

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



March 30, 2022 – 10:00 AM ET

Virtual meeting via ZOOM teleconferencing

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

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<i>Next Committee meeting: June 7, 2022 @ 10am ET</i>	

**DRAFT MINUTES**  
Council on Postsecondary Education

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Type: Academic & Strategic Initiatives Committee  
Date: January 19, 2022  
Time: 10:00 a.m. ET  
Location: Virtual Meeting - Committee members by ZOOM teleconference, Public viewing hosted on CPE YouTube Page.

**CALL TO ORDER**

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The Academic & Strategic Initiatives Committee met Wednesday, January 19, 2022, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM teleconference. Members of the public were invited to view the livestream on the CPE YouTube page.

Committee Chair Lori Harper presided.

**ATTENDANCE**

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Members in attendance: Kellie Ellis, Lori Harper, Karyn Hoover, Richard Nelson, and Kevin Weaver.

Members not in attendance: Muhammad Babar, Colby Birkes, Lucas Mentzer, and Vidya Ravichandran

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

**REMARKS FROM CPE PRESIDENT AARON THOMPSON**

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CPE President Aaron Thompson provided welcoming remarks and briefed the Committee members of the current status of several bills filed during the 2022 Legislative Session.

**APPROVAL OF THE MINUTES**

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The minutes of the October 29, 2021 meeting were approved as distributed.

## **PROPOSED NEW ACADEMIC PROGRAMS**

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Dr. Melissa Bell, CPE's Vice President for Academic Affairs and Student Success presented three new academic programs for review and approval. KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

Council staff reviewed the proposed programs and recommended approval.

### **Northern Kentucky University**

#### **Cardiovascular Perfusion (M.S.) – CIP Code 51.0906**

Presented by: Dr. Dale Stevenson, Dean, College of Health and Human Services

- This 77-credit hour Master of Science program relates to an allied health science field that prepares students to use heart/lung machines and other technologies to maintain the health of patients during heart surgery and other medical procedures. Graduates of this program will work with and under the direction of anesthesiologists and surgeons. Utilizing existing coursework, the program will also offer a Degree Advancement Option (DAO) that allows working perfusionists, who have completed a CAAHEP-accredited undergraduate or certificate perfusion program, the opportunity to advance their education and professional goals while working in their home communities.

MOTION: Mr. Nelson moved the Committee approve the proposed program from Northern Kentucky University, and recommend approval by the full Council at its January 28, 2022 meeting. Mr. Weaver seconded the motion.

VOTE: The motion passed.

### **University of Louisville**

#### **Health Teacher Education (M.S.) – CIP Code 13.1309**

Presented by: Dr. Staci Saner, Director for the Health Professions Education Programs

- The 33-credit-hour graduate degree program is designed to prepare faculty and graduate students of medicine, dentistry, public health, and nursing for teaching in their respective fields. The program has three over-arching goals

or objectives: To provide educational leaders in the health professions with foundational knowledge and skills in the practice of education; to provide academic health institutions with educational leaders to serve the educational needs of faculty, students, and post-graduate trainees; and to provide the field of health professions education with scholars who can advance our understanding and practice of health professions education.

General Studies (B.S.) – CIP Code 24.0102

Presented by: Dr. Linda Fuselier, Associate Dean of Undergraduate Education in the College of Arts & Sciences; and Dr. Joe Grant, Program Director

- The 120-credit hour undergraduate program will be entirely online and exclusively designed for returning adult learners who have earned college credits but stopped-out. Through a combination of targeted online coursework, previously accrued undergraduate credits, and credit for prior learning; adult learners will be able to complete their bachelor's degrees. The program also aligns with the statewide postsecondary strategic agenda's focus on adult learners, as well as the mission of the College of Arts & Sciences (A&S) and the university's strategic plan to continue the commitment to adult learning and degree completion across the state.

MOTION: Mr. Weaver moved the Committee approve the proposed program from the University of Louisville and recommend approval by the full Council at its January 28, 2022 meeting. Ms. Hoover seconded the motion.

VOTE: The motion passed.

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## **CULTURAL COMPETENCE CREDENTIAL CERTIFICATION REQUEST - WKU**

Dr. Dawn Offutt, CPE's Executive Director for Diversity, Equity and Inclusion, presented Western Kentucky University's request for approval of their Cultural Competency Credential Certification. Titled the *WKU Inclusive Teaching Academy* (ITA), the program is an initiative of the "One WKU" campaign and is a four-month professional development opportunity for all faculty ranks. Faculty from each of the five WKU colleges will be selected through a competitive application process each semester. Faculty meet once a week to study, reflect, discuss, and implement key principles of inclusive, equitable, and culturally responsive teaching. On average, faculty will spend 2-3 hours preparing for workshops, participating in sessions, and then implementing and reflecting on the concepts introduced in each module. It is anticipated that faculty will spend approximately 32 hours on academy-related functions over the course of the program.

Per the Kentucky Cultural Competency Credential Certification Process adopted at the Council's June 25, 2021 meeting, the ASI Committee's approval serves as final; it is not required to go before the full Council for approval at its next meeting.

MOTION: Mr. Weaver moved the Committee approve the proposed Cultural Competency Credential Certification at Western Kentucky University. Dr. Ellis seconded the motion.

VOTE: The motion passed.

## **UPDATES ON STATE WEB PORTAL**

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Dr. Amanda Ellis, CPE's Associate Vice President, K-12 Policies and Programs, and Mr. Bret Foster, CPE's Senior Fellow, provided an update on the development of the state web portal being developed in partnership with the Kentucky Department of Education (KDE) and Kentucky Center for Statistics (KYSTATS). The portal is being designed to help potential high school students, adult learners, and military veterans navigate their way through postsecondary pathways that lead them to a desired career. Currently, focus groups for each of these audiences are being conducted to determine the desired and relevant functionality of the portal.

## **IMPLEMENTATION UPDATE, 2022-30 STATEWIDE STRATEGIC AGENDA**

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Ms. Lee Nimocks, CPE's Vice President and Chief of Staff, presented an update of the steps taken thus far to implement the 2022-30 Statewide Strategic Agenda adopted at the Council's November 2021 meeting. Since that time, the following has been in process:

- Formal document finalized for distribution.
- Virtual launch event planned for early February.
- Work with campuses on development of campus-level strategies and performance targets.
- Development of state-level implementation plans for each objective.

## **ADJOURNMENT**

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The Academic & Strategic Initiatives Committee adjourned at 11:00 a.m., ET.

**MINUTES REVIEWED AND APPROVED BY THE COMMITTEE:** \_\_\_\_\_

**TITLE:** Proposed New Academic Programs

**RECOMMENDATION:** Staff recommends the Committee accept the proposed New Academic Programs from Western Kentucky University and University of Louisville and recommend approval of each to the full Council at its April 15, 2022 meeting.

**PRESENTER:** Lee Nimocks, CPE's Vice President and Chief of Staff

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### **SUPPORTING INFORMATION**

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

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

### **PROGRAMS PROPOSED FOR APPROVAL**

#### Western Kentucky University

- M.S., Cybersecurity (CIP 43.0404)

#### University of Louisville

- M.S., Accountancy and Analytics (CIP 52.1301)
- Ed.S., Curriculum and Instructions (CIP 13.0301)

## PROPOSED PROGRAM SUMMARY

**Institution:** University of Louisville  
**Program Name:** Curriculum and Instructions  
**Degree Destination:** EDUCATION SPECIALIST (EDS)  
**Degree Level:** Specialist

**CIP Code:** 13.0301  
**Credit Hours:** 30  
**Institutional Board Approval Date:** 10/28/2021  
**Implementation Date:** 5/01/2023

### **Program Description**

The Education Specialist (Ed.S.) program in Curriculum and Instruction will prepare classroom teachers to become curriculum and instruction specialists in a particular area of teaching (e.g. Reading Specialist). Potential candidates for the degree are teachers who have completed a master's degree in education or a related field and are interested in continuing their educational pursuits, but not interested in pursuing a Ph.D. in Curriculum and Instruction. The program will provide graduates with expertise needed for strong instructional leadership in schools. This includes extensive knowledge of curriculum, leadership and coaching, data analysis and research methods, and one area of expertise within teaching. The program competencies are aligned to the Kentucky Teacher Performance Standards, focused on advanced practice. This two-year program will offer online, face-to-face, and hybrid course options.

### **Connection to Other Programs**

The target populations for the proposed program are teachers in Jefferson County Public Schools and the Ohio Valley Educational Cooperative school districts. Morehead State University and Northern Kentucky University, which also have Ed.S. programs, are located outside these targeted districts. Unlike other programs, the proposed program includes a focus in data analysis and research methods to support data driven decision-making.

### **Program Demand**

Through school district collaboration, district leaders communicated the need to build instructional leadership capacity. Between 2015 and 2020, there were approximately 50 inquiries regarding the possibility of pursuing an advanced degree along with a Rank I certification in curriculum and instruction. Teachers enrolled in non-degree programs (endorsement and/or Rank 1) expressed that they would prefer an education specialist degree (Ed.S) to accompany the Rank 1 certification.

Initial estimates of enrollment are:

Year 1 – 10  
Year 2 – 15  
Year 3 – 20  
Year 4 – 20  
Year 5 – 20

### **Employment Demand**

The program is designed for students already in the workforce. These students either wish to make more money doing the same job or wish to move into a non-administrator leadership position (e.g., curriculum specialist, literacy specialist, instructional coach, state mathematics specialist, etc.). Elementary and Secondary Teachers are two of the top 10 "occupations with the most openings" that require a bachelor's degree according to Kystats.gov Occupational Outlook 2016-2026. As more people enter teaching, more will also pursue advanced degrees in order to make a higher salary.

## **Budget**

The University of Louisville estimates that two part-time instructors will be needed annually to teach two different courses. The estimated cost of an adjunct instructor, including their stipend is \$3,864.00 per course. An additional \$3,864.00 is estimated for release time for a program coordinator to cover an additional part-time instructor to over a course they would otherwise be teaching. No additional expenses are budgeted in the first two years, as the other courses in the program are already offered regularly and are small courses, with room for an additional 5 to 10 students. The third through fifth years, two additional courses have been budgeted to account for growth in the core courses.

Student tuition income projections are based on students completing 50% of their program (15 hours) each year of this two-year program at the approved reduced tuition rate for graduate, non-Ph.D. programs in teacher education of \$542.00 per credit hour.

**Projected Revenue over Next Five Years (\$): \$362,840.00**

**Projected Expenses over Next Five Years (\$): \$57,965.00**



## PROPOSED PROGRAM SUMMARY

**Institution:** University of Louisville

**Program Name:** Master of Science in Accountancy and Analytics

**Degree Destination:** MASTER OF SCIENCE

**Degree Level:** Master's

**CIP Code:** 52.1301

**Credit Hours:** 34

**Institutional Board Approval Date:** 12/16/2021

**Implementation Date:** 8/01/2022

### **Program Description**

The proposed program will replace the current Master of Accountancy degree program. The program aligns with the needs for accounting and business analytics talent in the region. The program will require students to complete 34 credit hours of graduate course work, with three credit hours offered online. This cohort-based program will utilize eight-week compressed courses and will require three semesters to complete.

The program will equip graduates with technical accounting knowledge of Generally Accepted Accounting Principles and General Accepted Auditing Standards, prepare graduates to be Certified Public Accountants, and offer a programmatic understanding of the results of data effectively in terms of data visualization and data storytelling.

### **Connection to Other Programs**

This proposed program uses the current accountancy content of the Master of Accountancy degree program, which already consist of the College of Business graduate certificate in Managerial Analytics. Graduating students will have the option to apply for a graduate certificate in analytics as well as the master's degree.

The University of Kentucky, Northern Kentucky University and Western Kentucky University also have a Master of Accountancy or Master of Science in Accounting programs, but the University of Louisville's focus on data analytics makes it distinctive.

### **Program Demand**

By combining accountancy knowledge with the latest high-demand business knowledge concerning business analytics, this program is designed to meet the changing needs of prospective students. In addition, the College of Business intends to seek STEM status from the federal government. Achieving STEM status should allow for international students to get visas for taking this program when they cannot get visas for non-STEM eligible programs.

Initial estimates of enrollment are:

Year 1 – 35

Year 2 – 35

Year 3 – 40

Year 4 – 40

Year 5 – 45

### **Employment Demand**

Data gathered from the Gray & Associates Program Evaluation System, as well as data from the Bureau of Labor Statistics' Occupational Outlook Handbook and Occupational Employment Statistics and the Projections Managing Partnership's State Occupational Projections (2018-2028) show that, on average, there are 355 job openings in this field per year within a 30 miles radius of Louisville. With this degree, graduates can find jobs in public and private accounting, auditing, and other financial services. The data shows that this is an expected national employer demand growth of 0.5% to 0.8% in each of these areas.

### **Budget**

The UofL graduate program in accountancy has matriculated between 15 and 20 students per year over the prior decade. The current enrollment is 30 students. The new MSAA program is expected to lead to a doubling of enrollments, especially when the program achieves STEM status, which should open the door for international students to get visas for taking this program. Even with this increase in enrollment, there will not be a need for new faculty to staff the program at this time.

**Projected Revenue over Next Five Years (\$): \$3,656,250.00**

**Projected Expenses over Next Five Years (\$): \$2,592,397.00**

## PROPOSED PROGRAM SUMMARY

**Institution:** Western Kentucky University  
**Program Name:** Cybersecurity Data Analytics  
**Degree Destination:** MASTER OF SCIENCE  
**Degree Level:** Master's

**CIP Code:** 43.0404

**Credit Hours:** 30

**Institutional Board Approval Date:** 3/4/2022

**Implementation Date:** 8/15/2022

### **Program Description**

This proposed program will focus on the study of cybersecurity defenses using data analytics to support the principles of data confidentiality, integrity, and availability. This program will combine cybersecurity and data analytics to provide students with the skills to prevent and detect cybersecurity attacks. Students will learn to defend proactively and continuously improve the enterprise's security with an emphasis on using data analytics. Students will also learn about the latest techniques in data management, data mining models, and data visualization. Additionally, cybersecurity policies and compliance issues from an information assurance and risk management perspective will be taught. The program will be delivered entirely online to meet the access demand of working adults who are the primary audience for this program.

Concentrations in Health Care Administration, Organizational Communication, and Local Government Administrations will allow students to pursue careers in various fields or enhance their current employment.

### **Connection to Other Programs**

At Western Kentucky University, the core courses for this proposed program were initially offered in fall 2020 in the MBA program as concentrations in Data Analytics and Cybersecurity Data Analytics.

Eastern Kentucky University has a master's degree in digital forensics and cybersecurity that covers cybersecurity from a counterterrorism perspective but does not combine it with data analytics. EKU also has a master's program in cyber systems technology focused on wired and wireless computer network communication. Murray State University has a master's program in cybersecurity management that emphasizes teaching cybersecurity from an information technology perspective. However, WKU's proposed program is focused on data analytics and is thus unique.

### **Program Demand**

This program of study represents the intersection of cyber operations and artificial intelligence from a business perspective. Throughout the Covid-19 pandemic, numerous instances of cybersecurity and data privacy issues have been highlighted in the news. The demand for cybersecurity and data privacy is expected to increase as these issues become more prevalent. One significant aspect of this program is to educate current infrastructure workers about security and threat intelligence. Security intelligence is used to assist in identifying cyber threat activities based on underground malicious and suspicious host

activity. Data is customized to enable real-time alerts and identify activity from specific users and devices within an organization, which are engaging with malicious threats. Threat intelligence involves collecting, processing, and analyzing information from internal, technical, and human sources

Currently, 35 MBA students are enrolled in the Data Analytics concentration and 8 MBA students are enrolled in the cybersecurity data analytics concentration. Also, 3 students are also enrolled in the Data Analytics certificate, which is outside the MBA program. The university expects demand and awareness for the core course to increase once allowed to advertise the graduate certificates in Fall 2021.

Based on enrollment in these concentrations and courses, initial estimates of enrollment are:

Year 1 – 10

Year 2 – 15

Year 3 – 20

Year 4 – 25

Year 5 – 30

### **Employment Demand**

Data from EMSI, a hybrid dataset derived from the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statics was used to analyze employment demand. This data set shows 678,068 unique job postings in the country for jobs with skill sets that include cybersecurity, cyber defense, cyber resilience, cyber threat intelligence, cyber security strategy, and cyber laws from January 2017 to March 2020.

### **Budget**

WKU currently provides the instruction for the Data Analytics and Cybersecurity Data Analytics concentrations in the MBA program. No additional faculty will be needed to offer this proposed program.

**Projected Revenue over Next Five Years (\$): \$1,274,700.00**

**Projected Expenses over Next Five Years (\$): \$203,000.00**

**TITLE:** Higher Education Matters Campaign Launch

**DESCRIPTION:** Council staff will provide an update on the Higher Education Matters campaign and next steps.

**PRESENTERS:** Sue Patrick, Chief Communications Officer, CPE

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### **SUPPORTING INFORMATION**

In partnership with the public colleges and universities, Council staff launched the Higher Education Matters campaign in February. The campaign goals are to improve public understanding that higher education is key to greater opportunity and economic growth and to promote college-going for traditional and adult students. The initiative supports Value priority of the 2022-30 Statewide Strategic Agenda.

The campaign is located online at [KYHigherEdMatters.org](https://KYHigherEdMatters.org). The website provides students with links to college-going resources, alumni video stories and campus connections. For campaign partners and ambassadors, the website offers resources and suggestions to amplify the messaging.

Council staff will discuss the progress of the campaign and next steps.



## Kentucky Higher Education Matters Campaign

### Overview

The Kentucky Council on Postsecondary Education, in partnership with the public colleges and universities, created the Higher Education Matters campaign to improve public understanding that postsecondary education is key to greater opportunity and economic growth. While media stories and surveys debate higher education's value, and as Kentucky undergraduate enrollment has declined, the campaign seeks to combat misinformation and lack of information to restore the value proposition of higher education in Kentucky.

The campaign supports the new strategic agenda for higher education, [Higher Education Matters: A Statewide Strategic Agenda for Kentucky Postsecondary Education](#). This eight-year plan, which includes input from hundreds of people from across the state, reinforces the big 60x30 goal—that 60% of working-age Kentuckians will have a college credential by 2030.

### The Need

The in-state college-going rate of high school graduates has been steadily declining. Fewer nontraditional adult students are enrolling for the first time or returning to finish a credential. If we don't get this turned around, we won't be able to reach our 60x30 goal, which is critical to providing opportunity for more Kentuckians, accelerating job creation and growing the economy.

### Goal

The goal of the campaign is to improve public understanding that postsecondary education is key to greater opportunity and economic growth and encourage high school graduates and adults to pursue college credentials.

### Target Audiences

Changemakers – Higher Education and P-12 community, State policymakers, alumni, SGA, employers, engaged public

Prospective Students – traditional and adult students and their families, including low-income, underemployed, unemployed, and underrepresented populations.



## Strategies

- Use alumni video stories and ROI data to tell the story of why higher education matters.
- Implement a paid, earned, owned and shared campaign. Social will consist of TikTok, Instagram and Facebook.
- Tap into GEAR UP Kentucky's sponsorship program to run ads statewide.
- Drive all campaign traffic to the KYHigherEdMatters.org website to connect them with video stories, resources and links to campuses.
- Engage campuses and other educational and workforce partners to amplify our messaging.
- Promote organic social media.

## Messages

The campaign is designed to speak to the people in our state who don't feel there is a place for them in higher education or who don't view it as a realistic option. We're here to tell them that it is and show them how to get there.

- College can change the trajectory of your life.
- You are capable of succeeding in college (If I did it, you can do it too!)
- There are resources available to you—counselors, financial aid, other student supports on campuses.
- College will help you advance your career.
- College has a positive return on investment. It pays—
  - In higher lifetime wages and a path to successful careers.
  - More opportunities and better health outcomes.
  - A more highly educated and productive workforce.
  - Stronger Kentucky economy.

## Partners

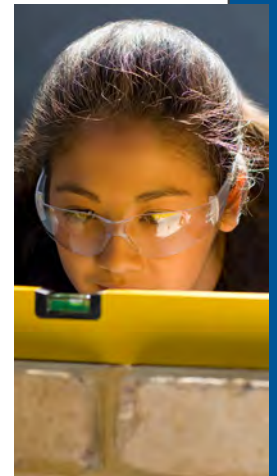
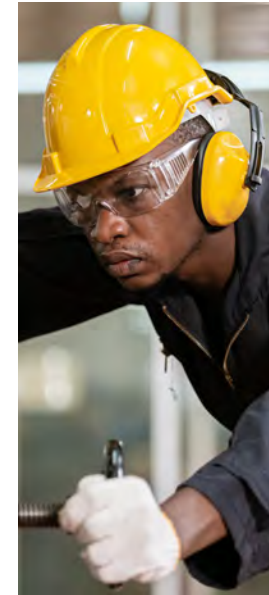
The campaign is an initiative of CPE in partnership with Kentucky's colleges and universities. CPE is also working with other education and workforce partners to amplify the messaging.

## Campaign Period

Feb. 9, 2022 – June 2022.

# Higher Education Matters Campaign Update

Sue Patrick  
CPE Chief Communications Officer





# THE VALUE PRIORITY

Obj. 10a.

“Conduct a **public awareness campaign** and develop communications strategies to **promote college going** and elevate the importance of higher education to Kentucky’s residents and economy.”



## THE BIG GOAL



# 60% by 2030

Achieving this goal is critical if the Commonwealth hopes to accelerate job creation, grow the economy, and expand our tax base through the contributions of a more skilled, productive workforce.



# THE NEED

2019 COLLEGE-GOING RATE	2021-22 UNDERGRAD ENROLLMENT	2020-21 60x30 GOAL PROGRESS
<ul style="list-style-type: none"><li>• <b>Down to 50.5%</b>, a four percentage-point drop over the last five years.</li></ul>	<ul style="list-style-type: none"><li>• <b>Down 2.9%</b> at four-year public institutions.</li><li>• <b>Down 1.8%</b> at KCTCS.</li></ul>	<ul style="list-style-type: none"><li>• Number of Kentuckians with a credential <b>increased less than half (.5%) the 1.7% needed progress</b> to make the goal.</li></ul>



# TARGET AUDIENCES

## Changemakers

- Higher education and P-12 community
- State and local policymakers
- Alumni
- Student groups
- Workforce and business
- Media

## Prospective Students

- Traditional students, including low-income and underrepresented.
- Adult students, including low-income and underrepresented.





# CAMPAIGN PARTICIPANTS

## Campuses

- All public universities
- KCTCS
- AIKCU

Funding of \$350,000 came from public campuses and CPE.

## Partners

- KDE
- Prichard Committee
- KHEAA
- GEAR UP
- Education & Workforce Cabinet
- Chamber of Commerce
- Kentucky Workforce Investment Boards



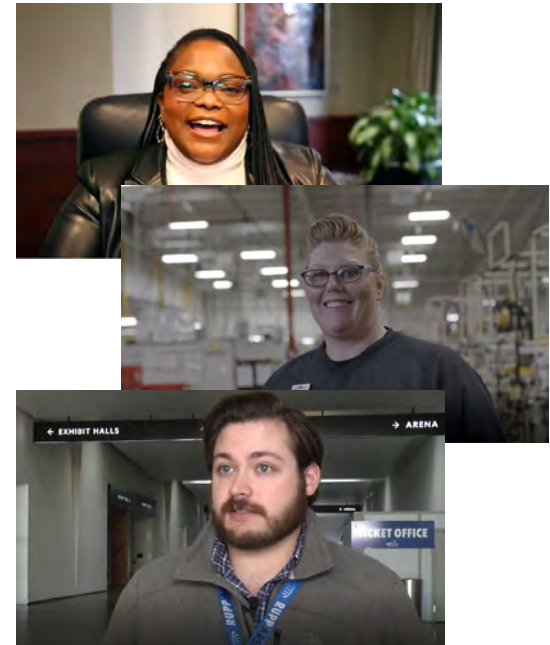
## PROGRESS TO DATE

Launched campaign during a webinar with key leaders.

