



UK University of
Kentucky®



see blue.

2015-2020 STRATEGIC PLAN

Undergraduate Student Success

2015-2020 STRATEGIC PLAN

OVERVIEW OF STRATEGIC OBJECTIVE 1

To be the University of choice for aspiring undergraduate students within the Commonwealth and beyond, seeking a transformational education that promotes self-discovery, experiential learning, and life-long achievement.

- Enhance student success in degree completion and career planning
- Enhance student learning through new curricular offerings and innovative teaching
- Enrich undergraduate education with transformational experiences

2015-2020 STRATEGIC PLAN

EXPECTED RESULTS



Metric	Definition	Baseline	2020 Goal
Retention Rates	First-Year	82.2%	90.0%
	Second-Year	74.9%	85.5%
	Third-Year	69.7%	82.0%
Graduation Rates	Four-Year Graduation Rate	38.5%	53.0%
	Six-Year Graduation Rate	60.2%	70.0%
Six-Year Graduation Rate Gaps	Under-represented Minorities	16.7%	9.8%
	First-Generation	7.8%	8.0%
	Pell Recipients	15.1%	8.0%

2015-2020 STRATEGIC PLAN

OVERVIEW OF IMPLEMENTATION

Of the 16 specific action steps in the plan, 94% are currently in progress in Year One of implementation.

Status of Action Steps by Strategy: Undergraduate Student Success	Not Started	In Progress/ On Track	Completed	Total
1 Enhance student success in degree completion and career planning	0	6	0	6
2 Enhance student learning through new curricular offerings and innovative teaching	1	5	0	6
3 Enrich undergraduate education with transformational experiences	0	4	0	4
TOTAL	1	15	0	16

2015-2020 STRATEGIC PLAN

IMPACT STORIES

Development of the Four Pillars of Student Success



Academic Success

Moving more advising and student support services into the colleges



Financial Stability

Initiating Provost Persistence Grants, and Enrollment Management strategy discussion



Belonging

Creating the Division of Student and Academic Life, expanding Living Learning Programs, and strengthening the Office of Institutional Diversity



Health & Wellness

Significantly expanding the capacity of the Counseling Center

2015-2020 STRATEGIC PLAN

RESULTS

Metric	Definition	Baseline	2015-16	2016-17	2020 Goal
Retention Rates	First-Year	82.2%	82.7%	82.0%	90.0%
	Second-Year	74.9%	74.9%	74.8%	85.5%
	Third-Year	69.7%	70.1%	70.0%	82.0%
Graduation Rates*	Four-Year Graduation Rate	38.5%	40.4%	44.0%	53.0%
	Six-Year Graduation Rate	60.2%	61.3%	63.5%	70.0%
Six-Year Graduation Rate Gaps	Under-represented Minorities	16.7%	23.5%	11.8%	9.8%
	First-Generation	7.8%	14.1%	16.5%	8.0%
	Pell Recipients	15.1%	19.1%	16.1%	8.0%

*Results reported from prior year

2015-2020 STRATEGIC PLAN

YEAR TWO PRIORITIES

YEAR ONE

Lessons learned from Year One:

- We must match money to mission
- Aligning efforts for student success requires clarified definitions and purpose
- A clear implementation process is important for establishing continuity and coordination among units

YEAR TWO

Statement of Year Two priorities:

- Develop a new Enrollment Management strategy
- Continue the changes in the Division of Student and Academic Life and encouraging a new culture of success
- Enhance advising and other student support services within the colleges
- Match money and mission by aligning the budgeting to planning processes



QUESTIONS



BOARD OF TRUSTEES

OCTOBER 21, 2016
PROVOST TIM TRACY

Undergraduate Education



Strategic Plan must drive actions and resources:

- Enhanced student success
- Teaching and learning innovation
- Enrichment experiences

Key Elements to Student Success

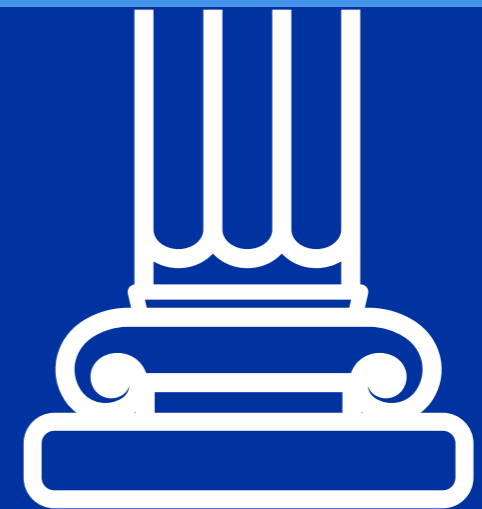
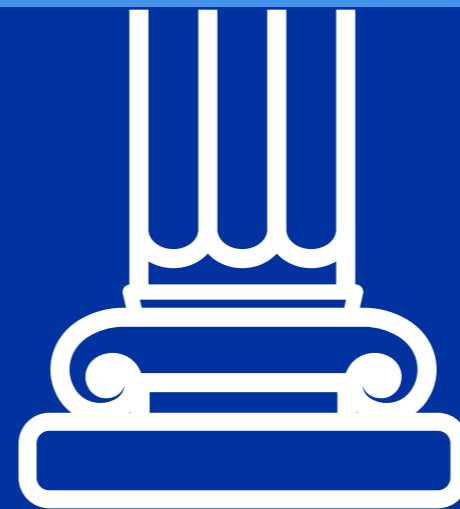
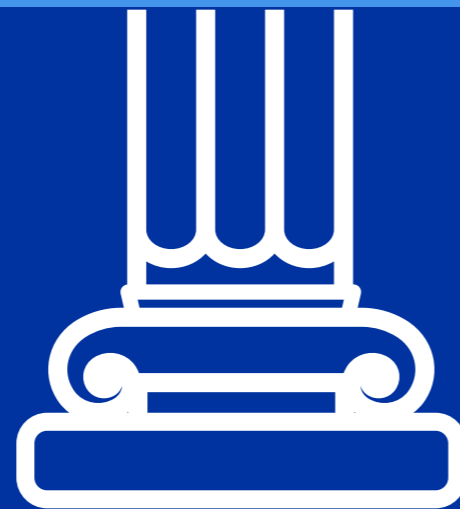
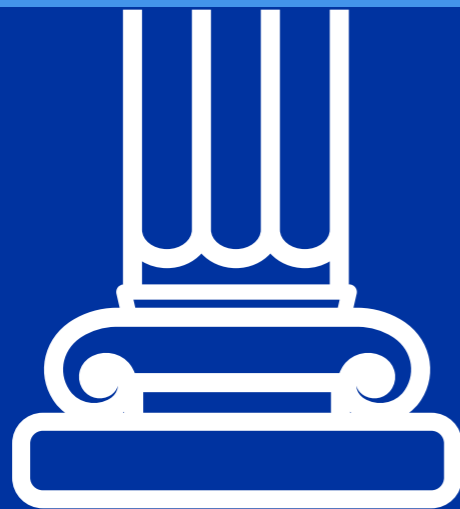


