


MEETING AGENDA

Friday, March 31, 2017
Northern Kentucky University, Griffin Hall Digitorium



Members, Council on Postsecondary Education


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

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

Robert L. King, CPE President

The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997*. The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

Kentucky Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort KY 40601
Ph: (502) 573-1555, Fax: (502) 573-1535, <http://cpe.ky.gov>

AGENDA
Council on Postsecondary Education
Friday, March 31, 2017
9:00 AM
Northern Kentucky University, Griffin Hall Digitorium

1. Welcome	
2. Roll Call	
3. Approval of Minutes	3
4. CPE President's Report to the Council	11
5. Kentucky Commissioner of Education Report	14
6. Strategic Agenda Metrics Accountability System Overview	16
7. 2017 Legislative Session Summary	39
8. ACTION: 2017-18 Tuition and Mandatory Fee Recommendation	41
9. ACTION: Interim Capital Projects -- KCTCS	48
10. ACTION: New Academic Programs	52
11. 2017-18 Improving Educator Quality State Grant Programs	54
12. Committee on Equal Opportunities Report	56
13. Stronger by Degrees: Update on Policy Area 1, Opportunity	57
14. Committee Appointments	91
15. Resolutions	
16. Reports from the Institutions	92
17. Other Business	
18. Adjournment	
Next meeting: June 15-16, 2017 @ Spalding University	

REVISED 3/30/17

MINUTES

Council on Postsecondary Education Retreat
February 2, 2017

The Council on Postsecondary Education met in a retreat Thursday, February 2, 2017 at the Kentucky Chamber of Commerce in Frankfort, Kentucky. The retreat began at 9:00 a.m. ET and concluded at 7:00 p.m. ET. Chair Glenn Denton presided.

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

DISCUSSION TOPICS An agenda was distributed for the retreat but no action was taken. The meeting included a discussion with Commissioner of Education Stephen Pruitt on college readiness initiatives. A panel of past board chairs gave advice to new members about being effective board members. Education and Workforce Development Cabinet Secretary Hal Heiner, discussed initiatives to build a world-class workforce. The postsecondary presidents presented a session on understanding higher education finance Other items discussed included an update of the 2017 legislative session and a discussion of the 2016-21 Stronger by Degrees strategic agenda and related metrics. The retreat concluded with a reception and dinner at the Glen Willis House in Frankfort.

ADJOURNMENT The retreat adjourned at 7:00p.m ET.

Robert L. King
CPE President

Mary Allison
Executive Asst. to the President

MINUTES

Joint Meeting between Council on Postsecondary Education, Public Institutional Presidents, and Board of Student Body Presidents
February 3, 2017

The Council on Postsecondary Education met in a joint meeting with the Public Institutional Presidents and the Board of Student Body Presidents on Friday, February 3, 2017, at the Council Offices in Frankfort, Kentucky. The meeting began at 9:15 a.m. ET and concluded at 10:30 a.m. ET. Chair Glen Denton presided.

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

The following Institutional Presidents were present: Wayne D. Andrews (MoSU), Michael T. Benson (EKU), Jay K. Box (KCTCS), Robert O. Davies (MuSU), Geoffrey Mearns (NKU) Greg Postel (UofL), and Gary A. Ransdell (WKU), Aaron Thompson (KSU).

The following Board of Student Body Presidents were present: Jay Todd Richey (WKU), Clint Combs (MuSU), Rowan Reid (UK), Aaron Vance (UofL), Colin Potter (EKU), Will Weber (NKU), Ellen Braden (KCTCS), Montre'ale Jones (KCTCS), and Chris Muncy (AIKCU).

DISCUSSION TOPICS An agenda was distributed for the joint meeting but no action was taken. Discussion topics included advocacy for postsecondary education, college affordability, strengthening the connection between postsecondary education and the workforce and maximizing the partnerships between CPE, the campuses, and the BSBP.

ADJOURNMENT The meeting adjourned at 10:30 a.m. ET.

Robert L. King
CPE President

Mary Allison
Executive Asst. to the President

Minutes
Council on Postsecondary Education
February 3, 2017

The Council on Postsecondary Education met Friday, February 3, 2017, at 11:30 a.m., ET, at the Council on Postsecondary Education in Frankfort, Kentucky. Chair Glenn Denton presided.

- WELCOME** Mr. Denton called the meeting to order and welcomed everyone. Mr. Denton noted that the agenda will be reordered to allow a smooth transition to lunch.
- ROLL CALL** The following members were present: Ronald C. Beal, Benjamin Brandstetter, Glenn D. Denton, Dan Flanagan, Lucas V. Mentzer, Pam Miller, Donna Moore, Joseph Papalia, Vidya Ravichandran, Robert H. Staat, Sebastian Torres, Carol Wright, and Sherrill Zimmerman. Maryanne Elliott, Joe Ellis and Commissioner Stephen Pruitt did not attend.
- STUDENT LOAN DEFAULT AND REPAYMENT IN KENTUCKY** Dr. Dmitry Suspitsyn, director of research and policy analysis, discussed student loan debt in Kentucky and summarized a recent Council report on student loan default and repayment rates. A copy of the report was included in the agenda book. Following the presentation, he answered questions regarding the calculation of monthly loan payments; trend of default rate and debt rate at public versus private institutions; and average debt per student. Presidents in attendance responded to a question about a program in Indiana requiring that a letter regarding student loan responsibilities be sent to all students, and communications used on their campuses.
- 2017 REGULAR SESSION OF THE KENTUCKY GENERAL ASSEMBLY** Mr. Ron Carson, legislative liaison and senior fellow, presented an update of the beginning of the 2017 Regular Legislative Session, and highlighted key bills that may affect postsecondary education, including Senate Bill 12, the bill that reorganizes the University of Louisville Board of Trustees and Senate Bill 107, the bill that extends the provisions of SB 12 to all the institutions. Mr. Carson also discussed the status of the performance funding legislation draft.
- APPROVAL OF MINUTES** The minutes of the November 17-18, 2016, meetings were approved as distributed.
- KENTUCKY FUTURE SKILLS REPORT** Kate Akers, executive director of the Kentucky Center for Education and Workforce Statistics, presented Kentucky's new "Future Skills Report," an interactive report that assists policymakers, educators, practitioners and the public in making education and workforce decisions.

Minutes
Council on Postsecondary Education
February 3, 2017

Ms. Lee Nimocks, vice president of Policy, Planning and External Relations, added that Ms. Akers will review the "Postsecondary Feedback Report" tool at a future meeting.

President King stated that 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.

**MOREHEAD STATE
UNIVERSITY PROPOSED
TUITION PLAN**

Morehead State University President Dr. Wayne Andrews and Chief Financial Officer and Vice President for Administration Beth Patrick presented a proposed approach for tuition setting for the 2017-18 academic year. Following the presentation, they answered questions regarding criteria used in determining Morehead State University's growth and awarding scholarships; fixed and unavoidable cost increases; using tuition dollars for auxiliary purposes; total costs of educating students and the relation of tuition and state support; sticker price and reasons students consider other options.

**CPE PRESIDENTS
REPORT**

President King's report was provided in the agenda book.

**COMMISSIONER OF
EDUCATION REPORT**

Commissioner Stephen Pruitt was not available to attend the February 3 meeting. His written report was included in the agenda book.

**ACADEMIC PROGRAM
APPROVAL POLICY**

Dr. Melissa Bell, associate vice president for Academic Affairs, presented the 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

Minutes
Council on Postsecondary Education
February 3, 2017

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 would become effective July 1, 2017.

Questions were asked concerning 24-hour approval and the purpose for the preproposal stage.

MOTION: Mr. Dan Flanagan moved that the Council approve the updated Academic Program Approval policy. Dr. Staat seconded the motion.

VOTE: The motion passed.

ADVANCED PRACTICE
DOCTORATES
REGULATION

Mr. Travis Powell, general counsel, and Dr. Bell presented the Advanced Practice Doctorates Regulation. 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

Minutes

Council on Postsecondary Education

February 3, 2017

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 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 would initiate the regulation amendment process by filing the document with the Legislative Research Commission. The proposed revised administrative regulation would go through a public hearing and comment period and review by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

MOTION: Ms. Sherrill Zimmerman moved that 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. Ms. Donna Moore seconded the motion.

VOTE: The motion passed.

2017-18 TUITION
SETTING TIMELINE AND
TUITION AND
MANDATORY FEE
POLICY

Mr. Bill Payne, vice president for Finance and Administration, presented the 2017-18 Tuition Setting Timeline and Tuition and Mandatory Fee Policy, which were developed in consultation with, and endorsed by, the members of the Tuition Development Work Group. Once approved, these documents would guide the formation of a tuition and mandatory fee ceiling recommendation and facilitate

Minutes
Council on Postsecondary Education
February 3, 2017

submission and assessment of campus proposed tuition and fee rate schedules for academic year 2017-18.

MOTION: Mr. Sebastian Torres moved that the Council approve the 2017-18 Tuition Setting Timeline and Tuition and Mandatory Fee Policy as presented. Mr. Lucas Mentzer seconded the motion.

VOTE: The motion passed

COMMITTEE ON EQUAL
OPPORTUNITIES
REPORT

Dr. Rana Johnson, chief diversity officer, provided an update on the activities of the Committee on Equal Opportunities. Dr. Johnson continued by introducing Michael Mejia, a Southern Regional Education Board doctoral scholar attending the University of Kentucky, to report on study and research requirements for the program. He discussed how the SREB program has provided support, mentors, and the networking needed to be successful in the program.

EXECUTIVE COMMITTEE
REPORT

The Executive Committee met on February 3, 2017, at 8:00 a.m. ET. Mr. Denton presented the discussion of the committee.

NOMINATING
COMMITTEE REPORT
and ELECTION OF CPE
CHAIR AND VICE CHAIR

Ms. Pam Miller, chair of the Nominating Committee, presented the committee's recommendations.

MOTION: Ms. Miller moved that Sherrill Zimmerman serve as the chair of the Council on Postsecondary Education and Ben Brandstetter serve as vice chair, with terms set through January 31, 2018. Ms. Carol Wright seconded the motion.

VOTE: The motion passed.

Following the vote, Ms. Zimmerman thanked the committee and she thanked Mr. Denton and Ms. Donna Moore for their service. Ms. Zimmerman presented Mr. Denton with an engraved gavel. Mr. King thanked Mr. Denton and Ms. Moore for their service to the Council.

Mr. Denton said a few words of thanks to the Council and the Council staff for their support over the last several years. He also congratulated Sherrill Zimmerman and Ben Brandstetter on their new positions.

Minutes
Council on Postsecondary Education
February 3, 2017

REPORTS FROM
INSTITUTIONS

Reports from the institutions were provided in the agenda book.

OTHER BUSINESS

Chair Zimmerman reminded Council members to complete the annual Financial Disclosure form from the Ethics Commission which is due April 15, 2017.

President Robert Davies of Murray State University shared a recent article from the Wall Street Journal and picked up by other publications and NPR. The article reported on the exceptional job regional universities do in education with economic development. Murray State University was highlighted in the report.

NEXT MEETING

The next Council meeting is March 30-31, 2017, at Northern Kentucky University in Highland Heights, Kentucky.

ADJOURNMENT

The meeting adjourned at 1:30 p.m., ET.

Robert L. King
CPE President

Mary Allison
Executive Asst to the President

CPE President's Report to the Council



Record attendance expected at sixth annual Student Success Summit

More than 350 postsecondary faculty, staff and administrators will attend the sixth annual Kentucky Student Success Summit, on April 3-4 in Louisville. The summit's theme, "Is Your Institution Student-Ready?: Flipping the College-Readiness Conversation," refers to the importance of creating a campus culture where all students are expected to succeed. Session topics include using data and analytics to increase student-centered practices, promoting mental health and wellness, assuring delivery of high-impact educational practices to all students, supporting underprepared students' success, and serving military and veteran students. For more information, visit <http://cpe.ky.gov/studentsuccess/>.

Council announces pilot project to promote diversity in campus leadership

Staff of Academic Affairs are in the process of developing a new initiative referred to as the Academic Leadership Development Institute (ALDI). The purpose of ALDI is to create a professional learning community of early career underrepresented minority faculty who are interested in future administrative leadership positions in the academy. Participants in this yearlong initiative will be presented with a variety of perspectives from local, state and national experts to build capacity and cultivate the academic leadership pipeline in our state. Four sessions will be held (April, May, September, November) and the first will be in conjunction with the annual Student Success Summit. At the initial session, Dr. Alma Clayton-Pederson, Senior Scholar with the Association of American Colleges and Universities, will engage cohort members in a discussion of the demographics of the higher education leadership pipeline. Clayton-Pederson will also facilitate a panel of seasoned Kentucky educational leaders who will share their experiences with leadership advancement, succession planning and the importance of leadership diversity.

Congratulations to the following individuals who make up the first cohort of the Academic Leadership Development Institute:

- **Bluegrass Community and Technical College:** LaVetta Reliford,
- **Eastern Kentucky University:** Socorro Zaragoza,
- **Henderson Community and Technical College:** Michelle Chappell,
- **Jefferson Community and Technical College:** Leonard Thomas,
- **Kentucky State University:** Donovan Ramon,
- **Madisonville Community College:** Aseem Talukdar,
- **Morehead State University:** Tamera Izlar,
- **Murray State University:** Mi-Hwa Park,
- **Northern Kentucky University:** Francoise Knox-Kazimierczuk,
- **Somerset Community College:** Amanda Waterstrat,

- **Southeast Kentucky Community and Technical College:** Victoria Cloud,
- **University of Kentucky:** Julie Plasencia, Jacqueline Couti and Gabriel Dadi,
- **University of Louisville:** Delaina Amos, Dewey Clayton, Baron Kelly and Sheri Wallace, and
- **Western Kentucky University:** Kimberly Green.

KCEWS releases Postsecondary Feedback Report

The Kentucky Center for Education and Workforce Statistics (KCEWS) released the 2017 [Postsecondary Feedback Report](#) on March 23. The report looks at what happens to Kentucky graduates after they leave college. This is not the first time KCEWS has created this report; however, it is the first time KCEWS has made it dynamic and interactive to the public.

The dynamic report provides in-depth data about which credentials are pursued, where they transfer, the employment and wages of graduates as well as information about students who go on to pursue additional degrees. The report will be a great asset for campus leaders and faculty, students and families, and anyone wanting more information about college outcomes.

Gearing up for a busy summer

Mark your calendars! GEAR UP Kentucky has several events focusing on student success this summer.



- *Institute for a College-Going Commonwealth*
GEAR UP Kentucky will hold its 2017 Institute for a College-Going Commonwealth on June 8 – 9 in Bowling Green. Targeted at education professionals, parents and students, the institute will explore what students need to succeed in college and career. Featured speakers include Dr. Deborah “Dr. G.” Gilboais, a nationally-recognized parenting and youth development expert; Dr. Aaron Thompson, interim president of Kentucky State University; and Dr. Brett Zyromski, co-founder and co-chair of the national Evidence-Based School Counseling Conference and assistant professor in counselor education at Ohio State University.

The institute serves as a platform for students to voice to education leaders what aspects of college they find challenging: academically, financially, culturally, socially and emotionally. Students will also take on key roles throughout the event, serving as planning committee members, speakers and facilitators, conducting on-site live video interviews with participants, and leading social media engagement among attendees. Registration is available at <https://events.bizzabo.com/2017institute/home>.

- *Summer Academies*
“Six campuses; three weeks; one unforgettable experience” is how GEAR UP Kentucky is describing their upcoming 2017 GEAR UP Summer Academies. Each academy, held at a Kentucky campus, focuses upon a career area, offering a daily schedule of classes taught by college professors. Students also get to experience

life as a college student by staying in a campus dorm, eating in campus dining halls, and interacting with college staff and students.

The goal of the program is to help students develop college and career skills, as well as to visualize themselves as future college students. The experience also serves as college access preparation, insight into how they need to prepare academically and financially for college.

- Kentucky State University
Dates: June 11-30
Academic focus: Forensic science, Music & Visual Arts, and Agriculture
- University of Kentucky
Dates: June 11- 30
Academic focus: "Creative Kentucky – Exploring the World of Possibilities"
- Morehead State University
Dates: June 11 -30
Academic focus: Space science
- University of Louisville
Dates: July 9-July 28
Academic focus: Health sciences
- Murray State University
Dates: TBD
Academic focus: Mechatronics
- Western Kentucky University
Dates: June 11-30
Academic focus: College, Career & Civic Readiness

KYAE bringing careers into classrooms

As reported by the Kentucky Chamber of Commerce, one of the greatest workforce challenges identified by Kentucky employers is the need for improved employability (or soft) skills, such as attendance, communication and teamwork.

As part of its continued effort to prepare its students for college and career, Kentucky Adult Education (KYAE) developed the KYAE Employability Standards to address these challenges. These standards, vetted by employers, are being integrated with academic instruction in KYAE classrooms, providing a contextualized learning experience for Kentucky's adult education students.



Kentucky adult educators are taking workforce-focused contextualized instruction a step further by uniting with partners such as KCTCS and employers to provide integrated education and training (IET) opportunities to adult education students. Through these IET opportunities, adult education students receive contextualized, sector-specific instruction that helps them reach their academic goals (such as earning a GED diploma) while preparing them for an occupation and earning certifications and/or college credit.

To support Kentucky adult educators' efforts to provide contextualized instruction, KYAE has launched the online KYAE Lesson Bank. This bank features more than 100 lessons created by KYAE instructors and vetted by experts for quality and adherence to both College and Career Readiness and Employability Standards.

Kentucky Commissioner of Education Report

The following is a report from Dr. Stephen Pruitt, Commissioner of the Kentucky Department of Education.

State of P-12 Education in the Commonwealth of Kentucky Report – I held a press conference on Feb. 22 to release the second annual *State of P-12 Education in the Commonwealth of Kentucky* report. My speech emphasized that equity must be a special focus during the coming year and referenced a special KDE research analysis titled *A Focus on Equity for All*. Additionally, I pointed out the progress points that we have to celebrate. Please take a look at the report to understand both the challenges we have ahead and the advancements we have achieved.

Click [here](#) for a complete copy of the report itself. If you want to watch the video of the press conference, click [here](#). (All on KDE website.)

Update on the Draft Accountability System Proposal – The Kentucky Department of Education (KDE) will soon be releasing the draft accountability system proposal for review and comment to all shareholders. The Kentucky Board of Education (KBE) had its first discussion of the draft proposal at the February meeting and will have a second conversation on April 11 at another work session. The version of the draft proposal presented to the board in February can be found on their online materials site under the February 7 work session. The link is <https://portal.ksba.org/public/Agency.aspx?PublicAgencyID=4388&AgencyTypeID=1>.

Another meeting of the Accountability Steering Committee is being scheduled for March 31 as well as another meeting of the Consequential Review Committee on March 27 to discuss the most current version of the draft proposal so that their feedback can be reported to the KBE at their work session on April 11.

The draft proposal is being released for feedback through my spring round of Town Hall Meetings and an online feedback tool. All input will be made available to the Kentucky Board of Education before it is asked to approve the draft proposal. The Town Hall schedule is found in the next article below.

Spring 2017 Town Hall Meeting Schedule on Draft Accountability System Proposal – On the next page is the schedule for the remainder of my Town Hall Meetings. The time for each meeting is 6:30 p.m. to 8:00 p.m. local time. Contact Rebecca Blessing if there are questions at rebecca.blessing@education.ky.gov. I hope you will attend one that is convenient for you.

Monday, April 10
McCracken County High School, Auditorium
6530 New Hwy. 60 West, Paducah

Thursday, April 13
Laurel County Schools Center for Innovation, Main Presentation Room 1100 East 4th
Street, London

Monday, April 17
Rowan County Senior High School, Performing Arts Center
499 Viking Dr., Morehead

Tuesday, April 18
John Hardin High School
384 W.A. Jenkins Road, Elizabethtown

Thursday, April 20
Glasgow Independent Schools, Glasgow High School Auditorium
1601 Columbia Ave., Glasgow

Tuesday, April 25
Fayette County, Bryan Station High School
201 Eastin Rd., Lexington

Thursday, April 27
Prestonsburg, Mountain Arts Center
50 Hal Rogers Dr., Prestonsburg

Monday, May 1
Henderson County, Professional Development Center
631 North Green St., Henderson

Next Kentucky Board of Education Meeting: April 11 Work Session on draft
accountability system proposal; April 12 Regular Meeting; Both held in the State Board
Room, 5th Floor, 300 Sower Blvd., Frankfort, KY

2016-2021 Strategic Agenda, Key Performance Measures

Strategic Agenda Policy Area	Metric	Purpose	Summary Status	Reporting Level	Diversity Policy Metric	Perform. Funding Metric
Opportunity Objective 1	Outcome on Annual Diversity Policy Degree Eligibility Review	To better align statewide diversity planning and evaluation with the broader strategic agenda, annual institutional performance presentations to the Council will include the positive or negative outcome of the institutions' diversity policy degree eligibility review. The degree eligibility review includes quantitative and qualitative measures aligned with the priorities of the strategic agenda and statewide diversity policy.	The campuses are in the process of developing diversity plans. The first evaluation of progress on the plans will take place in Academic Year 2018-19.	Institution	Yes	No
Opportunity Objective 2	College Readiness of Kentucky High School Graduates	This metric measures the percent of Kentucky high school graduates entering college in Kentucky who meet statewide standards for readiness in English, mathematics, and reading. College readiness is closely aligned with success in postsecondary education.	In 2010-11, 52% of KY high school graduates entering public postsecondary institutions met college readiness standards in English, math and reading. By 2014-15, that percentage had risen to 70.5%. Preliminary data indicates increases will continue in 2015-16.	State	No	No
Opportunity Objective 2	Progress of Underprepared Students	This measure tracks the progress of underprepared students in mathematics and/or English who complete a credit-bearing course in their area(s) of deficiency by the end of the fall semester a year after entry. For students entering underprepared in English or mathematics, completion of a credit-bearing course within the first several semesters of entry is strongly correlated with higher levels of retention, progression and completion.	In 2014-15, 64% of students underprepared in English at a four-year public university and 28% of students underprepared in English at a KCTCS institution completed a credit-bearing English course. In 2014-15, 33.1% of students underprepared in math at a four-year public university and 21.4% of students underprepared in math at a KCTCS institution completed a credit-bearing math course.	State, Institution	No	No
Opportunity Objective 3	College-Going Rate of High School Graduates (KY only)	Like enrollment, this measure provides a view of postsecondary participation but focuses on college going as a percentage of the available high school graduating population. This measure mirrors a key indicator in the K-12 accountability system.	The college-going rate of 2012-13 KY high school graduates was 55.4%, compared to 54% in 2014-15, the most recent year available. Due to data availability, the percentages include students enrolling in Kentucky postsecondary institutions only. An estimated 5% of Kentucky high school graduates attend college out of state.	State	No	No
Opportunity Objective 3	Percent of Adult Kentuckians Enrolled in Postsecondary Education	A significant portion of Kentucky's adult, working-age population (25-64) has never attended a postsecondary institution or has stopped out without obtaining a credential. Kentucky's educational attainment level depends on enrolling and graduating a greater proportion of our adult population.	This is a new metric. Evaluations of historical trends and projected progress is underway.	State	No	No
Opportunity Objective 4	Working-Age Population Without a High School Diploma	This is a key measure for Kentucky Adult Education and provides a clear indication of the population in need of KYAE services. It also has a significant impact on the state's overall level of educational attainment.	In 2010, 15.2% of working-age Kentuckians ages 18-64 (410,024) did not have a high school diploma or equivalent. This percentage has steadily improved and, in 2015, had decreased to 12.9% (353,950).	State	No	No

