

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



November 15, 2024 – 10:00 AM ET

Virtual meeting: <https://us02web.zoom.us/j/89129396618>

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MEETING MINUTES

To be reviewed and approved by the Committee on November 15, 2024

Who: Kentucky Council on Postsecondary Education
Meeting Type: Academic and Strategic Initiatives Committee
Date: September 9, 2024
Time: 10:00 a.m. ET
Location: Virtual Meeting via ZOOM Webinar

CALL TO ORDER

The Academic & Strategic Initiatives Committee met Monday, September 9, 2024, at 10:00 a.m., ET. The meeting occurred virtually via ZOOM webinar. Committee Chair Karyn Hoover presided.

ROLL CALL

Attended: Dr. Kellie Ellis, Dr. Meredith Figg, Karyn Hoover, LaDonna Rogers, Kevin Weaver

Did not attend: Chloe Marstiller

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

APPROVAL OF THE MINUTES

The minutes of the June 10, 2024, meeting were approved as distributed.

PROPOSED NEW ACADEMIC PROGRAM

Dr. Melissa Bell, Ph.D., CPE's Vice President of Academic Excellence, introduced one new academic program 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 program and recommended approval.

Master of Social Work (CIP 44.0701) – Morehead State University

Presented by: Monica Hines, Program Director and Associate Professor of Social Work

- The 30-credit hour program is designed to increase the number of critically needed social work professionals, targeting issues related to behavioral health and substance use. Master's level social workers are in high demand in Eastern Kentucky and can be

immediately employed as clinicians, practitioners, program administrators, policy analysts, and researchers. Concentrations for the program will be in the fields of Clinical Social Work, Public Health, and Substance Use Disorders, although students may also select a Generalist track.

MOTION: Dr. Ellis moved the Committee endorse for final Council approval the proposed program from the Morehead State University. Ms. Rogers seconded the motion.

VOTE: The motion passed.

ACADEMIC READINESS INDICATORS FOR 2025-27

Dr. Bell presented the 2025-27 Academic Readiness Indicators for Council approval. Per 13 KAR 2:020, CPE determines college readiness indicators. CPE staff work with institutional representatives to determine which assessments should be accepted as statewide college readiness indicators and which benchmark scores should determine readiness.

CPE met with campus representatives over the summer. CPE provided data on the use of various academic readiness exams, the relationship among the various indicators, and on gateway course exam success by each academic readiness indicator exam and high school GPA from Fall 2018 to Fall 2022, the last available data.

CPE staff recommended no changes to the current academic readiness indicators. CPE staff will collect more data from post-pandemic cohorts and conduct further data analyses to determine 1) if any exam should be added or removed from the list and 2) whether there should be any changes to the benchmark scores.

MOTION: Ms. Rogers moved the Committee endorse for final Council approval the proposed 2025-27 Academic Readiness Indicators. Dr. Figg seconded the motion.

VOTE: The motion passed.

NEW ACADEMIC PROGRAMS APPROVED AT KCTCS

KRS 164.020 (15) mandates that the Council expedite the approval of requests from KCTCS for new programs of a vocational-technical and occupational nature. Dr. Bell presented the three new programs reviewed and approved by the Council between June and September 2024. No action was required from the Committee.

- Maysville Community and Technical College - AAS, Emergency Medical Services - Paramedic (CIP 51.0904)
- Hazard Community and Technical College
 - AAS, Health Science Technology (CIP 51.000)
 - AAS, Nuclear Medicine Imaging (CIP 51.0905)

MID-TERM REVIEW OF THE 2022-30 STATEWIDE STRATEGIC AGENDA

Mr. Travis Muncie, Executive Director of Data and Advanced Analytics, and Ms. Melissa Young, Executive Director and Chief Writer of Communications, provided an update on the mid-term review process of the statewide strategic agenda. The agenda was approved by the Council at its November 2021 Council meeting, and campus metric goals were established in early 2022. Because the plan extends over nine years, staff built in a review process that would allow for necessary adjustments every three years (in 2024 and 2027). Over the last three years, staff have monitored implementation at the campus level and engaged in a variety of statewide initiatives to advance progress.

Ms. Young, who assembled internal work teams to review the objectives, strategies and narrative portions of the plan, discussed the preliminary staff recommendations for the objectives and strategies. Mr. Muncie, who has been meeting with campus institutional research directors to review key performance indicators and goal setting, presented preliminary changes proposed to date.

The final recommendations will be presented to the Committee for approval at its November meeting.

HEALTHCARE WORKFORCE INVESTMENT FUND UPDATE

Dr. Leslie Sizemore, Associate Vice President of Workforce and Economic Development, and Ms. Michaela Mineer, Senior Associate, provided an update on the recipients of the healthcare training scholarships and healthcare program incentive awards.

Created in the 2023 Regular Session of the Kentucky General Assembly through HB 200, the Healthcare Workforce Investment Fund (HWIF) was created to cultivate a robust healthcare workforce in Kentucky. The core objectives are twofold: providing educational scholarships to students pursuing programs targeting critical workforce needs in healthcare professions (65% of funds) and recognizing and rewarding excellence among Kentucky healthcare professional education and training programs (35% of funds).

On July 1, CPE issued a Request for Proposals (RFP) for healthcare training partnerships to compete for matching funds to support scholarships for students pursuing credentials in high-demand healthcare fields. A total of \$6.64 million in matching funds was available and priority was given to proposals that target counties historically underserved by Kentucky's healthcare systems; improve racial and ethnic diversity in healthcare fields; address current state workforce shortages; and benefit healthcare partners with 50 or fewer employees. Proposals were accepted through August 15, 2024.

On the incentive funds side, Humana donated \$75,000 and when matched by dollars from the General Assembly appropriation, allowed CPE to make an incentive award of \$150,000.

HEROES TO HEALERS

Dr. Sizemore provided an overview of the new initiative, Heroes to Healers (H2H), which is a two-fold initiative that builds upon credit for prior learning afforded to veterans who have experience in medical training within the 68 MOS series.

Staff are working on proposed legislation that will enable military medics the opportunity to enroll in accelerated bridge programming that yields the credential of a licensed practical nurse and promotes civilian employment while accessing additional educational preparation through postsecondary enrollment. Though the details of the legislation are not yet defined, CPE staff is working with legislators, Kentucky licensure boards, and higher education leadership to develop the project.

A second aspect of Heroes to Healers is a pathway partnership with the Department of Defense (DOD) SkillBridge initiative that will allow veterans with medical training the opportunity to enter the workforce as Emergency Medical Technicians (EMTs) while seeking career credentials and academic pathways as Paramedics. This provision enables veterans to gain civilian healthcare experience and employment as EMTs while simultaneously entering a paramedic education pathway leading to full licensure.

Both aspects break down barriers to employment for our veterans and allow them to leverage their military training and expertise. This initiative also addresses Kentucky's healthcare workforce shortage by allowing for immediate entry into the workforce and exposing veterans to the return on investment afforded by higher education.

ADJOURNMENT

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

TITLE: Proposed New Academic Program for Review & Recommendation

DESCRIPTION: Staff recommends the Committee endorse for Council approval the proposed new academic programs from the University of Kentucky and the University of Louisville.

STAFF CONTACT: Melissa Bell, Ph.D., Vice President of Academic Excellence

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.

PROGRAMs PROPOSED FOR APPROVAL

Council staff have reviewed the proposed programs and recommends approval by the board. The university-submitted program summary for each has been included in your materials for review.

University of Louisville

- Bachelor of Science, Communication Sciences and Disorders (CIP 51.0201)

University of Kentucky

- Bachelor of Science, Pharmaceutical Science (CIP 51.2010)

PROPOSED PROGRAM SUMMARY

Institution: University of Louisville
Program Name: Communication Sciences and Disorders
Degree Destination: Bachelor of Science

CIP Code: 51.0201

Credit Hours: 120

Implementation Date: 1/8/2025

Program Description

The proposed program focuses on the biological, physical, sociocultural, and linguistic aspects of human communication, as well as human communication disorders and differences.

Successful completion of a graduate degree in the field is required for licensure, so the proposed baccalaureate program will facilitate students' progression into Louisville's Master of Science program in Speech-Language Pathology and the Audiology doctorate (AuD) program.

Creating an undergraduate pipeline into graduate programs will reduce the time-to-degree for students. Without an undergraduate program, many graduate students must first complete a 23-credit "leveling year" prior to beginning graduate-level coursework.

As a result of this program, graduates will be able to:

- identify the basic processes and influences related to the developmental, biological, neurological, acoustical, psychological, and cultural correlates of human communication;
- demonstrate foundational knowledge of typical and disordered communication, including areas of prevention, evaluation, intervention, and treatment;
- think critically by analyzing, synthesizing, and evaluating data based on existing research;
- examine their own individual and professional identities while learning with, from, and about one another through inter-professional paradigms; and
- apply for admission to graduate programs in speech-language pathology and/or audiology.