Academic
Success

Financial
Stability

Belonging and
Engagement

Wellness



Student and Academic Life

- **Merging Student Affairs and Undergraduate Education**

- **Aligning the formal curriculum with the co-curriculum and the extra-curricular**



Student and Academic Life

- Investing in front-line student support personnel:

8 additional licensed clinicians in the Counseling Center

Current staffing levels:

- 15 licensed clinicians
- 16 doctoral practicum students
- 4 APA interns (0.5 FTEs)

30 additional professional academic advisors

Current staffing levels:

- 54 college-based advisors

2 additional VIP personnel

Current staffing levels:

- 5 FTE's

3 additional career counselors

Current staffing levels

- 3 centralized career counselors
- 8 college-based career counselors

ENROLLMENT MANAGEMENT



Enrollment Management

Enrollment Management is the well-planned strategies and tactics that shape the enrollment of an institution to reflect established goals and values.

In today's environment, the health of the organization is directly tied to our enrollment strategy.

Enrollment Management

Definitions

NTR (Net Tuition Revenue)

- Gross tuition less institutional (need and merit) aid

Total cost of attendance (COA)/Expected family contribution (EFC)

- COA equals room, board, tuition, mandatory fees, and incidentals
- EFC is determined by FAFSA and is used to determine unmet need

High School Readiness Index (HSRI)

- Measure created by UK that combines high school GPA and ACT to maximize the prediction of retention
- High School GPA is a better predictor of success than ACT Score



Enrollment Management

Enrollment Strategy between 2011 and 2016

Enrollment Strategy for the last five years has been a growth model to increase quality, maximize net tuition revenue, and promote diversity. Methods employed were:

- Increase in first-time first-year students
- Changes in residency mix to achieve a higher number of non-resident students while remaining the first choice of qualified Kentuckians
- Significant institutional aid investments to yield high quality resident and non-resident students and to increase well rounded incoming class



Enrollment Management

Strategy Results

Fall 2011-2015

First year class has grown 20% (4,328 – 5,217) – primarily non-resident students

- Underrepresented minority (URM) students* as a percentage of the overall class grew 2 percentage points (16–18%)
- African-American enrollment has grown by 40%

National Merit Finalists increased from 29 in 2011 to 105 in 2015

The incoming first-year class average ACT score has remained flat (25.3 and 25.5)

Institutional aid has increased 75%, primarily directed toward higher-ACT students and non-resident students

Despite considerable attention and effort, retention has remained basically flat

*The University of Kentucky uses the CPE definition of underrepresented minority students, which includes African-American students, Native American students, Hispanic/Latino/a students and students who have more than one race or ethnicity.

Enrollment Management

Preliminary Fall 2016

First-year Class

UK's 2016 first-year class is one of quality:

- Average ACT – 25.6
(25th and 75th percentiles = 22 to 29)
 - 808 first-year students with ACT of 31 or higher; 82% increase since 2011
 - 15 students with a perfect ACT/SAT
- Average weighted high school GPA – 3.69
- 105 National Merit, National Achievement, National Hispanic Scholars

UK's 2016 first-year class diversity includes:

- Underrepresented Minority (URM) students* - 18.6% (959)
- African-American students - 12% (626)
- Hispanic students - 5% (247)
- International (foreign-born) students - 1% (69)

