

MEETING AGENDA

Friday, June 22, 2018
CPE Offices, Conf Rm A



Members, Council on Postsecondary Education

Ronald C. Beal, Bowling Green
Ben Brandstetter, Hebron (*vice chair*)
Joe E. Ellis, Benton
Kimberly Halbauer, Ft. Thomas
Laura R. Hopper, Cadiz
Lucas Mentzer, Lexington
Donna Moore, Lexington
Kristi Nelson, Union
Vidya Ravichandran, Louisville

Shawn Reynolds, Almo
Robert H. Staat, UofL (*faculty member*)
Sebastian Torres, NKU (*student member*)
Carol Wright, Tyner
Sherrill B. Zimmerman, Prospect (*chair*)
VACANT POSITION
Wayne Lewis, Interim 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.

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AGENDA
Council on Postsecondary Education
Friday, June 22, 2018
9:00 AM
CPE Offices, Conf Rm A

1. Welcome and Roll Call	
2. Approval of Minutes	4
3. Annual Briefing from Association of Independent Kentucky Colleges and Universities (AIKCU)	19
4. Council Action Items	
a. 2018-19 Tuition and Mandatory Fee Recommendations	48
b. Asset Preservation Fee Exception Requests	91
c. 2018-19 Agency Operating Budget	118
d. Interim Capital Project - KCTCS	133
e. 13 KAR 2:020. Guidelines for Admission to State-Supported Postsecondary Institutions	136
f. Comments on 13 KAR 3:060. High School Equivalency Diploma Awarded for Credit Hour Completion at KCTCS Institutions	163
g. New Academic Programs	164
h. 2019 Meeting Dates	167
5. Information Items and Reports	
a. An Update from the KY Workforce Innovation Board (KWIB)	168
b. Kentucky Skills U 2018-19 Grant Awards	221
c. CPE President's Report to the Council	222
d. Committee on Equal Opportunities Update	233
e. CPE President Search Committee Report	234
f. KY Commissioner on Education Report	235
g. Reports from Institutions	237
6. Resolutions	256
7. Other Business	
8. Adjournment	
Next meetings: September 20-21, 2018	

STAY CONNECTED TO THE CPE!



STAY CONNECTED TO THE CPE!



Minutes
Council on Postsecondary Education
April 26, 2018

The Council on Postsecondary Education met Thursday, April 26, 2018, at 3:20 p.m., ET, in the University Club at the University of Louisville in Louisville, Kentucky. Chair Sherrill Zimmerman presided. No official action was taken.

WELCOME Chair Zimmerman called the meeting to order and welcomed everyone. The following members were present: Benjamin Brandstetter, Lori Harper, Lucas Mentzer, Donna Moore, Kristi Nelson, Vidya Ravichandran, Robert H. Staat, Carol Wright, Sherrill Zimmerman and Interim KDE Commissioner Wayne Lewis. Ron Beal, Joe Ellis, Kimberly Halbauer, Shawn Reynolds, and Sebastian Torres did not attend.

WORK SESSION The following topics were presented and discussed:

Discussion of Tuition and Mandatory Fee Recommendation

Ms. Carol Wright, chair of the Tuition Development Work Group, provided an overview of the work of the group. She stated that a consensus of the group had not been made and the group did not have a recommendation to provide to the full Council. Dr. Bill Payne, CPE's vice president for finance and administration, and Mr. Shaun McKiernan, CPE's senior associate for finance and administration provided a review of data discussed with the work group. CPE President, Robert King, provided the Council with the Governor's input on the matter.

The Council discussed the various options including a one-year or a two-year tuition recommendation and the percentage and rate increases for the regional, comprehensive, and community colleges.

Review of 2018 Stronger by Degrees Progress Report

Ms. Lee Nimocks, CPE's vice president for policy, planning and external relations, and Dr. David Mahan, executive director for data, research and analysis, provided an in-depth review and answered questions on the 2018 Stronger by Degrees Progress Report. The report would be distributed upon the Council's approval on June 22, 2018.

Minutes
Council on Postsecondary Education
April 26, 2018

Council members were also provided with a one-page summary of highlights and a summative “placemat” with the baseline, target, and most recent metrics. The placemat will be provided to Council members at each meeting.

Update on 2018 CPE Retreat Priorities

The Council requested follow-up on several items of discussion held at the February 1, 2018 retreat.

1. Campus-Level Annual Strategic Agenda Reporting – For the last five years, campuses have reported annually to the Council on a rotational basis, with two-to-three campuses reporting at each meeting. Per the Council’s request, campuses will now report annually on the same day in conjunction with the November Council meeting beginning with the November 15-16, 2018 meetings.
2. Advocacy Toolkit – Council staff prepared a draft advocacy toolkit at the request of the Council. The toolkit is designed to be updated as the need arises and while provided as a handout at the meeting, it will also be uploaded to the Council’s BoardBooks in the “Resources” section for easy access and download.
3. Talent Pipeline/Workforce Development - CPE staff recommended the development of a College to Career Workgroup, created to provide the Council with recommendations for action at the April 2019 Council meeting. Ms. Nimocks consulted with the Council on the makeup and efforts of the work group and how it will impact workforce development efforts.

UNIVERSITY OF
LOUISVILLE
BREIFING,
CAMPUS TOUR,
AND DINNER

The Council received a short briefing from University of Louisville staff and then attended tours of the Additive Manufacturing Competency Center and First Build Center on the University’s campus. Following the tour, the University hosted a dinner in which Ty Handy, president of Jefferson Community and Technical College, addressed the Council on his work at JCTC over the last few years.

Minutes
Council on Postsecondary Education
April 26, 2018

Following the dinner, the Council readdressed the discussion on tuition and mandatory fees for the upcoming academic year(s). The conversation centered on whether the Council should adopt ceilings for one or two academic years mainly due to the uncertainty of upcoming state pension contributions.

ADJOURNMENT The meetings adjourned at 9:30 p.m., ET.

Robert L. King
CPE President

Heather M. Faesy
Associate, Board Relations & Special
Projects

DRAFT

Minutes
Council on Postsecondary Education
April 27, 2018

The Council on Postsecondary Education met Friday, April 27, 2018, at 9:00 a.m., ET, in the University Club at the University of Louisville in Louisville, Kentucky. Chair Sherrill Zimmerman presided.

WELCOME AND ROLL CALL Chair Zimmerman called the meeting to order and welcomed everyone.

The following members were present: Benjamin Brandstetter, Lori Harper, Lucas Mentzer, Donna Moore, Kristi Nelson, Vidya Ravichandran, Shawn Reynolds, Robert H. Staat, Carol Wright, Sherrill Zimmerman and Interim KDE Commissioner Wayne Lewis. Ron Beal, Joe Ellis, Kimberly Halbauer, and Sebastian Torres did not attend.

OATH OF OFFICE Jefferson District Court Judge Andre L. Bergeron administered the oath of office to new member, Lori Harper.

OPENING REMARKS Chair Zimmerman thanked the University of Louisville for hosting the second quarter CPE meetings. Greg Postel, UofL's interim president, welcomed the Council and thanked his staff for their work in the preparations.

Wayne Lewis, interim commissioner for the Kentucky Department of Education, addressed the Council and provided his focus and vision for Kentucky's P-12 education system. His focus will be on graduation requirements and an improved statewide strategic plan and accountability system.

APPROVAL OF MINUTES The minutes of the February 1-2, 2018 meetings were approved as distributed.

TUITION AND MANDATORY FEES Mr. Bill Payne, CPE's vice president for finance and administration, and Mr. Shaun McKiernan, CPE's senior associate for finance and administration, provided an overview of the process that was taken to establish a Tuition and Mandatory Fee Recommendation for the Council.

Ms. Carol Wright, chair of the Tuition Development Work Group (TDWG), reiterated that the work group met five times between

Minutes
Council on Postsecondary Education
April 27, 2018

December 2017 and April 2018 for the purpose of developing a recommendation to bring before the full Council; however, TDWG members could not reach consensus. Specifically, some members were in favor of setting a one-year ceiling for academic year 2018-19 and others supported setting ceilings for the next two academic years. Some ideas were discussed regarding the magnitude of tuition increases, but again no consensus was reached.

State Budget Director, John Chilton, provided written remarks sent on behalf of Governor Matthew Bevin, and President King read those remarks aloud. CPE student member Sebastian Torres was unable to attend the meeting, but sent written remarks on his views. President King also read that letter aloud.

Due to the various concerns brought up by all parties, Chair Zimmerman called for the Council to provide separate motions for each of the tuition and mandatory fee components.

One-Year versus Two-Year

MOTION: Dr. Staat moved that the Council approve tuition and mandatory fee ceilings for both 2018-19 and 2019-20 academic years. Ms. Moore seconded the motion.

Chair Zimmerman opened the floor to comments. The Council discussed the advantages and disadvantages of the one-year versus two-year cycle.

VOTE: In a roll-call vote, the motion passed 8-2. Mr. Brandstetter and Ms. Wright voted nay.

Tuition Parameters

MOTION: Dr. Staat moved that the Council approve the staff recommended proposed parameter increases for resident undergraduate tuition and mandatory fee ceilings for the academic years 2018-19 and 2019-20 as follows:

- For the research institutions, a 7 percent increase over two years, with a maximum increase of 5 percent in one year.
- For the comprehensive institutions, a 9 percent increase over

Minutes
Council on Postsecondary Education
April 27, 2018

two years, with a maximum increase of 5 percent in one year.

- For the two-year institutions (KCTCS), a \$13.00 per credit hour increase (8.1 percent) over two years, with a maximum increase of \$8.00 per credit hour (5 percent) in one year.

Ms. Moore seconded the motion.

Chair Zimmerman opened the floor to comments. Council members discussed alternative options including lower annual increases that line up more favorably with inflation. Members also discussed the importance of balancing cost to students versus overall value, and the need to keep essential services (i.e. advising, mental health services, etc.) in place.

Dr. Staat withdrew his motion.

MOTION: Mr. Mentzer moved that the Council approve parameter increases for resident undergraduate tuition and mandatory fee ceilings for the academic years 2018-19 and 2019-20 as follows:

- For the research and comprehensive institutions, a 6 percent increase over two years, with a maximum increase of 4 percent in one year.
- For the two-year institutions (KCTCS), a \$12.00 per credit hour increase (7.5 percent) over two years, with a maximum increase of \$8.00 per credit hour (5 percent) in one year.

Ms. Ravichandran seconded the motion.

With the motion, the Council will retain the ability to revisit the academic year 2019-20 ceilings should there be a change in General Fund appropriations, changes in the pension contribution rates, or other circumstances that significantly impact campus budgets. Additionally, institutions may request an exemption from any ceilings in the 2019-20 academic year due to significant changes in financial circumstances caused by enactment of the General Assembly, an Executive Order issued by the Governor, or directive issued by a duly authorized state agency.

VOTE: In a roll-call vote, the motion passed 8-2. Mr. Brandstetter and Ms. Wright voted nay.

Minutes
Council on Postsecondary Education
April 27, 2018

Study on Tuition

MOTION: Mr. Brandstetter moved that Council staff conduct a comprehensive study of CPE's tuition and mandatory fees setting process with a completion and presentation date at the November Council meeting. Ms. Wright seconded the motion.

Chair Zimmerman opened the floor for comments. Dr. Staat stated the time table was too ambitious due to potential scheduling conflicts and he would like to see additional tuition measures and processes studied simultaneously. President King mentioned several models available for review, and stated a proper study with all necessary parties may take 12-18 months to complete.

AMENDED MOTION: Mr. Brandstetter amended his motion for the Council to conduct a study on the following four components:

1. Ability to streamline the current tuition timeline.
2. Impact of uniform tuition rates at all four-year institutions.
3. Impact of a four-year tuition lock for incoming freshmen.
4. Implementation of an adult-learner/competency-based learning system for adults.

Ms. Wright seconded the amended motion.

VOTE: In a roll call vote, the motion passed unanimously.

2018 STRONGER
BY DEGREES
PROGRESS
REPORT

In 2016, the Council adopted the statewide strategic agenda, "Stronger by Degrees: A Plan to Create a More Educated and Prosperous Kentucky." The agenda included a set of key performance metrics, with 2020-21 targets for the state and institutions.

The 2018 Progress Report offers a detailed look at statewide and institutional performance on these metrics, and includes baseline year data for most of the metrics as well as at least two years of trend data. It also includes 2016-17 data for all but a few metrics, which is the most recent year available.

Ms. Lee Nimocks, CPE's vice president for policy, planning and external relations, and Dr. David Mahan, executive director for data,

Minutes
Council on Postsecondary Education
April 27, 2018

research and analysis, stated that based on the report, Kentucky is on track to reach its 60x30 educational attainment goal. Additional highlights they mentioned included the following:

- In 2016-17, undergraduate degree and credential production increased 7.4 percent over the prior year.
- Graduation and retention rates continue to increase, but at a slower rate.
- Kentucky Adult Education Skills U awarded 3,299 high school equivalency diplomas in 2016-17, a 7 percent increase over the prior year.
- Kentucky public institutions remain competitive with SREB states on average net price (out-of-pocket costs). Average net price at Kentucky comprehensive universities has remained essentially unchanged since 2012-13.
- State funding per full-time student fell to \$5,848 in 2016-17 and has declined 35 percent since 2007-08, the start of the recession.
- Currently, about 1.2 million working-age Kentuckians do not have a college degree. Enrolling more of these students will be challenging, as the percentage of adult students has fallen from 4 percent in fall 2013 to 3 percent in fall 2016.

MOTION: Ms. Nelson moved that the Council adopt the 2018 Stronger by Degrees Progress Report. Dr. Staat seconded the motion.

VOTE: The motion passed unanimously.

**NEW ACADEMIC
PROGRAMS**

Dr. Aaron Thompson, CPE's executive vice president and chief academic officer, presented for approval four new academic programs from the University of Louisville.

1. Bachelor of Science in Neuroscience (CIP 26.1501)
2. Master of Science in Business Analytics (CIP 52.1399)
3. Master of Science in Health Data Analytics (CIP 51.2299)
4. Master of Health Administration (CIP 51.2211)

Minutes
Council on Postsecondary Education
April 27, 2018

MOTION: Ms. Nelson moved that the Council approve new academic programs as presented. Mr. Brandstetter seconded the motion.

VOTE: The motion passed unanimously.

13 KAR 2:020.
GUIDELINES FOR
ADMISSION TO
STATE-
SUPPORTED
POSTSECONDARY
INSTITUTIONS

Dr. Thompson and Mr. Travis Powell, CPE's general counsel, presented the staff proposed amendments to Kentucky's regulation 13 KAR 2:020, which sets guidelines for admission and course placement at public postsecondary institutions.

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

The proposed amendment simplifies the current structure for minimum admission criteria and related course placement by focusing on core state-level policy objectives. It requires that traditional high school graduates admitted to a public university have a high school GPA of 2.5 on a 4.0 scale. Students with a 2.0 to 2.49 may enroll after signing a learning contract with the institution that specifies the advising, mentoring, tutoring and support services expectations for both the student and the institution, student learning goals and expectations, student participation requirements in a financial literacy program, the process by which student progress will be monitored, and the specified length of the learning contract.

The amendment also mandates the implementation of the corequisite model for students needing remediation in core content areas. A corequisite course is a credit-bearing course that includes enhanced academic supports, such as additional hours of instruction, tutoring, mentoring, or advising. Moving toward the corequisite model of remediation will assist students in progressing to a degree more quickly outside the traditional developmental model, which is often more costly and ineffective in progressing students toward degree completion.

Minutes

Council on Postsecondary Education

April 27, 2018

MOTION: In order to allow the Council to examine the effects of the amendment further, Ms. Wright moved that the Council table the motion for approval until the June 22, 2018 meeting. Dr. Staat seconded the motion.

VOTE: The motion passed unanimously.

13 KAR 3:060
HIGH SCHOOL
EQUIVALANCY
DIPLOMA
AWARDED FOR
CREDIT HOUR
COMPLETION AT
KCTCS
INSTITUTIONS

Mr. Powell, and Ms. Jacqueline Korengel, CPE's associate vice president for Kentucky Adult Education Skills U, presented the staff recommendation that the Council approve the new administrative regulation titled 13 KAR 3:060. High school equivalency diploma awarded for credit hour completion at Kentucky Community and Technical College System institutions.

House Bill 195, enacted in the 2017 Regular Session, amended KRS 164.0064 to allow Kentucky Adult Education (KYAE) to offer multiple programs which, upon successful completion, would result in the issuance of a Commonwealth of Kentucky high school equivalency diploma. At least one of those programs was to be offered in the form of an exam aligned with the College and Career Readiness Standards for Adult Education, or any other standards adopted by the federal Office of Career, Technical, and Adult Education. This is currently fulfilled through 13 KAR 3:010 and its directive to award a high school equivalency diploma upon the attainment of the minimum passing score on the GED® exam.

With the testing pathway already available for high school equivalency diploma, the flexibility offered under the new law provides KYAE with the opportunity to provide additional routes to receiving a high school equivalency diploma. The first such of those measures is captured in this proposed regulation, which was born out of a collaboration with KCTCS, the provider of adult education services in a majority of the counties in the state.

The proposed regulation, 13 KAR 3:060, set forth the criteria and conditions for the issuance of a Commonwealth of Kentucky high school equivalency diploma upon successful completion of three (3) credit hours from eligible courses at KCTCS institutions in four (4) academic content areas: written communication, quantitative reasoning, natural sciences, and social and behavioral sciences.

Minutes
Council on Postsecondary Education
April 27, 2018

The academic content areas and corresponding eligible courses align with the content areas and related competencies outlined in the College and Career Readiness Standards for Adult Education and assessed in the GED® exam.

This program would allow adults without a high school diploma to begin earning college credit while simultaneously working toward obtaining a high school diploma. It also provides an alternative for adults without a high school diploma to obtain one outside a single-test setting.

Approval by the Council would authorize staff to file the proposed administrative regulation and the General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A and obtain adoption of the new regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

MOTION: Dr. Staat moved that the Council approve the new administrative regulation titled 13 KAR 3:060 as presented. Mr. Reynolds seconded the motion.

VOTE: The motion passed unanimously.

**CPE PRESIDENT'S
REPORT TO THE
COUNCIL**

A written report from President King was provided in the agenda book. President King remarked on several topics including the 2018 Student Success Summit and work being completed to further implementation of the corequisite model in Kentucky. President King also shared a national television segment from Rob Lowe's "Success Files" that featured CPE's vice president of Kentucky Adult Education, Reecie Stagnolia. Stagnolia also serves as the chair of the National Association of the State Directors of Adult Education.

**TUITION AND
MANDATORY
FEES (CON'T)**

Dr. Payne presented the staff recommendation that the public institutions be allowed to submit for Council review and approval market competitive tuition and mandatory fee rates for graduate, professional, and online courses.

Minutes
Council on Postsecondary Education
April 27, 2018

MOTION: Mr. Brandstetter moved that the Council approve that public institutions be allowed to submit for Council review and approval market competitive tuition and mandatory fee rates for graduate and online courses. Dr. Staat seconded the motion.

VOTE: The motion passed unanimously.

2018 LEGISLATIVE
SESSION
SUMMARY

Mr. Powell briefed the Council on postsecondary-related legislation adopted during the 2018 session, and Dr. Payne and Mr. McKiernan presented the highlights of the enacted 2018-20 Budget of the Commonwealth. Written reports can be found in the agenda materials, and a more in-depth review of the 2018-19 agency budget will be provided at the June Council meeting.

KCTCS ACADEMIC
PROGRAMS
APPROVED BY
CPE

Per the Academic Program Approval Policy adopted by the Council at its June 2017 meeting, and KRS 164.020(15), the Council will expedite the approval of new programs of a vocational-technical-occupational nature by waiving the full proposal process for these types of programs. Because of the expedited approval process, no action is required by the Council.

Council staff provided a list of the programs reviewed and approved between July 2017 and March 2018 in the agenda book.

REPORTS FROM
INSTITUTIONS

Reports from the institutions were provided in the agenda book.

KENTUCKY
COMMISSIONER
OF EDUCATION
REPORT

Interim KDE Commissioner Wayne Lewis provided a written report in the agenda book.

Minutes
Council on Postsecondary Education
April 27, 2018

COMMITTEE
APPOINTMENTS

Chair Zimmerman made the following committee appointments:

2018 Executive Committee, which 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.

- Sherrill Zimmerman (chair)
- Ben Brandstetter (vice chair)
- Ms. Donna Moore
- Ms. Kristi Nelson
- Mr. Lucas Mentzer

CPE Presidential Search Committee, which will oversee the search process of a president for the Council on Postsecondary Education with duties including, but not limited to, identifying and evaluating candidates and making a final recommendation to the full board for approval.

- Mr. Ron Beal (chair)
- Mr. Ben Brandstetter
- Dr. Robert Staat
- Ms. Kim Halbauer
- Ms. Donna Moore
- Mr. Shawn Reynolds
- Dr. Michael Benson (representing Council of Presidents)
- Ms. Sherrill Zimmerman (ex-officio)

RESOLUTIONS

The Council adopted resolutions honoring the following individuals for their dedication and service to the Council and the Commonwealth of Kentucky:

- Stephen Pruitt, Commissioner of Education from 2015-2018
- Hilma Prather, represented state universities on KET board
- Dan Flanagan, Council on Postsecondary Education
- Joseph Papalia, Council on Postsecondary Education

The Council adopted the following resolution regarding common applications:

Minutes

Council on Postsecondary Education

April 27, 2018

WHEREAS, education beyond high school strengthens state and regional economies, ensures a stronger workforce, and improves economic opportunity for all citizens; and

WHEREAS, the percent of recent high school graduates in Kentucky who attend college or university in Kentucky has declined in recent years; and

WHEREAS, comprehensive, transparent information about colleges options in Kentucky is essential to improving access and opportunity for more students; and

WHEREAS, a collaborative approach among Kentucky's colleges in communicating information about their campuses, and facilitating the application and admissions process may encourage more recent high school graduates and returning adults to apply to college and ultimately attend;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education requests that CPE staff work with campus leaders to explore the feasibility of a common application to public postsecondary campuses in Kentucky and report back to the board with findings at the September 2018 meeting.

The Council also adopted the following resolution regarding a College to Career Work Group:

WHEREAS, according to the Georgetown University Center on Education and Workforce, by 2020 over 55 percent of jobs in Kentucky will require a postsecondary degree or credential; and

WHEREAS, currently only 45 percent of Kentuckians have this level of education and/or training;

WHEREAS, it will take a comprehensive approach to address the challenges Kentucky faces in meeting this expectation, including ensuring high quality programs with clear learning outcomes leading to employment or further education, creating strong alignment between postsecondary programs and

Minutes
Council on Postsecondary Education
April 27, 2018

employer needs, increasing work-based learning opportunities, and supporting improvements in career development programs and strategies;

NOW, THEREFORE, BE IT RESOLVED, that the College to Career Work Group is created to provide the Council with advice and recommendations ensuring Kentucky students graduate with the skills, abilities, experiences, and knowledge to navigate the path between college and career, and that the postsecondary education system is adequately responding to the changing workforce demands facing the state. The work group will be comprised of members of CPE, the employer community, students, campus leaders, and policy makers and will provide findings and recommendations to the CPE board in the spring of 2019.

ADJOURNMENT

The next Council meetings will be held June 21-22, 2018. The meeting adjourned at 12:10 p.m., ET.

Robert L. King
President

Heather M. Faesy
Associate, Board Relations & Special
Projects

Annual Briefing from AIKCU

The Association of Independent Kentucky Colleges and Universities (AIKCU) leadership staff will provide the annual independent college briefing to the Council as directed by KRS 164.020(13). In addition to a general overview of the status of the sector, the report will highlight AIKCU's multi-year effort to help its members engage in a strategic analysis of their core academic missions. The analysis is designed to provide information that will enhance AIKCU members' long-term viability and sustainability.

Kenneth L. Hoyt, Ph.D., consultant and founding principal of the Higher Education Practice, will lead a discussion of the Optimizing Academic Balance (OAB) process and the positive impact that it has on private colleges' strategic decision making. OAB is a data-driven, multi-year process that harnesses a variety of institutional data to help colleges better understand their academic business models. The ultimate goal of OAB is to provide strategic information college administrators and boards can use to "redirect scarce resources to increase enrollment, maximize the value of the curriculum, and strengthen institutional viability."

In 2016, AIKCU received a nearly \$700,000 grant from the James Graham Brown Foundation to engage its members in the OAB project. This is the first time OAB has been applied to a group of institutions, and as such it provides opportunities for campus leaders to benchmark against their peers. To date, 8 of 18 AIKCU institutions have completed the OAB process, with several more institutions currently in various stages of completing the analysis.

Private colleges in Kentucky in the two decades since Kentucky's 1997 higher education reform

Report to the Kentucky Council on Postsecondary Education from the Association of
Independent Kentucky Colleges & Universities

June 2018



Association of Independent
Kentucky Colleges & Universities

Introduction

AIKCU is statutorily-required to make an annual presentation to the Council on Postsecondary Education by KRS 164.020(13), which states:

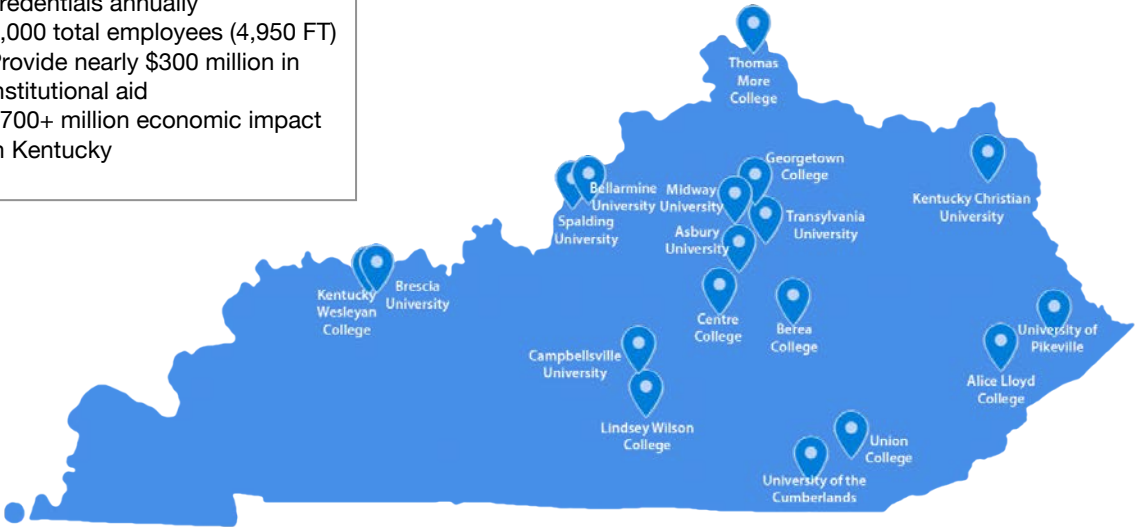
[The Council on Postsecondary Education in Kentucky shall:]

Ensure that the state postsecondary system does not unnecessarily duplicate services and programs provided by private postsecondary institutions and shall promote maximum cooperation between the state postsecondary system and private postsecondary institutions. Receive and consider an annual report prepared by the Association of Independent Kentucky Colleges and Universities stating the condition of independent institutions, listing opportunities for more collaboration between the state and independent institutions and other information as appropriate;

For this 2018 report, we thought it would be useful to provide a review of the significant and changing role that Kentucky’s private nonprofit colleges and universities have played in Kentucky since the landmark higher education reform of 1997. We then examine some of the challenges facing the sectors before highlighting a specific initiative that AIKCU and its members have undertaken with support from the James Graham Brown Foundation.

AIKCU members at a glance

- 18 institutions accredited by SACSCOC and licensed by CPE
- 44,000+ students
- Enrollments range from 600 to 10,000+
- 8,000+ total degrees and credentials annually
- 7,000 total employees (4,950 FT)
- Provide nearly \$300 million in institutional aid
- \$700+ million economic impact in Kentucky



Private colleges in Kentucky since higher education reform

Kentucky’s private nonprofit colleges and universities already had a long history of serving Kentucky students and communities when the legislature passed the landmark Kentucky higher education reform bill, 1997’s House Bill 1. After the passage of HB1 AIKCU members committed to supporting the state’s goals of increased degree attainment and became more thoroughly integrated into Kentucky’s postsecondary policy environment.

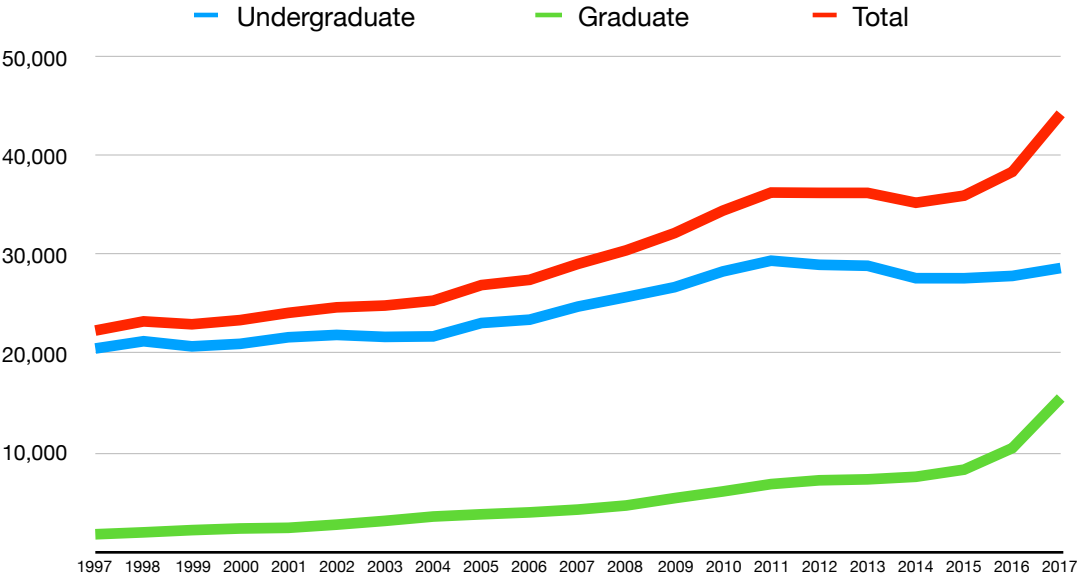
In 1998 the General Assembly committed Kentucky Lottery revenues to student financial aid, resulting in the establishment of the Kentucky Educational Excellence Scholarship (KEES) and solidifying the state’s support of students with financial need at independent and public colleges and universities.

These two legislative actions – 1997’s HB 1 and the commitment of lottery revenues to student aid in 1998 – paved the way for independent colleges to become major players in the implementation of Kentucky’s postsecondary education public agenda over the next two decades.

Enrollments

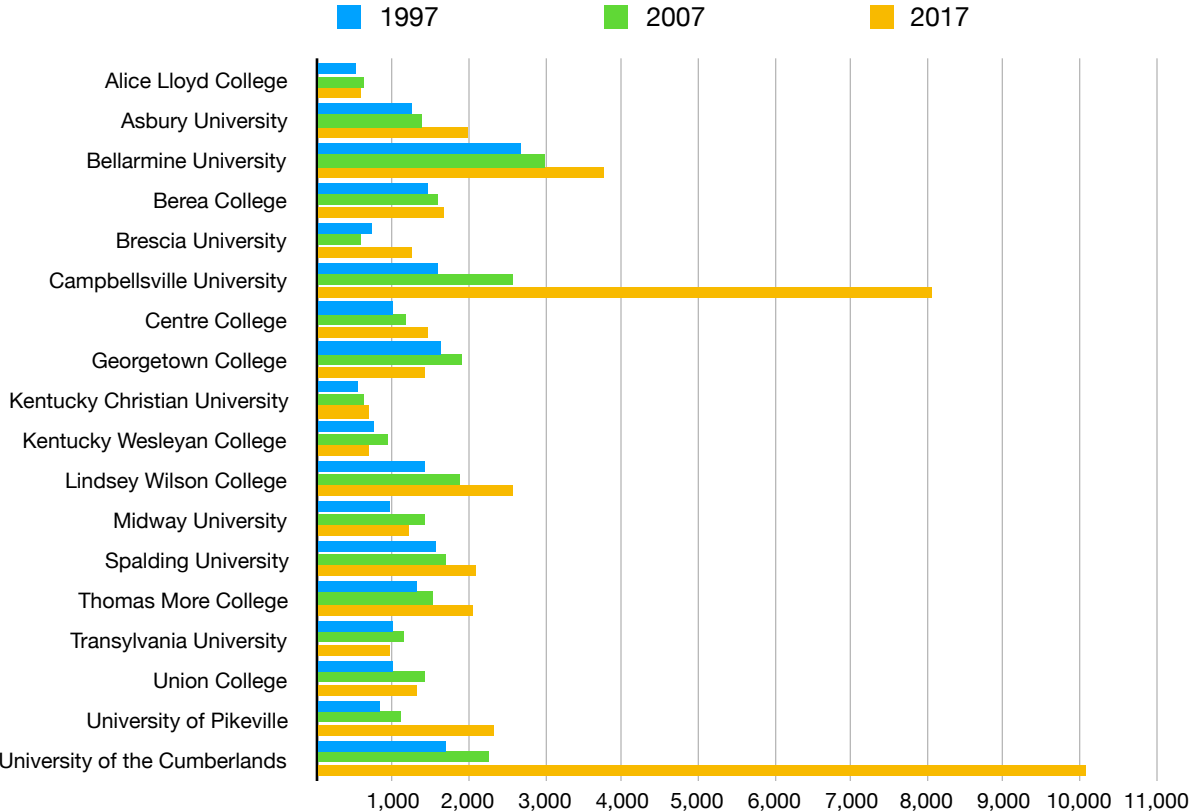
Overall sector enrollments have effectively doubled since the late 1990s. However, most of the recent growth is centered in online and hybrid graduate programs and has been generated by a small number of institutions.

AIKCU headcount enrollments, Fall 1997 to Fall 2017



Source: CPE Comprehensive Database.
Notes: Mid-Continent University joined AIKCU in 2005, closed in June 2014. St. Catharine College closed June 2016.

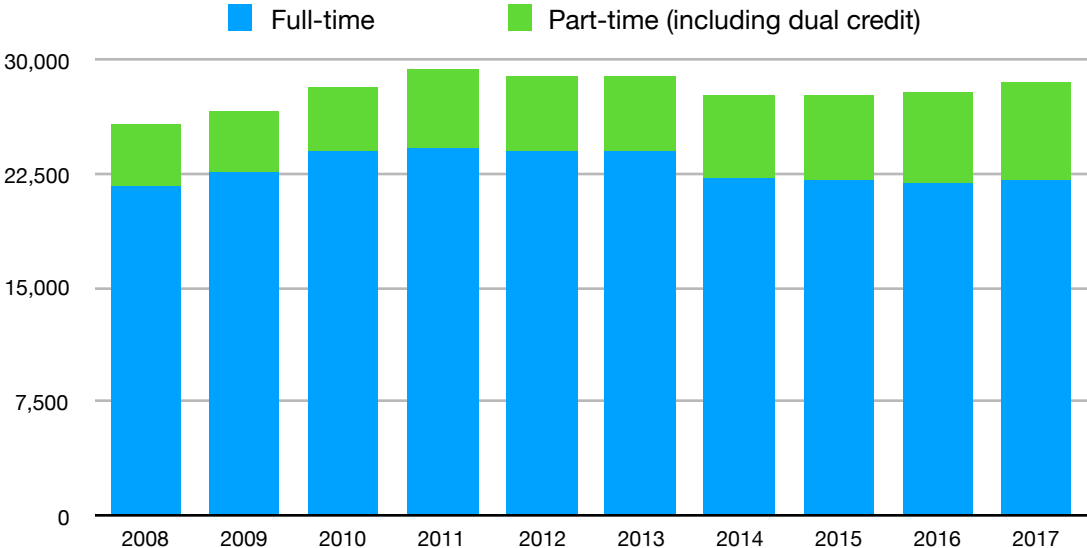
Total headcount enrollments by AIKCU institution



Overall undergraduate enrollments have grown by 39 percent since 1997. However, that growth slowed during the 2010s. Recent undergraduate growth has been led by increases in part-time enrollments, which include dual credit students. Full-time undergraduate enrollments at AIKCU institutions peaked in 2011-12 before declining slightly; they have been relatively consistent in recent years and grew a modest one percent last year.

AIKCU undergraduate enrollments, Fall 2008 to Fall 2017

Source: CPE Comprehensive Database. Mid-Continent University closed 2014. St. Catharine College closed 2016



As private colleges embraced the CPE Strategic Agenda following HB1, AIKCU members were early entrants into the transfer, adult learner, and online undergraduate markets. AIKCU members continue to embrace new opportunities that support these students and state priorities, including the development of additional workforce-focused programs, the expansion of online and flexible degree programs, and the expansion of dual credit. However, those markets are now much more competitive as public institutions and national providers have all recognized their importance.

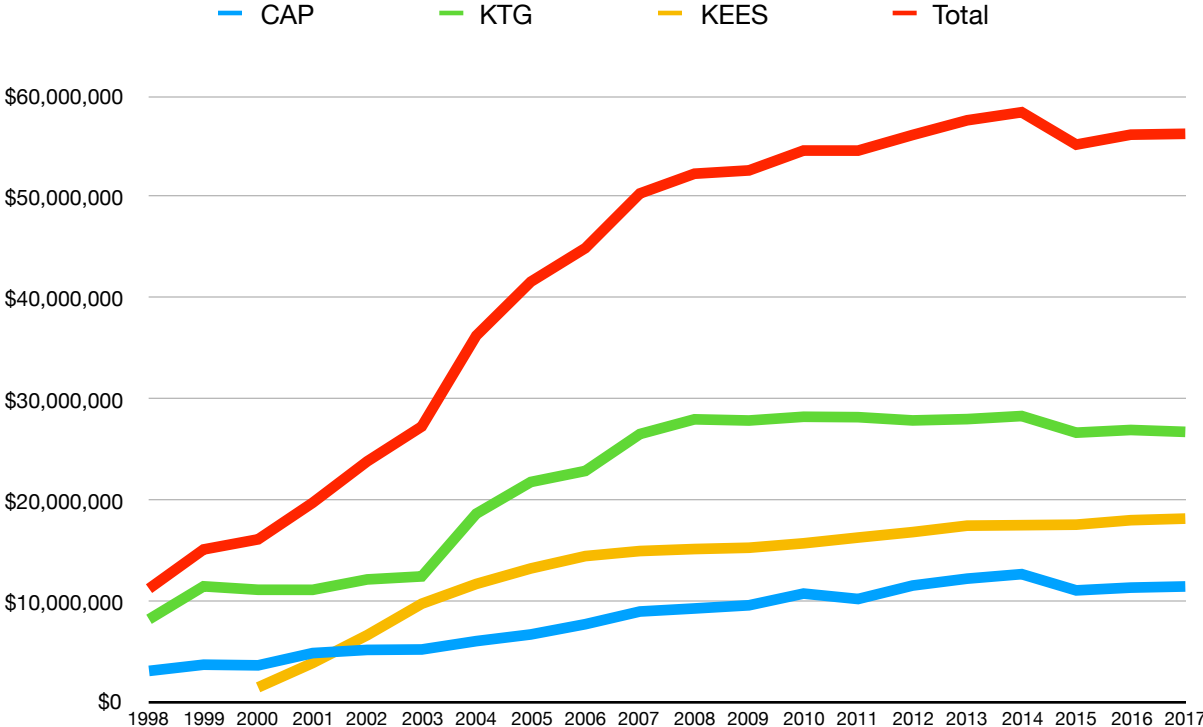
Given the variety of demographic and environmental challenges facing all of higher education but especially nonprofit private colleges – increased competition for a limited number of high school graduates, increased competition in the marketplace, a stronger labor market, a focus on workforce training, price sensitivity and concerns about college costs, and more – we expect these enrollment trends to continue.

The importance of student financial aid

The post-HB1 commitment of Kentucky Lottery revenues to student financial aid supported that enrollment growth at private colleges. Today private college students receive about \$56 million annually from the state’s three major financial aid programs: the Kentucky Educational Excellence Scholarship (KEES), the College Access Program (CAP), and the Kentucky Tuition Grant (KTG). While the total state spending on financial aid has remained steady in spite of state budget cuts, those aid dollars are both insufficient to meet demand and have not kept pace with rising college costs.

Kentucky Lottery-funded financial aid to AIKCU students, 1998 to 2017

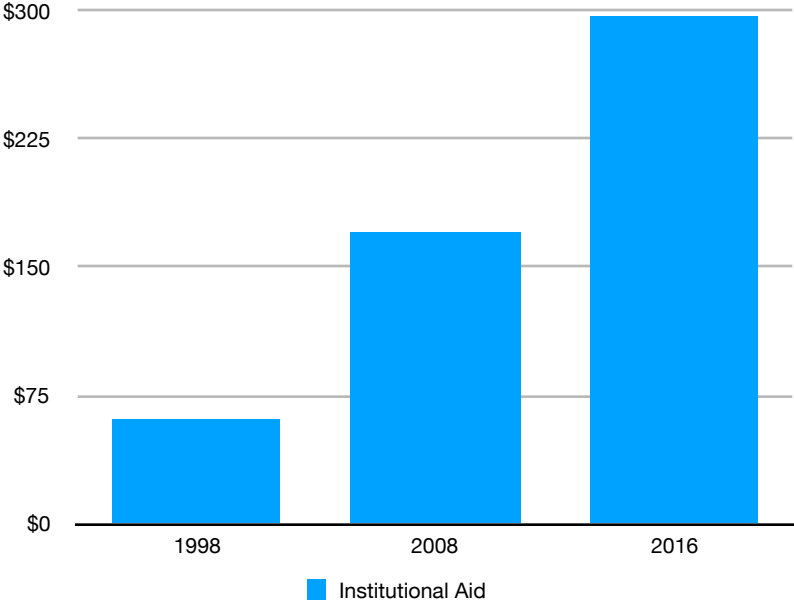
Source: KHEAA



To help meet students' financial needs, Kentucky's private colleges have committed increasing amounts of their own institutional resources to students in the form of institutional grants and scholarships, most of it need-based. In 1998, AIKCU members provided \$60.5 million in institutional grant and scholarship aid to students (or \$89 million in 2016 dollars). In fiscal 2016 (the most recent year for which data is available), AIKCU members provided \$296.6 million to students in institutional aid.

Institutional financial aid awarded by AIKCU members (\$ millions)

Source: IPEDS, not adjusted for inflation

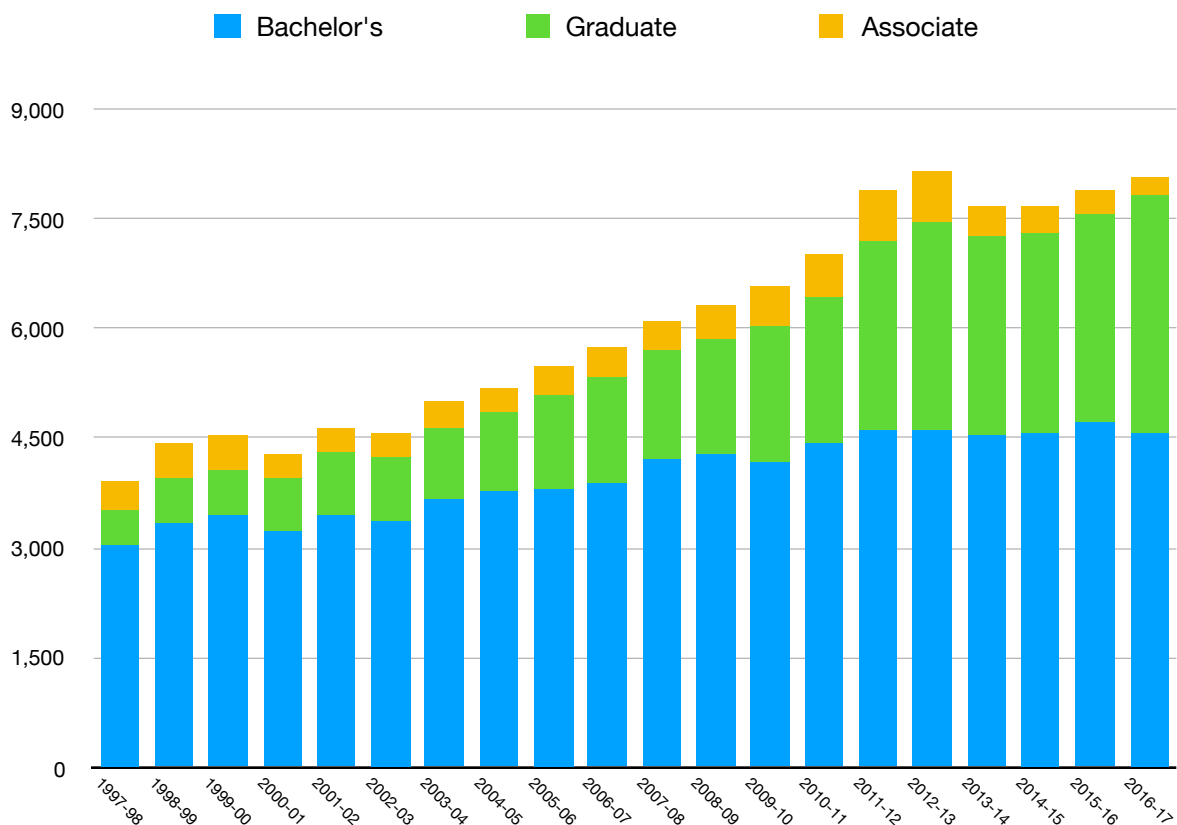


Degree production

As AIKCU embraced the call of HB1 to raise Kentucky's educational attainment levels, the sector increased its degree output along with enrollment. Annual bachelor's degree production grew by 37 percent in the first decade after reform, and a cumulative 50 percent from 1998 to 2017. Bachelor's degree production has remained stable over the last five years.

Degrees awarded by AIKCU institutions by level, 1997-98 to 2016-17

Source: CPE Comprehensive Database



An examination of graduate degrees awarded by AIKCU institutions tells a different story. In 1997-98, AIKCU members awarded 482 graduate degrees total, and all but 15 of those were master's degrees. The great majority of those graduate degrees (64 percent) were awarded in education, with 18 percent in business, and 10 percent in nursing.

By 2007-08 AIKCU members had more than tripled their graduate and professional degree output to 1,502. In the past decade that degree output has doubled again, with AIKCU members awarding 3,253 graduate degrees in 2016-17, including 2,947 master's degrees and 306 doctoral degrees. Of the those nearly 3,000 master's degrees, 53 percent were in education, 14 percent in business, 7 percent in health, and 6 percent (n = 150) in computer and information sciences. Given recent growth in the areas of graduate health-related programs and computer and information sciences (University of the Cumberslands alone awarded 381 Master of Arts degrees in Information Systems and Security in May 2018), we expect those graduate degree numbers to continue to increase.

Challenges and responses

Twenty years after higher education reform, private colleges continue to evolve and serve Kentucky students and communities in new ways while staying true to their respective missions and core values. As the rhetoric around postsecondary education shifts away from increasing educational attainment to focus on workforce needs, college costs, and student outcomes, AIKCU members have been challenged to examine their own practices and evolve.

AIKCU members recognize and share the general public's concern about college costs, student outcomes, and the value of a postsecondary education (which to be clear, remains a strong investment). They have held down tuition increases (the average increase last year was under 3 percent), enhanced fundraising for student aid, increased institutional aid, invested in student success efforts, expanded dual credit offerings, and are constantly evaluating opportunities to become more efficient while maintaining or enhancing quality.

AIKCU members are working more intentionally than ever to respond to workforce and marketplace forces. They have expanded academic program offerings at the graduate, undergraduate, and sub-baccalaureate levels and stepped up their efforts in career development programming.

One of the biggest overarching challenges facing small private colleges nationwide is financial sustainability. The financial models of tuition-dependent institutions, most of which have small to moderate endowments (the median endowment among AIKCU members is less than \$30 million), are increasingly challenging. The high touch education these institutions offer is expensive to deliver – the costs of faculty and staff salaries, health care, compliance, etc. – and require institutions to adopt increasingly creative and sophisticated management approaches so that limited resources can be directed to student success.

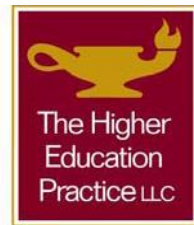
As an association AIKCU has played a key role in helping its members deal with some of these management issues. AIKCU has developed relationships that offer more than 165 group purchasing contracts to its members, for everything from office supplies to information technology services to employee health care and benefits. AIKCU convenes a dozen different groups of campus professionals on a regular basis to foster information sharing, collaboration, and increased efficiencies in all areas of campus management.

One unique effort currently underway is AIKCU's Optimizing Academic Balance (OAB) study, funded by a major grant from the James Graham Brown Foundation. OAB is a data-intensive process designed to provide campus leaders with the intelligence they need to make decisions about how to most effectively allocate scarce resources. OAB maps the costs associated with each academic program, then compares those costs with the revenue produced. Ten AIKCU members have completed the OAB process through phase two of the four-year project. To date, the OAB study has identified more than \$10 million in potential efficiency gains.

