# AGENDA

# Council on Postsecondary Education

November 8, 1999

10:00 a.m. (ET), Meeting Room A, Council on Postsecondary Education, Frankfort

A.  Roll Call

F.  Other Business

G.  Next Meeting – January 24, 2000

H.  Adjournment

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Agenda materials are available on the CPE web site at www.cpe.state.ky.us/cpe/meeting/agenda.htm

The Council's last meeting was held at the conclusion of a very successful Governor's Conference on Postsecondary Education Trusteeship. Evaluations of the program were very positive and the *Action Agenda 1999-2004* was well-received.

Since that meeting, the Council staff has been at work on the details of budget recommendations as well as a proposal for streamlining academic programs, both for your consideration November 8. We have benefited from your advice on both of these agenda items and are grateful for your help.

With guidance from the Committee on Equal Opportunities, under Chairman Steve Barger, Sherron Jackson has developed a proposal that recognizes the importance of out-of-state minority students as contributors to rich and diverse student bodies. At the same time, the proposal continues to place primary emphasis upon improved access to Kentucky's colleges and universities by African Americans, and improved success once enrolled.

In keeping with our effort to streamline the Council's work, we have prepared a new kind of status report on Kentucky postsecondary education. You will recall that the previous reports were very thick, crammed with information, and probably not widely read or used by the general public. We hope you will find this new approach attractive and welcome your suggestions to improve it.

I am pleased to inform you that the Council on Postsecondary Education and the Kentucky Commonwealth Virtual University and Virtual Library have been nominated to receive an award from the Smithsonian Institution for innovative use of technology. The nomination was made by BellSouth, to whom we are deeply grateful. The Computerworld Smithsonian Award for Innovation will be presented in Washington early next year.

Also on the distance learning front, several weeks ago Governor Patton announced the formation of the Kentucky Virtual High School. This venture, which was conceptualized by Commissioner Bill Cody and his senior staff with very significant assistance from KCVU's Mary Beth Susman, will extend the benefits of distance learning to high school students across Kentucky. Small high schools that have difficulty offering a full range of mathematics courses, for example, will be able to use courses offered by the KVHS to prepare their students for advanced study. Initial coursework will be offered in January of next year, with a focus on science, mathematics, foreign language, and English as a second language.

## Green Flags

- The P-16 Council endorsed a study of the Commonwealth Accountability Testing System administered to high school students as a predictor of college success. If CATS indeed is a good predictor, it might have value as an admissions tool or in diagnosing the need for remediation before students enter college.

- The Kentucky Virtual High School has been established and will begin operation in January. The KCVU will provide substantial administrative support.

- The Kentucky Commonwealth Virtual Library has acquired its first set of electronic databases: 15 databases that are available to all citizens of Kentucky through public and academic libraries. Another 17 databases are being acquired as a second set and others will follow as funding is available.

- KCVU and KCTCS have signed an agreement to offer a broad associate of arts degree throughout Kentucky.

- Graduation rates for 1999 have been reported. Northern Kentucky University increased its rate from 24 to 30 percent and the University of Kentucky increased its rate from 48.5 to almost 51 percent. The other institutions were up slightly or stable, with the exception of Kentucky State University (see Red Flags).

## Yellow Flag

- Kentucky Educational Excellence Scholarship (KEES):  We still do not have an equitable approach to distributing scholarship awards based upon grades.  The grading systems of school districts vary across Kentucky.  We continue to explore possible solutions to this problem.

## Red Flags

- There is a reported shortage of $73.9 million in revenues in this fiscal year and all state agencies except colleges and universities and public schools have been directed to develop plans for budget reductions of 1 to 3 percent.

- Institutional data show that 1999 graduation rates increased or remained about the same as those in 1998, except for Kentucky State University, which dropped from 34 to 18 percent.

**INSTITUTIONAL RESPONSES**
**TO THE ACTION AGENDA**

**Recommendation:**

That the Council accept the institutions' responses to the questions that the Action Agenda posed to them.

**Rationale:**

- The responses are an integral part of the Action Agenda, explaining what the institutions will do during the next four years toward achieving Kentucky's goals for change and improvement of postsecondary education.
- The Council approved the Action Agenda at its September 1, 1999, meeting.

**Background:**

These responses are revisions of what the Council reviewed and discussed at its September meeting. Since then, the Council staff has devised a common format and urged the institutions, as necessary, to be more specific and forward-looking in their answers.

Staff Preparation by George Graves

# Action Agenda   1999-2004

## What Eastern Kentucky University Will Do
## To Advance Reform of Postsecondary Education

**521 Lancaster Avenue**
**Richmond, KY 40475-3102**
**(606) 622-3884**

*For more information, see our Website: www.eku.edu*

## Why is it important for Kentucky to have Eastern Kentucky University as one of its comprehensive universities?

- To serve as an institution of opportunity for its region: enrolling and retaining more students, including those in the region; helping them perform better; and increasing the ethnic, cultural, and geographic diversity of the student body
- To train many of the teachers for EKU's region and elsewhere in Kentucky
- To promote fully developed communications skills that include students' ability to use state-of-the-art technology
- To deliver academic programs to all students in the region effectively and efficiently using all available technology
- To provide timely and effective workforce instruction for business and industry

## How will EKU enroll, retain, and graduate more students?

- Increase and broaden recruiting
- Expand faculty and staff contacts with and visits to private as well as public middle and high schools in its region (visits to increase to 400 per year)
- Encourage staff and faculty meetings with high school site-based councils to emphasize the importance of better preparing high school students for college
- Double the proportion of nonwhite students to 9 percent and out-of-state students to 20 percent
- Make Kentucky's largest teacher-education program a model for the state and region
- Reduce the growing dependence on part-time faculty by increasing the proportion of courses taught by full-time faculty to 85 to 90 percent
- Improve academic advising
- Begin a Freshmen Year Experience Program to ease transition from high school

- Emphasize mentoring and tutoring for students who need the most help – as part of an effort to increase the retention rate from 63 percent to 80 percent (beyond the minimum pledged increase to 67 percent) by 2004 while improving student performance
- Establish Freshmen Interest Groups and a Parents' Association to involve students and parents in students' education at EKU

## How will EKU and the publics it serves become more engaged with one another?

- Continue to strengthen partnerships with area community and technical colleges
- Establish partnerships with private colleges in its service region
- Further develop the outreach efforts of our South Central Small Business Development Center; the Center for Economic Development, Entrepreneurship, and Technology; the division of Natural Areas; the division of Community and Workforce Education, and other EKU centers.
- Provide leadership for economic development in the region through the establishment of an Eastern Kentucky Partnership that takes an entire community approach
- Expand programs at extended campus sites in Manchester, Corbin, and Danville, and explore additional locations in Hazard and elsewhere

## How will EKU know whether it has done what it says it will do?

- Compare actual and desired student retention rates and analyzing factors that contribute to student success and attrition
- Follow changes in ethnic and geographic background of students.
- Conduct focus groups of minority and out-of-state student to understand why they chose EKU and what they think of their experience there
- Scrutinize changes in enrollment from the EKU service region
- Survey alumni and school system personnel about quality of EKU-prepared teachers
- Analyze changes in PRAXIS test scores for EKU education graduates.
- Assess programs that help faculty use technology to teach
- Track number of full-time faculty versus part time and the proportion of courses each group teaches
- Find out what employers need and how satisfied they are with EKU educational programs for workforce development
- Examine the number of collaborative arrangements and partnerships between EKU and the  educational and economic institutions in the university's service region
- Determine the need for additional education and training programs in the service region

# Action Agenda   1999-2004

## What Kentucky State University Will Do
## To Advance Kentucky's Reform of Postsecondary Education

**400 East Main Street**
**Frankfort, Kentucky 40601-2355**
**(502) 227-6000**

*For more information, see our Website: www.kysu.edu*

**Why is it important for Kentucky to have Kentucky State University as one of its comprehensive universities?**

- Kentucky State University is the Commonwealth's small, public, largely residential, liberal-studies institution, emphasizing the teaching of undergraduates – many of them from underserved populations.
- Kentucky State offers traditional collegiate programs appropriate to its role and status as the only historically black university in Kentucky. Drawing upon its African-American heritage, the university promotes the values and methods of interdisciplinary, multicultural, and global education. All undergraduates take a common core of courses as part of their studies.
- KSU prepares students for careers in education, business, computer science, nursing, human services, and public service as well as other fields.
- As the public university in Kentucky's capital, KSU offers programs, including a master's degree in public administration, that are especially appropriate for the thousands of nearby government employees.
- As one of two land-grant universities in Kentucky, KSU is developing a program of distinction – aquaculture – that is advancing the study (a master's in aquaculture) and production of fresh-water seafood. The prawns and fish are increasingly in demand by consumers and by farmers seeking an alternative or supplement to tobacco.

## How will Kentucky State enroll, retain, and graduate more students?

- Strengthen recruiting, in part through more contact between instructors and successful alumni and prospective students and the schools they attend
- Maintain broad access – which means admitting promising but underprepared students – and stress the importance of taking remedial courses and doing well in them
- Improve retention and graduation rates through more effective mentoring and counseling, especially of first-year students
- Increase the number of graduate students through the aquaculture program and offerings tailored for state government employees
- Work with and through the Kentucky Commonwealth Virtual University to increase course offerings and provide the convenience of "any time, any place" education

## How will Kentucky State and the publics it serves become more engaged with one another?

- Provide applied research and service to state government
- Work with Kentucky farmers to develop the potential of aquafarming
- Continue to become a major repository for the collection of books, records, and artifacts relating to the history and status of African-American residents of the Commonwealth and elsewhere.
- Foster partnerships with schools, businesses, governments, and civic organizations to help identify and resolve community issues and problems

## How will KSU know whether it has done what it says it will do?

- Track undergraduate student enrollment, retention, and graduation rates – and compare them with the improvements pledged as part of the overall Action Agenda
- Closely follow and report yearly on the progress that remedial students make – first in remedial instruction and later in college-level courses
- Monitor the success of the aquaculture program – in terms of research, number of graduate students (15 by 2004), number of farms participating, and how productive those farms are
- Count the number of all graduate students (104 in 2004 including aquaculture)
- Survey state government periodically to determine how well KSU is meeting its needs for training, education, and research; note the number of graduate students enrolling in and completing programs designed to attract state employees
- Each year, assess and report on the number and effectiveness of partnerships

# Action Agenda   1999-2004

## What Morehead State University Will Do To Advance Kentucky's Reform of Postsecondary Education

**201 Howell-McDowell Administration Building**
**University Boulevard**
**Morehead, Kentucky 40351-1689**
**(606) 783-2022**

*For more information, see our Website: www.moreheadstate.edu*

**Why is it important for Kentucky to have Morehead State University as one of its comprehensive universities?**
- To educate students from a historically underserved region
- To make quality educational programs accessible to students and families in remote areas
- To prepare students – many from low-income families – for a rapidly changing workforce
- To establish educational partnerships with regional public and private institutions of higher education, public schools, local governments, and business and industry

**How will Morehead State enroll, retain, and graduate more students?**
- New and expanded student marketing, financial aid, recruitment and retention strategies, and public-private partnerships that include a P-16 (preschool through college) regional council
- Cooperative programs with the Kentucky Community and Technical College System to increase by 10 percent the enrollment of students who have completed two-year programs
- Developing and providing, with the help of the Kentucky Commonwealth Virtual University, at least five new or ongoing distance-learning opportunities that include an online MBA and nursing and sports administration programs – and creating a roundtable, in association with the American Association of Higher Education, on teaching, learning, and technology
- Expanding and improving the Morehead State Website to provide at least six administrative functions, including online student admissions, financial-aid application, course scheduling, course registration, fee payment, and advising
- Increasing by 10 percent enrollment in distance-education courses (extended campus centers, regional sites, and distance learning) through new marketing strategies and partnerships

- Teaming with other institutions of higher education to increase preprofessional opportunities such as the physician assistant and nurse practitioner programs with the University of Kentucky and the radiology technology program with the University of Louisville and Northern Kentucky University
- Moving toward greater diversity – notably more African Americans and women – throughout the university in keeping with objectives in the Kentucky Plan and the university's affirmative action plan
- Increasing by 20 percent money available for research and development
- Achieving a six-year graduation rate of 43.1 percent by 2004 and 45.6 percent by 2006
- Increasing the one-year retention rate of first-time freshmen to 68 percent by 2004 and 69 percent by 2006
- Increasing enrollment in the MBA program by 25 percent and doubling degrees awarded
- Establishing five new full-time or part-time endowed chairs or professorships
- Completing installation of the campus network to on-campus faculty offices, laboratories, classrooms, and student residence halls
- Continuing the implementation of the comprehensive micro-computer replacement program
- Increasing the university's endowment to $15 million

## How will Morehead State and the publics it serves become more engaged with one another?
- Participate in the planning and development of a P-16 regional council of representatives from public and private institutions of postsecondary education, public schools, teachers, state coordinating or governing bodies, the Prichard Committee for Academic Excellence, and area government, civic, and business leaders
- Promote new public coalitions and public-private partnerships through the university's program of distinction, the Institute of Regional Analysis and Public Policy
- Establish a Center of Educational Research & Leadership to engage the broader community in research and discussion on issues that include teacher education reform, economic development, adult literacy, continuing education, and training
- Expand and assist partnerships with business and industry to promote economic and workforce development

## How will Morehead State know whether it has done what it says it will do?
- Document changes in enrollment, retention, and graduation rates
- Monitor enrollment of students who have completed two-year programs
- Track enrollment of students in distance-education courses
- Periodically survey students on their satisfaction with using the university Website for administrative functions
- Note the increase in cooperative programs ith KCTCS and partnerships with other institutions
- Review changes in money budgeted for faculty research and development

# Action Agenda   1999-2004

## What Murray State University Will Do To Advance Kentucky's Reform of Postsecondary Education

**P.O. Box 9**
**Murray, Kentucky 42071-0009**
**(270) 762-3011 or  (800) 272-4678**

*For more information, see our Website:  www.murraystate.edu*

## Why is it important for Kentucky to have Murray State University as one of its comprehensive universities?

- Murray State provides postsecondary education to students and communities in its service region with emphasis on target counties. This large, rural region has both low-income and low college-going rates (in only three counties do more than 10 percent of adults hold four-year degrees).
- Murray State generally prepares students to be information and technology literate and to pursue lifelong learning.
- With its new program of distinction, Murray State teaches management of sophisticated telecommunications systems.
- Through its Center of Excellence in Ecosystems, Murray State provides opportunities for water-science research and education. Its region has several lakes and rivers.
- Murray State offers international educational experiences for students and others.

## How will Murray State enroll, retain, and graduate more students?

- Expand and improve the Roads Scholars Program that serves and works with high schools, community colleges, and vocational schools
- Redirect a portion of Roads Scholars resources to work with public schools and communities to establish programs that focus on students in grades 6, 7, and 8
- Emphasize Africa-American student recruitment
- Strengthen University Studies (arts and sciences) as the foundation for academic programs
- Expand academic program offerings in response to emerging workforce needs in health sciences, telecommunications, agriculture, and teacher quality
- Increase opportunities for service learning, internships, and cooperative education

- Team with other universities to offer shared degree programs
- Create a Center for the Enhancement of Teaching and Learning that brings together resources for faculty development, student advising, orientation, and academic support to maximize students' academic success
- Enhance the Residential College Program, which increases the sense of student unity, reinforces the university's emphasis on personalized learning, and integrates faculty involvement in college life outside the classroom
- Expand the community college program to enroll additional at-risk students and offer them specialized support and remedial courses in English, math, reading, and study skills
- Work with the Kentucky Commonwealth Virtual University to offer online courses
- Double the number of distance learning courses by 2002 to extend educational opportunities via Internet, satellite, and interactive television

## How will Murray State and the publics it serves become more engaged with one another?
- Establish a Center for Regional Entrepreneurship Development to stimulate economic development through the training, assistance, and education of entrepreneurs
- Establish community-based P-16 councils (preschool through college), with university and business participation, to provide forums for ideas and planning to increase the number of college bound students and graduation rates
- Make participation in community-related projects part of the curriculum
- Expand noncredit community education course offerings
- Formalize an annual discussion with representatives of high schools, business, and community organizations to assess and respond to community and regional needs
- Increase involvement of international students in the area school systems and community service organizations

## How will Murray State know whether it has done what it says it will do?
- Track the accomplishment of goals through the use of ongoing assessments and institutional research data
- Compare pledged increases in enrollment, retention, and graduation rates with actual figures
- Survey recent graduates on their level of satisfaction with preparation for their careers
- Assess economic indicators in western Kentucky to look for upward trends

# Action Agenda  1999-2004

## What Northern Kentucky University Will Do To Advance Kentucky's Reform of Postsecondary Education

**Nunn Drive**
**Highland Heights, KY 41099**
**(606) 572-5100**

*For more information, see our Web Site: www.nku.edu*

**Why is it important for Kentucky to have Northern Kentucky University as one of its comprehensive universities?**

- To provide high-quality, high-value, and conveniently accessible degree programs – associate, baccalaureate, master's and professional – to Northern Kentucky and environs
- To address key issues that shape the metropolitan region's future: strengthening P-12 education, encouraging lifelong learning, protecting the environment, contributing to economic development, promoting active citizenship, and engaging in university-community partnerships that respond to important local concerns
- To help develop and sustain a qualified, adaptable workforce essential to the economy of Northern Kentucky by providing flexible education and training programs

**How will NKU enroll, retain, and graduate more students?**

- Work with schools in the region to increase college enrollments among underrepresented populations
- Develop a more diverse student body and an environment that embraces multicultural learning
- Offer courses and programs at remote sites such as the Grant County Center and the Urban Learning Center
- Increase the number of evening, weekend, and concentrated-schedule courses
- Develop baccalaureate and graduate capacities as the Kentucky Community and Technical College System develops its occupational and technical capacities; work closely with KCTCS to provide services across the entire spectrum of postsecondary education
- Make sure that students – especially those in their first year – get academic help when the need is indicated

- Put students at the center of activities, services, and programs that make learning engaging, timely, convenient, and safe
- By offering competitive compensation and an appealing work environment, attract and retain highly qualified and capable faculty – and help them continually improve through emphasis on the latest technology, instruction techniques, and evaluation methods; stress the importance of advising, research, and community service
- Use our Program of Distinction (Center for Integrated Natural Sciences and Mathematics), in particular, to connect faculty and students with school teachers and their students to improve instruction, learning, and college-going rates.
- Continue to work with the regional Council of Partners to ease school-to-college transition
- Rigorously review the curriculum – both general education and majors – to make sure students can progress smoothly and efficiently through degree programs; define what they should know when they have completed their study
- Emphasize learning for citizenship and global understanding by providing opportunities for student community service, linking learning to practical experience, internationalizing the curriculum, and diversifying the student body

## How will NKU and the publics it serves become more engaged with one another?

- Continue to conduct town meetings throughout the region every other year
- Through the Metropolitan Education and Training Services unit, monitor employer education and training needs and solicit feedback on NKU programs related to workforce development
- Directly or through technology, bring the best people and programs to the region from all over the world to meet immediate educational needs
- Create a Center for Civic Engagement to expand community-university partnerships
- Make greater multicultural understanding an educational and civic priority in the region
- Involve faculty and students in learning, research, and service that apply academic strengths to public issues while improving academic quality

## How will NKU know whether it has done what it says it will do?

- Survey students – entering, exiting, and graduating – and alumni to gather information about student expectations, experiences, and what they learn
- Continually evaluate academic assistance to students to improve performance and retention
- Collect data about NKU that is revealing and useful – and share it with management, staff, faculty, and administrators to help them be more effective.
- Review and simplify NKU's organization, procedures, and policies
- Regularly obtain feedback from the public about performance and priorities through biennial town meetings and an external advisory group

# Action Agenda   1999-2004

## What the University of Kentucky Will Do To Advance Kentucky's Reform of Postsecondary Education

**South Limestone**
**Lexington, Kentucky 40506-0032**
**(606) 257-9000**

*For more information, see our Website: www.uky.edu*

**What will it mean to be a Top 20 research university in 2020?**

It will mean that by 2003, as noted in its strategic plan, the University of Kentucky will . . .

