Working Group on performance funding likely will be introduced. Also, it is possible that a tuition freeze bill, similar to Senate Bill 75 from the 2016 session, may be introduced.

Finally, information related to these bills and all other legislative-related matters can be accessed via the Legislative Research Commission's website at www.lrc.ky.gov.

CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education

ONLINE ENROLLMENT DOUBLES IN 4 YEARS

EKU Online degree programs continue to grow steadily with more than 3,200 students enrolled as of fall 2016. Enrollment has more than doubled in the last four years.

Eastern introduced online programs 10 years ago. Today, more than 30 fully online degree options span four colleges.

EKU Online nursing degrees attract the most students. Graduate nursing programs, including MSN and post-MSN options, are the most popular. The RN-BSN is also among the largest programs. The bachelor's degree programs with the highest enrollment numbers are psychology and occupational safety.

NSF GRANT SUPPORTS REGIONAL RESEARCH

EKU faculty received a National Science Foundation Research Experiences for Undergraduates (REU) grant in support of undergraduate student internships to study the ecological effects of anthropogenic and natural disturbances in central Appalachia.

Students will be paired with faculty mentors and work full time through the summer as part of research teams alongside faculty, graduate students and agency professionals. The immersion in Appalachia will add a social and historical context to the research.

Ten students will be accepted each year of the three-year program. Recruitment will be nation-wide, with an emphasis on encouraging students from central Appalachia to apply. The program will also include teachers as part of a parallel Research Experiences for Teachers project.

The overall objective of the project is to engage students in efforts to develop science-informed solutions to the ecological consequences of human-caused disturbance in the region. Much of the research for the internships will be based out of Lilley Cornett Woods, an old-growth forest site in southeastern Kentucky, one of EKU's natural areas and home to a new Research and Learning Center, which was constructed with separate NSF funding.

EKU AVIATION TOP HAWK PARTNER

EKU is one of five collegiate partners selected by Cessna Aircraft Company, a subsidiary of Textron Aviation Inc., to participate in the 2017 Top Hawk program. As a result, Eastern will receive a new, custom-branded Cessna Skyhawk 172 aircraft in early 2017 to support flight training, recruiting efforts and promotional activities during the academic school year.

The selection of EKU for the Top Hawk program "allows EKU Aviation to further enhance its position within the aviation community and market our program to the state and region," said Joe Marthaler, chief flight instructor for the program. "This alliance with Cessna is a brilliant occasion to showcase aviation in Kentucky and further secure Kentucky's claim to being an aviation state."

The Cessna Skyhawk 172 features a glass flight deck, which "the industry requires to create a smooth transition for our students to the next level in their careers," Marthaler noted.

"Our students will now have a choice they would not otherwise have had."
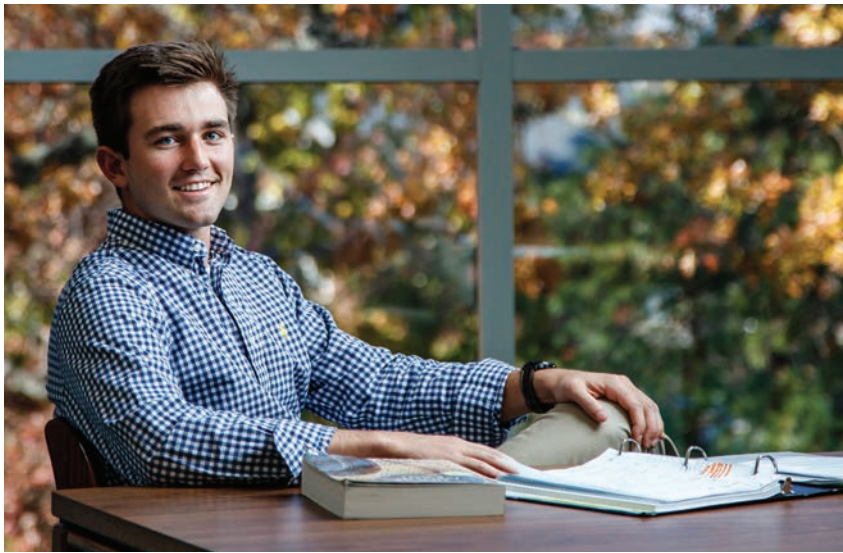
COLONEL QUARTERBACK MITCHELL SCHOLAR

The first Mitchell Scholar at any public university in Kentucky in the nearly 20-year history of the program was also the starting quarterback for the EKU Colonels for a portion of the 2016 season.

Hours after Tylor Swafford took the field for the Colonels' season finale, the senior globalization and international affairs major learned that, out of more than 320 applicants, he was one of 12 to comprise the 2018 class of George J. Mitchell Scholars. Swafford is the first student at EKU to earn the honor, and only the second from any Kentucky college or university. He will study geopolitics and global economy at University College Dublin in Ireland beginning in Fall 2017 and plans to pursue a career as an international human rights attorney.

EKU Honors Director Dr. David Coleman said Swafford, who boasts a perfect 4.0 GPA, "has demonstrated in multiple ways his deep concern for human rights issues and service to humanity. I am confident that he is going to make an enormously positive impact on our world."

A few weeks later, Swafford was named FCS Scholar-Athlete of the Year.

EKU, MURAKAMI PARTNER TO HELP STUDENTS

Two students from Taylor County High School will soon be named Murakami Scholars, thanks to a new agreement between EKU, Murakami Manufacturing and Taylor County Schools.

The alliance will provide a $1,000 annual scholarship and paid internship to help two graduates from Taylor County Schools attend and graduate from EKU's applied engineering management program. The University will match the $1,000 scholarship provided by Murakami. The intent is to prepare the Murakami Scholars for possible full-time employment in an engineering position upon graduation.

The idea was born when EKU President Michael Benson received a LinkedIn message from Murakami USA President Michael Rodenberg. Rodenberg explained that it was becoming increasingly difficult to attract local talent in rural Kentucky, adding that if industry and academia could work together something unique could be established to resolve the problem. A subsequent cell phone conversation between Benson and College of Business and Technology Dean Thomas Erekson evolved into an opportunity to leverage home-grown experts, which eventually led to the "Murakami Model."