Optimizing Academic Balance

An AIKCU initiative undertaken with support from the James
Graham Brown Foundation

28



*Best Practices
Strategic Solutions*

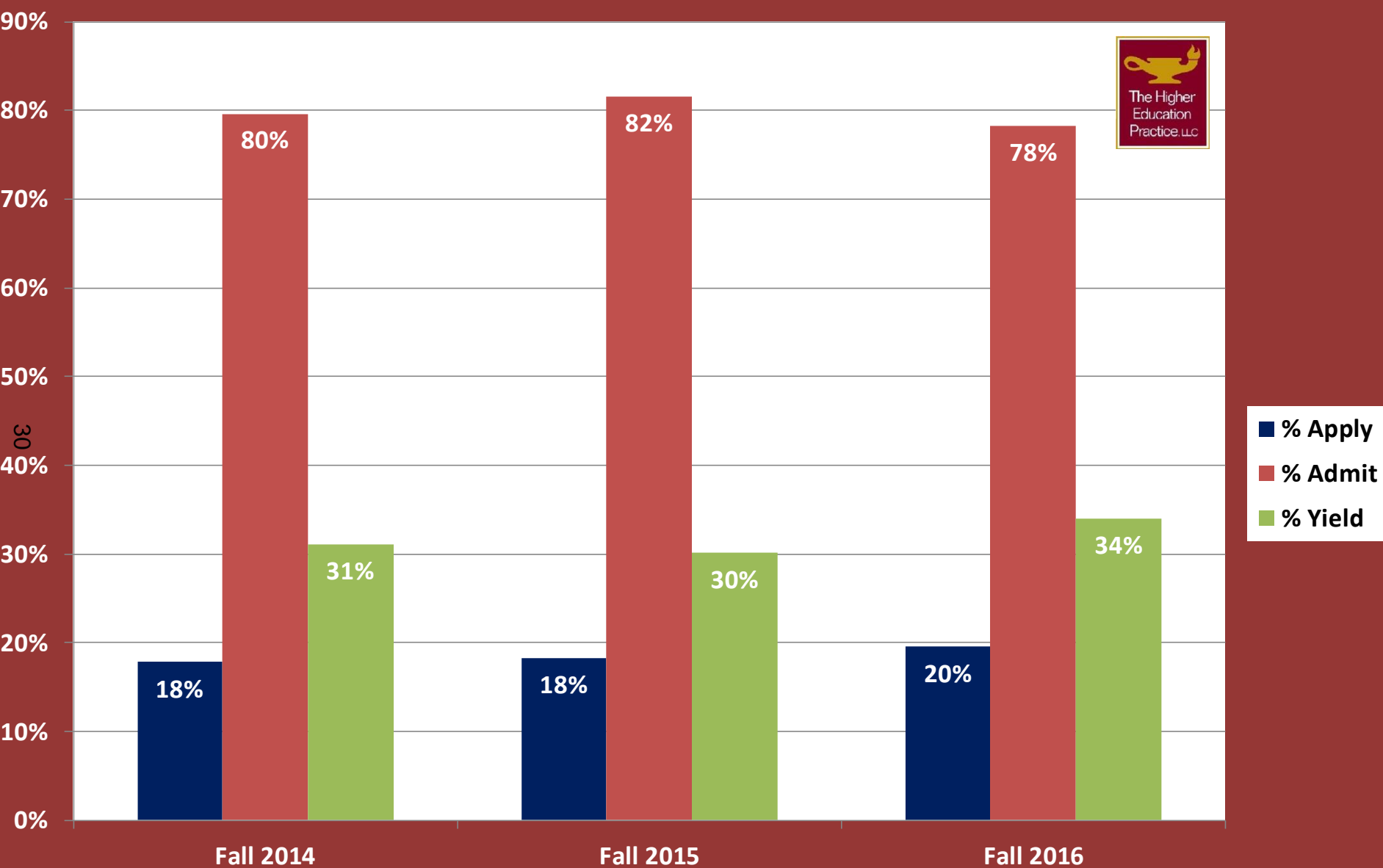


AIKCU
Association of Independent
Kentucky Colleges and Universities



Single Institution Case Study

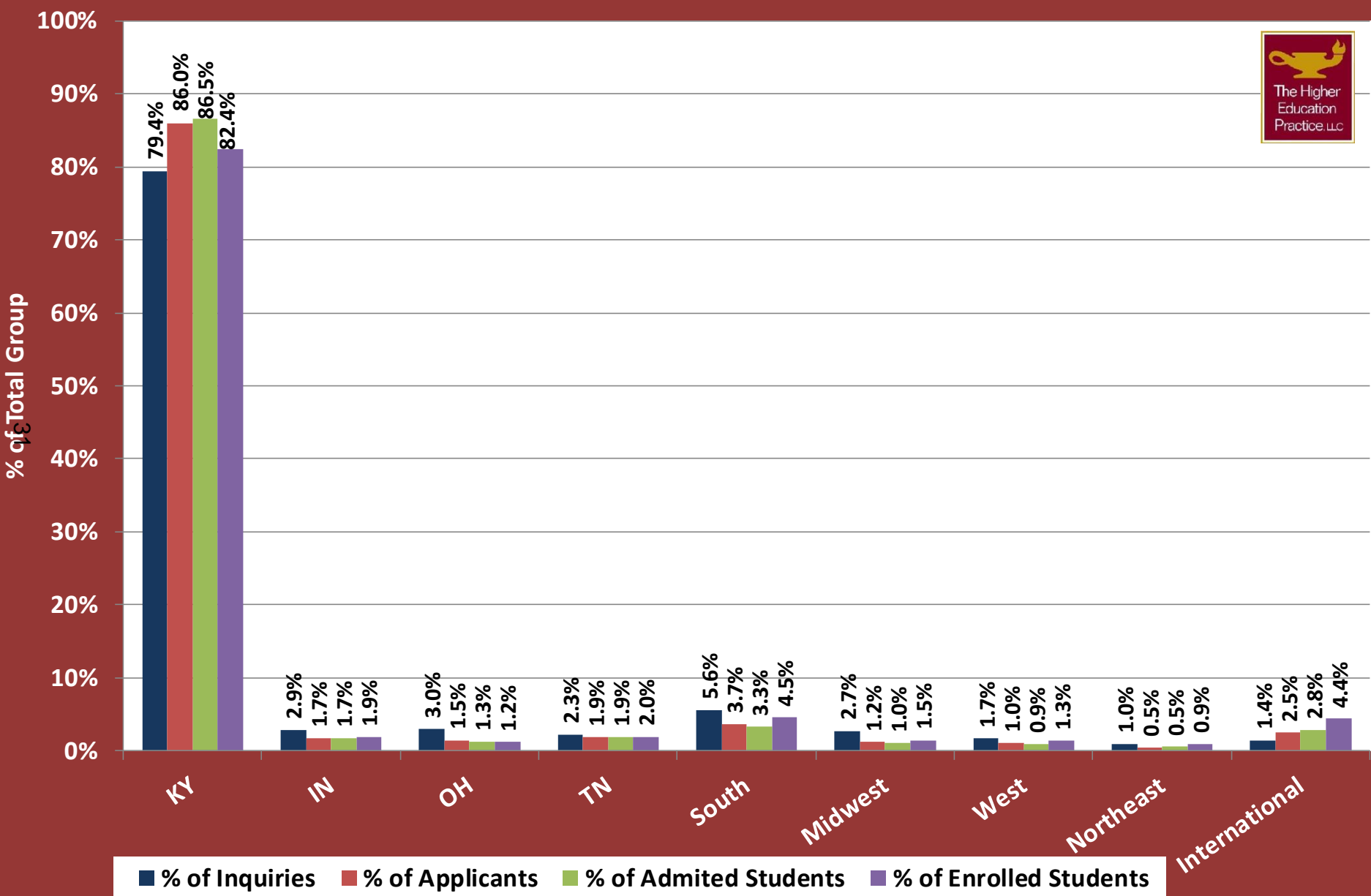
Figure 2: Basic External Demand Rates



% Apply
% Admit
% Yield

Source: 2014-2016 Inquiry and Admissions Data

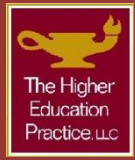
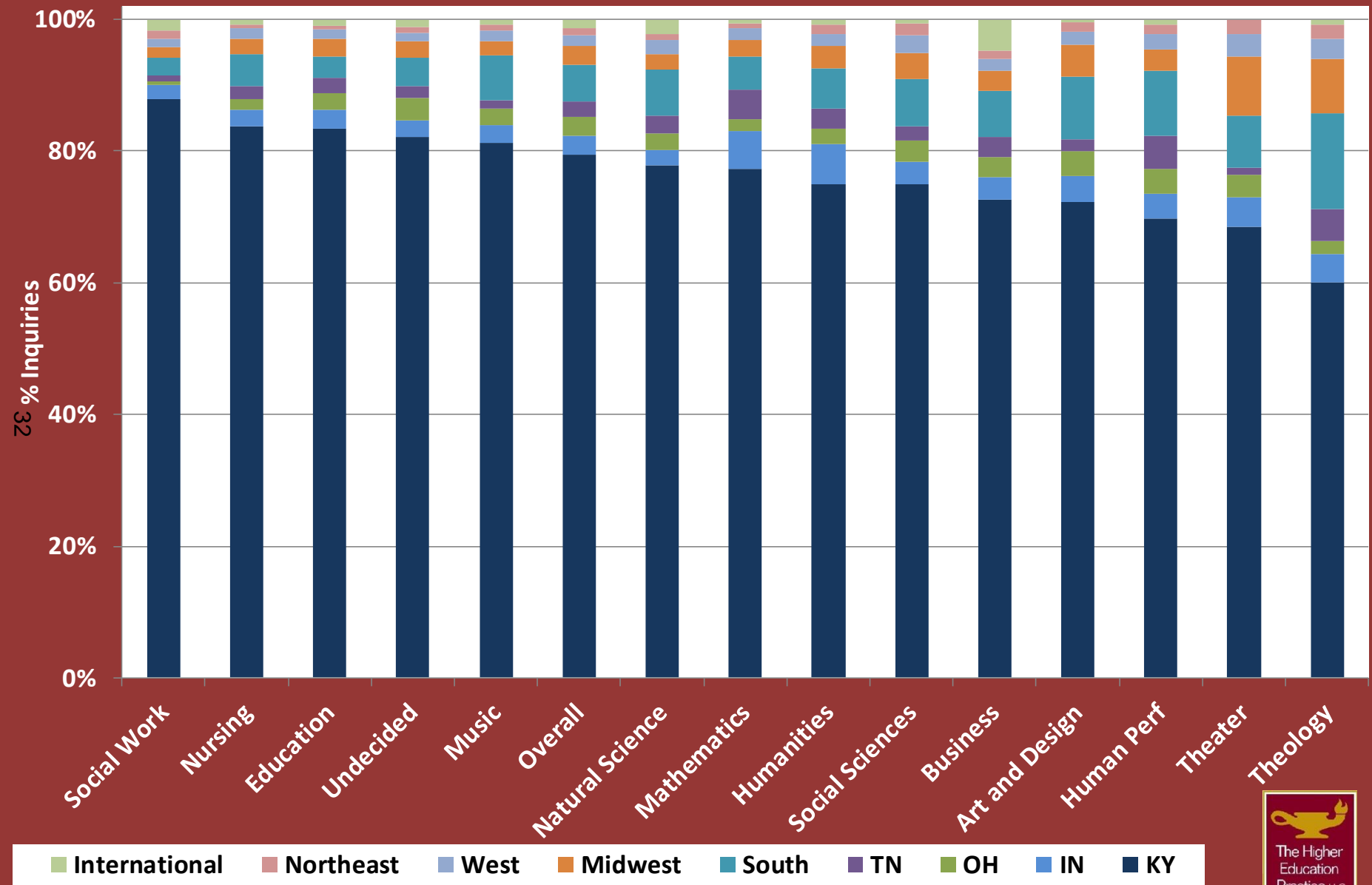
Figure 14: The Dominance of Kentucky Students in the Admissions Funnel



■ % of Inquiries ■ % of Applicants ■ % of Admitted Students ■ % of Enrolled Students

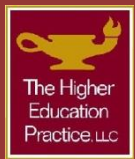
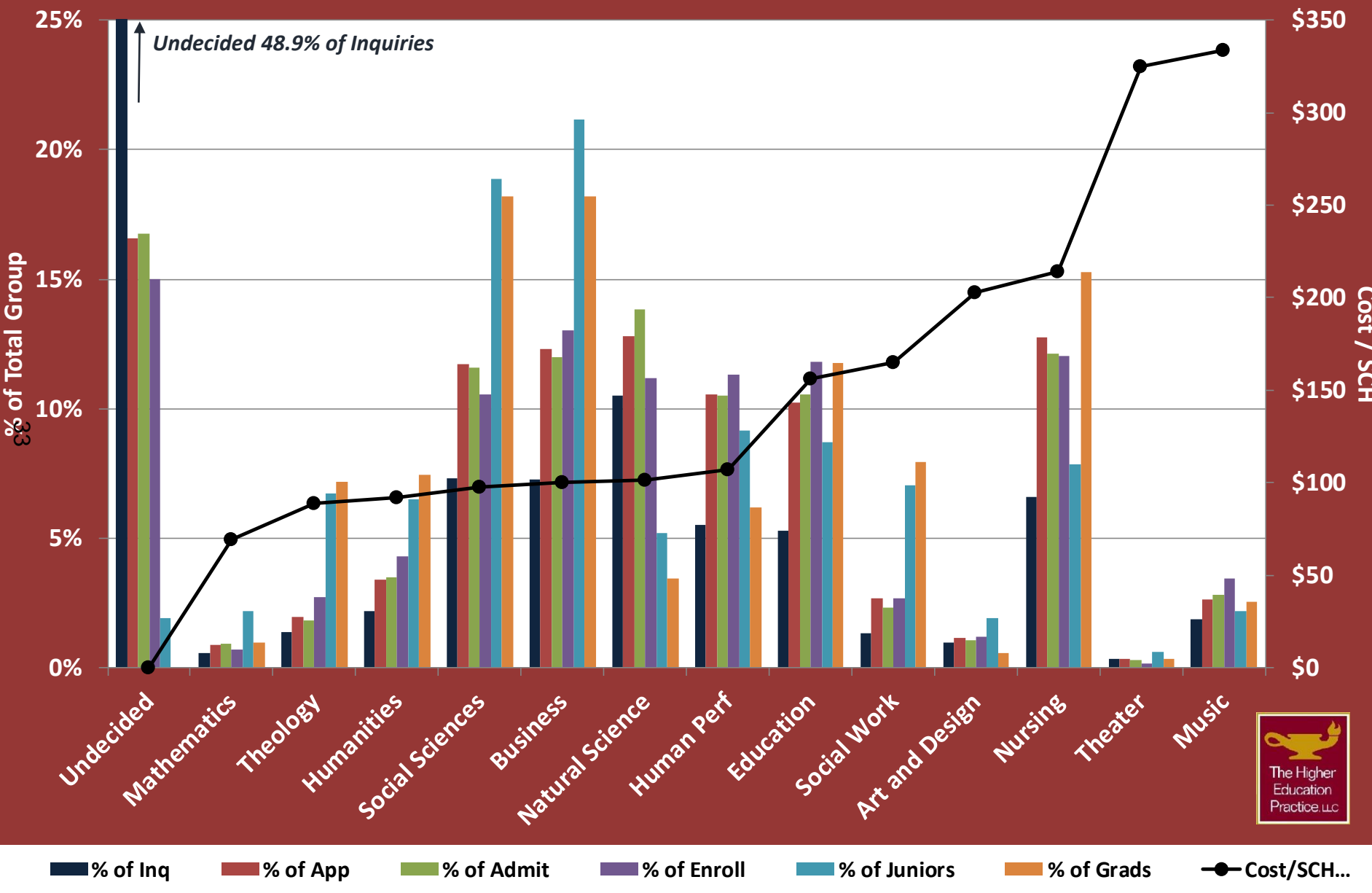
Source: 2014-2016 Inquiry and Admissions Data

Figure 16: From Where Do Our Inquiries Interested in Particular Subjects Come?



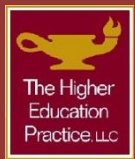
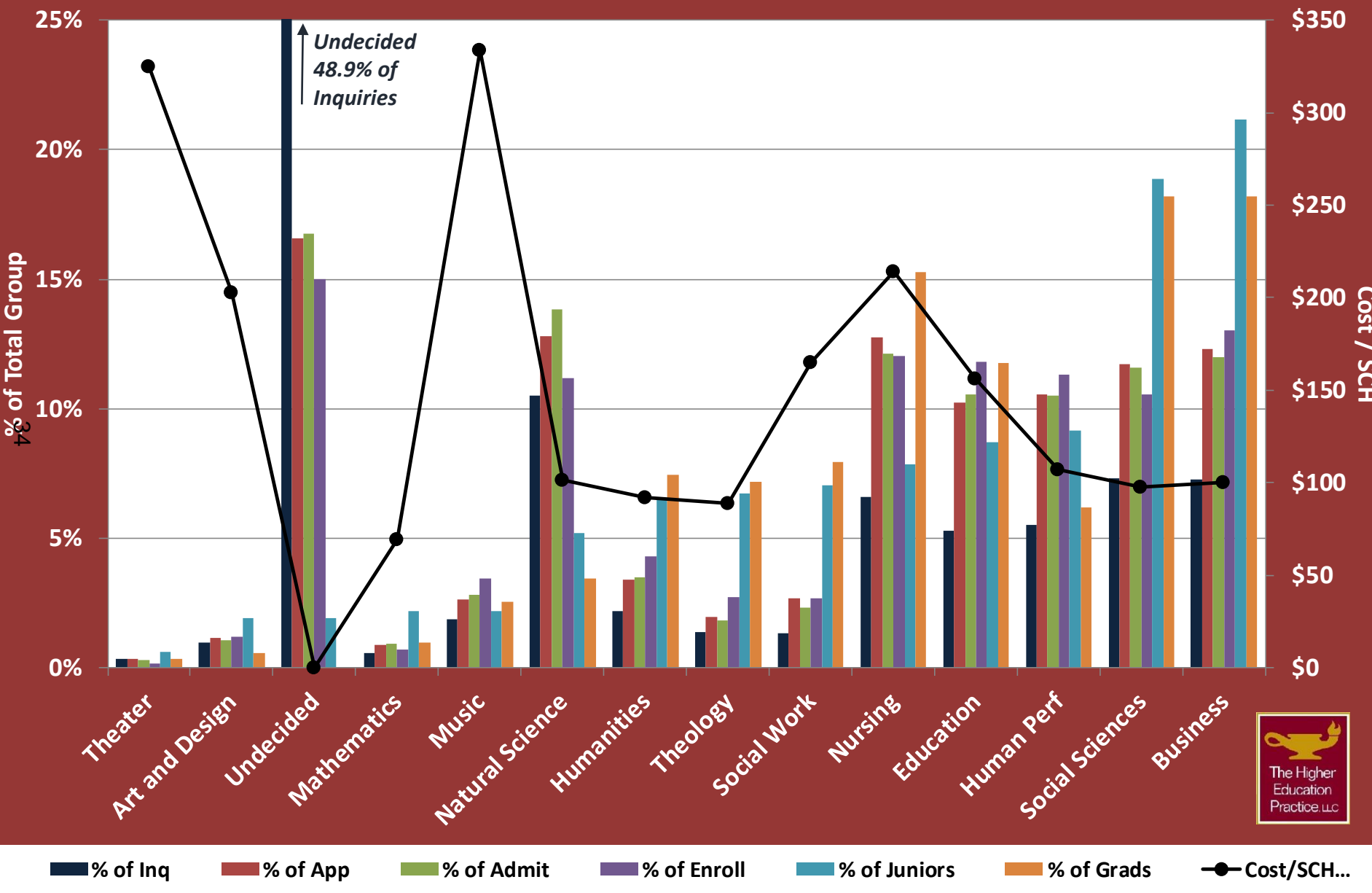
Source: 2014-2016 Inquiry and Admissions Data

Figure 24: External & Internal Demand & Cost/SCH Vary Substantially by Subject Area
Sorted by Cost / SCH



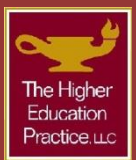
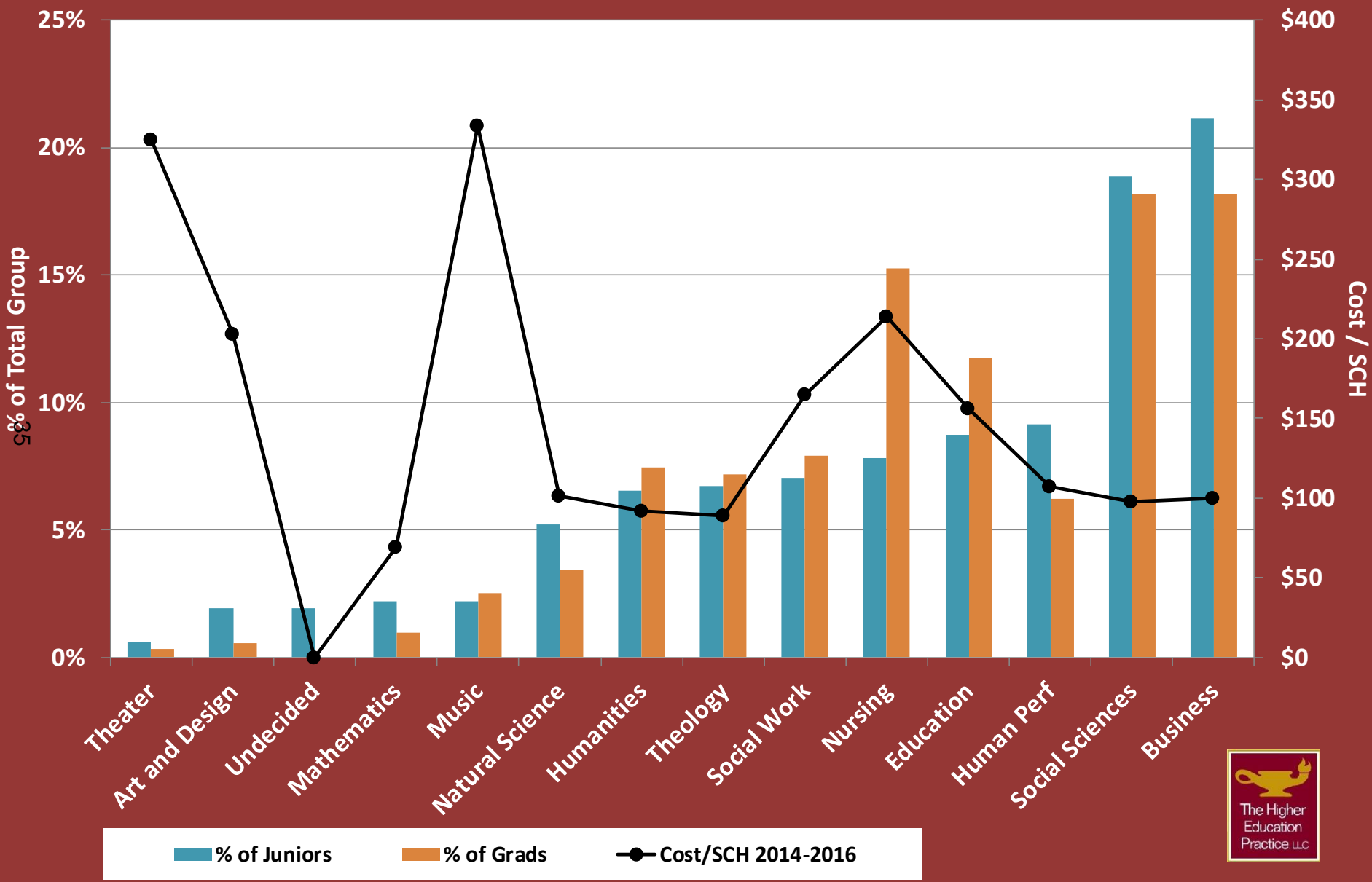
Source: 2014-16 Inquiry/Admissions & Juniors, 2013-15 Grads, 2014-15 Courses, Faculty Salary, Dept Buds

Figure 29: External & Internal Demand & Cost/SCH Vary Substantially by Subject Area
Sorted by Percent of Juniors



Source: 2014-16 Inquiry/Admissions & Juniors, 2013-15 Grads, 2014-15 Courses, Faculty Salary, Dept Buds

Figure 30: % of Juniors & Graduates and Cost/SCH Vary Substantially by Subject Area
Sorted by Percent of Total Juniors



Source: 2014-16 Juniors, 2013-15 Grads, 2014-15 Courses, Faculty Salary, Dept Buds

Demand Relative to Cost/SCH							
Major	% of Inq	% of App	% of Admit	% of Enroll	% of Juniors	% of Graduates	Cost/SCH 2014-2016
Art and Design	1.0%	1.1%	1.0%	1.2%	1.9%	0.6%	\$203
Business	7.3%	12.3%	12.0%	13.0%	21.2%	18.2%	\$100
Education	5.3%	10.2%	10.5%	11.8%	8.7%	11.8%	\$156
Human Performance	5.5%	10.5%	10.5%	11.3%	9.2%	6.2%	\$107
Humanities	2.2%	3.4%	3.5%	4.3%	6.5%	7.4%	\$92
Mathematics	0.6%	0.9%	0.9%	0.7%	2.2%	1.0%	\$69
Music	1.9%	2.6%	2.8%	3.4%	2.2%	2.5%	\$334
Natural Science	10.5%	12.8%	13.8%	11.2%	5.2%	3.4%	\$102
Nursing	6.6%	12.8%	12.1%	12.0%	7.8%	15.3%	\$214
Social Sciences	7.3%	11.7%	11.6%	10.5%	18.9%	18.2%	\$98
Social Work	1.3%	2.7%	2.3%	2.7%	7.0%	7.9%	\$165
Theater	0.3%	0.4%	0.3%	0.2%	0.6%	0.3%	\$325
Theology	1.4%	2.0%	1.8%	2.7%	6.7%	7.2%	\$89
Undecided	48.9%	16.6%	16.7%	15.0%	1.9%	0.0%	
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	\$113

Total cost includes allocated department budget.

Both first and second majors counted; Non-Bachelor degree programs removed; Demand data years included: 2014-15, 2015-16, 2016-17

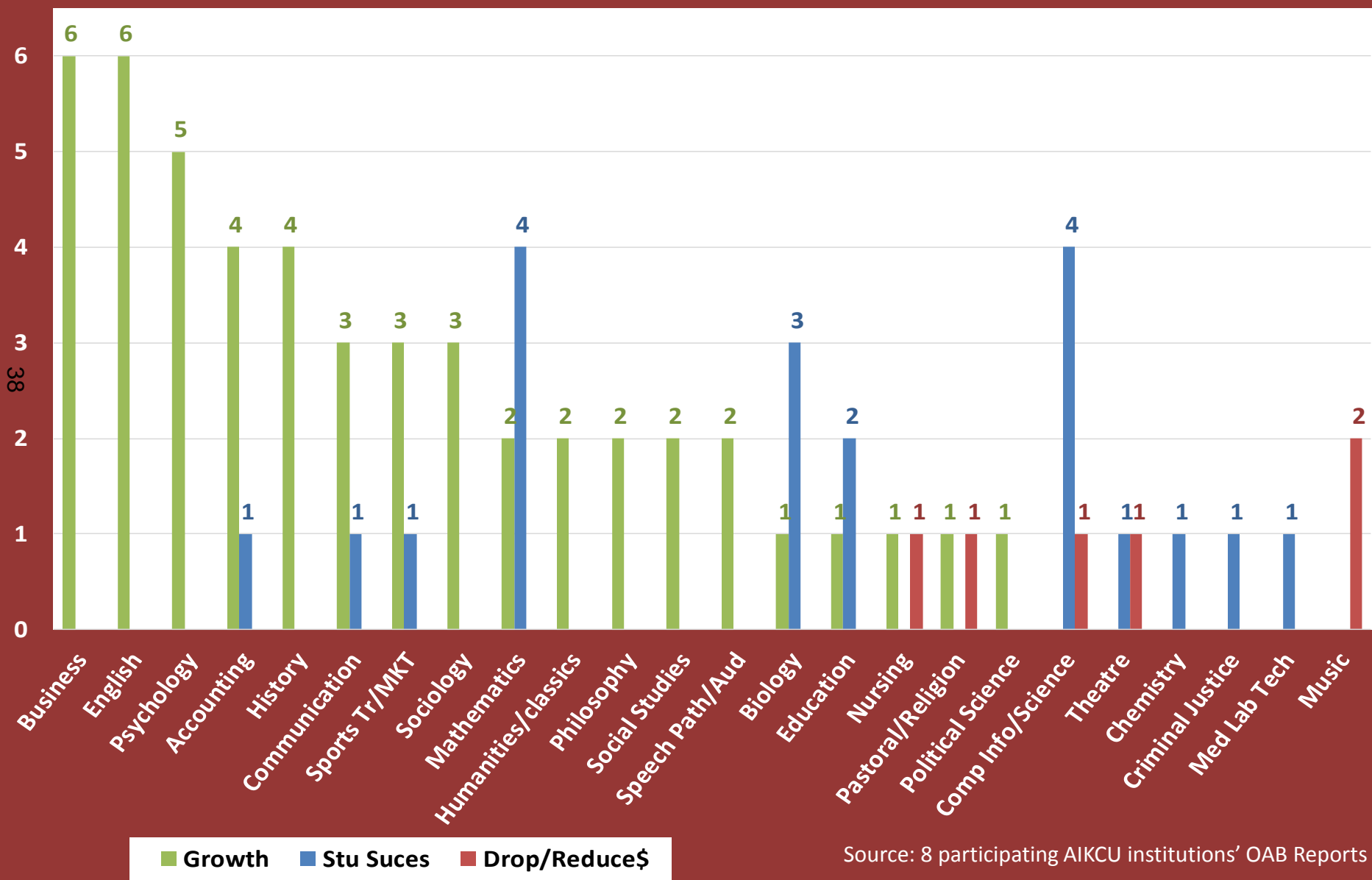
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Round 1 & 2 Wrap-Up

8 participating AIKCU institutions

December 2017

Figure 5: Number of Programs to Consider for Growth, Student Success, or Dropping



Source: 8 participating AIKCU institutions' OAB Reports

Significant \$ OAB Round One/Two Findings

- Five:

Green bars indicate the 38 majors with the potential to grow in enrollment. If each of the 49 majors grew by only 10 students this would produce \$4.9 million for the bottom line.

Blue Bars indicate the 20 majors with student success issue. Students may be transferring to another major or leaving the college. Each lost student cost \$25,000 or \$5 million if they all were not retained.

Red bars are the 5 programs where cost need to be reduced or majors eliminated for a bottom line impact of \$460,000.

The total impact of this entire OAB analysis for the first Eight round one/two AIKCU participants has the potential to produce \$10,360,000 in bottom line improvements.



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FEATURE ARTICLE

Reshaping Your Curriculum to Grow the Bottom Line

Optimizing Academic Balance (OAB): Mission, Quality, Market Potential, Cost, and Revenue

by **Kenneth L. Hoyt**

OAB provides knowledge you can use to redirect scarce resources to increase enrollment, maximize the value of the curriculum, and strengthen institutional viability.

MANY COLLEGES ARE FACING TOUGH FINANCIAL CHOICES and need new tools to reduce their academic costs and, where possible, grow their enrollment. Optimizing Academic Balance (OAB) provides your institution with effective tools never before available to use in making the crucial academic decisions needed to stay competitive in the student market. OAB analysis is completed in the context of your institutional mission, quality, market potential, cost, and revenue.

OAB:

- » Examines the cost and long-term viability of each academic major and the general education program;
- » Identifies opportunities for enrollment growth or expansion;
- » Identifies areas where costs may need to be contained or reduced; and
- » Provides knowledge you can use to redirect scarce resources to increase enrollment, maximize the value of the curriculum, and strengthen institutional viability.

OAB utilizes market-potential data (inquiries, applicants, admitted students, enrolled students, juniors, and graduates) to measure the demand for each of your programs using (1) student credit hours (SCH) generated by program as a proxy for revenues and (2) direct (faculty and departmental)

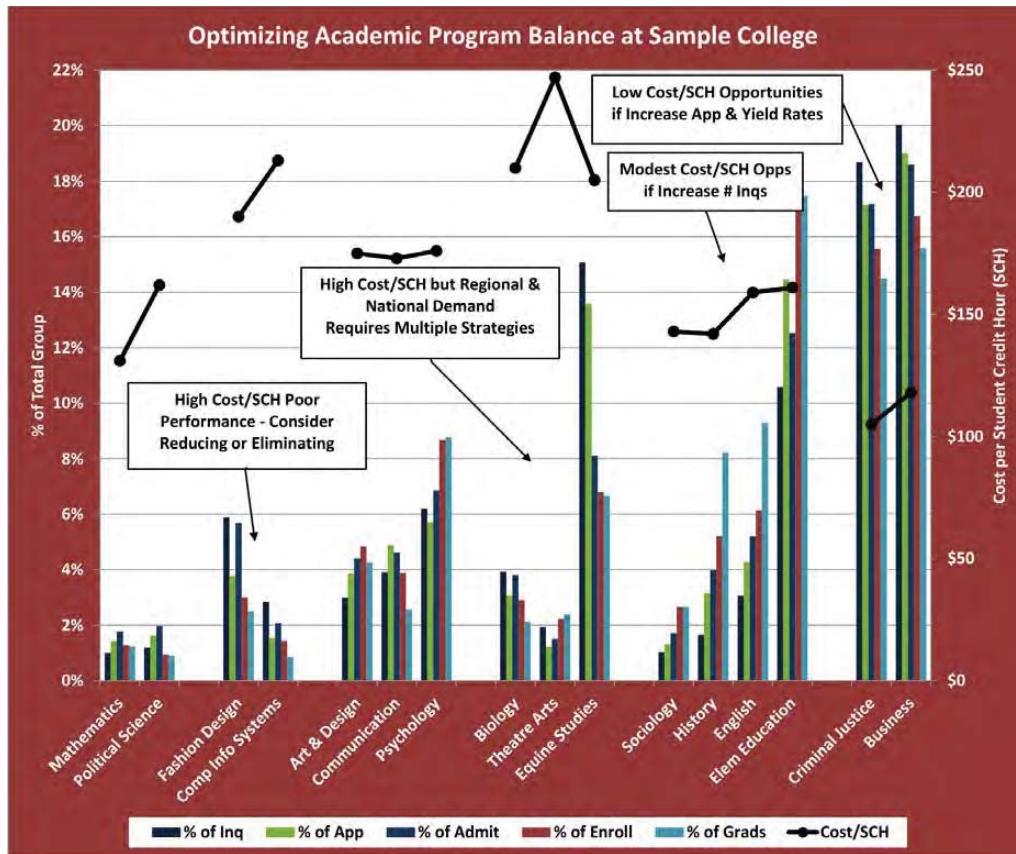
costs for teaching each program. OAB may be applied to all academic program offerings—undergraduate, graduate, and non-traditional.

Figure 1 presents sample results from an OAB analysis at a liberal arts and professional studies college, and figure 2 shows the same data in table form.

Here are some strategies that the sample college may wish to consider based on the results of its OAB analysis:

- » Enhance the Liberal Arts A
 - » History, English, and sociology perform well in the market in terms of inquiries and are very attractive to current students
 - » They are among our highest quality programs
 - » They are of modest cost in terms of cost/SCH
 - » Strategy: increase inquiries through targeted purchases of prospect names and other methods, especially web based
- » Enhance the Liberal Arts B and strengthen regional/national reputation
 - » Biology is a relatively expensive program but we have invested in its quality

Figure 1 Optimizing Academic Program Balance at a Sample College



Source: ©2012 by The Higher Education Practice, LLC.

Figure 2 Optimizing Academic Program Balance at a Sample College: Data Table

Program	% of Inq	% of App	% of Enroll	% of Grads	Cost/SCH
Mathematics	1.0%	1.4%	1.2%	1.2%	\$131
Political Science	1.2%	1.6%	0.9%	0.9%	\$162
Fashion Design	5.9%	3.7%	2.9%	2.4%	\$190
Comp Info Systems	2.9%	1.5%	1.4%	0.8%	\$213
Art & Design	3.0%	3.8%	4.6%	4.1%	\$175
Communication	3.9%	4.8%	3.7%	2.4%	\$173
Psychology	6.2%	5.6%	8.3%	8.3%	\$176
Biology	3.9%	3.0%	2.8%	2.0%	\$210
Theatre Arts	1.9%	1.2%	2.1%	2.3%	\$247
Equine Studies	15.1%	13.4%	9.5%	9.3%	\$205
Sociology	1.0%	1.3%	2.5%	2.5%	\$143
History	1.7%	3.1%	5.0%	7.8%	\$142
English	3.1%	4.2%	5.8%	8.8%	\$159
Elem Education	10.6%	14.3%	16.8%	16.7%	\$161
Criminal Justice	18.7%	18.3%	16.7%	15.6%	\$105
Business	20.0%	18.7%	15.9%	14.9%	\$118
Total	100.0%	100.0%	100.0%	100.0%	

Source: ©2012 by The Higher Education Practice, LLC.

- » It is our second strongest with respect to national/regional demand
- » However, we do not do well in converting that demand
- » Strategy: increase inquiries, improve application and enrollment rates, and improve internal retention
- » Reduce costs by eliminating weak, expensive programs
 - » Fashion design and computer information systems (CIS) are both relatively high cost yet poorly performing programs
 - » Neither is central to our mission
 - » CIS has aging faculty nearing retirement age and early retirement is an option
 - » Competition for fashion design in a nearby large city is proving to be insurmountable
 - » Strategy: phase out both programs in next three years and reallocate funds
- » Build on strength in elementary education
 - » Elementary education is among our highest quality programs
 - » It performs well in terms of inquiries and is among our most selective programs
 - » It has a modest cost/SCH
 - » Strategy: grow the program by increasing inquiries through targeted purchases of prospect names and other methods (especially web based) while maintaining selectivity
- » Grow profitable programs in criminal justice and business
 - » Both programs are relatively low cost with respect to cost/SCH

- » They have the highest number of current inquiries
- » But both perform below the median with respect to application and yield rates as well as internal retention rates
- » Strategy: improve application and yield rates and invest in faculty development (particularly for adjuncts) to improve quality

Most colleges that complete an OAB analysis find that they have academic programs where their level of inquiry is high and their cost of teaching is reasonable, thus affording an opportunity to grow the enrollment. For example, a recent client was able to add 30 new freshman in biology given its resources and the external demand. With a net tuition revenue of \$12,000 per student, this increased revenues by \$360,000. The same institution decided to eliminate its computer information systems program, one of its most costly majors, as area community colleges had become dominant competitors and CIS was not vital to the institution's mission. In addition, there are admissions marketing opportunities where the inquiry rate is low but student success at graduation is high, leading to the positive growth of what become popular majors on campus.

DATA REQUIRED TO COMPLETE OAB ANALYSIS

- » External demand and market potential data by major from enrollment services
 - » Inquiries
 - » Applicants
 - » Admitted students
 - » Enrolled students
- » Internal demand measured by number of graduates and juniors by major from registrar

- » Course information data by major from registrar
 - » Department prefix (e.g., ENG, BIO, CHE)
 - » Course number
 - » Term and year
 - » Section number
 - » Course title
 - » Faculty name/ID#
 - » Second faculty name (if team taught)
 - » Program identification (traditional, non-traditional, graduate)
 - » Credit hours for course
 - » Student count
 - » Whether primarily a general education or major course
- » Salary and benefit direct expense from CFO and CAO
 - » Name (faculty ID#)
 - » Base salary
 - » Benefits
 - » Overload salary amount
 - » Home department (e.g., art, English, music)
 - » Identification of faculty as full or part time
 - » Identification of any non-teaching portion of salary (e.g., department chair)
 - » Number of course hours for standard teaching load
 - » Adjunct faculty stipends per adjunct faculty member
- » Departmental operating budget amount and income for the department that is an offset to expense (if any)

WHAT OAB CONSIDERS

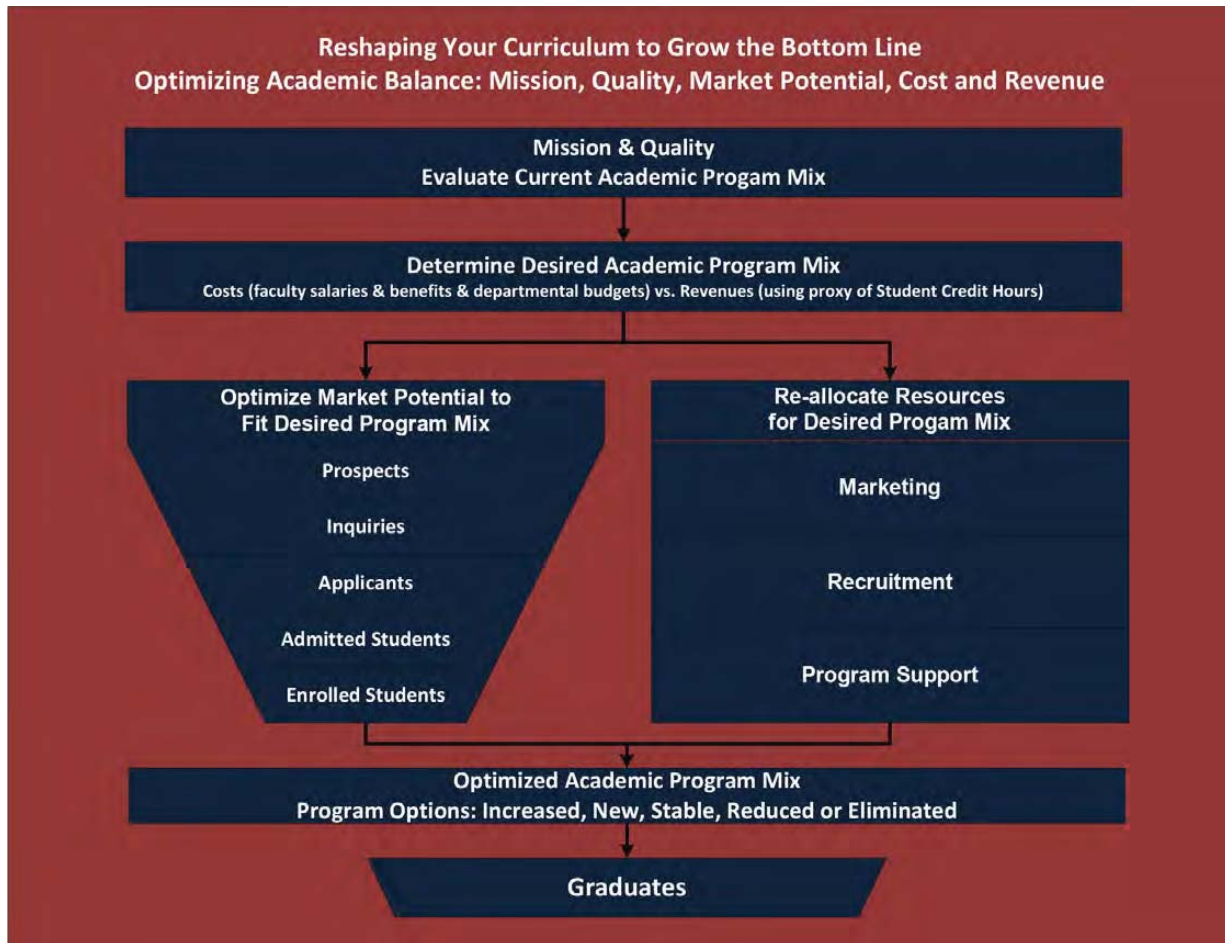
- » The cost of each major based on faculty salary and benefit information and the departmental operating budget is taken into account.
- » In calculating the costs for full-time faculty, consideration is given for each course a faculty member teaches.
- » In the case of faculty members who teach in more than one department, this course-level analysis of costs allows a faculty member's compensation to be apportioned to the appropriate program.
- » The costs associated with courses that are primarily general education are treated separately from the costs of courses that are primarily or exclusively for majors.
- » Compensated faculty time devoted to non-teaching activities (e.g., department chair, release time) is also taken into account.
- » Specific information on stipends for adjunct faculty is taken into account.

OAB ANALYSIS YIELDS STRATEGIC RESULTS

Figure 3 presents a flowchart showing how OAB aligns with your institutional mission, quality, market potential, cost, and revenue in support of increased enrollment and graduation rates. Specifically, OAB analysis yields

- » Evidence needed to support tough institutional decisions
- » Coordination between admissions/recruiting and program needs
- » Increased revenue from targeted growth
- » Decreased costs in carefully identified areas

Figure 3 Using OAB to Reshape the Curriculum and Grow the Bottom Line



Source: ©2012 by The Higher Education Practice, LLC.

OAB analysis yields the evidence needed to support tough institutional decisions.

AUTHOR BIOGRAPHY

KENNETH L. HOYT, PH.D., founding principal and president of The Higher Education Practice, LLC, has a distinguished 30-year career in higher education. He served as president of Centenary College of New Jersey, as president of The Ohio Foundation of Independent Colleges, Inc., as vice president for The University of Akron, and in various leadership positions at Otterbein College and Baldwin-Wallace College. He holds a Ph.D. in higher education administration and leadership from Ohio University, an M.A. in journalism/PR from The Ohio State University, and a B.A. in business administration/marketing from Baldwin-Wallace College.

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WHAT IS INTEGRATED PLANNING?

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.

Why INTEGRATED PLANNING?

» REMOVE SILOS » WORK COLLABORATIVELY » USE RESOURCES WISELY

You've heard the stories . . .

- . . . every budget meeting is a trial because priorities aren't established.
- . . . an institution goes on probation because it did not "pass" planning on its accreditation review.
- . . . a system opens multiple new buildings on campuses across the state but does not have the funding to operate them.
- . . . a new president's leadership falters because his or her staff resists working transparently or collaboratively.

What is INTEGRATED PLANNING?

Integrated planning is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community.



Benefits of INTEGRATED PLANNING



ALIGN INSTITUTIONAL PRIORITIES WITH RESOURCES

Three years of using an integrated budget process, one

where funding decisions were transparent and clearly tied to strategic goals, brought about "the end of whining" for a Midwestern, regional university.

MAKE ACCREDITATION WORK FOR YOU

The SCUP Planning Institute helped put integrated planning to work at a Southern university and it resulted in a "no concerns or problems" accreditation review.

CONTAIN AND REDUCE COSTS

As part of a comprehensive sustainability effort, integrated planning meets the requirements of the American College and University Presidents Climate Commitment (ACUPCC), and that adds up to savings in utilities for campuses across the country.

Core Competencies for INTEGRATED PLANNING

Senior leaders excel when the people who report to them understand how essential it is to

- » engage the right people
- » in the right conversations
- » at the right time and
- » in the right way.

Integrated planning might not solve every problem on campus, but it is sure to provide a solution to the most important issues. To be effective, and for you as a senior campus leader to be successful, everyone who plans on your campus needs these core competencies:

ENGAGE THE RIGHT PEOPLE: Identify the people who need to be in the room and work with them effectively.

SPEAK THEIR LANGUAGE: Create and use a common planning vocabulary for communicating.

KNOW HOW TO MANAGE A PLANNING PROCESS: Facilitate an integrated planning process and manage change.

PRODUCE A SHARED PLAN: Produce an integrated plan that can be implemented and evaluated.

READ THE PLANNING CONTEXT: Collect and filter relevant information.

GATHER AND DEPLOY RESOURCES: Identify alternative and realistic resource strategies.

2018-19 Tuition and Mandatory Fee Recommendation Eastern Kentucky University (EKU)

ACTION: Staff recommends that the Council approve the following 2018-19 tuition and mandatory fee rates for Eastern Kentucky University.

On May 29, 2018, Eastern Kentucky University officials submitted a tuition and fee proposal for academic year 2018-19 to the Council, along with tuition and fee revenue estimates for fiscal years 2017-18 and 2018-19. The Council staff reviewed ECU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at ECU during fall semester 2018, spring semester 2019, and summer term 2019.

Tuition and Mandatory Fees

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

As can be seen in the table below, the proposal that ECU submitted to the Council complies with the one-year maximum base rate increase of 4.0 percent over the 2017-18 tuition and fee base rate for resident undergraduate students. ECU's proposed base rate increase for resident undergraduate students for 2018-19 is 0.0 percent.

<u>Rate Category</u>	<u>Current 2017-18 Tuition & Fee Charges</u>	<u>Proposed 2018-19 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$8,996	\$8,996	\$0	0.0%
Nonresident	\$18,774	\$18,774	\$0	0.0%
Graduate				
Resident	\$550 pch	\$550 pch	\$0	0.0%
Nonresident	\$825 pch	\$825 pch	\$0	0.0%

Base rates are defined as total tuition and fee charges minus special use fees at UofL, ECU, MoSU, NKU, WKU, and as total tuition and fee charges minus agency bond and safety and security fees at KCTCS. The figures shown above for ECU do not include a \$300.⁰⁰ special use fee assessed annually on full-time students.

Attachment A contains additional categories of tuition and fee charges for resident and nonresident part-time undergraduate students (per-credit-hour charge); for full-time and part-time nonresident students from targeted areas; for undergraduate and graduate students enrolled in online programs (per-credit-hour charge); for graduate students in Education, Nursing Practice, Occupational Therapy, and Psychology doctoral programs; and ECU Now students (high-school dual credit). Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

ECU officials estimate that their proposed 2018-19 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$156.2 million in gross tuition and fee revenue, an increase of about \$4.9 million or 3.2 percent over the previous year (see Attachment B).

**Proposed 2018-19 Tuition and Mandatory Fee Charges
Eastern Kentucky University**

<u>Category</u>	<u>Fall 2018</u>	<u>Spring 2019</u>	<u>Annual 2018-19</u>	<u>Summer 2019</u>	<u>Winter 2018</u>
<i>Undergraduate</i>					
Resident					
Full-time (12 credit hours and above)	\$ 4,498	\$ 4,498			
Per Credit Hour	409	409		409	409
Nonresident					
Full-time (12 credit hours and above)	9,387	9,387			
Per Credit Hour	409	409		409	409
Nonresident - Targeted Areas					
Full-time	4,489	4,489			
Per Credit Hour	409	409		409	409
Online (non-program) Per Credit Hour	409	409		409	409
Online Programs					
General Education	409	409		409	409
Child and Family Studies	409	409		409	409
Corrections and Juvenile Justice	409	409		409	409
Emergency Medical Care	409	409		409	409
Fire Arson Explosion Investigation	409	409		409	409
Fire Protection Administration Online	409	409		409	409
Fire Protection and Safety Engineering Technology	409	409		409	409
Homeland Security	409	409		409	409
Occupational Safety	409	409		409	409
Paralegal	409	409		409	409
Police Studies	409	409		409	409
Political Science	409	409		409	409
Psychology	409	409		409	409
RN to BSN	460	460		460	460
Other Online Program	409	409		409	409
<i>Graduate - Master's</i>					
Resident					
Full-time					
Per Credit Hour	550	550		550	550
Nonresident					
Full-time					
Per Credit Hour	825	825		825	825
Online (non-program) Per Credit Hour	535	535		535	535
Online Programs (per credit hour)					
Adult, Juvenile and Community Corrections Leadership	409	409		409	409
Construction Management	409	409		409	409
Deaf and Hard of Hearing (DHH)	409	409		409	409
Director of Pupil Personnel Endorsement Program	409	409		409	409
Family Nurse Practitioner	409	409		409	409
Gifted Education	409	409		409	409
Instructional Leadership	409	409		409	409
Instructional Supervisor Endorsement Program	409	409		409	409
Interdisciplinary Early Childhood Education (IECE)	409	409		409	409
Learning and Behavior Disorders	409	409		409	409
Library Science	409	409		409	409
Literacy (Reading Writing)	409	409		409	409
Middle Grades Education	409	409		409	409
Music	409	409		409	409
Nursing Administration	409	409		409	409
Principal Certification Program	409	409		409	409
Psychiatric Mental Health Nurse Practitioner	409	409		409	409
Public Administration	409	409		409	409
Safety, Security and Emergency Management	409	409		409	409
Superintendent Endorsement Program	409	409		409	409
Other Online Program	409	409		409	409
<i>Graduate - Doctorate (per credit hour)</i>					
Doctorate in Education	575	575		575	575
Doctorate Nursing Practice	675	675		675	675
Doctorate in Occupational Therapy	675	675		675	675
Doctorate in Psychology	675	675		675	675
<i>EKU Now (High School)</i>					
Per Credit Hour	53	53		53	53

ATTACHMENT B

**Estimated 2018-19 Gross Tuition and Mandatory Fee Revenue
Eastern Kentucky University**

<i>Category</i>	Estimated 2017-18	Estimated 2018-19
<i>Undergraduate</i>		
Resident		
Fall	\$ 41,757,658	\$ 41,779,921
Spring	\$ 36,729,632	\$ 36,740,725
Summer	\$ 2,013,149	\$ 2,023,500
Nonresident		
Fall	\$ 8,956,533	\$ 8,956,530
Spring	\$ 8,092,698	\$ 8,091,150
Summer	\$ 530,458	\$ 530,500
Targeted		
Fall	\$ -	\$ -
Spring	\$ -	\$ -
Summer	\$ 8,694	\$ -
Online Courses		
Fall	\$ 2,853,055	\$ 2,858,486
Spring	\$ 2,447,220	\$ 2,433,808
Summer	\$ 2,772,063	\$ 2,871,132
Winter	\$ 319,020	\$ 319,020
Online Programs		
Fall	\$ 6,526,859	\$ 7,217,915
Spring	\$ 7,227,057	\$ 8,304,255
Summer	\$ 1,941,334	\$ 1,804,723
<i>Graduate - Master's</i>		
Resident		
Fall	\$ 3,121,412	\$ 3,121,400
Spring	\$ 3,040,421	\$ 3,046,230
Summer	\$ 776,124	\$ 779,000
Nonresident		
Fall	\$ 790,688	\$ 790,500
Spring	\$ 677,120	\$ 674,700
Summer	\$ 160,479	\$ 188,025
Online Courses		
Fall	\$ 587,258	\$ 587,260
Spring	\$ 449,324	\$ 454,540
Summer	\$ 808,092	\$ 925,575
Winter	\$ 5,083	\$ 5,080
Online Programs		
Fall	\$ 4,408,781	\$ 4,261,732
Spring	\$ 4,782,177	\$ 4,838,563
Summer	\$ 3,012,958	\$ 2,987,544
<i>Graduate - Doctorate</i>		
Non residency		
Fall	\$ 676,818	\$ 676,800
Spring	\$ 664,251	\$ 664,250
Summer	\$ 291,934	\$ 351,130
Online Programs		
Fall	\$ 274,234	\$ 233,010
Spring	\$ 291,627	\$ 310,284
Summer	\$ 29,250	\$ 125,834
<i>Special Use Fee</i>	\$ 4,314,177	\$ 4,061,362
<i>Proposed Asset Preservation Fee</i>	\$ -	\$ 3,211,068
	<u>\$ 151,337,637</u>	<u>\$ 156,225,552</u>

2018-19 Tuition and Mandatory Fee Recommendation Kentucky State University (KSU)

ACTION: Staff recommends that the Council approve the following 2018-19 tuition and mandatory fee rates for Kentucky State University.

On June 8, 2018, Kentucky State University officials submitted a tuition and fee proposal for academic year 2018-19 to the Council, along with tuition and fee revenue estimates for fiscal years 2017-18 and 2018-19. The Council staff reviewed KSU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at KSU during fall semester 2018, spring semester 2019, and summer term 2019.

Tuition and Mandatory Fees

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

As can be seen in the table below, the proposal that KSU submitted to the Council complies with the one-year maximum base rate increase of 4.0 percent over the 2017-18 tuition and fee base rate for resident undergraduate students. KSU's proposed base rate increase for resident undergraduate students for 2018-19 is 3.9 percent.

<u>Rate Category</u>	<u>Current 2017-18 Tuition & Fee Charges</u>	<u>Proposed 2018-19 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$8,184	\$8,500	\$316	3.9%
Nonresident	\$19,638	\$19,800	\$162	0.8%
Graduate				
Resident	\$10,926	\$10,880	(\$46)	-0.4%
Nonresident	\$16,254	\$15,920	(\$334)	-2.1%

Base rates are defined as total tuition and fee charges minus special use fees at UofL, ECU, MoSU, NKU, WKU, and as total tuition and fee charges minus agency bond and safety and security fees at KCTCS. KSU does not currently assess a special use fee, but it does assess a course materials fee (\$390.⁰⁰ annually), a technology fee (\$310.⁰⁰ annually), and a safety and security fee (\$100.⁰⁰ annually), which are included in the figures shown above.

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

Estimated Tuition Revenue

KSU officials estimate that their proposed 2018-19 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$15.9 million in gross tuition and fee revenue, an increase of about \$21,100 or 0.1 percent over the previous year (see Attachment B).

ATTACHMENT A

**Proposed 2018-19 Tuition and Mandatory Fee Charges
Kentucky State University**

<u>Category</u>	<u>Fall 2018</u>	<u>Spring 2019</u>	<u>Annual 2018-19</u>	<u>Summer 2019</u>	<u>Fall 2019</u>	<u>Spring 2020</u>	<u>Annual 2019-20</u>	<u>Summer 2020</u>
<i>Undergraduate</i>								
Resident								
Full-time (15 credit hours)*	3,850	3,850	7,700		3,850	3,850	7,700	
Per Credit Hour**	325	325		125	325	325		125
Nonresident								
Full-time (15 credit hours)*	9,500	9,500	19,000		9,500	9,500	19,000	
Per Credit Hour**	790	790		125	790	790		125
Nonresident-Destiny (Targeted States)								
Full-time (15 credit hours)*	7,885	7,885	15,770		7,885	7,885	15,770	
Per Credit Hour**	656	656		125	656	656		125
Nonresident-Legacy								
Full-time*	7,885	7,885	15,770		7,885	7,885	15,770	
Per Credit Hour**	656	656		125	656	656		125
Online Programs								
Per Credit Hour**	400	400		400	400	400		400
<i>Graduate</i>								
Resident								
Full-time*	5,040	5,040	10,080		5,040	5,040	10,080	
Per Credit Hour**	420	420		420	420	420		420
Nonresident								
Full-time*	7,560	7,560	15,120		7,560	7,560	15,120	
Per Credit Hour**	630	630		630	630	630		630
Online Programs								
Per Credit Hour**	500	500		500	500	500		500

- * Full-time undergraduate and graduate tuition rates do not include a \$195 per semester mandatory Course & Materials Fee.
- * Full-time undergraduate and graduate tuition rates do not include a \$155 per semester mandatory Technology Fee.
- * Full-time undergraduate and graduate tuition rates do not include a \$50 per semester mandatory Safety & Security Fee.
- * Full-time undergraduate and graduate tuition rates do not include a \$150 per semester mandatory Asset Preservation Fee.

KSU has adopted a four year tuition guarantee beginning with the Fall 2018 semester.
 KSU has adopted tuition rates for both the 2018-19 and 2019-20 fiscal years.

- ** Per Credit Hour undergraduate and graduate tuition rates do not include a \$45 per class mandatory Course & Materials Fee.
- ** Per Credit Hour undergraduate and graduate tuition rates do not include a \$10 per credit hour mandatory Technology Fee.
- ** Per Credit Hour undergraduate and graduate tuition rates do not include a \$5 per credit hour mandatory Safety & Security Fee.
- ** Per Credit Hour undergraduate and graduate tuition rates do not include a \$10 per credit hour mandatory Asset Preservation Fee.

ATTACHMENT B

**Estimated 2018-19 Gross Tuition and Mandatory Fee Revenue
Kentucky State University**

<i>Category</i>	Estimated 2017-18	Estimated 2018-19
<i>Undergraduate</i>		
Resident	\$ 5,690,600	\$ 5,816,000
Nonresident	7,974,000	8,010,500
Online	346,000	348,000
<i>Graduate</i>		
Resident	642,000	645,000
Nonresident	673,500	676,500
Online	261,300	262,500
<i>Summer</i>	300,000	150,000
<i>Total</i>	\$ 15,887,400	\$ 15,908,500

2018-19 Tuition and Mandatory Fee Recommendation Morehead State University (MoSU)

ACTION: Staff recommends that the Council approve the following 2018-19 tuition and mandatory fee rates for Morehead State University.

On June 4, 2018, Morehead State University officials submitted a tuition and fee proposal for academic year 2018-19 to the Council, along with tuition and fee revenue estimates for fiscal years 2017-18 and 2018-19. The Council staff reviewed MoSU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at MoSU during fall semester 2018, spring semester 2019, and summer term 2019.