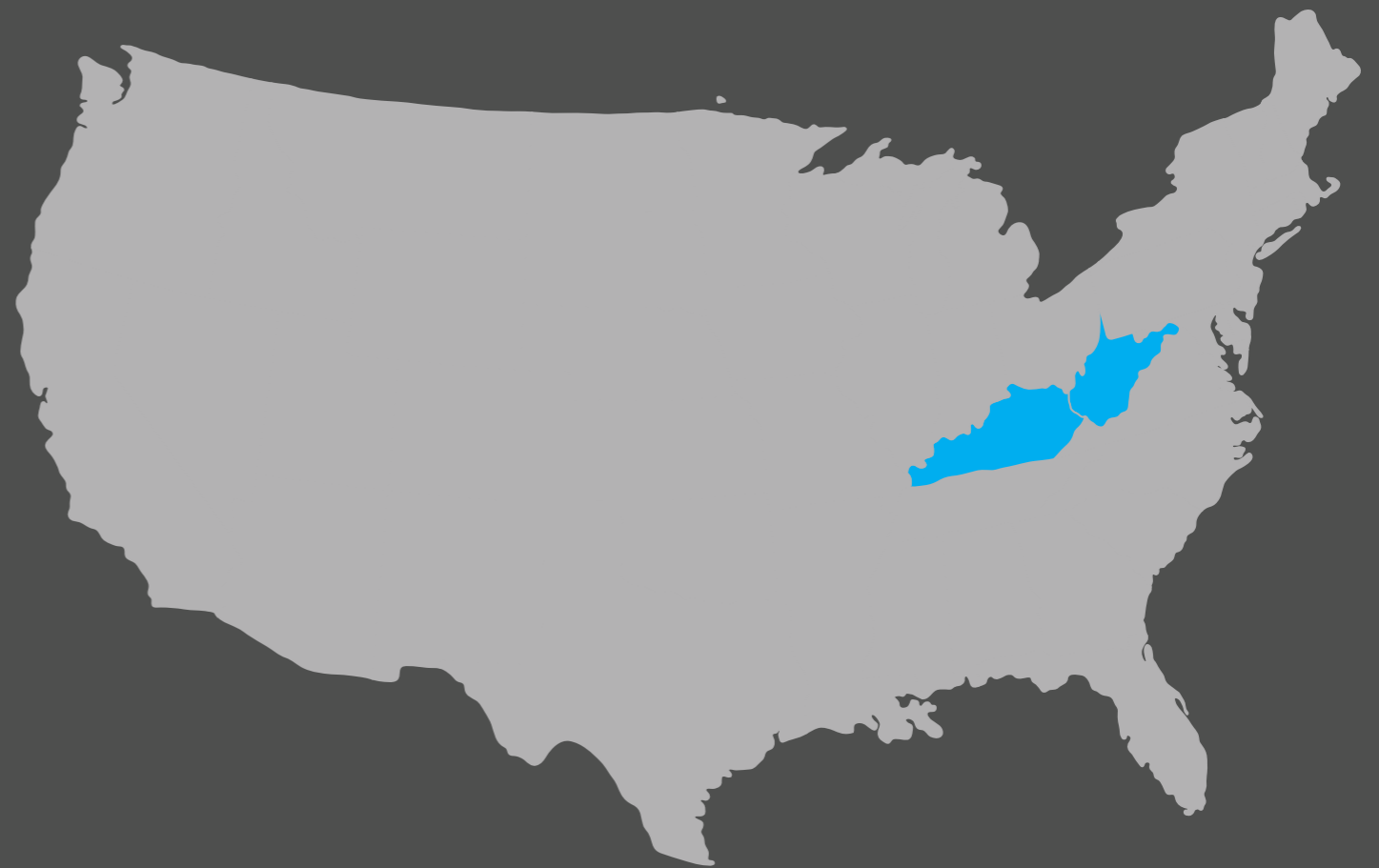
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Enrollment Management

Putting it in Context: African American Enrollment

Only two public flagship universities in the south have an African-American undergraduate student enrollment equal to or above the African-American population of the state:

University of Kentucky
West Virginia University



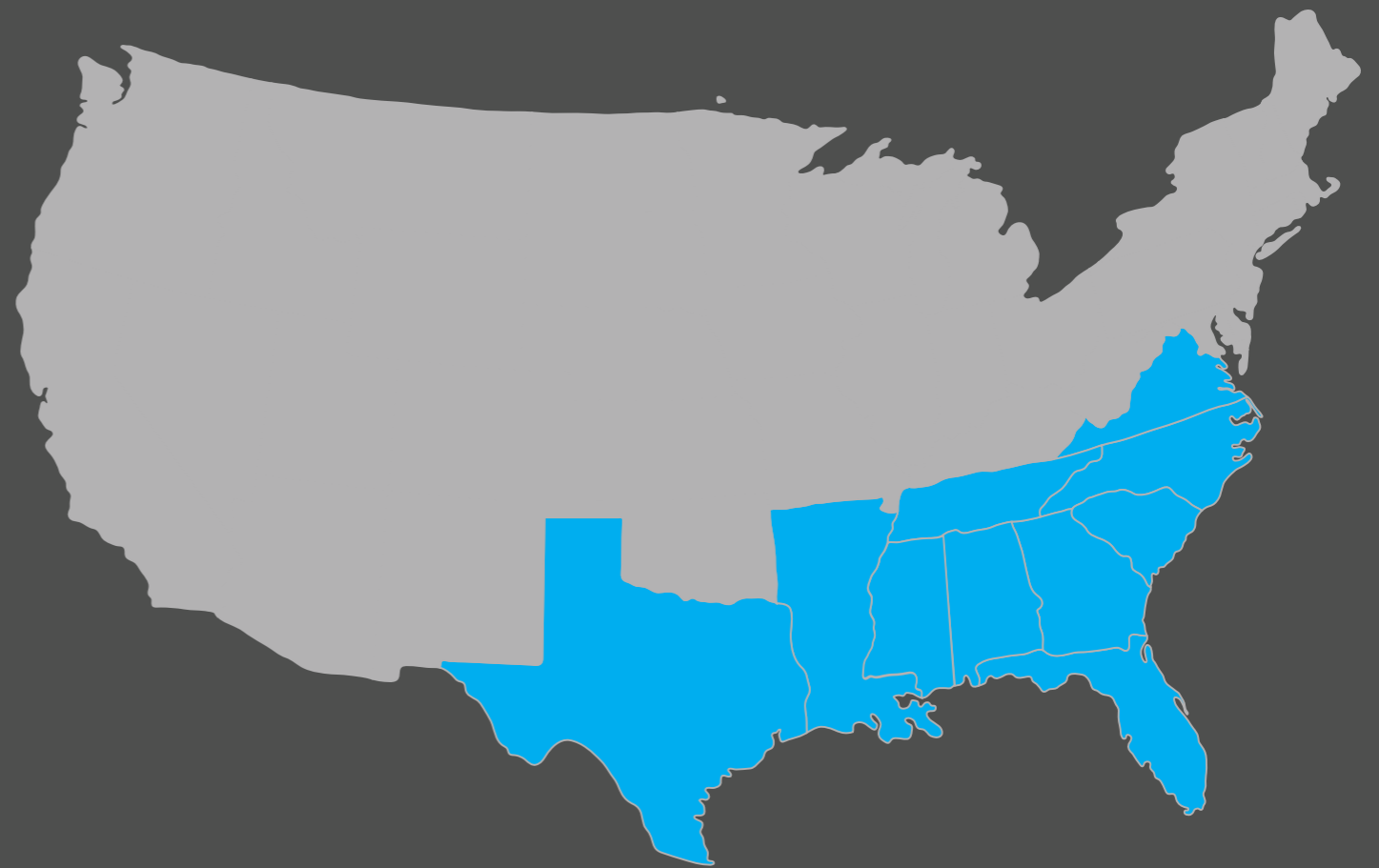
Source: US Census Bureau and IPEDS

Enrollment Management

Putting it in Context: African American Enrollment

African-American undergraduate enrollment at other southern public flagship institutions is less than half the state population:

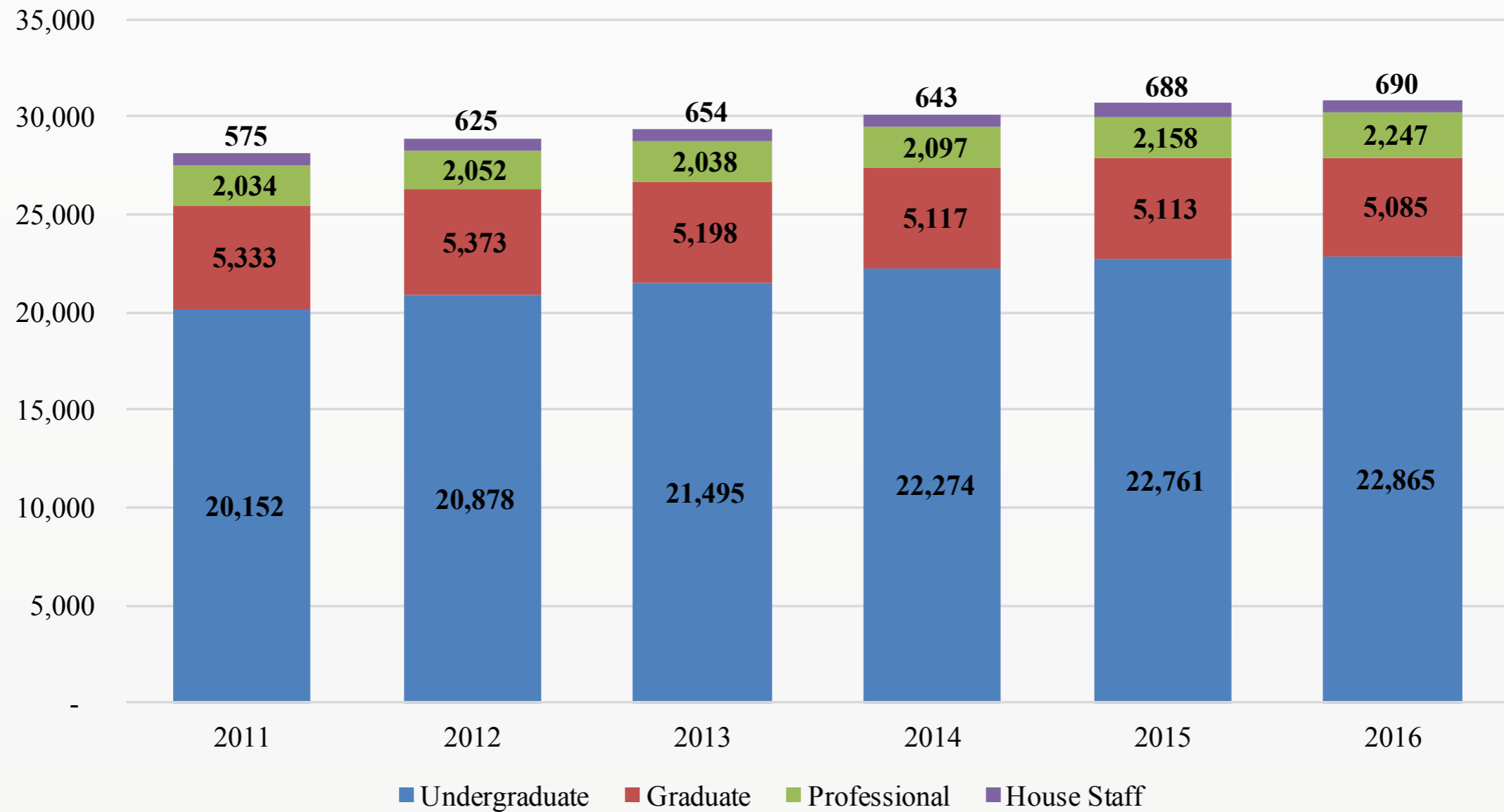
Louisiana State University
University of Alabama
University of Arkansas
University of Florida
University of Georgia
University of Mississippi
University of North Carolina, Chapel Hill
University of South Carolina
University of Tennessee, Knoxville
University of Texas
University of Virginia



Source: US Census Bureau and IPEDS

Enrollment Management

Overall University Enrollment



PLANNING FOR THE FUTURE

The background image shows a university campus scene. In the foreground, two young women are sitting on a grassy slope, looking towards a basketball court. In the middle ground, a man and a woman with backpacks are walking on a paved path. The background features several large, multi-story brick buildings under a clear blue sky.

