

**KY COUNCIL ON POSTSECONDARY EDUCATION
BUSINESS MEETING**



June 25, 2021 – 10:00 a.m. ET

Kentucky State University, 105 University Dr, Frankfort, KY 40601 - Rm 238 A/B

Livestream: <https://www.youtube.com/c/KentuckyCouncilOnPostsecondaryEducationFrankfort>

**Indicates action item*

- I. Call to Order and Roll Call**
- II. Approval of the Minutes*3**
- III. Report from CPE President, Aaron Thompson 15**
- IV. Report from KDE Commissioner Jason Glass**
- V. Annual Briefing from AIKCU President, OJ Oleka 18**
- VI. Academic & Strategic Initiatives Committee - Report and Action Items20**
 - A. Proposed New Academic Programs*22
 - 1. NKU -- Health Administration (M.S.), CIP Code 51.070123
 - 2. UK -- Aerospace Engineering (B.S.), CIP Code 14.020128
 - 3. UK -- Aerospace Engineering (M.S.), CIP Code 14.020132
 - 4. UK -- Aerospace Engineering (PhD), CIP Code 14.020137
 - 5. UK -- Biostatistics (M.S.), CIP Code 26.110241
 - 6. UK -- Computer Engineering Technology (B.S.), CIP Code 15.120144
 - 7. UK -- Lean Systems Engineering Technology (B.S.),
CIP Code 15.999949
 - 8. UL -- Computer Science (B.A.), CIP Code 11.070156
 - 9. UL -- Doctor of Social Work, CIP Code 44.070162
 - B. Cultural Competency Credential Certification Process*67
 - C. 2022-24 Academic Readiness Indicators*75
 - D. Statewide Academic Program Review Policy*77
 - E. Update on Statewide Strategic Agenda Development83
- VII. Finance Committee – Report and Action Items99**
 - A. 2021-22 Campus Tuition and Mandatory Fee Proposals100
 - 1. University of Kentucky 113
 - 2. University of Louisville 118
 - 3. Eastern Kentucky University 122
 - 4. Kentucky State University 126
 - 5. Morehead State University 128
 - 6. Murray State University 130

7. Northern Kentucky University	134
8. Western Kentucky University.....	137
9. Kentucky Community and Technical College System	139
B. Interstate Tuition Reciprocity Agreements	141
1. 2021-25 Indiana/Kentucky Agreement	147
2. 2021-23 Ohio/Kentucky Agreements.....	154
3. 2021-23 West Virginia/Kentucky Agreement.....	174
VII. Executive Committee – Report	177
A. Committee Appointments	
VIII. Committee on Equal Opportunities – Report.....	178
A. Annual Campus Diversity, Equity & Inclusion Evaluation Report	182
IX. Council Action Items	
A. Expiring Administrative Regulations – 13 KAR 1:030, 13 KAR 2:100*	184
X. Campus “Good News” Reports	187
XI. Other Business	
XII. Adjournment	
<i>Next business meeting: September 14, 2021</i>	
<i>Trusteeship Conference: September 14-15, 2021</i>	

DRAFT MINUTES
Council on Postsecondary Education

Type: Work Session
Date: April 15, 2021
Time: 2:00 p.m. ET (*actual start time was delayed 20 minutes due to technical issues*)
Location: Virtual Meeting – Council members by teleconference. Public viewing on the CPE YouTube page.

Minutes Approval Status: Draft; to be reviewed for approval at the June 25, 2021 meeting.

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Thursday, April 15, 2021, at 2:20 p.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the CPE met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page.

ATTENDANCE

Members attended: Muhammad Babar, Colby Birkes, Eric Farris, Lori Harper, Karyn Hoover, Lucas Mentzer, Richard Nelson, Vidya Ravichandran, Robert Staat, Madison Silvert, Doris Thomas, Kevin Weaver, Carol Wright, and Commissioner Jason Glass.

Members not in attendance: Ronald Beal and Kristi Nelson.

CPE President Aaron Thompson served as the facilitator of the meeting in the absence of a chair and as Secretary of the board, per the CPE Bylaws. Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

INTRODUCTION OF NEW COUNCIL MEMBERS

President Thompson introduced the three new Council members, each of whom were appointed on April 9, 2021.

- Ms. Karyn Hoover of Jamestown recently retired after 27 years as an elementary education teacher in the Russell County school district. Among teaching grade levels preschool through second grade, she focused her efforts on closing achievement gaps, mentoring new teachers and building relationships with students and their families. She received a bachelor's degree in elementary education from Eastern Kentucky University and completed a 5th year degree at Western Kentucky University. Her term expires on December 31, 2025.
- Mr. Madison Silvert of Owensboro is the president of The Malcolm Bryant Corporation, a community-oriented and full-service real estate development firm. Prior to this, he served as president and executive vice president of the Greater Owensboro Economic Development Corporation. Silvert earned a bachelor's degree in economics from Centre College and a juris doctorate from the University of Louisville Brandeis School of Law. His term expires December 31, 2025.
- Ms. Doris Thomas of Smiths Grove recently retired from her position as Vice President of Development and Community Outreach for Med Center Health, a six hospital healthcare system with approximately 40 other health related entities. Additionally, she served as Vice President of Marketing and was the Corporate Spokesperson for the majority of her career at Med Center Health. She received a bachelor's degree in Speech Communication and a master's degree in Corporate Communication, both from Western Kentucky University. Her term expires December 31, 2026.

Each new member will take the oath of office at the business meeting on April 16, 2021.

NEXT STATEWIDE STRATEGIC AGENDA DEVELOPMENT

With facilitation from Stefanie Ashley of the ECU Facilitation Center, Council members engaged in a discussion about the Mission, Vision and Values that would drive the pillars of the next statewide strategic agenda. The board responded to a number questions including:

- What are Kentucky's greatest strengths, and where are we leading the way?
- What are you proud of?
- What will be different for Kentucky and/or its residents in 2030 when 60% of Kentuckians have achieved a high-quality postsecondary degree or certificate?

- Thinking beyond 2030, what is the ultimate outcome or aspiration of a strong, vibrant postsecondary education system in Kentucky?
- What is your biggest, boldest dream for what postsecondary education can achieve?
- What principles or beliefs must guide decisions and behaviors for the strategic agenda to be successful?
- What role does CPE play in helping higher education achieve this lofty vision and strong purpose?

Ms. Ashley will compile the responses and staff will drafted preliminary vision, mission and values statements for review at an upcoming meeting of the Academic and Strategic Initiatives Committee.

ADJOURNMENT

The Council adjourned at 4:00 p.m. ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

MINUTES

Council on Postsecondary Education

Type: Business Meeting
Date: April 16, 2021
Time: 9:00 a.m. ET
Location: Virtual Meeting – Council members by ZOOM teleconference. Public viewing on the CPE YouTube page.

Minutes Approval Status: Draft; to be reviewed for approval at the June 25, 2021 meeting.

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Friday, April 16, 2021, at 9:00 a.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the CPE met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page.

ATTENDANCE

Members attended: Muhammad Babar, Colby Birkes, Eric Farris, Lori Harper, Karyn Hoover, Lucas Mentzer, Richard Nelson, Vidya Ravichandran, Robert Staat, Madison Silvert, Doris Thomas, Kevin Weaver, Carol Wright, and Commissioner Jason Glass.

Members not in attendance: Ronald Beal and Kristi Nelson.

CPE President Aaron Thompson served as the facilitator of the meeting in the absence of a chair and as Secretary of the board, per the CPE Bylaws. Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

OATH OF OFFICE

Franklin County Judge Executive, Huston Wells, administered the oath of office for new Council members Karyn Hoover, Madison Silvert and Doris Thomas.

PROPOSED COUNCIL RESOLUTIONS

The Council approved resolutions for Council members Ben Brandstetter and Kim Halbauer and CPE staff member, Mary Allison, in thanks of their support and service to the Council on Postsecondary Education and the Commonwealth of Kentucky.

APPROVAL OF THE MINUTES

The minutes of the January 28 and 29, 2021 meetings were approved as distributed.

REPORT FROM KDE COMMISSIONER JASON GLASS

Kentucky Department of Education's Commissioner, Jason Glass, provided details on legislation passed during the 2021 session that will affect Kentucky's school system and discussed how the pandemic has shifted learning habits and how virtual and hybrid learning will continue to play a role in the K-12 system even after the pandemic has ended. He also discussed additional federal funding revenues they are expecting in the coming months.

Lu Young, the chair of the Kentucky Board of Education, also attended the meeting and discussed what their board is focusing on in the next year. She discussed the virtual listening tour that is commencing over the summer and talked about the development of a dashboard that will show Kentucky's stats on the board's focused areas and strategic measures of success.

REPORT FROM CPE PRESIDENT AARON THOMPSON

President Aaron Thompson provided a written report in the agenda materials. He discussed legislation that passed during the 2021 session, including the bills regarding the budget, performance funding, and the supplemental K-12 year.

Mr. David Mahan, CPE's Associate Vice President for Data, Research and Advanced Analytics, provided a walkthrough highlighted the progress and updates made to the CPE data dashboard after the completion of the 2021 Progress Report.

ACADEMIC AND STRATEGIC INITIATIVES COMMITTEE – REPORT

Committee Chair Lori Harper presented the Academic and Strategic Initiatives Committee Report, which included actions and reports received at its February 1 and March 23, 2021 meetings.

She also presented the following new academic programs for consent approval, each of which were reviewed and approved by the Committee at its March 23, 2021 meeting.

- Eastern Kentucky University - Global Hospitality and Tourism (B.S.) CIP Code 52.0901
- Eastern Kentucky University - Instructional Design and Learning Technology (M.S.) CIP Code 13.0501
- University of Kentucky - Marketing (M.S.) CIP Code 52.1401
- University of Kentucky - Strategic Human Resource Management and Analytics (M.S.) CIP Code 52.1001
- Murray State University - Instructional Leadership, School Principal (MAED) CIP Code 13.0401

MOTION: Ms. Harper moved that the Council accept the Academic and Strategic Initiatives Committee's recommendation to approve the proposed new academic programs. Mr. Mentzer seconded the motion.

VOTE: The motion passed.

FINANCE COMMITTEE – REPORT

The Finance Committee met on March 23, 2021, and it did not have any action items to bring before the Council. The majority of its work focused on the upcoming decisions regarding tuition setting for the 2021-22 academic year.

The Council typically makes a ceiling recommendation for tuition and mandatory fees at the April meeting. Due to a variety of reasons, this year's ceiling recommendation is delayed a few weeks and a special meeting of the Finance Committee was scheduled for May 11, 2021 to determine a ceiling recommendation. That recommendation will be brought to the full Council at a special meeting shortly thereafter.

EXECUTIVE COMMITTEE – REPORT

The Finance Committee met on February 4 and March 4, 2021, and a report of its activities were provided in the agenda materials. It did not have any action items to bring before the Council.

2021-22 COUNCIL MEETING DATES

President Thompson presented the Council meeting dates for the 2021-22 academic year. Committee meeting dates will be determined at a later date and by each committee accordingly.

MOTION: Mr. Weaver moved to approve the 2021-22 meeting dates. Ms. Thomas seconded the motion.

VOTE: The motion passed.

REVISION TO NEW BOARD MEMBER ORIENTATION AND EDUCATION POLICY

Ms. Lee Nimocks, CPE's Chief of Staff and Vice President, presented the proposed revisions to the policy regarding the new board member orientation and education program. While several stylistic changes were made, the majority of the proposed revisions updated the policy to reflect current statutory language, current procedures with the online orientation course option, and correct reporting and contact information.

MOTION: Dr. Staat moved to approve the proposed revisions to the New Board Member Orientation and Education Policy. Mr. Nelson seconded the motion.

VOTE: The motion passed.

2021-22 AGENCY OPERATING BUDGET

President Thompson and Mr. Shaun McKiernan, CPE's Director of Budget and Finance, presented the agency's proposed revenue and expenditure budget for the upcoming 2021-22 fiscal year. The enacted state budget for 2021-22 (HB 192), along with CPE's 2020-22 biennial budget request, submitted to the state budget office and Legislative Research Commission in November 2019, provide the framework for staff's proposed 2021-22 agency budget. Budgeted figures for the current year were included for comparison.

While the HB 192 was largely a continuation of budget, the following aspects were highlighted:

- It restored the levels of General Fund support for CPE operations and technology initiatives to the amounts provided in 2019-20.

- It appropriated \$50,000 for the Southern Regional Education Board (SREB) Doctoral Scholars program in 2021-22, maintaining the same level of funding as in the prior year.
- It specifically funded Kentucky's dues to the Southern Regional Education Board (SREB), which are traditionally paid from the contract spaces program.

As proposed, the agency would distributed the general fund appropriations in the following manner:

- Operating funds - \$7,205,600
- SREB Doctoral Scholars - \$50,000
- Technology Trust Fund - \$3,628,300
- SREB dues - \$214,800
- Ovarian Cancer Screening - \$500,000

Details for the distribution of the funds within each category were provided in the agenda materials.

MOTION: Mr. Nelson moved to approve the proposed agency budget for 2021-22. Ms. Harper seconded the motion.

VOTE: The motion passed.

ELECTION OF THE NOMINATING COMMITTEE

On April 9, 2021, three new members of the Council were appointed, two of which replaced the former Chair Ben Brandstetter and Vice Chair Kim Halbauer. In the absence of a chair, the Council was asked to elect a nominating committee, which would meet to discuss and nominate a slate of officers to serve the remaining term of the leadership positions.

President Thompson stated the following Council members expressed interested in serving on the Nominating Committee: Kristi Nelson, Kevin Weaver, and Richard Nelson.

MOTION: Dr. Staat moved that Kristi Nelson, Kevin Weaver and Richard Nelson be elected to serve on the Nominating Committee. Ms. Wright seconded the motion.

Following the vote, Richard Nelson agreed to serve as chair of the Committee.

CAMPUS “GOOD NEWS” REPORTS

Reports from the institutions were provided in the agenda materials.

ADJOURNMENT

The Council adjourned at 11:20 a.m. ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

DRAFT

MINUTES

Council on Postsecondary Education

Type: Special-called Business Meeting
Date: May 13, 2021
Time: 3:00 p.m. ET
Location: Virtual Meeting – Council members by ZOOM teleconference. Public viewing on the CPE YouTube page.

Minutes Approval Status: Draft; to be reviewed for approval at the June 25, 2021 meeting.

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Thursday, May 13, 2021, at 3:00 p.m., ET. Pursuant to Executive Order 2020-243 and a memorandum issued by the Finance and Administration Cabinet dated March 16, 2020, and in an effort to prevent the spread of Novel Coronavirus (COVID-19), the CPE met utilizing a video teleconference. Members of the public were invited to view the meeting virtually on the CPE YouTube page.

ATTENDANCE

Members attended: Ronald Beal, Colby Birkes, Eric Farris, Karyn Hoover, Lucas Mentzer, Kristi Nelson, Richard Nelson, Vidya Ravichandran, Robert Staat, Madison Silvert, Doris Thomas, Kevin Weaver, Carol Wright, and Commissioner Jason Glass.

Members not in attendance: Muhammad Babar and Lori Harper.

CPE President Aaron Thompson served as the facilitator of the meeting in the absence of a chair and as Secretary of the board, per the CPE Bylaws. Heather Faesy, CPE's senior associate for Board Relations, served as recorder of the meeting minutes.

AMENDMENT OF NOVEMBER 2021 MEETING DATES

The Council approved the 2021-22 meeting dates at its April 6, 2021 meeting. Unfortunately, the November 2021 meeting dates in the agenda materials were listed incorrectly. The revised dates of November 4-5, 2021 were recommended for approval.

MOTION: Mr. Nelson moved to approve the revised meeting dates. Mr. Farris seconded the motion.

VOTE: The motion passed.

FINANCE COMMITTEE – REPORT AND ACTION ITEM

Mr. Eric Farris presented the Finance Committee's recommendation of the following motion in regards to tuition and mandatory fees for the 2021-22 and 2022-23 academic years:

Resident undergraduate tuition and mandatory fee ceilings for academic years 2021-22 and 2022-23 that equate to:

- A maximum base rate increase of no more than 3.0 percent over two years, and a maximum increase of no more than 2.0 percent in any one year, for public research and comprehensive universities.
- A maximum base rate increase of no more than \$5.⁰⁰ per credit hour over two years, and a maximum increase of no more than \$3.⁰⁰ per credit hour in any one year, for students attending KCTCS institutions.

Public institutions shall be allowed to submit for Council review and approval:

- Nonresident undergraduate tuition and fee rates that comply with the Council's *Tuition and Mandatory Fees Policy*, or otherwise adhere to provisions of an existing Memorandum of Understanding between the Council and an institution.
- Market competitive tuition and fee rates for graduate and online courses.

Mr. Colby Birkes provided comments on why he voted in favor of the motion, reasons of which included the low proposed ceiling and limited budgetary options by the campuses due to the general assembly's inability to increase general funding.

MOTION: The Finance Committee's recommendation serves as the motion for approval. Ms. Nelson seconded the motion.

Council members engaged in a discussion regarding perception that higher education is unaffordability, average student loan levels, continuously increasing fixed costs at the campuses, institutions' need to look at long terms ways to reduce fixed costs, and CPE's role in maintaining affordability for all students.

VOTE: In a roll call vote, the Council voted 10-3 and approved the motion. The nay votes were from Mr. Beal, Mr. Nelson, and Ms. Wright.

NOMINATING COMMITTEE – REPORT AND ACTION ITEM

Mr. Nelson, chair of the Nominating Committee, presented the Committee’s slate of members to serve as chair and vice chair of the CPE for the remainder of the current term that ends January 2022. Those members were Lucas Mentzer as chair and Eric Farris as vice chair. The chair shall serve as the convener of all Council meetings and as the central voice of the Council. In the absence of the chair, or in the event the chair is unable to perform, the vice chair shall perform the duties of the chair. In the event the chair resigns and the vice chair assumes the duties of the chair, the council may select a vice chair to complete the unexpired term of the vice chair. The chair and vice chair are limited to three consecutive one-year terms.

MOTION: Ms. Wright moved the Council elect Lucas Mentzer as chair and Eric Farris as vice chair for the remainder of the current term that ends January 2022. Mr. Silvert seconded the motion.

VOTE: The motion passed.

ADJOURNMENT

The Council adjourned at 3:35 p.m. ET.

MINUTES REVIEWED AND APPROVED BY THE COUNCIL: _____

TITLE: Report from CPE President, Aaron Thompson

DESCRIPTION: President Thompson will highlight specific initiatives during his report to the Council. This written report serves as his official report for June 25, 2021.

PRESENTER: Aaron Thompson, CPE President

Shot at a Million – On June 4, I was invited to participate in the Governor's press conference to announce the "Shot at a Million" lottery for Kentuckians who have been fully or partially vaccinated. Besides the three \$1 million jackpots that will be awarded to adults over the age of 18, vaccinated Kentuckians between the ages of 12-17 can enter to win one of 15 full scholarships to a Kentucky public postsecondary institution of their choice, including tuition, room and board and books. CPE has been heavily promoting this opportunity on its website and social media accounts. Prize drawings will occur on July 2, July 30, and August 27.

Kentucky Students' Right to Know Website – CPE and KYSTATS teamed up to develop a new tool to help students research degree programs at Kentucky's public colleges and universities. Students can compare the overall cost of attendance, tuition, financial aid and graduation rates for each institution, among other factors. Users also can review workforce and salary data for particular fields of study. The site was developed in response to House Bill 419, which called for the Council to collect and publish these data annually. Jessica Cunningham from KYSTATS, David Mahan, and I testified before the Interim Joint Committee on Education on June 1 about the development and implementation of this site.

Staffing Update – I'm pleased to announce that Rick W. Smith Sr., a professional with more than 30 years of experience in higher education and private sector leadership, will serve as the Council's new associate vice president for workforce and economic development. Smith has held key leadership and development positions at the Kentucky College of Art Design, Kentucky State University and Northern Pennsylvania Regional College. He most recently served as the president and CEO of the United Way of Ross County, Ohio. He also has held leadership roles in health care administration, public

relations, business development and nonprofit leadership over the past three decades, as well as being named one of Atlanta, Georgia's 40 under 40 Top Business Executives in 2005.

Strategic Agenda Update – CPE staff is continuing work on the next strategic agenda for Kentucky's public system of higher education. I'd like to thank Stefanie Ashley of EKU's Facilitation Center for sifting through an incredible amount of feedback from dozens of focus groups and interviews to give us a snapshot of key and emerging issues facing Kentucky higher education. Her comprehensive write-ups are saved in the Strategic Agenda OnBoard Resource Folder for your reference. Draft vision, mission and value statements were reviewed by the ASI committee at its last meeting, which Ms. Harper will cover in her committee report.

Commonwealth Education Continuum – On Wednesday of this week, the CEC met to discuss insights it has gleaned through focus groups and interviews with educators, parents and students. These sessions were conducted in partnership with the state's eight regional education cooperatives to determine both opportunities and obstacles facing Kentucky's K-12 and postsecondary systems.

Annual Trusteeship Conference – Planning has begun for CPE's trusteeship conference, which will be held in-person on September 14-15 at the Hyatt Regency in downtown Louisville. An option to attend remotely will be made available as well. The CPE business meeting and new board member training will take place the day before, also at the Hyatt. Dr. Paul Friga, noted UNC professor and AGB consultant, will be this year's keynote presenter.

Speaking Events – Over the last several weeks, I have been interviewed by several prominent state and national outlets. This past weekend, I appeared on Kentucky Newsmakers with Bill Bryant discussing the impact of the pandemic on higher education, with a look ahead to the fall term. The *Chronicle of Higher Education* interviewed me about CPE's financial support of summer bridge programs, the *Hechinger Report* interviewed me for a story on innovative strategies for adult learners, and WEKU's show Eastern Standard featured me in a piece about the growth of short-term credentials in Kentucky.

Additionally, I have participated in the following speaking events since the last Council meeting:

- May 8 – Panelist at the Education and Civil Rights spring virtual conference hosted by KCTCS, the University of Kentucky, and the NAACP

- May 12 – Panelist for the “Symposium on Institutions of Higher Education: Financial Viability and COVID-19,” hosted by UK’s Martin School and the Philadelphia Federal Reserve
- June 1 – Testified to the Interim Joint Committee on Education in Frankfort on the implementation of HB419, The Student Right to Know Act
- June 2 – Testified to the Budget Review Subcommittee on Education on performance funding and asset preservation
- June 17 – Presented to a WKU cohort of doctoral students in education on leadership and inclusive excellence

TITLE: Report from the Academic and Strategic Initiatives (ASI) Committee

DESCRIPTION: AIKCU will present their annual report to the Council.

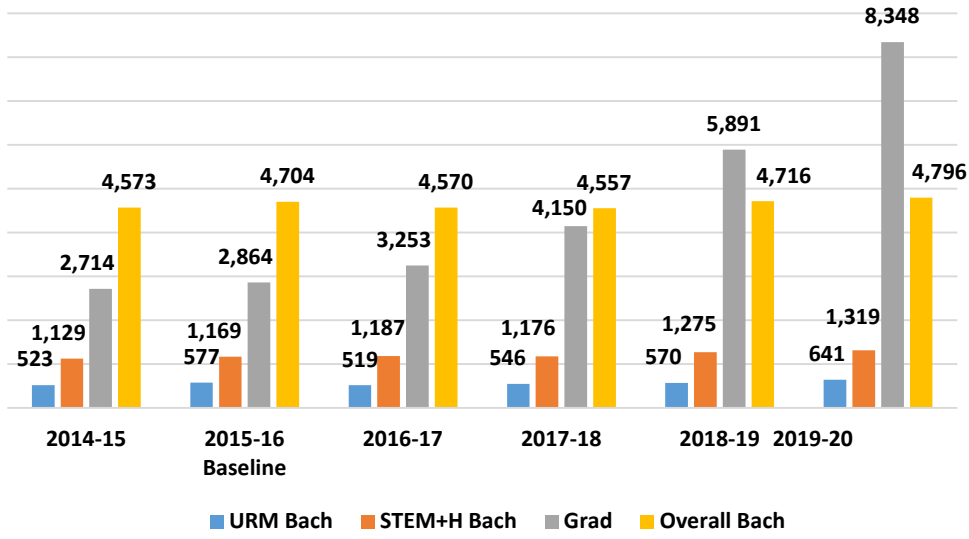
PRESENTER: OJ Oleka, AIKCU President
Mason Dyer, AIKCU Vice President

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).

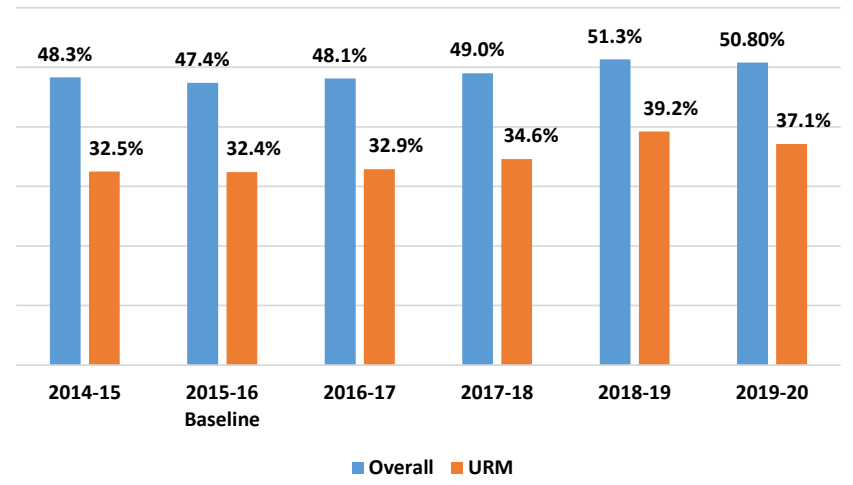
President OJ Oleka will be joined by Transylvania University President Brien Lewis and Bellarmine University President Susan Donovan.

AIKCU SYSTEM-LEVEL HIGHLIGHTS

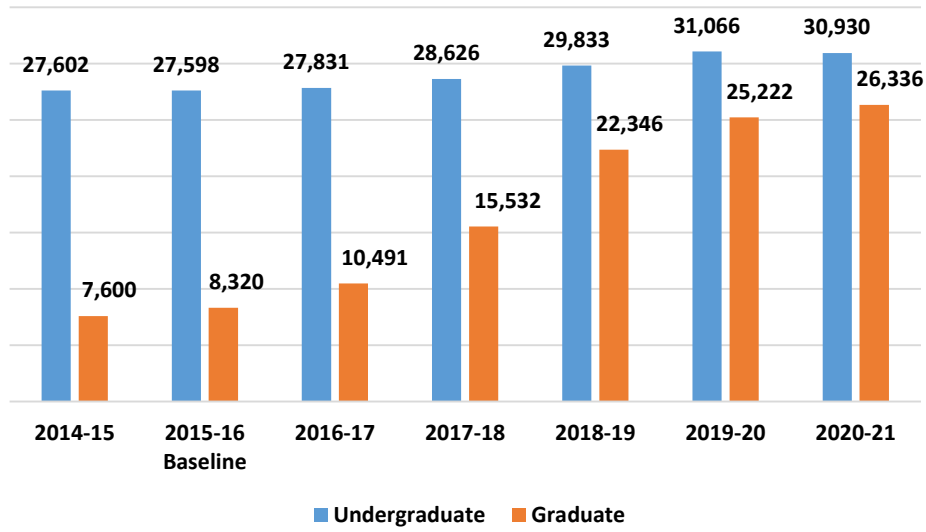
Degrees Awarded



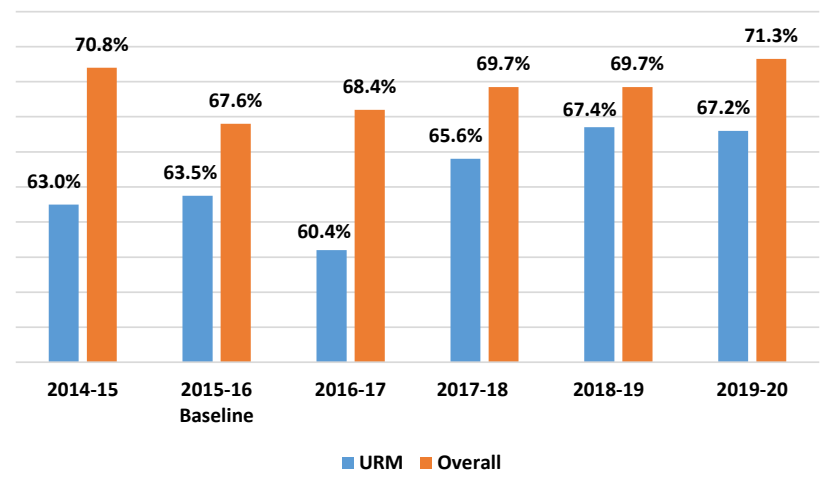
6-Year Graduation Rate



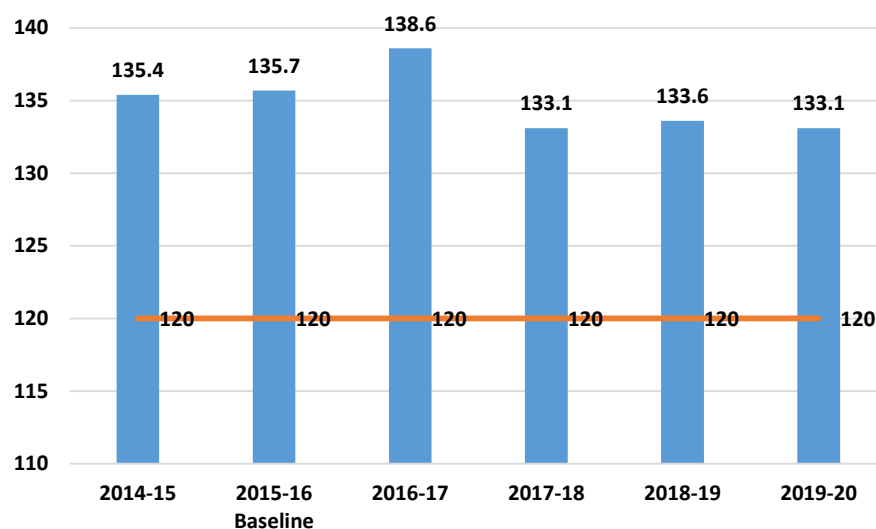
Enrollment



First-Year to Second-Year Retention



Average Credit Hours To Degree



TITLE: Report from the Academic and Strategic Initiatives (ASI) Committee

DESCRIPTION: The following is a summary of the Committee's meeting on April 23 and June 8, 2021.

PRESENTER: Lori Harper, Chair of ASI Committee

The ASI Committee met on **April 23, 2021** and its work focused on the qualitative data being analyzed during the development of the next statewide strategic agenda. Ms. Lee Nimocks, CPE's Vice President and Chief of Staff, and Dr. David Mahan, CPE's Associate Vice President of Data and Advanced Analytics, provided a contextual review of the quantitative data and ASI Committee members engaged in a discussion on how the state can:

- Lead efforts to improve the "on-to-college" rate for recent high school graduates.
- Encourage more adults to return and finish credentials or degrees.
- Lead efforts to ensure students of all backgrounds, races, income levels and geography successfully progress through postsecondary programs complete degrees or credentials.
- Ensure college remains financially accessible to all Kentuckians.
- Lead efforts to ensure more students graduate with the skills and knowledge to compete and succeed in the workforce.
- Better align postsecondary programs with business and industry need.

The ASI Committee met again on **June 8, 2021** and reviewed and approved a number of action items, all of which are being recommended for approval by the full Council at the June 25 meeting.

- One new academic programs at NKU
- Six new academic programs at UK
- Two new academic programs at UL
- Cultural Competency Credential Certification Process
- 2022-24 Academic Readiness Indicators
- Statewide Academic Program Review Policy

The Committee also received the following updates in the areas of Data, Academic Affairs and Strategic Agenda development:

- Data and Research Agenda Update - CPE staff presented an update on current and upcoming reports and provided an overview of the following :
 - Research Brief: Earnings Gaps Based on Race/Ethnicity and Education Level. The last in a three-part series, this research brief examines race-based disparities in the lifetime earnings of Kentuckians at the same educational attainment level.
 - Review of upcoming research to be released: HB 419 Kentucky Student Right to Know Act (interactive report from CPE/ KYSTATS), Economic impact of Kentucky certificate completers, KCTCS dual credit student outcomes, the impact of COVID19 on Kentucky college going rate, the 2nd edition of the return on investment report, and early career workforce outcomes.
- Next Statewide Strategic Agenda Development - Stephanie Ashely from the ECU Facilitation Center reviewed the findings during the qualitative data gathering process and CPE staff provided drafts of the proposed Vision, Mission and Value Statements that will guide the development of the next agenda's priorities.

The supporting materials and YouTube replay link can be found on the Council Meetings Records Archive webpage at: <http://cpe.ky.gov/aboutus/records/index.html>.

TITLE: Proposed New Academic Programs for Review & Recommendation

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

PRESENTER: Lori Harper, Chair of the ASI Committee

COMMITTEE REVIEW & APPROVAL

The ASI Committee reviewed and approved the proposed New Academic Programs from Northern Kentucky University, the University of Kentucky and the University of Louisville at its June 8, 2021 meeting.

SUPPORTING INFORMATION

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

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

PROGRAMS PROPOSED FOR APPROVAL

Northern Kentucky University

- Health Administration (M.S.), CIP Code 51.0701

University of Kentucky

- Aerospace Engineering (M.S.), CIP Code 14.0201
- Aerospace Engineering (PhD), CIP Code 14.0201
- Biostatistics (M.S.), CIP Code 26.1102
- Computer Engineering Technology (B.S.), CIP Code 15.1201
- Lean Systems Engineering Technology (B.S.), CIP Code 15.9999

University of Louisville

- Computer Science (B.A.), CIP Code 11.0701
- Doctor of Social Work, CIP Code 44.0701

PROPOSED PROGRAM SUMMARY

Institution: Northern Kentucky University
Program Name: Health Administration
Degree Designation: MASTER OF SCIENCE (MS)
Degree Level : Master's

Program Description

The School of Allied Health proposes a 33 credit hour Masters of Science in Health Administration (MSHA) to replace our current Masters of Science in Health Sciences (MSHS). The proposed program would be targeting early and mid-careerists in medical and health services management. Our proposed MSHA features an integrated curriculum based on core competencies that drive success in the contemporary health care industry and aligns with accreditation standards for the Commission on Accreditation of Healthcare Management Education (CAHME).

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

The Masters of Science in Health Administration (MSHA) will replace our current Masters of Science in Health Sciences (MSHS).

CIP Code: 51.0701
Credit Hours: 33
Institutional Board Approval Date: 9/15/2020
Implementation Date: 1/15/2021

Student Demand

Year 1 - 30
Year 2 - 80
Year 3 - 110
Year 4 - 150
Year 5 - 150

Market Demand

The proposed program would be targeting early and mid-careerists in medical and health services management. Our proposed MSHA features an integrated curriculum based on core competencies that drive success in the contemporary health care industry and aligns with accreditation standards for the Commission on Accreditation of Healthcare Management Education (CAHME).

The MSHA provides students with skills for employment in a variety of health services settings including hospitals, pharmaceutical companies, community health

organizations, multispecialty services, insurance companies, biomedical research organizations, long-term care facilities, and emergency preparedness organizations in both the public and private domains. The median annual salary for medical and health managers is about \$100, 000 nationally and the US Bureau of Labor Statistics projects a job growth of 18% between 2018 to 2028. The level of employment in Kentucky is 5,000 with a median salary of \$83, 550 and a range of \$53,360 to \$135,000. In the state of Ohio, the average salary is \$101,390 with an employment level of \$14,760.

Our proposed program is very competitive in terms of affordability, ease of access, completion time, and job prospects for graduates. The proposed program would also be the only completely online graduate health administration program in the state of Kentucky and would be the program with the lowest credit requirements in Kentucky and the greater Cincinnati region. Almost all the other comparable programs require GRE or GMAT for admission.

We project annual enrollments of 30 to 50 students. At the end of five years, we expect a student population of 90 to 150 students at any given time. These enrollment numbers could be significantly higher since we are collaborating with Academic Partners who bring significant marketing capacity to the table.

Employment Demand

	Regional	State	National
Type Of Job	Medical and Health Services Managers		
Avg. Wage	\$101,390	\$91,820	\$113,730
# Jobs (Postings)	14760	5000	406100
Expected Growth	18%	18%	18%

Indicate source of market demand information

SOURCE: US DEPT. OF LABOR, BLS. (2018)
<https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

18% (Much faster than average)

2018-2028

Academic Demand

Not Applicable. This is a Professional Degree

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
3199	00198900	University of Kentucky	MHA	Health Administration	2015
3267	00198900	University of Kentucky	MHA		2015
5058	00200200	Western Kentucky University	MHA	Health Administration	2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

This is a summary of characteristics for similar programs in Kentucky and the Greater Cincinnati region.

1. Western Kentucky University: Hybrid, 42 credits
2. UK: F2F, 42 credits
3. UOL: 57 credits
4. UC: Online, 40 credits
5. Xavier: 64 credits.

Our program distinguishes itself from other national, regional and state programs in terms of affordability, ease of access, completion time, and job prospects for our non-traditional students.

An analysis of Health Administration programs in the US by Academic Partners reveals that the most competitive Health Administration programs have a 30 to 36 credit hour requirement. We propose a 33-credit hour program, which makes it very competitive. Program credits nationwide range from 30 credits to slightly above 60 credits.

Western Kentucky University has a 42 credit Hybrid program which is offered both online and face to face. GRE or GMAT Exam scores are required.

The UK program is a 42 credit face to face traditional program. It requires a GPA of 3.00 or above GRE or GMAT scores.

The Xavier University Program is a 64 credit traditional face to face program. It requires GMAT or GRE and a full third year Residency requirement.

Comparison of Student Populations:

Most of our students are non-traditional students who are challenged by commuting cost, work schedules, and family obligations. Our program is open to early to mid career focus program which is between traditional early careerist and Executives. Most of our students are non-traditional students who are challenged by commuting cost, work schedules, and family obligations. One hundred percent online offering provides flexibility of attendance and eliminates other barriers.

Western Kentucky University has both traditional and Executive Programs. Most of their students are traditional and residential. GRE is required. Geographically our service areas hardly intersect.