Tuition and Mandatory Fees

On April 27, 2017, the Council approved a tuition and fee ceiling for Morehead State University for academic years 2018-19 and 2019-20 that limits the amount of the university's base rate increase for resident undergraduate students to no more than 6.0 percent over two years, with an increase of no more than 4.0 percent in any one year. At that same meeting, the Council voted to allow all institutions to charge market competitive rates for graduate and online courses.

As can be seen in the table below, the proposal that MoSU submitted to the Council complies with the one-year maximum base rate increase of 4.0 percent over the 2017-18 tuition and fee base rate for resident undergraduate students. MoSU's proposed base rate increase for resident undergraduate students for 2018-19 is 0.0 percent.

<u>Rate Category</u>	<u>Current 2017-18 Tuition & Fee Charges</u>	<u>Proposed 2018-19 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$8,818	\$8,818	\$0	0.0%
Nonresident	\$13,294	\$13,294	\$0	0.0%
Graduate				
Resident	\$574 pch	\$574 pch	\$0	0.0%
Nonresident	\$574 pch	\$574 pch	\$0	0.0%

Base rates are defined as total tuition and fee charges minus special use fees at UofL, ECU, MoSU, NKU, WKU, and as total tuition and fee charges minus agency bond and safety and security fees at KCTCS. The figures shown above for MoSU do not include a \$132.⁰⁰ special use fee assessed annually on full-time students, or a \$5.00 per-credit-hour fee for part-time students.

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

Estimated Tuition Revenue

MoSU officials estimate that their proposed 2018-19 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$65.1 million in gross tuition and fee revenue, a decrease of about \$4.8 million or 7 percent compared to the previous year (see Attachment B).

ATTACHMENT A

**Proposed 2018-19 Tuition and Mandatory Fee Charges
Morehead State University**

<u>Category</u>	<u>Fall 2018</u>	<u>Spring 2019</u>	<u>Annual 2018-19</u>	<u>Winter & Summer 2019</u>
<i>Undergraduate</i>				
Resident				
Full-time	4,409	4,409	8,818	-
Per Credit Hour	369	369	-	369
Nonresident				
Full-time	6,647	6,647	13,294	-
Per Credit Hour	556	556	-	556
International				
Full-time	11,122	11,122	22,244	-
Per Credit Hour	929	929	-	929
<i>Graduate</i>				
Resident				
Full-time	-	-	-	-
Per Credit Hour	574	574	-	574
Nonresident				
Full-time	-	-	-	-
Per Credit Hour	574	574	-	574
International				
Full-time	-	-	-	-
Per Credit Hour	574	574	-	574
Special Use Fee				
Full-time	66	66	-	-
Per Credit Hour	5	5	-	5

ATTACHMENT B

Estimated 2018-19 Gross Tuition and Mandatory Fee Revenue Morehead State University

<u>Category</u>	<u>Estimated 2017-18</u>	<u>Estimated 2018-19</u>
<i>Undergraduate</i>		
Resident	47,430,990	45,514,834
Nonresident	8,924,875	8,663,389
International	5,066,728	2,667,229
<i>Graduate</i>		
Resident	6,403,677	5,977,265
Nonresident	1,061,722	1,289,826
International	186,027	176,421
Special Use Fee	899,143	867,636
Total	<u><u>\$ 69,973,162</u></u>	<u><u>\$ 65,156,600</u></u>

2018-19 Tuition and Mandatory Fee Recommendation Murray State University (MuSU)

ACTION: Staff recommends that the Council approve the following 2018-19 tuition and mandatory fee rates for Murray State University.

On June 4, 2018, Murray State University officials submitted a tuition and fee proposal for academic year 2018-19 to the Council, along with tuition and fee revenue estimates for fiscal years 2017-18 and 2018-19. The Council staff reviewed MuSU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at MuSU during fall semester 2018, spring semester 2019, and summer term 2019.

Tuition and Mandatory Fees

On April 27, 2018, the Council approved a tuition and fee ceiling for Murray State University for academic years 2018-19 and 2019-20 that limits the amount of the university's base rate increase for resident undergraduate students to no more than 6.0 percent over two years, with an increase of no more than 4.0 percent in any one year. At that same meeting, the Council voted to allow all institutions to charge market competitive rates for graduate and online courses. As can be seen in the table below, the proposal that MuSU submitted to the Council complies with the one-year maximum base rate increase of 4.0 percent over the 2017-18 tuition and fee base rate for resident undergraduate students. MuSU's proposed base rate increase for resident undergraduate students for 2018-19 is 3.9 percent.

<u>Rate Category</u>	<u>Current 2017-18 Tuition & Fee Charges</u>	<u>Proposed 2018-19 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Pre Summer 2016 Admit				
Resident	\$8,340	\$8,592	\$252	3.0%
Nonresident	\$22,728	\$23,376	\$648	2.9%
Summer 2016 and After				
Resident	\$8,820	\$9,084	\$264	3.0%
Nonresident	\$23,820	\$24,540	\$720	3.0%
Graduate				
Resident	\$528.00 pch	\$544.00 pch	\$16.00 pch	3.0%
Nonresident	\$1,489.50 pch	\$800.00 pch	(\$689.50) pch	-46.3%

Base rates are defined as total tuition and fee charges minus special use fees at UofL, ECU, MoSU, NKU, WKU, and as total tuition and fee charges minus agency bond and safety and security fees at KCTCS. MuSU currently does not assess a special use fee.

Attachment A contains additional categories of tuition and fee charges for undergraduate resident and nonresident part-time students (per-credit-hour rate); graduate resident and nonresident part-time students (per-credit-hour rate); doctoral programs; and undergraduate and graduate WEB courses. Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

MuSU officials estimate that their proposed 2018-19 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$111.0 million in gross tuition and fee revenue, an increase of \$211,323 or 0.2 percent over the previous year (see Attachment B).

**Proposed 2018-19 Tuition and Mandatory Fee Charges
Murray State University**

ATTACHMENT A

Category	Students beginning prior to Summer 2016				New Model admitted Summer 2016 or after			
	Fall 2018	Spring 2019	Annual 2018-19	Summer 2019	Fall 2018	Spring 2019	Annual 2018-19	Summer 2019
Undergraduate								
Resident								
Full-time (up to 15 hours)	4296	4296	8,592.00		4542	4542	9,084.00	
Per Credit Hour	358.00	358.00		358.00	378.50	378.50		378.50
(Online Courses Resident) Per Credit Hour	(a)	(a)		(a)	(a)	(a)		(a)
Nonresident								
Full-time (up to 15 hours)	11,688	11,688	23,376.00		12,270	12,270	24,540.00	
Per Credit Hour	974.00	974.00		974.00	1,022.50	1,022.50		1,022.50
(Online Courses Resident) Per Credit Hour	(a)	(a)		(a)	(a)	(a)		(a)
Regional								
Full-time (up to 15 hours)	11,688	11,688	23,376.00		9,084.00	9,084.00	18,168.00	
Per Credit Hour	974.00	974.00		974.00	757.00	757.00		757.00
(Online Courses Resident) Per Credit Hour	(a)	(a)		(a)	(a)	(a)		(a)
Graduate-All programs not defined below								
Resident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	528.00	528.00		528.00	528.00	528.00		528.00
Nonresident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	800.00	800.00		800.00	800.00	800.00		800.00
Regional								
Full-time (up to 15 hours)	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	544.00	544.00		544.00	544.00	544.00		544.00
Online Per Credit Hour, regardless of residency	544.00	544.00		544.00	544.00	544.00		544.00
Graduate-Education								
Resident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	375.00	375.00		375.00	375.00	375.00		375.00
Nonresident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	800.00	800.00		800.00	800.00	800.00		800.00
Regional								
Full-time (up to 15 hours)	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	544.00	544.00		544.00	544.00	544.00		544.00
Online Per Credit Hour, regardless of residency	544.00	544.00		544.00	544.00	544.00		544.00
Graduate-below programs								
Occupational Therapy								
Speech-Language Pathology								
Applied Engineering and Technology Management								
Resident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	600.00	600.00		600.00	600.00	600.00		600.00
Nonresident								
Full-time	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	800.00	800.00		800.00	800.00	800.00		800.00
Regional								
Full-time (up to 15 hours)	n/a	n/a		n/a	n/a	n/a		n/a
Per Credit Hour	600.00	600.00		600.00	600.00	600.00		600.00
Online Per Credit Hour, regardless of residency	544.00	544.00		544.00	544.00	544.00		544.00
Doctor of Education								
Per Credit Hour, regardless of residency	590.00	590.00		590.00	590.00	590.00		590.00
Online Per Credit Hour, regardless of residency	544.00	544.00		544.00	544.00	544.00		544.00
Doctor of English								
Per Credit Hour, regardless of residency	590.00	590.00		590.00	590.00	590.00		590.00
Online Per Credit Hour, regardless of residency	544.00	544.00		544.00	544.00	544.00		544.00
Doctor of Nursing Practice - Nursing								
Per Credit Hour, regardless of residency	590.00	590.00		590.00	590.00	590.00		590.00
Online Per Credit Hour, regardless of residency	544.00	544.00		544.00	544.00	544.00		544.00
Doctor of Nursing Practice - Family Nurse Practitioner								
Per Credit Hour, regardless of residency	590.00	590.00		590.00	590.00	590.00		590.00
Online Per Credit Hour, regardless of residency	544.00	544.00		544.00	544.00	544.00		544.00
Doctor of Nursing Practice - Nurse Anesthetist								
Per Credit Hour, regardless of residency	700.00	700.00		700.00	700.00	700.00		700.00
Online Per Credit Hour, regardless of residency	544.00	544.00		544.00	544.00	544.00		544.00

Notes:

- (a) Online courses are billed at the same rate as face-to-face courses, effective 2016-17 academic year. However, full online undergraduate programs will be billed \$378.50 per credit hour for tuition and mandatory fees. Students enrolled in full online programs will not have their courses capped and will be billed for each credit hour enrolled.
- (b) All undergraduate rates are capped at fixed-flat full-time for 12-15 credit hours. Hours above 15 will be assessed at the appropriate resident, regional or non-resident rate.

ATTACHMENT B

Estimated 2018-19 Gross Tuition and Mandatory Fee Revenue Murray State University

<u>Category</u>	<u>Estimated 2017-18</u>	<u>Estimated 2018-19</u>
<i>Undergraduate</i>		
Resident	\$ 39,932,539	\$ 41,251,949
Nonresident	\$ 52,570,909	\$ 55,311,751
Online	(a) \$ -	\$ -
<i>Graduate</i>		
Resident	\$ 2,851,249	\$ 2,165,777
Nonresident	\$ 6,157,218	\$ 4,676,954
Online	\$ 6,803,176	\$ 5,167,616
<i>Doctorial</i>		
Resident	\$ 807,436	\$ 743,008
Nonresident	\$ 313,131	\$ 316,379
Online	\$ 1,305,991	\$ 1,319,539
Total	\$ 110,741,650	\$ 110,952,973

Note:

Revenues from online courses are not tracked by MSU since FY17 due to rates not being different by residency.

(a) Online revenues are included in the Resident and NonResident amounts.

2018-19 Tuition and Mandatory Fee Recommendation Northern Kentucky University (NKU)

ACTION: Staff recommends that the Council approve the following 2018-19 tuition and mandatory fee rates for Northern Kentucky University.

On June 1, 2018, Northern Kentucky University officials submitted a tuition and fee proposal for academic year 2018-19 to the Council, along with tuition and fee revenue estimates for fiscal years 2017-18 and 2018-19. The Council staff reviewed NKU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at NKU during fall semester 2018, spring semester 2019, and summer term 2019.

Tuition and Mandatory Fees

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

As can be seen in the table below, the proposal that NKU submitted to the Council complies with the one-year maximum base rate increase of 4.0 percent over the 2017-18 tuition and fee base rate for resident undergraduate students. NKU's proposed base rate increase for resident undergraduate students for 2018-19 is 3.1 percent.

<u>Rate Category</u>	<u>Current 2017-18 Tuition & Fee Charges</u>	<u>Proposed 2018-19 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$9,360	\$9,648	\$288	3.1%
Nonresident	\$18,720	\$19,296	\$576	3.1%
Graduate				
Resident	\$584 pch	\$613 pch	\$29	5.0%
Nonresident	\$898 pch	\$943 pch	\$45	5.0%

Base rates are defined as total tuition and fee charges minus special use fees at UofL, EKU, MoSU, NKU, WKU, and as total tuition and fee charges minus agency bond and safety and security fees at KCTCS. The figures shown above for NKU do not include a \$384.⁰⁰ special use fee assessed annually on full-time students, or a \$16.⁰⁰ per-credit-hour fee for part-time students.

Attachment A contains additional categories of tuition and fee charges, including rates for undergraduate resident, nonresident, Metro, Indiana, PACE Program, and online students; graduate resident, nonresident, Ohio/Indiana, and online students; online programs; and business, law, and education doctorate and first professional programs. Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

NKU officials estimate that their proposed 2018-19 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$146.7 million in gross tuition and fee revenue, an increase of about \$3.2 million or 2.3 percent over the previous year (see Attachment B).

**Proposed 2018-19 Tuition and Mandatory Fee Charges
Northern Kentucky University**

Fee and Tuition Rates approved by Board on May 11 - The Highlighted Rates below are changes to the approved Board Rates and will be brought to Board in July

<i>Category-Tuition</i>	Fall 2018	Spring 2019	Annual 2018-19	Summer 2019	Winter 2018
Undergraduate					
Resident					
Full-time (12-16 credit hours)	\$4,824	\$4,824	\$9,648	N/A	N/A
Per Credit Hour	\$402	\$402	N/A	\$390	\$402
Metro (Returning)					
Full-time (12-16 credit hours)	\$7,296	\$7,296	\$14,592	N/A	N/A
Per Credit Hour	\$608	\$608	N/A	\$590	\$608
Indiana Rate					
Full-time (12-16 credit hours)	\$4,824	\$4,824	\$9,648	N/A	N/A
Per Credit Hour	\$402	\$402	N/A	\$390	\$402
Nonresident					
Full-time (12-16 credit hours)	\$9,648	\$9,648	\$19,296	N/A	N/A
Per Credit Hour	\$804	\$804	N/A	\$780	\$804
Resident and Nonresident Online & Accelerated Online					
Per Credit Hour	\$437	\$437	N/A	\$425	\$437
Resident and Nonresident - PACE Program					
Per Credit Hour	\$427	\$427	N/A	\$415	\$427
School Based Scholars - Per Credit Hour	\$54	\$54	N/A	\$54	\$54
Graduate - Per Credit Hour					
Resident	\$613	\$613	N/A	\$584	\$613
Ohio/Indiana	\$738	\$738	N/A	\$703	\$738
Nonresident	\$943	\$943	N/A	\$898	\$943
SNU Computer Science Program	\$735	\$735	N/A	\$700	\$735
Nonresident & Resident - Online	\$653	\$653	N/A	\$624	\$653
Accelerated Online Graduate Programs	\$624	\$624	N/A	\$624	\$624
Education Doctorate (per credit hour)					
Resident	\$684	\$684	N/A	\$684	\$684
Ohio/Indiana	\$803	\$803	N/A	\$803	\$803
Nonresident	\$998	\$998	N/A	\$998	\$998
Business Graduate - Per Credit Hour					
Resident	\$627	\$627	N/A	\$627	\$627
Ohio/Indiana	\$737	\$737	N/A	\$737	\$737
Nonresident	\$1,022	\$1,022	N/A	\$1,022	\$1,022
Accelerated Online Master of Business	\$499	\$499	N/A	\$499	\$499
Executive Leadership & Organizational Change-2 Year Cohort Rate	N/A	N/A	\$34,950	N/A	N/A
Graduate - Master of Education - Per Credit Hour	\$518	\$518	N/A	\$518	\$518
College of Health Professions (Nursing Grad Cohort Programs) - Per Credit Hour					
Undergraduate					
RN-BSN Online Partner Rate	\$330	\$330	N/A	\$330	\$330
Graduate and Doctorate					
Doctorate of Nurse Practitioner (DNP)	\$648	\$648	N/A	\$648	\$648
Certificate in Nursing Anesthesia (resident)	\$746	\$746	N/A	\$717	\$746
Certificate in Nursing Anesthesia (nonresident)	\$954	\$954	N/A	\$917	\$954
Master of Science in Nursing (MSN)	\$621	\$621	N/A	\$621	\$621
College of Health Norton (no new contracts)	Eliminate	Eliminate	Eliminate	Eliminate	Eliminate
St. Elizabeth RN-BSN	\$400	\$400	N/A	\$400	\$400
Children's Hospital - GR	\$718	\$718	N/A	\$718	\$718
St. Elizabeth MSN	\$545	\$545	N/A	\$545	\$545
Mercy Health Online - GR	\$635	\$635	N/A	\$635	\$635
Law					
Resident					
Full-time (13 - 16 credit hours)	\$10,166	\$10,166	\$20,332	N/A	N/A
Per Credit Hour	\$782	\$782	N/A	\$745	\$782
Nonresident					
Full-time (13 - 16 credit hours)	\$16,445	\$16,445	\$32,890	N/A	N/A
Per Credit Hour	\$1,265	\$1,265	N/A	\$1,205	\$1,265
LLM(master of law for international students-one year program)	N/A	N/A	\$28,950	N/A	N/A
Category-Mandatory Fee (Special Use Fee) Campus Recreation	\$16	\$16	N/A	\$16	\$16
Per Credit Hour (caps at 12 hours \$192 semester)					

Estimated 2018-19 Gross Tuition and Mandatory Fee Revenue Northern Kentucky University

<i>Category - Tuition</i>	Estimated 2017-18	Estimated 2018-19
<i>Undergraduate</i>		
Resident	59,068,926	60,479,100
Metro	20,022,613	12,447,800
Nonresident	22,769,670	31,187,300
Indiana Reciprocity	2,948,595	3,000,700
On-Line	4,417,265	4,439,300
PACE	2,591,460	2,643,100
School Based Scholars	610,578	601,200
Ohio Reciprocity	2,241,030	2,277,500
<i>Graduate</i>		
Resident	3,906,061	4,043,000
Ohio/Indiana Rate	2,826,892	2,936,900
Nonresident	1,070,416	1,107,700
On-Line	3,452,575	3,447,200
<i>Business Graduate</i>		
Resident	446,424	408,500
Ohio/Indiana Rate	248,738	254,200
Nonresident	48,034	48,600
ELOC Program	657,060	670,200
<i>First-Professional</i>		
Resident	5,279,525	5,623,400
Nonresident	4,885,575	5,243,900
<i>Doctorate</i>		
Resident	708,042	719,800
Ohio/Indiana	665,609	669,400
Dr. Online (Dr of Nurse Practitioner)	238,626	244,900
<i>Total Gross Tuition</i>	139,103,714	142,493,700
		3,389,986
		2.4%
<i>Category - Mandatory Fee</i>		
Special Use Fee (Campus Rec Fee)	4,398,820	4,250,400
TOTAL TUITION AND MANDATORY FEES	143,502,534	146,744,100

2018-19 Tuition and Mandatory Fee Recommendation University of Kentucky (UK)

ACTION: Staff recommends that the Council approve the following 2018-19 tuition and mandatory fee rates for the University of Kentucky.

On June 18, 2018, University of Kentucky officials submitted a tuition and fee proposal for academic year 2018-19 to the Council, along with tuition and fee revenue estimates for fiscal years 2017-18 and 2018-19. The Council staff reviewed UK's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at UK during fall semester 2018, spring semester 2019, and summer term 2019.

Tuition and Mandatory Fees

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

As can be seen in the table below, the proposal that UK submitted to the Council complies with the one-year maximum base rate increase of 4.0 percent over the 2017-18 tuition and fee base rate for resident undergraduate students. UK's proposed base rate increase for resident undergraduate students for 2018-19 is 2.5 percent.

<u>Rate Category</u>	<u>Current 2017-18 Tuition & Fee Charges</u>	<u>Proposed 2018-19 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Lower Division				
Resident	\$11,772	\$12,070	\$298	2.5%
Nonresident	\$27,856	\$28,902	\$1,046	3.8%
Upper Division				
Resident	\$12,112	\$12,420	\$308	2.5%
Nonresident	\$28,236	\$29,296	\$1,060	3.8%
Graduate				
Resident	\$12,726	\$13,052	\$326	2.6%
Nonresident	\$30,224	\$31,364	\$1,140	3.8%

Base rates are defined as total tuition and fee charges minus special use fees at UofL, ECU, MoSU, NKU, WKU, and as total tuition and fee charges minus agency bond and safety and security fees at KCTCS. UK currently does not assess a special use fee.

Attachment A contains additional categories of tuition and fee charges for undergraduate resident and nonresident part-time students (per-credit-hour charge); for graduate resident and nonresident part-time students (per-credit-hour charge); and for graduate programs in law, medicine, dentistry, pharmacy, professional practice doctoral, MBA, and doctorate of physical therapy. Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

UK officials estimate that their proposed 2018-19 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$528.2 million in gross tuition and fee revenue, an increase of about \$24.4 million or 4.8 percent over the previous year (see Attachment B).

**Proposed 2018-19 Tuition and Mandatory Fee Charges
University of Kentucky**

Category	Fall 2018	Spring 2019	Annual 2018-19	Summer and Winter Terms 2019	Full Programs (Began in 2016-17)
<i>Undergraduate (Lower Division)</i>					
Resident					
Full-time (12 credit hours and above)	\$ 6,035	\$ 6,035	\$ 12,070		
Per Credit Hour	\$ 490	\$ 490		\$ 490	
Nonresident					
Full-time (12 credit hours and above)	\$ 14,451	\$ 14,451	\$ 28,902		
Per Credit Hour	\$ 1,189	\$ 1,189		\$ 1,189	
Online	*	*		*	
<i>Undergraduate (Upper Division)</i>					
Resident					
Full-time (12 credit hours and above)	\$ 6,210	\$ 6,210	\$ 12,420		
Per Credit Hour	\$ 503	\$ 503		\$ 503	
Nonresident					
Full-time (12 credit hours and above)	\$ 14,648	\$ 14,648	\$ 29,296		
Per Credit Hour	\$ 1,206	\$ 1,206		\$ 1,206	
Online	*	*		*	
<i>Graduate</i>					
Resident					
Full-time	\$ 6,526	\$ 6,526	\$ 13,052		
Per Credit Hour	\$ 693	\$ 693		\$ 693	
Online	*	*		*	
Nonresident					
Full-time	\$ 15,682	\$ 15,682	\$ 31,364		
Per Credit Hour	\$ 1,708	\$ 1,708		\$ 1,708	
Online	*	*		*	
<i>Master of Business Administration (MBA)</i>					
<i>Evening and part-time students (entered prior to Summer 2016)</i>					
Resident					
Full-time	7,546	7,546	\$ 15,092		
Per Credit Hour	\$ 806	\$ 806		\$ 806	
Nonresident					
Full-time	\$ 18,734	\$ 18,734	\$ 37,468		
Per Credit Hour	\$ 2,046	\$ 2,046		\$ 2,046	
<i>Master of Science in Finance</i>					
Resident					
Full-time	\$ 13,550	\$ 13,550	\$ 27,100		
Per Credit Hour	\$ 1,474	\$ 1,474		\$ 1,474	
Nonresident					
Full-time	\$ 18,875	\$ 18,875	\$ 37,750		
Per Credit Hour	\$ 2,065	\$ 2,065		\$ 2,065	
<i>Master, Professional</i>					
Resident					
Full-time	\$ 6,844	\$ 6,844	\$ 13,688		
Per Credit Hour	\$ 728	\$ 728		\$ 728	
Nonresident					
Full-time	\$ 16,044	\$ 16,044	\$ 32,088		
Per Credit Hour	\$ 1,751	\$ 1,751		\$ 1,751	
<i>Master, Health Professional</i>					
Resident					
Full-time	\$ 7,032	\$ 7,032	\$ 14,064		
Per Credit Hour	\$ 749	\$ 749		\$ 749	
Nonresident					
Full-time	\$ 16,258	\$ 16,258	\$ 32,516		
Per Credit Hour	\$ 1,770	\$ 1,770		\$ 1,770	
<i>Professional Practice Doctoral</i>					
Resident					
Full-time	\$ 8,518	\$ 8,518	\$ 17,036		
Per Credit Hour	\$ 915	\$ 915		\$ 915	
Nonresident					
Full-time	\$ 21,679	\$ 21,679	\$ 43,358		
Per Credit Hour	\$ 2,376	\$ 2,376		\$ 2,376	
<i>Dentistry</i>					
Resident			\$ 34,246		
Nonresident			\$ 72,344		
<i>Reduced Curriculum load</i>					
Resident			\$ 17,885		
Nonresident			\$ 36,934		
<i>Doctor of Pharmacy</i>					
Resident			\$ 27,557		
Nonresident			\$ 50,665		
<i>Reduced curriculum load</i>					
Resident			\$ 14,541		

**Proposed 2018-19 Tuition and Mandatory Fee Charges
University of Kentucky**

<u>Category</u>	<u>Fall 2018</u>	<u>Spring 2019</u>	<u>Annual 2018-19</u>	<u>Summer and Winter Terms 2019</u>	<u>Full Programs (Began in 2016-17)</u>
Non-Resident			\$ 26,095		
<i>Doctorate of Physical Therapy</i>					
Resident			\$ 21,176		
Nonresident			\$ 46,148		
<i>Law</i>					
Resident			\$ 24,047		
Nonresident			\$ 48,474		
<i>Medicine</i>					
<i>Students - entering class of fall 2012</i>					
Resident			\$ 32,889		
Nonresident			\$ 60,272		
<i>Students - entering class of fall 2013</i>					
Resident			\$ 33,870		
Nonresident			\$ 62,073		
<i>Students - entering class of fall 2014</i>					
Resident			\$ 34,888		
Nonresident			\$ 63,948		
<i>Students - entering class of fall 2015</i>					
Resident			\$ 35,929		
Nonresident			\$ 65,861		
<i>Students - entering class of fall 2016</i>					
Resident			\$ 37,716		
Nonresident			\$ 65,861		
<i>Students - entering class of fall 2017</i>					
Resident			\$ 38,472		
Nonresident			\$ 68,000		
<i>Students - entering class of fall 2018</i>					
Resident			\$ 38,920		
Nonresident			\$ 69,648		
<i>Reduced Curriculum load</i>					
Resident			\$ 20,222		
Nonresident			\$ 35,586		
<i>Master of Business Administration (MBA)</i>					
<i>One-Year (Full-Time)</i>					
Resident					\$ 34,430
Nonresident					\$ 39,950
<i>Professional Evening Two-Years (full-time)</i>					
<i>Students - entering class of fall 2016</i>					
Resident					\$ 34,622
Nonresident					\$ 39,622
<i>Students - entering class of fall 2017</i>					
Resident					\$ 34,622
Nonresident					\$ 39,622
<i>Students - entering class of fall 2018</i>					
Resident					\$ 35,551
Nonresident					\$ 41,070
<i>Professional Evening Three-Years (part-time)</i>					
<i>Students - entering class of fall 2016</i>					
Resident					\$ 33,458
Nonresident					\$ 38,458
<i>Students - entering class of fall 2017</i>					
Resident					\$ 33,458
Nonresident					\$ 38,458
<i>Students - entering class of fall 2018</i>					
Resident					\$ 34,416
Nonresident					\$ 39,935
<i>UK-UofL Joint Executive Master in Business Administration</i>					\$ 67,500

* Students enrolled in only online distance learning courses during the fall and spring semesters are assessed the Kentucky resident rate regardless of residency status. Students enrolled in undergraduate online distance learning courses during intersessions (e.g. summer and winter terms) are assessed based on their residency status.

ATTACHMENT B

Estimated 2018-19 Gross Tuition and Mandatory Fee Revenue University of Kentucky

<u>Category</u>	<u>Estimated 2017-18</u>	<u>Estimated 2018-19</u>
<i>Undergraduate</i>		
Resident	\$ 165,294,800	\$ 172,431,100
Nonresident	167,165,600	174,963,200
Online*		
<i>Graduate</i>		
Resident	23,047,100	25,846,400
Nonresident	40,992,700	44,414,400
Online*		
<i>Professional - Practice</i>		
Resident	41,002,400	43,321,900
Nonresident	31,391,500	32,888,900
Mandatory Fees	34,916,400	34,365,300
Total	<u>\$ 503,810,500</u>	<u>\$ 528,231,200</u>

*Tuition revenue from online course offerings is not separately recorded. Students enrolled in only online distance learning courses during the fall and spring semesters are assessed the Kentucky resident rate regardless of residency status. Students enrolled in undergraduate online distance learning courses during intersessions (e.g. summer and winter terms) are assessed based on their residency status. A Distance Learning Fee of \$10 per credit hour is assessed for online courses.

2018-19 Tuition and Mandatory Fee Recommendation University of Louisville (UofL)

ACTION: Staff recommends that the Council approve the following 2018-19 tuition and mandatory fee rates for the University of Louisville.

On June 4, 2018, University of Louisville officials submitted a tuition and fee proposal for academic year 2018-19 to the Council, along with tuition and fee revenue estimates for fiscal years 2017-18 and 2018-19. The Council staff reviewed UofL’s proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at UofL during fall semester 2018, spring semester 2019, and summer term 2019.

Tuition and Mandatory Fees

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

As can be seen in the table below, the proposal that UofL submitted to the Council complies with the one-year maximum base rate increase of 4.0 percent over the 2017-18 tuition and fee base rate for resident undergraduate students. UofL’s proposed base rate increase for resident undergraduate students for 2018-19 is 3.5 percent.

<u>Rate Category</u>	<u>Current 2017-18 Tuition & Fee Charges</u>	<u>Proposed 2018-19 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$11,068	\$11,460	\$392	3.5%
Nonresident	\$26,090	\$27,082	\$992	3.8%
Graduate				
Resident	\$12,246	\$12,684	\$438	3.6%
Nonresident	\$25,486	\$26,454	\$968	3.8%

Base rates are defined as total tuition and fee charges minus special use fees at UofL, ECU, MoSU, NKU, WKU, and as total tuition and fee charges minus agency bond and safety and security fees at KCTCS. The figures shown above for UofL do not include a \$196.⁰⁰ special use fee assessed annually on full-time students.

Attachment A contains additional categories of tuition and mandatory fee charges, including rates for undergraduate and graduate part-time students (per-credit-hour rates); undergraduate and graduate distance education students; an education doctorate practitioner program; and business, accounting, medicine, human resources and organizational development, dentistry, urban planning, and law first-professional programs. Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

UofL officials estimate that their proposed 2018-19 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$307.0 million in gross tuition and fee revenue, an increase of about \$10.3 million or 3.5 percent more than the previous year (see Attachment B).

**Proposed 2018-19 Tuition and Mandatory Fee Charges
University of Louisville**

<i>Category</i>	Fall 2018	Spring 2019	Annual 2018-19	Summer 2019
<i>Undergraduate</i>				
Resident				
Full-time (12 credit hours and above)	\$ 5,730	\$ 5,730	\$ 11,460	\$ 5,730
Per Credit Hour	478	478		478
Nonresident				
Full-time (12 credit hours and above)	13,541	13,541	\$ 27,082	13,541
Per Credit Hour	1,129	1,129		1,129
Special Fort Knox Rate				
Per Credit Hour (includes online courses)	250	250		250
<i>Intensive English as a Second Language (IESL)</i>				
Full-time Day Program	NA	NA	NA	NA
<i>Graduate</i>				
Resident				
Full-time	6,342	6,342	\$ 12,684	6,342
Per Credit Hour	705	705		705
Nonresident				
Full-time	13,227	13,227	\$ 26,454	13,227
Per Credit Hour	1,470	1,470		1,470
Special Fort Knox Rate				
Per Credit Hour	250	250		250
(excludes Master's of Engineering in Engineering Management Online fixed price program)				
<i>Distance Education (per credit hour)</i>				
Undergraduate	497	497		497
Graduate	714	714		714
Graduate - Urban Planning & Public Admin	855	855		855
Law, full-time	1,098	1,098		1,098
Law, part-time	914	914		914
<i>Professional MBA Cohort Program</i>				
Resident - 6 consecutive semesters including summer terms				
Full-time	5,333	5,333	16,000	5,333
Nonresident - 6 consecutive semesters including summer terms				
Full-time	5,333	5,333	16,000	5,333
<i>Full-time MBA Cohort Program</i>				
Resident - 13 month program				
Full-time	10,667	10,667	32,000	10,667
Nonresident - 13 month program				
Full-time	10,667	10,667	32,000	10,667
<i>IMBA Cohort Program</i>				
Resident - 6 consecutive semesters including summer terms				
Full-time	5,333	5,333	16,000	5,333
Nonresident - 6 consecutive semesters including summer terms				
Full-time	5,333	5,333	16,000	5,333
<i>Master's in Accountancy Cohort Program</i>				
Resident - 3 consecutive semesters including summer terms				
Full-time	7,000	7,000	21,000	7,000
Nonresident - 3 consecutive semesters including summer terms				
Full-time	7,000	7,000	21,000	7,000
<i>Master's in Business Analytics Program</i>				
Resident - 13 month program				
Full-time	10,000	10,000	30,000	10,000
Nonresident - 13 month program				
Full-time	10,000	10,000	30,000	10,000
<i>Certificate Program in Accounting</i>				
Resident (7 undergraduate courses over 2-3 semesters)				
Full-time	6,450	6,450	12,900	NA
Nonresident (7 undergraduate courses over 2-3 semesters)				
Full-time	6,450	6,450	12,900	NA
<i>Ed. D. Practitioner</i>				
Resident - 9 consecutive semesters including summer terms				
Full-time	1,800	1,800	5,400	1,800
Nonresident - 9 consecutive semesters including summer terms				
Full-time	1,800	1,800	5,400	1,800
<i>M.S. in Human Resources and Organization Development</i>				

**Proposed 2018-19 Tuition and Mandatory Fee Charges
University of Louisville**

<i>Category</i>	Fall 2018	Spring 2019	Annual 2018-19	Summer 2019
Resident - 6 consecutive semesters including summer terms				
Full-time	2,750	2,750	8,250	2,750
Nonresident - 6 consecutive semesters including summer terms				
Full-time	2,750	2,750	8,250	2,750
<i>Urban Planning and Public Administration Programs</i>				
Resident				
Full-time	7,242	7,242	\$ 14,484	7,242
Nonresident				
Full-time	14,127	14,127	\$ 28,254	14,127
<i>Law</i>				
Resident				
Full-time	10,944	10,944	\$ 21,888	10,944
Per Credit Hour	1,095	1,095		1,095
Nonresident				
Full-time	20,412	20,412	\$ 40,824	20,412
Per Credit Hour	2,042	2,042		2,042
<i>Medicine</i>				
Resident	19,883	19,883	\$ 39,766	NA
Nonresident	30,236	30,236	\$ 60,472	NA
<i>Dentistry</i>				
Resident	16,829	16,829	\$ 33,658	NA
Nonresident	35,108	35,108	\$ 70,216	NA
Special Use Fee	98	98	\$ 196	

ATTACHMENT B

**Estimated 2018-19 Gross Tuition and Mandatory Fee Revenue
University of Louisville**

<u>Category</u>	<u>Estimated 2017-18</u>	<u>Estimated 2018-19</u>
<i>Undergraduate</i>		
Resident	\$ 116,517,000	\$ 121,372,000
Nonresident	32,463,000	33,816,000
Online	24,181,000	23,564,009
<i>Graduate</i>		
Resident	22,624,000	23,714,000
Nonresident	6,716,000	7,040,000
Online	10,298,000	10,035,997
<i>First-Professional</i>		
Resident	30,042,000	31,251,000
Nonresident	29,838,000	31,038,000
Other Tuition	11,557,000	13,592,100
Mandatory Fees	9,020,483	8,096,170
Student Recreation Center Special Use Fee	3,500,000	3,500,000
<i>Total</i>	<u>\$ 296,756,483</u>	<u>\$ 307,019,276</u>

Note: Insert additional rows and categories as needed, so that total estimated tuition and mandatory fee revenue for all categories of students (i.e., every academic level, residency, and full-time or part-time status) is reflected in the bottom row.

2018-19 Tuition and Mandatory Fee Recommendation Western Kentucky University (WKU)

ACTION: Staff recommends that the Council approve the following 2018-19 tuition and mandatory fee rates for Western Kentucky University.

On June 4, 2018, Western Kentucky University officials submitted a tuition and fee proposal for academic year 2018-19 to the Council, along with tuition and fee revenue estimates for fiscal years 2017-18 and 2018-19. The Council staff reviewed WKU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at WKU during fall semester 2018, spring semester 2019, and summer term 2019.

Tuition and Mandatory Fees

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

As can be seen in the table below, the proposal that WKU submitted to the Council complies with the one-year maximum base rate increase of 4.0 percent over the 2017-18 tuition and fee base rate for resident undergraduate students. WKU's proposed base rate increase for resident undergraduate students for 2018-19 is 4.0 percent.

<u>Rate Category</u>	<u>Current 2017-18 Tuition & Fee Charges</u>	<u>Proposed 2018-19 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$10,002	\$10,402	\$400	4.0%
Nonresident	\$25,312	\$26,296	\$984	3.9%
Graduate				
Resident	\$578 pch	\$596 pch	\$18	3.1%
Nonresident	\$862 pch	\$888 pch	\$26	3.0%

Base rates are defined as total tuition and fee charges minus special use fees at UofL, EKU, MoSU, NKU, WKU, and as total tuition and fee charges minus agency bond and safety and security fees at KCTCS. The figures shown above for WKU do not include a \$200.⁰⁰ special use fee assessed annually on full-time students.

Attachment A contains additional categories of tuition and fee charges for undergraduate resident and nonresident part-time and distance learning students; nonresident Tuition Incentive Program (TIP) students; graduate resident and nonresident distance learning students; graduate nonresident international students; nurse practitioner and physical therapy doctoral students; and graduate professional MBA program students. Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

WKU officials estimate that their proposed 2018-19 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$193.1 million in gross tuition and fee revenue, a decrease of about \$5.6 million or -2.8 percent compared to the previous year (see Attachment B).

ATTACHMENT A

**Proposed 2018-19 Tuition and Mandatory Fee Charges
Western Kentucky University**

<i>Category</i>	Fall 2018	Spring 2019	Annual 2018-19	Winter & Summer 2019
<i>Undergraduate</i>				
Resident				
Full-time (12-18 credit hours)	5,201	5,201	10,402	
Military at Resident Rate	5,201	5,201	10,402	
Part-time (Per Credit Hour)	433	433		433
Dual Credit (Per Credit Hour)	54	54		
Nonresident				
Full-time (12-18 credit hours)	13,148	13,148	26,296	
Full-time - Tuition Incentive Program (12-18 ch)	6,776	6,776	13,552	
Part-time (Per Credit Hour)	1,096	1,096		1,096
Part-time - Tuition Incentive Program (pch)	565	565		565
Part-time - Distance Learning (Online Courses)	530	530		530
International				
Full-time (12-18 credit hours)	13,472	13,472	26,944	
Part-time (Per Credit Hour)	1,123	1,123		1,123
<i>Graduate</i>				
Resident				
Per Credit Hour	596	596		596
Military at Resident Rate	596	596		596
Kentucky P-12 Educator	415	415		415
Nonresident				
Domestic Per Credit Hour	888	888		888
International Per Credit Hour	951	951		951
Distance Learning (Online Courses)	707	707		707
Doctorate, Nurse Practitioner				
Resident (Per Credit Hour)	652	652		652
Nonresident (Per Credit Hour)	847	847		847
Doctorate, Physical Therapy				
Resident (Per Credit Hour)	632	632		632
Nonresident (Per Credit Hour)	898	898		898
Professional MBA (Per 6 Hours)				
Active Military (Per Credit Hour)	250	250		250

Estimated 2018-19 Gross Tuition and Mandatory Fee Revenue Western Kentucky University

<i>Category</i>	Budgeted 2017-18	Budgeted 2018-19
<i>Undergraduate</i>		
Resident	\$ 108,006,000	\$ 105,127,000
Nonresident	52,003,000	50,549,000
<i>Graduate (incl practice based doctoral)</i>		
Resident	16,180,000	15,751,000
Nonresident	12,057,000	11,722,000
<i>Student Athletics Fee</i>	6,006,000	5,769,000
<i>Centers Fee(Auxiliary Enterprises)</i>	1,703,000	1,613,000
<i>Special Use Fees</i>	2,747,000	2,602,000
<i>Total</i>	\$198,702,000	\$ 193,133,000

Note: Insert additional rows and categories as needed, so that total estimated tuition and mandatory fee revenue for all categories of students (i.e., every academic level, residency, and full-time or part-time status) is reflected in the bottom row.

2018-19 Tuition and Mandatory Fee Recommendation Kentucky Community and Technical College System (KCTCS)

ACTION: Staff recommends that the Council approve the following 2018-19 tuition and mandatory fee rates for the Kentucky Community and Technical College System.

On May 30, 2018, Kentucky Community and Technical College System (KCTCS) officials submitted a tuition and fee proposal for academic year 2018-19 to the Council, along with tuition and fee revenue estimates for fiscal years 2017-18 and 2018-19. The Council staff reviewed KCTCS's proposed rates and determined that they comply with the resident rate ceiling adopted by the Council at its April 27, 2018 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at KCTCS during fall semester 2018, spring semester 2019, and summer term 2019.

Tuition and Mandatory Fees

On April 27, 2018, the Council approved a tuition and fee ceiling for the Kentucky Community and Technical College System for academic year 2018-19 that limits the amount of KCTCS institution base rate increases for resident students to no more than \$12.00 per credit hour over two years, with no more than an \$8.00 per-credit-hour increase in any one year. As can be seen in the table below, the proposal that KCTCS submitted to the Council complies with the maximum base rate ceiling increase of \$8.⁰⁰ per credit hour allowed for 2018-19.

<u>Rate Category</u>	<u>Current 2017-18 Tuition & Fee Charges</u>	<u>Proposed 2018-19 Tuition & Fee Charges</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Resident				
Per Credit Hour	\$162.00 pch	\$169.00 pch	\$7.00 pch	4.3%
30 Credit Hours	\$4,860	\$5,070	\$210	4.3%
Nonresident				
Per Credit Hour	\$324.00 pch	\$338.00 pch	\$14.00 pch	4.3%
30 Credit Hours	\$9,720	\$10,140	\$420	4.3%

Base rates are defined as total tuition and fee charges minus special use fees at UofL, EKU, MoSU, NKU, WKU, and as total tuition and fee charges minus agency bond and safety and security fees at KCTCS. The figures shown above for KCTCS do not include

an \$8.⁰⁰ per-credit-hour agency bond fee assessed on all students, but they do include a \$2.⁰⁰ per-credit-hour safety and security assessed on all students.

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

Estimated Tuition Revenue

KCTCS officials estimate that their proposed 2018-19 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$236.3 million in gross tuition and fee revenue, an increase of about \$10.2 million or 4.5 percent over the previous year (see Attachment B).

ATTACHMENT A

**Proposed 2018-19 Tuition and Mandatory Fee Charges
Kentucky Community and Technical College System**

<u>Category</u>	<u>Fall 2018</u>	<u>Spring 2019</u>	<u>Annual 2018-19</u>	<u>Summer 2019</u>
<i>Resident</i>				
Per Credit Hour	\$169	\$169		\$169
Charge for Students Enrolled with 3 Credit Hours	507	507		507
Charge for Students Enrolled with 6 Credit Hours	1,014	1,014		1,014
Charge for Students Enrolled with 9 Credit Hours	1,521	1,521		1,521
Charge for Students Enrolled with 12 Credit Hours	2,028	2,028		2,028
Charge for Students Enrolled with 15 Credit Hours	2,535	2,535		2,535
<i>Nonresident - Contiguous Counties</i>				
Per Credit Hour	\$338	\$338		\$338
Charge for Students Enrolled with 3 Credit Hours	1,014	1,014		1,014
Charge for Students Enrolled with 6 Credit Hours	2,028	2,028		2,028
Charge for Students Enrolled with 9 Credit Hours	3,042	3,042		3,042
Charge for Students Enrolled with 12 Credit Hours	4,056	4,056		4,056
Charge for Students Enrolled with 15 Credit Hours	5,070	5,070		5,070
<i>Nonresident - Other</i>				
Per Credit Hour	\$592	\$592		\$592
Charge for Students Enrolled with 3 Credit Hours	1,776	1,776		1,776
Charge for Students Enrolled with 6 Credit Hours	3,552	3,552		3,552
Charge for Students Enrolled with 9 Credit Hours	5,328	5,328		5,328
Charge for Students Enrolled with 12 Credit Hours	7,104	7,104		7,104
Charge for Students Enrolled with 15 Credit Hours	8,880	8,880		8,880
<i>Agency Bond Fee</i>				
Per Credit Hour	\$8	\$8		\$8

ATTACHMENT B

**Estimated 2018-19 Gross Tuition and Mandatory Fee Revenue
Kentucky Community and Technical College System**

<u>Category</u>	<u>Estimated 2017-18</u>	<u>Estimated 2018-19</u>	
<i>Undergraduate</i>			
Resident	140,405,400	147,160,200	
Nonresident	5,654,100	5,926,100	
Online	70,780,500	74,185,700	
Agency Bond Fee	\$ 9,260,800	\$ 9,000,000	
Total	<u>\$ 226,100,800</u>	<u>\$ 236,272,000</u>	\$ 10,171,200



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Postsecondary Institution Tuition and Fee Proposals



Kentucky Council on Postsecondary Education
June 22, 2018

What parameters were approved?

For Universities:

- Maximum base rate increase for resident undergraduate students of no more than 6.0% over two years, and no more than 4.0% in any one year
- Market competitive rates for graduate and online courses

For KCTCS:

- Maximum increase for resident students of no more than \$12.⁰⁰ pch over two years, and no more than \$8.⁰⁰ pch in any one year

Ability to revisit 2019-20 parameters in event of change



What is being proposed?

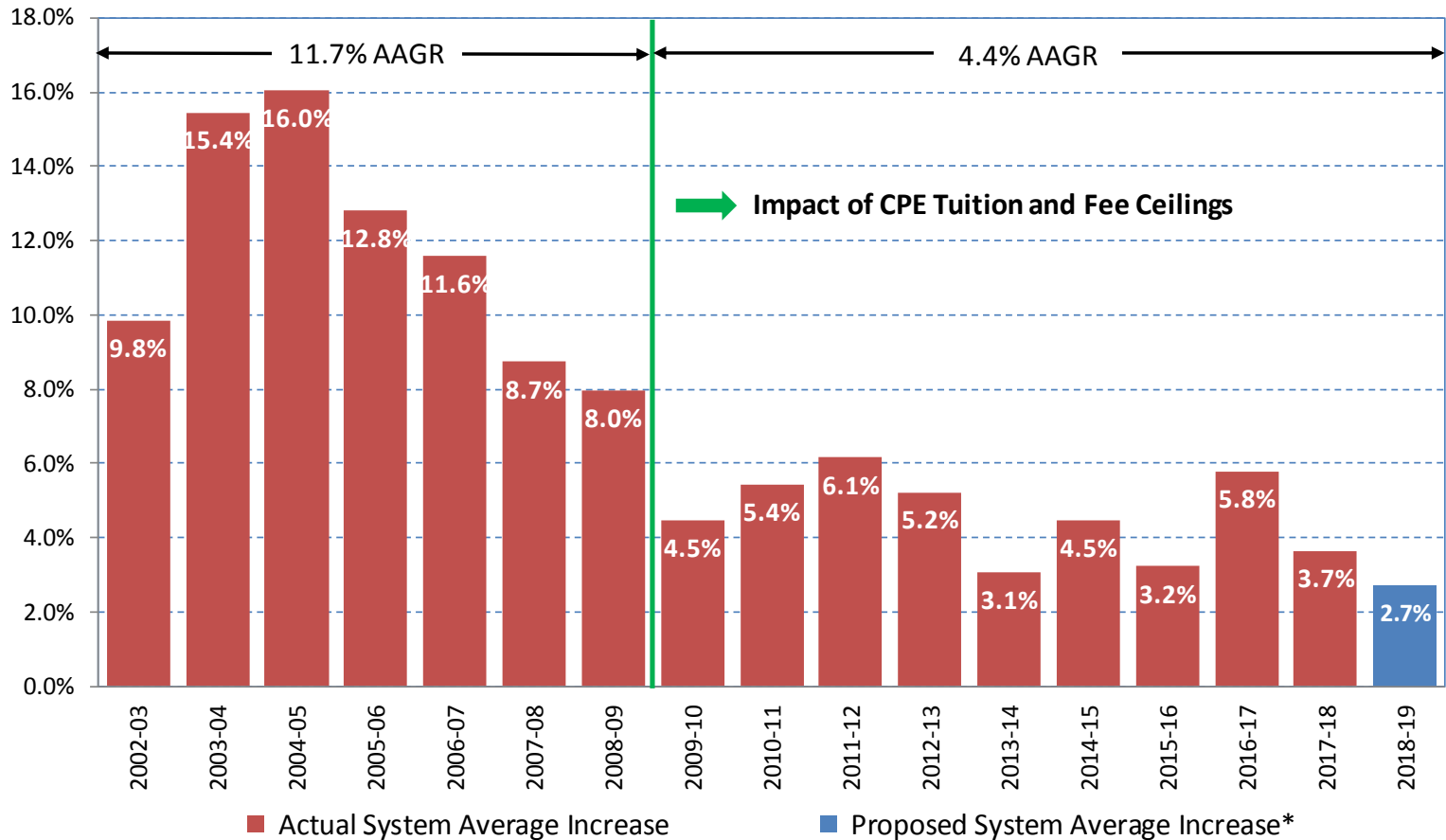
Institution	Current 2017-18 Tuition and Fees	Proposed 2018-19 Tuition and Fees	Dollar Change	Percent Change
UK	\$11,772	\$12,070	\$298	2.5%
UofL	11,068	11,460	392	3.5%
EKU	8,996	8,996	0	0.0%
KSU	8,184	8,500	316	3.9%
MoSU	8,818	8,818	0	0.0%
MuSU	8,820	9,084	264	3.0%
NKU	9,360	9,648	288	3.1%
WKU	\$10,002	\$10,402	\$400	4.0%
KCTCS				
Per Credit Hour	\$162.00	\$169.00	\$7.00	4.3%
30 Credit Hours	\$4,860	\$5,070	\$210	4.3%

Prices shown above are base rates. They do not include special use fees at some universities or an agency bond fee at KCTCS.



What is the impact?

Kentucky Public Postsecondary System
Annual Change in Resident Undergraduate Tuition and Fees
Academic Years 2002-03 through 2018-19



AAGR = Average Annual Growth Rate
Source: Council on Postsecondary Education, Comprehensive Database.

* Assumes 2018-19 tuition and fee rates are approved by the Council as proposed by the institutions.



What is staff's recommendation?

For Universities:

- Proposed resident undergraduate tuition and fees submitted by each university do not exceed the 4.0% maximum increase requirement
- Staff recommends approval of university rates as proposed

For KCTCS:

- Proposed resident tuition and fees submitted by KCTCS do not exceed the \$8.⁰⁰ pch maximum increase requirement
- Staff recommends approval of KCTCS rates as proposed

Asset Preservation Fee Exemption Request Eastern Kentucky University

ACTION: Staff recommends that the Council approve a \$10.⁰⁰ per-credit-hour Asset Preservation Fee as proposed by Eastern Kentucky University, to be implemented fall semester 2018.

On June 11, 2018, Eastern Kentucky University (EKU) submitted an Asset Preservation Fee exemption request to the Council. Staff has reviewed documentation for the proposed fee and asset preservation projects contained in their submission and finds that the university's proposal meets the criteria of the Council's new Asset Preservation Fee Exception Policy.

EKU's proposed increase in tuition and mandatory fees, excluding the Asset Preservation Fee request, is 0.0%. The impact of the proposed Asset Preservation Fee on EKU's base rate increase is 3.3%. The Council's approved 2018-20 tuition parameters allow an increase of up to 6.0% over two years, but no more than 4.0% in any one year. Because this Asset Preservation Fee would be exempt from the ceilings, the maximum allowable increase in 2019-20 for EKU would be 4.0%.

Background

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

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

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

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

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

EKU Request

On June 11, 2018, Eastern Kentucky University staff submitted an Asset Preservation Fee exemption request to the Council for its consideration and action at the June 22 meeting. Important features of their proposal are summarized below.

- The amount of the proposed fee will be \$10.⁰⁰ per-credit-hour and will be capped at \$300 annually for full-time students, effective fall semester 2018. The fee will not apply to dual-credit or on-line credit hours.
- In terms of impact, the proposed \$10.⁰⁰ per-credit-hour fee equates to a 3.3 percent increase above the 2017-18 tuition and fee base rate for a full-time resident undergraduate student. The Council's 2018-19 resident undergraduate tuition and fee ceiling for ECU is \$9,356 (excluding a \$300 Special Use Fee), which would have allowed the university up to a 4.0 percent increase (i.e., +\$360); however, ECU's board has already adopted a 0.0 percent increase parameter for 2018-19.
- All revenue generated from the proposed fee, estimated to be \$3,000,000 annually, will be used to pay for Education and General (E&G) asset preservation projects, which will be reported annually to the Council. The fee will terminate in 25 years (2043).
- ECU's Board of Regents is expected to approve the attached agenda item (see Attachment A), detailing the Asset Preservation Fee and an initial list of projects to be funded with fee revenue, at their meeting on Monday, June 25. Should the board's approval of the proposed fee deviate in any way from what was submitted to the Council, ECU will be required to submit a revised proposal to the Council at its September meeting. Please see Attachment A for ECU's fee exemption request letter and accompanying board agenda item.

Staff Recommendation

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

If the Council approves this request, EKU plans to implement the proposed \$10.⁰⁰ per-credit-hour fee, capped at 30 credit hours per year for full-time students beginning fall semester 2018.



EASTERN KENTUCKY UNIVERSITY

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June 11, 2018

Shaun McKiernan
Senior Associate, Budget and Finance
KY Council on Postsecondary Education
1024 Capital Center Drive, Ste. 320
Frankfort, KY 40601

Dear Mr. McKiernan,

Eastern Kentucky University requests Council on Postsecondary Education approval at its June 22, 2018, meeting for an Asset Preservation Fee, which would be considered outside of the Council's adopted tuition and fee ceiling; and in the future would be excluded from the University's tuition and fee base rate. In other words, the fee would be similar to a Special Use Fee in that the fee would be deducted from total tuition and mandatory fee charges when calculating tuition and fee base rates.

This fee would be assessed at \$10.00 per credit hour, capped at 30 credit hours per year for a full-time student. The fee would not be assessed on dual credit and online courses. The fee is estimated to generate \$3,000,000 per year and would be implemented beginning in fall semester 2018. The fee would be in place for 25 years, expiring in 2043. In its first year, the estimated impact of the proposed fee on tuition and fee charges would be an increase of 1.9%.

Attached is an Action Item which will be presented to the ECU Board of Regents on June 25. We anticipate that the Board will approve the Action Item as presented, and request Council approval pending approval by the ECU Board. We understand that if the Board of Regents approves something different, that Council approval may have to be sought at a subsequent Council meeting. We appreciate the flexibility to consider approving this fee prior to Board approval.