GIFTS SUPPORT DIVERSITY, SCIENCE AND MATH MAJORS

Two recent gifts to the University will support diversity initiatives and students who major in science and mathematics.

A $50,000 pledge from Troy and Michelle Ellis to the newly established EKU Diversity Non-Endowed Fund "will be a game-changer for the diverse students" at Eastern, according to Dr. Laurie Carter, executive vice president and University counsel at EKU.

Troy Ellis, who grew up "poor, but not deprived" in a single-parent home in Louisville, went on to earn a bachelor's degree in computer information systems from EKU in 1987. Today, he serves as executive vice president for supply chain with Domino's.

Also, an anonymous gift of $1.25 million will fund scholarships in math and science at Eastern. The donor provided an immediate donation of $250,000, with the balance of $1 million part of an estate gift.

"This generous gift will provide opportunities and encourage students from some of the poorest counties of Kentucky to pursue their dreams of an education and career in STEM disciplines," said Dr. Tom Otieno, interim dean of the College of Science at EKU. "Many talented students find themselves juggling rigorous laboratory-intensive curricula in the sciences and mathematics with a part-time or full-time job to make ends meet." The scholarship will "open the door to many more talented students and help support them in being successful in the classroom, by allowing them to focus on academics and not finances."

KCTCS GOOD NEWS REPORT

ADVANCED MANUFACTURING CENTER OPENS

NEW BCTC GEORGETOWN/SCOTT COUNTY CAMPUS

Bluegrass Community and Technical College (BCTC) recently opened a 78,000 square foot Advanced Manufacturing Center (AMC) in Scott County. Several BCTC manufacturing-related programs relocated to the new facility, and customized workforce training for business development is also offered. Additionally, traditional general education courses are offered to support residents from Georgetown/Scott County and the surrounding communities.

The AMC is designed to mirror a manufacturing production facility. It contains classrooms, administrative offices and computer labs, but the bulk of the building is flexible high bay space. The design follows the principal that students should learn in an environment similar to one where they will apply their skills after graduation. In addition, the students, faculty and staff also have to follow safety protocols, wear appropriate personal protective equipment and follow rules that are standard across today's advanced manufacturing companies.

Born out of Toyota's concern of a lack of qualified, skilled technicians who could maintain the increasing complex machinery of manufacturing, Toyota worked with BCTC to create the program from the ground up in 2006. The program gives students real work experience in the field, and supplies Toyota and 16 other manufacturers in the region with a skilled labor force.

KCTCS COLLEGES
UNVEIL STRATEGIC PLANS

The 16 colleges of the Kentucky Community and Technical College System (KCTCS) recently unveiled their 2016-22 strategic plans to community and business leaders as part of President Jay Box's Forward Tour. The new strategic plans represent the forward thinking and movement of KCTCS over the next six years.

Each college plan aligns with goals outlined by the Council on Postsecondary Education as well as the KCTCS systemwide plan. The plans were developed with input from local employers and other leaders, and a major focus is on aligning curricula with business needs. Increasing enrollment also is a key initiative for each college. While at the colleges, President Box and the college presidents spoke with faculty, staff and students as well.

KCTCS LEADER RECOGNIZED
FOR NATIONAL AWARD
COMPUTERWORLD'S PREMIER 100 TECHNOLOGY LEADERS

Kentucky Community and Technical College System (KCTCS) vice president Paul Czarapata has been named one of Computerworld's Premier 100 Technology Leaders for 2017.

This award honors individuals who have had a positive impact on their organization through technology. Honored individuals manage internal IT organizations, mentor and motivate their IT teams with interesting challenges, envision innovative solutions to business problems and effectively manage and execute IT strategies.

Czarapata joined KCTCS in 1999 as director of Enterprise Systems, was named chief technology officer in 2007 and became vice president and chief information officer in 2011. He earned a bachelor's degree in operations management and information systems from Northern Illinois University in DeKalb, a master's degree in business administration from Morehead State University and a doctorate in instruction technology leadership also from Morehead State University.

KCTCS
HIGHER EDUCATION BEGINS HERE

KSU named a top institution by U.S. News and World Report

FRANKFORT -- Kentucky State University (KSU) is among the top universities in the South according to the recently released 2017 U.S. News and World Report college rankings.

KSU ranks 16th among 56 of the South's best regional institutions according to the rating service. A regional college is defined by its emphasis on undergraduate education while awarding less than half of its degrees in liberal arts disciplines.

Kentucky State University also ranked as a top three regional public institution in the South out of 13 ranked schools. This category is classified by U.S. News and World Report as colleges and universities operating under the supervision of state governments and is funded in part by tax dollars and subsidies from the state. As a result, these institutions offer discounted tuition rates to in-state residents.

U.S. News and World Report also ranked KSU 29th among historically black universities (HBCU) in the nation. This category applies to institutions with the federal designation as an HBCU. To qualify for the ranking, the institution must be baccalaureate-granting and enroll first-year, first-time students.

"We are very pleased to be recognized for the outstanding contributions and accomplishments of Kentucky State University," Interim President of Kentucky State University, Dr. Aaron Thompson, said. "We know that recognitions such as this would not be possible if it were not for the hard work and dedication of our outstanding faculty, staff, students, alumni and supporters." Thompson added, "At Kentucky State University, we have a saying, and that is we are 'Racing toward KSU's brightest future.' This distinction is yet another validation that we are in fact moving in a positive direction."

The rankings can be found on the magazine's website, www.usnews.com.

