AGENDA
Council on Postsecondary Education
July 18, 2005
10 a.m. (ET)
CPE Offices
Frankfort, KY

Other Business

Next Meeting – September 18-19, Louisville Marriott Downtown
        (IEG Governor's Conference on Postsecondary Education Trusteeship)

Adjournment

CPE meeting materials are available on the Council Web site at http://cpe.ky.gov/about/cpe/meetings/.
Policy group meeting materials are available on the Council Web site at http://cpe.ky.gov/committees/.

MINUTES
Council on Postsecondary Education
Executive Committee
May 16, 2005

The Executive Committee of the Council on Postsecondary Education met May 16, 2005, at 11 a.m. at the Council offices in Frankfort. Chair Greenberg presided.

Mr. Greenberg welcomed several guests – Representative Harry Moberly, Fred Rice (chair of the EKU board of regents), and Orson Oliver (EKU regent and chair of the board's finance committee).

ROLL CALL

The following members attended: Peggy Bertelsman, Richard Freed, Ron Greenberg, Joan Taylor, and John Turner. Other Council members in attendance: Walter Baker, Dan Flanagan, and Tony Stoeppel. Phyllis Maclin and Alois Moore joined by telephone.

Representatives of Murray State University were connected to the meeting by interactive television.

APPROVAL OF
MINUTES

The minutes of the April 12 Executive Committee meeting were approved as distributed.

2005-06
TUITION
AND FEES

President Tom Layzell said that at the April 12 Executive Committee meeting the Council heard detailed presentations from the institutions about their enacted or planned tuition and fee proposals for 2005-06. At the conclusion of that meeting, the Council staff was asked to prepare for the May Council meeting recommendations on tuition and fees for 2005-06 and also recommendations on a tuition-setting process going forward into the future. He said that the Council staff plans to submit the following recommendations for approval by the Council at its May 22 meeting and seeks advice from the Executive Committee.

1. The staff recommends approval of the 2005-06 tuition and required fees. The rates for Murray State University and the University of Louisville are estimates since final board action has not been taken in either case. (The MuSU board meets May 20 and the UofL board meets June 2.)

2. The staff recommends approval of the process for establishing tuition and required fees. The process will be used to establish tuition and required fees for the 2006-07 academic year.

A summary of the institutional responses regarding the proposed expenditure of 2006 increases in tuition and fee revenue and state general fund appropriations was included in the agenda materials. Almost 40 percent of the increases will be used for faculty and staff salary increases and new faculty and staff positions; 20 percent for fixed costs; 16 percent for merit- and need-based financial aid; and 25 percent on a wide range of programmatic areas. The Council staff will provide additional information on how the institutions plan to expend the additional revenue at the May 22 Council meeting.

A comparison of Kentucky tuition and fees related to national and regional tuition and fees was included in the agenda materials. As of 2004-05, Kentucky's average tuition and fees for the four-year institutions in Kentucky lagged behind the national average by about $800. This gap may be somewhat smaller but will continue in 2005-06. The two-year institutions are much closer to the U.S. average but, given the relatively modest increase enacted by KCTCS (6 percent), the 2005-06 numbers may fall below the national average. According to *Measuring Up*, the national report card for postsecondary education, while Kentucky's overall affordability slipped from 2000 and 2002, affordability at Kentucky institutions ranks high nationally.

Dr. Layzell reviewed the proposed process for establishing tuition and required fees for the 2006-07 academic year:

1. By October the Council will establish policies and criteria for determining tuition and required fees that will ensure that adequate justification exists for proposed rates of tuition and required fees based on affordability, fiscal responsibility, institutional missions, and other appropriate measures.

2. Beginning in the 2006-07 academic year, the Council will require the institutions to submit proposed rates in advance on a schedule that will be set by the Council. The schedule will provide adequate time for student notification and planning.

3. Both the Council and the institutions will provide an opportunity for public comment on the proposed rates.

4. The Council will establish procedures to review and approve rates of tuition and required fees for modifications based on changes in financial, operation, or programmatic circumstances.

MOTION: Mr. Freed moved that the recommendations be approved and considered by the Council at its May 22 meeting. Ms. Bertelsman seconded the motion.

Ms. Bertelsman asked that a reporting mechanism be put in place that shows what the institutions have accomplished with the additional revenue (number of faculty positions filled, etc.). This information will be helpful for the Council and the General Assembly in the years to come.

President Joanne Glasser discussed the plans for the additional revenue generated by the tuition increase at Eastern Kentucky University.

Mr. Greenberg said that a committee has been formed that will develop recommendations for a funding process for postsecondary education that is understandable, that is transparent, that is rational, and that includes accountability for all the institutions. The Council is most concerned that postsecondary education in Kentucky remains affordable.

VOTE: The motion passed.

BENCHMARK
SELECTIONS

Dr. Layzell said that the benchmark selections will be considered by the Council at its May 22 meeting. The models used and the recommended lists for the comprehensive institutions and KCTCS were included in the agenda materials. The proposed benchmarks for UK and UofL were under review and are expected to be presented at the May 22 meeting.

NEXT MEETING

Mr. Greenberg said that the Council will meet Sunday, May 22, at 12:30 p.m. The meeting will be held at the Marriott Griffin Gate Resort in Lexington in conjunction with the Institute for Effective Governance Spring Board Development Seminar and the Annual Faculty Development Conference.

Mr. Stoeppel thanked the University of Louisville for inviting the Council members to attend its commencement exercises.

ADJOURNMENT

The meeting adjourned at 11:50 a.m.

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Thomas D. Layzell
President

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Phyllis L. Bailey
Associate, Executive Relations

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MINUTES
Council on Postsecondary Education
May 22, 2005

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The Council on Postsecondary Education met Sunday, May 22, 2005, at 12:30 p.m. at the Marriott Griffin Gate Resort in Lexington, Kentucky. Chair Ron Greenberg presided. The meeting was held in conjunction with the Institute for Effective Governance Spring Board Development Seminar and the Annual Faculty Development Conference.

ROLL CALL

The following members were present: Walter Baker, Peggy Bertelsman, Kevin Canafax, Dan Flanagan, Ron Greenberg, Susan Guess, John Hall, Esther Jansing, Phyllis Maclin, Alois Moore, Charlie Owen, and John Turner. Richard Freed, Tony Stoeppel, Joan Taylor, and Gene Wilhoit did not attend.

GED TOP
SCORE AWARD

James Meyer of Louisville was recognized as the recipient of Kentucky's 2004 GED National Award for Outstanding Achievement. The GED Testing Service annually recognizes the person in each state with the highest GED. James had a total GED score of 3,750 out of 4,000 possible points. James earned his GED through the adult education program at Jefferson County Public Schools. He plans to continue his education full-time this fall at Jefferson Community College. In pursuit of his educational goal, he completed three online learning classes this spring through the Kentucky Virtual University.

2004-05 STRATEGIC
PLANNING UPDATE

President Tom Layzell provided the Council with an update on the 2004-05 strategic planning process. Since the Council endorsed the public agenda in March, the Council staff has been working with the institutions to develop campus action plans, including mission parameters. The Council approved an outline for preparing missions parameter statements at its March meeting. The Council staff received first drafts from the institutions April 29 and will work with the institutional representatives to develop a recommendation to bring to the Council in July as part of the entire strategic planning package. A number of issues require consideration, including graduate programs at the comprehensive universities, research university missions, stewardship of place, and remediation.

In revising the key indicators for the 2005-2010 public agenda, the Council staff has worked with an advisory group of representatives from institutions and state government to refine the accountability system while preserving its established strengths. The overall structure continues to be the five questions that present a broad range of policy issues in concise, everyday language. The major refinement of the structure is the tailoring of sets of indicators to mark progress first at the state level and then at the institutional level by type of institution. State-level indicators answer each of the five questions in the broadest sense, presenting the "big picture" outcomes of postsecondary education and ensuring the ability to compare Kentucky's progress to that of other states. Tailored sets of key indicators also have been developed for each question by institutional sector: research universities, comprehensive

universities, KCTCS, independent institutions, and Kentucky Adult Education. These sets of sector-specific indicators better reflect the differing missions of the institutions as set out in House Bill 1. Further differentiation among institutions that recognizes the distinct role of each campus in the system will occur during the goal-setting process.

A new indicator has been designed to hold the system accountable for closing the achievement gap of underrepresented minority students. Because earning a degree is the ultimate measure of success in postsecondary education, the number of degrees conferred was selected for this measure.

The revised key indicators will be included as part of the strategic planning package that the Council will approve in July.

2005-06 PRIORITY INITIATIVES

RECOMMENDATION: The staff recommends that the Council approve the 2005-06 priority initiatives as part of the Council's 2005-2010 action plan.

Dr. Layzell said that the Council members have identified priority initiatives for the Council to undertake in 2005-06. These initiatives surfaced during the development of the Council's action plan, which will be approved in July as part of the strategic planning package. Work on the 2005-06 priority initiatives and the other elements of the Council's action plan will provide a strong foundation for continued growth and progress of the postsecondary and adult education systems. The initiatives are: (1) development of a statewide translational research, economic development, and commercialization policy; (2) funding for postsecondary education; (3) improved quality and accountability; (4) role of board members; and (5) communication with legislators.

Mr. Greenberg said these initiatives are outgrowths of the discussions of the public agenda and the Council policy groups. The Council members will serve on work groups to develop recommendations on the initiatives.

MOTION: Mr. Baker moved that the recommendation be approved. Mr. Canafax seconded the motion.

VOTE: The motion passed.

BENCHMARK SELECTIONS

RECOMMENDATION: The staff recommends that the Council approve the benchmark selections based on the process developed by the Council staff and the revisions to the benchmark selection criteria.

Dr. Layzell said that agreement has been reached on the benchmarks for the comprehensive universities and for KCTCS. The benchmarks for UK and UofL are still under review, and the staff expects to bring a recommendation to approve these benchmarks at the July Council meeting. The benchmark institutions have been selected based on revisions to the benchmark funding model and predetermined selection criteria and will provide a context for developing the funding recommendation for operational funding levels and performance measurement for the 2006-08 biennium.

MOTION: Ms. Bertelsman moved that the recommendation be approved. Ms. Jansing seconded the motion.

UOFL REGIONAL FORENSICS LAB	RECOMMENDATION: The staff recommends that the Council approve the request of the University of Louisville to design and renovate space in Burhans Hall to house a Regional Computer Forensic Laboratory with $2,968,400 of federal funds from the U. S. Department of Justice.

VOTE: The motion passed.

Dr. Layzell said that, because of its schedule, the Capital Projects and Bond Oversight Committee has approved this project contingent on the Council's approval.

MOTION: Ms. Guess moved that the project be approved. Mr. Owen seconded the motion.

VOTE: The motion passed.

2006-12 CAPITAL IMPROVEMENTS PLAN

RECOMMENDATION: The staff recommends that the Council ratify the action of the Executive Committee approving the Council's 2006-12 Capital Improvements Plan submitted to the Capital Planning Advisory Board April 15, 2005.

Dr. Layzell said that at the March meeting the Council delegated approval authority to the Executive Committee in order to meet the April 15 deadline.

MOTION: Ms. Guess moved that the recommendation be approved. Ms. Bertelsman seconded the motion.

VOTE: The motion passed.

LEASE AUDIT MODEL

Dr. Layzell said that in response to an August 2004 request from the Capital Projects and Bond Oversight Committee, the Council staff asked the Auditor of Public Accounts to develop a model to demonstrate institutional compliance with Kentucky's laws regarding the lease of real property (KRS 56.800 to 56.823). The policy is similar to and consistent with the general approach of all state government agencies and establishes a minimum standard for external auditors to conduct an audit of an institution's compliance with Kentucky's lease laws. The policy will take effect immediately; the first audit will be conducted for FY 2005-06 and will be reported to the Council in September 2006. The Council will be responsible for collecting the audit reports and forwarding copies to the executive and legislative branches of government, including the Capital Projects and Bond Oversight Committee. The Council staff discussed the policy with institutional and government officials and all agree that the policy is reasonable and satisfies the requirements of the statute.

CEO REPORT

Mr. Baker reported that the Committee on Equal Opportunities has agreed to delay the development of a new equal opportunities plan until the Office of Civil Rights provides formal notice of the Commonwealth's status under Title IV of the Civil Rights Act of 1964. He said that the CEO is in discussions about who they serve – African Americans or all minorities in Kentucky. Other CEO activities were included in the report in the agenda book.

KY GED INITIATIVE: GO, EARN, DO – GED

Amazon.com recently presented Governor Ernie Fletcher with a $100,000 check to fund Go, Earn, Do – GED, a public-private educational partnership

that includes Kentucky Adult Education, Amazon.com, Team Taylor County, and the Office of Employment and Training. The initiative seeks to significantly increase the number of GED graduates over a two-year period in the 20-county area that makes up the labor pool for the Amazon.com Fulfillment Center in Campbellsville and many other Kentucky businesses. Amazon.com, which requires the minimum of a GED for employees, will provide up to $40 for a GED test fee reimbursement and an Amazon.com gift card to GED graduates who are residents of the 20-county area. Those interested in Amazon.com employment will have the opportunity to register with the Office of Employment and Training, which helps place Amazon.com employees. Kentucky Adult Education is hoping to forge other business partnerships to increase the number of GED graduates.

P-16 COUNCIL UPDATE	A report on the activities of the P-16 Council was included in the agenda book.
COMMISSIONER OF ED REPORT	A report from Commissioner Wilhoit regarding the work of the Kentucky Board of Education was included in the agenda book.
RECIPROCITY AGREEMENTS	RECOMMENDATION: The staff recommends that the Council approve tuition reciprocity agreements with Indiana, Illinois, Ohio, Tennessee, and West Virginia.

Dr. Layzell said that these agreements were renegotiated to comply with policies adopted by the Council at its January meeting to achieve relative balance between participating states with regard to the number of students participating in the agreement in each state and the financial costs of the agreement. He said that the Council normally approves reciprocity agreements for four years, but these are two-year agreements that could be cancelled at the end of one year by either state. Due to the affordability study underway, he anticipates the development of recommendations related to nonresident students that may determine whether these reciprocity agreements are continued in their current form.

MOTION: Ms. Jansing moved that the recommendation be approved. Ms. Guess seconded the motion.

VOTE: The motion passed.

2005-06 TUITION AND FEES

RECOMMENDATION: The staff recommends that the Council approve (1) tuition and required fees for FY 2005-06 and (2) the process for approving tuition and required fees for FY 2006-08.

Dr. Layzell said that all of the governing boards have approved the tuition rates with the exception of the University of Louisville. That board meets June 2 so the approval of the UofL rates is contingent upon the approval of their board.

Approximately $24 million, or 16 percent, of the projected increase will be used for student financial aid. Of this amount, $5 million is to be used for need-based aid and $19.6 million for merit-based aid.

The Council will develop a new process for approving tuition and fees beginning with the 2006-07 academic year. The new policy will require KCTCS and the public universities to submit proposed rates for tuition and

fees to the Council for action on a schedule set by the Council. The schedule shall provide adequate time for public comment, student notification, and planning. The process, to be in place by October 2005, will ensure that adequate justification exists for proposed rates of tuition and required fees based on affordability, fiscal responsibility, institutional missions, and other appropriate measures. The Council also will establish procedures to review and approve rates for tuition and fees for any modifications in the rates if the need arises.

MOTION: Ms. Moore moved that the recommendation be approved. Ms. Jansing seconded the motion.

Ms. Bertelsman asked that the Council provide a method for the institutions to report the success of the process and to determine if modifications are needed for the next biennium.

Mr. Canafax expressed concern about the tuition rate increases. In light of the fact that this Council is looking further at the funding model and subsequent action around the affordability study, it is important for the Council as a body to work more cooperatively with the institutions to keep the best interest of the residents of the Commonwealth in mind and ensure that they can afford to attend the public institutions in the state.

Ms. Guess pointed out that Eastern Kentucky University has the largest rate increase and asked President Glasser where tuition funds will be directed after the first year, in particular the money designated for need- and merit-based financial aid.

President Glasser said that EKU is very sensitive to the fact that a significant part of the new revenue base is directed to need-based aid. She said that it is possible that a portion of these funds will be redirected to other needs after the first year of the biennium, possibly deferred maintenance in order to maintain a safe learning environment, contingency funds, need-based aid, and salary increases.

Ms. Bertelsman suggested that each institution maintain a contingency fund to meet unanticipated maintenance expenses.

Mr. Greenberg said that even with these tuition increases Kentucky as a state is extremely affordable and the individual institutions are for the most part at or below the median of affordability compared to their benchmark institutions. For the regional universities, the range of tuition is within $1,000.

Mr. Owen said that Kentucky generally has had low-cost, affordable education and the Council is determined to keep it that way. When the legislature and the Governor did not fund postsecondary education in a continuing way, the presidents felt there was a need for tuition increases which was not counter to their goal to increase quality at Kentucky's universities. He said this balancing act really has to be looked at carefully by the institutions and by the Council to determine if Kentucky institutions are becoming unaffordable or are reducing quality. He said that in order to discuss funding adequacy at the institutions, the Council must look at more measures of accountability for the

universities.

Mr. Flanagan said that the Council should move more toward its responsibility of being in charge of tuition for all of the people of Kentucky.

Ms. Guess asked that the Council act on the tuition and required fees for FY 2005-06 and the process of approving tuition and required fees for FY 2006-08 in two separate motions. There was no objection to acting in this manner.

VOTE ON TUITION AND REQUIRED FEES FOR FY 2005-06: The motion passed with Ms. Guess voting no.

VOTE ON THE PROCESS OF APPROVING TUITION AND REQUIRED FEES FOR FY 2006-08: The motion passed.

NEW PROGRAM REPORT

A report on new programs was included in the agenda book. From spring 2002 to fall 2004, Kentucky's public institutions have implemented 48 new programs – 29 at the universities and 19 at KCTCS. These include 11 in health-related fields, 10 in business, 10 in liberal arts and social sciences, six in technology, three in computer and information technology, three in education, and two in mathematics and science. An additional three programs provide opportunities in agricultural production, culinary arts, and corrections. A comprehensive report of new programs approved since streamlining the program approval process in 1999 and benefits resulting from program closures and alterations during the academic program productivity review begun in 2000 will be presented to the Council in fall 2005.

MOSU ENDOWMENT MATCH PROGRAM APPLIED RESEARCH REQUEST

At the March meeting the Council delegated to the Executive Committee approval authority for applied research programs pursuant to the new endowment match program guidelines to accommodate timely distribution of funds. At its April 12 meeting, the Executive Committee approved a proposal submitted by Morehead State University for conducting applied research within the university's creative arts program. This information was provided to the Council for information only.

COMMITTEE APPOINTMENTS

Mr. Greenberg reappointed Ms. Bertelsman and Ms. Taylor to the Executive Committee. The new faculty representative will fill Mr. Freed's spot on the Executive Committee. The terms for Ms. Bertelsman and Mr. Freed on the P-16 Council expire June 30, so he appointed Phyllis Maclin and the new faculty representative to replace them. He thanked Ms. Bertelsman and Mr. Freed for their service on the P-16 Council.

NEXT MEETING

The next Council meeting is July 18. A Council retreat will be scheduled in late June or early July.

Mr. Greenberg thanked Governor Fletcher for actively engaging the Council in dialogue with him during the last few weeks and said that the Council members look forward to working with the Governor on the priority initiatives and the new public agenda over the next several months.

ADJOURNMENT

The meeting adjourned at 2 p.m.

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Thomas D. Layzell
President

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Phyllis L. Bailey
Associate, Executive Relations

Focus on Reform:
Academic Standards in Athletic Programs

The issue of academic standards in athletic programs has been an important topic of discussion by postsecondary education's academic and athletic communities in recent years. It has received extensive coverage by the media, and in books and journal articles. The issue is directly related to the public agenda concerns about program quality, student success, and the preparation of college graduates for life and work.

At the July 18 Council meeting, representatives of the University of Kentucky, University of Louisville, and Western Kentucky University athletic programs will present information about (1) their efforts to ensure that athletes maintain satisfactory academic progress toward a degree and (2) some of the challenges they face in complying with requirements of the National Collegiate Athletic Association.

Mitch Barnhart (UK athletic director), Julie Hermann (UofL associate athletic director), and Wood Selig (WKU athletic director) will make the presentations. All of the presenters have extensive experience in the administration of athletic programs.

Staff preparation by Tom Layzell

Council on Postsecondary Education
July 18, 2005

2005-2010 Strategic Plan

Action: The staff recommends that the Council approve the
2005-2010 strategic plan for Kentucky's postsecondary and
adult education system, including:

- the new public agenda entitled *Five Questions - One Mission,
  Better Lives for Kentucky's People, A Public Agenda for
  Postsecondary and Adult Education 2005-2010*
  (Attachment A)

- key indicators of progress (Attachment B)

- action plans for each of the public institutions (including mission
  parameters) and the independent sector (Attachment C)

- Council action plan (Attachment D)

Public Agenda

The proposed public agenda is the result of a year-and-a-half process of
information gathering, data analysis, and extensive conversations with
stakeholders, partners, and members of the postsecondary community about
the role of Kentucky's postsecondary education system in addressing the
challenges and issues facing the Commonwealth in the coming years. The
Council endorsed the public agenda at its March 2005 meeting and directed the
staff to propose a title, update statistics, and make minor editorial changes.
The staff has done so, and changes are included in Attachment A.

Key Indicators

As part of the strategic planning process, the Council staff has worked with
representatives of the institutions and state government to align the
accountability system with the new public agenda. Proposed systemwide and
institutional key indicators are included in Attachment B. (Institutional
indicators also have been incorporated into the campus action plans.) This

proposal has been developed in extensive consultation with the Key Indicators Advisory Group (membership list is included in Attachment B) and has been shared with the presidents and partner agencies.

After Council action on the new key indicators, the goal-setting process will commence. Biennial goals will be set to match the biennial budget cycle, beginning with 2007-08. Both systemwide and institutional level goals will be developed in cooperation with the Key Indicators Advisory Group, taking into consideration historical trend data, institutional mission parameters, appropriate comparisons with other states and institutions, 2020 educational attainment projections, and input from other state agencies and partners. The Key Indicators Advisory Group also will advise the Council staff on the selection of a limited number of key indicators to link to funding.

