



# **Student Enrollment and Institutional Financial Aid**

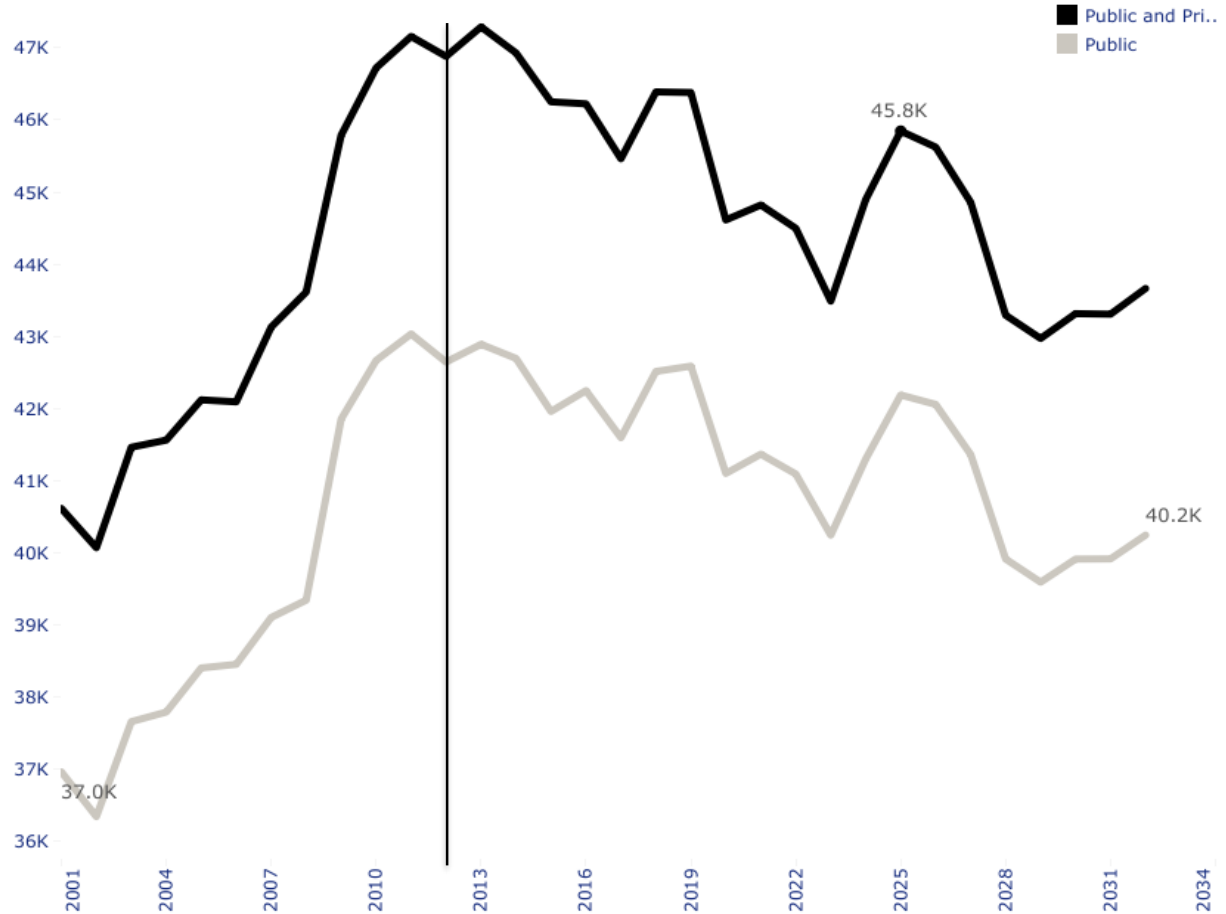
Academic and Student Affairs Committee

June 21, 2019



# Kentucky High School Graduates

Overall High School Graduate Trends  
Kentucky

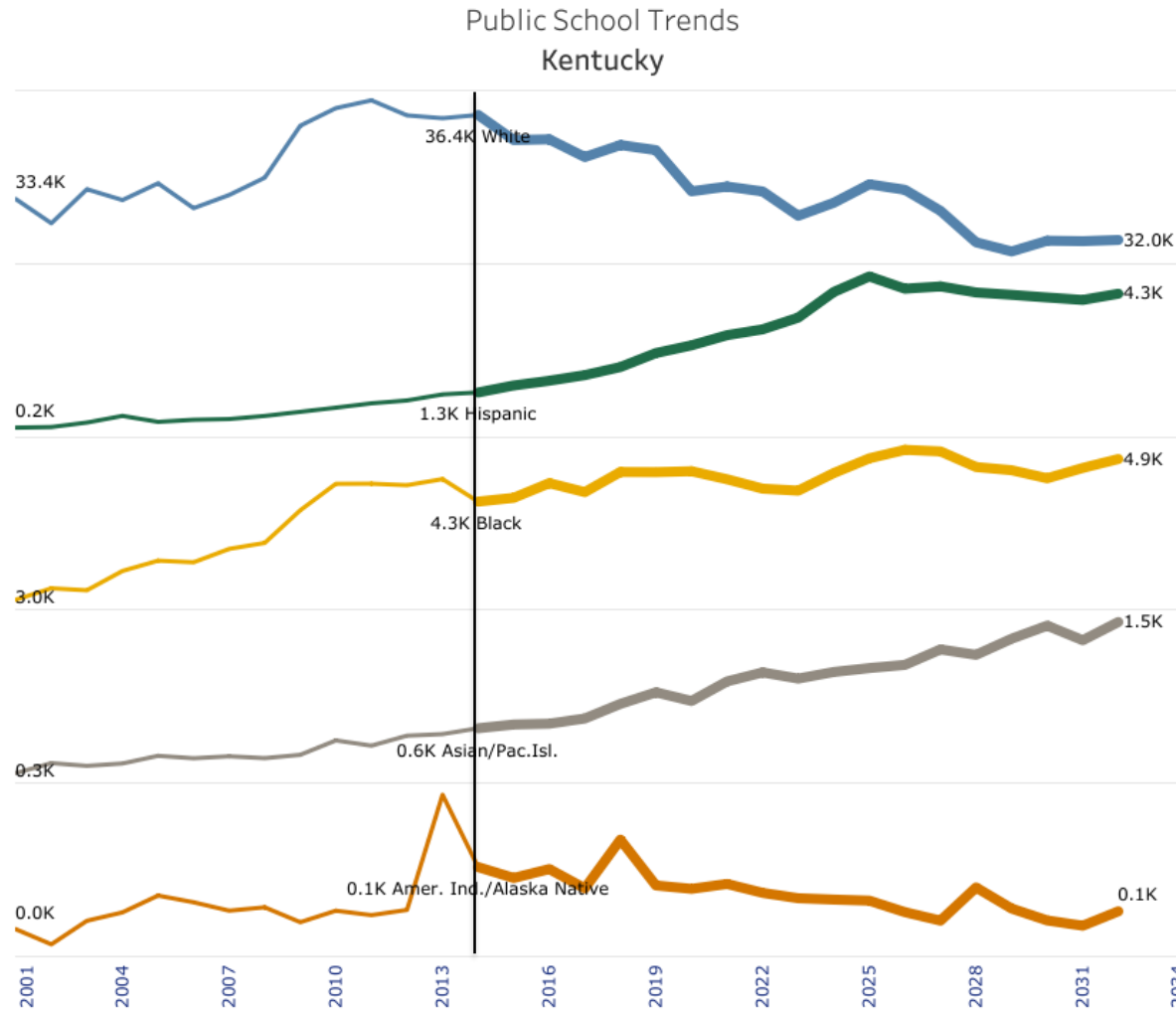


Source:  
<https://knocking.wiche.edu/state-profiles>

Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016.  
Notes: Projections begin with Class of 2012 for Public and Private together, 2014 for Public only.



