AGENDA
Council on Postsecondary Education

November 9, 1998

<u>upon adjournment of committee meetings, Council Conference Room, Frankfort, KY</u>

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1998-99 BUDGET
COMMONWEALTH VIRTUAL UNIVERSITY (CVU)
AND COMMONWEALTH VIRTUAL LIBRARY (CVL)

ACTION
Agenda Item C-1
November 9, 1998

Recommendation:

- That the Council approve the 1998-99 CVU/CVL budget as presented in Table 1.

- That the Council proceed with the planned CVU/CVL bond issue to be supported by debt service beginning in 1999-2000.

Rationale:

- The recommendations were approved by the Distance Learning Advisory Committee (DLAC) at its meeting on October 22, 1998.

- This budget will be funded primarily by state general funds appropriated to the Council in the Technology Initiative Trust Fund.

- This budget establishes a number of expenditure categories reflecting the major areas of emphasis in the continuing development of the CVU and CVL. These expenditure categories are described in the Background section of this agenda item.

- The 1998-2000 appropriations bill authorizes the Council to identify technology projects to be funded by a State Property and Buildings Commission bond issue. The Council should proceed now with the CVU/CVL bond issue to ensure that technology infrastructure statewide and at the campuses is in place to accommodate CVU and CVL services.

- The staff will continue refining the budget plan for 1999-2000 but will not make a formal recommendation for action by DLAC or the Council until the Chief Executive Officer of the CVU is on board.

Tables:

- Table 1 is a summary of the recommended 1998-99 CVU/CVL budget. Table 1 also includes for context a preliminary 1999-2000 CVU/CVL budget plan.

- Table 2 provides additional detail of expenditure items included in Table 1.

- Table 3 is a summary of technology capital projects in the planned CVU/CVL bond issue.

Background:

House Bill 1 directs the Council to establish policies to control and promote the use of distance learning systems to be used by the CVU to increase the availability of postsecondary education programs throughout the state in the most efficient manner. It also directs the Council to determine the allocation of tuition, course offerings, source of courses, technology to be used, and other matters relating to the use of distance learning to promote education through the CVU. For several months various individuals and groups have been working on different areas of the CVU project to address these HB 1 directives. Their work contributed to the development of this recommended budget for 1998-99.

First, Dr. George Connick presented a report to DLAC June 17, 1998. That report contained a budget proposal for CVU operations including staff, operating expenses, and contracts for necessary consultants. Also Dr. Connick has developed a proposal for initial faculty development efforts for the CVU.

Second, the Commonwealth Virtual Library (CVL) Steering Committee, created by DLAC, is composed of librarians from the public universities and KCTCS as well as representatives from the private institutions, the Kentucky Department of Education (KDE), and the public library system. The CVL Steering Committee, chaired by Jim Nelson (State Librarian and Commissioner of the Kentucky Department for Libraries and Archives) and staffed by Miko Pattie, prepared a budget proposal to support the CVL. The work of this group was partially supported by a grant from the Council based on a recommendation from DLAC.

Third, the Technology Infrastructure Work Group is composed of chief information officers from the public universities, KCTCS, and the Commonwealth of Kentucky as well as representatives from the KDE, the Kentucky Department of Information Services (DIS), and the Kentucky Educational Television (KET) Network. This work group, chaired by Ron Moore (Vice President for Information Technology at the University of Louisville), prepared a budget proposal detailing technology improvements to accommodate the type and amount of electronic "traffic" that will travel the Kentucky Information Highway (KIH) and the KET satellite network when the CVU and CVL are operational.

The DLAC discussed this material at its September 14 meeting and approved the 1998-99 budget at its October 22 meeting. This budget will be implemented following approval by the Council.

Major budget items are described below. These descriptions include anticipated outcomes of each expenditure category.

Sources of Funds

HB 321, the 1998-2000 Executive Branch appropriations bill, includes funds in the Council's Technology Initiative Trust Fund to support the CVU and CVL. That trust fund includes up to $8,000,000 in 1998-99 and up to $9,605,000 in 1999-2000. The second year appropriation includes up to $5,548,000 in debt service for a bond issue of up to $30,000,000 for technology projects necessary for the implementation of the CVU and CVL.

The CVL Steering Committee identified $631,200 annually from KDLA and the institutions to support planned CVL activities. Most of these funds are currently being expended for a database access program (FirstSearch) which will be replaced by the CVL.

The budget plan for 1999-2000 anticipates that some recurring support for the CVU will be generated by revenue from courses and programs offered through the CVU. This revenue should increase over time as more programs and courses are offered through the CVU.

Expenditures

1. **CVU Central Operations:** Dr. Connick developed a proposal on the central operations necessary to fully implement the CVU. The budget for central operations will provide for compensation for staff, operating expenses, capital outlay for office equipment, and funds for consultants' contracts (primarily in 1998-99). CVU plans to enter into an outsourcing arrangement with the KCTCS for central server maintenance, student and provider database development and administration, and financial and human resource management systems to support the CVU. These databases and information systems developed to support the CVU will be designed to transfer data electronically to Kentucky's public postsecondary providers regardless of the vendor software used by the institutions.

   Anticipated outcomes from this expenditure category include:

   - A budget that is consistent with and based on the *Policy Statement Guiding Development of the CVU* approved by the Council at its July 13, 1998, meeting;
   - An organizational structure and staff for managing CVU operations;
   - An online catalog and scheduling system for CVU programs and course offerings;
   - An online bookstore;
   - A one-stop call center for CVU students;
   - A campaign to market distance-learning access to postsecondary education through the CVU;
   - A means to conduct needs assessment and evaluation of programs, courses, and other CVU services; and
   - Implementation of the CVU administrative software.

2. **Technology Infrastructure:** Digital technology is revolutionizing the ways services are delivered by all educational and governmental institutions. Significant investments in technology infrastructure are necessary to support delivery of postsecondary education through the CVU and CVL. Networking as proposed by the Technology Infrastructure Work Group will provide necessary communication links for CVU and CVL services through an upgraded Kentucky Information Highway (KIH).

   For this network to be successful, it must make services universally available to students throughout the Commonwealth. Also, all public postsecondary education institutions must participate. Equity of access will be achieved when all postsecondary education institutions have a basic level of connectivity to services, including the Internet, the World Wide Web, and centralized databases and library services.

   Anticipated outcomes of the proposed technology infrastructure budget include:

   - An efficiently designed KIH with expanded capability to fully support anticipated CVU and CVL activities;

- Equitable access for students in all areas of the Commonwealth by connecting each public postsecondary education campus to the upgraded KIH and supporting KIH network and Internet services by all public postsecondary education institutions;
- Centralized management of the CVU and CVL network outsourced to DIS;
- Management and support of the CVU server outsourced to the KCTCS;
- Management and support of the CVL gateway server for databases outsourced to UK;
- Expanded capability to deliver satellite courses through the CVU; and
- Shared financial responsibility by the CVU and the institutions for necessary campus infrastructure improvements (including campus network upgrades, satellite uplinks, and video facilities) so that students at all institutions may more fully use CVU and CVL services.

Additionally, $5.2 million in capital expenditures will be necessary for various hardware and software purchases to upgrade the KIH and establish the CVU/CVL network (see Table 3). Also, the Technology Infrastructure Work Group proposed that up to $15.0 million in campus infrastructure improvements be jointly funded by the CVU and the institutions. The Work Group proposed that these campus improvements be funded on a $1 for $1 matching basis with up to $7.5 million in capital expenditures from the CVU budget to be matched by institutional funds for specified CVU-related campus improvements, including campus network upgrades, satellite uplinks, and video facilities.

Institutions would be given the flexibility to target areas of need based on guidelines that will define appropriate uses for funding. The guidelines would require that priority be given to projects bringing institutions' campus networks up to standards necessary to support the CVU and CVL. Beyond that, institutions could use these funds for satellite uplinks and video facilities. An application process with recommended standards and evaluation criteria will be developed. The Technology Infrastructure Work Group will assist in the development of these standards and criteria. These standards will address the HB 1 directive for the development of a technology plan as a component of the statewide strategic agenda.

These capital expenditures (up to $12.7 million) will be supported by the authorized bond issue.

3. **CVL Services:** The CVL will be designed to ensure that CVU students, other students, and potentially all Kentuckians will have equitable access to quality library and information resources. CVL services and desired outcomes described below assume the existence of the technology infrastructure described above. This portion of the budget includes central CVL staff. When the CVU and CVL are implemented it is reasonable to locate the CVU and CVL staff together and for the Chief Executive Officer of the CVU to be responsible for the CVL as well.

Anticipated outcomes of the CVL include:

- Electronic access for CVU students, other students, and potentially all Kentuckians to indexes, abstracts, full text for a core set of academic journals, and reference databases;
- Access (and timely delivery) for CVU students to hardcopy library materials (e.g., books, journal articles, microfilm, and videos) through libraries most convenient to the students;
- Access to training programs to improve information-seeking skills of CVU students, other students, and other Kentuckians;
- Access through one seamless common electronic gateway to information resources and services;
- Implementation of a common library management system;

- Electronic access for CVU students, other students, and potentially all Kentuckians to Kentucky-oriented resources (e.g., the Kentuckiana Collections and Kentucky State Government publications); and
- Access to toll free technology and library services help lines.

Acquisition of electronic databases through the CVU/CVL budget will free up some institutional funds currently being expended for these databases. The institutions should be expected to enter into consortial arrangements to use these institutional funds to acquire additional electronic databases.

Additionally, approximately $3.5 million in capital expenditures will be necessary for various hardware and software purchases to implement the CVL. Similar to the one-time technology infrastructure expenditures described above, these CVL capital expenditures will be supported by the authorized bond issue. These one-time expenditures are detailed in Table 3.

The largest CVL capital expenditure will be acquisition of the library management system, Endeavor/Voyager. The CVU/CVL budget will pay for the acquisition and implementation of software, conversion of materials, and associated training for each institution. Software will be installed on two central servers (one located at UK and one at UofL). The CVU/CVL budget will provide $100,000 annually to support each server site. The institutions have agreed to convert to the Endeavor/Voyager library management system at one of the server sites by June 2000. Software upgrades will be implemented on both servers to ensure that the system remains current and uniform.

4. **CVU Faculty Development and Courseware:** This category includes the ongoing costs for faculty development and related technology support, including courseware, server maintenance, and technical consulting. The Council staff plans to work closely with institutional staffs in developing a statewide consortial arrangement with a vendor to provide its software and related training at the lowest possible cost.

Anticipated outcomes from this portion of the budget include:

- Pilot projects funded in 1998-99 (nonrecurring);
- Common course management software for web-based courses;
- Faculty release time for course development and redesign by funding part-time replacement faculty;
- Multi-campus collaboration on courses and programs;
- An annual professional development conference for faculty and staff; and
- Ongoing instruction and training for faculty and staff on all aspects of technology and pedagogy focused on distance learning.

Staff preparation by Ken Walker

Table 1
Recommended 1998-99 CVU/CVL Budget
Preliminary 1999-2000 Budget Plan

	1998-99	1999-2000	1999-2000 As % of Total
Sources of Funds			
Technology Initiative Trust Fund	$8,000,000	$9,605,000	92.0%
CVL (KDLA and institutions)	368,100	631,200	6.0%
CVU-Generated Revenue	-	200,000	1.9%
Total	**$8,368,100**	**$10,436,200**	**100.0%**
Previous Year Fund Balance	-	1,567,300	
Total Funds Available For Exp	**$8,368,100**	**$12,003,500**	
Expenditures			
CVU Central Operations	1,247,500	1,667,000	14.0%
Technology Infrastructure	1,506,000	2,248,000	18.8%
CVL Services	876,500	2,520,000	21.1%
CVU Faculty Dev and Courseware	1,000,000	1,000,000	8.4%
Debt Service on CVU/CVL Bond Issue	-	3,001,000	25.1%
Subtotal Recurring Expenditures	**4,630,000**	**10,436,000**	**87.4%**
Start-up Costs (One-time)			
CVU Central Operations	1,685,500	-	
CVL Services	85,300	300,000	2.5%
Other	200,000	600,000	5.0%
Contingencies	200,000	600,000	5.0%
Subtotal Nonrecurring Exp	**2,170,800**	**1,500,000**	**12.6%**
Total Budgeted Expenditures	**$6,800,800**	**$11,936,000**	**100.0%**
Planned Fund Balance	**$1,567,300**	**$67,500**	

Table 2
CVU/CVL Budget - Expenditure Detail
1998-99 and 1999-2000

	1998-99	1999-2000	1999-2000 As % of Total
CVU Central Operations			
Personnel	$548,500	$1,097,000	
Operating	315,000	470,000	
Capital	284,000	-	
Consulting	100,000	100,000	
Subtotal	1,247,500	1,667,000	14.0%
Technology Infrastructure			
KIH Line Charges	904,000	1,348,000	
KIH Network Management	100,000	150,000	
Internet Access	100,000	150,000	
CVU/CVL Server Management	134,000	200,000	
KET Satellite Upgrade	268,000	400,000	
Subtotal	1,506,000	2,248,000	18.8%
CVL Services			
Databases	325,000	1,300,000	
Server Support for Endeavor	-	200,000	
CVL Staff	166,000	332,000	
Hardware/Software Maintenance	40,000	129,600	
Document Delivery	196,800	280,000	
Information Literacy	125,000	250,000	
Kentucky Oriented Resources	23,700	28,400	
Subtotal	876,500	2,520,000	21.1%
CVU Faculty Dev and Courseware	1,000,000	1,000,000	8.4%
Debt Service	-	3,001,000	25.1%
Subtotal Recurring Expenditures	4,630,000	10,436,000	87.4%
Start-up Costs (One-time)			
CVU Central Operations	1,685,500	-	
CVL - Digitizing KY Resources	85,300	300,000	2.5%
Other	200,000	600,000	5.0%
Contingencies	200,000	600,000	5.0%
Subtotal Nonrecurring Expenditures	2,170,800	1,500,000	12.6%
Total Budgeted Expenditures	$6,800,800	$11,936,000	100.0%

Table 3
1998-2000 CVU/CVL Bond Issue

	Project Scope	Estimated 1999-2000 Debt Service
Technology Infrastructure		
KIH Architecture Modifications	$1,000,000	
Infrastructure Equipment	3,400,000	
Network Switching / Scheduling Software	250,000	
Central Servers	500,000	
KET Satellite Upgrade	50,000	
Campus Infrastructure Improvements*	7,500,000	
Subtotal	12,700,000	2,349,500
CVL Services		
Endeavor Library Management System	2,000,000	
Library Workstations	800,000	
Gateway and Search Software	200,000	
Document Delivery Software	220,000	
KY-Oriented Resources	300,000	
Subtotal	3,520,000	651,200
TOTAL	**16,220,000**	**3,000,700**

* CVU budget portion of campus infrastructure improvements (campus network upgrades, satellite uplinks, and video facilities). Institutions would match these funds on a $1 for $1 basis.

Another option available to accommodate the institutions' matches on campus infrastructure improvements is to issue bonds for these required matches with institutions paying that portion of debt service.

Recommendation:

- That the Council approve the nine CVU pilot projects recommended by the Distance Learning Advisory Committee as described in Attachment A.

- That final approval by the Council be contingent upon satisfactory negotiations between Council staff and the pilot project leaders regarding grant award levels and accountability measures.

Rationale:

- At its meeting October 22, 1998, the DLAC approved the recommendation of the CVU Academic Council that the Council on Postsecondary Education approve funding for nine CVU pilot projects. The recommended projects are consistent with the *Commonwealth Virtual University Pilot Project Criteria and Guidelines* approved by the DLAC on July 13, 1998.

- The CVU Academic Council reviewed the eligible proposals and selected those that are most clearly consistent with the *Guidelines,* that are most likely to yield tangible results that benefit Kentucky citizens and employers, and that will be most useful in addressing some of the systemic issues facing the CVU during this start-up phase.

- The recommended programs meet clearly identified needs in the Commonwealth and are consistent with the missions of the institutions offering the programs.

- All of the programs are on the current program inventory of the offering institutions for delivery by traditional means.

- All of the programs are collaborative projects involving at least two and, in most cases, multiple providers.

- Each of the nine programs leads to an academic credential—ranging from a nine-hour certification to a complete master's degree.

Background:

In July, the DLAC adopted the *Commonwealth Virtual University Pilot Project Criteria and Guidelines.* According to these guidelines, the purpose of the grant program is to encourage

faculty in Kentucky's postsecondary institutions to offer academic programs and workforce and community development training electronically through distance learning technology. The program offers financial incentives to faculty to create new or transform existing programs so that they can be offered through the CVU. The pilots also will provide opportunities to examine systemic policy and statewide service delivery issues over the course of the 1998-99 academic year as the CVU gears up for operation beginning in fall 1999.

The grant program also is designed to produce the following outcomes:

- Electronically delivered programs that satisfy an identified unmet state need or enable institutions to meet existing needs more efficiently.

- A program array that includes workforce training programs, certificate and diploma programs (including professional development), and degree programs at all levels below the doctorate, with at least one of the programs in the array featuring competency-based credentialing.

- Collaborative ventures among faculty and staff from different institutions that may result in joint, cooperative, articulated, or completion programs.

- Dissemination of knowledge gained as a result of implementing the pilot in a way that is useful 1) to other faculty and staff teams undertaking similar program efforts as the CVU becomes fully operational, and 2) to CVU staff and advisory councils as systemwide policies and service functions are established.

These pilot programs represent only a first step in providing the best and most useful instruction available anywhere in the world to Kentuckians—any time and any place. The CVU Academic Council will now go about the important work of determining the areas of greatest need in the state and then recommend the best distance learning programs to meet those needs.

CVU Pilot Projects

Overview

The nine CVU pilot projects being recommended for funding together will achieve the goals outlined in the request for proposals issued on behalf of the CVU in August 1998. They will enable the CVU to begin operation in fall 1999 with an array of course and program offerings. They will increase access to postsecondary education opportunities and address critical statewide needs. And they will provide valuable insights that will have broad applications for the operation of the CVU.

Chief among the project outcomes are these:

- Students will be able to access CVU courses through all currently available distance learning modes: web, compressed video, interactive video, and televised courses. Five of the projects will deliver all of their CVU courses over the internet. Four of the projects will deliver their CVU courses using both the web and a combination of compressed video, televised courses, and videotaped courses.

- Students will be able to complete a certificate program or associate, baccalaureate, or master's degree entirely through the CVU. At least four certificate programs, one associate degree, one bachelor's degree, and three master's degree programs will be available as a result of these nine pilot projects.

- Students will be able to enroll in CVU courses that represent several academic disciplines and workforce development areas: health-related fields (3), information technology/office systems (2), fire safety (1), liberal arts (1), library science (1), and teacher education (1).

- Critical statewide needs will be addressed as a result of these projects, for example, increases in the number of certified firefighters, registered nurses prepared at the baccalaureate level, and master's level speech pathologists and special education teachers for Kentucky's public schools.

- Collectively, these nine projects will involve collaboration among all of Kentucky's community and technical colleges, seven public universities, five independent colleges and universities, the Kentucky Department for Libraries and Archives, Kentucky Educational Television, the Kentucky Board of Nursing, and members of other statewide nursing organizations.

- These projects will produce valuable information related to systemic CVU issues, for example, student transfer, statewide courses, assessing life experiences, and faculty training.

Project Summaries

Firefighter Certification and Continuing Education

This project, involving faculty from Elizabethtown Community College, Elizabethtown Technical College, Western Kentucky University, and Eastern Kentucky University, will increase access to certificate and associate degree programs for volunteer and paid firefighters throughout Kentucky. Five existing Firefighter I courses will be adapted for web-based delivery. Through the CVU, Kentucky's firefighters will be able to complete the 20 hours of coursework necessary to become or remain certified on an anytime, anywhere basis. In addition, this project will enable Kentucky's firefighters to earn credits toward an associate or baccalaureate degree.

Network and Information System Technology Certification Preparation

This collaborative project involves Jefferson Community College, Paducah Community College, Maysville Community College, Somerset Community College, Lexington Community College, Elizabethtown Technical College, Murray State University, and Morehead State University. Faculty from these institutions will develop and deliver three Network and Information Technology courses via the internet and CD ROM. These three courses, which form the Microsoft Windows NT Component of an associate degree program in Network and Information Systems, will prepare students to take industry-designed and recognized certification examinations, e.g., Windows NT. This kind of vendor-specific training is needed to qualify for most entry level positions in this rapidly growing field. In addition, the three courses taken to complete this certificate program will be fully transferable to an associate degree program. This project will result in increased access to retraining and training opportunities for Kentucky's citizens.

Going the Distance: The Next Frontier

The *Going the Distance Project* currently enables students to complete 75 percent of an associate of arts degree through telecourses broadcast by KET. This CVU project, collaboratively proposed by the KCTCS, Lexington Community College, and KET will enable CVU students to complete 100 percent of the associate of arts degree. The two courses currently unavailable to students through KET will be developed for delivery via the web. In addition, current KET courses will be adapted to include internet/web components. This project also will establish a process for assessing competencies gained through life experience for credit applied to degree requirements. This process could have broad applications to other CVU offerings.

Office Systems Certificate Program

Students throughout Kentucky will be able to complete this entire certificate program over the web. Owensboro Community College and Owensboro Technical College will develop a completely on-line certificate program geared to the multiple technology-based systems found in contemporary businesses, agencies, and institutions. The pilot project will produce the first five courses of the eleven-course curriculum. The proposing colleges have committed to produce the remaining courses by December 1999. The certificate program responds to the expressed workforce need for employees with office

and computer skills. All courses in the certificate program may be applied to an AAS in Office Systems degree program offered by the two colleges.

Collaborative Program in Rehabilitation Counseling
This proposal will result in a rehabilitation counseling degree jointly offered by the University of Kentucky and Western Kentucky University and entirely through distance learning technologies. Since the required coursework for the degree is currently offered via satellite and compressed video technologies, the requested pilot project funds will be used to develop a cross-disciplinary elective course, "Rehabilitation in Rural and Agrarian Communities," which will be targeted both to students in the master's program and employed rehabilitation personnel. The course will be transmitted via compressed video and the web. This project will provide a model for cross-institution development of CVU coursework and address the need to provide fieldwork and supervisory experiences for students enrolled in CVU programs.

Distance Learning Master's Degree in Speech-Language Pathology
This pilot project will result in a master's degree in speech-language pathology delivered entirely through distance learning technologies. Eastern Kentucky University, Murray State University, the University of Louisville, the University of Kentucky, and Western Kentucky University have developed the program collaboratively and will share coursework delivery responsibilities. A variety of technologies will be used to deliver the courses, for example, interactive television, the web, and videotaped instruction. A cohort of 20 students will be admitted initially. This project will provide a model for cohort instruction and for incorporating a quality clinical practicum into a degree program delivered through distance learning.

Kentucky Nursing Education Mobility Task Force Distance Education Consortium
This project is an outgrowth of a statewide effort to create a model for nursing education that uses articulation to connect five distinct nursing education programs. Using this new statewide model, project participants will develop three existing distance learning courses for asynchronous delivery to registered nurses seeking a Bachelor of Science in Nursing degree. As the statewide articulation model is completed, additional courses will be developed. Twelve public and independent colleges and universities will participate in the development of these courses, as will members of several statewide nursing organizations. Project participants will address systemic issues related to competency assessment, credit transfer on a statewide level, and the development of articulation models.

Virtual Library/Information Science Undergraduate Courses
This collaborative project, involving Lexington Community College, the Kentucky Department for Libraries and Archives, and KCTCS faculty, will produce undergraduate library science courses. These courses will be delivered over the web to public library employees seeking to meet certification requirements. Systemic issues related to online admissions and registration will also be examined.

Online Special Education Partnership
This project, proposed by the University of Louisville and the Association of Independent Kentucky Colleges and Universities initially, will partner four independent institutions (Bellarmine College, Brescia University, Cumberland College, and Georgetown College), the University of Louisville, and other public universities offering a special education degree and seeking to collaborate with this project team. This project will address the shortage of teachers certified to teach children with special needs in a way that maximizes access and efficiency. Eleven courses will be offered online. The project will result in online courses and professional development opportunities in special education for teachers seeking a master's degree or certification in this area.

1998-2000 POSTSECONDARY
WORKFORCE DEVELOPMENT TRUST
FUND CRITERIA AND GUIDELINES

ACTION
Agenda Item C-3
November 9, 1998

Recommendation:

- That the Council approve the 1998-2000 Postsecondary Workforce Development Trust Fund Criteria included as Attachment 1.

- That the Council authorize the staff to finalize the 1998-2000 Postsecondary Workforce Development Trust Fund Application Guidelines and initiate the request for proposal process. These criteria and guidelines will be used by the KCTCS to apply for the $6 million annual appropriation to the trust fund.

Rationale:

- The *Kentucky Postsecondary Education Improvement Act of 1997* (HB 1) created the Postsecondary Workforce Development Trust Fund to "provide financial assistance to further cooperative efforts among community colleges and technical institutions and for the acquisition of equipment and technology necessary to provide quality education programs."

- The proposed criteria demonstrate the KCTCS' commitment and contribution to the postsecondary education community.

- The proposed criteria are consistent with the principles outlined in *2020 Vision*, the Council's strategic agenda.

- The proposed criteria reflect many of the same expectations as for the research and comprehensive universities in their respective Incentive Trust Fund Criteria.

- The proposed criteria have expanded the original idea of collaboration between the community colleges and technical institutions to include other institutions, business, industry, labor, and communities.

- The proposed criteria incorporate the KCTCS Work Group recommendations with one clarification made by Council staff to broaden the range of sources of in-kind match. Council staff discussed the clarification with the KCTCS staff; they support the change.

Background:

In November 1997, the Council established criteria for the 1997-98 Postsecondary Workforce Development Trust Fund appropriation of $3 million that allowed the KCTCS to submit proposals for acquisition of instructional equipment. When the 1997-98 KCTCS funding

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proposal was approved at the May 1998 meeting, the Council indicated that the focus of the 1998-2000 appropriation to the Postsecondary Workforce Development Trust Fund would be on collaborative efforts between the branches of the KCTCS.

The KCTCS created an Academic and Workforce Program Collaboration Taskforce. The Taskforce recommended a refinement of the Postsecondary Workforce Development Trust Fund criteria to be used in the future biennium. A KCTCS Trust Fund Criteria Work Group was appointed in August 1998 to review the 1997-98 criteria and application guidelines, to consider the Collaboration Taskforce suggestions, and to advise the Council staff on the 1998-2000 trust fund criteria. The recommendations of the Work Group were reviewed by the Chancellors of the Technical College Branch and the Community College Branch and forwarded by Interim President Jeff Hockaday to the Council president for consideration.

The recommendations forwarded to the Council and incorporated by Council staff into the 1998-2000 Postsecondary Workforce Development Trust Fund criteria demonstrate a maturing system's ability to fully contribute to the postsecondary education environment. As with the research and comprehensive universities, the initiatives developed under the new criteria will require a 1:1 match, supplement rather than supplant current program funds, and contain assessment requirements to measure performance. The Postsecondary Workforce Development Trust Fund money should augment the KCTCS' ability to produce graduates that have achieved mastery in their field; are in high demand by business, industry, and labor; and have current knowledge and demonstrated competencies in their field. The 1998-2000 Postsecondary Workforce Development Trust Fund criteria reinforce collaborative efforts among the KCTCS institutions and with other postsecondary education institutions, business, labor, industry and communities. The clarification to expand the potential sources of in-kind match is intended to allow the KCTCS to reach beyond the traditional bounds of collaborative initiatives. It should help develop the cooperative and competitive strengths likely to be required by educational institutions of the 21st century.

Staff Preparation by Norma Northern

1998-2000 Postsecondary Workforce Development Trust Fund Criteria

I. Introduction

The Kentucky Postsecondary Education Improvement Act of 1997 (HB 1) gives the Council on Postsecondary Education (CPE) the responsibility to develop the criteria and process by which the Kentucky Community and Technical College System (KCTCS) may apply for funds appropriated to the Postsecondary Workforce Development Trust Fund. The Council recognizes that any criteria and processes it develops need to be designed to implement the spirit and intent of HB 1 and *2020 Vision*, the Council's strategic agenda.

The purpose of the Postsecondary Workforce Development Trust Fund is "to provide financial assistance to further cooperative efforts among community colleges and technical institutions and for the acquisition of equipment and technology necessary to provide quality education programs." The Council believes that one intended outcome of the Postsecondary Workforce Development Trust Fund is to result in citizens of the Commonwealth educationally and technologically prepared to fully contribute to the workforce of the 21st century. The expectation is that graduates of the KCTCS will have achieved mastery in a particular field of study such that they are in high demand by business, industry, and labor and have current knowledge and demonstrated competencies in their field.

The Council believes that it is critical for the KCTCS to involve its board of regents, faculty, and other constituents, as appropriate, in the proposal development process. Such a broad-based effort is particularly important if recurring funds are reallocated or innovative sources are used as match. Before making awards from the trust fund, the Council or its designees will conduct a pre-submission work session with the president of KCTCS and other representatives as appropriate.

II. Criteria

A. Program Criteria

1. To be eligible for funds from the Postsecondary Workforce Development Trust Fund, the proposal must:

   - Be consistent with *2020 Vision,* HB 1, the institutional mission, and the institutional strategic plan, all of which should be directed to address the needs of the Commonwealth.

   - Complement other workforce development initiatives in addressing the educational needs of the Commonwealth.

- Improve the quality of education and the educational experience at the institution or provide the technology and equipment necessary for quality educational programs.

- Have qualitative and quantitative measures of assessment of evaluation.

- Reflect cooperation and collaboration with other community colleges or technical colleges.

- Have support from all appropriate areas as demonstrated by the approval of the KCTCS Board of Regents and include a description of the proposal development process reflecting involvement of institutional faculty and staff.

2. While not required, preference may be given to proposals which:

- Embody the cooperative and competitive strengths likely to be required by educational institutions of the 21st century. These strengths may include innovative and integrated curriculum, innovative delivery, active learning, and lifelong learning.

- Enhance economic development, quality of life, or workforce development.

- Have a positive impact on the postsecondary education system and on the Commonwealth.

- Demonstrate the involvement or support of business, labor, or industry.

- Incorporate innovative strategies that optimize utilization of resources.

- Promote programs within and outside the KCTCS that enhance the transfer of credit.

- Advance the utilization of technology to improve access to quality educational programs.

- Promote collaboration among the two branches of the KCTCS, the Commonwealth Virtual University, other sectors of postsecondary education, or other constituencies.

B. Funding Criteria

1. To be eligible for funds from the Postsecondary Workforce Development Trust Fund, the proposal must:

- Provide a 1:1 match from either internal reallocation or external funds. Matching funds may be cash, in-kind, or a combination of funding sources. Matching funds must be associated with the program being funded.

- Have matching funds committed prior to the allocation of trust funds.

- Have a separately identifiable budget and reporting system.

- Supplement, rather than supplant, current program funds.

2. While not required, preference may be given to proposals which:

- Provide matching funds above the 1:1 ratio.

- Have the potential to become self-sustaining through non-trust funds.

C. Assessment Criteria

The proposal submitted must:

- Include performance indicators, benchmarks, and evaluation criteria, specifically including student outcomes.

- Indicate the ultimate outcome to be achieved as well as periodic (e.g., annual or biennial) intermediate standards.

- Include a "sunset provision" based on periodic assessment of the program.

REGIONAL POSTSECONDARY EDUCATION CENTERS

Recommendation:

- That the Council approve the plan developed by KCTCS and Eastern Kentucky University (EKU) for implementing the Southeast Regional Postsecondary Education Center at London, Corbin, and Somerset.

- That the Council approve the plans developed by KCTCS and Western Kentucky University (WKU) for implementing the South Regional Postsecondary Education Center at Glasgow and the Central Regional Postsecondary Education Center at Elizabethtown.

Rationale:

- The 1998-2000 appropriations bill includes funds for KCTCS and several of the comprehensive universities to construct new facilities (Regional Postsecondary Education Centers) in various locations around the state. These facilities are to be used by KCTCS and the participating comprehensive university. The facilities are to be equipped to support Commonwealth Virtual University activities.

- The presidents of KCTCS, EKU, and WKU led planning efforts for each of these centers. These planning efforts resulted in agreements signed by the presidents. Subsequently, these planning efforts produced a more detailed project plan for each center.

- The project plan for each center is consistent with the provisions of the 1998-2000 appropriations bill and substantially addresses the planning assumptions and guidelines for regional centers established by the Council at its July 1998 meeting.

- Council approval of these agreements and associated project plans will allow the institutions to proceed with these centers.

Background:

Following passage of the 1998-2000 appropriations bill, representatives of KCTCS, Eastern Kentucky University, Western Kentucky University, Morehead State University, and Murray State University initiated discussions concerning regional postsecondary education centers. The Council established planning assumptions and guidelines to be used by the institutions in planning these centers.

Since the July Council meeting, the presidents of KCTCS, EKU, and WKU have signed agreements and produced more detailed project plans for the Southeast (London, Corbin, and Somerset), South (Glasgow), and Central (Elizabethtown) regional postsecondary education centers. Copies of the signed agreements and letters transmitting the project plans are attached. Summaries of project plans follow.

Southeast Regional Postsecondary Education Center

The presidents of KCTCS and EKU headed a planning team composed of members of their staffs. This planning team conducted a needs assessment of the area surrounding the cities of London and Corbin. This assessment indicated that in the first half of this decade the population growth rate in this region was almost three times the growth rate for the state. Between 1990 and 2020, the population growth rate for the region is expected to be slightly larger than the growth rate for the state. The assessment included 1990 educational attainment data from the Bureau of the Census. These data show that for each county in this region the percentage of the adult population completing four or more years of college is less than the statewide average. The same is true for the percentage of the adult population that has graduated from high school.

The plan indicates that based on current employment opportunities academic programs needed at this time are primarily in the areas of Allied Health and Nursing, Business, Law Enforcement, and Education. Technical programs needed at this time are primarily in the areas of Industrial Maintenance Technology, Medical Technologies, and Construction Technologies. The plan indicates a need for an adult education and literacy program to increase the number of adults in the region who have high school diplomas.

The plan developed by KCTCS and EKU will result in the construction of a new facility in London and a new facility in Corbin. In addition to state funding EKU expects to receive private funds for the facility in Corbin. KCTCS and EKU will jointly use both facilities. EKU will move as much as reasonably possible of its program offerings from currently leased space into the new facility in Corbin. Other postsecondary education institutions may be invited to offer courses and programs that KCTCS or EKU do not offer. A significant feature of this plan is the inclusion of existing facilities at Somerset Community College into the definition of the Southeast Regional Center. This action provides an opportunity for the concept of "regional center" and cooperation between institutions to be viewed beyond simply the construction of one or two new facilities.

The plan indicates that the new facilities in London and Corbin will be designed and equipped to implement the Commonwealth Virtual University (CVU). The buildings will be completely wired for audio, video, and Internet access. Each building will have two CVU-dedicated classrooms equipped with satellite downlinks and at least one compressed video (interactive television) classroom. Each building will include a multimedia resource center, computer laboratory, and space for advising, testing, and other relevant student services for CVU students.

