MEETING AGENDA

Friday, November 3, 2017
Elizabethtown Community & Technical College, RPC Bldg, Rm 227

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
Kimberly Halbauer, Ft. Thomas
Lucas V. Mentzer, Lexington
Donna Moore, Lexington
Kristi Nelson, Union

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, November 3, 2017
9:00 AM
Elizabethtown Community & Technical College, RPC Bldg, Rm 227

    Next meetings
      --February 1, 2018 - Council Member Retreat (TBD)
      --February 2, 2018 - Joint Meeting of Council, Campus Presidents & Board of
       Student Body Presidents and Business Meeting (CPE Offices, Frankfort)

The Council on Postsecondary Education met Monday, September 11, 2017, at 10:00 a.m., ET, at the Louisville Marriott East in Louisville, Kentucky. Chair Sherrill Zimmerman presided.

WELCOME AND ROLL CALL	Chair Zimmerman called the meeting to order and welcomed everyone.
	The following members were present: Ronald C. Beal, Benjamin Brandstetter, Joe Ellis, Dan Flanagan, Kim Halbauer, Lucas Mentzer, Donna Moore, Vidya Ravichandran, Shawn Reynolds, Robert H. Staat, Sebastian Torres, Sherrill Zimmerman, and Commissioner Stephen Pruitt. Maryanne Elliott, Kristi Nelson, and Carol Wright did not attend.
OATH OF OFFICE	Jefferson District Court Judge Eric Haner administered the oath of office to new member Kimberly Halbauer.
APPROVAL OF MINUTES	The minutes of the June 15-16, 2017, meetings were approved as distributed.
2017-18 TUITION & MANDATORY FEE RECOMMENDATION – KENTUCKY STATE UNIVERSITY	Dr. Bill Payne, vice president for finance and administration and Shaun McKiernan, senior associate, presented the staff's recommendation for Kentucky State University's tuition and mandatory fees for academic year 2017-18.
	As of the June 16, 2017 meeting, Kentucky State University's board had not yet taken action on their 2017-18 tuition and mandatory fees so no action was taken by the Council at that time. In the interim, the KSU board approved the university's 2017-18 tuition rates, which allowed the Council to review their proposal. The board determined that the proposed rates comply with the resident undergraduate rate ceiling of 5.0 percent adopted by the Council at its March 31, 2017 meeting.
	MOTION: Dr. Ellis moved that the Council approve the 2017-18 tuition and mandatory fee rates as submitted by Kentucky State University. Ms. Ravichandran seconded the motion.
	VOTE: The motion passed unanimously.

COMMENTS ON ADMINSTRATIVE REGULATIONS 13 KAR 2:120 & 13 KAR 2:130	On June 16, 2017, the Council approved the filing of two new Kentucky Administrative Regulations on the Comprehensive Funding Model for the Allocation of State General Fund Appropriations: • 13 KAR 2:120. -- Public Universities. • 13 KAR 2:130. -- Kentucky Community and Technical College System Institutions After filing both on July 10, 2017, there were no requests to be heard and the hearings scheduled for August 23, 2017 at 10 a.m. were cancelled. However, written comments were received during the comment period ending August 31, 2017. Mr. Travis Powell, CPE general counsel and associate vice president presented the comments received from the Prichard Committee for Academic Excellence and the Kentucky Center for Economic Policy. Upon review, CPE staff responded to the comments and recommended not amending the administrative regulations. MOTION: Mr. Brandstetter moved that the Council approve the revised Statements of Consideration for both Kentucky Administrative Regulations, 13 KAR 1:120 and 13 KAR 1:130, which state that the regulations are "Not Amended After Comments." Mr. Mentzer seconded the motion. VOTE: The motion passed unanimously.
CPE PRESIDENT'S REPORT TO THE COUNCIL	A written report from President King was provided in the agenda book. Highlights included the activities and meetings planned for the Governor's Conference on Postsecondary Education Trusteeship, the status of the GEARUP grant submission, and the release of the Transfer Feedback Report.
KENTUCKY COMMISSIONER OF EDUCATION REPORT	A written report from Commissioner Stephen Pruitt was provided in the agenda book. Highlights included the approval of the state accountability system, the upcoming review of the graduation requirements which will be completed in partnership with CPE and Kentucky's postsecondary education institutions, and how the proposed budget reductions for 2017-18 may affect the Department of Education.

COMMITTEE ON EQUAL OPPORTUNITIES REPORT	Dr. Caroline Atkins, CPE's senior associate for academic affairs, provided a written report on the activities of the Committee on Equal Opportunities. She also announced the final session of the 2017 Academic Leadership Development Institute (ALDI) will be on November 2, 2017.
REPORTS FROM INSTITUTIONS	Reports from the institutions were provided in the agenda book.
STRONGER BY DEGREES: MOREHEAD STATE UNIVERSITY 2017 ANNUAL REPORT	Dr. Jay Morgan, president of Morehead State University, presented their annual Stronger By Degrees presentation. Presenting with him was MoSU's student government president, Rachel Malone. The presentation focused on the strategic agenda's baseline data, targets set to be met by the end of the strategic plan, and the strategies being implemented to meet those targets. Following the presentation, Dr. Morgan answered Council members' questions on the percentage of scholarships provided to merit-based students versus need-based students and the locations and accessibility of the students in Morehead's dual credit programs.
STRONGER BY DEGREES: UNIVERSITY OF KENTUCKY 2017 ANNUAL REPORT	Dr. Eli Capilouto, president of the University of Kentucky, presented their annual Stronger By Degrees presentation. The presentation focused on the strategic agenda's baseline data, targets set to be met by the end of the strategic plan, and the strategies being implemented to meet those targets. Following the presentation, Dr. Staat commended UK's ability to retain out-of-state students in the state following graduation. Dr. Capilouto also gave context on the debt-to-income ratios by degree and the financial literacy program implemented with UK implements.
STRONGER BY DEGREES: KENTUCKY ADULT EDUCATION 2017 ANNUAL REPORT	Mr. Reecie Stagnolia, vice president for Adult Education, presented the annual report for Kentucky Adult Education (KYAE). Presenting with him were KYAE's Jaqueline Korengel, assistant vice president, and Cody Davidson, director of administrative leadership. The presentation focused on the myriad of challenges of educating the adult population, the strides that have been made in the last 15 years, the number of GED graduates enrolling in Kentucky's colleges and universities within two academic years, and the steps they are taking to

increase the success of their work. Some of those strategies include partnerships with other agencies and the business community, minimal degree requirements of KYAE's instructors and stronger professional development program, and rebranding Kentucky Adult Education to KYAE SKILLS U to reflect how their services have changed to match workforce needs.

Following the presentation, President King added additional comments on KCTCS's collaboration to have adult education activities on the local campuses as well as the adult population's role in meeting Kentucky's educational attainment goal of 60 percent by 2030.

COMMITTEE
APPOINTMENTS

Chair Zimmerman made the following appointments:
- Shawn Reynolds was named Chair of the Committee on Equal Opportunities
- Robert M. Croft was appointed as a citizen member of the Committee on Equal Opportunities.

ADJOURNMENT

The next Council meeting is November 2-3, 2017 at Elizabethtown Community and Technical College in Elizabethtown, Kentucky.

The meeting adjourned at 12:25 p.m., ET.

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

Stronger by Degrees:
Murray State University Annual Report

President Robert Davies will present Murray State University's annual report to the Council. The report will highlight the baseline data compiled for the 2016-21 Strategic Agenda and MSU'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, KYAE and AIKCU will provide the Council with an update on their progress in three areas of the agenda: Opportunity, Success & Impact.

Institutional Scorecard
Murray State University

OPPORTUNITY	2011-12	Baseline 2014-15	Target 2019-20	% Change Base to Target
Progress of Underprepared Students -- English	-	53.9%	70%	29.8%
Progress of Underprepared Students -- Mathematics	-	4.1%	60%	1350%

SUCCESS	2011-12	Baseline 2015-16	Target 2020-21	% Change Base to Target
First- to Second-Year Retention	70.3%	74.2%	77%	3.8%
Low Income	63.8%	65.6%	70%	6.6%
Underrepresented Minority	63%	69.1%	75%	8.5%
Six-Year Graduation (Bachelor Degree)	53.9%	48.6%	50%	2.9%
Low Income	44.2%	37.4%	40%	7%
Underrepresented Minority	46.1%	37.6%	40%	6.4%
Average Credit Hours Earned	142.2	138	132	-4.4%
Academic Quality: Undergraduate Research & Creative Works	-	8.9%	NA	-
Academic Excellence: Faculty Development & Training	-	2129	NA	-

IMPACT	2011-12	Baseline 2015-16	Target 2020-21	% Change Base to Target
Bachelor's Degrees Awarded	1,530	1,696	1,783	5.1%
Low Income	680	747	815	9.1%
Underrepresented Minority	116	151	165	9.3%
STEM+H	585	741	747	0.8%
Graduate/Professional Degrees Awarded	732	696	699	0.4%
Internships/Co-ops/Clinical Experiences	-	48.3%	NA	-

Kentucky Council on
Postsecondary Education

Annual University Report:
Murray State University

Presented to the Council on Postsecondary Education

November 3, 2017

Murray State University
Institutional Profile

- 126 academic degree programs offering 159 choices of academic emphasis, with programs ranging from undergraduate certificates to advanced practice doctorate programs

- Higher admittance requirements have led to more prepared students

- Nearly 300 students study abroad each year

- 38,319 living alumni in Kentucky

Murray State University
Institutional Profile

- 51.6% of students are first generation students

- 68% of our students are from Kentucky

- 28.7% of our undergraduates are Pell recipients, and 60.6% are Pell eligible

- Delta Region is declining in population, predominately white, and has higher poverty levels than the national average

Total Population

REGION	PERCENT CHANGE
United States	**3.3%**
Delta Region	**0.7%**
Alabama	-1.7%
Arkansas	-0.2%
Illinois	-1.5%
Kentucky	-0.2%
Louisiana	2.4%
Mississippi	0.3%
Missouri	-0.3%
Tennessee	0.5%

Source: U.S. Census Bureau, Population Division,
Vintage 2014 Estimates, Release Date: March 2015

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Legend: State | State's Delta Region | Delta Region | U.S.

3.3

0.7

AL AR IL KY LA MS MO TN

IL
MO
KY
TN
AR
MS
AL
LA
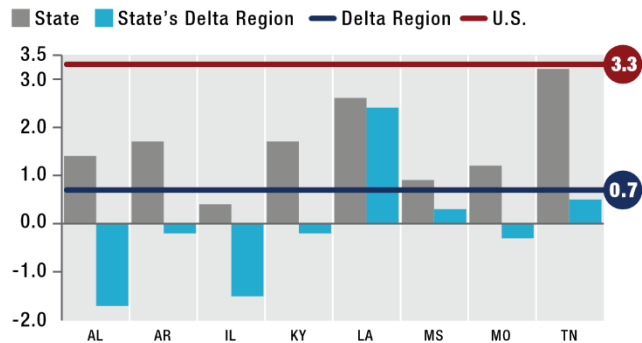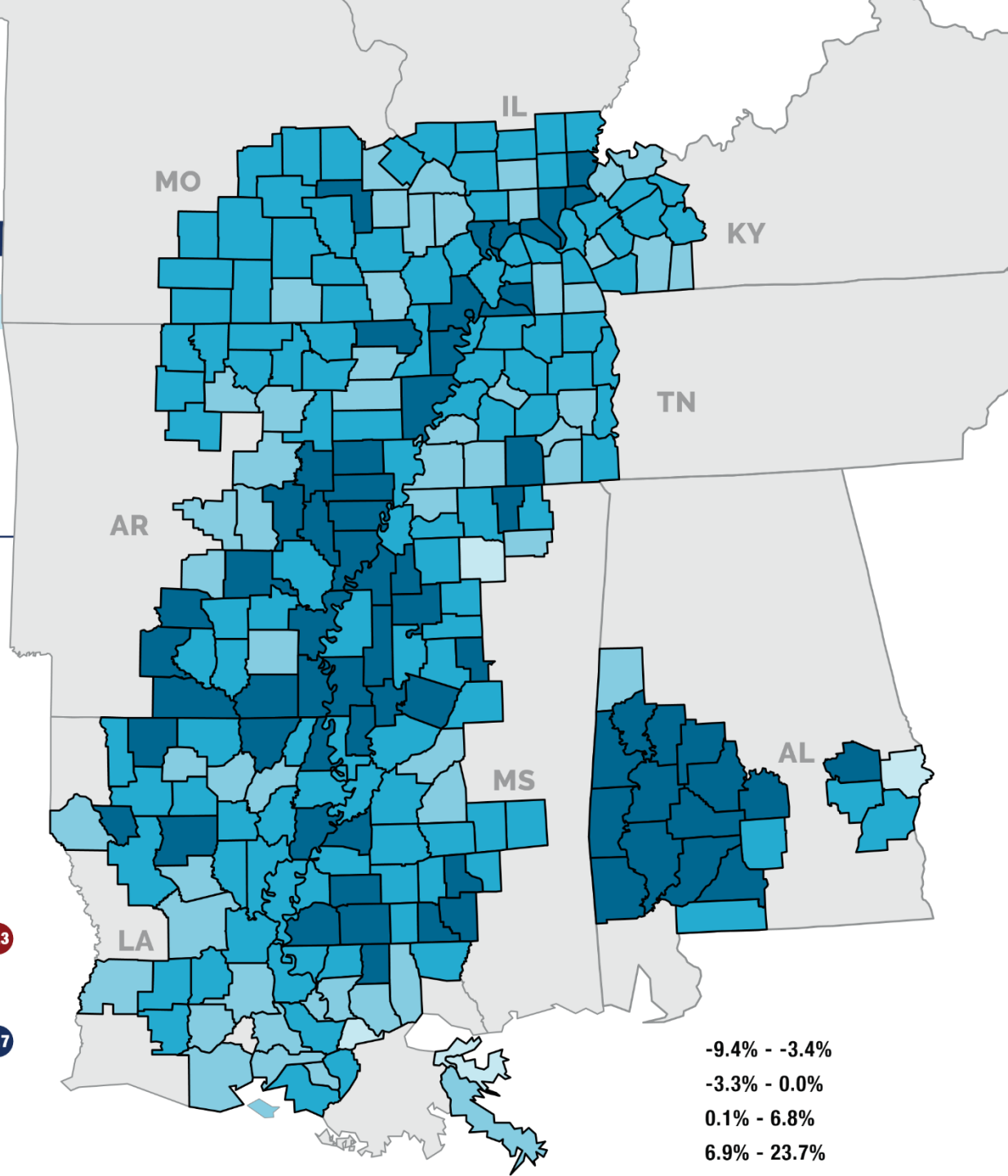
-9.4% - -3.4%

-3.3% - 0.0%

0.1% - 6.8%

6.9% - 23.7%

White Population*,
Percent of Total Population

Delta Region by Counties/Parishes: 2014

one race only

REGION	PERCENT
United States	**77.4%**
Delta Region	**64.2%**
Alabama	45.8%
Arkansas	71.6%
Illinois	89.2%
Kentucky	88.2%
Louisiana	61.1%
Mississippi	51.5%
Missouri	91.9%
Tennessee	56.4%

Source: U.S. Census Bureau, Population Division,
Vintage 2014 Estimates, Release Date: June 2015

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■ State ■ State's Delta Region ── Delta Region ── U.S.

77.4
64.2

AL AR IL KY LA MS MO TN
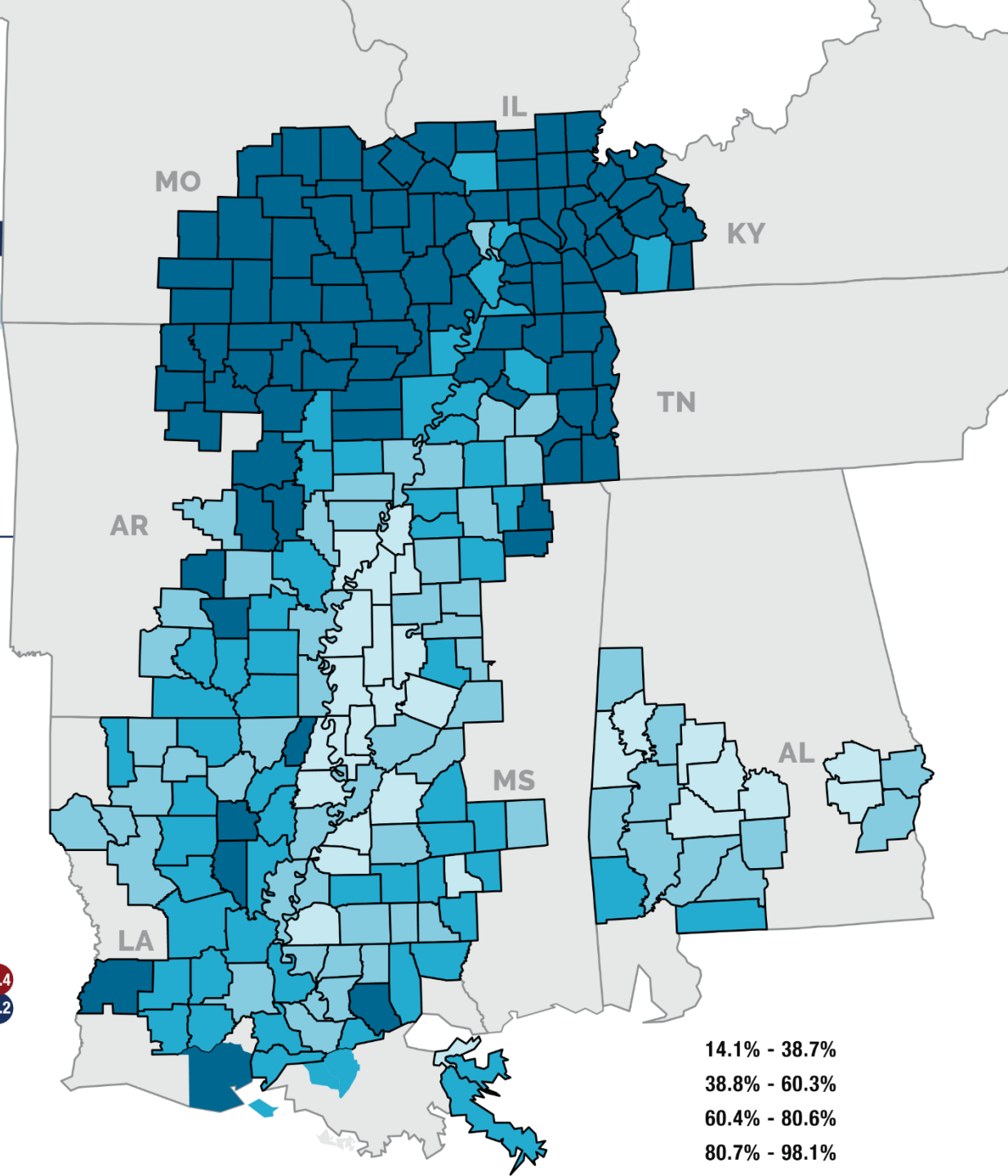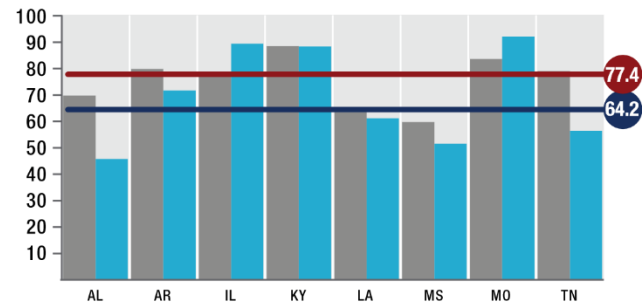
14.1% - 38.7%

38.8% - 60.3%

60.4% - 80.6%

80.7% - 98.1%

Percent of Population Living in Poverty

Delta Region by Counties/Parishes: 2010-2014

REGION	PERCENT
United States	**15.6%**
Delta Region	**21.3%**
Alabama	27.5%
Arkansas	20.5%
Illinois	20.0%
Kentucky	18.6%
Louisiana	20.8%
Mississippi	23.3%
Missouri	20.8%
Tennessee	20.6%

Source: U.S. Census Bureau, 2010-2014 American Community Survey

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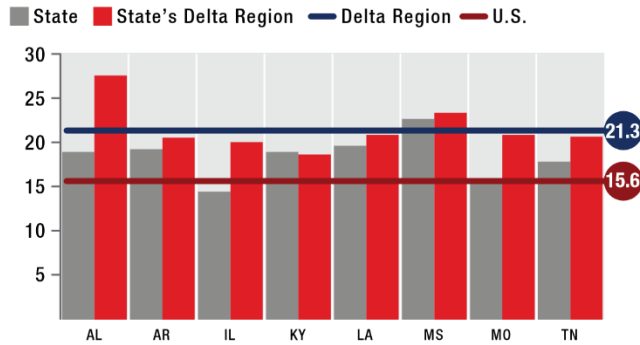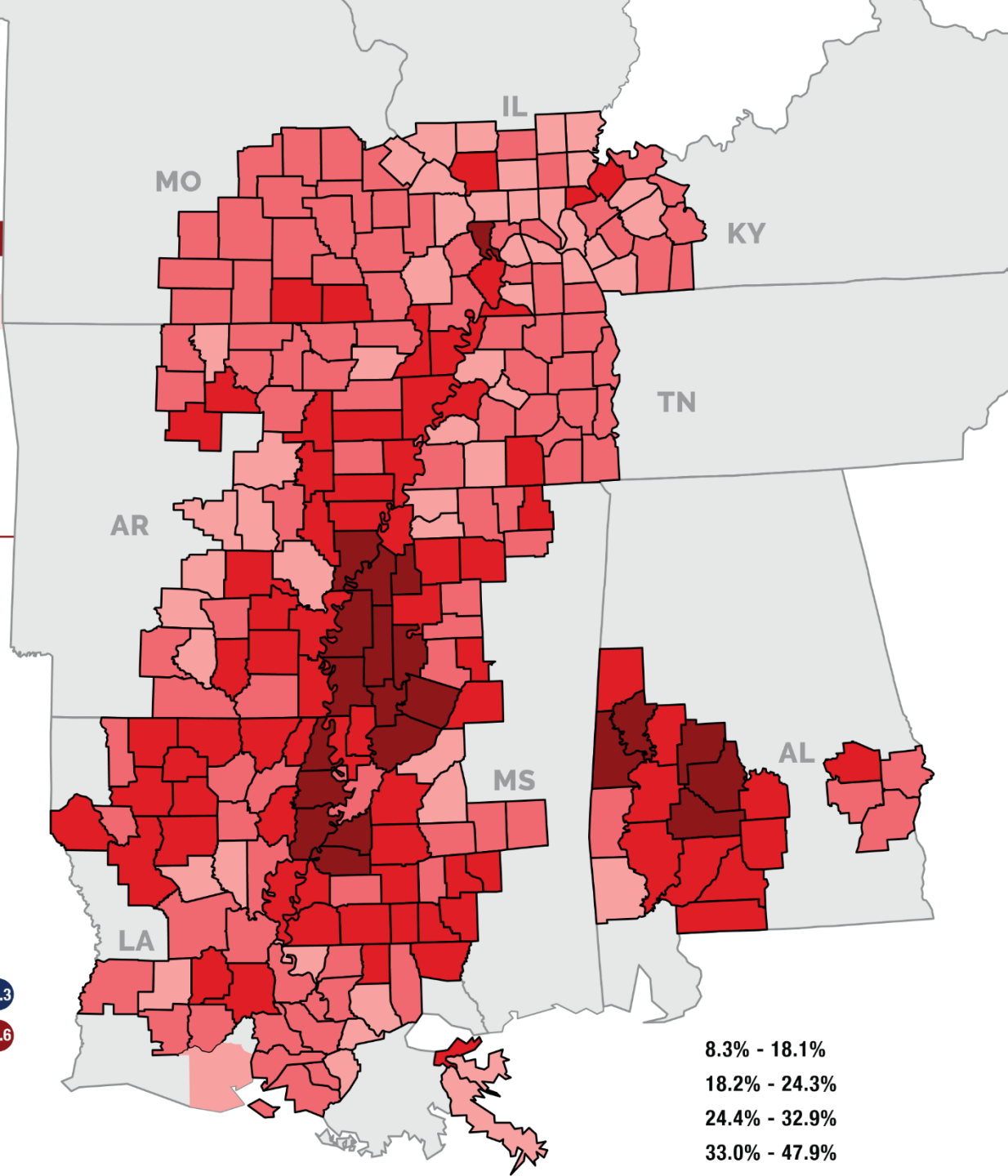
8.3% - 18.1%

18.2% - 24.3%

24.4% - 32.9%

33.0% - 47.9%

Murray State 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. This metric is important because students who are underprepared face more challenges progressing towards degree.

Performance Metric	Baseline* 2014-15	2015-16	2016-17	2017-18	2018-19	Target
Progress of Underprepared Students (English)	53.9% (41/76)					70%
Progress of Underprepared Students (Mathematics)	4.1% (6/145)					60%

* 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.

Murray State University

- Murray State University provides high school students with access to college-level experiences:
  - Dual credit
  - Racer, Falcon, and Bomber Academies
  - Governor's Scholars Program
  - Commonwealth Honors Academy
  - Institute for Future Agriculture Leaders (IFAL)

Murray State University

- Murray State University provides access to multiple populations
  - Military friendly
  - 23 online programs at the undergraduate and graduate levels
  - Transfer MOUs and reverse transfer agreements
  - 93% of new, full-time freshmen receive some sort of financial aid

Murray State 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. This metric is important because higher first year retention leads 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	70.3%	72.9%	72.4%	71.8%	74.2%	5.5%	77%	3.8%
Low-income	63.8%	66.9%	61.2%	61.8%	65.6%	2.9%	70%	6.6%
URM	63.0%	66.8%	61.2%	60.6%	69.1%	9.8%	75%	8.5%

Murray State 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. This metric is important because 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	53.9%	53.2%	51.9%	48.5%	48.6%	-9.8%	50%	2.9%
Low-income	44.2%	38.9%	43.6%	38.4%	37.4%	-15.3%	40%	7.0%
URM	46.1%	41.1%	43.9%	36.5%	37.6%	-18.5%	40%	6.4%
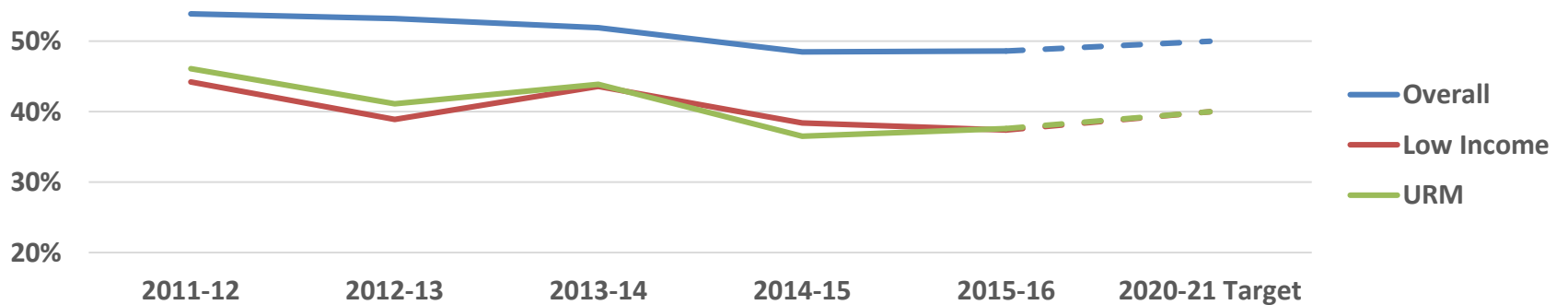
Murray State University
Retention

- Student success seminars embedded in first-year transition courses have improved retention with lasting effects:
  - Fall to spring semester retention rate was 83.5%, compared to 76%
  - 4% increase in retention maintained for three years
- Commission on Student Success focuses on all students

Murray State University
Graduation Rates

- Recapture Campaign targets individuals eligible to register who have chosen not to do so and helps them remove barriers to registration

  - Spring to fall efforts resulted in the fall registration of over 800 undergraduate students and over 380 graduate students

- Emerging Scholars Institute (ESI) enhances multicultural student success

Murray State University
Student Success Initiatives

- Our strategic initiatives are designed to improve student success

- Smaller class sizes lead to improved student learning: our average class size is 20 and our faculty to student ratio is 15:1

- Honors College's living and learning environment

Murray State 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 2020-21
	2012-13	2013-14	2014-15		
Avg. Credit Hrs. Earned	142.2	139.6	139.7	138	132

Note: The current median credit hours for MUSU is 133.

Average Number of Credit Hours Earned
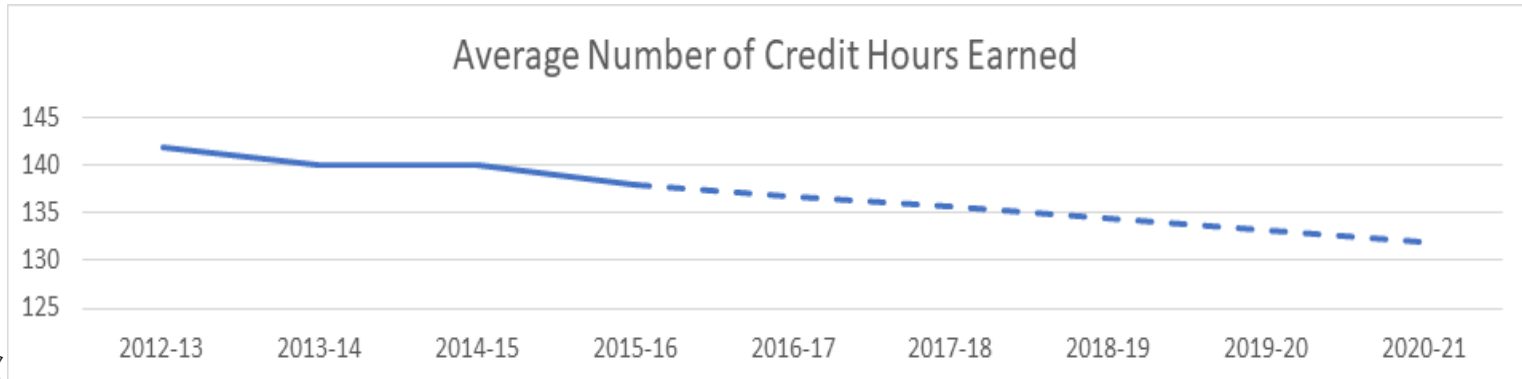
Murray State University

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 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Academic Quality (Undergraduate Research & Creative Works)	8.9%					
Academic Excellence (Faculty Development & Training)	2129					

Note: Targets are not required for these metrics

Murray State University

- Mentoring programs for students who are struggling academically:
    - Racer Connection: a faculty/staff mentor program
    - PARTners for Success: a student mentor program
    - NCLEX nursing mentoring program
- Pedagogy and engagement: Blitz Week and Fall Faculty Summit
- Racer One Stop Initiative

Murray State University

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

Performance Metric	Trend Data				Baseline 2015-16	Percent Change from 2011-12 to Baseline	Target 2020-21	Percent Change from Base To Target
	2011-12	2012-13	2013-14	2014-15				
Bachelor's Degrees	1,530	1,399	1,469	1,512	1,696	10.8%	**1,783**	5.1%
Low Income	680	655	687	733	747	9.9%	**815**	9.1%
URM	116	121	131	127	151	30.2%	**165**	9.3%
STEM+H	585	564	564	643	741	26.7%	**747**	0.8%
Graduate/ Professional Degrees	732	714	682	684	696	-4.9%	**699**	0.4%

IMPACT

STRONGER by degrees

Murray State 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).

IMPACT

Annual Bachelor's Degrees

8.5% growth (1.7% AAGR)

5.6% growth (1.1% AAGR)

5.1% growth (1.0% AAGR)

1,840

1,791

1,783

1,696

1,855
1,835
1,815
1,795
1,775
1,755
1,735
1,715
1,695

2015-16   2020-21

—— **Base to Target**   —— **Current Trajectory**   —— **State Attainment Goal**

STRONGER by degrees
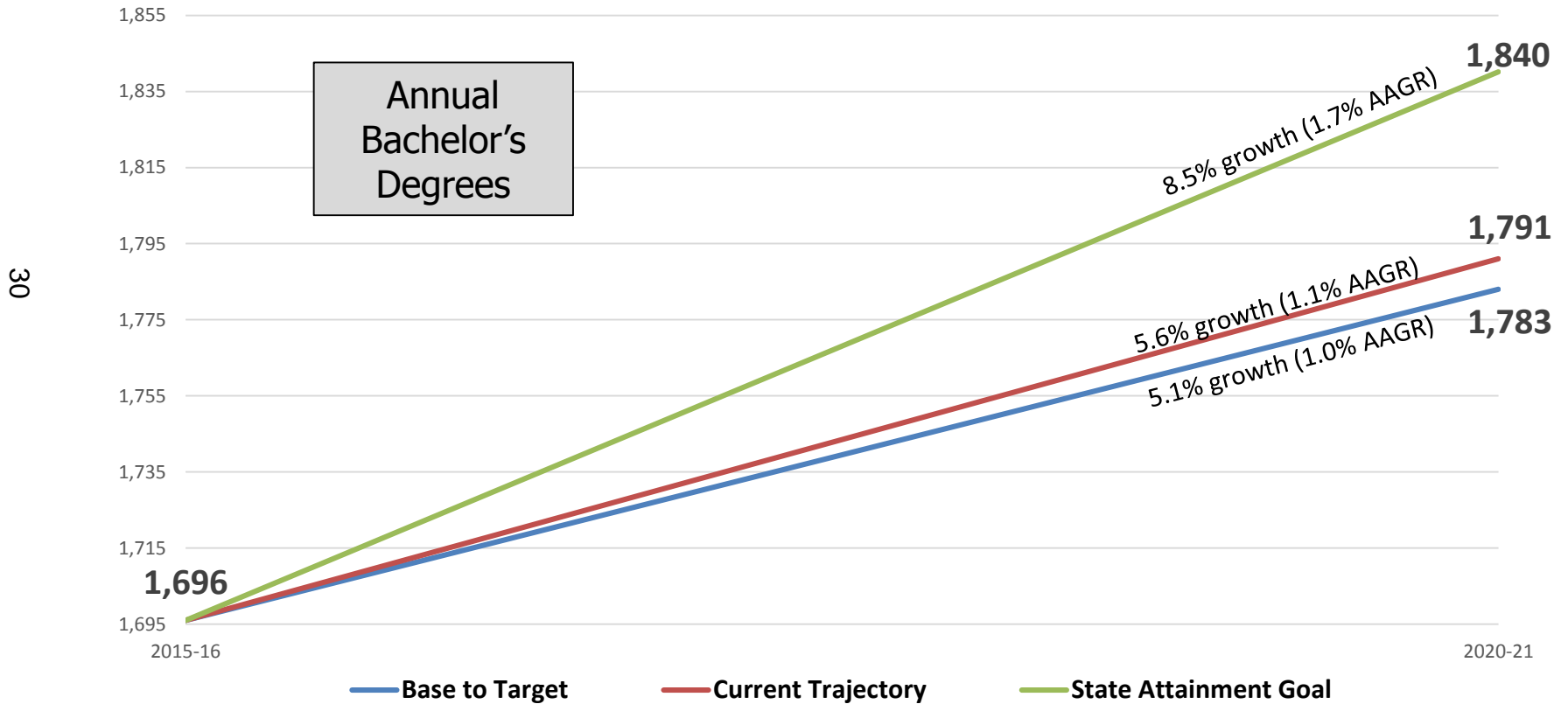
Murray State University

Internships/Co-ops/Clinical Experiences: This metric measures the percent of students completing a bachelors degree who completed an internship, co-operative work experience, or clinical learning experience. This metric is important because 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	48.3%					

Note: Targets are not required for these metrics

Murray State University

- The total increase in earning capacity generated by Racer Alumni is $921.3 million
- Murray State University has the greatest wage increase for STEM and education masters-level graduates in the state
- We have the second-largest wage increase for those earning a masters degree in business

Murray State University
Impact on the Commonwealth

- 2016 Economic Impact report

- Total economic impact on the state is $495 million

- Total revenue generated by University employee, student, and visitor spending is $207 million

- Annual state and local tax revenue generated by Murray State University activity is $18.2 million

Murray State University
Regional Stewardship Activities

- All colleges and nearly every department participate in events with K-12 schools

- Lt. Governor's Entrepreneurship Challenge regional event hosts, with over 25 regional competitors, one of whom won the statewide competition

- Career Services Advisory Council

Murray State University
Regional Stewardship Activities

- New Breathitt Veterinary Center (Hopkinsville) supports Kentucky's agricultural interests in food safety, animal disease diagnostics, and public health

- Cultural Leadership Academy (CLA) provides police officer training for leadership competency with multicultural communities

- Town & Gown reinvests in our local community

- University events available to our community

CONTACT INFO

Robert O. Davies, President
Murray State University
Phone: 270-809-3763
Email: rdavies@murraystate.edu

QUESTIONS?

Stronger by Degrees:
Western Kentucky University Annual Report

President Timothy Caboni will present Western Kentucky University's annual report to the Council. The report will highlight the baseline data compiled for the 2016-21 Strategic Agenda and WKU'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, KYAE and AIKCU will provide the Council with an update on their progress in three areas of the agenda: Opportunity, Success & Impact.

Institutional Scorecard: Western Kentucky University

OPPORTUNITY	2011-12	Baseline 2014-15	Target 2019-20	% Change Base to Target
Progress of Underprepared Students -- English	-	60.9%	70.2%	15.3%
Progress of Underprepared Students -- Mathematics	-	42%	52%	23.9%

SUCCESS	2011-12	Baseline 2015-16	Target 2020-21	% Change Base to Target
First- to Second-Year Retention	71.3%	72.8%	74.6%	2.5%
Low Income	64.5%	63.7%	65.3%	2.4%
Underrepresented Minority	62.4%	58.3%	60.0%	2.9%
Six-Year Graduation (Bachelor Degree)	49.6%	51.9%	53.7%	3.4%
Low Income	37.5%	41%	42%	2.6%
Underrepresented Minority	35.6%	33.9%	35.6%	4.9%
Average Credit Hours Earned	139.6	139.6	138.6	-0.7%
Academic Quality: Academic Quality	-	41.3%	50%	-
Academic Excellence: Masters Degrees with Thesis	-	90	97	-

IMPACT	2011-12	Baseline 2015-16	Target 2020-21	% Change Base to Target
Bachelor's Degrees Awarded	2,694	2,817	2,987	6%
Low Income	1,265	1,353	1,455	7.5%
Underrepresented Minority	243	315	347	10.2%
STEM+H	752	888	1,021	15%
Graduate/Professional Degrees Awarded	1,013	881	950	7.8%
Internships/Co-ops/Clinical Experiences	-	53.8%	56.2%	-
Total Research Expenditures	-	$7,854	$10,000	-
Extramural Research & Development	-	$4,635	$6,500	-

Kentucky Council on Postsecondary Education

Annual University Report:

Western Kentucky University

Presented to the Council on Postsecondary Education

Date: November 3, 2017

WKU.®

Kentucky Council on Postsecondary Education

WESTERN 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. This metric is important because students who are underprepared face more challenges progressing towards degree.

Performance Metric	Baseline* 2014-15	2015-16	2016-17	2017-18	2018-19	Target 10-year: 2025-26
Progress of Underprepared Students (English)	60.9% (196/322)					70.2% *100.0%*
Progress of Underprepared Students (Mathematics)	42.0% (384/915)					60.0% *100.0%*

* 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.

WESTERN 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. This metric is important because higher first year retention leads to higher graduation rates.

Performance Metric	Trend Data				Baseline 2015-16	Percent Change from 2011-12 to Baseline	Target 2020-21 *10-year: 2025-26*	Percent Change from Baseline to Target
	2011-12	2012-13	2013-14	2014-15				
1st to 2nd-Year Retention	71.3%	71.7%	73.1%	72.4%	72.8%	2.1%	74.6% ***80.0%***	2.5% ***9.9%***
Low-income	64.5%	61.6%	65.7%	63.1%	63.7%	-1.2%	65.3% ***72.0%***	2.5% ***13.0%***
URM	62.4%	58.6%	62.6%	59.1%	58.3%	-6.5%	60.0% ***66.0%***	2.9% ***13.2%***

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WESTERN 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. This metric is important because timely completion leads to higher student success.

Performance Metric	Trend Data				Baseline 2015-16	Percent Change from 2011-12 to Baseline	Target 2020-21 *10-year: 2025-26*	Percent Change from Baseline to Target
	2011-12	2012-13	2013-14	2014-15				
6-Year Grad. Rate	49.6%	50.3%	50.1%	50%	51.9%	4.6%	53.7% *60.0%*	3.5% *15.6%*
Low-income	44.6%	44.6%	44.7%	41.5%	41%	-3.6%	42.0% *50.0%*	2.4% *22.0%*
URM	36.3%	35.6%	33.8%	33.3%	33.9%	-4.7%	35.6% *45.0%*	5.0% *32.7%*
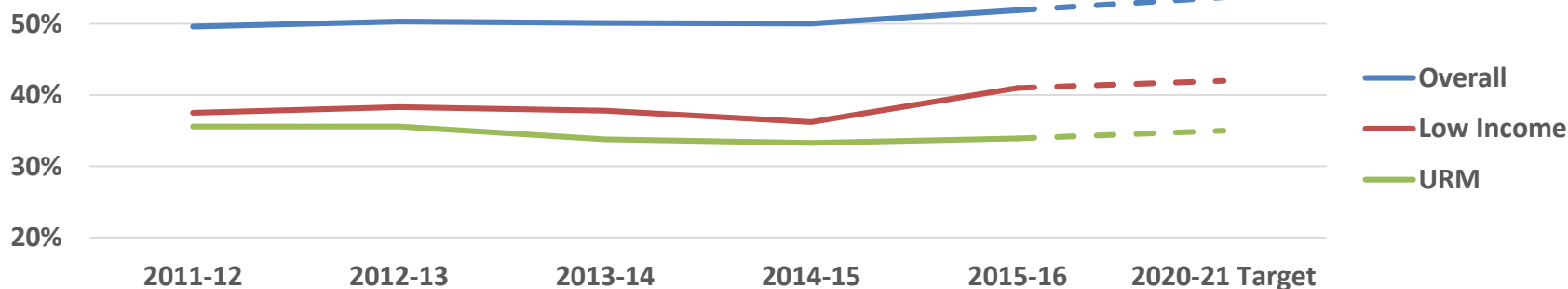
WESTERN KENTUCKY UNIVERSITY

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 2020-21
	2012-13	2013-14	2014-15		
Avg. Credit Hrs. Earned	139.6	139.6	139.3	139.6	138.6

Note: The current median average credit hours for WKU is 134.

WESTERN 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.

- *Masters Degrees with Thesis:* The total number of masters degrees requiring completion of a thesis.

Performance Metric	Baseline 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21 *10-year: 2025-26*
Academic Quality (Undergraduate Research & Creative Works)	41.3%					50.0% **60.0%**
Academic Excellence (Masters Degrees with Thesis)	90					97 **105**

Note: Targets are not required for these metrics

WESTERN KENTUCKY UNIVERSITY

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

Performance Metric	Trend Data				Baseline 2015-16	Percent Change from 2011-12 to Baseline	Target 2020-21 *10-year: 2025-26*	Percent Change from Base To Target
	2011-12	2012-13	2013-14	2014-15				
Bachelor's Degrees	2,694	2,627	2,751	2,704	2,817	4.6%	2,987 *3,316*	6.0% *17.7%*
Low Income	1,265	1,271	1,382	1,390	1,353	7%	1,455 *1,592*	7.5% *17.7%*
URM	241	271	285	287	315	30.7%	347 *371*	10.2% *17.8%*
STEM+H	752	716	808	743	888	18.1%	1,021 *1,135*	15.0% *27.8%*
Graduate/ Professional Degrees	1,013	1,006	928	853	881	-13%	950 *1,030*	7.8% *16.9%*

WESTERN KENTUCKY UNIVERSITY

Internships/Co-ops/Clinical Experiences: This metric measures the percent of students completing a bachelors degree who completed an internship, co-operative work experience, or clinical learning experience. This metric is important because 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 *10-year: 2025-26*
Internships/ Co-ops/ Clinical Experiences	53.8%					56.2% **60.0%**
Total Research Expenditures	7,854					10,000 **15,000**
Extramural Research & Development	4,635					6,500 **10,500**

Note: Targets are not required for these metrics

Questions?

Western Kentucky University

Contact:

Timothy Caboni, President

Phone: 270.745.4346

Email: president@wku.edu

WKU

STRONGER
by degrees

Stronger by Degrees:
Kentucky Community & Technical College System
Annual Report

President Jay Box will present Kentucky Community & Technical College System's annual report to the Council. The report will highlight the baseline data compiled for the 2016-21 Strategic Agenda and KCTCS'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, KYAE and AIKCU will provide the Council with an update on their progress in three areas of the agenda: Opportunity, Success & Impact.

Scorecard: Kentucky Community & Technical College System (KCTCS)

OPPORTUNITY	2011-12	Baseline 2014-15	Target 2019-20	% Change Base to Target
Progress of Underprepared Students -- English	-	28%	50%	78.7%
Progress of Underprepared Students --Math	-	21.4%	40%	86.5%

SUCCESS	2011-12	Baseline 2015-16	Target 2020-21	% Change Base to Target
First- to Second-Year Retention	50.9%	52.6%	54.4%	3.5%
Low Income	48.3%	50.3%	53.7%	6.8%
Underrepresented Minority	40%	45.1%	46.8%	3.7%
Three-Year Graduation	23.6%	26.8%	30.5%	13.9%
Low Income	22.7%	23.4%	28%	19.6%
Underrepresented Minority	12%	16.5%	22.5%	36.2%
Average Credit Hours Earned	91.1 (2012/13)	86.2	80	-7.2%
Transfer Rate: Assoc Graduate to Four-Year Instit	36.3%	37.8%	42.4%	11.9%
Academic Quality: Pass Rates Licensure	-	88.8%	NA	-
Academic Quality: Value Add Certs (CTE, Workforce...)	-	TBD	NA	-

IMPACT	2011-12	Baseline 2015-16	Target 2020-21	% Change Base to Target
Credentials Awarded	28544	30765	33488	8.9%
Low Income	19873	20339	22139	8.8%
Underrepresented Minority	3084	3340	3757	12.5%
STEM+H	10270	10687	11633	8.9%
Internships/Co-ops/Clinical Experiences	-	23.3%	NA	-

Kentucky Council on Postsecondary Education

June 12, 2017

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Annual University Report:
Kentucky Community & Technical College System

Presented to the Council on Postsecondary Education

November 3, 2017

KCTCS

STRATEGIC PLAN

2016-2022

THE FUTURE IN FOCUS

KCTCS
HIGHER EDUCATION BEGINS HERE

VALUES

- Flexibility and innovation
- Quality and excellence
- Openness and accountability
- Continuous improvement
- Data-and-outcomes-driven decision-making
- Inclusion, equity, respect, and global diversity
- Balance, collaboration, and teamwork

VISION

To be a world-class system of colleges educating Kentucky's globally competitive workforce.

MISSION

In everything we do, our mission is to improve the quality of life and employability of the citizens of the Commonwealth by serving as the primary provider of:

- College and Workforce Readiness
- Transfer Education
- Workforce Education and Training

KCTCS Strategic Plan

2016-2022 GOALS

RAISE THE LEVEL OF EDUCATIONAL ATTAINMENT IN THE COMMONWEALTH BY POSITIONING KCTCS AS THE ACCESSIBLE, AFFORDABLE, AND RELEVANT POSTSECONDARY EDUCATION CHOICE FOR KENTUCKIANS.

INCREASE ACCESS AND SUCCESS FOR ALL KCTCS STUDENTS, PARTICULARLY AMONG TRADITIONALLY UNDERSERVED POPULATIONS.

DEVELOP CLEAR PATHWAYS THROUGH ALL LEVELS OF POSTSECONDARY EDUCATION WITH AN EMPHASIS ON EXPERIENTIAL LEARNING THAT LEAD TO SUCCESSFUL EMPLOYMENT OUTCOMES FOR KCTCS GRADUATES.

IMPROVE STUDENT ENGAGEMENT, SUPPORT, EXPERIENCES, AND SUCCESS WITH BEST-IN-CLASS ACADEMIC AND STUDENT SERVICES.

ALIGN PROGRAMS AND CURRICULA WITH NEEDS OF EMPLOYERS THAT ENHANCE THE EMPLOYABILITY, JOB PLACEMENT, AND CAREER DEVELOPMENT OF KCTCS GRADUATES.

KCTCS

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. This metric is important because students who are underprepared face more challenges progressing towards degree.

Performance Metric	Baseline* 2014-15	2015-16	2016-17	2017-18	2018-19	Target 2019-20
Progress of Underprepared Students (English)	28% (526/1880)					50%
Progress of Underprepared Students (Mathematics)	21.4% (958/4467)					40%

* 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.

FOLLOW UP
PROGRESS OF UNDERPREPARED STUDENTS

- Scale-up the co-requisite model.

- Contextualize to student's program of study.

- Assessment and Placement Policy.

- **Streamline time and path to degree.**

KCTCS
ACTION PLAN
2016-2018

MOVING
THE NEEDLE >>>
FORWARD
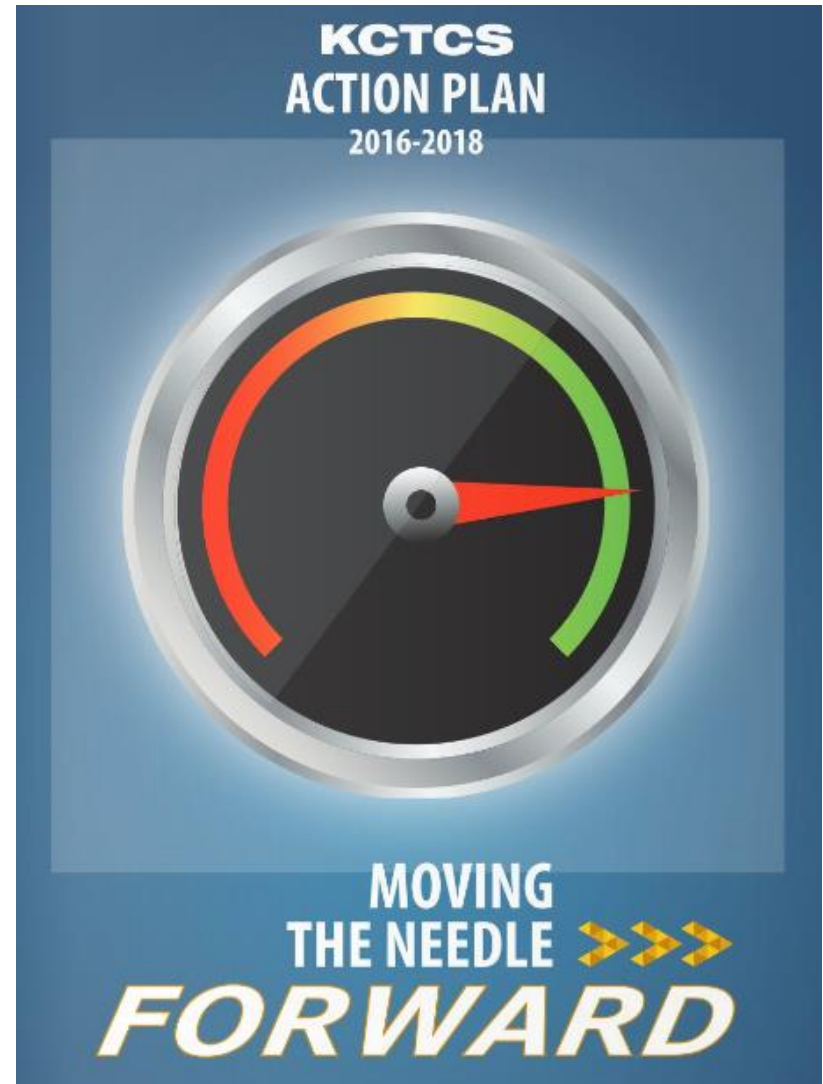
KCTCS

First to Second Year Retention: This metric measures the percent of first-time full and part -time credential-seeking students who are retained in the fall of the second year or completed the credential in the first year. This metric is important because higher first year retention leads 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	50.9%	51.6%	52.0%	50.1%	52.6%	3.4%	54.4%	3.5%
Low-income	48.3%	49.9%	49.2%	47.6%	50.3%	4.1%	53.7%	6.8%
URM	40.0%	40.4%	42.2%	40.1%	45.1%	12.9%	46.8%	3.7%
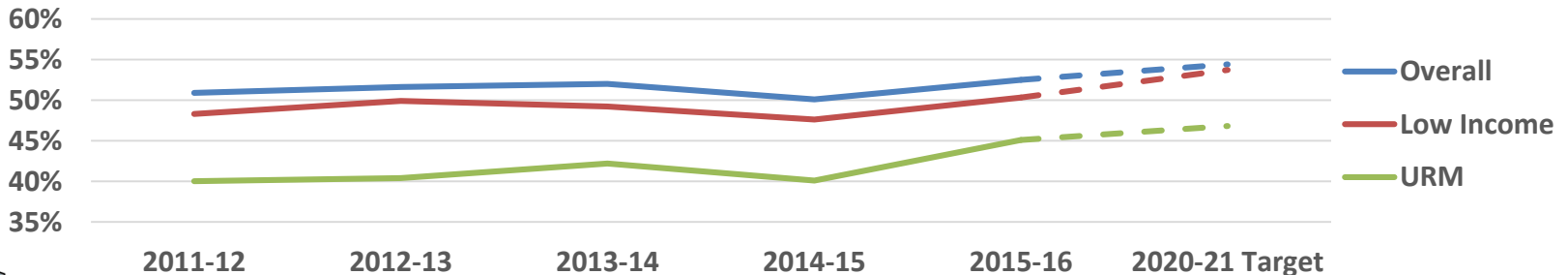
FOLLOW UP
FIRST TO SECOND YEAR RETENTION

- The CPE/IPEDS retention measure is based on a small portion of the overall KCTCS student enrollment.

- Each of our colleges has created a Strategic Enrollment Management plan. These plans emphasize both new enrollment and retention.