The student population in the UK program is more traditional than ours. Many see the MHA as a path to the PhD program.

Xavier's student population is mostly urban and traditional students.

We have a mixture of urban and rural population. Most of our students are non-traditional students who are challenged by commuting cost, work schedules, and family obligations.

Access to Existing Programs:

Our program is 100% online and we almost have open enrollment admission requirements. We do not require standardized test such as GRE or GMAT and students can be admitted with a GPA of 2.5. Besides, the competitive number of credits required to complete the program makes our proposed program more affordable for both in state and out-of-state applicants.

Besides the advantage of online delivery that our proposed programs offers, unlike our program, existing programs tend to have a GMAT or GRE requirement for admissions which provides an additional access barrier. Similar programs also require more credits for completion which increases both the time of completion as well as cost of completion.

Feedback from Other Institutions:

In 2017, we had both face -to -face and telephone conversations with faculty colleagues at the University of Kentucky Masters in Health Administration Program. They offered to share their experience in administering accredited health administration programs with us and to support our program in any way possible once it is approved.

Cost

Projected Revenue over Next Five Years (\$) : 4404833

Projected Expenses over Next Five Years (\$) : 2358551

Will Additional faculty be needed? Yes

Yes, after two years of operation but not initially.

We will use existing MSHS faculty lines in the first two years in conjunction with four to five adjunct practitioner faculty. Two of our existing faculty lines could be converted into one twelve month program Director position and one nine month faculty position. After two years of operation and before applying for accreditation, we will need a minimum of one additional faculty.

Provide a budgetary rationale for creating this new program

The MSHA program is an outgrowth of the current MSHS program and replaces the MSHS program. It is a more efficient and effective use of university resources because it provides superior employment opportunities for the students at about the same cost and completion time. The program responds to transformations in the health care industry and employment readiness challenges facing MSHS students. The health sciences faculty decision to pursue a Master's of Science in Health Administration was guided by the high preference for the health administration track among our MSHS students. Yet, the MSHS program does not provide a wide enough health administration course footprint to meet the required competencies for medical and health services managers.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Aerospace Engineering
Degree Designation: BACHELOR OF SCIENCE (BS)
Degree Level : Baccalaureate

Program Description

The proposed aerospace engineering BS degree program will provide a rigorous foundation in the fundamental principles of modern aerospace science and engineering. The program's main objective is to prepare its students for aerospace research and development in industry, government, and academia. The program will offer a comprehensive aerospace engineering curriculum like those at the top aerospace programs in the US, with instructors that are internationally-recognized researchers in the aerospace community.

The program will be housed in the Mechanical Engineering Department (envisioned to become Mechanical and Aerospace Engineering) and will be the only ABET accredited Aerospace Engineering program in Kentucky. This program meets a clearly demonstrated need, as currently 30 students per year (since 2011) leave the state through the common market to pursue Aerospace Engineering studies at other SEC schools. Aerospace Engineering is the second most common major that students leave the state using the common market program. Moreover, a survey of existing students in Engineering at UK indicated 150 students with current interest in a career in Aerospace and over 60 students that would choose Aerospace Engineering if it were available. The program will prepare students either for positions in the state's growing aerospace industry immediately following graduation or for advanced graduate studies.

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

NO

CIP Code: 14.0201
Credit Hours: 127
Institutional Board Approval Date: 6/16/2021
Implementation Date: 8/16/2021

Student Demand

Year 1 - 20
Year 2 - 50
Year 3 - 80
Year 4 - 110
Year 5 - 140

Market Demand

Kentucky's aerospace exports are the third largest in the US, behind only California and Washington. The growing aerospace industry in Kentucky includes many prestigious companies, including General Electric, Lockheed Martin, Belcan Corporation, Raytheon Company, General Dynamics Group, and Sikorsky Aircraft Corporation. However, the state does not have an ABET accredited Aerospace Engineering program to support these industries.

The Kentucky Council on Postsecondary Education's (KY CPE) recent Engineering Sector Analysis in Kentucky (2020), projects a 23% increase in Aerospace Engineering demand over the next decade with over 20 new positions each year. Aerospace Engineers earn one of the highest wages among the engineering sector. At present, these employers must recruit from ABET accredited programs outside the state, and Kentucky high school students interested in an ABET accredited Aerospace Engineering program must attend other SEC schools. Approximately 30 students per year (average since 2011) leave the state to pursue Aerospace Engineering taking advantage of common market tuition. The most common destinations for these students are at the University of Alabama and Auburn University. A UK aerospace program would enhance Kentucky's aerospace industry by training proficient aerospace engineers locally and by enabling partnerships throughout the four-year program to include co-operative education and internships, student design projects, and research.

American Community Survey indicates that the average wage for individuals in this field is \$64,680 for individuals Age <30 and \$129,971 for individuals Age 30-60. Also, those Age <30 have a 3% unemployment rate and those Age 30-60 only have a 2% unemployment rate.

Employment Demand

	Regional	State	National
Type Of Job	Aerospace Engineer (Architectural, Engineering, and related services; Aerospace Product and Parts Ma		
Avg. Wage	\$81,262	\$84,542	\$81,383
# Jobs (Postings)	25	11	4410
Expected Growth	14%	14%	6%

Indicate source of market demand information

Salary data is from Burning Glass that uses actual job postings over the last 12 months and was supplemented by BLS/OES 2018 data when burning glass was unavailable. Projections are BLS/OES, 2018 data from 2016-2026.

Academic Demand

NA

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
14633	00197600	Morehead State University	BS	Bachelor of Science in Space Systems Engineering	

Comparison of Objectives/Focus/Curriculum to Similar Programs:

Comparison of Student Populations:

Access to Existing Programs:

Feedback from Other Institutions:

Cost

Projected Revenue over Next Five Years (\$) : 3214291

Projected Expenses over Next Five Years (\$) : 3260200

Will Additional faculty be needed? Yes

The Aerospace Engineering program will require only 3 additional faculty. The Mechanical Engineering program has over the years developed an existing focus in Aerospace research including strong support from NASA, the Departments of Defense and industry. Many of our faculty in fact have degrees in Aerospace Engineering and our existing expertise is sufficient to cover most of the proposed BS curriculum. Two of the proposed new faculty positions will address the areas of aerospace structures and aerospace design, which is not fully covered by existing expertise. While expertise for the rest of the curriculum already exists in the ME department, those faculty teach existing ME courses. Thus, the other two positions are necessary to build up additional teaching capacity, particularly for

Provide a budgetary rationale for creating this new program

The only program significantly affected by this proposal is the Mechanical Engineering program, since its existing faculty with expertise in Aerospace Engineering may begin to split their course assignments between the two programs. The newly hired faculty positions will support this needed capacity.

Typical stand-alone Aerospace Engineering programs at other universities can consist of 15 or more faculty to cover the breadth of topics in the curriculum. Combined Mechanical and Aerospace Engineering programs are quite common as there is significant overlap in much of the material covered during the Sophomore curriculum and even some courses in the Junior year. For a typical ME-AER combined department, the faculty will consist of approximately 2/3-3/4 ME faculty and 1/4-1/3 AER faculty

PROPOSED PROGRAM SUMMARY

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

Program Description

The proposed aerospace engineering master's degree program will provide a rigorous foundation in the fundamental principles of modern aerospace science and engineering. The program's main objective is to prepare its students for aerospace research and development in industry, government, and academia. The program will offer a comprehensive aerospace engineering curriculum, similar to those at the top aerospace programs in the US, with instructors that are active researchers in the aerospace community.

The program is motivated by an increasing aerospace industry within Kentucky, increasing demand from students for a structured Aerospace program at UK, and the existence of sufficient faculty expertise within the Mechanical Engineering Department at UK to offer such a program with minimal investment.

The proposed aerospace engineering master's program offers a thesis option and a non-thesis option. The thesis option, which is intended for full-time graduate students, requires a minimum of 24 semester hours of coursework and 6 credit hours of thesis research, along with the thesis. The non-thesis option, which is intended for part-time students who are employed, requires a minimum of 30 semester hours of coursework.

The University of Kentucky's mission includes promoting economic development and improving people's lives through excellence in education and research. The proposed aerospace program supports UK's mission by increasing scientific discovery and innovation in aerospace, and by supporting the local aerospace industry with a highly-skilled workforce.

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

NA

CIP Code: 14.0201
Credit Hours: 30

Institutional Board Approval Date: 6/16/2021

Implementation Date: 8/16/2021

Student Demand

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

Market Demand

Currently, undergraduate students in Mechanical Engineering that wish to pursue graduate degrees in Aerospace Engineering must look for those opportunities at other universities, and this regularly occurs with approximately 5-10 students each year pursuing AER advanced degrees elsewhere following completion of their BS in ME at UK. The current enrollment in the Mechanical Engineering MS program is approximately 35 students with approximately 15 graduates per year. At typical joint Mechanical and Aerospace Engineering departments in other states about 1/3 of the total department students are in the Aerospace Program, thus we expect a steady enrollment of approximately 15 students, with annual MS graduates of 6-7 students and annual new enrollments of 7-10 students. These are consistent with the demand we see just from our own BS graduates. While this is a modest number of students, we note that the existing expertise of Mechanical Engineering faculty in Aerospace fields permits this program to be launched with no required hires. The companion proposal to start a BS program in Aerospace Engineering will support hiring of several additional faculty. Thus, while the MS program can start without the BS program, the BS program will expand aerospace expertise and permit additional courses to be added to the curriculum over time.

The anticipated rates of MS graduates matches well with current regional and state demand not accounting for the projected 14% growth in this area over the coming decade.

Employment Demand

	Regional	State	National
Type Of Job	Aerospace Engineering (Architectural, Engineering, and related services; Aerospace Product and Parts		
Avg. Wage	\$87	\$98,650	\$84,186
# Jobs (Postings)	15	7	1987
Expected Growth	14%	14%	6%

Indicate source of market demand information

Salary data is from Burning Glass that uses actual job postings over the last 12 months and was supplemented by BLS/OES 2018 data when burning glass was unavailable. Projections are BLS/OES, 2018 data from 2016-2026.

Academic Demand

NA

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
10090	00197600	Morehead State University	MS	Space Systems Engineering	2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

Morehead State University offers an MS in Space Systems Engineering. Their program is focused on systems-level engineering for spacecraft design, development and operation (1). The program emphasizes astronautics and satellite systems. The required curriculum includes classes in Spacecraft Design, Spacecraft Sensors, Space Communications, and Space Mission Design. The MSU program is very specialized in satellite systems.

The proposed MS in Aerospace Engineering at UK is a broad more traditional Aerospace Engineering program with courses available in applications of aeronautics, propulsion, and aerospace controls. The course requirements for students are built around the requirements for their specific research projects. The research focus in the department in aerospace applications does include some satellite control, but also include computational modeling for hypersonics, combustion for aerospace propulsion, and control for aeronautics and astronautic systems. The companion proposal to develop a BS in AER will also support the hiring of faculty with expertise in aerospace structures and materials. These areas are part of a more comprehensive aerospace engineering program.

<https://www.moreheadstate.edu/study/MS-spacesystemsengineering>

Comparison of Student Populations:

Both the MSU and UK MS programs are residential programs and both require students to have an undergraduate degree in mechanical or aerospace engineering or related area. The primary difference in student population surrounds the students interest within aerospace engineering. Students seeking study in other areas of aerospace engineering except for satellite systems do not have an option within any program in Kentucky. The proposed MS AER program at UK will provide broad opportunities for students interested in aeronautics, aerospace structures, hypersonics, and other areas. The MSU program will continue to appeal to students with a specific interest in satellite systems.

Access to Existing Programs:

The existing program does not cover the broader areas of Aerospace Engineering proposed here.

Feedback from Other Institutions:

Requested

Cost

Projected Revenue over Next Five Years (\$) : 324912

Projected Expenses over Next Five Years (\$) : 161800

Will Additional faculty be needed? Yes

No. Additional faculty will be hired as part of the companion proposal to develop a BS program in AER, and those faculty will bring new expertise that will be valuable to the MS program. However, existing expertise is sufficient and no faculty are required just for the MS program.

Provide a budgetary rationale for creating this new program

The Mechanical Engineering Department has developed a significant expertise in aerospace applications over the years. Present funding for research in the department is already about 1/3 in the Aerospace area with major funding coming from NASA as well as from the Department of Defense. Our elective courses in Mechanical Engineering have been developed to fit the needs of this aerospace oriented research and we find ourselves with sufficient expertise, capacity and course offerings to launch an Aerospace Engineering MS program with no additional resources. Initial courses for the AER MS program can take full advantage of courses already developed to meet research needs. As the program grows and new faculty are hired, particularly if the BS program is also approved, additional courses wi

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: Aerospace Engineering

Degree Designation: DOCTOR OF PHILOSOPHY (PHD)

Degree Level : Doctor's Degree Research/Scholarship

Program Description

The proposed aerospace engineering PhD degree program will provide a rigorous foundation in the fundamental principles of modern aerospace science and engineering. The program's main objective is to prepare its students for aerospace research and development in industry, government, and academia. The program will offer a comprehensive aerospace engineering curriculum, similar to those at the top aerospace programs in the US, with instructors who are active researchers in the aerospace community.

The program is motivated by an increasing aerospace industry within Kentucky, increasing demand from students for a structured Aerospace program at UK, and the existence of sufficient faculty expertise within the Mechanical Engineering Department at UK to offer such a program with minimal investment.

The aerospace engineering PhD program degree is a research degree granted on the basis of demonstrated broad knowledge of aerospace engineering and in-depth study in a specific area leading to a dissertation reflecting original work by the doctoral candidate. Degree requirements consist of coursework, a written preliminary examination, an oral qualifying examination, and a final dissertation defense.

The University of Kentucky's mission includes promoting economic development and improving people's lives through excellence in education and research. The proposed aerospace program supports UK's mission by increasing scientific discovery and innovation in aerospace, and by supporting the local aerospace industry with a highly-skilled workforce.

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

NA

CIP Code: 14.0201

Credit Hours: 36

Institutional Board Approval Date: 6/16/2021

Implementation Date: 8/16/2021

Student Demand

- Year 1 - 5
- Year 2 - 10
- Year 3 - 15
- Year 4 - 20
- Year 5 - 25

Market Demand

Currently, undergraduate students in Mechanical Engineering that wish to pursue graduate degrees in Aerospace Engineering must look for those opportunities at other universities, and this regularly occurs with approximately 5-10 students each year pursuing AER advanced degrees elsewhere following completion of their BS in ME at UK. The current enrollment in the Mechanical Engineering PhD program is approximately 65 students with approximately 10 graduates per year. At typical joint Mechanical and Aerospace Engineering departments in other states about 1/3 of the total department students are in the Aerospace Program, thus we expect a steady enrollment of approximately 25 students, with annual PhD graduates of about 5 students. These are consistent with the demand we see just from our own BS graduates. While this is a modest number of students, we note that the existing expertise of Mechanical Engineering faculty in Aerospace fields permits this program to be launched with no required hires. The companion proposal to start a BS program in Aerospace Engineering will support hiring of several additional faculty. Thus, while the PhD program can start without the BS program, the BS program will expand aerospace expertise and permit additional courses to be added to the curriculum over time. Moreover, those faculty will support additional PhD students that will contribute to growth in this program.

Employment Demand

	Regional	State	National
Type Of Job	Aerospace Engineering (Industry: College, University)		
Avg. Wage	\$71,091	\$98,650	\$75,498
# Jobs (Postings)	11	2	165
Expected Growth	14%	14%	6%
Type Of Job	Aerospace Engineering (Industry: Scientific Research and Dev; Architectural and Engineering; Aerospa		
Avg. Wage	\$112,480	\$0	\$84,685
# Jobs (Postings)	4	0	845
Expected Growth	14%	0%	6%

Indicate source of market demand information

Salary data is from Burning Glass that uses actual job postings over the last 12 months and was supplemented by BLS/OES 2018 data when burning glass was unavailable. Projections are BLS/OES, 2018 data from 2016-2026.

Academic Demand

NA

Unnecessary Duplication

Similar Program(s):

Comparison of Objectives/Focus/Curriculum to Similar Programs:

Comparison of Student Populations:

Access to Existing Programs:

Feedback from Other Institutions:

Cost**Projected Revenue over Next Five Years (\$) : 406140****Projected Expenses over Next Five Years (\$) : 0****Will Additional faculty be needed? Yes**

No. Additional faculty will be hired as part of the companion proposal to develop a BS program in AER, and those faculty will bring new expertise that will be valuable to the PhD program. However, existing expertise is sufficient and no faculty are required just for the PhD program.

Provide a budgetary rationale for creating this new program

The Mechanical Engineering Department has developed a significant expertise in aerospace applications over the years. Present funding for research in the department is already about 1/3 in the Aerospace area with major funding coming from NASA as well as from the Department of Defense. Our elective courses in Mechanical Engineering have been developed to fit the needs of this aerospace oriented research and we find ourselves with sufficient expertise, capacity and course offerings to launch an Aerospace Engineering PhD program with no additional resources. Initial courses for the AER PhD program can take full advantage of courses already developed to meet research needs. As the program grows and new faculty are hired, particularly if the BS program is also approved, additional courses

PROPOSED PROGRAM SUMMARY

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

Program Description

This two-year degree in Biostatistics aims to train students in methodological skills foundational to biostatistics. The program will meet the needs of individuals who seek to work in the healthcare, government health agencies, biomedical research, or pharmaceutical industry. Jobs in these fields require advanced knowledge for the analysis of health science data. Students will benefit from experiential learning opportunities and formal training in the application of descriptive and inferential statistics specific to biomedical research, clinical and translational studies, and public health and improving the health of populations. Twenty-one course hours will come from core biostatistics courses, including three credit hour capstone course in which students will have the opportunity to learn consulting practices through experiential learning. The remaining twelve hours will be electives, with some electives from epidemiology. The program will only offer a non-thesis option (Plan B) requiring 33 hours of graduate-level coursework. The thesis option (Plan A) will not be offered.

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

No

CIP Code: 26.1102

Credit Hours: 33

Institutional Board Approval Date: 6/16/2021

Implementation Date: 8/16/2021

Student Demand

Year 1	- 5
Year 2	- 10
Year 3	- 15
Year 4	- 20
Year 5	- 25

Market Demand

The following statement was borrowed from the University of Florida's Department of Biostatistics (One of the Benchmark Institutions identified by CPE) webpage:

The demand for trained biostatisticians continues to increase as the world becomes more dependent on predictive data and numerical reasoning, particularly related to

research in the health sciences.

On March 21, 2016, the Fortune magazine ranked the Master in Biostatistics #1 in the list of Best Graduate Degrees for Jobs in 2016 based on long-term outlook for job growth, median salaries and job satisfaction scores. The master degree in Biostatistics has a 23% projected growth in jobs by 2024; and 85% of degree-holders said they were “highly satisfied” in one of PayScale’s surveys. This ranking is up from #2 in this same list in 2015 which stated:

“Those who earn a graduate degree in biostatistics, work in healthcare, biotech, and life sciences, using computer models to, for example, predict cancer growth in a cell. The degree still isn’t offered by many schools but is gaining traction.”

Also, according to the U.S. Bureau of Labor Statistics, improvements in statistical and mapping software will improve analysis, make epidemiological data more useful, and enhance health educators’ and community health workers’ ability to identify healthy habits and behaviors and good health care services that will improve health outcomes and reduce healthcare costs.

Employment Demand

	Regional	State	National
Type Of Job	Biostatistician		
Avg. Wage	\$75,233	\$92,838	\$80,009
# Jobs (Postings)	69	28	6615
Expected Growth	0%	36%	37%
Type Of Job	Statistician		
Avg. Wage	\$73,598	\$74,126	\$77,910
# Jobs (Postings)	56	20	4623
Expected Growth	0%	36%	37%

Indicate source of market demand information

Data was gathered from Burning Glass and utilizes BLS data, actual job postings over the last 12 months, and Burning Glass proprietary data models. Projections are for 2019-2028

Academic Demand

NA

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
4430	00199900	University of Louisville	MS	Biostatistics	2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

The proposed program is an in-person program whereas the University of Louisville's program is fully online. The curriculum for the program at the University of Louisville does not include consulting courses. The curriculum for the proposed MS requires two courses on consulting. Further Louisville's program requires a thesis as a graduation requirement and the proposed program does not.

Comparison of Student Populations:

The proposed program is face-to-face while the other program is completely online.

Access to Existing Programs:

The target population for the two degrees is different. The degree program at Louisville is fully online. The proposed MS in Biostatistics will not be a distance learning program and will offer the opportunity for in person experiential learning with biostatistical consulting embedded.

Feedback from Other Institutions:

Faculty at UofL have been contacted and have not raised any initial concerns

Cost

Projected Revenue over Next Five Years (\$) : 3571005

Projected Expenses over Next Five Years (\$) : 441125

Will Additional faculty be needed? No

Provide a budgetary rationale for creating this new program

The costs of implementing and running the MS in Biostatistics can be amply met with new funds generated by the program tuition income. The operational and management resources for the program will be provided by the Department of Biostatistics. The only physical resources needed is the classroom space. Majority of the courses required for the proposed MS in Biostatistics are already implemented. One of the benefits of the proposed program is that it will drive demand for current offerings and the enrollments for these courses will increase. As such the required physical resources for the program are low.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: Computer Engineering Technology

Degree Designation: BACHELOR OF SCIENCE (BS)

Degree Level : Baccalaureate

Program Description

The proposed Bachelor of Science (BS) in Computer Engineering Technology (CPT) degree offers students opportunities to acquire the knowledge, skills, and strengths to develop the engineering acumen for becoming technical leaders. It prepares students to succeed in the design, implementation, integration, and support of computer-based and network systems that are critical to the success of enterprises, projects, research and development, and technical goals. In this increasingly interconnected world, technical experts with the ability to understand, link, use and integrate computer hardware, software and networks, and who can evolve systems as needs change, are in high and ever-increasing demand.

The proposed four-year BS in CPT is designed as a feeder-completer program in which students earn an Associate in Applied Science (AAS) in CPT from the Bluegrass Community and Technical College (BCTC) and then a BS in CPT from the University of Kentucky (UK). In this arrangement, the UK will offer only Junior and Senior level coursework.

The proposed curriculum provides in-depth knowledge of hardware and software design, development, applications and maintenance. It is based on a solid academic foundation with intensive classroom and laboratory experiences. Students gain strong background knowledge and expertise in cutting-edge developments and applications, and programming languages currently used in industry. Students learn and experience industrial-standard approaches to developing application software as well as state-of-the-art problem-solving techniques for code and firmware development with networking and web operations. The hardware focus of the curriculum is in digital systems design and development. From low-level gate design to high-end microprocessors and current/advancing bus standards, students gain an architectural understanding of computer systems. The curriculum includes in-depth design and analyses of combinational logic, sequential logic and state machines, microcontroller systems, microprocessor systems, and state-of-the-art computer technology.

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

No

CIP Code: 15.1201

Credit Hours: 127

Institutional Board Approval Date: 2/18/2021

Implementation Date: 8/16/2021

Student Demand

Year 1	- 10
Year 2	- 34
Year 3	- 86
Year 4	- 130
Year 5	- 145

Market Demand

The Kentucky Council on Postsecondary Education (KY CPE) recently published in April 2020 its Engineering Sector Analysis in Kentucky. The report assesses and discusses labor market information along with program demand gap and migration analyses. It evaluates the effectiveness of Kentucky institutions in meeting workforce demand in the engineering sector. The KY CPE report identifies a large gap existing in the area of Engineering Technology, an area considered critical for meeting manufacturing job openings and in-state BS educational opportunities.

The KY-CPE findings are consistent with a national trend in which the skills shortages in manufacturing have been well documented. The following highlights a few examples.

In November 2017, McKinsey Global Institute published a report titled “Making it in America: Revitalizing US manufacturing.” The report outlined how multiple technology advances are converging and changing manufacturing industries and driven by an explosion in the volume of available data, developments in analytics and machine learning, new forms of human-machine interactions, intelligent robots, interconnected supply chains, and an ability to transmit digital instructions to the physical world. These complementary technologies can run smart, cost-efficient, and automated plants that produce large volumes or highly customized products. Concomitantly, increased knowledge and technology skills are required on factory floors.

In a December 2019 article published in the Wall Street Journal, entitled “American Factories Demand White-Collar Education for Blue-Collar Work,” the authors defined how new manufacturing jobs that require more advanced skills are driving the education level needed by factory workers. For the first time, manufacturers are on track to employ more college graduates than workers with a high-school degree or less education; this change, in part, coincides with manufacturing shifts toward automation that has increased factory output.

Deloitte and the Manufacturing Institute have been tracking skills shortages for the past 17 years. They have documented how skill shortages continue to swell and threaten to impede the current growth and productivity in the US manufacturing industry. In their November 14, 2018 report entitled “The jobs are here, but where are the people?”, Deloitte and the Manufacturing Institute explored the depths of today’s talent shortage in manufacturing and how jobs are changing due to technology and automation. They predicted a 53% shortage of skills in the US manufacturing industry by 2028.

In response to local, state and national skills needs, the proposed Program partners the UK with the BCTC and creates a unique, joint feeder-completer educational opportunity within Kentucky.

Employment Demand

	Regional	State	National
Type Of Job	Computer Hardware Engineer		
Avg. Wage	\$88,815	\$81,785	\$99,862
# Jobs (Postings)	37	15	10895
Expected Growth	4%	0%	5%
Type Of Job	Computer Programmers		
Avg. Wage	\$75,051	\$71,861	\$81,595
# Jobs (Postings)	757	372	67511
Expected Growth	0%	0%	0%
Type Of Job	Computer Support Specialist		
Avg. Wage	\$47,023	\$45,267	\$52,457
# Jobs (Postings)	1747	1139	146267
Expected Growth	9%	16%	11%
Type Of Job	Computer Systems Analyst		
Avg. Wage	\$78,426	\$76,596	\$85,291
# Jobs (Postings)	2829	1191	219915
Expected Growth	4%	11%	9%
Type Of Job	Computer Systems Engineers/Architects		
Avg. Wage	\$101,376	\$98,193	\$103,258
# Jobs (Postings)	2154	1036	258333
Expected Growth	9%	11%	9%

Indicate source of market demand information

Burning Glass Technology. Job postings for the last 12 months and projections are from 2019-2028 and are based on Bureau of Labor Statistics projections

Academic Demand

NA

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
6508	00927500	Northern Kentucky University	BS		2015

Comparison of Objectives/Focus/Curriculum to Similar Programs:

This is a closed program

Comparison of Student Populations:

This is a closed program

Access to Existing Programs:

This is a closed program

Feedback from Other Institutions:

This is a closed program

Cost

Projected Revenue over Next Five Years (\$) : 4383936

Projected Expenses over Next Five Years (\$) : 3499292

Will Additional faculty be needed? Yes

The Engineering Technology Department will collaborate with the Institute of Research for Technology Development (IR4TD) and will share resources. IR4TD will make available \$1.5 million. Besides, the Toyota Motor North America (TMNA) is donating \$4.25 million to support the new Department; per the donor's requests, the TMNA funds are to be allocated as follows:

A \$2 million endowment to create the Toyota Engineering Technology Diversity Scholarship

A \$1 million endowment to create the Toyota Engineering Technology Distinguished Professorship

\$1.25 million for Engineering Technology Laboratory Enhancement, faculty recruitment, and general expenses. This amount supports both the Computer Engineering Technology and Lean Systems Engineering Technology programs

Provide a budgetary rationale for creating this new program

The BS in CPT is expected to increase revenue by attracting a new pool of students to UK. It is also projected to increase retention rates and, therefore, generate tuition dollars.

Also, faculty in the CPT program will be engaged in activities with industry partners, through consulting services and applied research. These activities are estimated to generate income projected as follows: Yr2: \$100K, increasing \$25K yearly after that.

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky

Program Name: Lean Systems Engineering Technology

Degree Designation: BACHELOR OF SCIENCE (BS)

Degree Level : Baccalaureate

Program Description

The proposed Bachelor of Science (BS) in Lean Systems Engineering Technology (LST) degree offers students opportunities to acquire the knowledge, skills and strengths to develop the engineering and operations management acumen for becoming technical leaders. It prepares them with advanced skills in continuous improvement processes design to improve efficiency and gives students the skills needed to improve quality output, streamline operations and reduce waste. It focuses on developing lean manufacturing skills of students, training them how to deliver advanced, competitive products that exceed customer expectations and providing them with the ability to deliver the right product to the right place at the right time. The focus on lean systems engineering is imperative because requirements for lean operations and manufacturing skills will continue to grow in the short and long term.

The proposed four year BS in LST is designed as a feeder-completer program in which students earn an Associate in Applied Science (AAS) in Integrated Engineering Technology (IET) from the Bluegrass Community and Technical College (BCTC), and then a BS in LST from the University of Kentucky (UK). In this arrangement, the UK will offer only Junior and Senior level coursework.

The proposed curriculum provides in-depth knowledge and practical training of lean systems operations. It prepares students for thriving in the highly competitive global marketplace by developing advanced skills in Just-In-Time manufacturing, problem-solving, project management, lean enterprise development, logistics, and material and information flow charts (MIFC). The curriculum is based on a solid academic foundation, with intensive classroom and laboratory experiences, and in-depth instruction in Just-In-Time processes, built-in-quality and productivity improvement.

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

No

CIP Code: 15.9999

Credit Hours: 127

Institutional Board Approval Date: 2/18/2021

Implementation Date: 8/16/2021

Student Demand

Year 1 - 10

Year 2	- 34
Year 3	- 86
Year 4	- 130
Year 5	- 145

Market Demand

The Kentucky Council on Postsecondary Education (KY CPE) recently published in April 2020 its Engineering Sector Analysis in Kentucky. The report assesses and discusses labor market information along with program demand gap and migration analyses. It evaluates the effectiveness of Kentucky institutions in meeting workforce demand in the engineering sector. The KY CPE report identifies a large gap existing in the areas of Manufacturing Engineering Technology and Engineering Technology, both of which are considered critical for meeting highly-demanding manufacturing job openings and in-state BS educational opportunities.

The KY-CPE findings are consistent with a national trend in which the skills shortages in manufacturing have been well documented. The following highlights a few examples.

In November 2017, McKinsey Global Institute published a report titled “Making it in America: Revitalizing US manufacturing.” The report outlined how multiple technology advances are converging and changing manufacturing industries, driven by an explosion in the volume of available data, developments in analytics and machine learning, new forms of human-machine interactions, intelligent robots, interconnected supply chains, and an ability to transmit digital instructions to the physical world. These complementary technologies can run smart, cost-efficient and automated plants that produce large volumes or highly-customized products. Concomitantly, increased knowledge and technology skills are required on factory floors.

In a December 2019 article published in the Wall Street Journal, entitled “American Factories Demand White-Collar Education for Blue-Collar Work,” the authors defined how new manufacturing jobs that require more advanced skills are driving the education level needed by factory workers. For the first time, manufacturers are on track to employ more college graduates than workers with a high-school degree or less education; this change, in part, coincides with manufacturing shifts toward automation that has increased factory output.

Deloitte and the Manufacturing Institute have been tracking skills shortages for the past 17 years. They have documented how skill shortages continue to swell and threaten to impede the current growth and productivity in the US manufacturing industry. In their November 14, 2018 report entitled “The jobs are here, but where are the people?”, Deloitte and the Manufacturing Institute explored the depths of today’s talent shortage in manufacturing and how jobs are changing due to technology and automation. They predicted a 53% shortage of skills in the US manufacturing industry by 2028.

In response to local, state and national skills needs, the proposed program partners the UK with the BCTC and creates a unique, joint feeder-completer educational opportunity within Kentucky.

Employment Demand

	Regional	State	National
Type Of Job	Continuous Improvement Engineers/specialists*		
Avg. Wage	\$77,526	\$77,629	\$79,744
# Jobs (Postings)	259	111	6108
Expected Growth	0%	0%	0%
Type Of Job	Lean Manufacturing Specialists		
Avg. Wage	\$99,320	\$78,591	\$77,956
# Jobs (Postings)	4	2	431
Expected Growth	0%	0%	0%
Type Of Job	Manufacturing Engineers		
Avg. Wage	\$71,573	\$70,897	\$71,181
# Jobs (Postings)	605	377	31330
Expected Growth	8%	11%	8%
Type Of Job	Manufacturing Production Technicians/technologists		
Avg. Wage	\$40,777	\$59,274	\$43,963
# Jobs (Postings)	147	88	9294
Expected Growth	7%	4%	9%

Indicate source of market demand information

Data was collected from Burning Glass; they represent actual job postings in the last twelve months and BLS projections from 2019-2028.

*Continuous Improvement Engineers/Specialists & Lean Manufacturing Specialists represent specific job titles and do not have BLS growth projections which are at the occupational level. Wage data is the median job salary from job postings over the last 12 months and the # of job openings is the number of job postings over the last 12 months. Nationally, there were 4,903 postings for job titles in “Continuous Improvement” advertised at Bachelor’s Degree levels with a mean salary of \$92,354; these nearly 5,000 job postings were in comparison to 137 job posting advertised at an Associate’s Degree level with a mean salary of \$64,204. Similarly, a Bachelor’s Degree was requested in 322 of the 431 job postings in “Lean Manufacturing” nationally.

Academic Demand

NA

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
2086	00197600	Morehead State University	BS	Technology Management Area	2015
2278	00197700	Murray State University	BS		2015
12061	00927500	Northern Kentucky University	BS	Mechatronics Engineering Technology	

Comparison of Objectives/Focus/Curriculum to Similar Programs:

The proposed Bachelor of Science in Lean Systems Engineering Technology program (BS-LST) will be the first of its kind in North America. The program prepares students with the knowledge and skills for a career advancing professional engineering technology within manufacturing technology fields, with an emphasis on Lean Manufacturing Engineering and Lean Operations Management. It includes Just-In-Time (JIT) manufacturing, problem-solving, project management, lean enterprise development, logistics, material and information flow charts (MIFC), and standardized work. The BS-LST graduates will have titles such as Lean?Continuous Improvement Engineer,?Lean Engineer,?Manufacturing?Engineer,? Lean?Process Improvement?Engineer, Supplier Quality?Engineer, Lean Manufacturing Specialist and Quality Engineer.

The Core Courses for the BS-LST include:

Introduction to Just-in-Time?Operations

Manufacturing Simulations, and Material and Information Flow Charts

Introduction to Abnormality Management (Jidoka)

Introduction to Productivity Improvement

System of Quality Assurance and Built-in-Quality

Kaizen of Standardized Work

Problem Solving

Production Instruction, Small Lot?Production and Change over Processes

Logistics

Managing the Shop Floor and Leading kaizen

The programs offered at Morehead State University (MSU) and Northern Kentucky University (NKU) are distinctively different from what is proposed by the University of Kentucky. Below is a summary of the Bachelor of Science in Technology Management at Morehead State University and the Bachelor of Science in

Mechatronics Engineering Technology:

Morehead State University BS in Technology

The Bachelor of Science in Technology Management (BSTM) at Morehead State University is an online completer degree program for people who have an associate degree in a technology-related field. The two-year program is offered completely online, allowing working professionals the convenience to earn a degree at their own pace. Students can choose between a technology systems option and an information systems option. The BSTM online completer program offers the scheduling flexibility that many working professionals require to complete a 120-hour bachelor's degree with a blend of communication and technology.

Northern Kentucky University BS in Mechatronics Engineering Technology

The Bachelor of Science in Mechatronics Engineering Technology at Northern Kentucky University provides graduates real-world experiential education combined with personalized undergraduate experiences in mechanical, electrical and computer control systems, as well as engineering design and management. This Bachelor's degree program is designed to provide students with the knowledge and skills needed to succeed as technological engineers in today's highly integrated computer controlled manufacturing. Students are required to complete the core plus one track. A minor is not required.

Comparison of Student Populations:

The target audience for the proposed BS-LST undergraduate program includes students seeking distinctive career paths and opportunities in creative industrial design, production and service. Its focus and strengths will be students who learn best by visualizing concepts through hands-on practice by using the strengths of learning-by-doing, and who would thrive with an integrated education involving extensive industrial practicums and participation. Specific, targeted groups include:

- (a) high school STEM majors considering careers in manufacturing as a lean? continuous improvement engineer, ?lean engineer, ?manufacturing?engineer, lean? process improvement?engineer, supplier quality?engineer, lean manufacturing specialist, and quality engineer;
- (b) high-school students contemplating a career in engineering but who do not realize the myriad possibilities within or have not yet been exposed to Engineering Technology; and
- (c) entering UK engineering students who are uncommitted to a particular field of engineering.

The collaborative UK and BCTC Program will also establish a unique path for students to attain a four-year BS degree in Engineering Technology and provide an attractive alternative for students who currently leave the UK-COE before graduating

with their BS. Even though these targeted student population may overlap, the BS-LST provides a distinctive career pathway that is different from what both MSU and NKU offer.

Access to Existing Programs:

The existing programs provide different career pathways from what the proposed BS-LST program offers.

Feedback from Other Institutions:

Feedback from NKU:

Dear Dr. Akafuah,

I hope you and family are keeping well. Thanks for reaching out to us about your new? program. Comparing our MET program's objectives and outcomes with your new LST program, we do not see any duplicities. Nevertheless, we always value collaboration with other institutes. Good luck with your LST program. Please let me know if I can be of further assistance.

Regards,

Syed

Syed M. Allameh, PhD

Professor and Director

Engineering Technology Programs

Northern Kentucky University

BC231 Nunn Drive

Highland Heights, KY 41099

+1(859) 572-5759

allamehs1@nku.edu

www.nku.edu/~allamehs1

Feedback from Morehead State University:

Dr. Akafuah,

Our faculty do not have concerns regarding your new proposal, Lean Systems Engineering Technology.? We think, this programs graduates can enroll in our Master of Science in Engineering and Technology Management (ETM).??? Thank you,

Ahmad Zargari, Ph.D., CSTM, Professor and Associate Dean

School of Engineering and Computer Science
Smith College of Business and Technology
Morehead State University, Morehead, KY 40351
Voice: (606) 783-2425 Fax: (606) 783-5030
E-mail: ahmad.zargari@moreheadstate.edu
<https://www.moreheadstate.edu/secs>

Cost

Projected Revenue over Next Five Years (\$) : 3875977

Projected Expenses over Next Five Years (\$) : 2857211

Will Additional faculty be needed? Yes

The Engineering Technology Department will collaborate with the Institute of Research for Technology Development (IR4TD) and will share resources. IR4TD will make available \$1.5 million for the Engineering Technology Department. Also, Toyota Motor North America (TMNA) is donating \$4.25 million to support the new Department and per the donor's requests the TMNA funds will be allocated as follows:

A \$2 million endowment to create the Toyota Engineering Technology Diversity Scholarship

A \$1 million endowment to create the Toyota Engineering Technology Distinguished Professorship

\$1.25 million for Engineering Technology Laboratory Enhancement, faculty recruitment and general expenses.

