![Kentucky Council on Postsecondary Education logo]

MEETING AGENDA

Friday, June 16, 2017
Spalding University, College Center, 2nd Floor Ballroom

Members, Council on Postsecondary Education

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

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

Robert L. King, CPE President

AGENDA
Council on Postsecondary Education
Friday, June 16, 2017
9:00 AM
Spalding University, College Center, 2nd Floor Ballroom

Next meeting: September 11-12, 2017, Louisville Marriott East

Minutes
Council on Postsecondary Education
March 30, 2017

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The Council on Postsecondary Education met Thursday, March 30, 2017, at 2:00 p.m., ET, at Northern Kentucky University in Highland Heights, Kentucky. Chair Sherrill Zimmerman presided. No official action was taken.

WELCOME

Chair Zimmerman called the meeting to order and welcomed everyone. The following members were present: Ronald C. Beal, Benjamin Brandstetter, Joe Ellis, Lucas V. Mentzer, Pam Miller, Joe Papalia, Shawn Reynolds, Robert H. Staat, Carol Wright, and Sherrill Zimmerman. Maryanne Elliott, Dan Flanagan, Donna Moore, Vidya Ravichandran, Sebastian Torres, and Commissioner Stephen Pruitt did not attend.

OATH OF OFFICE

Judge Kathleen Lape, Circuit Judge for the 1st Division of the Kenton Circuit Court, administered the oath of office to new member Shawn Reynolds.

WORK SESSION

Members received a report from Trey Grayson, former Secretary of State and now president and CEO of the Northern Kentucky Chamber of Commerce, and Wade Williams, senior vice president for business development at the Northern Kentucky TRI-ED. The report focused on workforce needs in Northern Kentucky and how Kentucky's colleges can align their education programs to meet employer demands.
Dr. Bill Payne, vice president for Finance and Administration, and Shaun McKiernan, senior associate, also provided members with an overview of the data to be presented at the business meeting for the 2017-18 Tuition and Mandatory Fees item.

NORTHERN KENTUCKY UNIVERSITY BREIFING AND CAMPUS TOUR

Northern Kentucky University president, Dr. Geoff Mearns, provided a brief update to the Council. Following this, Council members and staff were given a walking tour of the campus.

RECEPTION & DINNER

At 6:00 p.m., Northern Kentucky University hosted a reception and dinner for the Council members, attending CPE staff, and its guests.

ADJOURNMENT

The meetings adjourned at 8:30 p.m., ET.

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Robert L. King   Heather M. Faesy
CPE President   Associate, Board Relations & Special
                                                                   Projects

Minutes
Council on Postsecondary Education
March 31, 2017

The Council on Postsecondary Education met Friday, March 31, 2017, at 9:00 a.m., ET, at Northern Kentucky University in Highland Heights, Kentucky. Chair Sherrill Zimmerman presided.

WELCOME	Chair Zimmerman called the meeting to order and welcomed everyone.
ROLL CALL	The following members were present: Ronald C. Beal, Benjamin Brandstetter, Maryanne Elliott, Joe Ellis, Lucas V. Mentzer, Pam Miller, Shawn Reynolds, Robert H. Staat, Carol Wright, and Sherrill Zimmerman. Dan Flanagan, Donna Moore, Vidya Ravichandran, Sebastian Torres, and Commissioner Stephen Pruitt did not attend.
APPROVAL OF MINUTES	The minutes of the February 2-3, 2017, meetings were approved as distributed.
CPE PRESIDENT'S REPORT TO THE COUNCIL	A written report from President King was provided in the agenda book. Highlights included the 5th annual Student Success Summit and the Academic Leadership Development Institution (ALDI), which is a professional learning community of early career underrepresented minority faculty who are interested in future administrative leadership positions.
KENTUCKY COMMISSIONER OF EDUCATION REPORT	Commissioner Stephen Pruitt was not available to attend the March 30 meeting. He provided a written report in the agenda book.
2017-18 TUITION AND MANDATORY FEE RECOMMENDATIONS	Dr. Bill Payne, vice president for finance and administration and Shaun McKiernan, senior associate, presented the staff's recommendation for tuition and mandatory fees for academic year 2017-18. The Council staff used a collaborative process to develop its 2017-18 tuition and mandatory fee ceiling recommendation, which included sharing information and engaging in discussions with campus presidents and chief budget officers, Council members, student groups, and the Governor's office.
	Based on feedback from multiple stakeholders, there is a general sentiment that increases in resident undergraduate tuition and fees should be moderate in academic year 2017-18 to support a necessary balance between the ability of students and families to

pay for college and resources required for postsecondary institutions to address inflationary cost increases, manage growth in employer-paid retirement contributions, and support continuing progress toward attainment of HB1 and Strategic Agenda goals and objectives. The recommendations were consistent with the primary objectives of the Council's Tuition and Mandatory Fee Policy, including funding adequacy, shared benefits and responsibility, affordability and access, attracting and importing talent, and effective use of resources.

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

It was further recommended that the Council approve a tuition and fee ceiling for resident students attending KCTCS institutions that equates to a maximum base rate increase of no more than $6.^{00} per credit hour (i.e., a 3.9% increase).

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

Staff did not recommend a tuition and fee ceiling for the University of Louisville because the university's Board of Trustees had already voted to maintain current tuition and fee levels into 2017-18 (i.e., no increase), and that decision was affirmed by the institution's interim president.

Mandated KERS increases and the continuing decline of state funding were cited as the main reasons for the continued need to increase tuition rates. Several campus presidents commented on their plans to reduce budgets, keep other student expenses from rising, and increase the amounts of institution-supported financial aid to low-income students.

CPE student member Sebastian Torres was unable to attend the meeting, but sent a letter of support. President King read the letter to the Council.

MOTION: Dr. Staat moved that the Council approve the Council's recommendations as proposed for the 2017-18 academic year Dr. Ellis seconded the motion.

VOTE: The motion passed with 2 nays.

STRATEGIC AGENDA METRICS ACCOUNTABILITY SYSTEM OVERVIEW

Ms. Lee Nimocks, vice president of policy, planning and external relations, and David Mahan, executive director of data, research, and analysis, presented the accountability system for the 2016-21 Strategic Agenda, *Stronger by Degrees*. Discussion topics included specific measures over the five-year plan, the alignment of plan metrics with those in the diversity plan and performance funding, the target-setting process, and how the Council and campuses will regularly report on process made toward the goals.

EXECUTIVE COMMITTEE REPORT

The Executive Committee met prior to the business meeting on March 31 to discuss the 2017 evaluation of CPE President Robert King. Members of the committee approved the timeline, surveys, persons to survey, and process.

The Committee also approved a two-year contract extension for President King, which extends his contract through June 30, 2019.

MOTION: Mr. Brandstetter moved that the Council approve the two-year contract extension for Robert L. King. Mr. Beal seconded the motion.

VOTE: The motion passed unanimously.

2017 LEGISLATIVE SESSION SUMMARY

Mr. Ron Carson, CPE's senior fellow and legislative liaison, provided a report on actions related to postsecondary education resulting from the 2017 legislative session. Mr. Carl Rollins, executive director of the Kentucky Higher Educational Assistance Authority, discussed HB 206, the dual credit scholarship bill which passed both sides of the house on March 30. He also mentioned an addition to the bill that allows KEES money to be used for apprenticeships in FY 2018-19. Mr. Travis Powell, CPE's general counsel, provided an update on SB 107, which restructures the appointment and removal process of institutional board members.

INTERIM CAPITAL PROJECTS – KCTCS	Dr. Payne and Mr. McKiernan presented the staff recommendation for the Council to approve the following KCTCS interim projects:

1. Construct Advanced Manufacturing Center at Bluegrass CTC, Danville Campus ($4,114,150)
2. Construct Community Intergenerational Center at Hazard CTC, Lees Campus (Additional Funding $5,108,000)
3. Construct Advanced Manufacturing Center at Jefferson CTC, Downtown Campus ($20,241,386)
4. Renovate and Equip Manufacturing Labs at Owensboro CTC, Downtown Campus ($3,283,244)
5. Renovate Manufacturing Labs at Somerset CC, South Campus ($4,456,500)
6. Renovate and Equip Manufacturing Labs at West Kentucky CTC ($3,040,000)

The projects are to be funded primarily with Kentucky Work Ready Skills Initiative awards, which come from a $100 million Workforce Development Construction Pool funded in the 2016-18 Budget of the Commonwealth. The Education and Workforce Development Cabinet was charged with receiving and reviewing requests and awarding the funds, but CPE has statutory responsibility to review and approve the projects at campuses.

MOTION: Ms. Miller moved that the Council approve the KCTCS request for six new capital projects funded with a combination of Kentucky Work Ready Skills Initiative funds ($30.5 million), private funds ($5.3 million), and agency restricted funds ($2.9 million). Dr. Staat seconded the motion.

VOTE: The motion passed unanimously.

ACTION: NEW ACADEMIC PROGRAMS	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.

Dr. Melissa Bell, CPE's associate vice president for academic affairs, presented the staff recommendation that the Council approve the following new academic programs:

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

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

VOTE: The motion passed unanimously.

2017-18 IMPROVING EDUCATOR QUALITY STATE GRANT PROGRAM

The Improving Educator Quality State Grant Program provides funding to partnerships to deliver research-based professional development programs to P-12 teachers. To be eligible, a partnership must include a postsecondary institution's school of arts and sciences and its teacher preparation program, as well as at least one high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject. The Council focused Year 15 of the Improving Educator Quality State Grant Program on projects that close the achievement gap of underrepresented and/or Pell Grant Eligible/Free and Reduced Lunch students through a focus on critical-thinking skills across content areas, in conjunction with career and technical education through dual credit.

Dr. Bell announced the following funded programs for January 1, 2017–June 30, 2018:

1. Northern Kentucky University: $130,000
   NKY-FAME: Experiences in Career and Technical Preparation for Teachers and Students NKY-Fame

2. Kentucky State University: $100,000
   P-16 Student to Teacher Transformation Pathway (STTP)

3. University of Kentucky: $130,000
   Preparing Educators to Serve in Career-Themed Academies

4. Morehead State University: $130,000
   Teacher Leader Master's/National Board Certification/STEM

5. Eastern Kentucky University: $130,000
   Promoting Project-Based Assignments and Effective
   Formative Assessment Practices through Teacher
   Partnerships

COMMITTEE ON EQUAL OPPORTUNITIES REPORT

Dr. Caroline Atkins, CPE's senior associate for academic affairs, provided an update on the activities of the Committee on Equal Opportunities. She also provided an update on the status of campus plans being developed in relation to the 2016-20 Statewide Policy on Diversity, Equity, and Inclusion.

STRONGER BY DEGREES: UPDATE ON POLICY AREA 1, OPPORTUNITY

The 2016-21 Strategic Agenda was approved by the Council in June 2016. The agenda focuses on three urgent priorities – Opportunity, Success, and Impact.

Ms. Nimocks, Dr. Mahan, and Dr. Sue Cain presented an introduction to the Opportunity section of the agenda, including its strategies, metrics, and activities currently underway. Highlighted initiatives included dual credit/enrollment reform and expansion and developmental education reform.

COMMITTEE APPOINTMENTS

Chair Zimmerman made the following committee appointments:

- Vice Chair Ben Brandstetter, Ms. Donna Moore, Dr. Joe Ellis, and Mr. Ron Beal to the Council's Executive Committee, which reviews all agency budget and personnel matters, including an annual audit of the agency and the evaluation of the CPE president, and performs other activities assigned by the Council.

- Ms. Lizbetthe Rodriguez to the Committee on Equal Opportunities (CEO), which advises the Council on strategies for achieving equal opportunity and institutional performance objectives. Additionally, she reclassified Mr. Shawn Reynolds's membership on the CEO from a citizen member to a CPE member.

The appointments to the 2018-20 Budget Development Work Group will be made at the June 16, 2017 meeting.

RESOLUTIONS	The Council adopted resolutions honoring Pam Miller, Dan Flanagan, and Glenn Denton for their dedication and service to the Council and the Commonwealth of Kentucky.
REPORTS FROM INSTITUTIONS	Reports from the institutions were provided in the agenda book.
NEXT MEETING	The next Council meeting is June 15-16, 2017, at Spalding University in Louisville, Kentucky.
ADJOURNMENT	The meeting adjourned at 12:15 p.m., ET.

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Robert L. King   Heather M. Faesy
President   Associate, Board Relations & Special
                                                             Projects

Stronger by Degrees:
Eastern Kentucky University Annual Report

President Michael Benson will present Eastern Kentucky University's annual report to the Council. The report will highlight the baseline data compiled for the 2016-21 Strategic Agenda and EKU's long-term and short-terms goals to meet their targets over the five-year plan.

Background
On June 3, 2016, the Council on Postsecondary Education approved the 2016-21 Strategic Agenda for Postsecondary and Adult Education titled, *Stronger by Degrees: A Plan to Create a More Educated & Prosperous Kentucky*. This Agenda identifies high-level objectives, strategies, and metrics that will help improve college readiness and enrollment produce more certificates and degrees aligned with workforce needs, and ensure postsecondary institutions work closely with local communities to enhance their standard of living and quality of life. Additionally, it focuses not only on the short-term actions necessary to address the state's most pressing challenges, but on long-term solutions as well.

Accountability in higher education is a shared responsibility among the institutions and the Council on Postsecondary Education that includes common goals and objectives, measured results, and a focus on continuous improvement. Annually, each public 4-year campus, KCTCS, and AIKCU will provide the Council with an update on their progress in three areas of the agenda: Opportunity, Success & Impact.
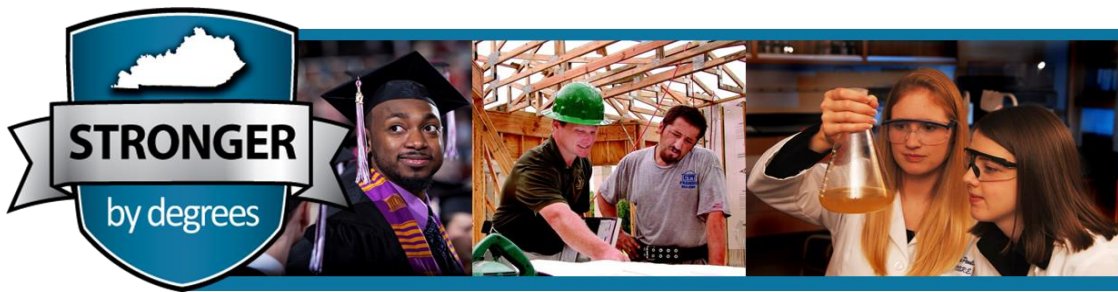
Institutional Scorecard
Eastern Kentucky University

OPPORTUNITY	2011-12	Baseline 2014-15	Target 2019-20
Progress of Underprepared Students -- English	-	54.8%	58.4%
Progress of Underprepared Students --Mathematics	-	18%	24.1%

SUCCESS	2011-12	Baseline 2015-16	Target 2020-21
First- to Second-Year Retention	68%	74%	75%
Low Income	59.8%	69.9%	72%
Underrepresented Minority	56.5%	64.1%	68.9%
Six-Year Graduation (Bachelor Degree)	37.5%	45%	50%
Low Income	29.4%	36.3%	43%
Underrepresented Minority	23.4%	37%	42%
Average Credit Hours Earned	140	140.5	137.5
Academic Quality: Undergraduate Research & Creative Works	-	23.4%	NA
Academic Excellence: Faculty Development & Training	-	8,841	NA

IMPACT	2011-12	Baseline 2015-16	Target 2020-21
Bachelor's Degrees Awarded	2,259	2,559	2,690
Low Income	1,131	1,378	1,458
Underrepresented Minority	171	207	218
STEM+H	484	769	820
Graduate/Professional Degrees Awarded	751	903	950
Internships/Co-ops/Clinical Experiences	-	53.5%	NA

Kentucky Council on Postsecondary Education

June 12, 2017

Annual University Report:

Eastern Kentucky University

Presented to the Council on Postsecondary Education

Date: June 16, 2017

EKU

Eastern Kentucky University
Institutional Profile

- Steadily increased enrollment from under 16K in 2012 to nearly 17K in 2016, an increase of **6%**

- Offers more than **100 degree programs** at all levels, including nationally prominent degrees in fields such as Justice Studies, Occupational Therapy, Aviation, Forensic Science, and Game Design

- Focused on quality— one of three institutions in the nation to receive the Council for Higher Education Accreditation (CHEA) award for outstanding practice with regard to student institutional learning outcomes

Bar chart: 2013: 16,111 | 2014: 16,305 | 2015: 16,844 | 2016: 16,881

EKU
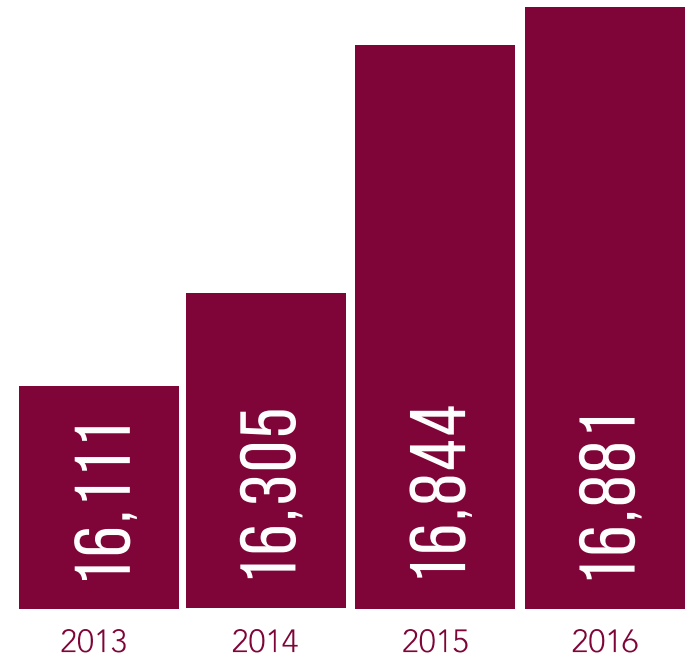
Eastern Kentucky University
Institutional Profile

- Nearly **89%** of EKU undergraduates are Kentucky residents. Typically, every county is represented in the student body.

- More than **40%** of students will be the first in their families to earn a college degree.

- **70%** of 2016 EKU graduates were either first generation, low-income, or both.

- **3 out of 4** EKU graduates are employed in KY within 1 year of graduation.

NEARLY 89%

EKU
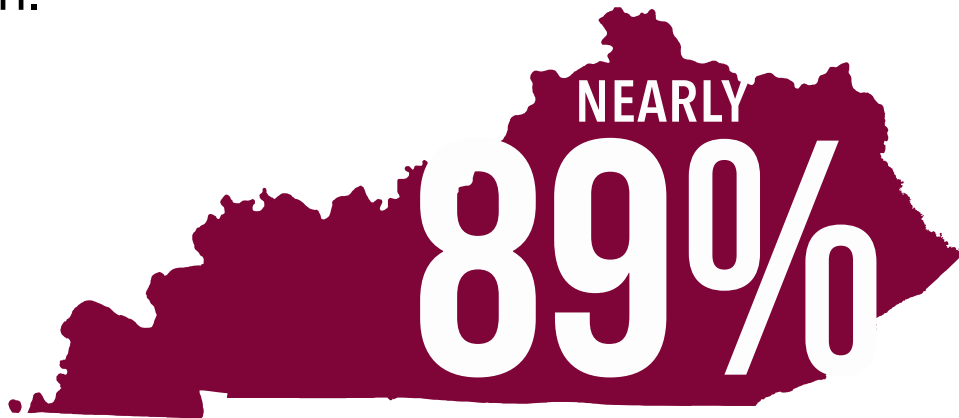
Metrics & Accountability

OPPORTUNITY:
- Ensure postsecondary education is broadly accessible to all Kentucky residents, students have college-going resources/support, and students are academically prepared

SUCCESS:
- Enable more people to complete college with the skills and abilities to be productive, engaged citizens

IMPACT
- Strengthen postsecondary education's ability to advance new knowledge and research, improve communities, increase educational attainment, and produce a well-educated, highly-skilled citizenry

Opportunity

Eastern Kentucky University

Progress of Underprepared Students: This metric measures the percent of underprepared Math/English students who complete a credit bearing course by the end of the fall semester a year after entry. Students who are underprepared face more challenges progressing towards degree.

Performance Metric	Baseline*	2015-16	2016-17	2017-18	2018-19	Target
Progress of Underprepared Students (English)	54.8%					58.4%
Progress of Underprepared Students (Mathematics)	18.0%					24.1%

Baseline is 14-15 rather than 15-16 due to data availability for this metric

Note: Preliminary statewide co-requisite pilots indicate success rates of 70% in English and 60% in Math.

EKU

Focus Area 1: Opportunity

EKU is proud to be a school of opportunity for Kentucky residents, including those who are underprepared, low-income, under-represented, and non-traditional.

- One out of five entering 2016 freshmen had at least 1 developmental need and nearly **200** students had 2 or more developmental needs.

- Low-income students make up **43%** of the undergraduate population, **2nd** among KY comprehensives.

- URM students account for **11%** of the undergraduate population, which is double the **5.2%** accounted for in the 22 county service region.

- URM students are disproportionately represented in the developmental population.

- Adult learners are choosing EKU and earning degrees. EKU serves nearly **2,000** transfer students each year and nearly half of EKU graduates are over the age of 25.

- EKU has grown merit scholarship funding from $12 million to **$18** million.

EKU

Eastern Kentucky University
Opportunity

As a school of opportunity with a commitment to serving the distressed counties in our service region, EKU will continue to serve students who are underprepared.

- While we will continue to serve the underprepared students in our region, we are working to reduce the number of admitted students with <u>multiple</u> developmental course needs.

- In Fall 2016, we admitted 46% fewer students with <u>multiple</u> developmental needs than the previous year and 66% fewer than in 2014.

County Economic Levels

- Distressed (93)
- At-Risk (110)
- Transitional (205)
- Competitive (11)
- Attainment (1)
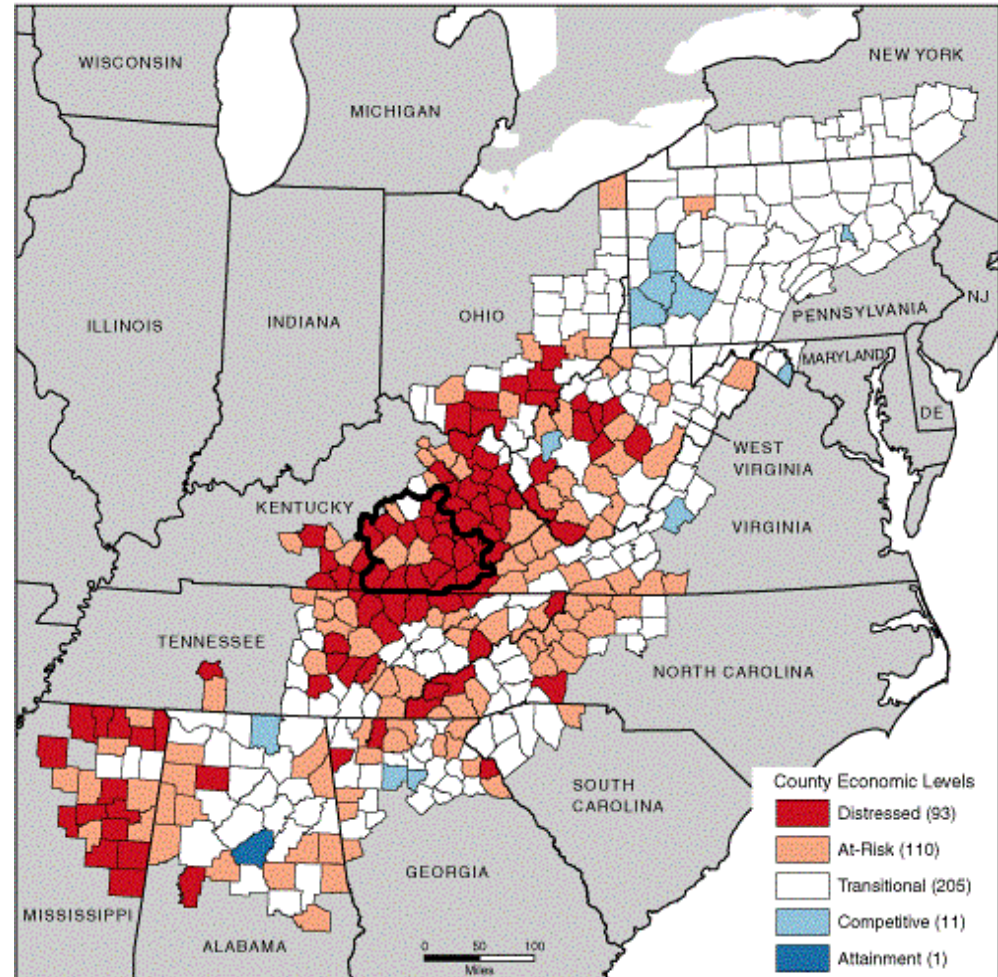
Created by the Appalachian Regional Commission, March 2015
Data Sources:
Unemployment data: U.S. Bureau of Labor Statistics, LAUS, 2011–2013
Income data: U.S. Bureau of Economic Analysis, REIS, 2013
Poverty data: U.S. Census Bureau, American Community Survey, 2009–2013

Effective October 1, 2015
through September 30, 2016

Eastern Kentucky University
Opportunity

EKU offers increased opportunity to students in the service region with fully online degree programs through e-Campus.

- Enrolls more than **3,200** students, one of our largest growth areas

- Offers **33** fully online programs at the associate, baccalaureate, master's, and doctoral levels

- Ranked **1st** among KY colleges and universities offering online degrees, Affordable Colleges Online

- Ranked **7th** nationally as a military friendly school, Affordable Colleges Online

- Ranked **18th** nationally in US News and World Report for Online Graduate Nursing (MSN) programs

- Ranked **15th** nationally for Best Online Criminal Justice degrees, Affordable Colleges Online

EKU

Success

Eastern Kentucky University

First to Second Year Retention: This metric measures the percent of first-time full-time bachelor's degree seeking students who are retained in the fall of the second year. Higher first year retention can lead to higher graduation rates.

Performance Metric	Trend Data				Baseline 2015-16	Percent Change from 2011-12 to Baseline	Target 2020-21	Percent Change from Baseline to Target
	2011-12	2012-13	2013-14	2014-15				
1st to 2nd-Year Retention	68.0%	72.2%	72.3%	74.0%	74.0%	8.8%	75%	1.3%
Low-income	59.8%	66.6%	66.2%	69.4%	69.9%	13.5%	72%	7.5%
URM	56.5%	60.7%	60.8%	65.5%	64.1%	16.9%	68.9%	3.1%
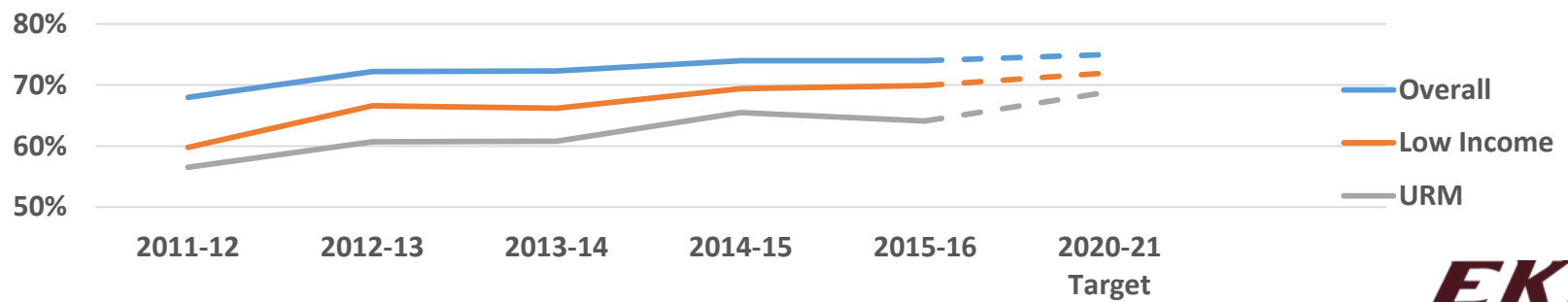
Eastern Kentucky University

Six-Year Graduation Rate: This metric measures the percent of first-time, full-time bachelor degree seeking students who graduate with a bachelor's degree in six years. Timely completion leads to higher student success.

Performance Metric	Trend Data				Baseline 2015-16	Percent Change from 2011-12 to Baseline	Target 2020-21	Percent Change from Baseline to Target
	2011-12	2012-13	2013-14	2014-15				
6-Year Grad. Rate	37.5%	39.3%	41.9%	45.1%	45.0%	19.8%	50%	11.2%
Low-income	29.4%	29.4%	29.7%	35.5%	36.3%	23.4%	43%	13.6%
URM	23.4%	28.2%	26.1%	39.1%	37%	58%	42.0%	18.5%
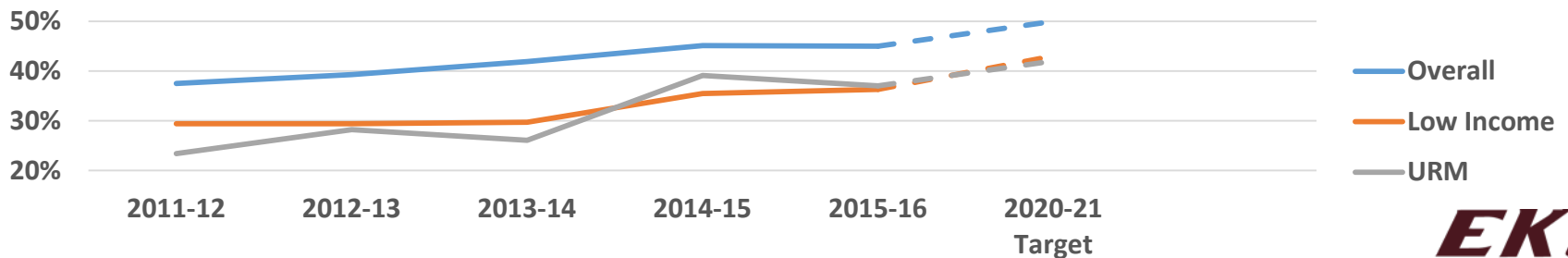
Focus Area 2: Success

EKU has made significant progress in all areas of student success over the last five years:

10% increase in 4-year graduation rates (29.7%)

12% increase in 5-year graduation rates (45.3%)

7% increase in 6-year graduation rates (44.9%)

6% increase in Freshman retention rates (74.4%)

EKU

Eastern Kentucky University

Average Number Credits Earned: This metric measures the number of credit hours earned by bachelor's degree graduates. This metric is important because fewer hours accumulated above program requirements leads to decreased cost and more timely completion for the student.

Performance Metric	Trend Data			Baseline 2015-16	Target 20-21
	2012-13	2013-14	2014-15		
Avg. Credit Hrs. Earned	140	141.3	141.3	140.5	137.5

- Due to the large number of transfer students served by EKU, this number reflects a significant number of transfer credit hours.

- On average, these students transfer 66 credit hours from their previous institution.

- EKU's "major change" policy has been adjusted in an effort to decrease the number of credits to degree.

EKU

Eastern Kentucky University

Academic Quality and Excellence: These metrics promote academic excellence through improvements in teaching and learning.

- **Undergraduate Research & Creative Works:** The percent of students graduating with a baccalaureate degree that has participated in an institutional-level undergraduate research/creative experience: Peer-reviewed presentation/publication, exhibition/performance or a mentored out of class presentation.

- **Faculty Development and Training:** The total number of hours of training the faculty has received each year related to pedagogical development and other relevant topics.

Performance Metric	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Academic Quality *(Undergraduate Research & Creative Works)*	23.4%					
Academic Excellence *(Faculty Development & Training)*	8,841					

EKU

Eastern Kentucky University
Success Initiatives

Student Success Center

- Since opening in Spring 2016, the Center has logged more than 10,000 student visits.

- The Student Success Center offers the Chellgren Success Series, funded by Paul and Debbie Chellgren.

- Workshops help students with all elements of college life including study skills, time management, scholarship information, help with the FAFSA, choosing a major, metacognition, and much more.

EKU

Eastern Kentucky University
Success Initiatives

Freshman Academy for Diverse Students

- Retention rates for Academy participants were **78.4%** and **79.6%** for the Fall 2014 and 2015 cohorts respectively.

- These rates are more than **10%** higher than the institutional rate.

- The number of participants doubled to **98** in Fall 2016, the third year of the program.

EKU

Impact

Eastern Kentucky University

Degrees Awarded: These metrics measure the number of Bachelor's Degrees and Graduate/Professional Degrees awarded. Kentucky must increase statewide educational attainment to create a better educated workforce and improve economic opportunity for our citizens.

Performance Metric	Trend Data				Baseline	Target	Percent Increase from Base To Target
	2011-12	2012-13	2013-14	2014-15			
Bachelor's Degrees	2,259	2,358	2,508	2,532	2,559	**2,690**	5.1%
Low Income	1,131	1,239	1,343	1,372	1,378	**1,458**	5.8%
URM	171	178	236	213	207	**218**	5.3%
STEM+H	484	533	657	682	769	**820**	6.6%
Graduate/ Professional Degrees	751	793	744	791	903	**950**	5.2%

Eastern Kentucky University

To meet the statewide educational attainment goal of 60% by 2030, the number of degrees and credentials produced in Kentucky needs to grow by approximately 8.5% by year 2020-21 (This is a 1.7% avg. annual growth in bachelor's degree production).
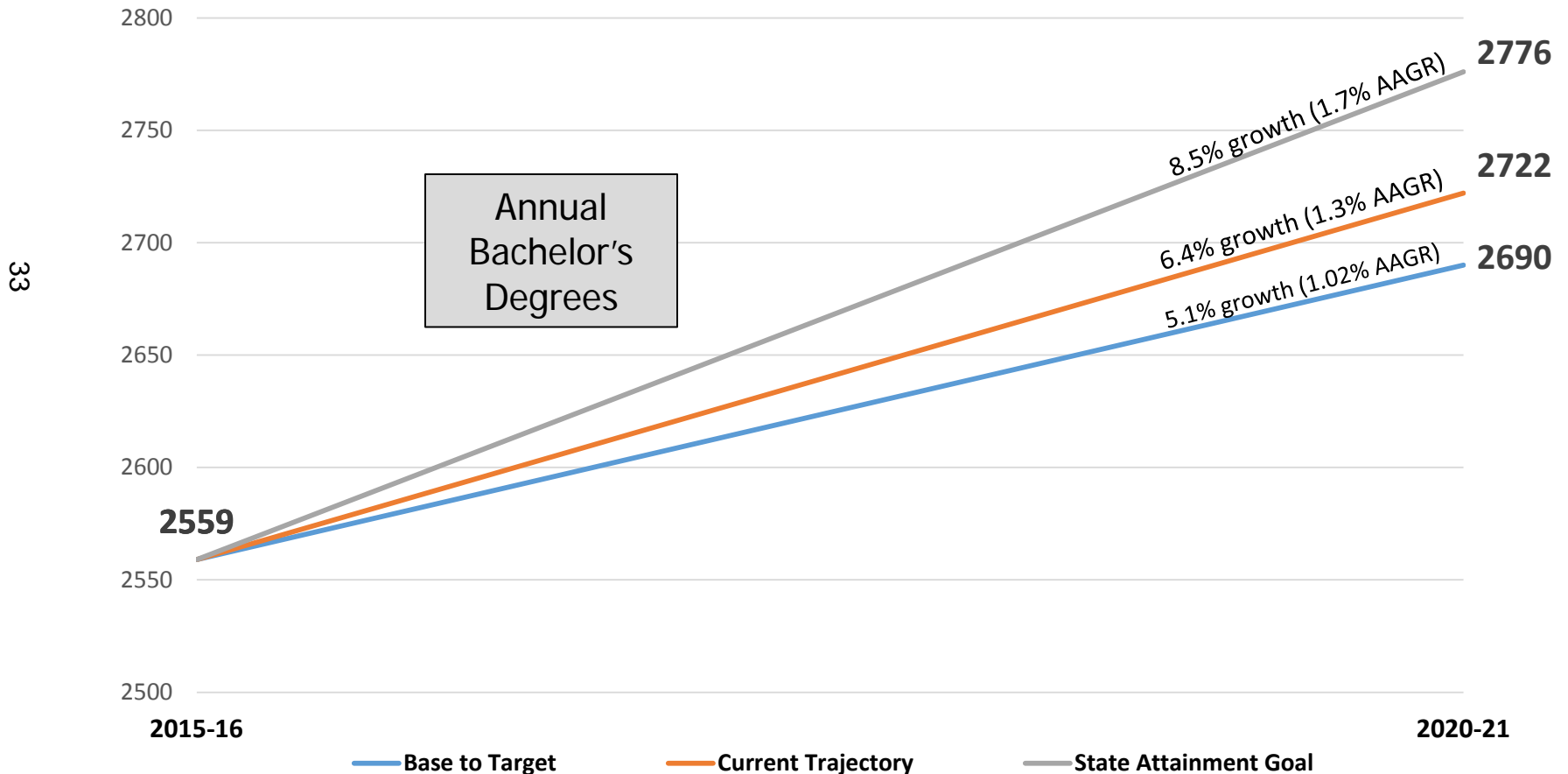
Eastern Kentucky University

Internships/Co-ops/Clinical Experiences: This metric measures the percent of students completing a bachelor's degree who completed an internship, co-operative work experience, or clinical learning experience. Students who have completed these experiences are more likely to complete their degrees and increase their employability in the workforce.

Performance Metric	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Internships/ Co-ops/ Clinical Experiences	53.5%					

Note: Targets are not required for these metrics

- At EKU 100% of graduating students engage in at least one high impact learning practice, including Internships, Co-ops, Undergraduate Research, Study Abroad, Capstone Course, or Leadership Experience.
- EKU has the only fully accredited Co-op program in the State
- Regional Stewardship implemented the LINC internship program
  - The LINC program is an initiative of the EKU Corbin campus to support the work of businesses and nonprofit organizations within the university's service region while providing students with valuable work experience

EKU

Focus Area 3: Impact

- EKU graduates contribute to the Commonwealth's economy by working in Kentucky after graduation.
  - **76%** of EKU degree holders are employed in KY after graduation, which is the highest percentage of all public four-year institutions in the state.
- EKU graduates are serving in positions vital to local quality of life: first responders and other safety professionals; teachers and school administrators; and nurses, occupational therapists, and other health care professionals.
  - EKU nursing graduates are employed in medically underserved counties in eastern Kentucky.

EKU

Eastern Kentucky University
Impact: Employment

68% Arts & Humanities, 1st among state's public institutions

84% Education, 1st among state's public institutions

80% Health, 2nd among state's public institutions

71% Business & Communication, 1st among state's comprehensives

71% Social and Behavior Sciences & Human Services – 1st among state's public institutions

63% Science, Technology, Engineering and Math (STEM) – 1st among state's public institutions

Percentages represent employment in KY within 1 year of graduation

Eastern Kentucky University
Regional Stewardship Activities

- **SOAR:** EKU Regional Stewardship enjoys a strategic partnership with Shaping Our Appalachian Region. This partnership puts EKU in the midst of the conversation about diversifying the region's economy.

- **Strategic Workforce Partnerships:** EKU has strategically partnered with KCTCS campuses across the state and led the way for the National Air and Space Education Institute to bring educational programs (dual credit) to 45 high schools in Kentucky.

- **Town/Gown Partnership:** Center for Economic Development, Entrepreneurship & Technology (CEDET) has partnered with the Department of Chemistry to develop a unique lab and incubator space in downtown Richmond.

EKU

Eastern Kentucky University
Regional Stewardship Activities

- In the Spring of 2017, EKU reopened our Lancaster Higher Education Center through a $1 million grant in partnership with Garrard County Fiscal Court.

Eastern Kentucky University
Veterans

- EKU has the largest number of enrolled military veterans and dependents among KY public institutions.

- EKU is consistently ranked among national leaders in Military Times' "Best for Vets" survey.

EKU

Eastern Kentucky University
Student Showcase

In 2016, EKU's **Tyler Swafford** became the first student from any public university in Kentucky to ever win the prestigious George J. Mitchell Scholarship in the 20-year history of program. He is also an Honors Scholar and Colonel Quarterback.

EKU

Eastern Kentucky University
Student Showcase

In 2016, **Symone Purcell** became 1 in 20 Worldwide selected for the Humanity in Action Program.

EKU

Eastern Kentucky University
Student Showcase

Timothy Mackey, a deaf student and retiree from IBM, returned to EKU and will graduate with a perfect 4.0 GPA. He recently received the College of Education Dean's Award for Outstanding Achievement. He's looking forward to becoming an ASL coordinator, teaching ASL or assisting as a Deaf History teacher.

EKU

Questions?

Contact Information:

Michael Benson, President
Eastern Kentucky University

Phone: 859-622-2101
Email: president@eku.edu

www.eku.edu

EKU

Council on Postsecondary Education
June 16, 2017

Executive Committee Report

On March 31, 2017, the CPE Executive Committee met to discuss and approve the 2017 CPE President Evaluation process. Per the approval, survey forms were mailed to the Governor and four members of his staff, five leaders representing statewide education and policy organizations, and twelve leaders of the General Assembly. Additionally, the following groups were emailed a link to online surveys:

- Eight university presidents, the president of KCTCS, and the president of AIKCU;
- Fifteen current members of the Council on Postsecondary Education; and
- Eleven senior members of the staff of the Council on Postsecondary Education.

Those who were mailed a survey were supplied with a postage-paid envelope addressed to CPE's auditor, Blue and Co., LLC, and were asked to return the survey by May 15, 2017. The envelopes remained sealed until the Executive Committee met on June 5, 2017 to open the submissions and record the results.

President King submitted his self-evaluation on June 2, 2017 directly to the Chair and Vice Chair of the Council.

The Executive Committee met at 8:00 a.m. EST on June 16, 2017 to discuss the survey results, President King's self-evaluation, and progress made toward the goals set forth in the CPE 2016-17 Work Plan.

Chair Zimmerman and Vice Chair Brandstetter will present the outcomes of the meeting to the full Council.