# Kentucky High School Graduates



Source: Western Interstate Commission for Higher Education, Knocking at the College Door: Projections of High School Graduates, 2016.

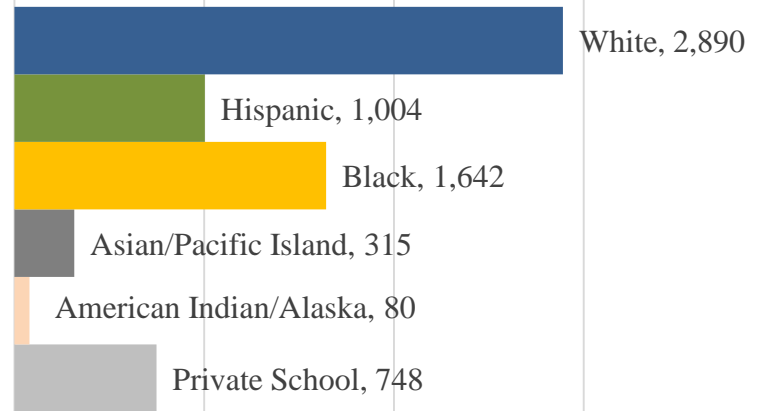
Notes: Projections begin with Class of 2014 (thicker line).

Source:  
<https://knocking.wiche.edu/s-tate-profiles>

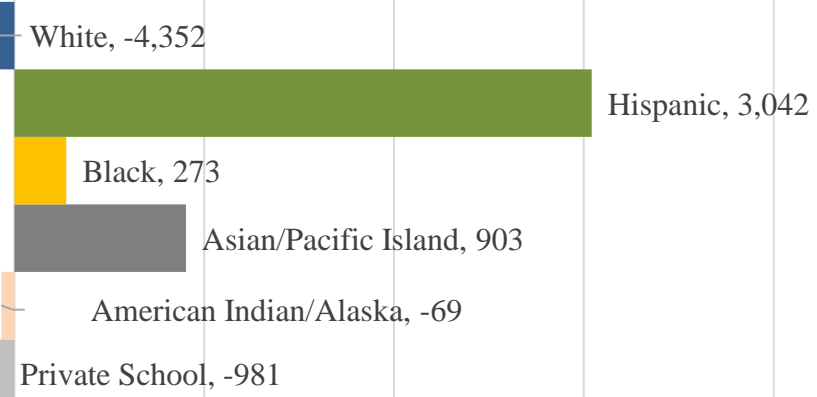


# Change in Kentucky High School Graduates

**2001 to 2013, Actual**  
From 2001 to 2013, Kentucky high school graduates increased by 6,700 to 47,300.



**2013 to 2032, Projected**  
From 2013 to 2032, Kentucky high school graduates are projected to decrease a net 1,200 students.



