KY COUNCIL ON POSTSECONDARY EDUCATION BUSINESS MEETING

September 14, 2021 – 10:00 a.m. ET
Virtual meeting via ZOOM teleconferencing
Livestream: https://www.youtube.com/c/KentuckyCouncilOnPostsecondaryEducationFrankfort

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Indicates action item

I.   Call to Order and Roll Call

II.   Oath of Office for new Council member, Elaine Walker

X.   Other Council Business
   A. Committee Appointments

XI.   Adjournment
   Next Council meetings: November 4-5, 2021 @ Transylvania University

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<p style="text-align:center">**DRAFT MINUTES**
Council on Postsecondary Education</p>

Type: Business Meeting
Date: June 25, 2021
Time: 10:00 a.m. ET
Location: Cooperative Extension Building, Room 238
            Kentucky State University, 105 University Dr., Frankfort, KY 40601

WELCOMING & CALL TO ORDER

The Council on Postsecondary Education met Friday, June 25, 2021, at 10:00 a.m., ET. The meeting took place in the Cooperative Extension Building at Kentucky State University. Chair Lucas Mentzer presided.

ATTENDENCE

Members attended in person: Eric Farris, Lucas Mentzer, Richard Nelson, Robert Staat, Madison Silvert, Doris Thomas, and Kevin Weaver.

Members attended by teleconference: Muhammad Babar, Lori Harper, Vidya Ravichandran and Commissioner Jason Glass.

Members not in attendance: Ronald Beal, Colby Birkes, Karyn Hoover, Kristi Nelson, and Carol Wright.

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

EXECUTIVE COMMITTEE REPORT

Chair Mentzer presented that the Executive Committee met that morning. On the agenda was a general discussion of the role of the committee and its meeting schedule for the next year. It also went into closed session to discuss a personnel and contract matter, the results of which needed to be discussed with the Council in a closed session before being brought forth in the public meeting. He asked for a motion.

MOTION: Mr. Farris moved the Council move into executive session pursuant to KRS 61.810(1)(f) to discuss the contact of CPE President Aaron Thompson. Mr. Nelson seconded the motion.

VOTE: The motion passed.

The Council remained in closed session for 30 minutes.

MOTION: Mr. Nelson moved the Council go back into open session. Mr. Silvert seconded the motion.

Chair Mentzer confirmed that no action took place during executive session and that only the matters identified in the motion were discussed.

VOTE: The motion passed.

Mr. Mentzer provided brief remarks thanking President Aaron Thomson for his guidance and leadership during the COVID pandemic, and stated that his performance lead to the Council's decisions to put forth two motions of action.

MOTION: Mr. Weaver moved to adjust the annual presidential evaluation process to align with the fiscal year of July 1 through June 30. Ms. Thomas seconded the motion.

VOTE: The motion passed.

MOTION: Mr. Farris moved to extended Aaron Thompson's contract an additional three years, ending June 30, 2026 and increase his compensation to the statutory limit. Dr. Staat seconded the motion.

VOTE: The motion passed.

President Thompson thanked the Council for their confidence in his ability to continue to lead Kentucky's colleges and universities during this time of great change and opportunity.

APPROVAL OF THE MINUTES

The minutes of the April 15-16 and May 13, 2021 meetings were approved as distributed.

REPORT FROM CPE PRESIDENT AARON THOMPSON

President Aaron Thompson provided a written report in the agenda materials. He discussed the opportunities the Shot at a Million lottery is providing for fifteen lucky students, gave a status update on the development of the Kentucky Students' Right to Know website and the work of the Commonwealth Education Continuum, and notified the Council of several staffing changes. Lee Nimocks, CPE's Chief of Staff and Vice President, discussed the development of the annual Trusteeship Conference, which was scheduled for September 14-15, 2021 at the Hyatt Regency Louisville, pending current COVID transmission rates.

REPORT FROM KDE COMMISSIONER JASON GLASS

Kentucky Department of Education's Commissioner, Jason Glass, provided a recap of the P-12 efforts during the 2020-21 academic year. He discussed the number of students choosing to repeat the year, and how the schools plan to address student education gaps. He also provided an update on the work of the Commonwealth Education Continuum as it pertains to the K-12 system.

ACADEMIC AND STRATEGIC INITIATIVES COMMITTEE – REPORT AND ACTION ITEMS

Committee Chair Lori Harper presented the Academic and Strategic Initiatives Committee Report, which included actions and reports received at its April 23 and June 8 meetings. She also highlighted the work occurring in the development of the next statewide strategic agenda.

She also presented the following action items for consent approval, each of which were reviewed and approved by the Committee at its June 8, 2021 meeting.

- Cultural Competency Credential Certification Process
- 2022-24 Academic Readiness Indicators
- Statewide Academic Program Review Policy
- One new academic program at Northern Kentucky University
    - Health Administration (M.S.), CIP Code 51.0701
- Six new academic programs at University of Kentucky
    - Aerospace Engineering (B.S.), CIP Code 14.0201
    - Aerospace Engineering (M.S.), CIP Code 14.0201
    - Aerospace Engineering (Ph.D), 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
- Two new academic programs at the University of Louisville
  - Computer Science (B.A.), CIP Code 11.0701
  - Doctor of Social Work, CIP Code 44.0701

MOTION: The Academic and Strategic Initiatives Committee recommendation served as the motion. A second was not needed.

VOTE: The motion passed.

FINANCE COMMITTEE – REPORT AND ACTION ITEMS

Committee Chair Lucas Mentzer presented the Finance Committee Report, which included the following action items for consent approval, both of which were reviewed and approved by the Committee at its June 23, 2021 meeting.

- Academic Year 2021-22 Tuition and Mandatory Fee Rates for each four-year university and KCTCS.
- One Tuition Reciprocity Agreement between Kentucky and Indiana for a term of July 1, 2021 through June 30, 2025.
- One Tuition Reciprocity Agreement between Kentucky and West Virginia for a term of July 1, 2021 through June 30, 2023.
- Three Tuition Reciprocity Agreements between Kentucky and Ohio, each with a term of July 1, 2021 through June 30, 2023.

MOTION: The Finance Committee recommendation served as the motion. A second was not needed.

VOTE: The motion passed.

ANNUAL BRIEFING FROM THE ASSOCIATION OF INDEPENDENT KENTUCKY COLLEGES AND UNIVERSITIES (AIKCU)

AIKCU President OJ Oleka provided the annual independent college briefing to the Council as directed by KRS 164.020(13). He was joined by Transylvania University President Brien Lewis and Bellarmine University President Susan Donovan who both shared how their campuses fared throughout the pandemic.

EXPIRING ADMINISTRATIVE REGULATIONS: 13 KAR 1:030 & 13 KAR 2:100

Mr. Travis Powell, CPE's Vice President and General Counsel presented the staff recommendation to allow Kentucky Administration Regulations 13 KAR 1:030 and 13

KAR 2:100 to expire and be repealed. The regulations do not add any additional elements of clarification or direction and are no longer necessary.

MOTION: Mr. Weaver moved the Council allow 13 KAR 1:030 and 13 KAR 2:100 to expire and be repealed. Dr. Staat seconded the motion.

VOTE: The motion passed.

COMMITTEE APPOINTMENTS

Chair Mentzer made the following Committee appointments:

- To the Executive Committee, for a term ending January 2022 – Lucas Mentzer, Eric Farris, Lori Harper, Vidya Ravichandran, and Robert Staat.

- To the Finance Committee, for the terms of July 1, 2021 through June 30, 2023 – Lucas Mentzer (chairperson), Eric Farris, Richard Nelson, Madison Silvert, Doris Thomas, Robert Staat, and Colby Birkes.

- To the Academic and Strategic Initiatives Committee, for the terms of July 1, 2021 through June 30, 2023 – Lori Harper (chairperson), Muhammad Babar, Karyn Hoover, Lucas Mentzer, Richard Nelson, Vidya Ravichandran, Kevin Weaver, Robert Staat, and Colby Birkes.

- To the Committee on Equal Opportunities, Kristi Nelson, who will fulfill the term ending December 31, 2021, previously held by Kim Halbauer.

- To the Kentucky Authority for Educational Television, with terms ending November 30, 2023 - Karyn Hoover to fulfill the term previously held Kim Halbauer and Kevin Weaver to replace the position previously held by Lucas Mentzer.

COMMITTEE ON EQUAL OPPORTUNITIES REPORT

Dr. Staat presented the Committee on Equal Opportunities report. While the committee had not yet had a formal meeting to report on, he stated the members had been engaged in the annual scoring process of the campus diversity, equity and inclusion plans.

Dr. Deverin Muff, CPE's associate for Diversity Equity and Inclusion, presented on the results of the 2019-20 reporting year. He stated that Morehead State University and Big Sandy Community and Technical College did not meet the minimum standards and must develop a performance improvement plan identifying specific strategies and

resources dedicated to addressing the deficiencies. The CEO will review the plans and if approved, it may request a waiver to offer a new academic program if it can provide assurance that new programs will not divert resources from its improvement efforts.

CAMPUS "GOOD NEWS" REPORTS

Reports from the institutions were provided in the agenda materials.

ADJOURNMENT

The Council adjourned at 12:05 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 the September 14, 2021 meeting.

PRESENTER: Aaron Thompson, CPE President

KSU Financial Assessment – A recent Executive Order by the Governor gave CPE responsibility for an assessment of KSU's financial status. We brought on Susan Krauss part-time to assist with the independent review and financial status assessment and subsequent report to the Governor. Susan is a CPA and former treasurer at the University of Kentucky who brings over 30 years of experience as a financial auditor and analyst.

Last week, Susan Krauss and General Counsel Travis Powell met with Greg Rush, KSU's Chief Financial Officer, to begin the assessment. Susan is in the process of verifying the financial information presented to the KSU board at its last meeting and reviewing internal procedures. Greg Rush estimates that KSU is experiencing a $15 million shortfall due to expenses carried forward from past years.

CPE will also assist the KSU Board of Regents in developing a management and improvement plan with measurable goals and metrics, subject to CPE approval. The management and improvement plan will increase KSU's organizational and financial stability and provide for continuing oversight by CPE. I have been heavily involved in the process, and the various media interviews and news stories have been included in our daily news clips.

Governing Board Equity on Student Success Project – The John N. Gardner Institute for Excellence in Undergraduate Education (Gardner Institute), one of the nation's leading non-profit student success organizations, and the Association of Governing Boards of Universities and Colleges (AGB), the nation's leading membership organization that strengthens higher education governing boards, received support from Ascendium Education Philanthropy to jointly conduct a first-of-its-kind, 3.5 year Equity in Student Success project. The effort is focused on significantly and equitably improving student

retention, graduation, and employment rates – especially students from low-income, rural, and historically marginalized race/ethnicity backgrounds.

After a rigorous selection process, the Commonwealth of Kentucky was invited, and the Kentucky Council on Postsecondary Education accepted the offer become a partner in this pilot initiative. This student success initiative consists of two integrated governing board-related and equity-focused components to be applied in Kentucky. These components include:

- The Governing Boards Equity in Student Success Academy
- The Retention Performance Management Process – Governing Board Focus

The first session of the Academy will occur virtually on September 14 from 1-5pm ET. It is open to all of our Council members, as well as institutional board members, campus leadership, and faculty leadership. If you haven't already, I encourage you to register at: http://cpe.ky.gov/ourwork/gbessa-sept14.html.

Legislative Testimony – On August 18, CPE testified before the Capital Planning Advisory Board and the new State Commission on Race and Access to Opportunity.

- Capital Planning Advisory Board - CPE outlined its capital investment priorities for 2022-24 for postsecondary institutions and CPE in advance of the next legislative budget session. All figures are preliminary and have been shared in the Finance Committee report. After the Council's approval at the November 5th meeting, CPE will submit its final biennial budget recommendation to the Governor and General Assembly in November.

- State Commission on Race and Access to Opportunity - CPE provided information on recent gains in URM enrollment, retention and completion, fueled by the Council's Policy for Diversity, Equity and Inclusion; the performance funding distribution model, which rewards campuses for increases in URM performance; and the strategic agenda, which provides objectives and strategies for the system.
    - URM enrollment is up 6.4% since 2011-12, compared to an overall drop of nearly 16%.
    - URM retention is up 13.2 ppt., compared to 8 ppt. overall.
    - URM credentials are up 60%, compared to 30% overall.

CPE Issues New Reports – Staff have released two data reports since the previous Council meeting, and will release a third this month. Those reports are:

1. *[Dual Credit & Student Success: The Effect of High School Dual Credit on Educational Outcomes at KCTCS](#)*. Released in July 2021, this was CPE's second major study on dual credit postsecondary outcomes. The report looked at the first-year GPAs and completion rates of more than 30,000 students who enrolled at KCTCS from 2014-2017. Researchers looked at two sets of students: those on a technical track, pursuing certificates or applied associate degrees, and those on an academic track, pursuing associate degrees or planning to transfer to a four-year program. For students on a technical track, researchers found that taking a dual credit course increased the probability of earning at least a 3.0 GPA during the first year of college by 4.4 percentage points. It also raised the likelihood of completing a college credential by 9.2 percentage points. For students on an academic track, dual credit participants were 3.9 percentage points more likely to earn at least a 3.0 GPA and 11.3 percentage points more likely to earn a credential or transfer to a public university within three years.

2. *[Analysis of Workforce Preparedness and Early Career Outcomes for Underrepresented Minority and Low-Income Status Students in Kentucky](#)*. Released in late August, CPE completed the study in partnership with the Council for Adult and Experiential Learning (CAEL) and Emsi. The report identified 29 baccalaureate, associate and certificate/diploma programs that prepare URM and low-income students for successful careers with equitable earnings, which are in the fields of education, health, STEM, business, social sciences and trades. The CPE analysis shows that in most cases, low-income and URM graduates from these degree programs earned higher wages than non-minority graduates. Findings were based on the entry-level earnings of over 140,000 Kentucky graduates between 2008-2020.

3. *Coming Soon: Early Economic Return on Higher Education Investment.* This is CPE's second return on investment report, and the findings will be presented in detail during the ASI Committee report out. The study followed Kentucky high school graduates from the class of 2011 from their entry into college or the workplace to 2019.

Speaking Engagements – Below is a list of the notable speaking engagements I participated in over the summer.

- July 12 - Assignment Education Interview with Sam Corbett of Wave 3, discussing FAFSA opportunities and promotion
- July 14 - Keynote speaker at the NCERT Summer Summit, focused on building a climate of inclusiveness and equity through innovative leadership
- July 19 - Keynote address to the University of Louisville Rural Scholars Program, focused on health outcomes for postsecondary education graduates.

- August 3 - Professional development workshop on diversity issues for K-12 educators working in the Ludlow Independent school district.
- August 18 – Legislative testimony for the Capital Planning Advisory Board
- August 18 – Legislative testimony for the State Commission on Race and Access to Opportunity
- August 30 - Prerecorded a session with Lt. Governor Coleman for ECS's upcoming Virtual Forum on Education on October 20-21. The session spotlight's Kentucky's innovative and collaborative Commonwealth Education Continuum.
- August 30 – Interviewed for a podcast series produced by The Graduate! Network, a Philadelphia-based organization focused on adult learners.

TITLE: Update from Kentucky State University re: Executive Order 2021-504

DESCRIPTION: CPE Staff and Kentucky State University (KSU) will provide an update on the findings following the signing of Executive Order 2021-504.

PRESENTERS: Travis Powell, CPE's General Counsel
Clara Stamps, KSU Interim President
Greg Rush, KSU Chief Financial Officer

On July 20, 2021, Governor Beshear signed Executive Order 2021-504 that provided the following directives:

1. CPE shall provide an assessment of the current financial status of KSU, and shall provide a report to the Governor detailing its assessment prior to providing recommendations concerning appropriations for the next biennial budget.

2. To assist CPE in performing its assessment, KSU shall provide CPE access to any records CPE deems necessary to preparing its assessment.

3. CPE shall assist the KSU Board of Regents in developing a management and improvement plan with goals and measurable metrics, which shall be subject to the approval of CPE. The management and improvement plan shall be designed to assist with organizational and financial stability. The management and improvement plan shall provide for continuing oversight by, and reporting to, CPE concerning the implementation of the plan.

4. CPE shall make recommendations to the KSU Board of Regents concerning the KSU administrative structure and leadership.

CPE's Travis Powell will provide an overview of the work CPE has completed since that time, and KSU's Clara Stamps and Greg Rush will discuss KSU's actions to mitigate issues in the short term, the budget issues it has identified as immediate concerns, and the measures that have been taken thus far to increase transparency with its board and stakeholders. Council members will have an opportunity to ask questions and provide comments.

ANDY BESHEAR
GOVERNOR

EXECUTIVE ORDER

Secretary of State
Frankfort
Kentucky

2021-504
July 20, 2021

RELATING TO KENTUCKY STATE UNIVERSITY

As recent news reports have indicated, members of the Kentucky State University (KSU) Board of Regents and the Council on Postsecondary Education (CPE) have voiced concerns about the financial stability of the University. The purpose of this Executive Order is to ensure that CPE is able to provide guidance, oversight, and resources to the KSU Board of Regents for a review of KSU's financial condition, so that KSU may continue to provide a high-quality education to its students.

CPE is charged with "evaluating the performance and effectiveness of the state's postsecondary system." KRS 164.020(4). It is further charged with the development and implementation of "policies to be used in making recommendations to the Governor for consideration in developing recommendations to the General Assembly for appropriations to the universities," as well as "policies that provide for allocation of funds among the universities." KRS 164.020(9). To carry out these duties, CPE is empowered to: "[d]evelop a financial reporting procedure to be used by all state postsecondary education institutions," KRS 164.020(26); to "[r]equire reports from the executive officer of each institution it deems necessary for the effectual performance of its duties," KRS 164.020(12); and to "[e]xercise any other powers, duties, and responsibilities necessary to carry out the purposes of this chapter," KRS 164.020(38). CPE also develops and implements "a system of accountability for the postsecondary education institutions that measures," among other things, each institution's "use of resources," KRS 164.095(3)(d), and reports on these accountability measures to the Governor and the General Assembly, KRS 164.095(5).

NOW, THEREFORE, I, Andy Beshear, by virtue of authority vested in me pursuant to the Kentucky Constitution and KRS Chapters 12 and 164, do hereby Order and Direct as follows:
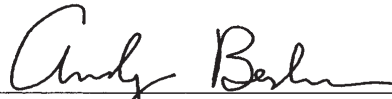
ANDY BESHEAR
GOVERNOR

EXECUTIVE ORDER

2021-504
July 20, 2021

Secretary of State
Frankfort
Kentucky

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4. CPE shall make recommendations to the KSU Board of Regents concerning the KSU administrative structure and leadership.

ANDY BESHEAR, Governor
Commonwealth of Kentucky

MICHAEL G. ADAMS
Secretary of State

RECEIVED AND FILED

DATE 7/21/2021

MICHAEL G. ADAMS
SECRETARY OF STATE
COMMONWEALTH OF KENTUCKY

BY [signature]

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KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

UNIVERSITY TRANSITION

- **In July, University staff alerted the Board of financial concerns, totaling $15 million**

- **The Board informed CPE and the Governor's Office**

- **The Board's response resulted in leadership transition on July 20**

- **Campus student readiness**

UNIVERSITY TRANSITION (CONT.)

- **Faculty returning to campus for face-to-face instruction since COVID-19**

- **Fall Encampment focuses on rebuilding trust and courageous conversations around culture, change, and issues management**

- **Culture concerns**

- **Employee separations, resulting in $700K payroll deduction**

- **University-wide suspension of purchasing, hiring freeze, and travel**

HISTORICALLY BLACK COLLEGE AND UNIVERSITIES (HBCUS) – Institutions of higher education in the United States that were established before the Civil Rights Act of 1964 with the intention of primarily serving the African American community. There are currently 101 institutions.

1890 LAND-GRANT UNIVERSITY (1890) – As part of the Second Morrill Act, passed in 1890, states were required to show that race was not an admissions criterion, or else to designate separate land-grant institution for persons of color. The 1890 Act granted cash instead of land, and it granted colleges under that act the same legal standing as the 1862 Act colleges. The mission of land-grant institutions is aimed at "learning, discovery, and engagement."

SACSCOC – Kentucky State University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the associate, bachelor, master's and the Doctor of Nursing Practice degrees. You may contact the SACSCOC via mail at 1866 Southern Lane, Decatur, Georgia 30033- 4097 or via phone at (404) 679-4501.

COUNCIL OF PUBLIC LIBERAL ARTS COLLEGES (COPLAC) – is a consortium, of 29 public colleges and universities, that advances the aims of its member institutions and drives awareness of the value of public liberal arts education in a student centered, residential environments.

OFFERS MORE THAN 60 PROGRAMS:

2	22	8	1	23	5
ASSOCIATE	BACCALAUREATE	MASTERS	DOCTORAL	UNDERGRADUATE CERTIFICATE	GRADUATE CERTIFICATE

INSTITUTIONAL PROFILE

- In Fall 2020, nearly 60% of KSU undergraduates are Kentucky residents.

- In 2020, more than 33% of students will be the first in their families to earn a college degree.

- 76% of 2020 KSU graduates were either first generation, low income, or both.

- 54.6% KSU graduates are employed in KY within three years of graduation.

Kentucky Students 2021 **52%**

ENROLLMENT

Bar chart showing enrollment figures:
- FALL 2017: 1,926
- FALL 2018: 1,781
- FALL 2019: 2,171
- FALL 2020: 2,290
- FALL 2021: 2,434
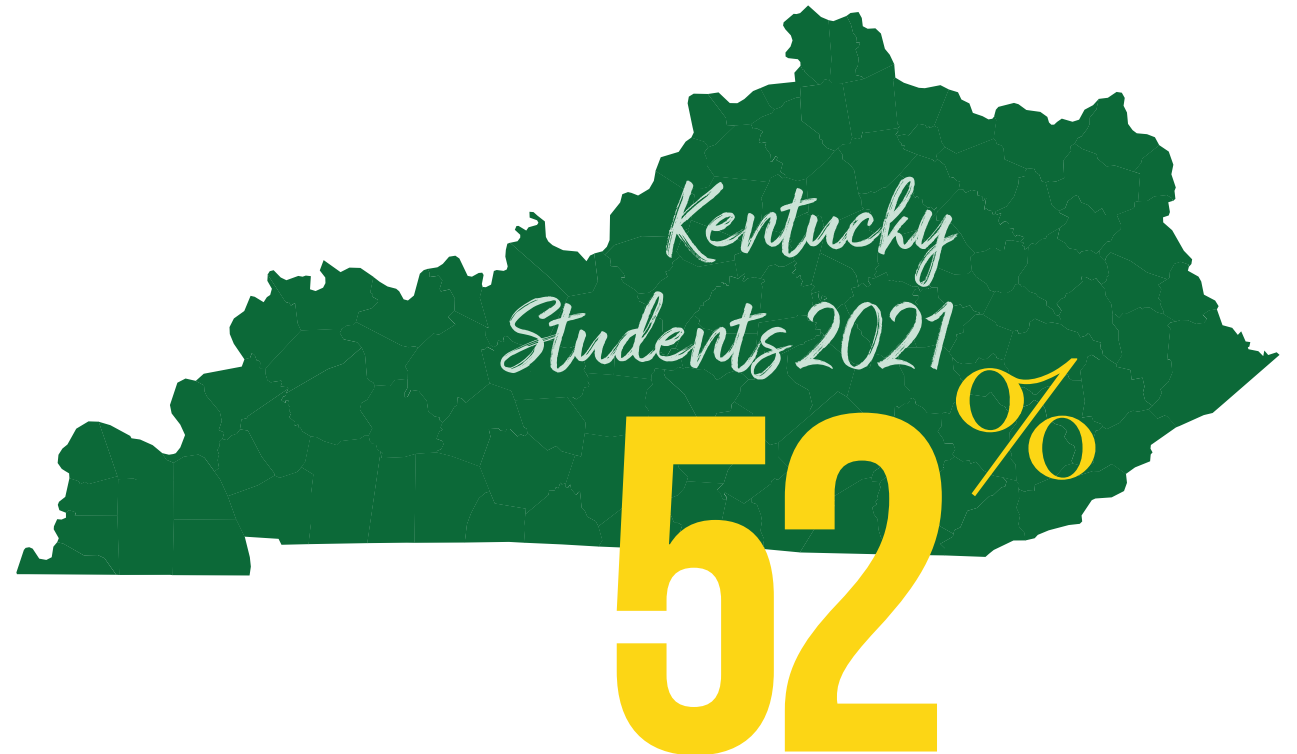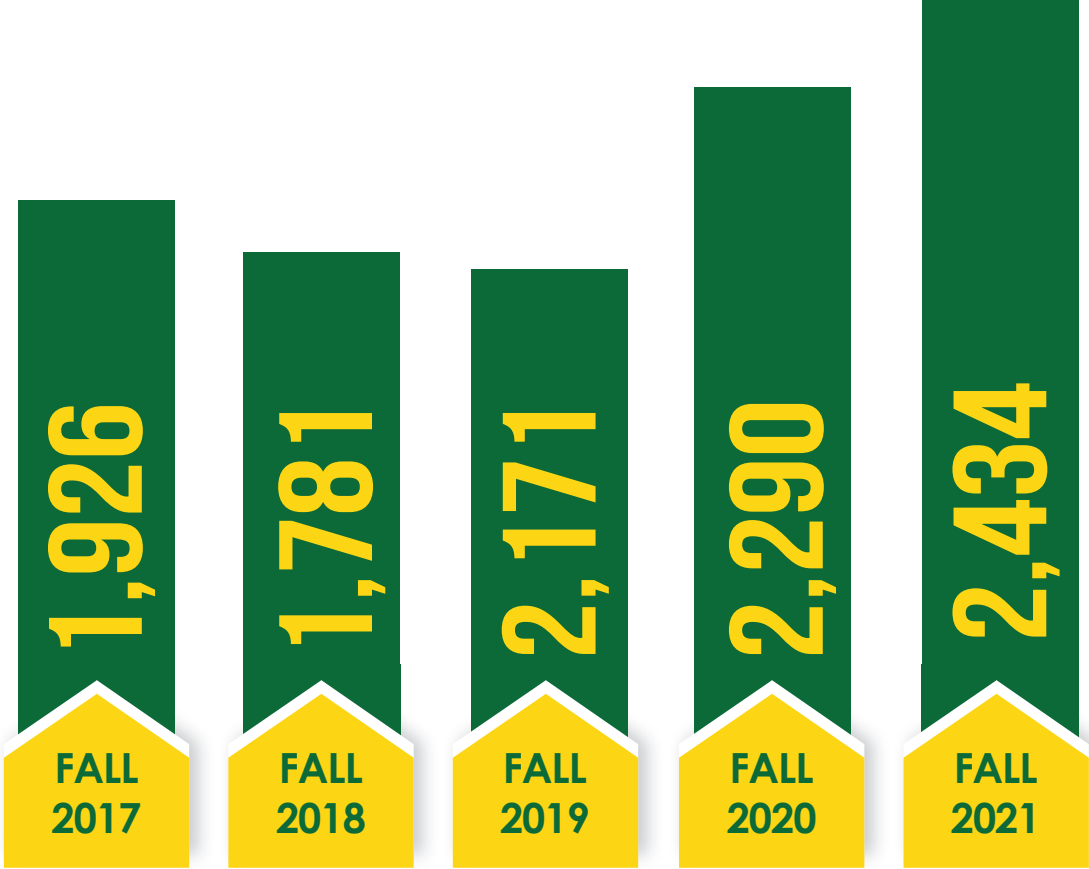
- Steady increase since 2017, with the preliminary fall 2021 headcount of 2,434, highest since 2014

PELL UNDERGRADUATE RECIPIENTS

52%

Reflects our mission to serve first-generation low-income students

FALL-TO-FALL RETENTION RATE

80%

Implemented new programs and support services, increasing academic achievement and outcomes

GRADUATION RATE

37%
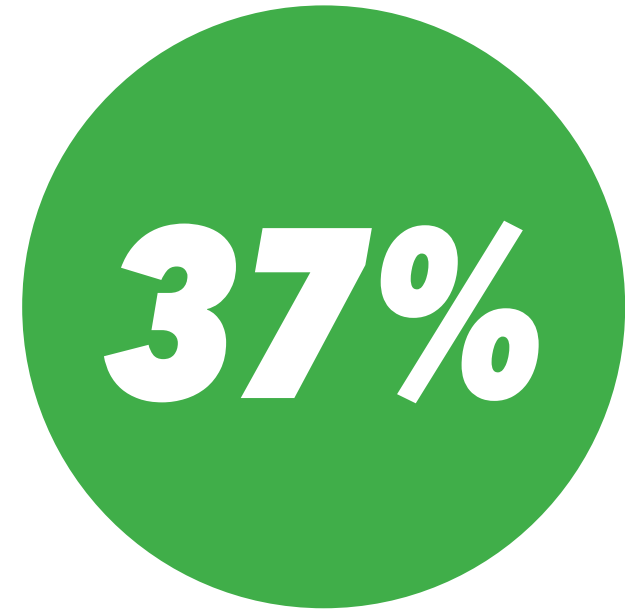
Percentage of first-time full-time bachelor degree-seeking students who completed the program within six years

RANKINGS

#1 In terms of Best Value within our region

#7 Among Public Institutions within our region

#12 Best College for Veterans within our region

#29 Among Historically Black Colleges and Universities

#36 Among Southern Regional Institutions

#53 In Social Mobility within our region

FINANCIAL REVIEW

IMMEDIATE ACTIONS TAKEN BY UNIVERSITY LEADERSHIP

- Began a review of the overall financial situation July 20

- Worked with CPE and the State Budget Office to advance funding to meet immediate obligations

- Instituted hiring freeze – critical positions only

- Freeze on nonessential travel

- Freeze on procurement cards

- Began to realign personnel. Approximately $800,000 in reductions to date

PRIOR YEAR BUDGET ISSUES

Deficit construction accounts with State   - $ 5.2 million
Prior year invoices paid in FY 2022   - $ 4.3 million
Asset Preservation Fee Receipts Not Reserved (2019-21)   - $ 1.2 million
July Repayment of prior year Revenue Anticipation Note   - $ 5.0 million

2022 Shortfall due to prior year items   - $15.7 million

- **Aggressively managing the FY 2022 budget so current year operations do not add to this shortfall.**

- **Due to contract commitments (both faculty and vendors), it is unlikely that expenditures can be reduced enough in FY 2022 to materially reduce the prior year shortfall.**

- **There are other budget items (FICA deferral, land grant match issue) that the University will attempt to manage through the current year budget.**

UNIVERSITY ACTIONS TO COMPLY WITH EXECUTIVE ORDER 2021-504

- Working closely with Council on Postsecondary Education (CPE) staff to provide all financial records for verification.