Survey Takers - President Evaluation 2017

CPE members (*E-mail*)
1. Ronald C. Beal
2. Ben Brandstetter
3. Maryanne H. Elliott
4. Joe E. Ellis
5. Dan E. Flanagan
6. Lucas Mentzer
7. Pam Miller
8. Donna Moore
9. Vidya Ravichandran
10. Shawn Reynolds
11. Robert H. Staat
12. Sebastian Torres
13. Sherrill Zimmerman
14. Carol Wright
15. Stephen Pruitt, KDE

Presidents (*E-mail*)
1. Michael Benson, EKU
2. Jay Box, KCTCS
3. Aaron Thompson, KSU
4. Wayne Andrews, MoSU
5. Robert Davies, MuSU
6. Geoffrey Mearns, NKU
7. Eli Capilouto, UK
8. Greg Postel, UofL
9. Gary Ransdell, WKU
10. Gary Cox, AIKCU

CPE senior leadership staff (*E-mail*)
1. Mary Allison
2. Melissa Bell
3. Rebecca Bowman
4. Ron Carson
5. Doyle Friskney
6. Jay Morgan
7. Lee Nimocks
8. Sue Patrick
9. Bill Payne
10. Travis Powell
11. Reecie Stagnolia

State Policy Leaders (*Mail*)
1. Dave Adkisson, Chamber of Commerce
2. Kris Kimel, KSTC
3. Carl Rollins, KHEAA
4. Bridgette Blom Ramsey, Prichard Committee
5. Jimmy Adams, EPSB

Governor's Administration (*Mail*)
1. Governor Bevin
2. Scott Brinkman, Secretary Exec Cabinet
3. John Chilton, State Budget Director
4. Hal Heiner, EWDC
5. Andrew McNeill, OSBD

Legislature (*Mail*)

Senate
1. Robert Stivers, President
2. David Givens, President Pro Tem
3. Mike Wilson, Chair, Education
4. Chris McDaniel, Chair, Senate A&R Committee
5. Dorsey Ridley, Minority Caucus Chair

House
1. Jeff Hoover, Speaker of House
2. Steve Rudy, Chair, House A&R Committee
3. James Tipton – Chair, Budget Review Subcommittee on Postsecondary Education
4. John Carney, Chair, Committee on Education
5. Arnold Simpson
6. Rocky Adkins, Minority Floor Leader
7. Derrick Graham

Performance Evaluation - Years 2010-2017

Mr. Robert L. King, President

Average Overall Rating - Trend Data
(giving equal weight to all respondants within group)

	2010	2011	2012	2013	2014	2015	2016	2017
General Assembly	3.4	2.3	2.8	3.7	4.0	4.6	3.6	4.3
Governor's Office Staff [1]	3.9	3.3	3.3	3.8	3.8	3.8	4.3	3.8
Presidents	3.7	4.0	3.5	3.3	3.3	3.4	2.8	4.3
CPE Members	4.4	4.4	4.5	4.5	4.6	4.4	4.6	4.5
CPE Senior Staff	4.2	4.4	4.7	4.5	4.5	4.5	4.6	4.8
Policy Leaders [2]	4.2	4.9	4.5	4.0	4.0	3.9	3.8	3.9

[1] The Governor's office staff did not respond in 2014 or 2015. Assumed same rating as 2013

[2] Policy leaders were not surveyed in 2014 - assumed same rating as 2013
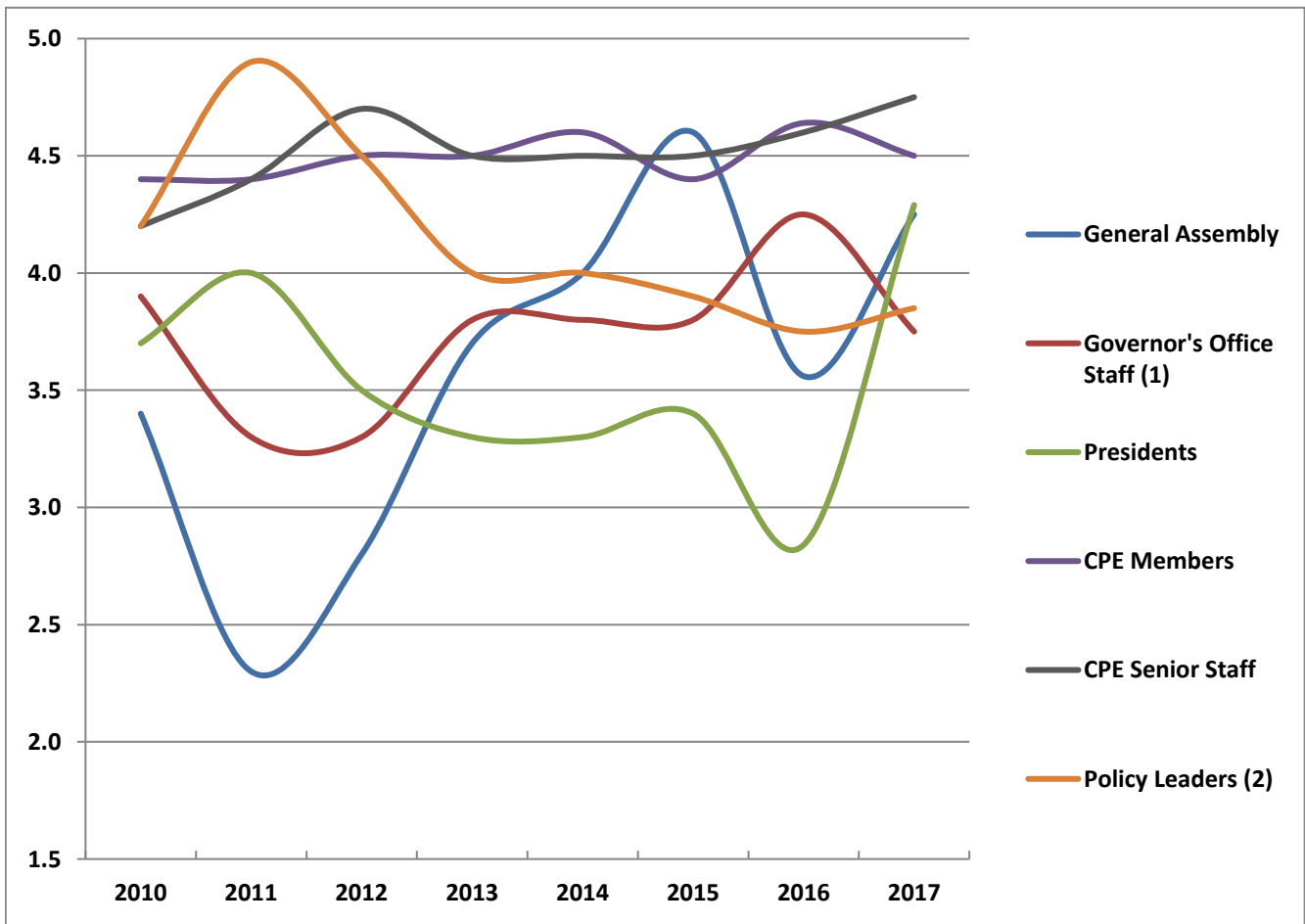
2017 CPE President Evaluation - Campus Presidents

Response Rate: 40%
Total number surveyed - 10, Total responses - 4

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	3	0	0	0	4.25

Comments (by survey number)

3   Bob certainly understands the principles of Higher Ed reform, and works diligently to pursue the related goals. One observation in this regard, however, that strikes me as pertinent. Higher Ed reform occurred 20 years and three Governors ago. While we were in focused pursuit of the its goals for a dozen or so years, much of that focus shifted in the recession since 2008. We need to think in terms of more timely horizons rather than reform. Bob knows that the new Performance Finding Model will drive future endeavors.

2   Bob has a great grasp of Postsecondary education in KY

2. Does President King work effectively with the presidents of Kentucky's postsecondary institutions, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	2	2	0	0	0	4.50

Comments (by survey number)

3   Yes, as far as I am concerned.
2   Bob has been instrumental in keeping presidents together on important legislation and many other agenda items

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, CPE staff, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	3	0	0	0	4.25

Comments (by survey number)

3   Bob is respected and has constructive relationships with those in the CPE and elected communities.
2   It is clear the CPE has gained more acceptance under Bob's leadership. The Governor's Office seems to especially appreciate Bob's leadership.
1   His relationships with the Governor and members of the General Assembly seem to have improved during this last year.

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	2	1	0	0	4.00

Comments (by survey number)

3   Yes, although there may be some who believes CPE should play a larger lobbying role with the General Assembly. Bob's appearances before legislative committees are always well thought out and prepared.

2   Bob informs us of horizon events. With funding decreasing and Funding Model going into effect, I'm not sure what more he can do in responding to most items.

5. The Council approved the CPE President's Plan of Work for the months of July 2016 through June 2017 at its June meeting. A copy of it can be viewed here: CPE Plan of Work 2016-17. To your knowledge, has President King advanced the objectives and priorities set by the CPE members for the performance period?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	3	0	0	0	4.25

Comments (by survey number)
(none)

6. Do you view President King as an ally and advocate for the entire system of postsecondary education? Is he effective in that role and has he treated you and your institution fair?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	3	0	1	0	0	4.50

Comments (by survey number)
3   Yes.
2   Bob is outstanding and am very happy to be working with him.

OVERALL RATING FOR ALL CATAGORIES	4.29

48

2017 CPE President Evaluation - Council Members

Response Rate: 80%
Total number surveyed - 15, Total responses - 12

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	9	3	0	0	0	4.75

Comments (by survey number)

4   President King does an excellent job explaining the goals and progress made in all interactions.

2. Does President King work effectively with the Council members, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	9	2	1	0	0	4.67

Comments (by survey number)

9   The monthly phone calls are a real bonus

5   Appreciate his monthly calls and in-depth explanations at Council meetings.

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	6	5	1	0	0	4.42

Comments (by survey number)

(none)

49

Response Rate: 80%
Total number surveyed - 15, Total responses - 12

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	6	5	1	0	0	4.42

Comments (by survey number)

5   Dealing with continuous budget cuts and bringing institutions together on performance based funding model were difficult situations that Bob handled well.

5. The Council approved the CPE President's Plan of Work for the months of July 2016 through June 2017 at its June meeting. A copy of it can be viewed here: CPE Plan of Work 2016-17.To your knowledge, has President King advanced the objectives and priorities set by the CPE members for the performance period?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	5	5	2	0	0	4.25

Comments (by survey number)

4   I cannot fairly gauge the Plan of Work as I am uncertain of several of the action items. I would have liked to read a description from President King on his actions for each of the Work Plan items listed. Suggestion for the future: provide feedback from President King on his specific actions for each item.

1   He is the absolutely best President for CPE. Exemplary in every way.

OVERALL RATING FOR ALL CATAGORIES   4.50

50

2017 CPE President Evaluation - CPE Senior Leadership Staff

Response Rate: 73%
Total number surveyed - 11, Total responses - 8

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	6	2	0	0	0	4.75

Comments (by survey number)
3   I have worked at CPE for 18 months and I am amazed at Bob's passion and focus on the universities in Kentucky to meet the needs of students.

2. Does President King work effectively with the Council staff, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	5	2	1	0	0	4.50

Comments (by survey number)
(none)

3. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	7	1	0	0	0	4.88

Comments (by survey number)
3   found Bob to use knowledge, compassion and common sense to solve problems. a skill missing in senior leadership today

4. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE members, campus leaders, the Governor and his staff, members of the General Assembly, and other key policy leaders?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	7	1	0	0	0	4.88

Comments (by survey number)

8 President King has always maintained good rapport with these constituencies, he has done an exceptional job over the past year with the new gubernatorial administration, new House leadership, and Senate leadership. CPE has furthered its position as a trusted source of information and analysis on all things higher education.

2 I have personal knowledge that president King has the best professional relationships with the elected and appointed leadership of both the executive and legislative branches of state government of any CPE president, either permanent or interim, since House Bill 1 was adopted in the special session of May 1997.

5. The Council approved the CPE President's Plan of Work for the months of July 2016 through June 2017 at its June meeting. A copy of it can be viewed here: CPE Plan of Work 2016-17. To your knowledge, has President King advanced the objectives and priorities set by the CPE members for the performance period?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	6	2	0	0	0	4.75

Comments (by survey number)

3 I am impressed with his focus and determination to succeed by getting the buy-in from the university communities.

OVERALL RATING FOR ALL CATAGORIES	4.75

2017 CPE President Evaluation - Governor & Staff

Response Rate: 40%
Total number surveyed - 5, Total responses - 2

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	0	0	1	0	3.50

Comments (by survey number)
1   Meets expectations=clear understanding of postsecondary academic goals.   Unstatisfactory = adult education shows no sign of innovation in other states. Unsatisfactory = KCTCS career education behind the curve.

2. Does President King work effectively with Governor's staff, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	0	2	0	0	0	4.00

Comments (by survey number)
1   Good Communicator

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, CPE board members, campus leaders, key policy leaders, and members of the General Assembly?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	1	0	0	0	4.50

Comments (by survey number)
1   Good work on performance funding

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	0	1	0	1	0	3.00

Comments (by survey number)
1   Little effort expended to reduce the rapid rate of tuition increase across state for many years.

OVERALL RATING FOR ALL CATAGORIES	3.75

2017 CPE President Evaluation - Kentucky General Assembly

Response Rate: 25%
Total number surveyed - 12, Total responses - 3

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	2	0	0	0	4.33

Comments (by survey number)
1   Yes, he understands and articulates them well

2. Does President King work effectively with members of the General Assembly, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	1	1	0	0	4.00

Comments (by survey number)
1   He is a former legislator and understands the legislative process. Very positive for CPE!

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, CPE board members, campus leaders, key policy leaders, and the Governor and his staff?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	0	3	0	0	0	4.00

Comments (by survey number)
1   Yes, he is always present in and around the annex meeting with leaders prior to higher ed votes. He has good relationships with executive staff and the Governor.

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	2	1	0	0	0	4.67

Comments (by survey number)
1   Yes - it appears he is calm and diligent when those situations arise. President King is good for Kentucky higher education!

OVERALL RATING FOR ALL CATAGORIES	4.25

2017 CPE President Evaluation - State Policy Leaders

Response Rate: 100%
Total number surveyed - 5, Total responses - 5

1. Does President King have a clear understanding of the goals of postsecondary and adult education reform, and has he translated that understanding into progress and achievement?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	3	1	0	0	4.00

Comments (by survey number)

2   Without a doubt. Every time I am in President King's company he references the critical connection between P12 and higher ed and expresses a clear goal that reforms should serve the needs of 21st c. students and workers.

2. Does President King work effectively with key policy leaders, maintaining good communication and a collegial, professional environment?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	3	1	0	0	4.00

Comments (by survey number)

2   Yes. President King is always professional and seeks positive, constructive relationships with policy leaders and influencers in order to move toward our shared goals for education outcomes in Kentucky.

4   Yes, he's in an almost impossible situation: expected to be a referee for the institutions, sometimes an enforcer and always a cheerleader for postsecondary education.

5   President King is always easy to work with on major policy issues.

3. To the extent of your personal knowledge, has President King established a positive, professional reputation in the state and built effective relationships with CPE staff, CPE board member, campus leaders, and members of the General Assembly?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	2	1	1	0	3.60

Comments (by survey number)

1   Faculty members have expressed concerns that he is not knowledgeable about the work of university/colleges.

2   Yes. I believe President King is highly regarded among his peers in the state.

4   Yes. I've had a very positive relationship with Bob since he came to Kentucky. I find him to be very thoughtful and sincere in his interactions with policy-

5   President King seems to have very good relations with all the groups mentioned above.

Response Rate: 100%
Total number surveyed - 5, Total responses - 5

4. Has President King responded well to unanticipated or difficult situations, and to the specific challenges associated with this position?

Answer Options	Exceptional	Exceeds Expectations	Meets Expectations	Needs Improvement	Unsatisfactory	Rating Average
	1	2	2	0	0	3.80

Comments (by survey number)
2   Yes. President King has always responded professionally in interactions I've had with him and when I've seen him interact with others in difficult or challenging situations.

OVERALL RATING FOR ALL CATAGORIES	3.85

56

Kentucky Council on Postsecondary Education

Matthew G. Bevin
Governor

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Frankfort, Kentucky 40601
Phone: 502-573-1555
Fax: 502-573-1535
http://www.cpe.ky.gov

Robert L. King
President

June 1, 2017

Sherrill Zimmerman, Chair
Kentucky Council on Postsecondary Education
6802 Fairway View Court
Prospect, KY 40059

Dear Chair Zimmerman:

In keeping with our practice, I am submitting for your review, and that of the members of the Council, my annual report. It is my hope that this will provide a basis upon which to evaluate our work and my leadership of the CPE staff. As you will see, I have followed the format of linking activities to the work plan that was agreed to in 2016 for the current fiscal year (ending June 30). While the report is quite lengthy, it attempts to capture the breadth of the work we do, and to provide both context and some limited quantitative measures of our impact on educational outcomes for Kentuckians.

In my report last year, I stated the following:

> …While nearly all our institutions are demonstrating measurable improvement in many of the areas we have defined in our strategic agenda, the pace of improvement has been negatively impacted by the near decade long erosion of state financial support, in part, and by our inability to change campus culture as rapidly as we need to.
>
> By that, I specifically mean that we (CPE and our institutional leaders) need to communicate more effectively to faculty and staff that it is our obligation: 1) not just to encourage students to enroll, but to graduate them; and 2) not just to "teach," but to do all we can to assure that our students are actually "learning."
>
> In addition, while significant resources are being devoted to addressing the needs of first-generation, low-income and underrepresented minority students, our results demonstrate that we are either not doing enough, or not doing the right things to improve outcomes for these students. … [W]e need to pay greater attention to our advising efforts, in every respect: academic, financial, career, and emotional.

> …[R]etention data at every campus demonstrates that we have not been able to change,
> or markedly improve, the patterns of retention in ten years at literally every campus.

With regard to these vital objectives, I wish I could report significant change. I cannot. Certainly not for lack of trying. However, this past year we have devoted an enormous amount of time and effort to putting in place some new structures and strategies we hope will change these patterns in a positive direction. First and foremost, the new Funding Distribution Model, which for the first time in decades will distribute state funds to our campuses according to a rational set of criteria tied to enrollment, mission and performance. The model we developed is among the most ambitious in the nation, and while it will be phased in slowly, it should provide a platform for stimulating improved campus performance and serve as the potential framework for future budget requests tied to specific performance objectives and achievement.

The story of the Funding Distribution Model is not just the final product, but the phenomenal effort that was undertaken by our staff to design a model that could meet the stated needs and interests of our campus presidents, our legislators and representatives of the Governor. Those needs and interests were diverse, often adversarial, and demanded levels of compromise, innovation and balancing that had to be expressed mathematically in the adopted formulas. Once we were able to secure the (fragile) support of the presidents, we were then tasked with developing communication materials that could be used to explain a fairly complex model simply so that the governor, legislators and the general public could understand the concepts, develop confidence that the model achieved what they were seeking, and did so in a way most could consider "fair."

Other legislative efforts, described in the detailed report below, also consumed a great deal of our time and effort. From legislation dealing with the board of trustees at the University of Louisville to the treatment of advanced practice doctorate degrees to proper budgetary support for optometry and veterinary training, this past year was more active and required more of our attention than any other session I can remember. Through it all, I believe that CPE developed an improved standing in the minds of our elected officials. While not all will agree with our various positions on issues, I think most view CPE as an honest, unbiased resource to help craft public policy and drive improved performance at our colleges and universities. This is particularly true in the Governor's office and within the leadership in the two houses of the General Assembly.

In the middle of these complex and time-consuming efforts, we needed to manage the closure of two private institutions, ITT Tech and St. Catharine College. Several thousand students were affected, which resulted in the following actions by CPE staff: assuring classes underway were completed; that records of academic achievement were retained and made available to students desiring to transfer to another institution; that transfer fairs were instituted to facilitate continued education for students who were only partially through a degree program; and that financial aid and loan arrangements were addressed appropriately. Our staff has been dealing with students, administrators, banks, bankruptcy courts, federal agencies and regional accreditors as these closed campuses unwind their activities.

As a final comment to this introduction, while I am disappointed we have not seen more progress at our campuses, the progress we have made over the past several years is at a pace that still significantly exceeds the rates of improvement of most public colleges and universities across the nation. The challenge here in Kentucky is not ours alone. It is a national challenge. We have to get better at

retaining and graduating our students, especially those coming from low-income and minority families. Our faculty need to improve their skills, not just their knowledge and understanding of their academic disciplines, but in their vital role as teachers committed to the success of their students. The public schools need to get better—much better at preparing their students for a fast-changing world that will demand much more from them in terms of their knowledge, skill, adaptability and resilience if they are going to succeed in college or the workplace. We can help that effort by improving the way we train teachers and administrators, and being more selective in who we admit into those teacher preparation programs.

And government needs to reconsider how it chooses to develop our nation's human capital. At the moment, nearly 75 percent of those who choose to pursue postsecondary education do so at a public college or university. Despite that, state after state, and the federal government, seem committed to a path of reducing public support for these institutions. There are many reasons for this dwindling support, some legitimate and some simply wrong or wrong-headed.

There are many who view postsecondary education as a "private good" that should receive no public support. But that notion ignores the reality that we all benefit in a multitude of ways from having properly trained doctors and nurses, auto mechanics, cancer researchers, police and firefighters, bankers, computer designers, airline mechanics, and cosmetologists. The notion also ignores the growing disparity in incomes among Americans. That disparity, without public support, will continue to worsen if postsecondary education is out of reach for tens of millions of our fellow citizens. We know, because the data tells us, that the more highly educated a person can become the more likely they will be able to support a family, pay taxes, and be a productive, law-abiding member of society. Failing to provide the resources necessary to assure access to postsecondary education to those in lower income brackets (nearly half of our population) risks widespread economic desperation and social unrest. Our public colleges and universities are our single best tool to assure better lives and communities for every one of our citizens.

I believe this challenge is the most critical issue facing our nation and our state. I am honored to be "in the arena," working with a remarkable group of talented and committed colleagues to win this battle against poverty and inadequate levels of education. Thank you for giving me the opportunity to be part of the fight.

What follows is a detailed description of what was done to fulfill the obligations set forth in our 2016-2017 Plan of Work:

CROSS-CUTTING PRIORITIES

1. **In partnership with the Governor's office and campus and legislative leaders, develop a comprehensive mechanism for the distribution of General Fund appropriations for institutional operations that incorporates outcomes-based funding, as well as the performance metrics and data collection structure, for implementation in FY 18.**

    The enacted 2016-18 budget (HB 303) directed the Council to establish a working group comprised of university presidents, the KCTCS president, the Council president, and legislative leaders and the

Governor, or their representatives, for the purpose of developing a comprehensive funding model for the distribution of state appropriations for postsecondary institution operations that incorporated elements of campus performance, mission, and enrollment. The working group was established and met five times between July 19, 2016, and November 28, 2016, culminating in the development of a funding approach that gained the support of all nine postsecondary institution presidents.

A report containing working group findings and recommendations was submitted to the Governor and Interim Joint Committee on Education on December 1, 2016. That report and the recommendations it contained formed the basis for Senate Bill 153, or the Postsecondary Education Performance Funding Bill, which passed the House and Senate with no changes and was signed into law by the Governor on March 21, 2017.

The newly enacted legislation establishes and codifies in statute two models for distributing postsecondary institution appropriations net of mandated programs and a small school adjustment (i.e., allocable resources), one for the public universities and one for KCTCS institutions. The two models are similar in overall structure and function, but differ in terms of student success metrics included and rewarded in the models. Each model has three basic components:

- Student Success (35 percent of allocable resources distributed based on relative success in achieving student progression milestones and producing more degrees and credentials);
- Course Completion (35 percent of allocable resources distributed based on share of earned student credit hours); and
- Operational Support (30 percent of allocable resources distributed in support of vital campus operations, services, and infrastructure related to student learning and success).

Senate Bill 153 calls for both funding models to be phased in over a three-year period beginning in 2018-19. A hold-harmless provision, which prevents the transfer of any funds among institutions, is included in the first year, and 1 percent and 2 percent stop-loss provisions, which limit the amount of potential transfers among institutions, are included each year thereafter. Beginning in 2021-22, hold-harmless and stop-loss provisions will sunset, allowing 100 percent of allocable resources to be distributed as determined by the formula. Once fully implemented, the enacted models will offer clear guidance to elected officials on how to fairly and strategically invest public dollars in postsecondary education and provide financial incentives for campuses to adopt best-practice strategies to achieve desired state goals.

2. **Implement the 2016-2021 Strategic Agenda for Postsecondary and Adult Education in partnership with campus leaders and adult education providers and develop the associated accountability system.**

On June 3, 2016, the Council on Postsecondary Education approved *Stronger by Degrees: A Plan to Create a More Educated & Prosperous Kentucky*. This Strategic Agenda for Postsecondary and Adult Education focuses its work on three urgent priorities - Opportunity, Success, and Impact - and has a substantial number of metrics in order to measure progress toward end-of-plan goals. Implementation of the plan is well underway. State-level updates on strategy implementation and progress on objectives will be provided to the Council at every meeting with a focus on one of the

three areas of the agenda. CPE staff members are currently meeting with the campuses to discuss their baseline metric data and set targets for 2021. Campuses will present updates on their progress annually to the Council beginning with the June 2017 meeting. The CPE staff is developing a comprehensive, dynamic data portal and performance dashboard that will provide Council members and the public access to detailed information about performance and outcomes at both the state and campus level. The goal is to roll out the new portal at the September 2017 meeting.

3. **Develop in cooperation with the public campuses a comprehensive board member orientation and education program for CPE, college and university board members/regents that can be delivered via traditional and electronic formats per HB 15 (2016).**

    On April 27, 2016, Governor Matt Bevin signed HB 15, an act relating to the governance of postsecondary education institutions. The law, which went into effect on July 1, 2016, requires new institutional and CPE board members to complete an orientation and education program within their first year of appointment. A work group comprised of CPE staff and Council members, board liaisons from the public institutions, and the president of AIKCU met several times after the passage of HB 15 to develop an implementation plan.   Representative Derrick Graham, who authored HB 15, also provided input on the development of the implementation plan and resulting policy, which was approved by the Council at its November 18, 2016 meeting.

    The first in-person statewide orientation and training session for new board members was held on November 30, 2016, at the CPE offices, and a networking reception occurred directly thereafter at the Governor's Mansion. The online training course is nearing completion and should be available in June 2017. CPE staff members are also reviewing campus-level orientation programs, which will come before the Council for approval at the June 16, 2017 meeting.

4. **Work with Kentucky State University on the development of a four-year management and improvement plan with annual goals and measurable metrics to meet those goals, as required by HB 303 (2016). The plan is to be approved by the Council.**

    CPE staff met with KSU staff on several occasions prior to Kentucky State University interim president Aaron Thompson's presentation of the 2017-2021 management plan to the Council. The management plan was prepared with assistance from their external auditor, Dean Dorton Allen Ford, PLLC, and presented a path for KSU toward financial stability. At its November 18, 2016 meeting, the Council moved that its approval be delegated to the CPE Executive Committee to allow the State Budget Director's office time to review it. The CPE Executive Committee approved the plan on November 30, 2016, and it was submitted to the Interim Joint Subcommittee on Appropriations and Revenue on December 1, 2016. The first review of progress on the plan will be presented to CPE for evaluation and input, and then to the General Assembly Interim Joint Committee on Appropriations and Revenue on December 1, 2017, and each December 1 thereafter until completed.

5. **Continue system-wide advocacy and communication efforts to promote the value of additional investments in public postsecondary education to the Governor's office, General Assembly and**

the general public. Establish a strong working relationship with the new governor, his administration and key legislative leaders to advance our common goals.

A significant amount of time has been spent on strengthening CPE's relationships with the Governor, his administration and key legislative leaders to advance common goals. I have met regularly with Gov. Bevin and/or key members of his staff on a host of budget and legislative issues leading up to and during the 2017 session, most notably on SB 153, the performance-funding bill.

In terms of the new Leadership of the House of Representatives, a meeting was arranged in December with the new Speaker of the House, House Majority Floor Leader, House Education Committee chair, House Appropriations and Revenue Committee chair, and the House Postsecondary Education A&R Subcommittee chair, and I have had various briefing sessions with those House leaders since then. On the Senate side of the General Assembly, I worked closely with Senate President Robert Stivers on SB 107, which resulted in the requirement for Senate confirmation of gubernatorial appointments to institutional governing boards and restructured the removal process for those same postsecondary education boards. In addition, I worked with Senate President Pro Tem David Givens to ensure the enactment of the performance-funding bill, which was passed by substantial majorities in both legislative chambers.

In terms of the general public, Council staff continues to strengthen communication channels to build greater awareness of the Council's role in shaping postsecondary and adult education. The Council launched a totally redesigned and mobile website (http://cpe.ky.gov), which highlights the Council's work, key initiatives, policies, legislation and data. Staff also provided a greater focus this year on *Policy Insight,* which is the Council's blog located at http://insight.councilonpostsecondaryeducation.org. *Policy Insight* provides a unique look at people shaping the news as well as deeper dives into the issues.

STRATEGIC AGENDA PRIORITY - OPPORTUNITY

6. **Continue implementing Kentucky's third GEAR UP grant and apply for continuation funding from the U.S. Department of Education.**

Kentucky's third GEAR UP program closed out direct, in-school services on May 30th, 2017. On April 20th, a proposal was submitted to the US Department of Education for a $42 million, seven-year college access and success program designed to serve at least 10,000 students from seventh grade to college freshmen. This is a highly competitive process, but given the strong performance of Kentucky's past GEAR UP programs, we are optimistic about Kentucky's chances for a fourth round of funding. Our GEAR UP program has been recognized as one of the best in the nation, and the new grant proposal further enhances the comprehensiveness of services we believe will continue to improve outcomes for low-income and minority students.   Decisions about funding will be made early in the fall.

7. **Work with GEAR UP Kentucky, the campuses, KDE, KHEAA, and others to coordinate and expand college awareness and outreach activities to K-12 students.**

Funding was secured through GEAR UP and Kentucky Adult Education to provide continued leadership for the Kentucky College and Career Connection (KY3C) Coalition. KY3C was conceived by CPE staff and is housed at CPE. It is a voluntary statewide network of outreach programs, proponents and practitioners who work together to enhance and expand college and career outreach across Kentucky. Nearly 300 students, parents, teachers and education professionals will gather in Bowling Green, KY on June 6 and 7 for the *GEAR UP Kentucky Institute for a College-Going Commonwealth*. These participants will continue the ongoing conversation about opportunity, success, and impact, and student, school and family champions will be recognized. The new director of KY3C will also be introduced at the institute. The final services of the 6-year GEAR UP grant will be a series of three-week, residential, *GEAR UP Kentucky Summer Academies* held at MoSU, KSU, MuSU, UK, WKU and UofL. These academies provide to GEAR UP students opportunities to stay on college and university campuses, take college level courses and earn college credit upon successful completion.

8. **Ensure adult education's compliance with the Workforce Innovation and Opportunity Act (WIOA), and align local programs and services with federal requirements for adult educators to provide contextualized academic instruction using essential/employability skills.**

All professional development offerings and all instruction delivered in KYAE-funded programs meet the WIOA mandate of workforce preparation by contextualizing and integrating the KYAE Employability Standards into the curriculum. In addition, a variety of pilots have led to the creation of occupationally specific curricula that concurrently address the College and Career Readiness Standards (CCRS), KYAE Employability Standards, and occupational skills and knowledge.

9. **Strengthen adult education's involvement with employers, workforce and economic development providers, industry associations, KCTCS and others to improve the provision of contextualized adult education and increase student transitions to college and career.**

Targeting Kentucky's five high-growth sectors, KYAE is creating new partnerships to promote students transitioning into career pathways. One such partnership is with Kentucky's 16 Touchstone Energy Cooperatives. This partnership has guided KYAE in the development of contextualized curriculum and led to the taping of video vignettes featuring two Touchstone-employed linemen, one who transitioned directly into the workforce from GED® diploma attainment and one from a KCTCS program. These vignettes will be used to encourage participation in the construction/trades sector of career pathways.

10. **Improve the effectiveness of adult education instructors and administrators in delivering standards-based instruction and structured intake processes, courses, and labs through high-quality professional development customized to local program needs.**

Efforts to continue the improvement of College and Career Ready (CCR) standards-based instruction, including the launch of KYAE's new Lesson Bank are underway. The KYAE Lesson Bank is an education resource repository that also provides step-by-step guidance in developing high-

quality, workforce preparation-infused lessons through the use of a digital template. Lessons are vetted by content experts, and coaching is provided to instructors who seek assistance. Additionally, all instructors were observed in their classrooms to measure adherence to research-based criteria for high-quality instruction during FY16. Results of the observations informed the design of this year's professional development offerings, with a particular focus on increasing instructors' knowledge and application of the key instructional shifts inherent in the CCR Standards. All of this is being undertaken to improve the effectiveness of our instructors, and instruction.

11. **With KDE, the campuses, and other key stakeholders, review college readiness indicators and the Council's admission regulations to ensure high school graduates are prepared for success in postsecondary credit-bearing courses.**

In the last year, a group of campus representatives selected by their respective provosts met to create an expanded set of College Readiness Indicators for 2016-17 that include the adult education GED® exam benchmarks for readiness and targets for two exams used by other states (PARCC and Smarter Balanced assessments) to assess college preparedness. Currently, we are graduating slightly less than 50 percent of our first-time, full-time students. We know we lose students for a variety of reasons, but most drop out due to either financial reasons, family or personal crises, or inadequate academic or emotional readiness. The first and last causes are often predictable based on FAFSA information, high school academic performance or through personality profiles assessed through interviews as part of an admissions process. The challenge here is to utilize campus expertise to properly admit students who can demonstrate the capacity to be successful at a university, and to encourage those who may do better in a different environment to consider a community college, military service or some other avenue. Admitting students we know cannot do well in a university, allowing them to incur debt and exhaust Pell grant eligibility, is inappropriate and should be seriously reassessed by our campus admissions staff.

The expanded college readiness benchmarks, which still include ACT, SAT, and KYOTE benchmarks, recognize other assessments used across states for adult and out-of-state students. Ongoing studies of assessments that may be used as future indicators of readiness include reviews of student grit and persistence and other competency-based assessments such as NROC EdReady. The Council, KCTCS, and KYAE worked together to purchase NROC EdReady licenses for students in all colleges, universities, and adult education programs for access to customized materials, assessments, and academic resources promoting student success in gateway literacy and mathematics courses.

The College Admission Regulation (13 KAR 2:020) was reviewed during the past year with revisions to be considered by campuses for fall 2018 or fall 2019. Any revisions to the regulation would be promulgated during the 2017-18 academic year, after approval by the Council.

12. **Continue to work with the campuses, KDE, EPSB, and other stakeholders to ensure alignment between K-12 and postsecondary standards and assessments.**

CPE is working with KDE to review the Kentucky Academic Standards and assessments related to college and career readiness. CPE also is working closely with EPSB and KDE as teacher preparation guidelines are being revised. Work in this area has included an expansion of the Teacher Leader

Program leading to more teachers credentialed in career and technical education and general education dual credit courses, thus expanding student access to dual credit options in high schools.

13. **Continue working with the campuses, KDE, EPSB to improve teacher quality through review and improvements to teacher preparation programs and K-12 professional development.**

The state is committed to encouraging more high school students to earn college credit while in high school. To support this effort, the governor and the legislature authorized scholarships to pay for up to two dual credit courses. In order for this to be available across the state in every high school, we need to grow the number of teachers who can provide these courses. In many instances, current college faculty will provide the instruction. However, in many schools, properly qualified high school teachers will be able to teach these courses. At the moment, there are not enough of these qualified high school teachers. To remedy that shortage, CPE has awarded $10,000 each to six institutions (EKU, MoSU, MuSU, NKU, UofL and WKU) to redesign teacher leader master's programs. Each institution will restructure at least two concentrations – one in natural sciences/mathematics/ computer science and one in liberal arts/social sciences. After redesign, each curriculum will have at least 18 hours of discipline-specific content, qualifying program completers to serve as dual credit instructors in these content areas.

14. **Fully implement the new statewide diversity policy and guide the development of campus diversity plans.**

The 2016-21 Public Postsecondary Education Diversity, Equity, and Inclusion Plan was adopted by the Committee on Equal Opportunities (CEO) in May 2016. After some revision, it was adopted by the Council at its September 2016 meeting. In December, CPE staff met with the Administrative Regulation Review Subcommittee to secure their support, necessary for ultimate adoption.

Since its adoption, campuses have been convening work groups, researching high-impact practices and strategies, and drafting their campus-specific diversity plans. Earlier this spring, CPE staff coordinated a review process in which teams of CEO members and CPE staff reviewed each of the campus plans and provided feedback to campus teams. At the April 10, 2017 CEO meeting, campus representatives from each public university and community and technical college met with the review teams to answer questions and receive suggestions and feedback on their plans. Campuses are now taking those suggestions and making revisions as necessary.

It is expected that the final plans will be presented to the CEO at the July 2017 meeting, and then submitted for approval by their respective governing boards. Plan implementation and data collection will begin in August 2017, and while the first annual report isn't due until March 2019, a preliminary report will be submitted to the Council in the fall of 2018. Report review teams will score the plans and present the results to the Council and CEO in the spring of 2019.

15. **Work with campuses, KHEAA, state policymakers, and others to reduce financial barriers to college through continued advocacy for existing state financial aid programs, development of new financial aid programs, implementation of a 2017-18 tuition and fee structure that balances the**

needs of students with those of the campuses, and support for institutional aid policies that target low-income students.

In March the Council approved resident undergraduate tuition and mandatory fee ceilings for academic year 2017-18 that provide increases of no more than 3 percent at Western Kentucky University; 4 percent at the University of Kentucky, Northern Kentucky University and KCTCS; and 5 percent at Eastern Kentucky University, Kentucky State University, Morehead State University, and Murray State University (UofL's board had made an earlier decision to freeze tuition for the coming year). Based on feedback from multiple stakeholders, there was agreement that moderate increases would support a necessary balance between the ability of students and families to pay for college and resources required for postsecondary institutions to address inflationary cost increases, manage growth in employer-paid retirement contributions, and support continuing progress toward attainment of HB1 and Strategic Agenda goals and objectives.

CPE supported efforts by the Education and Workforce Development Cabinet to advance a "work ready" scholarship initiative to assist students pursuing high-demand certificate and associate-level programs. The program will be available to students enrolling in the fall of 2017. Consistent with our recommendations, the program will support adult students as well as recent high school graduates. The final design of the program provides funds for up to 32 credit hours, which will not support students through the completion of an associate-level program. We will continue to work with the Cabinet to ensure more students with financial need have access to adequate funds to develop the skills needed keep Kentucky's workforce competitive.

16. **Evaluate Kentucky's possible membership in the State Authorization Reciprocity Agreement (SARA), a nationwide initiative of states that makes distance education courses more accessible to students across state lines and makes it easier for states to regulate and institutions to participate in interstate distance education.**

Effective July 15, 2016, Council was given the authority to join SARA on behalf of the Commonwealth of Kentucky in accordance with KRS 164.540(3). On September 23, 2016, the Council approved 13 KAR 4:010, which sets forth the approval process for Kentucky college and university participation in SARA, a requirement for state membership in SARA. On October 27, 2016, Kentucky's application to join SARA was approved effective December 1, 2016. To date, CPE has approved 39 Kentucky institutions as SARA institutions.

STRATEGIC AGENDA PRIORITY - SUCCESS

17. **Expand access to co-requisite models of developmental education in English and mathematics and continue working with statewide co-requisite pilot programs to bring these models to scale.**

The Council continues to lead statewide developmental education reform efforts. Data has demonstrated that traditional developmental education programs are simply ineffective. Most are only able to successfully advance around 15 percent of their students into credit-bearing courses a year after entry. Data analysis is underway comparing the current remediation model to the new

co-requisite models, which allow students access to credit-bearing courses with student-specific academic supports in their first semester in gateway mathematics, English, and reading courses. CPE provided funding to support multi-semester co-requisite mathematics projects and faculty professional development at KCTCS and the regional universities. The results are promising; most of the redesigned initiatives led to increases of 20 to 40 percentage points in the completion of the gateway mathematics course needed for degree completion. CPE also received $326,000 in grant funding from the James Graham Brown Foundation and has executed two-year contracts with 16 KCTCS campuses and four universities to expand implementation of both mathematics and literacy (English and reading) co-requisite models. Council staff continue to provide statewide professional learning opportunities needed by faculty and staff to implement the co-requisite model designed specifically to meet the needs of students on individual campuses. The spring 2017 Student Success Summit included three sessions on co-requisite implementation and degree pathways.

Council funds also have been used to support an additional multi-semester English project at a comprehensive university. Campuses will submit impact assessments to create a platform for discussion about effective practices related to the co-requisite model and its implementation.

18. **Develop a comprehensive set of strategies to support and encourage adults who want to go to or return to college, including but not limited to the continued development of Commonwealth College and other competency-based programs, targeted financial aid, and better outreach and communications.**

Staff is developing an outreach and communications program in conjunction with the campuses to recruit former students back to college to finish their degrees through the Project Graduate program. Planned to coincide with National Nontraditional Student Week (Nov. 6-10, 2017), the outreach likely will include direct mail or email to former students and veterans, as well as public service announcements.

Project Graduate is a research-based, statewide program that targets former students with 80+ credit hours toward a bachelor's degree and 30+ hours toward an associate degree. More than 1,800 adults have earned a bachelor's degree through the program.

While we have confidence in the online, competency-based Commonwealth College proposal, we have not been successful in securing the financial support it needs to become an effective tool in persuading adult learners to complete baccalaureate degrees to facilitate improvements in their earning capacity and employability.

19. **Fully implement the Council's revised dual credit policy and the recommendations of the Dual Credit Advisory Council.**

Improving the educational attainment of Kentucky's students by promoting dual credit opportunities has received much attention during the past year. In June 2015, a revised dual credit policy addressing both career and technical education and general education programming was adopted by the Council. A year later, the Governor issued an Executive Order creating a Dual Credit Scholarship Program, and in March 2017, a bill was passed codifying the scholarship program and providing continued funding. The 2016 scholarship program provided each qualified student access

to two dual credit courses, with no tuition or fees charged to the student and family. The program has increased participation in dual credit by nearly 20 percent from fall 2015 to fall 2016.

On May 24, 2017, a professional learning experience was provided by the Council, in collaboration with KDE and EPSB, for institutional leads from all postsecondary institutions offering dual credit. The goal was to provide an opportunity to review the policy and new scholarship guidelines and to understand institutional issues related to dual credit programming.

The Dual Credit Advisory Council, established to oversee the implementation of the policy, continues to review the impact of the policy and scholarship program. During the past year, the Dual Credit Advisory Council created two faculty and administrative teams to provide guidance in implementing the guiding principles and expansion of dual credit in the Commonwealth. Based on their recommendations, working with EPSB and KDE, a regulatory change has been proposed to expand the Teacher Leader Master's Program (described earlier) to include an option for dual credit credentialing.

We are happy to report that both the policy and implementation process created in Kentucky are now being used as national models for dual credit and dual enrollment.

20. **Promote evidence-based practices to improve student success, particularly for underprepared, low-income and underrepresented minority students, through work groups, summits and conferences, professional learning communities, and expanded data and information analysis.**

    More than 350 postsecondary faculty, staff and administrators attended the sixth annual Kentucky Student Success Summit, hosted by CPE on April 3-4, 2017. Session topics included using data and analytics to increase student-centered practices, supporting student success by promoting mental health and wellness, assuring delivery of high-impact educational practices to all students, supporting underprepared students' success, and serving military and veteran students.

21. **Develop a policy to guide institutions in the transfer of military credits to two-year or four-year degree programs and track the success of these students.**

    Kentucky joined the Multi-state Collaborative on Military Credit (MCMC) in 2014. The MCMC, coordinated by the Midwestern Higher Education Compact, is a partnership of 13 states focused on developing course equivalencies for the American Council on Education (ACE) credit recommendations, creating outreach strategies for educating service members and their families about available postsecondary benefits, increasing support services and resources for military members and families on campus, and tracking military students' enrollment, persistence and degree completion. Kentucky's participation was driven by the desire to meet the educational needs of service members and families deployed at Fort Knox, Fort Campbell, and the Bluegrass Army Depot, as well as the veterans and other military personnel and dependents who are pursuing postsecondary education.

    With the assistance of the MCMC, CPE developed the guiding principles for awarding military credit, which were approved by the Council at its November 18, 2016 meeting, to ensure inclusion of military students by maximizing the use of the definitions military active, military veteran, and

military connected. Since that time, CPE hired an adult educator and newly-retired veteran (US Army, with the rank of Major) to assist campuses in the implementation of the guiding principles. CPE also developed a crosswalk between multiple Army-enlisted occupations that depicts recommended college credits based on the American Council on Education recommendations and related courses in the KCTCS catalog. Similar institution-tailored crosswalks will identify faculty responsible for granting deserving students college credit for related competencies. Finally in this effort, CPE is conducting research on a statewide website to provide quick, comprehensive information to assist the military community and to showcase Kentucky institutions.

The CPE also has implemented steps to support the military community through interactions with the Advisory Council on Military Education conference, the Multi State Collaborative on Military Credit annual conference and periodic webinars, and through meetings and discussions with the Kentucky Commission on Military Affairs, the Commission on Professional Licensing and other licensure authorities.

22. **Continue working with KCTCS and the public universities to expand degree pathways between 2-year and 4-year programs, research/assess transfer activity, and improve communication about transfer opportunities.**

KCTCS and the public universities have collaborated to create and maintain 66 degree pathways, an increase of 10 pathways in one year. Degree pathways are available to students via the CPE-maintained KnowHow2Transfer.org website. They provide students with a semester-by-semester map to graduate from KCTCS with an AA or AS degree and complete a baccalaureate degree at one of Kentucky's public universities in a timely manner. In February 2017, CPE staff collaborated with the KCTCS System Office to host the "Transfer Summit 2.0," attended by over 150 faculty and administrators from KCTCS and Kentucky's public universities. The event focused on strengthening transfer agreements within majors associated with high-demand fields, including technology-related disciplines, natural sciences, nursing, and allied health.

23. **Review and refine KYVL/VC operations and conduct a review of the Council's broader use of technology tools to advance the strategic agenda.**

The Kentucky Virtual Library provides critical online access to hundreds of periodicals and other materials at bulk rate prices to college and university, public, and K-12 libraries across the state. Following an analysis of KYVL member cost-sharing, a new funding formula (proposed implementation in FY 18-19) aims to improve simplicity, equity and sustainability within and among member communities. The formula gradually reduces the relative cost to Kentucky's higher education institutions by seeking increased support from K-12 to better reflect available resources and usage. Under a newly drafted strategic plan, KYVL's vision and mission closely reflect those of CPE. The plan recognizes the importance of finding, evaluating and using information, and places increased emphasis on promoting information literacy skills among Kentuckians.

The Council is reviewing all technology tools and applications to ensure they are aligned with the priorities of the agency and provide value and service to CPE staff and member campuses. Additional information can be found under section 4, number 36 of this document.

24. Update the Council's academic program inventory and ensure we are capturing current and relevant data regarding every academic program offering in the state.

This year-long project is nearing completion. We have been working with campuses to ensure that: (1) all program titles are updated, (2) degree levels and designations are correct, (3) CIP codes are correct, and (4) institutions provide required information on minimum and maximum number of required credit hours, delivery methods (face-to-face, online and hybrid) and any alternative learning formats such as evening/weekend classes or instruction at nontraditional locations. This has been a complex and labor-intensive project, but one that will pay off in terms of program review and analysis, data collection, and public-facing information about Kentucky's academic programs.

25. Review Kentucky's advance practice doctorate program policy as outlined in KRS 164.295, and by December 2016 recommend any necessary changes.

CPE staff worked with members of the General Assembly to pass Senate Bill 147 during the 2017 Regular Session. It will become effective on June 29, 2017. The bill eliminates the cap placed on the number of advanced practice doctorates that comprehensive universities can offer, eliminates the annual report (but requires a program review every three years), and clarifies which professional degrees cannot be offered at comprehensive universities.

In addition, CPE has proposed changes to 13 KAR 2:110, which outlines the program approval procedure for new advanced practice doctorates, to align to changes to the CPE program approval policy that was adopted by the Council on Postsecondary Education on February 3, 2017, with an effective date of July 1, 2017. The Administrative Regulation Review Subcommittee approved the amendments to the regulation on April 11, 2017, and the regulation amendment is expected to be finalized at any time.

