KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
ACADEMIC & STRATEGIC INITIATIVES COMMITTEE

CPE
Higher Education Matters

March 25, 2024 – 10:00 AM ET
Virtual meeting: https://us02web.zoom.us/j/89129396618

Indicates action item

        Next meeting: June 10, 2024 @ 10am ET

To be reviewed and approved by the Committee on March 25, 2024

Who:	Kentucky Council on Postsecondary Education
Meeting Type:	Academic and Strategic Initiatives Committee
Date:	January 16, 2024
Time:	10:00 a.m. ET
Location:	Virtual Meeting via ZOOM Webinar

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Tuesday, January 16, 2024, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar. Committee Chair Karyn Hoover presided.

ATTENDENCE

All committee members attended the meeting: Dr. Kellie Ellis (joined at 10:45), Dr. Meredith Figg, Karyn Hoover, Chloe Marstiller, LaDonna Rogers and Kevin Weaver.

Heather Faesy, CPE's Senior Associate for Board Relations, served as recorder of the meeting minutes.

REORDERING OF THE AGENDA

The chair proposed a reordering of the agenda to move the Kentucky Innovative Scholarship item to the end of the agenda. There were no objections.

APPROVAL OF THE MINUTES

The minutes of the October 23, 2023, meeting, were approved as distributed.

CULTURAL COMPETENCE CREDENTIAL CERTIFICATION

Dr. Dawn Offutt, CPE's Executive Director for Access, Engagement, and Belonging, introduced Morehead State University's Application for Kentucky Cultural Competency Credential Certification.

Morehead State University submitted its application for certification on September 1, 2023. Dr. Bernadette Barton, Director of Gender Studies of the Department of Sociology, Social Work, and Criminology, discussed the components of the program to the Committee members. The 18-credit hour program is targeted to all students and was first implemented in the Spring of

2023. Students would take the courses at the same time as they work on their major and minor courses. While the certificate is designed to be spread over several years, it technically could be completed in one year.

MOTION: Ms. Figg moved the Committee approve the Kentucky Cultural Competency Credential Certification proposal from Morehead State University and recommended final approval by the Council at its January 19, 2024, meeting. Mr. Weaver seconded the motion.

VOTE: The motion passed.

PROPOSED NEW ACADEMIC PROGRAMS

Dr. Melissa Bell, CPE's Vice President of Academic Excellence and Student Success, introduced two new academic programs for review and approval. 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 reviewed the proposed programs and recommended approval.

STEM Master of Accountancy (MAC) - CIP 52.1301 – Northern Kentucky University
Presented by: J Human, Accounting, Economics, and Finance Department
- The 33-credit hour program will offer business education with STEM applications. The analytical and data informed curriculum of the STEM-focused Master of Accountancy would prepare students for business careers in accounting fields, including the specific competencies in technology required for the Uniform Certified Public Accountant (CPA) Exam for certified public Accountants.

STEM Master of Business (MBA) - CIP 52.1399 – Northern Kentucky University
Presented by: Abdullah Al-Bahrani, Associate Dean and Director of the MBA
- The 37-credit hour program would leverage the power of technology and business management to prepare graduates to compete in today's data- and technology-driven markets, and is heavily geared towards analytics and decision making in business environments.

MOTION: Ms. Rogers moved the Committee approve both proposed programs from the Northern Kentucky University and recommend final approval by the Council at its January 19, 2024, meeting. Dr. Figg seconded the motion.

VOTE: The motion passed.

NEW ACADMIC PROGRAMS APPROVED AT KCTCS

Dr. Bell announced the Council approved four AAS program proposals from KCTCS institutions between June and December 2023 in accordance with the program approval process.

- Henderson Community College - AAS, General/Occupational Studies (CIP 30.9999)
- Somerset Community College - AAS, Health Science Technology (CIP 51.000)
- West Kentucky Community and Technical College
  - AAS, Aviation Maintenance Technology (CIP 47.0608)
  - AAS, Computer Engineering Technology (CIP 15.1201)

No further action was needed by the Committee.

SJR 98 AND ACADEMIC PROGRAMMING

Dr. Bell discussed the recommendation from the SJR 98 report that stated that Kentucky would benefit from strengthened review and approval of non-degree academic programs, including short term certificates, and more routinely reviewing and terminating programs of limited relevance and quality. Dr. Bell explained the history of the program approval process and how it has evolved over the last 25 years, the items that should be considered during the baseline analysis, and items that are being considered when developing an updated policy.

KENTUCKY INNOVATIVE SCHOLARSHIP PILOT PROGRAM REPORT FOR 2022-23

Ms. Lee Nimocks, CPE's Vice President and Chief of Staff, reviewed the Kentucky Innovative Scholarship Pilot Program Report that was released in November 2023. At the direction of the 2022 General Assembly, the Council and the Kentucky Higher Education Assistance Authority (KHEAA) established this pilot program supported with excess lottery proceeds to provide college access and promote undergraduate student success for displaced students and for students participating in international exchange programs. The pilot project was used support humanitarian assistance scholarships, scholarships to promote cultural exchange, and building and supporting a community of practice.

Ms. Nimocks discussed the information provided in the report including the funding allocations, enrollment information, student level impact, as well as recruitment and outreach efforts for the first year of the program.

HB 200 HEALTHCARE WORKFORCE INVESTMENT FUND IMPLEMENTATION FUND

Dr. Leslie Sizemore, CPE's Assistant Vice President of Workforce and Economic Initiatives, and Michaela Mineer, Senior Associate, provided an update on the work implemented from the passage of HB 200, which established the Healthcare Workforce Investment Fund (HWIF). Started from the 2023 Session, the HWIF created a public/private partnership that is

dedicated to cultivating a robust healthcare workforce in Kentucky by providing educational scholarships to students pursuing programs targeting critical workforce needs in healthcare professions (65% of funds) and recognizing and rewarding excellence among Kentucky healthcare professional education and training programs (35% of funds). The HWIF steering committee will begin meeting in March 2024 and the submission period for the first round of awards is scheduled to begin July 1, 2024.

2024 STUDENT SUCCESS SUMMIT

Dr. Lilly Massa-McKinley, Executive Director of the Kentucky Student Success Collaborative, provided a preview of the programming of the upcoming annual summit supporting student success, being held February 26-27, 2024, at the WKU Knicely Conference Center in Bowling Green, Kentucky. The 2024 theme is Partnerships that Work, which is focusing on partnership development as a tool to advance student success as well as the importance of employer partnerships to meet workforce needs and improve the economic mobility of students.

ADJOURNMENT

The Academic & Strategic Initiatives Committee adjourned at 11:10 a.m., ET.

TITLE: Proposed New Academic Programs for Review & Recommendation

DESCRIPTION: Staff recommends the Committee endorse the approval of the proposed new academic programs from the University of Louisville and Western Kentucky University to the full Council at its March 28, 2024, meeting.

PRESENTER: Melissa Bell, Ph.D., CPE's Vice President of Academic Excellence and Student Success

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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 at public postsecondary education institutions.

Council staff has reviewed the proposed programs and recommends approval by the board. Documentation submitted by the proposing institutions is included in your agenda packets for review.

PROGRAMS PROPOSED FOR APPROVAL

Each of the programs below will be presented for approval during the meeting. A program summary for each is included as an attachment, which provides a program description, its connection to other programs, expected student and employer demand, and estimate budget to implement.

University of Louisville
- B.S., Applied Engineering (CIP 15.0000)
- B.S., Biochemistry (CIP 26.0202)
- B.S., Exercise Physiology (CIP 26.0908)
- M.S., Artificial Intelligence in Medicine (CIP 11.0102)

Western Kentucky University
- B.S., Data Science (CIP 30.7001)
- B.S., Neuroscience (CIP 26.1501)

PROPOSED PROGRAM SUMMARY

Institution: University of Louisville
Program Name: Applied Engineering
Degree Destination: Bachelor of Science

CIP Code: 15.000
Credit Hours: 120
Implementation Date: 8/1/2024

Program Description

The industrial base within Kentucky is rapidly expanding, and the University of Louisville's new program in Applied Engineering will help meet the increasing workforce demand in this area. The Applied Engineering program will fill the gap between two-year technician programs and the traditional four-year engineering degree. Positions open to graduates of applied engineering programs appeal to students with a keen interest in application-based engineering projects and less interest in the theoretical aspects of engineering.

Students in the Applied Engineering program will choose between tracks in Mechatronics and Management. The courses for tracks will be offered in eight-week sessions, providing some flexibility for students. This flexibility is deliberate, given the requirement for students to complete a co-op requirement of 2,000 hours of work experience (e.g., one year of full-time work). This requirement ensures that students graduate with full-time work experience.

As a result of this program, graduates will be able to:
- Identify applied engineering problems, determine appropriate methodologies to address them, and effectively communicate findings.
- Solve problems, develop solutions, and demonstrate those solutions within relevant professional, technical, legal, and economic considerations.
- Manage projects, collaborate within a team, and apply technical and professional competencies to solve applied engineering problems.

The program is also designed with a specific transfer point after the second year to create a seamless transfer experience for students from KCTCS colleges. Adult learners will use their prior work experience to count towards the co-op requirement, either in part or in full.

Connection to Other Programs

The Applied Engineering program at the University of Louisville will complement similar programs across the state, such as the ones at Morehead State University and Murray State University. Given the extent of the hiring needs, no one institution can completely meet the anticipated workforce demand.

The program at Murray State University focuses on manufacturing. The program at Morehead State University focuses on engineering in electronics and computer engineering, mechanical and manufacturing engineering, and construction management. In contrast, the Applied Engineering program at the University of Louisville will focus on robotics, automation and mechatronics, electric vehicle batteries, and surveying, analyzing and interpreting data from mapping the Earth's surface (geomatics).

Student Demand

Initial estimates of enrollment are:
Year 1 – 60
Year 2 – 103
Year 3 – 141

Year 4 – 178
Year 5 – 181

Employment Demand
Over the next 10 years, Kentucky's employment needs are anticipated to increase 2-3% each year. Projections are that over the next 10 years, there will be 1,600 annual job openings in engineering for bachelor's-level engineers, despite Kentucky's universities graduating fewer than 1,400 each year, indicating an existing gap between job demand and graduate supply. The gap will only get wider as the demand for these jobs grows and enrollment in traditional engineering programs declines.

Kentucky's industrial base is rapidly expanding. Employer partners such as GE Appliances, FORTNA, and BlueOval SK have all communicated their need to hire employees with applied engineering skills. Common careers for graduates of Applied Engineering programs involve product development, manufacturing, product testing, technical sales, and field service. Students graduating from the Applied Engineering program will be prepared to enter the workforce immediately.

Budget
Despite some start-up costs, this budget achieves and maintains a revenue-positive status over a five-year period, allowing for future program growth through diversification and specialization in different industry-recognized pathways. Revenue will come from student credit hours and external donations.

Projected Revenue over Next Five Years ($): $ 4,682,487
Projected Expenses over Next Five Years ($): $ 4,392,380

PROPOSED PROGRAM SUMMARY

Institution: University of Louisville
Program Name: Biochemistry
Degree Destination: Bachelor of Science

CIP Code: 26.0202
Credit Hours: 120
Implementation Date: 8/1/2024

Program Description

The proposed Biochemistry program builds upon an existing Biochemistry track within the B.S. in Chemistry. The track is largely populated by students intending to continue in the health care field; those graduates enjoy a nearly 100% success rate in applications to medical, dental, and pharmacy schools. Some graduates pursue a graduate degree in biochemistry or an allied field, while still others become immediately employed upon graduation in a wide range of fields utilizing laboratory skills (quality control, pollution monitoring, formulation of pharmaceutical, dietary, and cosmetic supplements) and skills that are specific to biochemistry (PCR- and antigen-based testing for diseases, forensic analysis, DNA sequencing and synthesis, and characterization of protein-based pharmaceuticals and components of diagnostic tests).

During the statewide baseline program review conducted from 2019 to 2021, one of the recommendations was to place the B.S. in Chemistry program in the category of "fix to grow." Specifically, it was suggested that the university consider elevating the biochemistry track to a stand-alone program.

As a result of this program, graduates will be able to:
- Make conceptual connections across divisions of chemistry (analytical, organic, physical, and biochemistry) and biology (genetics, cellular, and molecular).
- Apply biochemistry in new and emerging contexts.
- Communicate effectively within the field using precision terminology and appropriate referencing.

Connection to Other Programs

As previously mentioned, the proposed new program in Biochemistry stems from an existing track in the B.S. Chemistry; this new program will replace that track. Although a similar program exists at Western Kentucky University, there are differences within the curriculum that differentiate the two. The program at the University of Louisville requires coursework in scientific writing, experiential learning through research or an internship, biostatistics, scientific writing, and ethics. Western Kentucky University supports the proposed new program at the University of Louisville.

Student Demand

Initial estimates of enrollment are:
Year 1 – 72
Year 2 – 77
Year 3 – 85
Year 4 – 94
Year 5 – 103

Employment Demand

There is strong employer demand (70th percentile nationally and 81st percentile regionally). Data for Kentucky reveals a projected 10.61% increase in jobs and a median pay of $31.13/hr. National data indicates 9.98% growth from 2020–2021 for biochemists and biophysicists, with median earnings of $49.08/hr.

Many students will continue their education in graduate or professional school. However, these students will inevitably seek employment as scientists in the public sector, private sector, or in academia.

<u>Budget</u>
The new program requires a small investment cost but has potential for significant new revenue. Funding of the program will rely on resources already committed to the existing B.S. Chemistry program, including preexisting faculty lines, office and instructional staff, teaching and laboratory space and equipment, and funding for graduate teaching assistants. The program will require a part-time lecturer, but the new program is expected to increase tuition revenue through the addition of new students and increased retention.

Projected Revenue over Next Five Years ($): $ 4,285,427
Projected Expenses over Next Five Years ($): $ 460,000

PROPOSED PROGRAM SUMMARY

Institution: University of Louisville
Program Name: Exercise Physiology
Degree Destination: Bachelor of Science

CIP Code: 26.0908
Credit Hours: 120
Implementation Date: 8/1/2024

Program Description
The Exercise Physiology program will prepare students for careers in allied health, physical and health education, and human performance fields. The program is currently a track within the Health and Human Performance program and is ready to be elevated to a stand-alone major. The new program will deliver a curriculum providing students with a deep and comprehensive understanding of human physiology and the ways in which human movement and exercise initiate structural and functional adaptations at the biochemical, physiological, and biomechanical levels.

The curriculum is designed to progressively build critical thinking skills and provide students with skill sets required for immediate entry into careers in human performance, individual and corporate health and wellness, physical and health education, and exercise rehabilitation. This degree will also provide students with the content knowledge to achieve K-12 teacher certification immediately following graduation. For students wishing to pursue graduate degrees, the curriculum will prepare students for admission to advanced terminal degrees (DPT, OT, MD, DMD/DDS, PhD), as well as successful completion of placement exams and certifications.

As a result of this program, graduates will be able to:
- Comprehensively understand exercise physiology principles, including how the human body responds to exercise at biochemical, physiological, and biomechanical levels.
- Utilize data to inform decision-making processes and convey complex exercise physiology concepts and findings to diverse audiences in written and oral presentations.
- Make inferences about human movement, physiological processes, and exercise testing and prescriptions for exercise.
- Through student teaching and field experiences, lead and manage classroom interaction in K-12 schools.