Auditors 0.2%

First-Time Credential-Seeking 13.5%

Transfer-In Credential-Seeking 4.6%

Non-Credential 12.6%

High School 15.7%

Continuing Credential-Seeking 53.5%
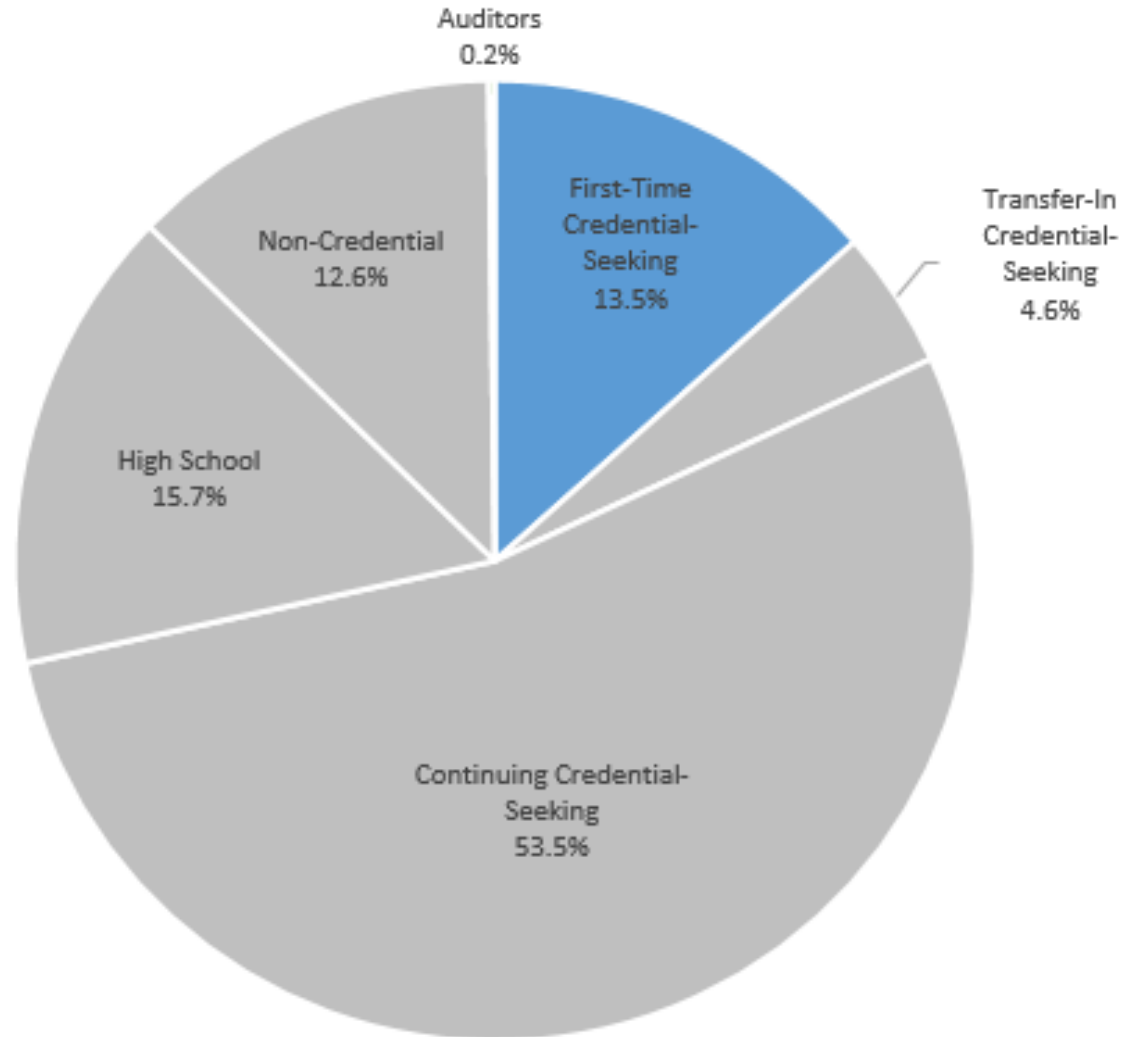
PREDICTION DISTRIBUTION - FALL 2017 - SPRING 2018 ⓘ

Very Low	1%
Low	13%
Moderate	21%
High	50%
Very High	15%

54,257
Active Students
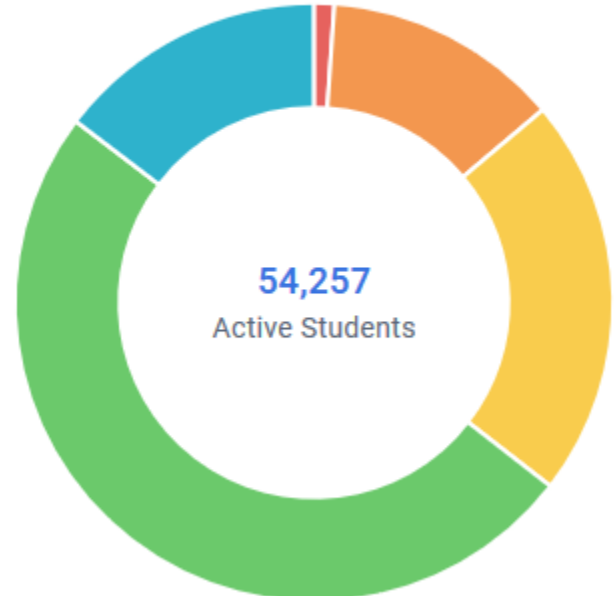
POWERFUL PREDICTORS

1	GPA (Prior Term) ⓘ	6	Avg Number of Sections Attempted Per Term (Prior Year) ⓘ
2	Average Number of Days Enrolled Before Start (Current Term) ⓘ	7	Term GPA Standard Deviation (Prior Year) ⓘ
3	Major CIP Code 2 Digit ⓘ	8	Online GPA (Cumulative) ⓘ
4	On-ground Credits Attempted (Current Term) ⓘ	9	Max ACT Math Score ⓘ
5	Institutional Credits Earned Ratio (Cumulative) ⓘ	10	Average Institutional Credits Earned (Prior Year) ⓘ

63

KCTCS

Three-Year Graduation Rate: This metric measures the percent of first-time, full-time credential seeking students who graduate with a credential in three years. This metric is important because 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				
3-Year Grad. Rate	23.6%	23.4%	23.7%	26.6%	26.8%	13.6%	30.5%	13.9%
Low-income	22.7%	21.7%	20.7%	24.3%	23.4%	2.9%	28.0%	19.6%
URM	12.0%	13.4%	14.5%	14.7%	16.5%	37.8%	22.5%	36.2%
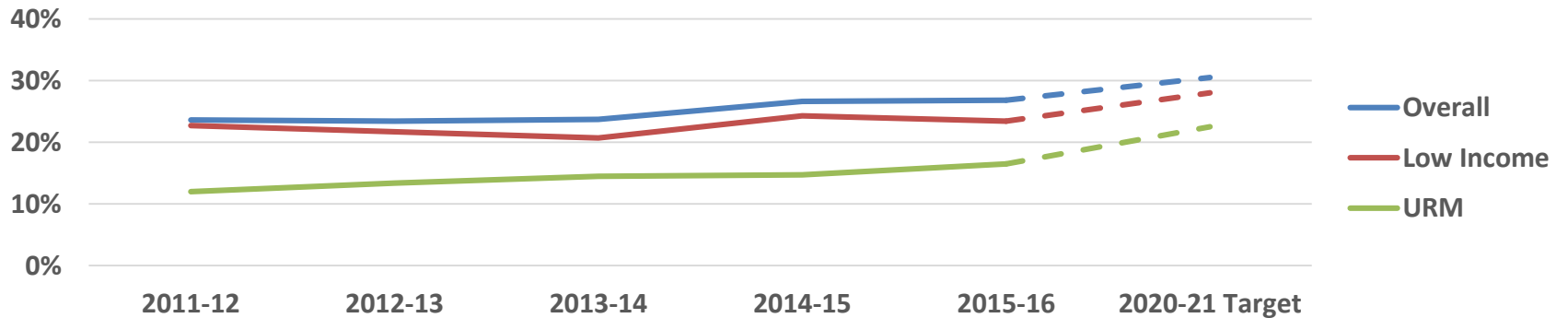
FOLLOW UP
THREE-YEAR GRADUATION RATE

- Leverage technology to fully develop and utilize degree audit/academic planning modules in the student information system.

- Develop seamless pathway for creating and maintaining degree audit information as it move through academics, system registrar, technology solutions, and financial aid.

- Promote a broad definition of success – short-term certificates, associate degrees, transfer to a four-year institution, sustainable employment.

IPEDS 8-Year Outcome Measures

	Graduated	Still Enrolled	Transferred
First-time, full-time entering	34.4%	1.9%	21.2%
First-time, part-time entering	22.1%	2.3%	19.7%
Non-first-time, full-time entering	37.2%	1.2%	33.7%
Non-first-time, part-time entering	31.2%	1.5%	31.4%
Total	31.5%	1.9%	23.0%

KCTCS

Average Number Credits Earned : This metric measures the number of credit hours earned by associate'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 2020-21
	2012-13	2013-14	2014-15		
Avg. Credit Hrs. Earned	91.1	91.4	90.3	86.2	80.0

Note: The current median credit hours for KCTCS is 79.

AVERAGE NUMBER CREDITS EARNED

- Streamline academic programs by keeping our associate degree total credit hours to near 60.

- Standardize review and acceptance of transfer credit hours.

- Improve data quality.
  - The steep reduction between 2014-15 and 2015-16 was mainly due to accurately reporting students who had previously been awarded an associate or bachelor's degree as well as excluding credit hours earned after the associate was awarded.

KCTCS

Transfer Students Entering Four-year Institutions with an Associates Degree:
This metric measures the percentage of KCTCS students who earn an associate degree and then transfer to a four-year institution by the next Academic Year.

Performance Metric	Trend Data			Baseline 2014-15	Target 2020-21
	2011-12	2012-13	2013-14		
% KCTCS Graduates (with Assoc. Degree) Enrolled in 4-Yr Institution	36.3%	37.8%	37.4%	37.9%	42.4%

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Exit to Workforce
Transferred

AA, AS, or Both:
- 1,719 / 40.3% / AA, AS, or Both (Exit to Workforce)
- 2,544 / 59.7% / AA, AS, or Both (Transferred)

AAS:
- 3,513 / 81.9% / AAS (Exit to Workforce)
- 776 / 18.1% / AAS (Transferred)
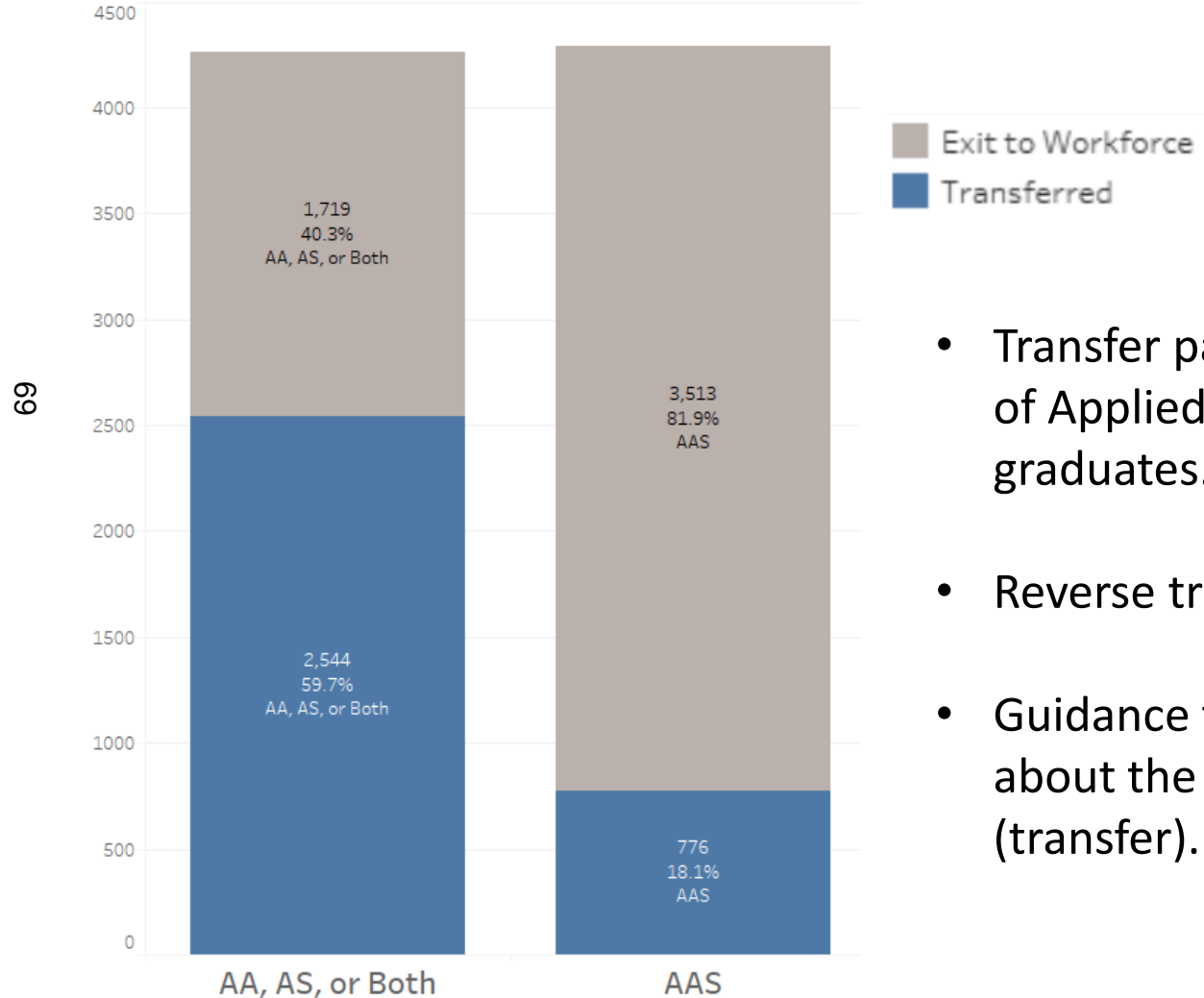
- Transfer pathways for Associate of Applied Science (AAS) graduates.

- Reverse transfer.

- Guidance to AA/AS graduates about the intent of the program (transfer).

FOLLOW UP
TRANSFER STUDENTS

Legend:
- Social/Behavioral Sci.
- STEM
- Health
- Business/Comm.
- Not Provided
- Education
- Arts and Humanities
- Trades
- Multi/interdisciplinary studies

Category	Value
Social/Behavioral Sci.	570
STEM	548
Health	546
Business/Comm.	530
Not Provided	425
Education	320
Arts and Humanities	296
Trades	151
Multi/interdisciplinary studies	17
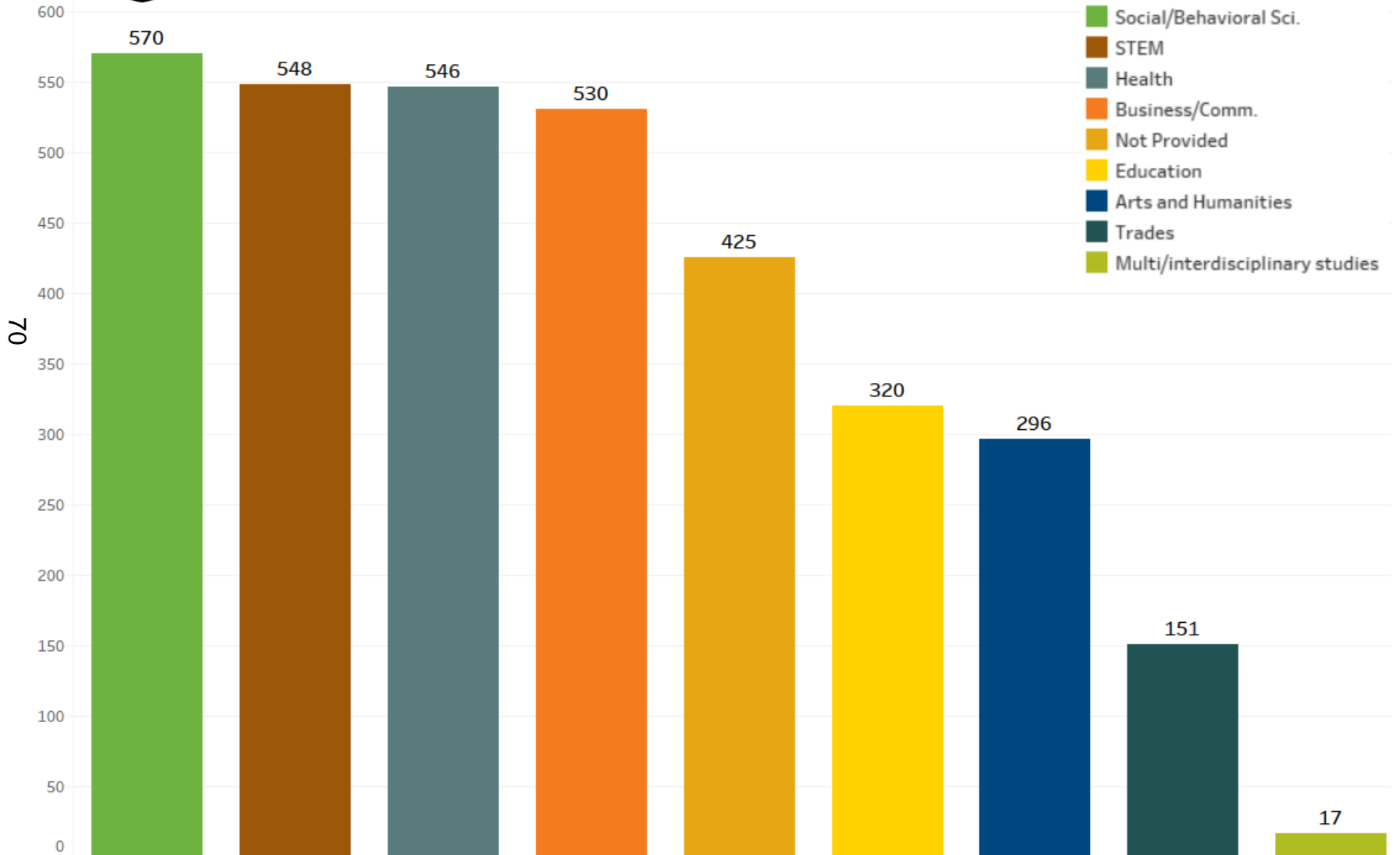
FOLLOW UP
TRANSFER STUDENTS
ALL TRANSFER INSTITUTIONS

Pie chart:
- 2.3% Private for profit, 4-year+
- 15.4% Private not for profit, 4-year+
- 82.3% Public, 4-year+
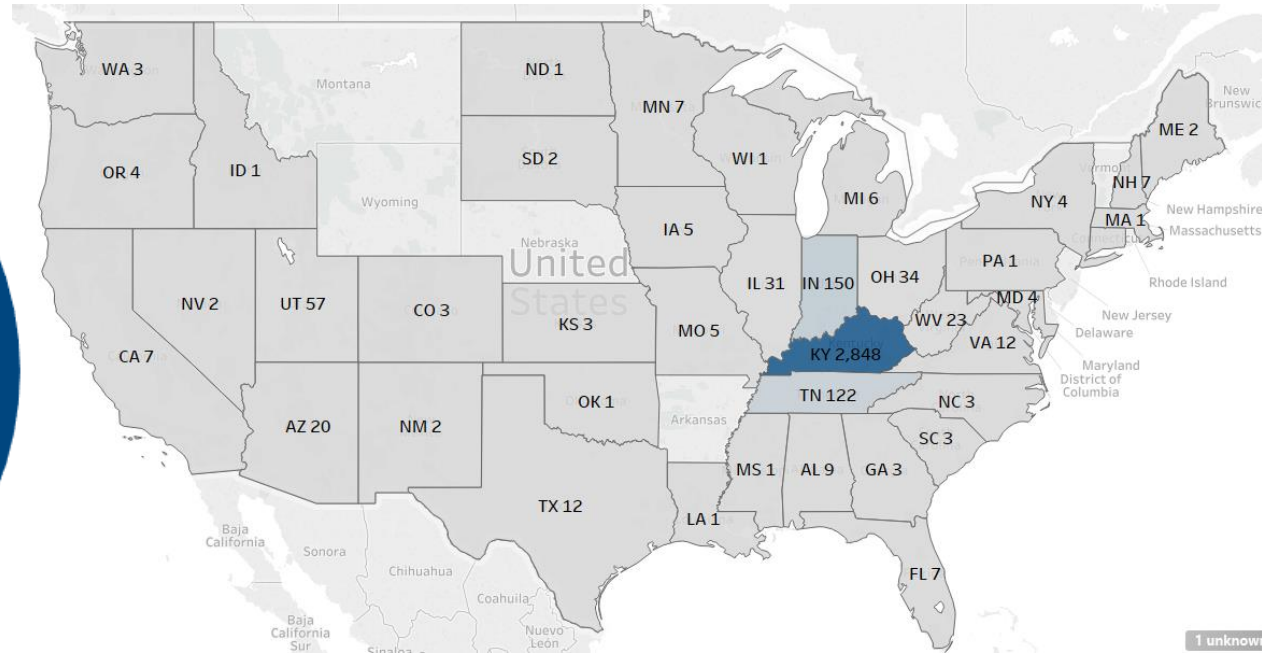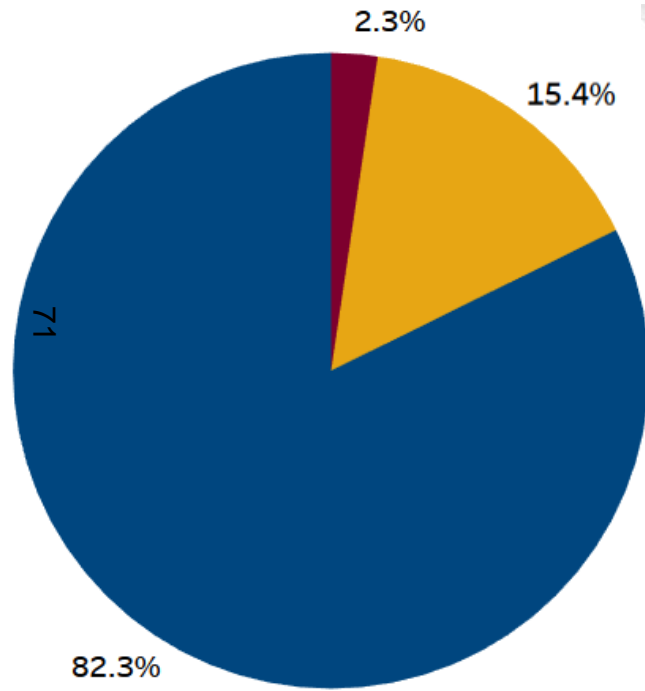
Legend:
- Private for profit, 4-year+
- Private not for profit, 4-year+
- Public, 4-year+

Map values:
WA 3, ND 1, MN 7, ME 2, OR 4, ID 1, SD 2, WI 1, MI 6, NY 4, NH 7, MA 1, NV 2, UT 57, CO 3, IA 5, IL 31, IN 150, OH 34, PA 1, MD 4, CA 7, KS 3, MO 5, WV 23, VA 12, KY 2,848, TN 122, NC 3, AZ 20, NM 2, OK 1, SC 3, MS 1, AL 9, GA 3, TX 12, LA 1, FL 7

1 unknown

TRANSFER STUDENTS
TOP TRANSFER INSTITUTIONS
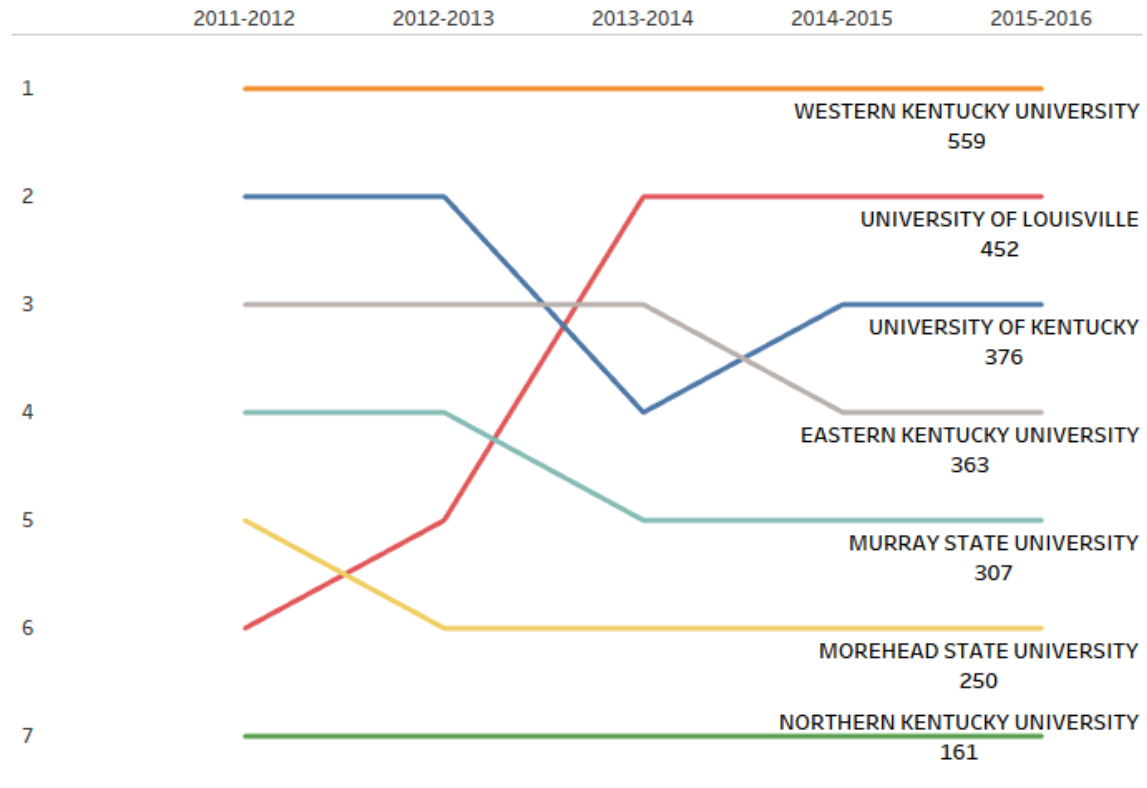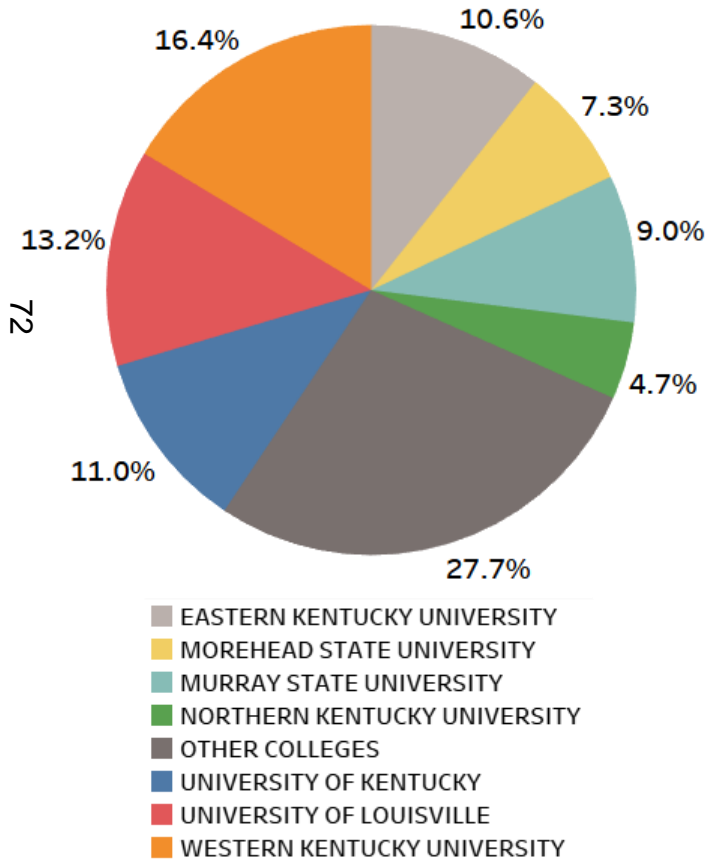
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KCTCS

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

- *Passage Rate on Licensure & Certification Exams*

Performance Metric	Baseline 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Academic Quality *(Passage Rate on Licensure & Certification Exams)*	88.8%					

Note: Targets are not required for these metrics

LICENSURE / CERTIFICATION PASS RATE

Chart: Licensure/Certification Pass Rate by VFA Cohort

- VFA 2014 COHORT: 91.0%
- VFA 2015 COHORT: 88.9%
- VFA 2016 COHORT: 88.8%
- VFA 2017 COHORT: 89.3% (90.2%)
- VFA 2022 COHORT: Exceed National/State Average — 89.3% for VFA 2017 Cohort

74
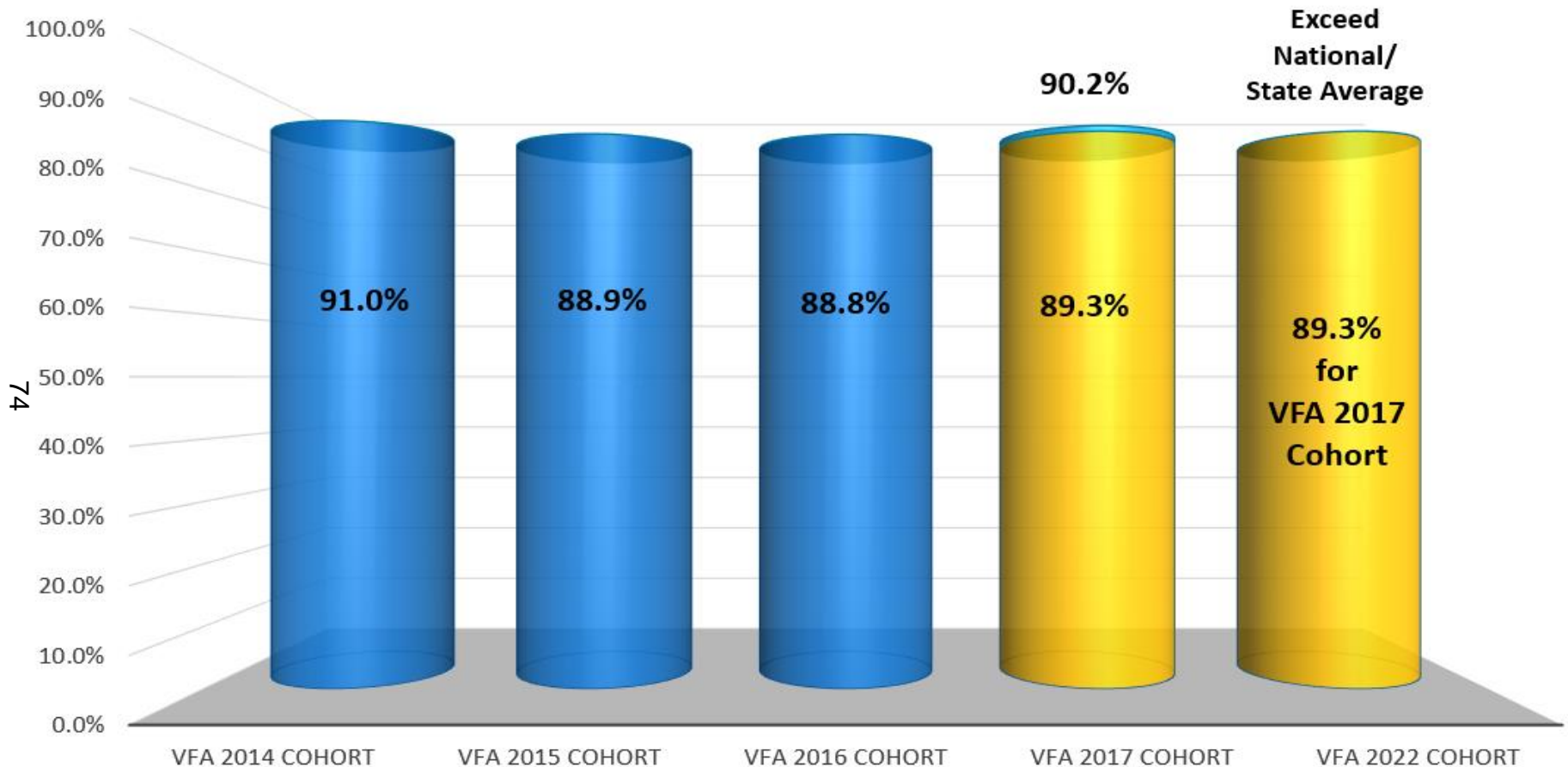
Source: Voluntary Framework of Accountability based on KCTCS data as submitted in PeopleSoft

Definition: The number of students in the Voluntary Framework of Accountability's (VFA) Career and Technical Education (CTE) completer/leaver cohort who achieve a passing grade on their first attempt of a licensure exam within one year divided by the number of students in the CTE completer/leaver cohort who sat for the first time to take the licensure exam within one year.

Academic Quality and Excellence

What is Voluntary Framework of Accountability (VFA)?

- The VFA is the principal accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences.
- The VFA gauges student progress and outcomes including pre-collegiate preparation (such as developmental education and Adult Basic Education), academic progress and momentum points, completion and transfer measures, and workforce outcomes for career and technical education.

Why do we need a VFA?

- Existing accountability measures in higher education do not adequately measure the unique mission of community colleges. Most were designed for universities and modified to be used at the community college level. For example, existing measures may exclude part-time students or non-credit career and technical students who are a key part of community colleges' mission. In light of the inadequacy of existing measures, the VFA provides community colleges with a significantly improved ability to assess their performance, identify areas for improvement, and demonstrate their commitment to their academic mission.

Examples include the following:
- Nursing
- Cosmetology
- Emergency Medical Technicians (EMTs)
- National Occupational Competency Testing Institute (NOCTI)
- Electronics
- Engineering
- Architecture
- Carpentry

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KCTCS

Degrees Awarded: These metrics measure the number of Degrees and Credentials awarded. This metric is important because Kentucky must increase statewide educational attainment to create a better educated workforce and improve economic opportunity for our citizens.

Performance Metric	Trend Data				Baseline 2015-16	Percent Change from 2011-12 to Baseline	Target 2020-21	Percent Change from Base To Target
	2011-12	2012-13	2013-14	2014-15				
Degrees & Credentials	28,544	28,469	31,715	30,012	30,765	7.8%	**33,488**	8.9%
Low Income	19,873	20,138	22,403	21,090	20,339	2.3%	**22,139**	8.8%
URM	3,084	2,940	3,378	3,228	3,340	8.3%	**3,757**	12.5%
STEM+H	10,270	10,501	11,406	10,960	10,687	4.1%	**11,633**	8.9%

FOLLOW UP
Degrees Awarded

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Total	27,813	28,544	28,469	31,715	30,012	30,765	34,502
Certificates	17,529	17,315	17,407	19,871	18,458	19,318	22,358
Total Graduates	14,879	14,563	14,947	15,958	15,227	14,843	16,147
Diplomas	2,385	2,276	2,187	2,264	1,922	1,785	2,194
AFA	1	2	10	8	9	20	16
AAS	4,534	4,973	4,640	4,871	4,735	4,588	4,748
AS	1,062	1,302	1,503	1,803	1,831	1,977	2,131
AA	2,302	2,676	2,722	2,898	3,057	3,077	3,055

IMPACT

Kentucky sets record for degrees, credentials awarded

The Associated Press
OCTOBER 18, 2017 1:12 AM

Kentucky's public and independent colleges and universities conferred ... during the 2016-17 academic year.

... than 6 percent

Council President Bob ... student success.

How Kentucky's community colleges set a new graduation record

- Community and technical college enrollment is cyclical. KCTCS' peaked in 2011-12 shortly after the Great Recession, but we continue to set new highs in the number of credentials awarded.
  - Focus on both ends of the spectrum – from short-term workforce certificates to associate degrees.

KCTCS

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 credential production).

Annual Credentials & Degrees

33,488
8.9% growth (1.8% AAGR)

33,380
8.5% growth (1.7% AAGR)

33,273
8.1% growth (1.6% AAGR)

30,765

2015-16

2020-21

— **Base to Target**   — **Current Trajectory**   — **State Attainment Goal**
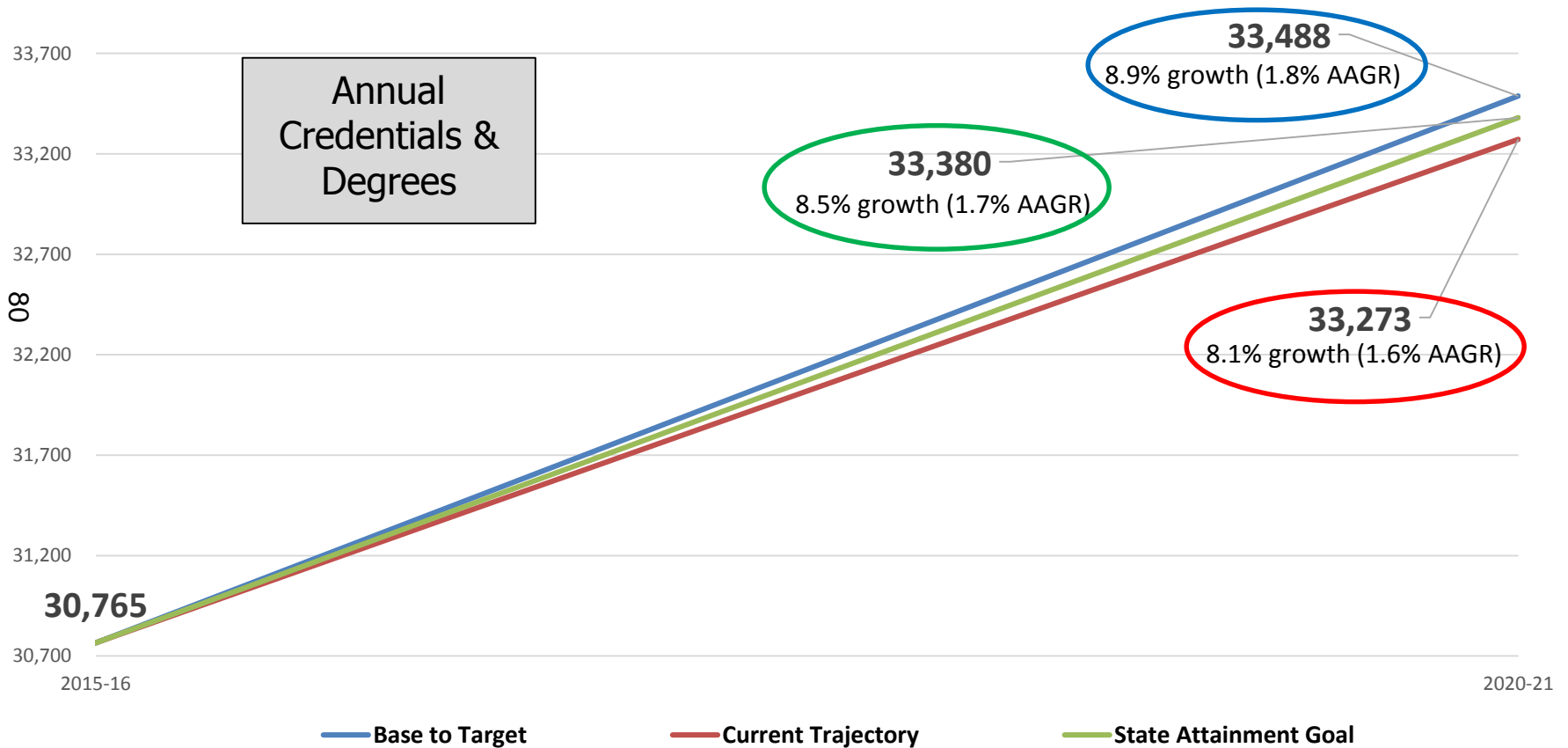
KCTCS

Internships/Co-ops/Clinical Experiences: This metric measures the percent of students completing an associate's degree who completed an internship, co-operative work experience, or clinical learning experience. This metric is important because 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
Non-Credit Workforce Training	18,617					
Internships/ Co-ops/ Clinical Experiences	23.3%					

Note: Targets are not required for these metrics

FOLLOW UP
Non-credit workforce training

Top Industry Sectors Served		
Construction		732
Public Administration		135
Manufacturing		124
Educational Services		101
Health Care & Social Assistance		99

Top Industry Sectors Served
# of Companies Served

Each Icon = 25 Companies

WORKFORCE CREDIT HOUR CONVERSION

Year	Value
2011-12	18,564
2012-13	12,346
2013-14	12,319
2014-15	14,794
2015-16	18,617
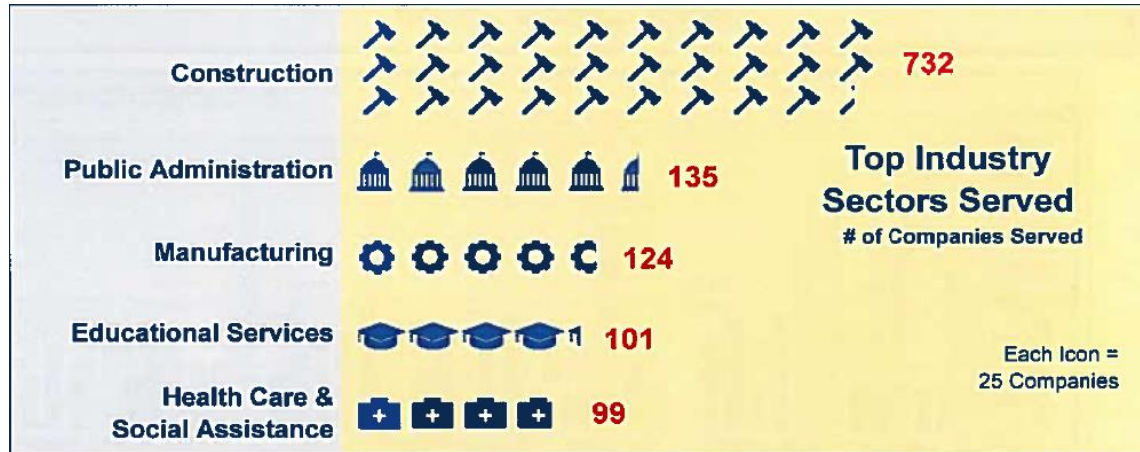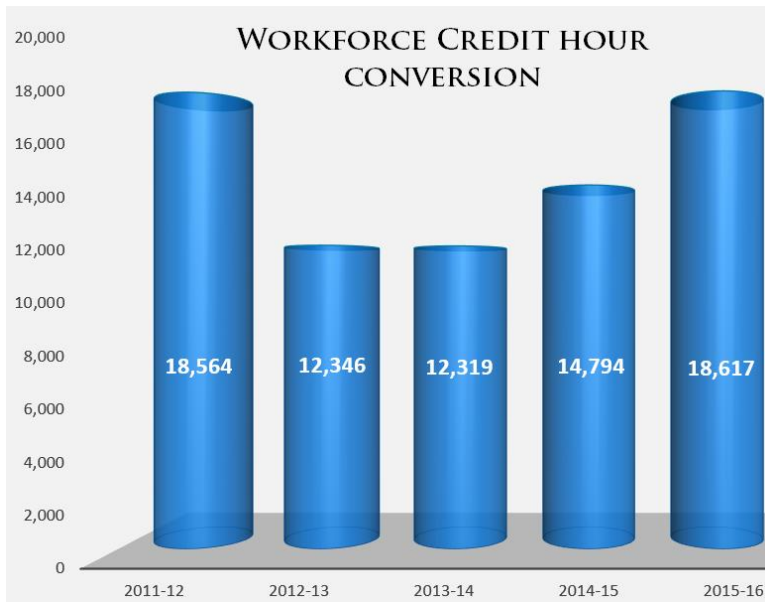
- Workforce Solutions Impact
  - 2015-2016 Headcount
    - Non-Credit - 18,617
    - Credit - 24,450
  - Mission also includes
    - Workforce Assessments
    - Community Education

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- Experiential Learning – ensure all diploma and AAS graduates have had work-based experiences.
  - KY FAME
  - Healthcare clinicals.

CONTACT INFO

Jay Box, President
Kentucky Community & Technical College System
Phone: 859.256.3201
Email: President@kctcs.edu

STRONGER
by degrees

QUESTIONS?

2018-20 Postsecondary Education Budget Recommendation

ACTION: The staff recommends that the Council approve the 2018-20 Postsecondary Education Budget Recommendation as proposed in the agenda materials.

For the past eight months, Council staff has worked collaboratively with campus presidents, provosts, chief budget officers, institutional research directors, and members of the Council's Budget Development Work Group to develop the 2018-20 postsecondary education budget recommendation. Staff is pleased to report that all nine public institution presidents and the Council president endorse the recommendation in its entirety.

The Council's 2018-20 budget recommendation contains four major funding categories:

1. Institutional operating funds
2. Strategic investment and incentive trust funds
3. Capital investment; and
4. CPE agency budget.

2018-20 Postsecondary Education Budget Recommendation
Institutional Operating Funds Request

The primary way that Kentucky finances its public postsecondary system and supports the teaching, research, and public service missions of individual colleges and universities is by appropriating state General Funds for institutional operations. These funds, along with tuition and fee revenue, support education and general (E&G) expenditures on campus, including faculty and staff salaries, fringe benefits, student financial aid, utilities, building maintenance, libraries, student support services, and numerous other operating expenses. When available, these funds also finance strategic initiatives consistent with mandates of House Bill 1 (1997).

- *Council staff recommends total General Fund appropriations of $956,982,700 in 2018-19 and $976,931,400 in 2019-20 to support public postsecondary institution operations.*

A detailed breakdown of the request by institution is provided in Attachment A. As can be seen in the attachment, the recommended total General Fund appropriations represent increases of $70,036,100 in 2018-19 and $89,984,800 in 2019-20, compared to the 2017-18 total General Fund base. Major components of the 2018-20 operating funds request include the beginning base, performance funding, and special initiatives (see Table 1). Each of these components is described in more detail below.

Table 1: Components of 2018-20 Operating Funds Request

Funding Category	Fiscal Year 2018-19	Fiscal Year 2019-20
Beginning Base [1] (2017-18 Total General Fund)	$886,946,600	$886,946,600
Changes and Additions:		
Performance Funding	18,937,500	36,512,200
Special Initiatives	51,098,600	53,472,600
Total Operating Funds Request	$956,982,700	$976,931,400

[1] Includes regular appropriation and Postsecondary Education Performance Fund distributi

Beginning Base (2017-18 Total General Fund)
In most biennial budget years, a postsecondary institution's beginning base is simply the enacted General Fund appropriation (or in the event of a budget reduction the revised appropriation) in the second year of the prior biennium. For the upcoming 2018-20 biennium, the approach for determining the beginning base required an additional calculation, due to the distribution among institutions of funds that had been placed in a Postsecondary Education Performance Fund.

The enacted 2016-18 Budget of the Commonwealth (HB 303) transferred $42.9 million from campus operating budgets to a newly created Postsecondary Education Performance Fund (PEPF) in fiscal year 2017-18. These funds were to be distributed back to postsecondary institutions based on performance criteria, requiring construction of a comprehensive funding model for allocating institutional operating funds. Every public university and KCTCS institution contributed funds to the PEPF, with the exception of Kentucky State University (KSU), which was exempted from participation.

As will be described in the Performance Funding section, the funding model was completed and a recommendation made to the Governor and Office of State Budget Director regarding the distribution among institutions of the $42.9 million that had been placed in the PEPF. As can be seen in Table 2 below, each institution's beginning base for the upcoming biennium is the sum of its fiscal year 2017-18 regular appropriation and its distribution from the PEPF.

Table 2: Calculated Current-Year Base by Institution

Institution	FY18 Regular Appropriation	Performance Distribution	FY18 Total General Fund
University of Kentucky	$253,677,400	$13,411,800	$267,089,200
University of Louisville	126,177,500	6,580,500	132,758,000
Eastern Kentucky University	61,723,700	3,321,500	65,045,200
Kentucky State University	26,729,600	0	26,729,600
Morehead State University	39,899,700	1,742,900	41,642,600
Murray State University	43,570,800	2,231,300	45,802,100
Northern Kentucky University	48,875,200	2,745,900	51,621,100
Western Kentucky University	70,823,600	3,830,200	74,653,800
KCTCS	172,524,700	9,080,300	181,605,000
System Total	$844,002,200	$42,944,400	$886,946,600

Figures displayed in the Performance Distribution column above represent a distribution calculated using the new funding model and recommended to the Governor and Office of State Budget Director on April 5, 2017.

Base Adjustments
Base adjustments are technical in nature and typically relate to changes in existing state obligations for postsecondary education, such as alterations over time in state-supported debt service that is located at the institutions or in the University of Louisville's hospital contract. Office of State Budget Director (OSBD) officials notified Council staff that there are no appropriations related to postsecondary institution debt-service payments or the UofL hospital contract in either year of the upcoming biennium,

and given that there were no allocations for these items in the current year, no base adjustments are necessary.

Performance Funding
The enacted 2016-18 Budget of the Commonwealth (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, and charged that group to develop a new comprehensive funding model for distributing state appropriations for postsecondary institution operations. The Working Group was convened and met five times between July and November 2016, culminating in development of a funding approach that was supported by 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 (i.e., 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 established, and codified in statute, two funding models for distributing postsecondary institution appropriations, one for the public universities and another for KCTCS institutions. The two models are similar in structure and function, but differ in terms of student success metrics included in the models. Each model has three basic components:

> ➢ Student Success (35% of allocable resources distributed based on relative success in achieving student progression milestones and degree and credential production);
> ➢ Course Completion (35% of allocable resources distributed based on share of earned student credit hours); and
> ➢ Operational Support (30% 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 models to be phased in over three years, beginning in fiscal year 2018-19. A hold harmless provision, which prevents the transfer of any state General Fund appropriations among institutions, is included in the first year. In the second and third year, the bill institutes 1.0% and 2.0% stop-loss provisions, which limit the amount of potential transfers among institutions in fiscal years 2019-20 and 2020-21, respectively. 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.

- *Council staff recommends appropriations of $18,937,500 in 2018-19 and $36,512,200 in 2019-20 to support a new performance funding model that provides financial incentives for postsecondary institutions to accelerate improvement on key student success metrics.*

If appropriations for Performance Funding are authorized, these funds will be placed in the Postsecondary Education Performance Fund pending application of the funding model in April 2018 and April 2019 and Council certification to the Office of State Budget Director regarding distribution of the funds each year of the upcoming biennium. Computations within the funding model will reward institutions for increasing student success and course completion outcomes at a rate that exceeds the sector average.

As previously mentioned, SB 153 created two models for distributing postsecondary institution appropriations, one for the public universities and another for KCTCS. For this reason, if funding is authorized, it will become necessary to allocate the total performance funding appropriation between the two sectors. CPE staff and campus officials agreed to allocate any funding received based on each sector's share of system total allocable resources. Table 3 below shows resulting allocations by sector from using this approach.

Table 3: Allocation of 2018-20 Performance Funding Request by Sector

Postsecondary Sector	Fiscal Year 2018-19	Fiscal Year 2019-20
Public Universities	$14,750,100	$28,438,700
KCTCS Institutions	4,187,400	8,073,500
Total Performance Funding Request	$18,937,500	$36,512,200

Any appropriations distributed based on performance will be used to support E&G operating expenses at colleges and universities that receive those funds. State investment supporting postsecondary institution operations is important for a number of reasons. Specifically, the funds will help Council and campus officials maintain affordability for Kentucky citizens, will provide resources necessary for institutions to continue making progress toward HB 1 goals, and will facilitate transition to the new funding model.

Over the past decade, a number of factors have posed serious challenges for Council and campus officials to maintain college affordability. During this period, postsecondary education has become less of a priority in state budgets, public colleges and universities have sustained a decade of funding cuts, and Kentucky is among only a handful of states that has not begun reinvesting in higher education. There has been a shifting of responsibility for maintenance and operation (M&O) of facilities from the state to institutions and mandated KERS rate increases have more than doubled employer-paid retirement contributions. These factors have strained campus budgets and placed upward pressure on tuition and fees. State reinvestment in campus operating funds is vital for maintaining affordability and access for Kentucky citizens.

Additional appropriations for Performance Funding (i.e., institutional operations) are important to provide resources necessary for Kentucky's public postsecondary system to continue making progress toward HB 1 goals and *2016-21 Strategic Agenda* objectives. During the first decade of the 2000s, no state in the nation showed more improvement on a number of key higher education performance measures than did Kentucky. Between 2000 and 2009, Kentucky ranked 1st nationally in percent growth of adults with a college degree, six-year graduation rates at four-year institutions, and undergraduate credentials awarded per 1,000 18-44 year olds with no college degree, and ranked 3rd in percent growth of three-year graduation rates at two-year institutions (*Realizing Kentucky's Educational Attainment Goal*, NCHEMS, 2011).

Since 2009, Kentucky's progress toward achieving desired state goals has slowed. While several factors contributed to a reduced rate of improvement, scarcity of resources was certainly first and foremost. State colleges and universities have had their operating budgets cut eight times over the past decade, resulting in an aggregate nominal dollar loss of $204.7 million or 18.9 percent. After accounting for inflation and enrollment growth, Kentucky's public postsecondary system has lost about one-third of its per student funding (i.e., -$2,851 per FTE student), which equates to a loss of $428.7 million in the aggregate. During this same period, Council tuition and fee ceilings limited increases in resident undergraduate tuition and fees, which kept institutions from covering losses in state support and cost increases with tuition revenue. State reinvestment in postsecondary institution operations is necessary to accelerate Kentucky's progress toward achieving HB 1 goals and *Strategic Agenda* objectives. Finally, additional appropriations for Performance Funding are important to facilitate transition to the new funding model. As described in the Working Group's report to the Governor and Interim Joint Committee on Education, reaching a state equilibrium in the funding model (i.e., every institution is funded as indicated by the formula) as soon as possible is important for two reasons. Once equilibrium is achieved, the funding model rewards rates of improvement above the sector average, which allows smaller campuses to compete more effectively and fairly with larger ones. Additional appropriations will help eliminate funding disparities, move institutions toward funding equilibrium, and reduce potential reallocation of the General Fund base when hold harmless and stop loss provisions sunset in fiscal year 2021-22.