A unique aspect of this program is offering an accelerated track to students who also plan to earn the Doctor of Audiology. Undergraduate students will be permitted to apply to the doctoral program during their junior year. Students will earn the bachelor's degree after successfully completing the first year of doctoral coursework.

Connection to Other Programs

Faculty from institutions with similar programs will continue to regularly serve as guest lecturers at other institutions.

The University of Louisville's proposed program in Communication Sciences and Disorders will facilitate a student's completion of a graduate program that is required for licensure. The

program will enhance both the existing master's program in Speech-Language Pathology and the AuD Audiology by facilitating continuity between undergraduate and graduate research activities and relationships. The proposed program will also create a pipeline of students into the related graduate program and reduce the time to degree.

Student Demand

Initial estimates of enrollment are:

Year 1 – 10

Year 2 – 23

Year 3 – 41

Year 4 – 64

Year 5 – 79

Employment Demand

Upon graduation, students who do not pursue a graduate degree will be qualified to be Speech-Language Pathology assistants, working under the supervision of licensed practitioners.

Positions for speech-language pathologist assistants are projected to grow in Kentucky by 10% from 2020 to 2030.

For students who progress to a graduate program, the projected job outlook for Speech-Language Pathology (2020-2030) is 29% growth with 16% projected growth for Audiology during the same period. This is substantially faster than the average growth of 8% for all occupations. The state of Kentucky ranks 19th in the United States for personnel-to-population ratio for Speech-Language Pathologists.

Budget

No additional faculty lines are being requested for the program. Revenue projections are conservative and account for expected, possible attrition. The program will be revenue neutral in its first year, although revenue is expected to increase in conjunction with the growing undergraduate enrollment.

Projected Revenue over Next Five Years (\$): \$ 1,806,776

Projected Expenses over Next Five Years (\$): \$ 1,250,000

PROPOSED PROGRAM SUMMARY

Institution: University of Kentucky
Program Name: Pharmaceutical Science
Degree Destination: Bachelor of Science

CIP Code: 51.2010

Credit Hours: 120

Implementation Date: 8/16/2025

Program Description

The pharmacy sciences area encompasses a broad array of areas of study, including pharmacy practice, pharmaceutical sciences, and pharmaceutical outcomes and policy. Students graduating from the proposed program will be prepared to enter the workforce as clinical trial managers and certified pharmacy technicians, as well as pursue professional degrees within the medical sciences, such as the PharmD, MD, or DVM, or enter graduate training programs. Each year, more than 300 incoming freshmen indicate an interest in pre-pharmacy on their undergraduate application. The proposed program will provide primary training in clinical and basic sciences with the opportunity for students to diversify their studies with the use of elective courses tailored to their interests.

As a result of this program, graduates will be able to:

- integrate and apply knowledge of the biomedical and pharmaceutical sciences to explain and predict drug actions and effects;
- demonstrate proficiency in the use of modern pharmaceutical technologies and instrumentation for drug discovery, formulation, and delivery;
- critically analyze and integrate scientific research;
- communicate in multiple modalities with multidisciplinary research stakeholders, such as members of the scientific community, healthcare providers, and business professionals.

Connection to Other Programs

Anchored in the basic sciences, students will complete a series of non-pharmacy courses. The College of Arts and Sciences will provide instruction in mathematics, statistics, biology, and chemistry.

For the last 30 years, the University's College of Pharmacy has been consistently ranked as one of the top 10 pharmacy schools in the nation. The proposed program will serve as a pipeline to the College's professional (PharmD) and graduate (MS and PhD) programs.

Student Demand

Initial estimates of enrollment are:

Year 1 – 40

Year 2 – 77

Year 3 – 111

Year 4 – 145

Year 5 – 145

Employment Demand

Pharmaceutical Sciences is a growing major with high employer demand. Careers in this field are projected to grow at a rate faster than the average for all occupations. Salaries for pharmaceutical sciences positions begin at \$42,000 annually for entry-level roles, such as pharmacy technicians. More advanced positions, such as pharmaceutical sales and medical research, offer salaries of \$97,000 and higher. Of the 278,225 unique job postings for baccalaureate-prepared positions, approximately one-quarter preferred candidates with a bachelor's degree or higher.

Budget

Previous year fund balances will be utilized to provide startup support and allow the proposed program to grow and earn tuition revenues.

It is important to note that the College of Arts and Sciences is expected to receive over \$500,000 in tuition revenue each year due to the use of its courses in the proposed program.

Projected Revenue over Next Five Years (\$):	\$ 2,100,000
Projected Expenses over Next Five Years (\$):	\$ 2,100,000

TITLE: Proposed Revisions to the 2022-30 Statewide Strategic Agenda

DESCRIPTION: CPE staff recommends the Committee endorse for Council approval the proposed revisions to the 2022-30 statewide Strategic Agenda.

STAFF CONTACTS: Lee Nimocks, Sr. Vice President and Chief of Staff
Travis Muncie, Chief Information Officer
Melissa Young, Executive Director and Chief Writer, Communications

BACKGROUND INFORMATION

The CPE is directed by KRS 164.020 to develop a statewide strategic agenda for the public postsecondary education system and revise it on a regular cycle. The agenda identifies statewide priorities and a vision for long-term economic growth through improvements in the education and skill levels of Kentucky's workforce. The agenda sets performance goals for students and institutions that reflect high expectations and standards, emphasize continuous improvement, and support technology-based solutions and innovative practices.

AGENDA & MID-TERM REVIEW

The Council's statewide strategic agenda for 2022-30, "Higher Education Matters," was approved by the Council at its November 2021 Council meeting, and campus metric goals were established in early 2022. Because the plan extends over nine years, staff built in a review process that would allow for necessary adjustments every three years (in 2024 and 2027).

Over the last three years, staff has monitored implementation at the campus level and engaged in a variety of statewide initiatives to advance progress. Over the last several months, CPE staff engaged in a comprehensive review of the statewide strategies and key performance indicators with internal and campus work groups.

PROPOSED REVISIONS

In general, the statewide agenda narrative has been updated to decrease references to the COVID pandemic and update data in the text and infographics. Additionally, verbiage regarding underrepresented students and diversity, equity and inclusion has been updated to conform with new CPE standards. Specifically, "underrepresented minority students" is now "underrepresented students," and "diversity, equity and inclusion" is now "access, engagement and belonging."

CPE staff proposes the following revisions to the key performance indicators:

- 2030 Target Year - Performance targets will be established for 2030 with a mid-cycle review in 2027.
- 3-Year Average Baseline - To smooth out yearly variance, baselines will be based on a 3-year average.
- First-Time Student Unmet Need Metric- Unmet need targets will be set for each institution as well as for the state.
- Debt at Graduation Added - Total debt at graduation will be added as the primary contextual metric under the “Affordability” priority area.
- Adult Student Subgroups Added – Performance metrics will be disaggregated by adult student populations.
- Technical Changes to FAFSA Completion Metric- FAFSA completion now will be calculated based on the proportion of high school seniors completing the FAFSA, instead of students enrolled in postsecondary institutions.
- Addition of Workforce-Oriented Metrics - New metrics that focus on the return on investment of postsecondary degrees and salary outcomes of low-income graduates will be added.

CPE staff proposes the following revisions to the objectives and strategies:

Affordability, Objective 1

- Remove existing strategy 1c.
- Add new 1c that states, “Work with campuses to reduce unmet financial need and student loan debt among undergraduate students.”
- Add strategy 1d that states, “Monitor the financial health of Kentucky public institutions and their ability to facilitate financial access and student success.”

Affordability, Objective 2

- Amend objective to include the words “the out-of-pocket cost of”.
- Add “financial literacy” to list of resources in strategy 2a for college counselors, teachers and community partners.
- Reword 2d to emphasize the need for increased awareness of FAFSA changes.

Transitions, Objective 3

- Revised strategy 3c to include adult education programs in the list of outreach partners.

Transitions, Objective 4

- Added “increase college-going rates” to the objective.
- Removed the word “minoritized” from strategy 4a.

Success, Objective 5

- Revised strategy 5c to reference “students with low incomes.”
- Replaced “adult learners” with “post-traditional learners” in strategy 5d.

Success, Objective 6

- Add strategy 6c that states, “Increase opportunities for students to earn credit for prior learning.”