The program will have three tracks – Allied Health Therapies; Human Performance; and Physical and Health Education.

Connection to Other Programs
The Exercise Physiology program will replace the current Health and Human Performance undergraduate degree, which has successful tracks in Exercise Science and Physical and Health Education. The current Exercise Science track within the Health and Human Performance program has approximately 500 students and is one of the largest programs at the university.

Northern Kentucky has a program in the same CIP code. The learning objectives and the curricular focus of the proposed program are different than NKU's. And, as noted, this is a popular track within an existing program at UofL, so the university has the infrastructure and expertise to implement this as a stand-alone major. Furthermore, the current Exercise Science track at UofL is one of a few select undergraduate programs in the country that is recognized as a flagship program by two of the most influencing governing bodies in the field: American College of Sports Medicine (ACSM) and National Strength and Conditioning Association (NSCA).

Student Demand
Initial estimates of enrollment are:
Year 1 – 61
Year 2 – 64
Year 3 – 71
Year 4 – 69
Year 5 – 66

Employment Demand
Graduates will be prepared for a variety of fields. The U.S. Bureau of Labor and Statistics projects that exercise physiologist jobs will grow nationally by 13% from 2020 to 2030. Projections are that there will be approximately 1,500 openings for exercise physiologists annually. For the fields of athletic training and exercise or group fitness specialists, there is projected growth of 23% (3,100 employees per year) and 39% (69,100 employees per year), respectively, across the same 2020-30 timeframe.

In 2021, reported median salaries were $47,940 (exercise physiologist), $48,420 (athletic trainer), and $40,700 (exercise trainer). Importantly, the state of Kentucky and the regional metropolitan area of Louisville are expected to grow jobs in this industry segment at a rate close to the national average.

In addition to these market opportunities, it is anticipated that many graduates will pursue terminal degrees and graduate education in the allied health and human performance fields (medical scientists, chiropractors, physician assistants, occupational therapists, physical therapists, and nurse practitioners). The demand for qualified employees in these fields is projected to increase over the next decade.

Budget
The ability to market this program directly, as opposed to its current status as a track in the Health and Human Performance program, will stimulate outreach efforts, ultimately increasing enrollment numbers over time. Budgetary estimates based on conservative enrollment projections suggest the new Exercise Physiology program will provide a positive rate of return on investment beginning immediately after its inception. There are currently approximately 425 full-time students enrolled in the Exercise Science track in the existing Health and Human Performance program. At a rate of $331 per credit hour, those students provide the department with over $4.2 million dollars in tuition revenue each year.

> **Projected Revenue over Next Five Years ($):** $ 10,391,745
> **Projected Expenses over Next Five Years ($):** $ 8,282,945

PROPOSED PROGRAM SUMMARY

Institution: University of Louisville
Program Name: Artificial Intelligence in Medicine
Degree Destination: Master of Science

CIP Code: 11.0102
Credit Hours: 30
Implementation Date: 8/1/2024

Program Description

The Artificial Intelligence in Medicine program will prepare students to analyze medical care and public health care data. With this degree, students will learn to analyze, present, and use data through computation, modeling and simulation, machine learning, and advanced statistical analysis.

The field of computation, particularly machine learning, has experienced a renewed interest in the past five years with the progress of deep learning and artificial intelligence (AI) technologies. In medicine, AI is envisioned to help clinicians improve diagnoses, prognoses, and treatment by providing efficient, timely, and accurate data analysis. Medical and public health data involve very large and complex data sets. An understanding of computational and modeling tools, such as machine learning, deep learning, data mining, and statistics, is important for development of optimal AI technologies in these fields. AI enables simulations of human intelligence processes by machines, which can be applied to complex medical issues such as genomics, metabolomics, clinical biomarkers, medical imaging data, etc., in a way that goes beyond traditional data analysis approaches.

As a result of this program, graduates will be able to:
- Apply advanced AI knowledge to the fields of medicine and public health through the application of advanced programming and mathematical principles.
- Effectively communicate with colleagues and practitioners in multiple disciplines, such as engineering, statistics, and bioinformatics.
- Develop and hone advanced skills in AI methods and tools used in medicine in a wide variety of employment opportunities, such as industry, academia, and government, or in furthering their graduate studies.
- Use modern computing techniques and tools to experiment, analyze, and interpret data, and draw appropriate conclusions based on scientific judgement.

Connection to Other Programs

There are no similar programs at Kentucky public institutions. The University of Louisville currently offers a certificate program in AI in Medicine. Expectations are that enrollment in the certificate will increase, suggesting a related increase in student enrollment in the master's program.

In terms of collaborations, there is a strong bioengineering community at the University of Louisville, built among collaborations amongst faculty in Bioengineering, other faculty within the School of Public Health, the Schools of Information Sciences, Medicine, and Dentistry, and the Speed School of Engineering. This unique partnership will capitalize on the strengths of faculty in all these areas and provide students with opportunities to learn from world renowned experts in AI and bioinformatics.

Program faculty have a long history of collaborations with the following areas/organizations:
- Faculty in the departments of oncology, radiology, math, and psychology
- Cardiovascular Innovation Institute
- Kentucky Spinal Cord Injury Research Center
- Brown Cancer Center

- Center for Predictive Medicine

Student Demand
Initial estimates of enrollment are:
Year 1 – 5
Year 2 – 10
Year 3 – 15
Year 4 – 20
Year 5 – 25

Employment Demand
Exponential growth is anticipated in fields related to AI in medicine. The current surge in jobs in the field has led to the creation of advanced degree programs in AI at many schools. One nationwide search for master's programs in AI yielded 22 related programs, of which five were devoted to medical data analysis. These programs achieved 175% growth between 2017 and 2022, with 116% growth in completion rates.

Positions as computer scientists and information research scientists are expected to grow 19% within the next nine years. Target occupations for this type of advanced degree reached over 100,000 annual openings in 2020; the average salary was $118,000 per year.

Budget
This master's program is integrated with current graduate programs in bioengineering and other programs and therefore does not require additional funding to initiate. As the program grows, one graduate teaching assistant will be requested to assist with the increased course workload. A minor outlay of funds will occur at the beginning of the program to ensure sufficient library materials are available for students.

Projected Revenue over Next Five Years ($): $ 1,406,624
Projected Expenses over Next Five Years ($): $ 155,790

PROPOSED PROGRAM SUMMARY

Institution:	Western Kentucky University
Program Name:	Data Science
Degree Destination:	Bachelor of Science

CIP Code: 30.7001
Credit Hours: 120
Implementation Date: 8/19/2024

Program Description

The Data Science program will equip students with a comprehensive understanding of the interdisciplinary field of data science. This program will merge computer science, statistics, and data analytics to harness the power of data for informed decision-making and innovative problem-solving. Through a combination of theoretical coursework, hands-on projects, and real-world applications, graduates of this program will have the skills necessary to excel in the rapidly evolving landscape of data-driven industries.

As opposed to typical data science programs that are housed in statistics and computer science departments, this program spans a variety of fields. Students will graduate with skills in multiple computer programming languages, various database languages, cloud computing, data wrangling, statistics, econometrics, and calculus and linear algebra. These fundamental skills will be coupled with domain knowledge from various disciplines – the students will have to complete at least one certificate or a minor that complements their degree in data science. Graduates of the program may go directly into the workforce or pursue graduate studies in fields such as economics, operations management, and computer science.

As a result of this program, graduates will be able to:
- Develop a solid foundation in programming, database management, statistical analysis, and machine learning techniques.
- Manipulate, gather, clean, transform, and analyze diverse datasets.
- Create compelling visualizations succinctly representing complex data-driven insights.
- Communicate findings and implications effectively with both technical and non-technical audiences.
- Develop proficiencies in popular tools and technologies used in the field, such as Python, R, SQL, and SAS.

A unique aspect of this program is that it is highly customizable. To complement the Data Science degree, students will also be required to complete at least one certificate or minor in an associated field of the student's choosing (Applied Data Analytics, Applied Statistics, Economic Data Analytics, Geographic Information Systems Mapping, Health Informatics, or Emergency Management Disaster Science).

Connection to Other Programs

Although this will be the first program in the state that is classified in CIP 30.7001 (Data Science, General), there are other data science-related programs in the state. However, the strong student and employment demand, as well as curricular differences, demonstrate the potential viability of this program.

Data scientists occupy a variety of jobs, some of which require in-depth knowledge of a specific field, such as natural language processing or artificial intelligence. Another, and possibly larger segment of data science professionals, requires individuals to be "jacks-of-all-trades" because their jobs include creating and maintaining databases, developing workflows for data collection and analysis, developing ad-hoc analyses for specific problems, fine-tuning algorithms that have been put in production, and many

other data-related tasks. These kinds of jobs rely on individuals having a wide variety of skills, and that is what WKU's proposed program is designed to address.

Student Demand
Initial estimates of enrollment are:
Year 1 – 25
Year 2 – 45
Year 3 – 68
Year 4 – 91
Year 5 – 115

Employment Demand
This new major is expected to broaden career prospects for more graduates of Western Kentucky University. The number of jobs in this field is projected to grow by 35% over the next decade, according to the Bureau of Labor Statistics. As of 2022, the median salary for data scientists is $103,500 per year. With the increasing availability of broadband internet in Kentucky and with expanded acceptance of remote work (particularly true in the field of data science), this degree will offer Kentucky residents opportunities to hold high-paying jobs without having to leave the state.

Budget
Western Kentucky University is leveraging the skills of its existing faculty, which will facilitate offering this program in a cost-effective manner. Currently, there is a significant amount of expertise across various existing disciplines, which facilitates offering the program almost exclusively with existing resources.

Projected Revenue over Next Five Years ($): $ 1,292,268
Projected Expenses over Next Five Years ($): $ 175,354

PROPOSED PROGRAM SUMMARY

Institution: Western Kentucky University
Program Name: Neuroscience
Degree Destination: Bachelor of Science

CIP Code: 26.1501
Credit Hours: 120
Implementation Date: 8/15/2024

Program Description

The proposed Neuroscience program at Western Kentucky University is an expansion of an existing Neuroscience track in the B.S. Psychological Sciences and an existing minor in Neuroscience. The vast majority of students within the Neurosciences track and the minor have stated that they would prefer a degree in Neuroscience. Students will have three tracks to choose from (Computational, Behavioral, and Systems).

The Systems track leads to graduate study in neuroscience or clinical psychopharmacology, or a career in the pharmaceutical industry, or serves as a pre-health professions option leading to a medical school application. The Behavioral track will facilitate study in cognitive neuroscience or psychiatry. Students in the Computational track will be prepared to find careers in artificial intelligence, medical data analytics, healthcare analytics, prosthetics, or robotics. As a strong natural science degree with a large "hands-on" component, the Neuroscience program will educate students to be lifelong innovators and problem-solvers.

As a result of this program, graduates will be able to:
- Develop and apply a working knowledge of the main content domains in neuroscience.
- Explain the scientific method of discovery, based on testing hypotheses by collecting and analyzing data in appropriately designed experiments.
- Propose, design, and run experiments, and analyze the data from these experiments.
- Embrace problem-solving and evaluate their role in finding solutions.

Connection to Other Programs

Western Kentucky University already offers a Neuroscience minor, as well as the Neuroscience track within the B.S. in Psychological Sciences. Enrollment in these offerings continue to grow and speaks to student demand. Many courses that will be included in the new Neuroscience program are already offered for the track and the minor. The program is strongly supported by Western Kentucky University faculty within the areas of biology, chemistry, psychological sciences, engineering, and computer science.

There are four neuroscience programs among public universities. Larger programs exist at the University of Louisville and the University of Kentucky, and these are focused on molecular and systems neuroscience. Smaller programs exist at Northern Kentucky University and Morehead State University. The strong student and employment demand, as well as curricular differences, demonstrate the viability of this program.

Student Demand

Initial estimates of enrollment are:
Year 1 – 24
Year 2 – 48
Year 3 – 72
Year 4 – 96
Year 5 – 96

Employment Demand
Western Kentucky University's Neuroscience program will prepare students for well-paying jobs in two of the most solid, expanding employment areas: medicine and artificial intelligence. The Neuroscience program is a rigorous science degree focusing on hands-on learning techniques related to problem solving, data analysis, and effective communication of findings. With an aging population, the field of health sciences will continue to be growth areas for well-paying jobs; the field of artificial intelligence will also continue to expand.

The top four occupational categories for neuroscience graduates are natural science managers, biochemists and biophysicists, biological scientists, and medical scientists (excluding epidemiologists). Employment can be found in areas performing high-level neuroscience research, in the private sector, government laboratories, or in academia.

Budget
Enrollment projections indicate that the new Neuroscience program will attract a number of new students in the first five years of the program, providing new tuition dollars to the university. Expenses for the proposed new program are related to reasonable start-up costs, including upgrades facilities and laboratory equipment. Minimal expenses for administrative support will be provided by existing employees.

Projected Revenue over Next Five Years ($): $ 3,848,948
Projected Expenses over Next Five Years ($): $ 1,331,630

TITLE: Annual Report of Academic Programs - Academic Year 2022-23

DESCRIPTION: Staff will provide an overview of the new, closed, and reviewed academic programs during the 2022-2023 academic year.

PRESENTER: Dr. Melissa Bell, CPE's Vice President of Academic Excellence and Student Success

SUPPORTING INFORMATION

The Council is the approving body for academic programs at Kentucky's public institutions. KRS 164.020(15) empowers the Council to define and approve the offering of all technical, certificate, diploma, associate, baccalaureate, graduate, and professional degree at public postsecondary institutions. It also mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature. This statutory duty is operationalized through the Council's New Academic Program Approval Policy, which was last updated in September 2020.

The Council also has the authority to review programs after they are implemented. Under KRS 164.020 (16), the Council has the authority to eliminate or modify existing programs using the criteria of consistency with institutional mission, alignment with the statewide strategy agenda, elimination of unnecessary duplication, and the creation of collaborative programs. This statutory duty is operationalized through two Council policies – the Statewide Academic Program Review Policy, which was last revised in June 2021, and the Statewide Academic Review for KCTCS, which was approved in January 2023.

NEW PROGRAM APPROVALS IN 2022-23

A total of 150 new academic programs were approved during the 2022-2023 academic year. Of these, 97 are undergraduate certificates and 33 are postbaccalaureate certificates, which require only staff review.

CPE staff approved five associate's degrees at KCTCS institutions:
- Ashland Community & Technical College - Associate of Applied Science in Medical Assisting, and Associate of Applied Science in Radiography
- Hazard Community & Technical College – Associate of Applied Science in Education
- Hopkinsville Community College – Associate of Applied Science in Computerized Manufacturing & Machining
- Maysville Community & Technical – Associate of Applied Science in Education

The Council approved three bachelor's degrees and three master's degrees:
- Northern Kentucky University – Master of Arts in Educational Leadership
- University of Kentucky – Bachelor of Science in Leadership for Community Education and Human Learning
- University of Louisville – Master of Arts in Applied Philosophy
- Murray State University – Master of Science in Wildlife and Conservation Biology
- Eastern Kentucky University – Bachelor of Science in Manufacturing Engineering and Bachelor of Science in Management Information Systems

REVIEW OF EXISTING PROGRAMS IN 2022-23

Per Council policy, universities submitted their program review reports in July 2023. These reports included a summary of the institutional program review processes, programmatic decisions, and plans for the upcoming year.

