2015-2020 STRATEGIC PLAN
Undergraduate Student Success
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

<table>
<thead>
<tr>
<th>Metric</th>
<th>Definition</th>
<th>Baseline</th>
<th>2020 Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-Year</td>
<td></td>
<td>82.2%</td>
<td>90.0%</td>
</tr>
<tr>
<td>Second-Year</td>
<td></td>
<td>74.9%</td>
<td>85.5%</td>
</tr>
<tr>
<td>Third-Year</td>
<td></td>
<td>69.7%</td>
<td>82.0%</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-Year Graduation Rate</td>
<td></td>
<td>38.5%</td>
<td>53.0%</td>
</tr>
<tr>
<td>Six-Year Graduation Rate</td>
<td></td>
<td>60.2%</td>
<td>70.0%</td>
</tr>
<tr>
<td>Six-Year Graduation Rate Gaps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under-represented Minorities</td>
<td></td>
<td>16.7%</td>
<td>9.8%</td>
</tr>
<tr>
<td>First-Generation</td>
<td></td>
<td>7.8%</td>
<td>8.0%</td>
</tr>
<tr>
<td>Pell Recipients</td>
<td></td>
<td>15.1%</td>
<td>8.0%</td>
</tr>
</tbody>
</table>
Of the 16 specific action steps in the plan, 94% are currently in progress in Year One of implementation.

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

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

*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
Undergraduate Education

Strategic Plan must drive actions and resources:

- Enhanced student success
- Teaching and learning innovation
- Enrichment experiences
Key Elements to Student Success

Student Success

Academic Success
Financial Stability
Belonging and Engagement
Wellness
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 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.
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)

*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.
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
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
Overall University Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Professional</th>
<th>House Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>20,152</td>
<td>2,034</td>
<td>5,333</td>
<td>575</td>
</tr>
<tr>
<td>2012</td>
<td>20,878</td>
<td>2,052</td>
<td>5,373</td>
<td>625</td>
</tr>
<tr>
<td>2013</td>
<td>21,495</td>
<td>2,038</td>
<td>5,198</td>
<td>654</td>
</tr>
<tr>
<td>2014</td>
<td>22,274</td>
<td>2,097</td>
<td>5,117</td>
<td>643</td>
</tr>
<tr>
<td>2015</td>
<td>22,761</td>
<td>2,158</td>
<td>5,113</td>
<td>688</td>
</tr>
<tr>
<td>2016</td>
<td>22,865</td>
<td>2,247</td>
<td>5,085</td>
<td>690</td>
</tr>
</tbody>
</table>
PLANNING FOR THE FUTURE
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%
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 underrepresented 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.

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).
### 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

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

<table>
<thead>
<tr>
<th>Class Composition Model Results</th>
<th>Scenario A: Recapture Freshmen Enrollment</th>
<th>Scenario B: Increase Transfer Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTFT Residents</td>
<td>2,967</td>
<td>+80</td>
</tr>
<tr>
<td>FTFT Non-Residents</td>
<td>1,717</td>
<td>+100</td>
</tr>
<tr>
<td>FTFT Headcount</td>
<td>4,752</td>
<td>4,932</td>
</tr>
<tr>
<td>Transfer Residents</td>
<td>680</td>
<td>+50</td>
</tr>
<tr>
<td>Transfer Non-Residents</td>
<td>198</td>
<td>+25</td>
</tr>
<tr>
<td>International Students</td>
<td>120</td>
<td>120</td>
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<tr>
<td>Total Headcount</td>
<td>5,670</td>
<td>6,005</td>
</tr>
<tr>
<td>NTR (Gap)/Gain*</td>
<td>($3,023,711)</td>
<td>$3,030,684</td>
</tr>
</tbody>
</table>
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)

- Current State

Average Institutional Aid Award, by EFC
(All Freshmen)

- Unmet Need Cap

*Before merit aid and does not include Pell grants

Source: UK Institutional Data. Comparisons exclude athletic award recipients.
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