Based on data submitted by the individual colleges and universities, U.S. News and World Report compiles its annual America's Best Colleges rankings. The rankings are based on each school's score compiled of graduation rates, class size, faculty qualifications, standardized test scores, incoming freshmen grade point averages in high school, acceptance rate and the alumni giving rate. The rankings help prospective students determine the best higher education institution to meet their needs.
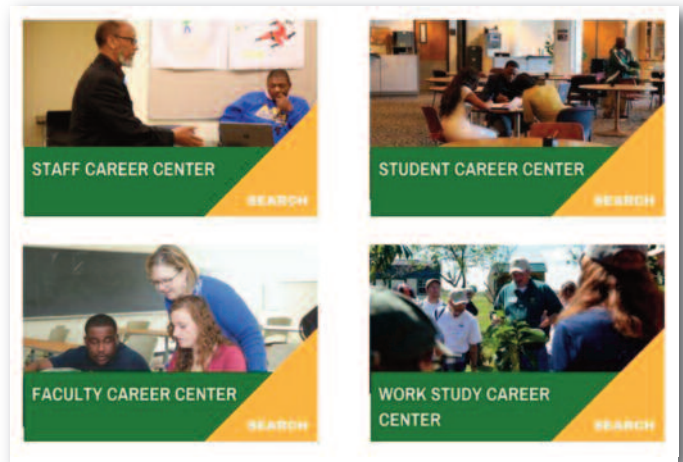
New Taleo software will improve hiring process at KSU

Kentucky State University (KSU) is excited to launch its data-rich talent management software suite Taleo, which will allow the University to more efficiently recruit, develop and retain its highly skilled employees. This interactive software, which includes the recruitment marketing and employee referral programs, is state-of-the-art and puts KSU on par with the most innovative and advanced organizations around the world. The Taleo software plays an integral role in advancing the University's Office of Human Resources' function, says Human Resources Manager Devon Peterika.

"One of the greatest benefits of utilizing Taleo is that we will have more efficient processes," she said. "We will be able to navigate candidates through the application process much more efficiently and effectively. Also, we will be able match candidates more accurately to vacant positions.

Previously, candidates would email their resumes, and staff would manually match their qualifications with vacant positions – one email at a time. Taleo's Candidate Management system will allow the office to develop concise interview questions and efficiently identify the top 5 percent of candidates.

Taleo will reinvent the way the HR team manages applicants and new hires, said KSU Chief Information Officer Wendy Dixie. A candidate can now apply online by uploading their resume, cover letter and LinkedIn profile. Once the candidate has applied for a position, they will receive an automated email response, which will confirm to the candidate that their information has been received and is being processed.

Another feature of the system allows for offer letters to be sent to and signed by the successfully chosen candidate. Dixie adds, "Kentucky State University researched and reviewed numerous software systems. Taleo was selected because it most adequately addressed the needs of the university and places us among 'best practice' institutions."

The Office of Human Resources is currently using the software on http://kysu.edu/administration-governance/finance-business/human-resources/employment/.

KSU students and faculty win KPA awards

Kentucky State University (KSU) students brought home several awards at Friday's annual Kentucky Press Association Awards Banquet for their work on the Thorobred News last year. Students and professional journalists compete for the awards based on the sizes of their publications, and KSU is in Student Publications Class I. The banquet was held in Louisville.

KSU graduate student Elijah Tevis won first place in the Best Sports Story category for his story on the Thorobrette basketball team's 10-game winning streak last year.

Maya Brown, opinion editor of the Thorobred News, won second place in the Best Column category for a series of three columns she wrote on a range of topics.

Traci Thomas, who now is a graduate student in the journalism program at the University of Kentucky, won third place in the Best Feature Story category for a piece on the 2015 Summer Apprenticeship Program.

Students, from left, Jonathan Goatley, Cecilia Parrish, Maya Brown (kneeling), Traci Thomas and Elijah Tevis.

In addition, KSU visiting professor of journalism Laura Cullen Glasscock, who is editor and publisher of The Kentucky Gazette, won first place in the Best Editorial category for associate newspapers, and third place for Best Analytical News Story.

January 31, 2017

MSU launches experiment to ISS

The Japanese Aerospace Exploration Agency (JAXA) launched the HTV-6 automated resupply spacecraft for the International Space Station (ISS) atop their H-IIB rocket in December 2016. HTV-6 contained supplies for the astronauts onboard ISS and several experiments to be installed on the orbiting station. Among these space experiments is DM-7, developed by MSU and Honeywell Space and Defense Technologies (Clearwater, Florida).

The experiment, "DM Payload Processor TRL7 Flight Validation Experiment," will be completed in one year. During the project the team will build, test, and fly a small, light-weight, low-power, low-cost, high performance, Dependable Multiprocessor (DM) Payload Processor. The DM is a scalable, expandable parallel processor, essentially a miniature supercomputer, designed by Honeywell and the Space Science Center at MSU for small satellite applications.

The objective of the program is to develop a flight computer for small satellites that has 100x the processing capability of state-of-the-art radiation hardened processors for much lower cost and to allow space applications to keep pace with commercial development instead of being two or three generations behind terrestrial high performance processing. The idea evolved from Honeywell and MSU's work on advanced computing systems for small satellite systems. The two organizations had teamed together on developing this technology for the U.S. Department of Defense and NASA.

DM is the brainchild of Dr. John R. Samson Jr. (formerly Honeywell Aerospace, Defense and Space now an MSU affiliate) who is serving as the principal investigator on the ISS DM Flight Experiment.

MSU's research team includes Kevin Brown, the project lead; Dr. Ben Malphrus, Space Science Center executive director; Bob Kroll, space systems engineer; Dr. Charles Conner, research scientist; Michael Combs, telescope operations engineer; and Eric Thomas, star theater director. Several students worked on the development of DM-7 including Jeremy Rice, senior space science major, and Michael Glaser-Garbrick, a student in the Master of Science in Space Systems Engineering program.

MSU named silver award recipient by Military Friendly

Morehead State University has been named a Silver-level Military Friendly School Award recipient in the category of Large Public School for 2017. For more than a decade, Military Friendly ratings have set the standard for companies and colleges demonstrating positive employment and education outcomes for veterans and their families. New this year, Military Friendly Awards showcase the most powerful and effective programs of more than 200 companies and 1,200 post-secondary schools that were designated as "Military Friendly" in November. Of those designated, 154 employers and 541 schools have been recognized for excellence in different categories. Earlier this year, MSU was named a "Military Friendly School" for the eighth straight year.

MSU students shine at annual science conference

The Kentucky Academy of Science held its 2016 Annual Meeting at the University of Louisville. More than 700 scientists and students attended the meeting, and hundreds of undergraduate and graduate students from Kentucky and regional colleges and universities participated in the research competitions.