-5,000   -4,000   -3,000   -2,000   -1,000   0   1,000   2,000   3,000   4,000

Source: <https://knocking.wiche.edu/change-in-number-of-graduates>  
Years: 2001 to 2032



# Freshmen Applications

Total Applicants	Fall 2011	Fall 2018	Change	% Change
Resident	8,181	8,765	584	7.1%
Non-Resident	6,972	14,249	7,277	104.0%
Total	15,153	23,014	7,861	51.9%

## Resident Applicants by Race

Applicants	Fall 2011	Fall 2018	Change	% Change
Black / African American	1,020	790	-230	-22.5%
Hispanic	228	428	200	87.7%
Two or more races	266	413	147	55.3%
White	6,242	6,504	262	4.2%

## Non-Resident Applicants by Race

Applicants	Fall 2011	Fall 2018	Change	% Change
Black / African American	936	2,675	1,739	185.8%
Hispanic	262	1,031	769	293.5%
Two or more races	238	672	434	182.4%
White	4,932	8,848	3,916	79.4%



# Yield by Residency and Race, Fall 2011 and Fall 2018

## Resident Freshmen

Applicants	Fall 2011			Fall 2018		
	Apps	Enrolled	Yield %	Apps	Enrolled	Yield %
Black / African American	1,020	255	25.0%	790	211	26.7%
Hispanic	228	85	37.3%	428	154	36.0%
Two or more races	266	92	34.6%	413	165	40.0%
White	6,242	2,492	39.9%	6,504	2,483	38.2%

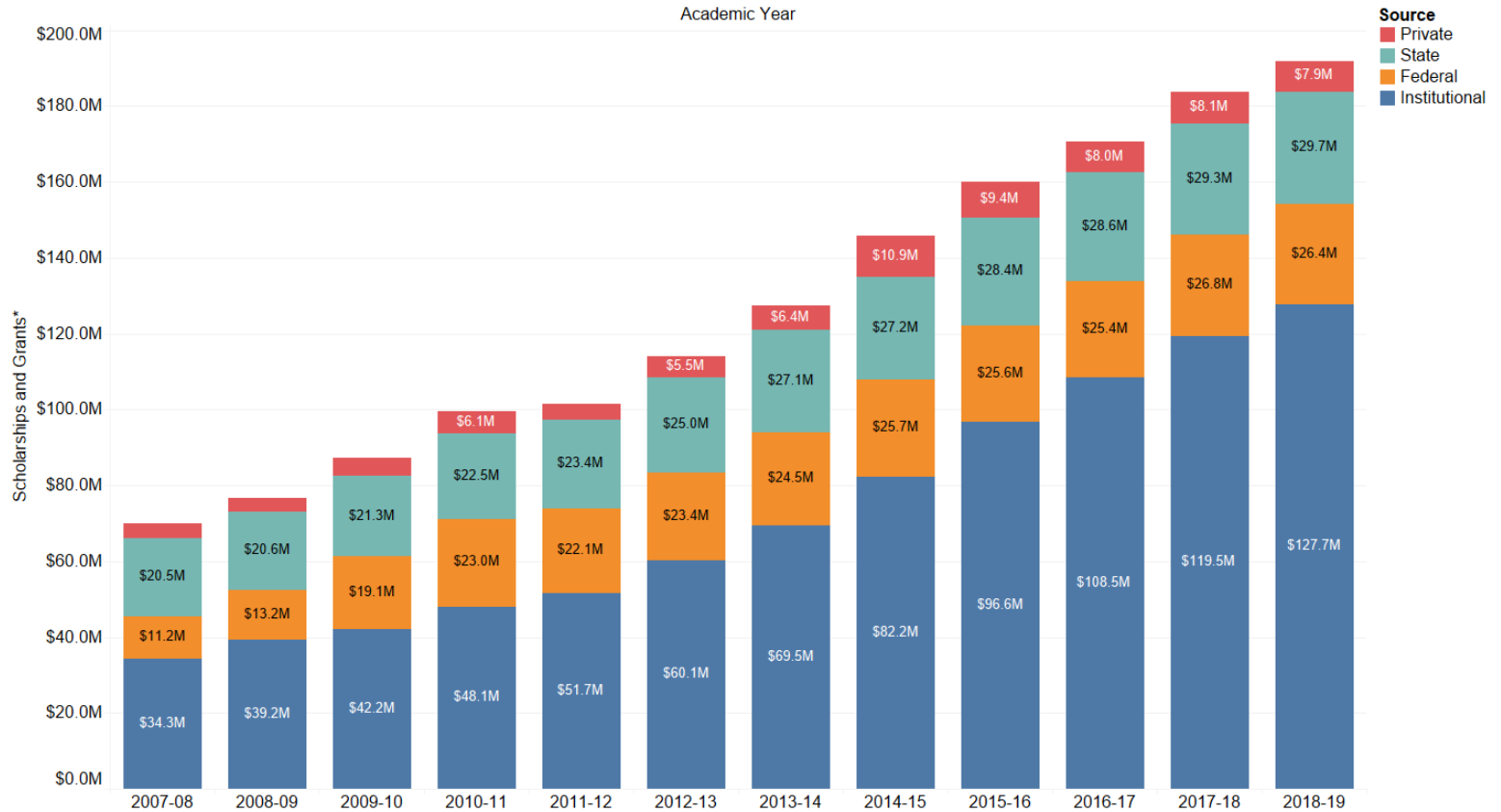
## Non-Resident Freshmen

Applicants	Fall 2011			Fall 2018		
	Apps	Enrolled	Yield %	Apps	Enrolled	Yield %
Black / African American	936	91	9.7%	2,675	156	5.8%
Hispanic	262	30	11.5%	1,031	96	9.3%
Two or more races	238	36	15.1%	672	72	10.7%
White	4,932	850	17.2%	8,848	1,367	15.4%