- KSU leadership is engaged with CPE in discussions regarding structure, culture, leadership, and overall management of the university.

- Regular communication with President Thompson and CPE staff to develop a new management improvement plan.

- Commitment from KSU Leadership to be completely transparent and accountable.

TRANSPARENCY WITH BOARD AND STAKEHOLDERS

- **Working with CPE on revised budget structure**

- **Current budget structure combines too many separate activities**

- **Recommend separate budgets for:**
  - **Education and General**
  - **Auxiliaries**
  - **Asset Preservation**
  - **Land Grant Match**

- **Board approval required to transfer funds between budgets.**

TRANSPARENCY WITH BOARD AND STAKEHOLDERS (CONT.)

THE KSU BOARD WILL REGULARLY RECEIVE NEW REPORTS ON:

- Cash position compared to prior year
- Aging schedule of payables
- Current accounts receivable
- Personnel actions
- Additional reports recommended by the Council on Postsecondary Education

These reports will be verified by CPE staff and the KSU internal auditor.

UPDATE ON NEW RESIDENCE HALL

- Approved by Capital Projects and Bond Oversight Committee at the April meeting

- Construction underway and on track for completion by January 2023

- Certificates of participation sold on July 27

- All in interest cost of 3.11%, less than April estimate of 3.39%

- Sale was not rated by Moody's

- Intercept memorandum in place with Finance and Administration Cabinet

- First lease payment due in March of 2024 – Annual Payment of $3.775 million

- Projected semester rates approximately $4,600 per bed, comparable to new residence halls at other Kentucky universities

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TITLE: Informational Briefing from KET-Kentucky Entertainment Television

DESCRIPTION: Staff members from Kentucky Educational Television (KET) will provide a briefing on their work to promote continuous learning and provide ideas on how the Council can collaborate with KET to achieve its statewide goals.

PRESENTERS: Shae Hopkins, KET Executive Director and CEO
Tonya Crum, KET's Senior Director of Education

Kentucky Educational Television — KET — is Kentucky's largest classroom, serving more than one million people each week via television, online, and mobile. They are an innovative and efficient producer of digital education tools for the classroom and Kentucky's highest-quality source for public affairs and cultural programming.

The governing body for KET is the Kentucky Authority for Educational Television, an agency of the Commonwealth of Kentucky in the Education & Workforce Development Cabinet. Council members Kevin Weaver and Karyn Hoover currently serve on that board.

KET

WHERE LEARNING
COMES TO LIFE

INSTRUCTIONAL SERVICES & RESOURCES

- Used in all Kentucky public schools

- Quality digital content for classrooms

- Cost-effective solutions

- Personalized learning for students and teachers

- Helps to overcome economic and geographic barriers to ensure equity and access
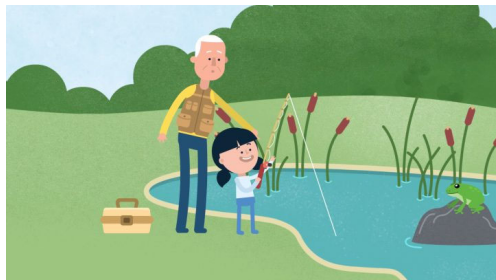
KET EDUCATION

EARLY CHILDHOOD EDUCATION

- Certified training for early learning professionals.

- FY21: 98 courses and training events provided to 2,150 educators and 5,600 parents, impacting an estimated 43,000 children.

- *Everyday Learning* resources for math, science, reading, and school-readiness.

- PBS KIDS resources used in trainings and workshops, available 24/7 on-air and online.

KET EDUCATION

RESEARCH PROVES THAT PBS KIDS

Prepares Children for School

Boosts Early Literacy Skills

Improves Math Knowledge & Skills

Strengthens Parent Support

Increases Teacher Knowledge of Students' Math Learning & Development

Improves Summer Learning

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PBS LEARNINGMEDIA

www.pbslearningmedia.org

A comprehensive online multimedia learning service – thousands of P-20 resources aligned to Kentucky Academic Standards

- Accessible for free to every public, private, parochial and home school

- Effective – Student performance on assessments showed significant improvement

- During FY21, Kentucky students and teachers streamed nearly 1.7 million PBS LearningMedia resources

- KET-produced resources among the most utilized in the nation

KET EDUCATION

QUALITY DIGITAL CONTENT

Classroom Resources

- KET has produced more than 3,300 instructional resources for students and teachers in Kentucky and nationwide

- *Field Trips to the Capitol* – virtual field trips to sites in Kentucky

- *News Quiz* – award-winning current events series for grades 4-8, audience of more than 160,000 students

- STEM Works – helps prepare Kentuckians for jobs through quality digital STEM and workforce resources

- Engaging online professional development courses have awarded 55,000 certificates over the past three years

- *Social and Emotional Learning* – instructional resources to help students develop their emotional intelligence and relationship skills

KET EDUCATION
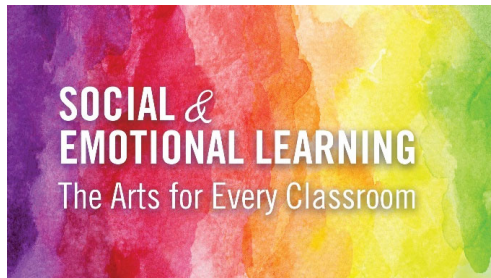
K-12 SCHOOL SERVICES

- Six KET staff members statewide

- Travel to childcare centers, schools, universities

- Train educators and preservice teachers on effective media and technology use

- KET Media Lab – in-person/virtual training for teachers and students for the new media arts standards
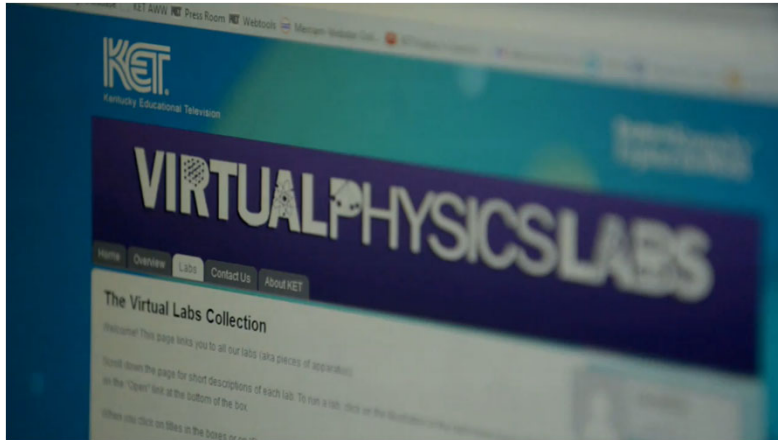
VIRTUAL PHYSICS LABS

Used by 12,500 students nationwide in FY21

- Pendulum
- Dynamics Track
- Force Table
- Circular Motion
- Momentum
- Torque
- Simple Harmonic Motion
- Buoyancy

- Thermodynamics
- Sound Waves
- Electric Fields
- DC Circuits
- Induction
- Lenses & Mirrors
- Radiation
- Refraction, Reflection, & Diffraction
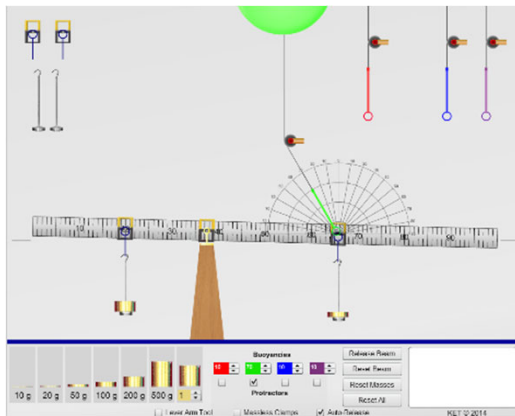
KET.org/VPL

A NATIONAL LEADER IN ADULT LEARNING & WORKFORCE DEVELOPMENT

- KET is the largest nonprofit GED education publisher in the country, providing GED-prep tools nationwide for 40+ years

- FastForward is used in 48 states, several territories and Canadian provinces, and all diplomatic/armed forces locales

  - 90% of FastForward test takers earn a GED credential*

- American Graduate – participated in two phases of this national CPB initiative

- In Demand career pathways partnership with Ky Department of Workforce Investment

*Arroyo Research Services independent evaluation, 2016

WORKPLACE ESSENTIAL SKILLS

Online content presented with real-life work examples in the following career pathways:

- Advanced Manufacturing
- Healthcare
- Construction
- Business and IT

- Transportation/Logistics
- Marketing, Sales & Service
- Hospitality & Tourism

Flexible, mobile-friendly content available 24/7

Authentic workplace videos, testimonials from workers, interactive learning tools and quizzes

Soft-skills course with completion certificate

Modularized content for use in college courses

KET EDUCATION

INSTRUCTIONAL SERVICES & RESOURCES

- Used in all Kentucky public schools

- Quality digital content for classrooms

- Cost-effective solutions

- Personalized learning for students and teachers

- Helps to overcome economic and geographic barriers to ensure equity and access

- KET.org/Education

KET EDUCATION

44

KET

WHERE LEARNING COMES TO LIFE

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

DESCRIPTION: The following is a summary of the Committee's meetings in July and August 2021

PRESENTER: Lori Harper, Chair of ASI Committee

The Academic and Strategic Initiatives Committee met three times in the months of July and August 2021. Below is a summary of their work.

- On **July 13, 2021**, the Committee focused its work on the development of the next statewide strategic agenda. It revisited the data from the three month environmental scan, approved the proposed Vision, Mission and Value statements and discussed a drafted framework and priority areas of focus.

- At its **August 10, 2021,** the Committee continued its work on the strategic agenda and approved the overarching goal, the cross-cutting priority, and the five strategic priorities. It also discussed drafted objectives for each of the priority areas.

- On **August 31, 2021,** the Committee further its progress on the strategic agenda by approving eleven objectives that will drive the five priority areas and discussed potential statewide strategies to achieve those objectives. The Committee also conducted regular business in the following areas:

  - Approved two new academic programs at NKU
  - Approved one new academic programs at WKU
  - Received an update on the Kentucky Student Success Collaborative
  - Received a preview of the findings on the latest Return on Investment report.

  The new academic programs will go before the Council for final approval at its September 14, 2021 meeting.

The supporting materials for Committee meetings 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 and Western Kentucky University.

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 and Western Kentucky University at its August 31, 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
- Education, Culture and Society (B.A.) – CIP Code 13.0901
- Cybersecurity (M.S.) – CIP Code 11.1003

Western Kentucky University
- Legal Studies (B.A.) – CIP Code 22.0001

PROPOSED PROGRAM SUMMARY

Instituion: Northern Kentucky University
Program Name: Education, Culture and Society
Degree Designation: BACHELOR OF ARTS (BA)
Degree Level : Baccalaureate

Program Description

This undergraduate program offers opportunities for students to develop and apply innovative and practical understandings of education from multidisciplinary perspectives. Education is broadly defined to include formal school contexts as well as non-formal education and informal learning at all levels and life stages. Its coursework consists of core courses in social foundations of education; fundamentals in curriculum, instruction, and assessment; equity and education; and the culminating capstone. Students can choose two concentrations from the following options: (a) youth and community studies; (b) diversity and social justice; (c) workforce development; and (d) teaching and learning. This program does not lead to P-12 teaching certification upon completion.

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: 13.0901
Credit Hours: 120
Institutional Board Approval Date: 9/15/2020
Proposed Implementation Date: 8/1/2021

Student Demand

	AY 2026	AY 2027	AY 2028	AY 2029	AY 2030
	12	28	30	52	48

Year 1 - 25
Year 2 - 25
Year 3 - 25
Year 4 - 25
Year 5 - 25

*Based on 50% of those enrolled year 1 will graduate after year 5

Market Demand

This program is aligned to NKU's mission to address academic innovation, talent development, student success, and community engagement:

The program's core courses draw from the Department of Teacher Education, and it collaborates with other programs in the College of Education and Human Services and across the university for concentration courses in four thematic areas: (a) youth and community studies; (b) diversity and social justice; (c) workforce development; and (d) teaching and learning.

It prepares graduates to address critical needs in the current and future workforce, including working with diverse colleagues and customers locally and globally, and equipping themselves with innovative use of technology and design thinking.

It prepares students to understand and analyze formal and non-formal education at all levels and life stages, so they can seek employment in educational settings that do not require P-12 teaching certification.

Students who are not successful in the teaching certification programs can switch to this program more seamlessly, thereby improving student retention and graduation rates.

The program offers a culminating capstone with options, such as career-oriented internships and apprenticeships as well as service-learning community engagements.

Graduates of this new program can pursue careers in the following fields – youth and adult development; children, family, and community outreach; nonprofit organizations; student services in colleges and universities; educational entrepreneurship (e.g., starting own daycare or tutoring services); social and educational policy; curriculum development (e.g., instructional designer, museum and zoo staff, textbook publishing); and even corporate sector (e.g., corporate training, public relations, human resources).

This new program is unique in the Commonwealth of Kentucky as the only undergraduate degree program that prepares students to understand and analyze formal and non-formal education at all levels and life stages. While it does not lead to a teaching certification, it offers career-oriented internships and apprenticeships as well as service-learning community engagements that strategically position its graduates for employment in educational institutions, government and community agencies, and non-profit and corporate settings.

Employment Demand

	Regional	State	National
Type Of Job	**Health Educators and Community Health Workers**		
Avg. Wage	$56,560	$38,210	$59,660
# Jobs (Postings)	290	570	58780
Expected Growth	10%	10%	10%
Type Of Job	**School and Career Counselors**		
Avg. Wage	$54,630	$58,770	$60,160
# Jobs (Postings)	1930	3150	285460
Expected Growth	8%	8%	8%
Type Of Job	**social workers**		
Avg. Wage	$52,710	$58,050	$62,660
# Jobs (Postings)	430	510	57440
Expected Growth	11%	11%	11%

Indicate source of market demand information
Bureau of Labor Statistics' Occupational Outlook Handbook

This program will prepare graduates to address critical needs in the current and future workforce, including working with diverse colleagues and customers regionally, nationally, and globally, and equipping themselves with innovative use of technology and design thinking. It will prepare them to understand and analyze formal and non-formal education at all levels and life stages, so they can seek employment in a myriad of educational settings that do not require P-12 teaching certification.

Based upon enrollment projections of 25 per year for the first 5 years, and the assumption than 10 students will be thorough articulation agreements, 10 will be new students who select NKU for the program, and 10 are students who select the program but would have otherwise attended NKU, there are 20 net new students per year or 100 during the first 5 years. This based upon the demand for workers in this field and the attraction to this major which is not replicated at other colleges of universities.

Academic Demand
Students who complete this program will have the opportunity for advanced study and research in education from the perspectives provided by the social sciences and humanities. Students will have the opportunity to investigate career options while earning course credit though field placements and/or internships in the community. The program emphasizes skills that will allow students to question how society functions and the ongoing consequences for people's lives with special emphasis on social organizations, justice, inequality, cultural practices, power and politics, media, global issues, and social diversity. These areas will provide students with outstanding perpartion for civic engagement, graduate school, and careers in many fields.

Unneccessary Duplication

   Similar Program(s):

Comparison of Objectives/Focus/Curriculum to Similar Programs:
Bachelor of Interdisciplinary Studies - Western Kentucky University

The curriculum in the program is broader and more flexible in their areas of emphasis. Students may choose from eleven (11) areas that will allow them to create a program that will support professional and personal life goals.

The core curriculum at NKU draws from the College of Education and collaborates with other programs within the University in four thematic areas.

I have contacted WKU to discuss their program with them and if there is any possible collaboration that may occur.

Comparison of Student Populations:
WKU's program is focused on non-traditional students who do not need or desire the academic specialization involved in traditional majors. Their program allows students to create a personal academic plan around chosen areas of emphasis.

The program at NKU is for undergraduates who wish to seek employemnt in educational settings that do no require P-12 teaching certification and those who wish to work areas outside of education such as community outreach; non-profits; student services; curriculum development and others.

Access to Existing Programs:
Students who are not successful in the teaching certification programs can swith to this program more seamlessly, therby improving student retention and graduation rates.

Feedback from Other Institutions:
We have contacted WKU to discuss their program with them and if there is any possible collaboration that may occur.

Cost
    Projected Revenue over Next Five Years ($) : 338472
    Projected Expenses over Next Five Years ($) : 5000

Will Additional faculty be needed? Yes
No additional faculty will be needed since the courses offered are existing courses throughout the university.

Provide a budgetary rationale for creating this new program
There will be funding needed for marketing the new program. The existing faculty lines account for teaching the undergraduate courses throughout the university in the other departments. Since these are already existing courses in departments, students will have access to them as they progress through the program. It allows students to be retained in the College of Education while continuing to pursue their career goals.

Instituion: Northern Kentucky University
Program Name: Cybersecurity
Degree Designation: MASTER OF SCIENCE (MS)
Degree Level : Master's

Program Description

The demand for cybersecurity skills have increased greatly recently, with an increasing number of security breach incidents occurring on a regular basis. The McAfee's 2018 Economic Impact of Cybercrime report states the worldwide cost of such incidents to be over $600 billion. The program will focus on the development of technical knowledge, hands-on skills, and soft skills, providing a thorough understanding of both business and technological aspects of cybersecurity in the industry. The primary objective of the program is to produce advanced cybersecurity professionals, who will understand the processes and technologies needed to secure the information infrastructure of a modern organization.

Will this program replace or enhance any existing programs(s) or tracks, concentrations, or specializations within an existing program? If yes, please specify
We are currently phasing out the MS in Computer Information Technology. This new program will not replace the MSCIT program but we suspect some students who might have enrolled in the MSCIT will enroll in the MS Cybersecurity program.

CIP Code: 11.1003
Credit Hours: 30
Institutional Board Approval Date: 5/12/2021
Implementation Date: 8/1/2021

Student Demand

Year 1 - 40
Year 2 - 72
Year 3 - 106
Year 4 - 132
Year 5 - 148

Market Demand

NKU is a designated National Center of Academic Excellence in Information Assurance/Cyber Defense institution, and has seen a growing interest among students for pursuing cybersecurity education. The Department of Computer Science at NKU is formally launching a BS in Cybersecurity degree from Fall 2020, and has continued developing the skills, expertise, and research area among faculty members, including advanced infrastructure.

The Dept. of CS collaborated with AP to explore the current market demand in MS in Cybersecurity. The market analysis from Academic Partnerships (AP) shows Cybersecurity ranks 2nd in demand among Computer Science/Information Technology Master's programs in Kentucky, and when compared to Business Master's programs in Kentucky, Cybersecurity ranks 3rd in demand. Master's in Cybersecurity conferrals grew 64% in the region, from 137 in 2013 to 224 in 2017. Employment for Cybersecurity related occupations in the region is projected to grow 19% from 2018 to 2028. In the last 12 months, 1,930 Cybersecurity related job openings were posted in the region. AP is willing to partner on the proposed Cybersecurity program and is confident that they could work to make our offering a front runner. Also, U.S. Bureau of Labor Statistics (https://www.bls.gov/ooh/computer-and-information-technology/home.htm) forecasts employment of computer and information technology occupations is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations. These occupations are projected to add about 546,200 new jobs. Demand for these workers will stem from greater emphasis on cloud computing, the collection and storage of big data, and information security.

Employment Demand

	Regional	State	National
Type Of Job	**Cybersecurity Specialist**		
Avg. Wage	$90,060	$83,890	$98,350
# Jobs (Postings)	1410	1644	313735
Expected Growth	18%	22%	28%

Indicate source of market demand information
U.S. Bureau of Labor Statistics

Academic Demand
This program is proposed to prepare the graduates for immediate employment. The goal of this degree is to provide an advanced Cybersecurity degree for IT professionals, while also providing bridge courses for career changers.

Unneccessary Duplication

Similar Program(s):

Program Id	Inst code	Inst Description	Degree Designation	Program Title	Report year
14871	00197700	Murray State University	MS	Cybersecurity Management	

Comparison of Objectives/Focus/Curriculum to Similar Programs:
1. Murray State MS in Cybersecurity Management - Offered in 100% online or on-campus format. Prepares graduates for different Cybersecurity managerial roles with focus on information security management, digital forensics, auditing, and compliance. Does not educate professionals for security architect and security

engineering roles, and does not focus on the development of technical skills in cloud computing and IoT, identity and access management, web technologies, and Big Data processing and analytics.

2. Sullivan University Master of Science in Cybersecurity - Offered in 6 Sullivan University locations across KY. Prepares graduates for security monitoring and auditing roles, with focus on leadership and management, disaster response, business continuity, digital forensics and Cyber warfare. Does not educate career changers to work on security architect and security engineer roles, and does not focus on the development of technical skills in cloud computing and IoT, identity and access management, penetrating testing, web programming, and Big Data processing and analytics.

3. University of the Cumberland's Executive Master of Science in Information Systems & Security - Offered in hybrid format. Prepares graduates for executive positions in computer systems analyst, manager, and network architect roles, with focus on business impacts, risk assessment and mitigation, and security operations. Does not educate graduates on cloud computing/IoT technologies, security administration, web technologies, and Big Data and analytics.

Comparison of Student Populations:
1. Murray State University's student population largely comes from the south-west KY region while NKU's comes mostly from northern KY and Cincinnati.

2. Sullivan University's student population mostly full time (98%), and comes largely from the regions local to the university campus locations.

3. University of the Cumberland's student population is primarily graduate students (over 75%). Over 52% of graduate students are enrolled in exclusively online or some online courses, with 100% being enrolled in all or some online courses.

Access to Existing Programs:
1. Access would be partial, as Murray State University offers this program both online and on-campus, with only 18% graduate students being enrolled into online courses.

2. The proposed program at NKU is 100% online, compared to the on-campus program at Sullivan University.

3. University of the Cumberland's is a for-profit institution, and has students distributed in the different KY regions of their local campuses.

Feedback from Other Institutions:
1. Murray State faculty agree that there was a substantial difference in content between our programs and expressed interest in working together to allow students to take electives from the other university.

Cost
   Projected Revenue over Next Five Years ($) : 2937431
   Projected Expenses over Next Five Years ($) : 2760258

Will Additional faculty be needed?
No additional faculty will be required to launch and run the program.

Provide a budgetary rationale for creating this new program
Cybersecurity is one of the largest in-demand job areas in the tech industry and growth projection indicates a growing need. The MS in Cybersecurity program is proposed to be hosted by the Department of Computer Science, which offers the BS in Computer Science, BS in Computer Information Technology, BS in Cybersecurity, and BS in Data Science programs, expenses are considered to be minimal. The program will run for 6 terms over a year, with 4 – 5 courses in each term, which counts to 4 full-time faculty loads over each year. The Department of Computer Science has over 7 full-time faculty members with relevant skills in Cybersecurity, networking, Cloud Computing, and IoT technologies, who can directly contribute to the development and instruction of the program curricula. Lab fees for the

PROPOSED PROGRAM SUMMARY

Instituion: Western Kentucky University
Program Name: Legal Studies
Degree Designation: BACHELOR OF ARTS (BA)
Degree Level : Baccalaureate

Program Description

The Legal Studies program consists of 18 hours of core courses in Political Science, History, and Paralegal Studies (including a capstone experience), and 18 hours of electives from a wide range of disciplines across Western Kentucky University. A second major, minor, or certificate is required. The program provides students an interdisciplinary perspective while fostering greater understanding of the law as it relates to history, the sciences, and ethics in the United States and around the world. While the program appeals to pre-law students, it also serves as a background for a wide variety of careers, including public administration, academics, government, diplomatic corps, homeland security, non-governmental organizations, and law enforcement.

Legal Studies allows students from many disciplines to focus their studies using their individual disciplinary interests as a launching point for exploring how the study of law cuts across disciplinary lines. It offers courses in a wide range of subjects, including American legal history, political process, constitutional law, philosophy and ethics, sociology and criminal justice, business, journalism and broadcasting, economics and property law, and environmental law and regulations.

WKU has had an interdisciplinary Legal Studies minor for some time. Over the last four years, the number of students in the Legal Studies minor has averaged 66 students per year, putting us firmly in the top 25 minors at WKU. We expect to build on this foundation in launching a major.