Goal-setting will be discussed with the Council at its September 2005 meeting, and goals will be proposed for Council action at the November meeting.

Action Plans

The action plans developed for each public institution and the independent sector include a set of Priorities for Action organized around the Five Questions. These statements outline what each entity will do over the next five years to advance the public agenda. Action plans satisfy the requirement in House Bill 1 for a strategic implementation plan, which must be reviewed every two years. (See Attachment C.)

In addition to the Priorities for Action, the action plan for each of the public institutions also includes a set of mission parameters, institutional key indicators, and a list of benchmark institutions. The mission parameters describe the role and purpose of the public institutions in terms of their program characteristics and level, student mix and selectivity, research activities, and stewardship of place. (Included in Attachment C is a map depicting each institution's area of geographic responsibility.) These mission parameters satisfy KRS 164.350, which requires the Council to review institutional missions to ensure consistency with the public agenda.

The Council action plan incorporates the "How We Get To Yes" statements from the public agenda, describes related Council initiatives planned or currently underway, and identifies key partners across the state and nation that play an integral role in accomplishing these initiatives. (See Attachment D.)

Next Steps

The Council staff is working on the graphic design and layout of the public agenda and related materials. These publications will be distributed at the Governor's Conference on Postsecondary Education Trusteeship in September.

Five Questions - One Mission
Better Lives for Kentucky's People

A Public Agenda for Postsecondary
and Adult Education
2005-2010

July 18, 2005

Introduction

Kentucky's public agenda for postsecondary education has become a nationally recognized model for reform. The agenda calls for a fundamental, profound shift in the way the postsecondary system approaches its work: while institutions once competed against each other for their own interests, the public agenda challenges them to work *together* for the *common good*. It also urges the adult education system to eradicate illiteracy, which, according to the *Adult Education Act of 2000*, is a "fundamental barrier to every major challenge facing Kentucky." The motto of reform is "One Mission: Better Lives." The long-term goal is to raise the standard of living and quality of life in the Commonwealth above the national average by the year 2020.

The Postsecondary Education Improvement Act of 1997 (House Bill 1) requires the Council on Postsecondary Education to review this public agenda every four years. The review began in early 2004 with an analysis of demographic, economic, and education data from 1997 to the present. Then, nine regional forums and a series of meetings with state policy, civic, and business leaders were held to find out what's working and where the system can improve.

This new public agenda reflects what we learned from our analyses and heard from concerned, engaged citizens all over the state. At the heart of this agenda are five questions—short, simple, yet powerful reminders of the public we serve. The questions have been revised to emphasize the importance of maintaining affordable, high-quality postsecondary opportunities that lead to more certificates and degrees, better jobs, and more productive, meaningful lives.

The New 5 Questions of Reform

1. Are more Kentuckians ready for postsecondary education?
2. Is Kentucky postsecondary education affordable for its citizens?
3. Do more Kentuckians have certificates and degrees?
4. Are college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

These new five questions will guide the work of the entire adult and postsecondary education system from 2005-2010. The public universities, the Kentucky Community and Technical College System, the Association of Independent Kentucky Colleges and Universities, and the Council on Postsecondary Education (including Kentucky Adult Education and Kentucky Virtual University/Library) have developed action plans to move this agenda forward. The questions also serve as the framework for accountability measures that monitor our progress and encourage and reward behaviors that move us closer to our goals.

Choosing our Future

This is a critical moment in the history of Kentucky's postsecondary reform. The system is poised to profoundly improve the lives of Kentuckians and the prosperity of the Commonwealth. The significant investments made in postsecondary and adult education produced impressive gains from 1998, reform's beginning, to 2004; total enrollment in postsecondary education increased 25 percent, degrees and certificates awarded increased 56 percent, and per capita income increased to 84 percent of the U.S. average. But without firm resolve and adequate resources, our momentum will stall.

One of two futures awaits us in 2020.

If we succeed in moving this agenda forward, life in the Commonwealth will improve...

THE 2020 IMPERATIVE

According to an analysis of U.S. Census projections, Kentucky will need nearly 800,000 working-age adults with a bachelor's degree or higher to match the national average in 2020; in 2000 we had only 402,000. Over the next 15 years, we need to nearly double the number of Kentuckians ages 25-64 with at least a four-year degree.

- Kentucky will be acclaimed for its integrated, coordinated, and adequately funded system of education—from preschool through college and beyond.
- All students will understand what they need to know to succeed at the next level of education, and schools will prepare them for a successful transition.
- All students will complete at least two years of postsecondary education and will be prepared for transfer to a university or the skilled trades.
- Education will not end with a postsecondary degree. Kentuckians will seek advanced knowledge and skills throughout their lives to increase their professional mobility and keep pace with the demands of a knowledge economy.
- Postsecondary education will become a key strategy for creating good jobs, improving public health, and promoting civic engagement.
- Kentucky's population will grow as people realize the economic and cultural opportunities available here. An abundance of good jobs will keep Kentuckians working and living in the state and attract talented newcomers.
- Economic development and prosperity will be more evenly distributed across all geographic regions of the Commonwealth while communities will preserve their uniquely "Kentucky" character.
- Business, civic, and education leaders will work in concert to improve their communities. Civic participation, volunteerism, and charitable giving will increase. Crime rates and reliance on public assistance will decrease.
- Public health will improve as diseases linked to obesity and smoking decline.
- Kentuckians will develop a passion for lifelong learning that is handed down to the next generation.

But if we fail . . .

- Too many people in Kentucky will think that college isn't for them or within reach. There will be too much leakage all along the education pipeline—high school students failing to graduate as well as college students failing to complete a degree.
- Kentucky will trail the nation on key indicators of educational progress—standardized test scores, high school graduation rates, and degree attainment.
- Close to half of our working-age adults will lack the literacy, mathematical, and reasoning skills necessary for jobs in a knowledge economy.
- College will be too expensive for a majority of capable, low-income or minority students, who will not exceed their parents' education level or quality of life.
- Most of the job growth in every region of the state will occur in low-wage, low-skill sectors of the economy, since Kentucky will not be able to compete with other states or nations for high-value jobs.
- The higher-wage jobs that do not require postsecondary credentials will relocate to undeveloped countries. The remaining dislocated workers will not have the education needed to compete for jobs with comparable salaries.
- Our best and brightest will leave Kentucky to pursue lucrative career opportunities elsewhere. High school seniors will attend out-of-state colleges and will not return to Kentucky to live and work. Emerging entrepreneurs will be lured to states with abundant intellectual and venture capital.
- Kentucky will fare worse than nearly every other state on most indicators of public health and will lead the nation in obesity, type ll diabetes, lung cancer, and heart disease.
- Voting, volunteerism, and charitable giving will decline. Community development will stagnate.

Kentucky has a choice: we can keep moving forward to this better future or we can slip back to an unpromising past. Implementing this agenda won't be easy, but the rewards will far outweigh the costs. College-educated workers make more money, which increases a state's tax base and demand for goods and services. This in turn fuels the economy. According to a recent analysis by the Kentucky Long-Term Policy Research Center, Kentucky could expect a cumulative increase in revenue of more than $5.3 billion if we reach the national average in educational attainment by 2020.

In 2002, Kentucky's progress toward postsecondary reform was characterized as:

...nothing short of remarkable. To a striking degree, the reforms have addressed most of the issues identified just five years earlier and established the foundation for step-by-step progress over the next decade and beyond. Perhaps the most profound change over the past five years has been a change in expectations and frame of mind—among students, parents, business and civic leaders, postsecondary leaders, and the Commonwealth's policy leaders. There is a new sense of hope, pride, and confidence...the Commonwealth is leading the nation in demonstrating how sustained attention to education reform can bring about fundamental, long-term improvement in a state's quality of life and economy.

Aims McGuinness
National Center for Higher
Education Management Systems

QUESTION 1: ARE MORE KENTUCKIANS READY FOR POSTSECONDARY EDUCATION?

Kentucky must do a better job preparing high school students and adults for postsecondary study. An overwhelming majority of high school students tell us they plan to continue their education after graduation but have not tackled the rigorous courses that prepare them for college-level work. Many adults recognize the need for advanced training but have not completed high school, or have been out of school for a while and need to refresh their skills. Postsecondary institutions must play a role in helping high schools prepare each and every one of their students for at least two years of postsecondary training, and Kentucky Adult Education must help more of their learners transition to college. For Kentucky to be competitive, all students—regardless of income level, age, gender, or skin color—need better access to high-quality instruction and guidance counseling that will lead them to postsecondary opportunities.

PROGRESS

- Adult education enrollment has increased 135 percent in four years.
- Kentucky had the highest increase in the nation in the percent of adults with a high school credential from 1990-2000.
- More high school students are taking college preparatory courses. Since 1998, the number of dual enrollment courses taken in high school has increased fivefold, and the ratio of students taking AP courses nearly doubled.

HOW WE GET TO YES

- Postsecondary involvement in efforts to restructure the high school curriculum and assessments.
- Smoother transitions from high school, area technology centers, and GED programs to college through closer alignment of the secondary, adult, and postsecondary systems.
- More concerted efforts to close achievement gaps and increase college going among minority, low-income, first-generation, and adult students.
- More high school students taking Advance Placement and college-level courses.
- Strengthened guidance counseling to provide early college awareness and planning.
- More explicit information from the postsecondary community about what it takes to succeed in college and the skilled trades.
- More adults participating in adult education programs and earning GEDs.
- Better coordination among KCTCS and adult education programs to provide low- or no-cost college remediation services.
- Better preparation and training for P-12 and adult education instructors and leaders at all levels.
- Expanded efforts to recruit a diverse teaching force and to keep good teachers working and living in Kentucky.

CHALLENGES

- Too many high school graduates entering college are not adequately prepared. Compared to top performing states, middle and high school students perform poorly on national assessments, including the National Assessment of Education Progress, Advanced Placement exams, and the ACT.
- Minority and low-income students are not taking challenging courses in high school, do not score well on standardized tests, and often are not encouraged to pursue college.
- Adult education enrollment represents only five percent of adults at the lowest literacy levels.
- From 1995-2000, 11,351 people with less than a high school diploma between the age of 22-29 moved to Kentucky while 5,087 left the state, resulting in a net gain of nearly 6,264 undereducated young adults.
- Only 62 percent of 7th – 12th graders are taught by teachers with a major in their field, compared to 81 percent in top-performing states.

- Kentucky remains in the top third of states in providing affordable postsecondary education opportunities, according to *Measuring Up 2004.*
- Average tuition and fees at Kentucky institutions in 2004-05 were 15 percent below the national average.
- The cost of public postsecondary education as a percent of family income is unchanged from a decade ago.

QUESTION 2: IS KENTUCKY POSTSECONDARY EDUCATION AFFORDABLE FOR ITS CITIZENS?

To increase Kentucky's intellectual capital, college must remain financially accessible, especially for families who are least able to pay. Historically, the cost of going to college in Kentucky has compared favorably to other states. This is still true today. Tuition remains relatively low and the average financial aid award is high. However, rising tuition and fees are placing a financial strain on many families. If this trend continues, Kentucky may overload students with debt or price them out of college completely. We must strive to provide Kentuckians with the highest quality of education possible at an affordable price.

HOW WE GET TO YES

- Increased public investment in postsecondary education and financial aid for the greater economic and social good of Kentucky.
- Increased institutional productivity and efficiency to contain tuition and college costs.
- More integrated and aligned policies governing financial aid, tuition, and state appropriations aimed at reducing financial barriers for students and increasing institutional capacity to meet the educational needs of the state.
- More and better communication with prospective students and their families about financial aid opportunities and net college costs.
- Expanded grant programs and low-interest/forgivable student loans that address workforce demands and the needs of underserved populations, including GED graduates, part-time students, and transfer students.
- A re-examination of the Kentucky Educational Excellence Scholarship (KEES) program to ensure students are rewarded, not just for good grades, but also for taking rigorous courses.

CHALLENGES

- While college in Kentucky remains affordable compared to other states, it is losing ground. The state's ranking in overall affordability slipped from 8 to 14 from 2002 to 2004.
- The purchasing power of the federal Pell grant has declined considerably over the last two decades. In 1980-81, the Pell grant covered 36 percent of the average cost of attending a public, four-year institution; by 2003-04, it covered only 23 percent, according to the College Board.
- Kentucky undergraduates borrow more than the national average. In 2003, the average loan amount was $3,018.
- Adequate financial aid is not available for part-time students, a barrier for adults in the workforce.

- Since 1998, total enrollment in postsecondary education increased 25 percent.
- The number of GED graduates transitioning to college increased from 12 percent in 1998 to 19 percent in 2002.
- For the first time, a Kentucky 9ᵗʰ grader's chance for college exceeds the national average, up from 34 to 38 percent over the last decade.
- In the past decade, the college participation rate of minority young adults (ages 18-24) rose from 15 to 32 percent.
- At the state's public universities, the systemwide six-year graduation rate rose from 36.7 percent in 1998 to 44.3 percent in 2004.
- Kentucky resident African-American undergraduate enrollment increased from 7.3 percent in 1995 to 8 percent in 2003.

QUESTION 3: DO MORE KENTUCKIANS HAVE CERTIFICATES AND DEGREES?

Kentucky must double the number of college-educated adults in Kentucky by 2020 to reach the national average. To do this, the postsecondary system must recruit and enroll more students, ensure more students persist to certificate and degree completion, and keep graduates living and working in the state. Reaching our goals will require an infusion of high school graduates and working-age adults into the postsecondary pipeline at both the undergraduate and graduate levels, including two- to four-year transfer students. If we succeed, everyone in the state, even those people who never set foot on a college campus, will benefit: more certificates and degrees mean more nurses, teachers, social workers, and public safety officers, not to mention cutting-edge medical research, technological innovations, and cleaner water and air. The state's future in large part depends upon Kentuckians' ability to advance seamlessly through the educational system and obtain credentials that will enrich their lives and life in the Commonwealth.

HOW WE GET TO YES

- Expanded outreach efforts at the state and grassroots level that focus on underserved regions and populations to increase the number of Kentuckians who value and pursue postsecondary education.
- Accelerated efforts to help more GED graduates transition to postsecondary education.
- Expanded capacity at public and independent institutions to serve more students more effectively through course redesign, alternative methods of program delivery, and better coordination of distance education.
- Concentrated efforts across the postsecondary system to strengthen the guidance and support provided to on-campus and distance education students.
- Expanded capability of our community and technical college system to deliver a general education component, incentives and encouragement for students to transfer from a two-year to a four-year institution, and reduced time to degree.
- Increased efforts to address workforce shortages in targeted regions and in degree areas (undergraduate and graduate) that support economic development.
- Incentives and rewards linked to increased degree production.

CHALLENGES

- For every 100 9th graders, only 15 complete a college degree.
- Minority and low-income students are much less likely to go to college than white, affluent students.
- The proportion of degree-seeking freshmen returning their second year is low and virtually unchanged over the last six years.
- The number of students transferring from two-year to four-year institutions was lower in 2004 than in 1998.
- Kentucky's graduation rate of 44 percent remains well below the national rate of 54 percent.
- In 2004, Kentucky ranked 47th in the nation in the percent of the adult population with a four-year degree or higher.

Kentucky's reality is that we will sink or swim not on how well we educate our youth, but on how well we educate our entire population, whether age 15, 35, 55, or 75. For the most part, our workforce of tomorrow is just our workforce of today grown older.

As the baby boomers mature, Kentucky will become an aging state. Many people may find if they retire too early that they will run out of income before they run out of life. Kentucky must develop policies for retraining and retooling people. We must invest in educating not just our youth but each and every one of us. We must educate and re-educate, train and retrain.

Ron Crouch
Director, Kentucky State Data Center
University of Louisville

QUESTION 4: ARE COLLEGE GRADUATES PREPARED FOR LIFE AND WORK IN KENTUCKY?

When students leave our colleges and universities, they must carry with them characteristics, skills, and behaviors that equip them for life's challenges and the world of work, in Kentucky or anywhere in the world. At its best, postsecondary education instills a sense of civic duty and pride and an obligation to help others through volunteerism and charitable giving. A college-educated individual possesses valuable attributes: a capacity for lifelong learning, the ability to analyze and synthesize information, effective communication and problem-solving skills, and the ability to relate to diverse individuals. Students who are academically engaged and active on campus and in their communities tend to vote more often, lead healthier lives, and be more productive workers and citizens. As we expand our capacity to serve more students, we also must strive to improve the quality of learning at our institutions.

PROGRESS

- College graduates perform well on licensure and teacher certification exams.
- Two-year college students score at or above the national average on Work Keys assessments.
- Public universities have made progress on measures of undergraduate student experience, especially "enriching educational experience" and "interactions with faculty members," according to the 2003 National Survey of Student Engagement.

HOW WE GET TO YES

- Improved undergraduate student learning so that more graduates are prepared for careers and graduate and professional programs.
- Integration of civic literacy into the curriculum and the overall college experience so that students become engaged citizens and leaders.
- Development of student learning measurements that track the postsecondary system's contribution to the educational capital of the state and make comparisons against national benchmarks and other states.

- Federal research and development dollars per capita increased 92 percent from 1996 to 2002, the fifth-highest percentage increase in the nation for that time period. On this measure, Kentucky moved from 45ᵗʰ to 42ⁿᵈ in the nation.
- The Bucks for Brains program has dedicated $700 million to support research and academic programs at the public universities; the number of endowed chairs is up from 55 in 1997 to 187 in 2004; professorships rose from 53 to 261.
- Since 2001, nearly 128,000 employees upgraded their skills through workforce education funded by Kentucky Adult Education and its Workforce Alliance initiative.
- Kentucky's per capita income increased from 79 percent in 1990 to 84 percent of the U.S. average in 2000.

QUESTION 5: ARE KENTUCKY'S PEOPLE, COMMUNITIES, AND ECONOMY BENEFITING?

Postsecondary education can and must play a central role in transforming Kentucky's economy and quality of life. Through expanded research and development, faculty and staff expertise, and the commercialization of research, colleges and universities spur economic growth and development. But just as importantly, our institutions produce individuals committed to the social and cultural welfare of their communities. The Commonwealth needs globally competitive companies that invest in individuals and communities in every region of the state. We also need communities that embrace art, literature, music, dance, and theater because they reflect and enrich the spirit of Kentucky's people. Postsecondary institutions must do their part by being good "stewards of place," working with community leaders to advance economic, social, and environmental progress.

While the Commonwealth has taken significant steps to improve the competitiveness of Kentucky's economy, Kentucky's ratings on the Corporation for Enterprise Development (CFED) report card have not changed much in 15 years:

"We are making progress, but so is everybody else... This is like a race, and we're at the back of the pack, and everyone else ahead of us is picking up speed. We have to take extraordinary steps if we are going to enhance our competitive position."

Kris Kimel, President
Kentucky Science and Technology Corporation

HOW WE GET TO YES

- Greater emphasis on the role of postsecondary institutions as "stewards of place" that partner with business, civic, and K-12 communities to solve local, regional, and state problems.
- Stronger relationships with economic development partners to develop, attract, and keep jobs that will enable Kentucky to compete in the global economy and retain and recruit more college-educated workers.
- Expanded research capacity directed at the state's priority research and economic development areas.
- Greater efforts to attract more research dollars to Kentucky.
- The transfer of research and technology to applications that lead to economic growth, job creation, and improved quality of life.
- More adults earning workforce education certificates through expanded marketing to employers and employees. Better coordination of workforce training activities and resources across state cabinets and agencies.
- Larger numbers of college graduates remaining in Kentucky to work and contributing to the economic and social well being of the state.

CHALLENGES

- Kentucky currently ranks 42ⁿᵈ in the nation in the amount of federal research and development dollars generated.
- In 2000, Kentucky had a per capita personal income of $26,352, which ranked 41ˢᵗ in the U.S. and was 84 percent of the national average.
- Kentucky earned a "D" in economic performance, a "D" in development capacity, an "F" in financial resources, and a "C" in business vitality, according to ratings assigned by the National Corporation for Enterprise Development in 2004.
- From 1995-2000, 17,584 baccalaureate recipients ages 22-29 left the state while 16,186 moved to Kentucky, resulting in a net loss of nearly 1,400 college educated, young adults.

Call to Action

Implementing this agenda will require a deliberate and renewed investment of time, energy, creativity, and resources. The need for adequate funding remains a major concern. Closing the gap between where we are and where we need to be will require a substantial, sustained financial commitment on the part of the Commonwealth.

Finding adequate resources for postsecondary and adult education in times of fiscal constraint is difficult. Revenue is needed from a variety of sources—tuition, philanthropic activities, and external grants and contracts—as well as reallocation of existing funds. A long-term strategy must be developed to generate and guide funding for research infrastructure, academic programs, workforce training, stewardship activities, financial aid, and adult learning to bring about economic prosperity and improved quality of life.

Kentucky's postsecondary and adult education system must do its part to move this agenda forward, but we cannot stimulate economic opportunity and remove barriers alone. The educational and economic aspirations of this state can be realized only through concerted and decisive action and sustainable resources.

We urge our partners, advocates, and other stakeholders all across the Commonwealth to join with us as we build on the early successes of reform and confront head on the challenges that remain.

Guiding Principles

As we implement this public agenda, the postsecondary system and its partners pledge to:

Work Together—We will strengthen existing partnerships and reach out to new partners to accelerate our progress. We will remember that the early success of reform is due in no small part to the quality of our working relationships with education, legislative, community, civic, and economic development partners—both statewide and locally.

Be Good Stewards—We shall, at once, dedicate existing resources and target future investments to our highest priorities. We will garner public support for the value of adult and postsecondary education and make the case for sustained, adequate resources for the system. We will give our investors and beneficiaries solid evidence about the performance of the system, benchmarked where possible against appropriate standards. We will find innovative approaches that make us more responsive, efficient, and flexible. We will use technology in ways that improve learning and support services, extend access, and increase our capacity to serve students and employers. These strategies and practices will be informed by data and research. We will eliminate unnecessary red tape that makes it difficult to respond quickly and creatively to those we serve.