2016-2021 Strategic Agenda, Key Performance Measures

Strategic Agenda Policy Area	Metric	Purpose	Summary Status	Reporting Level	Diversity Policy Metric	Perform. Funding Metric
Opportunity Objective 4	High School Equivalency Diplomas Conferred	Students who earn high school equivalency diplomas represent a large pool of potential college-goers in Kentucky. This measure also is a key indicator of the impact of KYAE services on their target population.	Since the latest GED test edition was released (January 1, 2014), the number of Kentuckians earning a GED diploma has increased from 1,663 (FY15) to 3,091 (FY16), and the upward trend continues for this fiscal year. From 2000-14, the total number of GED diplomas earned decreased, primarily because the number of working-age Kentuckians (ages 18-64) who did not have a high school diploma decreased – from 21% in 2000 to 12.9% today	State	No	No
Opportunity Objective 4	Percent of Kentucky Adult Education Students Enrolling in a Kentucky College or University	In today's economy, a high school diploma is not enough. This indicator highlights an important access issue for Kentucky postsecondary education—the ability of GED graduates to transition to college. Getting more adults into postsecondary education is critical to achieving Kentucky's educational attainment goals.	In 2012, 25% of 2010 GED graduates had transitioned into a Kentucky state-supported or regionally accredited, non-profit, independent college or university within two academic years. That percentage remains relatively steady; in 2016 the percentage was 23% of the 2014 GED graduates.	State	No	No
Opportunity Objective 5	Net General Fund Appropriation per FTE Student	This measure tracks the net general fund appropriation per FTE student. It is an indicator of state support, and decreases in the general fund appropriation to postsecondary education correlate to increased costs for students and their families.	In 2007-08, net general fund appropriation per FTE was \$8,699. By 2015-16 it had decreased to \$6,003 per FTE.	State	No	No
Opportunity Objective 5	Average Net Price	Net price is the out-of-pocket expenditures for college after factoring in state, federal and institutional grants and scholarships that do not need to be repaid. College cost is a primary barrier to college participation and completion, and college affordability is a key consideration for the state.	This is a new metric. In 2015-16, the average net price that students paid at public universities was \$12,106 (compared to \$11,495 in 2012-13). At KCTCS, it was \$6,923 (compared to \$6,506 in 2012-13).	State	No	No
Success Objective 6	Student Retention	This measure tracks the percent of first-time, degree-seeking students who return to the same institution the following fall. There is a high rate of student attrition after the first semester or year due to social, emotional, financial or academic reasons. Effective mentoring, intervention and counseling programs are essential to ensure students return and stay on track. This metric will be disaggregated by low-income and URM status.	Both KCTCS and public universities have improved their retention rates. KCTCS returned 52.2% of fall 2015 freshmen the following fall, compared to 50.9% of fall 2011 students the following fall. Four-year campuses returned 76.3% of fall 2016 freshmen the following fall, compared to 72.6% of fall 2011 freshmen the following fall. While both low-income and URM students return at lower rates, similar gains have been made in this time period.	State, Institution	Yes	No
Success Objective 6	Student Progression	This measure tracks the percent of students who reach or surpass certain credit hour milestones (30, 60 and 90 at universities and 15, 30, and 45 at KCTCS). This reflects the state's interest in monitoring both progress to completion, as well as degree or certificate attainment. Like retention rates, progression rates provide information to institutions about needed interventions and program changes.	This is a new metric. Staff is reviewing trend data to determine past progress at each of the campuses. Data will be presented at an upcoming meeting.	Institution	No	Yes

2016-2021 Strategic Agenda, Key Performance Measures

Strategic Agenda Policy Area	Metric	Purpose	Summary Status	Reporting Level	Diversity Policy Metric	Perform. Funding Metric
Success Objective 6	Graduation Rate	This metric measures the percent of students from an entering cohort who start full-time and ultimately graduate at their home institution within 150% of the prescribed program length. Despite limitations, it continues to be widely used as a measure of student success and institutional effectiveness. This metric will be disaggregated by low-income and URM status.	The 6-year graduation rate at public universities increased from 48.2% in 2010-11 to 49.5% in 2015-16. The 3-year graduation rate at KCTCS institutions increased from 23.7% in 2013-14 to 26.6% in 2015-16.	State, Institution	Yes	No
Success Objective 6	Completion Rate	While the graduation rate measures the success of students who enter full time and graduate from the institution where they started, the completion rate focuses more broadly on whether students are successful within a set period of time, regardless of where they graduated.	Students starting at KY four-year public institutions from fall 2008 to fall 2010 completed at rates of 57.9%, 57.3% and 58.1%. Students starting at KY two-year public institutions from fall 2008 to fall 2010 completed at rates of 40.4%, 39.6% and 40.0%.	State	No	No
Success Objective 6	Average Number of Credit Hours Earned	This measure highlights Kentucky's efforts to reduce the time and costs to graduation by pushing down the average number of credits earned by college graduates.	The minimum number of credit hours for most bachelor's degree programs is 120. In 2009-10, the average number of credit hours earned by bachelor's degree graduates was 140; in 2015-16, that number fell slightly to 139. In 2009-10, the average number of credit hours earned by associate degree graduates was 93; in 2015-16, that number fell to 78.6.	State, Institution	No	No
Success Objective 7	Student Transfer	This metric tracks the number of KCTCS students who transition to a four-year program of study. Breaking down barriers to successful transfer supports Kentucky's efforts to create a more seamless education system with multiple pathways to success. The strategic agenda will track transfer in two ways: KCTCS students who transfer to a four-year campus with academic credit and those who transfer with an associate degree.	While Kentucky has tracked transfer for a number of years, the definition of this metric has changed in the new agenda to better align with national standards and the KCTCS system definition. Trend data and projected progress will be presented in June 2017.	State	No	Yes
Success Objective 8	Academic Quality	For the first time, this agenda includes academic quality measures that reflect the specific institutional priorities of each campus. Each campus has chosen two measures: one that reflects a high-impact educational practice leading to higher levels of student success, and one that is a measure of academic excellence and quality educational outcomes.	These are new metrics. CPE staff is working with the campuses to collect data.	Institution	No	No
Impact Objective 9	Postsecondary Degrees and Credentials Conferred	The number of degrees and credentials awarded is a key indicator that most directly impacts overall educational attainment goals. Tracking the number of degrees awarded to low-income and racial-ethnic minorities focuses attention on the persistent achievement gaps in Kentucky that must be erased. Shortages in science, technology, engineering, mathematics and health-related fields have prompted national initiatives to increase the number of STEM+H graduates. Increasing the number of degrees in these high-demand fields is vital to attracting more high-value jobs and industries.	From 2011-2016, total degrees and credentials at public and private institutions increased 10.8%. Degrees and credentials at public institutions increased 10.5%, while degrees and credentials awarded at AIKCU (non-profit, independent) institutions increased 13%. STEM+H degrees increased nearly 25% in 5 years, from 17,306 in 2009-10 to 21,984 in 2015-16.	State, Institution	Yes	Yes

2016-2021 Strategic Agenda, Key Performance Measures

Strategic Agenda Policy Area	Metric	Purpose	Summary Status	Reporting Level	Diversity Policy Metric	Perform. Funding Metric
Impact Objective 9	The Percent of Working-Age Kentuckians with a Postsecondary Degree or Certificate	Kentucky's "big goal" as articulated in this agenda is to increase educational attainment of working-age adults (25-64) with a college credential to the projected national average of 58% by 2025. This is an ambitious target, but it reflects the priorities of the 1997 higher education reform act, as well as the need to have a more highly skilled and educated population. Reaching this goal will be a shared responsibility, requiring not only increases in degree production, but strong economic development efforts leading to business growth, improved preparation and college-going rates in the P-12 system, and a re-engagement of adult learners who have dropped or stopped out of school. Over 30 states have established population-based educational attainment goals, reflecting a nationwide priority on strengthening economic opportunity through higher levels of education.	Kentucky has focused on reaching at least the national average in educational attainment since HB 1 in 1997. However, the goal has been articulated in different ways over the years. In the previous strategic agenda, the educational attainment level of younger adult Kentuckians was a central concern. In prior agendas, bachelor's level attainment was the priority. For the first time, this agenda considers not just degrees but undergraduate certificates as a key element in educational attainment and an essential building block of a competitive workforce. Analysis is underway to determine necessary and appropriate increases in degree production at Kentucky's public and private postsecondary institutions in support of this goal.	State	No	No
Impact Objective 9	Internships/Co-ops/Clinical Learning Experiences	Applied learning opportunities like internships and clinical experiences not only lead to higher chances of college completion, but they provide essential job development opportunities that help students make the transition from college to career.	This is a new metric. Data collection is underway.	Institution	No	No
Impact Objective 9	Percent of Graduates Working or Pursuing Additional Education in Kentucky	This indicator measures the extent to which the state benefits from its investment in postsecondary education when its graduates remain in Kentucky to enhance our economy and quality of life.	This is a new metric. We are working with the Kentucky Center for Education and Workforce Statistics to determine the percentage of associate and bachelor's degree graduates working or pursuing additional education a year after graduation.	State	No	No
Impact Objective 10	Research Expenditures	Research and development expenditures are an index of a state's intellectual capital and potential for economic growth. These measures track R&D expenditures at Kentucky's research universities.	Extramural R&D funding decreased about 5% in 5 years, from \$372M in 2009-10 to \$352M in 2013-14. This downward trend is in part due to a decline in available National Science Foundation funding and other federal resources.	State, Institution	No	No
Impact Objective 11	Regional Stewardship and Public Service	Public service is a cornerstone of the mission of higher education institutions. The agenda does not include specific metrics related to public service due to the diversity of activity and individual campus priorities. However, the agenda does highlight the importance of this work, so regional stewardship and public service activities will be included in annual institutional performance reports.	Campuses will report on their commitment and activity related to regional stewardship and public service annually beginning in June 2017.	Institution	No	No



20

Strategic Agenda Accountability System

Discussion Items

1. Performance Metrics
2. Diversity Planning, Performance Funding & Alignment with Strategic Agenda
3. Target Setting
4. Reporting on Progress
 - Institution-level
 - State-level
5. Dashboard and Scorecards
6. Special Topic Reports/Issue Analysis
7. State Educational Attainment Goal

Priorities for Metrics Development

- Involve broad input
- Support objectives in the Strategic Agenda
- Address achievement gaps
- Focus on limited number, with the ability to dive deeper
- Enable comparison of Kentucky with other states when possible
- Align with diversity planning and performance funding
- Build on existing measures when possible





Focus Area 1: Opportunity

Key Metrics

- Outcome of Annual Degree Eligibility Review, Linked to Campus Diversity Plans
- College Readiness of College Entrants
- Progress of Underprepared Students in English & Math
- College-Going Rate of High School Graduates
- Kentucky Residents (25-64) Enrolled in Postsecondary Education
- Working-Age Population (18-64) Without a High School Diploma
- Number of Kentuckians Earning a High School Equivalency Diploma
- Percent of Adult Education Students Transitioning to Postsecondary Education
- Net General Fund Appropriations
- Average Net Price



Focus Area 2: Success

Key Metrics

- First-Year to Second-Year Retention
- Student Progression
- 3-Year and 6-Year Graduation Rates
- College Completion Rate
- Average Credit Hours Earned for Graduates
- Two to four year transfer
- Academic Quality and Excellence Metrics (varied based on institutional mission and priorities)



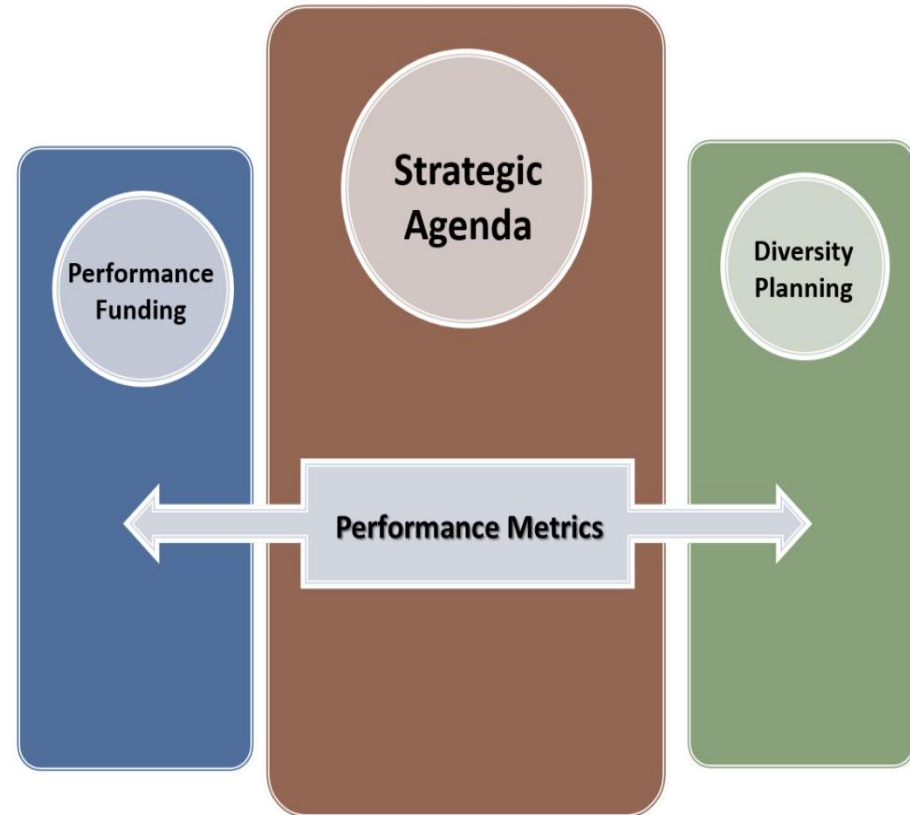
Focus Area 3: Impact

Key Metrics

- Degrees/Credentials Conferred
- Educational Attainment (Percent of Kentuckians 25-64 with a postsecondary credential)
- Percent of Graduates who Complete Internships and/or Co-ops
- Percent of Graduates Working or Pursuing Additional Education
- Research Expenditures
- Annual Updates on Regional Development, Outreach and Public Service

Strategic Agenda, Diversity Plan and Performance Funding Alignment

- Diversity Plan and Performance Funding Model metrics, with a few exceptions, are a subset of the Strategic Agenda metrics.
- Diversity Plan and Strategic Agenda target setting will be done together (funding model does not include targets).
- Annual metrics validation will be done at same time.



26

Target Setting – Process



- Required 2020-21 for both the Strategic Agenda and Diversity Plans.
- Campuses are developing draft 2020-21 targets:
 - Should align with campus strategic plan goals, and build on past performance.
 - Peer/benchmark performance should be considered as targets are developed.
 - Targets should be ambitious but achievable.
 - The state’s goal to increase attainment the national average by 2025 should be considered when developing targets.
- CPE staff will meet with campuses after the submission of draft targets to negotiate final targets.

27

Target Setting – Timeline

- **Now through mid-April** - campus teams develop draft 2020-21 targets for Strategic Agenda and Diversity Plan metrics.
- **April-May, 2017** - Individual campus meetings with CPE staff to discuss/negotiate targets for each metric.
- **May, 2017** – Finalize state and institutional targets
- **June, 2017** – First campus presentations to CPE board. Campus-level historic data, baseline numbers and 2020-21 targets will be presented for each metric.

Reporting on Progress



Institutional progress updates:

- Annual campus presentations begin at June 2017 meeting
- There will be 3-4 campus presentations each meeting/work session, each lasting 20-30 minutes
- Presentations will include baseline data (2015-16), trend data, and negotiated targets
- Presidents will discuss campus priorities, strategies, accomplishments in each of the 3 priority areas

Reporting on Progress

State-level progress:

- March 2017 Meeting: Policy Area #1, Opportunity
- June 2017 Meeting: Policy Area #2, Success
- September 2017 Meeting: Kentucky Adult Education
- November 2017 Meeting: Policy Area #3, Impact
- February 2018 Retreat: Comprehensive progress presentation/evaluation

30



Dashboards and Scorecards

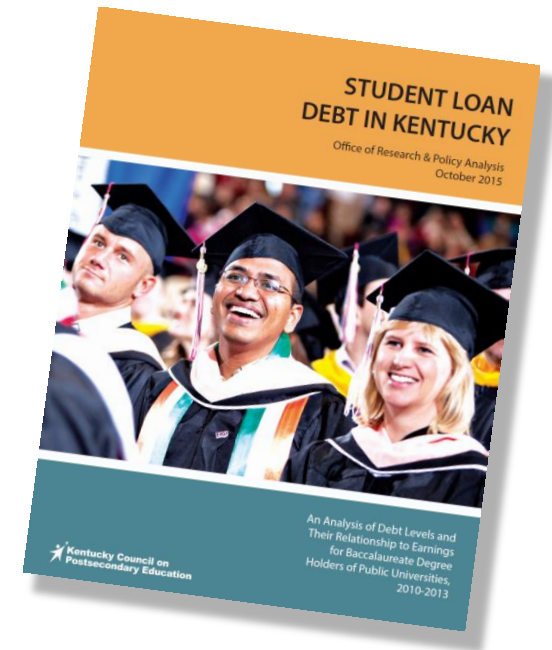
CPE is developing to an interactive portal on the website for a spring/summer launch. Content areas include:

- **CPE Strategic Agenda** (State, sector and institutional level metrics including: Enrollment, Credentials Conferred, College Readiness, etc.)
- Embedded **links to KCEWS outcomes reports** (Postsecondary Feedback, HS Feedback by County, KY Future Skills, etc.)
- From **frequently requested and ad hoc reports**: (student debt/loan repayment, student mobility and completion, dual credit, etc.)

Campus and state scorecards will be available on-line and at meetings.

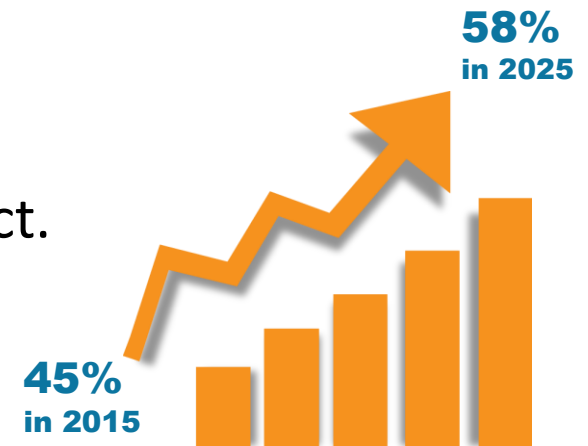
Special Reports and Issue Analysis

- Annual Research Agenda based on key issues and initiatives, for example:
 - Transfer
 - Student Debt
 - College Completion
 - College Readiness
 - Dual Credit
- Joint projects with campuses, KCEWS and other state partners (PS Feedback Report, Future Skills Report).
- Contracted projects with state and national organizations (ROI analysis, educational attainment, affordability).

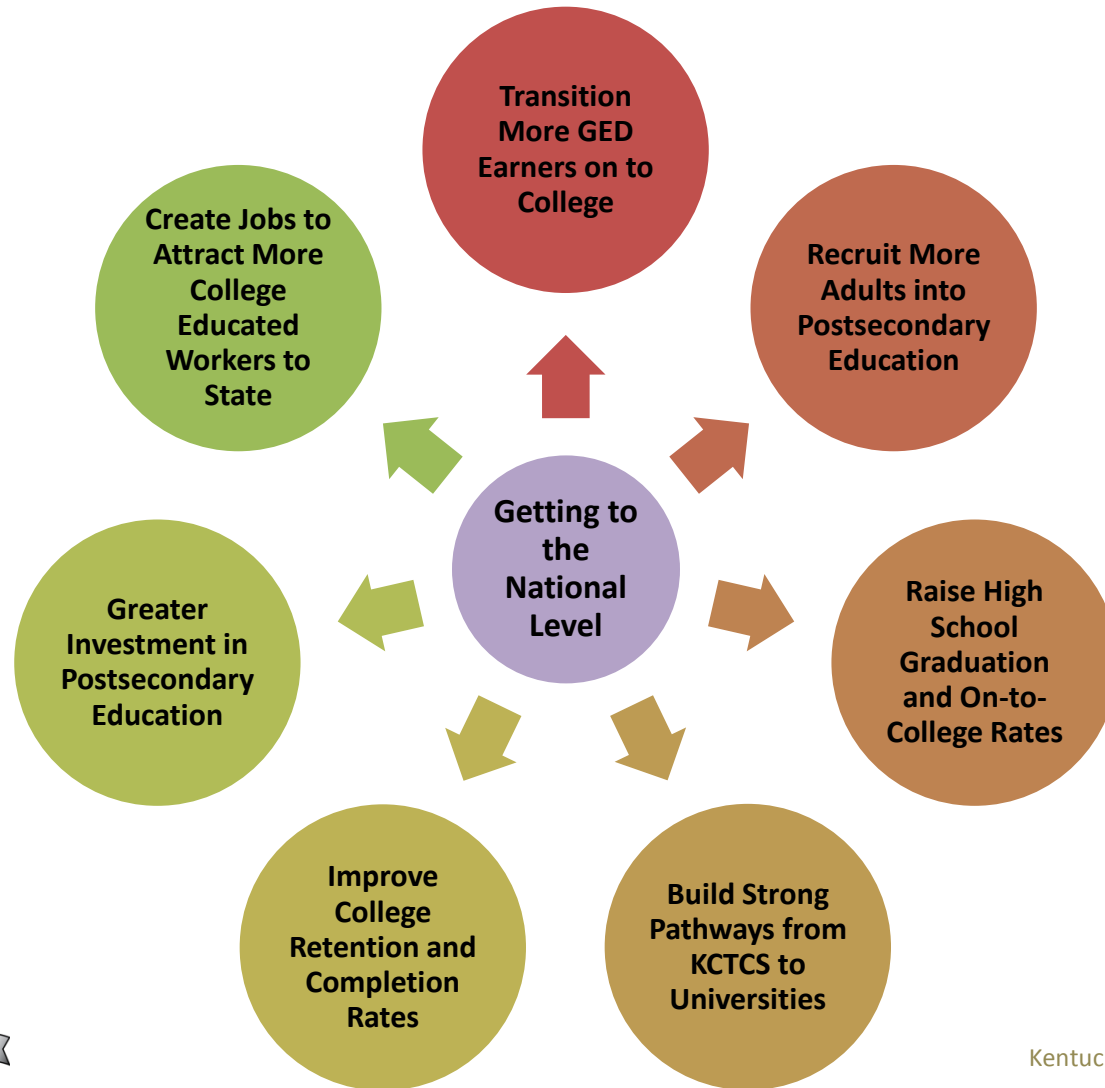


Kentucky's Educational Attainment Goal

- To increase educational attainment (**certificate and above**) to the national average, which is projected to be 58% in 2025 (or 60% in 2030).
- Currently 45% of Kentucky's population has a postsecondary degree or certificate.
- Responds to mandates in the 1997 Postsecondary Education Improvement Act.
- Reflects economic development and workforce demand for a more highly trained, highly educated population.



What Will It Take to Reach the Goal?



Reaching the Goal Is a Shared Responsibility

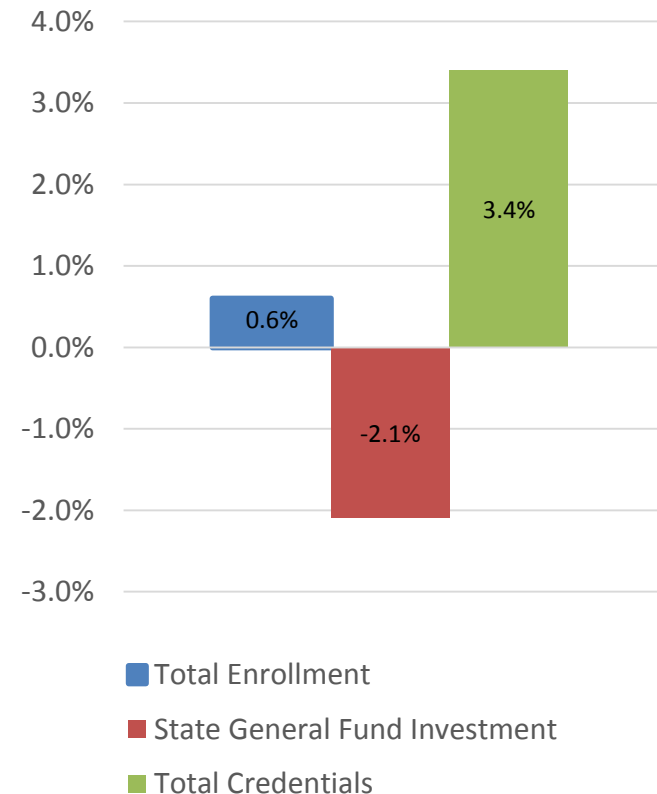
- P-12
- Adult Education
- KCTCS
- Universities
- Business and Economic Development Communities
- State Government

Are We Making Progress?

45% of Kentucky adults have a postsecondary credential versus a national average of 53%; however:

- Kentucky has been a leading state in growing its level of education attainment since 2000 (tied for third place with IA and PA), and **exceeding the national growth rate by nearly 30%**.
- Degree and credential production has continued to increase despite a leveling of enrollment and declines in state investment.

Average Annual Percent Change, 2006-2016



35



Postsecondary Education's Contribution

How many additional degrees and certificates will be needed to help Kentucky reach the national educational attainment level in 2025 and 2030?

Goal Year	Years to Goal	Annual Growth Rate Needed (cmpd yearly)	Additional Credentials Needed Per Year	Annual Credentials Needed By Goal Year
2025	10	3.9%	2,745	86,632
2030	15	1.6%	1,047	74,897

Credentials Conferred in KY in 2014-15 – 59,186
Annual Growth Rate from 2013-2016 – 2.29%

Source: KY Postsecondary Education System (KPEDS),
The National Center for Higher Education Management Systems (NCHEMS)



Next Steps

- CPE staff will meet with campus representatives to negotiate 2020-2021 strategic agenda targets (including degree/certificate goals) in April and May.
 - Given declining enrollment in some regions, is the required increase in degree/credential production to meet the 2025 goal realist? What effect would pushing the goal to 2030 have?
 - What are the state’s expectations for KCTCS? What is its capacity to ramp up production of high demand certificates to meet growing workforce demands?
 - What effect will performance funding and new scholarship programs have on degree/certificate production?
- Staff will bring a recommendation to the board regarding the attainment goal at a future meeting.

37





QUESTIONS?