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: 22.0001
Credit Hours: 36
Institutional Board Approval Date: 6/18/2021
Implementation Date: 1/3/2022

Student Demand

Year 1   - 24
Year 2   - 46
Year 3   - 68
Year 4   - 92

Market Demand

It is important to note that while the Legal Studies major is a natural springboard to a variety of post-graduation professional futures, the program is not vocational, and is not designed to provide specific professional training.

Nevertheless, the Legal Studies curriculum will naturally draw students who wish to pursue careers in legal professions. Kentucky projections indicate that legal professional opportunities are "growing," and that there will be many high-skill, high pay professional prospects for Legal Studies graduates. For example, the Kentucky Center for Statistics reports that the Commonwealth is projected to need more than 7,800 workers in legal occupations by 2026, including more than 3,300 lawyers who may command salaries that average $94K. WKU has in-state tuition agreements that draw many students from Tennessee, and the Tennessee government projections indicate that by 2028 the labor market for workers in legal professions is projected to grow by more than 8 percent and include more than 10,300 lawyers.

National data from Gray Associates shows student demand for Legal Studies programs is in the 95-98% range, and regional data reflects the same trend.

However, as a non-vocational program, the Legal Studies major also serves as a background for a wide variety of careers, including public administration, academics, government, diplomatic corps, homeland security, non-governmental organizations, and law enforcement. Both demand for and salaries in these fields vary enormously.

Employment Demand

	Regional	State	National
Type Of Job	**Per the directions on the template, we have not completed this section. ("If the program is designed**		
Avg. Wage	$0	$0	$0
# Jobs (Postings)	0	0	0
Expected Growth	0%	0%	0%

Indicate source of market demand information
See note concerning employer demand.

https://kcews.ky.gov/content/reports/2016-2026%20ky%20occupational%20outlook.pdf

https://www.jobs4tn.gov/vosnet/Default.aspx

Gray Associates Data

Academic Demand
The evidence demonstrates consistent, strong academic demand to sustain a Legal Studies major. The major appeals to students who plan to apply to law schools. Between 2014 and 2019 (the last available year for complete data set), the number of WKU students who took the Law School Admissions Test (LSAT) grew each year from 65 to 90.

The Legal Studies major's interdisciplinary design enhances its academic demand even further, beyond just students who intend to apply to law schools. The Legal Studies major offers students a rigorous, broad, interdisciplinary liberal arts program that exposes them to legal traditions and practices, and that builds intellectual skills including critical reading, research and analysis, problem solving, and effective written and oral communication.

Over the last four years, the number of students in the Legal Studies minor has averaged 66 students per year. We expect many of these students to be part of our first enrollment.

Unneccessary Duplication

   Similar Program(s):

   Comparison of Objectives/Focus/Curriculum to Similar Programs:
While no programs have the same CIP code, we have identified the following institutions with similar programs.

NKU: The program has a dual focus. One focus is to provide pre-professional training for students seeking employment in legal careers, including contract administrators, legal assistants, ethics compliance, and litigation support analysts. Another focus is to offer students coursework that builds intellectual skillsets useful for graduate programs in public administration and law, including a 3+3 program linked to Chase School of Law.

Morehead U Focus: This program is designed both as a preparation for law school and as a credential for professional paralegals, but the program's primary focus is to provide professional preparation to aspiring paralegals.

WKU Focus: Program focus is to provide an interdisciplinary liberal arts training useful to students who plan to apply to law schools, as well as an intellectual skillset useful in a variety of liberal arts-related, post-graduation careers and graduate-level

degree programs.

NKU Curriculum (45 hours): Core requirements (18 hours) include specific pre-professional training and general legal system background courses, including technical writing, courses on the American legal system, and legal communication. Electives consist mainly of American-focused law, political science, and criminal justice courses. No capstone experience is required.

Morehead U Curriculum (36 hours): Core requirements (30 hours) are very legal-process heavy. Two electives only, one of which must be in Legal Studies. An internship is required, but no capstone experience.

WKU Curriculum (36 hours): Core requirements (18 hours) include overviews of American political science and legal history, as well as legal research and writing. Electives are more broadly interdisciplinary in disciplines and foci, and require students to complete coursework in ethics, international legal systems and history, business, and criminology/psychology. A capstone experience is required.

Comparison of Student Populations:
NKU Law major is geared to serve two student populations, those who seek terminal undergraduate degrees that serve as pre-professional career training, and students who plan to apply to law school.

Morehead U: The Legal Studies major is geared to serve primarily to provide training to students who plan to apply to be professional paralegals.

WKU Legal Studies major is geared to serve students who plan to apply to law school, but also the general student population and liberal arts students that are interested in a broad-focused, interdisciplinary major that explores social, cultural, intellectual, and business aspects of law and society from national and global perspectives.

Access to Existing Programs:
Geographically, NKU, Morehead, and WKU serve different Kentucky service areas and student populations, since they are located at opposite ends of the Commonwealth. Both programs offer coursework in traditional, online, and hybrid.

Feedback from Other Institutions:

Cost
   Projected Revenue over Next Five Years ($) : 1489336
   Projected Expenses over Next Five Years ($) : 60000

Will Additional faculty be needed? Yes
We do not expect to require additional full-time faculty. We have included an overload stipend in the budget in the event that the capstone course falls outside of normal faculty load.

Provide a budgetary rationale for creating this new program
The only additional expenses we foresee are a small operating budget ($6K/year) to support the major's programming, student activities, and faculty development, and a budget for overload stipends in the amount of $6K in the event that the capstone course falls outside of normal faculty load. Otherwise, the core curriculum is a subset of courses offered regularly by WKU. Legal Studies' elective courses are housed in a wide range of programs across the university. Other than staffing the capstone experience and handling student advising using current faculty, no additional faculty effort will be needed to support the Legal Studies major. At the same time, we anticipate increased revenue of over $460,000 by year five and going forward.

TITLE: Update on the Development of the 2022-30 Statewide Strategic Agenda

DESCRIPTION: Staff will provide a summary of work completed thus far on the development of the next statewide strategic plan.

PRESENTER: Lee Nimocks, Vice President and Chief of 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.

WORK COMPLETED BETWEEN JANUARY-AUGUST 2021

CPE staff began the formal development process of the next strategic agenda in January 2021. The CPE Academic and Strategic Initiatives (ASI) Committee was selected to serve as the steering committee for the project and CPE consulted with the EKU Facilitation Center to guide the initial development process and qualitative data collection. Additionally, CPE staff began an intensive quantitative data collection and formed a campus advisory committee to discuss how best to measure progress as well as how the campuses will incorporate the statewide goals into their institutional strategic work plans.

ASI COMMITTEE ACTIONS/APPROVALS

The ASI Committee has made steady progress on the development of the agenda, and has reached consensus on each of the major components.
- Vision, Mission, and Value Statements were approved at the July 13 meeting.
- Overarching goal, cross-cutting priority and five strategic priority areas were approved at the August 10 meeting.

- Objectives for each of the five strategic priorities were approved at the August 31 meeting.
- Draft state-level strategies and key performance indicators were reviewed by the ASI committee at the August 31 meeting and will be formally approved in October.

ASI Chair Lori Harper and CPE Vice President and Chief of Staff Lee Nimocks will present a high-level overview of this work to the board at the September 14 meeting.

2022-2030 Framework
Statewide Strategic Agenda for Kentucky Postsecondary Education
***Draft**

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. It also sets performance goals for students and institutions that reflect high expectations and standards, emphasizes continuous improvement, and supports technology-based solutions and innovative practices.

VISION: Kentucky will be a national leader in building a strong, sustainable and equitable economy through increased educational attainment and affordable, high-quality postsecondary programs.

MISSION: Kentucky's postsecondary system prepares students to be lifelong learners and excel in a diverse, knowledge-based economy. Postsecondary education drives innovation, enhances public health and wellbeing, breaks the cycle of generational poverty and improves quality of life.

VALUES

- Inclusion, equity and diversity
- Quality and excellence
- Affordability and accessibility
- Innovation
- Business and community partnerships
- Transparency and accountability
- Institutional Collaboration
- Comprehensive student support

OVERARCHING GOAL

ATTAINMENT
Increase the percent of Kentucky's adult population (25-64) with a high-quality postsecondary credential to 60% by 2030.

CROSS-CUTTING PRIORITY

EQUITY
Ensure all students have equal opportunity and access to higher education and the tools needed to progress and complete their programs prepared for life and work.

FIVE STRATEGIC PRIORITIES

#1 - AFFORDABILITY: Ensure postsecondary education is affordable for all Kentuckians.

Objective 1: Reduce financial barriers to college enrollment and completion.	Draft State-level Strategies: 1. *Limit increases in tuition and mandatory fees at Kentucky's public colleges and universities.* 2. *Work with campuses, the Kentucky Higher Education Assistance Authority, the legislature and other state leaders to reduce unmet financial need for low- and middle-income students.* 3. *Increase opportunities for institutional collaboration to reduce campus expenditures and limit increases in college costs.*
Objective 2: Improve the public's understanding of how to pay for college.	Draft State-level Strategies: 1. *Provide informational resources and advising strategies for counselors, teachers, and community partners on paying for college.* 2. *Increase the number of Kentuckians who complete the Free Application for Federal Student Aid (FAFSA).* 3. *Establish one or more state-level networks for high school counselors and other college access professionals to share effective practices, build expertise, and develop common outreach and messaging for Kentucky students.*

#2 - TRANSITIONS: Ensure more students successfully transition to college and are prepared to succeed.

Objective 1: Increase students' readiness to enter postsecondary education.	Draft State-level Strategies: 1. *Expand access to high-quality early postsecondary opportunities.* 2. *Develop digital resources to help students explore career interests and college options.* 3. *Partner with public K-12 schools and postsecondary institutions to provide outreach to students of all ages to help them prepare and plan for college.*
Objective 2: Increase enrollment in postsecondary education.	Draft State-level Strategies: 1. *Enhance and promote college recruitment strategies through partnerships with public K-12 schools and postsecondary institutions, with attention to underrepresented minority, adult, and low-income students.* 2. *Work with K-12 and higher education providers to streamline and simplify postsecondary admission processes.*

#3 - SUCCESS - **Ensure more students earn high-value degrees and credentials.**

Objective 1: Increase persistence in and timely completion of postsecondary programs.	State-level Strategies: 1. *Share, implement and evaluate emerging, promising and proven practices supporting student success and college completion* 2. *Identify and promote efforts to ensure "on-time" program completion.* 3. *Work with campuses and other state and national partners to close opportunity and success gaps for underrepresented students of color and students from low-income backgrounds.*
Objective 2: Maximize transfer of academic and experiential credit.	State-level Strategies: 1. *Partner with KCTCS and other postsecondary providers to promote transfer opportunities and program pathways.* 2. *Work with campuses to reduce barriers that prevent the seamless transfer of credit.*
Objective 3: Ensure academic offerings are high-quality, relevant and inclusive.	State-level Strategies: 1. *Support campuses in evaluating degree/credential pathways to ensure they are clear and coherent.* 2. *Work with campuses to embed and assess competencies in the curriculum and co-curriculum that are required for workplace success.* 3. *Work with campuses to ensure academic and co-curricular offerings are equity focused and inclusive.*

#4 - TALENT - *Increase talent and innovation to support Kentucky's communities, employers and economy.*

Objective 1: Improve career outcomes of postsecondary graduates.	State-level Strategies: 1. *Work with campuses to include a work-based learning or other career relevant experience in all undergraduate programs.* 2. *Strengthen campus-based career advising and development.* 3. *Facilitate meaningful partnerships between employers, community partners and education providers to improve the career relevance and accessibility of postsecondary programs.*
Objective 2: Increase research and service to support strong communities and economies.	State-level Strategies: 1. *Identify high-growth, high-demand, high-wage industries by region and help target postsecondary programs to increase enrollment in those areas.* 2. *Encourage targeted research, campus-based business services and community engagement supporting Kentucky's high-need, priority areas.*

#5 - VALUE - *Improve public understanding that postsecondary education is key to greater opportunity and economic growth.*

| Objective 1: Increase public belief in the power of postsecondary education.	State-level Strategies: 1. *Conduct a public awareness campaign and develop communications strategies to promote college-going and elevate the importance of higher education to Kentucky's residents and economy.*
Objective 2: Build support for greater investment in postsecondary education.	State-level Strategies: 1. *Create a cohesive communications strategy that reinforces postsecondary ROI messaging and the need for greater state investment.* 2. *Identify funding opportunities from foundations and other external sources to support Strategic Agenda priorities.*
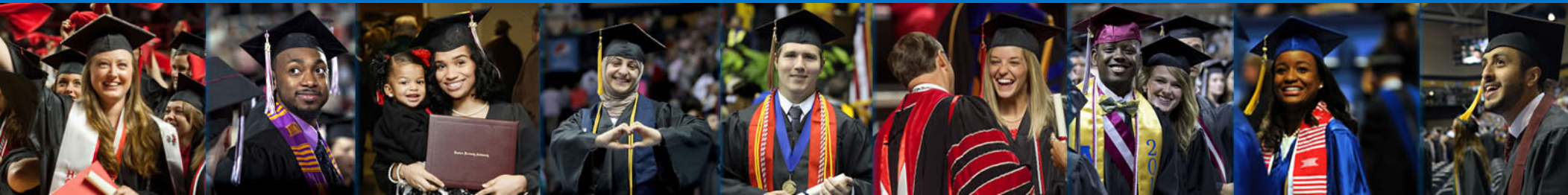
2022-30 Strategic Agenda Update and Planning

Council on Postsecondary Education
September 14, 2021

Environmental Scan

- 34 Executive Interviews (state and national)

- Topic-Specific Discussion Groups

- Stakeholder Group Focus Group Discussions

- Board and Committee Discussions

- Extensive review of state and national data
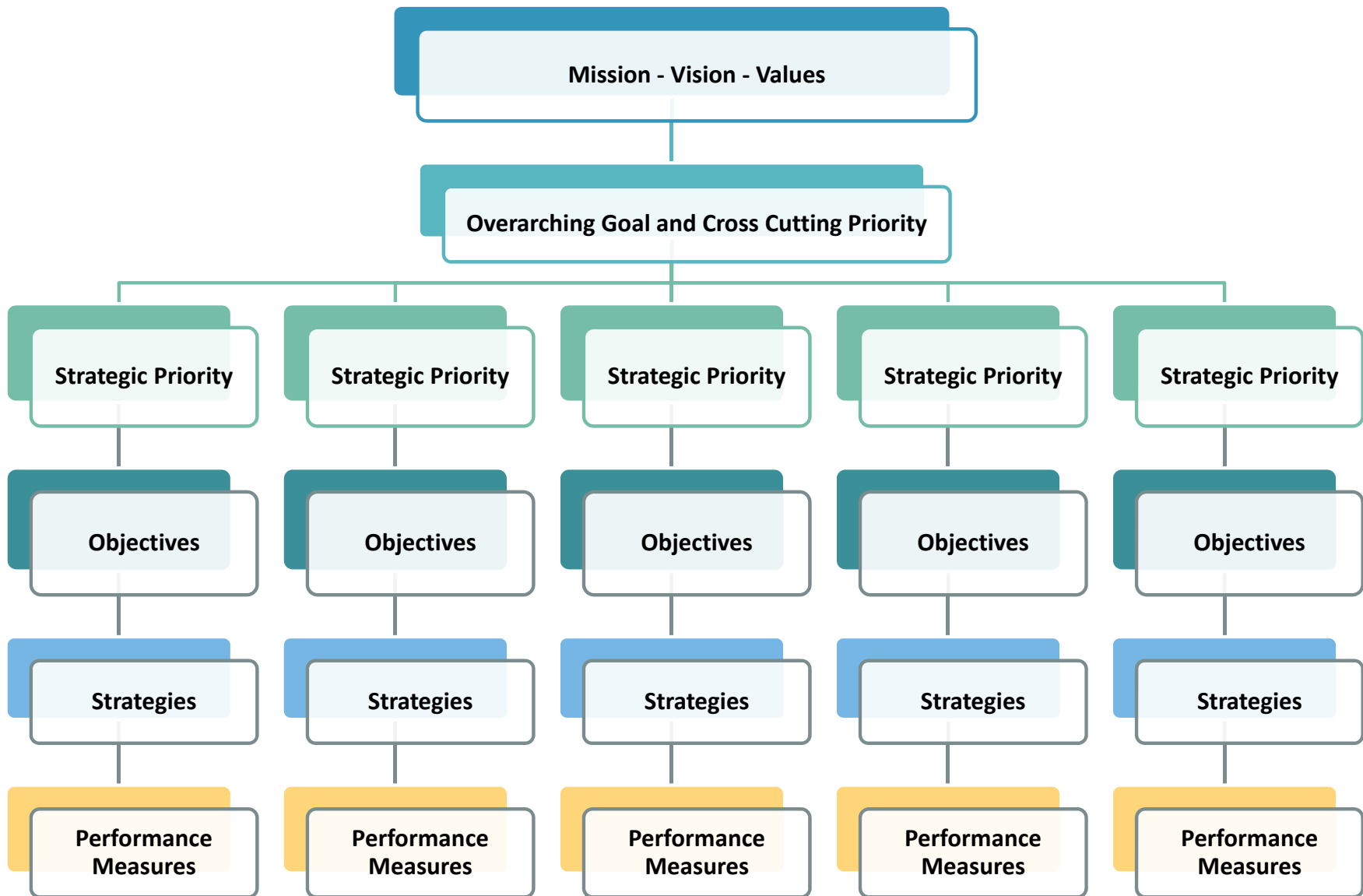
Overarching Goal: Increase the percent of Kentucky's adult population (25-64) with a high-quality postsecondary credential to 60% by 2030 (60x30KY).

Strategic Priorities

Affordability: Make postsecondary education affordable for all Kentuckians.

Transitions: Ensure more students successfully transition to college and are prepared to succeed.

Success: Ensure more students earn high-quality degrees and credentials.

Talent: Educate a globally competitive workforce and increase research and innovation to fuel job creation and economic growth.

Value: Improve public understanding that postsecondary education is key to greater opportunity and economic growth.

EQUITY: Ensure all students have equitable access to higher education and the tools needed to progress and complete their programs prepared for life and work.

Approved by ASI Committee, Aug 10, 2021

AFFORDABILITY:

Objective 1: Reduce financial barriers to college enrollment and completion.

Objective 2: Improve financial literacy and understanding of how to pay for college.

TRANSITIONS:

Objective 1: Increase students' readiness to enter postsecondary education.

Objective 2: Increase enrollment in postsecondary education.

SUCCESS:

Objective 1: Increase persistence in and timely completion of postsecondary programs.

Objective 2: Maximize transfer of academic and experiential credit.

Objective 3: Ensure academic offerings are high-quality, relevant and inclusive.

TALENT:

Objective 1: Improve career outcomes of postsecondary graduates.

Objective 2: Increase research and service to support strong communities and economies.

VALUE

Objective 1: Increase public belief in the power of postsecondary education.

Objective 2: Build support for greater investment in postsecondary education.

Timeline – 2021-22

Sept & Oct 2021
- Finalize State Strategies, KPIs
- Draft Agenda Narrative

Nov & Dec 2021
- Agenda Approval by Board
- Produce/ Disseminate Agenda Document

Jan, Feb, March 2022
- Finalize KPI Targets and Campus Strategies
- Finalize Implement-ation Plans

HIGHER ED MATTERS

Proposed 2022-30 Review & Planning Cycle

2022-24
- Adopt new Agenda, Fall 2021
- Develop/implement 3-year action plan
- Regular assessments of progress
- Detailed review of objectives, strategies and metrics, Fall 2024

2025-27
- Launch revised Agenda, Spring 2025
- Develop/implement 3-year action plan
- Regular assessments of progress
- Detailed review of objectives, strategies and metrics, Fall 2027

2028-30
- Launch revised Agenda, Spring 2028
- Develop/implement 3-year action plan
- Regular assessments of progress
- Final Plan Assessment, Fall 2030

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KY COUNCIL ON POSTSECONDARY EDUCATION

TITLE: 2021 KY Postsecondary Education Return on Investment Report

DESCRIPTION: Staff will present the latest Return on Investment report, "Early Economic Return on Higher Education Investment," which follows 43,655 students in Kentucky's high school class of 2011 from high school graduation to 2019.

PRESENTERS: Mr. Travis Muncie, Executive Director, Data, Research & Advanced Analytics
Dr. Grace Dai, Senior Associate, Data and Research

The Council is committed to providing accurate and transparent data on the true cost and value of college in Kentucky. CPE staff will summarize the findings of "Early Economic Return on Higher Education Investment," a report tracking the 43,655 students in Kentucky's high school class of 2011 from high school graduation to 2019.

The report provides information on the median net cost of public postsecondary credentials, median grant and scholarship awards, and median loan amounts for the cohort, by credential level and discipline. It also looks at earnings from 2011 to 2019 by credential level and academic discipline.

2021

Early Economic Return on Higher Education Investment

Evidence from the Kentucky High School Class of 2011

CPE

About the Council on Postsecondary Education

The Council on Postsecondary Education is Kentucky's higher education coordinating agency committed to strengthening our workforce, economy and quality of life. We do this by guiding the continuous improvement and efficient operation of a high-quality, diverse, and accessible system of postsecondary education.

Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary education that includes measures of progress.
- producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- determining tuition rates and admission criteria at public postsecondary institutions.
- collecting and distributing data about postsecondary education performance.
- ensuring the coordination and connectivity of technology among public institutions.
- licensing non-public postsecondary institutions to operate in the Commonwealth.

TABLE OF CONTENTS

As president of the Council on Postsecondary Education, I have made it my mission to prove that a college credential is worth the cost. To that end, I present this report, "Early Economic Return on Higher Education Investment," which details return on investment for Kentucky's high school class of 2011.

The bottom line is that higher education pays in Kentucky. In 2019, eight years after graduating high school, students in the cohort with a college credential were making significantly more than high school graduates, despite fewer years of full-time work. A typical bachelor's degree graduate who finished in four years earned $41,915, compared to $29,478 for a typical high school graduate, a median difference of $12,437. At this salary, it would take just five years to recoup college costs. The typical associate degree graduate earning $38,268 recoups college costs in about three years, while a typical certificate holder earning $37,369 recoups costs in about two and half years.

A shortcoming of the report is the inability to look at wages of the cohort over a longer period of time. Data from the U.S. Bureau of Labor Statistics show that the earnings differential between high school and college graduates continues to grow as degree earners climb the career ladder and pursue additional education. Over a lifetime, the median lifetime earnings of a Kentucky bachelor's degree graduate are $1 million more than a high school graduate, while median earnings for associate degree graduates are nearly $400,000 more.

Additionally, this report should help dispel some of the common misperceptions about college costs and student loan debt. The net cost of a credential is significantly less than the published cost of attendance, and the median loan debt of most graduates is affordable.

Finally, this report repeatedly shows that finishing your credential on time is one of the best college affordability strategies. Taking one or two additional years to complete a bachelor's degree signficantly increases costs and decreases earnings potential, at least in the short run.

When considering whether or not college is worth it, I urge you to rely on data, not anecdotal information. The numbers in this report speak for themselves.

Dr. Aaron Thompson, President
Council on Postsecondary Education

> " *The bottom line is that higher education pays in Kentucky. In 2019, eight years after graduating high school, students in the cohort with a college credential were making significantly more than high school graduates, despite fewer years of full-time work.*

EXECUTIVE SUMMARY

This report tracks 43,655 Kentucky students from their high school graduation in 2011 to 2019, the most recent year of data available. Key findings include:

About a third (36.2%) of the high school class of 2011 completed a college credential by 2019.

While 60.9% of students in the cohort went to college either in-state or out-of-state, only 36.2% had completed a postsecondary credential by the end of 2019.

The median out-of-pocket cost for a public postsecondary credential was much lower than the published cost of attendance.

A college's published cost of attendance includes both direct costs like tuition and fees as well as indirect costs like room and board. Due to financial aid, students paid a fraction of the total cost of attendance.The median net cost was $21,063 for a certificate/diploma, $25,778 for an associate degree and $59,800 for a bachelor's degree completed in four years. Taking longer to complete raised net cost considerably.

Financial aid covered 28% to 34% of total cost of attendance for on-time graduates.

The amount of grants and scholarships awarded to a typical student covered 28% of the total cost of attendance of a certificate/diploma, 30% of an associate degree, and 34% of a four-year bachelor's degree. This percentage fell to 21% for a five-year bachelor's degree and 19% for a six-year degree.

Just over half (52.9%) of college goers in the cohort borrowed student loans to finance their education.

Typical borrowers had a total loan balance of $8,595 for a certificate/diploma, $8,309 for an associate degree, $25,421 for a four-year bachelor's degree, $32,058 for a five-year bachelor's degree, and $33,688 for a six-year bachelor's degree. The corresponding monthly loan payments were around $90 for a certificate/diploma and associate degree, $267 for a four-year bachelor's degree, $337 for a five-year bachelor's degree, and $352 for a six-year bachelor's degree.

In 2019, college graduates in the cohort earned substantially more than high school graduates at all credential levels.

After eight years of being in the workforce, high school graduates earned a median annual salary of $29,478. By comparison, in 2019, certificate/dipoma holders earned $37,369, associate degree holders earned $38,268, and on-time bachelor's degree holders earned $41,915 with fewer years of full-time work experience. These income differences grow even more pronounced over time.

For students graduating on time, median loan debts were reasonable.

Debt-to-income ratio is a methodology used to determine if loan debt is reasonably affordable. To calculate this ratio, a student's total loan debt is divided by annual entry-level earnings. Amounts less than one indicate a reasonable level of debt, while amounts exceeding one suggest a risk of default, at least initially. The median debt-to-income ratio was 0.43 for a certificate/diploma graduate, 0.33 for an associate graduate, 0.90 for a four-year bachelor's graduate, 1.15 for a five-year bachelor's graduate, and 1.28 for a six-year bachelor's graduate.

Nearly 44% of bachelor's degree graduates were in the 75th percentile of Kentucky earners in 2019, compared to only 21.4% of high school graduates.

Overall, economic standing improved with each successive level of education. Just as college graduates in the cohort were more likely to be earning at the highest income percentiles, they were much less likely to be making below $20,000 a year (the bottom income percentile).

COHORT PROFILE

This report highlights higher education's early return on investment for the Kentucky high school class of 2011. It follows 43,655 students who graduated from a Kentucky high school in 2011 to 2019, the most recent year of data available.

Over half (55.5%) of students in the cohort entered a public or independent non-profit Kentucky college or university directly from high school, while 5.7% enrolled out-of-state or at an in-state, for-profit institution. By 2019, just over a third (36.2%) of the cohort had completed a postsecondary credential, either in- state or out-of-state. A similar percentage (37.4%) left college before completing a credential or were still enrolled at the end of 2019.

Over a quarter (26.4%) of students in the cohort never enrolled in postsecondary education. These individuals were disproportionately male (61.6%), low-income (60.3%) and from an underrepresented minority group

> **This report highlights higher education's early return on investment for the Kentucky high school class of 2011.**

(16.2%), compared to the cohort overall. Individuals without postsecondary credentials are at much greater risk of poverty and significantly more likely to be unemployed or receiving government assistance.

Of the 16,338 students who left college without a credential or were still enrolled in 2019, 51% were male, 51.4% were low-income, and 21% were from an underrepresented minority group. In comparison, the 15,809 credential completers in the cohort were disproportionately female (58.7%), non low-income (73.7%), and white/Asian (88.4%).