Special Initiatives
In addition to a request for Performance Funding, the Council's 2018-20 operating funds recommendation includes additional budget requests for three special initiatives, including appropriations to offset mandated increases in KERS employer-paid retirement contributions, funding for a Competitive Workforce Initiative at KCTCS, and land-grant matching funds at KSU (see Table 4).

Recommended funding for these initiatives is included as part of the institutional operating funds request because it will ultimately support E&G expenditures on campus, including faculty and staff retirement benefits, expansion of academic programming in high-demand fields, and land-grant program research and service activities. These components are listed under the heading "Special Initiatives" to signify that any funding,

if authorized, will not run through the new funding model. Specifically, funding for these initiatives will be deducted from allocable resources in the model in a manner similar to mandated programs.

Table 4: Components of 2018-20 Special Initiatives Request

Funding Component	Fiscal Year 2018-19	Fiscal Year 2019-20
Additional Budget Requests For:		
KERS Increases	$47,247,500	$47,247,500
Competitive Workforce Initiative	3,561,100	5,935,100
KSU Land Grant Match	290,000	290,000
Total Special Initiatives Request	$51,098,600	$53,472,600

These initiatives are well aligned with HB 1 goals and with objectives and strategies of the Council's *2016-21 Strategic Agenda*. Information about each initiative is provided below.

KERS Increases
In September of this year, CPE staff received information from the Kentucky Retirement System (KRS), indicating that the employer contribution rate for Kentucky Employees Retirement System (KERS) personnel in non-hazardous positions is expected to increase from 49.47% in 2017-18 to 84.06% in 2018-19, or the full Actuarially Required Contribution (ARC). The contribution rate for personnel in hazardous positions is also expected to increase from 23.70% to 41.12%.

In October, CPE staff obtained KRS projections, by way of Office of State Budget Director (OSBD) staff, showing the estimated impact of rising contribution rates on postsecondary institution pension payments. Specifically, between fiscal years 2017-18 and 2018-19, employer-paid retirement contributions at Kentucky comprehensive universities and KCTCS institutions are projected to increase in the aggregate by $47.2 million, or about 70 percent.

- *The Council staff recommends appropriations of $47,247,500 in 2018-19 and $47,247,500 in 2019-20 to offset mandated increases in KERS employer-paid retirement contributions at Kentucky comprehensive universities and KCTCS.*

If the requested KERS Increase funding is authorized, it will be allocated among comprehensive universities and KCTCS based on increased pension costs incurred at each institution. Any funds received by an institution will be excluded from the funding model, so that KERS cost increases will be offset at the institution that actually incurs the costs.

Absent requested funding, cost increases associated with escalating KERS contribution rates are the equivalent, on average, of about a 9.7 percent budget cut for postsecondary institutions with participating KERS employees. An unfunded mandate of this magnitude will strain campus budgets and could result in higher tuition and fee charges. For this reason, the Council and institutions strongly support any funding the Governor and General Assembly can provide to offset pension cost increases and help maintain affordability and access for Kentucky citizens.

Table 5: Budgetary Impact of Unfunded KERS Cost Increases

Institution	FY18 Total General Fund	KERS Cost Increases	Budgetary Impact
Eastern Kentucky University	$65,045,200	$9,714,400	14.9%
Kentucky State University	26,729,600	1,358,600	5.1%
Morehead State University	41,642,600	3,283,800	7.9%
Murray State University	45,802,100	4,777,300	10.4%
Northern Kentucky University	51,621,100	12,810,700	24.8%
Western Kentucky University	74,653,800	7,263,300	9.7%
KCTCS	181,605,000	8,039,400	4.4%
System Total	$487,099,400	$47,247,500	9.7%

Although the percent increase in contribution rates is the same across all comprehensive universities and KCTCS institutions, the budgetary impact of the rate increase varies because the proportion of KERS employees as a percent of total employees differs across institutions and General Fund base budgets differ across institutions, as well. As can be seen in Table 5, the estimated budgetary impact varies from a low of 5.1 percent at Kentucky State University to a high of 24.8 percent at Northern Kentucky University. Failure to fund these cost increases is problematic because it would cut institutions in a way that is neither across the board, nor consistent with the new funding model.

Competitive Workforce Initiative

Kentucky's workforce participation rate ranks well below the national average (57.6 percent versus 62.7 percent nationally) and ranks 47th out of 50 states. Based on a report prepared for the Business-Education Roundtable and the Kentucky Chamber of Commerce (*Workforce Participation in Kentucky*, May 2017) the state needs to add 165,000 people to the workforce to close that gap. Policymakers recognize the importance of having a skilled workforce in high-demand, high-wage fields for growing the state economy, which is reflected in initiatives such as the Work Ready Kentucky Scholarship Program (HB 303).

The Work Ready Kentucky Scholarship helps Kentuckians who have not yet earned an associate's or higher degree afford an industry recognized certificate or diploma in a high-demand workforce sector. The qualifying priority areas supported by the scholarship program include: 1) health care; 2) advanced manufacturing; 3) transportation and logistics; 4) business services and information technology; and 5) construction (KHEAA website). The program awards scholarships on a first-come, first-serve basis that are equal to the maximum amount (i.e., in-state tuition and fees for full-time enrollment at KCTCS) minus federal and state grants and scholarships.

As eligible students become aware and begin to avail themselves of opportunities provided by participation in the Work Ready Kentucky Scholarship Program, student demand for academic programming that is aligned with the aforementioned priority areas is expected to grow.

For the upcoming biennium, CPE staff and KCTCS officials are proposing funding for a new Competitive Workforce Initiative that will allow public community and technical colleges in four defined regions of the Commonwealth to expand workforce education and training and short-term credential programs in high-demand disciplines, where labor shortages currently exist and are expected to grow.

KCTCS institutions in each region will focus expansion on two targeted industry sectors that were developed with input from business and industry leaders in the region and are aligned with priority areas identified in the Work Ready Kentucky Scholarship Program. To avoid unnecessary duplication, community and technical colleges in each region will collaborate on programming, rather than having stand-alone programs at each location.

- *Council staff recommends appropriations of $3,561,100 in 2018-19 and $5,935,100 in 2019-20 to expand workforce education and training and short-term credential programs in high-demand, high-wage fields at KCTCS institutions.*

If funding for the Competitive Workforce Initiative is authorized, KCTCS officials are committed to expanding academic programs and growing student enrollment during the upcoming biennium in four industry sectors as shown in Table 6 below.

Table 6: Enrollment Growth Targets by Industry Sector

Industry Sector	Projected Increase
Advanced Manufacturing	665
Construction and Trades	161
Health Care	1,083
Transportation and Logistics	338
Total All Sectors	2,247

KCTCS officials will determine how best to allocate these funds among institutions within their system. The funds will be used to support E&G operating expenses at KCTCS institutions in identified priority areas and programs and will be excluded from the funding model, so that institutions incurring the costs of program expansion will receive the added funding. Tuition and fee revenue is expected to cover about two-thirds of estimated expansion costs (i.e., $11.5 million in additional tuition and fee revenue versus $17.5 million in estimated costs).

If authorized, the requested funds will make Kentucky's workforce more competitive and help attract, retain, and grow business and industry in the state.

KSU Land Grant Match

Kentucky State University is an 1890 Land-Grant Institution. As such, it is eligible to receive federal grant funds appropriated by Congress each year to support land-grant program research and service activities. These federal funds must be matched dollar-for-dollar by the state, from non-federal sources, to ensure that KSU will continue to receive its full allotment of federal grant funds. Meeting the land-grant matching requirement is an obligation of the state, not Kentucky State University. Other sources of federal funds and tuition and fee revenue cannot be used to meet the match.

In 2016-17, KSU received $6,955,978 in United States Department of Agriculture (USDA) administered federal grants to support its land-grant program. In 2017-18, the university received $6,946,528 in federal funds to support its land-grant mission. During this same period, based on records maintained by Council staff and KSU officials, the university had $6,668,200 in state General Fund appropriations in its base to meet the match in both 2016-17 and 2017-18, resulting in funding gaps of ($287,778) and ($278,328), respectively.

As the figures above demonstrate, the Commonwealth of Kentucky did not fully meet the federal matching requirement for KSU's land-grant program during the 2016-18 biennium. Under conditions of the grants, the university is authorized to receive and expend federal funds to support land-grant program activities and services, provided those funds are either matched by the state, or KSU receives a waiver absolving it of that requirement. In recent years, the university has requested and received waivers, but there is no guarantee that waivers will continue to be granted going forward.

- *CPE staff recommends appropriations of $290,000 in 2018-19 and $290,000 in 2019-20 to provide a sufficient amount of recurring state funding to meet the federal matching requirement for Kentucky State University's land-grant program.*

If the requested funding is authorized, all of these funds will be allocated to Kentucky State University and will be used to help sustain the effectiveness and impact of outreach, service, and applied research at KSU's land-grant program.

Endorsements

403(b) Plan Increases
Public postsecondary institutions with defined retirement contribution programs, such as 403(b) plans, were required to adopt GASB 45, Other Post Employment Benefits (OPEB), beginning July 1, 2007. Under GASB 45, employers could immediately fully fund a trust with the accrued liability for its current retirees and current employees, or it could amortize that cost over a 30-year period. Most employers chose the latter option. Many institutions, including the University of Kentucky, the University of Louisville, and KCTCS, went through a difficult, but thoughtful process, which reduced retiree health benefits, including the elimination of a subsidy for employees hired after a certain date. Despite these measures, the actuarial accrued liability (AAL) that is amortized over 30 years (i.e., the annual retirement contribution, or ARC) is substantially greater (almost double in some cases) than the pre-GASB 45 amount, resulting in increased costs. Furthermore, the elimination of the subsidy for new employees has had a negative impact on faculty and staff recruitment.

- *The Council supports and endorses any funding that the Governor and General Assembly can provide to help the postsecondary institutions cover the cost of 403(b) Plan increases.*

Need-Based Aid Programs
An important objective of the Council's *2016-21 Strategic Agenda* is to promote student success by reducing financial barriers to college access and completion. Although the Council is not statutorily required to make a request for student financial aid programs, the alignment of financial aid policies with higher education funding and tuition and fee policies is critical to the attainment of HB 1 goals and *Strategic Agenda* objectives.

- *The Council supports and endorses any funding the Governor and General Assembly can provide for Kentucky's need-based aid programs administered by KHEAA, including the College Access Program (CAP) and the Kentucky Tuition Grant (KTG).*

Council on Postsecondary Education
2018-20 Biennial Budget Recommendation
Request for Institutional Operating Funds

Current Year Base:	UK	UofL	EKU	KSU	MoSU	MuSU	NKU	WKU	KCTCS	PEPF	Total
2017-18 Regular Appropriation	$253,677,400	$126,177,500	$61,723,700	$26,729,600	$39,899,700	$43,570,800	$48,875,200	$70,823,600	$172,524,700	$42,944,400	$886,946,600
Plus: Performance Fund Distribution	13,411,800	6,580,500	3,321,500	0	1,742,900	2,231,300	2,745,900	3,830,200	9,080,300	(42,944,400)	0
➡ 2017-18 Total General Fund	$267,089,200	$132,758,000	$65,045,200	$26,729,600	$41,642,600	$45,802,100	$51,621,100	$74,653,800	$181,605,000	$0	$886,946,600
First-Year Operating Request:											
➡ 2017-18 Total General Fund	$267,089,200	$132,758,000	$65,045,200	$26,729,600	$41,642,600	$45,802,100	$51,621,100	$74,653,800	$181,605,000	$0	$886,946,600
Plus: Additional Budget Requests											
Performance Funding	0	0	0	0	0	0	0	0	0	18,937,500 [2]	18,937,500
Special Initiatives											
KERS Increases	0	0	9,714,400	1,358,600	3,283,800	4,777,300	12,810,700	7,263,300	8,039,400	0	47,247,500
Competitive Workforce Initiative	0	0	0	0	0	0	0	0	3,561,100	0	3,561,100
KSU Land Grant Match [1]	0	0	0	290,000 [1]	0	0	0	0	0	0	290,000
2018-19 Requested General Fund	$267,089,200	$132,758,000	$74,759,600	$28,378,200	$44,926,400	$50,579,400	$64,431,800	$81,917,100	$193,205,500	$18,937,500	$956,982,700
Dollar Change from Base Year [2]	$0	$0	$9,714,400	$1,648,600	$3,283,800	$4,777,300	$12,810,700	$7,263,300	$11,600,500	$18,937,500	$70,036,100
Percent Change from Base Year [2]	0.0%	0.0%	14.9%	6.2%	7.9%	10.4%	24.8%	9.7%	6.4%	-- NA --	7.9%
Second-Year Operating Request:											
➡ 2017-18 Total General Fund	$267,089,200	$132,758,000	$65,045,200	$26,729,600	$41,642,600	$45,802,100	$51,621,100	$74,653,800	$181,605,000	$0	$886,946,600
Minus: Performance Fund Contribution	(1,811,900)	(1,320,200)	(626,500)	(199,900)	(385,600)	(433,100)	(503,000)	(690,600)	(1,695,000)	7,665,800 [2]	0
Plus: Additional Budget Requests											
Performance Funding	0	0	0	0	0	0	0	0	0	36,512,200 [2]	36,512,200
Special Initiatives											
KERS Increases	0	0	9,714,400	1,358,600	3,283,800	4,777,300	12,810,700	7,263,300	8,039,400	0	47,247,500
Competitive Workforce Initiative	0	0	0	0	0	0	0	0	5,935,100	0	5,935,100
KSU Land Grant Match [1]	0	0	0	290,000 [1]	0	0	0	0	0	0	290,000
2019-20 Requested General Fund	$265,277,300	$131,437,800	$74,133,100	$28,178,300	$44,540,800	$50,146,300	$63,928,800	$81,226,500	$193,884,500	$44,178,000	$976,931,400
Dollar Change from Base Year [2]	($1,811,900)	($1,320,200)	$9,087,900	$1,448,700	$2,898,200	$4,344,200	$12,307,700	$6,572,700	$12,279,500	$44,178,000	$89,984,800
Percent Change from Base Year [2]	-0.7%	-1.0%	14.0%	5.4%	7.0%	9.5%	23.8%	8.8%	6.8%	-- NA --	10.1%

[1] Based on United States Department of Agriculture (USDA) distribution of funds records, the Commonwealth of Kentucky did not provide sufficient funding to meet the required dollar-for-dollar match for KSU's land-grant program in the current biennium under Public Law 95-113, which governs federal and state funding for 1890 Land-Grant Institutions. Specifically, state funding for KSU's land-grant program was below the required match by $287,800 in 2016-17 and by $278,300 in 2017-18.

[2] Dollar and percent change figures for the postsecondary institutions do not reflect distribution of any funds from the Postsecondary Education Performance Fund (PEPF). The funding model will be run in April each year of the upcoming biennium to determine the distribution of any available performance funds.

2018-20 Postsecondary Education Budget Recommendation
Strategic Investment and Incentive Trust Funds Request

The Kentucky Postsecondary Education Improvement Act of 1997 (HB 1) created six Strategic Investment and Incentive Trust Funds to bring about change and improvement in Kentucky colleges and universities by providing strategic financial incentives for institutions to pursue desired state goals for postsecondary education. These trust funds are listed below.

1. Research Challenge Trust Fund
2. Comprehensive University Excellence Trust Fund
3. Technology Initiative Trust Fund
4. Physical Facilities Trust Fund
5. Postsecondary Education Workforce Development Trust Fund
6. Student Financial Aid and Advancement Trust Fund

When the Governor and General Assembly authorize appropriations for trust fund programs, they are typically maintained and administered by the Council on Postsecondary Education, but represent resources that are passed through to postsecondary institutions based on compliance with Council approved guidelines and procedures.

Every two years, Council staff works collaboratively with campus presidents, chief budget officers, and members of the Council's Budget Development Work Group to identify trust fund programs and funding amounts that will help state colleges and universities achieve postsecondary reform goals. For the upcoming biennium, stakeholders agreed that the Council's 2018-20 budget recommendation should include a request for $8.2 million in annual debt service and $90.0 million in state bonds supporting a fifth round of funding for the Bucks for Brains program.

Bucks for Brains Program History

Since the adoption of HB 1, the Bucks for Brains program has been a key strategic funding component of the state's postsecondary reform agenda. The program encourages private giving to support research faculty, staff, and infrastructure at the University of Kentucky and the University of Louisville, and to strengthen essential programs at the comprehensive universities, by matching private donations dollar-for-dollar with state appropriations. These funds are typically endowed, with investment proceeds used to provide a perpetual source of funding for research related activities.

Between 1998 and 2010, the General Assembly authorized four rounds of funding for the Bucks for Brains program, totaling $410 million. About 85 percent of that total ($350 million) was appropriated to Kentucky's two research universities and 15 percent ($60 million) was distributed among the state's six comprehensive institutions.

The state's investment in this program has been used to leverage an additional $410 million in private contributions through the dollar-for-dollar matching feature. Specifically, once the fourth round of funding (i.e., 2008-10) was fully matched, a total of $767.9 million was added to public university endowments and another $52.1 million was expended to support construction of new research facilities at the University of Kentucky ($43.8 million) and education and general (E&G) facilities at the comprehensive universities ($8.3 million).

2018-20 Trust Fund Recommendation

The Council's *2016-21 Strategic Agenda for Postsecondary and Adult Education* calls for Kentucky universities to increase basic, applied, and translational research to create new knowledge, accelerate innovation, and promote economic growth (Objective 10, page 17). To accomplish this aim, the *Agenda* highlights the importance of securing additional funding for research and innovation through the Bucks for Brains program or other similar approaches (Strategy 10.3, page 17).

- *Council staff recommends an appropriation of $8,217,000 in 2019-20, recurring in subsequent years, to pay annual debt service on a $90.0 million bond issue to support a fifth round of funding for the Bucks for Brains program.*

If the requested Bucks for Brains funding is authorized, it will be allocated between, and placed in, two separate trust funds, $75.0 million in the Research Challenge Trust Fund (RCTF) and $15.0 million in the Comprehensive University Excellence Trust Fund (CUETF), pending eventual distribution to postsecondary institutions in accordance with Council approved guidelines (see Table 1 below).

Table 1: Allocation of 2018-20 Bucks for Brains Program Request

Trust Fund	Requested Bond Funds	2019-20 Debt Service
Additional Budget Requests For:		
Research Challenge Trust Fund	$75,000,000	$6,847,000
Comprehensive Excellence Trust Fund	15,000,000	1,370,000
Total Bucks for Brains Program Request	$90,000,000	$8,217,000

The $75.0 million requested for the research universities will be allocated one-third to the University of Louisville (i.e., $25.0 million) and two-thirds to the University of Kentucky (i.e., $50.0 million), in accordance with statutory provisions of the RCTF (KRS 164.7917). The requested $15.0 million for the comprehensive universities will be allocated based on each institution's share of sector total 2016-17 General Fund appropriations, in keeping with statutory provisions of the CUETF (KRS 164.7919), as shown in Table 2 below.

Any appropriations for Bucks for Brains will be kept in the aforementioned trust funds until matched by participating institutions in accordance with Council approved guidelines. State funds will be matched dollar-for-dollar with institutional funds from external sources. Both state and campus matching funds will either be endowed, with investment proceeds available for expenditure, or expended on research related or E&G capital projects as permitted by Council guidelines.

Table 2: Allocation of 2018-20 CUETF Request

Comprehensive Institution	Final 2016-17 General Fund	Percent Share	CUETF Distribution
Eastern Kentucky University	$64,972,300	21.8%	$3,271,200
Kentucky State University	26,729,600	9.0%	1,345,800
Morehead State University	41,969,200	14.1%	2,113,000
Murray State University	45,864,000	15.4%	2,309,100
Northern Kentucky University	46,353,400	15.6%	2,333,800
Western Kentucky University	72,040,200	24.2%	3,627,100
Sector Totals	$297,928,700	100.0%	$15,000,000

Investment proceeds from the endowments can be used to support endowed chairs, professorships, research scholars, staff, and infrastructure, and student fellowships and scholarships. Typically, at least 70 percent of program funds at the research institutions and 50 percent of program funds at the comprehensive universities must be endowed for the purpose of supporting STEM+H or other identified priority disciplines.

The stated short-term goals of the Bucks for Brains Program are to encourage private investment in public higher education research activities, grow university endowments, increase endowed chairs and professorships, and generate federal and externally sponsored research. Long-term goals include stimulating business development, creating better jobs and a higher standard of living, and facilitating Kentucky's transition to a knowledge-based economy.

Bucks for Brains has proven to be a worthwhile investment, successfully attracting to Kentucky faculty with established research agendas and proven track records of generating externally funded research grants. Since the program's inception in 1998, the University of Kentucky and the University of Louisville have experienced marked increases in annual giving, the market value of endowment assets, number of endowed chairs and professorships, and federal and extramural R&D expenditures.

Program Guidelines and Reporting Procedures

In coming months, if the requested Bucks for Brains funding is authorized, a working group comprised of Council staff and campus officials will review Bucks for Brains program guidelines and reporting procedures that were used during the 2008-10 biennium and determine what changes, if any, are deemed appropriate for 2018-20. It is anticipated that staff will bring updated guidelines and revised reporting procedures for the Bucks for Brains program for Council review and action at the June 2018 meeting.

2018-20 Postsecondary Education Budget Recommendation
Capital Investment Request

The following details CPE staff's budget recommendation to address asset preservation, new construction, and information technology needs of Kentucky's public postsecondary institutions for the 2018-20 biennium. It identifies the most pressing campus needs for asset preservation and renovation of existing facilities (to be funded through a combination of state General Fund supported bonds and institutional resources) and new and expanded space and information technology and equipment (to be funded with institutional resources).

Historical Information

In 2005, the Council and postsecondary institutions contracted with Vanderweil Facilities Advisors, Inc. (VFA), Paulien & Associates, and NCHEMS to conduct a comprehensive review and assessment of Kentucky's public college and university facilities. Evaluators took more than a year and examined over 700 education and general (E&G) facilities located on college campuses across the system and, in early 2007, concluded that Kentucky's facilities inventory was in relatively poor condition compared to industry standards.

Most buildings at that time were over 30 years old and their condition and utility was consistent with their age. Additionally, HVAC, plumbing, and electrical systems in many buildings had far exceeded their useful life expectancies and many buildings no longer adequately supported the academic programming for which they were originally intended.

Overall, evaluators identified an accumulation of about $6.1 billion in asset preservation needs for the postsecondary system projected to come due by 2018 (*Facility Condition Assessment & Space Study*, VFA, 2007).

In light of their findings, VFA consultants made several recommendations that, if adhered to, would help Kentucky establish and maintain high-quality learning and research environments:

- Kentucky should begin investing in its postsecondary facilities at a level sufficient to address the sizable capital needs identified in the study and sustain that increased level of investment over a long-term time horizon.
- Given the backlog of deferred maintenance needs, capital appropriations should reflect relatively greater investment in asset preservation and renovation.
- Kentucky should adopt a more balanced approach, investing in asset preservation and new construction at nearly equal levels.

The VFA study findings formed the basis for several subsequent capital investment recommendations approved by the Council. These requests included a multi-biennium approach to address the large needs identified by VFA for asset preservation and new

construction, as well as, the use of pools for each campus to fund asset preservation and new construction projects.

Beginning in 2008-10, the Council recommended a pool of funding for each institution using an agreed upon formula that took into account various factors, including differences in deferred maintenance needs, FTE student enrollment, extramural research expenditures, and total public funds across campuses. This approach was adopted to achieve a more equitable distribution of capital funds among institutions. The use of pools also would provide institutions greater flexibility to address multiple, smaller, but potentially more critical, capital projects. Individual projects would be approved by the Council and authorized by the General Assembly, but institutions would have the flexibility to choose which projects would be funded from their respective asset preservation and new construction pools. Each biennium since 2008-10, the Capital Planning Advisory Board, which is comprised of representatives from all three branches of state government, has endorsed this approach prior to the Council's budget submission.

Recent Funding Levels
As part of its 2014-16 biennial budget request, the Council recommended an appropriation of $600.0 million for capital construction projects at the public colleges and universities. This was characterized as the "first installment" of a larger, three biennia (six year) $1.8 billion capital investment plan. In the 2014-16 biennium, the General Assembly, through the state budget (HB 235) and HB 298 in the 2015 session, provided $607.8 million in capital projects for the postsecondary institutions. Thirty nine percent of the appropriations ($240.1 million) funded asset preservation projects and 61 percent ($367.8 million) funded new and expanded space projects. While funding was provided for individual projects, and not the pools of funding that CPE recommended, the total level of funding was substantial, exceeding the CPE request, and the portion of funding for asset preservation (39 percent) was significant, although less than the 53 percent recommended by CPE.

In 2016-18, the Council recommended the "second installment" of its three biennia, capital investment plan, or $600.0 million for asset preservation and new construction, but received no state funding for capital projects that biennium.

2018-20 Capital Construction Recommendation

Based on VFA Study findings (February 2007; updated in 2013), staff recommends that the Council continue to pursue a multi-biennia capital investment strategy that envisions a long-term partnership between the state, postsecondary institutions, and students and families. Sustained investment over an extended time horizon is necessary to address what has become an overwhelming and urgent need for renovation and renewal of existing postsecondary facilities and to protect these valuable state owned assets.

- *Staff recommends an appropriation of $50,903,000 in 2019-20, recurring in subsequent years, to pay annual debt service on a $600.0 million bond issue to*

finance asset preservation and renovation projects at the postsecondary institutions during the upcoming biennium.

While investment in new construction and information technology and equipment are important needs for the postsecondary institutions, due to the magnitude of accumulated renovation and renewal needs, staff recommends that the 2018-20 request for capital construction focus exclusively on asset preservation projects (see Table 1 below).

Table 1: 2018-20 Capital Investment Request

Funding Component	Requested Bond Funds	2019-20 Debt Service
Additional Budget Requests for:		
Capital Construction		
Asset Preservation and Renovation	$600,000,000	$50,903,000
New Construction	0	0
Information Technology and Equipment	0	0
Total Capital Investment Request	$600,000,000	$50,903,000

If the requested Capital Investment funding is authorized, $600.0 million in state General Fund supported bonds will be allocated among the postsecondary institutions based on each institution's share of total asset preservation need, as identified in the 2013 update to the VFA Study (see Table 2).

In keeping with the notion of forming a long-term partnership among state government, postsecondary institutions, and students and families to address renovation and renewal needs, staff recommends that any bonds funds appropriated for asset preservation be matched dollar-for-dollar with state college and university resources. It is estimated that the combined $1.2 billion total, state appropriations plus institutional matching funds, will address about one-fifth of total asset preservation needs at the campuses.

Staff further recommends that any appropriations for asset preservation in the upcoming biennium be distributed to the postsecondary institutions in funding pools. Each campus has provided a list of high priority asset preservation and renovation projects that can be funded from their respective pool. A list of eligible projects can be found in Attachment C-1.

For 2018-20, CPE staff is recommending a more aggressive approach to funding asset preservation than has been the case over the past decade. A combination of factors, including a growing inventory of aging facilities, infrastructure, and systems in need of renovation and renewal, increasing construction costs, and minimal state investment in

asset preservation since 2007, has resulted in an accumulation of asset preservation need that is estimated to exceed $6.0 billion.

Table 2: Allocation of Requested Asset Preservation Funds

Institution	2013 VFA Study Renovation and Renewal Need	Percent Share	General Fund Debt Supported State Bonds
University of Kentucky	$2,242,371,690	36.8%	$221,046,900
University of Louisville	1,032,082,314	17.0%	101,739,900
Eastern Kentucky University	438,941,880	7.2%	43,269,700
Kentucky State University	113,775,480	1.9%	11,215,700
Morehead State University	321,567,480	5.3%	31,699,200
Murray State University	347,559,030	5.7%	34,261,400
Northern Kentucky University	294,015,940	4.8%	28,983,300
Western Kentucky University	537,724,980	8.8%	53,007,500
KCTCS	758,556,630	12.5%	74,776,400
System Totals	$6,086,595,424	100.0%	$600,000,000

If requested debt service for asset preservation projects is authorized, it will be housed temporarily in the Physical Facilities Trust Fund. The list of eligible E&G asset preservation projects can be found in Attachment C-1.

Institutionally Funded Capital Projects

Staff recommends that the Council approve institutionally funded capital projects that further the goals of *The Postsecondary Education Improvement Act of 1997* (HB 1) and objectives of the Council's *2016-21 Strategic Agenda*.

Staff recommends that the Council support projects in the following categories:

- *Authorization of $1,024,563,000 in agency, federal, private, and other fund source authority to address new and expanded space on postsecondary campuses during the upcoming biennium. This authorization level represents the total of all possible agency, federal, private, and other fund source financed new and expanded space projects that might be undertaken by the campuses during the biennium. These projects can be found in Attachment C-2.*

- *Authorization of $229,159,000 in agency, federal, private, and other fund source authority for information technology needs on postsecondary campuses during the upcoming biennium. This authorization level represents the total of all possible*

agency, federal, private, and other fund source financed projects that might be undertaken by the campuses during the biennium. A list of these projects can be found in Attachment C-3.

- *Authorization of $875,222,000 in agency bonds to finance capital projects on postsecondary campuses during the upcoming biennium. This authorization level represents the total of all possible agency bond funded projects that might be undertaken by the campuses during the biennium. A list of these projects can be found in Attachment C-4.*

- *Authorization of $3,937,560,000 in agency, federal, private, and other fund source authority to address life safety, major maintenance, equipment acquisitions, infrastructure repair and upgrades, and new construction on postsecondary campuses during the upcoming biennium. This authorization level represents the total of all possible agency, federal, private, and other fund source financed projects that might be undertaken by the campuses during the biennium. These projects can be found in Attachment C-5.*

- *Authorization for nine projects (one at each institution) to improve energy efficiency in campus buildings, including energy equipment acquisitions, infrastructure repair, and upgrades. These projects would be funded using third-party financing available through the Finance and Administration Cabinet, private contractors, or other non-state funds. These projects are listed in C-6.*

Budget Language Endorsements

Staff recommends that the Council endorse the following language for inclusion in the 2018-20 Budget of the Commonwealth:

Inasmuch as the identification of specific projects in a variety of areas of postsecondary institution operations cannot be ascertained with absolute certainty at this time, amounts are appropriated and authorized for specific projects which are not individually identified in this act in the following areas: EKU, KCTCS, KSU, MoSU, MuSU, NKU, UK, UofL, and WKU asset preservation, renovations, major maintenance, infrastructure, and HVAC and roofing systems.

Any specific project exceeding $1,000,000 or any major item of equipment exceeding $200,000 that is initiated shall be reported by the institution to the Council on Postsecondary Education, the Secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee no later than 30 days after the specific project or equipment item is initiated and funded. The report shall identify the need for, and provide a brief description of, each project or equipment item pursuant to KRS Chapter 45.

Capital Projects Recommendations
Asset Preservation and Major Renovation (eligible for General Fund support)
2018-20

Attachment C-1
November 3, 2017

Institution/ Project Title	Project Scope	General Fund	Restricted/ Institution Funds	Other Funds	Agency Bonds
Eastern Kentucky University					
1 EKU-Campus Infrastructure Upgrade	$ 35,000,000			$ 35,000,000	
2 EKU-Miscellaneous Maintenance Pool 2018-2020	10,000,000		10,000,000		
3 EKU-Renovate and Upgrade Heat Plant	5,500,000	5,500,000			
4 EKU-Renovate Mechanical System Pool	10,000,000	5,000,000	5,000,000		
5 EKU-Steam Line Upgrade	5,000,000			5,000,000	
6 EKU-Repair/Replace Infrastructure/Bldg System	5,000,000		5,000,000		
7 EKU-Renovate Whalen Complex	24,500,000	22,500,000		2,000,000	
Total - EKU	$ 95,000,000	$ 33,000,000	$ 20,000,000	$ 42,000,000	$ -
Kentucky State University					
1 KSU-Repair Boilers & Aging Distribution Lines Ph II	$ 11,410,000	$ 11,410,000			
2 KSU-Renovation & Renewal E&G Projects Pool 2018	5,967,000	5,949,800	17,200		
Total - KSU	$ 17,377,000	$ 17,359,800	$ 17,200	$ -	$ -
Morehead State University					
1 MoSU-Renovate Combs Classroom Building	$ 31,761,000	$ 31,761,000			
2 MoSU-Renovate Lloyd Cassity Building	18,481,000	18,481,000			
3 MoSU-Renovate & Expand Vet Tech Clinical Sciences Center	14,707,000	14,707,000			
4 MoSU-Repair Camden-Carroll Library Façade	9,592,000	9,592,000			
5 MoSU-Renovate Third Street Eats	2,982,000	2,982,000			
6 MoSU-Reconstruct Central Campus	3,075,000	3,075,000			
7 MoSU Replace Electrical Switchgear B	1,845,000	1,845,000			
8 MoSU-Renovate Howell-McDowell Building	3,985,000	3,985,000			
9 MoSU-Capital Renewal & Maintenance Pool - E&G	6,283,000	6,283,000			
10 MoSU-Comply with ADA -E&G	3,837,000	3,837,000			
11 MoSU-Capital Renewal & Maintenance Pool - Univ. Farm	1,209,000	1,209,000			
12 MoSU-Renovate Button Auditorium	17,711,000	17,711,000			
13 MoSU-Renovate Jayne Stadium	39,761,000	39,761,000			
Total - MoSU	$ 155,229,000	$ 155,229,000	$ -	$ -	$ -
Murray State University					
1 MuSU-Facilities Renewal & Modernization	$ 32,000,000	$ 32,000,000			
2 MuSU-Renovate/Preserve Historic E&G Buildings	40,000,000	40,000,000			
3 MuSU-Capital Renewal & Building Modernization	78,000,000	78,000,000			
4 MuSU-Complete Life Safety: E&G Pool	3,888,000	3,888,000			
5 MuSU-Complete ADA Compliance - E&G Pool	7,274,000	7,274,000			
6 MuSU-Replace Campus Comm Infrastructure (fiber ring)	4,640,000	4,640,000			
7 MuSU-Complete Capital Renewal - E&G Pool	12,527,000	12,527,000			
Subtotal - MuSU	$ 178,329,000	$ 178,329,000	$ -	$ -	

Capital Projects Recommendations
Asset Preservation and Major Renovation (eligible for General Fund support)
2018-20

Institution/ Project Title		Project Scope	General Fund	Restricted/ Institution Funds	Other Funds	Agency Bonds
Northern Kentucky University						
1	NKU-Renew/Renovate Fine Arts Center, Phase II	$ 50,000,000	$ 45,000,000		$ 5,000,000	
2	NKU-Replace Underground Gas Mains	2,500,000	2,500,000			
3	NKU-Renew Nunn Hall	12,000,000	12,000,000			
4	NKU-Replace Underground Water Mains	2,400,000	2,400,000			
5	NKU-Repair Structural Heaving Landrum/Fine Arts	7,000,000	7,000,000			
6	NKU-Renovate Campbell Hall	6,000,000	6,000,000			
7	NKU-Renew E&G Building Systems Project Pool	20,000,000	20,000,000			
8	NKU-Renovate Civic Center Building	6,000,000	6,000,000			
9	NKU-Renew/Renovate Steely Library	37,000,000	37,000,000			
10	NKU-Renovate Albright Health Center Phase II	16,500,000	10,500,000		6,000,000	
	Subtotal - NKU	$ 159,400,000	$ 148,400,000	$ -	$ 11,000,000	
Western Kentucky University						
1	WKU-Replace Underground Infrastructure	$ 55,000,000	$ 55,000,000			
2	WKU-Renovate Helm/Cravens Library	68,300,000	68,300,000			
3	WKU-Renovate Ogden College of Science & Engineering Facility	75,800,000	75,800,000			
4	WKU-Renovate Potter College Arts & Letters Facilitiy	96,400,000	96,400,000			
5	WKU-Renovate Academic Complex	27,500,000	27,500,000			
6	WKU-Improve Life Safety Pool/Academic Buildings	27,500,000	27,500,000			
7	WKU-Repair/Renov Roof - Cntr for Research & Development	5,100,000	5,100,000			
8	WKU-Capital Renewal Pool 2018-20	10,000,000	10,000,000			
9	WKU-Renovate Kentucky Building	17,500,000	17,500,000			
10	WKU-Renovate Jones Jaggars Interior	1,000,000	1,000,000			
11	WKU-Renovate Agriculture Expo Center	18,200,000	18,200,000			
12	WKU-Renovate Central Heat Plant	5,100,000	5,100,000			
13	WKU-Renovate Horse Barns Agriculture Expo	1,800,000	1,800,000			
	Subtotal - WKU	$ 409,200,000	$ 409,200,000	$ -	$ -	
University of Kentucky						
1	UK-ADA Compliance Pool	$ 5,000,000		$ 5,000,000		
2	UK-Capital Renewal Maintenance Pool	20,000,000		20,000,000		
3	UK-Expand/Improve Cooper House	4,000,000		4,000,000		
4	UK-Expand/Improve Kastle Hall	43,000,000		43,000,000		
5	UK-Expand/improve LTS Facility	20,000,000		20,000,000		
6	UK-Facilities Renewal and Modernization Pool	250,000,000	125,000,000			125,000,000
7	UK-Improve Anderson Tower	6,000,000		6,000,000		
8	UK-Improve Barnhart Building	34,000,000		34,000,000		
9	UK-Improve Building Electrical Systems Pool	10,000,000		10,000,000		
10	UK-Improve Building Mechanical Systems Pool	35,000,000		35,000,000		
11	UK-Improve Building Shell Systems Pool	40,000,000		40,000,000		
12	UK-Improve CAER Facilities Pool	20,000,000		20,000,000		
13	UK-Improve Campus Infrastructure Upgrade Pool	4,000,000		4,000,000		
14	UK-Improve Civil/Site Infrastructure	35,000,000		35,000,000		
15	UK-Improve Dentistry Facility	10,000,000		10,000,000		
16	UK-Improve DLAR Facilities	10,000,000		10,000,000		
17	UK-Improve Electrical Infrastructure	28,000,000		28,000,000		

Capital Projects Recommendations
Asset Preservation and Major Renovation (eligible for General Fund support)
2018-20

Attachment C-1
November 3, 2017

Institution/ Project Title	Project Scope	General Fund	Restricted/ Institution Funds	Other Funds	Agency Bonds
18 UK-Improve Elevator Systems	5,000,000		5,000,000		
19 UK-Improve Funkhouser Building	60,000,000	60,000,000			
20 UK-Improve Grehan Building	23,000,000		23,000,000		
21 UK-Improve Life Safety Pool	15,000,000		15,000,000		
22 UK-Improve McVey Hall	35,000,000		35,000,000		
23 UK-Improve Mechanical Infrastructure Pool	26,000,000		26,000,000		
24 UK-Improve Medical Center Library	12,000,000		12,000,000		
25 UK-Improve Memorial Hall	13,000,000		13,000,000		
26 UK-Improve Moloney Building	17,000,000		17,000,000		
27 UK-Improve Pence Hall	20,000,000		20,000,000		
28 UK-Improve Reynolds Building 1	52,000,000		52,000,000		
29 UK-Improve Scovell Hall	40,000,000		40,000,000		
30 UK-Improve Seaton Center	6,000,000		6,000,000		
31 UK-Improve Sturgill Development Building	4,000,000		4,000,000		
32 UK-Improve W T Young Facility	5,000,000		5,000,000		
33 UK-Renovate Campus Core Quadrangle Facilities	52,000,000		52,000,000		
34 UK-Renovate Chem/Physics Building	54,000,000		54,000,000		
35 UK-Renovate Dickey Hall	2,000,000		2,000,000		
36 UK-Renovate Frazee Hall	11,000,000		11,000,000		
37 UK-Renovate King Library	5,000,000		5,000,000		
38 UK-Renovate Mineral Industries Building	6,000,000		6,000,000		
39 UK-Renovate Multi-Disciplinary Science Building	7,000,000		7,000,000		
40 UK-Renovate Nursing Building	2,000,000		2,000,000		
41 UK-Renovate Taylor Education Building	40,000,000		40,000,000		
42 UK-Repair/Upgrade/Expand Central Plants	112,000,000		112,000,000		
43 UK-Upgrade/Renovate/Expand Research Labs	50,000,000		50,000,000		
44 UK-Repair Emergency Infrastructure/Building Systems Pool	25,000,000		25,000,000		
Subtotal - UK	$ 1,273,000,000	$ 185,000,000	$ 963,000,000	$ -	$ 125,000,000

Capital Projects Recommendations
Asset Preservation and Major Renovation (eligible for General Fund support)
2018-20

Institution/ Project Title	Project Scope	General Fund	Restricted/ Institution Funds	Other Funds	Agency Bonds
University of Louisville					
1 UL-Upgrade STEM Instruction Building	$ 50,000,000	$ 50,000,000			
2 UL-Capital Renewal Replace & Upgrade Pool	100,000,000	50,000,000			50,000,000
3 UL-Renovate/Adapt Projects for Various Bldgs (all Campuses)	50,000,000		50,000,000		
4 UL-Renovate School of Medicine Building 55A	42,000,000		42,000,000		
5 UL-Renovate HSC Instructional & Student Service Space	20,000,000		20,000,000		
6 UL-Renovate/Expand J B Speed Building	18,700,000		18,700,000		
7 UL-Renovate Natural Science Building	30,000,000		30,000,000		
8 UL-Renovate Vivarium Facilities (Various)	5,000,000		5,000,000		
9 UL-Renovate Life Sciences Building Vivarium	1,500,000		1,500,000		
10 UL-Renovate Chemistry Fume Hood Redesign, Ph II	9,750,000		9,750,000		
11 UL-Renovate College of Business Classrooms	2,000,000		2,000,000		
12 UL-Renovate Kosair Charities Pediatric Center	2,000,000		2,000,000		
13 UL-Renovate Dental School Administrative Space	1,000,000		1,000,000		
14 UL-Renovate Chemistry Teaching Labs/Auditorium	2,200,000		2,200,000		
15 UL-Renovate College of Business Green Roof	1,150,000		1,150,000		
16 UL-Renovate Miller Hall Infrastructure	1,500,000		1,500,000		
17 UL-Renovate Flexner Way Mall (HSC Campus)	2,500,000		2,500,000		
18 UL-Renovate Belknap Physical Plant Building	2,000,000		2,000,000		
19 UL-Renovate Ekstrom Library	57,200,000		57,200,000		
Subtotal - UofL	$ 398,500,000	$ 100,000,000	$ 248,500,000	$ -	$ 50,000,000

Capital Projects Recommendations
Asset Preservation and Major Renovation (eligible for General Fund support)
2018-20

Attachment C-1
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Institution/ Project Title	Project Scope	General Fund	Restricted/ Institution Funds	Other Funds	Agency Bonds
Kentucky Community and Technical College System					
1　KCTCS-Capital Renewal & Deferred Maintenance Pool	$ 31,600,000	$ 31,600,000			
2　KCTCS-Renovate Hartford Building - Jefferson CTC	24,300,000	24,300,000			
3　KCTCS-Upgrade Welding Shop - Big Sandy CTC, Mayo	1,500,000	1,500,000			
4　KCTCS-Renovate Southeastern Campus - Owensboro CTC	3,700,000	3,700,000			
5　KCTCS-Renovate Occupational Tech Bldg - Elizabethtown CTC	14,900,000	14,900,000			
6　KCTCS-Renovate Main Campus Bldgs - Southcentral KY CTC	18,100,000	18,100,000			
7　KCTCS-Renovate/replace Admin Bldg - Maysville CTC	13,000,000	13,000,000			
8　KCTCS-Renovate Downtown Campus - Owensboro CTC	2,500,000	2,500,000			
9　KCTCS-Renovate Main Bldg, Ph II - Ashland CTC	36,500,000	36,500,000			
10　KCTCS-Relocate Student Center Activities - Henderson CC	2,200,000	2,200,000			
11　KCTCS-Renovate Roberts Drive North Campus - Ashland CTC	5,600,000	5,600,000			
12　KCTCS-Renovate Falkenstine - Southeast, Cumberland	5,000,000	5,000,000			
13　KCTCS-Renovate Tech Campus - Madisonville CC	3,000,000	3,000,000			
14　KCTCS-Renovate Auditorium Building - Hopkinsville CC	3,800,000	3,800,000			
15　KCTCS-Renovate Urban Campus Buildings - Gateway CTC	15,200,000	15,200,000			
16　KCTCS-Renovate Facilities - Maysville Campus	5,000,000	5,000,000			
17　KCTCS-Repair/Replace Roofs - Hazard CTC	2,000,000	2,000,000			
18　KCTCS-Renovate Seminary Building - Jefferson CTC	20,000,000	20,000,000			
19　KCTCS-Renovate Academic Building - Hopkinsville CC	6,000,000	6,000,000			
20　KCTCS-Renovate Admin Bldg - Southeast CC, Whitesburg	3,800,000	3,800,000			
21　KCTCS-Renovate Admin Bldg Newtown Campus - Bluegrass CTC	4,500,000	4,500,000			
22　KCTCS-Replace HVAC Units - Somerset CC South Campus	2,200,000	2,200,000			
23　KCTCS-Renovate Sullivan Tech Cntr - Henderson CC	4,600,000	4,600,000			
24　KCTCS-Upgrade HVAC Systems - Big Sandy CTC, Collegewide	2,000,000	2,000,000			
25　KCTCS-Replace HVAC System Ph I - Owensboro CTC	4,400,000	4,400,000			
26　KCTCS-Renovate Learning Resource Center - Ashland CTC	4,800,000	4,800,000			
27　KCTCS-Soil Stabilization Godbey Bldg - Southeast, Cumberland	1,500,000	1,500,000			
28　KCTCS-Renovate Main Campus - West KY CTC	2,700,000	2,700,000			
29　KCTCS-Stabilize Soil Technical Campus - Hazard CTC	2,000,000	2,000,000			
30　JCTC-Acquire/Improve Parking Lots	2,500,000	2,500,000			
31　KCTCS-Install Sprinkler Systems - West KY CTC	1,500,000	1,500,000			
32　KCTCS-KCTCS CEMCS Upgrades (Energy)	2,000,000	2,000,000			
Subtotal - KCTCS	$ 252,400,000	$ 252,400,000	$ -	$ -	$ -
System Total	**$ 2,938,435,000**	**$ 1,478,917,800**	**$ 1,231,517,200**	**$ 53,000,000**	**$ 175,000,000**

Institution/Institution Priority / Project Title	Project Scope	General Fund	Restricted/ Institution Funds	Other Funds
Eastern Kentucky University				
1 EKU-Construct College of Education Complex	$ 93,154,000		$ 93,154,000	
2 EKU-Comprehensive Aviation Expansion	10,000,000		10,000,000	
Total - EKU	$ 103,154,000	$ -	$ 103,154,000	$ -
Kentucky State University				
1 KSU-Construct Health Science Center	$ 18,008,000		$ 18,008,000	
2 KSU-Construct Business & Technology Center	41,796,000		41,796,000	
3 KSU-Academic & Student Success Center	28,967,000		28,967,000	
4 KSU-Expand Campus Communications Infrastructure	2,354,000		2,354,000	
Total - KSU	$ 91,125,000	$ -	$ 91,125,000	$ -
Morehead State University				
1 MoSU-Construct Center for Health Education & Research Phase II	$ 23,527,000		$ 23,527,000	
2 MoSU-Construct Water Plant Sediment Basin	1,880,000		1,880,000	
3 MoSU-Construct Center for Excellence in Education for Perf. Art	65,502,000		60,502,000	5,000,000
4 MoSU-Construct KY Center for Traditional Music Phase II	1,975,000		1,975,000	
Total - MoSU	$ 92,884,000	$ -	$ 87,884,000	$ 5,000,000
Murray State University				
1 No Projects Requested	$ -			
Subtotal - MuSU	$ -	$ -	$ -	$ -
Northern Kentucky University				
1 NKU-Expand Herrmann Science Center	$ 92,000,000		$ 92,000,000	
Subtotal - NKU	$ 92,000,000	$ -	$ 92,000,000	$ -

Institution/Institution Priority / Project Title	Project Scope	General Fund	Restricted/ Institution Funds	Other Funds
Western Kentucky University				
1 WKU-Construct New Gordon Ford College of Business	$ 120,100,000		$ 120,100,000	
2 WKU-Construct Tertiary Data Center	1,500,000		1,500,000	
Subtotal - WKU	$ 121,600,000	$ -	$ 121,600,000	$ -
University of Kentucky				
1 UK-Construct Agriculture Machine Research Lab	$ 10,000,000	$ -	$ 10,000,000	$ -
2 UK-Construct Agriculture Research Facility 1	20,000,000		20,000,000	
3 UK-Construct Agriculture Research Facility 2	10,000,000		10,000,000	
4 UK-Construct Agriculture Showcase and Sales	6,000,000		6,000,000	
5 UK-Construct Digital Village Building #3	55,000,000		55,000,000	
6 UK-Construct Engineering Center Building	110,000,000		110,000,000	
7 UK-Construct Equine Campus, Phase II	11,000,000		11,000,000	
8 UK-Construct Library Depository Facility	15,000,000		15,000,000	
9 UK-Construct North Farm Agricultural Research Facility	2,000,000		2,000,000	
10 UK-Construct Research/Incubator Facility	15,000,000			15,000,000
11 UK-Construct School of Music Instrumental Hall	30,000,000		30,000,000	
12 UK-Construct/Relocate Data Center	40,000,000		40,000,000	
13 UK-Construct/Improve Recreation Quad I	15,000,000		15,000,000	
Subtotal - UK	$ 339,000,000	$ -	$ 324,000,000	$ 15,000,000
University of Louisville				
1 No Projects Requested	$ -			
Subtotal - UofL	$ -	$ -	$ -	$ -
Kentucky Community and Technical College System				
1 KCTCS-Expand Pikeville Campus Big Sandy CTC (Add'l)	$ 28,000,000		$ 28,000,000	
2 KCTCS-Const Arts & Hum Bldg Somerset CC North (Add'l)	25,600,000		25,600,000	
3 KCTCS-Const Student/Classroom - Bluegrass CTC, Newtown Pike	30,000,000		30,000,000	
4 KCTCS-Const Muhlenberg Campus Ph II - Madisonville CC	12,900,000		12,900,000	
5 KCTCS-Const/Procure Postsecondary Ed Cntr Ph III - Maysville CTC	10,000,000		10,000,000	
6 KCTCS-Const Addition to Bldg 2 - Somerset CC, South	4,500,000		4,500,000	
7 KCTCS-Const Student Learning Center - Hopkinsville CC	10,000,000		10,000,000	
8 KCTCS-Const Extension Ctr - Somerset CC, Russell County	18,800,000		18,800,000	
9 KCTCS-Const Bullitt County Campus, JCTC	17,900,000		17,900,000	
10 KCTCS-Const Tech Ed Bldg - Somerset CC, Laurel North	27,100,000		27,100,000	
Subtotal - KCTCS	$ 184,800,000	$ -	$ 184,800,000	$ -
System Total	$ 1,024,563,000	$ -	$ 1,004,563,000	$ 20,000,000

Capital Projects Recommendations
Information Technology Initiatives and Equipment Projects (eligible for General Fund support)
2018-20

Institution/ Project Title	Project Scope	General Fund	Agency Bonds	Rest/Other Funds	Federal Funds
Eastern Kentucky University					
1 EKU-Campus Data Network Pool	$ 13,000,000			$ 13,000,000	
2 EKU-Academic Computing Pool	8,000,000			8,000,000	
3 EKU-Administrative Computing Pool	6,500,000			6,500,000	
4 EKU-Scientific & Research Equipment Pool	7,400,000			5,200,000	2,200,000
5 EKU-Chemistry and Translational Research Pool	1,025,000			1,025,000	
6 EKU-Lease Aviation Equipment	-				
Subtotal - EKU	$ 35,925,000	$ -	$ -	$ 33,725,000	$ 2,200,000
Kentucky State University					
1 KSU-Upgrade Information Tech Infrastructure 2018	$ 12,000,000			$ 12,000,000	
2 KSU-Replace Enterprise Resoiurce Planning System	5,000,000			5,000,000	-
Subtotal - KSU	$ 17,000,000	$ -	$ -	$ 17,000,000	$ -
Morehead State University					
1 MoSU-Enhance Library Automation Resources	$ 1,539,000			$ 1,539,000	
2 MoSU-Enhance Network/Infrastructure Resources - Add'l	3,000,000			3,000,000	
3 MoSU-Upgrade Campus Fire & Security Systems	2,670,000			2,670,000	
4 MoSU-Upgrade Instruction PCs/LANS/Peripherals	4,000,000			4,000,000	
5 MoSU-Upgrade Administrative Office Systems	3,000,000			3,000,000	
Subtotal - MoSU	$ 14,209,000	$ -	$ -	$ 14,209,000	$ -
Murray State University					
1 MuSU-Agricuulture Instructional Lab & Technology Equipment	$ 800,000			$ 800,000	
2 MuSU-Broadcasting Education Lab Equipment	225,000			225,000	
3 MuSU-College of Science Instructional/Reseach Equipment	3,500,000			3,500,000	
Subtotal - MuSU	$ 4,525,000	$ -	$ -	$ 4,525,000	$ -

Capital Projects Recommendations
Information Technology Initiatives and Equipment Projects (eligible for General Fund support)
2018-20