# Scholarships and Grants

Undergraduate Scholarships and Grants - Fall and Spring

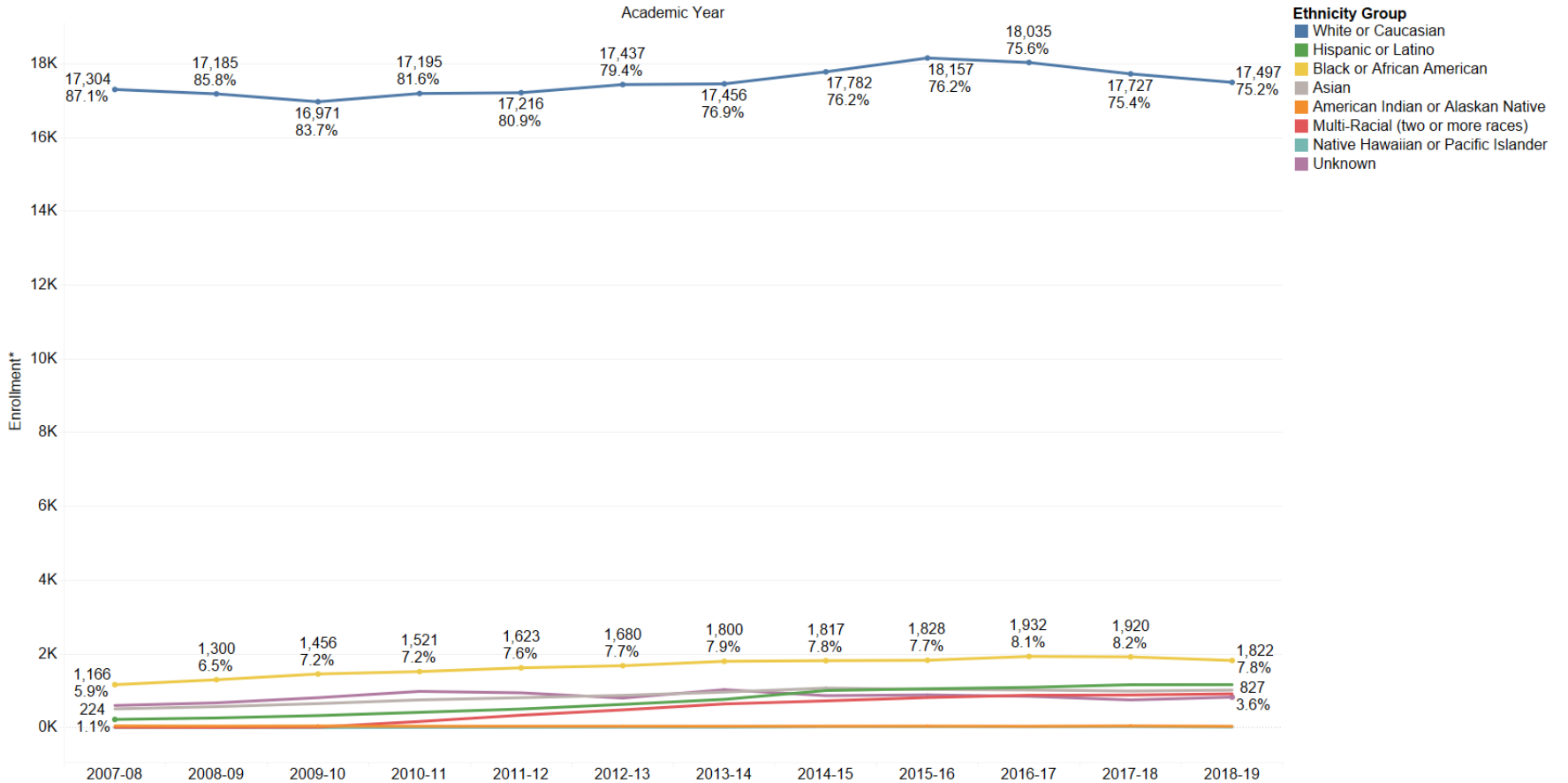


\* Mark indicates the sum of Scholarships and Grants by Source per Academic Year.



# Undergraduate Enrollment

Undergraduate Enrollment - Fall and Spring



\* Upper mark indicates the count of Undergraduate students in the category per Academic Year.  
 Lower mark indicates the percentage of Undergraduate students in the category per Academic Year.





# Parker Scholarships

- Established in 1984 as the Resident Minority Scholarship Program, funds were generated through the state's Desegregation Plan with a mission to recruit and retain African American students to the University of Kentucky.
- In 1995, the name was changed to the William C. Parker Academic Achievement Scholarship Program.
- The 2003 *Grutter v. Bollinger* and *Gratz v. Bollinger* Supreme Court cases challenged the use of race in admission at the undergraduate and professional school levels at the University of Michigan. The decision of the U.S. Supreme Court:
  - Achieving a diverse student body in higher education is a compelling interest;
  - Race can be a factor in admissions decisions, it just cannot be the only factor (invalidated a point system or mechanized process); and
  - The use of race should be *narrowly tailored*, and the aim should be to attain a *critical mass* (this term remains ill-defined).