Legislative Update

Below is a brief summary as of March 27, 2017, on the key bills impacting postsecondary education in the Commonwealth during the 2017 Legislative Session:

- **Senate Bill 12**: Creates a new Board of Trustees at the University of Louisville and requires Senate confirmation of gubernatorial appointments. SB 12 was signed by the Governor on January 9.
- **Senate Bill 107**: Restructures the appointment and removal of board members' process for all public postsecondary education boards. SB 107 passed the Senate by a vote of 23-6 on February 23, passed the House by a vote of 60-33, and was signed by the Governor on March 21.
- **Senate Bill 147**: Amends existing statutes to remove the maximum number of advanced practice doctoral programs that may be offered by the six comprehensive universities. The bill also requires the CPE to review advanced practice doctorates consistent with its review schedule for all other academic programs. The bill also preserves the Doctor of Philosophy (Ph.D.) degree as the exclusive purview of the University of Kentucky and the University of Louisville, and also prohibits a comprehensive university from offering a terminal degree in veterinary medicine, chiropractic, optometry, or a primary degree in architecture. SB 147 passed the Senate 38-0 on February 23, passed the House 92-3 on March 8, and was signed by the Governor on March 21.
- **Senate Bill 153**: Creates a comprehensive funding model for the allocation of state appropriations to public postsecondary institutions based on student success, course completion, and other components. It does so by establishing a public university sector formula and a KCTCS formula in the model and requires 100% of allocable resources to be distributed through the formulas; establishes funding parameters for each formula; directs the CPE to implement the funding model; includes hold-harmless and stop-loss/stop-gain provisions in the formulas through 2021; and directs the Office of the State Budget Director (OSBD) to distribute funds as determined by the model, including \$42.9 million for FY 2018 appropriated in HB 303 from the 2016 legislative session. SB 153 passed the Senate 36-1 on February 22, passed the House 65-29 on March 14, and was signed by the Governor on March 21.
- **House Bill 195**: This bill allows the Kentucky Adult Education program to establish programs aligned with the College and Career Readiness Standards for Adult Education, which upon successful completion will result in the issuance of a High School Equivalency Diploma and forbid invalidation of an issued High School

Equivalency Diplomas due to changes in test selection. HB 195 passed the House by a vote of 96-0 on February 16 and the Senate on March 8 on a 37-0 vote, and was signed by the Governor on March 21.

- **House Bill 471**: This omnibus appropriations bill includes a provision to fund an additional \$298,000 for FY 2018 to provide needed support for the Council's contract spaces program for optometry and veterinary medicine in which we purchase seats at out-of-state institutions. These funds are needed because of a bill drafting error and the failure to provide funding for tuition increases at out-of-state institutions in HB 303, the 2016-18 biennial budget bill, which was adopted in the 2016 legislative session. HB 471 passed the House by an 87-5 vote on March 2 and on March 15 passed the Senate on a 24-14 vote and has been delivered to the Governor.
- **House Concurrent Resolution 114**: This resolution urges the Council to provide academic credit for military service and training for active duty members of the Armed Forces, Reserves, and National Guard as well as veterans of the Armed Forces. The resolution passed the House Education Committee on February 24 and is on the House Regular Orders of the Day for March 29.

Additional information on the 2017 regular session of the General Assembly can be accessed at www.lrc.ky.gov.

2017-18 Tuition and Mandatory Fee Recommendation

ACTION: It is recommended that the Council approve resident undergraduate tuition and mandatory fee ceilings for academic year 2017-18 that equate to maximum base rate increases of no more than 3.0 percent at Western Kentucky University, no more than 4.0 percent at the University of Kentucky and Northern Kentucky University, and no more than 5.0 percent at Eastern Kentucky University, Kentucky State University, Morehead State University, and Murray State University.

It is further recommended that the Council approve a tuition and fee ceiling for resident students attending KCTCS institutions that equates to a maximum base rate increase of no more than \$6.⁰⁰ per credit hour (i.e., a 3.9% increase).

Finally, it is recommended that the public institutions be allowed to submit for Council review and approval market competitive tuition and fee rates for graduate and online courses.

Staff is not recommending a tuition and fee ceiling for the University of Louisville this tuition setting cycle, as the university's Board of Trustees has already voted to maintain current tuition and fee levels into 2017-18 (i.e., no increase) and that decision has been affirmed by the institution's interim president.

The Council staff used a collaborative process to develop its 2017-18 tuition and mandatory fee ceiling recommendation, which included sharing information and engaging in discussions with campus presidents and chief budget officers, Council members, student groups, and the Governor's office. Based on feedback from multiple stakeholders there is a general sentiment that increases in resident undergraduate tuition and fees should be moderate in academic year 2017-18 to support a necessary balance between the ability of students and families to pay for college and resources required for postsecondary institutions to address inflationary cost increases, manage growth in employer paid retirement contributions, and support continuing progress toward attainment of HB1 and Strategic Agenda goals and objectives.

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

Staff Recommendation

Staff is recommending that the Council adopt resident undergraduate tuition and fee ceilings of 3.0 percent at Western Kentucky University, 4.0 percent at the University of Kentucky and Northern Kentucky University, and 5.0 percent at Eastern Kentucky University, Kentucky State University, Morehead State University, and Murray State University. Staff is also recommending a ceiling for in-state students attending KCTCS institutions that equates to a maximum base rate increase of \$6.00 per credit hour.

For the purposes of calculating tuition and fee ceilings, an institution's base rate is defined as the current year annual tuition and mandatory fee charge for full-time resident undergraduate students, minus any special use fees, agency bond fees, or safety and security fees that were exempted from a Council rate ceiling during a previous tuition setting cycle. The table below contains staff recommended annual base rate ceilings by institution for full-time resident undergraduate students for academic year 2017-18.

Annual Resident Undergraduate Tuition and Mandatory Fees Recommended Base Rate Ceilings by Institution Academic Year 2017-18				
<u>Institution</u>	<u>2016-17 Base Rates ⁽¹⁾</u>	<u>2017-18 Base Rates ⁽¹⁾</u>	<u>Dollar Change</u>	<u>Percent Change</u>
UK _(Lower)	\$11,320	\$11,773	\$453	4.0%
UK _(Upper)	11,646	12,112	466	4.0%
UofL	11,068	11,068	0	0.0%
EKU	8,568	8,996	428	5.0%
KSU	7,796	8,186	390	5.0%
MoSU	8,398	8,818	420	5.0%
MuSU _(New)	8,400	8,820	420	5.0%
MuSU _(Returning)	7,944	8,341	397	5.0%
NKU	9,000	9,360	360	4.0%
WKU	9,712	10,003	291	3.0%
KCTCS	\$4,620	\$4,800	\$180	3.9%
KCTCS _{pch}	\$154.00 _{pch}	\$160.00 _{pch}	\$6.00 _{pch}	3.9%

pch - per credit hour

⁽¹⁾ Does not include Special Use Fees at UofL, EKU, MoSU, NKU, and WKU; or Agency Bond Fees and Safety and Security Fees at KCTCS.

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

Mandated KERS Increases

Over the past several biennia, the Commonwealth of Kentucky has required that the public postsecondary institutions assume an increasing share of retirement system costs by increasing the Actuarial Required Contribution (ARC) rate for institutions that have employees who participate in the Kentucky Employees Retirement System (KERS). It is estimated that, between 2011-12 and 2016-17, employer paid contributions at the state's comprehensive universities and KCTCS institutions will increase from \$30.2 million to \$72.0 million, respectively, or by 138 percent (see Attachment A). For participating institutions, the rate of growth in KERS contributions has averaged about 19 percent per year. Although UK and UofL do not have any KERS employees, they do have 403(b) defined contribution plans, which will begin incurring increased post employment benefit costs next year. CPE and research university staffs have initiated discussions regarding how to address these added costs in future years.

While the overall trend has been toward escalation in ARC rates, the magnitude of annual increases has been sporadic in recent years, with larger increases in rates tending to occur in the first year of each new biennium and smaller increases occurring in the second year. For example, between fiscal years 2013-14 and 2014-15, the ARC rate for those employed in non-hazardous vocations increased from 26.79 percent to 38.77 percent, respectively, or an increase of 11.98 percentage points. The next year, the rate stayed the same (i.e., 38.77 percent in 2015-16). Between 2015-16 and 2016-17, the ARC rate for non-hazardous duty employees grew from 38.77 to 48.59, or a 9.82 percentage point increase, but the increase in 2017-18 will be .88 percentage points (an ARC rate of 49.47 percent).

For the most part, the required increases in comprehensive university and KCTCS institution KERS contributions over the past decade or so have been an unfunded mandate. The state did provide \$8.4 million in additional appropriations to participating institutions to partially offset KERS increase amounts in fiscal year 2014-15 (i.e., at 50% of the required increase), but the balance of the increase during this period has been absorbed by the institutions and has been tantamount to additional budget cuts.

Beginning with the 2012-13 tuition setting cycle, and in every cycle since, Council staff has explicitly considered the impact of mandated increases in retirement system contributions on postsecondary institution operating budgets. As a result of that consideration, the previously mentioned sporadic nature of the KERS increases is reflected in annual variation in system average tuition and fee increases.

In other words, in years where required increases in KERS contributions were larger, increases in postsecondary system average tuition and fees also were larger. For example, in academic years 2013-14 and 2015-16 (i.e., the second year of each biennium), tuition and mandatory fee increases for resident undergraduate students averaged 3.1 percent and 3.6 percent, respectively, and in 2014-15 and 2016-17 (i.e., the first year of each biennium) tuition and fee increases averaged 4.5 percent and 5.4 percent.

KERS Increase Allowance

Research has shown that large swings in the relative size of annual tuition and fee increases are problematic for many in the higher education community. Sizable variations in rates of increase from year to year can make it difficult for students and families to plan for college costs. Such variations inject a measure of uncertainty into a major campus revenue stream, hampering the ability of administrators to develop annual operating budgets and engage in meaningful strategic planning.

CPE staff has heard from multiple state government sources that KERS contribution rates are going to continue to increase for participating postsecondary institutions, most likely at an accelerated pace relative to the past decade. The magnitude and the timing of the increases are unknown at this time. For the above reasons, staff has calculated and is recommending use of a KERS Increase Allowance for academic year 2017-18 and for the foreseeable future.

The methodology for calculating the KERS Increase Allowance can be seen in Attachment B. It basically applies a five-year average annual growth rate for each participating institution to the estimated 2016-17 KERS contribution base to determine each individual institution's KERS Increase Allowance. The system total allowance for fiscal year 2017-18 is \$13.7 million.

It is Council staff's expectation that future employer contributions to the retirement system will be considerably larger than any of the increases experienced over the past five years. The Governor has indicated that a Special Session of the legislature will be called to address the long-standing pension issue and that the magnitude of expected increases will be guided by a yet to be completed independent audit of the pension system. It is staff's recommendation to campus administrators that some portion of the revenue generated by the 2017-18 KERS Increase Allowance be held in reserve, or expended only on nonrecurring obligations, in order to have those funds available for use and reduce the magnitude of tuition and fee increases in future years.

Estimated Fiscal Impact

Unless there is a mid-year budget cut in fiscal 2017-18, it is anticipated that state General Fund appropriations for most Kentucky colleges and universities will not change appreciably between this year and next, provided that \$42.9 million appropriated to the Postsecondary Education Performance Fund is returned to the institutions in roughly the same proportions as they were contributed. The exceptions to this expectation are NKU and WKU, which are slated to receive additional appropriations of \$5.1 million and \$2.5 million in Equity Adjustment funds in 2017-18. The additional funds represent half the amount requested in the Council's 2016-18 budget recommendation to address funding equity in the comprehensive sector.

Campus administrators estimate that expenditures for fixed and unavoidable costs, such as maintenance and operation of facilities, health insurance, contractual obligations, and worker's compensation will increase by a system total \$42.1 million

between fiscal years 2016-17 and 2017-18. This estimate does not include any across-the-board salary increases for faculty or staff. When anticipated cost increases are considered along with \$13.7 million for the newly created KERS Increase Allowance, it results in \$55.8 million in combined challenges for the institutions.

If staff's recommended tuition and fee rate ceilings are approved by the Council and adopted by institution governing boards, campus officials estimate that the rate increase parameters would generate a system total \$44.3 million in additional tuition and fee revenue, net of institution-based grants and scholarships. While this amount just covers estimated fixed cost increases at our institutions, it falls well short (i.e., \$11.5 million short) of covering fixed cost increases and the KERS Increase Allowance combined.

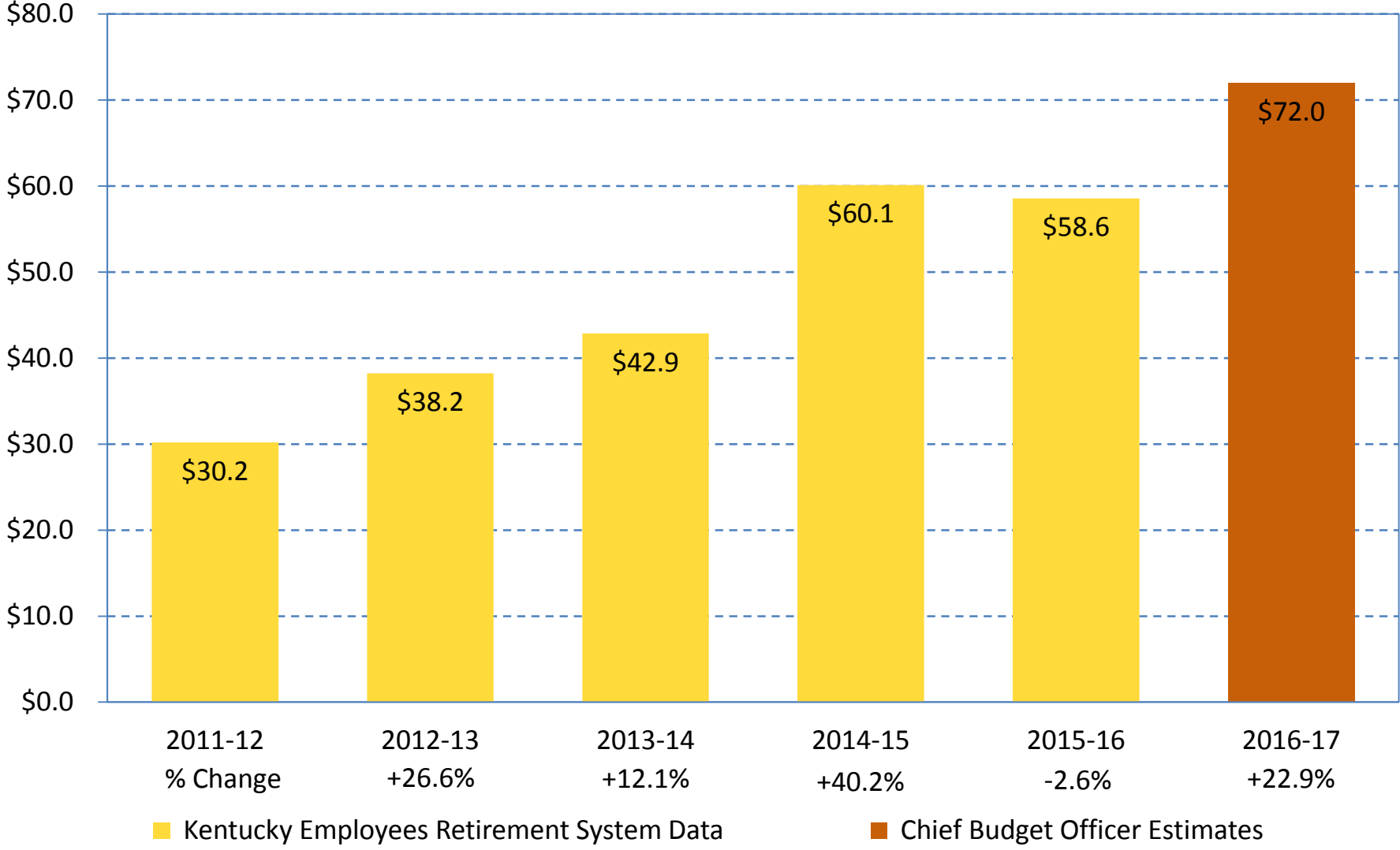
Institution Rate Proposals

It is anticipated that the postsecondary institutions will submit their proposed 2017-18 tuition and fee rates for Council review and approval at the June 16 meeting. CPE staff will recommend approval of resident undergraduate rates that comply with approved ceilings and market competitive rates for graduate and online courses.

Public Comprehensive University and KCTCS Institution
Kentucky Employees Retirement System (KERS) Employer Contributions
Fiscal Years 2011-12 through 2016-17

Dollars
(In Millions)

46



Sources: Kentucky Retirement System; Participating Postsecondary Institutions.

Kentucky Public Comprehensive Universities and KCTCS Institutions
 Calculation of KERS Contribution Increase Allowance
 Fiscal Year 2017-18

Attachment B

<u>Institution</u>	<u>Fiscal 2011-12 KERS Employer Contributions</u>	<u>Fiscal 2016-17 KERS Employer Contributions</u>	<u>5-Year AAGR</u>	<u>Fiscal 2017-18 KERS Increase Allowance</u>
Eastern Kentucky University	5,597,129	14,379,770	20.8%	2,986,600
Kentucky State University	1,033,097	2,121,743	15.5%	328,500
Morehead State University	2,393,369	4,995,065	15.9%	791,900
Murray State University	3,091,598	6,576,466	16.3%	1,071,700
Northern Kentucky University	8,152,077	19,174,036	18.7%	3,577,100
Western Kentucky University	5,070,164	11,485,863	17.8%	2,040,800
KCTCS	4,870,055	13,242,140	22.1%	2,932,800
Group Total	30,207,489	71,975,083	19.0%	13,729,400

KERS = Kentucky Employees Retirement System
 AAGR = Average Annual Growth Rate

Sources: Kentucky Retirement System Data, Fiscal Year 2011-12; Participating Postsecondary Institution, Chief Budget Officer Estimates, Fiscal Year 2016-17.

Interim Capital Projects – KCTCS

ACTION: Staff recommends that the Council approve a KCTCS request for six new capital projects funded with a combination of Kentucky Work Ready Skills Initiative funds (\$30.5 million), private funds (\$5.3 million), and agency restricted funds (\$2.9 million).

Kentucky Community and Technical College System (KCTCS) officials request authorization for six capital projects, which were approved by the KCTCS Board of Regents on December 3, 2016. These projects will be funded primarily with Kentucky Work Ready Skills Initiative awards, which come from a \$100 million Workforce Development Construction Pool funded in the 2016-18 Budget of the Commonwealth. According to language in the budget bill, the new funding pool will address:

[E]mployers' needs to recruit a workforce that will align with changing demands and work environment, and the Commonwealth's needs for a highly skilled workforce and to carry out a strategic goal of achieving excellence in manufacturing and related industries. (2016-18 Budget of the Commonwealth, Volume II, p.8)

The Education and Workforce Development Cabinet was charged with receiving and reviewing requests, and awarding the funds.

List of Projects and Descriptions

1. **Construct Advanced Manufacturing Center at Bluegrass CTC, Danville Campus (\$4,114,150).** This new 16,000 square foot facility will allow for state-of-the-art training and job preparation in Advanced Manufacturing, Electrical Technology, and Industrial Maintenance fields. Estimated completion: 24 months after funding is made available. Funding is estimated to be available in summer of 2017.
2. **Construct Community Intergenerational Center at Hazard CTC, Lees Campus (Additional Funding \$5,108,000).** This new 14,700 square foot facility will include training for Business and Information Technology, Advanced Manufacturing, and Health Sciences. This is funding in addition to \$2,000,000 authorized in the 2014-16 BuildSmart Initiative for this project's design. Estimated completion: Fall 2019.
3. **Construct Advanced Manufacturing Center at Jefferson CTC, Downtown Campus (\$20,241,386).** This new Advanced Manufacturing & IT Center will include 58,000 square feet at a cost of approximately \$19 million. The Center will be constructed on land already acquired, adjacent to the college's downtown campus. The facility will include training for Advanced Manufacturing, Information Technology and Automotive Technology. This project also will renovate vacated space for the Automotive Technology and related programs and cost approximately

\$1 million. Estimated completion: 24 months after funding is made available. Funding is estimated to be available in summer of 2017.

4. **Renovate and Equip Manufacturing Labs at Owensboro CTC, Downtown Campus (\$3,283,244).** In partnership with Hancock County Public Schools and Owensboro Public Schools, this project proposes the following:

- Owensboro Community and Technical College (Downtown Campus) Provide renovation for innovation lab and equipment for emerging skills: \$1,777,508
- Owensboro Community and Technical College (Hancock County Center) Provide equipment for emerging skills: \$1,255,736
- Hancock County Public Schools – Provide equipment for innovation lab for emerging skills:\$175,000
- Owensboro Community and Technical College (Downtown Campus) Provide equipment for health science, manufacturing and technology center for secondary students. - \$75,000

Estimated completion: 9 months after funding is made available. Funding is estimated to be available in summer of 2017.

5. **Renovate Manufacturing Labs at Somerset CC, South Campus (\$4,456,500).** Somerset Community College in partnership with the Pulaski ATC will provide the following:

- Somerset Community College – Renovate and equip space in Building 2 and Workforce Solutions Industry Bay in Building 1. Program areas impacted by the renovation are Advanced Manufacturing Technology, Welding Technology, Engineering and Electronics Technology and Injection Molding. - \$2,556,500
- Pulaski ATC – Renovate and equip space Industrial Maintenance Technology and Welding Technology. - \$1,900,000

Estimated completion: 9 months after funding is made available. Funding is estimated to be available in summer of 2017.

6. **Renovate and Equip Manufacturing Labs at West Kentucky CTC (\$3,040,000).** In partnership with West Kentucky Area Technology Centers and area high schools, West Kentucky Community and Technical College will renovate and equip manufacturing labs.

- West Kentucky Community and Technical College – Renovation and equipment for Advanced Manufacturing lab, Diesel Technology program, Automotive Technology program and the Welding Technology program: \$509,298
- Area Technology Centers and high schools - Eleven school districts will receive a computer lab to expand access to online dual credit courses - \$2,530,702

Estimated completion: 9 months after funding is made available. Funding is estimated to be available in summer of 2017.

In addition to these six projects, KCTCS will be awarded \$3,040,000 from the Workforce Development Construction Pool for a renovation project at the Bluegrass CTC Leestown Campus. This project was approved by the Council in November 2015 and is an approved

project in the 2016-18 Budget of the Commonwealth. No action is required of the Council for this project.

Because agency restricted funds used for each of the aforementioned projects are less than 15% of each project's total, the addition of these funds is permissible by state law.

Kentucky Community and Technical College System					
Kentucky Work Ready Skills Initiative Awards					
Projects Requiring Interim Authorization					
Project Title	Work Ready Award	Private Funds		Agency Restricted Funds	Total Estimated Cost
		Restricted Gifts	Restricted Grants		
Construct Advanced Manufacturing Center - Bluegrass CTC, Danville Campus	\$2,736,000	\$967,750		\$410,400	\$4,114,150
Construct Community Intergenerational Center - Hazard CTC, Lees Campus ⁽¹⁾	2,888,000	720,000	1,500,000		5,108,000
Construct Advanced Manufacturing Center - Jefferson CTC, Downtown Campus	15,200,000	3,300,000		1,741,386	20,241,386
Renovate and Equip Manufacturing Labs - Owensboro CTC, Downtown Campus ⁽²⁾	2,858,244			425,000	3,283,244
Renovate Manufacturing Labs - Somerset CC, South Campus	3,800,000	356,500		300,000	4,456,500
Renovate and Equip Manufacturing Labs - West Kentucky CTC ⁽³⁾	3,040,000				3,040,000
	<u>\$30,522,244</u>	<u>\$5,344,250</u>	<u>\$1,500,000</u>	<u>\$2,876,786</u>	<u>\$40,243,280</u>

⁽¹⁾ In 2014-2016, \$2,000,000 was authorized for design as part of the BuildSmart Initiative. This additional funding will allow project construction.

⁽²⁾ In partnership with Daviess and Hancock counties.

⁽³⁾ In partnership with West Kentucky Area Technology Centers.

Approval Process

The Council on Postsecondary Education has statutory responsibility to review and approve public college and university capital projects costing \$1,000,000 or more and equipment items costing \$200,000 or more, regardless of fund source, that have been approved by an institution's governing board.

The process for a project that exceeds the \$1,000,000 capital construction or \$200,000 equipment purchase thresholds is as follows:

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

Because these projects were not previously approved by the Council, Council approval is now required to authorize these projects. KCTCS officials have confirmed that the private and restricted funds needed for these projects are available for implementation. KCTCS does not anticipate debt financing any portion of these projects; therefore, provisions of KRS 45.763 do not apply. Following Council action, staff will notify the president of KCTCS, the Secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee of the Council's recommendation concerning these projects. The 2016-18 budget bill (HB 303) requires that these projects be reported to the Capital Projects and Bond Oversight Committee.

