



PROGRESS REPORT

Kentucky's Progress toward
Postsecondary Strategic
Agenda Goals

April 2020

About the Council on Postsecondary Education

The Council on Postsecondary Education is Kentucky's higher education coordinating agency committed to strengthening our workforce, economy and quality of life. We do this by guiding the continuous improvement and efficient operation of a high-quality, diverse and accessible system of postsecondary education.

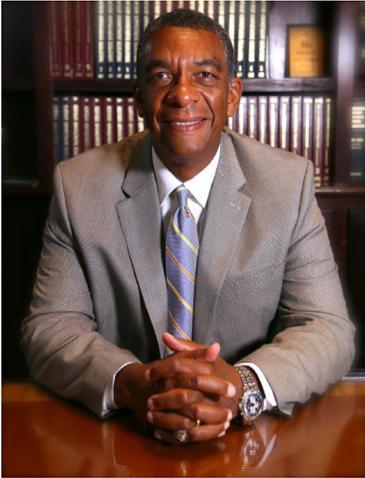
Key responsibilities include:

- developing and implementing a strategic agenda for postsecondary education that includes measures of progress.
- producing and submitting a biennial budget request for adequate public funding of postsecondary education.
- determining tuition rates and admission criteria at public postsecondary institutions.
- collecting and distributing data about postsecondary education performance.
- ensuring the coordination and connectivity of technology among public institutions.
- licensing non-public postsecondary institutions to operate in the Commonwealth.

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From the President



Dear Friends and Colleagues,

We are nearing the end of the 2016-21 Statewide Strategic Agenda, “Stronger by Degrees.” There is only one more Progress Report before we transition to a new strategic agenda and set of metrics.

I am delighted to report that Kentucky continues to increase the educational attainment level of its working-age population, a key indicator of economic competitiveness and prosperity. In 2018, 46.9% of Kentuckians ages 25-64 had a postsecondary credential or degree, up 1.4 percentage points from the previous year and approaching the national average of 48.4%. Much of this growth is due to the inclusion of short-term postsecondary certificates, which had not previously been counted.

KCTCS made significant improvements in credentials awarded (up 4.8%) and in its three-year graduation rate (up nearly 3 percentage points to 33.9%). While the 6-year graduation rate at public universities increased (from 54.5% to 55%), bachelor’s degrees at public universities decreased 0.5%. However, when bachelor’s degrees awarded by independent institutions are taken into account, the statewide total was essentially flat.

I am particularly proud of our public institutions’ efforts to close achievement gaps for underrepresented minority students. At KCTCS, credentials awarded to URM students increased 7.4%, and URM public bachelor’s degrees were up 5.5%. There were also gains in minority retention. KCTCS increased its first-year to second-year retention rate for URM students by 4.1 percentage points, while URM retention at public universities increased 0.8 of a percentage point.

There are some areas of concern. Kentucky’s in-state college-going rate is steadily declining. Since beginning this agenda in 2015, the rate has fallen from 54% to 51.7%. Kentucky public universities also are enrolling fewer non-traditional adult students. Enrollment of adults 25 and older has decreased 17% since the fall of 2015. These enrollment declines, if they continue, will make it difficult to reach our attainment goal.

As I write this, higher education is facing an uncertain future in light of the COVID-19 global pandemic. We do not yet know how social distancing measures may impact the fall 2020 semester. We do know, however, that higher education can provide renewed hope to individuals who have lost their jobs and want to train for a new career. Our colleges and universities stand ready to assist all Kentuckians in increasing their economic mobility and security through a postsecondary credential.

A handwritten signature in black ink, reading "Aaron Thompson". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Dr. Aaron Thompson, President
Council on Postsecondary Education



Kentucky will be stronger by ensuring postsecondary education is broadly accessible to all residents, students have the support and resources they need to pursue postsecondary opportunities, and all students enter postsecondary education prepared for credit-bearing work.

POLICY AREA 1: OPPORTUNITY

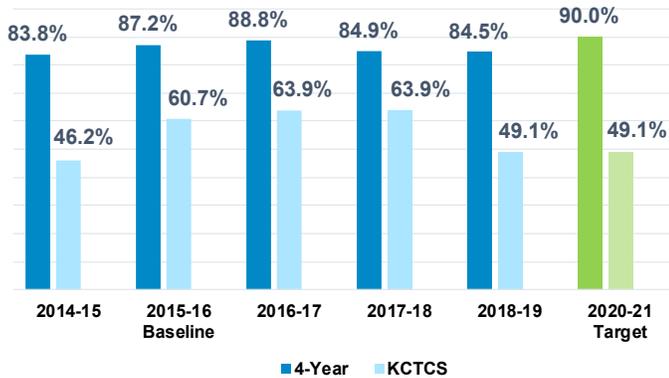
Kentucky has many avenues for individuals who wish to pursue postsecondary education. Unfortunately, ample opportunity has not produced equal rates of participation. Low-income and underrepresented minority students do not enroll at the same rate as their peers. Too many working-age adults have not completed a college degree and need to upgrade their skills to meet workforce demands. CPE is working with its partners to increase college going and close participation gaps through the following activities.

- CPE's statewide diversity policy directs campuses to craft plans to increase the racial, economic and ethnic diversity of students, faculty and staff; promote cultural competence; increase enrollment, retention and graduation; and foster a culture of equity and inclusion. Following the 2018 review, 21 campuses were deemed to be making sufficient progress toward goals, leaving 3 campuses ineligible to offer new academic programs. These three campuses had to submit improvement plans to regain eligibility. Results of the 2019 review will be shared with the Committee on Equal Opportunities at its June 2020 meeting.
- CPE was awarded a \$50,000 Equity-Minded Leadership grant from the Lumina Foundation. The grant will enable the creation of a Kentucky cultural competency certification for campuses. A workgroup is determining the critical elements of cultural competence and proposing a mechanism for certifying individuals. Also, the grant funded another cohort of minority faculty and staff to participate in CPE's Academic Leadership Development Institute, a year-long program to help participants advance in their academic careers.
- CPE hosted its first Higher EDquity Symposium at the University of Kentucky on November 14, which provided participants with valuable content and peer networking opportunities. Sessions dealt with the status of race and ethnicity in Kentucky's higher education system.
- GEAR UP KY is a seven-year, \$24.5 million early awareness and readiness federal grant program administered by CPE. The program serves at-risk middle and high schools in 12 school districts. As of spring 2020, GEAR UP Kentucky provided a total of 31,266 student contact hours including 18,009 hours of curricula delivery and 6,588 hours of student advising. Additionally, 1,178 students participated in college visits or career-focused field trips, and 138 GUK students participated in peer mentoring or tutoring programs. To support academic readiness and intervention, GUK students completed a total of 8,867 CERT college readiness assessments and accessed 55,000+ hours of online content to help them improve their scores. GEAR UP Kentucky also launched just-in-time services for seniors in its partner high schools; as a result, 1,194 (78%) high school seniors received a total of 1,208 hours of advising.
- CPE works with secondary and postsecondary institutions to improve the academic rigor and transferability of high school dual credit offerings. In the past four years, dual credits earned by Kentucky high school students have more than doubled, which has improved the readiness of students transitioning to career and technical education programs as well as general education courses.
- CPE received a \$400,000 grant from the Lumina Foundation to improve college outreach to underserved adults (ages 25-64). Three campuses - Hazard Community and Technical College, Jefferson Community and Technical College, and Madisonville Community College - launched an ambassador program developed by The Graduate! Network, a non-profit organization focused on improving postsecondary outcomes for adult students. Over 200 ambassadors were trained to serve as informal recruiters for the colleges, talking to adults about postsecondary opportunities at workplaces, churches, career centers and other community events. The grant provided promotional materials to advertise adult-friendly programs. Hazard Community and Technical college also piloted a debt forgiveness program called "Forge your Way Forward" to give students with unpaid balances a second chance to succeed.
- Nearly 200 higher educational professionals attended the Kentucky Comebacker Convening, a conference held in February 2020 to support campuses in their efforts to become more adult-friendly. The event was sponsored by CPE and The Graduate! Network and featured presentations by Mike Krause, commissioner of the Tennessee Higher Education Commission; Danette Howard, vice president of the Lumina Foundation; and Matt Bergman, University of Louisville professor and CCA fellow.
- CPE establishes tuition parameters that limit the ability of public campuses to raise tuition and fees above a certain percentage. Since implementing the parameters in 2009, tuition increases have remained below the SREB average.
- CPE continued to work with the public universities and KCTCS on efforts to regularly advise students about strategies for more responsible borrowing. At CPE's request, most of our public institutions now send student loan letters informing students of the amount of debt they currently owe and estimated monthly payment amounts. CPE will work with the campuses over the next couple of years to evaluate the impact of this program.
- CPE advocates for increased state funding for postsecondary institutions through print materials, presentations, testimony before legislative committees, and meetings with individual legislators. An increase in state higher education appropriations for FY2021 was expected, but the COVID-19 pandemic created a sizable shortfall in projected revenue.
- One of the most important strategies to improve college affordability is ensuring students graduate on time. On-time graduation can mean thousands of dollars of savings in tuition, fees and other college-related costs. CPE encourages campuses to promote 15 to Finish, a messaging and outreach campaign highlighting the need for full-time students to register for at least 15 credit hours per semester.

College Readiness of College Entrants

About this Measure:

The percent of recent Kentucky high school graduates (public and private) entering public postsecondary education in Kentucky as a first-time, full-time student who met ACT readiness benchmarks (English 18, math 19, and reading 20) or campus placement exam requirements. Data from 2018-19 reflect high school graduates from the class of 2018 who enrolled in college for the 2018-19 academic year.



Source: Kentucky Postsecondary Education Data System (KPEDS)

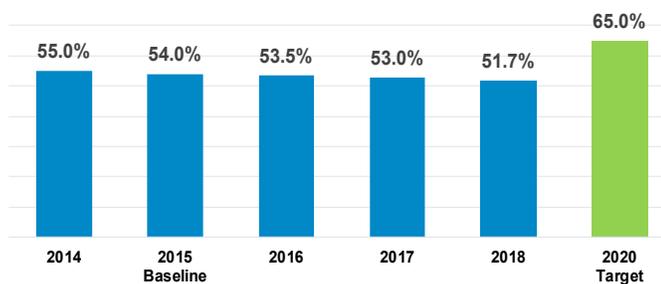
Highlights

- Kentucky is one of 15 states where 100% of high school juniors take the ACT exam, which makes it a useful proxy for college readiness.
- Kentucky's average ACT score decreased from 20.2 for the graduating class of 2018 to 19.8 for the graduating class of 2019, nearly a point lower than the national composite score of 20.7. Kentucky's average subtest scores were 19.2 in math, 19.5 in English, 20.5 in reading and 19.6 in science.
- In 2019, only 9% of African American high school graduates met three or more of ACT's national college readiness benchmarks, compared to 20% of Latinx graduates and 30% of white graduates.
- Because Kentucky's metric considers not only ACT scores but scores on a range of campus placement exams, comparable national data is not available.

In-State College-Going Rate

About this Measure:

The percent of recent Kentucky high school graduates who attend any in-state postsecondary institution in the fall or spring after graduation. The year refers to the students' last year of high school, not the first year of college. (For example, students included in 2018 were members of the high school graduating class of 2018 who enrolled in college during the 2018-19 academic year.)



Source: Kentucky Center for Statistics (KYStats)

Highlights

- According to the Bureau of Labor Statistics, the national college-going rate is around 70%. This percentage includes students going to college both in and out of state in the fall immediately following high school graduation. Kentucky's metric only reflects the in-state rate.
- Kentucky is significantly below the national average in college going. The in-state college-going rate in 2018 declined 1.3 percentage points over 2017, and has decreased 3.3 percentage points since 2014.
- KYStats reports that the in-state college-going rate is 46.2% for African American students, 49.1% for Latinx students and 53.9% for white students.
- The number of high school seniors is projected to decline over the next decade, so Kentucky cannot rely on enrolling more 18-24 year olds to increase educational attainment. Increases in adult enrollment will also be needed.