- Have 10 or more "target of opportunity" research and graduate programs ranked in the Top 20 or the top quartile of public research universities as measured by ratings of individual disciplines, scholarly productivity, citation ranking, outside funding, reputation ratings, or other suitable measures.
- Strengthen the university's commitment to the first professional degree programs – law, medicine, dentistry, and pharmacy – to continue and enhance their national standing.
- Improve UK's position among U.S. public research universities (based on National Science Foundation rankings) from 46th to 40th.
- Increase research and development support to $145 million per year.
- Increase by 10 percent the number of national and international awards earned by faculty and students for their scholarly research, teaching, and service.
- Increase to 40 percent the number of entering freshmen on the Lexington Campus who score 26 and above on the ACT (or SAT equivalent).
- Improve to 55 percent the percentage of full-time undergraduate students (first-time degree-seeking freshmen) who earn a baccalaureate degree within six years of first enrolling.
- Increase the number of graduate degrees by 10 percent.
- Add 40 faculty positions, to include at least 25 endowed chairs, and endow at least an additional 25 professorships to strengthen research and education.
- Revise and improve the degree-audit system to assist in timely and accurate student advising.
- Have full-time faculty teach at least 50 percent of the sections in lower-division courses and 65 percent of the lower-division credit hours.
- Ensure that all departments with teaching assistants have programs to help them instruct effectively.

- Improve the university libraries' ranking among public research libraries from 32$^{nd}$ to 28.$^{th}$
- Complete installation of the campus network to on-campus faculty offices, laboratories, and classrooms, and to student residence halls.
- Continue the implementation of the comprehensive plan to provide state-of-the-art academic computing for students and encourage applications of new technologies in teaching and learning.
- Complete the infrastructure for 330 acres and have an inventory of 26 lots available for lease or leased at the Coldstream Research Campus.
- Facilitate at least five new start-up ventures in the Commonwealth based on the intellectual property of university personnel.
- Expand and support partnerships between the Lexington Community College and the Lexington Campus-Medical Center and the other community colleges, and their corporate and small business partners, to develop new technical programs to assist economic development and workforce development.
- Offer more land-grant outreach to citizens, businesses, schools, farms, communities, professions, and government and nongovernmental agencies.
- Increase the university's endowment to at least $400 million.

## Why is it important for Kentucky to have a Top 20 research university?
- To attract to the Commonwealth, educate, and retain bright, motivated people
- To discover, disseminate, and apply knowledge important to Kentucky's future
- To provide the knowledge and leadership to bring about needed change
- To achieve unparalleled growth in outside funding
- To advance the development and use of technology
- To foster statewide economic and business activity
- To help Kentucky become a top state in economic competitiveness, international trade, and quality of life
- To help communities and agencies across the Commonwealth design and implement initiatives to improve the quality of life for children and families
- To tap the enormous potential of Kentucky's natural and human resources

## How will UK know that it has done what it says it will do?
- Systematic assessment of results; comparison of results to goals in the strategic plan
- Annual Strategic Plan Progress Report presented to the Board of Trustees

# Action Agenda   1999-2004

## What the University of Louisville Will Do
## To Advance Kentucky's Reform of Postsecondary Education

**Louisville, Kentucky 40292**
**(502) 852-5555 or, toll free, (800) 334-8635**

*For more information, see our Website: www.louisville.edu*

**What will it mean to be a premier, nationally recognized metropolitan research university?**

- Serving as a catalyst for change, a spark for new investment, and a creative force, along with the largest employers in Louisville, to provide distinctive educational opportunities to thousands of Kentuckians
- Building an excellent Logistics and Distribution Institute that responds to the workforce and research needs of the rapidly expanding logistics and distribution industries in Kentucky
- Developing 10 areas in health sciences, fundamental to the success of the Louisville Medical Center Development Corporation, as nationally recognized programs in academic medicine
- Increasing the number of endowed chairs and professorships to 65
- Fulfilling the postgraduate and technical workforce demand for the health care industry in the Louisville area; graduating more than 100 doctoral candidates annually
- Establishing an Office of Technology Development to contribute, as well as coordinate, support for new business startups and university-private partnerships
- Building on the achievements of UofL's Entrepreneurship, Engineering, and Law faculties to launch 20 new businesses in engineering, health sciences, or telecommunications
- Increasing research and development support to $70 million per year
- Securing the resources to attract and retain outstanding faculty and staff
- Developing an early-childhood initiative that serves the young people and families of our community, and achieving national standing for teacher-preparation programs
- Implementing an Undergraduate Initiative that focuses faculty and staff on issues important to undergraduate students

- Designing and executing the Pathways to Success Program (a partnership with Jefferson Community College and Jefferson County Public Schools) to offer citizens the opportunity to build their credentials, to transfer qualified high school experiences to postsecondary education programs, to develop the academic confidence needed to meet career goals, and to follow a road map to graduation
- Blending the arts and humanities with economic and social needs to reinforce educational and cultural institutions of our community – such as outreach programs in West Louisville
- Recruiting academically talented students, with special emphasis on people of color, to achieve a 13.5-percent diversity mix
- Applying the resources of UofL's nationally ranked Urban and Metropolitan Studies program to analyze and solve problems in Louisville and Kentucky's other metropolitan communities; developing the lessons learned from this laboratory into strategies for other cities and governments
- Reaching an annual fundraising goal of $55 million
- Increasing the endowment to $500 million
- Developing a residential student population of about 5,000 (to be achieved by 2008) and the campus facilities to support those students

## Why is it important for Kentucky to have a nationally recognized metropolitan university in Louisville?
- For more than two centuries, the University of Louisville has served the residents of the Commonwealth's largest civic and financial center.
- The working people of the Louisville metropolitan area compose 29 percent of those employed in Kentucky. Louisville's average annual salary is nearly 25 percent higher than the average for the rest of the state.
- Not only do a metropolitan research university and its community help each other grow and prosper, but UofL and its region bear economic responsibilities for Kentucky's ambitious agenda for education and for the Commonwealth's policy goals.

## How will UofL know whether it has done what it says it will do?
- By measuring the university's accomplishment of the goals it has identified
- By gauging, from various economic, cultural, and civic indicators, the health of the metropolitan region and the university's impact on it
- By attaining membership of the Brandeis School of Law in the Order of the Coif (the premier honorary professional society for law)
- By qualifying as a candidate for a Phi Beta Kappa chapter
- By meeting the requirements for membership in the Association of Research Libraries

# Action Agenda   1999-2004

## What Western Kentucky University Will Do to Advance Kentucky's Reform of Postsecondary Education

**1 Big Red Way**
**Bowling Green, Kentucky 42101**
**E-mail: western@wku.edu**
**Phone (270) 745-0111**

*For more information, see our Website: www.wku.edu*

**Why is it important for Kentucky to have Western Kentucky University as one of its comprehensive universities?**
- WKU will produce nationally and globally competitive graduates.
- The university will provide optimal service and lifelong-learning opportunities for its constituents, notably those in western and south-central Kentucky.

**How will WKU enroll, retain, and graduate more students?**
- Pursue an innovative and aggressive marketing and recruitment plan that increases numbers of academically talented and highly qualified students, both graduate and undergraduate
- Increase student access by offering more courses where and when students want and need them, through distance learning (including the Kentucky Commonwealth Virtual University) and the WKU community college among other means
- Create a campus culture that leads to increased diversity of the student body
- Improve students' transition into the university by increasing their awareness of academic programs, admission requirements, and scholarships
- Raise undergraduate retention and graduation rates
- Create a stimulating campus environment that promotes student learning and increases retention
- Increase financial aid through public and private resources to allow Western to recruit top students

**How will WKU and the publics it serves become more engaged with one another?**
- Work with other institutions, elementary and secondary schools, government, business and industry, and community agencies to encourage more people to go to college and to advance community and economic development
- Increase educational access and lifelong learning through expansion of the community college and distance learning
- Provide cultural events for area residents as well as students and others closely associated with the university
- Engage alumni in the life of the university and promote the importance of lifelong relationships with and among students, faculty, staff, and alumni


**How will WKU know whether it has done what it says it will do?**
- Increase overall student enrollments by 10 percent, and increase average ACT composite score of full-time, first-time freshmen on the main campus to 22.5 or a high school GPA of 3.0 or better; increase the number of international students by 10 percent, minority students by 10 percent, nontraditional student enrollments by 15 percent, and academically talented freshmen by 25 percent
- Provide 25 new, endowed scholarships to attract academically talented students
- Increase student enrollment in distance learning courses by 50 percent
- Increase quality of graduate students by providing competitive assistantship stipends, tuition waivers, or grants at least equal to those of benchmark institutions
- Increase retention of first-time, full-time freshmen by more than 10 percent
- Achieve high quality of living and services provided by Residence Life as measured by student satisfaction ratings of at least 90 percent
- Achieve 25 percent increase in student participation in campus life activities and 50 percent increase in weekend student life programs
- Increase graduation rate by 25 percent by 2008
- By the year 2000, provide students with contract option that guarantees four-year completion of baccalaureate degree program – students who meet criteria for enrollment and successful learning are guaranteed access to needed courses
- Increase by 20 percent activities between WKU faculty and students and elementary and secondary schools
- Offer at least 10 WKU programs jointly with other postsecondary educational institutions.
- Increase by 20 percent partnerships with community businesses or agencies and governmental agencies
- Establish appropriate academic and service unit outside advisory councils
- Increase by 100 percent enrollment in continuing education and training activities and courses
- Increase enrollment in community college and off-campus centers by 25 percent

# Action Agenda   1999-2004

## What the Kentucky Commonwealth Virtual University Will Do To Advance Reform of Postsecondary Education

**www.kcvu.org**

**(877) 740-4357 (toll free)**

**How can the KCVU help education providers reach potential students – especially adults with jobs and people who might not otherwise enroll in a college or university?**

- By supplying the vehicle through which colleges and universities may offer  courses and programs using state of the art telecommunications
- By offering a rational, predictable way for students to take courses with minimal barriers – a way that includes . . .

> Affordable learning
> Financial-aid applications and help in searching for scholarships
> Round-the-clock help desk, bookstore, and library (Kentucky
>    Commonwealth Virtual Library: www.kcvl.org)
> One-stop application and registration
> One-stop account services
> Consistent look and feel to courseware
> Increased transferability of courses between institutions
> Increased use of credit for previous learning
> Dual credit for enrolled secondary students
> Postsecondary options for high school students that allow districts to pay
>    tuition

- By working with libraries, schools, churches, National Guard armories, grocery stores, recreation and community centers to provide work stations and Internet access at least within busing or walking distance of every Kentucky citizen
- By implementing a marketing strategy that stresses learning communities and honors individuals' unique talents
- By asking citizens what learning opportunities they need and want, and how best the KCVU can deliver them
- By developing creative ways to overcome the barriers of too little money, time, and mobility

## How can the KCVU help enrich teaching and learning for all students?

- By employing best practices for distance learning as described by national accrediting agencies
- By requiring that multimedia be used effectively in courseware so that students manipulate concepts, become familiar with their best learning styles, and have options in each curriculum that increase their learning speed, breadth, and depth
- By undertaking a statewide development program to show faculty how best to teach online courses
- By identifying and using the best courseware from Kentucky institutions as well as publishers, multimedia companies, corporations, proprietary businesses and institutions outside Kentucky

## How will the KCVU help providers deliver workforce training?

- By working closely with economic development agencies to identify needed curriculum
- By helping to customize training offered through KCVU
- By marketing the ability of Kentucky colleges and universities to react quickly to businesses' requests for entry-level and in-service training where and when employers and employees need it

## How will the KCVU know whether it has done what it says it will do?

- More high school graduates going right to college: Measure the number of first-time high school graduates who take KCVU courses as a percentage of those entering Kentucky institutions directly.
- More adult students: Count the number of first-time and continuing KCVU students older than 22 and not directly registered at colleges or universities.
- More students overall – up to 2,000 by 2001 and as many as 5,000 by 2004: Count enrollments over time.
- Greater retention: Count the number of students either returning to the KCVU or enrolling directly at an institution.
- Faster completion of degree and certificate programs: Track time taken by students who have taken some or all of their courses through the KCVU and compare it with the time taken by students who took no KCVU courses.
- More graduates: Measure, as a percentage of students who took no courses through the KCVU, the number of people who complete certificate and degree programs by taking some or all of their courses through the KCVU.
- Increase in knowledge workers: Count the number of people who complete KCVU-offered technology courses.
- Improved efficiency in delivering courses: Track the number of self-sustaining certificate and degree programs provided through tuition revenues and existing general fund dollars, the number of KCVU courses and programs offered at current or lower tuition and fees, and the number of programs for which institutions share the cost of development and instruction.

# Action Agenda   1999-2004

## What the Kentucky Community and Technical College System Will Do To Advance Reform of Postsecondary Education

**2624 Research Park Drive**
**P.O. Box 14092**
**Lexington, Kentucky 40512-4092**
**(606) 246-3146**

*For more information, see our Website: www.kctcs.net*

**How will you expand your role as a gateway to postsecondary education?**
- Create a seamless pathway from the secondary system through four-year institutions
- Develop curriculum standards linked to employers, and ensure consistent quality and program coordination across KCTCS
- Team with state and local agencies that serve economically and educationally disadvantaged adults
- Provide comprehensive assessment and support services to include testing, advising, career and academic counseling, and financial aid
- Improve communication with middle and high school guidance counselors
- Expand colleges' collaborations through innovative scheduling and program design

**How will you offer programs – occupational, technical, general education and basic skills – to all Kentuckians who need them?**
- Use learning networks that incorporate distance-learning technology.
- Develop courses, clusters of competencies, and programs that integrate academic with experience-oriented education
- Instill concepts embedded in liberal arts and science courses throughout programs
- Make the most of community-driven efforts to consolidate community and technical colleges and share resources
- Work with other public and private adult education providers
- Implement an innovative system of remedial education

**How will you further contribute to economic and community development?**
- Serve as the umbrella for statewide linkages and partnerships in providing a skilled workforce
- Create connections among all with a stake in economic development
- Integrate the national-standard SCANS competencies – workplace skills – throughout the curriculum
- Encourage entrepreneurial skills across the curriculum
- Teach skills for employment and for certification programs
- Develop alliances to create shared curriculums that respond quickly to the changing global economy

**How will you know whether you have done what you say you will do?**
- Increase student referrals and assessments
- Expand secondary and baccalaureate transfer agreements – and ensure transfer within KCTCS
- Increase enrollment by 5,000 students by 2002
- Provide academic credentials for 8,000 employees in KCTCS training by 2002
- Increase retention and graduation rates
- Improve advancement of students who complete basic skills instruction
- Implement employer-driven curriculums
- Measure employer satisfaction
- Increase faculty development opportunities
- Assess types of companies served
- Measure number and quality of jobs created
- Increase number and scale of projects and collaborations that involve two or more companies
- Measure number of work-based opportunities created
- Increase short-term, customized training for business and industry
- Expand adult education

# Action Agenda   1999-2004

## What Independent Colleges and Universities Will Do
## To Advance Kentucky's Reform of Postsecondary Education

**Association of Independent Kentucky Colleges and Universities**
**484 Chenault Road**
**Frankfort, Kentucky 40601**
**(502) 695-5007**

*For more information, see our Website: www.aikcu.org*

## Why is independent higher education important to Kentucky?

- It offers a valued and unique alternative to public postsecondary education. Students live and learn in a values-rich environment and receive considerable individual attention. As graduates have shown, their academic experience equips them to be contributors and leaders in society and in the workplace.
- Independent colleges and universities are the state's lowest-cost providers of undergraduate four-year programs. Receiving no state subsidy and less than 2 percent of the overall postsecondary appropriation in the form of student financial aid, these institutions educate 23,000 students annually and award more than 20 percent of bachelor's degrees granted in Kentucky. They also provide more than $80 million each year in self-generated financial aid while maintaining tuition well below the national average for independent institutions.
- Independent colleges and universities have the highest graduation rate (undergraduates, within six years of first enrolling) among postsecondary institutions in Kentucky. They also award a disproportionately large number of  bachelor's degrees in areas critical to the Commonwealth's economic growth:  biology (38 percent), math (25 percent), chemistry (28 percent), physics (36 percent), business (27 percent), and education (23 percent).

## How will independent colleges and universities enroll, retain, and graduate more students?

- Accelerated degrees, night and weekend colleges, and other nontraditional programs are being offered in growing numbers. The institutions are raising public awareness about the accessibility of independent higher education through collective marketing and expanded outreach to high schools and adult students. Academic requirements are being more closely aligned with those of secondary schools and state-supported institutions to ease the transition from high school and between postsecondary institutions.

- Independent colleges and universities are working together to control costs, remain competitive, and strengthen their ability to meet the state's goals. They are reducing operating costs through joint agreements and other arrangements with sister institutions. Business operations are being redesigned and streamlined. Campus leaders are exploring ways to share training, programs, and improvement of student services.
- Educating capable teachers and assisting practicing teachers and administrators – increasingly, through faculty-school partnerships – will continue to be a high priority. New opportunities will be sought to provide summer institutes and other professional development.
- Many independent colleges and universities can enroll more students. Several have reached enrollment limits, but others, collectively, can take an additional 3,500. A number of the institutions are willing to grow selectively and help the Commonwealth meet its goals for enrollment, retention, and graduation.

## How can independent institutions work as partners with the state and the publics they serve to help Kentucky achieve its aspirations for 2020?

- Financial barriers to higher education should be eliminated. The state's modest investment in the Kentucky Tuition Grant and College Access programs has allowed thousands of students, particularly in underserved areas, to go to college. Those programs also have saved taxpayers millions of dollars by encouraging enrollment in independent colleges and universities. Those institutions will encourage the state to invest more in those programs (and continually evaluate them) and will support the newly created Kentucky Educational Excellence Scholarships, merit-based awards available to all students whether they attend public or independent institutions.
- The state should consider expanding fiscal partnerships with independent colleges and universities so that they can fully help Kentucky meet its ambitious education goals. These institutions, especially if teaming with the state or public colleges and universities, should be allowed to compete for targeted state money and be eligible for other financial incentives. Many states, recognizing that independent colleges educate citizens at low cost to taxpayers, are embracing this approach, which is buttressed by a growing body of judicial opinion.

## How will independent colleges and universities know whether they have done what they say they will do?

- They will have enrolled, retained, and graduated, in a timely manner, more students.
- They will have found new and ever more productive and efficient ways (including the Kentucky Commonwealth Virtual University) to work with each other and with public institutions to manage costs, improve services, and broaden academic offerings.
- They will have developed innovative partnerships with the Commonwealth to meet specific economic development and community needs.
- They will have measured the quality and effectiveness of their academic programs by monitoring pass rates on professional examinations, conducting satisfaction surveys of students, alumni, and parents, and tracking the job and graduate-school placement rates.

**Recommendation:**

That the Council approve the Committee on Equal Opportunities' recommendation that:

- *The 1997-2002 Kentucky Plan for Equal Opportunities in Postsecondary Education* recognize that increased campus diversity may encourage more participation by Kentucky resident African American students.

- The value of diversity be considered in assessment of performance on the enrollment objective in *The 1997-2002 Kentucky Plan*.

**Background:**

The Committee on Equal Opportunities, at its October 11 meeting, recommended that the Council revise the method of evaluating institutional progress for the enrollment objective in *The Kentucky Plan*. The CEO believes that the evaluation process should recognize diversity as a value and acknowledge the importance that a diverse student population has on the racial and ethnic climate on campus and on the attitudes and behavior of members of the campus community.

The recommendation affirms the commitment to achieving a climate that supports racial and cultural diversity as a priority and the mission of postsecondary education to prepare students, regardless of the state of residency, with the skills necessary to function in a complex and increasingly diverse society. Institutions are recognized for attaining the critical social goal of achieving greater racial diversity. They also have an incentive to create a campus environment that encourages greater participation, but in such a way that emphasizes the importance of increasing enrollment of Kentucky African Americans.

In 1982, the Council on Higher Education developed *The Commonwealth of Kentucky Higher Education Desegregation Plan* in response to a U.S. Office of Education Office for Civil Rights finding that "the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, had failed to eliminate the vestiges of its former *de jure* racially dual system of public higher education."

The current plan continues the effort of the 1982 plan. The purpose of the current plan is to eliminate remnants of the vestiges of a *de jure* racially dual system of public higher education -- i.e., policies and practices that continue to restrict full and equal participation of African Americans in public higher education in Kentucky -- and to bring Kentucky into compliance

with Title VI of the Civil Rights Act of 1964. A precept supporting this purpose is to encourage African American students to attend traditionally white institutions in larger numbers.

The current *Kentucky Plan* includes a commitment to address equal opportunity and access for all Kentuckians.  Creating a diverse campus environment is a part of the commitment to access and opportunity.  *United States v. Fordice* requires that states consider the interaction of all aspects of a postsecondary education system and determine whether, in view of all of those factors and their interaction, the vestiges have been eliminated to the greatest extent possible given the realities of the educational environment.

A strict scrutiny standard applies to strategies employed to eliminate the remnants of the vestiges of a prior dual segregated system and to comply with Title VI of the Civil Rights Act of 1964.  Therefore, any efforts toward achieving this goal must serve a compelling interest and be narrowly tailored to achieving the end.  The compelling interest and incentive of *The Kentucky Plan* is compliance with Title VI.  Taking campus diversity into consideration when evaluating student enrollment furthers the interest of having an environment that encourages additional participation by all Kentuckians.