The Academy announced award winners of the student competitions from Morehead State University: Breanna Knicely, First Place, Undergraduate Research, Oral Presentation, Botany; Adam Stanley, Second Place, Undergraduate Research, Poster Presentation, Engineering; Michael Edlin, First Place, Undergraduate Research, Oral Presentation, Engineering; Enrique Samudio Cano, Third Place, Undergraduate Research, Oral Presentation, Engineering; Connor Owens, Second Place, Undergraduate Research, Poster Presentation, Mathematics; Zackary Kiser, Second Place, Undergraduate Research, Oral Presentation, Mathematics; Megan Peterson, Third Place, Undergraduate Research, Poster Presentation, Microbiology; Joshua Allen, Second Place, Undergraduate Research, Oral Presentation, Physics and Astronomy; Rachel Hudson, Third Place, Undergraduate Research, Poster Presentation, Physiology and Biochemistry; Samuel Case, Second Place, Undergraduate Research, Poster Presentation, Psychology; Zoe Becerra, Third Place, Undergraduate Research, Poster Presentation, Psychology; and Brandon Yates, First Place, Graduate Research, Oral Presentation, Zoology.

Wells is KAC featured artist

Morehead State University's Jesse Wells is the Kentucky Arts Council's featured artist for January and February. Wells is a member of the arts council's Performing Artists Directory via his participation in the group Kentucky Wildhorse. He also has been a recipient of a Kentucky Arts Council Folk and Traditional Arts Apprenticeship Grant. Since 2001, he has been an instructor and music archivist for MSU's Kentucky Center for Traditional Music. As a performer, mentor and musical scholar, Wells said music has afforded him many unforgettable experiences.

MSU named bicycle friendly campus

The League of American Bicyclists has announced that Morehead State University is a Bicycle Friendly University. MSU was designated a silver campus and was the only Kentucky university to be added to the list this year. Some of the efforts made at MSU include hosting the first Bike MSU Day, which included a beginner and advanced ride with President Wayne D. Andrews. The University also provides bicycle safety, laws, and an online campus map of bike rack locations on the Earthwise Eagle webpage. The Outdoor Adventures through the Recreation and Wellness Center provides bicycles and safety gear that students can rent for a day or weekend.

Murray State University's December 2016 Commencement ceremony was celebrated on Dec. 10 in the CFSB Center on the Murray campus. A total of 1,195 graduates were recognized as 52 different counties in Kentucky, 22 states and 14 countries were represented. Among the graduates were 40 veterans, 165 who graduated with honors and 18 graduates of the Honors College.

New facility to be named Dr. Gary W. Boggess Science Resource Center
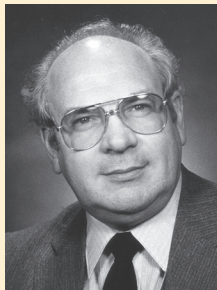
Murray State University announced the naming of the Dr. Gary W. Boggess Science Resource Center on Dec. 16. In recognition of Boggess' countless contributions and loyal dedication to the University, his lifelong friend and fellow alumnus Dr. Jesse D. Jones made a generous donation in his honor to the MSU Foundation.

Boggess joined the Murray State faculty in 1966 as a member of the chemistry department and worked his way up through the ranks to become dean of the College of Science. Boggess spearheaded the creation of a Science Resource Center, which featured a laboratory dedicated to computing, graphics and audiovisual aides to be used by both instructors and students in the teaching and learning process.

A similar space, to be located in the new engineering and physics building set to open in spring 2017, will now be named for Boggess.

Ribbon cutting marks official opening of Center for Economic Education

The Murray State University Center for Economic Education celebrated its official opening on Nov. 1 with a ribbon-cutting ceremony. An expansion of resources led to the center moving to its current location on the third floor of the Arthur J. Bauernfeind College of Business building. The center conducts numerous outreach activities that has a direct impact on both educators and students.

"The center is always seeking ways to better equip local districts, schools, teachers and students with economic education materials and training," said the center's director, Todd Broker.

Murray State student advocates for Native Americans at state meeting

Lisa Robin Sanford, a Native American graduate student at Murray State University, was invited to participate as a keynote presenter at the quarterly meeting of the Kentucky Cabinet for Health and Family Services' Department for Behavioral Health, Developmental and Intellectual Disabilities in late September. Sanford's presentation, entitled "Solutions are in the Cultural: Wellbriety," was intended to bring awareness to the lack of culturally sensitive recovery supports for Turtle Island Peoples (e.g. Native Americans, American Indians and Indians) located in the state of Kentucky.

Sanford is on track to graduate with a master's degree in clinical mental health counseling in May 2017 and currently holds certification in Native American Wellbriety, a holistic treatment option which stems from a culturally appropriate framework, inclusive of historical trauma and grief, loss, addiction and general/life imbalance.

Hutson School of Agriculture recognizes area FFA students

The Murray State University Hutson School of Agriculture recently honored a number of high school students from the Purchase, Pennyrile and Green River regions as Murray State Future Farmers of America (FFA) All-Region Stars based on the students' leadership. A banquet was held on Murray State's campus in honor of the recipients on Nov. 28.

Dr. Tony Brannon, dean of the Hutson School of Agriculture created the award program three years ago as a way to acknowledge FFA students in Murray State's service area for their accomplishments.

Each FFA All-Region Star receives a plaque. FFA advisers are also recognized for their service to their students and Future Farmers of America.

Numerous accolades highlight School of Nursing and Health Professions' Fall 2016 semester

Murray State University's School of Nursing and Health Professions enjoyed several Fall 2016 semester highlights, including a 100 percent pass rate for the August Family Nurse Practitioner (FNP) Doctor of Nursing Practice (DNP) graduates, the announcement of a new master's in athletic training program and statewide recognition of several students at the recent Kentucky Nurses Association Convention.

The new master's in athletic training program will start in the summer of 2017 and allows incoming freshmen to complete a five-year program and graduate with their master's in athletic training. The program will be a traditional four-year bachelor degree schedule that will switch to a 24-month, year-round curriculum at the end of the fourth year. The program is designed to focus on strengthening students' critical inquiry, cultural competence and patient care skills through didactic and clinical education.