As project development continues, the planning team will solicit additional input from community representatives to help determine the best design for the facilities and to help determine specific programs and services to be provided.

South Regional Postsecondary Education Center

The presidents of KCTCS and WKU headed a planning team primarily composed of members of their staffs. This planning team conducted a needs assessment of Glasgow and the surrounding area. This assessment indicated that since 1990 the population growth rate in this region exceeded the growth rate for the state. Between 1990 and 2020, the population growth rate for the region is expected to be lower than the growth rate for the state. Thus, population in the region is expected to decline from current

levels. The assessment included 1990 educational attainment data from the Bureau of the Census. These data show that for each county in this region the percentage of the adult population completing four or more years of college is less than the statewide average. The same is true for the percentage of the adult population that has graduated from high school. The plan includes data that show that each county in the region has a higher annual average unemployment rate than the statewide average. And the data show that employment in agriculture and forestry is at a higher rate in the region than statewide.

WKU plans to vacate the inadequate space it currently uses in Glasgow. The plan indicates that programs currently offered in Glasgow by WKU will be offered in the new facility. These programs include associate degree programs in Business Technologies and Nursing, bachelor's degree programs in General Studies and Elementary Education, and graduate coursework in Business Administration and Education. The plan anticipates that WKU will offer additional degree programs in the new center. Technical training programs planned to be offered in the center include a variety of industrial and manufacturing technologies such as automated systems, plastics process, quality assurance, and computer software and applications technologies. These training programs are expected to complement and enhance programs offered by the Barren County Area Technology Center (a secondary technical school). The plan indicates that the center will address the basic adult education and literacy needs of the region with space dedicated for GED testing, counseling, and remedial education.

The plan developed by KCTCS and WKU will result in the construction of a new facility in Glasgow. KCTCS and WKU will jointly use the facility. Other postsecondary education institutions may be invited to offer courses and programs that KCTCS or WKU do not offer.

The plan indicates that the new facility in Glasgow will be designed and equipped to implement the Commonwealth Virtual University (CVU). The building will be completely wired for audio, video, and Internet access. The building will have two CVU-dedicated classrooms equipped with satellite downlinks and at least one compressed video (interactive television) classroom. The building will include a multimedia resource center, computer laboratory, and space for advising, testing, and other relevant student services for CVU students.

As project development continues, the planning team will solicit additional input from community representatives to help determine the best design for the facility and to help determine specific programs and services to be provided.

Central Regional Postsecondary Education Center

The presidents of KCTCS and WKU headed a planning team primarily composed of members of their staffs. This planning team conducted a needs assessment of Elizabethtown and the surrounding area. This assessment indicated that since 1990 the population growth rate in this region was more than two times greater than the growth rate for the state. Between 1990 and 2020, the population growth rate for the region is expected to be greater than the growth rate for the state. The assessment included 1990 educational attainment data from the Bureau of the Census. These data show that for each county in this region the percentage of the adult population completing four or more years of college is less than the statewide average. The data also show that, except for Hardin, Meade, and Nelson counties, the percentage of the adult population that has graduated from high school is lower than the statewide average.

The plan indicates that programs currently offered in Elizabethtown and Fort Knox by WKU will continue to be offered. These programs include bachelor's degree programs in General Studies and Elementary Education with coursework (but not full degree programs) in Management and Nursing, and graduate programs in Business Administration, Public Administration, and various programs in Education. The plan anticipates that WKU will offer additional degree programs in the new center. These additional programs include bachelor's programs in Nursing and Management and a master's program in Education Administration. WKU also anticipates offering additional bachelor's degree programs attractive to students with credentials from Technical College programs. The agreement signed by the presidents of KCTCS and WKU indicates that WKU plans to provide professional development opportunities for faculty and staff from Elizabethtown Community College (ECC) and Elizabethtown Technical College (ETC).

Several Technical College programs (e.g., Radiography and Practical Nursing) will be relocated into the new facility allowing for expansion of other programs (e.g., the Electronics, Electricity, and Air Conditioning programs) in the current facility. KCTCS also plans to implement a number of programs jointly offered by ECC and ETC. The plan indicates that the center will address the basic adult education and literacy needs of the region with space dedicated for GED testing, counseling, and remedial education.

The plan developed by KCTCS and WKU will result in the construction of a new facility in Elizabethtown. KCTCS and WKU will jointly use the facility. Other postsecondary education institutions may be invited to offer courses and programs that KCTCS or WKU do not offer. The plan references including existing facilities at ECC and ETC into the definition of the Central Regional Center. This action provides an opportunity for the concept of "regional center" and cooperation between institutions to be viewed beyond simply the construction of a new facility.
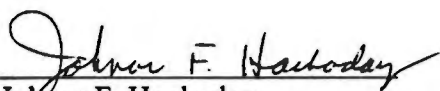
The plan indicates that the new facility in Elizabethtown will be designed and equipped to implement the Commonwealth Virtual University (CVU). The building will be completely wired for audio, video, and Internet access. The building will have two CVU-dedicated classrooms equipped with satellite downlinks and at least one compressed video (interactive television) classroom. The building will include a multimedia resource center, computer laboratory, and space for advising, testing, and other relevant student services for CVU students.

As project development continues, the planning team will solicit additional input from community representatives to help determine the best design for the facility and to help determine specific programs and services to be provided.

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.
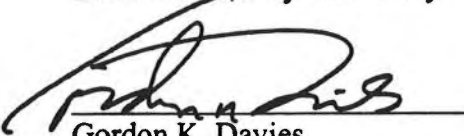
- EKU will offer lower-division, upper-division, and graduate courses and baccalaureate and graduate programs in Corbin. Initially, KCTCS will support the current EKU effort at the lower-division level by offering the necessary remedial courses for students enrolled in the Corbin center. As needed and 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.

Johnas F. Hockaday   August 31, 1998

Johnas F. Hockaday   Date
Interim President
Kentucky Community and Technical College System

Robert Kustra   8/31/98

Robert Kustra   Date
President
Eastern Kentucky University

Gordon K. Davies   8/31/98

Gordon K. Davies   Date
President
Council on Postsecondary Education

Office of the President
502-745-4346
FAX: 502-745-4492

Western Kentucky University
1 Big Red Way
Bowling Green, KY 42101-3576

WESTERN
KENTUCKY
UNIVERSITY

September 8, 1998

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

Dear Gordon:

On Wednesday, August 26, we met with Barbara Burch, the WKU Provost; Chuck Anderson, the WKU Vice President for Information Technology; Sandy Gubser, KCTCS Vice President for Administrative Affairs; and Gary Grogan, KCTCS Director for Facilities Management, for the purposes of initiating our collaborative projects in Elizabethtown and Glasgow. Our partnership in the creation of two regional postsecondary education centers is of the utmost importance.

The agreements we reached are as follows:

Elizabethtown

KCTCS will take the lead in Elizabethtown. KCTCS will conduct a needs assessment which, when complete, will be submitted in the name of both institutions (KCTCS and WKU). KCTCS will provide the project managers and oversee the construction. Western will assign its representatives and follow KCTCS's lead in the accommodation of appropriate space in which we will administer our programs in the new building. We will work closely with the Elizabethtown Community College and Kentucky Tech-Elizabethtown in the sharing of new and existing space in which our mutual programs in the Elizabethtown area will be conducted.

A particularly encouraging outcome to our August 26 meeting is the agreement to pursue a cooperative engineering technology degree in Elizabethtown and our mutual desire to incorporate professional development into the curriculum offered in Elizabethtown. Our desire is to create an opportunity for faculty and staff from Elizabethtown Community College and Kentucky Tech-Elizabeth to receive sufficient credentialing through WKU.

We are entirely satisfied that both institutions' (KCTCS and WKU) needs in Elizabethtown will be met through this agreement. Our space needs and our curriculum initiatives will be enhanced. Western's name and the proper KCTCS name will be on the new building and it will be sited at a location which will connect with existing structures on the Elizabethtown Community College and Kentucky Tech campus which, in Elizabethtown, are one and the same.

Equal Education and Employment Opportunities
Hearing Impaired Only: 502-745-53-89

The Spirit Makes the Master

Internet URL: http://www.wku.edu

Dr. Davies
Page 2
September 8, 1998

<u>Glasgow</u>

WKU will take the lead in Glasgow. Western will conduct the needs assessment and submit the results in the name of both Western and KCTCS. Western will assign a project manager and lead the programming and construction team effort with proper representation from KCTCS. Our intention will be to complete the new WKU campus and ensure that the new building has at least the same amount of usable square footage (approximately 25,000 sq. ft.) as Western now occupies in the old school building near downtown. We will ensure that a minimum of 10,000 square feet will be dedicated for KCTCS technical training purposes and any additional square footage will be collaborative in nature. Approximately 15 percent of the construction budget will be devoted to needed equipment. We will proceed immediately with the purchase of land, most likely at a site close to Barren County High School and the existing vocational school. We are researching with CPE the proper method for the processing of deeds.
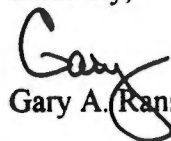
This agreement allows both the Elizabethtown and the Glasgow projects to be completed in terms of Phase I priorities. It also expedites the best use of time and resources and defines our distinct responsibilities. In every way, both projects are collaborative efforts on the part of Western and KCTCS. We both are dedicated to full and active participation. Dividing the lead on the two projects will, however, allow each institution to get the Phase I work done in an efficient and effective manner. Phase II options for further development will be explored in the next Legislative session.

Ken Walker, representing the Council on Postsecondary Education, participated in the discussions and will facilitate matters related to CPE.
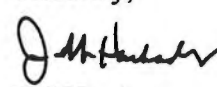
We are both pleased with this agreement.

Please let me know if you have thoughts or observations regarding these important initiatives. Thank you for your leadership in higher education.

Sincerely,   Sincerely,

Gary A. Ransdell   Jeff Hockaday

GAR:clk

KCTCS

KENTUCKY COMMUNITY AND
TECHNICAL COLLEGE SYSTEM

October 13, 1998

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

Dear Dr. Davies:

We are pleased to send you the planning document for the Southeast Regional Postsecondary Education Center in London and Corbin. This document, jointly developed by Eastern Kentucky University and the Kentucky Community and Technical College System, sets forth a blueprint for establishing a truly collaborative effort in meeting the postsecondary educational needs of the region. Included in the document is an analysis of student and community needs that can be addressed by the postsecondary education center, and recommendations on how best to satisfy those needs.

Also included in the document is a discussion of how the Commonwealth Virtual University will be incorporated into the center as an integral resource in elevating educational attainment levels in the region and providing other education and economic development services to both citizens and the region's business and industry community.

We trust that this report will satisfy the planning and analysis requirements set forth in House Bill 321, and look forward to moving forward with the planning and development of this project.

Sincerely,   Sincerely,

Dr. Jeff Hockaday, Interim President   Dr. Robert Kustra, President
Kentucky Community & Technical College System Eastern Kentucky University

EDUCATION
PAYS   37

October 14, 1998

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

Dear Dr. Davies:

We are pleased to send you the planning document for the South Regional Postsecondary Education Center in Glasgow. This document, jointly developed by Western Kentucky University and the Kentucky Community and Technical College System, sets forth a blueprint for establishing a truly collaborative effort in meeting the postsecondary educational needs of the region. Included in the document is a preliminary analysis of student and community needs that can be addressed by the postsecondary education center, and recommendations on how to satisfy those needs.

Also included in the document is a discussion of how the Commonwealth Virtual University will be incorporated into the center as an integral resource in elevating educational attainment levels in the region and providing other education and economic development services to both citizens and the region's business and industry community.

This is an opportunity to expand postsecondary education opportunities in an area that has been traditionally underserved by both institutions, to improve the quality of the educational environment for existing programs, and to broaden the program delivery options for both new and existing postsecondary programs in the region.

We trust that this report will satisfy the planning and analysis requirements set forth in House Bill 321, and look forward to moving forward with the planning and development of this project.

Sincerely,   Sincerely,

Dr. Jeff Hockaday, Interim President   Dr. Gary Ransdell, President
Kentucky Community & Technical College System   Western Kentucky University

EDUCATION
PAYS   38

KCTCS

KENTUCKY COMMUNITY AND
TECHNICAL COLLEGE SYSTEM

October 16, 1998

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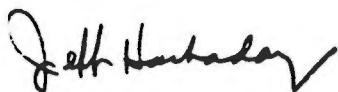1024 Capital Center Drive, Suite 320
Frankfort, KY 40601

Dear Dr. Davies:

We are pleased to submit the planning document for the Central Regional Postsecondary Education Center in Elizabethtown. This document, jointly developed by Western Kentucky University and the Kentucky Community and Technical College System, sets forth a blueprint for establishing a truly collaborative effort in meeting the postsecondary educational needs of the region. Included in the document is a comprehensive analysis of student and community needs that can be addressed by the postsecondary education center, and recommendations on how best to satisfy those needs.

The physical capacity to provide postsecondary education in the Elizabethtown area is inadequate to meet the immediate demands of both students and business and industry. This new Center will begin to address the capacity problem, but will not resolve it, especially as it relates to technical training demands on KCTCS. As identified in the planning document, the numbers and types of educational programs needed cannot be accommodated within the funding scope of this project. Additional facility capacity will be required to fully address not only existing needs but also future demand that is expected as a result of the creation of the Postsecondary Education Center. Furthermore, all three institutions can be expected to experience an increased demand for educational services as a result of improved cooperation and collaboration between them.

Also included in the document is a discussion of how the Commonwealth Virtual University will be incorporated into the center as an integral resource in elevating educational attainment levels in the region and providing other education and economic development services to both citizens and the region's business and industry community.
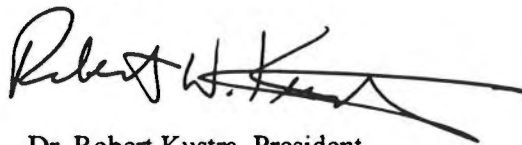
We trust that this report will satisfy the planning and analysis requirements set forth in House Bill 321, and look forward to moving forward with the planning and development of this project.

Sincerely,   Sincerely,

Dr. Jeff Hockaday, Interim President   Dr. Gary Ransdell, President
Kentucky Community & Technical College System   Western Kentucky University

EDUCATION PAYS   39

Recommendation:

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

Rationale:

- A smooth implementation of the Kentucky Educational Excellence Scholarship (as renamed by Executive Order) 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 Council 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 Council, KHEAA will be responsible for administering the KEES program. KDE will submit student information to KHEAA for the dissemination of program materials and will verify high school students eligible for the KEES program. Once students have entered postsecondary education, eligible postsecondary education institutions will submit information to KHEAA for verification and disbursement of award funds.

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 referenced as 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 fiscal year.

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, and the Kentucky Higher Education Assistance Authority, hereinafter known as KHEAA, and the Council on Postsecondary Education, hereinafter known as the CPE, in their administrative responsibilities under the scholarship program and to provide 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 Wallace G. Wilkinson 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 Educational 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, 1999, and contains specific performance requirements for the three parties within the fiscal year and into 1999-2000. The commitment to provide funding in 1999-2000 relates to performance of activities and costs incurred during the 1998-99 fiscal year.

3. Either party may cancel the agreement at any time for cause or may cancel without cause on a 30 days written notice.

Section 4: Duties and Responsibilities of the Parties
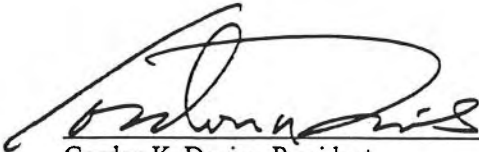
1. The CPE, as the prime financial agent for the Student Financial Aid and Advancement Trust Fund, Technology Initiative Trust Fund, and for the Wallace G. Wilkinson Commonwealth Merit Scholarship Trust Fund shall annually determine the amount of the Trust Fund that will be used for administrative expenses 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. CPE agrees that such transfers will be made prior to November 15, 1998.

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 appropriation of $7,000,000 to the 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 for administering the KEES program:

- Designate "Jeff Green Scholars."
- Mail program announcement letters from the Governor to approximately 200,000 high school students.
- Create and distribute a brochure describing the program.
- Develop a computer database system to administer the program, provide security-controlled access to student information via the Internet, and establish final formats for transmission of data to and from KHEAA.
- Promulgate administrative regulations as needed for its program administration responsibilities.
- 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 projected and final award amounts for their prospective and returning students.
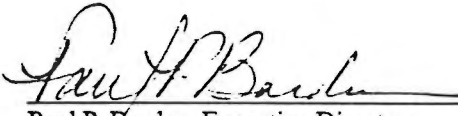
7. In exchange for the financial considerations contained in points two (2) and five (5) above, KDE agrees to perform the following activities as part of their responsibilities for administering the KEES program:

- Develop an electronic information system in order to collect high school student data for transmission to KHEAA.
- Transmit a compilation of data for the Kentucky Educational Excellence Scholarship (KEES) and Success Through Educational Planning (STEP) programs in the format and electronic media prescribed by KHEAA.
- Promulgate administrative regulations as needed for its program administration responsibilities.
- Provide training regarding file layout and transmission of data from high schools to KDE.

8. In addition to the financial considerations contained in points two (2) and five (5) above, CPE agrees to perform the following activities as part of its responsibilities for administering the KEES program:

- Promulgate administrative regulations regarding authorized curriculum.
- Establish a methodology for determination of weighting of advanced placement course grades.
- Promulgate administrative regulations for the definition of an "academic term" and designation of 5-year undergraduate programs for which students can receive an award for up to 10 academic terms.
- Establish supplemental award eligibility criteria for Kentucky residents who graduate from non-public high schools not certified by the Kentucky Board of Education (KBE) and for Kentucky residents who obtain a GED diploma within five (5) years of their high school graduating class.
- Establish a methodology for converting SAT scores to equivalent ACT scores.
- Promulgate administrative regulations as needed for its program administration responsibilities.
- Allocate administrative funds.
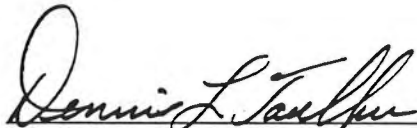
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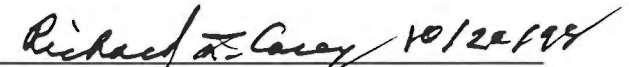
Gordon K. Davies, President   11/10/98
Gordon K. Davies, President   Date
Council on Postsecondary Education
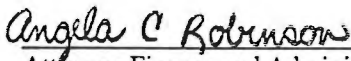
Wilmer S. Cody, Commissioner   10/22/98
Wilmer S. Cody, Commissioner   Date
Department of Education

Paul P. Borden, Executive Director   10/23/98
Paul P. Borden, Executive Director   Date
Kentucky Higher Education Assistance Authority

Examined As To Form And Legality:

Dennis L. Taulbee, General Counsel   10/20/98
Dennis L. Taulbee, General Counsel   Date
Council on Postsecondary Education

Richard F. Casey, General Counsel   10/20/98
Richard F. Casey, General Counsel   Date
Kentucky Higher Education Assistance Authority

Angela C Robinson   12/4/98
Attorney, Finance and Administration   Date

Approved:

John P. McCarty, Secretary   12-7-98
John P. McCarty, Secretary   Date
Finance and Administration Cabinet

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 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 several opportunities for comment and revision prior to its 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. Once the administrative regulation has been adopted, we will distribute it to the Council members as an information item. Staff expects that the regulation will be adopted in March 1999.

Staff Preparation by Norma Northern

1   COUNCIL ON POSTSECONDARY EDUCATION

2   (New Administrative Regulation)

3

4   **13 KAR 2:090. Kentucky Educational Excellence Scholarship (KEES) Program.**

5

6   RELATES TO: KRS 158.070, 164.020, 164.7911 and 164.7927

7

8   STATUTORY AUTHORITY: 1998 Ky. Acts ch. 575.

9

10   NECESSITY, FUNCTION AND CONFORMITY: The Council on Postsecondary

11   Education has the responsibility to provide administrative oversight to the Kentucky Educational

12   Excellence Scholarship (KEES) program, adopted by the 1998 Kentucky General Assembly in

13   1998 Ky. Acts ch. 575. The Council is to exercise its authority through promulgation of an

14   administrative regulation. Specifically, the Council is to: administer all funds appropriated to the

15   trust fund for the program; develop and implement standards for high school curriculum as they

16   relate to eligibility for participation in the program; determine eligibility of a non-certified, non-

17   public high school graduate and for a GED recipient for a supplemental award; establish a table

18   to convert an SAT score to an ACT standard; establish a method for local education agencies to

19   calculate a grade point average; and establish a five year postsecondary education program

20   standard. The CPE will also establish the overall award levels for the program.

1   The program was originally designated as The Commonwealth Merit Scholarship but was

2   subsequently changed by executive order to the Kentucky Educational Excellence Scholarship (KEES)

3   program.

4   Section 1. Definitions. (1) "Academic term" means the fall or spring semester at a

5   postsecondary education institution and shall not include summer sessions.

6   (2) "Academic year" is defined in 1998 Ky. Acts ch. 575, Section 2(2) and in KRS 158.070.

7   (3) "ACT" means the test administered to students for entrance to Kentucky postsecondary

8   education institutions that is owned by the ACT Corporation of Iowa City, Iowa.

9   (4) "Advanced placement" means a cooperative educational endeavor between secondary

10   schools and colleges and universities administered by the College Board of the Educational

11   Testing Service and recognized by KDE.

12   (5) "Authority" is defined in 1998 Ky. Acts ch. 575, Section 2(4).

13   (6) "Award period" is defined in 1998 Ky. Acts ch. 575, Section 2(5).

14   (7) "Award recipient" means an eligible student who subsequently enrolls in a participating

15   institution.

16   (8) "Council" or "CPE" means the Council on Postsecondary Education established in KRS

17   164.011 and as referenced in 1998 Ky. Acts ch. 575, Section 2(9).

18   (9) "Eligible student" is defined in 1998 Ky. Acts ch. 575, Section 2(10).

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

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

21   (12) "High school" is defined in 1998 Ky. Acts ch. 575, Section 2(13) and as defined in KRS

22   156.160.

1   (13) "KDE" means the Kentucky Department of Education authorized and established

2   pursuant to KRS 156.070.

3   (14) "KEES" means the Kentucky Educational Excellence Scholarship program approved by

4   the 1998 Kentucky General Assembly in 1998 Ky. Acts ch. 575, originally designated as the

5   Commonwealth Merit Scholarship and subsequently renamed by Executive Order.

6   (15) "Participating institution" is defined in 1998 Ky Acts ch. 575, Section 2(15).

7   (16) "SAT" means the Scholastic Assessment Test administered to Kentucky students seeking

8   admission to Kentucky postsecondary education institutions.

9   (17) "Scholarship curriculum" is defined in 1998 Ky. Acts ch. 575, Section 2(7).

10   Section 2. High School Grade Point Average Calculation and Reporting. (1) Beginning

11   August 1, 1999, and no later than June 30 for each year thereafter, each Kentucky local board of

12   education shall report to the KDE the grade point average for an eligible student for the preceding

13   academic year.

14   (2) An eligible student's grade point average for an academic year shall be calculated using

15   each grade awarded for a course taken during an academic year.

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

17   (a) taking the number of units in a course multiplied by the course grade as expressed on a 4.0

18   point grading scale where 4.0 is an "A" and 0.0 is an "F;" and,

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

20   (c) dividing the total number of points accumulated in paragraph (b) above by the total number

21   of units for the academic year.

1 (d) Except that, for a student taking an advanced placement course during the academic year,

2 the grade assigned in paragraph (a) above shall be calculated using a 5.0 point scale where 5.0 is an

3 "A" and 1.0 is an "F."

4 (4) The grade point average reported for each student for each academic year shall include all

5 information as set forth in 1998 Ky. Acts ch. 575, Section 6(1) and in such manner as the KDE or the

6 KHEAA shall require.

7 (5) During the 1998-99 fiscal year, the Council shall request the assistance of the Kentucky

8 Board of Education to develop minimum threshold levels for letter grades to be used in 1999-2000 for

9 the purposes of this program.

10 Section 3. Scholarship Curriculum. (1) In addition to the requirements of Section 5 of this

11 administrative regulation, a student shall complete the scholarship curriculum to qualify for the base

12 scholarship award.

13 (a) The scholarship curriculum shall be:

14 1. the curriculum required in 704 KAR 3:305, Section 1 or 2 as appropriate without any

15 restriction on the type of electives taken for a student enrolled in high school during the 1998-99

16 academic year; or

17 2. For a student enrolled in high school during the 1999-2000 and 2000-01 academic year and

18 who is required to meet the curriculum standards in 704 KAR 3:305, Section 1, the eight (8) electives

19 required by 704 KAR 3:305, Section 1 shall be taken in the following areas and shall meet the

20 standards enumerated in subsection (1)(a)4.b. below.

21 3. For a student enrolled in high school during 1999-2000 and for each year thereafter who is

22 required to meet the curriculum standards in 704 KAR 3:305, Section 2, five (5) of the seven (7)

1 electives required by 704 KAR 3:305, Section 2 shall be taken in the following areas and shall meet

2 the standards enumerated in subsection (1)(a)4.b. below.

3   4. The following subject areas and standards are established for electives:

4   a. An elective in Social Studies, Science, Mathematics, English/Language Arts, and Arts and

5 Humanities shall be a course whose academic content is as rigorous as the content established for

6 courses in this area in 703 KAR 4:060.

7   b. Physical Education and Health shall be a course whose academic content is as rigorous as

8 the content established for courses in this area in 703 KAR 4:060, and shall be limited to one-half (1/2)

9 academic unit of credit for each area.

10   c. Non-native languages shall be a course whose academic content includes teaching the

11 spoken and written aspects of the language.

12   d. Agriculture, Industrial Technology Education, Business Education, Marketing Education,

13 Family and Consumer Sciences, Health Sciences, Technology Education and Career Pathways shall be

14 a course whose academic content is beyond the introductory level in the Vocational Education areas of

15 study as established by 703 KAR 4:060.

16   (b) A local board of education may substitute an integrated, applied, interdisciplinary or higher

17 level course for a required course or required elective if:

18   1. the course provides the same or greater academic rigor and the course covers the minimum

19 required content areas or exceeds the minimum required content areas established in 703 KAR 4:060,

20 and the document incorporated by reference titled, "Academic Expectations," dated July 1994; or

21   2. the course is an honors course, cooperative education course, advanced placement course,

22 dual credit course, or is a course taken at a postsecondary education institution.

1   (2) A local board of education annually shall provide written documentation to a student on

2   whether the student's schedule of coursework meets the requirements of the scholarship curriculum.

3   Section 4. Eligible Postsecondary Education Programs.

4   (1) Pursuant to 1998 Ky. Acts ch. 575, Section 5(6), the following academic programs shall be

5   approved as five (5) year baccalaureate degree programs:

6   (a) Architecture (04.0201);

7   (b) Landscape Architecture (04.0601); and

8   (c) Engineering (14.0301, 14.0701, 14.0801, 14.0901, 14.1001, 14.1201, 14.1701, 14.1801,

9   14.1901, 14.2101, 14.9999.01).

10   Section 5. Base Scholarship Award. (1) Beginning after July 1, 1998, and thereafter, a

11   Kentucky resident enrolled in a Kentucky public high school or a private, parochial, or church school

12   that has been certified by the Kentucky Board of Education pursuant to KRS 156.160 shall be eligible

13   for a base scholarship award under this program upon satisfying the following conditions:

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

15   (b) the student shall have a grade point average of 2.5 or above on a 4.0 point scale at the close

16   of any academic year of high school for all coursework taken at a Kentucky public high school or a

17   private, parochial, or church school that has been certified by the Kentucky Board of Education

18   pursuant to KRS 156.160;

19   (c) the student shall have completed the scholarship curriculum set out in Section 3 of this

20   administrative regulation; and

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

22   (2) A student satisfying the requirements of subsection 1 of this section shall be an eligible

23   student and shall earn a base scholarship award for each academic year.

1   (3) The KHEAA shall calculate the base scholarship award amount for a student based on the

2   schedule contained in this administrative regulation.

3   (4) For the academic year 1998-99, the base scholarship award amount shall be the amount

4   specified in the 1998 Ky. Acts ch. 575, Section 4(1).

5   (5) For the academic year 1999-2000 and thereafter, the CPE annually shall determine the

6   amount of the base scholarship award for each grade point average and shall publish that schedule no

7   later than June 30 of each year.

8   (6) (a) A base scholarship award shall be determined based upon the schedule in use for the

9   academic year that the award is earned.

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

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

12   eligible student, as determined in Section 5(1) of this administrative regulation, shall receive a

13   supplemental award if the student:

14   (a) 1. takes the ACT by the date of graduation from high school; and

15   2. scores fifteen (15) or higher on the ACT; or

16   (b) 1. takes the SAT by the date of graduation from high school; and

17   2. has a score equivalent to fifteen (15) or higher on the ACT.

18   (2) The highest ACT score or SAT score equivalency completed by the date of high school

19   graduation shall be used for determining eligibility and the supplemental award amount due to an

20   eligible student.

21   (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

1   (4)(a) For the academic year 1998-99, the amount of a student's supplemental award

2   shall be the amount contained in the 1998 Ky. Acts ch. 575, Section 4(3)(a) for the appropriate

3   ACT score or SAT equivalency score.

4   (b) For the academic year 1999-2000, the amount of a student's supplemental award shall

5   be the amount contained in the 1998 Ky. Acts ch. 575, Section 4(3)(b) for the appropriate ACT

6   score or SAT equivalency score.

7   (c) For the academic year 2001-02, and annually thereafter, the CPE shall determine the

8   amount of a supplemental award after considering the availability of funds for each ACT score

9   of 15 or higher and shall publish a schedule of those supplemental award amounts no later than

10   June 30.

11   (5) The supplemental award amount shall be determined based upon the schedule in use

12   for the academic year of a student's graduation from high school. The amount of a supplemental

13   award shall not be increased or decreased because of an adjustment in the supplemental award

14   schedule.

15   Section 7. Criteria for Supplemental Award to Non-certified, Non-public High School

16   Students and to GED students. (1) A Kentucky resident who graduates from a non-public

17   Kentucky high school not certified by the Kentucky Board of Education shall be eligible for a

18   supplemental award upon satisfying the following conditions:

19   (a) the student is not a convicted felon;

20   (b) the date of the student's graduation is May 1999 or thereafter;

21   (c) the student takes the ACT or SAT and has at least a minimum score as established by

22   this administrative regulation; and

1   (d) the student enrolls in a participating institution within five (5) years after graduation

2 from high school.

3   (2) A Kentucky resident who has not graduated from either a certified Kentucky high

4 school or a non-public Kentucky high school that is not certified by the Kentucky Board of

5 Education shall be eligible for a supplemental award upon satisfying the following conditions:

6   (a) the student is not a convicted felon;

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

8 year thereafter;

9   (c) the student takes and receives a GED diploma within five (5) years of attaining

10 eighteen (18) years of age;

11   (d) the student takes the ACT or SAT and achieves a minimum score for eligibility as

12 established by this administrative regulation; and

13   (e) the student enrolls in a participating institution after July 1, 1999, and within five (5)

14 years of receiving the GED diploma.

15   (3) A student requesting a supplemental award under this section shall notify the

16 participating institution where the student has or intends to enroll.

17   (4)(a) Residency shall be determined by a participating institution in accordance with 13

18 KAR 2:045.

19   (b) A participating institution shall determine a student's eligibility for a supplemental

20 award under this section and shall notify KHEAA of such eligibility.

21   Section 8. Eligibility Requirements for Continuation of a Base Scholarship Award or a

22 Supplemental Award; Duration of Award. (1) An eligible student shall be eligible to receive a

1 base scholarship award or a supplemental award for a period not to exceed eight (8) academic

2 terms if the student:

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

4 program;

5   (b) 1. has a 2.5 cumulative grade point average or higher at the close of the first

6 academic award period that the award was granted as measured on a 4.0 point scale; or

7   2. subsequent to the first academic award period, has a 3.0 cumulative grade point

8 average on a 4.0 point scale at the close of each academic award period.

9   (c) Except that, an eligible student who has a cumulative grade point average between 2.5

10 and 3.0 on a 4.0 point scale after the first academic award period shall only be eligible to receive

11 fifty (50) percent of the award in a subsequent award period.

12   (2) Pursuant to the 1998 Ky. Acts ch. 575, Section 5(6), a student shall be eligible to

13 receive a base scholarship award or a supplemental award for a period not to exceed ten (10)

14 academic terms if a student is:

15   (a) enrolled at a participating institution and in an eligible five (5) year baccalaureate

16 degree program as described in Section 4(2) of this administrative regulation; and

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

18   (3) (a) Eligibility to receive a base scholarship award or a supplemental award shall be

19 limited to a maximum of five (5) years beyond a student's date of graduation from high school.

20   (b) Except that, a student who receives a supplemental award as a result of taking and

21 receiving a GED within five years of attaining eighteen (18) years of age shall have a maximum

22 of five (5) years eligibility beyond the date the GED is received.

1   (c) Except that, a student who enrolls in an eligible five (5) year baccalaureate degree

2   program shall have a maximum of six (6) years of eligibility from the date of graduation from

3   high school .

4   (4) A student's eligibility shall be extended by KHEAA if a student qualifies for an

5   extension under the provisions of the 1998 Ky. Acts ch. 575, Section 5(5).

6   (5) A student who fails to maintain a 2.5 grade point average in any academic award

7   period shall not be eligible for continuation of a base scholarship award or supplemental award

8   in the subsequent academic award period.

9   (6) A student who is not eligible for continuation of a base scholarship award or

10   supplemental award because of a failure to maintain a grade point average as stated in subsection

11   1 of this Section shall have their award reinstated if, in the academic award period subsequent to

12   the academic term resulting in the loss of the award, a student reestablishes a 2.5 grade point

13   average or higher.

14   (7) A student enrolled part-time and who meets the requirements of subsection 1 of this

15   Section shall have the amount of an initial base scholarship award or of an initial supplemental

16   award, or the amount of a continuing base scholarship award or of a continuing supplemental

17   award reduced on a proportionate basis as required by 1998 Ky. Acts ch. 575, section 5(4)(b) and

18   in a manner set out in 11 KAR 15:040. Commonwealth Merit Scholarship Award Determination

19   Procedure.

20   (8) Continuation of a base scholarship award or a supplemental award shall be subject to

21   all provisions of the 1998 Ky. Acts ch. 575, Section 6(6).

22   Section 9. Administrative Responsibilities and Expenses of Program. (1) The CPE

23   annually shall determine the level of funding for expenses associated with the program and shall

1   allocate funds from the "Wallace G. Wilkinson Commonwealth Merit Scholarship Trust Fund"

2   described in 1998 Ky. Acts ch. 575, Section 3 (1) and pursuant to Section 3(3).

3   (2) The KDE and the Authority annually, by April 1, shall provide to the CPE, in a

4   format prescribed by the CPE, a budget proposal indicating the amount of funds that are

5   necessary to operate the program.

6   (3) The CPE shall notify the KDE and the Authority of the amount of funds available for

7   the next fiscal year no later than April 30 of the fiscal year preceding the fiscal year that funds

8   are to be made available.

