

### **University Senate**

Monday, October 30, 2017

# University of Kentucky

Strategic Plan 2015-2020

**Second Year Metrics Update** 





#### **Undergraduate Student Success**

		Baseline	AY 2015-16	AY 2016-17	AY 2017-18	2020 Goal
Retention Rates	First-Year	82.2%	82.7%	81.7%	83.4%	90.0%
	Second-Year	74.9%	74.9%	74.1%	74.4%	85.5%
	Third-Year	69.7%	70.1%	69.1%	68.4%	82.0%
Graduation Rates*	Four-Year	38.5%	40.4%	44.2%	44.8%	53.0%
	Six-Year	60.2%	61.3%	63.6%	64.6%	70.0%
Graduation Rate Gaps*	Under-represented Minority	16.7%	23.5%	13.0%	15.2%	9.8%
	First-Generation	7.8%	14.1%	16.6%	18.2%	8.0%
	Pell Recipients	15.1%	19.1%	16.1%	19.6%	8.0%

<sup>\*</sup>Results reported from prior year Italics = preliminary data



#### **Graduate Education**

		Baseline	AY 2015-16	AY 2016-17	AY 2017-18	<b>2020 Goal</b>
Doctoral Program Selectivity		25.0%	32.4%	29.4%	30.5%	22.0%
Graduate Degrees Awarded*		1,591	1,555	1,548	1,507	1,639
Diversity of Graduate Enrollment	AA/Black	4.5%	4.6%	4.7%	4.6%	7.7%
	Hispanic/Latino	2.6%	2.4%	2.5%	2.9%	2.7%

<sup>\*</sup>Results reported from prior year

Italics = preliminary data

Chart includes Masters, Specialist, and Research PhDs



#### **Diversity and Inclusivity**

		Baseline	AY 2015-16	AY 2016-17	AY 2017-18	2020 Goal
Enrollment of Under- represented Minorities	Undergraduate	14.7%	15.3%	16.1%	16.6%	16.2%
	Graduate	8.4%	8.9%	10.5%	9.4%	11.8%
Graduation Rate for Under-represented Minorities*	Bachelor	45.2%	40.7%	52.4%	51.9%	60.2%
	Masters	70.9%	64.9%	61.8%	67.4%	78.0%
	Doctoral	45.5%	47.1%	38.5%	63.6%	68.0%
Employment of Faculty	Women	37.1%	38.0%	38.8%	Available November 2017	48.2%
	African American/Black	3.4%	3.5%	3.6%	Available November 2017	6.9%
	Hispanic/Latino	3.0%	3.1%	3.2%	Available November 2017	4.2%
Employment of Executives	Women	48.9%	46.8%	47.4%	Available November 2017	50.0%
	African American/Black	3.5%	4.0%	4.6%	Available November 2017	7.9%
	Hispanic/Latino	0.5%	0.7%	0.5%	Available November 2017	6.1%
Employment of Staff	African American/Black	4.3%	4.6%	4.3%	Available November 2017	5.1%
	Hispanic/Latino	1.1%	1.2%	1.1%	Available November 2017	1.5%



#### Research and Scholarship

		Baseline	FY 2014-15	FY 2015-16	FY 2016-17	2020 Goal
NSF Higher Education Research and Development	Total	\$328.2 M	\$331.7 M	\$349.7 M	Available Spring 2018	\$364 M
	Federal Only	\$142.3 M	\$146.5 M	\$154.6 M	Available Spring 2018	\$159 M
Ranking of Doctoral Programs	Leiden Ranking (baseline year = FY2015)	51.1%	51.1%	52.0%	Available Spring 2018	TBD
Research Space	\$/sq foot	\$191	\$197	\$209	Available Spring 2018	\$300
Licenses	Exclusive Licenses	100	101	105	106	177
	License Income	\$3.3 M	\$1.0 M	\$6.5 M	\$2.4 M	\$3.5 M



#### Outreach and Community Engagement

		Baseline	AY 2015-16	AY 2016-17	<b>2020 Goal</b>
Unified Reporting Structure	Number of Reporting Structures	25+	3	3	1
Faculty and Staff Delivering Outreach and Community Engagement	Faculty Teaching Courses	14.3%	15.3%	17.4%	25.8%
	Staff Teaching	1.4%	1.5%	1.4%	3.3%
Opportunities for	Community	329	331	337	429
Students	Engagement Courses	323	331	337	
Partnerships	Identified Partnerships	N/A	7,082	Developing tool to capture data	TBD