Planning for the Future

Market Research: EM Competitor Institutions

Enrollment Management
Competitor Institutions includes:

Indiana University
Miami University of Ohio
Purdue University
The Ohio State University
University of Alabama
University of Cincinnati
University of Georgia
University of Louisville
University of Missouri
University of Tennessee - Knoxville
Western Kentucky University

Planning for the Future

The Challenge: EM Competitor Institutions

UK's 2013-14 retention rate is at 82% with
the EM Competitor average at 87%

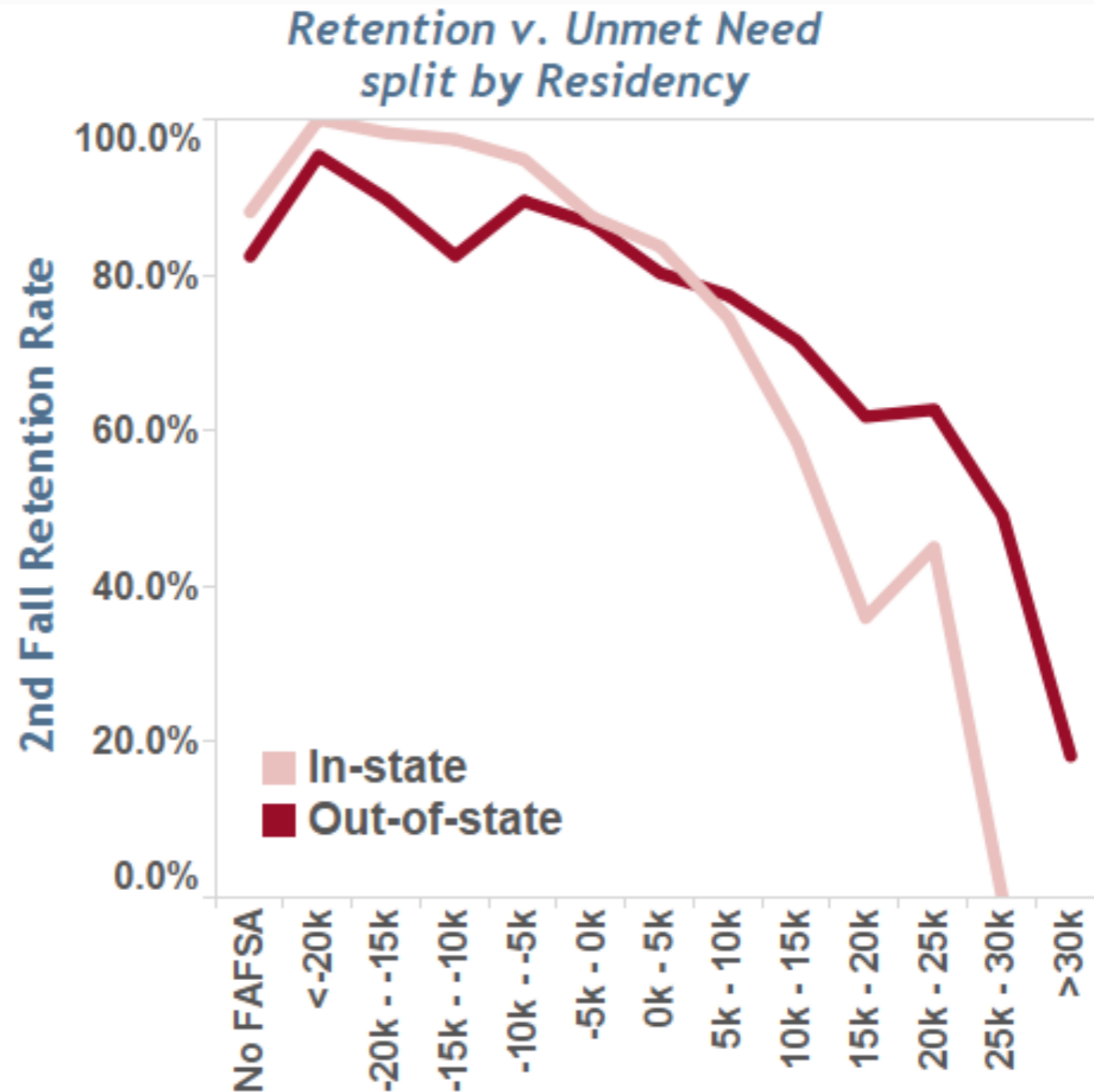
UK's 2013-14 six-year graduate rate was 60%
with an EM Competitor average at 69%

- UK's 2015-16 six-year graduation rate was 63.4%

Planning for the Future

The Challenge: Unmet Need

Unmet need is a significant retention risk factor for UK students



Planning for the Future

Market Research:

Household Income

- The U.S. median household income is \$53,482 while Kentucky's median household income is almost 20% lower at \$43,342
- Among its neighboring states, Kentucky has the lowest median household income

Diversity

- The low percentage of under-represented minority residents within Kentucky and its neighboring states suggests UK may need to increase recruitment outside of its region to increase diversity further
- The U.S. on average has an URM population of 35% while Kentucky's is 14%

Projected High School Graduates

- NCES data indicate a potential increase in U.S. high school graduates from 2017-2022 by 1.1%, while Kentucky projects decreases in high school graduates by -2.1%
- Among neighboring states, Kentucky has the third lowest projection of high school graduate growth

2017-2022 ENROLLMENT STRATEGY



Factors to Consider



Internal Factors

Flexibility

Despite investments in academic-based aid, our analysis demonstrates unmet need continues to rise, which suggests the need for a rebalancing of our financial/merit aid ratio

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Focus on Retention

Analysis suggests that reducing unmet need will positively impact retention rates



External Factors

Changing Demographic

State demographic trends point to a smaller population of high school graduates

Higher Education Policy Changes

With changes to the FAFSA, there will be increased pressure on UK to provide net cost information to students earlier in the admissions cycle

Introducing the UK LEADS Initiative

LEADS - Leveraging Economic Affordability for Developing Success



Class Composition

To set an enrollment threshold, use a High School Readiness Index to provide a more nuanced view of potential student persistence than the ACT alone