9   (4) The CPE shall develop an allotment schedule for the release of the administrative

10   funds and shall notify the KDE and the KHEAA of that schedule.

11

12

13   _____   _____
14   Leonard V. Hardin   DATE
15   Chair
16   Council on Postsecondary Education
17
18
19
20
21   APPROVED AS TO FORM:
22
23
24
25   _____   _____
26   Dennis L. Taulbee   DATE
27   General Counsel
28   Council on Postsecondary Education

KET APPOINTMENT

Recommendation:

That Council Chair Leonard Hardin recommend for Council consideration the appointment of a representative to the Kentucky Authority for Educational Television (KET) for a four-year term to end on November 9, 2002.

Rationale:

- KRS 168.040 requires the Council on Postsecondary Education to appoint two representatives to the KET board.

- The term of one of the current Council appointees, Hilma Prather, will expire November 7, 1998.

Background:

Charles Whitehead and Hilma Prather currently serve as the two Council representatives to the KET board. Ms. Prather's term will expire November 7, 1998.

KRS 168.040 calls for the Council to make two appointments to the KET board. Appointments to the board are recommended by the Council Chair. Chair Hardin will make a recommendation at the Council meeting.

Staff Preparation by Debbie McGuffey

Information:

The Committee on Equal Opportunity (CEO) is responsible for overseeing the implementation of *The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education (The Kentucky Plan)*.

The CEO visits campuses to hear from members of the campus community (the process is not meant to be a scientific, empirical data-gathering exercise) about the success of *The Kentucky Plan* implementation on campus. During spring and summer of 1998, the CEO visited Murray State University (Attachment A), Morehead State University (Attachment B), and Western Kentucky University (Attachment C). CEO members and the respective institution have reviewed site visit reports.

Members of the Committee indicated that the institutional effort and the level of priority given to achieving the goals and objectives set forth by *The Kentucky Plan* were encouraging. The focus of the Committee was not the number of programs or amount of dollars expended, but rather, how successful they were in providing access and equal opportunity. The institutions are committed to ensuring that the campus experiences of minorities are as rich and rewarding as the experiences of majority students.

Recommendations to the Committee on Equal Opportunities

- The CEO should look at allowing institutions to admit some out-of-state students under a legacy-type policy. It should review the issue of reciprocity agreements and their effects on institutions not benefiting from these agreements. Is there a substantial out-migration of African American students?
- The CEO should investigate the merit of "non-legacy" type students from other states who add to diversity and therefore educational value.
- The CEO should investigate the possibility of additional state funding to provide more opportunity for the comprehensive universities to increase the number of students in the Ph.D. programs at the doctoral institutions (to fill positions at their institutions). An existing program that can assist is the Southern Regional Education Board Compact for Faculty Diversity (Kentucky currently funds two scholarships per year). This program could be expanded to allow each regional university and the KCTCS to identify candidates who would attend the University of Kentucky or the University of Louisville to complete the doctorate and then be available to fill positions at the sending institution. This program also accommodates dissertation year completions as well. An additional $200,000 per year would provide the needed support for one student at each institution.

- The CEO should clarify the definition of "minority" as it relates to implementation of *The Kentucky Plan* (where a student or employment objective is measured).

The Committee made a number of observations and recommendations to each institution. A summary of selected observations and recommendations follow.

Murray State University

- MuSU has a strong support program for recruitment and retention of African American and white students and recruitment and retention of African American faculty.
- Minority and majority students expressed a high level of satisfaction regarding the commitment of the university to making the campus environment conducive to learning and to meeting their need for interaction with the larger student body (social, recreational, and programmatic).
- The university should be more active in helping to focus greater attention on reducing tensions, creating a more hospitable living environment, and fostering a sense of community for minority faculty and staff within the greater Murray community.
- The university should explore the possibility of working with the CPE and the two doctoral institutions to identify students to participate in the Southern Regional Education Board Compact for Faculty Diversity program to help create a larger pool of minorities with PhD's to fill faculty positions.

Morehead State University

- MoSU has a strong commitment to implementing innovative programs to recruit and retain African American and white students to graduation and to better coordination of similar program activities within departments across the campus.
- MoSU has developed and implemented the president's leadership program specifically for freshmen to encourage students to actively participate in campus leadership.
- The university should develop additional orientation sessions to more fully inform its constituents of the priorities, amounts, and uses of funds designated for minority student programs and focus the efforts of those programs to fully realize their potential.
- MoSU should move rapidly and with efficacy to initiate efforts to develop better communications among its African American faculty and professional staff.
- The university should explore opportunities to work with the CPE and the two doctoral institutions to identify students to participate in the Southern Regional Education Board Compact for Faculty Diversity program to help create a larger pool of minorities with PhD's to fill faculty positions.

Western Kentucky University

- WKU has a strong commitment to implementing successful programs for recruitment and retention of African American and white students to graduation.
- The university has created and implemented a four-day freshman transition program designed to expose students to campus programs, adjustment procedures, counseling facilities, and academic and social guidance.
- There seemed to be a lack of concern among the president's cabinet that the university's most visible ambassadors, "the Spirit Masters," have no representation from minority groups (especially African Americans).
- There appear to be continued decreases in funding for the Minority Affairs programs while increasing the responsibility of that office for student retention efforts.
- The university should focus more attention on the relationship between the university and the Bowling Green community (local police, employment, and living environment).
- The university should immediately address representation of African Americans in the Spirit Masters Program, evaluate the apparent estrangement between students in the honors program and the general population, and implement more diversity training programs for faculty, staff, and students.
- The university should explore opportunities to work with the CPE and the two doctoral institutions to identify students to participate in the Southern Regional Education Board Compact for Faculty Diversity program to help create a larger pool of minorities with PhD's to fill faculty positions.

Staff Preparation by Sherron Jackson

**COMMITTEE ON EQUAL OPPORTUNITIES
VISIT TO MURRAY STATE UNIVERSITY
SUMMARY AND RECOMMENDATIONS
JUNE 8, 1998**

As a result of the campus visit to Murray State University in June 1998, the Committee on Equal Opportunities (CEO) identified areas of strength and weakness on the campus that impact activities which support the objectives of *1997-2002 The Kentucky Plan for Equal Opportunities in Higher Education (The Kentucky Plan)*.

Areas of Strength

1. A board committed to access and equity of underrepresented minorities, specifically Kentucky resident African American students, and a general university-wide awareness of the difficulties and concerns faced by underrepresented populations on campus.

2. A strong support program for recruitment and retention of African American and white students to graduation and a faculty whose make-up includes approximately 17 African Americans with seven tenured and four on tenure track (in 1993, at the time of the last campus visit there were 14 African American faculty at MuSU).

3. A process through which the university's Affirmative Action Committee ensures consideration of diversity when filling major positions by interfacing with search committees to create an awareness of issues and initiatives related to *The Kentucky Plan* and the MuSU Affirmative Action Plan.

4. An articulate and diverse group of students who apparently have made major steps toward learning to adjust to each other and are working toward creating a university community supportive of the total student population.

5. An institution whose philosophy, when developing its residential college format, placed a high priority on the impact of major policy development and implementation in minority and underrepresented students.

6. An institution that attempts to accommodate the social, recreational, and programmatic needs of the minority student community into the general programming process.

7. The committee was pleased with the level of satisfaction expressed by students regarding the commitment of the university to making the campus environment conducive to learning and to meeting their need for interaction with the larger student body.

Areas of Concern or Weakness

1. The president's cabinet lacks representation from the minority community, possibly resulting in a lack of understanding/perspective of the impact of policies on minority students, faculty, and staff prior to their implementation.

2. A minority student body with divergent views of the university community, the support programs, and opportunities afforded African American and white students.

3. A general awareness of the problems and concerns faced by the minorities in the Murray community external to the campus without success implementing programs or activities to overcome those problems or make the community respond to the concerns.

RECOMMENDATIONS

1. The university should be more active in helping to focus greater attention on reducing tensions, creating a more hospitable living environment, and fostering a sense of community for minority faculty and staff within the greater Murray community.

2. The university should intensify its efforts to increase the level of retention of underrepresented minority students, particularly African Americans. This effort may prove to be more successful through an enhancement of the staff and budgetary support for the Office of African American Student Services and Ethnic Services which is responsible for targeting these populations and providing programming to address retention efforts.

3. The university should intensify its efforts to diversify the faculty and staff. This could be accomplished by identification of promising junior faculty or professionals to participate in intensive training or education programs. The university should explore the possibility of working with the CPE and the two doctoral institutions to identify students to participate in the Southern Regional Education Board Compact for Faculty Diversity program to help create a larger pool of minorities with PhD's to fill faculty positions.

4. The CEO noted the lack of presence/representation of African American staff among the president's cabinet and urges the president to invite the Director of the Office of Equal Opportunity to cabinet meetings as a regular participant.

The supporting information for these areas of strength/weakness and for the recommendations is included in the attached detailed description of the CEO June 8, 1998, visit to Murray State University.

Campus Visit to
MURRAY STATE UNIVERSITY
Committee on Equal Opportunities
Council on Postsecondary Education
June 8, 1998

OVERVIEW

The Council on Postsecondary Education Committee on Equal Opportunities (CEO) is responsible for overseeing the implementation of the general commitments, the specific objectives (goals) for each institution, and a requirement for annual evaluations of institutional progress toward those objectives as identified in *The Kentucky Plan*. To facilitate the oversight responsibility, the CEO visits campuses during the fall and spring semesters to meet with campus leaders, students, faculty, and other interested parties. These visits are designed to give committee members an opportunity to hear from selected members of the campus community. (The visits are not meant to be scientific, empirical data gathering exercises.) The CEO's intent is to learn first-hand about the success of the equal opportunity plan implementation on campus.

The CEO made a campus visit to Murray State University (MuSU) on Monday, June 8, 1998. The purpose of the visit was to allow CEO members to review institutional activities that support the objectives of *The Kentucky Plan*. The Central-West Kentucky Team and CPE member Shirley Menendez were present during the visit.

ORIENTATION WITH PRESIDENT AND CABINET

Sherron Jackson reviewed the progress of MuSU through the 1996-97 year of the plan. University personnel presented current year data showing that MuSU has made progress since the adoption of the new plan (July 1997) in the areas of recruitment of African American students and employment of minorities in professional non-faculty positions.

President Alexander responded to several concerns by indicating that the university:

- Believes *The Kentucky Plan* is a good idea for the state. The Board and MuSU are committed to equality of opportunity and its successful implementation in spite of various court decisions.

- Believes its success in recruitment of students and staff, in west Kentucky, is impacted by other institutions in the area and by policies related to tuition reciprocity and the desire to see open access for students along the border.

- Believes the campus climate is good and supports student needs. MuSU efforts are totally supported by the community.

- Has worked hard to cultivate relationships in major communities in west Kentucky to identify and recruit African American students to MuSU, including transfer programs with West Kentucky Tech. Programming opportunities at the new Paducah Crisp Center should provide greater opportunities for recruitment of minorities.

The President asked the CEO to look at the possibility of allowing institutions to admit some out-of-state students under a legacy type policy and to review the issue of reciprocity and its impact on institutions not benefiting from these arrangements, i.e. out-migration of African American students.

RECRUITMENT/RETENTION OF FACULTY AND STUDENTS

Recruitment and Retention of Faculty: The CEO met with Don Robertson, the Vice President for Student Affairs (the interim V. P. for Academic Affairs was present as well), directors, deans, and department heads. Information was provided about faculty and student recruitment and retention efforts at MuSU. The institution's Affirmative Action Committee regularly interfaces with search committees to review the institution's progress, revise strategies, and redirect the focus on implementation of plan objectives when making decisions on employment. Institutional management is constantly involved in the employment process. The institutional philosophy is that diversity will enhance the environment for everyone. All areas are held accountable for major positions. If a potential pool is not diverse, a review of the basis for this occurrence is completed prior to employment decisions being made. The deans have responded positively to the need to seek out and find African American faculty. Compared to the faculty complement of 14 at the time of the last CEO visit in 1993, MuSU has made some progress with 17 African American faculty (seven tenured, four on tenure track, four not eligible for tenure, and two on leave working on their Ph.D.). Institutional location and financial issues play a significant role in the institution's success in attracting African Americans.

Recruitment and Retention of Students: University administrators who work in student recruitment, admissions, counseling, and career placement also met with the CEO. MuSU is building the Roads Scholar Program to help the university compete in the recruitment of African American students. In ensuring a positive student environment, Student Affairs set the tone (valuing diversity) and then involved the university community. This is but one element that under-girds the institution's retention plan that calls for assisting students to establish a solid foundation in the freshman year. MuSU's approach to providing scholarship opportunities has provided a greater response from African American students in recent years. The university has elevated affirmative action policy to the prominence of a specific policy of the board. Also it is a specific goal in the university strategic plan. The university supports the development and production of special student recruitment events to further the institution's goal of increasing the number of African American students at MuSU. Also special

opportunities are provided to develop leadership through provision of scholarships for students to attend leadership conferences. The vision of MuSU is that west Kentucky will someday have the highest percentage of its students going on to college.

Recruitment and Retention of Professional Non-Faculty: Although MuSU reached is objective of having at least 6 percent of it's professional non-faculty employees as African Americans the institution lost ground in this category, moving from a high of 9 percent in 1995 to 7.3 percent in 1996. In response to a question the institution indicated that local/regional industry attract employees from the campus by provide greater financial opportunities. The tight labor market basically encourages employees in various positions to get training at MuSU and then move to industry.

DISCUSSION WITH FACULTY

The CEO met with a representative number of African American and white faculty. The discussion pointed out the need for more opportunities to interact on an informal basis (departmental isolation). There was no specific discussion regarding the importance of the minority faculty goal or minority faculty aspiration to have leadership positions in the faculty governing body.

Faculty indicated that Murray does not have a lot of social activities for African American or whites. The community is warm and receptive, and there is no evidence of housing discrimination (the chamber of commerce immediately got involved when an international student reported concerns and the leaflet incident arose). However, the university needs to provide additional opportunities for faculty and staff to interact in an informal setting to foster better communications.

DISCUSSION WITH STUDENTS

The CEO met with a diverse group of MuSU students and was impressed with both the level and intensity of the conversations. Some students believe:

- MuSU should provide additional opportunities, activities, and social function that allow more student interaction.
- Students are attracted to MuSU because of its educational programs.
- Students need to get involved in campus activities if they are going to be successful.
- Greek life is a significant element in the retention of African American students.
- Lack of institutional support and fraternity/sorority houses is a significant disadvantage for Black Greek organizations.
- Based on their experience at MuSU, African American students would recommend the school to others.
- African American students are encouraged to seek elective office in student government and presently serve in appointive positions in student government.

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- African American students feel that decisions regarding campus entertainment/social functions are made without their input and desire change in this process (cross over groups etc.).

No student spoke of tension on campus or having been treated differently by campus police or local police. Vice President Robertson indicated that the university provides ongoing training for service personnel to stress the importance of being a positive role model and of diversity. This is done through the "Connections Program" which is responsible for sensitivity training (and even go so far as to ensure that the university bookstore carries ethnic products). In general both African American and white students appeared to agree on the campus climate as they attempt to better relate to each other. It was agreed that there is a need for more African American faculty and that race cannot be the sole ingredient in responses to student concerns.

The CEO concluded its visit with an exit interview with the president and acknowledged reassurance of MuSU's good faith effort and the level of student satisfaction. The CEO would like to have had someone from the board in attendance.

**COMMITTEE ON EQUAL OPPORTUNITIES
VISIT TO MOREHEAD STATE UNIVERSITY
SUMMARY AND RECOMMENDATIONS
JUNE 16, 1998**

As a result of the campus visit to Morehead State University in June 1998, the Committee on Equal Opportunities (CEO) identified areas of strength and weakness on the campus that impact activities which support the objectives of *1997-2002 The Kentucky Plan for Equal Opportunities in Higher Education (The Kentucky Plan)*.

Areas of Strength

1. A renewed commitment by the board and president to achieving *The Kentucky Plan* objectives and to ensuring that the campus experiences of minorities are as rich and rewarding as the experiences of majority students.

2. A strong commitment to implementing successful programs for recruitment and retention of African American and white students to graduation and to better coordination of similar program activities within departments across the campus to achieve the greatest possible impact.

3. Development and use of the Faculty for the Future Fellowship Program as a means of increasing the complement of tenured/tenure track African American faculty.

4. Development and implementation of the president's leadership program specifically for freshmen to encourage students to actively participate in campus leadership.

5. A general university-wide awareness of the problems and concerns faced by the university.

Areas of Concern or Weakness

1. The president's cabinet (vice presidents) lacks African American representation, possibly resulting in a lack of understanding/perspective of the impact of policies on minority students, faculty, and staff prior to their implementation.

2. A general awareness of the communications and interaction issues and concerns within institutional groups without successful implementation of plans, programs, or activities to overcome them.

3. A lack of participation in the campus visit by members of the MoSU Board of Regents.

4. A lack of understanding on the part of the general campus population about the priorities and funding of the minority student support programs and programs for recruitment and retention of faculty.

RECOMMENDATIONS

1. The university should develop additional orientation sessions to more fully inform its constituents of the priorities, amounts, and uses of funds designated for minority student programs and focus the efforts of those programs to fully realize their potential.

2. MoSU should move rapidly and with efficacy in initiating efforts to expand communications among its African American faculty and professional staff to reduce the barely hidden tensions. More attention should be given the relationship among the university and the community to foster greater opportunities for involvement by African Americans.

3. MoSU should intensify its efforts to include more African Americans in the president's cabinet at the vice president level.

4. The complement of African American faculty and professional non-faculty at MoSU should be increased by exploring opportunities to work with the CPE, UK, and UofL (doctoral institutions) to identify students for the SREB Compact for Faculty Diversity program.

The supporting information for these areas of strength/weakness and for the recommendations is included in the attached detailed description of the CEO June 16, 1998, visit to Morehead State University.

Campus Visit to
MOREHEAD STATE UNIVERSITY
Committee on Equal Opportunities
Council on Postsecondary Education
June 16, 1998

OVERVIEW

The Council on Postsecondary Education Committee on Equal Opportunities (CEO) is responsible for overseeing the implementation of the general commitments, the specific objectives for each institution, and a requirement for annual evaluations of institutional progress toward those objectives as identified in *The Kentucky Plan.* To facilitate the oversight responsibility, the CEO visits campuses to meet with campus leaders, students, faculty, and other interested parties. These visits are designed to give committee members an opportunity to hear from selected members of the campus community. (The visits are not meant to be scientific, empirical data gathering exercises.) The CEO's intent is to learn first-hand about the success of the equal opportunity plan implementation on campus.

The CEO visited Morehead State University (MoSU) on Tuesday, June 16, 1998. The purpose of the visit was to allow CEO members to be informed about institutional activities that support/hinder achievement of the objectives of *The Kentucky Plan.* The CEO Central-West Kentucky Team conducted the visit.

ORIENTATION WITH PRESIDENT AND CABINET

Sherron Jackson, CPE staff, reviewed the progress of MoSU through the 1996-97 year of the plan. University personnel presented current year data showing MoSU progress since the adoption of the new plan (July 1997).

President Ronald Eaglin indicated that the university:

- Is committed to implementing and achieving *The Kentucky Plan* objectives and providing a balanced campus based educational experience for all students.

- Has a program (since 1992) that encourages MoSU students to complete a Ph.D. program at UK or UofL (MoSU pays ½ of tuition and fees) as a way of generating an additional pool of African Americans to fill faculty and other positions.

- Has seen an increase over previous years in the percentage of African American faculty and staff who now live in the local Morehead community and who are experiencing success serving in other capacities in the community.

- Believes the local and campus experience of African American students and faculty should be as rich and rewarding as that of any other students and faculty at MoSU. The university takes a proactive approach on behalf of African American students seeking employment in the community.

- Sees remedial education as a significant issue that plays a significant role in the MoSU service area. The university has found that remedial education issues are related to financial need.

- Has seen as increase in the percent of African American students participating in the honors program and student government. The president's leadership identification program plays a pivotal role in generating and nurturing that interest among African American students. All scholarship recipients are required to be in the institution's leadership program and the president is developing a leadership program for freshmen.

- Has found that ninety percent of students who withdraw from the university are generally having academic difficulty. However, when financial problems are the primary reason, the University Foundation provides assistance to the student.

- Has a somewhat unique problem in that African American students have Greek and other support organizations, but don't support those organizations in sufficient numbers to keep them solvent or make them effective. African Americans have their own Greek Council. At times some campus activities do seem to be segregated.

The CEO was asked to look at the possibility of allowing institutions to admit some out-of-state students (African Americans with Kentucky ties) under a legacy type policy. The CEO was also asked to investigate the possibility that funding could be provided to assist with developing more opportunity for the comprehensive universities to increase the number of students in the Ph.D. programs at the doctoral institutions (to fill positions at their institutions).

DISCUSSION WITH DEANS AND CHAIRPERSONS

Recruitment and Retention of Students: Deans and department chairs discussed student recruitment, admissions, counseling, and career placement. The university uses several programs/approaches to recruit students including leadership scholarships, identification of a specific employee in the admissions office, contact with school counselors, community organizations and parents, and contact by faculty. Additional scholarship opportunities have generated a greater response from resident African American students. However, MoSU is experiencing some difficulty competing with institutions in border states (Virginia, West Virginia, and Tennessee) that regularly

provide transportation for Kentucky high school graduates to visit their campuses and have more scholarship/financial aid to offer.

MoSU experience with retention varies but generally is a difficult issue to resolve. For example, at the end of the spring semester, of 242 African American students on campus, 72 (29.7 percent) are on academic probation and of that number 40 (55.5 percent) are freshmen. The group could not agree on whether the number of African Americans on academic probation was out of proportion with the rest of the student body. Student retention, particularly African American students, is a high priority at MoSU. More funding is needed for support services to address the recruitment and retention of minority students, or the responsibilities of the office providing those services should be more focused. Generally, recruitment teams do not include African American staff or faculty, which may impact student perception and choice. MoSU programs that provide support for retention efforts include a tutoring and learning center, campus based social functions, and interaction with faculty. Student experiences within the Morehead community regarding opportunities for employment, social interaction, and housing influence their decisions to continue or not continue their education at MoSU.

The university is experiencing some difficulty recruiting/enrolling significant numbers of African American students in graduate programs including the (grow your own) Ph.D. program(s) at the University of Kentucky and the University of Louisville. The university has not sought to develop a strong recruitment program with Kentucky's historically black institution to increase enrollment in the graduate programs.

Recruitment and Retention of Faculty: Recruitment efforts aimed at increasing the complement of African American faculty and professional staff basically follow the same pattern as that of other public institutions, i.e., before searches begin the Office of Human Resources develops the process and the Affirmative Action Officer becomes involved; depending on the type of position, it is advertised in national, regional and local papers and journals of postsecondary education; search committees review applications and are particularly sensitive to ensuring that qualified African Americans are invited to interview. In certain instances, there are barriers to having African Americans in applicant pools (for example, a position in English versus math/science). Opportunities to recruit at national meetings are too limited; maybe the CPE could assist. Special incentives could be offered to departments that make significant progress toward creating a more diverse faculty complement. Institution location and financial issues play a significant role in attracting African Americans to MoSU.

DISCUSSION WITH FACULTY AND PROFESSIONAL NONFACULTY

While the discussion with the deans and department chairs was fairly focused in the academic setting, the discussion among faculty and professional staff was more fluid and touched on other facets of the university's culture. Included in these discussions with the CEO were a representative number of African American and white faculty and professional non-faculty staff. This group felt that a general disconnect exists between

community organizations and MoSU regarding off-campus employment and student recruitment. MoSU needs to address issues in three areas related to campus and community relations/climate: 1) employment opportunities, 2) African Americans in key positions at MoSU, and 3) campus climate (racial and communications).

The group suggested that more opportunities should be provided for African American and white faculty and professional staff to interact on an informal basis to foster better communications and campus climate (the group felt that campus climate seems to be more hostile than five to eight years ago). A number of the participants said that they had not been invited to identify or recruit African Americans to fill vacant positions. MoSU brought in consultants to make recommendations regarding recruitment of students, faculty, and professional staff. These recommendations are being implemented. There was no specific discussion regarding minority faculty participation or aspiration to have leadership positions in the faculty governing body. Faculty indicated that they are directly involved with students, beginning with the freshman seminar, exploring ways to create opportunities for mentoring.

Faculty and staff attend and strongly support training/development programs that address diversity and workforce issues. MoSU is better able to address mentoring issues because more faculty and staff live in the local community and have more time for students beyond the regular office hours. Also both believe more crosscutting programming (social and professional development) is needed. One segment of the group raised a concern that one reason MoSU is having difficulty attracting and retaining minorities is the "glass ceiling" on compensation. They suggested that in almost every employee category minorities are the lowest paid but not necessarily the person with the shortest tenure. As the discussion concluded both groups agreed that the university should be more aggressive in its efforts to employ more African Americans in professional and faculty positions and to include more African Americans in policy level positions, especially at the president's cabinet level.

DISCUSSION WITH STUDENTS

The CEO met with a diverse group of MoSU students and was impressed with both the level and intensity of the conversations. The students believe:

- MoSU is the institution to attend if you are serious about studying (nothing else to do).
- MoSU provides a rich educational experience (100 percent acceptance rate to medical school).
- MoSU should aggressively seek to increase the presence of African American students on campus.
- There seem to be roadblocks to African American students having a well rounded campus experience. (MoSU should provide additional opportunities, activities, and social functions that allow and encourage more student interaction.)

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- There seems to be hidden policy/regulations when dealing with administrators (inconsistent policy application).
- Faculty are very accessible to students – e-mail, telephone, not restricted by time of day.
- Most African American students don't often venture off-campus but do get involved to some degree through volunteerism (university is separate from town/community).
- Progress on some campus issues that impact them is hampered by a degree of conflict among the African American faculty and professional staff.
- Decisions regarding campus entertainment/social functions are made with little input from them and desire change in this process (cross-over groups etc.).
- MoSU faculty and staff should have more diversity training and workshops to encourage interaction with African American students.
- There should be African American representation in the president's cabinet.

Generally, African American and white students had similar opinions about the campus environment and recommendations for improvement. The students praised the university's commitment and access to technology through computer labs and data processing capability. They were very complimentary of the willingness of faculty and staff to be available after regular office hours to provide guidance and assistance.

The CEO concluded its visit with an exit discussion with the president and acknowledged the institution's good faith effort.

COMMITTEE ON EQUAL OPPORTUNITIES
VISIT TO WESTERN KENTUCKY UNIVERSITY
SUMMARY AND RECOMMENDATIONS
JUNE 9, 1998

As a result of the campus visit to Western Kentucky University in June 1998, the Committee on Equal Opportunities (CEO) identified areas of strength and weakness on the campus that impact activities which support the objectives of *1997-2002 The Kentucky Plan for Equal Opportunities in Higher Education (The Kentucky Plan)*.

Areas of Strength

1. A renewed commitment by the board and president to achieving *The Kentucky Plan* objectives and to ensuring that the campus experiences of all minorities are as rich and rewarding as the experiences of majority students.

2. A strong commitment to implementing successful programs for recruitment and retention of African American and white students to graduation and to better coordination of similar programs within departments across the campus.

3. An articulate and diverse group of students who apparently have made major steps toward learning to adjust to each other and are working toward creating a university community supportive of the entire student population.

4. Development and use of a Junior Black Faculty Program as a means of increasing the complement of tenured/tenure track African American faculty and African American faculty in general.

5. Creation and implementation of a four-day freshman transition program designed to expose students to campus programs, adjustment procedures, counseling facilities, and academic and social guidance.

Areas of Concern or Weakness

1. The president's cabinet has no African American staff representation, possibly resulting in a lack of understanding/perspective of the impact of policies on African American students, faculty, and staff prior to their implementation.

2. A lack of attention/concern among the president's cabinet that the university's most visible ambassadors, "the Spirit Masters," includes no representation from minority groups (especially African Americans) and that the majority of students who need access to Minority Affairs programs are not aware of their location and program availability. A continued decrease in funding for the Minority Affairs programs while increasing the responsibility of that office for student retention efforts.

3. A general awareness of the problems and concerns faced by African American students, faculty, and staff in the Bowling Green community (external) without implementing programs or activities to overcome those concerns or to encourage the to community respond to those concerns.

RECOMMENDATIONS

1. The university should focus more attention on the relationship among the university and the Bowling Green community, e.g., reducing tensions with police and creating a more hospitable employment/living environment.

2. The university should intensify its efforts to increase the level of retention of underrepresented minority students, particularly African Americans. This effort may prove to be more successful through an enhancement of the staff, budgetary support for the Office of Minority Affairs, or more clearly focus program activities.

3. The university should immediately increase the representation of African Americans in the Spirit Masters Program, eliminate the apparent estrangement between students in the honors program and the general population, develop a marketing program that provides students information about the location and programming of the Minority Affairs Office, and implement more diversity training programs for faculty, staff, and students.

4. The university should redouble its efforts to include African Americans in the president's cabinet.

5. Immediate attention should be given to increasing the complement of African American faculty and professional non-faculty at WKU. The university should work with the CPE, UK, and UofL (doctoral institutions) to identify students to participate in the SREB Compact for Faculty Diversity to help create a pool of African Americans to fill positions.

The supporting information for these areas of strength/weakness and for the recommendations is included in the attached detailed description of the CEO June 9, 1998, visit to Western Kentucky University.

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Campus Visit to
WESTERN KENTUCKY UNIVERSITY
Committee on Equal Opportunities
Council on Postsecondary Education
June 9, 1998

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OVERVIEW

The Council on Postsecondary Education Committee on Equal Opportunities (CEO) is responsible for overseeing the implementation of the general commitments, the specific objectives (goals) for each institution, and a requirement for annual evaluations of institutional progress toward those objectives as identified in *The Kentucky Plan.* To facilitate the oversight responsibility, the CEO visits campuses during the fall and spring semesters to meet with campus leaders, students, faculty, and other interested parties. These visits are designed to give committee members an opportunity to hear from selected members of the campus community. (The visits are not meant to be scientific, empirical data gathering exercises.) The CEO's intent is to learn first-hand about the success of the equal opportunity plan implementation on campus.

The CEO made a campus visit to Western Kentucky University (WKU) on Tuesday, June 9, 1998. The purpose of the visit was to allow CEO members to review institutional activities that support the objectives of *The Kentucky Plan.* The Central-West Kentucky Team was present during the visit. The Committee appreciated the presence/participation of WKU board members Joy Grambling (staff member) and Cornelius Martin (vice chair).

ORIENTATION WITH PRESIDENT AND CABINET

Sherron Jackson reviewed the progress of WKU through the 1996-97 year of the plan. University personnel presented current year data showing WKU progress since the adoption of the new plan (July 1997).
President Ransdell responded to several questions by indicating that the university:

- Is committed to implementing and achieving *The Kentucky Plan* objectives and providing a balanced campus-based educational experience for all students.

- Is desirous of having greater success in recruitment of African American students, staff, and faculty; however, the greatest challenge is recruitment and retention of African American faculty.

- Believes the campus experience of African American students should be as rich and rewarding as that of any other student at WKU.

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- Is working hard to cultivate a more friendly and supportive atmosphere for African American students and to ensure that they have a sense of community within the WKU family. An Ethnic Relations Task Force was appointed to identify institutional barriers and develop action plans (where needed), which if followed will contribute to institutional pride and achievement in this area.

- Is not clear regarding the definition of a "minority" student as it relates to *The Kentucky Plan*.

The CEO was asked to look at the possibility of allowing institutions to admit some out-of-state students (African Americans with Kentucky ties) under a legacy type policy. The CEO clarified the definition of minority as it relates to implementation of *The Kentucky Plan* to mean Kentucky resident African American students (where a student objective is measured) and African American citizens of the U.S. (where a faculty/staff objective is measured).

RECRUITMENT/RETENTION OF FACULTY AND STUDENTS

Recruitment and Retention of Faculty: Dr. John Petersen, Associate Vice President for Academic Affairs, provided information about faculty recruitment and retention efforts at WKU. The university developed a Junior Black Faculty program as a means of "growing" its own faculty in certain academic areas. Since its development, ten years ago, approximately thirteen (13) participants were identified to participate in the program and nine are still with the university. The CPE should be more supportive of these types of programs by providing funding. Of the 23 African American faculty at WKU, there is one full professor, eight associate professors, six assistant professors, and nine instructors. The university has seven African American faculty who are tenured and eight on tenure track. The remaining eight are not eligible for tenure. The School of Business currently has one faculty member in the Junior Black Faculty Program working on a Ph.D. in accounting. The institutional philosophy is to try to bring the best-qualified staff to the institution. Special incentives are offered departments that make significant progress toward creating a more diverse faculty complement. The departments have responded positively to the incentives. Institution location and financial issues play a significant role in attracting African Americans to WKU.

Recruitment and Retention of Students: Dr. Barbara Burch, Provost and Vice President of Academic Affairs; Sharon Dyrsen, Administration and Operations; and Elmer Gray, Extended Campus Programs, discussed student recruitment, admissions, counseling, and career placement with the CEO. The university uses several programs/approaches to help recruit students including leadership scholarships, identification of a specific employee in the admissions office, contact with school counselors, community organizations and parents, and contact by faculty. The university has no special or race-based admissions requirements; however, all students receive

exceptions for pre-college curriculum deficiencies. Additional scholarship opportunities have generated a greater response from African American students.

WKU experience with retention varies but generally is a difficult issue to resolve. Student retention, particularly African American students, is a high priority at WKU. The university created a new position at the associate vice president level to monitor student performance and develop programs to enhance retention efforts. All departments have developed and are implementing recruitment and retention plans. A part of the approach is to look at dropouts to see where patterns exist and to aggressively target these areas. Also, departments are being held responsible for addressing retention issues. The university student retention program includes a program that allows faculty to interface with students outside of the classroom setting. Some programs that provide support for retention efforts includes the tutoring and learning center, mandatory prejudice reduction workshops, the Black freshman weekend, and the Black student union. Concerns were raised regarding the need for the university to commit additional funding to support the tutoring and help programs. Observations were made that these programs are basically funded on a straight-line basis with very little if any increases to keep pace with the institution's expectations of the programs.

Student experiences within the Bowling Green community regarding opportunities for employment, social interaction, and housing influence their decisions to continue or not continue their education at WKU. An Ethnic Relations Task Force was established to look at the WKU campus climate including treatment of African American students by university police, treatment of African American students by Bowling Green police, and other issues influenced by the university that might negatively impact the experience of African American students on the WKU campus. A final report with recommendations for implementation is to be presented to the president in late summer or early fall. It is expected that implementation of recommendations will begin in fall 1998.

The university is experiencing some difficulty recruiting/enrolling significant numbers of African American students for the graduate programs including the joint doctoral program with the University of Louisville. Juniors and seniors at WKU are contacted and encouraged to continue their education by applying to the various graduate programs. Other initiatives include graduate study-career day, career opportunity/development seminars, encouraging graduate students to consider further professional development through the Junior Black Faculty program, and use of graduate assistantships (stipend/tuition). The university has not sought to develop a strong recruitment program with Kentucky's historically black institution to increase enrollment in the graduate programs.