The American Educational Research Association Panel concluded from its study *Compelling Interest: Examining the Evidence on Racial Dynamics in Colleges and Universities* that "racially diversified environments, when properly utilized, lead to quantitative gains as well as qualitative gains (otherwise unattainable in homogenous environments) in educational outcomes for all parties."  Therefore, we can conclude that the level of campus diversity can be a pivotal factor in establishing a campus environment that encourages larger numbers of African Americans to enroll at a particular college campus.  The number of Kentucky resident African American students entering higher education as first-time freshmen shows a slight increase between 1982 (1,278) and 1997 (1,659).  However, the distribution of enrollment of Kentucky resident African Americans among the state's public institutions is almost unchanged.

A strong correlation exists between the pattern and number of students enrolling and the available pool of qualified high school graduates.  Kentucky resident African Americans are enrolling in public higher education at a rate (7.6 percent) that is greater than the proportion of African Americans (7.1 percent) among the state's population. Of the available pool of African American high school graduates, approximately 52 percent enroll in public institutions.  Kentucky's institutions face a dilemma -- how to increase the rate of participation in the face of a pool of high school graduates that is limited and is not expected to grow significantly over the next five to ten years.  By recognizing campus climate and diversity as important incentives, the institutions will be better able to encourage increased participation by Kentucky resident African Americans. Taking campus diversity into consideration when assessing performance gives institutions an incentive to create the kind of campus environment that encourages more African American students to enroll.

Staff Preparation by Sherron Jackson

**Recommendation:**

That the Council accept the 1999 status report on postsecondary education and direct that the report be forwarded to the Governor and the General Assembly.

**Rationale:**

The Postsecondary Education Improvement Act of 1997 requires the Council to submit to the Governor and the Legislative Research Commission an annual progress report.

**Background:**

This year's brief status report is designed primarily to inform policy makers about recent postsecondary education reform initiatives. The report also describes the postsecondary education system's standing on several key performance indicators.

During the past year, the Council approved 19 new academic programs in a variety of disciplines and delegated substantial authority for program approval to the Kentucky Community and Technical College System. The Kentucky Commonwealth Virtual University started to offer about two dozen courses in nine pilot programs, and the Kentucky Commonwealth Virtual Library made electronically accessible numerous journals, magazines, and databases. The Council devised a new approach to base funding using institutional benchmarks, developed a set of Incentive Trust Funds that will promote the goals of postsecondary education reform, and approved guidelines and standards for evaluating new and renovated space at the colleges and universities.

Since last year's report, Kentucky's status on most performance indicators has remained largely unchanged. Kentucky still lags behind much of the nation on nearly every measure of postsecondary educational attainment. We rank near the bottom of the states in the percentage of our citizens who hold a bachelor's degree. Our college-going rate is significantly below the national average. A large percentage of our high school graduates require remedial help when they first arrive on a college campus. And the majority of students who enroll at Kentucky's colleges and universities eventually leave without earning a degree.

The *Action Agenda, 1999 – 2004* approved by the Council in September will set the stage for the development of a new set of performance indicators beginning in 2000.

Staff Preparation by Roger Sugarman and George Graves

# 1999 Status Report

# To the Governor and the Legislature

### The Kentucky Council on Postsecondary Education

## *Reform of Postsecondary Education*

**The Action Agenda**
Building on the Kentucky Postsecondary Education Improvement Act and *2020 Vision*, the Council approved the next step in changing and improving postsecondary education in Kentucky: an Action Agenda, developed by the Council and colleges and universities laying out what they and Kentucky will do during the next four years to bring the Commonwealth closer to achieving its goals for 2020. A key feature: projected increases in enrollment, retention, and graduation rates needed to move Kentucky toward national averages. In shaping the Action Agenda, the Council and its staff solicited proposals and reactions from a broad range of Kentuckians through a wide variety of methods: statewide teleconference, KET call-in show, discussions with campus administrators and faculty senate leaders, in-depth telephone interviews with legislators, teachers, principals, and superintendents, and focus groups of students, alumni, parents, and employers. Comment on the Action Agenda also was sought from business and civic leaders.

**Kentucky Community and Technical College System**
In its second full year, the Kentucky Community and Technical College System increased enrollment by nearly 3 percent to 46,716 students, full and part time. The KCTCS enrolled about 82,000 students in noncredit continuing education classes and in customized training for business and industry. The KCTCS also enrolled about 60,000 students in noncredit training for fire and rescue services, and 1,500 students in academic and technical programs in correctional institutions. The KCTCS Board of Regents and President Michael B. McCall continued to support consolidation of community and technical colleges where local citizens and civic and business leaders sought those changes. The Council on Postsecondary Education approved nine new academic programs and allowed the KCTCS to approve most future programs. The KCTCS created administrative processes to link its 28 colleges on 50 campuses, installing a systemwide computer network that drew national notice. The Council has approved all five regional postsecondary education centers, and the KCTCS is working with the comprehensive universities to develop them. The centers and locations are Southeast (London, Corbin, Somerset), Northeast (Prestonsburg), South (Glasgow), Central (Elizabethtown), and West (Hopkinsville).
**Kentucky Commonwealth Virtual University**

In apparently the most successful startup of a consortium cyber university, the KCVU enrolled 256 students – many taking more than one course – for its first term, fall 1999. Some two dozen courses in nine pilot programs were offered. They ranged from nursing to office management to firefighter certification. Enrollment is expected to rise markedly for the spring 2000 term, when nearly 150 courses covering a broad range of subjects will be available. The KCVU filled its top three positions – chief executive, academic, and student services officers – along with others, including the staffing of its Call Center. The KCVU teamed with the Kentucky Department of Education to create the Kentucky Virtual High School, the most ambitious undertaking of its kind in the country.

**Kentucky Commonwealth Virtual Library**
The KCVL rolled out its array of databases – including the full texts of thousands of journals, magazines, and newspapers as well as indexes and abstracts – that all Kentuckians can access at home, at work, and at libraries across the Commonwealth. Besides building an all-purpose Website, KCVL designed an online tutorial to help its users, including KCVU students, learn how to search for information and evaluate it. The virtual library implemented a common library system for public institutions so users can more easily determine what libraries have in their collections and order documents on loan. The KCVL also is working with libraries to put their Kentuckiana collections online.

**Changes in Base Funding for Public Postsecondary Education**
House Bill 1 eliminated the enrollment-driven funding formula and called for the Council to develop a new approach. Working with the colleges and universities, the Governor's office, and legislative staff, the Council selected new, national benchmark institutions for each university and the KCTCS. With those benchmarks as a gauge, funding – beginning with the next biennium – will be based on an analysis of state general fund and tuition and fees revenue per full-time-equivalent student compared to similar institutions nationwide.

**Incentive Trust Funds: Endowment**
Thus far in the current biennium, more than $100 million of the $110 million available to the institutions in public dollars for endowed positions has been matched by private fundraising. Fellowships, professorships, and more than 80 endowed chairs have been established through the Research Challenge Trust Fund. The University of Kentucky has matched and the University of Louisville has nearly matched their shares of the total of $100 million reserved for them. UK and UofL are using the money awarded to them to expand and improve targeted programs. Western Kentucky University has matched and Eastern Kentucky University has almost matched their portions of the $10 million set aside for comprehensive universities. Northern Kentucky University has matched more than half of its allocation.

**Incentive Trust Funds: Regional Excellence, Workforce Development**
NKU, Morehead State University, and Kentucky State University won Council approval
to fund their programs of distinction from the Regional University Excellence Trust
Fund. (Programs at WKU, EKU, and Murray State University were approved in 1998.)
Based on appropriations for the three years beginning in 1997, Morehead may receive up
to $2.6 million for its Institute for Regional Analysis and Public Policy, NKU received
$2.2 million for its Center for Integrative Natural Science and Mathematics, and KSU
received $1.2 million for its Aquaculture Program. The Council approved a $12-million
proposal by the KCTCS for use of the Postsecondary Workforce Development Trust
Fund. The Council staff is reviewing the programs of distinction and the programs
supported by the Research Challenge Trust Fund and will report on them to the Council
in January 2000.

**The Need for Space – and the Use of Space – at Colleges and Universities**
The Council approved guidelines and standards for creation and use of space – measures
to evaluate the need for new or renovated space at public colleges and universities. The
Council contracted with Paulien & Associates Inc. and the National Center for Higher
Education Management Systems to develop guidelines and standards following their
nationwide review of space-planning practices. The conclusion: Kentucky's public
institutions generally have enough space for now, though some need more in selected
categories such as research labs. Average weekly use of classrooms, teaching labs, and
the seats, desks, and stations in them in fall 1998 was below the standards the Council
has adopted. Classrooms were used 24.9 hours (standard: 36) at 56.7 percent occupancy
per session (standard: 67 percent). Teaching labs were used 15.5 hours (standard: 23) at
72.6 percent occupancy per session (standard: 80 percent).

**New Academic Programs – and New Ways To Approve Them**
The Council approved 19 academic programs including associate degrees in Network and
Information Systems Technology (Kentucky Advanced Technology Institute, Paducah
Community College, and Somerset Community College); bachelor's degrees in Early
Childhood Education (WKU), Computer Electronic Networking (EKU), and
Environmental Science and Studies (NKU); and a master's degree in Computer Science
(NKU). The Council is considering program approval policies that are in line with reform
goals, reflect international best practices, and create stronger partnerships between the
Council and institutional governing boards. As a first step, in April 1999, the Council
delegated to the KCTCS Board of Regents the approval authority for new programs in
the following areas: certificate, diploma, associate in arts, associate in science, associate
in applied science, and associate in applied technology.

**Stronger Minimum Admissions Requirements**
Reflecting new minimum high school graduation requirements, the Pre-College
Curriculum – courses that students must take to be admitted unconditionally to Kentucky
public universities – has been strengthened. The revised PCC, most of which will apply
to baccalaureate degree-seeking freshmen in fall 2002, includes one more credit each in
social studies and science, two credits in foreign language (effective 2004), one in arts
appreciation, and half credits in health and physical education.

**Systemwide Assessment and Placement (Remedial Courses)**
In November, the Council approved a policy requiring all institutions to determine which incoming students need remedial help in English, math, and reading – and at what level they should begin college work in those subjects. Institutions take different approaches now and can impose standards lower than the minimum being proposed. The draft policy emphasizes course placement based on what a student knows – not just the completion of certain courses in high school. The proposal reflects comment by the institutions' chief academic officers and Kentucky Department of Education staff.

**P-16 Council**
The Council on Postsecondary Education and the State Board of Education created the P-16 Council (preschool through undergraduate), composed of three members each of the Board and the Council, along with the Commissioner of Education and the Council President. Advancing both KERA and House Bill 1, the P-16 Council is focusing on the preparation and professional development of teachers, and on defining what is expected of students graduating from high school and entering colleges and universities. Projects that the Council and the Board have undertaken with the P-16 Council include middle school math and science teacher academies, incentive funds for the creation of model schools to prepare teachers, and a public communications campaign to persuade more Kentuckians to go to college.

**Kentucky Educational Excellence Scholarships (KEES)**
The first students to benefit from the program – merit scholarships based on grades and standardized test scores – entered college in fall 1999. An estimated 14,000 students will receive payments during the 1999-2000 year, totaling about $6 million.


## *Our System: Profile and Performance*

- Kentucky's system of public postsecondary education is composed of eight public universities (six comprehensive and two research), Lexington Community College, the Kentucky Community and Technical College System (13 community colleges, 15 technical colleges, and a total of 50 campuses), and the Kentucky Commonwealth Virtual University.  Several community and technical colleges have either consolidated their operations or are discussing plans to do so.  Twenty independent colleges and universities also provide postsecondary education.

- Of Kentucky's 120 counties, 112 contain a postsecondary institution or are adjacent to a county with a postsecondary institution.

- More than 136,000 undergraduates are enrolled at state-supported postsecondary colleges and universities in Kentucky.

- Four in five university undergraduates are full-time students.  About half of the students at the community colleges and technical colleges attend classes full-time.

- One in four university undergraduates is 25 years of age or older. Nearly half of the community college population is of nontraditional age.

- Kentucky ranks 46th in the nation in the percentage of its adult population with a high school diploma.

- Only 53 percent of Kentucky's 1997 high school graduates attended college during the fall semester following their graduation. The U.S. college-going rate for the class of 1997 was 67 percent. Based on projections by the Rand Corp., Kentucky's postsecondary education system must have 80,000 more undergraduate students by 2020 to reach the national average for college going.

- Kentucky ranks 42nd in the percentage of adults who have earned a bachelor's degree.

## *Gauging Quality: What the Customers Think*

- Focus groups conducted around Kentucky by an independent consulting firm in 1999 found that nearly all participants – students, alumni, parents, and employers – valued highly the role of postsecondary education in preparing and placing students in good jobs.

- Focus group participants said that postsecondary education must furnish students with a solid foundation in the basics of an academic discipline, strong written and oral communication abilities, ethics for personal lives and the work place, critical thinking and problem-solving, adaptability to diversity, computer technology skills, self-discipline and independence, and teamwork and leadership.

- Participants perceived Kentucky postsecondary education's strengths as providing students with good computer skills and the fundamentals of a chosen discipline provided by knowledgeable faculty.

- Focus group participants felt that postsecondary education's major shortcomings were lack of adequate career counseling, unresponsive and inaccurate academic advising, the failure to help students apply theories to real world problems, and a tendency not to teach students the "people skills" needed to succeed.

## *Ensuring Quality: What Are Teachers Learning?*

- All of the universities and colleges that prepare teachers have implemented performance-based programs that regularly assess the development of students' competencies.

- Every teacher preparation program has submitted a continuous assessment plan that provides for periodic feedback to students and the use of performance data for program improvement.

## *Student Progress*

- **Remedial Courses.** In fall 1996, 17,395 students enrolled in remedial math and 5,521 students enrolled in remedial English. Remedial math enrollment increased by 173 students over the previous year. Remedial English enrollment declined by 110 students. The community colleges enrolled the majority of remedial math students (63 percent) and remedial English students (54 percent). Of the university students who passed remedial courses and took entry-level courses within two years, 59 percent passed entry-level math with a C or better and 77 percent passed entry-level English. At community colleges, 67 percent of students who took remedial courses passed entry-level math, and 68 percent passed entry-level English. Some comparisons from year to year may be inexact because institutions change their requirements for remedial education from time to time.

- **Retention.** In 1998, the percentage of first-time freshmen returning for a second year at Kentucky's eight public universities ranged from 57 percent to 80 percent. ACT reported that 72 percent of students attending public four-year institutions and 74 percent of students attending all four-year institutions returned for a second year. The one-year retention rate at the KCTCS was 53 percent. ACT reports that 55 percent of students attending two-year institutions returned for a second year.

- **Transfer.** In fall 1998, 2,418 community college students transferred to one of the eight public universities after having earned 12 or more credit hours. From fall 1994 to fall 1998, the number of community college students who transferred with 12 or more credit hours grew by 4.7 percent.

- **Graduation.** According to preliminary 1999 figures, the percentage of first-time, full-time baccalaureate students who graduated within six years ranged from 17.7 percent to 50.8 percent at the eight public universities. The average is 36.7 percent. Nationwide, ACT Inc. reported that for 1998, 42.9 percent of students attending public four-year institutions and 52.1 percent of students attending all four-year institutions graduated within *five* years. The four-year graduation rate for community college students who transferred with 12 or more credit hours was 47.6 percent.

## *Research*

- Research and development expenditures rose 57 percent from fiscal year 1994
  ($132.2 million) to fiscal year 1998 ($207.2 million). The overall rate of inflation
  over this five-year period was just under 10 percent.

- Compared with the 1996-97 fiscal year, the University of Kentucky, which aspires to
  be in the top 20 of nationally ranked public research institutions, increased its
  research and development spending by 29 percent in the 1997-98 fiscal year. The
  University of Louisville, which aims to become a nationally recognized metropolitan
  research university, increased its research and development expenditures by 17
  percent in that time period. These data were reported by the institutions to the
  National Science Foundation.

## *Equal Opportunities*

- *The Kentucky Plan 1997-2002* is the third stage of desegregation and equal
  opportunity planning that began in 1982. The plan requires tracking of minorities in
  undergraduate and graduate enrollments, retention of freshmen and all
  undergraduates, bachelor's degrees conferred, and employment of faculty and staff.
  Kentucky lags notably in graduating resident African Americans (28.8 percent versus
  45.7 percent for whites: the six-year rate for those who first enrolled in 1992) and in
  enrolling resident African Americans in graduate and professional programs.

- An institution's eligibility to submit proposals for new academic programs is tied to
  its progress toward achieving equal opportunity objectives. About half of the
  universities and about a third of the community colleges could seek approval of new
  programs in 1999 without asking for a waiver of sanctions. Four community colleges
  were not eligible for waivers.

**Information:**

The Council-approved guidelines for the Research Challenge Trust Fund and the Regional University Excellence Trust Fund require the Council to assess at least once every two years the financial and academic performance of the programs supported by these trust funds. The Council staff has begun to assess the research programs supported by the RCTF at the University of Kentucky and the University of Louisville and the programs of distinction supported by the RUETF at the five comprehensive universities whose programs were approved by spring 1999. Meeting with administrators, faculty, and students on each campus, the Council staff is assessing how well the programs have met the first-year goals stipulated in the Council-approved proposals. The review is also intended to help the institutions improve their own program assessment, identify areas of possible interdepartmental and intercollegiate collaboration, and think about system-wide learning outcomes. The Council staff will present a summary report with recommendations at the Council's January meeting.

The biennial budget recommendation for postsecondary education proposed at the November 8 meeting (Action Item E-1) includes a provision that funding for these programs will become part of the base budget for each institution. The Council staff will continue to assess each program created through the trust funds named above, even when the program is included in the institutional base budget. The annual or biennial review will be conducted in accordance with the Council-approved guidelines, to confirm that:

- The program is a separately identifiable budget and expenditure unit within the institutional base budget.
- The trust fund support for the program is matched dollar for dollar on a recurring basis either from external funds or internal reallocation.
- The program continues to meet Council-approved academic goals.

If a trust fund-supported program does not satisfy the Council on these three points, the Council may recommend that the university be denied access to trust fund support in the following biennium or that the university's base budget appropriation for the following biennium be reduced by the amount of the program's biennial budget.

Staff Preparation by Daniel A. Rabuzzi

**Information:**

At its September meeting, the P-16 Council continued to address its broad agenda of teacher quality and alignment of P-12 and postsecondary standards.

Staff reported on a proposal involving postsecondary faculty, the Kentucky Department of Education staff, and teachers throughout the state to establish eight teacher academies to increase the content knowledge of middle school mathematics teachers. This project has been recommended for $300,000 of Eisenhower funding (see Agenda Item D-5). The Kentucky Commonwealth Virtual University has begun working with the KDE to deliver one of these academy teaching modules online as a pilot project, subsequently converting the remaining academy modules to an online format. In addition, the KCVU is collaborating with the KDE and the Kentucky Science Teachers Association to develop similar academy modules for middle school science teachers.

The P-16 Council strongly endorsed the Teacher Quality Trust Fund, which would provide financial support for the establishment of model schools emphasizing content-based teacher preparation and expanded clinical experiences for teachers in training. The Council also firmly supported a Public Communications Campaign Trust Fund targeting increased postsecondary enrollment and graduation (see Agenda Item E-1).

The P-16 Council recommended that the Council on Postsecondary Education and the KDE jointly conduct a study to examine the usefulness of the Commonwealth Accountability Testing System as a predictor of college success. If its predictive value is established, it could be used as both a high school diagnostic instrument and a college admissions test (see Agenda Item D-4). The Kentucky Board of Education endorsed conducting a study at its October meeting.

The P-16 Council reviewed standards alignment. Council and KDE staff are addressing the problem of postsecondary remedial placement in the critical areas of reading and mathematics by forming discipline-focused discussion groups comprised of P-12 teachers, postsecondary faculty, and members of the private sector to clarify what students should know and be able to do at every level of the educational system.

Increasing statewide interest in the coordination of P-12 and postsecondary education is reflected in the rise of local P-16 initiatives addressing this concern. At this September meeting, Dr. Harold Harty, of Morehead State University, reported on the formation of an Appalachian P-16 regional council. Dr. Gail Wells, of Northern Kentucky University, reported on the Council of Partners in Education in northern Kentucky, as well as the mathematics diagnostic testing sponsored by NKU.

Staff Preparation by Jim Applegate and Dianne M. Bazell

**STREAMLINING**                                  Agenda Item D-1
**PROGRAM POLICIES**                          **November 8, 1999**

**Recommendation:**

That the Council approve the attached guidelines for new program approval, program review, and extended-campus activities.