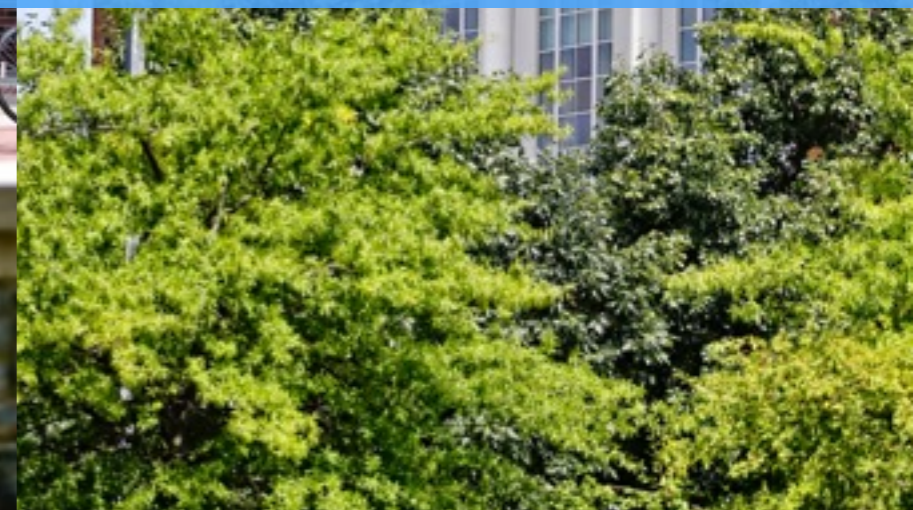
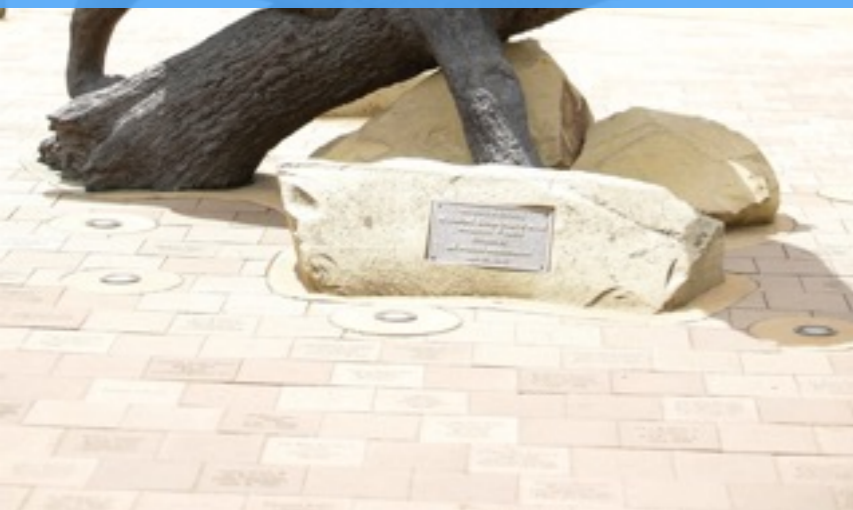
Net Tuition Revenue

Enroll a mix of First Time Full Time and transfer students to close the NTR gap created by establishing a High School Readiness Index threshold



Need-Based Aid

Award financial aid based on unmet need (predicted to have a positive impact on retention rates)



UK LEADS

Part A: Class Composition

(to be implemented beginning in Fall 2017)

Compares the overall impact on class composition if students with UK's High School Readiness Index scores below a defined threshold were not admitted

	Previous Class	Adjusted, HSR Index <39	Adjusted, HSR Index <37.7
Headcount (Full-time, First-time)	4,959	4,648	4,752
Average ACT	25.5	25.8	25.7
Average HS GPA	3.69	3.76	3.74
Residents	63%	64%	64%
URM %	18%	16%	17%
1 st Gen %	19%	18%	19%
Pell #	31%	30%	30%
Institutional Aid Spend	\$27,234,250	\$26,652,017	\$26,872,539
NTR	\$48,460,400	\$43,992,380	\$45,436,689
NTR Loss	N/A	(\$4,468,020)	(\$3,023,711)
Retention	82.9%	84.4%	83.9%



UK LEADS



Part B: Net Tuition Revenue

(to be implemented for Fall 2017)

Considering the potential resulting Net Tuition Revenue impact of adjusting admissions criteria, UK can address this gap with a mix of First Time Full Time, transfer, and international students.

