

Monday, September 14

9:30 a.m. (ET) CPE meeting, CPE Conference Room, Frankfort



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**A Report to the Council on Postsecondary Education
September 14, 1998**

by Gordon K. Davies, President

Mr. Chairman and members of the Council, during the past ten weeks I have been traveling throughout Kentucky visiting state-supported and independent colleges and universities. I have visited 32 of the Commonwealth's 36 state-supported colleges and universities, and half of the 20 independent institutions. I have met with faculty and staff on many campuses, and with community leaders, public school educators, and elected representatives in many jurisdictions as well. While my knowledge of Kentucky is by no means deep, it is at least a mile wide.

This morning, I shall share with you some first impressions and then suggest several activities in which I think we need to be engaged during the next 8-10 months. As you will see, these activities both presuppose different kinds of behavior within the system of postsecondary education to which the Council belongs and are intended to stimulate even more changes in behavior. I think this is essential. We shall not build distinctive colleges and universities or a distinctive system by behaving as we always have.

First, my general impression after a 10-week tour is very positive. There is an enormous amount of enthusiasm and energy in the institutions and communities of Kentucky. Most people with whom I spoke are deeply committed to improvements in postsecondary education that will result in more opportunities for more citizens and in better programs of advanced study. The staffs and faculty of the technical and community colleges, especially, seem anxious to begin cooperating in ways that will improve the programs they offer, give students more options, and make it easier for them to progress through a series of institutions toward ever-higher academic goals. At the local level, people in many of these institutions seem to be waiting only for central bureaucracies to get out of their way so they can do what needs to be done. They are talking and their relationships are very good. In some localities, they have been cooperating for years.

I find creative energy in the comprehensive and research universities as well. Interesting programs are being designed and new relationships with businesses and local governments are being developed. While there is not enough cooperation among institutions, there is more than I expected to find.

At the same time, and in the same localities and institutions, I also found some disturbing signs. Chief among these are tendency toward turf-protection and a fixation upon the acquisition and ownership of physical assets rather than upon the provision of services. I now have listened to more than one discussion of whether some Kentucky city or county "belongs" to this or that university. And I have heard other discussions about who would "own" some off-campus building or another.

Who owns a building is a trivial matter. What is important is how well people are being served. Some institutions seem too anxious to protect territory while others seem inclined to offer programs at remote sites that unnecessarily duplicate those of other institutions. This is a waste of state money.

I found confirmation that Kentuckians do not participate in education beyond high school in sufficient numbers and that they tend not to make use of the educational opportunities already available to them. There should be many more students enrolled, especially in the technical and community colleges. The KCTCS will be the entry point to advanced education for many people. We should provide it with resources to expand enrollments substantially. This is the quickest and least costly way to increase access. It also responds to needs expressed by many communities that I visited and it will substantially improve the economic lot of many Kentuckians.

Increasing the numbers of technical and community college graduates, and ensuring that they have ample opportunities for further education without encountering administrative barriers that impede transfer, may be one of the most important objectives of educational reform in Kentucky.

The achievements of this system already have been impressive. Consider what has been accomplished:

- planning for the Kentucky Educational Excellence Scholarships, the new merit scholarship program, has been completed and we are ready to begin making awards for next academic year;
- the community and technical colleges have been brought together into a single system and action has been taken to ensure continued accreditation of both the community and the technical colleges;
- programs of distinction have been approved for three comprehensive universities, with programs under active development at the other three;
- policies have been designed for the research challenge grants program, under which the universities will be eligible to claim state funds for their endowments with a dollar-for-dollar match (\$100 million for the University of Kentucky and the University of Louisville; \$10 million for the comprehensive universities); and,
- the Commonwealth Virtual University and Virtual Library have been brought to stages of detailed planning so they can begin at least partial operation as early as the next academic year.

These are impressive achievements. But by themselves they are not enough to change and improve our system of advanced education. Between now and July 1999, I suggest that the Council undertake several other activities in consultation with the colleges and universities and with other agencies of state government.

First, we need to rationalize funding. As far as I can tell, neither the allocation of operating funds nor the appropriation of funds for capital outlay has any systematic, educational basis. As a result, funding inequities have developed across institutions and the current “base-plus-increment” approach to operating budgets only increases the inequities. In addition, we now have responsibility for technical colleges and have to seek equity in funding for them. (Please note that “equity” does not mean “equality.” Institutions need to be funded equitably for the work they do within their missions. This does not mean that each institution should be funded the same.)

We also need space planning guidelines and space utilization standards. With them, we could make much better recommendations to the Governor and General Assembly about the priority needs of Kentucky’s colleges and universities. Without them, capital outlay decisions have little if any educational rationale.

And we should establish budget and accounting procedures that recognize capital projects as institutional liabilities as well as assets. Physical space is one among many strategic assets of a college or university, and institutional leaders should have to determine its priority compared to the others. But under the present procedures, buildings have few real costs to institutions. The state pays for them and then pays for their maintenance and operation. This inevitably leads to their being regarded as “trophies” by the institutions and their supporters alike.

Second, we need to streamline the oversight of Kentucky’s colleges and universities. This will require the Council to change the way it does its work and possibly to request changes in the responsibilities assigned to it by statute. It may require the Council to suggest ways in which other parts of state government could change their regulatory processes.

Colleges and universities will not become distinctive by regulation or top-down control. Experience in the private sector seems to confirm that organizations that spread decision-making responsibility through all levels of management get more creative and entrepreneurial behavior as a result. The Council’s emphasis should be upon investing in good ideas, challenging institutions to do better, mediating the conflicts that are inevitable when choices have to be made among good ideas, and developing performance standards that have funding and other resource consequences.

The Council does not manage colleges and universities. To some extent, it manages and defines the market for advanced education. Financial aid programs are one way of doing this, for instance. Operating and capital budget recommendations that ensure that all institutions have fair opportunities to participate in the market are another. If you like the program approval process we shall describe to you later this morning and want us to develop a full proposal for your consideration in a few months, the Council will shape the market by selectively requesting proposals for academic programs that it thinks are needed. Through the virtual university, the Council will help to increase both the supply of advanced education and access to it. These are only a few immediately apparent examples; there are others.

A more market-driven approach requires the Council to ensure that educational opportunities are available to everyone. Markets are not kind to the poor or needy. It also

requires us to recognize that there will be winners and losers in the competition among good ideas. We shall have to make policy decisions about the extent to which relatively less efficient providers of advanced education nonetheless serve a public purpose.

In streamlining oversight, I suggest that the Council ask two questions about its activities:

1. Does this activity as currently performed add value to Kentucky postsecondary education?
2. Will this activity stimulate change and improvement within the system of postsecondary education?

If the answer to these questions is “no,” the activity should be stopped, if possible, or made a low priority if not.

Third, the Council should set fair but rigorous performance objectives for colleges and universities. It should link recommendations for the allocation of funds and other resources to institutional performance.

Many states already are doing this and most are doing it poorly. I know that Kentucky has had its own unsatisfactory experiences with performance funding. But results must have consequences, or results will not matter. Our objectives need to be few and simple, and their relationship to funds and other resources needs to be reasonable and understandable. If we meet these tests, we can win support in the executive and legislative branches of government.

In the short term, for example, university funding should be tied to retention and graduation rates as well as to enrollment. For the community and technical colleges, it should be tied to successful job placement or transfer as well as to enrollment.

In evaluating requests for capital outlay funding, as another example, priority should be given to requests from institutions that now use their space most intensively.

There are long-term standards as well. We have undertaken this reform effort in order to improve the lives of Kentuckians – better jobs, higher per capita incomes, healthier children, better schools, and stronger communities. The Council should develop ways in which we can assess whether advanced education really does help to achieve goals like these. I believe, of course, that it does. But the motives behind this reform compel us to prove it.

Fourth, the Council should review the incentive programs that were created as part of House Bill 1. Some of them may need to be better focused in order to elicit behavior that achieves the objectives of reform. New incentives might be needed. The Council might, for example, recommend a program to transfer intellectual property into marketable products. The Governor and General Assembly could create a “public corporation” to co-invest with universities in intellectual properties that appear to have commercial value. Such a corporation, governed by a board of experienced businesspersons, would invest in good ideas. It would take equity positions in return for providing “early stage” venture capital.

Fifth, it now is clear to me that advanced education's relationship to the public schools should have a much higher priority to the colleges and universities and to the Council. The performance of children in grades K – 12 is not just someone else's problem. It is ours.

First, our universities should be engaged in radical reform of teacher preparation programs. Second, we can help to change student behavior in middle and high schools by establishing more rigorous admissions standards at the universities. We should emphasize the need for quantitative experience in mathematics and the sciences as important for success in a technologically sophisticated society.

Our colleges and universities have strong intellectual resources and could provide leadership in setting public policy. Their strengths, and the Council's, should be directed toward public schooling and, indeed, toward the well being of children of all ages.

Sixth, the Council should develop an extensive information system about Kentucky's colleges and universities for potential students, parents, business leaders, and others. It probably should be interactive, and it definitely should include detailed information that will help students, parents, and prospective employers understand what kinds of students actually go to our various institutions, how they are taught and by whom, what percentage of them finish their programs of study, and so on. We should develop a kind of "consumers' report" about Kentucky postsecondary education.

Finally, my senior colleagues and I have to reorganize the staff of the Council so we can do our work more effectively. All is in flux but we are organized to coordinate stability. Our most important work defies compartmentalization into traditional boxes like "finance" and "academic programs." We can be more effective if we are more fluid, able to form project teams as they are needed and to dissolve them when they are not. I shall keep you informed as we work through this process.

Mr. Chairman and members of the Council, these are initial impressions and a few ideas. They may be wrong or not worth very much. But I share them with you as possible starting points for further discussion.

I am fairly confident of this – we have limited resources and limited time to make a difference. This means that we all have to avoid, to the greatest extent possible, doing those things that will not make much difference in the long run, comfortable though we may be in doing them. It also means that within this system we have to behave more respectfully toward one another than we do. We can spend our time and resources checking to be sure that everyone follows the rules and guarding against mistakes. That is the classic role of bureaucracy.

But bureaucracies manage stability. Alternatively, we can spend our time and resources building a system within which change and improvement become the constants. We can try to teach institutions to compete for the best ideas and the most effective ways to serve their constituents rather than to control territory. We can try to manage the market to ensure that the poor and the most needy are not deprived of opportunity. And we can recommend more effective incentives for reaching the goals of educational reform in Kentucky.

I thank you and the many people with whom I have visited during the past three months for much kindness and patience. I welcome your thoughts and comments about these suggestions, either now or at your leisure.

Discussion:

In July 1998, the Council approved the statewide plan entitled *2020 Vision: An Agenda for Kentucky Postsecondary Education*. *2020 Vision* is a public statement that communicates postsecondary education's commitment to making Kentucky a better place to live and work.

Also in July, the Council directed the staff to use *2020 Vision* as the starting point for the development of more detailed plans and performance indicators needed to track the extent of our success in achieving the vision we have set for ourselves. The attached draft document, entitled *2020 Vision: Mapping the Action Agenda*, is intended to initiate this next phase of planning for the system.

All too often, planning is done in a vacuum. The people who are expected to benefit when the plan is implemented are not asked what they need or want. Furthermore, the people who are expected to implement the plan, usually those closest to the "customer," are not given the opportunity to share their ideas about what needs to be done. The Council staff is recommending that the planning approach taken over the next several months guard against these two common pitfalls.

We are recommending that the attached document be used as a basis for discussions with both the recipients and the providers of postsecondary education. The discussions that will occur during the next four to six months will involve faculty and staff of public and independent colleges and universities, students and parents, small and large businesses, labor groups, the elementary and secondary community, public policy makers, community leaders, and concerned citizens. The Council on Postsecondary Education will organize a series of regional forums to discuss what needs to be done and how we shall measure our performance. The Trusteeship Conference at the end of September and meetings of SCOPE (the Strategic Committee on Postsecondary Education) will provide opportunities for governing board and political leaders to engage in the discussions.

With the benefit of these conversations, the Council staff will develop a draft action agenda for discussion on the campuses and among key constituents. We shall try to do this toward the end of 1998 and to bring a final draft action agenda to the Council for consideration at a meeting early in 1999. This will position us well to present major initiatives to the Governor and General Assembly in the 2000 legislative session.

This "discussion guide" sets the stage for these conversations without placing a carefully crafted and detailed plan in front of people and asking them to react to it. The guide:

- shows the connection of the implementation plan (or "action agenda," as we are calling it here) to *2020 Vision*;

- explains how the planning process will unfold over the next several months, who will be involved in it, and what their roles will be;
- makes the connection between planning and performance by folding in the development of new performance indicators and benchmarks into the process;
- proposes a set of five planning premises about how the system needs to change in order for *2020 Vision* to be implemented; and
- outlines the role of the Council on Postsecondary Education in creating a responsive system by describing an agenda of activities that it will concentrate on over the coming months.

We are proposing a rather unconventional approach to planning because we are hoping for long-term sustainable results. Our hope is for the discussions that take place over the next several months to generate a kind of creative restlessness, or discomfort, that stimulates thinking beyond the status quo and moves us toward where we need to be 20 years from now.

The Council staff seeks direction from members of the Council about this proposed approach.

Staff Preparation by Sue Hodges Moore

STATUS REPORT FROM THE STUDY GROUP ON MINIMUM ADMISSIONS REQUIREMENTS

Agenda Item E-2
September 14, 1998

Information:

Since early in 1998, the Council staff has been studying the issues that surround what college-bound students should know and be able to do when they undertake advanced education at an institution of postsecondary education. Recent changes in high school graduation requirements, the large number of students taking remedial courses, and the new Kentucky Educational Excellence Scholarship program prompted the need to re-evaluate the Council's current policy on minimum admissions requirements.

The Minimum Admissions Requirements Study Group (formed by Chair Hardin in January of this year and composed of Council members, the convener of the Conference of Presidents, and other members of the postsecondary education community) has met regularly since March to provide guidance to the staff on these issues. They have talked primarily about the need to change the current Pre-College Curriculum (PCC)—the courses students must take in high school in order to be unconditionally admitted to a public university in Kentucky. In doing so, they have looked at how well the current PCC prepares students for college. They also have reviewed practices in other states, particularly the high school curriculum and initiatives to improve students' preparation for postsecondary education. The Study Group also met with institutional admissions directors to learn their thoughts on the various issues related to admission.

At its last meeting, the MAR Study Group discussed a draft set of seven possible actions relating to minimum admissions requirements (see Attachment A). Council members may wish to offer their advice to the staff and the Study Group at the September CPE meeting. Of particular interest are these five issues:

- ◆ Whether the Pre-College Curriculum should require Algebra II and two foreign language courses, even though the high school graduation requirements may not require these specific courses.
- ◆ Whether the Pre-College Curriculum should apply only to students entering the public universities, thereby exempting students entering a community college, technical college, or community college-type program from the PCC.
- ◆ Whether it is acceptable for a student to be eligible for a KEES award but not meet the minimum requirements for admission into public universities.
- ◆ Whether comprehensive remedial education programs should be offered only at the community and technical colleges.
- ◆ Whether there should be a statewide standard for placement into remedial courses.

The MAR Study Group will meet prior to the next CPE meeting to advise staff on these issues. At the November CPE meeting, staff will present a set of recommendations to the Council for their consideration. Action by the CPE will trigger the development of an administrative regulation. A four to six month review process will provide the opportunity for all interested parties to comment on the draft administrative regulation.

Staff Preparation by Sue Hodges Moore
Attachment Prepared by Roger Sugarman

Discussion Points from the July Meeting of the MAR Study Group

1. Strengthen the Pre-College Curriculum (PCC) and ensure alignment with the curriculum identified for the purposes of administering the Commonwealth Merit Scholarship Program.

Currently, a mismatch exists between the new high school graduation requirements and the PCC. With the exception of Algebra II required by the PCC, the graduation requirements are now more demanding than the standards for admission to college. This situation has produced a set of inconsistent expectations for college-bound students. The Council has the statutory authority to eliminate the present confusion. KRS 164.020(8) directs the Council to establish "minimum qualifications for admission to the state postsecondary system."

An evaluation of the current PCC's effects upon students' academic preparation offers a mixed picture. Since it was implemented in 1987, students have increasingly taken the PCC to prepare for college. Currently, nine of ten first-time freshmen who enroll in college directly after attending a Kentucky high school take the PCC during their high school careers. Despite the high proportion of students who annually take the PCC, Composite ACT scores have remained fairly flat in recent years. In 1998, the Composite score for Kentucky high school students rose .1 point, the first increase in six years. Students who take the PCC are much more likely to return for a second year of college than students who have not taken the PCC.

Policy makers must consider several issues as they decide whether or not to revise the PCC. The current PCC requires one less year of social studies and one less year of science than the new high school graduation requirements, the ACT Core Curriculum, and the curriculum recommended by the National Commission on Educational Excellence (NCEE). As previously mentioned, Algebra II is the only area in which the current PCC is more rigorous than the new high school graduation requirements. Research shows that students who take Algebra II and other advanced math classes are more likely to score higher on the ACT math assessment than students who do not take advanced math classes. On the other hand, the Council may want to adopt an approach that offers high schools greater flexibility in instructing students in advanced math. The Council also must consider whether or not to match the new high school graduation requirements by specifying course requirements in health, physical education, and arts appreciation. Finally, the Council might debate the pros and cons of adding a foreign language requirement to the PCC. Kentucky is now the only southern state that does not require or recommend a foreign language as part of its program of college preparatory courses.

Currently, students enrolled in community colleges or community college-type programs in universities are not subject to the PCC. While such students may be admitted without the PCC,

they must eventually remove pre-college curriculum deficiencies. The Council should consider whether to maintain this policy or simply exempt students who seek admission to technical colleges or community colleges from the PCC requirements.

The staff has proposed that the revised PCC and the curriculum identified for the purposes of administering the Kentucky Educational Excellence Scholarship (KEES) program should be identical to one another in the year 2003. By having the PCC also serve as the curriculum used to administer the KEES program, students will have consistent expectations regarding their preparation for college.

2. Work with the Kentucky Department of Education to establish and publicize standards describing what high school graduates should know and be able to do when they enter postsecondary education institutions.

2020 Vision: An Agenda for Kentucky Postsecondary Education calls for a seamless system of education from P-12 and on through postsecondary education. In the global economy of the twenty-first century, high school graduates must have critical thinking skills that prepare them for some form of postsecondary education. College admissions requirements and high school graduation requirements should send the same message to high school students about the importance of developing effective communication skills and problem-solving abilities.

Some states publish a set of expectations describing what college-bound students should know and be able to do when they undertake advanced education at a postsecondary institution. The Council should consider the merits of directing staff to work with the universities, community and technical colleges, and the Department of Education to establish and distribute entry-level expectations to college-bound students and their parents.

3. Develop sets of performance-based admissions standards (e.g., high school grades, high school rank, ACT scores) of varying degrees of selectivity and allow institutions to choose their level of selectivity.

The Council's growing emphasis on student preparation has generated some interest in revising the current admissions requirements. Existing criteria may not provide enough diagnostic information to determine whether a student is ready for college. For instance, knowing that a student sat through three years of math classes may indicate very little about that student's ability. A number of states now use performance based standards, such as a student's high school grades, high school rank, and standardized test scores, to make admissions decisions.

Missouri recently adopted an interesting approach in which institutions are allowed to align their admission policies with one of four standards of selectivity (i.e., highly selective, selective, moderately selective, an open admissions). The four selectivity standards use an index computed from a combination of ACT percentile scores and high school percentile rank. For instance, a student must score 140 or higher on the index to be admitted to a highly selective institution. Alternatively, an ACT test score of 27 ensures that a student will be admitted to a highly

selective institution. The Missouri Coordinating Board for Higher Education monitors the percent of first-time, full-time degree-seeking freshmen who meet admissions guidelines at public four-year institutions as part of its accountability program. The main advantage of this approach is that it gives an institution the freedom to make decisions about the selectivity of its admissions policies.

In recent years, eight states (Georgia, Maryland, Minnesota, Missouri, Nevada, New York, Ohio, and Virginia) have debated or implemented policies to restrict remedial offerings to two-year institutions. If the Council decides to implement a similar policy, it may be important to recognize that students vary considerably in the range of deficiencies they bring to postsecondary education. The Council might consider a policy in which extensive remedial education (i.e., two or more remedial courses) is provided at a local community or technical college. If a community or technical college is not located in the area, the nearest university might be directed to provide remedial instruction for students living in the region. The potential downside of such a policy is the negative effect it could have on enrollments at regional universities.

4. Develop a recommendation regarding the establishment of standards for placing students into remedial- and postsecondary education-level courses.

Kentucky's colleges and universities use a variety of testing instruments and cut-off points to place students into remedial courses. The different approaches to course placement make it difficult to establish a uniform definition of "postsecondary education-level work." Consequently, remedial course-taking rates are not comparable from institution to institution. The result is that one institution's remedial student may very likely be another institution's fully-prepared student.

House Joint Resolution 6, which was passed by the General Assembly during the 1997 Extraordinary Session, directs the Council to "review the policies of higher education institutions for identification and placement of students in remedial and developmental courses and make a recommendation for establishing a statewide standard." The Council decided to postpone action on this issue until staff completed work on the study on minimum admissions requirements. It soon will be time for the Council to make a recommendation either for or against the use of uniform standards for placing students into remedial courses. A decision in favor of implementing a statewide standard would ensure that all students demonstrate a minimum level of ability in selected disciplines before they are allowed to enroll in college-level courses that offer credit toward a degree. The disadvantages of a statewide standard for course placement are that it would intrude upon the academic affairs of diverse public colleges and universities and force them to adopt a "one size fits all" approach to placement decisions.

5. Establish a statewide program of diagnostic testing for high school students to determine their readiness for college.

Several states, such as Arkansas and Ohio, are testing junior high and/or high school students to assess their skills in various subjects. This early intervention strategy enables states to identify

at-risk students and furnish them with the proper remedial instruction. The intent of this approach is to reduce the need for remedial coursework when students reach postsecondary education. Educators in Ohio report that a similar program was responsible for reducing remedial enrollments by 50 percent.

Currently, Northern Kentucky University and Thomas More College are offering a placement test to high school juniors in order to assess their competency in math. The test consists of 30 items and covers Algebra I, II, and geometry. Based on feedback from the exam, high schools will recommend specific math courses to students during their senior year. The Council should consider whether high school students across the state could benefit from an early placement-testing program. To avoid unnecessary duplication of testing efforts, one of the math assessments from the Kentucky Department of Education's new Commonwealth Accountability Testing System (CATS) might serve as an instrument to guide placement decisions.

6. Develop a set of "best practices" regarding the organizational and pedagogical dimensions of remediation.

Kentucky's postsecondary institutions vary significantly in how they administer remedial programs. For instance, some universities teach remedial courses in the traditional academic department while others offer instruction in a separate division or program. At the community colleges, the relevant academic department offers all remedial courses. While most institutions provide frequent advising, special labs, and tutoring services for remedial students, only a handful of universities and community colleges provide either special facilities or dedicated space for remedial labs and special tutoring services. Finally, most of the universities and community colleges do not provide special training for their remedial instructors.

The Council should consider directing the institutions to collaborate in the development of a set of "best practices" regarding the instruction and delivery of remedial courses. A set of best practices would be particularly relevant if students with major deficiencies are required to enroll in community or technical colleges.

7. Create "Learning Partnerships," a set of consortia composed of high school teachers, faculty from Kentucky's colleges of education, faculty who teach entry-level courses in postsecondary education, and professional development practitioners.

Ohio's Secondary and Higher Education Remediation Advisory Commission recently recommended the formation of an Ohio "Learning Extension." The purpose of this consortium is to link the ideas and knowledge of educators at all levels by:

- ♦ encouraging collaboration between P-12 and the higher education community on assessment and intervention strategies;
- ♦ developing and publicizing "best practices" for improved teaching and learning; and
- ♦ making a wide range of educators accountable for student learning.

The Council should consider whether partnerships of this nature could help to promote the seamless educational system envisioned in the strategic agenda. Instead of a single consortium, Kentucky could form several consortia comprised of educators in specific disciplines or within specific regions who could benefit from one another's expertise.

Information:

At its May 18, 1998, meeting, the Council approved provisionally four new Master of Education in Education Administration programs. This action also called for the development of a plan to review these programs and identified an October 1998 completion date for this plan. At its July 13, 1998, meeting, the Council approved provisionally a fifth Master of Education in Education Administration program and included this program in the review plan.

In developing the review plan, the staff identified these six desired outcomes:

- Increased student access to the highest quality principal preparation program offerings through the Commonwealth Virtual University.
- Increased inter-institutional cooperation and collaboration to support joint programming, to take advantage of unique faculty strengths, to develop innovative approaches to preparing principals, and to meet the demand for principals across the state.
- Decreased unnecessary duplication of program offerings, both at the public and private universities;
- A model for joint program development, delivery, and review replicable with other programs.
- Satisfaction of the legislative mandate that the Education Professional Standards Board and the Council on Postsecondary Education evaluate preparation programs for principals.
- Delegation to the institutions offering the Master of Education in Education Administration program, to the extent possible, responsibility for program review.

The review plan calls for a single, collaboratively prepared biennial report on the status of all master's programs in education administration currently being delivered or developed by Kentucky's public universities: Eastern Kentucky University, Morehead State University, Murray State University, Northern Kentucky University, the University of Kentucky, the University of Louisville, and Western Kentucky University. The report will be submitted to the Council in October 2000.

The report will evaluate program delivery during the 1998-99 and 1999-2000 academic years in terms of the statewide goals outlined in *2020 Vision*, the strategic agenda for postsecondary education, and the program-specific goals identified by the Commonwealth Collaborative for School Leadership Preparation (CCSLP), a subgroup of the Education Administration Group. The report will consist of three sections:

1. Activities that support statewide priorities

- Increased access to the program through distance learning
- Enhanced quality of program offerings (e.g., team teaching, specializations by institution)
- Increased efficiency in program delivery (e.g., statewide course schedule, collaborative delivery, shared courses)
- Increased collaboration in program delivery (e.g., initiatives involving independent colleges and universities, joint programs)

2. Goals for the 2000-2001 and 2001-2002 academic years

- Performance indicators for each goal
- Assessment mechanisms for each performance indicator

3. Progress toward meeting the statewide need for additional principals

- ◆ Enrollment and graduation figures (1998-2002)
- ◆ Anticipated need for additional principals (five-year and ten-year outlook)

The staffs of the Council and the Education Professional Standards Board will evaluate the 1998-2000 report and provide feedback to the institutions. This evaluation will focus on the specific outcomes of institutional cooperation and collaboration that document progress toward enhancing the quality of program offerings and student access to those programs. In addition, the goals for academic years 2000-2002, as well as the performance indicators and the assessment mechanisms selected to track progress toward those goals (Section 2), will be evaluated in terms of the academic program review policies currently being developed by the Council. As part of this evaluation process, the Council will also review the provisional approval status of these education administration programs and will determine, for each institutional program, whether that status should continue, whether any of the programs should be discontinued, or whether permanent approval should be granted.

Guidelines for preparing the 2000-2002 biennial report will be distributed to the institutions following the Council review of the first biennial report, but no later than December 31, 2000.

Staff Preparation by Ruth Greenberg

CVU Update

Information:

This item is a status report on major activities and actions related to the CVU since the July 13, 1998, DLAC meeting.

Policy Statement Guiding Development of the Commonwealth Virtual University

The *Policy Statement* was amended and approved by the Council on July 13, 1998. A copy of the approved statement is available on the CVU Web site.

Chief Executive Officer Search

The CEO position has been advertised in the *Wall Street Journal*, the *Chronicle of Higher Education*, *Black Issues in Higher Education*, the *Chicago Tribune*, the *Affirmative Action Register*, the *Washington Post*, the *Louisville Defender*, and *Virtual University News*. In addition, the position has been posted to several Internet "listservs" focused on distance learning and "virtual university" concepts. Announcements also have been posted at various state, regional, and national meetings related to distance learning, instructional technology, and "virtual universities." Many of these conferences attract corporate education and training leaders. At the time of this mailing, 40 applications have been received. The CEO position description and announcement is posted on the Council Web page.

Student Services Work Group

The Student Services Work Group was convened for the first time on August 7, 1998. Dr. George Connick and the Council staff provided an update on the status of the CVU and discussed the group's charge. A second meeting will be an all-day session October 1, 1998, when the group will develop a student flow model for designing the appropriate array of student services for CVU students using both centralized and campus-based student services. In addition to Dr. Connick, another consultant with particular expertise in providing student services to distance learners will assist in this effort.

Technology Work Group

The Technology Work Group was first convened August 13 and then, again August 20, 1998. The initial charge to the group was to address budget and priority issues related to the development of the technology infrastructure for the CVU. In a general sense, the group concluded that distance learning in the state should move toward satellite and Internet delivery as opposed to land-based compressed video. The current compressed video network (KTLN) is adequate to serve projected CVU needs and will be significantly improved as the Kentucky Information Highway migrates to ATM technology. The KTLN network should be maintained and upgraded but not significantly expanded.

Commonwealth Virtual Library (CVL)

The CVL is on schedule to begin providing access to electronic databases in January 1999. Database vendor presentations will be conducted September 3 - 4. Vendor selection and contract negotiations will follow. In addition to database access, the committee is also working on document delivery to CVU students. A Request for Proposals is being developed and it is expected that the document delivery component will be operational in April 1999.

Pilot Projects

The original *Pilot Project Criteria and Guidelines* have been revised to reflect discussion at the July 13 DLAC meeting (a copy of the guidelines is available on the CVU Web Page). Development of several potential pilot projects is underway. Proposals received by October 1, 1998, will be acted upon by the DLAC prior to the November CPE meeting. The Council of Chief Academic Officers recently met to discuss potential pilots and to organize a process for reviewing the proposals during the week of October 12. Recommendations by the DLAC on pilot projects will come before the Council at its November 9, 1998, meeting.

Pilot "Kick-Off" Program— November 12, 1998

The coordination of professional development programs for faculty teaching CVU courses is a function of the CVU Academic Council. As an initial step, the chief academic officers of the public institutions named representatives to work with Council staff in planning an initial pilot program. The group convened August 6 to begin planning for a one-day symposium to be held November 12, 1998, at the UK library and, perhaps, at KET. This effort primarily will focus on those faculty, professional staff, and academic administrators who will be involved in the CVU pilot projects. The number of participants will be limited to approximately 125. The presenters for this session will be faculty and staff of Kentucky institutions who have gained considerable expertise in the delivery of instruction via distance learning. Based on experience gained through this initial effort, a larger scale statewide professional development program will be scheduled in spring 1999.

September 14, 1998 DLAC Meeting

The DLAC will have met immediately prior to the Council meeting September 14. A copy of the DLAC agenda is attached and Lee Todd, Committee Chairman, will report on that meeting.