All projects listed, except the Wallace Building Renovations, are currently authorized in House Bill 303 or House Bill 200. The Wallace Building Renovations have been included in the University's Six-year Plan Submissions, but listed in a future biennium. Any Wallace Building Renovation project would be pursued only if less than the \$1 million small-project threshold. This list of projects alone could consume the totality of the fee revenue for many years to come. If other projects are pursued with this funding, ECU will seek prior Council approval.

Commonwealth Hall Multi-floor Renovations	\$4,255,000
Moore/Memorial/Roark Renovations	\$4,000,000
Wallace Building Renovations	\$2,000,000



Miscellaneous Maintenance Pool	\$10,000,000
Repair/Replace Infrastructure/Building Systems	\$5,000,000
Renovate Mechanical Systems Pool	\$10,000,000

The Council's Asset Preservation Fee Exception Policy states that one reasonable course of action to address the overwhelming asset preservation and renovation needs of the campuses is through sizable and sustained investment in existing facilities, which could be accomplished through a cost sharing arrangement involving the state, postsecondary institutions, and students and families. This fee will significantly improve the state assets on EKU's campus in the months and years to come.

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

Sincerely,



Barry D. Poynter
Vice President, Finance and Administration



I. Proposed Asset Preservation Fee

II. Issue

In February 2018, the Council on Postsecondary Education (CPE) approved an exemption to the annual tuition and fee rate ceiling for institutions to levy an Asset Preservation Fee of up to \$10 per credit hour (capped at 15 credit hours per semester), and excluding online credit hours and dual-credit hours. The Asset Preservation Fee is dedicated for University Education & General (E&G) funded capital asset preservation and renovation projects.

Per CPE policy, whereby CPE intends for action items to include a range of projects the fee may be used for, along with the flexibility that any project listed, in no way, should be construed as a requirement to initiate based on the feasibility of each project, the following multi-year projects are proposed to be funded with the Asset Preservation Fee:

Commonwealth Hall Multi-floor Renovations	\$4,255,000
Moore/Memorial/Roark Renovations	\$4,000,000
Wallace Building Renovations	\$2,000,000
Miscellaneous Maintenance Pool	\$10,000,000
Repair/Replace Infrastructure/Building Systems	\$5,000,000
Renovate Mechanical Systems Pool	\$10,000,000

III. Background and Process

The Asset Preservation Fee will generate resources to ensure the maintenance and renovation of E&G facilities for instructional and administrative purposes. The Asset Preservation fee will link current and future generations of students in support of the maintenance, renovation, and revitalization of University assets in order to extend the life of those assets or replace such assets as necessary.

Project priorities will be established by University Administration and will be reviewed and approved by the Board of Regents prior to the expenditure of any Asset Preservation Fee. The balance of the Asset Preservation Fee will be held in a segregated fund and a report of activities will be provided semi-annually.

IV. Alternatives

Alternatives include (i) not adopting an Asset Preservation Fee for the 2018-2019 academic and fiscal year; or (ii) adopting an Asset Preservation Fee that is less than \$10 per credit hour.

V. President's Recommendation

It is the President's recommendation that the Board of Regents approve the Asset Preservation Fee in the amount of \$10 per credit hour for the 2018-19 academic and fiscal year; and that the University establish the Asset Preservation Fee Fund for the purpose of holding and accounting for the utilization of said fee.

Asset Preservation Fee Exemption Request Kentucky State University

ACTION: Staff recommends that the Council approve an Asset Preservation Fee for Kentucky State University, to be implemented fall semester 2018, either at \$10.⁰⁰ per-credit-hour as proposed, or at \$5.⁰⁰ per-credit hour, to be increased to 10.⁰⁰ per-credit-hour in fall semester 2019.

On June 12, 2018, Kentucky State University (KSU) submitted an Asset Preservation Fee exemption request to the Council. Staff has reviewed documentation for the proposed fee and asset preservation projects contained in their submission and finds that the university's proposal meets the criteria of the Council's new Asset Preservation Fee Exception Policy.

KSU's proposed increase in tuition and mandatory fees, excluding the Asset Preservation Fee request, is 3.86%. The impact of the proposed \$10.⁰⁰ per-credit-hour Asset Preservation Fee on KSU's 2018-19 base rate increase is 3.67%. Taken together, the increase is 7.53% at the \$10.⁰⁰ per-credit-hour rate. At \$5.⁰⁰ per-credit-hour, the Asset Preservation Fee increase would be 1.8%, and the total increase would be 5.69%.

The Council's approved 2018-20 tuition parameters allow an increase of up to 6.0% over two years, but no more than 4.0% in any one year. Because this Asset Preservation Fee would be exempt from the ceilings, the maximum allowable increase in 2019-20 for KSU would be 2.1% (i.e., +\$175); however, KSU's board has voted to have no increase in tuition and mandatory fees for 2019-20.

Background

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

An asset preservation fee is a mandatory, flat-rate fee that has been approved by an institution's governing board, the revenue from which shall either be expended upon collection on asset preservation and renovation

and fit-for-use capital projects, or used to pay debt service on agency bonds issued to finance such projects, that support the instructional mission of the institution.

The policy requires that a proposed fee and the project(s) it will support be approved by an institution's governing board, and that the fee's impact on total tuition and fee charges will be reasonable in the year in which the fee is imposed. According to Council policy, an asset preservation fee that qualifies for an exemption and is approved by the Council shall not be in effect for a period longer than 25 years.

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

KSU Request

On June 11, 2018, Kentucky State University staff submitted an Asset Preservation Fee exception request to the Council for its consideration and action at the June 22 meeting. Important features of their proposal are summarized below.

- The amount of the proposed fee will be \$10.⁰⁰ per-credit-hour and will be capped at 30 credit hours per academic year (i.e., +\$300) for full-time students, effective fall semester 2018. The fee will not apply to dual-credit hours.
- In terms of impact, the proposed \$10.⁰⁰ per-credit-hour fee equates to a 3.7 percent increase above the 2017-18 tuition and fee base rate for a full-time resident undergraduate student. The Council's 2018-19 resident undergraduate tuition and fee ceiling for KSU is \$8,511, which would have allowed the university up to a 4.0 percent increase (i.e., +\$327). KSU's board has adopted a 3.9 percent increase parameter for 2018-19, resulting in resident undergraduate tuition and fee charges of \$8,500, not counting the asset preservation fee.
- At the June 7 KSU Board meeting, tuition and fees were approved for both fiscal year 2018-19 and 2019-20. The rates charged in 2019-20 for all categories of students are identical to the 2018-19 rates. At the same meeting, the KSU Board of Regents also approved a four-year tuition guarantee, in which full-time students will not see an increase in their tuition and mandatory fees during their first four years of attendance.

- All revenue generated from the proposed fee, estimated to be \$340,000 annually, will be used to pay for Education and General (E&G) asset preservation projects, which will be reported annually to the Council. The fee will terminate in 25 years (2043).
- KSU's Board of Regents approved the attached agenda item on June 7, 2018, detailing the Asset Preservation Fee. The fee revenue would be used to support debt service for agency bonds (authorized in HB 200) for projects to replace roofs and address water infiltration on campus buildings. For KSU's fee exemption request letter and accompanying board agenda item, please see Attachment A.
- KSU's total tuition and mandatory fees are currently the lowest of all of the universities. At \$8,184, their charges are \$766 lower than the next lowest charge for a full-time resident student.

Staff Recommendation

Council staff has reviewed the proposed asset preservation fee and project information submitted by Kentucky State University and finds that it meets the requirements set forth in CPE's Asset Preservation Exception Policy. Staff recommends that the Council approve KSU's fee exemption request as proposed by university officials, or at a reduced per-credit-hour rate if a phase-in period is deemed necessary.

If the Council approves this request, KSU plans to implement the proposed per-credit-hour fee, capped at 30 credit hours per year, beginning fall semester 2018.



OFFICE OF THE PRESIDENT

June 12, 2018

Mr. Shaun McKiernan
Senior Associate, Budget and Finance
Council on Postsecondary Education
1024 Capital Center Drive
Frankfort, KY 40601

Dear Mr. McKiernan,

Kentucky State University requests Council on Postsecondary Education approval at its June 22, 2018 meeting for an Asset Preservation Fee, which would be considered outside of the Council's adopted tuition and fee ceiling and in the future would be excluded from the university's tuition and fee base rate. In other words, the fee would be similar to a Special Use Fee in that the fee would be deducted from total tuition and mandatory fee charges when calculating tuition and fee base rates.

This fee would be assessed at \$10.00 per credit hour, capped at 30 credit hours per year for a full-time student. The fee would not be assessed on dual credit and online courses. The fee is estimated to generate \$340,000 per year and would be implemented beginning in fall semester 2018. The fee would be in place for 25 years, expiring in 2043. In its first year, the impact of the proposed fee on tuition and fee charges would be an increase of 3.5%. It should be noted that the Kentucky State University approved tuition rates for both 2018-19 and 2019-20 at the June 7, 2018 meeting and committed to no additional tuition increase in 2019-20.

Attached is the action item approved by the Kentucky State University Board of Regents on June 7, 2018. Also attached is the tuition and fees and budget resolutions approved by the Board of Regents at that meeting.

Kentucky State University currently has six education and general buildings with water infiltration issues due to roof failures. Attached are some examples of current water infiltration in just two campus buildings. It is anticipated that roof redesign, replacements and repairs on these six buildings will exceed asset preservation fee revenues for many years to come. House Bill 200 authorizes a Renovation and Renewal Education and General Projects Pool of \$5,950,000. The anticipated asset preservation fee would only support debt service for approximately 60% of the authorized amount. As specific pool projects are

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400 E. Main Street • Frankfort, KY 40601 • ksu.edu

identified, and if other projects are pursued using this funding, Kentucky State University will seek prior council approval.

The Council's Asset Preservation Fee Exception Policy states that one reasonable course of action to address the overwhelming asset preservation and renovation needs of the campuses is through sizable and sustained investment in existing facilities, which could be accomplished through a cost sharing arrangement involving the state, postsecondary institutions, and students and families. This fee will significantly improve the state assets on Kentucky State University's campus in the months and years to come.

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

Sincerely,

Gregory M. Rush

Gregory Rush
Special Assistant to the President for Fiscal Accountability
Kentucky State University

Attachment A – Carver Hall



Exum Center



Asset Preservation Fee Exemption Request Morehead State University

ACTION: Staff recommends that the Council approve a \$5.⁰⁰ per-credit-hour Asset Preservation Fee as proposed by Morehead State University, to be implemented fall semester 2018.

On June 11, 2018, Morehead State University submitted an Asset Preservation Fee exemption request to the Council. Staff has reviewed documentation for the proposed fee and asset preservation projects contained in their submission and finds that the university's proposal meets the criteria of the Council's new Asset Preservation Fee Exception Policy.

MoSU's proposed increase in tuition and mandatory fees, excluding the Asset Preservation Fee request, is 0.0%. The impact of the proposed Asset Preservation Fee on MoSU's base rate increase is 1.4%. The Council's approved 2018-20 tuition parameters allow an increase of up to 6.0% over two years, but no more than 4.0% in any one year. Because this Asset Preservation Fee would be exempt from the ceilings, the maximum allowable increase in 2019-20 for MoSU would be 4.0%.

Background

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

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

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

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

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

MoSU Request

On June 11, 2018, Morehead State University staff submitted an Asset Preservation Fee exemption request to the Council for its consideration and action at the June 22 meeting. Important features of their proposal are summarized below.

- The amount of the proposed fee will be \$5.⁰⁰ per-credit-hour and will be capped at 12 credit hours per academic term (i.e., \$60 per semester, or \$120 annually) for full-time students, effective fall semester 2018. The fee will not apply to dual-credit hours.
- In terms of impact, the proposed \$5.⁰⁰ per-credit-hour fee equates to a 1.4 percent increase above the 2017-18 tuition and fee base rate for a full-time resident undergraduate student. The Council's 2018-19 resident undergraduate tuition and fee ceiling for MoSU is \$9,171 (excluding a \$132.⁰⁰ Special Use Fee), which would have allowed the university up to a 4.0 percent increase (i.e., +\$353); however, MoSU's board has already adopted a 0.0 percent increase parameter for 2018-19.
- All revenue generated from the proposed fee, estimated to be \$775,000 annually, will be used to pay for Education and General (E&G) asset preservation projects, which will be reported annually to the Council. The fee will terminate in 25 years (2043).
- MoSU's Board of Regents approved the attached agenda item at their March 29, 2018 meeting, detailing the Asset Preservation Fee. An initial list of authorized projects to be funded with fee revenue was included in their request letter. Please see Attachment A for a copy of MoSU's fee exemption request letter and accompanying board agenda item.

Staff Recommendation

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

If the Council approves this request, MoSU plans to implement the proposed \$5.⁰⁰ per-credit-hour fee, capped at 12 credit hours per academic term, beginning fall semester 2018.

**APPROVE CHANGE TO
MANDATORY STUDENT FEES**

**BOR (V-A-4)
March 29, 2018**

Recommendation:

That the Board approve the recommended change to 2018/2019 Mandatory Student Fees.

Background:

Development of the 2018/2019 Operating Budget, including the Tuition and Mandatory Fee Schedule is underway, and scheduled to be presented to the Board for consideration at their June 2018 quarterly meeting. In preparation, the Board is being asked to approve a proposed change in the structure of the Mandatory Student Fee schedule that will be included in the final 2018/2019 Operating Budget. The change involves separating the mandatory student fees from tuition and listing them separately on the tuition and fee schedule. This change will align MSU's gross tuition rate with its peer institutions in how tuition and mandatory fees are listed. By bundling the gross tuition and mandatory fees, MSU's "sticker price" appears higher in comparison to schools who list the mandatory fees separately. Also, by listing the mandatory fees separately, there is greater transparency by identifying the amount of total tuition and fees that are allocated to support a specific purpose.

Background:

A mandatory student fee is a fee that is charged to all students as a condition of enrollment. It may be discounted per credit hour for part-time students but it is not an elective fee or a fee that is charged for enrollment in a specific course or lab. MSU currently has only one mandatory student fee which is the \$100 per semester Student Recreation and Wellness Center Fee. MSU students voted in spring 2005 to approve this \$100 per semester fee to provide the resources to pay for the construction of the Student Recreation and Wellness Center. Revenue from the fee is only used for the purpose of supporting the Student Recreation and Wellness Center debt and operations.

The Council on Postsecondary Education (CPE) requested that funding be appropriated in the 2018-2020 biennial budget of the Commonwealth to support a bond issue that institutions can match during the biennium for support of Capital Renewal/Asset Preservation projects of state facilities on our campuses. The CPE has also invited institutions to submit requests for implementation of an "asset preservation/facility fee" to be charged on a per credit hour basis to generate the resources necessary for the \$1 for \$1 match requirement. MSU is proposing the addition of a Mandatory Student Facility Fee of \$5 per credit hour with a maximum of \$60 per academic term beginning in fall 2018. The Facility Fee would be listed separately (unbundled) in the total Tuition and Mandatory Fee Schedule from tuition with the Student Recreation and Wellness Center Fee for transparency purposes.

With approval of this request to "unbundle" tuition and mandatory fees and add the Facility Fee, the Board will be presented with the final 2018/2019 Tuition and Mandatory Fee

Prepared by: Beth Patrick

Schedule with tuition listed separately from the two mandatory fees for approval at the June 2018 meeting as part of the overall annual operating budget request.

CERTIFICATION

The undersigned, Secretary of the Board of Regents of Morehead State University, Morehead, Kentucky, hereby certifies that the foregoing is a true copy of an action adopted by the Board of Regents of said University at a meeting held on March 29, 2018, as recorded in the official Minute Book of said Board of Regents, which is in my custody and under my control, that said meeting was held in accordance with all applicable requirements of Kentucky law, including KRS 61.810, 61.815, 61.820, and 61.823, that a quorum was present at said meeting, and that the aforesaid action is of record in the office of the Board, has not been modified, amended, or rescinded, and is in full force and effect at this date.

WITNESS my signature this 13th day of June, 2018.

A handwritten signature in cursive script, reading "Sharon S. Reynolds". The signature is written in black ink and is positioned above a horizontal line.

Secretary, Board of Regents
Morehead State University



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Asset Preservation Fee Exemption Requests

Kentucky Council on Postsecondary Education
June 22, 2018

111

EKU Fee Exemption Request

Fee Details:

- Proposed \$10.⁰⁰ pch fee, capped at \$300.⁰⁰ annually
- Implemented fall semester 2018
- Will not apply to dual-credit or online credit hours
- Expected to generate about \$3.0 M in annual revenue
- Equates to a 3.3% increase above the 2017-18 tuition and fee base rate
- Anticipated approval by EKU Board of Regents on June 25

112



EKU Fee Exemption Request (Cont'd)

Project List:

Dollars in
Millions

Commonwealth Hall – Multi Floor Renovations	\$4.3
Moore, Memorial, Roark Renovations	4.0
Wallace Building Renovation	2.0
Miscellaneous Maintenance Pool	10.0
Repair/Replace Infrastructure/Building Systems	5.0
Renovate Mechanical Systems Pool	10.0
	<hr/>
	\$35.3

Staff Recommendation:

- Approve EKU's Asset Preservation Fee exemption request as proposed, pending approval by their board

MoSU Fee Exemption Request

Fee Details:

- Proposed \$5.⁰⁰ pch fee, capped at \$120.⁰⁰ annually
- Implemented fall semester 2018
- Will not apply to dual-credit hours
- Expected to generate \$775,000 in annual revenue
- Equates to a 1.4% increase above the 2017-18 tuition and fee base rate
- Approved by MoSU Board of Regents on March 29

114



MoSU Fee Exemption Request (Cont'd)

Project List:

Roof Replacement (Four Buildings)	\$606,000
Mechanical, Electrical, Plumbing Pool	30,000
Accessibility Pool	28,000
Exhaust Hood Stack Replacement	46,000
	<hr/>
	\$710,000

Staff Recommendation:

- Approve MoSU's Asset Preservation Fee exemption request as proposed

KSU Fee Exemption Request

Fee Details:

- Proposed \$10.⁰⁰ pch fee, capped at \$300.⁰⁰ annually
- Implemented fall semester 2018
- Will not apply to dual-credit or online credit hours
- Expected to generate \$340,000 in annual revenue
- Equates to a 3.7% increase above the 2017-18 tuition and fee base rate
- Total = 7.5%, counting 3.9% proposed tuition increase
- Approved by KSU Board of Regents on June 7

116



KSU Fee Exemption Request (Cont'd)

Project List:

- Renovation and Renewal E&G Projects Pool authorized at \$5,950,000 in Agency Bonds
- Funds will address water infiltration and leaking roofs on E&G buildings

Staff Recommendation:

- Approve KSU's Asset Preservation Fee exemption request as proposed **-- or --**
- Approve KSU's exemption request at a reduced \$5.⁰⁰ pch rate to lessen impact on affordability in 2018-19

117



2018-19 Agency Operating Budget

ACTION: Staff recommends that the Council approve the 2018-19 CPE Agency Budget.

Each year, staff asks the Council to review and approve the agency's revenue and expenditure budget for the upcoming fiscal year. Below is a description of CPE's budget as proposed for 2018-19. The enacted state budget for 2018-20 (HB 200), along with CPE's 2018-20 biennial budget request, submitted to the state budget office and Legislative Research Commission in November 2017, provide the foundation for, and guide the formation of, the Agency Operating Budget for each year of the upcoming biennium. Budgeted figures for fiscal year 2017-18 are included for comparison.

CPE General Fund Budget - Current Year (2017-18) and Next Year (2018-19)

CPE's General Fund appropriation for the current year (2017-18) was reduced 5.1% through a mid-year Budget Reduction Order in December 2017. This cut was applied strategically by the state budget office in consultation with CPE staff to minimize the impact on students, institutions, and key programs. Contract Spaces and the SREB Doctoral Scholars programs were spared from cuts, since participating students were already enrolled and had been awarded funds. Funding for the State Autism Training Center also was not reduced. Some Pass-Through programs in the CPE budget received a 50% reduction, in anticipation of phasing out these programs entirely in 2018-19 (Professional Education Preparation Program, Governor's Minority Student College Preparation Program, and Washington Intern Program). The cut to the Technology Trust Fund, which supports the Kentucky Virtual Library and the Kentucky Postsecondary Education Network, was 6%. Funding for Kentucky Adult Education's local programs was reduced 4.64% and funding for both Operations and Senate Bill 1 program was reduced by 3%. The cut to the Science and Technology Program was just over 11%, but one-time funds were used to reduce the impact on those programs to less than 6%. All of the current year cuts to program General Fund budgets were non-recurring.

For the upcoming year, like many areas of state government, CPE's agency General Fund budget was reduced 6.25%. This cut was applied to the original 2017-18 enacted budget. As can be seen in the table below, this cut represents the seventh reduction that the agency has sustained over the past decade. Cumulatively, the impact of the cuts since 2010 is 28.2%.

Agency Operating Budget								
Fiscal Years 2011-2019								
2011	2012	2013	2014	2015	2016	2017	2018	2019
-5.00%	-3.00%	-8.40%	0.00%	-5.00%	-4.50%	0.00%	-5.10% *	-6.25%
*non-recurring								

For the upcoming biennium, two areas of the CPE budget were transferred to other entities: the Science and Technology Program (primarily the Kentucky Science and Technology Corporation) and its funding were transferred to the Cabinet for Economic Development, and funding for the State Autism Training Center was transferred to the University of Louisville, where that program is housed. Additional funds were added to the CPE budget to maintain the current number of Contract Spaces seats (for Kentucky residents pursuing degrees in veterinary medicine and optometry) and to provide funding to cover retirement system and technology cost increases. Finally, state General Fund was added to fund ovarian cancer screenings, which previously had been funded with Tobacco Funds.

The table on the next page shows CPE's original and revised current year (2017-18) General Fund budget and the 2018-19 budget by major category (allotment) for fiscal year 2018-19. As can be seen in table, Operations received a 6.25% cut, though funding was added to cover anticipated Kentucky Employee Retirement System (KERS) cost increases and Commonwealth Office of Technology rate increases. Funding for all Pass-Through Programs, with the exception of funding for Contract Spaces, was eliminated or transferred to another entity. Contract Spaces received a 3.47% increase in funding to cover cost increases associated with tuition increases at participating veterinary and optometry schools.

Under the heading of Strategic Initiatives, Adult Education and Special Initiatives (also known as Senate Bill 1) were both cut 6.25%, but additional funds were added to cover KERS cost increases. Funding for the Technology Trust Fund was reduced 6.25%, the Science and Technology program (primarily Kentucky Science and Technology Corporation managed initiatives) was transferred to the Cabinet for Economic Development, and \$500,000 was added to the budget to fund ovarian cancer screenings. Past state budgets have funded ovarian cancer screenings in CPE's budget with Tobacco Funds.

Council on Postsecondary Education
General Fund Budget

	A	B	C	C/A)-1
	Original 2017-18	Revised 2017-18	Proposed 2018-19	Percent Change
Operations				
Enacted/Beginning Base	7,132,300	7,132,300	7,132,300	
Reduction		(214,000)	(445,800)	-6.25%
General Fund Base		6,918,300	6,686,500	
KERS Cost Increases			689,900	
COT Cost Increases			250,000	
	<u>7,132,300</u>	<u>6,918,300</u>	<u>7,626,400</u>	6.93%
Pass-Through Programs				
Contract Spaces	5,781,000	5,781,000	5,981,400 ¹	3.47%
Prof. Education Prep. Program	239,200	119,600	-	
Minority Student College Prep.	167,100	83,600	-	
SREB Doctoral Scholars	64,500	64,500	-	
Washington Intern Program	45,600	22,800	-	
Autism Training Center	119,500	119,500	- ²	
	<u>6,416,900</u>	<u>6,191,000</u>	<u>5,981,400</u>	-6.79%
Strategic Investments				
Adult Education	17,640,500	16,822,700	16,550,100 ³	-6.18%
Ovarian Cancer Screenings	-	-	500,000 ⁴	
Science and Technology (KSTC)	5,112,300	4,529,900	- ²	
Special Initiatives (SB1)	1,393,800	1,352,000	1,351,300 ³	-3.05%
Technology Trust Fund	3,870,200	3,638,000	3,628,300	-6.25%
	<u>28,016,800</u>	<u>26,342,600</u>	<u>22,029,700</u>	-21.37%
Total General Fund	<u><u>41,566,000</u></u>	<u><u>39,451,900</u></u>	<u><u>35,637,500</u></u>	-14.26%

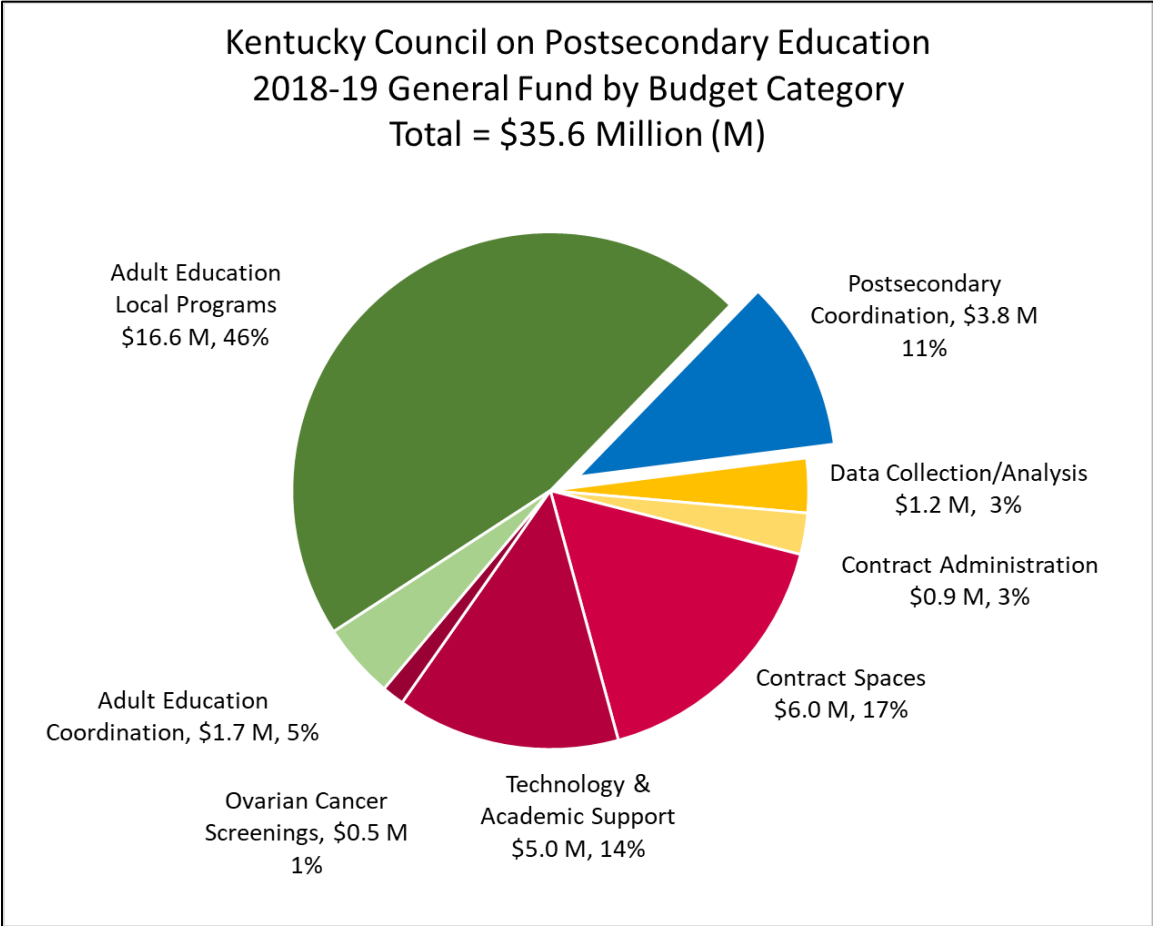
¹ Additional funding maintains 164 veterinary and 44 optometry seats.

² Program transferred to another entity in 2018-19.

³ Program cut of 6.25%, but additional funds added to retirement cost increases.

⁴ In 2017-18 and prior years, the state budget funded Ovarian Cancer Screenings with Tobacco Funds.

Similar information is shown in the chart below, which provides a breakdown of the Operations budget, showing data collection, contract administration, and adult education statewide coordination as discrete units separate from the more traditional postsecondary system coordination function. Personnel expenses make up 82 percent of the total Operations budget. General Fund appropriations support 55 employees, down from 97 staff in 2007-08. Fourteen staff, down from 27 in fiscal 2007-08, work for Adult Education and are funded through the Agency Operations budget.



The category Technology and Academic Support includes Special Initiatives (Senate Bill 1) and funding for the Technology Trust Fund (Kentucky Virtual Library and Kentucky Postsecondary Education Network).

CPE Tobacco Fund, Federal Funds, and Restricted Funds Budgets

In addition to state General Fund appropriations, the Council’s budget contains other sources of revenue, including tobacco settlement funds, cigarette tax revenue, federal grant funds, and agency receipts. The table below provides a summary of the Council’s 2017-18

expenditure budgets for these funds and the 2018-19 proposed expenditure budgets. The enacted budget (HB 200) specifies the expenditure limits for each fund. Expenditure levels are also impacted by the availability of funds (carryforward plus current year receipts received).

Council on Postsecondary Education			
Tobacco Fund Budget	A	B	(B/A)-1
	Budgeted	Proposed	Percent
	2017-18	2018-19	Change
Lung Cancer Research Program			
UK/UofL Lung Cancer Research	4,376,100	- ¹	
Ovarian Cancer Screenings	800,000	- ²	
Subtotal	5,176,100	-	
Cancer Research (UK/UL)	0	7,000,000 ¹	
Total Tobacco Fund	5,176,100	7,000,000	35.2%
Federal Funds Budget	A	B	(B/A)-1
	Budgeted	Proposed	Percent
	2017-18	2018-19	Change
Kentucky Adult Education	12,322,000	12,322,000	0.0%
GEAR UP	4,028,400	- ³	-100.0%
Improving Educator Quality	1,751,800	450,000	-74.3%
	18,102,200	12,772,000	-29.4%
Restricted Funds Budget	A	B	(B/A)-1
	Budgeted	Proposed	Percent
	2017-18	2018-19	Change
Cancer Research Match (UK/UofL) ⁴	4,110,000	4,110,000	0.0%
Licensure	285,500	362,000	26.8%
Adult Education (GED Receipts)	200,000	300,000	
Agency Operations	350,000	596,000	70.3%
	4,945,500	5,368,000	8.5%
¹ HB 200 specifies CPE Tobacco Funds will be used for Cancer Research at UK and UofL, but does not direct funding through the Lung Cancer Research Program.			
² \$500,000 in General Fund provided for Ovarian Cancer Screenings in 2018-19.			
³ A Federal Funds appropriation increase will be requested if a new grant is awarded.			
⁴ Cigarette Tax proceeds (1 cent per pack).			

For 2018-19 and 2019-20, the enacted budget specifies that Tobacco Fund appropriations in CPE's budget are to fund cancer research at UK and UofL (divided equally), rather than funding the Lung Cancer Research Program. This change allows the institutions more flexibility and additional funding. Ovarian Cancer Screenings will now be funded with \$500,000 added to CPE's General Fund appropriation.

Programs supported with Federal Funds in the enacted 2018-19 budget are Kentucky Adult Education and Improving Educator Quality (IEQ). The IEQ grant is nearing an end and no new grant is expected. CPE staff are in the process of writing for a new GEAR UP grant. If a new GEAR UP grant is awarded, CPE can request a Federal Funds appropriation increase to allow participation in that grant.

Restricted Funds support several areas of CPE's budget: the Cancer Research Match program, the Licensure program, Adult Education, and Agency Operations. Cigarette tax proceeds (one cent from each pack of cigarettes sold in Kentucky) fund the Cancer Research Match program, which goes to UK and UofL equally, provided that the institutions are able to match the disbursements with institutional funds spent on cancer research. The Council licenses all Kentucky non-profit and for-profit baccalaureate degree granting and above-institutions, and out-of-state public institutions operating or soliciting in the Commonwealth. The Licensure unit also has duties related to the State Authorization Reciprocity Agreement (SARA), which allows Kentucky public and licensed institutions to do business in other SARA states. Licensure revenue of about \$350,000 per year supports two full-time staff who ensure the Council's licensure duties are performed. Kentucky Adult Education charges a fee for transcript copies, and those funds can be used to pay for costs related to processing those requests. Finally, the Council receives funds related to the administration of federal grants other than the Adult Education grant. While CPE has expenditure authority to spend \$596,000 from this fund in the upcoming year, receipts will be minimal (estimated at \$50,000). Spending will therefore be limited to strategic one-time expenses until a larger recurring funding stream is established.

CPE Other Funds

The Council manages several other state funds, including the Equine University Program Trust Fund, the Revolving Loan Fund, and funds housed in the Technology Trust Fund (namely, Kentucky Virtual Library receipts and smaller grants). The Equine Program receives funds collected by the state related to pari-mutuel betting. The funding, about \$600,000 per year, is distributed to five institutions that have Equine programs (UK, UofL, MoSU, MuSU, and WKU) to help fund capital investments in their programs.

The Revolving Loan Fund was created to provide start-up funds for expensive information

technology programs at Kentucky public colleges and universities. Two years ago, \$600,000 was spent from this fund for Kentucky Postsecondary Education Network upgrades. Staff recommends Council approval to use the Revolving Loan Fund, if requests are made, to fund projects at postsecondary institutions. CPE made the second of four annual payments to reimburse the fund in 2017-18, and will make the third payment of \$150,000 in 2018-19.

Finally, smaller grants from private foundations and state government agencies, along with KYVL receipts and are housed in the Technology Trust Fund. All of these funds are available for expenditure in 2018-19, but only a portion of the funds will be spent. The budget presented does not anticipate new grants in 2018-19. If CPE receives any new grant funding, those receipts and expenditures will be communicated in the quarterly reports to the Council.

Council on Postsecondary Education

Other Funds

	A	B	(B/A)-1
	Revised 2017-18	Proposed 2018-19	Percent Change
Technology Trust Fund (Virtual Library) ¹			
Beginning Balance	1,257,700	1,179,600	-6.2%
Receipts	2,040,000	1,900,000	-6.9%
Subtotal	3,297,700	3,079,600	-6.6%
Expenditures	2,118,100	2,181,600	3.0%
Ending Balance	<u>1,179,600</u>	<u>898,000</u>	
Technology Trust Fund (Other) ¹			
Beginning Balance	2,717,500	1,397,900	-48.6%
Receipts	880,400	729,800	-17.1%
Subtotal	3,597,900	2,127,700	-40.9%
Expenditures	2,200,000	2,000,000	-9.1%
Ending Balance	<u>1,397,900</u>	<u>127,700</u>	
Equine Program Trust Fund			
Beginning Balance	281,026	131,026	-53.4%
Receipts	600,000	600,000	0.0%
Subtotal	881,026	731,026	-17.0%
Expenditures	750,000	600,000	-20.0%
Ending Balance	<u>131,026</u>	<u>131,026</u>	
Revolving Loan Fund			
Beginning Balance	951,447	1,101,447	15.8%
Receipts	150,000	150,000	0.0%
Subtotal	1,101,447	1,251,447	13.6%
Expenditures	-	1,251,447 ²	
Ending Balance	<u>1,101,447</u>	<u>-</u>	

¹ Does not include General Fund receipts or the expenditures of General Fund dollars.

² Amount available for loans to postsecondary institutions.



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Proposed Fiscal Year 2018-19 Agency Budget



126

Kentucky Council on Postsecondary Education
June 22, 2018

Agency Budget Operations - General Fund

General Fund Budget

	A	B	C	C/A)-1
	Original 2017-18	Revised 2017-18	Proposed 2018-19	Percent Change
Operations				
Enacted/Beginning Base	7,132,300	7,132,300	7,132,300	
Reduction		(214,000)	(445,800)	-6.25%
General Fund Base		6,918,300	6,686,500	
KERS Cost Increases			689,900	
COT Cost Increases			250,000	
	<u>7,132,300</u>	<u>6,918,300</u>	<u>7,626,400</u>	6.93%

127



Agency Budget Pass Through - General Fund

General Fund Budget

	A	B	C	C/A)-1
	Original 2017-18	Revised 2017-18	Proposed 2018-19	Percent Change
Pass-Through Programs				
Contract Spaces	5,781,000	5,781,000	5,981,400 ¹	3.47%
Prof. Education Prep. Program	239,200	119,600	-	
Minority Student College Prep.	167,100	83,600	-	
SREB Doctoral Scholars	64,500	64,500	-	
Washington Intern Program	45,600	22,800	-	
Autism Training Center	119,500	119,500	- ²	
	6,416,900	6,191,000	5,981,400	-6.79%

¹ Maintains 162 veterinary medicine and 44 optometry spaces

² Program funding transferred to another entity

Agency Budget Strategic Investments - General Fund

General Fund Budget

	A	B	C	C/A)-1
	Original	Revised	Proposed	Percent
	2017-18	2017-18	2018-19	Change
Strategic Investments				
Adult Education	17,640,500	16,822,700	16,550,100 ³	-6.18%
Ovarian Cancer Screenings	-	-	500,000 ⁴	
Science and Technology (KSTC)	5,112,300	4,529,900	- ²	
Special Initiatives (SB1)	1,393,800	1,352,000	1,351,300 ³	-3.05%
Technology Trust Fund	3,870,200	3,638,000	3,628,300	-6.25%
	28,016,800	26,342,600	22,029,700	-21.37%
Total General Fund	41,566,000	39,451,900	35,637,500	-14.26%

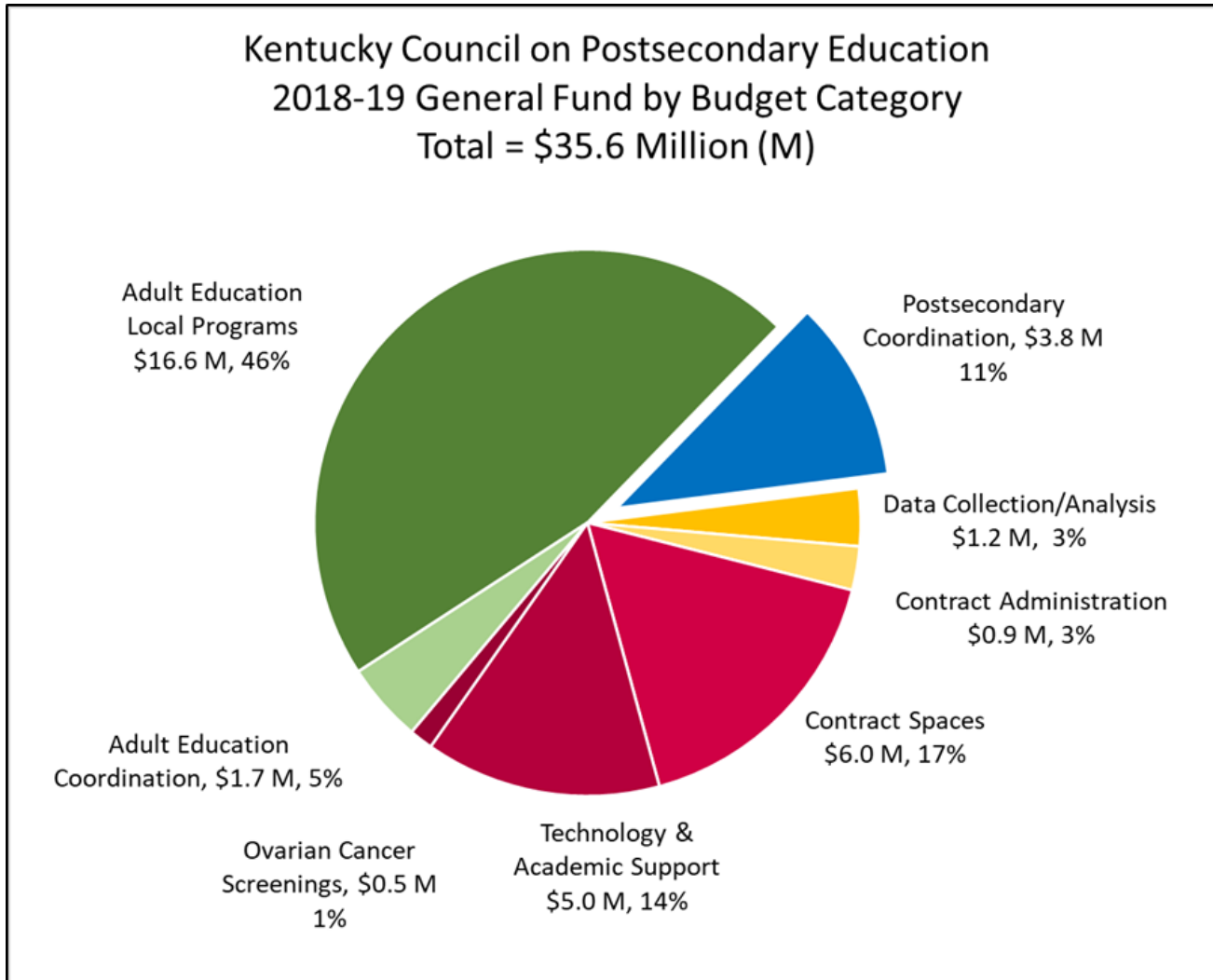
² Program funding transferred to another entity

³ 6.25% program cut, but funds were added to cover retirement system costs

⁴ In 2017-18, \$800,000 of CPE's Tobacco Funds funded Ovarian Cancer Screenings



Agency Budget General Fund Summary



130



Agency Budget

Tobacco, Federal, and Restricted Funds

	Budgeted 2017-18	Proposed 2018-19	Percent Change
Tobacco Fund Budget			
Lung Cancer Research Program			
UK/UofL Lung Cancer Research	4,376,100	-	
Ovarian Cancer Screenings	800,000	-	
Subtotal	5,176,100	-	
Cancer Research (UK/UL)	0	7,000,000	
Total Tobacco Fund	5,176,100	7,000,000	35.2%
Federal Funds Budget			
Kentucky Adult Education	12,322,000	12,322,000	0.0%
GEAR UP	4,028,400	-	-100.0%
Improving Educator Quality	1,751,800	450,000	-74.3%
Total Federal Funds	18,102,200	12,772,000	-29.4%
Restricted Funds Budget			
Cancer Research Match (UK/UofL) ¹	4,110,000	4,110,000	0.0%
Licensure	285,500	362,000	26.8%
Adult Education (GED Receipts)	200,000	300,000	
Agency Operations	350,000	596,000	70.3%
Total Restricted Funds	4,945,500	5,368,000	8.5%

¹ Cigarette Tax proceeds (1 cent per pack).

Agency Budget Other Funds

	Revised 2017-18	Proposed 2018-19	Percent Change
Technology Trust Fund (TTF) Virtual Library			
Expenditures	2,118,100	2,181,600	3.0%
TTF - Small Grants and Collective Purchasing			
Expenditures	2,200,000	2,000,000	-9.1%
Equine Program Trust Fund			
Expenditures	750,000	600,000	-20.0%
Revolving Loan Fund			
Beginning Balance	951,447	1,101,447	15.8%
Receipts	150,000	150,000	0.0%
Subtotal	1,101,447	1,251,447	13.6%
Expenditures	-	1,251,447 ¹	
Ending Balance	1,101,447	-	

¹ Amount available for loans to postsecondary institutions.



Interim Capital Project – KCTCS

ACTION: Staff recommends that the Council approve a KCTCS request for Technical Campus Building B Roof Replacement at the Jefferson Community and Technical College, funded with \$2,000,000 of agency restricted funds.

Kentucky Community and Technical College System (KCTCS) officials request authorization for a \$2,000,000 capital project, the Technical Campus Building B Roof Replacement at Jefferson Community and Technical College.

This project was approved by the KCTCS Board of Regents on June 15, 2018. This will be the first capital project seeking interim authorization under a new provision of KRS 164A.575, codified in House Bill 592 (2018), which allows public postsecondary institutions to authorize projects not specifically listed in the state budget as long as the projects are funded with non-general fund appropriations, do not jeopardize funding for existing programs, and are reported by the institution to the General Assembly's Capital Projects and Bond Oversight Committee. The pertinent section of House Bill 592 is provided below.

- (15) Notwithstanding KRS 45.760, the governing board may authorize a capital construction project or a major item of equipment even though it is not specifically listed in any branch budget bill, subject to the following conditions and procedures:
- (a) The full cost shall be funded solely by non-general fund appropriations;
 - (b) Moneys specifically budgeted and appropriated by the General Assembly for another purpose shall not be allotted or reallocated for expenditure on the project or major item of equipment. Moneys utilized shall not jeopardize any existing program and shall not require the use of any current general funds specifically dedicated to existing programs; and
 - (c) The institution's president, or designee, shall submit the project or major item of equipment to the Capital Projects and Bond Oversight Committee for review as provided by KRS 45.800.

This project will provide a new roof for the entirety of Building B on the Technical Campus of JCTC located at 727 West Chestnut Street in Louisville. Part of the roof is

25 years old, while another part of the roof is 43 years old. The roof has been leaking. This building houses the following programs: Welding, Automotive, Wood Working, Advanced Manufacturing, HVAC and Electricity. KCTCS officials have confirmed that funds for this project are in place and that funding this project will not jeopardize funding for existing programs.

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

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

Because this project was not previously approved by the Council, Council approval is now required to authorize this project. KCTCS will not be debt financing any portion of this project; 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 this project.

300 North Main Street
Versailles, KY 40383
Telephone: (859) 256-3100
Website: kctcs.edu

June 12, 2018

Mr. Robert King, President
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY. 40601

Re: Interim Authorization Request – Jefferson Community and Technical College
Technical Campus Building B Roof Replacement

Dear President King:

In accordance with House Bill 592, Kentucky Community and Technical College System (KCTCS) respectfully requests interim authorization for the Technical Campus Building B Roof Replacement at Jefferson Community and Technical College with a total budget of \$2,000,000. This project will be funded with agency restricted funds.

The funds will be used to replace the roof of an approximate 105,000 square foot building. The design and construction of the project will be pursued through the Finance and Administration Cabinet as a capital project.

KCTCS' Board of Regents will be approving this project on June 15, 2018 and we will forward the minutes of the approval.

Should you have any questions, please feel free to contact Ken Marks at 859-256-3594.

Sincerely,



Wandell Followell
Vice President

cc: Shaun McKiernan
President Jay Box
Carla Wright
Ken Marks
Sandy Adkins



13 KAR 2:020. Guidelines for Admission to State-Supported Postsecondary Institutions

ACTION: Staff recommends that the Council approve the revised Kentucky Administrative Regulation 13 KAR 2:020, which sets guidelines for admission and course placement at public postsecondary institutions. The action would authorize staff to file the proposed administrative regulation amendment and the General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A and obtain adoption of the amended regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

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

This amendment simplifies the current structure for minimum admission criteria and related course placement by focusing on core state-level policy objectives. It requires that traditional high school graduates admitted to a public university have a high school GPA of 2.5 on a 4.0 scale. Students with a 2.0 to 2.49 may enroll after signing a learning contract with the institution that specifies the advising, mentoring, tutoring and support services expectations for both the student and the institution, student learning goals and expectations, student participation requirements in a financial literacy program, the process by which student progress will be monitored, and the specified length of the learning contract.

The amendment also mandates the implementation of the corequisite model for students needing remediation in core content areas. A corequisite course is a credit-bearing course that includes enhanced academic supports, such as additional hours of instruction, tutoring, mentoring, or advising. Moving toward the corequisite model of remediation will assist students in progressing to a degree more quickly outside the traditional developmental model, which is often more costly and ineffective in progressing students toward degree completion.

1 COUNCIL ON POSTSECONDARY EDUCATION

2 (Amendment)

3 13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education
4 institutions

5 RELATES TO: KRS 156.160, 158.6451, 158.6453, 164.001, 164.020(5), (8),
6 164.030

7 STATUTORY AUTHORITY: KRS 164.020(8)

8 NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(8) requires the
9 Council on Postsecondary Education [council] to set the minimum qualifications for admis-
10 sion to the state-supported postsecondary education institutions. KRS 164.020(29) re-
11 quires the council to promulgate administrative regulations governing its powers, duties,
12 and responsibilities as described in KRS 164.020. [~~It is the intent of the council that all pro-~~
13 ~~spective students have available to them an opportunity for postsecondary education ap-~~
14 ~~propriate to their interests and abilities.~~] This administrative regulation establishes the min-
15 imum qualifications related to admission at state-supported postsecondary education insti-
16 tutions.

17 Section 1. Definitions. (1) "Academic Readiness" means the student has demon-
18 strated the requisite ability to succeed in credit-bearing coursework by meeting or exceed-
19 ing the college readiness benchmarks adopted by the Council. An institution shall not de-
20 termine academic readiness using scores received from exams taken more than four (4)
21 years prior.

1 (2) "Accelerated pathway" means a high school program of study that is designed
2 for students to be able to graduate in (3) three years or less from high school, before age
3 eighteen (18) and prepare for transition to college.

4 (3) "Certified, non-public school" means a Kentucky non-public school that has been
5 granted certification by the Kentucky Board of Education.

6 (4) "Corequisite course" means a course that includes enhanced academic sup-
7 ports, such as additional hours of instruction, tutoring, mentoring, or advising that awards
8 credit toward a credential or degree.

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

10 (6) "Credit for prior learning" means college credit for the college-level knowledge
11 and skills gained from non-college instructional programs or life experiences:

12 (a) Such as credit awarded pursuant to 13 KAR 2:025 and KRS 164.2951(2)(e),
13 employment, military experience, civic activities, and volunteer service; and

14 (b) That is evaluated through nationally standardized exams in specific disciplines,
15 challenge exams for specific courses at individual institutions, evaluations of non-college
16 training programs, and individualized assessments.

17 (7) "Curriculum pathway" means a specified series of courses or competencies
18 needed to complete a credential or degree.

19 (8) "Developmental course" means a course that prepares a student for college-
20 level study and does not award credit toward a credential or degree.

21 (9) "Dual credit course" is defined by KRS 164.002(5) and does not include devel-
22 opmental education courses.

23 (10) "Institution" means a state-supported postsecondary education institution as

1 defined in KRS 164.001(12).

2 (11) "KCTCS" means the Kentucky Community and Technical College System as
3 defined in KRS 164.001(13).

4 (12) "Learning contract" means a student success document signed by the student
5 and a designated institution representative after a personal consultation that sets forth the:

6 (a) Advising, mentoring, tutoring and support services expectations for both the stu-
7 dent and the institution;

8 (b) Student learning goals and expectations;

9 (c) Student participation requirements in a financial literacy program;

10 (d) Process by which student progress will be monitored; and

11 (e) Specified length of the learning contract.

12 (13) "Pre-college curriculum" means completion of:

13 (a)1. The Kentucky minimum high school graduation requirements; or

14 2. Other approved course of study established in 704 KAR 3:305; and

15 (b)1. Two (2) units of a single world language; or

16 2. Demonstration of a world language proficiency.

17 Section 2. Admission Requirements for All Institutions. (1) Each institution shall de-
18 velop and publish in its catalog or other appropriate publications specific policy and proce-
19 dures for admission of students into programs or courses with enrollment limitations or
20 specialized curricula.

21 (2) An institution shall not determine academic readiness using scores received from
22 exams taken more than four (4) years prior to the application.

23 Section 3. Minimum Requirements for Undergraduate Admission to a Degree Pro-

1 gram at Kentucky Public Universities. (1) Graduates of a public or certified non-public Ken-
2 tucky high school applying for admission shall:

3 (a) Meet the Kentucky Minimum High School Graduation Requirements related to
4 704 KAR 3:305;

5 (b) 1. Meet the precollege curriculum requirements; and

6 2. If an applicant has not met the pre-college curriculum requirements, as defined in
7 Section 1(13)(b), complete the world language requirements established by the institution
8 as part of their college curriculum;

9 (c) Take the established college admission or academic readiness assessments es-
10 tablished by the Kentucky Department of Education; and

11 (d) Have a minimum unweighted high school GPA of:

12 1. 2.5 on a 4.00 scale; or

13 2. a. 2.0 to 2.49 on a 4.0 scale; and

14 b. Enter into a learning contract with the university prior to enrollment.

15 (2) Graduates of public or certified non-public non-Kentucky high schools applying
16 for admission shall meet criteria for admission established by the institution that is com-
17 mensurate with the minimum criteria established in Section 3(1).

18 (3) Applicants with Nonimmigrant Visas not graduating from a public or certified non-
19 public high school shall meet admission criteria established by the institution that include
20 requirements that meet national best practice for the admission of these student and as-
21 sure academic readiness commensurate to the pre-college curriculum requirements.

22 (4) Applicants who have earned a state issued high school equivalency diploma or
23 are graduates of a Kentucky based non-certified non-public high school, including a home

1 school, shall meet the admission criteria established by the university, which shall include
2 taking the appropriate admissions exams to assess college readiness.

3 (5) Notwithstanding sections (1) through (4), an applicant transferring to a university
4 with twenty-four (24) or more semester credit hours applicable to a baccalaureate degree
5 with a grade point average (GPA) of at least 2.00 on a 4.00 scale shall meet the minimum
6 requirements for admission to a degree program.

7 (6) Each institution shall develop and publish in the catalog or other appropriate pub-
8 lications policies and procedures for the readmission of students that have sat out three (3)
9 or more semesters from the admitting institution.

10 Section 4. Admission of Non-Degree Seeking Students. An institution may admit a
11 person who does not meet the minimum entrance requirements established by the institu-
12 tion for the purpose of enrolling in a college course or courses as a non-degree seeking
13 student.

14 Section 5. Admission to a KCTCS Institution. KCTCS institutions shall develop ad-
15 mission criteria for all programs and courses offered consistent with the type of course or
16 program and its mission set forth in KRS 164.580, such as providing accessible education
17 and training to support the lifelong learning needs of Kentucky citizens.

18 Section 6. Minimum Requirements for Dual Credit and Early College Admission. (1)
19 Students admitted to any Kentucky public postsecondary institution in an accelerated
20 pathway or in dual credit courses in general education shall have an unweighted high
21 school GPA of at least 2.5 on a 4.00 scale and meet any college course prerequisites es-
22 tablished by the institution.

23 (2) Students shall be granted admission into a career and technical education dual

1 credit course if they meet the course prerequisite requirements established by the institu-
2 tion.

3 (3) Dual credit courses shall not include developmental education courses.

4 Section 7. College Course Placement. (1) A student demonstrating academic read-
5 iness shall be placed in credit-bearing courses in their respective curriculum pathway. The
6 student shall not be required to enroll in a developmental course.

7 (2) A student who does not demonstrate academic readiness shall be administered
8 an academic readiness placement exam only in the area in which the student does not
9 meet the benchmark.

10 (3) A degree-seeking student admitted to a college within the KCTCS system may
11 be required to enroll in no more than one (1) developmental course in the curriculum path-
12 way in areas for which the student has not met the academic readiness standards. A stu-
13 dent shall have access to a corequisite or credit-bearing content course in the curriculum
14 pathway of study within the first academic year of enrollment.