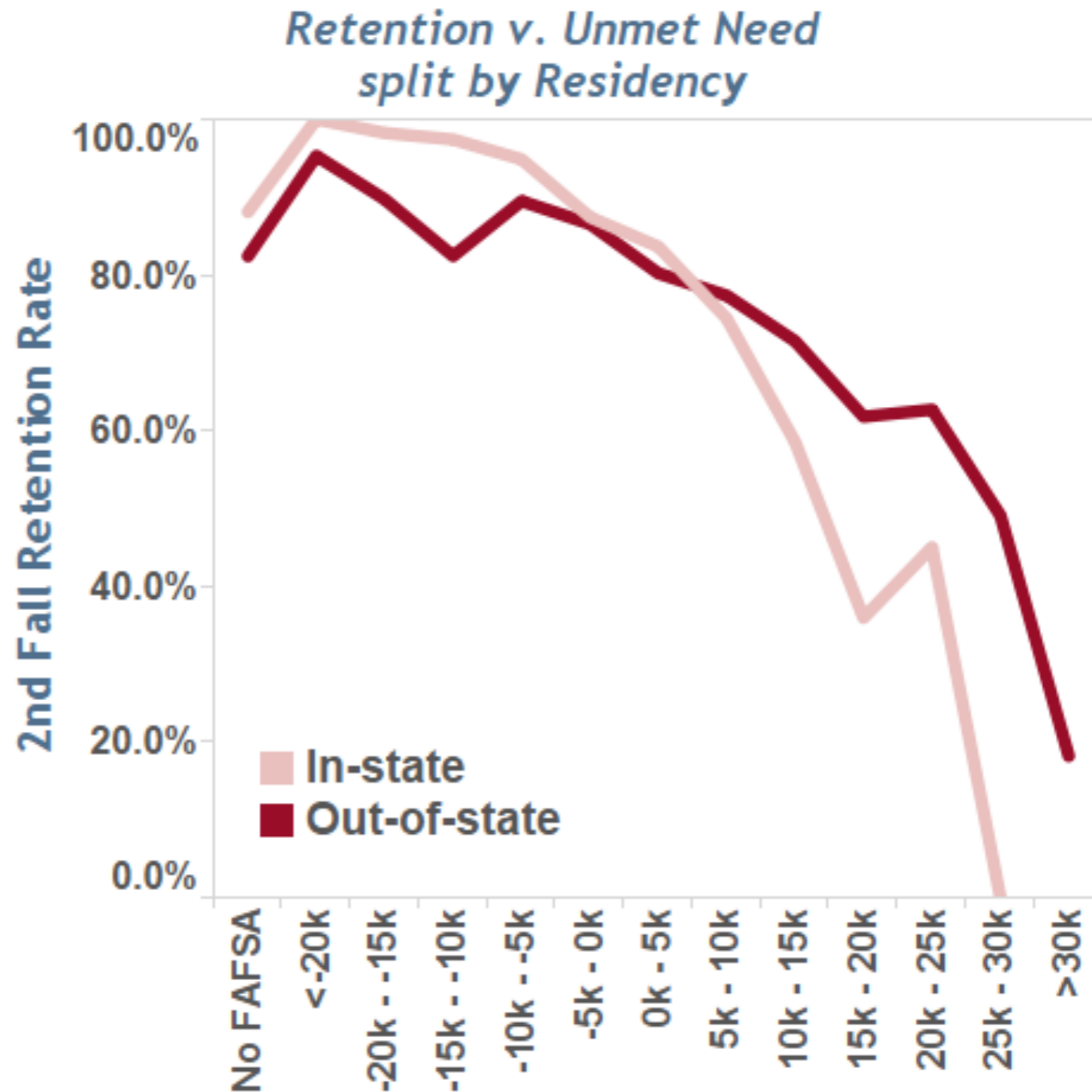
	Class Composition Model Results	Scenario A: Recapture Freshmen Enrollment	Scenario B: Increase Transfer Enrollment
FTFT Residents	2,967	+80	+50
FTFT Non-Residents	1,717	+100	+20
FTFT Headcount	4,752	4,932	4,822
Transfer Residents	680	+50	+90
Transfer Non-Residents	198	+25	+75
International Students	120	120	120
Total Headcount	5,670	6,005	5,985
NTR (Gap)/Gain*	(\$3,023,711)	\$3,030,684	\$3,030,771

UK LEADS

Part C: Need-Based Aid

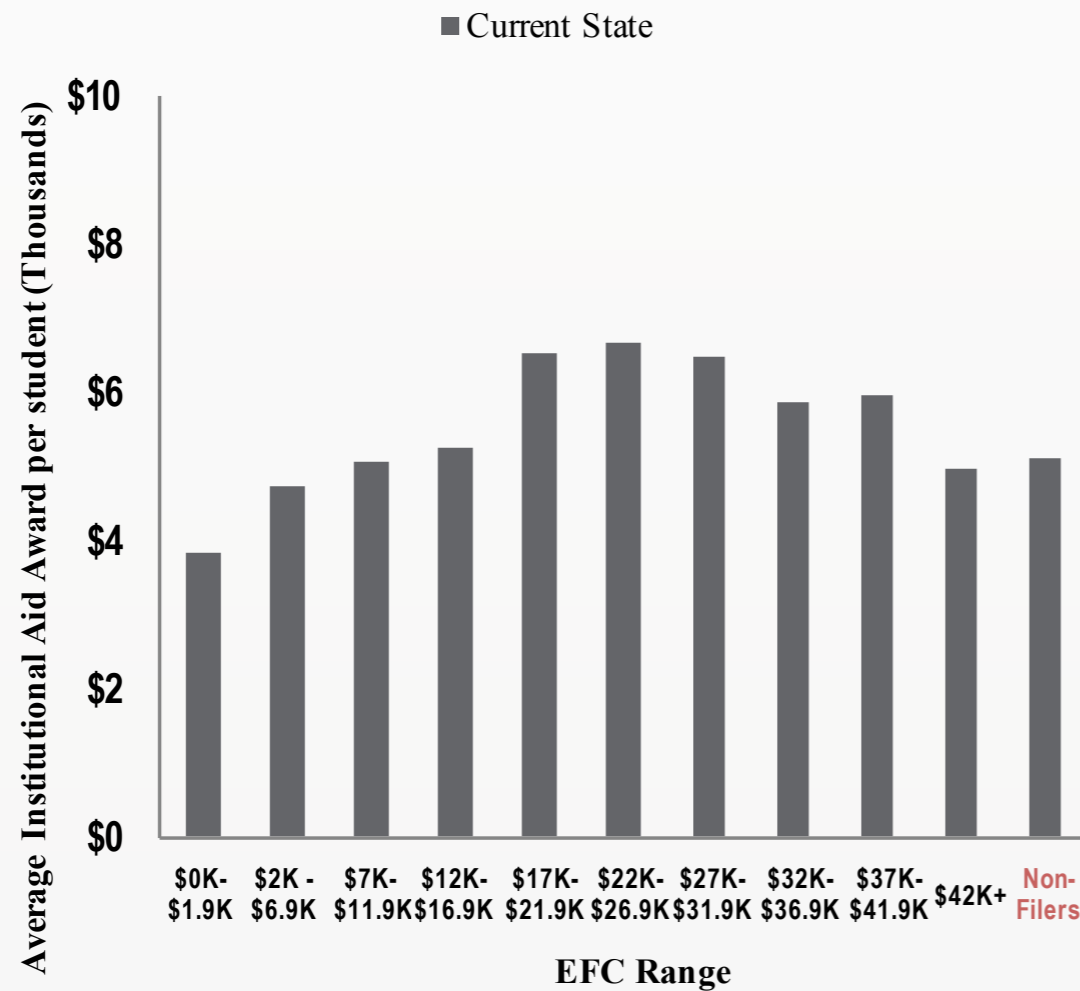
(to start implementation for Fall 2018)