At the last DLAC meeting, there was consensus that the CVU would remain a part of the CPE and would report directly to the president of the CPE, at least in the short term. The advertisement for the Chief Executive Officer position reflects that consensus.

The CPE staff believe, however, that an independent organization is best suited to the long-term needs and viability of the CVU. A strong, visible and independent role within the postsecondary education community is essential.

A discussion item has been advanced to the DLAC proposing a thirteen (13) member independent board of regents to govern and manage both the CVU and the CVL. The CPE is represented on the board as are KET and the postsecondary education institutions.

Committee Chairman, Lee Todd, will report on the discussion at the DLAC meeting.

Staff Preparation by Larry Fowler

Distance Learning Advisory Committee

September 14, 1998

8:00 a.m. EDT

CPE Conference Room, Frankfort, KY

- A. Roll Call
- B. Welcome New Members
 - 1) Crit Luallen, Secretary of the Cabinet and State Budget Director
 - 2) Allen Rose, Secretary of the Workforce Development Cabinet
 - 3) Wilmer Cody, Commissioner, Kentucky Department of Education
- C. Minutes
- D. Information: CVU Status Report
- E. Discussion: CVU/CVL Organization
- F. Discussion: CVU/CVL Budget — 1998-1999 and 1999-2000
- G. Action: CVU Academic Council
- H. Action: CVU Financial Affairs Work Group
- I. Action: CVU Marketing Work Group
- J. Action: CVU Bookstore Work Group
- K. Other Business
- L. Next Meeting

Information:

At its last meeting the Council approved planning assumptions and guidelines to be used by KCTCS and the comprehensive universities in planning each regional postsecondary education center authorized in the 1998-2000 Appropriations Bill, HB 321. Since that meeting the presidents of KCTCS and the comprehensive universities have initiated efforts to develop proposals responsive to the Council's planning assumptions and guidelines.

The first tangible evidence of these efforts is a memorandum of agreement between KCTCS and ECU on the Southeast Regional Postsecondary Education Center in London, Corbin, and Somerset. A copy of the signed memorandum of agreement is attached. The staff will apprise the Council of further developments.

Staff Preparation by Ken Walker




KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

GORDON K. DAVIES
President

MEMORANDUM

TO: Members, Council on Postsecondary Education

FROM: Gordon K. Davies 

SUBJECT: Regional Postsecondary Education Center

DATE: August 31, 1998

I am pleased to send you a memorandum of agreement between Eastern Kentucky University and the Kentucky Community and Technical College System on the creation of a regional postsecondary education center. While there will be construction in London and in Corbin, the most significant aspect of this agreement is the provision of a large menu of educational opportunities for the citizens of the region that includes those two cities and Somerset.

Based upon this agreement, I recommend that you approve this regional postsecondary education center. I expect to have other agreements in the near future.

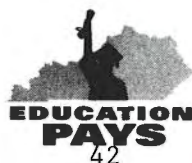
Thank you very much.

plb

enclosure

cc: Crit Luallen
Bob Kustra
Jeff Hockaday

1024 CAPITAL CENTER DRIVE
SUITE 320
FRANKFORT KY 40601-8204

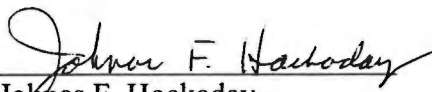


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**Southeast Regional Postsecondary Education Center
Elements of a Memorandum of Agreement between the Kentucky Community and
Technical College System and Eastern Kentucky University**

- House Bill 321 (HB 321), the 1998-2000 Executive Branch Appropriations Bill, authorizes \$13,185,000 in bond funds for a capital construction project titled, "Southeast Regional Postsecondary Education Center Phase I." The project authorization is listed in the KCTCS section of Part II of the bill and references EKU.
- Debt service for the project is appropriated to CPE in two of its trust funds.
 - The Technology Trust Fund includes debt service of \$478,000 for "Southeast Regional Postsecondary Education Center, Eastern Kentucky University." These funds are to support the issuance of bonds by the State Property and Buildings Commission to partially finance the planning, design, and construction of the KCTCS project authorized in Part II of the bill. This amount of debt service will support a \$5 million bond issue during the 1998-2000 biennium.
 - The Physical Facilities Trust Fund includes debt service of \$778,000 for "KCTCS - Southeast Regional Postsecondary Education Center Phase I." These funds are to support the issuance of bonds by the State Property and Buildings Commission to finance the planning, design, and construction of the KCTCS project authorized in Part II of the bill. This amount of debt service will support an approximate \$8.2 million bond issue during the 1998-2000 biennium.
- Based on an assessment of student and community needs conducted by KCTCS and EKU, in compliance with HB 321 and the guidelines for regional centers issued by the Council on Postsecondary Education, the institutions agree that student needs in the region can best be met by constructing facilities in London and Corbin.
- As KCTCS plans and designs the new facility in London, with a capital budget of \$8,185,000 in state-funded bonds, it will consult with EKU. KCTCS will design the facility to accommodate EKU upper-division baccalaureate and graduate courses and programs that may be offered in London. Other postsecondary education institutions may be invited to offer courses and programs that KCTCS or EKU do not offer. KCTCS will have responsibility for administration and operation of the facility.
- The new facility in Corbin, with a capital budget of \$5.0 million in state-funded bonds and an undetermined amount of private funds, will be jointly planned and used by EKU and KCTCS. EKU will design the facility based on the jointly developed plan. EKU will manage the construction of the facility in Corbin, including working with the Finance and Administration Cabinet to ensure timely completion of the project. EKU will have responsibility for the administration and operation of the facility.

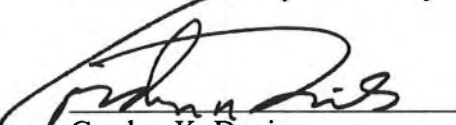
- EKU will offer lower-division, upper-division, and graduate courses and baccalaureate and graduate programs in Corbin. Initially, KCTCS will support the current EKU effort at the lower-division level by offering the necessary remedial courses for students enrolled in the Corbin center. As needed and appropriate, KCTCS will introduce lower-division technical courses or programs not offered by EKU. EKU may, over time, reduce its lower-division effort in Corbin. As the working relationship between KCTCS and EKU develops and the Corbin center matures, KCTCS and EKU will reconsider and revise as necessary their lower-division offerings in Corbin. Other postsecondary education institutions will be invited to offer courses and programs that KCTCS or EKU do not offer.
- EKU will offer upper-division and graduate courses and programs at Somerset Community College in Somerset during times when the classroom and class laboratory facilities are not heavily used by the community college. Every effort will be made to meet local needs for particular programs at times most convenient to potential students.
- EKU, Somerset Community College, and other institutions offering courses at the postsecondary education center will work out appropriate memorandums of agreement on issues such as program implementation timetable, admission, tuition, financial assistance, utilization of space and equipment, and other issues as needed.
- The "Southeast Postsecondary Education Center" is defined as the combined instructional offerings of KCTCS, EKU, and other providers in the new facilities in London and Corbin, and the existing facilities of Somerset Community College in Somerset.
- CPE will assist EKU and KCTCS as necessary in designing and planning the Southeast Postsecondary Education Center. CPE reserves the right to intervene if this memorandum of agreement is substantially altered by either or both parties.


 John F. Hockaday
 Interim President
 Kentucky Community and Technical College System

August 31, 1998
 Date


 Robert Kustra
 President
 Eastern Kentucky University

8/31/98
 Date


 Gordon K. Davies
 President
 Council on Postsecondary Education

8/31/98
 Date

**MuSU ASSOCIATE DEGREE PROGRAM IN
TELECOMMUNICATIONS SYSTEM MANAGEMENT
(PROGRAM OF DISTINCTION)**

**ACTION
Agenda Item F - 1
September 14, 1998**

Recommendation:

That the Council approve the Murray State University (MuSU) Associate of Applied Science degree in Telecommunications System Management (TSM) as part of the Program of Distinction and register it in CIP 11.0401.

Rationale:

- At the July 1998 meeting, the Council approved the Bachelor of Science degree program and the Master of Science degree program in Telecommunications System Management as part of the Program of Distinction.
- Action on a proposed associate degree program was deferred until the September meeting.
- The revised proposal for the Associate of Applied Science degree program addresses concerns identified in the July 1998 staff recommendation. The details of the revised proposal and the MuSU response to concerns identified in July are included in the attachment.

Background:

At the July 1998 Council meeting, the staff recommendation for approval of the MuSU Program of Distinction in Telecommunications System Management identified several issues relating to the proposed associate degree program. The university was asked to review the proposal and address the following issues:

- establish a statewide baccalaureate transfer framework;
- review the associate degree curriculum included in the proposal to determine if an Associate of Applied Science degree should be proposed and, if so, what its relationship would be to the Network Information Systems Technology (NIST) degree program being developed by KCTCS; and
- explore creation of an applied baccalaureate degree at MuSU that would articulate with the planned KCTCS NIST program.

MuSU staff met with KCTCS and Council staff August 5 to address these issues. The Council staff believes that the university has adequately addressed the concerns included in the July Council agenda item. The baccalaureate transfer framework is being developed. Most importantly, MuSU and KCTCS staffs have established a working relationship to ensure that they will implement complementary programs that will transfer into the baccalaureate Telecommunications System Management program approved in July. Also, MuSU has indicated that over the next 18 months it will consider developing an applied baccalaureate degree program to directly complement its Associate of Applied Science degree as well as the anticipated KCTCS NIST program.

Staff Preparation by Ken Walker



Murray State University

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MURRAY KY 42071-0009
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POSTSECONDARY
EDUCATION

Aug 31 9 39 AM '98

August 27, 1998

Dr. Gordon Davies
President
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204

Dear Dr. Davies:

At the July 13, 1998, meeting of the Council on Postsecondary Education, Murray State University's (MuSU) Bachelor of Science degree and Master of Science degree in Telecommunications Systems Management (TSM) were approved and registered as CIP 11.0401. However, the CPE deferred until its September meeting action on the proposed Associate of Science degree in TSM until MuSU, working in cooperation with the KCTCS and CPE staff, satisfactorily addressed certain issues.

On August 5, 1998, representatives from Murray State University's (MuSU) Telecommunications Systems Management (TSM) Program of Distinction, KCTCS staff and faculty, and CPE staff (see attached list) met at Elizabethtown Community College. The purpose of this meeting was to discuss the relationship and possible cooperation between MuSU's TSM Associate of Science program and the KCTCS proposed Network Information Systems Technology (NIST) Associate of Applied Science degree program. Prior to the meeting, information relative to the two associate degree proposals was shared with and reviewed by MuSU/TSM and KCTCS faculty and staff. After discussion at the meeting, it was determined and agreed that the two associate proposals were compatible, but distinct programs.

Following is a point by point response to the CPE request of issues that MuSU address while working in cooperation with the KCTCS and CPE staffs.

- * Establishment of a statewide baccalaureate transfer framework (BTF) that is compatible with MuSU's Associate of Science degree that will be a part of the Program of Distinction;

As discussed with the CPE staff on August 26, 1998, a BTF will be forthcoming in early November.

- * Review of the associate degree curriculum included in the proposal to determine if a separate Associate of Applied Science degree should be proposed for MuSU and, if so, what its relationship is to the NIST degree program being developed by KCTCS;

After a number of discussions with the CPE staff following our August 5th meeting, it was determined that the designation of the MuSU associate program as originally proposed should be changed to an Associate of Applied Science program since it does indeed more closely match the applied science degree expectations. Further, we have verified a seamless transfer from this program to MuSU's TSM baccalaureate program (see attached).

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Dr. Gordon Davies
August 27, 1998
Page 2

The MuSU program was likewise determined not to duplicate the program being developed by KCTCS. It was agreed by representatives at the August 5th meeting that MuSU will not develop an AAS program that would duplicate the NIST program. Murray State will cooperate with KCTCS staff and community college faculty to establish a baccalaureate transfer framework (BTF) for the proposed NIST program to the TSM baccalaureate program. The next meeting of MuSU and KCTCS faculty/staff to work on this BTF and further cooperation is scheduled at Jefferson Community College Southwest on September 9, 1998.

- * Exploration of an applied baccalaureate degree at MuSU that articulates with the planned KCTCS NIST program:

Murray State University will consider the development of an applied baccalaureate degree, in cooperation with KCTCS, to directly complement the proposed NIST. This will be considered within the next 18 months after MuSU's new Telecommunications Systems Management programs have been implemented as well as the KCTCS - NIST program. In addition, MuSU and KCTCS have agreed to start sharing ITV and/or internet courses, where appropriate, within their programs.

In summary, it was agreed by those in attendance on August 5, 1998, that this meeting was one of the best and most productive in which they have been involved. Murray State University fully supports, as noted by my attached letter to Dr. Hockaday, the KCTCS initiative for the NIST program. In addition, MuSU will cooperate in the future with KCTCS in the development and initiation of their program to minimize the transfer requirements of students from this program to MuSU's TSM baccalaureate program. At the September 9th meeting, the faculty/staff committee from the two organizations will begin to delineate competencies required in several courses in the TSM Associate/BS and NIST programs and thus their transferability. Potential CVU delivery of these programs was also discussed at the August 5th meeting. This potential will continue to be developed at future meetings and in cooperation between MuSU's-TSM and KCTCS's faculty and staff. Murray State University looks forward to working and cooperating with KCTCS toward the enhancement of higher education in Kentucky. Thus, we are requesting that the CPE approve our associate program as outlined in the attachment.

Sincerely yours,



Kern Alexander
President

tjh

Attachments

August 5, 1998 Meeting
CPE/KCTCS/MuSU
Elizabethtown Community College

Ruth Greenberg
Ken Walker

CPE
CPE

Roger Angevine
Vince DiNoto
Judith James
Tony Nunn
Carolyn O'Daniel

KCTCS-Somerset CC
KCTCS-JCC-SW
KCTCS-UKCCS
KCTCS-ECC
KCTCS-UKCCS

Tom Auer
Gary Brockway
Marlene Campbell
Danny Claiborne
Dan Harrison

MSU
MSU
MSU
MSU
MSU



Murray State University

OFFICE OF THE PRESIDENT
P O BOX 9
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PHONE: (502) 762-3763 FAX: (502) 762-3413

August 11, 1998

**Dr. Jeff Hockaday, Interim President
Kentucky Community & Technical College System
Suite 70, Wilkinson Blvd.
Frankfort, KY 40601**

Dear Dr. Hockaday:

On August 5th representatives from Murray State University's Telecommunications Systems Management Center of Distinction, CPE staff, and KCTCS staff and faculty met at Elizabethtown Community College. The purpose of the meeting was to discuss the relationship and possible cooperation between Murray State's Associate of Science degree program in Telecommunications Systems Management and the KCTCS proposed Network Information Systems Technology (NIST) Associate of Applied Science degree program.

Prior to this meeting, information relative to the two associate degree proposals was shared with and reviewed by Murray State University and KCTCS faculty and staff. After discussion at the meeting, it was determined and agreed that the two associate proposals were compatible but distinct programs.

It was agreed by representatives at this meeting that Murray State would not develop an Associate of Applied Science degree but would cooperate with KCTCS staff and community college faculty to establish transfer framework (BTF) for the proposed NIST program to the Telecommunications Systems Management baccalaureate program.

Murray State University fully supports the KCTCS initiative for the NIST program. Murray State agrees to cooperate and work in the future with KCTCS in the development and initiation of their program so that it will minimize the requirements of students from this program who wish to transfer to the MSU telecommunications baccalaureate program. Murray State University also agrees to explore potential CVU delivery of these programs with KCTCS.

Murray State University looks forward to further work and cooperation with KCTCS for the enhancement of higher education in Kentucky.

Sincerely,

**Kern Alexander
President**

B/C/H.KA

**Telecommunications Systems Management
Associate in Applied Science to Baccalaureate Transfer
Murray State University**

Associate	Baccalaureate	Hrs
English 101 & 102	English 101 & 102	6
COM 161	COM 161	3
Human Creativity Elective	Human Creativity Elective	3
PHY 120 or PHY 235/236	PHY 120 or PHY 235/236	4 or 5
MAT 130, 140, or 150	MAT 130, 140, or 150	4 or 5
MAT 230 or 250	MAT 230 or 250	5
ECO 231	ECO 231	3
ECO 235	ECO 235	3
TSM 099	TSM 099	1
TSM 120	TSM 120	3
EET 110 & 210	EET 110 & 210	8
EET 331	EET 331	4
EET 341	EET 341	4
CSC 145 & 245	CSC 145 & 245	<u>8</u>
	Total Transfer Hours	59-61

TELECOMMUNICATIONS SYSTEMS MANAGEMENT

Proposed Curriculum Associate in Applied Science

I. Communication and Basic Skills - (6 hours)

ENG 101 & 102 - English Composition

Suggested Courses

II. Humanities and Fine Arts - (3 hours)

Human Creativity Elective

Student's Choice

III. Science and Mathematics - (14 - 15 hours)

One laboratory science

PHY 120 (4) or PHY 235/236 (5)

One Mathematics

MAT 130 (5) or MAT 230 (5)

One science or mathematics

MAT 230 (5) or MAT 250 (5)
(14) (15)

IV. Social Sciences - (3 hours)

Social Science Elective

ECO 231 - Microeconomics

NOTE: For efficient completion of the degree with a minimum number of credit hours, University Studies electives must include the suggested courses listed to the right above.

Total University Studies

26 - 27 hours

Support Courses- (6 hours)

COM 161 - Speech*

or

ENG 324 - Technical Writing

ECO 235 - Telecommunications Economics and Public Policy

* For seamless transfer to the TSM Baccalaureate degree, students must select COM 161.

Total Background

6 hours

Required Courses:

Telecommunications Core - (23 - 24 hours)

TSM 099 - Introduction to the Profession*

EET 110 - Electrical Systems I*

EET 119 - Electronic Skills Lab
CSC 135 - Computer Programming for Technology
or
CSC 145 - Introduction to Programming I
TSM/CSC 105 - Applied PC Organization*
TSM/CSC 115 - Internet Organization*
TSM 120 - Introduction to Telecommunications
TSM/EET 210 - Electrical Systems II*

Elective Specialization - (6 - 8 hours)

Choose one of the following sequences of courses:

TSM/EET 205 - Network Certification I*
TSM/EET 215 - Network Certification II*
or
CSC 235 - Programming in C
CSC 236 - Internet Programming
or
EET 331 - Digital Electronics*
EET 341 - Communications Electronics I*

* For a seamless transfer to the TSM Baccalaureate program, students must select this option.

Total Required Courses **29 - 32 hours**

Free Elective - (0 - 3 hours) (Choose number of hours, if any, required to bring total hours to 64.)

Total Hours to Complete the Program **64 - 65 hours**

* New courses - catalog descriptions attached

KCTCS

KENTUCKY COMMUNITY AND
TECHNICAL COLLEGE SYSTEM

RECEIVED

AUG 17 1998

DEAN'S OFFICE - COLLEGE OF
BUSINESS & PUBLIC AFFAIRS

August 10, 1998

Dr. Kern Alexander, President
Murray State University
Murray, Kentucky 42701-0009

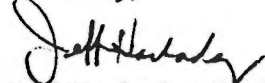
Dear Dr. Alexander:

On behalf of the Kentucky Community and Technical College System (KCTCS), I am pleased to support the Telecommunications System Management program at Murray State University (MUSU). Community college faculty have reviewed MUSU's proposed Associate in Science in Telecommunications Systems Management curriculum and determined that it will not duplicate the KCTCS Associate in Applied Science in Network and Information Systems Technology (NIST) proposal.

There is great potential for and interest in developing a mechanism by which NIST program graduates can apply program credit toward your Bachelor of Science in Telecommunications Systems Management. Toward that end, the community college faculty are looking forward to working with MUSU faculty to develop a Baccalaureate Transfer Framework.

Congratulations and best wishes on the new Murray State University Center for Telecommunications Systems Management.

Sincerely,



Jeff Hockaday, Ph.D
Interim President

Cc: Ann Cline
Anthony L. Newberry
Tara Parker
Dannie Harrison
Judith R. James
Carolyn O'Daniel

STREAMLINING ACADEMIC PROGRAM POLICIES

ACTION
Agenda Item F-2
September 14, 1998

Recommendations:

- That the Council staff develop by the January 1999 Council meeting a recommendation to replace current academic program approval policies and reporting requirements with new ones that enable institutions to respond quickly to changing market demands and place primary responsibility for quality assurance with institutional governing boards, within broad systemwide guidelines that address statewide needs and protect consumer interests.
- That the attached principles be used to guide policy development and as the basis for seeking advice from postsecondary education's providers, consumers, and policy leaders as the new policies are developed.
- That institutions wishing to have program proposals treated in accordance with the new Council policy that will go into effect after the January 1999 Council meeting be advised not to submit proposals for November or January consideration under the current guidelines.
- That the strategic implementation plan being developed over the next several months direct the development of new systemwide incentive programs, funding policies, performance indicators and benchmarks, and consumer information publications that complement and reinforce this shift away from "front end" regulatory procedures.

Rationale:

- The Council's current policies and procedures covering academic programs predate the adoption of House Bill 1, the creation of *2020 Vision*, and the transformation of postsecondary education brought about by changing demographics, global competition, and the technology revolution.
- A model that is more responsive to consumer demands supports statewide goals of increased access and educational attainment for Kentucky's citizens.
- Replacing regulations and controls with incentives, performance reviews, and rewards encourages effective institutional leadership by placing the primary responsibility for setting program priorities, assuring quality, using resources efficiently, and assessing local needs with the institutions.
- Institutions and their faculties, with the involvement of accrediting associations, are ultimately responsible for assuring the quality and integrity of academic programs and the relevance of program curricula.

- Systemwide guidelines will encourage institutions to work collaboratively and will help to ensure that all postsecondary institutions in Kentucky cooperate as parts of an integrated system of postsecondary education, as required by House Bill 1.
- A less regulated operating environment brings with it the need for better consumer information and increased institutional accountability for outcomes.
- Removing the Council from low productivity oversight allows the Council and its staff to concentrate on achieving the objectives of House Bill 1.
- The Council's focus on policy issues and on defining postsecondary education's contribution to the public good will help assure that important social and educational priorities are addressed by Kentucky's colleges and universities.

Background:

The Council's current system of academic program policies and procedures predates passage of House Bill 1. As such, it does not address adequately the requirements of that legislation. In November 1997, the Council initiated a comprehensive review of all academic program-related policies. One of the purposes of that policy study was to create an integrated, complementary set of procedures that would cover the entire life of an academic program, including conceptualization, development, delivery, and review.

At its November 1997 meeting, the CPE also approved an *Interim Policy for New and Postponed Academic Program Proposals*. This interim policy was developed as a short-term response to institutional needs to move new and previously postponed programs forward—but only until a new system of academic program approval policies could be developed. Moreover, because the interim policy was developed prior to July 1, 1998, it does not address the unique needs of the technical colleges. Also, since it relies upon the existing new program proposal format, it focuses more on institutional concerns and inputs than on systemwide needs and performance results. Finally, the bi-monthly submission of new program proposals and compelling need letters does not address the House Bill 1 mandate to enhance and facilitate institutional responses to local workforce needs.

Other academic program policies require review and revision as well. For example, the CPE's current policy for review of existing academic programs has been inactive since October 1993 and must be updated to reflect current statewide goals. The program advisory statements currently submitted semi-annually by the institutions also require review in terms of the post-House Bill 1 emphasis on inter-institutional collaboration and cooperation in new program development and the state's interest in increasing access through distance learning strategies.

The current CPE academic program policies and procedures have been reviewed in light of the goals outlined in House Bill 1. That review indicates that current academic program policies should be revised to support more fully these legislative mandates: 1) reduced unnecessary duplication of program offerings, 2) increased inter-institutional cooperation and collaboration, 3) increased support for economic development, and 4) increased institutional efficiency.

Current policies could also be revised to provide the institutions with greater flexibility and responsibility for the academic program decisions they make about developing new programs; reviewing, sustaining, and revitalizing existing programs; and eliminating non-productive or unnecessary programs. Finally, current academic program policies could be revised to reflect and support the current postsecondary education climate—both nationally and in Kentucky—in which citizens, state government, businesses, labor groups, and industry leaders are expressing increased concern about the effectiveness of higher education institutions and the need for increased accountability.

This agenda item recognizes and responds to the need to create a new system of academic program policies that will meet new statewide and institutional goals and issues. In addition, the desired outcomes and policy development principles outlined in the attachment to this agenda item provide the tools necessary to design a less regulatory system of academic program policies that fully supports the spirit and letter of House Bill 1, *2020 Vision*, and the strategic implementation plan currently being developed.

Staff Preparation by Sue Hodges Moore

**Academic Program Approval and Reporting Requirements:
Redefining the Responsibilities and Authority of the Council on Postsecondary Education
and the Institutional Governing Boards**

Desired Outcomes and Policy Development Principles

Desired Outcomes:

CPE academic program policies should be designed to achieve the following outcomes:

- ◆ An array of academic and workforce training programs that are well articulated, are aligned with regional economic and community development needs, and provide broad access for Kentucky citizens and employers to advanced education.
- ◆ Kentucky postsecondary institutions—both public and private—working together to provide electronic access to the highest quality programs in the state.
- ◆ Completers and graduates of advanced education programs who are well prepared for life and work and who can advance to the next level of educational attainment.
- ◆ The most efficient use of public dollars to achieve the outcomes above.
- ◆ An integrated system of autonomous, self-regulated institutions free of unnecessary bureaucratic obstacles for both institutions and students.

Principles

The Council's redesigned academic program policies should:

- ◆ Identify groupings or “bands” of programs, by institution or institutional sector, that require 1) governing board approval only, 2) governing board and Council staff approval, or 3) both governing board and Council approval.
- ◆ Include mechanisms, such as financial incentives, a CPE “request for proposal” process, and community petitions, for encouraging institutions to offer programs to address emerging social issues, respond to unmet state and regional needs, or redesign stagnant curricula.
- ◆ Place greater responsibility on the institutional governing boards for assuring that the institutions offer collaborative, high-quality, and relevant programs where, how, when, and to whom they are needed.
- ◆ Stress the importance of market research as a means of discovering new and underserved educational markets.

- ◆ Result in greater institutional flexibility to respond to statewide and community needs while preserving statewide oversight for selected program development of statewide interest.
- ◆ Be complemented by performance indicators and consumer information that assure the public that Kentucky's colleges and universities are using resources efficiently and offering quality programs.
- ◆ Uphold the requirements of "SB398," which preclude institutions failing to meet equal opportunity objectives from launching new programs.
- ◆ Produce relevant information for students, parents, and the public to make informed educational choices and for educational institutions to support self-regulation and program planning.
- ◆ Discourage the proliferation of low productivity programs and the expansion of high cost programs without sound justification.
- ◆ Identify standards and reporting requirements so that a useful statewide program inventory can be maintained.
- ◆ Include guidelines that assure that an institution's program offerings are consistent with its mission.
- ◆ Include standards that protect consumer interests and assure maximum articulation among institutions and between programs, thereby making student transfer less burdensome.
- ◆ Stress the importance of collaboration on program development and delivery and discourage unreasonable program duplication.
- ◆ Complement and reinforce the role and policies of the Commonwealth Virtual University.
- ◆ Recognize the implications of instruction that is delivered, in whole or part, using technology.
- ◆ Clarify the roles of Kentucky colleges and universities, both state-supported and independent, in the context of distance learning technologies and the emerging global education marketplace.

**THE STATUS OF KENTUCKY
POSTSECONDARY EDUCATION:
PROGRESS TOWARD REFORM**

**ACTION
Agenda Item F-3
September 14, 1998**

Recommendation:

That the Council accept the 1998 accountability report entitled, *The Status of Postsecondary Education: Progress Toward Reform*, and direct that the report be forwarded to the Governor and the General Assembly and widely distributed to postsecondary education stakeholders.

Rationale:

- The Postsecondary Education Improvement Act of 1997 requires the Council to develop “a system of public accountability related to the strategic agenda . . .” and submit to the Governor and the Legislative Research Commission an annual accountability report by December 1.
- Policy makers are interested in the postsecondary education community’s efforts to implement the reform legislation. The first section of the report, “an update on postsecondary reform efforts undertaken during 1997-98,” is designed to keep policy makers informed about recent reform initiatives.
- The reform legislation calls for an accountability process that provides for the adoption of systemwide and individual performance goals. The sections of the report that contain statewide performance indicators and institutional accountability indicators follow directly from this statutory requirement. Performance indicators were identified that have the most value for informing various policy decisions that face the Council.
- The 14 performance indicators mandated under SB 109 (the previous accountability system) were eliminated under the new legislation. The new statutory language addresses four general categories of performance, including educational quality and outcomes, student progress, research and service activities, and use of resources. The Council is directed to formulate specific indicators within these categories that are consistent with the strategic agenda.

Background:

During the 1992 session, the General Assembly passed legislation mandating Kentucky’s first accountability reporting process. The Kentucky Accountability Committee (KAC), composed of university and Council staff, was created to oversee the reporting of data on the 14 performance indicators specified in the legislation. The first *Accountability Report Series of Kentucky Higher Education* was published in November 1993. From 1993 to 1996, the accountability report series consisted of a systemwide report, 22 individual university and community college reports, and a community college system summary report.

The Kentucky Postsecondary Education Improvement Act of 1997 eliminated the 14 indicators established under the previous accountability legislation and directed CPE to tie the new accountability system to the statewide strategic agenda and strategic implementation plan. To this end, at its meeting July 21, 1997, the Council approved modifications to the 1997 accountability reporting process. The series of 24 accountability reports was replaced with a single-volume status report featuring comparative institutional data. To make the report more responsive to the needs of policy makers, performance indicators were selected that had the most value for informing various policy decisions: pass rates on licensure exams, persistence and graduation rates, survey results, remedial follow-up analysis, room utilization, and a number of others. Also, separate chapters were devoted to student outcomes assessment, workforce development initiatives, employment-related outcomes, use of technology, and EEO eligibility status. Several of the original accountability indicators were eliminated (e.g., student credit hours and student course demand) because many readers of the report thought they were uninformative.

The 1998 accountability report closely resembles the 1997 report, with a few notable exceptions. In response to the Council action taken in January 1998, the Council staff added two new chapters to the 1998 accountability report. A chapter on progress toward reform updates readers on recent reform efforts regarding the initiatives set forth in the Postsecondary Education Improvement Act. Also, a chapter featuring statewide indicators (e.g., statewide college-going rates, percentage of adults enrolled in credit-bearing courses, etc.) speaks to concerns about Kentucky's level of educational attainment.