15 (4) An undergraduate degree-seeking student enrolled in a public university shall be
16 placed in a corequisite course in the curriculum pathway in any areas for which the student
17 has not met the academic readiness standards. A student admitted to a public university
18 shall not be required to enroll in or complete a developmental course in any academic
19 readiness area.

20 (5) Each institution shall develop and publish any course prerequisite requirements
21 for all courses taught at any degree level. Institutions shall develop policies and proce-
22 dures that maximize the award of credit for prior learning consistent with any applicable
23 state, federal, or accreditation standards which shall assist in appropriate placement of

1 students.

2 Section 8. Publication. All policies and procedures established pursuant to this ad-
3 ministrative regulation shall be published in the institution's catalog and any other appropri-
4 ate admission and placement materials.

5 [~~Section 1. Definitions. (1) "Adult learner" means a student who is twenty-one (21)~~
6 ~~years of age or older.~~

7 ~~(2) "Certified, non-public school" means a Kentucky non-public school that has been~~
8 ~~granted certification by the Kentucky Board of Education.~~

9 ~~(3) "Council" is defined by KRS 164.001(8).~~

10 ~~(4) "Developmental course" means a college or university class or section that pre-~~
11 ~~pares a student for college-level study and does not award credit toward a degree.~~

12 ~~(5) "Institution" means a state-supported postsecondary education institution as de-~~
13 ~~fined in KRS 164.001(12).~~

14 ~~(6) "KCTCS" means the Kentucky Community and Technical College System as de-~~
15 ~~fined in KRS 164.001(13).~~

16 ~~(7) "Pre-college curriculum" means completion of:~~

17 ~~(a)1. The Kentucky minimum high school graduation requirements; or~~

18 ~~2. Other approved course of study established in 704 KAR 3:305; and~~

19 ~~(b)1. Two (2) units of a single world language; or~~

20 ~~2. Demonstration of a world language proficiency.~~

21 ~~(8) "Student eligible to pursue a GED" means a student who has met the federal~~
22 ~~ability to benefit guidelines established in 34 C.F.R. 668.141 to 668.156 pursuant to 20~~
23 ~~U.S.C. 1091(d).~~

1 ~~(9) "Supplemental course or program" means a college or university class, additional~~
2 ~~class hours, tutoring, or mentoring beyond that required for a student who meets the sys-~~
3 ~~tem-wide standards for readiness.~~

4 ~~(10) "System-wide standard" means an ACT Assessment sub-score of eighteen (18)~~
5 ~~in English, nineteen (19) in mathematics, or twenty (20) in reading.~~

6 ~~Section 2. Minimum Qualifications for Institutional Admission as a First-time Student~~
7 ~~to a State-supported University. (1)(a) Except as provided by paragraph (b) of this subsec-~~
8 ~~tion, an applicant who is a resident of Kentucky and who seeks admission to a Kentucky~~
9 ~~state-supported university shall have fulfilled the minimum requirements for admission to a~~
10 ~~baccalaureate degree program if the applicant has met the admission criteria established~~
11 ~~by the institution and:~~

- 12 ~~1. Graduated from a public high school or a certified non-public high school;~~
- 13 ~~2. Completed the pre-college curriculum; and~~
- 14 ~~3. Taken the ACT Assessment.~~

15 ~~(b) An applicant who has earned a high school general equivalency diploma (GED)~~
16 ~~or who is a graduate of a Kentucky based non-certified non-public high school, including a~~
17 ~~home school, shall have fulfilled the requirements for admission to a baccalaureate pro-~~
18 ~~gram by meeting the admission criteria established by a university, in writing, and by taking~~
19 ~~the ACT Assessment and by scoring at levels established by the university.~~

20 ~~(c) Notwithstanding the provisions of paragraphs (a) and (b) of this subsection, a~~
21 ~~university may substitute the SAT for the ACT Assessment. A university may substitute the~~
22 ~~ACT RESIDUAL, ASSET Testing Program, COMPASS Testing Program, KYOTE Testing~~
23 ~~Program, or ACCUPLACER Testing Program for the ACT Assessment requirement for an~~

1 adult learner.

2 ~~(2) A non-resident shall have fulfilled the minimum requirements for admission to a~~
3 ~~baccalaureate degree program at a university if the applicant has met the admission crite-~~
4 ~~ria established by the institution and:~~

5 ~~(a) Completed a college preparatory curriculum comparable to Kentucky's pre-~~
6 ~~college curriculum; and~~

7 ~~(b) Taken the ACT Assessment or the SAT Assessment.~~

8 ~~(3)(a) A university may admit a student who has not met the testing requirements of~~
9 ~~subsection (1)(a)(3), (1)(b), or (2)(b) of this section if the university has a written policy de-~~
10 ~~fining the circumstances that authorize the testing to be delayed.~~

11 ~~(b) A university admitting a student under paragraph (a) of this subsection shall sat-~~
12 ~~isfy the provisions of subsection (1)(a)(3), (1)(b), or (2)(b) of this section during the first~~
13 ~~semester of enrollment.~~

14 ~~(4) Except as provided in subsection (5) or (6) of this section, the requirement to~~
15 ~~complete the pre-college curriculum shall apply to:~~

16 ~~(a) A first-time university student pursuing a baccalaureate degree with or without a~~
17 ~~declared major;~~

18 ~~(b) A university student who is already enrolled and who is converting from non-~~
19 ~~degree status to baccalaureate degree status;~~

20 ~~(c) A student changing from certificate or associate degree status to baccalaureate~~
21 ~~degree status; or~~

22 ~~(d) A student transferring from another institution who has been admitted to bacca-~~
23 ~~laureate degree status by a state-supported university.~~

1 ~~(5) A university shall accept a waiver of a pre-college curriculum course if:~~

2 ~~(a) A student is unable to complete the course because of a physical handicap;~~

3 ~~(b) The school district superintendent or designee verifies that a student's handicap-~~
4 ~~ping condition prevents the student from completing the course in question; and~~

5 ~~(c) The student completes a course substituted by the local school in accordance~~
6 ~~with 704 KAR 3:305, Section 3(2).~~

7 ~~(6) The requirement to complete the pre-college curriculum as established in sub-~~
8 ~~section (1)(a)2. of this section shall not apply to:~~

9 ~~(a) An adult learner;~~

10 ~~(b) A student entering baccalaureate degree status with twenty-four (24) or more~~
11 ~~semester credit hours applicable to a baccalaureate degree with a grade point average~~
12 ~~(GPA) of at least 2.00 on a 4.00 scale;~~

13 ~~(c) Active duty military personnel, their spouses, and their dependents;~~

14 ~~(d) A student enrolled in a community or technical college or a community college~~
15 ~~type program at a university;~~

16 ~~(e) A non-resident student subject to the provisions of subsection (2) of this section;~~

17 ~~or~~

18 ~~(f) An international student.~~

19 ~~(7) A university may establish, in writing, additional admission criteria to supplement~~
20 ~~these minimum requirements.~~

21 ~~(8) An applicant granted early admission to a university shall be exempt from the re-~~
22 ~~quirement of meeting the pre-college curriculum as set forth in subsection (1)(a)2. of this~~
23 ~~section.~~

1 ~~(9) A university may admit a person who does not meet the entrance requirements~~
2 ~~established in this section for the purpose of enrolling in a college course or courses as a~~
3 ~~non-degree student.~~

4 ~~(10) A state-supported university that admits a student in an associate or baccalau-~~
5 ~~reate degree program who does not meet the system-wide standards of readiness for Eng-~~
6 ~~lish, mathematics, or reading shall use a placement exam to place the student in the prop-~~
7 ~~er course. If the student scores below the system-wide standard of readiness in English,~~
8 ~~mathematics, or reading as outlined in the College Readiness Indicators document incor-~~
9 ~~porated by reference, a university shall place the student in an:~~

10 ~~(a) Appropriate developmental course in the relevant discipline within two (2) semes-~~
11 ~~ters following a student's initial enrollment; or~~

12 ~~(b) Appropriate entry-level college course within two (2) semesters following a stu-~~
13 ~~dent's initial enrollment, if the course is a supplemental course or program.~~

14 ~~(11)(a) A student shall not be required to enroll in a developmental or supplemental~~
15 ~~course in English if the student has:~~

16 ~~1. A sub-score on the ACT Assessment of eighteen (18) or higher;~~

17 ~~2. Met an English benchmark placement score outlined in the College Readiness~~
18 ~~Indicators document;~~

19 ~~3. Successfully completed a high school English transitional course or intervention~~
20 ~~program and met the system-wide English benchmark for readiness outlined in the College~~
21 ~~Readiness Indicators document; or~~

22 ~~4. Successfully completed a developmental or supplemental English course at a~~
23 ~~public postsecondary education institution if the course meets the system-wide learning~~

1 ~~outcomes identified in the College Readiness Indicators document.~~

2 ~~(b) A student shall not be required to enroll in a developmental or supplemental~~
3 ~~mathematics course if the student is enrolling in a liberal arts mathematics course, and~~
4 ~~has:~~

5 ~~1. A sub-score on the ACT Assessment of nineteen (19) or higher;~~

6 ~~2. Met a liberal arts mathematics benchmark placement score outlined in the Col-~~
7 ~~lege Readiness Indicators document;~~

8 ~~3. Successfully completed a high school mathematics transitional course or inter-~~
9 ~~vention program and met the system-wide mathematics benchmark for readiness for a~~
10 ~~mathematics liberal arts course outlined in the College Readiness Indicators document; or~~

11 ~~4. Successfully completed a developmental or supplemental mathematics course at~~
12 ~~a state-supported postsecondary education institution that meets the system-wide learning~~
13 ~~outcomes identified in the College Readiness Indicators document.~~

14 ~~(c) A student shall not be required to enroll in a developmental or supplemental~~
15 ~~course in college algebra if the student has:~~

16 ~~1. A sub-score on the ACT Assessment of twenty two (22) or higher in mathematics;~~

17 ~~2. Met a college algebra mathematics benchmark placement score outlined in the~~
18 ~~College Readiness Indicators document; or~~

19 ~~3. Successfully completed a developmental or supplemental mathematics course at~~
20 ~~a state-supported postsecondary education institution that meets the system-wide learning~~
21 ~~outcomes for college algebra identified in the College Readiness Indicators document.~~

22 ~~(d) A student shall not be required to enroll in a developmental or supplemental~~
23 ~~course in reading if the student has:~~

- 1 1. A sub-score on the ACT Assessment of twenty (20) or higher;
- 2 2. Met a reading benchmark placement score outlined in the College Readiness In-
- 3 dicators document;
- 4 3. Completed twelve (12) hours of reading intensive work at a postsecondary educa-
- 5 tion institution;
- 6 4. Successfully completed a high school reading transitional course or intervention
- 7 program and met the system-wide English benchmark for readiness outlined in the College
- 8 Readiness Indicators document; or
- 9 5. Successfully completed a developmental or supplemental reading course at a
- 10 state-supported postsecondary education institution that meets the system-wide learning
- 11 outcomes identified in the College Readiness Indicators document.

12 (e) A student who scores twenty-seven (27) or higher on the ACT Assessment in

13 mathematics shall be permitted to enroll in a credit-bearing calculus course.

14 (f) A student who demonstrates a level of competence by achieving the standards

15 established in the College Readiness Indicators document, and by achieving the scores

16 contained in paragraphs (a) through (e) of this subsection shall be guaranteed placement

17 in credit-bearing course work.

18 (12) An adult learner who has been admitted without taking the ACT Assessment or

19 the SAT shall be placed into an appropriate course based on the following tests:

- 20 (a) The ACT Residual Test
- 21 (b) The ASSET Testing Program;
- 22 (c) The COMPASS Testing Program;
- 23 (d) The KYOTE Testing Program;

1 ~~(e) The ACCUPLACER Testing Program; or~~

2 ~~(f) An institutional placement test.~~

3 ~~(13) An institution shall be responsible for determining the remediation required in-~~
4 ~~cluding the number of developmental courses required.~~

5 ~~(14) An institution shall enroll a student who scores below the state-wide readiness~~
6 ~~standards in an appropriate developmental or entry-level course until readiness for credit-~~
7 ~~bearing courses has been demonstrated. An institution shall ensure that a student who~~
8 ~~completes a developmental or supplemental course shall enroll in a credit-bearing course~~
9 ~~in that subject or discipline, or in the case of reading, in an appropriate course requiring~~
10 ~~college-level reading skills.~~

11 ~~(15) A university shall report to the Council data that monitors the performance of~~
12 ~~first-time students in developmental and entry-level courses. The core elements of the first-~~
13 ~~time student performance monitoring system shall include:~~

14 ~~(a) ACT or SAT scores;~~

15 ~~(b) Institutional placement exam results;~~

16 ~~(c) Information that identifies whether a course is developmental, entry-level, or en-~~
17 ~~try-level with supplementary academic support provided; and~~

18 ~~(d) Grades in developmental entry-level courses.~~

19 ~~Section 3. Minimum Qualifications for Institutional Admission as a First-time Student~~
20 ~~to the Kentucky Community and Technical College System (KCTCS). (1) Except as provid-~~
21 ~~ed by paragraph (b) of this subsection, an applicant who is a resident of Kentucky and who~~
22 ~~seeks admission to a community and technical college degree program established by the~~
23 ~~Kentucky Community and Technical College System may be admitted if the applicant has:~~

1 ~~(a) Graduated from a public high school or certified non-public high school; or~~

2 ~~(b) Earned a general equivalency diploma (GED).~~

3 ~~(2) A non-resident applicant who has earned a high school general equivalency di-~~
4 ~~ploma (GED) or an applicant who is a graduate of a Kentucky based non-certified non-~~
5 ~~public high school, including a home school, shall have fulfilled the requirements for admis-~~
6 ~~sion to a community or technical college by meeting the admission criteria established by~~
7 ~~KCTCS.~~

8 ~~(3) KCTCS may waive the requirement to take the GED as set forth in subsection~~
9 ~~(1)(b) of this section pursuant to a written policy published by KCTCS.~~

10 ~~(4) KCTCS may admit a person who does not meet the entrance requirements es-~~
11 ~~tablished in this section for the purpose of enrolling in a college course or courses as a~~
12 ~~non-degree student.~~

13 ~~(5) KCTCS, in admitting a student to a degree program who does not meet the sys-~~
14 ~~tem-wide standards of readiness for English, mathematics, or reading, shall use a place-~~
15 ~~ment exam to place the student in the proper course. If the student scores below the sys-~~
16 ~~tem-wide standard of readiness in English, mathematics, or reading as outlined in the Col-~~
17 ~~lege Readiness Indicators document incorporated by reference, the institution shall place~~
18 ~~the student in an:~~

19 ~~(a) Appropriate developmental course or adult education course of study in the rele-~~
20 ~~vant discipline within two (2) semesters following a student's initial enrollment; or~~

21 ~~(b) Appropriate entry-level college course within two (2) semesters following a stu-~~
22 ~~dent's initial enrollment, if the course is a supplemental course or program.~~

23 ~~(6)(a) A student shall not be required to enroll in a developmental or supplemental~~

1 ~~course in English if the student has:~~

2 ~~1. A sub-score on the ACT Assessment of eighteen (18) or higher;~~

3 ~~2. Met an English benchmark placement score outlined in the College Readiness~~
4 ~~Indicators document;~~

5 ~~3. Successfully completed a high school English transitional course or intervention~~
6 ~~program and met the system-wide English benchmark for readiness outlined in the College~~
7 ~~Readiness Indicators document; or~~

8 ~~4. Successfully completed a developmental or supplemental English course at a~~
9 ~~state-supported postsecondary education institution if the course meets the system-wide~~
10 ~~learning outcomes identified in the College Readiness Indicators document.~~

11 ~~(b) A student shall not be required to enroll in a developmental or supplemental~~
12 ~~mathematics course if the student is enrolling in a liberal arts mathematics course, and~~
13 ~~has:~~

14 ~~1. A sub-score on the ACT Assessment of nineteen (19) or higher;~~

15 ~~2. Met a liberal arts mathematics benchmark placement score outlined in the Col-~~
16 ~~lege Readiness Indicators document;~~

17 ~~3. Successfully completed a high school mathematics transitional course or inter-~~
18 ~~vention program and met the system-wide mathematics benchmark for readiness for a~~
19 ~~mathematics liberal arts course outlined in the College Readiness Indicators document; or~~

20 ~~4. Successfully completed a developmental or supplemental mathematics course at~~
21 ~~a state-supported postsecondary education institution that meets the system-wide learning~~
22 ~~outcomes identified in the College Readiness Indicators document.~~

23 ~~(c) A student shall not be required to enroll in a developmental or supplemental~~

1 ~~course in college algebra if the student has:~~

2 ~~1. A sub-score on the ACT Assessment of twenty-two (22) or higher in mathematics;~~

3 ~~2. Met a college algebra mathematics benchmark placement score outlined in the~~

4 ~~College Readiness Indicators document; or~~

5 ~~3. Successfully completed a developmental or supplemental mathematics course at~~

6 ~~a state-supported postsecondary education institution that meets the system-wide learning~~

7 ~~outcomes for college algebra identified in the College Readiness Indicators document.~~

8 ~~(d) A student shall not be required to enroll in a developmental or supplemental~~

9 ~~course in reading if the student has:~~

10 ~~1. A sub-score on the ACT Assessment of twenty (20) or higher;~~

11 ~~2. Met a reading benchmark placement score outlined in the College Readiness In-~~

12 ~~dicators document;~~

13 ~~3. Completed twelve (12) hours of reading intensive work at a postsecondary educa-~~

14 ~~tion institution;~~

15 ~~4. Successfully completed a high school reading transitional course or intervention~~

16 ~~program and met the system-wide English benchmark for readiness outlined in the College~~

17 ~~Readiness Indicators document; or~~

18 ~~5. Successfully completed a developmental or supplemental reading course at a~~

19 ~~state-supported postsecondary education institution that meets the system-wide learning~~

20 ~~outcomes identified in the College Readiness Indicators document.~~

21 ~~(e) A student who scores twenty-seven (27) or higher on the ACT Assessment in~~

22 ~~mathematics shall be permitted to enroll in a credit-bearing calculus course.~~

23 ~~(f) A student who demonstrates a level of competence by achieving the standards~~

1 established in the College Readiness Indicators document, and by achieving the scores
2 contained in paragraph (a) through (d) of this subsection shall be guaranteed placement in
3 credit-bearing course work.

4 (7) An adult learner who has been admitted without taking the ACT Assessment or
5 the SAT may be placed into an appropriate course based on the following tests:

6 (a) The ACT Residual Test;

7 (b) The ASSET Testing Program;

8 (c) The COMPASS Testing Program;

9 (d) The KYOTE Testing Program;

10 (e) The ACCUPLACER Testing Program; or

11 (f) An institutional placement test.

12 (8) An institution shall be responsible for determining the remediation required in-
13 cluding the number of developmental courses required.

14 (9) An institution shall enroll a student who scores below the state-wide readiness
15 standards in an appropriate developmental or entry-level course until readiness for credit-
16 bearing courses has been demonstrated. An institution shall ensure that a student who
17 completes a developmental or supplemental course shall enroll in a credit-bearing course
18 in that subject or discipline, or in the case of reading, in an appropriate course requiring
19 college-level reading skills.

20 (10) KCTCS may exempt students enrolled in selected occupational based certifi-
21 cate or diploma programs from an assessment and placement in English, mathematics, or
22 reading. The list of certificate and diploma programs that exempt students from the re-
23 quired assessment and placement shall be published by KCTCS in the student catalog.

1 ~~(11) KCTCS shall report to the Council data that monitors the performance of first-~~
2 ~~time students in developmental and entry-level courses. The core elements of the first-time~~
3 ~~student performance monitoring system shall include:~~

4 ~~(a) ACT or SAT scores;~~

5 ~~(b) Institutional placement exam results;~~

6 ~~(c) Information that identifies whether a course is developmental, entry-level, or en-~~
7 ~~try-level with supplementary academic support provided; and~~

8 ~~(d) Grades in developmental entry-level courses.~~

9 ~~Section 4. Transfer Students. (1) The council's General Education Transfer Policy~~
10 ~~and Implementation Guidelines, incorporated by reference, shall direct an institution's poli-~~
11 ~~cy on the acceptance of transfer credits.~~

12 ~~(2) An institution shall assure that a transferring student receives academic counsel-~~
13 ~~ing concerning the transfer of credit among institutions.~~

14 ~~(3) A university or the KCTCS, consistent with the provisions of subsection (1) of this~~
15 ~~section, shall accept a student's college credit earned when a course is taken both for high~~
16 ~~school credit and college credit. Credit earned through a dual enrollment arrangement shall~~
17 ~~be treated the same as credit earned in any other college course.~~

18 ~~Section 5. Incorporation by Reference. (1) The following material is incorporated by~~
19 ~~reference:~~

20 ~~(a) "General Education Transfer Policy and Implementation Guidelines", 2011,~~
21 ~~Council on Postsecondary Education; and~~

22 ~~(b) College Readiness Indicators, 2010.~~

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

1 ~~right law, at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite~~
2 ~~320, Frankfort, Kentucky, Monday through Friday, 8 a.m. to 4:30 p.m.]~~

3

Date

Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

Date

Travis Powell, General Counsel
Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on June 21, 2018 at 10:00 a.m EST at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until June 30, 2018.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

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

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation 13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions

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

- (1) Provide a brief summary of:
 - (a) What this administrative regulation does: Sets forth the minimum admission and placement standards for students who attend public postsecondary education institutions.
 - (b) The necessity of this administrative regulation: KRS 164.020(8) requires that the Council on Postsecondary Education set minimum admission standards for students who wish to enroll at public postsecondary education institutions.
 - (c) How this administrative regulation conforms to the content of the authorizing statutes: The regulation conforms explicitly to the authorizing statute.
 - (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The administrative regulation advises prospective students, local school districts, and public postsecondary institutions on the minimum requirements for admission and course placement to facilitate transition into postsecondary education.
- (2) If this is an amendment to an existing administrative regulation, provide a brief summary of:
 - (a) How the amendment will change this existing administrative regulation: This amendment simplifies the current structure for minimum admission criteria and related course placement by focusing on core state level policy objectives. It requires that traditional high school graduates admitted to a public university have a high school GPA of 2.5 on a 4.0 scale. Students with a 2.0 to 2.49

may enroll after signing a learning contract with the institution that specifies the advising, mentoring, tutoring and support services expectations for both the student and the institution, student learning goals and expectations, student participation requirements in a financial literacy program, the process by which student progress will be monitored, and the specified length of the learning contract. The amendment also mandates the implementation of the corequisite model for students needing remediation in core content areas. Corequisite courses include enhanced academic supports, such as additional hours of instruction, tutoring, mentoring, or advising and require the award of college credit upon their successful completion.

- (b) The necessity of the amendment to this administrative regulation: The amendment is necessary to assist in the simplifying college and university compliance in core areas of admission and placement criteria and providing flexibility institutions in these areas where they may be unique. Moving toward the corequisite model of remediation will assist students in progressing to a degree more quickly outside the traditional developmental model which is often more costly and ineffective in progressing students toward degree completion.
 - (c) How the amendment conforms to the content of the authorizing statutes: The amendment conforms with the requirements of KRS 164.020(8), which gives the Council the broad authority to set minimum qualifications for admission to the state postsecondary system.
 - (d) How the amendment will assist in the effective administration of the statutes: The clarification and simplification proposed in this amendment will assist the Council in ensuring institutional compliance by focusing only on those most important and impactful statewide objectives in the areas of admission and placement.
- (3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: The eight Kentucky public universities and sixteen community and technical colleges are affected along with any person seeking admission and enrolling in those institutions. .

- (4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment, including:
 - (a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Institutions will be required to review existing admission and course placement policies and adjust accordingly.
 - (b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): The amendment will require the most minimal amount of additional staff time to adjust internal admissions and placement policies accordingly. The move to a corequisite course model for developmental education will ensure students are paying for credit bearing courses in their program of study as opposed to development education courses which were often taken without the award of college credit.
 - (c) As a result of compliance, what benefits will accrue to the entities identified in question (3): The changes proposed in this amendment are designed to assist public colleges and universities in being more successful in retaining students and assisting them in completing their degrees in a more timely manner.
- (5) Provide an estimate of how much it will cost to implement this administrative regulation:
 - (a) Initially: See 4(b) above.
 - (b) On a continuing basis: See 4(b) above.
- (6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Any available sources of funding can be used, most likely general operating expenses.
- (7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: N/A. This regulation does not assess fees.
- (8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: N/A. This regulation does not assess fees.
- (9) TIERING: Is tiering applied? No.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR 2:020. Guidelines for admission to the state-supported postsecondary education institutions

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

1. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? All public universities in Kentucky and Kentucky community and technical colleges.

2. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.020(8).

3. Estimate the effect of this administrative regulation on the expenditures and revenues of a state or local government agency (including cities, counties, fire departments, or school districts) for the first full year the administrative regulation is to be in effect.

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? In and of itself, this regulation will not generate any revenue, but generally it should lead to better retention and graduation of students which will result in increased tuition revenue and better outcomes in the performance funding model for distributing state general fund appropriations set forth in KRS 164.092, 13 KAR 2:120 and 13 KAR 2:130.

(b) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for subsequent years? See 3(a).

(c) How much will it cost to administer this program for the first year? No additional costs. Responsibilities borne out of the regulation will be subsumed by existing staff.

(d) How much will it cost to administer this program for subsequent years? See 4(c).

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain

the fiscal impact of the administrative regulation.

Revenues (+/-):

Expenditures (+/-):

Other Explanation: See 3(a) and (c).

Comments on 13 KAR 3:060. High School Equivalency Diploma Awarded for Credit Hour Completion at KCTCS Institutions

ACTION: If applicable, CPE staff will make a recommendation on responses to comments received on the filed Kentucky Administrative Regulation, 13 KAR 3:060.

On April 27, 2018, the Council approved the filing of the following Kentucky Administrative Regulation:

- 13 KAR 3:060. High School Equivalency Diploma Awarded for Credit Hour Completion at KCTCS Institutions. It was filed with the Legislative Research Commission on May 14, 2018.

Public comments can be submitted through June 30, 2018 and the hearing is scheduled for June 21, 2018 at 10:00 a.m.

As of June 14, 2018, there have been no requests to be heard or comments made on the regulation. If any comments are received before the June 22 Council meeting, Mr. Travis Powell, CPE General Counsel and Associate Vice President will present the comments received and recommended responses to the Council for action.

New Academic Programs

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

Eastern Kentucky University:

1. Bachelor of Science in Digital Forensics and Cybersecurity (CIP 43.0116)

University of Kentucky:

2. Doctor of Philosophy in Forest and Natural Resource Science (CIP 03.0101)
3. Master of Arts in Teaching Secondary STEM Education (CIP 13.1206)
4. Master of Fine Arts in Curatorial Studies (CIP 50.1002)
5. Master of Science in Urban and Environmental Design (CIP 04.0301)

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 programs:

Eastern Kentucky University

1. Bachelor of Science in Digital Forensics and Cybersecurity (CIP 43.0116)

This 120-credit program is the first in the state and will replace the current computer forensics and security concentration in the Bachelor of Science in computer science. The new degree program will be accredited by the Forensic Science Education Programs Accreditation Commission (FEPAC) and designed to provide technical training in advanced digital forensics and cybersecurity studies. The program will utilize alternate learning formats such as evening and weekend classes and students can be recommended for internships with the FBI and the Kentucky State Police Electronic Crime Branch.

Graduates will be leaders in the digital forensics and cybersecurity fields, working side by side with law enforcement agencies, homeland security agencies, and the

intelligence community. Job positions include information security analyst, information security engineer, information security administrator, cyber threat analyst, cyber security forensics analyst, digital/computer forensic analyst, digital/computer forensics engineer, digital/computer forensic examiner, computer forensic & intrusion analyst, malware analyst, and incident responder.

University of Kentucky

2. Doctorate of Philosophy in Forest and Natural Resource Sciences (CIP 03.0101)

This program will be the first of its kind in Kentucky. The 36-credit hours of graduate-level course work will offer an individualized yet comprehensive degree of study in the management and conservation of natural resources and the environment and produce high quality scientists, who can contribute to natural resources disciplines through high impact research, education, and extension. Graduates will be prepared to conduct research in natural resource sciences as well as teach in natural resource-related disciplines, such as forest management and conservation biology.

Graduates of the program can be employed in state and federal governments and private industry. Job positions include conservation scientists and foresters, postsecondary forestry and conservation science teachers, hydrologists, life scientists, natural science managers, zoologists and wildlife biologists, environmental scientists and specialists, and assistant professor.

3. Master of Arts in Teaching Secondary STEM Education (CIP 13.1206)

The 31-credit program, flexible two-year pathway, will provide graduates interested in teaching secondary STEM disciplines with master's degree in teaching that allows them to teach appropriate courses in grades eighth-12 in Kentucky. The required coursework includes a sequence of STEM education methods and seminar courses, as well as courses in core education areas such as educational psychology, special education, education policy, literacy and assessment. The MAT in secondary STEM education will follow a clinical model with a sequence of research and industry externships, diverse field placement and student teaching. The program will utilize alternate learning formats such as distance learning, technology enhanced instruction, evening and weekend classes along with an industry externship experience.

Demand research indicates there is long-term pattern in STEM teacher shortages both in Kentucky and nationally. This program will help to address the shortage. Job positions include elementary teachers, middle school teachers, and secondary education teachers.

4. Master of Fine Arts in Curatorial Studies (CIP 50.1002).

The 60-credit hybrid online and residency master's degree is a practice-based degree that prepares students for curatorial positions in a wide variety of community and arts organizations. There are only three other such programs in the United States and only two others internationally. The program uniquely blends classroom instruction with mostly hands-on experiences working in galleries and related institutions.

It is a terminal degree, making graduates competitive for positions in community arts organizations, museums, contemporary art galleries, and in college and university environments. Job positions include art director, art coordinator, curator, archivist, and artists.

5. Master of Science in Urban and Environmental Design (CIP 04.0301).

This 30-credit design studio-based degree program will prepare students for positions in city planning departments and design firms. Through engaged learning in communities of multiple scales and densities across Kentucky and beyond, the program seeks to broadcast the value of urban and environmental design through real-world projects and future-oriented ideas. This program will be the first of its kind in Kentucky. Graduates with additional requisite work experience will be eligible to sit for the American Institute of Certified Planners (AICP) exam and AICP Certified Urban Design (AICPCUD) exam.

Graduates of the program will be prepared to work in urban and regional planning offices and design offices associated with architectural and engineering related services. Job positions include urban and regional planners, postsecondary architecture teachers, landscape architects, architects, and designers.

2019 CPE Meeting Calendar

ACTION: The staff recommends that the Council approve the 2019 CPE meeting dates.

The following meeting dates for 2019 are proposed for approval. Staff will work with the campuses to hold some of the meetings on public and independent college campuses.

Details will be provided prior to each meeting and posted on the Council's website at <http://cpe.ky.gov/aboutus/cpemeetings.html>.

The proposed 2019 dates are:

<u>Dates</u>	<u>Tentative CPE meetings to be held</u>
Feb 21 (Th)	Annual Retreat
Feb 22 (F)	Joint meeting w/CPE, campus Presidents, & BSBP, and Business Meeting
April 25 (Th)	Work sessions, Campus briefing & tour, dinner
April 26 (F)	Business Meeting
June 27 (Th)	Work sessions, Campus briefing & tour, dinner
June 28 (F)	Business Meeting

The 2019-20 academic/fiscal year meeting dates will be approved at a later date.

An Update from the KY Workforce Innovation Board

The 42-member Kentucky Workforce Innovation Board (KWIB) serves as an advisory board to the Governor on workforce training and development issues. The KWIB is charged with creating a statewide vision for workforce development and adopt a plan to move Kentucky forward through workforce training and development.

KWIB's strategic plan was adopted in February, 2018 – Kentucky Work Ready: An Urgent Call to Action. The plan was developed through an environmental scan of Kentucky's labor market data, over 100 interviews conducted with employers and workforce development leaders across the Commonwealth, and the completion of a day-long planning retreat. As a result, vision and desired impact is to “create a workforce development system that is value driven for employers, aligns education with industry demands, prepares Kentuckians for the future of work and drives economic development.”

Aaron Thompson, CPE's executive vice president and chief academic officer, serves as the postsecondary and adult education's representative on KWIB. Dr. Jay Box, president of KCTCS, is a member of the KWIB steering committee.

Melissa Aquilar, KWIB's executive director, will address the Council with more details on the strategic plan and the importance of postsecondary education in its implementation.

Kentucky Work Ready

An Urgent Call to Action
*Strategic recommendations for the
Commonwealth to meet the workforce
needs of the future*

Approved February 15, 2018

FEBRUARY 2018

Table of Contents

Table of Contents.....	1
Kentucky Workforce Innovation Board (KWIB) Members	3
Strategic Plan Steering Committee Members	4
Executive Summary.....	5
A Commonwealth Workforce in Crisis	8
The Role of the KWIB in Workforce Development	10
Strategic Plan Overview	11
Strategic Goal #1: Employers	13
Strategic Goal #2: Education	17
Strategic Goal #3: Workforce Participation.....	21
Strategic Goal #4: Organization and Resource Alignment.....	26
Looking Ahead: Putting Strategy into Action	30
Strategic Plan Steering Committee Members Agreement.....	31

Foreword from the KWIB Chair

Over the past few months, the Kentucky Workforce Innovation Board (KWIB) has led a rigorous process to identify challenges that may be limiting the ability of our employers, communities and citizens to reach their potential. The challenges presented in this document represent a direct threat to the health, wellbeing and future economic development of the Commonwealth. To address these challenges, we have suggested a series of steps that will require a sustained commitment from state and local policymakers along with the support of Kentucky's business community.

More than ever, people and their skills, talents, intellect and ambition propel our modern economy. The quality and availability of educated and skilled people is the single biggest factor driving business growth and expansion. To meet the needs of both business and our citizens, we must redefine the workforce development system to include not only our network of Kentucky Career Centers, but also career and technical education, as well as our primary, secondary and postsecondary institutions. The recommendations presented in this Work Ready Kentucky plan are meant to align to our collective education, workforce, and economic development efforts to provide both employers and job seekers with the support necessary to create healthy, prosperous communities and sustainable economic growth.

Using input from hundreds of individual interviews and focus groups with a wide variety of businesspeople, job seekers, educators, and policymakers, we have proposed steps to lead to a greater level of employer engagement in our workforce development system. The strategies outlined in this document will bridge talent gaps, mitigate employment barriers, encourage workforce participation, and reduce service delivery inefficiencies to make Kentuckians more productive.

As with any investment portfolio, we should insist on a return on our investment. While we have proposed specific measurements and timelines for our suggested action steps, our larger return should be measured in positive economic growth, stable employment at competitive wage levels that encourage Kentuckians to embrace work, and reduced reliance on public assistance. Successful implementation of this plan will also require increased participation and effort by employers in helping us to help them remain nationally and internationally competitive.

In creating the KWIB, Governor Bevin clearly communicated the great opportunity that he sees ahead for Kentucky. With this Work Ready Kentucky plan, we send the message that to achieve the greatness that is within our reach, **we must act, we must act boldly, and we must act now**. On behalf of the KWIB and its members, we offer our appreciation to all who have provided input and helped to develop this plan. We look forward to working with all parties to bring this vision to life.

Respectfully,



Hugh Haydon
Chair, Kentucky Workforce Innovation Board,
President/CEO of Kentucky Bioprocessing, Inc.

Kentucky Workforce Innovation Board (KWIB) Members

Governor Matt Bevin
Governor
Commonwealth of Kentucky

Senator Jimmy Higdon
District 14
Kentucky State Senate

Representative Jim DeCesare
District 21
Kentucky House of Representatives

Hugh Haydon, KWIB Chair
President/CEO
Kentucky Bioprocessing, Inc.

Kim Menke
State Government Liaison
Toyota Motor Manufacturing

Carla Webster
HR Program Manager
Conduent

Chris Reinersman
Senior Talent Acquisition Specialist
DHL

Peter Feil
Vice President/General Manager
Stober Drives

Heidi Margulis
Senior Vice President, Corporate
Affairs
Humana

Adam Hinton
Vice President
Hinton Mills

Robert Southard
Workforce Excellence Analyst
Southern Star Central Gas Pipeline

Pat Murphy
Workforce Development Manager
United Parcel Services (UPS)

Danette Wilder
President/CEO
SealingLife Technologies

Torsten Langguth
Plant Manager
Dr. Schneider Technologies

Kevin Smith
Vice President, Bourbon Affairs
Beam Suntory (Jim Beam Brands)

Amy Luttrell
President/CEO
Goodwill Industries, Kentucky

David Boggs
President/CEO
Opportunity for Work and Learning

Terry Sexton
Labor Union Representative
Boilermakers Local 105

Scott Pierce
Labor Union Representative
Operating Engineers Local 181

Bernard Miles
Labor Union Representative
Electrical Workers Local 761

Hal Heiner
Secretary
Education and Workforce
Development

Terry Gill
Secretary
Economic Development

Derrick Ramsey
Secretary
Labor Cabinet

Michael Buchanon
Judge Executive
Warren County

Thomas Watson
Mayor
Owensboro County

Dr. Stephen Pruitt
Commissioner
Department of Education

Dr. Aaron Thompson
Executive Vice President
Council on Postsecondary Education

Strategic Plan Steering Committee Members

Scott Brinkman
Secretary
Office of the Governor

Adam Meier
Senior Policy Advisor
Office of the Governor

Hugh Haydon, KWIB Chair
President/CEO
Kentucky Bioprocessing, Inc.

Kim Menke
State Government Liaison
Toyota Motor Manufacturing

Amy Luttrell
President/CEO
Goodwill Industries, Kentucky

Pat Murphy
Workforce Development Manager
United Parcel Service (UPS)

David Adkisson
President/CEO
Kentucky Chamber of Commerce

Hal Heiner
Secretary
Education and Workforce
Development

Terry Gill
Secretary
Economic Development

Kristi Putnam
Program Manager
Kentucky HEALTH

Dr. Jay Box
President/CEO
Kentucky Community and Technical
College System (KCTCS)

Dr. Stephen Pruitt
Commissioner
Department of Education

Executive Summary





The Kentucky Workforce Innovation Board (KWIB) is a 27-member, employer-led advisory body that advises the Governor on workforce issues and guides the strategic direction of the Commonwealth’s workforce system. The mission of the KWIB is “to be a leader and catalyst in creating a comprehensive, customer-driven workforce development system that meets the changing needs of job seekers, incumbent workers and employers.” Through data analysis, policy recommendations, and dialogue at the local, state, and regional levels, KWIB members serve as stewards of workforce development throughout the Commonwealth.

In 2017, responding to concerns over Kentucky’s workforce participation rate, educational attainment statistics, and public health indicators, the KWIB revisited its workforce strategy, developing recommendations to support a lifetime continuum of training, preparation, and investment for citizens. The objective of this effort was to create a common direction for workforce development, and align workforce assets across the Commonwealth to support Kentuckians in achieving and sustaining economic self-sufficiency throughout their working lives.

Through an environmental scan of Kentucky’s labor market data, over 100 interviews conducted with employers and workforce development leaders across the Commonwealth, and the completion of a day-long planning retreat, the following vision and strategic goals were developed to guide Kentucky’s workforce partners:

WORK READY KENTUCKY: VISION AND DESIRED IMPACT

By “Create a workforce development system that is value driven for employers, aligns education with industry demands, prepares Kentuckians for the future of work and drives economic development.”





 <p>#1 Employers</p>	 <p>#2 Education</p>	 <p>#3 Workforce Participation</p>	 <p>#4 Organization and Resource Alignment</p>
<p>Goal #1: Actively engage employers to drive Kentucky’s workforce development system.</p>	<p>Goal #2: Align and integrate P-12, adult education and postsecondary education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.</p>	<p>Goal #3: Increase Kentucky’s workforce participation by creating opportunities, incenting workforce participation, and removing employment barriers for Kentuckians.</p>	<p>Goal #4: Focus resources on the most effective initiatives and improve the return on our workforce investment, utilizing data to constantly improve workforce development in Kentucky.</p>

orienting the workforce system to the skills needed by Kentucky employers, and integrating workforce development into the education and training system at all levels, the Commonwealth seeks to connect meaningful work with a culture of lifelong learning, removing barriers to employment for Kentuckians, while preparing them for the industries of the future. In doing so, KWIB’s recommendations aim to continuously improve the Kentucky workforce so that it returns dividends for each taxpayer dollar invested to improve it.

The Work Ready Kentucky Plan further articulates the vision and goals above through actionable supporting objectives and an implementation approach with action steps to support workforce system transformation over the short-to-long-term:

HOW KENTUCKY WILL ACHIEVE SYSTEMS CHANGE

Streamline customer access > Measure and invest in what works > Coordinate across Cabinets

 EMPLOYERS	 EDUCATION	 WORKFORCE PARTICIPATION
<p>WITHIN 12-18 MONTHS: Align leadership, program operations, and communication channels across Cabinets to eliminate organizational siloes and advance the top-line priorities of employers, large and small</p> <p>WITHIN 18-36 MONTHS: Recruit employer champions by region and industry to guide changes to training, P-12 curriculum, and workforce program service delivery. Educate the public on the high-quality opportunities available</p> <p>WITHIN 3-5 YEARS: Modernize unemployment technology, systematically use intelligence on workforce supply and labor demand to inform program and policy, and provide ombudsman-style coordination of services for employers engaging the system</p>	<p>WITHIN 12-18 MONTHS: Address labor shortages in skilled occupations through alignment of P-12 educational assets, adult technical education, and postsecondary programs to documented employer needs</p> <p>WITHIN 18-36 MONTHS: Expand capacity of successful training models for incumbent adults and students transitioning into the workforce, and increase awareness amongst parents, teachers, and counselors regarding the criticality of postsecondary credentials</p> <p>WITHIN 3-5 YEARS: Integrate education and workforce data to continuously improve training, maintain a balance within the incumbent worker training portfolio, and structure incentives that foster a culture of "lifelong learning" and productivity for Kentuckians</p>	<p>WITHIN 12-18 MONTHS: Mitigate disincentives to workforce participation amongst priority populations, and increase employer awareness of existing incentives to hire those with barriers to employment</p> <p>WITHIN 18-36 MONTHS: Integrate supports across programs, enhance wraparound services, and establish employer resource networks to increase worker placement and retention in full or part-time employment</p> <p>WITHIN 3-5 YEARS: Evaluate outcomes data and adjust programs to enhance efficacy of recruitment, training, placement and retention for priority populations and lower the cost to hire for employers</p>
 ORGANIZATION AND RESOURCE ALIGNMENT		
<p>WITHIN 12-18 MONTHS: Address barriers to cross-Cabinet collaboration and develop and deploy "guiding principles" to Commonwealth staff for workforce service delivery</p> <p>WITHIN 18-36 MONTHS: Capture a data-driven reflection of taxpayer spend on workforce development, and develop tracking mechanisms to evaluate return on investment on an ongoing basis</p> <p>WITHIN 3-5 YEARS: Leverage workforce non-profits and advocates to support continued systems change and capacity building, while continuing to integrate workforce services in a manner that optimizes ROI</p>		
<p>Consistently Share the Progress of Workforce Transformation with the Community</p>		

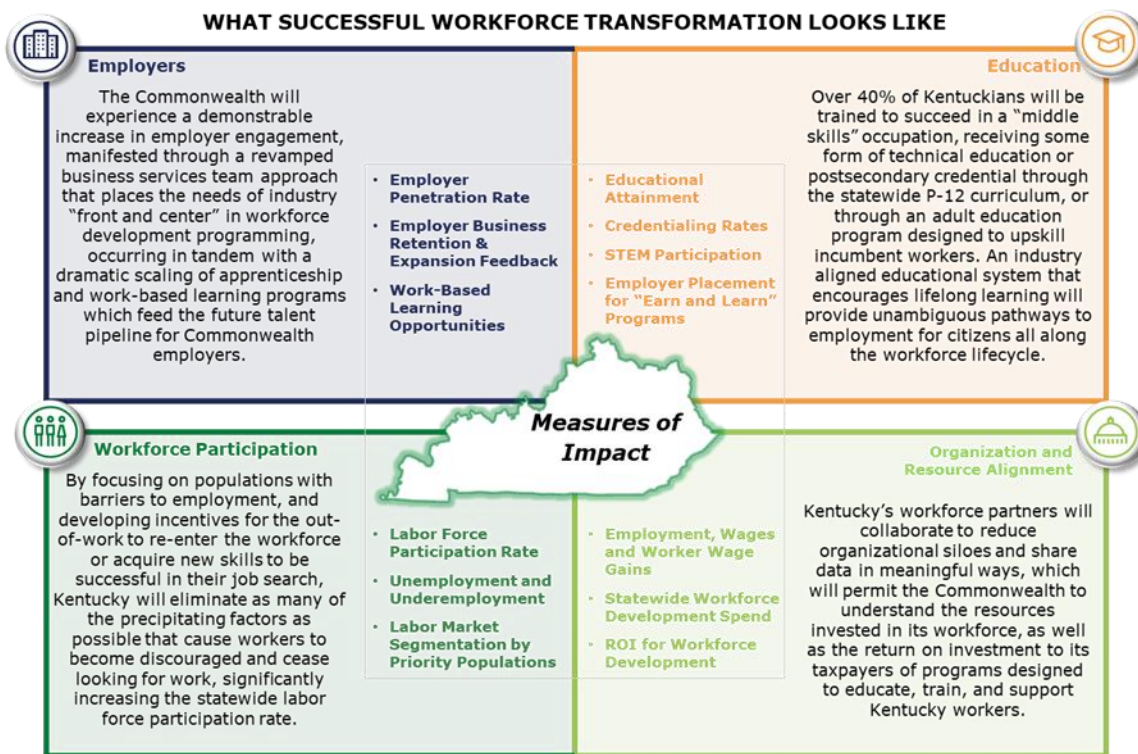
Over the next five years, the Commonwealth will convene a cross-Cabinet team to zero in on the challenges that exist within the workforce development system that impede progress, and remediate those obstacles to success, both for employers who use the system to source talent, as well as for those citizens who engage in employment, training, and employment referral activities to find meaningful work and upgrade their skills.

In this plan, we acknowledge the place in which we stand. We need:

- A systematic change;
- A cultural shift and a different mindset;
- All stakeholders being positive, willful, and proactive change agents;
- Broken down silos that keeps the customer at the forefront, and;
- An overall transformation that is dependent upon deliverables and metrics.

So what does success look like? Although re-engineering Kentucky's workforce is a long-term proposition, performance targets must be defined and measures assessed to hold the Commonwealth accountable for its progress with respect to workforce system transformation. Through diligent work and cross-sector collaboration, KWIB believes that the Commonwealth could, over the next five years, achieve milestones that include the following outcomes:

WHAT SUCCESSFUL WORKFORCE TRANSFORMATION LOOKS LIKE



The KWIB is committed to driving impactful initiatives that will transform Kentucky's workforce system. While this Strategic Plan is intended to focus on activities over a 5-year time horizon, it should be viewed as merely a starting point for long-term systems change.

The true keys to successful outcomes in workforce development reside in sustained collaboration by diverse, cross-sector partners over time. Continuous and data-driven refinement of the approaches outlined in this Plan, coupled with strategic investment by workforce stakeholders to build capacity and leverage resources and data in new and different ways will help the Commonwealth anticipate and adapt to the disruptive forces that impact Kentucky's employers and workers, positioning the Commonwealth to achieve positive economic growth in an increasingly dynamic future.

A Commonwealth Workforce in Crisis

Kentucky stands today at the intersection of its economic past and its future. The industrial heritage of agriculture, coal mining, manufacturing, and skilled craftsmanship that shaped the Commonwealth economy and the livelihoods of generations of its citizens is being disrupted by waves of macroeconomic change, which have arrived over the past three decades in the form of offshoring, industrial automation, renewable energy, and decentralized production. The resulting displacement of Kentuckians from industries where generations of their relatives worked has destabilized entire regions of the Commonwealth, and while some localities have been able to harness the momentum of technology and pivot accordingly, a far greater swath of Kentucky is still attempting to re-position itself within the emerging knowledge economy.

Where a strong back and a willing attitude was once sufficient to earn a family-sustaining wage and support a middle-class lifestyle, jobs now increasingly rely on the lifelong acquisition of skills and training. However, in a state where less than half of the population seeks education beyond a high school diploma, the growing gap between the skills that are demanded by Kentucky employers and those supplied by the current labor shed threatens the fortunes of businesses and employees alike, dampening statewide economic growth and stifling prospects for future economic development.

While macroeconomic transitions present new opportunities to re-invigorate the Commonwealth economy, Kentucky must first address a complex set of challenges to position its workforce to take advantage of growth:

Not Enough Working-Age Kentuckians Participate in the Labor

Force: Although labor force participation has declined nationwide over the past two decades, Kentucky's labor force participation rate (59.2%) has historically lagged the U.S. average, and currently ranks 43rd lowest in the country¹. This statistic means that within Kentucky, close to 40% of working-age adults are neither working nor seeking work, a ratio which, if reduced, it would likely spur statewide economic growth. While labor force participation of younger Kentuckians mirrors (and in some cases, exceeds) national averages, beyond age forty-five, Kentucky workers exit the labor market at an accelerated pace, and many retire before age sixty-five. To meet national participation levels, an additional 165,000 citizens must re-engage in work, a frustrating statistic considering the Commonwealth's 200,000 current job vacancies².

Kentucky ranks 43rd out of 50 U.S. States in labor force participation – 40% of able-bodied citizens neither work nor seek employment



CHALLENGE: How can we incent more Kentuckians to rejoin the labor market?

For Most Kentucky Students, a High School Diploma is Their

“Terminal Degree”: Although the Commonwealth maintains a healthy 85% high school graduation rate, less than half of students matriculate to some form of postsecondary study, and of those that do, over 1/3 require remedial education³. National statistics and state longitudinal data indicate that postsecondary education is a critical success factor for long-term self-sufficiency, as those who do not seek training beyond the K-12 system experience significantly lower lifetime earnings, higher rates of unemployment, and lower overall participation in the labor market. Kentucky's employment is expected to grow by 15.2% through 2024, creating over 326,000 new jobs, at least 1/3 of which will be in fields that increasingly demand postsecondary credentials of their

Despite an excess supply of “middle skill” jobs, only 30% of Kentuckians obtain a postsecondary credential within six years of graduating high school



CHALLENGE: How can we reinforce that postsecondary achievement is both attainable and necessary?

¹ Source: Bureau of Labor Statistics, Labor Force Participation by State, October 2017. URL: <https://www.bls.gov/web/laus/lalfprderr.xlsx>

² Source: “Workforce Participation in Kentucky.” Kentucky State Chamber of Commerce, May 2017. URL: <https://www.kychamber.com/sites/default/files/Workforce%20Participation%20Report%20-%20May%202017.pdf>

³ Source: Kentucky Center for Education & Workforce Statistics. Kentucky High School Feedback Report on College Going – High School Graduating Class of 2014. Retrieved from https://kcews.ky.gov/Content/Reports/HSFeedback/HSFRCG2014_FullReport_AllDistricts.pdf

workers⁴; however, the performance of Kentucky’s graduates in the intervening years following high school graduation foreshadow that many lack essential skills, leaving them ready for neither work nor further study.

Kentucky’s Aging Population Requires New Skills to Succeed in the Workplace of the Future: While nearly 1 in 4 Kentuckians is currently aged fifty-five or older, many of these individuals experience challenges securing and maintaining employment in Kentucky’s growth industries due to lack of educational attainment, or the need to re-train or obtain a skilled credential. While older workers have historically battled hiring bias and other obstacles to employment, a survey of Kentucky employers highlighted the value these experienced workers bring to today’s communication and leadership-intensive workplace⁵, underscoring the need for workforce development programs customized to the specific learning needs of this growing labor force demographic.

Nearly 1 in 4 Kentuckians is 55 or older, yet labor force participation among Kentucky adults aged 45+ is significantly lower than U.S. averages



CHALLENGE: How can we empower older Kentucky workers to succeed in the workplace of tomorrow?

A Significant Number of Kentuckians Are Simply Not “Work Ready”: In addition to lacking essential skills such as reading comprehension, critical thinking, mathematics and measurement, many Kentucky employers also note the absence of “essential skills” required to be successful in the modern workplace. More seriously, high rates of disability (17.9% of population - 2/3 of which are due to musculoskeletal or mental health issues), substance abuse, and other barriers to employment create disincentives to work, perpetuating cycles of disengagement from the workforce and intergenerational poverty. Because most work readiness skills are learned experientially “on the job,” delayed exposure to the workplace and gaps in employment contribute to a workforce that lacks self-sufficiency and creates an added burden on employers and the surrounding community.

High rates of disability, long-term unemployment, and substance abuse in Kentucky perpetuate disengagement from work and encourage cycles of structural poverty



CHALLENGE: How can Kentucky remove barriers and disincentives to work, and use exposure to the workplace as a tool to increase work readiness?

As thorny as the challenges above may seem, the complexity of the highly matrixed workforce development system designed to address them stymies most policymakers, as well as the employers and citizens who attempt to navigate the maze of agencies and programs established to support them. This diverse ecosystem of workforce providers, educators, and employers, whose collaboration can enable dramatic improvements in citizen outcomes and quality of life, has yet to realize its full potential. In response to the challenges of workforce participation, educational attainment, and public health, and in light of a looming skills gap which threatens employers and workers alike, public and private sector leaders have agreed that the time to enact systems change in workforce development is now.