# Parker Scholarships

- In 2006, as a result of the U.S. Supreme Court cases in 2003, the William C. Parker Scholarship Program expanded the definition to include all individuals who could contribute to diversity on the campus of the University of Kentucky.
  - At that time, the William C. Parker Scholarship Program Office was also merged with the Office of Academic Scholarships in Enrollment Management.
  - This decision was to aid in scholarship distribution.
- Effective 2010-2011, the Integrated Postsecondary Education Data System (IPEDS) expanded the race/ethnicity categories to include, "two or more races." This increased the number of demographic categories included as underrepresented minorities and amplified the effect of the 2006 institutional decision.
- Today, award values are tiered for incoming freshmen students.
  - Historically, this has been done with a combination of standardized test scores and a high school grade point average where higher scores earned increased award amounts.
  - Beginning in Fall 2019, high school grade point average is utilized as the better indicator for student success, which is high school grade point average.
- Current UK students and transfer students also can apply for a one-year \$2,500 non-renewable award.



# Parker Scholarship Renewal Requirements

- All Parker Scholarship valued at \$5,000 per year or less (this includes transfer and current student scholarships valued at \$2,500 per year), require students to maintain a 2.5 cumulative grade point average.
- All Parker awards valued at \$7,500 or more require students to maintain a 3.0 cumulative grade point average.
- Additionally, Parker students are notified that they must adhere to the Center for Academic Resources and Enrichment Services (CARES) and Student Support Services (SSS) contract:
  - Enroll in and successfully complete UK101 (they will be auto-enrolled this year);
  - Attend Academic Progress Meetings with an Academic Support Counselor; and
  - Attend required study groups and required workshops.
- The Academic Student Contract is administered by the CARES ([www.uky.edu/CARES](http://www.uky.edu/CARES)) and SSS ([www.uky.edu/SSS](http://www.uky.edu/SSS)), which are comprehensive academic support and retention units within the Office for Institutional Diversity ([www.uky.edu/Diversity](http://www.uky.edu/Diversity)).



# Director, William C. Parker Diversity Scholarship Program



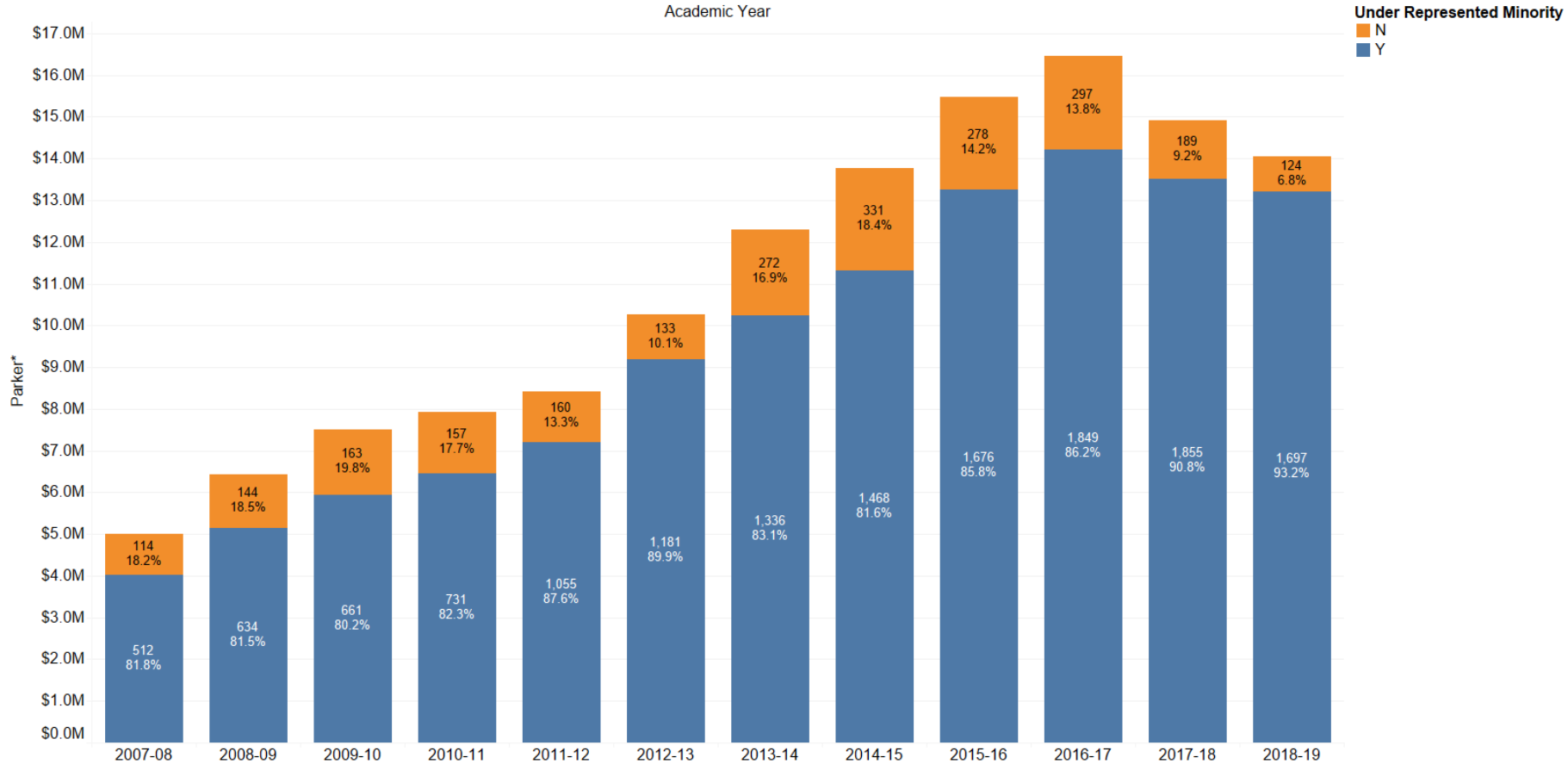
Asia Payne is a graduate of the University of Kentucky, having earned her Bachelor's Degree in Economics. She has worked in Enrollment Management for more than six years, beginning as an Admission Counselor in the Office of Undergraduate Admission. Since 2014, she has served as the Director of the William C. Parker Diversity Scholarship Program, a scholarship program that aims to increase college access and affordability for underrepresented and first-generation college students.