Among in-state college-goers in the cohort, the vast majority of credential completions (70%) were at the bachelor's degree level and above. Nearly 60% of completers earned a bachelor's degree, 18.3% earned an associate degree, 11.8% earned a post-baccalaureate credential, and 11.2% earned a certificate or diploma.

KENTUCKY'S HIGH SCHOOL GRADUATING CLASS OF 2011

CLASS SIZE:
43,655

AVERAGE H.S. GPA:
2.84

AVERAGE ACT:
18.8

English: **18.1**
Math: **18.5**
Reading: **19.1**
Science: **18.9**

ATTENDED COLLEGE DIRECTLY FROM HIGH SCHOOL (IN-STATE & OUT-OF-STATE, NON-PROFIT & FOR-PROFIT)
26,570
(60.9%)

ATTENDED KY PUBLIC OR INDEPENDENT COLLEGE:
24,249
(55.5%)

COMPLETED A CREDENTIAL:
15,809
(36.2%)

Gender

- Male: 50.2%
- Female: 49.8%
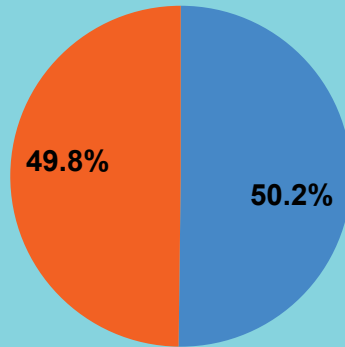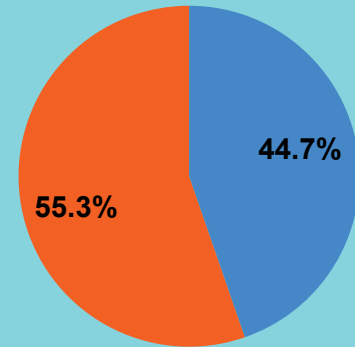
Income

- Low-Income: 44.7%
- Non Low-Income: 55.3%

Race/Ethnicity

- White: 80.5%
- Black: 9.6%
- Latinx: 5.6%
- Other: 4.3%

Locale

- Rural: 46%
- Urban: 54%
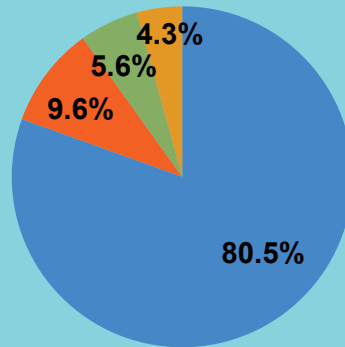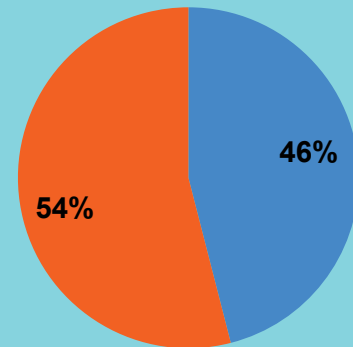
Education Level in Academic Year 2018-19

- No College: 26.4%
- Some College: 37.4%
- College Credential: 36.2%
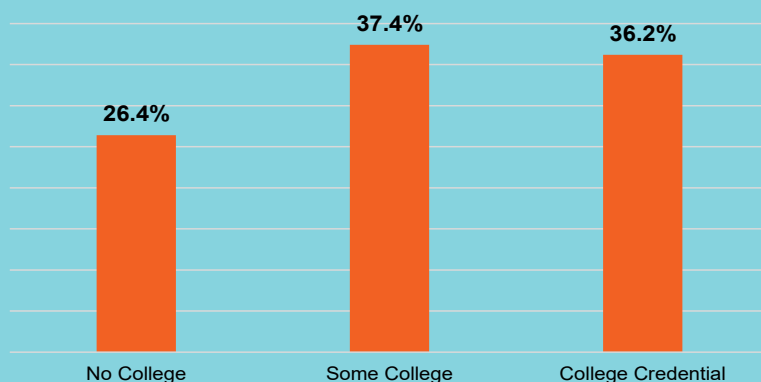
KENTUCKY'S HIGH SCHOOL GRADUATING CLASS OF 2011

Of the 15,809 College Completers in KY...

Certificate/Diploma	Associate	Bachelor's	Post-Bachelor's
11.2%	18.3%	58.7%	11.8%
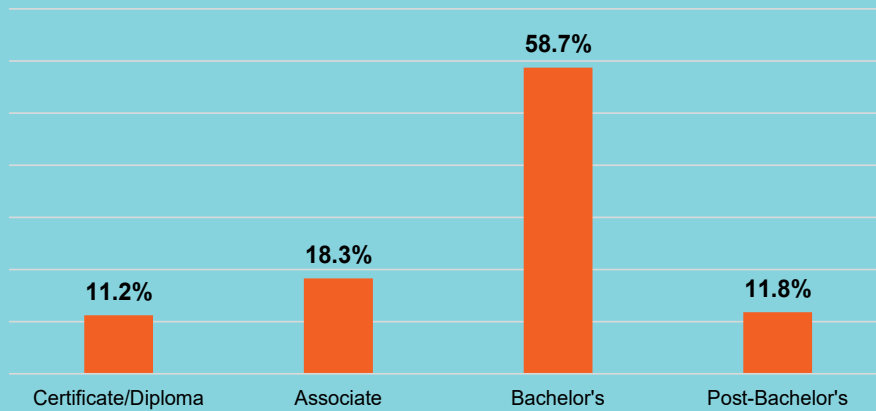
Descriptive Characteristics Among Students, by Education Level

	All	No College[1]	Some College[2]	College Completion[3]
GENDER				
Female	49.8%	38.3%	49.3%	58.7%
Male	50.2%	61.7%	50.7%	41.3%
LOW-INCOME				
Yes	44.7%	60.3%	51.4%	26.3%
No	55.3%	39.7%	48.6%	73.7%
URM				
Yes	16.4%	16.3%	21.0%	11.6%
No	83.6%	83.7%	79.0%	88.4%
LOW-INCOME & URM				
Yes & Yes	10.6%	11.9%	14.3%	5.7%
Yes & No	34.1%	48.4%	37.2%	20.6%
No & Yes	5.8%	4.3%	6.7%	6.0%
No & No	49.5%	35.4%	41.8%	67.7%
LOCALE				
Rural	46.0%	48.8%	45.4%	44.5%
Urban	54.0%	51.2%	54.6%	55.5%
APPALACHIAN				
Yes	29.6%	31.2%	30.4%	27.6%
No	70.4%	68.8%	69.6%	72.4%

1. Never enrolled in college by end of AY 2018-19.
2. Enrolled in college but left without credential or still enrolled by end of AY 2018-19.
3. Completed a credential in-state or out-of-state by end of AY 2018-19.

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COST OF COLLEGE

The typical out-of-pocket cost of a public postsecondary credential was significantly lower than the published cost of attendance (including both direct and indirect costs). Financial aid covered from 19% to 34% of the total cost of attendance, depending on the credential earned.

Figure 1. Median Cost of Attendance, Grants/Scholarships & Net Cost

Credential Level	Years to Degree	TOTAL (2011-2019)			
		Median Cost of Attendance	Median Grants & Scholarships	Median Net Cost	Median % Funded by Aid
Certificate/Diploma	3	$28,200	$6,564	$21,063	28%
Associate	3	$40,077	$11,407	$25,778	30%
Bachelor's	4	$90,641	$30,871	$59,800	34%
Bachelor's	5	$110,000	$24,385	$85,218	21%
Bachelor's	6	$130,000	$23,471	$100,000	19%

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS), amounts in 2019 inflation-adjusted dollars.

COST OF ATTENDANCE
Direct costs of college, including published tuition, mandatory fees and textbook costs, as well as indirect costs (e.g., housing, food, transportation). Also known as sticker price.

GRANTS & SCHOLARSHIPS
Includes federal, state and campus-funded scholarships and grants. Scholarships are generally awarded for academic merit, while grants are based on financial need. Unlike loans, scholarships and grants don't need to be paid back.

NET COST
What students actually pay for college. Also known as out-of-pocket cost.

Total cost of attendance is the estimated cost of attending a particular college or university, also called the sticker price. It includes both direct costs, like published tuition, mandatory fees and cost of books, as well as indirect costs, like housing, food and transportation. The amounts in Figure 1 represent the median cost of credentials earned from Kentucky public postsecondary institutions for students in the high school class of 2011.

Net cost, or out-of-pocket cost, is the amount that students actually pay for college, once federal, state and campus-funded scholarships and grants are taken into account. Since grants and scholarships do not need to be paid back, net cost includes amounts paid up-front and/or borrowed by the student.

Figure 1 illustrates the importance of time-to-degree in determining a student's total cost. A typical student who finished a bachelor's degree in four years paid just under $60,000 for the degree, significantly less than the total cost of attendance due to the $30,871 of financial aid awarded. As time to complete increased, the amount of aid did not, which reduced its buying power. Adding one additional year to a bachelor's degree raised the median net cost to $85,218; completing in six years raised it to $100,000, an increase of about 67%.

COST OF COLLEGE

The total net cost of a public postsecondary credential was much less for low-income students, strengthening equitable access to postsecondary opportunities. Financial aid for low-income students accounted for 36% to 58% of the total cost of attendance, compared to 8% to 29% for non low-income students.

Figure 2. Median Cost of Attendance, Grants/Scholarships & Net Cost by Income

Credential Level	Years to Degree	TOTAL (2011-2019)							
		Median Cost of Attendance		Median Grants & Scholarships		Median Net Cost		Median % Funded by Aid	
		Low-Income	Not Low-Income	Low-Income	Non Low-Income	Low-Income	Non Low-Income	Low-Income	Non Low-Income
Certificate/Diploma	3	$28,030	$28,200	$9,895	$2,005	$15,919	$26,890	41%	8%
Associate	3	$40,077	$40,077	$23,213	$5,914	$17,358	$30,646	58%	16%
Bachelor's	4	$85,730	$91,374	$47,251	$26,496	$36,728	$64,190	54%	29%
Bachelor's	5	$110,000	$110,000	$43,863	$17,076	$60,964	$91,095	41%	15%
Bachelor's	6	$130,000	$130,000	$44,214	$14,740	$79,531	$110,000	36%	11%

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS), amounts in 2019 inflation-adjusted dollars.

COST OF ATTENDANCE

Direct costs of college, including published tuition, mandatory fees and textbook costs, as well as indirect costs (e.g., housing, food, transportation). Also known as sticker price.

GRANTS & SCHOLARSHIPS

Includes federal, state and campus-funded scholarships and grants. Scholarships are generally awarded for academic merit, while grants are based on financial need. Unlike loans, scholarships and grants don't need to be paid back.

NET COST

What students actually pay for college. Also known as out-of-pocket cost.

Students were considered low-income in this study if they received free- or reduced-price lunch in high school. Because a sizable portion of grants and scholarships are determined by financial need, low-income students ultimately had lower net costs than students who were not low-income. The median net costs for low-income students were $15,919 for a certificate/diploma, $17,358 for an associate degree, and $36,728 for a four-year bachelor's degree, strengthening equitable access to postsecondary opportunities. Extending the bachelor's degree by one or two years eroded college affordability significantly.

Net cost varied by credential level and discipline. At the associate and baccalaureate levels, business degrees had the highest net cost, while health degrees had among the lowest.

Figure 3. Median Cost of Attendance, Grants/Scholarships & Net Cost by Discipline and Credential*

Discipline	Median Cost of Attendance	Median Grants & Scholarships	Median Net Cost	Median % Funded by Aid
Certificate/Diploma				
Business	$24,911	$9,938	$10,911	27%
Health	$28,200	$6,215	$20,446	25%
Trades	$28,819	$7,030	$21,114	32%
Associate				
Arts/Humanities	$39,429	$11,563	$25,746	31%
Business	$40,931	$14,562	$28,370	36%
Health	$40,192	$22,126	$19,199	51%
Trades	$37,073	$4,622	$26,493	13%
Four-Year Bachelor's				
Arts/Humanities	$91,417	$36,508	$54,449	43%
Business	$93,063	$27,079	$64,629	30%
Education	$90,767	$26,037	$62,534	29%
Health	$84,952	$29,805	$57,019	35%
Social Sciences	$89,753	$34,426	$58,884	38%
STEM	$90,767	$33,687	$57,230	37%
Trades	$83,505	$29,734	$55,114	34%
Five-Year Bachelor's				
Arts/Humanities	$110,000	$25,065	$83,070	23%
Business	$110,000	$18,714	$88,190	18%
Education	$110,000	$20,598	$83,720	20%
Health	$110,000	$29,178	$77,021	27%
Social Sciences	$110,000	$29,169	$81,359	26%
STEM	$120,000	$25,236	$89,964	22%
Trades	$43,083	$18,475	$84,804	17%
Six-Year Bachelor's				
Business	$130,000	$22,630	$100,000	17%
Health	$130,000	$20,038	$110,000	15%
Social Sciences	$130,000	$26,580	$110,000	20%
STEM	$140,000	$20,427	$110,000	15%
Trades	$120,000	$28,875	$94,117	24%

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS), amounts in 2019 inflation-adjusted dollars.

*Calculations for several disciplines at the certificate/diploma, associate, and six-year bachelor's degree levels were redacted due to small sample sizes. All calculations for social sciences and STEM were redacted at the certificate/diploma and associate levels, and calculations for arts and humanities and education were redacted.at the six-year bachelor's degree level.

BORROWER PROFILE

Just over half (52.9%) of in-state college-goers in the cohort took out loans to finance their education. Borrowers were more likely than non-borrowers to be female, low-income and from an underrepresented minority group. Among Kentucky credential completers, nearly 60% of bachelor's graduates and 57.4% of associate graduates took out student loans.

In this study, borrowers are students who took out at least one student loan over the course of their studies, such as federal subsidized loans, federal unsubsidized loans, institutional loans, or loans from private lenders. Typically, students start repaying loans six months after they exit college, usually over a ten-year term. Subsidized loans accrue no interest until six months after graduation. Unsubsidized loans begin accruing interest at the time the loan is borrowed. Because interest rates for non-federal loans vary, this study assumes all non-federal loans have the same interest rate as federal unsubsidized loans.

Percent of borrowers and non-borrowers among the 28,185 students in the Class of 2011 enrolling in KY institutions:

47.1%

52.9%
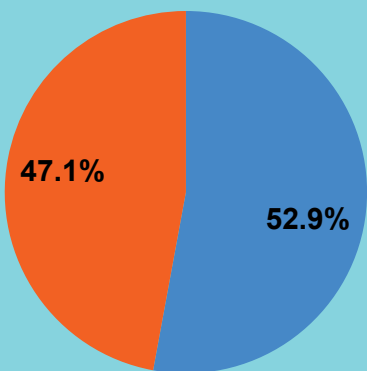
■ Borrowers ■ Non-Borrowers

Characteristics of non-borrowers:

51.2% 48.8%

■ Male ■ Female

62.2% 37.8%

■ Low-Income ■ Non Low-Income

13.1%

86.9%

■ URM ■ Not URM
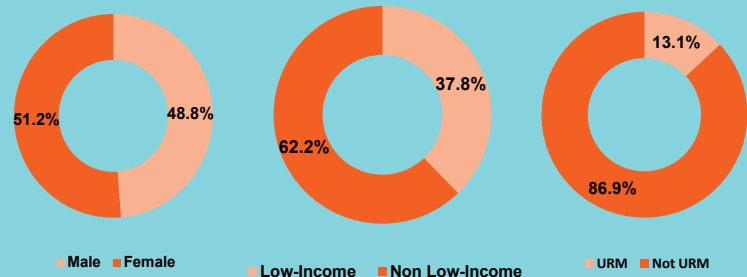
Characteristics of borrowers:

57.2% 42.8%

■ Male ■ Female

60% 40%

■ Low-Income ■ Non Low-Income

17.7%

82.3%

■ URM ■ Not URM
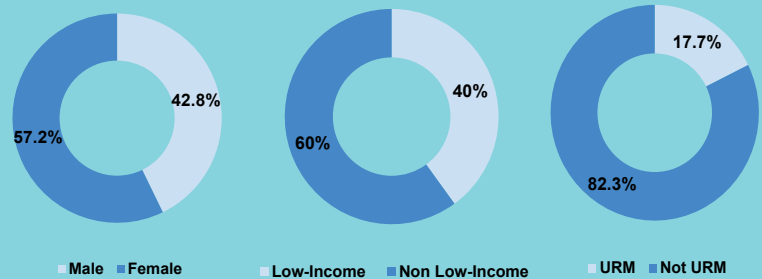
Among the 13,727 students in the cohort who completed a credential:

EDUCATION LEVEL	Non-Borrowers	Borrowers
Certificate/Diploma	50.7%	49.3%
Associate	42.6%	57.4%
Bachelor's	40.4%	59.6%
Post-Bachelor's	53.6%	46.4%

STUDENT LOAN DEBT

A typical student borrowed from $8,309 (for an associate degree) to $33,688 (for a six-year bachelor's degree) for their credential. Median loan amounts were similar for low-income and non low-income students, except at the associate level.

Figure 4. Median Loan Amount by Income and Credential Level

	TOTAL (2011-2019)		
EDUCATION LEVEL	Median Loan Amount (All Borrowers)	Median Loan Amount (Low-Income Borrowers)	Median Loan Amount (Non Low-Income Borrowers)
Certificate/Diploma	$8,595	$8,595	$7,634
3-Year Associate	$8,309	$4,358	$9,575
4-Year Bachelor's	$25,421	$25,345	$25,492
5-Year Bachelor's	$32,058	$30,850	$32,896
6-Year Bachelor's	$33,688	$31,604	$34,189

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS), amounts in 2019 inflation-adjusted dollars.

Figure 4 provides median loan balances by credential level. This amount includes an estimate of loan interest accrued (based on the interest rate for federal unsubsidized loans).

At the baccalaureate level, students had comparable levels of debt, regardless of income. However, low-income associate degree earners had a median loan amount of $4,358, about half as much as non low-income associate degree earners. Non low-income certificate/diploma holders had a lower median loan amount than low-income certificate/diploma holders ($7,634 versus $8,595).

Although not reflected in this table, half of students in the cohort who left college without a credential had student loan balances at the time of exit. These are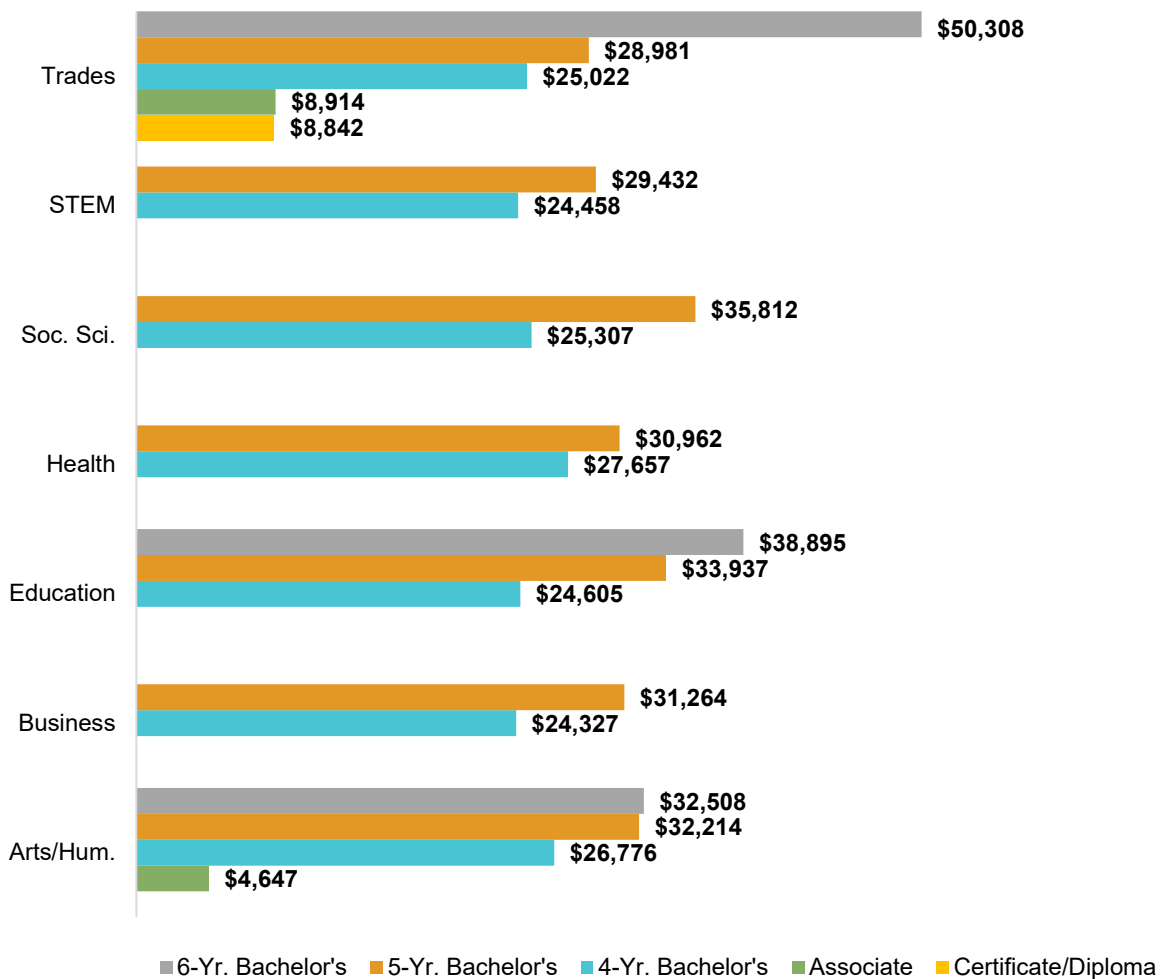 the students most at risk of loan default, since they are less likely to earn a salary enabling them to comfortably manage monthly payments.

STUDENT LOAN DEBT

A typical four-year bachelor's degree recipient borrowed from $24,327 to $27,657 in student loans, regardless of academic discipline. Among these borrowers, health majors had higher loan balances but also had higher entry-level salaries. Taking one or two additional years to complete a bachelor's degree raised loan balances substantially.

Figure 5. Median Loan Amount by Discipline and Credential Level[*]

Trades
- 6-Yr. Bachelor's: $50,308
- 5-Yr. Bachelor's: $28,981
- 4-Yr. Bachelor's: $25,022
- Associate: $8,914
- Certificate/Diploma: $8,842

STEM
- 5-Yr. Bachelor's: $29,432
- 4-Yr. Bachelor's: $24,458

Soc. Sci.
- 5-Yr. Bachelor's: $35,812
- 4-Yr. Bachelor's: $25,307

Health
- 5-Yr. Bachelor's: $30,962
- 4-Yr. Bachelor's: $27,657

Education
- 6-Yr. Bachelor's: $38,895
- 5-Yr. Bachelor's: $33,937
- 4-Yr. Bachelor's: $24,605

Business
- 5-Yr. Bachelor's: $31,264
- 4-Yr. Bachelor's: $24,327

Arts/Hum.
- 6-Yr. Bachelor's: $32,508
- 5-Yr. Bachelor's: $32,214
- 4-Yr. Bachelor's: $26,776
- Associate: $4,647

Legend: 6-Yr. Bachelor's | 5-Yr. Bachelor's | 4-Yr. Bachelor's | Associate | Certificate/Diploma

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS), amounts in 2019 inflation-adjusted dollars.

*Calculations for business, health, social sciences, and STEM at the certificate/diploma level, associate degree level, and 6-year bachelor's degree level were redacted due to small sample sizes

The typical amounts of accumulated loan debt across all disciplines for four-year bachelor's degree recipients were similar, ranging from $24,327 to $27,657. Among four-year bachelor's degree recipients, health majors borrowed the most ($27,657). However, health care jobs at the baccalaureate level offered among the highest entry-level earnings, as seen on page 20. There were greater variations in loan amounts across all disciplines at the five-year bachelor's degree level. Taking one or two additional years to complete a bachelor's degree raised loan balances substantially.

STUDENT LOAN DEBT

Bachelor's degree recipients who graduated in four years had a monthly student loan payment of around $267. This monthly payment increased to $337 if they finished in five years, and to $352 if they finished in six.

Figure 6. Maximum Monthly Student Loan Payment by Credential Level
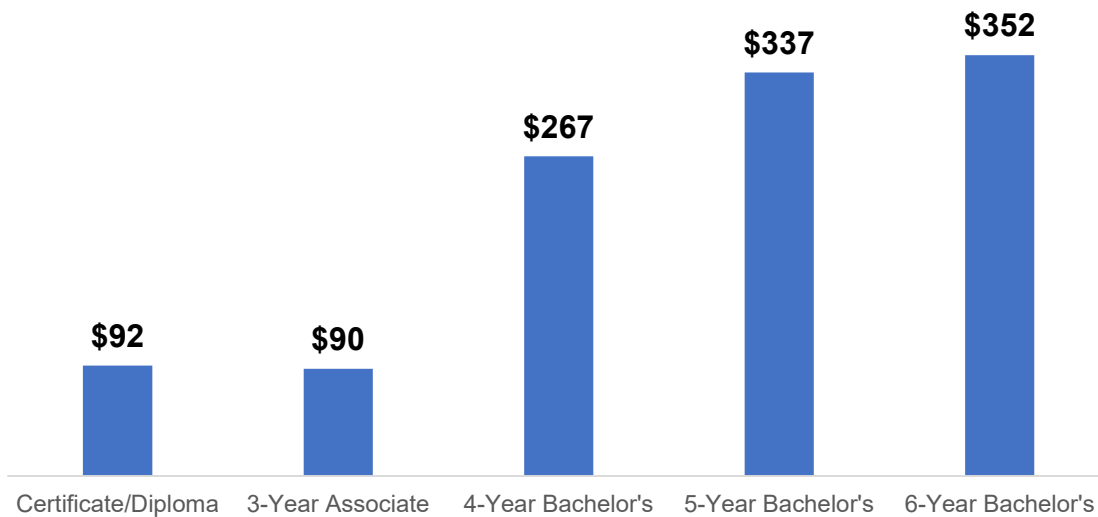
Source: Estimates derived from https://finaid.org/calculators/loanpayments. Amounts in 2019 inflation-adjusted dollars.

The monthly loan payments presented in Figure 6 were generated by an amortization calculator, which estimated maximum monthly payments based on the median loan amounts presented in Figure 4. In general, monthly loan payments increased the longer it took to complete a credential. The exception was for certificate/diploma earners, who had slightly higher payments than associate degree earners.

For four-year bachelor's degree recipients, the estimated monthly loan payment was $267. Completing in five years increased the monthly payment by $70; the monthly payment increased by $85 for bachelor's degree graduates completing in six years.

KY Council on Postsecondary Education

Among four-year bachelor's degree graduates, monthly student loan payments were similar across academic disciplines, ranging from a low of $251 for business majors to a high of $286 for health majors.