House Bill 1 requires the Council to develop an implementation plan with the following elements: a mission statement; goals; principles; strategies and objectives; benchmarks; and incentives to achieve desired results. Between now and early 1999, the strategic implementation plan and a new set of accountability indicators, based on *2020 Vision* approved by the Council in July, will be developed.

After six years of accountability reporting, many observations can be drawn regarding the status of postsecondary education in Kentucky. Attachment A (excerpted from the 1998 accountability report) contains a summary of findings and general conclusions based on the data in the 1998 report and trends over the six-year reporting period.

Staff Preparation by Roger Sugarman and Patrick Kelly

**General Conclusions from
*The Status of Kentucky Postsecondary Education: Progress Toward Reform***

After six years of accountability reporting, various conclusions can be drawn about the performance of Kentucky's postsecondary education system. While a few positive findings have emerged, many of the results from the annual report reflect areas that require significant improvements. Listed below are several observations regarding the status of postsecondary education in the Commonwealth:

- ◆ Kentucky ranks 48th in the country in the percentage of adults with a bachelor's degree or higher.
- ◆ Less than half of Kentucky's high school graduates enter college the fall semester following their graduation from high school, which is significantly below the national average of 67 percent.
- ◆ Many of the high school students who attend college are not as academically prepared as they should be. Almost 40 percent of incoming university freshmen require remediation and two-thirds of the incoming freshmen at the community colleges require remediation.
- ◆ With the implementation of the Commonwealth Virtual University and other initiatives around the nation and the world, distance learning courses are expected to increase dramatically in the future.
- ◆ After a major increase in enrollments during the late 1980s and early 1990s, the student population at Kentucky's public universities and community colleges has decreased in recent years.
- ◆ While more Kentucky resident African American students are now enrolled at the public universities and community colleges, they do not yet attend or receive degrees at rates equal to the white students.
- ◆ Most alumni and graduating students report broad satisfaction with their institution and the education they received, yet a number of employers appear to be dissatisfied with many of the college graduates that they hire.
- ◆ The fact that most students pass the National Teacher Examination on their first attempt has to be evaluated in light of the low standard for passing the test. In fact, SREB reports that Kentucky's standard for passing is the second lowest in the nation.
- ◆ The persistence and graduation rates of Kentucky's undergraduate students are considerably below the national average. For example, 36 percent of the 1991 baccalaureate cohort graduated within six years, whereas a national survey conducted by ACT revealed that 44 percent of students attending public four-year institutions graduated within five years.
- ◆ Classroom and lab space is not used as efficiently as it could be. For instance, the average weekly classroom use is 29 hours, 9 hours below the suggested norm of 38 hours.

The Status of Kentucky Postsecondary Education: Progress Toward Reform

1998



A publication of the
Council on Postsecondary Education, Frankfort, Kentucky
in cooperation with the public universities, community colleges,
and technical schools in compliance with KRS Chapter 164

August 1998



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President's Message



I am pleased to present this report on the condition of Kentucky postsecondary education and the educational attainment of Kentuckians.

The last eighteen months have been a period of tremendous change for Kentucky's universities, community colleges, and technical colleges. Under the guidance of a Governor committed to improving the lives of Kentuckians by making higher education more accessible and responsive, and with strong support from the General Assembly and members of the postsecondary education community, we have accomplished a lot. The new Kentucky Community and Technical College System has been created. Kentucky's two major research universities have begun ambitious programs to move into national prominence. An electronically-based university – a university without walls that will deliver most, if not all, of its services electronically – is scheduled to begin operation next year. The Commonwealth's six comprehensive universities have begun initiatives that could help them become distinctive among the nation's state-supported colleges and universities.

But while much has been done, we have only scratched the surface. As a state, Kentucky lags far behind others in postsecondary education achievement. Our college-going rate is substantially lower than the national average and the percentage of Kentuckians holding a bachelor's degree is just over half the national average. Even more alarming, the low level of aspiration among many Kentuckians indicates that we not only need to improve the services of our colleges and universities but also need to convince many people that advanced education is virtually a prerequisite for families seeking economic self-sufficiency and meaningful lives. It is critically important to convince Kentuckians that "Education Pays!"

This report is a transitional document. By next year, we shall have fewer and better indicators of how well Kentucky's system of postsecondary education is responding to the challenges of a changing society and economy. We shall accomplish this by asking you – the Commonwealth's citizens, elected leaders, public school teachers, parents, and business persons – what you want to know about how postsecondary education is performing. Then, to the best of our ability, we shall answer the questions you have asked.

Kentucky postsecondary education is on the move. If we are successful in what we are trying to do, change and improvement will become constant factors in the operation of every institution offering advanced education. We want more people to benefit from advanced education and we want to ensure that the education offered to them is constantly getting better.

Gordon K. Davies
President



Second, this report continues last year's effort to include information that has not been reported in previous annual accountability reports. Last year this publication introduced updates on the status of technology use, workforce development activities, employment-related outcomes, and the Kentucky Plan 1997-2002, which addresses initiatives for dealing with equal educational and employment opportunities at the universities and community colleges. This year's publication continues to innovate by introducing for the first time a set of statewide indicators that track educational attainment of Kentuckians. Taken together, these additions reflect our goal to redefine accountability in light of HB1 and foreshadow the kind of comprehensive reporting on the condition of postsecondary education readers might expect when the strategic agenda and strategic implementation plan have both been completed.

Last year, we also presented comparative institutional data in tabular form to provide both statewide and institutional perspectives for readers and to respond to the needs of parents and students who use this information to make critical decisions about where to attend college. We caution readers to evaluate the institutional data recognizing that institutional differences may affect performance on indicators. For example, differences in persistence and graduation rates are clearly tied to institutions' admissions criteria. Research has shown that students at selective institutions are likely to have higher persistence and graduation rates than students at institutions with open admission policies.



First Steps

In the year since House Bill 1 so dramatically changed postsecondary education in Kentucky, the CPE has provided leadership to activities that will redefine the state's postsecondary education system and achieve the cultural shift so critical to achieving the Goals for 2020. This section summarizes the activities that have taken place this past year to initiate concrete reform in a context of cultural change.

New CPE Leadership

Leadership of the CPE rests with its president, who serves as "the primary advocate for postsecondary education and advisor to the Governor and the General Assembly on matters of postsecondary education in Kentucky."

The Strategic Committee on Postsecondary Education (SCOPE) served as the search committee for the CPE president. A task force of the SCOPE reviewed and considered candidates for the position and in March submitted the names of three finalists to the CPE. After interviewing the three candidates, the CPE appointed Gordon K. Davies as the first CPE president. Mr. Davies assumed the presidency in June 1998.

System-wide Planning

The CPE, with broad participation and input from legislators, citizens, and postsecondary education stakeholders, spent the first year of the reform developing a statewide strategic agenda. This document—*2020 Vision: An Agenda for Kentucky's System of Postsecondary Education*—was published and distributed statewide. All of the desired characteristics of Kentucky's reformed postsecondary education system—*access, efficiency, responsiveness, and collaboration*—are explicit and implicit components of the strategic agenda.

As the state's public agenda for postsecondary education, *2020 Vision* provides for the citizens of Kentucky a panoramic overview of what their state will be like in the next century—a state whose citizens seek learning throughout their lives; whose businesses and industries are respected for their technological sophistication and skilled employees; whose citizens enjoy an above average standard of living and thrive in communities in which education is valued; whose scholars and practitioners are among the best in the world; and whose primary, secondary, and postsecondary educational institutions work together to meet Kentucky's needs and are acclaimed for their excellence, innovation, and responsiveness.

2020 Vision also summarizes what Kentucky's citizens can and should expect from their state's postsecondary education institutions as the reform effort progresses. It commits to a postsecondary education system in which students will select from a richer array of education and training opportunities. And regardless of their educational goals, students completing occupational and technical programs and graduating from our four-year schools will be better prepared for work and life. Business, industry, and labor can expect from Kentucky's postsecondary education system a workforce that is highly trained and has continuous access to apprenticeship programs, "just-in-time" education, and skills upgrades. Communities will have greater access to postsecondary resources and services that meet their distinct needs. As education, research, and service to communities expand, all of Kentucky's citizens will reap the benefits of an improved quality of life, and the entire state will progress toward "achieving economic opportunity and a standard of living above the national average in 20 years."

With the strategic agenda completed, the CPE is now engaged in developing an implementation plan, with input from all of Kentucky's postsecondary education stakeholders. The implementation plan is scheduled for completion by January 1999.

System-wide Funding

The Kentucky Postsecondary Education Improvement Act of 1997 replaced the existing enrollment driven funding system with a funding system driven by the Goals for 2020—the Strategic Investment and Incentive Program.

This new funding approach will provide strategic investments and incentives that support the efforts of Kentucky's postsecondary institutions to achieve the changes outlined in *2020 Vision*. It will also increase institutional efficiency and student access and contribute to the development of a system-wide approach to institutional and statewide planning.

The Strategic Investment and Incentive Program consists of six individual trust funds, three of which received 1997-98 appropriations. All six trust funds were funded in the 1998-2000 budget. The CPE developed allocation criteria, including matching requirements, for the three funds receiving 1997-98 allocations and is currently developing similar criteria for the remaining three trust funds.



The Physical Facilities Trust Fund

The Physical Facilities Trust Fund provides financial assistance for unexpected contingencies for the construction, improvement, renovation, or expansion of the facilities of Kentucky's postsecondary education system. The 1998-2000 budget contains a \$31.5 million allocation to this fund for debt service for state-funded capital construction and research equipment projects that support House Bill 1 goals. A portion of this allocation will provide partial funding for five regional postsecondary education centers designed to ensure student access to postsecondary education opportunities statewide through both physical and electronic means. These five new centers are included in the 1998-2000 budget.

The Technology Initiative Trust Fund

The Technology Initiative Trust Fund supports investments in electronic technology that will improve student learning throughout Kentucky's postsecondary education system. These investments will be used to build the infrastructure necessary to acquire and develop electronic technology capacity; share program delivery among libraries, institutions, systems, agencies, and programs; and create the Commonwealth Virtual University (CVU). The 1998-2000 budget contains an \$8 million allocation for 1998-99 and a \$12.3 million allocation for 1999-2000 for creating and operating the CVU and for projects related to implementing the strategic agenda. The postsecondary education centers described in the facilities fund are among the projects earmarked to receive monies from the technology enhancement fund.

The Student Financial Aid and Advancement Trust Fund

The Student Financial Aid and Advancement Trust Fund will provide financial assistance that encourages student access to postsecondary education including regionally-accredited or nationally-accredited technical institutions and colleges, community colleges, public universities, and regionally-accredited private colleges and universities. The 1998-2000 budget contains a \$14 million allocation to this fund for 1998-99, all of which will be used to fully fund need-based grant programs. A \$25 million allocation for 1999-2000 provides \$14 million for need-based grant programs and \$7 million to begin implementation of the Commonwealth Merit Scholarship Program. This new scholarship program was created to expand access opportunities to postsecondary education for Kentucky high school graduates and to provide incentives to students for better academic performance in high school.

The Commonwealth Merit Scholarship Program will provide merit scholarships for students based on their grade point average each year in high school as well as an additional "bonus" based on their ACT or SAT score.

Creation of the Kentucky Community and Technical College System

House Bill 1 created the KCTCS to bring together for the first time in Kentucky history all of the postsecondary education institutions offering vocational and technical programs into a comprehensive community and technical college system.

The KCTCS mission is to serve as the primary provider of the following postsecondary education opportunities:

- ◆ Certificate, diploma, and associate degree technical and transfer programs
- ◆ Workforce training to meet the needs of existing, expanding, and new Kentucky businesses and industries
- ◆ Remedial and continuing education
- ◆ Short-term, customized training for business and industry
- ◆ Adult education

In the year since passage of House Bill 1, the KCTCS has assumed management and governing responsibility for the two branches of the KCTCS created by the legislation. On January 14, 1998, the University of Kentucky Community College System (UKCCS) officially became part of the KCTCS. Then, on July 1, 1998, the postsecondary technical institutions formerly housed in the Cabinet for Workforce Development were added to the KCTCS to complete its structure. This last action has had a dramatic impact on the size and geographic distribution of the state's postsecondary education system by adding to the postsecondary system fifteen technical colleges, along with three extensions and eight branches. As a result of this expansion, approximately 2,270 new programs will be added to the Council's *Registry of Program Offerings*. And with the addition of the 14,065 technical college students, the students served by Kentucky's postsecondary education system now number over 160,000.

Throughout this past year, the two KCTCS branches—the University of Kentucky Community College System and the Technical Institutions Branch—have explored new ways to cooperate and collaborate in the conceptualization, development, delivery, and review of programs and services. They have also begun to analyze available resources in terms of inter-branch cooperation



When completed, this policy study will provide a foundation for designing academic program policies that are streamlined, meaningful at both the statewide and institutional level, complementary to institutional and accrediting agency policies and practices, and supportive of the strategic agenda.

Tuition Policy Review

CPE has statutory responsibility to set tuition rates for all public postsecondary institutions, including those institutions and entities created by House Bill 1—the CVU and the KCTCS.

Since tuition policies will affect financial access to postsecondary education and the resources available to Kentucky's postsecondary education system, the CPE initiated a tuition policy review study in November 1997 to examine current tuition-setting policy in light of the expanded system and the reform legislation.

This study will result in a tuition policy that reflects and addresses the make-up of Kentucky's postsecondary education system; enhances access to postsecondary education yet provides institutions with necessary revenue; and reflects the shared student-state responsibility to finance postsecondary education in Kentucky.

Educational Attainment



This indicator is one of many that directly reflect the goals and aspirations set forth in the Kentucky Postsecondary Education Improvement Act of 1997. For Kentucky to achieve its goals by the year 2020, educational attainment at all levels must increase substantially.

Highlights

The data used to track educational attainment were collected from the U.S. Census conducted in 1980 and 1990. During this decade, the educational attainment of Kentucky residents increased in all of the categories reported by the Census. From 1980 to 1990:

- ◆ The percentage of the adult population in Kentucky with less than a high school degree dropped substantially from 47 percent to 35 percent.
- ◆ The percentage of adults in the Commonwealth with a high school diploma as their highest achievement remained about the same.
- ◆ Kentuckians with some college, increased dramatically from 11 percent to 19 percent.
- ◆ The percentage of the state's population that earned a bachelor's degree or higher rose from 11 percent to 14 percent.

While the percentage of Kentuckians with "some college" increased 8 percentage points from 1980 to 1990, the percentage of adults with "4 or more years of college" rose only 3 percentage points. Greater numbers of Kentuckians are attending college, but a significant number leave college without earning a four-year degree. This interpretation is supported by the relatively poor graduation rates of students at the state-supported universities. The initial effort to compute system-wide graduation rates for accountability purposes targeted first-time freshmen who began their full-time college careers in 1987. Since it was first computed, the six-year graduation rate has never risen above 40 percent. This issue is addressed in more detail in the chapter on persistence and graduation rates.

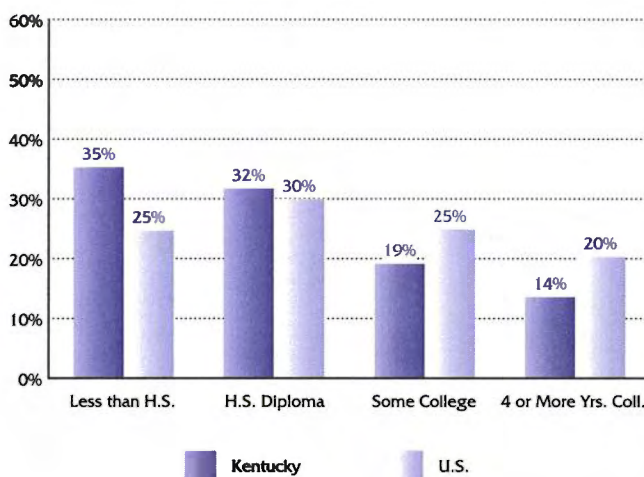
Despite some progress in educational attainment, the Commonwealth still trails most of the nation in the proportion of its citizens who have a college education. Kentucky ranks 48th in the country in the percentage of adults (ages 25 and older) with a bachelor's degree or higher. The graph below shows that:

- ◆ Three-quarters of the U.S. population had at least a high school diploma, compared to 65 percent in Kentucky.
- ◆ Forty-five percent of the U.S. population had one or more years of college, compared to 33 percent in Kentucky.
- ◆ Twenty percent of the U.S. population had earned at least a four-year degree, compared to 14 percent in Kentucky.

Educational Attainment by County

The map on the following page displays the percentage of persons 25 and older with a bachelor's degree or higher in 1990. Educational attainment varies considerably across different regions of the Commonwealth. Kentuckians with the highest levels of education tend to reside either in highly populated counties or counties with a public university within their boundaries.

Educational Attainment in Kentucky and the United States — 1990



SOURCE: U.S. Census Bureau

College-Going Rates



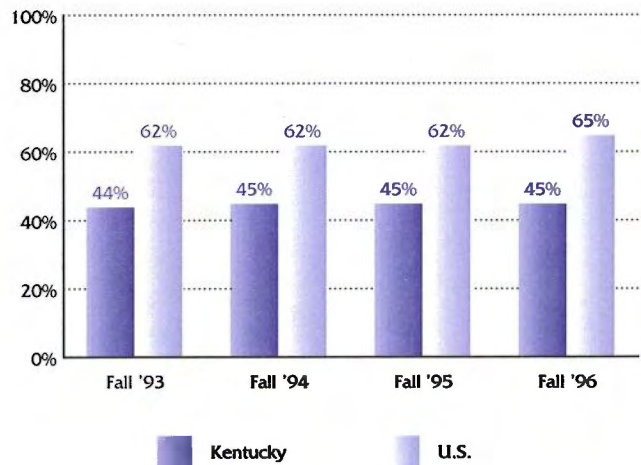
The Kentucky Postsecondary Education Improvement Act of 1997 clearly states that the achievement of its intended goals will be accomplished only through “increased educational attainment at all levels.” An important indicator of efforts to increase the educational attainment of Kentucky’s citizens is the rate at which students enter college during the fall semester following their graduation from high school. Increasing the state’s college-going rates is a major concern of educators and policymakers. Efforts to expand access to postsecondary education and to create a seamless system between secondary and postsecondary education should have a positive impact on the college-going rates of high school graduates.

College-going rates are calculated by dividing the number of recent high school graduates enrolled in public universities, community colleges and independent colleges during the fall semester by the total number of students who graduated from high school during the previous academic year. Students who attended out-of-state colleges could not be tracked. (The Kentucky Department of Education has estimated that approximately 6 percent of Kentucky’s high school graduates attend out-of-state colleges each year.) Consequently, the rates reported here are somewhat lower than they would be if these colleges had been included. College-going rates are reported for the four years from 1993 to 1996. Prior to 1993, data were not available for students who attended independent Kentucky colleges.

Highlights

- ◆ A series of national surveys conducted by the Bureau of Labor Statistics found that U.S. college-going rates remained at 62 percent from 1992 to 1995, climbed to 65 percent in 1996, and rose to 67 percent in 1997.
- ◆ Kentucky’s college-going rate was 44 percent in 1993, rose to 45 percent the following year, and remained at 45 percent in 1995 and 1996.
- ◆ If the estimated 6 percent of students who attended out-of-state colleges are factored in, Kentucky’s college-going rates would still be only 51 percent.
- ◆ The highest college-going rates are generally found in highly populated areas and counties that contain two- and four-year institutions.
- ◆ Relatively large numbers of students from eastern Kentucky are attending college, despite a past history of low educational attainment in the region.
- ◆ The lowest college-going rates are found in parts of southern and western Kentucky.

College-Going Rates in Kentucky and the United States—Fall 1993 to Fall 1996



SOURCES: CPE Database, Kentucky Department of Education, and ACT

Percent of Adults Enrolled in College



The percent of adults enrolled in college is another indicator that reflects the “increased educational attainment” goals outlined in the statewide strategic agenda. The statistic is compiled from fall enrollment figures taken from CPE’s Comprehensive Database and population estimates provided by the Kentucky State Data Center. The percent of adults enrolled in college is calculated by dividing the number of students enrolled at public universities, community colleges and independent colleges during the fall semester by the total number of persons ages 18 to 64. Students who attended out-of-state colleges could not be tracked. Moreover, students who attended technical colleges could not be included in the analysis because of limitations in the database of the Technical Institutions Branch. Consequently, the percentages reported here are somewhat lower than they would be if students from these institutions had been included.

Highlights

The percentage of adults enrolled in college is reported for the four years from 1993 to 1996. Prior to 1993, data were not available for students who attended independent Kentucky colleges. The percentage of the adult population enrolled in public and private colleges dropped from 6.6 percent in 1993 to 6.1 percent in 1996.

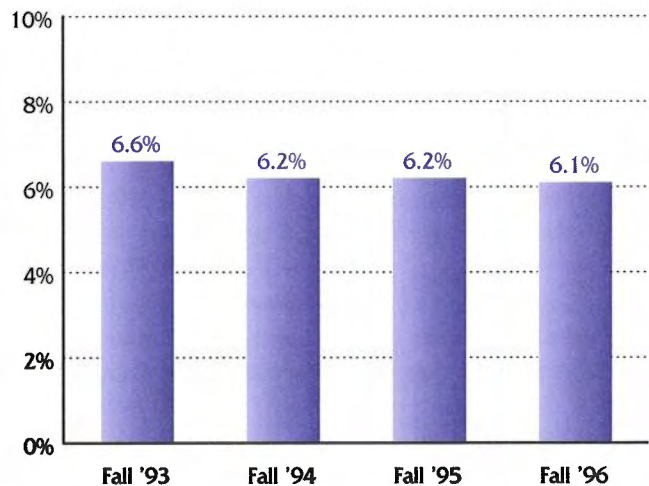
Percent of Adults Enrolled in College by County

The accompanying map displays the percentage of Kentuckians ages 18 to 64 enrolled in college in fall 1996, by county of origin. Enrollment patterns vary considerably across different regions of the Commonwealth. For the most part, the counties with the highest percentages of adults enrolled in college contain a university, a community college, or an independent college – or are in close proximity to one.

Portions of south central and southwestern Kentucky have some of the lowest enrollment rates in the state. College-going rates have not changed very much in this region during the past ten years. It has been suggested that the large number of family farms in southwestern Kentucky may offer a suitable means of livelihood for those who do not have a college education. Policy initiatives may need to be developed that encourage citizens from southwestern Kentucky to take full advantage of educational opportunities in their region.

Many of the counties with the greatest percentage of their adults enrolled in college are now located in eastern Kentucky. A number of these citizens are enrolled at one of the community colleges in the region. The relatively high enrollment rates in eastern Kentucky stand in stark contrast with the region’s relatively low percentages of college graduates reported in the chapter on educational attainment. A plausible explanation for this apparent contradiction is that many students from eastern Kentucky have moved to areas offering greater economic opportunities. Eastern Kentucky’s unemployment rate has been especially high for many years. Almost all of the counties in this region have suffered population declines in recent years. If citizens with college experience left eastern Kentucky during the 1980s in fairly large numbers, it might explain why the Census statistics still show relatively small gains in the region’s education attainment during a time when enrollments have greatly increased. More empirical evidence is needed to fully account for these trends. Nevertheless, available data suggest that efforts to enroll residents of eastern Kentucky in higher education have been relatively successful.

Percent of Adults Enrolled in College Fall 1993 to Fall 1996



SOURCES: CPE Database and Kentucky State Data Center



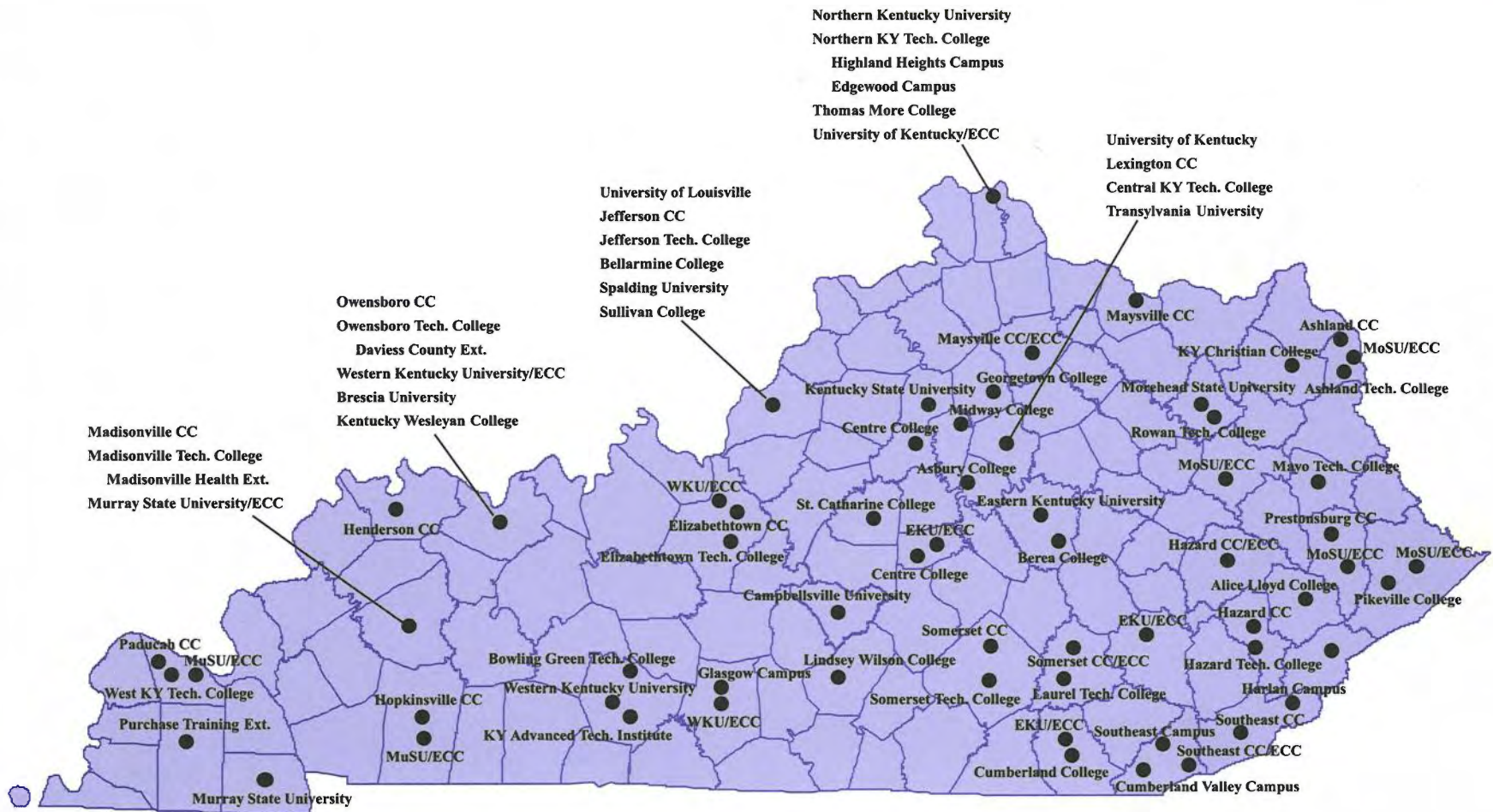
Student Characteristics by Type of Course — Fall 1997 (Community Colleges)

Characteristics	On-Campus (%)	Off-Campus (%)	KET Telecourses (%)	Institutional Telecourses (%)
Age				
Less than 25	57.9	51.4	48.6	63.4
25 or over	42.1	48.6	51.4	36.6
Gender				
Female	64.6	67.0	73.2	69.1
Male	35.4	33.0	26.8	30.9
Race				
Black	7.6	6.2	3.7	1.0
White	88.5	90.4	94.6	97.5
Other	3.9	3.4	1.7	1.5
Status				
Full-time	54.7	46.3	68.6	70.0
Part-time	45.3	53.7	31.4	30.0
Residency				
In-state	97.1	96.3	97.8	98.8
Out-of-state	2.9	3.7	2.2	1.2
TOTAL NUMBER OF STUDENTS	33,529	11,565	1,542	243

SOURCE: CPE Database

NOTE: Students may be enrolled in more than one type of course.

Geographic Distribution of Postsecondary Institutions



CC = Community College
ECC = Approved Extended-Campus Center



	(n)	(%)
By Gender:		
Female	46,877	55.8
Male	37,204	44.2
By Race:		
White	74,149	88.2
Black including African American*	6,438	7.7
Other including International Students	3,494	4.2
By Status:		
Full-time	65,827	78.3
Part-time	18,254	21.7
By Age:		
Under 25	62,528	74.4
25 and Older	21,553	25.6
By Resident Status:		
Resident	71,298	84.8
Non-Resident	12,783	15.2
First-time Freshmen	13,741	16.3
TOTAL UNDERGRADUATE	84,081	

* Student data for "Black including African American" include only U.S. citizens.

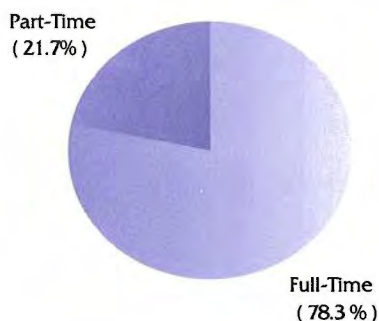
Graduate Students — Enrollment Fall 1997

	(n)	(%)
By Gender:		
Female	11,221	63.3
Male	6,510	36.7
By Race:		
White	14,878	83.9
Black including African American*	850	4.8
Other including International Students	2,003	11.3
TOTAL GRADUATE**	17,731	

SOURCE: CPE Database

**Graduate includes master's, specialist's, and doctoral students

Undergraduate Enrollment by Status



Post-Doctoral Students — Enrollment Fall 1997

	(n)	(%)
By Gender:		
Female	44	25.0
Male	132	75.0
By Race:		
White	48	27.3
Black including African American*	2	1.1
Other including International Students	126	71.6
TOTAL POST-DOCTORAL	176	

First-Professional — Enrollment Fall 1997

	(n)	(%)
By Gender:		
Female	1,700	41.1
Male	2,437	58.9
By Race:		
White	3,321	80.3
Black including African American*	176	4.3
Other including International Students	640	15.5
TOTAL FIRST-PROFESSIONAL***	4,137	

***First-Professional includes House Staff

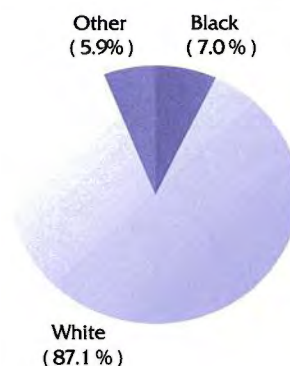
Total Enrollment — Fall 1997

	(n)	(%)
Undergraduate	84,081	79.2
Graduate	17,731	16.7
Post-Doctoral	176	0.2
First-Professional Students	4,137	3.9
TOTAL HEADCOUNT	106,125	
Total Full-time Equivalent	81,096	

SOURCE: CPE Database

NOTE: Percentages may not total 100% due to rounding.