New Academic Programs

ACTION: The staff recommends that the Council approve the following three new academic programs:

1. Morehead State University: Master of Science in Nursing, Family Nurse Practitioner (CIP 51.3805)
2. University of Kentucky: Ph.D. in Radiation and Radiological Sciences (CIP Code: 51.2205)
3. Western Kentucky University: Specialist in Gifted and Talented Education (CIP Code: 13.1004)

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

Morehead State University

Master of Science in Nursing, Family Nurse Practitioner (CIP 51.3805): The family nurse practitioner (FNP) program prepares registered nurses (RNs) to provide independent general care for family groups and individuals in the context of family living. The curriculum includes instruction in family theory and intervention, evidence-based practice, epidemiology, advanced technologies, health care outcomes management, role synthesis, family primary care, nursing practice and health care policy, pediatric practice, gerontological practice, health assessment, advanced pathophysiology, clinical pharmacotherapeutics, and clinical techniques.

University of Kentucky

Ph.D. in Radiation and Radiological Sciences (CIP 51.2205): The proposed program in the Departments of Radiation Medicine and Radiology is dedicated to training students to become clinical medical physicists who are able to work as clinicians, teachers, and independent investigators carrying out basic clinical, and/or translational research. It is designed with an innovative funding strategy in which students will have support through a combination of research and teaching assistantships to allow them to continue their education while also gaining valuable research and teaching experience. UK has an M.S. in Medical Physics. Recently, the requirements for eligibility to sit for the clinical certification exam were changed such that graduation

from a Medical Physics residency program is now mandatory. The proposed Ph.D. program will allow students to continue their education, improve their credentials, and better compete for residency and academic positions.

Western Kentucky University

Specialist in Gifted and Talented Education (CIP 13.1004): The proposed program targets students who have earned a master's degree and want to further specialize in gifted education. Those who complete this degree program will be eligible for a recommendation for Rank I. The program prepares candidates for teaching in elementary, middle, or high school settings; teaching in postsecondary settings; continuing graduate work toward a doctorate in gifted education and talent development; and/or other careers that involve a strong background in gifted education and talent development. The program builds on WKU's expertise in gifted and talented education.

2017-18 Improving Educator Quality State Grant Programs

The Improving Educator Quality State Grant Program provides funding to partnerships to 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 and its teacher preparation program, as well as at least one high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject.

The Council is focusing Year 15 of the Improving Educator Quality State Grant Program on projects that close the achievement gap of underrepresented and/or Pell Grant Eligible/Free and Reduced Lunch students through a focus on critical thinking skills across content areas in conjunction with career and technical education through dual credit.

The following programs have been awarded federal *No Child Left Behind*, Title II, Part A funds to implement programs between January 1, 2017–June 30, 2018:

1. Northern Kentucky University: \$130,000

Theodore Hodgson and Kimberly Yates: Principal Investigators

NKY-FAME: Experiences in Career and Technical Preparation for Teachers and Students NKY-Fame

The Kentucky Federation for Advanced Manufacturing Education (KY FAME) is a partnership of regional manufacturers and postsecondary institutions to offer apprentice-style training through the Advanced Manufacturing Technician Program. NKU will work with KY-FAME businesses and six school districts to offer one-week externships for teams of teachers. Following the completion of the externship, the teams will collaborate with NKU math, engineering, and education faculty, experienced teacher leaders, and representatives from KY-FAME businesses to develop authentic, contextual lessons that embody the modeling and critical thinking recommendations of the Kentucky Core Academic Standards and Next Generation Science Standards.

2. Kentucky State University: \$100,000

Ronald Chi: Principle Investigator

P-16 Student to Teacher Transformation Pathway (STTP)

Kentucky State University is collaborating with local school districts, educational agencies and organizations, other postsecondary institutions, and business partners to provide professional development on critical thinking and the newly developed KDE pathway for future educators.

3. University of Kentucky: \$130,000

Jared Stallones: Principal Investigator

Preparing Educators to Serve in Career Themed Academies

The University of Kentucky, Fayette County Public Schools, Commerce Lexington, and the Business & Education Network are partnering with the Ford Motor Company on a new initiative called Ford Next Generation Learning (Ford NGL). UK will provide professional development on the skills and technical knowledge that must be mastered in high school. The teachers will then utilize their knowledge through Career (or interest-themed) Academies in participating high schools.

4. Morehead State University: \$130,000

Belinda Hitch: Principal Investigator

Teacher Leader Masters/National Board Certification/STEM

The program combines a master's degree program with embedded National Board Certification (NBC) and teacher mentors. In addition, it includes Project Lead the Way certification and can be the springboard for content certification to teach dual-credit classes in school districts. NBC is a rigorous certification processed centered around Five Core Propositions and standards that define what teachers understand and implement in 25 certificate areas. Project Lead the Way provides professional development and STEM curricula for use in elementary, middle, and high schools across the United States.

5. Eastern Kentucky University: \$130,000

Dr. Zeidler-Watters: Principal Investigator

Promoting Project-Based Assignments and Effective Formative Assessment Practices through Teacher Partnerships

The initiative will develop a partnership team of high school mathematics teachers, technical education teachers, higher education faculty and master teachers from the Partnership Institute for Math and Science Education Reform (PIMSER) to develop teachers' pedagogical content knowledge and strategies needed to succeed in career pathway programs of study. The project's goals are to increase the percent of students scoring proficient or distinguished on the ACT, and to increase the number possessing the critical thinking skills necessary for success in college and the skilled workplace.

Committee on Equal Opportunities Report

The next meeting of the Committee on Equal Opportunities is Monday, April 10, 2017, at the Council offices in Frankfort. During the meeting, the CEO and Council staff will partner with Institutional Equal Educational Opportunity Representatives to review and provide feedback on the first draft of their institutional diversity plans. A report of this meeting will be provided to the Council at the June 16 Council meeting.

Some additional events undergoing planning:

- Governor's Minority Student College Preparation Program (GMSCPP): GMSCPP is a program that was started in 1986 to address the underrepresentation of minority students in postsecondary education. Non-competitive grants are awarded by CPE to implement programs that provide academic enrichment activities, present the value and benefits of postsecondary education, and help prepare students to be successful in college-level courses and persist to graduation. Annually, the GMSCPP Statewide Conference provides middle and junior high school students from across the Commonwealth participation opportunities in STEM-H activities and laboratory experiments. The day and a half event will be held in June.
- Academically Proficient High School Diversity College and Career Fair: Planning is underway for the annual Academically Proficient High School Diversity College and Career Fair. This free event is being hosted at each of the universities and community colleges, and will take place in June on either a Friday or Saturday. Attendees can meet administrators, faculty and staff, and obtain information regarding various disciplines offered, as well as financial aid and scholarships. By staggering the dates of each career fair, students will be able to visit multiple campuses during the month-long showcase.

Stronger by Degrees: Update on Policy Area 1, Opportunity

On June 3, 2016, the Council on Postsecondary Education approved *Stronger by Degrees: A Plan to Create a More Educated & Prosperous Kentucky*. This Strategic Agenda for Postsecondary and Adult Education will guide postsecondary policy and practice from 2016 through 2021 and is focusing its work on three urgent priorities: Opportunity, Success, and Impact.

Opportunity

The first section of the agenda is ***Opportunity***, and its key mission is the following:

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

Kentucky has over 40 licensed public and independent colleges and universities that grant bachelor's degrees across the state, however ample opportunity to postsecondary education has not produced equal rates of participation. The Council has adopted five objectives to combat this shortfall:

1. Improve the diversity and inclusiveness of Kentucky's campuses through the statewide diversity planning process and related initiatives.
2. Partner with Kentucky's P-12 system to increase the number of students ready to enter a postsecondary degree or certification program.
3. Increase participation in postsecondary education, particularly among traditionally underserved populations.
4. Improve the education and skill levels of Kentucky Adult Education students to prepare them for careers and/or postsecondary education.
5. Expand financial access to postsecondary education.

Council staff will provide annual updates to the board Council on each of the three priority areas. At the March 31 meeting, staff will present information regarding strategies and initiatives in this first policy area, and the metrics used to measure progress.



STRATEGIC AGENDA UPDATE

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

- Public institutions are developing campus diversity plans to increase the racial and ethnic diversity of faculty and staff, promote cultural competence and foster a culture of equity and inclusion. These plans include performance targets related to minority enrollment, retention, graduation rate and degree production, as well as workforce diversity. Campuses will be evaluated annually on progress toward goals and the implementation of related strategies, which will determine their eligibility to propose new academic programs. Draft plans are due April 2017, and teams of CPE members, CPE staff and CEO representatives will review. The Committee on Equal Opportunity will approve final campus plans in July 2017.
- To provide professional development and support to faculty of color, CPE has developed the Academic Leadership Development Institute (ALDI). ALDI will serve as a professional learning community for Kentucky's early career faculty of color who are interested in academic leadership positions. Two sessions will be held in the spring and two in the fall. In the summer, participants will shadow a leader from a sister institution and problem-solve a large-scale change initiative.
- The Governor's Minority Student College Preparation Program (GMSCPP) encourages students in grades 6-8 to enroll in rigorous coursework to prepare for postsecondary success. A total of 725 students from 58 schools participated in the 2015-16 GMSCPP, with public universities serving 674 students (93 percent), and KCTCS serving 49 students (7 percent). Academic enrichment activities in 2015-16 focused on preparing students for STEM-H disciplines.
- The SREB Doctoral Scholars Program supports minority students in their pursuit of doctorates and encourages them to become faculty members. Twenty-six new scholars recently matriculated. To date, Kentucky's program has served 127 students and produced 85 graduates. Of the 85 graduates, 74 are currently employed by colleges and universities, and Kentucky institutions employ 33.

STRATEGIES

- 1.1. Increase cultural competence on campuses.
- 1.2. Promote inclusive excellence (integrating diversity efforts into the culture and operations of the institution).
- 1.3. Implement the new diversity policy & diversity plans.
- 1.4. Increase recruitment & retention of minority students, faculty and staff.

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

- CPE, GEAR UP, the Kentucky Department of Education (KDE), the Education Professional Standards Board (EPSB), and other partners formed the Kentucky Advising Task Force for Student Success. The Task Force published a white paper with seven college and career readiness standards and competencies to help standardize advising and counseling efforts across the state. A key deliverable of this work will be training, curricula, and metrics for use by college and career advisors.



- CPE partnered with Kentucky’s colleges and universities and KDE to develop the Dual Credit Policy, which guarantees all high school students access to at least three dual credit general education courses that are transferable to participating postsecondary institutions and three career and technical dual credit courses that are transferable to participating KCTCS institutions.
- CPE convenes the Dual Credit Advisory Council, which provides oversight of dual credit programming, policy implementation, and student outcomes. CPE worked closely with the Kentucky Education and Workforce Development Cabinet (KEWDC), the Kentucky Higher Education Assistance Authority (KHEAA), EPSB, and KDE to create a dual credit endorsement for secondary teachers so they can earn the necessary credentials to teach dual credit courses at their high schools. To do so, they must be approved as a part-time faculty member by the partnering postsecondary institution and meet all SACSCOC accreditation guidelines.
- CPE collaborated with participating postsecondary institutions, KEWDC, KDE, and KHEAA to implement a new Dual Credit Scholarship Program, which, starting in 2016, provides qualified high school seniors two free dual credit courses, either in general education or career and technical education. Dual credit enrollment increased substantially as a result of this program.
- CPE is leading efforts to increase the use of co-requisite models, allowing students who score a few points below ACT readiness benchmarks in English, mathematics, and reading to be placed in credit-bearing courses with enhanced supports (e.g., supplemental instruction, tutoring, advising). In traditional developmental education delivery models, students can spend up to three semesters completing courses that don’t count toward their graduation requirements, increasing their risk of dropping out. With funding from the James Graham Brown Foundation and other sources, CPE has been able to provide extensive professional development offerings on co-requisite models and incentivize nearly all of the public institutions to participate.
- CPE works with KDE and public institutions to encourage intervention strategies that enable students to meet college readiness benchmarks before high school graduation. Examples include transitional courses offered by high schools to juniors and seniors, as well as academic programming on postsecondary campuses for incoming freshmen who are not college-ready.
- CPE provides access to NROC EdReady resources and assessments that provide valuable instructional resources for academic intervention programming for Kentucky Adult Education (KYAE), P-12 education, and postsecondary institutions.
- The Improving Educator Quality program is a federal grant that funds universities to develop and provide professional development offerings for K-12 educators. This year, CPE prioritized programs that improve teaching and learning in STEM disciplines and career and technical education. CPE awarded \$1.04 million for 2016-17 to Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, Western Kentucky University, and the University of Kentucky.

STRATEGIES

- 2.1. Expand & improve advising resources for high school students.
- 2.2. Increase diversity & effectiveness of P-12 educators.
- 2.3. Secure another federal GEAR UP grant.
- 2.4. Expand access to early college experiences (AP, IB, etc.).
- 2.5. Provide secondary students access to dual credit.
- 2.6. Increase intervention strategies for high school students not on track to be college-ready.
- 2.7. Encourage more career counseling and assessments in high school.
- 2.8. Improve instruction and interest in STEM disciplines.



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

- The Kentucky College and Career Connection (KY3C) Coalition is a network of more than 30 local, regional and statewide programs and organizations launched as a joint initiative of CPE, KDE, KHEAA and KYAE. It aligns, enhances and expands college and career outreach efforts statewide. The Coalition has secured a funding from partner agencies for a full-time coordinator.
- GEAR UP Kentucky provides comprehensive college and career resources to more than 11,000 students and their families in 20 Kentucky communities, 17 of which are rural. Services include additional academic supports, college and career advising, college planning activities and resources, practical career exploration and on-campus experiences for middle and high school students. GEAR UP Kentucky is preparing to apply for another round of funding for 2017-2024 to serve at least 10,000 students and families from middle school through their freshman year of college.
- GEAR UP Kentucky and CPE staff are working with the United Way of the Bluegrass to develop college and career outreach materials targeted to low-income, at-risk students and families in the Central Kentucky region.
- CPE works with the public institutions to expand online, competency-based degree and credential programs for adults. Through the Commonwealth College initiative, the University of Louisville is offering an online, competency-based bachelor's degree program in healthcare leadership, and Western Kentucky University has developed an advanced manufacturing bachelor's degree to complement KCTCS's associate degree in that discipline.
- To raise awareness of the value of a postsecondary degree, GEAR UP Kentucky regularly partners with the Kentucky Broadcasters' Association to run public service announcements about how to apply and pay for college. In partnership with KHEAA, GEAR UP publishes the GEAR UP Gazette, a four-page insert on how to plan, apply and pay for college that runs three times a year in the *Lexington Herald-Leader*.
- Project Graduate is a research-based, statewide program designed to recruit and graduate former students with 80+ credit hours toward a bachelor's degree and 30+ hours toward an associate degree. More than 1,800 have earned their bachelor's degrees through the program. The winner of the national 2012 Noel-Levitz Retention Award for Excellence, the primary components of the Project Graduate model include one statewide brand, with campus advocates who provide high-touch services and various incentives. CPE is planning a promotion with the campuses to coincide with National Nontraditional Student Week, November 6-10, 2017.
- CPE continues to strengthen its communications channels to build greater awareness of the Council's role in shaping postsecondary and adult education. CPE launched a redesigned and mobile-friendly website (<http://cpe.ky.gov>), which acquaints visitors with key initiatives, policies, legislation, data and more. Policy Insight, the Council's blog, provides a unique look at people shaping the news as well deeper dives into the issues.

STRATEGIES

- 3.1. Improve college & career awareness.
- 3.2. Support working-age adults in pursuit of postsecondary credentials.
- 3.3. Support efforts to improve postsecondary access, workforce readiness & technology in rural areas.
- 3.4. Raise awareness of the value & affordability of college.
- 3.5. Expand collaborative post-secondary delivery models to underserved areas of the state.



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

- KYAE promotes the use of College and Career Readiness Standards (CCRS) and instructional strategies through participation in the Office of Career, Technical, and Adult Education's (OCTAE) CCRS Institute. As one of 12 states selected for the institute, Kentucky's adult educators participated in hands-on activities emphasizing key instructional shifts associated with effectively implementing standards-based instruction. These shifts have been incorporated into all professional development mathematics and English/language arts offerings.
- KYAE recently adopted the Adult Education Teacher Competencies, which equip instructors to successfully stimulate and enable student learning. KYAE used the competencies to create a self-assessment for instructors, which was incorporated into KYAE's classroom observation tool.
- KYAE partnered with the South Central Kentucky Area Health Education Center to provide occupational training as part of an integrated education and training program pilot. A 15-member cohort of high school equivalency-seeking students from four counties (Marion, Meade, Larue and Hardin) met twice weekly for eight weeks to earn a GED® while training to become a State Registered Nurse Aide (SRNA). The dual enrollment career pathway program provided students with tuition assistance, mentoring from a registered nurse, and clinical experiences at a long-term care facility. The 10 students who completed the program all passed the SRNA written examination.
- In partnership with the Kentucky Department of Workforce Innovation (KDWI), KYAE secured a 10-year contract with unlimited licenses for online courseware available through Worldwide Interactive Network (WIN). This suite of products includes soft skills and career and college readiness instruction. Students who complete these online modules can earn a Kentucky Essential Skills Certificate, as well as badges for various soft skills (e.g., professionalism, communication, teamwork and collaboration). KYAE will continue to partner with KDWI to purchase a WIN summative assessment to further validate the certificate.
- Members of KYAE's leadership team serve on cross-agency workforce and educational committees to implement the Workforce Innovation and Opportunity Act (WIOA). These committees bring together core and adjunct WIOA partners to streamline, align and effectively communicate and identify opportunities for technical assistance throughout this systemic change.
- KYAE participates in Paths to Promise (P2P), a \$19.6M federal Promise Zone grant of which KYAE will receive \$2.1M over a three-year period for direct services, instruction and supplies. The grant is funded by the U.S. Department of Agriculture in partnership with Eastern Kentucky Concentrated Employment Program (EKCEP), Department of Community Based Services, KCTCS, and the Office of Employment and Training (OET). P2P prepares recipients of SNAP benefits for a new career in the healthcare industry. Help with transportation and child care expenses is provided while participants receive adult education academic instruction, occupational training, and counseling from a personal Career Navigator and Success Coach. As a result, participants will gain employment that pays a living wage in a high-demand career field.

STRATEGIES

- 4.1. Attract, retain & prepare highly effective educators.
- 4.2. Strengthen partnerships leading to increased enrollment & engagement.
- 4.3. Advance more students to postsecondary education and the workforce.



- KYAE is a partner in Project CASE, a \$4.4 million, five-year federal grant to train and employ people with disabilities in Eastern Kentucky and the Louisville metropolitan area. Led by the Kentucky Office for the Blind (OFB) and Office of Vocational Rehabilitation (OVR), grant services focus on employment in information technology, manufacturing and healthcare fields. Kentucky is one of four states to receive the grant, which will steer individuals with disabilities into career pathways. The program features dual enrollment in adult education academic instruction and occupational training with intensive wrap-around services. The grant serves individuals in seven counties of Metro Louisville and another 23 rural counties in Eastern Kentucky.
- Kentucky, along with Nevada and Alaska, was selected to pilot an engagement product that directly communicates with students via text messaging and e-mail. In the pilot stage, adult education programs in the TENCO Workforce Development area will be using this service. Once students enroll in adult education programs and select particular goals, the product sends reminders, prompts or encouragement when the student achieves certain milestones.
- Recently, federal financial aid regulations partially reinstated federal Pell Grant awards to include individuals without a high school diploma or its equivalent. Adult education students who meet the new ability-to-benefit standard by meeting college admissions criteria are eligible to enroll in specific technical education programs that provide a regionally recognized career pathway. Thus, adult education students may simultaneously work toward earning their high school equivalency diploma (based on the passage of the GED® test) while co-enrolled in a local KCTCS technical career pathways program to earn a short-term, entry-level credential.

Objective 5: Expand financial access to postsecondary education.

- Over the past several years, the Council has coordinated and developed broad advocacy efforts to encourage increased state funding. Efforts in 2014-15 leading up to and through the legislative session included a range of messaging under the banners of “Invest in Students” and “Restore the Cuts.” Advocacy materials included infographics, social media messaging, talking points, presentations, op-eds and student-focused materials. Student Government Association (SGA) presidents were key partners and rallied their student bodies to lobby for adequate state support.
- In 2015-16 the Council engaged UK’s Center for Business and Economic Research to produce a series of reports highlighting the economic value of higher education to Kentucky. This “value add” focus informed our Strategic Agenda work, media relations, legislative affairs and outreach messaging leading up to the 2016 legislative session. Continued relationship building and information sharing with the new administration and legislative leaders has been an ongoing priority. Unfortunately, the financial pressures facing the state and competing priorities for funding have led to greater budget reductions rather than increased funding, with the exception of some minor adjustments to address equity issues among the campuses.

STRATEGIES

- 5.1. Maintain affordability by advocating for sufficient funding & moderating tuition.
- 5.2. Increase FAFSA completion.
- 5.3. Improve financial literacy & counseling.
- 5.4. Make college costs more transparent.
- 5.5. Evaluate mandated tuition waivers & associated costs.



- The Council's tuition setting process attempts to balance the needs of students and families with the financial realities facing campuses. Since 2009, tuition increases have remained under five percent annually, while institutionally-supported financial aid has increased between six to 10 percent annually during the same period. Tuition increases for in-state students have been below the SREB and surrounding state averages.
- GEAR UP Kentucky has taken the lead in efforts to increase the number of Kentucky students who complete the FAFSA. The FAFSA Frenzy initiative was launched in the fall of 2017, and includes school incentives, toolkits, weekly status reports, workshops, mentoring/advising and social media outreach to get more students and their families to complete the FAFSA in time to benefit from available grants and scholarships. Just five months into the FAFSA application window:
 - 65 percent (13/20) of GEAR UP high schools already have met or exceeded their 12-month FAFSA completion rates from the prior school year.
 - 50 percent of GEAR UP high schools have already met or exceeded the current statewide FAFSA completion rate of 61 percent.
 - Six GEAR UP high schools have already achieved a double digit percentage-point increase in FAFSA completion over the last school year.
- There are several initiatives underway to help ensure students and families have adequate information about college costs, debt and other financial matters. GEAR UP provides financial literacy instruction through a partnership with Dave Ramsey, Inc., which includes personal economics and money management, in all of their schools each year beginning in 7th grade.
- KHEAA has expanded its products and services in the area of financial literacy over the past several years, offering several instructional booklets targeted to traditional and non-traditional students, as well as advising services and financial literacy presentations on request. CPE, GEAR UP, KDE and KHEAA are developing a financial literacy program to help students better understand and manage college costs and the financial aid resources available to them.
- Discussions with KDE and the campuses are underway about revisions to the CPE's postsecondary education admissions policy and regulation. A requirement has been proposed for all students entering postsecondary education to receive instruction in personal finance, including information about college costs and student debt.
- CPE has developed an annual report to monitor the cost (lost revenue) associated with mandated tuition waivers. According to our most recent figures, campuses waived nearly \$40 million in tuition for students in various categories, including faculty and staff, senior citizens, foster and adopted children, and dependents and spouses of killed or disabled firefighters, police officers, National Guard and the military. There is no requirement that students qualifying for these waivers apply for financial aid or file FAFSAs, so there is limited ability to determine the financial need of the recipients.



STRONGER

by degrees

Update on Policy Area 1: **OPPORTUNITY**

March 31, 2017

Three Focus Areas



How can Kentucky encourage more people to take advantage of post-secondary opportunities?



How can Kentucky increase degree and certificate completion, fill workforce shortages and guide more graduates to a career path?



How can Kentucky's postsecondary system create economic growth and development and make our state more prosperous?

65





Objectives and Strategies

09

OBJECTIVE
1

Improve the diversity & inclusiveness of campuses through the statewide diversity planning process & related initiatives.

- 1.1. Increase cultural competence on campuses.
- 1.2. Promote inclusive excellence (integrating diversity efforts into the culture and operations of the institution).
- 1.3. Implement the new diversity policy & diversity plans.
- 1.4. Increase recruitment & retention of minority students, faculty and staff.



OBJECTIVE
2

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



- 2.1. Expand & improve advising resources for high school students.
- 2.2. Increase diversity & effectiveness of P-12 educators.
- 2.3. Secure another federal GEAR UP grant.
- 2.4. Expand access to early college experiences (AP, IB, etc.).
- 2.5. Provide secondary students access to dual credit.
- 2.6. Increase intervention strategies for high school students not on track to be college-ready.
- 2.7. Encourage more career counseling and assessments in high school.
- 2.8. Improve instruction and interest in STEM disciplines.