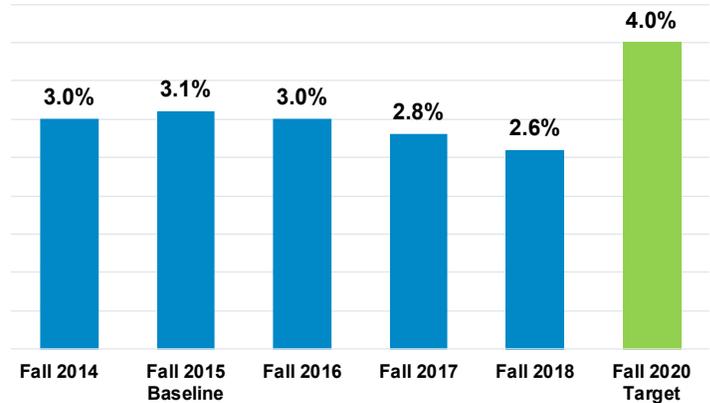
KY Adults Enrolled in College

Highlights

- Adult undergraduate enrollment (of students who were reported with a Kentucky origin) fell from 46,063 in the fall of 2015 to 38,452 in the fall of 2018, a 17% decrease.
- To reach the 4% target, Kentucky will need more than 70,000 adults to be enrolled in postsecondary education, returning to 2011 levels (assuming there is no significant change in Kentucky's adult population).
- Low unemployment and a tight labor market typically lead to declines in adult college enrollment, which may account for Kentucky's recent trend.

About this Measure:

Kentuckians (ages 25-64) currently enrolled in postsecondary education in Kentucky (both public and private institutions) as a percentage of the total number of Kentuckians in that age group without a postsecondary degree. Population estimates are obtained from the American Community Survey.



Source: Kentucky Postsecondary Education Data System (KPEDS) and U.S. Census Bureau, American Community Survey

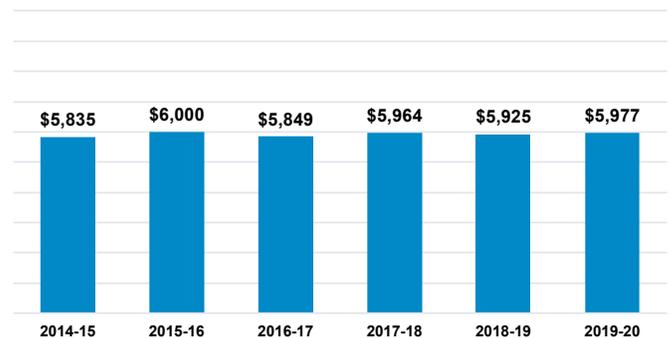
Net General Fund Appropriations per Student

Highlights

- The slight increase in this metric from \$5,925 in 2018-19 to \$5,977 in 2019-20 is due to a decrease in enrollment, not an increase in state funding.
- In 2018, Kentucky was among 16 states with lower funding per FTE students than in fiscal year 2013, when adjusted for inflation.
- Nationally, states saw a 15.2% increase in state appropriations for higher education between 2013 and 2018.
- In nominal terms, Net General Fund has decreased from \$1.1 million in 2008 to \$860,000 in 2020, a 21% decrease.
- This metric does not take into consideration the effects of increased costs in the state's retirement system and shifting maintenance and operations costs from the state to the institutions.

About this Measure:

Net General Fund appropriations for public postsecondary institutions per full-time equivalent (FTE) students, Net General Fund appropriations do not include state financial aid provided to students or state monies for debt service.

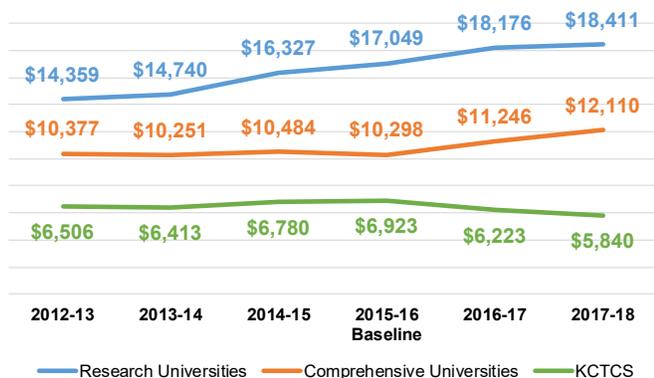


Source: Kentucky Budget of the Commonwealth

Average Net Price

About this Measure:

Average cost of attendance for full-time entering students at a Kentucky public institution who paid the published in-state tuition and fee rate (including room and board), minus any grant or scholarship aid from federal, state, or local governments or the institution.



Source: Integrated Postsecondary Education Data System (IPEDS)

Highlights

- In 2017-18, the average net price at public four-year institutions in the United States was \$20,050, higher than in Kentucky.
- Net price at KCTCS decreased 6% over the previous year, continuing its downward trajectory. Net price increased 7.7% at the comprehensive universities, compared to a 9.2% increase the previous year. Net price remained essentially flat at the research universities following a 6.6% increase the previous year.
- 2018-19 data for this metric has not yet been published by IPEDS, which accounts for the lag time in reporting.



Progress of Underprepared Students in English

About this Measure:

The percentage of first-time, full-time undergraduate degree and credential-seeking students who are underprepared in English (according to the statewide college readiness standards) who complete a credit-bearing course in English by the end of the fall semester a year after entry. Successful course completion is defined as an A, B, C, D or P.

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University	60.2%	61.5%	54.8%	52.5%	70.8%	72.6%		70.0%*
Kentucky State University	42.3%	51.2%	64.7%	84.8%	86.4%	64.5%		70.0%*
Morehead State University	69.9%	72.0%	60.4%	58.8%	86.4%	76.9%		75.0%*
Murray State University	51.4%	46.7%	53.9%	58.3%	56.6%	60.7%		70.0%
Northern Kentucky University	47.4%	52.8%	62.6%	61.2%	61.8%	61.4%		82.0%
University of Kentucky	79.0%	80.0%	80.7%	68.9%	74.7%	68.8%		85.0%
University of Louisville	84.2%	87.2%	92.2%	88.2%	85.9%	84.9%		93.0%
Western Kentucky University	52.6%	63.9%	60.9%	59.3%	56.4%	68.8%		70.0%
Public Universities	56.7%	61.6%	64%	63.1%	66.8%	69.1%		70.0%
KCTCS	10.4%	27.0%	28.0%	22.9%	23.5%	35.7%		50.0%
STATEWIDE	32.3%	40.1%	40.6%	41.2%	45.4%	53.1%		70.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

* Indicates institution established a new fall 2020 target.

Highlights

- Complete College America reports that 25% of U.S. students at two-year institutions and 17% of U.S. students at four-year high research institutions who were remediated at entry complete a credit-bearing course in English within two years.
- Kentucky public institutions are showing progress on this metric due in large part to the implementation of corequisite models of developmental education. In these models, students scoring below college readiness benchmarks are enrolled in regular credit-bearing courses with enhanced support (e.g., additional tutoring or labs). CPE has supported corequisite English design and implementation, and has worked with public colleges, universities and national partners to create professional development and technical assistance opportunities for administrators and practitioners.
- Overall, four-year public institutions saw a 2.3 percentage-point increase in this metric, and KCTCS saw a percentage-point increase of 12.2.
- Due to achieving their 2020 targets ahead of schedule, three schools (EKU, KSU, and Morehead) set new 2020 targets. EKU and Morehead exceeded their revised goals in fall 2018. Western Kentucky University is on track to meet its 2020 target.

Progress of Underprepared Students in Mathematics

About this Measure:

The percentage of first-time, full-time undergraduate degree and credential-seeking students who are underprepared in mathematics (according to the statewide college readiness standards) who complete a credit-bearing course in mathematics or quantitative reasoning by the end of the fall semester a year after entry. Successful course completion is defined as an A, B, C, D or P.

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University	28.7%	26.3%	18.0%	28.5%	30.7%	40.3%		35.0%*
Kentucky State University	18.6%	16.8%	43.2%	81.1%	86.8%	57.0%		70.0%*
Morehead State University	36.0%	34.2%	27.5%	29.4%	35.8%	49.1%		50.0%*
Murray State University	21.7%	25.3%	4.1%	27.6%	24.7%	30.8%		60.0%
Northern Kentucky University	23.2%	27.9%	30.0%	26.1%	30.9%	29.2%		60.0%
University of Kentucky	56.2%	56.1%	53.7%	64.0%	49.0%	47.7%		65.0%
University of Louisville	16.6%	10.1%	23.2%	10.3%	19.9%	29.8%		35.0%
Western Kentucky University	34.3%	36.2%	42.0%	38.7%	32.8%	40.8%		60.0%
Public Universities	30.2%	30.4%	32.9%	34.9%	34.5%	39.7%		60.0%
KCTCS	5.0%	13.4%	21.4%	13.9%	16.3%	15.9%		40.0%
STATEWIDE	20.2%	20.2%	25.7%	24.1%	25.6%	29.7%		60.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

* Indicates institution established a new fall 2020 target.

Highlights

- Complete College America reports that 5% of U.S. students at two-year institutions and 16% of U.S. students at four-year high research institutions who were remediated at entry complete a credit-bearing course in mathematics within two years.
- Kentucky public institutions are showing progress on this metric due in large part to the implementation of corequisite models of developmental education. In these models, students scoring below college readiness benchmarks are enrolled in regular credit-bearing courses with enhanced support (e.g., additional tutoring or labs). CPE has supported corequisite mathematics design and implementation, and has worked with public colleges, universities and national partners to create professional development and technical assistance opportunities for administrators and practitioners.
- Four-year public institutions saw a 2.3 percentage-point increase in this metric, while KCTCS saw a 0.4 of a percentage point decrease in this metric.
- Due to achieving their 2020 targets ahead of schedule, three schools (EKU, KSU, and Morehead) set new 2020 targets. EKU exceeded its revised target in fall 2018, and Morehead nearly met its revised target as well. The University of Louisville is on track to meet its 2020 target.

POLICY AREA 2: SUCCESS

Kentucky's future prosperity depends on more people advancing through our postsecondary education system and graduating in less time. CPE is leading efforts to increase degree production; make instruction more relevant, rigorous and engaging; improve support services for students when and where they need it; close achievement gaps; and ensure academic quality across our campuses. The following are just a few of the activities underway.

- CPE's annual Student Success Summit was cancelled in 2020 due to social distancing measures to prevent the spread of COVID-19. Academic Affairs staff is working to provide the content to higher education professionals through a series of webinars.
- CPE has been working with institutions to create an updated electronic transfer resource that identifies general education courses that are included in the statewide transfer policy, as well as course equivalencies and degree pathways to guide students through the transfer process.
- The Council of Postsecondary Education created the Faculty Advisory Network in October 2019. Thirteen members from both public universities and community and technical colleges were selected to serve two-year terms. They will play a pivotal role in identifying and promoting innovative solutions to accelerate student success. Similarly, a Student Advisory Network will enable CPE to solicit input from students about academic decisions that could affect their college careers.
- Through a partnership with Gray Associates, CPE conducted a comprehensive data collection and evaluation process to capture more information about academic program costs and employment outcomes of graduates, which institutions have struggled to provide in past program review cycles. These data and the resulting analyses are being used to improve CPE's program approval process, help campus leaders make more informed decisions about programming, and better demonstrate the value of academic programs to students, accreditors and the general public. CPE's new Academic and Strategic Initiatives Committee has enabled the board to deepen its involvement in program review and approval by allowing more time for detailed discussion.
- CPE launched the Essential Employability Qualities (EEQ) certification process in conjunction with QA Commons, and three programs were recently certified: two bachelor's degree programs at Murray State University and an associate degree at Bluegrass Community and Technical College. The certification provides assurance to employers that graduates of certified programs have gained valuable employability skills. It also signals that employers have had meaningful input into program design and evaluation. Four other campuses currently are pursuing certification of select programs, including Kentucky State University, University of Kentucky, Gateway Community and Technical College and Jefferson Community and Technical College. Criteria used to evaluate these programs include graduate preparation, career support services, employer engagement, student and alumni engagement and career information.
- As part of the EEQ process, CPE created a Stakeholder Advisory Council to help guide the program and provide ongoing feedback about business and industry workforce needs. Members include representatives from UPS, Baptist Health System, Toyota, Jim Beam, local workforce investment boards (EKCEP), the Kentucky Chamber of Commerce, Kentucky Skills U and various campus representatives. The group meets regularly to discuss the project, as well as Kentucky's workforce gaps and opportunities.
- CPE is working with campuses to revise their credit for prior learning policies. CPE recently brought together institutional representatives with experts from the College Board and Cambridge International to learn more about AP, CLEP, and Cambridge curricula and exams. Institutions are now evaluating whether they are offering the appropriate course equivalencies for successful completion of these exams.
- CPE awarded five \$50,000 Stronger by Degrees Student Success grants through a competitive RFP process to improve student progression and completion, with a special emphasis on low-income and underrepresented minority students. Campuses included Eastern Kentucky University, Northern Kentucky University, Bluegrass Community and Technical College, Maysville Community College and Owensboro Community and Technical College. Campuses provided mid-term and final reports to CPE, and CPE staff have conducted site visits to see the programs in action.
- Kentucky was selected to participate in Degrees When Due, a national initiative of the Institute for Higher Education Policy (IHEP), to help students who have some college credits complete a degree. The initiative allows campus liaisons to learn best practices in adult completion strategies, while re-engaging students who have stopped out of their studies. Kentucky universities are using the program to expand Project Graduate, a degree completion program for adults with 80 or more credit hours. Community colleges gained access to a variety of resources to help them audit students' previously earned credits to determine the most efficient pathway to graduation. CPE staff is facilitating and managing this initiative.