- Main [campaign video](#) for advertising.
- Ads on Kentucky Sports Radio and digital radio.
- Online display ads, digital ads for streaming services.
- Campaign video on Facebook, Instagram & TikTok.
- [Alumni videos](#) on TikTok, Facebook and Instagram.
- Statewide TV ads and radio ads through GEAR UP.

### Other assets:

- Campaign website (<http://kyhigheredmatters.org>).
- Rebranded all CPE templates, website and social media.



# CAMPAIGN VIDEO

A SIMPLE TRUTH  
**HIGHER EDUCATION  
MATTERS**



# ALUMNI VIDEO





# PROGRESS TO DATE



## Campaign Updates

March 29, 2022



**Main motivator for Arturo Flores was 'getting out of poverty'**

Arturo Flores found his calling in college after dropping out of school in eighth grade and struggling with addiction. After an arrest, Arturo was placed in Owensboro Regional Recovery, and the judge placed a court order requiring Arturo to complete his GED. That first step led Arturo to earning his associate degree at **Owensboro Community and Technical College** before going on to **Western Kentucky University** to get his bachelor's in social work and then pursuing his master's degree. He became a case manager at the same recovery center he was placed in, helping those struggling with the same things he did.

[Watch the video on YouTube >>](#)

- Spearheaded statewide conversations with campuses & partners.
- Launched a campaign update e-blast to partners.
- Distributed ROI infographics and value messaging weekly via social media, President's messages and monthly newsletter.
- Developed marketing toolkit.



# CAMPAIGN NEXT STEPS

## SPRING

- Launch the Kentucky Higher Education Matters podcast April 7.
- Expand our influence with policymakers with President's regional visits.
- Continue marketing digital multimedia, radio and TV.
- Launch student influencer marketing.

## FALL

- Investigate sources of funding to continue campaign.
- Create a sustainability plan for Years 2 and 3.
- Tap partners and campuses for campaign implementation plans.



# EVALUATION TIMELINE

- Mid-campaign evaluation due in April.
- Final campaign evaluation due in early August.



# WHAT CAN YOU DO?

## Become a Campaign Ambassador

- Opt in to receive our campaign updates.
- Share our campaign and alumni videos on your social feeds.
- Like and share our social media on your social feeds.
- Use #KYHigherEDMatters hashtag.
- Support ongoing efforts.



LEARN MORE ABOUT THE CAMPAIGN

<http://kyhighereducationmatters.org>

JOIN THE MOVEMENT ON SOCIAL MEDIA

#KYHigherEdMatters

CONTACT US

Sue.Patrick@ky.gov

# HIGHER EDUCATION

# Matters

**TITLE:** Kentucky Advising Academy

**DESCRIPTION:** Council staff will discuss the work of the Kentucky Advising Academy, a new initiative that supports postsecondary advising efforts.

**PRESENTERS:** Amanda Ellis, Vice President of P-20 Policy and Programs  
Destiny O'Rourke, Director of Kentucky Advising Academy

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## **SUPPORTING INFORMATION**

The Kentucky Advising Academy (KAA) supports postsecondary advising efforts in the state by providing professional learning opportunities for school counselors, Family Resource/Youth Service Center Coordinators and professional educators in postsecondary advising roles. Services provided by the academy aim to build knowledge, capacity, and community among advising practitioners. Below details out the work of the KAA.

- **Podcast:** *Well Advised*, the new KAA podcast, will kick off in May. *Well Advised* aims to accomplish 2 goals - provide relevant, timely, single topic advising information as well as drive listeners to the monthly webinar.
- **Webinars:** Monthly webinars give practitioners an opportunity to dive more deeply into the month's advising topic by providing information, allowing time to break up with other practitioners, and then gathering back together to share out and discuss best practices. Practitioners will earn EILA credit for their participation and the webinar will be posted to YouTube for future viewing.
- **Newsletter:** KAA's quarterly newsletter will reemphasize advising topics from the podcast and webinar as well as share related resources, spotlight positive advising practices and amplify partner voices.
- **Professional Development:** Beginning fall 2022, regionally based, in-person, full-day professional learning opportunities will be offered for postsecondary advising

teams built by high school counselors and administrators. Morning sessions will focus on capacity building through the lens of college access milestones; afternoon sessions will focus on community building. Currently two PD's are planned, with the fall 2022 event focusing on postsecondary access and the spring 2023 event focusing on postsecondary readiness.

Last week, the KAA kicked off recruiting efforts by presenting at the Kentucky Association for College Admission Counseling (KYACAC). This event brings together admissions counselors and school counselors, and was part of the GEAR UP Kentucky Institute, so it also included professionals in college advising roles across several school districts.

To learn more about the Kentucky Advising Institution, you can visit/follow any of the following links:

Website:

Twitter: <https://twitter.com/advisingky>

Instagram: <https://www.instagram.com/advisingky/>

Facebook: <https://www.facebook.com/advisingky>

YouTube: <https://www.youtube.com/channel/UC-N8lcSPkFPDYVR-IJUuF9w>



The Kentucky Advising Academy provides a free comprehensive series of professional learning and resources for school counselors, Family Resource/Youth Service Center (FRYSC) coordinators, and professional educators in advising roles.





## Connection Opportunities

### Monthly

- Well Advised Podcast - Brief, single topic advising information
- Advising Webinar - single topic information, community building

Quarterly Newsletter - Recap events, share resources, highlight positive advising

### Semester Workshops

- Fall - Postsecondary Access
- Spring - Postsecondary Readiness

Online Toolkit (forthcoming)

Social Media Presence - @AdvisingKY



**TITLE:** 2022 Student Success Summit

**DESCRIPTION:** Council staff will discuss the sessions and speakers featured at the upcoming Student Success Summit on April 11-12, 2022.

**PRESENTER:** Lilly Massa-McKinley, Executive Director, Kentucky Student Success Collaborative

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### **SUPPORTING INFORMATION**

The next annual Student Success Summit is planned for April 11-12, 2022 at the Louisville Marriott East. With the theme, Innovation through Collaboration, the signature event will be an in-person convening of faculty, staff and administrators from across the Commonwealth coming together to achieve four important goals:

- To inspire innovation and collaboration in our work.
- To raise awareness of the new statewide strategic agenda and coherence with the Council's initiatives
- To accelerate progress on student success initiatives.
- To foster connection and community among colleagues across institutions.

Building upon the CPE Student Success Framework, this year's Summit will feature keynote speakers and hands-on learning workshops that focus on connecting, charting, continuing and completing pathways to success. Highlighted sessions include:

- Creating a Holistic & Integrated Approach to Student Success: Collaboration Across and Beyond Campus
- Centering Equity in Student Success
- How collaboration leads to innovation through a state culture of "system-ness."
- Creating transfer affirming and transfer receptive cultures
- Creating clear paths to degree completion to ultimately increase the likelihood of success and economic mobility
- Beyond financial aid: Strengthening students' financial stability, leading to higher completion rates

- Ensuring equitable access to work-based learning opportunities to support equitable career outcomes and success for all students
- Targeted workshops for the KY Purpose First, KY Network Demonstration Project, and Graduate Profile Academy teams

Council members are invited to attend the Summit at no cost by completing the registration link in OnBoard by March 31.

**2022 Student Success Summit**  
**April 11-12, 2022**

**Louisville Marriot East, 1903 Embassy Square Blvd, Louisville, KY**

**Monday, April 11, 2022**

8:00-3:00 p.m.	<p><b>REGISTRATION TABLE OPEN</b></p> <p>Check in at the registration table up on your arrival to receive your name badge and the agenda-at-a-glance. Full conference information and speaker bios can be found on the conference webpage.</p>							
8:45-9:30 a.m.	<p><b>LIGHT CONTINENTAL BREAKFAST AVAILABLE</b></p> <p>After you check in at the registration desk, visit the continental breakfast line and network with colleagues before the first session.</p>							
9:30-11:00 a.m.	<p><b>SUMMIT WELCOMING &amp; OPENING KEYNOTE</b></p> <p><b>Creating a Holistic &amp; Integrated Approach to Student Success: Collaboration Across and Beyond Campus</b></p> <p>A comprehensive and connected approach to educating the “whole student” requires communication and coordination among different units of the college, between different colleges in the state’s postsecondary system, and between the postsecondary system and its partners or stakeholders, including families, schools, employers, and community organizations. Building on four paths identified by the Kentucky Student Success Framework for achieving equitable student success and maximizing learning, this presentation will identify key collaborative and integrative practices for promoting holistic student success—from matriculation through graduation—and beyond.</p> <ul style="list-style-type: none"> <li>– Aaron Thompson, President, KY Council on Postsecondary Education</li> <li>– Joe Cuseo, Professor Emeritus of Psychology, Marymount California University</li> </ul>							
11:00-11:15 a.m.	<p><b>TRANSITION BREAK</b></p>							
11:15-12:30 p.m.	<p><b>CONCURRENT BREAKOUT SESSIONS - ROUND 1</b></p> <table border="1" data-bbox="284 1302 1568 1747"> <tr> <td data-bbox="284 1302 560 1747"> <p><b>CONNECT THE PATH:</b> Creating transfer affirming and transfer receptive cultures</p> <p>– Janie Valdes and Neelam Mahmood, Florida International University</p> </td> <td data-bbox="560 1302 868 1747"> <p><b>CLEAR THE PATH:</b> Creating clear paths to degree completion to ultimately increase the likelihood of success and economic mobility</p> <p>Nikolas Huot and Jasmine Haywood, Complete College America</p> </td> <td data-bbox="868 1302 1193 1747"> <p><b>CONTINUE THE PATH:</b> Beyond financial aid: Strengthening students’ financial stability, leading to higher completion rates</p> <p>– Nicole McDonald, University of Houston</p> </td> <td data-bbox="1193 1302 1568 1747"> <p><b>COMPLETE THE PATH:</b> Ensuring equitable access to work-based learning opportunities to support equitable career outcomes and success for all students</p> <p>– Charlotte Cahill, Jobs For the Future</p> </td> </tr> </table>				<p><b>CONNECT THE PATH:</b> Creating transfer affirming and transfer receptive cultures</p> <p>– Janie Valdes and Neelam Mahmood, Florida International University</p>	<p><b>CLEAR THE PATH:</b> Creating clear paths to degree completion to ultimately increase the likelihood of success and economic mobility</p> <p>Nikolas Huot and Jasmine Haywood, Complete College America</p>	<p><b>CONTINUE THE PATH:</b> Beyond financial aid: Strengthening students’ financial stability, leading to higher completion rates</p> <p>– Nicole McDonald, University of Houston</p>	<p><b>COMPLETE THE PATH:</b> Ensuring equitable access to work-based learning opportunities to support equitable career outcomes and success for all students</p> <p>– Charlotte Cahill, Jobs For the Future</p>
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12:30-1:45 p.m.	<p><b>LUNCH &amp; PLENARY SESSION</b></p> <p><b>How collaboration leads to innovation through a state culture of “systemness.”</b></p> <p>Systemness is the coordination of multiple components that, when working together, create a network of activity that is more powerful than any action of individual parts on their own. Dr. Zimpher will discuss how systemness can empower higher education to address the toughest problems facing colleges, universities and our society as a whole.</p> <ul style="list-style-type: none"> <li>– Nancy Zimpher, Director, National Association of System Heads (NASH)</li> </ul>							

**2022 Student Success Summit**  
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**Monday, April 11, 2022**

2:00-3:15 p.m.	<b>CONCURRENT BREAKOUT SESSIONS - ROUND 2 (REPEAT)</b>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="297 485 560 764"> <b>CONNECT THE PATH:</b>            Creating transfer affirming and transfer receptive cultures         </td> <td data-bbox="560 485 911 764"> <b>CLEAR THE PATH:</b> Creating clear paths to degree completion to ultimately increase the likelihood of success and economic mobility         </td> <td data-bbox="911 485 1226 764"> <b>CONTINUE THE PATH:</b>            Beyond financial aid: Strengthening students' financial stability, leading to higher completion rates         </td> <td data-bbox="1226 485 1555 764"> <b>COMPLETE THE PATH:</b>            Ensuring equitable access to work-based learning opportunities to support equitable career outcomes and success for all students         </td> </tr> </table>	<b>CONNECT THE PATH:</b> Creating transfer affirming and transfer receptive cultures	<b>CLEAR THE PATH:</b> Creating clear paths to degree completion to ultimately increase the likelihood of success and economic mobility	<b>CONTINUE THE PATH:</b> Beyond financial aid: Strengthening students' financial stability, leading to higher completion rates	<b>COMPLETE THE PATH:</b> Ensuring equitable access to work-based learning opportunities to support equitable career outcomes and success for all students
<b>CONNECT THE PATH:</b> Creating transfer affirming and transfer receptive cultures	<b>CLEAR THE PATH:</b> Creating clear paths to degree completion to ultimately increase the likelihood of success and economic mobility	<b>CONTINUE THE PATH:</b> Beyond financial aid: Strengthening students' financial stability, leading to higher completion rates	<b>COMPLETE THE PATH:</b> Ensuring equitable access to work-based learning opportunities to support equitable career outcomes and success for all students		
3:15-4:30 p.m.	<b>A "SWEET" NETWORKING RECEPTION</b> Meet and reconnect with colleagues and Summit speakers. Entertainment provided by <i>Nuveau Gumbo</i> , a jazz band from Bellarmine University. A coffee bar and sweets will be served.				
4:30-5:30 p.m.	<b>REST BREAK – HOTEL CHECK-IN, ETC.</b>				
5:30-7:30 p.m.	<b>WORKSHOP DINNER</b> <b>Higher Education Matters: Finding your Purpose in and through Student Success</b> – <i>Dr. Aaron Thompson, President, KY Council on Postsecondary Education</i>  <b>**THIS DINNER IS INVITE SPECIFIC, TO THE FOLLOWING WORK GROUPS:</b> <ul style="list-style-type: none"> <li>– <i>KY Purpose First campus teams</i></li> <li>– <i>KY Network Demonstration Project campus teams</i></li> <li>– <i>Graduate Profile Academy teams</i></li> <li>– <i>KY Faculty Advisory Network</i></li> <li>– <i>Academic Leadership Development Institute</i></li> </ul>				
7:30 p.m.	<b>INFORMAL SOCIAL GATHERING</b> Join your colleagues for informal networking and socialization onsite at Charr'd Bourbon Kitchen and Lounge. (no program)				

**2022 Student Success Summit  
April 11-12, 2022**

**Louisville Marriot East, 1903 Embassy Square Blvd, Louisville, KY**

**Tuesday, April 12, 2022**

7:30-11:00 a.m.	<p><b>REGISTRATION TABLE OPEN</b></p> <p>If you haven't already, check in at the registration table upon your arrival to receive your name badge. Full conference information and speaker bios can be found on the conference webpage.</p>		
7:30-8:20 a.m.	<p><b>NETWORKING BREAKFAST</b></p> <p>A hot breakfast buffet awaits your taste buds. Make a plate and join your fellow attendees for a bit of coffee and conversation in the Commonwealth Ballroom. Buffet will close ten minutes before the first session.</p>		
8:30-10:00 a.m.	<p><b>PLENARY SESSION &amp; STUDENT RESPONSE PANEL</b>  <b>Centering Equity in Student Success</b></p> <ul style="list-style-type: none"> <li>– Michael Thompson, Moderator</li> <li>– Raven Reeves, University of Kentucky</li> <li>– Daryl Parker, Morehead State University/Hazard Community &amp; Technical College</li> <li>– Aliya Cannon, Northern Kentucky University</li> <li>– Alexandria Shouse, Bluegrass Community &amp; Technical College</li> </ul>		<p><b>Workshop for Graduate Profile Academy teams</b>  <b>Facilitator:</b>  <i>Stephanie Ashley, EKU Facilitation Center</i></p>
10:00-10:15 a.m.	<p><b>TRANSITION BREAK</b></p>		
10:15-11:00 am	<p><b>BREAKOUT SESSION</b></p> <p>How the work of Kentucky's faculty and staff impacts progress toward Kentucky's Diversity, Equity and Inclusion goals.</p> <ul style="list-style-type: none"> <li>– Dawn Offutt, CPE</li> <li>– Panel of Campus Representatives</li> </ul>	<p><b>Workshop for KY Purpose First campus teams</b>  <b>Facilitator:</b> <i>Nikolas Huot, CCA</i></p>	<p><b>Workshop for KY Network Demonstration Project campus teams</b>  <b>Facilitator:</b> <i>Paul Markham, SOVA</i></p>
11:00-11:45 am	<p><b>BREAKOUT SESSION</b></p> <p>How Kentucky's new Statewide Strategic Agenda will drive student success.</p> <ul style="list-style-type: none"> <li>– Lee Nimocks, CPE</li> <li>– Kris Williams, KCTCS</li> <li>– Tanlee Wasson, EKU</li> <li>– Bonita Brown, NKU</li> </ul>		
11:45-12:45 p.m.	<p><b>LUNCHEON &amp; SUMMIT CLOSING REMARKS</b></p> <p><b>Summit Reflections, Connections, &amp; Closure: A Facilitated Conversation</b></p> <p>This informal, interactive wrap-up session will focus on participants' key takeaways from the summit, allowing them to share promising ideas they hope to bring home and implement or augment on their respective campuses, challenges or obstacles they may need to overcome in order to put promising ideas into practice, and thoughts they may have about maintaining the momentum generated by the summit as they move forward with their efforts to enhance student success.</p> <ul style="list-style-type: none"> <li>– Joe Cuseo, Professor Emeritus of Psychology, Marymount California University</li> </ul>		

**2022 Student Success Summit  
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1:00-2:30 p.m.	<p><b>Workshop for KY Purpose First campus teams</b> <i>Facilitator: Nikolas Huot, CCA</i></p>	<p><b>Workshop for KY Network Demonstration Project campus teams</b> <i>Facilitator: Paul Markham, SOVA</i></p>	<p><b>Workshop for Graduate Profile Academy teams</b> <i>Facilitator: Stephanie Ashley, ECU Facilitation Center</i></p>	<p><b>Closing Meeting for ALDI members</b></p>
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**TITLE:** Implementation Update - 2022-30 Statewide Strategic Agenda

**DESCRIPTION:** Staff will provide an update on the implementation status of the 2022-30 Strategic Agenda.

**PRESENTER:** Lee Nimocks, Vice President and Chief of Staff

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### **BACKGROUND INFORMATION**

The Council approved the 2022-30 Statewide Strategic Agenda for Postsecondary Education at its November 2021 meeting. The agenda advances a bold vision for increased economic growth and vitality in the Commonwealth through improvements in the education and skill levels of our workforce. It established 5 strategic priorities to drive higher education innovation and improvement, and key performance indicators to monitor progress toward an ambitious educational attainment goal – for 60% of working-age Kentuckians to have a high-quality postsecondary credential by the year 2030.

### **IMPLEMENTATION UPDATE – MARCH 2022**

Following the Council’s approval on November 5, the following steps have been taken or are in progress.

- Formal distribution document finalized and professional printed.
- Virtual launch event held February 9, 2022
- Finalized the 2022-24 campus-level strategies and performance targets.
- Finalized the 2022-24 state-level action plan for each objective.

### **HOW PROGRESS WILL BE COMMUNICATED**

The Council and campuses will share communication of progress toward the goals of the strategic agenda through the following methods:

- Annual Progress Report and dedicated Strategic Agenda Webpage (CPE)
- Key performance indicators dashboard (CPE)
- Annual presentations from campus presidents/leadership (campuses)
- Priority-focused updates/discussions with Council during quarterly work sessions (CPE/campuses)





Affordability



Transitions



Success



Equity



Talent



Value

# HIGHER EDUCATION *Matters*

A Statewide Strategic Agenda for  
Kentucky Postsecondary Education

2022-2030



# KENTUCKY'S PUBLIC POSTSECONDARY SYSTEM

## VISION

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

## MISSION

Kentucky's postsecondary education system drives innovation, enhances public health and well-being, breaks cycles of generational poverty and improves quality of life by preparing students to be lifelong learners and excel in a diverse, knowledge-based economy.

## VALUES

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



## FROM THE PRESIDENT

Aaron Thompson, Ph.D.

In accordance with Kentucky Revised Statute 164.020, we are pleased to present “Higher Education Matters: A Statewide Strategic Agenda for Kentucky Postsecondary Education, 2022-2030.”

This agenda advances a bold vision for increased economic growth and vitality in the Commonwealth through improvements in the education and skill levels of our workforce. It establishes strategic priorities to drive higher education innovation and improvement, and key performance indicators to monitor progress toward an ambitious educational attainment goal - for 60% of working-age Kentuckians to have a high-quality postsecondary credential by the year 2030.

The previous iteration of this agenda, “Stronger by Degrees,” promoted high-impact practices that enabled us to reimagine developmental education and infuse workplace essential skills into select degree programs. “Higher Education Matters” will accelerate the adoption of high-impact practices that further improve teaching and learning, ensure the quality and relevancy of postsecondary credentials and invite non-traditional and historically excluded individuals onto our campuses in greater numbers.

A critical focus of “Higher Education Matters” is creating equitable higher education opportunities for low-income and minoritized Kentuckians. The COVID-19 pandemic reminded us how

easily academic momentum can be stalled by unemployment, poor physical or mental health, food and housing insecurity and the lack of reliable broadband access. We must ensure at-risk students are provided access to life-changing postsecondary credentials, as well as the academic, social and emotional supports to succeed. Doing so is both an economic and moral imperative.



***Kentucky will rise or fall based on our collective, united efforts to enable all citizens to reach their highest potential.***

As Kentucky recovers from the global pandemic, we will continue to deal with its aftereffects. This strategic agenda provides a framework that is fixed enough to provide focus and stability, yet flexible enough to respond to future crises.

This plan was not created in a vacuum. It relies on the contributions of many constituencies and committees. I would be remiss if I did not thank the hundreds of individuals - including CPE board members, higher education leaders, faculty members, students, K-12 educators, legislators, employers and partners - that provided valuable insight and direction throughout the development process.

This is not CPE's strategic plan; this agenda belongs to each and every one of us. Kentucky will rise or fall based on our collective, united efforts to enable all citizens to reach their highest potential. We have a lot of ground to cover, but together we can navigate the path toward a more equitable and prosperous Commonwealth.



# INTRODUCTION

## Higher Education Matters

### Restoring Higher Education's Value Proposition

This strategic agenda for Kentucky postsecondary education is built on a simple, enduring premise: higher education matters to our state and its people.

Higher education empowers individuals to reach their highest potential and achieve personal and professional fulfillment. It improves collective health and well-being, advances knowledge and discovery, ignites innovation and fuels our economy.

Research studies enumerate its benefits to individuals and society. On average, college graduates earn more money, have lower rates of unemployment, enjoy better health, live longer and are more active citizens and volunteers. States with high levels of educational attainment - like Massachusetts, Colorado and Washington - generate higher tax revenues, create more jobs and spend fewer resources on public assistance, disease, addiction and incarceration.

Despite these findings, the value of college is now a matter of debate. Media stories portray recent college graduates as underemployed and overburdened with debt. Editorials encourage young people to forgo college and learn a trade (which, ironically, mostly requires some postsecondary education or training).

These voices have undermined the public's faith in higher education, at a time when a college credential is more important than ever. The Georgetown Center on Education and the Workforce found that since 2008, 99% of all new jobs created require some level of postsecondary education and training, but less than half of Americans between the ages of 25-34 have the necessary credentials to fill these jobs.

We must restore the value proposition to higher education. Kentucky's future prosperity and quality of life depend on it.