Overview of Institutional Program Review Processes

Eastern Kentucky University
- A cohort of the chairs and/or program coordinators of the programs to be reviewed during the current year was established. Each college created a committee to evaluate and provide recommendations concerning the program review documents originating in their respective college, which received the program's final program review. The Provost, the Associate Provost for Academic Programs, the Vice President of Student Success, and the Executive Director for Institutional Effectiveness & Research and Financial Aid reviewed the reports and recommendations from the program and the college and determined if an academic program should: continue without modification, continue with modification, or close within one to three years. The process concluded with a meeting among all affected parties to document the program's strengths and areas for improvement.

Kentucky State University
- Academic stakeholders participated in a series of workshops in collaboration with CPE partners. The program economics and market data for all of KSU's academic programs were reviewed, which was one of the Management Improvement Plan objectives. Members of the Deans and Chairs council, as well as the Faculty Senate Executive Committee, participated in workshops and made decisions on various programs.

Morehead State University
- The 2023 process had a focus on efficiency. Meetings included the President, the Provost, the Associate Provost, the Director of Budgets, and the Dean of the college being reviewed. Careful analyses of each program included metrics such as student credit hour production and full-time equivalent faculty.

Murray State University
- Academic deans and the Provost evaluated programs based on three metrics: program enrollment, program demand, and program degrees. Meetings were held with chairs of departments and department faculty reviewed a five-year review plan. Comments from program faculty were shared with the Dean, who finalized the report in conjunction with the department chair.

Northern Kentucky University
- The process consisted of regular meetings with deans and those who oversaw the programs undergoing a review. The program faculty were provided with a template that included different data points. Regular follow-ups were sent and additional meetings held as necessary. After programs addressed the information in the template, the program review was sent to the appropriate deans for review and approval before final submission.

University of Kentucky
- The process was conducted at the department level. Each academic unit was encouraged to facilitate a collaborative self-study process involving faculty, staff, and other constituents. Following the self-study, an external review committee was created and charged with reviewing and summarizing the self-study, as well as making at least five recommendations. The department had a conversation with the dean to create an implementation plan to guide the department's continuous improvement activities.

University of Louisville
- Unit-level Program Review Orientation meetings were held with program directors to provide guidance on how to submit a program review. The Academic Program Review Committee analyzed the program review reports and identified areas of commendation, needs, and/or areas for improvement, including suggested revisions to the report. The Academic Program Review Committee received the revised reports and members of the committee were subsequently polled on their opinions. The poll also asked members to provide a brief, written rationale for their selections and for their votes for each category (fix, sunset, sustain, or grow) were conducted. A final list of recommendations was then sent to the Provost.

Western Kentucky University
- Two processes were used to review academic programs – the Program Sustainability Check-up (PSC) and Academic Program Review (APR). The Program Sustainability Check-up committee is intended to quickly and efficiently identify programs that may need help to improve their long-term viability. Programs that did not meet certain thresholds provided reports describing improvements. Academic Program Review evaluates the quality of WKU's programs and provides the opportunity to reflect upon the content of programs and curricular delivery. This was the first year using APR; APR is more extensive than PSC and focuses more on continuous improvement beyond, but in addition to, enrollment and staffing.

Results of Institutional Program Review Processes

During the 2022-2023 academic year, Kentucky's public universities reviewed 199 academic programs and provided recommendations:
- 45 programs were recommended to grow;
- 86 programs were recommended to sustain;
- 52 programs were recommended to be improved; and
- 16 programs were recommended to close.

Of the 16 programs that were set to close, six were postbaccalaureate certificates. Other programs set to sunset included:
- Eastern Kentucky University
  - Master of Arts in History – the program had low enrollments.
- Kentucky State University
  - Each of these programs were due to sunset due to low enrollment and/or low market demand.
    - Bachelor of Arts/Bachelor of Science in General Social Sciences
    - Bachelor of Science in Mathematics
    - Bachelor of Science in Chemistry
    - Master of Public Administration in Public Administration
    - Master of Science in Child Development and Family Relations
- Northern Kentucky University
  - Bachelor of Arts in German – the loss of a full-time German faculty member made it difficult to continue offering the program.
- University of Kentucky – Each of these programs were due to sunset due to low enrollment and/or low demand.
  - Postbaccalaureate Certificate in School Technology Leadership
  - Postbaccalaureate Certificate in Inclusive Education
  - Postbaccalaureate Certificate in Liberal Studies
  - Postbaccalaureate Certificate in Gerontology
  - Postbaccalaureate Certificate in Design: Digital Literacy
  - Postbaccalaureate Certificate in Tobacco Treatment Specialist Training
  - Master of Engineering in Biomedical Engineering
- Western Kentucky University
  - Master of Arts in Folklore Studies – the program was due to sunset due to low market demand.

Academic Program Approval & Review - 2022 - 2023

Melissa Bell

Vice President, Academic Excellence and Student Success

Kentucky Council on Postsecondary Education

Academic Program Approval

Purpose:

The program approval process focuses on academic quality, the needs of students and Kentucky's economy as well as efficient use of state resources.
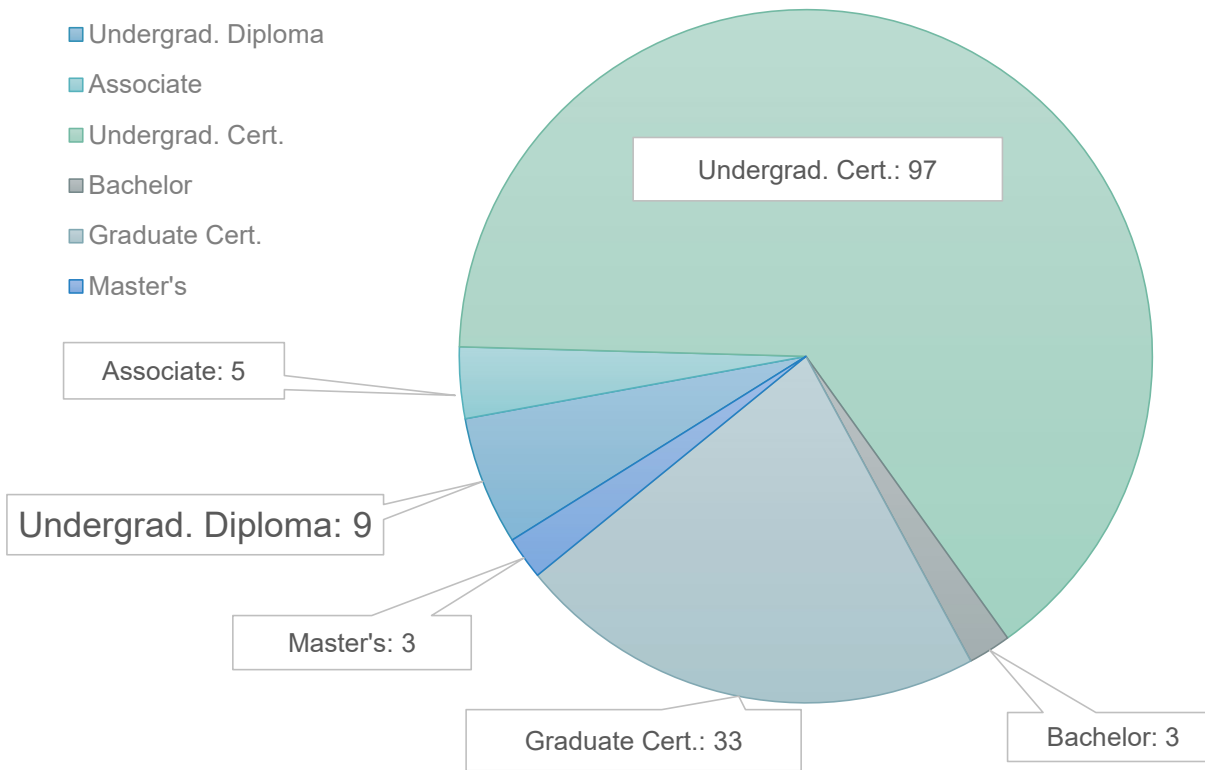
Deadline:

Institutions submit proposals on a rolling basis.

24

Approved New Academic Programs AY 2022-2023

- Undergrad. Diploma
- Associate
- Undergrad. Cert.
- Bachelor
- Graduate Cert.
- Master's

Undergrad. Cert.: 97

Associate: 5

Undergrad. Diploma: 9

Master's: 3

Graduate Cert.: 33

Bachelor: 3

CPE Priority Areas	
Education (13.XXXX)	9
Advanced Manufacturing (15.0613)	3
Health Professions & Related Areas (51.XXXX)	20

Academic Program Review

Purpose:

The program review process focuses on the continued efficiency and effectiveness of existing programs.

Deadline:

Institutions and KCTCS are required to submit their annual institutional report to CPE Academic Affairs & Student Success staff by July 15th.

Academic Program Review – Unnecessary Duplication

Statewide data analysis assists in the continuous improvement and efficiency of Kentucky's academic portfolio. Programs meeting these criteria must submit program improvement plans.

Universities

CPE staff analyze data across universities to determine if any programs meet all of the following criteria:

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

KCTCS

CPE staff analyze enrollment trends, degree/credential production trends, and market data to identify any programs with:

- Low enrollment;
- Declining enrollment for the previous four years;
- Declining number of degrees or credentials conferred for the previous four years;
- Low regional student demand; or
- Low regional market demand.

4-Year Institutions - Academic Program Review AY 2022-2023
Snapshot of Programmatic Decisions

- Grow
- Sustain
- Fix
- Sunset

Grow: 45

Sustain: 86

Sunset: 16

Fix: 52

n = 199
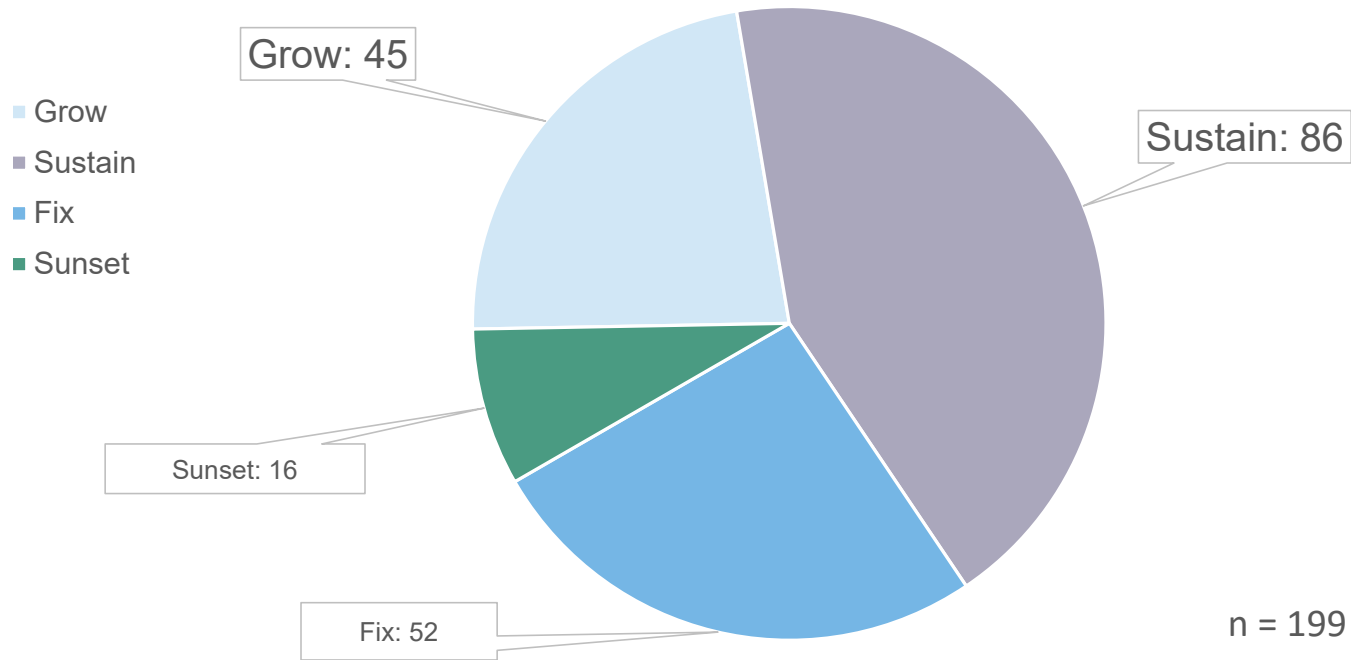
KCTCS - Academic Program Review AY 2022-2023 (Approved by Council January 27, 2023)

KCTCS System Office created a comprehensive and systematic analysis for the Medical Information Technology program (51.0716), across 13 individual campuses.

- Big Sandy and Hopkinsville were recommended for growth.
- Jefferson opted to sunset their program.
- Ten programs recommended to sustain.
- Seven of the ten needed program improvement plans

Snapshot of New Academic Programs & Closed Programs
Academic Year 2022-2023

CPE Priority Areas

CIP	New	Closed
13.XXXX - Education	9	19
Associate	2	1
Undergraduate Certificate	2	5
Bachelor	1	5
Graduate Certificate	3	3
Master's	1	4
Education Specialist	0	1
15.0613 – Manufacturing Technology/Technician	3	2
Undergraduate Certificate	3	2
51.XXXX – Health Professions & Related Programs	19	49
Undergraduate Diploma	2	10
Associate	2	11
Undergraduate Certificate	8	17
Bachelor	0	3
Graduate Certificate	7	5
Master's	0	3
Doctorate	0	1

Total *New* Academic Programs: 150

Total *Closed* Academic Programs: 217

Degree Designation	New	Closed
Undergraduate Diploma	9	30
Associate	5	29
Undergraduate Certificate	97	85
Bachelor	3	29
Graduate Certificate	33	20
Master's	3	21
Specialist	0	2
Doctoral	0	1

Questions?

Melissa Bell

Vice President, Academic Excellence and Student Success

Kentucky Council on Postsecondary Education

TITLE:　　Dual Credit Policy Revision

DESCRIPTION:　　Staff recommends that the Committee endorse the approval of the proposed revisions to the Annual Reporting section of the Dual Credit Policy to the full Council at its March 28, 2024, meeting.

PRESENTERS:　　Amanda Ellis, Ed. D, Vice President, K-12 Policies and Programs
Robin Hebert, Senior Fellow, K-12 Policies and Programs

SUPPORTING INFORMATION

The Kentucky Council on Postsecondary Education (CPE) is directed by *KRS 164.098* to collaborate with the Kentucky Department of Education (KDE) and the Kentucky Education Professional Standards Board (EPSB) to develop guidelines for dual credit programs offered in Kentucky.

The Dual Credit Policy (2016) provided guidance to postsecondary and secondary schools by defining roles and responsibilities. Student eligibility and teacher credentialing were also clearly defined. Since the establishment of the policy, the Kentucky General Assembly created the Dual Credit Scholarship, enabling high school students to take two dual credit courses at no cost and additional courses at a subsidized rate. Since 2016, dual credit enrollment has increased by 75% (CPE, August 2020), and currently 42% of high school seniors are graduating with college credit earned through early postsecondary opportunities.