Close the Gaps—We will strive to close gaps in performance among students from different racial, ethnic, geographic, and economic backgrounds that exist for every measure of educational progress—preparation, participation, persistence, and completion. Leveling the playing field will require the Commonwealth to address issues beyond the classroom, like quality prenatal care, early childhood development, and increased opportunities for individuals with disabilities. But if we succeed, everyone in the Commonwealth will benefit.

Five Questions — One Mission
Better Lives for Kentucky's People
A Public Agenda for Postsecondary and Adult Education 2005-10
Key Indicators of Progress

THE FIVE QUESTIONS	STATE-LEVEL KEY INDICATORS	BENEFITS
-1- Are more Kentuckians ready for postsecondary education?	⤷ K-12 student achievement (Average ACT) * ⤷ High school students scoring a three or higher on Advanced Placement Exams * ⤷ Percent of incoming Kentucky high school graduates not requiring remediation in math and English ⤷ Number of Kentuckians earning GEDs	
-2- Is Kentucky postsecondary education affordable for its citizens?	⤷ Kentuckians' ability to pay for college * ⤷ Low-income Kentuckians' ability to pay for college * ⤷ Availability of state need-based financial aid * ⤷ Student loan debt *	Better educated citizens Higher incomes
-3- Do more Kentuckians have certificates and degrees?	⤷ Ninth-graders chance for college by age 19 * ⤷ College-going rate of GED graduates * ⤷ Undergraduate enrollment * ⤷ Graduate enrollment * ⤷ Number of degrees and other credentials awarded * ⤷ Number of degrees and other credentials awarded to racial-ethnic minorities	More high-value jobs Increased tax revenues Involved citizens Knowledge-based economy Less poverty
-4- Are college graduates prepared for life and work in Kentucky?	⤷ Performance of college graduates on statewide learning assessments ⤷ Performance of college graduates on licensure or graduate school entrance exams	Healthier citizens
-5- Are Kentucky's people, communities, and economy benefiting?	⤷ Research and development per capita ⤷ College graduates remaining in Kentucky to live and work ⤷ Degree and other credential production in focus fields * ⤷ Workforce training and assessment	

* from previous set of key indicators

Key Indicators for the 2005-10 Public Agenda

In revising the key indicators for the 2005-10 public agenda, the Council staff has worked to refine the accountability system while preserving its established strengths. The overall structure continues to be five questions that present a broad range of policy issues in concise, everyday language. The total number of indicators remains small to focus attention where it will most help reform efforts and help policymakers not drown in a sea of statistics. Goals for progress will continue to be set for each of these indicators at the institutional and state levels. The Council staff has worked with an advisory group of representatives from institutions and state government during the development of this accountability system and has held additional meetings to solicit feedback from other interested parties.

The major refinement of the key indicators structure is the tailoring of sets of indicators to mark progress first at the state level and then at the institutional level by type of institution. State-level indicators answer each of the five questions in the broadest sense, presenting the "big picture" outcomes of postsecondary education and ensuring the ability to compare Kentucky's progress to that of other states. Tailored sets of key indicators also have been developed for each question by institutional sector: research universities, comprehensive universities, KCTCS, and independent institutions. These sets of sector-specific key indicators better reflect the divergent missions of the different types of institutions as set out in House Bill 1. Further differentiation among institutions that recognizes the distinct role of each campus in the system will occur during the goal-setting process.

Another innovation is a new indicator designed to hold the system accountable for closing the achievement gap of underrepresented minority students. Because the act of earning a degree is the ultimate measure of success in postsecondary education, the number of degrees conferred was selected for this measure. Other more detailed information about achievement gaps at all levels will accompany the development of the Council's EEO or diversity plan.

Three of the indicators below are presented for Council action as conceptual placeholders and will be developed in detail over the coming year. The first of these is the institutional level indicator on affordability under question 2, *net cost of attendance as a percent of median family income.* This indicator is awaiting the completion of the affordability study, which will provide the information needed to develop the best possible definition and measurement for this indicator. The other two are institutional indicators of community and economic benefits under question 5 – (1) *formal agreements for educational,*

applied research, or support services to business, entrepreneurs, government, and community groups and (2) *faculty/staff community involvement as extensions of their university roles.* The Carnegie Corporation is currently in the process of developing national standards of measurement for community engagement, so the Key Indicators Advisory Group thought it best to defer finalization of these indicators until after Carnegie releases its findings. These three indicators will be developed over coming months with the input of the Key Indicators Advisory Group and other interested parties (such as the Kentucky Higher Education Assistance Authority) and resubmitted for Council action at a later date.

The key indicators were presented at the May 2005 Council meeting for review and input. Only a few substantial changes have been made since that time:

- Under question 1, the K-12 teacher preparation indicator at the state level was dropped because of data source issues. K-12 teacher preparation will continue to be measured at the institutional level for all four-year public and independent institutions.
- Under questions 1 and 3, the indicators relating to GEDs were moved from the institutional to the statewide level to better reflect Kentucky Adult Education's statewide role.
- Under question 3, the indicator for degrees and credentials awarded has been split into two separate indicators for KCTCS only, one for associate degrees and one for sub-associate credentials. This change was made to accommodate two competing needs — one for an indicator that includes only associate degrees for possible inclusion in the performance funding model, and another to better reflect the full range of credentialing programs at KCTCS by tracking certificates and diplomas.
- Under question 5, the workforce training indicator has been moved from the institutional to the statewide level.

QUESTION 1: ARE MORE KENTUCKIANS READY FOR POSTSECONDARY EDUCATION?

Too many Kentuckians are not prepared to take full advantage of postsecondary education. Too many high school students are not ready for college when they graduate and too many do not graduate from high school. This question about preparedness is answered by looking at college entrants in two ways — as high school graduates and as incoming college students. The major change in these revised indicators is the more narrow focus on college entrants themselves rather than statistics about the state's population as a

whole, such as the college participation rate of adult Kentuckians, which has been dropped.

While it is difficult for postsecondary institutions to help their students become more prepared before they arrive on campus, there is one important way that colleges and universities impact the quality of their incoming classes. The majority of Kentucky's K-12 teachers are graduates of Kentucky's public and independent colleges and universities. Consequently, a new indicator focusing on the quality of teacher preparation programs at the institutional level has been added. This new indicator permits question 1 to be measured at the institutional level for the first time.

State-level Key Indicators

1. *K-12 student achievement (current indicator):* High school student achievement is measured with the average ACT score of Kentucky's ACT takers. The ACT is a standardized measure of students' readiness for college and permits the direct comparison of Kentucky's high school students with students in other states. Changes in the number of students who take the exam are important contextual information that will be tracked and reported along with this indicator.

2. *High school students scoring a three or higher on Advanced Placement exams per 1,000 high school juniors and seniors (current indicator):* Students who score high enough on AP exams for college credit are clearly prepared for college and capable of doing college-level work. This measure is currently part of a composite indicator that also includes the dual enrollment of high school students. Dual enrollment has been removed because its impact on postsecondary success is uncertain at this time.

3. *Incoming Kentucky high school graduates not requiring remediation in mathematics and English:* This new indicator directly measures the overall readiness of incoming students for college-level work with the percentage of first-time undergraduates from Kentucky high schools who are not required to take remedial courses.

4. *Kentuckians earning GEDs:* The annual number of GED recipients provides a measure of the number of Kentuckians without a high school diploma who are advancing in their education and who have entered the pool of potential college entrants. This number will be exactly comparable to those published in other states.

Institution-level Key Indicators

Research universities, comprehensives, and independents:

1. ***K-12 teacher preparation:*** Teacher preparation will be measured at the institutional level with the Quality Performance Index of teacher education programs developed by the Kentucky Education Professional Standards Board. This index incorporates into one overall grade several key dimensions of program quality, including Praxis exam pass rates, new teacher survey results, and evaluations of student teachers.

QUESTION 2: IS KENTUCKY POSTSECONDARY EDUCATION AFFORDABLE FOR ITS CITIZENS?

All citizens of Kentucky deserve access to affordable postsecondary education, and the Council takes very seriously its charge to develop ways of measuring progress in pursuit of this goal. However, the affordability of college is a complex issue and one that is difficult to measure. National data sources and measures do not provide a comprehensive picture of cost and discounting. Consequently, the question of affordability will continue to be answered using *Measuring Up* statistics at the state level, but more refined indicators will be developed through the affordability study recently commissioned by the Council. This study will provide invaluable information to help develop new ways of answering the important question of affordability.

State-level Key Indicators

1. ***Kentuckians' ability to pay for college (current indicator):*** This indicator presents the net cost of college as a percentage of the average (median) family income in the state. This indicator is taken from *Measuring Up: The State Report Card on Higher Education*, a biennial report widely referenced in these key indicators. *Measuring Up* is issued by the National Center for Public Policy and Higher Education and provides both a historical perspective and comparisons to other states.

2. ***Low-income Kentuckians' ability to pay for college (current indicator):*** To determine if college is affordable for Kentucky's neediest families, this indicator presents the "sticker price" of the lowest priced institution as a percentage of the average (median) family income for those families in the lowest one-fifth of the income distribution (from *Measuring Up*).

3. ***State investment in need-based financial aid (current indicator):*** This indicator provides a comparison of Kentucky's investment in need-based financial aid to that of other states by presenting need-based aid as a proportion of federal Pell grant spending (from *Measuring Up*).

4. *Student loan debt (current indicator):* The average amount of student loan borrowing is an indicator of students' reliance on borrowing as an affordability strategy and a dollar amount that should be kept as low as possible. As with all indicators taken from *Measuring Up*, this indicator enables comparison to other states.

Institution-level Key Indicators

Research universities, comprehensives, KCTCS, and independents:

1. *Net cost of attendance as a percent of median family income:* This indicator will measure the "real" cost of attending individual institutions (including grants, loans, and discounts) against the median family income of the state or institution's service region. This indicator will be fully developed after the results of the 2005 affordability study are made available and submitted for Council action at a later date.

QUESTION 3: DO MORE KENTUCKIANS HAVE CERTIFICATES AND DEGREES?

Too few Kentuckians have advanced education beyond high school, and too many students leave college without earning a credential or acquiring a marketable skill. The Council proposes increasing the number of students enrolling in, progressing through, and graduating from Kentucky's colleges and universities.

Three basic types of indicators will answer this question: (1) entry statistics, such as the rates at which high school graduates and GED completers go on to postsecondary education; (2) persistence, which tells the extent to which students stay in college and transfer into advanced programs; and (3) graduation, which tells if students are completing their certificate, diploma, or degree programs and the timeliness with which they do so.

State-level Key Indicators

1. *Ninth-graders' chance for college by age 19 (current indicator):* This "pipeline" statistic measures the seamlessness of the P-16 educational system by combining the high school graduation rate and the college-going rate into one number. Kentucky can be ranked relative to other states using this statistic.

2. *College-going rate of GED graduates (current indicator):* Measured as the percentage of GED graduates who enroll in postsecondary education within two years, this indicator highlights an important channel of access to postsecondary education.

3. *Undergraduate enrollment (current indicator):* The total headcount of undergraduate students in the fall semester provides an overview of the total participation in postsecondary education across the state and has been a leading key indicator since the inception of the Council's public agenda (includes all students, full-time and part-time, degree and nondegree).

4. *Graduate enrollment (current indicator):* The number of graduate and professional students provides another level of information on Kentuckians' participation in postsecondary education and reflects the state's investment in Kentucky's professional and managerial workforce.

5. *Degrees and other credentials awarded (current indicator):* The total annual number of certificates, diplomas, and degrees awarded at every level is perhaps the most important output measure of postsecondary education. The number of graduates has a direct effect on the educational attainment level of Kentucky's citizens and reflects the number of student success stories every year.

6. *Degrees and other credentials awarded to racial-ethnic minorities:* Closing the achievement gaps between racial-ethnic groups is a crucial issue that crosscuts the five questions. The number of degrees conferred was selected for this indicator because it is the measure that best captures the full impact of achievement gaps at all levels along the educational pipeline.

Institution-level Key Indicators

Research universities, comprehensives, KCTCS, and independents:

1. *Undergraduate enrollment (current indicator):* At the institutional level, the total undergraduate headcount enrollment is a measure of the institution's contribution to Kentuckians' participation in postsecondary education. Enrollment also is an essential component of degree production.

Four-year institutions only (research universities, comprehensives, and independents):

1. *Graduate enrollment (current indicator):* The total headcount enrollment of graduate and professional students at the institutional level is a measure of the institution's contribution to Kentuckians' participation in postsecondary education. Enrollment also is an essential component of degree production.

2. *Students transferring to Kentucky's four-year institutions from KCTCS (current indicator, revised):* The transfer of students from KCTCS to four-year institutions is an important area of growth if Kentucky is to raise its

level of educational attainment. This indicator has been revised to include transfers in all semesters, not just the fall semester, because approximately one-third of all transfers currently occur in the spring and summer semesters.

3. *Graduation rate (current indicator):* This indicator measures the percent of full-time undergraduates who graduate within six years of beginning their program and is a widely-used measure of institutional effectiveness.

4. *Degrees and other credentials awarded by four-year institutions (current indicator):* The number of degrees and other credentials awarded every year is an important measure of a school's output and is a direct link to the overall goal of increasing educational attainment. This indicator includes only formal awards above the associate degree level to encourage mission differentiation from that of the KCTCS institutions.

5. *Degrees and other credentials awarded to racial-ethnic minorities:* This indicator will measure how individual institutions are progressing toward closing the achievement gap among their own students.

KCTCS only:

1. *Persistence rate:* This new indicator is a composite statistic that looks at the percent of incoming students who, after three years, have either: (1) completed a certificate, diploma, or degree program; (2) transferred to another institution; or (3) are still enrolled at KCTCS. This measure of student success accommodates the larger number of part-time and intermittent students who enroll at the two-year level and replaces the reporting of retention and transfer rates for KCTCS.

2. *Associate degrees awarded (current indicator):* This indicator reports the total annual number of associate degrees awarded by KCTCS institutions, which is an important factor in raising attainment levels at the associate level. It has been separated from the indicator below for possible inclusion in the performance funding model.

3. *Certificates and Diplomas awarded:* This new indicator will track the certificates and diplomas awarded by KCTCS each year. These credentials are included in the key indicators for the first time to better reflect the full range of credentialing programs at KCTCS, including the offerings that are most responsive to the changing needs of the workplace.

4. *Degrees and other credentials awarded to racial-ethnic minorities:* This indicator will measure how KCTCS is progressing toward closing the achievement gap at the sub-baccalaureate level.

INSTITUTION-LEVEL KEY INDICATORS
SUMMARY

QUESTION 1: Are more Kentuckians ready for postsecondary education?

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	INDEPENDENTS
• K-12 teacher preparation (EPSB Quality Performance Index)	• K-12 teacher preparation (EPSB Quality Performance Index)	• K-12 teacher preparation (EPSB Quality Performance Index)

QUESTION 2: Is Kentucky postsecondary education affordable for its citizens?

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS	INDEPENDENTS
• Net cost of attendance as a percent of median family income **	• Net cost of attendance as a percent of median family income **	• Net cost of attendance as a percent of median family income **	• Net cost of attendance as a percent of median family income **

QUESTION 3: Do more Kentuckians have certificates and degrees?

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS	INDEPENDENTS
• Undergraduate enrollment* • Graduate enrollment * • Students transferring to KY's four-year institutions from KCTCS * • Six-year graduation rate * • Degrees and other credentials awarded * • Degrees and other credentials awarded to racial-ethnic minorities	• Undergraduate enrollment* • Graduate enrollment * • Six-year graduation rate • Students transferring to KY's four-year institutions from KCTCS * • Degrees and other credentials awarded * • Degrees and other credentials awarded to racial-ethnic minorities	• Undergraduate enrollment * • Persistence rate • Associate degrees awarded * • Certificates and diplomas awarded • Degrees and other credentials awarded to racial-ethnic minorities	• Undergraduate enrollment* • Graduate enrollment * • Students transferring to KY's four-year institutions from KCTCS * • Six-year graduation rate * • Degrees and other credentials awarded * • Degrees and other credentials awarded to racial-ethnic minorities

QUESTION 4: Are college graduates prepared for life and work in Kentucky?

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS
• Student engagement in the undergraduate learning experience * • Civic participation of students *	• Student engagement in the undergraduate learning experience * • Civic participation of students *	• Student engagement in the undergraduate learning experience * • Civic participation of students *

QUESTION 5: Are Kentucky's people, communities, and economy benefiting?

RESEARCH UNIVERSITIES	FOUR-YEAR COMPREHENSIVES	KCTCS
• Extramural research and development funding * • Business start-ups • Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups *** • Faculty/staff community involvement as extensions of their university roles ***	• Extramural research and development funding * • Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups *** • Faculty/staff community involvement as extensions of their university roles ***	• Formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups *** • Faculty/staff community involvement as extensions of their college roles ***

* Current key indicator
** This key indicator will be defined after the conclusion of the affordability study currently being conducted.
*** These indicators will be fully defined after the Carnegie Corporation releases its national standards for community engagement in late 2005.

Five Questions — One Mission
Better Lives for Kentucky's People
A Public Agenda for Postsecondary and Adult Education 2005-10
Key Indicators of Progress

THE FIVE QUESTIONS	STATE-LEVEL KEY INDICATORS	BENEFITS
-1- Are more Kentuckians ready for postsecondary education?	☛ K-12 student achievement (Average ACT) * ☛ High school students scoring a three or higher on Advanced Placement Exams * ☛ Percent of incoming Kentucky high school graduates not requiring remediation in math and English ☛ Number of Kentuckians earning GEDs	
-2- Is Kentucky postsecondary education affordable for its citizens?	☛ Kentuckians' ability to pay for college * ☛ Low-income Kentuckians' ability to pay for college * ☛ Availability of state need-based financial aid * ☛ Student loan debt *	Better educated citizens Higher incomes
-3- Do more Kentuckians have certificates and degrees?	☛ Ninth-graders chance for college by age 19 * ☛ College-going rate of GED graduates * ☛ Undergraduate enrollment * ☛ Graduate enrollment * ☛ Number of degrees and other credentials awarded * ☛ Number of degrees and other credentials awarded to racial-ethnic minorities	More high-value jobs Increased tax revenues Involved citizens Knowledge-based economy
-4- Are college graduates prepared for life and work in Kentucky?	☛ Performance of college graduates on statewide learning assessments ☛ Performance of college graduates on licensure or graduate school entrance exams	Less poverty Healthier citizens
-5- Are Kentucky's people, communities, and economy benefiting?	☛ Research and development per capita ☛ College graduates remaining in Kentucky to live and work ☛ Degree and other credential production in focus fields * ☛ Workforce training and assessment	

* from previous set of key indicators

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Key Indicator Advisory Group
Goal Setting
July — November, 2005

Institutional Representatives:

Gary S. Cox, President, Association of Independent Kentucky Colleges & Universities
James Chapman, Interim Vice President for Academic Affairs, EKU
Nathan Rall, Director of Institutional Research & Effectiveness, KSU *
Beth Patrick, Vice President for Planning, Budgets, & Technology, MoSU
Fugen Muscio, Coordinator of Institutional Research, MuSU *
Sue Hodges Moore, Vice President for Planning, Policy and Budget, NKU
Ken Walker, Vice President, KCTCS
Connie Ray, Vice President for Institutional Research, Planning, & Effectiveness, UK
Shirley Willihnganz, Provost, UofL
Dennis George, Academic Affairs & Provost Office, WKU

CPE Representatives:

Associate Vice President, Planning and Performance (open)
Sandy Woodley, Vice President, Finance
Jim Applegate, Vice President, Academic Affairs
Reecie Stagnolia, Deputy Commissioner, Kentucky Adult Education
Charles McGrew, Director, Information & Research

Other:

John Hicks, Governor's Office of Policy and Management
Jonathan Lowe, Education Policy Analysis, Legislative Research Commission

* tentative

2005-2010 Strategic Plan
Campus Action Plan

EASTERN KENTUCKY UNIVERSITY

Kentucky's public agenda, *Five Questions — One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for Eastern Kentucky University describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Eastern Kentucky University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics
- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society.
- Comprehensive array of baccalaureate, master's, and specialist level programs.
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders, and other certified personnel.
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs.
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS.
- Selected number of nationally recognized graduate programs including its Program of Distinction in Justice and Safety and areas of documented regional need.
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education, opportunities for discovery-based learning, and other special programs.

Student Characteristics
- Moderately selective to selective admissions with a commitment to recruiting a diverse student body including dually enrolled high school students.

- Serves the needs of traditional, nontraditional, and transfer students seeking baccalaureate and advanced degrees.
- Recruits students nationally and internationally to increase intellectual capital and diversity.

Research
- Engages in applied research and scholarly activities that support the primary function of instruction and supplement efforts to improve economic and community development, with an emphasis on survey research, program evaluation, technology, teacher and health care professional preparation, homeland security, entrepreneurship, and natural areas, using resources such as the Lilley Cornett Woods program.
- Achieves national distinction for applied research through its Program of Distinction in Justice and Safety and homeland security, and in targeted areas of opportunity.

Stewardship of Place
- Serves as a provider or coordinator of education services to meet the economic and community needs of its designated area of geographic responsibility.
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, the workforce, justice and safety, and homeland security.
- Works directly with schools and educational agencies to improve teacher quality and student performance in its designated area of geographic responsibility.

PRIORITIES FOR ACTION

Question 1: Are more Kentuckians ready for postsecondary education?

To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 and adult educators, Eastern Kentucky University will:

1.a   Support the preparation of high school graduates and working-age adults for postsecondary education and strengthen the preparation and development of P-12 and adult educators through several strategies, such as increasing College of Education and student teaching entrance requirements, working with the Education Professional Standards Board to align curriculum at all levels using Title II Funds, rewriting all foundation courses to better assist students in making career choices, and revising school field experiences to include earlier and more diverse opportunities.

1.b   Enhance accessibility of student and teacher preparation by adding cohort-based graduate programs (M.A.T.) in the College of Education in the areas of elementary, middle, and secondary education (for example, adding a cohort in curriculum and instruction at the Corbin and Danville extended campuses).