# Parker Scholarships

## Undergraduate Parker Scholarships - Fall and Spring

Academic Year

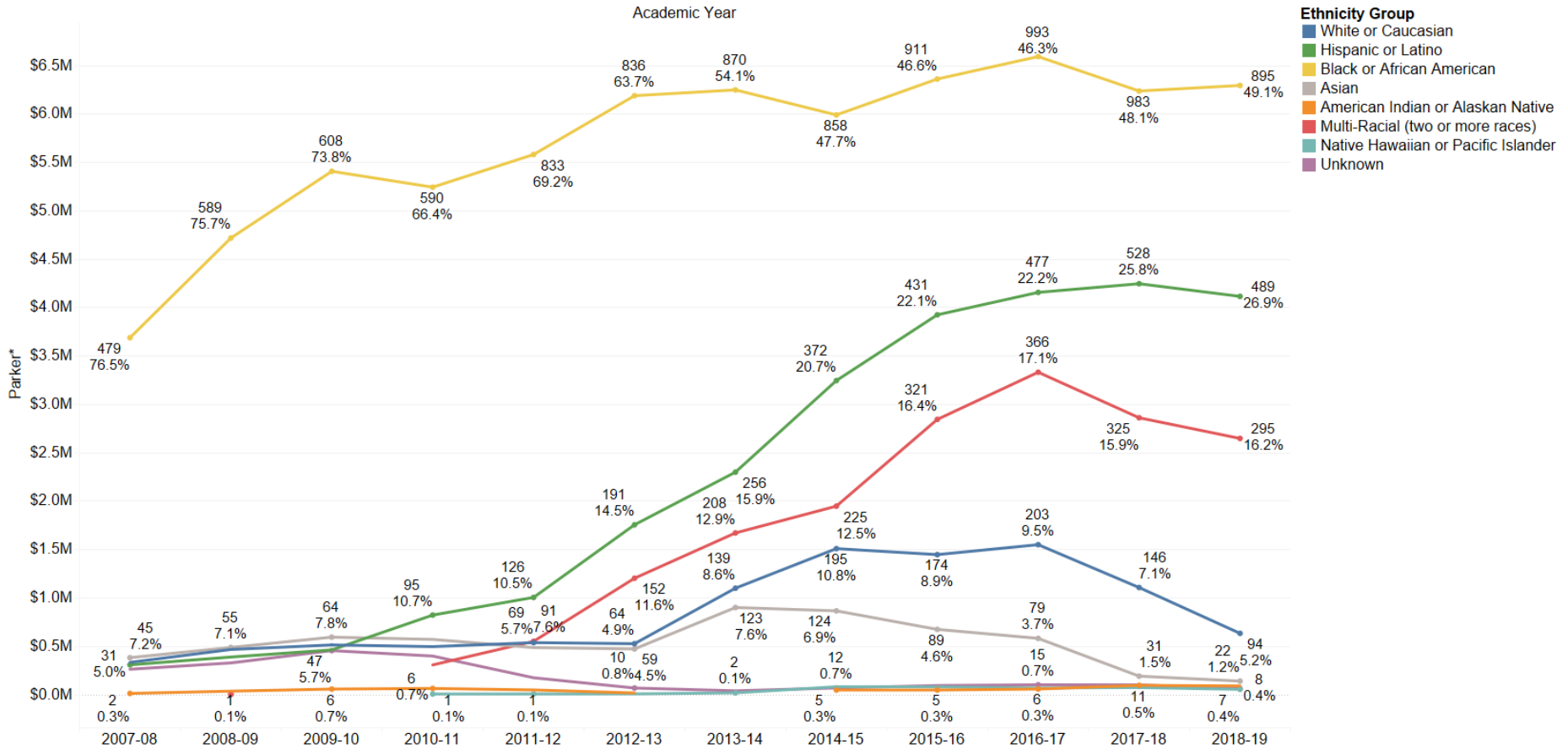


\* Upper mark indicates the count of Undergraduate recipients in the category per Academic Year.  
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# Parker Scholarships