Kentucky will be stronger by ensuring that many more individuals complete a postsecondary degree or credential, and that they graduate with the skills and abilities to be productive, engaged citizens.

Graduation Rates

About these Measures:

Three-year graduation rate is the metric public community and technical colleges report to the United States Department of Education through the Integrated Postsecondary Education Data System, or IPEDS. This measure reflects the percentage of first-time, full-time, associate or credential-seeking students entering in the fall semester who graduate with an associate degree or credential within three years of entry. The normal time to complete an associate degree is two years, but this metric looks at students who earn a degree within 150% of the normal time frame. Graduation rates are typically lower at community and technical colleges because a significant portion of enrollments are part-time, transfer or adult students who are balancing school, work, and other life demands and experience stops and starts on their path to a degree.

The six-year graduation rate is reported to IPEDS by public universities and reflects the percentage of first-time, full-time undergraduate degree-seeking students who receive a bachelor's degree within six years, which is 150% of the normal time frame. As with the three-year rate, part-time, returning or transfer students are excluded from the cohort, as are students who begin in the spring semester.

In this strategic agenda, CPE made the decision to monitor and report graduation rates for low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latinx, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Significant achievement gaps among minority and majority groups are a serious policy concern that limits the future competitiveness and prosperity of the state and its citizens. The goal is to narrow and eventually close these gaps. Graduation rates for URM students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Despite their limitations, three-year and six-year graduation rates are a useful way to compare the success of public institutions across the country in fulfilling their core undergraduate mission - ensuring students graduate in a timely manner.

Highlights

- The overall 3-year graduation rate at KCTCS in 2018-19 climbed to 33.9%, an increase of 2.9 percentage points over 2017-18. The overall rate has been rising steadily since 2012-13.
- In 2018-19, the 3-year graduation rate for low-income students at KCTCS increased 3.4 percentage points to 31.5%, and the rate for underrepresented minority students increased 0.6 of a percentage point to 22.7%. KCTCS exceeded its 2020-21 targets for low-income and URM graduation rates a year ahead of schedule.
- The overall 6-year graduation rate for public universities in 2018-19 increased 0.5 of a percentage point over 2017-18. Five universities experienced gains in their graduation rates, while three experienced decreases.
- In 2018-19, the 6-year graduation rate for low-income students at public universities fell 0.4 of a percentage point, while the rate for underrepresented minority students rose 0.7 of a percentage point.

KCTCS (3-Year Rate)

INSTITUTION	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS										
Overall	24.9%	23.4%	23.7%	25.5%	26.8%	27.1%	31.0%	33.9%		34.0%*
URM	13.3%	13.4%	14.5%	14.1%	16.5%	17.2%	22.1%	22.7%		22.5%
Low-Income	23.6%	21.7%	20.7%	23.4%	23.4%	23.8%	28.1%	31.5%		28.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).
*Indicates institution established a new 2020-21 target.

Graduation Rates

Public Universities (6-Year Rate)

INSTITUTION	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University										
Overall	37.5%	39.3%	41.9%	45.1%	45.0%	49.3%	50.9%	50.0%		50.0%
URM	23.4%	28.2%	26.1%	39.1%	37.0%	32.9%	38.8%	34.0%		43.0%
Low-Income	29.4%	29.4%	29.7%	35.5%	36.3%	35.4%	41.9%	38.3%		42.0%
Kentucky State University										
Overall	13.1%	18.2%	20.1%	22.1%	20.6%	21.4%	16.3%	25.8%		30.0%
URM	12.6%	18.8%	21.2%	23.1%	20.1%	21.8%	14.5%	24.2%		30.0%
Low-Income	12.1%	17.8%	19.7%	20.5%	20.3%	19.2%	15.8%	21.5%		30.0%
Morehead State University										
Overall	42.7%	44.6%	46.2%	40.2%	45.7%	41.7%	44.9%	45.9%		48.2%
URM	32.8%	30.5%	42.9%	22.4%	32.6%	30.2%	37.9%	43.4%		37.5%
Low-Income	33.3%	34.5%	33.8%	30.9%	34.1%	30.0%	38.6%	36.9%		38.0%
Murray State University										
Overall	53.9%	53.2%	51.9%	48.5%	48.6%	48.9%	55.4%	54.6%		58.0%*
URM	46.1%	41.1%	43.9%	36.5%	37.6%	31.3%	41.6%	37.2%		42.0%
Low-Income	44.2%	38.9%	43.6%	38.4%	37.4%	35.6%	42.8%	38.6%		42.0%
Northern Kentucky University										
Overall	36.9%	37.7%	36.3%	39.8%	37.6%	39.4%	43.8%	47.7%		45.0%
URM	28.1%	29.4%	22.6%	37.9%	23.0%	27.4%	34.8%	38.0%		39.0%
Low-Income	28.4%	28.2%	25.8%	29.1%	30.3%	28.0%	32.7%	36.7%		39.0%
University of Kentucky										
Overall	57.6%	60.4%	60.2%	61.3%	63.6%	64.6%	65.8%	66.1%		70.0%
URM	50.0%	44.8%	45.2%	40.7%	52.4%	51.9%	54.2%	56.0%		58.5%
Low-Income	42.7%	48.5%	47.8%	46.5%	51.5%	50.0%	53.0%	54.5%		56.0%
University of Louisville										
Overall	52.1%	53.5%	53.6%	52.9%	52.8%	54.4%	56.6%	58.6%		60.1%
URM	43.8%	43.2%	49.6%	44.5%	51.1%	47.7%	56.0%	54.3%		58.5%
Low-Income	40.5%	48.2%	41.3%	41.3%	45.1%	45.8%	47.1%	48.3%		54.1%
Western Kentucky University										
Overall	49.6%	50.3%	50.1%	50.0%	51.9%	50.7%	53.4%	51.6%		53.7%
URM	35.6%	35.6%	33.8%	33.3%	33.9%	30.7%	33.6%	34.7%		40.0%
Low-Income	37.5%	38.3%	37.8%	36.2%	41.0%	37.9%	39.9%	38.3%		45.0%
STATEWIDE (public universities only)										
Overall	47.6%	48.9%	49.3%	49.8%	50.6%	51.3%	54.5%	55%		60.0%
URM	33.6%	33.5%	35.9%	36.6%	38.8%	37.8%	42.7%	43.4%		50.0%
Low-Income	34.5%	36.9%	36.5%	36.3%	38.8%	37.1%	41.9%	41.5%		50.0%

Source: Kentucky Postsecondary Education Database System (KPEDS).

*Indicates institution established a new 2020-21 target.

First-Year to Second-Year Retention

About this Measure:

This metric captures the percentage of first-time, degree- or credential-seeking students enrolled in the previous summer or fall who are still enrolled the following fall or, in the case of KCTCS students, have successfully completed a credential. A high retention rate suggests students are satisfied enough with their first-year experience to return for a second year. Student support services like advising, mentoring, and financial assistance are all factors that can influence a school's retention rate.

In this Strategic Agenda, CPE made the decision to monitor and report retention rates for low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latino, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Significant retention gaps among minority and majority populations are a serious policy concern that limits these students' chance of obtaining a degree in a timely fashion. The goal is to narrow and eventually close these gaps. Retention rate of URM and low-income students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Highlights

- The overall retention rate at KCTCS for fall 2018 to fall 2019 rose 2.2 percentage points to 55.5%. With this increase, KCTCS met its 2020-21 target a year ahead of schedule.
- The retention rate of URM students at KCTCS increased 4.1 percentage points over last year, while the retention rate of low-income students increased 2.4 percentage points. KCTCS exceeded its 2020-21 targets for both populations.
- The overall retention rate at public universities for fall 2018 to fall 2019 rose 1.3 percentage points to 78.2%. Retention improved at five universities and held steady at three universities. ECU met its 2020-21 target a year ahead of schedule.
- At four-year public universities, the retention rate for URM students increased 0.8 of a percentage point over the previous year. The retention rate for low-income students increased 1.9 percentage points.

KCTCS

INSTITUTION	Fall 11- Fall 12	Fall 12- Fall 13	Fall 13- Fall 14	Fall 14- Fall 15	Fall 15- Fall 16 Baseline	Fall 16- Fall 17	Fall 17- Fall 18	Fall 18- Fall 19	Fall 19- Fall 20	Fall 20- Fall 21 Target
KCTCS										
Overall	50.9%	51.6%	52.0%	50.1%	52.6%	54.3%	53.3%	55.5%		54.4%
URM	40.0%	40.4%	42.2%	40.1%	45.1%	47.5%	45.4%	49.5%		46.8%
Low-Income	48.3%	49.9%	49.2%	47.6%	50.5%	53.1%	52.1%	54.5%		53.7%

Source: Kentucky Postsecondary Education Database System (KPEDS).