OBJECTIVE
3

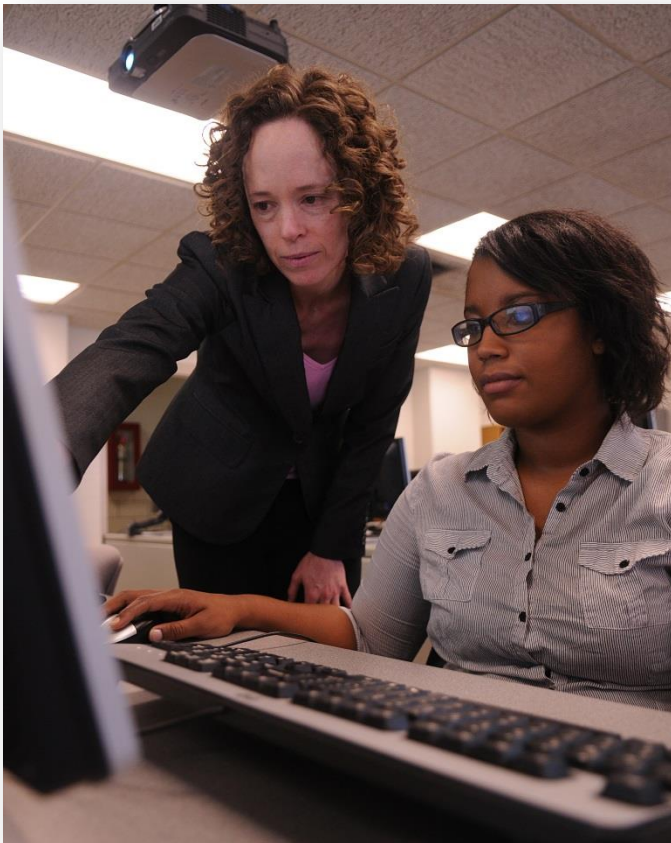
Increase participation in postsecondary education, particularly among traditionally underserved populations.

- 3.1. Improve college & career awareness.
- 3.2. Support working-age adults in pursuit of postsecondary credentials.
- 3.3. Support efforts to improve postsecondary access, workforce readiness & technology in rural areas.
- 3.4. Raise awareness of the value & affordability of college.
- 3.5. Expand collaborative post-secondary delivery models to underserved areas of the state.



OBJECTIVE
4

Improve the education and skill levels of KYAE students to prepare them for careers and/or postsecondary education.



- 4.1. Attract, retain & prepare highly effective educators.
- 4.2. Strengthen partnerships leading to increased enrollment & engagement.
- 4.3. Advance more students to postsecondary education and the workforce.

70

OBJECTIVE
5

Expand financial access to postsecondary education.

- 5.1. Maintain affordability by advocating for sufficient funding & moderating tuition.
- 5.2. Increase FAFSA completion.
- 71 5.3. Improve financial literacy & counseling.
- 5.4. Make college costs more transparent.
- 5.5. Evaluate mandated tuition waivers & associated costs.





OPPORTUNITY

Highlighted Initiatives

- Dual Credit/Enrollment Reform & Expansion
- Developmental Education Reform

Dual Credit

- Dual Credit Policy
- Dual Credit Advisory Council
- Dual Credit Scholarship Program
- CTE Coursework Alignment
- Dual Credit Teacher Credentialing Initiatives



Impact of Dual Credit Scholarships

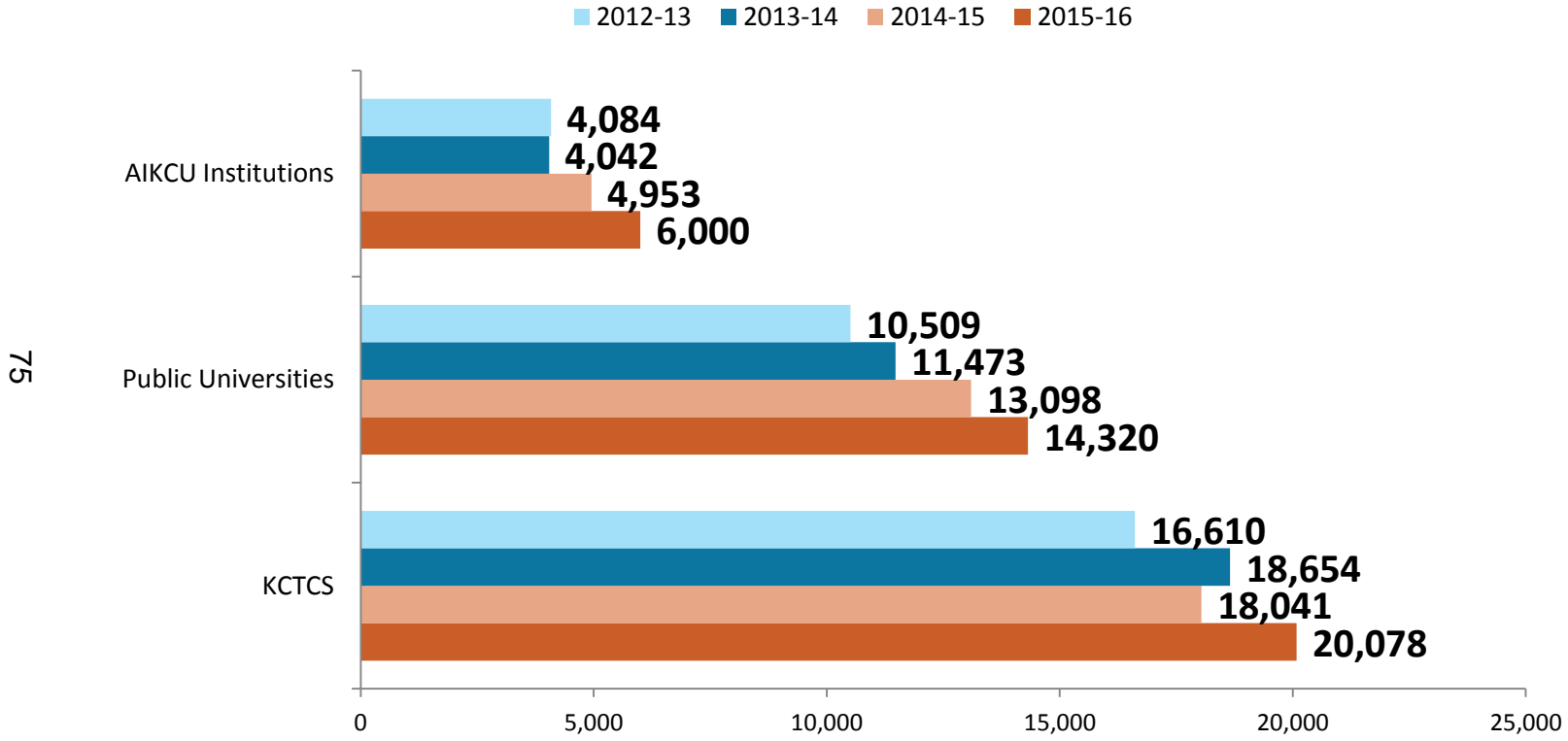
Preliminary data for fall 2016 (KDE, KHEAA):

- Student participation **increased nearly 31%** (17,034 to 22,241) from fall 2015 to fall 2016.
- The number of dual credit courses taken **increased nearly 41%** (26,568 to 37,438) from fall 2015 to fall 2016.
- **12,763** dual credit scholarship students (seniors only) took **15,021** courses in fall 2016.

74



Dual Enrollment/Credit Participation



Source: Kentucky Postsecondary Education Data System



Developmental Education Reform

- **Co-requisite models** of remediation allow students access to credit-bearing, gateway courses that include enhanced academic supports needed for success.
- Previously, developmental education was based on a multi-level, prerequisite model that included **2-3 non credit-bearing courses** prior to entry in the gateway course.

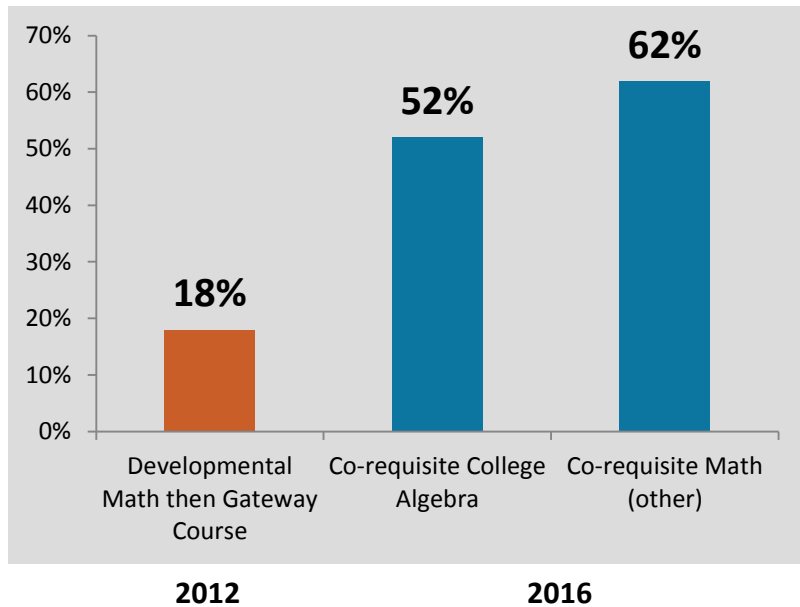
76



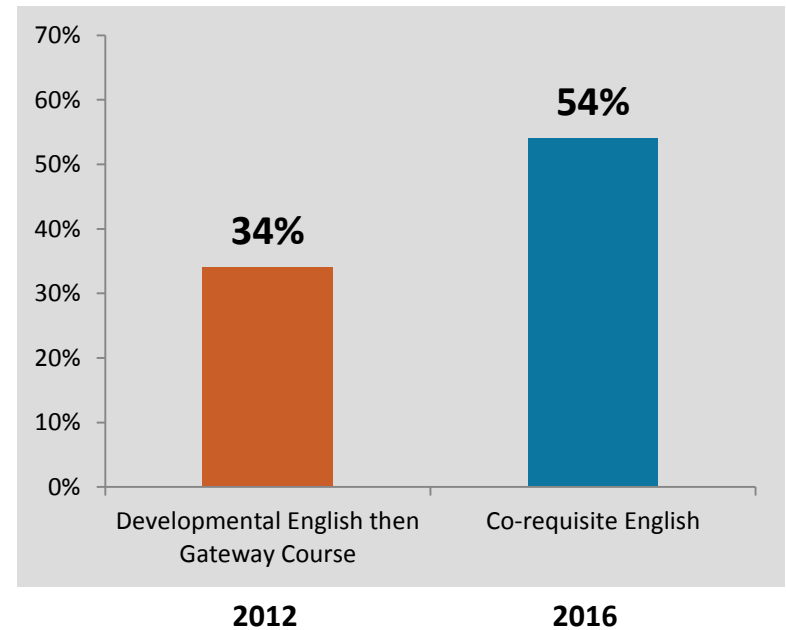
Co-requisite Success at KCTCS

The orange bars are the percentage of developmental students entering in 2012 that completed a gateway course within two years. The blue bars are the percentage of developmental students completing a gateway course in one semester (fall 2016) due to the co-requisite model.

Gateway Mathematics Course Completion



Gateway English Course Completion



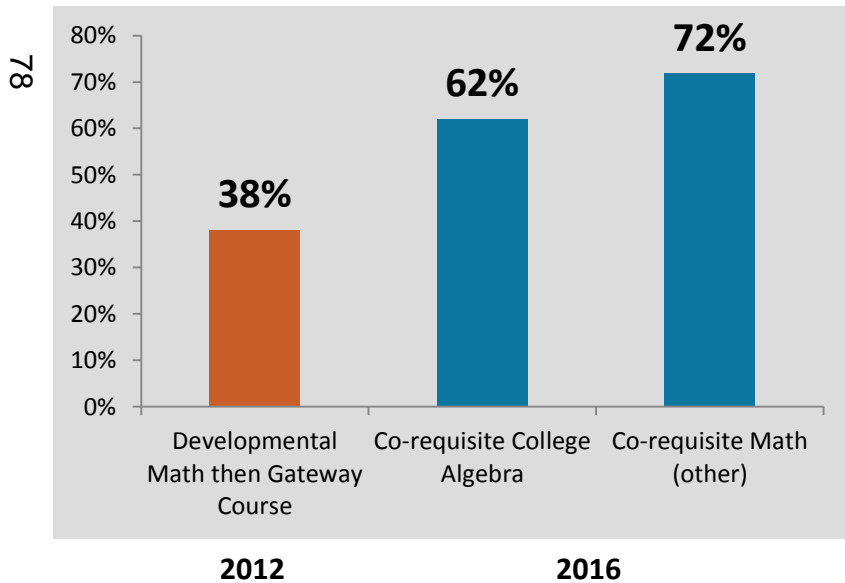
77



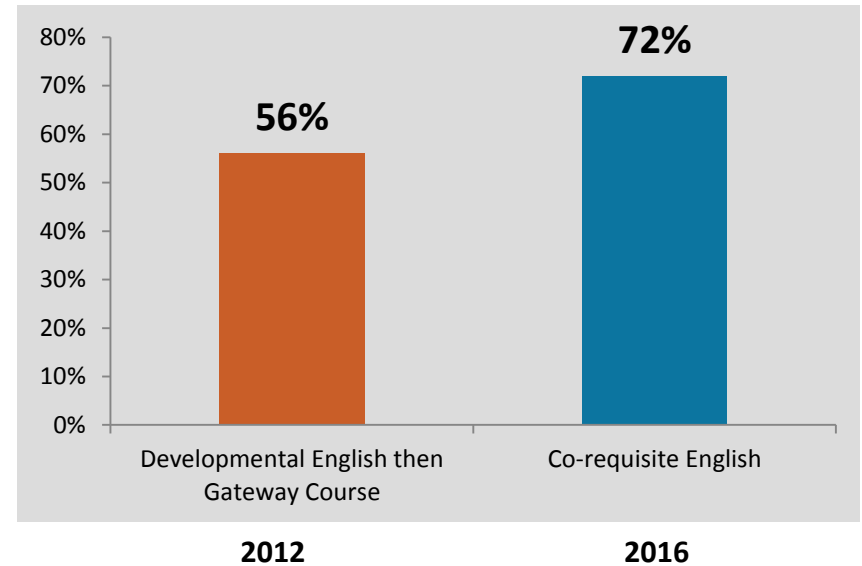
Co-requisite Success at Comprehensives

The orange bars are the percentage of developmental students entering in 2012 that completed a gateway course within two years. The blue bars are the percentage of developmental students completing a gateway course in one semester (fall 2016) due to the co-requisite model.

Gateway Mathematics Course Completion



Gateway English Course Completion

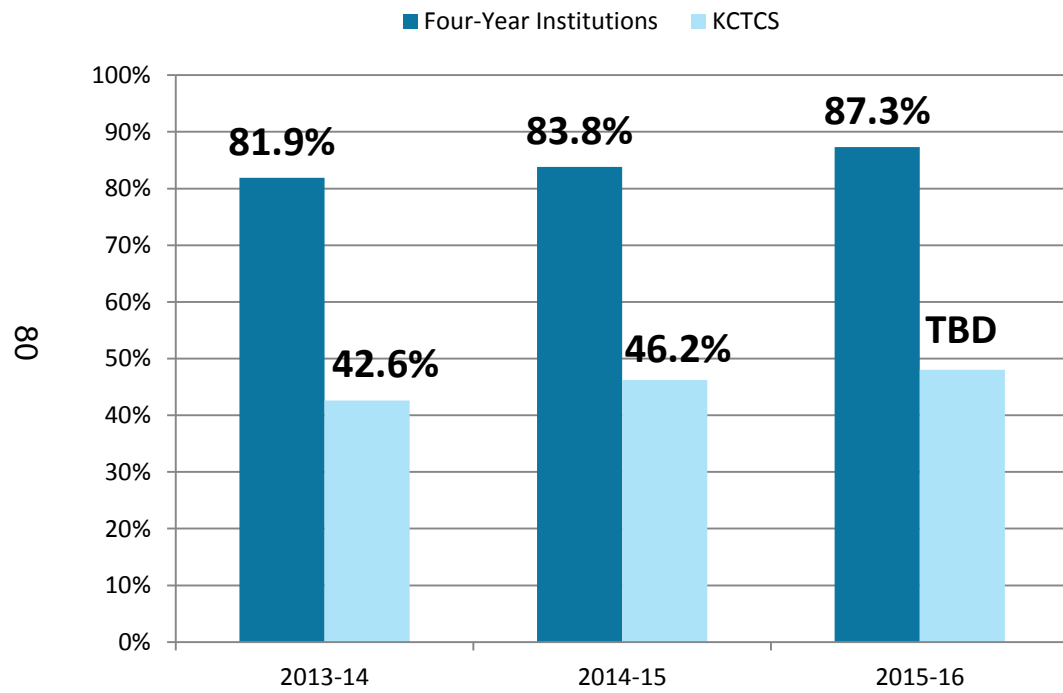




State-Level Performance Metrics

79

College Readiness of College Entrants



Source: Kentucky Postsecondary Education Data System

Definition

Percentage of KY high school graduates entering a KY public postsecondary institution meeting ACT benchmarks (English 18, math 19, reading 20) or campus placement exam requirements.



Progress of Underprepared Students

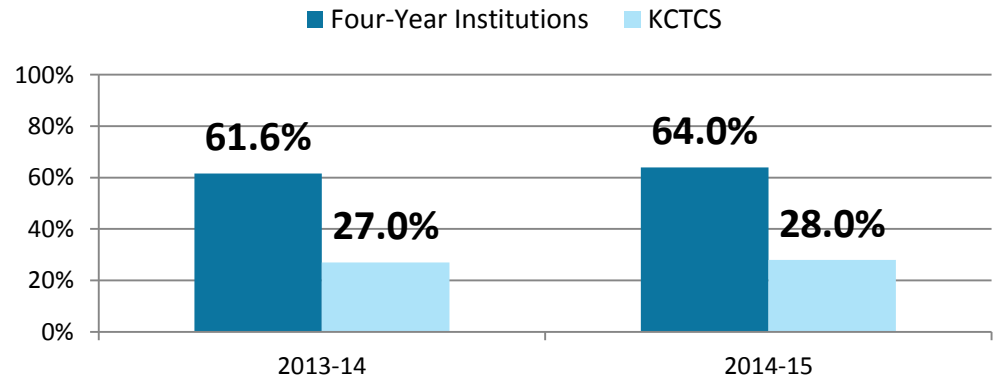
Definition

Percentage of first-time, full-time, degree-seeking undergraduates underprepared in English or mathematics who complete a credit-bearing course in that subject by the end of the fall semester a year after entry.

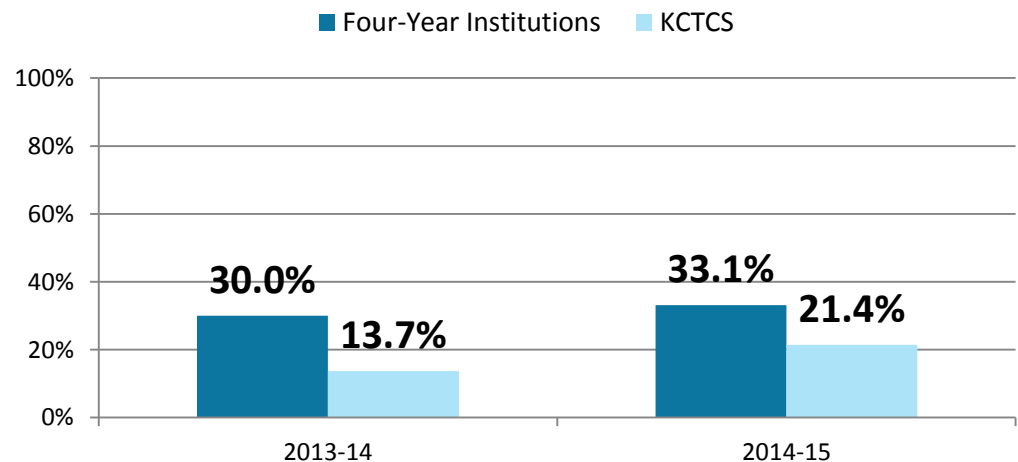
Source: Kentucky Postsecondary Education Data System



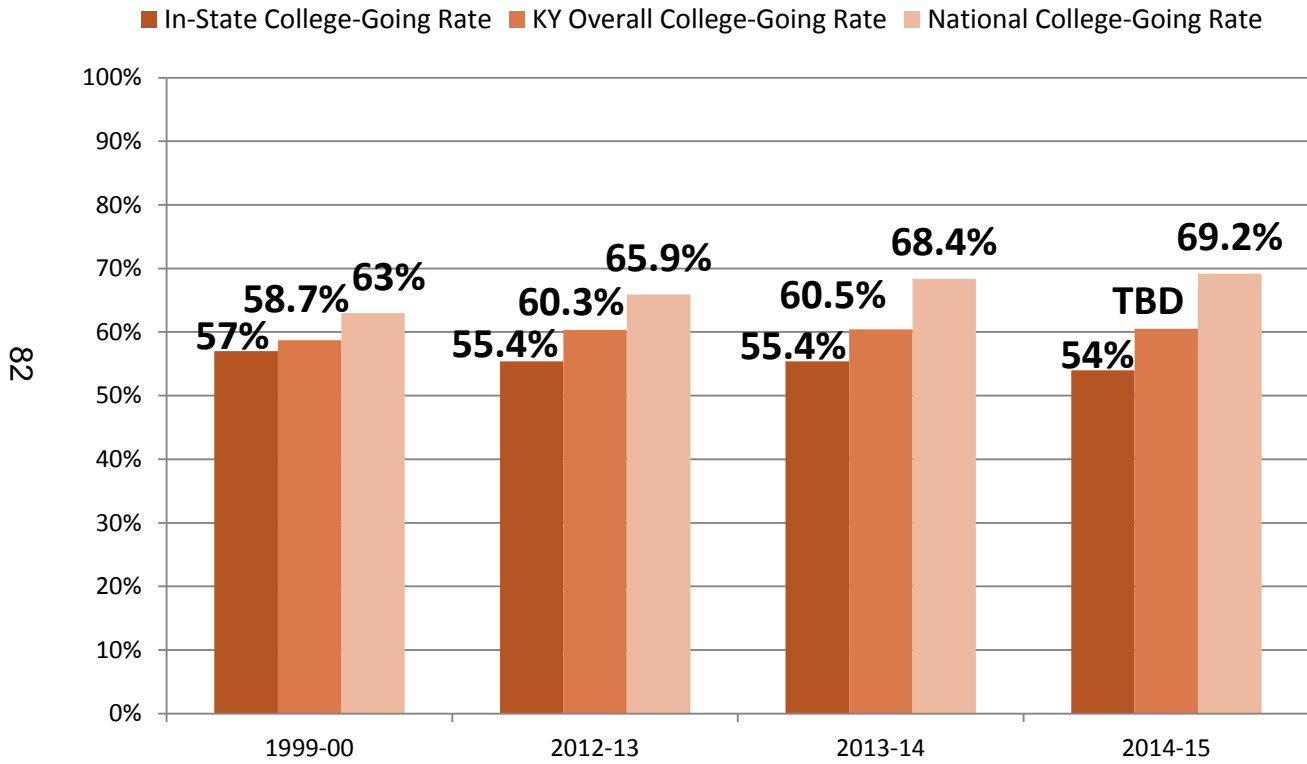
English



Mathematics



College-Going Rate of H.S. Graduates



Definition

The percentage of KY high school graduates who attend any postsecondary institution the fall or spring after graduation. The year refers to the students' last year of high school.

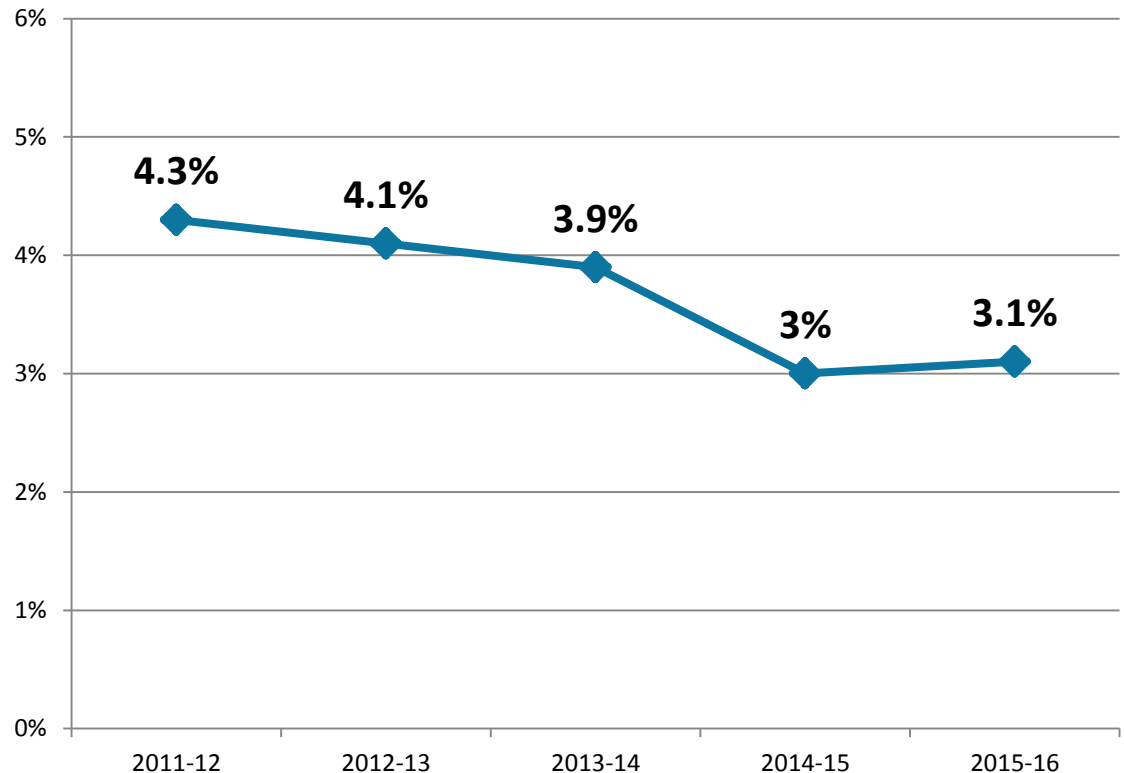
Source: High School Feedback Reports from Kentucky Center for Education and Workforce Statistics, U.S Bureau of Labor Statistics.