## Undergraduate Parker Scholarships - Fall and Spring

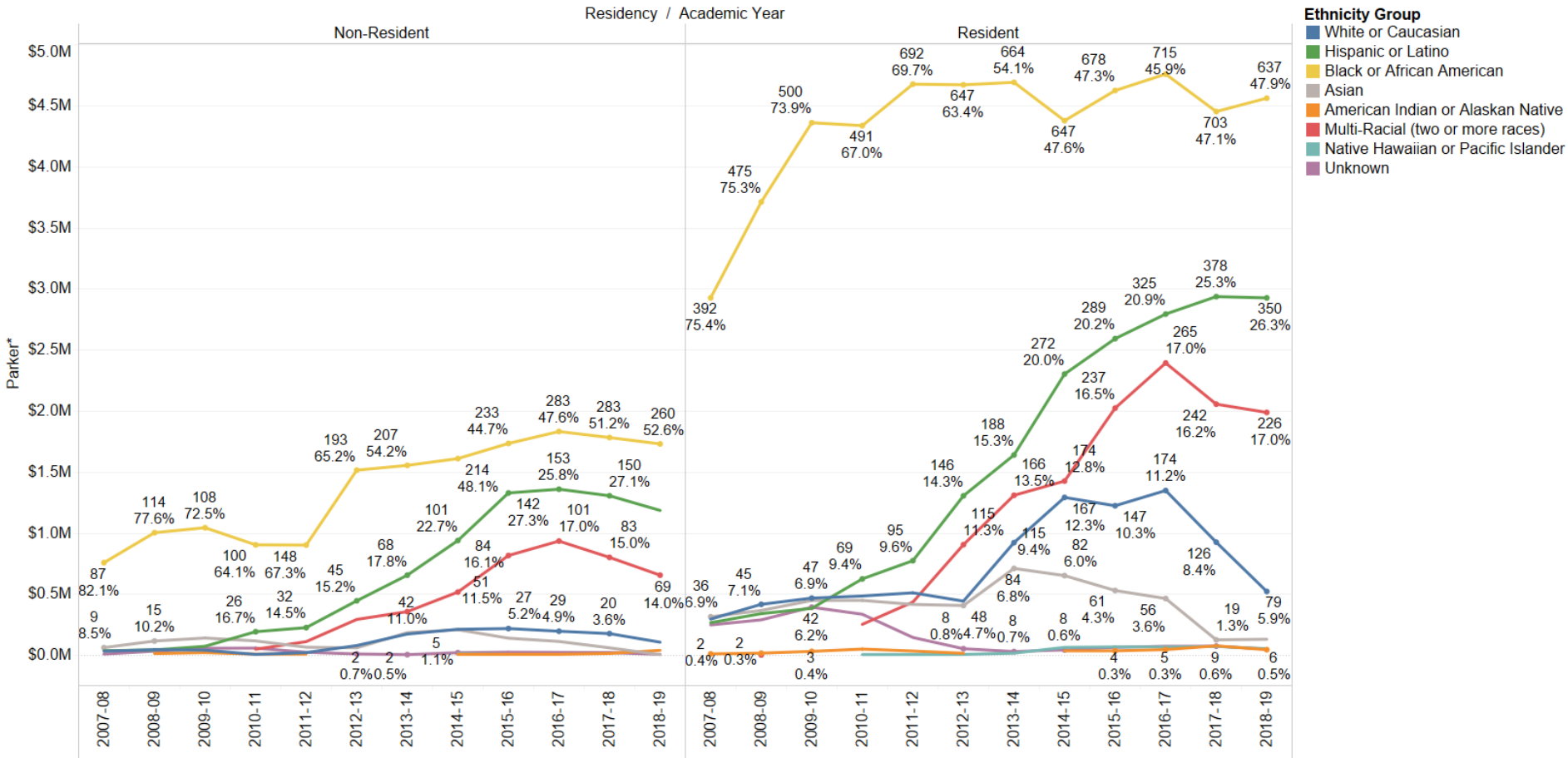


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# Parker Scholarships

## Undergraduate Parker Scholarships - Fall and Spring

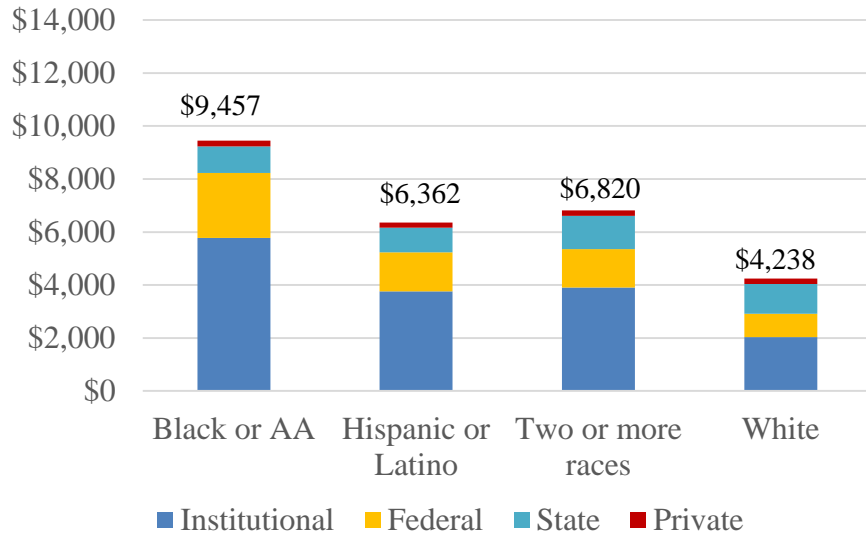


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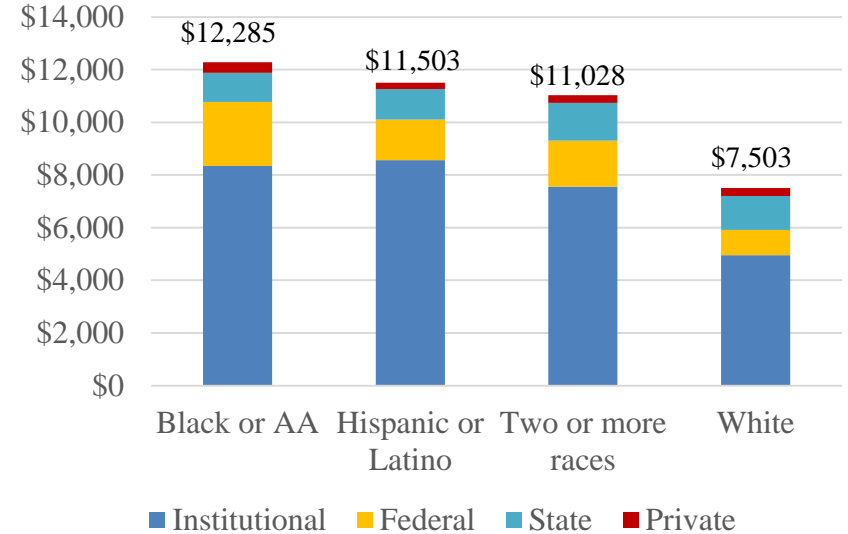