1.c   Expand participation in various pre-college programs, such as Upward Bound, Educational Talent Search, and the KY Department of Education Student Technology Leadership Program (STLP).

1.d   Increase collaboration between arts and sciences and education faculty in educator preparation and professional development through several strategies, such as enhancing the Professional Education Fellows program that places faculty in schools; conducting regular meetings between the college deans; and submitting grants to fund the placement of arts and sciences graduate assistants in middle schools.

1.e   Improve quality and access of teacher professional development through various strategies, such as increasing alternative delivery and scheduling of programs; enhancing the implementation and content of institutes focused on high interest/need topics issues; and offering conferences in areas of diversity and other relevant subjects.

1.f   Reach out to the K-12 and the adult education communities to align curricula and streamline movement into postsecondary education by offering dual credit programs and implementing other strategies such as high school assessment development, statewide ADP project, and the CPE statewide placement policy.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

To keep college affordable, Eastern Kentucky University will:

2.a   Increase base funding for need-based financial aid.

2.b   Build endowment funding and annual scholarship funds through private giving to increase support for student scholarships.

2.c   Increase efforts to strengthen communication with current and prospective students about financial aid opportunities, such as enhanced direct mail follow-up and financial aid workshops with prospective students in counties served.

2.d   Implement campus-level assessments of student access and affordability through matriculation and persistence surveys.

Question 3: Do more Kentuckians have certificates and degrees?

To enroll more students, produce more graduates, keep graduates in Kentucky, attract highly educated adults to the state, and encourage workers to retool and retrain over their lifetimes, Eastern Kentucky University will:

3.a   Expand and enhance access to full degree programs, courses, and other credit and noncredit learning opportunities during weekends and evenings, at extended campuses, and through distance learning technologies, including KYVU.

3.b   Implement a comprehensive and systematic enrollment planning process to achieve CPE's guidelines and targets for certificates and degrees awarded.

3.c   Develop a system that nurtures a transitional relationship to include articulation agreements, AP, and dual enrollment/credit between EKU and high schools and/or community colleges.

3.d   Explore the addition of new graduate and advanced degree programs in such areas as educational leadership and justice and safety that will benefit the Commonwealth and serve the demonstrated high needs in underrepresented fields necessary to support regional stewardship, economic development, and advance the goals of HB1.

3.e   Increase and enhance educational opportunities to address all underserved populations, such as traditional and nontraditional students in the service region, first generation college students, minority students within and beyond the service region, and adult learners and traditional students who have barriers that limit their ability to come to the Richmond campus.

3.f   Improve advising and guidance activities to encourage degree and certificate completion. Interventions will include a more intrusive advising approach (an action-oriented model to identify, involve, and motivate students when needing help or in a crisis) and an emphasis on retention.

Question 4: Are college graduates prepared for life and work in Kentucky?

To improve the quality of student learning, Eastern Kentucky University will:

4.a   Implement strategies to improve leadership and student involvement, such as the LINKED program (Leaders involved in influencing Knowledge, Education, and Development), a student involvement and leadership program for residential first-year students; the co-op program; internships; and leadership seminars.

4.b   Implement strategies to improve students' civic engagement and service learning opportunities, such as the American Democracy Project; learning communities for faculty to focus on integrating civic engagement in teaching, research, and service; and the American Jury Project.

4.c   Enhance the accessibility of professional degree/certification programs that prepare students in areas such as education, health, safety, and business in EKU's service area by offering more four-year degree programs at extended campus sites and assigning full-time faculty to those sites.

Question 5: Are Kentucky's people, communities, and economy benefiting?

To support economic and community development and address the specific needs and challenges of its service area, Eastern Kentucky University will:

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5.a   Increase external funding that supports regional stewardship and applied research, including collaborative efforts with educational institutions, businesses, communities and government entities that contribute to economic and technology growth.

5.b   Increase the number of clients served through outreach activities that benefit community and/or economic development provided by the Center for Economic Development, Entrepreneurship and Technology, the Small Business Development Center, Continuing Education and Outreach and extended campuses, Justice and Safety Center, Training Resource Center, Center for Criminal Justice Education and Research, and other EKU centers and programs.

5.c   Expand the number of Regional Innovation Centers operated by EKU in partnership with the Department of Commercialization and Innovation in the Cabinet for Economic Development, subject to available funding.

5.d   Open a Richmond campus-based business development incubator in 2006 to support and grow new businesses, subject to available funding.

5.e   Increase external funding for public service and sponsored research through EKU's Program of Distinction, the College of Justice and Safety, on a national level, in accordance with HB1.

5.f   Improve marketing for available services related to economic and community development using strategies such as a direct mail campaign, presentations to business and professional groups as well as community members, and meetings with local and state government officials.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- K-12 teacher preparation

Question 2: Is Kentucky postsecondary education affordable for its citizens?

- Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- Undergraduate enrollment
- Graduate enrollment
- Number of students transferring to the university from KCTCS
- Six-year graduation rate of baccalaureate students
- Number of degrees and other credentials awarded
- Number of degrees and other credentials awarded to racial-ethnic minorities

Question 4: Are college graduates prepared for life and work in Kentucky?

- Level of student engagement in the undergraduate learning experience
- Level of civic participation of students

Question 5: Are Kentucky's people, communities, and economy benefiting?

- Extramural research and development expenditures
- Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

Arkansas State University-Main Campus
California State University-Chico
Central Missouri State University
Eastern Michigan University
Indiana State University
Kennesaw State University (GA)
Minnesota State University-Mankato
Northern Michigan University
Sam Houston State University (TX)
Sonoma State University (CA)
The University of Tennessee-Chattanooga
University of Massachusetts-Boston
University of Michigan-Flint
University of North Carolina at Greensboro
University of Northern Iowa
University of Southern Indiana
University of Wisconsin-Oshkosh
Western Carolina University (NC)
Wichita State University (KS)

July 2005

2005-2010 Strategic Plan
Campus Action Plan

KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for the Kentucky Community and Technical College System describes its purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

The Kentucky Community and Technical College System will assure, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.

MISSION PARAMETERS

Program Characteristics
- General two-year academic curriculum with transferable credits.
- Associate, technical, and semi-professional programs leading to degrees, diplomas, and certificates.
- Basic academic and literacy skills through adult and developmental education.
- Continuing education and workforce development customized for business and industry.
- Dual enrollment and credit for secondary students.

Student Characteristics
- Open admissions with a commitment to recruiting a diverse student body.
- Students pursing associate degrees, diplomas, and certificates; students seeking transfer credit toward baccalaureate degrees; workers seeking technical training; students needing remedial coursework; adults gaining personal development through continuing education; and high school students earning dual credit and preparation for college.

Research
- Applied research in workforce development, classroom instruction, and technology deployment.

Stewardship of Place
- Serves the needs of students in 120 counties through its statewide physical presence and distance learning programs.
- Provides customized workforce training for employers to promote economic well-being and quality of life for communities throughout Kentucky.
- Serves as the primary point of access for postsecondary education to improve educational attainment and improve quality of life throughout the Commonwealth.

PRIORITIES FOR ACTION

Question 1: Are more Kentuckians ready for postsecondary education?

To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 and adult educators, the Kentucky Community and Technical College System will:

1.a   Expand dual enrollment/dual credit, curricula alignment with secondary and postsecondary technical programs, early/middle colleges, and credit for prior learning to create a seamless pathway into KCTCS and on to four-year institutions.

1.b   Team with the Kentucky Education Cabinet's Office of Career and Technical Education and the Kentucky Department of Education to coordinate technical curriculum development and alignment, articulation, and credit agreements to create multiple pathways from secondary to postsecondary.

1.c   Improve communication with middle and high school students and guidance counselors through partnerships with the Kentucky Department of Education, the Kentucky Virtual High School/University, KHEAA, and local school districts.

1.d   Increase awareness of KCTCS and the Council on Postsecondary Education's placement policy to students, parents, and guidance counselors and support Kentucky's ongoing work in the American Diploma Project.

1.e   Enhance KCTCS participation in P-16 Council initiatives including Career Pathways, Bridge Partnerships, dual credit, and articulation.

1.f   Provide outreach and recruitment services to economically disadvantaged students through collaboration with the Kentucky Cabinet for Health and Family Services.

1.g   Enhance college and community adult education programs that assist adult
        students to complete a GED or provide remediation to help them successfully
        transition into postsecondary education.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

*To keep college affordable, the Kentucky Community and Technical College System
will:*

2.a   Promote to students and parents the availability of KCTCS, state, and federal
        financial aid and scholarships through the KCTCS Web site, college counselors,
        and related sources.

2.b   Implement KCTCS Strategic Plan 2006-10, that includes the goal, "increase
        student access and success," with "affordability" as a core indicator. Success in
        the core indicator will be measured using the Measuring Up "family ability to
        pay" calculation.

2.c   Use the results of affordability performance measures in considering annual
        tuition rates. Institutional financial aid will increase based on annual tuition
        rates.

Question 3: Do more Kentuckians have certificates and degrees?

*To enroll more students, produce more graduates, keep graduates in Kentucky, attract
highly educated adults to the state, and encourage workers to retool and retrain over
their lifetimes, the Kentucky Community and Technical College System will:*

3.a   Identify underserved geographic areas of the state that do not currently benefit
        from the proximity of a KCTCS college and work to increase student and
        business utilization of the system's services.

3.b   Create new and improved transfer opportunities for students through career
        pathways and related initiatives.

3.c   Expand student access through innovative, modularized, flexible scheduling;
        educational technology-related services and resources, including additional
        AA/AS, AAS, and other programs through KYVU; and alternative, customizable,
        and efficient delivery of content.

3.d   Increase the number of underserved populations and GED graduates who earn
        degrees and certificates through expansion of existing successful models
        including Ready-to-Work, Work and Learn, distance learning, and career
        pathways and through other innovative collaborations with Kentucky Adult
        Education.

3.e   Improve advising and guidance activities to encourage degree and certificate
        completion through existing and new TRIO funded efforts including the Master
        Advising model.

3.f   Participate in the Ford Bridges to Opportunity/Lumina Achieving the Dream State Student Data Project. The project will improve KCTCS' use of data in initiatives targeting low-income students, allow KCTCS to gauge its performance against a set of measures common to the participating states, and help KCTCS identify policies yielding improved outcomes for low-income and under-represented students.

Question 4: Are college graduates prepared for life and work in Kentucky?

To improve the quality of student learning, the Kentucky Community and Technical College System will:

4.a   Establish systemwide and college-specific performance measures and targets as part of the KCTCS 2006-10 Strategic Plan. These measures will increase system and college accountability for the performance of demographic and geographic student subgroups.

4.b   Ensure employability skills are incorporated into all KCTCS programs.

4.c   Measure student engagement by implementing systemwide administration of the Community College Survey of Student Engagement; measure student preparation by comparing transfer student success with native student success; and measure and improve end-of-course employability and technical competencies.

4.d   Participate in the Kentucky Campus Compact (KyCC) along with the four-year institutions. The KCTCS college presidents have made a commitment to follow through on implementation strategies for enhancing civic engagement.

Question 5: Are Kentucky's people, communities, and economy benefiting?

To support economic and community development and address the specific needs and challenges of its service area, the Kentucky Community and Technical College System will:

5.a   Expand use of employability certificates and occupation-specific certifications and credentials by students and workers.

5.b   Create additional state, regional, national, and international partnerships to provide linkages between KCTCS and employers, public and private training providers, and skilled workers.

5.c   Expand and enhance the Workforce Investment Network System (KY WINS) through new and innovative linkages among business and industry partners and state and local economic development agencies and organizations.

5.d   Expand lifelong learning opportunities through continuing education and professional development programs such as the enhanced New Horizons Conference.

5.e   Increase the number of courses and continuing education offerings that foster global awareness and foreign language skills.

5.f   Determine workforce needs through collaboration with local, regional and statewide economic development agencies and develop responsive workforce programs that may lead to academic credentials.

5.g   Perform regular matches of KCTCS enrollment and unemployment insurance files to determine wage and employment gains of KCTCS students.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

No indicator at the two-year level.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

⊷   Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

⊷   Undergraduate enrollment
⊷   Persistence rate
⊷   Number of associate degrees awarded
⊷   Number of certificates and diplomas awarded
⊷   Number of degrees and other credentials awarded to racial-ethnic minorities

Question 4: Are college graduates prepared for life and work in Kentucky?

⊷   Level of student engagement in the undergraduate learning experience
⊷   Level of civic participation of students

Question 5: Are Kentucky's people, communities, and economy benefiting?

⊷   Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
⊷   Level of faculty/staff community involvement as extensions of their college roles

BENCHMARK SYSTEMS

Arizona
Arkansas
Colorado
Georgia
Illinois
Indiana
Iowa
Kansas
Michigan
Minnesota
Nebraska
New Mexico
North Carolina
Ohio
Oregon
South Carolina
Virginia
Washington
Wisconsin

July 2005

2005-2010 Strategic Plan
Campus Action Plan

KENTUCKY STATE UNIVERSITY

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HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Kentucky State University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics
- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society.
- Targeted array of baccalaureate, master's, and specialist level programs with special attention to its mission as an 1890 land grant institution and Kentucky's historically black university.
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders, and other certified personnel.
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs.
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS.
- Selected number of nationally recognized graduate programs including its Program of Distinction in Aquaculture and Aquatic Sciences and areas of documented regional need.
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education, opportunities for discovery-based learning, and other special programs.

Student Characteristics
- Moderately selective to selective admissions with a commitment to recruiting a diverse student body.
- Serves the needs of traditional, nontraditional, and transfer students seeking baccalaureate and advanced degrees.
- Recruits students nationally and internationally to increase intellectual capital and diversity.

Research
- Engages in applied research and scholarly activities that support the primary function of instruction, supplement the university's commitment to land grant and agriculture-related programs, and improve economic and community development, with an emphasis on the development of alternative species and the nutrition, reproductive physiology, genetics, and economics of aquaculture.
- Achieves national distinction for applied research through its Program of Distinction in Aquaculture and Aquatic Sciences, and in targeted areas of opportunity.

Stewardship of Place
- Serves as a provider or coordinator of education services to meet the economic and community needs of its designated area of geographic responsibility.
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, and the workforce.

PRIORITIES FOR ACTION

Question 1: Are more Kentuckians ready for postsecondary education?

To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 and adult educators, Kentucky State University will:

1.a   Initiate a "Summer Bridge" Program that will provide preparatory coursework (math, English, reading, critical thinking) and study skill enhancement for incoming freshmen deemed to be at risk.

1.b   Work with the major church associations around the state to identify the needs of students that belong to these organizations and provide tutoring and academic support services.

1.c   Initiate programs with the Franklin County and Frankfort School Districts and in the service region where feasible, that will connect the university with elementary and secondary education students and start their acclimation for university study at an early stage, such as Upward Bound, GEAR UP, Governor's Minority Student College Preparation Program, dual credit, etc.

1.d   Offer National Science Foundation (NSF) summer programs for high school youth, as well as the summer "REAP" program supported by land grant funds. These programs provide academic coursework, employment, and counseling for rising high school freshmen through their senior year.

1.e   Improve the teacher education preparation programs by enhancing collaborative efforts between Arts and Sciences and Education faculties and building stronger partnerships with its K-12 partners. Dual Credit, Faculty Ambassadors, First Fridays, and FEA summer initiatives will be extended through the entire school year. The Teacher Education Committee has approved a pilot education research course where students and faculty will research issues in public schools.

1.f   Work with KCTCS to develop and expand 2+2 initiatives for adults interested in elementary education and IECE certifications. Develop plans to implement some of these programs online.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

To keep college affordable, Kentucky State University will:

2.a   Increase institutional scholarships through reallocation of existing resources, private fundraising, and additional state appropriations, especially for need-based scholarships to economically disadvantaged students.

2.b   Implement ongoing campus-level assessments of student affordability and access to keep tuition costs as low as possible.

2.c   Provide more information on available financial aid and scholarships to high school students and make existing students more aware of available monies through a more intensive enrollment and retention management program.

2.d   Ensure that all students seeking financial aid complete the FASFA form by changing the financial aid procedures so that all actions on processing financial aid cease until this form is completed.

2.e   Work together with the civic, business, and economic entities in our service region to create scholarship funds for prospective students from the service region.

Question 3: Do more Kentuckians have certificates and degrees?

To enroll more students, produce more graduates, keep graduates in Kentucky, attract highly educated adults to the state, and encourage workers to retool and retrain over their lifetimes, Kentucky State University will:

3.a   Establish a "General Studies" completer degree to provide associate degree
        holders the opportunity to design a bachelor's degree that best meets their
        career objectives and to facilitate the pursuit of advanced degrees.

3.b   Create other types of certificates (such as the Certified Public Manager) and
        degrees that fit the needs of today's student and job market. In collaboration
        with KCTCS, develop and promote new certificate and diploma level courses
        offered as community-based programs throughout the region.

3.c   Work with business, economic, and civic leaders in the area to offer a special
        baccalaureate degree-completion program to employees who have associate
        degrees or equivalent semester hours (i.e., 53-60 credit hours).

3.d   Develop alternative delivery formats to provide more evening, weekend, and
        online courses and expand access to KSU programs and services.

3.e   Target minority students and develop academic support programs that increase
        their successful completion of the requirements for a degree.

3.f   Explore the addition of more agricultural course offerings that could be
        developed into an agriculture degree.

3.g   Retool the enrollment and retention management system to recruit more
        students, retain these students, and move them toward graduation.

Question 4: Are college graduates prepared for life and work in Kentucky?

To improve the quality of student learning, Kentucky State University will:

4.a   Increase emphasis on KSU's already successful career placement office to fulfill
        the university's objective of securing meaningful employment for graduates who
        seek it.

4.b.   Provide students with more opportunities for internships and ultimately
        employment through expanded partnerships with businesses, government, and
        other organizations.

4.c   Involve KSU students in university activities that provide meaningful
        opportunities for practical application of student coursework through activities
        such as service learning and internships.

4.d   Work directly with the Governmental Services Office to increase access to
        programs for state government employees, in keeping with KSU's mission.
        Ascertain from colleagues in the Governmental Services Center specific
        educational needs of government workers in order to strengthen the abilities of
        those state employees who come through this Center.

4.e   Expand current service learning and community service opportunities so they
        become a more significant component of student performance.

Question 5: Are Kentucky's people, communities, and economy benefiting?

To support economic and community development and address the specific needs and challenges of its service area, Kentucky State University will:

5.a. Expand its extension services to more counties in the Commonwealth. An example of this expansion is taking the "Third Thursday" program to the farmers in the state along with maintaining the existing program at the KSU farm. The "Third Thursday" program is designed to provide farmers training and to provide informational briefings for enhancement and implementation of farm related opportunities for this industry.

5.b Offer new and enhanced day care services to the Frankfort community by improving the educational component of the service. The day care center is now under the direction of the education department.

5.c Make KSU facilities available for recreational, cultural, and other activities undertaken by the Frankfort/Franklin County area, as well as the surrounding counties, and encourage KSU employees to contribute to the various activities of the community.

5.d Attract more fine arts programs that are culturally and socially significant, relevant, and of national stature. All of these programs would be available to citizens in Frankfort/Franklin County and the surrounding counties.

5.e Offer expertise and assistance to county and state governmental officials in their efforts to lure new industries to the region and state. This assistance may take the form of developing relevant training for the particular industry.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- K-12 teacher preparation

Question 2: Is Kentucky postsecondary education affordable for its citizens?

- Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- Undergraduate enrollment
- Graduate enrollment
- Number of students transferring to the university from KCTCS
- Six-year graduation rate of baccalaureate students
- Number of degrees and other credentials awarded
- Number of degrees and other credentials awarded to racial-ethnic minorities

Question 4: Are college graduates prepared for life and work in Kentucky?

- Level of student engagement in the undergraduate learning experience
- Level of civic participation of students

Question 5: Are Kentucky's people, communities, and economy benefiting?

- Extramural research and development expenditures
- Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

Alcorn State University (MS)

Angelo State University (TX)

Cameron University (OK)

Castleton State College (VT)

Delaware State University

Delta State University (MS)

Eastern New Mexico University-Main Campus

Francis Marion University (SC)

Grambling State University (LA)

Lincoln University (MO)

Midwestern State University (TX)

Nicholls State University (LA)

Savannah State University (GA)

Southeastern Oklahoma State University (OK)

Southern Arkansas University Main Campus

Sul Ross State University (TX)

The University of Texas-Pan American

University of Maryland-Eastern Shore

University of North Carolina at Pembroke

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MOREHEAD STATE UNIVERSITY

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for Morehead State University describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Morehead State University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics
- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society.
- Comprehensive array of baccalaureate, master's, and specialist level programs, with special attention to protecting, preserving, and improving the unique heritage of the eastern Kentucky Appalachian region.
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders, and other certified personnel.
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs.
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS.
- Selected number of nationally recognized graduate programs including its Program of Distinction, the Institute for Regional Analysis and Public Policy, as well as the Space Science Center and areas of documented regional need.
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education, opportunities for discovery-based learning, and other special programs.

Student Characteristics
- Moderately selective to selective admissions with a commitment to recruiting a diverse student body including first-generation and low-income students from the eastern Kentucky Appalachian region.
- Serves the needs of traditional, nontraditional, and transfer students seeking baccalaureate and advanced degrees.
- Recruits students nationally and internationally to increase intellectual capital and diversity.

Research
- Engages in applied research and scholarly activities that support the primary function of instruction and supplement efforts to improve economic and community development, with an emphasis on entrepreneurship, teacher education, space-related science and technology, visual and performing arts, and regional public policy.
- Achieves national distinction for applied research through its Program of Distinction, the Institute for Regional Analysis and Public Policy, the Space Science Center, and in targeted areas of opportunity.

Stewardship of Place
- Serves as a provider or coordinator of education services to meet the economic and community needs of its designated area of geographic responsibility.
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, and the workforce.
- Works directly with schools and educational agencies to improve teacher quality and student performance in its designated area of geographic responsibility.

PRIORITIES FOR ACTION

Question 1: Are more Kentuckians ready for postsecondary education?

To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 and adult educators, Morehead State University will:

1.a   Recruit, prepare, and support high quality and diverse educators through traditional and alternative teacher education and certification programs such as the Master of Arts in Teaching, Undergraduate Fellowship program in the College of Education, regional cohort programs, Professors in the Schools Program, and Future Teacher Corp student mentor program.