DISCUSSION WITH FACULTY AND PROFESSIONAL NONFACULTY

This discussion opened with comments by Mr. Cornelius A. Martin, Chair of the WKU Board of Regents. Mr. Martin noted that WKU needed to address issues in three areas related to campus and community climate: 1) employment opportunities, 2) African

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Americans in key positions at WKU, and 3) percent of African American students enrolled as non-residents. When the Ethnic Relations Task Force completes its work the university will seek an opportunity to meet with the mayor of Bowling Green and the County Judge Executive to discuss the relevant initiatives in the task force report.

Included in these discussions with the CEO were a representative number of African American and white faculty and professional non-faculty staff. It was agreed that a need exists for more opportunities for African American and white faculty and professional staff to interact on an informal basis (concern about departmental isolation) to foster better communications. There was no specific discussion regarding minority faculty participation or aspiration to have leadership positions in the faculty governing body. Faculty indicated that they are directly involved with students, beginning with the freshman seminar, exploring ways to create opportunities for mentoring.

Faculty members attend and strongly support training/development programs that address diversity and workforce issues. Also both believe more programming (social and professional development) with a crosscutting flavor would be supportive of the university's vision of the WKU campus environment. Members of the faculty and professional staff agree that Bowling Green does not have a lot of social activities for African Americans. Some sectors of the community are warm and receptive, and they are not aware of any negative experiences with housing discrimination. As the discussion concluded both groups agreed that the university should be more aggressive in its efforts to employ more African Americans in professional and faculty positions and to include more African Americans in policy level positions, especially at the president's cabinet level.

DISCUSSION WITH STUDENTS

The CEO met with a diverse group of WKU students and was impressed with both the level and intensity of the conversations. Stephanie Cosby, president of the WKU Student Government Association, led the discussion. The students believe:

- WKU needs more programming in the freshman curriculum that addresses diversity.
- WKU should aggressively seek to increase the presence of African American students on campus.
- The campus seems segregated, and WKU should provide additional opportunities, activities, and social functions that allow and encourage more student interaction.
- There needs to be more African American student representation on official university committees, especially the Spirit Masters who are the official student ambassadors of WKU. (Of the 24 members in 1997-98, none were African American.)

- More attention needs to be given to the climate in the residence halls. Students are disrespectful to African Americans who serve in the position of residence hall assistant.
- More attention needs to be given to the honors program and its tendency to isolate honors students from the rest of the population. African American students who begin the honors program often drop out because of the feeling of isolation.
- The campus environment does not encourage African American students to be part of student government organizations.
- Lack of institutional support and fraternity/sorority houses is a significant disadvantage for Black Greek organizations.
- Campus police seem to be more aggressive in their treatment of African American students than of white students and fraternities/sororities.
- WKU should provide more funds for scholarships, increase programming for transitioning from high school to college, provide more diversity/cultural workshops for freshmen, co-sponsor forums with student government, and re-establish the mentoring program.
- African American students felt that decisions regarding campus entertainment/social functions are made without their input and desire change in this process (cross over groups, etc.).
- WKU faculty should have more diversity training and workshops to encourage interaction with African American students.

In general, both African American and white students agreed on the campus environment and recommendations for change. The students praised the university's commitment and access to technology through computer labs and data processing capability in the dormitories. They were very complimentary of cultural diversity workshops presented by faculty of the WKU Psychology Department and suggested that they be expanded. Unlike visits at other campuses, the CEO was quite surprised that white students raised a significant number of concerns about campus climate.

The CEO concluded its visit with an exit discussion with the president and acknowledged reassurance of the institution's good faith effort. The CEO was pleased to have two members of the WKU Board of Regents present during its visit.

Information:

After consulting with Council members and reviewing the calendar with Chair Hardin, the 1999 Council meeting dates have been selected:

> January 24-25
> March 14-15
> May 16-17
> July 18-19
> September 26-27 (trusteeship conference)
> November 7-8

Unless otherwise notified, the meeting format will be as follows:

Sunday	5:00 p.m.	Executive Committee
	6:00 p.m.	informal dinner for Council members
Monday	8:30 a.m.	Academic Affairs & Finance Committees
	upon adjournment of committee meetings	Council meeting

Staff Preparation by Phyllis Bailey

D. Finance Committee Agenda

November 9, 1998
8:30 a.m. (ET), Local Government Conference Room, Frankfort, KY

Roll Call

Other Business

Adjournment

Agenda materials are available on the CPE web site at http://www.cpe.state.ky.us.

MINUTES[1]
Finance Committee
November 9, 1998

The Finance Committee met on November 9, 1998, at 8:30 a.m. in the Department of Local Government Conference Room, Frankfort. Finance Committee Chair Greenberg presided.

ROLL CALL

The following members were present: Mr. Baker, Mr. Cary, Mr. Hackbart, Mr. Huddleston, Ms. Menendez, Ms. Ridings, Mr. Whitehead, and Chair Greenberg. Mr. Hardin was absent from the meeting.

APPROVAL OF MINUTES

A motion was made by Ms. Menendez and seconded by Mr. Whitehead to approve the July 13, 1998, minutes. The motion passed unanimously.

INFORMATION: STUDENT HOUSING FIRE SAFETY

In response to the tragic fire at Murray State University's Hester Hall, discussions with the Council president and the institutional presidents produced a recommendation addressing student housing fire safety needs throughout the system. Mr. Walker stated that the presidents supported the plan, which allows for maximum institutional management flexibility and creates safe student housing facilities throughout the state. The plan is:

- Each institution will use institutional funds or the proceeds from bonds to pay for necessary fire suppression and detection modifications. These funds will include housing and dining reserves and housing and dining bonds, with housing and dining revenue being used to retire the bonds. Funding for projects in 1998-2000 was recommended in Agenda Item D-2.
- The Council staff will work with and on behalf of the institutions to help them get the greatest possible flexibility in scheduling, use of institutional funds, and approaches to fire safety. The institutions will consult with the State Fire Marshall's Office to determine necessary modifications for each student housing facility.
- Each institution will complete necessary modifications as soon as possible.

The proposed plan is not limited to the installation of sprinklers, but is inclusive of all necessary fire suppression and detection modifications.

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[1] All attachments are kept with the original minutes in the Council offices. A verbatim transcript of the meeting is also available.

The completion timeframe was a concern to committee members primarily because of the possibility that another emergency could arise that would take precedence over the upgrades. Mr. Walker stated that the plan does not specify a completion date, because the focus was upon getting started.

Preliminary estimates to implement improvements are approximately $25 million. Institutions have identified about $15 million dollars in housing and dining bonds and housing and dining revenues to be used towards the improvements. Should the plan be implemented, 60 percent of the needs could be addressed before the end of this biennium. The University of Kentucky has identified a substantial amount of housing and dining reserves to be expended next biennium.

The Council staff will monitor the progress to ensure that there is a continuous effort towards making the needed improvements as it works with the institutions, the Finance and Administration Cabinet, and the State Fire Marshall's Office. Even if the total amount needed to make all necessary fire safety improvements was available, completion of all projects is not feasible because there are not enough contractors qualified to install fire safety equipment. Student displacement is another factor that makes it difficult to determine a completion date. Mr. Baker stated that, assuming the money is available, there is no excuse for the projects to go unfinished in upcoming biennia. Another concern is whether funding fire safety improvements will create other deferred maintenance problems at the institutions.

President Kustra and Mr. Cary asked that the Council explore the possibility of a collaborative funding effort between the General Assembly and the universities. Student Government Presidents Michelle Francis (Morehead State University) and Todd Earwood (Murray State University) addressed the committee. Mr. Earwood spoke on behalf of the other Student Government Presidents. They were concerned that the proposal does not allow the flexibility needed to fund the projects adequately. The students were concerned with the shift in priorities away from other improvements needed in student housing such as wiring dormitories and residence halls for the Internet. The student government presidents support Mr. Cary's suggestion which they believe would alleviate financial burden from the students.

President Eaglin said that the presidents were in agreement with the plan as proposed by the staff.

ACTION:
1998-2000 CAPITAL
PROJECTS

RECOMMENDATION: The Council staff made several capital project recommendations for the 1998-2000 biennium. The recommendations are:

- That the Council approve the allocation of the 1998-2000 agency bond pool. The allocation first addresses the need to complete fire safety projects in student housing facilities (see Agenda Item D-1 and Attachment 1 of the agenda materials for more information). Additional bond authority is provided for projects at Morehead State University, Murray State University, the University of Kentucky, and Western Kentucky University. The Council action represents a recommendation to the Secretary of the Finance and Administration Cabinet for final action.
- That the Council approve the allocation of the 1998-2000 deferred maintenance and government mandates bond pool for projects at the Kentucky Community and Technical College System and the universities (as seen on page 99g of the agenda materials). Bond funds will be allotted as institutions certify to the Council staff that matching funds have been committed to eligible projects.
- That the Council approve the allocation of the 1998-2000 research equipment pool for projects at UK and UofL.
- That the Council approve the institutions' facilities maintenance plans establishing and committing to a maintenance standard for facilities at the institutions.
- That the Council approve the institutions' technology replacement plans establishing and committing to a technology replacement standard for each institution (see page 99i of the agenda materials).

MOTION: Ms. Menendez moved the approval of the recommendation and Mr. Hackbart seconded the motion.

DISCUSSION: Mr. Walker pointed out that the bond authorization given to the Council by the 1998 General Assembly indicates that the Council action on this agenda item represents a recommendation to the Secretary of the Finance and Administration Cabinet who will take final action on bond funded projects. The recommendation of the 1998-2000 deferred maintenance and government mandates bond pool generates $50 million for use by the institutions because of a dollar for dollar required matched.

Mr. Baker asked if the committee could vote on the first recommendation separately from the others.

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AMENDMENT MOTION: Mr. Baker moved that the first recommendation be voted on separately from the other four recommendations. Mr. Huddleston seconded the motion.

DISCUSSION ON THE AMENDMENT: Mr. Huddleston requested clarification of the amendment. Mr. Baker stated that he has misgivings about the fire safety process. At least two presidents indicate that there will be major student housing cost increases each semester. In the past, the Governor and the General Assembly stated that they may be willing to assist with the fire safety projects on a one-time basis.

Mr. Hackbart stated that the fire safety plan takes into account the different ways each institution treats maintenance – some devote resources to maintenance, others devote similar funds to other purposes. The fire safety plan developed recognizes the fact that there is an equity issue among institutions based upon previous activities and how the institutions allocated funds previously. The fire safety plan is reasonably flexible to reflect that different institutions are in different positions. In some cases, the institutions have taken care of the fire safety problems in dormitories and other areas and had to make adjustments in rental rates or dormitory rates for students. Each institution is managing its own situation and the plan presented provides the opportunity for continued institutional management flexibility.

Mr. Baker asked whether the student housing increase was a one-time increase or whether the increase would occur over the life of the bonds. Mr. Greenberg stated the increase would be over the life of the bonds which is twenty years.

Mr. Huddleston stated the presidents do not view this as the perfect solution, but that they all say that there is no perfect solution. The presidents developed this plan in consultation with each other and with the Council staff. He stated that it would not be prudent for the Council to get into the institutions' management. This is a business-like approach that has been adopted by those who are on the scene and who truly know what the circumstances are in their respective universities.

Ms. Francis stated that several student government presidents have been in contact with members of the legislature and that the legislators indicate that they support the state funding for some of the fire safety projects.

AMENDMENT VOTE: The motion failed. Mr. Baker and Mr. Cary were the only supporters of the amendment.

Mr. Greenberg stated that the Council is on record for identifying the necessary resources that can be obtained for furthering postsecondary education. New pools of money have been created for facilities and maintenance. Because of the tragedy, the Council is asking all organizations to work cooperatively to meet minimum fire safety codes. The decisions made to this point have been prudent. The students made good recommendations. The Council will continue to look for additional money. Mr. Greenberg suggested that the presidents look at refinancing existing bonds at lower interest rates that may result in lower student housing increases.

VOTE: The motion passed. Mr. Baker opposed the motion.

DISCUSSION: TUITION POLICY GUIDELINES

The Council on Postsecondary Education determines tuition for all students enrolled in the Kentucky public postsecondary institutions. In 1981, the Council on Higher Education developed and implemented a tuition-setting policy. The policy was reviewed and revised in 1991 and again in 1993. In November 1997, the Council approved tuition rates for the 1998-2000 biennium. This action included a provision to review the tuition-setting policy.

The staff proposal is that the Council delegate to the university and the KCTCS governing boards authority to set their tuition consistent with guidelines promulgated by the Council.

Based on the proposal, the institutions would report planned tuition rates for each year of the 2000-2002 biennium. They also would report projected tuition and fees revenue to be used in the development of the Council's 2000-2002 biennial budget request. By considering tuition and fees revenue in the development of the biennial budget request, this approach recognizes the shared responsibility between the state and the students for the cost of education. The guidelines address the statutory directive of differentiating rates for resident and nonresident students. Also, the guidelines give each institution flexibility to set rates that address its enrollment and program mix by allowing rates to be set on a per credit hour basis and differentiated by program.

The Council staff believes that it is appropriate, where possible, to decentralize decision making from the Council to the institutions and this is one area the staff has identified that is worthy of discussion. Draft guidelines appear on page 102 of the agenda materials. This is an opportunity for the institutions to better manage their financial and program resources. The proposal indicates that it is appropriate to continue distinguishing between resident (in state) and nonresident (out-of-state) students for tuition purposes.

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The proposal satisfies the Council's statutory responsibility to determine tuition for the public postsecondary institutions. Decentralization of the tuition-setting process is a way to give the institutions more management flexibility. Operating budget request guidelines to be developed for the 2000-2002 biennium should establish a relationship between state general fund and tuition and fees revenues used to finance educational and general operations. Access to postsecondary education for all Kentuckians, regardless of financial status, continues to be a priority for the Council and the institutions.

Mr. Whitehead asked how the proposed policy compares to policies in other states. Kentucky is one of two states where the coordinating board sets tuition rates for each institution. The more common approach is that rates are set by governing boards. Five states have coordinating boards that use the approach of setting guidelines and allowing institutions to set rates within those guidelines.

Mr. Hackbart stated that the statutes are clear in that the Council has the responsibility for setting tuition rates. Mr. Walker said that the actual wording in the statute is that the Council will "determine" tuition. The Council staff believes that question needs to be fully addressed, but if the Council establishes a set of guidelines that determines the setting of tuition, that may satisfy the statutes. A fall back position would be for the Council to ratify rates set by the institutions.

Mr. Huddleston suggested eliminating resident and non-resident tuition and also allowing each university to request exemptions from the guidelines based on good cause. President Alexander agreed with Mr. Huddleston.

Mr. Hackbart stated that proposed tuition policy could create a tuition competition within the state. Mr. Walker said that there needs to be a direct relationship between the amount of state appropriation that can be requested and the amount of tuition revenue that will be generated. The processes must move forward at the same time. It must be made clear that the institutions are required to continue the shared relationship between state funding and student funding represented by tuition and fees. This must be done in a manner that allows management flexibility for how that tuition revenue is put together. The proposed tuition policy allows for institutional autonomy and flexibility, but does not allow institutions to off-load onto the state the requirement to pick up lost tuition revenue.

Ms. Menendez asked whether each community and technical college would set its own tuition rate or whether they would be grouped geographically. Mr. Walker assured the committee that the Council staff would work with the Kentucky Community and Technical College System on this issue.

President Votruba believes that regional and local forces will drive the tuition policy for the institutions. He further says that the current policy allows institutions to differentiate based on mission and purpose and that the proposed policy has control points to keep rates from going out of control.

Mr. Hackbart prefers to have the Council set base tuition, but look at the possibility of having institutional flexibility and having additional tuition costs associated with certain programs such as professional programs.

Mr. Greenberg said that he has reservations about the tuition setting guidelines. The guidelines need to be tied with the funding model. There is not a consensus among the institutions now on what role tuition should play in the basic operating budgets. Allowing total decentralization puts an unknown obligation or burden on the state for coming up with additional funding. Decentralization is a topic that needs to be pursued.
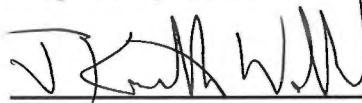
OTHER BUSINESS   Mr. Greenberg referenced a recent article in the Chronicle on Higher Education which states that five Kentucky institutions were in danger of losing eligibility to receive all major grants and loan programs under federal auspices. The institutions' 1996 default rate was 40 percent or more. Four are Kentucky Tech institutions and one is a technology center in Montgomery County. These may fall under the Workforce Development Cabinet.
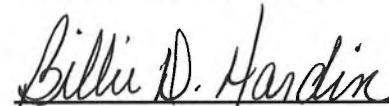
ADJOURNMENT   The meeting adjourned at 10:10 a.m.

Respectfully submitted,

J. Kenneth Walker
Vice President for Finance

Billie D. Hardin
Secretary

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Information:

The September 18 dormitory fire at Murray State University has generated substantial interest about fire safety in student housing in Kentucky's public colleges and universities. Gordon Davies and the presidents of the institutions have met to discuss the best approach to bring the student housing facilities up to current fire code standards. These discussions continue.

At the time of the agenda packet mail-out, a specific plan to address this issue had not been developed fully. The staffs of the Council and institutions are compiling data to identify available sources of funding and to estimate the cost of bringing the facilities up to current fire code standards. These standards generally require that most buildings be equipped with sprinklers, smoke detectors, and fire alarms. A preliminary estimated cost is approximately $25 million systemwide.

If additional information or a plan of action is finalized before November 9, it will be distributed at the meeting or as quickly as possible.

Staff Preparation by Ken Walker

Information:

The September 18 dormitory fire at Murray State University generated substantial interest about fire safety in student housing at Kentucky's public colleges and universities. Gordon Davies and the presidents of the institutions have met several times to discuss the best approach to bring the student housing facilities up to current fire code standards. This issue affects all institutions except Northern Kentucky University, whose student housing facilities meet current fire code standards. A preliminary estimate is that costs for these projects could amount to approximately $25 million systemwide.

A plan to address this issue was completed November 4. Here are the elements of that plan:

- Each institution will use institutional funds and the proceeds from bonds to pay for necessary fire suppression and detection modifications. These funds will include housing and dining reserves and housing and dining bonds with housing and dining revenue being used to retire the bonds. Funding for projects in 1998-2000 is recommended in Agenda Item D-2.

- The Council staff will work with and on behalf of the institutions to help them get the greatest possible flexibility in scheduling, use of institutional funds, and approaches to fire safety. The institutions will consult with the State Fire Marshall's Office to determine necessary modifications for each student housing facility.

- Each institution will complete necessary modifications as soon as possible.

This plan has been developed to provide safe student housing facilities throughout the state while allowing each institution the flexibility to manage its space and financial resources.

Staff Preparation by Ken Walker

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Information:

Since a plan to address the student housing fire safety issue has not been completed, the staff has not completed a planned agenda item allocating pools appropriated for 1998-2000 and addressing other appropriation bill requirements.

The staff will distribute an action item including recommendations as quickly as possible.

Staff Preparation by Ken Walker

Recommendation:

- That the Council approve the allocation of the 1998-2000 agency bond pool. The allocation first addresses the need to complete fire safety projects in student housing facilities (see Agenda Item D-1 and Attachment 1). Additional bond authority is provided for projects at Morehead State University, Murray State University, the University of Kentucky, and Western Kentucky University. Council action represents a recommendation to the Secretary of the Finance and Administration Cabinet for final action.

- That the Council approve the allocation of the 1998-2000 deferred maintenance and government mandates bond pool for projects at the Kentucky Community and Technical College System and the universities (see Attachment 2). Bond funds will be allotted as institutions certify to the Council staff that matching funds have been committed to eligible projects.

- That the Council approve the allocation of the 1998-2000 research equipment pool for projects at UK and UofL.

- That the Council approve the institutions' facilities maintenance plans establishing and committing to a maintenance standard for facilities at the institutions.

- That the Council approve the institutions' technology replacement plans establishing and committing to a technology replacement standard for each institution (see Attachment 3).

Rationale:

- House Bill 321 includes authorization of a $35.0 million agency bond pool to fund individual projects to be recommended by the Council. Each institution has identified a fund source for debt service for each project.

- House Bill 321 includes authorization for a $25.0 million deferred maintenance and government mandates bond pool for education and general facilities. Institutions have identified projects to be completed using funds from this pool. Each institution is required to match state funds on a dollar for dollar basis. Debt service for these bonds is in the Physical Facilities Trust Fund appropriated to the Council.

- House Bill 321 includes authorization for a $26.25 million research equipment bond pool for UK and UofL. The University of Kentucky and the University of Louisville provided lists of equipment to guide purchases from the research equipment pool. Debt service for these bonds is in the Physical Facilities Trust Fund appropriated to the Council.

- House Bill 321 requires that capital construction project funds not be allotted to an institution until it submits for the Council's approval a facilities maintenance plan establishing and committing to a maintenance standard for facilities at the institution. Each institution has done this.

- House Bill 321 requires that capital construction project funds not be allotted to an institution until it submits for the Council's approval a technology replacement plan establishing and committing to a technology replacement standard for the institution. Each institution has done this.

Background:

The 1998-2000 Appropriations Bill (HB 321) enacted by the 1998 General Assembly created several capital projects pools for postsecondary education institutions. The bill stipulates that each university and KCTCS must satisfy certain requirements before funds can be allocated.

Agency Bond Pool

This bond pool provides funding for individual projects to be recommended by the Council to the Secretary of the Finance and Administration Cabinet. To address an immediate need to improve fire safety in student housing facilities, the highest priority for agency bonds is given to projects that address these safety issues. Following a recent fire at Murray State University, the president of the Council and presidents of the institutions developed a plan to bring all student housing facilities up to current fire safety code as described in Agenda Item D-1. This recommendation allows funds from this pool to complete a number of these fire safety projects.

This staff recommendation includes a list of student housing fire safety projects to be funded by $10,241,000 in agency bonds. The recommendation includes a list of other agency bond projects totaling $21,350,000.

1998-2000 Deferred Maintenance and Government Mandates Bond Pool

The Deferred Maintenance and Government Mandates Bond Pool was established by HB 321 to address the backlog of deferred maintenance and code compliance issues in education and general facilities. The pool contains $25.0 million in bond proceeds. Institutions are required to match these funds on a dollar for dollar basis. Projects to be funded were identified by the institutions from a list of eligible projects approved by the Council in November 1997. The specific projects to be funded from the pool are included as Attachment 2.

Research Equipment Bond Pool

HB 321 includes a $26.25 million research equipment bond pool for the University of Kentucky and the University of Louisville. The Council staff met with UK, UofL, the Office of Financial Management and Economic Analysis, and the Governor's Office for Policy and Management and developed a strategy for allocation of the funds. Based on discussion during development of the biennial budget, the allocation of funds is two/thirds ($17.5 million) to UK and one/third ($8.75 million) to UofL.

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Each institution provided a list of equipment to guide purchases using funds from this pool. A final report of the actual acquisitions from the pool will be prepared by each institution and reported to the Secretary of the Finance and Administration Cabinet and the Capital Projects and Bond Oversight Committee.

Facilities Maintenance Plan and Maintenance Standard

The institutional physical plant directors and the Council staff cooperatively developed the maintenance standard. The standard is that on average each major building system (e.g., HVAC, roofs, electrical, and plumbing) for all buildings will last at least 90 percent of its expected useful life. The institutional physical plant directors have agreed to work with the Council staff to develop a common chart of major building systems, their expected useful life, and a common definition of deferred maintenance for use by institutions to implement the maintenance standard. Institutional commitment to the standard and development of the maintenance plan is expected to result in improved routine and preventive maintenance at all institutions. The standard is to be implemented and monitored as follows:

- Each institution has committed to prepare and implement a routine maintenance and preventive maintenance program and schedule addressing all major building systems (e.g., HVAC, roofs, electrical, and plumbing).
- Each institution has committed to inspect annually the major systems of each building and to complete routine and preventive maintenance to achieve at least 90 percent of the expected useful life of each system.
- Each institution will present baseline information (based on capital projects over the past six years) of the average useful life of building systems on its campus.
- The president of each university and the KCTCS has:
  - committed to the maintenance standard;
  - committed to develop the routine and preventive maintenance program and schedule by April 15, 1999 (the statutory due date for the next six year capital plan to be submitted to the Capital Planning Advisory Board), and
  - committed to develop the building systems baseline information by April 15, 1999.
- The biennial evaluation of facilities by the Council staff and a consulting architect is expected to continue.

The standard achieves the objectives of HB 321 and can be implemented and monitored by the institutions without an elaborate reporting process.

Technology Replacement Plan and Technology Replacement Standard

The technology replacement plan and technology standards were developed by the institutions. These replacement standards and plans are expected to result in timely and cost effective upgrades of technology to support programs and activities. A summary of the technology replacement standard for each institution is included as Attachment 3. Copies of the technology replacement plans are on file at the Council office.

Staff preparation by Sherron Jackson

1998-2000 CAPITAL PROJECTS
AGENCY BOND POOL ALLOCATION
ISSUANCE OF AGENCY BONDS FOR FIRE SAFETY AND OTHER PROJECTS

Priority/Institution/Project	Revised Project Scope	1998-2000 Agency Bond	Agency Funds	Source of Debt Service
Eastern Kentucky University				
Student Housing Fire Safety	2,817,000	1,254,000	1,563,000	H&D Revenue
Morehead State University				
Student Housing Fire Safety	1,870,000	1,470,000	400,000	H&D Revenue
Protect Investment in Plant - Auxiliary Facilities	1,500,000	1,500,000		H&D Revenue
Subtotal	3,370,000	2,970,000	400,000	
Murray State University				
Student Housing Fire Safety	3,785,000	3,785,000		H&D Revenue
Deferred Maintenance: H&D Pool	1,762,000	1,762,000		H&D Revenue
Subtotal	5,547,000	5,547,000	-	
University of Kentucky				
Student Housing Fire Safety	867,000	288,000	579,000	H&D Revenue
Crisp Building Replacement at Paducah CC	2,200,000	2,200,000		Lease Pur. Payment
Patterson Hall Renovation	2,950,000	2,950,000		H&D Revenue
Holmes Hall - HVAC	950,000	950,000		H&D Revenue
Cooperstown/Shawneetown III *	4,212,000	4,212,000		H&D Revenue
Student Housing/Fraternity House Replacement	2,200,000	2,200,000		H&D Revenue
Aging/Allied Health Building Phase II	2,200,000	2,200,000		Grant/Contract Revenue
Subtotal	15,579,000	15,000,000	579,000	
Western Kentucky University				
Student Housing Fire Safety	3,444,000	3,444,000		H&D Revenue
McLean Hall Renovation **	3,376,000	3,376,000		H&D Revenue
Subtotal	6,820,000	6,820,000	-	
Kentucky State University				
Student Housing Fire Safety	671,000	-	671,000	
University of Louisville				
Student Housing Fire Safety	991,000	-	991,000	
Kentucky Community and Technical College System				
Student Housing Fire Safety	400,000	-	400,000	
System Total	$ 36,195,000	$ 31,591,000	$ 4,604,000	
Student Housing Sprinkler Installation	14,845,000	10,241,000	4,604,000	
Other Agency Projects	21,350,000	21,350,000		

* Total project scope is $4.5 million, the remaining $288,000 is included in the Student Housing Fire Safety project.
** Total project scope is $3.44 million, the remaining $68,000 is included in the Student Housing Fire Safety project.

1998-2000 CAPITAL PROJECTS
AGENCY BOND POOL PROJECT DESCRIPTIONS
NON-FIRE SAFETY PROJECTS

Morehead State University
Protect Investment in Plant – Auxiliary Facilities: This project is to complete mechanical and structural repairs to the University's student housing facilities. These deficiencies need to be corrected to extend the useful life of these facilities and improve students' living conditions. The maintenance projects listed in this pool will allow the university to continue to meet the residential needs of its students by providing well-maintained facilities.

Murray State University
Deferred Maintenance - H&D Pool: This project is to preserve and repair 16 housing and dining buildings and fixed equipment to an acceptable level for continuity of operation and preservation. This allows the university to provide major maintenance and repair to the housing and dining facilities in an effort to provide safe living and dining environments for students and in an effort to protect and maintain the university's investment.

University of Kentucky
Crisp Building Replacement at Paducah Community College: The building is to meet the purpose of the original gift of the Crisp Center, i.e. to provide a facility to extend higher educational opportunities of the University of Kentucky to the region of Western Kentucky. In 1991, the Crisp facility was provided as a gift to the University of Kentucky to extend higher educational opportunities in West Kentucky.

Patterson Hall Renovation: This project is for major renovation of Patterson Hall, to include upgrade of all architectural, mechanical and electrical systems consistent with the maximum restoration of the facility. The renovation of this residence hall supports the university's goal of providing residential facilities that are clean, safe, accessible, well maintained, attractive, comfortable, properly designed, and conducive to studying.

Holmes Hall – HVAC: This project is for installation of a new HVAC system to update Holmes Hall, which was constructed in 1956. This will allow the increased use of the facility on a year-round basis, especially for summer conferences and programs. This project will assist in meeting the university's goal of ensuring the effective utilization and improvement of buildings.

Cooperstown/Shawneetown III: This project is for renovation of two buildings in Cooperstown Complex and two buildings in Shawneetown Complex. The project includes installation of air conditioning and upgrading of electrical service and kitchen facilities. It will also address ADA requirements. This renovation is necessary to upgrade 40-year-old facilities to the needs and comforts desired by current residents.

Student Housing/Fraternity House Replacement: This project is for construction of a small residence hall to house approximately 40 to 60 persons. The existing building(s) (on perpetual lease to fraternity) will be removed to provide access to the Commonwealth Library and for expansion of the parking structure.

Aging/Allied Health Building, Phase II: Funding for this project was approved by the 1998 General Assembly. The project was authorized with a scope of $33 million -- $20 million in state-funded bonds and $13 million in UK agency funds. The facility is scheduled to house Allied Health programs and the Sanders-Brown Center on Aging. The Center on Aging has been a UK Center of Excellence since the mid-1980s and is one of the research initiatives funded by the Research Challenge Trust Fund established in HB 1.

UK anticipated raising some private funds for the project. After the project was approved by the General Assembly, one expected major contributor indicated that it could not make the contribution for business reasons. UK now plans to issue $2.2 million in agency bonds supported by indirect cost recovery from grants and contracts to partially offset the loss of private funds for this project.

Western Kentucky University
McLean Hall Renovation: This project is for renovation of a 50-year old residence hall. Numerous repairs will be made to the facility so that it can continue to house students. The facility also has architectural significance to the university.

1998-2000 CAPITAL PROJECTS RECOMMENDATION
STATE FUNDED PROJECTS DETAIL
DEFERRED MAINTENANCE AND GOVERNMENT MANDATES
PROJECTS ELIGIBLE FOR FUNDING

Priority/Institution/Project	Project Scope as Authorized in HB 321	1998-2000 Funds		
		Def. Mtnce Bond Pool	Inst. Match	Total
Eastern Kentucky University				
Minor Projects Maintenance - E&G	$ 12,000,000	$ 2,410,000	$ 2,410,000	$ 4,820,000
Subtotal	**12,000,000**	**2,410,000**	**2,410,000**	**4,820,000**
Kentucky State University				
ADA Projects Pool - E&G	650,000	250,000	250,000	500,000
General Maintenance Projects - E&G	1,150,000	411,000	411,000	822,000
Subtotal	**1,800,000**	**661,000**	**661,000**	**1,322,000**
Morehead State University				
Life Safety: Dam Repair/Restoration	800,000	400,000	400,000	800,000
Life Safety: Elevator Repairs - E&G	850,000	175,000	175,000	350,000
ADA Compliance - E&G	2,025,000	75,000	75,000	150,000
Protect Investment in Plant - E&G	3,300,000	750,000	750,000	1,500,000
Subtotal	**6,975,000**	**1,400,000**	**1,400,000**	**2,800,000**
Murray State University				
Deferred Maintenance: E&G	5,032,000	983,500	983,500	1,967,000
Life Safety: E&G Pool	1,078,000	539,000	539,000	1,078,000
CFC Compliance: E&G Chillers Replacement	897,000	448,500	448,500	897,000
Subtotal	**7,007,000**	**1,971,000**	**1,971,000**	**3,942,000**
Northern Kentucky University				
Landrum Safety Repairs	650,000	325,000	325,000	650,000
Fire Safety: E&G Sprinklers	400,000	100,000	100,000	200,000
ADA Compliance	400,000	150,000	150,000	300,000
Minor Projects Pool E&G	1,095,000	436,000	436,000	872,000
Energy Conservation/Management Pool	400,000	152,000	152,000	304,000
Subtotal	**2,945,000**	**1,163,000**	**1,163,000**	**2,326,000**

Priority/Institution/Project	Project Scope as Authorized in HB 321	1998-2000 Funds		
		Def. Mtnce Bond Pool	Inst. Match	Total
University of Kentucky - University System				
Life Safety Pool E&G	11,400,000	2,448,300	2,152,800	4,601,100
Student Center Sprinkler System	700,000	350,000	350,000	700,000
Handicapped Access Pool E&G	2,425,000	300,000	500,000	800,000
Deferred Maintenance Roof Replacement - E&G	9,297,000	4,136,700	3,605,200	7,741,900
4KV to 12KV Electrical Conversion	400,000		400,000	400,000
Storm Sewer Improvements - Funkhouser	800,000		142,400	142,400
Electrical Substation #1 and #2 Connection	1,500,000		84,600	84,600
Subtotal	**26,522,000**	**7,235,000**	**7,235,000**	**14,470,000**
University of Louisville				
ADA Project Pool - E&G	6,279,000	701,000	701,000	1,402,000
Code Improvements - E&G	2,588,000	250,500	250,500	501,000
Major Maintenance Pool Phase I - E&G	6,142,000	2,705,500	2,705,500	5,411,000
Subtotal	**15,009,000**	**3,657,000**	**3,657,000**	**7,314,000**
Western Kentucky University				
Life Safety Fire Alarm Improvements - E&G	476,000	238,000	238,000	476,000
Thompson Complex North Wing HVAC	1,375,000	500,000	500,000	1,000,000
Primary Electrical Service (Stage II)	1,500,000	750,000	750,000	1,500,000
Roof Repair/Repl. Deferred Maintenance - E&G	877,000	137,250	137,250	274,500
Cherry Hall Window Replacement	635,000	317,500	317,500	635,000
Cooling Towers and Chiller Renovations	574,000	32,500	32,500	65,000
Repair/Replacement of Walks and Lots	746,000	140,750	140,750	281,500
Subtotal	**6,183,000**	**2,116,000**	**2,116,000**	**4,232,000**
Kentucky Community and Technical College System				
Maintenance Pool - CCS/KY Tech Schools	15,000,000	4,387,000	4,387,000	8,774,000
System Total	**$ 93,441,000**	**$ 25,000,000**	**$ 25,000,000**	**$ 50,000,000**

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TECHNOLOGY REPLACEMENT STANDARD AND PLAN

Postsecondary Education Technology Replacement Standard and Plan:
Each institution has developed and committed to a technology replacement standard and plan. The following table summarizes the major component of the technology replacement standard and plan for each institution.