Total Enrollment by Race





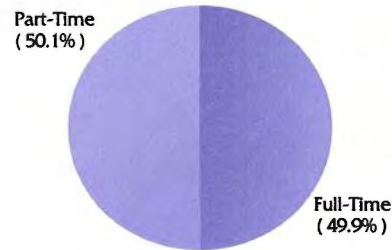
Enrollment — Fall 1997

	(n)	(%)
By Gender:		
Female	27,280	65.0
Male	14,677	35.0
By Race:		
White	37,130	88.5
Black including African American*	3,179	7.6
Other including International Students	1,648	3.9
By Status:		
Full-time	20,943	49.9
Part-time	21,014	50.1
By Age:		
Under 25	23,199	55.3
25 and Older	18,758	44.7
By Resident Status:		
Resident	40,611	96.8
Non-Resident	1,346	3.2
First-time Freshmen	8,655	2.1
TOTAL UNDERGRADUATE	41,957	

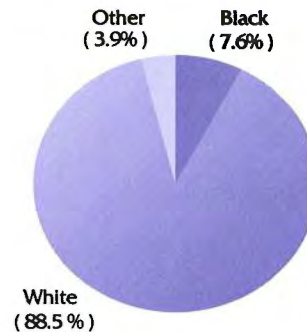
SOURCE: CPE Database

* Student data for "Black including African American" include only U.S. citizens.

Enrollment by Status



Total Enrollment by Race



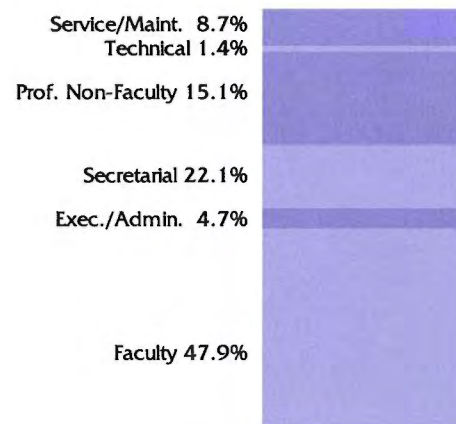
Full-time Personnel — Fall 1997

	(n)	(%)
Faculty	1,067	47.9
Executive/Administrative/Managerial	105	4.7
Professional Nonfaculty	336	15.1
Secretarial/Clerical	493	22.1
Technical/Paraprofessional	32	1.4
Skilled Craft	0	0.0
Service/Maintenance	193	8.7
TOTAL	2,226	

SOURCES: CPE Database and Higher Education Staff Information Survey

NOTE: Percents may not total 100% due to rounding.

Personnel — Fall 1997





Enrollment 1997-98

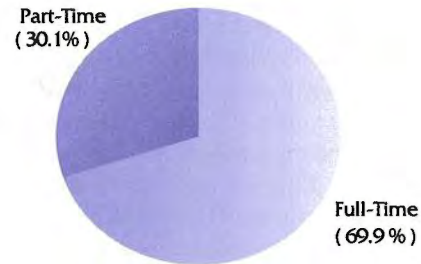
	(n)	(%)
By Gender:		
Female	6,897	49.0
Male	7,170	51.0
By Race:		
White	12,949	92.1
Black including African American	992	7.1
Other including International Students	126	0.9
By Status:		
Full-time	9,838	69.9
Part-time	4,229	30.1
TOTAL	14,067	

SOURCE: Technical Colleges

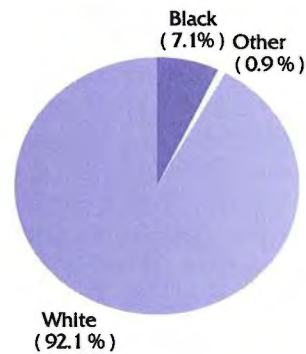
NOTE 1: Most technical colleges operate on four 10-week quarters. A large number of students enter at times other than the fall quarter. The cumulative, non-duplicated count of students for the total fiscal and school year is a more realistic measure of enrollment than the fall headcount.

NOTE 2: Technical college students enrolled in full-time diploma programs attend at a variety of times, including up to 7 hours per day. In order to calculate full-time and part-time enrollment, the Technical Institutions Branch considers any student attending at least 4 hours per day or 20 hours per week as full-time. Students attending less are included in the count as part-time.

Total Enrollment by Race



Total Enrollment by Status

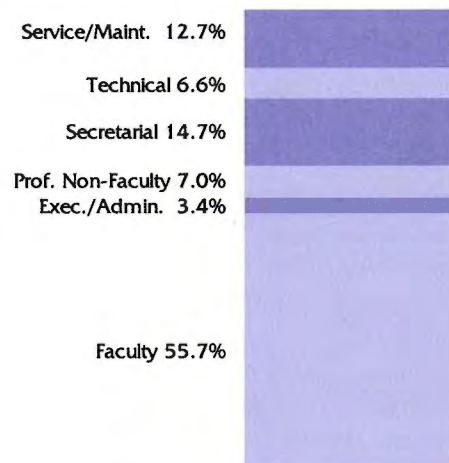


Full-time Personnel — Fall 1997

	(n)	(%)
Faculty	668	55.7
Executive/Administrative/Managerial	41	3.4
Professional Nonfaculty	84	7.0
Secretarial/Clerical	176	14.7
Technical/Paraprofessional	79	6.6
Skilled Craft	0	0.0
Service/Maintenance	152	12.7
TOTAL	1,200	

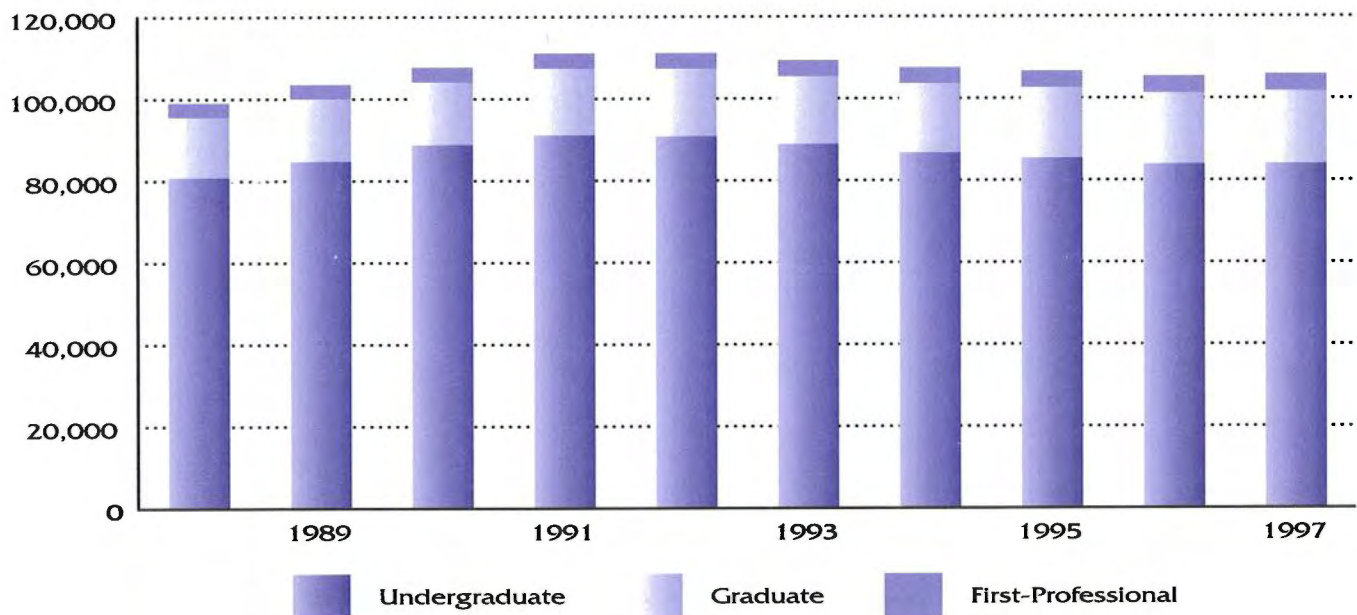
SOURCE: Technical Colleges

Personnel — Fall 1997





Enrollment Fall 1988 to Fall 1997 — University Students



1997 Enrollment by Level — Universities

	Undergraduate	Graduate	Post-Doctoral	First-Professional*	Total
Doctoral					
UK	17,014	5,142	147	1,868	24,171
UL	14,564	4,434	29	1,867	20,894
Regional					
EKU	13,437	1,988			15,425
KSU	2,203	85			2,288
MoSU	6,690	1,518			8,208
MuSU	7,210	1,601			8,811
NKU	10,625	758		402	11,785
WKU	12,338	2,205			14,543
TOTAL	84,081	17,731	176	4,137	106,125

SOURCE: CPE Database

*First-Professional includes House Staff.



1997-98 Enrollment Technical Colleges

	Enrollment
Ashland Technical College	732
Bowling Green Technical College Glasgow Campus	596 170
Central Kentucky Technical College Anderson Campus Danville Campus	1,315 74 107
Elizabethtown Technical College	668
Hazard Technical College	412
Jefferson Technical College	999
Kentucky Advanced Technology Institute	300
Laurel Technical College Cumberland Valley Campus Harlan Campus Southeast Campus	386 196 222 631
Madisonville Technical College Madisonville Health Extension	167 496
Mayo Technical College	930
Northern Kentucky Technical College Edgewood Campus Highland Heights Campus	500 237 244
Owensboro Technical College Daviness County Extension	310 217
Rowan Technical College	385
Somerset Technical College	762
West Kentucky Technical College Purchase Training Extension*	1,355
Subtotal	12,411
Secondary Centers**	839
Corrections Education***	815
TOTAL	14,065

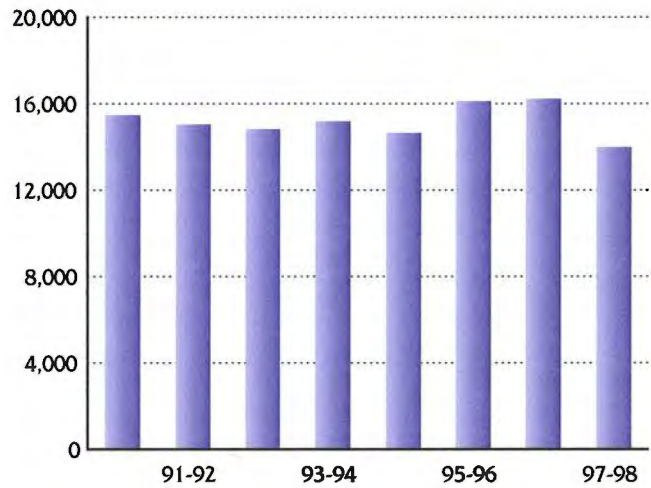
SOURCE: Technical Colleges

*Data from the Purchase Training Extension are collapsed into the totals for West Kentucky Technical College.

** The ATCs with postsecondary completers have been reported as a group entry.

***The technical centers operating in the correctional institutions are reported as a group entry.

Enrollment 1990-91 — 1997-98 Technical Colleges

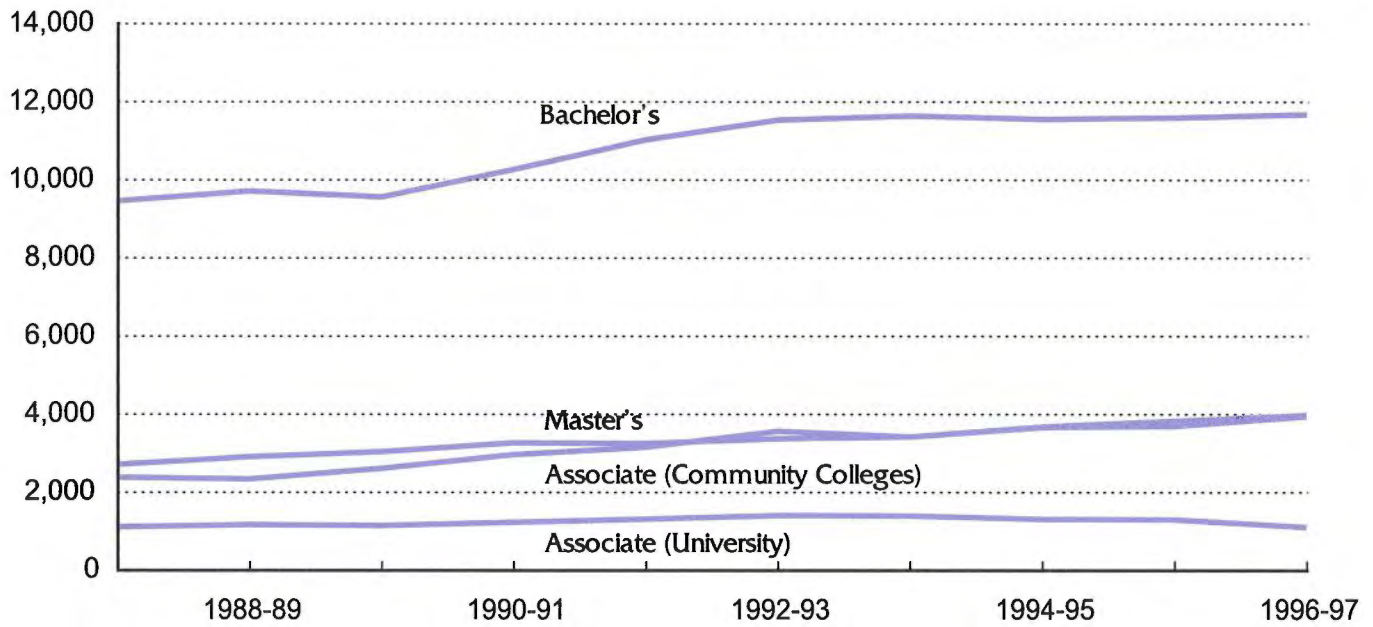


* In 1997/98, 54 area technical centers (ATCs) were in operation. The priority of these institutions was to serve one or more of the high schools in the area. Postsecondary students were enrolled in a few institutions in full-time postsecondary programs. In many of the ATCs postsecondary students were allowed to enroll in the secondary classes on a space available basis. In this publication enrollment in the ATCs is not reported by individual institution, but rather by a single group entry.

** Under contract with the Department of Corrections, the Technical Institutions Branch operates 12 technical centers in correctional institutions. These are reported as a single group entry.

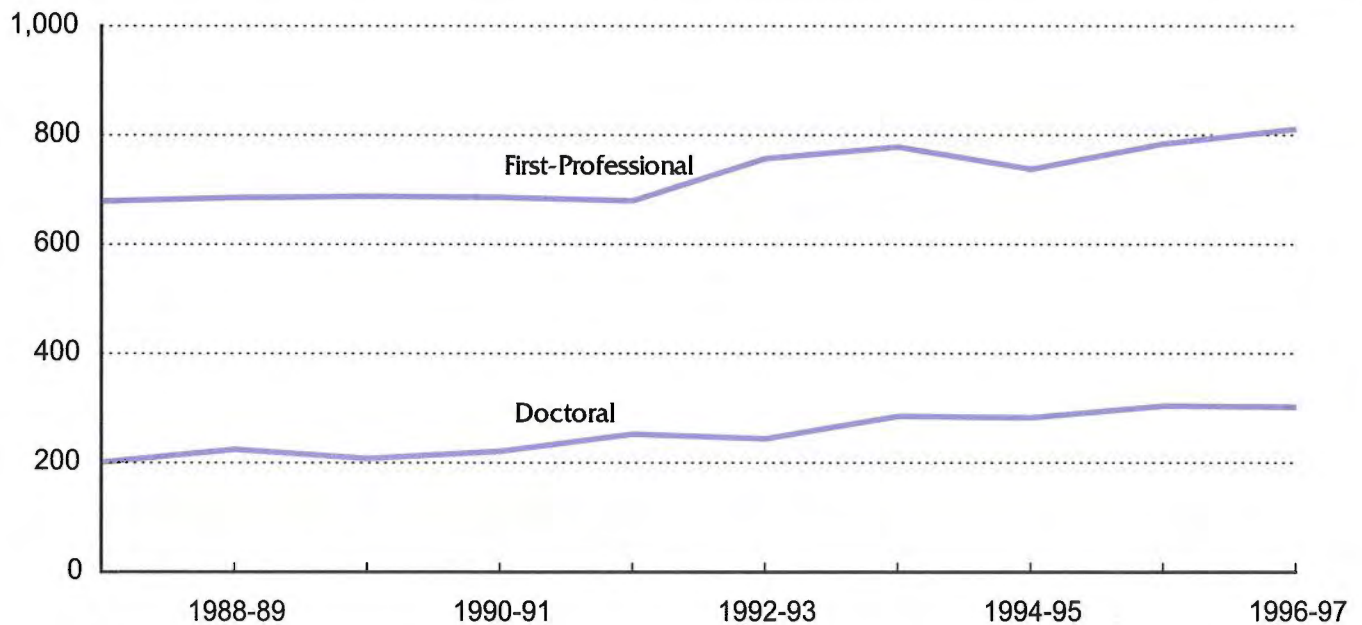


Associate, Bachelor's and Master's Degrees



NOTE: Associate includes other formal awards; master's includes specialist's degrees.

Doctoral and First-Professional Degrees

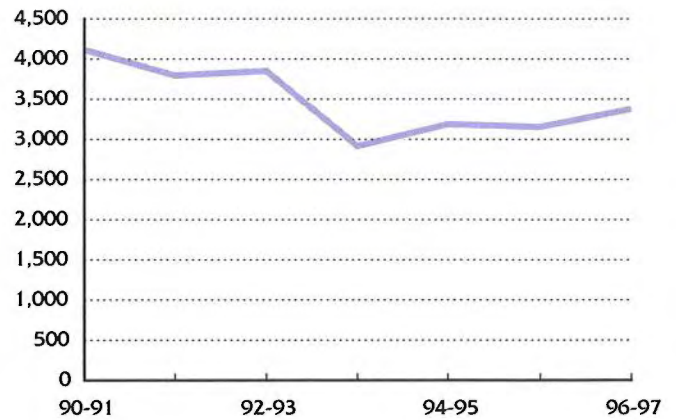




**1996-97 Diplomas/Certificates Awarded
Technical Colleges**

Ashland Technical College	210
Bowling Green Technical College Glasgow Campus	166 57
Central Kentucky Technical College Anderson Campus Danville Campus	215 1 44
Elizabethtown Technical College	218
Hazard Technical College	130
Jefferson Technical College	217
Kentucky Advanced Technology Institute	85
Laurel Technical College Cumberland Valley Campus Harlan Campus Southeast Campus	75 83 78 20
Madisonville Technical College Madisonville Health Extension	64 143
Mayo Technical College	302
Northern Kentucky Technical College Edgewood Campus Highland Heights Campus	80 36 64
Owensboro Technical College Davies County Extension	74 60
Rowan Technical College	102
Somerset Technical College	155
West Kentucky Technical College Purchase Training Extension*	289
Subtotal	2,968
Secondary Centers**	251
Corrections Education***	142
TOTAL	3,361

**Diplomas/Certificates 1990-91 — 1996-97
Technical Colleges**



SOURCE: Technical Colleges

**Data from the Purchase Training Extension are collapsed into the totals for West Kentucky Technical College.*

*** The ATCs with postsecondary completers have been reported as a group entry.*

****The technical centers operating in the correctional institutions are reported as a group entry.*



Accountability Reporting and Data Collections

The CPE collects, analyzes, and reports on a variety of information to a broad audience. A chief source of institutional data is the CPE's Comprehensive Database. Annual updates to the Comprehensive Database are derived from submissions of semester-level data from the institutions to the CPE. On-site audits are employed to ensure that data are reported in accordance with the CPE's reporting guidelines. These guidelines have been developed and are reviewed each year in close cooperation between the CPE and the institutions.

The Comprehensive Database is used to respond to numerous special requests for information about Kentucky higher education from legislators, the Governor's office, concerned citizens, and the media. System-wide data from the Comprehensive Database are used to assist the CPE's strategic planning efforts and to develop fiscal policy. The Comprehensive Database was used extensively to respond to the accountability mandates contained in Senate Bill 109 and is now being put to good use under the new accountability system set forth by the Kentucky Postsecondary Education Improvement Act of 1997.

Accountability needs also are met, in part, through data collected by the CPE for various external agencies such as: the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS); Research Associates of Washington, publishers of the report on higher education funding commonly referred to as the "Halstead Report"; the Southern Regional Education Board (SREB) Data Exchange among 15 southern states; and the Illinois State University Center for Higher Education, publishers of the "Grapevine."

Types of System-wide Assessment Efforts

Traditionally, the CPE's program review process has provided academic program information on a scheduled basis. The review of existing programs has been suspended since October 1993. Program review and approval processes will be revised in the near future to reflect directives of the new strategic agenda, revised institutional missions, and the impact of technology.

The CPE's Committee on Equal Opportunities reports outcomes that meet the CPE's quantifiable objectives related to enrollment and employment of African Americans. The Comprehensive Database and institutional self-assessments are used to track institutional progress on a system-wide basis. The Kentucky Equal Opportunities Plan was updated in early 1997.

The CPE prepares periodic progress reports on several pre-college programs which it sponsors. Policy studies are published on a variety of subjects of special interest. In April 1997, the CPE published a study on the amount of time baccalaureate students take to earn a degree and the number of credit hours they have accumulated by the time of graduation. An analysis of remedial education programs at Kentucky's community colleges and universities was published in December 1997. Finally, the CPE is currently conducting a policy study on minimum admissions requirements.

Institutional Uses of Assessments

Institutions are making extensive use of various assessment findings. Sample benefits from using these results include:

- ◆ Program improvements based on program reviews and assessments of institutional effectiveness, measured in terms of student learning outcomes in the major fields of study and general education courses and levels of students' satisfaction with instruction;
- ◆ Improvements in student support services such as advising, registration, student health services, student life programming resulting from assessments/surveys of institutional effectiveness;
- ◆ Student progress monitored through studies of populations such as students and alumni at all levels, withdrawing students, provisionally admitted students, transfers, teacher education graduates, new freshmen, minority students, commuter students, international students, etc.;
- ◆ Public service improvements and updates in response to satisfaction ratings of higher education clientele, other than students, determined by surveys of employers, businesses, schools, and other users of higher education services;
- ◆ Support for institutional and program accreditations;
- ◆ The integration of assessment results in institutional strategic planning processes and fund allocation decisions based on operational and strategic plans which have been informed by accountability and assessment results; and
- ◆ Faculty reviews informed, in part, by students' teacher and course evaluations and by peer reviews and faculty load/productivity analyses used in scheduling, budgeting, and planning.



The previous system-wide strategic plan required the state-supported universities and community colleges to identify by 1998 expectations for students' academic achievements in general education and major fields of study. In addition, institutions were mandated to evaluate students' educational outcomes in each undergraduate program. The dimensions for assessing progress toward these objectives were set forth in the 1996-98 Performance Funding System. Specifically, this indicator measures the extent to which the institutions have accomplished the goals listed below:

- ♦ identified desired student outcomes;
- ♦ implemented outcomes assessment mechanisms;
- ♦ measured actual outcomes and reported results; and
- ♦ used assessment results for program improvement.

This is only the second year that this information has been collected and reported. To date, this indicator has been limited to undergraduate and first-professional (i.e., law, medicine, dentistry, and pharmacy) degrees. Eventually, all academic programs at state-supported colleges and universities will have these elements in place.

Technical college regulations require a student to pass an achievement test in his or her field of study before becoming eligible to receive a postsecondary diploma. The Kentucky Vocational Achievement Tests (KVAT) are developed and scored in Frankfort. The exams are administered locally by certified testing personnel rather than the student's teacher. In four programs, national certification exams are used in lieu of the KVAT. In 1997-98, 2,774 students took one of the various KVAT tests.

Highlights

University Results

- ♦ The percent of programs with identified desired student outcomes (program objectives) ranged from 80 percent to 100 percent.
- ♦ The percent of programs with student outcome mechanisms in place (assessment criteria) ranged from 76 percent to 98 percent.
- ♦ The percent of programs with measured student outcomes and reported results ranged from 54 percent to 95 percent.
- ♦ The percent of programs with student outcomes assessment results used for program improvement ranged from 18 percent to 94 percent.

- ♦ From 1996-97 to 1997-98, all eight universities made improvements in their efforts to measure student outcomes.

Community College Results

- ♦ The percent of programs with identified desired student outcomes (program objectives) was 100 percent at all of the 14 community colleges.
- ♦ The percent of programs with student outcome mechanisms (assessment criteria) in place ranged from 0 to 100 percent.
- ♦ The percent of programs with measured student outcomes and reported results ranged from 0 percent to 100 percent.
- ♦ The percent of programs with student outcome assessment results used for program improvement also ranged from 0 percent to 100 percent.
- ♦ From 1996-97 to 1997-98, most of the community colleges increased their efforts to measure student outcomes.

Technical College Results

- ♦ In 1997-98 the overall pass rate on the various KVAT tests was 86 percent.
- ♦ The overall pass rate on the KVAT increased slightly for four successive years, declined two percentage points in 1996-97, and increased 1 percentage point in 1997/98.



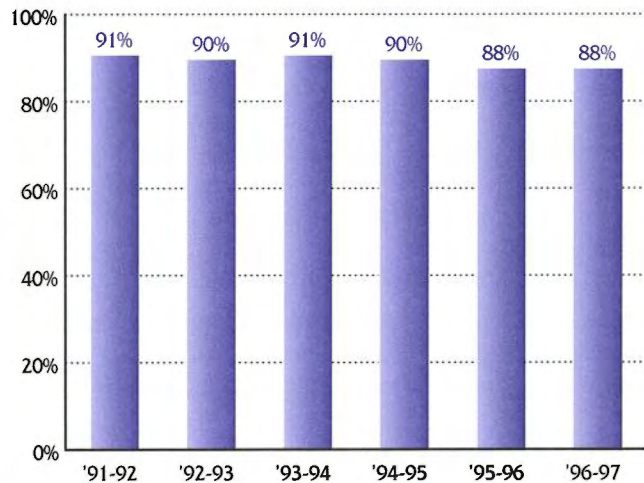
Teaching

The system-wide pass rate on the Core Battery of the National Teacher Examination (NTE) was based on the performance of 1,505 graduates from Kentucky's eight public universities. Scores were compiled for graduates majoring in education, as well as those pursuing secondary certificates in academic disciplines. For the purpose of this report, a student is regarded as having passed the NTE if he or she passed all three core exams on the first attempt. Results of the Specialty Area Tests were not considered in either system-wide or institutional pass rates. The system-wide pass rate was 88 percent, the same percentage as last year. Institutional pass rates ranged from 58 percent to 96 percent.

The standards for passing the NTE Core Battery are low. To pass, a student's test scores must exceed approximately the tenth percentile on national norms (i.e., score higher than the bottom ten percent of test-takers nationally). During the 1998 Regular Session, the General Assembly passed House Bill 714, a bill which revised many of The Education and Professional Standard Board's (EPSB) policies. Section 4 (3) of this legislation removes the requirement that the EPSB measure communication skills, general knowledge, and professional education concepts for certification purposes. These areas of assessment coincide with the three tests that comprise the NTE Core Battery. The bill still requires the EPSB to measure knowledge in the specific teaching field of the applicant, along with the additional requirement that the EPSB assess the actual teaching of that content. As before, the EPSB is responsible for determining the minimum acceptable level of achievement on each assessment.

The Educational Testing Service (ETS), publisher of the NTE Core Battery, recently announced that it will discontinue administering the professional knowledge test in 1999 and the communication skills and general knowledge tests in 2000. In response to these developments, the EPSB approved a recommendation to remove the NTE Core Battery as an exit requirement for teacher certification at its June 22, 1998 meeting. In the future, the EPSB will probably use scores from the Praxis specialty exams to certify new teachers.

NTE Pass Rates



SOURCE: Kentucky Department of Education



Nursing

Four sector-wide pass rates are reported for the 2,001 students from Kentucky's public nursing programs who took the nursing exam (NCLEX). The pass rates apply to graduates who took the NCLEX for the first time during FY 1996/97. Pass rates are provided for university baccalaureate and associate degree nursing students, community college associate degree nursing students, and technical college LPN nursing students.

Universities

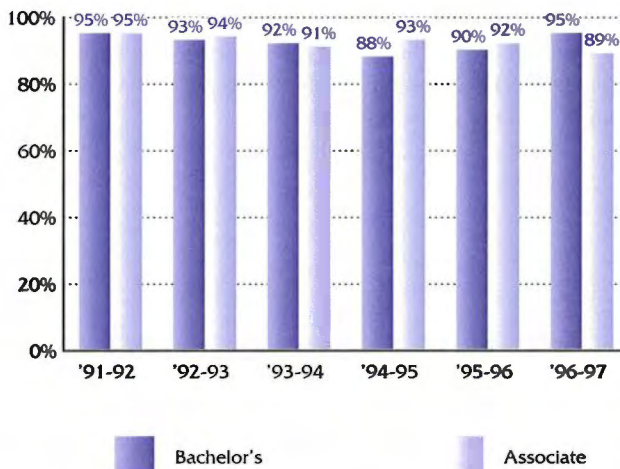
The sector-wide pass rate for baccalaureate nursing programs was 95 percent, up 5 percentage points from last year, but the same as the 1991/92 baseline score. Baccalaureate pass rates ranged from 88 to 95 percent.

In 1996/97, graduates from the five university associate nursing programs had a combined pass rate of 89 percent on the NCLEX. Over the five-year reporting period, the overall pass rates for these programs ranged from 89 percent to 95 percent.

Community Colleges

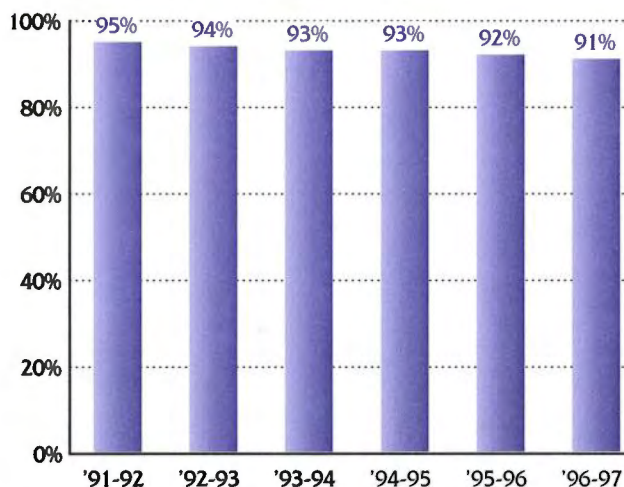
The sector-wide pass rate for associate programs offered at the community colleges was 91 percent. Over the six years that NCLEX pass rates have been tracked, the UKCCS pass rate for graduates in associate programs has remained between 91 and 95 percent. The 1996/97 pass rates for the 13 community colleges ranged from 71 percent to 100 percent.