This TMNA funding will support both the CPT and LST programs.

Provide a budgetary rationale for creating this new program

The BS in LST is expected to increase revenue by attracting a new pool of students to UK. It is also projected to increase retention rates and generate tuition income.

Faculty in the LST program will be engaged in activities with industry partners through consulting services, lean implementation coaching and applied research. These activities are estimated to generate income projected as follows: Yr2: \$100K, increasing \$25K yearly after that.

PROPOSED PROGRAM SUMMARY

Institution: University of Louisville
Program Name: Computer Science
Degree Designation: BACHELOR OF ARTS (BA)
Degree Level : Baccalaureate

Program Description

The proposed Bachelor of Arts (BA) in Computer Science (CS) degree is in response to the existing need for technical jobs throughout the industry in Louisville and Kentucky as a whole. The structure of the program offers the students a chance not only to become well-equipped computer scientists but also to excel in other areas of studies that will match the students' interests. It will fulfill the demand in careers that rely on computer science and broad knowledge in application areas. The program is designed to be eight semesters long with two co-ops (or internships) in between. The credit hours of the program cover the required thirty-one credit general education requirements, two hours earned from the co-ops (internships), a minimum of fifty-seven hours in the field of computer science and an additional minimum of thirty hours in other areas of study (excluding business). Allowing students to choose other areas of studies that are not necessarily tied to sciences or engineering will make this degree attractive to students with leanings towards fields in liberal arts and the desire to work in a technically savvy industry. This degree should attract students directly from high schools, pre-engineering students, transfer students, and existing graduates with skills in other disciplines and a desire for a future in a technical career. The program is also designed to leverage the expertise and infrastructure in existence in the Department of Computer Science and Engineering (CSE).

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

No.

CIP Code: 11.0701
Credit Hours: 120
Institutional Board Approval Date: 4/22/2021
Implementation Date: 8/23/2021

Student Demand

Year 1 - 40
Year 2 - 92
Year 3 - 146
Year 4 - 202
Year 5 - 229

Market Demand

Computer Science is changing every part of our lives, and it is not surprising that it is the number one source of all new wages in the U.S. economy. According to the U.S. Bureau of Labor Statistics, computing occupations constitute 58% of all projected new jobs in STEM fields based on their 2016-2026 employment projections, and currently there are more than 500,000 open computing jobs in the U.S. (Source: <http://bit.ly/38OMyHK>). This shortage is clearly reflected in H1B visa statistics as well, where 59% of H1B “skilled worker” visas were granted for computer science occupations in 2014, according to the U.S. Department of Labor, Office of Foreign Labor Certification (Source: <http://bit.ly/2EmDonY>).

In addition to the national shortage in a computing workforce, the local industry in Louisville also suffers from a tech shortage, based on a recent article published in Louisville Business First journal, the leading source for business news, data and networking for the Greater Louisville area (For more information, see: <https://www.bizjournals.com/louisville/>). In their June 28, 2019 article, editor David A. Mann interviewed local leading companies in the Louisville area to find out what they are doing to meet their tech needs in the Louisville region. The editor found out that according to KentuckianaWorks, a local workforce development company, there are about 2,750 tech job postings in Louisville, and the tech sector itself needs the most workers. In addition, Norton Healthcare Inc. stated in this interview that they need a major workforce in Louisville to develop apps and clinical technology, as well as maintain electronic medical records; however, the pool of resources within this region is shallow. GE Appliances, Kindred Healthcare LLC, Humana Inc., and Interapt LLC are among other Louisville-based companies who shared a similar view regarding the shortage in local tech talent. For more information and details, the full article can be accessed at: <http://bit.ly/34udEke>.

Unlike technical companies such as Google and Microsoft, which focus on the computing technology itself, many computer science related jobs in Louisville and elsewhere require the application of computer science skills into different fields. The proposed BACS program will fill this important void by providing students the opportunity to learn both computer science and another area of study where computer science has significant application. Compared to the current BS CSE program that focuses on the engineering and science application of computer science, the proposed BACS program targets the application of computer science in areas other than engineering and sciences, which are abundant in Louisville and elsewhere. In addition, the BACS program is expected to attract students from underrepresented groups, thus potentially increase the diversity in high-tech workforce in Louisville and beyond.

The proposed BACS program does not replace another program on campus.

Employment Demand

	Regional	State	National
Type Of Job	Computer Network Architects		
Avg. Wage	\$83,282	\$75,928	\$109,020
# Jobs (Postings)	445	1265	12200
Expected Growth	11%	12%	5%
Type Of Job	Computer Network Support Specialists		

Avg. Wage	\$58,016	\$56,779	\$62,770
# Jobs (Postings)	689	1354	17400
Expected Growth	10%	17%	6%
Type Of Job	Computer Occupations, All Other		
Avg. Wage	\$77,329	\$80,231	\$90,270
# Jobs (Postings)	1333	2157	35700
Expected Growth	11%	11%	10%
Type Of Job	Computer Systems Analysts		
Avg. Wage	\$73,904	\$75,381	\$88,740
# Jobs (Postings)	1693	3248	53400
Expected Growth	10%	11%	9%
Type Of Job	Computer User Support Specialists		
Avg. Wage	\$44,496	\$46,986	\$50,980
# Jobs (Postings)	2440	4961	65100
Expected Growth	9%	16%	11%
Type Of Job	Database Administrators		
Avg. Wage	\$85,970	\$72,282	\$90,070
# Jobs (Postings)	439	936	9700
Expected Growth	8%	15%	90%
Type Of Job	Network and Computer Systems Administrators		
Avg. Wage	\$66,863	\$63,644	\$82,050
# Jobs (Postings)	941	2335	29300
Expected Growth	9%	7%	5%
Type Of Job	Software Developers, Applications		
Avg. Wage	\$81,851	\$80,322	\$103,620
# Jobs (Postings)	3650	5567	99200
Expected Growth	23%	33%	26%
Type Of Job	Software Developers, Systems Software		
Avg. Wage	\$86,020	\$86,915	\$110,000

# Jobs (Postings)	999	1835	35400
Expected Growth	15%	22%	10%
Type Of Job	Web Developers		
Avg. Wage	\$69,431	\$58,095	\$69,430
# Jobs (Postings)	511	1218	15100
Expected Growth	10%	18%	13%

Indicate source of market demand information

Source (Regional - Louisville): KentuckianaWorks, Occupational Outlook for the Louisville Region, August 2019. (Time Frame: 2019-2029)

Source (State): Education and Workforce Development Cabinet, Kentucky Occupational Outlook to 2026, September 2018. (Time Frame: 2016-2026)

Source (National): Bureau of Labor Statistics, Employment Projections, Table 1.7. (Time Frame: 2018-2028)

Academic Demand

This is a program designed for students to enter the workforce directly after graduation. However, graduates from the BACS program will also be able to apply for graduate programs in the CSE Department such as the MS in CS, the graduate certificate in data science, and the graduate certificate in cybersecurity, as well as graduate computer science programs at other institutions. In addition, BACS graduates can apply for interdisciplinary programs that integrate computer science with another area of study.

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
2242	00197700	Murray State University	BA;BS	Computer Science	2015
11814	00197700	Murray State University	BS	Computer Science	

Comparison of Objectives/Focus/Curriculum to Similar Programs:

Murray State's Bachelor of Science degree in Computer Science is the only state program returned in our search by CIP from the CPE website. Murray State's computer science program is a Bachelor of Science degree program, which emphasizes scientific computing and problem solving. By comparison, the proposed BACS is a Bachelor of Art program, which emphasizes the computer science applications in areas other than science and engineering. Thus, the BACS program will provide students flexibility to study another area where computer science can be applied to. Also, the BACS program requires two co-ops (or interns) so that students can develop and improve their professional skills in applying computer science to solve real-life problems in the industrial setting.

Comparison of Student Populations:

Murray State's CS program targets students who are interested in scientific computing, which is similar to our current BS CSE program, which target the computing applications in both science and engineering. The BACS program, by comparison, targets students with interests in learning both compute science and other areas such as liberal arts.

Access to Existing Programs:

There is a documented shortage of tech workforce in Louisville and Kentucky, and our current BS CSE program cannot meet current student demand and graduate enough students in this area. There are about 200 pre-engineering students at UofL, as well as other students who like to study computer science but are not interested in a traditional engineering program with much emphasis on advanced math, science and engineering courses. The BACS program will provide opportunities for these students to study computer science and its applications. Also, as an urban university in the city of Louisville, UofL is uniquely positioned to attract populations who are financially unable to study at locations other than Louisville or who prefer to have co-op experiences that may not be available in other universities.

Feedback from Other Institutions:

The computer science cores are similar but with some differences as follows. The BACS program of UofL offers both C programming and object-oriented programming such as C++ and Java, while Murray State's curriculum focuses on C++ and other object-oriented programming. The BACS program teaches CSE 420 Design of Operating Systems, which is not in the Murray State's curriculum. The BACS program includes 6 CSE electives, which can be selected from a long list of computer science technical elective courses with breadth and depth that can leverage UofL School of Engineering's research strength and the integrated research and teaching in current and advanced topics in computer science.

Cost

Projected Revenue over Next Five Years (\$) : 2947578

Projected Expenses over Next Five Years (\$) : 2193937

Will Additional faculty be needed? Yes

The BACS students will take many of the same General Education and Computer Science courses as our current BS CSE students, and we expect that the increase of 40 BACS students estimated for the first year can be accommodated in those shared courses. However, for computer science courses that have lab sessions or are programming-intensive, we request 1 additional graduate teaching assistant (GTA) per year for Years 1 to 4, including stipend (\$22,000/yr), tuition (\$20,475/yr), and health insurance (\$254.67/month). These GTAs will also help in additional class sections that are needed as the BACS enrollment increases.

With respect to 5 new courses to be developed for the BACS program, we request an amount of \$40K (including \$16K in Year 1, and \$24K in Year 2) as x-pay to current faculty to

Provide a budgetary rationale for creating this new program

The Program Budget Spreadsheet shows that the program will generate a program surplus of \$30,489 in its initial year, increasing to more than \$723,000 totally for the subsequent four years.

PROPOSED PROGRAM SUMMARY

Institution: University of Louisville

Program Name: Doctor of Social Work

Degree Designation: Doctor of Social Work (DSW)

Degree Level : Doctor's Degree Professional Practice

Program Description

To meet the needs of Kentucky's social work workforce and the aspirational goals of students seeking advanced social work degrees in the state, the nation, and abroad, this proposal requests to expand the degree offerings at the Kent School of Social Work (Kent School) with the Doctorate in Social Work (DSW).

The DSW is a "practice doctorate degree [and it] is intended to prepare social workers to assume advanced professional roles such as master practitioner, educator, administrator, policy practitioner, or leader in settings where social workers practice." The DSW degree program will educate social workers holding a master's degree with at least two years of post-Master's experience to become future practitioner scholars in teaching and social service leadership. A practitioner scholar is an individual who is academically trained in methods of scientific inquiry and social work best practices and equipped with leadership and teaching skills to be a bridge and navigate within and between the academic and social service settings as an educator and/or leader. A practitioner scholar is focused on critically examining and applying social work knowledge to implement innovative and just practices to promote organizational and community change.

As graduates of the DSW degree program, practitioner scholars will be instilled with 1) the belief and value of engaging in lifelong learning, 2) a trauma-informed, anti-oppressive, "learning organization" perspective to understand and enact change in social service organizations/settings, 3) theories, methods, and principles of adult learning, and of equity, fairness, and justice, and 4) advanced skills in assessing, implementing, and evaluating social work practices to motivate, teach, instruct, train, and lead for the betterment of social work practitioners, employees, social work students, and clients who are ultimately served (e.g., individuals seeking to manage behavioral health issues, families struggling with parenting, non-profit organizations managing change).

The overall goal of the DSW degree program is to offer advanced education, training, and mentoring to social workers holding a master's degree with at least two years of post-Master's experience who wish to become social work teaching faculty or leaders in public or private social service organizations throughout Kentucky, the nation, and abroad.

The DSW is a 44-credit hour, 100% fully online degree program taught through synchronous & asynchronous models, with no on-campus residency requirements. It can be completed in 8 semesters (three years), including continuous enrollment during the summer. It is designed for currently employed master-degreed social workers for whom it is not feasible to interrupt their employment to pursue doctoral education full-time but who, nevertheless, desire to have greater opportunity to advance into social service leadership and college/university teaching positions through advanced

academic training, credentialing, and mentorship with the convenience and flexibility of a fully online program.

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

This is a new program and it does not replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program.

CIP Code: 44.0701

Credit Hours: 44

Institutional Board Approval Date: 4/22/2021

Implementation Date: 8/23/2021

Student Demand

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

Market Demand

This new program that does not replace another program on campus. It is needed because nationally interest in and the establishment of the Doctorate in Social Work (DSW) as a degree option continues to grow nationally. The latest data indicates that enrollment increased annually by 34.4% from 2017 to 2018, and the number of programs has increased by 37.5% for the same time period². In comparison, from 2017 to 2018, there was a 6.8% increase in social work PhD enrollment and 2.6% increase in the number of accredited programs. Though social work PhD enrollment did increase from 2017 to 2018, enrollment has declined for the rest of the 10-year period examined (2008 to 2018) for doctoral programs in social work.

In Kentucky, both the University of Kentucky and Spalding University began to offer a DSW degree in Fall 2020. Regionally, the University of Tennessee has had a DSW degree alongside its PhD program for several years. Nationally, there are 18 existing programs sprinkled throughout the country, on the Westcoast (e.g., California) and in the Midwest (e.g., Minnesota), Northeast (e.g., NY, NJ, Pennsylvania), and South (e.g., Florida).

According to the Bureau of Labor Statistics, there are 682,100 Social Worker jobs in the US. Social worker employment is expected to grow 16% between 2016 and 2026 - a much faster rate than the average growth rate (8%) across all careers in the US. PhD and DSW professionals earn \$20-\$25,000 more than MSWs and \$38,000+ more than BSW professionals (National Social Work Workforce Study, 2017). Labor Insight (2019) ranked jobs and positions seeking a DSW as the 9th most sought after in the Commonwealth and 16th in the nation.

Entities hiring DSW graduates include universities, government agencies, non-profit

agencies, and consulting firms. Jobs requiring or encouraging a doctorate degree include private clinical practice, faculty, academic administration, consulting, non-academic administration, and high-level program or systems management. Skills in demand (aligned with a doctorate degree) include academic instruction, supervision, policy analysis, curriculum development, and community programs development³. Although practice doctorate (DSW) graduates are primarily going into non-academic administrative positions (22.9% of graduates) and private clinical practice (17.7%); tenure-track faculty positions at CSWE-accredited programs (15.6%) and non-tenure-track faculty positions at CSWE-accredited programs (12.5%) are also first destinations.

A market feasibility report on online practice doctorates in social work prepared by UofL's Delphi Center for Teaching and Learning in January 2020³ for the Kent School concluded: "the growth in demand for a social work doctorate education is increasing rapidly and more schools are offering or preparing to offer such a degree (University of Kentucky will be the main competitor in Kentucky). Based on the available industry data, competitor comparison and demand indicators, we recommend that UofL's Kent School of Social Work offer an online DSW degree" (p.1-2).

In designing the DSW program, we have included many of the recommendations from the market feasibility report. Our proposed program will have a national and international reach. Our program will be quite competitive, as it includes many of the aspects of interest to potential applicants that are offered in other programs (e.g., 100% online—of the current 18 DSW programs nationwide, only 5 are totally online) and is designed to address barriers of access and flexibility. Our program will train practitioner scholars in teaching and social service/ organizational leadership; a focus that only half of the existing programs emphasize. Our tuition rate per credit hour (\$764) is within the median tuition rate (\$800) per credit hour of existing programs. Our program will take three years to complete, which is comparable to the majority (n=13) of the existing DSW programs. Our proposal is unique in that it offers 8-week terms. Our program is fully online, utilizing both synchronous and asynchronous models of instruction without on-campus orientation or residency as a requirement. Additionally, students obtaining the DSW at the Kent School will have the advantage of earning an advanced degree from an R1 public institution.

Our program is distinct from the regional programs (University of Kentucky, Spalding University, and University of Tennessee) for its focus, required number of credit hours, being geared towards the working professional, sequentially placed and offered courses, and having the option for completing either a thesis or a capstone project. Our program is the only one that focuses on training teachers and organizational (specific to social service) leaders.

Employment Demand

	Regional	State	National
Type Of Job	Head of Social Service Agency		
Avg. Wage	\$64,498	\$61,810	\$72,900
# Jobs (Postings)	1460	260	17800
Expected Growth	13%	14%	13%
Type Of Job	University Faculty		
Avg. Wage	\$67,794	\$64,450	\$78,320
# Jobs (Postings)	100	10	1500
Expected Growth	4%	7%	8%

Indicate source of market demand information

Occupational Employment Statistics Query System, May 2019, U.S. Bureau of Labor Statistics.

www.projectionscentral.com (State Occupational Projections)

Academic Demand

This program is designed for students to enter the workforce immediately after graduation.

Unnecessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
14934	00198900	University of Kentucky	DSW	Social Work, DSW	

Comparison of Objectives/Focus/Curriculum to Similar Programs:

The main difference is that our program focuses on teaching in addition to social service organizational leadership. Our method of delivery is accelerated, and sequential offering of courses allows for greater flexibility for the working professional to advance their career goals.

Comparison of Student Populations:

There will be some overlap in both programs in target student population, as both programs will be targeting students interested in leadership. However, because our program is for the working professional and UK's program is full-time, our target student population will be different.

Access to Existing Programs:

Our program is focused on reaching the professional working in agencies/organizations as well those teaching in social work programs. UK's program does not specify a focus in these areas and thus would not be responsive to this student population.

Feedback from Other Institutions:

While several attempts have been made to gather feedback on the proposed program from UK, we have received no response.

Cost

Projected Revenue over Next Five Years (\$) : 1792755

Projected Expenses over Next Five Years (\$) : 1290000

Will Additional faculty be needed? Yes

Two new full-time term faculty and one new part-time faculty will be hired to teach in the DSW program. The two new full-time term faculty will be hired to start the program. The part-time faculty member will not be needed until year 3 of the program. A currently tenured faculty member will serve as interim director of the program until the program director, one of these new hires, is appointed. The director will receive a 25% workload reduction to serve in this role. A half-time program assistant will be provided for administrative and logistical support.

This new program will not impact current faculty workload. Current faculty could opt to teach a course or two in this new program and could offer to serve on thesis/capstone committees of DSW students. Currently, the school has a me

Provide a budgetary rationale for creating this new program

This program will generate new tuition dollars, increase revenue by attracting a new pool of students, meet employment needs in the state; and add to the pool of graduates that have been shown to be beneficial to the economic needs of the state.

TITLE: Cultural Competency Credential Certification Process

DESCRIPTION: The Academic & Strategic Initiatives (ASI) Committee recommends the Council approve the Cultural Competency Credential Certification Process.

PRESENTER: Lori Harper, Chair of the ASI Committee

COMMITTEE REVIEW & APPROVAL

The ASI Committee reviewed and approved the Cultural Competency Credential Certification Process at its June 8, 2021 meeting.

BACKGROUND INFORMATION

The Kentucky Public Postsecondary Education Policy for Diversity, Equity & Inclusion states that in order to live and thrive on a diverse campus and in an increasingly diverse world, students, faculty, and staff must become culturally competent. Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. As part of their plans for diversity, equity, and inclusion, institutions must implement initiatives designed to increase the cultural competence of students, faculty, and staff.

CERTIFICATION FRAMEWORK & PROCESS

Based on the A4 Model of Cultural Competence, the certification has four categories:

1. Awareness (A1)
2. Acknowledgement (A2)
3. Acceptance (A3)
4. Action (A4)

The ASI Committee reviewed the full framework at its January 2021 meeting, and since then the credential certification process has been finalized. See attachment A. Staff will review the highlights of the formal process and recommend the ASI Committee approve it, and recommend final approval by the full Council at its next scheduled business meeting.



Cultural Competency Credential Certification Process

Approved by Council: **June 25, 2021 (tentative)**

Effective Date: July 1, 2021

Introduction

The Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion (the Policy) states that in order to live and thrive on a diverse campus and in an increasingly diverse world, students, faculty, and staff must become culturally competent. Cultural competency provides individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences and prepares them for life in increasingly diverse domestic and international environments. As part of their plans for diversity, equity, and inclusion, institutions must implement initiatives designed to increase the cultural competence of students, faculty, and staff. The Policy identifies the creation of a cultural competency certificate program as one of the strategies an institution can implement in order to meet this goal.

In an effort to assist institutions in meeting this goal and to create a consistent statewide standard for competency and excellence in cultural competence, the Kentucky Council on Postsecondary Education (the Council) has created a process to certify that cultural competency microcredentials at individual institutions address certain student learning outcomes. Institutions may utilize this process to increase the cultural competence of their campus community and their graduates as they enter the workforce. The Council created a cultural competency certification workgroup consisting of faculty and staff representatives from both four-year and two-year institutions across the state. The workgroup identified the minimum competencies, associated module topics and learning objectives that comprise the content for the certification. The competencies, module topics, and learning objectives are supported by the A4 Model for Cultural Competence, which forms the underpinnings for the Council's comprehensive framework for cultural competence. The framework's mission is that students, faculty, staff, administrators, and Kentucky's public postsecondary institutions and communities will recognize their own responsibility to lead in a global society that promotes equity and justice.

In support of institutional efforts to meet the goals outlined in the Policy, the Council shall certify a micro-credential in cultural competence for institutions who recognize the benefits of a culturally competent campus, want to increase the effectiveness of their faculty and staff in relating across cultural differences and want to prepare students for life in increasingly diverse domestic and international environments. For the purposes of this process, micro-credentials for students are defined as "institutional acknowledgements of academic, evidenced-based competencies that result in essential skills (e.g., responsible conduct of research, public speaking, financial literacy, leadership, etc.) and may be part of college coursework, but may or may not be directly awarded university, college, department, and program credit." Micro-credentials may identify accomplishments in the non-credit offerings of the institution and complement classes, certificates, and degrees, but do not replace them. These credentials are essential because they can showcase performance, demonstrate skills, or translate academic competencies into terms that non-academic employers are familiar with and value. Micro-credentials can also be a value-add for faculty and staff. For this group, micro-credentials are

defined as “short, competency-based recognitions that demonstrate mastery in a particular area.”

A micro-credential allows a faculty or staff member to receive recognition after completing requirements from professional development.

The Council has created a process for certifying credentials in cultural competency at institutions who wish to align with statewide standards and award micro-credentials to faculty, staff, and students in recognition of completing the program. The Council supports the efforts of the institutions to increase the cultural competence of those in their campus community who wish to become more aware of their own cultural worldview; obtain knowledge of different cultural practices and worldviews; and gain the ability to interact with those from other cultures.

The benefits incurred on institutions through credential certification are as follows:

Neutral and independent third party verification. Beginning in 2016, CPE’s Kentucky Public Postsecondary Institution Policy for Diversity, Equity, and Inclusion has touted the benefits of cultural competence and its role in preparing students for living and working in an increasingly diverse world. It sets a goal for institutions to work toward producing culturally competent students, faculty, and staff. CPE’s focus and work in this area has been recognized statewide and nationally and its certification of the credential will carry substantial weight in academia and other workplaces. As described in more detail below, the CPE’s verification process will include an independent review team of experts and approval by one of CPE’s strategic committees.

Consistency, Currency, and Portability. Obtaining a cultural competency credential certified by CPE will indicate to undergraduate and graduate admissions officers and employers that recipients have obtained a common set of competencies in cultural competence understood and agreed to statewide. This will add an additional layer of currency beyond that which is already provided by the conferring institution. The standards required for certification are consistently communicated and promoted by CPE through multiple mediums and in numerous venues. Certified credentials will also be promoted by CPE in the same manner and with a master list of certified programs to be prominently displayed on the CPE website. This will allow recipients to communicate their receipt of the credential in educational venues and in the workplace and have more confidence that the significance of that credential is better understood.

Positioning Kentucky as Leader in Cultural Competence. As CPE continues to promote and educate on the value of cultural competence and its credential certification program, and as more credentials become certified, Kentucky will soon be seen nationally as a leader in this area. More and more each day business and industry are making diversity, equity, and inclusion a priority. Students across the Commonwealth and across the nation are seeking more knowledge in these areas and want to live and learn in diverse environments where equity and inclusion are of utmost importance. A Kentucky cultural competency credential certification process widely participated in by institutions across the state demonstrates not only the state’s commitment to diversity, equity, and inclusion, but an understanding actually how to put that commitment into practice.

A⁴ Model for Cultural Competence Framework

For institutions who wish to have their cultural competency micro-credential certified by the Council, they must demonstrate its alignment with the A⁴ Model for Cultural Competence. The A⁴ Model for Cultural Competence is a framework designed to provide individuals with the knowledge, skills, and attitudes to increase their effectiveness in relating across cultural differences in increasingly diverse domestic and international environments. Each phase in the framework offers 1) a learning objective, which describes the on-going, long-term goal of the phase; 2) competencies which describe what the individual should be able to demonstrate upon completion of the phase and; 3) module topics that describe which aspects of cultural competence should be addressed within the phase.



Mission: Students, faculty, staff, administrators, and Kentucky's public post-secondary institutions and communities will recognize their own responsibility to lead in a global society that promotes equity and justice.

1. **Awareness (A¹)** – Learning Objective: Through on-going self-reflection, individuals will develop a better understanding of who they are, become more aware of human diversity and demonstrate a respect for the dignity of others.

Competencies:

- To define and differentiate key terms related to diversity
- To increase self-awareness by defining one's own identity and comparing/contrasting one's identity with others

Module Topics shall include, at a minimum:

- Defining Social Categories of Identity and Diversity
 - Diversity, Equity & Inclusion
 - Race, Ethnicity & Nationality
 - Generational Diversity
 - Sex, Gender and Sexual Orientation (e.g., LGBTQIA+ including Homophobia, Transphobia, Heteronormativity)
- Exploring one's cultural identification by creating a capacity to be self-reflective

2. **Acknowledgement (A²)** – Learning Objective: Through on-going self-reflection, individuals will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they may have or have not been affected by those dynamics.

Competencies:

- To discuss how our identities impact those with whom we interact
- To define intersectionality and explore how identities are influenced by several cultural categories
- To explore the concept of privilege and acknowledge our individual privileges

Module Topics shall include, at a minimum:

- Privilege
- Oppression
- Intersectionality of Identity - A discussion of the impact that belonging to multiple cultural groups has on privilege and oppression

3. **Acceptance (A³)** – Learning Objective: Through on-going self-reflection, individuals will demonstrate a continual openness to ideas, beliefs, and practices that challenge their own worldview and moves them to embrace a broader perspective.

Competencies:

- To identify one's personal biases and how they shape one's worldview
- To explore the concept of microaggressions and how they can impact members of different cultural groups
- To explore opposing views that challenge one's assumptions and beliefs (e.g., demographics, religion, politics, etc.)

Module Topics shall, at a minimum, include:

- Implicit and explicit bias
- Micro-aggressions

4. **Action (A⁴)** – Learning Objective: Through on-going self-reflection, individuals will be able to communicate in ways that indicate an acceptance of and appreciation for individuals different from themselves and recognize their own responsibility in leading and promoting equity and justice in a global society.

Competencies:

- To authentically express one's individual experiences that honors self without condemning others
- To effectively communicate within and across cultures to foster and sustain open dialogue and navigate difficult conversations

- To develop a plan that integrates awareness, acknowledgment and acceptance into a model of action that identifies next steps for leading and promoting justice in a global society.

Module Topics shall include, at a minimum:

- Antiracism
 - Individual Level - the act of opposing racism in all forms - both in our society, other people, and even the racism that exists within yourself and in the ways you may perpetuate racism with your behaviors.
 - Organizational/Structural Level - the active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is shared equitably.
- Allyship, Advocacy, Accompliceship
 - A discussion of the concepts of allyship, advocacy, and accompliceship as mechanisms for those with a privileged status to work in solidarity with a marginalized individual or group of people to eliminate the systemic oppression that grants them greater power and privilege.
- Courageous Conversations
 - A discussion of strategies for effectively communicating across differences by using authentic dialogue in an atmosphere of trust and respect.

Credentialing

Institutions who wish to have their micro-credential certified by CPE must develop a process for awarding credit or recognition. Credit and/or recognition must consider the following:

- A micro-credential awarded to students must be the equivalent of at least 6 credit hours. Institutions can develop two micro-credentials, which include the learning objectives from the A⁴ model as follows:
 - The components of the first micro-credential would encompass the content found in the Awareness and Acknowledgement phases of the A⁴ model and would provide enough content to receive credit (6 hours). The program must be accessible for all students and would be prerequisite for Acceptance and Action.
 - The components of the second micro-credential would encompass the content found in the Acceptance and Action phases and would provide enough content to receive 6 hours of credit. This additional coursework would be optional and would occur after meeting the prerequisite.
- A micro-credential awarded to faculty/staff must be a minimum of eight professional development hours and include the learning objectives from all for four phases of the A⁴ models. Institutions may develop their own professional development for faculty/staff, or they may take advantage of one of the implementation methods offered by the Council.

CPE Cultural Competency Certification Process

Institutions who wish to have their cultural competency micro-credential recognized by the Council as a certified Kentucky Cultural Competency Credential must submit a proposal using the CPE Cultural Competency Credential Certification Process. Cultural competency credentials must align with the A⁴ Model for Cultural Competence and describe how participants will demonstrate the competencies in the framework in order to receive approval.

Proposals must include the following:

- Institutional Information – This section will include the name of the institution, point of contact, contributing departments, proposed implementation date and a statement of support from the president.
- Body of the Proposal – The section will include a description of the following:
 - An overview of the program, a description of the target audience (e.g., faculty, staff, students, etc.)
 - A description of implementation method and the timeline (e.g., total time required to complete the certification; equivalent to at least 6 credit hours for students and eight professional development hours for faculty/staff)
 - A course outline and description of how the course aligns with the competencies in the A4 model
 - A description of the tasks required of the participant (e.g., workshops, writing assignments, learning plans, quizzes, peer review, etc.)
 - A description of assessments (what participants need to do to demonstrate competency in a particular area), and faculty/staff associated with implementation
 - A description of how the micro-credential will be awarded and ultimately displayed by the recipient
- Budget – This section will include a description of budget implications and resources needed for implementing this program.

Upon receipt, the Cultural Competency Advisory Council, consisting of faculty and staff representatives from Kentucky's two- and four-year public institutions, will review the proposal materials and provide feedback on compliance with the standards and requirements outlined herein within ten (10) working days. Proposal review shall be an interactive process and feedback may include recommendations for proposal modifications. Once the advisory council determines that a program meets the outlined requirements, staff will make a recommendation to the Academic and Strategic Initiatives Committee (ASI) that the credential be certified as a Kentucky cultural competency credential.

TITLE: 2022-24 Academic Readiness Indicators

RECOMMENDATION: The Academic & Strategic Initiatives (ASI) Committee recommends the Council approve the 2022-24 Academic Readiness Indicators.

PRESENTERS: Lori Harper, Chair of the ASI Committee

COMMITTEE REVIEW & APPROVAL

The ASI Committee reviewed and approved the 2022-24 Academic Readiness Indicators at its June 8, 2021 meeting.

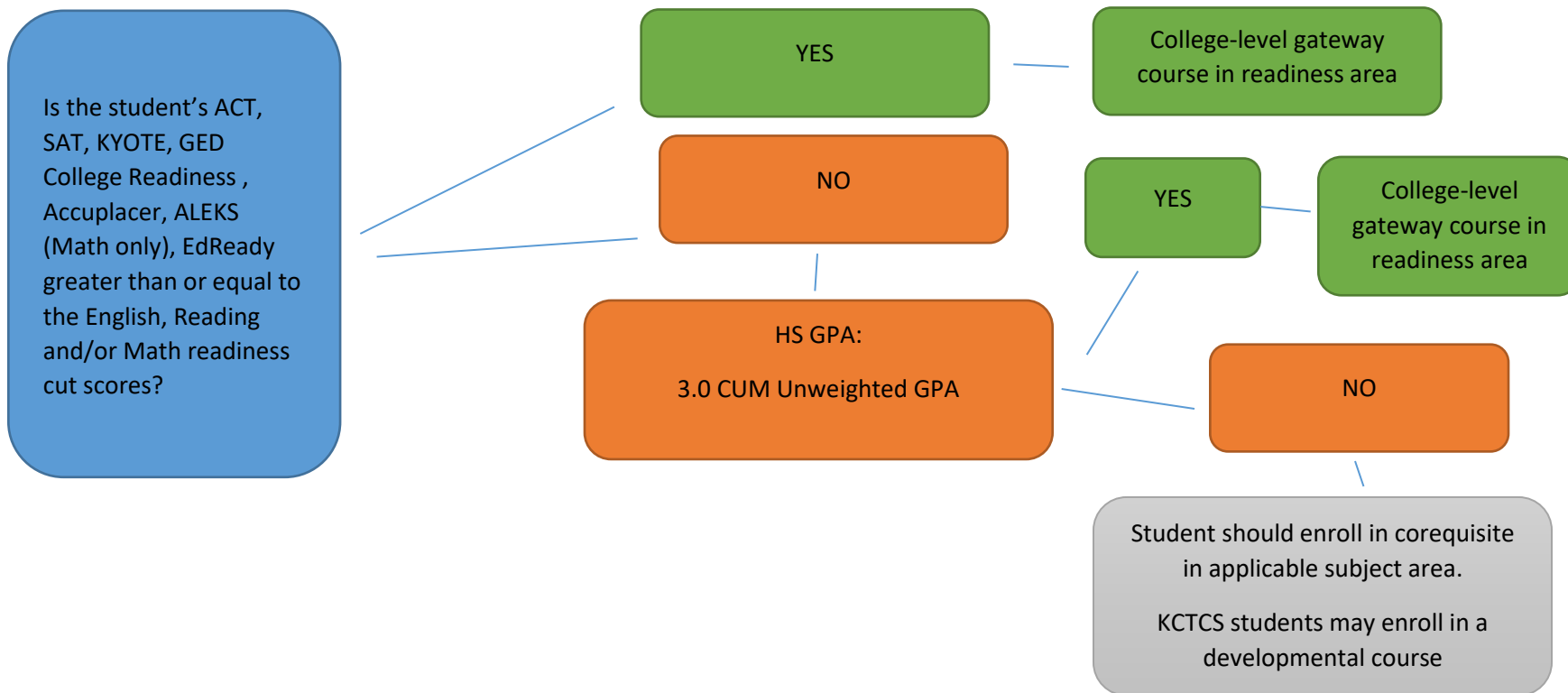
SUPPORTING INFORMATION

Per 13 KAR 2:020, CPE determines college readiness indicators. Each year CPE staff work with institutional representatives to determine which assessments should be accepted as statewide college readiness indicators and which benchmark scores should determine readiness.

CPE staff worked with campus representatives for the past several months reviewing and updating the academic readiness indicators for academic years 2022-24. The proposed indicators included the addition of ACCUPLACER, EdReady, and an unweighted, cumulative GPA of 3.0. Attachment A includes all indicators and minimum cut scores for each measure.

CPE staff will continue to analyze data, over the next three years to determine the predictability of each indicator and adjust accordingly.

PROPOSED Kentucky Academic Readiness Decision Band



Area	ACT	SAT	KYOTE	GED College Readiness	Accuplacer	ALEKS	EdReady Diagnostic
English (Writing)	18	22	6	165	250		70
Reading	20	24	20	165	250		70
Math (Quant Reasoning)	19	510	22	165	250	30	55
Math (College Algebra)	22	540	14	175	*	46	65
Math (Calculus)	27	640	15	NA	*	76	*

* Institutions may determine readiness at these levels based on institutional data, as long as students have met the quantitative reasoning benchmark in one of the identified measures.

TITLE: Statewide Academic Program Review Policy

RECOMMENDATION: The Academic & Strategic Initiatives (ASI) Committee recommends the Council approve the revised Academic Program Review Policy.

PRESENTER: Lori Harper, Chair of the ASI Committee

COMMITTEE REVIEW & APPROVAL

The ASI Committee reviewed and approved the revised Academic Program Review Policy at its June 8, 2021 meeting.

STATUTORY AUTHORITY

The academic program review process is a key responsibility of the Council on Postsecondary Education. The process ensures that academic programs are consistent with state and institutional strategic priorities and that public resources are used efficiently for the greater good of the Commonwealth.

Specifically, KRS 164.020 (16) outlines four criteria for statewide academic program review to determine:

- Consistency with the institution's mission;
- Alignment with the state's strategic postsecondary agenda and implementation plan.
- Elimination of unnecessary duplication of programs within and among institutions.
- Efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery.

BACKGROUND INFORMATION

Over the past two years, all universities reviewed all baccalaureate programs using a methodology developed by Gray Associates, which produced a new baseline academic

portfolio in the state. The proposed process going forward combines the analytical tools developed in the past two years with existing institutional processes to continue the focus on institutional mission alignment, unnecessary duplication, and efficiency and integrates a greater emphasis on alignment with the statewide postsecondary strategic agenda.

NEXT STEPS

Following approval, the policy would become effective on July 1, 2021.



Statewide Academic Program Review Policy

Approved by the Council: **June 25, 2021 (proposed)**

Effective Date: July 1, 2021

Statewide Academic Program Review: Policy and Framework

The statewide academic program review process is a key responsibility of state coordinating boards like the Council on Postsecondary Education (CPE). The process ensures that academic programs are consistent with state priorities and that public resources are used efficiently for the greater good of the Commonwealth.

History of Kentucky Statewide Academic Program Review

The Postsecondary Education Improvement Act of 1997 created CPE and outlined the criteria for program review in statute.