⁴ Source: Kentucky Center for Education & Workforce Statistics (June 2016), Kentucky Occupational Outlook to 2024. Retrieved from https://kcews.ky.gov/Content/Reports/KYLM/Employer_Demand/2014-2024%20KY%20Occupational%20Outlook.pdf

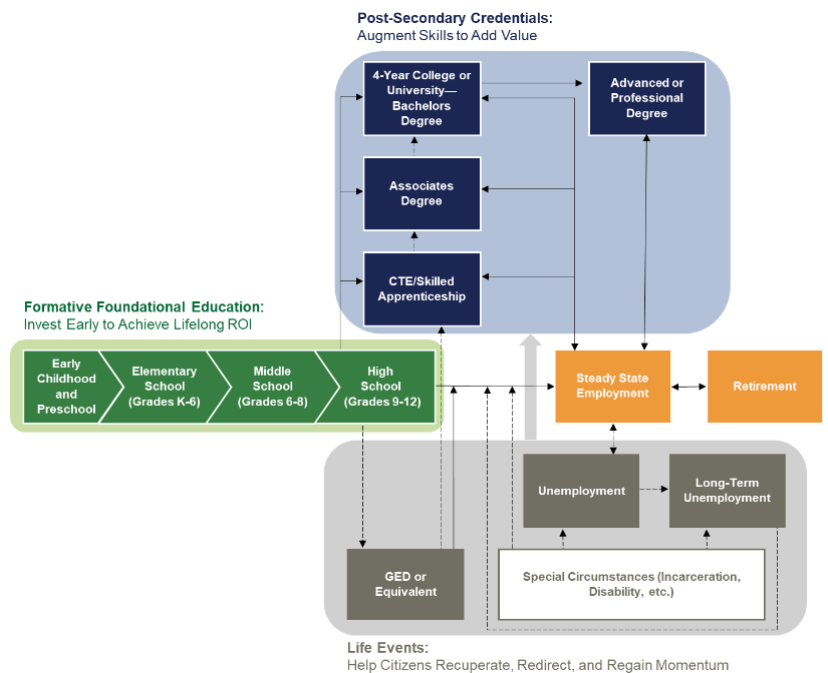
⁵ Source: “Kentucky’s Aging Workforce: Employers’ Perspectives on the Benefits, Challenges, and Promising Practices for an Engaged Older Workforce.” The Institute for Workplace Innovation, University of Kentucky. URL: https://www.uky.edu/Centers/iwin/workplace_research/AgingWorkforceWhitePaper.pdf

The Role of the KWIB in Workforce Development

The 27 members of the Kentucky Workforce Innovation Board (KWIB) represent a cross-section of industry, labor, and education leaders who advise the Governor on workforce issues and guide the strategic direction of Kentucky’s workforce system. The KWIB was authorized under the Workforce Innovation and Opportunity Act of 2014 (WIOA), which requires state workforce boards to be primarily employer-led and challenges them to collaborate across commercial sectors and government agencies to devise innovative approaches that improve the workforce system. As workforce development becomes increasingly critical to keep pace with the technological and industrial transformations impacting society, the KWIB has taken on more responsibility for ensuring the Commonwealth has a strategic vision and plan to prepare and improve Kentucky’s workforce system. The KWIB provides the Commonwealth with a vehicle to re-position Kentucky’s workforce system and establish a realigned strategic direction for workforce development.

While the concept of workforce development is often viewed in relation to an individual’s employment (or lack thereof), the KWIB views the Kentucky workforce system as a holistic “lifecycle,” a continuum of ongoing education, training, and services that begins in early childhood and is supplemented and reinforced throughout a working lifetime. Within this workforce lifecycle, Kentuckians of all ages and walks of life receive opportunities to develop their human capital, in academic settings, as well as through on-the-job and continuing education, with a focus on the acquisition of essential skills and a culture of lifelong learning that help workers remain competitive through life’s inevitable ebbs and flows, maintaining traction in a dynamic job market over time.

To drive the momentum of the workforce lifecycle model, Kentucky’s workforce system engages a diverse array of private, public, and not-for-profit partners, including employers, trade councils, education and training providers, social service organizations, regional workforce boards and areas, and state, regional, and local government agencies, who collectively coordinate available resources to support Kentucky residents throughout their development. By endowing workers with a combination of supports needed to obtain and sustain employment, this network of peer organizations strengthens the resiliency of the Kentucky workforce, which contributes to more robust economic conditions and statewide growth, which in turn provide Kentuckians more and greater opportunities to secure jobs that pay sustainable wages and support economic self-sufficiency.

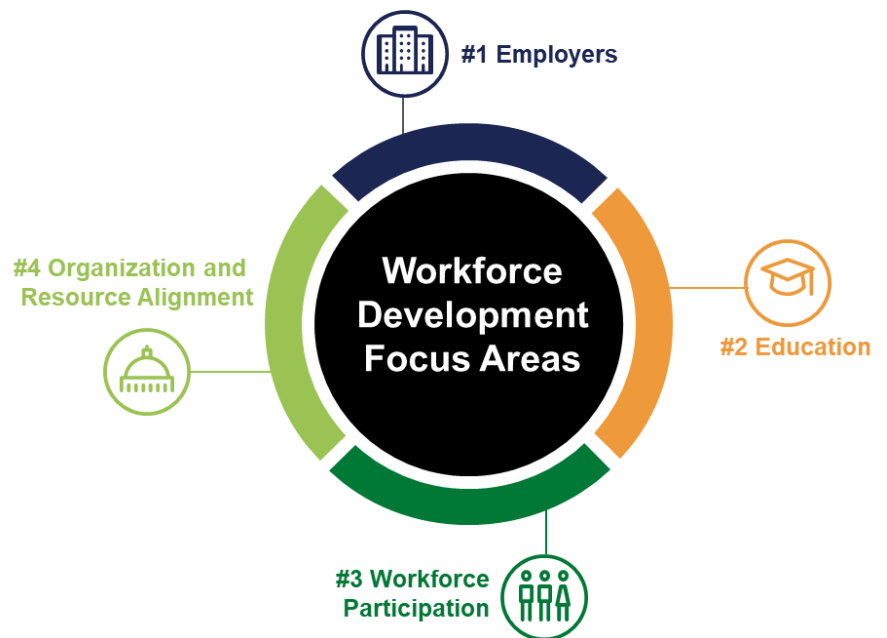


Strategic Plan Overview

Aligned with its mission as “a leader and catalyst in creating a comprehensive, customer-driven workforce development system that meets the changing needs of job seekers, incumbent workers and employers,” KWIB has drafted a Commonwealth-wide workforce development strategy that:

- Sets a common strategic direction with an urgent call to action to guide workforce development activities across Kentucky;
- Prioritizes actions that are attainable and measurable through the application of performance metrics;
- Increases and improves communication and collaboration among employers, education and training providers, regional workforce boards and areas, and state and local government organizations; and
- Identifies challenges and opportunities to improve the workforce system through an increase in workforce participation and retention, attainment of wages that promote self-sufficiency, and the provision of high-quality, accessible, and effective workforce training programs targeted to areas of growth within the Commonwealth.

The strategies outlined in this plan were informed through direct dialogue with Kentucky’s business community. Companies large and small, located across Kentucky’s industry sectors and regions, articulated the workforce challenges they felt they must overcome to sustainably grow their operations into the future. Drawing upon this input, representatives of the public and not-for-profit sectors, many of whom lead and drive assets within the existing workforce development system, worked alongside their corporate counterparts to articulate four areas of focus for this statewide strategic plan:



The goals and strategies articulated in the KWIB plan target accountability for workforce systems change along multiple dimensions. Representing the demand side of workforce development, the Commonwealth plans to align workforce programs to the most pressing concerns of employers. By employing continuous feedback from industry to refine program design and resource allocation, KWIB’s employer goals improve accessibility and ease of use of workforce services by businesses, while enhancing the employability of citizen users, and improving the customer experience for both. To support the supply side of workforce development (i.e., the labor shed), the Commonwealth will focus on improving the quality and industry relevance of the training and education that Kentuckians receive, as well as identifying and removing barriers and disincentives to productivity that negatively affect workers’ participation in the labor force. Lastly, the leaders of the Commonwealth workforce system will turn their focus inward, examining how to simplify a complex administrative infrastructure, and instill a culture of collaboration and data sharing across the many owners of workforce outcomes.

VISION AND DESIRED IMPACT

“Create a workforce development system that is value driven for employers, aligns education with industry demands, prepares Kentuckians for the future of work and drives economic development.”



#1 Employers



#2 Education



#3 Workforce Participation



#4 Organization and Resource Alignment

STRATEGIC GOALS

Goal #1: Actively engage employers to drive Kentucky’s workforce development system.

Goal #2: Align and integrate P-12, adult education and postsecondary education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.

Goal #3: Increase Kentucky’s workforce participation by creating opportunities, incenting workforce participation, and removing employment barriers for Kentuckians.

Goal #4: Focus resources on the most effective initiatives and improve the return on our workforce investment, utilizing data to constantly improve workforce development in Kentucky.

STRATEGIC OBJECTIVES

1a: Create a workforce development system that is valued by employers.

1b: Establish a clear channel for employer engagement in workforce development services.

1c: Increase the number of employers participating in work-based learning experiences and apprenticeships while also establishing employer champions.

1d: Engage employers in education efforts from early childhood through Kindergarten, Grade 12, and post-secondary.

1e: Leverage employer data on workforce projections and training needs using the talent pipeline management system of the Kentucky Chamber of Commerce and a revamped business service team network.

2a: Increase career exploration opportunities while students are in P-12 and provide all P-12 students an opportunity to earn a certificate(s) or credential(s) prior to graduation, with emphasis on those credentials where dual secondary/post-secondary academic credit is awarded.

2b: Review and adjust the structure (locations, pathways, and resources) of pre-K through postsecondary delivery to identify ways to align and integrate the Commonwealth’s educational infrastructure based on employer needs.

2c: Increase awareness of all market-relevant career pathways among students, educators, guidance counselors, career counselors and parents.

2d: Improve the sharing and use of data to inform the ongoing curriculum design for P-12 and postsecondary institutions.

2e: Create opportunities for early, mid, and later-career learning for all Kentucky workers in order to provide a range of learning opportunities for growth, upskilling, and adoption to changes in the nature and structure of work.

2f: Encourage the agility, responsiveness and desire for lifelong learning among older Kentucky workers.

3a: Strengthen collaboration across workforce development, social services, employers and non-profits to address barriers to employment for individuals.

3b: Mitigate disincentives to work and explore ways to incentivize workforce participation for individuals currently receiving social services benefits in order to support their transition to sustainable employment.

3c: Embed programs serving specific populations across cabinets to promote workforce participation. Examples of priority populations include veterans, individuals with disabilities, re-entrants from the corrections system, individuals in recovery from substance abuse, young adults transitioning out of foster care and others.

3d: Develop and promote strategies for employers to address employment barriers.

3e: Develop and pursue strategies that increase the number of Kentuckians, work-ready and free from the influence of substance abuse.

4a: Identify and address the organizational and structural changes that should be made to Kentucky’s workforce development governance to improve collaboration and accountability.

4b: Develop a framework and supporting goals and metrics for Kentucky’s workforce development programs.

4c: Identify gaps in the existing longitudinal data system and determine available sources to close those gaps.

4d: Define and create an effective communication approach for services to ensure a consistent, quality customer experience.

4e: Build a stronger, more coordinated relationship between state government and local governments, institutions and workforce innovation areas.

Based on stakeholder involvement and best practices from within Kentucky and across the United States, KWIB has created a bold strategy that addresses both structural and tactical root cause issues impacting the current workforce system. This plan represents a collaboration of education, workforce and economic development at all geographic levels, and the strategies outlined herein will leverage state, local, and private partnerships to improve workforce outcomes for Kentucky’s current and future employers and job seekers.



Strategic Goal #1: Employers

Actively engage employers to drive Kentucky’s workforce development system.

As consumers of the Kentucky’s workforce and education system’s human capital, employers must be deeply invested in the development of training and curriculum that shapes their future employees. The Commonwealth encourages employers (large and small) to assume leadership roles in workforce development programming at all points along the workforce lifecycle, from early childhood education through postsecondary study and upskilling of later-career individuals. The role of the employer may vary across workforce settings, ranging from providing on-site child care for employees with pre-school-aged children, to educating teachers and parents about the opportunities available in advanced industries, to informing technical education curriculum with industry-specific requirements, to employing high school or postsecondary interns and apprentices, to actively recruiting qualified candidates facing barriers to employment. Across all of these activities, consistent industry input and guidance throughout the skills development continuum is essential to align the training of workers to the skills they will need to succeed in the workplace now, and into the future.



Kentucky Fast Facts

<i>Kentucky’s high-priority industries include: advanced manufacturing, healthcare, transportation and logistics, and construction – all of which demand technical skills</i>	<i>The National Skills Coalition projects that in the next four years, Kentucky will need to dramatically increase its supply of middle-skill workers</i>	<i>Over 180 Kentucky employers currently support 275 apprenticeship programs, which return on average \$1.47 in productivity for every dollar spent</i>	<i>During the 2016-17 academic year, only 5% of Kentucky’s 56,000+ eligible high school students participated in work-based learning programs</i>
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Employer engagement in the design and delivery of workforce development programs represents a catalyst for system change, one that is fundamental to the realization of a future in which the Commonwealth workforce system consistently delivers highly trained and flexible workers that create value for employers (as a direct result of their upfront contributions to program design). While a balance must continually be struck between filling immediate vacancies and skills gaps, and preparing the workforce to adapt to the technological disruptions of the future, employers are most qualified to steer the direction of education and training so that workforce programs produce the qualified workers they seek, both now and in the future.

EMPLOYERS: STRATEGIC OBJECTIVES



Objective 1a: Create a workforce development system that is valued by employers.

Objective 1b: Establish a clear channel for employer engagement in workforce development services.

Objective 1c: Increase the number of employers participating in work-based learning experiences and apprenticeships, while also establishing employer champions.

Objective 1d: Engage employers in education efforts from early childhood through Kindergarten, Grade 12, and postsecondary study.

Objective 1e: Leverage employer data on workforce projections and training needs, using the talent pipeline management system of the Kentucky Chamber of Commerce and a revamped business service team network.

WHAT DOES SUCCESS LOOK LIKE?



In five years, successful employer engagement in the workforce system would resemble:

An **increase in employer engagement** in education and workforce development, scaling to 3x current levels and mirroring that of neighboring states

A drastic (5x) **increase in the number of registered apprenticeships and work-based learning opportunities** sponsored by employers

An established **set of best practice industry exposure experiences** aligning P-12 delivery with industry needs in local workforce regions



At least **40% of Kentucky youth participating in work-based learning** during their P-12 years to gain invaluable exposure to workplace skills early in life

Streamlined business services team efforts by workforce region which focus on business retention and expansion (BRE) via quality delivery of workforce services

Establishment of 50 localized statewide talent pipeline management system consortia, which assist in delivery of real-time data, allowing for better alignment of supply and demand in the workforce




Kentucky's employer goals strive to deepen business engagement in workforce development by creating convenient channels for companies to contribute input to workforce program design. By informing workforce programs with practical, industry-driven requirements, employers may subsequently take advantage of the curriculum they have helped to create through apprenticeship and work-based learning programs, generating short-term value within their operations to close skills gaps, while providing hands-on learning and apprenticeship for their pipeline of future employees. To support increased employer engagement, the KWIB proposes the following implementation activities:

HOW THE COMMONWEALTH WILL IMPLEMENT SYSTEMS CHANGE

<p>Implementation Owner: Education & Workforce Development Cabinet</p>		<p>Within 12-18 months, we will:</p> <p>Create a cross-cabinet team to <u>unify statewide leadership, eliminate operational siloes, and communicate consistently</u> with respect to areas of employer need and program service delivery</p>	
<p>Engaged Stakeholders: Cabinet for Economic Development Employers Kentucky Department of Education KWIB Labor Cabinet Local Economic Development Organizations (EDOs) Local School Districts Local Workforce Investment Boards (WIBs) Regional / Local Chambers of Commerce State Chamber of Commerce Workforce Training & Service Providers</p>		<p><u>Advance the top-line priorities of employers (large and small)</u> for the workforce development system as a cross-cabinet initiative</p>	
		<p>Within 18-36 months, we will:</p> <p>Provide direction to regional / local business services teams led by economic development to <u>streamline the level of effort required for employers to access and acquire workforce services</u></p> <p><u>Recruit regional, sectoral cohorts of “employer champions” from the business community</u> who can collectively influence businesses to participate in work-based learning experiences (through scale, through supply chain, through vendor networks)</p> <p>Form an outreach campaign that places employers “front and center” to <u>educate parents, teachers and counselors on industry opportunities</u> in high-demand fields</p> <p><u>Embed assistance for employer champions</u> that helps them direct educational institutions and workforce providers to deliver value-adding workforce services</p> <p><u>Align and enhance workforce system performance metrics</u> to reinforce accountability of each workforce partner</p>	
<p>On an ongoing basis, we will:</p> <p>Listen to and understand the workforce priorities of Kentucky’s employers</p> <p>Improve the customer experience for employers to access workforce services</p> <p>Leverage Kentucky’s existing business retention and expansion (BRE) infrastructure to continuously gauge progress towards meeting employer expectations</p> <p>Recruit more employers to provide work-based learning for Kentucky’s students and recruit more Kentucky students to participate</p>		<p>Within 3-5 years, we plan to:</p> <p>Modernize the Commonwealth’s Unemployment Insurance (UI) technology systems to increase claims process efficiency and minimize overpayments</p> <p><u>Perform a recurring review and analysis of data system intelligence on workforce supply compared to economic growth demands and projections</u> to inform the regional emphasis on specific career pathways and alignment of educational programs</p> <p>Provide an integrated and valued experience for employers to engage by way of an <u>ombudsman-style coordination with the workforce development system for businesses</u></p>	

KWIB proposes measuring progress against employer objectives using a combination of existing sources, as well as new measures proposed by KWIB’s Data and Metrics Committee. The metrics below focus both on objective measures of employer workforce development activity (i.e., the number of registered apprenticeships statewide), as well as measures which assess employer engagement with the workforce system, and satisfaction with the provision of workforce services overall. By leveraging existing forms of outreach, including through the economic development-driven BRE feedback process, the Commonwealth can not only strengthen an existing program to support local businesses, but can also use BRE tools to understand the quality of workforce services and the extent to which those services are translating into hiring and industry growth.

EMPLOYERS: HOW THE COMMONWEALTH WILL MEASURE PROGRESS
*(** indicates a new measure proposed by KWIB)*

 Metric <i>(What we will measure)</i>	 Analytical Value <i>(What the metric tells us)</i>	 Data Source <i>(Where the data comes from)</i>
Employer Penetration Rate	Measures the extent to which employers are engaging with existing workforce development programs across the Commonwealth	Cabinet for Economic Development and Education and Workforce Cabinet, in partnership with local WIBs
Business Retention and Expansion (BRE) Employer Feedback (by Regional and Local Workforce Areas)	Tracks employer satisfaction, engagement, local workforce and hiring needs, and emerging skills gaps via an annual BRE survey administered locally	Cabinet for Economic Development BRE survey
Availability of Work-Based Learning Opportunities (including number of Apprenticeships, Licensures, and Employer-Driven Work-Based Learning Programs)	Indicates overall level of employer investment in work-based learning and credentials	Kentucky Department of Education, KCTCS, Council on Post-Secondary Education, Labor Cabinet and Public Protection Cabinet, and KCEWS
Statewide Employer Survey Results	Examines employment diversity, workforce investment, use of WIOA funds, and other measures of corporate engagement in workforce development	TBD by the KWIB Data and Metrics Committee
Talent Pipeline Management Consortiums	Quantifies the extent to which regional consortia are formed to adopt, customize, and implement the U.S. Chamber's Talent Pipeline Management System pathways within Kentucky local and regional contexts	Education and Workforce Development Cabinet / U.S. Chamber of Commerce

By placing Kentucky's employers in the driver's seat of workforce development, the Commonwealth hopes to not only connect more Kentucky workers to sustainable job opportunities, but to also make the workforce system adaptable to the dynamism of the commercial sector. By increasing the level of integration between what companies need and what the workforce system can deliver, Kentucky can use workforce development to become a more responsive business partner to companies that locate and do business in the Bluegrass State.



Strategic Goal #2: Education

Align and integrate P-12, postsecondary, and adult education to provide lifelong opportunities for Kentuckians that prepare them for the rapidly shifting realities of work in the future.

As cultivators of human capital, Kentucky’s educators strongly influence the quality of the labor shed throughout the Commonwealth, and play a pivotal role in workforce development. The work of the education system is longitudinal in nature, and must be carefully orchestrated across decades of student preparation, often preceding the emergence of industry trends or technological disruptions that shape the job prospects of students in the classroom. In addition to learning essential skills that form the foundations of self-sufficiency in adulthood, through education students also gain early exposure to future career options in the P-12 setting. Whether through an internship, a summer job, or a registered apprenticeship, early workplace experiences increase student self-awareness, motivate postsecondary study, and enhance employability later in life. With global shifts in the future of work materializing across industries, one should also note that education and training have also assumed a central role in the lives of Kentucky’s adult workers. Remaining competitive in today’s job market necessitates continuous learning and upskilling throughout a working lifetime, to adapt to the changes introduced (in some cases, abruptly) by disruptive technologies and larger macroeconomic trends.



Kentucky Fast Facts

Despite high graduation rates, over 45% of Kentucky adults pursue no education beyond high school, and more than 20% pursue some postsecondary education, but obtain no credential

On average, Kentuckians who lack postsecondary education earn less than their peers, experience rates of unemployment twice as high, and are less likely to participate in the labor force

Kentucky currently suffers from a significant shortage of “middle skill” workers, who possess postsecondary training between a high school diploma but less than a 4-year degree

By 2020, over 2/3 of U.S. jobs will require some postsecondary study – and by 2030, automation could replace up to 40% of jobs, requiring a mass re-skilling of workers

Investments in education and training are generational prospects that take significant time to come to fruition; that said, dynamic changes in technology and the labor market require that words like “upskilling” and “lifelong learning” become part of every Kentuckian’s vocabulary. To put education into perspective, today’s preschoolers are merely 12 years away from becoming our co-workers, and the jobs they seek may bear little resemblance to the workplace as we know it. The Commonwealth must strive to instill a culture of lifelong learning among its residents, setting them up for success by encouraging continuous personal growth and achievement, integrating infrastructure for lifelong skills development, and eliminating gaps between education systems and the job market.

**EDUCATION:
STRATEGIC OBJECTIVES**



Strategic Objective 2a: Increase career exploration opportunities while students are in P-12, and provide all students an opportunity to earn a certificate or credential prior to graduation, with emphasis on those credentials where dual secondary / postsecondary academic credit is awarded.

Strategic Objective 2b: Review and adjust the structure (locations, pathways, and resources) of Pre-K through postsecondary delivery to align and integrate the Commonwealth's educational infrastructure based on employer needs.

Strategic Objective 2c: Increase awareness of all market-relevant career pathways among students, educators, guidance counselors, career counselors and parents.

Strategic Objective 2d: Improve the sharing and use of data to inform the ongoing curriculum design for P-12 and postsecondary institutions.

Strategic Objective 2e : Create opportunities for early, mid, and later-career learning for all Kentucky workers to provide a range of learning opportunities for growth, upskilling, and adaptation to changes in the nature and structure of work.

Strategic Objective 2f: Encourage the agility, responsiveness and desire for lifelong learning among older Kentucky workers.

**WHAT DOES SUCCESS
LOOK LIKE?**



In five years, successful educational alignment within the workforce system would resemble:

An **adequate supply of middle and advanced skill workers** to meet the hiring projections of Kentucky's employers.

At least **40% of Kentuckians possess training sufficient to fill a "middle skill" job**, with 70% having acquired some postsecondary training or credential beyond a high school diploma

High school graduation requirements reformed to give **more credit to technical training and promote work-based learning** as part of the curriculum

Technical education courses are aligned to postsecondary credits and programs offered by local institutions of higher education, increasing the availability of dual credit and "stackable" credentials

Implementation of **program-specific goals and metrics for K-12 technical education programs aligned with industry** needs

KWIB's goal for education is to align the myriad educational assets that exist for the P-12, higher education, technical training, and adult education systems, so that any Kentuckian who seeks skills development at any point in their working lifetime can identify an unambiguous pathway to obtaining the training they need and clearly connect that training to a corresponding employment opportunity in the Commonwealth upon completion. To support increased educational alignment, the KWIB proposes the following implementation activities:

HOW THE COMMONWEALTH WILL IMPLEMENT SYSTEMS CHANGE

Implementation Owner:

Education & Workforce
Development Cabinet



Engaged Stakeholders:

Cabinet for Health & Family
Services
Colleges and Universities
Department of Corrections
Department of Military Affairs
Early Childhood Programs
Cabinet for Economic Development
Employers
Kentucky Board of Education
Kentucky Department of Education
KWIB
KY Adult Education
Labor Cabinet
Local School Districts
Local Workforce Investment Boards (WIBs)
Parents & Students
Regional / Local Chambers of Commerce
State Chamber of Commerce
Teachers & Guidance Counselors
Workforce Training & Service Providers



On an ongoing basis, we will:

Seek alignment and integration
across educational pathways to
make career navigation easier for students
and trainees
Emphasize career exploration among
Kentucky's student population, with a specific
focus on encouraging postsecondary study
and highlighting middle skill occupations
Continuously validate with employer
champions that education interventions
adequately address their current and future
skills and hiring needs
Coordinate industry feedback from the private
sector to educators and workforce providers
via employer advisory committees



Within 12-18 months, we will:

Identify shortages in current supply versus demand of incumbent worker training

Assess alignment of technical education and postsecondary programs for both locations and programs

Create awareness by students of professional opportunities within Kentucky's high-demand fields by leveraging existing networks and modes of communication with employers

Align P-12 educational assets and infrastructure against documented workforce needs communicated by industry employers

Create a resource network for older Kentuckians to retrain and upskill for late career opportunities



Within 18-36 months, we will:

Establish statewide advisory committees to **aggregate and streamline employer feedback to educators and providers** on technical and workforce training needs

Use data to identify enhancements and augment curricular design to **align educational delivery to labor market demand** as students transition from P-12 to full-time employment

Craft messaging targeted to specific audiences (students, parents, teachers, counselors, etc.) to convey the scope and scale of today's available job opportunities, including competitive salaries, exciting and innovative work, tuition reimbursement, and rapid advancement for enthusiastic learners

Support **additional capacity for re-skilling adult populations**

Pilot a P-12 suite of career exploration activities at the school district, city, and county level, leveraging successful existing program models to create a scalable approach

Within 3-5 years, we plan to:

Institutionalize a **continuous feedback loop between employers and the education and workforce development community**

Maintain an ongoing **balance within the incumbent worker training** portfolio

Structure incentives that **keep older workers productive** in the workforce longer

Identify additional opportunities to **access, share, and integrate workforce development and education data** across workforce partner sources

KWIB proposes measuring progress against education objectives by reviewing overall trends in postsecondary educational attainment, while simultaneously examining more detailed measures of skills development, such as the attainment of work readiness certificates, rates of credentialing at the statewide and local levels, and the pursuit of STEM and technical electives in the P-12 developmental pipeline. Performance measures around education not only seek to assess whether Kentuckians are investing more heavily in their skills, but also the extent to which the skills they are acquiring translate to value for employers in the form of hiring placements and overall employer engagement.

EDUCATION: HOW THE COMMONWEALTH WILL MEASURE PROGRESS

*(** indicates a new measure proposed by KWIB)*

 Metric <i>(What we will measure)</i>	 Analytical Value <i>(What the metric tells us)</i>	 Data Source <i>(Where the data comes from)</i>
Educational Attainment Level of Working Age Population (High school diploma or less, postsecondary certification credential, Associate’s Degree, and college diploma or higher, with emphasis on educational attainment “six years out” from high school)	Tracks the extent to which the Commonwealth is educating its workforce at levels sufficient to meet industry hiring needs for postsecondary credentials	KCEWS
Credential Rate (Statewide and at the Regional / Local Workforce Area level, by type credential, with additional examination of credential attainment by priority populations)	Tracks the extent to which the Commonwealth is educating its workforce at levels sufficient to meet industry hiring needs, particularly for “middle skill” occupations	Council for Postsecondary Education and KCEWS
Population with Kentucky Essential Skills Certificates, Career Readiness Certificates or Equivalent	Captures the proportion of high school graduates demonstrating work-readiness, and provides context to the acquisition of essential skills by Kentuckians	KCEWS (for the high school population), certificate-administering agencies, WorkReady Communities
Rate of enrollment in STEM and other market-relevant P-12 electives and postsecondary programs	Provides a proxy for technical skills development in P-12 education, and articulates the effectiveness of awareness campaign activities to promote career pathways	Kentucky Department of Education, KCTCS
Percent and number of students who participate in work-based learning	Reflects the level of alignment between technical and community college education and employers	Kentucky Department of Education and KCTCS
Rate of Employer Placement for Technical Education and “Earn-and-Learn” programs	Tracks efficacy of technical training, work-based learning, and credentialing efforts from both an employer and a trainee perspective	Kentucky Department of Education, KCTCS, Administrators of “earn-and-learn” programs

Through the alignment of Kentucky’s education and training assets, the Commonwealth can construct a workforce skills development infrastructure that supports Kentuckians from early childhood through retirement, enables them to maintain awareness of where the “good jobs” are and how to pursue them, and encourages citizens at all stages of life to continually upgrade and refine their skills so that they stay engaged, competitive, and prosperous in a rapidly evolving job market.



Strategic Goal #3: Workforce Participation

Increase Kentucky's workforce participation by creating opportunities, incenting workforce participation, and removing employment barriers for Kentuckians

For many Kentuckians, work is not only a source of income, but also a source of professional accomplishment, personal growth, and community. Workforce participation therefore represents a stabilizing factor in Kentuckians' lives, an environment which regulates daily life and provides a stepping stone to wealth creation, achievement, and personal fulfillment.

At some point, however, most Americans will encounter a potentially destabilizing situation, such as a layoff or termination, a debilitating injury or illness, a criminal conviction, or other life-impacting event that results in a period of unemployment. For many Kentuckians, what begins as a temporary setback on the road of life can become a long-term roadblock – within the Commonwealth, 4 out of 10 working-age adults neither work, nor seek work. These individuals have exited the labor force altogether.



Kentucky Fast Facts

<i>While younger Kentuckians (16-24) participate at a higher rate than their U.S. peers, starting at age 45, Kentucky workers exit the labor force at a rate that substantially exceeds national benchmarks</i>	<i>Receiving disability is often a precursor to dropping out of the labor force: more than 300,000 Kentuckians, or 8.1% of the population, receive Social Security disability / SSI, compared to 4.7% nationally</i>	<i>Kentuckians experiencing life events such as long-term unemployment (130,000)⁶, substance abuse disorders (8.10% or 359,397)⁷, or a criminal record create barriers to employment that discouraged workers may not overcome</i>	<i>For Kentucky's current labor force participation rate (59.2%)⁸ to the meet the U.S. average (63.1%), an additional 165,000 Kentuckians would need to re-join the labor market, many of whom will need re-training to succeed</i>
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Many individuals derive self-worth and identity from their work; therefore, it is no surprise that protracted periods of unemployment are correlated with depression, substance abuse, and negative health outcomes. Kentucky has one of the lowest labor force participation rates and health rankings in the nation; therefore, it is the Commonwealth's overarching priority throughout this strategic plan to uncover and remediate the factors that cause workers to become discouraged and opt out of work.

⁶ Source: Quote from Cabinet official featured in the article "Long-Term Unemployment Still a Drag on the Economy," October 28, 2016. URL: <https://www.cincinnati.com/story/money/2016/10/28/long-term-unemployment-still-drag-economy/89781060/>

⁷ Source: "Substance Use Disorder in the Past Year." 2015-2016 National Survey on Drug Use and Health. URL: <https://www.samhsa.gov/data/sites/default/files/NSDUHsaePercents2016/NSDUHsaePercents2016.pdf>

⁸ Source: Bureau of Labor Statistics, Labor Force Participation by State, October 2017. URL: <https://www.bls.gov/web/laus/lalforderr.xlsx>

**WORKFORCE PARTICIPATION:
STRATEGIC OBJECTIVES**



Objective 3a: Strengthen collaboration across workforce development, social services, employers and non-profits to address barriers to employment for individuals.

Objective 3b: Mitigate disincentives to work and explore ways to incentivize workforce participation for individuals currently receiving social services benefits in order to support their transition to sustainable employment.

Objective 3c: Embed programs serving specific populations across cabinets to promote workforce participation. Examples of priority populations include veterans, individuals with disabilities, re-entrants from the corrections system, individuals in recovery from substance abuse, young adults transitioning out of foster care and others.

Objective 3d: Develop and promote strategies for employers to address employment barriers.

Objective 3e: Develop and Pursue strategies that increase the number of Kentuckians, work-ready and free from the influence of substance abuse.



In five years, successful remediation to the Commonwealth's workforce participation would resemble:

A significant increase in the statewide labor force participation rate, with Kentucky's labor force participation surpassing that of neighboring states

Elimination of as many precipitating factors as possible that cause workers to become discouraged and stop looking for work

A consistent focus on assisting those with barriers to employment, including correctional populations, individuals in foster care, individuals who have substance abuse issues and disabled individuals

Increased demand from employers to hire from priority populations, and those with barriers to employment

Established **career coaching and guided assistance for youth in foster care** prior to transitioning out of the system

Established **systems to work with later-career individuals to support re-entry** into the workforce through re-training and upskilling

Improved health statistics for Kentucky with established metrics for Healthy and Work Ready Communities initiatives

KWIB's goal for workforce participation calls upon the Commonwealth and its community partners to triage the immediate issue of low labor force participation, while conducting an in-depth assessment of the underlying causes of worker disenfranchisement. The results of this analysis can then be used to refine programs and policy so that they help workers recover from setbacks and redeploy into the labor market more quickly, losing as little momentum as possible. To increase labor force participation throughout the Commonwealth, the KWIB proposes the following implementation activities:

HOW THE COMMONWEALTH WILL IMPLEMENT SYSTEMS CHANGE

Implementation Owner:

Education & Workforce
Development Cabinet



Engaged Stakeholders:

Cabinet for Health & Family
Services
Department of Corrections
Department of Military Affairs
Cabinet for Economic Development
Employers
Kentucky Board of Education
Kentucky Department of Education
KWIB
Labor Cabinet
Local Workforce Investment Boards (WIBs)
Non-Profit Organizations and Advocacy
Groups
Regional & Local Chambers of Commerce
State Chamber of Commerce
Substance Abuse Treatment & Rehabilitation
Facilities
Workforce Training & Service Providers
Work Matters Task Force



On an ongoing basis, we will:

Address the root causes that
motivate individuals to opt out of
the labor force
Identify marginalized priority populations and
conduct targeted outreach to them
Continually assess the ways in which public
programs and policy incent or dis-incent labor
force participation, and work to improve them



In the short term (12-18 months), we will:

Develop a **common level of understanding regarding the unique experiences of each priority population** (individuals with disabilities, ex-offenders, foster care, drug addicted, etc.) using the Work Matters Task Force



Eliminate (as much as possible) disincentives to work (i.e., benefit cliff issues) that exist in public programs and policies

Promote **employer awareness of incentives to employ individuals with barriers to employment**

Apply best practices in identifying, addressing, and remediating drug abuse inside and outside of the workplace

Establish a system where **correctional facilities can access workforce system resources** for exiting offenders

Establish a partnership among Medicaid managed care providers and system resources to better serve populations in education, career, and health areas.

In the near term (18-36 months), we will:

Educate the employer community on the benefits of hiring individuals with barriers to employment, including longer retention and equal performance to those without barriers

Establish employer resource networks to increase worker placement and retention

Work with treatment providers and the recovery community to **design policy and programs that harness the rehabilitative power of work** for individuals impacted directly and indirectly by substance abuse

Provide wrap-around services to further support customers on the road to self-sufficiency

Integrate essential skills training and work placement services into drug rehabilitation and juvenile justice rehabilitation programs (regardless of conviction or circumstance)

In the long term (3-5 years), we plan to:




Lower the overall cost to hire and organizational risk to the employers to hire individuals who have barriers to employment

Gauge impacts on workforce participation within all and especially affected priority populations and revise the theory of change practices

Individuals who do not participate in the labor force may overlap multiple demographic groups or priority populations, and the factors that motivate them to stop looking for work may be nuanced and overlapping. Therefore, care must be taken in performance measurement to avoid double-counting individuals with respect to outcomes, or drawing spurious conclusions about “what works” based on trends observed within the labor force participation rate. Measures of progress within this category may be slower to improve given the nature of the challenge, but by examining aggregate measures of labor force participation, as well as segmenting the population by demographic groups, KWIB intends to evaluate the extent to which interventions are successful among specific groups and to leverage progress in one group to design productive interventions for other priority populations.

WORKFORCE PARTICIPATION: HOW THE COMMONWEALTH WILL MEASURE PROGRESS

*(** indicates a new measure proposed by KWIB)*

 Metric <i>(What we will measure)</i>	 Analytical Value <i>(What the metric tells us)</i>	 Data Source <i>(Where the data comes from)</i>
Labor Force Participation Rate (Statewide and by Local Workforce Area)	Assesses whether Kentucky's labor force participation is improving, and the extent to which participation varies across regional geography	KCEWS, Work Matters Task Force, Bureau of Labor Statistics
Labor Force Participation Rate by Demographic Groups (including age, sex, race, educational attainment level, military service, disability status, Medicaid participants)	Assesses whether there are specific "pockets" of individuals with lower labor force participation, to enable the diagnosis of root causes and the identification of positive interventions	KCEWS / Bureau of Labor Statistics
Statewide and Local Unemployment and Underemployment Rates	Indicates the extent to which the common definition of unemployment (the BLS U3 "unemployment rate") masks larger patterns of underemployment or the prevalence of discouraged workers at the state and local level	KCEWS / Bureau of Labor Statistics
Credential Rate (by priority population, including: disabled individuals, corrections populations, long-term unemployed, etc.)	Tracks the extent to which credentialing programs (aimed at helping workers obtain "middle skill" employment) are being utilized by priority populations with barriers to employment	Agencies supporting vocational rehabilitation for priority populations, including: Office of the Blind, Cabinet for Health & Family Services, Council on Military Affairs, Department of Corrections, etc.
Number of GED / technical training completions occurring in correctional facilities	Tracks the pre-release upskilling of incarcerated individuals in preparation for re-integration into the Kentucky community	Adult Education / Educational Entities / Department of Corrections
Number of GED / technical training completions occurring in substance use disorder programs	Tracks the utilization of vocational rehabilitation and training as a component of recovery treatment	Adult Education, Cabinet for Health & Family Services, Department of Corrections
Rate of Program-to-Employer Placements for Priority Populations in Employment Referral Programs	Gauges the volume of recipients receiving workforce services designed to overcome barriers to employment, and tracks efficacy of vocational rehabilitation programs designed to serve priority populations	Agencies supporting vocational rehabilitation for priority populations, including: Office of the Blind, Cabinet for Health & Family Services, Council on Military Affairs, Department of Corrections, etc.
Number of Employer Tax Deductions Claimed for Hiring Long-Term Unemployment (UI) Recipients	Tracks effectiveness of commercial incentives in helping the long term-unemployed find work	Office of Employment and Training / Department of Revenue and the Internal Revenue Service

Too many Kentuckians have experienced the discouraging effects of long-term unemployment, or of barriers to employment that make a job search frustrating, lengthy, or unsuccessful. When this mindset prevails, it is the collective obligation of employers, policymakers, and workforce providers to reach out to disenfranchised workers and motivate them to rejoin the workforce. Doing so results in an economic and social benefit to the individual, as well as the overall community. Through a probing examination of those currently out of the labor force, learning what motivates them, and discovering how public policy empowers or discourages them from seeking work, the Commonwealth can use its resources to provide opportunity to out-of-work citizens, in a way that repairs the statewide economy, and provides relief to both workers and employers alike.



Strategic Goal #4: Organization and Resource Alignment

Focus resources on the most effective initiatives and improve the return on our workforce investment, utilizing data to constantly improve workforce development in Kentucky

Workforce development is a matrixed function within government, touching numerous agencies and programs across multiple Cabinets, and intersecting with industry and the providers with whom service delivery is coordinated. While a high degree of engagement across sectors and administrative divisions is necessary to administer effective workforce programs, inconsistency in defining the workforce system, lack of resource alignment across its participants, and competing priorities amongst stakeholders result in ambiguous goal-setting, siloed activity, and decisions driven more by funding sources and reporting requirements than by impact on the populations served.



Kentucky Fast Facts

A 2016 analysis by the Lieutenant Governor's Office identified over 70 Commonwealth programs and initiatives oriented to workforce development

A lack of detailed budget documentation obscures the ability to determine programmatic spend, evaluate performance, or assess return on investment

Kentucky lacks a clear channel or single business services point of contact for workforce resources; employers and job-seekers often navigate the system on their own

Numerous programs collect data that is not consistently defined, shared, or aggregated across administrative entities, inhibiting performance evaluation

For the Commonwealth to enact its ambitious workforce agenda and affect substantive change, the system itself and the programs within it must be clearly and consistently defined, the resources invested to support it identified, and organizational structures aligned to promote consistent approaches and prevent working at cross-aims. By giving workforce development administrative structure and naming its subsidiaries, the Commonwealth can move beyond workforce as a concept and accelerate its strategy to get Kentuckians back to work and earning competitive wages.

**ALIGNMENT:
STRATEGIC OBJECTIVES**



Strategic Objective 4a: Identify and address the organizational and structural changes that should be made to Kentucky's workforce development governance to improve collaboration and accountability.

Strategic Objective 4b: Develop a framework and supporting goals and metrics for Kentucky's workforce development programs.

Strategic Objective 4c: Identify gaps in the existing longitudinal data system and determine available sources to close those gaps.

Strategic Objective 4d: Define and create an effective communication approach for services to ensure a consistent, quality customer experience.

Strategic Objective 4e: Build a stronger, more coordinated relationship between state and local government, institutions, and workforce innovation areas.

WHAT DOES SUCCESS LOOK LIKE?



In five years, successful workforce system alignment would resemble:

Established "workforce development" governance, a leadership collaborative of partners which oversee effectiveness and efficiency of the system.

Sharing of data between programs in a common platform, used to calculate return on investment by program area, and use of metrics to judge the performance of the workforce system and its partners.

Availability of assisted and self-navigation of workforce services for both employers and job seekers within the Commonwealth by way of shared and leveraged partner resources

Performance-based incentives leveraged between State and local workforce boards to establish policies, procedures and programs which support quality-oriented customer services.

At present, the Commonwealth workforce system is a complex arrangement of moving parts and programs, serving a large population of people at various developmental stages and walks of life with an array of services that span the entire workforce lifecycle. Even those working within the system have expressed confusion over which programs are included under the umbrella of "workforce development," and the inability to accurately capture programmatic spend or paint an aggregate picture of how the system serves citizens makes it difficult to conceive of how to innovate within it.

Because workforce systems change is so heavily dependent upon personal relationships between program leaders and a cohesive collective understanding of how disparate programs integrate to serve users, KWIB proposes the following implementation actions to improve organizational and resource alignment:

HOW THE COMMONWEALTH WILL IMPLEMENT SYSTEMS CHANGE

Implementation Owner:

Education & Workforce
Development Cabinet



Engaged Stakeholders:

Cabinet for Economic Development
Labor Cabinet
Cabinet for Health & Family Services
Colleges & Universities
Kentucky Department of Education
KWIB
Local WIBs
Local Government Workforce and Economic
Development Organizations (EDOs)
Local School Districts
Non-Profit Organizations and Advocacy
Groups
Workforce Training & Service Providers



On an ongoing basis, we will:

Explicitly define the programs and
agencies that make up the
Commonwealth workforce system
Capture with precision programmatic spend
and outcomes and use the data to evaluate
workforce return on investment
Listen to our customers (both employers and
job-seekers) to continuously improve service
and minimize confusion navigating the system
Communicate the story of Kentucky's
workforce transformation to the public –
documenting and highlighting the
Commonwealth's progress against the
strategic plan, accomplishments to date,
metrics and statewide outcomes



In the short term (12-18 months), we will:

Address barriers to collaboration by engaging with
influencers and drivers of workforce policy across
sectors



**Develop a set of overarching “guiding principles” for workforce
delivery** in the Commonwealth of Kentucky

Implement a training for all staff to improve service delivery along the
workforce lifecycle continuum

Create an Emerging Workforce Leaders Council to **prepare early to mid-
career workforce managers and administrators for the next level of
leadership** through cross-sector collaboration and field-building activities

**Verify and (to the extent possible) eliminate siloes related to
resource allocation** leveraging spend analysis by the Lt. Governor's
Office and a cross-Cabinet team assembled to align workforce service
delivery

Identify where state longitudinal data could be augmented or improved to
better track citizen development along the workforce lifecycle, and
**determine whether existing data is available or if new data sources
must be created**

In the near term (18-36 months), we will:

**Create representative examples of quality “customer experience” for
both employers and job-seekers** who utilize workforce development
services, as well as a follow up mechanism to gauge customer satisfaction

**Capture a data-driven reflection of the taxpayer dollars expended on
workforce development**, and use this information to inform innovative
approaches to helping Kentuckians find work

Develop tracking mechanisms to evaluate the return on investment
for public spend in workforce development services

Prioritize and **specify requirements for enhancements** to the state
longitudinal data system




In the long term (3-5 years), we plan to:

**Leverage workforce non-profits and advocates to support convening
and capacity building**

**Integrate communications with customer service feedback channels
and points of live contact** within the Commonwealth so that customers
feel a sense of seamless connection in their services

One of the most elusive measures of workforce system integration in the Commonwealth has been to accurately capture the amount that Kentucky spends on workforce services delivery, and use that information to balance the portfolio of workforce investments and direct resources to areas where they are most needed. Estimates gathered by some agencies have placed workforce development spend in Kentucky in excess of \$1.2 Billion annually, but connecting that investment to the workforce outcomes supported by it has revealed challenges to analyzing data across Cabinets and programs. Therefore, progress measures for organization and resource alignment focus most heavily on the ability of the Commonwealth to assess with accuracy the return on investment for workforce spend, both for users of the system, and the citizens and companies whose tax dollars sustain it.

ALIGNMENT: HOW THE COMMONWEALTH WILL MEASURE PROGRESS
*(** indicates a new measure proposed by KWIB)*

 Metric <i>(What we will measure)</i>	 Analytical Value <i>(What the metric tells us)</i>	 Data Source <i>(Where the data comes from)</i>
Aggregate Statewide Employment, Median Hourly Wages and/or Median Salary	Captures the number of employed persons, their earnings, and can be used to construct the aggregate output from labor statewide	KCEWS / Bureau of Labor Statistics
Wage Gains Over Time	Examines whether Kentuckians' economic standing has improved (preferably correlated with workforce investment, increased educational attainment, and upskilling)	KCEWS / Bureau of Labor Statistics
ROI for Workforce Development (Aggregate and by Demographic Categories)	Reflects the return on investment for public dollars invested in workforce development activity	TBD – Proposed by the KWIB Data and Metrics Committee
Statewide Workforce Development Expenditures (By Cabinet and Program)	Indicates the cost of workforce development at the Cabinet and program level	Governor's Office
Throughput of Workforce Development Program	Reflects staff complement invested in workforce development	TBD – Proposed by the KWIB Data and Metrics committee

By visualizing workforce development within the context of the services provided, outcomes realized, and overall value for spend, the Commonwealth can make informed future investments in human capital. Aligning administrative divisions, capturing their financial inputs and programmatic outputs, and examining the outcomes of public investment, will allow the Commonwealth to adjust their workforce portfolio when circumstances demand, and use data to articulate the value realized through investments in Kentucky's current and future workforce.

Looking Ahead: Putting Strategy into Action




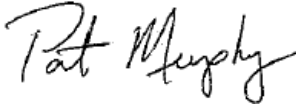





Adopting a portfolio approach to workforce investment that is informed and driven by industry, and aligned to the workforce lifecycle will move Kentucky beyond the vague notion of a workforce development “system” – and towards a more dynamic, defined workforce **marketplace**, one where industry growth and hiring trends drive responsive policy interventions, and both employers and job seekers experience improved hiring, employment, and wage outcomes as a result of their engagement.

In preparing its strategic plan, KWIB engaged in extensive cross-sector dialogue between Kentucky’s business, government, and education leaders, whose perspectives informed its content. That said, the implementation actions outlined herein are neither exhaustive nor comprehensive; rather, they are intended to highlight the most pressing concerns facing Kentucky’s workforce and economy today. This plan represents the starting point for a significant workforce transformation effort, and KWIB recognizes that additional actions may be added, or existing actions modified in response to changes in Kentucky’s workforce landscape.

Beyond the logistics of how the strategy is implemented, or how progress is measured, the most important aspect of the strategic plan is that the time to take action is NOW. Kentucky’s workforce challenges are not unique compared to those of its neighbors, or the nation as a whole; what differentiates the Commonwealth today is a recognition of the critical need to take immediate action, and the breadth of relationships that have been forged between leaders of the private and public sectors to act on the Commonwealth’s commitment to its workforce.

Strategic Plan Steering Committee Members

In agreement and with a motion to recommend "Work Ready Kentucky: An Urgent Call to Action"

<p>Hugh Haydon, KWIB Chair President/CEO Kentucky Bioprocessing, Inc.</p> <p>Signature: </p>	<p>Kim Menke State Government Liaison Toyota Motor Manufacturing</p> <p>Signature: </p>
<p>Amy Luttrell President/CEO Goodwill Industries, Kentucky</p> <p>Signature: </p>	<p>Pat Murphy Workforce Development Manager United Parcel Service (UPS)</p> <p>Signature: </p>
<p>David Adkisson President/CEO Kentucky Chamber of Commerce</p> <p>Signature: </p>	<p>Hal Heiner Secretary Education and Workforce Development Cabinet</p> <p>Signature: </p>
<p>Terry Gill Secretary Kentucky Economic Development Cabinet</p> <p>Signature: <i>Out of the Country thru Feb 19</i></p>	<p>Kristi Putnam Program Manager Kentucky HEALTH – CHFS</p> <p>Signature: </p>
<p>Dr. Jay Box President/CEO Kentucky Community and Technical College System (KCTCS)</p> <p>Signature: </p>	<p>Dr. Stephen Pruitt Commissioner Kentucky Department of Education</p> <p>Signature: </p>

Approved by the Kentucky Workforce
Innovation Board

February 15, 2018

Kentucky
WORKFORCE
INNOVATION BOARD



An Urgent Call to Action

Kentucky's WorkReady Strategic Plan

Overview of Presentation

- Why An Urgent Call for Action?
- The Process of How We Got Here...
- 4 Priority Areas
- Who is Involved?
- How Will We Measure Success?

Why an Urgent Call for Action?

Kentucky Stats – a few of the many...

- Kentucky ranks 43rd out of 50 U.S. States in labor force participation – 40% of able-bodied citizens neither work nor seek employment.
- Despite an excess supply of “middle skill” jobs, only 30% of Kentuckians obtain a postsecondary credential within six years of graduating high school.
- 1/3 of high school graduates require remedial education
- Nearly 1 in 4 Kentuckians is 55 or older, yet labor force participation among Kentucky adults aged 45+ is significantly lower than U.S. averages.
- High rates of disability, long-term unemployment, and substance abuse in Kentucky perpetuate disengagement from work and encourage cycles of structural poverty. (...Estimated 21% disability rate)
- Predicted 400,000 jobs needing to be filled in the next 5 years

Why an Urgent Call for Action?

By the way...

have you seen any of these lately?



Me either!

The Process of How We Got Here...

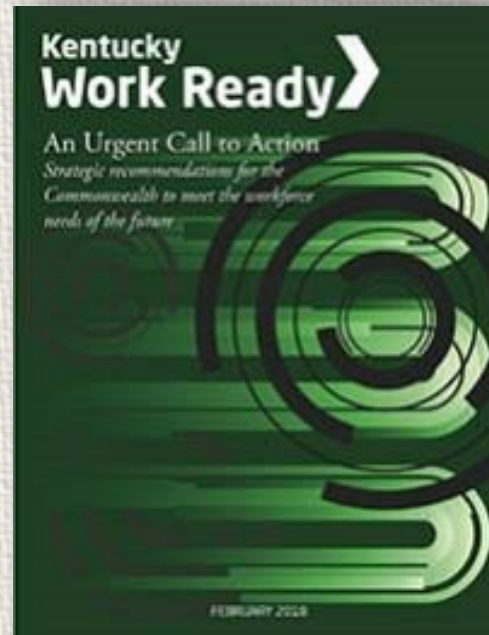
- Decision made for strategy to be for the Commonwealth as a multi cabinet/department plan to develop a holistic system.
- RFP for Consultant to assist – Deloitte Approved May 2017
- KWIB created and tasked a Strategic Plan Steering Committee
- Planning Retreat with KWIB and Partners and 200+ Interviews across Kentucky with stakeholders
- Environmental Scan on the state of the Commonwealth
- Many Meetings / Many Drafts Later....

KWIB Approval Happened February 15, 2018

Final Product...

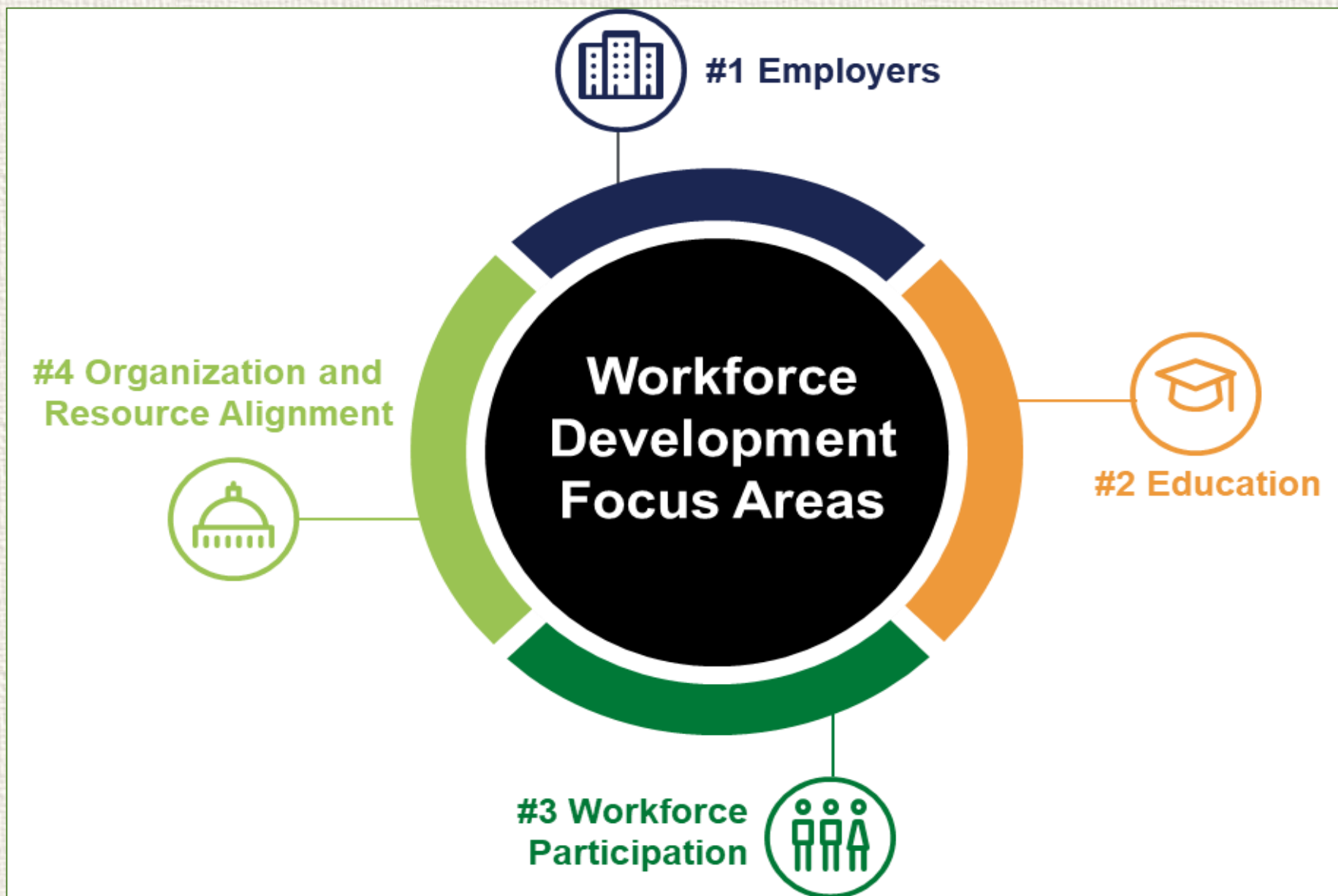
Partners of the Planning Process, Recommendation and Approval

DHL
 Dr. Schneider Automotive
 Electrical Workers 761
 Goodwill
 Governor Bevin's Executive Cabinet
 Hinton Mills
 Humana
 Jim Beam Brands
 Kentucky Bioprocessing
 Kentucky Cabinet for Health and Family Services
 Kentucky Chamber of Commerce
 Kentucky Community and Technical College System
 Kentucky Department of Education
 Kentucky Economic Development Cabinet
 Kentucky Education and Workforce Cabinet
 Kentucky Labor Cabinet
 Lt. Governor's Office of Kentucky
 Operating Engineers Local 181
 OWL (Opportunity for Work and Learning)
 Representative DeCesare
 SealingLife Technologies
 Senator Higdon
 Southern Star Gas
 Stober Drives
 Toyota
 UPS
 Warren County Judge Executive
 Xerox / Conduent



<http://kwib.ky.gov/>

Priority Areas Identified



Priority Areas Identified

Employers

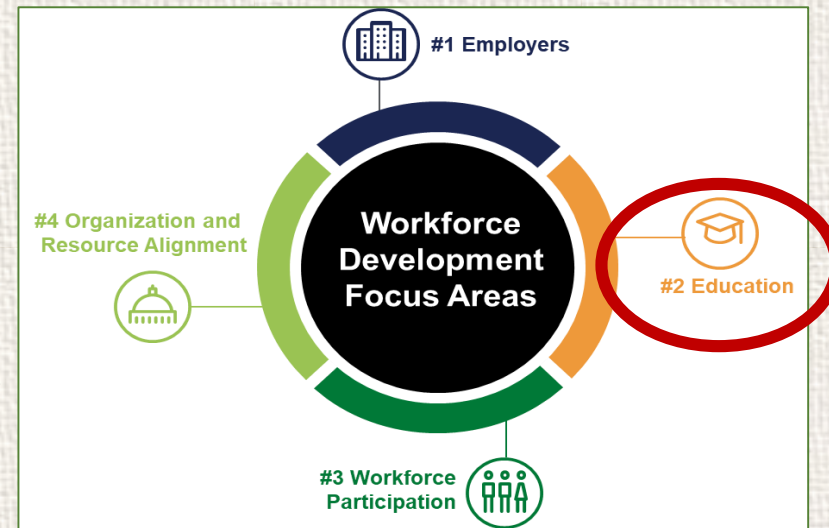
- Create a holistic workforce system that is **valued by employers**.
- Establish a **clear channel for employer engagement**.
- Increase the number of employers participating in work-based learning experiences and **establishing employer champions**.
- Engage employers in education efforts from early childhood through Kindergarten, Grade 12, and postsecondary study.
- Leverage employer data on workforce projections and training needs, using the **talent pipeline management system** of the Kentucky Chamber of Commerce and a revamped business service team network.