First-Year to Second-Year Retention

Public Universities

INSTITUTION	Fall 11- Fall 12	Fall 12- Fall 13	Fall13- Fall 14	Fall 14- Fall 15	Fall 15- Fall 16 Baseline	Fall 16- Fall 17	Fall 17- Fall 18	Fall 18- Fall 19	Fall 19- Fall 20	Fall 20- Fall 21 Target
Eastern Kentucky University										
Overall	68.0%	72.2%	72.3%	74.0%	74.0%	73.4%	73.0%	75.1%		75.0%
URM	56.5%	60.7%	60.8%	65.5%	64.1%	62.8%	72.0%	65.5%		67.0%
Low-Income	59.8%	66.6%	66.2%	69.4%	69.9%	68.7%	67.0%	70.2%		72.0%
Kentucky State University										
Overall	46.3%	46.8%	43.5%	58.9%	59.2%	67.7%	56.1%	65.6%		70.0%
URM	46.2%	44.3%	42.2%	57.1%	60.3%	74.6%	56.8%	67.0%		70.0%
Low-Income	47.8%	52.3%	41.9%	58.3%	60.5%	72.7%	63.5%	69.5%		70.0%
Morehead State University										
Overall	67.1%	69.1%	69.6%	65.7%	70.7%	72.3%	73.7%	73.2%		76.2%
URM	64.6%	66.2%	69.7%	62.5%	67.8%	63.2%	78.0%	68.5%		73.9%
Low-Income	59.3%	66.7%	66.3%	59.2%	67.3%	67.3%	69.5%	67.3%		73.5%
Murray State University										
Overall	70.3%	72.9%	72.4%	71.8%	74.2%	77.3%	79.3%	79.3%		81.0%*
URM	63.0%	66.8%	61.2%	60.6%	69.1%	75.0%	73.6%	70.4%		75.0%
Low-Income	63.8%	66.9%	61.2%	61.8%	65.6%	72.0%	73.8%	73.6%		70.0%
Northern Kentucky University										
Overall	67.3%	67.4%	69.3%	69.1%	71.9%	72.5%	68.6%	72.1%		77.0%
URM	55.8%	59.5%	66.8%	63.7%	69.5%	72.4%	63.1%	69.1%		75.0%
Low-Income	61.0%	59.7%	63.6%	62.7%	64.4%	64.2%	61.2%	65.6%		71.0%
University of Kentucky										
Overall	81.3%	82.5%	82.2%	82.7%	81.7%	83.3%	84.5%	85.0%		90.0%
URM	75.2%	77.6%	76.3%	76.1%	77.2%	79.9%	77.5%	78.5%		80.0%
Low-Income	73.7%	76.4%	74.1%	75.9%	74.8%	76.0%	76.4%	77.7%		80.0%
University of Louisville										
Overall	77.1%	77.9%	80.6%	79.4%	79.7%	80.7%	80.3%	80.1%		82.0%
URM	75.3%	78.1%	79.3%	78.7%	78.0%	81.7%	77.9%	75.4%		80.5%
Low-Income	73.1%	72.2%	75.1%	74.4%	74.5%	76.3%	74.5%	75.1%		77.5%
Western Kentucky University										
Overall	71.3%	71.7%	73.1%	72.4%	72.8%	69.9%	71.5%	72.9%		74.6%
URM	62.4%	58.5%	62.6%	59.1%	58.3%	57.8%	57.1%	59.5%		67.4%
Low-Income	64.5%	61.6%	65.7%	62.1%	63.7%	60.2%	62.7%	64.7%		70.1%
STATEWIDE (public universities only)										
Overall	72.6%	74.5%	75.0%	75.5%	76.3%	76.9%	76.9%	78.2%		81.8%
URM	64.8%	67.1%	67.0%	68.8%	71.0%	73.4%	70.7%	71.5%		75.3%
Low-Income	64.5%	67.2%	66.9%	67.2%	69.2%	69.4%	69.2%	71.1%		72.6%

Source: Kentucky Postsecondary Education Database System (KPEDS).

* Indicates institution established a new fall 2020-fall 2021 target

Average Credit Hours Earned at Graduation

About this Measure:

The average number of credits earned by associate and bachelor's degree graduates at the time of graduation, including credit transferred into the degree-granting institution from other postsecondary institutions. This includes the number of hours accepted in transfer, but does not include hours earned in developmental or remedial courses or credit hours earned while obtaining a second degree at the same level in the same year. Most accreditors require bachelor's degree programs to consist of a minimum of 120 credit hours; for associate degree programs, the minimum is 60 credit hours. Often, specific program accreditors require a higher number of credit hours for graduation.

INSTITUTION	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University	140.0	141.3	141.3	140.5	142.1	140.2	138.4		137.5
Kentucky State University	146.3	140.3	141.7	142.3	140.3	142.0	137.4		120.0
Morehead State University	143.2	141.4	140.7	138.1	136.4	137.7	134.4		136.6
Murray State University	142.2	139.6	139.7	138.0	138.6	137.7	136.9		132.0
Northern Kentucky University	139.7	139.0	138.8	137.8	134.9	134.1	134.1		135.7
University of Kentucky	140.2	139.5	140.6	140.5	140.5	140.4	139.5		135.4
University of Louisville	141.6	142.4	142.3	142.2	140.9	139.8	138.5		137.0
Western Kentucky University	139.6	139.6	139.0	139.6	138.9	138.2	136.3		137.0*
KCTCS	91.1	91.4	90.3	86.2	84.4	79.8	77.9		80.0
AIKCU	136.2	135.5	135.4	135.7	138.6	133.1	133.6		NA
STATEWIDE (public 4-year only)	139.7	139.3	139.4	139.0	139.5	138.9	137.6		134.0

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

Highlights

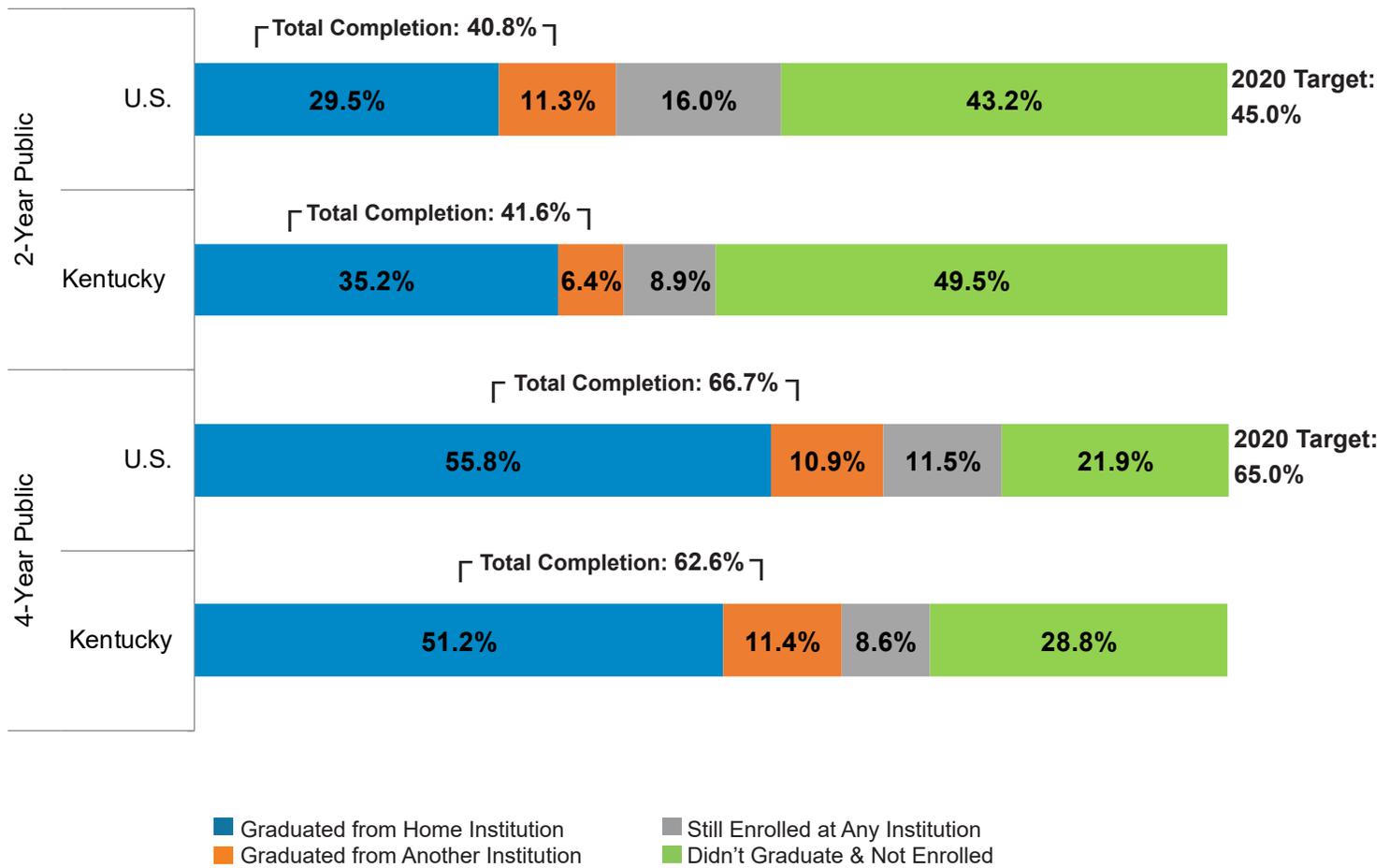
- Kentucky graduates who accumulate hours beyond what their program requires may incur additional costs, both from increased tuition and indirectly from lost wages. Increased time-to-degree also leads to higher rates of attrition.
- In 2018-19, Kentucky public universities experienced their largest annual decrease in average credit hours earned at graduation since 2012-13, decreasing by 1.3 credit hours over the previous year. KCTCS decreased by 1.9 credit hours to 77.9, achieving its 2020-21 target a year ahead of schedule.
- Every university except one (Northern Kentucky University) reduced average credit hours to degree in 2018-19. Northern Kentucky University's average credit hours remained at 134.1. Both Northern Kentucky University and Western Kentucky University reached their 2020-21 targets a year ahead of schedule.
- AIKCU institutions are not required to set a 2020-21 goal. Even so, they have reduced average credits to degree by 2.6 hours since 2012-13. At 133.6, independent institutions have fewer average credits to degree than public universities.
- As part of the program review process, CPE monitors average credits to degree for graduates in each program over a five-year period.

Statewide Completion Rate

About this Measure:

Unlike the graduation rate, the statewide completion rate is a more comprehensive metric that looks at outcomes of students who began postsecondary education six years earlier. It captures all first-time students enrolled part-time or higher, as well as students who began at one institution and finished at another (both two-year and four-year).

2019 Completion Rate for Students Starting in 2013



Source: National Student Clearinghouse

Highlights

- The completion rate for KCTCS is 0.8 of a percentage point higher than the national average. Kentucky public universities trail the national average by 4.1 percentage points.
- Approximately half (49.5%) of the students who enrolled in KCTCS in 2013 left without earning a credential, higher than the national average of 43.2%. At Kentucky public universities, 28.8% left school without a degree, compared to the national average of 21.9%.
- The three-year graduation rate at KCTCS in 2018-19 is 33.9%, compared to a six-year completion rate of 41.6%.
- Kentucky's public six-year graduation rate in 2018-19 is 55%, compared to a six-year completion rate of 62.6%.

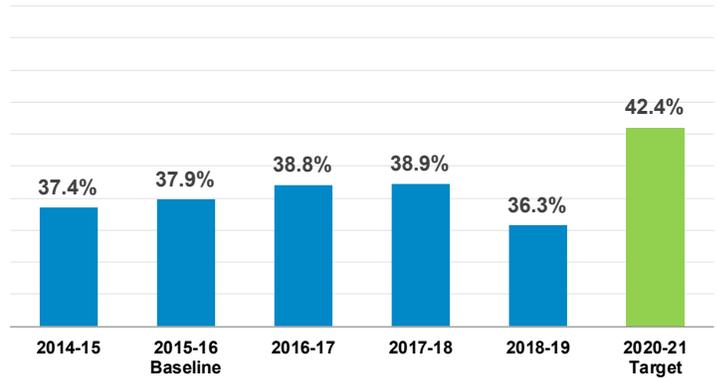
KCTCS Transfers with an Associate Degree

Highlights

- A descriptive study from the National Student Clearinghouse found that 39.1% of students transfer from a two-year institution with a certificate or associate degree, compared to 30.2% of students who transfer without one. Currently, KCTCS is 2.8 percentage points below the national average on this metric.
- The percentage of KCTCS students transferring to four-year institutions with an associate degree in 2018-19 fell 2.6 percentage points from 2017-18, the largest single year decrease during this strategic agenda cycle.

About this Measure:

The percentage of KCTCS students who earn an associate degree and transfer to a four-year institution within a year of earning the degree.



Source: KCTCS and the National Student Clearinghouse

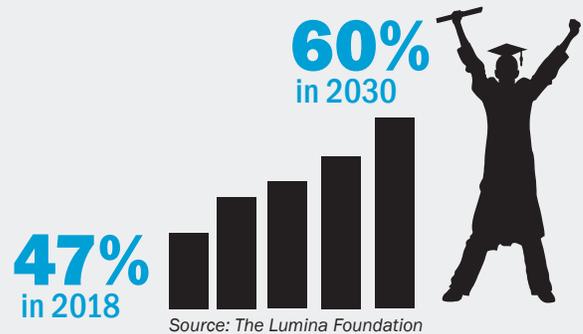


Kentucky's Educational Attainment Goal

What is it?

Kentucky has established an ambitious goal: for 60% of adults (ages 25-64) to obtain some level of postsecondary education (certificate or higher) by the year 2030. This will move the state closer to the projected national average and make Kentucky more competitive in an economy where most of the new jobs being created are going to people with a postsecondary credential.