	Upgrade Schedule Major Components of the Technology Replacement Plans				
Institution	Administrative Computing (1)	Mainframe Computing (2)	Institutional Servers (3)	Inst./Student Computing (4)	Campus Networks (5)
EKU	3 year	3-5 years	2 year	3 year	3 year
KSU	3-5 years	3 year	3 year	2-3 years	3-5 years
MoSU	3-5 years	3-5 years	3-5 years	3-5 years	On-going
MuSU	3 year	3 year	3-5 years	3 year	3-5 years
NKU	3-5 years	3 year	3 year	2 year	3-5 years
UK	2-3 years	2-3 years	3 year	3 year	3 year
UofL	2-3 years	3-5 years	1-3 years	3 year	On-going
WKU	2-5 years	3-5 years	3-5 years	1-5 years	3-7 years
KCTCS*	3 years	*	3 years	3 years	*

(1) Includes desktop computers for institutional support staff.
(2) Includes computing for academic, research, administrative support, etc.
(3) Institutional Servers refer to systems supporting the client/server environment.
(4) Instructional/Student Computing includes computing services to faculty, student labs, etc.
(5) Campus networks includes communications equipment and infrastructure for basic services.
* Over the next 2-5 years KCTCS will coordinate technology needs with DIS for Mainframe and Network operations and utilize their replacement plan in these areas.

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Discussion:

The Council on Postsecondary Education determines tuition for all students enrolled in the Kentucky public postsecondary institutions. In 1981, the Council on Higher Education developed and implemented a tuition-setting policy. The policy was reviewed and revised in 1991 and again in 1993. In November 1997, the Council approved tuition rates for the 1998-2000 biennium. This action included a provision to review the tuition-setting policy.

The staff proposal is that the Council delegate to the universities and KCTCS governing boards authority to set their tuition consistent with guidelines promulgated by the Council. A draft set of guidelines is included as Attachment A. These guidelines could be used for the 2000-2002 tuition-setting and biennial budget request process. For reference, the current tuition policy is included as Attachment B.

Based on these guidelines, the institutions would report planned tuition rates for each year of the 2000-2002 biennium. They also would report projected tuition and fees revenue to be used in the development of the Council's 2000-2002 biennial budget request. By considering tuition and fees revenue in the development of the biennial budget request, this approach recognizes the shared responsibility between the state and the students for the cost of education. The guidelines address the statutory directive of differentiating rates for resident and nonresident students. Also, the guidelines give each institution flexibility to set rates that address its enrollment and program mix by allowing rates to be set on a per credit hour basis and differentiated by program.

The approach of a coordinating board establishing guidelines and the individual institutions setting rates within these guidelines is not unique nationally. Arkansas, Connecticut, Louisiana, Nebraska, and Tennessee use similar approaches. The coordinating boards in each of these states review the rates but do not have a formal approval process. Summaries of the policies used in these states are included as Attachment C.

The proposed guidelines might be discussed with these points in mind:

- The proposed guidelines satisfy the Council's statutory responsibility to determine tuition for the public postsecondary institutions.

- Decentralization of the tuition-setting process is a way to give the institutions more management flexibility.

- Operating budget request guidelines to be developed for the 2000-2002 biennium should establish a relationship between state general fund and tuition and fees revenues used to finance educational and general operations.

- Access to postsecondary education for all Kentuckians, regardless of financial status, continues to be a priority for the Council and the institutions.

Staff Preparation by Linda Jacobs

D R A F T

Tuition-Setting Guidelines

Each institution will establish its own tuition rates consistent with the following guidelines. The Council's biennial budget request for state general operating funds for the institutions will consider tuition and fees revenue based on these guidelines.

- Rates will be differentiated by resident and nonresident status.

- Rates for nonresident students will maintain at least the current relationship between resident and nonresident rates: at the undergraduate and graduate levels nonresident rates are 3 times resident rates.

- Rates will be differentiated by level of instruction: undergraduate, graduate, and first-professional.

- Rates for graduate level students will maintain at least the current relationship to undergraduate: 110 percent of undergraduate rates.

- Rates for undergraduate students may be differentiated by lower division and upper division.

- Rates may be differentiated by program.

- Rates may be set on a per credit hour basis.

- Each institution will submit planned biennial tuition rates and projected tuition and fees revenue for 2000-2001 and 2001-2002 to the Council by September 1, 1999, for use in developing the Council's 2000-2002 biennial budget request.

13 KAR 2:050. Tuition at public institutions of higher education in Kentucky.

RELATES TO: KRS 164.020(3)
STATUTORY AUTHORITY: KRS 164.020(3)
NECESSITY, FUNCTION, AND CONFORMITY: KRS 164.020(3) requires the Council on Postsecondary Education to determine tuition for attendance at public institutions of higher education in the Commonwealth. This administrative regulation prescribes the current tuition policy established by the council.

Section 1. General. The Council on Postsecondary Education sets the tuition for all students enrolled in each public institution of higher education including an individually-accredited community colleges and professional schools in Kentucky. These include Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, University of Kentucky - University System, University of Louisville, Western Kentucky University, and University of Kentucky - Community College System.

Section 2. Tuition Policy. (1) Kentucky's tuition policy shall be responsive to access and marketplace; that is, the policy shall be based in large part on tuition rates at benchmark (peer) institutions in neighboring states and shall consider the need for economic access to higher education for Kentucky residents. The council shall conduct periodic surveys of doctoral, master's, community college system, and professional schools benchmarks' tuition consistent with the following tuition-setting principles:

(a) Maintain tuition levels for Kentucky residents as a reasonable percentage of per capita personal income (PCPI), with concomitant recommendations for adequate funding for need-based student financial aid to ensure economic access to higher education;

(b) Use all council-approved benchmark institutions as points of reference for determining tuition;

(c) Differentiate tuition rates by type of institutions (individually-accredited community colleges, regional/master's degree-granting universities, and doctoral degree-granting universities); and

(d) Provide for stability of tuition rate increases from biennium to biennium (i.e., minimize fluctuations).

(2)(a) A resident tuition objective, expressing tuition as a percentage of PCPI, is set for each type of institution and professional school.

(b) Resident undergraduate and professional school tuition rates are expressed as a percentage of PCPI.

(c) Graduate resident tuition rates are expressed as a percentage of the undergraduate resident tuition rates. Nonresident undergraduate and graduate rates are expressed as a percentage of appropriate resident rates.

(d) Tuition rates for nonresident professional schools are set at the median of similar rates at benchmark institutions. (13 Ky.R. 1314; eff. 2-10-87; 17 Ky.R. 3213; eff. 7-5-91; 22 Ky.R. 2040; 23 Ky.R. 116; eff. 7-5-96.)

Tuition Policy Review
States' Policy Summary

Arkansas

Actual tuition rates are established by the institutions' local boards, although the Arkansas Higher Education Coordinating Board (AHECB) establishes policy which in the past has been used to calculate funding recommendations. The AHECB's policy is not binding on the four-year institutions, but, by law, establishes the minimum tuition for two-year colleges. The policy is established after study of tuition rates among other states in the Southern Region Education Board area, as compared to the current AHECB policy and actual rates charged in our institutions. AHECB projects an expected increase in tuition based on a number of economic indicators with the intention of keeping tuition and fee revenue at about 25-30 percent of total institutional unrestricted operating revenue. The policy with regard to such things as a "cap" on tuition varies. All institutions have a per credit hour rate but some cap the charge on tuition at 12 or 15 hours. Some institutions have no cap. Institutions in Arkansas are not charging differential rates for various programs. Some are, however, assessing fees to students in high-technology programs. Financial access is considered in setting both policy and actual rates, although we don't conduct any formal analysis of available student aid. The policy for resident rates at technical colleges is set at the same level as the community college out-of-district rate.

Connecticut

Tuition is set by the individual boards of trustees in accordance with the tuition policy set by the Board of Governors for Higher Education and subject to review by the Board of Governors. The policy bases tuition on a set of principles that address rationality and predictability, access, equity, adaptability and cost beneficial (i.e., cost/benefit to both student and state). All Connecticut public postsecondary education institutions establish a full-time rate at 12 credit hours with no additional charges. Rates are differentiated by type of institution (research, comprehensive, and community/technical institutions); by undergraduate and graduate instruction; by in-state and out-of-state; and for several professional programs (i.e., MBA, Law, Medical, Pharmacy). At present, Connecticut has a limited number of distance learning offerings that are priced on the part-time per credit hour basis of the institution making the offering. Rates are set on a cost analysis basis, although peer institution comparisons are made on the end product. Financial access and student share of costs are major considerations in the tuition policy, but the institutions do not directly consider them when setting rates. The community colleges and technical colleges were merged into the community-technical college system in 1990. A single tuition rate was established in 1994.

Louisiana

Individual boards set tuition within guidelines determined by the coordinating board. The Board of Regents' guidelines determine that resident tuition should comprise 25 percent of educational and general expenditures. Non-resident tuition should be at the SREB average.

Nebraska

Each governing board sets tuition for its respective institution. Nebraska has tuition setting guidelines in the statewide comprehensive plan. However, the institutions are not required to follow these guidelines. Almost all the institutions set a per credit hour rate. The guidelines suggest that rates at the universities should be higher than those at other campuses and rates for resident students should be different than those for nonresidents. No other differential treatment is applied in setting tuition. While the Commission conducts a Tuition, Fees, and Financial Aid Study which includes costs and comparisons with peers, the institutions are not required to use the report in establishing tuition and fees. The tuition guidelines outline what the relationship between rates at the community colleges and technical schools should be, but there is nothing requiring that the relationship be maintained.

Tennessee

The individual institutions' boards set tuition using guidelines determined by the Tennessee Higher Education Commission (THEC). THEC policy states that resident tuition for undergraduates be set at 40 percent of appropriations for 4-year institutions, 35 percent of appropriations for 2-year institutions, and 15 percent of appropriations for medicine, dentistry, veterinary medicine, and technology centers. Resident tuition should not exceed SREB averages unless appropriations and the ratios indicate otherwise. Non-resident tuition should be 80 – 90 percent of state appropriations for resident students.

E. Academic Affairs Committee Agenda

November 9, 1998
8:30 a.m. (ET), CPE Conference Room, Frankfort, Kentucky

Roll Call

Other Business

Adjournment

MINUTES[1]
CPE Academic Affairs Committee
November 9, 1998

The CPE Academic Affairs Committee met November 9, 1998, at 8:30 a.m. (ET) in the Council on Postsecondary Education Conference Room, 1024 Capital Center Drive, Frankfort, Kentucky. Peggy Bertelsman, Chair, presided.

ROLL CALL

The following members were present: Ms. Bertelsman, Ms. Adams, Mr. Barger, Dr. Helm, Ms. Weinberg, and Dr. Cody.

APPROVAL OF MINUTES

A motion was made by Mr. Barger and seconded by Ms. Weinberg to approve the minutes of July 13, 1998. The minutes were approved as distributed.

ACTION: REVISIONS TO MINIMUM ADMISSION REQUIREMENTS

RECOMMENDATIONS:

- That the Council approve the attached "Plan for Revising Minimum Admission Requirements."
- That the Council approve the attached draft administrative regulation that established guidelines for admission to post-secondary institutions based upon the recommendations in the attached plan.

MOTION: Mr. Barger moved that the recommendation be accepted. Ms. Adams seconded the motion.

DISCUSSION: Ms. Bertelsman commended Marlene Helm for the job she did as chair of the MAR Study Group. Dr. Helm expressed her appreciation to the study group and the CPE staff for their time and effort. She stated that the study was conducted because of several factors: (1) new minimum high school graduation requirements were, in many instances, more rigorous than those of the existing Pre-College Curriculum; (2) the recent policy study on remedial education indicated that many freshmen were not as successful as anticipated; (3) the Kentucky Educational Excellence Scholarship Program had called upon the CPE to establish a curriculum to determine eligibility for that program; and, (4) KRS 164.020(8) provides the statutory authority for the Council to establish minimum qualifications for admission to the state's postsecondary system. Roger Sugarman gave a presentation on the Plan for Revising Minimum Admission Requirements that identified 11 recommendations for improving student preparation for postsecondary education. He stated that he standards in the plan parallel the stakeholder benefits expressed in *2020 Vision: An Agenda for Kentucky's System of*

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[1]All attachments are kept with the original minutes in the CPE offices. A verbatim transcript of the meeting is also available.

Postsecondary Education. Ms. Weinberg complimented the plan, but cautioned committee members to be mindful of additional resources needed by KCTCS in order to assume the mission of effective remedial work. She also noted that using ACT as the instrument of placement would possibly penalize students who do not test well. Chair Bertelsman stated that she felt the set of best practices for remedial classes and learning partnerships should be implemented at the onset and that, perhaps, grassroots organizations such as the Council of Partners could promote valuable assistance in the implementation.

VOTE: The motion passed unanimously.

ACTION:
EISENHOWER
MATHEMATICS
AND SCIENCE
EDUCATION
FUNDS

RECOMMENDATION: That the Council on Postsecondary Education award federal Dwight D. Eisenhower Mathematics and Science funds to support the projects listed in Attachment A for federal fiscal year 1998 (October 1, 1998-September 30, 1999).

MOTION: Mr. Barger moved that the recommendation be accepted. Ms. Adams seconded the motion.

DISCUSSION: Mr. Wendell Cave gave a brief summary of the Eisenhower Program stating that, since its inception, 260 grants have been awarded amounting to more than $8 million. He reported that Kentucky received $802,000 for the current year and that 16 proposals were selected by a review panel to be recommended for funding. Mr. Cave noted that the Third International Mathematics and Science Study concluded that the nation lags behind in mathematics and science. He suggested that when the Task Force on Middle School Mathematics and Science--appointed by President Davies and Commissioner Cody--makes its recommendations, it may be necessary to earmark annual Eisenhower funds to help resolve the problem of inadequate teacher preparation in middle school mathematics and science in Kentucky.

VOTE: The motion passed unanimously.

ACTION:
NEW PROGRAM
PROPOSALS

Dr. Ruth Greenberg gave a brief overview of the seven program proposals being recommended for funding. She stated that the five associate in applied science degree programs involved collaboration between the two KCTCS branches, efficient use of resources, and seamless transfer. Consultation with Dr. Gary S. Cox, President of AIKCU, indicated that unnecessary duplication would not be a factor with Kentucky independent colleges and universities.

AAS in Agriculture
Technology, OCC;
Certificate in Ag
Tech, Owensboro
Technical College

RECOMMENDATIONS:
- That the Associate in Applied Science in Agriculture Technology proposed by Owensboro Community College, and developed in cooperation with Owensboro Technical College, be approved and registered in CIP 01.0301.

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- That the Certificate in Agriculture Technology proposed by Owensboro Technical College, and developed in cooperation with Owensboro Community College, be approved and registered in CIP 01.0301.

MOTION: Ms. Weinberg moved that the recommendation be accepted. Mr. Barger seconded the motion.

DISCUSSION: Dr. Greenberg presented the program proposal stating that the program responds to employer needs, both production farmers and agri-business representatives. There are two exit points, a certificate program and a degree program. An advisory committee is in place and financial commitments have already been received by the institutions.

VOTE: The motion passed unanimously.

AAS in Clinical Laboratory Technician, MadCC/HenCC

RECOMMENDATION: That the Associate in Applied Science in Clinical Laboratory Technician program jointly proposed by Madisonville Community College and Henderson Community College, in cooperation with Madisonville Technical College, be approved and registered in CIP 51.1004.

MOTION: Dr. Helm moved that the recommendation be accepted. Ms. Weinberg seconded the motion.

DISCUSSION: Dr. Greenberg described the program proposal stating that Madisonville Community College will offer the new degree program, with Madisonville Technical College offering the technical coursework. Henderson Community College will offer the complete degree on site. Students will be able to take their technical work either at the technical college or at Henderson Community College. No additional funds or facilities will be required. There will be two exit points—the CLT certificate program exit point and the associate degree exit point. The program's advisory committee is currently being formed. It is anticipated there will be about 20 students a year with approximately10 to 15 graduates per year.

VOTE: The motion passed unanimously.

AAS in Respiratory Care, PreCC

RECOMMENDATION: That the Associate in Applied Science in Respiratory Care proposed by Prestonsburg Community College, and developed in cooperation with Mayo Technical College, be approved and registered in CIP 51.0908.

MOTION: Mr. Barger moved that the recommendation be accepted. Ms. Weinberg seconded the motion.

DISCUSSION: Dr. Greenberg presented the proposal stating that Prestonsburg Community College will offer the general education portion of the degree with Mayo Technical College offering the technical courses.

There will be two exit points—the certificate exit point from the technical colleges and the associate in applied science exit point from Prestonsburg Community College. Approximately 30 students per year are anticipated in terms of enrollment with 12 graduates beginning in the year 2000. Prestonsburg Community College has committed to the funds necessary in terms of accrediting the program once it's offered at the college and for travel funds for faculty visiting clinical sites, etc.

In response to questions from Ms. Bertelsman and Mr. Barger, Ms. Ann Cline, Chancellor of the Technical College System, explained the different types of certificates offered and the different exit point levels. She stated that certificates are building blocks for diplomas and that, although the technical college branch has not brought forward any associate degree as of yet, they are in the planning stages and will be brought forth in the near future.

VOTE: The motion passed unanimously.

AAS in Automotive Technology, HazCC

RECOMMENDATION: That the Associate in Applied Science in Automotive Engineering Technology/Technician program proposed by Hazard Community College, and developed in cooperation with Hazard Technical College, Breathitt County Technical School, and Lee County Technical School, be approved and registered in CIP 15.0803.

MOTION: Mr. Barger moved that the recommendation be accepted. Ms. Weinberg seconded the motion.

DISCUSSION: Dr. Greenberg presented a brief overview of the program proposal stating that Hazard Community College would offer the general education component. The technical component would be offered by Hazard Technical College, Lee County or Breathitt County Technical Schools, which are already training students in automotive technologies. Those students who pursue the AAS degree would complete the general education component of the degree program. An anticipated 30-35 program graduates will be needed over the next five years. Resources are in place to deliver the program, and dealerships have agreed to provide internship experiences. An advisory committee is in place.

VOTE: The motion passed unanimously.

AAS in Network and Information Systems Technology, ACC/JCC/MayCC

RECOMMENDATION: That the Associate in Applied Science in Network and Information Systems Technology program proposed by KCTCS as a joint program for Jefferson Community College, Ashland Community College, and Maysville Community College be approved and registered in CIP 11.9999.02.

MOTION: Ms. Weinberg moved that the recommendation be accepted. Mr. Barger seconded the motion.

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DISCUSSION: Dr. Greenberg summarized the program proposal stating that it was a collaborative venture among Ashland Community College, Jefferson Community College, and Maysville Community College and that other community colleges are expected to be added to the consortium in the near future. Portions of the program will be delivered through distance learning, and the NT Windows component of the program will be delivered through the web. A National Science Foundation Advanced Technology Education grant—$250,000 of an $850,000 grant—has been earmarked for the program, and a $65,000 grant from UPS to the Metropolitan College program will be used to purchase equipment. There are also plans to use some of the technology fees generated at the community colleges to deliver the program. This is the first program of its kind in Kentucky to be approved at a public institution. There is one certificate program at Sullivan College, but it is quite costly. Students will be receiving platform-specific training in either NT, UNIX, or Novell.

VOTE: The motion passed unanimously.

Baccalaureate Degree in Radiologic Sciences, MoSU

RECOMMENDATION: That the Baccalaureate Radiologic Sciences program proposed by Morehead State University be approved and registered in CIP 51.0907.

MOTION: Dr. Helm moved that the recommendation be accepted. Ms. Weinberg seconded the motion.

DISCUSSION: Dr. Greenberg reported that MoSU's Radiologic Sciences program would be the first of its kind in the state with two specialty areas—sonography and computed tomograpy modalities. Resources are in place to deliver the program, and Morehead State University has pledged some funding for minor renovations. In addition, the program addresses the needs of the post-registry student who is already practicing. These individuals will be given 50 credit hours toward the baccalaureate degree. After they complete the radiography portion, they enter either the computer tomography or the sonography portion of the program. Dr. Greenberg stated that UofL is interested in offering a similar degree program, but will focus on different modalities. MoSU has discussed an arrangement with UofL whereby students could take their first three years at MoSU, get their radiography background, and then, if interested in an option offered at UofL, finish their fourth year of work at the University of Louisville in the specialty area and earn their degree from MoSU.

Ms. Bertelsman inquired about the articulation agreement with UofL. Dr. Greenberg explained that there is an articulation agreement with UofL for another health care program, but the articulation agreement for this particular program has not been written nor finalized since the University of Louisville does not have the program yet. She stated that arrangements have been made in terms of the three-year and the one-year visiting

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student status, but in order for the articulation agreement to be final, UofL will have to have the program.

VOTE: The motion passed unanimously.

MEd in Education Administration, MoSU

RECOMMENDATIONS:
- That the Master of Education in Education Administration proposed by Morehead State University be approved provisionally and registered in the Registration with Review category in CIP 13.0405.
- That this program be included in the statewide review plan for master's programs in education approved by the Council on Postsecondary Education at its September 14, 1998, meeting.

MOTION: Ms. Weinberg moved that the recommendation be accepted. Dr. Helm seconded the motion.

DISCUSSION: Dr. Greenberg explained that this will be the sixth master of education in education administration approved by the CPE. It was developed in cooperation with Eastern Kentucky University, Northern Kentucky University, and the University of Kentucky. There are two levels of coursework—the 18-hour certificate program for individuals who have a master's degree and the 36-hour program for individuals seeking the master's degree. The Kentucky Educational Development Corporation requested the program. MoSU anticipates 40 students per semester, and no new facilities or resources are required for the program.

Ms. Bertelsman asked if faculty members from all of the institutions involved in the educational administration programs were continuing to work on collaboration. Dr. Greenberg stated that the Commonwealth Collaborative on School Leadership Preparation continues to meet regularly. A superintendent certificate program is under discussion, and they have drafted syllabi for the four courses which they all have agreed upon. Dr. Greenberg stated she offered to help them identify programs and individuals that could provide insight on how to discuss more fully the possibilities of expanding distance learning in the delivery of education administration courses. She stated that the first report covering the first two years of the program would be submitted to the Council in October 2000.

VOTE: The motion passed unanimously.

Dr. Moore recounted the programs approved by the Academic Affairs Committee over the past year and thanked the committee and institutions for providing increased opportunities for Kentuckians to attend college and for making it easier to advance from one level of education to the next.

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INFORMATION:
Fall 1998 Program
Advisory Statements
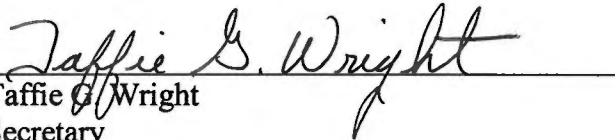
DISCUSSION: Dr. Moore briefed the committee on the Fall 1998 Program Advisory Statements noting the addition of the technical colleges. She also stated that for each program under development, institutions are now asked to indicate if they have plans to offer the courses through distance learning and whether they are involved in collaborative efforts. Ms. Bertelsman charged the chief academic officers with the responsibility of collaboration when similar programs are being proposed in order to avoid duplication.

ADJOURNMENT

The meeting adjourned at 10:25 a.m.

Sue Hodges Moore
Vice President for
Academic Programs, Planning, and Accountability

Taffie G. Wright
Secretary

Recommendation:

- That the Council approve the attached "Plan for Revising Minimum Admission Requirements."

- That the Council approve the attached draft administrative regulation that establishes guidelines for admission to postsecondary institutions based upon the recommendations in the attached Plan.

Rationale:

- KRS 164.020(8) authorizes the Council to establish "minimum qualifications for admission to the state postsecondary system."

- The Council needs to revise the Pre-College Curriculum because it is currently less demanding than the Minimum High School Graduation Requirements approved by the Administrative Regulation Review Subcommittee in July 1997.

- The Council staff formulated the attached "Plan to Revise Minimum Admission Requirements" with guidance from a study group appointed by Council Chair Leonard Hardin and with the help of many members of the postsecondary education community. The Plan features 11 recommendations for improving admission policies at Kentucky's postsecondary education institutions.

- Part I of the Plan offers recommendations for revising the PCC. The increased rigor of the new PCC should enhance students' readiness for advanced education at the public universities.

- Part II of the Plan suggests that revisions to the PCC alone will not ensure that every student has the skills and knowledge necessary for success in college. The systemwide placement policies outlined in Part II are intended to ensure that all students meet minimum standards before they are permitted to enroll in courses requiring college-level skills in English, reading, and mathematics.

Background:

During the past year, the Council staff has been looking into what students need to do to prepare adequately for the demands of an advanced education. A study group appointed earlier in the year by Chair Leonard Hardin met on six occasions to provide critical guidance to staff on issues

related to minimum admission policies. Initially, the study group evaluated the effectiveness of the current PCC--the prescribed courses students must take in high school in order to be unconditionally admitted to a public university in Kentucky. The group also examined other states' approaches to postsecondary education admission requirements.   In recent months, the study group explored the development of entry-level standards, policies for placing students into remedial- and college-level courses, and partnerships between P-12 and the postsecondary education community.

In October 1998, the Council staff developed the attached "Plan for Revising Minimum Admission Requirements." The draft Plan was shared with the Minimum Admission Requirements Study Group, the Council of Chief Academic Officers, admission directors at the postsecondary institutions, and selected members of the Kentucky Association for Developmental Education. Based on advice from these groups, the Council staff further refined the Plan and developed a draft administrative regulation on minimum admission requirements. Once the Council approves the draft 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 Roger Sugarman

Draft Plan for Revising Minimum Admission Requirements

Introduction

The Kentucky Postsecondary Education Improvement Act of 1997 authorizes the Council on Postsecondary Education to establish "minimum qualifications for admission to the state postsecondary system." Minimum admission requirements communicate to high school students the least they need to do to prepare for the demands of a college education. A cornerstone of the current systemwide admission policy is the Pre-College Curriculum—a minimal list of prescribed courses that students must take in high school in order to be unconditionally admitted to a public university in Kentucky. In 1997, the Kentucky Board of Education approved new Minimum High School Graduation Requirements that are more demanding than the PCC in several academic areas. Consequently, unless the PCC is changed, students will be receiving a mixed message about what is expected of them.

Part I of this plan recognizes the need to align portions of the PCC with the new Minimum High School Graduation Requirements. The plan also stresses that other admission policies are needed to prepare students for the challenges of advanced education. To accomplish this objective, Part II of this plan offers a set of recommendations for developing and publicizing statewide entry level standards, establishing a statewide testing program for assessing the readiness of high school students, and implementing systemwide policies for placing first-time freshmen into the appropriate level courses.

Part I: Proposed Revisions to the PCC

In its 1997 survey on statewide admission requirements, the State Higher Education Executive Officers (SHEEO) found that 34 states have implemented statewide admission requirements for students entering public colleges and universities. The most prevalent statewide admission practice is to require students to take a set of prescribed high school courses in various academic disciplines. Thirty-one states have established required or recommended high school coursework units for college-bound students.

Since 1987, Kentucky's high school graduates have been required to take the PCC before entering the state's public universities. This policy emerged from a study on higher education conducted by the Prichard Committee on Higher Education in Kentucky's Future. The study found that many high school graduates entered college without adequate preparation for undergraduate course work. The Prichard Committee recommended establishing an appropriate set of courses to be required of all students entering public universities. In 1983, the former Council on Higher Education adopted the first set of PCC requirements for implementation with the fall 1987 freshman class. The Council revised the PCC in 1990 to include a total of 20 or more approved high school units in the following academic areas: English (4 units), mathematics (3 units),

science (2 units), social studies (2 units), and recommended electives in math, sciences, foreign languages, arts, and computer literacy.

The policy study on minimum admission requirements has examined the effectiveness of the PCC in preparing students for advanced education. University students who have taken the PCC are significantly more likely to return for a second year of higher education than students who have not taken the PCC. Moreover, students admitted to a university with the PCC are far less likely to need remedial courses than students admitted without the PCC.

Currently, a mismatch exists between the new high school graduation requirements and the PCC. The new requirements prescribe an additional unit of science and an additional unit of social studies. In addition, the new graduation standards require students to take course work in health, physical education, and arts appreciation. Algebra II is the only area in which the current PCC is more rigorous than the 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.

Recommendation 1: *Revise the PCC to include:*

- *one more credit of social studies*
- *one more credit of science*
- *one credit in arts appreciation,*
- *½ credit in health*
- *½ credit in physical education*

Table 1 provides a comparison between the current PCC and the recommended revisions to the PCC. The increased rigor of the PCC should strengthen students' preparation for advanced education. Requiring additional credits in science and social studies will align the PCC in these areas with the new high school graduation requirements, the ACT Core Curriculum, and the curriculum recommended by the National Commission on Educational Excellence (NCEE). The upgraded requirements alone will not ensure that every student who takes the PCC has the skills and knowledge necessary for success in college. However, the systemwide placement policies outlined in Part II of this plan also will contribute to student readiness for college by establishing minimum standards that must be met before students may enroll in college-level courses in English and math.

In addition to aligning the PCC with the new high school graduation requirements, the Council staff proposes that the PCC should closely resemble the curriculum used to administer the Kentucky Educational Excellence Scholarship (KEES) in 2002. The KEES program is designed to expand access to advanced education and encourage high school students to perform at a higher level. Senate Bill 21 directs the Council to establish the high school curriculum that students must take to qualify for awards. The KEES curriculum recommended in Agenda Item C-6 is identical to the PCC, with the exception of the Algebra II requirement. The KEES curriculum applies to students who

Table 1
Comparison of Current Pre-College Curriculum and
Proposed Revisions to the Pre-College Curriculum

Current PCC	Proposed Revisions to the PCC

English – 4 credits required
    English I   (2301) and
    English II   (2302) and
    English III   (2302) and
    English IV   (2304 or AP English 2307/2308)
	English/Language Arts – 4 credits required
	    English I and
	    English II and
	    English III and
	    English IV

Mathematics – 3 credits required
    Algebra I (2710/2722/2751) and
    Algebra II (2711/2723) and
    Geometry (2712/2732/2735) or
    Integrated Math I (2756) and
    Integrated Math II (2757) and
    Integrated Math III (2758)
	Mathematics – 3 credits required
	    Algebra I and
	    Algebra II and
	    Geometry

Science – 2 credits required
    Biology I (2517) and
    Chemistry I (2521) or
    Physics (2532) or
    Principles of Technology (5159/2515
	Science – 3 credits required
	    Credits to include life science, physical science, and earth/space science

Social Studies – 2 credits required
    World Civilization (2246) and
    United States History (2243) or
    AP American History (2244)
	Social Studies – 3 credits required
	    Credits to include U.S. History, Economics, Government, World Geography and World Civilization

	Health – (1/2 credit)
	Physical Education – (1/2 credit)
	History & Appreciation of Visual and Performing Arts – 1 credit required History and appreciation of visual and performing arts or another arts course which incorporates such content
Electives – 9 credits required	Electives – 7 credits required (*5 rigorous*) Recommend strongly: 2 credits of foreign language and culture; and 1 or more courses that develop computer literacy

TOTAL
    11 required credits; 9 elective credits
    20 total credits
	TOTAL
	    15 required credits; 7 elective credits
	    22 total credits

want to earn scholarship funds to attend a university, community college, or technical college. Since Algebra II may not be critical to some programs at the technical colleges, it has been omitted from the proposed KEES curriculum.

Recommendation 2: *Require students to take a total of seven elective credits with five of the credits in "rigorous" courses.*

Authorized rigorous elective credits include:

a) Any course whose academic content is as rigorous or more rigorous than the specified credits required in the appropriate Minimum High School Graduation Requirements in the following subject areas: social studies, science, mathematics, English/language arts, and arts and humanities.

b) Any course whose academic content is as rigorous or more rigorous than the courses required by the appropriate Minimum High School Graduation Requirements in the following subject areas and limited to ½ academic credit per area: physical education and health.

c) Any course whose academic content includes the spoken and written aspects of a foreign language, as well as the cultures associated with that language.

d) Any course whose academic content is beyond the introductory level in the following Vocational Education areas of study: agriculture, industrial technology education, business education, marketing education, family and consumer sciences, health sciences, technology education, and career pathways.

The new Minimum High School Graduation Requirements direct students to take 22 credits, including seven elective credits. These new regulations place no restrictions on the courses students can count as their seven electives. The intent of this recommendation is to require students to take relatively demanding electives to satisfy the PCC and KEES curriculum requirements. By permitting students to take two of the seven required credits in non-rigorous areas, students will have the flexibility needed to explore areas of personal interest without hampering their ability to meet PCC requirements.

Recommendation 3: *Permit students to substitute integrated, applied, interdisciplinary or higher level courses if the alternative course offers the same or greater academic rigor and the course covers or exceeds the minimum required content. Approved substitutions shall include, but not be limited to, honors courses, Advanced Placement courses, dual credit (high school/college) courses, and courses taken at postsecondary education institutions.*

Current education reforms often call for an integrated approach to teaching the material in an academic discipline. For instance, students enrolled in an integrated math course may learn to solve problems that require the knowledge of algebra, geometry, and

statistics. The PCC currently allows students to satisfy the math requirement by taking a sequence of three integrated math courses. The practice of using integrated courses to satisfy PCC requirements should be extended to other academic areas as well.

Many high schools have adopted an interdisciplinary approach to teaching various courses. For example, a student may learn chemistry, physics, and astronomy in the integrated high school science class. The Council can support education reforms by permitting students to substitute authorized interdisciplinary courses for certain PCC requirements. This recommended policy on course substitutions also applies to the curriculum used to administer the KEES program.

Recommendation 4: *For the present, recommend strongly that high school students take two years of a non-native language and culture. As of fall 2003 (high school graduating class of 2008), revise the PCC to include the following option: (a) take two years of a non-native language and culture; or (b) demonstrate linguistic competence equivalent to two years' high school study of a non-native language and culture. Develop a plan for ensuring that the demand for these courses is met.*

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. The ability to speak a foreign language offers an advantage to employees who compete in the global economy. Studying a foreign language also provides a student with insight into the cultures of the people who speak the language.

The fall 2003 implementation may help colleges and universities encourage students now entering baccalaureate study to prepare themselves for new opportunities as high school teachers of non-native languages. Moreover, the delayed implementation date offers high schools sufficient notice to find ways to meet the demand for these courses through traditional classroom instruction and long distance instruction. High schools also will have time to explore practical, effective, low-cost options for developing demonstrated competence. Given the opportunity to anticipate basic non-native language qualifications on the part of the 2008 entering class, colleges and universities should develop curricula designed to promote basic competence and cultural awareness.

Recommendation 5: *Recommend strongly that high school students take one or more courses to develop computer literacy.*

In recent years, advanced technology has greatly changed the way people work. Students do not necessarily require knowledge of "computer science" (i.e., programming, computer design, etc.). However, high school graduates need to know how to use computers effectively if they are to be successful postsecondary education students and productive citizens and employees. Computer literacy may be provided through earmarked courses or through subject matter courses that incorporate extensive use of computing.