STRATEGIC AGENDA PRIORITY - IMPACT

26. Work with campus leaders, the business community, state agencies, and other leaders to advance Kentucky's workforce and economic development agendas through information sharing, relationship building, and aligning strategies and goals.

Workforce and economic development have been at the forefront of Governor Bevin's priorities. Most of CPE's ongoing activities and that of the institutions have supported this work through education and training programs, community development and business support, and research and development, particularly at UK and UofL. Among the state's challenges in this area are financial aid availability, particularly for our lowest income students; students dropping out of the education/training pipeline without a degree or certificate; lack of strong alignment between education programs and workforce demand; and persistent gaps in education levels between underrepresented minorities and majority populations. The administration, with CPE input, has developed several strategies to tackle workforce issues, including targeted financial aid for dual credit and certificate-level programs. I have had several conversations with Kentucky's new Economic Development Secretary and look forward to strengthening ties between his Cabinet and

the postsecondary system in the months ahead. At literally every discussion about economic development, it is the availability of a properly prepared workforce that comes to the top of the list of important criteria. It is also increasingly the case that the vast majority of new jobs, and jobs that pay enough to support a family, will require some education beyond high school. So the connection between the economic development community and the higher education community must be strengthened if Kentucky is to be successful in the 21st century. We are hopeful Secretary Gill will take advantage of the offers we have made to assist him in his efforts to recruit more employers with high paying jobs to Kentucky.

27. **Work with the Kentucky Center for Education and Workforce Statistics (KCEWS) and other partners to assess and communicate the linkage between workforce supply and demand through improved Postsecondary Education Feedback Reports, interactive data tools, and other research and analysis.**

    CPE works in close partnership with KCEWS on a variety of projects to improve the state's understanding of the progress of students through the education pipeline and the workforce outcomes of students after high school and college. CPE staff served on a multi-agency review team to help guide the development of the Kentucky New Future Skills Report, a first of its kind interactive tool to provide policy makers and others with detailed information about workforce supply and demand in all regions of the state. Staff also was deeply engaged with KCEWS on a major overhaul of the popular Postsecondary Education Feedback Reports by identifying data and reporting needs of postsecondary institutions, providing consultation and feedback, and sharing CPE research on workforce supply and demand.

28. **With the Education and Workforce Development Cabinet, complete the development and facilitate a broader roll-out of Focus Explorer, a joint agency project that provides a web-based, self-service solution for postsecondary and adult education students, job seekers, employers, educators, and workforce staff.**

    CPE and KYAE have worked for several years with the Cabinet for Education and Workforce Development to develop and implement an online tool to help employers identify potential hires, as well as job seekers to improve their skills and connect with prospective employers. Powered by Burning Glass Technologies, "Focus Career" allows resume uploads, identifies potential job matches; provides program-of-study, career, and employer information; and through a link with CPE's academic program inventory, connects potential students to appropriate campuses and programs based on career interests. While much of Focus Career is already available to the public, the program inventory data has only recently been included. It will be available early this summer.

29. **Partner with the Kentucky Science and Technology Corporation (KSTC) to advance a comprehensive strategy that brings together business, government, education, and KSTC programs, contributing to the creation of entrepreneurial companies, jobs and the international competitiveness of Kentucky's economy.**

    KSTC works strategically to blend public and private resources to create opportunities for Kentucky and its people to prosper through measurable, innovative initiatives in education, entrepreneurship, science, technology, R & D capacity and economic competiveness. KSTC accomplishes this by

leveraging talent development, disruptive innovation, viable entrepreneurship, enterprise development and capitalization, space (as in outer space) innovation, and world class events.

In FY 2016-17, CPE partnered and supported KSTC on three overarching programs:

1. Kentucky Science & Engineering Foundation (KSEF), which invests in people and their ideas, promotes research and new technologies, develops intellectual property, integrates research and education, and develops collaborative projects. CPE provided $1.4M in pass-through funding in FY 2016-17.
2. Kentucky Experimental Program to Stimulate Competitive Research (KY EPSCoR), which enhances the research and innovation capacity of universities and colleges by leveraging strategic investments in human capital and physical infrastructures in order to excel in federal R&D funding competitiveness. CPE provided almost $1.3M in pass-through funding in FY 2016-17.
3. Kentucky Enterprise Fund (KEF) for Rural Innovation & Commercialization, which was created under the Kentucky Innovation Act (2000) to build successful technology-based companies in Kentucky, outside of Jefferson and Fayette counties, by providing pre-seed and seed-stage funding. It only invests in Kentucky-based companies with less than 150 employees, and investment requires at least an equal amount in matching private investment. CPE provided just over $2M in pass-through funding in FY 2016-17.

Specific initiatives that are also supported by this funding include:

- AdvanceKentucky, which is a statewide program focused primarily on math and science that supports a school culture of high expectations for rigorous student learning and open enrollment in Advanced Placement (AP) courses. The results have been nothing short of spectacular, demonstrating that Kentucky students can and are outperforming the national average by 150 to 200 percent in the proportion of students earning "qualifying scores" on the national AP exams. This is includes minority and low-income students who participate.
- Idea Festival, a series of live events that bring together thousands of people to promote innovation, curiosity, discovery, and disruptive thinking as a means of designing novel solutions to important challenges in the sciences, arts, business, education, technology, and design.
- Kentucky Space, which develops research and development, educational, and entrepreneurial space platforms, and Space Tango, which is the nation's first business accelerator specifically for space enterprises and entrepreneurs.

30. **Provide guidance and support to the Governance Board for Lung Cancer Research, the Cancer Research Trust, the Equine Advisory Committee and other external partner groups that CPE funds and administers.**

Regular meetings were held throughout the year by the respective oversight groups and appropriate actions were taken to allocate funds in accordance with applicable law. A proper accounting of these funds was made, and funds were distributed through CPE contracts.

<u>GENERAL AGENCY OPERATION PRIORITIES</u>

31. Manage reduced General Fund appropriations for the operations of the Council through a focused prioritization of agency responsibilities, reallocation of resources, and continued acquisition of external funding.

For the 2016-18 biennium, CPE's General Fund appropriation was reduced by 4.5 percent. CPE worked with the legislature to receive an additional $298,000 in 2017-18 to support tuition increases in Contract Spaces. To maintain adequate staffing levels and maximize programmatic technology trust fund dollars, three full-time virtual library positions and two programmers were moved from the operating budget to the technology trust fund.

CPE secured a $326,000 grant from the James Graham Brown Foundation to support the Remediation Redesign for Student Success: Implementing Co-requisite Models of Developmental Education on Kentucky campuses. CPE also is working with the Commonwealth Office of Technology to consolidate technology infrastructure assets, maintenance costs, and support personnel. This consolidation is expected to increase the efficiency of technology resources for Kentucky and CPE, and will allow CPE staff to focus on more specific agency-related items.

32. Strengthen the agency's capacity to provide data, research, and analysis on a wide range of policy issues affecting postsecondary and adult education.

The agency has maintained a strong reputation in terms of collecting and housing student and institution-level data from Kentucky colleges and universities. Most of our data collections are ongoing and completed each semester, then validated both through technology and analysts in Frankfort and on each campus. The data is warehoused, then used for statewide reports and assessments, and shared with other agencies such as the Kentucky Center for Education and Workforce Statistics (KCEWS) to create Kentucky's State Longitudinal Data System (SLDS) for policy analysis and institutional planning. To strengthen CPE's capacity for data, research and analysis, CPE recently consolidated our data/information staff with our research staff under the direction of Executive Director David Mahan, a former Assistant Provost at Manhattan College and Director of Institutional Effectiveness at Bellarmine University. David has experience in institutional research/data analytics, program evaluation, strategic planning, academic assessment and regional/programmatic accreditation.

Work has begun on a new CPE public-facing 'data portal' to provide better access to the information collected from the Kentucky campuses. Partnerships with KCEWS and Frankfort policy makers, national research organizations, leaders who create budgets and strategic plans on Kentucky campuses, and others are critical to success. These partnerships are the foundation of an evidence-based culture in our state, which facilitates better decisions for students and better learning experiences on our campuses. It also allows us to support the best technologies in student learning (face-to-face, online, hybrid, and competency-based education), and helps increase Kentucky's educational attainment level to the national average, the overarching goal of the Council and a focus of the CPE's Strategic Agenda.

33. Review and make recommendations to state policy leaders regarding Kentucky's Contract Spaces Program.

The Council negotiated a tuition rate discount for the biennium with out-of-state universities who provide veterinary and optometry spaces. The estimated savings was roughly $800,000, allowing the program's General Fund appropriation to cover expenses. The Council was successful in obtaining an additional $300,000 in a special appropriation from the General Assembly to allow for a full complement of spaces this biennium. Significant work will need to be done in the next biennium so that revenue/appropriations will be able to keep pace with expenses. To that end, we are exploring a variety of alternative approaches to meeting the needs of the agricultural community through the provision of high-quality veterinarians who currently must be trained out-of-state. For optometry, the recent creation of the Optometry School at the University of Pikeville has created some new opportunities for that training, in addition to the out-of-state partners we have used for several decades.

34. Continue to fulfill the Council's responsibility to license colleges and universities to operate in Kentucky. Review the licensure process and regulation to determine if revisions should be made to increase efficiency while maintaining the appropriate level of oversight.

CPE currently licenses 103 institutions, with 2,264 programs licensed by CPE. CPE staff is surveying its licensed institutions regarding how student transcripts are maintained, either in paper or electronic form or both, to determine if CPE should propose changes in how it regulates in this area. Requirements related to maintaining adequately trained staff to administer federal Title IV funds and measures to better protect student interests in the event of school closure are also being considered.

35. Develop and launch new CPE/KYAE websites to improve content, strengthen the agency's public presence, and enhance functionality.

The Council launched its new website in December 2016, followed by the launch of the Kentucky Adult Education website in January 2017. Both sites provide quick and easy access to essential information, while offering visitors a more comprehensive understanding of our work.

A few highlights of the Council site include:

- A consumer protection section that features helpful student content about selecting a college, and the importance of licensure.
- A robust "Our Work" section, which provides a holistic view of the Council's work, from why we do what we do, to how it is important for Kentucky.
- Policy and legislative libraries, which provide one-stop access to the guidelines and regulations that affect Kentucky's campuses.

Coming soon is an interactive data portal that will provide the ability to manipulate data to generate customized visualizations and tables.

The Kentucky Adult Education site offers each of its three core audiences–students, educators and employers–quick access to top content. As a key resource for local adult education program staff, the site provides a range of content, from curricula and professional development opportunities to downloadable recruitment materials and the latest news and announcements.

36. Enhance information technology systems for Adult Education (KYAE Reporting Systems, GED® Transcript Request System), for Academic Affairs (Program Approval, Program Review, Program Modifications, Licensure), and for the Data and Information Unit (KPEDS, KPEDS data warehouse, KPEDS reporting tool).

A number of measures have been taken in this area:

- Enhanced the Kentucky Adult Education Reporting System (KAERS) to capture performance and accountability measures, and to fulfill federal legislation for the Workforce Innovation and Opportunity Act (WIOA).
- Implemented a digitalization project for scanning 22,000 GED®-related paper documents that improved accessibility, which created new efficiencies and eliminated multiple file cabinets.
- Collaborated with the Education and Workforce Cabinet to implement the Focus Explorer product which is expected to launch on June 9, 2017. Focus Explorer will assist unemployed and underemployed Kentuckians in finding adult and postsecondary training opportunities (see number 28).
- Enhanced annual licensure application to improve staff efficiency.
- Enhanced statewide academic postsecondary program inventory system to capture essential data elements. Additionally assisted institutions with updating their programs, which resulted in cleaner data throughout CPE systems.
- Enhanced KPEDS warehouse so that it can efficiently talk to reporting products.
- Implemented a new learning management system for the Kentucky Virtual Campus.
- Provided support and environments to develop online board training to fulfill statutory mandates.
- Developed an online password retrieval process for Kentucky Virtual Library, thereby eliminating hundreds of manual requests.

To conclude, it is often difficult to imagine the breadth of activities undertaken by the CPE, and the remarkable staff we have. While this report is quite lengthy, it does provide to each of you an opportunity to see, in one space, most, but not all, of what we do every day.

Our interaction with legislators, the governor's office, KDE, KHEAA and the EPSB also demand staff preparation time, hearing testimony, and often lengthy reviews of legislation and budget proposals. And, of course the planning and execution of our CPE meetings, retreats, conferences and summits all require the attention to detail and organization that assure the events, attendees, speakers, directions, accommodations, travel and reimbursements appear effortless.

As I have stated before, I feel blessed to be able to work with the remarkable people of CPE who serve the state and our students so well, and usually without notoriety or fanfare. I feel the same way about each member of the Council. You have provided to the professional staff the support, guidance, direction and challenges that exemplify the highest level of voluntary citizen service to the people of Kentucky. For all of that I am most grateful.

Finally, I must close on a note of some concern and disappointment: the legislature once again added language to the budget prohibiting the Council from meeting its obligations to me regarding compensation as set forth in my employment contract. This reference is simply to express my objection in order to preserve whatever rights I may have to address the situation.

Respectfully submitted,

Robert L. King
President
Kentucky Council on Postsecondary Education

Adoption of 2017-18 CPE Work Plan

ACTION: The staff recommends the Council approve the Plan of Work, July 2017 through June 2018.

The attached CPE President's Plan of Work provides a clear set of policy priorities and tasks that will guide the work of the Council president and staff over the coming year.

Implementation will be monitored carefully by the Council president and chair, and periodic reports will be made to the full Council throughout the year to ensure adequate progress is being made in each of the areas of focus. The Executive Committee will evaluate implementation of the plan as part of the president's annual performance review in May and June 2018.

Kentucky Council on Postsecondary Education
Plan of Work: July 2017–June 2018

Cross-Cutting Priorities

1. Distribute $42.9 million FY18 General Fund appropriation to the postsecondary institutions using the new performance funding model, which was adopted by the General Assembly in 2017. Work with campuses to ensure data used in the model is reported accurately and the model works as designed.

2. Develop 2018-20 budget request in partnership with campus leaders to adequately fund institutional operations and provide funding deemed necessary for trust funds, special initiatives, capital projects, and the Council's agency operations and pass-through programs.

3. Continue implementation of the 2016-2021 Strategic Agenda for Postsecondary and Adult Education and fully develop the state's higher education accountability system, which includes annual campus performance presentations, an interactive data dashboard, and an annual accountability report.

4. Fully implement the new board orientation program (HB 15, 2016) with the rollout of the new online training modules and the biennial Trusteeship Conference, which will be held September 11-12, 2017. Develop and deliver additional continuing education opportunities for board members as needed.

5. Continue advocacy and communication efforts to promote the value of postsecondary education and the need for investment with the Governor's office, General Assembly and the general public. Maintain a strong working relationship with the governor, his administration and key legislative leaders to advance common goals.

6. Work with the governor, legislative leaders, Council members, and campus representatives to develop a cost-sharing approach to address a multi-billion dollar backlog of capital maintenance and renewal needs at Kentucky's public universities and KCTCS institutions. The approach will be presented as part of the 2018-20 budget recommendation in November 2017.

Opportunity:

7. Close out Kentucky's third GEAR UP grant, which will conclude on September 25, 2017, and complete a comprehensive program evaluation. If a fourth round of federal GEAR UP funds are awarded, begin the school selection process, build resource infrastructure, and finalize external partnerships.

8. Reengage KY3C (College and Career Connection) Coalition partners and expand the work of the organization under the direction of new staff leadership. Promote the adoption of College and Career Readiness advising standards, as well as the development of training resources and hiring guidelines as proposed by KY3C and the Kentucky Advising Task Force.

9. Provide ongoing, personalized technical assistance to local providers to ensure adult education's compliance with the Workforce Innovation and Opportunity Act (WIOA). Provide professional development to align local programs and services with federal requirements for adult educators to provide contextualized academic instruction using essential employability skills.

10. Continue to build partnerships and enhance collaborations with local workforce boards, employers, training entities, KCTCS and occupational associations to provide adult education services focusing on preparing our students for college and careers through contextualized, integrated career pathway models.

11. Develop high quality data-driven professional development models that build capacity for improving student outcomes.

12. Continue to work with the campuses and other stakeholders to ensure alignment between K-12 and postsecondary standards and assessments. Review college readiness indicators and the Council's admission regulations to ensure high school graduates are prepared for success in postsecondary credit-bearing courses.

13. Work with the campuses, KDE and EPSB to improve teacher quality through review of and improvements to teacher preparation programs. Redesign teacher leader master's programs to ensure more high school teachers receive high-level training for dual credit instruction.

14. Approve campus diversity plans in September 2017, and monitor/assist campuses with the implementation of strategies and initiatives.

15. Work with campuses, state policymakers, and others to reduce financial barriers to college through continued advocacy for state financial aid programs, development of new financial aid programs, promotion of institutional aid policies that target low-income students, improved financial literacy and transparency related to college costs, and research/analysis related to affordability and student debt.

16. Review the Council's tuition-setting policy and set tuition parameters for the 2017-18 academic year that balance the needs of campuses with the interests of students, families, and policymakers.

17. Facilitate Kentucky's membership in the State Authorization Reciprocity Agreement (SARA), a nationwide initiative that makes distance education courses more accessible to students across state lines and makes it easier for states to regulate and institutions to participate in interstate distance education.

Success:

18. Continue to promote and support co-requisite models of developmental education and bring these models to scale.

19. Implement a comprehensive set of strategies to support and encourage adults who want to go to or return to college, including but not limited to the promotion of competency-based and other programs for place/time-bound students, targeted financial aid, and better outreach and completion strategies like Project Graduate.

20. Continue to promote proven student success practices through conferences, professional learning communities, research and analysis, and program evaluation. Seek new funding and/or redirect existing funds to support effective student success strategies on campuses.

21. Fully implement CPE's guiding principles related to the transfer of military credits to two-year or four-year degree programs, and track the success of these students.

22. Work with KCTCS and the public universities to evaluate current degree pathways between two-year and four-year programs, monitor transfer activity, and strengthen outreach to students about transfer opportunities.

23. Review the Kentucky Virtual Campus to determine if changes are needed to better meet the needs and priorities of the postsecondary community and Kentucky students. As part of this effort, review the Council's various online student outreach channels (KnowHow2GoKY, KYVC, and KnowHow2Transfer) to determine if consolidations should occur.

24. Pursue state, federal and foundation funding to incentivize access to and completion of gateway coursework in the first academic year of enrollment.

25. Working with education partners, undertake a detailed evaluation of dual credit in Kentucky, including the impact of dual credit on future college success, student access and costs related to dual credit coursework, and recent regulatory and legislative changes to incentivize high school teachers to be credentialed to teach dual credit coursework.

Impact

26. Work with campus leaders, the business community, state agencies, and other leaders to advance Kentucky's workforce and economic development agendas through information sharing and aligning strategies and goals.

27. Work with the campuses and other state and national partners to analyze and communicate workforce supply/demand and graduation outcomes to support CPE's academic program review process, assist career development professionals and Kentucky employers, and inform prospective students and families.

28. Work with employers, foundations, and state leaders to expand "work and learn" opportunities, including internships, co-ops, experiential or project-based learning, and clinical experiences.

29. Work with campus leaders to improve career development for Kentucky students through earlier advising efforts, career pathways and degree maps, and tools that help match students with the necessary skills and employers.

30. Review the Kentucky Science and Technology Corporation (KSTC) programs supported by CPE pass-through funding and CPE's management of these funds. Partner with KSTC to help create entrepreneurial companies, jobs and a more competitive economy.

31. Provide guidance and support to the Governance Board for Lung Cancer Research, the Cancer Research Trust, the Equine Advisory Committee and other external partner groups that CPE funds and administers.

General Agency Operations Priorities

32. Manage current and anticipated reductions to General Fund appropriations for the operations of the Council through a focused prioritization of agency

responsibilities, reallocation of resources, and continued acquisition of external funding.

33. Make recommendations to state policy leaders regarding Kentucky's Contract Spaces Program.

34. Ensure the successful migration of the current postsecondary networks (KyRON and KPEN) to the new Kentucky Wired network established by the Governor's Office.

35. Continue enhancements and maintenance of information technology systems for Adult Education (KYAE Reporting Systems, GED® Transcript Request System), for Academic Affairs (Program Approval, Program Review, Program Modifications, Licensure), and for the Data and Information Unit (KPEDS, KPEDS data warehouse, KPEDS reporting tool).

36. Transfer Council operational control of technology infrastructure services into the Commonwealth Office of Technology to promote effective and efficient management of state government operations and resources (Executive Order 2012-880).

37. Develop and implement a strategic communications plan for the agency in consultation with our units and campus partners.

38. Work with Kentucky State University to fulfill the requirements of HB 303 (2016) to submit a report to the General Assembly by December 1, 2017, outlining progress on the university's statutorily mandated management and improvement plan.

39. Review the institutional licensure process and regulation to determine if revisions should be made to increase student protection in the event of school closure, help identify schools in financial distress, and require annual training in the administration of federal Title IV funding for institutions participating in the program.

2017-18 Tuition and Mandatory Fee Recommendation
Eastern Kentucky University

> ACTION: Staff recommends that the Council approve the following 2017-18 tuition and mandatory fee rates for Eastern Kentucky University.

On May 10, 2017, Eastern Kentucky University officials submitted a tuition and fee proposal for academic year 2017-18 to the Council, along with tuition and fee revenue estimates for fiscal years 2016-17 and 2017-18. The Council staff reviewed EKU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its March 31, 2017 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at EKU during fall semester 2017, spring semester 2018, and summer term 2018.

Tuition and Mandatory Fees

On March 31, 2017, the Council approved a tuition and fee ceiling for Eastern Kentucky University for academic year 2017-18 that limits the amount of the university's base rate increase for resident undergraduate students to no more than 5.0 percent. At that same meeting, the Council voted to allow all institutions to charge market competitive rates for graduate and online courses. As can be seen in the table below, the proposal that EKU submitted to the Council complies with the 5.0 percent ceiling for resident undergraduate students.

Rate Category	Current 2016-17 Tuition & Fee Charges	Proposed 2017-18 Tuition & Fee Charges	Dollar Change	Percent Change
Undergraduate				
Resident	$8,568	$8,996	$428	5.0%
Nonresident	$17,880	$18,774	$894	5.0%
Graduate				
Resident	$525 pch	$550 pch	$25	4.8%
Nonresident	$855 pch	$825 pch	($30)	-3.5%

Attachment A contains additional categories of tuition and fee charges for resident and nonresident part-time undergraduate students (per credit hour charge); for resident and nonresident graduate students (per credit hour charge); for undergraduate and graduate students enrolled in online justice and safety programs, and other online programs (per credit hour charge); for graduate students in Education, Nursing Practice, Occupational

Therapy, and Psychology doctoral programs; and EKU Now students (high school dual credit). Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

EKU officials estimate that their proposed 2017-18 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about $155.5 million in gross tuition and fee revenue, an increase of about $2.3 million or 1.5 percent over the previous year (see Attachment B).

Proposed 2017-18 Tuition and Mandatory Fee Charges
Eastern Kentucky University

Category	Fall 2017	Spring 2018	Annual 2017-18	Summer 2018	Winter 2017
Undergraduate					
Resident					
Full-time (12 credit hours and above)	$ 4,498	$ 4,498	$ 8,996		
Per Credit Hour	375	375		375 & 409	409
Nonresident					
Full-time (12 credit hours and above)	9,387	9,387	$ 18,774		
Per Credit Hour	782	782		782 & 409	409
Online (non-program) Per Credit Hour	409	409			
Online Programs					
General Education	409	409		409	409
Child and Family Studies	409	409		409	409
Corrections and Juvenile Justice	409	409		409	409
Emergency Medical Care	409	409		409	409
Fire Arson Explosion Investigation	409	409		409	409
Fire Protection Administration Online	409	409		409	409
Fire Protection and Safety Engineering Technology	409	409		409	409
Homeland Security	409	409		409	409
Occupational Safety	409	409		409	409
Paralegal	409	409		409	409
Police Studies	409	409		409	409
Political Science	409	409		409	409
Psychology	409	409		409	409
RN to BSN	460	460		460	460
Other Online Program					
Graduate - Master's					
Resident					
Per Credit Hour	550	550		550	550
Nonresident					
Per Credit Hour	825	825		825	825
Online (non-program) Per Credit Hour	535	535		535	535
Graduate Tuition					
College of Letters, Arts and Social Sciences	611	611		611	611
College of Sciences	611	611		611	611
College of Education	510	510		510	510
College of Business and Technology	611	611		611	611
College of Health Sciences	662	662		662	662
College of Justice and Safety	611	611		611	611
Online Programs (per credit hour)					
Adult, Juvenile and Community Corrections Leadership	409	409		409	409
Construction Management	409	409		409	409
Deaf and Hard of Hearing (DHH)	409	409		409	409
Director of Pupil Personnel Endorsement Program	409	409		409	409
Family Nurse Practitioner	409	409		409	409
Gifted Education	409	409		409	409
Instructional Leadership	409	409		409	409
Instructional Supervisor Endorsement Program	409	409		409	409
Interdisciplinary Early Childhood Education (IECE)	409	409		409	409
Learning and Behavior Disorders	409	409		409	409
Library Science	409	409		409	409
Literacy (Reading Writing)	409	409		409	409
Middle Grades Education	409	409		409	409
Music	409	409		409	409
Nursing Administration	409	409		409	409
Principal Certification Program	409	409		409	409
Psychiatric Mental Health Nurse Practitioner	409	409		409	409
Public Administration	409	409		409	409
Safety, Security and Emergency Management	409	409		409	409
Superintendent Endorsement Program	409	409		409	409
Other Online Program	409	409		409	409
Graduate - Doctorate (per credit hour)					
Doctorate in Education	575	575		575	575
Doctorate Nursing Practice	675	675		675	675
Doctorate in Occupational Therapy	675	675		675	675
Doctorate in Psychology	675	675		675	675
EKU Now (High School)					
Per Credit Hour	53	53			

Estimated 2017-18 Gross Tuition and Mandatory Fee Revenue
Eastern Kentucky University

Category		Estimated 2016-17		Estimated 2017-18
Undergraduate				
Resident				
Fall	$	41,261,645	$	41,934,000
Spring	$	36,408,905	$	36,784,000
Summer	$	2,658,858	$	2,700,000
Nonresident				
Fall	$	9,849,226	$	10,198,800
Spring	$	9,119,479	$	9,183,800
Summer	$	970,535	$	971,000
Targeted				
Fall				
Spring				
Summer				
Online Courses				
Fall	$	2,517,018	$	2,550,000
Spring	$	3,091,293	$	3,100,000
Summer	$	2,174,503	$	2,200,000
Winter	$	291,283	$	300,000
Online Programs				
Fall	$	6,191,163	$	6,453,075
Spring	$	6,349,252	$	6,512,745
Summer	$	1,578,297	$	1,644,080
Graduate - Master's				
Resident				
Fall	$	3,379,107	$	3,429,000
Spring	$	2,869,035	$	2,919,000
Summer	$	1,363,546	$	1,363,500
Nonresident				
Fall	$	1,161,551	$	1,103,473
Spring	$	1,025,654	$	974,371
Summer	$	254,318	$	241,603
Online Courses				
Fall	$	646,101	$	646,000
Spring	$	956,124	$	956,100
Summer	$	794,843	$	795,000
Winter	$	4,869	$	4,900
Online Programs				
Fall	$	4,309,089	$	4,402,180
Spring	$	5,141,953	$	5,243,373
Summer	$	2,868,165	$	2,946,847
Graduate - Doctorate				
Non residency				
Fall	$	876,766	$	876,000
Spring	$	169,996	$	170,000
Summer	$	309,337	$	309,000
Online Programs				
Fall	$	214,988	$	215,000
Spring	$	218,850	$	218,000
Summer	$	122,578	$	122,500
Special Use Fee	$	4,037,307	$	4,037,307
	$	153,185,634	$	155,504,653

2017-18 Tuition and Mandatory Fee Recommendation
Kentucky Community and Technical College System

> ACTION: Staff recommends that the Council approve the following 2017-18 tuition and mandatory fee rates for the Kentucky Community and Technical College System.

On May 12, 2017, Kentucky Community and Technical College System (KCTCS) officials submitted a tuition and fee proposal for academic year 2017-18 to the Council, along with tuition and fee revenue estimates for fiscal years 2016-17 and 2017-18. The Council staff reviewed KCTCS's proposed rates and determined that they comply with the resident rate ceiling adopted by the Council at its March 31, 2017 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at KCTCS during fall semester 2017, spring semester 2018, and summer term 2018.

Tuition and Mandatory Fees

On March 31, 2017, the Council approved a tuition and fee ceiling for the Kentucky Community and Technical College System for academic year 2017-18 that limits the amount of KCTCS institution base rate increases for resident students to no more than $6.00 per credit hour. At that same meeting, the Council voted to allow all institutions to charge market competitive rates for graduate and online courses. As can be seen in the table below, the proposal that KCTCS submitted to the Council complies with the $6.00 per credit hour ceiling for resident students.

Rate Category	Current 2016-17 Tuition & Fee Charges	Proposed 2017-18 Tuition & Fee Charges	Dollar Change	Percent Change
Resident				
Per Credit Hour	$156.00 pch	$162.00 pch	$6.00 pch	3.8%
30 Credit Hours	$4,680	$4,860	$180	3.8%
Nonreisdent				
Per Credit Hour	$312.00 pch	$324.00 pch	$12.00 pch	3.8%
30 Credit Hours	$9,360	$9,720	$360	3.8%

Attachment A contains additional categories of tuition and fee charges, including per credit hour rates for resident, nonresident - contiguous counties, and nonresident - other students and shows semester total and annual billable charges for students enrolled at

various levels of credit hours taken (e.g., 3 hours, 6 hours, 9 hours, etc.). Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

KCTCS officials estimate that their proposed 2017-18 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about $230.6 million in gross tuition and fee revenue, an increase of about $7.6 million or 3.4 percent over the previous year (see Attachment B).

Proposed 2017-18 Tuition and Mandatory Fee Charges
Kentucky Community and Technical College System

Category	Fall 2017	Spring 2018	Annual 2017-18	Summer 2018
Resident				
Per Credit Hour	$162	$162		$162
Charge for Students Enrolled with 3 Credit Hours	486	486		486
Charge for Students Enrolled with 6 Credit Hours	972	972		972
Charge for Students Enrolled with 9 Credit Hours	1,458	1,458		1,458
Charge for Students Enrolled with 12 Credit Hours	1,944	1,944		1,944
Charge for Students Enrolled with 15 Credit Hours	2,430	2,430		2,430
Nonresident - Contiguous Counties				
Per Credit Hour	$324	$324		$324
Charge for Students Enrolled with 3 Credit Hours	972	972		972
Charge for Students Enrolled with 6 Credit Hours	1,944	1,944		1,944
Charge for Students Enrolled with 9 Credit Hours	2,916	2,916		2,916
Charge for Students Enrolled with 12 Credit Hours	3,888	3,888		3,888
Charge for Students Enrolled with 15 Credit Hours	4,860	4,860		4,860
Nonresident - Other				
Per Credit Hour	$567	$567		$567
Charge for Students Enrolled with 3 Credit Hours	1,701	1,701		1,701
Charge for Students Enrolled with 6 Credit Hours	3,402	3,402		3,402
Charge for Students Enrolled with 9 Credit Hours	5,103	5,103		5,103
Charge for Students Enrolled with 12 Credit Hours	6,804	6,804		6,804
Charge for Students Enrolled with 15 Credit Hours	8,505	8,505		8,505
Angency Bond Fee				
Per Credit Hour	$8	$8		$8

Estimated 2017-18 Gross Tuition and Mandatory Fee Revenue
Kentucky Community and Technical College System

Category		Estimated 2016-17		Estimated 2017-18
Undergraduate				
Resident	$	137,269,947	$	142,210,491
Nonresident	$	5,527,830	$	5,726,785
Online	$	69,199,823	$	71,690,425
Agency Bond Fee	$	11,000,000	$	11,000,000
Total	$	**222,997,600**	$	**230,627,701**

2017-18 Tuition and Mandatory Fee Recommendation
Morehead State University

> ACTION: Staff recommends that the Council approve the following 2017-18 tuition and mandatory fee rates for Morehead State University.

On May 15, 2017, Morehead State University officials submitted a tuition and fee proposal for academic year 2017-18 to the Council, along with tuition and fee revenue estimates for fiscal years 2016-17 and 2017-18. The Council staff reviewed MoSU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its March 31, 2017 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at MoSU during fall semester 2017, spring semester 2018, and summer term 2018.

Tuition and Mandatory Fees

On March 31, 2017, the Council approved a resident undergraduate tuition and mandatory fee ceiling for Morehead State University for academic year 2017-18 that limits the amount of the university's base rate increase for resident undergraduate students to no more than 5.0 percent. At that same meeting, the Council voted to allow all institutions to charge market competitive rates for graduate and online courses. As can be seen in the table below, the proposal that MoSU submitted to the Council complies with the 5.0 percent ceiling for resident undergraduate students.

Rate Category	Current 2016-17 Tuition & Fee Charges	Proposed 2017-18 Tuition & Fee Charges	Dollar Change	Percent Change
Undergraduate				
Resident	$8,398	$8,818	$420	5.0%
Nonresident	$12,664	$13,294	$630	5.0%
Graduate				
Resident	$574 pch	$574 pch	$0	0.0%
Nonresident	$574 pch	$574 pch	$0	0.0%

Attachment A contains additional categories of tuition and fee charges, including per credit hour rates paid by resident and nonresident part-time undergraduate students.

Staff recommends approval of these additional categories of rates as proposed by the university.

<u>Estimated Tuition Revenue</u>

MoSU officials estimate that their proposed 2017-18 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about $70.1 million in gross tuition and fee revenue, an increase of about $1.3 million or 1.9 percent over the previous year (see Attachment B).

Proposed 2017-18 Tuition and Mandatory Fee Charges
Morehead State University

Category	Fall 2017	Spring 2018	Annual 2017-18	Winter & Summer 2018
Undergraduate				
Resident				
Full-time	4,409	4,409	8,818	-
Per Credit Hour	369	369	-	369
Nonresident				
Full-time	6,647	6,647	13,294	-
Per Credit Hour	556	556	-	556
International				
Full-time	11,122	11,122	22,244	-
Per Credit Hour	929	929	-	929
Graduate				
Resident				
Full-time	-	-	-	-
Per Credit Hour	574	574	-	574
Nonresident				
Full-time	-	-	-	-
Per Credit Hour	574	574	-	574
International				
Full-time	-	-	-	-
Per Credit Hour	574	574	-	574
Special Use Fee				
Full-time	66	66	-	-
Per Credit Hour	5	5	-	5

Estimated 2017-18 Gross Tuition and Mandatory Fee Revenue
Morehead State University

Category	Estimated 2016-17	Estimated 2017-18
Undergraduate		
Resident	46,803,000	48,156,000
Nonresident	8,532,300	8,816,100
International	4,395,300	4,028,000
		-
Graduate		-
Resident	6,567,600	6,632,400
Nonresident	1,395,400	1,431,800
International	208,100	174,500
		-
Special Use Fee	927,900	908,800
Total	**$ 68,829,600**	**$ 70,147,600**

2017-18 Tuition and Mandatory Fee Recommendation
Murray State University

ACTION: Staff recommends that the Council approve the following 2017-18 tuition and mandatory fee rates for Murray State University.

On May 11, 2017, Murray State University officials submitted a tuition and fee proposal for academic year 2017-18 to the Council, along with tuition and fee revenue estimates for fiscal years 2016-17 and 2017-18. The Council staff reviewed MuSU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its March 31, 2017 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at MuSU during fall semester 2017, spring semester 2018, and summer term 2018.

Tuition and Mandatory Fees

On March 31, 2017, the Council approved a resident undergraduate tuition and mandatory fee ceiling for Murray State University for academic year 2017-18 that limits the amount of the university's base rate increase for resident undergraduate students to no more than 5.0 percent. At that same meeting, the Council voted to allow all institutions to charge market competitive rates for graduate and online courses. As can be seen in the table below, the proposal that MuSU submitted to the Council complies with the 5.0 percent ceiling for resident undergraduate students.

Rate Category	Current 2016-17 Tuition & Fee Charges	Proposed 2017-18 Tuition & Fee Charges	Dollar Change	Percent Change
Undergraduate				
Pre Summer 2016 Admit				
Resident	$7,944	$8,340	$396	5.0%
Nonresident	$21,648	$22,728	$1,080	5.0%
Summer 2016 and After				
Resident	$8,400	$8,820	$420	5.0%
Nonresident	$22,680	$23,820	$1,140	5.0%
Graduate				
Resident	$503.00 pch	$528.00 pch	$25.00 pch	5.0%
Nonresident	$1,419.00 pch	$1,489.50 pch	$70.50 pch	5.0%

Attachment A contains additional categories of tuition and fee charges for undergraduate resident and nonresident part-time students (per-credit-hour rate);

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

Estimated Tuition Revenue

MuSU officials estimate that their proposed 2017-18 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about $122.5 million in gross tuition and fee revenue, an increase of about $5.7 million or 4.9 percent over the previous year (see Attachment B).

Category	Students Admitted Before Summer 2016				Students Admitted Summer 2016 and After			
	Fall 2017	Spring 2018	Annual 2017-18	Summer 2018	Fall 2017	Spring 2018	Annual 2017-18	Summer 2018
Undergraduate								
Resident								
Full-time (up to 15 hours)	4,170.00	4,170.00	8,340.00		4,410.00	4,410.00	8,820.00	
Per Credit Hour	347.50	347.50		347.50	367.50	367.50		367.50
(WEB Courses Resident) Per Credit Hour	(a)	(a)		(a)	(a)	(a)		(a)
Full Online Programs Per Credit Hour	367.50	367.50		367.50	367.50	367.50		367.50
Nonresident								
Full-time (up to 15 hours)	11,364.00	11,364.00	22,728.00		11,910.00	11,910.00	23,820.00	
Per Credit Hour	947.00	947.00		947.00	992.50	992.50		992.50
(WEB Courses Resident) Per Credit Hour	(a)	(a)		(a)	(a)	(a)		(a)
Full Online Programs Per Credit Hour	367.50	367.50		367.50	367.50	367.50		367.50
Regional								
Full-time (up to 15 hours)	11,364.00	11,364.00	22,728.00		8,820.00	8,820.00	17,640.00	
Per Credit Hour	947.00	947.00		947.00	735.00	735.00		735.00
(WEB Courses Resident) Per Credit Hour	(a)	(a)		(a)	(a)	(a)		(a)
Full Online Programs Per Credit Hour	367.50	367.50		367.50	367.50	367.50		367.50
Graduate								
Resident								
Full-time								
Per Credit Hour	528.00	528.00		528.00	528.00	528.00		528.00
(WEB Courses Resident) Per Credit Hour	672.00	672.00		672.00	672.00	672.00		672.00
Nonresident								
Full-time								
Per Credit Hour	1,489.50	1,489.50		1,489.50	1,489.50	1,489.50		1,489.50
(WEB Courses Resident) Per Credit Hour	672.00	672.00		672.00	672.00	672.00		672.00
Doctoral								
Resident (per Credit Hour)	659.50	659.50		659.50	659.50	659.50		659.50
Nonresident (Per Credit Hour)	965.00	965.00		965.00	965.00	965.00		965.00
(WEB Courses Resident) Per Credit Hour	842.50	842.50		842.50	842.50	842.50		842.50

Notes:
(a) Web courses are billed at the same rate as face-to-face courses, effective 2016-17 academic year.
   However, the University is requesting approval for a credit hour rate for students enrolled in full online undergraduate programs.
   Full online undergraduate programs will be billed $367.50 per credit hour for tuition and mandatory fees.
   Students enrolled in full online programs will not have their courses capped and will be billed for each credit hour enrolled.
   This is regardless of the student's residency.

(b) Graduate and Doctoral web course rates are 130% of residency rates.

(c) All undergraduate rates are capped at fixed-flat full-time for 12-15 credit hours. Hours above 15 will be assessed at the appropriate resident, regional or non-resident rate.

Estimated 2017-18 Gross Tuition and Mandatory Fee Revenue
Murray State University

Category		Estimated 2016-17		Estimated 2017-18
Undergraduate				
Resident	$	39,268,703	$	41,221,448
Nonresident	$	54,711,144	$	57,413,957
Online	$	1,503,067	$	1,575,098
Graduate				
Resident	$	3,419,952	$	3,580,330
Nonresident	$	9,026,000	$	9,449,329
Online	$	6,514,185	$	6,820,670
			$	-
First-Professional			$	-
Resident			$	-
Nonresident			$	-
Doctoral				
Resident	$	815,785	$	854,229
Nonresident	$	358,698	$	375,562
Online	$	1,125,112	$	1,177,962
Total	$	116,742,647	$	122,468,585

2017-18 Tuition and Mandatory Fee Recommendation
Northern Kentucky University

> ACTION: Staff recommends that the Council approve the following 2017-18 tuition and mandatory fee rates for Northern Kentucky University.

On May 11, 2017, Northern Kentucky University officials submitted a tuition and fee proposal for academic year 2017-18 to the Council, along with tuition and fee revenue estimates for fiscal years 2016-17 and 2017-18. The Council staff reviewed NKU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its March 31, 2017 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at NKU during fall semester 2017, spring semester 2018, and summer term 2018.

<u>Tuition and Mandatory Fees</u>

On March 31, 2017, the Council approved a resident undergraduate tuition and mandatory fee ceiling for Northern Kentucky University for academic year 2017-18 that limits the amount of the university's base rate increase for resident undergraduate students to no more than 4.0 percent. At that same meeting, the Council voted to allow all institutions to charge market competitive rates for graduate and online courses. As can be seen in the table below, the proposal that NKU submitted to the Council complies with the 4.0 percent ceiling for resident undergraduate students.

Rate Category	Current 2016-17 Tuition & Fee Charges	Proposed 2017-18 Tuition & Fee Charges	Dollar Change	Percent Change
Undergraduate				
Resident	$9,000	$9,360	$360	4.0%
Nonresident	$18,000	$18,720	$720	4.0%
Graduate				
Resident	$556 pch	$584 pch	$28	5.0%
Nonresident	$855 pch	$898 pch	$43	5.0%

Attachment A contains additional categories of tuition and fee charges, including rates for undergraduate resident, nonresident, Metro, Indiana, PACE Program, and online students; graduate resident, nonresident, Ohio/Indiana, and online students; online programs; and business, law, and education doctorate and first professional programs.

Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

NKU officials estimate that their proposed 2017-18 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about $140.9 million in gross tuition and fee revenue, an increase of about $1.9 million or 1.4 percent over the previous year (see Attachment B).

Proposed 2017-18 Tuition and Mandatory Fee Charges
Northern Kentucky University

Category-Tuition	Fall 2017	Spring 2018	Annual 2017-18	Summer 2018	Winter 2017	Summer 2017
Undergraduate						
Resident						
Full-time (12-16 credit hours)	$4,680	$4,680	$9,360			
Per Credit Hour	$390	$390		$390	$390	$375
Metro						
Full-time (12-16 credit hours)	$7,080	$7,080	$14,160			
Per Credit Hour	$590	$590		$590	$590	$567
Nonresident						
Full-time (12-16 credit hours)	$9,360	$9,360	$18,720			
Per Credit Hour	$780	$780	N/A	$780	$780	$750
Resident and Nonresident Online						
Per Credit Hour	$426	$426	N/A	$426	$426	$410
Resident and Nonresident - PACE Program						
Per Credit Hour	$415	$415	N/A	$415	$415	$400
Graduate - Per Credit Hour						
Resident	$584	$584	N/A	$584	$584	$556
Ohio/Indiana	$703	$703	N/A	$703	$703	$669
Nonresident	$898	$898	N/A	$898	$898	$855
SNU Computer Science Program - Agreement with Sichuan Normal University China 2+2	$700	$700	N/A	$700	$700	New
Nonresident & Resident - Online	$624	$624	N/A	$624	$624	$596
Graduate - Master of Education - Per Credit Hour	$518	$518	N/A	$518	$518	$518
Business Graduate - Per Credit Hour						
Resident	$627	$627	N/A	$627	$627	$627
Ohio/Indiana	$737	$737	N/A	$737	$737	$737
Nonresident	$1,022	$1,022	N/A	$1,022	$1,022	$1,022
College of Health Professions (Nursing Grad Cohort Programs) - Per Credit Hour						
Doctorate of Nurse Practitioner (DNP)	$648	$648	N/A	$648	$648	$623
Master of Science Nursing Degrees (MSN)	$621	$621	N/A	$621	$621	$597
College of Health Professions Norton	$465	$465	N/A	$465	$465	$465
St. Elizabeth RN-BSN	$400	$400	N/A	$400	$400	$400
Children's Hospital Grad	$718	$718	N/A	$718	$718	$718
St. Elizabeth MSN	$545	$545	N/A	$545	$545	$545
Mercy Health Online - GR	$635	$635	N/A	$635	$635	$635
RN-BSN Online Partner Program Rate	N/A	N/A	$9,900	N/A	N/A	N/A
Law						
Resident						
Full-time (13 - 16 credit hours)	$9,685	$9,685	$19,370			
Per Credit Hour	$745	$745	N/A	$745	$745	$711
Nonresident						
Full-time (13 - 16 credit hours)	$15,665	$15,665	$31,330			
Per Credit Hour	$1,205	$1,205	N/A	$1,205	$1,205	$1,150
LLM-Master of Law for International Students 1 year program	N/A	N/A	$28,950	N/A	N/A	N/A
School Based Scholars Per Course (Note 1)						
	$156	$156	N/A	$156	$156	$230
Education Doctorate (per credit hour)						
Resident	$684	$684	N/A	$684	$684	$656
Ohio/Indiana	$803	$803	N/A	$803	$803	$769
Nonresident	$998	$998	N/A	$998	$998	$955
Executive Leadership & Organizational Change (ELOC) - Two Year Cohort Rate	N/A	N/A	$34,950	N/A	N/A	N/A
Category-Mandatory Fee (Special Use Fee)						
Special Use Fee (Campus Recreation Fee)						
Per Credit Hour (caps at 12 hours)	$16	$16	N/A	$16	$16	$16

Note 1: The actual course fee charged to School Based Scholars for FY2017 was $156

Estimated 2017-18 Gross Tuition and Mandatory Fee Revenue
Northern Kentucky University

Category - Tuition	Estimated 2016-17	Estimated 2017-18
Undergraduate		
Resident	58,654,255	59,335,059
Metro	30,156,788	30,995,915
Nonresident	9,864,968	9,979,750
School Based Scholars	450,348	450,348
PACE	2,757,875	2,752,294
Indiana Reciprocity	2,895,150	2,847,803
Ohio Reciprocity	2,554,812	2,625,901
Summer Sparks (New)	0	15,079
On-Line	4,746,442	4,809,906
Graduate		
Resident	3,846,512	3,797,656
Ohio/Indiana Rate	2,726,225	2,891,770
Nonresident	1,211,791	1,371,955
On-Line	3,386,754	3,322,354
Business Graduate		
Resident	433,023	416,312
Ohio/Indiana Rate	255,033	247,909
Nonresident	45,510	45,162
ELOC Program	698,726	702,352
First-Professional		
Resident	4,656,642	4,732,498
Nonresident	4,334,235	4,427,607
Doctorate		
Resident	217,978	209,890
Ohio/Indiana	313,081	301,594
Executive Doctorate		
Executive Doctorate	29,000	0
Dr. Online (Dr of Nurse Practitioner)	196,245	195,610
Total Gross Tuition	134,431,391	136,474,724
Category - Mandatory Fee		
Special Use Fee (Campus Rec Fee)	4,524,376	4,397,600
TOTAL TUITION AND MANDATORY FEES	**138,955,767**	**140,872,324**

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

2017-18 Tuition and Mandatory Fee Recommendation
University of Kentucky

ACTION: Staff recommends that the Council approve the following 2017-18 tuition and mandatory fee rates for the University of Kentucky.