#### Planning for the Future





## University of Kentucky: Financing the Future

#### The Financial Challenge Ahead

- Operating budget history
- Projects for the future

#### **Disruptions Occurring in Higher Education**

- Focus on net price compared to value (job placement/outcomes)
- Expectations of life-long learning (graduates as students throughout their career continuum)
- Unreasonable student debt levels
  - · Debt but no degree
  - · Monthly payments too high
- Changing demographics
  - · Decreasing numbers of high school graduates
  - Shifting demographics among racial/ethnic groups
  - Increasing market of individuals with some college (non-completers)
- Accountability
  - Performance Funding = Awarding More Degrees
- State fiscal environment
  - Pensions
  - Affordable Care Act (Medicaid)
  - Revenue shortfall



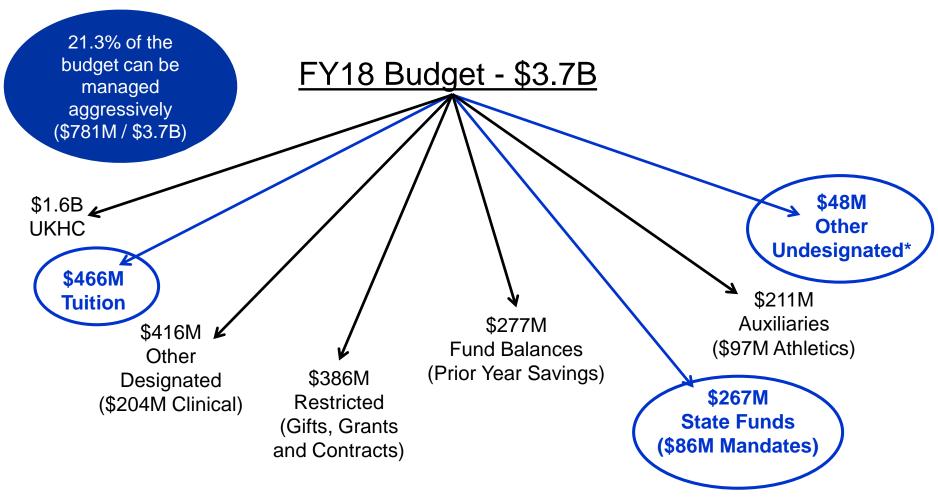
## University of Kentucky: Financing the Future

#### What can we control?

- Achieving optimal balance between investments in operations (faculty / staff, academic programs, student services, research, etc.) and capital (facilities and technology)
- Education, Research and Engagement/Service Missions
  - Enrollment (class size and residency mix)
  - Sticker Price and Net Price (tuition rates, fees, institutional scholarships)
  - Productivity (administration, faculty and staff across all facets of the institutional missions)
- Self-Generated Revenues
  - Philanthropy
  - Investment Income (endowment, operating cash)
  - Entrepreneurial Activities (new degree programs, credentials, life long learning opportunities; business partnerships; corporate relationship management)



## University of Kentucky Consolidated Operating Budget





## Undesignated General Funds Budget Decisions

In millions	FY 2016-17	FY 2017-18	Change
Revenues State Appropriations Tuition Other	\$ 267.0 447.7 <u>39.4</u> \$ 754.1	\$ 267.1 466.1 <u>43.8</u> \$ 776.9	\$ .1 18.4 <u>4.4</u> \$22.7
Expenses Institutional Student Aid			\$ 8.9
Faculty / Staff Pay (2.5% Merit; 2 mos promotions and fighting fund)	s FY17 increase; fa	aculty	12.8
Fixed Costs			6.0
Strategic Investments	3.3 \$ 31.0		
Funding Gap			\$ -8.3*



## Undesignated General Funds Budget Decisions

How did we cover the gap?