**Rationale:**

- The *1999-2004 Action Agenda* and the Council staff's 1999-2000 Plan of Work calls for the streamlining of the process by which new academic programs are approved at Kentucky's postsecondary institutions and monitoring the performance of the institutions and their programs.

- Current academic program policies are voluminous, regulatory, and bureaucratic, and date back as far as the 1970s. They require the Council and its staff to spend great amounts of time and effort engaged in oversight that is neither productive nor value adding. These policies—and the time-consuming procedures that accompany them—are obsolete.

- The bold reform goals outlined in the *Kentucky Postsecondary Education Improvement Act of 1997*, *2020 Vision*, and the *1999-2004 Action Agenda* require academic program policies that reflect international best practices, create strong partnerships between the Council and institutional governing boards, and provide flexibility to Kentucky's universities and the KCTCS within the context of institutional missions and plans.

- As a first step, in April 1999 the Council delegated to the KCTCS Board of Regents program approval authority for new certificate, diploma, associate in arts, associate in science, associate in applied science, and associate in applied technology degree programs at the KCTCS institutions.

- These new guidelines for Kentucky's universities reflect the goals of postsecondary education reform and were developed in consultation with the Council of Chief Academic Officers.

Staff Preparation by  Bill Swinford

# ATTACHMENT A

## Guidelines for New Program Approval

*Program Approval Delegation*

- That the governing board at each of the four-year institutions be authorized to approve, on behalf of the Council, new academic programs that fall within its selected band of programs. The program band is based on the institution's mission, existing programs, and disciplinary strengths.

- That the Council retain its approval authority for programs in the following areas:

    - First-professional programs
    - Engineering programs at the comprehensive institutions and engineering programs at the doctoral level at the University of Kentucky and the University of Louisville
    - Teacher and school personnel preparation programs
    - Health-related programs above the baccalaureate level
    - Other programs falling outside each institution's negotiated program band

    For new programs in these areas, institutions will be required to submit full program proposals. "Statements of compelling need" will no longer be required.

- That the Council staff may request a full proposal for any program within a negotiated band.

*Program Development Principles*

It is expected that all new program proposals will be developed within the context of institutional missions and plans, statewide reform goals, and the Council's *2020 Vision* and *1999-2004 Action Agenda.* The following principles should be considered:

- All universities and Kentucky Community and Technical College System institutions will be in compliance with relevant EEO/AA requirements before implementing any new programs or substantial program modifications.

- Programs should be designed to ensure that students can move easily into related credential programs in the system.

- The Council strongly encourages the development of new joint and cooperative programs and the consolidation of existing programs into joint or cooperative programs with other institutions.

- The establishment of new programs will be based on compelling evidence of student demand and employment opportunities for program graduates.

- Senior institutions wishing to establish new sub-associate certificate programs for academic credit will consult with the KCTCS administration using procedures approved by the Council.

- The Council may encourage the development of targeted programs that meet critical statewide or regional needs through financial incentives or Requests for Proposals.

*Program Advisory and Consultation Process*

This new process for program approval is built around public dialogue among Kentucky's institutions of postsecondary education. This dialogue is designed to increase cooperation and collaboration and, in the process, prevent unnecessary duplication. To achieve these goals, inter-institutional discussion should begin after a new program has been approved at the departmental level.

For new program proposals that are within an institution's current program array and not within areas that require Council approval, the following program advisory and consultation process will be used by the four-year institutions and the KCTCS:

1. The proposing institution will provide the following information to the Council staff for posting to the Council's website:

   - Program title and suggested federal classification code
   - Brief program description
   - Brief statement of need and demand for the program
   - Preliminary plans for collaboration with other institutions
   - Plans for delivery through distance learning technologies
   - The name(s) of primary institutional contact(s)

2. Other public and independent institutions in Kentucky and the Council staff will have six weeks to comment on or state official opposition to the proposed program. Comments and stated opposition will be posted.

3. If there is no unresolved opposition to the program by the end of the six-week period, the Council staff will notify the institution that it may complete the institutional process of program approval and subsequently implement the program.

4. If another institution or the Council staff expresses major concerns about the proposed program, the Council staff will decide how best to proceed. In doing so, the Council staff may require additional information and may recommend that the Council take action on the proposal.

Programs falling outside an institution's negotiated program band and programs that fall within areas that require Council approval will follow the consultative process for other new programs outlined above in steps #1 and #2.  Then, upon completion of the institution's internal approval process (including board approval), the institution will submit a complete program proposal to the Council for its consideration.


*Campus Consultation Visits*

An institution's internal proposal guidelines and approval procedures should reflect the principles outlined in these guidelines. The Council staff will periodically visit the campuses, including the colleges within the KCTCS, to review the process by which selected new programs are developed. Council interest during the campus visits will focus on the following matters of statewide importance:

- Evidence that a rigorous process of determining demand supported the need for the program
- Evidence of collaborative efforts with other postsecondary institutions
- Evidence that employer and other relevant groups were consulted on curriculum design
- Actual articulation agreements and other credit transfer arrangements with related credential programs at the institution and at other institutions
- Evidence that sound methods for evaluating student learning and success are in place

# ATTACHMENT B

## Guidelines for Review of Academic Program Productivity

That the Council staff review the status of all existing programs in operation for more than four years and identify those that do not appear to be sufficiently and effectively contributing to the needs of the statewide system of postsecondary education in Kentucky. Institutions will be asked to review each identified program at their respective institution and make a written recommendation about its continuation, modification, elimination, or consolidation into a cooperative program. The Council staff will consult with individual institutions and make recommendations to the Council on the most appropriate action for each program initially identified. Institutions can submit other evidence of the value of individual programs (for instance, research funding, number of declared candidates for the degree, or courses that service other programs), but this must be well documented.

That the following thresholds will be used to identify programs:

- Associate programs will be identified if they average fewer than 12 degrees awarded during the five-year period beginning with the 1994-95 academic year.

- Baccalaureate programs will be identified if they average fewer than 12 degrees awarded during the five-year period beginning with the 1994-95 academic year.

- Master's and specialist programs will be identified if they average fewer than seven degrees awarded during the five-year period beginning with the 1994-95 academic year.

- Doctoral programs will be identified if they average fewer than five degrees awarded during the five-year period beginning with the 1994-95 academic year.

# ATTACHMENT C

## Guidelines for Extended-Campus Offerings

The primary purpose of extended-campus programs and courses is to provide, in an efficient and cost effective manner, higher education access to place-bound and time-bound students who are geographically remote from existing institutions of higher education. This purpose supports the goals of the *Kentucky Postsecondary Education Improvement Act of 1997*, *2020 Vision* and the Council's recently approved *1999-2004 Action Agenda* by improving college-going rates and educational and degree attainment levels, as well as meeting documented regional needs for individuals educated in particular occupational disciplines.

The universities should work collaboratively with the Kentucky Commonwealth Virtual University, the KCTCS, individual community and technical colleges, and independent institutions to meet the educational needs of the communities in their service areas. Current designated service areas (as reflected on the attached map) will be maintained.

Programs offered at extended-campus centers or sites within an institution's designated service area do not require Council approval. If an institution wishes to implement a new extended-campus offering *outside* its designated service area, the following process will apply:

1. The institution will submit a proposal to the Council staff for posting to the Council's website at least 60 days before course registration is to begin. A proposal for a new extended-campus program should include the following information:

   - Program title
   - Program description
   - Sample curriculum
   - Statement of need and demand for the program and the program's connection to institutional mission
   - A list of individuals (names and titles) in business, the professions, and government consulted about the need for the program and employment opportunities for program graduates
   - If distance learning, the technology delivery mechanism (satellite, etc.)

   A proposal for a new extended-campus course (that is not part of a previously approved extended-campus program) should include:

   - Course title and number
   - Course description
   - Statement of need and demand for the course and the course's connection to institutional mission
   - A list of individuals (names and titles) in business, the professions, and government consulted about the need for the course
   - If distance learning, the type of technology delivery mechanism (satellite, etc.)

2. There will be a 30-day review period following posting during which the coordinating institution for the target area can respond.  If the coordinating institution for the target area opposes the offering, the Council staff will decide how best to resolve the dispute.  In doing so, the Council staff may require additional information and may recommend that the Council take action on the proposal.  A final resolution will normally occur within 45 days of the original submission of the proposal.

The KCVU Academic Council is the review mechanism for courses and programs delivered via the KCVU.  Therefore, KCVU-approved courses and programs can be offered by any institution in any service region without using the procedures outlined above for extended-campus offerings.  The extended-campus offering guidelines do apply to non-KCVU courses and programs offered via the Kentucky TeleLinking Network or satellite as well as non-KCVU electronically delivered offerings that require students to receive instruction in real time at fixed, predetermined locations.

# NEW PROGRAM PROPOSALS:
## Ph.D. IN MECHANICAL ENGINEERING AND       *ACTION*
## Ph.D. IN ELECTRICAL ENGINEERING,       Agenda Item D-2-a
## UNIVERSITY OF LOUISVILLE       November 8, 1999

**Recommendation:**

That the Doctor of Philosophy program in Mechanical Engineering and the Doctor of Philosophy program in Electrical Engineering proposed by the University of Louisville be approved and registered in CIP 14.1901 (Mechanical Engineering) and CIP 14.1001 (Electrical, Electronics, and Communication Engineering), respectively.

**Rationale:**

- The proposed doctoral programs are important elements in the University of Louisville's effort to be a nationally recognized metropolitan research university.  The programs reflect the priorities of increased external funding for research and an increased ability to attract and retain national-class research faculty.

- The existing master's programs in Mechanical Engineering and Electrical Engineering have raised significant amounts of external funding but are close to the maximum realistically available below the doctoral level.  The proposed doctoral programs will enable the University of Louisville to compete for substantially larger engineering grants, especially from federal sources.  The proposed programs will also help the university compete for national-class research faculty, most of whom bring existing external funding and sometimes entire research teams with them.

- Research conducted within the proposed doctoral programs will contribute directly to several *Research Challenge* initiatives at UofL:  bioengineering, logistics and distribution, materials science, computer science, and entrepreneurship. The proposed programs will also increase opportunities for multidisciplinary research on emerging technologies, expand the university's relationships with industry, and contribute to economic development in Louisville and across Kentucky.

- The proposed programs respond to the need among many UofL engineering master's students for a local resource for continued education and upgrade of professional skills in rapidly changing fields.  Local employers of engineers are equally interested in a local option for employee training.

Executive summaries submitted by the University of Louisville are attached to this agenda item.

Staff Preparation by Daniel A. Rabuzzi

# NEW PROGRAM PROPOSAL:
## AAS IN RESPIRATORY CARE (JOINT), WESTERN KENTUCKY UNIVERSITY AND BOWLING GREEN TECHNICAL COLLEGE

*ACTION*
Agenda Item D-2-b
November 8, 1999

## Recommendation:

That the joint Associate of Applied Science program in Respiratory Care proposed by Western Kentucky University and Bowling Green Technical College be approved and registered in CIP 51.0908 (Respiratory Therapy Technician).

## Rationale:

- The proposed associate degree program provides training for individuals interested in providing respiratory care. It prepares graduates to take national exams for credentials as Certified Respiratory Therapists or Registered Respiratory Therapists.

- The national accrediting body for CRTs and RRTs has mandated that a minimum of an associate degree will be required for all respiratory care programs by 2002.

- The primary objective of the program will be to prepare individuals to take the exams and work in this technical area. The University of Louisville offers a baccalaureate degree in respiratory care, and WKU and BGTC have initiated discussions with UofL regarding transfer opportunities for graduates of the associate degree program who may wish to pursue a baccalaureate degree. Current KCTCS associate degree programs in respiratory care have transfer agreements with UofL.

- The associate degree program is supported by administrators and respiratory care therapists in nursing homes, a rehabilitation hospital, and public and private hospitals and other health facilities in Bowling Green and the surrounding region. These advisory groups consider it essential to provide an associate degree program to meet the continuing need for qualified and certified individuals in respiratory care.

- Bowling Green Technical College already offers the technical courses required for the associate degree. WKU will provide the necessary general education courses.

An executive summary submitted by Western Kentucky University and Bowling Green Technical College is attached to this agenda item.

Staff Preparation by Charles Wade

**NEW PROGRAM PROPOSAL:**                   *ACTION*
**AAS IN EARLY CHILDHOOD EDUCATION,**     **Agenda Item D-2-c**
**WESTERN KENTUCKY UNIVERSITY**            **November 8, 1999**

**Recommendation:**

That the Associate in Applied Science program in Interdisciplinary Early Childhood Education proposed by Western Kentucky University be approved and registered in CIP 13.1204 (Pre-Elementary/Early Childhood/Kindergarten Teacher Education).

**Rationale:**

- The proposed program provides training for individuals interested in working with newborn infants to primary school age children, with and without disabilities, and their families. The focus is on supporting the development and education of young children with a family-centered approach to support and services.

- Public and private early childhood education and child care providers will employ program graduates. The associate degree enables an individual to work as a Pre-School Associate Teacher, a position in the Kentucky Department of Education classified position series. While there are no educational requirements for individuals who provide private child care, a child care director is required to have an associate degree.

- WKU is already heavily invested in childhood development programs. In addition to the bachelor's program approved by the Council at its September 1999 meeting, WKU houses the Region IV Head Start Training and Technical Assistance office. This office coordinates preservice and in-service training efforts for Head Start instructors for an eight-state region. Also, WKU has received a multi-year $20 million federal grant to administer programs in early childhood education. This comes in addition to two federally funded, interdisciplinary programs that emphasize early childhood education.

- Course work in the program will be offered in a variety of ways including traditional classroom formats, interactive television, Internet courses, correspondence courses, and video training modules.

- All associate program requirements are included in the recently approved bachelor's program at WKU, thereby providing complete articulation of the associate degree to the bachelor's program.

- WKU has consulted with the KCTCS Task Force on Early Childhood Education to ensure that WKU's proposal properly aligns with the emerging statewide curriculum in early childhood education and contributes to a seamless system of programs in this area. Dr. Judith James, Vice President for Academic Affairs of the KCTCS, has written a letter confirming that the KCTCS supports the program.

An executive summary submitted by Western Kentucky University is attached to this agenda item.

Staff Preparation by Bill Swinford

**NEW PROGRAM PROPOSAL:**
**AAS IN RESPIRATORY CARE (JOINT),**       *ACTION*
**WESTERN KENTUCKY UNIVERSITY AND**      Agenda Item D-2-b
**BOWLING GREEN TECHNICAL COLLEGE**      November 8, 1999

**Recommendation:**

That the joint Associate of Applied Science program in Respiratory Care proposed by Western Kentucky University and Bowling Green Technical College be approved and registered in CIP 51.0908 (Respiratory Therapy Technician).

**Rationale:**

- The proposed associate degree program provides training for individuals interested in providing respiratory care. It prepares graduates to take national exams for credentials as Certified Respiratory Therapists or Registered Respiratory Therapists.

- The national accrediting body for CRTs and RRTs has mandated that a minimum of an associate degree will be required for all respiratory care programs by 2002.

- The primary objective of the program will be to prepare individuals to take the exams and work in this technical area. The University of Louisville offers a baccalaureate degree in respiratory care, and WKU and BGTC have initiated discussions with UofL regarding transfer opportunities for graduates of the associate degree program who may wish to pursue a baccalaureate degree. Current KCTCS associate degree programs in respiratory care have transfer agreements with UofL.

- The associate degree program is supported by administrators and respiratory care therapists in nursing homes, a rehabilitation hospital, and public and private hospitals and other health facilities in Bowling Green and the surrounding region. These advisory groups consider it essential to provide an associate degree program to meet the continuing need for qualified and certified individuals in respiratory care.

- Bowling Green Technical College already offers the technical courses required for the associate degree. WKU will provide the necessary general education courses.

An executive summary submitted by Western Kentucky University and Bowling Green Technical College is attached to this agenda item.

Staff Preparation by Charles Wade

# NEW PROGRAM PROPOSAL:
# AAS IN EARLY CHILDHOOD EDUCATION,
# WESTERN KENTUCKY UNIVERSITY

*ACTION*
**Agenda Item D-2-c**
**November 8, 1999**

## Recommendation:

That the Associate in Applied Science program in Interdisciplinary Early Childhood Education proposed by Western Kentucky University be approved and registered in CIP 13.1204 (Pre-Elementary/Early Childhood/Kindergarten Teacher Education).

## Rationale:

- The proposed program provides training for individuals interested in working with newborn infants to primary school age children, with and without disabilities, and their families. The focus is on supporting the development and education of young children with a family-centered approach to support and services.

- Public and private early childhood education and child care providers will employ program graduates. The associate degree enables an individual to work as a Pre-School Associate Teacher, a position in the Kentucky Department of Education classified position series. While there are no educational requirements for individuals who provide private child care, a child care director is required to have an associate degree.

- WKU is already heavily invested in childhood development programs. In addition to the bachelor's program approved by the Council at its September 1999 meeting, WKU houses the Region IV Head Start Training and Technical Assistance office. This office coordinates preservice and in-service training efforts for Head Start instructors for an eight-state region. Also, WKU has received a multi-year $20 million federal grant to administer programs in early childhood education. This comes in addition to two federally funded, interdisciplinary programs that emphasize early childhood education.

- Course work in the program will be offered in a variety of ways including traditional classroom formats, interactive television, Internet courses, correspondence courses, and video training modules.

- All associate program requirements are included in the recently approved bachelor's program at WKU, thereby providing complete articulation of the associate degree to the bachelor's program.

- WKU has consulted with the KCTCS Task Force on Early Childhood Education to ensure that WKU's proposal properly aligns with the emerging statewide curriculum in early childhood education and contributes to a seamless system of programs in this area. Dr. Judith James, Vice President for Academic Affairs of the KCTCS, has written a letter confirming that the KCTCS supports the program.

An executive summary submitted by Western Kentucky University is attached to this agenda item.

Staff Preparation by Bill Swinford

**SYSTEMWIDE ASSESSMENT AND
PLACEMENT POLICY**

**Recommendation:**

That the Council approve the attached systemwide assessment and placement policy and declare its intent to promulgate an administrative regulation that will formalize this policy.

**Rationale:**

- 13 KAR 2:020 directs the Council to adopt a policy on remedial placement that provides minimum standards for placement of a student in a college-level course.

- As more of our citizens enroll in postsecondary education, educators are likely to see greater numbers of students who are not yet ready for undergraduate course work. Yet we need them to be involved in becoming skilled and knowledgeable workers. A systemwide assessment and placement policy is needed to ensure that underprepared students receive the remedial help necessary to maximize their chances of success.

- The attached systemwide assessment and placement policy recognizes the importance of establishing higher academic standards while maintaining an acceptable degree of institutional flexibility in the delivery of remedial instruction.

- The Council staff will work with the institutions to implement a monitoring system that will track the academic progress of students who do not meet systemwide standards. The monitoring system will be used to assess the effectiveness of institutional approaches to remediation.

**Background:**

One year ago, the Council approved a "Plan to Revise Minimum Admissions Requirements" that contained general guidelines for placing students in remedial and college-level courses. These guidelines were later incorporated into an administrative regulation on minimum admissions requirements and were approved by two legislative committees earlier this year.

Using the regulation as a guide, the Council staff drafted a course placement policy for mathematics, English, and reading. In July, the staff distributed the draft placement policy to the institution chief academic officers and the Kentucky Department of Education staff for their input. The chief academic officers voiced some reservations after reviewing the draft policy. Several expressed concern about requiring all underprepared students to take remedial *courses* and felt that institutions should be able to deliver instruction to underprepared students using alternative methods. For example, students with marginal skills and knowledge might benefit from standard college-level courses featuring supplementary tutoring and learning labs, an approach sometimes referred to as "placement for success." The attached policy establishes a systemwide standard for assessing and placing students while preserving institutional freedom to teach underprepared students in the most appropriate manner.

Staff Preparation by  Roger Sugarman

# Systemwide Assessment and Placement Policy

## Applicability of Placement Policy

The Council's assessment and placement policy applies specifically to:

♦ A first-time freshman enrolled in a degree program at a postsecondary institution

♦ A student who transfers from a certificate, diploma, or degree program at one institution into a degree program at another institution and who has not yet taken and successfully passed a college-level course in math or English

♦ A student converting from nondegree status to degree status who has not yet taken and successfully passed a college-level course in math or English

A nondegree-seeking student is exempt from the systemwide assessment and placement policy.

## Assessment and Placement

### Universities
♦ A university shall use the ACT Assessment as the primary means of evaluating student competencies in math, English, and reading. A university may accept scores on the SAT in lieu of the ACT Assessment for placement in college-level courses and may use an institutional placement exam as a supplement to the ACT to help place a student in the proper course. Placement decisions shall be based on the following considerations:

(a) A student who scores below the systemwide standard, an 18 on the ACT, in math, English, or reading shall generally be placed in an appropriate remedial course in the relevant disciplines. A university may set a cut-off score above the systemwide standard to place a student.