Recommendation 6: *Require students under 21 years of age to take the PCC before they are eligible for admission to baccalaureate programs at the state's public universities. Continue to permit institutions the option of admitting conditionally (without the PCC) not more than five (5) percent of their first-time freshman applicants to baccalaureate programs. Allow students to be admitted to the community and technical colleges without the PCC.*

Currently, nontraditional students (25 and older) are exempt from having to take the PCC. This recommendation proposes lowering the age of exemption from the PCC. The effect of this recommendation upon student preparation must be understood within the context of the policies outlined in Part II of this plan. Students who are exempt from the PCC (i.e., students who are 21 and older and students attending community or technical colleges) still would have to meet entry level standards in reading, English, and math before taking college-level courses that require these skills. Recommendation 9 describes the rationale for this approach in more detail.

Part II: The Development of Entry-Level Standards and Systemwide Placement Policies

Requiring students to take the PCC does not guarantee that they will master the course work necessary for later success. The policy study on minimum admission requirements found that three of ten university students who completed the PCC in high school still had to enroll in at least one remedial course during their freshman year. Knowing that a student attended three years of math classes does not necessarily indicate that student's ability to perform in college-level algebra or calculus. The approach advocated in Part II of this plan emphasizes an applicant's level of achievement—not just the completion of specific courses.

This plan for revising minimum admission requirements reflects the Council's intent to move toward admission standards based on student proficiencies. In recent years, educators in many areas of the country have been developing standards to help students prepare for a successful transition from high school to advanced education. Standards are sets of statements that inform students about what they should know and be able to do when they arrive at a college campus. The Colorado Commission on Higher Education, for instance, now publishes a brochure for students and parents that lists college entry level expectations in communication (reading, writing, and speaking), mathematics, humanities, social science, and science. Colorado high school students learn from the brochure that freshmen in humanities courses are expected to identify similarities in the styles of different artists; know the characteristics that tend to define each stylistic era; describe how images and themes reinforce the meaning in a novel, poem, play, painting, or musical composition; and relate literature to the historical and political events of the time.

Recommendation 7: *Develop and publicize entry level standards for each postsecondary education sector that will communicate to students what they should know*

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and be able to do when they enroll in advanced education. Publish and distribute entry level standards for each public university.

Students are often unaware of the specific academic skills that college faculty members expect them to have. A brochure describing entry-level expectations for each postsecondary education sector would help students gauge their own readiness for college. In addition, high school counselors could use a publication of this type to advise students on the courses needed to sharpen specific skills and abilities. Counselors, students, and parents also would find it useful to consult a publication that described the entry levels standards for each public university.

Recommendation 8: *Establish a statewide program of assessment testing to help middle school and/or high school students determine whether they are preparing themselves to meet publicized entry level standards.*

Several states, such as Arkansas, Oklahoma and Ohio, are currently testing junior high and/or high school students to determine their proficiency in various subjects. This early intervention strategy enables states to identify at-risk students and prescribe the appropriate remedial instruction. The intent of this approach is to reduce the need for remediation when students reach postsecondary education. The Council and the State Board of Education should explore ways to diagnose the skill and knowledge deficiencies of high school students. To the extent possible, these diagnoses should be part of the testing program now being developed by the State Board of Education as part of the Kentucky Education Reform Act.

Recommendation 9: *Establish a placement policy that:*

> *a) uses an assessment instrument (such as the ACT Assessment) to evaluate whether students meet entry level standards in reading, English, and mathematics.*
>
> *b) requires students who do not meet the minimum standards to enroll in appropriate remedial-level courses and pass them with a grade of 'C' or higher. (Students who score below the minimum statewide score in reading would need the authorization of their adviser before they could enroll in a course that required extensive reading assignments.)*
>
> *c) requires institutions to use placement tests for assigning borderline students to the appropriate level course.*
>
> *d) requires the KCTCS to establish sets of uniform placement policies within the two branches.*
>
> *e) allows institutions to set higher cut-off scores than the statewide standard to qualify for entry into college-level courses.*

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The proposed placement policies are designed to ensure that students who are not prepared for advanced education receive the remedial course work necessary to maximize their chances of success. Currently, university students must take remedial courses for assessed deficiencies, regardless of whether they have taken the PCC. However, community college students who have met PCC requirements are generally not required to take remedial courses—even if placement exams indicate a need for remedial work. The Council's recent policy study on remedial education has shown that this practice by the community colleges has had a negative effect on student retention.

Part I of this plan does not require community and technical college students to take the PCC for admission purposes. However, community and technical college students would be required to demonstrate their ability to meet established standards in reading, English, and math before being allowed to pursue college-level courses requiring these skills.

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. Educators should recognize that students vary considerably in the range of deficiencies they bring to postsecondary education. For students admitted with extensive remedial needs (e.g., needing two or more remedial courses), universities should consider collaborating with a local community or technical college to provide remedial instruction.

Recommendation 10: *Develop a set of "best practices" regarding the organizational and pedagogical dimensions of remediation.*

Kentucky's postsecondary institutions vary substantially in how they administer remedial programs. For instance, at the public universities, half of the institutions teach remedial courses in the traditional academic department while the other half offer instruction in a separate division or program. The relevant academic department offers remedial courses at the community colleges. Three Kentucky universities provide special training for their remedial instructors. On the other hand, community colleges do not generally provide special training for their remedial instructors. Kentucky's universities and community colleges provide frequent advising, special labs, and tutoring services for remedial students, but only two universities and at least three community colleges provide either special facilities or dedicated space for remedial labs or special tutoring services. Identifying best practices in Kentucky and other states and adapting them for use may improve the delivery of remedial instruction at all postsecondary institutions.

Recommendation 11: *Create "Learning Partnerships," 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 disseminating "best practices" for improved teaching and learning; and
- making a wide range of educators accountable for student learning.

Partnerships are crucial to the development of a seamless educational system. Instead of a single consortium, Kentucky could form several consortia composed of educators in specific disciplines or within specific regions who could benefit from one another's expertise. For example, Thomas More College, Northern Kentucky University, and the Northern Kentucky School Superintendent's Association formed a partnership in 1993 dedicated to helping students in the northern region of the state make a successful transition between secondary and postsecondary education. Recently, the Council of Partners has focused on developing sets of expectations for what high school graduates should know and be able to do when they enroll in college. During 1997-98, the Council's Mathematics Committee framed the knowledge and skills that college-bound students should possess in mathematics and developed a pilot program to diagnose whether high school juniors could handle a college-level math course (see recommendation 7). The Council of Partners plans to undertake similar initiatives in other curricular areas in the near future.

1   13 KAR 2:020. Guidelines for [undergraduate] admission to the state-supported postsecondary

2   [institutions of higher] education institutions in Kentucky.

3

4   RELATES TO: KRS 164.001, 164.011, 164.020(3), 164.030, 156.160

5

6   STATUTORY AUTHORITY: KRS [13A.100,]164.020(8) [(3)], [164.030, 164.284]

7

8   NECESSITY, FUNCTION, AND CONFORMITY: [Admission requirements shall be

9   established by the institutions in keeping with adopted policies of the Council on Postsecondary

10   Education.] Pursuant to KRS 164.020(8) [(3)] the Council sets [approves] the minimum

11   qualifications for admission to the state-supported postsecondary [public institutions of higher]

12   education institutions. It is the intent of the Council that all Kentucky residents shall have available

13   to them an opportunity for postsecondary [higher] education appropriate to their interests and

14   abilities. This administrative regulation sets forth the minimum qualifications [standards and policies

15   of the council] related to admission at state-supported postsecondary [institutions of higher]

16   education institutions.

17   Section 1. Definitions. (1) [The term] "Adult student" means a student who is twenty-one (21)

18   years of age or older.

19   (2) "Council" is the Council on Postsecondary Education established by KRS 164.011.

20   (3) "Institution" is a state-supported postsecondary education institution as defined in KRS 164.

1   001(10).

2   (4) "Program of Studies" is the document "Program of Studies for Kentucky Schools: Grades

3   Primary-12" published by the Kentucky Board of Education.[The term"approved unit" means a

4   course of study included in the "Program of Studies for Kentucky Schools: Grades K-12".

5   (3) The term "nontraditional student" means a student twenty-five (25) years of age or older.]

6   Section 2. [General. (1) Students from other states and countries will be accepted by Kentucky

7   public institutions providing that nonresident enrollment does not inhibit the opportunities of

8   Kentucky residents to benefit from the facilities provided. Public institutions of higher learning may

9   establish additional admission criteria that are in compliance with council policy established

10   pursuant to KRS 164.020(3).

11   (2) The American Association of Collegiate Registrars and Admissions Officers' "Transfer Credit

12   Practices of Educational Institutions" shall serve as a reference for the acceptance of transfer credits.

13   Generally, a student dismissed from a college or university shall not be accepted at a Kentucky

14   public institution for the semester following his dismissal. Failure to report enrollment at another

15   institution may result in dismissal and loss of credits earned.

16   (3) The Council on Postsecondary Education is concerned that a student's transfer from one (1)

17   institution to another be as smooth as possible. It shall be the responsibility of all public institutions

18   to assure that the student is adequately counseled concerning transfer of credit. Consistent with the

19   community college objective of a two (2) year curriculum, transfer from community colleges is

20   normally expected at the completion of requirements for the associate degree. Transfer prior to that

21   time, however, may be advisable in specialized programs.

22   Section 3.] Minimum Qualifications for Institutional Admission as First-time Freshmen. (1) A

23   Kentucky resident[s] who has [have] graduated from a public high school[s] or a certified nonpublic

1   high school[s (i.e., a high schools adhering to the "Program of Studies for Kentucky Schools: Grades

2   K-12" as approved by the State Board for Elementary and Secondary Education)], who has [have]

3   taken the ACT Assessment Test [American College Testing Assessment (ACT)] , and who will

4   enroll in college classes for the first time following graduation from high school is [are] generally

5   granted admission to community and technical colleges and community college-type programs at

6   each university. The Career Planning Program Level II (CPP-II), [or] the ASSET testing program,

7   or the COMPASS testing program may be substituted for the ACT Assessment Test requirement for

8   adult students, if the institution believes any [either] of these testing instruments is better suited to

9   the needs of adult students.   The Kentucky Community and Technical College System may

10 substitute the Test of Adult Basic Education (TABE) for an applicant to a technical college.

11   (2) A Kentucky resident[s] who has [have] graduated from a public high school[s] or a certified

12 nonpublic high school[s (i.e., high schools adhering to the "Program of Studies for Kentucky

13 Schools: Grades K-12" as approved by the State Board for Elementary and Secondary Education)],

14 who has [have] taken the ACT Assesment Test, who has [have] completed the minimum academic

15 [educational] preparation, and who will enroll in college classes for the first time following

16 graduation from high school has [have] fulfilled the minimum requirements for admission to a

17 baccalaureate program[s] at a university.   An [each university. Each] institution may accept the

18 Scholastic Aptitude Test (SAT) in lieu of the ACT Assessment Test.   An institution [for resident and

19 nonresident applicants in an amount not to exceed ten (10) percent of the first-time freshmen

20 admitted to baccalaureate programs.   Each university] may establish additional admission criteria

21 to supplement these minimum requirements.

22   (3) A Kentucky resident[s] who has [have] earned a high school equivalency certificate (GED)

23 or who is a [are] graduate[s] of a non-certified nonpublic high school[s (i.e., nonpublic high schools

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1   not adhering to the "Program of Studies for Kentucky Schools: Grades K-12" as approved by the

2   State Board for Elementary and Secondary Education)] may be admitted to community or technical

3   colleges or community college-type programs at an institution [each university] upon completion

4   of the ACT Assessment Test. The Career Planning Program Level II (CPP-II), [or] the ASSET

5   testing program, or the COMPASS testing program may be substituted for the ACT Assessment Test

6   requirement for adult students. KCTCS may substitute the Test of Adult Basic Education (TABE)

7   for an applicant to a technical college [, if the institution believes either of these testing instruments

8   is better suited to the needs of adult students]. These same individuals may be admitted to

9   baccalaureate programs at each university by meeting the minimum requirements specified in

10 subsection (2) of this Section. Completion of the minimum educational preparation may be validated

11 through the submission of ACT area scores which are deemed adequate by each university. A

12 [Each] university may establish additional admission criteria to supplement these minimum

13 requirements.

14   (4) An institution shall establish a policy for the admission of a student to a technical college,

15 community college, or a university where a Kentucky resident student has attended a non-certified

16 nonpublic school and completed a course of study. Non-certified nonpublic schools include home

17 schools. Except for the high school graduation or high school equivalency certificate (GED)

18 requirements, all remaining requirements of subsections 1, 2 and 3 of this Section shall apply to a

19 student who has attended a non-certified nonpublic school and completed a course of study.

20   (5) A nonresident[s] must meet the same minimum qualifications for admission as a Kentucky

21 resident[s] as stated in subsections (1) through (4) [(3)] of this Section and at least one (1) of the

22 following conditions in order to be admitted to an [state] institution[s] :

23   (a) Graduate in the top fifty (50) percent of their high school class;

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1   (b) Achieve a composite score at the 50th percentile or above for all students taking the ACT or

2   the SAT nationally (the ACT is the preferred admission test for Kentucky public institutions, and

3   applicants are encouraged to take the ACT; however, each institution may accept the SAT in lieu

4   of the ACT for resident and nonresident applicants [in an amount not to exceed ten (10) percent of

5   the first-time freshmen admitted to baccalaureate programs]); or

6   (c) Demonstrate through other accepted measures the ability to pursue the college academic

7   program without substantial remedial education [aid].

8   (6) [(5)] If, under extenuating circumstances, a student is [s are] admitted conditionally without

9   having fulfilled the testing requirement, the student[s] must take the ACT to fulfill this requirement

10   during the first semester of enrollment.

11   Section 3 [4]. Minimum Academic [Educational] Preparation and the Pre-college Curriculum. (1)

12   Effective for the fall semester of 2002 [1987], an applicant[s] who has [have] satisfied the minimum

13   qualifications for institutional admission as a first-time freshman [freshmen] and who has [have]

14   successfully completed twenty-two (22) [(20)] or more approved high school units including the

15   following pre-college curriculum describing the minimum academic preparation requirements is

16   [are] eligible for admission to baccalaureate programs at each university. The pre-college curriculum

17   described in this Section shall include the following categories and courses of study and is based on

18   the Program of Studies. An institution [Each university] may establish additional requirements to

19   supplement this minimum academic [educational] preparation.

20   (a) Four (4) units of high school study in English/Language Arts, specifically, including English

21   I [(2301)], English II [(2302)], English III [(2303)] , and English IV [(2304) or AP English (2307

22   or 2308)].

23   (b) Three (3) units of high school study in mathematics, [specifically] including Algebra I,

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1 [(2710), (2722) or (both 2720 and 2721) or] Algebra II, and [(2711 or 2723);] Geometry. Provided,

2 however:

3   1. A student may substitute for Algebra I a mathematics course whose content is more rigorous

4 than that described in the Program of Studies.

5   2. Algebra I may be taken prior to high school and counted as a mathematics required course if

6 the academic content of the course is at least as rigorous as that listed in the Program of Studies.

7   3. Algebra II shall include the content and skills described in the Core Content for Assessment,

8 published by the Kentucky Department of Education.

9   [(2712 or 2735 or 2732), and one (1) additional mathematics elective. Beginning in 1990-91,

10 the mathematics elective will be limited to predetermined courses which are identified in the

11 "Program of Studies for Kentucky Schools: Grades K-12" published by the Kentucky Department

12 of Education. Effective with admissions for the fall semester of 1995, the three (3) required units of

13 high school study in mathematics shall include Algebra I (2710 or 2722 or 2751); Algebra II (2711

14 or 2723); and Geometry (2712 or 2732 or 2735). This mathematics requirement also may be met by

15 completing the integrated mathematics series consisting of three (3) units (2756, 2757, and 2758).]

16   (c) Three (3) [Two (2)] units of high school study in science, to include [specifically including]

17 physical science, life science, and earth/space science. At least one (1) unit shall be a laboratory

18 course.[either Biology I (2517) or Chemistry I (2521) or Physics I (2532), and one (1) additional

19 science elective. At least one (1) of the science courses must be a laboratory course. Beginning in

20 1990-91, the science elective will be limited to predetermined courses which are identified in the

21 "Program of Studies for Kentucky Schools: Grades K-12". Effective with admissions for the fall

22 semester of 1995, the two (2) required units of high school study in science shall include Biology

23 I (2517) and either Chemistry I (2521) or Physics I (2532), at least one (1) of which shall be a

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1   ~~laboratory course.]~~

2   (d) Three (3) ~~[Two (2)]~~ units of high school study in social studies, from the following content

3   areas: United States History, Economics, Government, World Geography, and World Civilization.

4   (e) One-half (1/2) unit in Health Education.

5   (f) One-half (1/2) unit in Physical Education.

6   (g) One (1) unit in History and Appreciation of Visual and Performing Arts.

7   (h) Effective with the Fall Semester 2008, an applicant shall:

8   1. Complete two (2) units in a non-native language where the academic content includes the

9   spoken and written aspects of a non-native language as well as the culture associated with that

10   language; or

11   2. Demonstrate linguistic competence and awareness of a non-native language and culture

12   equivalent to two years of high school language and the culture associated with that language.

13   (2) A student is also required to take seven (7) electives. Five (5) of the seven (7) electives must

14   be courses with academic content that is at least as rigorous as that required in the Minimum High

15   School Graduation Requirements and must be in the approved areas of study:

16   (a) Social Studies.

17   (b) Science.

18   (c) Mathematics.

19   (d) English/Language Arts.

20   (e) Arts and Humanities.

21   (f) Physical Education and Health. A student is limited to one-half (1/2) unit as an elective in

22   Physical Education and to one-half (1/2) unit in Health.

23   (g) Non-native language where the academic content includes spoken and written aspects of a

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1   non-native language as well as the culture associated with the language.

2   (h) Agriculture, Industrial Technology Education, Business Education, Marketing Education,

3   Family and Consumer Sciences, Health Sciences, Technology Education and Career Pathways. The

4   academic content shall be more rigorous than the introductory level as described in 703 KAR 4:060.

5   [specifically including World Civilization (2246) and U.S. History (2243) or AP American History

6   (2244).]

7   (i) [(e) In addition,] A college-bound student is [s are] encouraged to take, as part of his [their]

8   elective course selection[s], additional coursework in mathematics, sciences, and [foreign

9   languages,] arts [, and computer literacy]. Two elective courses in a non-native language and an

10   elective course that ensures computer literacy are strongly recommended. [Substitutions cannot be

11   made for any course which is identified by a specific program of studies number unless the course

12   in question has been deemed equivalent in content by the Council on Postsecondary Education in

13   consultation with the Department of Education.]

14   (3) (a) A student may substitute an integrated, applied, interdisciplinary, or higher level course

15   within a program of study for a course listed in subsections (1) or (2) of this Section, if the

16   substituted course offers the same or greater academic rigor and the course covers or exceeds the

17   minimum required content.

18   (b) Integrated Math courses are intended to be taken as a sequence. A student shall choose either

19   the Algebra/Geometry sequence or the integrated math sequence.

20   (c) An approved substitute course shall include an honors course, advanced placement course,

21   dual credit course, or a course taken at an institution.

22   (4) A waiver of a required pre-college curriculum course may, however, be justified if:

23   (a) A student is physically unable to complete a course because of a physical handicap;

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1   (b) [1.] A [given] student's handicapping condition is verified through appropriate

2   documentation;

3   (c) [2.] The school district superintendent (or designee) verifies that a student's handicapping

4   condition will prevent the student from completing the course in question; and

5   (d) [3.] Another course in a closely related area can be substituted for the course that cannot be

6   completed.

7   (5) [(2)] Course selections are tied to the Program of Studies ["Program of Studies for Kentucky

8   Schools: Grades K-12"] and the individual course descriptions contained in that document.

9   Adjustments in the minimum academic [educational] preparation for college will occur as changes

10   are made in the Program of Studies. For guidance in the selection of specific courses, counselors

11   should consult the Program of Studies and Council [on Postsecondary Education] materials on the

12   pre-college curriculum.

13   (6) [(3)] It is the responsibility of each institution [of higher education] to determine whether an

14   applicant has met these minimum academic [educational] preparation requirements.

15   (7) [(4)] Effective with admissions for the fall semester of 2002 [1992], a [all] student[s] admitted

16   to a baccalaureate degree program at an institution [with baccalaureate-degree status to universities]

17   shall be subject to the pre-college curriculum [as established in this Section].

18   (8) The following are exempted from the requirements of the pre-college curriculum:

19   (a) an adult student; [Excluded from this requirement shall be Nontraditional students and]

20   (b) a student[s] entering baccalaureate-degree status with twenty-four (24) or more semester credit

21   hours applicable to a baccalaureate degree with a GPA (grade point average) of at least 2.00 on a

22   4.00 scale; or[.]

23   (c) [Also excluded from this requirement shall be] active duty military personnel, their spouses,

1   and their dependents.

2   (9) Specifically subject to this requirement are the following:

3   (a) first-time freshmen pursuing a baccalaureate degree with or without a declared major;

4   (b) a student[s] converting from nondegree status to baccalaureate-degree status;

5   (c) a student[s] changing from certificate or associate-degree level to baccalaureate-degree level;

6   and

7   (d) a student[s] who, transferring from another [other] institution[s] , has [have] been admitted

8   to baccalaureate-degree status by the receiving institution. A [All] degree-seeking student[s] shall

9   be assigned a degree-level code.

10   Section 4 [5]. Conditional Admissions Qualifications. (1) Subject to the requirements and

11   limitations established by the Council [on Postsecondary Education] , an institution [each university]

12   shall have the option of admitting conditionally a first-time freshman applicant[s] to a baccalaureate

13   program[s] who has [have] not met the minimum academic [educational] preparation qualifications

14   for admission. [Beginning in the fall semester of 1987, each university may grant exceptions to the

15   minimum educational preparation qualifications and admit conditionally each academic term a

16   maximum of twenty (20) percent of the total number of applicants admitted to baccalaureate

17   programs as first-time freshmen.] A first-time freshman [freshmen] admitted conditionally shall

18   remove or otherwise satisfy all deficiencies regarding the minimum academic [educational]

19   preparation in a manner and time period established by the enrolling university.

20   (2) [Effective with the fall semester of 1994,] An institution [Each university] enrolling students

21   under the conditional admission provision of this policy in subsection (1) of this Section shall admit

22   conditionally each academic term not more than five (5) percent of a base figure. [The transition

23   from twenty (20) percent to five (5) percent shall be initiated as follows: beginning with the fall

1 semester of 1992, each university shall admit conditionally each academic term not more than fifteen

2 (15) percent of a base figure; and, beginning with the fall semester of 1993, each university shall

3 admit conditionally each academic term not more than ten (10) percent of a base figure.] The base

4 figure shall be the average number of students reported as enrolled with baccalaureate-degree status

5 over the preceding four (4) years. [Nonresident students who failed to take world civilization while

6 in high school shall not be reported or treated as having a pre-college curriculum deficiency and shall

7 not be subject to conditional admission on this basis.

8   (3) By January 1, 1992, Each university shall submit to the Council on Postsecondary Education

9 for review and approval its policy covering the removal of pre-college curriculum course deficien-

10 cies for students admitted conditionally. These policies shall apply to admissions beginning with the

11 fall semester of 1992 and shall include the following components and conditions:

12   (a) Pre-college curriculum course deficiencies in English and mathematics should be removed

13 as soon as possible after enrollment, and shall be removed before students earn twenty-four (24)

14 hours of degree credit.   Students failing to comply with this condition of admission shall be

15 prohibited from enrolling in additional degree-credit courses until the required corrective measures

16 have been completed.

17   (b) Courses used to remove pre-college curriculum deficiencies in English and mathematics shall

18 not apply toward graduation credit.

19   (c) Students who have not completed the required courses in English and mathematics, but who

20 scores at or above the 60th percentile on the relevant portion of the ACT or SAT, shall be considered

21 as having demonstrated a proficiency in the subject and shall not be assessed as deficient on this

22 basis.

23   (d) Removal of pre-college curriculum deficiencies in science and social studies shall be required

1 ~~before students complete twenty-four (24) hours of degree credit. The institutions shall stipulate the~~

2 ~~manner in which deficiencies shall be removed.~~

3 ~~(e) University policies shall specify how the removal of deficiencies will be monitored and~~

4 ~~enforced.]~~

5 (3) [(4)]Although not subject to the pre-college curriculum for admission purposes, students

6 enrolled in community colleges or community college-type programs in universities shall be

7 assessed and reported as to their pre-college curriculum status~~[effective with admissions for the fall~~

8 ~~semester of 1992. Students with pre-college curriculum deficiencies shall remove deficiencies~~

9 ~~subject to the same requirements and conditions as baccalaureate students who are admitted~~

10 ~~conditionally. By January 1, 1992, individual community colleges or the University of Kentucky~~

11 ~~Community College System shall submit their policies or its policy covering the removal of pre-~~

12 ~~college curriculum course deficiencies to the Council on Postsecondary Education for review and~~

13 ~~approval. By January 1, 1992, universities shall submit their policies applicable to community~~

14 ~~college-type students to the Council on Postsecondary Education for review and approval, if these~~

15 ~~policies differ from their policies for baccalaureate students admitted conditionally]~~.

16 Section_5 [6]. Special Students. (1) An applicant[s] of superior ability, as demonstrated by

17 exceptional academic achievement, a high ACT score[s] , and social maturity, may be granted early

18 admission [to the freshman class].

19 (2) At the discretion of the institution, an applicant[s] unable to meet college entrance

20 requirements may be admitted to a college class[es] for which he is [they are] qualified.

21 (3) A Kentucky resident[s] sixty-five (65) or older who is [are] admitted to an [state-supported]

22 institution[s] shall have all registration and tuition charges waived. However, an institution may limit

23 admission under this subsection [of these students] if classes are filled, or if [their] admission

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1   necessitates creating additional classes.

2   Section 6 [7]. [Admission with Advanced Standing. (1) Applicants who have attended another

3   accredited college or university may be admitted with advanced standing in accordance with

4   admission requirements established by each institution. An institution may have additional

5   requirements for nonresidents.

6   (2) Lower division academic courses offered for undergraduate credit at any accredited Kentucky

7   community college are transferable for academic credit to state-supported universities. Lower

8   division academic courses are those offered for undergraduate credit at the freshman and sophomore

9   level or normally counted toward requirements for an associate degree. Usually numbered 100 to

10   299, these are introductory in nature and require no significant prerequisites. Determination of course

11   level shall be made by the governing boards of the public universities and filed with the Council on

12   Postsecondary Education.

13   (3) The number of semester hours earned at the community college level which will be applied

14   toward meeting requirements for a baccalaureate degree will depend upon the degree being pursued

15   and the transfer practices of the receiving institution. In cases where educational objectives have

16   changed, students may take additional courses at a community college after having completed the

17   associate degree requirements. In this event, the college to which the student plans to transfer should

18   be consulted.

19   (4) Although each public university has the responsibility for determining its degree

20   requirements, it normally takes two (2) additional academic years for a community college transfer

21   student to complete baccalaureate degree requirements.

22   (5) Credits presented from institutions not accredited may be accepted only when validated by

23   advanced work at the receiving institution or by examination at the discretion of the institution.

1 ~~Section 8.]~~ General Policy on Nonresident Enrollment. (1) An institution providing a scholarship

2 to a nonresident student, regardless of the source or nature of the scholarship, shall ~~[s which waive~~

3 ~~the nonresident surcharge for nonresident students will continue to]~~ count that [those] student[s] as

4 a nonresident student[s] for purposes of this policy and reporting to the Council.

5 (2) A student from another state or country will be accepted by an institution provided that

6 nonresident enrollment does not inhibit the educational opportunities of a Kentucky resident. An

7 institution may establish additional admission criteria consistent with this administrative regulation.

8 Section 7. Transfer Students. (1) The Council's General Education Transfer policy and

9 Baccalaureate Program Transfer Framework policy shall provide the basis for institutional policies

10 on the acceptance of transfer credits. The American Association of Collegiate Registrars and

11 Admissions Officers' "Transfer Credit Practices of Educational Institutions" shall serve as a reference

12 for admission of transfer students to an institution and for the acceptance of transfer credits.

13 Generally, a student dismissed from a college or university shall not be accepted at an institution for

14 the semester following his dismissal. Failure by a student to report enrollment at another institution

15 may result in dismissal and loss of credits earned.

16 (2) The Council is concerned that a student's transfer from one (1) institution to another be as

17 smooth as possible. It shall be the responsibility of all state-supported institutions to assure that the

18 student receives adequate academic counseling concerning transfer of credit.

19 Section 8. Remedial Placement. (1) The Council shall adopt a policy on remedial placement by

20 June 30, 1999, that provides minimum standards for placement of a student in a college-level course.

21 (2) An institution shall establish, no later than the end of calendar year 1999, a policy on

22 placement of a student in a college-level course. The institutional policy shall use an assessment

23 system that:

1   (a) Meets or exceeds the minimum level of the policy developed by the Council in subsection 1

2   of this Section;

3   (b) Evaluates whether a student meets entry level standards in reading, English and mathematics;

4   (c) Requires a student who does not meet the entry level standards to enroll in appropriate

5   remedial level courses and pass them with a grade of "C" or higher; and
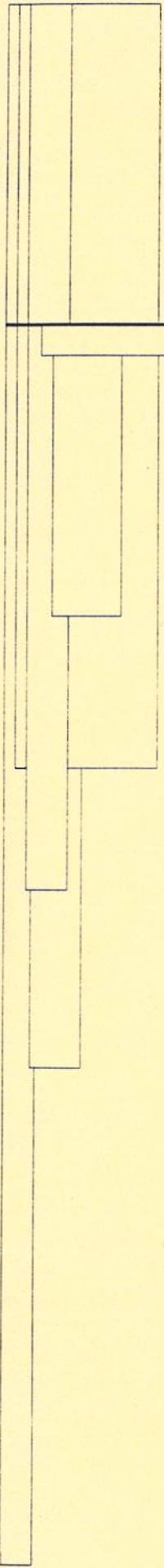
6   (d) Requires an institution to use placement tests for assigning students to the appropriate level

7   course; and

8   (3) The Kentucky Community and Technical College System also shall establish uniform

9   placement policies for the two branches, the Technical College Branch and the University of

10   Kentucky Community College Branch.

11
12
13   _____   _____
14   Leonard V. Hardin   DATE
15   Chair
16   Council on Postsecondary Education
17
18
19
20   APPROVED AS TO FORM:
21
22
23   _____   _____
24   Dennis L. Taulbee   DATE
25   General Counsel
26   Council on Postsecondary Education

The Council on Postsecondary Education

Plan for Revising Minimum Admission Requirements

November 9, 1998

Highlights of the MAR Plan

✦ *Part I:*
  - ✦ *offers a plan for revising the PCC*
  - ✦ *establishes the applicability of the PCC*

✦ *Part II:*
  - ✦ *recommends a course placement system based on entry-level standards*
  - ✦ *proposes interventions for strengthening student preparation*

Evaluation of the PCC

One-Year Retention Rates for University Students by PCC Status
(Fall 1992 to Fall 1996)

Students w/PCC

All Students

Students w/out PCC

1
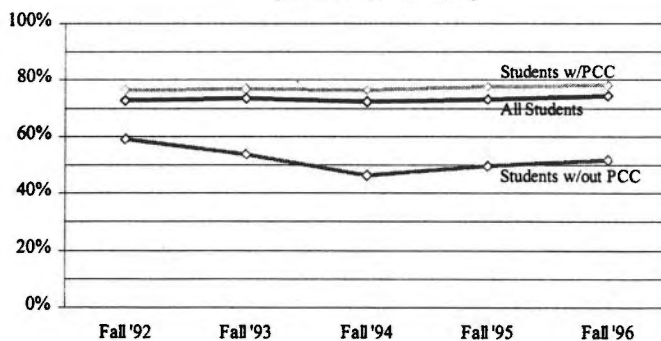
Evaluation of the PCC

**Percent of University Students Who Took One or
More Remedial Courses by PCC Status
(Fall 1992 to Fall 1996)**

- 100%
- 80% — Students w/out PCC
- 60%
- 40% — All Students
- 20% — Students w/ PCC
- 0%

Fall '92 Fall '93 Fall '94 Fall '95 Fall '96
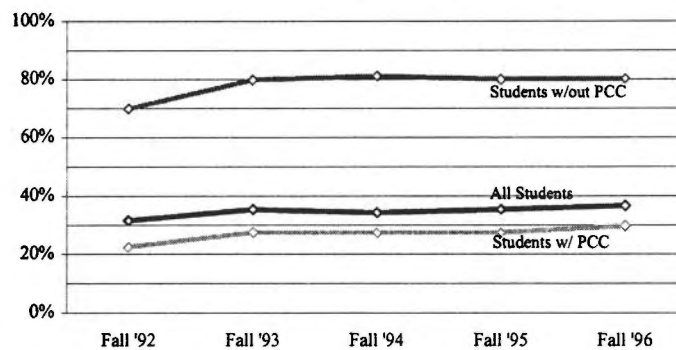
MAR Plan: Part I

1. Revise the PCC to include :

- ✦ *one more credit of social studies*
- ✦ *one more credit of science*
- ✦ *one credit in arts appreciation*
- ✦ *1/2 credit in health*
- ✦ *1/2 credit in physical education*

MAR Plan: Part I

2. Require that 5 of 7 electives be "rigorous"

- ✦ is consistent with the KEES program curriculum
- ✦ gives students flexibility

MAR Plan: Part I

3. Permit students to substitute integrated, applied, interdisciplinary or higher level courses

- ✦ example: integrated math I, II, III for algebra I, II, and geometry I
- ✦ supports education reforms

3

MAR Plan: Part I

4. Strongly recommend--for now-- two years of a non-native language

Establish a requirement for the high school graduating class of 2008

 ✦ *competitiveness in the global economy*
 ✦ *adequate time to meet course demand*

MAR Plan: Part I

5. Strongly recommend that students take courses to develop computer literacy

 ✦ *critical to success in advanced education and employment*
 ✦ *at least five other states require or recommend*

Comparison of the
Current and Proposed PCC

Current PCC	Proposed PCC
✦ *English-4* units	✦ *English-4* units
✦ *Math-3* units	✦ *Math-3* units
✦ *including Algebra II*	✦ *including Algebra II*
✦ *Science-2* units	✦ *Science-3* units
✦ *Soc. Studies-2* units	✦ *Soc. Studies-3* units
✦ *Electives-9* units	✦ *Health-1/2* unit
	✦ *Phys. Ed.-1/2* unit
	✦ *Arts Apprec.-1* unit
	✦ *Electives-7* units of which 5 are "rigorous" (strongly recommend non-native language and computer literacy)

MAR Plan: Part I

6. Establish the applicability of the PCC by:

+ *requiring students under 21 to take the PCC before being admitted to baccalaureate programs*

+ *continuing to admit no more than 5% of first-time freshmen without PCC*

+ *permitting students without the PCC to be admitted to KCTCS*

MAR Plan: Part II

7. Develop and publicize statewide entry level standards

- ✦ helps students learn what college faculty expect
- ✦ helps counselors advise students

MAR Plan: Part II

8. Establish a statewide diagnostic testing program in high school

- ✦ identify at-risk students
- ✦ reduce need for remediation in college
- ✦ use the testing program now being developed by the Ky. Board of Education

MAR Plan: Part II

9. Establish a placement policy that:

- ✦ *uses an instrument to evaluate whether students meet standards*
- ✦ *requires under-prepared students to take and pass remedial courses with a 'C' or higher*
- ✦ *requires institutions to use additional placement tests*

MAR Plan: Part II

Placement Policy (continued)

- ✦ *requires KCTCS to establish uniform policies within each branch*
- ✦ *allows institutions to set higher cut-off scores than the statewide standards*

7

MAR Plan: Part II

Rationale for Placement Policy

- *under-prepared students receive necessary remediation*
- *students admitted without the PCC still must meet minimum standards*
- *increase chances of students' advancement and success*

MAR Plan: Part II

10. Develop a set of "best practices" regarding the delivery and teaching of remedial courses

- *find and model most effective methods*

MAR Plan: Part II

11. Create "Learning Partnerships"

+ *develop consortia in specific disciplines*
+ *develop consortia within regions
  (e.g., N. Ky. Council of Partners)*
  - *encourage collaboration with P-12*
  - *make a wide range of educators accountable for
    student learning*

Where do we go from here?