FY 2017-18 In millions	
Funding Gap	\$-8.3
Balancing Solutions: Savings from reduction in misc. fringe benefit rates Adjust unit to self-operating Energy Conservation Program Enhanced investment strategies	\$2.6 .3 1.1 4.3
Funding Gap	\$0



Undesignated General Funds Budget Summary, in millions	FY /U1.3	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Cumulative Total	Annua Avera
Total Increase in Expenses Faculty and Staff Salary Increases College Incentive Funding	\$25.1 2.0% \$1.3	\$52.3 5.0% \$6.5	\$35.0 2.0% \$6.0	\$40.7 3.5% \$2.5	\$45.1 2.0% \$7.0	\$31.0 2.5% \$2.5	\$229.3 \$25.9	\$38.2 2.8% \$4.3
Net Revenue Increases Available Tuition Rate Increases (Resident/Nonresident) Budgeted First-Time Cohort Class* Change in State Appropriations	\$2.8 6% / 6% 4,500 -6.4%	\$35.6 3% / 6% 4,800 0.0%	\$26.3 4% / 7.5% 4,800 -1.5%	\$38.1 3% / 6% 5,250 0.0%	\$33.3 5% / 8.5% 5,100 -4.5%	\$22.7 3% / 6% 5,100 0.0%	\$158.9	\$26.5 4% / 6.2 4,932 -2.1%
Funding Gap	(\$22.3)	(\$16.8)	(\$8.7)	(\$2.6)	(\$11.9)	(\$8.3)	(\$70.4)	(\$11.7
ancing Solutions:								
Base Budget Reductions	-3.7%	-2.7%					\$33.0	
Vertical Cuts, Targeted Reductions, Revenue Enhancements and Other Savings		\$3.0 Reduction in benefit costs	\$8.7 Reduction in Debt Service Pool; Redirect allocations for data center,	\$2.6 Replace recurring funding for retirement ARC with non-	\$11.9 Energy conservation program; vertical cuts to CAFÉ, COM,	\$8.3  Reduction in benefit costs;  Energy conservation program;	\$37.5	



Base Case: Assuming Stability (using six-year averages)

Undesignated General Fund	s Budget Proformas, in millions	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Cumulative Total
Total Increase in	Incremental Expenses	\$41.2	\$37.3	\$38.5	\$39.7	\$41.0	\$197.7
Net Incremental Reve	enue Sources Available	\$17.3	\$22.3	\$24.1	\$25.7	\$27.9	\$117.3
F	Funding ( <mark>Gap)</mark> / Surplus	(\$23.8)	(\$15.0)	(\$14.4)	(\$14.0)	(\$13.2)	(\$80.4)
Base Budget Assumptions: Based on 6-year averages	t -Reductions / Surplus  * 4% / 6.7% resident at  * 4,932 first-time freshr  * -2.1% annual change  * 2.8% annual faculty at  * \$4.3 million annual in  * 4% increase in utility	men cohorts in state appro and staff salary vestment in co	priations increases llege incentive p	rograms	-2.2%	-2.1%	-13.0%



Scenario #1: Modest Tuition Increases, Stable Class Size and No Change in State Funding