"We are excited that the master's in athletic training can now actively recruit for its first class. Offering this level of education for athletic training keeps the Murray State program competitive with the trends nationally and allows a student to accomplish a graduate degree within five years," said Marcia Hobbs, dean of the School of Nursing and Health Professions.

Carter's Kids on Campus makes its official debut

Murray State University recently welcomed its first group of high school students that were part of the Carter's Kids on Campus Fund, an endowment dedicated to one of Murray State's most beloved members, the late Jim Carter, who served in a variety of roles at the University until his death in February 2015 after a long battle with cancer.

Before his passing, Carter established the Carter's Kids on Campus Fund to support the expenses of Kentucky high school groups visiting campus to cover items such as transportation, meals and campus event tickets.

Over 40 high school seniors from Daviess County High School and Apollo High School toured Murray State's campus in November and had the opportunity to learn more about financial aid, scholarships and internship experiences while also connecting with professors and current undergraduate students.

Murray State University named a 2017 Military Friendly School

For the seventh year in a row, Victory Media has included Murray State University on the Military Friendly Schools list. The 2017 designation honors the top colleges, universities and trade schools in the country that exhibit leading practices to ensure the success of post-military students on campus.

"We're pleased to once again be recognized this year for our veterans services," said Murray State President Bob Davies. "These men and women have proudly served our country while defending our freedoms, and Murray State will continue to provide the necessary support and resources to help these individuals fulfill their educational goals."

University hosts pair of successful presidential debate watch parties

The department of political science and sociology hosted a pair of presidential debate watch parties in October that were open to the campus and Murray community. Professors Paul Foote and Drew Seib moderated the events, providing their expertise and analysis to attendees. The events attracted extensive regional media coverage.

Hutson School of Agriculture recognizes pair of alumni

The Murray State University Hutson School of Agriculture recently awarded their annual Outstanding Young Alumnus and Outstanding Alumnus.

David Hayden was recognized as the Outstanding Young Alumnus. Hayden received a Bachelor of Science in Agriculture with an area in Animal Science from Murray State in 2007. Arthur Green was recognized as this year's Outstanding Alumnus. Green received his bachelor's degree in Agricultural Education from Murray State in 1973 and a master's degree in 1975.

GO FIGURE

6%

Increase in NKU's first-to-second-year retention rate since 2010, exceeding the national average

11

Straight semesters of a cumulative GPA of 3.0 or higher among NKU's student-athletes

1,412

Degrees conferred upon graduates at NKU's Winter Commencement exercises

COLLEGE CORNER

COLLEGE OF BUSINESS

A few years ago, Dr. Abdullah Al-Bahrani set out to make learning economics fun by requiring his students to write a poem or haiku using economics concepts. Today, however, students are finding that economics and art can intersect on a much larger scale.

Econ Beats is a semester-long project where teams of macroeconomics, music, and electronic media and broadcasting students write and produce economics-themed music videos. Members of the campus community vote for their favorite, which is entered into a national competition, Rockonomix.

LEARN MORE: http://cob.nku.edu/about/news/econbeats.html

NKU HONORS VETERANS WITH PURPLE HEART PARKING

Northern Kentucky University is saluting its military veterans in a unique way: with designated parking spots for combat veterans who have received the Purple Heart medal.

"NKU continues our commitment and support to those who courageously fought to protect our country and freedom through the dedication of Purple Heart Parking spaces across campus," said Senior Vice President for Administration and Finance Dr. Sue Hodges Moore.

The initiative was led by NKU students Jeremy Evans and Jared Clifton, who served together overseas in Iraq in 2008. University administrators enthusiastically approved the students' proposal, and the four spots across campus were dedicated on Veterans Day.

They are marked by purple and white signs provided through the nonprofit organization Wounded Warriors Family Support, with whom Evans and his family have worked for two years. NKU is the first campus in Greater Cincinnati and Northern Kentucky to participate.

NKU serves more than 500 veterans, active family members, National Guardsmen, Reservists, and ROTC students. NKU's Veterans Resource Station, established in 2013, provides seamless assistance with applications, financial aid, VA education benefits, advising, registration, career services and more.

For the past four years, NKU has been named among the top universities in the nation for military veterans by *The Military Times*.

LEARN MORE: http://veterans.nku.edu

PRESIDENT GEOFFREY S. MEARNS TO DEPART NKU AFTER NEARLY FIVE YEARS

After nearly five years leading NKU to new heights, President Geoffrey S. Mearns will not renew his contract, which expires on July 31. He has been named president of Ball State University in Muncie, Ind.

"It has been my privilege and honor to serve as the president of Northern Kentucky University and to work alongside our dedicated faculty and staff to achieve real and lasting change on behalf of our current students and all future Norse," he said. "I have also been honored to work with my colleagues from across the Commonwealth to lay the foundation for a brighter future for all Kentuckians."

Under his leadership, NKU has become an institution of first choice for students from across the region, the state, the nation, and the world for its cutting-edge academic programs, a personal education experience that ensures each student is given the opportunity to succeed, and a campus experience enhanced with a new Campus Recreation Center and the transition to NCAA Division I athletics. The NKU Board of Regents is expected to hold a meeting in the coming weeks regarding the upcoming transition.

THE SCOREBOARD

In its first year of NCAA Division I tournament eligibility, the Norse men's basketball team is already setting records. At 14-9, including a 5-5 record in the Horizon League, the team currently holds its best record in NKU's Division I era. In December, NKU earned its first-ever ranking in the CollegeInsider.com Mid Major Top 25 Poll. And the Norse have combined to win six Horizon League weekly awards, more than any other team in the league, including Player of the Week honors for sophomore Drew McDonald and junior Lavonne Holland II.

FACULTY FOCUS

What does a 30-year research project look like? Ask John Metz, director of NKU's Geography program. Metz first visited Chimkhola, Nepal in 1986 to understand how villagers used surrounding forests to survive. Fast forward 30 years later, and Metz returned to Chimkhola last year for a comparative study. He found the village relies less on farming and much more on money sent by family members in surrounding countries.

"The village is becoming much more dependent on the global economy," he said. "As the price of oil goes down, there is less work in the Middle East; a global recession will hit harder. Over generations, the knowledge of how to farm and survive from the land will be lost."