+ *The Council considers the MAR
  Plan and the draft regulation*
+ *Feedback from key stakeholders*
+ *Approval of regulation from LRC*

Where do we go from here?

✦ *Develop entry-level standards*

✦ *Select instrument and cut-off scores for determining whether standards have been met*

Conclusions

This Plan Supports

2020 Vision in These Ways...

Conclusions

The Vision

"An integrated system of elementary and secondary schools and providers of postsecondary education, committed to meeting the needs of students and the Commonwealth, and acclaimed for excellence, innovation, collaboration, and responsiveness."

Conclusions

The Stakeholder Benefits

"Those moving on to advanced education will be ready for college work because they will know up front what will be expected of them once they reach their 13th year of schooling."

11

Conclusions

The Desired Results

"Are high school graduates going on to postsecondary education in greater numbers? Are they fully prepared when they get there? Are they advancing through the system smoothly and in a timely fashion? Are they graduating in greater proportions?"

EISENHOWER MATHEMATICS AND SCIENCE EDUCATION FUNDS

Recommendation:

That the Council on Postsecondary Education award federal Dwight D. Eisenhower Mathematics and Science Education funds to support the projects listed in Attachment A for federal fiscal year 1998 (October 1, 1998-September 30, 1999).

Rationale:

- State coordinating agencies for postsecondary education receive federal funds annually to support projects designed to improve the quality of P-12 instruction in mathematics, science, and other core curriculum areas. Public and independent higher education institutions and nonprofit organizations compete for the $802,721 awarded to the Council on Postsecondary Education for the 1998 Kentucky grant program.

- Federal regulations require these funds to be distributed through a competitive process. The Council staff selected a panel of independent reviewers to evaluate the 29 proposals received as a result of the June 1998 Request for Proposals distributed to all colleges and universities and to selected non-profit organizations. The panel evaluated the proposals in accordance with guidelines listed in the Request for Proposals.

Background:

The Dwight D. Eisenhower Mathematics and Science Education Grant Program initiates and supports activities designed to improve teaching and learning in mathematics, science, and other core curriculum areas. Sustained high-quality professional development programs for teachers, school and school district personnel and preservice teacher education improvement programs qualify for funding.

The federal government distributes Eisenhower funds to states based on school-age population and the number of economically disadvantaged children. Since the program began in 1985, the Council has awarded 280 grants totaling more than $8,000,000. These grants have provided professional development activities for more than 20,000 Kentucky teachers. (See Attachment B for a history of the program.)

The Council has $779,389 to award for 1998: $762,585 in 1998 funds and $16,764 in remaining 1997 funds.

In response to the request for proposals, the Council received 29 proposals totaling $1,385,264 in requests. Proposals were received from seven public universities, six KCTCS institutions, and six independent institutions. The review panel recommends for Council approval 16 proposals in the amount of $772,864. (See Attachment A for a list of the recommended proposals). The recommended proposals would fund seven public universities, two KCTCS institutions, and three independent institutions.

In 1994, 40 percent of America's fourth graders failed to attain the basic level of reading and 70 percent fell below the proficient level in reading as measured by the National Assessment of Educational Progress. To address this challenge, Congress has required that 7.5 percent of the Eisenhower higher education program funds be earmarked to support the "America Reads" program. In response to that directive, the list of recommended proposals includes one "America Reads" proposal in the amount of $55,241.

Future Direction for the Eisenhower Mathematics and Science Education Grant Program

Improving middle school student performance in mathematics and science is seen as one of the critical education issues facing our nation's youth. There is widespread agreement that increasing subject matter content of middle school mathematics and science teachers is the place to initiate improvement efforts. In an attempt to address this issue in Kentucky, Gordon Davies and Wilmer Cody recently convened a task force to focus on middle school mathematics and science. The task force will pay special attention to finding ways to help teachers acquire greater knowledge in the disciplines they teach. The task force held its initial meeting October 5, 1998. As a part of its work, the task force will look at resources that could be used systemically to address increasing the mathematics and science content knowledge of middle school teachers. The Eisenhower grant program is certain to be one of the resources considered.

Kentucky's Eisenhower mathematics and science grant program is, to a limited extent, funding projects to deal with the issue. For example, a project funded last year at the University of Louisville is providing 20 Jefferson County middle school teachers with up to 18 college hours of mathematics. The participants were all K-8 certified and most were teaching with only the college mathematics courses required for that certification. Upon completion of this project the participants will have the content required to certify them to teach high school credit algebra in the eighth grade. More importantly, they will have the knowledge needed to focus on content depth in all of their middle school mathematics courses.

The Eisenhower grant program could address the need for increasing subject matter knowledge of practicing middle school mathematics and science teachers by setting funding priorities in its request for proposals. Initial data from the new Eisenhower performance indicator system indicates that about 18 percent of the program's current participants are middle school teachers. (Attachment C contains additional data from the performance indicator system.)

Results from the Third International Mathematics and Science Study (TIMSS) suggest that improving middle school student performance in mathematics and science must become a primary concern. TIMSS data show that American fourth graders were outperformed by only

one nation in science and by only seven nations in mathematics. However, by the eighth grade American students were outperformed by nine nations in science and by 20 nations in mathematics. These data strongly suggest that our youth, as compared to the youth of other nations, encounter serious mathematics and science achievement problems between the fourth and eighth grades.

Staff Preparation by Wendell Cave

ATTACHMENT A

Eisenhower Mathematics and Science Education Grant Program

Projects Recommended for Approval for Federal Fiscal Year 98

Institution/Organization	Requested Funding	Proposal Type
Campbellsville University	$46,459.00	Math/Science (Grades 5-9)
Eastern Kentucky University	$14,500.00	Math/Science (Alliance)
Georgetown College	$40,274.00	Mathematics (Grades 6-9)
Hazard Community College	$55,882.00	Math/Science (Grades 5-12)
Kentucky Community and Technical College System	$59,368.00	Mathematics (Grades 5-8)
Morehead State University	$26,950.00	Math/Science (Alliance)
Morehead State University	$59,976.00	Science (Grades 5-12)
Murray State University	$48,227.00	Environmental Education (Grades P-12)
Northern Kentucky University	$59,895.00	Mathematics (Grades 4-9)
Union College	$18,657.00	Science (Grades P-5)
University of Kentucky	$59,986.00	Science (Grades 6-8)
University of Kentucky	$59,486.00	Math/Science (Grades 5-8)
University of Kentucky	$60,000.00	Science (Grades 4-7)
University of Louisville	$49,016.00	Math/Science (Grades P-5)
Western Kentucky University	$58,947.00	Math/Science (Grades 5-8)
Western Kentucky University	$55,241.00	America Reads (Grades P-3)
GRANT TOTAL	$772,864.00	

ATTACHMENT B

	KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION EISENHOWER MATHEMATICS AND SCIENCE PROGRAM HISTORY OF PROGRAM ACTIVITY			
Grant Year	**Grants Awarded**	**State Grant Allocation**	**Participants**	**Students Served Duplicate Count (Estimated)**
1985/86	9	$429,859.00	1,184	150,000
1986/87	8	$186,620.00	515	58,000
1987/88	12	$346,429.00	1,295	113,000
1988/89	25	$515,132.00	3,207	210,000
1989/90	26	$508,434.00	2,993	170,000
1990/91	29	$512,522.00	724	57,000
1991/92	33	$817,792.00	2,695	208,447
1992/93	35	$915,736.00	1,125	62,148
1993/94	28	$982,833.00	699	105,000
1994/95	23	$970,176.00	1,657	207,125
1995/96	19	$634,560.00	1,603	200,375
1996/97	18	$695,966.00	1,734	216,750
*1997-98	15	$739,829.00	1,100	137,500
TOTALS	**280**	**$8,255,888.00**	**20,531**	**1,895,345**

*Data for 1997-98 are estimated from grant proposals. Actual numbers will be available upon receipt of annual reports from grantees.

ATTACHMENT C

Summary of 1997-98 Findings for Selected Performance Indicators

1) 92 percent of participants reported on the follow-up survey that the program provided useful methods for transferring new knowledge and skills to the classroom.

2) 83 percent of participants reported on the follow-up survey that their teaching capacity had improved.

3) 89 percent of participants reported on the follow-up survey that they had applied their new knowledge and skill in their classrooms.

4) 61 percent of participants reported on the follow-up survey that, as a result of their participation in the program, the quality of their students' work was noticeably improved.

5) 26 percent of participants reported on the follow-up survey that, as a result of their participation in the program, their students' scores on statewide student assessments had improved.

6) Participants reported on the follow-up survey that they had enhanced their interest and capacity for networking.

   - 25 percent had joined a professional education organization
   - 31 percent had attended a professional association conference
   - 68 percent had maintained contact with program participants

NEW PROGRAM PROPOSAL:
AAS IN AGRICULTURE TECHNOLOGY, OWENSBORO COMMUNITY COLLEGE; CERTIFICATE IN AGRICULTURE TECHNOLOGY, OWENSBORO TECHNICAL COLLEGE

ACTION
Agenda Item E-3-a
November 9, 1998

Recommendations:

- That the Associate in Applied Science in Agriculture Technology proposed by Owensboro Community College, and developed in cooperation with Owensboro Technical College, be approved and registered in CIP 01.0301.

- That the Certificate in Agriculture Technology proposed by Owensboro Technical College, and developed in cooperation with Owensboro Community College, be approved and registered in CIP 01.0301.

Rationale:

- Owensboro Community College is able to submit program proposals in calendar year 1998. The KCTCS exercised its option for a quantitative waiver for the college under the administrative regulation implementing KRS 164.020(18), the EEO statute.

- The proposed associate in applied science in agriculture technology is consistent with the mission of Owensboro Community College. The proposed certificate in agriculture technology is consistent with the mission of the Owensboro Technical College.

- Owensboro Technical College and Owensboro Community College developed the certificate program in agriculture technology collaboratively. This certificate program will be embedded in the associate degree program and will provide an option for students seeking to enter the job market without earning an associate degree.

- Graduates of both the certificate program and the associate in applied science in agriculture technology program will meet employment needs expressed by the community. Employers have committed internship sites for the program. Local sources have been identified to pledge funds to the first three years of the program.

An executive summary submitted by the KCTCS is attached to this agenda item.

Staff Preparation by Charles Wade

**Owensboro Community College and Owensboro Technical College
Kentucky Community and Technical College System
Proposal for Initiation of a New Degree Program
Associate in Applied Science in Agricultural Technology
With Embedded Certificate**

Executive Summary

Mission, Influence, Organization

With very strong advocacy from the agricultural and business community and the Board of Directors of Owensboro Community College, the college requests authorization to offer the Associate in Applied Science in Agricultural Technology Degree effective August 1999. This application is consistent with the College's mission, which includes providing career programs leading to an Associate in Applied Science degree and preparing graduates for immediate employment. The Agricultural Technology program also addresses two goals of the Kentucky Community Technical College System identified in House Bill 1 that relate to economic development and workforce preparation.

This program is a collaborative effort between Owensboro Community College and Owensboro Technical College. The Associate in Applied Science degree will be awarded by Owensboro Community College, and the embedded certificate will be awarded by Owensboro Technical College. The University of Kentucky and Western Kentucky University have also collaborated in this program. New technological farming methods and employer workforce needs have provided the impetus for the local agriculture community to request assistance in training their workforce.

Program Description

The Agricultural Technology program prepares students for occupations in a wide variety of jobs in agriculture (both production and value-added) with a range of skills and knowledge.

The curriculum addresses concepts in theory, skills and techniques that are required by the agricultural industry. It will use hands-on strategies, which require an integrated practicum across a variety of settings. Graduates will seek job opportunities in the

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agricultural industry on commercial farms and businesses related to the agricultural industry.

Supportive Data

The Agricultural Technology program proposal is a result of overwhelming requests from the community to add agricultural-related courses and a technical program to the college's offering. Technological changes in agriculture have prompted community concern about the need for workforce training. Local farmers, agri-business leaders, secondary educators, and citizens came together because of an increasing concern about the lack of a trained workforce for the local agriculture business and industry.

Resources

The Owensboro Community College Agricultural Technology Advisory Committee is so committed to this program that they have formed a subcommittee to raise funds to support the program for its initial three years of operation.

The Agricultural Technology Program will require neither new or additional facilities nor additional space for its successful implementation at Owensboro Community College. The experiential component will be conducted off-campus at farms and/or agri-business facilities already established. Owensboro Community College has received sufficient commitments from the area agriculture community to ensure ample placements for internships.

Conclusion

This request for authorization to offer the Associate in Applied Science in Agricultural Technology Degree is documented by the overwhelming support and need indicated from the agriculture community.

Owensboro Community College's long history of documented planning processes, support of area leaders in the agriculture sector, college faculty and board of directors support and the extensive collaboration with other postsecondary institutions drive this program proposal.

NEW PROGRAM PROPOSAL:
AAS IN CLINICAL LABORATORY TECHNICIAN, MADISONVILLE COMMUNITY COLLEGE, HENDERSON COMMUNITY COLLEGE

ACTION
Agenda Item E-3-b
November 9, 1998

Recommendation:

That the Associate in Applied Science in Clinical Laboratory Technician program jointly proposed by Madisonville Community College and Henderson Community College, in cooperation with Madisonville Technical College, be approved and registered in CIP 51.1004.

Rationale:

- Madisonville Community College and Henderson Community College are able to submit program proposals in calendar year 1998 under the administrative regulation implementing KRS 164.020(18), the EEO statute.

- The proposed associate in applied science in clinical laboratory technician is consistent with the approved mission statements of both community colleges.

- Henderson Community College currently offers an associate in applied science degree in clinical laboratory technician. The proposed program represents a new collaborative agreement to accept coursework from Madisonville Technical College and to create a joint program with Madisonville Community College.

- Madisonville Technical College currently offers a diploma program in clinical laboratory technician. The proposed program will allow Madisonville Technical College students to complete the academic requirements for the associate degree at either Madisonville Community College or Henderson Community College.

- Madisonville Community College will add the associate in applied science in clinical laboratory technology with no additional costs by accepting the technical coursework from either Madisonville Technical College or Henderson Community College.

- The Clinical Laboratory Improvement Act (CLIA) specifies that by 2001, clinical laboratory technicians will need a minimum of an associate degree to perform "high complexity" testing. Graduates from the proposed program will enable their employers to comply with this requirement.

- The proposed program combines the strengths of the three colleges, increases options for students, and meets employer needs without additional funding.

An executive summary submitted by the KCTCS is attached to this agenda item.

Staff Preparation by Charles Wade

EXECUTIVE SUMMARY

Associate Degree in Applied Science in
Clinical Laboratory Technician

Submitting the Proposal:

Henderson Community College
Madisonville Community College
Madisonville Technical College

MISSION, INFLUENCE, ORGANIZATION:

Henderson Community College, Madisonville Community College and Madisonville
Technical College propose to develop a joint Associate in Applied Science Degree in
Clinical Laboratory Technician (CLT). The proposed CLT Program is consistent with
Madisonville Community College and Henderson Community College's mission to offer
career-oriented programs designed to prepare students for immediate employment. This
program is also consistent with Madisonville Community College's (MCC) long range
plan to increase the number of Allied Health Programs available to students.
Madisonville Technical College (MTC) approached the community colleges about
developing the Associate Degree Program in Clinical Laboratory Technician to meet the
needs of MTC graduates. This program alleviates duplication of effort and promotes a
collaborative relationship between the three post-secondary educational institutions.

Both Henderson Community College and Madisonville Technical College have Clinical
Laboratory Technician Programs. MTC has and will retain a certificate program; HCC
has an Associate Degree Program. Students will complete the technical component of the
program at either Madisonville Technical College or Henderson Community College and
the general education component at either Madisonville Community College or
Henderson Community College. Upon completion of all degree requirements, students
will be awarded an Associate in Applied Science Degree.

PROGRAM DESCRIPTION:

The Associate in Applied Science Degree in the Clinical Laboratory Technician joint
program will provide students with the opportunity to acquire the background necessary
to work under the supervision of a registered clinical scientist or pathologist in a clinical
laboratory hospital or other health agency. The technician collects specimens from
patients and performs analysis on blood and other body fluids.

Technical course work, excluding clinical fieldwork, will be provided by Madisonville
Technical College and Henderson Community College. Clinical fieldwork will be
provided by participating area clinical facilities.

Madisonville Technical College will adopt the community college CLT curriculum.

SUPPORTIVE DATA:

The Madisonville Technical College Clinical Laboratory Program and the Henderson Community College Clinical Laboratory Technician Program have provided the graduates needed by health care employers of each of their respective service areas for greater than twenty years. The joining of these two programs with Madisonville Community College will only enhance the ability to serve the needs of the community.

Students will now have the option of attending either Madisonville Community College or Henderson Community College to acquire the general education component needed for an Associate in Applied Science Degree, which should ultimately result in an increase in the number of graduates.

Employers will be in a better position to be compliant with the Clinical Laboratory Improvement ACT (CLIA) which regulates the credentialing of laboratory personnel conducting laboratory testing. CLIA specifies that by the year 2001, Clinical Laboratory Technicians will need, at a minimum, an Associate Degree to perform "high complexity" testing.

RESOURCES:

Resources at Henderson Community College, Madisonville Community College and the Madisonville Technical College are adequate to meet the needs of the program. No additional resources are required. Development of the joint program will provide the opportunity for the sharing and more efficient utilization of existing resources.

NEW PROGRAM PROPOSAL: *ACTION*
AAS IN RESPIRATORY CARE,   **Agenda Item E-3-c**
PRESTONSBURG COMMUNITY COLLEGE   **November 9, 1998**

Recommendation:

That the Associate in Applied Science in Respiratory Care proposed by Prestonsburg
Community College, and developed in cooperation with Mayo Technical College, be approved
and registered in CIP 51.0908.

Rationale:

- Prestonsburg Community College is able to submit program proposals in calendar year 1998.
  The Council granted a KCTCS request for a qualitative waiver for the college under the
  administrative regulation implementing KRS 164.020(18), the EEO statute.

- The proposed associate in applied science in respiratory care is consistent with the mission of
  Prestonsburg Community College.

- Mayo Technical College currently offers a diploma program in respiratory care. The
  proposed program will allow Mayo Technical College graduates to complete the academic
  requirements for the associate degree at Prestonsburg Community College.

- Since Prestonsburg Community College will accept the technical coursework from Mayo
  Technical College, it can deliver the proposed program with minimal additional funding.
  These additional operating costs will be funded through internal reallocation.

- Students who complete the associate in applied science in respiratory care will be eligible to
  take the certification examination to become certified respiratory care therapists.

- This proposal combines the strengths of the two colleges, increases options for students, and
  meets employer needs with limited additional funding.

An executive summary submitted by the KCTCS is attached to this agenda item.

Staff Preparation by Charles Wade

EXECUTIVE SUMMARY

1. Mission, Influence, Organization

The proposed Respiratory Care Program is consistent with the College's mission to offer career-oriented programs designed to prepare students for immediate technical employment. It is also consistent with the College's 1997-98 Strategic Plan to verify the need for and develop new programs, especially in the allied-health field. This program is also consistent with the mission of the KCTCS to promote collaboration between institutions and to promote a seamless educational experience. This program will permit Collaboration between the College and Mayo Technical College to offer the certificate and associate degree programs. This partnership is necessary to achieve a program in eastern Kentucky that will meet professional accreditation changes for the profession. The faculty and staff from both institutions were involved in development of the program.

2. Program Description

The Respiratory Care Program equips students for entry into the field of respiratory therapy with employment at hospitals or other medical facilities such as clinics, home-health care agencies, and nursing homes. The program prepares the student to assist in the maintenance and/or restoration of cardiopulmonary homeostasis. The curriculum provides for general education classes, required classes in Respiratory Care, clinical experiences, and 3 hours of electives. Program competencies include the ability to perform the following: cardiopulmonary diagnostic procedures, administer therapeutic and life support procedures, and evaluate appropriateness of prescribed respiratory care.

Service Learning opportunities are available for students.

The program will be evaluated through the on-going program review process of the Community College System. These reviews, conducted on a periodic basis and when enrollments or graduates drop below specific goals, evaluate all elements of a program, including its objectives, student success and satisfaction rates, employer satisfaction surveys, and placement and salary information on graduations.

In addition, graduates of the program will be eligible to take the certification examination in order to become Certified Respiratory Care Therapists.

Health care providers were actively involved in the development of the Respiratory Care proposal.

An operating Council will be established to provide leadership for the program. Although the program is designed to prepare students for immediate employment, the University of Louisville offers a four-year program in Respiratory Care. The University of Louisville does accept the CCS associate degree in Respiratory Care as the first two years in the bachelor's program.

3. Supportive Data

Respiratory Therapists are needed at the local, state and national levels. Nationally, Respiratory Therapists are one of the fastest growing occupations because of a substantial increase in the middle-aged and elderly population. This aging population is expected to heighten the incidence of cardiopulmonary disease. In the College's service area, employment opportunities have been found to be excellent in the needs analysis. The 1997 needs analysis indicated that 39 to 41 full-time annual job openings and 26.5 to 32 part-time jobs on an annual basis from 1998 to 2001. College surveys also show that 240 of 258 students surveyed support the program. Sixty percent of these students indicated that they would be interested in seeing a degree in Respiratory Care. A survey by Mayo Technical College in Fall 1997 found that 104 of the 135 students surveyed supported the program. Fifty-one percent of these students indicated that they would be interested in obtaining an associate degree.

Currently there are 6 institutions which offer an associate degree program in Kentucky. These institutions are: Jefferson Community College, Lexington Community College, Madisonville Community College, Southeast Community College, Northern Kentucky University, and the University of Louisville. Prestonsburg Community College's program would have no effect on other programs in the state because the nearest is 120 miles distant. Because of the number of job opportunities in the service area, there is a high degree of interest expressed by students. It is anticipated that this program will be successful because no other program exists in our service area. This program will allow us to train and expand the workforce in our area to meet projected needs as shown in local surveys and national trends.

4. Resources

Implementation of the proposed program will not require additional facilities or resources. Office, classroom, and laboratory space are available. Operating costs will be reallocated internally from existing resources. Implementation of this joint program is particularly feasible for Prestonsburg Community College and Mayo Technical College as they have both successfully offered other allied health programs for years.

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NEW PROGRAM PROPOSAL:
AAS IN AUTOMOTIVE TECHNOLOGY,
HAZARD COMMUNITY COLLEGE

ACTION
Agenda Item E-3-d
November 9, 1998

Recommendation:

That the Associate in Applied Science in Automotive Engineering Technology/Technician program proposed by Hazard Community College, and developed in cooperation with Hazard Technical College, Breathitt County Technical School, and Lee County Technical School, be approved and registered in CIP 15.0803.

Rationale:

- Hazard Community College is automatically eligible to submit program proposals in calendar year 1998 under the administrative regulation implementing KRS 164.020(18), the EEO statute.

- The proposed associate degree program in Automotive Technology is consistent with the approved mission statement of Hazard Community College.

- Students who complete certificate or diploma automotive technology programs at Hazard Technical College, Breathitt County and Lee County Technical Schools will be able to transfer seamlessly into the associate degree program at Hazard Community College without loss of credit.

- Regional automotive dealerships initially requested the program and will provide practical training experience opportunities for students. They anticipate employing ten program graduates annually.

- Chrysler Corporation and General Motors' Automotive Youth Educational Systems endorsed the program, facilities, and instructors who will provide the training.

- Hazard Community College will seek program certification from the National Institute for Automotive Service Excellence.

- The proposed program does not require additional funds for faculty salaries. Minimal operating costs will be funded by general operating funds.

An executive summary prepared by the KCTCS is attached to this agenda item.

Staff Preparation by Barbara Cook

Executive Summary
Automotive Technology Program Proposal
Hazard Community College
April 3, 1998

1. Mission, Influence, Organization

The proposed Automotive Technology Program is a collaborative effort between Hazard Community College, Hazard Technical College, and Breathitt County and Lee County Technical Schools to provide trained automotive technologists for meeting the demands of regional automotive dealerships. An Automotive Technology program agreement has been signed by each participating institution (Appendix A). The collaborative program will meet the mission and values of the KCTCS by meeting nationally established standards, meeting workforce needs and providing employment opportunities in the region.

2. Program Description

The Automotive Technology Program will prepare the graduate to meet workforce needs as an automotive service technician. The technical component of the program will be offered by the Kentucky Tech. General Education components will be offered by Hazard Community College who will also award the Associate of Applied Science Degree. Practical experience will be provided by collaborative industry that is responsible for workforce demands. An Advisory Committee with representation from all collaborative institutions will provide ongoing advice and support for the program to help ensure timeliness and relevance of program content and competencies.

Program evaluation to determine the success of the Automotive Technology Program and assure continuous quality improvement will include an annual evaluation by faculty, staff, the advisory committee, and the Community College System's review of technical programs

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(currently scheduled every five years, and more often if the number of students enrolled or the number of graduating students do not meet prescribed thresholds) and regularly scheduled institutional reviews. These efforts will be supportive of the on-going institutional effectiveness process included in the accreditation criteria of the Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

3. Supportive Data

The initial request to offer the Automotive Technology Program came from the automobile dealerships in our service area. Requests of the dealerships have been strongly supported by survey responses. There is no other Associate of Applied Science Degree in Automotive Technology in the region and therefore this will not be a duplication of service. Additionally, this site was selected by the Chrysler Corporation and General Motors to provide their training in eastern Kentucky.

4. Resources

The Automotive Technology Program will not require additional resources. The Coordinator of Extended Programs of Hazard Community College will work with Hazard Technical College and Breathitt and Lee County Technical Schools to coordinate faculty for the technical classes. The Division Chair of Natural Science and Related Technologies at the Lees College Campus of Hazard Community College will coordinate general education classes and will work with the Extended Campus Coordinator for the technical classes.

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NEW PROGRAM PROPOSAL: AAS IN NETWORK AND INFORMATION SYSTEMS TECHNOLOGY, ASHLAND COMMUNITY COLLEGE, JEFFERSON COMMUNITY COLLEGE, MAYSVILLE COMMUNITY COLLEGE

ACTION
Agenda Item E-3-e
November 9, 1998

Recommendation:

That the Associate in Applied Science in Network and Information Systems Technology program proposed by the KCTCS as a joint program for Jefferson Community College, Ashland Community College, and Maysville Community College be approved and registered in CIP 11.9999.02.

Rationale:

- Jefferson and Maysville Community Colleges are automatically eligible to submit program proposals in calendar year 1998 under the administrative regulation implementing KRS 164.020(18), the EEO statute.

- Ashland Community College is able to submit program proposals in calendar year 1998 because the KCTCS Board of Regents exercised its option for a quantitative waiver for the college.

- The proposed associate degree program in Network and Information Systems Technology is consistent with the approved mission statements of the three community colleges.

- Ashland, Jefferson, and Maysville Community Colleges will offer the program via distance learning (CD-ROM, Interactive TV, Web) using a joint consortium model.

- The NT Windows three-course segment of the program is one of the pilot projects being recommended for the Commonwealth Virtual University (see Agenda Item C-2).

- A National Science Foundation Advanced Technology Education grant funded development of the program.

- The proposed program, the first of its kind in the state, responds to changes in the computer industry and the widespread use of computer networks by organizations and businesses throughout the state.

- Demand for certified network professionals is expected to increase. Approximately 4.8 million jobs nationally will be available within the next eight years.

- This program provides vendor-specific training in network operating systems and communications software and hardware required for employment in related positions.

An executive summary prepared by the KCTCS is attached to this agenda item.

Note: Five community colleges proposed this program initially. Since two of the colleges (Paducah Community College and Somerset Community College) require a qualitative waiver from the Council on Postsecondary Education to be eligible to submit program proposals in calendar year 1998, the KCTCS requested that the Council postpone its review of the proposed program for these two community colleges until early 1999.

Staff Preparation by Barbara Cook

Network and Information Systems Technology Degree Proposal
Ashland, Jefferson, Maysville, Paducah, and Somerset Community Colleges
August, 1998

EXECUTIVE SUMMARY

1. Mission, Influence, Organization

The Network and Information Systems Technology Program proposed by this consortium of five institutions is consistent with the community colleges' mission to offer career-oriented programs designed to prepare students for immediate technical employment.   It is also consistent with KCTCS mandates in House Bill 1 to "increase the technical skills and professional expertise of Kentucky workers," "develop a pool of educated citizens to support the expansion of existing business and industry and the recruitment of new business and industry," and "enhance the flexibility and adaptability of Kentucky workers in an ever-changing and global economy." Rapidly developing technological changes in the computer and telecommunication industries and widespread use of computer networks make having a workforce trained to implement and support emergent technologies necessary if Kentucky is to remain competitive in the Information Age. The "networked corporation" which appeared in the early 1990's is now commonplace in both large and small organizations. Businesses must use information technologies, such as electronic data interchange and electronic funds transfer with intranets, extranets, and the Internet in general, not just to gain competitive advantages but merely to compete in many markets. Individuals trained in implementing and supporting networks and information technologies are now essential parts of contemporary organizations. Such individuals must be trained in the specific network operating systems and the communications software and hardware of major vendors in order to meet business and industry needs. Current educational programs do not support this rapidly changing field. Surveys conducted by each consortium college, advice from program advisory committee members, and a review of current and projected workforce data all support the critical need for more and better trained workers in networking administration.

2. Program Description

The Network and Information Systems Technology Program provides the concepts and skills needed to design, set up, maintain, and expand networked computer systems.   The curriculum provides platform-specific training in Novell, Unix, and Windows NT network systems.   Upon completion of the program the graduate will be qualified to take industry-designed and recognized certification examinations. Employment opportunities include entry-level positions in installation and administration of local area networks in medium to large businesses and organizations and as computer network administrators in small businesses. The curriculum includes a full core of general education courses, required courses in Network and Information Systems Technology, and a variety of technical electives which will allow students choices among operating system platforms and scripting languages. Students may choose to satisfy 3 credit hours of their technical electives through cooperative education experiences in a number of local companies. Program competencies include such items as "install and maintain network components including servers, workstations, printers, and communication infrastructure," "automate tasks using a scripting

language," and "analyze business information needs and design network solutions to enhance productivity and competitiveness."

The program will be evaluated through the on-going program review processes of the Community College System and KCTCS. These reviews, conducted on a periodic basis and when enrollments or graduates drop below specified goals, evaluate all elements of a program, including its curriculum, its objectives, student success and satisfaction rates, employer satisfaction surveys, and placement and salary information on graduates. Programs are also continuously evaluated locally through the colleges' institutional effectiveness plans.

Business and industry leaders were heavily involved in the development of the Network and Information Systems Technology curriculum, and advisory committees are in place at each of the consortium colleges. While the program is designed to prepare students for immediate employment, it does contain extensive general education components which be fully transferable to baccalaureate institutions. The consortium is collaborating with related (but not duplicative) initiatives in the Technical College branch of KCTCS and Murray State University.

3. Supportive Data

The U.S. Bureau of Labor Statistics reports that the occupation of database administrators will be the fastest growing in the United States between 1996-2006. The *Kentucky Occupational Outlook to 2005* projects strong growth in all computer related occupations as well. 87% of the 53 businesses who responded to surveys conducted locally by all of the consortium institutions indicated that they would be interested in candidates with Novell, Microsoft, and UNIX operating systems expertise and that network systems administrators and engineers were extremely difficult to find. Information from the "Third Annual Network/IS Managers' Salary and Job Satisfaction Survey" conducted by Network Computing Online supports the high starting salaries available to qualified employees (with a mean salary for associate degree holders of $52,600). *The Lexington Herald-Leader* and *The Cincinnati Inquirer* on one Sunday alone (August 9, 1998) listed more than 150 job openings available with, where salary information was given, a minimum of $40,000 annually. (Letters of support from businesses and industries statewide accompany the degree proposal.)

While none of the colleges' benchmark institutions offer an associate degree in Network and Information Systems Technology, the ad hoc committee who developed this program did review curricula of the few similar programs at other colleges in other states during the program development phase. They believe the proposed curriculum to be stronger since it concentrates in depth on a number of specific operating systems and because it contains more general education.

The need for people with NIST expertise is extremely high across the entire state, but the number of people needed in any one region may be small on an annual basis. Colleges in urban centers will have more opportunities for graduates and students in the program than smaller institutions, yet the need is equally critical in all parts of the Commonwealth. Therefore, to make the best use of the expertise available in the Community College System, the consortium of colleges will

deliver the NIST program via distance learning (CD-ROM, Interactive TV, Web, etc.). We believe that this program is a logical first step for the new Commonwealth Virtual University.

Due to the fact that no other such program exists in the colleges' service area, to the high degree of interest expressed by businesses and industries statewide, and the number of employment opportunities currently available, it is anticipated that program demand will be high. We do anticipate, however, that because many prospective enrollees are employed full-time and because many may choose to exit after having achieved specific skills, the program will attract primarily part-time students and produce graduates at a slower rate than programs in which students are traditionally full-time or for which completion of a entire degree is essential.

4. Resources

Implementation of the proposed program is supported by an NSF grant of $850,000 which was awarded to a group of Kentucky colleges and universities working in this area, four of which are consortium members. The grant will provide equipment, travel, and some personnel costs for the first three years of program implementation. Other funds will be reallocated by individual colleges, all of whom will utilize currently employed faculty members in the start-up phase of the program. If the need meets anticipated demand, further funding would be requested from education incentive funds in the next biennium. In addition, Jefferson Community College has received $65,000 from the Metropolitan College project to provide additional equipment at its campuses.

NEW PROGRAM PROPOSAL: BACCALAUREATE DEGREE IN RADIOLOGIC SCIENCES, MOREHEAD STATE UNIVERSITY

Recommendation:

That the Baccalaureate Radiologic Sciences program proposed by Morehead State University be approved and registered in CIP 51.0907.