Success, Objective 7

- Revised strategy 7a to specify that the Kentucky Graduate Profile applies to undergraduate programming.
- Removed existing strategy 7b.
- Added strategy 7b that states, “Enhance the relevance, inclusivity and quality of academic offerings by aligning program review and approval processes to the Kentucky Graduate Profile and increasing work-based learning opportunities that enable students to apply essential skills to real-world contexts.”

Talent, Objective 8

- Replaced objective 8 with the following, “Improve postsecondary education’s responsiveness to and alignment with current and projected employer and workforce demands.”
- Replaced existing strategy 8a with, “Engage post-traditional learners, veterans, justice-involved individuals and others in programs designed to fill critical work shortages.”
- Revised strategy 8c to include wording that references the need to strengthen Kentucky’s workforce and economy.

Talent, Objective 9

- Replaced objective 9 with the following: “Guide investments in research, training and scholarships to support innovation and growth.”
- Added strategy 9c that states, “Work with policy makers to create innovative solutions to grow Kentucky’s talent pool and alleviate educational barriers to workforce participation.”

Value, Objective 10

- Added the word “transformative” to the objective.
- Replaced strategy 10a with the following, “Implement communications strategies that articulate what postsecondary education is (i.e., it includes short-term training, certifications and degrees) and why it’s critically important to individuals and the Commonwealth.”
- Added a new strategy 10b that states, “Leverage partnerships with campuses, state agencies and national partners to amplify messages about the value of Kentucky postsecondary institutions and their return on investment.”

Value, Objective 11

- Revised strategy 11a to reference the benefits of higher education instead of its return on investment.

Strategic Agenda Mid-Term Review

Travis Muncie, Chief Information Officer

Melissa Young, Executive Director, Communications

Kentucky Council on Postsecondary Education



Key Performance Indicator Progress

- **Potential Major Changes**
 - **2030 Target year**
 - Performance targets will be created to 2030 with a mid-cycle review in 2027.
 - **3-year Average Baseline Year**
 - To smooth out yearly variance, baselines will be created based on a 3-year average.
 - **First-Time Student Unmet Need KPI Moved to Institutional Level**
 - Unmet need targets will be set for each institution.
 - **Debt at Graduation Added**
 - Total debt at graduation will be added as the primary context metric under the Affordability priority area.
 - **Adult Student Sub-group Added**
 - Adult students will be added as a sub-group to context metrics.
 - **FASFA Completion Definition Changed**
 - FASFA completion will now be calculated based on the proportion of high school seniors.
 - **Addition of Workforce-Oriented Metrics**
 - New metrics that focus on the ROI of postsecondary degrees and economic mobility will be added.

Key Performance Indicators Under Consideration

Key Performance Indicators

Affordability

- First-time Student Unmet Need

Transitions

- Undergraduate Enrollment
- Immediate College-going Rate

Success

- Undergraduate Degrees & Credentials
- Retention Rate
- 150% Graduation Rate
- 2-Year to 4-Year Transfer Rate

Talent

- Graduate & Professional Degrees
- Statewide Educational Attainment Rate

Contextual Metrics

Affordability

- Debt at Graduation
- Time-to-Degree

Transitions

- FASFA Completion

Success

- 100% Graduation Rate
- 2-Year Transfer Student's 6-year Graduation Rate
- Persistence Rate
- First Academic Year Credit Accumulation

Talent

- Graduates Working or Pursuing More Education
- Institutional Degree Premium

Value

- Net General Fund Appropriations per FTE
- Economic Mobility

Affordability: Preliminary Recommendations

1. Reduce financial barriers to college enrollment and completion.

1a. Work with campuses, state leaders and other stakeholders to increase access to grants and scholarships for students with low and middle incomes.

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.~~

1c. Work with campuses to reduce unmet financial need and student loan debt among undergraduate students.

1d. Monitor the financial health of Kentucky public institutions and their ability to facilitate financial access and student success.

Affordability: Preliminary Recommendations

2. Improve the public's understanding of **the out-of-pocket cost of college** and how to pay for it.

2a. Provide informational resources, **financial literacy** and advising strategies for counselors, teachers and community partners on paying for college.

2b. Coordinate and support efforts to educate families about ~~increase the number of Kentuckians who complete the~~ **Free Application for Federal Student Aid (FAFSA) changes** and increase the number of individuals who complete the application.

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.

Transitions: Preliminary Recommendations

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, **adult education programs** and postsecondary institutions to provide **outreach for prospective students that helps them** prepare and plan for college.

Transitions: Preliminary Recommendations

4. Increase **college-going rates** and enrollment in postsecondary education.

4a. Enhance college recruitment strategies through partnerships with postsecondary institutions and other stakeholders, with attention to **students who are adults, underrepresented, ~~minoritized,~~ or have low incomes.**

4b. Work with education providers to streamline and simplify postsecondary admission processes.

Success: Preliminary Recommendations

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 with low incomes**.

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.

Success: Preliminary Recommendations

6. Maximize transfer of academic and experiential credit.

6a. Work with campuses to reduce barriers that prevent the seamless transfer of credit.

6b. Lead statewide efforts to increase transfer opportunities and program pathways.

6c. Increase opportunities for students to earn credit for prior learning.

Success: Preliminary Recommendations

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 undergraduate programming and increase work-based learning opportunities.**

~~7b. Work with campuses to ensure academic and co-curricular offerings are equity-focused and inclusive.~~

7b. Align statewide policies and initiatives to the Kentucky Graduate Profile, including program review and approval processes.

Talent: Preliminary Recommendations

8. ~~Improve the career outcomes of postsecondary graduates.~~ Improve postsecondary education's responsiveness to and alignment with current and projected workforce demands.

8a. ~~Work with campuses to include a work-based learning or other career-relevant experience in all undergraduate programs.~~ Engage adult learners, veterans, justice-involved individuals and others in programs designed to fill critical work shortages.

8b. Work with colleges and universities to strengthen campus-based career advising and development.

8c. Facilitate meaningful partnerships among employers, community partners and education providers to improve career outcomes for postsecondary graduates **and strengthen Kentucky's workforce and economy.**

Talent: Preliminary Recommendations

9. ~~Increase research and service to support strong communities and economies.~~ Guide investments in research, training and scholarships to support innovation and growth.

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 workforce areas.

9c. Work with policy makers to create innovative solutions to grow Kentucky's talent pool and alleviate educational barriers to workforce participation.

Value: Preliminary Recommendations

10. Increase the public's belief in the **transformative power of postsecondary education.**

10a. ~~Conduct a public awareness campaign and develop~~ **Implement communications strategies that articulate what postsecondary education is (i.e., it includes technical short-term training, certifications and degrees) and why it's critically important to individuals and the Commonwealth.**

10b. **Leverage partnerships with campuses, state agencies and national partners to amplify messages about the value of postsecondary education and its return on investment.**

Value: Preliminary Recommendations

11. Build support for greater investment in postsecondary education.

11a. Communicate the **benefits of higher education** ~~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.

Narrative Revisions

- Updated data in text and infographics
- Added references to 2024 revisions in the President's Letter and thanked review teams on the acknowledgement page
- Changed references to “underrepresented minority students” to “underrepresented students” and replaced “diversity, equity and inclusion” with “access, belonging and engagement”
- Removed multiple references to COVID throughout document

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TITLE: 2024 Fall Preliminary Enrollment

DESCRIPTION: Staff will provide the preliminary enrollment numbers for Kentucky's public institutions for the fall of 2024.

STAFF CONTACTS: Chris Ledford, Director of Data and Advanced Analytics
Annalisse Hale, Intern for Data and Advanced Analytics

SUPPORTING INFORMATION

CPE staff will provide a update on the preliminary enrollment numbers at the meeting, and final report will release in the coming months.

Overall, enrollment data show impressive growth in undergraduate enrollment across sectors, including record numbers for first-time, underrepresented, and dual credit enrollment over the past decade. Fall 2024 also marks a consecutive year of growth for credential-seeking and adult enrollment, both of which were declining until last fall.

