CU's Thomas starts Journal of Advances in Education

CAMPBELLSVILLE Last year, Campbellsville University's Dr. Franklin Thomas had a vision: to create an academic journal detailing the latest scholarship and research in higher education.

A year later and ahead of schedule, that vision has translated into reality, with the inaugural issue of Journal of Advances in Education, which debuted in May.

When asked how it felt to have the first issue published, especially ahead of schedule, Thomas commented, "I'm very proud to be part of something that contributes to scholarship in the field of education. It was an ambitious undertaking, so I'm also a bit relieved that the project is going smoothly.'



DR. FRANKLIN THOMAS

Thomas, an associate professor of education for CU who also serves as the journal's editor, noted the scope of the journal and the journal's submission guidelines quickly came together in the early stag-

"The scope of the journal was determined to be that a priority be given was for it to have a nation-

to submissions detailing empirical research projects and book reviews," Thomas said. "Consideration would also be given to action research submissions from graduate students and thought pieces from respected scholars.

Thomas noted a call for submissions went out to nearly 1,000 professors across the entire United States in November of last vear. The journal's inaugural issue contained a letter from the editor, six articles, and a book review, totaling 116 pages. Hard copies of the journal are on display in the School of Education and were sent to the authors of the articles, peer reviewers, and several CU leaders.

"The vision for the journal

wide feel," Thomas shared. "The first issue featured authors from five states, and the peer review team represents three different states. These individuals are spread from the West to the East Coast."

The peer review team consists of Dr. Debbie Azevedo from the University of the Pacific in California; Dr. Sharon Hundley and Dr. Elisha Lawrence, both from Campbellsville University; and Dr. Michael Hylen from Anderson University in South Carolina.

Thomas added that articles from the journal are already showing up on Google Scholar and other search engine queries. The journal also has an International Standard Serial Number issued by the Library of Congress.

of CU's School of Education, complimented the efforts of Dr. Thomas and the editorial board, saying, "He made being a journal editor look easy. He has put countless hours into the journal and the speedy feedback he provides to authors is invaluable."

The journal aims to provide valuable research insight to current and pre-service teachers, school administrators, higher education faculty and administrators and other scholars.

According to Thomas, all submissions undergo a thorough review process. As part of that process, each submission is vetted by two peer reviewers and receives edits by Thomas prior to final publication.

"The peer reviewers do

Dr. Robin Magruder, dean not know who wrote the article, and the author(s) of the article do not know the identity of the peer reviewers," Thomas said, describing the process. "In order to be accepted for publication, both peer reviewers have to agree that the submission meets a set of criteria. For submissions that are not accepted, the authors are provided with feedback."

According to Thomas, plans are to publish the journal twice a year, and plans are well underway for its next issue, scheduled for November.

"In addition to most U.S. states, calls for submissions went to three foreign countries," Thomas said. "The plan is to get the journal listed in the Directory of Open Access Journals (DOAJ) late this year."

Kentucky ranks 10th in student retention, according to study

BY DENIS HOUSEDHOUSE@LEBANONENTERPRISE.COM

When it comes to Kentuckians staying in state for a higher education, Kentucky comes in ranked

This is according to a new study released by Inspira Advantage, a medical school admissions consulting firm. According to the study, 83.33% of Kentucky residents choose to stay in the state when pursuing higher education.

Utah leads the way with 88.64% staying in state for higher education, followed by California, Mississippi, Michigan, Alabama, Texas, Louisiana, North Carolina, South Carolina, and Kentucky.

Of the 34,515 Kentucky students enrolled in college, 28,760 chose to attend institutions within the state, which demonstrates the strong role Kentucky's colleges and universities play in serving and retaining local students. The state is home to several top universities and colleges, including the University of Kentucky, the University of Louisville, Centre College, and Transylvania University.

has the lowest percentage of ing its schools at 74.49%. Alaska, that keep their residents wanting

Rank	State	State Residents Enrolled in Home State	State Residents Enrolled in Any Another State	Percentage of Students Staying in State for Higher Education
1.	Utah	23,442	26,446	88.64%
2.	California	322,885	368,926	87.52%
3.	Mississippi	19,522	22,438	87.00%
4.	Michigan	62,613	72,815	85.99%
5.	Alabama	32,495	38,050	85.40%
6.	Texas	44,131	51,713	85.25%
7.	Louisiana	20,646	24,423	84.61%
8.	North Carolina	75,030	89,808	83.73%
9.	South Carolina	32,837	39,352	83.44%
10.	Kentucky	28,760	34,515	83.33%

45.40%. Vermont also has one of the highest percentages of outof-state students attending its school, at 74.49%. New Hampshire ranks second lowest of students staying in state at 49.87%, but has the highest percentage At the other end, Vermont of out-of-state students attend-

students staying in state at just Connecticut, and Hawaii round to remain in their hometowns for financially attractive," Chandna out the bottom five.

These migration patterns reveal fascinating trends in how students select their educational institutions," said Arush Chandna from Inspira Advantage. "States like Utah and California have created educational environments

higher education."

Chandna also noted that the findings show significant regional differences in how students approach college decisions.

'States with high retention rates typically offer strong public university systems with favorable in-state tuition rates that make staying local inspiraadvantage.com.

said. "States with lower retention rates often have smaller populations or are located near educational hubs in neighboring states. Students from these areas might find more diverse program offerings just across the state line."

To view the report, visit https://



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