Figure 7. Maximum Monthly Student Loan Payment by Discipline and Credential Level*
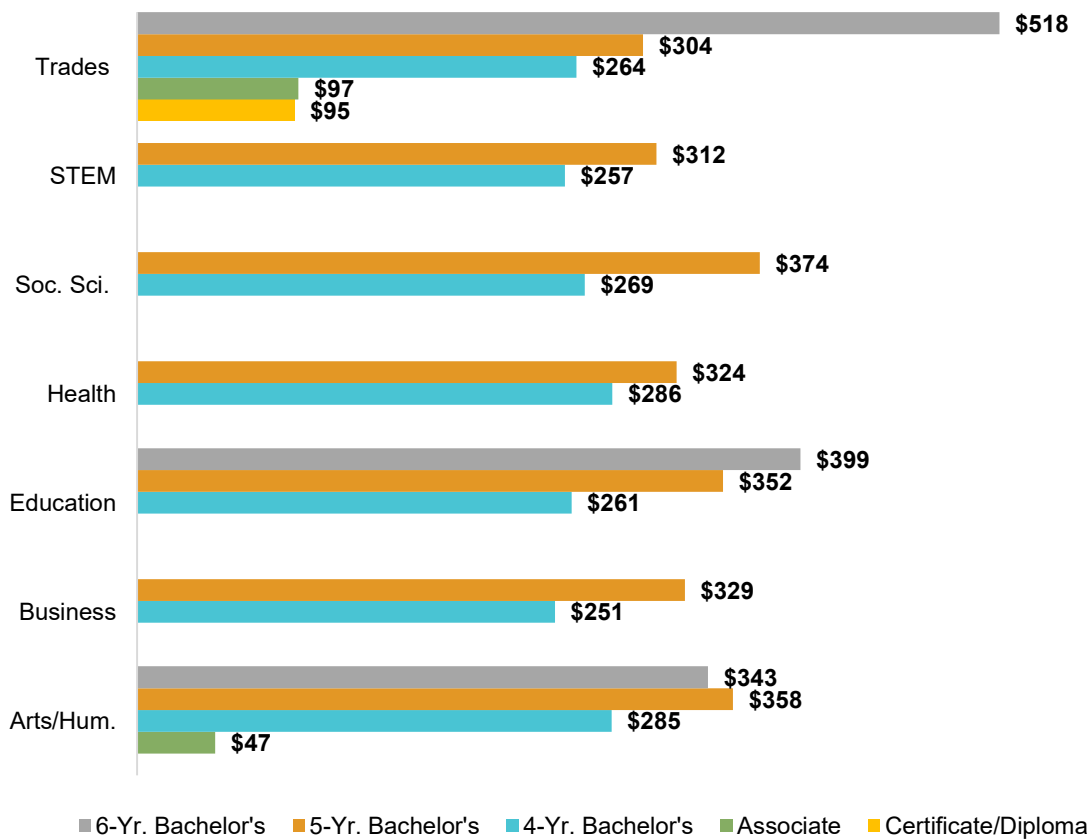
Legend: 6-Yr. Bachelor's | 5-Yr. Bachelor's | 4-Yr. Bachelor's | Associate | Certificate/Diploma

Source: Estimates derived from https://finaid.org/calculators/loanpayments, amounts in 2019 inflation-adjusted dollars.
*Calculations for business, health, social sciences, and STEM at the certificate/diploma level, associate degree level, and 6-year bachelor's degree level were redacted due to small sample sizes

Figure 7 provides a more granular look at maximum monthly loan payments by credential level and discipline. The monthly loan payments for students completing a bachelor's degree within four years were similar across all academic disciplines, ranging from a low of $251 for business majors to a high of $286 for health majors. There were more variances in monthly loan payments across all disciplines at the five-year bachelor's degree level, ranging from a low of $304 for students majoring in trades to a high of $374 for social sciences majors.

EARNINGS

In 2019, the median salary for a bachelor's degree graduate was nearly $42,000 a year, compared to $29,478 for a high school graduate. Typical associate degree graduates earned $38,268, and certificate holders earned $37,369, despite fewer years of full-time work.

Figure 8. Median Earnings from 2011-19, by Credential Level
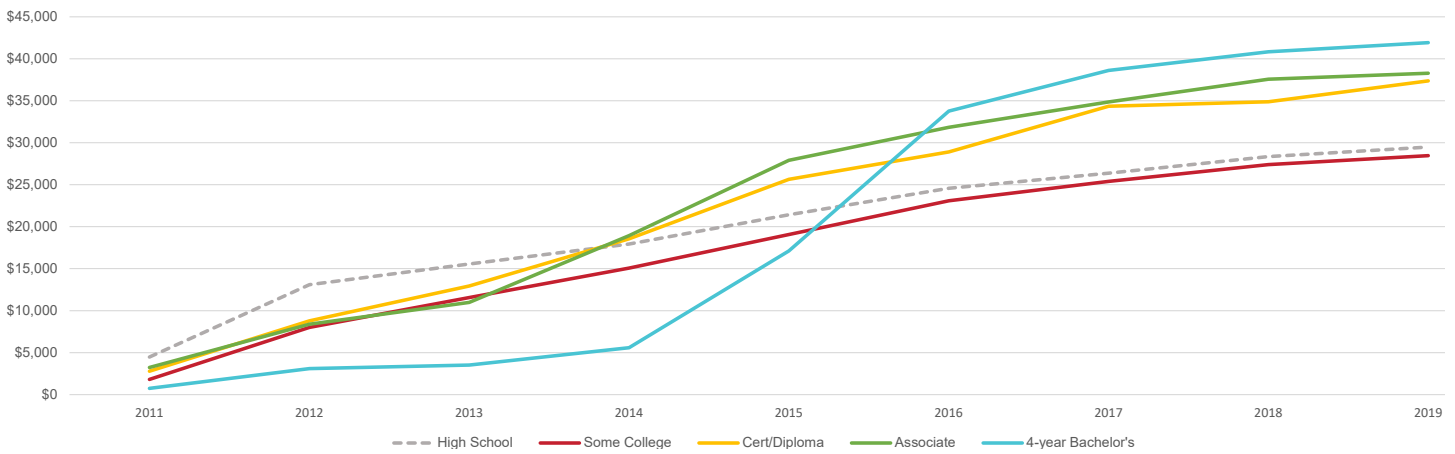
	2011	**2012**	**2013**	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**
High School	$4,479	$13,088	$15,550	$17,922	$21,429	$24,572	$26,379	$28,360	$29,478
Some College	$1,815	$7,994	$11,562	$15,060	$19,055	$23,075	$25,403	$27,388	$28,463
Cert./Diploma	$2,792	$8,791	$12,939	$18,548	$25,642	$28,911	$34,358	$34,886	$37,369
Associate	$3,217	$8,381	$10,974	$18,934	$27,913	$31,841	$34,854	$37,562	$38,268
4-Year Bachelor's	$731	$3,098	$3,506	$5,589	$17,106	$33,778	$38,614	$40,836	$41,915

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS), amounts in 2019 inflation-adjusted dollars.

Studies consistently show that postsecondary education positively affects earnings, and the wages of Kentucky's high school class of 2011 bear this out. Figure 8 shows the median annual earnings for the cohort from 2011 to 2019, by credential level. While high school graduates directly entering the workforce start out earning more, they are quickly surpassed by college graduates once they start earning postsecondary credentials. In 2014, when certificate and associate degree holders left college, their median annual income jumped to $18,548 and $18,934, respectively, overtaking the median earnings of high school graduates (at $17,922). Bachelor's degree students who finished in four years earned $17,106 their first year out; by 2016, they were earning $33,778 a year. Over time, the earnings differential between high school and college graduates grows even wider, as college graduates are promoted into higher paying positions and pursue additional levels of education.

EARNINGS

Taking longer to complete a bachelor's degree not only raised college costs and loan amounts, it decreased earnings, at least initially.

Figure 9. Median Earnings from 2011-19 for Bachelor's Degree Graduates

	2011	2012	2013	2014	2015	2016	2017	2018	2019
High School	$4,479	$13,088	$15,550	$17,922	$21,429	$24,572	$26,379	$28,360	$29,478
4-Year Bachelor's	$731	$3,098	$3,506	$5,589	$17,106	$33,778	$38,614	$40,836	$41,915
5-Year Bachelor's	$993	$3,200	$4,615	$5,573	$7,900	$21,979	$35,363	$39,219	$40,591
6-Year Bachelor's	$968	$3,665	$5,487	$6,338	$8,269	$10,577	$23,134	$33,045	$36,344

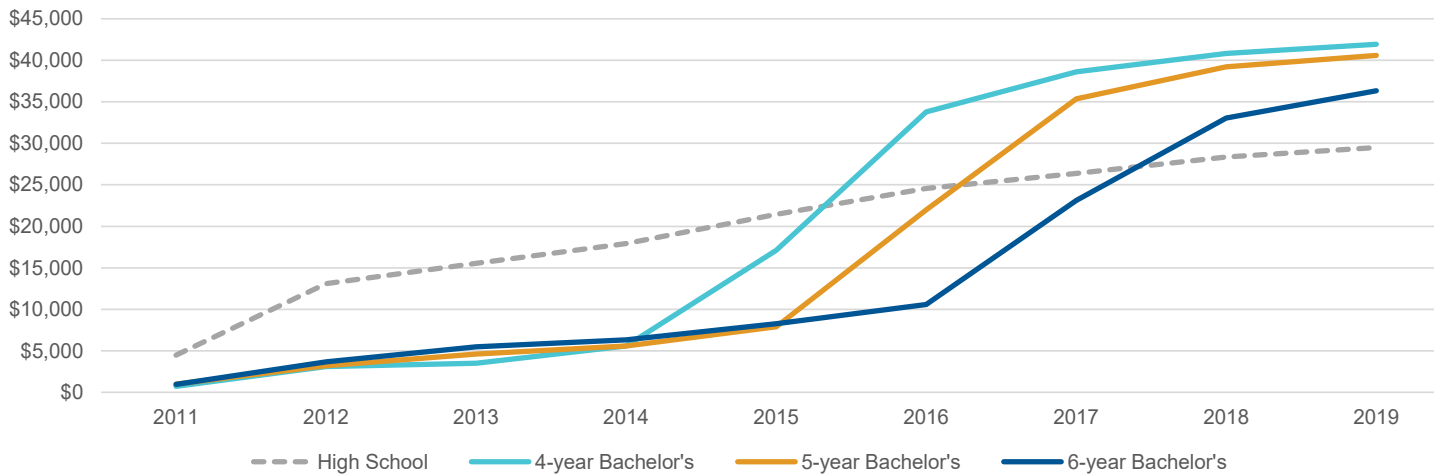*Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS), amounts in 2019 inflation-adjusted dollars.*

Extending a bachelor's degree to five or six years not only increased median net cost and student loan amounts, it also decreased earnings, at least initially. Figure 9 illustrates that students who took an additional year to complete a bachelor's degree (finishing in 2016 instead of 2015) earned lower salaries even three years later. Bachelor's degree graduates finishing in 2017 earned $36,344 in 2019, compared to $41,915 for on-time graduates.

While postsecondary education had a positive effect on entry-level earnings at every education level, female students earned less than male students, even with the same credentials.

Figure 10. Median Entry-Level Earnings by Gender and Credential Level

	TOTAL (2011-2019)		
EDUCATION LEVEL	Entry-Level Median Earnings for the Cohort	Entry-Level Median Earnings for Female Students	Entry-Level Median Earnings for Male Students
High School	$12,036	$10,236	$13,305
Some College	$13,299	$12,407	$14,533
Certificate/Diploma	$17,690	$14,109	$20,189
3-Year Associate	$22,631	$17,507	$25,096
4-Year Bachelor's	$27,926	$26,876	$30,346
5-Year Bachelor's	$27,983	$25,960	$30,185
6-Year Bachelor's	$25,982	$26,227	$25,757

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS), amounts in 2019 inflation-adjusted dollars.

Looking at median entry-level earnings across credential levels, it is clear that postsecondary education positively affects earnings. A four-year bachelor's degree graduate starts out making almost $28,000 a year, while a high school graduate starts out making about $12,000 a year. There is a clear advantage for male students in the cohort, who out-earn female students at nearly every credential level. Right out of college, a female bachelor's degree graduate makes just slightly more than a male associate degree graduate, while a male bachelor's degree graduate makes significantly more (except at the six-year baccalaureate level).

EARNINGS

Health and STEM majors typically had the highest entry-level earnings at the baccalaureate level, while arts/humanities majors typically had the lowest. However, studies show arts/humanities majors tend to narrow or close wage gaps over time.

Figure 11. Median Entry-Level Earnings by Discipline and Credential Level*

Trades	$25,569 (6-Yr. Bachelor's) $29,113 (5-Yr. Bachelor's) $26,139 (4-Yr. Bachelor's) $30,354 (Associate) $19,855 (Certificate/Diploma)	
STEM	$38,976 (5-Yr. Bachelor's) $37,265 (4-Yr. Bachelor's)	
Soc. Sci.	$23,168 (5-Yr. Bachelor's) $25,197 (4-Yr. Bachelor's)	
Health	$47,035 (5-Yr. Bachelor's) $47,312 (4-Yr. Bachelor's)	
Education	$28,948 (6-Yr. Bachelor's) $24,146 (5-Yr. Bachelor's) $29,702 (4-Yr. Bachelor's)	
Business	$27,388 (5-Yr. Bachelor's) $28,488 (4-Yr. Bachelor's)	
Arts/Hum.	$19,800 (6-Yr. Bachelor's) $17,833 (5-Yr. Bachelor's) $17,141 (4-Yr. Bachelor's) $17,569 (Associate)	

■ 6-Yr. Bachelor's   ■ 5-Yr. Bachelor's   ■ 4-Yr. Bachelor's   ■ Associate   ■ Certificate/Diploma

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS), amounts in 2019 inflation-adjusted dollars
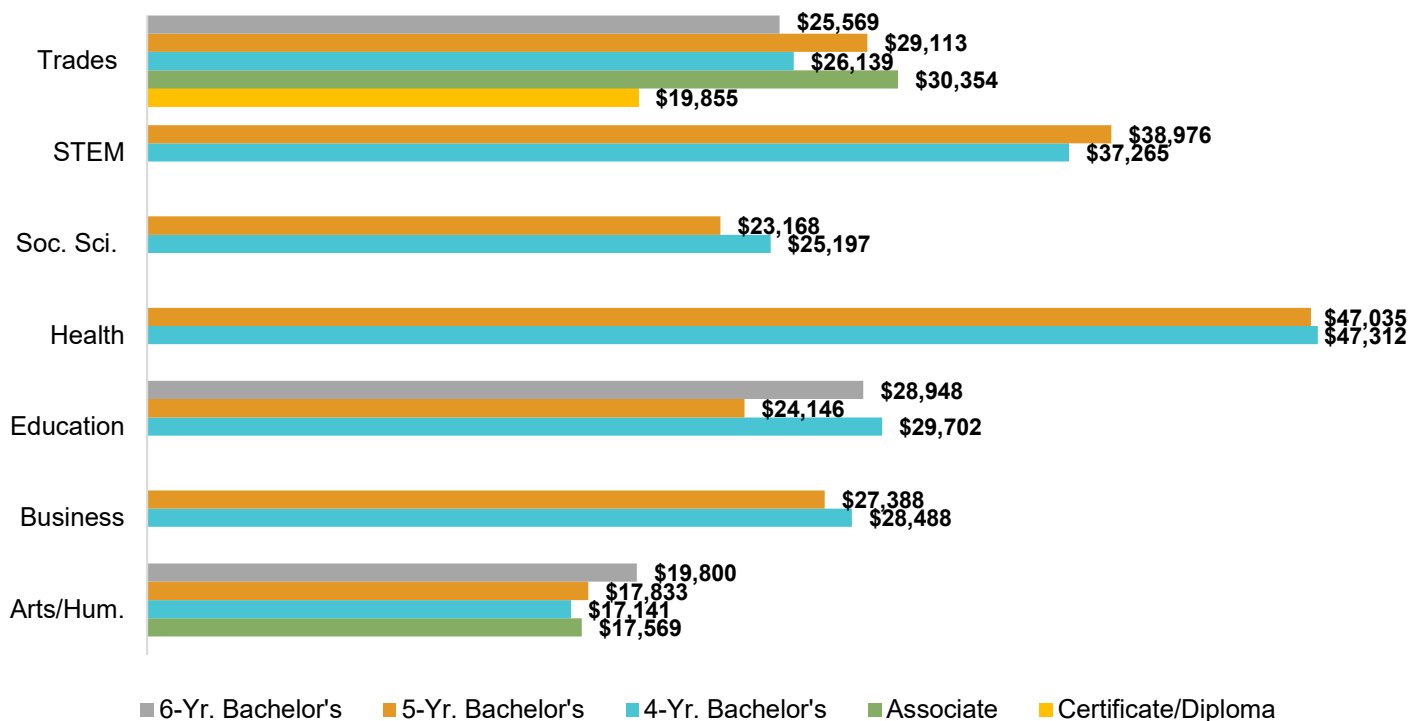**Calculations for arts/humanities, business, education, health, social sciences, and STEM at the certificate/diploma level; business, education, health, social sciences and STEM at the associate degree level, and business, health, social sciences and STEM at the 6-year bachelor's degree level were redacted due to small sample sizes.*

Figure 11 presents median entry-level earnings in 2019 by academic discpline. Among four-year bachelor's degree earners, health majors had the highest median earnings ($47,312) followed by STEM majors ($37,265). Arts and humanities majors had the lowest salaries initially ($17,141), but research by the American Academy of Arts and Sciences, the Association of American Colleges and Universities, and the Gallup-Purdue Index shows that humanities majors catch up over time, and more effectively close the pay gap between younger and older workers.

A debt-to-income ratio of less than one indicates that student loan debt is affordable. According to this methodology, students in the cohort who graduated on time had reasonable levels of student debt, while bachelor's degree students taking five or six years to complete were at greater risk of loan default early in their careers.

Figure 12. Median Debt-to-Income Ratio by Credential Level

$$\text{Affordable:} \quad \frac{\text{Total Loan Debt}}{\text{Annual Entry-Level Earnings}} < 1$$

Credential Level	Ratio
Cert/Diploma	0.43
3-Year Associate	0.33
4-Year Bachelor's	0.90
5-Year Bachelor's	1.15
6-Year Bachelor's	1.28
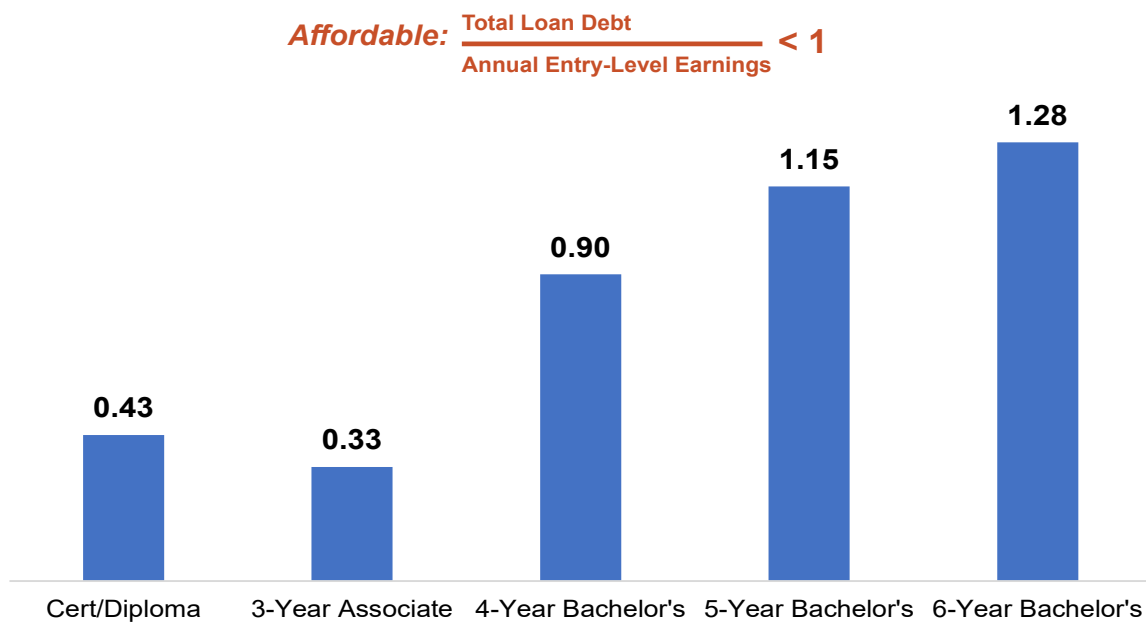
Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS)

Higher education policy experts have long debated what constitutes a reasonable and affordable level of student loan debt. Debt-to-income ratio, which is total loan debt divided by the borrower's entry-level salary, is a simple but effective way to assess a borrower's abilty to repay student loans. If the debt-to-income ratio is less than one, borrowers should be able to repay their student loan in ten years or less. Ideally, debt-to-income ratios decrease over time, as individuals earn higher salaries and loan balances diminish, which makes loans more affordable.

Figure 12 presents the median debt-to-income ratio by credential level. Certificate/diploma, associate and four-year bachelor's degree completers had debt-to-income ratios of less than one, which indicates a manageable level of student loan debt. On the other hand, the debt-to-income ratio for bachelor's degree graduates completing in five or six years exceeded one, placing them at greater risk of loan default early in their careers.

Low-income borrowers had lower debt-to-income ratios than non low-income borrowers, except at the certificate/diploma and six-year baccalaureate level.

Figure 13. Median Debt-to-Income Ratio by Income Status

$$\textit{Affordable:} \quad \frac{\text{Total Loan Debt}}{\text{Annual Entry-Level Earnings}} < 1$$

	Low-Income	Non-Low-Income
6-Year Bachelor's	1.47	1.24
5-Year Bachelor's	0.99	1.23
4-Year Bachelor's	0.76	0.91
3-Year Associate	0.16	0.51
Certificate/Diploma	0.45	0.43
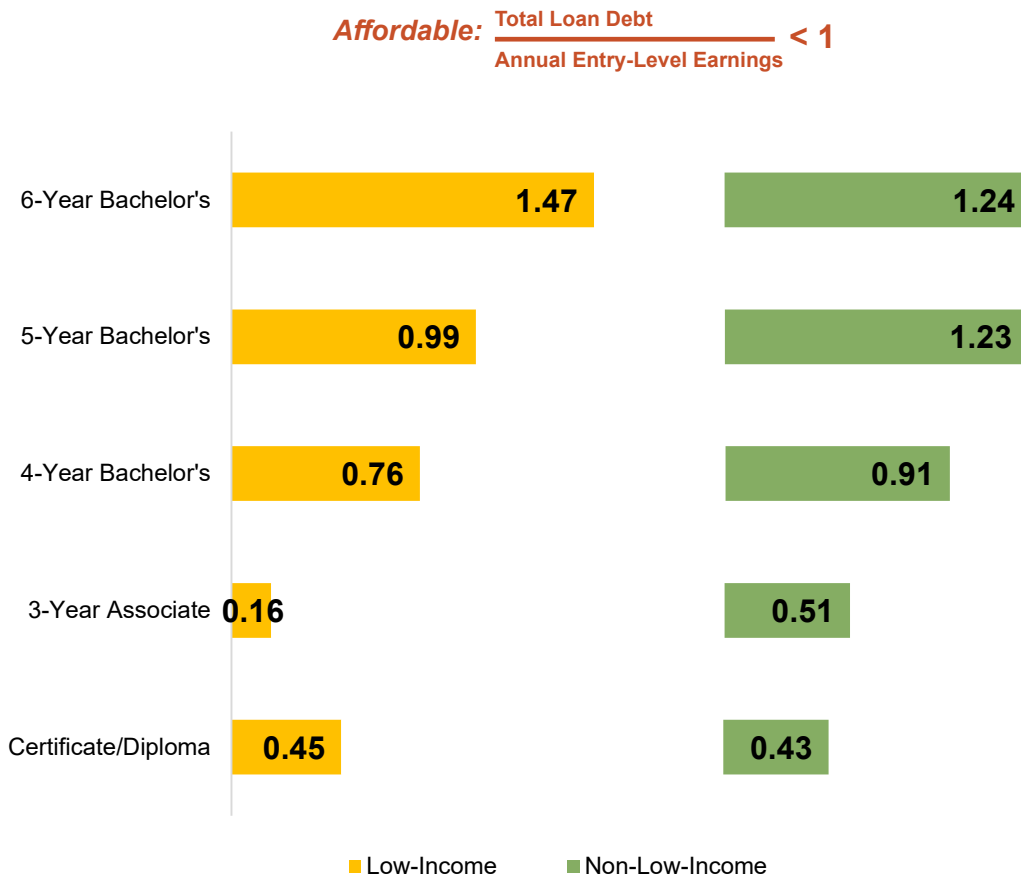
Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS)

Figure 13 presents the median debt-to-income ratio by credential level for low-income and non low-income undergraduate students. Interestingly, at the four-year bachelor's degree level, low-income and non low-income students had comparable levels of student debt (around $25,000), but substantially different debt-to-income ratios (0.76 for low-income students compared to 0.91 for non low-income students). According to this methodology, debt levels are less manageable for five- and six-year bachelor's degree earners, regardless of income status.

DEBT-TO-INCOME RATIO

Borrowers with four-year degrees in the arts/humanities, social sciences and trades had the highest debt-to-income ratios, placing them at greater risk of loan default early in their careers. Borrowers with health and STEM degrees had the lowest debt-to-income ratios.

Figure 14. Debt-to-Income Ratio by Discipline at the Bachelor's Degree Level

$$\textit{Affordable:} \quad \frac{\text{Total Loan Debt}}{\text{Annual Entry-Level Earnings}} < 1$$

Discipline	4-Year Bachelor's	5-Year Bachelor's
Trades	1.14	0.97
STEM	0.64	0.75
Social Sciences	1.10	1.56
Health	0.60	0.65
Education	0.70	1.38
Business	0.93	1.18
Arts/Hum.	1.32	1.85

■ 4-Year Bachelor's ■ 5-Year Bachelor's

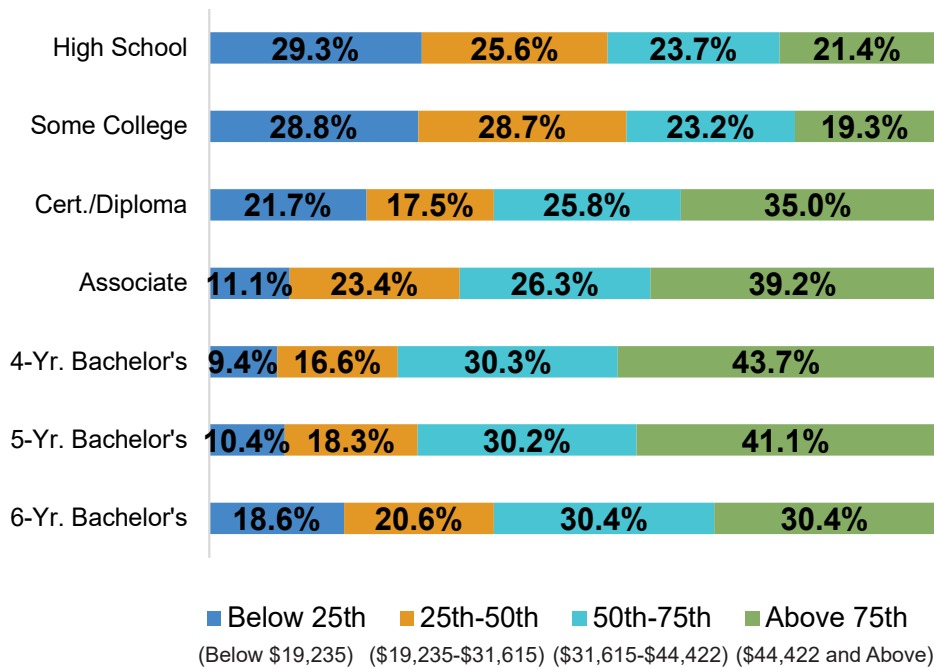*Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS)*

Figure 14 examines the median debt-to-income ratio by discipline for four-year and five-year bachelor's degree graduates. Predictably, since arts and humanities and social sciences majors had the lowest starting salaries, they had the highest debt-to-income ratios. Health and STEM majors had comparable levels of student loan debt but higher starting salaries, thus lowering their loan-to-debt ratio.