Fall 2024 Preliminary Enrollment

Annalise Hale

Intern, Data and Advanced Analytics
Kentucky Council on Postsecondary Education

Chris Ledford

Director, Data and Advanced Analytics
Kentucky Council on Postsecondary Education

Summary



Preliminary enrollment over the decade:

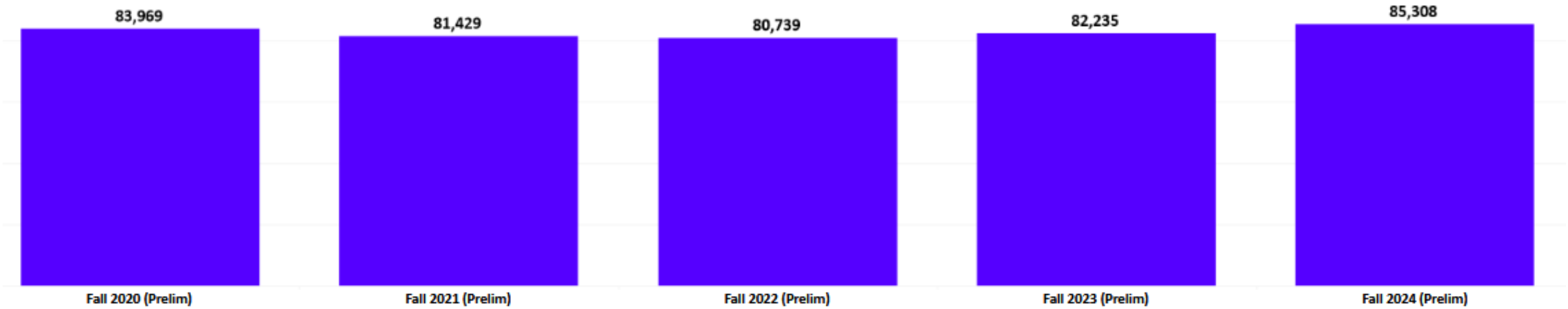
- Fall 2023 and Fall 2024 mark consecutive (and the only) years of credential-seeking enrollment growth.
- Fall 2023 and Fall 2024 mark consecutive (and the only) years of adult enrollment growth.
- Record first-time cohort.
- Record URM enrollment.
- Record dual credit enrollment.

Four-Year Publics

Credential-Seeking Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
82,235	85,308	3.7%

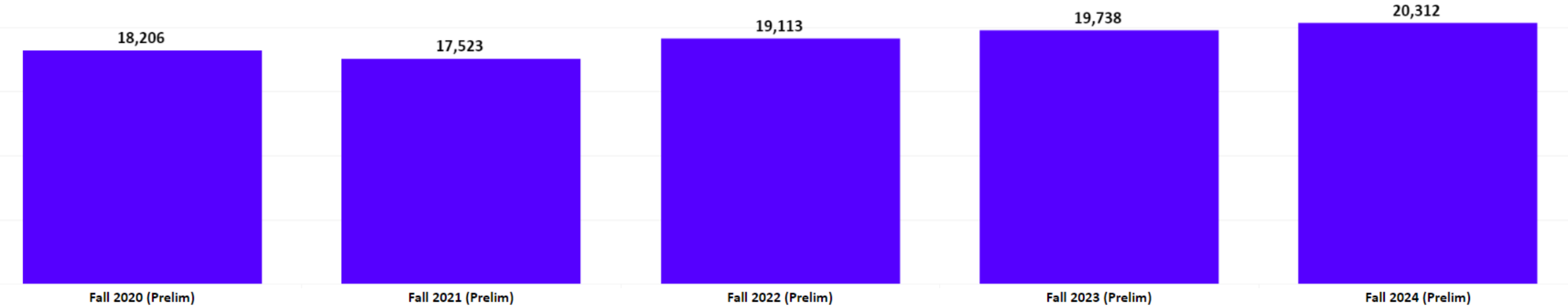
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
83,969	85,308	1.6%



First-Time Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
19,738	20,312	2.9%

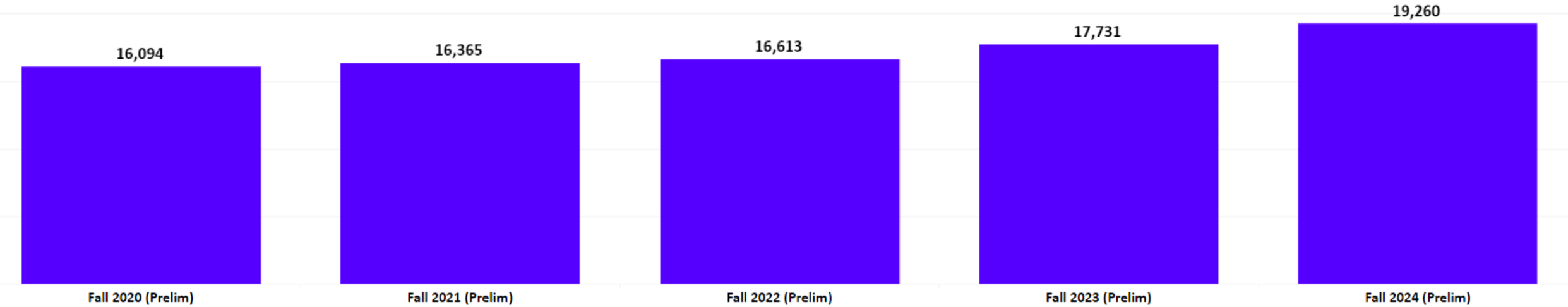
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
18,206	20,312	11.6%



Underrepresented Minority (URM) Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
17,731	19,260	8.6%

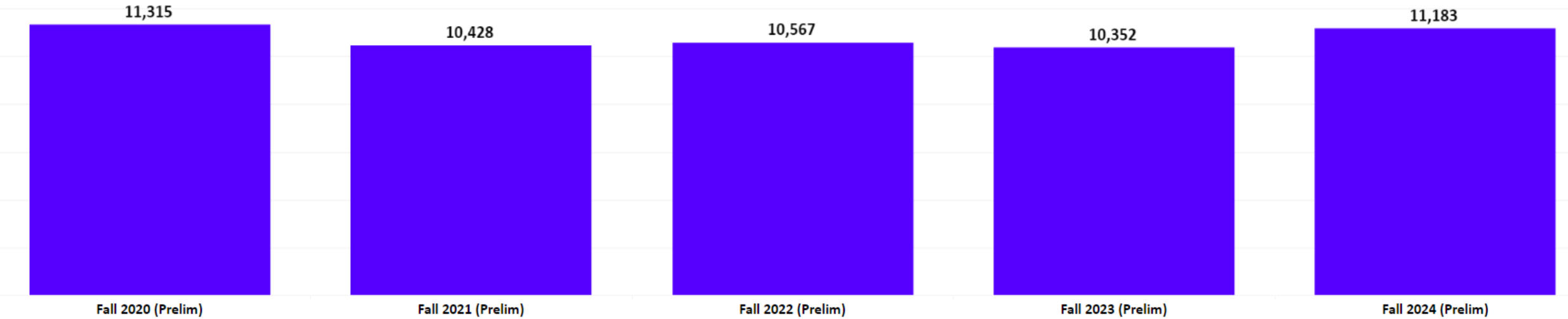
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
16,094	19,260	19.7%



Adult (Ages 25-64) Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
10,352	11,183	8.0%

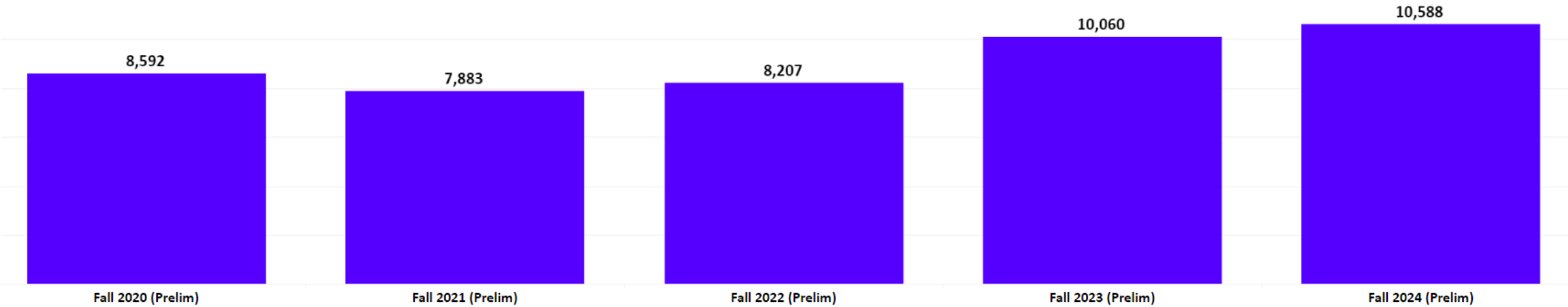
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
11,315	11,183	-1.2%