On June 5, 2017, University of Kentucky officials submitted a tuition and fee proposal for academic year 2017-18 to the Council, along with tuition and fee revenue estimates for fiscal years 2016-17 and 2017-18. The Council staff reviewed UK's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its March 31, 2017 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at UK during fall semester 2017, spring semester 2018, and summer term 2018.

Tuition and Mandatory Fees

On March 31, 2017, the Council approved a tuition and mandatory fee ceiling for the University of Kentucky for academic year 2017-18 that limits the amount of the university's base rate increase for resident undergraduate students to no more than 4.0 percent. At that same meeting, the Council voted to allow all institutions to charge market competitive rates for graduate and online courses. As can be seen in the table below, the proposal that UK submitted to the Council complies with the 4.0 percent ceiling for resident undergraduate students.

Rate Category	Current 2016-17 Tuition & Fee Charges	Proposed 2017-18 Tuition & Fee Charges	Dollar Change	Percent Change
Undergraduate				
Lower Division				
Resident	$11,320	$11,772	$452	4.0%
Nonresident	$26,156	$27,856	$1,700	6.5%
Upper Division				
Resident	$11,646	$12,112	$466	4.0%
Nonresident	$26,512	$28,236	$1,724	6.5%
Graduate				
Resident	$12,236	$12,726	$490	4.0%
Nonresident	$28,380	$30,224	$1,844	6.5%

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

Estimated Tuition Revenue

UK officials estimate that their proposed 2017-18 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about $503.8 million in gross tuition and fee revenue, an increase of about $20.5 million or 4.2 percent over the previous year (see Attachment B).

Proposed 2017-18 Tuition and Mandatory Fee Charges
University of Kentucky

Category	Fall 2017	Spring 2018	Annual 2017-18	Summer and Winter Terms 2018	Full Programs
Undergraduate (Lower Division)					
Resident					
Full-time (12 credit hours and above)	$ 5,886	$ 5,886	$ 11,772		
Per Credit Hour	$ 477	$ 477		$ 477	
Nonresident					
Full-time (12 credit hours and above)	$ 13,928	$ 13,928	$ 27,856		
Per Credit Hour	$ 1,145	$ 1,145		$ 1,145	
Online	*	*		*	
Undergraduate (Upper Division)					
Resident					
Full-time (12 credit hours and above)	$ 6,056	$ 6,056	$ 12,112		
Per Credit Hour	$ 490	$ 490		$ 490	
Nonresident					
Full-time (12 credit hours and above)	$ 14,118	$ 14,118	$ 28,236		
Per Credit Hour	$ 1,161	$ 1,161		$ 1,161	
Online	*	*		*	
Graduate					
Resident					
Full-time	$ 6,363	$ 6,363	$ 12,726		
Per Credit Hour	$ 674	$ 674		$ 674	
Online	*	*		*	
Nonresident					
Full-time	$ 15,112	$ 15,112	$ 30,224		
Per Credit Hour	$ 1,644	$ 1,644		$ 1,644	
Online	*	*		*	
Master of Business Administration (MBA)					
Evening and part-time students (entered prior to Summer 2016)					
Resident					
Full-time	7,353	7,353	$ 14,706		
Per Credit Hour	$ 784	$ 784		$ 784	
Nonresident					
Full-time	$ 18,046	$ 18,046	$ 36,092		
Per Credit Hour	$ 1,969	$ 1,969		$ 1,969	
Master, Professional					
Resident					
Full-time	$ 6,671	$ 6,671	$ 13,342		
Per Credit Hour	$ 708	$ 708		$ 708	
Nonresident					
Full-time	$ 15,460	$ 15,460	$ 30,920		
Per Credit Hour	$ 1,685	$ 1,685		$ 1,685	
Master, Health Professional					
Resident					
Full-time	$ 6,854	$ 6,854	$ 13,708		
Per Credit Hour	$ 728	$ 728		$ 728	
Nonresident					
Full-time	$ 15,666	$ 15,666	$ 31,332		
Per Credit Hour	$ 1,704	$ 1,704		$ 1,704	
Professional Practice Doctoral					
Resident					
Full-time	$ 8,297	$ 8,297	$ 16,594		
Per Credit Hour	$ 890	$ 890		$ 890	
Nonresident					
Full-time	$ 20,878	$ 20,878	$ 41,756		
Per Credit Hour	$ 2,286	$ 2,286		$ 2,286	
Dentistry					
Resident			$ 33,307		
Nonresident			$ 69,634		
Reduced Curriculum load					
Resident			$ 17,428		
Nonresident			$ 35,608		
Doctor of Pharmacy					

Proposed 2017-18 Tuition and Mandatory Fee Charges
University of Kentucky

Category	Fall 2017	Spring 2018	Annual 2017-18	Summer and Winter Terms 2018	Full Programs
Resident			$ 27,250		
Nonresident			$ 49,480		
Reduced curriculum load					
Resident			$ 14,368		
Non-Resident			$ 25,483		
Doctorate of Physical Therapy					
Resident			$ 20,618		
Nonresident			$ 45,074		
Law					
Resident			$ 23,783		
Nonresident			$ 47,343		
Medicine					
Students - entering class of fall 2013					
Resident			$ 33,870		
Nonresident			$ 62,073		
Students - entering class of fall 2014					
Resident			$ 34,888		
Nonresident			$ 63,948		
Students - entering class of fall 2015					
Resident			$ 35,929		
Nonresident			$ 65,861		
Students - entering class of fall 2016					
Resident			$ 37,716		
Nonresident			$ 65,861		
Students - entering class of fall 2017					
Resident			$ 38,472		
Nonresident			$ 68,000		
Reduced Curriculum load					
Resident			$ 20,005		
Nonresident			$ 34,769		
Master of Business Administration (MBA)					
One-Year (full-time)					
Resident					$ 33,486
Nonresident					$ 38,486
Professional Evening Two-Years (full-time)					
Resident					$ 34,622
Nonresident					$ 39,622
Professional Evening Three-Years (part-time)					
Resident					$ 33,458
Nonresident					$ 38,458
Master of Science in Finance					
One-Year					
Resident					$ 26,538
Nonresident					$ 36,538
UK-UofL Joint Executive Master in Business Administration					$ 67,500

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

Estimated 2017-18 Gross Tuition and Mandatory Fee Revenue
University of Kentucky

Category	Estimated 2016-17	Estimated 2017-18
Undergraduate		
Resident	$ 157,387,000	$ 163,682,400
Nonresident	158,831,700	164,866,000
Online*		
Graduate		
Resident	29,699,800	30,887,800
Nonresident	43,946,800	46,803,300
Online*		
First-Professional		
Resident	35,627,400	37,052,500
Nonresident	24,574,200	25,602,200
Mandatory Fees	33,224,800	34,916,400
Total	**$ 483,291,700**	**$ 503,810,600**

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

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

2017-18 Tuition and Mandatory Fee Recommendation
University of Louisville

ACTION: Staff recommends that the Council approve the following 2017-18 tuition and mandatory fee rates for the University of Louisville.

On May 12, 2017, University of Louisville (UofL) officials submitted a tuition and fee proposal for academic year 2017-18 to the Council, along with tuition and fee revenue estimates for fiscal years 2016-17 and 2017-18. The tuition and fee proposal calls for the university to maintain the same tuition and mandatory fee charges in 2017-18 as the ones assessed in 2016-17 (i.e., no increase), including rates for resident and nonresident undergraduate and graduate students. This plan was endorsed by the Council at its March 31, 2017 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at UofL during fall semester 2017, spring semester 2018, and summer term 2018.

Tuition and Mandatory Fees

On March 31, 2017, the Council endorsed UofL's plan to not increase tuition and mandatory fee charges for resident undergraduate students in academic year 2017-18. At that same meeting, the Council voted to allow all institutions to charge market competitive rates for graduate and online courses. As can be seen in the table below and in Attachment A, the proposal that UofL submitted to the Council on May 12 reflects the plan endorsed by the Council at the March 31 meeting (i.e., no increase).

Rate Category	Current 2016-17 Tuition & Fee Charges	Proposed 2017-18 Tuition & Fee Charges	Dollar Change	Percent Change
Undergraduate				
Resident	$11,068	$11,068	$0	0.0%
Nonresident	$26,090	$26,090	$0	0.0%
Graduate				
Resident	$12,246	$12,246	$0	0.0%
Nonresident	$25,486	$25,486	$0	0.0%

Attachment A contains additional categories of tuition and mandatory fee charges, including rates for undergraduate and graduate part-time students (per credit hour rates); undergraduate and graduate distance education students; an education

doctorate practitioner program; and business, medicine, human resources and organizational development, dentistry, and law first-professional programs. Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

UofL officials estimate that their proposed 2017-18 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about $294.3 million in gross tuition and fee revenue, a decrease of about $8.4 million or 2.8 percent less than the previous year (see Attachment B).

Proposed 2017-18 Tuition and Mandatory Fee Charges
University of Louisville

Category	Fall 2017	Spring 2018	Annual 2017-18	Summer 2018
Undergraduate				
Resident				
Full-time (12 credit hours and above)	$ 5,534	$ 5,534	$ 11,068	$ 5,534
Per Credit Hour	462	462		462
Nonresident				
Full-time (12 credit hours and above)	13,045	13,045	26,090	13,045
Per Credit Hour	1,088	1,088		1,088
Special Fort Knox Rate				
Per Credit Hour (includes online courses)	250	250		250
Intensive English as a Second Language (IESL)	(Program to be discontinued)			
Full-time Day Program	n/a	n/a	n/a	n/a
Graduate				
Resident				
Full-time	6,123	6,123	12,246	6,123
Per Credit Hour	681	681		681
Nonresident				
Full-time	12,743	12,743	25,486	12,743
Per Credit Hour	1,417	1,417		1,417
Special Fort Knox Rate				
Per Credit Hour				
(excludes Master's of Engineering in Engineering Management Online fixed price program)				
Distance Education (per credit hour)				
Undergraduate	497	497		497
Graduate	714	714		714
Graduate - Urban Planning & Public Admin	855	855		855
Law, full-time	1,098	1,098		1,098
Law, part-time	914	914		914
Professional MBA Cohort Program				
Resident - 6 consecutive semesters including summer terms				
Full-time	5,333	5,333	16,000	5,333
Nonresident - 6 consecutive semesters including summer terms				
Full-time	5,333	5,333	16,000	5,333
Full-time MBA Cohort Program				
Resident - 13 month program				
Full-time	10,667	10,667	32,000	10,667
Nonresident - 13 month program				
Full-time	10,667	10,667	32,000	10,667
IMBA Cohort Program				
Resident - 6 consecutive semesters including summer terms				
Full-time	5,333	5,333	16,000	5,333
Nonresident - 6 consecutive semesters including summer terms				
Full-time	5,333	5,333	16,000	5,333
Master's in Accountancy Cohort Program				
Resident - 3 consecutive semesters including summer terms				
Full-time	7,000	7,000	21,000	7,000
Nonresident - 3 consecutive semesters including summer terms				
Full-time	7,000	7,000	21,000	7,000
Certificate Program in Accounting				
Resident (7 undergraduate courses over 2-3 semesters)				
Full-time	6,450	6,450	12,900	n/a
Nonresident (7 undergraduate courses over 2-3 semesters)				
Full-time	6,450	6,450	12,900	n/a
Ed. D. Practitioner				
Resident - 9 consecutive semesters including summer terms	1,800	1,800	5,400	1,800
Full-time				
Nonresident - 9 consecutive semesters including summer terms				
Full-time	1,800	1,800	5,400	1,800
M.S. in Human Resources and Organization Development				
Resident - 6 consecutive semesters including summer terms				
Full-time	2,750	2,750	8,250	2,750
Nonresident - 6 consecutive semesters including summer terms				
Full-time	2,750	2,750	8,250	2,750
Urban Planning and Public Administration Programs				

Proposed 2017-18 Tuition and Mandatory Fee Charges
University of Louisville

Category	Fall 2017	Spring 2018	Annual 2017-18	Summer 2018
Resident				
Full-time	7,023	7,023	14,046	7,023
Nonresident				
Full-time	13,643	13,643	27,286	13,643
Law				
Resident				
Full-time	10,548	10,548	21,096	10,548
Per Credit Hour	1,056	1,056		1,056
Nonresident				
Full-time	19,651	19,651	39,302	19,651
Per Credit Hour	1,967	1,967		1,967
Medicine				
Resident	19,143	19,143	38,286	n/a
Nonresident	29,098	29,098	58,196	n/a
Dentistry				
Resident	16,206	16,206	32,412	n/a
Nonresident	33,782	33,782	67,564	n/a
Special Use Fee	98	98	196	

Estimated 2017-18 Gross Tuition and Mandatory Fee Revenue
University of Louisville

Category	Estimated 2016-17	Estimated 2017-18
Undergraduate		
Resident	$ 122,240,000	$ 120,640,000
Nonresident	32,600,000	31,940,000
Online	23,410,000	20,610,000
Graduate		
Resident	20,940,000	20,920,000
Nonresident	7,740,000	7,330,000
MBA Programs	3,880,000	3,720,000
Online	9,400,000	7,920,000
First-Professional		
Resident	28,360,000	28,350,000
Nonresident	29,890,000	29,880,000
Continuing Ed., Special Programs, Other Tuition	10,180,000	10,390,000
Mandatory Fees	10,490,000	9,070,000
Student Recreation Center Special Use Fee	3,500,000	3,500,000
Total	$ 302,630,000	$ 294,270,000

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

2017-18 Tuition and Mandatory Fee Recommendation
Western Kentucky University

> ACTION: Staff recommends that the Council approve the following 2017-18 tuition and mandatory fee rates for Western Kentucky University.

On May 3, 2017, Western Kentucky University officials submitted a tuition and fee proposal for academic year 2017-18 to the Council, along with tuition and fee revenue estimates for fiscal years 2016-17 and 2017-18. The Council staff reviewed WKU's proposed rates and determined that they comply with the resident undergraduate rate ceiling adopted by the Council at its March 31, 2017 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at WKU during fall semester 2017, spring semester 2018, and summer term 2018.

Tuition and Mandatory Fees

On March 31, 2017, the Council approved a resident undergraduate tuition and mandatory fee ceiling for Western Kentucky University for academic year 2017-18 that limits the amount of the university's base rate increase for resident undergraduate students to no more than 3.0 percent. At that same meeting, the Council voted to allow all institutions to charge market competitive rates for graduate and online courses. As can be seen in the table below, the proposal that WKU submitted to the Council complies with the 3.0 percent ceiling for resident undergraduate students.

Rate Category	Current 2016-17 Tuition & Fee Charges	Proposed 2017-18 Tuition & Fee Charges	Dollar Change	Percent Change
Undergraduate				
Resident	$9,712	$10,002	$290	3.0%
Nonresident	$24,592	$25,312	$720	2.9%
Graduate				
Resident	$559 pch	$578 pch	$19	3.4%
Nonresident	$805 pch	$862 pch	$57	7.1%

Attachment A contains additional categories of tuition and fee charges for undergraduate resident and nonresident part-time and distance learning students; nonresident Tuition Incentive Program (TIP) students; graduate resident and

nonresident distance learning students; graduate nonresident international students; nurse practitioner and physical therapy doctoral students; and graduate professional MBA program students. Staff recommends approval of these additional categories of rates as proposed by the university.

Estimated Tuition Revenue

WKU officials estimate that their proposed 2017-18 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about $198.7 million in gross tuition and fee revenue, a decrease of about $6.6 million or -3.2 percent over the previous year (see Attachment B).

Proposed 2017-18 Tuition and Mandatory Fee Charges
Western Kentucky University

Category	Fall 2017	Spring 2018	Annual 2017-18	Winter & Summer 2018
Undergraduate				
Resident				
Full-time (12-18 credit hours)	5,001	5,001	10,002	
Military at Resident Rate	5,001	5,001	10,002	
Part-time (Per Credit Hour)	417	417		417
Dual Credit (Per Credit Hour)	54	54		
Nonresident				
Full-time (12-18 credit hours)	12,656	12,656	25,312	
Full-time - Tuition Incentive Program (12-18 ch)	6,644	6,644	13,288	
Part-time (Per Credit Hour)	1,055	1,055		1,055
Part-time - Tuition Incentive Program (pch)	554	554		554
Part-time - Distance Learning (Online Courses)	510	510		510
International				
Full-time (12-18 credit hours)	12,980	12,980	25,960	
Part-time (Per Credit Hour)	1,082	1,082		1,082
Graduate				
Resident				
Per Credit Hour	578	578		578
Military at Resident Rate	578	578		578
Kentucky P-12 Educator	395	395		395
Nonresident				
Domestic Per Credit Hour	862	862		862
International Per Credit Hour	987	987		987
Distance Learning (Online Courses)	707	707		707
Doctorate, Nurse Practitioner				
Resident (Per Credit Hour)	652	652		652
Nonresident (Per Credit Hour)	847	847		847
Doctorate, Physical Therapy				
Resident (Per Credit Hour)	632	632		632
Nonresident (Per Credit Hour)	872	872		872
Professional MBA (Per 6 Hours)	5,826	5,826	11,652	
Active Military (Per Credit Hour)	250	250		250

Estimated 2017-18 Gross Tuition and Mandatory Fee Revenue
Western Kentucky University

Category	Budgeted 2016-17		Budgeted 2017-18	
Undergraduate				
Resident	$	108,613,000	$	108,006,000
Nonresident		56,955,000		52,003,000
Graduate (incl practice based doctoral)				
Resident		16,333,000		16,180,000
Nonresident		12,885,000		12,057,000
Student Athletics Fee		6,024,000		6,006,000
Centers Fee(Auxiliary Enterprises)		1,703,000		1,703,000
Special Use Fees		2,747,000		2,747,000
Total	**$**	**205,260,000**	**$**	**198,702,000**

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

* Includes nonresidents assessed instate rates due to state reciprocity agreements.

2017-18 Agency Operating Budget

ACTION: The staff recommends that the Council approve the 2017-18 CPE Agency Budget.

Each fiscal year, staff asks the Council to review and approve the agency revenue and expenditure budget. Below is summary and detailed budget information for fiscal year 2017-18. Budgeted figures for fiscal year 2016-17 are included for comparison.

CPE General Fund Budget

The enacted biennial budget for the executive branch (HB 303), along with CPE's 2016-18 budget request which was submitted to the state budget office in November 2015, provided a framework for both the 2016-17 and 2017-18 CPE agency budgets. State General Fund appropriations for the second year of the biennium (2017-18) are essentially flat compared to the first year (2016-17). During the 2017 legislative session, $298,000 in state General Fund was added to CPE's 2017-18 budget to fully fund Contract Spaces slots ($100,900) and correct for a calculation error ($197,100) made by legislative staff. Finally, HB 303 added $41,800 in state General Fund to CPE's budget in 2017-18 to fund retirement system cost increases and other mandated cost increases (i.e., referred to as defined calculations).

General Fund support for most areas of CPE's budget was reduced 5.0% in 2016-17. While this cut was significant for our agency, most other state agencies received 9.0% cuts. The enacted 5.0% reduction at the start of the current biennium (2016-18) is in addition to a 5.0% reduction in the prior biennium (2014-16) and an 8.4% General Fund cut in 2012-14.

As can be seen in the chart below, $2.9 million or about 7% of CPE's General Fund appropriation (the blue section in the chart) supports staff and activities typically associated with postsecondary education coordination. CPE's largest expense category is Kentucky Adult Education Local Programs ($17.6 million, or 42%). An additional $1.7 million, 4% of CPE's General Fund, supports Adult Education statewide coordination. The next largest expenditure category is Student Aid and Assistance ($6.4 million, 15%) which primarily goes to the Contract Spaces Program (reserved spaces and in-state tuition for Kentuckians at out-of-state veterinary and optometry schools) but also funds five other smaller pass-through programs. Technology and Academic Support ($5.3 million, 13%) helps fund the Technology Trust Fund (Kentucky Postsecondary Education Network and Kentucky Virtual Campus and Library) and Senate Bill 1 initiatives (college and career readiness). Research and Economic Development ($5.1 million, 12%) funds go to the Kentucky Science and Technology Corporation and Project Lead the Way. Agency Operations ($7.1 million, 17%) supports more than just traditional Postsecondary Statewide Coordination: about 60% of Operations General Fund supports network administration and data collection, contract administration, and Adult Education statewide coordination.

Kentucky Council on Postsecondary Education
Enacted 2017-18 General Fund Appropriation by Budget Category
Total = $41.6 Million (M)

Adult Education Local Program Providers $17.6 M, 42%

Data Collection & Analysis, IT $1.4 M, 3%

Operations & Contract Admin $1.1 M, 3%

Student Aid & Assistance $6.4 M, 15%

Adult Education Statewide Coordination $1.7 M, 4%

Postsecondary Statewide Coordination $2.9 M, 7%

Research & Economic Development $5.1 M, 12%

Technology & Academic Support $5.3 M, 13%
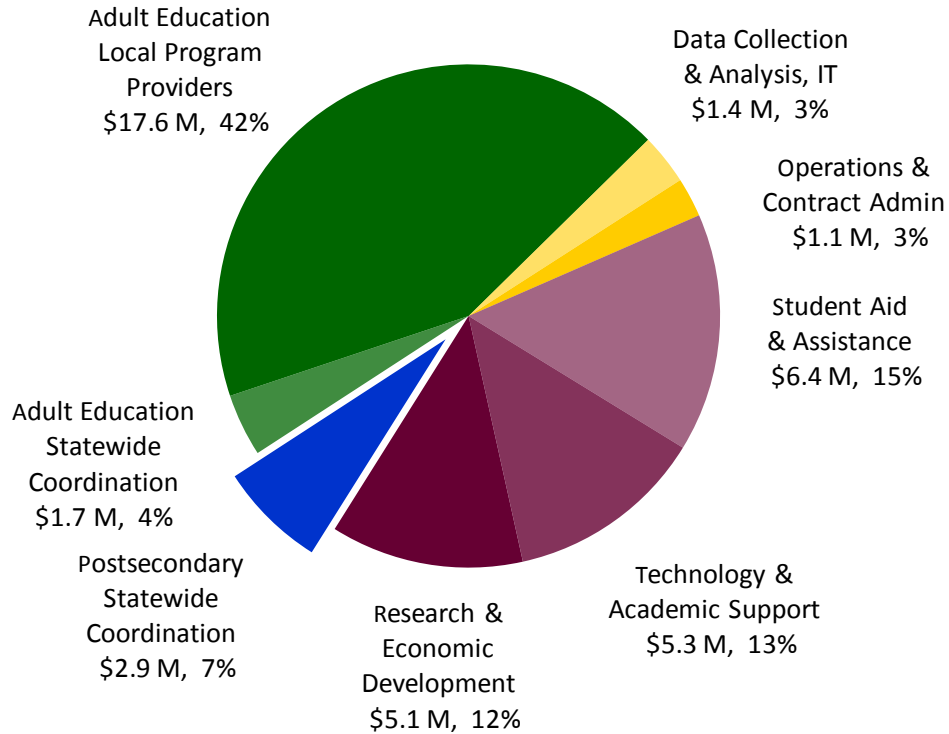
2016-17 General Fund Appropriation

Adult Education (Local Program Providers)	$ 17,640,500	42%
Agency Operations:		
Adult Education Statewide Coordination	$ 1,717,300	4%
IT, Data Collection & Analysis	1,393,900	3%
Operations & Contract Administration	1,078,800	3%
Postsecondary Statewide Coordination	2,942,300	7%
Subtotal	$ 7,132,300	17%
Student Aid & Assistance	6,416,900	15%
Technology & Academic Support	5,264,000	13%
Research & Economic Development	5,112,300	12%
	$ 41,566,000	100%

CPE – Other Funds

In addition to state General Fund appropriations, the Council's budget contains other sources of revenue, including tobacco settlement funds, cigarette tax revenue, federal grant funds, and agency receipts. Table 1 below provides a summary of the Council's final 2016-17

budget and the 2017-18 proposed budget. Following Table 1 is detail on each of the major expenditure categories.

Table 1: CPE Agency - Budgeted Sources and Uses of Funds					
		2016-17 Final Budget		2017-18 Proposed	Percent Change
Sources of Funds					
General Fund					
Continuing Appropriation	$	2,945,685	$	2,655,685	
Regular Appropriation		41,226,200		41,566,000	0.8%
General Fund Subtotal	$	44,171,885	$	44,221,685	
Tobacco Funds		4,706,100		5,176,100	10.0%
Federal Funds		18,102,500		18,102,500	0.0%
Restricted Funds					
Carryforward	$	1,665,633	$	1,679,033	
Receipts		4,960,000		5,107,000	3.0%
Restricted Funds Subtotal	$	6,625,633	$	6,786,033	2.4%
Other Funds					
Carryforward	$	5,614,160	$	3,885,835	
Receipts		5,924,272		4,463,102	-24.7%
Other Funds Subtotal	$	11,538,432	$	8,348,937	-27.6%
Total Sources of Funds	**$**	**85,144,550**	**$**	**82,635,255**	**-2.9%**
Uses of Funds					
Agency Operations	$	7,224,400	$	7,457,950	3.2%
Licensure		305,600		310,600	1.6%
Kentucky Adult Education		29,194,190		28,789,157	-1.4%
Student Assistance & Educational Support		6,316,000		6,416,900	1.6%
Technology and Academic Support		17,582,500		18,535,229	5.4%
Research and Economic Development		15,932,997		14,405,900	-9.6%
Total Expenditures	**$**	**76,555,687**	**$**	**75,915,736**	**-0.8%**

Agency Operations ($7.5 M)

The Agency Operations budget supports typical postsecondary education coordinating board functions, such as policy leadership, strategic planning, biennial budget preparation and tuition setting, academic program review, administrative services, and communications. The $7.4 million figure includes support for KYAE personnel responsible for statewide coordination and administration of adult education programming in 120 counties throughout the Commonwealth.

FY 2017-18 Budget Highlights
- 17 percent of the Council's General Fund appropriation is allocated to Agency Operations; the remaining 83 percent supports statewide educational programs and services.
- Personnel expenses make up 83 percent of the Operations budget. General Fund appropriations support 58 employees, down from 97 staff in 2007-08. Sixteen staff, down from 27 in fiscal 2007-08, work for Adult Education and are funded through the Agency Operations budget.

Table 2: Agency Operations - Budgeted Sources & Uses of Funds

	2016-17 Final Budget	2017-18 Proposed	Percent Change
Sources of Funds			
Carryforward (Restricted: 136H)	$ 326,082	$ 295,082	
General Fund	$ 6,893,400	$ 7,132,300	3.5%
Restricted Funds (Federal Indirect: 136H)	300,000	447,000	49.0%
Current Year Receipts	$ 7,193,400	$ 7,579,300	5.4%
Total Sources of Funds	**$ 7,519,482**	**$ 7,874,382**	4.7%
Uses of Funds			
Salaries and Benefits	$ 5,600,600	$ 5,734,500	2.4%
Other Personnel	230,400	412,250	78.9%
Personnel Subtotal	$ 5,831,000	$ 6,146,750	5.4%
Utilities	$ 70,000	$ 63,100	-9.9%
Building Rental	352,000	352,000	0.0%
Other Rentals	136,000	30,200	-77.8%
Maintenance and Repairs	55,000	11,900	-78.4%
Postage and Related	2,000	2,100	5.0%
Misc. Services	20,000	9,500	-52.5%
Telecommunications	57,100	23,000	-59.7%
Computer Services	200,000	530,000	165.0%
Supplies	24,000	26,600	10.8%
Commodities	30,300	13,700	-54.8%
Exp. Allow-Payroll W-2 Report	40,000	40,000	0.0%
In-state Travel	100,000	55,000	-45.0%
Out-of-state Travel	46,900	35,000	-25.4%
Non-state Employee Travel	5,000	3,000	-40.0%
Dues and Subscriptions	110,000	110,000	0.0%
Other	145,100	6,100	-95.8%
Operating Subtotal	**$ 1,393,400**	**$ 1,311,200**	-5.9%
Total Uses of Funds	**$ 7,224,400**	**$ 7,457,950**	3.2%

Licensure ($0.3 M)

The Council is responsible for licensing non-profit institutions, for-profit baccalaureate degree granting (and above), and out-of-state public institutions operating or soliciting in the Commonwealth. The Licensure unit also has duties related to the State Authorization Reciprocity Agreement (SARA), which allows Kentucky public and licensed institutions to do business in other SARA states. Two full-time staff with assistance from other staff ensure that the Council's licensure duties are performed which help protect Kentucky students from illegitimate education providers.

The Licensure unit was traditionally displayed as part of Agency Operations. At the request of the state budget office, Licensure is now a separate unit. All licensure receipts and expenditures go into and come out of Licensure's restricted fund budget account.

FY 2017-18 Budget Highlights
- Implementation of SARA in 2017-18 will reduce annual fees from out-of-state institutions, however staff estimates that additional fees from institutions that participate in SARA will offset this loss of funds.

Table 3: Licensure - Budgeted Sources & Uses of Funds	2016-17 Final Budget	2017-18 Proposed	Percent Change
Sources of Funds			
Carryforward (Licensure Receipts: 13J8)	$ 1,328,889	$ 1,373,289	
Restricted Funds (13J8)	350,000	350,000	0.0%
Total Sources of Funds	**$ 1,678,889**	**$ 1,723,289**	
Uses of Funds			
Salaries and Benefits	$ 259,300	$ 264,300	1.9%
Other Personnel	42,000	42,000	0.0%
Personnel Subtotal	$ 301,300	$ 306,300	1.7%
Travel	$ 3,300	$ 3,300	0.0%
Other Expenses	1,000	1,000	0.0%
Total Uses of Funds	**$ 305,600**	**$ 310,600**	1.6%

Kentucky Adult Education ($28.8 M)

Budgeted revenue and expenditures for Kentucky Adult Education (KYAE) support adult education local programs which provide instruction in 120 counties throughout the Commonwealth.

KYAE was transferred to CPE in 2003 to strengthen the link between attaining a GED and obtaining some type of postsecondary education degree or credential to enhance employability and bring about other benefits of higher education. Comprehensive adult education programs are offered in every Kentucky county. Services include all levels of adult education instruction, English as a second language (ESL), family literacy, corrections education, and workforce education. KYAE also receives funding through the Department for Community Based Services to provide education services to SNAP (Supplemental Nutrition Assistance Program) recipient students in an eight-county pilot program. Additionally, KYAE receives Perkins grant funds through the Kentucky Department of Education which were used to fund a nurse's aide program in 2016-17. These funds are deposited to and expended from the Technology Trust Fund.

FY 2017-18 Budget Highlights
- General Fund appropriation will account for about two-thirds of KYAE's spending, and federal funds make up most of the remaining third.
- About three-fourths of KYAE funding is distributed to local program providers.
- Operations General Fund supports 16 staff members that provide statewide coordination for KYAE. Staff has been reduced by 11 since 2007-08.
- Several 2017-18 contracts have yet to be awarded. Estimates for those contracts have been used in the proposed budget below.

Table 4: Kentucky Adult Education - Budgeted Sources & Uses of Funds

	2016-17 Final Budget	2017-18 Proposed	Percent Change
Sources of Funds			
Continuing Appropriation (General Fund)	$ 2,655,685	$ 2,655,685	
Carryforward (Restricted Fund)	10,662	10,662	
Carryforward Funds	$ 2,666,347	$ 2,666,347	
General Fund	$ 17,640,500	$ 17,640,500	0.0%
Federal Funds (Adult Education)	11,722,000	12,322,000	5.1%
GED Receipts (Restricted: 136G)	200,000	200,000	0.0%
Current Year Receipts	$ 29,562,500	$ 30,162,500	2.0%
Total Sources of Funds	**$ 32,228,847**	**$ 32,828,847**	1.9%
Uses of Funds			
Administrative Leadership	$ 25,431,039	$ 25,297,300	-0.5%
College & Career Readiness	712,000	2,209,700	210.4%
Instructional Leadership	2,495,994	-	-100.0%
System Support	-	727,000	
Other KYAE Support	555,157	555,157	0.0%
Total Uses of Funds	**$ 29,194,190**	**$ 28,789,157**	-1.4%

Statewide Educational Programs and Services ($39.3 M)

The Statewide Educational Programs and Services budget is divided into three main sub-components:

- Student Aid and Assistance $ 6.4 M
- Technology and Academic Support   18.5 M
- Research and Economic Development   14.4 M
                                                                   $39.3 M

Student Aid and Assistance ($6.4 M)

This area of the budget supports the Contract Spaces Program and a number of smaller educational and college preparation programs that serve mostly underrepresented students and at-risk youth and young adults. The Contract Spaces Program reserves spaces for Kentucky students at out-of-state veterinary and optometry schools (and the University of Pikeville) at in-state tuition rates through agreements with the Southern Regional Education Board (SREB), Indiana University, and the University of Pikeville. Contract Spaces accounts for about 90 percent of the total Student Aid and Assistance budget.

FY 2017-18 Budget Highlights

- The state budget funded Contract Spaces in 2016-17 at the 2015-16 level. This would normally mean a reduction in the number of funded spaces, however, CPE staff was able to negotiate lower tuition increases and avoided a decrease in the number of spaces. For 2017-18, an additional $100,900 was appropriated to Contract Spaces by the General Assembly. Combined with the negotiated rates, this additional funding will allow for a full complement of veterinary and optometry spaces (164 and 44, respectively) in the coming year.
- The University of Pikeville opened a college of optometry in 2016-17. Three of the eleven first-year optometry slots went to UPike in 2016-17 and three of the eleven first-year slots are scheduled to go to UPike again in 2017-18.

Table 5: Student Aid and Assistance - Budgeted Sources & Uses of Funds			
	2016-17	2017-18	Percent
	Final Budget	Proposed	Change
Sources of Funds			
General Fund	$ 6,316,000	$ 6,416,900	1.6%
Total Sources of Funds	$ 6,316,000	$ 6,416,900	
Uses of Funds			
Contract Spaces	$ 5,680,100	$ 5,781,000	1.8%
Professional Education Preparation Program	239,200	239,200	0.0%
Governor's Minority Student College Prep Program	167,100	167,100	0.0%
State Autism Training Center	119,500	119,500	0.0%
SREB Doctoral Scholars	64,500	64,500	0.0%
Washington Intern Program	45,600	45,600	0.0%
Total Uses of Funds	$ 6,316,000	$ 6,416,900	1.6%

Technology and Academic Support ($18.5 M)
This part of the Council's budget supports several programs, including the Kentucky Postsecondary Education Network and the Kentucky Virtual Campus and Virtual Library. Two programs in this category are funded with federal grants: GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and IEQ (Improving Educator Quality). GEAR UP encourages at-risk students to prepare for postsecondary education through enhanced guidance and support. The IEQ grant focuses on professional development initiatives for K-12 teachers and administrators. Senate Bill 1 funding, which targets improving college and career readiness, and the Equine program, funded with pari-mutuel betting revenues, are also included below.

FY 2017-18 Budget Highlights
- GEAR UP was awarded a $26.9 million, six-year federal grant in October 2011 ($4,578,000 per year). The previous six-year grant was $18.5 million. The budget for 2017-18 below assumes that CPE is awarded another round of grant funding.
- The IEQ grant will end in 2017-18 and there is no option for renewal. Staff anticipates that spending and receipts will be about $300,000 lower than the state allotment (expenditure authority) of $1,751,800, but for the sake of consistency with the state budget office, the full allotment is shown below. Only actual expenditures are reimbursed by the federal government.
- Staff recommends Council approval to use the Revolving Loan Fund, if requests are made, to fund projects at postsecondary institutions. The Revolving Loan Fund was created to provide start-up funds for expensive information technology programs at Kentucky public colleges and universities. Two years ago, $600,000 was spent from this fund for Kentucky Postsecondary Education Network upgrades. CPE made the first of four annual payments to reimburse the fund in 2016-17.

Table 6: Technology & Academic Support - Budgeted Sources & Uses of Funds

	2016-17 Final Budget	2017-18 Proposed	Percent Change
Sources of Funds			
Carryforward Funds (Technology Trust Fund)	$ 3,751,273	$ 2,776,375	
Carryforward Funds (Equine)	196,374	142,544	
Carryforward Funds (Revolving Loan Fund)	801,477	951,477	
Carryforward Funds	$ 4,749,124	$ 3,870,396	
General Fund	5,264,000	5,264,000	0.0%
Federal Funds (IEQ/GEAR-UP)	6,380,500	5,780,500	-9.4%
KY Virtual Library/Virtual Campus/KPEN Receipts	3,313,102	3,313,102	0.0%
Grants and Other Technology Trust Fund Initiatives	900,000	400,000	-55.6%
Partial reimbursement to Revolving Loan Fund	150,000	150,000	0.0%
Pari-mutuel tax receipts	696,170	600,000	-13.8%
Current Year Receipts	$ 16,703,772	$ 15,507,602	-7.2%
Total Sources of Funds	**$ 21,452,896**	**$ 19,377,998**	**-9.7%**
Uses of Funds			
Statewide Technology Services			
KY Postsecondary Education Network	$ 2,722,000	$ 2,722,000	0.0%
Ky Virtual Campus/Virtual Library	5,436,200	5,436,200	0.0%
Grants and Other Technology Trust Fund Initiatives	900,000	1,501,252	66.8%
Senate Bill 1 Implementation/Teacher Quality	1,393,800	1,393,800	0.0%
KYVC Revolving Loan Fund	-	1,101,477	
Equine Program	750,000	600,000	-20.0%
GEAR UP - Federal Program	4,628,700	4,028,700	-13.0%
Improving Educator Quality - Federal Program	1,751,800	1,751,800	0.0%
Total Uses of Funds	**$ 17,582,500**	**$ 18,535,229**	**5.4%**

Research and Economic Development ($14.4 M)

The Council's budget includes a number of research and economic development initiatives, including the Science and Technology Funding Program, Lung (and Ovarian) Cancer Research Program, and the Cancer Research Match Program. These initiatives are funded from various sources, including state General Fund appropriations, tobacco settlement funds (supports lung cancer research and ovarian cancer screenings), and state cigarette tax proceeds (one cent per pack supports the Cancer Research Matching Program).

The Science and Technology Funding Program budget primarily supports the Kentucky Science and Technology Corporation's research and economic development programs, but also funds the high-school engineering program "Project Lead the Way."

FY 2017-18 Budget Highlights
- No Bond Fund receipts are shown for 2017-18 in the following table since EKU drew down the remaining "Bucks for Brains" matching funds in 2016-17.

Table 7: Research & Economic Development - Budgeted Sources & Uses of Funds			
	2016-17 **Final Budget**	**2017-18** **Proposed**	**Percent** **Change**
Sources of Funds			
Continuing Appropriation (General Fund)	$ 290,000	$ -	
Carrforward Funds (Lung Cancer Research)	865,036	15,439	
Carryforward Funds	$ 1,155,036	$ 15,439	
General Fund	$ 5,112,300	$ 5,112,300	0.0%
Bond Funds (Bucks for Brains)	865,000	-	
Tobacco Fund (Master Settlement Agreement)	4,706,100	5,176,100	10.0%
Restricted Fund (cigarette tax - 1 cent per pack)	4,110,000	4,110,000	0.0%
Current Year Receipts	$ 14,793,400	$ 14,398,400	-2.7%
Total Sources of Funds	**$ 15,948,436**	**$ 14,413,839**	-9.6%
Uses of Funds			
Science and Technology Funding Program			
KY Science and Technology Corporation	$ 4,758,300	$ 4,758,300	0.0%
P-16 Engineering Pipeline (Project Lead the Way)	216,300	216,300	0.0%
Other Initiative/Program Administration	427,700	137,700	-67.8%
Endowment Match Program - EKU	865,000	-	-100.0%
Lung Cancer Research	4,755,697	4,383,600	-7.8%
Ovarian Cancer Screenings	800,000	800,000	0.0%
Cancer Research Match (cigarette tax proceeds)	4,110,000	4,110,000	0.0%
Total Uses of Funds	**$ 15,932,997**	**$ 14,405,900**	-9.6%

Tuition Reciprocity Agreements

> ACTION: The staff recommends that the Council approve the tuition reciprocity agreement with Indiana, valid July 1, 2017 through June 30, 2021, and three tuition reciprocity agreements with Ohio, valid July 1, 2017 through June 30, 2019.

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

In general, the advantages of reciprocity agreements include:
- Broader educational access and opportunity for citizens in a region.
- Reduction in unnecessary duplication of academic programs.
- Cost reduction by utilizing academic programs in other states.

Currently, Kentucky has separate tuition reciprocity agreements with Ohio, Illinois, Tennessee, West Virginia, and Indiana. The agreements with Indiana and Ohio will expire on June 30, 2017. Staff has worked with Indiana and Ohio officials and participating Kentucky institutions to renegotiate these agreements in compliance with policies adopted by the Council. The proposed renewals have no changes from the agreements currently in place.

Kentucky/Indiana Agreement

Only minimal changes in the Kentucky/Indiana Reciprocity Agreement were requested by Kentucky stakeholders, which included a term longer than four years (the current agreement has a four-year term; previously, it was six years) and the addition of a Kentucky county and an Indiana county. Indiana officials initially communicated a desire to make minor changes that were requested by stakeholders in Indiana, but ultimately requested that the agreement be renewed without any changes. The agreement contains provisions for making changes while the agreement is in place, provided that all parties are amenable. Council staff recommends renewal of the Kentucky/Indiana Reciprocity Agreement for four years without any substantive changes. Officials at participating Kentucky institutions support this approach.

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

KY Institutions and Eligible IN Counties

Gateway Community and Technical College

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

Henderson Community College

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

Jefferson Community & Technical College

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

Northern Kentucky University

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

Owensboro Community & Technical College

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

University of Louisville

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

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

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

IN Institutions and Eligible KY Counties

Indiana University-Southeast including Purdue Polytechnic Statewide

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

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

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

Ivy Tech C.C. Region 12 (Evansville)

Daviess County	Hancock County
Henderson County	Union County

Ivy Tech C. C. Region 13 (Sellersburg)

Bullitt County	Meade County
Jefferson County	Oldham County

U. of Southern Indiana (Evansville)

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

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*Includes the two-plus-two completion business program with Indiana U. East on the Ivy Tech C. C. Region 11 campus.

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

Indiana and Kentucky 2015-16 Reciprocity Students	KY Residents at IN Institutions	IN Residents at KY Institutions
Student Headcount	3,340	1,954
Full-time Equivalent Students	1,955	1,590
Credit Hours	57,757	46,845

The ratio of Indiana reciprocity students (FTE) in Kentucky to Kentucky reciprocity students (FTE) in Indiana in 2015-16 was 1.0 to 1.23.

The Indiana agreement is for four years and will expire June 30, 2021. This agreement contains provisions to make changes before the agreement's expiration with the consent of all parties.

Kentucky/Ohio Agreement

Pursuant to Ohio law, the Ohio agreements have two-year terms. The current agreements with Ohio are scheduled to expire at the end of the academic year. The proposed renewals have no changes from the agreements in place for the last two years. Ohio officials identified several changes, which could have added to the number of Kentucky students going to Ohio. Given the imbalance and the late notice, Kentucky institutions, Council staff, and Ohio officials have agreed to renew without any changes.