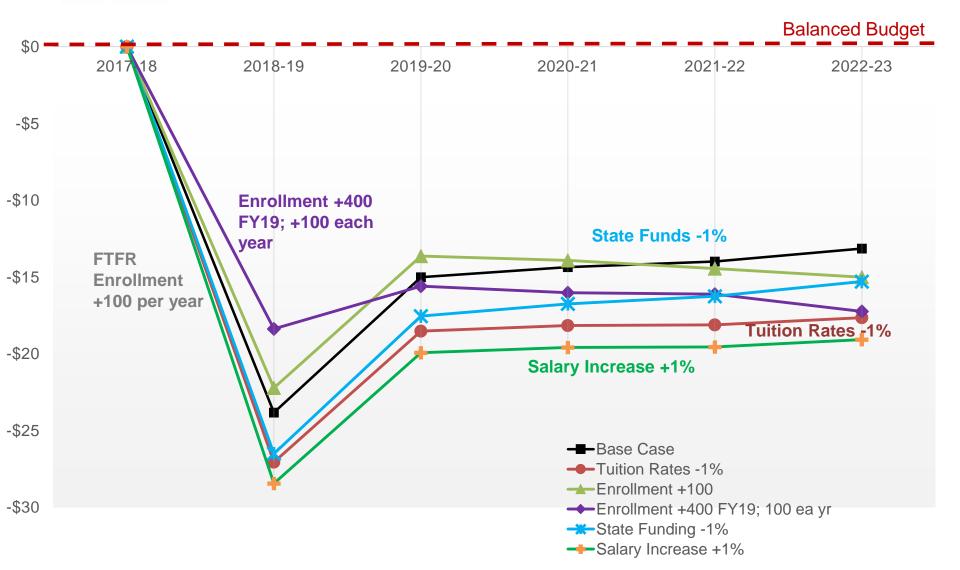
Undesignated General Funds	s Budget Proformas, in millions	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Cumulative Total
Total Increase in	Incremental Expenses	\$37.8	\$33.6	\$34.4	\$35.2	\$36.0	\$176.9
Net Incremental Reve	enue Sources Available	\$11.9	\$16.4	\$17.1	\$17.6	\$18.5	\$81.5
F	unding <mark>(Gap)</mark> / Surplus	(\$25.9)	(\$17.1)	(\$17.2)	(\$17.6)	(\$17.6)	(\$95.4)
_	-Reductions / Surplus * 2% / 4% resident an	-4.3% d nonresident	-2.8%	-2.8%	-2.8%	-2.8%	-15.6%
Assumptions: Based on market and no change in state appropriations	<ul> <li>* 4,900 first-time freshmen cohorts</li> <li>* No change in state appropriations</li> <li>* 2.8% annual faculty and staff salary increases</li> </ul>						
	* \$4.3 million annual in * 4% increase in utility	vestment in co	ollege incentive p	•			

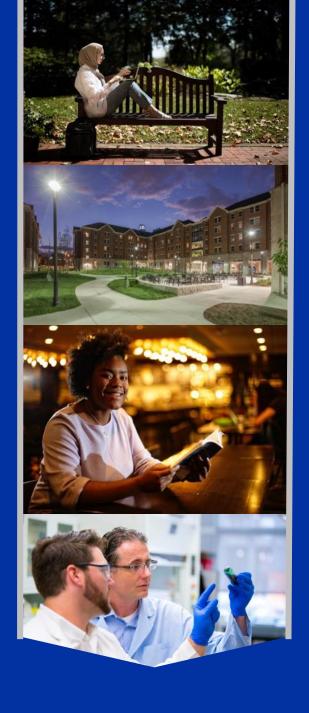


**Scenario #2:** Modest Tuition Increases, Stable Class Size, No Salary Increases or Strategic Investments in FY19, and a 17.4% Reduction in FY19 State Funding

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Undesignated General Funds	Budget Proformas, in millions	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	Cumulative Total		
Total Increase in	Incremental Expenses	\$20.5	\$33.2	\$34.0	\$34.8	\$35.6	\$158.1		
Net Incremental Reve	nue Sources Available	(\$34.6)	\$16.4	\$17.1	\$17.6	\$18.5	\$35.0		
F	unding <mark>(Gap)</mark> / Surplus	(\$55.1)	(\$16.8)	(\$16.8)	(\$17.2)	(\$17.2)	(\$123.1)		
Base Budget	-Reductions / Surplus	-9.1%	-3.0%	-3.0%	-3.0%	-2.9%	-21.1%		
Assumptions:	* 2% / 4% resident an	d nonresiden	t tuition and fee	increases					
Based on market	* 4,900 first-time freshmen cohorts								
and change in	* 17.4% reduction in FY19 state appropriations and then flat								
FY19 state funding similar to state	* No faculty staff salary increases in FY19 followed by 2.8% annual salary increases								
state agencies	* No investment in co	ollege incentiv	e programs in I	FY 19 followed I	by \$4.3 million	annual investm	ents		
•	* 4% increase in utility	costs + M&O	for new research	building					







# Board of Trustees Retreat



#### **Six Paradoxical Questions**

How do we teach critical thinking and develop the whole person for a lifetime of learning, while at the same time we provide specific skills a graduate needs to get started in a career or retrain for a new career?

How can we grow student enrollment and improve quality amid a dramatic change in the students we serve?

How do you serve both residential students through traditional learning models and online students through distance learning with high-quality education?

How do we effectively balance core/basic fundamental learning, while at the same time encouraging/promoting lifelong learning?

How can we take risks while following rules and regulations?

How can we make education affordable and not affect the quality of educational infrastructure/experience?

# Are these the right questions?