Priority Areas Identified

Education

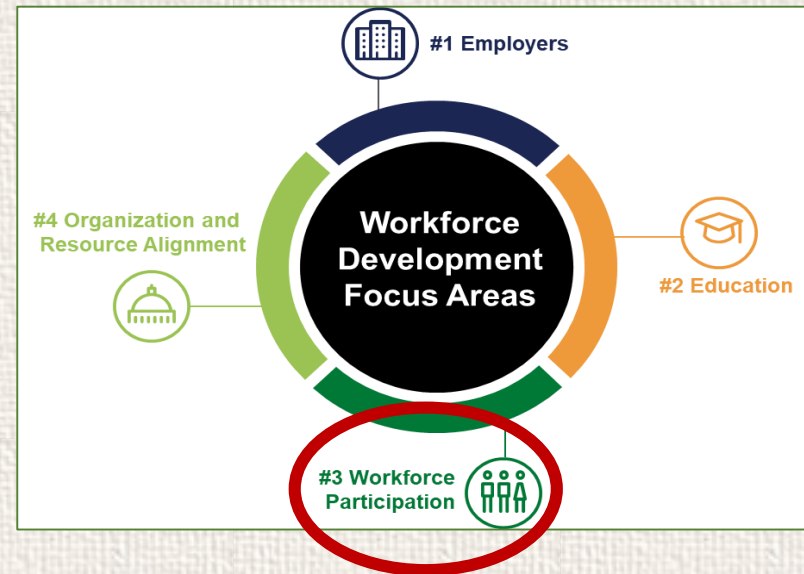
- Increase career exploration opportunities while students are in P-12, and **provide all students an opportunity to earn a certificate/credential prior to graduation.**
- **Review and adjust the structure (locations, pathways, and resources) of Pre-K through postsecondary delivery to align and integrate with employer needs.**
- Increase awareness of all market-relevant career pathways among students, educators, guidance counselors, career counselors and parents.
- **Improve the sharing and use of data to inform the ongoing curriculum design for P-12 and postsecondary institutions.**
- **Create opportunities for early, mid, and later-career learners.**



Priority Areas Identified

Workforce Participation

- **Strengthen collaboration** across workforce development, social services, employers and non-profits to address barriers to employment
- **Mitigate disincentives to work** and explore ways to **incentivize workforce participation** for individuals currently receiving social services.
- **Embed programs serving specific populations across cabinets to promote workforce participation.** (Veterans, individuals with disabilities, re-entrants from the corrections system, individuals in recovery from substance abuse, young adults transitioning out of foster care and others.
- **Develop and promote strategies for employers to address employment barriers.**
- **Develop and pursue strategies that increase the number of Kentuckians, work-ready and free from the influence of substance abuse.**



Priority Areas Identified

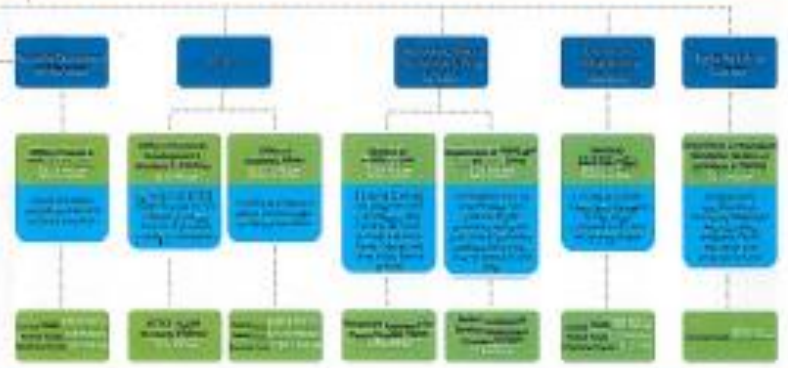
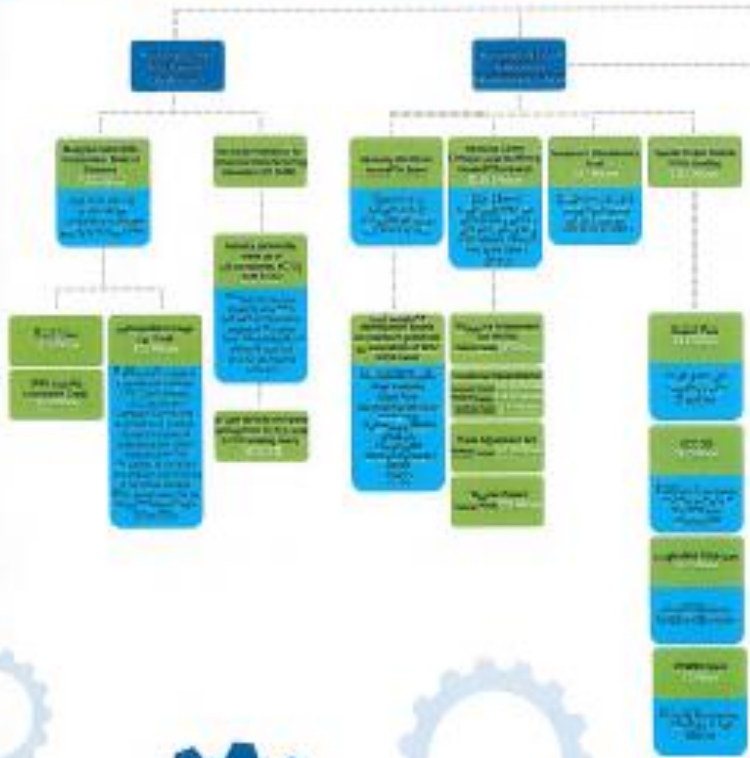
Resource Alignment

- Identify and address the **organizational and structural changes** that should be made to Kentucky's workforce development governance to improve collaboration and accountability.



- Develop a **framework and supporting goals and metrics** for Kentucky's workforce development programs.
- Identify **gaps in the existing longitudinal data system** and determine available sources to close those gaps.
- Define and **create an effective communication approach for services** to ensure a consistent, quality customer experience.
- Build a stronger, more coordinated **relationship between state and local government, institutions, and workforce innovation areas.**

KENTUCKY WORKFORCE RESOURCES — \$1.2 Billion



WORKFORCE INITIATIVES



Source: Kentucky Cabinet for Economic Development

Who is Involved in Implementation?

State Level

(Cross Cabinet / Department with 14 Entities):

- Governor's Office
- Lt. Governor's Office
- Kentucky Workforce Innovation Board
- Employers
- Education and Workforce Development Cabinet
- Cabinet for Economic Development
- Kentucky Department of Education
- 214 ➤ Kentucky Board of Education
- Cabinet for Health and Family Services
- Council on Post Secondary Education
- Kentucky Community and Technical Colleges
- Council on Proprietary Education
- Labor Cabinet
- Department on Military Affairs
- Department of Corrections
- Other

Local Level

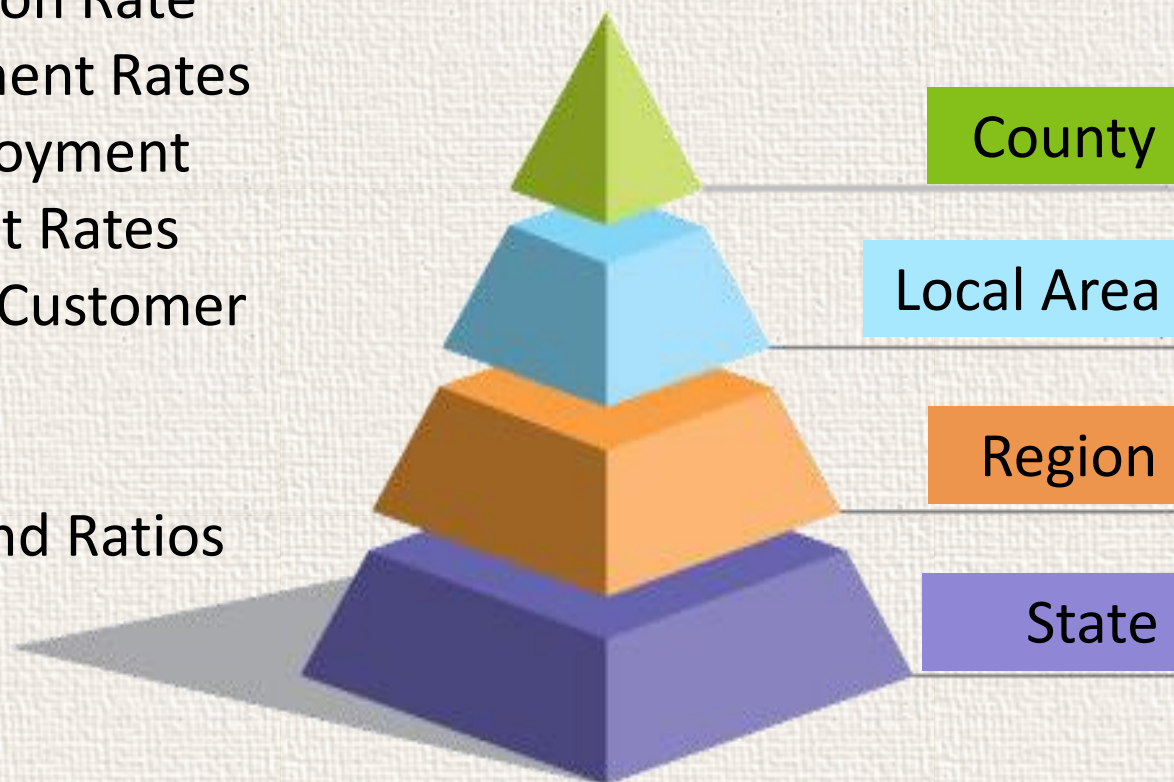
- Local Workforce Boards
- Employers
- Colleges and Universities
- Early Childhood Programs
- Local Boards of Education
- Parents & Students
- Regional / Local Chambers of Commerce
- Teachers & Guidance Counselors
- Workforce Training & Service Providers
- Non-Profit Organizations and Advocacy Groups
- Regional & Local Chambers of Commerce
- Substance Abuse Treatment & Rehabilitation Facilities
- Local Government Workforce and Economic Development Organizations (EDOs)
- Other

BTW – These are ALL Resources to You!!!

How Will We Measure Success?

Example Dashboard of Metrics

- Employer Penetration Rate
- Worker Participation Rate
- Education Attainment Rates
- ST and LT Unemployment
- Underemployment Rates
- Program Cost per Customer
- Wage Gains
- Economic Growth
- Supply and Demand Ratios
- Other...



How Will We Measure Success?

Example Dashboards

KENTUCKY Work Ready COMMUNITIES

**KENTUCKY CENTER FOR
EDUCATION & WORKFORCE STATISTICS**

Real Data for Real Decisions

NEW! Kentucky Future Skills Updated Release **NEW!**

400,000+ JOBS
OVER THE NEXT 5 YEARS

CURRENT WAGES
FOR KENTUCKY WORKERS

FIND WORKERS
BY CREDENTIAL & MAJOR

GUIDANCE

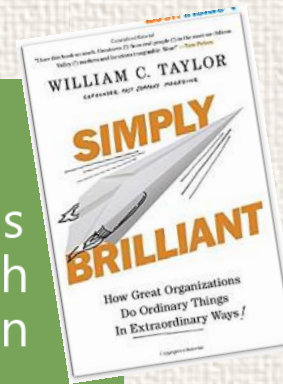
Name/Subject:	Local Performance Metrics	
Measure	Metric	Where the measure is pulled from
Participants enrolled by Sectors	Number and percentage of participants enrolled in targeted sectors	Services Module, Service Tab
Career Coaches Referrals	Number of referrals made by Career Coaches to partnering agencies	Customer Detail Module, Activities
Career Coaches Qualified Referrals to Employment	Number of qualified referrals by Career Coaches to employment	Customer Detail Module, Activities
Number of Obtained Employments made by Referrals	Number of customers that obtain employment made by referrals	Customer Detail Module, Activities
Number of Credential Attained	Number of customers who receive a credential within a timeframe	Services Module, Outcomes Tab
Total Cost of Training	Total amount of training for customers within the defined timeframe.	Local Area Reports
Duration of program	Total time/duration in program from registration to exit	Services Module, Services Tab

Vision without execution is delusion!

--Thomas Edison

The true mark of a leader is the willingness to stick with a bold course of action - an unconventional business strategy, a unique product-development roadmap, a controversial marketing campaign - even as the rest of the world wonders why you're not marching in step with the status quo.

Bill Taylor



LIKESUCCESS.com

What's measured gets achieved!

--Governor Bevin



An Urgent Call to Action

Kentucky's *WorkReady* Strategic Plan

Questions????

Thoughts???

Comments???

Suggestions???

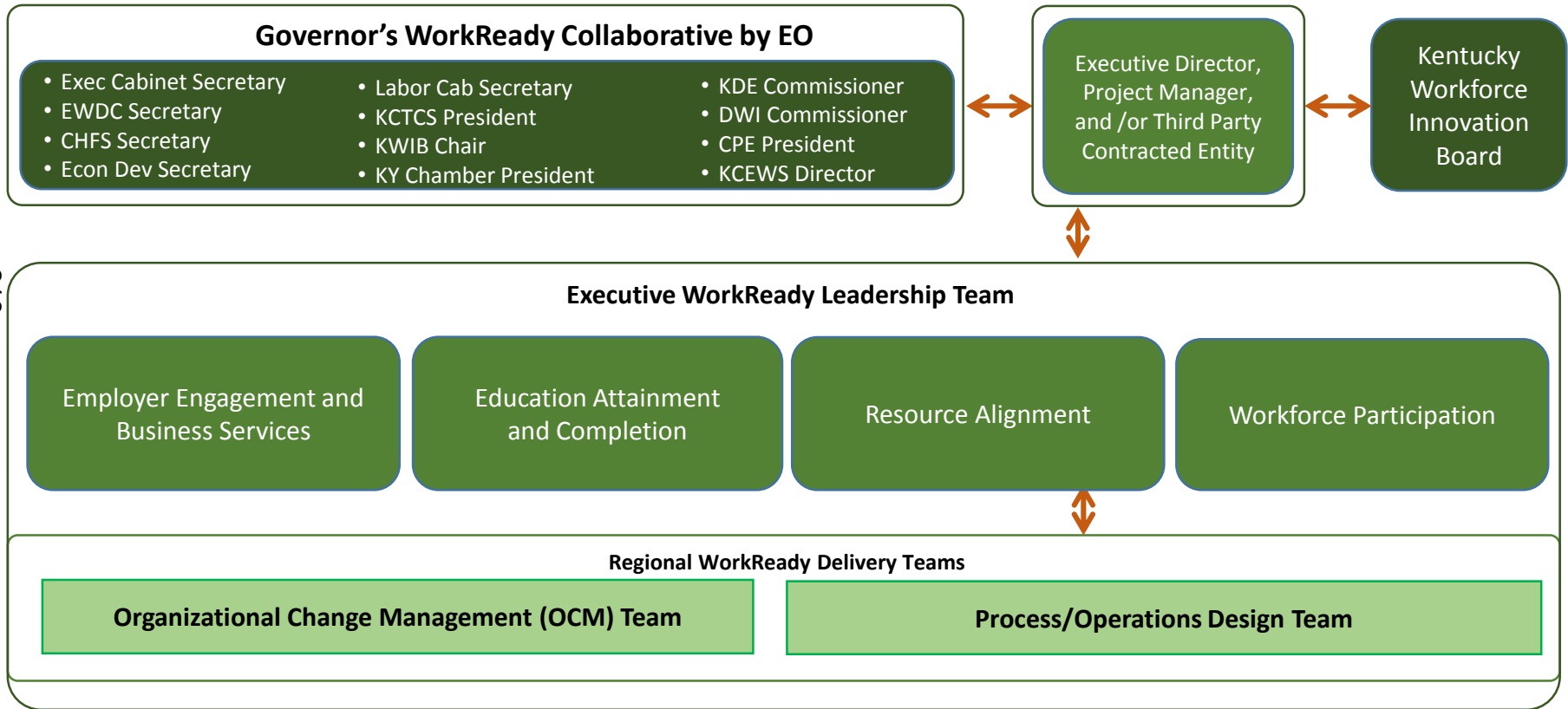
Melissa A. Aguilar, Executive Director
Kentucky Workforce Innovation Board

melissa.Aguilar@ky.gov

Call or Text: 502.352.5257

How Will We Implement the Plan?

Suggested WorkReady Governance Framework



KWIB Committees

Employer Engagement and Business Services

- Revamp employer services at state and local levels
- Increase employer engagement in workforce and education
- Leverage employer data using the Kentucky Talent Pipeline Management System

Education Attainment and Completion

- Increase dual credit and work based learning opportunities for students
- Review and adjust the locations, pathways, and resources of Pre-K through postsecondary delivery
- Increase awareness of opportunities for students, educators, career counselors and parents.
- Improve the sharing and use of data for education
- Focus on later career learners for older workers

Workforce Participation

- Address barriers to employment for individuals
- Mitigate disincentives to work and incentivize workforce participation
- Focus on veterans, individuals with disabilities, re-entrants from corrections system, individuals in recovery from substance abuse, foster care and others.
- Develop strategies to counter act substance abuse.

Resource Alignment

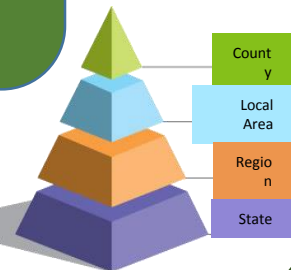
- Develop organizational and structural changes for governance
- Develop metrics for Kentucky's workforce development programs
- Define and create an effective communication approach
- Build a stronger, more coordinated relationship between state and local governments, institutions and workforce innovation areas.

Data and Metrics

Policy and Legislation

Communication and Outreach

Championing



Kentucky Skills U 2018-2019 Grant Awards

On February 12, 2018, Kentucky Skills U, the adult basic education unit of the Kentucky Council on Postsecondary Education, issued a Request for Application (RFA) for service provider grants made available through General Fund appropriations and the Workforce Innovation Opportunity Act (WIOA)¹, Title II, Adult Education and Family Literacy Act (AEFLA).

The deadline for submission was March 2, 2018, and applicants detailed how they would develop, implement, and improve adult education within the state. Applicants also had to demonstrate past performance and explain how they would implement a new position, the Career Navigator. The Career Navigator will focus on shepherding students through their educational and career advancement journey through:

- Realistic goal-setting conversations, career exploration, and guidance throughout their adult education passage; and
- Guidance during the transition process to postsecondary education and training and/or workforce endeavors.

Emphasis in the scoring process was placed on: comprehensive, regionalized services; co-enrollment in integrated education and training models career pathways; full-time, dedicated leadership; and service commitments based on student demand needs.

The last time a similar RFA was issued was in fiscal year 2012-13.

Kentucky Skills U staff will announce the resulting awards during the Council meeting.

¹ Allowable Use of Funds:

- Adult Education and Family Literacy Act (AEFLA), *WIOA, Section 231*
- Corrections Education and Other Institutionalized Individuals, *WIOA, Section 225*
- Integrated English Literacy and Civics Education (IELCE), *WIOA, Section 243*

CPE President's Report to the Council

President King appears on KET Connections; named to Biz First's Top 20 list

Renee Shaw interviewed President King on KET's Connections last month about his tenure and Kentucky's long-term goals and needs in public education. The full interview is available on KET's website. Louisville Business First named President King as one of the "Top 20 People to Know in Education" in the May 25 issue. He was honored at a June 13 award event in Louisville.



Host Renee Shaw with CPE President Bob King

CPE co-hosts first national Rural College Access & Success Summit



Dr. Jill Biden

CPE was pleased to co-host the first national Rural College Access and Success Summit in Lexington last month, which featured keynote remarks by former Second Lady of the United States Dr. Jill Biden. The focus of the summit was on ensuring that rural youth have the opportunity, defined as access and support, to successfully transition from high school to college and to career. The summit brought together education professionals and nonprofit organizations to share best practices and highlight the unique challenges of increasing opportunity in rural America. Topics included lifting educational aspirations, building academic skills, engaging families and connecting youth to college and career opportunities. In addition to the Council, other co-hosts included Berea College Partners for Education, National Council for Community and Education Partnerships, Texas Instruments and the National Math + Science Initiative.

CPE's Dr. Aaron Thompson also spoke and introduced the Prichard Committee's Student Voice initiative. Both attendance and response from the event were overwhelmingly positive. The CEO of the National Council for Community and Education Partnerships, Ranjit Sidhu, publicly challenged event leaders and attendees to hold the summit annually, to make the conversations more powerful, and to use the expertise in the room to develop concrete outputs, including definitions, service standards, as well as white papers. The 2019 event will be held April 28-30.

Statewide Transfer Steering Committee forms

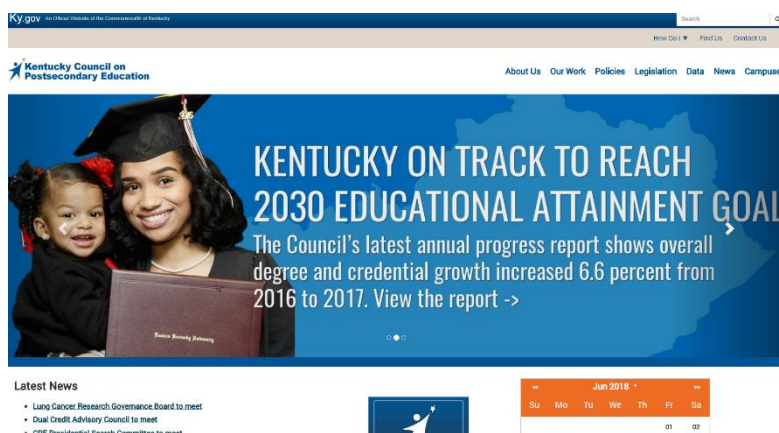
A significant outcome from the 2018 Transfer Summit, held in partnership with the KCTCS System Office in February, was the identification of a steering committee consisting of a small, diverse group of education, admissions and advising professionals from two- and four-year institutions. CPE partnered with the KCTCS System Office to set initial agendas and immediate goals for the steering committee. The purpose of this team is to guide the evaluation of existing policy and resources intended to support the transfer processes across Kentucky's education pipeline. The committee met in May to review and refine a process map of the admissions and credit transfer process from a student perspective and also outlined a second process map from a systemic perspective. The next meeting will take place in late June and will focus on further map refinements as well as establishing common definitions, timelines and service standards. Academic Affairs staff Dr. Caroline Atkins, who recently resigned, and Senior Fellow Bruce Brooks have led the effort.

Dual Credit Advisory Council leads discussion on best practices

The Dual Credit Advisory Council (DCAC) meets quarterly and leads discussion on the best practices and implementation strategies of dual credit/enrollment programs for Kentucky students. At its May 29 meeting, the meeting focused on transfer. The agenda covered updates on the dual credit dashboard and data pertaining to the dual credit scholarship program administered by KHEAA, including the awards offered, scholarship courses by subject area and grades reported. CPE anticipates the dashboard, which is an interactive tool that houses disaggregated dual credit data on the CPE website, will be fully functional by the end of summer 2018. The next meeting of the advisory council will take place in early fall.

CPE website earns “Win” award by Thoroughbred Chapter, PRSA

The Council’s website at <http://cpe.ky.gov>, launched more than a year ago, was recognized with the “Win” award from the Thoroughbred Chapter, Public Relations Society of America. The website was judged by members of the Central Pennsylvania Chapter and received high marks for using research to shape the project, process and planning, clearly identifying audience needs, among other categories.



Kentucky participates in Multi-State Collaborative for Military Credit Annual Convening

Academic Affairs staff Senior Fellow Bruce Brooks represented CPE at the annual convening of the Multi-State Collaborative for Military Credit (MCMC). Brooks shared the three-phase military support plan and Kentucky’s Guiding Principles for military credit transfer. This annual two-day conference invites representatives of member states to connect for the purpose of exchanging expertise, sharing ideas and experiences, and collaboratively pursuing efforts that help further higher education. The 2018 agenda included exploration of leading technology solutions, state updates, the Forever GI Bill as well as presentations by student veterans, military education specialists and institutional leaders.

The MCMC, coordinated by the Midwestern Higher Education Compact (MHEC), is a partnership of 13 states, including Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin. The groups seeks to ease the transition of veterans and their families from military life to college campuses, with special emphasis on articulating competencies acquired through military training and experiences into college credit. The partnership shares best practices in articulation of credit, licensure and certification, communications and technology.

CPE participates in national discussion about expanded public support for low income students

Lee Nimocks was invited to lead a Kentucky team at a Lumina-funded discussion earlier this month in Atlanta regarding how states can best assess and support comprehensive student financial needs through student aid programs and public benefits programs and policies. Representatives from the Center for Law and Social Policy (CLASP) discussed state-based efforts to align public benefits programs with postsecondary financial aid policies. Higher education leaders from California and Washington discussed efforts underway in their states, including California's CalGrant program that provides for non-tuition expenses and Washington's partnerships with the Department for Social and Health Services to administer the Basic Food Employment and Training program for students. Representatives from the Kentucky Higher Education Assistance Authority joined the Kentucky team for the meeting.

Vice-President Stagnolia serves as panelist at national conference

Reecie Stagnolia, vice president for adult education (Kentucky Skills U), served as a panelist for the Western Pathways Conference held recently in Salt Lake City, Utah. The conference focused on building an education and workforce development system that will prepare all



Reecie Stagnolia conducting the breakout session on career readiness credentials.

young adults for careers leading to economic independence. Stagnolia shared Kentucky's experience with the career readiness credentials for adult students, focusing particularly on the Kentucky Essential Skills Certificate (KESC). He also discussed Kentucky Adult Education's rebranding to Kentucky Skills U. The Western Pathways Conference is an annual conference hosted by the Global Pathways Institute at Arizona State University in partnership with the Utah Governor's Office of Economic Development, Business-Higher Education Forum, Education Commission of the States and the Colorado Business Roundtable.

Momentum and Student Success in Kentucky: The Power of 15 Credits



Time is the Enemy

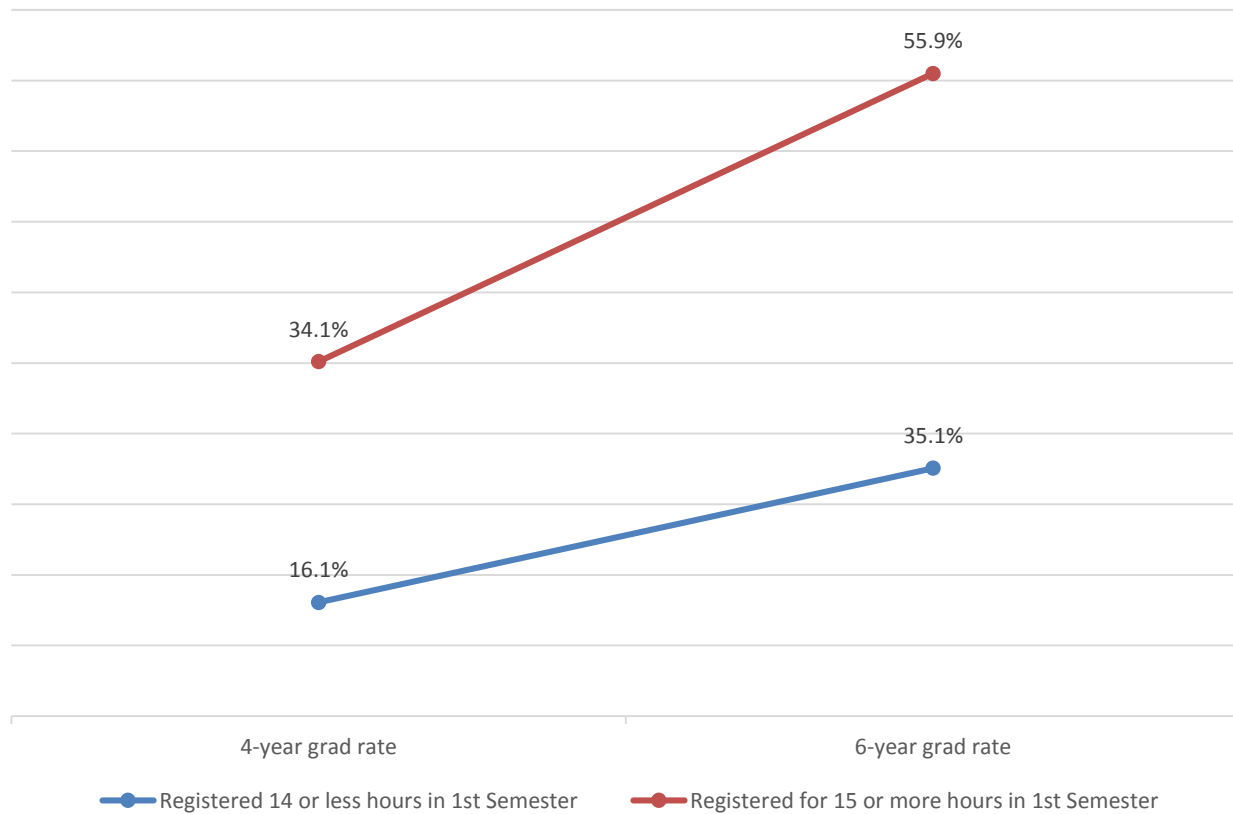
- **12 hours a semester = full time? Not if you want students to graduate on time**
- **Leads to more year(s) of tuition, fees, and related expenses, and delayed entry into the workforce**
- **And it means they are less likely to complete at all**
- ***15 to Finish* campaign launch in 2015 – raised awareness, but talk is not enough**
- **New policy brief highlights the data and more strategies**

Kentucky students are much more likely to graduate if they enroll in 15 or more credits in their first semester

228

- Students are twice as likely to graduate in 4 years
- There is a 20% percentage point difference in overall graduation rate

Graduation Rates of Full-Time Students at KY 4-Year Universities



Source: Kentucky Postsecondary Education Data System (KPEDS)

https://public.tableau.com/profile/kentucky.cpe2201#!/vizhome/15_to_Finish/GRS15CH



Completing 30 hours in the first year is strongly associated with degree completion for Kentucky students

Regardless of student factors, enrollment intensity is a positive predictor of degree completion.

- 2-Year or 4-Year Institution
- Race/Ethnicity
- Income level
- Academic preparedness

229

Source: Kentucky Postsecondary Education Data System (KPEDS)

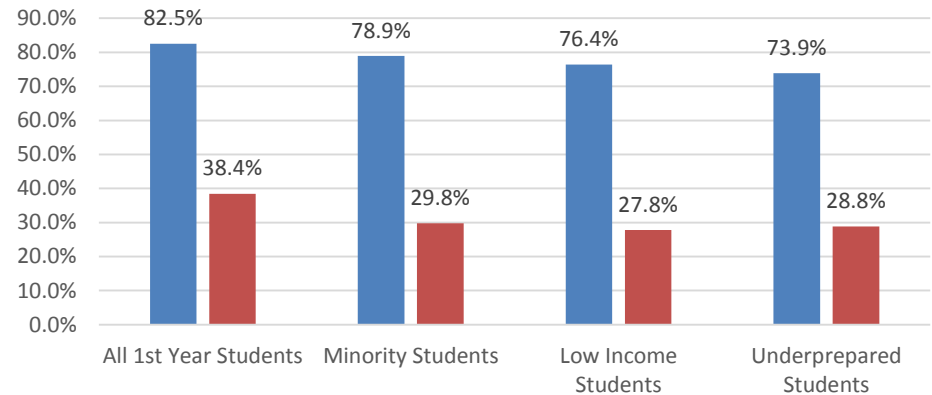
Technical Notes:

- KY 4-Yr Public Univ: FA11 cohort, 6-year grad rates, bachelor's degree
- KY 2-Yr Sector (KCTCS): FA14 cohort, 3-year grad rates, associate degree

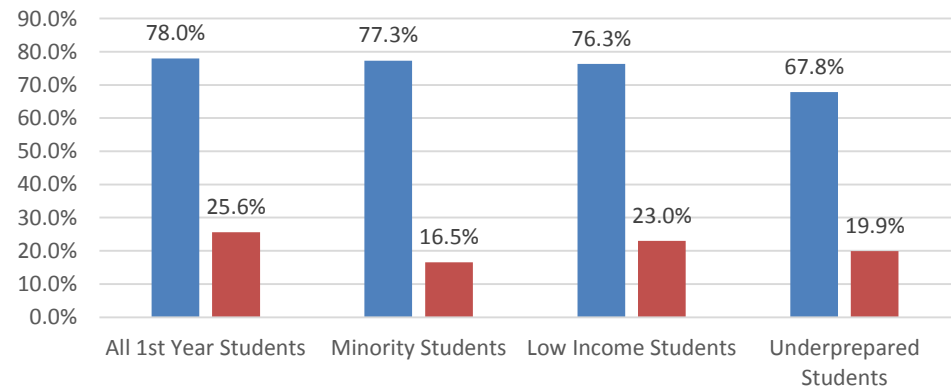
https://public.tableau.com/profile/kentucky.cpe2201#!/vizhome/15_to_Finish/GRS15CH



Full-Time Student Graduation Rates KY 4-Yr Public Universities



Full-Time Student Graduation Rates KY 2-Yr Sector (KCTCS)

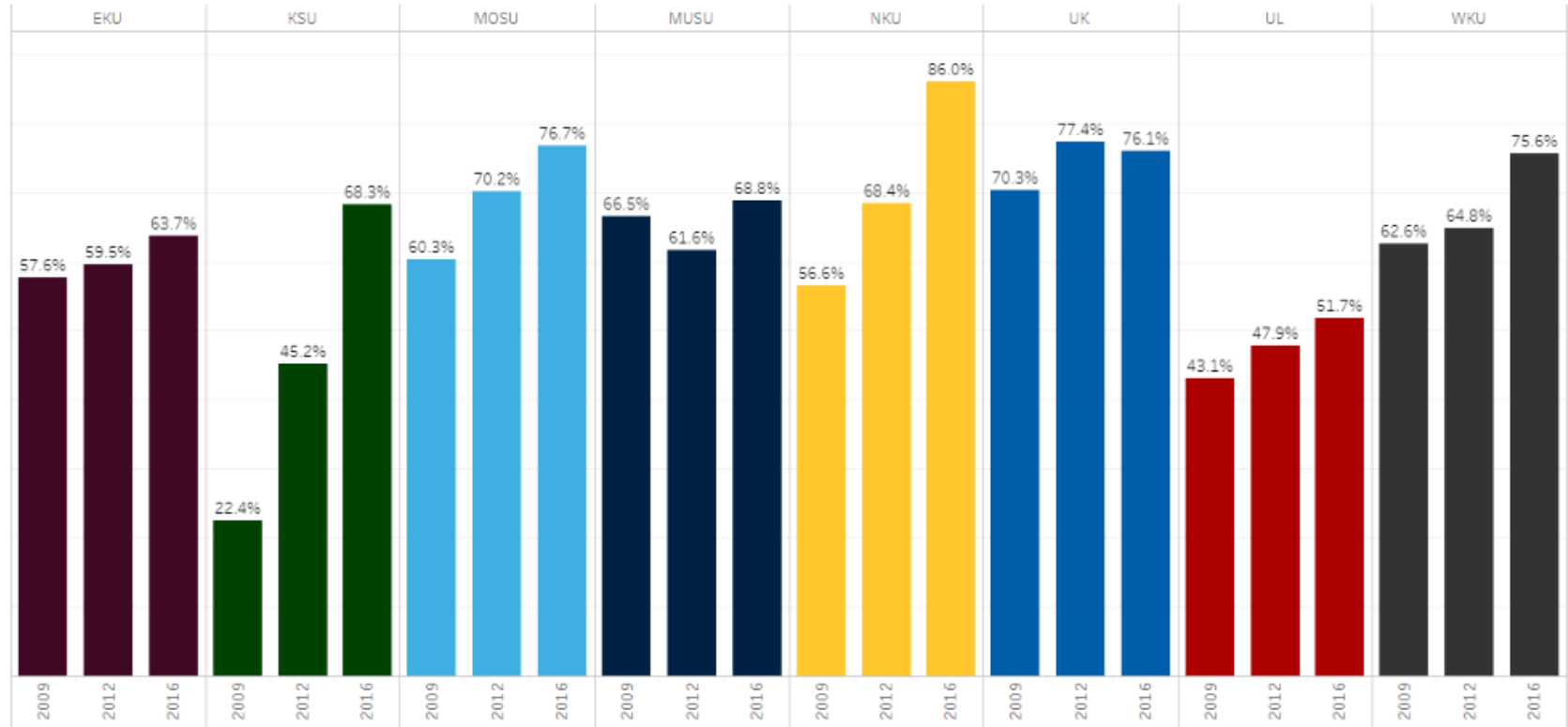


■ Completed 30 Credit Hours in 1st Year ■ Did Not Complete 30 Credit Hours in 1st Year

More “full time” Kentucky university-level students are registering for 15 hours in their first semester, but not enough.

Percentage of Students Who Registered for 15 Credit Hours in Their First Semester

230



71% of “full-time” students registered for 15+ hours in fall 2016. However more than 5,000 did not



Source: Kentucky Postsecondary Education Data System (KPEDS)

https://public.tableau.com/profile/kentucky.cpe2201#!/vizhome/15_to_Finish/GRS15CH

The patterns are similar at KCTCS

2009

- 16.1 percent of “full-time” KCTCS students registered for 15 credit hours or more in their first semester
- 24.1 percent of these students graduated within three years.
- 11.4 percent of students who registered for less than 15 hours graduated within three years.

2014

- 20.6 percent of “full-time” KCTCS students registered for 15 credit hours or more in their first semester
- 40.6 percent of these students graduated within three years
- 25.2 percent of students who registered for less than 15 hours graduated within three years.



Tapping into the power of 15

- **Campus-based financial incentives**
- **State financial aid bonuses**
- **Reducing/eliminating remedial education**
- **Outreach**
- **Accelerated programs**
- **Strong, intrusive advising**
- **Default scheduling and clear academic program maps**

Committee on Equal Opportunities

The Committee on Equal Opportunities met on January 22, 2018 and April 30, 2018. In 2017, Committee members made the decision to begin meeting on the campuses to provide them with the opportunity to hear directly from faculty, staff, and students to learn more about the impact of the new diversity plan strategies. The January meeting was held on the campus of Eastern Kentucky University while the April meeting was held at Murray State University.

Highlights from those meetings are detailed below.

Meeting #1 - January 22, 2018 at Eastern Kentucky University

After a welcome by President Michael Benson, CEO members heard from speakers related to the Diversity Scholars, Pay It Forward Mini-grants, Faculty Mini-grants, Developing Excellence in Eastern's Professors, the Freshman Academy, the Upperclass Academy, Lifeskills Coach, and the Academic Success Center. The Vice Provost for Diversity and Chief Diversity Office, Dr. Timothy Forde, explained that these efforts support the strategies outlined in the new diversity plan approved by the Board of Regents and the Council.

Meeting #2 – April 30, 2018 at Murray State University

President Robert O. Davies greeted the group and shared an overview of campus-wide efforts related to diversity and inclusion. Some examples shared by President Davies included the creation of Diversity Advocates and revised policies related to search committee procedures. Ms. Camisha Duffy, Executive Director and Title IX Coordinator of Institutional Diversity, Equity and Access introduced various campus representatives who shared initiatives related to the President's Commission on Diversity and Inclusion, the Diversity Faculty Fellowship Initiative, enhanced enrollment and recruitment efforts, the President's Commission on Student Success, the Office of Multicultural Affairs and a recapture campaign.

Next Meeting

The next meeting of the Committee on Equal Opportunities is scheduled for July 22-23, 2018 at Western Kentucky University.

CPE President Search Committee Report

At the April 27, 2018 meeting, Chair Sherrill Zimmerman appointed the CPE Presidential Search Committee to oversee the search process for a president of the Council on Postsecondary Education. The committee's duties include, but are not limited to, identifying and evaluating candidates and making a final recommendation to the full board for approval.

Since that time, the committee has met three times. The first meeting was on May 14, 2018, and the committee completed a Level 1 review on the results of RFP solicitation to obtain an executive search firm – RFP 415 1800000164. The RFP was issued on March 28, 2018 and closed on April 16, 2018. Committee members reviewed the submitted RFP response from AGB Search and discussed the criteria in the Level 1 review and provided scores and comments in each area. The five criteria evaluated were previous experience, capacity and qualifications, plan of action, availability, and references. Following the review, the committee invited AGB Search to provide an oral presentation so the committee could complete a Level 2 review.

The second meeting was on May 24, 2018, and the committee completed a Level 2 review of AGB Search firm. The committee received an oral presentation and the topics covered included an overview of the consultants' credentials and backgrounds, proposed timeline and phases within that timeline, the advertisement and interview process, and the final selection and follow-up process. Following the presentation, the committee approved staff to move forward and finalize a contract with AGB Search.

The committee's third meeting was on June 21, 2018. Committee Chair, Ron Beal, will provide an update to the Council on that meeting.

Kentucky Commissioner of Education Report

The following is a report from Dr. Wayne Lewis, Interim Commissioner of the Kentucky Department of Education.

Career and Technical Education Statewide Public Relations Promotion

Interim Commissioner Dr. Wayne Lewis announced there will soon be a statewide multi-media outreach campaign aimed at promoting the benefits of Career and Technical Education (CTE). Kentucky currently faces a middle skills gap, meaning there are more job openings for people with training in areas such as construction trades, advanced manufacturing and logistics than the amount of skilled workers available. The campaign will focus on educating students, parents and teachers about CTE careers, the paths to advancement, and the multiple avenues to obtain the training needed for these careers.

High School Graduation Requirements Progress

Interim Commissioner Lewis, along with Associate Commissioners Laura Arnold and Amanda Ellis, proposed a draft framework for the revised high school requirements during the June 6 meeting of the Kentucky Board of Education. The draft graduation requirements suggest that all students must demonstrate their ability to read and do basic math prior to graduation. The draft requirements also suggest that students be required to demonstrate readiness for postsecondary education or entry to a career. A first reading of the revised requirements regulation will be held during the August meeting of the Kentucky Board of Education.

Academic Standards Advance

The Kentucky Board of Education approved the preschool per-child rates for the 2018-2019 school year based on the budget approved by the 2018 Kentucky General Assembly.

The Kentucky Academic Standards for Historical and Cultural Influences of the Bible Elective Social Studies Course were also approved during the June meeting. These elective courses for grades 9-12 will focus on the historical impact and literary style from texts of the Old Testament and New Testament eras. The courses will also teach

biblical content, including characters and narratives that are prerequisites to understanding contemporary society and culture.

Academic Standards Update

Work continues on the revision of Kentucky's Academic Standards per Senate Bill 1 (2017). Members of the math, reading and writing Review and Development Committees (RDCs) met in April to review and approve the work of the Advisory Panels.

Meanwhile, the draft health and physical education standards will be shared with the KBE for input during the August 2018 meeting. Work also continues on the revision of social studies standards. The social studies Advisory Panels and RDCs met in May, while public feedback was sought on the draft standards in June 2018.

Strategic Planning Draft Presented to Board

The KDE Strategic Plan draft was presented at the June 6 meeting for review. Input has been received from directors and is currently being sought from KBE members. The second reading will be presented during the August meeting.



www.eku.edu

CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



EKU, CHASE COLLEGE OF LAW INK 3+3 PARTNERSHIP

Undergraduate students at EKU are now eligible for an early-enrollment program at Salmon P. Chase College of Law at Northern Kentucky University.

The Chase 3+3 Accelerated Law Program combines a final year of undergraduate study with a first year of law school.

"The partnership with Chase offers a wonderful opportunity for focused and motivated students to achieve their career goals in an accelerated program," said Dr. Sara Zeigler, dean of EKU's College of Letters, Arts, & Social Sciences. "Combined with our award-winning mock trial program, our innovative Legal Studies minor and our excellent liberal arts offerings, it makes EKU an outstanding choice for students pursuing a career in law. We are pleased to work with our colleagues at Chase to offer an efficient, affordable and high-quality program."

The Chase 3+3 program – named for three years of undergraduate studies and three years of law school – allows eligible students to reduce their education costs by applying their first year of courses at Chase to both a bachelor's degree at their undergraduate college and a law degree.

"The 3+3 program allows students to pursue new levels of academic achievement with a seamless transition to the many experiences that make Chase graduates great lawyers," Lawrence Rosenthal, Chase co-acting dean, said. "By completing undergraduate and law degrees one year sooner than is traditional, they can accelerate their career goals with the outstanding classroom instruction and exceptional experiential-learning programs available at Chase."

Undergraduate students who wish to apply to the Chase 3+3

Accelerated Law Program must have enough credits toward a baccalaureate degree by the end of their junior year to allow first-year courses at Chase to be counted as electives for completion of an undergraduate degree and toward a law degree. Students receive bachelor's degrees from their undergraduate colleges after successfully completing their first year at Chase.



EKU SUSTAINABILITY EFFORTS RECOGNIZED

One of Patrick McKee's goals when he was named sustainability manager at EKU in 2015 was to help the institution receive a STARS rating from the Association for the Advancement of Sustainability in Higher Education (AASHE).

Mission accomplished. In recognition of its sustainability achievements, EKU recently received a Bronze rating from AASHE, and is one of only 299 schools worldwide to earn either a Platinum, Gold, Silver or Bronze rating. STARS is the acronym for Sustainability, Tracking, Assessment and Rating System.

"That has been my goal from day one," McKee said. "I take pride in the fact that we're at Bronze level in such a short period of time." His next goal: a Silver rating in 2020.

An institution's score is based on the percentage of points it earns by pursuing relevant credits across four main categories: Academics, Engagement, Operations, and Planning and Administration.

Eastern fared especially well in the Campus Engagement category.

"We want our students to take pride in our sustainability initiatives so they will continue to help us push things forward," McKee said.

The University also fared "pretty well," McKee said, in the Operations and Planning and Administration categories, where strategies include a shortened workweek in the summer months and other energy efficiencies, a continued focus on recycling, "green" purchasing policies and the construction of energy-efficient buildings.



STUDENT TEAM WINS NATIONAL BANKING COMPETITION

A three-member student team from EKU is the winner of the national 2018 Community Bank Case Study Competition, the Conference of State Bank Supervisors (CSBS) in Washington, D.C., announced.

Central Bank & Trust Co. served as the team's community bank partner. "The students gave us keen insights into their perceptions of what banks should be doing to serve their needs more effectively," said Luther Deaton, president and CEO of Central Bank in Lexington. "We were very impressed by their knowledge."

While this is the fourth year of the competition, it is the first year that EKU fielded a team.

"We were impressed by the work of the five finalists, and the Eastern Kentucky University team's case study was outstanding," said CSBS Senior Executive Vice President Michael Stevens. "Their quality of work and the information they yielded exemplifies why we have the competition."

As first-place winner, the EKU team will receive a \$1,000 scholarship per student, be invited to present at the CSBS-Federal Reserve Community Banking in the 21st Century Research and Policy Conference in St. Louis in October, and be published in the CSBS Journal of Community Bank Case Studies.

EKU, ADIDAS ANNOUNCE PARTNERSHIP

EKU Athletics and adidas recently announced a new multi-year partnership in which the Oregon-based company will be the official athletic footwear, apparel and accessory brand of the Colonels.

"This is the first-ever, complete, department-wide apparel partnership for Eastern Kentucky University Athletics," Director of Athletics Stephen Lochmueller said. "This partnership will provide all EKU teams access to the best gear available, provide brand consistency and help connect



our fans to our teams. We're very excited to be a part of the adidas family. Being an adidas-sponsored school will allow our student-athletes access to the highest quality sports apparel and equipment in the world. The magnitude

of support that adidas has built into this partnership shows how much they tremendously care about ensuring that EKU student-athletes have the very best."

With the new 10-year deal, adidas will supply EKU's 16 varsity athletic teams with footwear, apparel, and accessories, and will be the official equipment provider for the University's baseball team through the 2027-28 academic year.

STUDENT TEAM'S VIDEO GAME AMONG NATIONAL FINALISTS

"Appalachian Mining Town" might center around an abandoned mining town in eastern Kentucky, but the video game recently developed by a team of EKU students wasn't forgotten by the E3 College Competition, which selected the product as just one of five finalists for the national event.

"This is an amazing honor!" EKU Gaming Institute Director Dr. George Landon exclaimed, noting that only one game is submitted for consideration from each of approximately 400 schools. It's not the first national exposure for EKU's game design program. Each of the last three years, it has ranked among the top 50 such programs worldwide, according to Princeton Review.



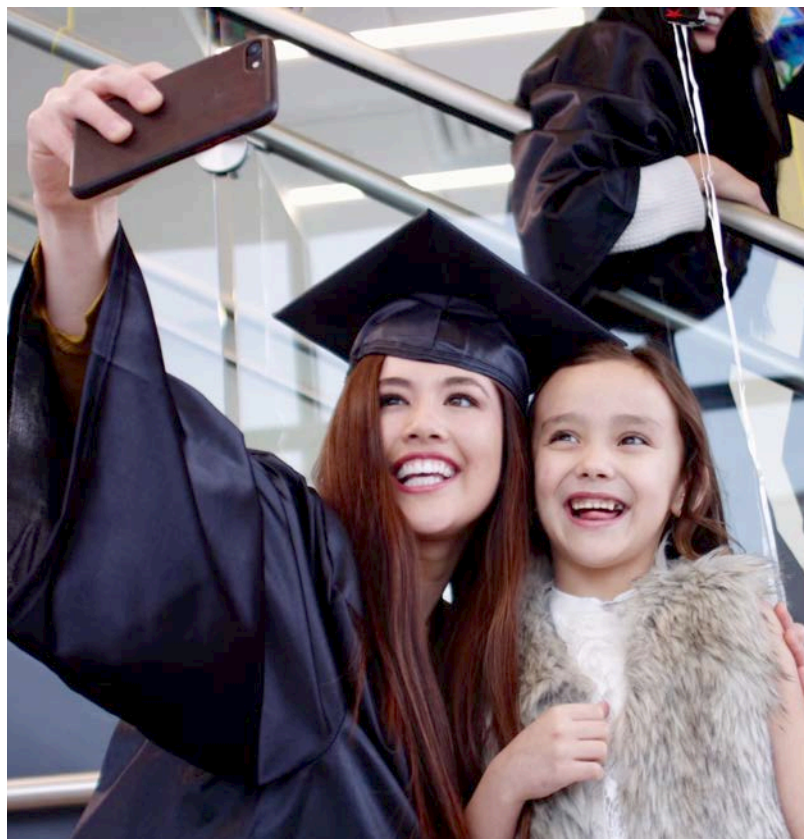
Developed by a team of 15 EKU students during a Spring 2018 course, Environment Design for Games, "Appalachian Mining Town" is a "walking simulator" inspired by the landscape, depot and mines of Blue Heron, Kentucky, in the Big South Fork National River and Recreation Area. Players assume the role of a historical surveyor investigating the mines to determine why it was abandoned in the late 1800s. The player collects old journal entries to eventually learn that Black Lung was becoming a huge problem for the miners.

"The student team did research to ensure that the town and props players see are accurate to the time period, though the town and its layout is primarily fictional," Landon said. The result is a "visually appealing game that is also rooted in the culture of Appalachia. We don't see many games that give the region a respectful presentation, and it comes across as a very interesting experience."

The E3 event, held in Los Angeles June 12-14, is one of the largest gaming expos in the world, Landon noted. Seven students were to represent the EKU team in L.A.

KCTCS GOOD NEWS REPORT

JUNE 2018



KCTCS INTRODUCES 15 TO FINISH SCHOLARSHIP

The Kentucky Community and Technical College System (KCTCS) just announced an innovative new scholarship to help students complete their associate degrees in two years or less. The 15 to Finish scholarship will pay \$500 to students who complete 15 credit hours in a semester and re-enroll for 15 hours the next semester.

Students could earn \$1,500 in scholarships on their way to an Associate in Arts or Associate in Science

degree and up to \$2,000 if they are pursuing an Associate of Applied Science degree, which may take an additional semester.