Kentucky and Ohio have three separate agreements (Attachments B1, B2, B3). The list below shows participating institutions and eligible counties.

Agreement 1:

KY Institutions & Eligible OH Counties

Northern Kentucky University
Gateway Community & Technical College

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

OH Institutions & Eligible KY Counties

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

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

Agreement 2:

KY Institutions & Eligible OH Counties
Ashland Community & Technical College
Morehead State University – Morehead
Morehead State University – Ashland

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

OH Institutions & Eligible KY Counties
Ohio University – Athens
Ohio University – Southern
Rio Grande Community College
Shawnee State University
Southern State Community College

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

Agreement 3:

KY Institutions & Eligible OH Counties
Maysville Community & Tech. College

| Adams County | Brown County |
| Clermont County | |

OH Institutions & Eligible KY Counties
University of Cincinnati – Clermont College

| Bracken County | Lewis County |
| Mason County | Robertson County |

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

Ohio and Kentucky 2015-16 Reciprocity Students	KY Residents at OH Institutions	OH Residents at KY Institutions
Student Headcount	1,779	1,061
Full-time Equivalent Students	1,136	774
Credit Hours	34,074	23,200

The ratio of Ohio reciprocity students (FTE) in Kentucky to Kentucky reciprocity students (FTE) in Ohio in 2015-16 was 1.0 to 1.47.

All three of the Ohio agreements are for two years and will expire June 30, 2019. Each agreement contains provisions to make changes before the agreement's expiration with the consent of all parties.

MEMORANDUM OF UNDERSTANDING
BETWEEN INDIANA AND KENTUCKY
REGARDING TUITION RECIPROCITY
~~2013-2017~~ 2017-2021

Parties

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

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

Purpose

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

This agreement describes how both states will provide such opportunities.

Period Covered By Agreement

July 1, ~~2013~~ 2017– June 30, ~~2017~~ 2021

Eligible Students

A. To be eligible under the terms of this agreement, students must (1) be legal residents of one of the counties designated by both states as an eligible county, (2) be accepted by an eligible institution identified as accepting students from that county as outlined in Appendix A, and (3) enroll at that institution.

B. Eligible students may enroll in any undergraduate or graduate degree program offered by the eligible institution with these exceptions: Dental, Medical, and Law programs.

C. Eligible students may enroll on a full-time or part-time basis.

D. Eligible students shall be subject to the same general or selective program admission standards as resident students.

E. Part-time students enrolled exclusively in online courses are not eligible to participate under reciprocity.

F. Under this agreement, eligible students shall be assessed tuition and fees at the enrolling institutions' resident rate, ~~with the exception of eligible Indiana students attending Northern Kentucky University, who shall be charged no more than the 2012-13 tuition rate of $8,808 per year until the Kentucky resident rate equals or exceeds $8,808 per year or July 1, 2016, whichever comes first. From that point forward, all eligible students shall be assessed tuition and fees at the enrolling institutions' resident rate~~.

Terms Of Agreement

A. The states of Indiana and Kentucky agree:

   1. For the duration of this agreement, eligible counties shall consist of those counties listed in Appendix A.

   2. That the public postsecondary institutions that will participate in this agreement are those listed in Appendix A. Each state will publicize the other state's eligible institutions.

   3. To treat reciprocity students as resident students when determining appropriations for higher education.

   4. That, in the event that this agreement is not renewed, enrolled reciprocity students may complete their degree programs with state support at reciprocal rates of tuition or at the then-current rate as otherwise specified in this agreement so long as they maintain continuous enrollment.

   5. To jointly monitor cross-border student flows under this agreement.

   6. To confer annually to discuss the agreement and its impact and to recommend changes as might be appropriate and mutually agreed upon under conditions of Section VI. A. below.

B. Each participating institution will:

   1. Treat eligible students as resident students for admission and placement purposes.

   2. Treat eligible students as resident students with respect to registration, refunds, student records, and academic advising.

3. Report eligible student headcount, FTE, and credit hours in each academic term to its state agency for higher education.

4. Report eligible students as separately identifiable out-of-state students when reporting enrollment data to its state agency for higher education.

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

Amendment, Renewal Or Termination Of Agreement

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

B. The parties may amend the agreement in the following manner:

1. Amendments must be presented to each of the parties of this agreement for their consideration.

2. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the agreement.

3. The responses will be sent to all parties in the agreement.

4. After 60 days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

C. Discussions regarding the renewal of this agreement should begin roughly one year prior to its expiration.

D. This agreement may be terminated by any of the participating institutions, by the Indiana Commission for Higher Education, or by the Kentucky Council on Postsecondary Education, as of June 30th of any year, provided that the party electing to terminate has delivered written notice of such intention to terminate to the other parties by the preceding January 1st. In the case of such a termination by the Indiana Commission on Higher Education or the Kentucky Council on Postsecondary Education, any such election to terminate shall have the effect of terminating the agreement as to it and all other parties hereto. In the case of a participating institution, any such election to terminate shall have the effect of terminating the agreement only as to itself and its participation in the reciprocity program.

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

VII. Counterparts

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

VIII. Signatures

_____
Teresa Lubbers   Date
Commissioner
Indiana Commission for
Higher Education

_____
Linda M. Bennett   Date
President
University of Southern Indiana

_____
Sue Ellspermann   Date
President
Ivy Tech State College

_____
Michael A. McRobbie   Date
President
Indiana University

_____
Mitchell E. Daniels, Jr.   Date
President
Purdue University

_____
Robert L. King   Date
President
Kentucky Council on
Postsecondary Education

_____
Greg Postel   Date
President
University of Louisville

_____
Jay Box   Date
President
Kentucky Community and Technical
College System

_____
Gerard St. Amand   Date
President
Northern Kentucky University

_____
Gary A. Ransdell   Date
President
Western Kentucky University

Appendix A
ELIGIBLE INSTITUTIONS AND COUNTIES

Indiana Institutions and Kentucky Counties

Indiana University-Southeast including
Purdue Polytechnic Statewide
 Bullitt County
 Jefferson County
 Meade County
 Oldham County
 Shelby County
 Spencer County
 Trimble County

Ivy Tech Community College
(Batesville, Lawrenceburg and Madison)*
 Boone County
 Bracken County
 Campbell County
 Carroll County
 Gallatin County
 Grant County
 Henry County
 Kenton County
 Oldham County
 Owen County
 Pendleton County
 Trimble County

Ivy Tech Community College
(Evansville)
 Daviess County
 Hancock County
 Henderson County
 Union County

Ivy Tech Community College
(Sellersburg)
 Bullitt County
 Meade County
 Jefferson County
 Oldham County

University of Southern Indiana
(Evansville)
 Daviess County
 Hancock County
 Henderson County
 Union County

Kentucky Institutions and Indiana Counties

Gateway Community and Technical College
 Dearborn County
 Franklin County
 Jefferson County
 Ohio County
 Ripley County
 Switzerland County

Henderson Community College
 Dubois County
 Gibson County
 Perry County
 Pike County
 Posey County
 Spencer County
 Vanderburgh County
 Warrick County

Jefferson Community and Technical College
 Clark County
 Crawford County
 Dearborn County
 Floyd County
 Franklin County
 Harrison County
 Jefferson County
 Ohio County
 Ripley County
 Scott County
 Switzerland County
 Washington County

Northern Kentucky University
 Dearborn County
 Franklin County
 Jefferson County
 Ohio County
 Ripley County
 Switzerland County

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*Includes the two-plus-two completion program in
Business offered by Ivy Tech Community College and
Indiana University East on the Ivy Tech Community
College campus.

Owensboro Community and Technical College
    Dubois County
    Gibson County
    Perry County
    Pike County
    Posey County
    Spencer County
    Vanderburgh County
    Warrick County

University of Louisville
    Clark County
    Crawford County
    Floyd County
    Harrison County
    Perry County
    Scott County
    Washington County

Western Kentucky University - Owensboro
Campus only (Junior level and above)
    Dubois County
    Gibson County
    Perry County
    Pike County
    Posey County
    Spencer County
    Vanderburgh County
    Warrick County

UNDERGRADUATE TUITION RECIPROCITY AGREEMENT

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

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

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

II.   Terms
1. Duration and Termination
    The agreement shall be effective beginning July 1, ~~2015~~ **2017**, through June 30, ~~2017~~ **2019**, and may be renewed prior to June 30, 2015, by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for July 1, ~~2017~~ **2019**, to June 30, ~~2019~~ **2021**.

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

    1. The parties may amend the agreement in the following manner. Amendments must be presented to each of the parties of this agreement for their consideration. Each party of this agreement will then have sixty (60) days to respond in writing

with a decision as to whether they approve/disapprove of the proposed amendment to the agreement. The responses will be sent to all parties in the agreement. After sixty (60) days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

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

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

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

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

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

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

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

The University of Cincinnati agrees to accept at Ohio resident tuition rates any resident of Boone, Bracken, Campbell, Carroll, Gallatin, Grant, Kenton, and

Pendleton Counties of Kentucky who enrolls and who satisfies all regular baccalaureate admissions requirements (including those requirements of the specific program in which admission is being sought) at the University of Cincinnati in the following baccalaureate degree programs: Architecture, Engineering, Honors PLUS (see provision below), Horticulture, Radiation Science, Interior Design, Industrial Design, Fashion Design, and Urban Planning.

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

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

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

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

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

   The majors and/or programs at Northern Kentucky University excluded from this agreement are:
   a. Early Childhood Education
   b. Criminal Justice
   c. Environmental Science
   d. Nursing

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

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

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

5. Ohio Residents' Eligibility/Enrollment Limitations for Kentucky Programs
   In conformance with the limitations set forth in the bulleted item below, admission to the Business Management baccalaureate degree program in the College of Business, Northern Kentucky University, is subject to the following provision:

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

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

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

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

7. Resident Status
   a. During the period of this agreement, the chancellor of the Ohio Board of Regents will consider residents of Bracken, Boone, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties who attend the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, or Southern State Community College under this agreement as qualifying for Ohio resident tuition rates, and as Ohio residents for the purpose of allocating funds to the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, and Southern State Community College.
   b. During the period of this agreement, the Kentucky Council on Postsecondary Education will consider residents of Adams, Brown, Butler, Clermont, Clinton, Fayette, Hamilton, Highland, and Warren Counties who attend Northern Kentucky University or Gateway Community and Technical College under this agreement as qualifying for Kentucky resident tuition rates, and as reciprocity students for the purpose of allocating funds to Northern Kentucky University

and Gateway Community and Technical College. The Kentucky Council on Postsecondary Education will also consider students attending Northern Kentucky University who are participating in an approved Degree Pathway Program with an associate degree from the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, or Southern State Community College as reciprocity students for the purpose of allocating funds to Northern Kentucky University.

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

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

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

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

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

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

10. Annual Report

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

III.   **Approval**

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

IV.   **Counterparts**

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

TUITION RECIPROCITY AGREEMENT
SIGNATURE PAGE

STATE AGENCIES

Robert L. King, President
Kentucky Council on Postsecondary Education

Signed:_____ Date:_____

John Carey, Chancellor
Ohio Board of Regents

Signed:_____ Date:_____

Jay Box, President
Kentucky Community & Technical College System

Signed:_____ Date:_____

INSTITUTIONS

Gerard St. Amand, President
Northern Kentucky University

Signed:_____ Date:_____

Fernando Figueroa, President
Gateway Community and Technical College

Signed:_____ Date:_____

Neville Pinto, President
University of Cincinnati

Signed:_____ Date:_____

Monica Posey, President
Cincinnati State Technical and Community College

Signed:_____ Date:_____

Jo Alice Blondin, President
Clark State Community College

Signed:_____ Date:_____

Kevin Boys, President
Southern State Community College

Signed:_____ Date:_____

TUITION RECIPROCITY AGREEMENT

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

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

I.   Purpose

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

II.   Terms

1. Duration and Termination

The agreement shall be effective beginning July 1, ~~2015~~ **2017** through June 30, ~~2017~~ **2019** and may be renewed prior to June 30, ~~2017~~ **2019** by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, ~~2017~~ **2019** to June 30, ~~2019~~ **2021**.

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

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

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

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

2. <u>Kentucky Residents Eligibility/Ohio Programs</u>
   Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College agree to accept at Ohio resident tuition rates any resident of Boyd, Carter, Elliot, Fleming, Greenup, Lawrence, Lewis, Mason, and Rowan counties of Kentucky who enrolls and who satisfies all regular admissions requirements (including those requirements of the specific program in which admission is being sought).

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

3. <u>Ohio Residents Eligibility/Kentucky Programs</u>
   Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland agree to accept at Kentucky resident tuition rates any resident of Adams, Athens, Brown, Gallia, Jackson, Lawrence, Meigs, Pike, Scioto, and Vinton counties of Ohio who enrolls and who satisfies all regular admissions requirements (including those requirements of the specific program in which admission is being sought).

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

4. <u>Resident Status</u>
   a. During the period of this agreement, the chancellor of the Ohio Board of Regents will consider residents of Boyd, Carter, Elliot, Fleming, Greenup, Lawrence, Lewis, Mason and Rowan counties who attend Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College under this agreement as qualifying for

resident Ohio tuition and as Ohio residents for the purpose of allocating funds to Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College.

b. During the period of this agreement, the Kentucky Community and Technical College System and the Kentucky Council on Postsecondary Education will consider residents of Adams, Athens, Brown, Gallia, Jackson, Lawrence, Meigs, Pike, Scioto, and Vinton counties who attend Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland under this agreement as qualifying for resident Kentucky tuition and as Kentucky residents for the purpose of allocating funds to Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland.

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

6. Notice, Application, and Waiver
The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Ashland Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College by any means deemed appropriate by those institutions.

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

7. Annual Report

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

III.   Approval

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

IV.   Counterparts

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

TUITION RECIPROCITY AGREEMENT
SIGNATURE PAGES

STATE AGENCIES

Robert L. King, President
Kentucky Council on Postsecondary Education

Signed:_____ Date:_____

John Carey, Chancellor
Ohio Board of Regents

Signed:_____ Date:_____

Jay Box, President
Kentucky Community & Technical College System

Signed:_____ Date:_____

INSTITUTIONS

Kay Adkins, President
Ashland Community and Technical College District

Signed:_____ Date:_____

Wayne Andrews, President
Morehead State University

Signed:_____ Date:_____

Roderick McDavis, President
Ohio University

Signed:_____ Date:_____

Michelle Johnston, President
Rio Grande Community College

Signed:_____ Date:_____

Rita Morris, President
Shawnee State University

Signed:_____ Date:_____

Kevin Boys, President
Southern State Community College

Signed:_____ Date:_____

TUITION RECIPROCITY AGREEMENT

Maysville Community and Technical College
and
University of Cincinnati - Clermont College

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

I.   Purpose

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

II.   Terms

1. Duration and Termination

    The agreement shall be effective beginning July 1, ~~2015~~ **2017**, through June 30, ~~2017~~ **20199**, and may be renewed prior to June 30, ~~2017~~ **2019**, by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, ~~2017~~ **2019**, to June 30, ~~2019~~ **2021**.

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

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

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

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

2. <u>Kentucky Residents' Eligibility for Ohio Programs</u>
   The University of Cincinnati-Clermont College agrees to accept at Ohio resident tuition rates any resident of Bracken, Lewis, Mason, or Robertson Counties of Kentucky who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at the University of Cincinnati-Clermont College in the programs not specifically excluded from this agreement. In this context, the word "program" may mean a workshop, a certificate program, and/or associate degree program.

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

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

5. <u>Resident Status</u>
   a. During the period of the agreement, the chancellor of the Ohio Board of Regents will consider residents of Bracken, Lewis, Mason, and Robertson Counties who attend the University of Cincinnati-Clermont College under this agreement as qualifying for Ohio resident tuition rates and as Ohio residents for the purpose of allocating funds to the University of Cincinnati-Clermont College.
   b. During the period of this agreement, the Kentucky Community and Technical College System and the Kentucky Council on Postsecondary Education will consider residents of Adams, Brown, and Clermont Counties who attend Maysville Community and Technical College under this agreement as

qualifying for Kentucky resident tuition rates and as Kentucky residents for the purpose of allocating funds to Maysville Community and Technical College.

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

7. Notice, Application, and Waiver
The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Maysville Community and Technical College and the University of Cincinnati-Clermont College by any means deemed appropriate by those institutions.

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

8. Annual Report
By June 30 of each year, the Kentucky Community and Technical College System, Maysville Community and Technical College, and University of Cincinnati-Clermont College agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the chancellor of the Ohio Board of Regents. Specific forms for the annual report may be prescribed by the state agencies.

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

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

TUITION RECIPROCITY AGREEMENT SIGNATURE PAGES

<u>STATE AGENCIES</u>

Robert L. King, President
Kentucky Council on Postsecondary Education

Signed:_____ Date:_____

John Carey, Chancellor
Ohio Board of Regents

Signed:_____ Date:_____

Jay Box, President
Kentucky Community and Technical College System

Signed:_____ Date:_____

TUITION RECIPROCITY AGREEMENT SIGNATURE PAGES
INSTITUTIONS

Steve Vacik, President
Maysville Community and Technical College

Signed:_____ Date:_____

Neville Pinto, President
University of Cincinnati

Signed:_____ Date:_____

New Administrative Regulation:
13 KAR 2:120. Comprehensive Funding Model for the Allocation of State General Fund Appropriations to Public Universities

ACTION: The staff recommends that the Council approve the new administrative regulation titled "13 KAR 2:120. Comprehensive Funding Model for the Allocation of State General Fund Appropriations to the Public Universities." The action would authorize staff to file the proposed administrative regulation and the General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A, and obtain adoption of the new regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

On March 21, 2017, Governor Bevin signed SB 153 creating a comprehensive funding model for the allocation of state general fund appropriations for postsecondary institution operations. The bill requires that the model include a public university sector formula and a KCTCS sector formula, and it provides the Council with authority to promulgate administrative regulations in order to implement the model. 13 KAR 2:120 implements the formula for the public university sector.

SB 153, soon to be codified as KRS 164.092, is faithfully aligned with the funding model recommended by the Performance Funding Workgroup and agreed to by all nine (9) campus presidents. The proposed regulation, 13 KAR 2:120, operationalizes the provisions of the bill by outlining the process of determining how general fund appropriations for university operations will be allocated and provides additional agreed-upon model details not specifically captured in the bill. Highlights of these clarifications and details in the regulation include:

- Detailing metric weights and formulas in the materials incorporated by reference into the regulation.
- Providing the breakdown of student success outcome metrics that make up the thirty-five (35) percent distribution of allocable resources as directed in the bill (Section 5).
- Describing how hold-harmless allocations will be determined and applied in the model (Section 8).
- Clarifying that each metric shall be calculated by averaging the most recent three (3) years of data (Section 4).

The universities provided feedback during the development of the regulation, and all provisions of the draft have been discussed with university presidents and chief budget officers to ensure that the agreed-upon model components and method of distribution are appropriately captured.

1   COUNCIL ON POSTSECONDARY EDUCATION

2   (New Administrative Regulation)

3   13 KAR 2:120. Comprehensive funding model for the allocation of state general

4   fund appropriations to public universities.

5   RELATES TO: KRS 48.600-48.630, 164.001, 164.092

6   STATUTORY AUTHORITY: KRS 164.092(12)

7   NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.092(12) requires the

8   Council on Postsecondary Education to promulgate an administrative regulation to imple-

9   ment a comprehensive funding model for the public postsecondary education system. This

10   administrative regulation establishes the formula by which general fund appropriations shall

11   be distributed in the public university sector.

12   Section 1. Definitions. (1) "Academic year" means July 1st through June 30th and all

13   terms completed therein.

14   (2) "Bachelor's Degrees" means total number of bachelor's degrees awarded during

15   the academic year. Includes degrees conferred to resident and non-resident students.

16   (3) "Comprehensive university" is defined by KRS 164.001(7).

17   (4) "Council" is defined by KRS 164.092(1)(c).

18   (5) "Formula base amount" is defined by KRS 164.092(1)(e) and includes a deduc-

19   tion for mandated programs.

20   (6) "Hold-harmless provision" is defined by KRS 164.092(1)(f).

21   (7) "Institution" means a public university.

1

1   (8) "Low-income students" means a student who has received a Federal Pell Grant

2 at any time since 2005-2006 at the graduating institution.

3   (9) "Mandated program" means a research or public service activity not integral to

4 the instructional mission of the institution that is:

5   (a) Funded with greater than $450,000 of state appropriations at research universi-

6 ties and $200,000 at comprehensive universities; and

7   (b) Directed by statute, resolution, executive branch budget bill, executive order, or

8 other legal mandate.

9   (10) "Non-resident student" means a student who does not meet the requirements

10 for Kentucky residency for purposes of tuition set forth in 13 KAR 2:045.

11   (11) "Research university" is defined by KRS 164.092(1)(j).

12   (12) "Resident student" means a student certified as a Kentucky resident for pur-

13 poses of tuition pursuant to 13 KAR 2:045 and any non-resident student attending an insti-

14 tution under a state tuition reciprocity agreement entered into by the council.

15   (13) "Small school adjustment" means a one-time calculation made using the formu-

16 la base amounts in 2017-2018 and equals:

17   (a) For a research university, ten (10) percent of the respective formula base

18 amount for each institution; and

19   (b) For a comprehensive university, ten (10) percent of the total formula base

20 amount for all comprehensive universities divided by six (6).

21   (14) "STEM+H degrees" mean degrees in the fields of science, technology, engi-

22 neering, math, and health sciences as determined by the council.

23   (15) "Stop-loss provision" is defined by KRS 164.092(1)(k).

2

1   (16) "Underrepresented minority students" mean students who categorize them-

2   selves as Hispanic or Latino, American Indian or Alaska Native, Black or African American,

3   Native Hawaiian or Other Pacific Islander, or two (2) or more races.

4   (17) "University allocable resources" is defined by KRS 164.092(1)(l)

5   Section 2. Allocable Resources. The council shall determine total university alloca-

6   ble resources for any given year by calculating each institution's formula base amount and

7   subtracting the small school adjustment and any amount protected by a hold harmless pro-

8   vision. These amounts shall then be combined along with any applicable increase or de-

9   crease in general fund appropriation.

10   Section 3. Metric Weighting. For purposes of Sections 5, 6 and 7, bachelor's de-

11   grees, earned credit hours, facilities square feet, instruction and student services costs,

12   and full time equivalent student enrollment shall be calculated with differential weights for

13   research and comprehensive universities in accordance with the Public University Funding

14   Model Metric Weighting Chart.

15   Section 4. Three-year Rolling Average. Each metric shall be calculated by averag-

16   ing the most recent three (3) years of finalized data.

17   Section 5. Student Success Outcomes. (1) Thirty-five (35) percent of total universi-

18   ty allocable resources shall be certified for distribution to each institution based on its share

19   of the total volume of student success outcomes related to bachelor's degree production

20   and student progression as established in KRS 164.092(6)(a)1. through 5., and in the fol-

21   lowing denominations:

22   (a) Nine (9) percent based on the normalized bachelor's degrees awarded in an ac-

23   ademic year as described in the Public University Sector Funding Model Formula Chart;

3

1　　　　　(b) Five (5) percent based on STEM+H bachelor's degrees awarded in an academic

2　year;

3　　　　　(c) Three (3) percent based on bachelor's degrees awarded to underrepresented

4　minority students in an academic year;

5　　　　　(d) Three (3) percent based on bachelor's degrees awarded to low-income students

6　in an academic year;

7　　　　　(e) Three (3) percent based on the number of full-time and part-time undergraduate

8　students reaching or surpassing thirty (30) cumulative earned credit hours in any term

9　completed from August 1st to July 31st;

10　　　　　(f) Five (5) percent based on the number of full-time and part-time undergraduate

11　students reaching or surpassing sixty (60) cumulative earned credit hours in any term com-

12　pleted from August 1st to July 31st; and

13　　　　　(g) Seven (7) percent based on the number of full-time and part-time undergraduate

14　students reaching or surpassing ninety (90) cumulative earned credit hours in any term

15　completed from August 1st to July 31st.

16　　　　　Section 6. Student Credit Hour Production. Thirty-five (35) percent of total universi-

17　ty allocable resources shall be certified for distribution to each institution based on its share

18　of total volume of weighted student credit hours earned during an academic year as estab-

19　lished in KRS 164.092(6)(b).

20　　　　　(1) Credit hour weighting by course level and discipline shall be in accordance with

21　the Public University Funding Model Earned Credit Hour Production Weighting Index.

22　Credit hours earned by non-resident students shall be given half the weight of those

23　earned by resident students in comparable programs of study; and

1   (2) The calculation shall not include credit hours earned by high school students

2   taking courses for college credit.

3   Section 7. Operational Support. Thirty (30) percent of total university allocable re-

4   sources shall be certified for distribution to each institution in support of vital campus oper-

5   ations as established in KRS 164.092(6)(c)1. through 3.

6   (1) Ten (10) percent shall be allocated based on facilities square feet as reported

7   annually to the council and as established in KRS 164.092(6)(c)1.

8   (2) Ten (10) percent shall be allocated based on direct instruction and student ser-

9   vices costs as reported on each institution's annual audited financial statement and as es-

10   tablished in KRS 164.092(6)(c)2.

11   (3) Ten (10) percent shall be allocated based on total full-utime equivalent student

12   enrollment as established in KRS 164.092(6)(c)3 and using the formula established in the

13   Public University Sector Funding Model Formula Chart.

14   Section 8. Hold-harmless and Stop-loss Provisions. (1) Any final amounts certified

15   for distribution to any institution shall account for any hold-harmless or stop-loss provisions

16   established in KRS 164.092(9).

17   (2) The council shall determine hold-harmless amounts for institutions in fiscal year

18   2018-2019 through application of the formula established in this administrative regulation.

19   (a) If the formula total amount generated for an institution is less than its initial allo-

20   cable resources, the amount of that difference shall be designated as the institution's hold-

21   harmless allocation.

22   (b) If applied, an institution maintaining a hold-harmless allocation shall not receive

23   additional distributions of funding through the model until such time as the hold-harmless

5

1 allocation balance is brought to zero through improved institutional performance, additional

2 appropriations, or some combination thereof.

3 (c) The council shall apply these hold-harmless allocations, with any applicable

4 credit adjustments as determined annually by the formula, to all applicable institutions in

5 2018-2019, 2019-2020, 2020-2021, and in any subsequent years as directed by the Gen-

6 eral Assembly.

7 Section 9. Incorporation by Reference. (1) The following material is incorporated by

8 reference:

9 (a) Public University Funding Model Formula Chart," June 2017;

10 (b) Public University Funding Model Metric Weighting Chart," June 2017; and

11 (b) "Public University Funding Model Earned Credit Hour Production Weighting In-

12 dex," June 2017.

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

14 right law, at the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive,

15 Suite 320, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m.

_____   _____
Date   Sherrill B. Zimmerman, Chair
Council on Postsecondary Education

APPROVED AS TO FORM:

_____   _____
Date   Travis Powell, General Counsel
Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on August 23, 2017 at 10:00 a.m. EST at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

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

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until August 31, 2017.

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

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

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation *13 KAR 2:120. Comprehensive funding model for the allocation of state general fund appropriations to public universities.*

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

(1)   Provide a brief summary of:

   (a) What this administrative regulation does: This regulation sets forth the comprehensive funding model for the allocation of state general fund appropriations to the Commonwealth's public universities.

   (b) The necessity of this administrative regulation: KRS 164.092(12) requires that the Council on Postsecondary Education promulgate administrative regulations to implement the comprehensive funding model for the allocation of state general fund appropriations to public universities. KRS 164.092 provides the framework for the model and generally outlines the required elements. This regulation provides more detail related to the basis and process upon which the funding will be certified for allocation to these institutions.

   (c) How this administrative regulation conforms to the content of the authorizing statutes: The administrative regulation conforms explicitly to the authorizing statute.

   (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The administrative regulation provides the process and basis upon which funding will be allocated to public universities through the comprehensive funding model mandated in KRS 164.092.

(2)   If this is an amendment to an existing administrative regulation, provide a brief summary of:

   (a) How the amendment will change this existing administrative regulation: N/A.

9

(b) The necessity of the amendment to this administrative regulation: N/A.

(c) How the amendment conforms to the content of the authorizing statutes: N/A.

(d) How the amendment will assist in the effective administration of the statutes: N/A.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: All eight (8) public universities in Kentucky will be affected by this regulation.

(4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Institutions must continue providing the Council with data used in the identified metrics and work with Council staff to ensure the accuracy and validity of that data.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): Compliance will incur no additional costs; however, after application of the funding model, institutions could see increases or decreases in general fund appropriations depending on institutional performance on the identified metrics as well as the overall general fund appropriation to higher education.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): While general fund appropriations could decrease after application of the funding model to the detriment of an institution, funding could also increase to its benefit.

(5) Provide an estimate of how much it will cost to implement this administrative regulation:

(a) Initially: See 4(b) above.

(b) On a continuing basis: See 4(b) above.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Any available sources of funding can be

10

used, most likely general operating expenses.

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: N/A. This regulation does not assess fees.

(8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: N/A. This regulation does not assess fees.

(9) TIERING: Is tiering applied? No. All regulated entities are of the same class, i.e. public universities.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR 2:120. Comprehensive funding model for the allocation of state general fund appropriations to public universities.

Contact person: Travis Powell
                   General Counsel and Associate Vice President
                   Council on Postsecondary Education
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1. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? The Council on Postsecondary Education (CPE) and all public universities in Kentucky.

2. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.092.

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

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? In and of itself, this regulation will not generate any revenue, however depending on campus performance and the overall general fund appropriation to higher education, institutions could see increases in general fund revenue.

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

(c) How much will it cost to administer this program for the first year? Duties related to this regulation are generally assumed by CPE staff members as part of their many other responsibilities. There are no additional costs of administration.

(d) How much will it cost to administer this program for subsequent years? See 3(c).

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

12

Revenues (+/-):
Expenditures (+/-):
Other Explanation: N/A

Summary of Materials Incorporated by Reference

1. "Public University Funding Model Formula Chart ", June 2017, sets forth the detailed formulas for "Total FTE students" and "Bachelor's degrees normalized" as identified in the regulation.
2. "Public University Funding Model Metric Weighting Chart ", June 2017; sets forth the weighting for funding model metric inputs as differentiated between research and comprehensive universities.
3. "Public University Funding Model Earned Credit Hour Production Weighting Index", June 2017, sets forth the weighting for credit hours earned based on their respective course level and is differentiated by resident and nonresident students.

Metric Weighting Chart

Funding Model Metrics	Research Universities	Comprehensive Universities
Bachelor's Degrees (Normalized)	1.67345	1.00000
STEM+H Bachelor's Degrees	1.54105	1.00000
URM Bachelor's Degrees	1.22322	1.00000
Low Income Bachelor's Degrees	2.35120	1.00000
Student Progression (@ 30 Credit Hours)	1.49386	1.00000
Student Progression (@ 60 Credit Hours)	1.45320	1.00000
Student Progression (@ 90 Credit Hours)	1.56076	1.00000
Student Credit Hours Earned (Weighted)	1.14208	1.00000
Facilities Square Feet	1.36134	1.00000
Instruction and Student Services Costs	0.90251	1.00000
FTE Student Enrollment	1.34278	1.00000

Public University Sector Funding Model Formula Chart

Total FTE students

Total fall semester full-time equivalent (FTE) student enrollment. Calculated as follows: (undergraduate student credit hours ÷ 15) + (graduate student credit hours ÷ 12) + (law student credit hours ÷ 12) + (headcount of medical, dental, and pharmacy students) + (headcount of doctoral dissertation students) + (headcount of post doctoral students) + (headcount of house staff). Includes credit hours attempted by full-time and part-time students, and resident, reciprocity, and nonresident students. Does not include credit hours attempted by high school students taking courses for college credit (i.e., dual enrollment and dual credit).

Bachelor's degrees normalized

Each institution's bachelor's degrees produced multiplied by an index of that institution's bachelor's degrees per 100 FTE students divided by the sector average bachelor's degrees per 100 FTE students.

Bachelor's degrees per 100 FTE students is defined as total bachelor's degrees awarded during the academic year divided by total fall semester undergraduate full-time equivalent (FTE) student enrollment divided by 100.

Public University Funding Model Earned Credit Hour Production Weighting Index

Resident Student Earned Credit Hour Weights by Course Level and Discipline

	Course Level					
Discipline	Lower Division	Upper Division	Master's	Other Graduate	Doctoral I	Doctoral II
Liberal Arts, Math, Social Sciences, Languages, Other	1.07	1.48	3.27	3.27	3.81	4.34
Basic Skills	1.00	1.22	2.19	2.19	3.17	4.16
Business	1.00	1.44	2.68	2.68	5.42	8.17
Education	1.17	1.47	2.32	2.32	3.28	4.24
Service	1.06	1.22	2.19	2.19	3.17	4.16
Visual and Performing Arts	1.36	2.24	4.49	4.49	4.50	4.51
Trades and Technologies	1.45	1.97	2.95	2.95	3.62	4.30
Sciences	1.18	1.86	4.70	4.70	4.74	4.79
Law	1.52	1.25	3.33	3.33	4.47	5.61
Engineering/Architecture	1.57	2.52	4.37	4.37	4.47	4.58
Health	1.44	1.76	4.13	4.13	4.66	5.19
Nursing	1.44	1.76	4.13	4.13	4.66	5.19
Other	1.00	1.22	2.19	2.19	3.17	4.16

Nonresident Student Earned Credit Hour Weights by Course Level and Discipline

	Course Level					
Discipline	Lower Division	Upper Division	Master's	Other Graduate	Doctoral I	Doctoral II
Liberal Arts, Math, Social Sciences, Languages, Other	0.54	0.74	1.64	1.64	1.91	2.17
Basic Skills	0.50	0.61	1.10	1.10	1.59	2.08
Business	0.50	0.72	1.34	1.34	2.71	4.09
Education	0.59	0.74	1.16	1.16	1.64	2.12
Service	0.53	0.61	1.10	1.10	1.59	2.08
Visual and Performing Arts	0.68	1.12	2.25	2.25	2.25	2.26
Trades and Technologies	0.73	0.99	1.48	1.48	1.81	2.15
Sciences	0.59	0.93	2.35	2.35	2.37	2.40
Law	0.76	0.63	1.67	1.67	2.24	2.81
Engineering/Architecture	0.79	1.26	2.19	2.19	2.24	2.29
Health	0.72	0.88	2.07	2.07	2.33	2.60
Nursing	0.72	0.88	2.07	2.07	2.33	2.60
Other	0.50	0.61	1.10	1.10	1.59	2.08

Notes: (1) Doctoral I is the arithmetic mean of Master's and Doctoral II
(2) Earned student credit hours are also weighted for research or compreshive universites in accordance with the Public University Funding Model Metric Weighting Chart.

Source: SHEO Four State Cost Study.

New Administrative Regulation
13 KAR 2:130. Comprehensive Funding Model for the Allocation of State General Fund Appropriations to Kentucky Community and Technical College System Institutions

> ACTION: The staff recommends that the Council approve the new administrative regulation titled "13 KAR 2:130. Comprehensive Funding Model for the Allocation of State General Fund Appropriations to Kentucky Community and Technical College System Institutions." The action would authorize staff to file the proposed administrative regulation and the General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A, and obtain adoption of the new regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

On March 21, 2017, Governor Bevin signed SB 153 creating a comprehensive funding model for the allocation of state general fund appropriations for postsecondary institution operations. The bill requires that the model include a public university sector formula and a KCTCS sector formula, and it provides the Council with authority to promulgate administrative regulations in order to implement the model. 13 KAR 2:130 implements the formula for the KCTCS sector.

SB 153, soon to be codified as KRS 164.092, is faithfully aligned with the funding model recommended by the Performance Funding Workgroup and agreed to by all nine (9) campus presidents. The proposed regulation, 13 KAR 2:120, operationalizes the provisions of the bill by outlining the process of determining how general fund appropriations for KCTCS institution operations will be allocated, and it provides additional agreed-upon model details not specifically captured in the bill.   Highlights of these clarifications and details in the regulation include:

- Detailing credit-hour weights in material incorporated by reference into the regulation.
- Providing the breakdown of student success outcome metrics that make up the thirty-five (35) percent distribution of allocable resources as directed in the bill (Section 5).
- Describing how hold-harmless allocations will be determined and applied in the model (Section 8).
- Identifying which metrics are to be calculated by averaging the most recent three (3) years of data or on the most recently collected data.

Council staff worked with KCTCS staff in the development of the regulation to ensure that the agreed-upon model components and method of distribution are appropriately captured.

1   COUNCIL ON POSTSECONDARY EDUCATION

2   (New Administrative Regulation)

3   13 KAR 2:130. Comprehensive funding model for the allocation of state general

4   fund appropriations to Kentucky Community and Technical College System institutions.

5   RELATES TO: KRS 48.600-48.630, 164.001, 164.092

6   STATUTORY AUTHORITY: KRS 164.092(12)

7   NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.092(12) requires the

8   Council on Postsecondary Education to promulgate an administrative regulation to imple-

9   ment a comprehensive funding model for the public postsecondary education system. This

10   administrative regulation establishes the formula by which general fund appropriations shall

11   be distributed in the Kentucky Community and Technical College System sector.

12   Section 1. Definitions. (1) "Academic year" means July 1 through June 30 and all

13   terms completed therein.

14   (2) "Associate's Degrees" means total number of associate's degrees awarded dur-

15   ing the academic year. Includes degrees conferred to resident and non-resident students.

16   (3) "Council" is defined by KRS 164.092(1)(c).

17   (4) "Equity adjustment" means ten (10) percent of total KCTCS institution allocable

18   resources divided by sixteen (16) and allocated to each institution.

19   (5) "Full time equivalent student enrollment" means the total fall semester credit

20   hours earned divided by fifteen (15).

21   (5) "Formula base amount" is defined by KRS 164.092(1)(e) and includes a deduc-

1   tion for mandated programs.

2   (6) "High-wage, high-demand credentials" means credentials tied to occupations

3   identified in the Kentucky Office of Employment and Training's Kentucky Occupational Out-

4   looks and annual Occupational Employment statistics wage data that meet the following

5   criteria:

6   (a) Have a median annual wage that is greater than or equal to the wage at the 75th

7   percentile for all occupations in the state of Kentucky; or

8   (b) Show growth greater than or equal to the projected percent change for all Ken-

9   tucky occupations; or

10   (c) Have 100 or more average annual job openings.

11   (7) "Hold-harmless provision" is defined by KRS 164.092(1)(f).

12   (8) "Institution" means a college in the Kentucky Community and Technical College

13   System.

14   (9) "KCTCS" is defined by KRS 164.092(1)(h).

15   (10) "KCTCS institution allocable resources" is defined by KRS 164.092(1)(i)

16   (11) "Low-income students" means a student who has received a Federal Pell Grant

17   at any time since 2005-2006 at the graduating institution.

18   (12) "Mandated program" means a research or public service activity not integral to

19   the instructional mission of the institution that is:

20   (a) Funded with greater than $200,000 of state appropriations; and

21   (b) Directed by statute, resolution, executive branch budget bill, executive order, or

22   other legal mandate.

23   (13) "Non-resident student" means a student who does not meet the requirements

1 for Kentucky residency for purposes of tuition set forth in 13 KAR 2:045.

2   (14) "Resident student" means a student certified as a Kentucky resident for pur-

3 poses of tuition pursuant to 13 KAR 2:045 and any non-resident student attending an insti-

4 tution under a state tuition reciprocity agreement entered into by the council.

5   (15) "STEM+H degrees" mean degrees in the fields of science, technology, engi-

6 neering, math, and health sciences as identified to annually by KCTCS.

7   (16) "Stop-loss provision" is defined by KRS 164.092(1)(k).

8   (17) "Targeted industry credentials" means credentials awarded in Classification of

9 Instructional Programs (CIP) codes developed by the U.S. Department of Education's Na-

10 tional Center for Education Statistics that crosswalk to occupations with education or train-

11 ing requirements of an associate degree or below in targeted industry sectors as identified

12 in a targeted industry CIPs index provided annually by KCTCS.

13   (18) "Underprepared students" mean students who tested into developmental Eng-

14 lish, math, or reading at any period of enrollment since the 2010-11 academic year.

15   (19) "Underrepresented minority students" mean students who categorized them-

16 selves as Hispanic or Latino, American Indian or Alaska Native, Black or African American,

17 Native Hawaiian or Other Pacific Islander, or two (2) or more races.

18   Section 2. Allocable Resources. The council shall determine total KCTCS institution

19 allocable resources for any given year by calculating each institution's formula base

20 amount and subtracting the equity adjustment and any amount protected by a hold harm-

21 less provision. These amounts shall then be combined along with any applicable increase

22 or decrease in general fund appropriation.

23   Section 3. Data sets. Unless indicated otherwise, each metric shall be calculated

3

1   using the most recent set of finalized data.

2   Section 4. Student Success Outcomes. (1) Thirty five (35) percent of total KCTCS

3   institution allocable resources shall be certified for distribution to each institution based on

4   its share of the total volume of student success outcomes as established in KRS

5   164.092(8)(a)1. through 8., and in the following denominations:

6   (a) Ten (10) percent based on the credentials awarded in an academic year using

7   an average of the most recent three (3) years of finalized data and weighted in the follow-

8   ing manner:

9   (i) 1.0 for an undergraduate certificate or diploma which a student can complete in

10 less than one (1) academic year;

11   (ii) 2.0 for an undergraduate certificate or diploma which a student can complete in

12 at least one (1), but less than two (2) academic years;

13   (iii) 4.0 for an associate's degree.

14   (b) Two (2) percent based on STEM+H credentials awarded in an academic year;

15   (c) Two (2) percent based on credentials awarded to underrepresented minority stu-

16 dents in an academic year;

17   (d) Two (2) percent based on credentials awarded to low-income students in an ac-

18 ademic year;

19   (e) Two (2) percent based on credentials awarded to underprepared students in an

20 academic year;

21   (f) Two (2) percent based on the number of students in cohort who transferred to a

22 baccalaureate degree granting college or university after the last term a student was en-

23 rolled at a KCTCS institution in the academic year;

4

1   (g) Two (2) percent based on targeted industry credentials awarded in an academic

2   year; and

3   (h) One (1) percent based on high-wage, high-demand credentials awarded in an

4   academic year;

5   (i) Two (2) percent based on the number of full-time and part-time undergraduate

6   students reaching or surpassing fifteen (15) cumulative earned credit hours in an academic

7   year;

8   (j) Four (4) percent based on the number of full-time and part-time undergraduate

9   students reaching or surpassing thirty (30) cumulative earned credit hours in an academic

10 year; and

11   (k) Six (6) percent based on the number of full-time and part-time undergraduate

12 students reaching or surpassing forty-five (45) cumulative earned credit hours in an aca-

13 demic year.

14   Section 5. Student Credit Hour Production. Thirty five (35) percent of total KCTCS

15 allocable resources shall be certified for distribution to each institution based on its share of

16 total volume of weighted student credit hours earned during an academic year as estab-

17 lished in KRS 164.092(8)(b).

18   (1) Credit hour weighting by course discipline shall be in accordance with the

19 KCTCS Funding Model Classification of Instructional Program (CIP) Cost Factors Index.

20   Section 6. Operational Support. Thirty (30) percent of total KCTCS allocable re-

21 sources shall be certified for distribution to each institution in support of vital campus oper-

22 ations as established in KRS 164.092(8)(c)1. through 3.

23   (1) Ten (10) percent shall be allocated based on facilities square feet as reported

annually to the council and as established in KRS 164.092(8)(c)1.

(2) Ten (10) percent shall be allocated based on direct instruction and student ser-
vices costs as reported to IPEDS and as established in KRS 164.092(8)(c)2.

(3) Ten (10) percent shall be allocated based on total full time equivalent student
enrollment as established in KRS 164.092(8)(c)3.

Section 7. Stop-loss and Hold-Harmless Provisions. (1) Any final amounts certified
for distribution to any institution shall account for any hold-harmless or stop-loss provisions
established in KRS 164.092(9).

(2) The council shall determine hold-harmless amounts for institutions in fiscal year
2018-2019 through application of the formula established in this administrative regulation.

(3) If the formula total amount generated for an institution is less than its initial allo-
cable resources, the amount of that difference shall be certified to KCTCS as that institu-
tion's hold-harmless allocation.

(4) The council shall apply these hold-harmless allocations to all applicable institu-
tions in 2018-2019 and in any subsequent years as directed by the General Assembly.

Section 8. Incorporation by Reference. (1) The following material is incorporated by
reference:

(a) "KCTCS Funding Model Classification of Instructional Program (CIP) Cost Fac-
tors Index", June 2017;

(2) This material may be inspected, copied, or obtained, subject to applicable copy-
right law, at the Kentucky Council on Postsecondary Education, 1024 Capital Center Drive,
Suite 320, Frankfort, Kentucky 40601, Monday through Friday, 8 a.m. to 4:30 p.m

_____   _____
Date   Sherrill B. Zimmerman, Chair
                                                   Council on Postsecondary Education

                                                   APPROVED AS TO FORM:

_____   _____
Date   Travis Powell, General Counsel
                                                   Council on Postsecondary Education

7

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on August 23, 2017 at 10:00 a.m. EST at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

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

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until August 31, 2017.