1.b   Partner with at least one additional school/system to facilitate a seamless transition of students to postsecondary education and reduce the rate needing remediation in writing, math and/or reading.

1.c   Partner with adult education programs to promote the GED program, assess adult students' readiness for postsecondary education, recruit and retain qualified adult students in the postsecondary education system, and increase persistence and matriculation among adult students and GED completers enrolled at Morehead State University.

1.d   Improve success and access for at-risk students through partnerships with state and federal programs such as Trio Programs, GEAR UP, and MTEP serving low-income and first-generation college students and minorities.

1.e   Define specific goals for the position of Secondary Education Coordinator to facilitate better collaboration between the College of Education and the Arts and Science programs at Morehead State University.

1.f   Expand the Teacher Education Academy (a multiple-day professional development workshop held at the end of each academic year for faculty who have been involved in our Professors in the Schools Program) to include all faculty across the campus that are involved in teacher education.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

To keep college affordable, Morehead State University will:

2.a   Assist students in receiving the maximum possible financial aid package from federal, state, and private programs.

2.b   Maintain student affordability by identifying nontuition sources of support including private gifts, grants, and state and federal appropriations.

2.c   Maintain student affordability by implementation of initiatives identified through continuous improvement assessments that will minimize operating expenses and optimize use of available personnel, capital, and operating resources.

2.d   Maintain student affordability and access to higher education for place bound students through the delivery of academic instruction at regional campuses and the use of distance education technologies to minimize or eliminate commuter and on-campus housing expenses.

2.e   Increase marketing efforts to raise public awareness of financial aid and scholarship opportunities targeting high school students and their parents, adult students, and transfer students.

2.f   Partner with student and other constituency groups to conduct assessments and hold public forums on student affordability and access.

2.g   Effectively monitor and assess cost of attendance and other affordability data from benchmark institutions and state and national university peers.

Question 3: Do more Kentuckians have certificates and degrees?

To enroll more students, produce more graduates, keep graduates in Kentucky, attract highly educated adults to the state, and encourage workers to retool and retrain over their lifetimes, Morehead State University will:

3.a   Increase the availability of high-demand degree programs to place- and time-bound citizens through delivery of academic instruction at the regional campuses and through the use of distance learning technology including online programs.

3.b   Coordinate campuswide diversity initiative to recruit and retain minority faculty, staff, and students; expand marketing efforts in areas with concentrated minority populations; and increase the number of minority recruitment coordinators within the academic programs.

3.c   Establish a summer 'Success Academy' for incoming freshmen to fulfill remediation needs prior to enrollment in mainstream university courses.

3.d   To facilitate student transfer, partner with community and technical colleges to educate students on the transfer process, develop articulation agreements, and offer multiple baccalaureate degree programs via the Internet and on-site at Ashland Community and Technical College, Big Sandy Community and Technology College, Maysville Community and Technical College, and the University Center of the Mountains.

3.e   Increase the number of students that successfully complete a degree or certification through implementation of a comprehensive enrollment management plan that includes effective strategies for recruitment, marketing, academic advising, and retention and career services. The plan will include strategies to improve recruitment of first-time freshmen and KCTCS transfers, retention and persistence rates, student satisfaction, and graduation rates.

Question 4: Are college graduates prepared for life and work in Kentucky?

To improve the quality of student learning, Morehead State University will:

4.a   Maintain the highest level of accreditation or certification appropriate for each academic program (such as AACSB for business, NLN for nursing, etc.) and pursue accreditation and certification in other programs as such opportunities become available.

4.b   Enhance academic programs utilizing outcome assessments, including measures of in-state career placement.

4.c   Increase service-learning, cooperative education, and internships to provide experiences relevant to the needs of the Commonwealth.

4.d   Develop new partnerships and enhance existing partnerships with governmental agencies to provide life-long learning opportunities for employees and displaced workers as needs and opportunities are identified such as the planned relocation of the Small Business Development Center with the Morehead/Rowan County Chamber of Commerce to facilitate collaboration.

4.e   Expand access to state-of-the-art technology that can enhance student learning throughout the academic curriculum.

4.f   Provide students a wide array of civic and service learning opportunities throughout the region served.

Question 5: Are Kentucky's people, communities, and economy benefiting?

To support economic and community development and address the specific needs and challenges of its service area, Morehead State University will:

5.a   Optimize economic development by developing a business incubator program to support entrepreneurial activity, including high-tech businesses linked to the University's Space Science Center, and enhancing accessibility and utilization of the Small Business Development Center.

5.b   Organize a CEO Roundtable to provide a routine forum for community leaders to network and explore potential economic development opportunities.

5.c   Partner with local government agencies and Center for Rural Development to establish a Center NET facility to provide broadband services to local areas.

5.d   Explore the potential for establishing an academy for the development and enhancement of planning and management skills for local government officials and community leaders in eastern Kentucky.

5.e   Support tourism efforts through cultural heritage programs and explore the potential of an academic program in tourism development.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

↦   K-12 teacher preparation

Question 2: Is Kentucky postsecondary education affordable for its citizens?

↦   Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- Undergraduate enrollment
- Graduate enrollment
- Number of students transferring to the university from KCTCS
- Six-year graduation rate of baccalaureate students
- Number of degrees and other credentials awarded
- Number of degrees and other credentials awarded to racial-ethnic minorities

Question 4: Are college graduates prepared for life and work in Kentucky?

- Level of student engagement in the undergraduate learning experience
- Level of civic participation of students

Question 5: Are Kentucky's people, communities, and economy benefiting?

- Extramural research and development expenditures
- Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

Angelo State University (TX)
Arkansas State University-Main Campus
Central Missouri State University
Clarion University of Pennsylvania
Delta State University (MS)
Eastern Washington University
Edinboro University of Pennsylvania
Fort Hays State University (KS)
Frostburg State University (MD)
Indiana State University
Lamar University (TX)
Lincoln University (MO)
Mansfield University of Pennsylvania
Southeast Missouri State University
The University of Tennessee-Chattanooga
The University of Tennessee-Martin
University of Nebraska at Kearney
Western Carolina University (NC)
Western Illinois University

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MURRAY STATE UNIVERSITY

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for Murray State University describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Murray State University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics
- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society.
- Comprehensive array of baccalaureate, master's, and specialist level programs, with special attention to agriculture, business, health and human services, teacher education, communications, engineering, and applied technologies.
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders, and other certified personnel.
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs.
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS.
- Selected number of nationally recognized graduate programs including its Program of Distinction in Telecommunications Systems Management, as well as the Ecosystem and Reservoir Research Center of Excellence and areas of documented regional need.
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education, opportunities for discovery-based learning, residential colleges, and other special programs.

Student Characteristics
- Moderately selective to selective admissions with a commitment to recruiting a diverse student body including dually enrolled high school students.
- Serves the needs of traditional, nontraditional, and transfer students seeking baccalaureate and advanced degrees.
- Recruits students nationally and internationally to increase intellectual capital and diversity.

Research
- Engages in applied research and scholarly activities that support the primary function of instruction and supplement efforts to improve economic and community development, with an emphasis on ecosystems, reservoir management, telecommunications, agriculture, entrepreneurship, and teaching pedagogy.
- Achieves national distinction for applied research through its Program of Distinction in Telecommunications Systems Management, and in targeted areas of opportunity.

Stewardship of Place
- Serves as a provider or coordinator of education services to meet the economic and community needs of its designated area of geographic responsibility.
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, and the workforce.
- Works directly with schools and educational agencies to improve teacher quality and student performance in its designated area of geographic responsibility.
- Places a high premium on academic outreach, collaborative relationships with alumni, the public schools, business and industry, governmental agencies, and other colleges and universities at home and abroad.

PRIORITIES FOR ACTION

Question 1: Are more Kentuckians ready for postsecondary education?

To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 and adult educators, Murray State University will:

1.a   Improve the quality of P-12 education in the region by producing a supply of strong, qualified teachers through increased collaboration between Arts and Sciences and Education faculty in educator preparation and professional development programs, and provide for the retraining and updating of skills for in-service teachers through the Teacher Quality Institute.

1.b   Expand Murray State's highly successful Roads Scholars program, which brings faculty into high school and middle school classrooms in the university's service region and target counties.

1.c   Develop and implement a high school "Bridge Program" allowing area high school seniors to take one course per semester at reduced tuition rates.

1.d   Work on curriculum alignment with area schools with special emphasis on core content alignment with MuSU's English and mathematics courses. Make the high school curriculum more rigorous to better prepare students for postsecondary education through P-16 initiatives such as Kentucky's ongoing work in the American Diploma Project.

1.e   Expand the enrollment of the Commonwealth Honors Academy that prepares top high school juniors for college life by providing residential and classroom experiences resulting in a "jump-start" for college degree attainment.

1.f   Work with adult education services in providing GED preparation, testing, and counseling to further these students' transition and advancement in Kentucky postsecondary education.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

To keep college affordable, Murray State University will:

2.a   Create operational efficiencies through a rigorous academic program productivity review process in order to keep tuition affordable.

2.b   Lower the cost of attendance by increasing academic offerings at regional campuses located in Paducah, Hopkinsville, Madisonville, and Henderson, which provide increased accessibility for students via on-site courses and lowers commuting and on-campus housing costs.

2.c   Enhance the university's outreach program to provide assistance to parents and students regarding availability of and application for financial aid.

2.d   Increase scholarships, need-based grants, and student work-study opportunities available to students in the MuSU service region.

2.e   Speed time-to-degree by progressively streamlining the curriculum and reducing undergraduate degree requirements from 128 to 120 credit hours.

2.f   Partner with GEAR-UP grant schools in our service region to offer a special scholarship program aimed at middle school students, guaranteeing that upon completion of the GEAR-UP program and subsequent graduation, a renewable scholarship will be available for the student at Murray State University.

2.g   Conduct student and public forums to make students, parents, and the public aware of financial aid, tax incentives, and other opportunities that maintain the relative affordability and accessibility of a Murray State University education.

Question 3: Do more Kentuckians have certificates and degrees?

To enroll more students, produce more graduates, keep graduates in Kentucky, attract highly educated adults to the state, and encourage workers to retool and retrain over their lifetimes, Murray State University will:

3.a   Expand the availability of the Bachelor of Independent Studies (BIS) on the Kentucky Virtual University and MuSU on-line platforms and increase MuSU program options available on the Kentucky Virtual University to include education, business, and occupational safety and health.

3.b   Enhance the MuSU First Year Experience Program to include resources for additional monitoring, follow-up, and advising for first-year students.

3.c   Establish an independent undergraduate academic advising center for students with undeclared majors and uncertain academic plans to assist them in career and educational planning.

3.d   Improve the advising network through user-friendly Web-based software to provide better information for faculty and students.

3.e   Expand the operation of the Career Discovery Center through the addition of Adult Education Services to assist with retooling and retraining the workforce in the MuSU service region.

3.f   Place a greater emphasis on attracting and enrolling students from KCTCS to pursue degrees beyond the certificate and associate level. This involves enhancing articulation agreements, increasing 2+2 programs, and expanding the BIS completer degree program.

3.g   Expand opportunities for environmental and electrical engineering degrees in the region through our cooperative agreements with the University of Kentucky and the University of Louisville.

Question 4: Are college graduates prepared for life and work in Kentucky?

To improve the quality of student learning, Murray State University will:

4.a   Enhance the Residential College Program, which increases the student's sense of inclusion and engagement, reinforces the institution's emphasis on leadership and decision-making, and integrates faculty involvement in college life outside of the classroom and laboratory.

4.b   In cooperation with the American Democracy Project and the American Humanics Program, establish a Center for Service Learning and expand the Service Learning Scholars Program to provide for more civic engagement opportunities for students.

4.c   Expand the Undergraduate Research and Scholarly Activity Program to reach more students involved in a discovery-learning environment.

4.d   Implement the SACS-approved Quality Enhancement Plan to assess and document student achievement of the "Characteristics of the Murray State Graduate."

4.e   Increase opportunities for students to learn about other cultures and languages consistent with the changing demographics of Kentucky and the United States, and to experience working and studying in an environment rich with cultural diversity.

4.f   Expand service learning opportunities and student internship opportunities.

Question 5: Are Kentucky's people, communities, and economy benefiting?

To support economic and community development and address the specific needs and challenges of its service area, Murray State University will:

5.a   Establish a Regional Center for Emerging Technologies in cooperation with the Small Business Development Centers to stimulate economic development through launching new technology-based businesses and supporting entrepreneurship in western Kentucky.

5.b   In cooperation with KCTCS, expand noncredit community education course offerings and increase offerings suitable for adults in the region.

5.c   Prepare students for careers in the new economy by emphasizing academic programs in relevant disciplines.

5.d   Provide additional support for faculty to seek applied research dollars and for service involvement of faculty in activities that will benefit businesses, agriculture, and technology-based industries in western Kentucky.

5.e   Engage in partnerships to promote and increase participation in the arts and cultural activities of the region in cooperation with the Four Rivers Center (new performing arts center located in Paducah).

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- K-12 teacher preparation

Question 2: Is Kentucky postsecondary education affordable for its citizens?

- Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- Undergraduate enrollment
- Graduate enrollment

- Number of students transferring to the university from KCTCS
- Six-year graduation rate of baccalaureate students
- Number of degrees and other credentials awarded
- Number of degrees and other credentials awarded to racial-ethnic minorities

Question 4: Are college graduates prepared for life and work in Kentucky?

- Level of student engagement in the undergraduate learning experience
- Level of civic participation of students

Question 5: Are Kentucky's people, communities, and economy benefiting?

- Extramural research and development expenditures
- Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

Central Connecticut State University

Central Missouri State University

Eastern Illinois University

Eastern Washington University

Frostburg State University (MD)

Indiana State University

Northwest Missouri State University

Oakland University (MI)

Pittsburg State University (KS)

Plymouth State University (NH)

Rhode Island College

Southeast Missouri State University

Stephen F. Austin State University (TX)

The University of Tennessee-Chattanooga

The University of Tennessee-Martin

University of Montevallo (AL)

University of Nebraska-Omaha

Western Carolina University (NC)

Western Illinois University

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NORTHERN KENTUCKY UNIVERSITY

Kentucky's public agenda, *Five Questions — One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for Northern Kentucky University describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Northern Kentucky University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics
- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society.
- Comprehensive array of baccalaureate, master's, and specialist level programs
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders, and other certified personnel.
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs.
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS.
- Selected number of nationally recognized graduate programs including its Program of Distinction, the Center for Integrative Natural Science and Mathematics, and areas of documented regional need.
- First professional programs in law.
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education, opportunities for discovery-based learning, undergraduate and graduate research, community-based learning and civic engagement, and other special programs.

Student Characteristics
- Moderately selective to selective admissions with a commitment to recruiting a diverse student body including dually enrolled high school students.
- Serves the needs of traditional, nontraditional, and transfer students seeking baccalaureate and advanced degrees.
- Recruits students nationally and internationally to increase intellectual capital and diversity.

Research
- Engages in applied research and scholarly activities that support the primary function of instruction and supplement efforts to improve economic and community development, with an emphasis on entrepreneurship and improving math and science instruction.
- Achieves national distinction for applied research through its Program of Distinction, the Center for Integrative Natural Science and Mathematics, and in targeted areas of opportunity.
- Pursues opportunities for commercializing the results of research.

Stewardship of Place
- Serves as a provider or coordinator of education services to meet the economic and community needs of its designated area of geographic responsibility.
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, and the workforce.
- Works directly with schools and educational agencies to improve teacher quality and student performance in its designated area of geographic responsibility.
- Committed to partnerships that support economic development, P-12 excellence, local government effectiveness, quality healthcare, nonprofit management, and civic literacy.
- Emphasizes public engagement as a defining and nationally recognized quality of the university.
- Committed to becoming a center for the performing and visual arts.

PRIORITIES FOR ACTION

Question 1: Are more Kentuckians ready for postsecondary education?

To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 and adult educators, Northern Kentucky University will:

1.a   Instill in the minds of elementary and middle school students a commitment to attend postsecondary education by taking special programs to schools, especially in the inner city and rural areas of NKU's service area, and by bringing elementary and middle school students to the NKU campus where

planned programs will introduce them to campus facilities, campus functions, and campus life.

1.b   Actively support and participate in the Northern Kentucky Council of Partners to prepare more students for college and facilitate their smooth transition to postsecondary life.

1.c   Enhance the education of P-12 students, with particular emphasis on reaching underrepresented groups, through classroom-based activities and on-campus summer enrichment programs in many areas, including for example, science and mathematics, computer technology, and the arts.

1.d   Raise the preparedness level of underprepared postsecondary students by identifying student weaknesses in the junior year of high school and developing remediation plans for their senior year; by offering the NKU Academy as a summer remediation program that allows underprepared high school graduates to make up their deficiencies and thereby gain admission to NKU; by partnering with schools and other organizations to strengthen the preparation of students from underrepresented groups; and by retaining remedial English and mathematics courses for freshmen who have the potential to succeed but need to raise their achievement levels in some basic skills.

1.e   Encourage capable and appropriately prepared high school students to earn university credit while still in high school by enrolling in university courses on campus or by taking university courses in their high schools through special collaborative agreements between NKU and the local schools. These options help prepare more Kentuckians for postsecondary work by experiencing college level work before leaving high school.

1.f   Enhance P-12 education through high quality and expanded pre-service and in-service programs for teachers, including on-line programs, off-campus programs, alternative certification programs, and additional special certification programs in areas such as school counseling, gifted education, and special education.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

To keep college affordable, Northern Kentucky University will:

2.a   Provide a significant pool of need-based financial aid that provides grants and institutional work study opportunities and offers emergency loans to assist students with short-term, unforeseen problems.

2.b   Provide merit-based financial aid to attract academically talented students, a more diverse student body, and students from throughout the Commonwealth, and partner with community organizations that will fund scholarships in specific disciplines such as nursing and allied health fields.

2.c   Assist prospective students and their parents by offering financial information sessions and workshops at local high schools to explain financial aid

opportunities and processes, help them complete financial aid forms, and more effectively use NKU's new flexible payment plans.

2.d   Invest significantly in major projects that will increase efficiency and reduce costs over the long run, such as implementing the recommendations of a recently completed energy audit and adopting new computer systems and more efficient business practices for financial management, human resources, campus management, and student records.

Question 3: Do more Kentuckians have certificates and degrees?

To enroll more students, produce more graduates, keep graduates in Kentucky, attract highly educated adults to the state, and encourage workers to retool and retrain over their lifetimes, Northern Kentucky University will:

3.a   Increase the focus of the administration and faculty on the importance of retention and graduation by providing lectures, workshops, and faculty development programs, including a Master Advisor program, and by staffing an Office of Student Retention and Assessment and assigning retention specialists to academic departments.

3.b   Develop, implement, and support programs that increase student retention such as an early warning system for intervention with at-risk students; an expanded advising system, including college-based, full-time advisers, that encourages students to declare a major earlier in their program; Learning Communities that enroll cohorts of students in a common cluster of two or three courses; a freshman orientation course that promotes student success; a Running Start program for cohorts of students needing developmental courses; peer mentoring; a supplemental instruction program and structured learning assistance to support student success in courses that have high failure or withdrawal rates; and tutorial services.

3.c   Create a new college to promote, support, expand, and strengthen technology-related degree and certificate programs at the graduate and undergraduate levels to meet the projected employment needs of the region and provide the necessary human capital to support employers' needs for knowledge workers.

3.d   Strengthen the partnership with Gateway Community and Technical College that allows students to be dually admitted and concurrently enrolled at Gateway and NKU and have a seamless and well supported transition when they move from Gateway to NKU.

3.e   Increase the number of degree completion programs offered on-line, on-campus, and off-campus to provide an avenue for community college graduates to complete a four-year degree.

3.f   Develop new graduate degree and certificate programs based on a systematic strategic planning process that integrates employment forecasts, regional employer needs, and NKU's current and developing capacity.

3.g   Reach out to new student markets, especially nontraditional students and those in rural areas, by offering programs on-line and off-campus for those who cannot take advantage of campus-based programs.

3.h   Provide transition programs to assist adult learners plan and prepare to return to school at the postsecondary level, and expand opportunities for working adults to earn undergraduate and graduate degrees through weekend and evening cohort programs, on-line programs, programs offered at corporate sites, and through a specially formatted program that allows adults to earn a degree in four years while working full-time.

Question 4: Are college graduates prepared for life and work in Kentucky?

To improve the quality of student learning, Northern Kentucky University will:

4.a   Create an environment that supports a diverse student body taught by faculty who respect ethnic and cultural diversity, promote an openness to and understanding of diverse viewpoints, and create the global awareness necessary to function effectively in the 21st century.

4.b   Provide a strong "general education program" that lays the foundational skills of critical thinking, quantitative reasoning, and written and oral communication; integrate technology into the teaching/learning process, retain the commitment to "up close and personal" as a defining quality of the NKU experience; ensure that students master the content of their general education and major-related courses; and maintain high academic standards, all of which are reflected in high passage rates on standardized tests such as the Praxis Test for teachers, the licensing exam for nurses, and the bar exam for attorneys.

4.c   Provide students with opportunities to apply their classroom learning to the real world through active involvement in basic and applied research, service learning, internships, co-op experiences, and collaborative community-based projects, all of which enrich the collegiate experience, deepen students' understanding of the subject matter, expand their skills and competence, and enhance their employment prospects upon graduation.

4.d   Promote a democratic society through the development of civic literacy and civic skills, which include a commitment to understand and remain current regarding local, national, and international issues; an openness to diverse viewpoints; the ability to participate in public deliberation and dialogue; and a willingness to take informed action to address community needs.

4.e   Provide a strong career placement service, co-op and internship opportunities, and partnerships with Kentucky businesses to increase the number of graduates who remain in Kentucky to live and work.

4.f   Encourage student participation in co-curricular clubs and organizations that enhance student development; teach teamwork, responsibility, goal-setting, and

decision-making; and develop leadership skills such as those nurtured through the Norse Leadership Society, the Northern Kentucky Student Leadership Institute, and the Freshman Service Leadership Committee.