READ MORE: http://nku.edu/features/2017/January/john-metz.html

BRIEFS

NKU EARNS NEAR-PERFECT CAMPUS PRIDE INDEX RANKING

NKU has earned a 4.5-star (of five) score from the national nonprofit Campus Pride Index for the services and support NKU provides to members of the LGBTQ community and its institutional commitment to diversity and inclusion.

The 4.5-star rating is the highest in Greater Cincinnati and second-highest in Kentucky.

In 2013, NKU incorporated a specific commitment to diversity and inclusion in its strategic plan, Fuel The Flame, and created an Office of LGBTQ Programs and Services.

LEARN MORE:
http://www.nku.edu/news/_170123campusprideindex.html

NKU NAMES ALUMNUS LT. JOHN GAFFIN AS CHIEF OF POLICE

Lt. John Gaffin, an alumnus and 10-year veteran of the NKU Police Department, has been named Chief of Police. The accredited and fully-sworn department serves the campus 24/7.

Gaffin brings more than 10 years' experience in campus and community policing. He has implemented and led numerous initiatives during his time at NKUPD, including a field training program and oversight of safety and emergency management. He had served as interim police chief since July 2016.

LEARN MORE:
http://www.nku.edu/news/_161219policechief.html

NKU STUDENTS RAISE $14,000 FOR NONPROFITS

More than a dozen nonprofit organizations in Northern Kentucky and Greater Cincinnati received a funding boost just before Christmas, thanks to NKU's Mayerson Student Philanthropy Project.

More than $14,000 was awarded to the organizations, funds raised through student-led fundraising and contributions from local foundations and companies.

In a typical Mayerson class, students receive $2,000 to identify a community need, explore what nonprofits are addressing that need, and then, as a class, decide where to invest. The project has become a national model.

LEARN MORE:
http://www.nku.edu/news/_161129mayerson.html

MEXICAN CONSULATE GRANT HELPS NKU STUDENTS STAY IN SCHOOL

A longstanding partnership between NKU's Office of Latino Programs and Services and the Mexican Consulate in Indianapolis has resulted in a new scholarship program to help Mexican students or those of Mexican descent stay in school.

The NKU/IME Scholarship Program will provide $1,000 scholarships to 20 continuing and incoming NKU students. The Mexican Consulate provided a $9,050 grant, and NKU provided matching funds.

LEARN MORE:
http://www.nku.edu/news/_161213MexicanConsulateScholarships.html

ALUMNI NEWS

KAYLA PECCHIONI ('14) ISN'T ABOUT TO FAKE HER WAY TO THE TOP

Kayla Pecchioni, a 2014 graduate of NKU's School of the Arts, has been luckier than most aspiring actresses: since moving to New York City shortly after graduation, she hasn't been turned down for a role yet.

The 24-year-old actor and singer recently performed in the Radio City Christmas Spectacular, where she accompanied the Rockettes onstage at Radio City Music Hall, and will soon embark on a six-month-long tour of Dreamgirls in South Korea.

Pecchioni, a self-described introvert, credits her instructors at NKU's School of the Arts for transforming her from wayward student to a rising professional. Her advice to future generations? Trust your teachers, get involved – and be authentic. "People are looking for that unique quality in you. That's what they want. Stick with what makes you, you," she said.

LEARN MORE: http://nku.edu/features/2017/January/kayla-pecchioni.html

Dear Friends,

The dawn of a new semester brings the opportunity for a fresh start, and the University of Louisville is dedicated to moving forward in this new year. The unwavering commitment to the success of our university is seen across the UofL family in our students, faculty, staff and community.

Our students are taking that message to heart this month with community service and campus events. For example, on Martin Luther King, Jr. Day, more than 225 UofL volunteers spread out across the city to support dozens of local nonprofits. Meanwhile on campus, students planned Unity Week, a slate of events designed to celebrate diversity and inclusivity, and to show that all belong at UofL.

Other examples of our commitment are evident in the continuing campus improvements, including the grand opening of a new campus store, and in our focus on providing quality education and research, including our longstanding practice of bringing elite subject matter experts to campus through named lectures.

I am confident in the university's continued success, and I am honored that the Board of Trustees appointed me interim president during this transition period. We look to the future with a renewed energy.

Gregory C. Postel, MD
Interim President,
University of Louisville
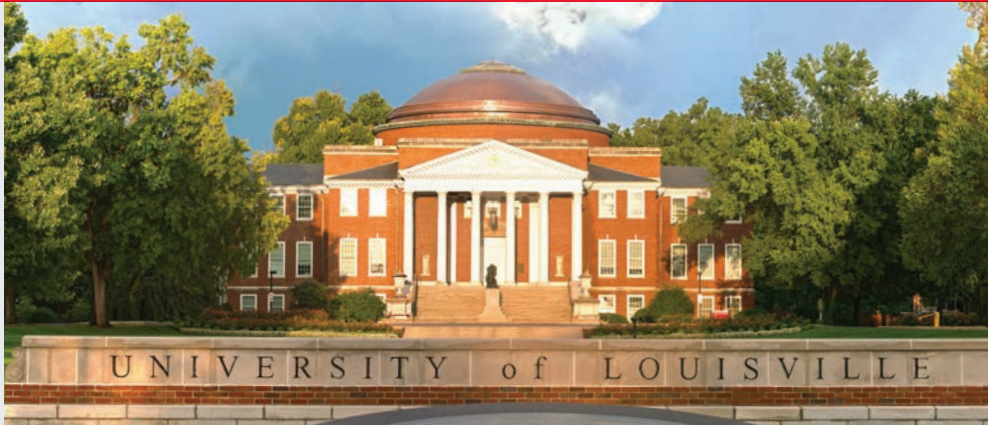
Interim president appointed; board officers, interim CAO named

Gregory C. Postel, MD, was named UofL's interim president by the Board of Trustees Jan. 21. Postel, who has been serving as interim executive vice president of health affairs, will begin the role on Jan. 30. Postel's medical background is in radiology, and he has been at UofL for 22 years, serving in both faculty and administrative roles.