In March 2023, the CPE Board approved several revisions of the Dual Credit Policy that added definitions, an attainment goal, teacher credentialing and responsibilities, a review and revision process, and annual reporting requirements.

After the first year of implementation, annual reporting and feedback from institutions, staff are recommending minor revisions to the Annual Reporting section to eliminate duplication of efforts and streamline the data submission process for institutions. Upon consultation with Travis Muncie, Executive Director of CPE's Data, Research and Advanced Analytics department, it has been determined that the required dual credit data can be more efficiently collected by CPE through the November data upload currently submitted by Kentucky's institutions of higher education. The Dual Credit Advisory Council member organizations, including KHEAA, KCTCS, and KDE, are aware of and in support of this revision. Narrative reporting about teachers' professional development and communication strategies will still be reported annually on the July 1 timeline.

Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools

~~2023 Revision~~2024 Revision

Approved by Council: ~~March 31, 2023~~

Effective Date: ~~March 31, 2023~~ March 28, 2024

I. Introduction and Purpose

Improving the educational attainment of all Kentucky citizens is key to ensuring the state's long-term economic success. The state commits significant resources across the educational spectrum to develop and implement strategies to address this critical issue. Providing secondary students dual credit opportunities is a proven educational strategy with the capacity to complement and maximize the chances of success of our educational initiatives. Effective dual credit systems have impacts both at the secondary and postsecondary levels and provide the opportunity for collaboration between the K-12 and higher education systems, as well as among P-20, policy, workforce, family and community partners.

In 2016, the Kentucky Council of Postsecondary Education (CPE) worked with the Kentucky Community and Technical College System (KCTCS), the eight public universities, the Association of Independent Kentucky Colleges and Universities (AIKCU), the Kentucky Department of Education (KDE) and the Kentucky Higher Education Assistance Authority (KHEAA) to create and publish the first Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools.

This 2023 revision responds to input from the Commonwealth Education Continuum (CEC) to update the original policy to reflect the significant changes and expansion in dual credit since it was first published in 2016. This policy revision process has included significant input from key stakeholders across Kentucky. This policy reflects the current statute and regulations impacting dual credit in Kentucky, as well as accreditation standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACS-COC). The goal of this policy is to support the vision for Kentucky's dual credit system outlined below, and to support the growth of these programs in a meaningful way that leads to the best possible outcomes for all students. This policy serves as one component of a multi-faceted state-wide strategy to support dual credit in Kentucky, including an early postsecondary opportunities toolkit, professional learning and on-going efforts related to teacher credentialing.

II. The Vision for Kentucky's Dual Credit Program

What Are the Goals of Kentucky's Dual Credit System?

1. To provide all high school students with the opportunity to participate in meaningful college and career experiences in a supported environment that advances students towards a postsecondary degree or credential aligned to their post- high school plans.

2. To provide all high school students with the opportunity to structure their dual credit experiences to significantly reduce the costs of a college degree or credential and to reduce students' time to degree or credential completion.

Who is Dual Credit For?

Kentucky is working to provide all high school students with the opportunity to participate in dual credit and build intentional outreach and support to expand access for populations ~~of students~~ who have historically participated in these programs at lower rates. These include, but are not limited to, individuals from under-resourced families, individuals from underrepresented populations, first-~~-~~generation college students and students with disabilities.

What is the Ideal Dual Credit Experience for Students?

1. Dual credit programs in Kentucky should provide all high school students with a carefully selected and affordable range of meaningful dual credit courses that are rigorous and highly transferable. Additionally, the courses should be aligned to in-demand careers and demonstrate authentic high school partnerships between area technology centers and two- and four-year institutions of higher education.

2. Dual credit programs should promote a sense of belonging and establish postsecondary expectations that help all students create and realize goals beyond high school, regardless of whether the program takes place on the postsecondary campus, in the high school or online.

3. All students participating in dual credit should have access to a personalized plan that includes support services provided by both the high school and college partner in the dual credit program. These services should include academic support to help students identify the meaningful dual credit experiences most appropriate for their postsecondary and career goals and to guide them through their dual credit experiences toward successful completion.

4. Dual credit should be a normalized and accepted part of every high school student's journey. Students and their families should be aware as early as middle school about dual credit and how early postsecondary coursework can maximize student college credit opportunities.

III. Dual Credit Attainment Goal

The Rationale: Kentucky is establishing a Dual Credit Attainment Goal to support the development of a state workforce with the degrees and credentials Kentucky's economy needs to thrive. Increasing dual credit attainment in Kentucky will:

1. promote greater alignment between the state's K-12 and higher education systems.

2. create a culture that includes attaining a postsecondary degree or credential for all students.

3. increase the level of educational attainment of Kentucky's citizens.

The Goal: By 2030, 50% of Kentucky high school students should graduate high school having completed at least one dual credit course with a qualifying grade of a C or higher. As Kentucky

increases the student success rate in dual credit, the state will work to ensure that students enrolled in dual credit coursework match the economic, demographic and geographic makeup of Kentucky's high school population as a whole.

The Strategies: Kentucky's Dual Credit Attainment goal will be accomplished by:

1. prioritizing access among students with limited or no access to dual credit courses.

2. providing meaningful dual credit experiences related to students' postsecondary and career goals.

3. supporting student success in dual credit coursework through high-quality college and career advising and academic services.

4. strengthening partnerships among high schools, postsecondary institutions and employers to build and sustain effective policies and equitable practices.

5. maintaining, communicating, and, when possible, expanding support for the state's dual credit scholarship program.

6. increasing the number of teachers credentialed for dual credit in Kentucky.

IV.   Definitions

Dual Credit: Pursuant to KRS 164:002(5), a college-level course of study developed in accordance with KRS 164.098 in which high school students receive credit from both the high school and postsecondary institution where they are enrolled upon completion of a single class or designated program of study.

What This Means

Dual credit means that students are participating in a college-level course as part of an agreed upon partnership between the high school and the institution of higher education that allows students to receive both high school and college credit upon successful completion of the course.

Dual credit courses may be taught online or through other distance education methods, or they may be taught face- –to -face on a college campus, at a secondary school or at another mutually agreed upon and approved location. Dual credit courses shall be taught by qualified and credentialed teachers and faculty.

Dual credit courses may be offered during or outside the secondary school day.

Dual Enrollment: Pursuant to KRS 164:002(6), a college-level course of study developed in accordance with KRS 164.098 in which students are enrolled in a high school and postsecondary institution simultaneously.

What This Means

Dual enrollment means students are only receiving college credit for successfully completing a college-level course. Dual enrollment courses are not supported through the Dual Credit Scholarship.

Support Services: Support services for students provided by dual credit programs may include academic support and advising regarding course selection and how dual credit aligns with postsecondary and career goals.

What This Means

High quality dual credit programs provide all students access to ~~the~~ support services to ensure meaningful course selection and successful experiences.

High School: includes all secondary institutions that~~who~~ serve high school aged students.

V. Course Offerings

A. Dual credit courses are college courses and therefore must meet the same student learning outcomes and be of the same quality and rigor as courses taught to traditional college students at ~~the~~ participating postsecondary institutions.

B. The postsecondary institution's grading policy shall apply to dual credit courses and must be used by the high school awarding credit.

C. College credit shall be awarded upon ~~the~~ students' completion of the dual credit course requirements and will become a permanent part of their official college transcript. The award of college credit will comply with appropriate accreditation standards for the participating postsecondary institutions.

D. High school credit shall be awarded at the end of the term by the secondary school upon completion of the course. The award of high school credit will be determined by local policy.

E. If students fail or withdraw from a college course, including dual credit coursework, this will be noted on their college transcript. ~~Student p~~Performance in dual credit courses will impact students'~~their~~ high school and future college grade point average (GPA)~~,~~ and may also have an impact on their financial aid and scholarship eligibility upon high school graduation.

F. Student Accommodations

1. If a student with an Individualized Education Plan (IEP) pursuant to the Individuals with Disabilities Education Act (IDEA) participates in a dual credit course, IEP implementation for the dual credit course is not required unless the student's Admissions and Release Committee (ARC) determines that the dual credit course is necessary to provide the student with a Free Appropriate Public Education (FAPE).

When students participate in a dual credit course at their high school with a credentialed high school teacher, notwithstanding whether they have an IEP pursuant to the IDEA or a Section 504 plan pursuant to Section 504 of the Rehabilitation Act of 1973 (Section 504), the high school shall provide accommodations to such students as appropriate to meet the requirements of Section 504.

2. If students are taking a course at the postsecondary institution or online, the high school shall inform the postsecondary institution that they may be entitled to accommodations under Section 504. The postsecondary institution shall implement its own Section 504 policies and procedures regarding accommodations, so students receive the appropriate accommodations at the postsecondary institution.

3. Students and high schools should work closely with the college coordinator who helps students with Section 504 accommodations to ensure student needs are met.

4. For more information, see Kentucky Department of Education Question and Answers Related to Dual Credit Courses and Student with Individualized Education Programs (IEPs) and United States Department of Education Increasing Postsecondary Opportunities and Success for Students and Youth with Disabilities.

VI. Student Eligibility

Section 6 of 13 KAR 2:020.Guidelines for admission to the state-supported postsecondary education institutions stipulates:

1. students admitted to any Kentucky public postsecondary institution in an accelerated pathway or in dual credit courses in general education shall have an unweighted high school GPA of at least 2.5 on a 4.00 scale and meet any college course prerequisites established by the institution.

2. students shall be granted admission into a career and technical education dual credit course if they meet the course prerequisite requirements established by the institution offering the course.

3. it is the responsibility of the postsecondary institution to ensure that any college course prerequisites are publicly available, easily accessible and communicated to students who wish to participate in dual credit courses.

4. dual credit courses shall not include developmental education courses or courses that are not transferable, such as a first-year experience course.

VII. Transferability of Credit

A. All postsecondary institutions shall recognize dual credit general education courses pursuant to The General Education Transfer Policy and Implementation Guidelines and in accordance with accreditation requirements.

B. All participating postsecondary institutions shall recognize credit awarded under this policy for career and/or technical dual credit coursework if the course has the same competencies and learning outcomes as that of a course offered at the receiving institution.

VIII. Dual Credit Teacher Credentialing and Responsibilities

A. SACS-COC's Dual Enrollment Policy Statement (2018) requires that faculty teaching dual credit courses (who may include high school teachers approved by the college) "possess the same academic credentials and/or documented professional experience required by the institution of all of its faculty." Typically, for general education courses this requires a mMaster's dDegree in the discipline- specific content area that the faculty member is teaching or at least 18 credit hours of discipline- specific content for academic faculty.

B. The credentials required to teach a technical course are determined by each postsecondary institution.

C. The dual credit teacher must ensure that the learning outcomes established by the partnering postsecondary institution are fully implemented.

IX. Tuition and Fees

A. Postsecondary institutions must provide written information about tuition and other fees for dual credit courses to each student, parent and/or adult in the household and secondary school prior to enrollment in such courses.

B. KHEAA administers student financial support for dual credit tuition through funding for the Dual Credit Scholarship Program provided by the Kentucky General Assembly. For more information on what financial support is available, please visit the KHEAA website.

X. Dual Credit Review and Revision Process

A. CPE will convene an advisory council tasked with making recommendations to support dual credit policy; promote the quality and rigor of dual credit courses; lead the development of tools and resources to support high quality dual credit practices; and

create a space for stakeholders to provide input into the functioning of the dual credit policies and programs.

B. This advisory council will be comprised~~mposed~~ of representative members, including policymakers, practitioners, and other stakeholders who are knowledgeable about dual credit policies, procedures and processes. Membership shall include, but not be limited to, the following:

1. Council on Postsecondary Education (CPE)

2. Kentucky Department of Education (KDE)

3. Kentucky Higher Education Assistance Authority (KHEAA)

4. Kentucky Community & Technical College System (KCTCS)

5. A Kentucky P~~p~~ublic 4-Year Institution of Higher Education

6. A Kentucky Public School District

7. The Association of Independent Kentucky Colleges and Universities (AIKCU)

8. Additional representatives as agreed upon by the advisory council, including potential representation from counselors, students, and other relevant stakeholders.

C. The advisory council should meet with the appropriate frequency to support its work and be empowered by the representative agencies to make joint decisions on policy recommendations, support dual credit practice and safeguard the best interests of Kentucky students in these programs.

D. The advisory council should also consult with additional representatives and stakeholders who have relevant expertise to the working group's agenda.

XI. Annual Reporting

Postsecondary institutions participating in dual credit programming shall submit an annual report to CPE by July 1, 2023, and every year thereafter, including the following:

1. ~~For the previous year:~~

   a. ~~List of dual credit courses offered by partnering school~~

   b. ~~List of partnering high schools~~

   c. ~~Student information by partnering school, as permitted in accordance with the Family Educational Rights and Privacy Act (FERPA), disaggregated by gender, race/ethnicity, socio-economic status, and special populations~~

○ Total number enrolled by course

○ Pass rate

d. 1. Description of professional development provided to dual credit teachers and other high school partners, including proposed changes for the upcoming year.

e. 2. Description of the outreach and communication activities and proposed changes for the upcoming year.

f. List of dual credit teachers and their secondary or postsecondary institutions

2. For the upcoming year:

a. Updates to the list of dual credit course offerings

b. Updates to the list of partnering high schools

c. Updates to the dual credit professional development plan for dual credit teachers and other secondary partners

d. Updates to the outreach/communication plan and activities

e. Updates to the list of dual credit teachers and their secondary or postsecondary institutions

f. 3. Assurance that dual credit partnership agreements meet all criteria set forth in this Dual Credit Policy

XII. Key Roles and Responsibilities

Within Kentucky's dual credit ecosystem, various agencies and stakeholders play different roles in ensuring students have access to these programs.

State Agencies

1. **Council for Postsecondary Education (CPE)**

   a. Establishes, reviews and revises Kentucky's Dual Credit Policy that communicates the criteria for all components of dual credit in accordance with Kentucky statute and regulation.

   b. Leads research and communication efforts on dual credit's impact and return on investment related to students' college and career success.

   c. Serves as primary liaison and conduit between state agencies and the state's postsecondary institutions.

d. Provides training and guidance for counselors and individual districts, in partnership with relevant institutions of higher education.

e. Maintains the Dual Credit Dashboard in collaboration with the Kentucky Center for Statistics (KYSTATS).

f. Collects annual data regarding dual credit participation and student success rates from postsecondary institutions.

2. **Kentucky Department of Education (KDE)**

a. Coordinates how dual credit courses are set up and administered in districts and within Infinite Campus; works with districts to ensure that relevant dual credit data from area technical centers are reflected.

b. Determines course eligibility within CTE pathways or academic courses in partnership with the postsecondary institution.

c. Maintains the CTE Programs of Study Handbook, ensuring it accurately reflects courses that are available and have been approved by postsecondary institutions.

d. Maintains the state and district level dual credit data within the School Report Card.

e. Provides training and guidance for counselors and individual districts, in partnership with relevant institutions of higher education.

3. **Kentucky Higher Education Assistance Authority (KHEAA)**

a. Administers the Dual Credit Scholarship program, including the application process, compliance and how the funds are awarded.

b. Serves as the point of contact with high schools, colleges, students and families on issues related to the scholarships.