Question 5: Are Kentucky's people, communities, and economy benefiting?

To support economic and community development and address the specific needs and challenges of its service area, Northern Kentucky University will:

5.a   Support regional economic expansion by preparing well-educated graduates in fields that align with the employment needs in the region; building bridges between the business and university communities; creating an associate provost position for economic initiatives who will work with the business community; actively supporting development of the technology triangle near the university; and providing noncredit education and training to support economic competitiveness.

5.b   Model good regional stewardship through active participation in projects such as the national demonstration project, Making Place Matter, and the regional visioning process, Vision 2015, and by assisting and supporting the P-12 community, local governments, the nonprofit community, and community decision-making by applying academic expertise and providing services that contribute to capacity building.

5.c   Sponsor programs and encourage public dialogue to address critical and sometimes controversial issues facing the community, the nation, and the world.

5.d   Establish NKU as a vibrant center for the visual and performing arts that provides performances and demonstrations off-campus to P-12 students and adults, particularly in communities that have limited access to the arts, and provides outstanding on-campus performances and gallery exhibits open to the public.

5.e   Support NKU centers and institutes in partnering with the community to confront local and regional challenges; these include, for example, the Center for Applied Ecology, Center for Integrated Natural Science and Mathematics, Institute for Freedom Studies, Small Business Development Center, Institute for Information Innovation, Fifth Third Bank Entrepreneurship Institute, Center for Environmental Education, Scripps Howard Center for Civic Engagement, and Local Government Law Center.

5.f   Offer noncredit courses that both anticipate and respond to the needs of the region with corporate training through the Metropolitan Education and Training Services (METS) and programs such as MBA Essentials, a certificate program for business leaders; conversational and workplace Spanish for employees who deal with Hispanic populations; special certificate programs developed at the request of local employers; and a variety of noncredit

courses/programs that promote lifelong learning and personal growth and development.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- K-12 teacher preparation

Question 2: Is Kentucky postsecondary education affordable for its citizens?

- Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- Undergraduate enrollment
- Graduate enrollment
- Number of students transferring to the university from KCTCS
- Six-year graduation rate of baccalaureate students
- Number of degrees and other credentials awarded
- Number of degrees and other credentials awarded to racial-ethnic minorities

Question 4: Are college graduates prepared for life and work in Kentucky?

- Level of student engagement in the undergraduate learning experience
- Level of civic participation of students

Question 5: Are Kentucky's people, communities, and economy benefiting?

- Extramural research and development expenditures
- Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

California University of Pennsylvania
Eastern Michigan University
Florida Atlantic University-Boca Raton
Indiana State University
Kean University (NJ)
Oakland University (MI)
Purdue University-Calumet Campus (IN)
Salem State College (MA)
SUNY College at Buffalo
University of Tennessee-Chattanooga
University of Akron-Main Campus (OH)
University of Massachusetts-Boston
University of Michigan-Flint
University of Nebraska at Omaha
University of Southern Maine
Western Connecticut State University
Wichita State University (KS)
William Paterson University of New Jersey
Youngstown State University (OH)

July 2005

2005-2010 Strategic Plan
Campus Action Plan

UNIVERSITY OF KENTUCKY

Kentucky's public agenda, *Five Questions — One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for the University of Kentucky describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

The University of Kentucky shall be a major comprehensive research institution ranked nationally in the top 20 public universities.

MISSION PARAMETERS

Program Characteristics
- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society.
- Comprehensive array of baccalaureate, master's, specialist, and doctoral degree programs consistent with a flagship institution's statewide mission.
- Professional programs in dentistry, law, medicine, pharmacy, architecture, engineering, education, and social professions.
- Graduate and postdoctoral program emphasis in areas supporting statewide economic and community development and consistent with a nationally recognized public research university.
- Innovative post-baccalaureate certificate, master's, and doctoral programs that meet 21st century public needs in traditional and emerging multidisciplinary fields.
- State leadership role in delivering doctoral education, including collaborative and joint doctoral programs with other Kentucky postsecondary institutions to address state needs.
- Emphasizes distinctive educational experiences geared to the specific needs and interests of a selective to highly selective student body, including service learning, international education, opportunities for discovery-based learning, living-learning communities, undergraduate and graduate research, and other special programs.

Student Characteristics
- Selective to highly selective admissions with a commitment to recruiting a diverse, well-qualified undergraduate and graduate student body.
- Serves the needs of traditional, nontraditional, and transfer students seeking baccalaureate and advanced degrees.
- Recruits students nationally and internationally to increase intellectual capital and diversity.

Research
- Engages in basic, applied, and translational research as one of only seven universities in the United States with schools of agriculture, engineering, law, medicine, and pharmacy on a single campus.
- Conducts research and development activities by securing significant extramural support consistent with a nationally recognized research university offering a broad array of doctoral programs.
- Emphasizes research and creativity in areas of identified strength and opportunity and in emerging fields of critical importance to the development of a knowledge-based economy in Kentucky and beyond, including health and life sciences, computer science and engineering, cultural and international studies, public policy and human services, business and economics, energy and the environment, and the arts.
- Conducts research and outreach supporting the improvement of P-20 and adult education systems with a special emphasis on literacy.

Stewardship of Place
- Extends outreach as a land-grant institution with a comprehensive agricultural, business, engineering, and health extension network throughout the Commonwealth and, as Kentucky's flagship institution, beyond its borders to the nation and world.
- Drives statewide economic development by preparing a highly educated workforce, conducting grant and contract-funded research, and transferring research and technological innovations to the marketplace.
- Assures Kentuckians high quality health care by promoting access to the highest level of appropriate care possible within the facilities of local communities and developing advanced subspecialty programs of national stature at the academic medical center.
- Engages the university community and its partners in fostering the economic well being and quality of life for Kentuckians in its designated area of geographic responsibility, in regions facing significant economic and health-related challenges, and throughout the Commonwealth.

PRIORITIES FOR ACTION

Question 1: Are more Kentuckians ready for postsecondary education?

To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 and adult educators, the University of Kentucky will:

1.a   Complement and align UK's P-16 initiatives and curricula with graduate and professional education programs to enhance preparation for graduate work and the role of graduate work in P-16 education.

1.b   Create organizational and academic relationships between the College of Education and the other academic and professional colleges, including Arts and Sciences, to ensure the effective convergence of continuously updated content knowledge and appropriate pedagogy throughout the entire teacher education curriculum.

1.c   Continuously review pre-service and in-service education of P-12 teachers, instructional supervisors, school psychologists, principals, superintendents, and higher education faculty to achieve a continuously updated, efficient, and integrated P-20 educational system and a diverse, high quality teacher work force. This is consistent with the mission and goals of the currently operating Appalachian Math and Science Partnership, which is funded by the National Science Foundation.

1.d   Work with the Kentucky Department of Education, the Education Professional Standards Board, the Council on Postsecondary Education, and other educational partners to ensure alignment, quality, and accountability through all levels of the P-20 educational system. UK has created a new Institute for Educational Assessment to collaborate with the Kentucky Department of Education and its other partners in managing the state K-12 student assessment.

1.e   Partner with the Fayette County School System to develop strategies and models for improving P-5 education, such as the "Great Schools Initiative" that will be piloted in 2005-06 at Booker T. Washington Academy with the goal of substantial improvement in student achievement by providing access to enrichment programs.

1.f   Conduct and disseminate research on teaching and learning that can guide educational policy initiatives and improve student achievement.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

To keep college affordable, the University of Kentucky will:

2.a   Develop a multi-year tuition and fees strategy as part of the Top 20 Business Plan that will allow families to plan for the total cost of education, while

allowing the university to set rates that compare favorably with tuition levels at UK benchmark institutions and in surrounding states.

2.b   Provide academic scholarships such as the Governor's Scholars and Governor's School for the Arts Program, the Legacy Tuition Program, and academic-based scholarships for first-year, transfer, and currently enrolled students.

2.c   Develop and support strategies to ensure that institutional need-based assistance increases as tuition and fees increase, including potential strategies such as increasing the amount of institutional need-based assistance by the annual percentage increase in tuition and mandatory fees or allocating a specific percentage of anticipated tuition and fee revenue for institutional need-based assistance.

2.d   Maximize federal and state financial aid funds available to students by meeting applicable federal application deadlines and offering loan options that meet individual student needs. Encourage students to apply for assistance as early as possible and increase awareness of the availability of financial assistance and aid application procedures by participating in campus, local, regional, and state events for college bound students and events for elementary and secondary school students and their parents.

Question 3: Do more Kentuckians have certificates and degrees?

To enroll more students, produce more graduates, keep graduates in Kentucky, attract highly educated adults to the state, and encourage workers to retool and retrain over their lifetimes, the University of Kentucky will:

3.a   Focus on enrolling a highly qualified and diverse student body through recruitment and admissions policies that encourage enrollment of students who have high entrance exam scores and cumulative grade point averages, are members of underrepresented populations, contribute to diversity, and have demonstrated leadership.

3.b   Encourage student transfer to UK through the promotion of the General Education Transfer Agreement, utilization and increased promotion of the Course Applicability System, and the work of the newly appointed "Seamless Transfer Committee."

3.c   Implement recommendations of the First-Year Task Force under the leadership of the Coordinator for First-Year Experiences; advance and expand academic support to students through the university's recently implemented Academic Enhancement Program; assist instructors in improving teaching and learning through the Teaching and Academic Support Center; and implement systemic improvements in math instruction through a recent College of Arts & Sciences initiative.

3.d   Implement a four-year Graduation Agreement that clearly delineates the course of study for the completion of baccalaureate degree requirements in each of the

participating programs and rewards students who maintain progress toward timely completion of degrees.

3.e   Establish the Chellgren Center for Undergraduate Excellence to serve as the university's focal point both for innovation in premier undergraduate education and for dissemination of those innovations that hold the greatest promise for a wider student audience.

3.f   Enhance and maintain the national prominence of graduate programs at the doctoral level and in cross-disciplinary areas such as public policy studies, nutritional and biomedical sciences, international studies, and public health.

3.g   Develop high quality graduate certificates in emerging areas such as health policy, nanotechnology, bioinformatics, clinical research skills, and rural community leadership.

3.h   Offer graduate level courses, advanced programs, and certificates through distance delivery and cooperative arrangements with regional institutions in areas of critical need such as nursing rehabilitation sciences, physician assistant studies, educational leadership, library and information sciences, and gerontology.

3.i   Offer innovative opportunities for earning undergraduate, graduate, and first-professional degrees through programs such as the MD-PhD, BS-MD, and BSN-PhD tracks.

3.j   Ensure successful completion of graduate and first professional programs and licensure by improving financial and academic support services, such as scholarship fund optimization, pre-enrollment workshops for at-risk students, specialty interest groups, standardized patient programs, and national board preparatory assistance.

Question 4: Are college graduates prepared for life and work in Kentucky?

To improve the quality of student learning, the University of Kentucky will:

4.a   Create and sustain mission-relevant, high quality academic programs that are relevant to Kentucky workforce needs and ensure individual program and institutional accreditation.

4.b   Advance curricular reform and innovation in the university's general education program, the Honors Program, the Writing Program, and across all baccalaureate programs.

4.c   Create and sustain living-learning communities for first-year students that offer opportunities for residence-based education emphasizing inquiry-based learning, multifaceted student-faculty interactions in and out of class, community building and community service, and experiential learning.

4.d   Further internationalize the educational experience through curriculum development and scholarships for study abroad, international research and service activities, and international student recruitment to ensure success in a global society and workforce.

4.e   Launch a quality enhancement initiative to intensify campus attention to assessment of student learning and improved use of results, focusing on degree programs, general education (University Studies), and co-curricular programs (living-learning communities, service learning, and experiential education) and making appropriate use of formative and summative strategies to ensure undergraduates are prepared for graduate and professional programs and occupations of a globally competitive workforce.

4.f   Provide integrated information technology system to support planning, assessment, and accreditation activities including "score-carding" to link these efforts to budgeting and ensure increased attention to student learning improvements.

Question 5: Are Kentucky's people, communities, and economy benefiting?

To support economic and community development and address the specific needs and challenges of its service area, the University of Kentucky will:

5.a   Recruit and retain faculty with nationally prominent and externally funded research programs. Such faculty enhance research funding and productivity, improve undergraduate and graduate education, attract more qualified students, and promote community and economic development.

5.b   Expand and enhance the delivery of health-related and other programs and services to rural areas of Kentucky through the 120-county cooperative extension network.

5.c   Expand initiatives to promote the arts and humanities in Kentucky's communities, enhancing local economies, making them more attractive to prospective businesses, and including activities such as service-learning and placing arts professionals in cooperative extension offices.

5.d   Expand the outreach component of research, increasing the efficiency and impact of faculty work through programs like the Commonwealth Collaboratives, Partnership Institute for Math and Science Education, the statewide Kentucky Cooperative Extension Service, the Collaborative Center for Literacy Development, the Kentucky Consortium for Applied Research and Treatment, and similar programs.

5.e   Enhance its statewide mission related to environmental stewardship, including preserving natural resources, restoring disturbed land, and promoting efficient use of conventional and alternative energy sources, through research, outreach, and graduate and professional education.

5.f   Respond to changes in national research priorities and opportunities, including Homeland Security, the National Institutes of Health Roadmap, the National Nanotechnology Initiative, and others.

5.g   Strengthen economic development, facilitate an entrepreneurial climate, enhance technology transfer support, and create businesses and jobs at the university and at Coldstream Research Park by completing the Center for Pharmaceutical Sciences and Technology, supporting the Advanced Science and Technology Commercialization Center and Agriculture Technologies Commercialization Center, expanding hospital and clinical operations, and enhancing partnerships with the Cabinets for Economic Development and Commerce.

5.h   Enhance and expand university research facilities, including but not limited to, equipping and staffing the Biomedical Biological Sciences Research Building, renovating and staffing corresponding vacated Medical Center research areas, and expanding the biomedical research campus by completing the Biological and Pharmaceutical Sciences Complex in 2008-2010.

5.i   Sustain and improve the quality and quantity of translational research in medical areas to develop new knowledge and new approaches to quality health care for Kentuckians.

5.j   Develop and maintain critical clinical programs in specialized areas of need in central, southern, or eastern Kentucky, while working with local providers to advance the availability of appropriate levels of care in the community in order to keep patients in their own communities whenever possible and move them to Lexington only for advanced subspecialty care.

5.k   Implement a facilities master plan for UK Health Care, including construction of a new patient care facility, enhanced ambulatory facility, combined medical and dental education building, and new research facility with an extensive vivarium.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- K-12 teacher preparation

Question 2: Is Kentucky postsecondary education affordable for its citizens?

- Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- Undergraduate enrollment
- Graduate enrollment

- Number of students transferring to the university from KCTCS
- Six-year graduation rate of baccalaureate students
- Number of degrees and other credentials awarded
- Number of degrees and other credentials awarded to racial-ethnic minorities

Question 4: Are college graduates prepared for life and work in Kentucky?

- Level of student engagement in the undergraduate learning experience
- Level of civic participation of students

Question 5: Are Kentucky's people, communities, and economy benefiting?

- Extramural research and development expenditures
- Number of business startups
- Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

(to be determined)

July 2005

2005-2010 Strategic Plan
Campus Action Plan

UNIVERSITY OF LOUISVILLE

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for the University of Louisville describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

The University of Louisville shall be a premier, nationally recognized metropolitan research university.

MISSION PARAMETERS

Program Characteristics
- Strong liberal arts and sciences undergraduate core preparing students to live and work in a world that is increasingly intercultural, interdisciplinary, and diverse.
- Comprehensive array of baccalaureate, master's, and specialist programs
- Professional degrees in dentistry, law, medicine, engineering, and social professions.
- Selected doctoral programs supporting the goals of national recognition as a metropolitan research university and meeting the economic and community development needs of the region and state, upon approval by the Council
- Collaborative and joint doctoral programs with other Kentucky postsecondary institutions to address state needs.
- Special emphasis on its Research Challenge Trust Fund programs in business (entrepreneurship), health and life sciences, engineering, education, humanities, and the arts.
- Commitment to increasing the quality of undergraduate programs while increasing the size and national recognition of graduate programs.
- Emphasizes distinctive educational experiences geared to the specific needs and interests of a selective to highly selective student body, including service learning, international education, opportunities for discovery-based learning, graduate and undergraduate research, and other special programs.

Student Characteristics
- Selective to highly selective admissions with a commitment to recruiting a diverse undergraduate and graduate student body, including students from its metropolitan area and those who do not enter or move through the university in traditional ways.
- Serves the needs of traditional, nontraditional, and transfer students seeking baccalaureate and advanced degrees.
- Recruits students nationally and internationally to increase intellectual capital and diversity.

Research
- Engages in basic, applied, and translational research in Research Challenge Trust Fund programs and other areas addressing the needs of the metropolitan community and communities that can benefit from such research.
- Undertakes research and development activities that will achieve the goal of becoming a premier, nationally recognized metropolitan research university.
- Aligns its research agenda with the economic, cultural, and social needs of the metropolitan community. Focuses research mission in core areas essential to economic growth and the well being of citizens through programs in human health and development, life sciences, information technology and communications, environmental and energy technologies, logistics and distribution, early childhood education, entrepreneurship, materials science, and advanced manufacturing.
- Conducts research and creative activities in the humanities and the arts to foster and support the rich cultural life of a metropolitan community.
- Emphasizes applied research and outreach supporting the improvement of P-12 and adult education.

Stewardship of Place
- Serves as the metropolitan area's intellectual center and economic engine, focusing educational and research programs on those areas important to the well being of the community.
- Drives economic development through educating a workforce ready to take on the challenges of a new century and through the synergistic relationship between the research agenda and community needs.
- Builds a national reputation as a leader in issues affecting metropolitan regions and provides this expertise to other areas in the state, nation, and beyond, as needed.
- Supports existing businesses, promotes business startups based on university inventions, and participates in community economic development efforts to meet the needs of the metropolitan area and the state of Kentucky, as determined by statute.
- Works with P-12 schools and adult learning centers to improve student achievement and postsecondary preparation.
- Fulfills focused statewide responsibility to address needs aligned with institutional areas of programmatic strength as a metropolitan research

university (e.g., cancer, cardiovascular, urban public health, logistics, and distribution).
- Provides or coordinates economic and community needs, with special emphasis on the Greater Louisville metropolitan area and on its designated area of geographic responsibility

PRIORITIES FOR ACTION

Question 1: Are more Kentuckians ready for postsecondary education?
To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 and adult educators, the University of Louisville will:

1.a   Emphasize teacher preparation, especially in high-need areas through (1) improving alignment of skills and curriculum offerings with the districts and P-16 Council and (2) restructuring undergraduate and alternative certification programs with special emphasis on preparing teachers in STEM areas, special education, middle-level, ESL, and teaching literacy/numeracy across the curriculum.

1.b   Conduct empirical research to better understand how students learn to meet the needs of No Child Left Behind and to improve teacher preparation programs.

1.c   Support the American Diploma Project to better articulate high school/college curriculum connections through (1) working closely with P-16 and OVEC superintendents and JCPS to develop strategies to address the statewide agenda; (2) developing systematic partnerships with JCPS and surrounding districts for administrator preparation, teacher development, and mentoring; and (3) implementing curriculum alignment between teacher preparation curricular offerings and requirements in schools.

1.d   Partner with a variety of school districts and community organizations such as Jefferson County Public Schools, GEAR UP, TRIO, Upward Bound, Louisville and Lexington Black Achievers, NAACP, West Louisville Boys Choir, 100 Black Men, and other local organizations to increase college awareness, close equity gaps, and reach students who are traditionally underserved.

1.e   Expand dual credit opportunities for students.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

To keep college affordable, the University of Louisville will:

2.a   Evaluate affordability indices through an analysis of such factors as tuition as a percentage of state per capita personal income (PCPI); a "weighted" PCPI for students by Kentucky counties of residence; the "net change of student support per FTE from State Appropriations" and "State Appropriation per Student

adjusted for PCPI"; the cumulative effect of tuition rate increases over the past five years; and an analysis of tuition as a percent of total public funds.

2.b   Review and examine university internal spending patterns that impact affordability.

2.c   Ensure that any proposed tuition rates do not create undue hardship for students. Annually earmark funds for the student financial aid budget to offset the projected tuition rate increases and maintain the financial aid commitments at roughly the same program levels as in previous years.

2.d   Review, and if necessary, revise merit scholarship award structures to increase the number of students receiving awards through improved technology associated with recruiting quality students. Embark on a multi-year plan to recruit more high quality students by providing additional merit-based scholarships. Strategies include the purchase of a cutting-edge recruiting software package and freeing up student aid funds by limiting the practice of financial aid "stacking."

2.e   Implement SUCCEED, a partnership between U of L, the local school district, and the Urban League, which provides admissions and financial counseling to high school juniors and seniors.

Question 3: Do more Kentuckians have certificates and degrees?

To enroll more students, produce more graduates, keep graduates in Kentucky, attract highly educated adults to the state, and encourage workers to retool and retrain over their lifetimes, the University of Louisville will:

3.a   Improve retention and graduation rates through recruitment of high quality students and investment in academic support services and peer mentoring programs, including intensive tutorial support for mathematics, student success seminars to promote academic and co-curricular life skills, and other support programs that promote classroom success, develop life skills, and build student confidence.

3.b   Increase investments in graduate assistantships and fellowships (both in terms of increasing the number of support lines available and enhancing the amount of support that can be offered to incoming graduate students), and streamline admissions processes to help increase the number of graduate students and doctoral graduates.

3.c   Participate in the funded Ph.D. Completion Project aimed at increasing graduation rates of doctoral students. The program measures retention and degree completion and provides for interventions ranging from family support to completion grants to enhanced mentorship aimed at increasing graduation rates of doctoral students.

3.d   Institute an electronic application process that makes it easier for programs to evaluate applicants and to provide the rapid feedback that is important in a competitive situation for recruiting the highest quality graduate students.

3.e   Enhance student engagement, retention, and degree completion by increasing number of students in research activities.

3.f   Engage in partnerships and collaborations with metropolitan government agencies and business, community-based organizations, health care organizations, and state and regional agencies that lead to the development of academic programs that respond to high need areas.