Dual Credit

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
10,060	10,588	5.3%

Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
8,592	10,588	23.2%

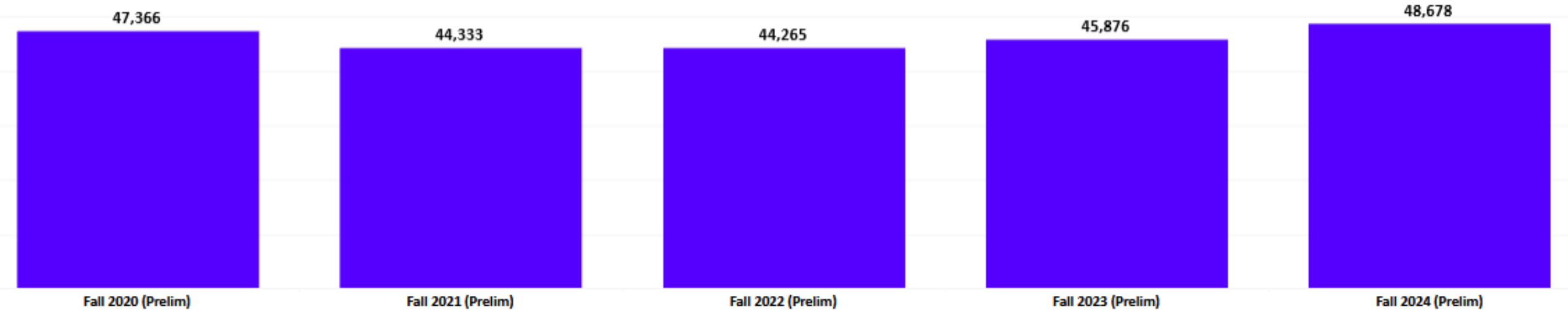


2-Year Publics

Credential-Seeking Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
45,876	48,678	6.1%

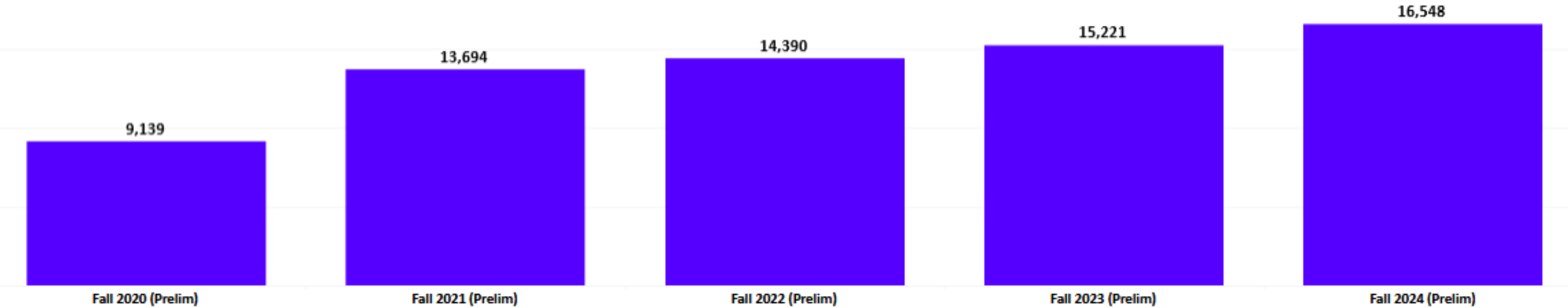
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
47,366	48,678	2.8%



First-Time Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
15,221	16,548	8.7%

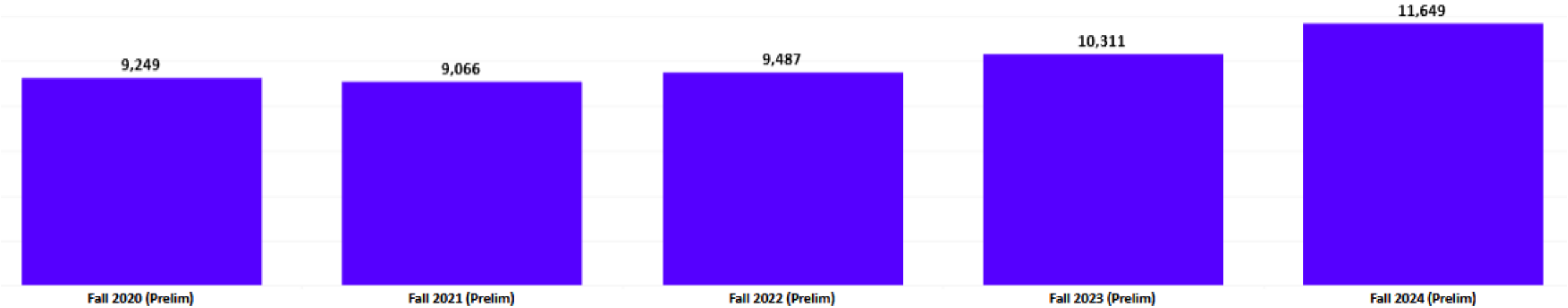
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
9,139	16,548	81.1%



Underrepresented Minority (URM) Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
10,311	11,649	13.0%

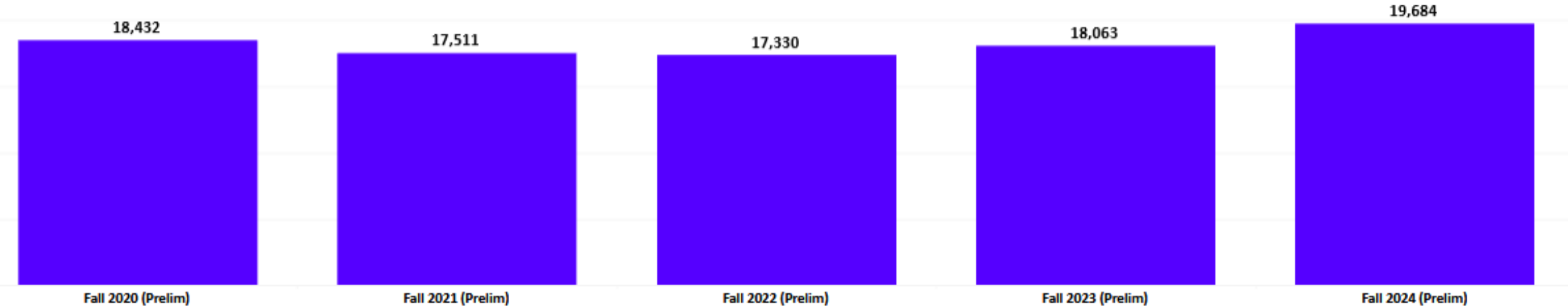
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
9,249	11,649	25.9%



Adults (Ages 25-64) Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
18,063	19,684	9.0%

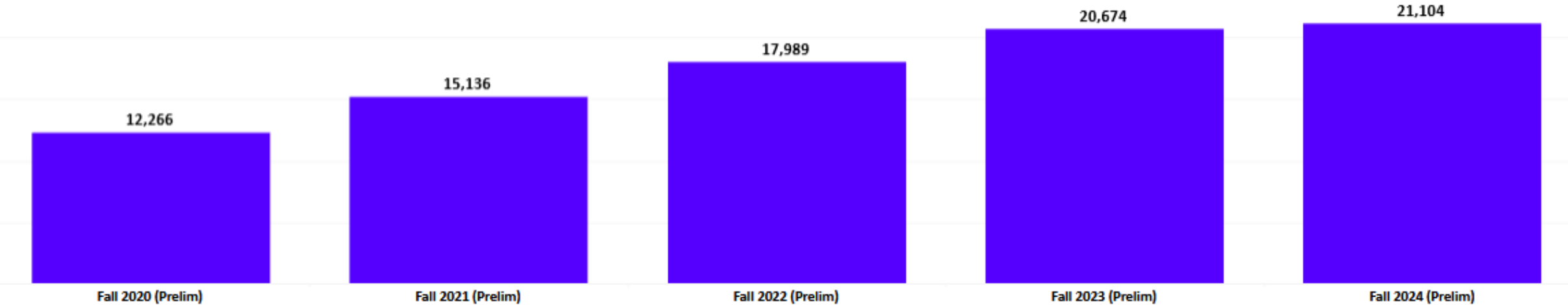
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
18,432	19,684	6.8%



Dual Credit

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
20,674	21,104	2.1%

Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
12,266	21,104	72.1%



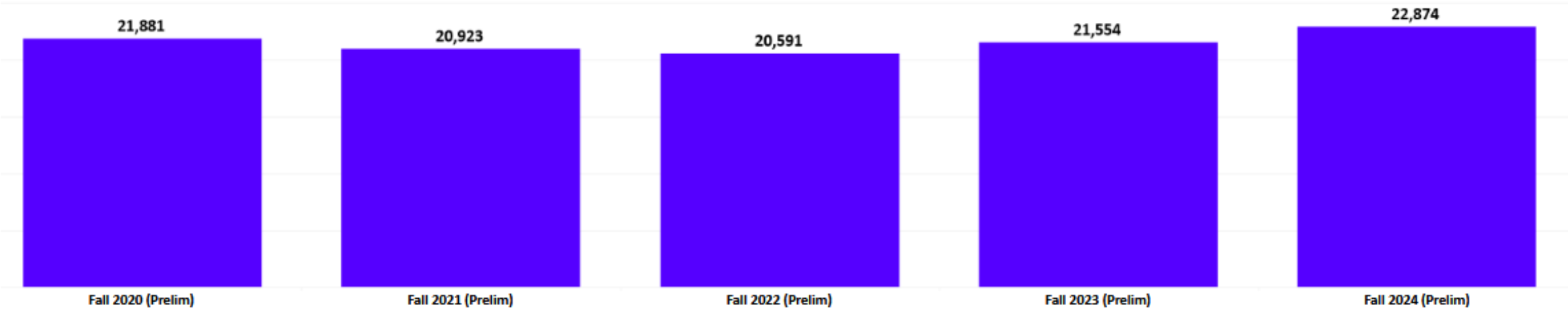
AIKCU

Note: Campbellsville and Centre removed. Awaiting corrected files.