This goal was developed in partnership with the National Center on Higher Education Management Systems (NCHEMS) after a detailed analysis of population projections, high school graduates in the pipeline, college enrollment patterns, in- and out-migration and college completion rates. Reaching the goal will require an average annual increase of about 1.7% in graduates with a degree or credential. Kentucky experienced a 3.5% increase in 2018-19.



Why is it important?

1.

America's economy is changing. A recent report by the Georgetown University Center on Education and the Economy reveals that nearly all the jobs created in the U.S. since the Great Recession, 11.5 million out of 11.6 million, have gone to workers with at least some postsecondary education.

2.

Kentucky needs talent to capitalize on these changes. To remain competitive, workers need to be problem solvers, innovators, analysts, communicators and facilitators. They must adapt easily to new technologies and be able to work in teams. They need to be lifelong learners, willing to retrain many times over the course of their careers. They need education beyond high school.

3.

All postsecondary credentials are needed. Kentucky is poised for growth in five sectors—advanced manufacturing; healthcare; business and IT; transportation and logistics; and construction. Certificates help individuals land entry-level jobs. KCTCS works with public universities to create degree pathways that help workers advance in their education and careers over time.

4.

All regions must benefit. Kentucky will succeed only if we achieve greater levels of education for all. Minority, low-income and non-traditional students need resources and strong advising to help them complete college at rates equal to majority students. Rural areas need better access to postsecondary programs to help their economies and communities flourish.

5.

If we succeed, the benefits will transcend our economy. College-educated individuals have higher rates of voting, charitable giving, and volunteerism. They are healthier and cost less to insure. They are less likely to be incarcerated, on public assistance or addicted to drugs or alcohol. They read to their children more often and are more involved in their children's schools.

POLICY AREA 3: IMPACT

Kentucky's colleges and universities have an enormous impact on the state's economy and quality of life. In addition to training current and future members of the workforce, postsecondary institutions engage in research and development activities that lead to scientific breakthroughs and discoveries in health care, agriculture, manufacturing, and other fields. Colleges and universities work with businesses to provide market research, consulting, entrepreneurship training and other services. Public service and outreach are critical to fulfilling higher education's mission to improve local communities and the organizations and institutions that serve them.

- CPE is a founding member and contributing partner of KYSTATS, a data and research collaborative that combines data sources to allow for longitudinal analysis of education performance and employment outcomes of Kentucky graduates. This year we worked with KYSTATS on developing Higher Education's Return on Investment report, which highlighted the economic benefits of college credentials to both the individual and the state.
- CPE partners with the Kentucky Education and Workforce Development Cabinet (EWDC) and the Kentucky Center for Statistics (KYSTATS) to produce the Postsecondary Feedback Report. The new version uses interactive Tableau technology to better communicate transfer and employment outcomes of Kentucky's college and university graduates. Useful for educators, policymakers, board members and the general public, the report provides employment and wage data by institution, program level, academic discipline, and industry.
- CPE partnered with EMSI, a national research organization, to dive more deeply into two high demand workforce areas: engineering and healthcare. CPE commissioned two reports from EMSI to help us better understand current and future workforce demand in these areas, as well as postsecondary program alignment and employment outcomes for program graduates.
- The Kentucky Chamber of Commerce's Business-Education Roundtable has been leading statewide efforts to develop a future pipeline of top-tier talent. CPE President Aaron Thompson and KCTCS President Jay Box jointly chaired a subcommittee of the roundtable charged with developing strategies to get Kentucky adults more highly trained and educated.
- The Kentucky Regional Optical Network (KyRON)—a consortium of CPE, the University of Kentucky (UK) and the University of Louisville (UofL)—connects public postsecondary institutions to the national and international research and education community through Internet2. KyRoN enables UK and UofL to qualify for major federal research grants, helping them reach their HB 1 goals of becoming nationally recognized research institutions.
- CPE will lead the state's participation in the Education Commission of the State's (ECS) initiative "Connecting Education and Work." Kentucky's participation will provide access to Gallup survey data about perceptions of higher education and its role in helping Kentuckians reach their career goals. Kentucky will benefit from ongoing ECS technical support as we use these data to help formulate or implement policy approaches to bridge the gap between education and work. Kentucky team members include representatives from CPE, KHEAA, KCTCS and public universities.
- Kentucky was one of eleven states chosen to participate in the Credentials of Value Institute, a national initiative supported by the Lumina Foundation to help states establish a priority list of high-value, non-degree credentials uniform across K-12, postsecondary and workforce development. The initiative will help states create a framework to identify which credentials should count for postsecondary credit and determine those that should count toward postsecondary attainment goals. The Kentucky team is comprised of CPE, KDE, KCTCS, The Education and Workforce Cabinet and KYSTATS representatives. This work will inform performance funding discussions as CPE considers how sub-associate postsecondary credentials might be incorporated into the funding model.



Kentucky will be stronger by training a globally competitive, entrepreneurial workforce; educating an engaged, informed citizenry; improving the health and well-being of families; and producing new research and discoveries that fuel job creation and economic growth.

Degrees and Credentials Awarded

About this Measure:

For KCTCS institutions, this metric captures the total number of diplomas, certificates and associate degrees awarded in an academic year. For public four-year universities, the metric includes bachelor's degrees (pages 24-25) and graduate degrees (page 26). Graduate degrees include the following categories: master's, specialist, doctoral-research/scholarship, doctoral-professional practice, and doctoral-other.

Due to sizable achievement gaps between minority and majority populations, CPE made the decision to monitor and report degrees awarded to low-income and underrepresented minority students, which include Black, American Indian or Alaskan native, Hispanic or Latinx, native Hawaiian or other Pacific Islander, and students identifying as two or more races. Low-income status is defined by eligibility for federal Pell grants. Because of the critical workforce need for science, technology, engineering, math and health professionals (STEM+H), CPE also is tracking degrees in these disciplines, with the goal of increasing the number of students prepared for these careers. Degrees awarded to underrepresented minority students is one of the metrics used in the statewide diversity plan to determine a school's eligibility to offer new academic programs.

Highlights

- Degrees and credentials awarded by KCTCS in 2018-19 increased 4.8% over the previous year. The increase in short-term certificates accounts for most of this growth.
- Minority credentials awarded by KCTCS in 2018-19 increased 7.4% over the previous year.
- Bachelor's degrees fell from 19,109 in 2017-18 to 19,011 in 2018-19, a 0.5% decrease.
- Nevertheless, minority degrees continued to climb at public universities, increasing 5.5% over the previous year.
- Degrees and credentials awarded to low-income students in 2018-19 decreased 1.1% at KCTCS and 2.2% at public universities over last year, suggesting more work is needed to address access and completion issues for economically disadvantaged students.

ASSOCIATE OR LESS	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS										
Total	28,544	28,469	31,715	30,012	30,765	34,502	35,418	37,128		38,266*+
Low-Income	19,873	20,138	22,403	21,090	20,516	23,233	22,984	22,733		22,139+
URM	3,084	2,940	3,378	3,228	3,340	3,705	4,067	4,367		3,793+
STEM+H	10,270	10,501	11,406	10,960	10,687	11,903	12,552	13,155		13,488*+
BACHELOR'S DEGREES										
Eastern Kentucky University										
Total	2,259	2,358	2,508	2,532	2,559	2,573	2,648	2,690		2,690
Low-Income	1,131	1,239	1,343	1,372	1,378	1,399	1,345	1,327		1,458
URM	171	178	236	213	207	213	271	249		218
STEM+H	484	533	657	682	769	840	900	873		820
Kentucky State University										
Total	229	206	272	270	276	315	222	212		320
Low-Income	166	147	204	196	211	237	164	158		220
URM	148	118	170	141	160	182	136	157		170
STEM+H	59	68	48	59	65	70	46	38		65

+KCTCS targets were developed by the system office and approved by the KCTCS board as part of their strategic plan. Targets exceeded in advance of 2020-21 were revisited, and revisions are reflected in this report. * Indicates institution set new 2020-21 target.

Source: Kentucky Postsecondary Education Data System (KPEDS).

Degrees and Credentials Awarded

BACHELOR'S DEGREES (cont.)	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Morehead State University										
Total	1,115	1,116	1,144	1,166	1,306	1,291	1,308	1,260		1,477
Low-Income	617	666	703	703	779	742	765	708		819
URM	53	46	51	63	69	105	79	101		84
STEM+H	276	246	286	306	343	357	384	385		397
Murray State University										
Total	1,530	1,399	1,469	1,512	1,696	1,699	1,678	1,577		1,783
Low-Income	680	655	687	733	747	775	725	680		815
URM	116	121	131	127	151	174	159	144		165
STEM+H	585	564	564	643	741	710	719	730		747
Northern Kentucky University										
Total	1,980	2,109	2,143	2,214	2,196	2,238	2,218	2,134		2,400
Low-Income	855	942	962	1,071	1,038	1,040	1,005	954		1,050
URM	139	132	183	185	209	246	237	256		230
STEM+H	486	572	587	648	672	722	679	694		750
University of Kentucky										
Total	3,735	4,022	3,988	4,238	4,540	4,642	4,956	5,105		5,200*
Low-Income	1,100	1,203	1,287	1,350	1,422	1,494	1,457	1,501		1,650
URM	268	335	412	460	536	594	661	740		621
STEM+H	1,126	1,237	1,345	1,439	1,609	1,793	1,908	2,042		2,100*
University of Louisville										
Total	2,702	2,731	2,821	2,832	2,705	3,010	3,041	3,049		3,100
Low-Income	1,042	1,121	1,218	1,211	1,137	1,203	1,184	1,200		1,356
URM	410	418	465	514	484	577	557	553		585
STEM+H	733	766	798	782	835	955	1,038	1,056		1,085
Western Kentucky University										
Total	2,694	2,627	2,751	2,704	2,817	2,851	3,038	2,984		3,100*
Low-Income	1,265	1,272	1,381	1,390	1,353	1,276	1,361	1,298		1,455
URM	243	271	285	287	315	310	347	383		347
STEM+H	752	716	808	743	888	825	880	867		1,021
STATEWIDE BACHELOR'S DEGREES (publics only)										
Total	16,244	16,568	17,096	17,468	18,095	18,619	19,109	19,011		20,070*
Low-Income	6,856	7,245	7,785	8,026	8,065	8,166	8,006	7,826		8,823
URM	1,548	1,619	1,933	1,990	2,131	2,401	2,447	2,583		2,420
STEM+H	4,501	4,702	5,093	5,302	5,922	6,272	6,554	6,685		6,620

Source: Kentucky Postsecondary Education Data System (KPEDS)

* Indicates institution set new 2020-21 target.

Degrees and Credentials Awarded

GRADUATE/ PROFESSIONAL DEGREES	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University	751	793	744	791	903	939	876	926		950
Kentucky State University	64	50	49	52	45	40	63	51		60
Morehead State University	456	463	446	366	339	324	315	312		374
Murray State University	732	714	682	684	696	626	605	470		699
Northern Kentucky University	661	653	687	699	599	561	587	617		660
University of Kentucky	2,119	2,163	2,133	2,068	2,098	2,073	2,143	2,212		2,250*
University of Louisville	1,988	1,894	1,798	1,919	1,937	1,944	1,970	1,992		2,011
Western Kentucky University	1,013	1,006	928	853	881	879	930	834		950
STATEWIDE (publics only)	7,784	7,736	7,467	7,432	7,498	7,386	7,489	7,414		7,855

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

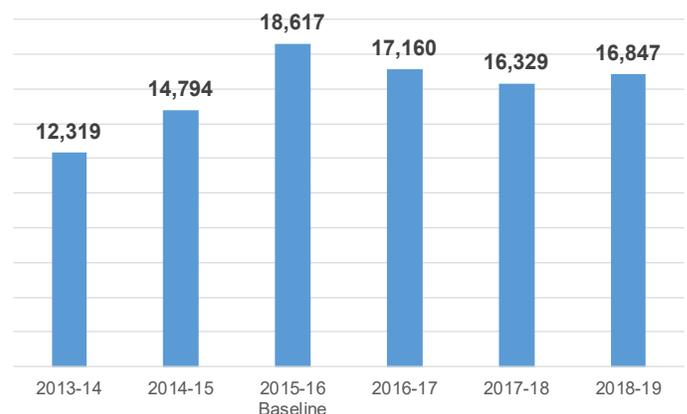
Non-Credit Workforce Training Hours

Highlights

- The statewide strategic agenda highlights this key component of KCTCS's mission. The metric is designed to capture the breadth and impact of non-credit, workforce-driven programs.
- KCTCS, through their Workforce Solutions, provides customized employee training to over 5,000 Kentucky companies annually.
- Campuses provide training in multiple formats at employer locations. Through the KCTCS-TRAINS program, companies can offset the cost of training their employees.
- Because Workforce Solutions program delivery is tied directly to business/industry training demands and budgets, as well as state funding for the Workforce Solutions program, training hours fluctuate significantly from year to year.