### Developing the Agenda

This agenda is Kentucky's plan to create a more inclusive, innovative higher education system that serves students of all ages, backgrounds and beliefs. It reaffirms our goal for 60% of Kentucky adults to have a postsecondary credential by the year 2030, and builds on unprecedented gains in degree production over the last decade.

*We must restore the value proposition to higher education.*

It responds to the suggestions and concerns of hundreds of Kentuckians - higher education faculty and administrators, K-12 educators, board members, legislators, employers and others - who worked with us on its development. Based on trend analysis, research and stakeholder feedback, this agenda identifies the strategic priorities that will focus our efforts over the next decade, with equity as a cross-cutting priority. They are: affordability, transitions, success, talent and value.

### A Framework for Accountability

This agenda includes common objectives that will guide system-wide progress. The statewide strategies will be led by CPE, in conjunction with its partners. Public institutions will develop campus-level strategies that respond to each objective. All strategies will be reviewed and revised every three years.

CPE and campuses will set numeric targets for key performance indicators, which also will be updated on a three-year cycle. Additional contextual metrics will help us monitor progress and adjust strategies as needed, but targets will not be set.

Kentucky's higher education institutions will pursue these objectives, strategies and targets as one system, united by common challenges and enhanced by individual strengths.





**Higher education strengthens the economy, creates wealth, reduces inequality, breaks cycles of generational poverty, improves health and well-being and preserves democracy.**





**60% of Kentucky's working-age adults (ages 25-64) will have a high-quality postsecondary credential by the year 2030.**



## KY's 60x30 Goal Our North Star

### Progress Toward the Goal

In ancient times, sailors used the North Star as a navigational guide due to its fixed position in the sky. Today, the North Star has come to symbolize any guiding principle or purpose. During prosperity or adversity, it is a steadfast point on which we set our sights.

For Kentucky's postsecondary system, the 60x30 goal is our North Star. The previous strategic agenda, "Stronger by Degrees," established this statewide educational attainment goal back in 2016. With its adoption, Kentucky joined 45 other states and the Lumina Foundation in efforts to raise the education and skill levels of our workforce to meet current and future demands for talent.

Since 2009, Kentucky has made phenomenal progress toward the goal, increasing educational attainment by 18.9 percentage points, outpacing a 13.8 percentage-point national gain. Only two other states, Arizona and Louisiana, made more progress than Kentucky during this time frame. Kentucky's attainment rate is fast approaching the national average.

Much of this progress is due to increases in short-term credentials, which include certificates and industry certifications. The state's current short-term credential attainment rate is 13.3%, of which 9.2% are certificates and 4.1% are industry certifications. Since 2014-15, short-term credentials awarded by KCTCS (unduplicated count) have risen 53% (not including diplomas).

### Statewide Challenges

However, Kentucky is facing some strong headwinds in the decade to come, which threaten to blow us off course. These include:

- **A declining number of high school graduates.** In its report, "Knocking at the College Door," the Western Interstate Commission on Higher Education projects that the number of high school graduates in Kentucky will peak during the year 2025 at 52,120, falling to 44,508 by 2030, a 14.6% decline. Combined with decreases in the college-going rate of high school graduates over the last decade, this decline almost certainly will result in lower postsecondary enrollments, unless institutions increase participation among working-age adults and out-of-state students.

*Kentucky's attainment rate has increased 18.9 points since 2009.*

- **Falling adult enrollments.** Unfortunately, undergraduate enrollment among working-age adults has decreased 47% since 2011-12. Kentucky will need aggressive recruitment efforts and redesigned programs and supports to attract adults pursuing their first postsecondary credential.

- **Unequal rates of attainment.** There are significant disparities in educational attainment linked to race and ethnicity that must be addressed, especially since the state's population is growing more diverse. The educational attainment rate is 28.6% for African-American/Black Kentuckians and 26.7% for Hispanic/Latinx Kentuckians, compared to 36.1% for White Kentuckians. These gaps must be closed.

### Looking Ahead

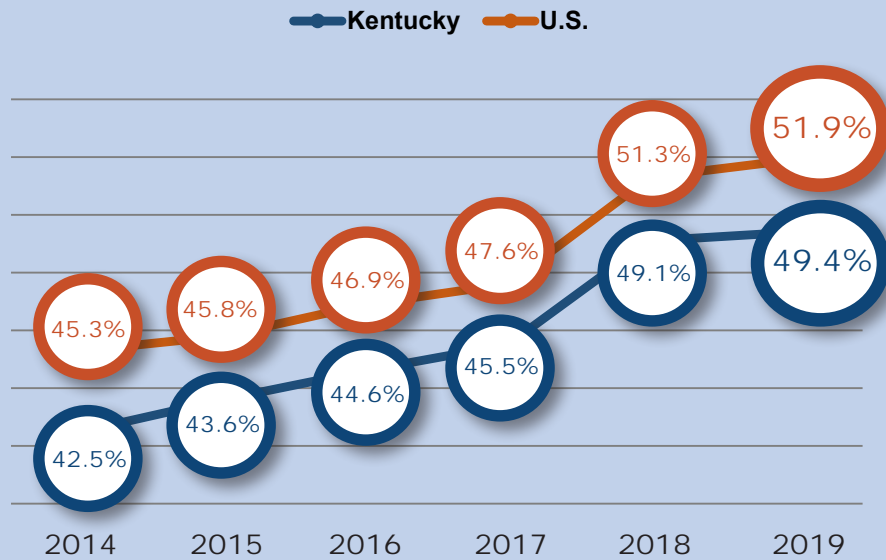
In the decade ahead, CPE will provide more detailed projections to monitor progress toward the 60% attainment goal, including annual average increases needed in statewide degree production.



# KENTUCKY'S ATTAINMENT GOAL

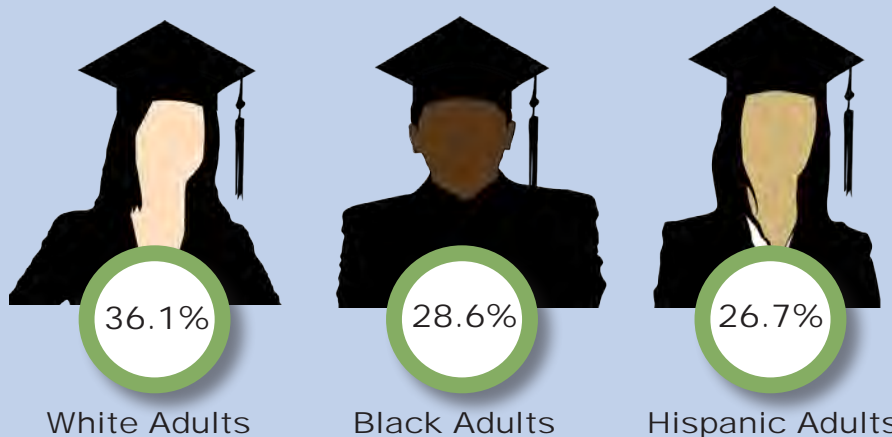
60% with a postsecondary credential

**KY is making progress toward the 60% goal,**



Percentage of adults (25-64) with a short-term certificate or higher, 2014-2019. The jump from 2017 to 2018 is due to the inclusion of industry-recognized certifications. Source: Lumina Foundation's "A Stronger Nation," [luminafoundation.org/stronger-nation/report/#/progress](http://luminafoundation.org/stronger-nation/report/#/progress).

**but attainment gaps must be addressed.**



Source: Lumina Foundation. Percentages represent Kentuckians ages 25-64 with an associate degree or higher in 2019. Short-term certificates are not available by race/ethnicity.



# STRATEGIC PRIORITIES

Building on previous agendas, “Higher Education Matters” is a blueprint for accelerating change and improvement in Kentucky’s public postsecondary system. The strategic priorities identified in this plan represent our primary issues and top concerns as we face head-on the demographic, economic and technological forces reshaping higher education in Kentucky.





**Kentucky will ensure all students have equitable access to postsecondary education and the necessary tools to complete their programs prepared for life and work.**



# EQUITY

## A Cross-Cutting Priority

### Statewide Challenges

Since its founding, America has been known as a land of opportunity, where hard work and perseverance lead to prosperity. Yet in reality, our nation has not provided a level playing field for all of its citizens.

Inequities in Kentucky's educational systems have exacerbated disparities in employment, income and health. These opportunity gaps prevent all Kentuckians from reaching their full potential.

The educational attainment rates of Kentuckians historically underrepresented in postsecondary institutions trail White Kentuckians by a considerable margin. While 36.1% of White Kentuckians (ages 25-64) have a college degree, only 28.6% of African-American/Black, 26.7% of Hispanic/Latinx and 25.4% of Native Americans/Alaskan Natives do.

Demographers predict that the United States will become a minority majority nation by the year 2045. Currently, 87.5% of Kentucky residents identify as White, but by 2040, that percentage is projected to fall to 77%. Kentucky's ability to meet our 60x30 attainment goal hinges on enrolling and graduating a more diverse student body, requiring us to create more inclusive, welcoming and supportive educational spaces.

### Systemwide Responses

To address these challenges, the Council on Postsecondary Education has adopted one of the most comprehensive diversity, equity and inclusion policies in the nation. The policy requires campuses to implement actions to increase enrollment,

retention and completion of minoritized students, as well as improving cultural competence among members of the campus community. Campuses set targets annually, and failure to reach quantitative and qualitative goals limits their ability to offer new academic programs.

Additionally, the state's performance funding model places a premium on degrees awarded to underrepresented, minoritized and low-income students. Since its adoption, Kentucky has made significant headway in closing opportunity gaps, but more improvement is needed.

*The U.S. will become a minority majority nation by the year 2045.*

### Equity Cuts Across all Other Issues

Kentucky will no longer accept an educational system that produces inequitable results for individuals of similar talents, aspirations and abilities. Because of the urgency of this challenge, equity has been identified as a cross-cutting priority of this agenda.

There are no specific statewide objectives and strategies proposed for equity, because equity is a critical component of every strategic priority. As we implement the statewide strategies set forth in this agenda, each action will be examined through an equity lens. Action plans will outline how interventions will be targeted to at-risk students. For every key performance indicator, we will disaggregate results to ensure improvement rates are equitable among targeted student populations.

Through an unwavering focus on diversity, equity and inclusion, Kentucky's postsecondary system will work to ensure that income, race, ethnicity, religion, sexual orientation or geography are never a barrier to college success.





# AFFORDABILITY

## A Strategic Priority

### Statewide Challenges

Over the last two decades, federal and state disinvestment in public higher education has shifted the majority of college costs to students and their families. In 2000, Kentucky subsidized 66% of operational costs for public postsecondary institutions, with tuition and fees covering the remaining 34%. By 2020, the state's share of funding was down to 32%, with 68% borne by students.

Consequently, increases in college costs have become a serious burden for many Kentucky families. While the cost of living has steadily increased, real wages have remained flat. Declining amounts of college savings mean student borrowing is at an all-time high. According to Forbes, student loans now comprise the largest chunk of U.S. non-housing debt, more than credit cards or auto loans.

At a time when postsecondary education and training is essential to long-term economic security, college is becoming financially inaccessible to our most vulnerable populations. If left unchecked, declines in college access will lead to greater income inequality, making it all but impossible for everyday Kentuckians to get ahead.

In a national survey conducted by the Citizens Financial Group, 70% of current college students said worries about college affordability had a moderate to high impact on their enrollment plans for the fall 2021 semester. Responding to rising concerns from students, parents and

elected officials, the Council has elevated college affordability to one of five strategic priorities our public postsecondary system will pursue over the next eight years.

### Systemwide Responses

To this end, the state's higher education system will build on the success achieved over the last decade to increase college access and affordability.

We will work with elected leaders to increase state funding for postsecondary education and student financial aid, so rising costs are not passed on to students.

We will work to limit increases in tuition and fees, while exploring collaborative purchasing agreements, open educational resources and other efficiency measures to keep ancillary costs in check.

*Federal & state disinvestment in public higher education has shifted costs to students.*

We will work in partnership with P-12 educators, advisors, counselors and other stakeholders to help incoming students understand the complexities of college pricing, and the role of grants, scholarships and responsible borrowing in managing costs. The published cost of attendance stops many students and families in their tracks. Providing greater transparency around out-of-pocket costs will ensure sticker shock does not prevent students from applying.

We also will focus on decreasing the time it takes to earn a credential, since additional semesters mean additional cost. Early postsecondary opportunities and improved advising are strategies that can help students graduate on time.



**Kentucky will ensure postsecondary education is affordable for all Kentuckians.**



# AFFORDABILITY

## Objectives, Strategies & KPIs

### 1. Reduce financial barriers to college enrollment and completion.

- 1a. Work with campuses, stakeholders and other state leaders to increase access to grants and scholarships for low- and middle-income students.
- 1b. Moderate increases in tuition and mandatory fees at Kentucky's public colleges and universities.
- 1c. Increase opportunities for institutional collaboration to reduce campus expenditures and limit increases in college costs.

### 2. Improve the public's understanding of how to pay for college.

- 2a. Provide informational resources and advising strategies for counselors, teachers and community partners on paying for college.
- 2b. Coordinate and support efforts to increase the number of Kentuckians who complete the Free Application for Federal Student Aid (FAFSA).
- 2c. Establish state-level networks for high school counselors and other college access professionals to share effective practices, build expertise and develop common outreach and messaging for Kentucky students.

### Key Performance Indicators

**Average Unmet Financial Need (State & Campus-Level):** The cost of attendance minus the sum of expected family contribution and all federal, state and local government and institutionally funded scholarships or grants received by students in an academic year.

**Time to Degree (State & Campus-Level):** Total number of academic years enrolled prior to degree completion.

**FAFSA Completion (State-Level):** Percent of recent high school graduates who matriculated to a Kentucky public postsecondary institution and completed a FAFSA application.





# COLLEGE IN KENTUCKY

## May Cost Less Than You Think

**The actual cost of college is less than advertised.**

The published cost of college, including tuition, room, board & other expenses

Federal, state & institutional grants and scholarships

Out-of-pocket cost of a credential



**Sticker Price**

**Financial Aid**

**Net Price**

<b>2-Yr. Public</b>	<b>\$6,531</b>	<b>\$3,523</b>	<b>\$5,460</b>
<b>4-Yr. Public</b>	<b>\$14,151</b>	<b>\$6,400</b>	<b>\$10,802</b>

*This chart reflects median annual amounts in 2019-20 for in-state, undergraduate students at public institutions. For median amounts by institution, visit KY Students' Right to Know at [https://kystats.ky.gov/Reports/Tableau/2021\\_KCSRK](https://kystats.ky.gov/Reports/Tableau/2021_KCSRK).*

**The typical undergraduate borrows \$32K or less.**

Median loan amounts at graduation:



\$8,595

For a certificate or diploma



\$8,309

For an associate degree finished in 3 years



\$25,421

For a bachelor's degree finished in 4 years



\$32,058

For a bachelor's degree finished in 5 years

*Amounts reflect median balances for undergraduate students enrolled in public postsecondary institutions only. Source: Council on Postsecondary Education. "Early Economic Return on Higher Education Investment." September 2021.*



**Kentucky will ensure more students transition to college prepared to succeed.**





# TRANSITIONS

## A Strategic Priority

### Statewide Challenges

Over the decade, the U.S. saw little movement in the percentage of high school seniors enrolling directly in college, which remained around 66%. Kentucky, on the other hand, experienced a rather steep decline in its in-state college-going rate, falling from 55% in 2014 to 50.5% in 2019.

As we approach 2022, the COVID-19 pandemic continues to disrupt the postsecondary plans of thousands of Kentuckians. Some are delaying college to help make ends meet, or to care for parents or relatives who are ill. For many rural and low-income students, a lack of reliable broadband access made it difficult to remain engaged in remote learning. For these individuals, the financial, physical and emotional toll of COVID will linger long after the virus recedes.

### Systemwide Responses

While these circumstances are beyond our control, there are actions higher education can take to provide extra guidance to students. We can remove tripwires that cause individuals to stumble on the path to college, particularly if they are first-generation or historically underserved by postsecondary institutions. We can simplify bureaucratic and onerous admission processes, for instance, and help demystify financial aid applications like the FAFSA.

The rise of early college experiences in high school show tremendous promise. Dual credit and enrollment, Advanced Placement (AP),

International Baccalaureate (IB) and similar programs allow students to earn college credit while still in high school, giving them a jump-start on postsecondary education. The challenge is to expand access to students of all socioeconomic backgrounds and ability levels, and ensure credits count toward degree requirements and not just as electives.

It is unrealistic to expect high school guidance counselors to help every student navigate the maze of college admission requirements and decisions. With its partners, CPE will advocate for dedicated college coaches and advisors serving every school district in the Commonwealth, and create resources that walk students and their parents step-by-step through the planning and application process.

Colleges and universities also must do their part to enroll and retain students through those critical first months. CPE will work with campuses to increase recruitment of individuals historically excluded or underrepresented in higher education, including working-age adults balancing careers and families. We will streamline and digitize admission processes and materials to the greatest extent possible. Predictive analytics can help pinpoint at-risk students and better target intervention strategies.

Such actions will go a long way toward creating smoother educational transitions, from cradle to career.

*The rise of early college experiences in high school show tremendous promise.*



# TRANSITIONS

## Objectives, Strategies & KPIs

### 3. Increase students' readiness to enter postsecondary education.

- 3a. Expand access to high-quality, early postsecondary opportunities.
- 3b. Develop digital resources to help students explore career interests and college options.
- 3c. Partner with public P-12 schools and postsecondary institutions to provide outreach to students to help them prepare and plan for college.

### 4. Increase enrollment in postsecondary education.

- 4a. Enhance college recruitment strategies through partnerships with postsecondary institutions and other stakeholders, with attention to underrepresented, minoritized, adult and low-income students.
- 4b. Work with education providers to streamline and simplify postsecondary admission processes.

## Key Performance Indicators

**Undergraduate Enrollment (State & Campus-Level):** Total unduplicated number of students who enroll in an undergraduate program in an academic year, either full-time or part-time.

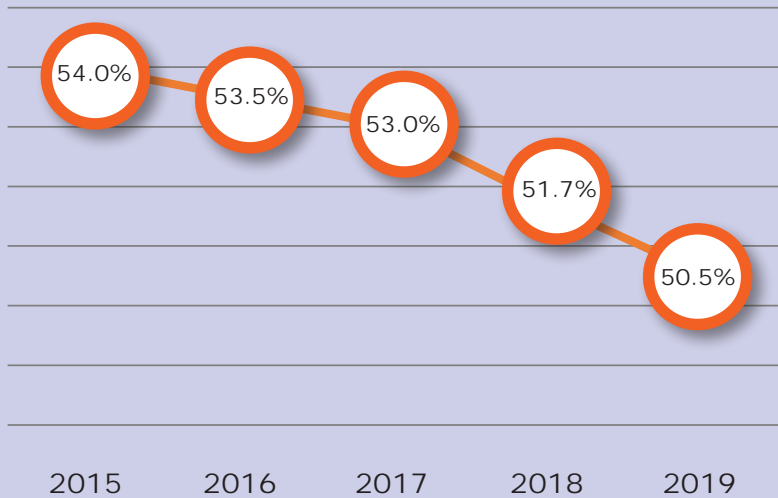
**College-Going Rate (State-Level):** Percent of recent Kentucky high school graduates who attend any in-state or out-of-state postsecondary institution in the summer, fall or spring following high school graduation.



# IMPROVING COLLEGE ACCESS

## Strengthening P-12 to College Transitions

**Kentucky must increase its in-state college-going rate.**



Percentage of KY high school students who enroll directly in an in-state public or private college the fall or spring following graduation.

Source: KY Center for Statistics (KYSTATS)



**45.3%**

Current in-state college-going rate of Hispanic students in Kentucky.



**44.6%**

Current in-state college-going rate of Black students in Kentucky.

## These statewide initiatives will help.



- A federal grant program administered by CPE
- Provides early college awareness & readiness
- Serves more than 12,000 high school and college students in low-income schools across Kentucky
- Teaches students how to plan, apply and pay for college
- Follows students from middle school through their first year of college
- Offers mentoring and support



## Commonwealth Education Continuum

- Collaboration of CPE, KDE, KHEAA and the Education & Workforce Development Cabinet
- Recommendations for more equitable early college experiences
- Strategies for improved college & career readiness
- Diversification of teaching & advising corps



# SUCCESS

## A Strategic Priority

### Statewide Successes & Challenges

Kentucky's colleges and universities made impressive gains in retention and completion over the last decade. The six-year graduation rate rose from 47.6% to 56.4% at public universities, while the three-year graduation rate at KCTCS jumped 13.3 points to 33%.

However, while institutions are narrowing completion gaps at a historic pace, more progress is needed to close them. The six-year graduation rate of African-American/Black, Hispanic/Latinx, indigenous and mixed-race students currently stands at 44%, and the three-year rate is 24.3%.

Increasing degree production for everyone is an overriding concern of this agenda, but we are not prioritizing quantity over quality. High-quality credentials equip students to thrive in a rapidly evolving world that demands critical thinking, ingenuity, flexibility and teamwork. From certificates to doctorates, we must ensure students master the content, skills and mindsets necessary for future success and fulfillment. The challenge is producing quality credentials at a pace commensurate with our overarching attainment goal.

### Systemwide Responses

In the years ahead, Kentucky higher education will double down on the widespread adoption of high-impact practices that research has proven to be effective. As we begin this agenda, CPE is launching the Kentucky Student Success

Collaborative, a one-of-a-kind center dedicated to the advancement of innovative strategies and best practices. This entity will increase our capacity to engage and unite campuses in more sustained, comprehensive improvement efforts.

We will continue to improve transfer from two-year to four-year institutions by helping students and practitioners understand how credits apply to specific degree programs across the state. We will promote credit for prior learning and accelerated programs to make our institutions friendlier for working-age adults, an underserved market that is critical to creating a more competitive workforce and reaching our 60x30 goal.

*The system will not prioritize the quantity of credentials over quality.*

Just as technology is revolutionizing the way we work, it is also transforming teaching and learning. Digital classrooms, global online collaborations and personalized learning software are only the beginning. Combined with face-to-face instruction, technology can accelerate and deepen learning in profound ways. But we cannot harness this powerful tool if educators lack training and resources, or if broadband access is not universally accessible and affordable.

Finally, we intend to make internships, apprenticeships, service and other forms of work-based learning a mandatory curricular experience. Students should be able to connect classroom learning to the world of work, and articulate these connections to employers. More robust employer partnerships will increase the relevance and responsiveness of academic programs, and ensure students are able to secure meaningful employment in their field of study.





**Kentucky will ensure more students earn high-quality degrees and credentials.**



# SUCCESS

## Objectives, Strategies & KPIs

### 5. Increase persistence in and timely completion of postsecondary programs.

- 5a. Share, implement and evaluate emerging, promising and proven practices supporting student success and college completion.
- 5b. Identify and promote efforts to ensure “on-time” program completion.
- 5c. Work with campuses and other state and national partners to close opportunity and success gaps for historically underserved students of color and students from low-income backgrounds.
- 5d. Work with education providers to limit barriers to enrollment and completion for adult learners and other students balancing the competing demands of work, life, family and school.

### 6. Maximize transfer of academic and experiential credit.

- 6a. Work with campuses to reduce barriers that prevent the seamless transfer of credit.
- 6b. Promote transfer opportunities and program pathways.

### 7. Ensure academic offerings are high-quality, relevant and inclusive.

- 7a. Work with campuses to ensure the essential competencies and outcomes outlined in the Kentucky Graduate Profile are embedded in all academic programs.
- 7b. Work with campuses to ensure academic and co-curricular offerings are equity-focused and inclusive.

### Key Performance Indicators

**Undergraduate Credentials Conferred (State & Campus-Level):** Total degrees and credentials awarded by public universities and KCTCS institutions.