Credential-Seeking Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
21,554	22,874	6.1%

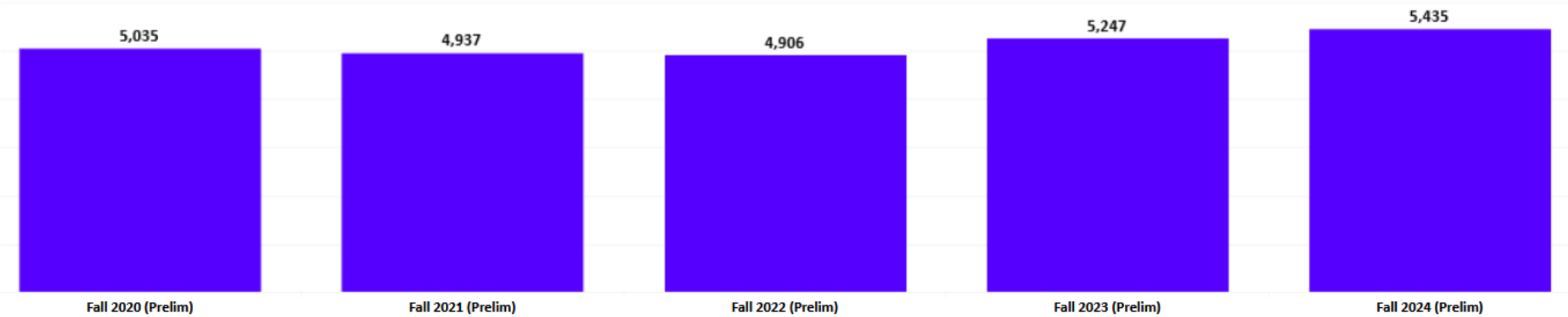
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
21,881	22,874	4.5%



First-Time Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
5,247	5,435	3.6%

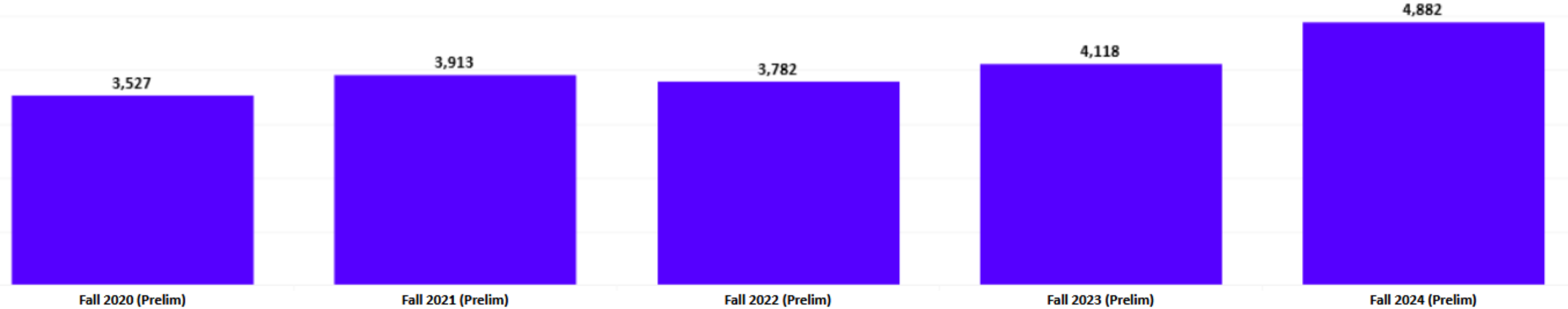
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
5,035	5,435	7.9%



Underrepresented Minority (URM) Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
4,118	4,882	18.6%

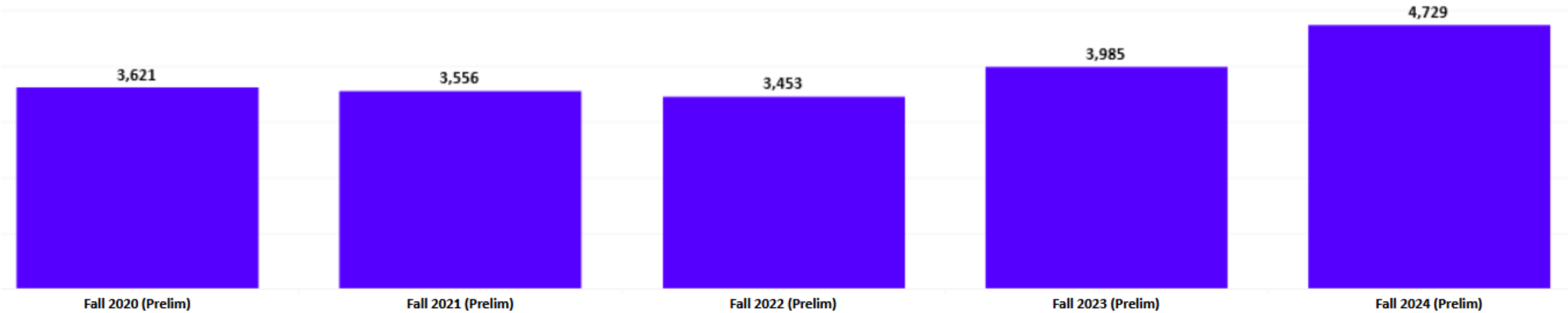
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
3,527	4,882	38.4%



Adult (Ages 25-64) Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
3,985	4,729	18.7%

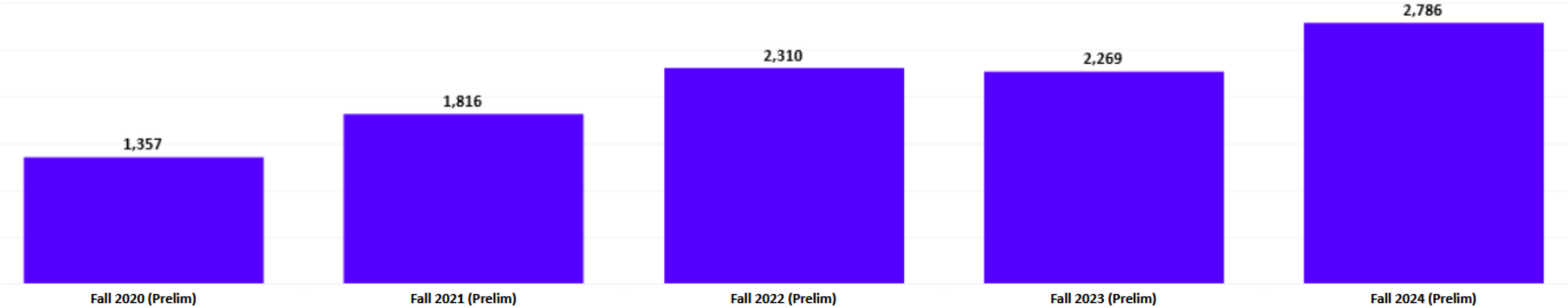
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
3,621	4,729	30.6%