About this Measure:

The number of credit hours of non-credit workforce courses offered by KCTCS in an academic year. The total number of clock hours in a course is multiplied by the number of students in the course. Then, clock hours are converted to credit hours in the following manner: fifteen clock hours equals one credit hour.

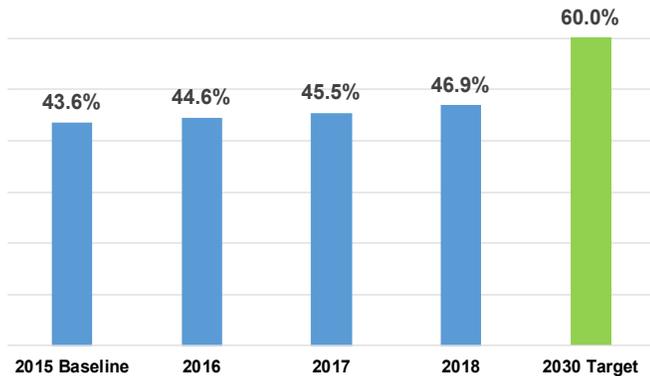


Source: Kentucky Community and Technical College System Workforce Solutions

Educational Attainment in Kentucky

About this Measure:

The percentage of Kentucky adults ages 25-64 with a postsecondary certificate or degree.



Source: The Lumina Foundation, "A Stronger Nation: Kentucky's Progress Toward the Goal"

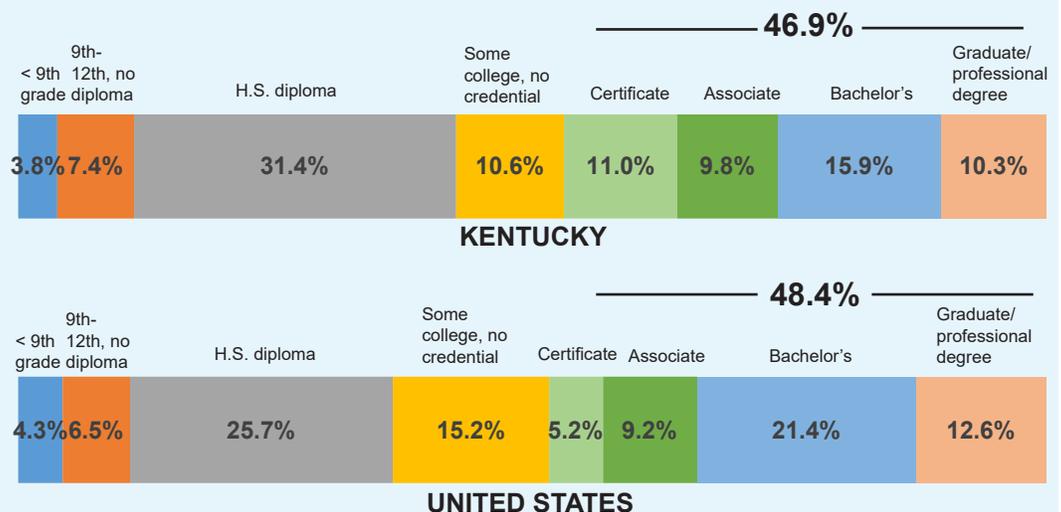
Highlights

- Kentucky has increased its educational attainment rate from 42.5% in 2014 to nearly 47% in 2018, a 4.5 percentage-point gain. This is higher than the national 3 percentage-point gain during this same time period.
- There are 20 states where educational attainment is 50% or higher, up from 16 last year. District of Columbia leads the way at 68.3%, followed by Massachusetts (58.0%) and Colorado (57.1%).
- Ten Kentucky counties have educational attainment rates of 40% or better. Oldham County has the highest rate at 53.3%, followed by Fayette at 52.6%, Campbell at 45.6%, Woodford at 45.2%, Boone at 43.3%, and Jefferson at 43.1%. Note that county attainment levels do not reflect individuals with certificates, only associate degrees and higher.
- Twenty-three counties have attainment rates lower than 20%, compared to 27 last year. These are mostly in the eastern part of the state. Note that county attainment levels do not reflect individuals with certificates, only associate degrees and higher.
- Lumina reports the following attainment rates for racial/ethnic groups in Kentucky: Asian/Pacific Islander 56.5%, White 35.7%, Hispanic or Latinx 27.0%, and African-American 26.6%. These percentages do not reflect individuals with certificates, only associate degrees and higher.

To reach state goals and compete in the knowledge economy, Kentucky needs to increase the number of residents who enroll in postsecondary programs and earn credentials beyond high school. In 2018, 31.4% of Kentucky's working-age adults had a high school diploma but no postsecondary credential, compared to a national average of 25.7%. While Kentucky exceeds the national average in certificates and associate degrees, we trail the national average in bachelor's degree holders by a significant margin.

Education Level of Residents, Ages 25-64, in 2018

Because of rounding, the sum of these percentages may not equal 100.



Source: The Lumina Foundation, "A Stronger Nation: Kentucky's Progress Toward the Goal." <http://strongernation.luminafoundation.org/report/2018/#state/KY>

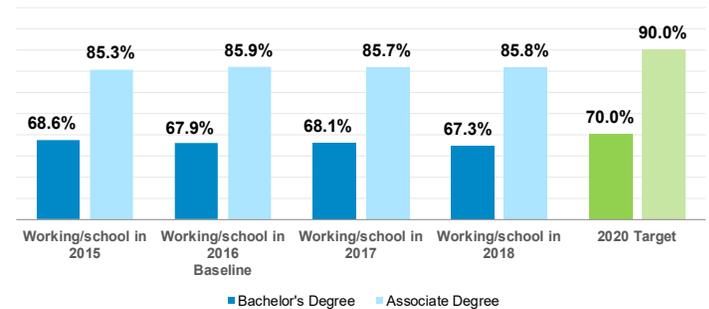
Graduates Working or Pursuing More Education

Highlights

- CPE's metric looks at both employment and additional education outcomes one year after graduation.
- KYSTATS publishes the Postsecondary Education Feedback Report, which looks at employment outcomes only three years following graduation. For comparison, in 2018, 51.8% of students who graduated from a research university were employed in Kentucky three years after graduation; 54.3% of students who graduated from a comprehensive university were employed in Kentucky three years later; and 69.9% of students who graduated from a KCTCS institution were employed in Kentucky three years later.
- According to the Postsecondary Education Feedback Report, the median income three years after graduation is \$41,574 for research university graduates, \$37,112 for comprehensive university graduates, and \$26,342 for KCTCS graduates.

About this Measure:

The percent of associate and bachelor's degree graduates working in Kentucky or pursuing additional education a year after graduation. Working status is determined by Kentucky wage records. There is a lag time in obtaining this data; for 2016 graduates working or going to school in 2017, information is not available until spring 2018.



Source: Kentucky Center for Statistics (KYStats)



Research & Development Expenditures

About this Measure:

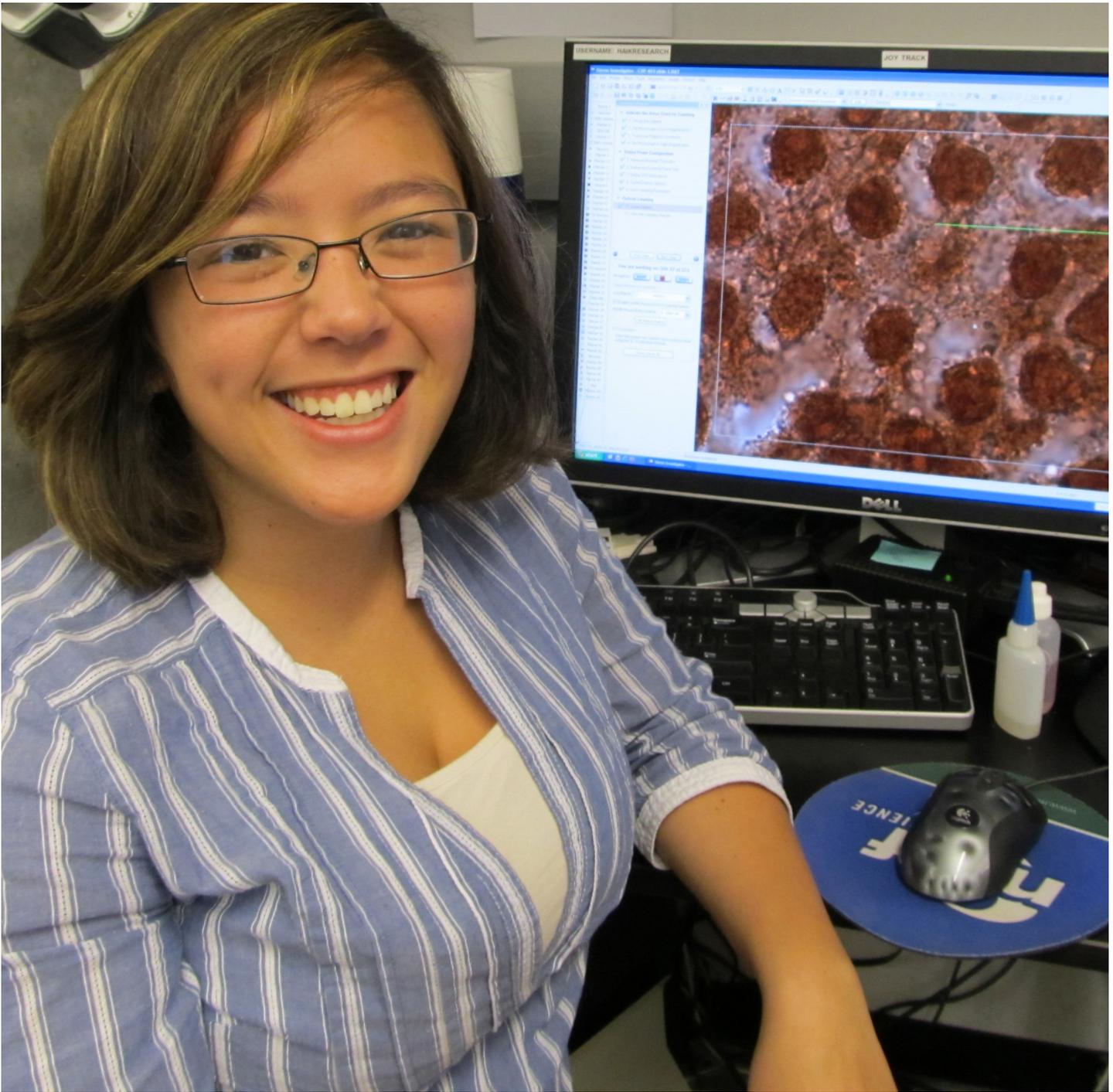
This metric captures the amount of research and development expenditures from federal, state, local, corporate, foundation and other sources. These amounts are displayed both with institutional funding (total research expenditures) and without institutional funding (extramural research expenditures).