Overall, the cohort's economic standing improved at each successive level of education. In 2019, 43.7% of four-year bachelor's degree graduates ranked in the highest income percentile, compared to only 21.4% of high school graduates.

Figure 15. Percent of the Cohort at Each Income Percentile by Credential Level in 2019

Credential	Below 25th (Below $19,235)	25th-50th ($19,235-$31,615)	50th-75th ($31,615-$44,422)	Above 75th ($44,422 and Above)
High School	29.3%	25.6%	23.7%	21.4%
Some College	28.8%	28.7%	23.2%	19.3%
Cert./Diploma	21.7%	17.5%	25.8%	35.0%
Associate	11.1%	23.4%	26.3%	39.2%
4-Yr. Bachelor's	9.4%	16.6%	30.3%	43.7%
5-Yr. Bachelor's	10.4%	18.3%	30.2%	41.1%
6-Yr. Bachelor's	18.6%	20.6%	30.4%	30.4%

■ Below 25th ■ 25th-50th ■ 50th-75th ■ Above 75th
(Below $19,235) ($19,235-$31,615) ($31,615-$44,422) ($44,422 and Above)

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS)
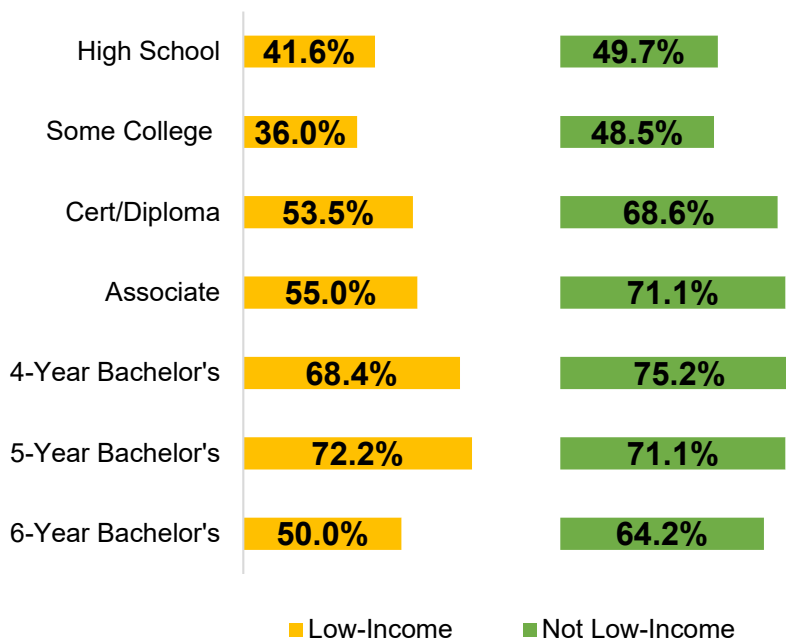
Figure 15 shows the percentage of the cohort at each income percentile in Kentucky, according to their 2019 median salaries. Only 21% of high school graduates had incomes at or above $44,422 (the 75th quintile or above), compared to 43.7% of four-year bachelor's degree graduates. Conversely, while 29.3% of high school graduates had median incomes less than $19,235 (the bottom percentile), only 9.4% of four-year bachelor's degree graduates did. Overall, the chart illustrates how economic standing improves with each successive level of education. Because five-year and six-year bachelor's degree graduates were in the workforce for fewer years in 2019, they had lower salaries.

ECONOMIC MOBILITY

The majority of college graduates in the cohort were in the 50th income percentile or above by 2019. Students from higher income families fared better economically, even at the same education level.

Figure 16. Percent of Cohort Above the 50th Income Percentile in 2019, by Income and Credential Level

Credential	Low-Income	Not Low-Income
High School	41.6%	49.7%
Some College	36.0%	48.5%
Cert/Diploma	53.5%	68.6%
Associate	55.0%	71.1%
4-Year Bachelor's	68.4%	75.2%
5-Year Bachelor's	72.2%	71.1%
6-Year Bachelor's	50.0%	64.2%

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS)

Students in the cohort were categorized as low-income based on receiving federal free- or reduced-price lunch in high school, a function of their parents' or guardians' income level. In 2019, these same low-income students were independent adults earning a living for themselves and/or their families. Figure 16 shows what percentage of credential earners in the cohort made median annual salaries of $31,615 or above (placing them in the 50th percentile of Kentucky salaries), based on 2019 earnings. Over half of low-income students with a certificate/diploma (53.5%) were at the 50th income percentile or above in 2019. This percentage rose to 55% for associate earners, 68.4% for four-year bachelor's degree earners, and 72.2% for five-year bachelor's degree earners. However, family economic background as well as education level played a role in future earnings. Students in the cohort who were not low-income were much more likely than low-income students to achieve the 50th income percentile at the same education level.

TECHNICAL NOTES

The research report was produced by the Council on Postsecondary Education (CPE) and the Kentucky Center for Statistics (KYSTATS) using data from the Kentucky Longitudinal Data System (KLDS). Data sources used in this report include: the Council on Postsecondary Education (CPE), the Kentucky Department of Education (KDE), the Kentucky Longitudinal Data System (KLDS), the Department of Workforce Investment (DWI), Unemployment Insurance (UI), and the National Student Clearinghouse (NSC).

Cohort Profile, College-Going Rates & College Completion Rates

Dataset: The dataset used for the cohort profile includes all students who graduated from a Kentucky high school in 2011.

Low-income: This study characterizes students as low-income or non low-income, based on whether they were eligible for free- or reduced-price lunch in high school.

Underrepresented Minority (URM): This study defines URM as: (a) Hispanic or Latinx, (b) American Indian or Alaska Native, (c) Black or African American, (d) Native Hawaiian or Other Pacific Islander, or (e) Two or more Races.

Non-URM: This study defines non-URM as (a) White, non-Hispanic, (b) Asian, non-Hispanic, or (c) Unknown.

College completion: Students who completed a postsecondary credential in-state or out-of-state.

Credential Level: The highest level of education completed by the end of the 2018-19 academic year, which includes

>   **No college** - High school graduates who did not enroll in college.

>   **Some college** - Students who enrolled in college but left without a credential or were still enrolled.

>   **Certificate/diploma** - Students who completed a postsecondary certificate or diploma from a Kentucky public or non-profit private college or university.

>   **Associate degree -** Students who completed an associate degree from a Kentucky public or non-profit private college or university.

>   **Bachelor's degree** - Students who completed a bachelor's degree from a Kentucky public or non-profit private college or university.

>   **Post-bachelor's degree** - Students who completed a post-baccalaureate degree or certificate from a Kentucky public or non-profit private college or university.

Cost of Attendance, Grants & Scholarships & Net Cost

Dataset: The dataset used in this section of the study includes students from the cohort who enrolled in a Kentucky public postsecondary institution and earned a credential within 1.5 times of the expected time.

Cost of attendance: The total cost of attendance (direct and indirect costs) for each student as reported by each institution's financial aid office for the duration of the student's enrollment.

Grants and scholarships: The total amount of grants and scholarships received by each student as reported by each institution's financial aid office for the duration of the student's enrollment.

Net cost: Net cost was calculated for each student using the total cost of attendance minus the total amount of grants and scholarships.

TECHNICAL NOTES

Credential Level: The highest level of education completed by the end of the 2018-19 academic year, which includes

Certificate/diploma - Students in the cohort who enrolled in a Kentucky public postsecondary institution in 2011-12 and earned a postsecondary certificate or diploma by 2014-15 and no higher degree by 2017-18.

Associate degree - Students in the cohort who enrolled in a Kentucky public postsecondary institution in 2011-12 and earned an associate degree by 2014-15 and no higher degree by 2017-18.

Four-year bachelor's degree - Students in the cohort who enrolled in a Kentucky public postsecondary institution in 2011-12 and earned a bachelor's degree in four years (the 2015-16 academic year).

Five-year bachelor's degree - Students in the cohort who enrolled in a Kentucky public postsecondary institution in 2011-12 and earned a bachelor's degree in five years (the 2016-17 academic year).

Six-year bachelor's degree: Students in the cohort who enrolled in a Kentucky public postsecondary institution in 2011-12 and earned a bachelor's degree in six years (the 2017-18 academic year).

Disciplines: The study categorized students into seven disciplines based on their two-digit CIP codes, including arts and humanities, business, education, health, social sciences, STEM, and trades.

Other notes:

-Missing values for cost of attendance for each student were imputed using the average cost of attendance within the same each institution and academic year.

-Cost of attendance, grants and scholarships, and net cost were all adjusted for inflation using 2019 dollars.

Loan Borrower's Profile, Total Loan, and Monthly Loan Payment

Loan borrower: A student at a public institution who was disbursed at least one undergraduate loan from any source (i.e., federal subsidized and unsubsidized, institutional, private, commercial, or other).

Non-borrower: A student at a public institution who was not disbursed at least one undergraduate loan from any source (i.e., federal subsidized and unsubsidized, institutional, private, commercial, or other).

Total loan debt: Total loan debt included both subsidized and unsubsidized federal, institutional, and other loans. Subsidized loans accrue no interest until six months after the last enrollment in postsecondary education, and unsubsidized loans begin accruing interest at the time of the loan. The study assumed that non-federal loans had the same interest rates as federal unsubsidized loans. Total loan debt was the balance of all loans and interest accrued six months after postsecondary exit.

Monthly loan payment: Monthly loan repayments were calculated with an amortization calculator. The inflation adjustment was ignored, because this amount was calculated by month. Loan reports do not start until six months after the last enrollment in postsecondary education.

Annual Earnings & Entry-Level Earnings

Annual earnings: Wages were derived from UI wage records by quarter. Annual earnings were calculated by each calendar year. The study included wages starting in Quarter 3 of 2011 and ending in Quarter 4 of 2019.

Entry-level earnings: Entry-level earnings were the sum of earnings in the four quarters following postsecondary exit.

Debt-to-Income Analysis

Debt-to-income ratio: The debt-to-income ratio is the ratio of total loan debt to a borrower's salary. The annual salary used in this study was entry-level earnings, which is the sum of earnings in the four quarters following postsecondary exit.

Economic Mobility

Students' income status in this study was based on whether they were eligible for free- or reduced-price lunch in high school, a function of their parents' or guardians' income. Students who received free- or reduced-price lunch were considered low-income, and students who did not receive free- or reduced-price lunch were considered non low-income.

Students' earnings refers to their 2019 annual earnings. Four percentiles were examined:

      -Below 25th (less than $19,235)
      -Between 25th and 50th ($19,235 to $31,615)
      -Between 50th and 75th ($31,615 to $44,422)
      -Above 75th (greater than or equal to $44,422)

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Early Economic Return on Higher Education Investment:

Evidence from the Kentucky High School Class of 2011

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THE COHORT:

43,655 Kentucky High School Graduates in 2011
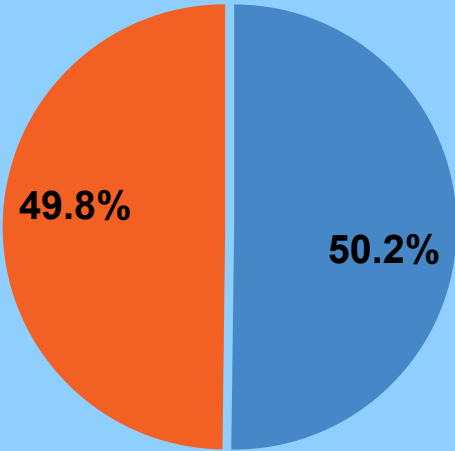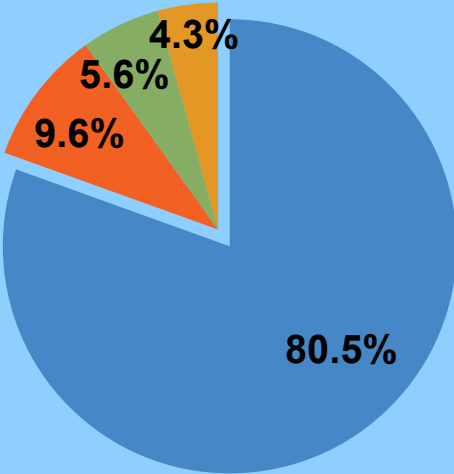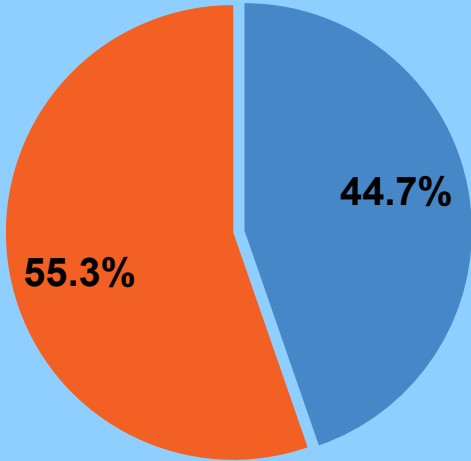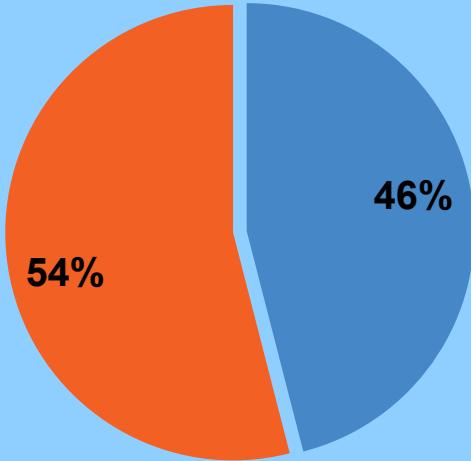
EDUCATION LEVEL AS OF 2018-19

- **60.9%** attended college directly from high school (in-state or out-of-state)

- **55.5%** attended a KY public or AIKCU institution

- **36.2%** completed a credential

26.4% — No College
37.4% — Some College
36.2% — College Credential
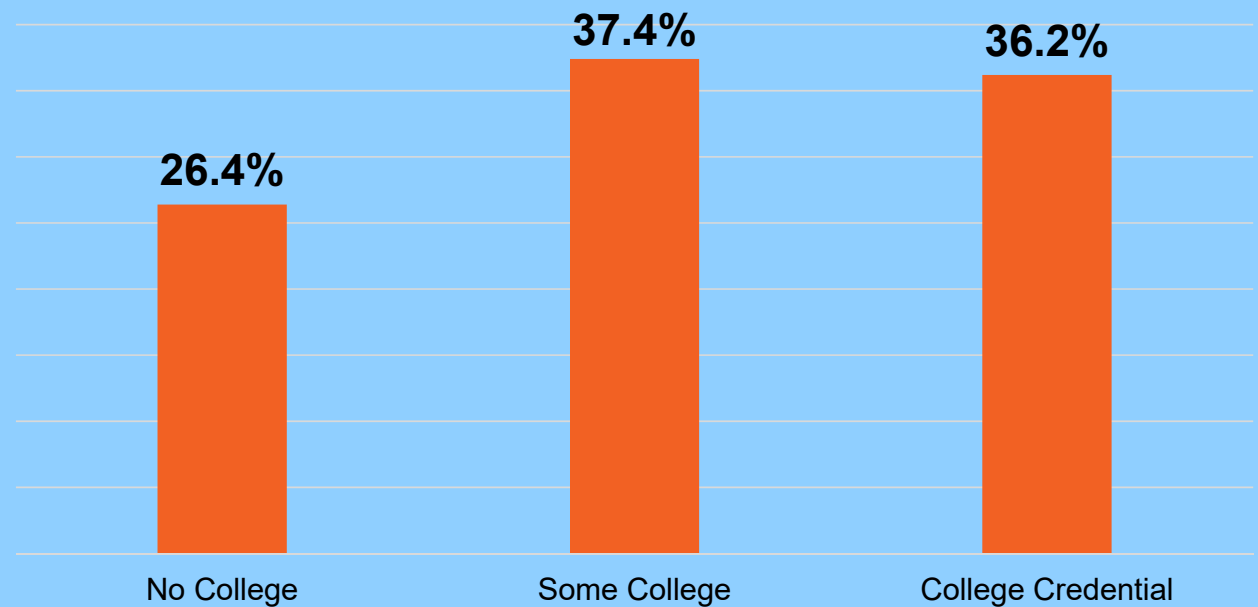
Students paid considerably less than the published cost of attendance. Financial aid covered 19% to 34% of the total cost.

Credential Level	Years to Degree	TOTAL (2011-2019)			
		Median Cost of Attendance	Median Grants & Scholarships	Median Net Cost	Median % Funded by Aid
Certificate/Diploma	3	$28,200	$6,564	$21,063	28%
Associate	3	$40,077	$11,407	$25,778	30%
Bachelor's	4	$90,641	$30,871	$59,800	34%
Bachelor's	5	$110,000	$24,385	$85,218	21%
Bachelor's	6	$130,000	$23,471	$100,000	19%

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS). amounts in 2019 inflation-adjusted dollars.

The neediest students received more grants & scholarships and had lower net costs.

Credential Level	Years to Degree	Median Cost of Attendance		Median Grants & Scholarships		Median Net Cost		Median % Funded by Aid	
		Low-Income	Not Low-Income	Low-Income	Non Low-Income	Low-Income	Non Low-Income	Low-Income	Non Low-Income
Certificate/Diploma	3	$28,030	$28,200	$9,895	$2,005	$15,919	$26,890	41%	8%
Associate	3	$40,077	$40,077	$23,213	$5,914	$17,358	$30,646	58%	16%
Bachelor's	4	$85,730	$91,374	$47,251	$26,496	$36,728	$64,190	54%	29%
Bachelor's	5	$110,000	$110,000	$43,863	$17,076	$60,964	$91,095	41%	15%
Bachelor's	6	$130,000	$130,000	$44,214	$14,740	$79,531	$110,000	36%	11%

TOTAL (2011-2019)

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS), amounts in 2019 inflation-adjusted dollars.

BORROWER PROFILE

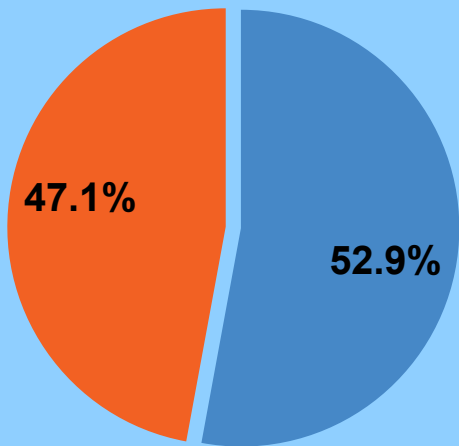

47.1%   **52.9%**

■ Borrowers ■ Non-Borrowers

Just over half of students enrolling in KY institutions borrowed student loans.

Associate and bachelor's degree graduates were more likely to borrow student loans than certificate and post-bachelor's completers.

EDUCATION LEVEL	Non-Borrowers	Borrowers
Certificate/Diploma	50.7%	49.3%
Associate	42.6%	57.4%
Bachelor's	40.4%	59.6%
Post-Bachelor's	53.6%	46.4%

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Loans ranged from $8,309 to $33,688. Amounts were similar for low-income and non low-income students, except at the associate level.

EDUCATION LEVEL	TOTAL (2011-2019)		
	Median Loan Amount (All Borrowers)	Median Loan Amount (Low-Income Borrowers)	Median Loan Amount (Non Low-Income Borrowers)
Certificate/Diploma	$8,595	$8,595	$7,634
3-Year Associate	$8,309	$4,358	$9,575
4-Year Bachelor's	$25,421	$25,345	$25,492
5-Year Bachelor's	$32,058	$30,850	$32,896
6-Year Bachelor's	$33,688	$31,604	$34,189

Source: KPEDS & Integrated Postsecondary Education Data System (IPEDS), amounts in 2019 inflation-adjusted dollars.

Typical monthly loan payments ranged from $90 - $352 over a ten-year period.

$92 — Certificate/Diploma
$90 — 3-Year Associate
$267 — 4-Year Bachelor's
$337 — 5-Year Bachelor's
$352 — 6-Year Bachelor's

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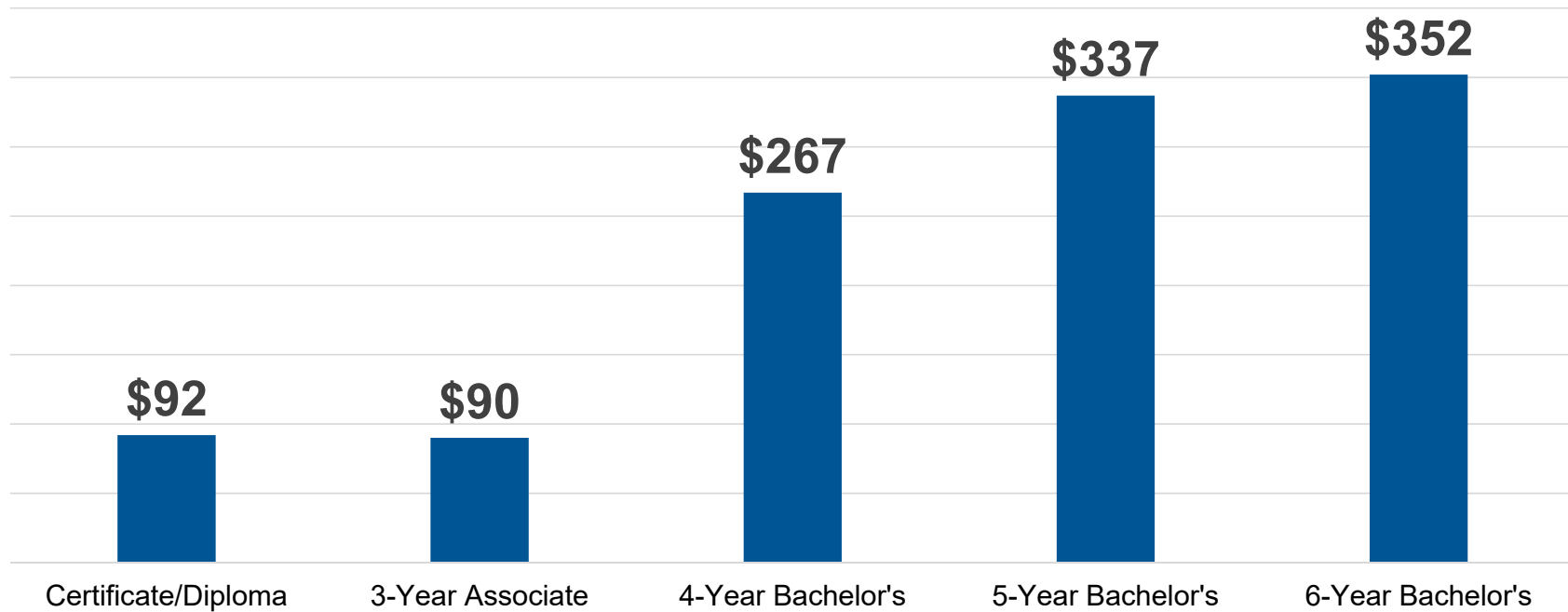
By 2019, college completers were earning substantially more than high school graduates, even with less full-time experience.

| High School | Some College | Cert/Diploma | Associate | 4-year Bachelor's | 5-year Bachelor's | 6-year Bachelor's |

In 2019: **$29,478** **$28,463** **$37,369** **$38,268** **$41,915** **$40,591** **$36,344**

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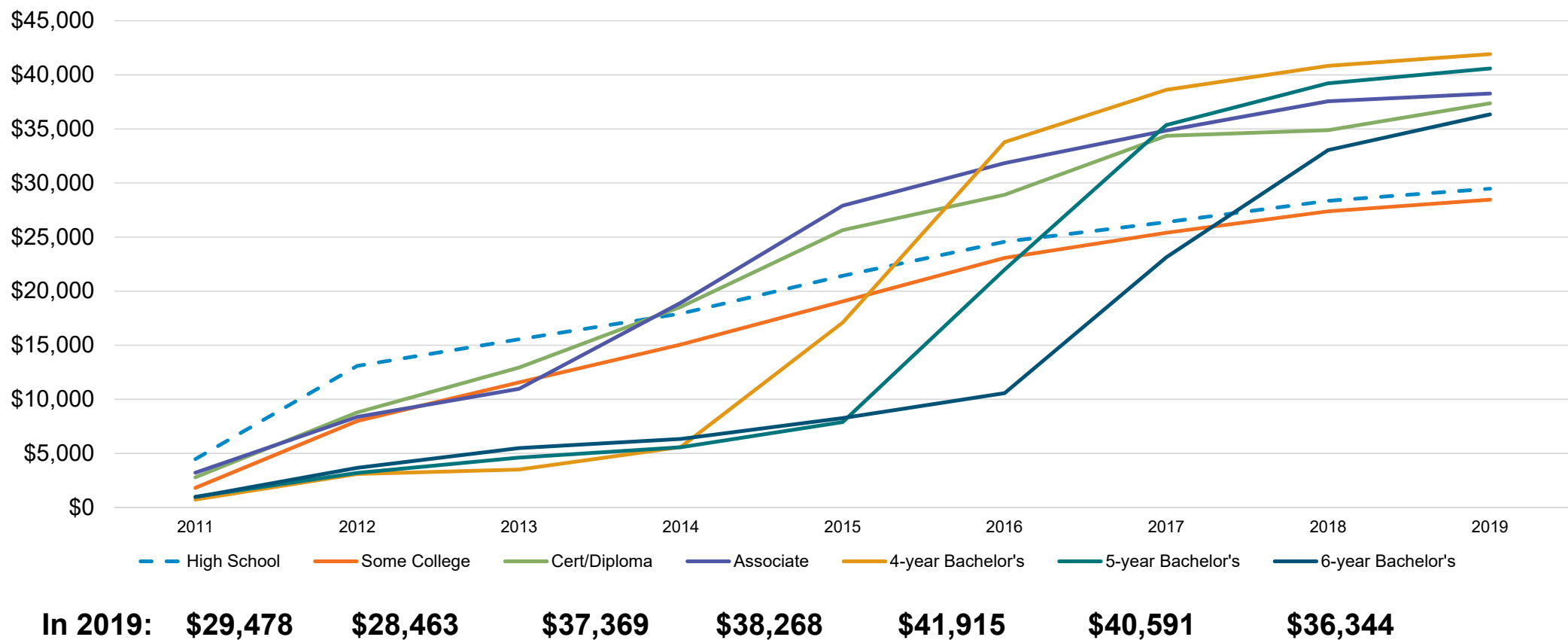
Loan debt was reasonably affordable for on-time graduates. Five-and six-year bachelor's degree graduates were at greater risk of default early in their careers.