Dual Credit

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
2,269	2,786	22.8%

Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
1,357	2,786	105.3%

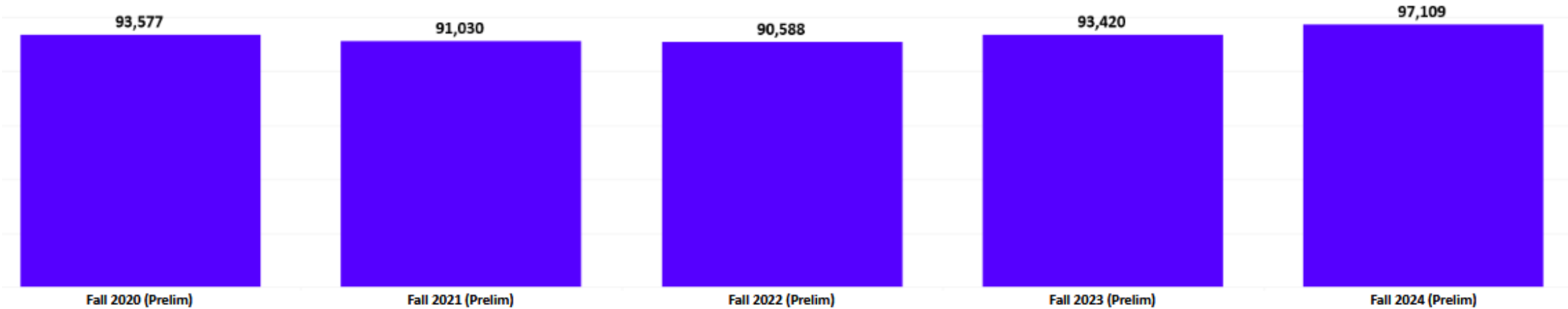


The Big Picture

Four-Year Public Undergraduate

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
93,420	97,109	3.9%

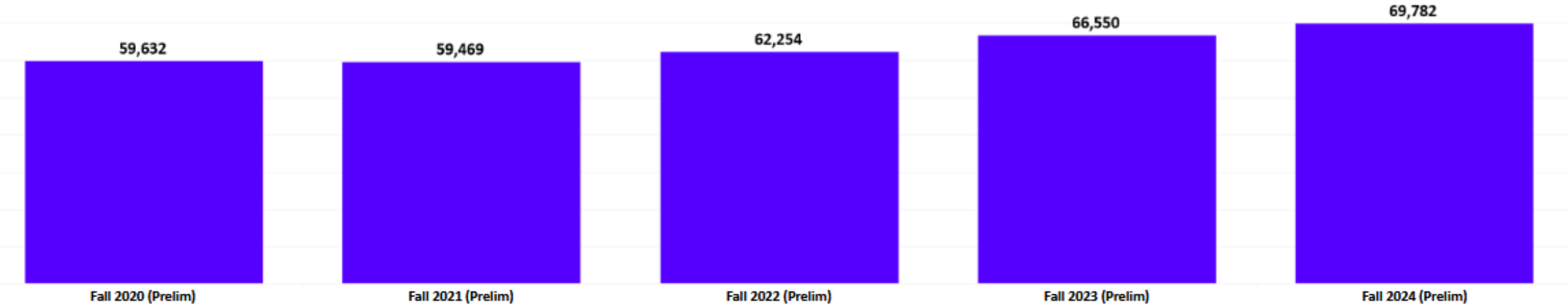
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
93,577	97,109	3.8%



Two-Year Public Undergraduate (Excludes Workforce)

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
66,550	69,782	4.9%

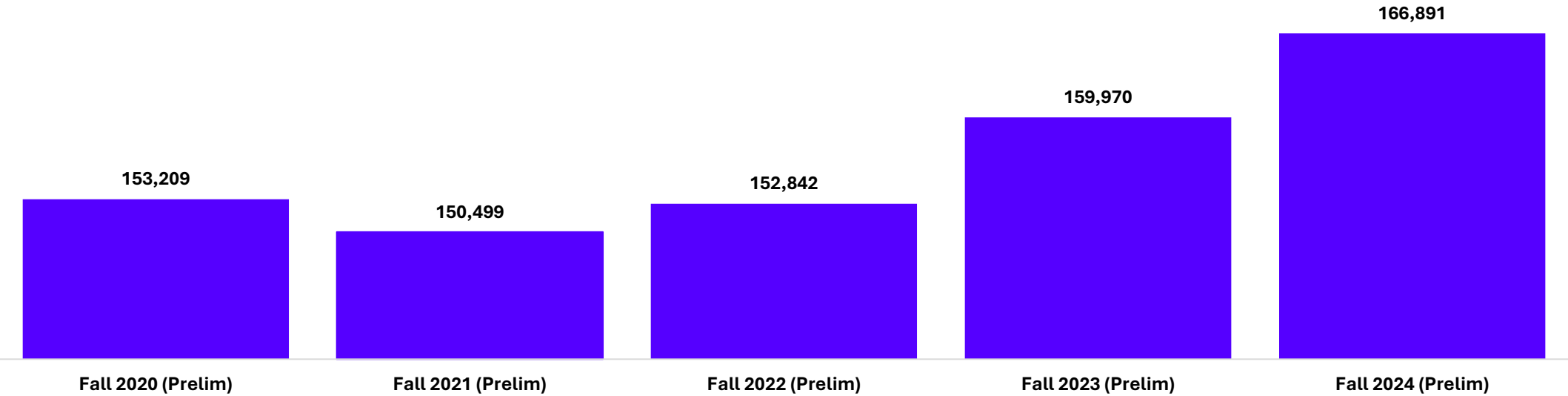
Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
59,632	69,782	17.0%



Total Public Undergraduate (Excludes KCTCS Workforce)

Fall 2023	Fall 2024	
Enrollment Count	Enrollment Count	% Change
159,970	166,981	4.3%

Fall 2020	Fall 2024	
Enrollment Count	Enrollment Count	% Change
153,209	166,891	8.9%



Thank you!

TITLE:	Nuclear Medicine Technology Program Grants Awarded
DESCRIPTION:	Staff will discuss the funding provided by the Kentucky Board of Medical Imaging and Radiation Therapy to award \$100,000 in grant dollars to new or existing nuclear medicine technology academic programs.
STAFF CONTACT:	Dr. Leslie Sizemore, Associate Vice President for Workforce & Economic Development

SUPPORTING INFORMATION

The Kentucky Board of Medical Imaging and Radiation Therapy (KBMIRT) provided \$100,000 to CPE to solicit proposals and award grants to establish new or support existing nuclear medicine technology academic programs.

Kentucky needs nuclear medicine technologists' education programs to address the growing demand for specialized healthcare services in diagnosing and treating various medical conditions. Nuclear medicine technologists play a crucial role in utilizing radioactive materials to perform imaging and therapeutic procedures that are essential for accurate diagnosis and effective treatment of diseases such as cancer, heart disease, and neurological disorders. By establishing these programs, Kentucky can ensure a steady supply of skilled professionals to support its healthcare system, improve patient outcomes, and keep pace with advancements in medical technology. Additionally, these programs can provide valuable career opportunities for residents, contributing to the state's economic development and overall public health.

Due to the lack of educational programs for nuclear medicine technology in Kentucky, those students interested in the profession previously had to seek education at out-of-state institutions. Prior to these grant awards, the only active program in the state was Morehead State University's nuclear medicine technology track within the Bachelor of Science in Imaging Sciences (BSIS) program.

After soliciting proposals, CPE was able to award two \$50,000 grants:

- Morehead State University - BSIS Nuclear Medicine Technology track
- Hazard Community & Technical College – Nuclear Medicine Technology, AAS

Hazard Community & Technical College's new Nuclear Medicine Technology, AAS program has been approved through CPE's program approval process and is pending implementation.

TITLE: Futuriti: A Kentucky College and Career Platform

DESCRIPTION: Staff will share the newly developed Futuriti website – an online platform for all potential students seeking out career and education opportunities offered in Kentucky – which was an initiative of the Commonwealth Education Continuum to increase access for more Kentuckians to earn credentials towards their career goals.

STAFF CONTACT: Amanda Ellis, Ed.D-Vice President of Student Access and Success

SUPPORTING INFORMATION

Based on the recommendations of the Commonwealth Education Continuum (CEC) workgroups, staff began the development of a website and communications campaign aimed at connecting Kentucky's middle and high school students, as well as adult learners, with advising resources and information regarding early postsecondary opportunities, postsecondary institutions, career pathways, financial aid information, etc.

Now branded as "Futuriti," the website is a one-stop shop web platform for students, parents, teachers, and counselors to find information about career paths, educational roadmaps, financial assistance and employment opportunities. Currently, there are many Kentucky-based websites that perform a part of these functions, but they are often not connected, leaving the navigation of them challenging, if indeed the seeker knows they exist.

In addition to Kentucky-specific content on college-going and job searches, the platform also includes a "Future Finder" which accesses KYSTATS occupation and college data, to allow users to research occupations and find job descriptions, wage and job outlooks, see which jobs are in high demand, and find out where they can attend classes to get the credentials and degrees required for their desired job.

The data used in the Future Finder meets the requirements of a Kentucky Statute, called the Kentucky Students' Right to Know, enacted by our General Assembly in 2021 to inform students about high-demand occupations, the cost of college, and employment outcomes.

Futuriti is an excellent tool that helps to support the CPE 60X30 goal for Kentucky. The launch of this website is set for February 4, 2025.