KY Adults (25-64) Enrolled in College

Definition

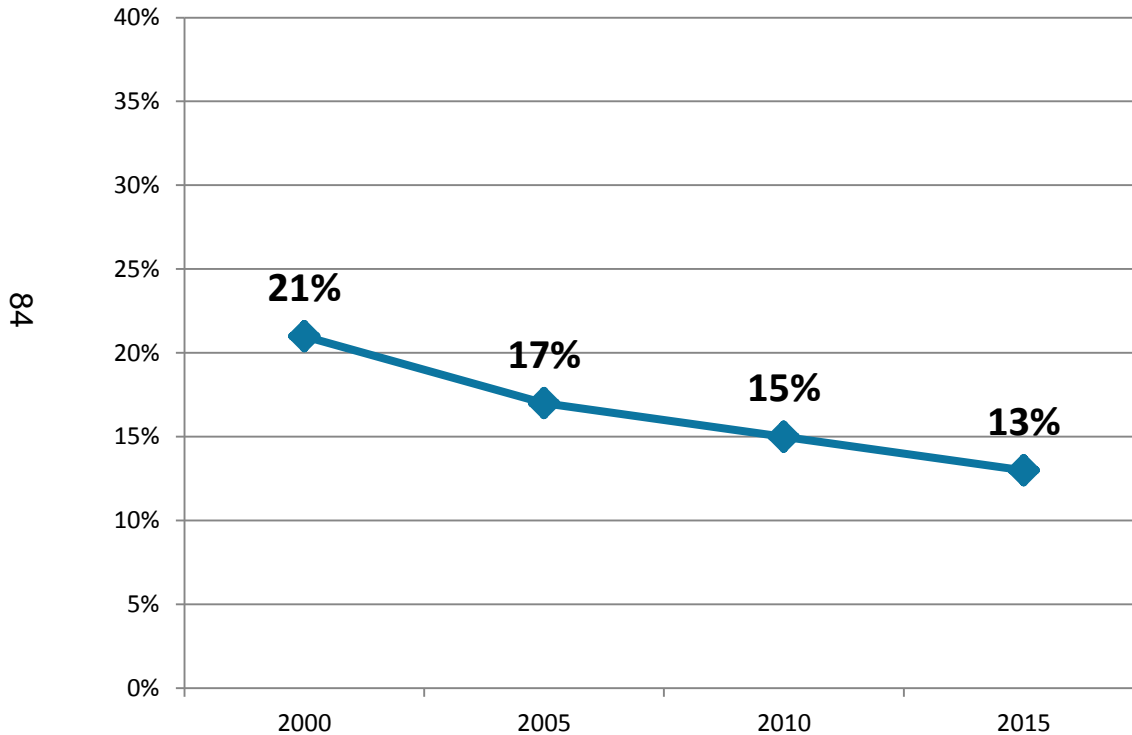
Percentage of the adult population (25-64) with less than an associate degree currently enrolled in postsecondary education. Annual population numbers are estimates from the American Community Survey.



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



Working-Age (18-64) Population without a High School Diploma



Definition

Percentage of Kentucky's working-age population (18-64) without a high school diploma or its equivalent. Estimates are obtained from the American Community Survey.

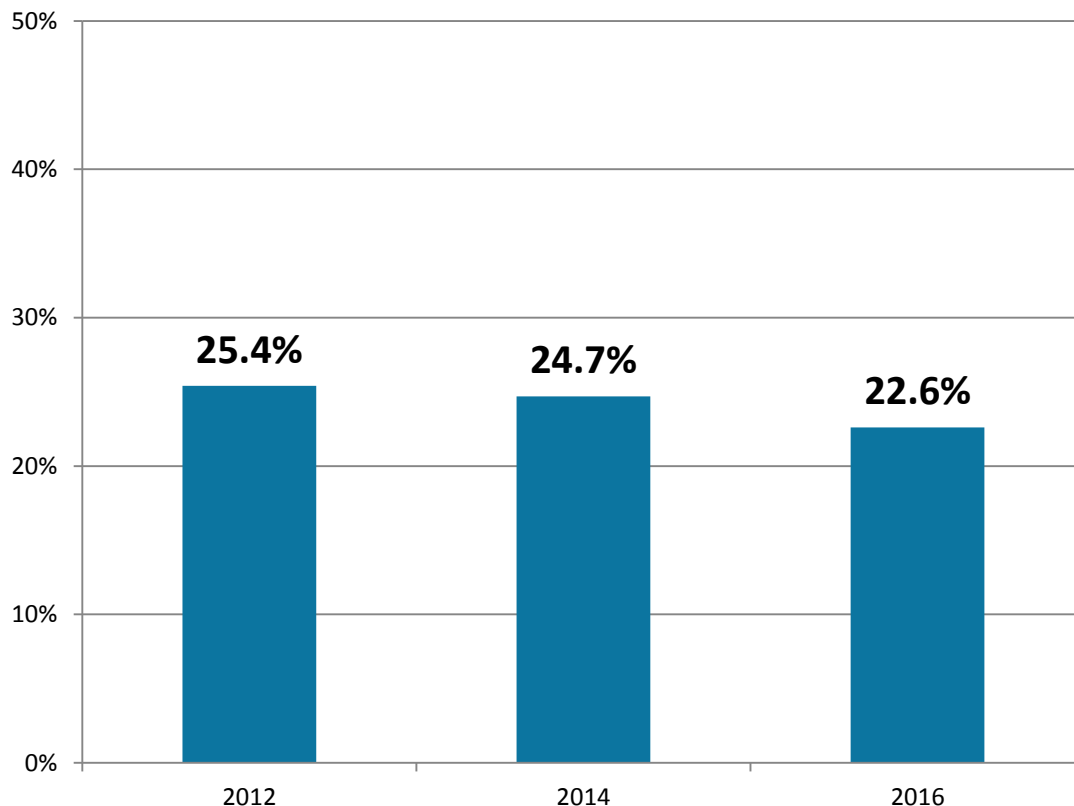
Source: American Community Survey Five-Year Estimates, U.S. Census Bureau



KY Adult Education Students Enrolling in Postsecondary Education

Definition

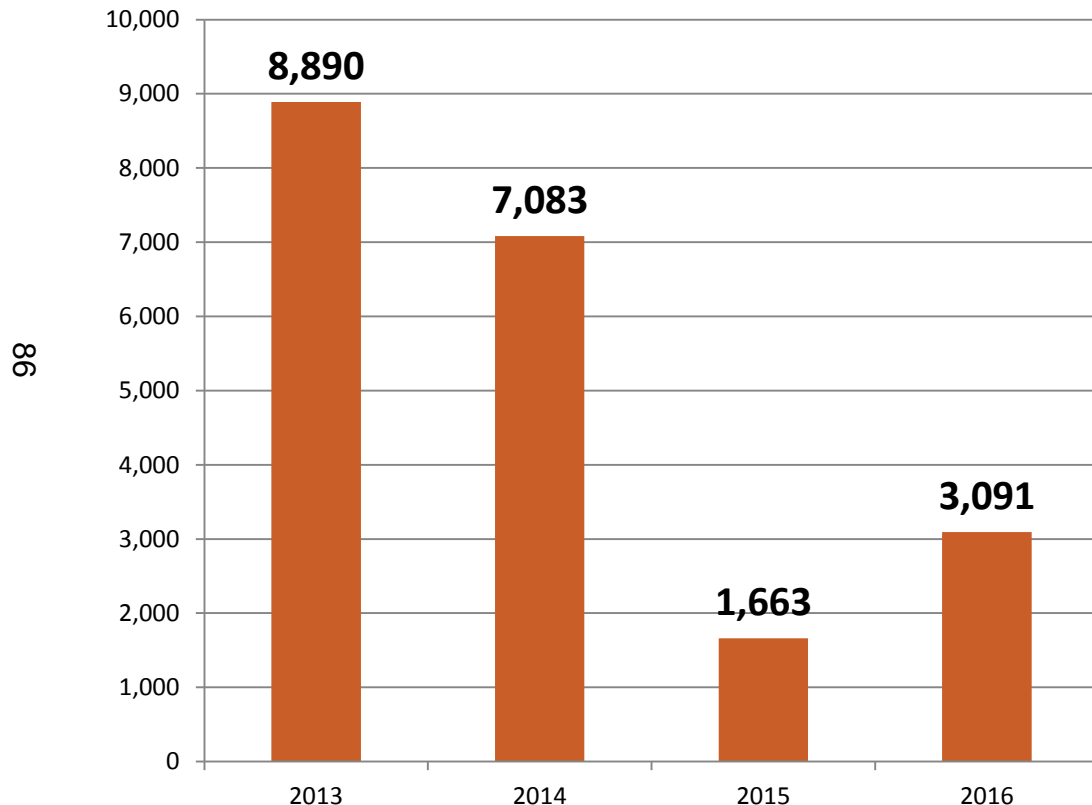
Percentage of Kentucky Adult Education students who enroll in a Kentucky postsecondary institution within 2 years of obtaining a high school equivalency diploma.



Source: GED Testing Service (GEDTS) data feed, Kentucky Adult Education. Year is the year by which the GED earner has/has not transitioned to college (e.g., 2012 is GED earners in 2010).



KYAE Students Earning a High School Equivalency Diploma



Source: GED Testing Service data feed and Kentucky Adult Education.

Definition

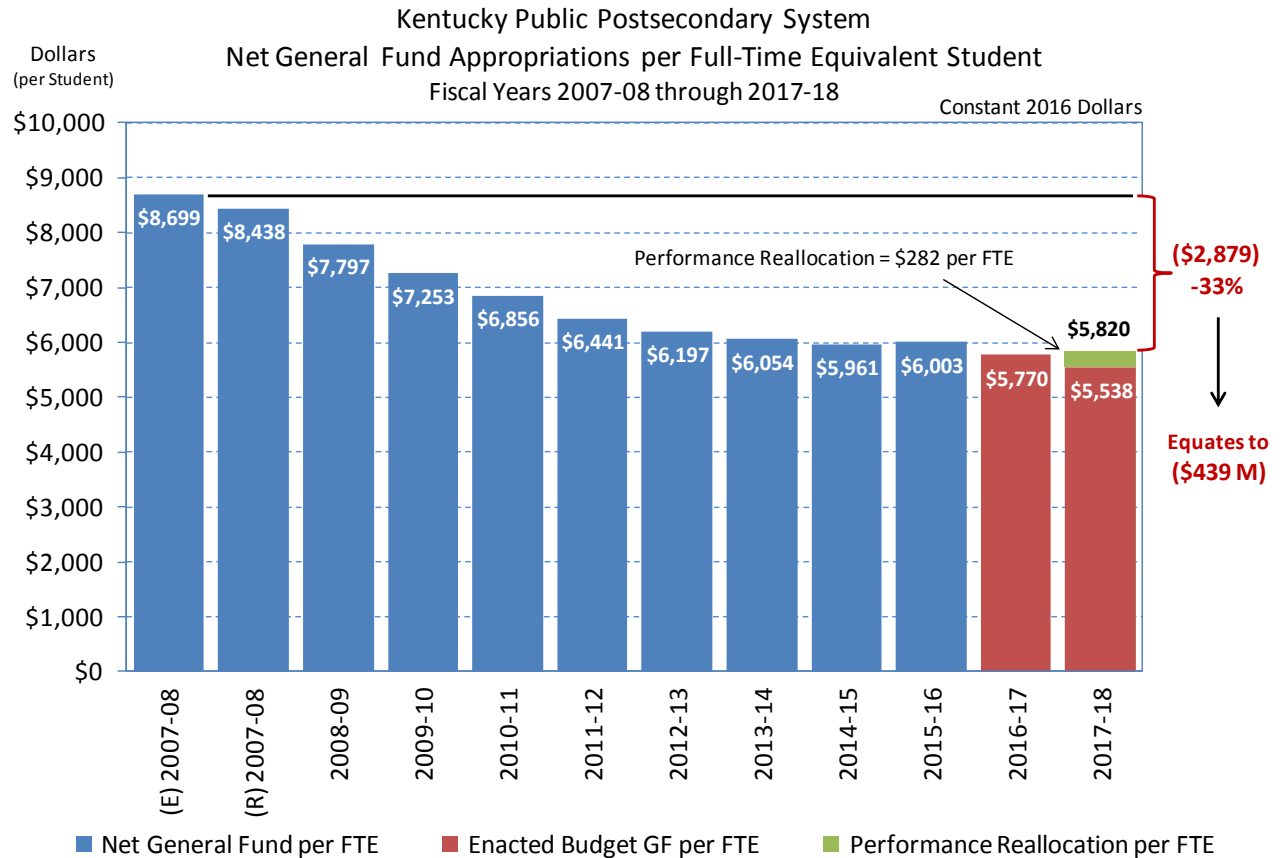
Number of Kentucky Adult Education students who earn a high school equivalency diploma (GED) in a fiscal year. The drop from 2014 to 2015 was due to the implementation of a new GED exam.

Net General Fund Appropriations

Definition

Net general fund appropriations for public postsecondary institution per full-time equivalent (FTE) students, adjusted for inflation.

87

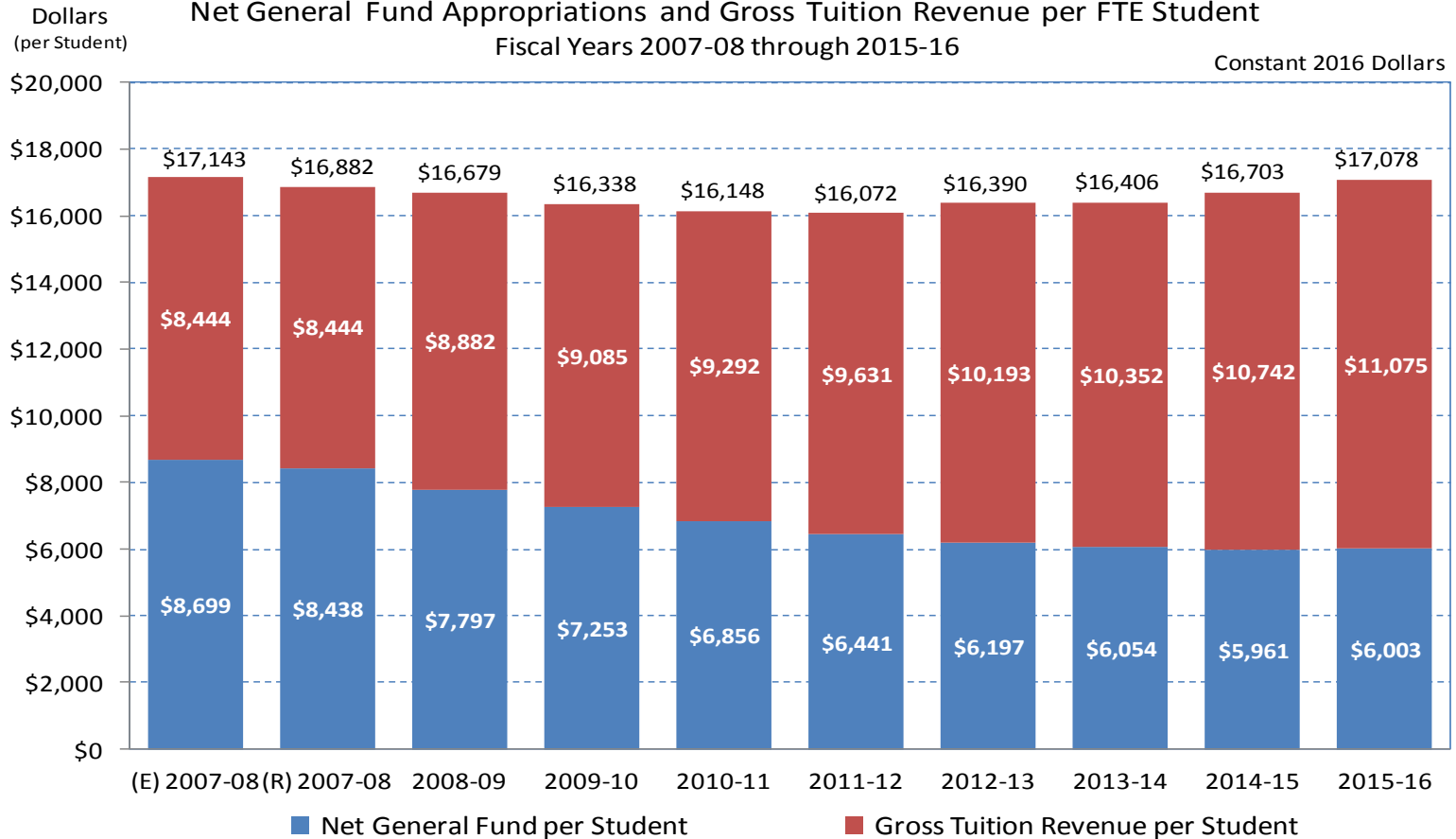


(E) = Enacted; (R) = Revised. Note: Figures displayed after 2015-16 are not inflation adjusted and assume no enrollment growth.
Sources: Kentucky Budget of the Commonwealth, multiple biennia; Commonfund Institute, Higher Education Price Index.



Contextual Information

Kentucky Public Postsecondary System
 Net General Fund Appropriations and Gross Tuition Revenue per FTE Student
 Fiscal Years 2007-08 through 2015-16

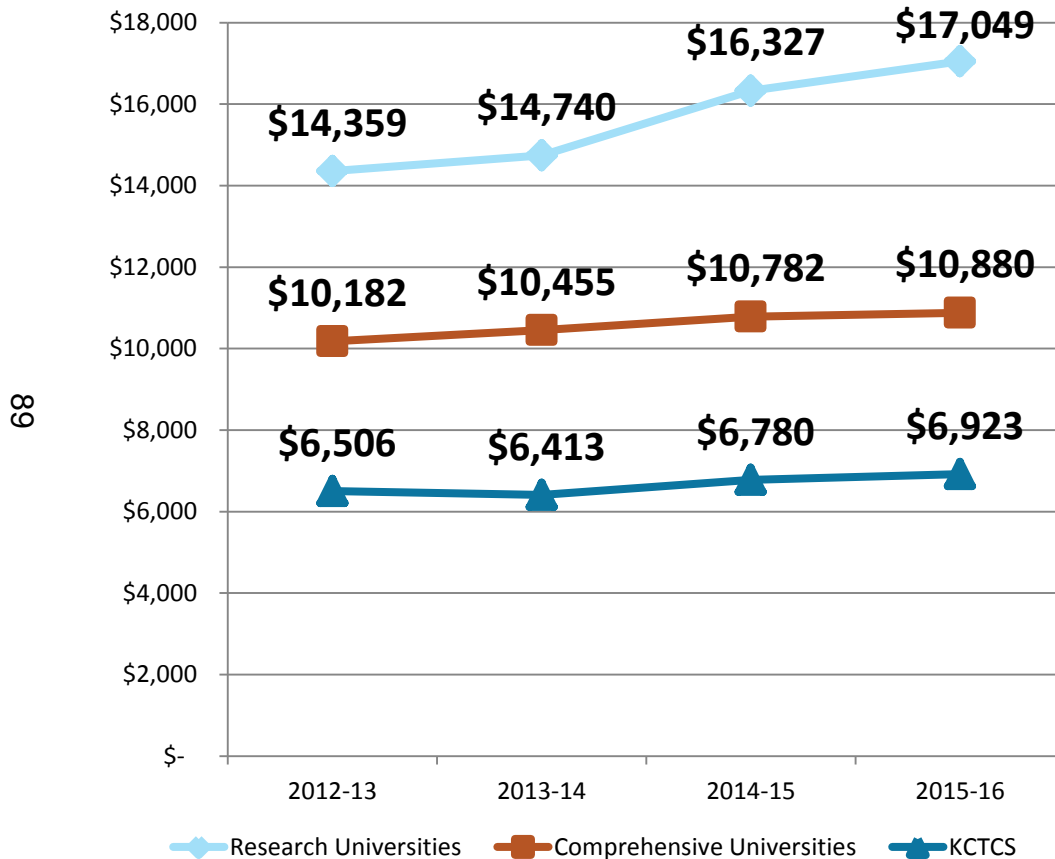


Sources: Kentucky Budget of the Commonwealth; CPE Comprehensive Database.

(E) = Enacted; (R) = Revised.



Average Net Price



Definition

Average cost for full-time beginning students at a KY public institution who paid the in-state tuition rate (including room and board & books and supplies), minus any grant or scholarship aid from federal, state or local governments, or the institution.

Source: Integrated Postsecondary Education Data System (IPEDS).

Note: KSU excluded from KY comprehensives due to change in enrollment management strategy.





06

STRONGER

by degrees

Update on Policy Area 1: **OPPORTUNITY**

March 31, 2017

Committee Appointments

Chair Zimmerman will make appointments to the following committees:

- **Council's Executive Committee:** This committee consists of the chair, vice chair, and three other members who serve one-year terms. The Executive Committee reviews all agency budget and personnel matters, including an annual audit of the agency, evaluating the president, and performing other activities assigned by the Council.
- **2018-20 Budget Development Work Group:** This work group will meet to discuss and analyze data related to the long-term fiscal needs of the system and work on an operating and capital budget recommendation for 2018-20.

AIKCU GOOD NEWS

The Association of Independent Kentucky Colleges & Universities

Jose Bowen and UK's Gerry Swan to keynote AIKCU conference

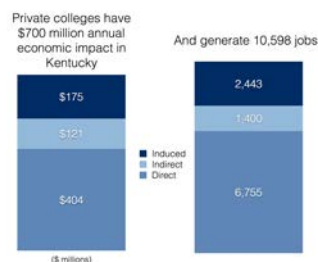
The **AIKCU Teaching, Learning, and Technology Conference** on June 30 at Asbury University will feature keynotes by Goucher College President Jose Bowen, author of the *Teaching Naked* series, and Dr. Gerry Swann, Associate Professor of Instructional Design at the University of Kentucky. The one-day conference is free for AIKCU member faculty and staff.

Thomas More College celebrates 50 years of Ohio River Biology Field Station

Thomas More College has planned a series of events to celebrate the 50th anniversary of its Ohio River Biology Field Station. The one-of-a-kind facility for applied biological research is the only working field station on the banks of the entire stretch of the 981 mile Ohio River. More info at <http://www.thomasmore.edu/fieldstation/>

Report: AIKCU members add \$700 million to Kentucky economy each year

Kentucky's 18 nonprofit private colleges and universities **add \$700 million to the Kentucky economy** each year and are responsible for creating nearly **10,600 Kentucky jobs**, according to a study commissioned by AIKCU.



These effects are widespread throughout the state, with 85 percent of Kentucky's population residing within a one hour drive of at least one private college campus. Read more or download the full report at <http://www.aikcu.org/2017/02/07/new-study-reveals-nonprofit-private-colleges-add-700-million-to-kentucky-economy-annually/>

Students spend spring working in Frankfort

Pictured (l-r) are students participating in the 2017 AIKCU Spring Semester Internship Program: Caroline Abbott, a **Centre College** junior interning with the **Kentucky Retail**



Federation; Hayden McLeod, a **University of Pikeville** senior interning with the **Kentucky Council on Postsecondary Education**; Harry Hill, a **UPIKE** junior interning with the **Kentucky Council on Postsecondary Education**; Donald Anderson, a **UPIKE** senior interning in the **Cabinet for Justice and Public Safety**; Brandon Lopez, a **UPIKE** senior interning with the **Kentucky Cabinet for Justice and Public Safety**; and Crystal Hodges, a **Lindsey Wilson College** junior working in the **Kentucky Cabinet for Economic Development**. More at <http://www.aikcu.org/2017/03/03/meet-the-2017-aikcu-frankfort-intern-class/>



www.eku.edu

CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



MULTIDISCIPLINARY PROJECT ADDRESSES FREE-ROAMING HORSES

Faculty and students from the diverse academic disciplines of sociology, agriculture, aviation, animal studies and wildlife management at EKU are pooling their expertise to address the growing presence of free-roaming herds of horses in rural southeastern Kentucky.

EKU aviation instructor Randall Humphries, flanked by junior animal studies major Katelyn Wagner, were scheduled to board a University plane at Central Kentucky Regional Airport in Madison County on Feb. 25 and head for Breathitt County. Awaiting them at the Julian Carroll Airport near Jackson would be Dr. Stephanie McSpirit, professor of sociology, and Dr. Ed Fredrickson, associate professor of agriculture. The fly-over was postponed because of inclement weather, to be rescheduled soon.

It has been estimated from ground studies that between 200 and 400 horses are freely roaming the 492 square miles of Breathitt County.