**Graduation Rate (State & Campus-Level):** The percent of first-time, full-time credential-seeking students receiving a bachelor’s degree within 6 years at public universities, or an associate degree or credential within 3 years at KCTCS from their starting institution.

**2-Year to 4-Year Transfer (Campus-Level):** Percent of first-time, full-time credential-seeking students entering KCTCS in the fall who transfer to any in-state, 4-year public institution within 3 years of entry.

**Persistence Rate (State-Level):** Percent of first-time, credential-seeking students enrolled in the summer or fall who are still enrolled the following fall at any in-state postsecondary institution or, in the case of KCTCS students, have completed a credential.

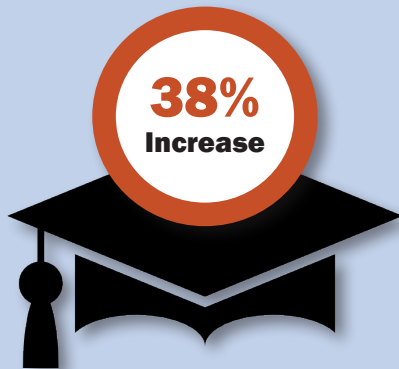
**Retention Rate (Campus-Level):** Percent of first-time, credential-seeking students enrolled in the summer or fall who return to the same institution the following fall.



# ACCELERATING SUCCESS

## Building on a Decade of Credential Growth

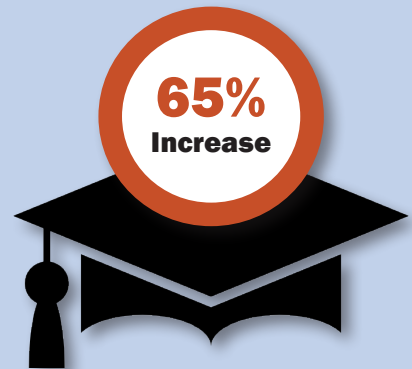
### Undergraduate Credential Growth Over the Last Decade:



In Certificate & Associate Degrees Awarded by KCTCS



In Bachelor's Degrees Awarded by Public Universities



In Credentials Awarded by Public Institutions to Underrepresented Minoritized Students

## The Kentucky Student Success Collaborative

To accelerate meaningful transformation around student success, CPE launched the KYSSC, a first-of-its-kind statewide program supporting greater degree completion and successful career transitions. KYSSC offers its higher education partners the following resources and assistance:

#### Professional Development

Virtual and online assistance based on campus priorities.

#### Communities of Practice

Collaboration and resource sharing around common challenges and opportunities.

#### Resource & Knowledge Hub

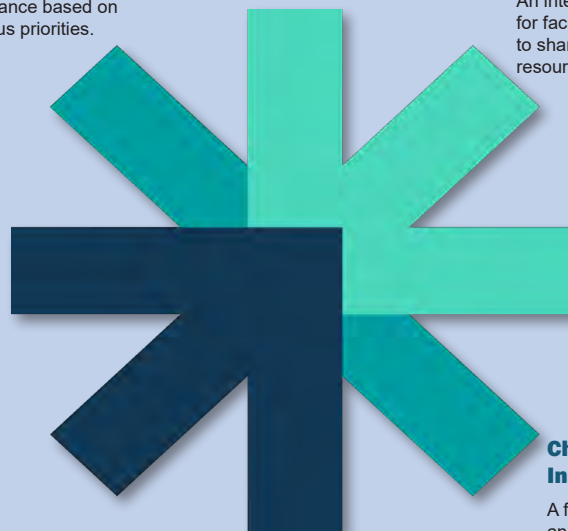
An interactive, online platform for faculty and practitioners to share experiences and resources.

#### Technical Assistance

Guidance from national organizations and thought leaders on issues and challenges.

#### Change Leadership Institute

A forum for faculty, staff, and administrators to build capacity for growth and innovation.



<https://kystudentsuccess.org>





**Kentucky will increase talent and innovation to support our communities, employers and economy.**





# TALENT

## A Strategic Priority

### Statewide Challenges

A primary purpose of postsecondary education is to produce adaptive, highly skilled workers to fuel the economy. In the recent past, a high school education was sufficient to secure gainful employment to support a family. However, automation and outsourcing are rendering these jobs nearly obsolete. As noted by the Georgetown Center on Education and the Workforce, two out of three high-wage jobs created in the U.S. since 2008 demand postsecondary experience.

A 2021 report by the Kentucky Chamber of Commerce estimates that the state has 90,000 to 100,000 job openings in any given month, and 65% to 85% of these vacancies require training, credentialing or degrees beyond high school. Data from the Chamber's Talent Pipeline Management (TPM) program show that only 30% of the state's jobs require a high school diploma or less, corroborating this finding.

At 56.3%, Kentucky currently has one of the lowest workforce participation rates in the nation. Poor health, substance use disorders and childcare shortages are partly to blame, but the lack of requisite skills and credentials is a large and growing part of the problem. The lack of active, skilled workers limits Kentucky's economic growth and expansion, increases spending on entitlement programs and reduces state tax revenues.

### Systemwide Responses

Kentucky must expand postsecondary access to undereducated, working-age adults to fill critical work shortages in healthcare, STEM fields, early childhood development and other high-demand areas. Work-based education opportunities, tuition

assistance and public-private partnerships like UPS's Metropolitan College can put adults to work while they gain valuable credentials that move them up the career ladder.

Endless debates pitting technical training against liberal arts education miss the larger point: today's graduates need both. We must ensure liberal arts graduates gain technical and vocational proficiencies, just as students pursuing more technical and vocational credentials gain exposure to the humanities and liberal arts.

CPE's recent partnership with the Quality Assurance Commons put essential employability skills front and center. The Kentucky Graduate Profile identifies career-focused learning outcomes that each graduate should demonstrate as part of their college curriculum. The Kentucky Graduate Academy, which includes representatives from each public campus, will assess the extent to which academic programs equip students with essential employability skills, making adjustments as needed.

**65% to 85%  
of Kentucky  
job openings  
require training  
beyond high  
school.**

Besides talent production, higher education institutions drive economic development through basic and applied research and business services. Innovations originating in laboratories are driven to the marketplace, spawning new companies and creating products and processes that improve our lives. This agenda will focus on strategies to ensure these efforts are aligned with the state's emerging and existing industries.

Finally, Kentucky's postsecondary system will continue its mission of regional stewardship by working with community partners to exchange knowledge and expertise for the mutual benefit of the Commonwealth.



## **TALENT**

### **Objectives, Strategies & KPIs**

## **8. Improve the career outcomes of postsecondary graduates.**

- 8a. Work with campuses to include a work-based learning or other career-relevant experience in all undergraduate programs.
- 8b. Work with colleges and universities to strengthen campus-based career advising and development.
- 8c. Facilitate meaningful partnerships between employers, community partners and education providers to improve the career outcomes of postsecondary programs.

## **9. Increase research and service to support strong communities and economies.**

- 9a. Identify high-growth, high-demand and high-wage industries by region and target postsecondary programs for increased enrollment in those areas.
- 9b. Encourage targeted research, the development of signature academic programs and expanded community engagement supporting Kentucky's high-need, priority areas.

## **Key Performance Indicators**

**Graduates Working or Pursuing More Education (State-Level):** Percent of certificate, associate and bachelor's degree graduates working in Kentucky or pursuing additional education one year after graduation.

**Graduate and Professional Degrees (State & Campus-Level):** Total number of graduate/professional degrees awarded in an academic year.

**Statewide Educational Attainment Goal (State-Level):** Percent of Kentuckians ages 25-64 with a postsecondary credential (certificate or higher).



# WORK-READY GRADUATES

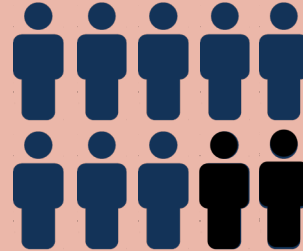
## Producing Talent for Kentucky Employers



Only **48%** of Kentuckians have skills training beyond high school, which **65%-85%** of jobs require.

Source: KY Chamber of Commerce, "20 Years in the Making: Kentucky's Workforce Crisis." September 2021.

**8 out of 10**



Kentucky businesses have trouble finding workers with the right skills.

Source: 2017 study conducted by Talent Pipeline Management, a statewide initiative of the Kentucky Chamber of Commerce.

## Kentucky Graduate Profile



In partnership with Kentucky campuses, CPE identified 10 essential skills that employers expect in college graduates. CPE is working with campuses to integrate these competencies into their curricular and co-curricular offerings.



# VALUE

## A Strategic Priority

### The Perceived Value of College

Even before the pandemic, Americans were questioning the value of higher education. The extent of this skepticism varies according to socioeconomic status, political party affiliation, geographic region and other factors.

A 2021 survey conducted by the American Association of American Colleges and Universities and the Bipartisan Policy Center asked adults whether college was definitely or probably still worth it. Overall, only 27% of respondents believed college was definitely worth it; another 33% said it probably was. While only half of low-income respondents said college was worth it, three-quarters of wealthy Americans did. Democrats expressed the strongest belief in college's worth (70%), followed by Republicans (53%) and Independents (52%).

### The Actual Value of College

Negative beliefs about the value of college, though widespread, are based more on feeling than fact. College's return on investment in strict financial terms depends on how much you paid for your degree and the marketability of your chosen field. Some students reap greater financial rewards than others. But to promote the belief that college is no longer a wise investment is a grave disservice to parents and students everywhere. While a college credential does not guarantee economic security, the lack of a credential most certainly limits earning potential and perpetuates generational poverty in our communities.

In September 2021, CPE released a study showing that among Kentucky's high school class of 2011, postsecondary graduates were earning substantially more money than high school graduates by 2019, despite fewer years of full-time work. The typical community college or university graduate recouped their higher education

investment in about three to five years, depending on the credential earned. Over a 30-year career, bachelor's degree graduates in Kentucky make \$1 million more than high school graduates, while those with associate degrees make nearly half a million more.

Although anecdotes about college loan debt regularly feature students owing upwards of \$100,000 or more, the average bachelor's degree graduate in Kentucky borrows between \$25,000 and \$33,000 for their degree.

### Systemwide Responses

The Council on Postsecondary Education will launch a statewide communications and public awareness campaign to counteract negative messages about the value of college perpetuated by the media and partisan pundits. We will educate individual students about the benefits of a college credential, and inform policy makers about how higher education increases tax revenue, decreases unemployment and entitlement program expenditures, improves health outcomes and produces a myriad of benefits that can't easily be quantified, like increased volunteerism and voting.

Part of this effort is helping Kentuckians understand that college is not only a four-year, residential undergraduate degree. There are a multitude of college options in our state, many technical in nature, that allow students to pursue careers in the skilled trades, ranging from short-term certificates to applied associate degrees.

It is our hope that increasing higher education's value proposition will lead to greater investment from both the General Assembly and the private sector. More profoundly, it will restore our belief in higher education's ability to put Americans on a path to future prosperity and fulfillment.

**Workers with a bachelor's degree make \$1M more than high school graduates over a lifetime.**





**Kentucky will improve public understanding that postsecondary education is key to greater opportunity and economic growth.**



## VALUE

### Objectives, Strategies & KPIs

## 10. Increase public belief in the power of postsecondary education.

10a. Conduct a public awareness campaign and develop communications strategies to promote college going and elevate the importance of higher education to Kentucky's residents and economy.

## 11. Build support for greater investment in postsecondary education.

11a. Communicate higher education's return on investment and the need for increased state and federal support.

11b. Seek funding from foundations and other external sources to support Strategic Agenda priorities.

### Key Performance Indicators

**State General Fund Appropriations (State-Level):** Percent change in net general fund appropriations for full-time equivalent students, excluding state financial aid or state monies for debt service.



# HIGHER EDUCATION MATTERS

## College-Educated Citizens Build a Better Kentucky

### College Benefits Individuals & Society



#### Earnings

College graduates earn more and are less likely to rely on public assistance.



#### Health

College graduates are more likely to be insured, exercise and enjoy better health.



#### Civic Responsibility

College graduates are more likely to vote, donate to charity and be civically engaged.



#### Literacy

College graduates are more likely to read to their children and be supportive of their education overall.



#### Employment

College graduates are more likely to find jobs and stay employed, even in a down economy.



#### Economy

The state gains more from college graduates through higher earnings and less dependence on public assistance.





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CPE thanks the following individuals for their contributions to this Strategic Agenda:

## Academic & Strategic Initiatives Committee

Lori Harper, Chair  
Muhammad Babar  
Colby Birkes  
Karyn Hoover  
Lucas Mentzer  
Richard Nelson  
Vidya Ravichandran  
Robert Staat  
Kevin Weaver

## CPE Staff to ASI Committee

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Lee Nimocks  
Melissa Young

## Campus Advisory Committee

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Bonita Brown, NKU  
Alicia Crouch, KCTCS  
Mason Dyer, AIKCU  
Renee Fister, MuSU  
Bob Goldstein, UL  
Tuesdi Helbig, WKU  
Katherine McCormick, UK  
Beverly Schneller, KSU  
Tanlee Wasson, EKU

## CPE Board (upon adoption on 11/5/21)

Lucas Mentzer, Chair  
Muhammad Babar  
Ronald Beal  
Colby Birkes  
Kellie Ellis  
Eric Farris  
Lori Harper  
Karyn Hoover  
Richard Nelson  
Vidya Ravichandran  
Madison Silvert  
Elaine Walker  
Kevin Weaver  
Carol Wright  
Jason Glass (ex officio)

**Thanks to Stefanie Ashley & Sarah Gilbert, ECU Facilitation Center, for leading focus groups & conducting executive interviews with:**

## Elected & State Officials

*Jacqueline Coleman*, Lt. Governor  
*Jason Glass*, Commissioner of Education  
*Regina Huff*, State Representative  
*Robert Stivers*, Senate President  
*James Tipton*, State Representative

*Stephen Pruitt*, Southern Regional Education Board  
*Yolanda Watson Spiva*, Complete College America  
*Henry Stoeber*, Association of Governing Boards  
*Belle Whelan*, Southern Association of Colleges & Schools  
*Amanda Winters*, National Governors Association

## National Organizations

*Jeremy Anderson*, Education Commission of the States  
*Rob Anderson*, State Higher Education Executive Officers  
*Thomas Brock*, Community College Research Center  
*Alex Chough*, National Council for Community & Education Partnerships  
*Michael Collins*, Jobs for the Future  
*Kim Cook*, National College Attainment Network  
*Matt Gandal*, Education Strategy Group  
*Debra Humphreys*, Lumina Foundation  
*Rebecca Martin*, National Association of System Heads

## University & College Presidents

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*Christopher Brown*, Kentucky State University  
*Tim Caboni*, Western Kentucky University  
*Eli Capilouto*, University of Kentucky  
*Paul Czarapata*, KCTCS  
*Robert Jackson*, Murray State University  
*David McFaddin*, Eastern Kentucky University  
*Jay Morgan*, Morehead State University  
*OJ Oleka*, Association of Independent KY Colleges & Universities  
*Ashish Vaidya*, Northern Kentucky University





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Thanks to all focus group participants:

## Focus Groups On Issues

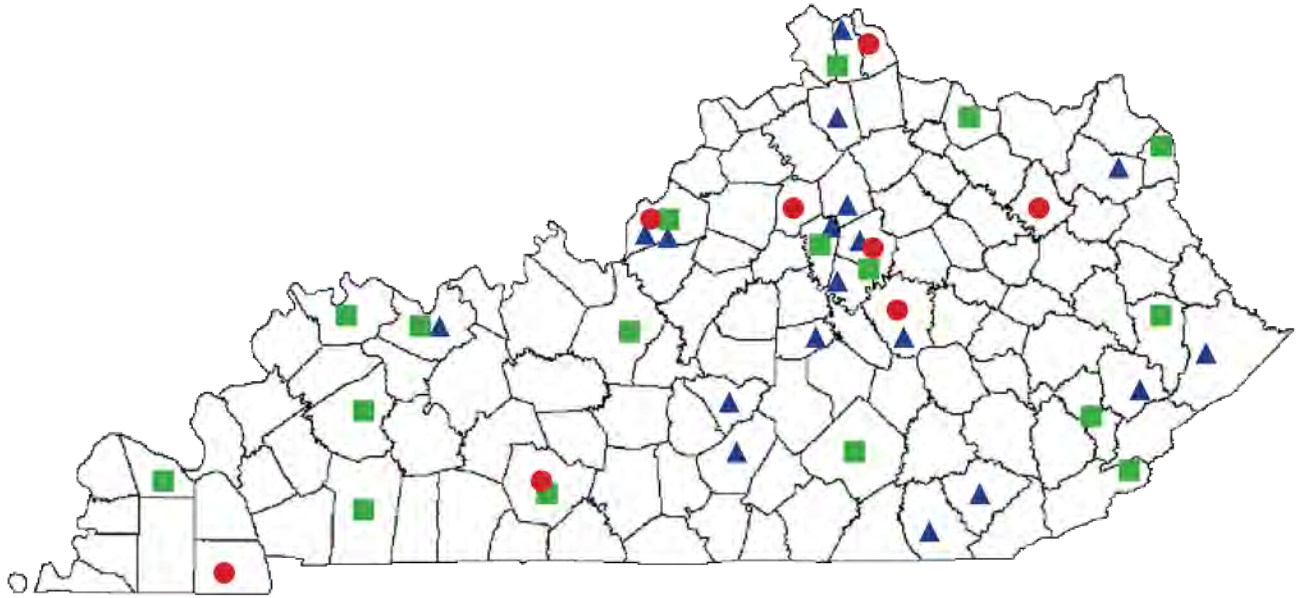
- Diversity, Equity & Inclusion
- College Affordability
- Transitioning from Postsecondary Education to the Workforce
- Engaging the Adult Learner
- Stronger Partnerships between P-12 and Postsecondary Education

## Focus Groups with Standing Committees

- **Student Advisory Group:** Eyouel Mehonnen, ECU; Aaron Nethery, MuSU; Abigail Stewart, UofL; Gregory Wieland, NKU; Emily Wiley, MoSU; Noah Young, UofL
- **Chief Business Officers:** Elizabeth Baker, UK; Buddy Combs, KCTCS; Jackie Dudley, MuSU; Mary Fister-Tucker, MoSU; Wendell Followell, KCTCS; Rick Graycerek, UofL; Ryan Green, ECU; Mike Hales, NKU; Brendan LeHane, KCTCS; Teresa Lindgren, MoSU; Shannon Means, UK
- **Chief Academic Officers:** Scott Cook, MCC; Laurie Couch, MoSU; Lori Gonzalez, UofL; Rob Hale, WKU; Larry Holloway, UK; Ashley Ireland, MuSU; Abdou Ndoye, NKU; Robert Pervine, MuSU; Jerry Pogatshnik, ECU; Greg Russell, MoSU; Beverly Schneller, KSU; Cheryl Stevens, WKU; Tim Todd, MuSU; Reneau Waggoner, HCC; Jennifer Wies, ECU; Beth Wiley, UofL; Kris Williams, KCTCS; Sara Ziegler, ECU
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- **CPE Senior Leadership Team:** Bruce Brooks, Leslie Brown, Ilona Burdette, Cody Davidson, Wayne Fielder, Jevonda Keith, Sarah Levy, Stephanie Mayberry, Shaun McKiernan, Travis Muncie, Dawn Offutt, Sue Patrick, Missy Ross, Kim Welch, Melissa Young



# KENTUCKY CAMPUSES



## ● Public Universities

Eastern Kentucky University  
 Kentucky State University  
 Morehead State University  
 Murray State University  
 Northern Kentucky University  
 University of Kentucky  
 University of Louisville  
 Western Kentucky University

## ■ Kentucky Community & Technical College System

Ashland Community & Technical College  
 Big Sandy Community & Technical College  
 Bluegrass Community & Technical College  
 Elizabethtown Community & Technical College  
 Gateway Community & Technical College  
 Hazard Community & Technical College  
 Henderson Community College  
 Hopkinsville Community College  
 Jefferson Community & Technical College  
 Madisonville Community College  
 Maysville Community & Technical College  
 Owensboro Community & Technical College  
 Somerset Community College  
 Southcentral Kentucky Community & Technical College  
 Southeast Kentucky Community & Technical College  
 West Kentucky Community & Technical College  
 KCTCS System Office Headquarters

## ▲ Association of Independent Kentucky Colleges and Universities

Alice Lloyd College  
 Asbury University  
 Bellarmine University  
 Berea College  
 Brescia University  
 Campbellsville University  
 Centre College

Georgetown College  
 Kentucky Christian University  
 Kentucky Wesleyan College  
 Lindsey Wilson College  
 Midway University  
 Spalding University  
 Thomas More University

Transylvania University  
 Union College  
 University of Pikeville  
 University of the Cumberlands





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The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.





Affordability



Transitions



Success



Equity



Talent



Value

# HIGHER EDUCATION Matters

A Campus Action Plan for Eastern Kentucky University

2022-2024



# AFFORDABILITY

## Objectives, Strategies & Targets

### 1. Reduce financial barriers to college enrollment and completion.

- 1a. Package financial aid to support the University's mission as a School of Opportunity. (Measure: Annual review of financial aid awards to analyze acceptance rates, class dynamics and adherence to budget priorities.)
- 1b. Implement a strategic budget process aligning with strategic plan priorities. (Measure: Annual review of strategic budget priorities for cost minimalization and resource allocation to support its mission as a School of Opportunity.)
- 1c. Maintain campus infrastructure, evidenced by the execution and completion of work orders, to reduce costs of catastrophic losses and increased emergency maintenance costs. (Measure: Annual review of deferred maintenance program to proactively maintain critical infrastructure pieces to reduce emergency maintenance costs.)
- 1d. Via housing and residence life, continue to offer housing scholarships for identified students that have a financial need preventing them from living on campus. (Measure: Annual review of housing awards.)

### 2. Improve the public's understanding of how to pay for college.

- 2a. Provide personalized, timely and quality service regarding OSS to university stakeholders via central student services. (Measure: Annual review of customer-service metrics, including email and phone volume, and OSS communications for timeliness, accuracy, and responsiveness.)



# TRANSITIONS

## Objectives, Strategies & Targets

### 3. Increase students' readiness to enter postsecondary education.

- 3a. Increase the number of dual credit partners in the region. (Measure: Annual review of the number of dual credit partners as measured by dual credit academic agreements.)
- 3b. Expand opportunities for engaging K-12 learners in college preparation and exploration programs. [Measure: Annual review of K-12 programming (natural areas, summer bridge, summer camps, etc.)]
- 3c. Create a new comprehensive digital presence aimed at supporting student interest and understanding of postsecondary opportunities at EKU. (Measure: Annual review of digital analytics and focus group feedback.)

### 4. Increase enrollment in postsecondary education.

- 4a. Develop and implement a new strategic enrollment plan. [Measure: Annual review of enrollment metrics and collaborative practices (yield, enrollment, progression, completion, etc.)]
- 4b. EKU's Center for Inclusive Excellence and Global Engagement will collaborate with campus partners to offer programming and provide consultation to recruit students and to increase retention and sense of belonging for historically marginalized students. (Measure: Annual review of URM and low-income student success metrics.)





## **SUCCESS**

### **Objectives, Strategies & Targets**

## **5. Increase persistence in and timely completion of postsecondary programs.**

- 5a. Collaborate with university and other institutional partners to identify student needs in Kentucky and experiment with implementation of student success projects. (Measure: Annual review of leading-edge student success projects and collaboration with university and external partners.)
- 5b. Identify and promote efforts to support progression and program completion. (Measure: Annual review of retention, progression, and completion rates.)
- 5c. Provide mental health services that empower students to make and sustain positive life changes that promote lifelong wellness. (Measure: Annual review of CCAPS scores to track change between each clinical contact.)