More specifically, KRS 164.020 (16) outlines four criteria for statewide academic program review to determine:

- Consistency with the institution's mission;
- Alignment with the state's strategic postsecondary agenda and implementation plan.
- Elimination of unnecessary duplication of programs within and among institutions.
- Efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery.

Statewide program review has taken several forms since the inception of CPE but each process has focused on continuous improvement as well as the operationalization of statutory criteria.

In November 1999, CPE passed a series of guidelines related to academic programs that streamlined the process of reviewing programs and recognized the need for institutional flexibility within the new postsecondary structures of the Kentucky Postsecondary Education Improvement Act of 1997. The Council's Guidelines for Review of Academic Program Productivity established degree production thresholds to identify programs for review. The Council conducted four rounds of program productivity review under these streamlined policies. At its January 30, 2006, meeting, the Council amended its Guidelines for Review of Academic Program Productivity to specify a four-year review cycle, and several more rounds of statewide review were conducted.

The statewide program review policy was revised again in 2011, with an implementation date of the 2013-14 academic year. The policy revisions were made in light of best practices, better coordination among state and institutional practices, and an improved connection between academic program approval and review of existing academic programs. CPE conducted five rounds of program reviews under this iteration of the policy.

After several iterations of policy development and numerous rounds of program review, CPE decided to do a one-time comprehensive analysis of academic programs in the state. In 2019, CPE contracted with Gray Associates to work with universities to review all baccalaureate programs. Gray Associates assisted Council staff to create a methodology that provides campuses with consistent, detailed information to help guide decisions about program needs and improvement. The marginal financial contribution and more than 50 metrics related to student demand, employment, and competition were calculated for each program. Campus representatives participated in facilitated workshops to review these data and analyze each baccalaureate program. CPE also used this data analysis to operationalize unnecessary duplication and identify programs that met the criteria.

Academic Program Review Process

The program review policy incorporates elements of the comprehensive data analysis with a greater focus on program alignment with the statewide strategic agenda.

The process consists of three major components:

- Annual reports summarizing institutional review efforts;
- Statewide data analysis focused on efficiency criteria; and
- Efforts to scale up implementation of the statewide postsecondary education strategic agenda.

Institutional Annual Reports

Institutions will be required to submit an annual report by July 15th that:

- Summarizes the institutional program review process for the previous academic year, with a special emphasis on the data analyses conducted as well as summaries of meetings of university faculty, committee, or administration where data and processes were discussed;
- Highlights the programmatic decisions made during the previous academic year, with an accompanying rationale for the decision that summarizes all data sources and any supplementary information used to arrive at the stated conclusion; and
- Discusses the plans for institutional program review for the upcoming year.

CPE staff will evaluate these reports and work with institutions if any information is missing or any questions arise. Staff will provide a summary report to the Academic and Strategic Initiatives Committee as well as the full Council.

Statewide Data Analysis

CPE staff will analyze data across institutions each spring semester to determine which programs continue to meet the following criteria for unnecessary duplication:

- Multiple programs in the same CIP code;
- Low and declining enrollment;
- Low new student demand;
- Low market demand; and

- Low or negative contribution margins.

Using this operationalized definition of unnecessary duplication, CPE staff will identify potential collaborative opportunities and work with institutions to identify other potential efficiencies. Staff will provide a summary report to the Academic and Strategic Initiatives Committee and the full Council.

Statewide Strategic Agenda

The strategic agenda highlights priority areas to focus statewide discussions and strategies to accomplish our postsecondary goals. To facilitate implementation of the strategic agenda, each year CPE staff will focus on one or more of the priorities to:

- Understand existing policies and practices at institutions related to the priority;
- Identify obstacles to full implementation of initiatives related to the priority;
- Provide professional development opportunities related to the priority; and
- Evaluate campus plans to create, implement, or expand initiatives related to the priority.

Staff will provide regular updates on this process to the Academic and Strategic Initiatives Committee. In addition, staff will provide an annual report highlighting all these efforts to the full Council.

Summary

Statewide academic program review efforts will continue to monitor the efficiency of the statewide academic program portfolio while expanding the focus on the implementation of high-priority initiatives identified by the statewide postsecondary education agenda.

CPE staff will continue to update the Academic and Strategic Initiatives Committee and submit an annual report to the committee with information about the three major elements of the statewide program review process – institutional annual reports, statewide data analysis and implementation of initiatives related to the statewide agenda.

***THIS WRITE-UP AND ATTACHMENT WAS PROVIDED AT THE
JUNE 8, 2021 ASI COMMITTEE MEETING.***

**ACADEMIC & STRATEGIC INITIATIVES COMMITTEE
KY COUNCIL ON POSTSECONDARY EDUCATION**

DISCUSSION ITEM
June 8, 2021

TITLE: Statewide Strategic Agenda Development – Update June 2021

DESCRIPTION: Committee members will engage in a discussion of the qualitative data analysis conducted between March and May 2021, and review drafted mission, vision, and value statements that will drive the overall agenda.

PRESENTERS: Stefanie Ashley, ECU Facilitation Center
Lee Nimocks and Melissa Young, CPE staff

BACKGROUND INFORMATION

The CPE is directed by KRS 164.020 to develop a statewide strategic agenda for the public postsecondary education system and revise it on a regular cycle. The agenda identifies statewide priorities and a vision for long-term economic growth by improving the education and skill levels of Kentucky’s workforce. The agenda sets performance goals for students and institutions that reflect high expectations and standards, emphasizes continuous improvement, and supports technology-based solutions and innovative practices.

Qualitative Data Dive

CPE consulted with the ECU Facilitation Center to conduct an intensive qualitative study as part of the overall environmental scan. This included executive interviews with:

- Five (5) of Kentucky's elected and state officials
- Ten (10) of Kentucky’s university and college presidents
- Fourteen (14) representatives of national organizations

The interviews were conducted via telephone and online between March 31 and May 17, 2021. The interviews ranged from 20 to 40 minutes and culminated into approximately 12 hours of interviews. Each interviewee was asked a standardized set of questions that were sent in advance of the interview.

***THIS WRITE-UP AND ATTACHMENT WAS PROVIDED AT THE
JUNE 8, 2021 ASI COMMITTEE MEETING.***

In addition, 11 focus groups were conducted virtually between April and May 2021. Nearly 150 people participated in these focus groups, ranging from university faculty, staff, administrators and students to workforce representatives. For some of the focus groups, specific topics were discussed by diverse groups. These topics included:

- College Affordability
- Diversity, Equity, and Inclusion
- Education to Work
- Engaging the Adult Learner
- P-12 Partnerships

In addition, specific groups were convened to reflect on the last strategic agenda and identify focus areas for the 2021-2030 Strategic Agenda. Specific groups included:

- Campus Advisory Committee (Institutional research and strategic planners)
- Chief Academic Officers
- Chief Business Officers (Budget and Financial officers)
- CPE Senior Leadership Team (Director-level and above)
- Faculty Advisory Group
- Student Advisory Group

The Executive Summary of the Environmental Scan has been included in your materials. Stefanie Ashley of the ECU Facilitation Center and Lee Nimocks will engage the Committee on a discussion of the major findings that came from the scan.

Vision, Mission and Value Statements

At its April 15 work session, Council members engaged in a discussion about the Mission, Vision and Values of the new strategic agenda. The board responded to a number of questions including:

- What are Kentucky's greatest strengths, and where are we leading the way?
- What are you proud of?
- What will be different for Kentucky and/or its residents in 2030 when 60% of Kentuckians have achieved a high-quality postsecondary degree or certificate?
- Thinking beyond 2030, what is the ultimate outcome or aspiration of a strong, vibrant postsecondary education system in Kentucky?
- What is your biggest, boldest dream for what postsecondary education can achieve?

***THIS WRITE-UP AND ATTACHMENT WAS PROVIDED AT THE
JUNE 8, 2021 ASI COMMITTEE MEETING.***

- What principles or beliefs must guide decisions and behaviors for the strategic agenda to be successful?
- What role does CPE play in helping higher education achieve this lofty vision and strong purpose?

Based on responses from the board, as well as input through the interviews and focus groups, staff has drafted preliminary vision, mission and values statements for review by the ASI Committee. Staff will review these drafted statements with the Committee, gather feedback, and prepare final statements for approval at the July 13 meeting. Drafted statements have been provided in OnBoard.



Kentucky Council on Postsecondary Education

2021-2030 Strategic Agenda | Environmental Scan

Qualitative Study | Executive Summary

March – May 2021

Research and reporting conducted by the Facilitation Center at ECU

Background

In preparation for developing the 2021-2030 Strategic Agenda for higher education in Kentucky, the Council on Postsecondary Education conducted an intensive qualitative study as part of their environmental scan. This included executive interviews with:

- Five (5) of Kentucky's elected and state officials
- Ten (10) of Kentucky's university and college presidents
- Fourteen (14) representatives of national organizations

These interviews were conducted via telephone and online between March 31 and May 17, 2021. The interviews ranged from 20 to 40 minutes and culminated into approximately 12 hours of interviews. Each interviewee was asked a standardized set of questions that were sent in advance of the interview.

In addition, 11 focus groups were conducted between April and May 2021. Nearly 150 people participated in these focus groups, ranging from university faculty, staff, administrators and students to workforce representatives. For some of the focus groups, specific topics were discussed by diverse groups. These topics included:

- College Affordability
- Diversity, Equity, and Inclusion
- Education to Work
- Engaging the Adult Learner
- P-12 Partnerships

In addition, specific groups were convened to reflect on the last strategic agenda and identify focus areas for the 2021-2030 Strategic Agenda. Specific groups included:

- Campus Advisory Committee
- Chief Academic Officers
- Chief Business Officers
- CPE Senior Leadership Team
- Faculty
- Students

A complete list of participants and the executive summaries from the executive interviews can be found in the Appendix. More detailed reports for the executive interviews and focus groups are also available.

Executive Summary

Overarching Themes

While the questions varied between the groups, there were four overarching themes that emerged from every group.

1. It came out in many forms (i.e., affordability, perceived affordability, access, cost, tuition, ancillary costs), but the affordability of higher education was identified as a primary concern from the focus groups and almost every individual interview.
2. Kentucky is focused on the right areas for success and those areas are not likely to change between now and 2030. However, Kentucky needs to be more aggressive in targeted areas, especially those areas where evidence-based practices have proven successful (e.g., early enrollment programs).
3. Recruitment clearly needs to be a state focus to achieve its goal of 60 percent of Kentuckians with a high-quality degree or credential by 2030. There were three distinctions that emerged from that sentiment that were threaded throughout the focus groups and interviews:
 - i. The importance of reaching students at an earlier age (i.e., before their senior year) to identify postsecondary and financing options.
 - ii. Tied to reaching students earlier, is the point made numerous times that higher education cannot achieve the 60 x 30 goal alone and must strengthen partnerships with P-12.
 - iii. Kentucky will not reach the 60x30 goal without greater recruitment and retention of adult, low-income, and minority students, and the state has not had a lot of success in recruitment of these populations.
4. The recent pandemic and social justice movements have shed a bright light on existing inequities within the state and higher education is taking notice. The theme of equity was prevalent throughout many topics of discussions. The inequities identified varied (e.g., racial, income, digital divide), but it is clear there are opportunity inequities both impacting higher education and within higher education that are top of mind for many who were part of these discussions.

Kentucky's 60 x 30 Goal

There was general agreement the quantifiable goal of 60 percent of Kentuckians with a high-quality degree or credential by 2030 is good for Kentucky and its residents. Some of the national organizations interviewed believed it may be too low or slow (i.e., 80% x 2030 or 60% x 2025), while university and college presidents raised concerns regarding the state's ability to hit the goal, especially given recent enrollment declines, impacts of the pandemic, and decreasing FAFSA completion rates.

One participant articulated what several alluded to regarding the importance of communication and messaging in higher education:

Attainment is not always the answer to a lot of the problems we are trying to solve. Attainment in what and for what? What does the attainment goal mean? Who are the faces behind attainment? It is not just numbers, but how many lives changed and how? How many opportunities were given, and what were the results of those opportunities (e.g., intergenerational wealth or regions changed)?

Barriers

The top five barriers to postsecondary education are listed below. Affordability clearly emerged as the greatest barrier to postsecondary education. The additional barriers stood out as the most concerning barriers by the vast majority of participants but are not prioritized. Based on the interviews with the national organizations, these barriers are not unique to Kentucky and are nationwide concerns.

1. Affordability

- College Readiness
 - Academic readiness
 - Lack of belief and encouragement
- Complexities for Adult Learners
- Opportunity Inequities
 - Digital divide
 - Diversity, equity, and inclusion
 - Income inequities
- Persistent questions about the value of higher education

2021 – 2030 Areas of Focus

Many participants were asked to reflect on the 2016-2020 strategic agenda for postsecondary education. Based on the responses, Kentucky was focused on the right issues for their 2016-2021 agenda and the focus areas have not changed thinking forward to 2030, even with the impact of the COVID-10 pandemic. What has changed is the need to be more aggressive and innovative in how those goals are met.

Many of those interviewed from national organizations also mentioned their concern that with the recent influx of one-time, federal relief money, institutions will be tempted to back fill and go back to pre-pandemic practices and policies. However, several believe the most successful institutions will be those that use those funds for new, innovative approaches.

Six broad areas emerged from the discussions as key focus areas through 2030, each with several sub-topics that were highlighted by numerous groups. The topic of diversity, equity, and inclusion could have been a separate focus area however, it was truly interwoven throughout each of the six focus areas and therefore has been presented in that integrated manner.

- Affordability
 - Broader and deeper awareness of financial aid options
 - Financial support for ancillary costs (e.g., books, food, housing)
 - Guidance/Support on completing financial aid forms and financial/debt management
 - Institutional balancing act of keeping tuition affordable, while state support declines
 - Preparation for free two-year college

- Industry and Workforce Partnerships
 - Aligning workforce needs and higher education offerings to be prepared for current and future careers
 - Addressing significant workplace trends, especially around technology (e.g., automation artificial intelligence, working remotely)
 - Balancing the pendulum between technical certificates and four-year degrees
 - Growing interest and need for on-the-job learning and experience (e.g., internships, apprenticeships) and embedded credentials
- P-12 Partnerships
 - Academic readiness
 - Financial access/information
 - Opportunity inequities
 - Recruitment
- Recruitment
 - Adult learners
 - Innovative policies and practices that meet their complex needs
 - Encouraging potential students, when they may not be getting encouragement at home or school
 - Out-of-state students
 - Underrepresented, minority students
- Success
 - A student’s return on investment should not be a gamble
 - Fast funding options
 - Leveraging technology benefits
 - Student-centered experiences that support the students being admitted
 - Appreciation and understanding of “working learners” and inequities (i.e., dispelling the belief that if they worked harder, they would achieve)
 - Wrap-around support services (e.g., mental health, food banks)
- Value of Higher Education
 - The value of higher education continues to rise
 - The perceived value of higher education continues to be questioned
 - For low-income and minority students, the question of value has never been in question
 - The value varies depending on the credential, industry and successful completion

Potential Strategies

After identifying focus areas, participants were asked about successful strategies to address the concerns. A variety of ideas were shared and below is a selection related to the key themes.

Affordability

- A New York college system has the Accelerated Study in Associate Programs (ASAP), which has been highly effective in getting community college students through to completion more quickly

- A multi-faceted approach is needed, including policies, CPE and at the institutions
- Assist with connecting students to state benefits (e.g., SNAP)
- Continued encouragement of FAFSA completion and explore ways it can be required
- Greater focus on need-based aid
- Increase fast funding options
- Workforce partnerships (e.g., tuition-match, take class at work)

Diversity, Equity, and Inclusion

- Diversity, equity and inclusion must be fully integrated into the campuses and not just a checklist. It also has to go beyond that:
 - Issues are larger than cultural competence and courageous conversations need to happen around anti-racism.
 - Transitioning from a culturally competent higher education environment doesn't always match the business or community culture graduates go into.
- Policies and data must be reviewed to ensure practices aren't exacerbating inequity issues (and they should be reviewed by a diverse group). Who is taking advantage of dual credit? Once students of color get to college, do they have the support they need? Do all students of color feel included? Who is using the wrap around services? Curriculum reviews?
- The belief gap is real, in both students and those advising them. Diverse advisers are needed in the high schools and diverse faculty and other supporters are needed at the college level.

Industry and Workforce Partnerships

- A state position dedicated to aligning opportunities and making workforce connections. Louisiana is an example.
- Adults who choose higher growth/wage industries can get their education paid for in Indiana.
- Align state regions based on economic, workforce and higher education variables (e.g., Region 1 includes x counties and is the same in terms of economic development, workforce development and higher education). Tennessee is an example of this.
- Arizona's strategy around reskilling and recovery, which strategically connects workforce and the community college system
- Embedded certificates, such as Wisconsin's Community and Technical College System
- Identify the right balance of technical certificates and four-year degrees for Kentucky?
- Increase practical, hands-on experiences for students, along with faculty/industry collaboration
- Leverage research capabilities at the university level to support local industries (e.g., technology and automobile manufacturing)

- Oklahoma’s Promise Scholarship is a good example of an initiative that has kept students employed in their state and is similar to Kentucky’s Gear Up, but has financing attached to it.
- Strike a balance between high standards and expectations and increasing accessibility
- Using direct research, Indiana makes the connection between majors and workforce outcomes in their states. They develop a report showing the students who come out of a program, what they do in the job market in their state, and what they make.

P-12 Partnerships

- Expanded, equitable, early college enrollment programs
- Friction free career pathways
- Leverage the Every Student Succeeds Act that includes report cards for high schools and opt in for college-going and completion rates.

Recruitment

- Holistic changes to be more amenable to adult learners
- Increase focus on recruiting low income and minority students.
- Indiana’s You Can Go Back initiative, which is one portal aligned across institutions to let adult learners know what is available to them
- Statewide recruitment efforts, especially for adult learners and out-of-state students
- Streamline credit for prior learning for adults, including workplace and military experience
- The messenger matters (e.g., messages are more powerful coming from people the potential students know and respect, or people that look like them or had similar experiences)
- Try it before you buy it options for adult learners (i.e., they don’t have a Dual Credit option)

Success

- Audit policies to find those not designed for today and are inadvertently making racial inequities worse
 - Explore policies and practices to ensure students of color get into pathways that lead to high-wage work
- Explore co-requisite models of developmental education, so students can go directly into credit bearing courses and more quickly begin courses of interest to them
- Streamline the processes and acceptance for transfer credits; Articulation agreements that are robust in practice, not just theory
- Tennessee’s High Impact Practices Taxonomy Project, which codes experiences with evidence-based practices across the state
- The advising and mentoring strategies incorporated with the Tennessee Promise program

Value of Higher Education

- Consumers most value programs of student connected directly to a career.
- Highlight what the pandemic exposed regarding value, which was those with a bachelor's degree had more resiliency through the pandemic and those with even some postsecondary education were better off than those without.
- North Carolina has done a good job of getting everyone to coalesce around the value and importance of higher education. It's not just one sector carrying the baton, but a state initiative with involvement from the legislature, government and private/public institutions.
- Stackable credentials
- Work towards depoliticizing higher education

Metrics

Some interviewees and focus groups were asked about metrics the state uses for success. There were four potential metrics identified as missing.

- Adult learners
- Clear, defined metric around affordability (e.g., top line tuition in relation to regional per capita income)
- Innovation
- Under-prepared students

The Role of a Coordinating Body

Some interviewees were asked about strategies of other coordinating bodies and the topic organically emerged in other interviews. It was clear that Kentucky is a national leader, especially as it relates to data and data infrastructure, as well as, the leadership of Dr. Aaron Thompson and the CPE team. Common themes identified for the role of a coordinating body included:

- Celebrate and promote innovation, including hosting Think Tanks for relevant and challenging topics (e.g., If higher education is facing an enrollment cliff, what does that look like when it's played out to the workforce? How can higher education diversify funding? How can we reliably ensure students have no/limited interruption of learning in the future?)
- Convener: Pulling together the state to sing from the same song book (e.g., higher education, chambers of commerce, employers, pastors)
- Coordinated messaging that college is affordable and how you do it
- Develop collaborative, streamlined approaches, so the universities can be more nimble (e.g., reporting)
 - Centralized place for adult/out-of-state students to explore their options, programs and how to pay

Appendix: Executive Interview Summaries

Elected Officials

The Value of Higher Education

There was unanimous agreement by those interviewed that higher education is valuable to Kentucky and its residents. For residents, the specific values mentioned were increased wages and improved quality of life. The value to the state is as a workforce development tool, by providing a better workforce for business and industry.

The value of higher education is shifting. One change identified is the value shifting away from four-year degrees to technical training and certificates. Within four-year colleges and universities, two distinct value shifts also emerged. The first is greater value in the STEM fields and the second is about employability of the current workforce. Employability includes positioning the workforce so technological advances won't replace them and retraining for second careers.

Ways to enhance the actual or perceived value of higher education centered around reaching the audiences earlier, from students to legislators. For students, it was reaching out to them early in high school (i.e., freshman, sophomore) with better career education and continually reinforcing their opportunities through encouragement (that they may not be getting at home) and from local leaders with lived experiences of how higher education improved their lives. For legislators, it was reaching out to new members with demonstrated returns and benefits of higher education.

Barriers

Participants identified two barriers: 1) cost and 2) lack of preparation. Cost includes tuition, lack of understanding the financial options and navigating the financial aid systems, and ancillary costs (e.g., childcare). The lack of preparation diverged into several points, including literacy rates and lack of encouragement from schools and families.

Supporting Kentucky's Goals

Better alignment is needed between higher education and industry for Kentucky to have a properly trained, healthy workforce for the jobs of today and in the future. It was mentioned that for future jobs, particularly related to technology, a greater focus was needed on university research. One participant also noted striking a balance between high standards and expectations and increasing equitable accessibility (e.g., affordability).

Pandemic

A positive impact of the pandemic was learning how to deliver educational services remotely and asynchronously. This leveraging of technology was not just in higher education, but in every industry, which fast-tracked automation. One area where Kentucky will see this impact is in auto manufacturing and it will be critical for the workforce, and those educating the workforce, to keep pace.

National Organizations

More than half of the respondents identified trends in the following four areas.

Affordability: The growing cost of higher education was identified as concerning, but respondents also included potential solutions, such as alternative financing mechanisms, potential comprehensive financial aid reform and free tuition at two-year institutions.

Aligning Workforce Needs and Higher Education Offerings: Defining and aligning the current and future workforce needs with what is offered from postsecondary institutions, including credentials. This includes stackable and short-term credentials once thought of as only offered by technical colleges or the workforce development arms of four-year institutions. Balancing the pendulum between technical certificates and four-year degrees is also going to be critical.

Alternative Providers and External Involvement: Shift the focus of online platforms and industry giants (e.g., Amazon) as competitors to potential partners. Identify those that are providing quality education and explore potential partnerships, hybrids, or how those credentials can be counted towards a degree.

Diversity, Equity and Inclusion: Important conversations have been occurring around diversity and equity, which has brought racial inequities in higher education to the forefront. Some gains were made with students of color, but the pandemic was a big setback for this population; their decrease in enrollment was greater than other students. Equity concerns also exist with the focus on skill-based certificates and two-year degrees as people of color are encouraged in that direction.

The majority of respondents believe the value of higher education continues to increase, but conversely, public erosion of confidence also continues to increase, leading to a decrease in perceived value. Additionally, the value varies, based on the credential, the industry, and successful completion, as well as, your race and income levels.

Almost every person interviewed mentioned affordability or the perceived affordability as one of the greatest barriers. Complexities for adult learners was the second most highly mentioned barrier.

A wide variety of successful initiatives were identified, with the most centering around alignment with the workforce, equity, leveraging data and student success.

Kentucky is focused on the right issues but will need to be aggressive to meet their goals. Additionally, Kentucky is a national leader in two regards: 1) their data and data infrastructure and 2) the leadership of Dr. Thompson and the CPE team.

University and College Presidents

There was unanimous agreement by the Presidents that the 2016-2021 strategic agenda met the needs of Kentucky and higher education.

No priorities were identified as missing, but nine topics were identified as needing more focus/detail or were unsuccessful. The topics mentioned most frequently were: 1) P-12 Partnerships, 2) Adult Learners, 3) Transfers, and 4) Underserved Populations.

In addition, several suggestions were made to improve the agenda, which primarily included refining the number of strategies and more clearly defining responsibilities between CPE and the institutions.

Broadly, the Strategic Agenda aligned with campus plans, and there were no areas of misalignment identified. Some presidents noted: 1) prioritizing may be different at the campus level, 2) not all aspects fully applied to them, and 3) how they achieve the goals and objectives may be different.

The group identified ten metrics that need to be revisited, including diversity, which was identified by two presidents and two missing metrics, innovation, and underprepared students. Several presidents also commented on performance-based funding and the need to do a collaborative review with the institutions.

Broad categories emerged as areas of focus in the next Strategic Agenda, and the top four areas were: 1) Affordability/Financial Access, 2) Recruitment, 3) Collaborative, Streamlined Approach, and 4) Technology.

Appendix: Participants

Executive Interviews

Elected and State Officials

Jacqueline Coleman

Lieutenant Governor

Jason Glass

Commissioner of Education

Regina Huff

Representative

Robert Stivers

Senate President

James Tipton

Representative

National Organizations

Jeremy Anderson

Education Commission of the States

Rob Anderson

State Higher Education Executive Officers
Association

Thomas Brock

Community College Research Center

Alex Chough

National Council for Community and Education
Partnerships

Michael Collins

Jobs for the Future

Kim Cook

National College Attainment Network

Matt Gandal

Education Strategy Group

Debra Humphreys

Lumina Foundation

Rebecca Martin

National Association of System Heads

Stephen Pruitt

Southern Regional Education Board

Yolanda Watson Spiva

Complete College America

Henry Stoeber

Association for Governing Boards

Belle Wheelan

Southern Association of Colleges and Schools

Amanda Winters

National Governors Association

University and College Presidents

Neeli Bendapudi

President | University of Louisville

Christopher Brown

President | Kentucky State University

Tim Caboni

President | Western Kentucky University

Eli Capilouto

President | University of Kentucky

Paul Czarapata

Interim President | Kentucky College & Technical
System

Robert Jackson

President | Murray State University

David McFaddin

President | Eastern Kentucky University

Jay Morgan

President | Morehead State University

OJ Oleka

President | Association of Independent Kentucky
Colleges and Universities

Ashish Vaidya

President | Northern Kentucky University

Focus Groups

Rosz Akins	Kim Drummond	Chris Jensen	Darryl Peal
Sarah Ancel	Kim Drummond	Felecia Johnson	Robert Pervine
Courtney Andrews	Jackie Dudley	Faye Jones	Jerry Pogatshnik
Deborah Aparicio	Cami Duffy	Logan Justice	Kristi Putnam
Elizabeth Baker	Mason Dyer	Shauna King-Simms	Missy Ross
LaShawn Barber	Larry Ferguson	Jaqueline Korengal	Lisa Rudzinski
Maria Bella	Wayne Fielder	Dallas Kratzer	Greg Russell
Matt Bergman	Wayne Fielder	Brendan LeHane	Amy Samples
Matt Berry	Renee Fister	Mel Letteer	Jenny Sawyer
Colby Birkes	Mary Fister-Tucker	Sarah Levy	Beverly Schneller
Angela Black	Jim Flynn	Teresa Lindgren	Beverly Schneller
Brigitte Blom Ramsey	Wendell Followell	John Lyons	Scott Secamiglio
Bruce Brooks	Tim Forde	Michael Marshall	Robert Staat
Bruce Brooks	Jennifer Fraker	Tom Martin	Cheryl Stevens
Rochelle Brown	Jennifer Fraker	Stephanie Mayberry	Abigail Stewart
Bonita Brown	Kristina Gamble	Haley McCoy	Bridgett Strickler
Leslie Brown	Victoria Garcia	Shaun McKiernan	Ella Strong
Leslie Brown	Natalie Gibson	Shaun McKiernan	Jen Timmerman
Ilona Burdette	Jessica Gibson	Shannon Means	Tim Todd
Eddie Campbell	Amy Glasscock	Eyouel Mekonnen	Janna Vice
David Carpenter	Bob Goldstein	Luke Mentzer	Reneau Waggoner
Priya Chandrashekhar	Lori Gonzalez	LaKisha Miller	Annie Weber
Penny Christian	Rick Graycerek	Bethany Miller	Gregory Wieland
Doug Cleary	Ryan Green	Shambra Mulder	Jennifer Wies
Roger Cleveland	Mary Gwen Wheeler	Ebony Muldrow	Emily Wiley
Buddy Combs	Amanda Hale	Travis Muncie	Beth Willey
Sara Conwell	Rob Hale	Travis Muncie	Kris Williams
Scott Cook	Mike Hales	Abdou Ndoye	Kris Williams
Laurie Couch	Robert Hayes	Amy Neal	Ralph Wolff
Lisa Cox	Tuesdi Helbig	Laura Negron	Lu Young
Alicia Crouch	Larry Holloway	Aaron Nethery	Noah Young
Tonya Crum	David Horseman	Don Offutt	Melissa Young
Paul Czarapata	David Horseman	Dawn Offutt	Melissa Young
Cody Davidson	Gene Hutchins	Dawn Offutt	Sara Ziegler
Beth Davisson	Ashley Ireland	Perry Papka	
Kim Dolan	Tiffany Jackson	Sue Patrick	

Interviewers/Facilitators

Stefanie Ashley & Sarah Gilbert
Facilitation Center at Eastern Kentucky University

KY COUNCIL ON POSTSECONDARY EDUCATION

TITLE: Report from the Finance Committee

DESCRIPTION: The following is a summary of the Committee's meeting on May 11, 2021.

PRESENTER: Aaron Thompson, CPE President
Lucas Mentzer, CPE Chair

The Finance Committee met on **May 11, 2021** in which the Committee received an update on the funding sources and amounts of all federal coronavirus relief funds, how the campus have utilized the funds and the added related costs and forgone revenue campuses experienced over the last year despite the relief funding. The committee also discussed the distribution of the performance funding dollars for the 2021-22 fiscal year, and staff provided an update on the renegotiation status on interstate tuition reciprocity agreements with Ohio, Indiana and West Virginia.

Staff also presented the tuition and mandatory fee recommendation for academic years 2021-22 and 2022-23. The majority voted in favor of the following motion:

Resident undergraduate tuition and mandatory fee ceilings for academic years 2021-22 and 2022-23 that equate to:

- A maximum base rate increase of no more than 3.0 percent over two years, and a maximum increase of no more than 2.0 percent in any one year, for public research and comprehensive universities.
- A maximum base rate increase of no more than \$5.⁰⁰ per credit hour over two years, and a maximum increase of no more than \$3.⁰⁰ per credit hour in any one year, for students attending KCTCS institutions.

Public institutions may also be allowed to submit for Council review and approval:

- Nonresident undergraduate tuition and fee rates that comply with the Council's *Tuition and Mandatory Fees Policy*, or otherwise adhere to provisions of an existing Memorandum of Understanding between the Council and an institution.
- Market competitive tuition and fee rates for graduate and online courses.

The Finance Committee is also scheduled to meet on **June 23, 2021** and a report and its recommendations will be provided at the June 25 meeting.

KY COUNCIL ON POSTSECONDARY EDUCATION

TITLE: 2021-22 Campus Tuition and Mandatory Fee Proposals

RECOMMENDATION: The Finance Committee recommends the Council approve the tuition and mandatory fee proposals for academic year 2021-22.

PRESENTERS: Lucas Mentzer, CPE Chair and Finance Committee Chair

COMMITTEE REVIEW & APPROVAL

The Finance Committee reviewed and approved the tuition and mandatory fee proposals for academic year 2021-22 at its June 23, 2021 meeting.

EXECUTIVE SUMMARY

On May 13, 2021, the Council on Postsecondary Education approved tuition and mandatory fee ceilings for academic years 2021-22 and 2022-23. Included among parameters adopted at that meeting is a requirement that base rate increases for resident undergraduate students not exceed 2.0% in any one year at the public universities, nor exceed \$3.00 per credit hour in any one year at KCTCS institutions.

Over the past six weeks, the postsecondary institutions submitted tuition and fee proposals for academic year 2021-22 to the Council. The governing board at every institution, with the exception of the University of Louisville's Board of Trustees, has approved proposed tuition and fee charges for their respective institution. The UofL board is expected to approve their institution's proposal on June 24.

Staff has reviewed each institution's proposed 2021-22 tuition and fee charges for every degree level, residency, and attendance status and determined that they comply with Council approved ceilings.

Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and mandatory fee charges for resident undergraduate and graduate students, nonresident undergraduate and graduate students, and on-line learners for academic year 2021-22 as proposed by the institutions and approved by their governing boards.

COUNCIL APPROVED TUITION AND FEE CEILINGS

On May 13, 2021, the Council adopted resident undergraduate tuition and mandatory fee ceilings that equate to:

- a maximum base rate increase of no more than 3.0 percent over two years, and a maximum increase of no more than 2.0 percent in any one year, for public research and comprehensive universities; and
- a maximum base rate increase of no more than \$5.00 per credit hour over two years, and a maximum increase of no more than \$3.00 per credit hour in any one year, for students attending KCTCS institutions.

At that same meeting, it was determined that the public institutions shall be allowed to submit for Council review and approval:

- Nonresident undergraduate tuition and fee rates that comply with the Council's *2021-22 Tuition and Mandatory Fees Policy*, or otherwise adhere to provisions of an existing Memorandum of Understanding between the Council and an institution.
- Market competitive tuition and fee rates for graduate and online courses.

A top priority for the Council in adopting these parameters was keeping tuition and fee increases to a minimum to help students and families who may be struggling financially due to the Coronavirus pandemic. While maintaining affordability was the overriding concern, there was also recognition that small increases in tuition and fees are necessary to help institutions maintain quality academic programs, address inflationary cost increases, and continue making progress toward achieving the state's 60x30 college attainment goal. Toward that end, staff believes the adopted ceilings strike an appropriate balance between resource needs of the institutions and affordability for Kentucky students and families.

As a reminder, the resident undergraduate tuition and fee ceilings approved by the Council apply to each institution's base rate charge. Base rates are defined as total tuition and fee charges, minus any Special Use Fees and Asset Preservation Fees previously approved by the Council, and minus an agency bond fee at KCTCS (i.e., BuildSmart Investment for Kentucky Competitiveness Fee). Council staff deduct these fees from total tuition and fees before applying a percent increase parameter, which keeps the fees at a fixed amount each year until they expire. The paragraphs below contain proposed base rates for academic year 2021-22, current-year base rates, and calculated dollar and percent changes between those rates for each institution.

CAMPUS TUITION AND FEE PROPOSALS

Over the past six weeks, officials from every postsecondary institution submitted to the Council tuition and fee proposals for academic year 2021-22, along with tuition and fee revenue estimates for fiscal years 2020-21 and 2021-22. By the time the Finance Committee of the Council meets on June 23, it is anticipated that the Boards of Trustees or Boards of Regents at every institution will have approved those proposals, with the exception of the University of Louisville, whose board is scheduled to meet on June 24. Staff has reviewed each institution's proposed 2021-22 tuition and fee charges for every degree level, residency, and attendance status and determined that they comply with Council approved ceilings.

University of Kentucky

On June 3, 2021, the University of Kentucky submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2021-22. As can be seen in Table 1, between academic years 2020-21 and 2021-22, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$126.⁰⁰, or 1.0 percent. This increase complies with the Council’s approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rates cannot increase by more than 2.0 percent in any one year at public research and comprehensive universities. The university’s proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

The tuition and fee charges included in UK’s proposal were approved by the university’s Board of Trustees at their June 17 meeting. Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and fee rates as proposed by the University of Kentucky and approved by the university’s governing board.

University of Kentucky Proposed Tuition and Fee Base Rates Academic Year 2021-22				Table 1
<u>Rate Category</u>	<u>Current 2020-21 Base Rates</u>	<u>Proposed 2021-22 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$12,484	\$12,610	\$126	1.0%
Nonresident	\$31,294	\$31,608	\$314	1.0%
Graduate				
Resident	\$13,538	\$13,674	\$136	1.0%
Nonresident	\$33,216	\$33,548	\$332	1.0%
The University of Kentucky does not assess any Special Use Fees or Asset Preservation Fees at this time.				

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

Estimated Tuition Revenue

UK officials estimate that proposed 2021-22 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 \$542.7 million in gross tuition and fee revenue, which is \$19.7 million more than anticipated revenue for the current year (see Attachment B). The university’s E&G fixed costs are projected to increase by \$60.3 million between fiscal

years 2020-21 and 2021-22, which represents an increase of about 4.0 percent over current-year costs.

University of Louisville

On June 18, the University of Louisville submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2021-22. As can be seen in Table 2, between academic years 2020-21 and 2021-22, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$208.⁰⁰, or 1.7 percent. This increase complies with the Council’s approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rates cannot increase by more than 2.0 percent in any one year at public research and comprehensive universities. The university’s proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

The tuition and fee charges included in UofL’s proposal have not been approved by the university’s Board of Trustees. That approval is expected at the board’s June 24 meeting. Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and fee rates as proposed by the University of Louisville, contingent on forthcoming approval by the university’s governing board.

University of Louisville Proposed Tuition and Fee Base Rates Academic Year 2021-22				Table 2
<u>Rate Category</u>	<u>Current 2020-21 Base Rates</u>	<u>Proposed 2021-22 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$11,966	\$12,174	\$208	1.7%
Nonresident	\$28,312	\$28,520	\$208	0.7%
Graduate				
Resident	\$13,260	\$13,524	\$264	2.0%
Nonresident	\$27,374	\$27,638	\$264	1.0%
Base rates for the University of Louisville do not include a Special Use Fee of \$98.00 per semester, or \$196.00 per year.				

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

Estimated Tuition Revenue

UofL officials estimate that their proposed 2021-22 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 \$325.7 million in gross tuition and fee revenue, which is \$5.3 million more than projected for the current year (see Attachment D). The university's E&G fixed costs are projected to increase by \$7.5 million between fiscal years 2020-21 and 2021-22, which represents an increase of about 1.5 percent over current-year costs.

Eastern Kentucky University

On May 27, 2021, Eastern Kentucky University submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2021-22. As can be seen in Table 3, between academic years 2020-21 and 2021-22, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$186.⁰⁰, or 2.0 percent. This increase complies with the Council's approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rates cannot increase by more than 2.0 percent in any one year at public research and comprehensive universities. The university's proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

The tuition and fee charges included in EKU's proposal were approved by the university's Board of Regents at their June 17 meeting. Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and fee rates as proposed by Eastern Kentucky University and approved by the university's governing board.