3.g   Work with adult populations and increase numbers of transfer students through establishing a program for residents in the Louisville metropolitan area who have acquired a significant number of college credit hours (probably 90 or more), but who have no degree. These are primarily working adults (age 25 and over) who never completed college.

Question 4: Are college graduates prepared for life and work in Kentucky?

To improve the quality of student learning, the University of Louisville will:

4.a   Revamp the summer orientation program to promote student awareness of the full range of activities offered on campus: academic and cultural experiences, intramural sports, Greek life, and more than 200 recognized organizations that afford students the opportunity to extend their engagement with the institution in many activities outside the formal academic classroom.

4.b   Offer advising and initiation activities for entering students, including academic orientation courses and programs that acquaint students with the university's identity as a place of instruction and research.

4.c   Increase research opportunities for undergraduate students.

4.d   Encourage innovative pedagogy to increase "real world" educational value, including internships, cooperative education programming, service learning, and other forms of practice-based instruction that provide opportunities for students to move academic training into the workplace and improve their understanding of larger issues and problems in the community.

4.e   Improve the quality of academic programs through careful monitoring of performance on graduate placement (GRE, LSAT, GMAT) and professional licensure exams (PRAXIS). Continue integration of the program review process with the university strategic planning/balanced scorecard. Administer the Quality Measurement Surveys to continuing and graduating students, graduates, alumni, and employers. The survey results are monitored on the balanced scorecard and reviewed annually with the deans and vice presidents, and feedback is provided to the units with suggestions for improvement.

Question 5: Are Kentucky's people, communities, and economy benefiting?

To support economic and community development and address the specific needs and challenges of its service area, the University of Louisville will:

5.a   Increase levels of extramurally funded research, especially in areas of health/life sciences, logistics and distribution, early childhood education, and entrepreneurship.

5.b   Invest in faculty and infrastructure to partner in high-tech-information based economy, e.g., the Louisville Medical Center Development Corporation, Metacyte (a business start-up incubator).

5.c   Build on the achievements of faculty research by developing patents that will yield license and royalty income as well as provide the basis for commercialization through start-up businesses in the Commonwealth.

5.d   Develop and support degree programs in knowledge-based economy and high need fields.

5.e   Increase continuing education programs to provide for the "just in time" needs of people, businesses, and communities.

5.f   Implement a signature partnership initiative that will engage faculty and students in multi-disciplinary academic, research, and service activities designed to reduce social and human disparities in the areas of education, health, economic development, and human and social services. The university will work with and engage community partners to enhance existing programs and/or create new programs designed to address specific disparities in the targeted community.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- K-12 teacher preparation

Question 2: Is Kentucky postsecondary education affordable for its citizens?

- Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- Undergraduate enrollment
- Graduate enrollment
- Number of students transferring to the university from KCTCS
- Six-year graduation rate of baccalaureate students
- Number of degrees and other credentials awarded

⊷ Number of degrees and other credentials awarded to racial-ethnic minorities

Question 4: Are college graduates prepared for life and work in Kentucky?

⊷ Level of student engagement in the undergraduate learning experience
⊷ Level of civic participation of students

Question 5: Are Kentucky's people, communities, and economy benefiting?

⊷ Extramural research and development expenditures
⊷ Number of business startups
⊷ Number of formal agreements for educational, applied research, or support
   services to business, entrepreneurs, government, and community groups
⊷ Level of faculty/staff community involvement as extensions of their university
   roles

BENCHMARK INSTITUTIONS

(to be determined)

July 2005

2005-2010 Strategic Plan
Campus Action Plan

WESTERN KENTUCKY UNIVERSITY

Kentucky's public agenda, *Five Questions – One Mission, Better Lives for Kentucky's People*, guides the work of the entire postsecondary and adult education system over the period 2005-10. It identifies the major opportunities and challenges facing the Commonwealth and presents a set of policy directions for addressing them. Each institution in the system has an action plan for advancing this agenda in keeping with the goals of House Bill 1. This action plan for Western Kentucky University describes the university's purpose and role in the system, promulgates a set of priorities for action that responds to the Five Questions, and identifies the key indicators for monitoring progress over the planning period.

HOUSE BILL 1 GOAL TO BE ACHIEVED BY 2020

Western Kentucky University shall have at least one nationally recognized program of distinction or one nationally recognized applied research program and shall work cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average.

MISSION PARAMETERS

Program Characteristics
- Strong liberal arts and sciences undergraduate core preparing students to live and work in a global society.
- Comprehensive array of baccalaureate, master's and specialist level programs.
- May offer programs beyond the master's degree level to meet the requirements for teachers, educational leaders, and other certified personnel.
- May offer collaborative doctoral programs through the University of Kentucky and the University of Louisville to meet state needs.
- May provide sub-associate or associate degree level programs to meet local community needs in consultation with KCTCS.
- Selected number of nationally recognized graduate programs including its Programs of Distinction in Journalism/Forensics and Applied Research and Technology and areas of documented regional need.
- Emphasizes distinctive educational experiences geared to the specific needs and interests of students including service learning, international education, opportunities for discovery-based learning, and other special programs.

Student Characteristics
- Moderately selective to selective admissions with a commitment to recruiting a diverse student body.

- Serves the needs of traditional, nontraditional, and transfer students seeking baccalaureate and advanced degrees.
- Recruits students nationally and internationally to increase intellectual capital and diversity.

Research
- Engages in applied research and scholarly activities that support the primary function of instruction and supplement efforts to improve economic and community development, with an emphasis on cave and karst studies, applied physics, folk studies, Kentucky life, literature, and history, Civil War in the west, materials characterization and combustion, teacher effectiveness, entrepreneurship, rural health development, lifespan development, water quality, and applied engineering.
- Achieves national distinction for applied research through its Program of Distinction in Applied Research and Technology and in targeted areas of opportunity.

Stewardship of Place
- Serves as a provider or coordinator of education services to meet economic and community needs in its designated areas of geographic responsibility
- Collaborates with entrepreneurs, business leaders, local and state officials, and citizens to identify and respond to regional needs for research, commercialization, and the workforce

PRIORITIES FOR ACTION

Question 1: Are more Kentuckians ready for postsecondary education?

To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 and adult educators, Western Kentucky University will:

1.a   Enhance programs that promote college-level preparation and student success such as dual credit programs, "on-track to college" assessment and support programs, advanced placement training for teachers, gifted studies programming aimed at developing and supporting talented students of various ages, and other similarly focused projects developed or delivered through productive partnerships with area schools and school systems as appropriate.

1.b   Provide outreach to P-12 students to promote student interest and achievement in targeted programs in the arts, humanities, science, and technology through such vehicles as learning camps and other special events.

1.c   Provide graduate level programming for P-12 teachers that is available in multiple formats and venues, relevant and responsive to the professional development needs of teachers and schools.

1.d   Provide leadership in helping to align math and literacy between high school and college and training teachers for implementation of programs to achieve this alignment.

1.e   Increase production of high-quality teacher candidates in high need disciplines (e.g., exceptional education, mathematics, sciences, and languages) through traditional and alternate route programs.

1.f   Improve student transition into the university through increased awareness of academic programs, admission requirements, and scholarship opportunities (e.g., marketing, counselor networking, and P-12 collaboration).

Question 2: Is Kentucky postsecondary education affordable for its citizens?

To keep college affordable, Western Kentucky University will:

2.a   Increasingly emphasize high-quality academic programming as a strategic priority in ways that deliver maximum value at an affordable cost (i.e., quality-focused/cost sensitive).

2.b   Support consideration of a variety of tuition/fee payment alternatives and accelerated completion strategies (e.g., multi-year tuition plans, optional payment plans, four-year graduation contracts, etc.) to increase affordability and relieve financial strain.

2.c   Support increased allocations of scholarships/financial aid for underserved and need-based populations (including but not limited to PELL Grant recipients).

2.d   Implement a Financial Aid Communication Plan to inform parents and students of postsecondary education costs and financial aid opportunities.

2.e   Enhance Strategic Planning and Assessment processes to ensure efficient utilization of institutional resources.

2.f   Urge systemwide advocacy to encourage the legislative and executive branches of state government to adequately fund postsecondary education to help ensure accessibility and affordability for Kentuckians.

2.g   Seek private contributions in support of subsidizing enhanced educational programming and scholarships for students.

Question 3: Do more Kentuckians have certificates and degrees?

To enroll more students, produce more graduates, keep graduates in Kentucky, attract highly educated adults to the state, and encourage workers to retool and retrain over their lifetimes, Western Kentucky University will:

3.a   Pursue an innovative and aggressive marketing and recruitment plan that increases numbers of academically talented and highly qualified students, both undergraduate and graduate in-state, out-of-state, and international.

3.b   Increase student access through the Bowling Green Community College, the WKU Postsecondary Centers, and the statewide transfer agreement for KCTCS students.

3.c   Increase the number and variety of distance learning programs available to time and place bound learners using both campus-based and KYVU options.

3.d   Create a campus culture that leads to increased completion rates of an increasingly diverse student body (e.g., through enhanced retention and student engagement strategies and Kentucky Plan initiatives).

3.e   Increase undergraduate student retention and graduation rates in line with WKU's strategic plan, through focused initiatives and shared accountability for success.

Question 4: Are college graduates prepared for life and work in Kentucky?

To improve the quality of student learning, Western Kentucky University will:

4.a   Increase student involvement in service learning, volunteerism, study abroad, problem solving/applied research projects, civic engagement, and other initiatives that enhance student learning, contribute to development of social responsibility and citizenship and develop students' breadth, confidence, and competitiveness in the workplace.

4.b   Ensure that students will demonstrate their capacity to apply knowledge and training to address relevant concerns in community or society; their respect for diversity of peoples, ideas, and cultures; and awareness of their opportunities as responsible citizens living and working in a global society.

4.c   Assess attainments of core general education competencies (e.g., reading, writing, mathematics, problem-solving, and critical thinking) important for success in life and careers.

4.d   Strengthen the global dimension of the curriculum and of student educational experiences through increasing international presence of faculty and students, increasing international study opportunities, and expanding interaction among domestic and international students on campus.

4.e   Assess student, alumni, and employer satisfaction with programs and graduates as a means of continual program improvement.

4.f   Ensure that students experience a broad range of cutting edge information technologies that enable them to thrive in a technologically advanced society.

4.g   Utilize the Academic Program Review process to ensure academic program quality throughout the curriculum – including core arts and humanities areas essential to enhancing quality of life.

4.h   Build the infrastructure (including library and technological support) necessary to engage faculty and students in activities that support stewardship of place.

Question 5: Are Kentucky's people, communities, and economy benefiting?

To support economic and community development and address the specific needs and challenges of its service area, Western Kentucky University will:

5.a   Provide an applied curriculum/service learning/research agenda (e.g. engineering, biotechnology, materials science and energy, tourism, and public health) that emphasizes the identification and solution of scientific, social, and cultural problems as well as improving economic development and serving the needs of the community.

5.b   Support economic development, community advancement, and workforce needs through increased partnerships with other educational institutions (including P-12 schools), community agencies, government, business and industry. This includes initiatives such as the regional Innovation and Commercialization Center that support entrepreneurship and assist in development of successful new economy businesses and in attracting highly educated adults to the state.

5.c   Increase contract and grant activity that engages WKU faculty and students in research and service activities that contribute to economic development, advancement of learning, and quality of life of the community and its citizens.

5.d   Expand community outreach opportunities in creative and accessible ways that address needs of diverse constituencies served by the university.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

- K-12 teacher preparation

Question 2: Is Kentucky postsecondary education affordable for its citizens?

- Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

- Undergraduate enrollment
- Graduate enrollment
- Number of students transferring to the university from KCTCS
- Six-year graduation rate of baccalaureate students

- Number of degrees and other credentials awarded
- Number of degrees and other credentials awarded to racial-ethnic minorities

Question 4: Are college graduates prepared for life and work in Kentucky?

- Level of student engagement in the undergraduate learning experience
- Level of civic participation of students

Question 5: Are Kentucky's people, communities, and economy benefiting?

- Extramural research and development expenditures
- Number of formal agreements for educational, applied research, or support services to business, entrepreneurs, government, and community groups
- Level of faculty/staff community involvement as extensions of their university roles

BENCHMARK INSTITUTIONS

Ball State University (IN)
California State University-Chico
California State University-Fresno
Central Missouri State University
Eastern Illinois University
Eastern Michigan University
Florida Atlantic University-Boca Raton
Indiana State University
Middle Tennessee State University
Montclair State University (NJ)
Northern Arizona University
Oakland University (MI)
Southwest Missouri State University
Stephen F. Austin State University (TX)
Towson State University (MD)
University of Northern Iowa
Western Illinois University
Wichita State University (KS)
Youngstown State University (OH)

July 2005

2005-2010 Strategic Plan
Action Plan

KENTUCKY'S INDEPENDENT COLLEGES AND UNIVERSITIES

The Council recognizes the important role that independent colleges and universities play in providing access to postsecondary education across the Commonwealth. Quality undergraduate and graduate programs offered by these institutions are integral to enhancing the educational attainment levels of Kentuckians and improving the quality of life in their communities and regions.

HB 1 and legislation passed in the 2002 session of the General Assembly specifically reference "the rich and diverse postsecondary education choices" offered by Kentucky's independent institutions, and state that "this vital component of the system will be a full partner in the greater system of postsecondary education" {KRS 164.003 (6)}. Further, KRS 164.020 (13)(31) calls on the Council to promote maximum cooperation between the public and independent sectors of higher education and consider the role, function, and capacity of these institutions in policy and program development.

Since the early 1990s, the independent colleges and universities have provided extensive unit record data and program information to the Council to facilitate effective cooperation and improve planning. These reports respond to the needs of the Commonwealth to effectively plan and coordinate postsecondary resources. The independent institutions have been full partners in the current strategic planning and key indicator development process. The Council recognizes that the value of independent higher education lies in its diversity and independent governance, and welcomes this high level of cooperation.

PRIORITIES FOR ACTION

Question 1: Are more Kentuckians ready for postsecondary education?

To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 and adult educators, Kentucky's independent colleges and universities will:

1.a   Enhance the education of Kentucky's P-12 students, particularly those from underserved populations, through participation in GEAR UP, TRIO, and other federal, state, and private programs designed to improve graduation and college-going rates, and through community service activities including tutoring, mentoring, and coaching that provide school age children and adult learners with additional preparation and encouragement to continue their educations.

1.b   Encourage greater linkages among educational providers, academic alignment among educational levels, and broader access to education through increased independent college involvement in local and regional P-16 organizations.

1.c   Improve P-12 and adult education through quality professional development programs for K-12 teachers and adult education providers in a range of content and pedagogy areas.

1.d   Create economies of scale, capitalize on "best practices," and expand access to quality teacher education programs and services through increased collaboration and joint activities among independent sector teacher education programs.

1.e   Expand the ability to produce highly qualified teachers, especially in subject areas with large numbers of emergency certified faculty.

Question 2: Is Kentucky postsecondary education affordable for its citizens?

To keep college affordable for financially needy students, Kentucky's independent colleges and universities will:

2.a   Improve public awareness of financial aid opportunities and college financing strategies through increased outreach activities, including information sessions for middle and high school students/families, improved communication with KCTCS and adult education students, and collaborative efforts like "Private College Week" and GoHigher.org.

2.b   Help students overcome the financial barriers to postsecondary education by limiting tuition increases, by aggressively advocating for adequate federal and state student aid, and by increasing institutionally-funded student aid to off-set rising education costs.

2.c   Implement cost saving strategies, such as joint academic programming, collaborative "back office" functions, and multi-institutional purchasing and licensing strategies, which can be passed on to students in the form of increased financial aid and moderated tuition increases.

2.d   Monitor the ability of Kentucky students to pay for independent colleges and universities through on-going assessments of affordability and access.

Question 3: Do more Kentuckians have certificates and degrees?

To enroll more students, produce more graduates, keep graduates in Kentucky, attract highly educated adults to the state, and encourage workers to retool and retrain over their lifetimes, Kentucky's independent colleges and universities will:

3.a   Improve the ability of students to transition easily among institutions and between education levels by increasing the number of educational partnerships and articulation agreements among independent institutions, with KCTCS and with the public universities.

3.b   Encourage higher retention rates and timely degree completion through greater personal interaction with students, early intervention strategies for at-risk

students, mentoring in and outside the classroom, and comprehensive academic advising.

3.c   Increase the number of degree completion programs with KCTCS institutions to allow two-year graduates seamless access to a four-year degree.

3.d   Expand off-campus, online, cohort-based, and other nontraditional program delivery strategies to encourage greater college going and degree completion for students who might otherwise not take advantage of existing program offerings.

3.e   Develop targeted degree and certificate programs in disciplines that respond to consumer demand and employer needs.

Question 4: Are college graduates prepared for life and work in Kentucky?

To improve the quality of student learning, Kentucky's independent colleges and universities will:

4.a   Provide a strong liberal arts-based educational experience emphasizing personal growth and responsibility, informed decision-making, openness to diverse perspectives, civic engagement, and leadership.

4.b   Introduce students to real-world professional experiences while in school by offering a range of internships, co-op programs, and volunteer opportunities.

4.c   Broaden students understanding and appreciation of international issues and cultures by encouraging student participation in foreign study programs, increasing the numbers of international faculty and students on campus, and providing international professional development opportunities for faculty and staff.

4.d   Strengthen career development programs that prepare students for the job market and workforce, act as clearinghouses for available positions, and match students with employers through job fairs and other activities.

4.e   Evaluate the quality of academic programs and student learning by monitoring student performance on licensure and professional school examinations, performing quality reviews of academic programs, and regularly assessing student and alumni satisfaction.

Question 5: Are Kentucky's people, communities, and economy benefiting?

To support economic and community development and address the specific needs and challenges of the Commonwealth, Kentucky's independent colleges and universities will:

5.a   Increase the production of graduates prepared to support the state's new economy initiatives.

5.b   Pursue new opportunities to assist adults in gaining the skills needed to be productive employees and citizens.

5.c   Expand community partnerships to provide citizen access to a range of cultural and literary activities on campus.

5.d   Establish partnerships with businesses to train employees in new job-related processes.

5.e   Share best practices between campuses; develop multiple campus strategies; and seek innovative partnerships with foundations, the Commonwealth, and other interested parties in order to expand services to the state and communities.

KEY INDICATORS OF PROGRESS

Question 1: Are more Kentuckians ready for postsecondary education?

⊷   K-12 teacher preparation

Question 2: Is Kentucky postsecondary education affordable for its citizens?

⊷   Net cost of attendance as a percent of median family income

Question 3: Do more Kentuckians have certificates and degrees?

⊷   Undergraduate enrollment
⊷   Graduate enrollment
⊷   Number of students transferring to Kentucky's independent colleges and universities from KCTCS
⊷   Six-year graduation rate of baccalaureate students
⊷   Number of degrees and other credentials awarded
⊷   Number of degrees and other credentials awarded to racial-ethnic minorities

Question 4: Are college graduates prepared for life and work in Kentucky?

No indicator for Kentucky's independent colleges and universities.

Question 5: Are Kentucky's people, communities, and economy benefiting?

No indicator for Kentucky's independent colleges and universities.

July 2005

Kentucky Postsecondary Education
Areas of Geographic Responsibility

For associate and subassociate degrees and awards, KCTCS has a statewide service region.

2005-2010 Strategic Plan
Action Plan

COUNCIL ON POSTSECONDARY EDUCATION

How We Get To Yes

The Council on Postsecondary Education shall provide policy leadership that advances the system toward the desired results as stated in the "How We Get To Yes" statements in *Five Questions - One Mission, Better Lives for Kentucky's People,* the public agenda for postsecondary and adult education. This action plan incorporates these statements, describes related Council initiatives planned or currently under way, and identifies key partners across the state and nation that play an integral role in accomplishing these initiatives. This plan shall provide the basis for the Council's annual priority initiatives and the Council staff's annual plan of work.

Question 1: Are more Kentuckians ready for postsecondary education?

1.a   Postsecondary involvement in efforts to restructure the high school curriculum and assessments.

1.b   Smoother transitions from high school, area technology centers, and adult education programs to college through closer alignment of the secondary, adult, and postsecondary systems.

1.c   More concerted efforts to close achievement gaps and increase college going among minority, low-income, first-generation, and adult students.

1.d   More high school students taking advanced placement and college-level courses.

1.e   Strengthened guidance counseling to provide early college awareness and planning.

1.f   More explicit information from the postsecondary community about what it takes to succeed in college and the workplace.

1.g   More adults participating in adult education programs and earning GEDs.

1.h   Better coordination between KCTCS and adult education programs to provide low- or no-cost college remediation services.

1.i   Better preparation and training for P-12 and adult education instructors and leaders at all levels.

1.j   Expanded efforts to recruit a diverse teaching force and to keep good teachers working and living in Kentucky.

Current Initiatives

1.1   American Diploma Project and Network — The Council continues to promote
       and promulgate the Statewide Public Postsecondary Placement Policy,
       developed on the basis of the ADP benchmarks in English and mathematics.
       Kentucky is one of 18 states to join the ADP Network, which requires
       commitment to align high school, adult education, and postsecondary
       standards; develop an assessment linking all systems; develop a high school
       curriculum that prepares high school graduates for postsecondary education
       and the skilled workforce; and hold the K-12, adult education, and
       postsecondary systems accountable for the success of their students. The P-16
       Council agenda is focused on honoring these commitments.

1.2   High School Feedback Report — This report summarizes high school student
       performance in the first year at Kentucky's postsecondary institutions.
       Educators can use this information as an important reference in strengthening
       high school student preparation for college. The Council staff is redesigning
       the High School Feedback Report to be more useful to local districts.

1.3   Revisions to the Kentucky Educational Excellence Scholarship Program — The
       Council staff is working with KHEAA and KDE staff and consulting with key
       constituencies to develop recommendations regarding regulation and statute
       changes affecting KEES eligibility and award calculation, as well as use of KEES
       funding to encourage more Kentuckians to do what is needed to be successful in
       postsecondary education and the skilled workplace.