NCLEX Pass Rates University Students



SOURCE: Kentucky Board of Nursing

NCLEX Pass Rates Community College Students



SOURCE: Kentucky Board of Nursing



The undergraduate alumni survey is one of several follow-up surveys of clients and stakeholders conducted by the public universities and community colleges. Administered on a rotating basis, the various surveys assess the level of satisfaction with programs and services. The 1998 report includes survey results for undergraduate alumni and graduating students.

All of the institutions surveyed undergraduate alumni using an established set of commonly worded questions. The baccalaureate and associate degree alumni who participated in these surveys graduated from two to five years ago. Additional information on survey methodologies is included in the appendix.

As in past years, the results of the 1998 survey generally produced very positive evaluations from alumni. These survey results, however, should be interpreted with some degree of caution. The high marks given by alumni may be a genuine indication of the quality of instruction and services. On the other hand, favorable ratings may be correlated to some extent with: limited experience with other colleges and universities; relatively low expectations for the rewards of a college education; and nonacademic factors that make college an enjoyable experience—but not necessarily a scholarly, growth-producing time in one's life.

Highlights

Quality of Overall Instruction

Alumni who rated the overall instruction as either "good" or "excellent" varied considerably from university to university. This percentage ranged from 81 percent to 94 percent for university baccalaureate alumni. At the fourteen community colleges, 98 percent of the alumni in transfer programs and 98 percent of the alumni in technical programs gave favorable ratings (i.e., "good or excellent") to overall instruction.

Quality of Instruction in the Major

The percentage of university alumni with "good or excellent" evaluations ranged from 83 percent to 94 percent. In their evaluations of instruction in their major field, community college alumni in the technical programs were slightly more positive than students in transfer programs (92 percent vs. 90 percent "good or excellent" ratings).

Quality of Preparation for Jobs

University students varied considerably in their evaluations of their preparation for jobs. The percentage of baccalaureate alumni who rated this item as either "good"

or "excellent" ranged from 51 percent to 95 percent. At the community colleges, 89 percent of the students in the technical program gave favorable ratings.

Quality of Preparation for Further Education

Preparation for further education also showed a wide range of responses. The percentage of university baccalaureate alumni who rated their "preparation for further education" as either "good" or "excellent" ranged from 65 percent to 89 percent. At the community colleges, 90 percent of the alumni from the transfer program gave favorable evaluations of their preparation.

Enrolled in School

As one might expect, community college alumni from transfer programs were somewhat more likely than university alumni to be enrolled at a college or university. Alumni who answered "yes" to the question, "are you enrolled at a college or university?" ranged from 19 percent to 32 percent for university baccalaureate alumni. On the other hand, 37 percent of the community college alumni from the transfer program indicated that they were enrolled in higher education.

Employment Status

The percentage of alumni who reported being employed full-time also varied considerably from institution to institution. Self-reported, full-time employment ranged from 74 percent to 89 percent for baccalaureate alumni. On the other hand, only 39 percent of the community college alumni with technical degrees indicated that they were employed on a full-time basis.

Employment in Major Field

University alumni were asked whether they had worked in a position "directly related" to their major since their graduation. The percentage of alumni who reported that they had worked in such a position ranged from 51 percent to 68 percent for baccalaureate alumni. Community college students in technical degree programs were asked to respond to a slightly different question. Seventy-two percent of the alumni with technical degrees indicated that they have worked in a position "substantially related" to their majors.

The most common reason indicated for not working in a position related to one's major was finding "other employment at least as desirable as employment related to my major." Regional labor markets may influence these ratings more than the quality of training received.



The remedial follow-up analysis examines both the number and percent of students enrolled in remedial math and English courses at the public universities and community colleges. Students sometimes require remediation in other subjects, but the bulk of remedial work occurs in English and math. Therefore, the report focuses on these disciplines. The technical colleges offer remedial math and English courses; however, follow-up data have not been collected.

The remedial follow-up analysis identifies the number of students exiting remedial courses and successfully completing entry-level courses in these disciplines. Students enrolled in remedial English and math courses during the fall 1995 semester were tracked for four semesters (spring 1996 through fall 1997) to evaluate their success in completing entry-level courses. A student's success in remedial and entry-level courses was defined as earning a grade of C or better.

Highlights

System-wide, a total of 17,222 students were enrolled in remedial math courses, while 5,631 students were enrolled in remedial English courses in fall 1995. The community colleges enrolled the majority of students who took remedial math (64 percent) and remedial English (56 percent). As a percentage of the lower division headcount,

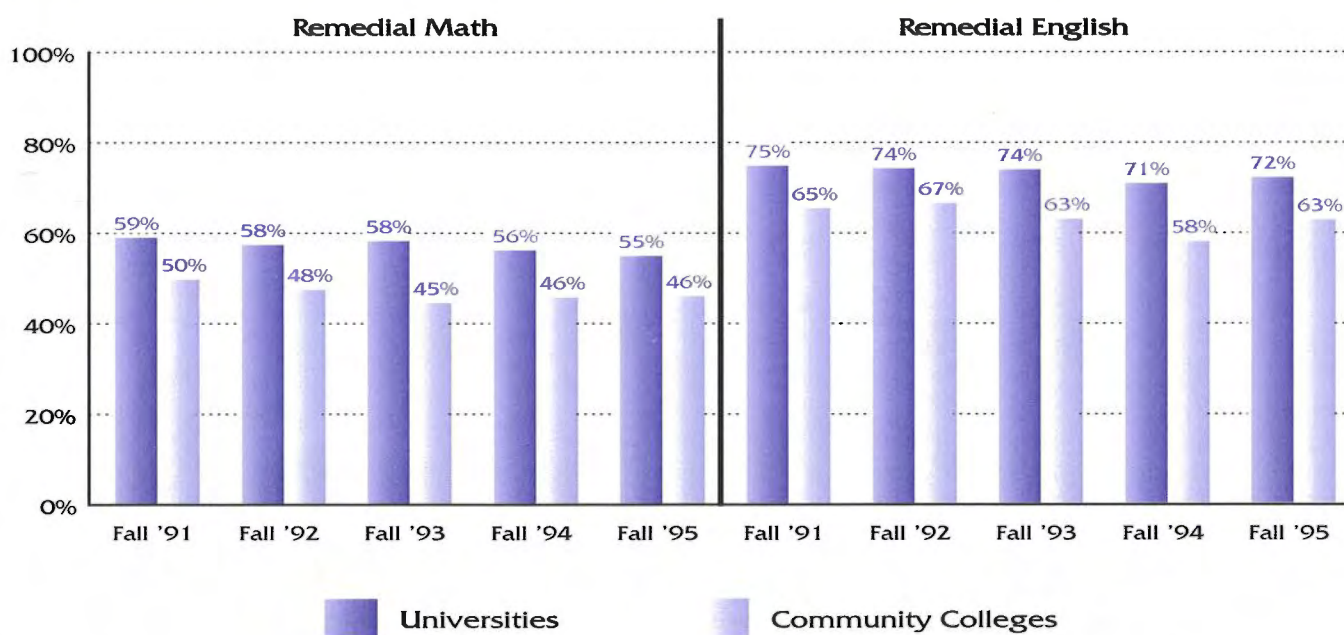
university enrollments in remedial math and English remained constant from fall 1991 to fall 1995 (averaging around 15 percent for remedial math and 5 percent for remedial English). The significant growth in remedial enrollments, particularly in remedial English, occurred at the community colleges. While community college enrollments fell 5 percent between fall 1991 and fall 1995, remedial math enrollments rose 9 percent and remedial English enrollments increased 36 percent.

Pass Rates in Remedial Courses

University Sector Results

- ◆ During fall 1995, nearly six out of ten university students enrolled in remedial math passed their remedial courses with a grade of C or higher.
- ◆ The remedial math pass rate for university students was four percentage points below the fall 1991 pass rate.
- ◆ Seven out of ten students enrolled in remedial English in fall 1995 passed their remedial courses with a grade of C or higher.
- ◆ Across the past five cohorts, the pass rates for university students in remedial English ranged from 71 percent to 75 percent.

Remedial Math and English Pass Rates — University & Community College Students



SOURCE: CPE Database, Public Universities, and Community Colleges



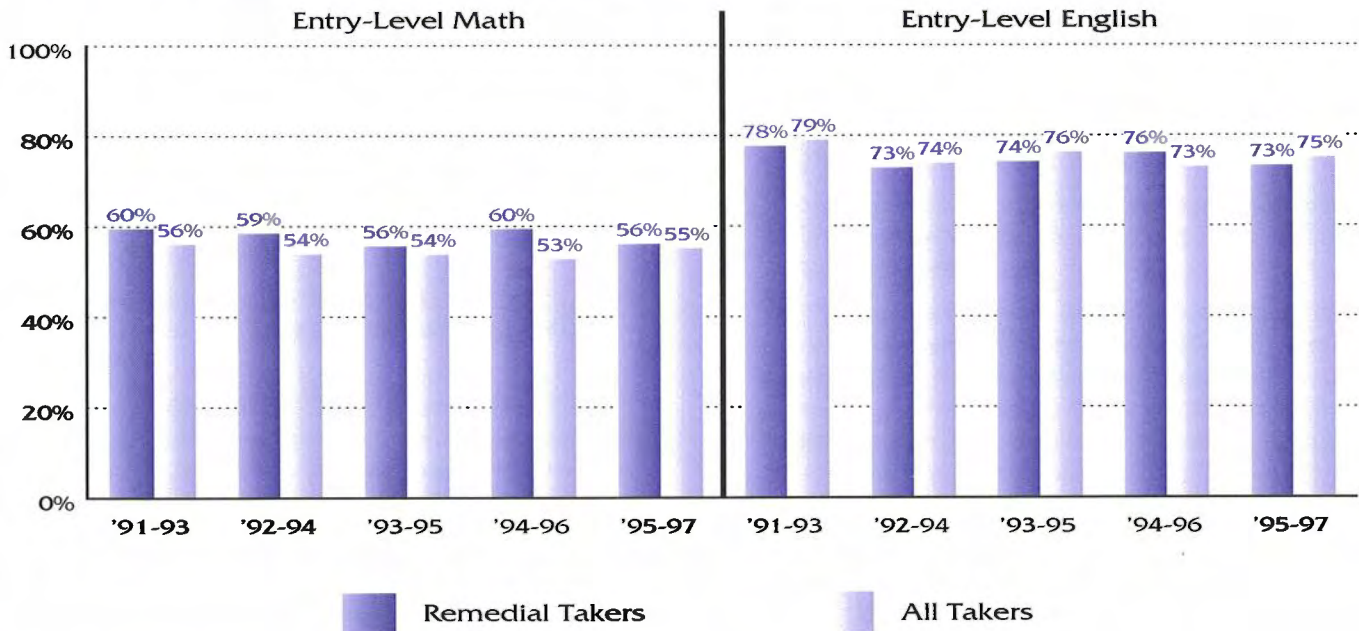
- ◆ At half of the eight universities, the remediated students performed better than “all takers” in entry-level math courses.
- ◆ Of those university students who passed remedial English in fall 1995 and went on to take an entry-level course, nearly three-quarters successfully completed their courses with a grade of C or higher -- a pass rate slightly below that for all entry-level takers (73 percent vs. 75 percent).
- ◆ The pass rate for remediated students in entry-level English has fluctuated between 73 percent and 78 percent across the five cohorts examined.
- ◆ At three of the seven universities that offer remedial English, the remediated students performed better than “all takers” in entry-level English courses.

- ◆ Of those community college students who passed remedial English in fall 1995 and went on to take an entry-level course, seven out of ten students successfully completed their courses with a grade of C or higher -- a pass rate above that for all entry-level course takers (71 percent vs. 66 percent).
- ◆ The entry-level math and English pass rates for remediated students remained fairly steady across the five cohorts examined.
- ◆ The pass rates of remedial takers surpassed those for all entry-level takers in all five years of the reporting period.

Community College Sector Results

- ◆ Of those community college students who passed remedial math in fall 1995 and went on to take an entry-level course, over two-thirds successfully completed their courses with a grade of C or higher -- a pass rate considerably above that for all entry-level course takers (69 percent vs. 53 percent).

Entry-Level Math and English Pass Rates — Remedial Takers Vs All Takers (Universities)



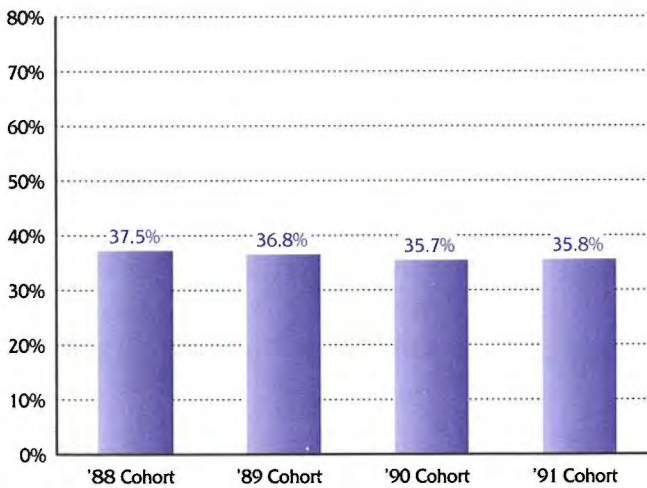
SOURCE: CPE Database, Public Universities, and Community Colleges



Six-Year Graduation and Persistence Rates for University Students

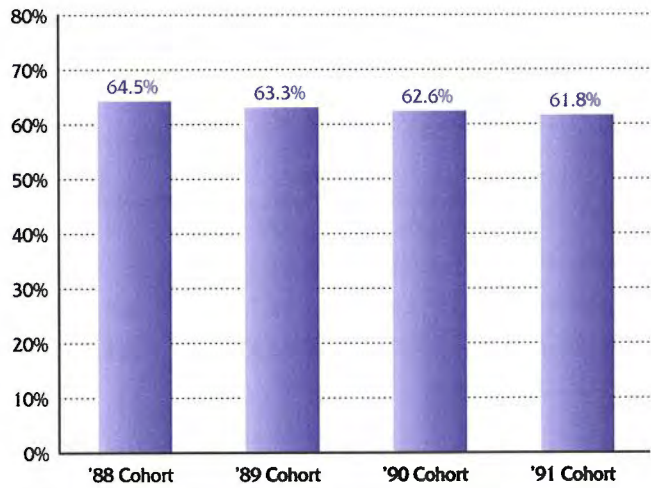
	1988 Cohort		1989 Cohort		1990 Cohort		1991 Cohort	
	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)	Graduation (%)	Persistence (%)
Doctoral								
UK	49.4	77.5	48.1	73.9	49.4	75.3	48.4	75.5
UL	29.0	67.2	29.9	66.7	26.1	62.3	28.3	62.4
Subtotal	41.2	73.4	39.8	70.6	39.9	70.0	38.7	69.3
Regional								
EKU	31.9	60.3	30.4	58.6	26.1	55.5	26.6	52.1
KSU	19.6	46.8	32.3	50.2	31.8	54.4	33.9	51.6
MoSU	39.2	61.8	37.5	63.3	38.1	61.6	40.8	65.8
MuSU	41.5	63.6	43.2	66.4	41.7	68.8	38.7	62.0
NKU	28.4	47.8	25.4	42.9	27.0	46.2	24.0	44.6
WKU	38.9	62.3	39.8	63.2	39.1	61.4	38.8	60.7
Subtotal	35.3	59.3	35.1	59.1	33.1	56.3	33.9	58.6
TOTAL	37.5	64.5	36.8	63.3	35.7	62.6	35.8	61.8

Graduation Rates University: Bachelor's Student Cohorts



SOURCE: CPE Database

Persistence Rates University: Bachelor's Student Cohorts



SOURCE: CPE Database



A major objective of the Kentucky Postsecondary Education Improvement Act of 1997 is the creation of a seamless system of postsecondary education in which students can move easily from one sector to another. This performance indicator provides information on the number of community college students who transfer to a four-year public university. Moreover, for the first time this chapter reports the percentage of students who persist and graduate during the four years following their transfer.

Only students transferring with 12 or more credit hours are tracked for accountability purposes. This reporting procedure was adopted because community colleges have limited opportunity to influence the academic preparation of students with fewer than 12 credit hours.

Highlights

Analysis of the Number of Community College Transfers

- ◆ In fall 1997, 2,483 community college students transferred to one of the eight public universities after having earned 12 or more credit hours;
- ◆ From fall 1993 to fall 1997, the number of community college students who transferred with 12 or more credit hours grew by 11.1 percent.

Analysis of Persistence and Graduation Rates of the Fall 1993 Cohort

- ◆ The four-year persistence rate for students who transferred with 12 or more credit hours was 64.4 percent;
- ◆ The four-year graduation rate for students who transferred with 12 or more credit hours was 44.7 percent; and
- ◆ As of fall 1997, community college students who transferred to a university in fall 1993 had significantly higher persistence and graduation rates than students who began their college careers at a university in fall 1991 (see chapter on persistence and graduation rates for comparable data).

Community College Transfer Students with 12 or More Credit Hours Earned

Credits Transferred	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
12-30*	411	438	422	377	414
31-59*	638	686	708	682	714
60 or more*	449	444	469	537	590
Sub-Total for students who started at UKCCS	1,498	1,568	1,599	1,596	1,718
Sub-Total for students who didn't start at UKCCS*	736	741	626	798	765
All students who transferred**	2,234	2,309	2,225	2,394	2,483

SOURCE: CHE Database

*Ranges of transferred credit hours are reported only for those students who began their studies at one of the 14 community colleges.

**This table excludes students who transferred with less than 12 credit hours and those who transferred with an indeterminate number of credit hours. These students were not reported because of the limited influence of community college study upon their academic preparation. If such students had been reported the total for all students who transferred would have included an additional 401 students in fall 1993, 375 students in fall 1994, 360 students in fall 1995, 230 students in fall 1996, and 221 students in fall 1997.



The Kentucky Postsecondary Education Improvement Act of 1997 requires the Council on Postsecondary Education (CPE) to produce an annual report documenting the contributions made by postsecondary institutions to the quality of elementary and secondary education. The education reform indicator recognizes the important role played by postsecondary institutions in supporting the 1990 Kentucky Education Reform Act (KERA). Four different types of institutional initiatives are documented: preparation of P-12 teachers, service to clients, breadth of research, and campus involvement. The Council on Postsecondary Education (CPE) activities related to education reform are also reported.

Preparation of P-12 Teachers

The higher education community recognizes the need for all teacher education programs to produce graduates at nationally competitive levels. All teacher education programs at Kentucky universities have been revised in response to reform initiatives. The CPE, its staff, and numerous representatives of the postsecondary education community worked cooperatively with the Education Professional Standards Board (EPSB) to develop performance standards and assessments for new and experienced teachers and administrators. Similarly, the CPE staff, the EPSB, and the National Council for Accreditation of Teacher Education (NCATE) completed the redesign of accreditation standards for teacher preparation to align them with the goals of education reform.

At its September 1997 meeting, the EPSB lent its support to the CPE's accountability reporting process by requiring the public universities to submit Continuous Assessment Plans (CAP). Continuous assessment is the means by which institutions ensure that their teacher preparation programs respond to established performance standards and policies of the EPSB. According to the EPSB staff, "continuous assessment is a major component in the performance-based accreditation process and provides an on-going evaluation of program quality and effectiveness." Ideally, each institution's CAP is characterized by:

- ◆ a series of feedback loops that ensure a continuing evolution of the plan;
- ◆ a number of established check points for assessing the development of individual student competencies and performance behaviors;
- ◆ the development of student portfolios that can be used to determine initial certification; and
- ◆ a strategy for addressing all components of the teacher education program including admissions, professional and clinical components of the pro-

gram, exit criteria, program accreditation, and the use of state, NCATE, and national standards.

At its May 1998 meeting, the EPSB approved the CAPs submitted by the eight public universities. Future accountability reports will contain selected outcome data that will be collected in accordance with institutional assessment plans.

Service to Clients

All universities reported that service to local school districts continued to be a high priority during 1997-98. Institutions played a significant role in providing professional development activities for teachers and administrators. However, increasing emphasis was placed on assisting districts with the Kentucky TeleLinking Network, restructuring high schools, recruiting and retaining minorities, and developing Partnership for Reform Initiatives in Science and Mathematics (PRISM). In addition, institutions placed a high priority on working cooperatively with district personnel and redesigning and implementing teacher training programs based on the New and Experienced Teacher Standards. Universities gave added attention to evaluating the services they provided, and several institutions conducted follow-up assessments to judge long-term effects. Universities and the KCTCS also participated in the reform effort, reporting extensive involvement in Tech-Prep. In addition, community colleges reported involvement in Service Learning, and recruitment activities. Examples of activities developed to enhance or expand service to clients follow:

- ◆ Coordination and delivery of courses and professional development opportunities to local high schools over interactive television.
- ◆ Faculty participation in high school restructuring initiatives.
- ◆ Faculty collaboration with educational partners to obtain grants for the improvement of public education.
- ◆ Establishment of a web site to provide access to information on programs of school/university collaboration.

Breadth of Research

Most universities reported that faculty were heavily involved in research related to education reform, with most studies undertaken within the colleges/schools of education. Breadth of research varied among institutions, and two universities continued their collaborative institute, whose sole purpose is to study and conduct research



Postsecondary education's research activities are recognized as an essential component of the state's economic development and are critical to Kentucky's and the nation's efforts to compete in a global marketplace. Yet, Kentucky is currently last among competitor states in research and development funding per capita. One of the objectives of the Kentucky Postsecondary Education Improvement Act of 1997 is to make the University of Kentucky (UK) a top twenty nationally-ranked public research institution, and the University of Louisville (UofL) a nationally-recognized metropolitan research university. The newly established Research Challenge Trust Fund will provide incentives for these institutions to enhance their research capabilities.

On May 18, 1998, the CPE approved \$6 million in funding to support research at UK and UofL. The research trust fund requires the institutions to match the allocations on a dollar-for-dollar basis. At UK, 11 programs will receive a boost from the \$4 million allocation, including clinical pharmaceutical sciences research; computer science and engineering; and gerontology and aging. The state's flagship university also will use the money to fund 32 fellowships and 200 scholarships for graduate research assistants. At UofL, four programs will share the \$2 million allocation. These targeted research programs include: early childhood issues and initiatives, entrepreneurship, logistics and distribution, and molecular medicine and biotechnology.

Highlights

Expenditures

Research and development expenditures rose 29.4 percent from fiscal year 1993 (\$128.3 million) to fiscal year 1997 (\$166.1 million). The rate of inflation over this same period was 11.1 percent.

The federal government continues to be the largest source (48.5%) of research funding. Federal funding, as a percentage of total R & D funding, has remained relatively constant since 1993. Institutional funds have consistently been the second largest source of research funds, followed by industrial support and state/local funds.

Public service expenditures for the 14 public community colleges increased 8.0 percent from FY93 (\$6,234,210) to FY97 (\$6,729,931). At the universities, expenditures increased 48.1 percent (from \$136,540,694 to \$202,182,958) over the same period.

Funded Research

"Funded Research" projects include those which focus on creating, organizing, and applying knowledge. These research projects, which are supported by significant state and/or federal grants, are conducted by the universities. One collaborative effort is the Experimental Program to Stimulate Competitive Research (EPSCoR), now a component of the Kentucky Science and Technology Council. EPSCoR receives funding from the National Science Foundation and other federal and state sources.

Service to Business, Government, and Communities

This category includes programs and activities in which the unique resources, services, and expertise of postsecondary education are effectively addressing the needs of the private and public sectors. Both the universities and the community colleges are actively engaged in such activities. Expertise in many areas—including medical, law enforcement, environmental, and economic fields is available through many university programs. The community college programs focus on personal enrichment and career enhancement activities.

Specialized Training and Basic Education

Activities which directly influence the educational development and skills training of persons employed in Kentucky business, industry, and government are contained in the "Specialized Training and Basic Education" category. The universities provide a number of activities in this category, especially in the area of public education support; however, the community colleges offer programs ranging from specific computer skills to effective management training to GED testing.

The CPE, in conjunction with the institutions, sponsors a number of programs which address research and public service: coordination of the federal Eisenhower grants for math and science; coordination of the Governor's Minority Student College Preparation Program; and publication of *Futures: A Guide to Life After High School*, a resource manual distributed to all high school guidance counselors and others.

Most institutions participate in one or more statewide research and/or public service programs. The Kentucky TeleLinking Network, involving the entire postsecondary education system, is being implemented with grant money awarded to the state by the U.S. Department of Education. This network has greatly improved interactive telecommunication capabilities among the institutions and the public schools.



This indicator reflects the critical relationship between Kentucky's economic vitality and the programs offered at Kentucky's community and technical colleges. While universities are involved in a number of workforce development initiatives, this indicator focuses on community and technical college programs and activities aimed at developing a workforce capable of adapting to state-of-the-art technologies; learning new skills on-the-job; and solving problems in changing, highly competitive work environments.

This indicator provides information on the efforts of community and technical colleges to achieve workforce development goals.

Highlights

- ◆ In fall 1997, community colleges enrolled over 16,000 students in technical degree programs. In 1997-98, technical colleges enrolled more than 14,000 students in diploma and certificate programs.
- ◆ Nearly 46,000 individuals were served through community college continuing education, training, and professional development programs and courses.
- ◆ Technical colleges provided training for more than 120,000 students in continuing education, upgrade, apprenticeship, customized business and industry, and fire service rescue training programs.
- ◆ Fifty collaborative processes and partnerships exist between community and technical colleges.

Technical Degree Programs

Kentucky's community colleges currently offer 30 technical programs leading to the associate degree; in fall 1997, 16,699 students were identified as enrolled in programs leading to a technical degree. In addition, many non-degree students enroll in technical courses to improve their employment opportunities. To increase its responsiveness to business and industry needs, the community college system plans to increase the number of technical programs and to evaluate current offerings, with the possibility that some will be revised, phased out, or replaced with new ones.

Kentucky's technical colleges currently offer 55 different technical programs leading to diplomas; in 1996-97, 16,292 students were enrolled in programs on a full-time or part-time basis.

Continuing Education and Business & Industry Programs

In 1996-97 the community colleges served almost 1,100 different businesses or organizations through continuing education, training, and professional development programs and courses. Approximately 46,000 individuals attended these noncredit courses and programs.

To increase the number of businesses and industries served in these programs, the community college system plans to further outreach efforts; improve its marketing of these services; develop a web page and a workforce development brochure; and continue to develop quality, state-of-the-art training programs for the local communities served by the individual community colleges.

In 1996-97, the technical colleges served nearly 35,000 individuals in continuing education, upgrade, and apprenticeship training programs. Nearly 50,000 more were served in the "customized" business and industry training category, which refers to training provided in response to an employer's request for specific training. Of those students, nearly 24,000 were trained by technical colleges for business and industry through grants funded by the Bluegrass State Skills Corporation. Also, the statewide fire service and rescue training program enrolled nearly 42,000 students; this program provides continuing certification for most voluntary and many paid fire service and rescue personnel in Kentucky. All of the fire service and rescue training programs offered to volunteer fire fighters are available at no cost to the individual.

Cooperative Efforts Between Community and Technical Colleges

Currently, 50 collaborative processes and partnerships exist between community and technical colleges. Among these are ten articulation and transfer agreements between the UKCCS and other postsecondary institutions; these agreements allow students to begin their program of study at a technical college and then transfer to a community college, where they may apply their technical coursework toward a program leading to an associate degree. In addition, eight joint programs between specific community colleges and technical colleges allow students to earn a technical degree at a community college while taking courses simultaneously at that community college and a nearby technical college.



Employer Survey - Technical College Graduates

The technical colleges conduct an annual survey of employers of the graduates of each institution and the non-graduates who left the institution prior to completing the diploma or certificate program. The latest survey was conducted in 1998 for the 1996-97 school year. Employers rated 1,123 graduates and 216 non-graduates on their technical knowledge, work attitude, work quality, and work quantity on a scale of 1 to 5, ranging from "very poor" to "very good."

Highlights

- ◆Employer ratings averaged 4.2 for graduates and non-graduates.
- ◆The overall ratings ranged from 3.9 to 4.8.

Employment Placement Rates Technical College Graduates

Each of the 15 technical colleges reports its degree of success in placing graduates into several employment categories. Graduates are found to be successfully placed if they enter military service, find employment *related* to their training, find employment *not related* to their training, and pursue additional education. These placement categories are recognized by the U.S. Department of Education in its evaluation of the effects of the Carl Perkins Vocational Technical Education Program. These same categories of placement are also recognized by the Council on Occupational Education, the regional/national agency that accredits the technical colleges. The placement rates for the technical colleges exclude graduates who are correctional inmates and graduates who are reported as "status unknown." Seven years of data were provided by the Technical Institutions Branch (1990-91 to 1996-97).

Highlights

- ◆In 1996-97, the technical colleges successfully placed 95 percent of their graduates, one percentage point higher than the 1990-91 rate.
- ◆Placement rates across the schools ranged from 86 percent to 100 percent.
- ◆Eighty percent of students employed were placed in an occupation related to their training.

1996-97 Placement Rate by Institution Technical Colleges

Ashland Technical College	94
Bowling Green Technical College	97
Glasgow Campus	90
Central Kentucky Technical College	96
Anderson Campus	89
Danville Campus	96
Elizabethtown Technical College	90
Hazard Technical College	96
Jefferson Technical College	97
Kentucky Advanced Technology Institute	100
Laurel Technical College	92
Cumberland Valley Campus	93
Harlan Campus	99
Southeast Campus	86
Madisonville Technical College	93
Madisonville Health Extension	99
Mayo Technical College	90
Northern Kentucky Technical College	97
Edgewood Campus	99
Highland Heights Campus	100
Owensboro Technical College	98
Daviness County Extension	94
Rowan Technical College	92
Somerset Technical College	95
West Kentucky Technical College	99
Purchase Training Extension*	
Subtotal	95
Secondary Center**	95
Corrections Education***	n/a
TOTAL	95

SOURCE: Technical Colleges

*Data from the Purchase Training Extension are collapsed into the totals for West Kentucky Technical College.