Attachment C-3
November 3, 2017

Institution/ Project Title	Project Scope	General Fund	Agency Bonds	Rest/Other Funds	Federal Funds
Northern Kentucky University					
1 NKU-Upgrade Instructional Technology Reauth.	$ 3,500,000			$ 3,500,000	
2 NKU-Campus Telecommunications Upgrade Reauth.	1,500,000			1,500,000	
3 NKU-Next Generation Digital Campus	3,000,000			3,000,000	
4 NKU-Enhance/Upgrade Cyber Security System Reauth.	1,500,000			1,500,000	
5 NKU-Infrastructure for Admin Systems Add'l Reauth.	2,000,000			2,000,000	
6 NKU-Scientific/Technology Equipment Pool Reauth.	5,000,000			5,000,000	
Subtotal - NKU	$ 16,500,000	$ -	$ -	$ 16,500,000	$ -
Western Kentucky University					
1 WKU-Acquire Fixtures, Furniture & Equipment Diddle Arena	$ 3,000,000			$ 3,000,000	
2 WKU-Acquire Fixtures, Furniture & Equipment Pool 2018-20	3,000,000			3,000,000	
3 WKU-Upgrade IT Infrastructure	6,000,000			6,000,000	
4 WKU-Hilltopper Hall Fixtures, Furniture & Equipment	3,000,000			3,000,000	
Subtotal - WKU	$ 15,000,000	$ -	$ -	$ 15,000,000	$ -
University of Kentucky					
1 UK-Improve Enterprise Networking 1	$ 3,000,000			$ 3,000,000	
2 UK-Improve Enterprise Networking 2	3,000,000			3,000,000	
3 UK-Lease/Purchase Campus Call Center System	5,000,000			5,000,000	
4 UK-Lease/Purchase Campus Infrastructure	10,000,000			10,000,000	
5 UK-Lease/Purchase IT Systems	10,000,000			10,000,000	
6 UK-Lease/Purchase High Performance Computer	7,000,000			7,000,000	
7 UK-Lease/Purchase Network Security	5,000,000			5,000,000	
8 UK-Lease/Purchase Voice Infrastructure	3,000,000			3,000,000	
9 UK-Research Equipment Replacement Pool	30,000,000			30,000,000	
10 UK-Repair/Replace Campus Infrastructure	4,000,000			4,000,000	
Subtotal - UK	$ 80,000,000	$ -	$ -	$ 80,000,000	$ -
University of Louisville					
1 UL-Purchase Networking System	$ 8,000,000			$ 8,000,000	
2 UL-Purchase Research Computing Infrastructure	7,000,000			7,000,000	
3 UL-Purchase Content Management System	4,000,000			4,000,000	
4 UL-Purchase Fiber Infrastructure	3,500,000			3,500,000	
5 UL-Purchase Security and Firewall Infrastructure	3,000,000			3,000,000	
6 UL-Purchase Computer Processing System & Storage	2,000,000			2,000,000	
7 UL-Purchase Identity Management	2,000,000			2,000,000	
Subtotal - UofL	$ 29,500,000	$ -	$ -	$ 29,500,000	$ -

Institution/ Project Title	Project Scope	General Fund	Agency Bonds	Rest/Other Funds	Federal Funds
Kentucky Community and Technical College System					
1 KCTCS-Information Technology Pool	$ 9,500,000			$ 9,500,000	
Subtotal - KCTCS	$ 9,500,000	$ -	$ -	$ 9,500,000	$ -
Total Institutions	**$ 222,159,000**	**$ -**	**$ -**	**$ 219,959,000**	**$ 2,200,000**
Council on Postsecondary Education					
1 CPE-Military Student Initiative	$ 2,000,000	$ 2,000,000			
2 CPE-Commonwealth College	4,000,000	4,000,000			
3 CPE-Enhance Kentucky Regional Optical Network	1,000,000	1,000,000			
Subtotal - CPE	$ 7,000,000	$ 7,000,000	$ -	$ -	$ -
System Total	**$ 229,159,000**	**$ 7,000,000**	**$ -**	**$ 219,959,000**	**$ 2,200,000**

Institution and Project Title	Project Scope		Agency Bonds		Institution or Other Funds	Revenue Stream For Debt Service	Anticipated Board Action	Status of Existing Fee	Est. Date to Issue Debt
Eastern Kentucky University									
1 EKU-Construct New Model Laboratory School	$	45,000,000	$	45,000,000	$ -	TBD	TBD	TBD	TBD
2 EKU-Improve Campus Pedestrian, Parking and Transport		30,000,000		15,000,000	15,000,000	TBD	TBD	TBD	TBD
3 EKU-Renovate Moore-Memorial-Roark Buildings		40,000,000		40,000,000		TBD	TBD	TBD	TBD
4 EKU-Aviation Acquisition		5,000,000		5,000,000		TBD	TBD	TBD	TBD
Subtotal - EKU	$	120,000,000	$	105,000,000	$ 15,000,000				
Kentucky State University									
1 No projects requested	$	-	$	-	$ -				
Subtotal - KSU	$	-	$	-	$ -				
Morehead State University									
1 MoSU-Construct New Volleyball Facility - Phase II	$	2,761,000	$	2,761,000		TBD	TBD	TBD	TBD
2 MoSU-Construct University Welcome Center / Alumni House		7,927,000		1,927,000	6,000,000	TBD	TBD	TBD	TBD
3 MoSU-Renovate Alumni Tower Ground Floor		3,812,000		3,812,000		TBD	TBD	TBD	TBD
4 MoSU-Capital Renewal & Maintenance Pool - Aux		3,961,000		3,961,000	-	TBD	TBD	TBD	TBD
5 MoSU-Comply with ADA - Auxiliary		1,991,000		1,991,000		TBD	TBD	TBD	TBD
6 MoSU-Construct New Residence Hall		35,789,000		35,789,000		TBD	TBD	TBD	TBD
7 MoSU-Renovate Cartmell Residence Hall		14,991,000		14,991,000		TBD	TBD	TBD	TBD
8 MoSU-Replace Exterior Precast Panels at Nunn Hall		3,075,000		3,075,000		TBD	TBD	TBD	TBD
9 MoSU-Replace Turf at Jacobs Field (football)		1,060,000		1,060,000		TBD	TBD	TBD	TBD
Subtotal - MoSU	$	75,367,000	$	69,367,000	$ 6,000,000				
Murray State University									
1 MuSU-Renovate White Hall	$	16,740,000	$	16,740,000		TBD	TBD	TBD	TBD
2 MuSU-Complete ADA Compliance H&D Pool		2,751,000		2,751,000	-	TBD	TBD	TBD	TBD
3 MuSU-Complete Capital Renewal: H&D Pool		9,306,000		9,306,000		TBD	TBD	TBD	TBD
4 MuSU-Renovate Hart Hall Electrical System		1,321,000		1,321,000		TBD	TBD	TBD	TBD
5 MuSU-Renovate Regents Hall Electrical System		1,486,000		1,486,000		TBD	TBD	TBD	TBD
6 MuSU-Renovate Buildings: H&D Pool		815,000		815,000		TBD	TBD	TBD	TBD
7 MuSU-Complete Life Safety: H&D Pool		1,514,000		1,514,000		TBD	TBD	TBD	TBD
8 MuSU-Renovate White Hall Electrical System		1,373,000		1,373,000		TBD	TBD	TBD	TBD
9 MuSU-Renovate White Hall HVAC System		2,130,000		2,130,000		TBD	TBD	TBD	TBD
10 MuSU-Renovate White Hall Interior		1,601,000		1,601,000		TBD	TBD	TBD	TBD
11 MuSU-Replace White Hall Domestic Water Piping		1,143,000		1,143,000		TBD	TBD	TBD	TBD
Subtotal - MuSU	$	40,180,000	$	40,180,000	$ -				
Northern Kentucky University									
1 NKU-Renew Kenton Garage	$	4,800,000	$	2,400,000	$ 2,400,000	Parking Fees	TBD	TBD	TBD
2 NKU-Renovate Residence Halls 2018-2020		18,000,000		18,000,000		Resident Hall Revenue	TBD	TBD	TBD
3 NKU-Construct/Acquire New Residence Hall Reauth.		28,500,000		28,500,000		Resident Hall Revenue	TBD	TBD	TBD
4 NKU-Reconstruct West Side Parking		14,000,000		7,000,000	7,000,000	Parking Fees	TBD	TBD	TBD
5 NKU-Acquire Land/Master Plan 2010-2012 Reauth.		25,500,000		17,500,000	8,000,000	TBD	TBD	TBD	TBD
Subtotal - NKU	$	90,800,000	$	73,400,000	$ 17,400,000				
Western Kentucky University									
1 No Projects Requested	$	-	$	-	$ -				
Subtotal - WKU	$	-	$	-	$ -				

Institution and Project Title	Project Scope		Agency Bonds		Institution or Other Funds	Revenue Stream For Debt Service	Anticipated Board Action	Status of Existing Fee	Est. Date to Issue Debt
University of Kentucky									
1 UK-Acquire/Renovate Housing	$	75,000,000	$	40,000,000	$ 35,000,000	TBD	TBD	TBD	TBD
2 UK-Construct Housing		50,000,000		50,000,000		TBD	TBD	TBD	TBD
3 UK-Renovate/Improve Housing		50,000,000		50,000,000		TBD	TBD	TBD	TBD
4 UKH-Renovate/Upgrade HealthCare Facilities		150,000,000		150,000,000		TBD	TBD	TBD	TBD
Subtotal - UK	$	325,000,000	$	290,000,000	$ 35,000,000				
University of Louisville									
1 UL-Construct College of Business Building	$	120,000,000	$	40,000,000	$ 80,000,000	TBD	TBD	TBD	TBD
2 UL-Demolish and Replace Miller Resident Hall		70,600,000		70,600,000		TBD	TBD	TBD	TBD
3 UL-Renovate/Expand Threlkeld Resident Hall		33,275,000		33,275,000		TBD	TBD	TBD	TBD
Subtotal - UofL	$	223,875,000	$	143,875,000	$ 80,000,000				
System Total	$	**875,222,000**	$	**721,822,000**	$ **153,400,000**				

Institution/ Project Title		Project Scope	General Fund	Institution Funds	Other Funds	Federal Funds
Eastern Kentucky University						
1	EKU-Commonwealth Hall Partial Repurposing & Renovation	$ 6,000,000	$ -	$ 6,000,000	$ -	$ -
2	EKU-Construct Alumni & Welcome Center	13,000,000			13,000,000	
3	EKU-Construct Early Childhood Center	4,200,000		4,200,000		
4	EKU-Construct Regional Health Facility	15,000,000				15,000,000
5	EKU-Construct Student Health Center	2,705,000			2,705,000	
6	EKU-Demolish Residence Halls	6,000,000		6,000,000		
7	EKU-Construct Honors College	15,000,000		15,000,000		
8	EKU-Innovation and Commercialization Pool	15,000,000		5,000,000	10,000,000	
9	EKU-Natural Areas Improvement Pool	825,000		825,000		
10	EKU-Property Acquisition Pool	6,000,000		3,000,000	3,000,000	
11	EKU-Renovate Womens Soccer Complex	3,000,000			3,000,000	
12	EKU-Replace & Renovate Student Housing	50,000,000			50,000,000	
13	EKU-Renovate Exercise Sports Science	1,800,000		1,800,000		
14	EKU-Upgrade & Improve Athletics Facilities	6,000,000		3,000,000	3,000,000	
15	EKU-Upgrade & Improve Residence Halls	9,000,000		9,000,000		
16	EKU-Madison County Student Housing Lease	-				
17	EKU-Lease - New Housing Space	-				
	Subtotal - EKU	$ 153,530,000	$ -	$ 53,825,000	$ 84,705,000	$ 15,000,000
Kentucky State University						
1	KSU-Acquire Land/Campus Master Plan 2018	$ 2,000,000	$ -	$ 1,000,000	$ -	$ 1,000,000
2	KSU-Construct New Residence Hall	54,366,000			54,366,000	
3	KSU-Franklin County Lease (Housing)	-				
	Subtotal - KSU	$ 56,366,000	$ -	$ 1,000,000	$ 54,366,000	$ 1,000,000
Morehead State University						
1	MoSU-Acquire Land Related to Master Plan	$ 4,000,000		$ 4,000,000		
	Subtotal - MoSU	$ 4,000,000	$ -	$ 4,000,000	$ -	$ -
Murray State University						
1	MuSU-Acquire Agriculture Research Farm Land	$ 1,200,000		$ 1,200,000		
2	MuSU-Acquire Property	4,000,000		4,000,000		
3	MuSU-Construct Residential Suite-Style Housing	33,000,000			33,000,000	
4	MuSU-Construct Sorority Suites	33,200,000			33,200,000	
5	MuSU-Construct Student Meeting Buildings	2,000,000		2,000,000		
6	MuSU-Construct/Renovate Alternative Dining Facility (1-3)	12,000,000			12,000,000	
7	MuSU-Demolish Woods Hall	2,364,000		2,364,000		
8	MuSU-Install CFSB Center Generator	1,541,000		1,541,000		
9	MuSU-Install Solar Panels and/or Geothermal Power	2,054,000		2,054,000		
10	MuSU-Provide Bookstore	8,216,000			8,216,000	
11	MuSU-Renovate White Hall-P3	17,000,000			17,000,000	
12	MuSU-Renovate Winslow Cafeteria	4,673,000		4,673,000		
13	MuSU-Repairs of Biology Building	2,000,000		2,000,000		
14	MuSU-Replace CFSB Center Seating	1,541,000		1,541,000		
	Subtotal - MuSU	$ 124,789,000	$ -	$ 21,373,000	$ 103,416,000	$ -

Institution/ Project Title	Project Scope	General Fund	Institution Funds	Other Funds	Federal Funds
Northern Kentucky University					
1 NKU-Replace Soccer Stadium Turf	$ 1,000,000			$ 1,000,000	
2 NKU-Construct Basketball Practice Facility	16,000,000	-		16,000,000	-
3 NKU-Enhance Softball & Tennis Complex	6,500,000			6,500,000	
4 NKU-Renovate/Expand Baseball Field	6,000,000			6,000,000	
5 NKU-Renovate Brown Building	4,500,000		3,000,000	1,500,000	
Subtotal - NKU	$ 34,000,000	$ -	$ 3,000,000	$ 31,000,000	$ -
Western Kentucky University					
1 WKU-Renovate Garrett Conference Center	$ 38,500,000		$ 3,500,000	$ 35,000,000	
2 WKU-Renovate College Heights Foundation Building	3,000,000			3,000,000	
3 WKU-Construct Indoor Athletic Training Facility	18,000,000			18,000,000	
4 WKU-Remove and Replace Student Housing at Farm	1,500,000			1,500,000	
5 WKU-Add Club Seating at Diddle Arena	3,000,000			3,000,000	
6 WKU-Energy Saving Performance Contracting 2018-20	10,000,000			10,000,000	
7 WKU-Construct Football Pressbox	5,200,000			5,200,000	
8 WKU-Purchase Property/Parking and Street Improve 2018-20	3,000,000		3,000,000		
9 WKU-Purchase Property for Campus Expansion 2018-20	3,000,000		3,000,000		
10 WKU-Renovate South Campus	5,000,000		5,000,000		
11 WKU-Expand Track and Field Facilities	4,700,000			4,700,000	
12 WKU-Construct Baseball Grandstand	4,500,000			4,500,000	
13 WKU-Construct South Plaza	2,500,000			2,500,000	
14 WKU-Renovate Tate Page Hall	1,200,000		1,200,000		
15 WKU-Renovate State/Normal Street Properties	1,500,000		1,500,000		
16 WKU-Renovate Grise Hall Restrooms (ADA)	1,000,000		1,000,000		
17 WKU-Renovate Center for Research & Development Phase I	6,000,000		6,000,000		
18 WKU-Construct Science Gallery	2,500,000			2,500,000	
19 WKU-Renovate and Expand Clinical Education Complex	8,000,000			8,000,000	
20 WKU-Renovate & Improve Softball Complex	3,500,000			3,500,000	
Subtotal - WKU	$ 125,600,000	$ -	$ 24,200,000	$ 101,400,000	$ -

Institution/ Project Title	Project Scope	General Fund	Institution Funds	Other Funds	Federal Funds
University of Kentucky					
1 UK-Acquire Land	$ 50,000,000	$ 50,000,000			
2 UK-Acquire/Improve Senior Center	10,000,000		10,000,000		
3 UK-Acquire/Renovate Administrative Facility	10,000,000		10,000,000		
4 UK-Acquire/Renovate Administrative Facility	10,000,000		10,000,000		
5 UK-Acquire/Renovate Golf Facility	6,000,000			6,000,000	
6 UK-Construct Cross Country Trail	3,000,000			3,000,000	
7 UK-Construct Facilities Shops & Storage Facility	27,000,000		27,000,000		
8 UK-Construct Fit/Up Retail Space (Athletics)	5,000,000			5,000,000	
9 UK-Construct Childcare Center Facility	10,000,000		10,000,000		
10 UK-Construct Greek Housing	72,000,000		36,000,000	36,000,000	
11 UK-Construct New Alumni Center	38,000,000			38,000,000	
12 UK-Construct Police Headquarters	27,000,000		27,000,000		
13 UK-Construct Retail/Parking Facility #1	75,000,000			75,000,000	
14 UK-Construct Retail/Parking Facility #2	75,000,000			75,000,000	
15 UK-Construct Student Housing (RA)	150,000,000		50,000,000	100,000,000	
16 UK-Construct Tennis Facility	35,000,000		35,000,000		
17 UK-Construct Transit Center	6,000,000		6,000,000		
18 UK - Construct/Fit-Up Retail Space	10,000,000			10,000,000	
19 UK-Construct/Improve Campus Recreation Field 1	5,000,000		5,000,000		
20 UK-Construct/Improve Campus Recreation Field 2	5,000,000		5,000,000		
21 UK-Construct/Improve Campus Recreation Field 3	5,000,000		5,000,000		
22 UK-Construct/Improve Facilities Office Building	55,000,000		55,000,000		
23 UK-Construct/Improve Recreation Quad 2	15,000,000			15,000,000	
24 UK-Construct/Renovate Gymnastic Practice Facility	10,000,000			10,000,000	
25 UK-Construct/Renovate Space for Rifle Team	9,000,000			9,000,000	
26 UK-Decommission Facilities	28,000,000		28,000,000		
27 UK-Design Library/Knowledge Center	14,000,000		14,000,000		
28 UK-Expand KGS Well Sample & Core Repository	6,000,000		6,000,000		
29 UK-Expand Patterson Hall	12,000,000		12,000,000		
30 UK-Expand/Improve Johnson Center	30,000,000		30,000,000		
31 UK-Expand/Renovate Wildcat Coal Lodge	21,000,000			21,000,000	
32 UK-Expand/Renovate Storage Facility	12,000,000		12,000,000		
33 UK-Fit-Up Academic/Administrative Space 1	10,000,000		10,000,000		
34 UK-Fit-Up Academic/Administrative Space 2	10,000,000		10,000,000		
35 UK-Guaranteed Energy Performance Contract - General	1,000,000		1,000,000		
36 UK-Improve Commonwealth Stadium	6,000,000		-	6,000,000	
37 UK-Improve Academic Facility 1	16,000,000		16,000,000		
38 UK-Improve Administrative/Support Space	2,000,000		2,000,000		
39 UK-Improve Athletics Facility 1	6,000,000			6,000,000	
40 UK-Improve Athletics Facility 2	5,000,000			5,000,000	
41 UK-Improve Baseball Faciity	5,000,000			5,000,000	
42 UK-Improve Campus Parking and Transportation System	120,000,000		120,000,000		
43 UK-Improve Carnahan House	8,000,000		8,000,000		
44 UK-Improve Coldstream Research Campus	40,000,000		40,000,000		
45 UK-Improve Football Practice Facility	4,000,000			4,000,000	
46 UK-Improve Jacobs Science Building	32,000,000		32,000,000		
47 UK-Improve Joe Craft Center	5,000,000		5,000,000		
48 UK-Improve Memorial Coliseum	30,000,000			30,000,000	
49 UK-Improve Parking Garage 1	30,000,000		30,000,000		
50 UK-Improve Parking Garage 2	30,000,000		30,000,000		
51 UK-Improve Spindletop Hall Facilities	15,000,000		15,000,000		
52 UK-Improve Student Center Space 1	15,000,000		15,000,000		
53 UK-Improve Student Center Space 2	15,000,000		15,000,000		
54 UK-Improve Synthetic Field	12,000,000			12,000,000	
55 UK-Radio Communicatons System Expansion	3,000,000		3,000,000		
56 UK-Improve Wildcat Coal Lodge	4,000,000			4,000,000	
57 UK-Mobile Communication Center	400,000			400,000	
58 UK-Acquire Equipment/Furnishings Pool	5,000,000			5,000,000	
59 UK-Purchase Parking Access Equipment	1,500,000		1,500,000		

Institution/ Project Title	Project Scope	General Fund	Institution Funds	Other Funds	Federal Funds
60 UK-Purchase Transport Buses	2,000,000		2,000,000		
61 UK-Relocate Motor Pool	3,500,000		3,500,000		
62 UK-Relocate/Replace Greenhouses	3,000,000		3,000,000		
63 UK-Renovate Nutter Facility	5,000,000		-	5,000,000	
64 UK-Renovate Space for Testing Center	3,000,000		3,000,000		
65 UK-Renovate Warehouse Space	5,000,000		5,000,000		
66 UK-Renovate/Upgrade Academic Facility	16,000,000		16,000,000		
67 UK-Renovate/Upgrade Academic/Administrative Space	25,000,000		25,000,000		
68 UK-Renovate/Upgrade Academic/Administrative Space 1	10,000,000		10,000,000		
69 UK-Renovate/Upgrade Academic/Administrative Space 2	10,000,000		10,000,000		
70 UK-Renovate/Upgrade Academic/Administrative Space 3	10,000,000		10,000,000		
71 UK-Renovate/Upgrade Academic/Administrative Space 4	10,000,000		10,000,000		
72 UK-Renovate/Upgrade Academic/Administrative Space 5	10,000,000		10,000,000		
73 UK-Renovate/Upgrade Athletics Playing Fields 3	3,000,000			3,000,000	
74 UK-Renovate/Upgrade Athletics Playing Fields 4	3,000,000			3,000,000	
75 UK-Upgrade Dining Facilities (RA)	15,000,000			15,000,000	
76 UK-Upgrade/Expand Campus Security Platform	6,000,000		6,000,000		
77 UKH-Acquire Data Center Hardware	15,000,000		15,000,000		
78 UKH-Acquire Hospital Facility	250,000,000		250,000,000		
79 UKH-Acquire Medical Facility 1	50,000,000		50,000,000		
80 UKH-Acquire Medical Facility 2	25,000,000		25,000,000		
81 UKH-Acquire Telemedicine/Virtual ICU	10,000,000		10,000,000		
82 UKH-Acquire /Upgrade UKHC IT System	10,000,000		10,000,000		
83 UKH-Construct Ambulatory Facility	50,000,000		50,000,000		
84 UKH-Construct Data Center	45,000,000		45,000,000		
85 UKH-Construct Hospice Facility	5,000,000		5,000,000		
86 UKH-Construct/Expand/Renovate Ambulatory Care	20,000,000		20,000,000		
87 UKH-Construct/Improve Clinical/Admin Facilities	15,000,000		15,000,000		
88 UKH-Implement Energy Performance Contracting	1,000,000		1,000,000		
89 UKH-Implement Land Use Plan	20,000,000		20,000,000		
90 UKH-Implement Patient Communication System	10,000,000		10,000,000		
91 UKH-Improve Building Systems	20,000,000		20,000,000		
92 UKH-Improve Building Systems Good Samaritan	20,000,000		20,000,000		
93 UKH-Improve Clinical/Ambulatory Services Faciities	50,000,000		50,000,000		
94 UKH-Improve Good Samaritan Hospital Facilities	25,000,000		25,000,000		
95 UKH-Improve Markey Cancer Center Facilities	20,000,000		20,000,000		
96 UKH-Improve Parking Structures	25,000,000		25,000,000		
97 UKH-Improve UKHC Facilities Chandler Hospital	310,000,000		310,000,000		
98 UKH-Improve UKHC IT Systems	130,000,000		130,000,000		
99 UKH-Improve HealthCare IT Systems 1	50,000,000		50,000,000		
100 UKH-Improve HealthCare IT Systems 2	20,000,000		20,000,000		
101 UKH-Improve HealthCare IT Systems 3	30,000,000		30,000,000		
102 UKH-Renovate Nursing Units	7,000,000		7,000,000		
103 UKH-Renovate/Upgrade Hospital Facility	50,000,000		50,000,000		
104 UKH-Renovate/Upgrade Medical Facility 1	25,000,000		25,000,000		
105 UKH-Renovate/Upgrade Medical Facility 2	12,000,000		12,000,000		
106 UKH-Replace UKHC IT Systems 1	280,000,000		280,000,000		
107 UKH-Replace UKHC IT Systems 2 (Administrative)	70,000,000		70,000,000		
108 Perry Co. - Lease Rural Health Expansion - Hazard	-			-	
109 Fayette Co. - Lease Off-Campus #1	-			-	
110 Fayette Co. - Lease Off-Campus #4	-			-	
111 Fayette Co. - Lease Off-Campus #6	-			-	
112 Fayette Co. - Lease Off-Campus #7	-			-	
113 Fayette Co. - Lease Off-Campus #8	-			-	
114 Fayette Co. - Lease Off-Campus #9	-			-	
115 Fayette Co. - Lease Off-Campus #10	-			-	
116 Undetermined Co. - Lease Off-Campus #11	-			-	
117 Undetermined Co.- Lease Off-Campus #12	-			-	
118 Undetermined Co.- Lease Off-Campus #13	-			-	
119 Fayette Co. - Lease Grant Projects #1	-			-	

Institution/ Project Title	Project Scope	General Fund	Institution Funds	Other Funds	Federal Funds
120 Fayette Co. - Lease Grant Projects #2	-			-	
121 Fayette Co. - Lease Grant Projects #3	-			-	
122 Fayette Co. - Lease Administrative Space	-			-	
123 Fayette Co. - Lease Off-Campus Housing #1	-			-	
124 Fayette Co. - Lease Off-Campus Housing #2	-			-	
125 Campbell County - Lease College of Medicine #2	-			-	
126 Undetermined Co.- Lease College of Medicine #3	-			-	
127 Rowan Co. - Lease College of Medicine #4	-			-	
128 Undetermined Co.- Lease College of Medicine #5	-			-	
129 Undetermined Co.- Lease College of Medicine #6	-			-	
130 Fayette Co. - Lease Off-Campus Athletics #1	-			-	
131 Fayette Co - Lease Off-Campus Athletics #2	-			-	
132 Fayette Co. - Lease Off-Campus #2 (RA)	-			-	
133 Fayette Co. - Lease Off-Campus #3 (RA)	-			-	
134 Fayette Co. - Lease Off-Campus #5 (RA)	-			-	
135 UKHC Undetermined Co. - Lease Health Affairs Office	-			-	
136 UKHC Fayette Co. - Lease Health Affairs Office #2 (RA)	-			-	
137 UKHC Undetermined Co. - Lease Health Affairs Office #3	-			-	
138 UKHC Fayette Co. - Lease Health Affairs Office #4 (RA)	-			-	
139 UKHC Undetermined Co. - Lease Health Affairs Office #5	-			-	
140 UKHC Fayette Co. - Lease Health Affairs Office #6 (RA)	-			-	
141 UKHC Fayette Co. - Lease Health Affairs Office #7 (RA)	-			-	
142 UKHC Undetermined Co. - Lease Health Affairs Office #8 (RA)	-			-	
143 UKHC Undetermined Co. - Lease Health Affairs Office #9 (RA)	-			-	
144 UKHC Fayette Co. - Lease Health Affairs Office #10 (RA)	-			-	
145 UKHC Undetermined Co. - Lease Health Affairs Office #11	-			-	
146 UKHC Undetermined Co. - Lease Health Affairs Office #12	-			-	
147 UKHC Undetermined Co. - Lease Health Affairs Office #13	-			-	
148 UKHC Undetermined Co. - Lease Health Affairs Office #14	-			-	
149 UKHC Undetermined Co. - Lease Health Affairs Office #15	-			-	
150 UKHC Undetermined Co. - Lease UKHC Grant Projects #1	-			-	
151 UKHC Undetermined Co. - Lease UKHC Grant Projects #2	-			-	
152 UKHC Undetermined Co. - Lease UKHC Off-Campus Fac #1	-			-	
153 UKHC Undetermined Co. - Lease UKHC Off-Campus Fac #2	-			-	
154 UKHC Scott Co. - Lease UKHC Off-Campus Fac. #3 (RA)	-			-	
155 UKHC Undetermined Co. - Lease UKHC Off-Campus Fac #4	-			-	
156 UKHC Undetermined Co. - Lease UKHC Off-Campus Fac #5 (RA)	-			-	
157 UKHC Undetermined Co. - Lease UKHC Off-Campus Fac #6	-			-	
158 UKHC Undetermined Co. - Lease UKHC Off-Campus Fac #7	-			-	
159 UKHC Undetermined Co.- Lease UKHC Off-Campus Fac #8	-			-	
160 UKHC Undetermined Co.- Lease UKHC Off-Campus Fac #9	-			-	
161 UKHC Undetermined Co.- Lease UKHC Off-Campus Fac #10	-			-	
162 UKHC Undetermined Co.- Lease UKHC Off-Campus Fac #11	-			-	
163 UKHC Undetermined Co.- Lease UKHC Off-Campus Fac #12	-			-	
164 UKHC Fayette Co. - Lease Good Sam Hospital (RA)	-			-	
165 UKHC Warren Co. - Lease College of Medicine (RA)	-			-	
Subtotal - UK	$ 3,086,400,000	$ -	$ 2,580,000,000	$ 506,400,000	$ -

Institution/ Project Title		Project Scope	General Fund	Institution Funds	Other Funds	Federal Funds
University of Louisville						
1	UL-Construct Regional Biocontainment Lab Pressurization Upgrade	$ 5,000,000		$ 5,000,000		
2	UL-Construct TV Broadcast / Production Studio	10,000,000			10,000,000	
3	UL-Construct New Public/Private Partnership Residence Hall	51,000,000			51,000,000	
4	UL-Construct Plant Based Pharmaceutical Research Facility	1,700,000		1,700,000		
5	UL-Expand Auto Book Storage/Retrieval System	4,900,000		4,900,000		
6	UL-Construct Institute for Product Realization	35,980,000		35,980,000		
7	UL-Replace Papa John Stadium Seat Replacement	5,460,000			5,460,000	
8	UL-Expand Jim Patterson Stadium	9,500,000			9,500,000	
9	UL-Replace Electronic Video Boards	2,000,000			2,000,000	
10	UL-Construct Multidisciplinary Engineering Bldg #1	65,000,000		65,000,000		
11	UL-Construct Speed School Utility Infrastructure Upgrade	20,275,000		20,275,000		
12	UL-Improve Housing Facilities Pool	10,000,000		10,000,000		
13	UL-Renovate Parking Structures (Floyd, Chestnut, and 620)	3,600,000		3,600,000		
14	UL-Replace Parking Services Hardware & Software	2,600,000		2,600,000		
15	UL-Renovate, Resurface & Repair Parking Lot	2,500,000		2,500,000		
16	UL-Construct Belknap 3rd Street Improvements	2,180,000		2,180,000		
17	UL-Construct Belknap Century Corridor Improvements	1,250,000		1,250,000		
18	UL-Construct Belknap Stormwater Improvements	5,000,000		5,000,000		
19	UL-Purchase Land near Belknap Campus, North	8,500,000		8,500,000		
20	UL-Purchase Land near Belknap Campus, South	6,500,000		6,500,000		
21	UL-Purchase Land near HSC, Parcel II	6,275,000		6,275,000		
22	UL-Renovate Threlkeld Hall Infrastructure	1,500,000		1,500,000		
23	UL-Construct Artificial Turf Field for Intramural	1,215,000		1,215,000		
24	UL-Construct College of Business Courtyard/Café	1,800,000		1,800,000		
25	UL-Construct Athletic Office Building	7,500,000			7,500,000	
26	UL-Construct Athletic Grounds Building	1,550,000			1,550,000	
27	UL-Construct New Football Practice Field Lighting	1,330,000			1,330,000	
28	UL-Replace Artificial Turf Field III	1,250,000			1,250,000	
29	UL-Replace Artificial Turf Field IV	1,250,000			1,250,000	
30	UL-Construct Athletic Equipment & Apparel Storage	1,200,000			1,200,000	
31	UL-Purchase Land near Floyd Street, Parcel I	5,000,000		5,000,000		
32	UL-Purchase Land near Belknap Campus, East	2,000,000		2,000,000		
33	UL-Purchase Land near HSC, Parcel IV	3,240,000		3,240,000		
34	UL-Purchase Land near HSC, Parcel III	3,120,000		3,120,000		
	Subtotal - UofL	$ 291,175,000	$ -	$ 199,135,000	$ 92,040,000	$ -
Kentucky Community and Technical College System						
1	KCTCS-Acquisition of KCTCS System Office Building	$ 4,000,000		$ 4,000,000		
2	KCTCS-Const Adv Manufacturing Cntr-Bluegrass, Danville	5,000,000		5,000,000		
3	KCTCS-Const Adv Manuf. Cntr-Jefferson, Downtown (Add'l Funding)	5,000,000		5,000,000		
4	KCTCS-Const. Fire Commission System Office Building	6,000,000		6,000,000		
5	KCTCS-Const NRPC Parking Lot - Fire Commission	2,000,000		2,000,000		
6	KCTCS- Construct Parking Structure - Jefferson CTC, Downtown	14,000,000		14,000,000		
7	KCTCS-Expand Leitchfield Campus - Elizabethtown CTC	7,400,000		7,400,000		
8	KCTCS-Fire Commission Driver Simulator	1,000,000		1,000,000		
9	KCTCS-Fire Commission Fire Trucks	600,000		600,000		
10	KCTCS-Equipment Pool	5,000,000		5,000,000		
11	KCTCS-Property Acquisition Pool	5,000,000		5,000,000		
12	KCTCS-Renovate Dental Hygiene - Big Sandy CTC, Mayo	3,000,000		3,000,000		
13	KCTCS-Replace Meece HVAC System - Somerset CC, North	2,000,000		2,000,000		
14	KCTCS-Replace Roofs - Big Sandy CTC, Collegewide	1,700,000		1,700,000		
	Subtotal - KCTCS	$ 61,700,000	$ -	$ 61,700,000	$ -	$ -
Council on Postsecondary Education						
1	CPE - Leased Space	$ -				
	Subtotal - CPE	$ -	$ -	$ -	$ -	$ -
System Total		**$ 3,937,560,000**	**$ -**	**$ 2,948,233,000**	**$ 973,327,000**	**$ 16,000,000**

Institution and Project Title	Project Scope[1]
1 Eastern Kentucky University	N/A
2 Kentucky State University	N/A
3 Morehead State University	N/A
4 Murray State University	N/A
5 Northern Kentucky University	N/A
6 Western Kentucky University	N/A
7 University of Kentucky - Main Campus	N/A
8 University of Kentucky - Hospital	N/A
9 University of Louisville	N/A
10 Kentucky Community and Technical College System	N/A

Note:

[1] A project scope is not required for a project in this category.

2018-20 Postsecondary Education Budget Recommendation
Agency Budget Request

The following details the budget recommendation for the Council on Postsecondary Education Agency Budget Request for the 2018-20 biennium.

Overview

The Council's agency budget is comprised of five spending categories: 1) agency operations; 2) adult education local program providers; 3) student aid and assistance; 4) technology and academic support; and 5) research and economic development.

Agency operations expenditures support staff salaries, benefits, and operating costs associated with the Council's higher education coordinating board role, which includes policy leadership, strategic planning, regulation of the state's postsecondary education system, higher education finance policy, biennial budget development, tuition setting, communications, academic affairs and program review, and information, research, and administrative support. About 17 percent of the Council's 2017-18 General Fund budget supports agency staff and operating costs (see Chart 1), which includes Kentucky Adult Education (KYAE) program administration in Frankfort.

Spending that supports adult education local program providers represents about 42 percent of the agency's General Fund budget. These funds finance adult education instruction activities in all 120 counties throughout the Commonwealth.

The Student Aid and Assistance category includes expenditures for several student aid programs and other forms of educational support, but about 95 percent of spending in this category is for the Contract Spaces program. As can be seen in Chart 1, in the current fiscal year, 16 percent of the agency's General Fund budget is dedicated to student financial aid and assistance.

The main cost components in the Technology and Academic Support category are the Kentucky Virtual Campus (KYVC), the Kentucky Virtual Library (KYVL), the Kentucky Postsecondary Education Network (KPEN), and Teacher Quality (Senate Bill 1). About 13 percent of the agency's General Fund budget finances technology and academic support programs.

The Research and Economic Development category includes programs and initiatives administered by the Kentucky Science and Technology Corporation (KSTC). About 12 percent of the Council's budget supports research and economic development programs and services.

2018-20 Agency Budget Request

Given the state's current fiscal situation, CPE staff has limited additional budget requests for the agency to a bare minimum. That being said, several statewide

postsecondary education initiatives have critical funding needs and staff is recommending additional appropriations to support cost increases for agency operations, Contract Spaces, and Kentucky Adult Education local program providers. Staff is also requesting operating funds for two new programs: a Military Student Initiative, and an Adult Learner Initiative.

Chart 1

Council on Postsecondary Education
Fiscal 2017-18 General Fund Budget
$41.6 Million

Adult Education (Local Programs) 42%

Agency Operations 17%

Student Aid and Assistance 16%

Technology & Academic Support 13%

Research & Economic Development 12%
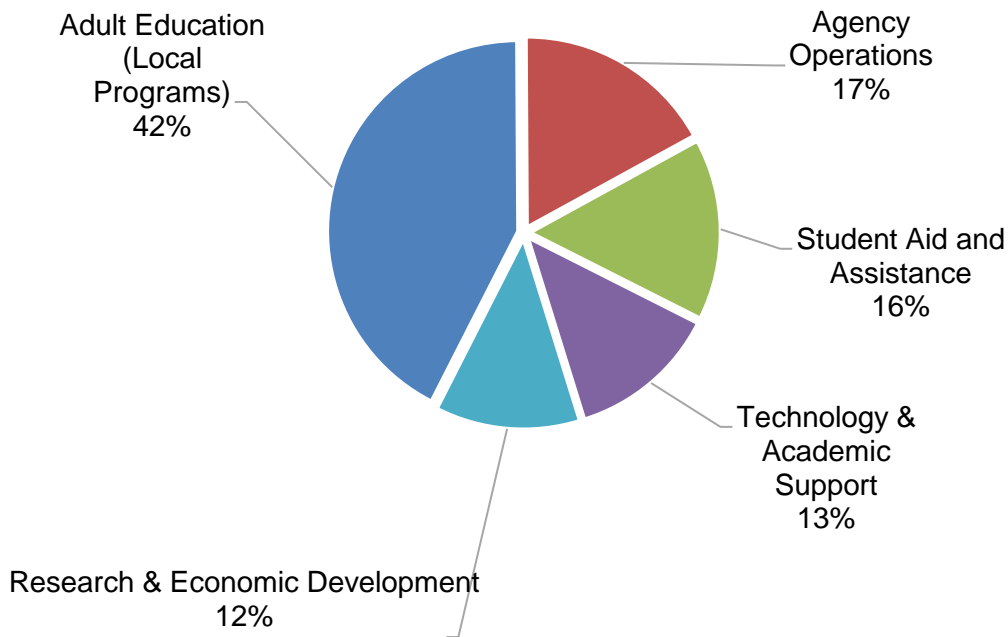
Specifically:
- *Council staff recommends increases in General Fund appropriations of $1,592,000 in 2018-19 and $2,099,800 in 2019-20 to support cost increases related to the agency's role and operation as a state higher education coordinating board.*
- *Council staff recommends additional General Fund appropriations of $2,260,000 in 2018-19 and $2,260,000 to support new initiatives.*
- *Council staff recommends $7,000,000 in capital project funding to support statewide technology initiatives.*

Major components of the agency budget request can be found in Table 1 below, followed by a brief description of each component. For additional detail pertaining to the Council's 2018-20 agency budget request see Attachment D-1.

Table 1: Components of 2018-20 Agency Budget Request

Funding Component	Fiscal Year 2018-19	Fiscal Year 2019-20
Beginning Base (2017-18 General Fund)	$41,566,000	$41,566,000
Additional Budget Requests:		
Mandated Staff Cost Increases	$849,600	$1,004,600
Mandated IT Cost Increases [a]	100,000	100,000
KYAE Local Program Providers	352,800	705,600
Contract Spaces	289,600	289,600
Technology and Academic Support	0	0
Research and Economic Development	0	0
Total Current Program Cost Increases	$1,592,000	$2,099,800
Agency Base Funding and Cost Increases	$43,158,000	$43,665,800
Requests for New Initiative Funding:		
Military Student Initiative	$260,000	$260,000
Adult Learner Initiative	2,000,000	2,000,000
Total New Initiatives	$2,260,000	$2,260,000
Capital Projects:		
Military Student Initiative System	$2,000,000	
Adult Learner Initiative System	4,000,000	
Regional Optical Network Enhancement	1,000,000	
Total Capital Projects [b]	$7,000,000	

(a) This figure is an estimate. Commonwealth Office of Technology increases are still being calculated.
(b) Does not include debt service for CPE capital projects ($1,204,000 in 2019-20), which will be requested as new funding in the Physical Facilities Trust Fund.

Current Program Cost Increases

Agency Operations
As an Executive Branch agency, the Council is instructed in the 2018-20 Branch Budget Guidelines to request an increase in General Fund to cover cost increases related to personnel and fringe benefits (e.g., 1% cost-of-living adjustments, retirement system contributions). Since the required increases are calculated on behalf of state agencies, they are referred to as "defined calculations." This past July, in response to a previously issued Executive Order, CPE's information technology unit was consolidated with the

Commonwealth Office of Technology. While some costs were eliminated due to the consolidation and some services and systems improved, other costs increased making it difficult to quantify the precise fiscal impact at this time. CPE staff estimates that the consolidation will end up increasing costs by about $100,000 but that figure may change before the budget is submitted to the state budget office.

- *Council staff recommends increases in General Fund appropriations of $949,600 in 2018-19 and $1,104,600 in 2019-20 to support mandated staff and operating cost increases.*

Adult Education Local Program Providers
The Kentucky Adult Education Act of 2000 (SB 1) challenged Kentucky Adult Education to develop and maintain "an efficient, responsive, and coordinated system of providers that delivers educational services to all adult citizens in quantities and of a quality that is comparable to the national average or above and significantly elevates the level of education of the adults of the Commonwealth." Over the past decade, reductions in state support have slowed progress toward reaching this goal. Since 2007-08, Kentucky Adult Education's General Fund support has been reduced by 29.5 percent.

- *Council staff recommends increases in General Fund appropriations of $352,800 in 2018-19 and $705,600 in 2019-20 to support KYAE local program providers.*

On a percentage basis, these increases are similar to increases requested for the postsecondary institutions each year of the upcoming biennium (i.e., about 2.0% and 4.0%, respectively, excluding KERS Increase requests). If authorized, these funds will be used by Kentucky Adult Education to implement a new Performance Funding Model. The model will establish criteria for rewarding outcomes such as GED attainment, academic level completions, National Career Readiness Certificates, and transition to postsecondary education. This new model will increase the percentage of performance funding compared to base funding in the total funding allocation and provide incentives for increased levels of student success. Once distributed, these funds will be used to expand the number of instructional hours, acquire new curriculum resources, and support professional development for adult education instructors.

Student Aid and Assistance
CPE agency funds support a small number of statewide student financial aid and assistance programs and services. Staff recommends funding the current number of spaces reserved for Kentucky residents through the Contract Spaces Program (164 veterinary spaces and 44 optometry spaces). Staff further recommends funding for one additional underrepresented minority scholar ($30,000) in the SREB Doctoral Scholars Program financed using savings generated by phasing out support for three programs: the Governor's Minority Student College Preparation Program, the Professional Education Preparation Program, and the Washington Internship Program. The remainder of the savings will support personnel and operating expenses related to the Council's statewide coordination activities. CPE is currently funding two SREB Doctoral Scholars.

CPE staff was recently informed that Auburn officials have offered to accept a lower rate from Kentucky ($31,000 per student per year) for the upcoming biennium for their veterinary students than the published SREB rate ($33,500 per student). This same rate will be used for Tuskegee veterinary students, making CPE's request for the upcoming biennium $410,000 less each year than it would have been at the full SREB rate.

- *Council staff recommends increases in General Fund appropriations of $289,600 in 2018-19 and $289,600 in 2019-20 to support the current number of veterinary medicine and optometry spaces purchased through the Contract Spaces program.*

Technology and Academic Support
This funding category is comprised of two main components: 1) information technology related academic support services, which are funded from the Council's Technology Initiative Trust Fund; and 2) K-12 teacher quality initiatives, initially funded to support SB1 goals.

- *Council staff recommends that the Commonwealth maintain the current level of base funding for the Technology Initiative Trust Fund and SB1 Special Initiatives.*

The Council's *2016-2021 Strategic Agenda* calls for Kentucky's postsecondary education system to maximize the use of technology in implementing academic innovations, and to strengthen K-12 educator programs and expand the role of higher education institutions in the delivery of professional development programs for teachers, school leaders, guidance counselors, adult education instructors, and faculty members.

Senate Bill 1 (2009) set ambitious goals for increases in college readiness of Kentucky high school graduates and for concomitant reductions in remedial instruction at Kentucky colleges and universities. Over the past eight years, CPE's SB 1 initiatives have encouraged partnerships among public and private colleges and universities and K-12 schools necessary to implement more rigorous standards and related assessments leading to improved college readiness.

The *Technology Trust Fund* is comprised of three components:

➢ *Kentucky Virtual Campus (KYVC).* KYVC maintains several statewide contracts that enable it to provide eLearning services to its academic and state agency partners.

➢ *Kentucky Virtual Library (KYVL).* KYVL acts as a central hub of a consortium that serves libraries located at public colleges and universities, public K-12 schools, public libraries, over 30 independent colleges and universities, and various private K-12 schools and libraries across the state. One of the services provided by KYVL is negotiation of statewide contracts for electronic databases that are used by all Kentuckians. KYVL was created in 1999 and has been able to level the playing field with respect to access to information for all Kentucky citizens. KYVL returns

$10.00 in cost savings for every $1.00 invested in statewide contracts for electronic learning materials.

➢ *Kentucky Postsecondary Education Network (KPEN.)* This network delivers Internet service to public colleges and universities at 70 locations throughout the state. The use of Internet services keeps institution costs down and enables innovative teaching methods. Currently, CPE's agency budget financially supports a baseline network for the state's public postsecondary institutions. Under the master agreement, institutions may purchase additional services and bandwidth directly from the vendor.

Teacher Quality Initiatives (SB 1). In 2009, SB 1 called for a reduction in the percentage of students entering postsecondary education with developmental needs and for greater success of such students once they arrive on campuses. Activities designed to achieve these goals are ongoing at the campus level and serve not only students already enrolled in postsecondary education, but also students in P-12 through their impact on teacher preparation programs and academic assessment. As indicated above, staff recommends that the Council endorse and support continuation funding for Teacher Quality Initiatives (SB 1).

Research and Economic Development
The Council's agency budget finances a number of research and economic development programs intended to stimulate innovation and job creation in Kentucky. These funds are allocated to the Council's Science and Technology Funding Program. Through a contract with the Council, the Kentucky Science and Technology Corporation (KSTC) administers two major programs: the Kentucky Science and Engineering Foundation, and the Kentucky Enterprise Fund.

Maintaining the current levels of funding for these growing programs will enable Kentucky to further develop existing areas of innovation and sustain a critical pipeline of new technologies to build a viable knowledge-based, entrepreneurial economy.

• *Council staff recommends that the Commonwealth maintain the current level of base funding for the Science and Technology Funding Program.*

New Initiatives and Capital Funding

Adult Learner Initiative
The Adult Learner Initiative is a new online competency-based program designed to increase the number of adults with bachelor's degrees in high-demand occupational areas. This program was developed by CPE staff and campus officials in response to the Adult Learner Degree Attainment Initiative (HB 265, 2012). If requested funding is authorized, it will be used to support start-up infrastructure and implementation costs, faculty professional development, technology, marketing and outreach efforts, and strategic partnerships.

- *Council staff recommends General Fund appropriations of $2,000,000 in 2018-19 and $2,000,000 in 2019-20 to support personnel and operating costs for the Adult Learner Initiative.*
- *Staff recommends $4,000,000 in General Fund supported Bond Funds to finance an information technology project for the Adult Learner Initiative.*

Military Student Initiative

The Military Student Initiative seeks to help members of the military, veterans, and their families transition from the military to postsecondary education and, ultimately, to the civilian workforce. If authorized, funding for this program will support two staff members charged with designing and implementing an online portal for articulating competencies acquired through military training and experience into college credit. Funding is also requested for an information technology system that would support the online portal and be integrated with systems at the public institutions to allow for seamless evaluation of transfer credits between military coursework and training and equivalent postsecondary education coursework.

- *Council staff recommends General Fund appropriations of $260,000 in 2018-19 and $260,000 in 2019-20 to support personnel and operating costs for the Military Student Initiative.*
- *Staff recommends $2,000,000 in General Fund supported Bond Funds to finance an information technology project for the Military Student Initiative.*

Kentucky Regional Optical Network Enhancement

This capital project will fund networking equipment to support the integration of Internet2 applications into the teaching and learning environment on the Kentucky Wired fiber optic network. It fund the routing hardware and firewalls to support the Kentucky Regional Optical Network (KyRON) and Kentucky Postsecondary Education Network (KPEN), which will be migrated to Kentucky Wired.

- *Staff recommends $1,000,000 in General Fund supported Bond Funds for the Kentucky Regional Optical Network Enhancement capital project.*

Other Fund Sources

Several programs administered by CPE receive funding from sources other than the state General Fund, including the Lung Cancer Research Program funded with tobacco settlement funds, Cancer Research Match program and licensure program funded with restricted funds, and Kentucky Adult Education, GEARUP, and teacher quality grants funded with federal funds. As part of the biennial budget process, the Council must request spending authority to expend these funds.

Tobacco Settlement Funds
The 2000 General Assembly created the Lung Cancer Research Fund to support research at UK's Markey Cancer Center and UofL's Brown Cancer Center, which explores causes, detection, and treatment of lung cancer. The program benefits Kentuckians through discovery of new cancer therapies, clinical trials, and an early detection program. These funds are allotted to the Council's Research Challenge Trust Fund. CPE's appropriation of Tobacco Settlement Funds is determined by a statutory formula, and the Council was directed to request the same level of funding in 2018-19 and 2019-20 as was enacted for 2017-18.

- *Council staff recommends Tobacco Settlement Fund appropriations of $5,176,100 in 2018-19 and $5,176,100 in 2019-20 for the Lung Cancer Research Fund (the same level of appropriation as in 2017-18).*

Restricted Funds
A request for restricted-funds spending authority is also part of the Council's biennial budget request. The Cancer Research Matching Fund is the largest program in CPE's agency budget that is financed with restricted funds. Funding for that program is obtained through a one cent per pack cigarette tax, and the proceeds are allocated and disbursed to UK and UofL to conduct lung cancer research.

The Council also receives restricted funds from the federal government through indirect cost recovery on federal grants, from individuals requesting a GED transcript, and from licensure of non-profit institutions, for-profit baccalaureate degree granting (and above) institutions, and out-of-state public institutions operating or soliciting in the Commonwealth.

In 2010, the Council began receiving licensure fees to support its statutory obligation to protect institutions and citizens against postsecondary institutions that might engage in fraudulent practices, unfair competition, or substandard educational programs per KRS 164.947. In December 2016, Kentucky joined the State Authorization Reciprocity Agreement (SARA). The Council by statute (KRS 164.540(3)) is designated as the state portal agency to manage the functional and administrative state responsibilities under SARA, and to serve as the official contact for other states and students on matters pertaining to the agreement, including processing consumer complaints. Revenue to support this function comes from Kentucky public institutions and licensed institutions that participate in the State Authorization Reciprocity Agreement (SARA).

- *Council staff recommends restricted funds appropriations of $5,045,100 in 2018-19 and $5,045,100 in 2019-20 (the same level of appropriation as in 2017-18).*

Federal Funds
In recent years, the Council on Postsecondary Education has administered several federal programs for which it receives federal grant funding: Kentucky Adult Education (KYAE), Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR

UP), and Improving Educator Quality (IEQ). For the upcoming biennium, federal funds spending authority will be requested for Kentucky Adult Education at the fiscal year 2017-18 level, or $12,322,000 in both 2016-17 and 2017-18. The GEAR UP grant will not be funded by the federal government during the 2018-20 biennium, and no federal fund spending authority will be requested for that program. There will be $450,000 in spending for IEQ in fiscal year 2018-19, before that grant ends, and staff will request federal funds spending authority for IEQ for 2018-19. Federal funds are received and disbursed in accordance with the terms and conditions of the federal grants.

- *Council staff recommends appropriations of $12,322,000 in both 2018-19 and 2019-20 to enable federal fund expenditures related to Kentucky Adult Education and requests $450,000 in federal funds spending authority in 2018-19 for the Improving Educator Quality Grant (the allotment for KYAE is the same each year of the upcoming biennium as it was in 2017-18; IEQ's 2017-18 allotment is $1,751,800).*

Council on Postsecondary Education
2018-20 Biennial Budget Recommendation
Proposed General Fund Agency Operating Budget

Funding Category / Programs	A	B	C = A + B	B/A	D	E = C + D	D/C	F = B + D	F/A
	2017-18 General Fund Base	2018-19 Increase over Prior Year	2018-19 General Fund Request	Annual Increase	2019-20 Increase over Prior Year	2019-20 General Fund Request	Annual Increase	Biennial Increase	Biennial Increase
Current Programs:									
Agency Operations[1]									
Salaries and Benefits (Mandated Increases)	$6,517,200	$849,600	$7,366,800	13.0%	$155,000	$7,521,800	2.1%	$1,004,600	15.4%
Information Technology (Preliminary Increases)	-	100,000	100,000	NA	-	100,000	0.0%	100,000	NA
Other Personnel and Operating Costs	615,100	421,900	1,037,000	68.6%	-	1,037,000	0.0%	421,900	68.6%
Realignment of Student Success funds	-	(421,900)	(421,900)	NA	-	(421,900)	0.0%	(421,900)	NA
Agency Operations Subtotal	**$7,132,300**	**$949,600**	**$8,081,900**	13.3%	**$155,000**	**$8,236,900**	1.9%	**$1,104,600**	15.5%
Kentucky Adult Education Local Programs[2]	**$17,640,500**	**$352,800**	**$17,993,300**	2.0%	**$352,800**	**$18,346,100**	2.0%	**$705,600**	4.0%
Student Assistance									
Contract Spaces (Tuition Increase)	$5,781,000	$289,600	$6,070,600	5.0%	$0	$6,070,600	0.0%	$289,600	5.0%
SREB Doctoral Scholars Program	64,500	30,000	94,500	46.5%	-	94,500	0.0%	30,000	46.5%
Professional Education Preparation	239,200	(239,200)	-	-100.0%	-	-	NA	(239,200)	-100.0%
Minority Student College Preparation	167,100	(167,100)	-	-100.0%	-	-	NA	(167,100)	-100.0%
State Autism Training Center	119,500	-	119,500	0.0%	-	119,500	0.0%	-	0.0%
Washington Intern Program	45,600	(45,600)	-	-100.0%	-	-	NA	(45,600)	-100.0%
Realignment of funds to Agency Operations	-	421,900	421,900	NA	-	421,900	0.0%	421,900	NA
Student Assistance Subtotal	**$6,416,900**	**$289,600**	**$6,706,500**	4.5%	**$0**	**$6,706,500**	0.0%	**$289,600**	4.5%
Technology & Academic Support									
Technology Trust Fund (KYVC/VL and KPEN)	$3,870,200	$0	$3,870,200	0.0%	$0	$3,870,200	0.0%	$0	0.0%
Teacher Quality Initiatives (SB1)	1,393,800	-	$1,393,800	0.0%	-	$1,393,800	0.0%	-	0.0%
Technology & Academic Support Subtotal	**$5,264,000**	**$0**	**$5,264,000**	0.0%	**$0**	**$5,264,000**	0.0%	**$0**	0.0%
Research and Economic Development	**$5,112,300**	**$0**	**$5,112,300**	0.0%	**$0**	**$5,112,300**	0.0%	**$0**	0.0%
Current Programs Subtotal	**$41,566,000**	**$1,592,000**	**$43,158,000**	3.8%	**$507,800**	**$43,665,800**	1.2%	**$2,099,800**	5.1%
New Initiatives:									
Adult Learner Initiative	**NA**	**$2,000,000**	**$2,000,000**	NA	**$0**	**$2,000,000**	0.0%	**$2,000,000**	NA
Military Student Initiative	**NA**	**$260,000**	**$260,000**	NA	**$0**	**$260,000**	0.0%	**$260,000**	NA

[1] Reflects mandated 1% salary increment and revised KERS rate, which goes from 49.47% in fiscal year 2017-18 to 84.06% in fiscal years 2018-19 and 2019-20.