4. **Postsecondary Institutions**

a. Determine the courses that are offered as part of a dual credit partnership with a school district, adhering to the accreditation guidelines and transfer policy for general education courses.

b. Approve school districts' use of faculty as dual credit instructors, ensuring that they meet SACSCOC accreditation guidelines.

c. Provide information about tuition and other fees for dual credit courses in writing to each student, parent and/or adult in the household and secondary school prior to enrollment.

d. Provide dual credit students with academic support services, such as tutoring and advising.

e. Determine how dual credit will be awarded and transcribed at the postsecondary institution.

f. Initiate and establish dual credit partnerships with secondary schools that meet the expectations established in this policy.

g. Initiate and maintain communication with teachers, counselors and districts to ensure student success.

h. Conduct annual training for dual credit teachers to review course outcomes and provide resources and support for instruction.

i. Prepare and submit an annual report to CPE by July 1.

5. **Secondary Schools**

a. Initiate and establish dual credit partnerships with institutions of higher education.

b. Determine student eligibility for participating in dual credit.

c. Coordinate with postsecondary institutions to ensure academic support services are provided to dual credit students.

d. Communicate with students and families about the availability and value of dual credit courses and scholarships, including information about eligibility and enrollment.

e. Determine how dual credit will be awarded and transcribed at the high school.

XIII.   Implementation of this policy

A. The initial Annual Report required in Section XII of this policy is due to CPE on July 1, 2023.

B. This policy shall become effective and implemented for dual credit courses beginning fall 2023.

Kentucky's Dual Credit Policy 2024 Revision

Amanda Ellis and Robin Hebert

P12 Policies & Programs

Kentucky Council on Postsecondary Education

Notable Revisions

- Annual Reporting Requirement

45

The Goal of the Policy

The goal of this policy is to:

- Support the vision for Kentucky's dual credit system

- Support the growth of these programs in a meaningful way that leads

  to the best possible outcomes for all students

Stakeholder and Advisory Engagement

- Kentucky Department of Education

- Kentucky Higher Education Assistance Authority

- Kentucky Community & Technical College System

- CPE Data Team

Annual Reporting Proposed Revisions

XI. Annual Reporting

Postsecondary institutions participating in dual credit programming shall submit an annual report to CPE by July 1, 2023, and every year thereafter, including the following:

1. ~~For the previous year:~~
    a. ~~List of dual credit courses offered by partnering school~~
    b. ~~List of partnering high schools~~
    c. ~~Student information by partnering school, as permitted in accordance with the Family Educational Rights and Privacy Act (FERPA), disaggregated by gender, race/ethnicity, socio-economic status, and special populations~~
        i. ~~Total number enrolled by course~~
        ii. ~~Pass rate~~

Annual Reporting Proposed Revisions

   d. Description of professional development provided to dual credit teachers and other high school partners, **including proposed changes for the upcoming year**

   e. Description of the outreach and communication activities **and proposed changes for the upcoming year**

   ~~f. List of dual credit teachers and their secondary or postsecondary institutions~~

~~2. For the upcoming year:~~

   ~~a. Updates to the list of dual credit course offerings~~

   ~~b. Updates to the list of partnering high schools Kentucky Council on Postsecondary Education~~

   ~~c. Updates to the dual credit professional development plan for dual credit teachers and other secondary partners~~

   ~~d. Updates to the outreach/communication plan and activities~~

   ~~e. Updates to the list of dual credit teachers and their secondary or postsecondary institutions~~

   f. Assurance that dual credit partnership agreements meet all criteria set forth in this Dual Credit Policy

Questions?

Amanda Ellis and Robin Hebert
P12 Policies & Programs
Kentucky Council on Postsecondary Education

ACADEMIC & STRATEGIC INITIATIVES COMMITTEE   **INFORMATION ITEM**
KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION   March 25, 2024

TITLE: Unlocking Enrollment Barriers for Parenting Students

DESCRIPTION: CPE staff will discuss its latest report on the negative impact that parenting status often has on enrollment and student success and how the Kentucky Student Success Collaborative is integrating holistic academic, basic needs, and childcare supports for parenting students.

PRESENTERS: Dr. Chris Ledford, Associate Director, Data and Advanced Analytics
Dr. Lilly Massa-McKinley, Executive Director, Kentucky Student Success Collaborative

SUPPORTING INFORMATION

How does parenthood impact enrollment and success in college? How can understanding these patterns shape efforts to grow adult and low-income enrollment?

A wealth of studies confirm declining enrollment trends among parenting, adult, and low-income learners. Based on a national scan, this research began with expectations that these student populations, and thus their basic needs challenges, have considerable overlap. More aptly, this research began with expectations that answering the questions above could enhance efficacy of statewide efforts to grow non-traditional enrollment and overall attainment levels.

The findings are stark. Over the past decade, sizable majorities of parenting students were either low-income, adult, or female learners, and nearly half met all three criteria. Results from a novel cohort analysis suggest that parenting status has negative impacts on persistence and graduation rates, regardless of when in college students become parents. Unfortunately, parenting student enrollment also declined by more than 50% over the period. Key takeaways are that efforts to grow non-traditional and low-income learner populations must consider the critical intersections with parenting status.

CPE staff will present these findings and discuss how the Kentucky Student Success Collaborative is putting data, improvement science, and a statewide support network to work to address these and other concerns related to student basic needs insecurities across Kentucky.

Toppling Barriers for Parenting Students is Key to Unlocking Adult and Low-Income Enrollment Growth

Dr. Christopher Ledford

Kentucky Council on Postsecondary Education

Dr. Lilly Massa-McKinley

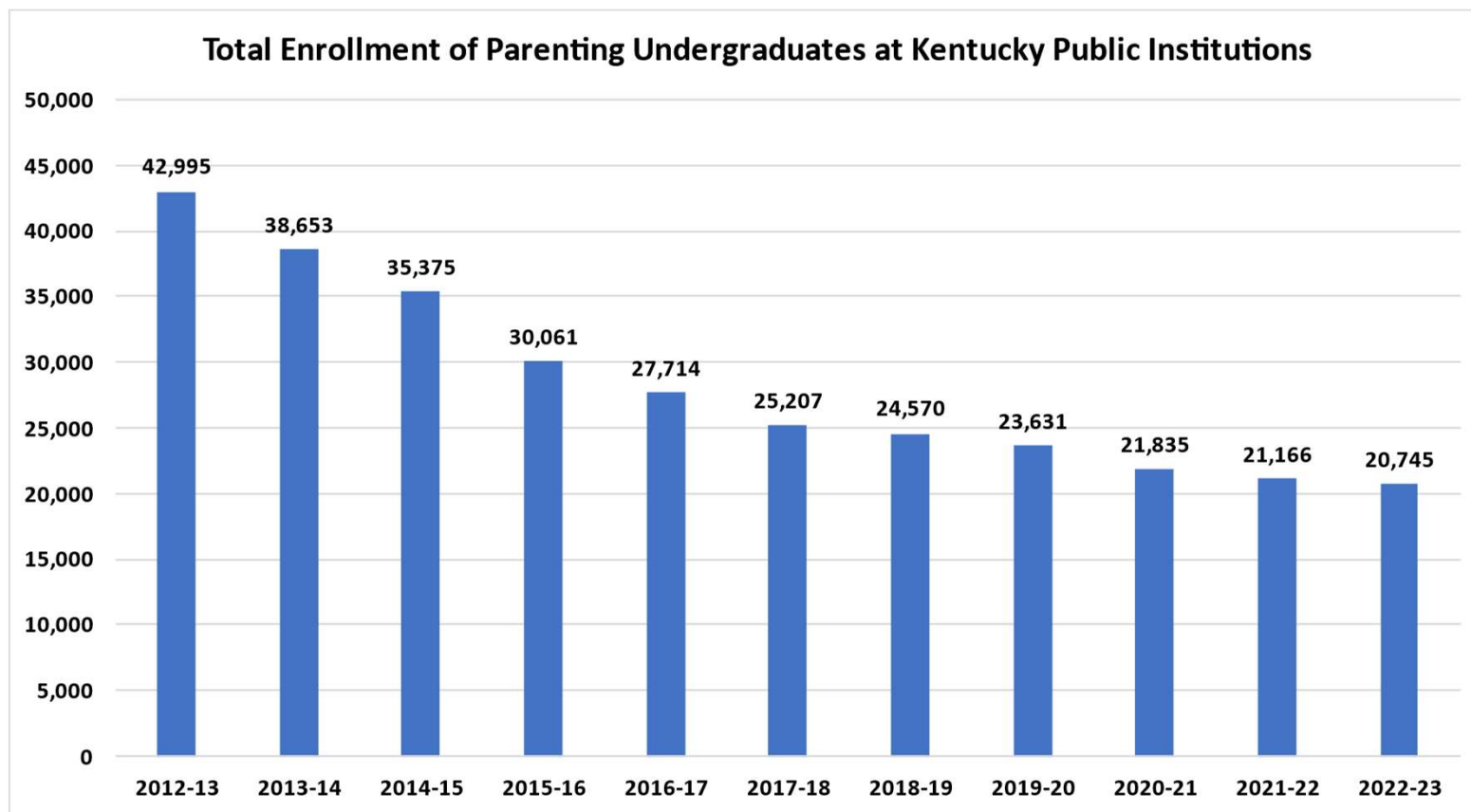Kentucky Council on Postsecondary Education

Key Takeaways

Key Takeaways

- **Why do parenting students matter for Kentucky's targeted enrollment strategies and 60x30 goal?**

- **Intersectionality matters.** **Among parenting students:**
    - **over 75% are low-income.**
    - **over 75% are adult.**
    - **over 75% are female.**
    - **nearly 50% are all three.**

- **Parenthood impacts success regardless of when students become parents.**

- **Earnest efforts to grow adult (and low income) enrollment must account for parenting status.**
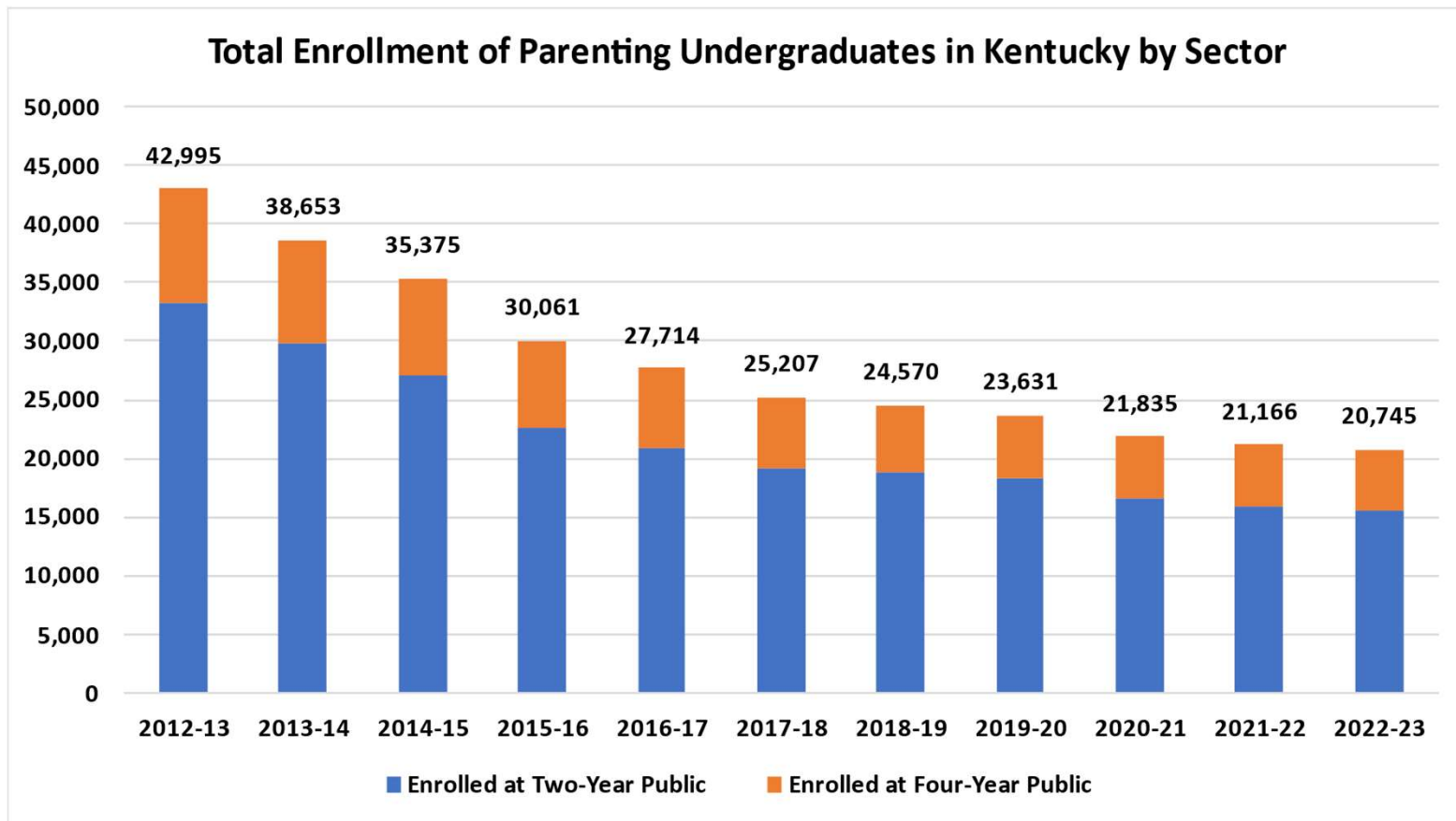
Enrollment and Demographics