(b) A university may place a student who scores below the systemwide standard into an entry-level college course, if the course offers supplementary academic support, such as extra class sessions, additional labs, tutoring, and increased monitoring of students, beyond that which is usually associated with an entry-level course.

(c) A university is responsible for determining the number of remedial courses a student must take.

### Kentucky Community and Technical College System
♦ The KCTCS is directed to establish an appropriate placement policy for a technical college student enrolled in a certificate or diploma program. The KCTCS shall determine the proper cut-off scores for placing a student and the standards for exiting remedial instruction for each of its certificate and diploma programs. The KCTCS may exempt a student enrolled in selected certificate and diploma programs from assessments in math, English, or reading.

♦ Each college shall administer on-campus placement exams selected by the KCTCS that assess math, English, and reading skills. A first-time, degree-seeking freshman is required to take placement exams in math, English, and reading—unless valid ACT (SAT) scores equal to or higher than the minimum systemwide cut-off of 18 have been submitted. The KCTCS placement decisions shall be based on the following considerations:

(a) A KCTCS student may bypass remedial coursework, if the relevant ACT sub-scores are equal to or higher than the systemwide cut-off score of 18.

(b) A KCTCS student who scores below the systemwide standard on the ACT or an institutional placement test shall generally be placed into an appropriate remedial course in the relevant disciplines.

(c) The KCTCS may place a student who scores below the systemwide standard into an entry-level college course, if the course offers supplementary academic support, such as extra class sessions, additional labs, tutoring, and increased monitoring of students, beyond that which is usually associated with an entry-level course. If the KCTCS elects to place some borderline students in entry-level courses, it shall establish uniform policies for doing so within the community and technical college branches.

(d) The KCTCS is responsible for determining the number of remedial courses a student must take.

## Student Monitoring System

The intent of the monitoring system is to track the retention, advancement, and academic performance of students who score below the systemwide standard. Each institution will furnish the Council with information that can be used to evaluate the success of various approaches to remediation. The information for each student includes:

♦ ACT or SAT scores

♦ Institutional placement exam results

♦ Information that identifies whether a course is remedial, entry-level, or entry-level with supplementary academic support provided

♦ Grades in remedial and entry-level courses

**RESEARCH TO VALIDATE "CATS" AS A PREDICTOR OF COLLEGE SUCCESS**

**Recommendation:**

That the Council and the Department of Education jointly conduct a study to examine whether the Commonwealth Accountability Testing System can accurately predict a student's performance in college.

**Rationale:**

The CATS should be considered as a potential tool for diagnosing whether students have the skills and knowledge necessary for success in college-level courses.

**Background:**

At its September 28 meeting, the P-16 Council approved a proposal by the Council and the Department of Education to collaborate on a study of whether the CATS can accurately predict a student's performance in college. The P-16 Council asked the staff members of the respective agencies to take the proposal to the Council and the Kentucky Board of Education at their next scheduled meetings. At its October meeting, the Board approved the recommendation from the P-16 Council to enter into a collaborative research project with the Council to study the predictive validity of the CATS (see Agenda Item C-5).

Several states, such as Arkansas, Oklahoma, and Ohio, are currently testing junior high 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 of Partners in Education, a consortium of P-16 educators in northern Kentucky, developed a pilot program that assesses the math competencies of high school juniors. Students receive individualized letters telling them whether they need to enroll in additional high school math courses in order to remediate possible skill deficiencies. Plans are being discussed to extend this testing program to all areas of the state.

In 1998, the Council on Postsecondary Education approved a recommendation to work with the State Board of Education to explore ways to diagnose the skill and knowledge deficiencies of high school students. The Council recommended that, to the extent possible, these diagnoses should be part of the CATS. But before the CATS can be used to diagnose a student's readiness for college, research must demonstrate that the scores are reliable at the individual student level, not just at the school level. Research also must show that the CATS scores are statistically valid predictors of grades, retention, and other measures of college success.

The next step on this project is to write to the chief academic officers about the objectives of the study and the general methods to be used. After they have assigned institutional staff to the project, the Council staff will work with the institutional representatives to ensure that the required data are reported in a standardized manner. Staff from the Council and the Department of Education will work collaboratively to merge the various databases and analyze results.

Staff Preparation by Roger Sugarman

**EISENHOWER MATHEMATICS AND
SCIENCE EDUCATION FUNDS**

**Recommendation:**

That the Council award federal Dwight D. Eisenhower Mathematics and Science Education funds to support the projects listed in the attachment for federal fiscal year 1999 (October 1, 1999-September 30, 2000).

**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 competed for the $802,686 awarded to the Council for the 1999 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 26 proposals received as a result of the June 1999 Request for Proposals distributed to all colleges and universities and to selected nonprofit 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 296 grants totaling more than $9,000,000. These grants have provided professional development activities for more than 20,000 Kentucky teachers.

The Council has $815,186 to award for 1999. These funds include $762,552 awarded for 1999 grants and $52,634 in remaining 1998 funds. The remaining 1998 funds resulted from a decision by Campbellsville University to return its grant of $46,459 due to the resignation of the project director and other grant savings totaling $6,175.

In response to the Request for Proposals, the Council received 26 proposals totaling $1,528,902 in requests.   Proposals were received from eight public universities, four KCTCS institutions, two independent institutions, and one nonprofit organization.  The review panel recommends for Council approval 13 proposals in the amount of **$814,420**.  (See the attachment for a list of the recommended proposals.)  The recommended proposals would fund five public universities, two KCTCS institutions, two independent institutions, and one nonprofit organization.

Several exciting mathematics and science initiatives have begun since the Council last awarded the Eisenhower mathematics and science grants at its November 9, 1998, meeting.  During that meeting, future direction for the Eisenhower program was discussed, and the need to improve the content knowledge of middle school mathematics and science teachers was central to that discussion.   That need became a primary focus in the report of the Council and the Kentucky Department of Education Task Force on Middle School Mathematics and Science.

The Eisenhower mathematics and science grant program instituted two major initiatives in response to the need to improve the content knowledge of middle school mathematics and science teachers, and in support of the work of the newly created P-16 Council.  The first initiative was a rewrite of the Request for Proposals to provide special consideration to proposals focusing on professional development for middle school mathematics and science teachers.  The second initiative was a call for pre-proposals in the amount of $300,000 that would focus on the "academy" concept for middle school mathematics and science teachers.

As a result of the first initiative, 11 of the 13 proposals being recommended focus on middle school mathematics and science.  They provide professional development to 600 middle school mathematics and science teachers.  Because of the identified need to ensure better transition between elementary and middle school mathematics and science, many of these proposals also include fifth grade teachers.

The University of Kentucky pre-proposal initiative produced the proposal recommended for $300,000 (see attachment).  That proposal will result in eight middle school mathematics academies focusing on improving the content knowledge of 240 middle school mathematics teachers.  The academies will be a joint effort of the public universities and the Kentucky Department of Education regional service centers.  The Kentucky Commonwealth Virtual University has been involved with this effort from the time the pre-proposal was selected.  The KCVU will link academy teachers across the state and will create two training modules for use by the KCVU in future middle school mathematics professional development.

Staff Preparation by Wendell Cave

ATTACHMENT

**Eisenhower Mathematics and Science Education Grant Program**

**Projects Recommended for Approval for Federal Fiscal Year 99**

| Institution/Organization | Requested Funding | Proposal Type |
|---|---|---|
| Georgetown College | $29,760 | Math (Grades 5-8) |
| Hazard Community College | $47,000 | Science (Grades 5-8) |
| Kentucky Community and Technical College System | $49,008 | Math (Grades 6-8) |
| Morehead State University | $40,000 | Science (Grades 5-8) |
| Murray State University | $49,375 | Environmental Education (Grades P-12) |
| Northern Kentucky University | $57,240 | Math (Grades 4-9) |
| Ohio Valley Educational Cooperative | $53,088 | Math/Science  (K-12) |
| Union College | $17,245 | Science  (Grades 5-8) |
| University of Kentucky | $300,000 | Math (Grades 6-8) |
| University of Kentucky | $57,948 | Math/Science (Grades 4-8) |
| Western Kentucky University | $56,160 | Math/Science (Grades 5-8) |
| Western Kentucky University | $14,560 | Math/Science (Grades 6-8) |
| Western Kentucky University | $43,036 | Math/Science (Grades 6-8) |
| GRANT TOTAL | $814,420 | |

*ACTION*

|  |  |
|---|---|
| **2000-02 OPERATING** | **Agenda Item E -1** |
| **BUDGET RECOMMENDATION** | **November 8, 1999** |

**Recommendation:**

- That the Council approve a state appropriation recommendation to the Governor and General Assembly in the amount of $928,657,800 in 2000-01 and $972,949,900 in 2001-02 for the universities, the Kentucky Community and Technical College System, and Lexington Community College. This recommendation (see Table 1) includes in each year of the biennium:

    – Base increases using the benchmark funding system.
    – Base changes for state-supported debt service, operation and maintenance of previously approved facilities coming on-line, the transfer of the 1999-2000 Research Challenge and Regional Excellence Trust Funds to the bases of the universities, and the transfer of selected pass-through programs from the Council's base to the institutional bases.
    – Special initiative funding for proposals submitted by the Kentucky Community and Technical College System, Northern Kentucky University, the University of Louisville, and Western Kentucky University.

- That the Council approve a state appropriation recommendation to the Governor and General Assembly in the amount of :

    – $8,000,000 in 2000-01 and $58,100,000 in 2001-02 for five current incentive trust funds.
    – $22,350,000 in 2000-01 and $37,500,000 in 2001-02 for statutory increases in the Kentucky Educational Excellence Scholarship program in the Student Financial Aid trust fund.
    – $2,000,000 in 2000-01 and $11,250,000 in 2001-02 for the Adult Education and Literacy trust fund and the Science and Technology trust fund.

    Each trust fund is described in the background section of this agenda item. These trust funds (see Table 2) will be appropriated to the Council.

- That the Council approve a biennial budget recommendation to the Governor and General Assembly for the Council agency budget request (see Table 3) as follows:

    – State general funds in the amount of $4,340,700 in 2000-01 and $4,449,900 in 2001-02 to operate the agency.
    – State general funds in the amount of $6,775,100 in 2000-01 and $7,425,700 in 2001-02 and $1,355,000 in restricted agency funds in each year of the biennium for the Kentucky Commonwealth Virtual University and the Kentucky Commonwealth Virtual Library.
    – State general funds in the amount of $10,701,900 in 2000-01 and $11,180,800 in 2001-02 for pass-through programs to be allocated to the institutions and other public agencies.

- $1,100,000 in federal funds in each year of the biennium for the Eisenhower Mathematics and Science program.
- State general funds in the amount of $331,800 in 2000-01 and $337,300 in 2001-02 and federal funds in the amount of $3,243,200 in 2000-01 and $3,250,900 in 2001-02 for the Kentucky Commission on Community Volunteerism and Service, which is attached to the Council for administrative purposes only.

## Background:

The 2000-02 biennial operating budget request continues the progress that began with the Kentucky Postsecondary Education Improvement Act of 1997 (HB 1). The 1998-2000 biennium featured the use of the new funding mechanism -- incentive trust funds. The 2000-02 biennial operating budget request will build on this experience and move postsecondary education toward accomplishing the goals of the *1999-2004 Action Agenda*.

### A. Appropriations to the Institutions

HB 1 eliminated the previous funding formula used for funding postsecondary education. The Council was charged with developing a new funding approach to help implement the behavior envisioned in HB 1. The benchmark funding process was developed to compare Kentucky institutions to other higher education institutions around the nation, not merely within the state or region. A cooperative process involving the Council staff, institutions, the Governor's Office for Policy and Management, and the Legislative Research Commission staff was used to develop the lists of benchmark institutions.

Once the lists were developed, the Council staff analyzed the total public fund support per full-time equivalent student. Public fund support is defined as the total of state appropriation plus tuition and fee revenue. Kentucky institutions were compared to the benchmark schools based on this measure. The Council endorsed using the 55th percentile among the benchmark institutions as the funding objective for requesting state support. This budget recommendation is based on achieving the funding objective over a three-year period.

This recommendation provides that each institution receive at least an inflationary increase consistent with that received by other state agencies.

### B. Special Initiative Appropriations to the Institutions

The institutions were allowed to request funding for new or expanded initiatives not funded by the benchmark system. The Council staff recommends the following:

1. **KCTCS, Central Office Building** – The proposal includes $800,000 in each year of the biennium. These funds will be supplemented by $300,000 from the KCTCS for a lease-purchase of a central office facility. This will allow the KCTCS to have its entire central administrative staff in one location.

2. **NKU, Metropolitan Educational Training Services Facility Lease** – This proposal includes $700,000 in each year of the biennium. These funds will be supplemented by $400,000 from NKU to lease a facility for the METS program. This is in lieu of a capital construction request for METS. NKU is eligible to request funding for METS program activities from the Regional Excellence Trust Fund.

3. **UofL, Metropolitan College** – This proposal includes the $2 million base transfer from the Economic Development Cabinet plus 2.4 percent current services increases in each year of the biennium. An additional $100,000 is requested in the second year of the biennium to expand the program with UPS that began in 1998.

4. **UofL, Glasgow Family Medicine Program** – This proposal includes $449,400 in the first year and $505,800 in the second year of the biennium. These funds will fully implement the program that began in the 1996-98 biennium. At full implementation there will be 12 medical residents – four entering students each year – being trained in Glasgow.

5. **WKU, Kentucky Academy of Mathematics and Science** – This proposal includes $500,000 in the second year of the biennium to plan the Academy. It will offer a residential early admissions college program for motivated high school juniors and seniors who have demonstrated an interest in pursuing careers in mathematics and science.

**C. Incentive Trust Funds**

1. **Research Challenge Trust Fund** – This trust fund includes $14.6 million in the second year of the biennium to be assigned to the following subsidiary programs:

   a) <u>Endowment Program</u>: $11.3 million in debt service to support a $100 million bond issue for the endowment program to create endowed chairs, professorships, and fellowships.
   b) <u>Enrollment Growth and Retention</u>: $3.3 million to pay for targeted increases in enrollment and retention at the University of Kentucky, the University of Louisville, and Lexington Community College.

   The endowment funds will be matched dollar-for-dollar by the institutions, leveraging a total of $200 million for endowment activities. The University of Kentucky will be eligible to match $66.7 million and the University of Louisville will be eligible to match $33.3 million of the bond proceeds. This continues the endowment program initiatives started in the 1998-2000 biennium.

   Notwithstanding the provisions of KRS 164.7917(1)(b) and (c), the enrollment growth and retention funds will be distributed based on guidelines developed by the Council on Postsecondary Education to provide incentives to UK, UofL, and LCC to achieve targeted increases in enrollment and retention rates.

The 1999-2000 recurring base appropriation ($6 million) to the trust fund has been transferred to the University of Kentucky and the University of Louisville base appropriations.

2. **Regional Excellence Trust Fund** - This trust fund includes $18.0 million in the second year of the biennium. This total amount will be assigned to the following three subsidiary programs:

a) Endowment Program: $2.3 million in debt service to support a $20 million bond issue for the endowment program to create endowed chairs, professorships, and fellowships.

b) Action Agenda:
   i) $6 million to support specific efforts by the comprehensive universities to achieve the objectives of the *1999-2004 Action Agenda*, such as becoming distinctive universities, developing innovative solutions to community and regional problems, providing services in the community for persons with disabilities, increasing the educational levels in Kentucky, working with local schools, and the other initiatives specifically identified in the institutions' responses to the *Action Agenda*.
   ii) $5.7 million to pay for targeted increases in enrollment and retention rates at the comprehensive universities.

c) Model Schools of Education and Teacher Quality: $4 million to create experimental model schools of education and to fund other proposals to address specific needs for pre-service and in-service teacher preparation.

The dollar amounts for each subsidiary program are preliminary estimates and may be changed by the Council as it develops criteria for each program.

The endowment funds will be matched dollar-for-dollar by the institutions, leveraging a total of $40 million for endowment activities. Ten million will be allocated based on the provisions of KRS 164.7919(1)(b). Notwithstanding the provisions of KRS 164.7919(1)(b), the remaining $10 million will be available to the comprehensive universities on a competitive basis, first-come, first-served. This continues the endowment program initiative started in the 1998-2000 biennium.

Notwithstanding the provisions of KRS 164.7919(1)(b), the funds for the other subsidiary programs will be allocated based on guidelines developed by the Council. Three public universities and one private institution, if permitted by law, will be competitively selected to receive funds for the model schools of education. Notwithstanding the provisions of KRS 164.7919(1), funds for the other specific teaching and learning initiatives advanced under the Model Schools of Education and Teacher Quality subsidiary program may be allocated to public institutions other than the comprehensive universities.

The 1999-2000 recurring base appropriation ($6 million) to the trust fund has been transferred to the base appropriations of the comprehensive universities.

3. **Workforce Development Trust Fund** - This fund includes $8 million in the first year and $15 million in the second year of the biennium for the Kentucky Community and Technical College System for the following subsidiary programs:

   a) Action Agenda:

      i) $6 million each year of the biennium to continue the current base appropriation to the trust fund for KCTCS initiatives to provide workforce training programs.
      ii) $7 million in the second year of the biennium to pay for targeted increases in enrollment and retention rates at the KCTCS campuses.

   b) Administrative Information Systems: $2 million each year of the biennium for the KCTCS to continue implementation of the administrative information software systems necessary to function as an institution in the Kentucky system of postsecondary education.

   The enrollment growth and retention funds will be distributed based on guidelines developed by the Council to provide incentives to the KCTCS to achieve targeted increases in enrollment and retention.

   Funds for each subsidiary program will be allocated based on guidelines developed by the Council.

4. **Facilities - Capital Renewal Trust Fund** – This trust fund includes $3 million in the second year of the biennium for debt service to finance a $30 million bond issue for deferred maintenance and other facilities renewal projects.  The state funds will be matched on a dollar-for-dollar basis by the institutions, funding a total of $60 million in capital projects.

5. **Technology Trust Fund** - This trust fund includes $7.5 million in the second year of the biennium.  This total amount will be assigned to the following subsidiary programs:

   a) Equipment Replacement: $3.8 million for debt service for a $20 million seven-year bond issue to replace and upgrade instructional and research equipment with an expected life of five years or less.  Institutions will be required to match funds for research equipment on a dollar-for-dollar basis.  Institutions must assure the Council that they will maintain at least the current level of financial support for instructional and research equipment replacement.
   b) Network Infrastructure: $1.2 million for expansion of the communications network infrastructure used by KCVU, KCVL, and the institutions.
   c) Public Communications Campaign: $1.5 million for a multiyear public communications campaign targeted at the least educated and most economically troubled groups and areas of the state.  The first phase will promote education and test for the most effective messages and delivery systems for motivating Kentuckians to continue their education.  The second phase will refine and expand those programs found most effective in sustaining high school completion and

college-going rates. These funds will be used to leverage additional support for the campaign from other private and public organizations.

d) <u>Faculty Development</u>: $1 million will support programs within and across postsecondary institutions that implement best practices for faculty development in teaching and advising. In order to maintain high levels of productivity, both current and future faculty will need help adjusting to innovations in programs, methods, and technology. The funds will be used by the Council to conduct systemwide activities and activities targeted toward specific purposes such as effective use of computing technologies in instruction.

Funds for subsidiary programs will be allocated based on guidelines developed by the Council.

In the 1998-2000 biennium, this trust fund supported KCVU/KCVL activities, debt service for the regional postsecondary education centers, and other technology enhancements. These funds have been transferred to continue these initiatives.

6. **Student Financial Aid Trust Fund** – This trust fund includes $22.4 million in 2000-01 and $37.5 million in 2001-02. It continues and expands the merit-based scholarship program (KEES) established by SB 21 enacted by the 1998 General Assembly.

In the 1998-2000 biennium, this trust fund supported state needs-based financial aid programs, literacy programs, and the new state merit-based scholarship program. In the 2000-02 biennium, the needs-based funding has been transferred to the Kentucky Higher Education Assistance Authority and the literacy funds have been transferred to the University of Kentucky and to a Council pass-through program to continue initiatives.

7. **Adult Education and Literacy Trust Fund** – This trust fund is being requested in response to the Task Force on Adult Education's proposal that policy leadership and planning responsibility for adult education and literacy be assigned to the Council on Postsecondary Education. The funds will be used to develop a long-term strategy for adult education and literacy and include a statewide network for linking all county and regional providers.

The trust fund includes in the first year of the biennium $2 million currently appropriated to the Workforce Development Cabinet. An additional $5 million is requested from state funds in the second year of the biennium. These funds will be allocated to providers of adult education as part of a plan developed by the Council and the Department for Adult Education and Literacy.