Goal: An average unmet need of \$5-10K translates into 4-5% in our retention rate

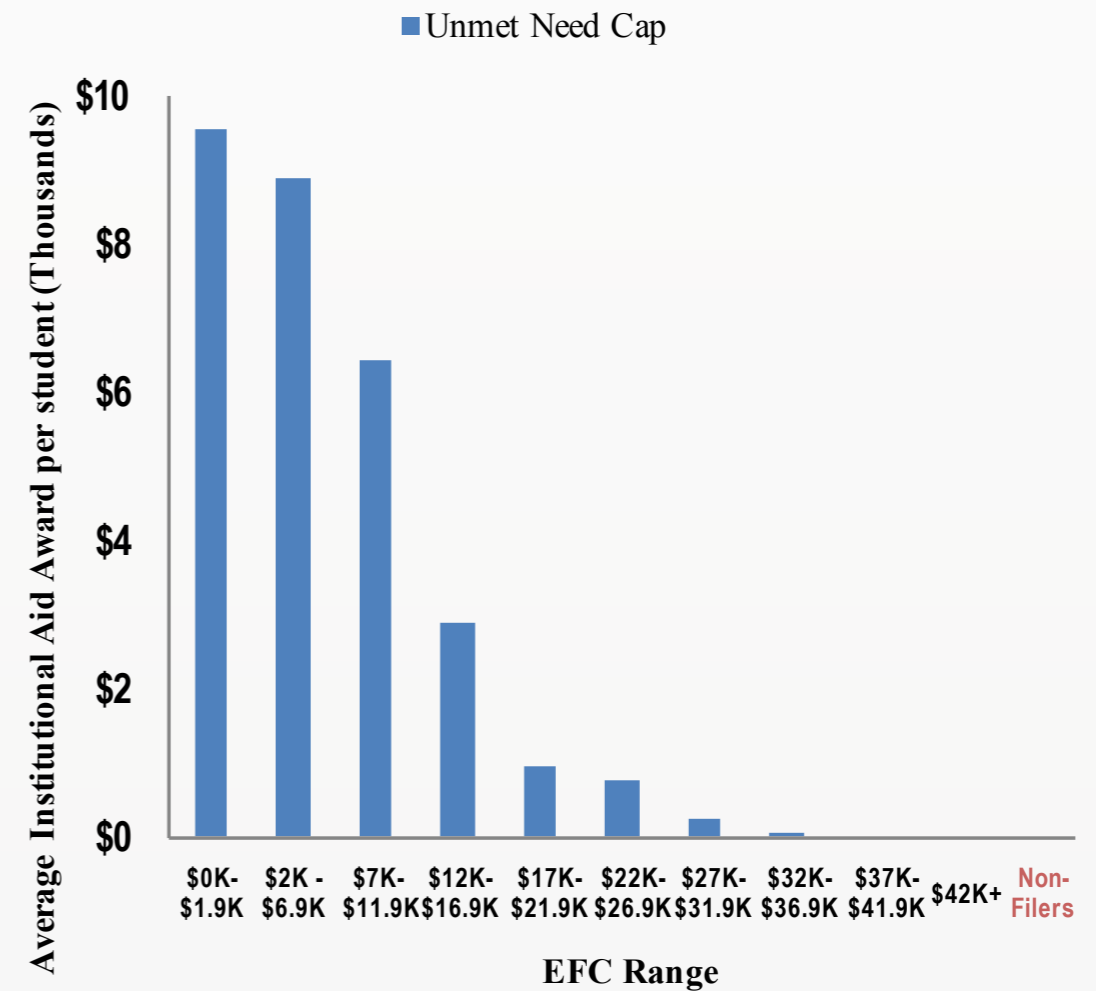


Projected UK LEADS Outcomes

Average Institutional Aid Award, by EFC
(All Freshmen)



Average Institutional Aid Award, by EFC
(All Freshmen)



*Before merit aid and does not include Pell grants

CONCLUSIONS



UK LEADS

Three-Part Enrollment Strategy

1

Class Composition

UK's High School Readiness Index provides more focus on student persistence, while paying attention to socioeconomic status and diversity

2

Net Tuition Revenue

A mix of FTFT and transfer students to close the NTR gap created by establishing a High School Readiness Index threshold

3

Need-Based Aid

Unmet need is reduced for students, which should have a positive impact on retention and graduation rates



FUTURE ACTIONS



Enrollment & Retention – Keep building the population of students most likely to be retained and to succeed, in part through carefully-targeted enrollment management actions

- Enrolling students prepared for the rigors of a UK education
- Awarding institutional aid to students with the greatest need



Need-Based Aid – Meet the financial needs of a large fraction of our students for whom the cost of a UK education exceeds the family's ability to pay



Academic Support – Provide targeted additional support for those students whose academic preparation may be incomplete and/or who are otherwise known to be at risk (e.g., first-generation)



Alternative Pathways – Develop alternative pathways for under-prepared students to build their skills and eventually achieve admission to UK

*assumes neutral state appropriations

 University of
Kentucky

see blue.

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