“KCTCS continues to seek ways to help students have better lives through education,” said KCTCS President Jay K. Box. “We think this new scholarship will be very popular with students, create excitement and interest in college and help keep students motivated to complete their programs.”



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM



Numerous studies show taking 15 hours per semester reduces the cost of college, can lead to higher grade point averages and lowers dropout rates. KCTCS is focused on keeping the cost of college as affordable as possible. Tuition is less than half of our four-year partners.

Kentucky Chamber of Commerce asked KCTCS, as a vital resource and partner, to look for ways to help address the Commonwealth's education skills gap by creating an incentive to assist students in earning an associate degree at a faster rate. This new scholarship helps students get in, get out and get to work while helping businesses fill open positions more quickly.

The scholarship also is another way to help increase Kentucky's higher education attainment levels as well. The Council on Postsecondary Education set a goal to raise the percentage of Kentuckians with a postsecondary degree or certificate to 60 percent by the year 2030. Achieving this goal is critical if the

Commonwealth hopes to accelerate job creation, grow the economy and expand Kentucky's tax base through the contributions of a better-educated, productive workforce.

The 15 to Finish campaign is a key strategy of a larger student success effort to increase high quality degrees and credentials, increase graduation rates and close achievement gaps in Kentucky. The initiative is part of a nationwide effort promoted by Complete College America, an organization whose mission is to increase the number of Americans with career certificates or college degrees.

The new program will be available this fall.



GOOD NEWS

JUNE 2018



[f](#) [t](#) [i](#) KYSTATEU | KYSU.EDU

KENTUCKY STATE UNIVERSITY GRADUATES SAY FAREWELL

Kentucky State University graduates crossed the stage Saturday, May 12 to say farewell during the 2018 Spring Commencement Convocation in the William Exum Center.

Teachers, business professionals, scientists, social workers, psychologists and future leaders of all kinds now go forth from the University, ready for the next level of success. Entrepreneur, philanthropist and author Dr. Randal Pinkett, who received the Doctor of Humane Letters honorary degree from Kentucky State, delivered the commencement address. “What do you do when there is no road?” Pinkett asked the class of 2018. “When there is no path neatly laid out for you to follow to graduation? We are all, in some shape or form, trailblazers.”

Pinkett named many Kentucky State trailblazers that earned a degree on the Hill. Whitney Young Jr., Moneta Sleet, Patricia Russell-McCloud, Tom Colbert and many others were among the trailblazers Pinkett mentioned. “What do you do if there is no road?” Pinkett asked again. “The road is made as one walks. Kentucky State grads have been making the road for the last 132 years and, today, you are counted among them.”

Alma A. Lopez Arellano, c0-valedictorian, spoke about her first days on the Hill. On her first day of class, she arrived at 8:30 a.m. for her 9:30 a.m. class to ensure she wouldn't get lost.

Arellano said she was worried her English wasn't good enough for her professors or classmates to understand. “Instead I found amazing professors, eager to guide me. Professors who were as invested in my education as I was,” Arellano said.

Her classmates, Arellano said, were always helpful. “Kentucky State is truly a family, looking out for each other,” Arellano said. Donovan J. Cecil, also co-valedictorian, said Kentucky State is

the greatest university in the world because of the faculty. Cecil also acknowledged his sister, Rhiannon Cecil, also a graduate. “She also has a 4.0,” Donovan said. “To be honest, she's much smarter than I could ever imagine to be.”

Donovan encouraged the graduates to strive for greatness, reach for their dreams and to never give up. Nearly 10 students finished their academic careers with a 4.0, Kentucky State University President M. Christopher Brown II said. After closely examining the transcripts of each of those graduates to determine the valedictorian, two students (Arellano and Cecil) had the same number of hours and the same GPA.

President Brown announced other interesting facts about the class of 2018: the class is comprised of 20 veterans, the average age is 27, the youngest graduate is 21 and the oldest graduate – Marilyn Bailey – is 71 years old. A posthumous degree was awarded to the family of Julian A. Bond, a student who passed away before finishing his degree.

Longtime Kentucky State employee and Hall-of-Famer William Graham was honored by the University and the Kentucky State University Board of Regents. Graham will have served 29 years at the institution prior to his retirement in June.

United States Congressman Andy Barr was in attendance. “The smart and talented individuals that make up the class of 2018 have all taken different paths, even across international waters, to attend Kentucky State University,” Barr said. “I commend you for your dedication to lifelong learning.”

Musical guest Calesta “Callie” Day brought the house down with musical selections “My Tribute” and “For Every Mountain.”

KENTUCKY STATE UNIVERSITY DRASTICALLY REDUCES SUMMER TUITION RATES WITH AIMS TO IMPROVE GRADUATION RATE

The Kentucky State University Board of Regents voted to approve the reduction of summer tuition rates to \$125 per credit hour during its recent special meeting. The previous summer tuition rate for undergraduates living on campus was \$309 per credit hour.

“One of our huge challenges in summer school attendance is the tuition rate we’ve been using,” Kentucky State University President M. Christopher Brown II said during the Board of Regents meeting. “Additionally, this version of the budget from the federal government has restored year-round Pell Grants, so students will have Pell eligibility for summer, fall and spring semesters.”

President Brown said the reduction in cost could potentially help the four-year graduation rate, providing an opportunity for more students in the 2014 cohort to complete their degree. Alexis Anderson, a rising senior from

Chicago, said she has taken summer courses in the past and believes the additional credits are important to staying on top of her academic career. “I believe President Brown and the Board of Regents are wise to drop the rate and hopefully enroll more students in summer classes,” Anderson said.

Perri Smith, a freshman from Louisville, said the lowered rate is a great incentive to take additional courses in the summer. She thinks it could be especially helpful for athletes. “It will definitely motivate me to take summer classes,” Smith said. Kentucky State, which has a mission to provide access to education, can provide more opportunities for its students through the changes in the Pell Grant program. Nearly 70 percent of Kentucky State

undergraduate students were eligible for Pell Grants in the spring semester of 2018.



KENTUCKY STATE UNIVERSITY OPENS STATE-OF-THE-ART ROSENWALD CENTER FOR 4-H YOUTH DEVELOPMENT

This month, Kentucky State University will relaunch its state-of-the-art child development center as an innovative education and research model for 4-H youth programming. The Rosenwald Center for 4-H Youth Development will hold its grand opening event on Thursday, May 24 at 3:30 p.m. Community members will have the opportunity to visit with staff and tour the facility.

In the newly repurposed center, Dr. Travella Free, assistant Extension professor and 4-H youth development specialist, and her team will develop and implement programs such as 4-H clubs, 4-H camps, in-school and after-school programs to give youth safe and supervised places to spend time and the chance to learn new skills, develop their interests and spend meaningful time with their peers and mentors. These 4-H programs are designed to serve children and youth in kindergarten through eighth grade. 4-H enrichment activities focus on the sciences, health and well-being and civic education and will be delivered through curricula developed by KSU 4-H staff and the National 4-H Council.

4-H is an important part of Cooperative Extension. More than 279,450 youth from all across Kentucky—approximately 35 percent of the K-12 population—participate in 4-H. Nationally, nearly 6 million youth participate in 4-H programs. “Youth build key life skills by participating in hands-on activities,”

Free said. “Our goal is to increase opportunities for youth with accessible, inclusive, high-quality, educational youth development programs.”

The Rosenwald Center is a 15,000-square foot facility that was constructed with funding from the U.S. Department of Agriculture (USDA) and completed in January 2013. The center has six classrooms, three observation rooms, four offices, one large multi-purpose room, one conference room, and a fully-certified kitchen. Its design allows Kentucky State University students to observe practices in teaching and learning in classroom settings.

Kentucky State professor Dr. Herman Walston is already utilizing the center. He was awarded a capacity-building grant through the USDA to implement an after-school mentoring program for African-American and Hispanic youth. Walston’s program aims to develop a positive youth development mentoring after-school program to serve 75 at-risk youth ages 10-17. It will also assist families of the youth, maintain and increase parenting skills, as well as provide learning experiences for Kentucky State students studying early childhood development, family and consumer sciences and food and agricultural sciences.

The Rosenwald Center for 4-H Youth Development is located at 315 Maryland Avenue in Frankfort. The open house event begins at 3:30 p.m. and will continue through 5 p.m.



Spring Commencement recognizes nearly 1,200 degree candidates

Morehead State University honored nearly 1,200 degree candidates at its two spring commencement ceremonies on Saturday, May 12, at the Academic-Athletic Center.

Jeffery Tyler Syck of Pikeville was the morning commencement speaker for the Caudill College of Arts, Humanities and Social Sciences and the College of Education. He is the oldest son of Jeffery and Laura Syck. He was a candidate for a Bachelor of Arts degree in government and history. At Morehead State, Syck was awarded a full academic scholarship through the George M. Luckey Jr. Academic Honors Program. He has served for three years as president of the Honors student body, as a founding member and vice president of the Cicero Society, as the founding president of the Residence Hall Association, and in various roles in the Student Government Association.

After graduation, Syck plans to attend graduate school at the University of Virginia and pursue a Doctor of Philosophy degree in political science. His ambition is to become a professor so that he can mentor future generations of students.

Maggie Fleming Pollitt of Hillsboro was this year's afternoon commencement speaker for the College of

Science. She is the daughter of Jackie and Nina Pollitt of Hillsboro. She was a candidate for a Bachelor of Science degree in biomedical sciences. Pollitt has been active in undergraduate research under the mentorship of Dr. Kurt Gibbs studying spinal cord injury for three years. A first-generation college student, Pollitt has maintained a 4.0 cumulative GPA and has made the dean's list every semester.

Pollitt traveled to the Dominican Republic for two weeks during the winter break of 2016 to learn about health facilities. In the Dominican Republic, she volunteered at a local orphanage and participated in learning experiences to examine the underlying causes of health care disparities.

After graduation, she plans to attend law school at the University of Cincinnati where she has been awarded a full-tuition scholarship as a member of the inaugural class of the Taft Scholars Program.

ROTC students were commissioned as part of each program.



Students present Lunar IceCube in Washington, D.C.

For the second consecutive year, two students from MSU's Space Systems Engineering (SSE) graduate program exhibited the Lunar IceCube at NASA's Technology on the Hill event, which was held May 9 in Washington, D.C.

Kennedy Haught of Kenova, West Virginia, and Sarah Wilczewsk of Cleveland, Ohio, presented the satellite before 350 event attendees and eight members of Congress. Technology on the Hill features display booths from technology innovators from across the country. Haught and Wilczewski displayed a real-size engineering model of the Lunar IceCube satellite and a model of the DM-7 radiation hardened dependable multiprocessor and ground station, DSS-17, as well as the integration of the system designed at MSU with NASA Jet Propulsion Laboratory's Deep Space Network.

The Lunar IceCube was built at MSU's Space Science Center and will hitch a ride into space with NASA's Space Launch System EM-1/Orion Test Flight, scheduled for December 2019. While in space, the Lunar IceCube will enter a wide elliptical orbit around the moon, collecting data on water and other lunar volatiles in the moon's atmosphere. It will travel as close as 60 miles from the lunar surface in its search for evidence that water once existed on the moon.

MSU included in USVM's Top Veteran-Friendly schools

Morehead State has been included in U.S. Veterans Magazine's Best of the Best Top Veteran-Friendly school rankings.

MSU also has been previously recognized as a military/veteran-friendly university by GI Jobs magazine, Military Advanced Education journal, the Military Times, the U.S. News and World Report and Veterans National Honor Society.

U.S. Veterans Magazine (USVM) polled hundreds of Fortune 1000 companies for the Best of the Best evaluations. At USVM, the goal is to open up employment, business and supplier opportunities within the federal government and corporate America for veterans, transitioning service members, disabled veterans, spouses and veteran business owners. The annual review is an evaluation of the nation's employers, initiatives, government agencies and educational institutions.

Dr. Privott named FCTL director



Morehead State University's Office of Undergraduate Education and Student Success has announced that Dr. Daryl R. Privott, assistant professor of adult and higher education, has been named director of the Faculty Center for Teaching and Learning (FCTL).

Privott has been with MSU since May 2011. He was program director of the Kentucky College and Career Readiness Collaborative Initiative and served as an adjunct professor. Prior to MSU, Privott was the director of research infrastructure and planning at the University of Nevada Las Vegas (UNLV). He holds a Ph.D. in Educational Leadership and a master's degree in public administration from UNLV and a Bachelor of Science degree in industrial technology from East Carolina University.

GOOD NEWS REPORT JUNE 2018



On Saturday, May 12, Murray State celebrated Spring 2018 Commencement during two services in the CFSB Center with one program in the morning for undergraduates and one program in the afternoon for graduate and doctoral students. Altogether, 1,509 degrees were conferred to students representing 28 states and 23 countries.

MURRAY STATE CELEBRATES 2018 DISTINGUISHED ALUMNI AWARD RECIPIENTS



Murray State recognized four alumni as the latest recipients of the Distinguished Alumni Award in April 2018, including Dr. Florence Jones, president of Methodist North Hospital; Dr. Tim Miller, president

emeritus and professor emeritus of Murray State; Joe Owen, business owner and property developer; and Patricia Summerville, Esq., retired attorney and hospital administrator.

MURRAY STATE STUDENT SAMANTHA WRIGHT SELECTED AS FULBRIGHT SCHOLAR



The Fulbright U.S. Student Program awarded Samantha Wright, a Murray State graduate from Owensboro, with a 2018–19 English Teaching Assistant (ETA) grant to serve as a teacher and cultural ambassador in Taiwan.

The Fulbright U.S. Student Program is an educational exchange sponsored by the U.S. government that offers research, study and teaching opportunities in more

than 140 countries. Wright graduated from Murray State in May 2018 with a bachelor's degree in learning and behavior disorders from the College of Education and Human Services. She was a presidential fellow and student in the Honors College.

“We’re confident Murray State and Honors College students can compete with the very best candidates in the country,” said Dr. Warren Edminster, executive director of the Honors College. “Samantha’s selection only proves that.”

MURRAY STATE MAINTAINS PRESTIGIOUS AACSB BUSINESS ACCREDITATION

The Arthur J. Bauernfeind College of Business has maintained its business accreditation by the Association to Advance Collegiate Schools of Business (AACSB International). Founded in

1916, AACSB International is the longest serving global accrediting body for business schools that offer undergraduate, graduate and doctoral degrees in business and accounting.



STUDENTS PARTICIPATE IN NATIONAL MODEL U.N. CONFERENCE

A group of Murray State students attended the 2018 National Model United Nations Conference in New York City at the end of March. They were joined by Dr. Choong-Nam Kang, the club's faculty advisor and chair for the department of political science and sociology.

As the delegation of Uzbekistan, the students competed with approximately 3,000 students from across the country to write and pass resolutions on various global issues with two students on the team winning awards for Best Position Paper.

MURRAY STATE STUDENTS OPEN POP-UP RESTAURANT FOR COMMUNITY

Students in the nutrition, dietetics and food management program in the School of Nursing and Health Professions opened their own pop-up restaurant for the public that featured unique menus and restaurants.

The project was a component of the spring 2018 capstone course taught by Dr. Karen Byrd, RD, LD. In organizing their pop-up restaurant,

students spent the semester conceptualizing menus, creating websites, acquiring supplies, teaching recipes and managing the front-of-the-house and kitchen during meal service.



MURRAY STATE ROTC PROGRAM HONORED AS TOP MANNED PARTNER

The Army ROTC program at Murray State was recently honored as the best Top Manned Partner program. This award recognizes Murray State's ROTC program as the best extension program in the Kentucky, Tennessee, Ohio, Indiana and Michigan region.

"This recognition honors

the young men and women who have made ROTC a part of their Murray State experience on the way to serving our country," said Dan Lavit, interim dean of Regional Academic Outreach. "The University is proud of the leaders produced through our ROTC program."

ENGINEERING STUDENTS WIN NATIONAL AND STATE COMPETITIONS



Students in the Institute of Engineering at Murray State experienced success in national and state competitions in spring 2018.

A team of electromechanical engineering technology students placed first at the National Fluid Power Association's Fluid Power Vehicle Challenge in Ames, Iowa, for their design and build of a hydraulic bike created in their senior design course.

"The students competed against some of the best engineering students in the nation and won by a large margin," said Bryant

Harrison, team coach and instructor in the Institute of Engineering at Murray State.

Three students pursuing mechanical engineering and business degrees then placed first at the Alltech Innovation Competition in Lexington, Kentucky, for a finger brace they designed with 3D printing technology to optimize efficiency and reduce discomfort. The venture, named Pip & Dip, secured the undergraduate students a \$10,000 monetary prize in addition to their first place title.

AGRICULTURE STUDENTS REPEAT AS NATIONAL CHAMPIONS AT 2018 NACTA STUDENT JUDGING CONFERENCE

Students from the Hutson School of Agriculture repeated as winners in the agribusiness contest at the 2018 North American Colleges and

Teachers of Agriculture (NACTA) Student Judging Conference held April 18-21 in Nebraska. Murray State will host the next NACTA conference in 2019.



GOLD RUSH

JUNE 2018

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

GREEK LIFE PHILANTHROPY

\$180,000

in donations

30,000

service hours

\$770,000

economic impact to community



SPRING COMMENCEMENT HONORS 1,650 GRADUATES

Northern Kentucky University graduated nearly 1,650 students in the Spring Commencement ceremonies on May 4 and 6, 2018. Three commencement ceremonies were held to honor the graduates from the university's six colleges.

On Friday evening, Salmon P. Chase College of Law held commencement and honored 136 graduates. During the ceremony, the Honorable Amul R. Thapar of the United States Court of Appeals for the Sixth Circuit was awarded the Doctor of Laws honorary degree.

Sunday morning's ceremony awarded nearly 700 degrees to graduates from the Haile/US Bank College of Business, the College of Health Professions and the College of Informatics. Doctor of Education honorary degrees were awarded to longtime NKU supporter and active community leader Ellen Rieveschl and to Interim President Gerard St. Amand.

Sunday afternoon's ceremony honored more than 800 graduates from the College of Arts and Sciences and the College of Education and Human Services. NKU alumnus C. Bruce Johnson ('73) was awarded the Doctor of Letters honorary degree, and former NKU Board of Regents Chair Alice Sparks was also awarded a Doctor of Education honorary degree.

LEARN MORE: <https://www.nku.edu/news/2018/may/180506Commencement.html>

COLLEGE CORNER

The Haile/US Bank College of Business' Phi Beta Lambda (PBL) received 18 awards at the 2018 PBL State Leadership Conference. Members who placed will represent Kentucky at the National Leadership Conference in Baltimore, Maryland.

PBL's mission is to bring business and education together through innovative leadership and career development programs. It's open to any NKU student who is interested in building their professional skills.

LEARN MORE: <https://www.nku.edu/news/2018/april/180419PBLAwards.html>



NKU HOSTS SCHOOL SAFETY PANEL

The College of Education and Human Services (COEHS) held a school safety panel in May for the campus and community. The event addressed concerns raised by students in a recent class survey. NKU Professor Dr. Sara Runge begins her Introduction to Education class with a survey that asks students their biggest concerns about becoming a teacher. Her latest group had close to 50 responses about student safety and gun violence in schools. Dr. Runge realized the issue was more complex than could be addressed in her class, so the college began to plan a larger discussion.

NKU Police Chief John Gaffin took part in the panel along with superintendents from three local school districts. They discussed what they are doing to address school safety and share best practices. The COEHS considers this event a first step toward developing recommendations for implementation in area schools and inclusion in educator preparation program courses. **READ MORE:** <https://www.nku.edu/news/2018/april/180425SafetyPanel.html>

THE SCOREBOARD

Director of Athletics Ken Bothof was appointed to the 10-member NCAA Division I Women's Basketball Committee. Bothof is a member of the Horizon League Council. He serves on the League's Basketball Issues Committee, the NCAA Leadership Council and the Women's Basketball Issues Committee.

FACULTY FOCUS

NKU's Latino Institute for Excellence (LIFE) partnered with Samuel Woodfill Elementary in Fort Thomas in a school-wide humanitarian campaign, ¡Yo soy Líder! Desde KY a Puerto Rico Ayudamos a Nuestros Amigos.

Chairs of NKU LIFE's Puerto Rico Relief Campaign, Leo Calderón and Irene Encarnación, surprised the elementary students with the check. The students raised \$2,000 and, with NKU LIFE's match, donated a total of \$4,000 to Comité Pro Desarrollo de Maunabo.

The funds will assist in the reconstruction of Maunabo's Natural Reserve, which was terribly devastated by hurricane María. NKU LIFE also made a \$4,000 gift to the Silicon Valley Communities Foundation/Puerto Rico Relief Campaign.

READ MORE: <https://www.nku.edu/news/2018/april/180426NKULife.html>

BRIEFS

PLANETARIUM BREAKS RECORD ATTENDANCE

NKU's Haile Planetarium recently celebrated a milestone— attracting more than 12,000 visitors in a single fiscal year.

Haile Planetarium also set a personal record for number of public show visitors in a fiscal year, recently passing the 3,000-mark. Planetarium Director Christa Speights says the peak attendance is due to offering more Friday night public shows.

There are two shows every Friday night at 6 p.m. and 7:30 p.m. through the end of June.

LEARN MORE:

<https://www.nku.edu/news/2018/may/HailePlanetariumRecord.html>

CHASE LAW EXPANDS 3+3 PROGRAM

NKU is expanding an early-enrollment program at Salmon P. Chase College of Law to reach more students in Kentucky.

The Chase 3+3 Accelerated Law Program, which combines a final year of undergraduate study with a first year of law school, is now offered to undergraduate students at Eastern Kentucky University. It's also available at NKU and two additional institutions in Kentucky and Ohio.

LEARN MORE:

<https://www.nku.edu/news/2018/may/180516ChaseEku.html>

NKU HOSTS MILLENNIUM FALCON EXPERIENCE

NKU was the only Midwest stop on the limited Millennium Falcon Experience tour. Constructed by fan builders, the Falcon's hold and cockpit reproduce every detail of the set seen in "Solo: A Star Wars Story."

Fans lined up for hours to see the replica ship. For many, it was their first experience on NKU's campus, and they were impressed. After NKU, the Falcon stopped in Atlanta, Denver, Salt Lake City and LA to promote the latest Star Wars movie.

LEARN MORE:

<https://www.nku.edu/news/2018/april/180424MillenniumFalcon.html>

NKU NAMED MILITARY FRIENDLY SCHOOL

NKU has once again been named a Military Friendly School by Victory Media, the premier outlet for military personnel transitioning into civilian life.

Victory Media awarded NKU the 2018-2019 Gold Award for embracing military service members, veterans and dependents as students to ensure their success on campus. This is the eighth consecutive year NKU has received this designation. NKU is also ranked among the nation's top colleges for veterans in 2018 by "The Military Times."

LEARN MORE:

<https://www.nku.edu/news/2018may/180502MilitaryFriendly.html>

ALUMNI NEWS

NKU ALUMNA MAGGIE MURPHY'S KENTUCKY ROOTS CARRIED HER TO HOLLYWOOD SUCCESS

"Veronica Mars." "The Simpsons." "Ally McBeal." "Malcolm in the Middle." "The X-Files."



Do you see the connection between these TV shows? Probably not, but Maggie Murphy ('80) certainly does—she developed and produced them. With a career in production and television development that spans more than 25 years, she has had a hand in developing and shepherding dozens of titles onto major television networks.

LEARN MORE: <https://inside.nku.edu/nkumagazine/2018/march/maggiemurphy.html>

A Message from President Eli Capilouto

“There is no vaccination against ignorance, but there is us. There is this university. And we still have heavy doors to open, unmet obligations to the land and its people. There are still leadership opportunities to advance the Commonwealth, this nation, and our world towards fulfilling its potential, towards meeting its lofty promises.”

These compelling words were penned by University of Kentucky English professor and former Kentucky Poet Laureate Frank X Walker. His poem, “Seedtime in the Commonwealth,” acknowledges “our imperfect past, our opportunity to ‘make ourselves right for the fight today;’” and the promise of this place to seize the “leadership opportunities to advance” those we serve toward their potential.

“There is us. There is this University.”

In May, we were proud to add more than 5,000 new graduates to the ranks of the alumni family. These new graduates are instilled with a sense of purpose and shared responsibility of our collective “us.” During the university’s May Commencement ceremonies, our graduates heard from students who reflect our values. One of those students, Esias Bedinger, came to the University of Kentucky from Chad in 2014 knowing no English. He followed his father, who graduated from the university some 30 years ago.

He enrolled in and completed an English as a Second Language course before beginning his bachelor’s degree in Public Health and minor in neuroscience. As a Chellgren Fellow and Lewis Honors College student, he found a passion for undergraduate research and addressing the detrimental effects of malaria on his home country. He spent his last year studying how cerebral malaria can be a risk factor for future neurodegenerative diseases. Now, he is heading to Harvard University for graduate work before beginning medical school.

Part of the Commencement tradition is the awarding of the university’s highest recognition, the honorary degree. Recipients are community, academic and industry leaders who, in their life’s work, reflect the values of our institution. Among the recipients this spring was Sara Holroyd, professor emeritus of our College of Fine Arts. A child of humble beginnings in the segregated classrooms of Selma, Alabama, Professor Holroyd found her way to the University of Kentucky, and

during her tenure in music education, was one of only two female collegiate choral directors in the United States. After 26 years of service, Professor Holroyd retired in 1987 and embarked on her second career, attending nursing school and becoming a third-shift ER nurse until she retired at 71. Her story inspired our graduates to lead the crowd in a standing ovation.

For one of our student speakers, Elizabeth Foster, Commencement held special meaning. Her grandfather began his college career at the

University of Kentucky. But he put his academic and career goals on hold to serve his country in World War II. He returned to us and earned his degree in our College of Agriculture in 1943. During Commencement, 96-year-old former Navy lieutenant and UK alumnus William J. Foster II watched his granddaughter address her colleagues and celebrate earning her degree from our College of Engineering. Our students again led a standing ovation for Mr. Foster in grateful recognition of his service.

I was touched and inspired that our students and their families found such powerful meaning in the stories of Professor Holroyd and Mr. Foster — rising to their feet as one in admiration and celebration. This is the first time in recent memory — and perhaps

ever — that there was a standing ovation for an honoree and attendee. Our graduates, our honorary degree recipients, and this special occasion are powerful reminders of the importance of this place and our work.

The common thread binding these stories is an uncommon commitment to serve others. Every day, a life is changed on the University of Kentucky campus. Every day, someone’s trajectory is dramatically and positively altered by our work. Every day, a community is changed for the better by the work of our students, alumni, researchers and clinicians.

After all, there is us. There is this university.



Eli Capilouto

UK Opens New Gatton Student Center



It was never a question where Bill Gatton would go to college. His fate was sealed before he was born.

“It was expected that I would attend the University of Kentucky,” the businessman and philanthropist said recently. “My father planned for all his children to go to college, and I was the third son and the fourth child.”

Born on a family farm in Bremen, Kentucky, in Muhlenberg County, Gatton’s educational destiny may have been set, but that didn’t mean he didn’t have to work for it. He made and saved money, selling watermelons along the side of the road, so he could afford UK. At UK, he joined the ROTC, left school to become an officer in the Army, and returned to the university – finishing his education in four years.

At the end of April, flanked by President Eli Capilouto, UK Board Chair Britt Brockman and student leaders, the Board of Trustees named the new Student

Center in his honor. The naming of the Bill Gatton Student Center is, in part, a response to the foundational \$20 million gift Gatton made toward the construction of the 378,000-square-foot facility in 2014. The gift made the \$200 million project possible. But it also is saving students millions of dollars. Typically, a project of this scope would be paid for by levying a separate facility fee that would be borne by students. Because of Gatton’s gift, however, no such fee was created. Today’s students – and those yet to come – will save an average of \$50 per student, per year, in perpetuity, because UK did not have to create a separate facility fee.

Officially open, the state-of-the-art facility contains new, sparkling retail and residential dining; a two-story Barnes & Noble bookstore; high-tech office and meeting space for student organizations and staff from across the campus; and living and learning spaces that promise to make the facility what Capilouto often calls the “living room of the campus.”

Foster Care Journey Inspires Professor to Become Voice for Youth

As a child, Justin “Jay” Miller, assistant professor at the University of Kentucky College of Social Work, thought heroes were the classic characters he enviously watched on Saturday morning cartoons. Now, Miller realizes his heroes were ordinary people who went out of their way to make his life extraordinary.

At just 7 years old, Miller’s mother died of an epileptic seizure, due to complications from a car wreck, leaving him and his younger sisters behind. Miller’s father, unable to escape the relentless grip of substance misuse, couldn’t care for them. They suffered from years of neglect and abuse.

Miller, a troubled teenager, rebelled against the system, leading to years of instability from state foster homes, to running away and staying with friends, even resorting to brief periods of time back with his father, only to return to out-of-home care. Despite the challenges, Miller is grateful the state intervened, and his future got brighter over the years. He and his sisters were eventually taken in by an aunt and uncle in Germany. Miller stayed there until he went off to college at Western Kentucky University in the fall of 1999.

Determined to not let his past negatively define him, after graduating in 2003, Miller went to work for Kentucky’s Child Protective Services. He went from being in out-of-home care, to removing kids and placing them in foster care. Miller is hoping to defy the negative stereotypes that many foster children face. In addition to his teaching and research at UK, Miller is heavily engaged in foster care advocacy and serves as president of Foster Care Alumni of America – Kentucky, where he consults and leads myriad research projects and initiatives. He also serves as chair of the Kentucky Children’s Justice Act Taskforce, chairperson of the Kentucky Board of Social Work, and member of the Federal Juvenile Justice Advisory Board, among other service endeavors.

In January, Miller was appointed to oversee the Association of Social Work Board on Social Work Education Licensing and Regulation National Taskforce. The new group is being formed to develop practice competencies and social work curricular resources for licensing and regulation. In recognition of the positive impact he has made on the lives of young people and his work to shape foster care practices, he was recently named one of only 10 individuals across the country in the social work profession to be awarded the “Dedicated and Deserving” Recognition Award from Social Work Today magazine.

Proposed Budget Puts Continued Focus on Student Success



The \$3.9 billion budget for 2018-19 that the University of Kentucky Board of Trustees will consider in June proposes the smallest tuition and fee increase for students in more than 20 years. And as a further sign of commitments to student success, access and affordability, UK President Eli Capilouto is asking the Board to support two years of tuition and mandatory fees that would represent the lowest successive rate increases in more than 30 years – in other words, in more than a generation of UK students.

Specifically, the Board of Trustees is considering a 2.5 percent increase in tuition and mandatory fees for the 2018-2019 academic year. An increase of 2.4 percent would be on the table for the following year, Capilouto said. The state Council on Postsecondary Education has granted institutions the authority to raise tuition and fees by 6 percent over the next two years, with a cap of 4 percent in any one year.

Details of proposed budget for 2018-2019 include:

- Tuition and mandatory fees for fall 2018 for in-state, first-year students would total \$6,035, up from \$5,886 last year. In 2019, the amount would be \$6,180 per semester.
- In Fall 2018, UK will be among a small number of universities in the country to not have an athletics fee. UK, under the direction of Capilouto and Athletics Director Mitch Barnhart, has been phasing out the fee for the last three years.
- As a result of UK’s efforts to constrain tuition and fee costs, in-state students coming to the university from families with a median income of less than \$20,000 annually have seen their net out-of-pocket cost for tuition and mandatory fees decrease over the last two years – from \$465 per semester to \$204 per semester.
- Currently, retention rates are approaching nearly 85 percent. The six-year graduation rate is nearing 65 percent and projected to go higher in the future. Both are record highs as part of a five-year push in the strategic plan to reach graduation rates of 70 percent and retention rates of 90 percent.
- The proposed budget includes a 1.5 percent salary increase for UK faculty and staff – the sixth straight year under Capilouto that employees have received raises.
- Debt service – the amount of money allotted each year to pay off debt on new facilities – is only 2.8 percent of UK’s \$3.9 billion operating budget.



THE PRESIDENT'S REPORT

ISSUE 100 | MAY/JUNE 2018

Dear Friends,

It's been a whirlwind, but my first few weeks as president of the University of Louisville have been incredibly exciting, affirming and positive. The amount of love and appreciation this community has for UofL has been very evident to me and to my husband, Venkat, as we've gotten settled here in the city.

I was extremely touched to see 200 well-wishers—faculty, staff and students—waiting to greet me on the steps of Grawemeyer Hall on my first day. People here really know how to make a first impression!

I've spent much of my time gaining familiarity with my new surroundings. I've also been getting up to speed on the many programs and services the university provides, learning about our upcoming and ongoing initiatives and discussing our opportunities and challenges.

Most importantly, I've been meeting the great people who drive this university, our city and our state. Without exception, everyone has been very welcoming and willing to do what they can to help move UofL forward. With that level of support, we can't help but be successful.

Since my arrival, I've been so impressed with our city. The people are friendly, kind and caring. They want UofL to be the best it can be. And our university has so many strengths and so much potential. The campus is beautiful. The student body is talented and diverse. The faculty and staff are dedicated and resourceful. And the alumni and donors have great passion.

My style is to be open, honest and transparent. I want to be clear when I say that UofL has challenges to overcome. We are working hard to cope with financial difficulties without putting additional burden on our students. In every decision we make, we want to put student's needs first. We want to better reward and support faculty and staff. Some of our facilities are awaiting much-needed upgrades.

You'll hear me say this often: I want to make UofL a great place to learn, work and invest. I'm spreading that message throughout our community. I'm enthusiastic about our future. I know that by working together we can achieve all of our lofty goals.



Neeli Bendapudi
President, University of Louisville



Scholars who attended a campus celebration in their honor. From L-R: Lee Sims, Katie Maurer, James May, Devin Brown, Tasneem Karim, Karen Udoh and Praneeth Goli.

UofL scholars rack up prestigious scholarships (again)

For more than a decade, UofL scholars have been winning big when it comes to academia's most coveted scholarships.

Happily, 2018 is a repeat performance with students and alumni earning 10 Fulbrights, five Critical Language Scholarships, three Boren Scholarships, two Public Policy and International Affairs Program Fellowships and one Rotary Global Grant Scholarship.

"This is certainly exciting news for our institution," UofL President Neeli Bendapudi said. "But what's even more important, these prestigious awards are a perfect example of how our campus community puts students first."

Recent graduate Karen Udoh, who earned a Fulbright, said UofL's culture supports students who seek academia's top awards.

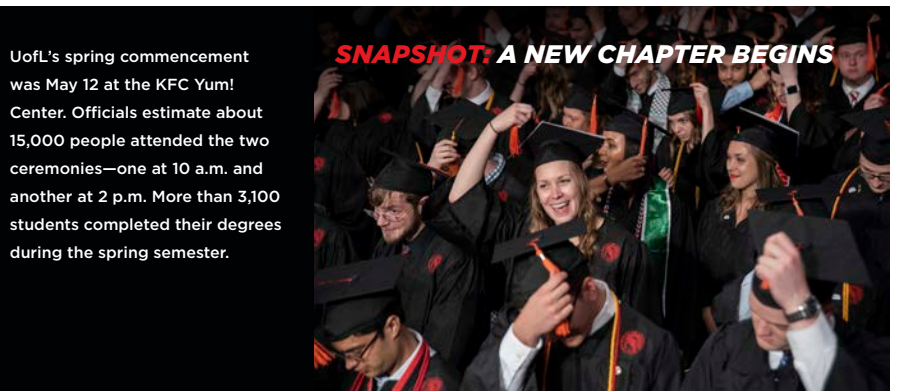
"UofL introduced me to research opportunities," said Udoh. "Being in the honors program

— they let you know what opportunities you can pursue. They helped me believe in myself."

Another Fulbright winner and recent graduate, Emma Jacobs, said her first meeting with Dr. Patricia Condon, who heads the national and international scholarship program, was when Jacobs was a sophomore.

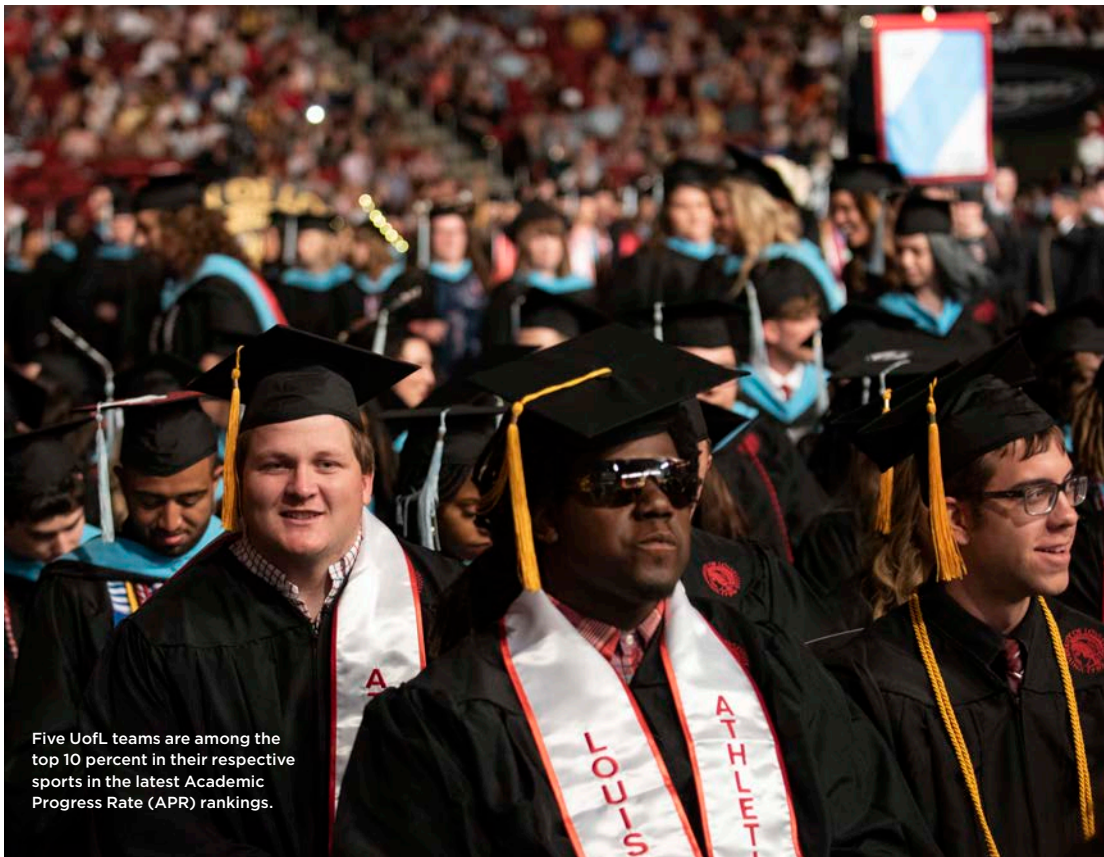
"Ever since then, she has given me straightforward and honest advice on how to improve my application. It is evident she cared for my and other students' dreams as she consistently organized and led workshops for Fulbright throughout the year," Jacobs said.

Including this year, there have been 120 UofL Fulbright scholars since 2003 — more than all other Kentucky public institutions combined. The university set a record in 2016 with 15 scholars, besting the previous record of 14 scholars in 2010 and again in 2011.



UofL's spring commencement was May 12 at the KFC Yum! Center. Officials estimate about 15,000 people attended the two ceremonies—one at 10 a.m. and another at 2 p.m. More than 3,100 students completed their degrees during the spring semester.

SNAPSHOT: A NEW CHAPTER BEGINS



Five UofL teams are among the top 10 percent in their respective sports in the latest Academic Progress Rate (APR) rankings.

Five UofL athletics programs among national academic leaders

Five University of Louisville athletics teams are among the nation's leaders within their sports in the most recent multiyear Academic Progress Rate (APR) data. The NCAA released the information in May.

UofL's men's and women's basketball, women's cross country, and men's and women's golf are among the top 10 percent in their respective sports in the latest APR, which measures academic eligibility, retention, and graduation for student-athletes.

It is the sixth straight year that the Cardinals' men's basketball team has received public recognition through the NCAA Academic Performance Program. Louisville is one of just nine schools in the nation, including only three from Power 5 conferences, that has earned the recognition each of the last six years.

CAMPUS ABUZZ WITH FUTURE CARDINALS

UofL's Belknap Campus is abuzz as incoming freshmen and their families arrive each week to take part in 12 orientation sessions scheduled through July 12.

New Cards Freshman Orientation is a required two-day program, including an on-campus overnight stay, in order to enroll in Fall 2018 classes. Highlights include campus services presentations from financial aid, safety, academic units and more; course registration; a business fair; a session on UofL traditions; and entertainment.

Toree Parrish, assistant director of admissions, has been overseeing the orientation program for five years and, as a double UofL alum, went through the program herself. She said the admissions team—including a student staff of 28, an office team of three professionals, two student workers and a graduate intern—works on orientation year-round and is already planning sessions for next year's incoming class.

"I love working with students in transition. There is so much opportunity for them. They get a fresh start no matter where they're coming from or what they're looking for. College is where they can decide what they want to be for the rest of their lives," Parrish said.

This year, the orientation team is focused on creating a sense of belonging for incoming freshmen.

"We want every student to understand that this is a place for everyone; you don't have to change who you are to be successful here," Parrish said. "Our fabric is made up of every type of identity and we have a place for you whoever you are."



UofL receives \$11.2 million research grant

There's a community of organisms inside our bodies that perform vital roles such as digestion, metabolism, immune response and even cognitive function.

To better understand this human microbiome, UofL researchers have received an \$11.2 million federal grant over five years to establish an interdisciplinary research program.

The grant, awarded through the National Institute of General Medical Sciences, establishes a Center of Biomedical Research Excellence (COBRE) and pairs well-funded scientists with junior faculty in the Schools of Dentistry, Medicine and Engineering. The program will facilitate

career development of junior faculty and aims to advance the study of the relationship between microbiome, inflammation and disease development.

"Although the microbiome contributes to many beneficial aspects of our physiology, when these communities are out of balance they are implicated in an array of diseases," said Richard Lamont, chair of the School of Dentistry's Department of Oral Immunology and Infectious Diseases and principal investigator for the grant.

"The interplay of the pro and anti-inflammatory components of the immune system with microbes often dictates whether a person remains healthy or develops a disease."

Tackling the nursing shortage

UofL's School of Nursing is doing its part to tackle a national problem: a shortage of nurses and the faculty who teach them.

In the U.S., thousands of qualified nursing student applicants are turned away from nursing schools, mostly because of an insufficient number of faculty. UofL's School of Nursing has found a way to increase enrollment by tapping into the expertise of experienced nurses who work for the School as part-time lecturers of clinical courses.

This move, combined with reconfigured classrooms to expand clinical simulation lab space, has enabled the university to increase its nursing student enrollment from 60 to 100 students per semester, eliminating the need to turn away qualified candidates.

"The school works very hard to meet the workforce and student demands in the face of faculty shortages," said Ruth Staten, associate dean for academic programs and associate professor at the UofL School of Nursing.

Western Kentucky University news for the Council on Postsecondary Education, June 2018

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

Terry Ballman selected as next WKU Provost

Terry Ballman, Dean of the College of Arts and Letters at California State University, San Bernardino, will be the next Provost and Vice President for Academic Affairs at WKU. Dr. Ballman will begin Aug. 1, succeeding David Lee, who is retiring.

“I was drawn to the mission of WKU as a student-centered applied research university that prepares students of all backgrounds to succeed in a global society,” Dr. Ballman said. “After visiting WKU’s beautiful campus, and meeting with dedicated faculty, staff and students, I was even more intrigued with the opportunity to serve.”

Dr. Ballman has been with CSUSB since 2013. She has also served at California State University, Channel Islands (2003-2013), Western Carolina University (1998-2002), University of Northern Colorado (1993-1998), California State University, Long Beach (1988-1992) and Binghamton University in New York (1985-1987).

She earned a Ph.D. in Hispanic Linguistics from the University of Texas at Austin, a master’s degree in Latin American Literature from California State University, Long Beach, and a bachelor’s degree in Spanish and German from CSULB.

“Dr. Ballman brings with her a wide range of experience as an administrator and professor that will serve well in her role as WKU’s new provost,” WKU President Timothy C. Caboni said. “We look forward to her leadership as we develop our shared vision to elevate WKU for the next decade.” More at <https://www.wku.edu/news/index.php?view=article&articleid=6417>



Dr. Terry Ballman

Baker Foundation commits \$10 million endowment for scholarships

The Jerry E. Baker Foundation, established through the estate of longtime WKU supporter Jerry E. Baker, has pledged a \$10 million endowment for student scholarships.

Annual investment earnings from the endowment will be gifted to the University to enhance the Jerry E. Baker Student Scholarship Fund, which was initially created through a direct bequest by Baker. The scholarship fund provides support for students pursuing a major or minor in music, dance, theatre, art or horticulture, and available scholarship funds are divided among the five programs.

The University expects to receive \$450,000 from the Baker Foundation in the first year of the agreement. Combined with Baker’s previous support for scholarships, the Jerry E. Baker Student Scholarship Fund will annually award around \$500,000 in scholarships to WKU students. More at <https://www.wku.edu/news/index.php?view=article&articleid=6566>



David Brinkley

WKU PBS earns 3 Emmy nominations; Brinkley receives Silver Circle award

WKU PBS, WKU’s Public Television Service, has been nominated for three awards in three categories for the 54th Annual Ohio Valley Emmy Awards. Recipients will be announced Aug. 18 during a ceremony in Lawrenceburg, Indiana.

WKU’s Public Television Service has been nominated in each of the past 15 years, receiving 23 awards and this year will have had three Silver Circle honorees with the induction of David Brinkley, Director of Public Broadcasting. In the 54-year history of the chapter there have only been 14 Silver Circle inductees from Kentucky; three of them are employed at WKU PBS (Barbara Deeb, 2016 inductee; Cheryl Beckley, 2017 inductee; and Brinkley, 2018 inductee).

Darius Barati (’07), Neil Purcell (’15) and Kelli Brock (’17), all WKU graduates, and Jeff Petrocelli were nominated this year for *Lost River Sessions*. This is the fourth consecutive year for work on *Lost River Sessions* to be recognized in multiple categories. More at <https://www.wku.edu/news/index.php?view=article&articleid=6609>

Nellans receives Rotary Global Grant Scholarship

WKU graduate Lillian Nellans will use a \$45,000 Rotary Foundation Global Grant Scholarship to pursue a master’s degree in the United Kingdom.

Nellans, a native of Des Moines, Iowa and the daughter of Jennifer and Bill Nellans, is a 2018 graduate in philosophy and self-designed international conflict studies. She was recognized as the 2018 Ogden Foundation Scholar, the highest recognition at WKU awarded to one graduating senior who has demonstrated exceptional academic achievement in addition to outstanding university and civic engagement.

As a Rotary Global Scholar, Nellans will enroll in the MSc International Relations program at the London School of Economics and Political Science. She plans to pursue a career researching the underlying causes of conflict and advocating for a greater global focus on prevention. She plans to complete a PhD in international relations and later conduct research for a human rights organization. More at <https://www.wku.edu/news/index.php?view=article&articleid=6573>



Lillian Nellans

SKyTeach master teacher receives national UTeach award

Rico Tyler, master teacher with WKU’s SKyTeach program, received the Outstanding Master Teacher Award in May at the 2018 UTeach Conference in Austin, Texas.

“SKyTeach has a long association with the national UTeach effort and the UTeach STEM Educators Association,” Tyler said. “Being part of this national effort to improve mathematics and science education is exciting work.”

Before joining WKU in 2001, Tyler spent 19 years teaching high school physics and won the Presidential Award for Excellence in Science Teaching. Since 1984, he has been an astronomy faculty member of the Kentucky Governor’s Scholars Program.

Tyler is also the co-director of the National STEM Scholar Program. In partnership with the National Stem Cell Foundation, the STEM Scholar Program recruits creative middle school science teachers from across the U.S. to promote creative approaches to inquiry learning. He has also conducted workshops on the 5E model and inquiry learning for teachers from Italy, Egypt and Saudi Arabia. More at <https://www.wku.edu/news/index.php?view=article&articleid=6565>

AIKCU GOOD NEWS

The Association of Independent Kentucky Colleges & Universities

News highlights

Thomas More College

President David Armstrong is leaving to become president of St. Thomas University in Miami. Dr. Kathleen Jagger, TMC's VP for Academic Affairs, has been named TMC's acting president.

Midway University

was featured in a Derby Day segment on NPR Weekend Edition: "On Derby Day, Visiting a College Where You Can Major in Horses." Listen at: <https://www.npr.org/sections/ed/2018/05/05/607761204/on-derby-day-visiting-a-college-where-you-can-major-in-horses>

Transylvania University took home the AIKCU "Battle of the Bumpers" license plate sales title in 2017 for the 10th straight year. \$10 from the sale of every plate goes to the featured institution's scholarship fund. Transy license plate sales generated more than \$10,000 for student scholarships in 2017, while total AIKCU plate sales raised nearly \$57,000. That brings the total amount raised for student scholarships from plate sales to almost \$615,000 since 2003.

175 faculty and staff attend 2018 AIKCU Teaching, Learning, and Technology Conference

More than 175 people registered for the 2018 AIKCU Teaching, Learning, and Technology Conference at Bellarmine University on Friday, June 8.

AIKCU's signature professional development event, the annual conference is offered to AIKCU members at no cost thanks to the support of our conference sponsors. This year's conference featured a keynote by Dr. Gardner Campbell of Virginia Commonwealth University and sessions throughout the day in tracks dedicated to information technology, instructional technology and design, pedagogy, and libraries.



Sumer Bingham @MissPotama

Women of UPIKE excited to be at the AIKCU conference #aikcu18 #UPIKEaikcu18 @AJ_Slone @ekyCOMprof @queenwillard @UPIKESpecColl @UPIKELibrary



9:02 AM - 8 Jun 2018

3 Retweets 21 Likes

Congratulations to the AIKCU Class of 2018

The spring commencement season for Kentucky's private colleges ran from the end of April (**Kentucky Wesleyan College**) to the first week of June (**Spalding University**). During that time, AIKCU members celebrated the accomplishments of thousands of graduates. Some of the largest spring commencement classes included 1,100 graduates at the **University of the Cumberlands** (including 381 with a Master of Arts degree in Information Systems and Security), 700 spring graduates at **Campbellsville University** (more than 1,000 for the year), and 618 degrees awarded at **Bellarmino University's** commencement.

Resolutions

Periodically, the Council recognizes certain individuals for their support of and service to postsecondary education in Kentucky. At the meeting, resolutions for the following individuals will be proposed for approval by the Council:

- Gerald St. Amand, interim president of Northern Kentucky University
- Gregory Postel, interim president of the University of Louisville
- Robert L. King, president of the Council on Postsecondary Education

A RESOLUTION HONORING AND COMMENDING

GERALD ST. AMAND

for his service to Northern Kentucky University and the Commonwealth of Kentucky.

WHEREAS, Dr. Gerald St. Amand served as interim president of Northern Kentucky University during the 2017-18 academic year; and

WHEREAS, Gerry has been a leader in the university for almost 20 years, first joining Northern Kentucky University in 1999 as a dean and professor in the Chase College of Law, and later being selected to serve as NKU's vice president for university advancement; and

WHEREAS, under his leadership, Gerry advocated for the university's faculty, staff and students, and ensured their strong commitment to the university's strategic goal of delivering innovative, student-centered education; and

WHEREAS, Gerry has demonstrated his leadership abilities throughout the years by serving on the NKU Foundation Board and other legal and education boards and commissions; and

WHEREAS, he has been recognized for his service to Northern Kentucky University with the Public Advocate Award from the Kentucky Department of Public Advocacy; the Distinguished Service Award from the Chase College of Law Alumni Association; the Keeper of the Dream Award from the National Black Law Students Association, and the Second Act Award from the Business Courier; and

WHEREAS, the members of the Council value and respect his professionalism and desire to serve the public, and the application of these traits to public higher education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution June 22, 2018, for Gerry St. Amand, congratulating him on his achievements, thanking him for his dedication to serving the students of Northern Kentucky University and the Commonwealth of Kentucky, and wishing him well in his much deserved retirement.

Sherrill Zimmerman, Chair

Robert L. King, President

Kentucky Council on Postsecondary Education

A RESOLUTION HONORING AND COMMENDING

GREGORY POSTEL

for his service to the University of Louisville and the Commonwealth of Kentucky.

WHEREAS, Dr. Gregory Postel served as interim president of the University of Louisville from January, 2017 through May, 2018; and

WHEREAS, as interim president, Dr. Postel managed significant budget reductions without mandating campus-wide layoffs or raising tuition in the 2017-18 academic year; and

WHEREAS, Dr. Postel helped navigate the university through a probationary period that ended with a successful SACS accreditation review; and

WHEREAS, he has lent his talent and expertise to the University of Louisville since 1994, first as a faculty member, then chair of the department of radiology, chief executive officer of University of Louisville Physicians, vice dean of clinical affairs for the school of medicine, and interim executive vice president for health affairs; and

WHEREAS, Dr. Postel displayed his dedication to the state and UofL by playing a key role in the formation and governance of numerous health sciences center entities including Passport Health Plan and the Kentuckiana Medical Reciprocal Risk Retention Group; and

WHEREAS, Dr. Postel paved the way for the faculty, administration and students to renew their confidence in and commitment to the mission, vision and values of the University of Louisville;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution June 22, 2018, for Gregory Postel congratulating him on his achievements, and thanking him for his dedication to serving the students of UofL and the Commonwealth of Kentucky.

Sherrill Zimmerman, Chair

Robert L. King, President

Kentucky Council on Postsecondary Education

A RESOLUTION HONORING AND COMMENDING

ROBERT L. KING

for his service to the Council on Postsecondary Education and the Commonwealth of Kentucky.

WHEREAS, Robert L. King served as the third president of the Council on Postsecondary Education since January 2009, the longest tenure of any CPE president; and

WHEREAS, in his decade of leadership, he led numerous statewide efforts to improve college access and success, and facilitated the adoption of performance-based funding for the public colleges and universities; and

WHEREAS, President King has overseen the implementation of two statewide strategic agendas, paving the way for greater prosperity for our state by focusing on metrics and strategies to increase the education and skill levels of current and future employees and catalyze economic development; and

WHEREAS, under his leadership, President King has been committed to keeping college affordable by limiting tuition increases at Kentucky's campuses, despite a continued decline in state financial support; and

WHEREAS, President King has served tirelessly as an advocate for closing achievement gaps, improving teacher preparation and pay, providing more opportunities for adults to return to college, reforming developmental education, and enhancing the lives of Kentucky's people through greater levels of educational attainment; and

WHEREAS, President King knows that "High School Ain't Enough," and has been a leader and friend to the K-12 community, public and private campus presidents and staff, education and community leaders, legislative and political leaders, and CPE staff and board members in promoting the importance of postsecondary education and training;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution June 22, 2018, congratulating Bob King on his achievements, thanking him for his dedication to serving the Commonwealth of Kentucky, and wishing him the best of luck and good fortune in his next great adventure.

Sherrill Zimmerman, Chair

Ben Brandstetter, Vice Chair