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

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

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation *13 KAR 2:130. Comprehensive funding model for the allocation of state general fund appropriations to Kentucky Community and Technical College institutions.*

Contact person: Travis Powell
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(1)   Provide a brief summary of:

(a)   What this administrative regulation does: This regulation sets forth the comprehensive funding model for the allocation of state general fund appropriations to Kentucky Community and Technical College (KCTCS) institutions.

(b)   The necessity of this administrative regulation: KRS 164.092(12) requires that the Council on Postsecondary Education promulgate administrative regulations to implement the comprehensive funding model for the allocation of state general fund appropriations to KCTCS institutions. KRS 164.092 provides the framework for the model and generally outlines the required elements. This regulation provides more detail related to the basis and process upon which the funding will be certified for allocation to these institutions.

(c)   How this administrative regulation conforms to the content of the authorizing statutes: The administrative regulation conforms explicitly to the authorizing statute.

(d)   How this administrative regulation currently assists or will assist in the effective administration of the statutes: The administrative regulation provides the process and basis upon which funding will be allocated to KCTCS institutions through the comprehensive funding model mandated in KRS 164.092.

(2)   If this is an amendment to an existing administrative regulation, provide a brief summary of:

9

(a) How the amendment will change this existing administrative regulation: N/A.

(b) The necessity of the amendment to this administrative regulation: N/A.

(c) How the amendment conforms to the content of the authorizing statutes: N/A.

(d) How the amendment will assist in the effective administration of the statutes: N/A.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: KCTCS and its 16 colleges will be affected by this regulation. .

(4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment, including:

(a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: KCTCS must continue providing the Council with data used in the identified metrics and work with Council staff to ensure the accuracy and validity of that data.

(b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): Compliance will incur no additional costs; however, after application of the funding model, institutions could see increases or decreases in general fund appropriations depending on institutional performance in the identified metrics as well as the overall general fund appropriation to higher education.

(c) As a result of compliance, what benefits will accrue to the entities identified in question (3): While general fund appropriations could decrease after application of the funding model to the detriment of an institution, funding could also increase to its benefit.

(5) Provide an estimate of how much it will cost to implement this administrative regulation:

(a) Initially: See 4(b) above.

(b) On a continuing basis: See 4(b) above.

(6) What is the source of the funding to be used for the implementation and enforce-

10

ment of this administrative regulation: Any available sources of funding can be used, most likely general operating expenses.

(7)   Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: N/A. This regulation does not assess fees.

(8)   State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: N/A. This regulation does not assess fees.

(9)   TIERING: Is tiering applied? No. All regulated entities are of the same class, i.e. KCTCS institutions.

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR XXXXX. Comprehensive funding model for the allocation of state general fund appropriations to public universities.

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                      Council on Postsecondary Education
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                      502.573.1555
                      travis.powell@ky.gov
                      FAX: 502.573.1535

1. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? The Council on Postsecondary Education (CPE) and all public universities in Kentucky.

2. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.092.

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

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? In and of itself, this regulation will not generate any revenue, however depending on campus performance and the overall general fund appropriation to higher education, institutions could see increases in general fund revenue.

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

(c) How much will it cost to administer this program for the first year? Duties related to this regulation are generally assumed by CPE staff members as part of their many other responsibilities. There are no additional costs of administration.

(d) How much will it cost to administer this program for subsequent years? See 3(c).

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

12

Revenues (+/-):
Expenditures (+/-):
Other Explanation: N/A

13

Summary of Materials Incorporated by Reference

1. ""KCTCS Funding Model Classification of Instructional Program (CIP) Cost Factors Index", June 2017, sets forth the weighting for credit hours earned based on their course discipline.

14

KCTCS Funding Model
Classification of Instructional Program (CIP) Cost Factors Index

Course CIP	CIP Title	COST	FACTOR
01	AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES	HIGH	2.0
05	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES	LOW	1.0
09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS	MED	1.5
10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES	HIGH	2.0
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	MED	1.5
12	PERSONAL AND CULINARY SERVICES	HIGH	2.0
13	EDUCATION	MED	1.5
14	ENGINEERING	HIGH	2.0
15	ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS	HIGH	2.0
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS	LOW	1.0
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES	LOW	1.0
22	LEGAL PROFESSIONS AND STUDIES	LOW	1.0
23	ENGLISH LANGUAGE AND LITERATURE/LETTERS	LOW	1.0
24	LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	MED	1.5
25	LIBRARY SCIENCE	LOW	1.0
26	BIOLOGICAL AND BIOMEDICAL SCIENCES	MED	1.5
27	MATHEMATICS AND STATISTICS	LOW	1.0
29	MILITARY TECHNOLOGIES AND APPLIED SCIENCES	LOW	1.0
30	MULTI/INTERDISCIPLINARY STUDIES	MED	1.5
32	BASIC SKILLS AND DEVELOPMENTAL/REMEDIAL EDUCATION	LOW	1.0
36	LEISURE AND RECREATIONAL ACTIVITIES	MED	1.5
38	PHILOSOPHY AND RELIGIOUS STUDIES	LOW	1.0
40	PHYSICAL SCIENCES	LOW	1.0
41	SCIENCE TECHNOLOGIES/TECHNICIANS	MED	1.5
42	PSYCHOLOGY	LOW	1.0
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED PROTECTIVE SERVICES	LOW	1.0
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS	LOW	1.0
45	SOCIAL SCIENCES	LOW	1.0
46	CONSTRUCTION TRADES	HIGH	2.0
47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS	HIGH	2.0
48	PRECISION PRODUCTION	HIGH	2.0
49	TRANSPORTATION AND MATERIALS MOVING	HIGH	2.0
50	VISUAL AND PERFORMING ARTS	HIGH	2.0
51	HEALTH PROFESSIONS AND RELATED PROGRAMS	HIGH	2.0
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	MED	1.5
54	HISTORY	LOW	1.0
	UNSPECIFIED	LOW	1.0

Definition: Currently offered KCTCS Classification of Instruction Programs (CIP) codes that are classified into 2 digit CIP program areas. The course completions in these program areas are weighted based on the estimated operating expenditures needed to maintain the program. All of these course completions are categorized into High, Medium, or Low Cost program areas and weighted accordingly.

2

Amendment to 13 KAR 3:050 - GED® Eligibility Requirements

ACTION: The staff recommends that the Council approve the proposed amendment to the administrative regulation titled "13 KAR 3:050 GED® Eligibility Requirements." The action would authorize staff to file the proposed administrative regulation and the General Counsel, pursuant to KRS 13A.290(4) and KRS 13A.320(1)(b), to make such changes on behalf of the Council as necessary to comply with KRS Chapter 13A, and obtain adoption of the new regulation by the Administrative Regulation Review Subcommittee and the Interim Joint Committee on Education.

On April 10, 2017, Governor Bevin signed HB 522 creating KRS 158.143, which provides a state agency child, as defined in KRS 158.135(1), who is at least seventeen (17) years of age, the ability to seek attainment of a high school equivalency diploma. The new law requires that these individuals remain subject to the compulsory secondary school attendance requirements of KRS 159.010 even after receiving a high school equivalency diploma.

Currently, the minimum age for eligibility to take the GED® exam set forth in 13 KAR 3:050 mirrors the legal age of withdrawal from secondary school. KRS 159.010 provided school districts with the option to increase the age of withdrawal from sixteen (16) to seventeen (17) or eighteen (18). Once a threshold number of districts opted to increase the age of withdrawal and after a grace period, the age of withdrawal would be increased to eighteen (18) statewide. Beginning in August of 2017, this provision will go into effect, and an individual must be eighteen (18) years of age before he or she can legally withdraw from high school.

The amendment to this regulation will allow for seventeen (17) year old state agency children to take the GED® exam with approval from the local school district and passage of the official GED® readiness exam in accordance with the new law. Upon passage, these individuals will receive a high school equivalency diploma in accordance with the GED® Testing Program requirements set forth in 13 KAR 3:010.

The amendment also accounts for the new mandated statewide compulsory attendance age of eighteen (18), removes the reference to the now repealed Kentucky Department of Education Secondary GED® Program, allows eighteen (18) year old National Guard Youth "ChalleNGe" program participants to take the GED® exam without being withdrawn from school for 90 days, and makes other technical changes.

1   COUNCIL ON POSTSECONDARY EDUCATION

2   (Amendment)

3   13 KAR 3:050. GED® eligibility requirements.

4   RELATES TO: KRS 158.135(1)(a), 158.143, 158.6455, 164.0064[(1)(a)]

5   STATUTORY AUTHORITY: KRS 164.0064(1)[(a)], [164.0234]

6   NECESSITY, FUNCTION, AND CONFORMITY: [KRS 164.0234(1) requires the

7   Kentucky Adult Education Program to promulgate necessary administrative regulations and

8   administer a statewide adult education and literacy system throughout the state.] KRS

9   164.0064(1)[(a)] requires that the Kentucky Adult Education Program within the Council on

10   Postsecondary Education promulgate administrative regulations to establish programs that,

11   upon successful completion, result in the award of a high school equivalency diploma [be

12   issued upon passage of the test given by the Kentucky Adult Education Program's ap-

13   proved testing centers in conformance with requirements of the GED® Testing Service].

14   KRS 164.0064(2) mandates that at least one (1) of these programs shall include a test

15   aligned with the College and Career Readiness Standards for Adult Education, or any other

16   standards adopted by the federal Office of Career, Technical, and Adult Education, which

17   upon passing, shall entitle students to receive a high school equivalency diploma. 13 KAR

18   3:010 identifies the GED® test as the valid means of measuring educational achievement

19   in an adult who is a non-high school graduate and of comparing the adult's competency to

20   that of high school graduates. This administrative regulation establishes the eligibility re-

21   quirements for taking the GED® test.

1

Section 1. Eligibility Requirements. The GED® test shall be administered to an ap-

plicant with a Kentucky address who:

(1) Has reached his or her 19th [nineteenth (19th)] birthday; [or]

(2)(a) Has reached his or her 18th birthday [the legal age of withdrawal in the local

school district where he or she resides]; and

(b)1. Has officially withdrawn from public or private school for at least ninety (90)

days as certified by the local school district;

2. Is committed or placed in an adult correctional facility;

3. Is enrolled in the Jobs Corps Program of Instruction; or

4. Is enrolled in a National Guard Youth "ChalleNGe" program;

[4.a. Is considered a state agency child, as defined by KRS 158.135(1)(a); and

b. Is approved for the GED® test by the local school superintendent upon recom-

mendation from the applicant's service region administrator or designee;

5.a. Is detained in a juvenile detention center or juvenile holding facility; and

b. Is approved for the GED® test by the local school superintendent; or

6. a. Is enrolled in a Kentucky Department of Education approved Secondary GED®

Program under 704 KAR 7:150; and

 b. Is approved for the GED® test by the local school superintendent.]

(3)(a) Has reached his or her 17th birthday;

(b) Is considered a state agency child, as defined by KRS 158.135(1)(a); and

(c) Is approved for the GED® test by the local school superintendent.

Section 2. Superintendent Waiver. The local school superintendent or designee in

the district where the applicant currently resides may waive the ninety (90) day school

1   withdrawal provision of Section 1(2)(b)1. of this administrative regulation if necessary due

2   to a deadline for postsecondary enrollment, condition of employment, medical reason,

3   family crisis, or other extenuating circumstances.

4   Section 3. Test Readiness. An applicant shall successfully complete and pass an

5   official readiness test with the same passing scores required to pass the GED® test prior to

6   taking the GED® test.

_____   _____
Date   Sherrill B. Zimmerman, Chair
                                        Council on Postsecondary Education

                                        APPROVED AS TO FORM:

_____   _____
Date   Travis Powell, General Counsel
                                        Council on Postsecondary Education

4

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on August 23, 2017 at 10:00 a.m. EST at the Council on Postsecondary Education, 1024 Capital Center Drive, Suite 320, Frankfort, Kentucky, 40601 in Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing five workdays prior to the hearing of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

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

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments shall be accepted until August 31, 2017.

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

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

5

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

Administrative Regulation *13 KAR 3:050. GED® eligibility requirements.*

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

(1) Provide a brief summary of:

(a) What this administrative regulation does: This administrative regulation sets forth the eligibility requirements to take the GED® test.

(b) The necessity of this administrative regulation: KRS 164.0064(1) requires that the Kentucky Adult Education Program within the Council on Postsecondary Education promulgate administrative regulations to establish programs that, upon successful completion, result in the award of a high school equivalency diploma. KRS 164.0064(2) mandates that at least one (1) of these programs shall include a test aligned with the College and Career Readiness Standards for Adult Education, or any other standards adopted by the federal Office of Career, Technical, and Adult Education, which upon passing, shall entitle students to receive a high school equivalency diploma. 13 KAR 3:010 identifies the GED® test as the valid means of measuring educational achievement in an adult who is a non-high school graduate and of comparing the adult's competency to that of high school graduates. This administrative regulation establishes the eligibility requirements for taking the GED® test.

(c) How this administrative regulation conforms to the content of the authorizing statutes: The administrative regulation conforms explicitly to the authorizing statute.

(d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: The administrative regulation sets for the eligibility requirements to take the GED® test so that KYAE may issue a high

6

school equivalency diploma upon successful passage of the test in accordance with KRS 164.0064(1) and 13 KAR 3:010.

(2) If this is an amendment to an existing administrative regulation, provide a brief summary of:

(a) How the amendment will change this existing administrative regulation: This amendment will allow a state agency child as defined in KRS 158.135(1), who is at least seventeen (17) years of age, to take the GED® test and obtain a high school equivalency diploma upon successful passage. It also makes technical changes in the "Necessity, Function, and Conformity" section to conform to the statutory changes enacted through HB 195. Eighteen (18) year olds participating in the National Guard Youth "ChalleNGe" program will be able to take the GED® exam without being withdrawn from school for 90 days. Finally, it removes the reference to the Kentucky Department of Education's approved Secondary GED® Program, which has been repealed by the Department.

(b) The necessity of the amendment to this administrative regulation: The amendment is necessary to conform to the passage of HB 522 (KRS 158.143) and allow 17 year-old state agency children the opportunity to take the GED® exam and receive a high school equivalency diploma.

(c) How the amendment conforms to the content of the authorizing statutes: KRS 164.0064(1) requires that KYAE promulgate administrative regulations to establish programs that, upon successful completion, result in the issuance of a high school equivalency diploma. KRS 164.0064(2) requires that one program include a test that, upon passing, will entitle students to receive a high school equivalency diploma. This amendment further defines eligibility to take that exam in accordance with the newly enacted law, KRS 158.143.

(d) How the amendment will assist in the effective administration of the statutes: The amendment identifies the new category of individuals (17 year old state agency children) eligible to take the GED® exam.

(3) List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: The primary individu-

7

als and organizations affected by this regulation are the testing centers who administer the GED® test, the adult education providers, and Kentucky residents seeking to obtain a high school equivalency diploma. Entities that oversee state agency children 17 and older, such as the Department of Juvenile Justice and Department of Community Based Services, will also be impacted.

(4) Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment, including:

   (a) List the actions that each of the regulated entities identified in question (3) will have to take to comply with this administrative regulation or amendment: Seventeen (17) year old state agency children must receive approval from the local school superintendent and pass the readiness exam before being eligible to take the GED® test. State entities with custody or oversight of these children will need to facilitate this approval. KYAE will certify these individuals to the GED® Testing Service once the eligibility requirements have been verified, as it does with all test takers.

   (b) In complying with this administrative regulation or amendment, how much will it cost each of the entities identified in question (3): There should be no additional cost due to this amendment.

   (c) As a result of compliance, what benefits will accrue to the entities identified in question (3): Entities will comply with the new law allowing 17 year-old state agency children to take the GED® test.

(5) Provide an estimate of how much it will cost to implement this administrative regulation:

   (a) Initially. We estimate that there will be no additional cost in implementing the proposed changes to the regulation.

   (b) On a continuing basis: We estimate that there will be no additional costs on a continuing basis to implement the proposed changes to the regulation.

(6) What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: KYAE will enforce the requirements with staff compensated out of agency operating funds.

(7) Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: N/A. This regulation does not assess fees.

(8) State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: N/A. This regulation does not assess fees.

(9) TIERING: Is tiering applied? Yes. Based on whether or not an individual is 17, 18, or 19, different rules apply in order to comply with the new law related to the eligibility of state agency children to obtain a high school equivalency diploma and compulsory secondary school attendance (up to the age of 18).

9

FISCAL NOTE ON STATE OR LOCAL GOVERNMENT

Regulation No. 13 KAR 3:050. GED® eligibility requirements.

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

1. What units, parts or divisions of state or local government (including cities, counties, fire departments, or school districts) will be impacted by this administrative regulation? Local adult education providers, which include public universities and community colleges, local school boards, and local educational cooperatives, will be affected.   Entities that oversee state agency children 17 and older will also be impacted.

2. Identify each state or federal statute or federal regulation that requires or authorizes the action taken by the administrative regulation. KRS 164.0064

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

(a) How much revenue will this administrative regulation generate for the state or local government (including cities, counties, fire departments, or school districts) for the first year? This regulation should have no impact on expenditures and revenues of any state or local agency.

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

(c) How much will it cost to administer this program for the first year? Duties related to this regulation are generally assumed by one CPE staff member as part of her duties and responsibilities. There are no additional costs of administration.

(d) How much will it cost to administer this program for subsequent years? See 3(c).

Note: If specific dollar estimates cannot be determined, provide a brief narrative to explain the fiscal impact of the administrative regulation.

10

Revenues (+/-):
Expenditures (+/-):
Other Explanation: N/A

11

New Academic Programs

ACTION: The staff recommends that the Council approve the following nine (9) new academic programs:

Eastern Kentucky University
1. Master of Arts in American Sign Language (CIP 16.1699)

Murray State University
2. Master of Science in Occupational Therapy (CIP Code: 51.2306)

Northern Kentucky University
3. Bachelor of Science in Neuroscience (CIP Code: 26.1501)
4. Bachelor of Science in Health Informatics (CIP Code: 51.2706)
5. Bachelor of Science in Radiation Therapy (CIP 51.0907)
6. Bachelor of Science in Mechatronics Engineering Technology (CIP Code: 15.9999)
7. Bachelor of Arts in Health Communication (CIP Code: 09.0905)

University of Kentucky
8. Bachelor of Arts in Dance (CIP Code: 50.0301)
9. Master of Science in Sport and Exercise Psychology (CIP Code: 31.0508)

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

Eastern Kentucky University

1. Master of Arts in American Sign Language (CIP 16.1699): This degree program is designed to serve deaf and hard-of-hearing individuals. It also serves hearing individuals who want to either teach American Sign Language in adult education venues or postsecondary institutions and those who want to broaden and enhance their understanding and practice of interpretation.   The program's coursework, which includes both online and on-site instruction, emphasizes research and service learning to be completed within a cohort group in six consecutive semesters. This degree does not lead to P-12 Kentucky teacher certification or licensure.

Murray State University

2. <u>Master of Science in Occupational Therapy (CIP Code: 51.2306)</u>: The proposed program will provide graduates with the necessary skills to practice in the field of occupational therapy. The curriculum will cover the required American Council on Occupational Therapy Education (ACOTE) standards and qualify graduates to sit for the National Board for Certification in Occupational Therapy certification examination. There will be an acceleration option to which current exercise science students can apply in their third year of undergraduate work and a traditional option in which a student who already holds a baccalaureate degree and has completed the required pre-requisite courses may apply and complete the last two years of the program.

Northern Kentucky University

3. <u>Bachelor of Science in Neuroscience (CIP Code: 26.1501)</u>: This program will allow students to gain a rich, transdisciplinary understanding of how behavior and cognition can be explained from a biological perspective. This understanding will include considerations of nervous system function that range from the genetic to the philosophical. Students will engage in educational and experiential learning activities that will prepare them for careers in many fields including medicine; biomedical research; and graduate work in the natural sciences, psychological science, computer science, philosophy, education or linguistics.

4. <u>Bachelor of Science in Health Informatics (CIP Code: 51.2706)</u>: Health informatics is a rapidly developing field that involves the maintenance, collection, exchange and analysis of data used in providing clinical care, for performance and quality measurement, and for financial reimbursement. The introduction of information technologies into the health system combined with payment and delivery reforms have greatly increased the use of technologies, data, and health information. There is a great demand for workers as evidenced by national and regional studies and direct input from stakeholders. As a transdisciplinary program, it will build upon several fields including management information systems, computer science, communication, allied health, biology, pharmacology, physiology, and health information management.

5. <u>Bachelor of Science in Radiation Therapy (CIP 51.0907)</u>: This program will prepare students to work in the field of radiation oncology as radiation therapists. Radiation therapy uses various types of ionizing radiation to treat disease, primarily cancer. The role of the radiation therapist is to deliver the radiation to the patient as prescribed by a radiation oncologist. The program curriculum would include didactic instruction in the areas of patient care, pathology and treatment principles, radiation physics, radiation biology and safety, and ethics. Clinical practice and supplemental instruction would be provided at clinical sites throughout the Northern Kentucky/Cincinnati tri-state area. Upon successful

completion of the program, graduates would be eligible to take the national registry examination given by the American Registry of Radiologic Technologists (ARRT). Graduates would then be able to obtain employment as a radiation therapist in cancer centers, hospitals and outpatient clinics.

6. Bachelor of Science in Mechatronics Engineering Technology (CIP Code: 15.9999: The purpose of this program is to meet industry needs in the Northern Kentucky / Southern Ohio regions. This program will produce graduates with knowledge, hands-on skills, problem-solving proficiency and technical/leadership skills with careers incorporating design, installation, manufacturing, testing, evaluation, technical sales, maintenance and process management of various systems.

7. Bachelor of Arts in Health Communication (CIP Code: 09.0905): Effective communication is critical in engaging patients, whether it occurs through successful public health campaigns, supportive social media conversations, improved patient-provider interactions, or excellent news reporting. In recent years, demand is increasing for health care communication-related professionals in areas such as patient advocacy, health education, community health work, care coordination between multiple providers, media campaigns, branding, and web and mobile messaging. Graduates of this program will be prepared as skilled, effective and literate health communicators, facilitators of the decision making process related to health information, ultimately improving health outcomes and well equipped to communicate across many contexts and rapidly changing media platforms.

University of Kentucky

8. Bachelor of Arts in Dance (CIP Code: 50.0301): The proposed program will educate students in the history, theory, creativity and practice of dance within the context of a broad liberal arts education. It will offer students the flexibility to double major or minor in another discipline of their choice to provide an opportunity for breadth and depth in their education. The primary emphasis of this program is based on creativity and choreography through the lens of diverse dance genres, with an emphasis on contemporary practice. The program will appeal to students who are considering a career in dance and will pursue additional training at the graduate level; students who intend to incorporate dance and creative training into their careers in community action, cultural organizations, human services, business, medical school, and education; students who will incorporate dance into an interdisciplinary major in the arts; and students who intend to pursue a career in dance therapy.

9. Master of Science in Sport and Exercise Psychology (CIP Code: 31.0508): This program will explore the relationship between various psychological factors and participation in sports and/or physical activity. The two-year program will offer students the choice of an applied or research concentration. Each concentration will integrate theory-based research and the application of key concepts

associated with performance enhancement and life-skill development. The unique and collaborative curriculum will make graduates highly competitive, whether they choose to enter the workforce immediately (e.g., private practice, coaching, master resilience trainer with the Army, health and wellness counselor, etc.) or pursue a doctoral degree in sport and exercise psychology, counseling psychology or related fields.

Campus-Level Board Orientation & Training

ACTION: The staff recommends that the Council approve the campus board member orientation & training programs submitted by the Kentucky public campuses.

On April 27, 2016, Governor Matt Bevin signed HB 15, an act relating to the governance of postsecondary education institutions. The law, which went into effect on July 1, 2016, requires new institutional and CPE board members complete an orientation and education program within their first year of appointment. The new law also requires the Council to approve each university and KCTCS' board orientation program.

On November 18, 2016, the Council approved the New Board Member Orientation and Training Policy. The policy sets forth a two-part training curriculum: (1) state-level orientation and (2) campus and KCTCS orientation.

Each of the campus-level orientation programs has been reviewed by CPE staff and include the follow required elements:

- Institutional mission, vision, and values, by-laws, and if applicable, the standing delegation of authority.

- The university or KCTCS strategic plan and related accountability system.

- Budget and finances, including a review of all sources of revenue and expenditures relevant to the institution's mission.

- Board-relevant policies and procedures that affect the students, staff, and board members, including information regarding student privacy/FERPA regulations.

- The board's fiduciary responsibility and specific board rules as they pertain to open records and open meetings. (As required, the campus shall provide copies and obtain necessary confirmation of receipt of any documents required to be distributed by the Attorney General.)

- Review of conflict of interest and ethical considerations as they apply to Kentucky's board members.

- Access to historically relevant board actions, including but not limited to the previous two (2) years of meeting minutes.

- If applicable, an overview of the institution's foundation, including but not limited to the foundation's mission, membership, financial statements, how the foundation supports the institution, and how the foundation's board interacts with the campus's governing board.

- If applicable, the board's role, responsibilities, and limitations regarding NCAA regulations.

The campus orientation materials are not included in Council agenda materials due to volume of documents. However, all materials are available for review by Council members on request.

Full submissions of campus board orientation documents are being kept on file at the Council offices, and an online data portal of documents is being developed as a method of file sharing and collaboration among the campus board liaisons.

Amendment to 2016-21 Strategic Agenda for Postsecondary and Adult Education

> ACTION: The staff recommends that the Council approve an amendment to the 2016-21 Strategic Agenda for Postsecondary and Adult Education changing the statewide education attainment goal from 58% of Kentuckians with a high-quality postsecondary degree or certificate in 2025 to 60% by 2030.

At its June 3, 2016 meeting, the Council approved the 2016-21 Strategic Agenda for Postsecondary and Adult Education. Embedded in that agenda was an ambitious goal: to raise the percentage of Kentuckians with a high-quality postsecondary degree or certificate from its current level of 45% to 58% by the year 2025. Improving the state's level of educational attainment is critical if the Commonwealth hopes to accelerate job creation, grow the economy, and expand our tax base through the contributions of a more skilled, productive workforce. Additionally, high levels of educational attainment are correlated with better health; more informed, engaged citizens; and the kind of business and cultural endeavors that attract vibrant, creative, and entrepreneurial people to our state.

After further data analysis and discussions with campus leaders, staff recommends the Council amend that goal from 58% by 2025 to 60% by 2030.

The initial goal was developed in partnership with the National Center for Higher Education Management Systems (NCHEMS) in 2014-15 after a detailed analysis of population projections, high school graduates, college enrollment, in and out migration in the state and college completion rates. NCHEMS estimated that the postsecondary contribution to improving the state's level of educational attainment to the national average by 2025 (estimated to be 58%) would require an ambitious 2.4% annual percent increase in degrees and credentials.

NCHEMS provided follow-up analysis with updated data earlier this year. Based on a flattening in the number of high school graduates and changes in population statistics, NCHEMS revised the required average annual growth in degrees and credentials required to hit the 2025 target to 3.9%, a goal that would be aspirational rather than realistic for most campuses.

The recommendation to amend the statewide attainment goal has also been influenced by the conversations with campus leaders over the past couple of months regarding target setting for the various performance metrics in the strategic agenda. Most of the campuses have seen a levelling off of enrollment in recent years, and increasing challenges with student recruitment, which ultimately affects growth in degree and credential production.

Achieving the educational attainment target of 60% by 2030 requires an annual percent increase in degrees and credentials of 1.6%. This rate of growth is still ambitious, particularly for campuses in areas of the state with continuing population declines, but staff believes it is achievable with more aggressive strategies around student retention, progression and completion and outreach programs for adults and other underrepresented students.

Council on Postsecondary Education
June 16, 2017

2018 CPE Meeting Calendar

ACTION: The staff recommends that the Council approve the 2018 CPE meeting calendar.

The proposed meeting dates for 2018 are listed below. Staff will work with the campuses to hold some of the meetings on public and independent college campuses.

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

The proposed 2018 dates are:

Dates	Tentative CPE meetings to be held
Feb 1 (Th)	Annual Retreat
Feb 2 (F)	Joint meeting w/CPE, campus Presidents, & BSBP, and Business Meeting
April 26 (Th)	Work sessions, Campus briefing & tour, dinner
April 27 (F)	1st quarter - Business Meeting
June 21 (Th)	Work sessions, Campus briefing & tour, dinner
June 22 (F)	2nd quarter - Business Meeting
Sept 20 (Th)	Work sessions, Campus briefing & tour, dinner
Sept 21 (F)	3rd quarter - Business Meeting
Nov 15 (Th)	Work sessions, Campus briefing & tour, dinner
Nov 16 (F)	4th quarter - Business Meeting

Council on Postsecondary Education
June 16, 2017

CPE President's Report to the Council

Busy year advancing higher education agenda

Serving as the chief advocate for higher education is one of the many highlights I most enjoy as president of the CPE. During the course of the fiscal year, and with the goal to advance our policy agenda, I made 32 formal presentations on a wide range of topics to key groups, including the Interim Joint Committee on Postsecondary Education, House A&R Subcommittee on Postsecondary Education and the Senate Education Committee. Other groups included the Board of Student Body Presidents and several education, workforce, campus and civic groups such as the Kentucky Rising Symposium, the Student Success Summit, the Chief Academic and Chief Diversity Officers, the Kentucky Association of Manufacturers, Public Procurement group, WKU Faculty Leadership and the Lexington Rotary.

More recently I had the opportunity to meet with the *Courier-Journal* editorial board and news staff, and I will meet June 14 with the *Herald-Leader* editorial board. I was pleased that both newspapers, as well as others in the state, picked up my op-ed last fall on "Automation's Dominance Poses Challenges to Workforce, Economy."

Looking ahead, we are planning day-long community and technical college visits this fall at Southeast Community and Technical College, Somerset Community College and Big Sandy Community and Technical College. It is always my pleasure representing the Council and our work.

Introducing Kentucky Adult Education Skills U

Kentucky Adult Education is refreshing its brand to better reflect the breadth and depth of its offerings, particularly its college and career preparation services. On July 1, 2017, Kentucky Adult Education Skills U is officially launching. For more information about the refreshed brand, click here.

Trusteeship Conference set Sept. 11-12 in Louisville

Mark your calendar for the 2017 Governor's Conference on Postsecondary Education Trusteeship coming up Sept. 11-12 at the Louisville Marriott East. CPE has lined up a fantastic set of speakers including:

- Freeman Hrabowski, president of the University of Maryland, Baltimore County
- Eileen Klein, president of the Arizona Board of Regents
- Darcie Milazzo, director for Leadership Development at the Academy for Innovative Higher Education Leadership.

Planned around the theme of "Dynamic Leadership for Changing Times," each session will address the challenges of today's board members and higher education leaders. Additionally, specific breakout sessions will meet the statutorily required state-level orientation and training needs of Kentucky's newly appointed institution and CPE board members. Registration opens June 16, 2017 at http://cpe.ky.gov/trusteeship/index.html.

Council hosts Academic Leadership Development Institute for URM faculty

The second session of the Academic Leadership Development Institute for underrepresented minority (URM) faculty was held in May in conjunction with the Chief Academic Officers meeting. The topics for that session were higher education in Kentucky and managing professional and personal demands. Participants received an overview of the strategic agenda, performance funding, and legislation and higher education initiatives. Additional workshops

CPE VP Lee Nimocks speaks to the ALDI participants.

focused on the following: Myers-Briggs Type Indicator and leadership implications, cultural taxation, support systems and affinity groups, and seeking external funding to support research and scholarly activity.

ALDI participants will spend the summer working in teams to brainstorm solutions for large-scale change initiatives and interview a leader in postsecondary education. The third session of the cohort will be held in September in conjunction with the Trusteeship conference.

Council hosts professional learning day for dual credit faculty and coordinators

More than 70 dual credit faculty and campus coordinators participated in a professional learning day hosted by the Council in May. Featured discussions included the implementation of the dual credit policy, new dual credit scholarship legislation and best practices in creating a memorandum of understanding with K-12 partners. Another topic

was management and coordination of accelerated learning opportunities, such as dual credit, Advanced Placement and International Baccalaureate programs that lead to college credit. Attendees received an update on the very positive impacts that the Dual Credit Scholarship Program had on student participation last year, including the changes that ensure all students have access to high quality dual credit programming at affordable costs. Participants worked together to explore ways to better communicate with students and families, schools and districts, as well as how to assess program costs, faculty and staff training needs, student success and future programming needs. Participants represented community colleges and public and private universities.

Council VP Reecie Stagnolia meets with Secretary DeVos

During the last week of April, leaders of two major adult education organizations, the Coalition on Adult Basic Education (COABE) and the National Council of State Directors of Adult Education (NCSDAE), met with U.S. Secretary of Education Betsy DeVos and more than 80 members of Congress and staff. One of these leaders was Reecie Stagnolia, vice president for adult education, who is the incoming chair for NCSDAE. "It was truly an honor to meet with Secretary DeVos and discuss the critical role our nation's adult education system plays in increasing the education and skills of our adult population," Stagnolia said.

Pictured (L-R): Tom Nash, president of COABE; Kaye Sharbano, incoming president of COABE; Sharon Bonney, executive director of COABE; U.S. Secretary of Education Betsy DeVos; Reecie Stagnolia, incoming chair of NCSDAE; and Patricia Tyler, executive director of NCSDAE.

Kentucky Commissioner of Education Report

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

TELL Survey - The Teaching, Empowering, Leading and Learning (TELL) Kentucky Survey kicked off on March 1, 2017 and ran through March 31. The survey gives school-based certified educators in the state the opportunity to provide anonymous feedback on the working conditions in Kentucky schools, which directly impact the learning conditions of students.

TELL Kentucky is conducted under the leadership of the Kentucky Department of Education and supported by a steering committee of education organizations and partners:
- *Kentucky Board of Education*
- *Kentucky Department of Education*
- *Kentucky Teacher of the Year program*
- *Kentucky Education Professional Standards Board*
- *Kentucky Education Association*
- *Kentucky School Boards Association*
- *Kentucky Association of School Councils*
- *Jefferson County Teachers Association*
- *Kentucky Association of Professional Educators*
- *Kentucky Association of School Administrators*
- *Kentucky Association of School Superintendents*
- *Kentucky Parent Teacher Association*
- *Kentucky Council on Postsecondary Education*
- *Prichard Committee for Academic Excellence*

Kentucky educators have set a new record with their response to the 2017 TELL Kentucky Survey. More than 41,400 – nearly 91 percent – of school-based certified educators completed it, surpassing the 2015 response rate of 89.3 percent and setting a new national record among states that administer the working conditions survey.

As an incentive for educators to participate in the TELL Kentucky Survey, the Kentucky Education Association, Kentucky Association of School Superintendents, Kentucky Association of School Administrators, the Center for Education Leadership, Jefferson County Teachers Association and the Kentucky School Boards Association contributed prize money for weekly drawings to be held throughout the survey period. No public money was used for the prizes.

All 173 school districts in the state exceeded the 50 percent threshold for reporting; 51 districts had 100 percent participation. School and district response rates are posted on the TELL Kentucky website at www.tellkentucky.org.

Science Statewide Summative Field Test - The science statewide summative field test was completed during the month of March. The purpose of the field test is to allow for psychometric analysis of traditional and new item types, engage students with the new items, observe the administration and prepare for the spring 2018 operational assessment. The test is a cluster format that contains multiple choice and extended response items.

The KDE Office of Assessment and Accountability (OAA) and Office of Teaching and Learning (OTL) staffs observed students taking the test. OAA's research and evaluation partner, HumRRO, also did observations. The assessments have been well received. Next steps are developing scoring standards for the new item types and then scoring them. We plan to release some level of reporting at the state, district and school level. Because this is a field test, multiple forms of the test were administered and no individual student results will be reported.

Status of New Accountability System - We are moving toward finalizing the details of the proposed new draft accountability system and are bringing the draft regulation that provides the details of the system to the Kentucky Board of Education (KBE) on June 7 for its first reading. The board will be asked for its feedback at the meeting and then the regulation will come back for final approval to the August 2-3 board meeting.

To review the materials for the June KBE meeting, go to the following link: https://portal.ksba.org/public/Meeting.aspx?PublicAgencyID=4388&PublicMeetingID=18 577&AgencyTypeID=1 (state board online materials portal). Then, go to item XXI. to access the staff note, draft regulation and two-page summary of the system.

Next Kentucky Board of Education Meeting*:* June 7, Kentucky Department of Education Offices, 300 Sower Blvd., State Board Room (#514), Frankfort, KY 40601

Committee on Equal Opportunities

The Committee on Equal Opportunities met on Monday, April 10, 2017, at the Council offices in Frankfort. Following the roll call and review of minutes from January 23, the CEO and Council staff adjourned to individual conference rooms to provide feedback to campus representatives on their draft diversity plans.

Calendar of Events:

- **AY18-SREB Doctoral Scholars**: Malcolm Muhammad-University of Louisville's Entrepreneurship program and Brittany Rice-University of Kentucky's Integrated Biomedical Sciences doctoral program.

- **Institutional Diversity Plan Development and Review**
    o July 12-final plans due to CPE
    o July 20-21-final campus presentations to CEO
    o August-September-review and approval by campus boards of trustees
    o August 2017-plan implementation
    o March 2019-year one campus reports due to CPE

- **Academically Proficient High School Diversity College and Career Fair**
    o June 2017

- **Governor's Minority Student College Preparation Program**
    o June 15-16 at Morehead State University

- **Academic Leadership Development Institute**
    o Next session scheduled in conjunction with the Trusteeship Conference

Ky3C Coalition Update

The Kentucky College and Career Connection Coalition (Ky3C) is a voluntary statewide network of professionals, programs, and practitioners who work together to improve communication, collaboration, and professional development in the field of college and career outreach. The Coalition is a partnership established in early 2015 between the Kentucky Council on Postsecondary Education, Kentucky Department of Education, Kentucky Higher Education Assistance Authority, and Kentucky Adult Education.

Coalition membership includes representatives from more than 25 agencies, institutions, and organizations focused on reaching out to students and families from every segment of the education pipeline, especially those providing services and resources to Kentuckians in traditionally underrepresented and/or low-income communities. In addition to the four charter partners, institutions and organizations who have been consistently involved in Ky3C activities to date include:

- 55,000 Degrees
- Advance Kentucky/Kentucky Science & Technology Corporation
- Association of Independent Kentucky Colleges & Universities
- Eastern Kentucky Concentrated Employment Program, Inc.
- Kentucky Education & Workforce Cabinet
- Division of Family Resource & Youth Service Centers, Kentucky Cabinet for Health & Family Services
- Governor's Minority Scholars College Preparation Program
- Green River Regional Education Cooperative
- Kentucky Adult Education
- Kentucky Association of Educational Opportunity Program Personnel (TRiO Ky)
- Kentucky Association for College Admission Counseling
- Kentucky Association of Career Colleges and Schools
- Kentucky Campus Compact
- Kentucky Community & Technical College System
- Kentucky Counseling Association
- Kentucky Education Association
- Kentucky Educational Television
- Kentucky Latino Educational Alliance
- Kentucky Parent Teacher Association
- Kentucky State University
- Morehead State University
- Office for Partners in Education, Berea College
- Ohio Valley Educational Cooperative - Race to the Top (District)
- Partnership for Successful Schools

- Prichard Committee for Academic Excellence
- University of Kentucky

The Council serves as the convener of the Ky3C Coalition through the leadership of GEAR UP Kentucky. The Ky3C Coalition has made steady progress over the last two years to build its structure, membership base, and recognition. Since its formal launch, some of the key accomplishments of the Ky3C Coalition include:

- Development of a three-year strategic plan to identify specific goals for collaborative action.
- Coordination and launch of the first statewide student-developed KnowHow2Pay PSA contest on TV and radio.
- Participation in the Kentucky Advising Task Force for Student Success, a team which included leadership from all key education agencies and focused on recommendations and standards for improving school counseling and college advising practices and preparation programs statewide. This task force worked together to identify goals, systemic strategies and specific metrics, resulting in the collaborative writing of a white paper, set of statewide recommendations and the development of the Kentucky College & Career Competencies for Student Success.
- Creation of a Ky3C website, social media presence, monthly member newsletter and community calendar to increase communication and collaboration across institutions and programs.
- Creation of a Professional Development and Technical Assistance Workgroup to identify existing professional development efforts and training resources for outreach professionals.

Through commitment from Ky3C's charter partner agencies, a full-time Ky3C Coordinator has been hired to facilitate communication, collaboration, and professional development for Coalition membership and help build a sustainable, statewide network.

Kim Drummond, Director for Strategic Initiatives for GEAR UP Kentucky, and Melissa Bondurant, the new Ky3C Coalition Coordinator, will provide an overview of Ky3C's mission, vision, 2017-2019 goals and strategic initiatives and will discuss opportunities for Kentucky organizations, institutions, and agencies to engage and support the Ky3C Coalition.

Update on Ky3C Coalition

June 16, 2017

Alignment with Stronger by Degrees

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

Strategy 2.1. Work with KDE, KHEAA, GEAR UP, the Kentucky College Coaches program, higher education representatives, and other partners to expand and improve advising resources for high school students and families.

Strategy 3.1. Work with GEAR UP KY, KDE, KHEAA, educational providers, community-based organizations and other statewide partners to improve college and career awareness through outreach initiatives.

Strategy 3.4. Coordinate a statewide communications strategy to raise awareness of the value and affordability of a postsecondary degree.

Strategy 5.2. Increase the number of students who complete the Free Application for Federal Student Aid (FAFSA).

What is a College Access Network?

Definition of a college access network:
an interconnected system of organizations that cooperate, coordinate, and/or collaborate to achieve increased postsecondary access and success for students, particularly those from historically underrepresented populations, low-income and potential first-generation college.

- National College Access Network (NCAN)

A National Movement

The National College Access Network reports:

- 20 statewide networks
- 7 regional networks
- 6 citywide networks

The Strive Together cradle to Career Network reports:

- 55 community partnerships in 28 states
- 8,300 organizations engaged

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Coalition Benefits

- Increases collaboration and efficiency among providers

- Aligns services, messaging, core competencies, and goals to offer a unified approach and increased participation in college and career awareness activities.

- Identifies, circulates, and promotes best practices.

- Helps inform and impact public policy decisions

- Expands professional development and technical assistance opportunities for outreach professionals.

Many KY organizations invested in outreach

Charter Partners

- Kentucky Council on Postsecondary Education

- Kentucky Department of Education

- Kentucky Higher Education Assistance Authority

- Kentucky Adult Education

Purpose

The purpose of the Coalition is to align, enhance, and expand college and career outreach efforts statewide.

2017-2019 Goals and Strategic Initiatives

Goal Statement:

Improve communication, collaboration, and professional development among outreach professionals, programs, and proponents through a statewide coalition of member organizations.

Core Values

- Collaboration creates value and empowers change.
- Postsecondary education doesn't just mean college.
- College and career readiness is about more than just academics.
- Career education is integral to student success.
- All Kentuckians deserve the opportunity to access and complete education beyond high school.
- All students need an informed, trusted community of support.
- Integrating diverse audience voices into outreach messages and initiatives is essential.

Key Strategy #1

Establish Ky3C as a sustainable statewide network.

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Action Steps

- Hire a dedicated full-time staff member to coordinate the work and growth of the Coalition.

- Expand Coalition to institutions, agencies, and organizations with a shared mission and goals.

- Partner with students, organizations, and groups to incorporate student voice into outreach efforts and messages.

Key Strategy #2

Expand access to professional development opportunities for college and career outreach professionals.

Action Steps

- Convene Coalition membership at least annually to offer professional development, share relevant policy updates, and highlight best practices and research.

- Partner with the Kentucky College and Career Coaches Association and other key organizations to develop professional development and training for outreach professionals aligned with the Kentucky College & Career Competencies for Student Success.

Key Strategy #3

Support communication and common messaging in college and career outreach efforts statewide.

Moving Forward

"Coming together is a beginning;

keeping together is progress;

working together is success."

Henry Ford

Contact Info

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QUESTIONS?

Stronger by Degrees: Update on Policy Area 2, Success

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

Success

The second section of the agenda is *Success*, and its key mission is the following:

> Kentucky will be stronger by ensuring that many more individuals complete a postsecondary degree or credential, and that they graduate with the skills and abilities to be productive, engaged citizens.

Kentucky's future prosperity depends on more people advancing through our postsecondary education system and graduating in less time. The Council has adopted three objectives to improve college completion:

1. Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students.

2. Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions.

3. Promote academic excellence through improvements in teaching and learning.

Council staff will provide annual updates to the Council on each of the three priority areas. At the June 16, 2017 meeting, staff will present information regarding strategies and initiatives in this second policy area, as well as the metrics used to measure progress in this area.

Objective 6: Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students.

- The Kentucky Student Success Summit provides faculty, staff and administrators an opportunity to learn from leading student success experts and engage in stimulating discussion with colleagues from across the state. More than 375 participants attended the sixth annual summit, held April 3-4, 2017, in Louisville. Conversations regarding student success often focus on how well students are prepared for college. The theme of the 2017 summit, "Is Your Institution Student-Ready?: Flipping the College-Readiness Conversation," recognized the importance of colleges and universities preparing to serve the varied populations that enter their institutions. Session topics included using data and analytics to increase student-centered practices, promoting mental health and wellness, assuring delivery of high-impact educational practices to all students, supporting underprepared students' success and serving active military and veteran students.