** The ATCs with postsecondary completers have been reported as a group entry.

***The technical centers operating in the correctional institutions are reported as a group entry.



The primary purpose of a room utilization study is to provide administrators with statistical profiles of the use of instructional space. This analysis is similar to studies conducted in other state higher education systems in that it examines the "use of space" for degree credit instruction only. The use of instructional space for other activities, such as continuing education programs, is excluded from this analysis. Future studies may warrant relevant room use indicators for such nontraditional uses in recognition of an apparent growing demand for non-credit, continuing, and adult education programs. Institutional utilization rates vary considerably because of differences in instructional programs, student population served, and other factors; therefore, any comparisons between the institutions should be made with caution.

Regional Norms

The norm is 38 hours of instruction in classrooms per week, with a student station (i.e., desk or seat) occupancy rate of 66.7 percent. Class laboratories are expected to be used an average of 23 hours each week, with a student station (i.e., lab station) occupancy rate of 80 percent. The space utilization norms used by the Council on Postsecondary Education are based in part on recommendations contained in the Higher Education Facilities Planning and Management Manual developed by the Western Interstate Commission for Higher Education, and the extensive work done in this area by Texas, North Carolina, and Virginia.

Average Weekly Room Hours of Instruction

This indicator reflects the average number of hours each week that classrooms or class labs were used for regularly scheduled classes.

- ◆ The average weekly hours of classroom use for instruction at the universities and community colleges increased slightly from 29.0 hours in fall 1992 to 29.1 hours in fall 1997.
- ◆ System-wide classroom use in fall 1997 was 8.9 hours below the suggested norm of 38.0 hours.
- ◆ Average weekly hours of class lab use at the universities and community colleges increased from 15.3 hours in fall 1992 to 16.0 hours in fall 1997.
- ◆ System-wide lab use in fall 1997 was 7.0 hours below the suggested norm of 23.0 hours.
- ◆ The community colleges had the highest lab and room utilization rates.

Average Student Station Occupancy

This indicator measures the match between the number of student stations (e.g., seats, desks, lab stations) in classrooms or class labs used for regularly scheduled classes and the number of students in attendance.

- ◆ The system-wide rate of classroom station occupancy declined slightly from 56.8 percent in fall 1992 to 56.6 percent in fall 1997.
- ◆ The system-wide rate of classroom station occupancy in fall 1997 was 10.1 percentage points below the suggested norm of 66.7 percent.
- ◆ The system-wide rate of lab station occupancy declined from 75.7 percent in fall 1992 to 74.9 percent in fall 1997.
- ◆ The system-wide rate of lab station occupancy in fall 1997 was 5.1 percentage points below the suggested norm of 80.0 percent.
- ◆ The community colleges had the highest rates for classroom and lab station occupancy.

Comparison to Baseline Data

Overall, the system-wide average weekly hours of room use for classrooms and class labs for fall 1997 showed only minor changes from the fall 1992 rates. Similarly, the system-wide rates for classroom and lab station occupancy have fluctuated very little since the baseline data were collected. At the institutional level, however, universities and community colleges vary considerably in their room utilization rates. More detailed analysis would be required to determine whether institutional variations are related to such factors as institutional size, type of academic programs, and characteristics of enrollment (e.g., community vs. residential). This indicator reflects the average utilization rates of all classrooms and laboratories. From the present analysis it is not possible to determine whether changes in weekly room use are due to wide-scale changes in the pattern of use or differences in the utilization of certain types of rooms. Room use may be influenced by the physical limitations of the space (e.g., accessories, newness, comfort, availability of technology).



Weekly Use of Student Stations

	Fall 1992		Fall 1997	
	Total Stations Available (n)	Average Use Per Week (Percent)	Total Stations Available (n)	Average Use Per Week (Percent)
Classrooms				
Doctoral Universities	24,568	55.1	23,627	55.0
Regional Universities	45,820	56.9	41,891	55.1
Community Colleges	13,594	58.0	14,553	62.4
TOTAL	83,982	56.8	80,071	56.6
Class Labs				
Doctoral Universities	5,582	83.4	5,984	78.0
Regional Universities	12,973	71.9	10,357	70.3
Community Colleges	3,443	77.2	4,198	78.0
TOTAL	21,998	75.7	20,538	74.9

Commitment to Equal Opportunities





The Kentucky Plan 1997-2002 is the third iteration of desegregation and equal opportunity planning that began in 1982. The current plan was developed by the CPE and its Committee on Equal Opportunities (CEO) in collaboration with Kentucky's eight universities; the community college system was represented by the University of Kentucky. In addition, the plan was shaped by input from citizens attending public forums, external groups, and individuals interested in equal opportunity planning in postsecondary education.

The system objective of achieving parity in admission of Kentucky resident African American students to public universities and community colleges has been achieved; however, the new plan recognizes the need for additional progress at individual institutions. Objectives relating to retention, degrees awarded, and employment have not yet been met. Thus, the new plan emphasizes student retention, degrees awarded, graduate program enrollment, employment, and maintaining campuses free of hostile climates. The plan continues to be driven by quantifiable measures that document institutional progress toward these objectives.

An institution's eligibility to submit proposals for new academic programs is tied to its progress toward achieving the equal opportunity objectives. KRS164.020(18) passed in 1992 (SB 398) requires the Council "to postpone the approval of any new program at a state institution of higher learning, unless the institution has met its equal opportunity goals . . ." The current plan identifies measurable equal opportunity objectives in eight areas:

- ♦ Graduate enrollments
- ♦ Retention of freshmen
- ♦ Retention of all undergraduates
- ♦ Bachelor's degrees conferred
- ♦ Undergraduate enrollments
- ♦ Employment of executives/administrators/managers
- ♦ Employment of other professionals
- ♦ Employment of faculty

Administrative regulations developed by the Council outline criteria used to determine an institution's compliance with equal opportunity objectives. On the basis of these criteria, institutions are placed into one of three categories: automatically eligible to submit new academic program proposals; eligible to receive a waiver; or not eligible (if they received a waiver during the preceding year). Thus, an institution's progress determines its current EEO status, which, in turn, affects its eligibility to submit new academic program proposals to the CPE.

Highlights

- ♦ Five universities and seven community colleges were automatically eligible to submit new program proposals in 1998.
- ♦ Two universities and three community colleges were eligible to receive a Quantitative Waiver in 1998.
- ♦ Three community colleges were eligible to receive a Qualitative Waiver in 1998.
- ♦ One university and one community college were not eligible to submit new program proposals in 1998.

The Kentucky Plan 1997-2002 contains equal opportunity objectives for the Commonwealth's community colleges and eight public universities. As a result of House Bill 1, the postsecondary landscape of Kentucky has expanded to include technical colleges, now housed in the Kentucky Community and Technical College System. Thus, future annual reports of postsecondary education in Kentucky may possibly include data related to equal opportunity efforts in technical colleges as well.



Educational Quality

General Survey Methodology

The Kentucky Accountability Committee (KAC) established a number of methodological guidelines that defined the student and alumni populations to be surveyed, set the minimum number of respondents for each institution, and established a minimum response rate for the surveys. KAC also devised a number of common items for institutions to add. These items used identical wording and scale formats. In a few instances, however, several institutions used wording or scale formats that varied slightly from the specifications adopted by KAC.

Pass Rates on Licensure Exams

National Teachers Examination (NTE). The Core Battery is composed of tests on communication skills, general knowledge, and professional knowledge. Results of the Specialty Area Tests were not considered in the pass rates reported. States have set different performance standards on the NTE for certification and program approval purposes.

National Council Licensure Examination (NCLEX) The NCLEX has a criterion-referenced passing point, and nursing candidates in every state must meet the same criterion in order to pass the exam. The Kentucky Administrative Regulations require that Kentucky prelicensure programs of nursing institute remedial action "if for one (1) fiscal year the graduates of a program of nursing achieve a pass rate less than eighty-five (85) percent on the licensure examination..."

United States Medical Licensing Examination—Part II (USMLE). The USMLE is a single testing program composed of three exams. The USMLE program recommends a minimum passing score for each exam, but states may establish different passing scores. The first exam is required for entering the third year of medical school. The second exam is required for graduation. The third exam is post-graduate and results are not reported to universities.

National Dental Board Exam—Part II (NDBE). Part II of the National Dental Board Exam is a capstone examination that is given after the majority of the dental curriculum is completed.

Kentucky Bar Exam. The Bar exam consists of a national multiple choice exam taken by candidates in every state and an essay exam on Kentucky law. States have set different performance standards for passing the national exam.



Law: Kentucky Bar Exam

	1992-93 Graduates		1993-94 Graduates		1994-95 Graduates		1995-96 Graduates		1996-97 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Doctoral										
UK	128	84	136	95	92	93	110	96	115	67
UL	114	80	121	88	144	87	101	96	134	71
Subtotal	242	82	257	92	236	89	211	96	249	69
Regional										
NKU	62	60	64	73	49	76	57	70	34	44
NKU (Ohio Bar)	51	90	49	96	57	93	50	90	57	88
Subtotal	113	74	113	83	106	85	107	79	91	71
TOTAL (KY Bar)	304	77	321	88	285	87	268	91	283	66

SOURCES: UK, UL, and NKU

Dentistry: National Dental Board Exam, Part II

	1992-93 Graduates		1993-94 Graduates		1994-95 Graduates		1995-96 Graduates		1996-97 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Doctoral										
UK	41	88	43	98	43	100	50	100	40	93
UL	53	94	41	100	55	98	57	100	60	100
TOTAL	94	91	84	99	98	99	107	100	100	97

SOURCES: UK and UL

Medicine: USMLE, Part II

	1992-93 Graduates		1993-94 Graduates		1994-95 Graduates		1995-96 Graduates		1996-97 Graduates	
	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)	Takers (n)	Passed (%)
Doctoral										
UK	91	100	91	100	82	100	89	100	88	100
UL	115	100	128	100	116	100	130	100	140	100
TOTAL	206	100	219	100	198	100	219	100	228	100

SOURCES: UK and UL



Nursing: NCLEX — University Baccalaureate Students

	1992-93 Takers (n)	Graduates Passed (%)	1993-94 Takers (n)	Graduates Passed (%)	1994-95 Takers (n)	Graduates Passed (%)	1995-96 Takers (n)	Graduates Passed (%)	1996-97 Takers (n)	Graduates Passed (%)
Doctoral										
UK	106	95	99	90	66	76	75	96	67	96
UL	94	93	93	95	77	88	65	95	81	93
Subtotal	200	94	192	92	143	83	140	96	148	94
Regional										
EKU	57	100	88	94	97	89	99	85	107	98
MoSU	30	87	35	87	38	90	27	89	31	94
MuSU	49	94	51	96	30	97	42	93	54	91
WKU	37	84	45	84	65	95	40	83	28	96
Subtotal	173	93	219	91	230	92	208	87	220	95
TOTAL	373	93	411	92	373	88	348	90	368	95

Nursing: NCLEX — Technical College Students

	1992-93 Takers (n)	Graduates Passed (%)	1993-94 Takers (n)	Graduates Passed (%)	1994-95 Takers (n)	Graduates Passed (%)	1995-96 Takers (n)	Graduates Passed (%)	1996-97 Takers (n)	Graduates Passed (%)
Ashland TC	49	94	25	72	na	na	20	95	19	84
Cumberland Valley	40	98	46	89	16	88	22	91	45	98
Danville	76	99	76	96	69	97	54	93	49	96
Glasgow	65	95	93	97	57	98	35	100	51	98
Hazard TC	62	97	39	92	41	98	42	95	37	100
KY Adv. Technology	55	95	55	91	34	91	39	87	30	90
Jefferson TC	39	90	64	86	45	96	24	96	37	95
Owensboro TC	33	100	32	94	19	79	23	100	17	88
Rowan TC	33	85	67	87	19	95	39	90	31	97
Somerset TC	23	74	72	89	42	93	44	95	22	86
Madisonville Health Ext.	59	92	27	93	33	91	34	94	58	91
Mayo TC	37	100	36	89	41	88	33	91	34	90
Murray ATC*	30	93	22	91	25	92	27	93	15	93
Northern KY TC	56	93	63	94	61	87	53	92	34	90
West KY TC	25	92	21	100	16	94	17	100	18	100
TOTAL	682	94	738	91	518	93	506	94	497	94

SOURCE: Kentucky Board of Nursing

*Postsecondary nursing program located in a secondary technical institution.



Remedial Math and English Pass Rates — Community Colleges

	1991 Cohort		1992 Cohort		1993 Cohort		1994 Cohort		1995 Cohort	
	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)	Math (%)	English (%)
Ashland	38.2	68.6	34.4	70.2	40.8	69.0	39.0	64.6	42.7	68.7
Elizabethtown	58.2	65.7	55.5	59.5	56.5	67.8	55.1	64.0	60.6	64.6
Hazard	53.4	58.9	63.2	57.9	47.7	65.6	49.7	56.0	52.5	63.7
Henderson	51.1	67.7	44.2	69.3	46.2	61.1	48.2	41.0	51.4	41.9
Hopkinsville	51.7	46.5	42.8	58.6	31.2	51.6	54.9	52.5	52.8	76.3
Jefferson	49.3	66.6	44.1	67.0	41.3	62.2	38.3	59.6	36.4	61.4
Madisonville	59.3	62.5	47.1	63.0	49.9	46.4	48.5	53.2	44.8	50.7
Maysville	57.9	74.1	64.0	74.4	56.5	60.1	61.3	55.8	64.0	56.6
Owensboro	57.0	81.8	55.6	70.2	56.1	79.0	54.3	79.2	64.5	65.6
Paducah	40.1	63.0	46.4	66.7	44.0	42.5	44.6	35.7	45.4	53.8
Prestonsburg	48.9	41.5	44.0	46.7	36.8	41.1	41.2	46.2	39.0	55.9
Somerset	59.4	75.3	52.3	78.4	36.5	72.0	47.9	66.5	47.2	68.7
Southeast	53.4	59.6	67.3	66.9	60.9	61.2	62.2	61.8	31.9	59.8
KCTCS Subtotal	50.5	65.1	47.7	65.5	44.7	60.7	46.2	58.7	45.7	61.6
UK Lexington*	45.4	67.9	47.5	71.8	43.2	74.5	42.5	53.4	47.8	69.5
TOTAL	49.9	65.4	47.6	66.5	44.6	63.0	45.8	58.1	46.0	62.7

SOURCES: CPE Database and Community Colleges

*Historically, the 14 community colleges listed above have been a part of the University of Kentucky Community College System (UKCCS). On January 14, 1998, all of the community colleges in the UKCCS, except for Lexington Community College, were placed under the management authority of the Kentucky Community and Technical College System.



Entry-Level Math Pass Rates — Remedial Takers vs All Takers (UKCCS*)

	1991 Cohort		1992 Cohort		1993 Cohort		1994 Cohort		1995 Cohort	
	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)	All Takers (%)	Remedial (%)
TOTAL	54.0	65.6	52.0	64.8	52.3	64.8	53.5	66.3	53.1	68.7

SOURCES: CPE Database and Community Colleges

*The UKCCS all takers' pass rates are reported for the system only.

Entry-Level Math Pass Rates — Community Colleges

	1991 Cohort Remedial (%)	1992 Cohort Remedial (%)	1993 Cohort Remedial (%)	1994 Cohort Remedial (%)	1995 Cohort Remedial (%)
Ashland	58.3	64.5	61.9	61.3	56.5
Elizabethtown	64.4	63.2	65.7	63.7	64.5
Hazard	76.4	65.2	58.6	65.4	69.1
Henderson	67.9	66.2	69.0	81.0	67.0
Hopkinsville	58.7	59.0	77.8	63.4	61.2
Jefferson	63.1	63.9	61.9	66.0	71.3
Madisonville	73.6	82.6	72.5	68.8	73.7
Maysville	67.4	75.5	79.2	73.6	75.0
Owensboro	68.2	68.8	67.0	74.9	75.2
Paducah	66.3	63.3	66.5	59.1	70.5
Prestonsburg	62.4	58.5	58.4	58.6	63.3
Somerset	62.7	59.1	58.0	76.5	66.5
Southeast	75.0	67.8	74.0	72.1	80.6
KCTCS Subtotal	65.4	65.3	65.4	67.3	68.9
UK Lexington*	66.5	61.9	61.2	59.1	67.7
TOTAL	65.6	64.8	64.8	66.3	68.7

SOURCES: CPE Database and Community Colleges

*Historically, the 14 community colleges listed above have been a part of the University of Kentucky Community College System (UKCCS). On January 14, 1998, all of the community colleges in the UKCCS, except for Lexington Community College, were placed under the management authority of the Kentucky Community and Technical College System.



Persistence and Graduation Rates

The persistence and graduation figures for the University of Kentucky Community College System (UKCCS) were calculated somewhat differently than for the individual community colleges. For the UKCCS, the "transferred" category included only those "students who transferred out of the community college system," while the "still enrolled" category referred to "students who were still attending one of the 13 community colleges." Thus, students who transferred from one community college to another were considered "still enrolled" in the UKCCS. At the individual community colleges, students who transferred from one community college to another were placed into the "transferred" category since the "still enrolled" category was reserved for students who were still attending their initial institution. For the UKCCS analysis, the "graduated" category included students who graduated from anywhere within the community college system. For individual community colleges, a student would be placed into the "graduated" category only if she graduated from her initial institution.

For the purposes of computing "total" persistence and graduation rates involving all of the community colleges, UK's Lexington Community College was temporarily added to the thirteen UKCCS institutions. The same rules listed above for determining persistence and graduation rates were then applied to all fourteen community colleges. Thus, a student who transferred from Jefferson Community College and ultimately graduated from UK's Lexington Community College would figure into the overall community college graduation rate.

Research and Public Service

Expenditures—Definitions

Federal Research and Development Expenditures. Funds from federal sources expended by an institution in support of sponsored research activities as reported on the National Science Foundation (NSF) Science and Engineering Survey.

State and Local Research and Development Expenditures. Funds from state and local sources expended by an institution in support of sponsored research activities as reported on the NSF Science and Engineering Survey.

Industry Research and Development Expenditures. Funds from profitmaking organizations expended by an institution in support of sponsored research activities as reported on the NSF Science and Engineering Survey. These funds do not include grants and contracts from nonprofit foundations financed by industry.

Institutional/Other Research and Development Expenditures. Institutional funds and funds from sources other than those listed above, in support of sponsored research activities as reported on the NSF Science and Engineering Survey. Also, education-related research and development expenditures are included under this category. (This is a deviation from the NSF instructions.)

Total Research and Development Expenditures. Funds expended by an institution, regardless of source, in support of sponsored research activities as reported on the NSF Science and Engineering Survey.

Total Educational and General Public Service Expenditures. Funds budgeted or expended for activities established primarily to provide noninstructional services beneficial to individuals outside the institution. This category includes subcategories for community service, cooperative extension service, and public broadcasting services which are normally reported as derived from restricted (external limitations on how used) and unrestricted (flexible use) funds. The source of these data is the financial component of the Council's comprehensive data base.

Education Reform

The Kentucky Education Reform Act (KERA) was enacted by the Kentucky General Assembly in 1990 in response to a court case which declared the state's education system to be unconstitutional. KERA places the education system (P-12) under the auspices of the General Assembly to ensure an appropriate and equal education for every child in the Commonwealth. Inherent in the enactment and implementation of KERA is recognition of the need for support from the state's colleges and universities. To this end, the institutions have committed financial and material resources, as well as invaluable faculty time, effort, and expertise to a variety of KERA-related activities. Much emphasis has been given to providing assistance to the schools and the Kentucky Department of Education (KDE), to initiating institution-wide training and program redesign as necessitated by high school restructuring, and to realigning teacher/administrator preparation with the goals of education reform. Within the Council on Postsecondary Education office, a public education support function has been organized to coordinate the various services provided to the schools, and priority has been given to promoting open communication and KERA-related collaborative efforts among the Council, the KDE, the colleges and universities, and the school districts.



Weekly Classroom Use — Universities

	Fall 1992		Fall 1997	
	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)
Doctoral				
UK	217	33.1	212	34.5
UL (Belknap)	154	28.9	153	29.4
UL (Health)	21	10.9	27	10.2
UL (Shelby)	20	11.4	24	12.8
TOTAL DOCTORAL	412	29.2	416	30.0
Regional				
EKU	204	31.5	197	27.8
KSU	73	23.5	79	25.3
MoSU	124	26.4	126	24.2
MuSU	156	18.7	154	21.5
NKU (Main)	97	31.4	92	36.4
NKU (Univ)	6	6.0	6	4.9
WKU	252	26.2	210	29.4
TOTAL REGIONAL	912	26.3	864	27.2

SOURCES: CPE Database and Public Universities

Weekly Class Lab Use — Universities

	Fall 1992		Fall 1997	
	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)
Doctoral				
UK	116	15.1	128	17.0
UL (Belknap)	114	17.1	85	17.8
UL (Health)	27	12.3	20	10.2
UL (Shelby)	4	12.4	1	14.5
TOTAL DOCTORAL	261	16.0	234	17.1
Regional				
EKU	110	19.7	39	21.7
KSU	41	12.0	42	12.1
MoSU	62	12.8	90	11.8
MuSU	141	11.6	163	10.2
NKU (Main)	44	19.2	41	19.4
WKU	120	12.9	63	14.8
TOTAL REGIONAL	518	14.5	438	13.8

SOURCES: CPE Database and Public Universities



Weekly Classroom Use — Community Colleges

	Fall 1992		Fall 1997	
	Total Rooms Available (n)	Average Use Per Week (Hours)	Total Rooms Available (n)	Average Use Per Week (Hours)
Ashland	20	38.8	23	30.7
Elizabethtown	26	37.4	23	33.8
Hazard	10	46.1	10	47.0
Henderson	13	30.6	15	30.7
Hopkinsville	17	27.0	18	29.0
Jefferson (DT)	56	35.7	55	35.2
Jefferson (SW)	14	33.2	23	20.5
Madisonville	17	32.8	21	30.8
Maysville	10	31.8	14	24.4
Owensboro	15	39.5	24	27.4
Paducah	29	31.4	35	29.0
Prestonsburg	24	37.8	34	35.5
Somerset	20	40.0	23	37.8
Southeast	8	24.3	28	19.2
UK Lexington*	28	43.3	35	45.7
TOTAL	307	36.1	381	32.5

SOURCES: CPE Database and Community Colleges

*Historically, the 14 community colleges listed above have been a part of the University of Kentucky Community College System (UKCCS). On January 14, 1998, all of the community colleges in the UKCCS, except for Lexington Community College, were placed under the management authority of the Kentucky Community and Technical College System.



Stations Occupied in Classrooms — Community Colleges

	Fall 1992		Fall 1997	
	Total Stations Available (n)	Average Use Per Week (Percent)	Total Stations Available (n)	Average Use Per Week (Percent)
Ashland	813	75.9	1,018	41.8
Elizabethtown	1,270	55.2	829	55.7
Hazard	352	68.0	359	58.9
Henderson	576	56.1	596	42.2
Hopkinsville	818	50.0	644	35.2
Jefferson (DT)	2,268	68.3	1,867	52.2
Jefferson (SW)	609	69.2	813	58.7
Madisonville	752	51.9	887	42.4
Maysville	458	43.8	357	36.4
Owensboro	602	67.1	803	55.1
Paducah	1,266	47.1	1,615	46.9
Prestonsburg	964	64.1	1,132	63.6
Somerset	961	41.5	894	46.8
Southeast	307	72.5	1,110	45.7
UK Lexington*	1,578	48.1	1,630	47.3
TOTAL	13,594	58.0	14,553	62.4

SOURCES: CPE Database and Community Colleges

*Historically, the 14 community colleges listed above have been a part of the University of Kentucky Community College System (UKCCS). On January 14, 1998, all of the community colleges in the UKCCS, except for Lexington Community College, were placed under the management authority of the Kentucky Community and Technical College System.



KRS § 164.095

- (1) As used in this section, unless the context requires otherwise:
 - (a) "Disability" means hard of hearing, including deafness; speech or language impairment; visual impairment, including blindness; orthopedic impairment; other health impairment that substantially limits a major life activity; or specific learning problem.
 - (b) "Institution" means public universities, their subdivisions, and the Kentucky Community and Technical College System.
- (2) It is the intent of the General Assembly that an accountability process be implemented which provides for a systematic ongoing evaluation of quality and effectiveness in Kentucky postsecondary educational institutions and to provide a method for evaluating each institution's progress toward meeting specific goals, principles, strategies, objectives, and benchmarks as set forth in the strategic agenda established in KRS 164.0203. It is further the intent of the General Assembly that the accountability process monitor performance at the institutions in each of the major areas of instruction, research, and public service, while recognizing the individual missions of each of the institutions. The accountability process shall provide for the adoption of system-wide and individual performance goals with standards identified with the advice of the postsecondary educational institutions and the Council on Postsecondary Education.
- (3) The Council on Postsecondary Education shall develop and implement a system of accountability for the postsecondary education institutions that measures:
 - (a) Educational quality and educational outcomes;
 - (b) Student progress in the postsecondary system;
 - (c) Research and service activities;
 - (d) Use of resources;
 - (e) Other performance or outcomes that support the achievement of the strategic agenda, including involvement in quality enhancement of elementary and secondary education; and
- (f) Other indicators as deemed appropriate by the Council on Postsecondary Education.
- (4) The Council on Postsecondary Education shall collect information, maintain a comprehensive database, and publish reports on the condition of the postsecondary education system that include but are not limited to student enrollments, utilization of facilities, and the finances of the institutions.
- (5) The Council on Postsecondary Education shall submit to the Governor and the Legislative Research Commission an annual accountability report providing information on the implementation of performance standards and the achievement of the performance goals during the prior year and initiatives to be undertaken during the next year.

**COLLABORATIVE CENTER
FOR LITERACY DEVELOPMENT**

ACTION
Agenda Item F-4
September 14, 1998

Recommendation:

A recommendation on a site for the Collaborative Center for Literacy Development: Early Childhood through Adulthood will be distributed at the September 14, 1998 meeting.

Background:

The 1998 General Assembly approved Senate Bill 186 to promote literacy development, with a particular emphasis on early intervention strategies in the primary grades. Two specific activities were approved and funded: an Early Reading Incentive Program; and, the Collaborative Center for Literacy Development. The former activity is a grant program for local school districts administered by the Department of Education. The Collaborative Center is to be located at a state-supported postsecondary education institution selected by the Council on Postsecondary Education no later than October 1, 1998. The center will be located at one institution with branches at each of the other state-supported institutions.

A Request for Proposals process was issued in July to all state-supported postsecondary education institutions with a response date of August 31. A review and evaluation committee is established and will meet September 8 to recommend which institution should house the center.

The recommendation on a site will be available for consideration at the September 14 meeting.

Staff Preparation by Dennis L. Taulbee

**COLLABORATIVE CENTER FOR
LITERACY DEVELOPMENT**

September 14, 1998

Recommendation:

That the Council approve the University of Kentucky as the location of the Collaborative Center for Literacy Development (CCLD): Early Childhood Through Adulthood consistent with the revised proposal submitted by the University of Kentucky and authorize the release of the funds appropriated for the support of the Center—in 1997-98, \$700,000 and in 1999-2000, \$1,200,000.

Rationale:

- Senate Bill 186, 1998 Regular Session authorizes the establishment of the CCLD and directs the Council to determine a location for the Center prior to October 1, 1998. The Center is to be located at a public postsecondary education institution.
- The University of Kentucky submitted the only proposal; however, it is a collaborative proposal involving public and private postsecondary education institutions and all aspects of the education community.

Background:

Senate Bill 186, 1998 Regular Session is a major legislative initiative directed at improving literacy in Kentucky with an emphasis on early intervention programs in the primary grades. There are two broad thrusts to the initiative: the Early Reading Incentive Grant program and the Collaborative Center for Literacy Development: Early Childhood Through Adulthood. The Early Reading Incentive Grant program is administered by the Kentucky Department of Education and provides funding to local schools for programs and activities related to early intervention reading programs in the primary grades. As the Center's name suggests, CCLD has a broader focus than the Early Reading Incentive Grant program encompassing a full-range of literacy initiatives ranging from primary school through adult education. The focus of the legislation, however, and of the CCLD, is on early intervention in the primary grades.

The CCLD is to provide a clearinghouse for information about research-based reading and instructional models, to support research into models and teaching techniques that are "replicable and research-based" and to support local schools in their efforts to implement "replicable, research-based" models. CCLD is to be a collaborative effort with demonstration sites at local schools administered by each of the eight state-supported universities. Under the UK proposal, each university may select up to three demonstration sites.

The University of Kentucky submitted the only proposal for the CCLD. Their proposal involves the creation of the CCLD and of a program called the Kentucky Reading Project to assist local schools. Each of the state-supported universities, as provided for in the legislation, will participate in CCLD activities as demonstration sites. \$61,000 is provided to each site in 1998-99 and \$65,000 in 1999-2000. Community and Technical colleges will participate in the demonstration site projects through the universities and participate directly as a system in the advisory committees created to support the CCLD and the Kentucky Reading Project efforts. Additionally, all universities will be eligible to submit competitive proposals for special research initiatives. UK has set a pool of \$225,000 aside for this purpose.

UK proposes to develop a "Teacher Leader" training site at UK for the program known as "Reading Recovery." Currently, teachers desiring to use the Reading Recovery techniques must secure training at Ohio State University in Columbus, Ohio.

The UK proposal, as required by the legislation, does not focus exclusively on one instructional method. The CCLD will serve as a clearinghouse for information related to replicable, research-based models. CCLD will also provide a crucial link to the Early Reading Incentive Grant program in that CCLD is required to perform an annual evaluation of the program for the Kentucky Department of Education.

Request for Proposal Process:

The Council issued a Request for Proposals (RFP) on July 17 and mailed the RFP to all state-supported institutions. CPE established an evaluation and review team with participation from the Kentucky Department of Education, the Department of Adult Education and Literacy and Council staff. A consultant from the University of Arkansas at Little Rock, specializing in early childhood education and literacy, assisted in the review of the proposal. The RFP indicated that the review team would include a representative from the National Center for Family Literacy. That organization joined with UK as part of their proposal and therefore could not participate in the review process.

After a full review of the proposal, suggestions for changes were presented to UK. A revised proposal was submitted incorporating the agreed upon changes.

Staff Preparation by Dennis L. Taulbee

*With drawn
from agenda*

**SB 21 MEMORANDUM
OF AGREEMENT**

**ACTION
Agenda Item F-5
September 14, 1998**

Recommendation:

That CPE President Gordon K. Davies be authorized to sign the attached Memorandum of Agreement.

Rationale:

- A smooth implementation of the Commonwealth Merit Scholarship (in the process of being changed by Executive Order to the Kentucky Educational Excellence Scholarship) program will expand access opportunities to postsecondary education for Kentucky high school graduates and provide incentives to students for better academic performance in high school.
- Senate Bill 21 (SB 21) passed by the General Assembly and signed by the Governor in April 1998 did not include provisions for the initial implementation costs associated with the Kentucky Educational Excellence Scholarship (KEES) program.
- This Memorandum of Agreement identifies the source of funding and addresses the method of reimbursement for the 1998-99 and 1999-2000 expenditures associated with this program that will be incurred by the Kentucky Higher Education Assistance Authority (KHEAA) and the Kentucky Department of Education (KDE).