6-Year Bachelor's — 1.28

5-Year Bachelor's — 1.15

4-Year Bachelor's — 0.90

3-Year Associate — 0.33

Cert/Diploma — 0.43
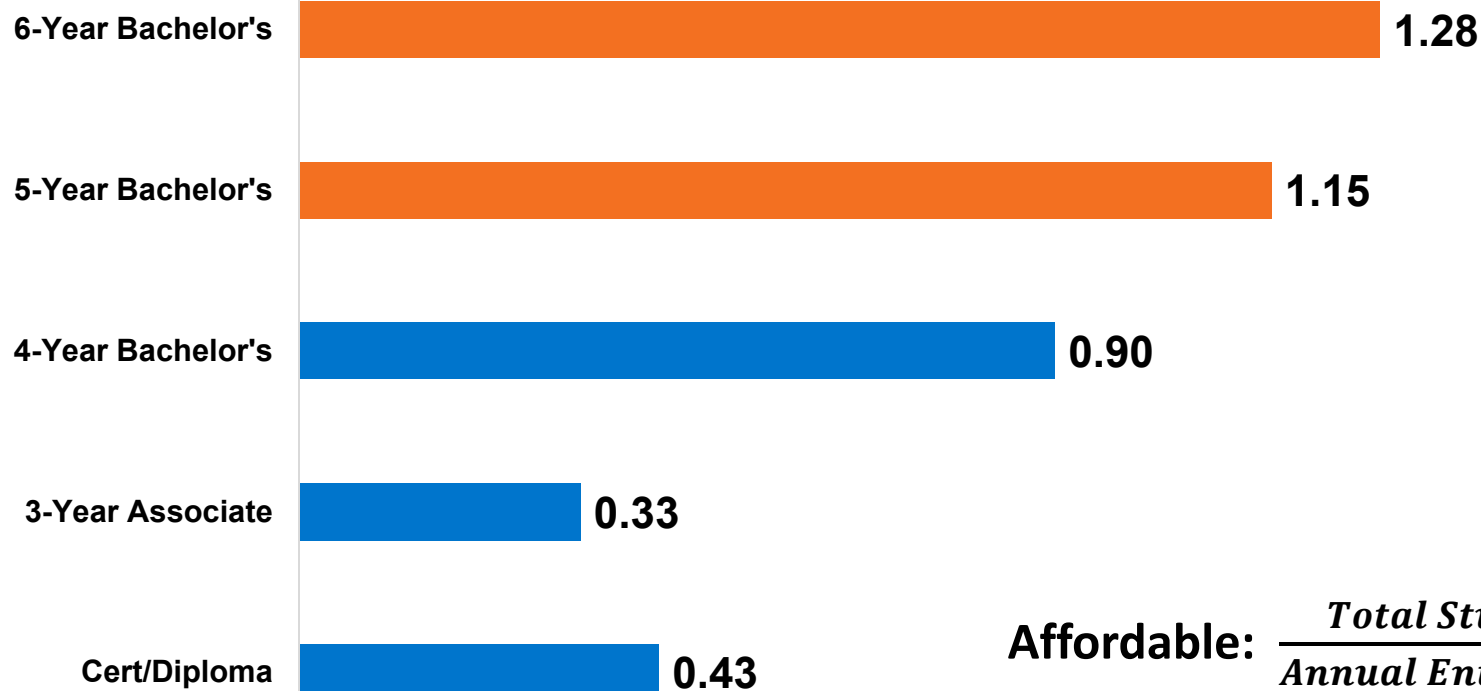
Affordable: $\dfrac{Total\ Student\ Loan\ Debt}{Annual\ Entry\ Level\ Earnings} < 1$

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Overall, economic prosperity improved at each successive level of education.

Education Level	Low-Income	Non-Low-Income
6-year Bachelor's	50.0%	64.2%
5-year Bachelor's	72.2%	71.1%
4-year Bachelor's	68.4%	75.2%
Associate	55.0%	71.1%
Cert/Diploma	53.5%	68.6%
Some College	36.0%	48.5%
High school	41.6%	49.7%

■ Low-Income ■ Non-Low-Income
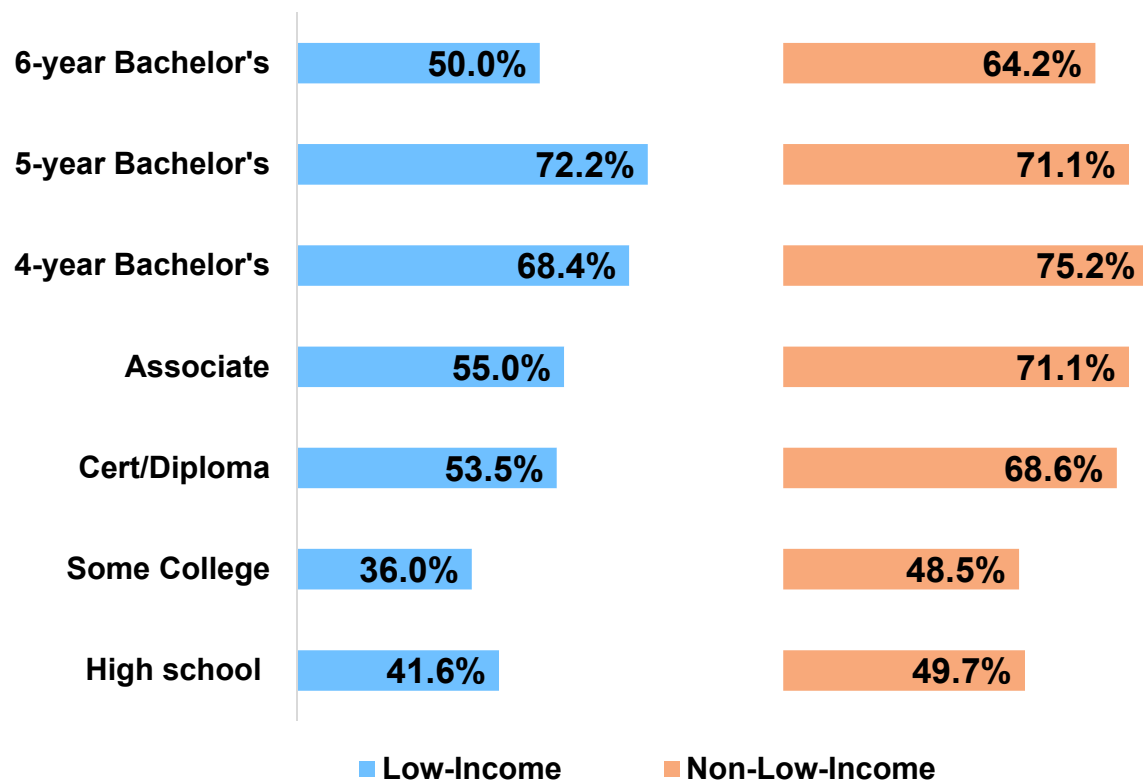
Percentage of cohort above the 50th percentile of 2019 annual earnings ($31,615 or higher) by credential and income level.

Questions?

Twitter: CPENews and CPEPres   Website: http://cpe.ky.gov   Facebook: KYCPE

CPE
Higher Education Matters

TITLE: Report from the Finance Committee

DESCRIPTION: The following is a summary of the Committee's meeting on September 2, 2021. There are no actions being recommended for adoption by the Committee.

PRESENTER: Lucas Mentzer, Chair of the Finance Committee

The Finance Committee met on **September 2, 2021.** There were no action items that resulted from the meeting, however a summary of their work is listed below.

- Committee members reviewed the data and information shared at two recent legislative testimonies - Commission on Race and Access to Opportunity and Capital Planning Advisory Board, both of which occurred on August 18, 2021.

- Staff provide an update on the funding sources and amounts of all federal coronavirus relief funds received by the campuses. Staff also provided a summary of each campus' COVID-19 eligible costs and foregone revenue numbers.

- Finally, staff discussed the development status of the biennial budget request for the 2022-24 biennium. The Committee reviewed the calculated beginning base numbers as well as the draft funding components under consideration, which include:
  - $700 M for asset preservation for public campuses, matched by $350 M in institutional funds.
  - $80 M for technology infrastructure at public campuses.
  - A $2 M request from CPE to develop an online student portal to facilitate course and program comparisons across institutions, transfer of credits, and credit for prior learning.
  - A $1 M request from CPE to upgrade the Kentucky Regional Optical Network.

The Finance Committee will meet again on October 28, 2021 to finalize the 2022-24 biennial budget request, which will be presented to the full Council for approval at its November 5 meeting.

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

Kentucky Public Postsecondary Institution · Draft - For Discussion Purposes
Table 1 - Calculated Beginning Base for the 2022-2024 Biennium · September 1, 2021
Fiscal Year 2021-22

	A	B	(A + B) C	D	E	(C + D + E) F
Institution	2021-22 Regular Appropriation [1]	Performance Distribution [2]	2021-22 Total General Fund	Debt Service Adjustments	Performance Adjustment [5]	2021-22 Net General Fund
University of Kentucky	$266,243,800	$6,086,400	$272,330,200	($1,013,000) [3]	($6,086,400)	$265,230,800
University of Louisville	127,156,800	2,972,500	130,129,300	0	(2,972,500)	127,156,800
Eastern Kentucky University	74,323,900	120,200	74,444,100	0	(120,200)	74,323,900
Kentucky State University	27,386,100	0	27,386,100	(182,000) [4]	0	27,204,100
Morehead State University	43,324,900	0	43,324,900	0	0	43,324,900
Murray State University	47,024,700	0	47,024,700	0	0	47,024,700
Northern Kentucky University	52,247,500	2,902,700	55,150,200	0	(2,902,700)	52,247,500
Western Kentucky University	76,946,600	1,398,800	78,345,400	0	(1,398,800)	76,946,600
KCTCS	175,435,900	3,826,500	179,262,400	0	(3,826,500)	175,435,900
Performance Fund	17,307,100	(17,307,100)	0	0	17,307,100	17,307,100
Total	$907,397,300	$0	$907,397,300	($1,195,000)	$0	$906,202,300

Council on Postsecondary Education
2022-24 Biennial Budget Recommendation
Table 2 - Funding Components and Request Amounts

Draft - For Discussion Purposes
September 1, 2021

Funding Component	Fiscal 2022-23	Fiscal 2023-24	Biennial Total
Operating Funds			
• Performance Funding [1]	$67,500,000	$90,000,000	$157,500,000
• KSU Land Grant Match [2]	TBD	TBD	TBD
Capital Investment			
• Asset Preservation [3]	$350,000,000	$350,000,000	$700,000,000
− Debt Service	TBD	TBD	TBD
• Technology Infrastructure [4]	$40,000,000	$40,000,000	$80,000,000
− Debt Service	TBD	TBD	TBD

[1] Additional operating funds that will provide incentives for institutions to increase student success and course completion outcomes. If authorized, these funds will help Council and campus officials maintain affordability and access for Kentucky citizens and provide resources necessary for institutions to continue making progress toward the state's student success goals. The request represents increases of **7.4%** and **9.9%**, respectively, above the current year net General Fund base.

[2] Additional operating funds to meet federal matching requirements for KSU's land-grant program. If authorized by the General Assembly, these funds would be added to $8,210,400 already contained in KSU's fiscal 2021-22 operating appropriation and the resulting **$TBD** mandated program total would be excluded from the performance funding model. These funds will help sustain the effectiveness and impact of outreach, service, and applied research of KSU's land-grant program.

[3] Debt service for a **$700 million** bond issue to finance asset preservation and renovation projects at the postsecondary institutions during the upcoming biennium (or that amount could be cash funded). If requested bond funds are authorized, CPE staff recommends that they be **matched fifty cents on the dollar** by receiving institutions. It is estimated that the combined **$1.05 billion** total, state bonds and campus matching funds, would address about **15%** of the total asset preservation need.

[4] Debt service for an **$80 million** bond issue to support Information Technology projects at the universities and KCTCS (or that amount could be cash funded). The funding pool allocation is **TBD**.

Campus Proposed Components

• **Pension Funds** - Request for current-year appropriations that will allow certain KERS participating postsecondary institutions to cover 100% of the cost of transitioning to a level-dollar allocation method of determining employer-paid pension contributions.

• **New Construction** - Officials from several institutions have expressed an interest in including a funding request for new and expanded space in the Council's Capital Investment recommendation.

• **Endowment Match** - One chief budget officer has asked Council staff to consider including a request for a fifth round of funding for Bucks for Brains in the Council's Trust Fund recommendation.
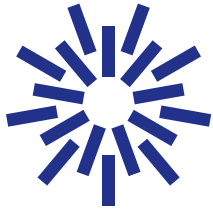
Association of Independent Kentucky Colleges and Universities

AIKCU partners with Wild Health to provide testing, vaccine clinics and events on campuses

AIKCU has again partnered with Wild Health to help AIKCU member institutions protect their campus communities from COVID-19, continuing a relationship developed last academic year.

Under the partnership, Wild Health will provide ongoing COVID-19 clinics with testing programs and vaccine administration for AIKCU members Asbury University, Bellarmine University, Berea College, and Centre College throughout the fall semester. Wild Health will also be offering other AIKCU institutions testing and/or vaccine distribution on an as-needed basis.

AIKCU to present to interim legislative committee

AIKCU has been invited to make a presentation to the Interim Joint Committee on Education meeting on Tuesday, October 5, 2021 at 11 AM ET.

AIKCU President Dr. OJ Oleka will be joined by University of the Cumberlands President Dr. Larry Cockrum for the presentation.

AIKCU members kick off 2021-22 academic year

While the delta variant of COVID-19 has complicated plans for a normal fall semester, AIKCU members have all safely and successfully returned to campus activities and in-person classes for the 2021-22 academic year.

All 18 AIKCU members independently chose to require masks in classrooms and indoor common spaces on campus to protect their campus communities during the surge of the delta variant. Four AIKCU institutions—Bellarmine University, Berea College, Centre College, and Transylvania University—have announced vaccine requirements. While not requiring vaccinations, many other AIKCU institutions hosted vaccine clinics at the beginning of the semester.

Other than the presence of masks, classes and campus activities look much more normal than they did at this time last year. While it is too early for overall sector enrollment numbers, some AIKCU institutions are reporting record incoming classes.

(Photo: Berea College faculty welcome new first-year students)

AIKCU members stay focused on affordability by minimizing tuition increases, providing generous aid

AIKCU members continued to keep tuition increases to a minimum for the 2021-22 academic year. The average increase in tuition and fees among AIKCU institutions was only 2 percent this year. Alice Lloyd College (a work college that provides a full-tuition scholarship to every student), Campbellsville University, Lindsey Wilson College, Midway University, and University of the Cumberlands all held tuition flat for this academic year, with no increases over 2020-21 rates.

The average published sticker price of tuition and fees for all AIKCU institutions is just over $30,000, well below last year's national private college average of $37,650 (according to the College Board).

Of course, very few students attending AIKCU institutions pay that published sticker price, as 99% of full-time first-year students receive grant aid. AIKCU institutions award more than $380 million in institutional aid each year.

CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education

Flags representing donors are planted in the ravine on EKU Giving Day 2021.

RECORD-BREAKING YEAR FOR DEVELOPMENT AT EKU

Eastern Kentucky University has met the many difficult challenges of the past 18 months with great effort, determination and dedication in order to ensure the best possible EKU experience for our students. EKU's Office of Development and Alumni Engagement played a vital role ensuring scholarships were available to those in need.

The University had a record-breaking year with $9,968,280 in total commitments this fiscal year. While the total number of pledges were slightly lower, the average pledge amount increased, and cash gifts increased by a significant amount totaling more than $6.7 million.

"Our team did incredible work this year, and I'm elated to be able to give more of our students the opportunity to improve themselves and their communities through the power of education," said EKU President Dr. David McFaddin.

Karen Ann Hawkins left the largest gift in the University's history this year. Hawkins' $2.5 million bequest not only will provide scholarships for students, but provided the opportunity to celebrate her in her hometown of Lawrenceburg. The University is so incredibly grateful for her gift and the legacy she leaves at EKU.

"Fundraising during a pandemic can be challenging, but this year showed how resilient and resourceful the University community can be when every dollar pledged to EKU goes toward student success," said Betina Gardner, vice president for university development and alumni engagement and executive director of the EKU Foundation.

Another increase in cash donations this year was due to the success of the second Giving Day on April 14, 2021, which also broke records. The 1,000-donor goal for the day was greatly surpassed and nearly doubled with 1,997 gifts totaling more than $325,000. That included more than $110,000 in challenge gifts and 499 first-time donors.

The total number of scholarships awarded increased from 1,797 to 1,995 with a total distribution of $1,341,889. Each scholarship provided represents a student who is now one step closer to completing their degree and giving back to their community. The endowment, which produces most of those scholarship dollars, was at a record high $92.2 million as of June 30, 2021.

EKU BOOKSMART DELIVERS FREE TEXTBOOKS TO THOUSANDS

New for Fall 2021, the EKU BookSmart program at Eastern Kentucky University supplied more than 10,000 Big E Boxes containing free textbooks and course materials for every undergraduate student enrolled in the Fall 2021 semester this past week during its Big E Welcome Week.

"Seeing row after row of Big E Boxes filled with free textbooks and materials provided by our BookSmart program strongly reminded me of how important free textbooks are to our students. Every box represents an opportunity. It is essentially a scholarship for every EKU undergraduate student. Through BookSmart, students know they have more money for basic necessities, have important learning tools they need to learn and grow at Eastern from day one, and that we are investing in their success in a real way," said EKU President Dr. David McFaddin.

The BookSmart Program represents a direct investment in student success and removes a critical barrier for undergraduate students who may not otherwise be able to afford to go to college or may face food insecurity or other financial challenges while working toward their degree.

"It feels like a reward. Attending a university that strives to help students achieve their dreams in any way they can, is simply a reward," said Kaitlyn Ritchie, an Elementary Education major from Paris.

Big E Boxes with BookSmart books and materials were stacked up by the hundreds in Alumni Coliseum and were delivered starting Aug. 9. Part of the EKU Advantage, BookSmart is just one of EKU's signature programs that invests in students to improve students' success and outcomes.

Over the course of a year, the average college student spends more than $1,200 on books and materials, according to the College Board.

JASON MARION WINS COVETED GLOBAL HEALTH INNOVATION PRIZE

The most recent honor among many for EKU associate professor Dr. Jason Marion comes for his work in water purification research to help low-resource countries like Kenya and rural counties in Kentucky. Marion won the 2021 Global Health and Innovation Conference (GHIC) Innovation Prize in May. He won the $2,000 prize for his development of "ColiGlow: A Novel Low-Cost Kit for Quantifying E. coli from Water in Low-Resource Environments." Marion teaches and conducts research in Environmental Health Science at Eastern Kentucky University, and is the founder and CEO of Eastern Scientific.

"Throughout the process, I was honored to be even a semi-finalist and eventually a finalist for the recognition, let alone the winner. The recognition is rewarding and immensely humbling," Marion said. "Knowing my peers in global health along with world leaders in global health, innovation, and philanthropy put their support behind the ColiGlow product, and me, in the presence of such other strong ideas, is wonderful as it affirms the awesome purpose of our product developed with some support from the Board Innovation Fund at EKU."

KCTCS GOOD NEWS REPORT

KCTCS SETS RECORD
FOR GRADUATES AND NUMBER OF CREDENTIALS AWARDED

Despite the significant disruption to the 2020-21 academic year, the Kentucky Community and Technical College System (KCTCS) awarded a record number of credentials to a record number of graduates.

The 16 KCTCS colleges awarded 39,458 credentials, which included degrees, diplomas and certificates. KCTCS saw a nearly 5 percent year-over-year increase in Associate in Applied Science degrees, designed to prepare graduates to directly enter the workforce. There also was an increase in Associate in Arts and Associate in Science degrees for students who want to transfer and earn a bachelor's degree.

For the first time in its more than 20-year history, KCTCS awarded credentials to more than 20,000 graduates.

"Even with lower enrollment, remote learning, job loss, illness and pandemic-induced stress, our students persevered and finished their programs," KCTCS President Paul Czarapata said. "I'm so impressed with their fortitude, and I want to thank our faculty and staff who worked under adverse conditions to make sure our students succeeded."

This fall, KCTCS colleges offer classes in-person, remotely/online and a mix of the two during the fall semester. Face-to-face classes will have a strong online or remote instruction part, so if in-person classes must move online for a while the transition will be easier for students. Most colleges offer a variety of scheduling options, including 16-week, 12-week and 8-week sessions.

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

TOYOTA DONATES 32 VEHICLES
TO KCTCS AUTO TECH PROGRAMS

Toyota Motor Manufacturing of Kentucky donated 32 cars for automotive technology programs to 11 of the colleges in the Kentucky Community and Technical College System (KCTCS).

Types of vehicles donated include Camry, Avalon and Lexus and range from 2018-2021 models including several hybrids. These vehicles provide KCTCS students the opportunity to learn the latest technology in the automotive world. Many of the colleges would not have been able to purchase vehicles as frequently as needed to keep up with technology, so Toyota's donations ensure KCTCS students are at the forefront in the automotive field.

"We are extremely appreciative of this gift from Toyota," KCTCS President Paul Czarapata said. "Technology changes rapidly so these new vehicles will help students be prepared to walk out of college and step into a high demand career."

The automotive technology program provides students with knowledge in troubleshooting, performing preventative maintenance, servicing and repairing automobiles. The program prepares graduates for entry-level service technician jobs in the auto repair industry.

"We believe it's our responsibility to partner with educators to support career readiness programs that help develop our future workforce," said Kim Ogle, Toyota Kentucky corporate communications manager. "Our goal is to help prepare students for future workforce success and expose them to an industry that is a vital component of Kentucky's economy."

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

Murray State University launches new agritech initiative

A new agritech initiative led by Murray State University's Hutson School of Agriculture was celebrated in July, with the potential to grow regional and state economic development while providing important hands-on learning and research for students.

The new solar HVAC system was celebrated on July 9 at the University's West Farm, and included Kentucky Governor Andy Beshear in attendance.

The donated system will provide sustainable energy for the West Farm Shop, a multi-use facility which was previously devoid of any temperature controls, helping students and area farmers alike learn about solar power and agrivoltaics, an agritech method that can increase both food and energy security.

"Murray State University was very pleased to welcome Governor Andy Beshear, Energy and Environment Cabinet Secretary Rebecca Goodman and other guests to campus to talk about the exciting agritech initiatives occurring within our Hutson School of Agriculture," said Dr. Bob Jackson, President of Murray State University. "Murray State will continue to lead and partner with the Commonwealth on new and innovative agricultural opportunities for the economic advancement of our region and state."

Murray State University announces new partnership initiatives with West Kentucky Community and Technical College

Murray State University and West Kentucky Community and Technical College (WKCTC) have expanded their existing relationship by introducing two new partnership initiatives that will positively impact both current and future students.

The first announcement is the signing of a Memorandum of Understanding between both institutions, which will provide assistance to eligible students who wish to transfer from an associate's degree program at WKCTC to a bachelor's degree program at Murray State's Paducah Regional Campus. Through WKCTC's Guarantee Program, eligible students will receive financial assistance for tuition and fees while enrolled at that institution. Once students transfer to Murray State to enroll in classes at its Paducah Regional Campus, new transfer students who are eligible will receive tuition assistance through the Murray State Promise initiative, which provides scholarship assistance for eligible first-time freshmen and new transfer students, who pay no tuition through this program.

The second partnership announcement is the establishment of a 2+2 articulation agreement, which will provide students who have earned an associate's degree at WKCTC a seamless transfer process into Murray State's bachelor's degree program in Exercise Science. The Exercise Science program is now offered at Murray State's Paducah Regional Campus.

Graphic design program ranked #1 in Kentucky

The graphic design program housed in Murray State University's Department of Art & Design has been ranked #1 in the state of Kentucky for 2021 and in the Top 25 in the South by the Animation Career Review, a major online resource for people aspiring for careers in animation, game design, graphic design, digital art and related fields.

This spring, the Department of Art & Design at Murray State celebrated its first graduating class of students earning a Bachelor of Fine Arts (BFA) in Graphic Design. Students earning a BFA in Graphic Design learn branding, corporate identity, logo design, typography, web design, motion graphics, animation, package design, mobile interface design and illustration.

Murray State University introduces the Hopkinsville Academy for Nonprofit Development and Leadership

Murray State University's Center for Adult and Regional Education has launched a nonprofit development and leadership academy/training with the University's Nonprofit Resource Center called the Hopkinsville Academy for Nonprofit Development and Leadership (HANDL). HANDL is primarily intended for nonprofit professionals in Hopkinsville and the surrounding area.

This leadership academy will provide local nonprofit organization leaders the opportunity to participate in a series of eight monthly seminars focused on relevant topics, such as program development, financial management, support resources, communications/marketing and more. Additionally, program graduates will receive the Certificate in Nonprofit Leadership as well as continuing education unit credits.

College of Education and Human Services announces free services for regional schools

The Teacher Quality Institute (TQI) hosted within Murray State University's College of Education and Human Services has offered various free programming options available for both in-service and pre-service educators within Murray State's 18-county service region.

Since 2001, TQI has offered a variety of programs for in-service educators including professional development. In 2019, the Supporting Excellence in Teaching (SET) program was launched. SET is designed for teachers who are new to the field or would like to receive additional support through peer mentoring and professional coaching from Murray State TQI staff.

TQI's Professional Development School (PDS) is designed for teacher candidates transitioning from students to educators while they serve as junior faculty members. The mission of the PDS model is to create a strong collaborative program between district and University faculty committed to developing exemplary teachers and improving P-12 learning.

The mission of the Teacher Quality Institute is to support the development and content knowledge of teachers in Murray State's service region by recruiting potential teachers, providing professional development opportunities and structuring high-quality pre-service experiences. In essence, the Teacher Quality Institute strives to promote excellence in teaching.

Students in the Arthur J. Bauernfeind College of Business excel on national level

Murray State University students in the Arthur J. Bauernfeind College of Business continue to compete and succeed within various disciplines; most recently, the Kentucky Impact Broadcast Awards and the ERPsim North American competition. These are both national award competitions that students have engulfed themselves in.

The Kentucky Impact Broadcast Awards recognize Kentucky Broadcast Association members and their staffs for excellence. The competition has two divisions: professional and college. Entries came in news, features or sports categories. The college division recognizes excellence in collegiate broadcast journalism, including television, radio and digital. Eleven journalism students won awards in the college division of the 2021 Impact Broadcast Awards from the Kentucky Broadcasters Association.

Also, Murray State competed with eleven teams to finish fourth in the ERPsim North American business competition. ERPsim is a business simulation game where participants use an Enterprise Resource Planning (ERP) system to manage their virtual company in a competitive market.

Murray State University announces its Regents Fellowship recipients for the 2021-22 school year

Murray State University is proud to announce its second class of Regents Fellows. The Regents Fellowship is a graduate assistant program that is designed to help minority students matriculate into career development opportunities after graduation. The fellowship is for one year and renewable for a second year.

The fellows for 2021-22 are Omotola Omotinugbon (business administration) and Abril Sosa (clinical mental health and school counseling).

"The Regents Fellowship program is a distinguishing initiative and vitally important as we continue our efforts to recruit and retain underrepresented minorities to our campus community, while developing a pipeline for future career opportunities," said Murray State President Dr. Bob Jackson.

TRENDING UP

CLASS OF 2025

1,700
New students

350
Are students of color

50
First-generation college students

COLLEGE CORNER

NKU students Katelyn Clough and Emma Foster, from the College of Arts & Science, have received prominent recognitions from the Society of Toxicology. Clough and Foster received the awards for their findings in Dr. Chris Curran's research lab, where they investigate how an environmental toxicant affects brain development in mice.

Each student's research also benefitted from NKU's funding through the National Institute of Environmental Health Sciences and the KY-Institutional Development Award Network of Biomedical Research Excellence, which are grants intended to strengthen health-related and biomedical research environments for undergraduates.