Rationale:

- Morehead State University is eligible to submit this program for consideration. The Council postponed consideration of this program in January 1998. As part of that action, the program retained its 1997 "automatic" eligibility status under the administrative regulation implementing KRS 164.020(18), the EEO statute.

- The proposed Baccalaureate in Radiologic Sciences degree program is consistent with the mission of the university.

- The proposed program was developed in response to a documented need for skilled radiography practitioners with advanced specialty training. It will be the only baccalaureate program of its kind in the state.

- Courses will be offered in the evening and on weekends to accommodate working students. Distance learning technologies will be used to deliver portions of the program.

- This program was developed with the cooperation of the University of Louisville. Morehead State University plans to offer additional specialty imaging tracks through an articulation agreement with the University of Louisville when its proposed baccalaureate program in radiologic sciences is approved.

- The university's existing Associate Degree Radiologic Technology Program will be phased out as the proposed baccalaureate program is initiated over the next three years. One additional faculty member will be needed. This faculty position will be funded through reallocations within the Department of Nursing and Allied Health Sciences. Funds for additional equipment and renovation are included in the university's strategic plan.

Background:

This program proposal was originally submitted to the Council for consideration in May 1997. At its July 1997 meeting, the Council postponed consideration of this program because the

university did not demonstrate a compelling need for it. Morehead State University submitted the program proposal again in November 1997. At its January 1998 meeting, the Council postponed action again and provided that the program would retain its 1997 automatic eligibility status under the EEO statute. Consideration of the program was postponed in 1998 because two compelling need criteria had not been documented adequately—collaboration with other institutions and documented immediate need for the program. These two issues were addressed satisfactorily in the revised program proposal considered during the September – November 1998 new academic program review cycle.

An executive summary prepared by Morehead State University is attached to this agenda item.

Staff Preparation by Ruth Greenberg

Executive Summary

Name of Program: **Baccalaureate in Radiologic Sciences**

Institution Submitting Proposal: **Morehead State University**

Mission, Influence, Organization

The proposed Baccalaureate in Radiologic Sciences Program (BRSP) is consistent with Morehead State University's Mission to provide "high-quality" academic programs to the citizens of Northeastern and Eastern Kentucky. The BRSP will prepare multi-competent radiologic sciences practitioners primarily for northeastern, eastern, and central Kentucky. These individuals will possess the skills and academic training to practice in a variety of health care agencies. The radiologic sciences' practitioner shall be expected to be multi-competent in radiography and at least one other advanced imaging modality. This program will provide the education and competencies required to be eligible for licensure and certification in these areas.

The BRSP has survey information documenting the radiography needs of the health care agencies across the Commonwealth. These agencies consistently state that the demands of the future for radiographers shall require that they be educated as multi-competent technologists. In addition to establishing a need for new radiologic science practitioners, these agencies have indicated that the BRSP provide a mechanism to prepare their present employees for their future needs.

The organization of the BRSP will provide the traditional radiologic technologist (radiographer) component, and advanced imaging tracks in sonography, computed tomography, and mammography. Program design shall facilitate the matriculation of generic (pre-registry) students, as well as practicing technologists (post-registry) seeking the Bachelor's Degree in Radiologic Sciences with certification in an advanced imaging modality.

Program Description

The BRSP will offer a four year program of study leading to a Bachelor of Science Degree in Radiologic Sciences. Program requirements will include general education studies, radiologic sciences' theory and skills, and clinical experiences in radiologic sciences. A basic background in natural sciences, mathematics, communications, and behavioral sciences are supplemental general education curriculum components of the BRSP. Core courses have been designed to provide the essential radiologic theory and skills competencies expected of certified radiologic practitioners. The clinical component of the BRSP is required for integrating didactic learning and entry level clinical skills into a clinical setting. Clinical experiences are designed to facilitate integration of classroom knowledge and clinical skills and to assure entry level clinical

competencies. Accreditation shall be sought by the appropriate accrediting organizations for each modality offered. MoSU has initiated discussions with the University of Louisville to establish collaborative programming in other areas of imaging, such as echocardiography, magnetic resonance imaging, radiation therapy, and nuclear medicine. This cooperative programming will give radiologic science majors the ability to obtain any area of radiography imaging within the Commonwealth.

Supportive Data

Survey data included in the BRSP proposal was administered to 265 health care agencies such as hospitals, primary care centers, out-patient clinics, and other medical imaging institutions throughout Kentucky, southern Indiana, and southern Ohio. These institutions are part of the geographical service area for MoSU, NKU and UofL. The number of health care agencies responding to the survey was 120, for a 45 percent response rate. These data revealed that of 85 hospitals responding, 95 percent indicated that they would give hiring preference to multi-competent graduates. Further, these data indicated that 53 percent of the health care agencies preferred imaging practitioners having competencies in basic radiography and ultrasound and 48 percent of the health care agencies indicated preference for imaging practitioners having competencies in basic radiography and computed tomography. Overall, the documentation provided strongly suggests that health care agencies desire basic radiography practitioners with additional competencies in either computed tomography or ultrasound. Manpower needs in sonography and computed tomography exceed all other areas of radiologic sciences added together.

Resources

The existing facilities housing MoSU's Associate Degree Radiologic Technology Program will be used by the BRSP. The patient care laboratory, the activated laboratory and the darkroom will be used for not only routine diagnostic classes, but also, speciality classes in computed tomography, sonography, and mammography. The facilities are adequate, with minor renovation to the electrical system. Instructional equipment necessary for the teaching of these modalities include a mammography unit and an ultrasound machine. Mary Chiles Hospital in Mt. Sterling has donated to MoSU a fully licensed and operational mammography unit; ultrasound machines will have to be purchased by the University. The BRSP facilities are on the strategic plan for renovation of the existing laboratories between 2000 and 2002. Resources also include the excellent faculty that are all Masters' prepared. Three faculty have Masters in Radiologic Sciences, two with the education track, and the third faculty with an administration track. There is only one Masters Degree Program in the nation, and this program has approximately 25 graduates. Three of these graduates are employed at MoSU.

NEW PROGRAM PROPOSAL: MASTER OF EDUCATION IN EDUCATION ADMINISTRATION, MOREHEAD STATE UNIVERSITY

ACTION
Agenda Item E-3-g
November 9, 1998

Recommendation:

- That the Master of Education in Education Administration proposed by Morehead State University be approved provisionally and registered in the Registration with Review category in CIP 13.0405.

- That this program be included in the statewide review plan for master's programs in education approved by the Council on Postsecondary Education at its September 14, 1998, meeting.

Rationale:

- Morehead State University is able to submit program proposals in calendar year 1998. The University's Board of Regents exercised its option for a quantitative waiver under the administrative regulation implementing KRS 164.020(18), the EEO statute.

- At previous meetings this year, the Council approved provisionally new Master of Education in Education Administration programs for five universities. This provisional approval was prompted by unique circumstances which were outlined in the May 18 Council *Agenda Book* (pp. 103-105). A legislative mandate, the institutions' ability to deliver the proposed programs without additional resources, and their willingness to explore opportunities to cooperate in delivering portions of these programs provided a rationale for immediate approval. These circumstances exist also for the Master of Education in Education Administration program that Morehead State University is proposing now.

- At its September 1998 meeting, the Council approved a statewide plan for reviewing these master's programs in education administration (see September 14 *Agenda Book*, pp. 35-36). Since this review plan is to include "all Master of Education in Education Administration programs," the program proposed by Morehead State University should be included in this review.

An executive summary prepared by Morehead State University is attached to this agenda item.

Staff Preparation by Ruth Greenberg

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Morehead State University
Department of Leadership and Secondary Education

Master of Education in School Administration

Executive Summary

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Background

This proposed Master of Education (M.Ed.) in School Administration will replace the long-standing, post-masters level preparation program in educational administration offered by the Department of Leadership and Secondary Education. The current, two-level preparation program has consistently been approved by state officials (Kentucky Department of Education/KDE and the Kentucky Education Professional Standards Board/KEPSB) and consistently accredited by the national accrediting agency (National Council for the Accreditation of Teacher Education/NCATE). The current program will continue to be available for students who have already completed a master's degree prior to beginning a principal preparation program. This M.Ed. in School Administration was developed in direct response to a series of actions by the Kentucky Education Professional Standards Board that changed the requirements for certification as a school administrator in the Commonwealth of Kentucky. According to current KEPSB regulations, all individuals seeking Kentucky certification in School Administration after September, 1998 must complete a masters-level preparation program and must meet KEPSB standards for administrator preparation. Faculty of Eastern Kentucky University, Northern Kentucky University, the University of Kentucky and Morehead State University collaborated to develop a master's program that addressed administrator standards, contained similar course content, and corresponding course titles and numbers. The resulting product is contained in this proposal.

Compelling Need

There is a compelling need to approve Morehead State University's Master of Education in School Administration based on the following reasons:

1. The Master of Education degree was developed in collaboration with Eastern Kentucky University, Northern Kentucky University and the University of Kentucky in direct response to 704 KAR 20:710 adopted by the Kentucky Education Professional Standards Board.

2. A shortage of candidates for school principals exist within the region that Morehead State University serves as identified by the Kentucky Department of Education and the shortage will continue to grow if the M.Ed. Program is not approved.

Program Overview

The proposed Master's of Education in School Administration degree consists of two

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levels of coursework; an 18 hour "core" resulting in completion of state certification requirements for the entry-level principal and an additional 18 hours of coursework at Level II resulting in a 36 hour requirement. Courses from the current program that are to be used in the new master's degree program have been changed to incorporate new content reflecting the new administrator standards. In several instances, new course numbers have been proposed for these courses as a result of an agreement that was reached with Eastern Kentucky University, Northern Kentucky University and the University of Kentucky to adopt a common numbering system for courses in the newly required master's degree program.

Level I

EDIL 601 Introduction to School Leadership and Administration (3)
EDIL 634 Leadership for Human Resources Development in Schools (3)
EDIL 628 School Law and Ethics (3)
EDIL 650 Leadership for School Program Improvement (3)
EDIL 633 School Finance and Support Services (3)
EDIL 610 School Leadership Practicum (3)

Level II

EDIL 630 Leadership for School Community Relations (3)
EDIL 623 Technology and Best Practices for School Improvement (3)
EDIL 635 Leadership for School Program Collaboration (3)
EDIL 669 Leadership for School Problem Solving (3)

Two additional courses align this program with the other master of arts in education programs within the Department of Leadership and Secondary Education:

EDF 600 Research Methods in Education (3)
EDGC 661 Measurement Principles and Techniques (3)

Information:

Kentucky's colleges and universities submit Program Advisory Statements twice a year. These Program Advisory Statements provide the staff, the full Council, and the chief academic officers at the public institutions with information about new programs being developed within the system. To compile a Systemwide Program Advisory Statement, staff used information submitted by the institutions as well as information in the Council's program inventory (see Attachments 1 and 2 to this agenda item).

Several "firsts" are reflected in the fall 1998 Systemwide Program Advisory Statement:

- information about programs being developed at Kentucky's technical colleges,
- plans to deliver portions of these programs through distance learning technologies,
- plans to cooperate and collaborate with other institutions, and
- existing similar programs currently offered by other public and private institutions.

The Systemwide Program Advisory Statement indicates that new program development activity is widespread throughout Kentucky's postsecondary education system. Currently, 57 programs are under development at the public universities: 14 doctoral programs, 19 master's programs, 20 baccalaureate programs, and 4 associate programs. Thirty-one new certificate, diploma, and associate degree programs are under development at the community and technical colleges. Collaborative program development and delivery are planned for approximately 40 programs with cooperative arrangements considered for 16 other programs. These developing programs will address statewide needs in several discipline areas:

- 23 healthcare related programs,
- 13 industrial technology and manufacturing programs,
- 8 education programs,
- 5 information/computer science programs, and
- 5 sociology/social work programs.

The Systemwide Program Advisory Statement has been shared with the Council of Chief Academic Officers. We hope that this expanded view of program development will advance the goals in *2020 Vision* of increased inter-institutional cooperation and collaboration, increased access to programs through distance learning, and decreased duplication in program offerings.

Staff Preparation by Barbara Cook

SYSTEMWIDE PROGRAM ADVISORY STATEMENT SUMMARY
by Institution
Fall 1998

INST	PROGRAM TITLE	DEGREE	PLANNED SUBMISSION DATE	Interinstitutional Cooperation Plans	Distance Learning (CVU) Plans
Eastern Kentucky University					
	Computer Electronics Networking	BS	1998-99	Collaboration being planned with KSU and MoSU	Will utilize KTLN, Internet, and other DL tools for specific courses
	Printing Management	BS	1998-99	Collaboration with KCTCS technical colleges planned	Will utilize KTLN, Internet, and other DL tools for specific courses
	Health Science	MS	1998-99	Assessing courses at other institutions suitable for program	One course offered by DL; expansion of DL offerings under review
Kentucky State University					
	Nursing	BSN	Spring 1999	Not yet determined	Not yet determined
	Business Administration	MBA	November 1998	Yes, collaboration with all state institutions offering MBA	Yes, per collaborative agreement, many courses to be offered via CVU
	Communications	BA	Fall 1999	Not yet determined	Not yet determined
Morehead State University					
	Athletic Training	BS	May 1999	Potential exists for collaborative major with EKU	Potential exists for some introductory courses to be delivered via DL
	Sports Administration	BS	November 1999	Plans call for 2 + 2 with ACC, MayCC, HazCC, and PreCC	Selected courses offered via DL. Potential exists for majority of major courses via DL
	Exercise Science	BS	Fall 1998	Potential exists for 2 + 2 program with PreCC	Potential exists to develop and deliver certain courses for proposed major via DL
	Education of Young Children	MA	Fall 1998	Due to grants, statewide discussion and planning occurred. Additional collaboration will occur via DL education as courses and agreements develop.	Some classes may be offered through DL
	Educational Research and Measurement	MA	Fall 1998	Will cooperate/collaborate with other state universities in providing this program	One required course will be taught via DL or the Internet. Another course is in the proposal stage.

SYSTEMWIDE PROGRAM ADVISORY STATEMENT SUMMARY
by Institution
Fall 1998

INST	PROGRAM TITLE	DEGREE	PLANNED SUBMISSION DATE	Interinstitutional Cooperation Plans	Distance Learning (CVU) Plans
Murray State University					
	Occupational Therapy	BS	Spring 1999	Not given	Not given
	Physical Therapy	BS	Fall 1999	Not given	Not given
	Healthcare Administration	Masters	Spring 1999	Not given	Not given
	Physician Assistant	Baccalaureate	Spring 1999	Efforts are underway to develop a cooperative program with other institutions	Not given
	Integrated Systems for Healthcare Management	Baccalaureate	Spring 1999	Not given	Not given
	School Media Librarian	Masters	Spring 1999	Efforts are underway to develop a cooperative program with other institutions	Not given
	Chemical Physics	Baccalaureate	Fall 2000	Not given	Not given
	Engineering Management	Baccalaureate	Fall 1998	Not given	Not given
	International Relations	Masters	Fall 1998	Efforts are underway to develop a cooperative program with other institutions	Not given
	Anthropology	Baccalaureate	Fall 1999	Not given	Not given
Northern Kentucky University					
	Environmental Science	BS	January 1999	Curriculum designed with MayCC to match lower-division courses	No
	Computer Science	MS	January 1999	No	Not yet determined
	Educational Administration	MAEd	January 1999	Cooperative development with MoSU, EKU, and UK	Not yet determined
	General Education	AA / AS	Not yet determined	Not yet determined	Not yet determined
	Master of Arts in Teaching	MA	Not yet determined	Not yet determined	Not yet determined

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SYSTEMWIDE PROGRAM ADVISORY STATEMENT SUMMARY
by Institution
Fall 1998

INST	PROGRAM TITLE	DEGREE	PLANNED SUBMISSION DATE	Interinstitutional Cooperation Plans	Distance Learning (CVU) Plans
University of Kentucky					
	Interdisciplinary Environmental Studies/Sciences	BA/BS	1998	Not yet determined	Not yet determined
	Rural Development and Leadership (Agriculture)	MS	1999-2000	Cooperation with regional universities planned	As much as possible for individuals unable to get to campus
	Arts Administration	MA	2002-2003	Not yet determined	Not yet determined
	Social Theory	MA	1998-1999	Not yet determined	Not yet determined
	Physician Assistant Studies (3 + 3 program)	Masters	mid-1999	Program being delivered in Lexington and Morehead via Distance Learning. No further expansion considered.	Yes
	Biopharmaceutical Engineering	PhD	1999-2000	Not yet determined	Not yet determined
	Exercise Science	PhD	1999	Preliminary discussion with UL	Not yet determined
	Family Studies	PhD	1999-2000	Not yet determined	Not yet determined
	Interdisciplinary Early Childhood Education	PhD	1999-2000	Not yet determined	Undetermined portion will be offered via distance learning
	Rehabilitation Sciences	PhD	1999	Faculties at EKU, MuSU, UK, UL, WKU involved in development	Yes, via ITV
	Nursing Practice	Dr NP	1999	No	Not yet determined
	Public Health	Dr PH	1999	Not yet determined	Not yet determined
University of Louisville					
	Applied Mathematics	PhD	1999	Not yet determined	Not yet determined
	Biochemistry	BS	1999-2000	Not yet determined	Not yet determined
	Medical Imaging and Therapeutic Sciences	BHS	1999	MoSU, NKU (possibly)	Not Planned
	Music Therapy	Bachelor	1998-1999	Transfer into program after 2 years to be promoted	Not appropriate
	Mechanical Engineering	PhD	1999	Not yet determined	Not yet determined
	Electrical Engineering	PhD	1999	Not yet determined	Not yet determined
	Civil Engineering	PhD	1999	Not yet determined	Not yet determined
	Master of Law	LLM	1999-2000	Preliminary discussions	Not yet determined
	Public Health Biostatistics	MPH	1999	Not yet determined	Not yet determined
	Public Health Biostatistics	PhD	1999	Not yet determined	Not yet determined
	Public Health Epidemiology	MPH	1998-1999	Not yet determined	Not yet determined
	Public Health Epidemiology	PhD	1998-1999	Not yet determined	Not yet determined
	Public Health - Environmental Health Sciences	MPH	1998-1999	Not yet determined	Not yet determined
	Public Health - Environmental Health Sciences	PhD	1998-1999	Not yet determined	Not yet determined

SYSTEMWIDE PROGRAM ADVISORY STATEMENT SUMMARY
by Institution
Fall 1998

INST	PROGRAM TITLE	DEGREE	PLANNED SUBMISSION DATE	Interinstitutional Cooperation Plans	Distance Learning (CVU) Plans
Western Kentucky University					
	Interdisciplinary Early Childhood Education	AA	Fall 1998	Developed in collaboration with WKU's community college programs; plans made to work with other community colleges to deliver program. Meetings held with OCC, HenCC, PadCC, MadCC, HopCC	Will include extended campus, ITV, and possibly CVU
	Interdisciplinary Early Childhood Education	BS	Fall 1998	Internal interdepartmental collaboration. External meetings held with agencies and community colleges. Contact maintained with OCC, MadCC, HenCC, PadCC, HopCC, ELCC, JCC.	Plan to deliver courses via extended campus, ITV, and, in the future, CVU.
	Paramedicine	AS	Fall 1998	WKU will continue to work with EKU in development and delivery of program. Working with technical and vocational colleges in area.	Many general education component courses will be available via the web and/or ITV.
	Management Technology	MS	January 1999	Likely but not yet determined	Will be actively explored as program develops
	Occupational Therapy Assistant	AS	January 1999	WKU's community college programs	Selected general education courses will be delivered by web/ITV technologies.
KCTCS Community College Branch					
Elizabethtown Community College					
	Human Services (with multiple options)	AAS	Fall 1998	Intent to work cooperatively with related programs at public universities and to explore transferability with universities in region.	Several general education courses to be offered through KET; committed to collaboration via distance technology.
Owensboro Community College					
	Computer Information Systems	AAS	Fall 1998	Program will articulate with OTC certificate program; other articulation and collaboration efforts with OTC and local providers will continue	Plan to deliver part of required courses by DL. Students may take many general education courses via KET or ITV. Faculty currently putting parts of computer course work on-line.
Prestonsburg Community College					
	Human Services	AAS	not given	Not given	Not given

SYSTEMWIDE PROGRAM ADVISORY STATEMENT SUMMARY
by Institution
Fall 1998

INST	PROGRAM TITLE	DEGREE	PLANNED SUBMISSION DATE	Interinstitutional Cooperation Plans	Distance Learning (CVU) Plans
KCTCS Technical College Branch					
Ashland Technical College (AshTC)					
	Applied Process Technologies	AAT	Fall 1998	The diploma program was developed and continues to operate with the collaboration and coordination of local industries. Additional opportunities for collaboration with local industries and educational institutions are being explored	General Education courses are currently available through KET or ACC.
Central Kentucky Technical College (CKTC)					
	Manufacturing	AAT	Fall 1998	This two-year program will articulate with EKU's BS in Manufacturing. MayCC wishes to coordinate with the industrial maintenance option.	The school is equipped to access courses via the Internet. DL opportunities are being investigated with EKU and MayCC. Some general education courses are available on KET. Plans are to pursue applicable offerings as they become available.
	Building Maintenance	Certificate	Fall 1998	Collaborating with the Lexington Center for Training and Employment.	Opportunities for DL are being explored.
	Manufacturing and Light Assembly	Certificate	Fall 1998	Collaborating with the Lexington Center for Training and Employment.	Opportunities for DL are being explored.
Elizabethtown Technical College (ETC)					
	Automotive Technology	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.
	Computer Aided Drafting	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.
	Construction Carpentry	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.
	Culinary Arts	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.
	Diesel Technology	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.

SYSTEMWIDE PROGRAM ADVISORY STATEMENT SUMMARY
by Institution
Fall 1998

INST	PROGRAM TITLE	DEGREE	PLANNED SUBMISSION DATE	Interinstitutional Cooperation Plans	Distance Learning (CVU) Plans
ETC (Cont'd)	Electronics Technology	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.
	Fire and Rescue Training	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.
	Industrial Maintenance Technology	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.
	Machine Tool Technology	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.
	Major Appliance Technology	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.
	Medical Office Technology	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.
	Radiography	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.
	Welding	AAT	Spring 1999	15 hour general education requirements will be taught by ELCC or ETC	General education courses may be available through KET or ELCC.

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SYSTEMWIDE PROGRAM ADVISORY STATEMENT SUMMARY
by Institution
Fall 1998

INST	PROGRAM TITLE	DEGREE	PLANNED SUBMISSION DATE	Interinstitutional Cooperation Plans	Distance Learning (CVU) Plans
Jefferson Technical College (JTC)					
	Respiratory Care	AAS	Fall 1998	This is a fully integrated program with shared planning and resources. JCC and JTC will follow a shared curriculum. There is a common program coordinator and students may attend classes in either institution.	Statewide program coordinators agreed to explore DL options and are planning a pilot project in the spring to share physician lectures. Other DL opportunities are being explored and evaluated.
	Truck Driver	Certificate	Fall 1998	Collaborative effort with Greater Louisville Economic Development, a consortium of 15 motor carriers, the Kentucky Motor Transportation Association, insurance companies, and a carrier driver school in Clarksville, Indiana.	Opportunities for DL are being explored.
Kentucky Advanced Technology Institute (KATI)					
	Network and Information Systems Technology (NIST)	AAS	Fall 1998	The program is an open-ended, collaborative effort where each member of the consortium will be able to offer its strongest components of the two-year program via internet/virtual university.	Three courses are currently available via the Internet. KATI will add one course to the Internet in January 1999. General education courses are available via KET. WKU is expanding its capabilities of delivering general education via DL.
Laurel Technical College (LauTC)					
	Network Administrator	AAS	Fall 1998	Joint program with SomTC, LauTC, and SomCC's Laurel County Campus. Faculty from all three institutions have reviewed the curriculum and will teach courses.	General education courses currently available via distance learning using ITV classroom and/or the Internet. All institutions are committed to expanding coursework via DL.
	Medical Transcription	AAS	Fall 1998	Joint program between LauTC and SomCC. Faculty from both institutions have reviewed the curriculum and will teach courses.	General education courses currently available via distance learning. LauTC and SomCC are committed to expanding coursework via DL.

SYSTEMWIDE PROGRAM ADVISORY STATEMENT SUMMARY
by Institution
Fall 1998

INST	PROGRAM TITLE	DEGREE	PLANNED SUBMISSION DATE	Interinstitutional Cooperation Plans	Distance Learning (CVU) Plans
Mayo Technical College (MyoTC)					
	Diesel	AAT	Spring 1999	Exploring collaboration with business and industry in the area as well as other educational institutions.	General education courses are currently available on KET and through the Internet. Additional opportunities for DL are being explored.
	Drafting	AAT	Spring 1999	Exploring collaboration with business and industry in the area as well as other educational institutions.	General education courses are currently available on KET and through the Internet. Additional opportunities for DL are being explored.
	Medical Office Systems	AAT	Spring 1999	Exploring collaboration with business and industry in the area as well as other educational institutions.	General education courses are currently available on KET and through the Internet. Additional opportunities for DL are being explored.
Rowan Technical College (RowTC)					
	Industrial Maintenance Technician	Certificate, Diploma, AAT	Spring 1999	Representatives from RowTC, MayCC, Mason County Area Technology Center, and Mason County High School collaborated on development of the program. A consortium of six industries committed support and financial assistance to the program. Maysville is offering collaboration and cooperation.	General education courses are available through KET and the Internet. Other opportunities for distance learning are being explored.
Western Kentucky Technical College (WKTC)					
	Child Care	Certificate	Spring 1999	Working with WKU's community college on articulation of credit toward an AAS degree. Opportunities for collaboration and cooperation with area businesses and educational institutions are being researched.	General education courses are available through KET and the Internet. Other opportunities for distance learning are being explored.
	Industrial Maintenance Technology	Diploma, AAT	Spring 1999	Collaboration and cooperation are being sought from area businesses and industries and other educational institutions.	General education courses are available through KET and the Internet. Other opportunities for distance learning are being explored.

SYSTEMWIDE PROGRAM ADVISORY STATEMENT
by Discipline
Fall 1998

CATEGORY	PROGRAM TITLE	INST	DEGREE	Existing Similar Programs* Public Institutions	Private Institutions
Administration / Management	Arts Administration	UK	MA	B-UK, M,D-UL	B-Bellar
	Business Administration	KSU	MBA	M-EKU, MoSU, MuSU, NKU, UK, UL, WKU; D-UK	
	Management Technology	WKU	MS	B-EKU, MoSU, MuSU, NKU, UL, WKU	
	Printing Management	EKU	BS	B-MuSU, A-EKU	
Business / Office	Medical Office Systems	MyoTC	AAT	**	
	Medical Office Technology	ETC	AAT	**	
	Medical Transcription	LauTC	AAS	**	
Child Care	Child Care	WKTC	Certificate	**	
Communications	Communications	KSU	BA	B-MoSU, UK, UL, WKU	A-Bellar, ThomM; B-Bellar, Cumber, KyWes, Pikevl, KyMtn, Spald, ThomM
Computer Science	Computer Electronics Networking	EKU	BS	B, M-MuSU	C - Sulliv
	Computer Science	NKU	MS	M-UK, UL, WKU	A, B-Union
	Computer Information Systems	OCC	AAS	none	
	Network Administrator	LauTC	AAS	**	
	Network and Information Systems Technology (NIST)	KATI	AAS	**	
Construction	Construction Carpentry	ETC	AAT	**	
Culinary Arts	Culinary Arts	ETC	AAT	**	
Education	Education of Young Children	MoSU	MA	B-MoSU, NKU, UK; M-UL, WKU	A-Midway, Union; B-Midway, Spald; M-Spald
	Educational Administration	NKU	MAEd	M-EKU, MuSU, UK, UL, WKU	
	Educational Research and Measurement	MoSU	MA	D-UK, UL	
	Interdisciplinary Early Childhood Education	UK	PhD	B-MoSU, NKU, UK; M-UL, WKU	A-Midway, Union; B-Midway, Spald; M-Spald
	Interdisciplinary Early Childhood Education	WKU	AA	M-UL, WKU; B-MoSU, NKU, UK; A-EKU, MuSU, HazCC, HopCC, JCC, OCC	A-Midway, Union; B-Midway, Spald; M-Spald
	Interdisciplinary Early Childhood Education	WKU	BS	M-UL, WKU; B-MoSU, NKU, UK	A-Midway, Union; B-Midway, Spald; M-Spald

*C - Certificate, A - Associate, B - Baccalaureate, M - Master's, S - Specialist, D - Doctoral
** The Technical College program inventory is being developed.

SYSTEMWIDE PROGRAM ADVISORY STATEMENT
by Discipline
Fall 1998

CATEGORY	PROGRAM TITLE	INST	DEGREE	Existing Similar Programs*	
				Public Institutions	**Private Institutions**
Education (Continued)	Master of Arts in Teaching	NKU	MA	M-WKU	B, M, S-Spald
	School Media Librarian	MuSU	Masters	B-MuSU, WKU; M-EKU, UK, WKU	M-Spald
Engineering	Civil Engineering	UL	PhD	B, M-UK, UL; D-UK (and UL as joint program)	
	Electrical Engineering	UL	PhD	B, M-UK, UL; D-UK	
	Engineering Management	MuSU	Baccalaureate	B,M,D-UL	
	Mechanical Engineering	UL	PhD	B, M-UK, UL; D-UK	
Fire Protection	Fire and Rescue Training	ETC	AAT	**	
General Studies	General Education	NKU	AA / AS	A-KSU, MoSU, MuSU, WKU, CCS; B-EKU, KSU, MoSU, MuSU, UL, WKU	A-Campbl; B-Centre, Cumber, LindW
Health	Health Science	EKU	MS	A-EKU, B,M-WKU	B-Cumber
	Healthcare Administration	MuSU	Masters	B,M-UK, WKU	
	Integrated Systems for Healthcare Management	MuSU	Baccalaureate	B-UK, WKU	
	Medical Imaging and Therapeutic Sciences	UL	BHS	M-UK	
	Music Therapy	UL	Bachelor		
	Nursing	KSU	BSN	B-EKU, MoSU, MuSU, NKU, UK, UL, WKU; M-EKU, MuSU, NKU, UK, UL, WKU	C-Spald; B-Bellar, Spald, KyWes, Midway, ThomM; M-Bellar, Spald
	Nursing Practice	UK	Dr NP	B-EKU, MoSU, MuSU, NKU, UK, UL, WKU; M-EKU, MuSU, NKU, UK, UL, WKU	C-Spald; B-Bellar, Spald, KyWes, Midway, ThomM; M-Bellar, Spald
	Occupational Therapy	MuSU	BS	B,M-EKU	B-Spald
	Occupational Therapy Assistant	WKU	AS	A-JCC, MadCC, PadCC	
	Paramedicine	WKU	AS	A- EKU	
	Physical Therapy	MuSU	BS	B,M-UK,UL	
	Physician Assistant	MuSU	Baccalaureate	B-UK	
	Physician Assistant Studies (3 + 3 program)	UK	Masters	B-UK	

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*C - Certificate, A - Associate, B - Baccalaureate, M - Master's, S - Specialist, D - Doctoral
** The Technical College program inventory is being developed.

SYSTEMWIDE PROGRAM ADVISORY STATEMENT
by Discipline
Fall 1998

CATEGORY	PROGRAM TITLE	INST	DEGREE	Existing Similar Programs*	
				Public Institutions	Private Institutions
Health (Continued)	Public Health	UK	Dr PH	M-UK	
	Public Health - Environmental Health Sciences	UL	MPH		
	Public Health - Environmental Health Sciences	UL	PhD		
	Public Health Biostatistics	UL	MPH		
	Public Health Biostatistics	UL	PhD		
	Public Health Epidemiology	UL	MPH		
	Public Health Epidemiology	UL	PhD		
	Rehabilitation Sciences	UK	PhD	M-UK	
	Radiography	ETC	AAT	**	
	Respiratory Care	JTC	AAS	**	
Law	Master of Law	UL	LLM	JD-NKU, UK, UL	
Mathematics	Applied Mathematics	UL	PhD	M-UK	B-AsbC, Bresc
Maintenance	Building Maintenance	CKTC	Certificate	**	
Manufacturing	Manufacturing	CKTC	AAT	**	
	Manufacturing and Light Assembly	CKTC	Certificate	**	
Science	Biochemistry	UL	BS	B-WKU	B-AsbC
	Biopharmaceutical Engineering	UK	PhD	B - WKU	B-AsbC
	Chemical Physics	MuSU	Baccalaureate		B-Centre
	Environmental Science	NKU	BS	B-WKU	
	Interdisciplinary Environmental Studies/Sciences	UK	BA/BS	B-MuSU, WKU; A-LCC, MayCC, MuSU	
Social Science	Anthropology	MuSU	Baccalaureate	B-EKU, NKU,UK,UL; M,D-UK	
	International Relations	MuSU	Masters	B-MuSU,NKU	B-Centre,ThomM
Sociology / Social Work	Family Studies	UK	PhD	M-UK; B-EKU, KSU, MuSU, UK	
	Human Services (with multiple options)	ELCC	AAS	A-HazCC, HenCC, HopCC, JCC, OCC; B-EKU, KSU, MoSU, MuSU, NKU, UK, UL; M-UK, UL; D-UK-UL (joint)	

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*C - Certificate, A - Associate, B - Baccalaureate, M - Master's, S - Specialist, D - Doctoral
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SYSTEMWIDE PROGRAM ADVISORY STATEMENT
by Discipline
Fall 1998

CATEGORY	PROGRAM TITLE	INST	DEGREE	Existing Similar Programs*	
				Public Institutions	Private Institutions
Sociology / Social Work (Continued)	Human Services	PreCC	AAS	A-HazCC, HenCC, HopCC, JCC, OCC; B-EKU, KSU, MoSU, MuSU, NKU, UK, UL; M-UK, UL; D-UK-UL (joint)	
	Rural Development and Leadership (Agriculture)	UK	MS	M-MuSU	
	Social Theory	UK	MA		
Sports	Athletic Training	MoSU	BS		B-AsbC, Union
	Exercise Science	**MoSU**	**BS**	**B-MuSU, M-UL**	A-ThomM; B-Campbl, Transy
	Exercise Science	UK	PhD	B-MuSU, M-UL	
	Sports Administration	**MoSU**	**BS**	**B-UL**	B-KyWes, Union
Technology	Automotive Technology	ETC	AAT	**	
	Applied Process Technologies	AshTC	AAT	**	
	Computer Aided Drafting	ETC	AAT	**	
	Drafting	MyoTC	AAT	**	
	Electronics Technology	ETC	AAT	**	
	Industrial Maintenance Technician	RowTC	Certificate, Diploma, AAT	**	
	Industrial Maintenance Technology	ETC	AAT	**	
	Industrial Maintenance Technology	WKTC	Diploma, AAT	**	
	Machine Tool Technology	ETC	AAT	**	
	Major Appliance Technology	ETC	AAT	**	
	Welding	ETC	AAT	**	
Transportation	Diesel	MyoTC	AAT	**	
	Diesel Technology	ETC	AAT	**	
	Truck Driver	JTC	Certificate	**	

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