8. **Science and Technology Trust Fund** - The Kentucky Science and Technology Corporation's strategic plan assigns responsibility to the Council to support research in high-tech fields and to help universities transform research knowledge into marketable products. This trust fund will support advanced scientific research at all universities,

technology transfer to the marketplace, and establishment of regional postsecondary-based corporations to help rural industries access new markets and identify high-tech strengths.

In the second year of the biennium, a total of $4.25 million is requested from state funds -- $3 million will be designated for research and development, $0.75 million for commercialization, and $0.5 million for regional technology service.

**D. Council Agency Budget Request**

This request (see Table 3) includes the following components:

- Agency operations funding.
- Kentucky Commonwealth Virtual University operations (including the Kentucky Commonwealth Virtual Library).
- Pass-through programs.
- Eisenhower Mathematics and Science program.
- Kentucky Commission on Community Volunteerism and Service.

1. **Agency Operations** – The agency operations request includes state general funds of $4,115,700 in the first year and $4,217,900 in the second year of the biennium to operate the agency. The request includes restoration of funds used to provide the mandated five percent salary increase from within the 2.4 percent current services increase.

2. **Adult Education Staffing** – The agency operations request includes state general funds of $225,000 in the first year and $232,000 in the second year of the biennium for three new staff positions to support the new planning responsibilities assigned to the Council as recommended by the Task Force on Adult Education. See the Adult Education and Literacy Trust Fund above for more information. This funding is needed only if this activity is assigned to the Council.

3. **Kentucky Commonwealth Virtual University** - The KCVU budget includes funding for the Kentucky Commonwealth Virtual Library. The KCVU operating budget includes state general funds of $6,775,100 of state funds in the first year and $7,425,700 of state funds in the second year of the biennium. This request includes $500,000 in the first year and $1,000,000 in the second year of the biennium to produce or buy additional courses and programs in demonstrated high demand areas.

4. **Pass-Through Programs** - Funding for several of the pass-through programs approved by the 1998 General Assembly has been transferred to the appropriate institution or agency base. The pass-through programs include a state general fund total of $10,701,900 in the first year and $11,180,800 in the second year of the biennium. The Council is requesting funding beyond current services increases for three programs:

    a) <u>SREB Doctoral Scholars Program</u> - The goal of the SREB Doctoral Scholars Program is to increase the number of minorities who have doctorates and will become faculty members in colleges and universities. The program supports qualified candidates with financial assistance for up to five years of graduate study and assist graduates and higher education institutions in identifying employment opportunities. Funding for this program consists of $68,000 in each year of the biennium for base restoration. Additional funds of $34,000 are requested in the first year of the biennium and $187,000 in the second year of the biennium to expand the program from 4 to 15 students annually.

    b) <u>Minority Student College Preparation Program</u> – The Minority Student College Preparation Program provides academic enrichment activities for middle and junior high school minority students to encourage them to stay in school, to go to college, and to prepare them for college-level work. The request includes funds to expand the program to $500,000 annually.

    c) <u>Experimental Program to Stimulate Competitive Research</u> - The EPSCoR program provides funding to match federal funds designed to enhance Kentucky's basic science and engineering infrastructure. The program is administered by the Kentucky Science and Technology Corporation. The request includes funds to expand the program to $4,525,000 in the first year and $4,725,000 in the second year of the biennium.

5. **Eisenhower Mathematics and Science (Federal Funds) -** The Eisenhower Mathematics and Science Education State Grant Program is designed to improve the skills of teachers and the quality of instruction in mathematics and science in the nation's public and private elementary and secondary schools. The Council is responsible for administering Kentucky's share of the federal funds used by the public and independent institutions of postsecondary education for this program. No increase in federal funds is requested.

6. **Kentucky Commission on Community Volunteerism and Service -** The KCCVS engages citizens in addressing social problems within the Commonwealth. The primary programs operated by the KCCVS are AmeriCorps and Learn and Serve which assist communities in developing volunteer services. The KCCVS is attached to the Council for administrative purposes only. Additional funds are requested to allow KCCVS to match more federal funds. Increases in federal funds are based on existing grants and the availability of matching state funds.

Staff Preparation by Ken Walker, Norma Northern, and Linda Jacobs

**TABLE 1 - FINAL**

**2000-02 Council On Postsecondary Education Biennial Budget Request
Recommendation For State Operating Appropriations To Institutions**

| 2000-01 | 1999-00 Appropriation | Benchmark Funding | Base Changes and Transfers* | Special Initiatives | Total 2000-01 |
|---|---|---|---|---|---|
| Eastern Kentucky University | 65,726,700 | 1,485,900 | (338,600) | - | 66,874,000 |
| KCTCS | 163,646,400 | 4,000,800 | 1,993,600 | 800,000 | 170,440,800 |
| Kentucky State University | 20,872,800 | 458,700 | 475,900 | - | 21,807,400 |
| Morehead State University | 38,121,700 | 1,108,900 | 368,400 | - | 39,599,000 |
| Murray State University | 45,024,100 | 1,072,400 | 1,080,600 | - | 47,177,100 |
| Northern Kentucky University | 34,721,700 | 3,601,300 | 707,100 | 700,000 | 39,730,100 |
| University of Kentucky | | | | | |
|    University | 284,394,700 | 6,741,300 | 8,484,700 | - | 299,620,700 |
|    Lexington Community College | 6,440,600 | 659,800 | 6,800 | - | 7,107,200 |
|    *Subtotal* | 290,835,300 | 7,401,100 | 8,491,500 | - | 306,727,900 |
| University of Louisville | 163,357,500 | 4,055,200 | 2,532,400 | 2,497,400 | 172,442,500 |
| Western Kentucky University | 59,589,500 | 2,875,500 | 1,394,000 | - | 63,859,000 |
| **Total** | **881,895,700** | **26,059,800** | **16,704,900** | **3,997,400** | **928,657,800** |

| 2001-02 | 2000-01 | Benchmark Funding | Base Changes and Transfers* | Special Initiatives | Total 2001-02 |
|---|---|---|---|---|---|
| Eastern Kentucky University | 66,874,000 | 1,521,600 | 2,685,600 | - | 71,081,200 |
| KCTCS | 170,440,800 | 4,000,800 | 8,584,800 | - | 183,026,400 |
| Kentucky State University | 21,807,400 | 469,700 | 126,900 | - | 22,404,000 |
| Morehead State University | 39,599,000 | 1,108,900 | (895,300) | - | 39,812,600 |
| Murray State University | 47,177,100 | 1,098,100 | 1,321,200 | - | 49,596,400 |
| Northern Kentucky University | 39,730,100 | 3,601,300 | 782,700 | - | 44,114,100 |
| University of Kentucky | | | | | |
|    University | 299,620,700 | 6,903,000 | 3,728,500 | - | 310,252,200 |
|    Lexington Community College | 7,107,200 | 659,800 | 280,900 | - | 8,047,900 |
|    *Subtotal* | 306,727,900 | 7,562,800 | 4,009,400 | - | 318,300,100 |
| University of Louisville | 172,442,500 | 4,168,100 | 1,335,900 | 205,600 | 178,152,100 |
| Western Kentucky University | 63,859,000 | 2,875,500 | (771,500) | 500,000 | 66,463,000 |
| **Total** | **928,657,800** | **26,406,800** | **17,179,700** | **705,600** | **972,949,900** |

\* Changes and Transfers include changes in debt service, O&M of previously approved new facilities coming on-line, transfer of the 1999-00 Research Challenge and Regional University Excellence Trust Funds amounts, and pass-through programs (MuSU - Paducah Regional Higher Education Center; UK - Collaborative Literacy Center and Paducah Engineering Education Support; UofL - Labor Management Center and Glasgow Residency program; and KCTCS - Lee's College Funds replacement).

**TABLE 2 - FINAL**

**2000-02 Council On Postsecondary Education Biennial Budget Request
Recommendation For Incentive Trust Funds**

| Incentive Trust Funds | 1999-00 | | 2000-01 | 2001-02 |
|---|---|---|---|---|
| Research Challenge Trust Fund | 6,000,000 | (1) | - | 14,600,000 |
| Regional University Excellence Trust Fund | 6,000,000 | (2) | - | 18,000,000 |
| Postsecondary Workforce Development Trust Fund | 6,000,000 | | 8,000,000 | 15,000,000 |
| Technology Trust Fund | | | | 7,500,000 |
|   KCVU | 6,128,000 | (3) | - | |
|   Debt Service | 6,184,000 | (4) | - | |
| Facilities-Capital Renewal Trust Fund | 31,551,000 | | - | 3,000,000 |
| Student Financial Aid Trust Fund | | | | |
|   Need-Based | 15,000,000 | (5) | - | - |
|   Merit-Based (KEES) | 7,000,000 | | 22,350,000 | 37,500,000 |
|   Collaborative Literacy Center | 1,200,000 | (6) | | |
|   Early Reading Incentive Grant (ERIG) | 1,800,000 | (7) | | |
| Adult Education and Literacy Trust Fund | - | | 2,000,000 | 7,000,000 |
| Science and Technology Trust Fund | - | | - | 4,250,000 |
| **Total Incentive Trust Funds** | **86,863,000** | | **32,350,000** | **106,850,000** |

(1) Transferred to UK ($4.0 million) and UofL ($2.0 million).

(2) Transferred to EKU ($1,504,000), KSU ($464,000), MoSU ($882,000), MuSU ($1,025,000), NKU ($739,000),
    and WKU ($1,386,000).

(3) Amount of the Technology Trust Fund for start-up and operating expenses of the KCVU.

(4) Amount of the Technology Trust Fund transferred to the Finance and Administration Cabinet for debt service.

(5) Transferred to KHEAA.

(6) Transferred to UK.

(7) Transferred to the CPE budget as a pass-through program for KDE.

TABLE 3 - FINAL

**2000-02 Council On Postsecondary Education Biennial Budget  Request
Recommendation For Agency Operating and Pass-Through Appropriations**

| Category | 1999-00 | 2000-01 | 2001-02 |
|---|---|---|---|
| **Agency Operations** | | | |
| Agency Operations | 3,949,000 | 4,115,700 | 4,217,900 |
| Adult Education Staffing | - | 225,000 | 232,000 |
| **Total Agency Operations** | **3,949,000** | **4,340,700** | **4,449,900** |
| **KY Commonwealth Virtual University** | | | - |
| State General Funds | 6,128,000 | 6,775,100 | 7,425,700 |
| Restricted Agency Funds | 1,355,000 | 1,355,000 | 1,355,000 |
| **Total KCVU** | **7,483,000** | **8,130,100** | **8,780,700** |
| **Pass-Through Programs** | | | |
| Professional Education Preparation Program (PEPP) | 427,000 | 437,400 | 447,600 |
| Rural Allied Health and Nursing Program | 416,000 | 426,100 | 436,200 |
| Telecommunication Consortium (ETV) | 187,000 | 191,500 | 196,100 |
| Contract Spaces Program | 2,324,000 | 2,430,900 | 2,525,100 |
| Metroversity Consortia | 59,000 | 60,500 | 61,800 |
| Minority Student College Preparation Program | 221,000 | 500,000 | 500,000 |
| EPSCoR | 2,504,500 | 4,525,000 | 4,725,000 |
| Keys to KERA | 72,500 | - | - |
| Paducah Regional Higher Education Center | 180,000 | - | - |
| State Autism Training Center | 223,000 | 228,500 | 234,000 |
| Osteopathic Medicine Scholarship Program | 1,664,400 | - | - |
| KCTCS-Lees College (Hazard CC) Replacement Funds | 1,500,000 | - | - |
| UofL Labor Management Center Expansion | 182,600 | - | - |
| UofL Glasgow Residency Program Expansion | 349,900 | - | - |
| Kentucky Rural Development Center | 1,000,000 | - | - |
| UK Engineering Programs in Paducah | 450,000 | - | - |
| Collaborative Literacy Center - UK | 1,200,000 | - | - |
| Early Reading Incentive Grant (ERIG) - KDE | 1,800,000 | 1,800,000 | 1,800,000 |
| SREB Doctoral Scholars Program - Base Restoration | - | 68,000 | 68,000 |
| SREB Doctoral Scholars Program - New Students | - | 34,000 | 187,000 |
| **Total Pass-Through** | **14,760,900** | **10,701,900** | **11,180,800** |
| **Eisenhower Mathematics and Science (Federal Funds)** | **1,100,000** | **1,100,000** | **1,100,000** |
| **KY Commission on Community Volunteerism and Service** | | | |
| State General Funds | 221,500 | 331,800 | 337,300 |
| Federal Funds | 2,963,500 | 3,243,200 | 3,250,900 |
| **Total KCCVS** | **3,185,000** | **3,575,000** | **3,588,200** |
| **Total Agency Request** | | | |
| State General Fund | 25,059,400 | 22,149,500 | 23,393,700 |
| Restricted Agency Funds | 1,355,000 | 1,355,000 | 1,355,000 |
| Federal Funds | 4,063,500 | 4,343,200 | 4,350,900 |
| **Total** | **30,477,900** | **27,847,700** | **29,099,600** |

**2000-02 CAPITAL**
**BUDGET RECOMMENDATION**

**Recommendation:**

- That the Council recommend to the Governor and General Assembly the following projects and pools using state and agency bonds with associated debt service.

- That the Council list other projects that the institutions might do or equipment they might acquire with their own money in 2000-02.

The priorities in this recommendation support the objectives of the Kentucky Postsecondary Education Improvement Act of 1997 and the *1999-2004 Action Agenda*.

**A. State-Funded Projects:**

1. Fund a capital renewal and maintenance pool to provide $30 million in state bonds with a required dollar-for-dollar match from institutions resulting in $60 million in capital projects being completed. Debt service for the bonds is included in the Facilities Capital Renewal Trust Fund. Only projects in education and general facilities are eligible for funding from the pool. If possible the Council staff will allocate the $30 million pool among the institutions based on the condition of facilities and the institutions' financial commitment to capital renewal and maintenance. If an acceptable allocation strategy using these indicators has not been developed by the time it is needed, the staff will use the same allocation strategy used in the current biennium: based on the amount of educational and general space of each institution. The projects would be authorized in 2000-01. Projects eligible for funding from this pool are included as Table 1.

2. Fund major renovations or replacements and infrastructure projects totaling $103.4 million in state bonds for projects listed in Table 2. This includes a KCTCS renovation pool to provide $31.6 million in state bonds to fund major renovation projects across the Kentucky Community and Technical College System. The projects would be authorized in 2000-01 with $10.4 million debt service in 2001-02.

3. a) Fund phase one ($10 million in state bonds) of a new KCTCS community-technical college in northern Kentucky. The projects would be authorized in 2000-01 with $1 million debt service in 2001-02. This project is listed in Table 2.
   b) Fund new research facilities at the University of Kentucky ($39 million in state bonds and $26 million in agency bonds or agency funds) and the University of Louisville ($25 million in state bonds and $16.4 million in agency bonds or agency funds). The projects would be authorized in 2000-01 with $6.4 million debt service in 2001-02. Recommendation of each of the research facilities is contingent upon agreement by each of the institutions to match state funding in the amounts specified (60 percent state and 40 percent institution).

4. Fund a research and instructional equipment replacement pool of $20 million in state bonds with state debt service in 2001-02.  To access this trust fund, institutions will have to maintain at least their current levels of financial support for instructional and research equipment replacement. Institutions will match dollar-for-dollar trust funds used to replace research equipment. Matching funds may be from sponsored research funds or other sources, but may not be from the Research Challenge Trust Fund or any other trust fund. Required debt service of $3.8 million for the bonds is included in the Technology Trust Fund.  Specific equipment items to be funded from the pool will be identified by the institutions.

**B.  Agency-Funded Projects:**

Agency funded capital projects are funded by the institutions from fund sources other than state general funds.  Capital construction projects costing $400,000 or more and equipment items costing $100,000 or more need to be listed in the biennial appropriations bill to allow the institutions to complete the construction project or buy the equipment.

1. Authorize a $75 million agency bond project pool in 2000-01 with debt service supported by agency funds.  This pool would provide funding for individual projects to be approved by the Council during the biennium and recommended to the Secretary of the Finance and Administration Cabinet.  Projects eligible for funding from this pool are included as Table 3.

2. List agency funded projects totaling $501,668,700 in 2000-01 to address life safety, major maintenance, equipment acquisitions, infrastructure repair and upgrades, and new construction. These projects will be funded using federal, private, or funds other than state funds available to the institutions.  These projects are included as Table 4.

Staff Preparation by Sherron Jackson

**TABLE 1 - FINAL**

**2000-02 Capital Projects Recommendation**
**Capital Renewal and Maintenance Pool**
**Projects Eligible For Funding**

| Institution and Project | Project Scope |
|---|---|
| **Eastern Kentucky University** | |
| Minor Projects Maintenance - E&G | $12,000,000 |
| E&G Life Safety Begley Building Elevator | 750,000 |
| **EKU Subtotal** | **12,750,000** |
| | |
| **Kentucky Community and Technical College System** | |
| Deferred Maintenance & Gov. Mandates Pool | 3,571,000 |
| Capital Renewal Projects Pool | 10,165,000 |
| West KY Tech Roof Replacement | 999,000 |
| Program Renovation Pool | 5,368,000 |
| Bowling Green Tech Replace Roofs, Bldgs G&H | 532,000 |
| Jefferson Tech HVAC System Replacement | 2,491,000 |
| Somerset Tech Fire Alarm & Sprinkler System | 525,000 |
| Elizabethtown Tech HVAC Replacement Bldg 66 and 75 | 834,000 |
| **KCTCS Subtotal** | **24,485,000** |
| | |
| **Kentucky State University** | |
| Roof Repair and Replacement Projects | 600,000 |
| Capital Renewal Projects | 1,000,000 |
| Pedestrian Mall | 771,000 |
| Chiller Additions | 2,254,200 |
| **KSU Subtotal** | **4,625,200** |
| | |
| **Morehead State University** | |
| Life Safety: E&G Facilities | 720,000 |
| Claypool-Young Air Quality, Health and Safety | 420,000 |
| ADA Compliance - E&G | 1,793,000 |
| 1990 Clean Air Act Amendment Compliance - E&G | 1,100,000 |
| Capital Renewal - E&G | 4,300,000 |
| Central Campus Reconstruction | 650,000 |
| **MoSU Subtotal** | **8,983,000** |
| | |
| **Murray State University** | |
| Deferred Maintenance: E&G | 864,000 |
| Life Safety: E&G Pool | 852,000 |
| Projects Less Than $400,000 E&G | 792,000 |
| Capital Renewal: E&G Pool | 2,705,000 |
| Electrical Distribution Upgrade | 3,330,000 |
| Replace Campus Telephone Cable | 1,708,000 |
| Pogue Electric and HVAC Renovation | 750,000 |
| Replace Central Plant Boiler | 666,000 |
| Central Plant - Add Chiller | 630,000 |

| | |
|---|---|
| **Murray State University, continued** | |
| Replace Physical Plant - Electrical Substation | 796,000 |

| Institution and Project | Project Scope |
|---|---|
| Upgrade Highway 121 Electrical Substation | 1,000,000 |
| Replace High Voltage Feeder | 1,141,000 |
| Applied Science Electrical Upgrade | 850,000 |
| Wells Hall Electrical Upgrade | 600,000 |
| Sparks Hall Electrical Upgrade | 952,000 |
| Sparks Hall Renovate HVAC System | 500,000 |
| General Services Renovate HVAC System | 500,000 |
| Special Education Building Renovate HVAC System | 500,000 |
| Price Doyle HVAC Replacement & Energy Retrofit | 750,000 |
| ADA Compliance Elevators/Modifications | 1,013,000 |
| ADA Compliance Architectural Barrier Removal | 2,092,000 |
| Asbestos Abatement E&G | 272,500 |
| CFC Compliance E&G Chillers Replacement | 585,000 |
| **MuSU Subtotal** | **23,848,500** |
| | |
| **Northern Kentucky University** | |
| Boiler/Chiller Replacement | 1,500,000 |
| Classroom Technology Initiative | 3,000,000 |
| Elevator Upgrade | 600,000 |
| Chilled Water System Redesign | 400,000 |
| Minor Projects Pool | 2,170,000 |
| Safety Lighting | 910,000 |
| **NKU Subtotal** | **8,580,000** |
| | |
| **University of Kentucky** | |
| Deferred Maintenance Pool | 2,095,000 |
| Capital Renewal Pool | 12,268,000 |
| Life Safety Pool E&G | 2,145,000 |
| Life Safety Lex Campus Fume Hoods - Phase III | 3,205,000 |
| Life Safety Lex Campus Asbestos Abatement - Ph I | 500,000 |
| Life Safety Underground Storage Tanks | 927,000 |
| Handicapped Access Pool E&G | 350,000 |
| Steam and Condensate Pipe Repair - Phase I | 2,352,000 |
| Chilled Water Additions | 784,000 |
| Storm Sewer Improvements - Funkhouser | 910,000 |
| Substation #2 Renovation | 2,520,000 |
| Chilled Water Piping Addition to Pit | 1,174,000 |
| Central Heating Plant #2 Improvements | 1,247,000 |
| Nursing Building Elevator Controls Upgrade | 500,000 |
| Steam Line Expansion - Medical Center | 2,867,000 |
| Upgrade Chilled Water Systems - Medical Center | 3,450,000 |
| Electrical Substation Upgrade | 3,600,000 |
| Steam and Condensate Pipe Improvement - Phase I | 2,494,000 |
| Pollution Controls, Central Heating Plant #2 | 1,494,000 |
| Sanitary Line Project | 2,360,000 |
| **UK Subtotal** | **47,242,000** |

| | |
|---|---|
| **University of Louisville** | |
| Deferred Maintenance Projects Pool | 250,000 |
| Capital Renewal Projects Pool | 6,225,000 |
| Code Improvements - Fire Safety Pool | 1,029,000 |

| Institution and Project | Project Scope |
|---|---|
| Chemistry Fume Hood Redesign | 5,397,000 |
| Life Sciences Lab Ventilation Renovation | 3,638,000 |
| ADA Project Pool - E&G | 2,638,000 |
| Environmental Health and Safety Projects - E&G | 360,000 |
| CFC Project Phase III - E&G | 1,953,000 |
| **UofL Subtotal** | **21,490,000** |
| | |
| **Western Kentucky University** | |
| E&G Capital Renewal/Life Safety Pool | 8,935,000 |
| WKU Primary Electrical Service (Stage III) | 3,000,000 |
| ES&T Replace Duct Work and HVAC Controls | 633,000 |
| Academic Complex Replace VAV Boxes | 638,000 |
| Kentucky Building HVAC Replacement | 880,000 |
| Helm-Cravens Library Fire Alarm Replacement | 554,000 |
| Ivan Wilson Fine Arts Center Life Safety | 441,000 |
| Helm-Cravens Repair Leaking Windows | 591,000 |
| Ivan Wilson Fine Arts Center Chiller Replacement | 562,000 |
| Ag Exposition Center HVAC Improvement Phase II | 731,000 |
| Academic Complex ACM Floor Tile Abatement | 957,000 |
| Garrett Conference Center HVAC Project | 600,000 |
| **WKU Subtotal** | **18,522,000** |
| | |
| **System Total** | **$170,525,700** |