[2] Similar percentage increase for Kentucky Adult Education as proposed for the postsecondary institutions.

Proposed 2018-20 Biennial Budget Recommendation

Council on Postsecondary Education
November 3, 2017

Kentucky Council on Postsecondary Education

Overview

1) Postsecondary Institutions

   a) Operating Funds
   – Performance Funding
   – Special Initiatives

   b) Trust Funds

   c) Capital Projects

2) Council on Postsecondary Education

   a) Operating Funds

   b) Capital Projects

Postsecondary Institution Funding Components

Operating Funds

Table 1 – Proposed Operating Funds Request
(Dollars in Millions)

Category	2018-19	2019-20
Beginning Base (FY18 General Fund)	$886.9	$886.9
Changes and Additions:		
Performance Funding	18.9	36.5
Special Initiatives	51.1	53.5
Total Operating Funds Request	$956.9	$976.9
Dollar Change (From FY18 Base)	$ 70.0	$ 90.0
Percent Change	7.9%	10.1%

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Operating Funds (Cont'd)

Table 1 – Proposed Operating Funds Request (Cont'd)
(Dollars in Millions)

Change Excluding KERS Increase Request:

Dollar Change (From FY18 Base)	$ 22.8	$ 42.7
Percent Change	2.6%	4.8%

Performance Funding

→ Request Features

- Additional appropriations of $18.9 M in 2018-19 and $36.5 M in 2019-20 to implement new funding model

- Rewards institutions for accelerating improvement on key student success and course completion outcomes

- If authorized, funding would be appropriated to the Postsecondary Education Performance Fund (PEPF)

- Sector allocation based on share of allocable resource

- Funding model would be run in spring 2018 and 2019 to determine distribution of appropriated funds

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Performance Funding (Cont'd)

→ Rationale for Request

- Requested funds will relieve pressure on institutional budgets and lessen magnitude of tuition increases

- Provide resources necessary for institutions to make progress toward attainment of HB 1 goals

- Facilitate transition to the new funding model

- Move institutions toward funding equilibrium allowing smaller campuses to compete more effectively

- Reduce potential reallocation of General Fund base when hold harmless and stop loss provisions sunset

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Progress Has Slowed

Kentucky Led the Nation in Postsecondary Improvement
State Rank in Percent Change (2000 – 2009)

#1   ➤ Percent of adults 25-64 with college degrees

#2   ➤ Percent of adults 25-44 with college degrees

#1   ➤ Six-year graduation rates at 4-year Institutions

#3   ➤ Three-year graduation rates at 2-year institutions

#5   ➤ Total undergraduate credentials produced

#1   ➤ Undergraduate credentials awarded relative to population with no college degree

Source: NCHEMS, *Realizing Kentucky's Educational Attainment Goal*, September 2011.

Decade of Funding Cuts

Kentucky Public Postsecondary System
Net General Fund Appropriations per Full-Time Equivalent Student
Fiscal Years 2007-08 through 2016-17

Constant 2016 Dollars

Dollars
(per Student)

($2,851)
-32.8%

Equates to
($428.7 M)
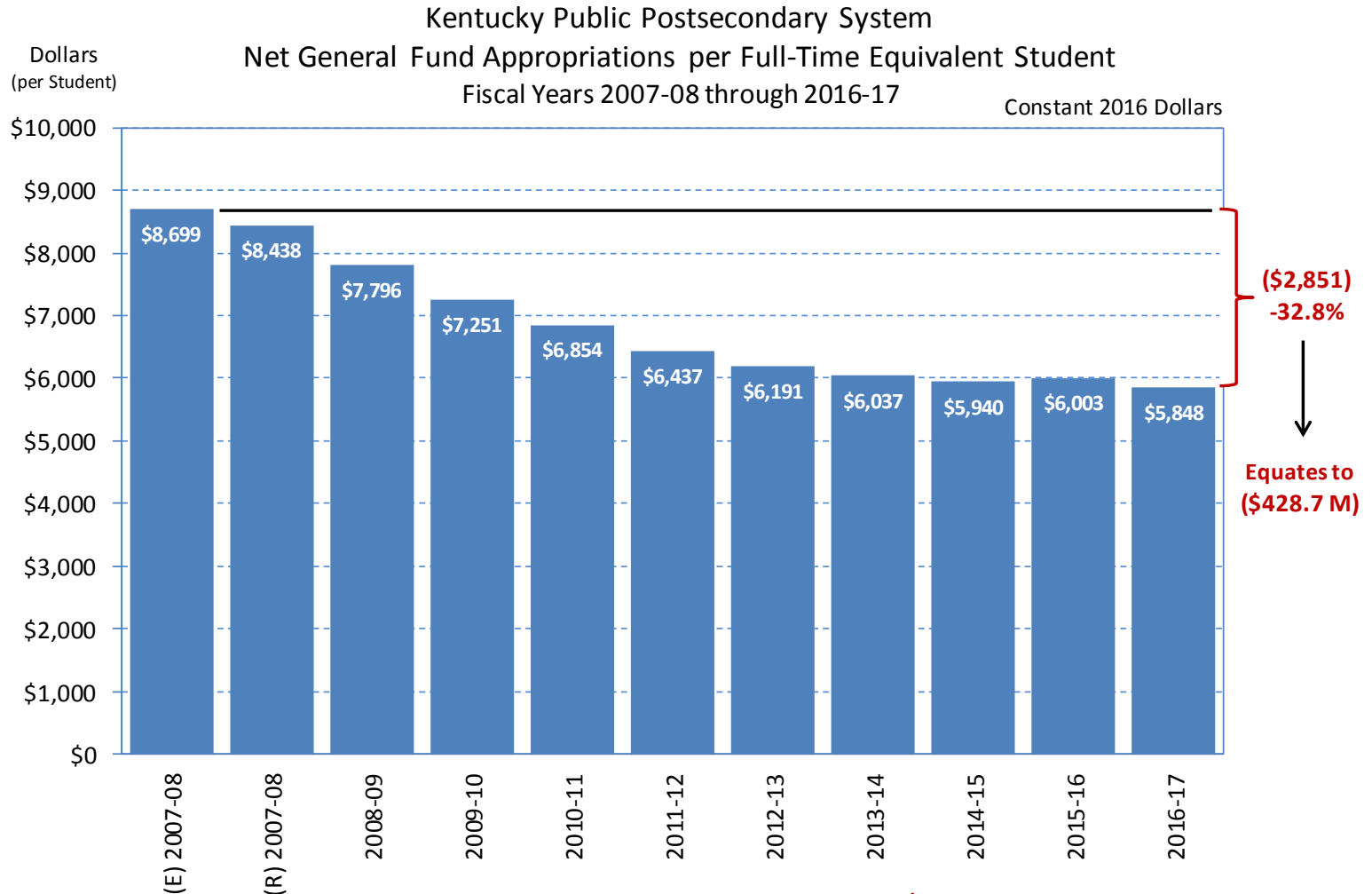
Nominal Dollar Loss = $204.7 M or 18.9%

(E) = Enacted; (R) = Revised.

Sources: Kentucky Budget of the Commonwealth, multiple biennia; Commonfund Institute, HEPI; CPE, Comprehensive Database.

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Special Initiatives

Table 2 – Proposed Special Initiatives Request
(Dollars in Millions)

Category	2018-19	2019-20
KERS Increases [1]	$47.2	$47.2
Competitive Workforce Initiative	3.6	5.9
KSU Land Grant Match	.3	.3
Total Special Initiatives Request	$51.1	$53.4

[1] The contribution rate for KERS employees in non-hazardous positions is expected to increase from 49.47% in 2017-18 to 84.06% in 2018-19. Figures shown are KRS estimates as of September 2017.

KERS Increases

→ Background

- Between this year and next, KERS employer contribution rates are expected to increase:
  → from 49.47% to 84.06% for non-hazardous positions
  → from 23.70% to 41.12% for hazardous positions

- Based on KRS projections, pension contributions at comprehensive universities and KCTCS institutions are expected to increase by $47.2 M or about 70%

KERS = Kentucky Employees Retirement System
KRS   = Kentucky Retirement System

Growth in KERS Contributions

Public Comprehensive University and KCTCS Institution
Kentucky Employees Retirement System (KERS) Employer Contributions
Fiscal Years 2011-12 through 2018-19

Dollars (In Millions)

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Value	$30.2	$38.2	$42.9	$60.1	$58.6	$66.3	$67.5	$114.8
Change from Prior Year →		26.6%	12.1%	40.2%	(2.6%)	13.2%	1.8%	70.1%
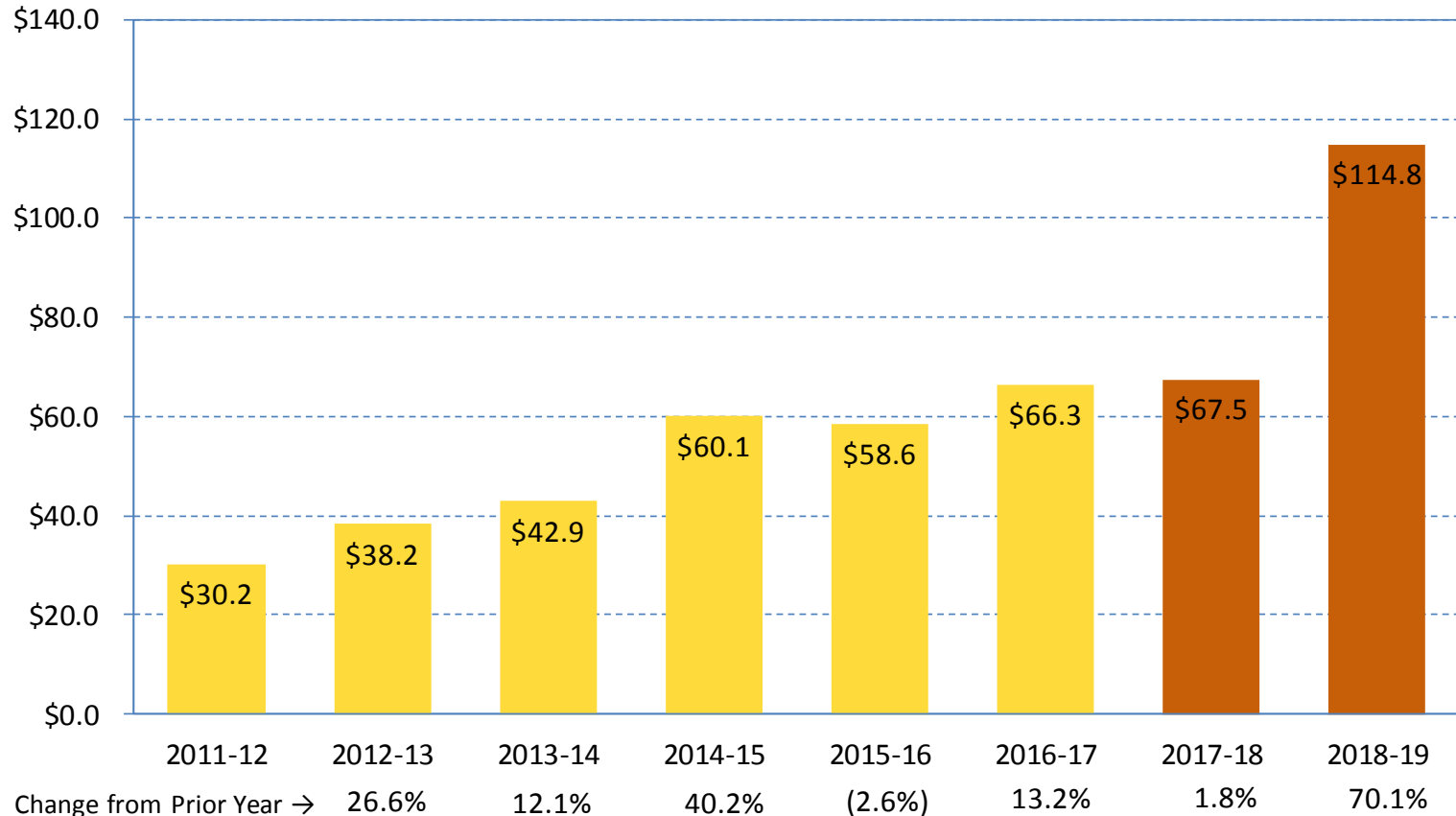
■ Kentucky Retirement System Data   ■ Kentucky Retirement System Projections

Source: Kentucky Retirement System (KRS).

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KERS Increases (Cont'd)

→ **Request Features**

- Additional appropriations of $47.2 M each year to offset anticipated increases in pension contributions

- These funds will be allocated among comprehensive universities and KCTCS based on costs incurred

- Any funding received by an institution to offset KERS cost increases will be excluded from funding model

→ **Rationale for Request**

- If authorized, these funds will help Council and campus officials maintain affordability and access

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STRONGER by degrees

KERS Increases (Cont'd)

→ Rationale for Request (Cont'd)

- Absent funding, KERS cost increases are equivalent to an average 9.7% cut, which will strain campus budgets and could result in higher tuition and fees

- Budgetary impact of unfunded KERS increases ranges from a low of 5.1% at KSU to a high of 24.8% at NKU

- Failure to fund these costs would cut institutions in a way that is neither across the board, nor consistent with the new funding model

- State agencies typically receive funding to offset KERS cost increases

Unfunded KERS Budgetary Impact

Council on Postsecondary Education

2018-20 Biennial Budget Recommendation

Budgetary Impact of Unfunded KERS Cost Increases

Institution	FY18 Total General Fund	KERS Cost Increases	Budgetary Impact
Eastern Kentucky University	$65,045,200	$9,714,400	14.9%
Kentucky State University	26,729,600	1,358,600	5.1%
Morehead State University	41,642,600	3,283,800	7.9%
Murray State University	45,802,100	4,777,300	10.4%
Northern Kentucky University	51,621,100	12,810,700	24.8%
Western Kentucky University	74,653,800	7,263,300	9.7%
KCTCS	181,605,000	8,039,400	4.4%
Sector Total	$487,099,400	$47,247,500	9.7%

Competitive Workforce Initiative

→ ## Background

- Kentucky's workforce participation rate lags behind the national average and ranks 47th out of 50 states

- The state would need to add 165,000 people to the workforce to close the gap

- There are shortages of skilled labor in many regions

→ ## Request Features

- Additional appropriations of $3.6 M in 2018-19 and $5.9 M in 2019-20 to expand workforce education and short-term credential programs at KCTCS

Kentucky Workforce Participation

Workforce Participation Rate by State
2016 Annual Averages
(US 62.7% − KY 57.6%)

Kentucky would need to add 165,000+ people to its workforce to reach the national average
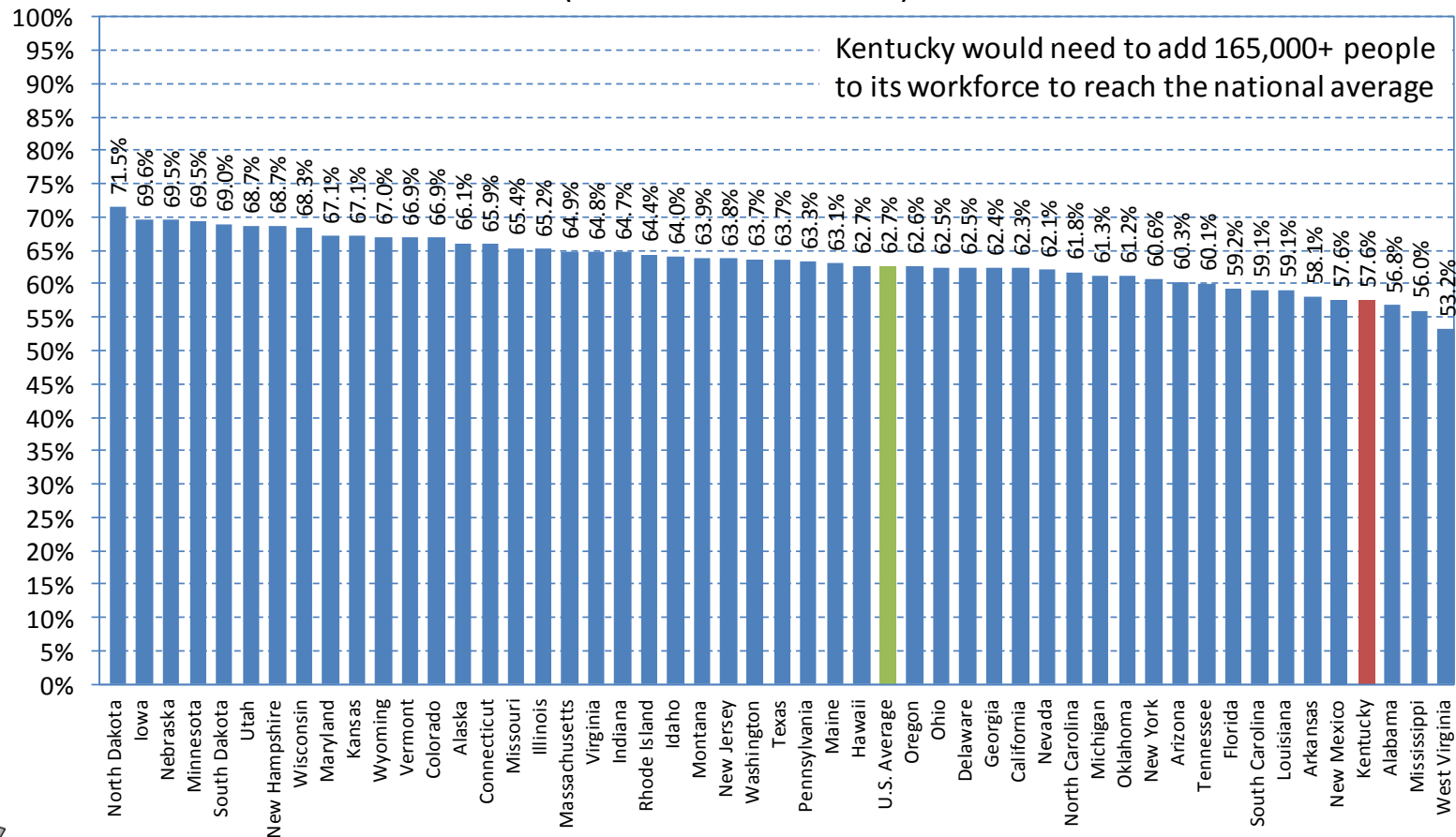
Source: *Workforce Participation in Kentucky: A Report Prepared for the Business-Education Roundtable and Kentucky Chamber*, May 2017.

Competitive Workforce (Cont'd)

→ Request Features (Cont'd)

- Funding to expand workforce education and training in high-wage high-demand fields at KCTCS

- Expansion of existing programs in fields where labor shortages currently exist and are expected to grow

- To avoid unnecessary duplication, colleges will collaborate on programming versus having stand alone programs at each college

- Each one of four designated regions in the state will focus expansion on two targeted industry sectors

Competitive Workforce (Cont'd)

→ Request Features (Cont'd)

- If funding is authorized, KCTCS will increase student enrollment in four targeted industry sectors:

	Projected
Industry Sector	Increase
1) Advanced Manufacturing	665
2) Construction/Trades	161
3) Health Care	1,083
4) Transportation and Logistics	338
Total	2,247

- Tuition revenue is expected to cover about 66% of expansion costs (i.e., $11.5 million of $17.5 million total)

Competitive Workforce Initiative

→ Rationale for Request

- Well aligned with goals and priority areas of the Governor's Work Ready Kentucky Scholarship

- KCTCS is statutorily mandated to provide workforce education and training

- Expanding programs in high demand fields will make Kentucky's workforce more competitive and help attract, retain, and grow business and industry in the state

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KSU Land Grant Match

→ Background

- As 1890 land-grant, KSU is eligible to receive federal funds to support land-grant program activities

- Grant conditions require federal funds to be matched dollar-for-dollar by the state (Public Law 95-113)

- Other sources of federal funds and tuition and fee revenue cannot be used for match

- During 2016-18 biennium, the state did not provide sufficient funding to meet the match (deficit of about $290k)

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KSU Land Grant Match

→ Background (Cont'd)

- In the past, KSU has requested and been granted waivers, but there is no guarantee this will continue

→ Request Features

- $290,000 in recurring funds to meet the federal match requirement for KSU's land-grant program

- If authorized, all funds would be allocated to KSU

- Funding will help sustain effectiveness of outreach, service, and applied research of land-grant program

Trust Funds

Table 3 – Proposed Trust Funds Request
(Dollars in Millions)

Category	State Bond Funds	Annual Debt Service
Bucks for Brains	$ 90.0	$ 8.2 [1]

[1] Assumes taxable debt, amortized over a 20-year repayment period at 6.25% interest.

Bucks for Brains

→ Request Features

- Appropriation of $8.2 M in 2019-20, recurring in subsequent years, to pay debt service on $90.0 M bond issue to support 5th round of Bucks for Brains

- If authorized, funding will be housed in two trust funds until matched by the institutions (RCTF, CUETF)

- State funds will be matched dollar-for-dollar with institutional funds from external sources

- Both state and campus matching funds will be endowed, with investment proceeds available for expenditure, or expended on eligible capital projects

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Bucks for Brains (Cont'd)

→ Request Features (Cont'd)

- Requested funds will be allocated in accordance with RCTF and CUETF requirements:

UK	$50 M
UofL	25 M
Comps	15 M
Total	$90 M

- Comprehensive university funds allocated based on share of General Fund appropriations

- Investment proceeds may be used to fund endowed chairs and professorships, research staffs and infrastructure, and student scholarships

Bucks for Brains (Cont'd)

→ Rationale for Request

- Highly successful program that encourages private investment in higher education research activities

- Matching feature essentially doubles state investment in postsecondary research

- The *Strategic Agenda* calls for universities to increase basic, applied, and translational research (Objective 10)

- It highlights importance of securing additional funding for research and innovation through Bucks for Brains or similar programs

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Bucks for Brains (Cont'd)

→ **Rationale for Request** (Cont'd)

- The program helps attract faculty with established research agendas to Kentucky

- Bucks for Brains funding is highly correlated with growth in endowment values and sponsored research

- Since program inception, at UK and UofL combined:
  - Annual giving has more than tripled
  - Value of endowment assets has more than doubled
  - Number of endowed chairs has more than tripled
  - Federally financed R&D expenditures have nearly tripled

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Federal R&D Expenditures

Bucks for Brains Appropriations and
Federally Financed Research and Development (R&D) Expenditures
1972 - 2015

Dollars in Millions

- UK & UofL Bucks for Brains Appropriations
- UK & UofL Federally Financed R&D Expenditures

$300
$275.2
$250
$100 $100 $100
$236.6
$250
$226.2
$214.6
$200
$208.2
$150
$50
$100
$75.8
$50
$7.9
$0

162

28
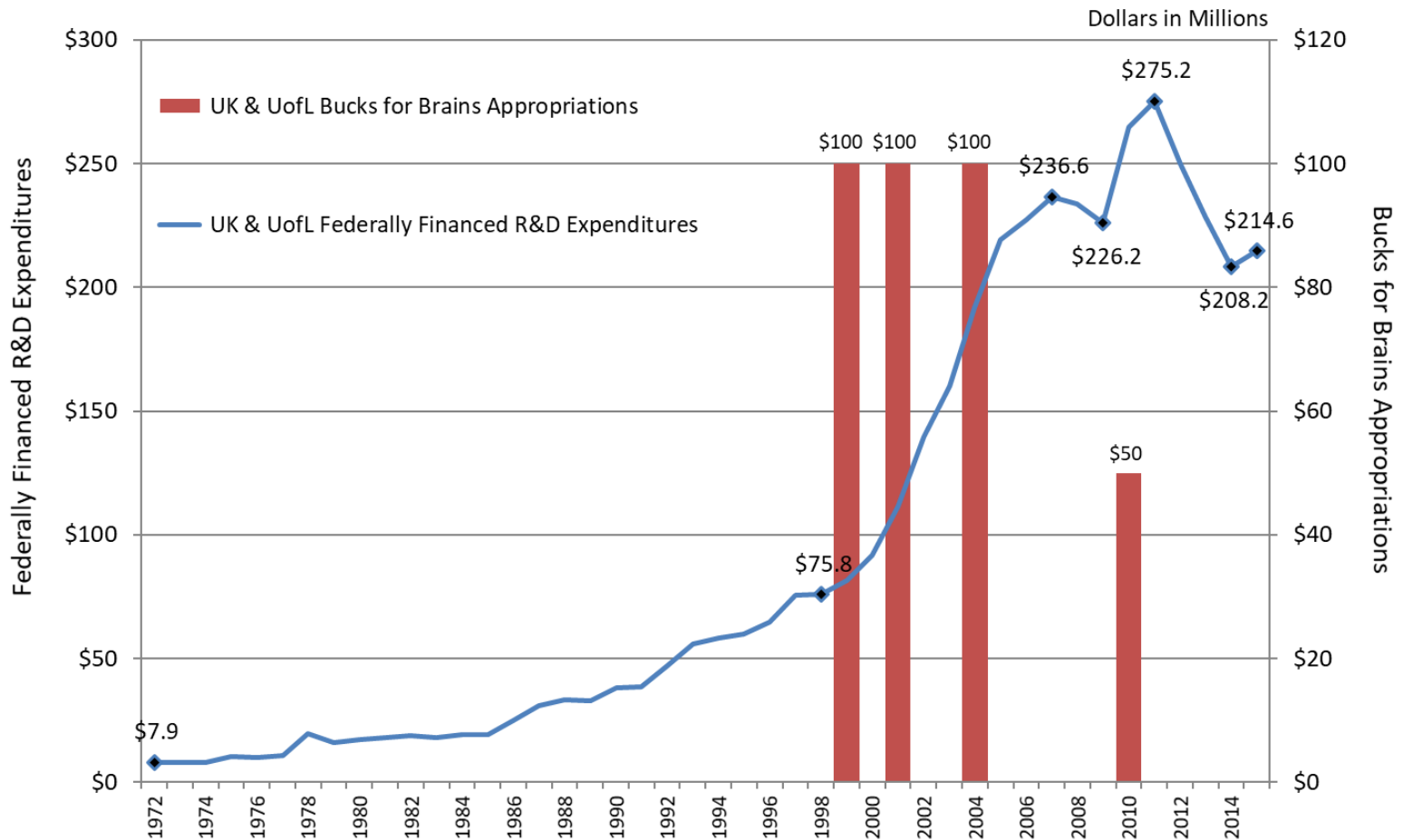
Capital Projects

Table 4 – Proposed Capital Projects Request
(Dollars in Millions)

Category	State Bond Funds	Annual Debt Service
Asset Preservation	$600.0	$ 50.9 [1]
New and Expanded Space	0.0	0.0
Total Capital Projects Request	$600.0	$ 50.9

[1] Assumes tax-exempt debt, amortized over a 20-year repayment period at 5.35% interest.

Capital Projects (Cont'd)

→ Background

- In 2005, the Council issued an RFP to conduct a statewide facilities condition assessment, to include:
  - adequacy of existing facilities (fit-for-use)
  - need for new and expanded space
  - strategies for financing identified capital needs

- Intended purpose was to assist policymakers in making capital investment decisions

- Vanderweil Facilities Advisors (VFA) and Paulien & Associates submitted winning proposal (cost $1.75 M)

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Capital Projects (Cont'd)

→ Background (Cont'd)

- VFA identified $6.8 B in capital investment needs:
  - $5.1 B for Asset Preservation (to protect state investment in existing infrastructure and facilities)
  - $1.7 B for New and Expanded Space (to support increases in student enrollment and research activity)

- Recommended sustained investment (over many biennia)

- Address asset preservation and new construction needs simultaneously (greater emphasis asset preservation)

- Asset preservation need projected to grow ($5.1 B to $7.3 B over 15 years)

State Investment in Facilities

State Investment in Education and General (E&G) Facilities
Biennia 1998-00 through 2016-18
(Dollars and Square Feet in Millions)

Over Past 10 Biennia

- $1.6 billion in new or expanded state funded E&G facilities

- $495 million in state funded asset preservation

- Ratio of new construction to asset preservation = 3.3 to 1

Post VFA Study

Biennium	New & Expanded Space	Asset Preservation & Renovation	Total	E&G Square Feet
1998-00	$317	$70	$387	20.6
2000-02	$111	$116	$227	21.0
2002-04			$0	21.5
2004-06	$357	$42	$399	23.3
2006-08	$471	$5	$476	23.3
2008-10	$24	$22	$46	25.2
2010-12			$0	25.2
2012-14			$0	26.0
2012-14	$368	$240	$608	28.0
2016-18			$0	28.5 est.
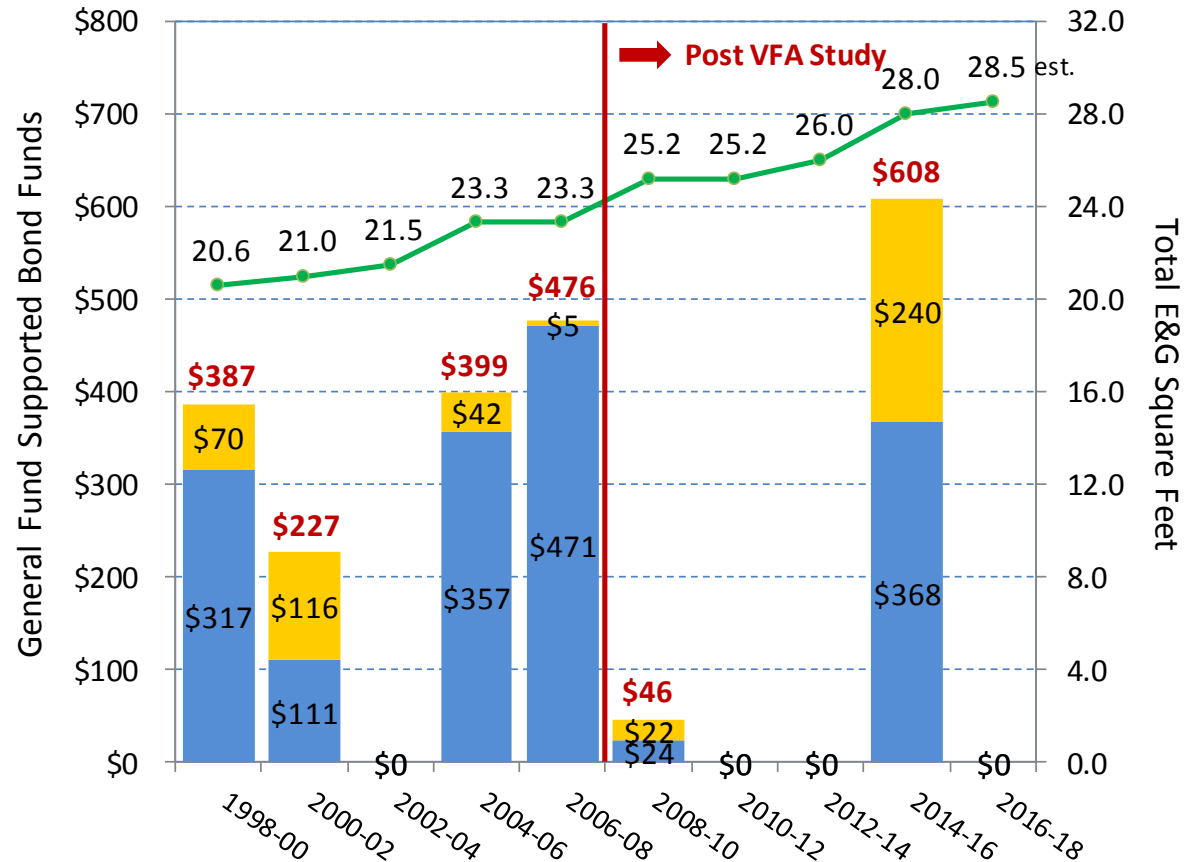
Legend: ■ New & Expanded Space ■ Asset Preservation & Renovation —●— E&G Square Feet

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Need versus State Investment

Projected Asset Preservation Need versus State Investment
Fiscal Years 2007 through 2021

VFA Study Projections:

Time Period	Projected Asset Preservation Need [1]
2007-2011	$5.1 billion
2012-2016	6.3 billion
2017-2021	$7.3 billion

[1] Cumulative need

State Investment:

Biennium	Appropriations for Asset Preservation
2008-10	$22.0 million
2010-12	0.0
2012-14	0.0
2014-16	240.0 million
2016-18	0.0
	$262.0 million

➢ During the past five biennia, the state has funded about 3.6% of an estimated total $7.3 billion asset preservation need

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Capital Projects (Cont'd)

→ Request Features

- $600 M of state bond funds matched dollar-for-dollar with institution funds to address 1/5th of estimated need ($1.2 B/$6.0 B)

- Recommends funding pool supported by a list of high priority projects

- State funds allocated based on each institution's share of system total renovation and renewal need

- Addresses need through a long-term partnership among state, institutions, and students and families

Capital Projects (Cont'd)

→ **Rationale for Request**

- Campuses have great need for asset preservation funding that has not been sufficiently addressed

- Over past decade, state has appropriated $262 M for asset preservation projects versus a $7.0 B+ need

- Growing inventory of facilities, infrastructure, and systems in need of renovation and renewal

- Escalating construction costs (up 17% 2007 to 2013)

- Modern facilities and systems reduce operating costs and better serve students

Campus Asset Preservation

Asset Preservation Spending by Postsecondary Institutions
Fiscal Years 2007-08 through 2016-17

(Dollars in Millions)

Institution	Large Project Spending [1]	Small Project Spending [2]	Total Spending
UK	$171	$56	$227
UofL	70	50	120
EKU	20	42	63
KSU	1	29	30
MoSU	3	18	21
MuSU	3	32	35
NKU	23	10	33
WKU	144	54	198
KCTCS	25	64	89
Total	$461	$354	$815

[1] Large projects are those that meet or exceed the threshold requiring prior authorization by the General Assembly.

[2] Small projects below the threshold that do not require prior authorization.

Source: Kentucky Public Postsecondary Institution, Chief Budget Officers.

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Council on Postsecondary Education
Funding Components

Operating Funds (CPE)

Table 5 - Proposed Current Program Increases

Category	2018-19	2019-20
Defined Calculations	$849,600	$1,004,600
IT Cost Increases [1]	100,000	100,000
Kentucky Adult Education	352,800	705,600
Contract Spaces	289,600	289,600
Total Current Program Increases	$1,592,000	$2,099,800
Increase on FY18 Base ($41.6 M)	3.8%	5.0%

Defined Calculations

→ Request Features

- Will offset mandated KERS cost increases and provide 1.0% salary increment required by Budget Guidelines

→ Rationale for Request

- These requests are a required part of every Executive Branch agency's budget request

- Funding amounts are communicated to CPE by the state budget office

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IT Cost Increases

→ Request Features

- This figure is still being calculated and may change

→ Rationale for Request

- This additional funding is needed to fund increases in the Commonwealth Office of Technology's rates

- CPE's IT functions were recently consolidated by COT and staff is working with COT to determine additional costs due to that action

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Kentucky Adult Education

→ Request Features

- Proposed increase similar to percent increase requested for postsecondary institutions (2% and 4%)

- If authorized, funding will support local program providers and be distributed based on performance

→ Rationale for Request

- 345,000 working-age Kentuckians have no high school diploma or equivalent

- 128,000 of these residents are Medicaid recipients

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STRONGER by degrees

Kentucky Adult Education (Cont'd)

→ Rationale for Request (Cont'd)

- Investments in this "most in need" population can provide significant savings in state expenditures

- General Fund support for Kentucky Adult Education has been reduced by 29.5% since 2008

- New Medicaid requirements are expected to increase the number of students served

Contract Spaces

→ Request Features

- Will fund tuition increases to maintain 164 veterinary medicine and 44 optometry spaces for Kentucky students

→ Rationale for Request

- This additional funding is needed to fund increases in the Contract Spaces rates, which are not established by officials in Kentucky

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New Initiatives (CPE)

Table 6 – Proposed New Initiatives Request

Category	2018-19	2019-20
Military Student Initiative	$ 260,000	$ 260,000
Adult Learner Initiative	2,000,000	2,000,000
Total New Initiatives	$2,260,000	$2,260,000

Military Student Initiative

→ Request Features

- Operational funds will support two staff to coordinate efforts to transition members of the military, veterans, and their families to postsecondary institutions and the workforce

→ Rationale for Request

- Additional staff are needed to coordinate this important initiative to assist members of the military, veterans and their families in transitioning to postsecondary education and the civilian workforce in Kentucky

Adult Learner Initiative

→ Request Features

- Operational funds will support the start-up and implementation costs, professional development, technology marketing and outreach efforts and strategic partnerships

→ Rationale for Request

- There are not enough K-12 students graduating to meet the state's projected workforce needs. In order to meet state goals, the state must find a way to reach the large number of working age adults without a college degree

Capital Projects (CPE)

Table 7 – Proposed Capital Projects Request

Category	State Bond Funds	Annual Debt Service [2]
Military Student Initiative	$ 2,000,000	$ 348,000
Adult Learner Initiative [1]	4,000,000	690,000
Regional Optical Network	1,000,000	177,000
Total Capital Projects Request	$ 7,000,000	$1,215,000

[1] These funds would be necessary only if the state chose the Commonwealth College option, as opposed to Western Governor's University.

[2] Tax-exempt debt, amortized over a seven-year repayment period at 4.20% interest.

Military Student Initiative (Capital Project)

→ Request Features

- This capital project will create an online portal to articulate competencies acquired through military training and experiences into college credit. It will require a centralized catalog of programs and modules to facilitate degree program comparisons

→ Rationale for Request

- This initiative will attract service members, veterans and their families to Kentucky and to Kentucky institutions and will help these students progress

Adult Learner Initiative (Capital Project)

→ Request Features
- This capital project will create a centralized catalog of programs and modules and will seamlessly integrate the one-stop homepage and help desk with the education-delivering institutions' sites

→ Rational for Request
- Reaching adult learners is vital to attain state goals and new technological infrastructure is needed for competency-based education delivery

Enhance Regional Optical Network

→ Request Features

- This capital project will provide networking equipment for the integration of Internet2 applications into the teaching and learning environment on the KentuckyWired fiber optic network

→ Rationale for Request

- Costs of connecting each campus to KentuckyWired will likely be passed on to institutions if this project is not funded

Proposed 2018-20 Biennial Budget Recommendation

Council on Postsecondary Education
November 3, 2017

Council on Postsecondary Education
November 3, 2017

Approval of Campus Diversity, Equity & Inclusion Plans

> **ACTION:** The Committee on Equal Opportunities (CEO) and CPE staff recommend the Council approve the individual diversity plans for the following campuses: University of Kentucky, University of Louisville, Murray State University, and 16 KCTCS campuses.

At its September 23, 2016 meeting, the Council approved the 2016-20 Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. The updated policy builds on the strong foundation cultivated over the past 30 years and further integrates the new degree program approval process, the statewide diversity policy, and the Strategic Agenda for Postsecondary and Adult Education into one seamless framework upon which equal educational opportunity goals can be set; strategies to obtain these goals can be developed, adopted, and implemented; and institutional progress can be evaluated. The policy includes three focus areas synonymous with the focus areas set forth in the CPE's 2016-21 Strategic Agenda: Opportunity, Success, and Impact.

Since last year's approval of the policy, Council staff has worked with the institutions to develop their campus-level plans. Each plan must address the goals listed in all three areas, identify strategies for achieving those goals, and create plans for the assessment of strategy effectiveness. Staff have encouraged research of high-impact educational practices as well as the involvement at every level in the campus community. Throughout the process, campuses distributed drafts of their plans to various constituent groups to receive feedback, as well as participated in review teams with members of the CEO and CPE staff in April, and presented their plans to the CEO for final feedback and approval on July 20-21, 2017.

Since that time, the following campuses' plans have been approved by their respective governing board and have now submitted it for approval by the Council:
- University of Kentucky
- University of Louisville
- Murray State University
- Western Kentucky University
- All 16 KCTCS campuses

The full campus plans are not included in the Council agenda materials due to volume of documents. However, the executive summaries have been included and all materials are available for review by Council members on request.

It is anticipated the plans for the remaining campuses will be presented for approval at the February, 2018 meeting.

Monitoring Progress

Institutions will report their progress to the CEO annually beginning in 2019. They will be evaluated both on quantitative and qualitative elements as outlined in the scoring rubrics. If an institution scores at a level at or above the identified cut score in the Policy, they will be eligible to offer new academic programs. Those scoring below the cut score will not be able to offer new programs, but may be eligible to receive a waiver as approved by CEO and CPE, if certain criteria are met.

DIVERSITY PLAN PERFORMANCE METRICS-SUCCESS

Closing Completion Gaps for Low Income and URM Students

Proposed Six-year Graduation Rates Targets-Universities

	Low Income		Underrepresented Minority	
	2015-16 Baseline	2021 Target	2015-16 Baseline	2021 Target
Statewide	**38.8%**	**42.6%**	**38.8%**	**43.9%**
Eastern Kentucky University	36.3%	43.0%	37.0%	42.0%
Kentucky State University	20.3%	30.0%	20.1%	30.0%
Morehead State University	34.1%	35.7%	32.6%	34.1%
Murray State University	37.4%	37.6%	37.6%	37.8%
Northern Kentucky University	30.3%	31.0%	23.0%	30.0%
Western Kentucky University	41.0%	42.0%	33.9%	35.0%
University of Kentucky	51.5%	55.0%	52.4%	56.0%
University of Louisville	45.1%	54.1%	51.1%	58.5%

Proposed Three-year Graduation Rates Targets-KCTCS

	Low Income		Underrepresented Minority	
	2015-16 Baseline	2021 Target	2015-16 Baseline	2021 Target
Statewide	**Baseline = 26.8% - Target = 30.5%**			
KCTCS	23.4%	28.0%	16.5%	22.5%

DIVERSITY PLAN PERFORMANCE METRICS-OPPORTUNITY

Undergraduate Enrollment

EASTERN KENTUCKY UNIVERSITY

2015-16 Undergraduate Enrollment — **14,327**

	2015-16 Baseline	2021 Target
Hispanic (349)	2.4%	2.8%
Black/African American (822)	5.74%	6.03%
Underrepresented Minorities (1,555)	10.9%	12%

KENTUCKY STATE UNIVERSITY

2015-16 Undergraduate Enrollment — **1,433**

	2015-16 Baseline	2021 Target
Hispanic (46)	3.2%	5%
Black/African American (744)	51.9%	45%
Underrepresented Minorities (831)	58%	60%

MOREHEAD STATE UNIVERSITY

2015-16 Undergraduate Enrollment — **9,783**

	2015-16 Baseline	2021 Target
Hispanic (141)	1.4%	1.6%
Black/African American (330)	3.4%	3.8%
Underrepresented Minorities (672)	6.9%	7.6%

MURRAY STATE UNIVERSITY

2015-16 Undergraduate Enrollment — **9,268**

	2015-16 Baseline	2021 Target
Hispanic (183)	2.0%	2.06%
Black/African American (631)	6.8%	6.43%
Underrepresented Minorities (1,035)	11.2%	11.34%

For KCTCS enrollment data by campus, see attached document: Diversity 2016 Baseline and 2020 Targets.

DIVERSITY PLAN PERFORMANCE METRICS-OPPORTUNITY

Undergraduate Enrollment

NORTHERN KENTUCKY UNIVERSITY

2015-16 Undergraduate Enrollment — **12,806**

	2015-16 Baseline	2021 Target
Hispanic (376)	2.9%	3.9%
Black/African American (848)	6.6%	7.1%
Underrepresented Minorities (1,580)	12.3%	14%

UNIVERSITY OF KENTUCKY

2015-16 Undergraduate Enrollment — **22,761**

	2015-16 Baseline	2021 Target
Hispanic (954)	4.2%	4.9%
Black/African American (1,701)	7.5%	8.3%
Underrepresented Minorities (3,492)	15.3%	17.7%

UNIVERSITY OF LOUISVILLE

2015-16 Undergraduate Enrollment — **15,985**

	2015-16 Baseline	2021 Target
Hispanic (635)	4%	6%
Black/African American (1,765)	11%	14%
Underrepresented Minorities (3,108)	19.4%	23%

WESTERN KENTUCKY UNIVERSITY

2015-16 Undergraduate Enrollment — **17,315**

	2015-16 Baseline	2021 Target
Hispanic (542)	3.1%	4%
Black/African American (1,544)	8.9%	10%
Underrepresented Minorities (2,586)	14.9%	15.8%

DIVERSITY PLAN PERFORMANCE METRICS-IMPACT
FACULTY & MANAGEMENT OCCUPATIONS DIVERSITY

U.S. Census Bureau

Population Estimates, July 2016

American Indian or Alaska Native 0.30%

Native Hawaiian or Other Pacific Islander 0.10%

Hispanic or Latino 3.50%

Two or more races, 1.90%

Kentucky

Black/African-American 8.30%
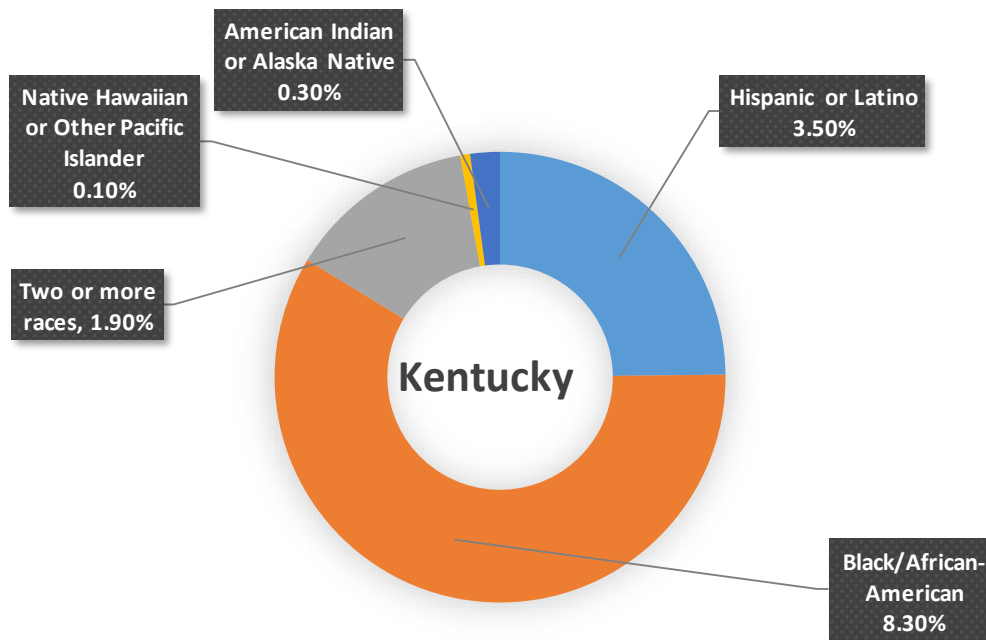
By 2020, over half of the nation's children are expected to be part of a minority race or ethnic group. By 2060, the U.S. minority population will comprise 56% of all Americans.