Total Enrollment of Parenting Undergraduates

Total Enrollment of Parenting Undergraduates at Kentucky Public Institutions
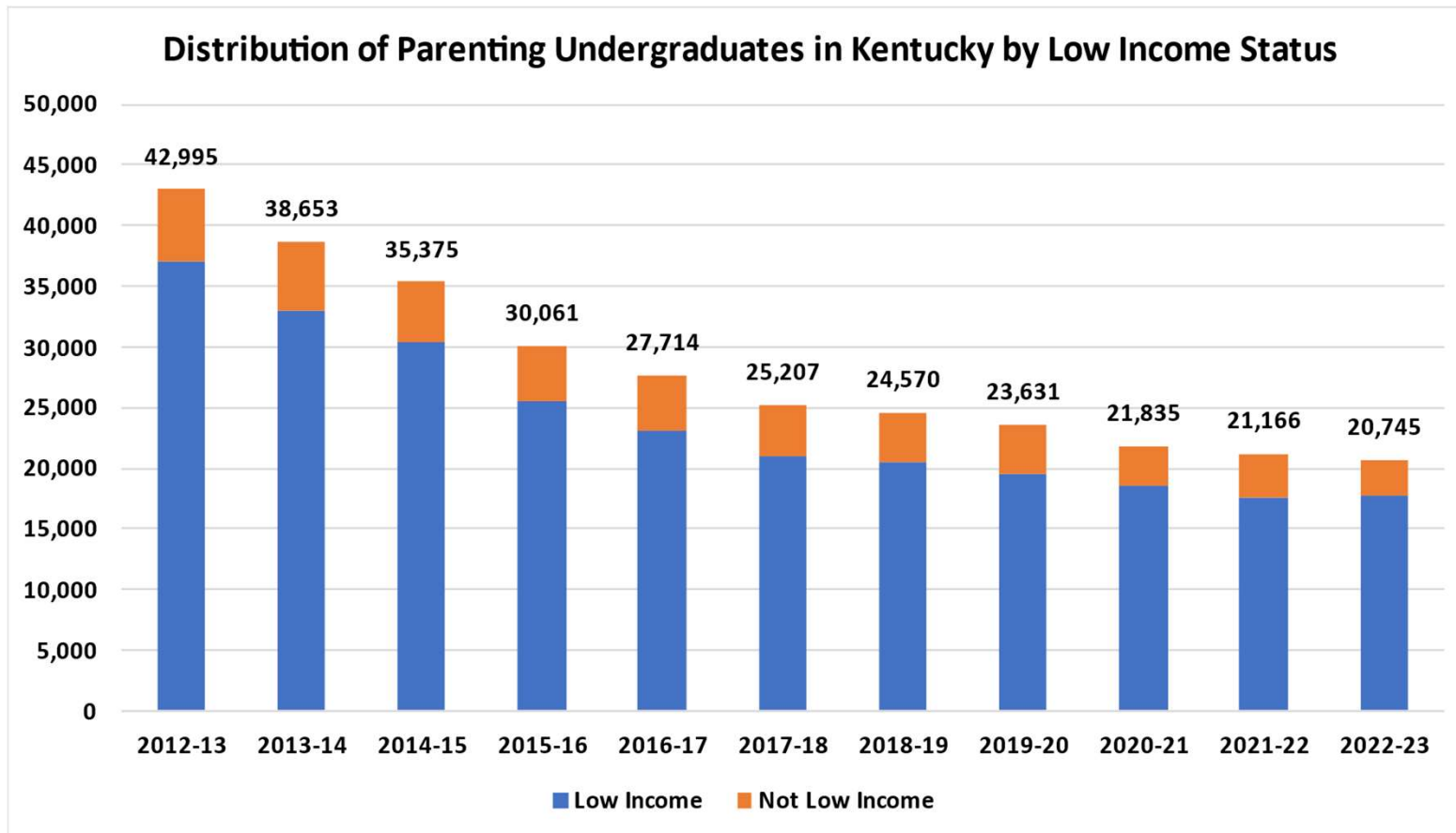

Year	Enrollment
2012-13	42,995
2013-14	38,653
2014-15	35,375
2015-16	30,061
2016-17	27,714
2017-18	25,207
2018-19	24,570
2019-20	23,631
2020-21	21,835
2021-22	21,166
2022-23	20,745

Total enrollment of parenting undergraduates has **declined by 22,250 or 51.8%.**

Parenting undergraduates' share of total enrollment has **declined from 28.1% to 18.9%.**

Total Enrollment of Parenting Undergraduates by Sector

Total Enrollment of Parenting Undergraduates in Kentucky by Sector

Each year, **75% to 78%** of parenting undergraduates are enrolled at **two-year public institutions.**

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Distribution of Parenting Undergraduates in Kentucky by Low Income Status

Values by year:
- 2012-13: 42,995
- 2013-14: 38,653
- 2014-15: 35,375
- 2015-16: 30,061
- 2016-17: 27,714
- 2017-18: 25,207
- 2018-19: 24,570
- 2019-20: 23,631
- 2020-21: 21,835
- 2021-22: 21,166
- 2022-23: 20,745

Legend: Low Income, Not Low Income

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Each year, **83% to 87%** of parenting undergraduates in Kentucky have **low-income status.**

Parenting undergraduates make up **29% of the total low-income population, down from 39% in 2012.**

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Total Enrollment of Parenting Undergraduates by Age

Distribution of Parenting Undergraduates in Kentucky by Age

- 2012-13: 42,995
- 2013-14: 38,653
- 2014-15: 35,375
- 2015-16: 30,061
- 2016-17: 27,714
- 2017-18: 25,207
- 2018-19: 24,570
- 2019-20: 23,631
- 2020-21: 21,835
- 2021-22: 21,166
- 2022-23: 20,745

■ Adult (25+)   ■ Not Adult (24 or Less)

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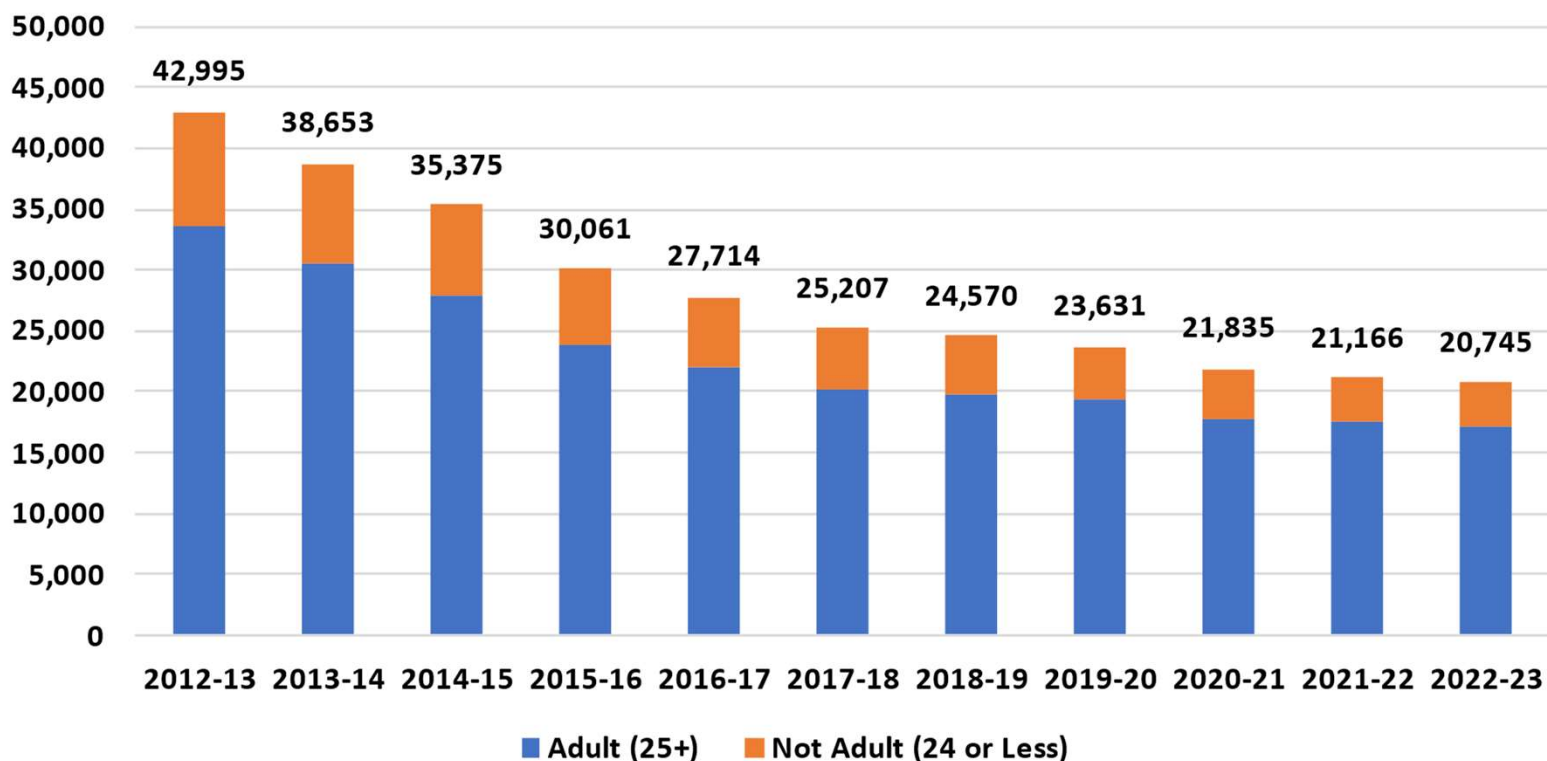
Each year, **78% to 84%** of parenting undergraduates are **adults aged 25 or older.**

Parenting undergraduates make up **58% to 61% of the adult undergraduate population.**

Total Enrollment of Student Parents by Gender

Distribution of Parenting Undergraduates in Kentucky by Gender
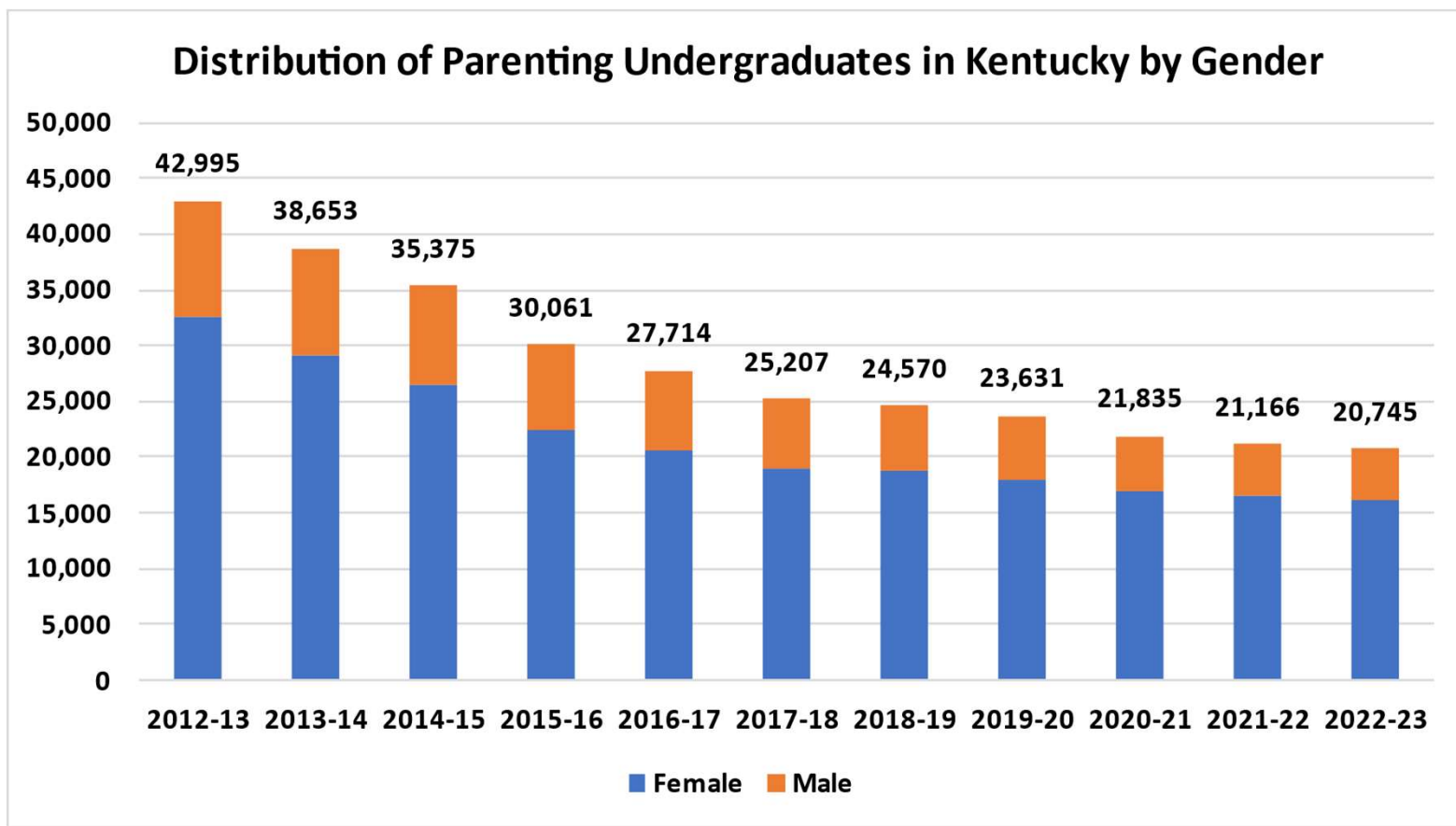
Each year, **74% to 78%** of parenting undergraduates in Kentucky **are females.**

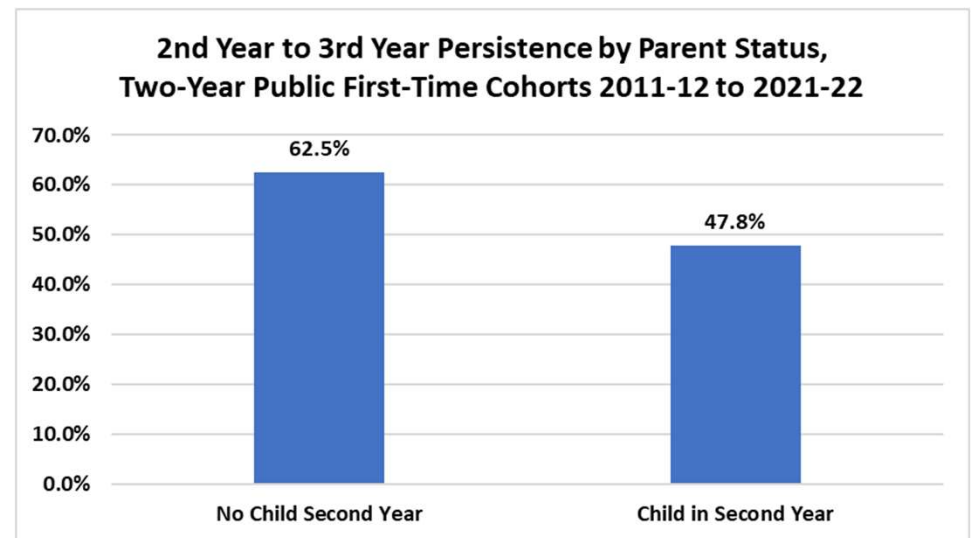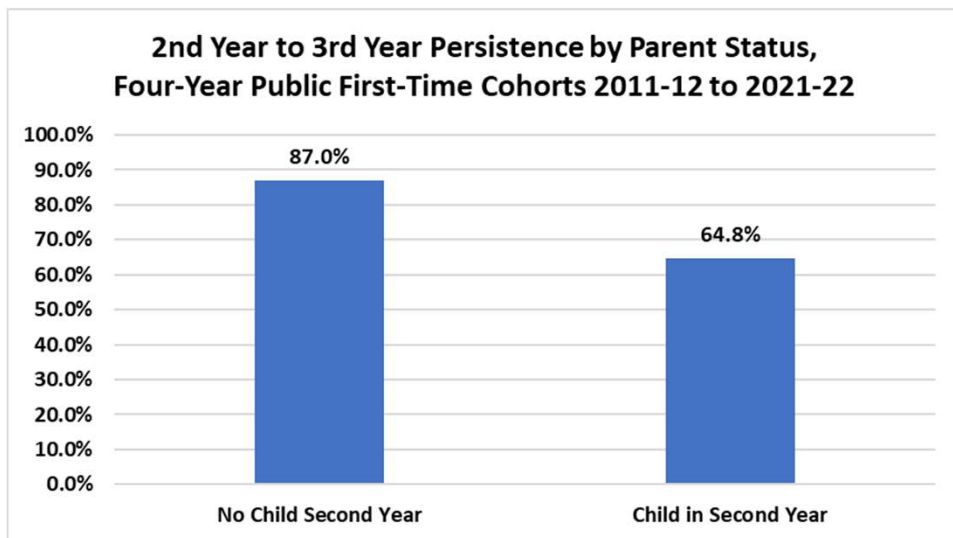Parenting females make up about **23.7% of the female population, down from 35.4% in 2012.**