**TABLE 2**

**2000-02 Capital Projects Recommendation**
**State Funded Projects**

| Institution and Project Title | Project Scope | State Bonds |
|---|---|---|
| *Major Renovations, Replacements, and Infrastructure Projects* | | |
| **Eastern Kentucky University** | | |
| Cammack Building Renovation | $5,000,000 | $5,000,000 |
| Criminal Justice Training Physical Skills Training * | 7,000,000 | 7,000,000 |
| **EKU Subtotal** | **12,000,000** | **12,000,000** |
| **Kentucky Community and Technical College System** | | |
| Jefferson CC -- Renovation of Downtown Campus | 8,800,000 | 8,800,000 |
| Ashland TC -- Original College Renovation | 6,900,000 | 6,900,000 |
| Mayo TC -- Campus Renovation | 7,582,000 | 7,582,000 |
| Cumberland Valley TC -- Harlan Campus Renovation Building #2 | 4,114,000 | 4,114,000 |
| Elizabethtown CC -- Science Building Renovation | 2,200,000 | 2,200,000 |
| Southeast CC -- Newman Hall Renovation | 2,000,000 | 2,000,000 |
| **KCTCS Subtotal** | **31,596,000** | **31,596,000** |
| **Kentucky State University** | | |
| Hathaway Hall Renovation | 3,796,000 | 3,796,000 |
| Carver Hall Renovation | 5,000,000 | 5,000,000 |
| **KSU Subtotal** | **8,796,000** | **8,796,000** |
| **Morehead State University** | | |
| Student Center Renovation - Phase I | 10,000,000 | 10,000,000 |
| **MoSU Subtotal** | **10,000,000** | **10,000,000** |
| **Murray State University** | | |
| Blackburn Science Replacement - Phase I | 13,000,000 | 13,000,000 |
| **MuSU Subtotal** | **13,000,000** | **13,000,000** |
| **Northern Kentucky University** | | |
| Power Plant | 12,000,000 | 12,000,000 |
| Old Science Building - Planning and Design | 1,000,000 | 1,000,000 |
| **NKU Subtotal** | **13,000,000** | **13,000,000** |
| **Western Kentucky University** | | |
| Thompson Sc. Complex Replacement and Renovation - Phase I | 15,000,000 | 15,000,000 |
| **WKU Subtotal** | **15,000,000** | **15,000,000** |
| **System Subtotal** | **103,392,000** | **103,392,000** |
| *New Facilities* | | |
| **Kentucky Community and Technical College System** | | |
| KCTCS Community-Technical College in northern Kentucky - Phase I | 10,000,000 | 10,000,000 |
| **KCTCS Subtotal** | **10,000,000** | **10,000,000** |
| **University of Kentucky** | | |
| Biomedical Sciences Research Building ** | 65,000,000 | 39,000,000 |
| **UK Subtotal** | **65,000,000** | **39,000,000** |
| **University of Louisville** | | |
| Research Building ** | 41,368,000 | 25,000,000 |
| **UofL Subtotal** | **41,368,000** | **25,000,000** |
| **System Subtotal** | **116,368,000** | **74,000,000** |
| **Total State Funded Projects** | **$219,760,000** | **$177,392,000** |

**Notes:**

\* Debt service for bonds issued to support this project will come from the Kentucky Law Enforcement and Fire Fund.

\*\* Recommendation of each of the research buildings at the University of Kentucky and the University of Louisville is contingent upon agr
each of the institutions to match state funding in the amounts specified above.  This represents 60 percent funding by the state and 40
funding by the institution.

**Inst. Match**

-
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26,000,000
**26,000,000**

16,368,000
**16,368,000**

**42,368,000**

**$42,368,000**

reement by
percent

TABLE 3 - FINAL

**2000-02 Capital Projects Recommendation**
**Agency Bond Projects Pool**
**Projects Eligible for Funding**

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| **Eastern Kentucky University** | |
| 2   Student Housing Fire Safety | $2,000,000 |
| 3   Dormitory Renovation, Combs Hall | 5,000,000 |
| 14  Greek Row | 4,000,000 |
| **EKU Subtotal** | **11,000,000** |
| | |
| **Kentucky State University** | |
| 4   Young Hall Renovation | 3,672,000 |
| **KSU Subtotal** | **3,672,000** |
| | |
| **Morehead State University** | |
| 1   Auxiliary Facilities Life Safety | 2,030,000 |
| 5   Americans with Disabilities Act Compliance-Aux | 1,560,000 |
| 8   Capital Renewal - Auxiliary Facilities | 2,300,000 |
| 25  Construction of Family Housing Complexes | 4,000,000 |
| **MoSU Subtotal** | **9,890,000** |
| | |
| **Murray State University** | |
| 6   Deferred Maintenance:  H & D Pool < $400,000 | 930,000 |
| 7   Life Safety:  H & D Pool <$400,000 | 40,000 |
| 12  Capital Renewal: H & D Pool < $400,000 | 195,000 |
| 22  Replace Clark Hall | 8,000,000 |
| **MuSU Subtotal** | **9,165,000** |
| | |
| **Northern Kentucky University** | |
| 5   Classroom Project Initiative | 3,000,000 |
| 15  Safety Lighting | 910,000 |
| **NKU Subtotal** | **3,910,000** |
| | |
| **University of Kentucky** | |
| 3   Seaton Center Addition/Renovation | 15,350,000 |
| 10  Keeneland Hall - HVAC | 2,821,000 |
| 11  Jewell Hall - HVAC | 1,040,000 |
| 12  Boyd Hall - HVAC | 1,633,000 |
| 13  Cooperstown - Phase IV | 1,313,000 |
| 14  Parking #2 Expansion/Renovation/Replacement | 11,000,000 |
| 15  Student Housing/Fraternity House Replacement | 6,000,000 |
| 185 Chiller Replacement - Cooling #3 | 2,500,000 |
| 203 Cooling Plant #1 Expansion | 14,755,000 |
| 227 Communication Project | 1,735,000 |
| **UK Subtotal** | **58,147,000** |
| | |
| **Western Kentucky University** | |
| 2   Thompson Sc Complex Replacement & Renovation - Phase I | 11,000,000 |
| **WKU Subtotal** | **11,000,000** |
| | |
| **System Total** | **$106,784,000** |

**TABLE 4 - FINAL**

**Other Projects that Institutions Might Do Or
Equipment Items They Might Acquire
With Their Own Money in 2000-02**

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| **Eastern Kentucky University** | |
| 5   Minor Projects Equipment | $5,000,000 |
| 7   E & G Life Safety Begley Elevator | 750,000 |
| 12   Property Acquisition | 3,000,000 |
| 15   Watts Property (Elmwood) Renovation | 2,000,000 |
| 16   Electronic Security System for Law Library | 110,000 |
| 17   Fourier Transformer Nuclear Mag. Resonance Spectrmtr | 135,000 |
| **EKU Subtotal** | **10,995,000** |
| | |
| **Kentucky Community and Technical College System** | |
| 4   Construct New KCTCS Central Office Facility | 1,100,000 |
| 40   Ashland TC: Computer Interfaced Distillation Col | 114,000 |
| 42   Hazard Technical College: Trackhoe | 150,000 |
| 43   Hazard Technical College :  Bulldozer | 478,000 |
| 44   Mayo Technical College: Milling Machine | 130,000 |
| 45   Mayo TC: Johnson Phaser - Shape Cutter | 150,000 |
| 46   Guaranteed Energy Savings Project Pool | 5,000,000 |
| **KCTCS Subtotal** | **7,122,000** |
| | |
| **Kentucky State University** | |
| 3   Aquaculture Classroom and Lab Facility | 650,000 |
| 19   Guaranteed Energy Savings Project | 2,500,000 |
| 21   University Motor Coaches | 800,000 |
| 22   Cooperative Extension Expansion Projects | 1,492,500 |
| **KSU Subtotal** | **5,442,500** |
| | |
| **Morehead State University** | |
| 10   Instructional Technology Initiatives | 2,009,600 |
| 11   HPLC-Mass Spectrometer | 140,000 |
| 12   Instructional and Support Equipment | 1,434,100 |
| 13   Radiologic Technology Initiatives | 859,000 |
| 14   Nuclear Magnetic Resonance Apparatus | 210,000 |
| 15   Networking/Infrastructure Initiatives | 2,180,000 |
| 16   Library Automation & Info. Support Initiatives | 920,000 |
| 18   Microcomputer/LANs/Peripherals-Instructional | 2,000,000 |
| 21   Admin. & Office Systems Support Initiatives | 1,300,000 |
| 24   Land Acquisitions Related to Campus Master Plan | 1,337,000 |
| 27   Artificial Turf Replacement | 1,000,000 |
| 28   Tour Bus | 330,000 |
| 29   Telecommunications Systems | 2,000,000 |
| 30   Guaranteed Energy Savings | 2,000,000 |
| **MoSU Subtotal** | **17,719,700** |

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| **Murray State University** | |
| 9 Replace Richmond Hall | 8,000,000 |
| 15 Elizabeth College - Renovate HVAC System | 1,200,000 |
| 16 Hester College - Renovate HVAC System | 800,000 |
| 17 White College - Renovate HVAC System | 1,000,000 |
| 18 White College - Replace Domestic Water Piping | 500,000 |
| 19 Regents College - Replace Domestic Water Piping | 500,000 |
| 20 Regents College - Renovate HVAC System | 1,000,000 |
| 25 Land Acquisition Pool | 1,000,000 |
| 28 Network Nine Residence Halls | 1,300,000 |
| 29 Campus Network Distribution System | 3,000,000 |
| 36 Recording/Playback Lab & Special Instrumt Replacmt | 188,000 |
| 37 Optics Lab Equipment | 170,000 |
| 40 Replace Home Economics Appliances, etc. | 120,000 |
| 44 Stereo Lithograph | 500,000 |
| 45 Dark Room Scanner | 120,000 |
| 46 Materials Testing Machine | 240,000 |
| 48 Centralized Support System | 1,850,000 |
| 69 ADA Compliance: Arch Barriers H&D Pool <$400,000 | 475,000 |
| 70 Asbestos Abatement:  H & D Pool < $400,000 | 716,000 |
| 74 Guaranteed Energy Savings Project | 2,000,000 |
| 80 Winslow Cafeteria - Replace Mechanical Equipment | 500,000 |
| 89 Woods Academic / Student Services Building | 2,000,000 |
| **MuSU Subtotal** | **27,179,000** |
| | |
| **Northern Kentucky University** | |
| 1 Boiler/Chiller Replacement | 1,500,000 |
| 5 Metropolitan Education & Training Center (METS) | 1,100,000 |
| 9 Master Plan Initiatives Phase I | 1,500,000 |
| 10 Land Acquisition | 4,000,000 |
| 14 Refurbish Nunn Hall | 600,000 |
| 16 Nunn Hall Mechanical Upgrade | 500,000 |
| 17 Gas Chromatograph/Mass Spectrometer | 145,000 |
| 18 NMR Spectrometer | 385,000 |
| 19 Ultracentrifuge | 100,000 |
| 21 New Residence Hall | 15,000,000 |
| 28 Automated Tape System | 155,000 |
| 29 Data Storage System | 130,000 |
| 30 Coach Bus | 330,000 |
| 31 New Press | 235,000 |
| 32 Covington Campus Privatization | 11,000,000 |
| **NKU Subtotal** | **36,680,000** |

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| **University of Kentucky** | |
| 9    Research Lab Fit-Up (Aging/Allied Health) | 7,000,000 |
| 16    Outpatient Clinic Expansion | 1,000,000 |
| 17    Patient Care Facility/Women's Cancer Center | 8,000,000 |
| 18    Police Parking Building | 2,300,000 |
| 19    3T Human Research System | 2,527,000 |
| 20    600 MHz NMR system | 1,753,000 |
| 21    800 MHz NMR System | 2,903,000 |
| 22    9.4 Tessler Scanner | 868,000 |
| 23    Area Detector Diffractometer | 310,000 |
| 24    Automated DNA Sequencer | 130,000 |
| 25    Auto. Poly. Chain Reaction Analysis Machine | 150,000 |
| 26    Behavioral Monitoring & Analysis System | 150,000 |
| 27    CAD/CAM System (College of Dentistry) | 184,000 |
| 28    Campus Infrastructure Upgrade | 3,500,000 |
| 29    Combi. Met. Cart, ECG, Auto BP, Plethusmography | 123,000 |
| 30    Compressed Video - Hazard | 141,000 |
| 31    Confocal Microscope | 325,000 |
| 32    Confocal Microscope | 150,000 |
| 33    Confocal Microscope | 130,000 |
| 34    Confocal Microscope | 130,000 |
| 35    Database Testbed | 225,000 |
| 36    Department Computer Upgrade | 225,000 |
| 37    Distributed Testbed System | 250,000 |
| 38    DNA Chip Analysis System | 160,000 |
| 39    DNA Sequencer | 134,000 |
| 40    DNA Sequencer | 158,000 |
| 41    DNA Sequencer | 125,000 |
| 42    DNA Sequencer/Gene Mapping | 260,000 |
| 43    DNA Synthesizer | 103,000 |
| 44    Electron Spin Resonance Instrument | 200,000 |
| 45    Electrophysiologic Analysis System | 207,000 |
| 46    Encapsulator | 151,000 |
| 47    Engineering Research Computing System | 440,000 |
| 48    Environmental Test System | 125,000 |
| 49    Epi-Flourescence Microscope | 134,000 |
| 50    ESCA - X-Ray Photoelectron Microscope | 400,000 |
| 51    Faraday Balance | 200,000 |
| 52    Field Emission Scanning Electron Microscope | 175,000 |
| 53    Fluorescent Cell Sorter | 200,000 |
| 54    Flow Cytometry Lab | 375,000 |
| 55    Fluorescence Activated Cell Sorter | 200,000 |
| 56    Fluorescence Analyzer | 109,000 |
| 57    Fluor. Microscope and Image Analysis System | 150,000 |
| 58    Fluor. Microscope with Imaging System | 125,000 |
| 59    Fluorescent (Luminescent) Imaging System | 105,000 |
| 60    Fluorescent Activated Cell Sorter | 237,000 |
| 61    Fluoro/Phosphoimager | 120,000 |

115-J

| | |
|---|---|
| **University of Kentucky, continued** | |
| 62    Forage Harvester System | 150,000 |
| 63    Environmental Institute | 2,500,000 |

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| 64 Women's Basketball Office Renovation | 550,000 |
| 65 Medical Center Library Information Center | 3,000,000 |
| 66 Renovation of Funkhouser - Phase IV | 770,000 |
| 67 Fourier-transform infra-red Raman Spectrometer | 175,000 |
| 68 Freeze-Thaw Apparatus | 100,000 |
| 69 Garbage Truck Front Loader - Replacement | 165,000 |
| 70 Gas Analyzer | 100,000 |
| 71 Gas Chromatograph Mass Spectrometer | 258,000 |
| 72 Gas Chromatograph Mass Spectrophotometer Sys | 101,000 |
| 73 Gas Chromatograph/MSD | 110,000 |
| 74 Gas Chromatograph Mass Spectrometer | 250,000 |
| 75 Gene Chip Instrument System | 450,000 |
| 76 General Chemistry Computerization | 385,000 |
| 77 Genetic Analyzer | 140,000 |
| 78 High Performance Liquid Chromatography | 131,000 |
| 79 High Power C02 Laser | 250,000 |
| 80 High Pressure Liquid Chromatography | 200,000 |
| 81 High Resolution Mass Spectrometer | 500,000 |
| 82 High Resolution Optical Microscope | 110,000 |
| 83 High Resolution Phosophor Imager | 206,000 |
| 84 High Resolution STEM 400KV | 1,500,000 |
| 85 High Temperature Optical Microscope | 105,000 |
| 86 High Throughput DNA Sequencer/Genetic Analyzer | 110,000 |
| 87 High-Speed Digital Signal Processing Development | 150,000 |
| 88 Holographic System with Image Analyzer | 110,000 |
| 89 HPLC-Mass Spectrometer | 217,000 |
| 90 HPLC/Mass Spectrometer System | 300,000 |
| 91 Hydro Flume | 130,000 |
| 92 Image Analysis System | 206,000 |
| 93 Image Analyzer System | 206,000 |
| 94 Imaging System Upgrade | 275,000 |
| 95 Inductive Coupled Argon Plasma Unit | 110,000 |
| 96 Inductive Coupled Plasma Spectrometer System | 120,000 |
| 97 Instructional Multi-Media, Phase II | 1,898,000 |
| 98 Instrumentation for Materials Characterization | 150,000 |
| 99 Inverted Microscope Including Fluoroscope | 155,000 |
| 100 Language Lab | 300,000 |
| 101 Laser Ablation Sampling System | 200,000 |
| 102 Laser Confocal Microscope | 312,000 |
| 103 Laser System | 250,000 |
| 104 Liquid Filling/Stoppering Line | 351,000 |
| 105 Luminometer | 110,000 |
| 106 Mainframe Upgrade | 1,500,000 |
| 107 Mammography X-Ray Unit | 101,000 |
| 108 Mass Spectrograph for Oligonucleotide Analysis | 250,000 |

115-K

**University of Kentucky, continued**

| | | |
|---|---|---|
| 109 | Mass Spectrometer | 200,000 |
| 110 | MB Ultracentrifuges | 354,000 |
| 111 | MB/GT Phospho-Imager | 128,000 |
| 112 | Multiphoton Imaging System | 505,000 |
| 113 | Multiphoton Scanning Microscope | 300,000 |