LEARN MORE: https://tinyurl.com/9zerfhn8

NKU CREATES $3M EQUITY INITIATIVES, FORGIVES STUDENT DEBT

NKU announced more than $3 million in equity initiatives that prioritize students impacted the most during the pandemic. Using federal coronavirus relief funds, the equity initiatives advance NKU's strategic framework, Success by Design, which outlines three pillars of student success: access, completion and career and community engagement.

NKU's first initiative is eliminating $600,000 in student debt accumulated during the pandemic. NKU brought outstanding account balances to zero for degree-seeking students with balances from spring 2020 through the spring 2021 semester."The health crisis and ensuing recession, affected so many of our students and their families," said NKU President Ashish Vaidya. "Wiping out their account balance, allows our students to continue their educational journey with a fresh start without worrying about what they owe the university."

NKU will also help cover costs associated with the upcoming fall semester. The university is providing all degree-seeking undergraduate students, including online learners, with $250 vouchers to the Barnes & Noble Bookstore to help pay for books, technology and educational supplies. "Nearly 50% of our students are the first in their families to attend college," said new Provost Matt Cecil. "Many students face difficult choices during their path to a college degree, like choosing between buying food and essentials or course materials. The $250 voucher can make the difference between them staying in school or stopping out."

NKU is also dedicating more than $250,000 for supporting student health and well-being. The funding will directly enhance student mental health support. NKU will provide funding to train faculty, staff and students to form peer support groups as well.

The third Equity Initiative builds on the NKU's Presidential Initiative for Student Mental Health. President Vaidya established the effort last fall and charged the university's Mental Health Advisory Group to bolster student wellness by connecting them with help, providing early and ongoing support while assisting them in dealing with uncertainty.

LEARN MORE: https://tinyurl.com/k6tfza93

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GOV. BESHEAR ANNOUNCES $1 MILLION INVESTMENT TO OPEN 'OPPORTUNITY HOUSE' FOR YOUNG ADULTS

Acting on his commitment to support stable housing and higher education for vulnerable young Kentuckians, Gov. Andy Beshear announced a $1 million award to help open the Highland Heights Opportunity House in Campbell County.

The governor awarded the $1 million Community Development Block Grant (CDBG) to the City of Highland Heights, which applied for the grant in partnership with Brighton Properties, Inc. (BPI). BPI will lease an office space that has been vacant for 15 years, known as the Brown Building, and renovate it to create 16 affordable apartments in the new Opportunity House for low-income Kentuckians ages 18-24 who are pursuing a college degree or professional certificate. The governor recognized NKU, which is forgoing approximately $539,970 in rental income by leasing the property to BPI for 30 years at $1 per year, saying the university's commitment to equity helped make the project possible. "At NKU, we know that higher education is the clearest path to upward economic mobility," said NKU President Ashish Vaidya.

LEARN MORE: https://tinyurl.com/zk4jj6vk

THE SCOREBOARD

Rachel Hyde has been hired as NKU's women's golf head coach. Hyde becomes just the second head coach of the program since its inception in 2000.

NKU is a familiar place for Hyde as she was a four-year member of the Norse women's golf team before graduating in 2013. She spent three seasons as Northern Kentucky's No. 1 golfer and is tied for ninth all-time in rounds played and seventh all-time in counting scores.

LEARN MORE: https://tinyurl.com/ewp8pd

FACULTY FOCUS

Northern Kentucky University's Center for Economic Education (CEE) is helping educators discover easy approaches to teaching K-12 students about personal finance and economics.

"We're ensuring all Kentucky high schools can implement forward-thinking approaches in the classroom, and students are prepared for success," said Dr. Abdullah Al-Bahrani, director of CEE. "At the end of the day, it's about narrowing generational wealth gaps and building a better future for everyone in our state."

As the CEE director, Al-Bahrani has increased resources to help K-12 students and local educators learn about economics and personal finance. He received the Kenneth G. Elzinga Distinguished Teaching Award from the Southern Economic Association late last year.

LEARN MORE: https://tinyurl.com/2p8ne88m

BRIEFS

STUDENTS HEAD BACK TO CAMPUS FOR THE NEW ACADEMIC YEAR

Northern Kentucky University celebrates a return to a vibrant campus and a normal back to school experience for the first time since March 2020. The new school year kicked off with Freshman Move-In Day on Aug. 19 and the first day of classes on Aug. 23.

"Some of our students have not been on campus for more than a year. The good news is that we are excited to be back this fall, with in-person classes, activities and more," said NKU President Ashish Vaidya.

LEARN MORE: https://tinyurl.com/53m7nw

NKU, CINCINNATI STATE SIGN NEW AGREEMENT TO STRENGTHEN PATHWAYS

Northern Kentucky University and Cincinnati State Technical and Community College have made higher education more accessible for students on both sides of the river. The reimagined CState2NKU partnership paves the way for students to earn both their associate and bachelor's degrees.

The partnership provides holistic support for students. While completing their associate degree at Cincinnati State, they will have coordinated advising with detailed course pathways between the two institutions.

LEARN MORE: https://tinyurl.com/4vhevaeu

NKU NAMED AMONG KENTUCKY'S BEST NURSING SCHOOLS

NKU is one of the best schools for nursing education in the Commonwealth, according to new rankings from RNtoMSN.org.

NKU ranks second on the best universities for transitioning registered nurses (RN) to Bachelor of Science in Nursing (BSN) degrees. NKU also ranked as fastest RN to BSN online programs in the online resource's 2021 list. RNtoMSN.org, one of the most popular online resources for registered nurses, analyzed over 500 schools and evaluated their tuition rate, net price and academic outcomes to compile the rankings for each state.

LEARN MORE: https://tinyurl.com/prfexvrv

NKU NAMED STATE'S TOP COLLEGE WITH BEST OUTCOMES

Northern Kentucky University ranks as the most affordable college with the best outcomes in the Commonwealth, according to a new report by 24/7 Wall St.

The financial news and opinion company reviewed a range of data from the U.S. Department of Education to identify the most affordable colleges with the best outcomes in every state. 24/7 Wall St. evaluated nearly 7,000 institutions' tuition costs, graduate employment rates, student debt repayment and median salary after enrollment to identify the nation's most affordable colleges with the best outcomes, with NKU leading in the state.

LEARN MORE: https://tinyurl.com/y6st3ok2

ALUMNI NEWS

A CONVERSATION WITH DEVON SKEENS

What do you do after graduation? That is a question that sometimes haunts students in their final semesters of college. For some, including alumnus Devon Skeens ('13), it takes years after graduation along with changing paths multiple times to figure that out.

During his senior year at Northern Kentucky University, Skeens saw a fork in the road. Applying to attend law school as well as Teach for America, he had a tough decision to make. Ultimately deciding to put law school off for two years to teach in Baltimore, Maryland as part of the Teach for America initiative, Skeens set off on his first path.

"Being a teacher was the hardest thing I ever did," he says.

LEARN MORE: https://tinyurl.com/wb5ek8ca

LETTER FROM PRESIDENT CAPILOUTO

Through all we have endured throughout the COVID-19 pandemic, this institution has found new and important ways to honor our mission of advancing Kentucky. We were created to advance its economy, improve our citizens' quality of life and provide transformational education. This is our North Star – even during a global crisis.

The challenge has been unprecedented, but so was our community's resolve.

When we were challenged to craft a budget that underscored our commitment to our state and to our people, we positioned our university to thrive.

We invested in our students.

In the context of a $5.1 billion budget, we held tuition and mandatory fee increases to 1 percent for the second consecutive year, dropping the four-year rate of increases below that of inflation. We increased financial aid and scholarships, which don't have to be repaid, to record levels and focused particularly on those students with the most financial need.

We invested in our people.

We outlined plans to increase starting wages for the fourth time in six years, created new paid family leave plans, restored the full employer retirement contribution rate of 10 percent and budgeted a 2 percent merit increase, including a one-time $1,000 payment for all regular faculty and staff.

These efforts remind me of our incredible capacity to serve our communities through our infrastructure, health and logistical expertise, people and talent.

To be sure, much has changed in the last 18 months. What has not changed is our mission to serve Kentucky, which is how we serve the country and, increasingly, the world.

Eli Capilouto

Eli Capilouto
President

NEW VICE PRESIDENT FOR INSTITUTIONAL DIVERSITY

After a year of laying a strong foundation and achieving tangible accomplishments, UK has reached a pivotal moment in its efforts to create a community of belonging for everyone.

UK's new vice president for institutional diversity, Dr. Katrice Albert, will begin in her new role on Sept. 27.

Dr. Albert brings decades of experience and a longstanding reputation as a national leader in efforts around diversity, equity and inclusion as well as community engagement at some of the country's leading institutions of higher education. She also brings extensive experience in training, development and strategy, working with colleges and universities of all sizes as well as leading private, for-profit and non-profit sector companies.

Dr. Albert will bring with her a strong background and leadership skills along with a clear passion for – and commitment to – serving students. UK is excited to welcome her to the UK family.

UK'S 2ND LARGEST SINGLE GIFT TO PROVIDE FOR SCHOLARSHIPS, BUILDING NEEDS FOR THE COLLEGE OF MEDICINE
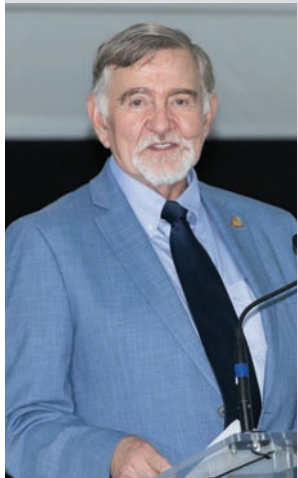
In June, the University of Kentucky Board of Trustees approved a historic $22 million gift commitment to the College of Medicine from Dr. Michael D. Rankin. Rankin's gift is now the second largest single gift in university history and will support scholarships in the College of Medicine and the construction of a new health education building.

The gift has left an indelible mark of healing and hope, not just on the university, but on the state of Kentucky. As an alumnus, Rankin has devoted himself to the college, its success and the success of its students and has been an invaluable member of the UK Medical Alumni Association, past president of the UK Medical Alumni Association and associated board, chair of the Dean's Advisory Council, and volunteer faculty in the UK Department of Family and Community Medicine. In addition, he has served many years on the College of Medicine scholarship and admissions committees.

UK RECEIVES $23.5 MILLION CLINICAL AND TRANSLATIONAL SCIENCE AWARD FROM THE NIH

The University of Kentucky Center for Clinical and Translational Science (CCTS) recently received a $23.5 million, four-year award from the National Center for Advancing Translational Sciences (NCATS) at the National Institutes of Health. This is the third time the CCTS has successfully competed for the prestigious Clinical and Translational Award (CTSA), with continuous funding since 2011, totaling $65.4 million in research dollars.

Founded in 2006 with the mission of accelerating discoveries to improve health, the CCTS is a disease diagnostic center that supports research from bench to bedside to community, with particular focus on Appalachia. The center provides a robust research infrastructure for all types of health research, including pilot funding, training and career development for the next generation of translational researchers, a full spectrum of research support services, community engagement resources, multidisciplinary mentors and connections to local and national research networks.

MUSIC PATRONS PLEDGE LARGEST EVER COLLEGE DONATION TO UK FINE ARTS

In more than 30 years of philanthropic support to UK, Ben Kaufmann and his wife, Janet Zusman, have invested nearly $400,000 in lifetime giving. Now, their new pledge commitments will include a $6.6 million deferred gift – the largest gift in the history of the UK College of Fine Arts and among the largest donations to the arts in Central Kentucky.

The Kaufmann and Zusman gift will support performance, outreach initiatives and programming for UK Opera Theatre, UK Symphony Orchestra and UK choral ensembles, to build access to and appreciation for music and ensure that it will thrive in the Bluegrass region. The fund's priority will be student scholarships.

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University of Kentucky

Dear Friends,

The start of the fall semester is upon us at the University of Louisville, and it's hard to put into words how excited we are to have our students back on campus. The past year and a half has been difficult for everyone. Fighting the coronavirus pandemic meant that "normal" college life was for the most part derailed as we adapted to mostly remote learning, fewer opportunities for gatherings and fellowship and a general sense of isolation.

The college experience is supposed to be about togetherness and building community, and we're already seeing that in the early days of the fall term. We've welcomed back our students and celebrated successful Move-In Day activities that featured the usual mix of excited undergrads and anxious parents. We've also opened a new dorm, the Belknap Residence Hall, our first new on-campus housing option in 31 years. And it's state-of-the-art. Two more residence halls are currently under construction and set to open in fall 2022.

Things are starting to feel a little more normal on the Belknap Campus, but we know that they aren't entirely. And we're acting accordingly. Masks are again mandated in indoor spaces as we work to stop the spread of COVID and its even more infectious delta variant. We've made opportunities available for all students, faculty and staff to receive their COVID vaccinations, and we're strongly encouraging all Cardinals to get the shot. COVID testing also remains readily available on campus, and we've continued our contact tracing procedures and deep cleaning protocols.

We're looking forward to so many things during the coming academic year. Full stadiums for athletic events. Additional research breakthroughs from our faculty, who have been at the forefront in the battle to contain and overcome the virus. More opportunities for our Cardinal family to engage with the people of Louisville and the commonwealth to work together on important issues. We're so proud of them.

Going above and beyond the call of duty, our UofL Health family not only delivered COVID testing and vaccinations for our community and region, these health care heroes continue to work tirelessly on the front lines of our battle against the pandemic. We owe them a sincere debt of gratitude.

Despite ongoing challenges, UofL is beginning a new academic year full of promise and enthusiasm. We have stabilized our financial position, improved our credit outlook and shifted resources to advance the university's three-year strategic plan. The foundation also has established its strongest financial standing in its history.

Our work to further strengthen this great university has been enhanced by the addition of two new members to my team: Executive Vice President and University Provost Lori Gonzalez and General Counsel Angela Curry. With their help and that of leaders throughout the university, we continue to take action to advance our strategic plan. With the launch of the Center for Engaged Learning, the expansion of the Employee Success Center, the launch of our brand campaign and web improvement project, the university is daily becoming an even greater place to learn, work and invest.

We have much to celebrate as we make a full return to campus this fall. Though challenges remain, I'm confident that we can get through them with your continued guidance and support. Thanks, always, for being part of the Cardinal Family. Go Cards!

Neeli Bendapudi
President, University of Louisville

WELCOME WEEK KICKS OFF THE SEMESTER WITH OVER 90 EVENTS

Welcome Week 2021 brought back start-of-the-semester excitement after a year of online courses and lack of face-to-face interaction. With more than 90 events from Aug. 18-22, this week is traditionally the time for first-year students to meet new friends. Additionally, second-year students were invited to join in on the activities to make up for their Welcome Week celebration being held virtually last year.

With the continued spread of the COVID-19 pandemic, the Welcome Week staff prioritized student health and safety during the events. UofL followed all CDC guidelines, including mask mandates, regardless of vaccination status at any indoor event. Hybrid events offered both in-person and virtual options to join, which ensured that students felt safe and included while making those new memories this year.

"Welcome Week is extremely important to our new Cardinal students because it helps them get familiar with their new home," said Kaitlyn Robinson, assistant director of Welcome Week and Parents Association. "By participating in Welcome Week, they learn about campus resources available to them and make important connections that are going to help carry them during their first year here at UofL."

This year, events included Late Night Ice Cream Floats, SOUL, Sunrise Yoga and Alpha Phi Alpha Fraternity's Annual Icebreaker. The coordinators also developed new events for first- and second-year Cards to look forward to, such as the Cardinal Frenzy, the first-ever Welcome Back Concert and a prom for the first- and second-year students who did not get to experience their high school prom due to the COVID-19 pandemic.

2021-2022 STUDENTS MOVE IN AFTER CHALLENGING YEAR

From Aug. 18-19, students eager to put a challenging pandemic year behind them and experience the excitement of vibrant college campus life moved into residence halls across the Belknap Campus.

While some early move-ins had already taken place, the official move in start saw a stream of anxious first-year students and their families hauling belongings and sharing laughs, hugs and tears under warm, sunny skies. Three mini Cardinal Marching Bands provided that traditional college sound at different locations to add to the celebratory mood.

Approximately 3,500 students — 2,000 of them first-year students — moved into university housing before the start of classes Aug. 23. More than 450 are the first residents of the newly-opened Belknap Residence Hall, the university's first new residence hall in 31 years. It joins two other traditional-style halls that are primarily for first-year students, Miller Hall and Unitas Tower.

"The whole experience has been so pleasant," said incoming first-year student Mary Schook, who was moving into BRH. "The [Belknap Residence Hall] is super nice, my room is much bigger than I thought it would be and everyone I've met along the way has been so friendly and so welcoming."

Mary's mother, Nancy, said the pleasant move-in experience calmed some of her parental fears.

"It's been very easy to move in and everyone is very helpful and I feel comfortable leaving her here," she said.
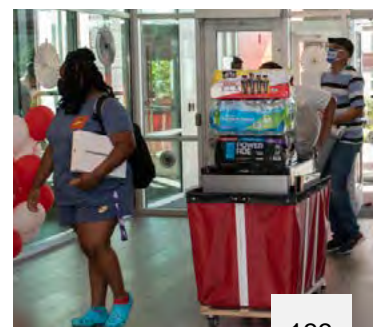
NEW ERA OF ON-CAMPUS HOUSING BEGINS

University of Louisville students, staff, administration and several trustees celebrated the continued transformation of Belknap Campus Aug. 16 with a ribbon-cutting to mark the opening of the new Belknap Residence Hall.

The five-story, 452-bed residence hall is the first of two new halls for first-year students that are part of an $87 million project replacing outdated buildings used for three decades for housing and university offices. The second hall will open in Fall 2022.

Designed with input from student advisors, the hall is located in the heart of Belknap Campus near classrooms, libraries, dining areas and restaurants, a campus movie theater and other activity spaces in the Student Activities Center and an abundance of tree and garden-lined grounds.

In addition to its single- and double-occupancy rooms, the hall also includes classroom space, private study rooms, a game room, kitchen and multiple laundry facilities. The residence hall is also in close proximity to UofL's new Cultural and Equity Center, set to open in October.

A third new residence hall, the 128-bed Denny Crum Hall, is also being constructed on Belknap Campus and scheduled to open in 2022. It will house a mixture of student-athletes and non-student-athletes.

By opening this new residence hall, we are beginning an exciting new era for UofL students on Belknap Campus. Not only are we welcoming back students, many of whom have been learning virtually due to COVID-19, we are presenting our first-year students with a thoroughly modern residence hall designed to help them achieve success.

RESEARCH PARTNERSHIP HELPS KENTUCKY MANUFACTURERS ADOPT 3D PRINTING

UofL and the state's manufacturing extension partnership, the Advantage Kentucky Alliance, are launching a new program to help manufacturers adopt 3D printing technology for their businesses to develop better products and improve productivity.

The program, called Accelerated Innovative Manufacturing with 3D Printing, or AIM-3DP, will provide small and medium manufacturers in the automotive and aerospace sectors with training, mentorship and UofL-backed research, development and consulting. The work is backed by a new $90,000 grant, one of only three of its kind in the country, from the Association of Public and Land-Grant Universities.

AIM-3DP will partner manufacturers with UofL researchers and students, who will work side-by-side to identify better, more efficient ways to manufacture, develop new product lines and grow. The projects can be any size, though AIM-3DP will select two larger projects for more in-depth work and will split costs with the company.

The AIM-3DP program builds on both partners' strengths. At UofL, companies will have access to a robust infrastructure for additive manufacturing and materials innovation, including the UofL Additive Manufacturing Institute of Science and Technology, known as AMIST, and its well-equipped center for rapid manufacturing.

"Kentucky has a rich manufacturing history to be proud of," said Will Metcalf, associate vice president for research development and partnerships in UofL's Office of Research and Innovation. "Through this work with AKA, we will help Kentucky manufactures innovate, adopt cutting edge technologies, and stay competitive."

SCHOOL OF MEDICINE RESIDENCY PROGRAM FUELS PHYSICIAN SUPPLY FOR SMALLER COMMUNITIES

A shortage of physicians has threatened the health of residents in rural communities in Kentucky for more than three decades. Approximately 40% of Kentuckians live in rural areas, yet only 17% of primary care physicians practice there, and Kentucky ranks 43rd nationally in its supply of primary care physicians relative to its population.

Primary care physicians – those in family medicine, internal medicine, pediatrics or other general health disciplines – ensure access to cost-effective management of illness and disability. Since more than half of physicians practice within 100 miles of where they do their residency training, it is important for physicians to train in the smaller communities where they are needed.

The UofL School of Medicine leads two family medicine residency programs in smaller communities in the state so that small and rural communities in Kentucky and beyond have access to primary care physicians.

The Glasgow Family Medicine Residency Program trains resident physicians in the south-central Kentucky community of

approximately 14,000, preparing them to practice in a similar small or rural community. Glasgow's T.J. Samson Community Hospital is the primary clinical training site for the residency program and was named one of the Top 100 Rural & Community Hospitals for 2021 by the Chartis Center for Rural Health.

Building on the success of the Glasgow program, the University of Louisville Owensboro Family Medicine Residency Program launched in 2020. As the academic sponsor for the program, UofL provides not only experience, but residency director Jon Sivoravong and other faculty. The three-year program currently has 13 residents and is approved for up to 18, graduating an average of six family medicine physicians per year.

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WKU awarded $2.2 million contract for Family Child Care Network

Western Kentucky University has been awarded a $2.2 million annual contract to host the new Family Child Care Network of Kentucky. FCCN-KY, a state-funded non-profit organization that recruits, supports and trains family child care providers, will be housed and administered through WKU's Department of Training & Technical Assistance Services (T/TAS) in the College of Education and Behavioral Sciences.

"We are thrilled that the Cabinet for Health and Family Services' Division of Child Care chose our department, T/TAS at Western Kentucky University, to oversee this new statewide network dedicated to Family Child Care providers," said Dr. Amy Hood, Infant/Toddler Specialist and Director of the newly established Family Child Care Network.

WKU will provide support and oversight in eight established child care regions and will lead the Commonwealth's effort in establishing necessary infrastructure in support of early child care providers across Kentucky. The network is designed to ensure that in-home child care providers have the support they need to be successful business owners and provide the children and families they serve the foundation to have what they need to be successful in school and in life.

"This network is a most exciting step in establishing WKU as the state's leader in supporting early childhood care providers as emerging small business entrepreneurs in the state," said Dr. Corinne Murphy, dean of WKU's College of Education and Behavioral Sciences. "In-home child care allows growing numbers of parents and guardians to return to the workforce. To serve as a pillar of community support, Family Child Care Homes must meet the highest standards and procedural safeguards."

https://www.wku.edu/news/articles/index.php?view=article&articleid=9786

WKU names residence hall after first African American undergraduate

Margaret Munday

The Western Kentucky University Board of Regents approved renaming one of the institution's residence halls after Margaret Munday, the first Black undergraduate student to enroll at WKU and the first Black student to earn an undergraduate degree from the university. Munday Hall replaces Northeast Hall, and will be the first building on WKU's campus named after an African American.

Munday earned a degree in music from WKU in 1960. She then taught at Johnstown School in Olmstead, Kentucky. In 1964, she became the first Black teacher at Auburn High School, and eventually taught at every school in the Logan County School System.

She retired from teaching in 1995 after more than 30 years as a music and chorus teacher, during which time she received several state and regional music association awards. She was honored by WKU's Society of African American Alumni in 1999 and was also inducted into the university's Hall of Distinguished Alumni in 2012.

WKU completes SACSCOC fifth-year interim accreditation report

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) notified Western Kentucky University that it has successfully completed the Fifth-Year Interim Report process with no issues of concern raised and no additional reporting required. The Fifth-Year interim report is a critical step in the 10-year reaffirmation cycle for academic accreditation. Institutions that lose their accreditation may also lose state and federal funding as well as their ability to confer degrees.

The Fifth-Year Report covers a number of important accreditation standards, including adequate staffing, improving student learning, maintaining an appropriate and safe physical plan, and providing adequate student support services. Successful completion of this part of the reaffirmation cycle helps position the university for full reaffirmation in 2025.

Rob Hale, Associate Provost for Faculty and Academic Excellence and WKU's SACSCOC Liaison, indicated that it is not uncommon for SACSCOC to ask follow-up questions when the Fifth-Year Report is initially returned, but the SACSCOC Fifth-Year Review Committee had no concerns or questions and required no additional reporting from WKU. "I couldn't be more pleased with the outcome," he said. "This means that WKU has successfully demonstrated compliance with all standards. Our team did an outstanding job producing a top-notch report that is vital to the success of our institution."

WKU President Timothy C. Caboni also praised the efforts of the committee. "To produce a document that is two hundred pages long with hundreds of additional pages of supporting materials during the past year was a substantial undertaking, but our faculty and staff rose to the challenge," he said. "It is extremely rare for a university to be notified that no additional information is required in the reaffirmation process. This speaks to the fact that WKU is staying true to its mission of serving students and that we have a strong Strategic Plan guiding our steps."

WKU will now begin work on its full reaccreditation efforts, which take place every 10 years. The 2025 SACSCOC review will be a more extensive and robust review process.

116 WKU students competed for scholarships in 2020-2021

116 WKU students and recent graduates earned recognition in the nation's most prestigious scholarship competitions during 2020-2021. They earned recognition 63 times, totaling more than $653,627 in funding for graduate school, language study, public service, and study abroad.

Of successful applications, 81 percent were submitted by Pell Grant recipients, 54 percent were submitted by first-generation college students, and 16 percent were submitted by students with disabilities. Additionally, 40 percent were submitted by underrepresented minority students, up 20% since 2019-2020.

The Benjamin A. Gilman International Scholarship awarded $190,000 to 42 WKU students, an institutional record for one academic year, and more than any other public institution in the state. The Gilman Scholarship seeks to promote diversity in international education by enabling students with limited financial means to study abroad.

Additionally, seven WKU students—the highest number in institutional history—earned Fund for Education Abroad scholarships, totaling $28,075. Fund for Education Abroad supports minority and first-generation college students in study abroad programs. WKU had more recipients than any other college or university in the nation.

TITLE: Proposed Council Resolution

RECOMMENDATION: The following resolution will be presented for approval.

PRESENTER: Lucas Mentzer, CPE Chair

SUPPORTING INFORMATION

Periodically, the Council recognizes certain individuals for their support of and service to postsecondary education in Kentucky. At the meeting, a resolution for Kristi Nelson, former Council member, will be proposed for approval by the Council.

Kentucky Council on Postsecondary Education

A RESOLUTION HONORING AND COMMENDING

KRISTI NELSON

for her service to the Council on Postsecondary Education
and the Commonwealth of Kentucky

WHEREAS, Kristi Nelson served on the Council on Postsecondary Education from July 2017 through August 2021; and

WHEREAS, Ms. Nelson was an active member of the Council, serving on the Executive Committee, and Nominating Committee; and

WHEREAS, she has a been a vigorous proponent of higher education, having previously served two consecutive terms on the board for the Kentucky Higher Education Assistance Authority/Kentucky Higher Education Student Loan Corporation; and

WHEREAS, while serving on both boards, she heavily advocated for college access, equity and affordability for all students; and

WHEREAS, she demonstrated her strong commitment to higher education by dedicating countless hours to the Council on Postsecondary Education, traveling to Frankfort and across the state to participate in meetings, tours, and other activities; and

WHEREAS, the members of the Council value and respect Ms. Nelson's insight, compassion, work ethic and desire to serve, and the application of these skills to public higher education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution, September 14, 2021, thanking Kristi Nelson for her dedication and service, and wishing her continued good fortune in her future endeavors.

_____   _____
Lucas Mentzer, Chair   Aaron Thompson, Ph.D., President