Background:

SB 21 establishes the CPE as the policy-making body that will oversee the KEES program as part of the Student Financial Aid and Advancement Trust Fund. The KEES program requires close cooperation among various agencies in order to implement a complex, yet groundbreaking piece of legislation designed to further educational attainment in the Commonwealth.

Upon approval of the CPE, KHEAA will be responsible for administering the KEES program. KDE will be required to submit student information to KHEAA for the dissemination of program materials and the verification of high school students eligible for the KEES program. Once students have entered postsecondary education, eligible postsecondary education institutions will be required to submit information to KHEAA for verification and disbursement of award funds.

SB 21 made provisions for expending funds from the KEES trust fund for necessary and reasonable expenditures related to administering the program. However, the funding provisions included in SB 21 begin in 1999-2000 when the first eligible students under this program enter postsecondary education. Start-up expenses to notify students, parents, and other interested parties of the KEES program, the first round of award notification letters, and the administrative framework needed to carry out these functions were not contemplated in the original legislation.

Staff Preparation by Norma Northern

**MEMORANDUM OF AGREEMENT
ON ADMINISTRATIVE COSTS ASSOCIATED WITH
THE KENTUCKY EDUCATIONAL EXCELLENCE SCHOLARSHIP
COUNCIL ON POSTSECONDARY EDUCATION
KENTUCKY DEPARTMENT OF EDUCATION
KENTUCKY HIGHER EDUCATION ASSISTANCE AUTHORITY**

WHEREAS, the 1998 Kentucky General Assembly approved the Commonwealth Merit Scholarship program to encourage students to complete high school and to attend postsecondary education institutions; and

WHEREAS, the Commonwealth Merit Scholarship program is to be renamed the Kentucky Educational Excellence Scholarship (KEES) program and hereinafter known as KEES; and

WHEREAS, the legislation, Ky. Acts ch 575, recognized the need for an allocation of funds to support administrative expenses in the program but did not appropriate funds for those expenses during the initial year of the program; and

WHEREAS, the Kentucky Department of Education, the Kentucky Higher Education Assistance Authority and the Council on Postsecondary Education each will incur expenses in the administration of the KEES program;

NOW THEREFORE, be it resolved by the three parties listed in the heading of this agreement that the following agreement is entered into relative to the administration of the KEES program for the 1998-99 and 1999-2000 fiscal years.

Section 1: Purpose of the Agreement

This agreement is entered into to describe the duties to be carried out by the Kentucky Department of Education, hereinafter known as KDE, the Kentucky Higher Education Assistance Authority, hereinafter known as KHEAA, and the Council on Postsecondary Education, hereinafter known as CPE, and to define the financing for the administration of the KEES program.

Section 2: Authority

The Council on Postsecondary Education (CPE) is an independent agency of state government created pursuant to KRS 164.010 and authorized to administer the Commonwealth Merit Scholarship Trust Fund pursuant to 1998 Ky. Acts ch 575; the CPE Technology Initiative Trust Fund pursuant to KRS 164.7921; and the Student Financial Aid and Advancement Trust Fund pursuant to

KRS 164.7927. The Kentucky Higher Education Assistance Authority (KHEAA) is a body corporate and politic, constituting a public corporation and governmental agency and instrumentality of the Commonwealth created pursuant to KRS 164.742 authorized to administer the Kentucky Education Excellence Scholarship (KEES) program pursuant to 1998 Ky. Acts ch 575.

Section 3: General Terms

1. This agreement is authorized by the Secretary of the Governor's Executive Cabinet and includes the KDE, KHEAA, and CPE as parties to the agreement.
2. This agreement extends from July 1, 1998 to June 30, 2000, and contains specific performance requirements for the three parties in each fiscal year within the two year period.

Section 4: Duties and Responsibilities of the Parties

1. The CPE, as the responsible party for overall administration of the KEES program and as the prime financial agent for the Student Financial Aid and Advancement Trust Fund, the Technology Initiative Trust Fund, and for the KEES program, shall determine annually the amount of the Trust Fund that will be used for administrative expenses in support of the KEES program.
2. The CPE agrees to allocate in 1998-99 to KDE and KHEAA an amount not to exceed \$260,000 from the Technology Initiative Trust Fund. The amount allocated to each agency shall be determined by the president of the CPE and shall be made available to the respective agencies. The 1998-99 allocations from the Technology Initiative Trust Fund are to be used to support non-recurring expenses at KDE and KHEAA in support of KEES.
3. KDE and KHEAA agree to provide the CPE with such budget information as the CPE requires in support of the requested amounts those agencies seek. The president of the CPE agrees to make a final determination of the budget amounts approved and to make transfers of the required amounts in a timely manner.
4. KDE and KHEAA agree to provide an accounting of all non-recurring administrative expenses incurred in support of KEES and charged against the funds allocated by the CPE and to return to the Technology Initiative Trust fund any and all unexpended funds by July 31, 1999.
5. KHEAA, in recognition of the financial support provided by the CPE and of the extraordinary nature and requirements of this agreement, agrees to budget and advance from KHEAA funds \$148,636 for 1998-99 recurring administrative expenses associated with the KEES program. Additionally, KHEAA agrees to advance from KHEAA funds \$100,000 and to provide those funds to KDE in support of KDE recurring expenses. The CPE agrees to reimburse KHEAA \$248,636 from the 1999-2000 Student Financial Aid and Advancement Trust Fund as soon as possible after July 1, 1999, but no later than July 31, 1999.

6. In exchange for the financial considerations contained in points two (2) and five (5) above, KHEAA agrees to perform the following activities as part of their responsibilities to assist in administering the KEES program:

- Mail program announcement letter from Governor to approximately 210,000 high school students.
- Create and distribute a brochure describing the program.
- Develop a computer database system to administer the program and provide security-controlled access to student information via the Internet and establish final formats for transmission of data to and from KHEAA.
- Develop administrative regulations as needed for the administration of the program.
- Develop administrative agreements with eligible postsecondary institutions.
- Develop mechanisms for informing eligible high school students of their award amounts and make available to postsecondary institutions lists of eligible prospective graduates and their estimated award amounts.

7. In exchange for the financial considerations contained in points two (2) and five (5) above, KDE agrees to perform the following activities as part of their responsibilities to assist in administering the KEES program:

- Develop an electronic information system in order to collect high school student data for transmission to KHEAA.
- Transmit a compiled list with necessary data elements of all eligible graduating seniors to KHEAA in electronic format.
- Transmit data of all eligible students for each year of high school to KHEAA in electronic format.

Signatures:

Gordon K. Davies, President Date
Council on Postsecondary Education

Wilmer S. Cody, Commissioner Date
Department of Education

Paul P. Borden, Executive Director Date
Kentucky Higher Education Assistance Authority

Examined As To Form And Legality:

Dennis L. Taulbee, General Counsel Date
Council on Postsecondary Education

Attorney, Finance and Administration Date

Approved:

John P. McCarty, Secretary Date
Finance and Administration Cabinet

Withdrawn
from
agenda

SB 21 ADMINISTRATIVE REGULATION

ACTION
Agenda Item F-6
September 14, 1998

Recommendation:

That the Council approve the administrative regulation titled *13 KAR 2:090. Kentucky Educational Excellence Scholarship (KEES) Program* and file the administrative regulation with the Legislative Research Commission in accordance with the statutory requirements in KRS Chapter 13A.

Rationale:

- The KEES (in the process of being changed by Executive Order from Commonwealth Merit Scholarship) program is intended to expand the access of Kentucky citizens to public and private postsecondary education and to encourage better academic performance from high school students.
- Kentucky residents who enroll in a Kentucky high school after July 1, 1998, are eligible to participate in the KEES program.
- Senate Bill 21 (SB 21) establishes the Council as the policy-making body charged with the oversight of the KEES trust fund.
- SB 21 requires the Council to promulgate administrative regulations related to the following KEES program areas:
 - The KEES curriculum;
 - The high school grade point average (GPA) calculation;
 - The undergraduate degree programs which are considered five year programs for the purposes of the KEES program;
 - The criteria for making supplemental (ACT) awards to Kentucky residents who graduate from nonpublic Kentucky high schools not certified by the Kentucky Board of Education and to Kentucky residents who obtain a General Educational Development (GED) diploma within five years of their high school graduating class; and
 - The Scholastic Assessment Test (SAT) to ACT composite score conversion table.
- The administrative regulation is consistent with the principles of the policy guidelines approved by the Council at the July 13, 1998, meeting regarding the KEES program.
- The administrative regulation is necessary to implement the KEES program.
- The administrative regulation approval process builds in many opportunities for comment and revision prior to their adoption.

Background:

The implementation of the KEES program involves three agencies (CPE, KHEAA, and KDE) each with different roles and responsibilities. As the policy-making body that will oversee the KEES program, the Council is required to issue an administrative regulation that will not only fulfill its statutory requirements but will provide a framework for the other agencies' activities.

The Council staff plans to distribute the draft administrative regulation to high school superintendents, high school counselors, KDE staff, postsecondary admissions counselors, postsecondary financial aid officers, and a broad spectrum of interested parties to solicit input. This administrative regulation will affect thousands of Kentuckians and deserves broad distribution and discussion.

The administrative regulation process is complex. Two public hearings will be held on the administrative regulation. Changes will undoubtedly be made during the review process. Once the administrative regulation has finally been adopted, we will distribute it to the Council members as an information item. It is estimated the adoption will occur sometime in March 1999.

Staff Preparation by Norma Northern

COUNCIL ON POSTSECONDARY EDUCATION

(New Administrative Regulation)

13 KAR 2:090. Kentucky Educational Excellence Scholarship (KEES) Program.

RELATES TO: KRS 158.070, 164.020, 164.7911 and 164.7927

STATUTORY AUTHORITY: EO 1998, 1998 Ky. Acts ch. 575.

NECESSITY, FUNCTION AND CONFORMITY: The Council on Postsecondary Education has the responsibility to provide administrative oversight to the Kentucky Educational Excellence Scholarship (KEES) program, adopted by the 1998 Kentucky General Assembly in 1998 Ky. Acts ch. 575. Specifically, the Council is to: administer all funds appropriated to the trust fund for the program; develop and implement standards for high school curriculum as it relates to eligibility for participation in the program; determine eligibility standards for non-certified, non-public high school graduates and for GED recipients; establish a conversion table for SAT scores; establish and implement a method for local

education agencies to calculate grade point averages; and establish a five year postsecondary education program standard. The CPE will also establish the overall award levels for the program.

The program was originally designated as The Commonwealth Merit Scholarship but was subsequently changed by executive order to the Kentucky Educational Excellence Scholarship (KEES) program.

Section 1. Definitions. (1) "Academic term" means the fall or spring semester at a postsecondary education institution and shall not include summer sessions.

(2) "Academic year" means a period of time defined in 1998 Ky. Acts ch. 575, Section 2(2) and in KRS 158.070.

(3) "ACT" means the test administered to students for entrance to Kentucky postsecondary education institutions that is owned by the ACT Corporation of Iowa City, Iowa.

(4) "Advanced placement" is a cooperative educational endeavor between secondary schools and colleges and universities administered by the College Board of the Educational Testing Service and recognized by KDE.

(5) "Award period" means two academic terms as defined in 1998 Ky. Acts ch. 575, Section 2(5).

(6) "Award recipient" means an eligible student who subsequently enrolls in a participating institution.

(7) "Council" or "CPE" means the Council on Postsecondary Education established in KRS 164.011 and as referenced in 1998 Ky. Acts ch. 575, Section 2(9).

(8) "Eligible student" means a person defined in 1998 Ky. Acts ch. 575, Section 2(10).

(9) "Enrollment" means a student is enrolled and is attending a participating institution.

(10) "GED" means a General Educational Development diploma awarded to a student.

(11) "High school" means a school as defined in 1998 Ky. Acts ch. 575, Section 2(13) and as defined in KRS 156.160.

(12) "KDE" means the Kentucky Department of Education authorized and established pursuant to KRS 156.070.

(13) "KEES" means the Kentucky Educational Excellence Scholarship program approved by the 1998 Kentucky General Assembly in 1998 Ky. Acts ch. 575, originally designated as the Commonwealth Merit Scholarship and subsequently renamed by Executive Order.

(14) "KHEAA" means the Kentucky Higher Education Assistance Authority as established in KRS 164.740 to 164.785 and referenced in 1998 Ky. Acts ch. 575, Section 2(4).

(15) "Participating institution" means a postsecondary education institution as defined in 1998 Ky Acts ch. 575, Section 2(15).

(16) "SAT" means the Scholastic Assessment Test administered to Kentucky students seeking admission to Kentucky postsecondary education institutions.

(17) "Scholarship curriculum" means the high school curriculum as defined in 1998 Ky. Acts ch. 575, Section 2(7).

Section 2. High School Grade Point Average Calculation and Reporting. (1)
Beginning August 1, 1999, and no later than June 30 for each year thereafter, each Kentucky

local board of education shall report to the Kentucky Department of Education the grade point average for an eligible student for the preceding academic year.

(2) An eligible student's grade point average for an academic year shall be calculated using each grade awarded for a course taken during an academic year.

(3) An eligible student's grade point average shall be calculated by:

(a) taking the number of units in a course multiplied by the course grade as expressed on a 4.0 point grading scale where 4.0 is an "A" and 0.0 is an "F;" and,

(b) adding the total number of points accumulated for an academic year; and,

(c) dividing the total number of points accumulated in paragraph (b) above by the total number of units for the academic year.

(d) Except that, for a student taking an advanced placement course during the academic year, the grade assigned in paragraph (a) above shall be calculated using a 5.0 point scale where 5.0 is an "A" and 1.0 is an "F."

(4) The grade point average reported for each student for each academic year shall include all information as set forth in 1998 Ky. Acts ch. 575, Section 6(1) and in such manner as the KDE or the KHEAA shall require.

Section 3. Scholarship Curriculum. (1) In addition to the requirements of Section 5 of this administrative regulation, a student shall complete the scholarship curriculum to qualify for the base scholarship award.

(a) The scholarship curriculum for a student enrolled in high school during the:

(i) 1998-99 academic year shall be the curriculum required in 704 KAR 3:305, Minimum Requirements for High School Graduation, Section 1 or 2 as appropriate without any restriction on the type of electives taken.

(ii) 1999-2000 through 2001-02 academic years shall be the curriculum required in 704 KAR 3:305, Minimum Requirements for High School Graduation, Section 1 or 2 as appropriate.

(b) Except that, for 1999-2000 through 2001-02, the number of electives required by 704 KAR 3:305, Minimum Requirements for High School Graduation, Section 1 or 2 as appropriate shall be taken in the following areas and shall meet the standards below:

(i) An elective in Social Studies, Science, Mathematics, English/Language Arts, and Arts and Humanities shall be a course whose academic content is as rigorous as the content established for courses in this area in 703 KAR 4:060, Academic Expectations.

(ii) Physical Education and Health shall be a course whose academic content is as rigorous as the content established for courses in this area in 703 KAR 4:060, Academic Expectations, and shall be limited to one (1) academic unit of credit for each area.

(iii) Foreign languages shall be a course whose academic content includes teaching the spoken and written aspects of the language.

(iv) Agriculture, Industrial Technology Education, Business Education, Marketing Education, Family and Consumer Sciences, Health Sciences, Technology Education and Career Pathways shall be a course whose academic content is beyond the introductory level in the Vocational Education areas of study as established by 703 KAR 4:060, Academic Expectations.

(c) A local board of education may substitute an integrated, applied, interdisciplinary course for a required course or required elective if:

(i) the course provides the same or greater academic rigor and the course covers the minimum required content areas or exceeds the minimum required content areas as set out

in 703 KAR 4:060, Academic Expectations, and the document incorporated by reference titled, "Academic Expectations," dated July 1994; or

(ii) the course is an honors course, advanced placement course, dual credit course, or is a course taken at a postsecondary education institution.

(2) For a student who graduates in 2002-03 and thereafter, the scholarship curriculum shall be the Guidelines for undergraduate admission to the state-supported higher education institutions in Kentucky. 13 KAR 2:020 in effect at that time.

(3) A local board of education annually shall provide written documentation to a student on whether the student's schedule of coursework meets the requirements of the scholarship curriculum.

Section 4. Eligible Postsecondary Education Programs. (1) All certificate, diploma, associate degree, and baccalaureate programs offered by a participating institution are designated as eligible programs.

(2) Pursuant to 1998 Ky. Acts ch. 575, Section 5(6), the following academic programs shall be approved as five (5) year baccalaureate degree programs:

(a) Architecture (04.0201);

(b) Landscape Architecture (04.0601); or

(c) Engineering (14.0301, 14.0701, 14.0801, 14.0901, 14.1001, 14.1201, 14.1701, 14.1801, 14.1901, 14.2101, 14.9999.01).

Section 5. Base Scholarship Award. (1) Beginning after July 1, 1998, and thereafter, a Kentucky resident enrolled in a Kentucky public high school or a private, parochial, or church school that has been certified by the Kentucky Board of Education pursuant to

KRS 156.160 shall be eligible for a base scholarship award under this program upon satisfying the following conditions:

(a) the student shall not be a convicted felon;

(b) the student shall have a grade point average of 2.5 or above on a 4.0 point scale at the close of any academic year of high school for all coursework taken at a Kentucky public high school or a private, parochial, or church school that has been certified by the Kentucky Board of Education pursuant to KRS 156.160;

(c) the student shall have completed the scholarship curriculum set out in Section 3 of this administrative regulation; and

(d) the student shall graduate from a Kentucky certified high school.

(2) A student satisfying the requirements of subsection 1 of this section shall be an eligible student and shall earn a base scholarship award for each academic year.

(3) The KHEAA shall calculate the base scholarship award amount for a student based on the schedule contained in this administrative regulation.

(4) For the academic year 1998-99, the base scholarship award amount shall be the amount specified in the 1998 Ky. Acts ch. 575, Section 4(1).

(5) For the academic year 1999-2000 and thereafter, the CPE annually shall determine the amount of the base scholarship award for each grade point average and shall publish that schedule no later than June 30 of each year.

(6) (a) A base scholarship award shall be determined based upon the schedule in use for the academic year that the award is earned.

(b) A base scholarship award attributable to a past academic year shall not be increased.

Section 6. Supplemental Award for ACT and equivalency; SAT Conversion Table. (1)

An eligible student, as determined in Section 5(1) of this administrative regulation, shall receive a supplemental award if the student:

- (a)(i) takes the ACT by the date of graduation from high school; and
- (ii) scores fifteen (15) or higher on the ACT; or
- (b)(i) takes the SAT by the date of graduation from high school; and
- (ii) has a score equivalent to fifteen (15) or higher on the ACT.

(2) The highest ACT score or SAT score equivalency completed by the date of high school graduation shall be used for determining eligibility and the supplemental award amount due to an eligible student.

(3) The following SAT to ACT Conversion Table shall be used:

Table C-2
Concordance Between SAT I Recentered V+M Score and ACT Composite Score

SAT I V+M	ACT Composite	SAT I V+M	ACT Composite	SAT I V+M	ACT Composite	SAT I V+M	ACT Composite	SAT I V+M	ACT Composite
1600	35-36	1370	31	1140	25	910	19	680	14
1590	35	1360	31	1130	25	900	19	670	14
1580	35	1350	30	1120	24	890	18	660	14
1570	35	1340	30	1110	24	880	18	650	13
1560	35	1330	30	1100	24	870	18	640	13
1550	34	1320	30	1090	24	860	18	630	13
1540	34	1310	29	1080	23	850	17	620	13
1530	34	1300	29	1070	23	840	17	610	13
1520	34	1290	29	1060	23	830	17	600	13
1510	34	1280	29	1050	22	820	17	590	13
1500	33	1270	28	1040	22	810	17	580	12
1490	33	1260	28	1030	22	800	16	570	12
1480	33	1250	28	1020	22	790	16	560	12
1470	33	1240	28	1010	21	780	16	550	12
1460	33	1230	27	1000	21	770	16	540	12
1450	32	1220	27	990	21	760	16	530	12
1440	32	1210	27	980	21	750	15	520	12
1430	32	1200	26	970	20	740	15	510	11
1420	32	1190	26	960	20	730	15	500	11
1410	32	1180	26	950	20	720	15		
1400	31	1170	26	940	20	710	15		
1390	31	1160	25	930	19	700	14		
1380	31	1150	25	920	19	690	14		

This table can be used to relate SAT I V+M scores to ACT Composite scores.

The estimates are based on the test scores of 103,525 students from 14 universities and two states who took both the ACT and the SAT I between October 1994 and December 1996. Because the ACT and the SAT I have different content, students' actual scores on the ACT could differ significantly from the concordance estimates in the table.

Source: ACT, Inc. Questions about the concordance study may be directed to ACT's Research Division (319/337-1471).

January 1998

(4)(a) For the academic year 1998-99, the amount of a student's supplemental award shall be the amount contained in the 1998 Ky. Acts ch. 575, Section 4(3)(a) for the appropriate ACT score or SAT equivalency score.

(b) For the academic year 1999-2000, the amount of a student's supplemental award shall be the amount contained in the 1998 Ky. Acts ch. 575, Section 4(3)(b) for the appropriate ACT score or SAT equivalency score.

(c) For the academic year 2001-02, and annually thereafter, the CPE shall determine the amount of a supplemental award after considering the availability of funds for each ACT score of 15 or higher and shall publish a schedule of those supplemental award amounts no later than June 30.

(5) The supplemental award amount shall be determined based upon the schedule in use for the academic year of a student's graduation from high school. The amount of a supplemental award shall not be increased or decreased because of an adjustment in the supplemental award schedule.

Section 7. Criteria for Supplemental Award to Non-certified, Non-public High School Students and to GED students. (1) A Kentucky resident who graduates from a non-public Kentucky high school not certified by the Kentucky Board of Education shall be eligible for a supplemental award upon satisfying the following conditions:

- (a) the student is not a convicted felon;
- (b) the date of the student's graduation is May 1999 or thereafter;
- (c) the student takes the ACT or SAT and has a minimum score as established by this administrative regulation; and

(d) the student enrolls in a participating postsecondary education institution within five (5) years of graduation from high school.

(2) A Kentucky resident who has not graduated from either a certified Kentucky high school or a non-public Kentucky high school that is not certified by the Kentucky Board of Education shall be eligible for a supplemental award upon satisfying the following conditions:

(a) the student is not a convicted felon;

(b) the student's eighteenth (18) birthday occurs during the 1999 calendar year or any year thereafter;

(c) the student takes and receives a GED diploma within five (5) years of attaining eighteen (18) years of age;

(d) the student takes the ACT or SAT and achieves a minimum score for eligibility as established by this administrative regulation; and

(e) the student enrolls in a participating postsecondary education institution after July 1, 1999, and within five (5) years of receiving the GED diploma.

(3) A student requesting a supplemental award under this section shall notify the participating institution where the student has or intends to enroll.

(4) A participating institution shall establish a student's eligibility for a supplemental award under this section, shall notify KHEAA of such eligibility, and shall provide such documentation as required by KHEAA in the manner and by the dates established by KHEAA.

Section 8. Eligibility Requirements for Continuation of a Base Scholarship Award or a Supplemental Award; Duration of Award. (1) An eligible student shall be eligible to receive a base scholarship award or a supplemental award for a period not to exceed eight (8) academic terms if the student:

(a) is enrolled in a participating postsecondary education institution in an eligible program;

(b) (i) has a 2.5 cumulative grade point average or higher at the close of the first academic award period that the award was granted as measured on a 4.0 point scale; or

(ii) subsequent to the first academic award period, has a 3.0 cumulative grade point average on a 4.0 point scale at the close of each academic award period.

(c) Except that, an eligible student who has a cumulative grade point average between 2.5 and 3.0 on a 4.0 point scale after the first academic award period shall only be eligible to receive fifty (50) percent of the award in a subsequent award period.

(2) Pursuant to the 1998 Ky. Acts ch. 575, Section 5(6), a student shall be eligible to receive a base scholarship award or a supplemental award for a period not to exceed ten (10) academic terms if a student is:

(a) enrolled at a participating institution and in an eligible five (5) year baccalaureate degree program as described in Section 4(2) of this administrative regulation; and

(b) meets the requirements of subsection 1(b) and (c) of this Section.

(3) (a) Eligibility to receive a base scholarship award or a supplemental award shall be limited to a maximum of five (5) years beyond a student's date of graduation from high school.

(b) Except that, a student who receives a supplemental award as a result of taking and receiving a GED within five years of attaining eighteen (18) years of age shall have a maximum of five (5) years eligibility beyond the date the GED is received.

(c) Except that, a student who enrolls in an eligible five (5) year baccalaureate degree program shall have a maximum of six (6) years of eligibility from the date of graduation from high school .

(4) A student's eligibility shall be extended by KHEAA if a student qualifies for an extension under the provisions of the 1998 Ky. Acts ch. 575, Section 5(5).

(5) A student who fails to maintain a 2.5 grade point average in any academic award period shall not be eligible for continuation of a base scholarship award or supplemental award in the subsequent academic award period.

(6) A student who is not eligible for continuation of a base scholarship award or supplemental award because of a failure to maintain a grade point average as stated in subsection 1 of this Section shall have their award reinstated if, in the academic term subsequent to the term resulting in the loss of the award, a student reestablishes a 2.5 grade point average or higher.

(7) A student enrolled part-time and who meets the requirements of subsection 1 of this Section shall have the amount of an initial base scholarship

award or of an initial supplemental award, or the amount of a continuing base scholarship award or of a continuing supplemental award reduced on a proportionate basis as required by 1998 Ky. Acts ch. 575, section 5(4)(b) and in a manner set out in 11 KAR 15:040. Commonwealth Merit Scholarship Award Determination Procedure.

(8) Continuation of a base scholarship award or a supplemental award shall be subject to all provisions of the 1998 Ky. Acts ch. 575, Section 6(6).

Section 9. Administrative Responsibilities and Expenses of Program. (1) The CPE annually shall determine the level of funding for expenses associated with the program and shall allocate funds from the "Wallace G. Wilkinson Commonwealth Merit Scholarship Trust Fund" described in 1998 Ky. Acts ch. 575, Section 3 (1) and pursuant to Section 3(3).

(2) The KDE and the KHEAA annually shall provide to the CPE, in a format prescribed on a date certain established by the CPE, a budget proposal indicating the amount of funds that are necessary to operate the program.

(3) The CPE shall notify the KDE and the KHEAA of the amount of funds available for the next fiscal year no later than April 30 of the fiscal year preceding the fiscal year that funds are to be made available.

(4) The CPE shall develop an allotment schedule for the release of the administrative funds and shall notify the KDE and the KHEAA of that schedule.

**ENDOWMENT POLICY
STATEMENTS**

ACTION
Agenda Item F-7
September 14, 1998

Recommendation:

- That the Council approve the attached *Research Challenge Trust Fund Endowment Program* (Attachment A) and *Regional University Excellence Trust Fund Endowment Program* (Attachment B) policy statements.
- That the Council staff be authorized to develop distribution and reporting guidelines for the allocation of the endowment funds.

Rationale:

- The 1998-2000 Appropriations Bill (House Bill 321) passed by the General Assembly and signed by the Governor in April 1998 provides \$100 million for the Research Challenge Trust Fund Endowment and \$10 million for the Regional University Excellence Trust Fund Endowment from the General Fund Surplus Expenditure Plan.
- The objectives set forth in the *Research Challenge Trust Fund Endowment Program* and *Regional University Excellence Trust Fund Endowment Program* policy statements will assist the institutions in achieving the goals established in the Postsecondary Education Improvement Act of 1997 (House Bill 1).

Background:

At the May 18, 1998, Finance Committee meeting, a general discussion was held concerning the endowment programs. A work group was appointed by Finance Committee Chair, Ron Greenberg, to further define the sphere of eligible expenditures of the endowment funds. The work group met on June 12, 1998, and a draft summary of the meeting as well as comments received from President Shumaker and President Wethington were included in the July 13, 1998, Finance Committee agenda materials.

At the July 13, 1998, Finance Committee meeting, committee member Merl Hackbart distributed draft policy statements for the Research Challenge and Regional University Trust Fund Endowment programs. Those draft policy statements were discussed and a general consensus to expedite the endowment process was reached. A motion was approved to direct the staff to develop, by August 15, a comprehensive implementation plan for the \$110 million Endowment Fund established for the research universities (\$100 million) and the regional universities (\$10 million).

Staff Preparation by Norma Northern

Research Challenge Trust Fund Endowment Program

Objectives

The Research Challenge Trust Fund (RCTF) was created with the passage of the Postsecondary Education Improvement Act of 1997 (HB 1). The objectives of the trust fund stated in the bill are to support efforts by the University of Kentucky to attain status as a top 20 public research university and the University of Louisville to become a premier, nationally recognized metropolitan university. During the 1998 session of the Kentucky General Assembly, a \$100 million endowment was appropriated from the General Fund Surplus Expenditure Plan of House Bill 321 in support of the research universities' missions. *2020 Vision: An Agenda for Kentucky's Postsecondary Education System*, passed by the Council on Postsecondary Education (CPE) in July 1998, addresses this issue and links advanced education to statewide priorities and economic growth in the 21st century.

HB 1 and its subsequent funding increases for postsecondary education set priorities that are reinforced by the establishment of the endowment for the research universities and other incentives. Kentucky has committed itself to the importance of research to the economic well-being of its citizens. State government will provide endowment funds with the provision that the universities match them dollar-for-dollar.

This collaborative approach is critical to advancing Kentucky's research presence into national prominence. Joint funding will build new patterns of public-private cooperation for economic growth in the Commonwealth. Corollary benefits will be reaped in the instructional areas at the undergraduate, graduate, and professional levels.

As part of establishing guidelines for allocating the endowment funds, it is necessary to define what it means to be a top 20 public research university and a metropolitan research university of distinction.

Being a top 20 public research university is more than simply national standing in the number or dollar amounts of sponsored grants and contracts. National standing in this list probably will not be a sufficient indicator of prominence in the early years of the next century. Federal research dollars will tend to flow increasingly to strategic alliances between universities and corporations, with joint faculty and staff appointments and shared research interests. The era of major research universities that stand alone on the basis of federal sponsored program support most likely has passed. Kentucky should look for collaborative projects, especially in the technologies, engineering, and applied sciences.