## **6. Maximize transfer of academic and experiential credit.**

- 6a. Streamline the review of academic credit to support transfer students' timely admission and enrollment and progress towards degree. (Measure: Annual review of transfer of credit metrics.)
- 6b. Support student transfer opportunities by concretizing program pathways. (Measure: Annual review of number of partners and numbers of program pathways.)

## **7. Ensure academic offerings are high-quality, relevant and inclusive.**

- 7a. Provide transformative experiences for students through events, activities, support services and engagement opportunities. [Measure: Annual review of student engagement assessment results (via focus groups, surveys, and attendance).]
- 7b. Create dynamic environments for innovation in teaching and learning by delivering programming for faculty that promotes educational excellence. (Measure: Annual review of innovative teaching, learning, and educational development programming for current practices, application and impact.)
- 7c. ECU Outreach and Engagement will modernize facilities infrastructure and diversify program offerings to continue to create safe, welcoming and engaging environments. (Measure: Annual review of training facilities and technology, event infrastructure, and program offerings.)
- 7d. Continue to examine program demand and effectiveness through the existing, rigorous Academic Program Review process. (Measure: Annual review of academic programs and resulting actions driven by economic data.)



## **TALENT**

### **Objectives, Strategies & Targets**

## **8. Improve the career outcomes of postsecondary graduates.**

- 8a. Expand the corporate educational partnership program to more employers and students. (Measure: Annual review of the numbers of partnerships and students.)
- 8b. Strengthen campus-based career advising through professional development of career and academic advisors. (Measure: Annual review of the numbers of advisors participating in professional development and the implementation of new initiatives.)
- 8c. Conduct an evaluation of current career advising programs and activities to identify new directions for work-based learning and career relevant experiences. (Measure: Creation of a comprehensive report of current practices.)

## **9. Increase research and service to support strong communities and economies.**

- 9a. Pursue innovative community partnerships that jointly advance the needs of the both the University and local community. (Measure: Annual review of established partnerships and outreach metrics with state and federal policymakers.)
- 9b. Identify economic trends and growth opportunities through the adoption of an updated program proposal process. (Measure: Annual review of the number of new proposed programs driven by Kentucky economic indicators.)



## VALUE

### Objectives, Strategies & Targets

## 10. Increase public belief in the power of postsecondary education.

10a. Create a new comprehensive digital presence aimed at supporting student interest and understanding of postsecondary opportunities at EKU. (Measure: Annual review of digital analytics and focus group feedback.)

10b. Regularly assess alumni regarding overall satisfaction and recommendations, program experience, continuing education, and employment and career satisfaction. (Measure: Annual review of survey results.)

## 11. Build support for greater investment in postsecondary education.

11a. EKU Development and Alumni Engagement will implement a new CRM to facilitate fundraising and engagement. (Measure: Conduct an analysis of the previous capital campaign and write fundraising goals based on strategies and initiatives identified by EKU.)



# TARGETS

## Key Performance Indicators

Key Performance Indicator	Baseline	Target
Time to Degree	4.17	4.0
Undergraduate Enrollment	12,070	12,250
Undergraduate Degrees/Credentials	2,406	2,500
Graduate Degrees	827	900
Retention Rate	73.9%	77.0%
Graduation Rate	52.3%	56.0%

**This document is ECU's Campus Action Plan, which details how the institution will carry out the objectives of the statewide strategic agenda, "Higher Education Matters." This plan also includes campus targets for key performance indicators.**

**March 2022**





Affordability



Transitions



Success



Equity



Talent



Value

# HIGHER EDUCATION Matters

A Campus Action Plan for  
Kentucky Community & Technical College System

2022-2024



# AFFORDABILITY

## Objectives, Strategies & Targets

### **1. Reduce financial barriers to college enrollment and completion.**

- 1a. Through enhanced advocacy and fundraising, engage in efforts to increase state appropriations and alternative revenue streams and reduce reliance on tuition revenue.
- 1b. Reduce financial barriers and time to degree by implementing effective guided pathways (beginning in high school for dual credit students) and ensuring faculty, staff and students understand and follow federal program applicability guidelines for financial aid purposes.
- 1c. Leverage and expand credit awarded for prior learning to accelerate credential completion and enhance the affordability of KCTCS.

### **2. Improve the public's understanding of how to pay for college.**

- 2a. Increase public awareness of the affordability of KCTCS through marketing the Work Ready Kentucky and Dual Credit Scholarships, with a special focus on adult and underrepresented populations.
- 2b. Enhance connections between students and employers that offer flexible scheduling, living wages and employer-paid tuition benefits to increase the number of students able to engage in high-quality, work-and-learn opportunities.
- 2c. Improve information dissemination and resources for current and prospective students to enhance their understanding of financial aid processes and awards.



# TRANSITIONS

## Objectives, Strategies & Targets

### 3. Increase students' readiness to enter postsecondary education.

- 3a. Enhance dual credit offerings and career/program pathways to increase the number of students participating in early postsecondary opportunities and earning entry-level postsecondary credits aligned to their career goals.
- 3b. Leverage funding from the Council on Postsecondary Education to deliver summer bridge programs to improve college preparation and retention for recent high school graduates.
- 3c. As an open access institution, better support entering students through first-year experience and co-requisite courses to help them become college ready, equip them with tools to meet the demands of higher education and guide them to their desired credential pathway.
- 3d. Support nontraditional and underprepared students participating in adult education to increase the number of adults becoming college ready and entering a postsecondary program.

### 4. Increase enrollment in postsecondary education.

- 4a. Enhance recruitment and simplify admissions and enrollment processes to make higher education more accessible, with a special focus on adult and underrepresented populations.
- 4b. Partner with the Kentucky Department of Education to implement statewide articulation for high school career and technical completers to increase postsecondary enrollment and ensure the acceptance of entry-level college courses.
- 4c. Utilize the new KCTCS Healthcare Careers Taskforce to develop and scale effective practices to increase enrollment and success in healthcare programs to quickly meet employer needs for critical care employees.
- 4d. Promote employer-sponsored apprenticeships and strategies to increase use of employer education benefits to drive incumbent worker enrollment in academic pathways.





## **SUCCESS**

### **Objectives, Strategies & Targets**

## **5. Increase persistence in and timely completion of postsecondary programs.**

- 5a. Develop high-quality, flexible program delivery models, online and face-to-face, that are relevant and scalable to increase program recruitment, retention and completion.
- 5b. Leverage proven guided pathways (recruitment to completion) to provide wrap-around learner services focused on successful transfer and/or employment.
- 5c. Enhance advising and career counseling, including earlier career exploration, to improve student persistence and success.
- 5d. Implement services and supports to assist more students in overcoming nonacademic barriers to student success.

## **6. Maximize transfer of academic and experiential credit.**

- 6a. Implement fair, equitable and streamlined processes for awarding credit for prior learning through work with curriculum committees, employers and other stakeholders.
- 6b. Increase transfer and reverse transfer with four-year institutions through enhanced data sharing, collaborative advising across institutions and policy review to ensure credits awarded to KCTCS students for prior learning are accepted by and transfer to Kentucky universities.
- 6c. Review, evaluate and revise (as appropriate) general and technical education programs to create stronger transfer pathways for students.

## **7. Ensure academic offerings are high-quality, relevant and inclusive.**

- 7a. Review/revise all general education and technical program/course of study competencies to ensure relevancy and alignment with transfer and workforce requirements.
- 7b. Continually review and revise programs and pathways to ensure education and training offerings are aligned with high-demand or high-need occupations that provide a living wage.
- 7c. Provide professional development for, and promote the use of, proven practices to ensure high-quality and inclusive learning experiences.



## **TALENT**

### **Objectives, Strategies & Targets**

## **8. Improve the career outcomes of postsecondary graduates.**

- 8a. Develop work-based learning opportunities (short- and long-term) for each technical program of study to include apprenticeships, FAME-like models, internships and clinicals.
- 8b. Utilize Handshake to provide a systemwide clearinghouse for work-based learning and employment opportunities for KCTCS students and alumni to enhance training opportunities and increase job placement rates.
- 8c. Support and provide leadership to the statewide Collaborative Business Outreach Team to better engage and assist companies with talent development.
- 8d. Increase the employability of students with significant financial need through the promotion of work study opportunities that allow for the attainment of work experience while completing an educational program.

## **9. Increase research and service to support strong communities and economies.**

- 9a. Increase KCTCS Workforce Solutions market penetration/expansion and business portfolio.
- 9b. Market and provide training for KCTCS' new Kentucky Education to Workforce GIS Application to enhance understanding of education and workforce alignment across the state and in local communities.
- 9c. Provide talent development services and financial resources (when applicable) via TRAINS funding to new and/or expanding Kentucky businesses.





## VALUE

### Objectives, Strategies & Targets

## 10. Increase public belief in the power of postsecondary education.

10a. Where applicable, support and execute the goals, priorities and strategies contained in the new 2022-2030 Statewide Strategic Agenda, “Higher Education Matters,” and amplify CPE’s messaging on the value of postsecondary education.

10b. Work with the Kentucky Department of Education to enhance equity, recruitment and marketing efforts to better engage K-12 teachers, counselors, parents and students about the value and opportunities KCTCS provides to obtain an affordable education that leads to employment in high-wage, high-demand occupations.

10c. Engage in marketing activities to increase public awareness of the value and affordability of KCTCS.

## 11. Build support for greater investment in postsecondary education.

11a. Create and implement a continual and planned program for engaging influencers (legislators and business leaders) in supporting KCTCS through strategic and recurring investments.

11b. Seek funding from foundations, alumni, communities and other external sources to support the goals and objectives in the 2022-2026 KCTCS Strategic Plan.



# TARGETS

## Key Performance Indicators

Key Performance Indicator	Baseline	Target
Time to Degree	2.93	2.7
Undergraduate Enrollment	70,233	74,517
Undergraduate Degrees/Credentials	39,548	41,600
Retention Rate	55.5%	58.5%
Graduation Rate	40.4%	43.2%
AA/AS Transfers	59.4%	65%

**This document is KCTCS's Campus Action Plan, which details how the system office and its campuses will carry out the objectives of the statewide strategic agenda, "Higher Education Matters." This plan also includes targets for key performance indicators.**

**March 2022**



Affordability



Transitions



Success



Equity



Talent



Value

# HIGHER EDUCATION *Matters*

A Campus Action Plan for  
Morehead State University

2022-2024



# AFFORDABILITY

## Objectives, Strategies & Targets

### **1. Reduce financial barriers to college enrollment and completion.**

- 1a. Improve the process for identifying students with financial need near degree completion and distribute funds to them and monitor their progress more effectively.
- 1b. Optimize the University's student scholarship program to enhance enrollment including that of out-of-state and international students. This includes both merit and need-based scholarships like the Eagle Assurance scholarship.
- 1c. Increase investment in merit-based scholarships for deserving Craft Academy, Governor's Scholars, Governors School for the Arts, Governors School for Entrepreneurs and other gifted student high school program participants, specifically targeting those students who have attended programs at MSU.
- 1d. Competitively position the University among regional comprehensive universities with respect to cost of attendance. Our goal is to remain among the lowest priced universities in the state.
- 1e. Evaluate and develop alternatives to effectively manage the University's rising pension costs. Savings would be passed on to students via stabilizing tuition and fees costs.
- 1f. Conduct a comprehensive campaign focused on raising funds for student scholarships.

### **2. Improve the public's understanding of how to pay for college.**

- 2a. Increase the matriculation of students participating in the Eagle Scholars program (high school dual credit) through more frequent and planned contact with MSU faculty/staff, including faculty/staff visits to each program or school, as well as high school students touring the MSU campus each year. Eagle Scholars participants have access to the same MSU services as residential students, including academic advising, early orientation, early scholarship awards and access to financial aid counselors.
- 2b. Identify and address the educational needs of our service region through regional education and outreach programs including TRIO, Upward Bound, Talent Search and the Educational Opportunity Center. These programs engage community partners to provide numerous services, including information on how to pay for college.





# TRANSITIONS

## Objectives, Strategies & Targets

### 3. Increase students' readiness to enter postsecondary education.

3a. Identify and address the educational needs of our service region through regional education and outreach programs, including TRIO, Upward Bound, Talent Search, and the Educational Opportunity Center. These programs work with community partners to provide numerous services, including preparing students for postsecondary work.

3b. Ensure Morehead's teacher preparation programs are producing an adequate number of high-quality, effective educators.

3c. Provide high school students in our region with opportunities for career exploration and college planning, with a means to illustrate their academic and leadership experiences throughout their educational career.

### 4. Increase enrollment in postsecondary education.

4a. Expand recruitment pipelines and strengthen connections to under-represented minority populations by visiting high schools with higher URM populations, increasing minority scholarship funding, developing stronger relationships with Black Achievers programs in larger cities and developing a new multi-cultural showcase on campus.

4b. Use predictive analytics to identify and guide student recruitment practices.

4c. Increase the matriculation of students participating in the Eagle Scholars program (high school dual credit) through more frequent and planned contact with university faculty/staff.

4d. Optimize the university's student scholarship program to enhance enrollment, including that of out-of-state and international students. Morehead has implemented new recruitment strategies in the bordering states of West Virginia and Tennessee to increase our enrollment.



## **SUCCESS**

### **Objectives, Strategies & Targets**

## **5. Increase persistence in and timely completion of postsecondary programs.**

5a. Support the overall success and retention of a diverse student body by creating and implementing a sophomore experience and creating a communication plan that incorporates campus-wide usage of an interactive calendar. This increases student responsiveness and involvement and leads to increased retention/completion.

5b. Use predictive analytics to proactively identify “at risk” students to aid in retention.

5c. Allocate adequate resources, both financial and personnel, to provide co-curricular experiences outside of the classroom including campus life, the arts and diversity/multicultural events. Research shows that students involved in campus life are more successful academically, thus leading to increased retention/completion.

## **6. Maximize transfer of academic and experiential credit.**

6a. Increase the number of KCTCS transfer students by expanding articulation/transfer agreements.

## **7. Ensure academic offerings are high-quality, relevant and inclusive.**

7a. Offer courses that are of high quality, grounded in theory, and delivered with excellent pedagogy.

7b. Evaluate current academic program offerings and maintain programs that are consistent with MSU’s mission, grow high-quality programs and develop new programs that produce successful graduates.

7c. Increase tenured and tenure-track faculty diversity through intentional recruiting approaches/practices.

7d. Recruit, retain and reward well-qualified faculty and staff with inclusive and diverse mindsets in thought and practice with a strong affinity for interacting with students. Provide diversity, equity, and inclusion training to faculty and staff. Actively engage with nationally based affinity groups when recruiting new faculty and staff.



## **TALENT**

### **Objectives, Strategies & Targets**

## **8. Improve the career outcomes of postsecondary graduates.**

- 8a. Implement high-impact learning practices (e.g., internships/practicums, clinical experiences, student research projects, study abroad, service learning, mentorships), with a goal for all undergraduate students to participate in at least one high-impact activity.
- 8b. Provide opportunities for career exploration and planning, with the means for students to illustrate academic, engagement and leadership experiences throughout their educational careers.
- 8c. Evaluate and improve student employment experiences via career services to ensure meaningful work experiences.

## **9. Increase research and service to support strong communities and economies.**

- 9a. Provide strategic engagement and service to address regional needs through strengthened and expanded partnerships.
- 9b. Coordinate and focus initiatives to support regional outreach.
- 9c. Identify and support economic development opportunities to improve the standard of living in Eastern Kentucky.
- 9d. Identify and address the educational needs of our service region via the regional education and outreach program, Small Business Development, which helps small businesses learn the basics of owning and running a business.



## VALUE

### Objectives, Strategies & Targets

## 10. Increase public belief in the power of postsecondary education.

10a. Enhance the promotion of MSU as a highly respected university for learning and working, and continue to cultivate our reputation of excellence.

10b. Allocate support and resources to promote MSU's reputation (internally and among peer institutions) in academic excellence and student success.

10c. Help promote CPE's Higher Education Matters statewide campaign.

## 11. Build support for greater investment in postsecondary education.

11a. Strengthen student success by cultivating increased private financial support for scholarships, experiential education, learning spaces, awards and fellowships.

11b. Clearly identify and communicate MSU's distinctive attributes to attract students, donors, faculty, staff, and education and industry partners.



# TARGETS

## Key Performance Indicators

Key Performance Indicator	Baseline	Target
Time to Degree	4.14	4.0
Undergraduate Enrollment	8,621	8,700
Undergraduate Degrees/Credentials	1,153	1,200
Graduate Degrees	237	300
Retention Rate	69.8%	75.0%
Graduation Rate	44.7%	48.5%



**This document is Morehead State University's Campus Action Plan, which details how the institution will carry out the objectives of the statewide strategic agenda, "Higher Education Matters." This plan also includes targets for key performance indicators.**

**March 2022**



Affordability



Transitions



Success



Equity



Talent



Value

# HIGHER EDUCATION *Matters*

A Campus Action Plan for  
Murray State University

2022-2024



# AFFORDABILITY

## Objectives, Strategies & Targets

### **1. Reduce financial barriers to college enrollment and completion.**

- 1a. Streamline net tuition pricing, which will simplify tuition and fee rates and provide more competitive rates.
- 1b. Monitor and minimize duplicate programs to save costs, which can be passed on to students.
- 1c. Provide students with timely and accurate advising information by establishing a President's Task Force on Advising. Enhanced advising should quicken time-to-graduation and thereby reduce the cost of college.

### **2. Improve the public's understanding of how to pay for college.**

- 2a. Conduct money management sessions for incoming and enrolled students.
- 2b. Work with our regional Campus Advisory Councils and our campuses in Hopkinsville, Madisonville, Paducah and Henderson to offer financial aid workshops and informational sessions on college costs to prospective students and their families.



# TRANSITIONS

## Objectives, Strategies & Targets

### **3. Increase students' readiness to enter postsecondary education.**

- 3a. Through the Road Scholars program, send faculty and professional staff into regional high schools to increase college readiness and recruitment, with special attention to diversity, equity and inclusion.
- 3b. Enhance and expand TRIO initiatives to improve college readiness with a focus on diversity, access and inclusion.
- 3c. Work with CPE to expand summer bridge programming.

### **4. Increase enrollment in postsecondary education.**

- 4a. Use predictive analytics to guide recruitment activities.
- 4b. Provide timely answers to students' and families' foundational questions within and outside of business hours.
- 4c. Collaborate with Admissions, Student Financial Services, Academic Affairs and others to review test optional admissions to promote equity and increase enrollment.
- 4d. Streamline automated admission for populations currently taking courses at the university.
- 4e. With our regional P-12 partners, further invest in high school dual credit initiatives (through the Racer Academy) and create postsecondary pathways to increase yield rates.



## **SUCCESS**

### **Objectives, Strategies & Targets**

## **5. Increase persistence in and timely completion of postsecondary programs.**

- 5a. Deploy internal analytics to increase student progression metrics (at 60 and 90 hours).
- 5b. Enhance discussions and partnerships among and between academic colleges to increase degrees awarded in high need areas.
- 5c. Through enhanced collaboration between the divisions of Student Affairs and Academic Affairs, increase first-to-second year student retention rates via a new retention model with new resources.
- 5d. Promote the benefits of Residential Colleges with living and learning communities to increase student satisfaction, which could lead to enhanced retention.
- 5e. Increase six-year graduation rates through mentoring and coaching, with special attention to diversity, access, and inclusion.

## **6. Maximize transfer of academic and experiential credit.**

- 6a. Increase the number of stackable credentials and programs offered with a focus on adult learners.
- 6b. Working with KCTCS, increase the number of transfer agreements that smooth the transition from two-year to four-year programs.

## **7. Ensure academic offerings are high-quality, relevant and inclusive.**

- 7a. Work with each college/school to ensure at least one of its programs receives certification from the Quality Assurance Commons.
- 7b. Further develop certificates and micro-credentials offered by each of Murray's six academic colleges/schools and the Center for Adult and Regional Education to enhance academic and workforce relevance.
- 7c. Enhance the overall internationalization of campus with faculty involvement in high quality programs in niche markets like Shandong Business and Technology University in China, where over 500 students are enrolled.
- 7d. Continue to focus on STEM+H programs to meet needs of the Commonwealth.
- 7e. Enhance our current academic program inventory of 24 programmatic-accredited offerings, which is the gold-standard for program accreditations across all colleges and schools.
- 7f. Maintain or increase national academic quality rankings, which could enhance graduates' return on investment.





## **TALENT**

### **Objectives, Strategies & Targets**

## **8. Improve the career outcomes of postsecondary graduates.**

- 8a. Advance Murray State Athletics' plan to maximize achievement in "The Racer Way," which teaches student athletes leadership, perseverance, grit and successful life skills.
- 8b. Increase university/industry partnerships and advisory committees to strengthen the connection between school and work.
- 8c. Increase internship applications in our Career Services office through Handshake with regional and national companies.

## **9. Increase research and service to support strong communities and economies.**

- 9a. Enhance support, particularly in the School of Engineering, to better address new industries in the Commonwealth (e.g., the new Ford electric battery plant in Glendale, KY).
- 9b. Increase external grant submissions to guide recruitment strategies and help local communities.
- 9c. Support our region in rebuilding efforts from the devastating tornadoes of December 2021.



## VALUE

### Objectives, Strategies & Targets

## 10. Increase public belief in the power of postsecondary education.

10a. Enhance Murray State University's brand awareness.

10b. Maximize Murray State University's messages to prospective students and families and track press releases and other communications.

10c. Continue to affirm, communicate and amplify CPE's Higher Education Matters campaign with messages about higher education's return on investment.

## 11. Build support for greater investment in postsecondary education.

11a. Continue to serve as the cultural hub of the region with regard to the visual and performing arts.

11b. Increase fundraising from private sources through a new comprehensive campaign as Murray State University celebrates our Centennial.

11c. Support further regional economic development initiatives through our Center for Economic and Entrepreneurial Development.



# TARGETS

## Key Performance Indicators

Key Performance Indicator	Baseline	Target
Time to Degree	4.13	4.0
Undergraduate Enrollment	7,939	8,047
Undergraduate Degrees/Credentials	1,614	1,670
Graduate Degrees	623	680
Retention Rate	74.7%	81.0%
Graduation Rate	56.0%	60.0%

**This document is Murray State University's Campus Action Plan, which details how the institution will carry out the objectives of the statewide strategic agenda, "Higher Education Matters." This plan also includes campus targets for key performance indicators.**

**March 2022**



Affordability



Transitions



Success



Equity



Talent



Value

# HIGHER EDUCATION *Matters*

A Campus Action Plan for  
Northern Kentucky University

2022-2024





# AFFORDABILITY

## Objectives, Strategies & Targets

### **1. Reduce financial barriers to college enrollment and completion.**

- 1a. Redesign a financial aid model that leverages all aid and scholarship sources to best meet the financial needs of all students, including transfers.
- 1b. Invest in and expand access to pre-college, credit-bearing courses that are offered at a reduced rate, including the School-Based Scholars program, Young Scholars Academy, credit for prior learning, and pre-college summer academic programming. These courses enable students to come to college with credits they earned at a reduced cost.
- 1c. Embed financial health and literacy as a primary component within the holistic coordinated care model, which is designed to train advisors to assist students with any needs they present. Advisors will be trained to support students beyond standard academic advising.
- 1d. Continue to offer competitive tuition rates in both undergraduate and graduate accelerated online programs to increase enrollment.

### **2. Improve the public's understanding of how to pay for college.**

- 2a. Collaborate with regional P-12 partners to promote and provide financial literacy instruction.
- 2b. Increase the frequency of the webinar series "Stronger Together," which provides a financial overview of the costs to attend NKU to incoming students and their families.
- 2c. Redesign, simplify, and streamline communications on the true cost of college on university websites, marketing materials, and other correspondence.