Eastern Kentucky University Proposed Tuition and Fee Base Rates Academic Year 2021-22				Table 3
<u>Rate Category</u>	<u>Current 2020-21 Base Rates</u>	<u>Proposed 2021-22 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$9,266	\$9,452	\$186	2.0%
Nonresident	\$19,338	\$19,724	\$386	2.0%
Graduate				
Resident	\$550.00	\$550.00	\$0.00	0.0%
Nonresident	\$750.00	\$750.00	\$0.00	0.0%

Base rates for Eastern Kentucky University do not include a Special Use Fee of \$150.00 per semester, or \$300.00 per year, for full-time students, nor do they include an Asset Preservation Fee of \$10.00 per credit hour, capped at 15 credit hours or \$150.00 per semester, or \$300.00 per year, for full-time students.

Attachment E contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate

students, rates for part-time graduate students, and online rates. Staff recommends approval of these additional rates as proposed by the university.

Estimated Tuition Revenue

EKU officials estimate that proposed 2021-22 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 \$140.7 million in gross tuition and fee revenue, which is \$3.8 million more than anticipated revenue for the current year (see Attachment F). The university’s E&G fixed costs are projected to increase by \$5.2 million between fiscal years 2020-21 and 2021-22, which represents an increase of about 2.0 percent over current-year costs.

Kentucky State University

On May 28, 2021, Kentucky State University submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2021-22. As can be seen in Table 4, between academic years 2020-21 and 2021-22, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$0.00, or 0.0 percent (i.e., no increase). This complies with the Council’s approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rates cannot increase by more than 2.0 percent in any one year at public research and comprehensive universities. The university’s proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

The tuition and fee charges included in KSU’s proposal were approved by the university’s Board of Regents at their June 3 meeting. Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and fee rates as proposed by Kentucky State University and approved by the university’s governing board.

Kentucky State University Proposed Tuition and Fee Base Rates Academic Year 2021-22			Table 4	
<u>Rate Category</u>	<u>Current 2020-21 Base Rates</u>	<u>Proposed 2021-22 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$8,500	\$8,500	\$0	0.0%
Nonresident	\$12,350	\$12,350	\$0	0.0%
Graduate				
Resident	\$10,880	\$10,880	\$0	0.0%
Nonresident	\$15,920	\$15,920	\$0	0.0%

Base rates for Kentucky State University do not include an Asset Preservation Fee of \$150.00 per semester, or \$300.00 per year, for full-time students.

Attachment G contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate students, rates for part-time graduate students, and online rates. Staff recommends approval of these additional rates as proposed by the university. Please note that KSU displays mandatory fees separately in Attachment G, however, Council staff included these fees (e.g., Course Materials Fee; Technology Fee; and Safety and Security Fee) in the base rate table (i.e., Table 4).

Estimated Tuition Revenue

KSU officials estimate that proposed 2021-22 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 \$20.8 million in gross tuition and fee revenue, which is \$2.5 million more than anticipated revenue for the current year (see Attachment H). The university’s E&G fixed costs are projected to increase by \$4.4 million between fiscal years 2020-21 and 2021-22, which represents an increase of about 11.0 percent over current-year costs.

Morehead State University

On May 28, 2021, Morehead State University submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2021-22. As can be seen in Table 5, between academic years 2020-21 and 2021-22, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$172.⁰⁰, or 1.9 percent. This increase complies with the Council’s approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rates cannot increase by more than 2.0 percent in any one year at public research and comprehensive universities. The university’s proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

Morehead State University Proposed Tuition and Fee Base Rates Academic Year 2021-22			Table 5	
<u>Rate Category</u>	<u>Current 2020-21 Base Rates</u>	<u>Proposed 2021-22 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>
Undergraduate				
Resident	\$9,038	\$9,210	\$172	1.9%
Nonresident	\$13,624	\$13,854	\$230	1.7%
Graduate				
Resident	\$574.00 pch	\$577.00 pch	\$3.00	0.5%
Nonresident	\$574.00 pch	\$577.00 pch	\$3.00	0.5%

Base rates for Morehead State University do not include a Special Use Fee of \$66.00 per semester, or \$132.00 per year, nor do they include an Asset Preservation Fee of \$60.00 per semester, or \$120.00 per year, for full-time students.
pch = per credit hour

The tuition and fees included in MoSU's proposal were approved by the university's Board of Regents at their June 17 meeting. Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and fee rates as proposed by Morehead State University and approved by the university's governing board.

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

Estimated Tuition Revenue

MoSU officials estimate that proposed 2021-22 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 \$58.2 million in gross tuition and fee revenue, which is \$2.7 million less than anticipated revenue for the current year (see Attachment J). The university's E&G fixed costs are projected to increase by \$1.7 million between fiscal years 2020-21 and 2021-22, which represents an increase of about 2.0 percent over current-year costs.

Murray State University

On May 26, 2021, Murray State University submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2021-22. As can be seen in Table 6, between academic years 2020-21 and 2021-22, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$84.⁰⁰, or 0.9 percent. The undergraduate base rates in Table 6 apply to students who enrolled at MuSU during summer term 2020 or after. See Attachment K for current year and proposed base rates assessed to undergraduate students admitted prior to summer 2016 and assessed to those who enrolled between summer term 2016 and spring 2020. MuSU's proposed base rate increase for resident undergraduate students complies with the Council's approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rates cannot increase by more than 2.0 percent in any one year at public research and comprehensive universities. The university's proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

The tuition and fees included in MuSU's proposal were approved by the university's Board of Regents at their April 23 meeting. Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and fee rates as proposed by Murray State University and approved by the university's governing board.

Attachment K contains additional categories of tuition and fee charges, including proposed per-credit-hour rates for part-time resident and nonresident undergraduate

students, rates for part-time graduate students, and online rates. Staff recommends approval of these additional rates as proposed by the university.

Murray State University Proposed Tuition and Fee Base Rates Academic Year 2021-22				Table 6	
<u>Rate Category</u>	<u>Current 2020-21 Base Rates</u>	<u>Proposed 2021-22 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>	
Undergraduate					
Resident	\$9,168	\$9,252	\$84	0.9%	
Nonresident	\$18,348	\$18,528	\$180	1.0%	
Graduate					
Resident	\$544.00 pch	\$549.00 pch	\$5.00	0.9%	
Nonresident	\$800.00 pch	\$808.00 pch	\$8.00	1.0%	
Base rates for Murray State University do not include an Asset Preservation Fee of \$10.00 per credit hour, capped at 15 hours or \$150.00 per semester, or \$300.00 per year, for full-time comparison (fall and spring semesters only).					
pch = per credit hour					

Estimated Tuition Revenue

MuSU officials estimate that proposed 2021-22 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 \$99.8 million in gross tuition and fee revenue, which is \$1.2 million more than anticipated revenue for the current year (see Attachment L). The university’s E&G fixed costs are projected to increase by \$4.1 million between fiscal years 2020-21 and 2021-22, which represents an increase of about 3.0 percent over current-year costs.

Northern Kentucky University

On May 21, 2021, Northern Kentucky University submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2021-22. As can be seen in Table 7, between academic years 2020-21 and 2021-22, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$100.⁰⁰, or 1.0 percent. This increase complies with the Council’s approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rates cannot increase by more than 2.0 percent in any one year at public research and comprehensive universities. The university’s proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

The tuition and fees included in NKU’s proposal were approved by the university’s Board of Regents at their May 12 meeting. Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and fee rates as proposed by Northern Kentucky University and approved by the university’s governing board.

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

Northern Kentucky University Proposed Tuition and Fee Base Rates Academic Year 2021-22				Table 7	
<u>Rate Category</u>	<u>Current 2020-21 Base Rates</u>	<u>Proposed 2021-22 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>	
Undergraduate					
Resident	\$9,912	\$10,012	\$100	1.0%	
Nonresident	\$19,872	\$20,070	\$198	1.0%	
Graduate					
Resident	\$613.00 pch	\$550.00 pch	(\$63.00)	-10.3%	
Nonresident	\$943.00 pch	\$845.00 pch	(\$98.00)	-10.4%	
Base rates for Northern Kentucky University do not include a Special Use Fee of \$192.00 per semester, or \$384 per year, for full-time students.					
pch = per credit hour					

Estimated Tuition Revenue

NKU officials estimate that proposed 2021-22 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 \$174.0 million in gross tuition and fee revenue, which is \$5.4 million more than anticipated revenue for the current year (see Attachment N). The university's E&G fixed costs are projected to increase by \$12.3 million between fiscal years 2020-21 and 2021-22, which represents an increase of about 6.0 percent over current-year costs.

Western Kentucky University

On May 28, 2021, Western Kentucky University submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2021-22. As can be seen in Table 8, between academic years 2020-21 and 2021-22, the university is proposing to increase its annual base-rate charge for resident undergraduate students by \$190.⁰⁰, or 1.8 percent. This increase complies with the Council's approved ceiling for resident undergraduate tuition and mandatory fees, which stipulates that base rates cannot increase by more than 2.0 percent in any one year at public research and comprehensive universities. The university's proposed tuition and fee charges for nonresident, graduate, and on-line students also adhere to Council parameters.

The tuition and fees included in WKU's proposal were approved by the university's Board of Regents at their June 18 meeting. Staff recommends that the Finance Committee

approve, and endorse to the full Council, tuition and fee rates as proposed by Western Kentucky University and approved by the university's governing board.

Western Kentucky University Proposed Tuition and Fee Base Rates Academic Year 2021-22				Table 8	
<u>Rate Category</u>	<u>Current 2020-21 Base Rates</u>	<u>Proposed 2021-22 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>	
Undergraduate					
Resident	\$10,602	\$10,792	\$190	1.8%	
Nonresident	\$26,296	\$26,800	\$504	1.9%	
Graduate					
Resident	\$597.00 pch	\$597.00 pch	\$0.00	0.0%	
Nonresident	\$907.00 pch	\$907.00 pch	\$0.00	0.0%	
<p>Base rates for Western Kentucky University do not include a Special Use Fee of \$100.00 per semester, or \$200.00 per year, for full-time students. The fee is also assessed at \$10.00 per credit hour for graduate and part-time students.</p> <p>pch = per credit hour</p>					

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

Estimated Tuition Revenue

WKU officials estimate that proposed 2021-22 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 \$161.3 million in gross tuition and fee revenue, which is \$2.0 million more than anticipated revenue for the current year (see Attachment P). The university's E&G fixed costs are projected to increase by \$4.3 million between fiscal years 2020-21 and 2021-22, which represents an increase of about 2.0 percent over current-year costs.

Kentucky Community and Technical College System

On May 26, 2021, the Kentucky Community and Technical College System submitted a proposal to the Council, containing planned tuition and mandatory fee charges for academic year 2021-22. As can be seen in Table 9 below, between academic years 2020-21 and 2021-22, the system is proposing to increase its annual base-rate charge for resident students by \$0.⁰⁰, or 0.0 percent (i.e., no increase). This complies with the Council's approved ceiling for resident tuition and mandatory fees, which stipulates that base rates cannot increase by more than \$3.00 in any one year at KCTCS institutions.

The system’s proposed tuition and fee charges for nonresident and on-line students also adhere to Council parameters.

The tuition and fees included in KCTCS’s proposal were approved by the system’s Board of Regents at their June 11 meeting. Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and fee rates as proposed by the Kentucky Community and Technical College System and approved by the system’s governing board.

Kentucky Community and Technical College System					Table 9
Proposed Tuition and Fee Base Rates					
Academic Year 2021-22					
<u>Rate Category</u>	<u>Current 2020-21 Base Rates</u>	<u>Proposed 2021-22 Base Rates</u>	<u>Dollar Change</u>	<u>Percent Change</u>	
Resident					
Per Credit Hour	\$179 pch	\$179 pch	\$0	0.0%	
30 Credit Hours	\$5,370	\$5,370	\$0	0.0%	
Nonresident					
Per Credit Hour	\$358 pch	\$358 pch	\$0	0.0%	
30 Credit Hours	\$10,740	\$10,740	\$0	0.0%	
Base rates for KCTCS do not include an \$8.00 per credit hour BuildSmart Investment for Kentucky Competitiveness Fee.					

Attachment Q contains additional tuition and fees, including per-credit-hour rates for students from non-resident – contiguous counties, rates for other nonresident students, online rates, and rates for dual-credit students. Attachment Q shows 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 rates as proposed by KCTCS.

Estimated Tuition Revenue

KCTCS officials estimate that proposed 2021-22 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 \$241.4 million in gross tuition and fee revenue, which is \$13.1 million more than anticipated revenue for the current year (see Attachment R). The system’s E&G fixed costs are projected to increase by \$19.1 million between fiscal years 2020-21 and 2021-22, which represents an increase of about 3.0 percent over current year costs.

STAFF RECOMMENDATION

Council staff has reviewed the tuition and mandatory fee proposals for academic year 2021-22 received from every postsecondary institution and determined that they comply with the resident undergraduate tuition and fee ceilings for research and comprehensive universities

and KCTCS institutions adopted by the Council at their May 13 meeting. In addition, staff determined that proposed prices for nonresident undergraduate students adhere to provisions of the Council's *2021-22 Tuition and Mandatory Fee Policy*, or a previously approved Memorandum of Understanding between the Council and an institution. Finally, proposed tuition and fee charges for graduate and on-line students also adhere to Council parameters.

Staff recommends that the Finance Committee approve, and endorse to the full Council, tuition and mandatory fee charges for resident undergraduate and graduate students, nonresident undergraduate and graduate students, and on-line learners for academic year 2021-22 as proposed by the institutions.

Since the Board of Trustees at the University of Louisville is not expected to approve that institution's tuition and fee proposal until their June 24 meeting, staff recommends that the Finance Committee approve tuition and fee rates as proposed by the University of Louisville, contingent on forthcoming approval by the university's governing board.

**Proposed 2021-22 Tuition and Mandatory Fee Charges
University of Kentucky**

Category	Fall 2021	Spring 2022	Annual 2021-22	Summer and Winter Terms 2022	Full Programs
<i>Undergraduate</i>					
Resident					
Full-time (12 credit hours and above)	\$ 6,305.00	\$ 6,305.00	\$ 12,610.00		
Per Credit Hour	\$ 512.50	\$ 512.50		\$ 512.50	
Nonresident					
Full-time (12 credit hours and above)	\$ 15,804.00	\$ 15,804.00	\$ 31,608.00		
Per Credit Hour	\$ 1,303.50	\$ 1,303.50		\$ 1,303.50	
UK Online Campus (Per Credit Hour)*	\$ 582.00	\$ 582.00		\$ 582.00	
Active Military (Per Credit Hour)	\$ 295.50	\$ 295.50		\$ 295.50	
Global ESL Pathway Program					
Resident	\$ 6,305.00	\$ 6,305.00	\$ 12,610.00	\$ 512.50	
Nonresident	\$ 15,804.00	\$ 15,804.00	\$ 31,608.00	\$ 1,303.50	
Global Wildcats (Per Credit Hour)	\$ 582.00	\$ 582.00		\$ 582.00	
UK Next Generation Dual Credit (Per Credit Hour)	TBD	TBD		TBD	
<i>Graduate**</i>					
Resident					
Full-time	\$ 6,837.00	\$ 6,837.00	\$ 13,674.00		
Per Credit Hour	\$ 742.00	\$ 742.00		\$ 742.00	
Enrolled in Distance Education Courses Only	\$ 6,291.00	\$ 6,291.00	\$ 12,582.00	\$ 700.50	
Nonresident					
Full-time	\$ 16,774.00	\$ 16,774.00	\$ 33,548.00		
Per Credit Hour	\$ 1,846.00	\$ 1,846.00		\$ 1,846.00	
Enrolled in Distance Education Courses Only	\$ 6,291.00	\$ 6,291.00	\$ 12,582.00	\$ 700.50	
<i>Master or Graduate Certificate, Health Professional</i>					
Resident					
Full-time	\$ 7,368.00	\$ 7,368.00	\$ 14,736.00		
Per Credit Hour	\$ 800.50	\$ 800.50		\$ 800.50	
Nonresident					
Full-time	\$ 17,392.00	\$ 17,392.00	\$ 34,784.00		
Per Credit Hour	\$ 1,914.50	\$ 1,914.50		\$ 1,914.50	
<i>Master or Graduate Certificate, Professional</i>					
Resident					
Full-time	\$ 7,170.00	\$ 7,170.00	\$ 14,340.00		
Per Credit Hour	\$ 778.00	\$ 778.00		\$ 778.00	
Nonresident					
Full-time	\$ 17,163.00	\$ 17,163.00	\$ 34,326.00		
Per Credit Hour	\$ 1,889.00	\$ 1,889.00		\$ 1,889.00	
<i>Professional Practice Doctoral</i>					
Resident					
Full-time	\$ 8,930.00	\$ 8,930.00	\$ 17,860.00		
Per Credit Hour	\$ 974.00	\$ 974.00		\$ 974.00	
Nonresident					
Full-time	\$ 23,200.00	\$ 23,200.00	\$ 46,400.00		
Per Credit Hour	\$ 2,560.00	\$ 2,560.00		\$ 2,560.00	
<i>College Specific Graduate Degrees & Certificates</i>					
College of Education					
Master of Education in Educational Leadership					
Education Specialist in Teacher Leadership					
Education Specialist in Principal Preparation					
Superintendent Certification Program					
Graduate Certificate in Leadership for Deeper Learning					
Graduate Certificate in Instructional Coaching					
Graduate Certificate in School Technology Leadership					
Graduate Certificate in Executive Education Leadership					
Resident and Non-Resident, Per Credit Hour	\$ 607.00	\$ 607.00		\$ 607.00	

**Proposed 2021-22 Tuition and Mandatory Fee Charges
University of Kentucky**

<i>Category</i>	Fall 2021	Spring 2022	Annual 2021-22	Summer and Winter Terms 2022	Full Programs
College of Medicine					
Master of Forensic Toxicology and Analytical Genetics Resident and Non-Resident, Per Credit Hour	\$ 991.50	\$ 991.50		\$ 991.50	
College of Public Health					
Master of Public Health, Online Resident and Non-Resident, Per Credit Hour	\$ 715.50	\$ 715.50		\$ 715.50	
Gatton College of Business and Economics					
Master of Science in Finance Resident, Per Credit Hour Only	\$ 934.00	\$ 934.00		\$ 934.00	
Nonresident, Per Credit Hour Only	\$ 1,309.00	\$ 1,309.00		\$ 1,309.00	
Master of Science in Marketing					
Master of Science in Strategic Human Resource Management and Analytics					
Master of Science in Supply Chain Management					
Graduate Certificate in Human Resource Management Resident, Per Credit Hour Only	\$ 890.33	\$ 890.33		\$ 890.33	
Nonresident, Per Credit Hour Only	\$ 1,223.67	\$ 1,223.67		\$ 1,223.67	
<i>Dentistry</i>					
Resident			\$ 35,937.00		
Nonresident			\$ 77,450.00		
<i>Reduced Curriculum load</i>					
Resident			\$ 18,738.00		
Nonresident			\$ 39,494.00		

**Proposed 2021-22 Tuition and Mandatory Fee Charges
University of Kentucky**

<i>Category</i>	Fall 2021	Spring 2022	Annual 2021-22	Summer and Winter Terms 2022	Full Programs
<i>Doctor of Pharmacy</i>					
Resident			\$ 28,907.00		
Nonresident			\$ 54,222.00		
<i>Reduced curriculum load</i>					
Resident			\$ 15,223.00		
Non-Resident			\$ 27,880.00		
<i>Doctorate of Physical Therapy</i>					
Resident			\$ 22,203.00		
Nonresident			\$ 45,510.00		
<i>Reduced curriculum load</i>					
Resident			\$11,871.00		
Non-Resident			\$23,524.00		
<i>Law</i>					
Resident			\$ 25,218.00		
Nonresident			\$ 51,374.00		
<i>Reduced curriculum load</i>					
Resident			\$ 13,378.00		
Non-Resident			\$ 26,456.00		
<i>Medicine</i>					
<i>Students - entering class of fall 2017</i>					
Resident			\$ 38,472.00		
Nonresident			\$ 68,000.00		
<i>Students - entering class of fall 2018</i>					
Resident			\$ 38,920.00		
Nonresident			\$ 69,648.00		
<i>Students - entering class of fall 2019</i>					
Resident			\$ 40,042.00		
Nonresident			\$ 72,373.00		
<i>Students - entering class of fall 2020</i>					
Resident			\$ 40,462.00		
Nonresident			\$ 73,854.00		
<i>Students - entering class of fall 2021</i>					
Resident			\$ 40,866.00		
Nonresident			\$ 74,592.00		
<i>Reduced Curriculum load</i>					
Resident			\$ 21,202.00		
Nonresident			\$ 38,065.00		
<i>Master of Science in Accounting</i>					
Resident			\$ 22,984.00		
Nonresident			\$ 31,440.00		
<i>Reduced Curriculum load</i>					
Resident			\$8,687.00		
Nonresident			\$11,506.00		

**Proposed 2021-22 Tuition and Mandatory Fee Charges
University of Kentucky**

Category	Fall 2021	Spring 2022	Annual 2021-22	Summer and Winter Terms 2022	Full Programs
<i>Master of Business Administration (MBA)</i>					
<i>One-Year, Full-Time</i>					
Resident					\$ 36,145.00
Nonresident					\$ 42,744.00
<i>Professional Evening Two-Years (full-time)</i>					
Students - entering classes of Fall 2020					
Resident					\$ 36,927.00
Nonresident					\$ 43,453.00
Students - entering classes of Fall 2021					
Resident					\$ 37,284.00
Nonresident					\$ 43,875.00
<i>Professional Evening Three-Years (part-time)</i>					
Students - entering classes of Fall 2019					
Resident					\$ 35,925.00
Nonresident					\$ 41,993.00
Students - entering classes of Fall 2020					
Resident					\$ 36,301.00
Nonresident					\$ 42,828.00
Students - entering classes of Fall 2021					
Resident					\$ 36,644.00
Nonresident					\$ 43,236.00

*Fully online certificates and degree programs (i.e., Internet, web-based) are only offered through UKOnline. Undergraduate students enrolled only in an UKOnline certificate or degree program are assessed the Undergraduate Online Learning Tuition Rate for all credit hours. There is no full-time tuition cap for UKOnline undergraduate certificate and degree programs. The Undergraduate Online Learning Tuition Rate is the same for resident and non-resident undergraduate students.

**Graduate students enrolled exclusively in courses offered through distance learning are assessed tuition using the applicable resident rate, regardless of residency status. Distance learning courses include delivery modes of fully online (i.e., Internet, web-based), hybrid, off-campus, TV, and compressed video.

ATTACHMENT B

**Estimated 2021-22 Gross Tuition and Mandatory Fee Revenue
University of Kentucky**

<i>Category</i>	Estimated 2020-21	Estimated 2021-22
<i>Undergraduate</i>		
Resident	\$ 145,454,800	\$ 158,317,696
Nonresident	168,842,641	173,121,511
<i>Graduate</i>		
Resident	26,260,050	22,607,223
Nonresident	44,542,828	43,274,554
<i>First-Professional</i>		
Resident	50,981,050	52,935,678
Nonresident	28,435,500	29,687,840
<i>Online*</i>	25,250,000	27,217,510
<i>Mandatory Fees**</i>	33,232,600	35,565,100
<i>Total</i>	\$ 522,999,469	\$ 542,727,112

*Tuition revenue from online undergraduate, graduate and professional course offerings is not separately recorded. Graduate and professional students enrolled in only distance learning courses are assessed the Kentucky resident rate regardless of residency status.

**Mandatory fees are not separately recorded in Undergraduate, Graduate and First-Professional classifications.

Proposed 2021-22 Tuition and Mandatory Fee Charges
University of Louisville

<i>Category</i>	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022
<i>Undergraduate (applies to in-person and online courses; excluding online programs)</i>				
Resident				
Full-time (12 credit hours and above)	\$ 6,087	\$ 6,087	\$ 12,174	\$ 6,087
Per Credit Hour	508	508		508
Nonresident				
Full-time (12 credit hours and above)	14,260	14,260	28,520	14,260
Per Credit Hour	1,189	1,189		1,189
Special Fort Knox Rate				
Per Credit Hour (includes online courses)	250	250		250
<i>Graduate (applies to in-person and online courses; excluding online programs)</i>				
Resident				
Full-time	6,762	6,762	13,524	6,762
Per Credit Hour	752	752		752
Nonresident				
Full-time	13,819	13,819	27,638	13,819
Per Credit Hour	1,536	1,536		1,536
Graduate - Equine Graduate Certificate	800	800		800
Doctor of Nursing Practice (new)	875	875		875
Activity Duty Military				
Per Credit Hour	250	250		250
Master's of Engineering in Engineering Management	690	690		690
Franchise Management Certificate	600	600		600
Distilled Spirits Certificate	600	600		600
Equine Certificate	600	600		600
<i>Distance Education (per credit hour)</i>				
Undergraduate	508	508		508
Undergraduate - RN to Bachelor of Science in Nursing	375	375		375
CBE-Healthcare Leadership	508	508		508
Graduate	752	752		752
Graduate - MS in Health Administration	465	465		465
Graduate - Urban Planning & Public Admin	923	923		923
Graduate - Advanced Educator Preparation	564	564		564
Graduate - Distilled Spirits Certificate	800	800		800
Graduate - Equine Graduate Certificate	800	800		800
Graduate - Managerial Analytics Certificate	800	800		800
Graduate - Horse Racing Industry Certificate	800	800		800
Graduate - Franchise Management Certificate	800	800		800
Law, full-time	1,131	1,131		1,131
Law, part-time	941	941		941
<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>Dual MBA</i>				
Resident - 13 month program				
Full-time	8,667	8,667	26,600	8,667
Nonresident - 13 month program				
Full-time	8,667	8,667	26,600	8,667

**Proposed 2021-22 Tuition and Mandatory Fee Charges
University of Louisville**

<i>Category</i>	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022
<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>Global MBA</i>				
Resident - 4 semesters				
Full-time	9,250	9,250	37,000	9,250
Nonresident - 4 semesters				
Full-time	9,250	9,250	37,000	9,250
<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	8,333	8,333	25,000	8,333
Nonresident - 3 consecutive semesters including summer terms				
Full-time	8,333	8,333	25,000	8,333
<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>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>Principal Preparator</i>				
Per credit hour	500	500		500
<i>M.S. in Human Resources and Organization Development</i>				
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	7,662	7,662	15,324	7,662
Nonresident				
Full-time	14,719	14,719	29,438	14,719
<i>Advanced Educator Preparation Master's and Graduate Programs</i>				
Resident				
Full-time	5,071	5,071	10,142	5,071
Per Credit Hour	564	564		564
Nonresident				
Full-time	10,364	10,364	20,728	10,368
Per Credit Hour	1,152	1,152		1,152

**Proposed 2021-22 Tuition and Mandatory Fee Charges
University of Louisville**

<i>Category</i>	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022
<i>Law</i>				
Resident				
Full-time	11,899	11,899	23,798	11,899
Per Credit Hour	1,190	1,190		1,190
Nonresident (AY 20-21 and AY 21-22 students)				
Full-time	14,474	14,474	28,948	14,474
Per Credit Hour	1,448	1,448		1,448
Nonresident (returning students 3L)				
Full-time	21,258	21,258	42,516	21,258
Per Credit Hour	2,126	2,126		2,126
<i>Medicine</i>				
Resident	21,305	21,305	42,610	N/A
Nonresident	32,399	32,399	64,798	N/A
<i>Dentistry</i>				
Resident	18,121	18,121	36,242	N/A
Nonresident	37,804	37,804	75,608	N/A
Special Use Fee	98	98	196	98
Doctoral / Masters Candidacy	1,503	1,503	3,006	1,503

**Certificate Program in Accounting * program changed pricing to follow UG tuition rates*

ATTACHMENT D

Estimated 2021-22 Gross Tuition and Mandatory Fee Revenue University of Louisville

<i>Category</i>	Estimated 2020-21	Estimated 2021-22
<i>Undergraduate</i>		
Resident	127,860,538	130,045,351
Nonresident	45,196,279	45,968,569
Online	9,993,183	10,163,941
<i>Graduate</i>		
Resident	27,297,409	24,622,285
Nonresident	5,715,687	5,254,390
Online	10,410,077	10,182,795
<i>First-Professional</i>		
Resident	31,921,145	31,205,937
Nonresident	34,338,855	38,540,722
Other Tuition	18,802,238	19,876,015
Mandatory Fees	6,089,535	6,451,620
Student Recreation Center Special Use Fee	2,836,791	3,420,000
<i>Total</i>	<u><u>\$ 320,461,737</u></u>	<u><u>\$ 325,731,625</u></u>

**Proposed 2021-22 Tuition and Mandatory Fee Charges
Eastern Kentucky University**

<i>Category</i>	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022	Winter 2021
<i>Undergraduate</i>					
Resident					
Full-time (12 credit hours and above)	\$ 4,726	\$ 4,726	\$ 9,452		
Per Credit Hour	394	394		394	394
Nonresident					
Full-time (12 credit hours and above)	9,862	9,862	\$ 19,724		
Per Credit Hour	822	822		429	429
Nonresident - Targeted Areas					
Full-time					
Per Credit Hour					
Online (traditional resident) Per Credit Hour	394	394	394	394	394
Online Programs					
General Education	417	417	417	417	417
Child and Family Studies	417	417	417	417	417
Corrections and Juvenile Justice	417	417	417	417	417
Emergency Medical Care	417	417	417	417	417
Fire Arson Explosion Investigation	417	417	417	417	417
Fire Protection Administration Online	417	417	417	417	417
Fire Protection and Safety Engineering Technology	417	417	417	417	417
Homeland Security	417	417	417	417	417
Occupational Safety	417	417	417	417	417
Paralegal	417	417	417	417	417
Police Studies	417	417	417	417	417
Political Science	417	417	417	417	417
Psychology	417	417	417	417	417
RN to BSN	460	460	460	460	460
Other Online Program					

**Proposed 2021-22 Tuition and Mandatory Fee Charges
Eastern Kentucky University**

<i>Category</i>	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022	Winter 2021
<i>Graduate - Master's</i>					
Resident					
Full-time					
Per Credit Hour	550	550	550	550	550
Nonresident					
Full-time					
Per Credit Hour	750	750	750	750	750
M.S. Athletic Training, Resident/Nonresident	550	550	550	550	550
Online (non-program) Per Credit Hour	417	417	417	417	417
<i>Online Programs (per credit hour)</i>					
College of Letters, Arts and Social Sciences (CLASS)					
M.S. in General Psychology - ABA Concentration	662	662	662	662	662
All other eCampus CLASS programs	611	611	611	611	611
College of Science					
College of Education - Mental Health Counseling	510	510	510	510	510
College of Education - Human Services: Student Personnel	510	510	510	510	510
College of Education - Communication Disorders	510	510	510	510	510
College of Education - Ed.D.	510	510	510	510	510
College of Education - MAT Traditional	510	510	510	510	510
College of Education - All Other Programs	395	395	395	395	395
College of Business and Technology					
M.B.A.	662	662	662	662	662
College of Health Sciences					
College of Justice and Safety	611	611	611	611	611
<i>Graduate - Doctorate (per credit hour)</i>					
Doctorate in Education	575	575	575	575	575
Doctorate Nursing Practice	675	675	675	675	675
Doctorate in Occupational Therapy	675	675	675	675	675
Doctorate in Psychology	675	675	675	675	675
<i>EKU Now (High School)</i>					
Per Credit Hour	TBD	TBD	TBD	TBD	TBD

ATTACHMENT F

Estimated 2021-22 Gross Tuition and Mandatory Fee Revenue Eastern Kentucky University

<i>Category</i>	Estimated 2020-21	Estimated 2021-22
<i>Undergraduate</i>		
Resident		
Fall	\$ 34,078,200	\$ 34,185,400
Spring	\$ 29,423,800	\$ 28,569,400
Summer	\$ 1,985,100	\$ 3,135,200
Nonresident		
Fall	\$ 8,745,600	\$ 10,534,600
Spring	\$ 7,698,400	\$ 9,347,400
Summer	\$ 323,100	\$ 475,000
Online Courses*		
Fall	\$ 717,500	\$ -
Spring	\$ 748,900	\$ -
Summer	\$ 2,579,600	\$ -
Winter	\$ 215,000	\$ 1,111,600
Online Programs		
Fall	\$ 8,599,100	\$ 10,107,800
Spring	\$ 8,961,000	\$ 10,226,100
Summer	\$ 2,898,600	\$ 3,164,400
<i>Graduate - Master's</i>		
Resident		
Fall	\$ 2,537,500	\$ 3,089,300
Spring	\$ 2,331,700	\$ 3,007,300
Summer	\$ 916,700	\$ 1,297,200
Nonresident		
Fall	\$ 517,900	\$ 797,700
Spring	\$ 494,200	\$ 759,300
Summer	\$ 69,000	\$ 77,600
Online Courses*		
Fall	\$ 369,900	\$ -
Spring	\$ 326,700	\$ -
Summer	\$ 963,700	\$ -
Winter	\$ 2,900	\$ 64,900
Online Programs		
Fall	\$ 4,788,300	\$ 4,735,300
Spring	\$ 4,866,300	\$ 4,773,100
Summer	\$ 3,054,100	\$ 3,133,400

<i>Graduate - Doctorate</i>			
Resident			
Fall	\$	524,700	\$ 521,300
Spring	\$	500,600	\$ 490,400
Summer	\$	256,800	\$ 239,100
Nonresident			
Fall	\$	28,000	\$ 27,400
Spring	\$	26,000	\$ 25,800
Summer	\$	13,000	\$ 12,600
Online Programs			
Fall	\$	305,800	\$ 318,000
Spring	\$	353,000	\$ 232,000
Summer	\$	169,400	\$ 309,300
<i>Special Use Fee</i>	\$	3,925,800	\$ 3,645,000
<i>Asset Preservation Fee</i>	\$	2,585,000	\$ 2,285,000
		<u>\$ 136,900,900</u>	<u>\$ 140,697,900</u>

*Fall-Spring-Summer is merging with the section below based on the combining of these offerings into eCampus.

Proposed 2021-22 Tuition and Mandatory Fee Charges Kentucky State University

<i>Category</i>	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022
<i>Undergraduate</i>				
Resident				
Full-time (15 credit hours)*	3,850	3,850	7,700	
Per Credit Hour**	325	325		125
Nonresident				
Full-time (15 credit hours)*	5,775	5,775	11,550	
Per Credit Hour**	488	488		125
Nonresident-Destiny (Targeted States)				
Full-time (15 credit hours)*	5,775	5,775	11,550	
Per Credit Hour**	488	488		125
Nonresident-Legacy				
Full-time*	5,775	5,775	11,550	
Per Credit Hour**	488	488		125
Online Programs				
Per Credit Hour**				
<i>Graduate</i>				
Resident				
Full-time*	5,040	5,040	10,080	
Per Credit Hour**	420	420		420
Nonresident				
Full-time*	7,560	7,560	15,120	
Per Credit Hour**	630	630		630
Online Programs				
Per Credit Hour**	500	500		500

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

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

ATTACHMENT H

Estimated 2021-22 Gross Tuition and Mandatory Fee Revenue Kentucky State University

<i>Category</i>	Estimated 2020-21	Estimated 2021-22
<i>Undergraduate</i>		
Resident	\$ 5,598,524	\$ 6,650,000
Nonresident	9,225,195	\$ 10,478,000
Online	1,281,300	\$ 1,300,000
<i>Graduate</i>		
Resident	741,890	\$ 789,000
Nonresident	183,035	\$ 195,000
Online	635,550	\$ 669,000
<i>Summer</i>	618,908	\$ 685,000
<i>Total</i>	<u>\$ 18,284,402</u>	<u>\$ 20,766,000</u>

**Proposed 2021-22 Tuition and Mandatory Fee Charges
Morehead State University**

<i>Category</i>	Fall 2021	Spring 2022	Annual 2021-22	Winter & Summer 2022
<i>Undergraduate</i>				
Resident				
Full-time	4,605	4,605	9,210	-
Per Credit Hour	386	386	-	386
Nonresident				
Full-time	6,927	6,927	13,854	-
Per Credit Hour	579	579	-	579
International				
Full-time	11,571	11,571	23,142	-
Per Credit Hour	966	966	-	966
<i>Graduate</i>				
Resident				
Full-time	-	-	-	-
Per Credit Hour	577	577	-	577
Volgenau College of Education (600-level) Per Credit Hour	386	386	-	386
Nonresident				
Full-time	-	-	-	-
Per Credit Hour	577	577	-	577
International				
Full-time	-	-	-	-
Per Credit Hour	577	577	-	577
<hr/>				
Asset Preservation Fee				
Full-time	60	60	120	-
Per Credit Hour	5	5	-	5
Special Use Fee				
Full-time	66	66	132	-
Per Credit Hour	5	5	-	5

ATTACHMENT J

**Estimated 2021-22 Gross Tuition and Mandatory Fee Revenue
Morehead State University**

<i>Category</i>	Estimated 2020-21	Estimated 2021-22
<i>Undergraduate</i>		
Resident	43,722,789	42,014,947
Nonresident	8,670,349	8,839,119
International	1,493,138	652,629
 <i>Graduate</i>		
Resident	4,466,546	4,269,605
Nonresident	911,581	918,608
International	142,257	115,520
 Asset Preservation Fee	 704,899	 650,000
 Special Use Fee	 785,566	 778,272
 Total	\$ 60,897,124	\$ 58,238,700

Proposed 2021-22 Tuition and Mandatory Fee Charges
Murray State University

Category	UNDERGRADUATE STUDENTS											
	Students beginning prior to Summer 2016				Students admitted Summer 2016 to Spring 2020				Students admitted Summer 2020 and after			
	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022
<i>Undergraduate</i>												
Resident												
Full-time (up to 15 hours)	4,380.00	4,380.00	8,760.00		4,626.00	4,626.00	9,252.00		4,626.00	4,626.00	9,252.00	
Per Credit Hour	365.00	365.00		365.00	385.50	385.50		385.50	385.50	385.50		385.50
(Online Courses Resident) Per Credit Hour	365.00	365.00		365.00	385.50	385.50		385.50	385.50	385.50		385.50
Nonresident*												
Full-time (up to 15 hours)	11,916.00	11,916.00	23,832.00		12,516.00	12,516.00	25,032.00					
Per Credit Hour	993.00	993.00		993.00	1,043.00	1,043.00		1,043.00				1,043.00
(Online Courses Nonresident) Per Credit Hour	993.00	993.00		993.00	1,043.00	1,043.00		1,043.00				1,043.00
Regional/Nonresident*												
Full-time (up to 15 hours)	11,916.00	11,916.00	23,832.00		9,264.00	9,264.00	18,528.00		9,264.00	9,264.00	18,528.00	
Per Credit Hour	993.00	993.00		993.00	772.00	772.00		772.00	772.00	772.00		772.00
(Online Courses Regional) Per Credit Hour	993.00	993.00		993.00	772.00	772.00		772.00	772.00	772.00		772.00
Programs that are 100% online	385.50	385.50		385.50	385.50	385.50		385.50	385.50	385.50		385.50

*All nonresident students admitted Summer 2020 and after are charged the regional/nonresident rate.