Communicating College and Career Opportunities to Kentuckians

Jessica Fletcher, MPA

The Task ...

In response to the 2021 CEC Recommendations, the team set out to ...

- Create a comprehensive communications strategy to better equip high school students with the necessary knowledge to successfully transition to postsecondary.
- Catalyze a statewide, cross-agency campaign to improve FAFSA completion rates and access to FAFSA data for schools and districts.
- Strengthen local and regional partnerships among high schools, institutions, and the workforce to expand access, advising, and support to early postsecondary opportunities.

The Need ...

There are many unconnected online resources but there has never been a mechanism to connect the dots for our citizens to help them on their paths to a sustainable career.





Choose Your Career Path

Career exploration for K-12 students, adult learners & military veterans.



Continue Your Education

Find your major and choose a school, find financial aid options.



Start Your Career

Create your resume, land the interview and land the job you've been working toward.



Objective

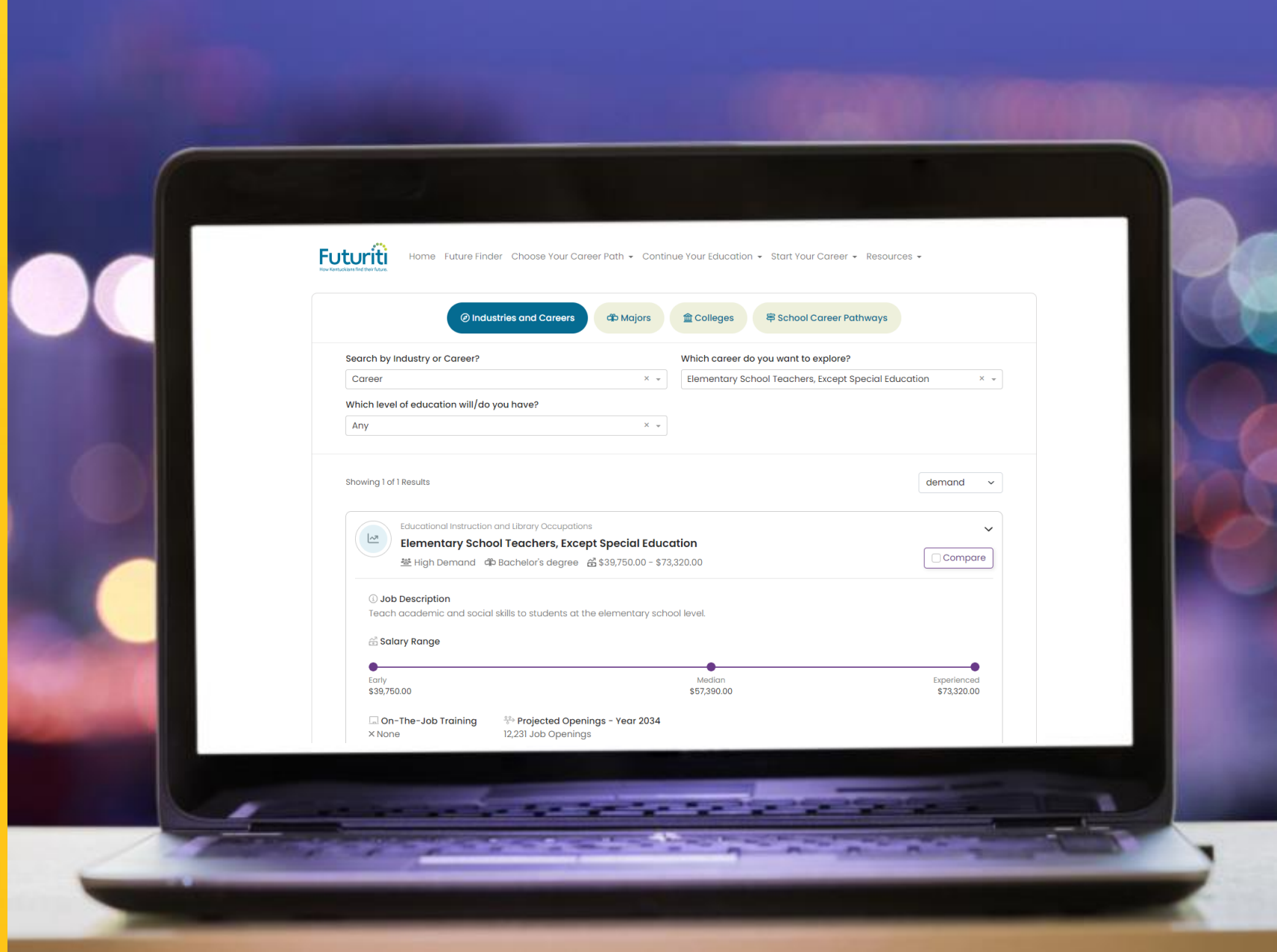
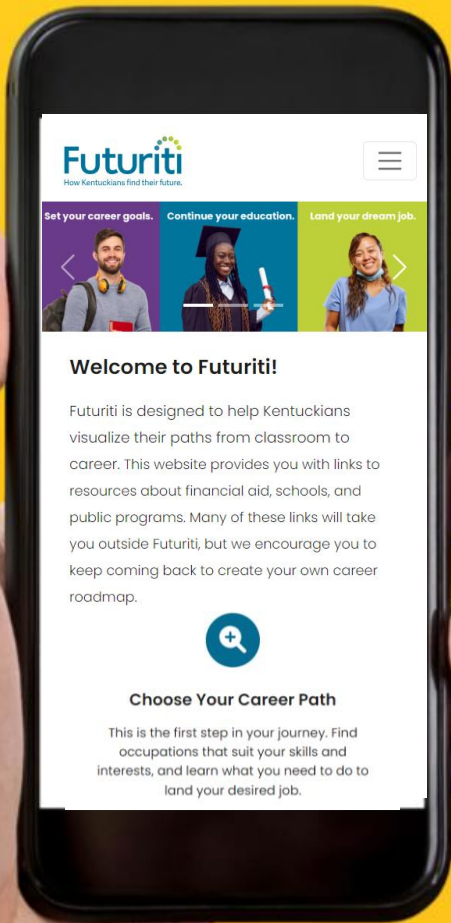
To create a platform that Kentuckians can use to visualize their paths from classroom to career.

Goal

To increase Kentucky's educational attainment and labor force participation rates so they meet or exceed the national average.

Introducing ...





How does it work?

Futuriti is divided into 3 sections. Each section explains the process of going from classroom to career.

- **Choose Your Career Path** - Helps Kentuckians choose paths that align with their knowledge, skills and abilities and meet their financial needs.
- **Continue Your Education** – Helps students plan for college and technical training and provides information on enrollment, financial aid and academic success.
- **Start Your Career** – Provides information about how to improve your chances of getting hired and links to the Kentucky Career Center's job bank, as well as links for veterans, disabled Kentuckians, parents with childcare needs, and more.

What does Futuriti offer?

- Links to career aptitude tests and cost of living calculators
- Lists of in-demand careers by attainment level
- Information about grants, scholarships and other sources of college aid.
- Tutorials on admissions and enrollment.
- Links to job search resources such as the Kentucky Career Center.
- Tips on resume creation, interviewing and more!

About the Future Finder Data

- Occupational wage and employment data from KYSTATS' **Labor Market Information** division.
- Career Pathway offerings at all public high schools and technical centers from the Kentucky Department of Education **Technical Education Database System**.
- College & Major listings from the **Council for Postsecondary Education** (complies with the 2021 Kentucky Students Right to Know Act):
 - Public and private institution listings include majors by certificate/degree level.
 - 2022-2023 Academic Year Cost After Grants & Scholarships
 - Graduation Rate
 - % of Students With Federal Loans
 - Loan Default Rate
 - Avg Loan Debt at Graduation
 - School Website
 - School Application
 - Location (Map)

Feedback Sessions

Kentucky High School Counselors

Kentucky High School Students

Association of Independent Kentucky
Colleges and Universities

Kentucky Education and Labor Cabinet

CEC Affordability Workgroup

Office of Adult Education

Kentucky Chamber of Commerce Foundation
Workforce Center

College Admissions Professionals

Kentucky Community and Technical College
(KCTCS) Students

KCTCS Workforce Professionals

Launch & Marketing Plans

- **Kickoff February 4, 2025** in coordination with Career and Technical Education Month.
- Partnerships to help spread the word.
- Posters in schools, career centers and other public buildings.
- Search engine optimization.
- Instagram storytelling campaign.
- Events and career fairs.
- Counselor training.

Live Demo



[Bit.ly/FuturitiDemo](https://bit.ly/FuturitiDemo)

Provide Feedback: bit.ly/FuturitiFeedback