# TRANSITIONS

## Objectives, Strategies & Targets

### 3. Increase students' readiness to enter postsecondary education.

3a. Implement a redesigned and expanded summer bridge program that provides all incoming first-year students an opportunity to acclimate to college, prepare for the rigors and pressures of academic coursework and earn college credit.

3b. Invest in and expand access to pre-college, credit-bearing courses that are offered at a reduced rate, including the School-Based Scholars program, Young Scholars Academy, credit for prior learning, and pre-college summer academic programming. The Young Scholars Academy allows students to earn college-level credit as they work toward an associate or STEM certificate.

3c. Align career outcomes and major selection within pre-college communications, and create degree maps to share with prospective students and parents that include information on the careers of program alumnae, as well as a list of companies that have hired our students.

### 4. Increase enrollment in postsecondary education.

4a. Review processes for admissions, financial aid and accounts payable with the goal of streamlining or bolstering processes to make them seamless for students, including communication strategies for each part of the process.

4b. Create innovative and strategic delivery modes for just-in-time and flexible course offerings.

4c. Form partnerships with regional employers and their employees to offer them pathways into degree programs.

4d. Launch and support accelerated online programs at both the graduate and undergraduate levels to serve the needs of adult learners and those balancing work, family and school. As part of this strategy, work with regional GED centers to offer discounted rates for college classes for those utilizing the center.

4e. Using the framework of Degrees When Due, continue to grow the “some college, no degree” population.

1. Focus advising work on degree-mining for 20,000 past NKU students with some college and no degree.
2. Invest in incentives to return, such as waiving fees, book stipends and past-balance forgiveness.



## **SUCCESS**

### **Objectives, Strategies & Targets**

## **5. Increase persistence in and timely completion of postsecondary programs.**

- 5a. Develop degree, co-curricular and career maps that provide students pathways to complete their degrees on time and avoid taking unnecessary classes.
- 5b. Develop and invest in the First-Year Student Success Hub that will centralize a coordinated care approach to academic advising and student support.
- 5c. Reduce registration holds, processes and procedures that hinder students' ability to seamlessly transition toward graduation.
- 5d. Develop a comprehensive first-year experience that transitions into engagement in high-impact practices through a variety of experiential learning opportunities.

## **6. Maximize transfer of academic and experiential credit.**

- 6a. Streamline and simplify pathways from two-year to four-year institutions, to include simplification of the application and on-boarding process for new transfer students.
- 6b. Establish a first-year advising center to support the transition from community college to a four-year college environment. This includes providing a coordinated care model campus-wide where advisors will be trained to support the unique needs of transfer students beyond academic advising.
- 6c. Participate in the Postsecondary Data Partnership (PDP) to support student success, which will provide key data points to better understand the transfer population in our region.
- 6d. Monitor and assess the Gateway2NKU pathway to leverage and promote a seamless transfer experience. NKU also will support its 300 partnerships and pathways with other community colleges.
- 6e. Develop more credit-for-prior learning options to help students get credit for knowledge they acquired outside of the classroom.

## **7. Ensure academic offerings are high-quality, relevant and inclusive.**

- 7a. Work with CPE's KY Graduate Profile to evaluate how essential skills are embedded in NKU programs. NKU will map program outcomes to the essential skills learned in courses and embed them in degree and co-curricular maps.
- 7b. Crosswalk the KY Graduate Profile Essential Skills with our general education program and our QEP Gear Up with Information Literacy to ensure the competencies align.
- 7c. Incorporate the Kentucky Graduate Profile Essential Skills into our High Impact Practices professional development efforts for faculty in the form of summer institutes and faculty learning communities.



## **TALENT**

### **Objectives, Strategies & Targets**

## **8. Improve the career outcomes of postsecondary graduates.**

- 8a. Introduce career readiness programming and initiatives within the First-Year Student Success Hub and redesigned first-year experience with targeted support to undeclared and undecided students.
- 8b. Align standardized career readiness competencies across career services, academic colleges and student success departments.
- 8c. Embed high-impact practices and experiential learning within the curricular and co-curricular experience, including a focus on career opportunities for all degree programs.

## **9. Increase research and service to support strong communities and economies.**

- 9a. Continuously monitor market analyses from our online provider partner, Academic Programs (AP), on programs that are in high demand in our region to assess regional needs, with eye toward developing relevant programs.
- 9b. Continue to seek external grants to address regional needs in healthcare, supply chain/logistics and IT, in collaboration with community partners.
- 9c. Initiate and launch a partnership with Coursera to offer non-credit, just-in-time learning opportunities for existing students, aspiring college students, 60-year-old learners, and community and corporate partners.



## VALUE

### Objectives, Strategies & Targets

## **10. Increase public belief in the power of postsecondary education.**

10a. Refresh NKU's brand strategy and positioning to promote the value proposition of an NKU education to all student population groups.

10b. Root the refreshed brand market plan in the Success by Design strategic pillars, highlighting our student success efforts.

## **11. Build support for greater investment in postsecondary education.**

11a. Finish the capital campaign and surpass the \$75M goal to increase scholarship and aid available to students, especially first-generation and underrepresented minorities.

11b. Seek external funding from a variety of foundations, including RC Durr and James Graham Brown, to support retention and career and community initiatives.





# TARGETS

## Key Performance Indicators

Key Performance Indicator	Baseline	Target
Time to Degree	4.36	4.2
Undergraduate Enrollment	11,672	11,854
Undergraduate Degrees/Credentials	2,223	2,300
Graduate Degrees	1,218	1,300
Retention Rate	70.0%	78.0%
Graduation Rate	49.7%	54.0%

**This document is Northern Kentucky University's Campus Action Plan, which details how the institution will carry out the objectives of the statewide strategic agenda, "Higher Education Matters." This plan also includes campus targets for key performance indicators.**

**March 2022**



Affordability



Transitions



Success



Equity



Talent



Value

# HIGHER EDUCATION *Matters*

A Campus Action Plan for the  
University of Kentucky

2022-2024



# **AFFORDABILITY**

## **Objectives, Strategies & Targets**

### **1. Reduce financial barriers to college enrollment and completion.**

- 1a. Remove barriers to students' access to financial grants and scholarships to support college enrollment and completion.
- 1b. Increase dual credit opportunities to reduce tuition costs for students.
- 1c. Continue to utilize UK LEADS and other grant programs to reduce financial barriers and assist in retention and completion for current students.

### **2. Improve the public's understanding of how to pay for college.**

- 2a. Work with CPE, KDE and public institutions to collaborate on programming and communications targeted at prospective students, their parent(s) and families, and their high school counselors to increase awareness of postsecondary options in Kentucky and how to finance them.
- 2b. Enhance communication and outreach to younger high school students and their parents/families to share messages about financing college, as well as providing timelines to help set expectations and ensure that students position themselves in a way to increase access and funding opportunities to pay for college.



## **TRANSITIONS**

### **Objectives, Strategies & Targets**

### **3. Increase students' readiness to enter postsecondary education.**

- 3a. Increase dual credit opportunities to enhance college going rates for high school partners, increase student readiness to enter postsecondary education and prepare high school students for college-level work.
- 3b. Enhance the college readiness of all entering students (both first-time and transfer) through summer preparatory programs, strengthening partnerships with high schools and community colleges and applying other innovative and data-informed strategies.

### **4. Increase enrollment in postsecondary education.**

- 4a. Support the ongoing implementation of a comprehensive, sustainable and detailed enrollment plan, including partnerships with corporate sponsors, to address the economic growth, workforce and societal needs in the Commonwealth, and leverage the strength of a comprehensive campus.
- 4b. Expand traditional in-person and online curricular offerings and leverage opportunities to develop transdisciplinary programs/majors/certificates to attract new enrollment, particularly working and non-traditional students.





# SUCCESS

## Objectives, Strategies & Targets

### **5. Increase persistence in and timely completion of postsecondary programs.**

- 5a. Expand access to and participation in high-impact practices (which have been proven to increase persistence and completion of postsecondary programs) within and beyond the traditional classroom, while maintaining academic and programmatic rigor and accreditation requirements.
- 5b. Enhance the success of our increasingly diverse student body by closing achievements gaps to help ensure timely degree completion through student-centered support systems.
- 5c. Continue/enhance tracking and reporting of all enrollment data, recruitment and retention strategies (including international students) for the university and units (annually) to ensure the success and matriculation of all students.

### **6. Maximize transfer of academic and experiential credit.**

- 6a. Continue work with KCTCS and other institutional partners to build out 2 + 2 and other pathway programs.
- 6b. Support the ongoing Implementation of a comprehensive, sustainable, and detailed enrollment plan that increases knowledge about transferability of coursework and time to degree of transfer students.
- 6c. Continue work with senate and college stakeholders to increase and add flexibility for academic and experiential credit.

### **7. Ensure academic offerings are high-quality, relevant and inclusive.**

- 7a. Expand access to and participation in high-impact practices within and beyond the traditional classroom, while maintaining academic and programmatic rigor and accreditation requirements.
- 7b. Further define and ensure core skills such as critical thinking and communications and competencies necessary for student success in both their chosen career paths and as citizens.



## **TALENT**

### **Objectives, Strategies & Targets**

## **8. Improve the career outcomes of postsecondary graduates.**

8a. Improve workforce training by weaving opportunities for undergraduate research and internships, collaborative externships and non-traditional student training into existing institutional experiences.

8b. Continue to strengthen career advising by utilizing a personalized advising model and technology platforms to connect students to employers.

8c. Develop relationships with corporate sponsors to help upskill their current workforce.

## **9. Increase research and service to support strong communities and economies.**

9a. Improve workforce training by weaving opportunities for undergraduate research and internships, collaborative externships and non-traditional student training into existing institutional research priority areas and new domains of research.

9b. Utilize UK's Innovation Connect to incentivize innovation and commercialization of research, international research and industry and private sector partnerships through deliberate investment in an innovation infrastructure.



## VALUE

### Objectives, Strategies & Targets

## 10. Increase public belief in the power of postsecondary education.

- 10a. Support CPE's campaign to raise awareness of the importance of postsecondary education by providing content that can be shared as part of the campaign and, in turn, by sharing campaign content on institutional platforms.
- 10b. Increase creation and distribution of content around the importance of enrolling and graduating first-generation students; lowering unmet financial need; and creating a more diverse and inclusive campus through increasing enrollment.
- 10c. Create a content hub for stories that extol the importance of higher education and the success of students who graduate from UK.

## 11. Build support for greater investment in postsecondary education.

- 11a. Actively support legislation that seeks to expand the numbers of health care professionals, specifically nurses, in support of UK's efforts to expand the numbers of nursing students it will enroll and educate in coming years.
- 11b. Focus fundraising efforts as part of the capital campaign "Kentucky Can: The 21st Century" on scholarships, particularly for first-generation students who often have more financial need and come from diverse backgrounds, and UK LEADS grants and scholarships, which specifically address unmet financial need.



# TARGETS

## Key Performance Indicators

Key Performance Indicator	Baseline	Target
Time to Degree	4.13	4.1
Undergraduate Enrollment	22,246	23,000
Undergraduate Degrees/Credentials	5,011	5,406
Graduate Degrees	2,182	2,300
Retention Rate	85.7%	87.0%
Graduation Rate	67.9%	70.0%

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**March 2022**





# HIGHER EDUCATION *Matters*

A Campus Action Plan for  
University of Louisville

2022-2024



# AFFORDABILITY

## Objectives, Strategies & Targets

### **1. Reduce financial barriers to college enrollment and completion.**

- 1a. Dependent on the availability of additional funding, expand or continue student persistence grants (proposed budget increase from \$350,000 to \$570,000 per year).
- 1b. Fully implement TRIO Student Support Services (SSS) with funding from the U.S. Department of Education to increase retention and graduation rates by offering financial and other related personal support to first-generation and low-income students.
- 1c. Maintain READY mentoring for first-generation and low-income students, with participants receiving up to \$800 in grant support.
- 1d. Maintain the student emergency fund with both institutional and external philanthropic support.
- 1e. Implement a robust, single-entry system that streamlines the process for students applying for grants/scholarships by minimizing application and search barriers and maximizing access to funding from all sources, both internal (campus-wide) and external (vetted).

### **2. Improve the public's understanding of how to pay for college.**

- 2a. Educate students and families about financial aid and other resources to meet college costs through a multi-faceted and targeted approach to resource allocation in support of campus, community and state partners.
- 2b. Implement corporate, partner-focused campus visits and learning cafés to provide resources on funding opportunities and other sources to assist with paying for college.
- 2c. Schedule and organize presentations with community organizations to emphasize the importance of investing in their workforce and demonstrate the impact of this investment on employee retention, morale and development. Employers are strongly encouraged to provide tuition assistance as a benefit, with UofL offering a reciprocal tuition discount benefit to the employees and dependents of corporate partners who provide educational aid.



# TRANSITIONS

## Objectives, Strategies & Targets

### 3. Increase students' readiness to enter postsecondary education.

- 3a. Grow number of dual credit offerings and partnerships with public and private school districts across the state and begin the process of becoming NACEP accredited (note: no four-year public in KY is currently NACEP accredited).
- 3b. Expand access to the mathematics summer bridge program that addresses college readiness concerns and fosters belongingness (with demonstrated impacts on course pass rates and retention rates from fall to spring).
- 3c. Expand partnership with JB Speed School of Engineering to offer summer bridge programs (Calculus Preview Program and Brown Forman Engineering Academy) to address concerns about mathematics proficiency and student self-confidence within strategic underrepresented populations (e.g., minoritized students and female students in STEM).

### 4. Increase enrollment in postsecondary education.

- 4a. Centralize adult learner recruitment to ensure all academic and student support staff are conveying the same information and focusing on student success goals.
- 4b. Hire student success coaches experienced in and focused on the unique set of needs, priorities and obstacles adult students face.
- 4c. Partner with the online and instructional design teams within the Delphi Center for Teaching & Learning and the academic units to develop more online degree programs consistent with student and market demand data and explore how stackable certificates might be applied toward degrees.
- 4d. Work with education providers to streamline and simplify postsecondary admission processes.
- 4e. Increase the number and the type of recruitment programming and outreach activities of the Office of Undergraduate Admissions by sponsoring varied workshops and informational tours, as well as making admissions counselors available in person or by virtual appointments: <https://louisville.edu/admissions/visit>



## **SUCCESS**

### **Objectives, Strategies & Targets**

## **5. Increase persistence in and timely completion of postsecondary programs.**

- 5a. Actively participate in the CPE Student Success Cooperative, the APLU Powered by Publics Initiative and the SACSCOC Insight Data Equity Academy/Postsecondary Data Partnership/National Student Clearinghouse, all initiatives geared toward effectively using data to address the intersectionality of equity gaps through best practices shared among institutions with similar profiles or concerns. Additionally, engage with the EAB academic consultants through our Global Strategic Research Initiative.
- 5b. With the use of EAB Navigate (CardSmart), enhance on-time completion through targeted outreach to students who fail to register on time. Use mid-semester progress reports to identify students who need extra help by providing students with timely feedback on their progress during the first 5 weeks of class, with ample time to make thoughtful decisions before the last day to withdraw.
- 5c. Continue to address any achievement gaps through targeted programs such as TRIO and the Porter Scholars, as well as a newly renovated cultural center with dedicated counselors and programming committed to creating a welcoming and inclusive space on campus.
- 5d. Identify opportunities to expand REACH robust tutoring, peer assisted learning and academic coaching to support the diverse co-curricular/academic needs of undergraduate students, which has shown statistically significant differences in course grades and GPAs, 3-year retention rates and 4- and 6-year graduation rates for participants.
- 5e. Assign all students a student success coordinator to provide assistance with navigating institutional and personal barriers, as well as peer coaching to guide students through the decision-making process. Student Success Coordinators are trained to understand financial aid and paying for college to help students develop sustainable financial plans while also assisting them with obtaining persistence grants when they encounter unexpected financial barriers.

## **6. Maximize transfer of academic and experiential credit.**

- 6a. Prioritize pathways with KCTCS campuses, especially JCTC, through the ULTra program, including housing UofL advisors on JCTC's campus. Improve effectiveness of UofL Transfer Services on the JCTC campus, particularly as it relates to Evolve502 Opportunity Grant students.
- 6b. Articulate reverse degree opportunities with KCTCS campuses as a stepping-stone to a BA/BFA/BS/BBA.
- 6c. Explore establishing pathways with Ivy Tech.
- 6d. Establish additional completer degree programs that offer maximum credit for transfer credits, prior and experiential learning.
- 6d. Advertise a new "completer" BS degree in General Studies, which includes the possibility of 24 hours earned through PLA.



## **SUCCESS**

### **Objectives, Strategies & Targets**

## **7. Ensure academic offerings are high-quality, relevant and inclusive.**

7a. Modify institutional academic program review to include current student demand, market and graduate outcome data provided within the Gray Associates (PES+) platform.

7b. The Sr. Vice Provost, Vice Provost for UG Programs and Director of Career Services will lead a campus team to work with the Graduate Profile Academy through an environmental scan of sites where essential skills already exist in the curriculum. Then, they will design a campus-wide project to crosswalk Cardinal Core (general education) outcomes and essential skills.

7c. Conduct a thorough review of all Cardinal Core diversity competency classes and design a more accurate rubric for assessment.





## **TALENT**

### **Objectives, Strategies & Targets**

## **8. Improve the career outcomes of postsecondary graduates.**

8a. In alignment with the university's "Great Place to Learn" pillar of the strategic plan, provide a coordinated effort around experiential learning and undergraduate research through the new Center for Engaged Learning (launched fall 2021). The center prioritizes underrepresented students and consists of two units: Office of Undergraduate Research and the Office of Experiential Learning.

8b. Within the required first-year experience course, lead students through a series of strength, majors, career and values assessments to help focus their academic and co-curricular choices to support the employability skills needed for their chosen career.

8c. Require all engineering students to complete 3 semesters of full-time employment in a cooperative education program. The new computer science program requires students to complete 2 semesters of full-time employment in an internship program.

8d. Establish scholarship programs with employers that include an internship component such as Metro College and Toyota Scholars.

## **9. Increase research and service to support strong communities and economies.**

9a. Work with institutional stakeholders to utilize the program market data available in the Gray Associates PES+ platform to identify new academic strategic opportunities.

9b. Continue the university's community engaged scholarship and service foci on signature partnerships in high-need areas (e.g., outreach to west-end schools, outreach to medically and dentally underserved regions such as the Redbird Clinic, Home of the Innocents, etc. through a grant funded by Delta Dental).

9c. Develop new academic partnerships tied to the region, such as the BA in Business, Franchising (with YUM), a 3+3 in Pharmacy with Sullivan University.

9d. Further realize the university's "Three Grand Challenges" from our Strategic Plan: 1) Empowering our Communities; 2) Advancing our Health; and 3) Engineering our Future Economy by focusing our research on our community to foster equity and eliminate gaps in health, educational and economic attainment.

9e. Continue work to maintain our status as a Carnegie Community Engaged Institution. Next application submission is in 2025.





## VALUE

### Objectives, Strategies & Targets

## 10. Increase public belief in the power of postsecondary education.

10a. Deploy the recently launched new branding campaign that stresses how UofL can prepare students for life after graduation through enhancing their success and mobility.

10b. Align strategic priorities to affirm full institutional commitment to the statewide higher education campaign to increase participation in and public perception of higher education.

## 11. Build support for greater investment in postsecondary education.

11a. Emphasize career exploration and its connections to academic achievement through all FYE experience classes (required for every incoming first-time student).

11b. Maximize several major grant awards from philanthropic organizations to support undergraduate student success. For example, the James Graham Brown Foundation awarded \$2.5 million to enhance student success in STEM pathways classes, while the Gheens Foundation granted UofL \$2 million to support the development of our strategic plan.

11c. Continue to offer the Math Xcelerator summer bridge program with a \$75,000 investment from Canon Printing that will help fund summers 2022-2025.



# TARGETS

## Key Performance Indicators

Key Performance Indicator	Baseline	Target
Time to Degree	4.3	4.2
Undergraduate Enrollment	16,118	16,500
Undergraduate Degrees/Credentials	2,991	3,200
Graduate Degrees	2,077	2,150
Retention Rate	76.6%	83.0%
Graduation Rate	61.6%	63.0%

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**March 2022**



Affordability



Transitions



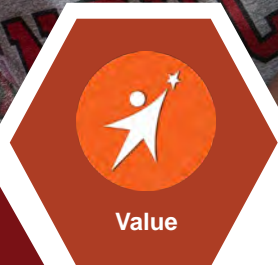
Success



Equity



Talent



Value

# HIGHER EDUCATION *Matters*

A Campus Action Plan for  
Western Kentucky University

2022-2024



# AFFORDABILITY

## Objectives, Strategies & Targets

### 1. Reduce financial barriers to college enrollment and completion.

1a. Incorporate student need & other factors in financial aid decision-making that include assistance provided but not limited to the following:

- Continue The Hilltopper Guarantee, which provides 100% tuition coverage for any first-time, first-year student from KY who receives Pell Grant assistance and has at least a 3.0 cumulative high school GPA.
- Utilize the WKU Opportunity Fund for short-term financial assistance for students in the form of Emergency Aid Grants, Completion Grants, etc. to promote retention and persistence to graduation.
- Maintain support for the expanded WKU Academic Merit, Transfer, WKU Family, Military, TIP, Border State, and Hilltopper Guarantee programs to maintain affordable access to higher education.
- Provide WKU Educator Discount to assist KY teachers in graduate learning by providing in-state tuition rates for educators from states with reciprocal teaching qualifications with KY.

1b. Moderate tuition and fees increases:

- Institute a 2% increase in FY 22.
- Hold tuition and fee increases to less than 1% in FY23.
- Petition CPE for tuition increase approval processes to be structured so that rates are approved earlier than current practice, allowing students to make informed financial decisions regarding attendance and choice of institution.

1c. Reduce campus expenses and cost increases:

- Allow flexibility in choosing which mode of delivery/location students prefer at WKU that best fits their needs and schedules without concern of additional expense.
- Eliminate distance learning fees.
- Continue to explore means to support promotion of retention and persistence.
- Provide fee waivers and/or reduced fees for WKU admissions applications and assist with FAFSA completion and course selection.





## **AFFORDABILITY**

### **Objectives, Strategies & Targets**

## **2. Improve the public's understanding of how to pay for college.**

2a. Provide informational resources and advising including but not limited to the following:

- Counsel students and their families on financial planning via workshops, one-on-one appointments and other timely interventions (rate of participation among WKU students to exceed 90%).
- Train faculty and staff to assist with providing basic financial assistance to students.
- Provide Spanish versions of basic FAFSA information on the online resource center.

2b. Enhance FAFSA completion:

- Continue WKU SFA staff partnership with KHEAA to provide staff support for 22+ FAFSA completion events in the regional service area.
- Educate the campus community and promote the one-on-one FAFSA completion assistance provided by WKU Educational Opportunity Center (EOC), a TRIO Program.
- Expand outreach regarding the necessity of FAFSA completion for both incoming and returning WKU students.

2c. Improve information flow and quality with college access professionals:

- Enhance relationship with KHEAA, KASFAA, and High School-WKU TRIO programs (Educational Talent Search 1-2-3- and Upward Bound) to bring guidance counselors to campus for 2 events or more per year for training workshops and/or informational luncheons.
- Connect regional recruiters to their area's high schools for in-school workshops there.





# TRANSITIONS

## Objectives, Strategies & Targets

### 3. Increase students' readiness to enter postsecondary education.

3a. Afford opportunities for high school and high school graduate to prepare for college at WKU:

- Offer high-quality dual credit opportunities.
- Promote the Gatton Academy of Mathematics and Science.
- Operate a Summer Scholars' Bridge Program through CPE Grant support.
- Explore additional means to advance campus and e-learning opportunities.

3b. Facilitate virtual access to WKU for college and career exploration:

- Maintain webpages accessible on a variety of electronic devices.
- Use digital communications for transmitting admission processes and requirements.
- Aided by the Handshake Program, offer online access to career services for students associated with WKU, including dual credit and summer scholars, which incorporates mentoring/tutoring.