According to the National Center for Education Statistics, in fall 2015, there were 1.6 million faculty at degree-granting postsecondary institutions. Fifty-two percent were full-time and 48 percent were part-time. These faculty included professors, associate professors, assistant professors, instructors, lecturers, assisting professors, adjunct professors, and interim professors. The following figures detail the percentage distribution of **full-time** faculty whose race/ethnicity was known.

| 3% Black Male | 3% Black Female | 2% Hispanic Male | 2% Hispanic Female | <1% Two or More Races | <1% American Indian Alaska | 6% Asian/ Pacific Islander Male | 4% Asian/ Pacific Islander Female |
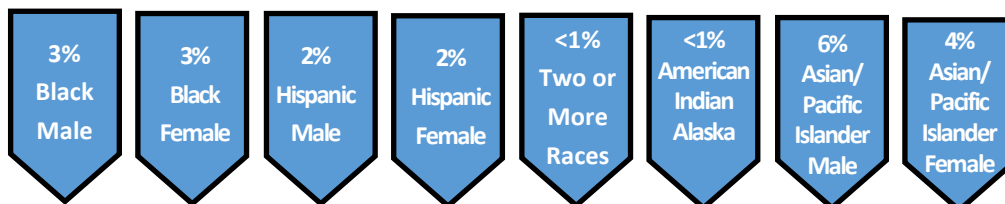
Tenure/Tenure Track Faculty (EKU, left)
- 2015-16 Baseline: 8.3%
- URM: 46/Total: 555
- 2021 Target: 8.7%

Management Occupations (EKU, right)
- 2015-16 Baseline: 8.5%
- URM: 18/Total: 213
- 2021 Target: 8.9%

Tenure/Tenure Track Faculty (Kentucky State University, left)
- 2015-16 Baseline: 33.7%
- URM: 34/Total: 101
- 2021 Target: 45%

Management Occupations (Kentucky State University, right)
- 2015-16 Baseline: 69.4%
- URM: 34/Total: 49
- 2021 Target: 70%

Tenure/Tenure Track Faculty (Morehead State University, left)
- 2015-16 Baseline: 7.0%
- URM: 19/Total: 270
- 2021 Target: 7.5%

Management Occupations (Morehead State University, right)
- 2015-16 Baseline: 6.9%
- URM: 5/Total: 72
- 2021 Target: 8.4%

Tenure/Tenure Track Faculty (Murray State University, left)
- 2015-16 Baseline: 6.1%
- URM: 21/Total: 344
- 2021 Target: 6.1%

Management Occupations (Murray State University, right)
- 2015-16 Baseline: 10.1%
- URM: 7/Total: 69
- 2021 Target: 10.1%

Tenure/Tenure Track Faculty (NKU, left)
- 2015-16 Baseline: 9.7%
- URM: 38/Total: 391
- 2021 Target: 9.9%

Management Occupations (NKU, right)
- 2015-16 Baseline: 10.5%
- URM: 8/Total: 76
- 2021 Target: 12.5%

Tenure/Tenure Track Faculty (University of Kentucky, left)
- 2015-16 Baseline: 6.4%
- URM: 94/Total: 1,477
- 2021 Target: 8.9%

Management Occupations (University of Kentucky, right)
- 2015-16 Baseline: 5.2%
- URM: 18/Total: 343
- 2021 Target: 7.7%

Tenure/Tenure Track Faculty (Western Kentucky University, left)
- 2015-16 Baseline: 9.3%
- URM: 55/Total: 590
- 2021 Target: 10.3%

Management Occupations (Western Kentucky University, right)
- 2015-16 Baseline: 14.8%
- URM: 16/Total: 108
- 2021 Target: 15.8%

Tenure/Tenure Track Faculty (University of Louisville, left)
- 2015-16 Baseline: 10.7%
- URM: 110/Total: 1,030
- 2021 Target: 11.5%

Management Occupations (University of Louisville, right)
- 2015-16 Baseline: 11.5%
- URM: 83/Total: 723
- 2021 Target: 12.5%

FTE Instructional Staff (KCTCS, left)
- 2015-16 Baseline: 6.0%
- URM: 150.7/Total: 2,519
- 2021 Target: 9.3%

Management Occupations (KCTCS, right)
- 2015-16 Baseline: 12.8%
- URM: 57/Total: 447
- 2021 Target: 16.2%

DIVERSITY PLAN PERFORMANCE METRICS

INSTITUTIONAL SUMMARY—FOUR YEAR CAMPUSES

Metrics	MoSu Baseline 2015	MoSU Target by 2020-2021	WKU Baseline 2015	WKU Target by 2020-2021	KSU Baseline 2015	KSU Target by 2020-2021	MuSu Baseline 2015	MuSu Target by 2020-2021	EKU Baseline 2015	EKU Target by 2020-2021	NKU Baseline 2015	NKU Target by 2020-2021	UofL Baseline 2015	UofL Target by 2020-2021	UK Baseline 2015	UK Target by 2020-2021
OPPORTUNITY 1.a. Fall UG enrollment of African American students as a percent of total fall UG enrollment.	3.4%	3.80%	8.9%	10%	51.9%	45%	6.8%	6.43%	5.74%	6.03%	6.6%	7.1%	11%	14%	7.5%	8.3%
1.b. Fall UG enrollment of Hispanic students as a percent of total fall UG enrollment.	1.4%	1.6%	3.1%	4%	3.2%	5%	2.0%	2.06%	2.4%	2.80%	2.9%	3.9%	4%	6%	4.2%	4.9%
1.c. Fall UG enrollment of URM students as a percent of total fall UG enrollment.	6.9%	7.60%	14.9%	15.8%	58%	60%	11.2%	11.34%	10.9%	12%	12.3%	14%	19.4%	23%	15.3%	17.7%
1.f. Fall graduate and professional enrollment of URM students as a percent of total fall graduate and professional enrollment.	8.1%	8.60%	12.6%	13.1%	47.1%	50%	8.8%	8.94%	9.9%	10.44%	10%	15%	13.8%	15.5%	8.5%	9.9%
SUCCESS 6.b. Six-year graduation rate of first-time, full-time Baccalaureate degree-seeking UG students (LI).	34.1%	35.7%	41%	42%	20.3%	30%	37.4%	37.6%	36.3%	43%	30.3%	31.0%	45.1%	54.1%	51.5%	55%
6.b. Six-year graduation rate of first-time, full-time Baccalaureate degree-seeking UG students (URM).	32.6%	34.1%	33.9%	35%	20.1%	30%	37.6%	37.8%	37%	42%	23%	30%	51.1%	58.5%	52.4%	56%
6.c. First-to second year retention (LI).	67.3%	70.9%	63.7%	65.1%	60.5%	70%	65.6%	67.3%	69.9%	72%	64.4%	67.4%	74.5%	77.5%	74.8%	80%
6.c. First-to second-year retention (URM).	67.8%	71.3%	58.1%	59.7%	60.3%	70%	69.1%	74.4%	64.1%	67%	69.5%	73%	78%	80.5%	77.2%	80%
9.b. Bachelor's degrees awarded (LI)	779	819	1,353	1,455	211	220	747	815	1,378	1,458	1,038	870	1,137	1,356	1,423	1,650
9.b. Bachelor's degrees awarded (URM).	69	84	315	347	160	170	151	165	207	218	209	230	484	585	536	621
IMPACT Workforce Diversity: URM tenured and tenure track faculty as a percentage of all tenured and tenured track faculty.	7.0%	7.5%	9.3%	10.3%	33.7%	45%	6.1%	6.1%	8.3%	8.7%	9.7%	9.9%	10.7%	11.5%	6.4%	8.9%
Workforce Diversity: URM management occupations as a percentage of all management occupations staff.	6.9%	8.40%	14.8%	15.8%	69.4%	70%	10.1%	10.1%	8.5%	8.9%	10.5%	12.5%	11.5%	12.5%	5.2%	7.7%

KCTCS College Diversity Plan - 2016 Baseline and 2020 Targets

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	ASHLAND	BIG SANDY	BLUEGRASS	ELIZABETHTOWN	GATEWAY-PPT	HAZARD	HENDERSON	HOPKINSVILLE	JEFFERSON-PPT	MADISONVILLE	MAYSVILLE	OWENSBORO-PPT	SOMERSET	SOUTHCENTRAL	SOUTHEAST	WEST KY
OPPORTUNITY African American	1.4% **1.6%**	0.5% **1.3%**	11.7% **12.8%**	6.7% **7.4%**	7.9% **9.9%**	1.0% **1.7%**	9.7% **9.5%**	22.5% **23.7%**	21.2% **21.1%**	5.0% **5.8%**	2.5% **4.1%**	2.8% **3.7%**	1.2% **1.9%**	7.3% **9.3%**	2.4% **2.4%**	6.5% **8.4%**
Hispanic	0.9% **1.6%**	0.7% **1.1%**	4.8% **5.3%**	3.7% **3.8%**	2.6% **3.7%**	0.8% **1.4%**	3.0% **3.8%**	9.2% **11.0%**	6.3% **7.9%**	2.0% **2.8%**	1.5% **2.8%**	1.7% **3.0%**	1.5% **2.5%**	3.4% **5.4%**	0.6% **1.2%**	4.0% **5.2%**
URM	4.25% **4.8%**	1.9% **3.4%**	20.7% **23.1%**	14.5% **15.5%**	13.1% **14.4%**	2.6% **3.6%**	15.0% **16.0%**	36.4% **38.0%**	30.8% **31.7%**	8.9% **10.5%**	6.3% **8.2%**	7.2% **8.8%**	4.6% **7.3%**	13.9% **15.9%**	4.8% **5.9%**	13.9% **18.2%**
SUCCESS URM Retention	47.1% **52.1%**	50% **56.1%**	37.4% **44.1%**	39.1% **45.4%**	48.9% **53.9%**	54.3% **58.3%**	26.8% **30.8%**	36.9% **45.4%**	44.6% **45.4%**	51.8% **55.0%**	53.6% **45.4%**	45.1% **43.5%**	43.5% **56.4%**	51.4% **57.4%**	66.7% **66.1%**	46.3% **50.3%**
Low Income Retention	48.5% **51.7%**	56.1% **60.7%**	41.9% **49.7%**	46.5% **51.7%**	51.4% **55.4%**	53.5% **58.5%**	40.4% **44.4%**	45.3% **51.7%**	46.4% **54.4%**	53.6% **57.0%**	58.4% **54.1%**	50.6% **51.7%**	48.5% **52.7%**	52.4% **57.3%**	61.6% **61.5%**	51.2% **55.2%**
URM 3 Year Graduation Rate	13.3% **17.5%**	10.0% **20.1%**	12.3% **18.6%**	24.8% **27.9%**	33.3% **25.7%**	13.3% **19.0**	25.1% **29.1%**	20.5% **23.5%**	6.9% **17.7%**	32.9% **37.0%**	25.9% **36.8%**	19.2% **36.0%**	12.9% **27.7%**	16.3% **21.3%**	30.8% **30.8%**	25.4% **29.4%**
Low Income Graduation Rate	25.9% **28.0%**	17.4% **28.0%**	15.3% **28.0%**	27.3% **30.3%**	26.0% **30.0%**	26.2% **31.2%**	16.0% **20.0%**	25.2% **28.0%**	10.2% **20.2%**	35.7% **39.0%**	26.8% **35.6%**	24.6% **32.3%**	21.7% **28.0%**	24.7% **27.8%**	32.5% **34.2%**	38.2% **42.2%**
URM Credentials Earned	43 **75**	47 **51**	462 **573**	326 **364**	223 **244**	32 **34**	61 **64**	339 **428**	908 **909**	97 **100**	86 **88**	71 **75**	91 **103**	9.7% of total **204**	26 **43**	356 **351**
REVISED Low Income Credentials Earned	1,223 **1,298**	1,242 **1,445**	1,809 **2,051**	1,602 **1,703**	984 **1,043**	1,031 **1,092**	356 **375**	836 **959**	2,032 **2,162**	724 **778**	1,351 **1,394**	974 **1,089**	2,065 **2,382**	69% of total **1,607**	725 **827**	1,853 **1,934**

Ng-10/18/2017

KCTCS College Diversity Plan - 2016 Baseline and 2020 Targets

	ASHLAND	BIG SANDY	BLUEGRASS	ELIZABETHTOWN	GATEWAY-PPT	HAZARD	HENDERSON	HOPKINSVILLE	JEFFERSON-PPT	MADISONVILLE	MAYSVILLE	OWENSBORO-PPT	SOMERSET	SOUTHCENTRAL	SOUTHEAST	WEST KY
IMPACT Admin/Mgr Diversity	7.7% **12.5%**	4.8% **5.9%**	26.1% **26.1%**	21.9% **26.7%**	14.3% **21.0%**	7.1% **12.6%**	8.3% **18.2%**	15.6% **NP**	23.5% **23.5%**	4.8% **5.4%**	5.3% **7.0%**	7.2% **8.2%**	4.8% **10.0%**	16% **16%**	14.1% **17.4%**	17.2% **20.5%**
Faculty Diversity	0.9% **3.0%**	1.5% **1.9%**	7.4% **9.9%**	5.8% **12.1%**	7.5% **8.4%**	5.7% **6.6%**	5.6% **6.0%**	15.0% **NP**	9.6% **19.6%**	3.3% **7.7%**	4.0% **4.9%**	4.2% **9.5%**	2.8% **3.7%**	6% **5%**	3.8% **4.7%**	4.7% **11.3%**

NP – Not provided.

Ng-10/18/2017

Executive Summary

The University of Kentucky submits this UK Diversity Plan (2017-2022) in accordance with the Kentucky Council on Post-Secondary Education (CPE) Diversity Policy. We have put forward an ambitious plan that narrows our focus onto eight goals and seventeen strategies that we believe will have the best chance of getting University of Kentucky to our goals in the areas of Opportunity, Success, and Impact. The goals we have articulated are as follows:

Opportunity

The University of Kentucky will:

- Increase its percentage enrollment of undergraduate African American, Hispanic/Latino, and underrepresented minority students.
- Increase its percentage enrollment of graduate underrepresented minority students.

Success

The University of Kentucky will:

- Raise the first year retention rate of underrepresented minority and low-income students.
- Raise the six-year graduation rate of underrepresented minority and low-income students.
- Increase the number of undergraduate degrees awarded to underrepresented minority and low-income students.

Impact

The University of Kentucky will:

- Increase the racial and ethnic diversity of its faculty and staff.
- Promote equity and inclusion.
- Produce culturally competent students, faculty, and staff.

Each goal has associated metrics and strategies. Each strategy has an identified responsible office and an assessment plan. The University of Kentucky is committed to diversity and inclusion as a core value and will pursue each of these enumerated strategies to the best of our ability. We are also committed to reviewing the impact our strategies are having on our desired outcomes, and adjusting our course if necessary. The success of this plan rests on the achievement of those outcomes.

University of Louisville 2017 - 2021 Diversity Plan

Executive Summary

The University of Louisville Diversity Plan provides a comprehensive view of some of the practices that are in place or are being initiated that support student success, campus climate and workforce diversity. The diversity plan provides a profile of the University that includes its Mission Statement, Carnegie Classification as a Research 1 institution, the Diversity Vision Statement and the Operational Definition of Diversity.

The Diversity Plan is based on the Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion that was approved and adopted by the Council on Postsecondary Education (CPE) on September 23, 2016. Therefore, the Plan is organized into three components: Opportunity, Success, and Impact as called for in the Policy.

Opportunity – In the opportunity (Student Enrollment) section, the diversity plan identifies UofL's Areas of Geographic Responsibility (AGR). These include Jefferson, Oldham, Trimble and more recently added Shelby counties. It includes a table with the population numbers and percentages by racial and ethnic populations based on 2015 data from the Kentucky State Data Center. There is also a table that shows the poverty status for populations within those counties, and a table that shows the college age populations (18-24) with the counties. The Diversity Plan focuses on Underrepresented Minorities (URM) with special attention being given to African American and Hispanic/Latino students, and on Low-Income students. For example, in the fall of 2016, URMs made up 20.3% of the total number of students enrolled (11.1% were African American, 4.4% were Hispanic/Latino and 4.8% were other URMs).

Information is also provided on Low-Income Pell Eligible students and it is interesting to note that almost 1/3 (32.6%) of our undergraduate students are low-income as identified by their Pell eligibility. Another 20.8% are First Generation or the first in their families to go to college. These data show the University's commitment to providing opportunity to URMs and Low-Income students.

Goals for Undergraduate Student Enrollment have been set for 2017 – 2021. For examples by 2021 we expect African Americans to make up 14%, Hispanic/Latino 6% and total URMs 23%. The Plan identifies high impact strategies that are being used to help reach the goals. For instance, one strategy the campus has implemented includes placing recruiters on the ground in Chicago, Cincinnati, and Nashville with the goal of recruiting more students, particularly URMs.

Goals have also been set for Graduate and Professional Student Enrollment. By 2021, URM graduate student enrollment is expected to be 15.5%.

Success – The Diversity Plan specifies student success goals for URMs and Low-Income students based on 1st to 2nd Year Retention, 6 Year Graduation Rate and number of degrees

awarded. For examples, by 2021 the 1st to 2nd Year Retention goal for Low-Income students is 77.5% and 80.5% for URMs. The Plan identifies current and new strategies that are or will be implemented to help reach the targets. One unique strategy that is being implemented in the Fall of 2017 is Living Learning Communities for the African American Male Initiative and the Porter Scholars. The activities in these communities will focus on academic success, mentoring, developing peer connections and gaining leadership skills. Both cohorts will take a common set of courses together, including Freshmen Orientation and English 101. Additional courses will be added and will vary by community.

Impact – This section includes workforce diversity, the campus climate and cultural competency. Five-Year goals have been set for faculty and management positions. The Plan includes high impact strategies for recruiting and retaining diverse faculty and staff. In addition, strategies for promoting equity and inclusion and monitoring the campus climate have been included. Emphasis on diversity training and strategies to increase cultural competency for students, faculty and staff have been identified. There is a structured process that enhances the cultural competency of students in that all undergraduate students are required to take two diversity courses as a part of the Cardinal Core (formerly general education) requirement. Enhancing the cultural competency of faculty and staff will be a bit more challenging. However, diversity training will be a resource and online training modules are being explored. Leadership hopes that the revision of the current exit interview instrument will lead to the identification and use of results that address faculty retention. Mentoring and coaching will also be used for internal career advancement.

Diversity and Inclusion of Other Groups – It is important to note that diversity at UofL extends beyond race, ethnicity and low-income. Services to other groups include **Gender Equity and Services for Women**; **Disability Services and ADA Compliance; Globalization and International Affairs; LGBT Services**; **Religious Diversity**; **Veterans/ Military Services; Community Engagement; and Opportunities for Diversity of Thought and Ideas.**

Assessment – It is important to measure the effectiveness of the strategies in order to determine if progress is being made in achieving the goals. Assessment and accountability tools will be implemented to help make adjustments as needed so that the goals will be met and for there to be overall institutional improvements.

Executive Summary

The Murray State University (MuSU) Diversity Plan (the Plan) as presented addresses the imperatives of a sustained diversity initiative. The Plan is comprehensive in that it addresses issues of diversity for students, faculty, and staff, and emphasizes the importance of diversity in the curricular and co-curricular student experience and the workforce of the University. Diversity is the responsibility of the entire University community. The Plan describes the measures that will be taken from 2017–2021 to strengthen its efforts to promote diversity as an essential element in its pursuit for greater excellence. Murray State's Plan will remain fluid and be implemented in phases in an effort to have sustained change and growth. The initial phase will primarily address the criteria set forth in the *Council on Postsecondary Education's (CPE) Policy for Diversity, Equity, and Inclusion* (Statewide Policy).

The President's Commission on Diversity and Inclusion (PCDI) maintains the charge of involving others in a host of meetings which began during the fall 2016 semester:

- Meetings with the Collegiate Deans – individually and collectively
- Meetings with the Vice Presidents – individually and collectively
- Meetings with members of PCDI
- Meetings to discuss future of PCDI
- Meetings with Human Resources
- Meetings with leaders of various units
- Meetings, interviews and surveys in collective or individual formats with various students, student leaders and student focus groups and student advisors including but not limited to Alliance, Black Student Council, NPHC, etc.
- Preparation of drafts of the Diversity Plan for review and feedback from the aforementioned constituents

The responses from these efforts were reviewed for incorporation into the plan and will provide a more comprehensive review of our campus needs and climate. Murray State's progress towards achieving diversity has been established as an institutional strategic priority in its Strategic Plan approved by the Board of Regents in June 2015:

STRATEGIC INITIATIVE: Advancing a Culture of Academic Excellence
Goal: Creating and enhancing academic programs that will propel Murray State to be recognized as the Commonwealth's premier public University and the "University of Choice."

> Objective 3: Enhance efforts to recruit, retain, and engage a diverse, creative and outstanding faculty and staff.
> Measures/Action Steps:
> 1. Formalize strategies to meet or exceed benchmarks set forth by the MuSU Diversity Plan.
> 2. Formalize strategies to meet or exceed 2015 benchmarks and future measures set forth by the CPE.

The Plan outlines the existing MuSU diversity statement, statement of purpose, vision, diversity definition, development efforts, and implementation responsibilities. A definition of diversity as adopted by the Council on Postsecondary Education is presented. The strategic initiatives must directly address the core values that Murray State fosters through the integration of multiple components. The strategic initiatives are:

- Academic Excellence
- Student Success
- Research, Scholarship, and Creative Activity
- Community Engagement and Economic Development

Executive Summary

In accordance with the Kentucky Public Postsecondary Education Diversity Policy for Diversity, Equity, and Inclusion, the Council on Postsecondary Education requires an institutional diversity plan. Western Kentucky University's (WKU) Campus-Wide Diversity Plan, as mandated, focuses on each of the following three (3) areas.

    a. Opportunity – Recruitment and Enrollment of Diverse Students

    b. Success – Student Success

    c. Impact – Campus Climate, Inclusiveness, and Cultural Competency

Opportunity – Recruitment and Enrollment of Diverse Students

For the area of *Opportunity – Recruitment and Enrollment of Diverse Students*, WKU elected to set percentage range goals for the following IPEDS racial and ethnic categories. The categories are:

    a. Black or African American

    b. Hispanic or Latino/a

    c. Two or more Races

The focus on these particular racial/ethnic categories reflects the institution's commitment to align its goals for diversity, equity, and inclusion with those set forth in *The Postsecondary Education Improvement Act* (HB 1, 1997 Special Session), the Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion, and the University's Strategic Action Plan, *Challenging the Spirit*. Secondly, students who categorize themselves as Black or African American, Hispanic or Latino/a, or as two or more races represent a significant subset of the overall residential population within the Institution's area of geographic responsibility (AGR). As a comprehensive university, WKU's emphasis on providing access and opportunity to these student populations reinforces its commitment to meet the higher education needs of the region.

Success – Student Success

WKU elected to set percentage range goals focusing on three (3) student success metrics in the *Success – Student Success* component. This focus includes:

    a. 1st-2nd year retention

    b. 6-year graduation rate

    c. Degrees conferred

Higher education scholarship repeatedly indicates that most students leave college for reasons other than poor academic performance. Thus, achieving these student success outcomes, retention, timely persistence to graduation, and degree attainment, is rooted in the institution's ability to successfully educate its students, to successfully fulfill its commitment to create environments where student learning, growth, and development will occur. This ability rests with faculty and staff. In fact, Tinto argued, "Students are more likely to become committed to the institution and, therefore stay, when they come to understand that the institution is committed to them. There is no ready programmatic substitute for this sort of commitment. Programs cannot replace the absence of high quality, caring and concerned faculty and staff" (1987, p. 176). The WKU Diversity Plan, then, stipulates strategies to create a successful learning environment, assist students in mastering the processes of student success, and achieve the desired student success outcomes beyond the programmatic. The approach the University has adopted to meet the student success outcomes involve high-impact practices and high-touch, high-relationship interventions from both faculty and staff to assist students in committing to their own success and to the institution.

Impact – Campus Climate, Inclusiveness, and Cultural Competency

For the area of *Impact – Campus Climate, Inclusiveness, and Cultural Competency*, the University's Diversity Plan emphasizes three (3) goals outlined in the Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion. These goals include:

a. Increase the racial and ethnic diversity of faculty and staff

b. Promote equity and inclusion on campus in order to create a positive campus climate that embraces diversity

c. Work toward producing culturally competent students, faculty, and staff

Achieving the desired outcomes for both student success and opportunity is incumbent on the University's ability to create and sustain environments to maximize learning, growth, and development of all members of the campus community. To be fruitful in the area of impact, the University is operating under a set of assumptions for achieving a positive campus climate, achieving meaningful inclusivity, and achieving cultural competence. Among these assumptions is the belief that the campus environment, both natural and constructed, and how individuals experience, perceive, learn, work, and play within the environment are tightly coupled. Environments, then, influence student, faculty, and staff behavior. With this in mind, the

Campus–Wide Diversity Plan provides foundational strategies for creating and sustaining a campus climate where enacting institutional values, such as, respect, civility, learning, leadership, and community are indicative of what we do and who we are.

The Planning Process

The process for planning the new diversity and inclusion approach was a grassroots process spanning 14 months. Faculty, staff, senior leadership, and students representing a cross-section of the campus community, representatives from the regional campuses, and stakeholders from the Bowling Green community invested hundreds of hours in determining the University's course of action. Input was solicited through focus groups, town hall style meetings, document analysis, guided purposeful dialogs, and structured and unstructured interviews.

Current planning implementation occurred in four (4) phases. Phase I involved assessment, inquiry, and community involvement to ascertain the current state of diversity, equity, and inclusion at WKU and then determining the next steps. Phase II involved document, webpage, and materials analysis to examine the University's communication message around diversity, equity, and inclusion both internally and externally. Phase III based on the direction the University is taking in the area of diversity, equity, and inclusion involved target setting and diversity plan annual goals. Phase IV consisted of developing strategies and interventions based on findings from the previous phases. The next phases will consist of communicating to the campus community about the Campus-Wide Diversity Plan, working with stakeholders for implementation, and assessing the plan to determine the University's effectiveness in reaching its goals and what modifications needs to occur.

Closing Comments

Western Kentucky University is committed to focusing on and espousing the values of diversity as well as recognizing how these values contribute to the preparation of productive, engaged and socially responsible citizen-leaders of a global society. As this plan will demonstrate, WKU has made concerted efforts to enhance diversity in its learning, living, and working environments. The University is also aware that, of necessity, this Diversity Plan is not a stagnant document, quite the contrary. New leadership coupled with a new strategic agenda presents a unique opportunity to situate WKU as a leader in the Commonwealth for creating an equitable and inclusive environment where faculty, staff, and student flourish. This document provides the Western Kentucky University strategic plan for diversity.

KCTCS - Individual College Plans
Executive Summary Excerpts

EXECUTIVE SUMMARY

The Ashland Community and Technical College (ACTC) Diversity, Equity, and Inclusion Plan (Diversity Plan) is a document created to lead the implementation of a holistic strategy to guide future diversity efforts. ACTC's Diversity Plan is intended to integrate with other strategic documents. These documents include: the 2016-2022 ACTC Strategic Plan, the 2016-2022 KCTCS Strategic Plan, the ACTC Strategic Engagement Management Plan (SEMP), the college's annual plan that includes strategic enrollment action items, initiatives from the units and departments of the institution, the CPE Diversity Plan, and the 2016-2021 CPE Strategic Agenda.

The integral aspects of the plan are organized into three primary areas, categorized as *Opportunity, Success, and Impact.* These three areas coordinate closely with the four pathways of ACTC's SEMP: *Access to College*, *Progression through College*, *College Goal Completion*, and *Enhancing College Capacity*. *Opportunity* is aligned with Pathway I, *Access to College*. *Success* is aligned in part with both Pathway II, *Progression through College*, and Pathway III, *College Goal Completion*. The strategies and goals within *Impact* support Pathway IV, *Enhance College Capacity*.

The Diversity Plan will give insight into ACTC and who it serves. In addition, it will delineate the demographics of the five Kentucky counties it primarily serves. It will also describe the demographics of the college, as well as efforts currently in place to improve areas related to increase college diversity, closing the achievement gap, and challenges and opportunities.

The three primary areas of ACTC's Diversity Plan*, Opportunity, Success, and Impact*, will consist primarily of goals and the strategies that will be executed to achieve diversity outcomes.

OPPORTUNITY

Opportunity is defined as recruitment and enrollment of diverse students. The goals and strategies are indicated below.

Opportunity Goal I: Increase the percentage of Hispanic/Latino students at ACTC through enhancing outreach activities.

Goal I Strategies

- Provide online orientation and college viewbooks in Spanish for students who would prefer that service.

- Implement focus group with willing current Hispanic students to seek their feedback in what would make ACTC more inviting.

- Director of Cultural Diversity will meet with all students in the English as a Second Language (ESL) program to discuss future options at ACTC.

- Enhance relationship with the Pastor at House of Grace Church (Spanish Speaking church in the area) in attempt to grow knowledge of Hispanic culture and recruit prospective students.

Opportunity Goal II: Increase the percentage of African-American students at ACTC through enhancing outreach activities.

Goal II Strategies:

- Provide a presentation/luncheon at specific high schools primarily for African-American students to discuss opportunities and culture at ACTC.

- Implement a student recruitment program in which volunteers are sought from the current student body to assist in building relationships with prospective students.

- Implement a Super Someday Series which includes a college camp for elementary students, an event centered on middle school students, the Ashland Regional College Fair, and community dialogues (partnering with NAACP).

- Partner with NAACP for the Senior Salute program held at ACTC to recognize underrepresented minority (URM) graduating seniors.

- Mail scholarship options, such as the J.T. Smith Scholarship, to upcoming graduating students and follow-up by phone call, text message, or email to discuss opportunities.

Opportunity Goal III: Increase the percentage of veteran students at ACTC through enhancing outreach activities.

Goal III Strategies:

- Promote the ACTC Veteran Center and our student group affiliation, *Student Veterans of America,* to prospective veterans.
- Attend and promote ACTC at the Northeast Kentucky Veterans Advisory Council Expo and other veterans outreach events.

SUCCESS

Success is defined as student success by the *Diversity Action Planning Guide* provided by the KCTCS office of Cultural Diversity. ACTC will focus on the areas of success related to retention and completion. The goals and strategies for *Success* are outlined below.

Success Goal I: Enhance initiatives to improve both academic and non-academic support services to holistically address needs and barriers to retention for both in-person and online URM students.

Goal I Strategy:

- SSES advisors will place more focus on utilizing Starfish to track URM students who are at-risk and reach out to them utilizing appreciative advising to help determine what the student is struggling with and make appropriate suggestions to help facilitate student success.
- The Director of Cultural Diversity will utilize a case management approach and communicate with URM students at least two to three times per semester to assist or respond to any concerns, including reminders of important dates, academic services, and upcoming activities.

Success Goal II: Create greater opportunities for student engagement and encourage increased faculty, staff and student involvement through our Student Activities.

Goal II Strategies:

- At events offered through our Cultural Diversity program, as well as other various campus events, student attendance will be tracked.

- Students who attend events related to diversity and cultural competency will be surveyed to gauge how the event impacted them and their experience at ACTC, as well as suggestions for what could be done in the future to make the events better.

- The data collected within the surveys will be maintained within an electronic database to determine the retention and graduation rates for these students.

- Implement a student focus group for URM's to discuss how the environment at ACTC can be adjusted so there is more interest in participating in activities and services at ACTC.

Success Goal III: Incorporate the high impact practice of collaborative and active learning that is already part of the college's Title III grant and Quality Enhancement Plan (QEP), that begins Fall 2017.

Goal III Strategies:

- Assuring high quality standards for gateway general education and technical programs courses through faculty training in the use and implementation of the standards promulgated by Quality Matters in online courses.

- Developing individualized support services for the eLearner as provided in the eLearning Centers that will be created on College Drive and Technology Drive campuses.

- Increase the number of courses that include active and collaborative learning activities in the classroom.

- Provide faculty training on incorporating active and collaborative learning opportunities in the classroom.

IMPACT

Impact is defined as campus climate, inclusiveness, and cultural competency. The goals and strategies for *Impact* are outlined below.

Impact Goal I: Increase cultural diversity learning opportunities for faculty, staff and students.

    Goal I Strategies:

- Provide culturally diverse educational information/sessions at the annual *All College Meeting* and *Staff Professional Development Conference.*
- Provide opportunities for culturally diverse learning, such as speakers, through planning and coordination of activities by the Diversity Committee, for students, faculty, staff, and the community coordinated by the Diversity Committee.
- Encourage faculty members to include culturally diverse themes in existing curriculum.

Impact Goal II: Continue to provide a culturally positive climate for faculty, staff and students.

    Goal II Strategies:

- Conduct a series of two question surveys to assess environment.
- Conduct one or two student focus groups per year to discuss climate.
- Charge the Campus Environment Team with the ability to address any issues noted in the surveys.

Impact Goal III: Increase the racial and ethnic diversity of faculty and staff.

    Goal III Strategies:

- Utilize nationally recognized educational publications and diverse publications, including the *Chronicle for Higher Education*, Indeed, the *American Baptist Newspaper*, and the *Louisville Defender,* to assist in recruiting for faculty and executive management vacancies.
- Include cultural competency in search committee training.
- Include culturally diverse employees on search committees.

Bluegrass Community and Technical College

Executive Summary

A major demographic shift is apparent nationally and in the BCTC service area. However, the BCTC student body diversity is showing minimal progress as overall student enrollment continues to remain stagnant. Last year's dialogue resulted in a call to action, which has led to the achievement of new grants, initiatives, committees, quick action teams, and overall positive change. Action steps are in place to challenge recruitment, outreach, low enrollment, achievement gaps, retention rates, transfer rates and graduations rates. The 2016 actual enrollment of underrepresented minority students at BCTC was 20.7. The target for 2017 was 21.4. Currently the largest growing BCTC demographic is students who identify astwo2 or more races. This shift continues to offer challenges and opportunity.   Issues such as current social climate and other societal related barriers often accompany many students of color, first generation, and/or low economic status populations.

After a review of trending demographics, data indicated future enrollment growth in the following populations: First Year, African American, Latino/Hispanic and International. Intentional enrollment and retention strategies for targeted populations has been identified. Holistic support for students from the point of entry until completion is a top priority. The Strategic Enrollment Plan is a revised working document that has hit specific targets and has projected outcomes and timelines to be continued or updated in the near future.

A second area of focus is the enhancement of communication within BCTC and with external stakeholders. As BCTC continues to expand, there is a need to keep faculty and staff abreast of new developments. While BCTC may offer academic and student services, there are opportunities to increase communication to encourage more student engagement.

Thirdly, BCTC has the potential to build enrollment through the development of new community partners. With seven different campus locations, BCTC is positioned to serve local communities in Central Kentucky. The college is an educational provider for a highly diverse student population and includes many sectors of community partners to serve an inclusive college community. BCTC provides instruction through face-to-face and online delivery. To enhance student success, a focus will be on the support of students in online courses. Accelerated learning through quality instruction to reduce the time to completion is also a significant priority.

Finally, BCTC will focus on strengthening academic and student services. The collaborations can create a unified experience for students and integrate services to simplify processes. Retention efforts that blend between academic and student services will be an area of concentration and development.

Six strategic enrollment management goals with proposed action steps, projected measurements and timelines are planned. A planned percentage range goals for the recruitment and enrollment of African American and Latino students is cited with strategies in place to lead to fruition. The six goals are: to increase enrollment for targeted populations, enhance awareness and knowledge by improving effective communication for all stakeholders, build enrollment through community partnerships, increase retention of targeted populations, promote quality instruction based on best practices for student success and strengthen academic and student services to support student engagement and completion.

Future and newly developed opportunities are enhanced by many new and continuing projects that have been initiated and or developed within the past year. Many best practices continue to make Bluegrass

Community and Technical College a comprehensive educational institution. Additional resources continue to through grant acquisitions and development. An example of a few successful best practices that further our inclusive learning environment are:

1. Continued promotion and/or institutionalization of effective programs and pipelines such as Trio grants (Upward Bound, Talent Search, and Student Support Services, and BCTC received the Northern Migrant Education Program, which is a supplemental education program that provides support for migrant children and their families. This program works to ensure that the appropriate academic services are offered to help migrant children do well in school and that they receive the needed levels of tutoring and instruction that will promote them to the next grade level. Migrant Education staff works with other school and community agencies to provide social and health needs that families may require. This program is a great partner with the BCTC Latino Outreach program.

2. BLINKS, (collaboration between the Links Inc., HBCU's and USA funds for community college transfer to HBCU, Kentucky State University) this scholarship for BCTC transfers provides full tuition scholarship to students with 2.8 or higher before transfer. This project has graduates over 10 students in the past 2 years and has 20 in the pipeline.

3. LSAMP (Louis Stokes Alliance for Minority Participation is a collaboration with University of KY, University of Louisville, KY State University, Centre College, Western KY University , Marshall University, West Virginia State, and University of West Virginia to increase minority enrollment is Sciences, technology, engineering and mathematics. BCTC is the pipeline school for this project and awards opportunities and resources for minority students interested in STEM at the community college level.

4. BCTC has many outreach camps for students in middle and high school to raise awareness such as CARNEGIE HALL (stem camp for high school students), Latino Leadership and College Experience Camp, and Super Someday offer college awareness leading to recruitment of students to all campuses.

5. The state/community-based grants such as Ready to Work and Work to Learn. The state/community-based grants such as Ready to Work and Work to Learn are instrumental in making education accessible to low-income single parents.

6. BCTC is in the final year of a Title III project Substantive Reform for Closing the First Year Success Gap. The project goals are to develop activities to increase first year to second year retention and academic success. The college-wide reform strategies-academic and nonacademic enhancements include redesign of developmental education curriculum with accelerated and linked courses, development of a structured, high impact First Year program and redesigned learning environments.

7. The First Year Center (FYC) continued to build upon the growth and success of its first two years. Students sought assistance from the FYC for issues as varied as advising, transfer assistance, personal and social issues. A redesigned First Year Student orientation was implemented that included Peer Mentors serving as Orientation Leaders. For Fall 2016, 1353 students attended orientation the retention of first-time freshmen showed a notable increase from Fall 2015 to Fall 2016. The retention rate for first-time students increased from 42.9% to 46.7%.

   In Years 4 and 5 of the project, the grant will target pilot cohorts of academically underprepared, first generation students.

8. College representation on The Gender Neutrality Ad Hoc Workgroup formed to research case law, best practices in various sectors to develop a slate of recommendations to inform the development of a proactive approach to policy and practice within KCTCS. In addition to a high-level summary of the research findings, this report includes several recommendations for KCTCS colleges and the System Office to implement in order to create a culture that supports lesbian, gay, bisexual, transgender, queer, intersex, asexual (LGBTQIA) students, faculty, staff, as well as their allies. These recommendations align with KCTCS values and CPE expectations.

Continued efforts contribute to the diversity and inclusion of faculty and staff at BCTC. However, we continue to struggle to attract and retain a diverse workforce. There are several challenges currently posed as retirements, resignations occur, and rehiring is not always followed. In 2016, BCTC had 53 jobs advertised as staff positions with 2,073 applicants. 221 applicants identified as African American, 48 applicants identified as Hispanic, 40 identified as Asian, 4 identified, as American Indian, 7 as Pacific Islanders and 9 applicants did not disclose a race, with the remaining identifying as white. BCTC had 10 faculty positions advertised with 203 applicants. Of those applicants 5 identified as African American, 2 identified as Hispanic, 5 identified as American Indian and 12 did not disclose their race. From these 63 total positions actually there were 29 full time positions hired. Faculty had 11 hires with 1 Black and 1 Asian. Staff had 18 hires with 5 Black, 3 Hispanic and 3 Asian employees. The HR department along with the college president gives a charge to the hiring committee to ensure that a diverse pool of applicants are considered for faculty and staff positons. A diverse committee made up of faculty and staff from thorough out the college interviews the candidate to select the most qualified person for the position.

In order to keep up the momentum BCTC College president aligned a Cultural Competence Quick Action Team co-chaired by the HR Director and the VP of Multiculturalism and Inclusion. This committee represented faculty and staff from every area of the college.

BCTC is strategic in its efforts to create campus communities that reflect the rich cultures of our state, the country and the society. Bluegrass Community and Technical College continues to make notable strides to address this issue. The department of Multiculturalism and Inclusion's five-year plan made a commitment of increasing the number of African American, Latino and other students of color of the college going population by 2 percent. Within the past five years, BCTC has become demographically reflective of the central KY communities; however, it is our goal to be reflective of the community that we wish to become, vibrant with a diverse representation of people, ideas, and culture. In order to stimulate the local economy and the synergy of this region we continue to guide this process of change.

Executive Summary

Big Sandy Community and Technical College (BSCTC) is committed to cultural awareness and cultural diversity where respect and understanding fosters interaction, acceptance, and collegiality by embracing all. Our commitment is demonstrated in our mission statement, strategic themes, and college diversity plan, UNITED. This report serves to provide insight into the college's approach to diversity, its history, and the challenges the college faces in providing a diverse environment. Data is provided for the purpose of assessing current performance within the areas of student diversity and success and workforce diversity.

Big Sandy's UNITED 2016-2021 Diversity and Inclusion Plan incorporates the goals and strategies which will be assessed annually in a report that will detail progress made toward targets, a summary and analysis of college activities with barriers encountered, and opportunities for improvement. UNITED will serve as a guide to improve future recruitment, retention, and promotion of students by providing measureable goals and the strategies that BSCTC will implement to achieve meaningful progress.

The Dean of Community Development leads the campus diversity efforts and assumes a key role in enhancing the academic, cultural, and social needs of minority students by providing opportunities for multicultural education and assisting in the development of a campus culture where diversity is respected and valued. It is the belief that diversity is the responsibility of all faculty, staff, and students as individuals and as members of the campus community, and this charge is not limited to one department. At BSCTC, senior cabinet level leadership is committed to this plan and will provide leadership and resources to assist in the implementation and support of all associated goals and strategies.

Executive Summary

Elizabethtown Community and Technical College's (ECTC) mission is "to prepare people to live and work in a constantly changing world through dynamic teaching and learning environments." As one of the 16 colleges in the Kentucky Community and Technical Colleges System (KCTCS), ECTC is committed to fulfilling this mission by cultivating diversity, multiculturalism, and inclusion throughout the communities we serve. In 2016, the KCTCS System Office and each of the local colleges engaged their respective communities using the Appreciative Inquiry model to begin the next phase of their diversity plan development. The local plan aligns with the new Kentucky Public Postsecondary Education Policy for Diversity, Equity, and Inclusion (hereafter the Statewide Diversity Policy); the 2016-2022 ECTC Strategic Goals; and the ECTC Strategic Enrollment Management (SEM) Plan. ECTC will engage in annual formative and outcome evaluations of the plan to improve effectiveness of the strategies and assess the progress toward the established goals.

Opportunity

The ethno-racial composition of ECTC's enrollment cluster (area of geographic responsibility) is roughly 12.4% minority. The demographic make-up of the 2016 undergraduate student body was similar to the enrollment cluster with 6.7% African American, 3.7% Hispanic, 3.6% two or more races, 3.5% unknown, 1.1% Asian, and 81.0% White. Less than 1% of the population was American Indian (0.3%) or Native Hawaiian (0.2%). The fall 2020 target for underrepresented minority (URM) students is 15.5%. The strategies that ECTC plans to pursue to maintain a diverse student body population include targeted outreach efforts for low income and minority students. The ECTC Ft. Knox Center (located on the Ft. Knox Army Post) gives the College special access to active duty and retired military personnel and their families, many of whom are URM. ECTC will continue to serve this unique population with high quality and specialized academic programming and services.

Success

Student success is defined as first to second year retention, graduation rate, and degrees conferred by low-income and minority students. The three-year average retention rate for URM students is 37.8% and 45.1% for low-income students. The 2020-2021 target for retention of URM students is 45.4% and 51.7% for low-income students. Strategies to improve retention

include expanding access to enhanced academic and student support services, improving academic advising, and implementing First-Year Experience. The three-year average graduation rate for URM students is 18.6% and 23.6% for low-income students. The 2020-2021 target graduation rate for URM students is 22.4% and 30.0% for low-income students. In 2015-2016, the College awarded 227 credentials to URM students and 1,602 credentials to low-income students. The 2020-2021 target for credentials awarded to URM students is 364 and 1,651 for low-income students. Strategies for improving graduation rates and credentials conferred are developing structured pathways for transfer or employment, and utilizing ongoing intrusive advising and support services.

Impact

The demographics of the workforce at ECTC for 2015-2016 were 5.8% URM Instructional Faculty and 21.9% URM for Management Occupations. The College has established a target goal of 10.6% for URM Instructional Faculty and 28.8% for URM Management Occupations by 2020-2021. Human Resources will strategically continue the recruitment of high quality, diverse employees through the use of Human Resources best practices.

Equity and inclusion will be promoted on Campus through inclusive curriculum, continued support of events that celebrate cultural diversity, and professional development. These activities will also enhance the cultural competence of both employees and students.

The Campus Environment Team (CET) at ECTC is responsible for monitoring the College and community environment. The CET will make recommendations to the College Council that is comprised of the President's Cabinet, Division Chairs, Staff Council Representative, the Director of Human Resources, and other mid-level managers. Subcommittees and work-groups that include community members and students will be formed periodically to support and inform the work of the CET.

The Director of Cultural Diversity will continue to coordinate the College's diversity efforts, including facilitating the production of the plan and annual report, serving as liaison for the KCTCS Diversity Peer Team, coordinating programs and services to improve opportunity and success for students, providing professional development and learning opportunities that

improve cultural competence and inclusion for the college community, Co-chairing the CET, and making recommendations providing regular updates about the College's progress for the Campus community.

EXECUTIVE SUMMARY

Gateway Community and Technical College has developed a comprehensive strategic plan for diversity and inclusion that focuses on three primary areas: *Opportunity, Success, and Impact*. Key strategies for these areas include:

OPPORTUNITY STRATEGIES:

O1: Develop and implement strategic marketing and recruitment activities focused on the 5 targeted Kentucky high schools

O2: Develop and implement strategic marketing and recruitment activities focused on the 5 targeted Cincinnati, Ohio high schools

O3: Further develop Super Someday recruitment event to expand reach and recruitment efforts to more students in targeted school districts

O4: Evaluate expanding dual credit program with Holmes High School to provide entry-level job training with completion of short-term credential by high school graduation

O5: Develop and implement partnership with Dohn Community High School in Cincinnati where DCHS students would earn dual credit at Gateway while fulfilling their vocational requirement for high school completion

O6: Develop partnership program with Cincinnati Youth Collaborative (CYC) to provide scholarship support and seamless support services to CYC graduates who enroll at Gateway

O7: Position Gateway as an inclusive, welcoming, and respectful educational experience for LGBTQ populations through improved campus culture, as evidenced by college participation in the Campus Pride Index

O8: Evaluate potential for development of pathways for the enrollment of international students, ESL students, and refugee populations

SUCCESS STRATEGIES:

S1: Increase engagement/participation in student organizations/groups

S2: Develop comprehensive arts and culture programming including exhibits, activities, and events to invite and engage diverse populations on campus

S3: Develop a comprehensive and collaborative case management model between Gateway and both NKY Scholar Houses: Northern Kentucky Scholar House and Lincoln Grant Scholar House to support at-risk, low-income parents in their pursuit of postsecondary education

S4: Develop and/or expand non-academic support services to serve low-income populations

S5: Evaluation and expansion of curriculum that emphasizes inclusion and appreciation of diversity and culture

IMPACT STRATEGIES:

I1: Promote a supportive campus environment for LGBTQ students and employees

I2: Develop infrastructure to provide sustainability of efforts around diversity, equity, and inclusion and ensure these efforts are strategically embedded into programs and services across the institution

I3: Develop and/or identify of professional and personal development opportunities for faculty and staff focused on uncovering implicit biases and improving cultural competence

I4: Develop and/or identify professional and personal development opportunities for students focused on uncovering implicit biases and improving cultural competence

I5: Increase and diversify efforts to attract/recruit a more diverse mix of faculty and staff

EXECUTIVE SUMMARY

The mission of Hazard Community and Technical College (HCTC) is to be a comprehensive, public community and technical college that empowers diverse learners, building self-confidence and leadership capacity for lifelong personal success and community enhancement.

HCTC maintains a welcoming and inclusive environment that recognizes and values the contributions of a diverse college population. Through the various Opportunities, Success, and Impact strategies described below, the HCTC Diversity Plan will implement focused interventions to improve student success for all URM and low-income/Pell recipient students. From this group, HCTC will measure and report the impact of the Diversity Plan strategies for first-time, full-time, credential-seeking students to the Council on Postsecondary Education (CPE). The HCTC Diversity Plan will also address issues related to diversifying the HCTC workforce and improving cultural competencies of HCTC students, faculty, and staff.

The HCTC Diversity Plan aligns with the CPE's *Policy on Diversity, Equity, and Inclusion*, CPE's Outcomes-Based Performance Funding Metrics, the 2016-2018 Kentucky Community and Technical College System (KCTCS) Business Plan, the 2016-2022 HCTC Strategic Plan, and the 2016-2022 HCTC Strategic Enrollment Management (SEM) Plan. In developing the HCTC Diversity Plan, team members were guided by the aforementioned policy and plans. All elements of the HCTC Diversity Plan are either directly framed in the language of these related plans or policy or are consistent with the overall objectives of the strategic planning processes of the college. One of the major objectives of the cross-functional diversity planning team was to align and integrate the college's Diversity Plan with the overall strategic planning processes and plans in a seamless fashion.

HCTC will increase the enrollment of underrepresented minority student populations and low-income/Pell recipient students by committing key personnel to recruit students from diverse backgrounds, reviewing the admissions process for barriers, and implementing a Minority Mentorship and Leadership Program at local high schools.

HCTC will increase retention rates, graduation rates, and credentials awarded to underrepresented minority student populations and low-income/Pell recipient students by conducting orientation sessions; implementing an HCTC Multicultural Leadership Program; identifying Student Services personnel to serve as points of contact for underrepresented

minority and low-income/Pell recipient students; and mandating a first-year experience (FYE) 105 Achieving Academic Success course for specific groups of students. In addition, advisors will provide intrusive advising strategies, such as interventions for students with less than a 2.0 grade point average and developing individual completion plans for students.

HCTC will diversify its workforce by adapting hiring practices that target underrepresented minority populations, training search committee members on implicit biases, and training human resources personnel on diverse recruitment methods. HCTC will promote equity, inclusion, and cultural competence through workshops, allocation of professional development money for employees to attend conferences, administration of campus climate assessments, incorporation of cultural competency themes into HCTC courses, and through community engagement.

HCTC will identify a Diversity Plan Lead who will report directly to the HCTC President or designee. The Diversity Plan Lead is responsible for the implementation, administration, assessment, and reporting of the HCTC Diversity Plan. The Diversity Plan Lead will work in conjunction with applicable HCTC units and sub-units to institutionalize the Diversity Plan strategies, facilitating a targeted, focused, and sustained effort to ensure the plan's success and create substantive changes.

The assessment of the HCTC Diversity Plan will be institutionalized and incorporated into numerous new and existing assessment processes college-wide. The HCTC Diversity Plan Lead and Office of Institutional Research will develop a Diversity Plan tracking and assessment system and will make modifications based on results, as necessary. The Diversity Plan Lead will also provide updates semi-annually at two college-wide meetings and quarterly updates to both the HCTC President's Cabinet. Finally, the HCTC Diversity Plan status update will be a standing agenda item at the annual HCTC President's Cabinet Strategic Planning Day Meeting.

Executive Summary

The Diversity Plan entailed in this document positions Henderson Community College (HCC) as an institution of higher learning that is both inclusive and committed to diversity. It represents the input of college faculty, staff, students, and community leaders, as they reflected on the cultural climate of HCC. Many hours of discussion, research with college data, as well as best practices in higher education were engaged in the development of the plan. Throughout the process every attempt was made to align the College Diversity Plan with the College Strategic Enrollment Management Plan.

In order to address Opportunity, HCC proposes strategies designed to meet potential students from diverse backgrounds at off-campus venues, communicating HCC's commitment to diversity and inclusion. In addition, data study revealed a significant gap between minority and white applicants who subsequently enroll at the college. Tactics to close this gap are discussed.

In regards to Success, research reveals the potential to improve student retention and completion through high-impact teaching practices, increased advising contacts, and enhanced cultural climate. Internal research revealed the need to encourage student use of support services and to increase opportunities for interactions among diverse students. A comprehensive strategy involving both academic and student services is designed to engage the entire campus in actions to address the needs of Underrepresented Minorities (URM) and under-resourced students from orientation through credential completion, especially through professional development for faculty and staff in high-impact practices.

Finally, Impact is aimed to monitor, measure, and improve college diversity and enhance the cultural climate of the campus. Yearly survey instruments will gauge progress and identify areas for improvement. Efforts to diversify the faculty and staff will be intensified. And, professional development for faculty and staff and expansion of culturally diverse experiences will lead to an increasingly inclusive and rich environment for students from all backgrounds.

Executive Summary

As a publicly-funded, comprehensive, two-year postsecondary institution, Hopkinsville Community College endeavors to provide its citizens with a wide variety of personal and professional learning opportunities. The college is committed to fostering inclusiveness and diversity, while serving as an example within the institution's geographic service area and beyond.

HCC promotes excellence in teaching and learning by offering an environment that supports intellectual, cultural, racial, and ethnic diversity. As part of the Kentucky Community and Technical College System (KCTCS), HCC is committed to creating and sustaining an environment of all-inclusive cultural diversity, where each individual is valued, respected, and supported, and is recognized on the basis of personal achievement, merit and contribution. KCTCS defines cultural diversity as, "the recognition and understanding of the similarities and differences between ourselves and other people based on race, religion, gender, sexual orientation, ethnicity, and/or nationality." (approved by the KCTCS Faculty Council, Spring 2006).

Opportunity

Success

Impact

The goals of HCC's Diversity Plan are supported and reflected by the institution's mission, vision, and values statements.

Mission

Hopkinsville Community College is an inclusive, student-centered educational institution that provides accessible, innovative, and comprehensive learning opportunities within a supportive community that encourages academic excellence. The college sustains strong educational, community, military, agricultural, and economic partnerships to improve the quality of life in the southern Pennyrile regional and Fort Campbell and enables students to be responsible citizens in a global society.

Hopkinsville Community College promotes excellence in teaching and learning by offering:

- Degree, diploma, and certificate programs and courses that enable students to transfer to four-year institutions, and acquire the knowledge and skills for new or continued employment.
- Developmental, academic, and support services that promote student success.
- Customized business and industry training.
- Continuing education and community outreach.
- Adult education.

Hopkinsville Community College is a member of the Kentucky Community and Technical College System and is a public two-year degree granting institution.

Vision

The first-choice institution of higher education and workforce training in our region.

Values

Academic excellence and life-long learning

Access and student success

Stewardship of human, fiscal, capital, and environmental resources

Leadership and community engagement

Inclusion, multiculturalism, globally focused

Continuous improvement

Strong partnership with the military community

HCC's **Strategic Plan 2016-2022** includes goals and objectives designed to guide the institution in the achievement of its mission and vision. An emphasis on diversity is woven into the Plan. *Goal 2, Objective 5* challenges the college to *foster a culture of inclusiveness*. Specifically, the following are stated as objectives:

- Support minority enrollment

- Emphasize cultural competency in the curriculum and co-curricular events

- Recruit faculty and staff that provide diversity in experience

- Continue to ensure access and support for all students

HCC's **Strategic Enrollment (SEM) Plan 2016-2020** includes goals and objectives designed to maintain a diverse student body.

In the SEM Plan's list of Marketing and Recruitment Goals, *Goal 2* specifically emphasizes increasing African American students and includes a myriad of tactics designed to achieve the goal.

In the SEM Plan's list of Retention and Completion Goals, *Goal 2* specifically emphasizes increasing retention and persistence rates and includes a myriad of tactics designed to achieve the goal – a significant number of the tactics support success of underrepresented minority populations.

Through an inclusive, broad-based process, HCC's Diversity Planning Team developed the following **guiding definition of diversity**:

At Hopkinsville Community College we understand that each individual is unique. We respect humankind and value the continuum of differences that exists in our world. As such, the college will promote an inclusive environment that allows students, faculty, and staff to thrive and positively impact a global society.

EXECUTIVE SUMMARY AND INTRODUCTION

With diversity and inclusion so central to the mission and purpose of this college, it is no surprise that this 2016-2017 *Diversity Assessment Report* for Jefferson Community and Technical College contains many examples of progress and vitality as well as indications of challenges ahead and work still to be accomplished. We felt it was important to emphasize the various areas in which Jefferson is rich in it diversity of student population as well as staff and faculty. These programs and committees set the context for future improvement within our college as it pertains to diversity and inclusion initiatives.

A brief history of Jefferson Community and Technical College

Jefferson Community and Technical College, based in Louisville, Ky., is a comprehensive, public postsecondary institution providing students access to a wide variety of programs of study including allied health, business, engineering technologies, general education transfer studies, information technologies, and trade and industry technologies. It awards associate degrees, diplomas and certificates.

Jefferson is the largest of 16 colleges forming the Kentucky Community and Technical College System. It has six campuses, three in Jefferson County, and one each in Carrollton, Shelby County and Bullitt County. It also offers programs at Kentucky correctional facilities. Courses also are offered in Oldham County and online. A new Carrollton Campus is being built to be ready for classes in the Fall semester of 2017.

Jefferson will be receiving funding for two significant projects under the State Workforce Development bond-funding program. We are in collaboration with a Shelby county Schools proposal that was successful in getting a $3.2 million investment in Shelby County, of which about half will be invested in plant and equipment on the campus. In addition, we are the lead institution for the largest award provided by the State under this funding, $15.2 million for advanced manufacturing and information technology in Jefferson County that will be used to construct the AMIT building we have been working towards for several years. The funding also provides support to JCPS to collaborate with us in building the pipeline of students needed to meet industry demands in these fields.

Through the leadership of Dr. Ty Handy, President since January 2016, Jefferson enrolls about 12,000 students per semester and serves more than 20,000 students a year. In 2015-2016, the College awarded a record 1,480 Associate Degrees and 1,972 certificates and 135 diplomas in technical programs.

Our Mission

We open the door to quality education that promotes the economic and cultural vitality of our community, encourages all to discover and achieve their potential, and provides opportunities to turn dreams into realities.

Mission Goals:

Jefferson Community and Technical College fulfills its Mission by promoting excellence in programs and services in support of educational opportunity, lifelong learning, and student achievement as expressed in the following goals:

1. Support the attainment of regional and statewide educational goals through data informed and inquiry driven strategies to increase retention rates and completion of credentials (Associate Degrees, Diplomas and Certificates).

2. Maximize student achievement through an institutional commitment to effective teaching and support services.

3. Enhance workforce readiness and economic development of the community by providing seamless educational opportunities through agreements with adult education, secondary school systems, postsecondary institutions, community groups, and business and industry partners.

4. <u>Provide an inclusive, accessible, and safe learning and working environment.</u>

Values:

Guiding Values: We believe that learning changes people's lives. Toward that end, we value:

Diversity: We value diversity and embrace the diverse communities we serve.

People: We value people and trust, respect, and care for those with whom we work and serve.

Vision: From these values, Jefferson Community and Technical College will become an environment of hospitality and creativity where individual lives and human community can flourish through access to quality-driven, learner-centered education.

Jefferson Community and Technical College is pleased with the progress we are making and proud of the numerous diversity and global awareness initiatives across our six campuses. Through the efforts of our staff and faculty, students are being prepared to meet the demands of the rapidly evolving, increasingly global society in which they will pursue their careers. Below we have offered interviews of Students, Faculty, and Staff to give an overall summary of their thoughts/concerns with diversity on our campuses.

Executive Summary

Madisonville Community College values the benefit of diversity and is committed to creating a community which recognizes the inherent value and dignity of each person. We respect the variety of ideas, experiences, and practices that such diversity entails. It is our commitment to ensure equal opportunity and to sustain a climate of civility for all who work or study at MCC, or who otherwise participate in the life of the college. MCC defines diversity as the recognition and understanding of the similarities and differences between ourselves and other people based on race, religion, gender, age, disability, sexual orientation, ethnicity, and/or nationality.