Proposed 2021-22 Tuition and Mandatory Fee Charges
Murray State University

	All Graduate Students			
	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022
<i>Graduate-All programs not defined below</i>				
Resident	549.00	549.00		549.00
Per Credit Hour				
Nonresident				
Per Credit Hour	808.00	808.00		808.00
Regional				
Per Credit Hour	549.00	549.00		549.00
Online Per Credit Hour, regardless of residency	549.00	549.00		549.00
<i>Graduate-Education</i>				
Resident				
Per Credit Hour	378.50	378.50		378.50
Nonresident				
Per Credit Hour	808.00	808.00		808.00
Regional				
Per Credit Hour	549.00	549.00		549.00
Online Per Credit Hour, regardless of residency	549.00	549.00		549.00
<i>Graduate-below programs</i>				
Occupational Therapy				
Speech-Language Pathology				
Applied Engineering and Technology Management				
Resident				
Per Credit Hour	606.00	606.00		606.00
Nonresident				
Per Credit Hour	808.00	808.00		808.00
Regional				
Per Credit Hour	606.00	606.00		606.00
Online Per Credit Hour, regardless of residency	549.00	549.00		549.00

**Proposed 2021-22 Tuition and Mandatory Fee Charges
Murray State University**

Graduate-below programs

Master of Business Administration
Master of Science Cybersecurity Management
Master of Science Mass communications with a Concentration in Public Relations
Master of Science in Information Systems with a Concentration in Business Analytics

Oncampus and Online Per Credit Hour, regardless of residency	538.00	538.00	538.00
---	--------	--------	--------

Graduate-below programs

Master of Public Administration

Oncampus and Online Per Credit Hour, regardless of residency	419.00	419.00	419.00
---	--------	--------	--------

Doctor of Education

Per Credit Hour, regardless of residency	595.50	595.50	595.50
Online Per Credit Hour, regardless of residency	549.00	549.00	549.00

Doctor of English

Per Credit Hour, regardless of residency	595.50	595.50	595.50
Online Per Credit Hour, regardless of residency	549.00	549.00	549.00

Doctor of Nursing Practice - Nursing

Per Credit Hour, regardless of residency	595.50	595.50	595.50
Online Per Credit Hour, regardless of residency	549.00	549.00	549.00

Doctor of Nursing Practice - Family Nurse Practitioner

Per Credit Hour, regardless of residency	595.50	595.50	595.50
Online Per Credit Hour, regardless of residency	549.00	549.00	549.00

Doctor of Nursing Practice - Nurse Anesthetist

Per Credit Hour, regardless of residency	707.00	707.00	707.00
Online Per Credit Hour, regardless of residency	549.00	549.00	549.00

Notes:

- (a) 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 L

Estimated 2021-22 Gross Tuition and Mandatory Fee Revenue Murray State University

<u>Category</u>	<u>Estimated 2020-21</u>	<u>Estimated 2021-22</u>
<i>Undergraduate</i>		
Resident	\$ 41,351,335	\$ 41,859,211
Nonresident	42,852,168	43,378,478
Online	(a) 687,682	696,128
<i>Graduate</i>		
Resident	2,988,565	3,025,271
Nonresident	2,696,875	2,729,998
Online	5,423,856	5,490,472
<i>Doctoral</i>		
Resident	558,369	565,227
Nonresident	432,529	437,841
Online	1,644,311	1,664,506
Total	<u><u>\$ 98,635,689</u></u>	<u><u>\$ 99,847,131</u></u>

- (a) Revenues from online courses, unless the programs are fully online, are not tracked by MuSU since online courses are available as part of the full-time 15 hour cap. Online courses that are not specific to fully online programs are included in the Resident and Nonresident amounts.

**Proposed 2021-22 Tuition and Mandatory Fee Charges
Northern Kentucky University**

	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022	Winter 2021
<i>Undergraduate</i>					
Credit Hour (1-11, 17+ hours)					
Resident, Ohio Reciprocity, Indiana Rate	\$417	\$417	N/A	\$417	\$417
Metro (returning)	\$631	\$631	N/A	\$631	\$631
Nonresident	\$836	\$836	N/A	\$836	\$836
Online (accelerated and all other)	\$452	\$452	N/A	\$452	\$452
RN-BSN Online Partner (Note 1)	\$330	\$330	N/A	\$330	\$330
School Based Scholars (Note 2)	\$72	\$72	N/A	\$72	\$72
Full-Time 12-16 Hours (Semester)					
Resident, Ohio Reciprocity, Indiana Rate	\$5,006	\$5,006	\$10,012	N/A	N/A
Metro (returning)	\$7,575	\$7,575	\$15,150	N/A	N/A
Nonresident	\$10,035	\$10,035	\$20,070	N/A	N/A
<i>Graduate and Doctorate</i>					
Graduate					
Credit Hour					
Resident	\$550	\$550	N/A	\$550	\$550
Ohio/Indiana	\$670	\$670	N/A	\$670	\$670
Nonresident	\$845	\$845	N/A	\$845	\$845
Online	\$653	\$653	N/A	\$653	\$653
COI- MHI- accelerated online	\$520	\$520	N/A	\$520	\$520
COI - M.S. Cybersecurity	\$460	\$460	N/A	\$460	\$460
Education Masters					
Credit Hour					
Master of Arts in Education	\$400	\$400	N/A	\$400	\$400
Master of Arts in Education - accelerated online	\$400	\$400	N/A	\$400	\$400
Alternative Certification in Special Education- accelerated online	\$400	\$400	N/A	\$400	\$400
Master of Arts in Teaching - accelerated online	\$400	\$400	N/A	\$400	\$400
MAED: Teacher as Leader - Great 8 Cohort	\$351	\$351	N/A	\$351	\$351
Education Post Masters					
Credit Hour					
Education Specialist T & L - accelerated online	\$400	\$400	N/A	\$400	\$400
Education Specialist - other than accelerated online	\$400	\$400	N/A	\$400	\$400
Graduate certifications/Rank I	\$400	\$400	N/A	\$400	\$400
Education Doctorate					
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					
Credit Hour					
Resident	\$565	\$565	N/A	\$565	\$565
Ohio/Indiana	\$664	\$664	N/A	\$664	\$664
Nonresident	\$921	\$921	N/A	\$921	\$921
Accelerated Online Master of Business	\$460	\$460	N/A	\$460	\$460
Accelerated Online Master of Accountancy	\$490	\$490	N/A	\$490	\$490
Face to Face Master of Accountancy - Resident	\$510	\$510	N/A	\$510	\$510
Face to Face Master of Accountancy Ohio/Indiana	\$599	\$599	N/A	\$599	\$599
Face to Face Master of Accountancy - Nonresident	\$832	\$832	N/A	\$832	\$832

**Proposed 2021-22 Tuition and Mandatory Fee Charges
Northern Kentucky University**

	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022	Winter 2021
Program Rate					
MBLI (Note 3)	N/A	N/A	\$28,950	N/A	N/A
MBA International Partnership (Note 4)	N/A	N/A	\$10,000	N/A	N/A
College of Health and Human Services					
Credit Hour					
Doctor of Nursing Practice (DNP) - accelerated online	\$570	\$570	N/A	\$570	\$570
DNP - Post Masters - non accelerated online	\$673	\$673	N/A	\$673	\$673
DNP - Nursing Anesthesia (resident)	\$746	\$746	N/A	\$746	\$746
DNP - Nursing Anesthesia (non resident)	\$954	\$954	N/A	\$954	\$954
DNP-Nurse Anesthesia Post Master- non accelerated	\$673	\$673	N/A	\$673	\$673
Master of Science in Nursing (MSN) - accelerated online	\$550	\$550	N/A	\$550	\$550
MSN - non accelerated	\$645	\$645	N/A	\$645	\$645
MS - Health Science - accelerated online	\$520	\$520	N/A	\$520	\$520
MS - Health Administration - accelerated online	\$520	\$520	N/A	\$520	\$520
Master of Science in Exercise Science - non accelerated online	\$450	\$450	N/A	\$450	\$450
Master of Science in Athletic Training (resident)	\$450	\$450	N/A	\$450	\$450
Master of Science in Athletic Training (non resident)	\$550	\$550	N/A	\$550	\$550
Occupational Therapy Doctorate	\$845	\$845	N/A	\$845	\$845
MA School Counseling and/or MS Clinical Mental Health Counseling (resident)	\$613	\$613	N/A	\$613	\$613
MA School Counseling and/or MS Clinical Mental Health Counseling (non resident)	\$943	\$943	N/A	\$943	\$943
MA School Counseling and/or MS Clinical Mental Health Counseling (Graduate Metro)	\$630	\$630	N/A	\$630	\$630
Master of Social Work - resident	\$613	\$613	N/A	\$613	\$613
Master of Social Work (Graduate Metro)	\$630	\$630	N/A	\$630	\$630
Master of Social Work - nonresident	\$943	\$943	N/A	\$943	\$943
Master of Social work accelerated online	\$653	\$653	N/A	\$653	\$653
Graduate Certificate in Healthcare Commercialization	\$550	\$550	N/A	\$550	\$550
Law					
Credit Hour (1-12, 17+ hours)					
Resident	\$854	\$854	N/A	\$854	\$854
Nonresident	\$1,381	\$1,381	N/A	\$1,381	\$1,381
MLS - accelerated online	\$653	\$653	N/A	\$653	\$653
Semester (13-16 credit hours)					
Resident	\$11,100	\$11,100	\$22,200	N/A	N/A
Nonresident	\$17,955	\$17,955	\$35,910	N/A	N/A
Program Rate					
LLM (Note 5)	N/A	N/A	\$30,108	N/A	N/A

Note 1: Rate for students enrolled through Academic Partnerships agreement.

Note 2: Rate for high school students taking an NKU college course. Rate is the ceiling set by the Kentucky Higher Education Assistance Authority to participate in Dual Credit Scholarship program.

Note 3: Master of Business in Leadership and Innovation (MBLI) is a 2-year program.

Note 4: Program rate for NKU MBA in partnership with Indiana Universities. Courses will be jointly taught by NKU and Indiana partner faculty.

Note 5: LLM (master in law for international students) is a one year program.

**Estimated 2021-22 Gross Tuition and Mandatory Fee Revenue
Northern Kentucky University**

<i>Category - Tuition</i>	Estimated 2020-21	Estimated 2021-22
<i>Undergraduate</i>		
Resident	56,615,562	54,050,814
Metro	3,454,753	1,727,376
Nonresident	37,463,272	39,559,755
Indiana Reciprocity	2,634,634	2,782,070
On-Line	3,155,128	3,250,413
Pennsylvania	320,977	338,940
School Based Scholars	1,207,059	1,243,512
AOL Resident	4,858,858	5,830,630
AOL Nonresident	2,082,368	2,498,841
<i>Graduate</i>		
Resident	3,303,029	3,104,847
Ohio/Indiana Rate	2,065,556	2,159,551
Nonresident	529,110	553,187
On-Line	1,498,859	1,528,836
AOL Resident	20,281,217	24,337,460
AOL Nonresident	8,691,950	10,430,340
<i>Business Graduate</i>		
Resident	537,964	505,686
Ohio/Indiana Rate	287,104	300,169
Nonresident	355,710	371,897
<i>Law</i>		
Resident	5,360,846	5,039,195
Nonresident	5,412,983	5,659,305
<i>Doctorate</i>		
Resident	1,600,031	1,504,029
Ohio/Indiana	944,745	987,736
AOL Resident	1,039,925	1,247,910
AOL Nonresident	445,682	534,819
<i>Total Gross Tuition</i>	164,147,319	169,547,319
<i>Category - Mandatory Fee</i>		
Special Use Fee (Campus Rec Fee)	4,452,681	4,452,681
<i>Total Tuition and Mandatory Fees</i>	\$ 168,600,000	\$ 174,000,000

Note: AOL = Accelerated Online

**Proposed 2021-22 Tuition and Mandatory Fee Charges
Western Kentucky University**

<i>Category</i>	Fall 2021	Spring 2022	Annual 2021-22	Winter & Summer 2022
<i>Undergraduate</i>				
Resident				
Full-time (12-18 credit hours)	5,496	5,496	10,992	
Military at Resident Rate	5,496	5,496	10,992	
Part-time (Per Credit Hour)	458	458		458
Dual Credit (Per Credit Hour)	72	72		72
Nonresident				
Full-time (12-18 credit hours)	13,500	13,500	27,000	
Full-time - Tuition Incentive Program (12-18 credit hours)	7,068	7,068	14,136	
Part-time (Per Credit Hour)	1,125	1,125		1,125
Part-time - Tuition Incentive Program (Per Credit Hour)	589	589		589
Part-time - Distance Learning (Online Courses)	551	551		551
International				
Full-time (12-18 credit hours)	13,824	13,824	27,648	
Part-time (Per Credit Hour)	1,152	1,152		1,152
<i>Graduate</i>				
Resident				
Per Credit Hour	607	607		607
Military at Resident Rate	607	607		607
P-12 Educator	350	350		350
Nonresident				
Domestic Per Credit Hour	917	917		917
International Per Credit Hour	953	953		953
Distance Learning (Online Courses)	707	707		707
Doctorate, Nurse Practitioner				
Resident (Per Credit Hour)	663	663		663
Nonresident (Per Credit Hour)	858	858		858
Doctorate, Physical Therapy				
Resident (Per Credit Hour)	643	643		643
Nonresident (Per Credit Hour)	909	909		909
Active Military (Per Credit Hour)	250	250		250
Included in the above:				
Special Use Fee (FT)	100	100	200	
Special Use Fee (PT) pro-rated by credit hour				
Graduate	10	10		10

ATTACHMENT P

**Estimated 2021-22 Gross Tuition and Mandatory Fee Revenue
Western Kentucky University**

<u>Category</u>	<u>Estimated 2020-21</u>	<u>Estimated 2021-22</u>
<i>Undergraduate</i>		
Resident	\$ 115,000,000	\$ 116,000,000
Nonresident	30,000,000	31,000,000
Online	2,500,000	2,500,000
 <i>Graduate (incl practice based doctoral)</i>		
Resident	2,900,000	2,875,000
Nonresident	1,800,000	1,800,000
Online	-	-
 <i>Student Athletics Fee</i>	 3,500,000	 3,500,000
 <i>Centers Fee (Auxiliary Enterprises)</i>	 1,700,000	 1,700,000
 <i>Special Use Fees</i>	 1,900,000	 1,900,000
 Total	 <u>\$ 159,300,000</u>	 <u>\$ 161,275,000</u>

**Proposed 2021-22 Tuition and Mandatory Fee Charges
Kentucky Community and Technical College System**

<i>Category</i>	Fall 2021	Spring 2022	Annual 2021-22	Summer 2022
<i>Resident</i>				
Per Credit Hour	\$179	\$179		\$179
Charge for Students Enrolled with 3 Credit Hours	537	537		537
Charge for Students Enrolled with 6 Credit Hours	1,074	1,074		1,074
Charge for Students Enrolled with 9 Credit Hours	1,611	1,611		1,611
Charge for Students Enrolled with 12 Credit Hours	2,148	2,148		2,148
Charge for Students Enrolled with 15 Credit Hours	2,685	2,685		2,685
<i>Nonresident - Contiguous Counties</i>				
Per Credit Hour	\$358	\$358		\$358
Charge for Students Enrolled with 3 Credit Hours	1,074	1,074		1,074
Charge for Students Enrolled with 6 Credit Hours	2,148	2,148		2,148
Charge for Students Enrolled with 9 Credit Hours	3,222	3,222		3,222
Charge for Students Enrolled with 12 Credit Hours	4,296	4,296		4,296
Charge for Students Enrolled with 15 Credit Hours	5,370	5,370		5,370
<i>Nonresident - Other</i>				
Per Credit Hour	\$627	\$627		\$627
Charge for Students Enrolled with 3 Credit Hours	1,881	1,881		1,881
Charge for Students Enrolled with 6 Credit Hours	3,762	3,762		3,762
Charge for Students Enrolled with 9 Credit Hours	5,643	5,643		5,643
Charge for Students Enrolled with 12 Credit Hours	7,524	7,524		7,524
Charge for Students Enrolled with 15 Credit Hours	9,405	9,405		9,405
<i>Online Tuition</i>				
Per Credit Hour	\$179	\$179		\$179
<i>Dual Credit Net Tuition (Tuition Discounted with 60% Dual Credit Waiver)</i>				
Per Credit Hour	\$72	\$72		\$72
Agency Bond Fee*				
Per Credit Hour	\$8	\$8		\$8

*Not assessed to dual credit students.

ATTACHMENT R

**Estimated 2021-22 Gross Tuition and Mandatory Fee Revenue
Kentucky Community and Technical College System**

<i>Category</i>	Estimated 2020-21	Estimated 2021-22
<i>Undergraduate</i>		
Resident	61,806,600	100,652,200
Nonresident	2,415,900	3,934,300
Online	124,693,300	95,378,400
Dual Credit	29,887,300	32,456,600
Agency Bond Fee	9,539,200	9,000,000
Total	\$ 228,342,300	\$ 241,421,500

TITLE: Interstate Tuition Reciprocity Agreements

RECOMMENDATION: The Finance Committee recommends the Council approve the interstate tuition reciprocity agreements with three states: Indiana (July 1, 2021 - June 30, 2025); Ohio (July 1, 2021 - June 30, 2023); and West Virginia (July 1, 2021 - June 30, 2023).

PRESENTERS: Lucas Mentzer, CPE Chair and Finance Committee Chair

COMMITTEE REVIEW & APPROVAL

The Finance Committee reviewed and approved the five interstate tuition reciprocity agreements with Indiana, Ohio, and West Virginia at its June 23, 2021 meeting.

SUPPORTING INFORMATION

Tuition reciprocity agreements are arrangements between two or more states where the residents of a defined region in one state can enroll at identified institutions (or in selected programs) in another state (and vice versa) for a reduced tuition charge. Under such agreements, eligible residents may also receive special treatment for admission purposes.

In general, advantages of reciprocity agreements include:

- Broader educational access and opportunity for residents of a region;
- Reduction in unnecessary duplication of academic programs; and
- Cost savings to a home state by utilizing academic programs in other states.

Currently, Kentucky has tuition reciprocity agreements with Indiana (IN), Ohio (OH), and West Virginia (WV). The agreements with all three states expire on June 30, 2021. Staff has worked with officials from these states and participating Kentucky institutions to renegotiate the agreements in compliance with policies adopted by the Council. The proposed renewals have only minimal changes from the agreements currently in place.

Kentucky/Indiana Agreement

Kentucky stakeholders requested a few changes to the Kentucky/Indiana Reciprocity Agreement. The requested changes include:

- Adding Elizabethtown Community and Technical College, specifically the Meade County locations, to the agreement, along with three eligible Indiana counties outlined in Appendix A.
- Adding Henry County, Kentucky, to the list of eligible counties for Indiana University-Southeast.
- Eliminating language referencing “then-current rates,” as it no longer applies.
- Eliminating language excluding part-time students enrolled exclusively in online courses from participating in reciprocity.
- Clarifying that eligible students, for whom space is available, may enroll in exclusively online classes at KCTCS institutions at the Kentucky resident rate.

Indiana stakeholders have no requested changes to the agreement.

The agreement contains provisions for making changes while the agreement is in place, provided that all parties are amenable. Council staff recommends renewal of the Kentucky/Indiana Reciprocity Agreement for the period of July 1, 2021 through June 30, 2025. Officials at participating Kentucky institutions support the proposed agreement.

See Attachment A for a copy of the Kentucky/Indiana Reciprocity Agreement. A list of participating institutions and reciprocity counties is provided below.

KY Institutions and Eligible IN Counties

Gateway Community and Technical College

Dearborn County Franklin County
 Jefferson County Ohio County
 Ripley County Switzerland County

Henderson Community College

Dubois County Gibson County
 Perry County Pike County
 Posey County Spencer County
 Vanderburgh County Warrick County

Jefferson Community & Technical College

Clark County Crawford County
 Dearborn County Floyd County
 Franklin County Harrison County
 Jefferson County Ohio County
 Ripley County Scott County
 Switzerland County Washington County

Northern Kentucky University

Dearborn County Franklin County
 Jefferson County Ohio County
 Ripley County Switzerland County

Owensboro Community & Technical College

Dubois County Gibson County
 Perry County Pike County
 Posey County Spencer County
 Vanderburgh County Warrick County

University of Louisville

Clark County Crawford County
 Floyd County Harrison County
 Perry County Scott County
 Washington County

Elizabethtown Community & Technical College (Meade County Locations)

Crawford County Harrison County
 Perry County

Western Kentucky University - Owensboro Campus (Junior level and above)

Dubois County Gibson County
 Perry County Pike County
 Posey County Spencer County

IN Institutions and Eligible KY Counties

**Indiana University-Southeast including
Purdue Polytechnic Statewide**

Bullitt County	Henry County
Jefferson County	Meade County
Oldham County	Shelby County
Spencer County	Trimble County

**Ivy Tech C. C. Region 11 (Batesville,
Lawrenceburg and Madison)***

Boone County	Bracken County
Campbell County	Carroll County
Gallatin County	Grant County
Henry County	Kenton County
Oldham County	Owen County
Pendleton County	Trimble County

Ivy Tech C.C. Region 12 (Evansville)

Daviess County	Hancock County
Henderson County	Union County

Ivy Tech C. C. Region 13 (Sellersburg)

Bullitt County	Meade County
Jefferson County	Oldham County

U. of Southern Indiana (Evansville)

Daviess County	Hancock County
Henderson County	Union County
Vanderburgh County	Warrick County

The table below provides a comparison of Kentucky and Indiana student headcount, FTE students, and attempted student credit hours.

Indiana and Kentucky 2019-20 Reciprocity Students	KY Residents at IN Institutions	IN Residents at KY Institutions
Student Headcount	2,780	2,029
Full-time Equivalent Students	1,619	1,305
Credit Hours	48,556	39,144

The ratio of Indiana reciprocity students (FTE) in Kentucky to Kentucky reciprocity students (FTE) in Indiana in 2019-20 was 1.0 to 1.24 (i.e. for every one FTE Indiana resident at Kentucky institutions there are nearly one and a quarter FTE Kentucky residents at Indiana institutions).

Kentucky/Ohio Agreement

Pursuant to Ohio law, the Ohio agreements have two-year terms. The current agreements with Ohio are scheduled to expire on June 30, 2021. The agreements contain provisions for making changes while the agreements are in place, provided that all parties are amenable.

Kentucky stakeholders requested a few changes to the Kentucky/Ohio Reciprocity Agreements. The requested changes include:

- Making Ohio students with applied bachelor’s degrees eligible for baccalaureate programs at Northern Kentucky University under reciprocity.
- Eliminating language excluding Morehead State University’s Master of Business Administration from the agreement.

Ohio officials have communicated one requested change from their stakeholders. The requested change is below.

- Adding applied bachelor’s degrees to the eligible Ohio programs available to KY residents.

Council staff recommends renewal of the Kentucky/Ohio Reciprocity Agreements for the period of July 1, 2021 through June 30, 2023. Officials at participating Kentucky institutions support the proposed agreement.

Additional necessary corrections and updates to agreement language are shown in the attached proposed agreements. Kentucky and Ohio have three separate agreements (Attachments B1, B2, and B3). The list below shows participating institutions and eligible counties.

Agreement 1:

KY Institutions & Eligible OH Counties

**Northern Kentucky University
Gateway Community & Technical College**

Adams County	Brown County
Butler County	Clermont County
Clinton County	Fayette County
Hamilton County	Highland County
Warren County	

OH Institutions & Eligible KY Counties

**Cincinnati State Technical & Community College
Clark State Community College
Southern State Community College
University of Cincinnati**

Bracken County	Boone County
Campbell County	Carroll County
Gallatin County	Grant County
Kenton County	Pendleton County

Agreement 2:

KY Institutions & Eligible OH Counties

**Ashland Community & Technical College
Morehead State University – Morehead
Morehead State University – Ashland**

Adams County	Athens County
Brown County	Gallia County
Jackson County	Lawrence County
Meigs County	Pike County
Scioto County	Vinton County

OH Institutions & Eligible KY Counties

**Ohio University – Athens
Ohio University – Southern
Rio Grande Community College
Shawnee State University**

Southern State Community College

Boyd County	Carter County
Elliot County	Fleming County
Greenup County	Lawrence County
Lewis County	Mason County
Rowan County	

Agreement 3:

The following table provides a comparison of Kentucky and Ohio student headcount, FTE students, and attempted student credit hours.

KY Institutions & Eligible OH Counties
Maysville Community & Tech. College
 Adams County Brown County
 Clermont County

OH Institutions & Eligible KY Counties
Miami University Hamilton Campus
Miami University Middletown Campus
University of Cincinnati – Clermont College
 Bracken County Lewis County
 Mason County Robertson County

Ohio and Kentucky 2019-20 Reciprocity Students	KY Residents at OH Institutions	OH Residents at KY Institutions
Student Headcount	1,603	1,049
Full-time Equivalent Students	1,057	645
Credit Hours	31,697	19,339

The ratio of Ohio reciprocity full-time equivalent (FTE) students in Kentucky to Kentucky reciprocity FTE students in Ohio in 2019-20 was 1.0 to 1.6 (i.e. for every one FTE Ohio resident at Kentucky institutions there are 1.6 FTE Kentucky residents at Ohio institutions).

Kentucky/West Virginia Agreement

The West Virginia agreement has a two-year term. The current agreement with West Virginia is scheduled to expire on June 30, 2021. The agreement contains provisions to make changes before the agreement’s expiration with the consent of all parties.

Kentucky stakeholders requested that the agreement clarify that eligible students, for whom space is available, may enroll in exclusively online classes at KCTCS institutions at the Kentucky resident rate. West Virginia stakeholders have no requested changes to the agreement.

Council staff recommends renewal of the Kentucky/West Virginia Reciprocity Agreement for the period of July 1, 2021 through June 30, 2023. Officials at participating Kentucky institutions support the proposed agreement.

See Attachment C for a copy of the Kentucky/West Virginia Reciprocity Agreement. A list of participating institutions and eligible counties is provided:

KY Institutions & Eligible WV Counties

Ashland Community & Technical College
Big Sandy Community & Technical College

Cabell County McDowell County
Mingo County Wayne County

WV Institutions & Eligible KY Counties

Mountwest Community & Technical College
Southern West Virginia Community & Technical College

Boyd County Lawrence County
Martin County Pike County

The table below provides a comparison of Kentucky and West Virginia student headcount, FTE students, and attempted student credit hours.

West Virginia and Kentucky 2019-20 Reciprocity Students	KY Residents at WV Institutions	WV Residents at KY Institutions
Student Headcount	207	165
Full-time Equivalent Students	77	86
Credit Hours	2,298	2,584

The ratio of West Virginia reciprocity full-time equivalent (FTE) students in Kentucky to Kentucky FTE students in West Virginia in 2019-20 was 1.0 to 1.25 (i.e. for every one FTE West Virginia resident at Kentucky institutions there are about one and a quarter FTE Kentucky residents at West Virginia institutions).

ATTACHMENT A

MEMORANDUM OF UNDERSTANDING BETWEEN INDIANA AND KENTUCKY REGARDING TUITION RECIPROCITY

2021-2025

Parties

For Indiana: Indiana Commission for Higher Education, University of Southern Indiana, Ivy Tech Community College Batesville, Evansville, Lawrenceburg, Madison, and Sellersburg, Indiana University Southeast, and Purdue Polytechnic Statewide

For Kentucky: Kentucky Council on Postsecondary Education, Henderson Community College, **Elizabethtown Community and Technical College**, Owensboro Community and Technical College, Jefferson Community and Technical College, Gateway Community and Technical College, University of Louisville, Western Kentucky University – Owensboro campus, and Northern Kentucky University

Purpose

The states of Indiana and Kentucky desire to provide postsecondary opportunities for the residents of designated counties in both states. Under this agreement, eligible students will be assessed tuition and fees at the enrolling institutions' resident rate, unless otherwise stated in this agreement.

This agreement describes how both states will provide such opportunities.

Period Covered By Agreement

~~July 1, 2017 – June 30, 2021~~ **July 1, 2021 - June 30, 2025**

Eligible Students

- A. To be eligible under the terms of this agreement, students must (1) be legal residents of one of the counties designated by both states as an eligible county, (2) be accepted by an eligible institution identified as accepting students from that county as outlined in Appendix A, and (3) enroll at that institution.
- B. Eligible students may enroll in any undergraduate or graduate degree program offered by the eligible institution with these exceptions: Dental, Medical, and Law programs.
- C. Eligible students may enroll on a full-time or part-time basis.
- D. Eligible students shall be subject to the same general or selective program admission standards as resident students.

- E. ~~Part-time students enrolled exclusively in online courses are not eligible to participate under reciprocity.~~ **Eligible students for whom space is available may enroll in fully online classes at eligible KCTCS institutions as outlined in Appendix A at the resident rate. This agreement does not preclude KCTCS from charging fully online Indiana resident students attending any KCTCS institution the Kentucky resident rate.**
- F. Under this agreement, eligible students shall be assessed tuition and fees at the enrolling institutions' resident rate.

Terms of Agreement

- A. The states of Indiana and Kentucky agree:
1. For the duration of this agreement, eligible counties shall consist of those counties listed in Appendix A.
 2. That the public postsecondary institutions that will participate in this agreement are those listed in Appendix A. Each state will publicize the other state's eligible institutions.
 3. To treat reciprocity students as resident students when determining appropriations for higher education.
 4. That, in the event that this agreement is not renewed, enrolled reciprocity students may complete their degree programs with state support at reciprocal rates of tuition ~~or at the then-current rate as otherwise specified in this agreement~~ so long as they maintain continuous enrollment.
 5. To jointly monitor cross-border student flows under this agreement.
 6. To confer annually to discuss the agreement and its impact and to recommend changes as might be appropriate and mutually agreed upon under conditions of Section VI. A. below.
- B. Each participating institution will:
1. Treat eligible students as resident students for admission and placement purposes.
 2. Treat eligible students as resident students with respect to registration, refunds, student records, and academic advising.
 3. Report eligible student headcount, FTE, and credit hours in each academic term to its state agency for higher education.
 4. Report eligible students as separately identifiable out-of-state students when reporting enrollment data to its state agency for higher education.

5. Periodically assess the progress of this agreement and to consider changes as might be appropriate.

Amendment, Renewal or Termination of Agreement

- A. The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.
- B. The parties may amend the agreement in the following manner:
 1. Amendments must be presented to each of the parties of this agreement for their consideration.
 2. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the agreement.
 3. The responses will be sent to all parties in the agreement.
 4. After 60 days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.
- C. Discussions regarding the renewal of this agreement should begin roughly one year prior to its expiration.
- D. This agreement may be terminated by any of the participating institutions, by the Indiana Commission for Higher Education, or by the Kentucky Council on Postsecondary Education, as of June 30th of any year, provided that the party electing to terminate has delivered written notice of such intention to terminate to the other parties by the preceding January 1st. In the case of such a termination by the Indiana Commission on Higher Education or the Kentucky Council on Postsecondary Education, any such election to terminate shall have the effect of terminating the agreement as to it and all other parties hereto. In the case of a participating institution, any such election to terminate shall have the effect of terminating the agreement only as to itself and its participation in the reciprocity program.

- E. In the event of termination, all enrolled reciprocity students will be allowed to complete their degree programs with state support at reciprocal rates of tuition ~~or at the then current rate as otherwise specified in this agreement~~ so long as they maintain continuous enrollment.

VII. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

Appendix A
ELIGIBLE INSTITUTIONS AND COUNTIES

Indiana Institutions and Kentucky Counties

Indiana University-Southeast including
Purdue Polytechnic Statewide

Bullitt County
Henry County
Jefferson County
Meade County
Oldham County
Shelby County
Spencer County
Trimble County

Ivy Tech Community College
(Batesville, Lawrenceburg and Madison)*

Boone County
Bracken County
Campbell County
Carroll County
Gallatin County
Grant County
Henry County
Kenton County
Oldham County
Owen County
Pendleton County
Trimble County

Ivy Tech Community College
(Evansville)

Daviess County
Hancock County
Henderson County
Union County

Ivy Tech Community College
(Sellersburg)

Bullitt County
Meade County
Jefferson County
Oldham County

University of Southern Indiana
(Evansville)

Daviess County
Hancock County
Henderson County
Union County

Kentucky Institutions and Indiana Counties

Gateway Community and Technical College

Dearborn County
Franklin County
Jefferson County
Ohio County
Ripley County
Switzerland County

Henderson Community College

Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

Jefferson Community and Technical College

Clark County
Crawford County
Dearborn County
Floyd County
Franklin County
Harrison County
Jefferson County
Ohio County
Ripley County
Scott County
Switzerland County
Washington County

Northern Kentucky University

Dearborn County
Franklin County
Jefferson County
Ohio County
Ripley County
Switzerland County

*Includes the two-plus-two completion program in Business offered by Ivy Tech Community College and

Indiana University East on the Ivy Tech Community College campus.

Owensboro Community and Technical College

Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

University of Louisville

Clark County
Crawford County
Floyd County
Harrison County
Perry County
Scott County
Washington County

**Elizabethtown Community and
Technical College (Meade County
Locations)**

**Crawford County
Harrison County
Perry County**

Western Kentucky University - Owensboro
Campus only (Junior level and above)

Dubois County
Gibson County
Perry County
Pike County
Posey County
Spencer County
Vanderburgh County
Warrick County

VIII. Signatures

Teresa Lubbers Date
Commissioner
Indiana Commission for
Higher Education

~~Linda~~ **Dr. Ronald Rochon** Date
President
University of Southern
Indiana

Dr. Sue Ellspermann Date
President
Ivy Tech State College

~~Mie~~ **Dr. Pamela Whitten** Date
President
Indiana University

Mitchell E. Daniels Jr. Date
President
Purdue University

~~Robert L. King~~ **Dr. Aaron** Date
Thompson
President
Kentucky Council on
Postsecondary Education

~~Greg Postel~~ **Dr. Neeli** Date
Bendapudi
President
University of Louisville

~~Jay Box~~ **Dr. Paul Czarapata** Date
Interim President
Kentucky Community and
Technical College System

~~Gerard St. Amand~~ **Dr. Ashish** Date
Vaidya
President
Northern Kentucky
University

~~Gary Ransdell~~ **Dr. Timothy C** Date
Caboni
President
Western Kentucky
University

ATTACHMENT B2

TUITION RECIPROCITY AGREEMENT

Ashland Community and Technical College
Maysville Community and Technical College
Morehead State University-Morehead
Morehead State University-Ashland
And
Ohio University-Athens
Ohio University-Southern
Rio Grande Community College
Shawnee State University
Southern State Community College

In an effort to increase the college going rate and postsecondary opportunities in an underserved Appalachian region, this tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education, the Kentucky Community and Technical College System, the Chancellor of the Ohio ~~Board of Regents~~ **Department of Higher Education**, the ~~Boards of Trustees of~~ Ashland Community and Technical College, **Maysville Community and Technical College**, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College pursuant to the provisions of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

I. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the region while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of the region without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

II. Terms

1. Duration and Termination

The agreement shall be effective beginning July 1, ~~2019~~ **2021** through June 30, ~~2021~~ **2023** and may be renewed prior to June 30, ~~2019~~ **2023** by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, ~~2021~~ **2023** to June 30, ~~2021~~ **2025**.

The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

- a. The parties may amend the agreement in the following manner. Amendments must be presented to each of the parties of this agreement for their consideration. Each Party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the Agreement. The responses will be sent to all parties in the agreement. After sixty (60) days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

A review of this agreement may occur from time to time at the request of any Party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.

This agreement may be terminated by any of the participating institutions, the chancellor of the Ohio ~~Board of Regents~~ **Department of Higher Education**, the Kentucky Community and Technical College System, or the Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement.

2. Kentucky Residents Eligibility/Ohio Programs

Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College agree to accept at Ohio resident tuition rates any resident of Boyd, Carter, Elliott, Fleming, Greenup, Lawrence, Lewis, Mason, and Rowan counties of Kentucky who enrolls and who satisfies all regular admissions requirements (including those requirements of the specific program in which admission is being sought) in the programs specifically included in this agreement. In this context, the word “program” may mean a workshop, a certificate program, an associate degree program, **an applied bachelor’s degree program**, a baccalaureate degree program, ~~and~~ or a graduate degree program.

All programs offered at Ohio University-Athens, Ohio University-Southern, Rio Grande Community college, and Shawnee State University are included in this Agreement.

The following program from Southern State Community College is included in the agreement: Medical Assisting Program offered at Shawnee State University.

3. Ohio Residents Eligibility/Kentucky Programs

Ashland Community and Technical College, **Maysville Community and Technical College**, Morehead State University-Morehead, and Morehead State University-Ashland agree to accept at Kentucky resident tuition rates any resident of Adams, Athens, Brown, Gallia, Jackson, Lawrence, Meigs, Pike, Scioto, and Vinton counties of Ohio who enrolls and who satisfies all regular admissions requirements (including those requirements of the specific program in which admission is being sought) in the programs not specifically excluded in this Agreement. In this context, the word “program” may mean a workshop, a certificate program, an associate degree program,

a baccalaureate degree program, and/or a graduate degree program.

No programs have been excluded at Ashland Community and Technical College **or Maysville Community and Technical College** in this Agreement.