- CPE has been working with campuses to implement research-based models for developmental education that limit remediation time and costs and increase student success in English, mathematics and reading. CPE is now facilitating efforts to increase the use of co-requisite models, allowing students who score below ACT readiness benchmarks in the core content areas to be placed in credit-bearing courses with enhanced supports (e.g., supplemental instruction, tutoring, advising). With funding from the James Graham Brown Foundation and other sources, CPE has been able to incentivize nearly all of the public institutions to participate in implementing co-requisite models on their campuses. CPE also has offered high-quality professional development activities for faculty and staff implementing developmental reforms on their campuses.

- Co-requisite leads, faculty and staff met in January and will meet again on June 28 to evaluate new co-requisite developmental education offerings. The trainings deepen practitioners' understanding of alternative models of developmental education and their impact on student success. Co-requisite sessions for faculty and staff have been attended by hundreds of campus leaders and have been offered at the Student Success Summit and the Kentucky Association for Developmental Education conference.

- Council staff and campuses are working together to recruit former students back to college to finish their degrees through the Project Graduate program. Planned to coincide with National Nontraditional Student Week, November 6-10, 2017, the outreach will likely include direct mail and email to former students and veterans, as well as statewide public service announcements. Project Graduate is a research-based, statewide program designed to recruit and graduate former students with 80+ credit hours toward a bachelor's degree and 30+ hours toward an associate degree. More than 1,800 have earned their bachelor's degrees through the program.

- Administrative regulations have been drafted for the peformance funding models for public universities and KCTCS, which will be implemented in 2018-19 and phased in over a three-year period. A hold-harmless provision is included in the first year, and stop-loss provisions are included each year thereafter. Beginning in 2021-22, 100 percent of allocable resources will be distributed as determined by the formula.

STRATEGIES

6.1. Improve student advising.

6.2. Redesign developmental education delivery to reduce duration and cost.

6.3. Share, implement and evaluate high-impact practices.

6.4. Increase collaboration between academic and student affairs professionals.

6.5. Expand strategies like "15 to Finish" to encourage on-time completion at a lower cost.

6.6. Implement the performance funding model.

Objective 7: Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions.

- CPE and KCTCS hosted a Transfer Summit focused on strengthening transfer agreements for majors in high-demand fields, including technology-related disciplines, natural sciences, nursing and allied health. Over 150 faculty and administrators from Kentucky public universities and KCTCS attended the event, where they worked together to identify existing transfer agreements, evaluate needed updates or expansions and determine gaps in transfer agreement offerings. Many campuses followed up with similar events at the regional level. Another transfer event is being planned for winter 2018.

- Attendees of the Transfer Summit received information regarding reverse transfer, including its definition, the benefits to both students and institutions and an example of its successful implementation.

- KCTCS and Kentucky's public universities have collaborated to create and maintain over 60 degree pathways, which help students graduate on time with fewer unnecessary credits and less accumulated debt. Degree pathways provide students with a semester-by-semester map of courses needed to graduate from KCTCS with an AA or AS degree, transfer that credit to a public university, and complete a bachelor's degree in an associated discipline. Information about degree pathways is available to students via the CPE-maintained KnowHow2Transfer.org website.

- CPE is working on efforts to maximize the transferability of military credits to two-year or four-year degree programs at Kentucky's public institutions. With assistance from the Multi-state Collaborative on Military Credit, CPE developed the guiding principles for awarding military credit, which were approved by the Council at its November 18, 2016 meeting. Since that time, CPE hired an adult educator and newly-retired veteran (US Army, with the rank of Major) to assist campuses in the implementation of these guiding principles. CPE also developed a crosswalk between multiple Army-enlisted occupations that depicts recommended college credits based on the American Council on Education recommendations and related courses in the KCTCS catalog. Similar institution-tailored crosswalks will identify faculty responsible for granting deserving students college credit for related competencies. Finally in this effort, CPE is conducting research on a statewide website to provide quick, comprehensive information to assist the military community and to showcase Kentucky institutions.

STRATEGIES

7.1. Support KCTCS's role as a low-cost, high quality provider of postsecondary, technical, developmental and transfer opportunities.

7.2. Increase 2-year to 4-year transfer.

7.3. Implement reverse transfer programs.

7.4. Encourage concurrent enrollment, advising and completion programs between KCTCS and universities.

Objective 8: Promote academic excellence through improvements in teaching and learning.

- Kentucky is one of 13 states collaborating in an authentic assessment process through the Multi-state Collaborative to Advance Quality Student Learning. The initiative is based on the use of the Essential Learning Outcomes of written communication, quantitative literacy and critical thinking and their associated VALUE rubrics developed by faculty members under the auspices of the Association of American Colleges and Universities' LEAP initiative. Bluegrass Community and Technical College, Northern Kentucky University and the University of Kentucky have submitted student work completed as part of class-based assignments related to the three learning outcomes. This work is then evaluated by faculty across the collaborative using the related VALUE rubrics. The institutions are provided data on student performance on each criteria within a VALUE rubric, which can be used for curricular improvement.

- The 2017 Pedagogicon, held May 19th at Eastern Kentucky University's Noel Studio for Academic Creativity, focused on the theme of "Innovations in Teaching and Learning." This theme underscored the importance of forward-thinking teaching strategies that promote student engagement and learning. Melody Bowdon, Associate Dean of the College of Undergraduate Studies at the University of Central Florida, provided the keynote address, encouraging participants to innovate strategically and avoid innovation burn-out. The event was sponsored by the statewide Faculty Development Workgroup.

STRATEGIES
8.1. Promote authentic assessments to evaluate student learning.
8.2. Provide more professional development opportunities for faculty to improve teaching and learning.
8.3. Promote academic quality and continuous improvement through the Review of Existing Programs policy and similar measures.
8.4. Strengthen essential learning outcomes as articulated in the LEAP initiative.
8.5. Encourage a differentiated system in which institutions with distinct strengths operate as complementary parts of a whole.

- A meeting of campus dual credit leads and liaisons was held on May 24 at CPE. There were over 70 faculty and dual credit campus coordinators from community colleges and public and private universities who took part in the professional learning day. Participants discussed statewide implementation of the dual credit policy, the new dual credit scholarship legislation, and best practices in creating a Memorandum of Understanding with K-12 partners to manage and coordinate accelerated learning opportunities (including dual credit, Advanced Placement, and International Baccalaureate Programs). Participants learned about the increase in dual credit participation over the last year, as well as changes made to the dual credit scholarship to increase access to high quality dual credit programming. Participants brainstormed about ways to better assess program costs, certify more high school teachers to teach dual credit courses, and communicate the availablity of dual credit scholarships to students and families.

- Working with EPSB and KDE, a regulatory change has been proposed to expand the Teacher Leader Master's Program to credential more high school teachers to teach dual credit courses. The program will offer concentrations in the natural sciences, liberal arts, mathematics, computer science and social sciences.

- CPE staff evaluated more than 200 reviews of existing academic programs at KCTCS and seven public universities. In addition to these program reviews, staff members are working with campus representatives to refine the program review process to increase focus on academic quality measures, data on post-graduation success, and efficiency and collaboration.
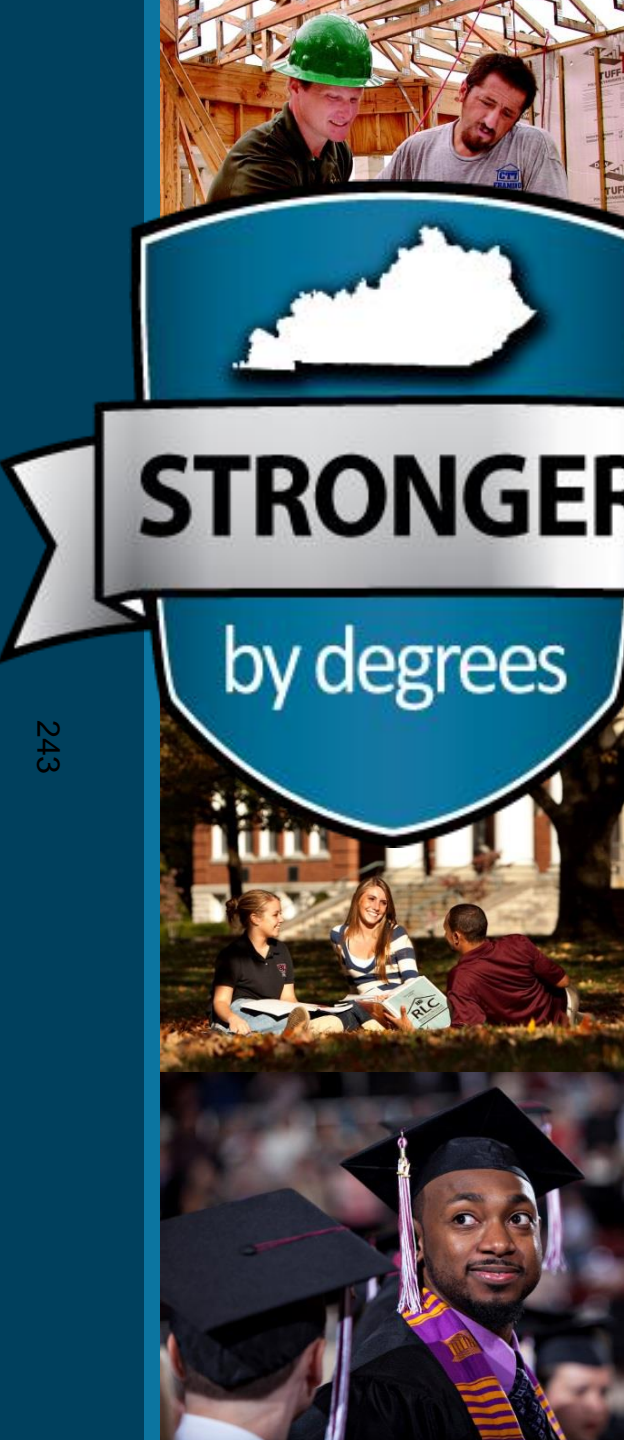
Update on Policy Area 2:
SUCCESS

June 16, 2017

Three Focus Areas

OPPORTUNITY

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

SUCCESS

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

IMPACT

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

STRONGER
by degrees

Objectives and Strategies

OBJECTIVE 6

Increase persistence and timely completion for all students at all levels, particularly for low-income and underrepresented minority students.

6.1. Improve student advising.

6.2. Redesign developmental education delivery to reduce its duration and cost.

6.3. Share, implement, and evaluate high-impact educational practices.

6.4. Increase collaboration between academic and student affairs professionals.

6.5. Expand strategies like "15 to Finish" to encourage on-time completion at a lower cost.

6.6. Implement the performance funding model.

OBJECTIVE 7

Increase the number of KCTCS students who complete career-oriented certificates and associate degree programs and successfully transfer to four-year institutions.

7.1. Support KCTCS's role as a high-quality, low-cost provider of postsecondary, technical, developmental and transfer opportunities.

7.2. Increase 2-year to 4-year transfer.

7.3. Implement reverse transfer programs

7.4. Encourage concurrent enrollment, advising, and completion programs between KCTCS campuses and universities.

8.1. Promote the use of authentic assessments to evaluate student learning.

8.2. Provide more professional development opportunities for faculty to improve teaching and learning.

8.3. Promote academic quality and continuous improvement through the Review of Existing Programs policy and similar measures.

8.4. Strengthen essential learning outcomes as articulated in the LEAP initiative.

8.5. Encourage a differentiated system in which institutions with distinct strengths operate as complementary parts of a whole.

Highlighted Initiatives

- Student Success Summit
- Military Credit Initiatives

Student Success Summit
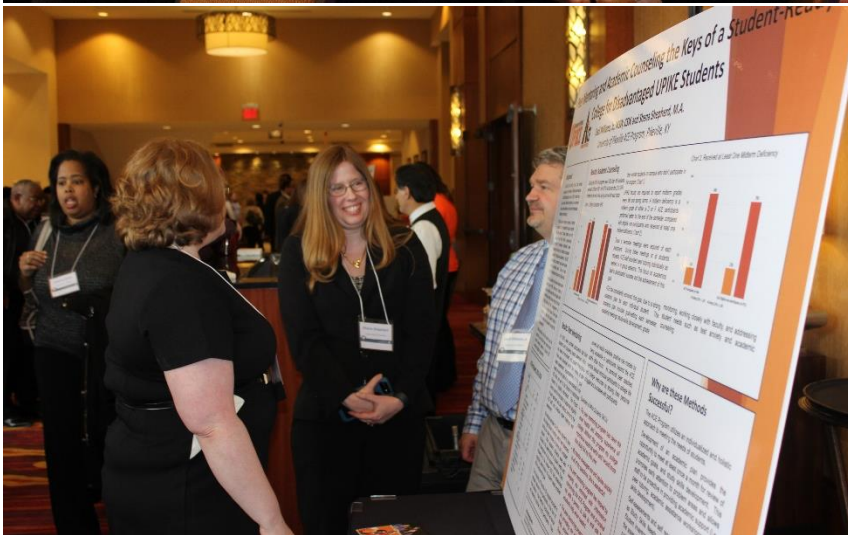
Student Success Summit
Themes & Focus Areas – 2012-2017
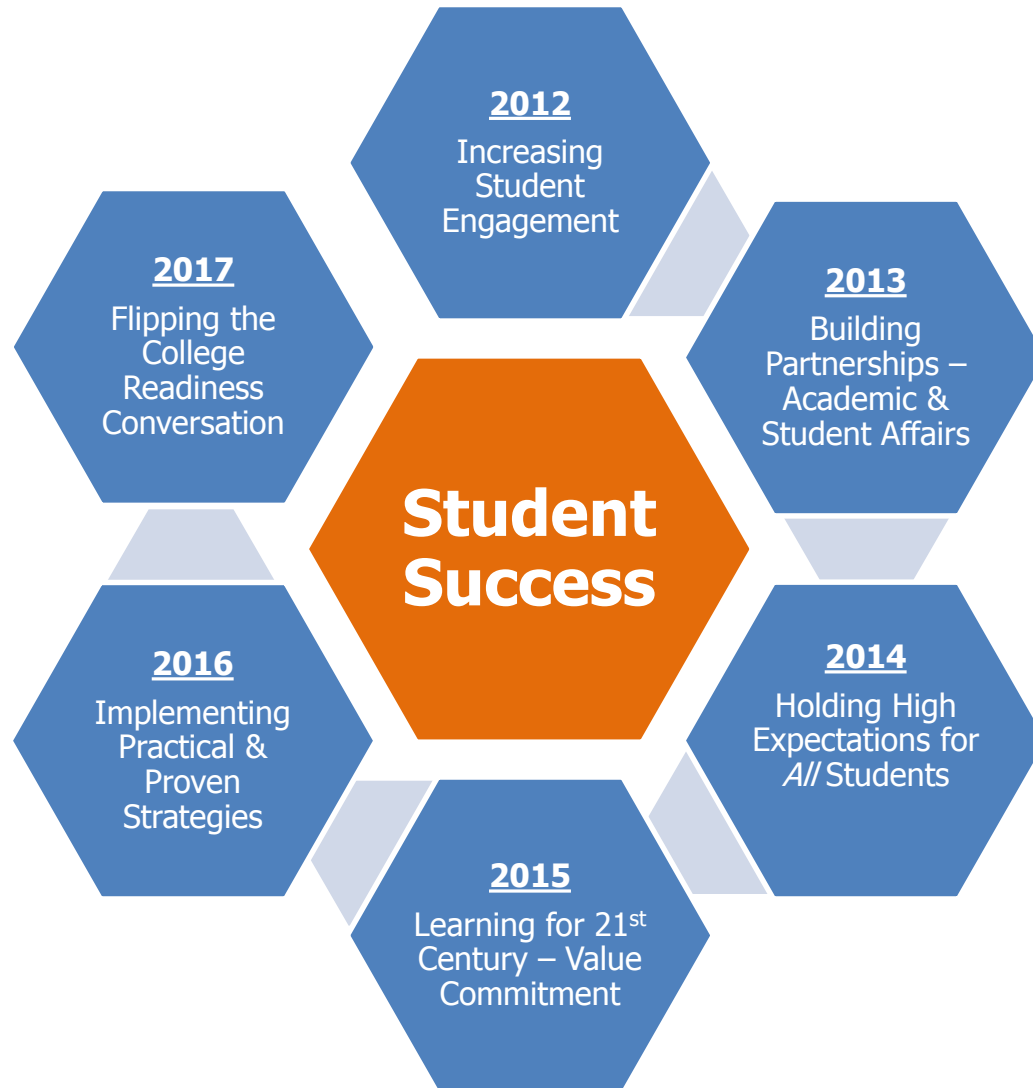
Student Success Summit

High-Impact Educational Practices (HIPs)

- First-Year Seminars
- Common Intellectual Experiences
- Learning Communities
- Writing Intensive Courses
- Collaborative Assignments

- Undergraduate Research
- Diversity/Global Learning
- Service Learning
- Internships
- Capstone Courses

Student Success Summit

Save the Date

Seventh Annual Student Success Summit
Tentatively Scheduled for:

April 9-10, 2018

Military Credit Initiatives

2014 - Kentucky joined Multi-State Collaborative on Military Credit (MCMC)

Guiding Principles for Awarding Military Credit (2016)

- Clear communication in academic catalogs & web sites
- Maintain public databases of course equivalencies
- Provide rationale on credit limits
- Consult ACE credit recommendations
- Transferability of credits from one institution to another
- Dedicated staff to monitor transferability
- Equip academic advisors & admission counselors with PD/materials
- Convene advisory groups

SHARE BEST PRACTICES

CONFERENCES

WEBINARS

RESEARCH

Ongoing Initiatives

Ongoing Plans

State-Level Performance Metrics

- Three and six-year graduation rates
- First-year to second-year retention
- Average number of credits earned
- Six-year college completion rate

First- to Second-year Retention

Definition: Percentage of first-time, degree-seeking students who return to the institution to continue their studies the following fall, total and disaggregated by low-income and URM status.

81% NATIONAL
4Yr Public

79% SREB
4Yr Public

76.3% KY
4Yr Public (all)

	2013-14	2014-15	2015-16

Comps / Research

Overall · Low Income · URM
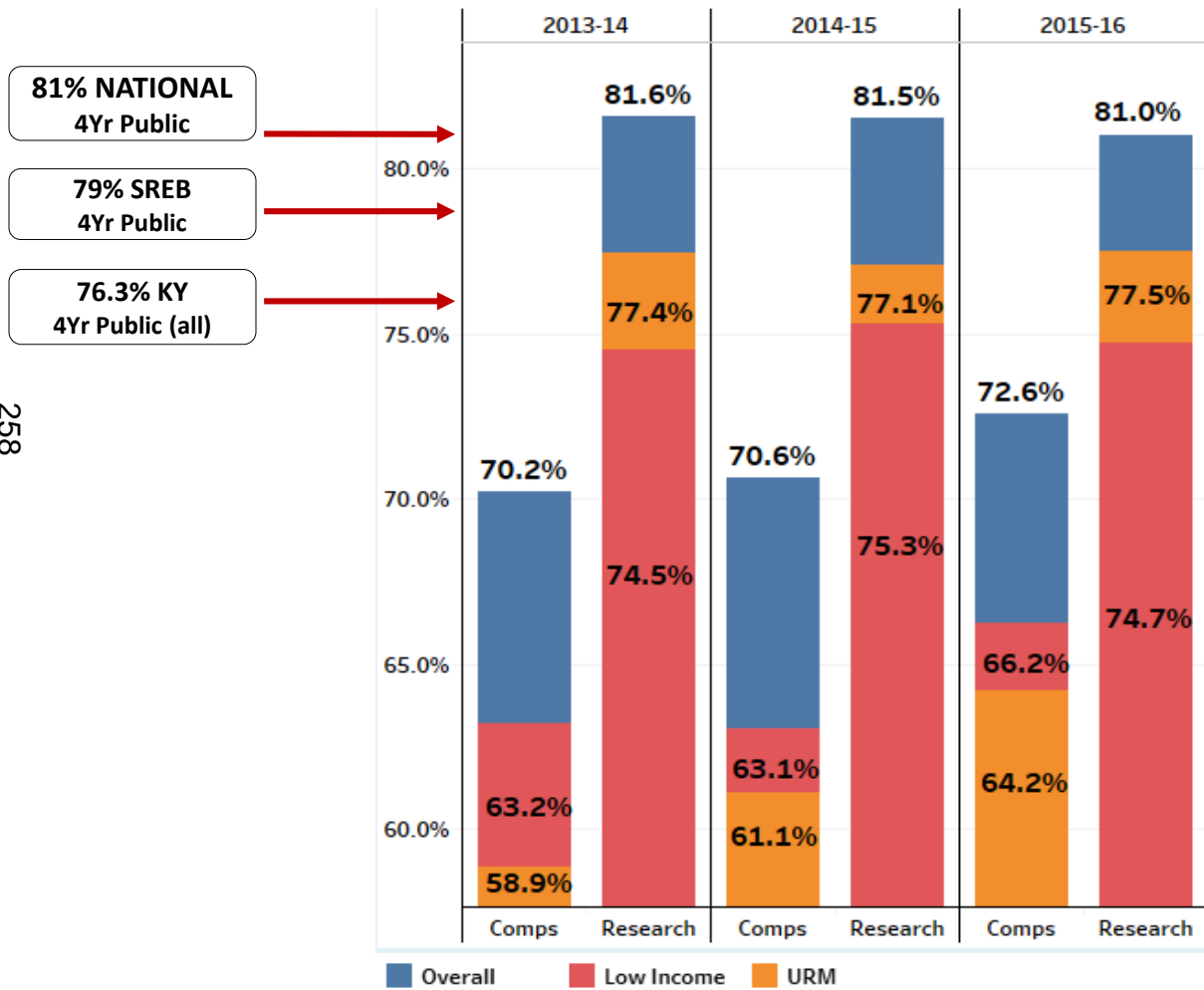
HIGHLIGHTS

- Research Universities rates are greater than 4-Year national average & Southern Regional Education Board (SREB) average.

- Comprehensive Universities rates remain below SREB average and national average.

- Underrepresented Minority (URM) and Low-Income (LI) gaps are closing for KY Institutions.

Source: Kentucky Postsecondary Education Data System

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Six-year Graduation Rate

Definition: First-time, full-time bachelor's degree-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a bachelor's degree within six years from their institution of entry, total and disaggregated by low-income and URM status.

59% NATIONAL 4Yr Public

54% SREB 4Yr Public

50.6% KY 4Yr Public
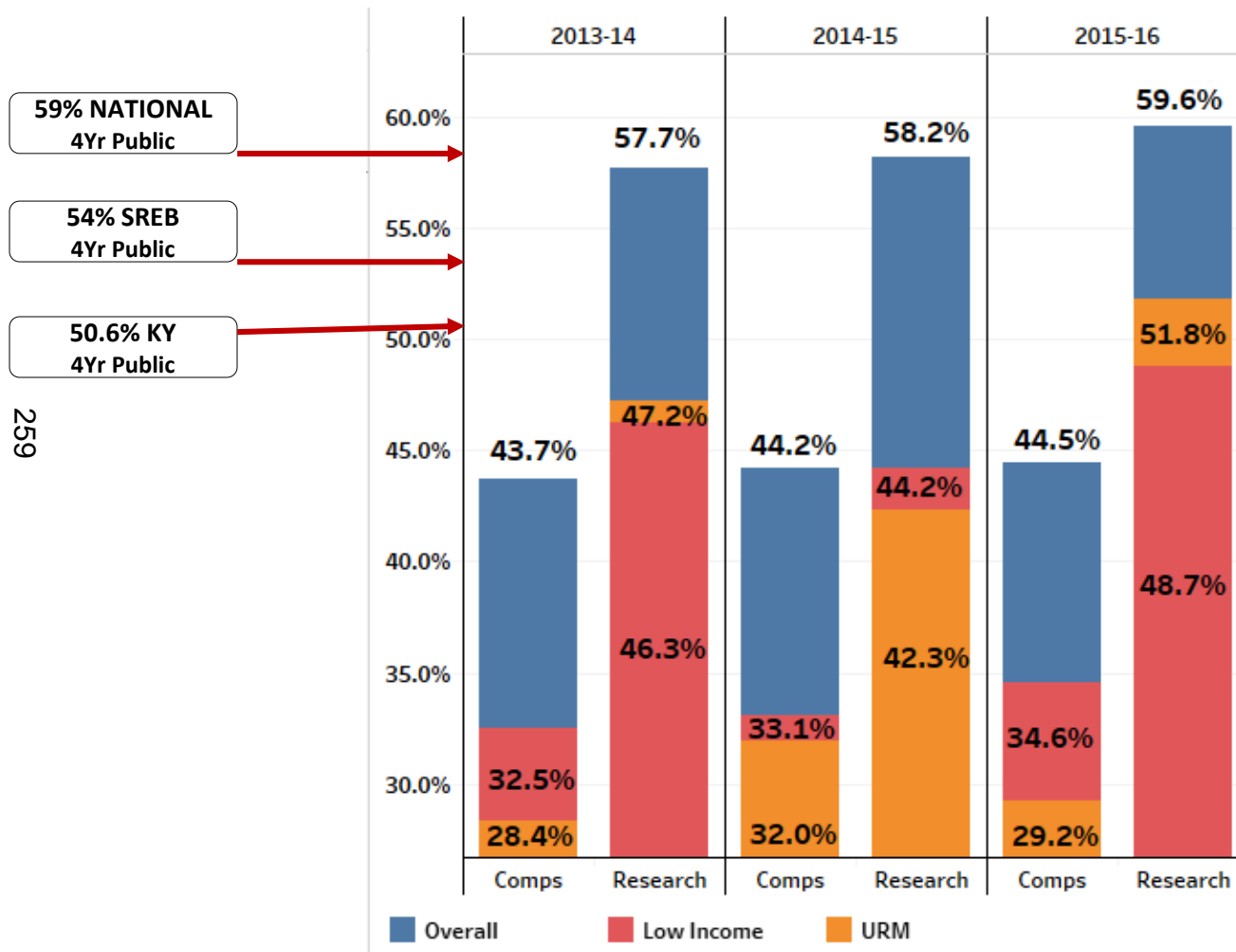
HIGHLIGHTS

- Similar to retention rates, attainment gaps closing for Underrepresented Minority (URM) and Low-Income (LI)

- Overall graduation rates are a focused area for improvement for KY Research and Comprehensive Universities

Source: Kentucky Postsecondary Education Data System

First- to Second-year Retention - KCTCS

Definition: Percentage of first-time, degree or credential-seeking students who return to the institution to continue their studies the following fall, total and disaggregated by low-income and URM status.

61% NATIONAL
2Yr Public

58% SREB
2Yr Public
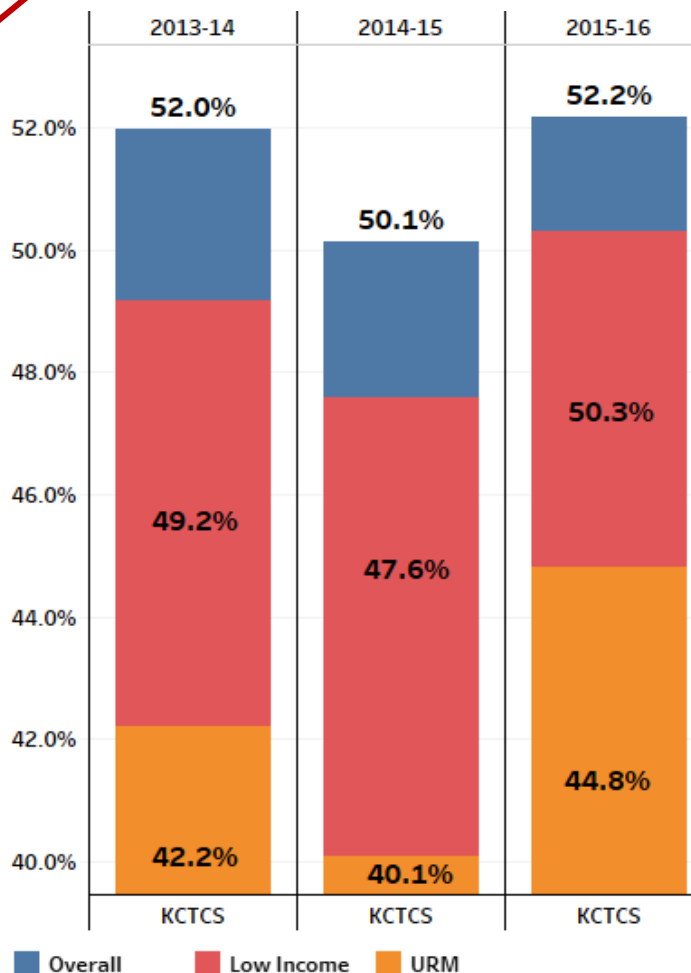
HIGHLIGHTS

- KCTCS is closing gaps for Underrepresented Minority (URM) and Low-Income (LI).

- Overall rate is lower than Southern Regional Education Board (SREB) and national average.

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Three-year Graduation Rate

Definition: First-time, full-time credential-seeking students entering in the fall semester (or entering in the summer and returning in the fall), who graduate with a credential within three years from their institution of entry, total and disaggregated by low-income and URM status. (KCTCS Only)
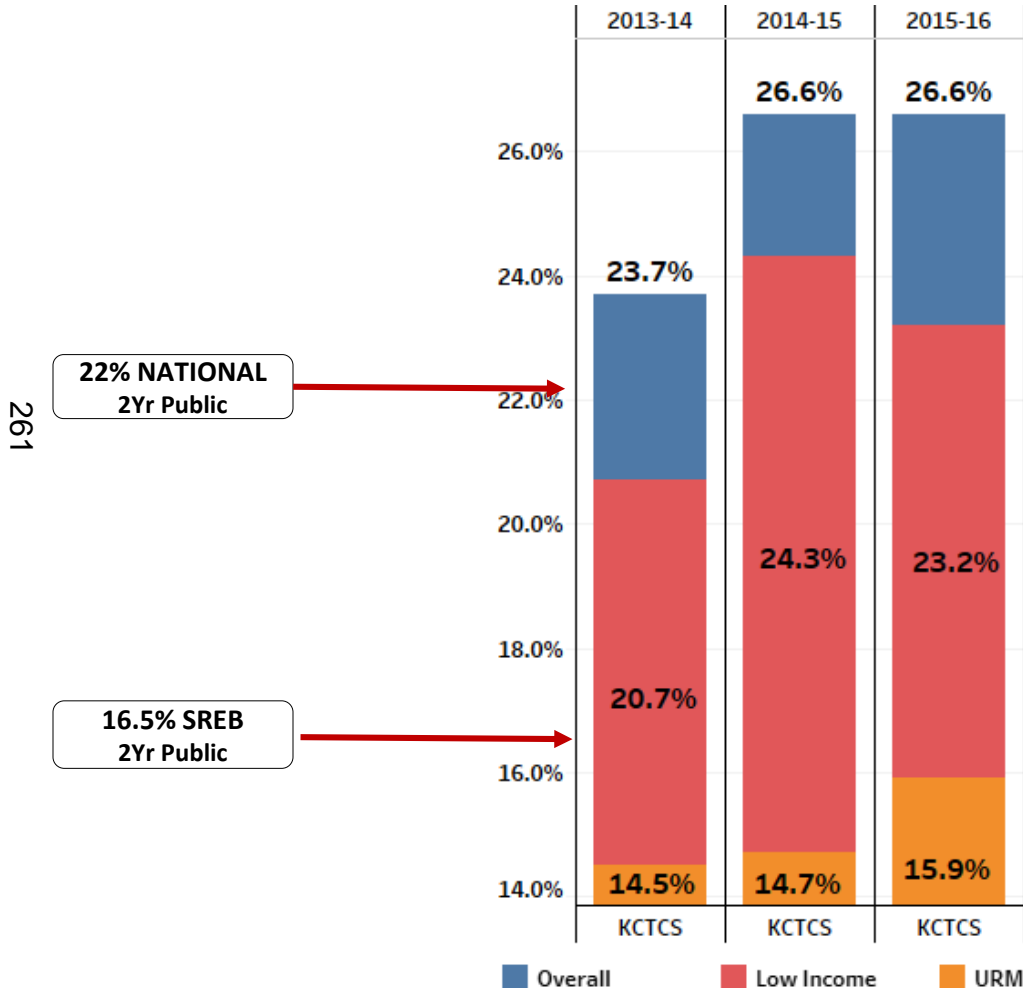
HIGHLIGHTS

- KCTCS graduation rate is greater than averages of Southern Regional Education Board (SREB) and National 2-Year Publics

- Underrepresented Minority (URM) gaps remain significant

- Low-Income graduation rate is greater than overall rates for SREB and National

Source: Kentucky Postsecondary Education Data System

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Six-year Completion Rate

Definition: First-time undergraduate degree or certificate-seeking students that complete any degree or certificate within six years.

Fall 2010 Cohort

Sector	State	Graduated Home Institution	Graduated Another Institution	Enrolled at Any Institution	Did Not Graduate & Not Enrolled
Four Year Public	Kentucky	44.8	13.7	13.0	28.5
	US	49.5	13.0	13.2	24.3
Two Year Public	Kentucky	31.8	8.2	9.9	50.1
	US	26.7	12.6	15.8	44.9

Legend:
- Graduated Home Insitution
- Graduated Another Institution
- Enrolled at Any Institution
- Did Not Graduate & Not Enrolled

HIGHLIGHTS

- KY 4-Year Public completion rates remain lower than national average, yet gap is closing (Fall 2007 gap-6.4% vs. Fall 2010 gap-4.0%)

- KY 2-Year Public completion rate is greater than national average, yet a lower proportion remain enrolled

Source: The Signature Report on Student Completion – National Student Clearinghouse

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Average Number of Credit Hours Earned

Definition: Average credit hours earned by bachelor's degree graduates at four-year institutions.
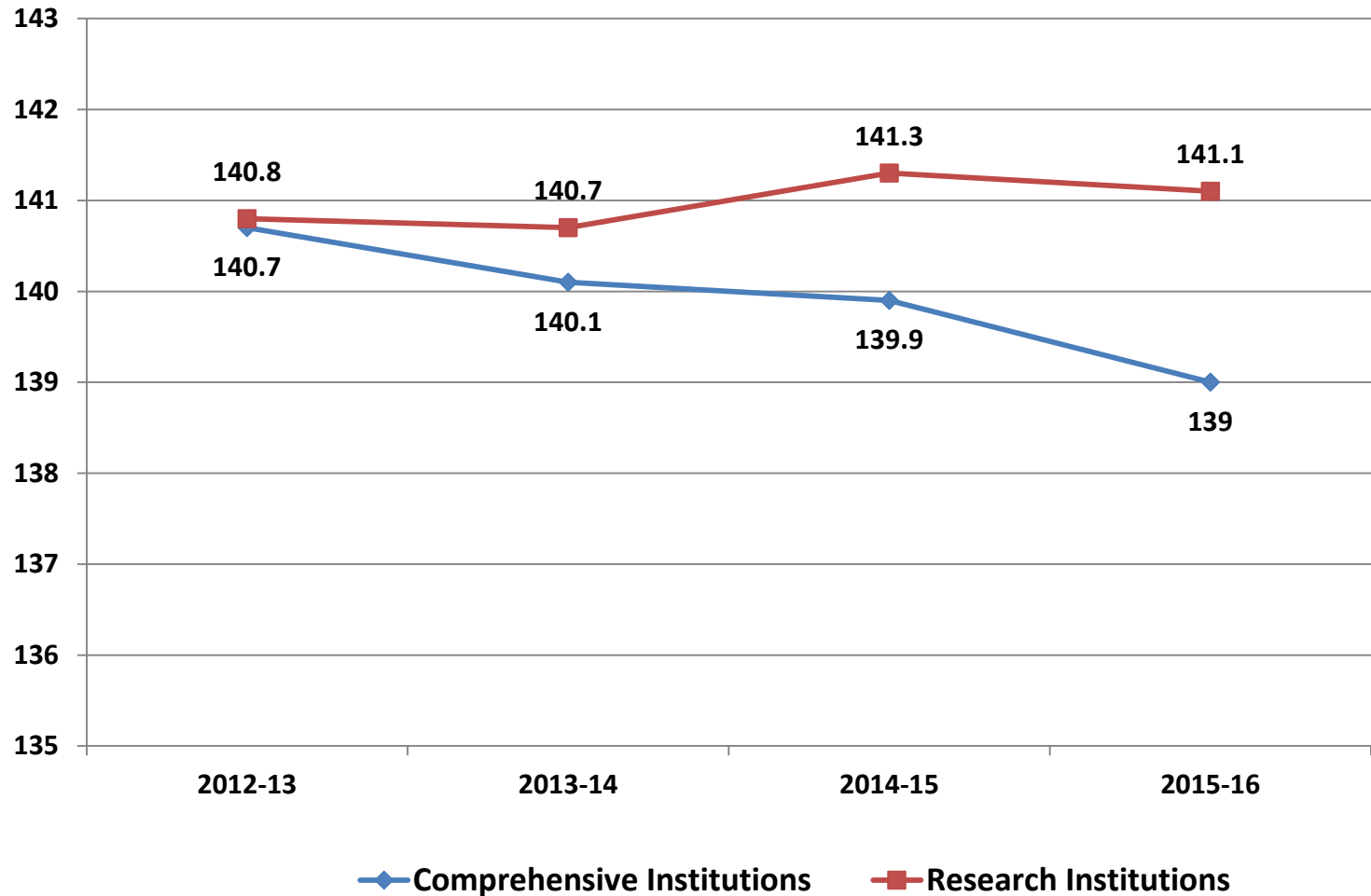
Chart: Average Number of Credit Hours Earned

	2012-13	2013-14	2014-15	2015-16
Comprehensive Institutions	140.7	140.1	139.9	139
Research Institutions	140.8	140.7	141.3	141.1

◆ Comprehensive Institutions ■ Research Institutions

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Source: Kentucky Postsecondary Education Database System

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Average Number of Credit Hours Earned

Average Credits Earned for Bachelor's Degree graduates at 4-yr institutions - by Discipline
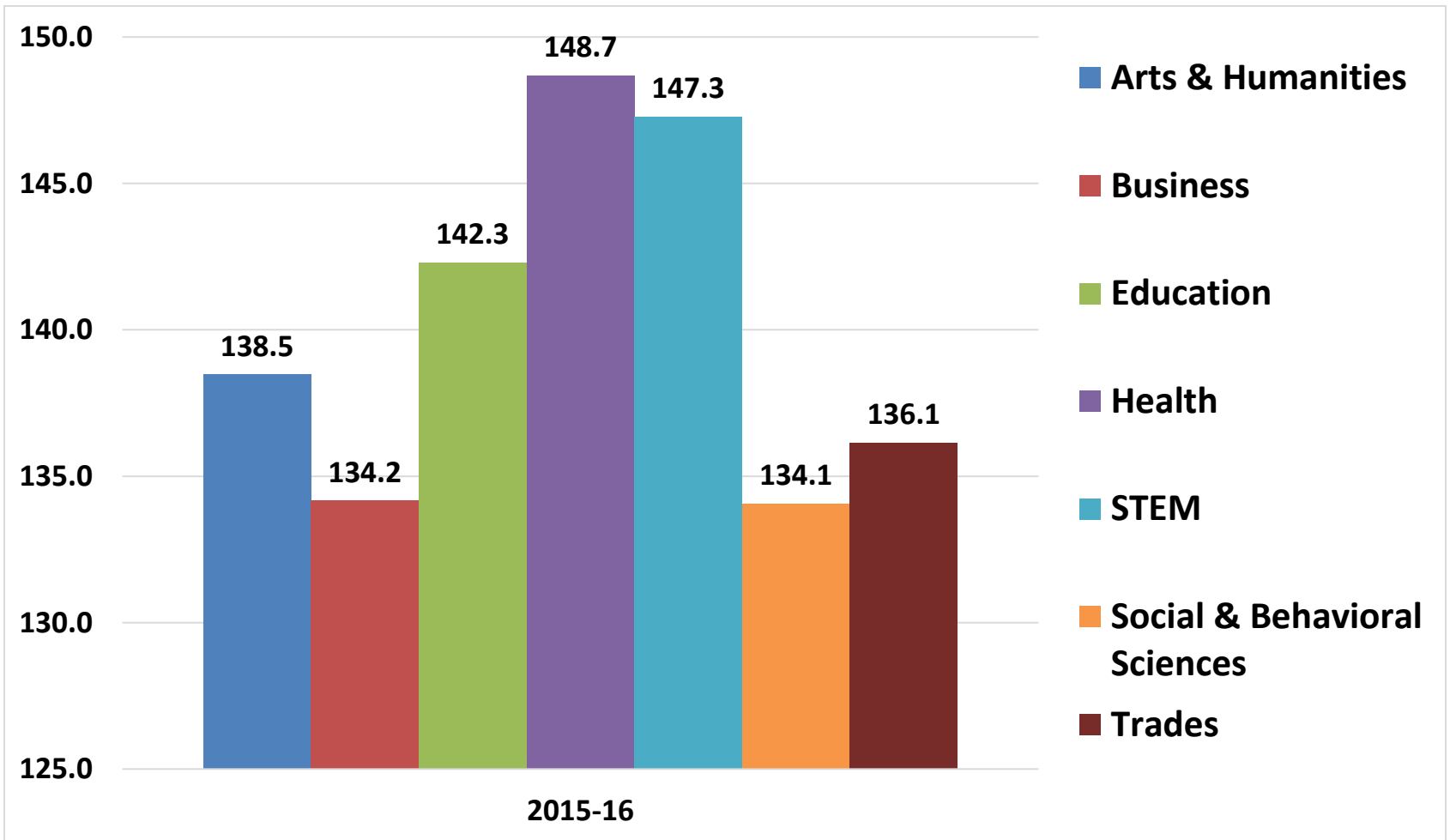
Source: Kentucky Postsecondary Education Database System

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QUESTIONS?

Reports from the Institutions

The following institutions submitted May or June "Good News" reports for the CPE agenda book:

- Eastern Kentucky University
- Kentucky Community & Technical College
- Kentucky State University
- Morehead State University
- Murray State University
- Northern Kentucky University
- University of Kentucky
- University of Louisville
- Western Kentucky University

Campus Presidents attending the meeting will be invited to speak on any topic covered in the reports.

CPE REPORT

Eastern Kentucky University News for the Council on Postsecondary Education

President Benson speaks at the 20th anniversary celebration of ZMC in China.

RECENTLY DEDICATED CARLOFTIS GARDEN BRINGS "WOW FACTOR"

New buildings of every purpose are changing the skyline at EKU, but what's happening at ground level is also important to the revitalization of the Richmond campus.

What was once a lackluster space lacking curb appeal along Lancaster Avenue has been transformed into an aesthetically pleasing introduction to the University.

It started last year with the addition of Turner Gate, a new pedestrian gateway, and it continued this year with adjacent Carloftis Garden, for which dedication ceremonies were held recently.

"When you come down Lancaster, you can't help but go, 'Wow,'" exclaimed Craig Turner, chair of the Board of Regents, whose generous donation with wife Madonna helped make the adjacent Turner Gate possible.

The garden is the first on any public university campus to bear the stamp of Jon Carloftis, an internationally renowned landscape designer who grew up in Rockcastle County and went on to become known as "Gardener to the Stars."

EKU President Michael Benson recalled the words of German writer/philosopher Johann Wolfgang von Goethe, but added his own twist: "A man should hear a little music, read a little poetry, see a fine picture every day of his life, and spend time in Carloftis Garden, in order that worldly cares may not obliterate the sense of the beautiful which God has implanted in the human soul."

ENDOWMENT FROM CHINESE BUSINESS EXECUTIVE BOOSTS HONORS PROGRAM

Since 1990, the EKU Honors Program has sent more than 900 student presenters to the annual conference of the National Collegiate Honors Council — a number that far surpasses that of any other Honors college or program in the nation.

Now, a recent endowment gift will enable EKU Honors students to "extend and deepen the program's tradition of excellence and national leadership," said Director Dr. David Coleman.

The gift also signifies that the program's reputation for opportunities afforded to students even reaches around the globe. Chunbo Li, chairman of the Zhejiang Medicine Company (ZMC), one of the largest pharmaceutical companies in China, recently pledged an additional $300,000 to the ZMC Endowed Scholarship Fund, established in 2014 with an initial gift of $200,000. The money will be used for Honors scholarships and travel grants.

The partnership between the University and ZMC dates back to 1999. Since then, eight ZMC employees have earned bachelor's or master's degrees at EKU, with seven of the eight also completing an English language program on the Richmond campus. In turn, ZMC has invited 21 EKU professors to lecture in China at no cost to the University.

NEW LANCASTER CENTER OPENS

EKU's Lancaster Center recently held its ribbon cutting and grand opening ceremony in celebration of the newly renovated facility. Referring to the transformation of the facility and the opportunity it presents to Garrard Countians, EKU President Michael Benson told the crowd of attendees, "This is a true maroon-letter day."

The restoration project has been one that represents a true community partnership between EKU, Garrard County Fiscal Court and the Commonwealth.

The University purchased the future home of the EKU Lancaster Center in 2012, but it wasn't until 2013 that a plan was agreed upon to move the project forward. The site, originally home to a department store, and had been badly neglected and was in significant disrepair before funds were secured for the dramatic improvement. Due to the unfavorable conditions, EKU Lancaster staff had been operating out of a nearby leased space until completion of the restoration project.

At the ribbon cutting ceremony, Benson expressed the importance of EKU having a presence in Garrard County and described how funding was obtained for the building's restoration.