Fredrickson said the abandonment of horses was an unintended consequence of mine site reclamation without following a longer-term management plan that considers carrying capacity of the site. To "better define the problem," a 924-acre reclaimed mine site in Breathitt County was selected for a ground survey, with horse and wildlife surveys conducted using three strategically based camera traps baited with equine mineral blocks for 14-day intervals. More than 75 horses were recorded within the study site. About 5 percent of the horses appeared to require veterinary care due to poor body conditions, or visible disease, and vegetation surveys suggested "severe" overgrazing, with grasses replaced by "unpalatable" plant species.

McSpirit added that many of the horses were released during the 2009 economic downturn and have increased in numbers the past eight years. "There may also be a common practice of releasing some horses to winter on the strip job and bring in during the spring. The fact that some of the horses are indeed owned by residents in the area must be considered in developing a viable and workable management plan that the community supports."

The flyover, McSpirit said, will "help the county and other groups and organizations form sound management plans. The Breathitt County herd is unique in that many in the community see this herd as a potential asset, rather than a nuisance, and there are plans for a horse viewing center. Maintaining a healthy herd and determining what might be a stable population size is important to those efforts in developing a management plan."

2036 CARBON NEUTRALITY GOAL

EKU has completed a comprehensive Climate Action and Resiliency Plan to strategically and economically reduce its carbon footprint to zero by 2036, in accordance with the Second Nature Climate Commitment.

The plan calls for the University to reach its goal via a variety of mitigation strategies, including:

- implementation of geothermal heating/cooling throughout campus.
- improvements in central plant and building efficiencies through Energy Savings Performance Contracts (ESPC).
- greater efficiencies in steam and chilled water.
- energy efficiency guidelines for new buildings.
- the purchase of renewable energy credits and carbon offsets.
- reduction in water consumption.

The plan requires an initial investment that will be paid back over 15 years, with an additional savings of \$5.2 million by 2036.

EKU "is seeking to work toward carbon neutrality with a reasonable, financially sound model that incorporates as many existing processes and facilities as possible," said Barry Poynter, vice president for finance and administration. "In fact, when considering our key mitigation strategies, this plan makes sense for our University independent of the carbon savings."

FACULTY INNOVATORS ASSIST BAPTIST HEALTH LEXINGTON

Four Faculty Innovators at EKU recently conducted professional development sessions for Baptist Health Lexington.

The sessions were designed to help Evolving Leaders – content specialists in their respective fields at Baptist Health – develop their own educational programs to be more engaging and learner-focused, according to Dr. Russell Carpenter, executive director of the Noel Studio for Academic Creativity.

The Studio established the Faculty Innovators program in 2015 to model innovative, high-impact teaching strategies. Baptist Health Lexington has had a leadership development program in place for over 15 years, attended by over 700 employees annually. Leaders recognized it was a good time to update the curriculum and teaching techniques.

The four Innovators presented three two-hour sessions for 45 Baptist Health Lexington leaders. The sessions, titled Engaging Teaching Strategies, Facilitating Active Learning and Teaching for Deep Learning, offered a variety of strategies for executive directors, directors, vice presidents and educators to consider as they design and facilitate their own sessions.

"We have an expertise in academic excellence and excellence in teaching that is needed at many levels, throughout the region and nationally," Carpenter said. "These collaborations allow us to grow, while placing EKU at the center of conversations about highly effective teaching and learning."



EMPATHY: THERE'S AN APP FOR THAT

Teens and younger children may learn to be kinder and more empathetic by playing a game on their phones, thanks to a new, interactive app, "Random App of Kindness" (RAKi), created by a group of social science researchers, including EKU psychology professor Dr. Matthew Winslow.

Prior research by Sara Konrath at the Indiana University Lilly Family School of Philanthropy, who led the team that developed the app, found that empathy in young adults has been declining by 40 percent since 1979. With many people believing smartphone use impairs empathy, she and her team decided to try to create an app that could instead make people more compassionate.

RAKi is available free of charge in the iTunes App Store and Google Play Android Market.

The app was developed by Konrath and a multidisciplinary team of collaborators, including Winslow, who was involved in identifying the theoretical basis for the mobile app and with its design.

Winslow emphasized the importance of targeting children and teens.

"We know that empathy and compassion are not fixed qualities but, rather, are skills that can be improved," he said. "Kids in this age range don't yet have set-in-stone ideas about how empathy and compassion work, so showing them that they can improve can have lasting benefits."

ENERGY CONSERVATION PAYS BIG DIVIDENDS

A commitment to energy conservation is paying big dividends for Eastern.

Through its participation in the Large Commercial Demand Conservation Program offered by Kentucky Utilities Company, the University earned a KU incentive check of \$12,500. EKU became the best-performing higher education facility in the program in 2016.

KU and its sister utility, Louisville Gas and Electric Company, offer the demand response program, at no additional cost, to large commercial customers such as EKU who can support automated load management reductions. The program helps reduce overall demand on the electric system for brief periods of time, particularly on hot summer days.

"During periods of high demand, the EKU campus electrical system must be managed to ensure reliability and to meet the needs of our students, faculty and staff," said Ron Mink, associate director of facilities services. "Participation in the KU program offers us multiple benefits because we can reduce demand and energy, while critical campus systems remain uninterrupted. This allows us to create efficiencies and save money."

Bill Cooper, manager for the LG&E and KU Commercial Demand Conservation Program, said EKU "deserves recognition" for its efforts, adding the University "went well beyond expectations" with its custom programming and resource assignments.

KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

MARCH 2017



KCTCS COLLEGES RECEIVE NEARLY \$34 MILLION KENTUCKY WORK READY SKILLS INITIATIVE AWARDS

Seven of the 16 colleges of the Kentucky Community and Technical College System (KCTCS) received a total of nearly \$34 million of the \$65.5 million recently awarded under the Kentucky Work Ready Skills Initiative. The initiative is aimed at building a highly trained, modern workforce to meet the needs of employers and promote sustainable incomes for Kentuckians.

Private sector employers, high schools or secondary technical schools and postsecondary institutions were encouraged to develop partnerships and submit applications for the construction and equipping of new facilities; renovations or upgrades of facilities; or the purchase of new or upgraded equipment, software, or furnishings that will aid in workforce education.



KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

SEVEN KCTCS COLLEGES

CHOSEN FROM AMONG 117 APPLICANTS

BLUEGRASS COMMUNITY & TECHNICAL COLLEGE

LEESTOWN CAMPUS - *Renovate space for healthcare programs*

\$3,040,000

DANVILLE CAMPUS - *Advanced Manufacturing Center*

\$2,736,000

HAZARD COMMUNITY & TECHNICAL COLLEGE

LEES CAMPUS - *Intergenerational Center*

\$2,888,000

JEFFERSON COMMUNITY & TECHNICAL COLLEGE

DOWNTOWN CAMPUS - *Advanced Manufacturing Center*

\$15,200,000

OWENSBORO COMMUNITY & TECHNICAL COLLEGE

Partnership with Hancock County, Daviess County & Owensboro Public Schools

DOWNTOWN CAMPUS - *Innovation labs for emerging skills & technologies*

\$2,858,244

SOMERSET COMMUNITY COLLEGE

SOUTH CAMPUS - *Renovate manufacturing labs*

\$3,800,000

SOUTHCENTRAL KENTUCKY COMMUNITY & TECHNICAL COLLEGE

FRANKLIN CAMPUS - *Advanced manufacturing equipment*

\$179,000

WEST KENTUCKY COMMUNITY & TECHNICAL COLLEGE

SKILLED CRAFT TRAINING CENTER - *Minor renovation/equipment*

\$3,040,000

The recent awards were the first of the \$100 million bond program. Twenty-five awards were made to organizations across the state, with awards ranging from \$30,780 – \$15.2 million. A second round of funding will be announced later this spring.





KSU students' 'Dine with Dignity' provides meals with a huge serving of kindness

FRANKFORT — Kentucky State University (KSU) students launched a community service event February 13 called “Dine with Dignity” at the ACCESS Soup Kitchen and Men’s Shelter. Associate Professor of Speech Communication Dr. Shannon Brogan helped several of the students from her Persuasive Speaking and Speech classes put together ideas and connections for the community service project.

“Dine with Dignity” allowed students to host a soul food lunch to visitors at the soup kitchen. The goal was to bring humanity to the soup kitchen by adding decorations, entertainment, and quality service. The menu included collard greens, macaroni and cheese, fried chicken and Hawaiian rolls. Each table was decorated with black tablecloths and pink floral centerpieces. Students collected supplies and donations from faculty and staff members to pull off this event.

Dr. Brogan partnered with Janelle Hager, research associate in aquaponics at KSU, to gather the vegetables, which were grown at the KSU Research Facility and handpicked by students before the event.

“I feel like this event was the perfect opportunity for students to give back to our community, but there is also the humanity aspect,” said Dr. Brogan. “It’s also the communication aspect where students had to work together and learn how to effectively communicate with others.”

More than 35 students participated in this event as well as faculty and staff members, including Sophia Ellis, Irma Johnson, Andrea Raglin, Dr. Stephanie Cramer, Ray Bankston, and Officer Ramon Torres. KSU also partnered with English teacher Tierlee Logan, who works at The Academy in the Franklin County Public Schools. Logan has been working with Dr. Brogan for several years. Every semester, Dr. Brogan opens her classroom up to high school students.

“Dr. Brogan has been wonderful to work with. She is committed to making the class format flexible to our needs,” Logan said. “I believe the partnership we have to date with KSU is invaluable, and we are hopeful that our involvement with the university will continue to grow in the coming years.”



The Academy students were Aaliyah Jacobs, Keegan Gross, and Malachi David. All of the students helped serve more than 85 meals to families at the soup kitchen.

“I am really happy to be a part of this service project,” said Aaliyah Jacobs. “I’m happy I was granted the opportunity to make dining special for those who eat here regularly.”

Students are also planning to continue this service project again in April and May. Hager has already gathered the new menu for the next two events.

“Our next goal is to plan to have a fish fry event. We want to be able to gather our foods from the Kentucky State Research Facility,” she said. “I think this will be great to have students again come and help us to prepare meals and also get an inside look at what we do at the research facility.”



Daughter of civil rights icon Dr. Marcia Young Cantarella encourages students to ‘lift every voice’

The daughter of the renowned civil rights activist, Whitney M. Young Jr., Dr. Marcia Young Cantarella gave a moving speech on Thursday, February 23, in Bradford Auditorium as part of the Living Legends Convocation Series at Kentucky State University (KSU).

Young graduated from Kentucky State College in 1941. During his college years, he met Margaret Buckner, who was later to become his wife. As Dr. Cantarella’s father was making a name for himself fighting employment discrimination and transforming the National Urban League into an energetic social-civil rights organization, Dr. Cantarella grew up as a normal child should.

“It’s like being anyone’s daughter. My dad was my dad,” she said.

It wasn’t until her teenage years that she realized and began to understand and appreciate the work her father was doing for African-Americans. Because of her family background and her efforts to uphold their legacy of being engaged, she was exposed to greater opportunities such as meeting President Lyndon Baines Johnson and working as an intern for Bobby Kennedy.

Visiting KSU’s campus brought back memories for Dr. Cantarella. She loves to meet with students, and the campus makes her think back to when her parents attended the Frankfort, Kentucky, institution. Although the campus has



newer buildings, Dr. Cantarella still remembers what the University was like years ago.

At convocation, Dr. Cantarella gave a speech based on the Negro National Anthem, “Lift Every Voice and Sing.” She encourages to students to speak up and be engaged in their classes. Cantarella believes that college is a “dress rehearsal for life.”

“There’s a lot going on in the world that needs the voices and creativity of the younger generation,” she said.

During her years at Bryn Mawr College, she participated in marches and exercised her voice. In 1964, she along with other classmates launched a women’s movement on her campus. By the time she graduated, her campus had a completely different environment for women, and stereotypes for women were broken. She believes it’s time for younger people to step up and use their voices the way her generation did when they were young.

Dr. Cantarella has been working on the interactive Student Handbook and Facilitators Guide for the PBS documentary, “All the Difference.” The film tells the story of two young men from Chicago as they leave high school and transition to college. It follows them on their path through college and shows all the challenges they experience. The guide allows students, and those who work with them, to learn from the young men’s tough experiences featured in the film.

Linkin’ Bridge brings warm melodies and heartfelt lessons to KSU

FRANKFORT -- “America’s Got Talent” finalists Linkin’ Bridge, performed not once, but twice Tuesday, February 21, in Bradford Auditorium at Kentucky State University (KSU). Montre Davis, Big Rome Kimbrough, Shon China Lacy, and Ekoe Alexanda, who all originate from Louisville, Kentucky, immediately brought good vibes to campus with their words of wisdom, infectious humor, and A cappella harmonies. They ensured that the audience left inspired whether it was to “always follow your dreams” and “never judge a book by its cover.”

The first performance was at a 10 a.m. convocation where Interim President Dr. Aaron Thompson welcomed Frankfort High School, Franklin County High School, Western Hills High School, and GEAR UP Kentucky. Linkin’ Bridge opened their interactive performance with a cover of “Thinking Out Loud” by Ed Sheeran, and they invited high school students who could sing to join them. The concert flowed with inspirational music and their stories of humble beginnings.

After the morning concert, the group also participated in an open forum with KSU students who are interested in music, giving them an opportunity to look deeper into the hard work behind the music industry. The forum was led by Assistant Professor



of Music Dr. Caroline Gibson. Members of Linkin’ Bridge emphasized to students that “staying humble is one of the most important things.”

In an interview conducted after their first performance, Linkin’ Bridge talked about their motivation to sing, and what inspired them to try out for “America’s Got Talent.”

“I saw that that show gave people a chance to fulfill their dreams, so even if you didn’t win you could really accomplish something,” said Montre Davis.

Fans can expect to hear Linkin’ Bridge’s new album, which will be released sometime this summer.

Later in the evening, there was a two-hour concert at 7 p.m., open to the Frankfort and campus community with performances by the KSU Concert Choir and Franklin County Step Team. KSU held a reception after the concert for fans to meet and greet the singing sensations and receive signed autographed posters.



Morgan to be offered contract; dining commons named for Adkins



Morehead State University's Board of Regents authorized its chair, Paul C. Goodpaster, to extend an offer to Dr. Joseph A. (Jay) Morgan to become the institution's 14th president, and named the new dining commons after

alumnus, Rep. Rocky Adkins, during its quarterly meeting on Thursday, March 9, in the DeMoss Suite within the Center for Health, Education and Research.

After an executive session, the board voted to offer Dr. Morgan a contract. Dr. Morgan currently serves as the chief academic officer and vice president for academic affairs and student success for the Kentucky Council on Postsecondary Education. He provides leadership for statewide academic affairs, curriculum and programming, academic strategic planning, academic legislative and policy development, admission and enrollment requirements, diversity programming, student success/college readiness initiatives, e-learning, competency-based education, program evaluation and assessment, professional school contract placement, research and innovation, and federal and state grant administration.

The Regents approved naming the dining commons on the east side of campus. It will be named Rocky Adkins Dining Commons. A native of Sandy Hook, Rep. Adkins is now serving in his 31st year as a state legislator. The two-time MSU graduate is well known to be "an Eagle from the top of his head to the bottom of his feet." Rep. Adkins has been inducted into the Morehead State University Alumni Hall of Fame and was a standout basketball player during his undergraduate years.

Rep. Adkins has been a tireless advocate for education at all levels and for MSU in particular. He has played a significant role in securing state funding for the Space Science Center, the Center for Health, Education and Research (CHER), and the renovation and expansion of the Adron Doran University Center (ADUC). He also helped facilitate approval of agency bond funding for the Recreation and Wellness Center, residence hall renovations and the parking garage and dining commons that will bear his name.

The facility will be the Rocky Adkins Dining Commons, but will be informally known as "The Rock."



MSU students display research at Posters-at-the-Capitol

Morehead State University President Wayne D. Andrews, Dr. Michael Henson, associate vice president for research and dean of the graduate school, along with other university and state officials unveiled this year's Posters-at-the-Capitol Thursday, March 2.

"The involvement of undergraduate students with faculty in research, scholarship, and other creative endeavors provides the type of rich academic environment necessary for the development of leaders with the intellectual skills and vision to guide the future social and economic development of our Commonwealth and the nation. MSU is committed to the continued expansion of these scholarly opportunities for students in all academic programs through initiatives such as our unique Undergraduate Research Fellowship program and our Celebration of Student Scholarship Week," said President Andrews.

More than 125 poster projects are on display throughout the Capitol. A total of 25 MSU students collaborated with faculty to present posters at this year's event.

Ernst named interim dean of the Caudill College of Arts, Humanities and Social Sciences

Dr. John Ernst has been named interim dean of the Caudill College of Arts, Humanities and Social Sciences. He succeeds Dr. M. Scott McBride, who was named chancellor and chief academic officer at Penn State DuBois. Since July 2016, Ernst has served as associate vice president for academic affairs/student success. Prior to July 2016, Ernst served as interim associate vice president for academic affairs/student success.

He also served MSU previously as chair and interim chair of the Department of History, Philosophy, Religion and Legal Studies. A Louisville native, Ernst first came to Morehead State in 1994 as a fixed-term instructor of history after serving three years on the staff of the "Kentucky Encyclopedia" with Dr. John Kleber, a Morehead State historian. He earned his doctoral degree from the University of Kentucky, where he worked with Dr. George C. Herring, the leading Vietnam War scholar in America. His love of teaching was recognized in 2001 when he was the recipient of the Master Teacher Award given by the Interfraternity Council, National Pan-Hellenic Conference and National Panhellenic Council, and in 2013 was presented the Student Government Association's Student Choice Award for Faculty Member of the Year.

Bevin names Christian to Gifted and Talented Education Council

Dr. Carol Christian has been appointed to the Kentucky Advisory Council for Gifted and Talented Education by Gov. Matt Bevin.

Dr. Christian, of Lexington, is the director of MSU's Craft Academy for Excellence in Science and Mathematics. She will represent postsecondary education institutions. Christian has been with MSU since 2011 as an assistant professor and director of P-16 program. Prior to that, Christian was district achievement gap coordinator for Kentucky's Department of Education.



The 80th annual Campus Lights, held Jan. 20-22 at the historic Lovett Auditorium on the Murray State campus, featured a performance of “Sister Act.” Campus Lights is Murray State’s oldest tradition and the longest-running musical in the South that is entirely produced and performed by students. Proceeds from the musical directly benefitted music scholarships at Murray State.

University celebrates innovative Institute of Engineering



Murray State University is celebrating the success of its innovative Institute of Engineering. Launched as a pilot project in 2014, the new organizational structure brings together the University’s engineering, engineering technology, engineering graphics and design, physics, and telecommunications programs into a single academic unit.

The Institute of Engineering was and remains the first and only entity in the

Commonwealth to offer such a broad spectrum of engineering and related STEM (science, technology, engineering and mathematics) programs under a common, cooperative umbrella. Over the three-year pilot period, total enrollment for programs in the Institute of Engineering has increased by 24 percent. Engineering enrollment has grown by an impressive 65 percent, with technology enrollment increasing by 27 percent. Engineering graphics and design has increased by 29 percent.

The growth of these high-demand STEM programs comes just as a new \$35 million, 85,000 square foot facility to house the Institute of Engineering nears completion.

College of Education and Human Services receives \$130,000 grant for career and technical education

The College of Education and Human Services was recently awarded a \$130,000 grant for a project entitled “Mathematics in the Context of Career and Technical Education.” These funds are provided by Kentucky’s Council on Postsecondary Education and made possible by the U. S. Department of Education’s “Improving Teacher Quality Grant,” issued under the authority of Title II, Part A of the No Child Left Behind Act.

Dr. Kemaly Parr, director of the Career and Technical Education (CTE) program at Murray State, played a pivotal role in securing this grant through a process that began in September 2016.

“The goal of the approved project proposal involves building teams among CTE welding and machine tool teachers and mathematics teachers,” Parr explained.

Those teams will then translate into an increased ability to facilitate math instruction for students through a meaningful context while providing secondary students the chance to receive dual credit for secondary and college coursework through collaboration with the Kentucky Community and Technical College System.



Education Abroad Director receives Fulbright Award



Melanie McCallon Seib was one of 11 United States citizens chosen to receive a Fulbright award that enables her to participate in the Fulbright International Education Administrators Seminars in India. McCallon Seib said the need to bridge the gap between America and India is great because it is the hardest place to get students to go and where the University has the most trouble solidifying programs.

University Libraries Dean presents at Hong Kong Conference

Ashley Ireland, dean of University Libraries for Murray State University, presented at the Online Computer Library Center’s Asia Pacific Regional Council Meeting 2016 Dec. 1-2 in Hong Kong. Her presentation focused on the relationship between the University Libraries and student retention.

“My presentation was the result of a research study conducted at Murray State that examined whether students who used the library in some way were more likely to be retained into the next semester,” said Ireland.

Presidential Lecture welcomes trio of alumni to discuss diversity in higher education

Murray State University hosted three prominent alumni for the 2017 Presidential Lecture, held Thursday evening, March 9 at the CFSB Center. The title of the evening's event, "We have a dream. Are we living it?," focused on diversity efforts within higher education and included three distinguished higher educational leaders: Drs. MarTeze Hammonds, Jerry Sue Thornton and Walter Bumphus.

Murray State President Bob Davies provided introductory remarks, stating the importance of the marketplace of ideas, which "gives the opportunity for everyone to come and express their ideas, to share their thoughts, to challenge ideas and theories of others, to question what is in place and to propose what needs to be in place, and not to be in fear for retribution based on issues that divide us."

Speaking directly to students in attendance, Hammonds said, "Murray State is truly an opportunity afforded. Please lean

in and learn as much about your academic discipline as possible, but don't neglect the co-curricular opportunities of learning. They are very important."

Dr. Walter Bumphus, president and CEO of the American Association of Community Colleges, who currently serves on Murray State University's Board of Regents shared his experience when attending Murray State.

"The Murray experience was a great one for me because after being here in school, I learned the value of getting along with people, the value of relationships, and that has served me well," said Bumphus.

Dr. Jerry Sue Thornton, CEO of



Left to right: Drs. MarTeze Hammonds, Jerry Sue Thornton and Walter Bumphus. Each guest addressed the audience, and a question-and-answer session followed, involving each of the three speakers.

DreamCatcher Educational Consulting Service, expressed the importance of broadening one's perspective of others. "It's important that we allow people to have a sense of worth and a sense of value in order to be included," said Thornton. "Everyone fits into this dream. There is a place at the table for everyone."

Student accepts internship at office of Kentucky Secretary of State

Murray State freshman Emily Cornwell broke the mold when she accepted an internship position at Kentucky Secretary of State Alison Lundergan Grimes' office in Frankfort, Ky. Cornwell is a political science major from Mayfield, Ky. who started working ahead her junior and senior year of high school by enrolling in a college course program.

During the internship, Cornwell has learned how to monitor statistics and how reports align with current events. She mentioned the 2016 Civic Health Index, which is a report that measures the state of engagement and civic literacy in Kentucky. The office, along with other organizations, published the index.

Murray State University SBDC receives full national accreditation

Murray State University's Small Business Development Center (SBDC) recently received its full accreditation after a yearlong review of the statewide Kentucky SBDC network.

"This accreditation is a tremendous testament to the quality of the SBDC program here at Murray State as well as the statewide KSBDC network in providing quality consulting services to our region and the

state," said Chris Wooldridge, KSBDC district director for the Murray State University SBDC. "Achieving again this full national accreditation continues the efforts of the program since its inception on campus in 1981 to serve entrepreneurs and business development in the region."



University hosts Soybean Promotion Day

Murray State University recently hosted the 13th annual Soybean Promotion Day on Jan. 24. The event featured speakers Darin Newsom, senior analyst at DTN/The Progressive Farmer and Orion Samuelson, agri-business director on WGN Radio in Chicago and RFD-TV. The event, sponsored by Murray State's Hutson School of Agriculture and the Kentucky Soybean Board, included more than 200 people in attendance.

Nursing faculty member Sandy Minor, retired at 81, continues to inspire



According to Gallup, as of 2015, the median expected retirement age in the U.S. had risen to 65. Generally, most Americans stop working well before the age of 81.

Sandy Minor is not like most Americans. Minor was a nurse who "fell into teaching." After graduating from Vanderbilt University, she worked as a nurse before joining the Murray State University faculty. In January 1982, she was brought on as a clinical instructor in nursing at Murray State by Dr. Ruth Cole, former chair of the nursing

department. She worked through fall 2016, when she taught her last semester at the age of 81.

Despite all the changes Minor has seen in her career, one thing has remained constant: her love of students. Her drive to continue working into her 80s was fueled by a dedication to helping them progress. After all, she knows the impact of education reaches far beyond the here and now.

"When I teach, I touch the future," said Minor.



GOLD RUSH

MARCH 2017

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

1

Number of years it took the NKU men's basketball program, upon achieving full Division I status, to qualify for the NCAA Tournament

7

Number of NCAA Division I men's basketball programs that have accomplished that feat

15

The team's seeding, earning them a first-round matchup against the Kentucky Wildcats



NKU TO PARTNER WITH THE UNIVERSITY OF KENTUCKY AND ST. ELIZABETH HEALTHCARE

The University of Kentucky College of Medicine announced plans to develop a regional medical school campus in Northern Kentucky for four-year medical education. The program is the third regional medical school campus announced by UK designed to increase the overall number of physicians in the Commonwealth.