# Average Scholarships and Grants, by Race, 2011-12 and 2018-19, Total Undergraduates

2011-12



2018-19

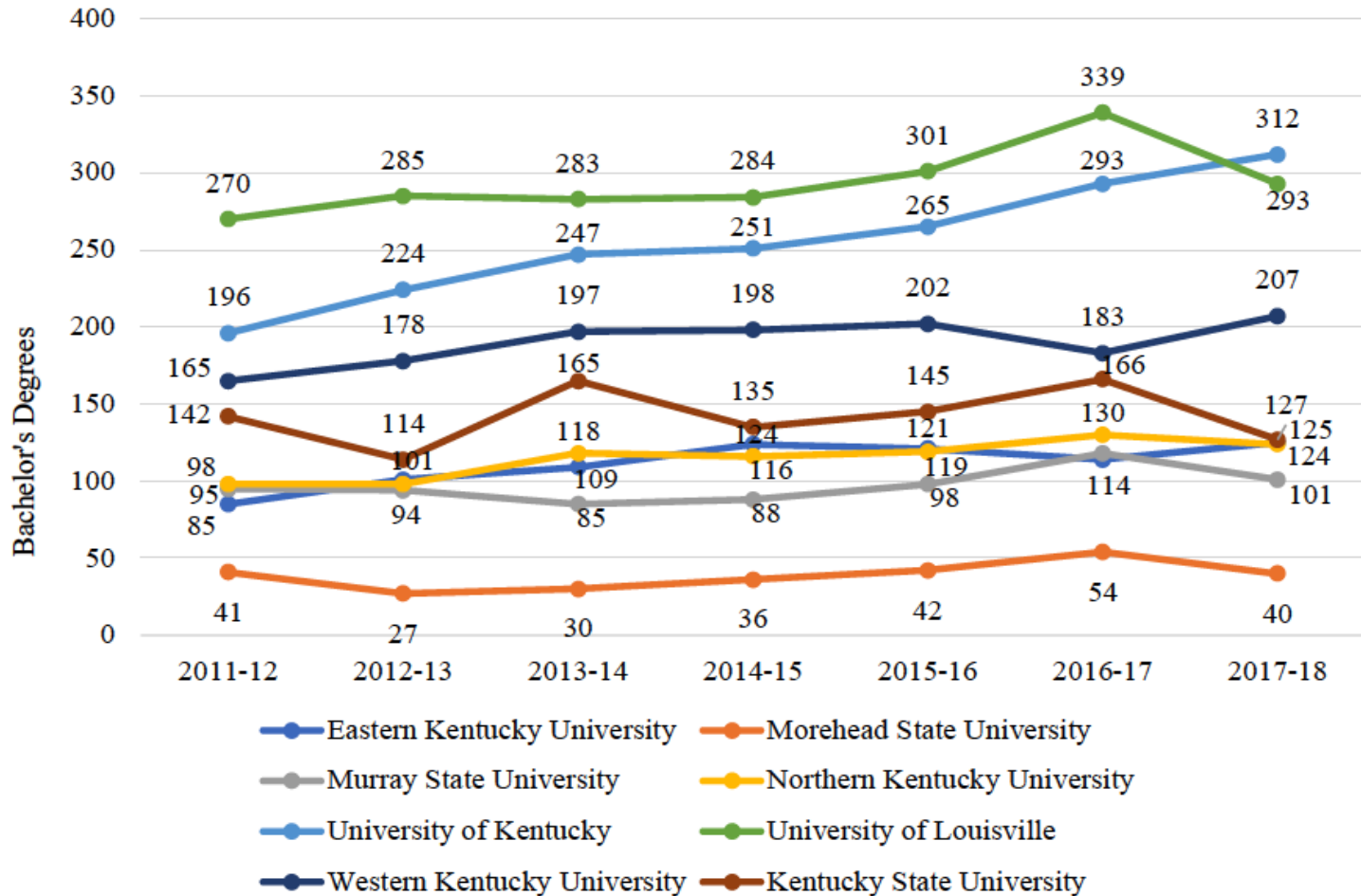






# Bachelor's Degrees

## Bachelor's Degrees Awarded - African American/Black Students





# Summary

- The diversity profile of Parker Scholarships has been influenced by two significant events:
  - The 2003 Supreme Court cases expanding the award criteria to include all students who could contribute to diversity at UK.
  - The 2010 IPEDS requirement that educational institutions utilize new Race and Ethnicity reporting categories.
    - This increased the number of demographic categories included as Under-Represented Minorities and amplified the effect of the 2006 institutional decision.
- The University has responded to decreasing state support, a changing legal landscape, and an increasingly competitive market in recent years by continuously evaluating and balancing multiple considerations for attracting, enrolling, and graduating students:
  - Diversity;
  - Access;
  - Financial need;
  - Timely progression to degree;
  - Enrollment and net tuition revenue; and
  - Academic preparation and student success.