Our Diversity Plan identifies three focus areas which are summarized below with the relevant strategies included. The Plan aligns with the college's recently approved 2016-2022 Strategic Goals, which are strictly aligned with those of the KCTCS Strategic Plan for 2016-2022. Specifically, the strategies that follow support the college's efforts to: 1) improve student success and achievement, 2) to promote cultural development and diversity, 3) to manage our enrollment strategically, and 4) to strengthen student engagement through use of research-based "best practices" in academic and student affairs.

In addition, the Plan strategies are aligned with the college's Strategic Enrollment Management (SEM) Plan which is in full implementation on campus. The SEM plan focuses on building stronger connections with our area high schools, expanding recruitment efforts for academic programs, and improving the delivery of academic advising on campus. Academic advising is a proven, research-based activity that will lead to increased student persistence and completion (Boudreau & Kromrey, 1994). This work will position the college to meet the challenges of performance-based funding, especially those student success outcomes that target completion and persistence.

Executive responsibility for the implementation of the following plan strategies belongs to the CEO/President, the Vice-President of Quality Assurance and Administration, and the Director of Cultural Diversity. Collaboration across key campus planning units will take place under the direction of these administrators.

Diversity Plan Focus Areas

Opportunity

1. Increase the number of diversity recruitment events on MCC's campuses.

2. Identify new diversity recruitment opportunities.

3. Promote short-term certificates to diverse populations.

Student Success

1. Improve the delivery of the academic advising program across the college.

2. Promote campus support offices early and frequently to entering students to ensure awareness of college programming.

3. Expand campus understanding of the barriers and challenges for students in poverty.

Campus Impact

1. Promote diversity among the faculty and staff.

2. Encourage the development of cultural competence in our student body.

3. Encourage the cultural competence of faculty and staff.

Executive Summary

The mission of Maysville Community and Technical College (MCTC) is to challenge learners to accomplish their educational, career, and personal development goals. The MCTC Diversity Plan has been developed to create a roadmap toward a future where diversity, multiculturalism and inclusion are integral components of MCTC's success in addressing the college mission as well as improving the employability and quality of life of Kentucky citizens.

The target populations for **Student Body Diversity** are:

- African American
- American Indian/Native American
- Hispanic/Latino
- Native Hawaiian
- Two or More Races

The foundation for this plan began with the development of the MCTC Strategic Enrollment Management (SEM) Plan in early 2016. SEM is more than a recruitment or retention plan. It is a data-informed process that aligns an institution's fiscal, academic, co-curricular, and enrollment resources with its changing environment, to develop programs and services to recruit, retain, and support students throughout their entire educational career.

The Enrollment Management Team was charged with developing MCTC's first SEM Plan. Five core concepts guided this work:

- **Students**, and their success, are at the core of all that the college does.
- SEM goals will align with the **mission** and **strategic plan**.
- **College wide participation** is critical to the institutional ability to meet enrollment goals. No single person is responsible for achieving the goals set forth in this plan; rather, collaboration and coordination between all areas of the college is critical to success.
- Attention will be given to the **fiscal impact** of enrollment goals, but goals will not be based solely on fiscal needs.
- **Relevant data** will be collected and used when setting enrollment goals and in assessing strategies and tactics.

The 2016-2019 Strategic Enrollment Management Plan includes voices and leadership from every department within the college. Over 100 employees served on subcommittees, providing research and collaborative dialogue for how the college will resourcefully recruit, enroll and serve students. SEM goals, as they relate to the Underrepresented Minorities (URM) in the Diversity Plan, include:

1. Increase enrollment of URMs by 2% each year

2. Increase the first year retention rate for URMs by 1% each year

3. Increase the Graduation Rate for URMs by 1% each year

4. Increase Degrees Conferred by URMs by 2.5% each year for Diplomas and Certificates; 3.5% for Associate Degree

A discussion of how to achieve these goals follows, detailed in the Opportunity, Success and Impact sections of this narrative.

1. **Opportunity:** MCTC has increased the enrollment of URMs from Fall 2015 (7.9%) to Fall 2016 (8.6%), growing at a faster rate than the overall student body of the institution. SEM strategic goals target high school seniors, dual credit students, and adult learners. MCTC is recruiting at service area high schools and community events, as well as bringing community events to all campuses. The college incorporates diversity into the curriculum through many facets of the classroom environment. Also, MCTC is expanding the students' experience through service learning in diversity. Further, student groups promote inclusiveness across all campuses of the institution.

2. **Success**: Enrollment, retention rates, graduation rates, degrees, and credentials results are provided. MCTC developed and implemented the Student Success Center to increase the number of students retained through completion of a credential. MCTC's Student Support Services program has proven successful in meeting objectives and helping qualifying students meet challenging educational goals through its current SSS project. Highlights of the annual SSS 2015-16 data report include achievement indicators ranking far above national averages.

3. **Impact**: MCTC uses Climate/Student Surveys and Advisory committees to measure the success of academics, student involvement, and diversity on campus. Additionally, the college implemented a new pipeline to recruiting a more diverse faculty/staff. MCTC also hosted the Multicultural Experience Program/Art Contest with 150 participants from college

& community participants. The institution recently implemented a great service learning project, now in its 2nd year: the Project Malaria 5K Run/Walk. Finally, the college Culinary Arts Program took an educational tour to Italy in summer 2016, and planning is underway for a subsequent tour in the summer of 2018 through Germany, Switzerland, and Italy. This provides students, many of whom have never ventured outside of Kentucky, an opportunity to experience the cultures and customs of different, unfamiliar people groups.

Throughout this narrative, data from the academic year of 2014-2015 will be compared to data from the 2015-2016 academic year. Also, the expected outcomes of the Diversity Action Plan, which are related to the 2010-2016 Strategic Plan Metrics, will be measured.

Executive Summary

Owensboro Community and Technical College (OCTC) is a public, two year community and technical college accredited by the Southern Association of Colleges and Schools Commission of Colleges (SACSCOC), and one of sixteen colleges that make up the Kentucky Community and Technical College System (KCTCS). The Office of Diversity and International Student Services at OCTC supports the diversity mission of KCTCS to promote and sustain an all-inclusive campus environment. Through the implementation of a comprehensive diversity plan, we seek to provide a campus environment that promotes and celebrates multiculturalism and provides members of the campus community with the opportunity to contribute and participate in the enrichment of the multicultural experience on the OCTC campuses.

OCTC's total student enrollment for Fall 2016 was 4,001. An assessment of minority student enrollment at Owensboro Community and Technical College indicated that minority student enrollment numbers have experienced a decline years earlier but began to stabilize in recent years. The latest data indicates an increase in enrollment for African American students at OCTC. Although enrollment for African American students has grown, OCTC continues to work toward improving graduation, retention and transfer rates for African American students. OCTC is working to address the enrollment and retention issues for African American students through new retention strategies and best practices adopted by the college. Hispanic/Latino and American Indian/Alaskan saw increases in enrollment for Fall 2016. Students who reported two or more races remained relatively unchanged. Minority retention increased between the Fall 2014 and Fall 2015 cohort with the college retaining 45.1% of minority students from the first to second year (Fall 2015- Fall 2016). Rates of minority students transferring from OCTC to other colleges or universities in the state has improved overall with many ethnic groups reporting higher percentages of student transfers from Fall 2011 cohort to the Fall 2012 cohort. OCTC has begun to implement policies and strategies that will positively affect retention and transfer rates for students on the campus. Overall, minority graduation rates are down for the college. Asian, African American, and Hispanic/Latino student graduation rates have seen slight decreases. American Indian/Alaskan graduation rates experienced a slight increase, and there was no change for native American/Pacific Islander graduation rates for the same year.

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OCTC continues to work on improving its workplace diversity. OCTC has experienced increases in hiring of minority faculty and other minority professionals; however, more work is needed to improve minorities hired in executive and managerial positions. OCTC must work toward the 2015 target for employment of minority executives and faculty members at the college. Since the initial workforce diversity data was published, OCTC has hired two additional minority faculty members and one professional staff member. Overall, OCTC continues to work toward meeting the goals of the six objectives identified in the Council for Postsecondary Education (CPE) diversity plan. OCTC continues to develop strategies to improve in the areas of first to second year retention, associate degrees, and credentials conferred, and the employment of faculty and employment of other professionals.

One of the stronger areas of diversity for the college is the opportunity for multicultural and diverse programs on the campus. Curriculum-based diversity is a strength. Assessment results also indicate slow progress in the area of minority student recruitment as well as recruitment of faculty and staff at the college. Although some numbers have shown slight improvement, the number of minorities employed by the college continues to fall below OCTC, KCTCS, and CPE expectations. Strategies and recruitment efforts were revised to attract and retain minority professionals at the college.

OCTC continues its commitment to diversity. The college celebrates its achievements in campus climate diversity. The continuance of curriculum-embedded diversity, along with other cultural opportunities presented to students, will only enrich their academic experience as students at our college. The college recognizes minority student recruitment and retention along with faculty/staff recruitment as challenges, and the college will maintain its steadfast commitment to improvement.

Introduction

The Council for Postsecondary Education (CPE) commissioned its subcommittee, the Committee on Equal Opportunity (CEO), to develop statewide policies that cultivate diversity across the commonwealth. The CEO recommended a comprehensive plan, which provided policy and framework recommendations for institutional diversity plan development. This plan was approved by the CPE for years 2011-2015, providing guidance and support while setting benchmarks for institutions to meet regarding diversity for their respective institutions. Through

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EXECUTIVE SUMMARY

Somerset Community College acknowledges the immeasurable benefits derived from having a diverse student body, including promoting cross-racial understanding, breaking down racial stereotypes, promoting spirited and energetic classroom discussion, and much more. Through its strategic planning process, SCC set goals of increasing recruitment and retention, specifically as related to underrepresented minority (URM) populations.

In total, SCC serves 6,641 students from 99 Kentucky counties and several out-of-state areas. More than 75% of our students receive some type of financial aid and our minority population is 5.92% of overall enrollment (Fall 2016 data).

From its inception, SCC has focused on providing a welcoming atmosphere for people of all races, colors, creeds, backgrounds, and orientations. The college frequently brings cultural programs to the campus for enrolled students, as well as visiting students and community members. These programs focus on, and give forum to, thoughts about equity and inclusion.

Expanding the minority program offered at SCC, recruiting a more varied student population, and continuing to provide the college and community with programs and activities that foster diversity are of upmost importance.

This diversity plan includes data on SCC as a whole and takes a closer look at specific URM groups on campus. In addition, areas of improvement have been identified through qualitative and quantitative surveys and existing data provided by the SCC OIER. Based on data, the following identified goals can strengthen and improve campus diversity recruitment (opportunity), retention (success) and campus climate (impact). Each strategy is outlined in further detail throughout this document.

- **Opportunity** (Recruitment)
    - Expand minority recruitment events
    - Promote minority-focused scholarships
- **Success** (Retention)
    - Lessen language barriers on campus
    - Impact retention and graduation rates

- **Impact** (Campus Climate)
    - o Increase racial and ethnic diversity of SCC faculty and staff
    - o Provide continued oversight for campus diversity initiatives and activities

Executive Summary

SKYCTC is committed to the success of its students and employees. SKYCTC values the diversity of backgrounds and experiences of its people. The College values the similarities, as well as the differences, of individuals. It promotes diversity, awareness, and inclusion.

Located in one of Kentucky's most ethnically diverse regions, SKYCTC is part of a community that appreciates and engages with people of different races, ethnicities, and cultures. With one of the highest concentrations of minority and international students in the state, the region is home to a variety of nationalities with dozens of languages spoken within the community and educational institutions.

These distinguishing factors are influenced by the dedicated faculty and staff that are committed to both student access and student success. SKYCTC promotes and supports a collegial culture that sets high expectations, encourage engagement of students, faculty, and staff and inspires innovations in teaching and learning. The College was recognized in 2012, 2013, 2014, 2015, and 2016 by the Kentucky Chamber of Commerce and Kentucky Society of Human Resource Management as one of the Best Places to Work in Kentucky.

A deliberate concentration on diversity at all levels of SKYCTC is essential to our mission, purpose and values. Fully embracing the concept of diversity is necessary for achieving an inclusive environment that reflects the global world that we are living. The following pages provide data, goals, and strategies of various dimensions of diversity in the areas of student body diversity (opportunity), student achievement (success), and employee diversity (impact). It is our desire, as a College, that we broaden our perspectives and worldviews to prepare our students to be citizens of a global society.

EXECUTIVE SUMMARY

Unlike most institutions in the Kentucky Community and Technical College System (KCTCS), Southeast Kentucky Community & Technical College (SKCTC) did not peak in enrollment until 2011, and enrollment has declined since. However, a drop in enrollment of almost 30% from Fall 2013 to 2014 has grabbed everyone's attention. An additional concern, voiced by staff, is the decline in the economy of Eastern Kentucky. Higher wages are no longer prevalent, and unemployed workers will leave the area rather than be retrained for positions that will not pay at the level they previously enjoyed. This will be a marketing challenge. SKCTC, which is located in the Fifth Congressional District, continues to have a high percentage of adults 18 and over without a high school diploma or GED. SKCTC is accredited by the SACSCOC and offers a wide range of classroom and online course options through each of the five campuses in Cumberland, Harlan, Middlesboro, Pineville and Whitesburg. The Diversity Action Plan will align with the KCTCS and SKCTC Strategic Plans. Development of the SKCTC Strategic Enrollment Management (SEM) plan will be grounded in the institutional mission, goals, and the Strategic Plan of the college and will continue the commitment to excellence and service to the community. The Plan establishes a unified direction for SKCTC and KCTCS for increasing not only enrollment and retention, but awareness. Further, it establishes responsibility, resources required, timetable, and method of evaluation, thus facilitating control of progress. The Plan is based on three focus areas:

1. Opportunity: Student and graduate demographics; goals for recruitment and enrollment of Blacks and underrepresented minorities (URM); recruitment and enrollment strategies.

2. Success: Identify high impact practices; goals for URMs and low-income student success metrics.

3. Impact: Set goals for increasing faculty and staff diversity; strategies to increase, retain, and promote diverse faculty, promote equity and inclusion, and monitor the campus and community environment; strategies to implement initiatives designed to increase the cultural competency of students, faculty and staff.

An appropriate plan for assessing each strategy is included in this report, followed by the conclusion/next steps and the references.

West Kentucky Community and Technical College
Diversity Plan
Executive Summary

Diversity Planning Steps

Diversity and Inclusion planning is an integral component of the college strategic planning efforts including WKCTC's strategic plan and WKCTC's strategic enrollment plan. The Director of Diversity and Inclusion, working in collaboration with the Diversity Planning Team Unit and Department Supervisors, will provide oversight and leadership in the development and implementation of the WKCTC Diversity Plan. The Director is charged with monitoring, identifying and giving voice to concerns that could negatively affect opportunity, success, and impact inclusion, engagement and equity of existing or potential campus populations at WKCTC.

A cross-functional diversity and inclusion planning team was identified by the director and approved by the president of WKCTC. Feedback was solicited and received from the team to develop the WKCTC Diversity Plan Draft. The team included diverse faculty, staff, and students from WKCTC and community members from the service region. The team included members of the following campus teams/committees who help to support the prioritization and implementation of strategic interventions of the WKCTC Diversity Plan:

- Diversity and Inclusion Administrative Advisory Committee - non-academic and academic support enrichment programming.

- Enrollment Management Committee - inclusive strategies and tactics for student recruitment, application, enrollment and retention.

- General Education Outcome (GEOC) Committee - a team assessing general education student learning outcomes through embedded course assignments including knowledge of human cultures, personal and social responsibility, intercultural competence and ethical reasoning.

- Starfish Advisory Council - oversight of the student early alert and educational intervention network working with campus-wide partners to identify problems early and help at risk students.

These campus teams and committees work collectively to identify problems and underserved populations of students at WKCTC, helping provide insight to initiatives at the college to be developed and included in the WKCTC Diversity Plan. The tactics used to address identified issues from the team are outlined in this plan. Strategies of the WKCTC Diversity Plan will be implemented with loyalty and fidelity, including summative assessments each reporting year.

Focus Areas and Goals

Where applicable, focus areas have been assigned target goals that align with KCTCS and WKCTC strategic plans, as well as the WKCTC Strategic Enrollment Management Plan. Strategies have assigned leaders, who will collaborate to provide oversight of initiatives within the WKCTC Diversity Plan and are identified in Table 11. Strategies also include tactics and/or practices that will be used to achieve goals and are provided in this plan.

Focus areas for the WKCTC Diversity Plan are:

- Opportunity- student access: college readiness, recruitment and enrollment of minority students.
- Success- includes persistence, retention success, course pass rate, graduation, and credentials awarded.
- Impact- includes three broad areas
    - Employment Diversity: actively recruit, retain and promote diverse workforce, community involvement.
    - Equity and Inclusion: faculty-staff training, diversity programming & engagement.
    - Campus Climate/ Cultural Competency: address how the faculty and staff generate a successful atmosphere.

Council on Postsecondary Education
November 3, 2017

Executive Committee Report

The Executive Committee will review the Financial Statements and Auditor's Report for fiscal year end, June 30, 2017, at its November 3, 2017 Executive Committee meeting.

Chair Zimmerman will present the results to the full Council, and a hard copy of the reports will be provided to all members.

Council on Postsecondary Education
Nov. 3, 2017

CPE President's Report to the Council

Meeting planned for states with regional accreditor

An area of special attention for me is how higher education organizations like ours and regional accreditors can work more effectively together to encourage and assure that quality educational programs are being delivered to students at public and independent colleges and universities. Toward that end, I recently attended the Lumina Foundation's convening on "Quality, Equity and Accountability," which addressed the reforms in federal policy, accreditation policy, state policy and institutional and state system policy.

I am also pleased to be working with colleges in Virginia to establish an inaugural meeting with SACSCOC (Southern Association of Colleges and Schools Commission on Colleges), our regional accreditor, with all 11 states in the SACS accrediting region this December. I look forward to updating you on the meeting.

Council explores internship opportunities for students

We hosted a meeting with state higher education and government leaders to explore the Southwestern Ohio Council for Higher Education (SOCHE) Intern Program. CEO Maggie Vargas provided the group with an overview of the Ohio program, which serves as an external resource to support and manage employer internship programs, including management of the application process, hiring and payroll.

This meeting was part of an exploratory process that we hope will lead to increasing the number of paid internships available to students. The SOCHE model is different than most: the organization acts as employer, saving businesses money and resources. It also acts as a mentor to both employers and interns, helping to improve the intern process for all involved.
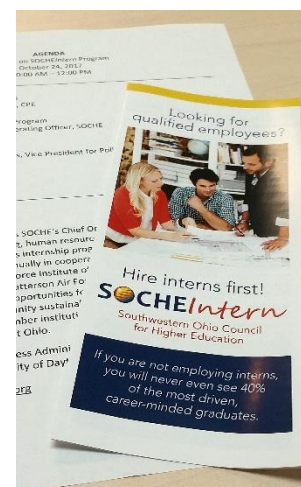
As a next step, a feedback survey was distributed to meeting participants. The Council will continue to evaluate other programs, including ones in Colorado and Indiana.

Council, KYAE present to legislators

We were pleased to have the opportunity to present Oct. 26 to the Interim Joint Committee on Appropriations and Revenue Education Subcommittee. The presentation included ideas from Kentucky's college presidents to adjust some statutory requirements that would increase the efficiency of campus operations. In addition, a review of asset preservation and renovation of Kentucky's campus facilities was provided. This review serves as a precursor to the Council's budget request, which will include funding to renovate existing facilities.

Also included in the presentation was an update by Kentucky Adult Education. Information shared included the successes and challenges of Kentucky's GED efforts, and the program's change of focus to workforce needs.

Southeast and Big Sandy Community and Technical College Tours set

I was pleased to begin the last leg of my community college tour this fall with a daylong visit to Somerset Community College. You can read about the highlights in my blog post. I'm looking forward to visiting Southeast Community and Technical College at the Middlesboro and Pineville campus Nov. 9, and conclude with Big Sandy Community and Technical College Nov. 8. Council members are welcome to join me.

Council hosts statewide conference for campus PR and marketing staff

The Council hosted a professional development day for public relations and marketing staff at Kentucky's colleges and universities Oct.18 at WKU. "Shared Energy: 2017 Showcase of Best Practices" featured presentations on building a campus brand promise and identity, developing consistent PR messaging across the campus and living out the brand promise. Thirty-three attended from seven universities, KCTCS and AIKCU campuses. We are planning a follow-up next year with a session on crisis communications.

PRO's professional development day turnout exceeded expectations.

Project Graduate in full swing

Kentucky's education attainment goal has brought a renewed focus on the need to re-enroll and graduate former students through the Project Graduate program, an adult completer program for those who left college with 80 or more credit hours.

This fall, Project Graduate advisors at each public university are contacting former students through direct mail, emails, phone calls, social media and other promotions to encourage them to return. The program consists of a concierge approach with incentives and personalized services, which vary by institution.

The Council launched a new website to highlight each campus program and advisor contact information.
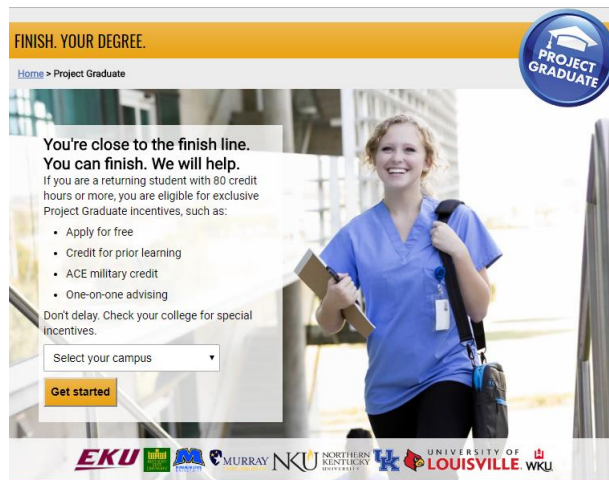
More than 2,500 adult stop-outs have graduated through the program. Project Graduate is the winner of the 2012 Noel-Levitz Retention Award for Excellence.

Kentucky hits historic high for degrees, credentials conferred

Kentucky's public and independent colleges and universities conferred a record 70,146 degrees and credentials during the 2016-17 year, up 6.6 percent from the previous year and a 34.8 percent gain from 10 years ago. The report shows one-year increases for career-oriented certificates and degrees at the associate, bachelor, master and doctoral levels.

STEM-H (science, technology, engineering, math and health) credentials increased 7 percent from the previous year. STEM-H credentials accounted for more than a third of all credentials awarded in Kentucky.

Tables and interactive charts are available at the following links on the Council's website:
http://cpe.ky.gov/data/degrees.html
http://cpe.ky.gov/data/index.html

CPE's Aaron Thompson presents at Collaboratory on Postsecondary Affordability

Aaron Thompson was a featured speaker at the Pritchard Committee for Academic Excellence's Collaboratory on Postsecondary Affordability Oct. 17. He presented an overview of the factors influencing college affordability in Kentucky, including the challenges, Council and campus efforts to maintain affordability, as well as the current status.

KYAE VP speaks at multiple venues

Reecie Stagnolia, vice president for adult education, was the keynote speaker Oct. 25 at the 2017 Commission on Adult Basic Education (COABE) Virtual Conference. His topic was "Using Data for Building a Business Case of Support for Adult Education." During the National Center for Families Learning Conference, held Oct. 9-11 in Tucson, Reecie co-presented two sessions, "Adult Education: An Investment in America's Future and "Educate and Elevate Public Awareness Campaign." On Sept. 20, Reecie presented "Why is Adult Education Important?" at the Illinois Community College Board's Forum for Excellence. Reecie serves as chair of the National Council of State Directors of Adult Education (NCSDAE).

CPE invited to participate in national conversations about adult learners

CPE's Lee Nimocks and Sue Patrick recently attended a Complete College America convening focused on improving postsecondary opportunity and success for non-traditional age learners who often have to balance the competing demand of work, family and education. Lee Nimocks was invited the Education Commission of the States to participate in a similar conversation about adult learners, with a specific focus on improving financial aid opportunities and developing innovative approaches to student learning. Kentucky's past work supporting adult re-entry and completion through programs like Project Graduate has been recognized for raising the visibility of adult learner challenges and successes.

Kentucky Commissioner of Education Report

The following is a report from Dr. Stephen Pruitt, Commissioner of the Kentucky Department of Education.

Release of 2016-17 Accountability Data

Assessment and accountability data for the 2016-17 year was released to the public on September 29. While there are many aspects of the data that warrant celebration, we must also acknowledge the continued areas where opportunity for improvement exists.

Overall, achievement increased slightly at the elementary and middle school levels, but was down somewhat at the high school levels. Achievement gaps between different groups of students persisted in many areas and will be a major focus of KDE, schools and districts under the new accountability system.

	Year	Achievement	Gap	Growth	College/Career Readiness[2]	Graduation Rate
Next-Generation Learner Component Scores[1]						
Elementary	2013	69.9	42.1	59.9	n/a	n/a
	2014	72.6	45.4	59.8	n/a	n/a
	2015	69.2	42.6	59.8	n/a	n/a
	2016	68.3	43.5	61.4	n/a	n/a
	2017	**68.6**	**26.6**	**59.0**	**n/a**	**n/a**
Middle	2013	69.0	39.9	59.9	47.2	n/a
	2014	70.6	41.9	59.9	47.8	n/a
	2015	66.8	38.0	59.9	43.9	n/a
	2016	68.1	24.9	58.8	n/a	n/a
	2017	**68.4**	**42.5**	**59.2**	**n/a**	**n/a**
High	2013	60.7	33.7	57.2	60.8	86.1
	2014	62.0	35.1	56.3	72.4	88.0
	2015	62.4	36.4	57.1	79.0	89.0
	2016	63.4	35.9	57.3	81.9	89.7
	2017	**62.3**	**23.9**	**n/a**	**77.8**	**90.2**

[1] These figures represent point totals, rather than percentages.

[2] College/Career-Readiness (CCR) includes a bonus calculation. The percentage of high school graduates that are college/career ready for 2017 is 65.1, while CCT percentage with the bonus is 77.8.

The percentage of Kentucky public school students graduating from high school has continued to increase and more students took rigorous Advanced Placement tests and earned a qualifying score of 3 or higher.

As a result of the transition to a new accountability system, this year's release does not include overall accountability scores, classifications or rankings for schools and districts, although KDE will continue to support low-performing schools and districts during the transition period. This year's release includes achievement, gap, growth, college- and career-readiness and graduation rate data. Data from Program Reviews, which Senate Bill 1 eliminated, is reported if a school or district chose to do so.

KDE's School Report Card (SRC) website has begun modeling the dashboard concept that will be utilized in the new accountability system for reporting data. A formal Request for Proposals (RFP) will be released soon to identify a vendor that can assist KDE with design and development of the new SRC.

For more information about the state assessment results, contact Rhonda Sims at (502) 564-7749, ext. 4751 or via email at rhonda.sims@education.ky.gov.

KDE Preliminary Budget Reduction Plan

On September 8, 2017, the State Budget Director, citing a projected budgetary shortfall, requested KDE to submit a preliminary plan to reduce KDE's 2018 fiscal year budget by $69.5 million (17.4% of total annual general fund budget minus SEEK and local district health insurance). KDE submitted its response on Monday, September 25, 2017. The preliminary plan proposes a $22.8 million reduction. While the proffered proposal does not realize the requested reduction, it will have significant impact on local school districts.

Four decision rules were utilized to guide the decision-making process. Those were to:
- Limit the impact to classrooms and instruction;
- Limit the impact on school staffing;
- Maximize flexibility to superintendents to help them manage through the reduction; and
- Be mindful of districts already facing financial hardships.

A webinar was hosted for district superintendents and education constituents regarding this matter on September 26. A link to the webinar can be found here: http://mediaportal.education.ky.gov/.

The proposed funding reductions involve the following:

Proposed FY 2018 General Fund Reductions to K-12 Education	Amount
KDE Frankfort-Based Staff and Operating	$ 2,600,000
Professional Development - Flex Focus	4,563,800
Textbooks/Instructional Devices - Flex Focus	8,260,700
Family Resource/Youth Services Centers (FRYSC's)	4,536,911
Professional Growth Fund	700,000
Fed. Programs & Educator Effectiveness - MERR Scholarships (Unused funds)	315,900
Local Districts' Life Insurance	224,800
Education of State Agency Children (KECSAC) - Administration	51,835
AdvanceKentucky	104,400
Appalachian Tutoring	17,300
Collaborative Ctr for Literacy Development (CCLD)	89,227
Georgia Chaffee (TAPP)	227,900
Heuser Hearing & Language Academy	8,700
Lexington Hearing & Speech Center	8,700
Safe Schools - Administration	95,700
Save the Children	470,700
Teach for America	125,000
Visually Impaired Preschool Services (VIPS)	8,700
Writing Project	440,000
Total Proposed Reduction	**$ 22,850,273**

At this time, the plan is preliminary. Additional details will be provided as they become available.

For more information on the preliminary reduction plan, contact Robin Kinney, Associate Commissioner, at robin.kinney@education.ky.gov or via phone at (502) 564-1976, ext. 4302.

Approval of the 2018-2020 Biennial Budget Request by KBE

Robin Kinney, KDE Associate Commissioner for the Office of Finance and Operations, and Charlie Harman, KDE Budget Director, provided Kentucky Board of Education members with a final list of additional budget items that were proposed for inclusion in the agency's 2018-2020 biennial budget request. There was consensus among board members on the importance of each item included in the proposal, as well as acknowledgement of the challenging fiscal environment that currently exists within the state. The board ultimately set priorities for:
- *SEEK transportation;*
- *Statutorily-required items related to assessment and accountability (specifically, industry certifications, AP/IB exams and college readiness exams); and*
- *Full-day kindergarten.*

All items recommended by department staff were approved. The formal budget request will be submitted to the Governor's Office in November.

For more information on this topic, contact Robin Kinney, Associate Commissioner at robin.kinney@education.ky.gov or via phone at (502) 564-1976, ext. 4302.

Board Approves Charter Schools Regulations

At its October 4 meeting in Frankfort, the KBE approved four (4) administrative regulations governing public charter schools in Kentucky. The regulations address requirements pertaining to the following:
- student application, lottery and enrollment;
- the evaluation of charter school authorizers;
- the process for a charter school's appeal of an authorizer's decision; and
- the petition, conversion and operational processes for conversion charter schools.

These regulations now proceed through the public hearing and legislative committee review processes. The public hearing on the charter schools regulations will be held on Nov. 21 at 10 a.m., 300 Sower Blvd, Room 116, Frankfort, Kentucky. The regulations can be found at the following link: https://education.ky.gov/districts/legal/Pages/KDE-Public-Hearing-Information.aspx.

For more information on the public hearing, contact Kevin C. Brown, KDE General Counsel, at kevin.brown@education.ky.gov or via phone at (502) 564-4474, ext. 4814. If you want more information on charter schools and the content of the regulations, contact Earl Simms, Director, at earl.simms@education.ky.gov or via phone at (502) 564-4474, ext. 4828.

Next Kentucky Board of Education Meeting: December 5-6, 2017, 300 Sower Blvd., Frankfort, KY, 5th Floor, State Board Room

Update on 2017-18 CPE Work Plan

At its June 16 meeting, the Council approved the CPE President's Plan of Work for July 2017 through June 2018. The plan provided a clear set of policy priorities and tasks to guide the work of the Council president and staff over the year.

On September 8, 2017, the Office of State Budget Director requested all Executive Branch agencies develop a budget reduction plan that reflects a 17.4 percent cut in the current fiscal year, which equates to a $7,166,000 reduction.

On September 25, 2017, CPE staff submitted a budget reduction plan that minimizes the impact of the budget on statewide education programs and services. As of October 27, 2017, the Governor's office has not notified the Executive Branch agencies if the plan has been approved; however, if imposed, the proposed cuts will affect CPE's ability to fulfill the 2017-18 Work Plan as approved at the June meeting.

Implementation of the work plan will continue to 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, despite any impending budget cuts. 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

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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.

Council on Postsecondary Education
November 3, 2017

Dual Credit Update

Improving the educational attainment of Kentucky's citizens is key to ensuring a workforce that can succeed in a global economy. Dual credit programs are a key strategy to advancing that goal. Dual credit programs are cost-effective ways for students to earn both high school and college credit at the same time while still in high school, and studies show they increase college enrollment, on-time graduation, and help expose students to career possibilities.

At its June 12, 2015 meeting, the Council approved the updated Dual Credit Policy for Kentucky's public postsecondary institutions. The policy, effective the fall semester of 2016, guides the ways to increase student access to dual credit, provide guiding principles and evidence-based practices to support and maintain the quality of both faculty and coursework, ensure transferability of credit between postsecondary institutions, and support affordable coursework for all eligible Kentucky students. Eligible students have access to a minimum of three general education courses and three career and technical education courses in a career pathway. A Dual Credit Advisory Council was established by CPE to oversee the implementation of the policy, recommend a model for financing dual credit, and create an accountability system for monitoring the progress in creating access to dual credit and other opportunities that lead to college credit during high school.

Since that time, Governor Bevin signed an Executive Order in June 2016 establishing a Dual Credit Scholarship Program that allowed every Kentucky high school graduate to earn dual credit for up to two courses, at no cost to the student. In March 2017, the Executive Order was codified in statute in House Bill 206 establishing the distribution of funding for the scholarship program and the cost per credit hour for dual credit coursework. Eligible dual credit courses include both general education classes, and career and technical education courses in state-approved career pathways that lead to an industry-recognized credential. The Dual Credit Scholarship Program is administered by the Kentucky Higher Education Assistance Association. KHEAA will allocate approximately $15 million over two years to colleges and universities to support the program.

The policy implementation and the Dual Credit Scholarship Program have had significant impacts on the number of dual credit participants and the number of credit hours awarded for dual enrollment and dual credit courses. Council staff will provide an update on the progress of dual credit and dual enrollment in Kentucky.

Dual Credit Update

November 3, 2017

Unified Strategy for College and Career Readiness

Accelerated Learning Opportunities - Expand access to Advanced Placement and International Baccalaureate and dual credit opportunities

Secondary Intervention Programs – Develop and implement transition coursework (Middle and High School intervention programming...free and online)

Advising - Implement Individual Learning Plans and comprehensive advising programs (Operation Preparation)

Postsecondary Success - Implement bridge programming, supplemental credit-bearing coursework, and student support and intervention systems

STRONGER by degrees

Accelerated Learning Opportunities:
Dual Credit and Early College Programming

- The Dual Credit Policy ensures quality dual credit programming that is affordable and transferable. All courses included in dual credit programming must meet the general education and career and technical education pathway requirements established in the dual credit policy. The policy can be found at http://cpe.ky.gov/policies/dualcredit.html.

- The policy requires that a minimum of three general education and three career and technical education courses within a recognized career pathway are available to every high school graduate.

- All high school students have access to two free dual credit courses through the new Dual Credit Scholarship Program.

- Dual Credit and Early College Admissions criteria are being developed for consideration by the CPE board in 2018.

STRONGER
by degrees

Strategies to support greater dual credit access and quality

1. Scaling policy implementation guidelines
2. Middle and high school intervention programming for academic readiness
3. Advising initiatives
4. Professional development for faculty and staff
5. Communication efforts with parents and families
6. Oversight of coursework, including student learning outcomes
7. Monitoring student progress and success
8. Monitoring achievement gaps in participation

Dual Credit/Dual Enrollment Participation is Increasing
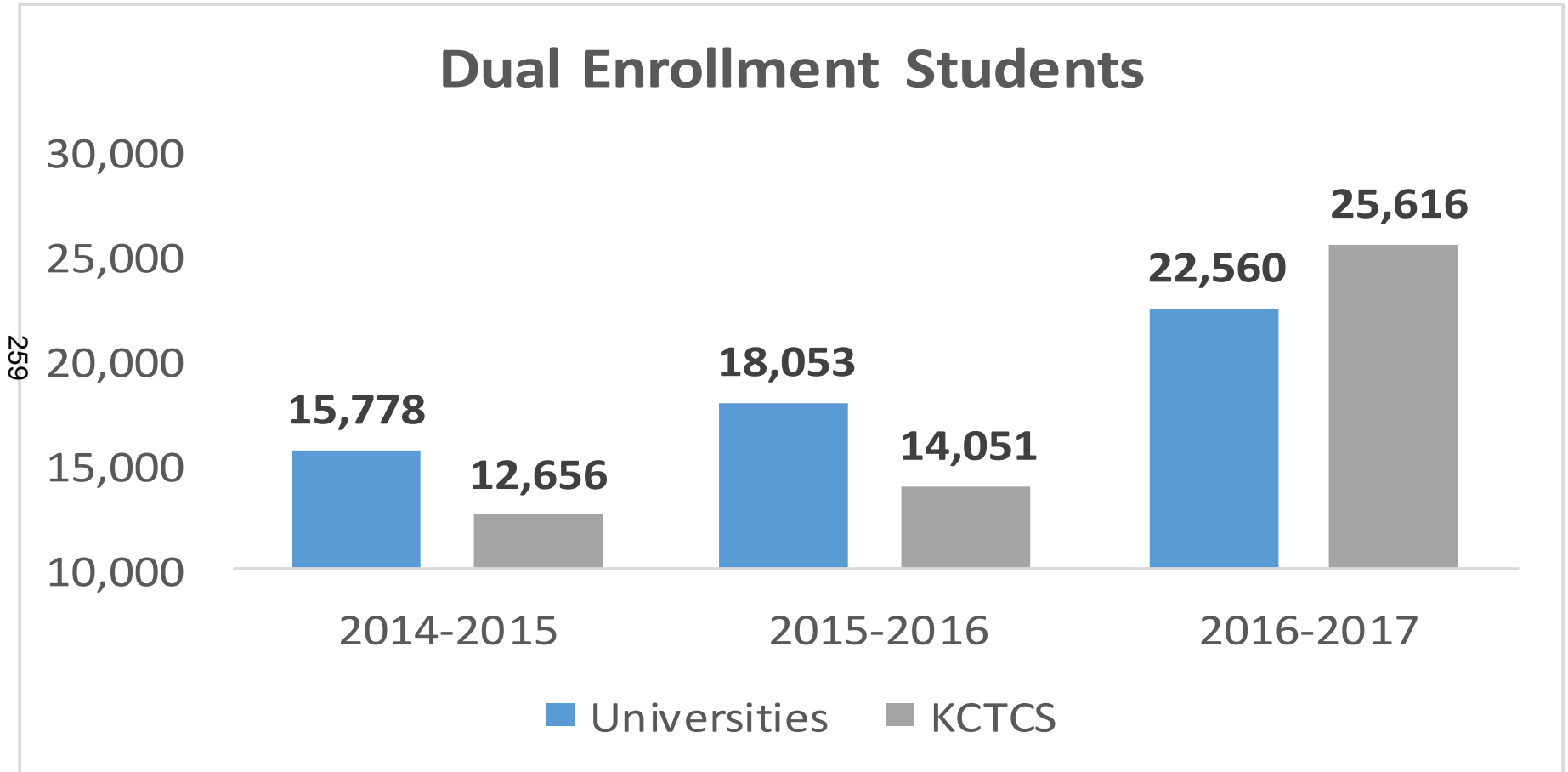
Dual Enrollment Students

	2014-2015	2015-2016	2016-2017
Universities	15,778	18,053	22,560
KCTCS	12,656	14,051	25,616

Source: Kentucky Council on Postsecondary Education Comprehensive Database, October 2017

Dual Credit/Dual Enrollment Participation is Increasing

Dual Enrollment Credit Hours

- 2014-2015: Universities 44,111; KCTCS 34,952
- 2015-2016: Universities 51,725; KCTCS 39,438
- 2016-2017: Universities 65,451; KCTCS 75,036

Legend: Universities, KCTCS
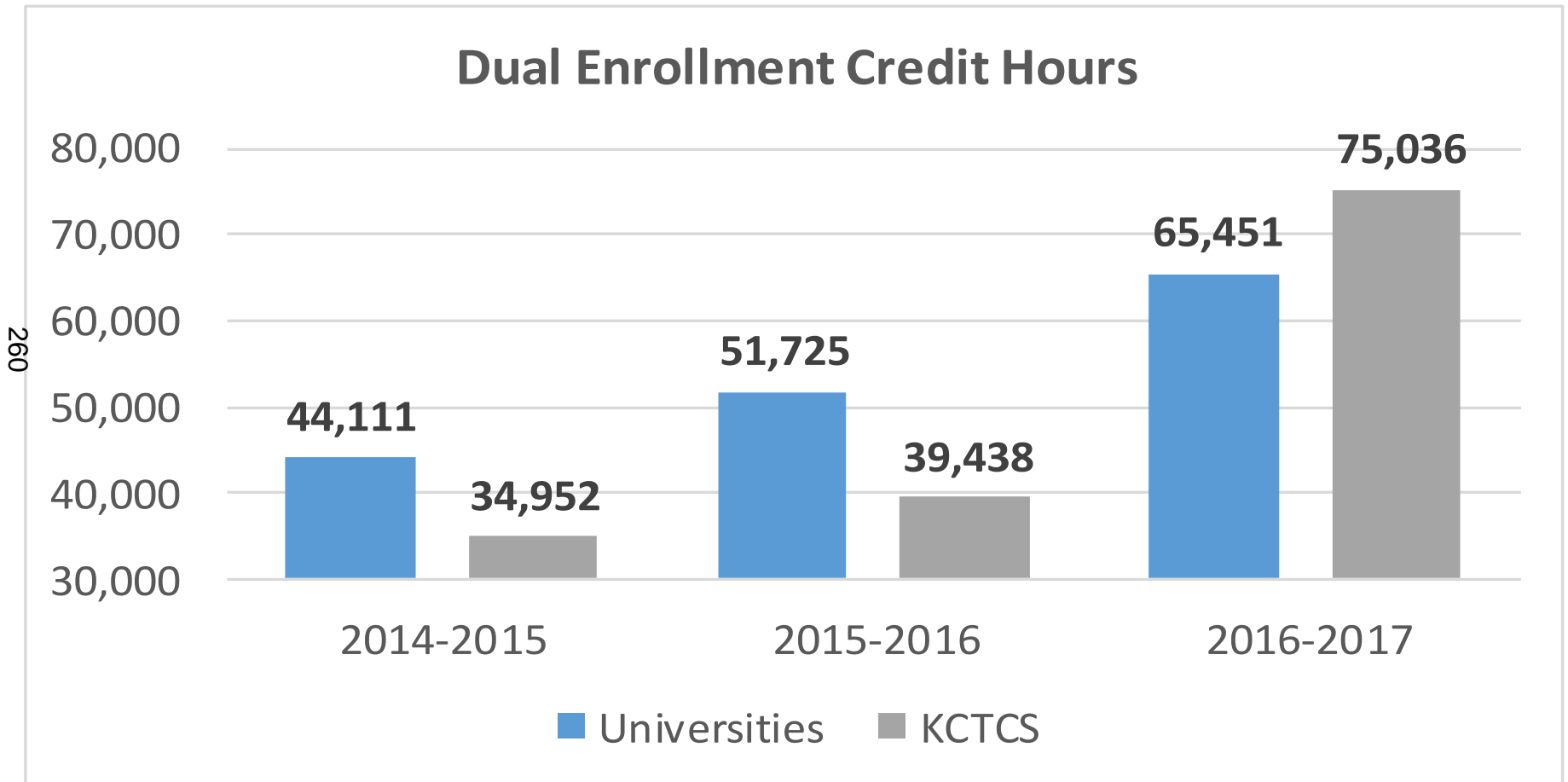
Source: Kentucky Council on Postsecondary Education Comprehensive Database, October 2017

Dual Credit Scholarship Program Update

- Started in Fall 2016 with Governor Bevin's Executive Order.

- In March 2017, the Dual Credit Scholarship Program was codified in statue.

- In the first year of the scholarship program, 24,855 high school students took 30,803 dual credit courses using scholarship dollars.

- KHEAA disbursed $4,531,706 in scholarship funding in 2016-17.

- In 2017-18, we are on track to significantly increase dual credit scholarship participation in Kentucky. Final data for 2017-18 will be available in the summer of 2018.

Source: KHEAA, October 2017

Dual Credit Scholarship Program 2016-17

	Scholarship Courses	Earned Credit Hours
KCTCS	15,080	42,661
4-Year Public Universities	11,193	31,624
4-Year Private (AIKCU)	4,530	12,998
Totals for 2016-17	30,803	87,283

Source: KHEAA, October 2017

Contact Info

Aaron Thompson, Executive Vice President and Chief Academic Officer
Aaron.Thompson@ky.gov

Sue Cain, Senior Fellow for Academic Affairs
Sue.Cain@ky.gov

QUESTIONS?

GEAR UP Kentucky Update

The GEAR UP Kentucky state grant administered by the Council since 2011 came to a close in September. GEAR UP Kentucky (GUK) was a six year, $26.9 million statewide grant program funded by the U.S. Department of Education to help Kentucky students from low-income communities and their families understand how to plan, apply, pay for and succeed in postsecondary education. GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs.

GEAR UP Kentucky served more than 15,000 students in 20 school districts, employed 51 staff across the state and partnered with 22 different external organizations over the past six years. To support increased high school graduation and postsecondary enrollment rates and reduce remediation needs of graduating seniors, GEAR UP provided services to students and their families beginning in seventh grade and continuing into high school. In the 2016-17 school year, GUK served tenth, eleventh and twelfth graders in 20 Kentucky high schools.

Services included classroom curriculum, leadership development, parent services, early campus experiences, hands-on career exploration, academic support, summer enrichment, professional development for school partners, and broad community engagement efforts.

The final comprehensive report for the six-year grant project is currently being written, but the following represents some key accomplishments and early outcomes of the project. (Please note, the first cohort of students graduated high school in spring 2017).

- **High School Graduation:** The average high school graduation rate for the Class of 2017 in GEAR UP schools was 97 percent, significantly exceeding the 2016-17 statewide rate of 90 percent.

- **Financial Aid Applications:** 2,474 GEAR UP high school seniors completed an application for Free Application for Federal Student Aid (FAFSA) in 2016-17. The average FAFSA completion rate in GEAR UP high schools was 65 percent as compared to 57 percent and 58 percent in the previous two school years. More than half (11) of GEAR UP schools met or exceeded the statewide FAFSA completion rate of 65 percent.

- **College Applications:** 2,144 (61%) GEAR UP seniors completed a total of 2,632 college applications in 2016-17.

- **College Knowledge**: Each cohort of GEAR UP students was surveyed every other year to monitor growth in their college knowledge and aspirations. The percentage of students who reported knowledge of postsecondary education options, preparation, and financing increased by 15 percentage points between 7th and 9th grade in cohort 1, by 26 percentage points in cohort 2, and by 31 percentage points in cohort 3.

- **Campus Experiences:** GEAR UP students visited 28 different college campuses in the 2016-17 school year alone and hundreds of 10th, 11th, and 12th grade students participated in a GEAR UP Summer Academy, a rigorous, three-week, residential, early college experience on one of six public university campuses. Themes for the 2017 Academies included: Mechatronics, Space Science, Health Services, Music, Agriculture, Forensic Sciences, Community Engagement, and Design Thinking.

- **Statewide Media Campaign:** Through a partnership with the Kentucky Broadcasters Association's (KBA), GUK sponsored TV and radio Public Service Announcements to encourage more students to apply for financial aid for college. These PSAs aired statewide on member stations at an average of 15,545 television and radio placements each month, totaling an estimated 186,539 placements over one year. This represents a market value totaling more than $3.15 million. As of June 30, FAFSA completions in Kentucky were up 11 percent over 2016.

- **2017 Institute for a College-Going Commonwealth:** Following the success of the GEAR UP Kentucky School Counseling and Advising Institute held in the fall of 2015, GEAR UP Kentucky engaged diverse voices and perspectives in a two-day conversation about what it truly takes to ensure Kentucky students are prepared for success in postsecondary education and the workforce. These explorations brought together all stakeholders in the Commonwealth education pipeline. Students, parents, teachers, school administrators, community members, and college access professionals (both postsecondary and K-12) participated in interactive sessions focused on three themes:

  - **Readiness:** Students are academically and financially prepared for postsecondary education
  - **Relevance:** Students find the value of education and understand its relationship to their goals
  - **Resilience:** Students are socially and emotionally capable of succeeding in postsecondary education

- On the national stage, GEAR UP Kentucky was regularly recognized as a model for broad comprehensive project design, direct service, and community engagement. As a result, GUK staff were routinely selected to provide leadership and professional development for college access professional from across the nation. As founding members of the College and Career Research and Evaluation Consortium (CCREC), the impact of the services Kentucky students received through this grant will be monitored and evaluated through 2023, resulting in the most comprehensive research projects of its type to date.

Regrettably, Kentucky was not funded for a fourth grant cycle in 2017. However, the potential for a 2018 competition leaves open the opportunity for GEAR UP Kentucky to again take its place as college access champions in the Commonwealth.

Reports from the Institutions

The following institutions submitted "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
- Association of Independent Kentucky Colleges & Universities

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

SCHOLAR HOUSE WELCOMES SINGLE PARENTS

With a smile as sunny as the September skies above, Whitney Ballew looked out over the large crowd assembled at the dedication ceremony for the Eastern Scholar House on the EKU campus.

Not that long ago, Ballew had about given up on her pursuit of a college degree, after having attended EKU and Bluegrass and Community and Technical College (BCTC). It took the support of her parents, Ballew's desire to be a positive example for her "beautiful, strong, smart" son, and the completion of the Scholar House to restore her dream and bring her to the outdoor stage on the morning of Sept. 8.

"One of my biggest motivations was my son, Miles," Ballew told the audience. "I wanted to show my son that you can still pursue your dreams."

Ballew is only one of dozens of single parents who call the Scholar House home. They attend four different educational institutions – EKU, Berea College, Sullivan University and BCTC – but they could all tell similar stories of steely determination and renewed hope as the inaugural occupants of the 39-unit facility, located on Van Hoose Drive on the eastern periphery of campus.

Owned by Eastern Scholar House LLLP and operated by Kentucky River Foothills Development Council (KRFDC), the $10.5 million facility provides single-parent households access to housing, on-site child care and other services as the parent pursues a college degree. The program is open to eligible students enrolled full time in any approved post-secondary institution. Primarily funded by the Kentucky Housing Corporation and investment from Ohio Capital, the comprehensive program also features counseling, workshops and other activities and forms of support designed to help the head of household to reach self-sufficiency.

TURNERS PLEDGE $1 MILLION GIFT

As chair of the EKU Board of Regents the past four years, Craig Turner knows firsthand that the need for private support of the institution has never been greater.

It is why he and wife Madonna, both EKU alums, are also among the University's most generous financial supporters. The University recently announced a $1 million leadership gift commitment from the Turners for a variety of academic, athletic and facility initiatives. The bulk of the commitment will be fulfilled over the next three to five years, with the remainder a bequest through their estate.

"Madonna and I have a special place in our hearts for Eastern Kentucky University," Mr. Turner said. "Our intent is to honor our parents, siblings and numerous family members who are also EKU alumni. We are grateful to have been EKU scholarship recipients and are pleased and proud to honor our time and experiences at EKU by giving back."

Mr. Turner, the founder and CEO of CRM Companies, a Lexington-based commercial development company, joined his alma mater's Board of Regents in 2006. The Fraser, Michigan, native, who came to Eastern on a basketball scholarship, headed the search committee that tapped Michael Benson in 2013 to become the University's 13th president. Soon the institution embarked on the most ambitious campus revitalization initiative in its history, one designed to transform the living and learning experience of all its students.

"Eastern Kentucky University has been blessed throughout its history with hundreds of outstanding Regents – men and women who
(Continued)

SCIENCE BUILDING DEDICATED WITH "FANFARE"

A musical piece commissioned for the grand opening ceremonies Sept. 15 of the new Science Building at EKU was aptly titled "Emergence Fanfare for Brass Quintet."

When Phase 2 of the facility was joined to Phase 1 this year, it gave Eastern the largest such facility on any college campus in the Commonwealth and signaled the emergence of the University as a leader in preparing students for much-needed careers in the STEM fields.

"Life, to me, is about moments, and this is one of them," said Craig Turner, chair of the EKU Board of Regents. "The impact of this facility on the college and the students, you can't put into words."

For EKU President Michael Benson, two key words came to mind: "Student success is our passion, and that's what this building is all about."

The first phase of the facility opened in 2012, housing the departments of Chemistry and Physics & Astronomy. Within its first year, student achievement was up, absenteeism dropped, faculty collaboration and scholarship increased, and instructor evaluations improved. University officials expect more of the same with Phase 2, which houses the departments of Biological Sciences and Geosciences.

EKU, UK PARTNER TO BOOST REGIONAL ECONOMY

Although EKU and the University of Kentucky were opponents on the football field on Saturday, Sept. 9, two days later the two institutions announced a partnership aimed at growing the state's economy, with research and intellectual property being the driving forces.

EKU's Center for Economic Development, Entrepreneurship and Technology (CEDET), headed by Tom Martin, and UK's Office of Technology Commercialization (OTC), led by Ian McClure, reached the agreement with the full support of the two university presidents, EKU's Michael Benson and UK's Eli Capilouto.

"Regional universities like Eastern Kentucky University conduct research and develop inventions, but the costs associated with that effort are significant for institutions focused on instruction and service to their region," said Benson. "As a research institution, UK has the resources and organizational structure to assist EKU in the proper assessment and commercialization of basic discovery for the innovations of tomorrow. More importantly, this partnership creates a research corridor between UK and EKU, leveraging their individual strengths for the benefit of all Kentuckians."

"As a research university, we lead the state in success in competing for external grants. That's the pipeline for intellectual property," Capilouto said. "We have developed the resources and infrastructure to move some of these breakthroughs to the marketplace. We are happy to partner with EKU to provide that kind of capability for their faculty when they have discoveries, and we are grateful for the partnership."

combined a bold vision and leadership acumen to help move the University forward, even during difficult times," EKU President Michael Benson said. "That certainly describes Craig Turner, whose foresight and tireless efforts as chair of our Board will resonate here for generations to come. Fortunately for Eastern, the story doesn't stop even there. Craig and Madonna are also among our most generous financial supporters. The University community is most grateful for this significant gift commitment, which further testifies to the Turners' boundless love for this institution and to their desire to see it continue to grow and prosper."

RETIRING PROFESSOR HONORED ON U.S. SENATE FLOOR

Dr. Tom Appleton, who will retire from the EKU history faculty at the close of this academic year, was honored on the floor of the U.S. Senate by Majority Leader Mitch McConnell on Wednesday morning, Oct. 4.