The newest UK College of Medicine initiative will be in partnership with Northern Kentucky University and St. Elizabeth Healthcare.

"NKU is proud to have the opportunity to partner with the University of Kentucky and St. Elizabeth Healthcare to leverage our individual strengths and the power of our brands to bring professional medical education to Northern Kentucky," said NKU President Geoffrey Mearns. "Among other things, this medical school campus at NKU will help us further the mission of our Health Innovation Center to improve the health of the people that we serve."

The UK COM-Northern Kentucky campus will be a fully functioning four-year campus, utilizing the same curriculum and assessments as UK's Lexington campus. On-site faculty will have UK College of Medicine appointments and teach in small groups and provide simulation/standardized patient experiences with lectures delivered on-site from Lexington utilizing educational technology. Additionally, clinical experiences will occur at St. Elizabeth Healthcare and surrounding community practices.

COLLEGE CORNER

COLLEGE OF ARTS AND SCIENCES

Dr. Diana McGill, an NKU alumna who spent her entire professional career at the University, has been named dean of the NKU College of Arts and Sciences, effective July 1, 2017.

Dr. McGill has served as interim dean since July 2016, and brings more than 25 years of experience and higher education administration.

Dr. McGill earned her B.S. in Biology and B.A. in Chemistry, both from NKU. She went on to earn her Ph.D. in Biochemistry at Harvard University. She was the recipient of NKU's Outstanding Alumni Award in 2015.

LEARN MORE: http://www.nku.edu/news/_170301mcgill.html



A BIG YEAR FOR NORSE BASKETBALL AND NKU ATHLETICS

The Northern Kentucky University men's basketball team was crowned the 2017 Horizon League Tournament Champion on March 7 after defeating No. 10 seed Milwaukee, 59-53, at Joe Louis Arena. The Norse earned an automatic NCAA Tournament berth in their first year of eligibility since being granted full Division I status in August.

The Norse earned the No. 15 seed in the South region of the NCAA Division I Championship and, before this publication went to print, played No. 2-seeded Kentucky in Indianapolis on March 17.

En route to the League championship, the No. 4-seeded Norse (24-10) defeated No. 5 seed Wright State on in the quarterfinals, 82-77, and turned around to defeat No. 9 seed Youngstown State, 84-74, in the semifinals. This marks the second NKU team to win a Horizon League Championship in the University's first year of post-season eligibility. In November, the Norse women's soccer team made history by capturing the University's first Division I conference championship, defeating No. 1 seed Milwaukee, 3-2.



THE SCOREBOARD

NKU men's basketball was only the eighth team in NCAA D-I history to make the tournament in the program's first year of eligibility—and only the second to do so since 1970. NKU earned their first bid to the NCAA tournament after defeating Milwaukee in the 2017 Horizon League Tournament.

On the lighter side, NKU did earn a No. 1 seed in the NCAA Tournament: *USA Today* ranked all 68 team mascots and crowned Victor E. Viking the winner.

BRIEFS

NKU LAUNCHES NURSE ANESTHESIA PROGRAM

NKU has developed a Nurse Anesthesia Program that will help fill the local and national shortage of Certified Registered Nurse Anesthetists.

The Nurse Anesthesia Program is a 106-semester-hour curriculum culminating in a Doctor of Nursing Practice nurse anesthesia specialization with a population focus of the family/individuals across a lifespan.

Graduates will be eligible for the National Board of Certification and Recertification of Nurse Anesthetists, National Certification Exam, and able to assume the role of an Advanced Practice Registered Nurse as a Certified Registered Nurse Anesthetist.

LEARN MORE:
<http://nap.nku.edu>

FIRST LEGO LEAGUE STATE CHAMPIONSHIP BRINGS HUNDREDS TO NKU

For the second year in a row, NKU has hosted the FLL Kentucky State Championship—a "Sport of the Mind" that exposes kids age 9-14 to core STEM principles, valuable life and employment skills, and the pure joy of friendly competition between original LEGO robot creations.

"Blackout" from Whitefield Academy was awarded 1st place champion at the event followed by "Super Swaggy Salamanders" and "Classified".

LEARN MORE:
<https://cinsam.nku.edu/fltournament.html>

FACULTY FOCUS

Dr. Ryan Salzman, an assistant professor in the NKU Department of Political Science, Criminal Justice, and Organizational Leadership, has received the regional Kentucky Outstanding Civic Education Leadership Award from the Office of Kentucky Secretary of State, Administrative Office of the Courts, and the Kentucky Department of Education.

The award recognizes a P-16 teacher, educational leader, who has "made notable contributions toward promoting or implementing civic learning to prepare students to be engaged and responsible citizens." "I was honored to learn that I had been nominated for this great award, and I am beyond thrilled that I have been selected," Dr. Salzman said.

READ MORE: http://www.nku.edu/news/_170313salzman.html

NKU NAMED MILITARY FRIENDLY SCHOOL FOR SEVENTH CONSECUTIVE YEAR

NKU has been awarded the designation of Military Friendly School by Victory Media, the premier media entity for military personnel transitioning into civilian life. As a 2017 Military Friendly School, NKU is ranked in the top 15 percent of colleges, universities, and trade schools in the country that are working to embrace military service members, veterans, and dependents as students and ensure their success on campus.

NKU is also ranked among the nation's top colleges for veterans by *The Military Times*.

LEARN MORE:
http://nku.edu/news/_030702military.html

NKU IS RECIPIENT OF PEPSICO'S ZERO IMPACT FUND

The Zero Impact Fund encouraged PepsiCo colleges and universities to submit project proposals for the 2016-2017 school year. Proposals were evaluated based on environmental, economic and social impacts, along with desirability, feasibility, longevity and ingenuity.

Winning project proposals include compost infrastructure development, student education and engagement campaigns, renewable energy to reduce greenhouse gas emissions, zero waste programs, a bike share program and landfill diversion programs.

LEARN MORE:
http://www.sustainablebrands.com/news_and_views/waste_not/sustainable_brands/pepsico_coca-cola_make_moves_towards_zero_impact

ALUMNI NEWS



TROY HITCH ('94) FROM THEATRE STUDENT TO CHIEF INNOVATION OFFICER

Troy Hitch ('94) is a world-class digital storyteller and this year's speaker for NKU's Center for Innovation and Entrepreneurship's annual Chellgren Pathways to Entrepreneurship Speaker Series.

Hitch is the Chief Creative Officer at Barefoot Proximity and a founding member of the Proximity Worldwide Creative Council. His work has been recognized nationally by news outlets from NPR to Advertising Age, and he's been a featured speaker at conferences that include The New York Television Special, Macworld, and ROFLcon.

Hitch is the creator of the breakthrough transmedia hit *You Suck at Photoshop* which has generated over 100 million video views, was named one of *Time Magazine's* Top 10 TV Episodes of The Year, and is the basis for Troy's distributed storytelling methodology.

LEARN MORE: <http://inside.nku.edu/nkumagazine/2017/march/troy-hitch.html>



A university's purpose

The Morrill Land-Grant Act of 1862 calls the University of Kentucky to provide education in the practical arts; but embedded in that education is the profoundly important idea that our students are also engaged in the liberal arts and critical inquiry, which provides them with the skills necessary to shape their character and understand the world through a more just and culturally competent lens. To that end, the education we provide balances the skills necessary to compete and the compassion to be responsible contributors to progress.

If you consider how our economy has changed in little more than half a century, the need for that balance between habits of the head and the heart becomes abundantly clear. Consider that in 1950, harvesting and cultivating tomatoes for ketchup production was a labor-intensive process requiring as many as 45,000 workers. But when University of California, Davis researchers pioneered a different type of tomato that could be plucked from the vine with a single passing of a mechanized harvester, only 5,000 workers were needed to pick and sort 12 million tons of tomatoes.

The new process was efficient. It helped hold down the price of food for all people, but there was a human cost to this innovation. A new – but smaller – workforce had to adapt to new technologies and a new way of doing business.

Today, that process of creative disruption and adaptation happens with greater speed and urgency. Last year, General Motors and Lyft announced a plan to test a fleet of driver-less cars on public roads. It's part of GM's \$1.5 billion investment in autonomous vehicle services. What does this new technology mean to us?

On average, Americans spend 52 minutes per day in traffic – an astonishing four billion hours of time going to and from work or engaged in less than efficient activity. But at the same time, the estimated number of taxi drivers in the U.S. exceeds 230,000, and there are more than 3.5 million truck drivers. While autonomous vehicles can make our roads safer and lessen the demand on our time and transportation infrastructure, this same technology is a looming threat to those who make a living by driving.

The automated printing press put bookmakers out of business, but mass

production brought knowledge and culture to millions. The Industrial Revolution pushed agrarian workers from the fields to the factories. Manufacturing, journalism, education, legal practice, food services, and other industries constantly evolve – often for the better. These are the results of the practical arts.

The liberal arts, though, remind our students to acknowledge the human effect of these disruptions and act with compassion to make sure the least among us shares in the benefits of progress. It is the blending of these two distinct but inextricably linked academic purposes that underscore the importance of a college education.

Whether on our campus or beyond its borders, we live, work, and create in an interconnected world, rich with culture that emboldens a global economy and diversifies the international marketplace of ideas and products.

Life's richest lessons stem from the intersection of talent and compassion – of the practical and liberal arts. It is at that intersection that our faculty, staff, and students learn, create, and thrive.

UK Researchers Observe Reduction in Sexual Violence Among High School Students After Implementing Bystander Intervention Program

University of Kentucky researchers have observed a significant reduction in sexual violence perpetration and victimization among Kentucky high school students, according to a recently published study on the “Green Dot” bystander intervention program.

Led by Ann Coker and Heather Bush in UK’s Center for Research on Violence Against Women (CRVAW), the study is the largest and longest randomized controlled trial of bystander intervention programs focusing on sexual violence prevention in high schools. Published this month in the *American Journal of Preventive Medicine*, the study reveals the implementation of Green Dot in Kentucky high schools decreased not only sexual violence perpetration, but related forms of violence including sexual harassment, stalking and dating violence.

Sexual violence continues to be a serious problem for Kentucky teens. One in seven high school students in Kentucky experience physical dating violence, and one in 11 have had unwanted sex because they were physically forced, or too intoxicated to give consent. Bystander training programs like Green Dot teach individuals how to recognize situations or behaviors that may become violent, and intervene to reduce the likelihood of violence.

Green Dot, designed by former UK faculty member Dorothy Edwards, has been in use at the university since 2008. It teaches students how to identify situations that could lead to an act of violence (represented on incident maps by a red dot) and shows them how to intervene safely and effectively. A “green dot” represents “any behavior, choice, word or attitude that promotes safety for all our citizens and communicates utter intolerance for violence.”



UK’s 2017 DanceBlue Raises Nearly \$1.8 Million for Pediatric Cancer Patients

After 24 hours of dancing in anticipation, DanceBlue chairs and committee members revealed the 2017 grand fundraising total of \$1,785,286.96 to the nearly 1,000 student participants and a crowd of supporters.

DanceBlue began in 2006 by raising \$123,323.16 and has increased every year. With this year’s total, DanceBlue has contributed more than \$11,616,829.58 million dollars to the Golden Matrix Fund and the DanceBlue Kentucky Children’s Hospital Pediatric Hematology/Oncology Clinic.



Feist-Price Named Vice President for Institutional Diversity



University of Kentucky President Eli Capilouto has tabbed a longtime UK scholar and academic administrator as the next vice president for institutional diversity. Sonja Feist-Price will begin her duties as vice president for institutional diversity on March 20.

Feist-Price has been at UK for nearly 25 years as a leading teacher and scholar in the College of Education. She also has served as academic ombud and most recent as a senior assistant provost for faculty affairs. Feist-Price was named to the vice president’s position following a search that began this fall. A broad-based search committee, chaired by College of Public Health Dean Donna Arnett, reached a consensus on Feist-Price as the preferred candidate for the position.

UK Medical School Regional Campus

University of Kentucky to Develop Medical School Regional Campus in Partnership with NKU and St. Elizabeth Healthcare

University of Kentucky to Develop Medical School Regional Campus in Partnership with NKU and St. Elizabeth Healthcare

At the end of February, the University of Kentucky College of Medicine announced plans to develop a regional medical school campus in Northern Kentucky for four-year medical education. The program is the third regional medical school campus announced by UK designed to increase the overall number of physicians in the Commonwealth. Four-year regional campuses have been proposed in Bowling Green and Morehead; the campus at Bowling Green is projected to begin enrolling students in 2018, and Morehead sometime thereafter.

The UK College of Medicine enrolls 547 students including 139 in the most recent admitted class – the Class of 2020. Currently, the UK College of Medicine is

at its capacity at the Lexington campus and although there is a deep applicant pool for medical students, the college can’t expand enrollment without the help of its regional partners.

The UK COM-Northern Kentucky campus will be a fully functioning four-year campus, utilizing the exact same curriculum and assessments as UK’s Lexington campus. On-site faculty will have UK College of Medicine appointments and teach in small groups and provide simulation/standardized patient experiences with lectures delivered on-site from Lexington utilizing educational technology. Additionally, clinical experiences will occur at St. Elizabeth Healthcare and surrounding community practices.



Dear Friends,

In my first weeks serving as Interim President of the University of Louisville, I've enjoyed meeting many of our fine faculty, staff and students, and I've appreciated all of the support I've been shown. We have many challenges to tackle over the coming months, but my interactions with you have made me more confident than ever that, together, we can overcome any obstacles we face.

Obviously, among the biggest upcoming challenges is dealing with a \$48 million budget shortfall for the 2017-18 academic year. As I recently told our Board of Trustees, we will balance the budget in the coming year, without raising tuition or having large-scale layoffs. But, there will be some pain for all as we make the cuts necessary to get our financial house in order.

I welcome all of your input and suggestions as we prepare to cope with our budget situation. I pledge to you that university leadership is committed to crafting a responsible and workable budget, and we will do so in a manner that is both transparent and inclusive.

We also continue to work with our elected officials and with representatives of our accrediting body, the Southern Association of Colleges and Schools, to ensure the university remains compliant with state law and SACS's principles. It

is important to note that while we work to address SACS's concerns, UofL remains a fully accredited institution. We are confident that will not change.

Meanwhile, I would be remiss if I didn't point out that our students and university employees continue to do things that make us all proud. It is great to see the university is once again leading the way when it comes to producing Fulbright scholars. Since 2003, there have been 104 UofL Fulbrights — more than at all other Kentucky public universities combined.

This year, a dozen students and alumni have reached semifinalist status for this prestigious award. Please join me in congratulating all of these scholars and their mentors for this tremendous accomplishment.

Gregory C. Postel, MD

Interim President, University of Louisville



UofL dentistry clinics stretch into southeastern Kentucky

In an effort to improve the oral health of residents of southeastern Kentucky, the UofL School of Dentistry will collaborate with the Red Bird Clinic Inc., to offer comprehensive, general dentistry for children, youth and adults in Clay County and nearby Bell and Leslie counties.

Dental and dental hygiene students began clinical rotations at the Red Bird Clinic on Feb. 23. Each week, six students will travel to Beverly, Kentucky, and help staff the Dental Clinic, open Thursday through Saturday.

Under the leadership of Red Bird Clinic Dental Director Bill Collins, DMD, the dental clinic provides a variety of services to about 20 to 25 patients daily, including cleanings, fillings, root canals, crowns, bridges and extractions. Collins, a graduate of the UofL School of Dentistry, says outreach is essential for the education of dental students.



The Red Bird Clinic in Beverly, Kentucky.

The School of Dentistry has a long history of helping serve the people of rural Kentucky, having participated in multiple Remote Area Medical events in Pikeville, where students and faculty provided free dental care to hundreds during each event.

UofL once again proves Fulbright success

The University of Louisville leads U.S. research universities in the success rate of Fulbright scholars, according to the annual list of Top Producers released by the Fulbright organization and published in the Chronicle of Higher Education.

UofL had a record-breaking 15 scholars in 2016-17, making it one of the nation's top producers yet again. The university topped the list of U.S. research institutions when it came to the percentage of student applicants chosen for the award. UofL had a 50 percent success rate among student applicants last year, far better than any other research institution on the list.

"Our campus culture has become well-attuned to identifying and mentoring top scholars," said Interim President Greg Postel. "By earning this distinction, UofL is on par with some of the nation's most esteemed universities."

University officials said that 23 students have applied for the 2017-18 competition and a dozen have made it to the semifinal phase. Final selections are typically announced in the spring and early summer.

A video on UofL's culture for producing Fulbrights is available at youtube.com/universityoflouisville.



Fulbright applicants participate in a 2016 Fulbright "Speed Dating" event designed to help them prepare for award interviews.

UofL researcher receives \$2.6 million NIH grant

Nathan Schmidt, PhD, assistant professor in UofL's Department of Microbiology and Immunology in the School of Medicine, received a \$2.6 million, five-year research grant to study the link between gut microbiota and malaria.

The grant, from the National Institute of Allergy and Infectious Diseases, one of the National Institutes of Health, allows Schmidt to continue his research into why some carriers of the *Plasmodium* parasite that causes malaria develop serious illness while others do not. Schmidt's previous research indicated a connection between types of bacteria in the gut and the severity of illness.

Globally, malaria afflicts more than 200 million people and causes more than 400,000 deaths each year, with 90 percent of cases occurring in sub-Saharan Africa. However, many more individuals are infected with the *Plasmodium* parasite but do not become seriously ill.

Schmidt is one of a growing number of researchers investigating links between gut microbiota and disease across the UofL Health Sciences Center campus, said Nejat Egilmez, PhD, chair of the Department of Microbiology and Immunology. Other researchers are investigating links between gut microbiota and autoimmune disorders, infectious disease and cancer.



Nathan Schmidt, PhD, assistant professor in UofL's Department of Microbiology and Immunology in the School of Medicine.

Law school celebrates partnership with Central High School

Local attorneys, educators, students and government officials gathered Feb. 16 to celebrate 15 years of partnership between UofL's Brandeis School of Law and Central High School.

Brandeis Law's Central High School Partnership is an effort between the two schools to promote diversity in the legal profession. Central Law and Government Magnet Program students visit the law school and participate in writing competitions and other enrichment activities, while Brandeis Law students receive public service credit by teaching legal issues and critical legal skills to the high school students.

More than 500 Central students have participated in the program since it began in 2001. Mashayla Hays, a Central alumna and current second-year student at Brandeis, received a scholarship from the Louisville Bar Association (LBA) at the event. A second scholarship was awarded to second year Brandeis law student Briana Lathon.

Also at the event Louisville Mayor Greg Fischer presented the Justice William E. McNulty Jr. Trailblazer Award posthumously to Carolyn Miller-Cooper, who was executive director of the Louisville Metro Human Relations Commission. The award, sponsored by the LBA, honors those who have had an impact on increasing racial and ethnic diversity within the legal profession.



Panelists at the Brandeis School of Law event celebrating the partnership with Central High School.

Star Parker kicks off business school speaker series

Star Parker, a nationally syndicated columnist and founder of the Washington, D.C.-based Center for Urban Renewal and Education (CURE), opened the entrepreneurship speaker series at the John H. Schnatter Center for Free Enterprise on Feb. 9.

During her talk, "USA Should Embrace, Not Over-Regulate, Entrepreneurs," Parker encouraged UofL students to support free markets, free enterprise and entrepreneurship as a way to fight poverty and create jobs.



Star Parker presents at the spring speaker series sponsored by UofL's John H. Schnatter Center for Free Enterprise.

Parker, noting that February is Black History Month, said the free enterprise system has been good for African American advancement. She added that the way for entrepreneurs to stay relevant while bigger businesses are closing is to keep creating new ideas – innovation is the key.

"You should be pretty thankful that you have a center at your campus to actually focus on these ideas," Parker told the audience at the PNC Horn Auditorium in the college's Harry Frazier Hall.

The next speaker in the series is Bob Luddy, founder-president of commercial kitchen ventilation manufacturer CaptiveAire Systems, who will talk on, "The Entrepreneur: Servant of the User," on March 9.

UNIVERSITY OF LOUISVILLE

The University of Louisville is an equal opportunity institution. The delivery of this publication is carbon neutral. It is printed on 100% post-consumer waste recycled paper. It was produced by the University of Louisville and printed using nonstate funds.

Western Kentucky University news for the Council on Postsecondary Education, March 2017

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



Dr. Gary A. Ransdell

Dr. Ransdell named President, CEO of Semester at Sea program

While Dr. Gary A. Ransdell is retiring from the WKU presidency on June 30, he won't stay retired for long. On Jan. 1, 2018, he will become the president and CEO of the Semester at Sea program.

The Institute for Shipboard Education, parent organization to Semester at Sea, announced Dr. Ransdell will succeed retiring president and CEO Dr. Loren W. Crabtree.

"I am pleased and proud to become the next president of the Semester at Sea program. Global learning has long been a passion of mine, and I cherish the opportunity to lead one of the world's most important study abroad experiences," Dr. Ransdell said. "I am fortunate to follow President Crabtree and build on the major achievements of the last few years. I look forward to joining my future colleagues on the SAS staff, and those who support Semester at Sea and Colorado State University."

Dr. Ransdell, who has served on the Semester at Sea Board of Directors for several years, said he was pleased to have the opportunity to write a new chapter in his career in education.

"This opportunity will allow me to remain fully engaged with students and faculty from some of America's leading colleges and universities. It also brings my passion for global learning into full focus," he said. "The main differences from my current duties are that our SAS students come from many different campuses, and the SAS campus is a ship which sails to ports of call throughout the world." <https://wkunews.wordpress.com/2017/02/08/ransdell-semesteratsea/>

3 inducted into Kentucky Teacher Hall of Fame Class of 2017

Three new members of the Governor Louie B. Nunn Kentucky Teacher Hall of Fame were inducted during a ceremony at the Capitol Rotunda in Frankfort.

Members of the ninth class, chosen by a statewide selection committee, were Opal T. Sibert, Ron Skillern and Joe Westerfield.

Sibert spent most of her 30-year career as a homebound teacher, special needs teacher and speech therapist in Laurel County.

Skillern teaches social studies at Bowling Green High School and has

received numerous awards in his teaching career, including 2017 Kentucky Teacher of the Year.

Westerfield taught social studies for 33 years in Daviess County schools before retiring in 2002. <https://wkunews.wordpress.com/2017/03/09/kythof-induction-2017/>



Members of the ninth class of the Governor Louie B. Nunn Kentucky Teacher Hall of Fame: Opal T. Sibert, Ron Skillern and Joe Westerfield.



WKU tied for 2nd in 2016-17 list of top Fulbright producers

WKU is tied for second in the list of top Fulbright-producing master's degree-granting institutions.

WKU had eight Fulbright grantees in 2016-17, making it the only public master's institution in the top three. WKU tied with Loyola Marymount University while Villanova University ranks first with 11 grantees. This is the fourth time and the third consecutive year WKU has been named a top Fulbright-producing institution as reported in the Chronicle of Higher Education.

WKU was the only Kentucky school to make the master's degree institution list. The University of Louisville was the only other Kentucky school listed, tied for 11th among research institutions. <https://wkunews.wordpress.com/2017/02/21/fulbright-ranking-2017/>

6 WKU students awarded Gilman International Scholarships for summer 2017

Six WKU students will study abroad this summer on Benjamin A. Gilman International Scholarships. Bryan Anders of Bowling Green (Japan), Magen Estep of Bowling Green (South Africa), Rachel Fisher of Russellville (Tanzania), Courtney Hurst of Louisville (Costa Rica), Melissa Reeves of Louisville (Tanzania) and Chanel Watkins of Louisville (Tanzania) were awarded scholarships of up to \$5,000 to take their studies overseas.

Funded by the U.S. Department of State, more than 2,800 Gilman scholarships will be awarded this academic year for undergraduate Pell Grant recipients to study or intern abroad.

<https://wkunews.wordpress.com/2017/02/28/gilman-summer-2017/>

Summer Early Entry prepares students for first year at WKU

Summer Early Entry (SEE) allows WKU students to complete developmental courses during the summer so they are fully prepared to take courses in the fall.

SEE is a five-week program where students live on the WKU campus, meet with tutors and take developmental math and/or English courses, including Math 096 or English 055. They can also complete a university experience course (UCC 175) and Math 109 for credit. SEE students get to know WKU faculty and staff, as well as other students through social activities and events.

Developmental courses are required for any student with ACT scores below 16 in English or below 20 in Math.

"These developmental courses are important to preparing students for their English and math coursework," said Alicia Bingham, program coordinator of WKU Summer Sessions. "By taking them through Summer Early Entry, students have everything they need to successfully start coursework in the fall." <https://wkunews.wordpress.com/2017/02/27/delo-see-2017/>



WKU Forensics Team wins 2017 state championship

The WKU Forensics Team (left) won the 2017 Kentucky state forensics tournament held at OCTC. WKU won the overall state championship, sweeping all three of the team sweepstakes championships along the way: individual events, NPDA debate and IPDA debate. The team also took 11 individual state titles and the top two ranks in quadrathlon. goo.gl/ID3O78