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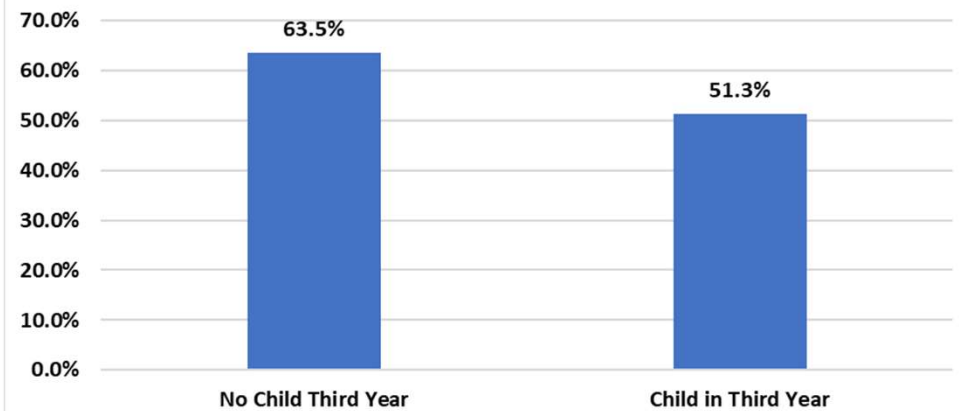
Persistence

First to Second Year Persistence by Parent Status

1st to 2nd Year Persistence by Parent Status, Four-Year Public First-Time Cohorts 2011-12 to 2022-23

- No Child First Year: 79.9%
- Child in First Year: 53.1%

1st to 2nd Year Persistence by Parent Status, Two-Year Public First-Time Cohorts 2011-12 to 2022-23

- No Child First Year: 54.6%
- Child in First Year: 42.7%

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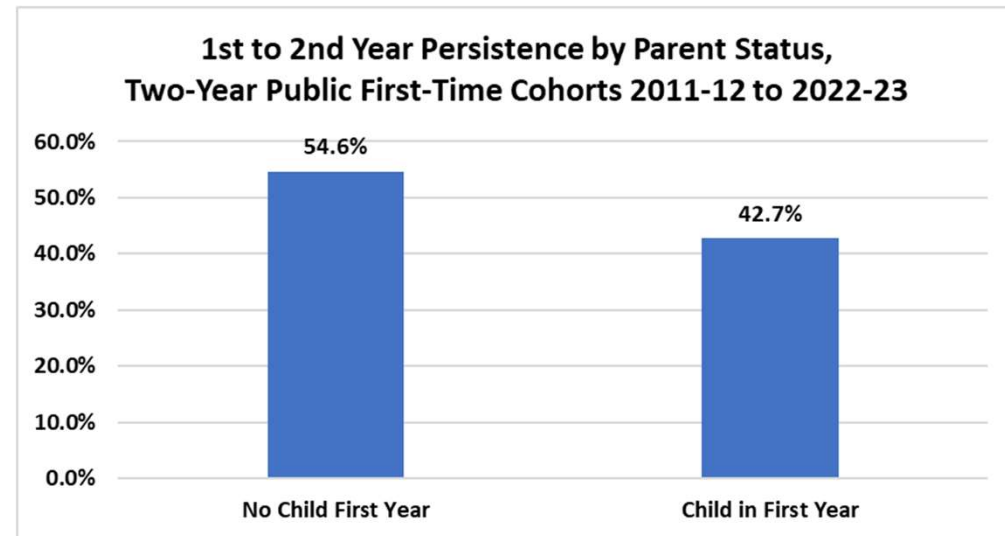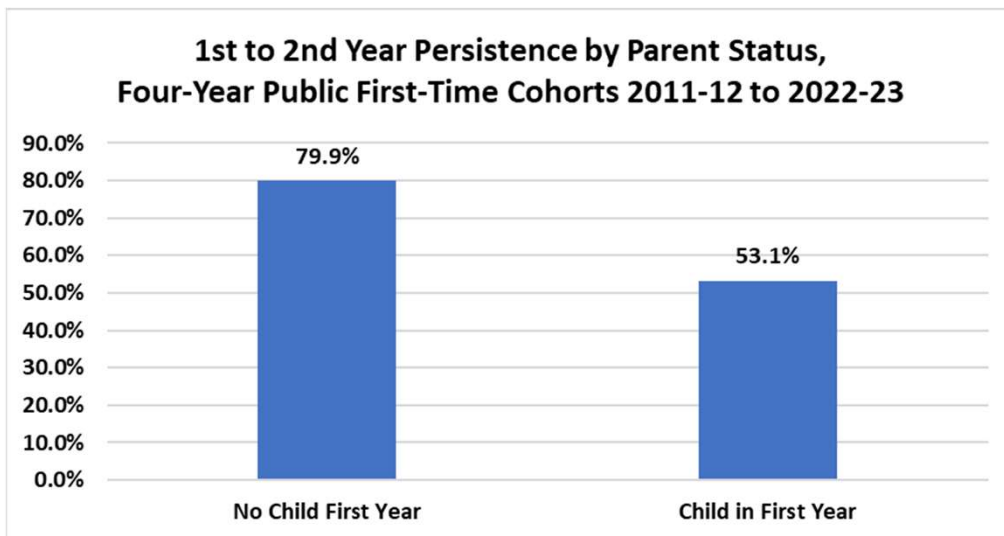
Second to Third Year Persistence by Parent Status

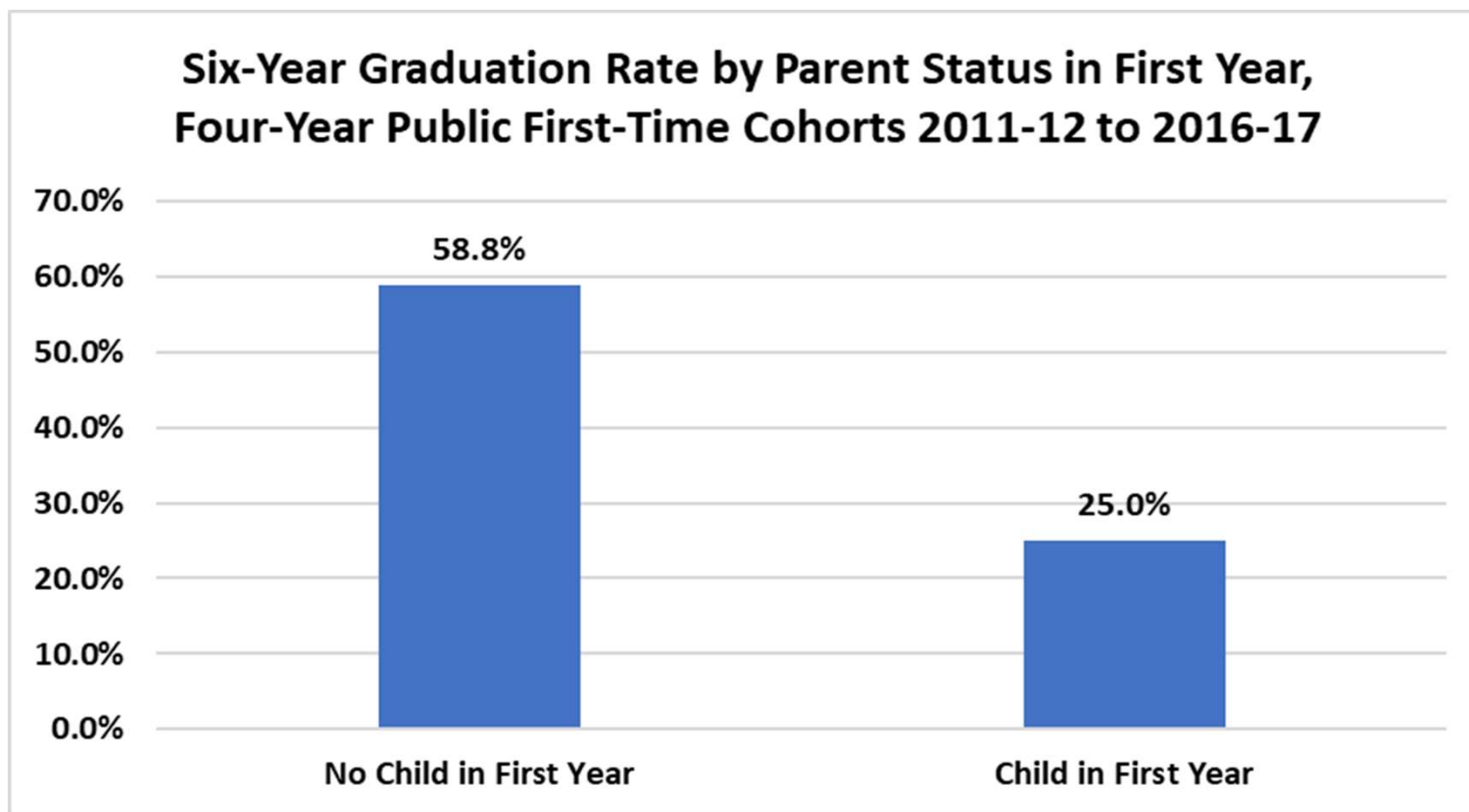2nd Year to 3rd Year Persistence by Parent Status, Four-Year Public First-Time Cohorts 2011-12 to 2021-22

- No Child Second Year: 87.0%
- Child in Second Year: 64.8%

2nd Year to 3rd Year Persistence by Parent Status, Two-Year Public First-Time Cohorts 2011-12 to 2021-22

- No Child Second Year: 62.5%
- Child in Second Year: 47.8%

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Third to Fourth Year Persistence by Parent Status

3rd Year to 4th Year Persistence by Parent Status, Four-Year Public First-Time Cohorts 2011-12 to 2020-21

- No Child Third Year: 91.4%
- Child in Third Year: 75.1%

3rd Year to 4th Year Persistence by Parent Status, Two-Year Public First-Time Cohorts 2011-12 to 2020-21

- No Child Third Year: 63.5%
- Child in Third Year: 51.3%

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Graduation

Graduation Rate by Parent Status in First Year

Six-Year Graduation Rate by Parent Status in First Year, Four-Year Public First-Time Cohorts 2011-12 to 2016-17

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Graduation Rate by Parent Status in First Year

Three-Year Graduation Rate by Parent Status in First Year, Two-Year Public First-Time Cohorts 2011-12 to 2019-20

Six-Year Graduation Rate by Parent Status in First Year, Two-Year Public First-Time Cohorts on Academic Track 2011-12 to 2016-17

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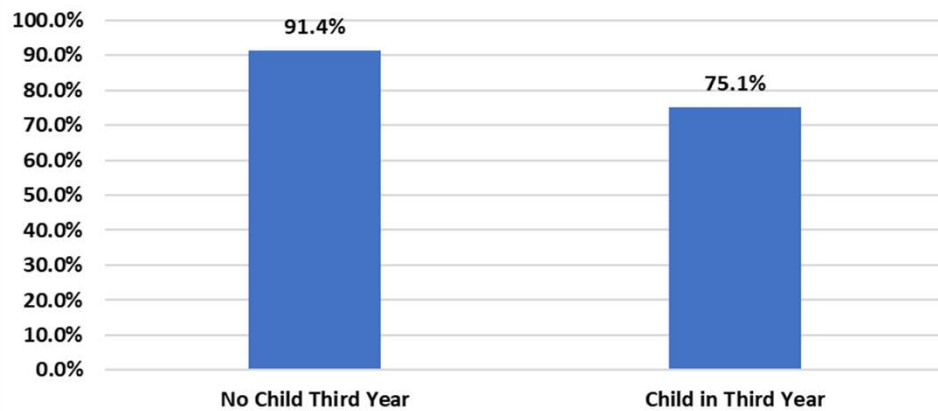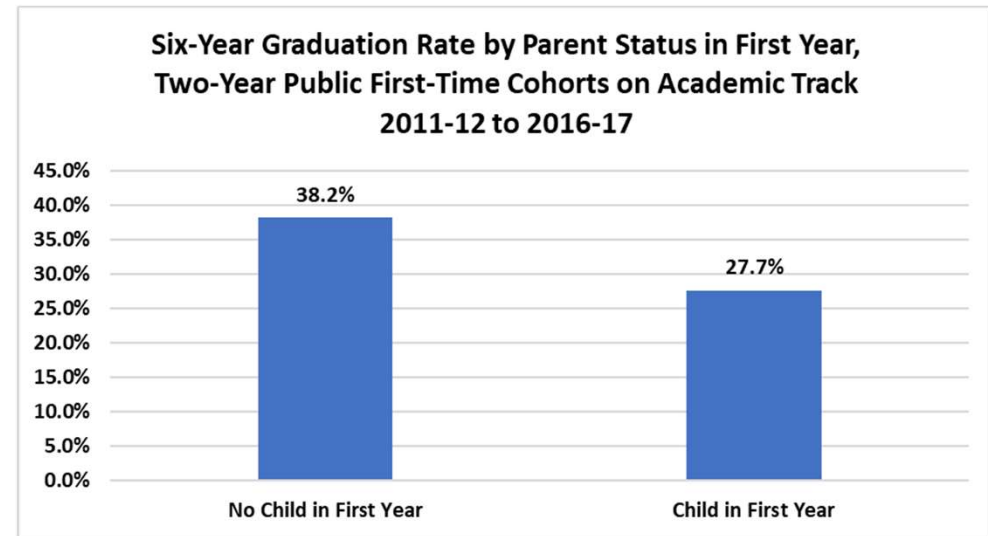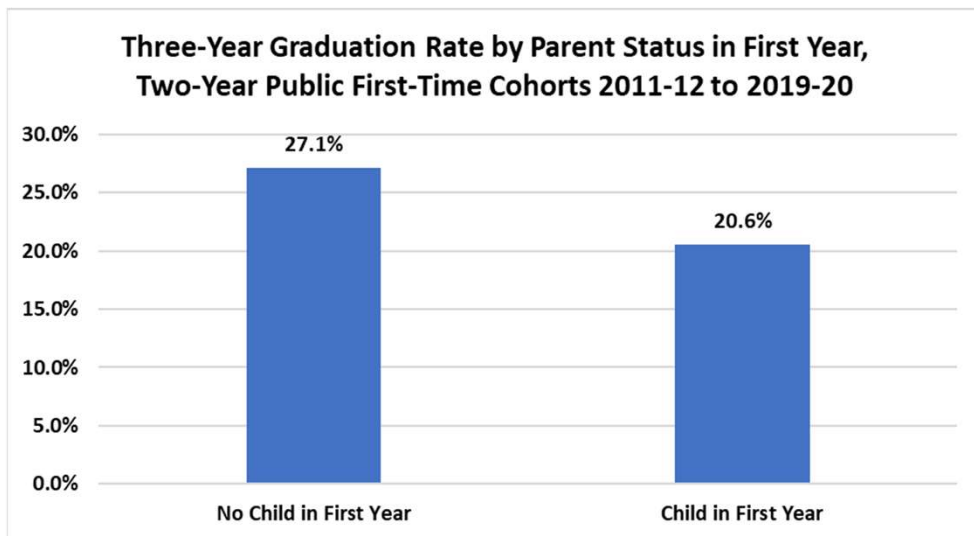
Opportunity Data

Adult Kentuckians with No Postsecondary Degree

Adult Kentuckians with No Postsecondary Degree by Parenting Status

43.5%   56.5%

■ No Children   ■ 1 or More Children
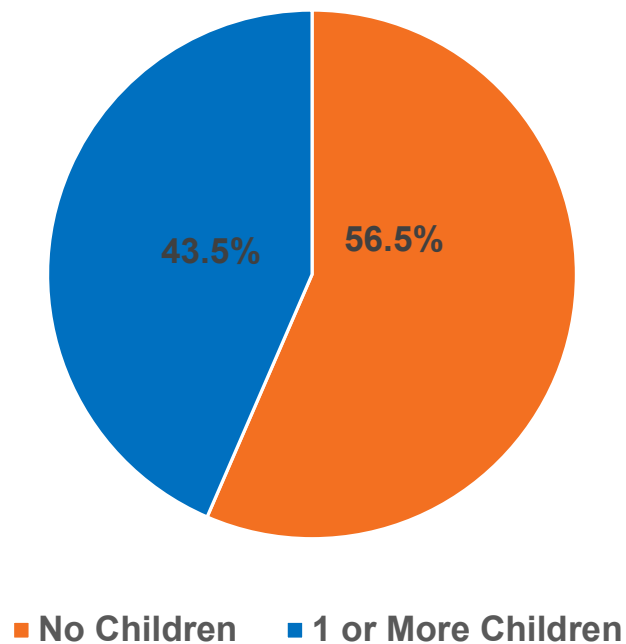
In the most recent Census data, **43.5% of the 1,392,066 adult Kentuckians** with no postsecondary degree were parents.