In congratulating the professor on his retirement, McConnell called Appleton "one of Kentucky's premier historians" and said he had "made a lasting impact on the next generation with his teaching."

On a personal note, McConnell thanked Appleton for his "invaluable counsel" during his preparation of a series of lectures about former Kentucky senators.

Appleton, who joined the EKU faculty in 2000 after 21 years with the Kentucky Historical Society, was named a 2015-17 EKU Foundation Professor, the highest honor bestowed by the University for teaching excellence. He is the co-editor of six books, including the recently published "Kentucky Women: Their Lives and Times." Other titles include "Negotiating Boundaries of Southern Womanhood: Dealing with the Powers That Be" and "Searching for Their Places: Women in the South across Four Centuries." Appleton is currently working on a biography of legendary Kentuckian Albert B. "Happy" Chandler.

KCTCS GOOD NEWS REPORT

FOUR KCTCS COLLEGES
RANKED BEST IN THE NATION

THE ASPEN INSTITUTE

The Kentucky Community and Technical College System (KCTCS) is proud to announce the Aspen Institute has ranked four KCTCS colleges among the top 150 in the country. This is not the first time the colleges have received this honor. Those selected are:

- **Big Sandy Community and Technical College** – Top 150 in 2011

- **Hazard Community and Technical College** – Fifth time in the top 150

- **Southeast Kentucky Community and Technical College** – One time in the top 150 (2011) and top 10 (2012)

- **West Kentucky Community and Technical College** – In the top 10 every year the prize has been awarded and named a finalist-with-distinction in 2011 and 2015.

KCTCS
HIGHER EDUCATION BEGINS HERE

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

"To achieve this recognition is no small feat," KCTCS President Jay K. Box, said. "All of us at KCTCS are extremely proud of these four colleges and celebrate this great news with them."

The four colleges are now eligible to move into phase two of the $1 million 2019 Aspen Prize for Community College Excellence. The second phase narrows the field from 150 to the top 10, which will be named in May 2018. The Aspen Institute then will conduct site visits to each of the finalists and collect additional quantitative data to determine a grand prize winner, finalist(s) with distinction and rising star(s) in spring 2019.

Awarded every two years since 2011, the Aspen Prize recognizes institutions with outstanding achievements in four areas: learning; certificate and degree completion; employment and earnings; and high levels of access and success for minority and low-income students.

THE ASPEN INSTITUTE

The Aspen Institute says the prize aims to:

• Identify and celebrate excellence: In a sector of higher education that has historically been under-recognized, the Prize works to elevate outstanding institutions as models of excellence.

• Coalesce around a clear definition of student success: The comprehensive four-part Aspen Prize definition of student success aims to provide those within community colleges, as well as the public, examples of community colleges that are among the best at ensuring students – including the most underserved – learn, graduate, and secure good jobs.

• Stimulate replication of exceptional practice: By identifying outstanding community colleges across the nation, documenting their practices, and creating syntheses and tools for replication, Aspen uses the Prize to spread concrete college-wide strategies for improving student success.

For more information on the Aspen Prize for Community College Excellence, visit http://highered.aspeninstitute.org/aspen-prize/

KCTCS
HIGHER EDUCATION BEGINS HERE

GOOD NEWS

Kentucky State WELCOMES INFLUX *of* New Freshmen

Kentucky State University welcomes a new academic year with an influx of new freshmen for the fall 2017 semester.

Justin Mathis, director of admissions, says Kentucky State is witnessing the hard work invested by a dedicated enrollment team to increase the total number of freshmen enrolled from 194 (June 1) to 510, a surge of 316 more students or 162.9 percent. President M. Christopher Brown II says that Kentucky State will focus and prioritize resources to achieve enrollment projections — 3,000 students by 2020.

"Kentucky State University continues to provide access to a quality education and is an affordable choice," President Brown said all while understanding that students still encounter financial challenges when it comes to investing in their futures.

"We lost more than 35 new students who could not afford to close the financial gap. Our enrollment efforts and strategies include developing a financial aid plan and investing in institutional aid and scholarships to help alleviate the financial stress of earning a Kentucky State degree. We are committed to providing a quality education championed by a supportive campus culture."

To help accommodate the growing population, the institution is working hard to ensure the necessary provisions — housing, academic support resources and dining services — are in place to support the uptick in new students.

University housing is currently at 110 percent capacity, moving 56 students to overflow housing at the Capital Plaza Hotel in downtown Frankfort, said Vice President for Student Engagement and Campus Life Thomas J. Calhoun Jr.

"We realize living on campus allows every student to develop valuable friendships and experience our lively campus atmosphere," Calhoun said. "We are duplicating services at the Capital Plaza, giving students housed off-campus a sense of campus culture and community."

For now, university officials plan to work toward the development of a plan for affordable state-of-the-art living and learning housing options for its campus.

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Doctor *of* Nursing Practice
PROGRAM RECEIVED ACCREDITATION

KSU Provost and Vice President for Academic Affairs Dr. Debbie Thomas updated the Board of Regents on the recent accreditation of the Doctor of Nursing Practice program.

The Accreditation Commission for Education in Nursing (ACEN) recently approved accreditation for the program.

The program began January 2015. The DNP program is an online program that emphasizes adult-gerontology primary care. With a focus on gerontology, the program addresses a critical need in an increasingly aging population.

According to a letter from Marsal P. Stoll, Ed.D., the chief executive officer of ACEN, "the program faculty and the Director of Distance Learning are to be commended on the quality of the online course templates developed to support the DNP program and for the Quality Matters certification of the faculty."

"The faculty were recognized by students, other units on campus, and administrators for the quality of their instruction and the support for the learning environment of students and genuine commitment to their success," according to a letter from Stoll. Accreditation from ACEN is effective through the spring semester of 2022, when the next evaluation visit is scheduled.

The DNP program offers rigorous curriculum, state-of-the-art simulation and immersion in clinical rotations to prepare future nurse practitioners. The program is also far-reaching since it is offered online and available to nurses across the nation.

The accreditation comes at a historic time in KSU's nursing program history. The School of Nursing is celebrating its 50th anniversary.

Mathis Selected *as*
MINORITY ACCESS NATIONAL ROLE MODEL

Kentucky State University Director of Admissions Justin J. Mathis was recently selected as a Minority Access National Role Model.

"Our aim is to identify inspirational role models in various categories to inspire others to emulate them and thereby increase the pool of scholars and professionals who will find cures

for illnesses or solve technological problems or address social disparities in society," according to Minority Access officials.

Kentucky State officials say Mathis was recently selected as a 2017 Mississippi Business Journal's Top 50 Under 40 Business Leaders and founder of the non-profit organization, The Mathis Foundation, which prepares low-income and potential first-generation 6-12 grade students in Jackson, Mississippi for success in college.

According to the nomination, his "organization provides academic and social support that focuses on providing a more rigorous curriculum to high school students to give them a glimpse of what college requires."

Mathis' organization is providing services for students and parents who may struggle with selecting and preparing for college. Mathis has assisted hundreds of families enroll their children in colleges across the U.S. since 2012.

Since joining Kentucky State in June 2017, Mathis has developed a communications plan that tracks students from prospect to enroll status. Mathis was also instrumental in the creation of two new admissions positions to promote access at KSU: Coordinator of Diversity Outreach and Recruitment and Latino Admissions Specialist.

Mathis is committed to helping underrepresented students attend college to change their lives and positively impact the communities in which they choose to live and serve. Mathis will receive recognition at the 18th National Role Models Conference Sept. 29 – Oct. 1 in Washington, D.C.

FACULTY MEMBERS APPROVED FOR TENURE AND PROMOTION

THE KSU BOARD OF REGENTS RECENTLY APPROVED TENURE AND PROMOTION FOR KSU FACULTY MEMBERS.

KSU FACULTY MEMBERS RECEIVING TENURE AND PROMOTION ARE:

Crystal deGregory, Ph.D.
Associate Professor, History

Buddhi Gyawali, Ph.D.
Associate Professor, Agriculture

Yolanda Powell-Young, Ph.D.
Professor, Nursing

Chi Shen, Ph.D.
Professor, Computer Science

Tamara Sluss, Ph.D.
Professor, Biology

Stephen Ulrich, Ph.D.
Assistant Professor, Social Work

Debbie Thomas, Ph.D.
Professor, Education

MOREHEAD STATE UNIVERSITY

NASA administrator, Congressman Rogers, Lt. Gov. visit Space Science Center

Robert M. Lightfoot, Jr., acting administrator of the National Aeronautics and Space Administration (NASA), and U.S. Rep. Harold "Hal" Rogers joined MSU President Dr. Jay Morgan, Kentucky Lt. Gov. Janean Hampton, MSU Space Science Center executive director Dr. Benjamin Malphrus, Advanced Exploration Systems program executive Andres Martinez and others in visiting the space science program Wednesday, Sept. 20, to learn about the growing aerospace industry in Morehead and across Eastern Kentucky.

"It's pretty exciting to know in two years, a satellite built here is going to be circling the moon and bringing back data. Not only that, the data is going to come back through here in the same dish that's sitting up there," said Lightfoot. "That's the full lifecycle. That's pretty impressive. MSU can be very proud of that."

MSU offers one of only five space science programs in the country. The Space Science Center has become renowned for research in nanosatellite technologies. MSU has been involved in the launch of five NASA-funded satellites: CXBN, CXBN-2, Lunar ICEcube, Ky-Sat 2 and the DM-7 Flight Demonstration.

"I can't believe it has come this far this quick," said Congressman Rogers. "When (former MSU president) Ron Eaglin first came to see me and told me about his plan, I wouldn't have envisioned this would happen so fast. You have to credit the students, staff and leadership of Morehead State. For students who desire an exciting career in space, this is the place to be ... in Eastern Kentucky at Morehead State University."

"Morehead State University is at the forefront of the aerospace and aviation research and development in Kentucky," said Lt. Gov. Hampton. "This is absolutely going to be beneficial to the state of Kentucky."

The group also saw a drone demonstration from the Rajant Corporation, toured the Center for Health, Education and Research (CHER), attended a reception for the Rural Health Leaders and MSU Nursing students, and the Rajant Corporation ribbon cutting and open house. Since coming to Morehead, Rajant Corporation has hired 15 MSU space science graduates.

Kazee to star in *Pretty Woman* Musical

Morehead State University alumnus Steve Kazee will portray Edward in the new "Pretty Woman" musical.

The musical is based on the beloved 1990 romantic comedy and will feature a book co-written by the film's director Garry Marshall and screenwriter J.F. Lawton, as well as music and lyrics by Grammy Award-winner Bryan Adams and his longtime songwriting partner Jim Vallance.

Bringing Julia Roberts' character to life, the lovable street worker Vivian, will be Samantha Barks. She will star alongside Kazee who plays Edward, the businessman who unexpectedly falls for Vivian after hiring her as an escort (played by Richard Gere in the film).

In 2012, Kazee won the Tony Award for "Best Performance by an Actor in a Leading Role in a Musical" for his role in "Once" and was inducted into the MSU Alumni Hall of Fame. Kazee earned a Bachelor of Arts degree in theatre from MSU in 2002. After graduation, he moved to New York, where he received his M.F.A. from the Graduate Acting Program at NYU's Tisch School of the Arts.

MSU top-ranked college for 14th straight year

Morehead State University has been recognized for the 14th consecutive year as one of the top public universities in the South in the 2018 edition of "America's Best Colleges" by U.S.News & World Report.

"We are very pleased to be selected again this year as one of the outstanding regional public universities by this respected college guide," said Dr. Jay Morgan, MSU president. "We continue to improve the quality of life of our students, alumni and community."

The newest rankings include MSU as 22nd in the Top Public University-Master's/South division, up two spots from last year. The rankings place emphasis on acceptance rates, graduation rates, admissions selectivity and small class sizes. MSU has consistently been recognized for relatively small class size and a high percentage of full-time faculty members, which are two important factors of student success.

"Our students are accepted into professional schools, including medical, dental, law and pharmacy programs, at rates well above state and national averages. This is one indicator of the high-quality education that students receive at MSU," Dr. Morgan noted. "We are delighted that others recognize Morehead State's academic quality."

MSU hosts A.G. Beshear in a campus sexual assault-safety discussion

MSU hosted Kentucky Attorney General Andy Beshear for a campus sexual assault/safety discussion titled "Safe Campuses: Creating a Culture Free from Sexual Assault" on Tuesday, Oct. 10, in the Button Drill Room.

Dr. Jay Morgan, MSU president, introduced Beshear, who spoke briefly on Title IX, goals of safe campuses, justice for victims and ending rape culture. He then facilitated a panel discussion.

The panel contained Gretchen Hunt of Beshear's staff, who provided an overview of Title IX/Clery Act and clarified protections. She also shared options for survivors on campus, OAG initiatives on prevention and addressed campus sexual assault. Also on the panel were: Meghan Wright, member of Beshear's Survivors Council; Harold Nally, MSU's human resources director; Mike Martin, MSUPD officer; Dr. Shannon Smith-Stephens, MSU's Counseling and Health Services director; and Stacey Brashear, Pathways victim's advocate.

GOOD NEWS REPORT

FIRST JAR OF RACER HONEY AUCTIONED AT HUTSON HARVEST GALA

MURRAY STATE
UNIVERSITY

Pictured, from left-right, are Tony Brannon, dean of the Hutson School of Agriculture; James Jennings; Abby Hensley, director of development for the Hutson School of Agriculture and MacKenzie Jones.

A research project led by Murray State student MacKenzie Jones created the first jar of Murray State honey, which was recently auctioned off to benefit the Murray State Arboretum at the Hutson Harvest Gala. James Jennings, '94, was the winner of the honey jar. Earlier this year, Jones organized and built an apiary at the University's Pullen Farm. The bee farm is a component of Jones' Presidential Fellowship research and in the months since its creation has proven to be an educational tool — and a sweet treat.

PRESIDENTIAL FELLOWSHIPS AWARDED TO FIRST-YEAR STUDENTS

A total of 18 first-year students at Murray State University were recently awarded the prestigious Presidential Fellowship scholarship, which awards full tuition, housing and meals for up to four years at the University.

"We're extremely excited to welcome these fine individuals to Murray State University," said President Bob Davies. "Through their continued aspirations of academic excellence, leadership skills and scholarly activities, each of these recipients will significantly impact our University and the greater community of west Kentucky in many positive ways."

Recipients of the Presidential Fellowship are included in the University's Honors College, a community within the University that offers a unique Honors curriculum, including critical-thinking seminars and specialized programs and activities. They are also responsible for completing substantial undergraduate research projects in their respective academic disciplines.

FACULTY SHARE MURRAY STATE'S COMMITMENT TO EXPERIENTIAL LEARNING AT NATIONAL CONFERENCE

> **"NOT ONLY HAS EXPERIENTIAL EDUCATION BEEN PROVEN TO LEAD TO BETTER STUDENT LEARNING OUTCOMES, EMPLOYERS PREFER TO HIRE STUDENTS WITH REAL-WORLD SKILLS."**
>
> *- DR. ALYX SHULTZ, ASSOCIATE PROFESSOR, HUTSON SCHOOL OF AGRICULTURE*

Drs. Alyx Shultz and Jamie Rogers, co-directors of the Quality Enhancement Plan (QEP) at Murray State, were selected to present at the National Society for Experiential Education's 46th annual conference in September.

"Experiential learning affords students the opportunity to apply concepts they learn in the traditional classroom to real-life settings," said Shultz, who is also an associate professor in the Hutson School of Agriculture. "Not only has experiential education been proven to lead to better student learning outcomes, employers prefer to hire students with real-world skills."

During the conference, Shultz and Rogers discussed how to gain buy-in and create a strategy for implementing an institution-wide QEP with an hour-long presentation entitled, "Bringing Learning to Life Without Unleashing a Beast: Trials and Tribulations of Bringing Experiential Education Principles into Practice Across a University."

The QEP is a five-year plan focused on enhancing student learning and is part of the Murray State accreditation process through the Southern Association of Colleges and Schools Commission on Colleges.

MURRAY STATE STUDENTS AFFORDED INTERNATIONAL OPPORTUNITIES IN AFRICA

Samantha Casteel and Elizabeth Remming, two Murray State students, spent the summer in Africa completing international internships and gaining valuable experience in their respective fields.

Casteel, a sophomore studying pre-veterinary medicine from Clayton, Missouri, spent seven weeks in South Africa partaking in a veterinarian experience internship at the Kwanta Game Reserve, while Remming, a senior studying zoological conservation from St. Louis, Missouri, spent her summer as an international intern at the Antelope Park in Gweru, Zimbabwe.

"The whole experience was truly life-altering," Casteel said. "It was a test of my preparedness to truly have what it takes to make it in this field, and I believe I proved to myself that this is what I want to spend the rest of my life doing."

ACCOUNTING ALUMNUS REFLECTS ON TIME AT MURRAY STATE

Since graduating from Murray State in 1982, Tim Adams has made a name for himself in the accounting world, influencing both the technology and healthcare spheres. Now, as chief financial officer for ObsEva, a Swiss-based pharmaceutical company specializing in reproductive health, Adams continues to look back on his time at Murray State with fondness.

Adams is currently a member of the Board of Trustees for the MSU Foundation and was recognized in 2012 as the Outstanding Accounting Alumnus. Recently, to ensure all students have the opportunity to achieve their full potential, Adams contributed a significant and generous donation to the University to create the Tim and Christine Adams Business Scholarship, for which students in all departments of the Bauernfeind College of Business are eligible to apply.

"Your college years are one of the best opportunities in your life to learn, make new friends and have fun," Adams said. "I hope these students take full advantage of all the learning opportunities at Murray State. Study hard, work hard and have fun. Enjoy this chapter of your life and prepare for the next one."

TEACHER EDUCATION PROGRAM RECEIVES CONTINUED ACCREDITATION BY STATE BOARD

Kentucky's Education Professional Standards Board (EPSB) met in Frankfort earlier this fall and voted unanimously to reaccredit the 92 individual education programs in Murray State's College of Education and Human Services with no areas marked for improvement.

"Frankly, it does not get any better than this," said Dr. David Whaley, dean of the College. "I am very proud to be a part of the team who was able to demonstrate to our accrediting bodies the excellent programs, faculty, staff and students that we have."

The EPSB's August 2017 review marked the end of a two-and-a-half-year process involving the analysis of five standards, which were all met: (1) content and pedagogical knowledge, (2) clinical partnerships and practice, (3) candidate quality, recruitment and selectivity, (4) program impact and (5) provider quality assurance and continuance improvement.

COLLEGES COLLABORATE TO HOLD SOLAR ECLIPSE WATCH PARTY

On Aug. 21, the College of Education and Human Services collaborated with the Jesse D. Jones College of Science, Engineering and Technology to host an Eclipse Watch Party on the Murray State campus. Several hundred participants gathered on the lawn area, south of Alexander Hall, to observe the natural phenomenon with complimentary eclipse glasses.

MURRAY STATE RECOGNIZED BY U.S. NEWS & WORLD REPORT FOR 27TH CONSECUTIVE YEAR

> **OUR COMMITMENT HOLDS STUDENT LEARNING AND SUCCESS, COMBINED WITH A SUPPORTIVE AND EFFECTIVE TEACHING ENVIRONMENT, IN THE ABSOLUTE HIGHEST REGARD.**
>
> *- DR. BOB DAVIES, MURRAY STATE UNIVERSITY PRESIDENT*

Murray State was recognized for the 27th consecutive year by U.S. News & World Report as one of the top universities in the country, ranking 32nd in the Regional Universities (South) category and 11th in the Top Public Schools – Regional Universities (South) category.

"For 27 consecutive years, U.S. News & World Report has recognized the great importance of a Murray State education and experience," said President Bob Davies. "Our commitment holds student learning and success, combined with a supportive and effective teaching environment, in the absolute highest regard. Murray State students will continue to impact our society within our local communities and region, while also extending outward on a global scale."

PSYCHOLOGY STUDENTS INTERVIEWED ABOUT RESEARCH PROJECT BY NATIONAL PUBLICATION

Tommy DeRossett, Brighton Hollingsworth and Quinn Lambert, three undergraduate psychology students at Murray State, along with faculty mentor Dr. Daniel Wann, were interviewed by Fatherly.com, an online parenting resource, about research they conducted on perceptions of men crying over sporting events.

"The department of psychology has a long tradition of encouraging undergraduate students to conduct independent research under the direction of our faculty," Wann said. "The fact that this project has gained the attention of the national media speaks to the high quality and social importance of the work these students conducted."

Working under the direction of Drs. Wann, Jana Hackathorn and Sean Rife in the department of psychology, the students and other members of their team — Kaylee Noel, Morgan Owens, Kendrick Settler and Meagan Smith — have also presented their research at several conferences, including the Kentucky Psychological Association's Spring Academic Conference and Murray State's Scholars Week. The students are currently preparing the project for submission to a peer-reviewed journal.

MURRAY STATE UNIVERSITY

GO FIGURE

SERVICE ON SATURDAY

467

NKU students involved

1,862

Combined student hours served in one day

12,380

Total student hours served in 2017 (so far)

COLLEGE CORNER

TEACHER DIVERSITY SYMPOSIUM

After reading a U.S. Department of Education report citing the lack of racial diversity among teachers nationwide, NKU's College of Education and Human Services was inspired to act. COEHS hosted a national symposium to address the issue in September.

"According to the Kentucky Department of Education Data Sets (2015-16), there are 655,472 K-12 students in the state. While 21.7 percent are racial minority, of the 42,040 teachers in Kentucky, only 4.6 percent are racial minority," said COEHS Dean Cynthia Reed.

LEARN MORE: https://www.nku.edu/news/2017/170911TeacherDiversitySymposium.html

COLLEGE OF INFORMATICS HOSTS 10TH CYBERSECURITY SYMPOSIUM

October is cybersecurity awareness month, and NKU is at the forefront of educating students and the community on the issues. NKU recently hosted its 10th Cybersecurity Symposium, presented by the Chase College of Law and the College of Informatics (COI). U.S. Bank also renewed its partnership with NKU by extending its scholarship program to educate the next generation of cyber experts. The 2017 U.S. Bank Cybersecurity Scholarships recipients are COI students Justin Widanski, Chinedu Asinugo and James Lingrosso.

"Cybersecurity is at the heart of keeping our customers, employees and communities protected from attacks. In order to maintain that safety, we need smart, well-trained cybersecurity experts to lead the way. That is why we are once again excited to partner with NKU to empower our next generation of cybersecurity students," said Jason Witty, U.S. Bank Chief Information Security Officer.

The National Security Agency and the Department of Homeland Security have designated NKU as a National Center of Academic Excellence in Cyber Defense Education. To obtain this top-level designation, NKU had to meet stringent criteria to produce professionals with cyber defense expertise for the nation. Collaboration on events like the Cybersecurity Symposium help achieve that goal.

The symposium also gave the community a chance to take a sneak peek at the Cyber Threat Intelligence Lab. NKU worked with top security professionals to create an up-to-date, real-world environment for students to get hands-on learning. The lab is scheduled to open in the spring of 2018.

LEARN MORE: https://www.nku.edu/academics/informatics.html

# 184 DELTA ZETA AND PI KAPPA ALPHA RAISE $33,000 FOR LOCAL BREAST CANCER NON-PROFIT

Delta Zeta sorority and Pi Kappa Alpha fraternity together raised more than $33,000 for Chicks and Chucks, Inc., a non-profit that supports women battling breast cancer. The donation will go toward resources, such as wigs and prosthetics, that support women during their fight with cancer.

"The wonderful ladies of Delta Zeta have been supporting our organization for over a decade, and it's so inspiring to see what these young women have accomplished," said Cathy Youtsey-Halloran, the founder of Chicks and Chucks. "In addition to the personal items, our funds are used to buy expensive handbooks that Nurse Navigators can share with newly diagnosed patients."

Over the past two years, Delta Zeta has donated more than $56,000 to Chicks and Chucks. This year, Delta Zeta partnered with Pi Kappa Alpha to hold two philanthropy events–a kickball tournament and golf scramble.

This is the largest single donation Chicks and Chucks has received.

https://www.nku.edu/news/2017/170906DZPikeChicksChuck.html

THE SCOREBOARD
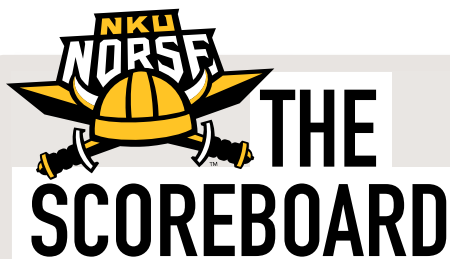
Drew McDonald preseason Player of the Year/ NKU picked to place second

Coming off a sensational sophomore campaign, forward Drew McDonald was named the preseason Horizon League Player of the Year for 2017-18. The honor is one of three highlights for the Norse announced. Along with McDonald, Horizon League Tournament MVP Lavone Hollland II was named to the preseason all-league second team. NKU was also selected to finish second in the conference.

FACULTY FOCUS

NKU Physics Professor Dr. Scott Nutter has a research experiment on the International Space Station. NASA launched the CREAM on the ISS (Cosmic Ray Energetics and Mass for the International Space Station) instrument into space in August to study cosmic ray particles.

Dr. Nutter is a member of an international scientific team that developed the CREAM experiment to measure the relative abundance of cosmic ray nuclei, ranging from hydrogen to iron. Dr. Nutter began receiving NASA funding almost 10 years ago to create a version of the CREAM instrument able to function in space. After nearly a decade of work to get the instrument rocket ready, he said it was beyond fulfilling to see it take flight. CREAM on the ISS is already sending data back to earth.

BRIEFS

ORVARC CONFERENCE

NKU is proud to host the inaugural conference of the Ohio River Valley Addiction Research Consortium (ORVARC). The conference will focus on evidence-based research on neonatal abstinence syndrome (NAS) and will be held on November 10, 2017 in the Student Union. ORVARC's mission is to increase collaboration among researchers, regardless of institutional and disciplinary boundaries, in an effort to address opioid addiction in the Ohio River Valley. Last year, the region received a call to action from an expert on the drug epidemic.

LEARN MORE:
https://www.nku.edu/news/2017/171012ORVARC.html

COB BUSINESS WEEK

NKU's Haile/U.S. Bank College of Business faculty and staff recently hosted their annual Business Week. This two-day event exposed students to current practices and insights from key business leaders across a variety of industry sectors. Business Week included over 50 sessions for students in both interactive and speaker format. The event included keynote presentations by Craig Wynett, Chief Innovation Officer, Proctor & Gamble and Scott Cauvel, U.S. Retail Marketing & Consumer Incentives Manager, Ford Motor Company.

LEARN MORE:
https://inside.nku.edu/cob/beyond/businessweek.html

NKU AWARDED TWO NSF GRANTS

NKU has been awarded two prestigious National Science Foundation (NSF) grants. History Professor Dr. William Landon, Anthropology Professor Dr. Sharyn Jones and Associate History Professor Brian Hackett will continue a humanities and social sciences project to study the Parker Academy, a school founded in 1839 that offered a fully integrated education to all. Dr. Lili Ma, an associate professor of chemistry, also received a NSF grant for her research work, "Unusual Oxidation and Domino Reactions via Palladium-catalyzed alpha-Heteroarylation of Ketones." The grant will allow Dr. Ma and her team to explore this chemical reaction.

LEARN MORE:
https://www.nku.edu/news.html

TOP-10 SAFE COLLEGE TOWN

NKU has been ranked as the seventh safest college town in the nation by Safewise, a home security company. NKU strives for campus safety with the use of lighting, several blue light emergency phones and a 24-hour police escort system that anyone on campus can access.

"Providing a safe campus for students is a priority of NKU and our University Police Department," said Dan Nadler, NKU VP of student affairs. "The close working relationship between the university and the city fosters this environment beyond our campus boundaries."

LEARN MORE:
https://www.nku.edu/news/2017/170912SafeCollegeTownRanking.html

ALUMNI NEWS

FROM OREGON, OHIO, TO LINKEDIN

Tiffany Poeppelman ('10) has come a long way from her hometown of Oregon, Ohio. She's spent the last few years of her life working for two of the most well-known companies in the world: LinkedIn and Google.

But LinkedIn and Google aren't the only companies who see Poeppelman's potential. Her dedication and tenacity recently landed her a spot on *Inc. Magazine's* "30 Inspirational Women to Watch in Tech in 2017" list.

As if all this weren't enough, she'll make another big move in a few weeks–across the Irish Sea to Dublin, where she will serve in a senior leadership role at LinkedIn's European headquarters.

LEARN MORE: https://inside.nku.edu/nkumagazine/2017/october/poeppelman.html

A Message from the President Eli Capilouto

Boston Common – in the center of downtown Boston, Massachusetts – is the oldest city park in the country. In the 1630s, the Puritan founder of Massachusetts Bay Colony purchased it as a 50-acre cow pasture to be shared by its many families.

But it only lasted a few years.

As more and more families bought additional cows, the Common was overgrazed, teaching us the importance of what happens in a shared resource system where individual self-interest runs contrary to the common good.

Throughout the ages, men and women have been called to redefine the "we," not only to preserve a common natural resource but to preserve our common humanity. And that strand of commonality – of shared interests and values – is woven into UK's history.

UK was founded on the principle that "WE" included all men, and not only those from well-to-do families. A farmer's son, W.B. Munson was the first graduate of the new A&M school in central Kentucky that would later become UK.

It wasn't until 1888 that women joined this family. Miss Arabelle Clement Gunn was among the first in our broader definition of "WE" when she became the first female student to earn a degree – more than 30 years before women gained the right to vote.

It wasn't until 1949 that "WE" included all men and women regardless of the color of their skin. Lyman T. Johnson, the first African-American to attend UK, is honored in the naming of Johnson residence hall.

UK broke the color barrier in Southeastern Conference athletics. Those first, four, brave men – Nate Northington, Greg Page, Wilbur Hackett, and Houston Hogg – are memorialized outside of Kroger Field.

Memorial Coliseum was built to honor the more than 9,000 Kentuckians who made the ultimate sacrifice in WWII, because their definition of "WE" included those millions on the continent of Europe longing for freedom from Hitler's tyranny.

Throughout our history, we have redefined the "WE," and our campus is stronger because of it. Our understanding and respect for one another – regardless of our differences – has expanded.

Today the boundaries of "WE" and "me" are being tested again – on our campus, in our community, and in communities and town halls across the country. As before, our world and our country are focused on differences -- around politics, religion, race, beliefs, sexuality, immigration, and free speech.

Our newspapers, televisions, and internet feeds are flashing with instances of humanity's darkest demons and reflecting the corners where ignorance, hatred, and violence fester and spread.

In these moments – when we're visited by violence and animosity in our communities, in our homes, and in our sanctuaries – we're left wondering what we should do, so that something we share in common doesn't collapse.

On our path, we are reminded of Dr. King's advice to the students at Cornel College in Mount Vernon, Iowa. It was his belief that hate is rooted in fear, that, "we fear each other because we don't know each other, and we don't know each other because we don't communicate with each other, and we don't communicate with each other because we are separated from each other."

To that end, university life offers our students an incredible opportunity to communicate with each other. And there is an art to fruitful dialogue. That's why national principles, the freedom to think and speak, are so important on a college campus.

The University of Kentucky's values are clear. We embrace and celebrate the power of "WE" and find rich value in the common.

The University of Kentucky's values are clear. We embrace and celebrate the power of "WE" and find rich value in the common.

At the same time, Lexington is sharing in this clarion call – challenging our neighbors to communicate in spite of our differences. As civic leaders in our community remind us, respectful and open exchanges help us unlearn fear and hate.

Dr. King calls on us to listen when we find ourselves seated next to someone new. Differences need not be discarded so that we can simply live happily ever after. But we all owe each other the responsibility to understand why we pursue different beliefs, values, and practices.

This ethos does not extend to those who threaten and seek violence, but when there is respect, we can be a community where you are exposed to differences in ideas, thoughts, and the issues of the day, no matter how controversial they are.

Ask and listen, as one of our students recently told me. Find what you have in common. Look to establish trust. And when you discover differences, try to start with an expression of interest.

Bostonians recovered from the "tragedy of the Common" when they communicated with one another and agreed to limit each family to 70 cows. By understanding one another, they preserved a common resource key to their community. We can learn from them.

Sincerely,

Eli Capilouto

Eli Capilouto
President

Here's How UK is Making Kentucky a World Leader in Manufacturing

Manufacturing Day℠ is a celebration of modern manufacturing meant to inspire the next generation of manufacturers. As the University of Kentucky joins participating manufacturing industries and academic institutions in this year's observance, UK is proud to share how the College of Engineering is embarking on a strategy for growth to better serve industry, the state economy and the citizens of Kentucky.

With several automotive and aerospace manufacturers, suppliers and many other manufacturing companies located within a 100-mile radius from the University, the college is strategically placed to promote manufacturing growth in the Commonwealth. As a result, the college leads Kentucky's manufacturing in three key ways: education, research and technology development.

The UK College of Engineering's manufacturing research contributes to product and process development that promotes economic growth with an eye to sustainability. The Institute for Sustainable Manufacturing (ISM) comprises faculty from nearly every engineering department, and its primary objectives are to develop and advance sustainable manufacturing principles and practices in Kentucky, the nation and the world. ISM's predictive modeling tools for total lifecycle-based product designs reduce material/energy consumption and develop tools and practices to improve performance at the manufacturing systems and supply chain levels.

Additionally, UK's Center for Applied Energy Research (UK CAER) also remains committed to advancing Kentucky and the nation's manufacturing industry. The center is a member of three of 10 Manufacturing USA Institutes — Advanced Functional Fabrics of America (AFFOA), Institute for Advanced Composites Manufacturing (IACMI) and Rapid Advancement in Process Intensification Deployment (RAPID). UK CAER is a global leader in next-generation carbon fiber research, home to the largest carbon fiber spinline at any institution in North America. The center also continues its research in low-energy, low-CO_2, high-value concrete products.

No matter how the world changes, the need for high-quality, sustainable, advanced manufacturing persists. The UK College of Engineering looks forward to partnering with industry and government to make Kentucky a world leader in this vital area.

Office of Technology Commercialization Equips UK Researchers and Aids EKU Inventors

The University of Kentucky and Eastern Kentucky University are partnering to grow the state's economy, with research and intellectual property being the driving forces.

OTC and EKU's Center for Economic Development, Entrepreneurship and Technology (CEDET), headed by Tom Martin, reached an agreement that calls for OTC to act as an independently contracted partner and service provider to EKU for intellectual property and commercialization services.

The services provided by the OTC to EKU include:

- Assistance with EKU intellectual property (IP) development efforts, including assessing the potential value and patentability or copyrightable nature of invention disclosures.

- Assistance with EKU commercialization and IP procurement transaction costs, including market research, patent prosecution and docket management, identifying potential licensing partners, business development efforts to solicit interest in partnership, and negotiating and executing license agreements in coordination with EKU.

- Development and/or offering of effective faculty education programs and strategies that UK uses to reach out to faculty and encourage invention disclosure and pursuit of IP protection.

- Guidance to EKU on IP and commercialization matters, including to what UK does with non-patentable IP, particularly software.

- Help in building a stronger EKU network by implementing process and procedures.

- Solidification of a commercialization partnership that can help build a "research corridor" for collaborative research efforts between UK and EKU.

UK's Barnstable Brown Diabetes Center Celebrates Expansion of Clinical Services at Turfland

UK HealthCare's Barnstable Brown Diabetes Center celebrated a significant milestone in its 10-year history with a ribbon-cutting ceremony for the new clinic expansion at Turfland and recognition of a recent top 50 ranking in U.S. News and World Report for patient care in endocrinology and diabetes.

Since its inception in 2008, the Barnstable Brown Diabetes Center – has been a leader in prevention, education, research and comprehensive care. The new clinic space at UK HealthCare at Turfland enables the center to provide services for even more patients as well as provide space for an education center.

The Center was first established when twins Patricia Barnstable Brown and Priscilla Barnstable along with their mother Wilma, pledged the initial funding to support the center in memory of Patricia Barnstable Brown's husband, David, who passed away from complications of diabetes in 2003. Proceeds from the family's annual Derby Eve Gala, which attracts celebrities from across the world to the Barnstable Brown family home in Louisville, has gone to further research and patient care at the diabetes center at the University of Kentucky. To date, more than $13 million has been donated.

Overall, it is estimated that more than 600,000 Kentuckians have diabetes and that as many as one in three adults in Kentucky may have pre-diabetes, either diagnosed or undiagnosed. The expansion will allow care for more patients with diabetes and related disorders across the lifespan – from infants to seniors – at one consolidated location.

Dear Friends,

The recent visit by the Southern Association of Colleges and Schools has given us a good barometer to measure the impact of the many changes we have been making at the University of Louisville.

We are pleased with what we are seeing.

SACS sent six representatives to UofL in late September to evaluate our progress in addressing concerns that caused the university to be placed on probation in 2016. Feedback from those representatives indicates that we are on the right track.

We are optimistic we will be removed from probation by the end of the year. More information about the SACS visit can be found in an article included in this report.

Our university has had many other noteworthy accomplishments in the past 60 days. They include:

- Success of #WeAreUofL– a social media campaign that celebrates UofL's history and triumphs. In just one week, the movement was so popular it reached 2 million people and it is still growing.

- Strong community engagement – our Family Weekend set a new record for attendance, and Homecoming Week brought alumni and their families back to campus. We also marked the 10th anniversary of the Signature Partnership Initiative, a campus-wide effort to enhance the quality of life and economic opportunity for residents of west Louisville.

- Listening tours – launched by the president's office, the program is designed to get input from the campus community. The first event was Oct. 3 and invited open discussion about the future direction of UofL. More events will be held in the coming months.

While all of these milestones are worthy of celebration, we are not ignoring the fact that there are still issues to address.

When we learned that our men's basketball program was part of a federal investigation, it was a difficult pill to swallow. Even so, we responded quickly and have pledged our cooperation. At this writing, the investigation is still under way, and it may be many months before it is resolved.

These are indeed tumultuous times for the University of Louisville, but we are resilient and I know we will prevail.

Gregory C. Postel, MD
Interim President

The university kicked off a "listening tour" Oct. 3. The program is designed to foster open dialogue and to give the campus community a chance to hear directly from UofL leadership.

UofL MEETS OR SURPASSES SEVEN OF NINE SACS ISSUES, PROGRESSES ON TWO OTHERS

A recent visit to UofL by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) brought good news: the university successfully addressed seven of the nine issues raised and is in a good position to address the other two items.

A committee from the accrediting institution issued a draft report after visiting campus Sept. 19-21 to review the university's compliance with SACS' Principles of Accreditation. The report indicates UofL is in compliance with Core Requirement 2.2, which relates to its governing board, and with comprehensive standards related to CEO evaluation/selection, conflict of interest, external influence, board dismissal, financial stability and control of finances.

The committee provided specific recommendations to ensure the university complies with two other issues. It suggested the university sign a memorandum of understanding to clarify its relationship with the University of Louisville Real Estate Foundation, Inc., and it raised questions about the number of interim senior appointments in the university's central administration. The university agreed to address concerns quickly.

Also in the document, the SACS committee applauded the "extraordinary cooperation that the institution showed" during the visit, and that it stated the university "currently operates with integrity."

The university will respond to the report by early November. The organization will rule on the university's probationary status at its national meeting Dec. 2-5.

HUGE RESEARCH GRANT TARGETS HEART FAILURE

The university recently announced one of its largest grants for medical research in the school's 219-year history: a $13.8 million award from the National Institutes of Health to study a promising new type of adult cardiac stem cell that has the potential to treat heart failure.

During the announcement, made by Interim President Gregory Postel and researcher Roberto Bolli, officials explained that the research focuses on using stem cells to repair damage caused by a heart attack. Until now, conventional treatments for heart failure have consisted of surgery or medications, which can alleviate symptoms but do not cure the disease.

Bolli, who holds several key roles in university medical research institutes, has been studying heart disease for many years. He and his team are laying the groundwork for clinical trials in patients.

University officials noted that NIH didn't just approve UofL's grant application – a long, multistep process involving more than a dozen reviewers who are experts in the field – it funded the project with a perfect score and rare high praise. In fact, the committee reviewing the application concluded Bolli's program was, "exceptional," with "significant translational impact, an exceptional leader and investigative team and an exceptional environment."

Dr. Roberto Bolli, center, and his team have received one of the largest grants for medical research in UofL history.

RESEARCH MATTERS

Research and its impact on health took center stage in September as the university marked several research-related events and announcements. They included:

- News that UofL researcher Huizhi Wang in the School of Dentistry was awarded a $2 million National Institutes of Health grant to study periodontal disease. Wang's work will focus on tackling the disease through the body's immunological defenses.

- An announcement that gastroenterologist Matthew Cave in the School of Medicine received a $4 million NIH grant to examine the impact of environmental chemicals on liver disease.

- Participation in Research!Louisville, an annual exposition of health-related research. A collaboration between UofL, Jewish Hospital & St. Mary's Foundation/ KentuckyOne Health and Norton Healthcare, the event showcased important scientific research through lectures, presentations and activities for scientists of all ages.

- Selection as a member of the Center for Health Organization Transformation, a National Science Foundation Industry/University Cooperative Research Center program. UofL announced it would be a part of the center, which comes with a three-year agreement of up to $500,000 per year in funding. It also means UofL can leverage partnerships to support the implementation of evidence-based strategies within health care organizations.

- Launch of a lecture series that features UofL researchers whose worksites range from Cave Hill Cemetery to a campus clinic, and whose topics range from water politics in India to animal research in Siberia. The Meet the Professor series highlights the College of Arts and Science's cultural offerings and the talks are free and open to the public.

UofL School of Medicine doctors Juliane Beier Arteel, Matt Cave and Cameron Falkner. Cave received a $4 million NIH grant to study liver disease.

ANOTHER FULBRIGHT

Our university has another Fulbright scholar: Jessica Williams, a Villa Hills, Kentucky, native, learned in early September that she won the prestigious scholarship to teach in Brazil.

After graduating from UofL in 2015, Williams spent two years working for the Spanish government in Madrid. She returned to Kentucky in July to work for a law firm specializing in immigration law. Her work as a Fulbright scholar begins in February and she will spend most of 2018 teaching English at a public Brazilian university.

She is a graduate of the College of Arts and Sciences with degrees in Spanish,

Jessica Williams, a 2015 graduate from Villa Hills, Kentucky, has won a Fulbright scholarship.

political science and Latin American and Latino studies. She brings the number of 2017 UofL Fulbright Scholars to six. Since 2003 the university has had 110 Fulbright scholars, more than all other Kentucky public institutions combined.

VINCE TYRA TAKES THE HELM IN ATHLETICS

Vincent Tyra

Vincent Tyra has been named acting director of the university's athletics program.

"Vince Tyra is an exceptional leader who will provide stability to our athletics department," Interim President Greg Postel said during the announcement. "His success in business, his athletic background and his close ties to the university and the athletics department will be important to the continuing success of our program."

Tyra currently is an operating partner for Southfield Capital, a position he has held since 2007, and as an advisor to ISCO Industries Inc. where he was formerly the president. He also formerly served as the president of retail and activewear for Fruit of the Loom.

A Louisville native, he is the son of legendary UofL basketball player Charlie Tyra. He graduated from Trinity High School and from the University of Kentucky, where he earned a degree in health administration.

"I am honored to have been selected as the acting athletic director at the University of Louisville. I am excited by the challenge to lead one of the most elite athletic programs in

college sports that's near and dear to my heart," said Tyra. "I intend to provide leadership to our athletic department, coaches, student athletes, fans, donors and the university as a whole."

Tyra has been a long-time supporter of Louisville athletics. He joined the University of Louisville Foundation Board of Directors in February 2017 and chaired the organization's Finance Committee.

PADGETT NAMED MEN'S BASKETBALL COACH

In another sports-related leadership move, the university named David Padgett as acting men's basketball coach. Padgett was UofL's director of basketball operations for two seasons (2014-16), before his move to an assistant coaching position in 2016. He becomes just the third head coach for the Cardinals in the last 46 years.

David Padgett

WHEN THE WIND BLOWS

The UofL community didn't hesitate to step up and help recent hurricane victims. Here are a few ways our students, faculty and staff provided relief to people impacted by the recent storms:

- The Athletics Department and the UofL Alumni Association sent shipments of clothes and shoes to people displaced by the hurricanes.
- A blood drive was held at the Red Barn after Hurricane Harvey. Then, after Hurricane Irma raged through Florida, UofL worked with the American Red Cross to set up a special link for financial donations.
- Participants in a Southern Police Institute course launched a personal collection for Texas first responders and purchased clothing for victims.
- Medical professionals from the Health Sciences Campus headed to Texas to provide relief to overworked first responders.

Southern Police Institute's 138th Administrative Officers Course participants launched a personal collection for Texas first responders working through Hurricane Harvey.

PRIMETIME PREP

Plenty of prepping went into getting UofL's Belknap Campus ready for ESPN's College GameDay on Sept. 16. Many days before the face off against Clemson, employees were working hard to get everything ready.

About 30 employees took on the various tasks to make sure the grounds were flawless by adding fresh paint, mowing, power washing and more.

The broadcast aired from 9 a.m. to noon in the oval area directly in front of The Thinker and Grawemeyer Hall. About 2,000 people were in "the pit" area on the oval during the ESPN broadcast.

Among other topics, the show highlighted our Brandeis School of Law and gave the nation a glimpse of our campus and mission as a major metropolitan research university.

UofL employees worked to make the campus look picture perfect for ESPN's broadcast.

U.S. Supreme Court Justice Neil Gorsuch.

SUPREMELY SPEAKING

The newest member of the U.S. Supreme Court spoke at UofL Sept. 21 as part of the McConnell Center's Distinguished Speakers Series.

Justice Neil M. Gorsuch spoke to a crowd of more than 500 during a public event at Comstock Hall and met privately with McConnell Scholar students.

Much of the justice's speech focused on the concept of originalism in interpreting the U.S. constitution. Gorsuch says originalism isn't perfect but "may be the least worst option available" to judges.

Gorsuch says he's optimistic about the future of the politically divided country and its courts. "I do not believe in red judges or blue judges. We wear black" he said.

The McConnell Center has hosted two other U.S. Supreme Court justices as part of its Distinguished Speakers Series: Chief Justice John Roberts in 2009 and Associate Justice Clarence Thomas in 2000.

UNIVERSITY OF LOUISVILLE®

Western Kentucky University news for the Council on Postsecondary Education, October 2017
For more WKU news, visit www.wku.edu/news.

Estate gift to support several areas on WKU campus

WKU has received an estate gift of more than $2.5 million from the late Beulah R. Winchel. Winchel, who passed away in 2015 at the age of 103, was born in the Franks community of Breckinridge County on Jan. 8, 1912. She received her teaching degree at WKU, then known as Western Kentucky State Teachers College, in 1939. She later received her master's degree in Library Sciences from Peabody College and was a member of the Breckinridge County Retired Teachers Association.

Beulah R. Winchel (left), pictured with a scholarship recipient in 2005.

Her teaching career spanned many decades, schools and continents beginning at a one-room school in Axtel, Ky. After retirement, she returned to Hardinsburg as a librarian in the Breckinridge County School System, and she also taught in several schools in Louisville.

Winchel was known to recall her days at WKU fondly, and she often credited her unique professional life to the comprehensive training she received at WKU. In an interview in 2001, Winchel said, "I was willing to consider a gift to Western because of my experience there as a student. If I hadn't gone to Western, I wouldn't have been able to experience the things I did later in life."

The Beulah Winchel Trust, which will be administered through the College Heights Foundation, was outlined in 1998 to support four distinct areas at WKU: a scholarship fund for Kentucky students seeking degrees in elementary or middle grades education or agriculture; a library fund; a fund for the upkeep of the Winchel collection in the Kentucky Museum and a fund in the Agriculture Department to support the Winchel Farm in Breckinridge County. More at https://www.wku.edu/news/index.php?view=article&articleid=5485

Record Number of Gatton Academy Seniors Named National Merit Semifinalists

Twenty seniors from The Gatton Academy of Mathematics and Science in Kentucky at WKU have been recognized as semifinalists in the 2018 National Merit Scholarship Competition, marking the most students recognized in one school year in the school's history.

Since The Gatton Academy's inception in 2007, 117 students have been named National Merit Semifinalists. Ninety-two current Gatton Academy seniors took the PSAT, meaning 22 percent of students made the National Merit Semifinalist level. More at https://www.wku.edu/news/index.php?view=article&articleid=5459

WKU, Medical Center collaborate on project to benefit moms, babies

After a demonstration of the PEA POD, WKU faculty member Rachel Tinius (right) prepares to remove Thaxton Forsythe while his mom, Stacey, watches. WKU and The Medical Center are using the machine to measure body composition in babies.

Dr. Rachel Tinius and Caitlin Burklow may be peas in a pod when it comes to the latest research collaboration between WKU and The Medical Center at Bowling Green.

Dr. Tinius and Burklow are young mothers and WKU graduates. And they're taking leadership roles in utilizing the PEA POD, the centerpiece of a project to improve the long-term health of moms and babies in southcentral Kentucky.

"PEA POD is not a food. It's actually a machine that we use to assess body composition in babies," said Dr. Tinius, an assistant professor of Exercise Science in WKU's School of Kinesiology, Recreation and Sport in the College of Health and Human Services.

"When we heard we were going to be able to house the PEA POD here, we were really excited because to us that just means more research and hopefully better outcomes for our moms and babies, which is why we are all here every day," said Burklow, director of Women & Newborn Services at The Medical Center.

The PEA POD, by Cosmed, is the first in the Commonwealth of Kentucky and one of only 40 in North America.

Expectant moms who are participating in the research are assessed at 32 to 39 weeks into their pregnancy. The assessment includes resting metabolic rate, weight, body fat and blood work. The moms also eat a high fat meal to see how they respond and their physical activity and diet are monitored for a week.

"From that information, we get this nice picture of mom and then we do the scan on the baby," Dr. Tinius said. "From that we can look at does anything the mom did during her pregnancy relate to the outcome in the baby."

As part of the PEA POD scan, the baby is weighed then placed inside the warm machine for two minutes while the body composition (lean body mass vs. fat mass) is determined through an Air Displacement Plethysmography (ADP) system using whole body densitometry.

"From this we can get valuable information about how potentially mom's metabolism and mom's exercise levels during pregnancy how those might then relate to body composition in their babies," Dr. Tinius said. More at https://www.wku.edu/news/index.php?view=article&articleid=5461

WKU keeps underlying A2 rating from Moody's

WKU will continue to have an A2 underlying rating and stable outlook from Moody's Investors Service.

Moody's released its rating review update on the rated outstanding general receipts bonds of WKU. For WKU, this action is the conclusion of reviews for potential rating downgrades of eight Kentucky public universities and one foundation that was announced by Moody's on July 21, 2017, following a downgrade of the Commonwealth of Kentucky's issuer rating on July 20, 2017. More at https://www.wku.edu/news/index.php?view=article&articleid=5517

AIKCU GOOD NEWS

The Association of Independent Kentucky Colleges & Universities

Selected campus news highlights

University of the Cumberlands, which was recently highlighted by the *Chronicle of Higher Education* as the #2 of the fastest growing university in the country, topped the 10,000 student enrollment mark in October.

Asbury University has partnered with the Kentucky Film Office to launch the Kentucky Film Certification Program to enhance Kentucky's workforce efforts in the entertainment industry.

Midway University reported record enrollments this fall in both its traditional undergraduate and graduate programs. **Alice Lloyd College** celebrated the centennial of the Caney Creek Community Center (the precursor to the college) in October.

Campbellsville University recently released an economic impact study indicating the university has a $106 million impact in Taylor County.

Bellarmine University celebrates the inauguration of President Susan Donovan on October 27.

AIKCU members award more than 8,000 degrees in 2016-17

Kentucky's nonprofit private colleges and universities continue to play a substantial role in Kentucky's efforts to increase postsecondary attainment levels. CPE's recent release of the record-breaking degree and credential data for the 2016-17 academic year revealed AIKCU members awarded 8,084 total degrees and credentials last year, an increase of 2 percent over the previous year and 32 percent over the last decade. Graduate degrees continue to see the strongest growth among AIKCU institutions (following enrollment trends), with master's degrees increasing 11.5 percent.

Total degrees awarded by AIKCU institutions
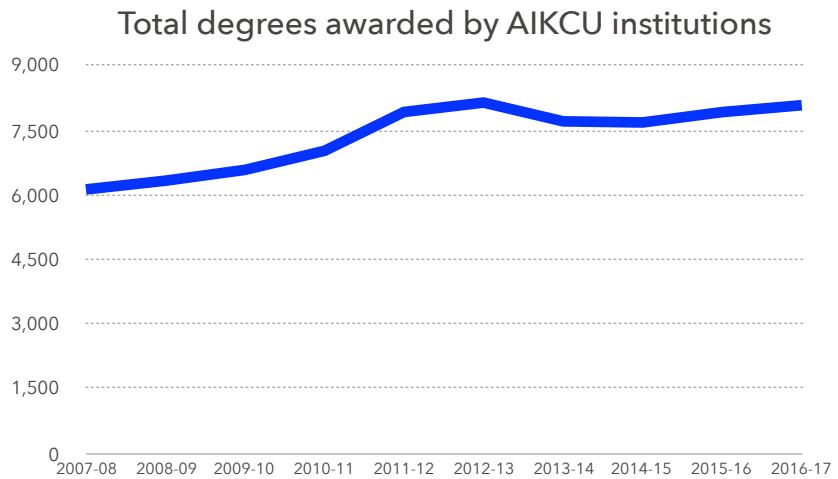
Preliminary estimates: AIKCU enrollments will top 42,000 this fall

An internal survey of AIKCU institutions conducted in early October suggests that total headcount enrollments across the sector will exceed 42,000 in fall 2017 (up from just over 38,000 in fall 2016). Undergraduate enrollments are expected to remain flat while growth continues at the graduate level. Official fall enrollments should be available through CPE's KPEDS system in early 2018.

Get the latest updates at AIKCU.org

AIKCU
Association of Independent
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Committee Appointments

Chair Zimmerman will make appointments to the following committees:

- Nominating Committee: Three Council members will be appointed to the nominating committee, which will present nominations for Council chair and vice chair at the February 2, 2018, meeting.

- 2018-19 Tuition Development Work Group: Five Council members will be appointed to the TDWG to review the tuition-setting process, develop a tuition-setting timeline, and make recommendations regarding tuition and mandatory fee ceilings.