3c. Provide regular contact mechanisms with high schools and community colleges:

- Hold information fairs at WKU and in high schools.
- Continue college and university open house events.
- Establish/maintain/expand e-communication pathways.



# TRANSITIONS

## Objectives, Strategies & Targets

### 4. Increase enrollment in postsecondary education.

4a. Create targeted recruitment strategies for type of student and enlist assistance of alumni:

- Develop high school academies.
- Develop second- and third-year holistic experiences akin to the first-year village and LLCs, but tailored for the transfer student.
- Serve adult learners in 10 South Central Kentucky counties through our continued collaboration with the WKU TRIO project-Educational Opportunity Centers.
- Provide adults with orientation to college.
- Strengthen existing and develop new partnerships with businesses and the military to help adults initiate or complete a postsecondary degree.
- Evaluate barriers to higher education for low-income students, in addition to providing financial training and assistance.
- Continue the activities of ISEC, which works with the society of African American Alumni, Divine 9 (historically Black sorority/fraternity alumni associations) the NAACP, churches, and civic groups with an alumni presence to assist with recruitment.

4b. Streamline and simplify admission procedures:

- Explore further conditional acceptance practices during recruitment events.
- Implement Degree Works to improve degree and certificate program planning (DW is software used to facilitate academic advising and degree audits, and it empowers students by providing easy access to their path to graduation and career goals).
- Continue and, as possible, expand WKU TRIO projects that have a large alumni association to assist with PSE, transition and success.
- Pursue “stop out” and re-engagement strategies for students who abandoned their degree program prior to completion.
- Work with the accepted but non-matriculated population to determine why they are not pursuing a college education, and for their next year honor admission and scholarship awards.



# SUCCESS

## Objectives, Strategies & Targets

### 5. Increase persistence in and timely completion of postsecondary programs.

5a. Enhance and initiate practices to improve retention and graduation:

- Create a Comprehensive Advising Program for all years of college aided by our degree audit system, Degree Works, to provide 1) academic coaching to improve understanding and use of success resources, 2) career counseling for life after graduation and 3) 4-year financial plans to promote “4 to Finish” and overall understanding of long-term educational finances.
- Complement general and faculty advisor activities by continuing faculty advisor training and possibly expanding to a certified advisor program.
- Evaluate barrier courses to college readiness & completion and take progressive action.
- Improve degree and certification program planning, aided by Degree Works, and offer global and common learning experiences to 1) continue our Living and Learning Communities (LLCs), 2) develop opportunities beyond the first year, be they academic, recreational, social, and otherwise, and 3) facilitate global learning including study abroad especially in first two years.

5b. Create procedures to facilitate on-time graduation:

- Establish a comprehensive advising program to enable students to complete college in no more than 8 semesters (depending on the credits with which undergraduate students enter).
- Incorporate winter and summer courses into degree programs as needed to maintain on-time graduation.
- Schedule classes and institute class rotation schedules to facilitate degree progression and on-time graduation.
- Tailor High-Impact Practices (HIPs) to underserved and minoritized students to close opportunity gaps.

5c. Create programs focused on the success of URM and low-income students:

- Establish living and learning communities with a special focus on: 1) supporting and extending the Intercultural Student Engagement Center (ISEC), 2) implementing a first-generation student program to address their unique issues, 3) continuing the ISEC Black Male Initiative (WHY KNOT US), Black Female Initiative (WHY KNOT US TOO) and Hispanic/Latin initiative, each specifically focused on the postsecondary success of targeted populations (academic, social, emotional, financial) and 4) expanding the newly created ISEC Graduate Academy for URM graduate students.
- Grow TRIO programs.
- Explore the expansion of viable work options on campus, targeted scholarships, additional tutoring and supplemental instruction.

5d. Initiate procedures to facilitate the success of adult learners, including active duty and retired military personnel:

- Create appropriate online offerings for degrees/certificates/micro-credentials to fit the needs of adults currently in or planning to enter the workforce.
- Tailor communications and services specific to adults, and differentiate between undergraduate and graduate adult learners.
- Investigate the development of an Adult Learner Outreach & Orientation Multimodal Center.

### 6. Maximize transfer of academic and experiential credit.

6a. Facilitate transfer of dual credit courses, community college credit, and credit at other universities:

- Stay current with course transfer acceptability within the state.
- Work with community college advisors for 4-year programming.
- Request involvement in community college curriculum development that will affect transferability to WKU in order to articulate better transfer agreements.
- Evaluate credit for prior learning and experience.



## **SUCCESS**

### **Objectives, Strategies & Targets**

6b. Institute advising and fiscal procedures focused on transfer students:

- Update transfer marketing and communication plans.
- Clarify and enhance academic pathways.
- Conduct timely transfer audits.
- Work with departments on transfer credit facilitation by creating academic pathways with KCTCS and community colleges in the surrounding region and extending 2+2 programs.
- Continue to work with advisors at community colleges.
- Reimagine transfer orientation virtually and in-person.
- Reimagine transfer scholarships including GPA requirement level and competitiveness.

6c. Determine means for individuals to complete unfinished degrees through advancing the Degrees When Due project, among others.

## **7. Ensure academic offerings are high-quality, relevant and inclusive.**

7a. Ensure academic program standards are maintained:

- Conduct academic program reviews to facilitate continuous improvement of all academic programs.
  - Perform 5-year and annual program sustainability reviews.
  - Continue appropriate assessment of classes and programs.
  - Obtain regular, valid and reliable feedback from stakeholders.
  - Assess practices against aspirational higher education providers.
- Maintain accreditation standards for accredited programs and increase their numbers.
- Review and assess the Colonnade Program (WKU's General Education program), coupled with major degree programs that address the ten essential skills of the Kentucky Graduate Profile.
  - Review teaching methodologies and infrastructure to integrate best practices and incorporate, where possible, high-impact practices (HIPs), immersive learning in diverse cultures, process-learning, collaborative learning and others.
  - Provide training in pedagogy for all those who instruct students.
  - Maintain infrastructure and technology to support instruction.

7b. Establish and promote equity in academic and co-curricular activities:

- Support and enhance the Colonnade Program to:
  - Transform high enrollment courses into more active & inclusive environments.
  - Inspire greater student responsibility for learning.
  - Reimagine courses to expand new pedagogical ideas.
- Integrate best practices related to diversity, equity, and inclusion into teaching methods.
  - Provide training for faculty and staff to support equity in learning.
  - Develop our continued commitment to inclusive teaching.
  - Make pedagogy and assessment more equitable.
- Expand the Holistic Student Approach
- Create means to address unmet financial needs



## **TALENT**

### **Objectives, Strategies & Targets**

## **8. Improve the career outcomes of postsecondary graduates.**

8a. Establish experiential learning opportunities related to the student's prospective career path:

- Assist students with their individualized personal and professional development plan (an aspect of the Comprehensive Advising Program and thereby our Student Success Plan) that will serve as a guide for the pursuit and completion of a four-year degree in preparation for a successful career or entrance into further schooling/training.
- Develop hard and soft skills as well as cultivating global citizens through the Colonnade Program, a student's degree program and the Student Success Plan that will provide common intellectual experiences and high-impact practices.
- Facilitate internships, shadowing, part-time employment and the like in conjunction with the Academic Advising and Career Development Center (ACDC), the Innovation Campus at WKU, Global Learning and International Affairs, creative learning and research conducted by faculty and federal, state, and other public and private establishments.
- Consider the best means to centralize knowledge about and access to these experiential opportunities, such as expanding/developing experts or alumni in residence programs in the colleges.
- Create a modernized, flexible curriculum to allow for experiential learning hours to count toward degree programs.

8b. Continue to develop career-based activities:

- Support real-time and virtual advising and activities of ACDC related to career planning.
- Hold career fairs at the college and University levels involving prospective employers.
- Offer training opportunities through certificates, new market-relevant undergraduate degrees, graduate programs and other avenues.
- Involve the alumni association in enhancing career preparation.
- Provide career counseling in multiple modalities to prepare students for life beyond graduation.

8c. Facilitate business and other community partnerships:

- Develop connections via the Innovation Campus at WKU to facilitate business/faculty/staff/student partnerships.
- Involve the alumni association network to facilitate career connections.
- Use the Small Business Accelerator to aid in business development emanating from WKU research and/or community members.
- Provide continuing education opportunities for community members to enhance their employability and/or business development, including the current program of webinars and presentations by the alumni association and ACDC.



## **TALENT**

### **Objectives, Strategies & Targets**

## **9. Increase research and service to support strong communities and economies.**

9a. Align relevant academic programs with employment needs:

- Identify programs that specifically address these needs and create new ones to supplement ongoing ones where warranted.
- Create an Office of Undergraduate Research to facilitate experiential learning and coordinate activities with ACDC for internships and other outside WKU experiential learning opportunities.
- Enhance employment preparedness for graduates by strengthening the programs and career-focused opportunities in WKU's Graduate School.
- Support faculty scholarly and creative activities that address these high-need areas.
- Provide continuing education in these high-growth/demand/wage areas.

9b. Expand community engagement, especially in Kentucky's high-need areas:

- Develop/expand signature programs, degrees and credentials to address these areas.
- Align university priorities with communities, business and industry, educational institutions and others to create mutually beneficial cultural, environmental, scientific and social opportunities.
- Transform the WKU Center for Research and Development into a true Innovation Campus that engages corporations in collaborative research; incubates faculty, staff, and student ideas; cultivates and grows local businesses; and provides a hub for entrepreneurial growth and investment (see also 8a & 8c).





## VALUE

### Objectives, Strategies & Targets

## 10. Increase public belief in the power of postsecondary education.

10a. Promote WKU as an institution of excellence for higher education and career advancement:

- Develop a comprehensive communication plan.
- Foster and advocate for the WKU Experience.
- Use WKU campuses, colleges and departments for in-person and virtual forums as locations for said promotions.
- Engage alumni and highlight alumni successes, as well as promoting current student, faculty, and staff activities and successes.
- Associate WKU with opportunities for people of the region to be educated, entertained, assisted and inspired outside the classroom.

## 11. Build support for greater investment in postsecondary education.

11a. Communicate the return on investment of a WKU degree:

- Incorporate ROI information into the comprehensive communication plan.
- Provide summaries of the cost of attendance and benefits of a degree to students.

11b. Invest in the future:

- Examine university-related foundations' structures to determine if there are opportunities for efficiency or simplification that will enhance our ability to attract voluntary support and eliminate confusion.
- Assemble the necessary volunteer structure and involve deans and other senior leadership in support of a comprehensive fundraising campaign to support the University's Strategic Plan "Climbing to Greater Heights."



# TARGETS

## Key Performance Indicators

Key Performance Indicator	Baseline	Target
Time to Degree	4.14	4.1
Undergraduate Enrollment	15,287	15,746
Undergraduate Degrees/Credentials	2,843	3,000
Graduate Degrees	796	825
Retention Rate	72.8%	76.0%
Graduation Rate	57.4%	59.0%

**This document is Western Kentucky University's Campus Action Plan, which details how the institution will carry out the objectives of the statewide strategic agenda, "Higher Education Matters." This plan also includes campus targets for key performance indicators.**

**March 2022**



# STRATEGIC AGENDA IMPLEMENTATION UPDATE

Academic & Strategic  
Initiatives Committee

March 30, 2022



Affordability



Transitions



Success



Equity



Talent



Value

# Implementation Timeline

Nov. 5, 2021	Feb. 9, 2022	Jan.- Mar. 2022	Apr. 2022 & Beyond
<p>Council approved 2022-30 Statewide Strategic Agenda</p>	<p>Formal launch event &amp; State of Higher Education Address</p>	<p>Development of 2022-24:</p> <ul style="list-style-type: none"> <li>• Campus strategies</li> <li>• Campus targets</li> <li>• Statewide action plans</li> <li>• Statewide targets</li> </ul>	<ul style="list-style-type: none"> <li>• Annual campus presentations begin</li> <li>• Council work sessions &amp; focused discussions on each priority</li> <li>• Regular updates to ASI Committee</li> </ul>





## Launch Event Feb. 9, 2022

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Over 200 attendees

61 live YouTube viewers

230+ YouTube replays

Several follow-up media  
interviews and articles

### State of Higher Education Address

As part of unveiling the state's new strategic agenda, CPE President Aaron Thompson presented the State of Higher Education in Kentucky address which was followed by a panel discussion featuring key leaders in education and the workforce. The group discussed Kentucky's progress, challenges and next steps for increasing greater student success and economic vitality in the Commonwealth.

2022 State of Higher Education Address

Watch later Share

## State of Higher Education

President Aaron Thompson  
Kentucky Council on Postsecondary Education

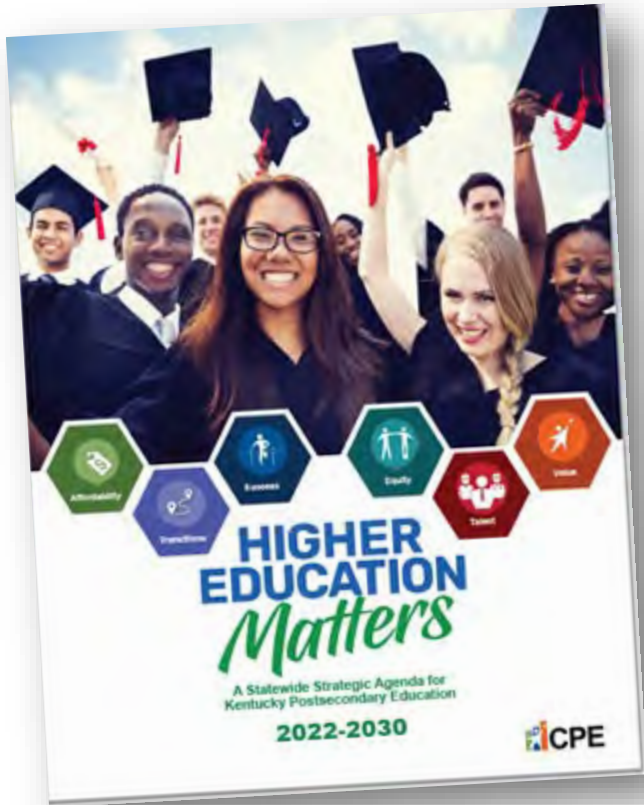
Featuring Panelists:

 Ashli Watts Kentucky Chamber of Commerce	 Bob Jackson Murray State University	 Jason Glass Kentucky Department of Education	 Aliya Cannon Northern Kentucky University
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Watch on YouTube



# STRATEGIC AGENDA WEBPAGE



- ✓ Description of Each Priority
- ✓ Campus Strategies and Targets
- ✓ Statewide Action Plan
- ✓ Full Document for Download
- ✓ Key Performance Indicator Dashboard

<http://cpe.ky.gov/ourwork/strategicagenda.html>

## KEY CAMPUS STRATEGIES

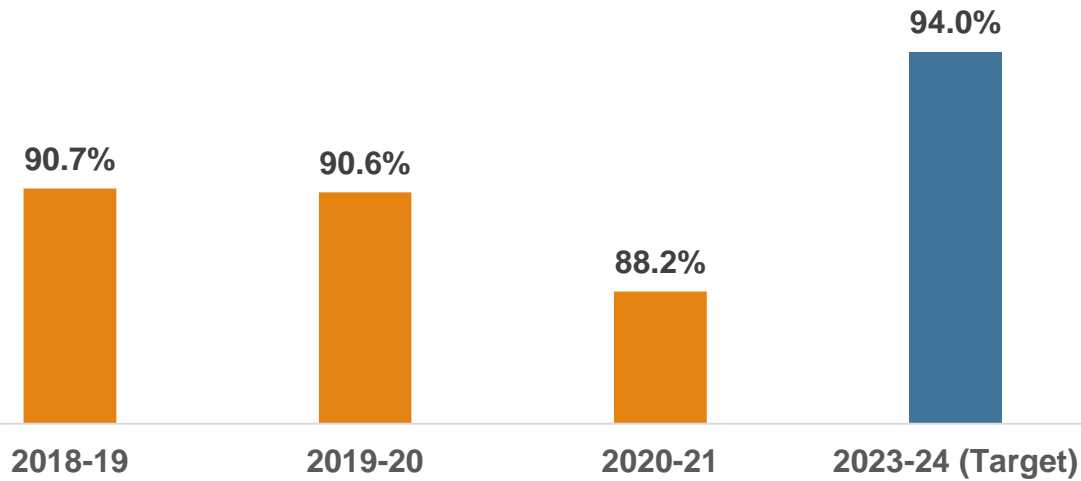


### AFFORDABILITY

- Student financial aid increases
- FAFSA education/awareness
- Cost efficiency measures
- High school dual credit as cost-saving measure
- No/low fees to apply or take online courses
- Employer partnerships to increase tuition benefits

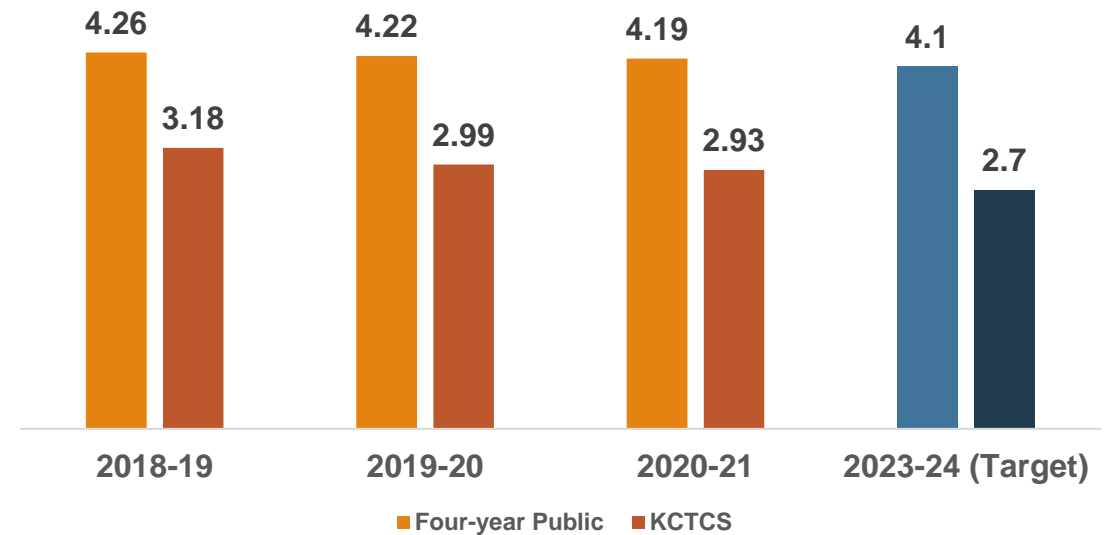
# AFFORDABILITY KPIs

## FASFA Completion



Statewide Target = 94%

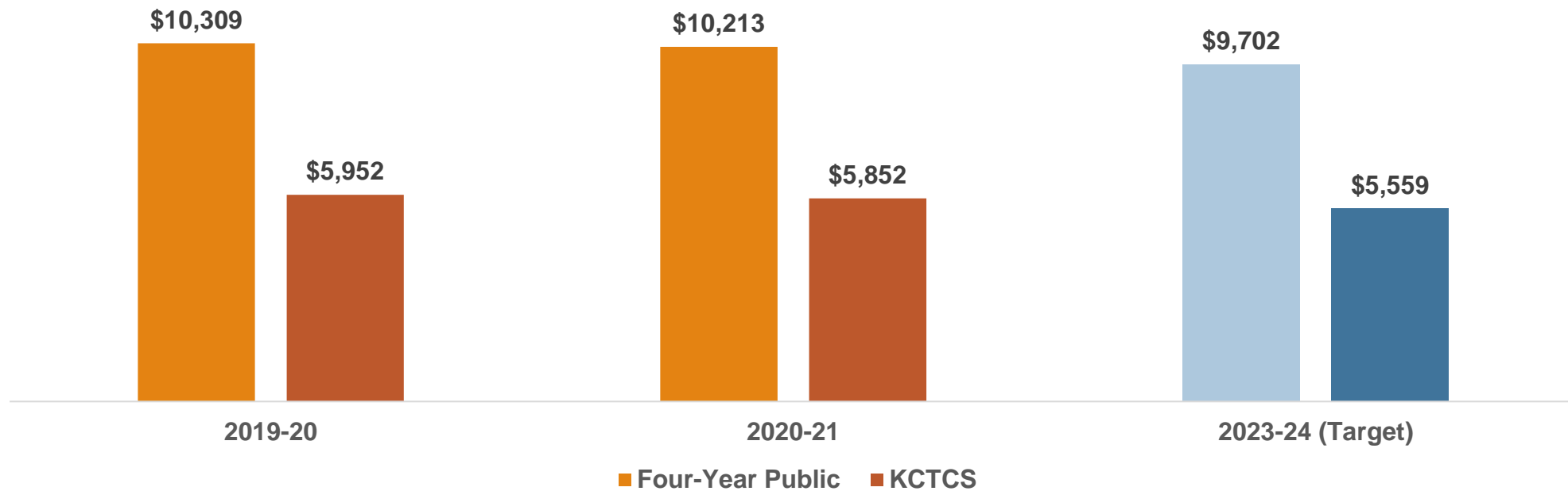
## Time-to-Degree



Statewide Target = 4.1 Years (universities), 2.7 Years (KCTCS)

# AFFORDABILITY KPIS

## Unmet Financial Need



Statewide Target = Decrease by 5%

## KEY CAMPUS STRATEGIES

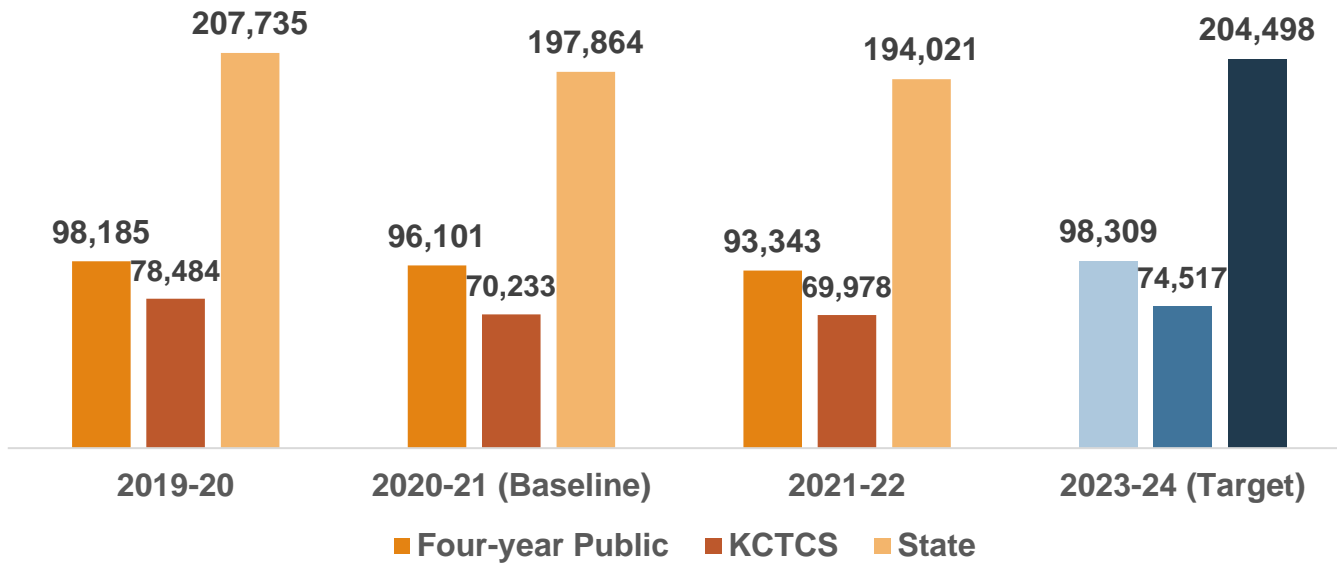


### TRANSITIONS

- Summer bridge & dual credit programming
- Test optional admissions
- Quality K-12 teacher preparation
- Outreach to students/employees
- Innovative delivery modes (flexible, just-in-time)
- Streamlined admission procedures
- Use of predictive analytics to guide recruitment