The Board of Trustees also approved a new slate of officers at their January meeting. J. David Grissom will serve as chairman pro tem, John Schnatter will serve as vice chairman pro tem, Brian Cromer will serve as secretary pro tem, Diane Medley will serve as treasurer pro tem and Nitin Sahney will serve as the at-large member to the executive committee.

In addition, several other university administrators have been appointed to interim positions during the leadership transition. David Adams, currently CEO of the Institute for Product Realization, was named interim chief administrative officer (CAO) for the university. Susan Howarth, vice provost and chief university budget officer, was named interim chief financial officer (CFO). Lee Smith, assistant vice president for performance improvement/business analytics, was named interim chief operating officer (COO). Both the COO and CFO report to the CAO.

The board also approved three deans, including T. Gerard Bradley, DMD, as dean of the School of Dentistry, David A. Jenkins, PhD, LCSW, as dean of the Kent School of Social Work, and Todd Mooradian, PhD, as dean of the College of Business. The Bradley and Jenkins appointments are retroactive to Aug. 1, 2016. Mooradian will begin as COB dean on March 1.

UofL receives more than $1M to create new lung research program

A new research program at the University of Louisville will focus on developing better methods for studying lung inflammation and allow for new research into causes and potential therapies for lung diseases that affect millions of Americans.

Thanks to a pledge of $1.05 million throughout five years from the GSG III Foundation Inc., the UofL School of Medicine will create the Gibbs Lung Research Program at the Cardiovascular Innovation Institute (CII). The program will use established research and existing partnerships at CII to develop improved methods for studying diseased lungs and to explore new treatments for inflammatory lung disease.

"Given the number of people in Louisville and Kentucky who suffer from lung diseases, from COPD to cystic fibrosis to asthma, we are happy to support the community by creating a program that can ultimately lead to life-changing therapies for the people of Louisville and across the United States," said George Gibbs, chair of the GSG III Foundation, which is based in Louisville.

UofL researchers hope the Gibbs Lung Research Program ultimately will become a comprehensive lung research program, leading to valuable treatments that will slow or reverse the course of lung disease, improving quality of life for millions of people.
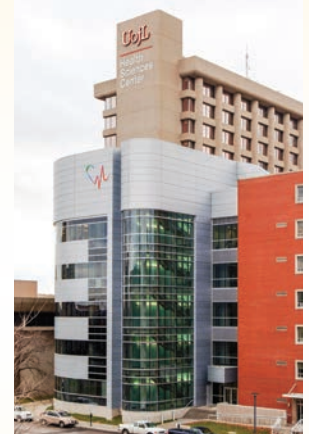
Cardiovascular Innovation Institute (CII)

Construction continues across campus

Several construction projects are ongoing across Belknap Campus. The new Belknap Academic Classroom Building is on schedule for a fall 2018 opening. Recent additions include designs for the completion of the fourth floor, left unfinished in earlier designs. This change supports plans for enrollment growth by focusing the building's design and use on high-tech support for student success, with particular emphasis on first-year needs and general-education courses.

Additionally, the renovation to the Student Activities Center continues. Updates to the east wing to relocate the Department of Health and Sports Sciences (HSS), the Prevention, Education and Advocacy on Campus and in the Community (PEACC) offices, and Health Promotion (HP) Wellbeing Central offices are complete. The grand opening for a new campus bookstore in the SAC was held this month, and new dining options are underway.

The new Belknap Academic Classroom Building is on schedule for a fall 2018 opening.

MLK Day of Service

UofL faculty, staff and students honored the legacy of Martin Luther King, Jr. by participating in the annual MLK Day of Service on Jan. 16. About 225 UofL volunteers worked at more than a dozen nonprofits across Louisville, including Volunteers of America, Shelby Park, Sojourn Community Church and more. Here, two students volunteer at the Americana Community Center.

Named lectures contribute to quality education

Named lectures are a valuable part of providing quality education, research and patient care at the University of Louisville Health Sciences Center.

"The value of such lectures comes from both the person in whose name the lecture is delivered and the content of the lecture itself," said Malcolm DeCamp, MD, chief of thoracic surgery at Northwestern University. DeCamp delivered the fifth annual Laman A. Gray Jr., MD, Lecture, organized by UofL's Department of Cardiovascular and Thoracic Surgery. The lecture is named to honor the long-time UofL cardiovascular surgeon who pioneered mechanical hearts and devices and now serves as executive and medical director of the Cardiovascular Innovation Institute.

"Events such as the Laman Gray Lecture and speakers who have the credentials of a Malcolm Decamp constitute one important way in which we can help educate our students, residents, faculty and referring physicians on the latest advances and can then translate that knowledge into best practices for our patients," said Mark Slaughter, MD, chair of the Department of Cardiovascular and Thoracic Surgery.

The Laman A. Gray Lecture is supported by a generous gift from Hank and Donna Wagner.

Malcolm DeCamp, MD, center, of Northwestern University, delivered the 2016 Laman A. Gray, Jr., MD Lecture. With DeCamp are Gray, left, and Mark Slaughter, MD, chair of the department.

Unity Week seeks to show all belong

An inclusive campus community is one of a college's strengths, and UofL students set out to show this month that all belong at UofL.

Unity Week 2017 was held Jan. 23-27 with several events planned by various student groups. The week began with a March on Grawemeyer, a peaceful walk and rally to celebrate solidarity across campus. Other activities included potlucks and group discussions, Movie Night, the kickoff of the #IBelongUofL campaign and the annual International Fashion Show.

Participants in the March on Grawemeyer make their way across campus.

"We want to show that we are a united front," said Austin Ferrell, a UofL senior and Unity Week Chair. "This is to show a true celebration of diversity and inclusion on campus and in the community. We want to celebrate the diversity that is present on the University of Louisville's campus."

Dr. Timothy Caboni named 10th president at WKU, begins July 1

Dr. Timothy Caboni

The WKU Board of Regents has selected Dr. Timothy C. Caboni as the University's 10th president. Dr. Caboni will begin his duties July 1 following the retirement of President Gary A. Ransdell.

"The Presidential Search Committee and the WKU Board of Regents spent countless hours over the last 11 months identifying the attributes we believe are the most critical in our next president to assure the continued growth and relevance of WKU," Board of Regents Chair Frederick A. Higdon of Lebanon said. "Dr. Caboni's blend of academic and administrative experience and his expertise in external relations have prepared him well to lead WKU's next chapter and build on the remarkable transformation we've achieved over the past 20 years."