INSTITUTION	FY12	FY13	FY14	FY15	FY16 Baseline	FY17	FY18	FY19	FY20
University of Kentucky									
With institutional funding	\$360.8M	\$339.8M	\$328.2M	\$331.7M	\$349.7M	\$378.4M	\$393.0M		
Without institutional funding	\$234.9M	\$239.7M	\$231.2M	\$230.8M	\$244.5M	\$258.4M	\$267.8M		
University of Louisville									
With institutional funding	\$196.8M	\$186.8M	\$183.4M	\$179.5M	\$182.5M	\$177.6M	\$176.7M		
Without institutional funding	\$119.7M	\$121.5M	\$114.3M	\$109.3M	\$117.4M	\$120.3M	\$122.9M		
Western Kentucky University									
With institutional funding	\$10.6M	\$9.3M	\$8.3M	\$7.9M	\$8.9M	\$10.8M	\$9.6M		
Without institutional funding	\$6.5M	\$4.9M	\$4.0M	\$4.6M	\$4.7M	\$5.2M	\$4.2M		

Source: National Science Foundation Survey of Research and Development Expenditures at Universities and Colleges

Highlights

- Research and development expenditures is a widely used metric that allows universities to track the volume of annual spending in research and development enterprises and benchmark their progress against peer institutions. The ability of an institution to secure federal funding from the National Science Foundation helps attract high-quality faculty as well as business and industry investors.
- According to data from the Higher Education Research and Development (HERD) Survey by the National Center for Science and Engineering Statistics (NCSES) within the National Science Foundation (NSF), funding of U.S. higher education research and development increased across all funding sources in FY 2018, marking the third straight year of steady growth. Total R&D expenditures increased \$4.1 billion (5.5%) from FY 2017, reaching \$79.4 billion.
- UK saw increases in FY18 in both total and extramural expenditures over the prior year, of 3.8% and 3.6% respectively. UofL's total research expenditures decreased slightly, but extramural expenditures increased 2.2%. WKU experienced declines in both categories.
- In FY18, UK ranked 63rd among all U.S. colleges and universities with regard to total research and development expenditures, down one position from last year. UofL ranked 125th, down 3 positions from last year. WKU ranked 339th in 2018, down 15 positions from last year.



APPENDICES

Appendix 1: Statewide Diversity Plan

The Council on Postsecondary Education has a rich history of promoting diversity and inclusion at Kentucky's public postsecondary institutions. In 1982, the Commonwealth of Kentucky Higher Education Desegregation Plan was first developed in response to a U.S. Department of Education's Office for Civil Rights (OCR) finding that Kentucky had "failed to eliminate the vestiges of its former de jure racially dual system of public higher education." For the next 25 plus years, CPE focused the desegregation plan and subsequent revisions on increasing the enrollment and success of African-American students, increasing the number of African-American employees on campus, and enhancing Kentucky State University, with later versions also focusing on improving campus climate. To provide oversight of plan implementation and to prioritize diversity initiatives, CPE created the Committee on Equal Opportunities (CEO).

In December of 2008, the OCR released Kentucky from the remedial planning process, but CPE continued its efforts to promote equity and close achievement gaps. A new diversity policy was adopted on September 23, 2016, called the Kentucky Public Postsecondary Education Policy for Diversity, Equity and Inclusion. This statewide policy is grounded on the premise that to truly prepare students for life and work in an increasingly diverse society, the public postsecondary institutions within the Commonwealth must embrace diversity and equity within constitutional and legal parameters, commit to improving the academic achievement of all students, create an inclusive campus environment, and produce culturally competent graduates for the workforce.

The policy directs campuses to develop diversity plans focused on the three priority areas of the statewide strategic agenda: Opportunity, Success and Impact. These are the metrics for which campuses establish performance targets.

OPPORTUNITY

- **Undergraduate Enrollment.** The percentage of total undergraduate enrollment that is African American or Black, Hispanic or Latinx, and part of an underrepresented minority population. URM students include American Indian or Alaskan natives, native Hawaiian or other Pacific Islanders, and students identifying as two or more races.
- **Graduate and Professional Enrollment.** The percentage of total graduate enrollment that is part of an underrepresented minority population. This metric does not apply to KCTCS.

SUCCESS

- **First-Year to Second-Year Retention.** The percentage of first-time, underrepresented minority and low-income students seeking a credential or degree who are still enrolled at the same institution the following fall. Low-income students are defined as federal Pell grant recipients.
- **Graduation Rates.** The percentage of first-time, full-time underrepresented minority and low-income students seeking a credential or degree who obtain a degree from the same

institution within 150% of the normal time frame (three years for associate degree programs and six years for bachelor's degree programs).

- **Degrees and Credentials.** The number of degrees and credentials awarded to underrepresented minority and low-income students.

IMPACT

- **Faculty/Tenure Track Employees.** The percentage of full-time faculty/tenure-track employees who are from an underrepresented minority group, including those who identify as two or more races. For KCTCS, this metric includes instructional staff.
- **Management Occupations.** The percentage of employees holding managerial or administrative positions who are from an underrepresented minority group, including those who identify as two or more races.

For an institution to remain eligible to offer new academic programs per KRS 164.020(19), it must demonstrate progress toward meeting goals and provide evidence that identified strategies are being implemented with fidelity. If institutions are not making satisfactory progress, they must submit a performance improvement plan. Once approved, an institution may request a waiver to offer a new academic program if the institution can provide sufficient assurance that offering the new program will not divert resources from improvement efforts. The request for a waiver is submitted to the CEO for review, and then to CPE for final approval. Approval must be granted before the institution can initiate the program approval process.

The following tables display progress toward the goals campuses established through the statewide diversity planning process to improve Opportunity and Impact. The diversity metrics for Success are included on pages 14-17 and 24-25.

Appendix 2: Diversity Plan Metrics

Undergraduate and Graduate Enrollment

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
Eastern Kentucky University								
UG Black, Non-Hispanic Only	5.5%	6.0%	5.7%	5.5%	5.6%	5.6%	5.6%	6.0%
UG Hispanic or Latinx	1.8%	2.0%	2.4%	2.7%	2.8%	3.0%	3.6%	2.8%
UG URM	9.8%	10.7%	10.9%	11.1%	11.6%	11.9%	12.6%	12.0%
Graduate URM	8.9%	9.6%	9.9%	8.8%	10.4%	10.8%	11.3%	10.4%
KCTCS								
UG Black, Non-Hispanic Only	9.2%	9.4%	8.5%	8.0%	7.9%	8.0%	8.2%	9.2%
UG Hispanic or Latinx	2.7%	3.0%	3.3%	3.7%	4.2%	4.4%	4.9%	4.4%
UG URM	14.0%	14.8%	14.6%	14.8%	15.4%	15.8%	16.7%	16.3%
Kentucky State University								
UG Black, Non-Hispanic Only	56.4%	53.9%	51.9%	46.8%	48.2%	46.3%	51.5%	45.0%
UG Hispanic or Latinx	1.3%	1.8%	3.2%	2.2%	2.0%	2.9%	2.4%	5.0%
UG URM	60.1%	58.3%	58.0%	51.9%	53.6%	52.8%	57.0%	60.0%
Graduate URM	54.6%	45.4%	47.1%	42.9%	43.2%	42.6%	46.5%	50.0%
Morehead State University								
UG Black, Non-Hispanic Only	3.3%	3.6%	3.4%	3.4%	3.1%	3.2%	3.0%	3.8%
UG Hispanic or Latinx	1.1%	1.5%	1.4%	1.9%	1.8%	2.1%	2.1%	1.6%
UG URM	5.9%	6.7%	6.9%	7.7%	6.9%	7.9%	8.0%	7.6%
Graduate URM	5.6%	6.8%	8.1%	6.5%	6.4%	9.6%	11.5%	8.6%
Murray State University								
UG Black, Non-Hispanic Only	6.8%	7.0%	6.8%	6.4%	5.8%	5.7%	5.7%	6.4%
UG Hispanic or Latino	1.8%	1.8%	2.0%	1.9%	1.9%	2.2%	2.3%	2.1%
UG URM	10.3%	10.8%	11.2%	10.9%	10.6%	10.8%	11.4%	11.3%
Graduate URM	8.8%	8.7%	8.8%	8.9%	8.9%	10.0%	9.6%	8.9%
Northern Kentucky University								
UG Black, Non-Hispanic Only	6.5%	6.7%	6.6%	6.7%	6.7%	6.5%	6.4%	7.1%
UG Hispanic or Latinx	2.4%	2.6%	2.9%	3.1%	3.2%	3.3%	3.6%	3.9%
UG URM	11.0%	11.6%	12.3%	12.6%	12.9%	13.0%	13.4%	14.0%
Graduate URM	8.0%	9.2%	10.0%	12.2%	12.8%	13.3%	15.3%	15.0%
University of Kentucky								
UG Black, Non-Hispanic Only	7.7%	7.6%	7.5%	7.8%	7.7%	7.4%	7.1%	8.3%
UG Hispanic or Latinx	3.3%	3.8%	4.2%	4.4%	4.8%	4.9%	5.2%	4.9%
UG URM	14.0%	14.7%	15.3%	16.1%	16.6%	16.5%	16.5%	17.7%
Graduate URM	8.1%	7.6%	8.5%	9.8%	8.9%	9.7%	10.4%	9.9%

Source: Kentucky Postsecondary Education Database System (KPEDS)

Diversity Plan Metrics

Undergraduate and Graduate Enrollment, continued

INSTITUTION	Fall 2013	Fall 2014	Fall 2015 Baseline	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020 Target
University of Louisville								
UG Black, Non-Hispanic Only	11.3%	10.9%	11.0%	11.1%	11.3%	11.7%	11.9%	14.0%
UG Hispanic or Latinx	3.6%	3.9%	4.0%	4.4%	4.8%	5.3%	5.3%	6.0%
UG URM	18.6%	19.0%	19.4%	20.3%	21.7%	23.0%	23.5%	23.0%
Graduate URM	12.5%	13.6%	13.8%	14.5%	15.3%	15.8%	17.2%	15.5%
Western Kentucky University								
UG Black, Non-Hispanic Only	10.4%	9.7%	8.9%	8.8%	8.5%	8.1%	8.0%	10.0%
UG Hispanic or Latinx	2.4%	2.6%	3.1%	3.1%	3.4%	3.7%	4.1%	4.0%
UG URM	15.1%	14.9%	14.9%	15.2%	15.5%	15.5%	15.9%	15.8%
Graduate URM	13.4%	13.3%	12.6%	11.5%	13.6%	15.1%	15.9%	13.1%

Source: Kentucky Postsecondary Education Data System (KPEDS)

Workforce Diversity

INSTITUTION	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
Eastern Kentucky University								
Tenured/Tenure-Track Faculty	7.9%	8.3%	8.3%	8.3%	7.3%	6.6%		8.7%
Management Occupations	6.0%	5.5%	8.5%	12.0%	11.2%	9.8%		8.9%
KCTCS								
FTE Instructional Staff	5.6%	5.7%	6.0%	5.9%	6.0%	6.2%		9.3%
Management Occupations	11.8%	12.2%	12.8%	11.3%	13.2%	12.1%		16.2%
Kentucky State University								
Tenured/Tenure-Track Faculty	27.8%	30.2%	33.7%	34.1%	40.4%	38.8%		45.0%
Management Occupations	80.0%	70.5%	69.4%	67.7%	70.7%	69.6%		70.0%
Morehead State University								
Tenured/Tenure-Track Faculty	7.7%	7.2%	7.0%	7.5%	7.0%	6.5%		7.5%
Management Occupations	5.0%	8.1%	6.9%	2.6%	4.4%	1.7%		8.4%
Murray State University								
Tenured/Tenure-Track Faculty	7.3%	6.5%	6.1%	5.8%	5.9%	6.7%		6.1%
Management Occupations	10.8%	10.1%	10.1%	6.9%	8.3%	8.0%		10.1%
Northern Kentucky University								
Tenured/Tenure-Track Faculty	8.2%	9.0%	9.7%	9.1%	9.5%	8.9%		12.0%
Management Occupations	9.2%	8.6%	10.5%	10.0%	9.0%	12.0%		12.5%

Source: Kentucky Postsecondary Education Database System (KPEDS)