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| 114 Multi-Unit Microbial Containment Chamber | 100,000 |
| 115 Network Replacement | 78,000 |
| 116 Commonwealth Stadium Field Renovation | 1,500,000 |
| 117 Land Acquisition | 4,000,000 |
| 118 Lancaster Aquatics Center Expansion | 2,750,000 |
| 119 Research Space Enhancement | 600,000 |
| 120 Gatton College Addition for Int'l Bus. & Mgt. | 1,725,000 |
| 121 Commonwealth Stadium Field Light Replacement | 1,500,000 |
| 122 Retrofitting of Research Facilities | 480,000 |
| 123 Medical Center Security Improvement Measures, Ph I | 600,000 |
| 124 Academic and Research Renovation II (COM) | 500,000 |
| 125 Energy Conservation Project (Medical Center) | 6,000,000 |
| 126 Energy Performance Contracting | 1,000,000 |
| 127 Departmental Upgrading | 750,000 |
| 128 Communication Infrastructure, Phase I | 800,000 |
| 129 Networked Printer | 200,000 |
| 130 Near Infrared Reflectance Spectrophotometer | 125,000 |
| 131 NMR Spectrometer 300 Mhz Upgrade | 400,000 |
| 132 NSF Fileserver | 150,000 |
| 133 Optical Disk Server | 180,000 |
| 134 Oxymax Open Circuit Calorimeter | 100,000 |
| 135 Patient Classification Equipment Rural Health | 260,000 |
| 136 Plot Combine | 130,000 |
| 137 Plot Combine | 125,000 |
| 138 Plot Combine with Weighing System | 125,000 |
| 139 Printing System | 200,000 |
| 140 Protein Synthesizer | 206,000 |
| 141 Research Computing | 3,500,000 |
| 142 Research Grade Light Microscope | 103,000 |
| 143 Robotics Pipettor System | 104,000 |
| 144 Satellite Uplink Rural Health | 416,000 |
| 145 Semi-Solid Manufacturing Equipment | 211,000 |
| 146 Sequence Detection System | 100,000 |
| 147 Solids NMR Spectrometer | 900,000 |
| 148 Sterilizing/Cleaning System | 234,000 |
| 149 Stiff Testing Machine | 140,000 |
| 150 Storage Management Upgrade | 200,000 |
| 151 Studio Recording Equipment | 113,000 |
| 152 System for Materials Forming | 180,000 |
| 153 Tabletop H50 Gas Chromatograph Mass Spectrometer | 101,000 |
| 154 Telemedicine Rural Health | 416,000 |
| 155 Telemedicine Systems | 600,000 |

115-L

**University of Kentucky, continued**

| | | |
|---|---|---|
| 156 | Terminal Sterilizing Autoclave | 221,000 |
| 157 | Thermal Analyzer and Powder Diffractometer | 310,000 |
| 158 | Three-Dimensional Scaling Device | 100,000 |
| 159 | Tinius Olsen Ductometer | 100,000 |
| 160 | Transmission Electron Microscope | 200,000 |
| 161 | Transmission Electron Microscope | 300,000 |
| 162 | Ultracentrifuge | 110,000 |
| 163 | Ultra High Vacuum Chamber | 250,000 |

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---:|
| 164 Ultracentrifuge | 117,000 |
| 165 UNIX Server | 1,200,000 |
| 166 Upgrade of 400 MHz Nuclear Magnetic Resonance | 500,000 |
| 167 Upgrade Scanner System | 500,000 |
| 168 Upgrading/Establishing Communication System | 827,000 |
| 169 Video Switch | 250,000 |
| 170 Virtual Environment Simulator | 125,000 |
| 171 Virtual Reality Computing System | 150,000 |
| 172 X-Ray Fluorescence Instrument | 130,000 |
| 173 X-Ray Laue Unit - Single Crystal | 150,000 |
| 179 KGS Well Sample and Core Repository Building | 2,545,000 |
| 180 School of Library and Information Science | 750,000 |
| 181 Chemistry Laboratory Renovation | 1,155,000 |
| 182 Renovation of Biological Sciences Research Space | 1,430,000 |
| **UKUS Subtotal** | **101,593,000** |

**University of Kentucky - Hospital**

| | | |
|---|---|---:|
| 1 | Markey 4th Floor Renovation | 3,990,000 |
| 2 | Imaging Services | 3,675,000 |
| 3 | Intra-Hospital Transportation Systems III | 735,000 |
| 4 | Biohazard/Environmental Protection I | 1,575,000 |
| 5 | Materials Handling Storage/Distribution Center | 1,019,000 |
| 6 | Parking Structure II | 6,930,000 |
| 7 | Limited Stay Facility | 5,460,000 |
| 8 | Hospital Kitchen Renovation I | 1,050,000 |
| 9 | Hospital Kitchen Renovation II | 546,000 |
| 10 | Nursing Unit Modification IX | 3,780,000 |
| 11 | Nursing Unit Modification X | 3,780,000 |
| 12 | Diagnostic Services Upgrade IX | 1,575,000 |
| 13 | Outpatient Services II | 5,040,000 |
| 14 | Diagnostic Services Upgrade X | 1,155,000 |
| 15 | Implementation of Land Use Plan III | 2,625,000 |
| 16 | Parking Structure III | 7,350,000 |
| 17 | Biohazard/Environmental Protection II | 1,575,000 |
| 18 | Intra-Hospital Transportation System IV | 735,000 |
| 19 | Data Systems Expansion II | 641,000 |
| 20 | Support Services Upgrade | 2,415,000 |
| 21 | Nutrition Services Upgrade | 1,050,000 |
| 22 | Utility System Upgrade V | 1,680,000 |

**University of Kentucky - Hospital, continued**

| | | |
|---|---|---:|
| 23 | Building/Site Upgrade III | 767,000 |
| 24 | Building Connectors II | 2,200,000 |
| 25 | Building/Site Upgrade II | 710,000 |
| 26 | Data Systems Expansion I | 595,000 |
| 27 | Diagnostic Services Upgrade VIII | 1,100,000 |
| 28 | Hospital Parking Expansion | 3,100,000 |
| 29 | HVAC Upgrade | 3,500,000 |
| 30 | Implementation of Land Use Plan II | 2,500,000 |
| 31 | Outpatient Care Facility | 3,500,000 |
| 32 | Parking Structure I | 6,600,000 |
| 33 | Utility System Upgrade IV | 10,500,000 |

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| 34 Digital Enhancement | 986,000 |
| 35 Mobile Fluoroscopy | 200,000 |
| 36 Digital Radiology | 4,060,000 |
| 37 Digital Imaging | 870,000 |
| 38 Vascular Ultrasound | 300,000 |
| 39 Nuclear Medicine Camera | 870,000 |
| 40 Clinical Information System | 3,480,000 |
| 41 Surgical Microscope | 400,000 |
| 42 Surgical Laser | 400,000 |
| 43 Radiology Ultrasound | 400,000 |
| 44 Mobile Radiology Unit | 200,000 |
| 45 General Radiology Unit | 928,000 |
| 46 Endoscopy Video Ultrasound | 250,000 |
| 47 Laboratory Analyzer | 400,000 |
| 48 Minimally Invasive Room | 1,490,000 |
| 49 Treatment Planning System | 1,392,000 |
| 50 C-Arm X-Ray Unit | 250,000 |
| 51 PACS Server | 800,000 |
| 52 CT Scanners | 3,480,000 |
| 53 Cardiac Ultrasound | 1,600,000 |
| 54 Cardiac Cath Laboratory Unit | 9,280,000 |
| 55 General Radiography/Fluoroscopic Unit | 500,000 |
| 56 OR Perioperative IS Document System | 200,000 |
| 57 ATL Ultrasound | 200,000 |
| 58 Mammography Unit | 200,000 |
| 59 Electrophysiology  Lab | 5,800,000 |
| 60 C-Arm X-Ray Unit | 350,000 |
| 61 Angiography Unit | 1,160,000 |
| 62 QuadRIS | 600,000 |
| 63 Fluoroscopy Unit | 500,000 |
| 64 Digital Radiology | 928,000 |
| 65 Diagnostic Radiology Unit | 300,000 |
| 66 General Radiography Unit | 928,000 |
| 67 Digital Medical Record Expansion | 4,640,000 |
| 68 Digital Orbitor Camera | 250,000 |
| 69 Radiation Therapy Unit | 2,088,000 |

115-N

**University of Kentucky - Hospital, continued**

| | |
|---|---|
| 70 Neuro-Radiography Unit | 1,740,000 |
| 71 SPECT System | 870,000 |
| 72 EKG Unit | 400,000 |
| 73 Gamma Knife Upgrade | 2,320,000 |
| 74 EMG Unit | 200,000 |
| 75 MRI Upgrade | 500,000 |
| 76 Electrophysiology Laboratory | 1,740,000 |
| 77 CR PAC Server | 250,000 |
| 78 CT Scanner | 1,740,000 |
| 79 Radiographic Fluoroscopic Unit | 150,000 |
| 80 Radiographic Unit | 350,000 |
| 81 Teleradiology | 200,000 |
| 82 C-Arm X-Ray Unit | 400,000 |
| 83 Mobile CT | 1,000,000 |

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| 84 Angiography Unit | 1,740,000 |
| 85 Biplane Angiography | 1,160,000 |
| 86 Radiographic Units | 1,250,000 |
| 87 CT Simulator | 1,160,000 |
| 88 Linear Accelerator | 1,856,000 |
| 89 Portal Imaging System | 200,000 |
| 90 Filmless System | 120,000 |
| 91 Vascular Ultrasound | 800,000 |
| 92 EKG Management System | 250,000 |
| 93 Ultrasound Image Management | 700,000 |
| 94 Cardiac Catheterization Image Management System | 870,000 |
| 95 Endoscopic Ultrasound | 400,000 |
| 96 Intracardiac Laser | 500,000 |
| 97 Endoscopic Video System | 300,000 |
| 98 Sterrad Sterilizer | 375,000 |
| 99 Washer | 230,000 |
| 100 Steam Autoclave | 375,000 |
| 101 Surgical C-Arm (ISS) System | 550,000 |
| 102 Upgrade HIS Computing Facilities | 2,900,000 |
| 103 Patient System Enterprise | 4,640,000 |
| 104 Managed Care Enterprise | 1,160,000 |
| 105 Clinical System Enterprise | 5,800,000 |
| 106 State Communication Enterprise | 3,480,000 |
| 107 Mass Storage Capability | 200,000 |
| 108 Upgrade Disk Capacity | 250,000 |
| 109 Upgrade Telecommunications Facilities | 250,000 |
| 110 OB Ultrasound | 300,000 |
| **UKH Subtotal** | **187,809,000** |

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| **University of Louisville** | |
| 4  Student Services Building Renovation (Houchens) | 5,489,000 |
| 6  Health Sciences Library Infrastructure & Ren | 2,450,000 |
| 10  Ekstrom Library Infrastructure and Renovation | 1,924,000 |
| 19  Support Services Land Acquisition (Northeast) | 4,202,000 |
| 20  Early Childhood "EDUCARE" Center | 3,211,000 |
| 26  Guaranteed Energy Cost Savings Project (HB-639) | 3,000,000 |
| 33  Digital Communications Network | 1,500,000 |
| 34  Client/Server System/File Server(s) | 1,100,000 |
| 35  Storage System(s) | 1,000,000 |
| 36  High Volume Output Devices/Duplicators | 876,000 |
| 37  Computer Visualization System | 655,000 |
| 38  Fiber Optic LAN/Computer-Based Instruction Sys | 427,000 |
| 39  Expand Medical Info Technology Infrastructure | 500,000 |
| 40  OC3 Network Equipment | 315,000 |
| 42  Student Records Imaging Storage & Retrieval Sys | 475,000 |
| 43  Color Digital Output Engine | 700,000 |
| 44  Human Patient Simulator | 1,110,000 |
| 45  Plasmon Resonance Instrument (Biochem - 3000) | 250,000 |
| 46  Peptide Sequencer | 151,000 |
| 47  High Performance Q-TOF Spectrometer | 500,000 |
| 48  Flow Cytometer | 165,000 |
| 49  Peak 3D Comp Motion Measurement & Analysis Sys | 120,000 |
| 50  Atomic Absorption Spectrometer, High-Resolution | 110,000 |
| 51  Correlation Microscope | 195,000 |
| 52  Materials Testing System | 189,000 |
| 53  Visualization System | 121,000 |
| 54  NMR Spectrometer (750 MHz NMR) | 1,200,000 |
| 55  Neuro Scan ESI-128: 128 Channel ERP Sys | 140,000 |
| 56  Automated Synthesizer | 200,000 |
| 57  EPR Spectrometer Update | 125,000 |
| 58  FT IR Spectrometer | 150,000 |
| 59  Computer Processing System | 2,000,000 |
| 60  Engineering/Scientific Processor | 1,100,000 |
| 61  Network Switching System | 600,000 |
| 62  Supercomputing System | 1,500,000 |
| 63  Telecommunications Switch | 750,000 |
| 64  Compressed Video Conferencing Room & Lab | 446,000 |
| 65  Client/Server Alumni/Dev. Information Systems | 750,000 |
| 66  HPLC-Ion Resonance Cyclotron | 180,000 |
| 67  Microcalorimeter | 137,000 |
| 68  High Resolution SEM-Backscatter Detector | 160,000 |
| 69  MALDI-Reflex-TOF | 310,000 |
| 70  Gel/Blot Image Analysis System | 145,000 |
| 71  CNC Grinding Machine | 169,000 |
| 72  Microelectronics Processing System | 162,000 |
| 73  Axial/Torsional Tester | 195,000 |
| 75  Full Object Scanner | 360,000 |

115-P

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| **University of Louisville, continued** | |
| 76  Flow Cytometer/Cell Sorter | 152,000 |
| 77  Radiographic/Fluoroscopic Imaging Unit | 195,000 |

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| 78   Nuclear Medicine Hot Lab | 107,000 |
| 79   Electronic Journals and Full Text - Libraries | 2,000,000 |
| 80   Commonwealth Virtual Univ. Lib Server-Upgrades | 500,000 |
| 81   Specialized Central Processing Unit | 500,000 |
| 82   Mainframe Memory | 500,000 |
| 83   One Card/Phase I & II | 900,000 |
| 84   Digital Microwave Network | 250,000 |
| 85   Satellite Uplink Trunk | 200,000 |
| 86   Small Vein In Vivo Diagnostic System | 197,000 |
| 87   In Vivo Thrombosis Detection & Quant. Sys | 168,000 |
| 88   Electronic Darkroom | 113,000 |
| 89   Confocal Microscope (OPTH) | 401,000 |
| 90   Nailfold Microvascular Analysis System | 119,000 |
| 93   Ultra High Vacuum Chamber | 310,000 |
| 94   Metallorganic Chemical Vapor Deposition | 210,000 |
| 95   IR Spectrometer | 110,000 |
| 96   Trash Compactor Truck | 135,000 |
| 97   ACUSON - Aspen Ultrasound Imaging System | 176,000 |
| 98   Interm. Voltage Transmission Electron Microscope | 350,000 |
| 99   Animal Irradiator | 154,000 |
| 100  Radiographic/Fluoroscopic X-Ray System | 317,000 |
| 101  X-Ray Fluorescence Spectometer | 210,000 |
| 102  XPS/Auger Spectroscope | 253,000 |
| 103  Scanning Tunneling Microscope | 140,000 |
| 104  Sputtering Unit | 162,000 |
| 105  SEM Accessories for Elemental Analysis | 165,000 |
| 106  Purchase & Renovate Bldg (Home of Innocents) | 7,106,000 |
| 108  Stoddard Johnston School Renovation | 6,350,000 |
| 109  MDR Renovation, Phase II, Building 51 | 1,619,000 |
| 110  Dental Clinic and Sterilization Renovation | 3,363,000 |
| 111  Residence Hall - 400 Beds (Metro Col) Phase III | 18,959,000 |
| 112  High Speed Graphics Imaging System | 200,000 |
| 113  High Energy Physics Data Analysis System | 400,000 |
| 114  Virtual Reality Display System | 200,000 |
| 115  Condensed Matter Theory Computational System | 335,000 |
| 116  Finishing Device | 250,000 |
| 117  Nucleic Acid Microchip Analyzer | 185,000 |
| 118  Capillary Electrophoresis - Mass Spectrometer | 200,000 |
| 119  Analytical Centrifuge | 139,000 |
| 120  Inductively Coupled Plasma Spectrometer | 160,000 |
| 121  Digital Micro-Luminography System for TEM | 120,000 |
| 122  Laser Microfabrication Lab | 550,000 |
| 123  X-Ray Diffraction Module | 750,000 |
| 124  Florescent Spectrometer | 270,000 |
| 125  Infra-Red Imaging System | 100,000 |

115-Q

**University of Louisville, continued**

| | |
|---|---|
| 126  Large Area Microplating | 300,000 |
| 127  Load Application System | 208,000 |
| 128  Laser Ablation Unit | 230,000 |
| 129  Plasmon Resonance Instrument (Biochem - X) | 107,000 |
| 130  DNA CEQ 2000 Analysis System | 150,000 |

| Institution / Institutional Priority / Project Title | Project Scope |
|---|---|
| 131   Confocal Microscope (ASN) | 280,000 |
| 132   Automated DNA Sequencer | 159,000 |
| 133   Geneotype Nucleic Acid Chip Analyzer | 200,000 |
| 134   Differential Scanning Calorimeter | 100,000 |
| 135   Circular Dichroism Spectropolarimeter | 100,000 |
| 136   Laser Spectrometer | 193,000 |
| 137   White Blood Cell Velocity Measurement System | 126,000 |
| 138   Video Diagnostic Analysis System | 154,000 |
| 139   Eximer Laser | 600,000 |
| 140   Diode Laser | 100,000 |
| **UofL Subtotal** | **94,771,000** |
| | |
| **Western Kentucky University** | |
| 3     Van Meter Renovation - Design | 935,000 |
| 4     Gordon Wilson Renovation - Design | 437,500 |
| 8     Digital Television Transmission System | 1,600,000 |
| 20    Campus Communications Network Expansion | 750,000 |
| 21    Energy Conservation | 3,750,000 |
| 25    Telephone Infrastructure | 3,000,000 |
| 26    Video Server | 800,000 |
| 27    Public Radio and Television Transmission Tower | 615,000 |
| 29    ADA Accessible Shuttle Buses | 360,000 |
| 30    Confocal Microscope | 110,000 |
| **WKU Subtotal** | **12,357,500** |
| | |
| **System Total** | **$501,668,700** |

**1998-2000 CAPITAL PROJECTS**
**AGENCY BOND AUTHORITY**

**Recommendation:**

That the Council approve the authorization of $10,229,000 from the unused 1998-2000 agency bond authority.  The allocation first addresses the need to complete fire safety projects in student housing facilities and then includes one other facility. The Council action is a recommendation to the Secretary of the Finance and Administration Cabinet for final action.  Projects to be authorized are listed in Attachment A and described in Attachment B.

**Background:**

The 1998-2000 Appropriations Bill (HB 321) enacted by the 1998 General Assembly authorized a $35 million agency bond pool to complete projects using bond proceeds with debt service supported totally by non-state general fund revenues for postsecondary education institutions.  Projects are to be recommended by the Council to the Secretary of the Finance and Administration Cabinet.

At its November 1998 meeting, the Council approved an allocation of $31,591,000 and directed that the residual agency bond authority of $3,409,000 be held in reserve for possible allocation later in the biennium.  One institution will not use its agency bond authority ($6,820,000) to address student housing fire safety and dormitory renovation, but instead will complete the projects with cash.

This recommendation includes four projects that total $10,229,000.  The source of debt service for the student housing fire safety projects is housing and dining revenue and the source of debt service for the Allied Health and Aging project is agency funds.

Staff Preparation by Sherron Jackson

**1998-2000 Capital Projects**
**Residual Agency Bond Pool Allocation**
**Issuance Of Agency Bonds For Fire Safety And Other Projects**

| Priority/Institution/Project | 1998-2000 Agency Bond | Source of Debt Service |
|---|---|---|
| **Eastern Kentucky University** | | |
| Student Housing Fire Safety | 1,350,000 | H&D Revenue |
| **Kentucky State University** | | |
| Hunter Hall Fire Safety/Renovation | 1,657,000 | H&D Revenue |
| **Morehead State University** | | |
| Student Housing Fire Safety | 1,200,000 | H&D Revenue |
| **University of Kentucky** | | |
| Aging/Allied Health Building Phase II | 6,022,000 | Agency Funds |
| **System Total** | **$10,229,000** | |

**1998-2000 Agency Bond Pool Recommendation
Project Description**

1. **Eastern Kentucky University**

*Student Housing Fire Safety Projects $1,350,000*
The total scope of this project is $2,604,000. The additional authority will be combined with current agency bond authority of $1,254,000 to support completion of the original fire safety projects planned for summer 2000. The debt service fund source is housing and dining revenues.

2. **Kentucky State University**

*Hunter Hall Dormitory Fire Safety and Renovation $1,657,000*
The total project scope is $1,657,000. The university needs to address fire safety issues in Hunter Hall; but the dormitory also needs to be renovated. The project combines the fire safety issues and the renovation needs into a single effort and allows the university to effectively address all issues simultaneously.

3. **Morehead State University**

*Student Housing Fire Safety Projects $1,200,000*
The total project scope is $2,670,000. The additional authority will be combined with current agency bond authority of $1,470,000 to support project completion. The project will complete phases I and II of the dormitory fire safety projects. The debt service fund source is housing and dining revenues.

4. **University of Kentucky**

*Allied Health and Aging Building Phase II  $ 6,022,000*
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 bonds supported by agency funds to partially offset the loss of private funds for this project.