~~The following program from Morehead State University is excluded from the agreement: Master of Business Administration.~~

4. Resident Status

- a. During the period of this agreement, the chancellor of the Ohio Board of Regents will consider residents of Boyd, Carter, Elliott, Fleming, Greenup, Lawrence, Lewis, Mason and Rowan counties who attend Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College under this agreement as qualifying for resident Ohio tuition and as Ohio residents for the purpose of allocating funds to Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College.
- b. During the period of this agreement, the Kentucky Community and Technical College System and the Kentucky Council on Postsecondary Education will consider residents of Adams, Athens, Brown, Gallia, Jackson, Lawrence, Meigs, Pike, Scioto, and Vinton counties who attend Ashland Community and Technical College, **Maysville Community and Technical College**, Morehead State University-Morehead, and Morehead State University-Ashland under this agreement as qualifying for resident Kentucky tuition and as Kentucky residents for the purpose of allocating funds to Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland.

5. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing academic standards and criteria of their institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institution of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph II.1.

6. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Ashland Community and Technical College, **Maysville Community and Technical College**, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio

University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

7. Annual Report

By June 30 of each year, Ashland Community and Technical College, **Maysville Community and Technical College**, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the chancellor of the Ohio ~~Board of Regents~~ **Department of Higher Education**. Specific forms for the annual report may be prescribed by the state agencies.

III. Approval

This agreement is not effective unless and until approved by the chancellor of the Ohio ~~Board of Regents~~ **Department of Higher Education** pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

IV. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

**TUITION RECIPROCITY AGREEMENT
SIGNATURE PAGES**

STATE AGENCIES

Dr. Aaron Thompson, President
Kentucky Council on Postsecondary Education

Signed: _____ Date: _____

Randy Gardner, Chancellor
Ohio Board of Regents **Department of Higher Education**

Signed: _____ Date: _____

~~Jay Box~~ **Dr. Paul Czarapata**, President
Kentucky Community & Technical College System

Signed: _____ Date: _____

INSTITUTIONS

Dr. Larry Ferguson, President
Ashland Community and Technical College

Signed: _____ Date: _____

Russ Ward, Interim President
Maysville Community and Technical College

Signed: _____ Date: _____

Dr. Joseph A. Morgan, President
Morehead State University

Signed: _____ Date: _____

Dr. Dwayne Nellis, President
Ohio University

Signed: _____ Date: _____

~~Kent Haley~~ **Cherokee Ruby**, Treasurer/Chief Financial Officer
Rio Grande Community College

Signed: _____ Date: _____

Dr. Jeff Bauer, Interim President
Shawnee State University

Signed: _____ Date: _____

Dr. Kevin Boys, President
Southern State Community College

Signed: _____ Date: _____

ATTACHMENT B1

UNDERGRADUATE TUITION RECIPROCITY AGREEMENT

Northern Kentucky University
Gateway Community and Technical College
And
Cincinnati State Technical and Community College
Clark State Community College
Miami University Hamilton
Miami University Middletown
Southern State Community College
University of Cincinnati

This tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education and the chancellor of the Ohio ~~Board of Regents~~ **Department of Higher Education**, Cincinnati State Technical and Community College, Clark State Community College, Gateway Community and Technical College, the Kentucky Community and Technical College System, Miami University Hamilton, Miami University Middletown Northern Kentucky University, Southern State Community College, and the University of Cincinnati, pursuant to the provisions of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

I. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the greater Cincinnati area while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of the greater Cincinnati area without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

II. Terms

1. Duration and Termination

The agreement shall be effective beginning July 1, ~~2019~~ **2021**, through June 30, ~~2021~~ **2023**, and may be renewed prior to June 30, ~~2021~~ **2023**, by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for July 1, ~~2021~~ **2023**, to June 30, ~~2023~~ **2025**.

The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

- a. The parties may amend the agreement in the following manner. Amendments must be presented to each of the parties of this agreement for their consideration. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove of the proposed amendment to the agreement. The responses will be sent to all parties in the agreement. After sixty (60) days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

A review of this agreement may occur from time to time at the request of any party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.

This agreement may be terminated by any of the participating institutions, the chancellor of the Ohio ~~Board of Regents~~ **Department of Higher Education**, or the **President of the** Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement

2. Kentucky Residents' Eligibility for Ohio Programs

The participating Ohio institutions agree to accept at Ohio resident tuition rates any resident of Bracken, Boone, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties of Kentucky who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at the University of Cincinnati's two-year colleges (Clermont College, College of Applied Science, and Raymond Walters College) or at Cincinnati State Technical and Community College or at Clark State Community College, or at Miami University's Hamilton Campus, or at Miami University's Middletown Campus, or at Southern State Community College in the associate degree **or applied bachelor's degree** programs not specifically excluded from this agreement.

In this section, the word "program" only means an associate degree program **or applied bachelor's degree program** and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

Majors and/or programs at the University of Cincinnati two-year colleges, Cincinnati State Technical and Community College, and Southern State Community College which are excluded from this agreement are the following ~~two-year~~ **associate degree and applied bachelor's degree** programs otherwise offered at Northern Kentucky University:

- (1) Clermont College: No exclusions
- (2) Blue Ash College: No exclusions
- (3) Cincinnati State Technical and Community College: no exclusions
- (4) Southern State Community College: no exclusions

Any program listed above as excluded may, by the joint written consent of the presidents of all four institutions, be included in this agreement.

The University of Cincinnati agrees to accept at Ohio resident tuition rates any resident of Boone, Bracken, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties of Kentucky who enrolls and who satisfies all regular baccalaureate admissions requirements (including those requirements of the specific program in which admission is being sought) at the University of Cincinnati in the programs specifically included in this Agreement.

The following baccalaureate degree programs at the University of Cincinnati which are included in this Agreement are the following: Architecture, Engineering, Honors PLUS (see provision below), Horticulture, Radiation Science, Interior Design, Industrial Design, Fashion Design, and Urban Planning.

In conformance with the limitations set forth in the bulleted item below, admission to the Honors PLUS baccalaureate degree program in the College of Business, University of Cincinnati, is subject to the following provision:

- a. Reciprocity for the Honors PLUS program at the University of Cincinnati is limited to residents of the eligible Kentucky counties with a cap of fifty (50) students enrolled in courses at any one time.

Miami University Hamilton and Miami University Middletown agree to accept at Ohio resident tuition rates any resident of Boone, Bracken, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties of Kentucky who enrolls and who satisfies all regular baccalaureate admissions requirements (including those requirements of the specific program in which admission is being sought) for all bachelor programs at Miami University Hamilton and Miami University Middletown.

In this section, the word "program" only means a baccalaureate degree program and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

3. Ohio Residents' Eligibility for Kentucky Baccalaureate Degree Programs

Northern Kentucky University agrees to accept at Kentucky resident tuition rates any resident of Adams, Brown, Butler, Clermont, Clinton, Fayette, Hamilton, Highland, and Warren Counties of Ohio with an associate degree **or applied bachelor's degree from** the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, or Southern State Community College, or any student participating in an approved Degree Pathway Program at Cincinnati State Technical and Community College, who enrolls and who satisfies all regular transfer admissions requirements (including those requirements of the specific program in which admission is sought) in Northern Kentucky University baccalaureate degree programs not specifically excluded from this agreement.

In this section, the word "program" only means a baccalaureate degree program and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

The majors and/or programs at Northern Kentucky University excluded from this agreement are:

- a. Early Childhood Education
- b. Nursing

Any major/program listed above as excluded may, by the joint written consent of the presidents of all four institutions, be included in this agreement.

4. Ohio Residents' Eligibility for Kentucky Associate Degree Programs

Gateway Community and Technical College agrees to accept at Kentucky resident tuition rates any resident of Adams, Brown, Butler, Clermont, Clinton, Hamilton, Highland, and Warren Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at Gateway Community and Technical College.

All programs, excluding nursing, at Gateway Community and Technical College are included in the agreement.

5. Ohio Residents' Eligibility/Enrollment Limitations for Kentucky Programs

In conformance with the limitations set forth in the bulleted item below, admission to the Business Management baccalaureate degree program in the College of Business, Northern Kentucky University, is subject to the following provision:

- a. Reciprocity for the College of Business, Business Management program at Northern Kentucky University is limited to residents of the eligible Ohio counties with a cap of fifty (50) students enrolled in courses at any one time.

In this section, the word "program" only means a specific baccalaureate degree program and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

6. New Program Eligibility

Any new program may be included in this agreement upon successful completion of the agreements' amendment process, as listed above.

In this section, the word "program" may mean a workshop, a certificate program, an associate degree program, or a baccalaureate degree program.

7. Resident Status

- a. During the period of this agreement, the chancellor of the ~~Ohio Board of Regents~~ **Department of Higher Education** will consider residents of Bracken,

Boone, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties who attend the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, **Miami University Hamilton, Miami University Middletown**, or Southern State Community College under this agreement as qualifying for Ohio resident tuition rates, and as Ohio residents for the purpose of allocating funds to the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, **Miami University Hamilton, Miami University Middletown**, and Southern State Community College.

- b. During the period of this agreement, the Kentucky Council on Postsecondary Education will consider residents of Adams, Brown, Butler, Clermont, Clinton, Fayette, Hamilton, Highland, and Warren Counties who attend Northern Kentucky University or Gateway Community and Technical College under this agreement as qualifying for Kentucky resident tuition rates, and as reciprocity students for the purpose of allocating funds to Northern Kentucky University and Gateway Community and Technical College. The Kentucky Council on Postsecondary Education will also consider students attending Northern Kentucky University who are participating in an approved Degree Pathway Program with an associate degree from the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, or Southern State Community College as reciprocity students for the purpose of allocating funds to Northern Kentucky University.

8. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institution of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph 11.1.

9. Notice, Application, and Waiver

The availability of reciprocity tuition rates under this agreement shall be advertised to applicants and/or to student of Cincinnati state Technical and Community College, Clark State Community College, Gateway Community and Technical College, **Miami University Hamilton, Miami University Middletown**, Southern State Community College, Northern Kentucky University and the University of Cincinnati by any means deemed appropriate by the respective institutions.

All students who want to receive reciprocity tuition rates under this agreement must apply for such rates at the institution where they plan to enroll.

Failure to so apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for the quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for reciprocity tuition rates under this agreement.

These processes will be written and shared with each institution as well as with the chancellor of the ~~Ohio Board of Regents~~ **Department of Higher Education** and the Kentucky Council on Postsecondary Education. The process will also be made available to all potential applicants upon request.

In this section, the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

10. Annual Report

By June 30 of each year, Cincinnati State Technical and Community College, Clark State Community College, Gateway Community and Technical College, Northern Kentucky University, Southern State Community College, **Miami University**, and the University of Cincinnati agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the chancellor of the ~~Ohio Board of Regents~~ **Department of Higher Education**. Specific forms for the annual report may be prescribed by the state agencies.

III. Approval

This agreement is not effective unless and until approved by the chancellor of the Ohio ~~Board of Regents~~ **Department of Higher Education** pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

IV. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original, and all of which together shall constitute one in the same instrument.

**TUITION RECIPROCITY AGREEMENT
SIGNATURE PAGE**

STATE AGENCIES

Dr. Aaron Thompson, President
Kentucky Council on Postsecondary Education

Signed: _____ Date: _____

Randy Gardner, Chancellor
Ohio Board of Regents **Department of Higher Education**

Signed: _____ Date: _____

~~Dr. Jay Box~~ **Dr. Paul Czarapata**, President
Kentucky Community & Technical College System

Signed: _____ Date: _____

INSTITUTIONS

Dr. Ashish Vaidya, President
Northern Kentucky University

Signed: _____ Date: _____

Dr. Fernando Figueroa, President
Gateway Community and Technical College

Signed: _____ Date: _____

Dr. Neville Pinto, President
University of Cincinnati

Signed: _____ Date: _____

Dr. Monica Posey, President
Cincinnati State Technical and Community College

Signed: _____ Date: _____

Dr. Jo Alice Blondin, President
Clark State Community College

Signed: _____ Date: _____

Dr. Gregory P. Crawford, President
Miami University

Signed: _____ Date: _____

Dr. Kevin Boys, President
Southern State Community College

Signed: _____ Date: _____

ATTACHMENT B3

TUITION RECIPROCITY AGREEMENT

Maysville Community and Technical College
and
University of Cincinnati - Clermont College
Miami University Hamilton
Miami University Middletown

This tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education and the chancellor of the Ohio ~~Board of Regents~~ **Department of Higher Education**, the Kentucky Community and Technical College System, Maysville Community and Technical College, Miami University Hamilton Campus, Miami University Middletown Campus, and the University of Cincinnati-Clermont College pursuant to the provisions of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

I. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the northern Kentucky and southern Ohio area while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of Clermont, Adams, and Brown Counties in Ohio and Mason, Bracken, Lewis, and Robertson Counties in Kentucky without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

II. Terms

1. Duration and Termination

The agreement shall be effective beginning July 1, ~~2019~~ **2021**, through June 30, ~~2021~~ **2023**, and may be renewed prior to June 30, ~~2021~~ **2023**, by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, ~~2021~~ **2023**, to June 30, ~~2023~~ **2025**.

The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

- a. The parties may amend the agreement in the following manner. Amendments must be presented to each of the parties of this agreement for their consideration. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove of the proposed amendment to the agreement. The responses will be sent to all parties in the agreement. After sixty (60) days, if all parties approve of the proposed

amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

A review of this agreement may occur from time to time at the request of any party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.

This agreement may be terminated by any of the participating institutions, the chancellor of the Ohio ~~Board of Regents~~ **Department of Higher Education**, the Kentucky Community and Technical College System, or the Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement.

2. Kentucky Residents' Eligibility for Ohio Programs

Miami University Hamilton Campus, Miami University Middletown Campus, and the University of Cincinnati-Clermont College agrees to accept at Ohio resident tuition rates any resident of Bracken, Lewis, Mason, or Robertson Counties of Kentucky who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at the Miami University Hamilton Campus, Miami University Middletown Campus, and the University of Cincinnati-Clermont College in the programs not specifically excluded from this agreement. In this context, the word "program" may mean a workshop, a certificate program, and/or associate degree program, **or applied bachelor's degree program.**

3. Ohio Residents' Eligibility for Kentucky Programs

Maysville Community and Technical College agrees to accept at Kentucky resident tuition rates any resident of Adams, Brown, and Clermont Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at Maysville Community and Technical College in the programs not specifically excluded from this agreement. In this context, the word "program" may mean a workshop, a certificate program, and/or associate degree program.

4. New Program Eligibility

Any new program may be included in this agreement upon successful completion of the agreement's amendment process, as listed above. In this context, the word "program" may mean a workshop, a certificate program, and/or associate degree program.

5. Resident Status

a. During the period of the agreement, the chancellor of the **Ohio Department of Higher Education** will consider residents of Bracken, Lewis, Mason, and Robertson Counties who attend the **Miami University Hamilton Campus, Miami University Middletown Campus, and** University of Cincinnati-Clermont College,

under this agreement as qualifying for Ohio resident tuition rates and as Ohio residents for the purpose of allocating funds to **Miami University Hamilton Campus, Miami University Middletown Campus, and** University of Cincinnati-Clermont College.

- b. During the period of this agreement, the Kentucky Community and Technical College System and the Kentucky Council on Postsecondary Education will consider residents of Adams, Brown, and Clermont Counties who attend Maysville Community and Technical College under this agreement as qualifying for Kentucky resident tuition rates and as Kentucky residents for the purpose of allocating funds to Maysville Community and Technical College.

6. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institution of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until completion of their programs of study, subject to the biennial limitations as described in paragraph 11.1.

7. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Maysville Community and Technical College, **Miami University Hamilton Campus, Miami University Middletown Campus, and** University of Cincinnati-Clermont College, by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

8. Annual Report

By June 30 of each year, the Kentucky Community and Technical College System, Maysville Community and Technical College, **Miami University Hamilton Campus, Miami University Middletown Campus, and** University of Cincinnati-Clermont College, agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the chancellor of the Ohio ~~Board of Regents~~

Department of Higher Education. Specific forms for the annual report may be prescribed by the state agencies.

III. Approval

This agreement is not effective unless and until approved by the chancellor of the Ohio Board of Regents **Department of Higher Education** pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

IV. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original, and all of which together shall constitute one in the same instrument.

TUITION RECIPROCITY AGREEMENT SIGNATURE PAGES

STATE AGENCIES

Dr. Aaron Thompson, President
Kentucky Council on Postsecondary Education

Signed: _____ Date: _____

Randy Gardner, Chancellor
~~Ohio Board of Regents~~ **Department of Higher Education**

Signed: _____ Date: _____

~~Dr. Jay Box~~ **Dr. Paul Czarapata**, President
Kentucky Community and Technical College System

Signed: _____ Date: _____

TUITION RECIPROCITY AGREEMENT SIGNATURE PAGES
INSTITUTIONS

Dr. Steve Vaeik **Russ Ward, Interim** President
Maysville Community and Technical College

Signed: _____ Date: _____

Dr. Neville Pinto, President
University of Cincinnati

Signed: _____ Date: _____

Dr. Gregory P. Crawford, President
Miami University

Signed: _____ Date: _____

ATTACHMENT C

TUITION RECIPROCITY AGREEMENT

ASHLAND COMMUNITY AND TECHNICAL COLLEGE
BIG SANDY COMMUNITY AND TECHNICAL COLLEGE
AND
SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE AND
~~MARSHALL~~ **MOUNTWEST** COMMUNITY AND TECHNICAL COLLEGE
~~2007-2013~~ 2013-2019 ~~2019-2021~~ 2021-2023

I. Parties

Under the provisions of Section 18-B-4-3 of the West Virginia Code, Section 164.020 (11) of the Kentucky Revised Statutes, and in compliance with rules and procedures of the West Virginia Council for Community and Technical College Education, the Kentucky Council on Postsecondary Education, the Kentucky Community and Technical College System, Ashland Community and Technical College, Big Sandy Community and Technical College, ~~Marshall Community and Technical College~~ **Mountwest Community and Technical College**, and Southern West Virginia Community and Technical College, the following agreement is entered into between the Kentucky Council on Postsecondary Education and the West Virginia Council for Community and Technical College Education, and between Ashland Community and Technical College and Big Sandy Community and Technical College of the Kentucky Community and Technical College System and ~~Marshall~~ **Mountwest** Community and Technical College and Southern West Virginia Community and Technical College.

II. Purpose

The purposes of this tuition reciprocity agreement are to (1) improve the lower division post high school educational advantages to residents of Boyd, Lawrence, Martin, and Pike Counties in Kentucky and Cabell, McDowell, Mingo, and Wayne Counties in West Virginia; (2) minimize the cost of such improvements for the taxpayers and legislative bodies of both states by cooperative planning and joint education efforts; and (3) promote the maximum use of existing educational facilities and address the problems of enrollment fluctuations and fiscal constraints at both institutions.

III. Period Covered By Agreement

July 1, ~~2007~~ 2013 - June 30, ~~2013~~ 2019 ~~2019~~ July 1, 2021 - June 30, 2023

IV. Terms

The provisions of this agreement shall be effective beginning July 1, ~~2007~~~~2013~~~~2019~~ **2021**, and expire on June 30, ~~2013~~~~2019~~~~2021~~ **2023**, and will commence with any registration after the effective date. Students who are enrolled under the provisions of the agreement may continue to attend the selected colleges at the reciprocity rates for a period of two years subsequent to termination of the agreement. The agreement shall be subject to review and revision on an annual basis.

V. Eligible Students

Ashland Community and Technical College and Big Sandy Community and Technical College agree to accept at the resident rate any resident of Cabell, McDowell, Mingo, or Wayne Counties of West Virginia wishing to enroll for whom space is available and who satisfies all regular in-state admission requirements of Ashland Community and Technical College and Big Sandy Community and Technical College.

~~Marshall~~ **Mountwest** Community and Technical College and Southern West Virginia Community and Technical College agree to accept at the resident rate any resident of Boyd, Lawrence, Martin, or Pike Counties of Kentucky wishing to enroll for whom space is available and who satisfies all regular in-state admissions requirements of ~~Marshall~~ **Mountwest** Community and Technical College and Southern West Virginia Community and Technical College.

Eligible students for whom space is available may enroll in fully online classes at eligible KCTCS institutions at the resident rate. This agreement does not preclude KCTCS from charging fully online West Virginia resident students attending any KCTCS institution the Kentucky resident rate.

VI. Termination ~~o~~Or Renewal ~~o~~f Agreement

This agreement shall be reviewed annually and may be considered for termination or modification for cause at the request of either participating institution, the West Virginia Council for Community and Technical College Education, or the Kentucky Council on Postsecondary Education.

Ashland Community and Technical College, Big Sandy Community and Technical College, ~~Marshall~~ **Mountwest** Community and Technical College, and Southern West Virginia Community and Technical College agree to provide on an annual basis to the Kentucky Council on Postsecondary Education and the West Virginia Council for Community and Technical College Education reports on the enrollment and program implications of the agreement on forms prescribed for the purpose by these state agencies.

VII. Signatures

~~Dr. Thomas D. Layzell~~ Robert Date
~~L. King~~ Aaron Thompson
President, Kentucky Council on
Postsecondary Education

~~Jim L. Skidmore~~ **Dr. Sarah** Date
Armstrong Tucker
Chancellor, West Virginia
Community & Technical System
~~Council for Community and~~
~~Technical College Education~~

~~Michael B. McCall~~ Jay K. Box Date
Dr. Paul Czarapata
Interim President, Kentucky
Community & Technical
College System

~~Bob Hayes~~ Date
~~Interim President, Marshall~~
~~Community & Technical College~~
Dr. Joshua Baker, President,
Mountwest Community &
Technical College

Dr. Gregory D. Kay Date
~~Adkins~~ Larry Ferguson
President, Ashland Community
& Technical College

~~Joanne J. Tomblin~~ **Dr. Pamela** Date
Alderman, President, Southern
West Virginia Community &
Technical College

~~Dr. George D. Edwards~~ Sherry Date
Zylka
President, Big Sandy
Community & Technical
College

KY COUNCIL ON POSTSECONDARY EDUCATION

TITLE: Report from the Executive Committee

DESCRIPTION: The Chair will provide an update on the work of the Executive Committee and make committee appointments

PRESENTER: Lucas Mentzer, CPE Chair

The Executive Committee is scheduled to meet on **June 25, 2021** at 8:30 a.m. ET and a report and its recommendations will be provided at the June 25 business meeting.

Committee Appointments

Chair Mentzer will make several committee appointments at the meeting.

TITLE: Committee on Equal Opportunities Report and Annual Campus Diversity, Equity & Inclusion Evaluation Report

DESCRIPTION: Council staff will report on the outcomes of the latest campus Diversity, Equity, and Inclusion evaluations as well as give an update on the unit initiatives.

PRESENTERS: Bob Staat, Chair of the Committee on Equal Opportunities
Travis Powell, CPE's Vice President and General Counsel
Deverin Muff, CPE's Associate for Diversity, Equity, & Inclusion

ANNUAL CAMPUS DIVERSITY, EQUITY & INCLUSION EVALUATION REPORT

This spring, the Committee on Equal Opportunities oversaw the annual evaluation of institutional progress toward meeting their equal educational opportunity goals set in the Policy. Committee Chair Staat and Council staff will present the results of that evaluation process. A summary of the evaluation results for each institution have been included in your materials.

The CPE interactive data dashboard shows progress toward the quantitative goals, a link to which is: <http://cpe.ky.gov/data/diversity.html>.

BACKGROUND INFORMATION: POLICY FOR DIVERSITY, EQUITY, AND INCLUSION

The 2016 Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion, is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth shall:

- Develop a plan to embrace diversity and equity within constitutional and legal parameters;
- Commit to improving academic achievement for all students;
- Create an inclusive campus environment; and
- Produce culturally competent graduates for the workforce.

It has three focus areas, which align with the 2016-21 statewide Strategic Agenda: Opportunity, Success, and Impact. The policy embraces both qualitative and quantitative elements to evaluate progress toward meeting “equal educational opportunity goals; and it is incorporated into Administrative Regulation 13 KAR 2:060.

With this policy, institutions are required to submit a plan for Diversity, Equity, and Inclusion on their respective campuses that address each of the Policy’s Focus Areas. In each Focus Area, institutions must set goals and identify strategies to obtain them. Plans must also identify an appropriate plan for assessment. Institutions that do not meet the minimum standards of the rubric (24/36-universities; 22/34-community colleges) will lose automatic eligibility to offer new academic programs.

REPORT EVALUATION

Data from the 2019 -20 academic year were evaluated. The qualitative data were submitted in March of 2021. Each institution was evaluated based on a rubric that includes both quantitative data and qualitative responses. Potential points to be earned for each section are:

	Quantitative	Qualitative	Potential total	Minimum required to pass
Universities	18	18	36	24
KCTCS Institutions	16	18	34	22

1) Quantitative section – The following targets were measured:

- Undergraduate and Graduate Enrollment (9 areas for Universities and 8 areas for KCTCS Institutions)
- 1st to 2nd Year Retention (URM and Low Income)
- Graduation Rate (URM and Low Income)
- Degrees Conferred/Credentials Awarded (URM and Low Income)
- Workforce Diversity

The following scores were used in the evaluation of the quantitative section:

- 2 points Annual target met or exceeded
- 1 point Annual target not met, but value is greater than the 2015-2016 baseline.
- 0 points Annual target not met and value is less than the 2015-2016 baseline

2) Qualitative section - Reports were evaluated on the following criteria:

- Implementation of Strategies with Fidelity
- Analysis of Strategy Effectiveness
- Lessons Learned and Next Steps

The following scores were used in the evaluation of the qualitative section:

- 2 points Meets or Exceeds Expectations
- 1 points Making Progress Toward Meeting Expectations
- 0 points Does Not Meet Expectations

Timeline: Reporting and Evaluation Process

February 2021	Strategies verified in the new reporting tool
March 1, 2021	Diversity Plan Reports Due
March 2, 2021	Review Teams Calibration Meeting
March 5, 2021	Reports Disseminated to Review Teams
April 26, 2021	Scores reported to CEO
June 25, 2021	Scores reported to CPE Board
July 1, 2020	Improvement plan instructions given to institutions not meeting the minimum required score

FINAL EVALUATION SCORES FOR 2019-20

The evaluation scores for the four-year universities and two-year community and technical colleges are included as an attachment.

The following institutions did not meet the minimum requirements: Morehead State University and Big Sandy Community and Technical College. Institutions that did not meet the minimum standard must develop a performance improvement plan identifying specific strategies and resources dedicated to addressing deficiencies. (CEO may recommend a site visit.)

Once the improvement plan is approved, the institution may request a waiver to offer a new academic program if the institution can provide assurance that new programs will not divert resources from improvement efforts.

LESSONS LEARNED/NEXT STEPS

- 1) Work with the CEO to develop performance improvement plans for institutions not meeting the minimum required scores.

- 2) Continue identifying high-impact practices in the areas of opportunity, success and impact.
- 3) Begin preparing for the 2020-21 reporting process.
- 4) Work with CPE's data team and institutions to develop targets for the 2021-22 academic year.

2019-20 DEI EVALUATION YEAR 4-YEAR INSTITUTIONS

	UK	EKU	UL	MuSU	MoSU	KSU	NKU	WKU
GOALS								
Undergraduate Enrollment	2	2	2	2	2	0	2	2
Graduate Enrollment	2	2	2	2	2	0	2	2
1st-2nd Year Retention (URM)	2	2	1	2	1	2	0	2
1st-2nd Year Retention (low-income)	2	2	2	2	2	2	1	2
6-year Graduation Rate (URM)	1	1	1	0	1	1	2	1
6-year Graduation Rate (low-income)	1	2	1	1	0	2	1	1
Degrees Conferred (URM)	2	2	2	2	1	0	2	2
Degrees Conferred (low-income)	1	0	1	1	0	0	0	0
Workforce Diversity	1	1	1	1	1	2	1	0
Opportunity								
Implementation	2	2	2	2	2	2	2	2
Effectiveness	2	2	2	2	2	2	2	2
Lessons Learned	2	2	2	2	1	2	2	2
Success								
Implementation	2	2	2	2	1	2	2	2
Effectiveness	2	2	1	2	1	2	2	2
Lessons Learned	2	2	2	2	1	1	2	2
Impact								
Implementation	2	2	2	1	1	2	2	2
Effectiveness	2	2	2	2	1	2	2	2
Lessons Learned	2	2	2	2	1	2	2	2
Total (out of 36)	32	32	30	30	21	26	29	30

2019-20 DEI EVALUATION YEAR KCTCS INSTITUTIONS

	ACTC	BS CTC	BCTC	ECTC	GCTC	HCTC	HenCC	HopCC	JCTC	MadCC	MayCTC	OCTC	SomCC	SKYCTC	SE CTC	WKCTC
GOALS																
Undergraduate Enrollment	2	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2
1st - 2nd Year Retention (URM)	2	1	2	1	2	0	2	2	1	2	1	2	1	1	0	0
1st - 2nd Year Retention (low-income)	2	0	2	1	2	2	0	1	2	2	1	2	2	2	0	2
3-year Graduation Rate (URM)	2	2	2	2	2	2	1	0	2	0	2	1	1	2	0	2
3-year Graduation Rate (low-income)	2	2	2	2	2	2	2	1	2	0	2	2	2	2	1	2
Credential Awarded (URM)	2	0	2	2	2	2	2	1	2	2	2	2	2	2	1	2
Credential Awarded (low-income)	2	0	2	2	2	2	2	0	2	2	2	2	2	2	1	0
Workforce Diversity	1	0	1	0	1	1	1	1	1	1	2	0	1	1	1	1
Opportunity																
Implementation	2	2	2	2	2	2	2	0	2	2	2	2	1	2	2	2
Effectiveness	1	1	2	2	1	2	1	2	2	1	2	2	1	2	2	2
Lessons Learned	1	1	2	2	2	2	1	1	1	2	2	2	2	2	1	2
Success																
Implementation	2	2	2	2	2	2	2	1	1	2	2	2	0	2	2	2
Effectiveness	2	1	1	2	2	2	1	2	2	2	2	2	1	2	2	2
Lessons Learned	0	1	1	2	2	1	1	2	1	2	2	2	2	2	2	2
Impact																
Implementation	2	2	2	2	2	2	1	2	2	2	2	2	1	2	2	2
Effectiveness	2	1	2	2	2	2	1	2	2	2	2	2	2	2	2	2
Lessons Learned	1	1	1	2	1	2	1	2	1	2	2	2	2	2	2	2
Total (out of 34)	28	19	30	28	31	30	23	22	28	28	32	31	25	32	23	29

TITLE: Expiring Administrative Regulations – 13 KAR 1:030, 13 KAR 2:100

RECOMMENDATION: Staff recommends that the Council allow administrative regulations 13 KAR 1:030 and 13 KAR 2:100 to expire and be repealed.

PRESENTER: Travis Powell, Vice President and General Counsel

BACKGROUND INFORMATION

House Bill (HB) 50, signed into law in the 2017 Regular Session, amended the statutes governing administrative regulations, KRS Chapter 13A, and requires that action be taken on an administrative regulation at least every seven (7) years or the regulation will be repealed. Action can be in the form of certification that the agency either intends to keep the regulation in effect “as is,” or amend the regulation within 18 months. Agencies can also choose not to take action and allow regulations to be repealed after the expiration date.

The first date of expiration outlined in HB 50 was July 1, 2019 for regulations last adopted or amended on or before July 1, 2012, but due to the passage of HB 4 in the 2019 Regular Session, the first date of expiration was extended to March 1, 2020. The issue of regulation expiration was generally discussed with the full Council at the February 22, 2019 and April 25, 2019 meetings.

At its January 24, 2020 meeting, the Council approved the Executive Committee’s recommendation to review and amend within the next 18 months the following two Campus Security Regulations – Public and Private (13 KAR 1:030 & 13 KAR 2:100)

- [13 KAR 1:030](#) - *Campus security, private institutions*; and [13 KAR 2:100](#) - *Campus security, public institutions*, are the Council’s regulations that outline institutional responsibilities relating to campus safety and security legislation in KRS 164.948-.9495, also known as the Michael Minger Act. Both regulations were last updated in November of 2002 and were set to expire on March 1, 2020 without Council action.

- [Senate Bill 130](#), signed into law during in the 2018 Regular Session, amended the Michael Minger Act (KRS 164.948 - .9495) to align the crime reporting requirements with those of the federal Clery Act beginning academic year (2019-2020). The substantive requirements of 13 KAR 1:030 and 13 KAR 2:100 remained in compliance with the new law and therefore did not require immediate modification.
- In order to comply with the statutory change, the institutional annual crime statistic reports required by KRS 164.9485 and Section 7 of these regulations are no longer submitted in the Council's online Minger Reporting System (Form MMA1). This system was designed to meet the requirements of the prior version of the law and is therefore no longer applicable. Instead, beginning with the October 1, 2019 reporting deadline, institutions were directed to report annual crime occurrence statistics to the Council as described in [KRS 164.9485\(3\)](#) in any format desired, as long as the statutorily required elements were included. For those institutions receiving federal Title IV funding, the annual statistics submitted mirror those provided in their annual federal Clery Act report. The 2020 reporting cycle was completed this past October with 100% compliance from both the public and private sectors.
- As state above, on January 24, 2020 Council approved the recommendation that 13 KAR 1:030 and 13 KAR 2:100 be amended in the next 18 months. During that time, Council staff was directed to review these regulations, evaluate the newly implemented annual reporting process, and suggest what changes should be made to conform. In addition, staff will conduct a holistic review of the regulations to see if other changes should be made to better clarify and streamline the requirements for institutional compliance. Recommendations were to be made in the form of proposed amendments to these regulations.

RECOMMENDED ACTION

Since the Council's action on January 24, 2020, CPE staff continued to review these regulations and has completed another annual crime statistic reporting cycle. During that time, neither regulation has been accessed by staff for reference or cited by reporting institutions for guidance. The provisions of KRS 164.948 - .9495 provide sufficient guidance to both institutions and staff on how to comply with the Act and, in particular, how and when to report campus crimes. The 2020 annual reporting cycle was managed exceedingly well and with 100% compliance without a standard form mandated by regulation. The other essential elements of the regulations primarily involve a recitation of the statutory components. The only exception are the portions of

the regulations that clarify that a “threat of fire” for purposes of reporting does not include a fire alarm triggered for a maintenance test or for a fire drill. Staff believes this to be inherently intuitive and does not necessitate regulatory guidance. There were no additional elements of clarification or direction identified for which regulatory guidance would be necessary.

KRS 13A.120(2)(f) states that an administrative body shall not promulgate regulations when a statute sets forth a comprehensive scheme of regulation on a particular matter. As such and after reviewing this matter for over a year and completing another successful annual reporting cycle incorporating the statutory changes made in 2018, **Council staff now recommends that 13 KAR 1:030 and 13 KAR 2:100 be allowed to expire and be repealed.**



CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education



RMI scholarships mean a lot to me because they show all the hard work I have done throughout college has paid off. These scholarships continue to push me to keep achieving in my academic goals.

— Jasmine Liaupsin —

2021 RMI MODEL STUDENT
SCHOLARSHIP RECIPIENT

PHOTO: TIMELESS TREASURES PHOTOGRAPHY

NEW SCHOLARSHIP AIMS TO ATTRACT DIVERSE STUDENTS TO THE INSURANCE INDUSTRY

Kentucky Employers' Mutual Insurance (KEMI), a workers' compensation insurance provider, established a new scholarship at Eastern Kentucky University with the goal of ultimately having a more diverse workforce within their company and the insurance industry.

Last year, KEMI formed a diversity and inclusion committee to identify ways for the company to be more inclusive. KEMI President and CEO Jon Stewart shared that when he travels for insurance conferences, he sees a lack of diversity among those in leadership positions.

KEMI funded the scholarship with an initial \$15,000 donation. Starting with the 2021-22 academic year, the KEMI/EKU Diversity Scholarship will be awarded to a racially or ethnically diverse student majoring in risk management and insurance at ECU.

"The scholarship makes what might otherwise only be a dream for some students — affording a college education — much more attainable," said Dr. Lisa Gardner, professor and director of ECU's risk management and insurance program. Renewal scholarships may be provided for up to three additional years for students who remain enrolled full-time at the university and continue to meet the set criteria. The new scholarship strengthens an already well-established partnership between ECU and KEMI.

EKU's nationally ranked risk management and insurance program prepares graduates to work in many different aspects of insurance, from serving customers to management and leadership roles.



NON-TRADITIONAL STUDENT ELLIOTT WINS GOLDWATER SCHOLARSHIP

Eastern Kentucky University chemistry major and honors program student Andrew Elliott has been named a winner of the Barry Goldwater Scholarship. Elliott is the fifth Goldwater winner in the university's history.

The Barry Goldwater Scholarship is the most prestigious nationally competitive undergraduate scholarship program in the United States for students aiming at careers in the natural sciences, math, and engineering. Elliott, a non-traditional student and current head tutor for EKU's Chemistry Department, is the only winner this year from any regional comprehensive university in Kentucky.

Elliott is passionate about oncology research and is grateful to learn from his mentors. The respect between mentor and student is mutual. Dr. Margaret Ndinguri, of EKU's Chemistry Department explained, "I have enjoyed working with Andrew Elliott in my research lab. He is intelligent, hardworking, mature, personable, and a natural in science. Andrew is a quick learner and his intellectual curiosity puts him above his peers. His major strengths are a strong work ethic and self-drive both in class and in research settings," she said.

In addition to his groundbreaking research, Elliott contributes valuable insights in his honors seminars. The Goldwater Scholarship will open doors for Elliott that he didn't think were possible, he said, and as a Goldwater Scholar, he is one step closer to achieving his goals.

EASTERN KENTUCKY UNIVERSITY ADDS ONLINE MBA PROGRAM AND MINORITY PRE-LAW PROGRAM

Eastern Kentucky University has recently added an online Master of Business Administration (MBA). This addition expands opportunities for students in a growing field and is designed for working adults looking to advance in their current career, change career paths, or even become an entrepreneur.

Students can tailor the degree to their interests and career needs by choosing a specific concentration in one of 12 areas of study. The 100-percent online MBA degree equips students with the foundational business knowledge needed for managers and leaders across industries. The degree explores topics such as utilizing data in decision making, effective interpersonal and professional communication, problem-solving in the workplace, ethics in business, and inclusive leadership.