Dr. Caboni, 47, currently Vice Chancellor of Public Affairs at the University of Kansas, said he was excited about returning to lead his alma mater. He earned a master's degree in corporate and organizational communication from WKU in 1994.

"It will be an honor and privilege to serve as WKU's 10th president," Dr. Caboni said. "I am thankful to the search committee and the WKU Board of Regents for their vote of confidence. Great universities inspire innovations, elevate communities and transform lives. That will be our guiding mission as we lift our students, our region and our world."

Dr. Caboni promised "to work tirelessly alongside every WKU constituency—faculty, staff, students, regents, alumni, donors, community leaders, legislators and every other individual who has a stake or interest in this institution—to continue WKU's remarkable growth and trajectory."

Dr. Caboni has served as the principal spokesperson at the University of Kansas since 2011 and oversees the communications, marketing and advocacy efforts for the

Dr. Timothy Caboni talks with students at an open forum.

University's five campuses and the KU Medical Center. Prior to KU, he was associate dean of the Peabody College of Education and Human Development at Vanderbilt University.

Dr. Caboni has a Ph.D. from Vanderbilt and a bachelor's degree from Louisiana State University. His 23-year higher education career includes work in alumni relations, fundraising, teaching, academic administration, communication, marketing and government relations.

A native of New Orleans, Dr. Caboni is married to Kacy Schmidt Caboni, who has been a development officer with Kansas University Endowment since 2006. "Kacy and I look forward to building on the outstanding work of President Gary Ransdell and his wife, Julie," he said.

Dr. Ransdell will retire this summer after 20 years as WKU's president.
https://wkunews.wordpress.com/2017/01/27/caboni-named-president/

WKU Summer Start program will offer first-year students early credit & tuition savings

   A new program at WKU will make students' first college experience more affordable and less intimidating. It will also prepare students for success.

   WKU Summer Start is a unique summer introduction to college for first-year students, connecting them to campus life while living in residence halls. Students complete six credit hours and take advantage of tuition savings, as well as get to know other new students and staff through social events and activities. The goal with Summer Start is to help students ease into college life by taking a small number of classes, experiencing residence hall life and getting to know other incoming students through a living learning community.
https://wkunews.wordpress.com/2017/01/24/wku-summer-start/

U.S. News & World Report ranks WKU online programs among best in nation

   In its annual ranking of the best online degree programs, U.S. News & World Report has named WKU among the top schools nationwide in five areas for 2017.

   WKU ranked fifth in the nation in the Best Online Bachelor Degree Programs category. The ranking also placed WKU's M.A. in Criminology 15th in the category of Best Online Criminal Justice Graduate Programs. WKU's Master of Science in Nursing was ranked 21st in the nation in the Best Online Nursing Degree category. WKU's Master of Arts in Education for Teacher Leaders ranked 35th in the nation for Online Graduate Education Programs. Gordon Ford College of Business was ranked among the Best Online MBA Programs, climbing 23 places to 61st.
https://wkunews.wordpress.com/2017/01/10/online-rankings-2017/

WKU professor receives China's top science award

   A WKU professor has received China's top award for foreign scientists for his two decades of research on water resources in the karst systems of southwest China.

   University Distinguished Professor of Hydrogeology Chris Groves was one of six recipients of China's 2016 International Science and Technology Cooperation Award, the top honor for foreign scientists working in China. The awards were presented by President Xi along with other leaders on Jan. 9 at the Great Hall of the People in Beijing.

In an image captured from China's television station CCTV, WKU Professor Chris Groves is congratulated by China's President Xi Jinping and Premier Li Keqiang at China's National Science and Technology Award Ceremony in Beijing.

   "As someone working in China for more than 20 years, this is the highest honor I can imagine," said Dr. Groves, Director of the Crawford Hydrology Laboratory within WKU's Applied Research and Technology Program. "My colleagues at the Institute of Karst Geology in Guilin have been incredibly supportive and very gracious in nominating me for this honor."

   Dr. Groves, who has made 36 trips to China since 1995, has collaborated with Chinese scientists and others from around the world to organize water-related scientific programs under the umbrella of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

   In 2013, Dr. Groves was a Ministry-level finalist for the China Friendship Award, that country's highest award for foreign experts who have made outstanding contributions to the country's economic and social progress.
https://wkunews.wordpress.com/2017/01/09/groves-china-award/

Committee on Equal Opportunities Report

The Committee on Equal Opportunities met Monday, January 23, 2017, at the Council offices in Frankfort, where it welcomed ten new members and two returning members. The following action and information items were presented.

- **2017 CEO Meeting Schedule:** Upcoming meetings will be held at the Council offices on April 10, July 20-21, and October 16. All meetings will be from 1 - 4:30 p.m., with the exception of the July 20-21 meetings, which will be from 1-6 p.m. on day one, and from 9 a.m. – 4:30 p.m. on day two.

- **SREB Doctoral Scholars Program:** Planning for the fall 2017 SREB Institute on Teaching and Mentoring took place during a January meeting of the state Doctoral Scholars Regional Advisory Committee in Atlanta, Georgia. The group debriefed on the fall institute and presented a summary report of student progress. As of January 2017, Kentucky has served 127 scholars, produced 85 graduates and has 26 students currently matriculating. Kentucky postsecondary education employs 22 SREB Doctoral Scholar graduates, 11 of which have earned tenure.

- **Annual Institutional Diversity Plan Updates:**   In accordance with the 2011-15 Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, each institution developed a campus-based diversity plan with strategies to promote diversity and goals to measure progress. At the January 23 CEO meeting, Western Kentucky University presented an annual update on their Diversity Plan.

- **Motion/Request:** One of the CEO members made a motion to recommend that the CPE notify the Governor's office to consider making a minority (African American) appointment to the CPE board. The CEO member reminded the committee that by statute, the board appointments should reflect the racial makeup of the population in the state of Kentucky.

Election of CPE Chair and Vice Chair

The Nominating Committee will present the slate of officers to serve until January 2018 for consideration by the full Council.