Diversity Plan Metrics

Workforce Diversity, continued

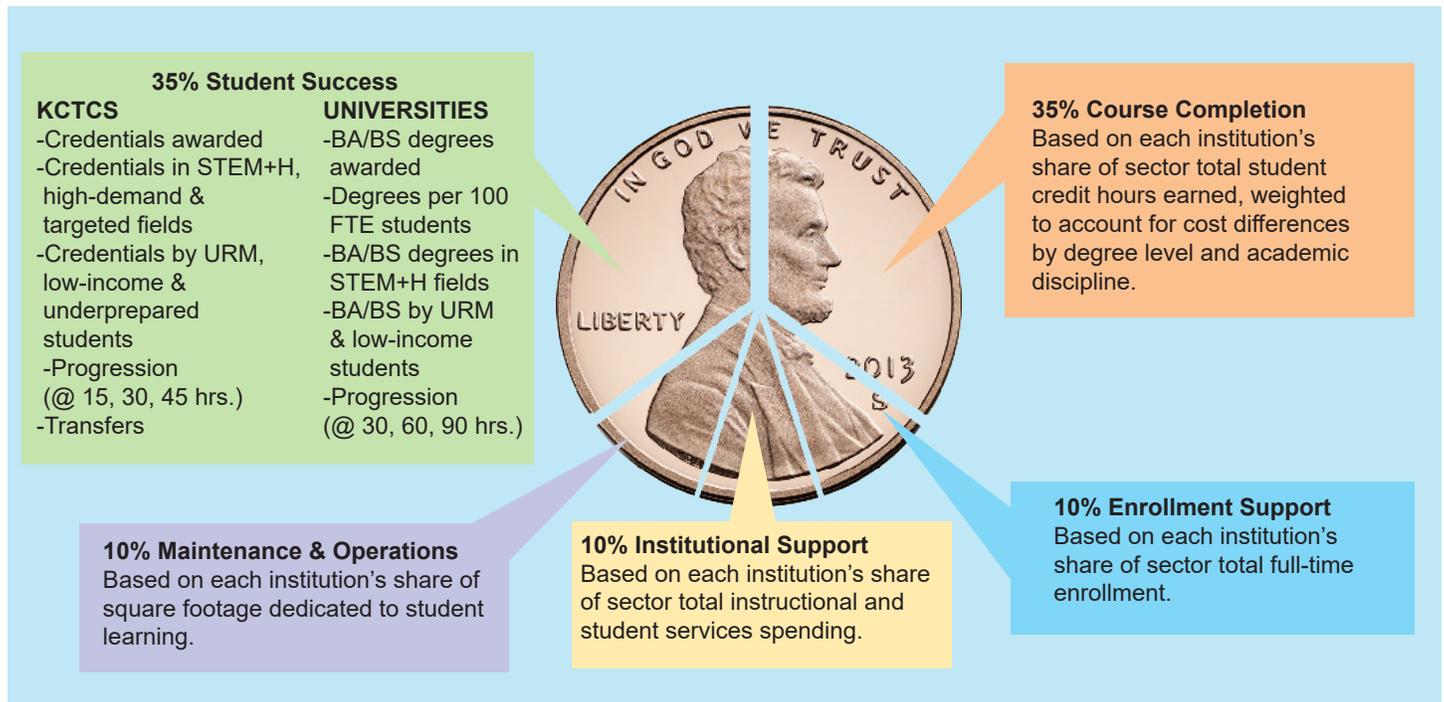
INSTITUTION	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
University of Kentucky								
Tenured/Tenure-Track Faculty	6.1%	6.2%	6.4%	6.5%	8.1%	8.0%		8.9%
Management Occupations	6.9%	6.1%	5.2%	5.9%	6.4%	7.6%		9.3%
University of Louisville								
Tenured/Tenure-Track Faculty	9.6%	10.3%	10.7%	10.8%	10.9%	10.6%		11.5%
Management Occupations	11.2%	12.0%	11.5%	12.2%	10.9%	12.8%		12.5%
Western Kentucky University								
Tenured/Tenure-Track Faculty	10.6%	10.3%	9.3%	9.4%	8.9%	9.6%		10.3%
Management Occupations	14.0%	16.2%	14.8%	14.0%	14.6%	12.8%		15.8%

Source: Kentucky Postsecondary Education Data System (KPEDS)



Appendix 3: Performance Funding

In 2017, Senate Bill 153 established a new funding model based on institutional performance (70%), campus enrollment (10%), instructional and student services spending (10%), and facilities costs (10%). Overall, there is some alignment between the student success metrics in the model and the strategic agenda metrics in this report. The model will be used to distribute state General Fund appropriations to institutions, net of mandated programs and a small-school adjustment, and will be phased in gradually, beginning in FY 2018.



1.

First Year (2017-18): Distributes \$42.9M in the postsecondary education performance fund. These funds will be distributed according to the model (Kentucky State University was exempted from the model in the first year).

2.

Second Year (2018-19): The funding model will be applied to the full amount of allocable resources, but a hold-harmless provision will prevent the transfer of any funds among institutions.

3.

Third Year (2019-20): The third year includes a 1% stop-loss provision, meaning that campuses compete for funding but can lose no more than 1% of base funding.

4.

Fourth Year (2020-21): The fourth year includes a 2% stop-loss provision, meaning that campuses compete for funding but can lose no more than 2% of base funding.

5.

Moving forward: The hold-harmless and stop-loss provisions will sunset, allowing 100% of allocable resources to be distributed according to the model. The Performance Funding Working Group will assess the model at the end of year three and report findings to the Governor and legislature, which could make adjustments.

Appendix 4: Statewide Scorecard

POLICY AREA 1: OPPORTUNITY							
METRIC	Prior Year	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
College Readiness of College Entrants							
KCTCS	46.2%	60.7%	63.9%	63.9%	49.1%		49.1%
Public Universities	83.8%	87.2%	88.8%	84.9%	84.5%		90%
In-State College-Going Rate	55%	54%	53.5%	53.0%	51.7%		65%
KY Adults Enrolled in College	3.0%	3.1%	3.0%	2.8%	2.6%		4%
Average Net Price							
KCTCS	\$6,780	\$6,923	\$6,223	\$5,840	NA		No goal
Comprehensive Universities	\$10,484	\$10,298	\$11,246	\$12,110	NA		No goal
Research Universities	\$16,327	\$17,049	\$18,176	\$18,411	NA		No goal
Net General Fund Appropriations per Student	\$6,158	\$6,000	\$5,848	\$5,941	\$5,925	\$5,977	No goal
Progress of Underprepared Students							
English	40.1%	40.6%	41.2%	45.4%	53.1%		70%
Mathematics	20.2%	25.7%	24.1%	25.6%	29.7%		60%
POLICY AREA 2: SUCCESS							
METRIC	Prior Year	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
3-Year Graduation Rate (KCTCS)							
Overall	25.5%	26.8%	27.1%	31.0%	33.9%		34.0%*+
Underrepresented Minority	14.1%	16.5%	17.2%	22.1%	22.7%		22.5%*
Low-Income	23.4%	23.4%	23.8%	28.1%	31.5%		28%*
6-Year Graduation Rate (including AIKCU)							
Overall	49.4%	49.8%	50.5%	53.2%	54.1%		60%
Underrepresented Minority	34.8%	37.3%	36.8%	40.9%	46.6%		50%
Low-Income (publics only)	36.3%	38.8%	37.1%	41.9%	41.4%		50%
1st-Year to 2nd-Year Retention-KCTCS							
Overall	50.1%	52.6%	54.3%	53.3%	55.5%		54.4%*
Underrepresented Minority	40.1%	45.1%	47.5%	45.4%	49.5%		46.8%*
Low-Income	47.6%	50.5%	53.1%	52.1%	54.5%		53.7%*
1st-Year to 2nd-Year Retention (including AIKCU)							
Overall	65.7%	67.7%	68.3%	67.6%	67.1%		75%
Underrepresented Minority	56.9%	60.8%	62.4%	60.5%	60.8%		72%
Low-Income (publics only)	67.2%	69.2%	69.4%	69.2%	71.1%		72.6%
Statewide Completion Rate							
KCTCS	39.6%	40%	37.2%	42.0%	41.5%		45%
Public Universities	57.3%	58.5%	59.5%	62.2%	62.6%		65%

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

Statewide Scorecard

POLICY AREA 3: IMPACT							
METRIC	Prior Year	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21 Target
KCTCS Transfers with an Associate Degree	37.4%	37.9%	38.8%	38.9%	36.3%		42.4%
Average Credit Hours Earned at Graduation							
KCTCS	90.3	86.2	84.4	79.8	77.9		80.0
4-Year Colleges & Universities (Public and AIKCU)	139.4	139.0	138.6	137.7	136.6		134.0
Associate Degrees and Credentials (KCTCS only)							
Overall	30,012	30,765	34,502	35,418	37,128		38,266**
Low-Income	21,090	20,516	23,233	22,984	22,733		22,139+
Underrepresented Minority	3,228	3,340	3,705	4,067	4,367		3,793+
STEM+H	10,960	10,687	11,903	12,552	13,155		13,488**
Bachelor's Degrees Awarded (Including AIKCU)							
Overall	22,041	22,799	23,189	23,665	23,727		24,737
Low-Income (publics only)	8,026	8,065	8,166	8,006	7,826		8,823
Underrepresented Minority	2,513	2,708	2,920	2,993	3,153		2,938
STEM+H	6,431	7,091	7,514	7,730	7,861		7,694
Graduate Degrees Awarded (including AIKCU)	10,146	10,362	10,639	11,639	13,305		11,200
KCTCS Non-Credit Workforce Training	14,794	18,617	17,160	16,329	16,847		No goal
Educational Attainment in Kentucky	NA	43.6%	44.6%	45.5%	46.9%		60% (2030)
Graduates Working or Pursuing More Education							
Associate Degree	85.1%	85.3%	85.9%	85.7%	85.8%		90%
Bachelor's Degree	69%	68.6%	67.9%	68.1%	67.3%		70%
Research & Development Expenditures (UK & UofL only)							
With Institutional Funding	\$511.6M	\$511.2M	\$532.2M	\$566M	\$570M		No goal
Without Institutional Funding	\$345.5M	\$340.1M	\$362M	\$378.7M	\$391M		No goal

Source: Kentucky Postsecondary Education Database System (KPEDS)

* Indicates institution set new 2020-21 target.

Appendix 5: AIKCU DATA

The Association of Independent Kentucky Colleges and Universities serves as the voice of Kentucky’s private, nonprofit, four-year colleges and universities. AIKCU’s 18 member institutions serve more than 50,000 students and play a critical role in Kentucky’s postsecondary education system, awarding over 10,000 degrees annually. AIKCU institutions are accredited by the Southern Association of Colleges and Schools Commission on College and licensed by the Council on Postsecondary Education.

METRIC	2011-12	2012-13	2013-14	2014-15	2015-16 Baseline	2016-17	2017-18	2018-19	2019-20	2020-21
Fall Total Headcount Enrollment										
Undergraduate	29,367	28,953	28,855	27,602	27,598	27,831	28,626	29,833	30,655	
Graduate	6,863	7,245	7,340	7,600	8,320	10,491	15,532	22,346	25,222	
Six-Year Graduation Rate										
Overall	50.4%	49.1%	49.1%	48.3%	47.4%	48.1%	49.0%	51.3%		
URM	33.9%	33.9%	34.4%	32.5%	32.4%	32.9%	34.6%	39.2%		
1st Year to 2nd Year Retention										
Overall	67.5%	68.7%	69.7%	70.8%	67.6%	68.4%	69.7%	69.7%		
URM	62.9%	61.3%	57.9%	63%	63.5%	60.4%	65.6%	67.4%		
Average Credits to Degree										
Overall	NA	136.2	135.5	135.4	135.7	138.6	133.1	133.6		
Degrees Awarded										
Bachelor’s - Total	4,620	4,595	4,538	4,573	4,704	4,570	4,557	4,716		
Bachelor’s - URM	491	509	482	523	577	519	546	570		
Bachelor’s - STEM	995	1,017	1,093	1,129	1,169	1,187	1,176	1,275		
Graduate Degrees	2,562	2,857	2,718	2,714	2,864	3,253	4,150	5,891		

Source: Kentucky Postsecondary Education Data System (KPEDS)

AIKCU Member Institutions





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(as of April 2020)**

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