"As part of our long-term strategic plan to boost economic development, Garrard County Judge-Executive John Wilson and my predecessor, Doug Whitlock, partnered to acquire a community development block grant to renovate the structure," Benson noted, adding that grant funding for the project was received from the Kentucky Department of Local Government and the Appalachian Regional Commission. "We can all take great pride in knowing that this building will now serve as a model for the repurposing of historic buildings to increase educational attainment, and enhance community development," Benson said.

MOCK TRIAL TEAM 15TH IN NATIONAL TOURNAMENT

EKU's mock trial team concluded one of its most successful seasons ever with a 15th-place finish at the American Mock Trial Association's National Championship Tournament in Los Angeles, California.

EKU dropped three ballots in its first-round matchup against the University of Cincinnati but rallied on the second day, taking two of three against the University of Arizona and sweeping all three ballots from the University of Rochester. EKU battled valiantly in the fourth round but dropped two ballots and tied one against the sixth-place team, Ohio State University. EKU finished with a 5-6-1 record in the tournament, falling a single point shy of an honorable mention trophy.

Allie Maples, of Mount Sterling, capped her distinguished mock trial career at EKU with her first All-American Attorney Award, while Hayley Abbott, of Corbin, concluded her first season of mock trial with an All-American Witness Award. Laura Jackson, of Artemus, and Tyler Swafford, of Franklin, Tennessee, each missed an All-American Award by a single rank out of 30.
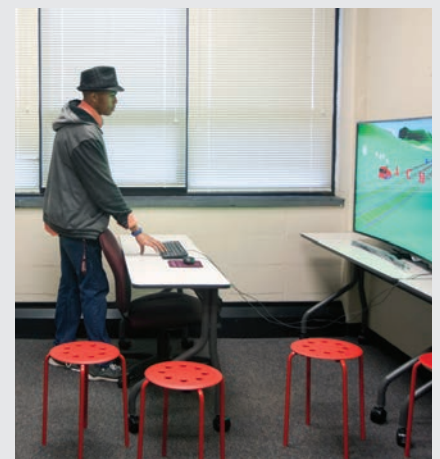
GAME DESIGN PROGRAM RANKED 47TH IN WORLD

At a time of "great growth" in the game industry in Kentucky and beyond, EKU's game design program ranks 47th internationally, according to The Princeton Review.

The Princeton Review determined its rankings based on a survey it conducted in 2016 of 150 institutions offering game design coursework and/or degrees in the United States, Canada, and some other countries.

The 40-question survey asked schools to report on everything from their academic offerings and lab facilities to their graduates' starting salaries and career achievements. Among criteria The Princeton Review weighed to make its selections: each school's academics, facilities, career services, and technology.

"Many schools put 'game' in a course title, and these courses typically become popular with strong enrollment," said Dr. George Landon, director of the EKU Gaming Institute."However, the Princeton Review recognizes that a few game courses are not enough to prepare students for the game industry and can even mislead prospective students. The top-50 label demonstrates that we are consistently providing our students a world-class education in game development."

EKU, which ranked 50th on the list a year ago, boasts one of the newer programs on the list. Eastern's Gaming Institute was established in 2014, whereas many of the game design programs on the top-50 list have been established for 10-20 years.

KCTCS GOOD NEWS REPORT

NEW SCHOLARSHIP HELPS KENTUCKIANS

GET IN, GET OUT AND GET TO WORK TUITION FREE

Kentuckians can now take advantage of the new Work Ready Kentucky Scholarship Program (WRKSP), which provides free tuition for programs in five business sectors – health care, advanced manufacturing, transportation/logistics, business services/information technology, and construction/trades -- that are considered high wage, high demand.

The 16 colleges of the Kentucky Community and Technical College System (KCTCS) offer more than 200 programs in these fields. Many of the programs can be completed in four months or less and lead to careers that pay higher salaries than some requiring a bachelor's degree.

"We appreciate Gov. Bevin and Sec. Heiner's commitment to elevating educational attainment in Kentucky and believe this scholarship is a great step toward helping thousands of Kentuckians improve their lives," said KCTCS President Jay K. Box. "It provides a terrific opportunity for people who want to get in, get out and get to work quickly."

It's no secret that Kentucky employers have many jobs that go unfilled because they cannot find qualified workers. KCTCS is working hard to change that and has partnerships with businesses all across the state with the goal of meeting the ever-changing needs of local businesses.

KCTCS
HIGHER EDUCATION BEGINS HERE

As part of that, the colleges have been adapting and expanding courses in anticipation of the increased enrollment for programs covered by the scholarship.

For example, Jefferson Community and Technical College is expanding its advanced manufacturing program to benefit GE Appliances. Gateway Community and Technical College is adapting its supply chain management program to meet the needs of the Cincinnati/Northern Kentucky International Airport expansion, which includes Amazon and DHL.

Additionally, several colleges are adding evening classes to accommodate working students that are interested in earning certificates or diplomas to advance their careers. Some also are increasing the number of students that can enroll in certain programs, such as Madisonville Community College's surgical first assistant program. This program expansion benefits not only new students, but also will help local hospitals fill open positions.

In northeast Kentucky, Braidy Industries recently announced it is bringing 500 jobs to the area. Ashland Community and

Technical College is working with the company to develop programs for their employees. In fact, company executives said one of the reasons they chose Kentucky was the reputation of the local community and technical college. Braidy's prospective employees can take advantage of the new WRKSP, which covers up to 32 hours.

Anyone who has not yet earned a college degree of any type is eligible for free tuition toward earning a certificate or diploma in one of the five sectors. There are no income or age limits to qualify. The only educational requirement to apply is a high school diploma or GED.

The WRKSP is administered by the Kentucky Higher Education Assistance Authority. Prospective students must first apply for federal financial aid before they are eligible to apply for the WRKS.

For more information on KCTCS programs that qualify for the WRKSP, visit WorkReadyKentucky.com.

GOOD NEWS
KENTUCKY STATE UNIVERSITY

KSU's Upward Bound receives $1.28 million for the next five years

FRANKFORT -- The Office of Educational Support is excited to announce that the Kentucky State University (KSU) Upward Bound Program is being funded for the next five years. The program was awarded $1.28 million to serve academically at-risk, first-generation and/or low-income students at the three Frankfort high schools until 2022.

The federal award slate was recently released, and KSU's Upward Bound program was among the top programs in Kentucky to receive funding.

The Office of Educational Support was also awarded the Kentucky Council of Post-Secondary Education's Governor's Minority College Preparation Program grant to serve at-risk middle school students in Frankfort. KSU's GM-SCPP program has been renamed, B.R.E.D. (Bold, Resilient, Educated, Determined) Scholars.

For more information, contact T'Ebony Torain, director of Upward Bound and B.R.E.D Scholars at TEbony.Torain@kysu.edu

KSU wins $50,000
in the Home Depot Retool Your School contest

FRANKFORT -- Kentucky State University (KSU) came in first place Wednesday afternoon to win $50,000 in the Home Depot Retool Your School contest. The University plans to add more outdoor seating and improve the look of campus with the grant from Home Depot. KSU Interim President Dr. Aaron Thompson attended the event in Atlanta, Georgia, to accept the winning check.

The home improvement retailer developed the contest to benefit historically black colleges and universities (HBCU) across the nation to compete in the social media-driven competition. A total of nine grants will be awarded this year: three $50,000 grants, three $40,000 grants and three $30,000 grants. The Frankfort community, KSU alumni, staff, faculty and students came together to help KSU become a finalist in the contest by tweeting the Home Depot-assigned hashtag #KyState_RYS17.

The contest was held from February 24 to April 16. KSU became a finalist in their category with Tuskegee University and Central State University.

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KSU among three HBCUs to participate in Drake University's law school scholarship program

FRANKFORT — Kentucky State University (KSU) graduates will be among the three Historically Black Colleges and Universities (HBCUs) that will be guaranteed scholarships upon admission to Drake University's law and pharmacy programs as part of an ongoing effort to increase diversity among Drake University's student body.

The agreements between Drake University Law School, Drake University College of Pharmacy and Health Sciences, and the three HBCUs—Lincoln University in Jefferson City, Mo.; Lincoln University in Lincoln University, Pa.; and KSU — are particularly meaningful because black students continue to be underrepresented nationwide in the fields of law and pharmacy. Approximately 6 percent of lawyers and 10 percent of pharmacists are black, according to the Bureau of Labor Statistics.

As Drake University continues to prepare students for successful careers and meaningful personal lives, it is vital that we attract dedicated and passionate degree-seekers from all racial and socioeconomic backgrounds," said Provost Sue Mattison. "We are proud to form these new partnerships that will have a tangible impact on diversity in pharmacy

Courtesy of Drake University.

and law, and symbolize our broader commitment to equity and inclusion on campus."

Under the agreement, Juris Doctor candidates who meet Drake Law's admission requirements will be guaranteed admission and a renewable scholarship covering at least half of the annual cost of tuition. The agreement begins with students enrolling at Drake Law in fall 2017 and continues through students enrolling for fall 2020.

KSU senior Will Sanders wins
$3,000 Benjamin A. Gilman International Scholarship

FRANKFORT -- Kentucky State University senior Will Sanders is the recipient of the Benjamin A. Gilman International Scholarship, which has a value of $3,000.

Originating from Detroit, Michigan, Sanders is a cadet in the National Guard and is a Mass Communications major with a concentration in Public Relations. He also has a minor in Speech Communications and Military Science.

The highly competitive scholarship program gives students the opportunity to study and intern in abroad programs worldwide. Sanders will spend his time in China from May 20 until June 23, studying modern Asian cultures through media as well as Mandarin Chinese. With the help of his mentors, Sanders was also awarded a memorial scholarship in honor of former Dean Dr. Sam

Oleka, which is also for international studies.

After graduation, Sanders plans to enroll in graduate school and also wants to apply for the Rangel Graduate Fellowship Program, which selects 30 Rangel Fellows in a nationwide process.

It helps support those chosen through two years of graduate study, internships and professional development activities, and entry into the Foreign Service.

With only two students studying abroad this summer, Sanders hopes students will take advantage of the study abroad opportunities that are on campus.

"I encourage all students to stop by the Whitney M. Young Center and learn more about studying abroad because the world is so big," he said. "Why not take this opportunity?"

Commencement recognizes more than 1,200 graduates; Crafts receive honorary doctorates

MSU's newest alumni took the ceremonial walk across the Commencement stage on Saturday, May 13, signifying the completion of their college degrees. The morning commencement program honored students in the College of Business and Technology and the College of Science.

Jasmine Olivia Prince of Fairborn, Ohio, was the student speaker. She is the daughter of Edward and Michelle Prince. She received a Bachelor of Science in Biomedical Sciences. Prince will attend the University of Cincinnati College of Medicine in the fall to pursue an M.D.

Candidates from the College of Education and Caudill College of Arts, Humanities and Social Sciences participated in the afternoon ceremony.

Kristin Marie Busby of Morehead was the student speaker. She is the daughter of Robert and Suzanne Busby of Morehead. She received a Bachelor of Fine Arts in Art and is a W. Paul and Lucille Caudill Little Scholar for the Arts.

During the afternoon ceremony, Joseph and Kelly Craft of Lexington were presented with Honorary Doctor of Public Service degrees.

In 2014, the Crafts pledged $4 million to establish Morehead State University's Craft Academy for Excellence in Science and Mathematics, a dual-credit residential high school for academically exceptional Kentucky students. The contribution is the single largest cash gift in the history of the University. Since the initial gift, the Crafts have committed an additional $2.8 million to establish and fund summer programs for Craft Academy students, enhance staffing and improve the overall program.

ROTC students were commissioned as part of each program.

Craft Academy holds first graduation ceremony

MSU's Craft Academy for Excellence in Science and Mathematics held its first graduation Saturday, May 13. A total of 55 students representing 33 counties from across Kentucky were recognized during the ceremony. In the fall of 2017, students from the graduating class will attend 14 different colleges and universities across the United States, including 15 students who will enroll at MSU.

The Craft Academy for Excellence in Science and Mathematics opened in August 2015. The Craft Academy offers a unique, project-based STEM+X courses that enriches the educational experiences and develops competencies in entrepreneurship and innovation, design and creativity, and civic and regional engagement.

Rites of Passage celebrated

MSU's Office of Student Activities, Inclusion and Leadership Development sponsored its 33rd Rites of Passage recognition ceremony on Friday, May 12. The purpose of the ceremony is to recognize and celebrate the scholastic achievement of minority and international students. This spring, MSU recognized 37 graduates. Each student received a certificate, a gift and a special kente stole.

MSUTeach receives $1.2 million NSF grant

National Science Foundation's Robert Noyce Teacher Scholarship program has awarded MSU a $1.2 million grant, which will provide 34 scholarships – each valued at $10,000 for up to two years – for junior and senior MSUTeach students.

As a condition of the acceptance of the scholarship, MSU Noyce Scholars agree to serve as a STEM teacher in a high-need local educational agency for two years, for each full-year of a scholarship received, to be fulfilled within eight years after completing the program. MSU will collaborate with Carter, Fleming and Rowan County school districts in Kentucky and the New World High School in Bronx, New York.

MURRAY STATE UNIVERSITY

Special guests, including Governor Matt Bevin, participated in a ribbon cutting as part of the dedication ceremony of the new Breathitt Veterinary Center on May 11 in Hopkinsville. The new facility, part of Murray State University's Hutson School of Agriculture, totals 77,000 square feet and is recognized as a nationally preeminent animal disease diagnostic laboratory dedicated to protecting the invaluable assets of the region's equine, livestock and poultry industries.

Dr. Mark Arant named Murray State Provost

Following an extensive national search, President Bob Davies announced on April 26 that Dr. Mark Arant will be the next provost and vice president for academic affairs, pending approval by the

University's Board of Regents.

In this role, Arant will serve as the University's chief academic officer, responsible for the oversight of all academic areas. He will begin his duties July 1.

Since 2014, Arant has served as the provost and vice president for academic affairs at Northeastern State University where he led the development of the strategic plan for academic affairs, established new agreements for international exchange programs and created new concurrent enrollment initiatives with area high schools. He also led the maintenance of the university's accreditation with the Higher Learning Commission and laid the foundation for a new School of Visual and Performing Arts.

Murray State partners with University of Louisville to offer fast-track law degree

Murray State University announced a partnership with the University of Louisville (UofL) on April 27 to offer an accelerated degree program where students can earn an undergraduate degree as well as a law degree in just six years.

As part of UofL's Brandeis School of Law 3+3 Accelerated Law Program, Murray State undergraduate students majoring in political science, while also meeting other qualifications could apply and enroll for law school admission through the UofL, making their senior year also count as their first year of law school. The fast-track curriculum means students will have one less year of coursework, tuition and expenses.

Spring 2017 Commencement celebrated

Murray State's Spring 2017 Commencement ceremony was celebrated on May 13. A total of 1,629 pending degrees, inclusive of associate, baccalaureate, master/specialist and doctoral programs were conferred to May and August 2017 candidates as 28 states and 16 countries were represented.

Graduates included Abby Siegel, a double major in nonprofit leadership studies and public relations with a minor in organizational communication from Shelbyville. On her initial campus visit

as a prospective student, she had the opportunity to meet with faculty member Dr. Bob Long.

"He convinced me that Murray State was my perfect fit. I remember receiving a thoughtful email from Dr. Long before I even made it home. His encouragement, guidance and wisdom drew me to Murray State. Because of my experience with him, I knew I would have a personalized experience here."

"The sense of community and overwhelming feeling of school spirit is just something you never forget," said

Heather Mix, a public relations major and organizational communication minor from Ballard County. "Once a Racer, always a Racer."
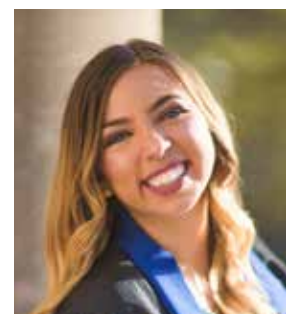
Heather Mix, a public relations major and organizational communication minor from Ballard County, is a 2017 graduate of Murray State University.

Murray State dedicates two new campus spaces

A pair of campus spaces in the new Engineering and Physics Building on the Gene Wells Ray Science Campus were dedicated on April 21.

The Dr. Gary W. Boggess Science Resource Center will house computer stations and student study areas. It will also include a conference room for students to work in groups and two presentation areas where students can practice class presentations and participate in video conferencing or live interviews. The Science Resource Center is named in honor of Dr. Gary W. Boggess, '62 (pictured at right). A respected scholar and administrator, he

served as dean of the College of Science at Murray State University for more than 20 years. As a faculty member in the department of chemistry and as dean, Boggess was an avid supporter of students.

The two-story, brick walkway connecting the new Engineering and Physics Building to Jones Hall is named in honor of Mr. Timothy D. Jones, a native of Murray, Ky. and the son of Dr. Jesse D. Jones, '64, and Janice McDermott. In 2016, Dr. Jesse D. Jones made a generous gift to support the Engineering and Physics Building in recognition of his son's professional accomplishments.

Kimberly Whitaker nationally honored as Major of the Year in public and community health

Society of Health and Physical Educators (SHAPE America) honored student and spring 2017 graduate Kimberly Whitaker as a Major of the Year during an awards ceremony March 16 at the organization's 132nd National Convention & Expo in Boston. The award celebrates outstanding undergraduate students in the health, physical education, recreation and dance professions who are nominated by a faculty advisor or professor.

Whitaker said, "It is an honor to receive this award from SHAPE America. Being recognized as someone who is committed to improving the health of others is extremely important to me."

Sparks Lecture welcomed Secretary of Kentucky's Education and Workforce Development Cabinet

The College of Education and Human Services hosted its annual Harry M. Sparks Distinguished Lecture Series on May 2. This year's featured speaker was Kentucky Education and Workforce Development Cabinet Secretary Hal Heiner. Heiner spoke to both campus and community members about the future of education policy in Kentucky.

Murray State Speech and Debate Union wins 17 awards

Murray State's Speech and Debate Union (SDU) won 17 awards, including two first place championships, at the 2017 Public Communication Speech and Debate League National Championship at Northwest Missouri State University.

The Murray State SDU is comprised of members of the eight residential college debate societies, the unified travel team and scholarship recipients.

Wrather Museum hosts exhibit curated by department of geosciences graduates

"The Bloodroot Mound Site: A Prehistoric Community in Western Kentucky" exhibit was on display at the Wrather West Kentucky Museum through the end of the spring 2017 semester. The exhibit, "The Bloodroot Mound Site," was featured by Kate Breitenstein and Megan Shoulberg, both recent graduates from Murray State's department of geosciences. Both Breitenstein and Shoulberg worked at the excavation site during two field seasons.

Murray State recognizes 2017 Distinguished Alumni Award recipients

Four outstanding alumni were recognized as the 2017 recipients of the Distinguished Alumni Award on April 21. Murray State presents the Distinguished Alumni Award annually to alumni who have made meaningful contributions to their profession on a local, state and national level. Established in 1962, the award is the highest honor granted by the Murray State University Alumni Association, and its recipients include Pulitzer Prize winning journalists, renowned authors, research scientists, physicians and educators. This year, the award was given to W. Earl Brown, Dr. Jesse D. Jones, Dr. Vishwas Talwalkar and Amy Bryan Watson.

Murray State 2017 Distinguished Alumni recipients, from L-R: W. Earl Brown, Amy Bryan Watson, Dr. Jesse D. Jones and Dr. Vishwas Talwalkar.

GO FIGURE

74%
Alumni living within 50 miles of NKU

1,636
Degrees conferred upon graduates at NKU's Spring Commencement on May 5 and 7

14,566
Total NKU student enrollment

COLLEGE CORNER

COLLEGE OF EDUCATION AND HUMAN SERVICES

Northern Kentucky University announced a new academic program–the Concentration in Autism and Applied Behavior Analysis–designed to meet the growing need for teachers and other professionals trained to help individuals with autism or other problem behaviors which interfere with learning. The new 18-hour program can serve as an area of concentration in a number of existing NKU programs. For those without teaching certification, it can be completed within the NKU Master of Arts in Integrative Studies program.

LEARN MORE: *nku.edu/academics/coehs/ programs/endorsements/appliedbehavior.html*

NKU FRATERNITY DONATES $31,000 TO LOCAL HOSPITAL

Northern Kentucky University's Alpha Tau Omega fraternity raised $31,000 for St. Elizabeth's Women's Health Breast Center to purchase a Trident machine, which detects if tumors are fully removed in the breast.

Over the last four years, ATO has raised a total of $110,000 for St. Elizabeth's Women's Health Breast Center. They presented this year's donation live on Fox19 News.

"They are incredible," said Terri Bogan, St. Elizabeth's Nurse Navigator during the segment. "Today's youth are tomorrow's leaders in our community, and to see how they are so engaged in the philanthropy of local charities is amazing."

ATO raised funds during their Mardi Taus event, which is a Mardi Gras-themed carnival, and through corporate sponsorships and campus activities.

"To raise money for a great cause is one of the largest aspects of our Alpha Tau Omega brotherhood," said Alex Altevers, Alpha Tau Omega president. "It is what brings our community and brothers closer together and really shows the capacity that all of us have as NKU students to accomplish great things."

LEARN MORE: *nkuato.org*

GERARD ST. AMAND SERVES AS NKU INTERIM PRESIDENT

GERARD ST. AMAND
NKU Interim President

Northern Kentucky University's Gerard "Gerry" St. Amand reached out to students, faculty, staff, alumni, andcommunity supporters on his first day as interim president on May 8.

St. Amand reflected on his time at NKU and his role in guiding the University during this time of transition.

"When I was asked to serve in this interim role, it was made clear that no one wants a transition period of simply "marking time" waiting for the next president–certainly our students can't afford that and neither can the region we serve," wrote St. Amand. "Rather, we must keep charging forward to advance all of our strategic priorities."

St. Amand joined NKU Chase College of Law as dean and professor of law in 1999. In 2006, St. Amand was selected to serve as NKU's vice president for university advancement, a position he served in until 2013 when he elected to return to the law school in a full-time teaching capacity. St. Amand postponed retirement to serve as interim president.

LEARN MORE: *nku.edu/news/05_11_17StAmandInterimPresident.html*

THE SCOREBOARD

Four members of Northern Kentucky University's baseball squad earned All-Horizon League First Team distinction. NKU tied regular-season champion UIC for the most first-team honorees, as TJ Alas, Trey Ganns, Jake Richmond, and Chad Roberts all earned distinction. The Norse also earned the No. 3 seed in the Horizon League Championship.

LEARN MORE: *nkunorse.com/news/2017/5/23/baseball-four-norse-named-to-hlbase-first-team.aspx*

FACULTY FOCUS

Should we fear the coming age of robots and artificial intelligence? **Dr. Austin Lee**, one of the country's foremost experts in social robotics, says not at all. With the help of his robots Coconut and Pineapple, Dr. Lee, associate professor of communication studies at Northern Kentucky University, is quickly becoming one of the country's foremost experts in the field of social robotics. His recent research has centered on reciprocity and persuasion between humans and robots, as well as our collective fear of robots and artificial intelligence. Despite Dr. Lee's findings, he's convinced that robots can make the world a better place.

LEARN MORE: *inside.nku.edu/nkumagazine/2017/june/austin-lee.html*

BRIEFS

NKU'S RESEARCH AND EDUCATION FIELD STATION GRAND OPENING

Northern Kentucky University celebrated the grand opening of its new Research and Education Field Station in Melbourne, Kentucky.

The Field Station is located adjacent to the St. Anne Woods & Wetlands and the Ohio River. It allows students from all disciplines to observe and enjoy nature, while providing an "in the field" opportunity to learn. According to Dr. Richard Durtsche, NKU Field Station Director, these experiences are where students really make a connection.

LEARN MORE: *inside.nku.edu/artsci/centers/refs.html*

SPRING COMMENCEMENT HONORS 1,600 GRADUATES

Northern Kentucky University graduated more than 1,600 students at its Spring Commencement on May 5 and May 7, 2017.

More than 1,500 graduates received their degrees from the College of Arts and Sciences, the College of Education and Human Services, the Haile/US Bank College of Business, the College of Health Professions, and the College of Informatics. Salmon P. Chase College of Law awarded Juris Doctor degrees to 99 graduates.

LEARN MORE: *inside.nku.edu/nkumagazine/2017/may/2017-grads.html*

NKU HR MANAGEMENT DEGREE REGION'S ONLY SHRM-APPROVED PROGRAM

The Society for Human Resource Management (SHRM) announced that the Northern Kentucky University Haile/US Bank College of Business Department of Management BSBA program in Human Resource Management has renewed its alignment with the organization's HR Curriculum Guidebook and Templates.

The Human Resource Management major is the region's only SHRM-approved undergraduate program in human resource management.

LEARN MORE: *nku.edu/academics/cob/programs/undergraduate/hrmanagement.html*

NKU 2017 SUSTAINABILITY STRATEGY

Northern Kentucky University released its 2017 Sustainability Strategy to guide the University's environmental sustainability initiatives through 2022.

NKU committed to achieving carbon neutrality by 2050 when the University became a signatory of the American College and University Presidents' Climate Commitment in 2007. The 2017 strategy is the next step toward envisioning and enabling a more sustainable NKU. Faculty, staff, students, and community members were engaged to develop the six goals outlined in the Sustainability Strategy.

LEARN MORE: *http://green.nku.edu*

ALUMNI NEWS

SUZANNE FITZPATRICK ('89) AND HER FORMER TEACHER KEN JONES CELEBRATE 30 YEARS OF SCREENWRITING

Suzanne Fitzpatrick (right) receiving her HIMPFF 1st Place award for Outstanding Achievement.

Suzanne Fitzpatrick ('89) and Ken Jones have a tale of friendship that's straight out of Hollywood. Jones–director of Northern Kentucky University's School of the Arts (SOTA)–calls Fitzpatrick his "first and best writing student" at NKU, where the two met when she was a journalism major who had signed up for his playwriting class.

Fitzpatrick and Jones co-wrote "Divine Will," an award-winning film currently on PureFlix. Over the years, they have collaborated on several screenplays, including "The Abject," "Dream Thief," and "Over the Moon," which won Fitzpatrick and Jones 1st Place in Outstanding Achievement at the Hollywood International Moving Pictures Film Festival (HIMPFF).

LEARN MORE: *inside.nku.edu/nkumagazine/2017/june/suzannefitzpatrick.html*

A Message from the President: What Do We Get for $31 Billion?

More than 33,000 people die each year from prescription and illicit opioid-related drug overdose. More than 1,000 people are treated each day for overdoses in emergency rooms. The numbers are stark – and especially devastating in the Commonwealth of Kentucky, where, every day, someone's son or daughter, husband or wife, grandchild, niece or nephew loses the opportunity to see another day, achieve another goal, or reach his or her potential.

Those are the numbers I think about when the inevitable questions arise about federal funding for research that takes place at institutions like the University of Kentucky. Research is expensive — $31 billion was appropriated last year to the National Institutes of Health alone — but it yields some of the most promising results for our future.

Through competitive grants, institutions in Kentucky — UK being the largest recipient by far — received nearly $164 million last year for research into cancer, diabetes, heart disease, Alzheimer's Disease and opioid addiction, along with other debilitating diseases and afflictions.

Research is a wager on our future. It's the idea that our brainpower and intellect, harnessed in common cause and against uncommon and insidious disease, can find answers. We can find solutions to the most devastating of challenges—challenges that afflict every family and torture every community.

We know because of our past and because of what is happening today. For more than a century, the NIH has engaged in the important work of improving health outcomes that save lives.

In 1960, 26 of every 1,000 babies born in our country died before their first birthday. In 2013, that number was less than 6 per 1,000 – thanks in large part to NIH research on reducing preterm births, neonatal mortality and other challenges. NIH research has helped ensure HIV testing and preventive measures that have resulted in a 90 percent decrease in the number of children infected with HIV immediately before and after birth. An NIH-funded clinical trial resulted in the drug treatment used for the most common type of stroke. NIH-funded research has helped decrease deaths from heart disease by nearly 70 percent and the stroke mortality rate by nearly 80 percent. The death rates for all cancers have been declining since the 1990s for adults and since the 1970s for children; that's

"Research is a wager on our future. It's the idea that our brainpower and intellect, harnessed in common cause and against uncommon and insidious disease, can find answers. We can find solutions to the most devastating of challenges— challenges that afflict every family and torture every community."

because of new drugs, clinical trials and interventions funded or enabled by the NIH.

Closer to home, Kentucky families face – at rates far higher than the national average – incidences of heart disease, cancer, obesity, diabetes, Alzheimer's and stroke, to name just a few. With the support of NIH, UK is seeking solutions to these pressing health challenges, and we are making a difference. Recently, in an effort to better understand the energy mechanisms that fuel cancer cell development, a team of researchers from the University of Kentucky received an $11.2 million grant from the Centers of Biomedical Research Excellence, part of the NIH. Additionally, UK faculty converged in March with policymakers and researchers from across the nation for the National Drug Abuse and Heroin Summit in Atlanta, Georgia. The summit brought together stakeholders from all levels of government, business, academia, treatment and community leadership to address the scourge of opioid abuse. This is another critical Kentucky challenge: our rate of overdose deaths far exceeds the national average.

Much of our work is supported with federal grants from agencies within the NIH; last year, UK investigators received $9.6 million to address substance abuse and addiction from the National Institutes on Drug Abuse. With those dollars we are examining the causes of addiction and what treatments work best to turn the tide against it.

Big, eye-popping numbers like $31 billion are, in some ways, impossible to get your mind around. But everyone has been touched by – or knows someone touched by – the insidiousness of chronic illness and addiction. Everyone knows the human cost of these diseases.

When I think about the impact of federal research and the investments being made, I don't think in billions. I think about the lives lost to opioid addiction, heart disease, cancer, diabetes, Alzheimer's and chronic illness. These numbers haunt me. They should haunt you, too. The challenge should embolden all of us. But we have to be willing to continue to invest in research—research that saves lives and changes communities...research the says we won't accept the loss of another life from these diseases of despair.

Sincerely,

Eli Capilouto

Eli Capilouto, President

UK Collects More Than 15,000 Points of Donations During Move Out

The University of Kentucky is donating more than 15,000 pounds of donations, nonperishable food and household items, as well as bicycles, to the Lexington Women's Hope Center. The items were collected through Give-and-Go Donation Stations placed in 18 residence halls and 19 fraternity and sorority houses by UK Campus Housing and UK Recycling during move-out.

Celebration, Reflection and Honor: An Unforgettable Day for Veterans and UK

When Thomas Kubeck returned home from the Vietnam War, he never received a hero's welcome. He landed back in the states on a stretcher, not to a crowd of cheering people or to handshakes of gratitude.

On a Saturday in May, Kubeck, a former staff sergeant in the U.S. Army, finally received the celebration he deserved. He and nearly 70 other veterans participated in the University of Kentucky Honor Flight, an all-expenses-paid trip to Washington, D.C., to visit memorials and a daylong commemoration of their service.

"I know I speak for everyone here when I say thank you: not only for what your service has made possible, but also for what your legacy will continue to mean for countless people at home and around the world," said UK President Eli Capilouto, who participated in the flight, at the morning ceremony.

The veterans served in World War II, the Korean War and the Vietnam War; many were UK alumni, retirees and family members of current UK faculty and staff. One veteran, 94-year-old John Reed Lowry of Dry Ridge, Kentucky, served in all three wars. His son, John Clinton Lowry, a Vietnam veteran, also participated in the flight.

The celebration did not end at their departure from Lexington. Upon arriving at Ronald Reagan Washington National Airport, the flight was met with people of all ages cheering, waving flags and reaching to shake the hands of heroes. The day continued with visits to the Iwo Jima Memorial (United States Marine Corps War Memorial), Women In Military Service For America Memorial, Arlington National Cemetery, World War II Memorial, Korean War Veterans Memorial, Vietnam Veterans Memorial and Air Force Memorial.

While parts of the day were somber, other parts were celebratory. UK also had a surprise in store: when veterans arrived at the Lincoln Memorial, the steps were filled with D.C.-area UK alumni in their blue and white, greeting and taking photos with the veterans.

"The C-A-T-S cheer on the steps of the Lincoln Memorial! That is when it really hit home for me that we were making history," said UK Veterans Resource Center Director Tony Dotson, who participated in the flight. "The first university in the country to sponsor an Honor Flight. These veterans were being honored by an institution of higher learning that understands that education is a freedom, and that freedom is provided by those Americans willing to defend it."

At 9 p.m., around 700 people had packed the Blue Grass Airport, ready to cheer, hug and wave their flags. The weather had other plans, however, and the flight was diverted to Charlotte, North Carolina, returning much later. To the veterans' surprise, around 150-200 people were still there at 2:30 a.m., under a large "WELCOME HOME, VETERANS" banner. Kubeck entered the lobby and kissed the ground, finally receiving the homecoming he dreamed of for so long.

College of Pharmacy Building Renamed for Former President

The University of Kentucky formally renamed the largest academic building in the state for the man whose vision and tireless advocacy helped make it possible — Lee T. Todd Jr. The building that houses the UK College of Pharmacy — known as the Biological-Pharmaceutical Building — has been renamed for UK's 11th president.

Funding for the building included $120 million from the Kentucky state legislature with $40 million appropriated in 2004 as first-phase funding and an additional $80 million funded in 2006. Additional funding also came from the university and private donors.

"Within these halls and laboratories, UK's best faculty research teams are addressing what Dr. Todd set out to do — confront the 'Kentucky Uglies' and yield a healthier and more prosperous future for the Commonwealth's families," said President Eli Capilouto. "Today, that vision is a reality because of his effort and advocacy for the construction of this building."

CLASS OF 2017 CELEBRATES ITS DAY

29-year-old Ryan Dant was told as a child that a rare disorder would keep him from surviving past age 10. An unplanned pregnancy caused Victoria Sledge to drop out of college in 2010, shortly before she was evicted from her home. Meliha Hrustanovic-Kadic fled war-torn Bosnia with her family at age 8. All three UofL students faced significant hurdles before finally achieving the same lifelong dream: graduation.

Dant, Sledge, and Hrustanovic-Kadic were just three of the nearly 3,100 graduates who received degrees this spring. Dant and Sledge received bachelor's degrees, while Hrustanovic-Kadic received her MD from the School of Medicine. "Graduates, this is your day," said Interim President Greg Postel in his commencement speech. "This semester, 3,156 students are receiving proof of hard-earned success: a college diploma from the University of Louisville."

Also among the graduates were the inaugural class of the Master of Fine Arts program. Miranda Becht, Tom LeGoff and Marie-Elena Ottman are the program's first graduates. The three MFA graduates were hooded by their mentors at the UofL hooding ceremony May 12. Their art was displayed in an exhibition in May at the Cressman Center for Visual Art.

Dear Friends,

Much time has been expended over the past few months poring over financial figures in an attempt to create a balanced 2017-18 budget and overcome a significant shortfall. But before providing an update on that front, I'd like to highlight a couple of other numbers that bring me great pride.

Those numbers are 3,100 and 2,000. More than 3,100 students graduated from the University of Louisville following the spring semester. Of that number, 2,000 walked across the stage at the KFC Yum Center earlier this month in what was a wonderful and uplifting commencement ceremony.

I'm sure I don't need to remind any of you that's the reason we do what we do every day. Preparing young men and women to reach their goal of earning a college diploma motivates us to be the best we can be whether

we have direct contact with the students in the classroom or we provide some other essential service that makes their experience at the university better and more complete.

My first time presiding at commencement was truly a day that I will never forget. Greeting the smiling students and their proud parents and family members was affirming and definitely put into proper perspective all of the challenges of the past year.

Speaking of those challenges, we've made great strides in addressing the challenge of the coming year budget. We presented a balanced and conservative plan to the Board of Trustees this month, and the board will discuss and approve the budget at its next meeting in June.

The $1.238 billion budget keeps tuition flat, making good on a promise we made to our students. No other public university in the state can say they made a similar promise.

Marie-Elena Ottman, Miranda Becht and Tom LeGoff are the first graduates to earn the master of fine arts degree.

The plan also resolves a structural imbalance, contains strategic allocations and creates a firm financial foundation for our future. It includes measures that allow the university to offset a $41 million deficit.

Kudos to interim CFO Susan Howarth and her team for their hard work, creativity and expertise in crafting this budget during difficult times. Yes, the plan is tight, but it allows the university to continue moving forward. And that's the important thing for our students, faculty and staff, and the community.

Gregory C. Postel, MD
Interim President
University of Louisville

POSTEL PRESENTS 'CONSERVATIVE' BUDGET

Interim President Greg Postel presented this month to UofL's Board of Trustees a budget that includes no tuition increase in 2017-18.

The $1.238 billion budget includes $512 million in general funds, which support most of the university's instructional and operational activities. Those funds come primarily from tuition and fees and from state appropriations. Non-general funds, primarily produced through affiliated corporations such as the UofL Research Foundation, the UofL Athletic

Association and the UofL Foundation, will total about $726 million.

The budget addresses four priorities: resolving a structural imbalance in the operating budget, keeping college affordable in part by keeping tuition flat, funding strategic allocations to targeted areas including academic quality and student recruitment, and establishing a firm financial foundation for future years.

Interim CFO Susan Howarth also told the board the university has taken actions to offset a projected $48 million shortfall in 2017-18. Those actions included reducing operational costs by $9 million to $10 million, realizing $10 million in efficiencies and economies of scale in the university's procurement practices, saving $10 million through the hiring "frost" and using $17 million in one-time funds from the university's partnership with KentuckyOne Health.

PALLIATIVE CARE TRAINING BEGINS NATIONAL PROGRAM

An interdisciplinary team of faculty at the School of Medicine are developing a national training program to instruct educators at universities across the country in teaching interprofessional palliative care to those who care for cancer patients.

Barbara Head, PhD, and Mark Pfeifer, MD, will lead an interdisciplinary faculty team developing the national training program.

Funded by a $1.4 million award from the National Cancer Institute, the UofL training curriculum will build on a successful interprofessional program in education for palliative care in cancer already in place at UofL. The Interdisciplinary Curriculum in Oncology Palliative Care Education (iCOPE) was developed at UofL beginning in 2010 with support from a grant from the NCI. More than 1,500 students in social work, medicine, nursing and chaplaincy at UofL have completed the training, which remains a required curricular component.

For the new program, UofL faculty will work with 160 health educators from 35 to 50 other institutions over a 10-month period to develop curricula to teach oncology palliative care and teamwork to students across health disciplines. The program will include work at the home institution and a face-to-face workshop, followed by six months of mentoring. Recruitment for students in the program is expected to begin in early fall.

ROCKET TEAM BLASTS INTO FIRST PLACE

After finishing in the top three four years in a row, UofL's rocket team, River City Rocketry, finally took home first prize at the NASA Student Launch challenge.

With the win at NASA's Marshall Space Flight Center near Huntsville, Alabama, the UofL team bested more than 50 other student teams from across the country and earned a $5,000 cash prize.

"To finally get first, it feels like we won for this season's team and for everyone who's been on the team," said team co-captain Kevin Compton.

The first-place finish seemed like a distant hope when the rocket exploded during a mid-air test prior to the competition, causing the team to do a complete rebuild in order to compete. The breakthrough win also is notable because the Speed School does not offer an aeronautics-specific major and the students receive no academic credit for their hard work. But, according to Speed School Acting Dean John Usher, the NASA experience is already paying off.

River City Rocketry at the NASA Student Launch challenge.

"They may not get any academic credit for it, but they are in high demand when they graduate from engineering. We are getting a lot of our students placed at some major hi-tech companies because of the experience they've gotten from the rocket team," he said.

PEDIATRIC MEDICAL OFFICE BUILDING TOPS OUT
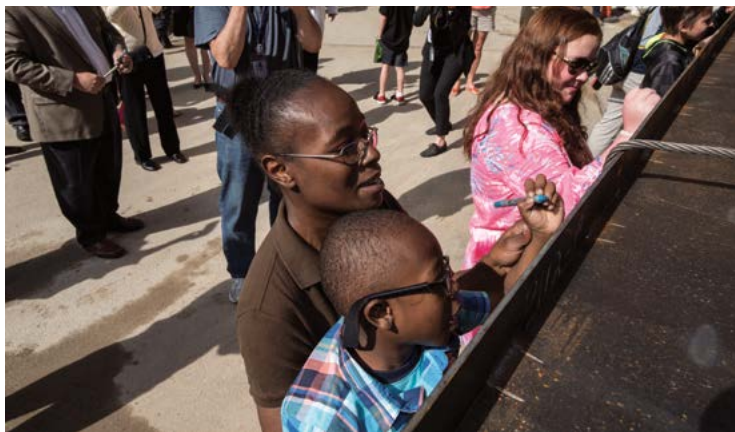
Visitors to the topping off ceremony sign the last beam for the building.

The first new health care delivery facility to be constructed in the Louisville Medical Center in nearly a decade has reached its full height. UofL celebrated topping out the Pediatrics Medical Office Building with the ceremonial placement of the final signed beam.

The 171,000-sq.-ft. facility, scheduled to open in July 2018, will be home to the general pediatrics and the specialty and subspecialty children's programs of the university. This includes caregivers from the departments of pediatrics, neurology, opthamology and surgery. The outpatient services of the Wendy Novak Diabetes Center and Norton Children's Hospital also will be providing care within the building.

UofL officials anticipate nearly 140,000 patient visits per year. Additionally, approximately 500 employees and students will inhabit the building.

"This facility symbolizes the growth of our efforts to meet the health care needs of the children of Louisville, the region, and beyond," said Gregory C. Postel, M.D., interim president of the University of Louisville. "Our breadth of services has grown to the point that it makes sense for us to have our own facility, as opposed to locations scattered throughout the Louisville Medical Center."

UNIVERSITY OF LOUISVILLE®

WKU honored Kentucky Representative Jody Richards by renaming Mass Media and Technology Hall for him. Richards taught Journalism at WKU before he began his 42-year career in the state legislature and his 14 years as Speaker of the House is a record. His support was key to funding construction of eight buildings at WKU and the establishment and expansion of the Gatton Academy of Mathematics and Science in Kentucky.

Record number of WKU students awarded Fulbrights and other prestigious scholarships

WKU students have received more academic accolades in the national scholarship arena.

Nine WKU students and recent alumni have been recognized by the **Fulbright U.S. Student Program**. Five students received grant offers while four students and recent graduates were named alternates. (http://www.wku.edu/news/index.php?view=article&articleid=5091)

Three students have received **David L. Boren Scholarships** sponsored by the National Security Education Program to fund study abroad in China and Jordan.
(http://www.wku.edu/news/index.php?view=article&articleid=5075)

One student was named a **James Madison Fellow** while another was named an alternate. The James Madison Fellowship Foundation annually selects one fellow from each state, the District of Columbia, and U.S. territories. Fellows receive $24,000 to fund graduate education to become outstanding teachers of the American Constitution at the secondary school level.
(http://www.wku.edu/news/index.php?view=article&articleid=5062)

Eight WKU students were recognized by the **Benjamin A. Gilman International Scholarship Program**. Six students will receive up to $5,000 for summer study abroad and two others were named alternates. (http://www.wku.edu/news/index.php?view=article&articleid=5049)

Six students at The Gatton Academy at WKU have received **National Security Language Initiative for Youth** scholarships for immersive, critical language study this summer to China, Estonia and Morocco. (http://www.wku.edu/news/index.php?view=article&articleid=5028)

Five WKU students are studying in China and Taiwan this summer through the **Freeman Awards for Study in Asia** scholarship program.
(http://www.wku.edu/news/index.php?view=article&articleid=5020)

Two WKU students are participating in **Fulbright Summer Institutes in the United Kingdom**.
(http://www.wku.edu/news/index.php?view=article&articleid=5025)

Representatives from Hardin Memorial Health and WKU celebrate the new partnership that will allow HMH licensed practical nurses (LPNs) to work toward obtaining their registered nursing degree at no cost to them while continuing to work full-time.

Hardin Memorial Health, WKU create partnership for nursing education

Hardin Memorial Health and WKU officials announced a new partnership to remove financial barriers for HMH licensed practical nurses who want to advance their education and careers.

HMH will cover participants' tuition up front, and participants will be able to continue working full-time while earning an Associate of Science in Nursing. At the completion of the LPN to ASN Program, participants will be eligible to take the licensure exam and become registered nurses.

While WKU will provide course delivery, advising and other student services, HMH will provide a clinical instructor, and clinical training will be completed at HMH. The curriculum includes one day of clinical instruction per week at HMH and online classes.
(http://www.wku.edu/news/index.php?view=article&articleid=5138)

The Washington Post lists The Gatton Academy as a top performing school for the 9th straight year

The Carol Martin Gatton Academy of Mathematics and Science in Kentucky at WKU has been named to *The Washington Post's* list of 30 top-performing schools with elite students for the ninth consecutive year.

The recognition highlighted the strategic partnership between The Gatton Academy and WKU. Gatton Academy students earn more than 60 hours of college credit from WKU during their four semesters in the program while also earning a high school diploma.
(http://www.wku.edu/news/index.php?view=article&articleid=5048)

Officials from The Medical Center at Bowling Green, the University of Kentucky and WKU broke ground for the UK College of Medicine-Bowling Green Campus on June 6 at the Medical Center. The partnership brings a four-year regional medical school to Bowling Green that is the first of its kind in Kentucky. It is set to open in the fall of 2018.
http://www.wku.edu/news/index.php?view=article&articleid=5159

Committee Appointments

Chair Zimmerman will make appointments to the 2018-20 Budget Development Work Group. This work group will meet to discuss and analyze data related to the long-term fiscal needs of the system and work on an operating and capital budget recommendation for 2018-20.