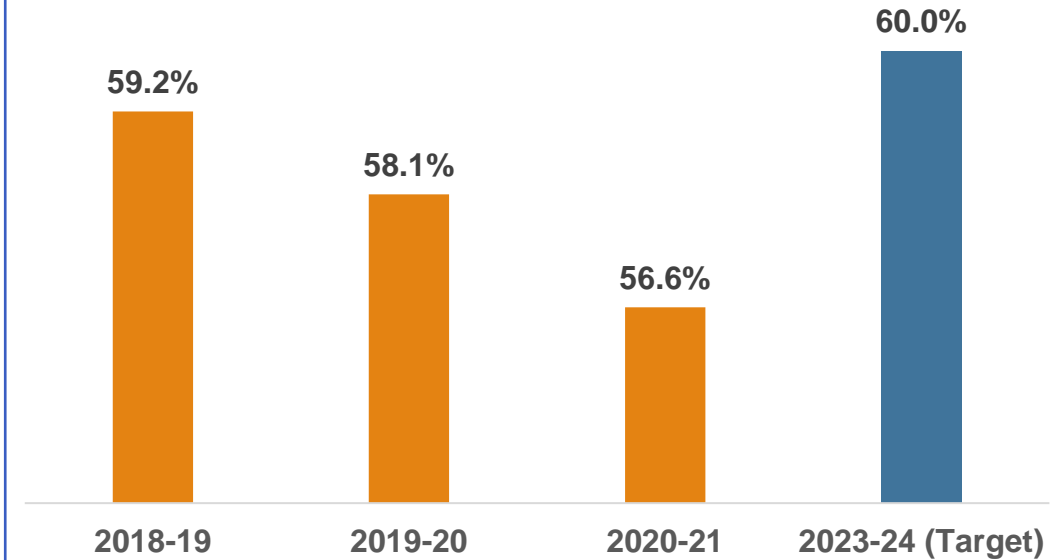
# TRANSITIONS KPIs

## Undergraduate Enrollment



Statewide Target = 3.4% Increase

## College-Going Rate



Statewide Target = 60%



## KEY CAMPUS STRATEGIES

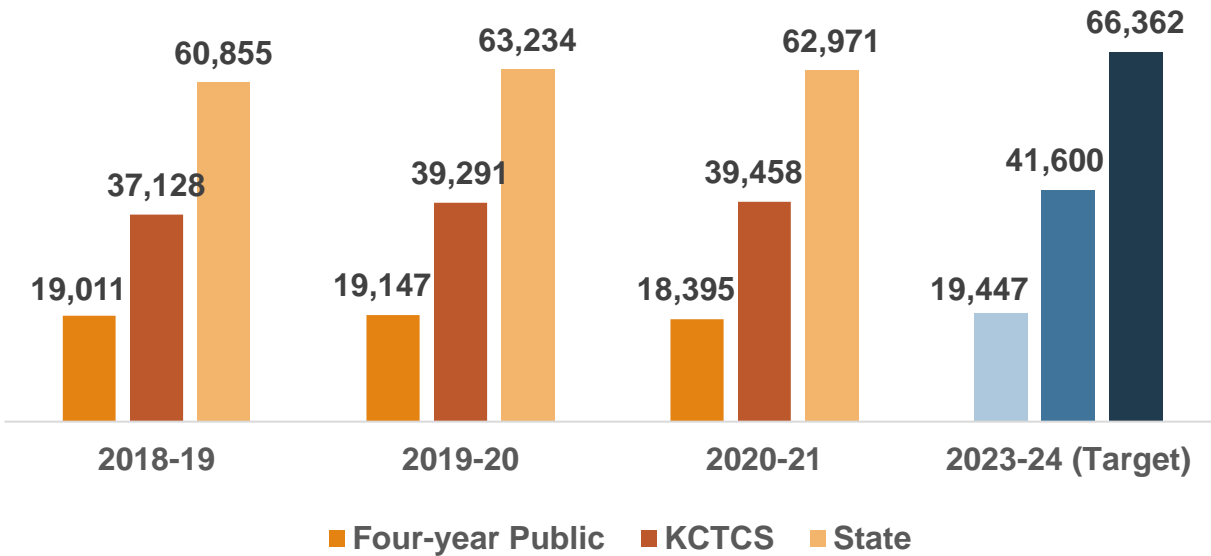


**SUCCESS**

- Transfer agreements, pathways, stackable credentials
- Targeted student support & mental health services
- Targeted academic interventions via analytics
- High-impact practices (internships, capstones, etc.)
- Demand driven academic programs
- Simplified credit for prior learning

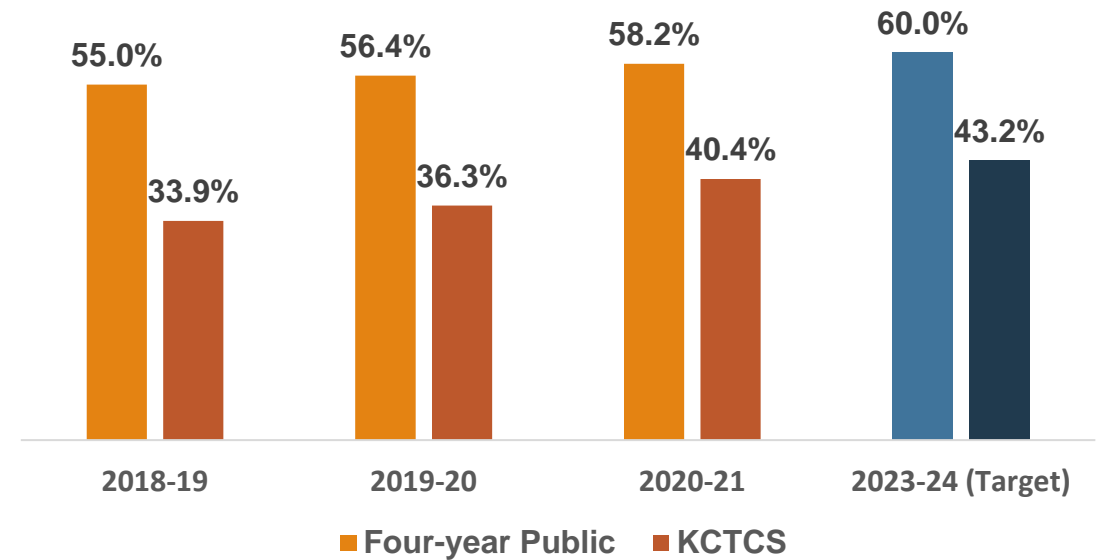
# SUCCESS KPIs

## Undergraduate Degrees



Statewide Target = 5.4% Increase

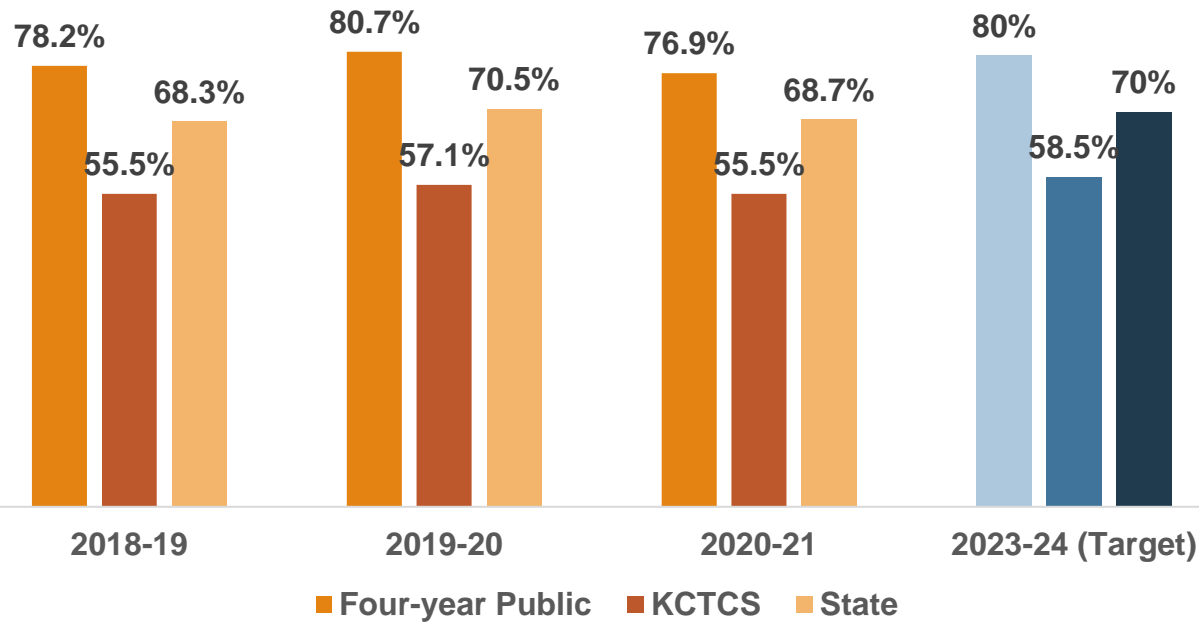
## Graduation Rates



Statewide Target = 60% (universities), 43.2% (KCTCS)

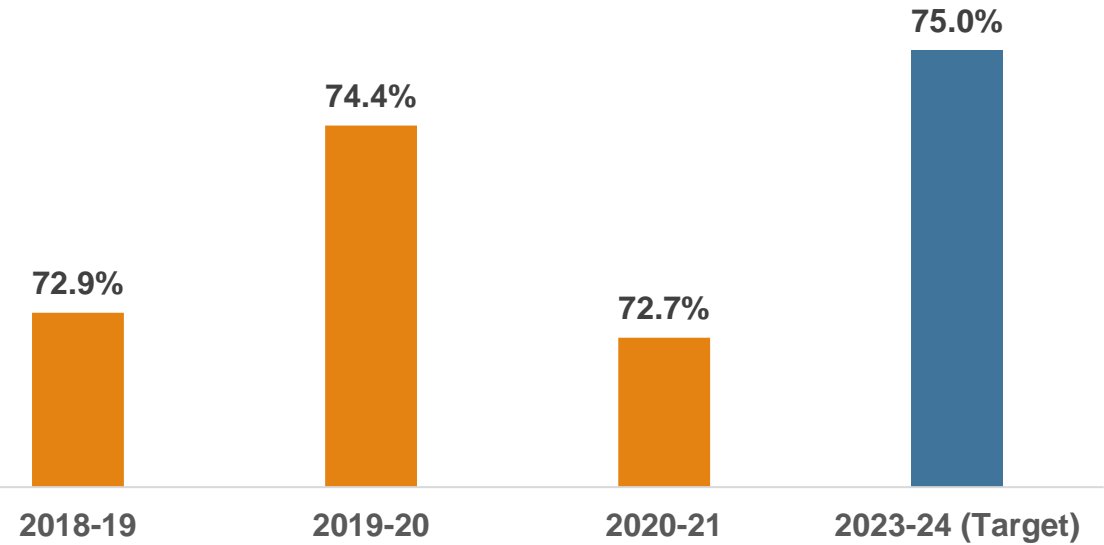
# SUCCESS KPIS

## Fall-to-Fall Retention Rate



**Statewide Target = 70%**

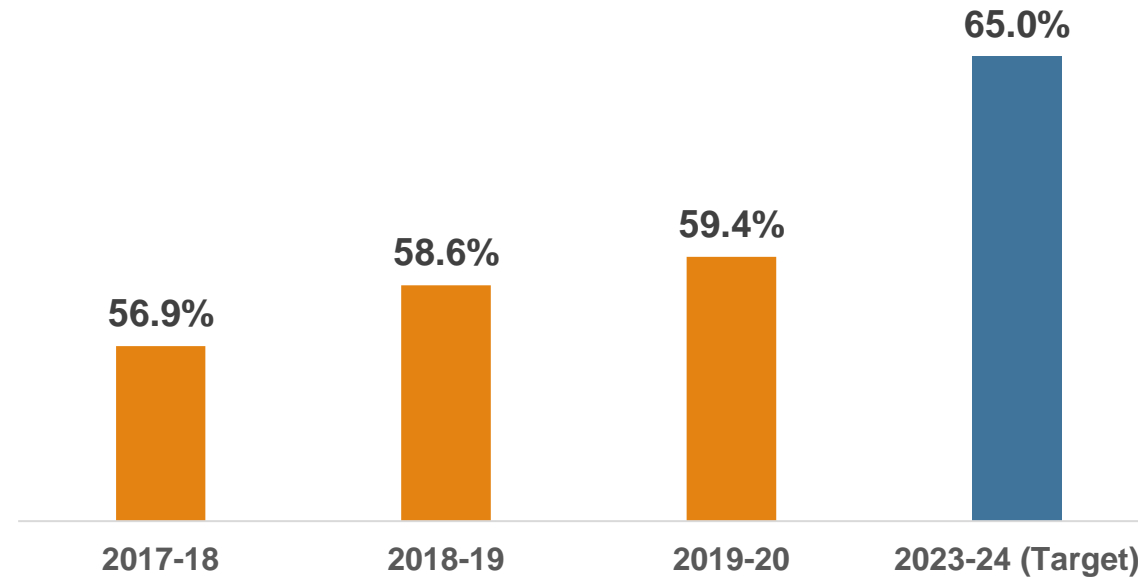
## Persistence Rate



**Statewide Target = 75%**

# SUCCESS KPIS

## KCTCS to 4-Yr Transfer Rate



**Statewide Target = 65%**

# KEY CAMPUS STRATEGIES

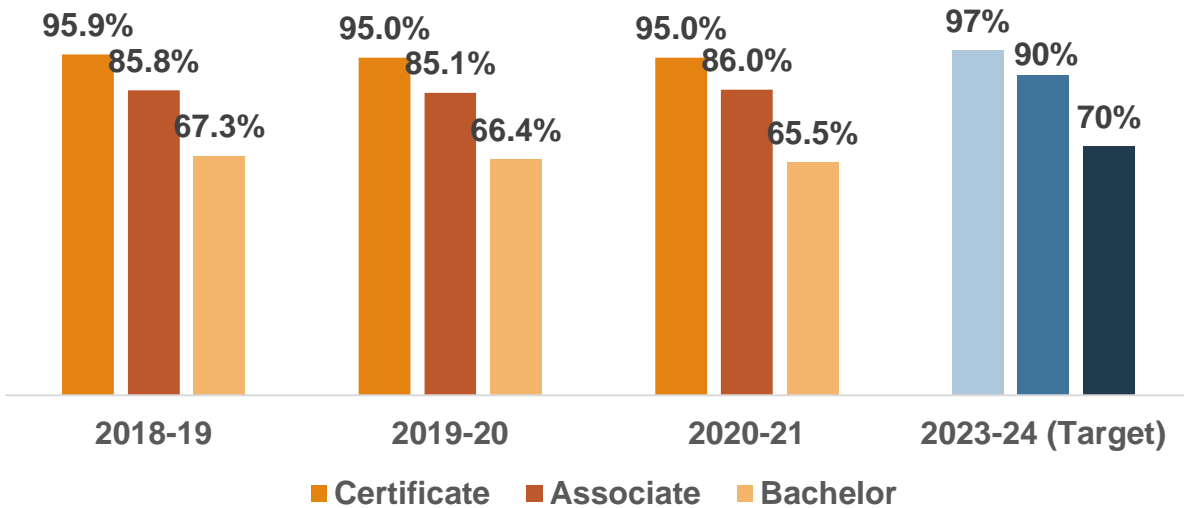


## TALENT

- Revamped career services
- Work-and-learn experiences
- Essential employability skills embedded in programs
- Expanded business/industry partnerships
- Technology tools like Handshake
- Basic/applied research & regional stewardship

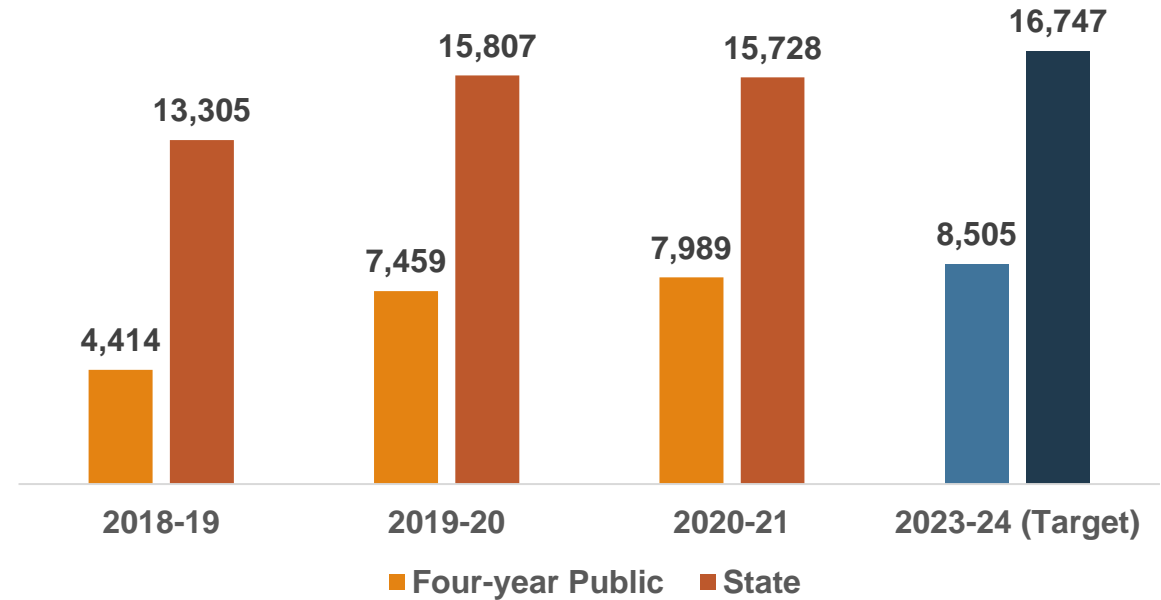
# TALENT KPIs

## Graduates Working or Pursuing More Education



Statewide Targets = 97%, 90%, 70%

## Graduate/Professional Degrees

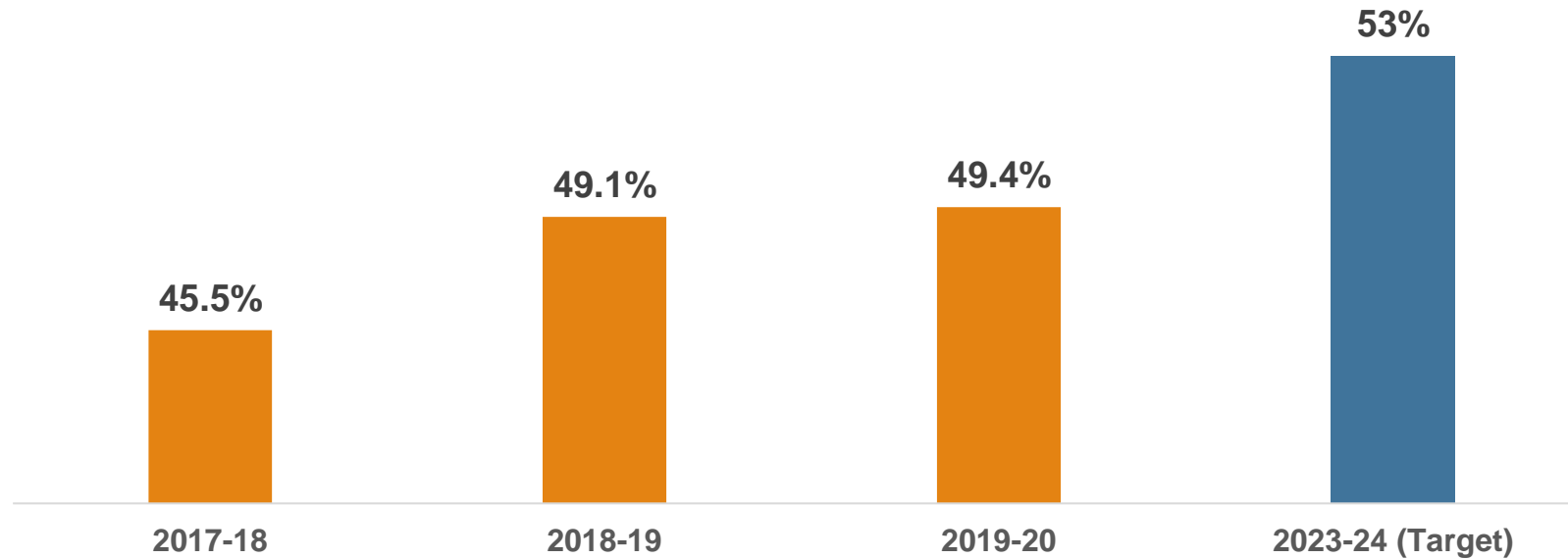


Statewide Target = Increase by 6.5%



# TALENT KPIS

## KY Educational Attainment Rate



**Statewide Target = 53%**

## KEY CAMPUS STRATEGIES

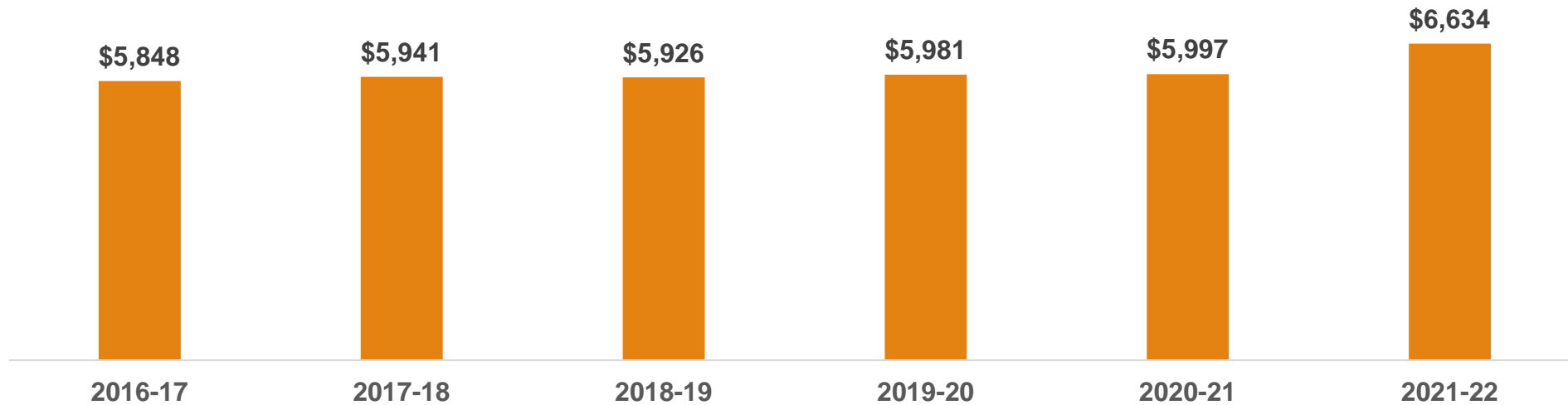


### VALUE

- Digital communications & tools focused on college's return on investment
- Support of statewide Higher Education Matters campaign through content creation/dissemination
- Fundraising, scholarships & capital campaigns
- Lobbying for increased state General Fund support

# VALUE KPI

Net General Fund per FTE



**10.6% increase from 2020-21 to 2021-22 (actual)**



Higher Education Matters