Kentucky Council on Postsecondary Education

Parenting Student Success

KAIR Presentation 2-9-24

Kentucky Student Success Collaborative

Purpose | Accelerate transformational change through collaboration on strategic student success priorities to increase attainment for all Kentuckians.

- ✓ Networks and collaboration
- ✓ Repository for shared resources
- ✓ National best practices & research
- ✓ Professional development for change management

STUDENT SUCCESS FRAMEWORK

Guiding and supporting students along the path to career success.

Connect the Path

Create proactive and transparent enrollment pathways for high school, transfer, and adult learners.

Chart the Path

Design clear academic pathways and provide early onboarding and support for first-year academic success.

Continue the Path

Provide strong advising to ensure students stay on track and receive support when barriers arise.

Complete the Path

Evaluate learning outcomes and essential skills of every graduate and enhance career transition support.

The Kentucky Student Success **Collaborative**

Our Shared Priorities

- Adult Attainment
- Student Basic Needs
- Mental Health
- Gateway Course Success
- Transfer Pathways
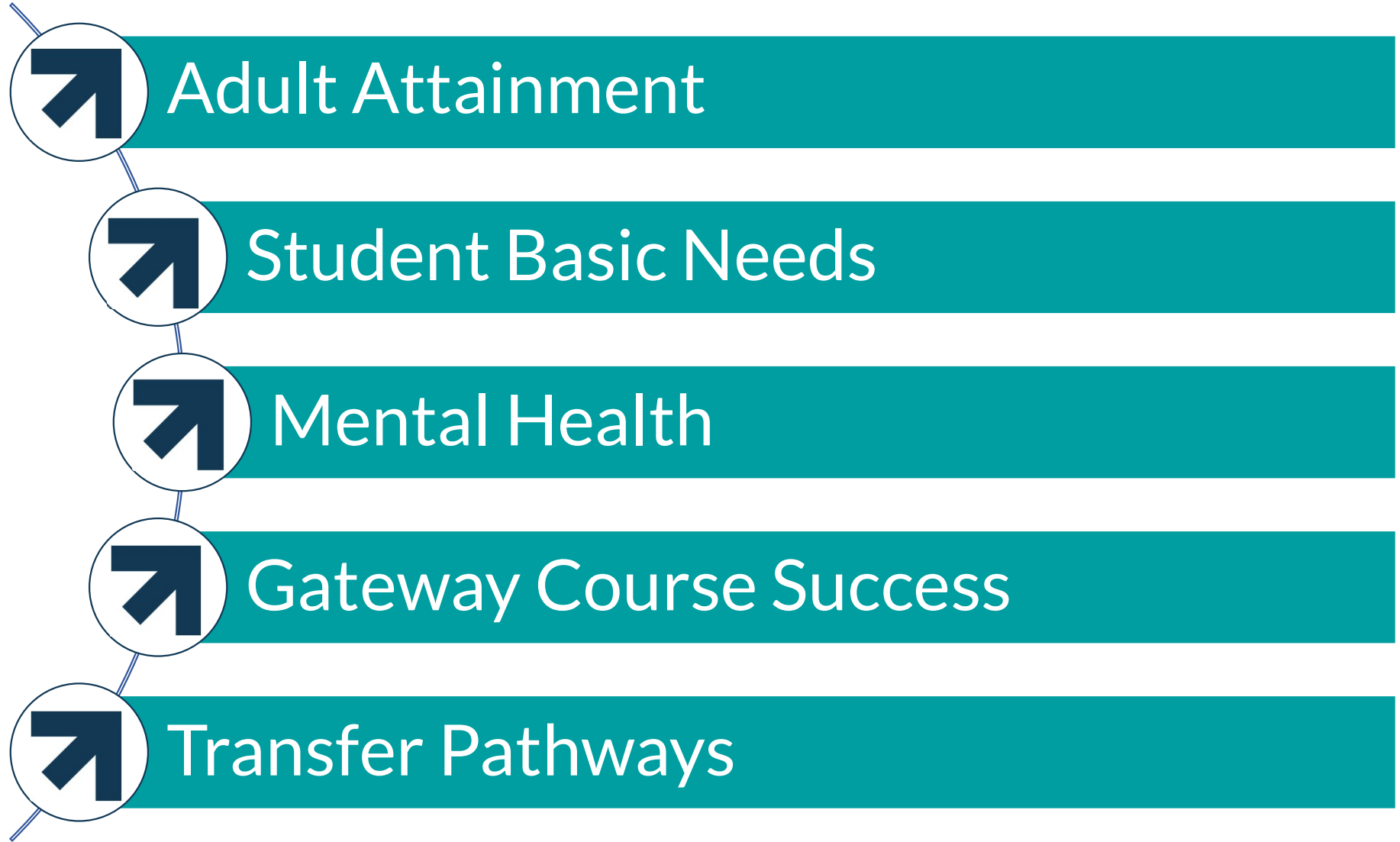
↗ Supporting Student Basic Needs

More than half of all college students struggle to have their basic needs met
Forcing them to choose between their educational goals and paying their bills

Basic needs insecurity jeopardizes student success
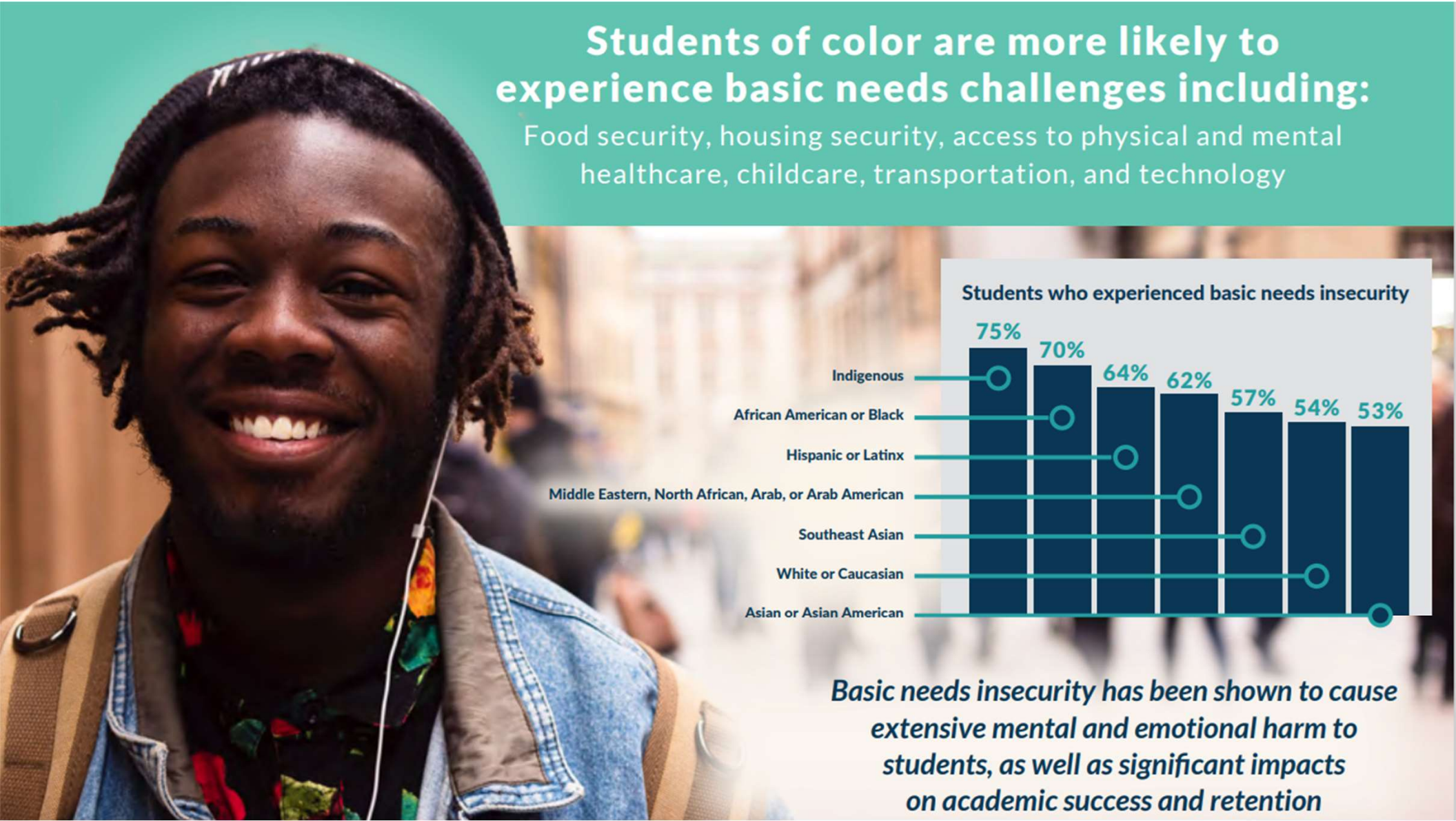
25%
consequently
drop a class

15x
higher likelihood
to fail a class

<20%
graduate
in 5 years

Just 20% of students who pause their education for financial reasons will eventually graduate

Students of color are more likely to experience basic needs challenges including:

Food security, housing security, access to physical and mental healthcare, childcare, transportation, and technology

Students who experienced basic needs insecurity

- Indigenous — 75%
- African American or Black — 70%
- Hispanic or Latinx — 64%
- Middle Eastern, North African, Arab, or Arab American — 62%
- Southeast Asian — 57%
- White or Caucasian — 54%
- Asian or Asian American — 53%
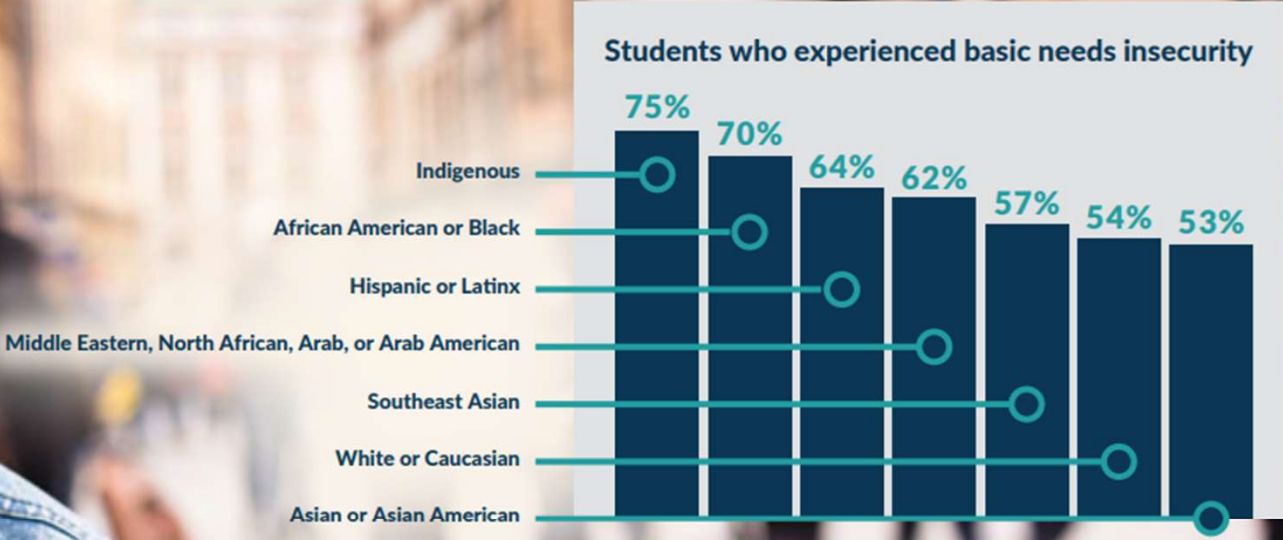
Basic needs insecurity has been shown to cause extensive mental and emotional harm to students, as well as significant impacts on academic success and retention

2 in 5 students attending a college or university in KY **received a Pell grant**, the federal grant program for students with the greatest financial need

Within the KY Community and Technical College System (KCTCS), the percentage climbs to 59%

Low-income individuals are

5x more likely to move out of poverty if they attain a college degree

Yet, students with low income are opting out of college

In Kentucky, enrollment among students with low income **has been declining for nearly a decade**

Enrollment declined 11% at community colleges during the pandemic among students with low income

EARLY IMPACT
Student Basic Needs

Strategy published in July 2023.

Emergency aid awards increased fall-to-spring retention among KCTCS recipients by 20 percentage points.

CHFS invested $1.6M to place FTE benefit navigators on all KCTCS colleges and PTE on University campuses.

Received $1.5M grant from ECMC Foundation to develop data dashboard, research childcare solutions, & strengthen communications.

Exploring partnership with KY Office of Adult Education to provide funding for barrier mitigation including childcare support for adult learners.

The Kentucky Student Success **Collaborative**

WHAT'S NEXT
Focus on Childcare Solutions

- Partnership with The Institute for College Access and Success (TICAS) to advise and inform childcare solutions work in KY.

- KYSTATS Data Dashboard tracking parenting student access to CCAP benefits.

- Qualitative research on parenting student experience and barriers facing adult learners with dependents who are not enrolled in postsecondary education.

- Convening a Childcare Solutions Network to discuss and co-create high impact interventions for parenting students.

- Leveraging ECMC grant funding to invest in childcare solutions led by colleges, universities, and community partners.

We can accomplish more together than any of us can on our own.

Questions, thoughts, partnerships?

The Kentucky Student Success **Collaborative**