Eastern Kentucky University will also fund the Dinsmore Pre-Law Minority Program through a generous gift from EKU Board of Regents Chair and Dinsmore & Shohl, LLP Partner Lewis Diaz and his wife Becky. The program will provide mentoring, career advice, interactive programming and financial assistance to area minority undergraduate students interested in attending law school.

As part of the firm's commitment to diversity, equity and inclusion, the Lexington office of Dinsmore & Shohl LLP began this initiative in the wake of the killings of George Floyd, Breonna Taylor and others in recent years. "We believe this program will help break down barriers that exist for minority students who want to pursue a legal career, and it will help close the opportunity gap that we have seen in the legal profession for far too long," said the Lexington office Managing Partner, Grahamn Morgan, who is heading up this program along with Dinsmore Attorneys Shaye Johnson and Mindy Barfield.

The program will have a scholarship attached as well for a student who completes the Dinsmore Pre-Law Minority Program toward paying for law school.



KCTCS GOOD NEWS REPORT

JUNE 2021

KCTCS BOARD OF REGENTS VOTES TO FREEZE TUITION



Students and parents can breathe a little easier this fall because the 16 colleges of the Kentucky Community and Technical College System (KCTCS) will not be raising tuition.

At \$179 per credit hour, KCTCS colleges already have the lowest tuition in the state, which saves families thousands of dollars. Out-of-state students from counties contiguous to Kentucky will continue to pay \$358 per credit hour. All other out-of-state students will continue to pay \$627 per credit hour.

“The pandemic has taken a toll on our students who’ve been affected in numerous ways, including job loss,” KCTCS Board Chair Gail Henson said. “The board wanted to help students, and we felt keeping our tuition at the same rate would help thousands of families.”

Many prospective students decided not to attend college during the pandemic and the 16 colleges welcome them to campus along with our current students. For students who prefer online learning or hybrid classes, those will be available as well.



KENTUCKY
COMMUNITY & TECHNICAL
COLLEGE SYSTEM

“Kentucky is recovering fast from the pandemic, but we can’t forget the lessons learned from the past year,” Aaron Thompson, president of the Kentucky Council on Postsecondary Education, said. “Even with our rally, many students still face extreme financial hardships that could derail their education. That’s why I want to thank KCTCS for holding the line on tuition. Their leadership and commitment to affordability helps ensure that we don’t leave anyone behind.”

Whether students are seeking an associate degree or a short-term credential that can be earned in a few weeks, KCTCS offers a wide variety of programs. Employers also are encouraged to learn about affordable customized training programs for incumbent employees. These are offered through the Workforce Solutions team.

For more information on the tuition freeze, visit <https://kctcs.edu/affording-college/tuition-freeze/index.html>



NEW VIDEO SHOWS **ACHIEVEMENTS OF KCTCS & ITS STUDENTS**

KCTCS recently released a new video that provides an overview of the system, some of its points of pride and the accomplishments of grads. In this three-minute video, viewers will learn why KCTCS is so important to Kentucky and its economy.

<https://www.youtube.com/watch?v=SDEyW8GQyBI>





APRIL 2021



MSU education programs earn multiple top rankings from Teaching Degree Search

Morehead State University's Ernst and Sara Lane Volgenau College of Education programs have earned state and national rankings for excellence and affordability.

Teaching Degree Search (TeachingDegreeSearch.com), an online resource for students seeking university-level programs and business colleges, recognized MSU's undergraduate and graduate-level education programs for:

- Ranked No. 1 in 2021 Most Popular Online Curriculum & Instruction Schools in Kentucky
- Ranked No. 1 in 2021 Best Value Curriculum & Instruction Graduate Certificate Schools in Kentucky
- Ranked No. 2 in 2021 Best Value Curriculum & Instruction Graduate Certificate Schools in the Southeast Region
- Ranked No. 6 nationally in 2021 Best Value Curriculum & Instruction Graduate Certificate Schools
- Ranked No. 43 nationally in 2021 Best Value Curriculum & Instruction Schools

For more information, visit www.moreheadstate.edu/education.



Office of the President

202 Howell-McDowell Admin. Bldg. | Morehead, KY 40351

Phone: 606-783-2022 | president@moreheadstate.edu

www.moreheadstate.edu/president

Morehead State welcomes Kentucky Governor's Scholars Program

Morehead State University will continue serving as a host campus for the Kentucky Governor's Scholars Program in 2021.

MSU first welcomed GSP in 2006 and this will be the ninth year the University has hosted GSP. Of the three universities that serve as home to GSP (others include Bellarmine University and Centre College), MSU is the only public university to host the program.

The 345 scholars arrive on campus Saturday, June 26, with numerous activities planned throughout their five-week stay. There will be 40 faculty and staff to assist the students. GSP will conclude with a closing ceremony on Friday, July 30.

MSU legal studies program receives Top 10 national ranking

Morehead State University's legal studies program continues to cement its academic reputation on a national level. Study.com has published its 2021 rankings and MSU's Bachelor of Arts in Legal Studies is ranked 8th among the Best Bachelor's in Legal Studies Degrees.

Study.com is an online resource to help research higher education institutions, degrees and careers. The site considered hundreds of universities nationwide and selected MSU based on the quality of education, academic and career sources, and faculty.

"We are honored that MSU's legal studies program earned the 8th ranking as the Best Legal Studies Bachelor's Degree program. This is the second top ten list our legal studies program has been named to during the past year," said Dr. Dianna Murphy, associate dean for the School of Humanities and Social Sciences.

"Most years, 100% of program seniors are accepted to law school, with some receiving scholarship offers to top-tier law schools. The success of our graduates demonstrates the success of our program."

Engineering programs ranked among best in the southeast by tradecollege.org

Morehead State's engineering programs have been ranked among the top programs in the Southeastern U.S. by TradeCollege.org. Engineering programs at MSU were ranked second for best value schools in the Southeast region and best value bachelor's degree programs in the Southeast region.

Morehead State offers bachelor's degree programs in engineering management, engineering technology and systems integration engineering. MSU also provides physics degrees with areas of concentration in electrical and mechanical physics. All the programs offer hands-on learning opportunities that prepare students for career success.

"The combination of theoretical engineering with a hands-on laboratory experience make Engineering Technology graduates very marketable in a number of areas that are in high demand in the region and beyond. Most ETM students have a high-tech, high-pay job upon graduation or within a few months after graduation, and many have accepted positions before graduation," said Dr. Ahmad Zargari, associate dean of MSU's School of Engineering and Computer Science. "



Murray State University celebrates commencement

Murray State University hosted in-person commencement ceremonies for May and August 2021 graduates as well as 2020 graduates on May 7 and 8 at the CFSB Center.

On May 7, the ceremony for master's, specialist and doctoral graduates took place while on May 8, three ceremonies were held for undergraduates.

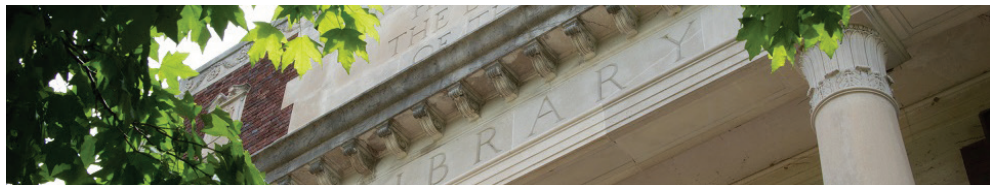
A total of 1,464 degree applicants comprised this spring's graduating class from May and August, including doctoral, specialist, master's, baccalaureate and associate degrees. A total of 31 states and 22 countries were represented.

Engineering Physics students design and build electric all-terrain vehicle

The Engineering Physics program provides opportunities for senior engineering students to design a product or device as a part of their senior design class. This year, an Engineering Physics senior team designed and built an electric all-terrain vehicle (E-Vehicle). This is the first time that the engineering program has invested in designing and successfully building an E-Vehicle.

The E-Vehicle is a two-person off-road vehicle powered by a 17-horsepower electric motor with battery capacity of one hour of operation. The engineering students designed, fabricated and tested all vehicle systems, to include power transmission, suspension, steering, chassis and roll-cage structure.

See the video at <https://youtu.be/J-0gYWJqpA8>.



Murray State University partners with The Quality Assurance Commons

Murray State University has announced an expanded partnership with The Quality Assurance Commons for Higher and Postsecondary Education (QA Commons), the first of its kind to certify programs in every academic college and school within an institution. The new certification process will involve seven academic programs to evaluate how well the University is preparing graduates to be ready for lifelong employability.

The certification process, which began earlier this year, is multidisciplinary with the following programs participating, including nearly 70 faculty members:

- **Public and Community Health**
(School of Nursing and Health Professions)
- **Music Business**
(College of Humanities and Fine Arts)
- **Animal Technology**
(Hutson School of Agriculture)
- **Agricultural Science**
(Hutson School of Agriculture)
- **Criminal Justice**
(College of Education and Human Services)
- **Organizational Communication and Leadership**
(Arthur J. Bauernfeind College of Business)
- **History/Social Studies**
(College of Humanities and Fine Arts)

Students receive national recognition in the Hearst Audio News and Television Feature competition

Two Murray State University journalism and mass communications students have been selected as winners in the radio and television categories of the prestigious Hearst Journalism Awards program this year.

Piper Cassetto, a senior television production major from Louisville, Kentucky, won fifth place in the Hearst TV 1 Competition, and Hannah Bullard, a senior journalism major, won sixth place

in the Hearst Audio News and Features Competition. The Hearst Journalism Awards recognize winners of monthly competitions in writing, photojournalism, television, audio and multimedia journalism. Participants from 103 accredited schools through the Association of Schools of Journalism and Mass Communication are eligible to enter the awards, which are among the top awards for student journalists.



Center for Autism Spectrum Disorders launches Early Childhood Program



Murray State University's Center for Autism Spectrum Disorders is preparing to launch a new Early Childhood Program for local children needing individualized intervention in an early childhood classroom environment. The primary goal of this initiative is to prepare young children with developmental disabilities to be successful in an educational setting by kindergarten. Eligible clients should be between the ages of two and six years old and have autism or other related needs.

The program is expected to begin in August and will be housed in John W. Carr Hall, located on Murray State's main campus. Participating children will receive customized support to address social skills, language, pre-academic skills, self-help skills, toilet training and feeding. While the center specializes in children with Autism Spectrum Disorders, services are available for all children who meet the criteria for developmental delay.

Murray State University and Kentucky League of Cities announce community and economic development partnership

Murray State University and the Kentucky League of Cities (KLC) are teaming up to provide Murray State's Center for Economic and Entrepreneurial Development training and informational services to elected city officials.

Additionally, KLC and the center will work together to identify and seek solutions to the challenges and issues facing elected city officials in the areas of community and economic development. This partnership will capitalize on Murray State's regional footprint and will aim to develop opportunities across the Commonwealth.

"We are very excited to partner with the Kentucky League of Cities as we advance economic development initiatives throughout the state," said Murray State University President Dr. Bob Jackson. "We have a tremendous responsibility to assist the Commonwealth in promoting high-quality, high-value educational and training programs through our Center for Economic and Entrepreneurial Development as well as other academic units as we further develop our economy and workforce."

Student scholars selected as Fulbright program finalists

A pair of Murray State University students have been selected as Fulbright program finalists, receiving the Fulbright English Teaching Assistant Award (ETA).

The Fulbright Program is the flagship international educational exchange program sponsored by the United States government. This program provides Murray State students with grants to study, teach and conduct research in more than 160 countries. Fulbright recipients are selected on the basis of academic and professional achievement and a record of service and demonstrated leadership in their respective fields.

The first finalist for the Fulbright

program for this academic school year is Elena Hammann, who will complete her ETA service in Colombia. A senior from St. Louis, Missouri, Hammann is majoring in engineering physics and Spanish with a minor in mathematics.

The second finalist for the Fulbright program for this academic school year is Dylan Glunt. Glunt is a December 2020 graduate from Paducah, Kentucky. During his time at Paducah Tilghman High School, he took interest in foreign languages and went on to pursue a degree in Spanish along with a teaching certification while studying Portuguese as well. Glunt is a teacher with Paducah Public Schools.

Scholar and athlete awarded the NCAA Postgraduate Scholarship



Christopher Stahl, a senior defensive lineman for the Murray State football team, has been named one of 126 annual winners for the NCAA Postgraduate Scholarship award. This award is given to various student-athletes who go above and beyond in their undergraduate studies and in their sport. Stahl is a double major in psychology and biology from St. Louis, Missouri.

The NCAA Postgraduate Scholarship is a one-time, non-renewable award that is given annually. The NCAA awards, within each season, 21 scholarships for men and women for use in an accredited graduate program.



GOLD RUSH

JUNE 2021

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE SPRING COMMENCEMENT ACTIVITIES

5

commencement exercises

510

days between in-person ceremonies

5,000+

graduates



FEDERAL FUNDS HARNESSING ENTREPRENEURIAL SPIRIT

Thanks to a federal grant from the Economic Development Administration, NKU is building back the economy through small companies and scalable startups. NKU received \$750,000 to support its Collaborative for Economic Engagement, a one-stop innovation hub for businesses and entrepreneurs to accelerate economic growth and recovery throughout the region.

NKU launched the Collaborative last fall to play an essential role in helping the local economy move from recovery into growth. It serves as a front door for entrepreneurial engagement and provides the tools needed to thrive in the post-COVID world: access to data, access to talent and access to capital.

"This is an historic milestone not just for NKU but small businesses and startups alike," said NKU President Ashish Vaidya. "NKU offers expertise and access to resources that can build and sustain unique partnerships in the region. This funding further expands the Collaborative's ability to create jobs and value and to strengthen community connections."

The Collaborative leverages regional agencies and programs as well as NKU's expertise in data analytics, health, logistics and innovation. The federal funding advances the university's goal of building overall entrepreneurial capacity and competitiveness. The funding also helps NKU diversify the regional economy by developing a novel support model for rural and underserved entrepreneurs.

"We created the Collaborative to overcome the barriers that inhibit innovation, entrepreneurship, and job creation in northern Kentucky," said Dr. Valerie Hardcastle, vice president for Health Innovation at NKU. "NKU is equipping entrepreneurs with the knowledge and resources needed to enter markets and scale businesses at all levels. We look forward to amplifying the opportunities and services in the region."

The Collaborative will be open and available for community members to visit this fall.

COLLEGE CORNER

A third of law enforcement officers in the country have a four-year degree. The importance of education on law enforcement has long been recognized, and that's why NKU is creating an affordable pathway for officers to earn their degree easier.

NKU offers Police Academy graduates nationwide 20 credit hours—the equivalent of one semester—toward a Bachelor of Arts in Criminal Justice. The program can be completed fully online, on campus or in hybrid format, allowing officers both in the Commonwealth and across the nation to take advantage of it.

LEARN MORE: <https://tinyurl.com/jatb5xt7>

LEARN MORE: <https://tinyurl.com/emvhzd>

MAKING COLLEGE ACHIEVABLE

A new partnership between NKU and the Boys & Girls Club of Greater Cincinnati ensures local youth have the clearest pathway to a more rewarding future. Speaking to the larger regional issue of increasing access to a college degree, the university brings its 'All Roads Lead to NKU' event to the Boys & Girls Club's Price Hill and Kenton County locations this summer.

"NKU is delighted to get involved with the Boys & Girls Club and its work to help deserving students reach their dreams. We are coming together to make a difference and open the doors to educational opportunities," said NKU President Ashish Vaidya. "It's never too early to learn what it means to be a Norse, and our goal is to ensure all roads lead to NKU." The open house experience presents prospective students with an inside look at what it's like being a student at NKU. They have the opportunity to learn more about getting involved on campus, residential housing and many different career pathways.

NKU's commitment to access and affordability aligns with the Boys & Girls Club's mission of changing lives and building great futures for of Greater Cincinnati's youth. To help break down barriers to pursuing an NKU education, the university is announcing a \$500 scholarship for a graduate from the class of 2021 and 2022 who enrolls at NKU attending the event. "This partnership is designed to empower learners to excel in school," Bill Bresser, CEO of the Boys & Girls Club of Greater Cincinnati. "We're excited to see the engaging programs NKU will unwrap at the events." **LEARN MORE:** <https://tinyurl.com/ns3xswxe>



NKU NORSE THE SCOREBOARD

Track & field star Kayla Thompson is this year's recipient of the Horizon League's Bobby Fong Award, which recognizes a student-athlete who best represents the conference and its core values of integrity, respect and stewardship.

After capitalizing on the opportunity to earn college credit in high school, she anticipates graduating early with a degree in psychological and behavioral sciences and boasts a 3.52 GPA.

FACULTY FOCUS

There's nothing like the hardnosed rivalries in Major League Baseball. Fans, media and even players are incredibly passionate about their team and ready to debate until the benches clear. And at NKU, a team of faculty and students are breaking down the most intense and lopsided rivalries for each team—including the bitter Yankees-Red Sox and Reds-Cardinals—as part of the Know Rivalry Project.

"Sometimes fans don't feel the same towards one another. It's like a little brother versus big brother situation," said Dr. Cobbs, a professor of Sports Business. "Because the sports world reflects group affiliations and conflict in society, misinterpreting rivalry can lead to underestimating tensions and threats that manifest in anti-social behaviors, including violence against others."

LEARN MORE: <https://tinyurl.com/p8n3tpj5>

BRIEFS

ESPORTS UNVEILS COMPETITIVE GAMING HUB

NKU's new varsity video gaming team now has a home with the official opening of The Sandbox—an innovation lab and dedicated environment for students to practice, play and compete in live events on campus.

The Sandbox features 11 state-of-the-art gaming stations and periphery equipment, as well as large monitors for fans to watch live competitions and game replays. The space houses a production studio for streaming matches and developing content to promote NKU Esports, such as student "shoutcasters" providing live play-by-play entertainment during games.

NKU Esports also joined Esports Collegiate Conference will now face off against regional schools such as Miami and Ohio.

LEARN MORE: <https://tinyurl.com/yptcu3w9>

UPSKILLING PROGRAM FOR ADULTS

NKU and Campbell County Skills U launch the GED-Based Scholars program that helps students earn college credit at a fraction of the cost while completing their high school degree requirements.

The GED-Based Scholars program expands upon NKU's dual enrollment pathways. With the new program, students can begin working on their bachelor's degree while completing their GED at the same time. The program was developed as a way to keep the momentum for learners and provide a smooth transition to their post-secondary degrees.

LEARN MORE: <https://tinyurl.com/cvez263k>

INCREASING VAX EQUITY

A new Gallop poll shows a quarter of Americans say they aren't planning to get vaccinated. Local health experts hope college students hold the key to cracking hesitancy. That's why NKU and regional collaborators set up the Vaccine Idea Challenge this spring.

Some of the creative ideas were having ice cream trucks deliver the vaccine or partnering with people in the community that they trust. The winning idea came from a group of NKU students. Their concept is to bring the vaccine to familiar places like grocery stores, churches and barbershops.

LEARN MORE: <https://tinyurl.com/jz6mfjst>

TASTE OF INFORMATICS

Ready for a new career field but want an inside look before committing to significant investments in retraining? NKU collaborated with local industry practitioners to launch a set of initiatives to meet the needs of people seeking upskilling in the technology and communication professions. The College of Informatics new program provides you with hands-on, personalized overviews of key fields.

"We are inviting everyone to sample these new opportunities," said Dr. Kevin Kirby, Dean of the NKU College of Informatics. "The world needs more people who can analyze data, who can use media to tell compelling stories around that data, and who can build trustworthy technology to deliver it".

LEARN MORE: <https://tinyurl.com/yux37nze>

ALUMNI NEWS

LEARN TO ADAPT

During the first crucial months of the COVID-19 pandemic, Erin Kelley's career shifted dramatically. Kelley, a 2011 alumna of Northern Kentucky University and professor of nursing at NKU, has not only been teaching future nurses, but she was also a bedside nurse herself at St. Elizabeth Healthcare.

While working shifts that were "long and sweaty," Kelley had first-hand experience of the exhaustion and fear that comes with working in the medical field during one of the worst outbreaks in decades. Kelley and her team, despite the lack of resources early on, had to work together as a unit to assure their patients were safe and comfortable, even while the pandemic left everyone confused and concerned.

LEARN MORE: <https://tinyurl.com/56xxjwnw>



PRESIDENT'S REPORT APRIL 2021

UNIVERSITY OF KENTUCKY



LETTER FROM PRESIDENT CAPILOUTO

Recently, I communicated with members of the UK community updated health and safety guidelines as a result of a high vaccination rate among our students, faculty and staff.

Approximately 60% of our students, 70% of our staff and 80% of our faculty have received the life-saving vaccine – a point of pride for which I am deeply proud and grateful. It is a testament to the promise we have lived since the beginning of the pandemic: we are a community that cares.

Because of the efforts of our people, we are poised and positioned to return classrooms, offices and events to normal capacity this fall, allowing us to fully return to our sacred mission of doing more and being more for those we serve.

As a result, we are able to gather – if vaccinated – without masks and without physically distancing.

At the same time, we must remain vigilant. The virus is still present, and we must do everything necessary to protect the health and safety of our campus. That is why we will continue to engage in contact tracing and require tests, screenings and masks to non-vaccinated individuals, in alignment with guidance from health experts.

And we will continue to develop plans as needed based on evidence and the latest science, monitoring state and federal guidelines, to make sure our community is safe.

Eli Capilouto
President

NEW ACTING PROVOST

The newly appointed acting provost, Dr. Bob DiPaola, will begin his duties July 1. Dr. Charles "Chipper" Griffith III, a long-time senior official in the College, has been named acting dean. Dr. DiPaola came to UK and the College of Medicine in 2016 after previously serving as director of the Rutgers Cancer Institute of New Jersey. He is a highly regarded leader who has successfully engaged multidisciplinary groups for initiatives in research and education.

His collaborative approach – working alongside outstanding faculty, staff and learners – has led the college to unprecedented growth and progress in recent years.

Dr. DiPaola will bring a strong commitment to research, education and diversity and inclusion into his new role as acting provost.



DIVERSITY, EQUITY AND INCLUSION

Last summer, the university announced it would embark on a comprehensive diversity, equity and inclusion implementation plan, in which hundreds of members of the community have volunteered their time and talent to build a more equitable community on UK's campus.

While there is much work to be done, the university has made significant and tangible strides, including:

- Hiring a diversity supplier manager as part of a long-term effort to bolster and strengthen ties to minority-owned businesses and vendors.

- Working with best-in-class consulting firm Sasaki to create an overall campus plan that builds more equitable and accessible spaces and environments for all members of the UK community.

- Creating a designated art fund for capital projects exceeding \$1 million, in which the university will automatically create a fund to commission art that manifestly enhances diversity, equity and inclusion on the campus.

Notably, last year, the university announced Juneteenth would be a recognized UK holiday moving forward. We commemorated that holiday for the first time, June 18, 2021.



VACCINES AND COVID-19

As of May 19, on-campus vaccine operations transitioned to clinical and pharmaceutical settings operated by UK HealthCare. The Kroger Field COVID-19 Vaccine Clinic launched in January and supported the administration of more than 240,000 doses of the vaccine to people from across Kentucky. It was central to UK's efforts in vaccinating first responders, K-12 employees, essential employees and the general public.

By the end of the spring 2021 semester, thousands of members of the UK community were vaccinated through UK – numbers that are fueling UK's plans to return to more robust in-person operations for the Fall 2021 semester.



THE PRESIDENT'S REPORT

ISSUE 112 | MAY/JUNE 2021

Dear Friends,

Summertime at UofL always allows for celebration and reflection, but this year especially gave us reason for both. Our spring semester ended on a historic note with commencement ceremonies for 2020 and 2021 graduates conducted outdoors at Cardinal Stadium. Because last year's ceremonies were virtual, we promised 2020 graduates they could have their moment to shine when it was safe to do so. Getting to personally congratulate all of these students and their families was such a wonderful experience. It was a powerful reminder of the Cardinal spirit and that we are a vital ecosystem that creates thriving futures for students, the community and society.

As I said last year when the pandemic first took its grip, these are times that certainly have and will continue to challenge us, change us and define us. Despite the uncertainties of this past year, our students continue to earn national and international awards, scholarships and recognition. Our faculty made a tremendous impact through their teaching, research and community engagement. And our staff provided the leadership, support and encouragement necessary to move the institution forward. You can get a glimpse of the changes and challenges our campus community overcame this past year by watching [this video](#). At every level, I'm so proud of how Cardinals have demonstrated our principles of Agility, Leadership and Community of Care.

I know that you and your families have undoubtedly been impacted by the difficulties of this past year. Thank you for your crucial, ongoing support and assistance to UofL. We could not have succeeded during such an unprecedented year without you. Go Cards!



Neeli Bendapudi
President, University of Louisville



COMMENCEMENT CEREMONIES BRING BACK A SENSE OF NORMALITY

During three outdoor ceremonies over two days, approximately 2,400 graduates crossed the stage for the first in-person commencement ceremonies since 2019. The ceremonies, which took place on May 7 and May 8, were held for the first time at Cardinal Stadium. They included not only Spring 2021 graduates but members of the class of 2020, whose commencement exercises had been canceled due to the COVID-19 pandemic. Each graduate was allowed to invite eight guests, whose seats were scattered around the stadium to allow for recommended physical distancing. Graduates sat on the field in chairs set 6 feet apart.

Planning for the outdoor ceremonies began in January. The Commencement Planning Committee met weekly to ensure the ceremonies would celebrate achievements while adhering to safety standards recommended by the Centers for Disease Control and Prevention. All plans were approved by Governor Beshear's office.

Although there was no student procession and no handshakes were allowed, graduates and their guests cheered, waved and took photographs to mark the occasion. Graduates were individually recognized as they walked across the stage, many flashing their "Ls" and waving at the livestream camera that allowed the ceremonies to be broadcast around the world on UofL's YouTube channel.



UofL JUNIOR IS KENTUCKY'S ONLY 2021 TRUMAN SCHOLAR

University of Louisville junior Lexi Raikes was the only recipient of the Harry S. Truman Scholarship for the commonwealth of Kentucky in 2021. The award, valued at \$30,000, is given to only 62 U.S. college students annually. It is the premier graduate scholarship for aspiring public service leaders in the United States.

Fourteen UofL students have been Truman Scholars since 1977, the year the national program was launched. The last UofL student to win a Truman Scholar was in 2017. There were more than 800 applicants for this year's Truman Scholarship from more than 300 colleges and universities. Raikes was announced as one of the winners on April 14, 2021; I was fortunate to share this news with her over a video call. Lexi represents the best of the Cardinal Spirit. She has persevered through an extremely challenging year to earn this prestigious scholarship.

Raikes, a Campbellsville, Kentucky, native, plans to use the scholarship toward her goal of attending Georgetown University in Washington, D.C., to earn a law degree and a Master's of Science in Georgetown's Addiction Policy and Practice program.



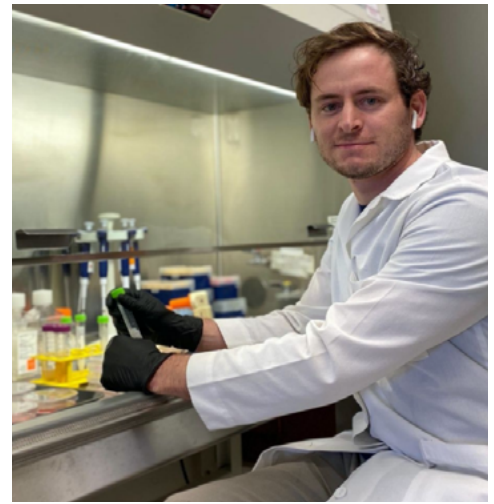
STUDENT CANCER TECH STARTUP WINS INAUGURAL INNOVATION COMPETITION

A University of Louisville student startup aimed at fighting cancer has won the inaugural CardStart innovation competition. CardStart is a two-pronged, student-led event. In fall 2020, teams spent a whirlwind virtual weekend finding innovative solutions to health care problems and building startups around them.

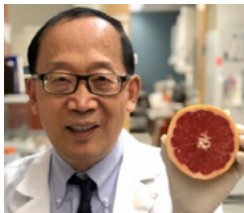
CardStart is backed by the UofL Office of Research and Innovation, Forcht Center for Entrepreneurship, the Louisville Healthcare CEO Council and the XLerator Network, an NIGMS-funded partnership that expands access and accelerates technology commercialization support to universities throughout the Southeast IDEa state region, which includes Kentucky, West

Virginia, South Carolina, Arkansas, Mississippi and Louisiana.

The winning startup was MAC-BIO, led by MD/PhD student Jordan Noe. The startup is developing a new cell-based therapy for the treatment of aggressive solid tumors. For winning the CardStart student innovation challenge, Noe will receive \$1,500 to help him get his startup off the ground and his technology to market. "CardStart has been an amazing experience in refining MAC-BIO's business pitch and vision as well as helping us connect with potential mentors and investors," Noe said. "CardStart's support will be instrumental in helping us further advance our technology through our current pre-clinical studies."



DRIVING PROGRESS THROUGH OUR INDUSTRY PARTNERSHIPS



When UofL developed reusable N95 masks to increase personal protective equipment at the beginning of the COVID-19 outbreak, our researchers partnered with

Advanced Energy Materials (ADEM), to develop and patent the technology to create the masks, and AdvhiQ, which manufactured and sold the finished products right on UofL's Belknap campus. This partnership is a shining example of how ideas and research at our university, met with industry capability, propel progress and improve lives here and beyond. There are many more examples of this important synergy happening at UofL.

- UofL researchers are teaming up with iTolerance Inc. to discover ways to help people with Type-1 diabetes stay off immunosuppressants and Senda Biosciences to deliver medicine in a less toxic way — by using the natural lipids in plants such as grapefruit and ginger.
- A partnership with startup BioProducts allowed researchers to develop technology that uses spent distillers' grains, corn and waste wood to create a low-calorie sugar substitute.
- UofL researchers and partners reimaged the newspaper printing press by using the same roll-to-roll technology to produce thin film solar cells and reduce the cost of solar energy.
- UofL researchers joined forces with Kentucky Advanced Materials Manufacturing (KAMM) to mine diamonds above ground. KAMM's Louisville facility is the foundation of a billion-dollar worldwide effort to grow large diamond stones, and one of only a handful of global facilities in this highly advanced field.
- UofL teamed up with IBM to create the IBM Skills Academy, which provides curriculum and educational tools concentrated on fast-growing technology areas, placing students at the forefront of the future workforce and boosting economic development in the area.

These collaborations and more help transform Louisville into a hub of innovation, inviting more industry leaders to invest in our community and boost the local economy.

LORI STEWART GONZALEZ, UofL'S NEW PROVOST

On April 1, Lori Stewart Gonzalez, PhD, officially assumed her new role as executive vice president and university provost, overseeing UofL's undergraduate, graduate and professional education. A Kentucky native with experience in leading academic affairs on both traditional college campuses and health sciences centers, Gonzalez was previously vice chancellor for academic, faculty and student affairs at the University of Tennessee Health Science Center in Memphis. She succeeds Beth A. Boehm, who served as provost since 2018 and has returned to her role as dean of the Graduate School.

Gonzalez is currently focused on getting university members back on campus, safely, over the summer and by the fall as the pandemic lingers. She also wants to help the campus community rebuild its sense of belonging. For the long-term, Gonzalez wants to partner with the campus community on deciding how we will define and measure being a premier metropolitan university.

Reporting directly to the Office of the President, Gonzalez works closely with deans, vice presidents and other administrative officials to advance the teaching, research and service missions of the university. Dr. Gonzalez boasts an impressive resume of strong academic qualifications and administrative experience in the liberal arts and sciences and the health sciences. She brings high energy, a devotion to students, faculty and staff and a strong commitment to diversity, equity and inclusion.



MARINE CORPS VETERAN AND MOM OF THREE KEEPS A PROMISE TO HERSELF AS A UofL GRADUATE

Christel Blocker made a promise to herself that she would cross the stage at her college graduation before she turned 40. On May 8, the selfless veteran and mom of three did just that.

The Louisville native joined the United States Marine Corps directly upon graduating high school and two years later Blocker became a mom in 2004. Shortly after her son, Cameron, was born, he was diagnosed with autism and epilepsy, which inspired her to begin advocating for children and adults with autism and disabilities.

Throughout the years, the goal of ultimately getting a college education remained in her mind. Blocker took classes here and there, sprinkling them in where she could, but it wasn't until she got a job as a Program Assistant for Academic Services at UofL's Thorntons Academic Center of Excellence that she really made it a top priority. After realizing she was eligible to take six credit hours per semester at no cost through UofL's tuition remission program for employees, in January of 2020, she set out to obtain her degree.

She started building upon the courses she'd sporadically taken over the years to work toward a bachelor of Science in Organizational Leadership. Full of ambition and a realization that she could meet her self-imposed deadline of earning a degree before 40, Blocker doubled and even tripled up on her course load. With a busy schedule and lofty goals, UofL's online learning options were just what the working mom needed. Just 16 months after beginning her coursework, Blocker became a first-generation graduate and a proud member of the Dean's List.



Western Kentucky University news for the Council on Postsecondary Education, June 2021

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

WKU welcomes two new deans

WKU will have two new academic deans on the Hill in July.

Terrance D. Brown will be the new Dean of Potter College of Arts & Letters while David N. Brown will be the next Dean of the Ogden College of Science and Engineering.

Terrance Brown is the Founding Executive Director of the School of the Arts at the University of North Alabama in Florence where he provides vision and leadership for the Department of Music, Department of Visual Arts and Design and the Cinematic Arts and Theatre Program.



Terrance D. Brown



David N. Brown

He began his career at North Alabama as a faculty member in 2010, becoming chair of the Music Department in 2015 and Founding Executive Director in 2018. He has doctor of musical arts and master of music degrees from Louisiana State University in Baton Rouge and a bachelor of music from Samford University in Homewood, Alabama.

David Brown is the Associate Dean for Graduate Education in the College of Arts & Sciences at the University of Louisville.

He joined the University of Louisville in 1996 as an assistant professor. He has served as Chair of the Department of Physics & Astronomy and inaugural Undergraduate Program Director in Physics & Astronomy. He is a professor of Physics, Associate Dean for Graduate Education in the College of Arts & Science since 2018, and Acting Associate Dean for Research in the college.

He earned his doctoral and master’s degrees in physics from Purdue University and bachelor’s degrees in mathematics and physics from Eastern Michigan University.

WKU to use \$1.92 million grant to strengthen counseling workforce

WKU will use a \$1.92 million federal grant to improve the health of underserved and vulnerable populations by strengthening the counseling workforce.

The grant from the Health Resources and Services Administration is among \$22 million in awards to 56 recipients as part of the Behavioral Health Workforce and Education Training (BHWET) Program for Professionals. WKU will receive \$480,000 a year for four years beginning July 1.

“We are now entering an era in which our counseling workforce will serve people managing the unknown impacts of the pandemic. This award is a not only an enormous benefit for WKU, the College of Education and Behavioral Sciences and the Department of Counseling and Student Affairs, but to our region at large as we prepare the next generation of counseling professionals.” CEBS Dean Corinne Murphy said. “The grant provides \$10,000 stipends for up to 29 interns each year for the next four years, site supervisor stipends, as well as funds for interprofessional training and faculty professional development largely focused on serving the needs of our rural communities. This funding will significantly and positively impact our ability to recruit, retain and support our students as they grow in to counseling professionals.” See

<https://www.wku.edu/news/articles/index.php?view=article&articleid=9729>

WKU awarded IDEAS grant from U.S. State Department for study abroad project

WKU has been selected to receive an IDEAS (Increase and Diversify Education Abroad for U.S. Students) grant from the U.S. Department of State's Capacity Building Program for U.S. Study Abroad.

WKU is one of 26 colleges and universities from across the United States, selected from 132 applicants, to create, expand, and/or diversify American student mobility overseas in support of U.S. foreign policy goals. This U.S. Government program is funded by the U.S. Department of State and supported in its implementation by World Learning.

WKU's project, *Counties to Countries: Building Study Abroad Capacity for Rural Americans (C2C)*, is designed to rethink study abroad from the perspective of students from small, rural communities. See: <https://www.wku.edu/news/articles/index.php?view=article&articleid=9702>

WKU Forensics Team wins NFA titles, completes national championship sweep

The WKU Forensics Team won both the National Forensic Association Individual Events Team Championship and the National Forensic Association Lincoln-Douglas Debate Team Sweepstakes national championship, completing a sweep of national titles.

WKU is the only team in forensics history to win the American Forensics Association Team Championship, the National Forensics Association Individual Events Team Championship, and the National Forensics Association Debate Team Championship in the same year. WKU has accomplished this feat 10 times since 2003.



Sophomore Andre Swai of Springfield, Missouri, won the final round of Lincoln-Douglas Debate on a 4 to 3 decision, becoming the Lincoln-Douglas Debate National Champion. He represents WKU's 12th L-D championship. Swai also became the first Black man to ever win the NFA National Championship in debate. In 2015, WKU's Nefertiti Dukes became the first Woman of Color to win the NFA-LD championship. Additionally, WKU senior Ben Hanson of Louisville won the tournament's Top Speaker Award in Lincoln-Douglas Debate.

In individual events, WKU was crowned team sweepstakes champion with 919 points, while the University of Texas at Austin placed second with 589.5 points, and Bradley University placed third with 530.5 points. Other top 10 schools included George Mason University, the University of Alabama, and the University of Illinois at Chicago.

The WKU team was also crowned team sweepstakes champion in Lincoln-Douglas debate with 131 points, while the University of Nebraska-Lincoln placed second with 82 points, and Missouri State University placed third with 79 points. Other universities competing in debate include Pennsylvania State University, UCLA, John Carroll University and UC Berkeley.

In addition to the team's success, forensics team members captured five out of the top 10 individual sweepstakes awards. See

<https://www.wku.edu/news/articles/index.php?view=article&articleid=9618>

21 WKU students earn Gilman Scholarship for study abroad

Twenty-one WKU students earned the Benjamin A. Gilman International Scholarship for study abroad in the March 2021 application cycle. The recipients earned scholarships totaling \$91,500.

The COVID-19 pandemic has significantly altered the operations of the scholarship program and the study abroad programs it funds. Recipients whose study abroad plans are interrupted by travel restrictions are able to defer awards to study abroad programs that begin before April 30, 2022, or apply funding to alternative programs, including credit-bearing virtual international opportunities. See <https://www.wku.edu/news/articles/index.php?view=article&articleid=9709>