Nationally prominent research universities often are known for the excellence of their undergraduate education. Many of their graduate and professional schools have earned national recognition. They are engaged in work that has great practical and ethical importance for the people they serve. These institutions recognize that social and economic development depends not only on scientific discoveries but also on a deepened appreciation of how these innovations will affect personal lives and values. A top 20 public research university has to encompass many of these ideals.

A metropolitan research university of distinction fulfills the complex role of a major institution acting in a densely populated area. In general, such a university serves a larger portion of non-traditional students who bring to the university diverse experiences, educational objectives, and personal means. Their needs stimulate the university to respond in innovative programmatic ways. A metropolitan university's research is strongly focused toward problem solving, applied research activities. It is a source of creativity and knowledge for its constituents, and is a major stakeholder in the vitality and economic resiliency of the metropolitan area it serves. The university is an integral part of the city, not simply located there. It is *of* the city, not merely *in* it.

General Guidelines for the Use of the Endowment Funds

The CPE expects state and private matching funds to be substantially directed toward supporting research that leads to the creation, preservation, or attraction of businesses that increase the number of good jobs available in Kentucky.

For these purposes, "good jobs" are defined as jobs that yield income at or above the national per capita income. The proximity to a university is recognized as a factor that influences the creation and growth of new companies. The universities should be aware of their role in creating entrepreneurial "hot spots" in Kentucky in choosing endowment fund initiatives.

This expectation recognizes the contribution of arts and humanities to the quality of life in the Commonwealth. The quality of life has been identified in *Entrepreneurial Hot Spots*¹ as one of the top five factors contributing to corporate location. Since the primary purpose of the RCTF is to advance Kentucky's economic growth, the CPE is receptive to modest or specifically targeted use of the endowment funds in this area.

The CPE recognizes that strong research programs are clustered.

Highly coordinated nuclei of similar research interests appear to have a better chance of success than isolated efforts. The State University of New York once followed a "7 x 7" rule: there should be seven related disciplines (such as Physical Sciences, Biological Sciences, Chemistry, etc.) with seven full-time faculty in each discipline. This configuration creates a critical mass of scholars who can influence the nation's research and academic agenda.

The CPE recognizes that the boundaries of traditional disciplines are increasingly permeable.

Much exciting new work is being done where the disciplines overlap or interact. The CPE encourages the use of endowment funds for interdisciplinary and problem-focused research efforts.

The CPE also recognizes the importance of strategic alliances between universities and corporations in specific research projects.

Strategic alliances will leverage federal support that became a major source of research funding during the years following World War II. The CPE encourages partnerships, particularly in the technologies, engineering, and applied sciences.

¹ Birch, D., Haggerty, A., Parsons, W., Rossel, G.; *Entrepreneurial Hot Spots*; Cogenetics, Inc.; 1993, page 15.

The Boards of Trustees of the universities have primary responsibility for the actualization of the RCTF Endowment.

The Boards of Trustees are responsible for providing guidance, to the greatest extent possible, to the university foundations that serve as depositories of the endowment funds. The role of the Boards of Trustees is to define the public good and the ways in which their universities respond to it, in accordance with policy guidance from the elected representatives of the people (the Governor and General Assembly).

The primary role of the CPE will be oversight of the implementation of the RCTF Endowment.

The CPE:

1. Will require the institutions to outline the areas of concentration within which the endowment and matching funds will be used.
2. Will set guidelines for distribution of the RCTF Endowment money. The universities will draw the money as they acquire eligible matching funds.
3. Will require detailed reporting of how the RCTF Endowment and matching money are used. This reporting would include, but not be limited to, such items as:
 - a. The number of endowed chairs and professorships by name and incumbent.
 - b. The specific support services attached to the chairs and professorships.
 - c. The benefits to the university, which would include:
 - i. The increase in sponsored program funding directly attributed to RCTF and indirectly attributed as a result of improved institution reputation.
 - ii. The changes in quality of students and measurable outcomes (retention, graduation, pursuit of advanced study, and employment).
 - iii. The creation and profitable use of intellectual property.
 - d. The benefits to Kentucky in terms of jobs, revenue growth, creation of wealth, and improved standard of living.

Reports will be required annually, beginning July 1, 1999. Complete reporting requirements will be developed by the CPE in consultation with the institutions. Based upon the information provided to it, the CPE will determine whether to include further funding for the Endowment in the 2000-02 biennium as part of its budget recommendation to the Governor and General Assembly.

Use of Endowment Funds

The RCTF Endowment money should be used for the following purposes:

1. **Endowed Chairs**, which would provide funding for additional faculty positions for salary or salary supplements and associated expenses. These expenses may include travel, start-up costs, and other professional expenses as permitted by university regulations and policies. Generally, faculty invited to assume endowed chairs will have active, funded research programs that they will bring with them to Kentucky.
2. **Endowed Professorships**, which would provide funding for salary supplements and expenditures associated with the enhancement of existing positions including travel expenses, start-up costs and other professional expenses as permitted by university regulations and policies.
3. **Endowed Graduate Fellowships**, which would provide funding for fellowship stipends for outstanding graduate students and may include travel and other expenses for such positions as specified in university regulations and policies.
4. **Research and Graduate Mission Support**, which would include support for the improvement of priority programs of national distinction including funding for visiting scholars, nationally prominent publications, the dissemination of research, and the advancement and support of the general research mission as specified in university regulations and policies. Universities would not fund capital construction projects with Endowment funds. But research equipment would be considered an appropriate expenditure of Endowment funds, particularly when associated with establishing or upgrading laboratories.

Matching Requirements

To receive funds from the RCTF Endowment fund, the universities will provide a dollar-for-dollar match. The following types of funds, received after June 1, 1997, may be used to match the Endowment funds:

1. Business or corporate gifts;
2. Gifts from alumni or other private individuals;
3. Agency funds contributed by affiliated corporations, auxiliary enterprises, and other entities, such as hospitals;
4. Federal government funds that can be used for permanent institutional endowments; and
5. Other funds specifically approved by the CPE.

Extramural Funding

All endowed chairs and professorships are required to secure extramural funding at a level equal to or greater than the total combined endowment within five years, or the total combined endowment will revert back to the CPE Endowment fund for reallocation among the research universities.

Administrative Structure

The objectives of this initiative are different from anything previously undertaken by Kentucky. We want to develop scholarly capacity at the two major research universities, and we want to develop it in such a way that the economic well-being of the Commonwealth is improved. This means research that can be applied, technologies that can lead to the creation of new companies, workers who are skilled and knowledgeable, and an environment that attracts business and jobs to Kentucky.

As we begin this initiative, the Council will appoint an advisory committee of leading industry and labor representatives to monitor the ways in which the Research Challenge Trust Fund Endowment is used by the universities, and to meet with university officials and trustees as may be helpful. The Council will ask this advisory committee for assistance in formulating its budget recommendations for 2000-2002.

The Council also will ask the advisory committee to consider other ways in which the universities' capacity for applied research and innovative technology development can be improved. This advice, too, will be helpful in formulating budget recommendations for 2000-2002 and the strategic change and improvement plan for Kentucky postsecondary education.

Regional University Excellence Trust Fund Endowment Program

Objectives

The Regional University Excellence Trust Fund (RUETF) was created with the passage of the Postsecondary Education Improvement Act of 1997 (HB 1). One of the objectives of the trust fund stated in the bill is to help each regional, comprehensive university to become nationally recognized in at least one academic program of distinction or one applied research program. During the 1998 session of the Kentucky General Assembly, a \$10 million endowment was appropriated from the General Fund Surplus Expenditure Plan of House Bill 321 in support of the comprehensive universities' missions. *2020 Vision: An Agenda for Kentucky's Postsecondary Education System*, passed by the Council on Postsecondary Education (CPE) in July 1998, addresses this issue and links advanced education to statewide priorities and economic growth in the 21st century.

HB 1 and its subsequent funding increases for postsecondary education set priorities that are reinforced by the establishment of the endowment for the regional universities and other incentives. Kentucky has committed itself to the importance of research to the economic well-being of its citizens. State government will provide endowment funds that the universities must match dollar-for-dollar.

This collaborative approach is critical to advancing Kentucky's research presence into national prominence. Joint funding will build new patterns of public-private cooperation for economic growth in the Commonwealth. Corollary benefits will be reaped in the instructional areas at the undergraduate and graduate levels.

As part of establishing guidelines for allocating the endowment funds, it is necessary to consider the unique role the comprehensive universities play in the areas and to the constituents they serve. The economies and vitality of the communities surrounding the universities require direct application of research results. Institutions must strive for a balance by recruiting or rewarding scholars that can attract outside funding *and* work well with communities, business, and industry. Comprehensive institutions should embrace and respond to the needs of the communities of which they are part.

General Guidelines for the Use of the Endowment Funds

The CPE expects state and private matching funds to be substantially directed toward supporting applied research that leads to the creation, preservation, or attraction of businesses that increase the number of good jobs available in Kentucky.

For these purposes, "good jobs" are defined as jobs that yield income at or above the national per capita income. The proximity to a university is recognized as a factor that influences the creation and growth of new companies. The universities should be aware of their role in creating entrepreneurial "hot spots" in Kentucky in choosing endowment fund initiatives.

This expectation recognizes the contribution of arts and humanities to the quality of life in the Commonwealth. The quality of life has been identified in *Entrepreneurial Hot Spots*¹ as one of the top five factors contributing to corporate location. Since the primary purpose of the RUETF is to advance Kentucky's economic growth, the CPE is receptive to modest or specifically targeted use of the endowment funds in this area.

¹ Birch, D., Haggerty, A., Parsons, W., Rossel, G.; *Entrepreneurial Hot Spots*; Cogenetics, Inc.; 1993, page 15.

The CPE recognizes that the boundaries of traditional disciplines are increasingly permeable.

Much exciting new work is being done where the disciplines overlap or interact. The CPE encourages the use of endowment funds for interdisciplinary and problem-focused research efforts.

The CPE also recognizes the importance of strategic alliances between universities and corporations in specific research projects.

Strategic alliances will leverage federal support that became a major source of research funding during the years following World War II. The CPE encourages partnerships, particularly in the technologies, engineering, and applied sciences.

The Boards of Regents of the universities have primary responsibility for the actualization of the RUETF Endowment.

The Boards of Regents are responsible for providing guidance, to the greatest extent possible, to the university foundations that serve as depositories of the endowment funds. The role of the Boards of Regents is to define the public good and the ways in which their universities respond to it, in accordance with policy guidance from the elected representatives of the people (the Governor and General Assembly).

The primary role of the CPE will be oversight of the implementation of the RUETF Endowment.

The CPE:

1. Will require the institutions to outline the areas of concentration within which the endowment and matching funds will be used.
2. Will set guidelines for distribution of the RUETF Endowment money. The universities will draw the money as they acquire eligible matching funds.
3. Will require detailed reporting of how the RUETF Endowment and matching money are used. This reporting would include, but not be limited to, such items as:
 - a. The number of endowed chairs and professorships by name and incumbent.
 - b. The specific support services attached to the chairs and professorships.
 - c. The benefits to the university, which would include:
 - i. The increase in sponsored program funding directly attributed to RUETF and indirectly attributed as a result of improved institution reputation.
 - ii. The changes in quality of students and measurable outcomes (retention, graduation, pursuit of advanced study, and employment).
 - iii. The creation and profitable use of intellectual property.
 - d. The benefits to Kentucky in terms of jobs, revenue growth, creation of wealth, and improved standard of living.

Reports will be required annually, beginning July 1, 1999. Complete reporting requirements will be developed by the CPE in consultation with the institutions. Based upon the information provided to it, the CPE will determine whether to include further funding for the Endowment in the 2000-02 biennium as part of its budget recommendation to the Governor and General Assembly.

Use of Endowment Funds

The RUETF Endowment money should be used for the following purposes:

1. **Endowed Chairs**, which would provide funding for additional faculty positions for salary or salary supplements and associated expenses. These expenses may include travel, start-up costs, and other professional expenses as permitted by university regulations and policies. Generally, faculty invited to assume endowed chairs will have active, funded research programs that they will bring with them to Kentucky.
2. **Endowed Professorships**, which would provide funding for salary supplements and expenditures associated with the enhancement of existing positions including travel expenses, start-up costs and other professional expenses as permitted by university regulations and policies.
3. **Endowed Graduate Fellowships**, which would provide funding for fellowship stipends for outstanding graduate students and may include travel and other expenses for such positions as specified in university regulations and policies.
4. **Comprehensive Mission Support**, which would include support for the improvement of priority programs of national distinction including funding for visiting scholars, nationally prominent publications, the dissemination of research, and the advancement and support of the general research mission as specified in university regulations and policies. Universities would not fund capital construction projects with Endowment funds. But research equipment would be considered an appropriate expenditure of Endowment funds, particularly when associated with establishing or upgrading laboratories.

Matching Requirements

To receive funds from the RUETF Endowment fund, the universities will provide a dollar-for-dollar match. The following types of funds, received after June 1, 1997, may be used to match the Endowment funds:

1. Business or corporate gifts;
2. Gifts from alumni or other private individuals;
3. Agency funds contributed by affiliated corporations, auxiliary enterprises, and other entities, such as hospitals;
4. Federal government funds that can be used for permanent institutional endowments; and
5. Other funds specifically approved by the CPE.

Extramural Funding

All endowed chairs and professorships are required to secure extramural funding at a level equal to or greater than the total combined endowment within five years, or the total combined endowment will revert back to the CPE Endowment fund for reallocation among the comprehensive universities.

Administrative Structure

The objectives of this initiative are different from anything previously undertaken by Kentucky. We want to develop scholarly capacity at the comprehensive universities, and we want to develop it in such a way that the economic well-being of the Commonwealth is improved. This means research that can be applied, technologies that can lead to the creation of new companies, workers who are skilled and knowledgeable, and an environment that attracts business and jobs to Kentucky.

As we begin this initiative, the Council will appoint an advisory committee of leading industry and labor representatives to monitor the ways in which the Regional University Excellence Trust Fund Endowment is used by the universities, and to meet with university officials and trustees as may be helpful. The Council will ask this advisory committee for assistance in formulating its budget recommendations for 2000-2002.

The Council also will ask the advisory committee to consider other ways in which the universities' capacity for applied research and innovative technology development can be improved. This advice, too, will be helpful in formulating budget recommendations for 2000-2002 and the strategic change and improvement plan for Kentucky postsecondary education.

**POSTSECONDARY EDUCATION
EQUINE TRUST PROGRAM**

ACTION
Agenda Item F-8
September 14, 1998

Recommendation:

That the Council approve the attached guidelines for the Postsecondary Education Equine Trust Program; and

That the Council President be authorized to make awards as established by the Guidelines.

Rationale:

- The guidelines provide the basis for the expenditure of the funds accumulated in the Postsecondary Education Equine Trust and Revolving Fund. The fund is established by KRS 138.510(6) as a set-aside of the pari-mutuel tax for the purpose of supporting construction and equipment costs of university equine programs.
- The current guidelines need to be revised and updated. (The most significant change is the addition of a sentence to allow for funds not applied for to lapse back to the Revolving Fund at the end of a fiscal year. Wording was also added to make clear that funds may be used to support technology purchases.)
- These guidelines have been reviewed and approved by the members of the Postsecondary Education Equine Trust Advisory Committee, which is composed of representatives of all participating institutions.

Background:

KRS 138.510(6) establishes the Postsecondary Education Equine Trust and Revolving Fund from the proceeds of Kentucky's pari-mutuel tax. The fund is to be used to support capital and equipment expenditures by the state universities' equine programs. (MoSU, MuSU, UK, UofL, and WKU operate equine programs.)

The Council is designated as the administrative agent for the funds and has established an advisory committee as required by law to make recommendations as to the expenditure of funds. The committee is composed of representatives of the eligible institutions.

All eligible institutions will receive a base allocation of \$40,000 in each fiscal year, providing that they submit and receive Council approval for a plan for the expenditure of those funds. Any balance remaining in the fund after payment of base allocations will be used to support a major construction project at one of the institutions. These funds may be accumulated over several

fiscal years, if necessary, to fully fund a construction project. (Any construction project with a scope greater than or equal to \$400,000 must be approved by the General Assembly and listed in the appropriations bill.)

Staff Preparation by Debbie McGuffey

POSTSECONDARY EDUCATION EQUINE TRUST PROGRAM GUIDELINES

Introduction

KRS 138.510(6) establishes the Postsecondary Education Equine Trust and Revolving Fund from the proceeds of the Kentucky pari-mutuel tax. Specifically, it provides that:

One-tenth of one percent (0.1%) of the total amount wagered in Kentucky shall be deducted from the pari-mutuel tax ... and deposited to a trust and revolving fund to be used for the construction, expansion, or renovation of facilities or the purchase of equipment for equine programs at state universities. These funds shall not be used for salaries or for operating funds for teaching, research, or administration. Funds allocated under this subsection shall not replace other funds for capital purposes or operation of equine programs at state universities.

The Council on Postsecondary Education is designated as the administrative agent for the funds and is required to “establish an advisory committee of interested parties, including all universities with established equine programs, to evaluate proposals and make recommendations for the awarding of funds.” A separate revenue account has been established for this purpose.

Eligibility for Participation

Morehead State University, Murray State University, the University of Kentucky, the University of Louisville, and Western Kentucky University operate equine programs and are eligible to participate in the Postsecondary Education Equine Trust and Revolving Fund.

Criteria for the Award of Funds

Projects funded shall:

- Significantly improve academic facilities;
- Recognize the needs of all institutions; and
- Support only capital construction, equipment, or technology purchases that relate directly to university equine resources. NOTE: Funds may not be used for salary or operating purposes or replace other university funds.

Application Process

The yearly allocation of the Postsecondary Education Equine Trust and Revolving Fund will include a base funding amount, not to exceed 40 percent of the total funds available for allocation during the fiscal year, with a ceiling of \$200,000. The base amount will be allocated to each eligible institution. Institutions shall submit plans for the expenditure of the base funding allocations, including identification of each capital construction project, equipment, or technology item. Cost estimates of individual items along with a brief description of each item

and its use are also required. (Note: Allocations cannot exceed available revenue at any point in time. The Council reserves the right to adjust allocations should actual receipts fall short of the amounts approved.)

The balance of the funds in any given fiscal year, after the allocation of base funding, may be allotted based upon a competitive proposal process. Competitive proposals shall include the same kind of information required in the base funding plans as well as a more expansive narrative as to how approval of the project will enhance the respective equine program. Budget information should include the total scope of the project by source of funds, proposed expenditures by category, and a timeline for project completion.

Funds may be accumulated by the institutions over several fiscal years to fund fully a capital construction project, equipment, or technology item. Base funding plans and competitive proposals must include the total cost of the individual project including previous accumulated funds and the current year amount.

Approval of allocations from the Postsecondary Education Equine Trust and Revolving Fund rests with the Council on Postsecondary Education. The Postsecondary Education Equine Trust Advisory Committee will be given the opportunity to review all university competitive proposals and to provide input as to systemwide program priorities. The Council retains the prerogative to seek additional outside advice as necessary.

The Kentucky Revised Statutes require that capital construction projects, with a scope greater than or equal to \$400,000, and movable equipment, with a scope greater than or equal to \$100,000, be approved by the General Assembly and listed in the appropriations bill. Projects to be funded from the Postsecondary Education Equine Trust and Revolving Fund must either be included in the appropriations bill or be less than the \$400,000 and \$100,000 thresholds, respectively.

Reporting Guidelines

Proposals for base funding must be received by the Council no later than the end of the fiscal year in which it is available. For example, base funding available in fiscal year 1998-99 must be requested by June 30, 1999. Any base funding not requested by the end of the fiscal year shall be added to the funds available in the competitive proposal process.

All projects and purchases supported by base funding must be completed within 18 months of their approval. (Extensions may be granted by permission of the President of the Council.)

Funds for approved capital construction projects, equipment, or technology purchases will be allocated to university-designated restricted fund accounts. Funds may be accumulated over more than one fiscal year provided that these funds are designated for an approved capital construction project, equipment, or technology purchase.

Annual reports certifying the expenditure and use of funds, both base allocation and competitive projects, must be filed with the Council by August 1 of each fiscal year.

**Governor's Conference on Postsecondary Education Trusteeship
September 28, 1998**

***Remarks by Gordon K. Davies
President, Council on Postsecondary Education***

During the past three months I have visited 32 of the Commonwealth's 36 state-supported colleges and universities, and half of the 20 independent institutions. I have met with faculty and staff on many campuses, and with community leaders, public school educators, and elected representatives as well. While my knowledge of Kentucky is by no means deep, it is at least a mile wide.

This morning, as this important conference draws to a close, I am privileged to share with you some first impressions and then to suggest several activities in which I think we all need to be engaged during the next 8 to 10 months. As you will see, these activities presuppose different kinds of behavior within the system of postsecondary education and are intended to stimulate even more changes in behavior. I think this is essential. We shall not build distinctive colleges and universities or a distinctive system by behaving as we always have. Indeed, if we will not change our behavior, we will not be able to do several of the things I am suggesting.

First, my general impression after three months in Kentucky is very positive. There is an enormous amount of enthusiasm and energy in the institutions and communities of Kentucky. Here, as elsewhere in the country, I never visit a campus without finding exciting and creative activity among faculty and staff.

The staffs and faculty of the technical and community colleges, especially, seem anxious to cooperate in ways that will improve the programs they offer, give students more options, and make it easier for them to progress through a series of institutions toward ever-higher academic goals. People in many of these institutions seem to be waiting only for central bureaucracies to get out of their way so that they can do what needs to be done. They are talking and their relationships are very good. In some localities, they have been cooperating for years.

I found a deeply rooted belief that advanced education is the way our children and grandchildren will achieve better lives. Even without knowing exactly how or why this will happen, people believe that education beyond high school – advanced education – is our last best hope. This belief is a tremendous asset. But it also imposes an enormous responsibility upon us.

In the same localities and institutions where I found enthusiasm, energy, and creativity, I also found some disturbing signs. Chief among these are a tendency

toward turf protection and a fixation upon acquiring and owning physical assets rather than upon providing services. I now have listened to more than one discussion of whether some Kentucky city or county "belongs" to this or that university. And I have heard other discussions about who would "own" some off-campus building or another.

Who owns a building is a trivial matter. What is important is how well people are being served. Some institutions seem too anxious to protect territory while others seem inclined to offer programs at remote sites that unnecessarily duplicate those of other institutions. Both behaviors waste state money.

I also found need for greater civility within our system of colleges and universities. Sometimes we behave like a bunch of hungry children at a table. We are more intent upon stealing food off one another's plates than upon working together in order to ensure that there is enough to nourish everyone.

Governor Patton spoke last night of Kentucky's great progress during the past year and of the miles to go before we reach our goal. I shall not repeat him but add my congratulations on your collective achievements. Kentucky is on the move; there is no question of that.

But by themselves, our achievements to date are not enough to change and improve our system of advanced education. Between now and July 1999, I suggest that we must undertake several other activities.

First, we need to rationalize funding. As far as I can tell, neither the allocation of operating funds nor the appropriation of funds for capital outlay has any systematic, educational basis. As a result, funding inequities have developed across institutions and the current "base-plus-increment" approach to operating budgets only increases the inequities. In addition, the technical colleges now are part of the system and we have to seek equity in funding for them.

We also need space planning guidelines and space utilization standards. With them, the Council on Postsecondary Education could make much better recommendations to the Governor and General Assembly about the priority needs of Kentucky's colleges and universities. Without them, capital outlay decisions have little if any educational rationale. Buildings become "trophies" of success in a budget session.

Second, our relationship to the public schools should have a much higher priority than it does. The performance of children in grades K – 12 is not just someone else's problem. It is ours.

Our universities should be engaged in radical reform of teacher preparation programs. Ask about the proficiency of your institution's mathematics, science, and English teachers, as measured by national exams. Without exception, it is woeful. The

quality of Kentucky's teacher preparation programs is a good indicator of the quality of its universities.

You can help to change student behavior in middle and high schools by establishing more rigorous admissions standards at your universities. We should emphasize the need for quantitative experience in mathematics and the sciences as important for success in a technologically sophisticated society.

Our colleges and universities have strong intellectual resources and could provide leadership in setting public policy. Their strengths, and the Council's, should be directed toward public schooling and, indeed, toward the well being of children of all ages.

Third, we need to streamline the oversight of Kentucky's colleges and universities. This will require the Council to change the way it does its work and possibly to request changes in the responsibilities assigned to it by statute. We want, for instance, to deregulate the program approval process to let institutions make most of the decisions. But this will require you, as trustees and regents, to exercise more responsibility in deciding what institutions do. You will have to discharge responsibility for educating the people of Kentucky, not just for the interests of one institution.

Colleges and universities will not become distinctive by regulation or top-down control. Experience in the private sector seems to confirm that organizations that spread decision-making responsibility through all levels of management get more creative and entrepreneurial behavior as a result. The Council on Postsecondary Education should invest in good ideas, challenge institutions to do better, mediate the conflicts that are inevitable when choices have to be made among good ideas, and develop performance standards that have funding and other resource consequences.

A more market-driven approach requires that all of us ensure that educational opportunities are available to everyone. Markets are not kind to the poor or needy. It also requires us to recognize that there will be winners and losers in the competition among good ideas. We shall have to make policy decisions about the extent to which relatively less efficient providers of advanced education nonetheless serve a public purpose.

In streamlining oversight, I have suggested that the Council ask two questions about its activities:

1. Does this activity as currently performed add value to Kentucky postsecondary education?
2. Will this activity stimulate change and improvement within the system of postsecondary education?

You might ask these same questions about the activities of the institutions for which you are responsible. If the answer is "no," the activity should be stopped or made a low priority.

Fourth, we should set fair but rigorous performance objectives for colleges and universities. The allocation of funds and other resources should be linked to institutional performance.

Many states already are doing this and most are doing it poorly. I know that Kentucky has had its own unsatisfactory experiences with performance funding. But results must have consequences, or results will not matter. Our objectives need to be few and simple, and their relationship to funds and other resources needs to be reasonable and understandable.

In the short term, for example, university funding should be tied to retention and graduation rates as well as to enrollment. Ask about your institution's retention and graduation rates. Without exception, they are woeful.

Community and technical college funding should be tied to successful job placement or transfer as well as to enrollment.

In evaluating requests for capital outlay funding, as another example, priority should be given to requests from institutions that now use their space most intensively.

There are long-term standards as well. We have undertaken this reform effort in order to improve the lives of Kentuckians – better jobs, higher per capita incomes, healthier children, better schools, and stronger communities. The Council should develop ways in which we can assess whether advanced education really does help to achieve goals like these. I believe, of course, that it does. But the motives behind this reform compel us to prove it.

Finally, the Council should develop a "Consumers' Report" about Kentucky's colleges and universities for students, parents, business leaders, and others. It probably should be interactive, and it should include detailed information about what kinds of students go to our various institutions, how they are taught and by whom, what percentage of them finish their programs of study, and so on.

Ladies and gentlemen, these are a few of the things I think we need to do together. I suggest a streamline, entrepreneurial, more market-responsive approach to managing a system of postsecondary education and its colleges and universities. This approach won't work unless the colleges and universities themselves and the advocates for both institutional and local interests behave civilly and with restraint toward one another. It won't work unless you, as regents and trustees, discharge your

responsibilities with the big picture in mind, knowing that what finally matters is not acquiring resources and power but bettering the lives of everyone in Kentucky.

I propose that we break from bureaucracy because bureaucracy does not give us the capacity to respond quickly and creatively to unanticipated changes. But bureaucracy can ensure orderly processes and equitable distribution of resources, even at the cost of flexibility and creativity. If we cannot behave well toward one another, it may be impossible to relax the bureaucratic approach to postsecondary education. If we have to strengthen a bureaucratic approach, Kentucky postsecondary education probably won't get any better but we can make it more orderly.

Let's be honest about where we are and the kind of system we have. By almost every measure, Kentucky postsecondary education is at best mediocre. At best, we are in the middle of the pack.

But "mediocre" has a general meaning in higher education. Almost always, mediocre institutions are those in which excellent resources, especially people, are not used to maximum effect. The result is that the energy is dissipated, if not wasted entirely.

I am criticizing past behavior, to some extent. But more important, I am suggesting that the world has changed and is changing faster than colleges and universities everywhere. We are not alone among states, but our competitive advantage will come from recognizing and acting vigorously to create the kinds of institutions our children and grandchildren will need 20 years from now.

As telegraph wires were being strung across the west, the pony express reacted vigorously. It hired better riders and bought faster horses. But to no avail.

We are not going to create distinguished universities, community and technical colleges by doing what we always have done but just a little better.

We have an unusual, even a remarkable, opportunity to help define what institutions of advanced learning should look like in the early years of the next century. Then we have an opportunity to make Kentucky's colleges and universities leaders among them. We have many of the resources we need if we organize ourselves to make maximum use of them.

Our effort will mean nothing unless we remember why we are doing what we are doing. Let me remind you of a story told by a thinker who helped to create the intellectual traditions of western civilization. In the Republic, Plato asks us to imagine a cave in which all of humanity sits, our heads fixed toward the wall at the end of the cave and our arms and legs manacled. All we see are the shadows of objects carried

back and forth behind us in front of a large fire. These shadows are, to us, the real world.

Suppose that several of us are freed from our shackles and led up toward the mouth of the cave. What would be our reaction? We would feel pain, of course, because direct sunlight would hurt our eyes. We would feel great fear, because we can no longer see those things, those shadows, which we have taken to be real. We would be reluctant to go.

But, on reaching the mouth of the cave and looking out, we would see the sun and the moon, rivers, fields and mountains, and we would know that we had been freed to see the real world, to see the truth.

Then what, Plato asks, is our responsibility? We must, he says, go back into the cave and tell others what we have seen. They will not want to hear our message because it conflicts with the reality they know. They are apt to reject us, and even to turn against us. The Greeks killed Socrates.

But we are nonetheless called because we are privileged to have been freed from the shackles of ignorance and taken to the mouth of the cave. We are called not to rest until everyone has been freed.

Will we succeed? Not entirely. There always will be some who will not leave the comfort and security of their chains. There always will be some who will be careless of the next generation after receiving the privilege for themselves. But a great moralist once put it this way: "Perhaps we cannot make this a world in which children do not suffer. But we can lessen the number of suffering children. And if you and I do not do this, who will?"

This is a very serious business, the business in which you and I are engaged. We don't have time for petty, Mickey Mouse maneuverings against one another. We don't have assets – people, money, buildings, and equipment – to squander in foolish rivalries between cities and regions. We have a sacred trust that transcends infinitely the games and feuds that have left us mired in mediocrity.

This is not a job we have. It is a work. We are engaged in a profoundly ethical undertaking. If all of us here today and the faculty and staffs of our colleges and universities do not go back into the cave to free others from their shackles of ignorance, who will?

That's our calling. I hope you will join with me in rising to it. Thank you very much.