1.4   GEAR UP Kentucky — This initiative, administered by the Council, is a federally-
       funded partnership between students, families, postsecondary institutions, and
       schools to increase the number of low-income students graduating from high
       school and continuing on to college. Now in its fifth year, GEAR UP Kentucky
       is working with over 18,000 middle and high school students, 50 middle and
       high schools, and 29 postsecondary institutions throughout Kentucky.

1.5   Redesign of educational leadership programs — The Council, the Education
       Professional Standards Board, and the Kentucky Department of Education are
       coordinating efforts to redesign educational leadership programs in association
       with Kentucky's public colleges of education to meet the needs of practicing
       school leaders and respond to a rapidly changing administrative environment.

1.6   The Business Forum on Kentucky Education — The Council has participated in
       an assessment of what is needed to improve Kentucky's education system with
       this volunteer group made up primarily of representatives of the business
       community. The group will release its report this summer with
       recommendations to increase the performance of Kentucky's P-16 system and
       improve collaboration between the public and private sectors in ensuring
       Kentucky's education system prepares students for the 21ˢᵗ century workplace.

1.7   Prichard Committee for Academic Excellence High School Project – This report recommends, among other things, changes in KEES regulations, a rigorous college/workplace preparation curriculum for all high school students, improved teacher preparation programs to deliver such a curriculum, and dual enrollment/credit and other options for college-level work in high school. The report was presented at the Prichard Committee annual meeting in May 2005. The Council will consider these recommendations in related Council policy deliberations.

1.8   National Governors Association – An application for an Honors States Grant was submitted by the Governor's Office June 1, 2005. Grant foci include pilot sites for dual enrollment/dual credit options to develop policies to implement statewide (CPE), high school restructuring (KDE), and restructured educator compensation (EPSB), plus a communications campaign to persuade the public of the need to restructure the high school experience.

1.9   Development of GED goals – With the assistance of county adult education providers, Kentucky Adult Education is developing goals for GED attainment by county. GED goals based on census data will be in place by July 2006.

Systemwide Key Indicators

- K-12 student achievement (average ACT)
- High school students scoring a three or higher on advanced placement exams
- Incoming Kentucky high school and GED graduates not requiring remediation in mathematics and English (percent)
- Adults earning GEDs

Question 2: Is Kentucky postsecondary education affordable for its citizens?

2.a   Increased public investment in postsecondary education and financial aid for the greater economic and social good of Kentucky.

2.b   Increased institutional productivity and efficiency to mitigate against tuition increases.

2.c   More integrated and aligned policies governing financial aid, tuition, and state appropriations aimed at reducing financial barriers for students and increasing institutional capacity to meet the educational needs of the state.

2.d   More and better communication with prospective students and their families about financial aid opportunities and net college costs.

2.e   Expanded grant programs and low-interest/forgivable student loans that address workforce demands and the needs of underserved populations, including GED graduates, part-time students, and transfer students.

2.f   A re-examination of the Kentucky Educational Excellence Scholarship (KEES)
        program to ensure students are rewarded not just for good grades, but also for
        taking rigorous courses.

Current Initiatives

2.1   CPE/Kentucky Higher Education Assistance Authority Affordability Study — The
        Council has selected nationally recognized policy researchers to complete a
        detailed affordability study to review and analyze data pertaining to Kentucky
        students. As a result, the study will inform policy recommendations to ensure
        affordability and access for Kentuckians. The interim report will be presented
        in July 2005 and the final report and recommendations will be available in
        September 2005.

2.2   Western Interstate Commission for Higher Education (WICHE) Changing
        Directions Project — Kentucky has been selected to participate in a national
        project sponsored by the Lumina Foundation for Education and WICHE. As part
        of this project a statewide delegation of policymakers has been established to
        integrate finance, financial aid, and state appropriation policies to enhance
        access and participation in college in Kentucky. The affordability study is an
        integral part of the WICHE project.

2.3   Comprehensive Funding Model Review — The Council staff has been working
        with institutional representatives and representatives from state government to
        review all finance policies including the benchmark funding model. In
        addition, the Council has formed a funding adequacy committee to review these
        and other finance policies. There are several funding model components that
        relate directly to the affordability issue that will be addressed, such as the
        tuition/state share component and the performance funding component. These
        recommendations will be completed in November.

2.4   Long-term financing strategy — The Council has established a funding adequacy
        committee to review the Council's finance policies and provide a longer-term
        approach than the biennial budget recommendations. Through this committee
        the Council will provide recommendations for a long-term finance strategy for
        postsecondary education that addresses operating needs, quality improvements,
        and issues related to affordability and access.

2.5   Biennial budget recommendations — Every two years the Council develops a
        budget recommendation that includes benchmark funding, capital needs in the
        postsecondary education system, and special initiatives and strategic incentive
        trust fund and funding programs. The recommendations are submitted to the
        Governor and General Assembly to request necessary funding to meet the goals
        of the statewide public agenda.

Systemwide Key Indicators

- Kentuckians' ability to pay for college
- Low-income Kentuckians' ability to pay for college

➥ State investment in need-based financial aid
➥ Student loan debt

Question 3: Do more Kentuckians have certificates and degrees?

3.a   Expanded outreach efforts at the state and grassroots level that focus on underserved regions and populations to increase the number of Kentuckians who value and pursue postsecondary education.

3.b   Accelerated efforts to help more GED graduates transition to postsecondary education.

3.c   Expanded capacity at public and independent institutions to serve more students more effectively through course redesign, alternative methods of program delivery, and better coordination of distance education.

3.d   Concentrated efforts across the postsecondary system to strengthen the guidance and support provided to on-campus and distance education students.

3.e   Expanded capability of the Kentucky Community and Technical College System to deliver a general education component, incentives and encouragement for students to transfer from two-year to four-year institutions, and reduced time to degree.

3.f   Increased efforts to address workforce shortages in targeted regions and in degree areas (undergraduate and graduate) that support economic development.

3.g   Incentives and rewards linked to increased degree production.

Current Initiatives

3.1   Statewide transfer initiatives – Through the leadership of the Seamlessness Policy Group, the Council has improved credit transfer frameworks, initiated new degree programs, and conducted a study involving 5,000 KCTCS students and the postsecondary institutional staff involved in transfer to assess the barriers and motivators for transfer. Based on the study, the Council will develop new transfer initiatives aimed at increasing the number of students transferring from two- to four-year institutions.

3.2   Program productivity review – The Council staff regularly reviews the volume of degrees awarded by program for each institution to identify programs with low degree productivity. Institutions then review the programs and, in collaboration with the Council staff, identify appropriate closures or substantial program changes to increase degree output.

3.3   Performance funding linked to student completion – Based on the work of the comprehensive funding review, the Council staff will provide a recommendation for performance funding. The indicators for performance

funding will be based on the key indicators and will reward institutions for performance relative to peer institutions and/or progress towards the goals of the public agenda.

3.4   On to postsecondary transitions projects — Kentucky Adult Education funded three postsecondary transition pilot projects with comprehensive universities and three in conjunction with the Kentucky Community and Technical College System. The pilots were designed to increase the number of GED graduates entering postsecondary education, align goals with local P-16 councils and One-Stop Career Centers, align curriculum with postsecondary standards, help determine policy implications for transitioning, and create replicable models that ensure student success.

Systemwide Key Indicators

- ᐅ Ninth-graders' chance for college by age 19
- ᐅ College-going rate of GED graduates
- ᐅ Undergraduate enrollment
- ᐅ Graduate enrollment
- ᐅ Degrees and other credentials awarded
- ᐅ Degrees and other credentials awarded to racial-ethnic minorities

Question 4: Are college graduates prepared for life and work in Kentucky?

4.a   Improved undergraduate student learning so that more graduates are prepared for careers and graduate and professional programs.

4.b   Integration of civic literacy into the curriculum and the overall college experience so that students become engaged citizens and leaders.

4.c   Development of student learning measurements that track the postsecondary system's contribution to the educational capital of the state and make comparisons against national benchmarks and other states.

Current Initiatives

4.1   National Forum on College-level Learning — The National Forum on College-level Learning is the leading national project to assess college student learning. Kentucky has participated in all of the development projects and will continue to support the project as it increases in visibility and importance. These results are critical in monitoring Kentucky's educational capital compared to other state and national benchmarks.

4.2   American Democracy Project — Kentucky's six comprehensive postsecondary institutions are currently involved with the American Democracy Project, which is a multi-campus initiative nationwide that seeks to create an intellectual and experiential understanding of civic engagement. The goal of the project is to produce graduates who understand and are committed to engaging in

meaningful actions as citizens in a democracy. Committed to involving administrators, faculty, staff, and students, it is the goal of the American Democracy Project to focus on civic engagement as a learning outcome for undergraduates.

4.3   Kentucky Campus Compact – Campus Compact is a national nonprofit organization dedicated to promoting community service, civic engagement, and service learning in higher education. Kentucky Campus Compact became an affiliate of the national Campus Compact July 1, 2005. Efforts to encourage participation by all of the public institutions and a majority of the independents, as well as KCTCS institutions, are underway. Northern Kentucky University, the host institution, currently is in the process of searching for a KyCC executive director.

4.4   Woodrow Wilson Foundation responsive Ph.D. initiative – The Council monitors the University of Louisville's Future Leaders Program and the University of Kentucky's Global Citizenship Program as part of the Woodrow Wilson effort to prepare doctoral graduates for intellectual and civic engagement.

Systemwide Key Indicators

- Performance of college graduates on statewide learning assessments
- Performance of college graduates on licensure or graduate school entrance exams

Question 5: Are Kentucky's people, communities, and economy benefiting?

5.a   Greater emphasis on the role of postsecondary institutions as "stewards of place" that partner with business, civic, K-12 communities, and county adult education programs to solve local, regional, and state problems.

5.b   Stronger relationships with economic development partners to develop, attract, and keep jobs that will enable Kentucky to compete in the global economy and retain and recruit more college educated workers.

5.c   Expanded research capacity directed at the state's priority research and economic development areas.

5.d   Greater efforts to attract more research dollars to Kentucky.

5.e   The transfer of research and technology to applications that lead to economic growth, job creation, and improved quality of life.

5.f   More adults earning workforce education certificates through expanded marketing to employers and employees. Better coordination of workforce training activities and resources across state cabinets and agencies.

5.g   Larger numbers of college graduates remaining in Kentucky to work and contributing to the economic and social well being of the state.

Current Initiatives

5.1   Statewide Strategy for Research, Commercialization, and Economic Development — Kentucky's emerging niche bioscience and technology expertise requires skilled collaboration and strategic leveraging of human and fiscal resources to enable the Commonwealth to compete in the increasingly global economy. Coordination of academically initiated commercialization and economic development initiatives is facilitated by the Council in cooperation with the Cabinet for Economic Development, the Education Cabinet, the Commerce Cabinet, and the Finance and Administration Cabinet. The Council will provide oversight and accountability through the documentation, management (fiscal and legal), and assessment of all academically based commercialization and economic development initiatives.

5.2   Stewardship of place incentives and reward structure — The Stewardship of Place Funding Program will stimulate postsecondary efforts to refocus institutional missions on improving the quality of life in their regions and the state. Funds will support development of university infrastructure and require internal reallocations to expand partnerships that meet the needs of public schools, small businesses and entrepreneurs, government, and nonprofit agencies.

5.3   Statewide Engineering Strategy — The statewide engineering collaborative provides engineering education and training needed for Kentuckians to excel in the knowledge economy. UK and WKU offer degrees in mechanical and civil engineering, UofL and WKU offer a degree in chemical engineering, and UofL and MuSU offer a degree in electrical and telecommunications engineering. The first class of this collaborative initiative graduated in spring 2005. The Council is working with the Kentucky Department of Education to strengthen the P-12 pipeline for engineering students, and the plan includes initiatives to recruit, mentor, and place women and minorities in engineering programs. The two agencies are working with the joint engineering and other interested institutions to implement a pre-engineering curriculum in the Commonwealth.

5.4   Statewide Public Health Strategy — The Public Health Advisory Committee, a group comprised of representatives from the Council and the four institutions with programs and schools of public health, is moving forward to provide on-line core curricula to public health students in spring 2006. Discussions are underway regarding educational opportunities to meet the need for additional graduates in the fields of public health and to serve the current public health workforce.

5.5   Homeland Security — Since 2004 the Council has played a coordinating role in the submission of postsecondary education grants to the federal Department of Homeland Security. Earlier this summer Kentucky colleges and universities submitted 54 project proposals as part of round II of federal funding. The

Office of the National Institute for Homeland Security has informed the Council that 12 proposals were funded for a total of $9.2 million to five of Kentucky's postsecondary institutions. Congressman Rogers will make a formal announcement at a press conference in Somerset, Kentucky, August 8.

5.6 Bucks for Brains — The Council administers the Endowment Match Program or Bucks for Brains, a program that leverages state funding to enhance and build intellectual capital in the Commonwealth. Currently, the state has appropriated $350 million for this program that, when fully matched by private funding sources, will provide endowments of $700 million.

5.7 Competency-based instruction and certifications — County adult education programs prepare adults to take the ACT WorkKeys assessment for the Kentucky Employability Certificate, a standardized credential that validates reading, math, and locating information skills for specific occupations. Programs also provide targeted instruction for the Kentucky Manufacturing Skills Standards assessment, based on the academic, employability, and occupational skills identified by industry as necessary for manufacturing employment.

Systemwide Key Indicators

- ↦ Research and development per capita
- ↦ College graduates remaining in Kentucky to live and work
- ↦ Degree and other credential production in focus fields
- ↦ Workforce training

Cross-cutting Initiatives

In its statewide coordinating role, the Council will undertake a targeted set of initiatives that span across the Five Questions of reform:

CC1. Provide professional development opportunities for governing board and Council members through the Institute for Effective Governance.

CC2. Implement a comprehensive communications strategy for advancing the public agenda across the Commonwealth and coordinate a statewide postsecondary public awareness and advocacy initiative targeted to key decision makers.

CC3. Strengthen communications with state and federal legislators and other public officials.

CC4. Engage institutional alumni more fully as advocates for postsecondary reform and improvement through the Inter-Alumni Council and increased communication/interaction with institutional alumni staff.

CC5. Review and improve the current funding model and policies to provide a rational approach to adequately and effectively fund the postsecondary and adult education system. All funding policies will address the funding needs of

the system and its institutions to encourage the efficient use of resources, promote innovation, and to include incentives and penalties based on performance.

CC6.   Develop a comprehensive policy research agenda, knowledge management system, and accountability program to help monitor systemwide and institutional performance in advancing the public agenda and reform goals.

Key Partners

- Adult education providers
- Association of Independent Kentucky Colleges and Universities
- Cabinet for Economic Development Department of Commercialization and Innovation
- Committee on Equal Opportunities
- Department for Workforce Investment
- Education Cabinet
- Education Professional Standards Board
- Education Trust
- GEAR UP Kentucky network
- Governor's Office
- Inter-Alumni Council
- High schools
- Kentucky Advocates for Higher Education
- Kentucky Association of Blacks in Higher Education
- Kentucky Association of School Superintendents
- Kentucky Board of Education/Department of Education
- Kentucky Chamber of Commerce
- Kentucky Education Association
- Kentucky Higher Education Assistance Authority/Kentucky Higher Education Student Loan Corporation
- Kentucky League of Cities
- Kentucky Long-term Policy Research Center
- Kentucky School Boards Association
- Kentucky Science and Technology Corporation
- Kentucky Workforce Investment Board
- Labor groups
- National organizations such as AGB, SHEEO, WICHE, Lumina, NCHEMS, and others
- Office of the State Budget Director
- Postsecondary institutions (administrators, faculty, staff, students, governing board members)
- Prichard Committee
- Private sector entities
- State and federal legislators
- Statewide Faculty Development Workgroup
- State and local media outlets
- State and local P-16 councils
- State government agencies
- U.S. Department of Education

July 2005

2006-08 Special Initiative Funding Request Guidelines and Evaluation Criteria

The attached 2006-08 Special Initiative Funding Request Guidelines and Evaluation Criteria reflect discussions between the Council staff and university and KCTCS chief budget officers.

Action: The staff recommends that the Council approve the attached 2006-08 Special Initiative Funding Request Guidelines and Evaluation Criteria.

The Commonwealth of Kentucky's postsecondary education funding approach provides institutions an opportunity to submit requests for special and meritorious initiatives not funded through base budgets, capital requests, or the incentive trust funds. This past June, a work group comprised of Council staff and university and KCTCS representatives developed the attached 2006-08 Special Initiative Funding Request Guidelines and Evaluation Criteria. The draft guidelines were shared with the chief budget officers at their June 15 meeting. No changes to the original draft were made.

2006-08 Special Initiative Funding Request
Guidelines and Evaluation Criteria

Introduction

House Bill 1 established six broad goals for higher education in Kentucky and charged the Council on Postsecondary Education with the task of developing and implementing a strategic agenda to achieve those goals by the year 2020. The Council responded in the form of a *Public Agenda for Postsecondary and Adult Education 2005-2010* that identified short-term objectives for bringing about change and improvement in the state's postsecondary and adult education systems. The agenda also identified five key questions for measuring progress of the reform.

Special funding requests should represent unique opportunities to advance postsecondary education beyond the means allowed by other state funding mechanisms. Generally, the Council will not consider requests that can be funded through base budgets or trust funds. Special funding requests should further the *Public Agenda*, help achieve Kentucky's 2020 goals (HB 1), and relate to the five questions that are used to measure progress. Special funding is not guaranteed. Institutions should bear in mind that economic conditions could sharply limit available dollars.

Guidelines
· Universities should submit in priority order no more than three special funding requests for the 2006-08 biennium. The KCTCS should submit no more than five requests in priority order.
· The Council staff, in conjunction with university and KCTCS officials, may develop and submit additional requests that address systemwide priorities or needs.
· Special funding requests should not include personnel or operating cost increases normally funded in base budgets, such as utilities and health insurance, even if increases are unusually high.
· Special initiative funding may be requested on a recurring or nonrecurring basis.
· Funding sought for capital construction projects that cost $400,000 or more or major equipment purchases of $100,000 or more should be included in an institution's capital request.

Evaluation Criteria
Special funding requests will be evaluated according to the following criteria. Requests need not meet all the criteria to receive consideration.
· The unique nature and strategic opportunity represented by a request. This includes, but is not limited to, projects that address pressing state needs or that create a competitive advantage for Kentucky institutions relative to out-of-state peer institutions.
· The potential for enhancing collaboration, where feasible. This includes, but is not limited to, collaboration among Kentucky postsecondary institutions; collaboration between Kentucky postsecondary institutions and K-12 organizations, business and

industry, or community and civic organizations; and collaboration between faculty and students.
- · The degree to which the project <u>cannot</u> be financed out of base funding or trust funds.
- · The potential for furthering the *Public Agenda*, achieving Kentucky's 2020 goals (HB 1), and advancing the five questions measuring progress.
- · The relative importance of the project based on the institution's priority ranking in terms of submitted requests.
- · The availability of matching funds to support the project. Rather than relying solely on state funds to finance a project, institutions may choose to pay a portion of the cost using new or reallocated funds obtained from internal or external sources.

Process
Special funding requests must be submitted on a schedule to be developed by Council staff. Each request should include the following:
- · A one-page summary, containing a brief narrative of the proposal and summary financial information using the attached format.
- · A detailed description of the proposal, including how the funds will be used and how the proposal will further the *Public Agenda*, help achieve Kentucky's 2020 goals (HB 1), and advance the five questions measuring progress.

2006-08 Special Initiative Funding Request
Proposal Summary

Proposal Title:

Date Submitted: **Priority Ranking:**

Executive Summary:

Financial Information:

Funding Category	2006-07			2007-08		
	State Funds Requested	Other Sources	Total	State Funds Requested	Other Sources	Total
Recurring	$ -	$ -	$ -	$ -	$ -	$ -
Nonrecurring	-	-	-	-	-	-
Total	$ -	$ -	$ -	$ -	$ -	$ -

Council on Postsecondary Education
July 18, 2005

Benchmark Selections

Action: The staff recommends that the Council approve the recommended benchmark institutions for the University of Kentucky and the University of Louisville and that the approved benchmarks be retained for the benchmark funding model for at least two biennia.

The Council approved benchmark selection criteria for all institutions at the January 31, 2005, meeting, and approved benchmark institutions for the comprehensive universities and KCTCS at the May 22, 2005, meeting. A review of the benchmark institutions for the University of Kentucky and the University of Louisville was underway at the time of the May meeting. The review has been concluded and a recommendation is attached.

Attachment A lists the benchmark institutions recommended for the University of Kentucky and the University of Louisville. It is also recommended that the benchmarks approved for FY 2006-08 be used for four years.

Attachment B lists the benchmark institutions approved for the comprehensive universities and KCTCS.

Staff preparation by Tom Layzell

Benchmark Institutions Approved for 2006-2010

Western Kentucky University		**Eastern Kentucky University**		**Northern Kentucky University**		**Morehead State University**	
Institution	**State**	**Institution**	**State**	**Institution**	**State**	**Institution**	**State**
Ball State University	IN	Arkansas State University-Main Campus	AR	California University of Pennsylvania	PA	Angelo State University	TX
California State University-Chico	CA	California State University-Chico	CA	Eastern Michigan University	MI	Arkansas State University-Main Campus	AR
California State University-Fresno	CA	Central Missouri State University	MO	Florida Atlantic University-Boca Raton	FL	Central Missouri State University	MO
Central Missouri State University	MO	Eastern Michigan University	MI	Indiana State University	IN	Clarion University of Pennsylvania	PA
Eastern Illinois University	IL	Indiana State University	IN	Kean University	NJ	Delta State University	MS
Eastern Michigan University	MI	Kennesaw State University	GA	Oakland University	MI	Eastern Washington University	WA
Florida Atlantic University-Boca Raton	FL	Minnesota State University-Mankato	MN	Purdue University-Calumet Campus	IN	Edinboro University of Pennsylvania	PA
Indiana State University	IN	Northern Michigan University	MI	Salem State College	MA	Fort Hays State University	KS
Middle Tennessee State University	TN	Sam Houston State University	TX	SUNY College at Buffalo	NY	Frostburg State University	MD
Montclair State University	NJ	Sonoma State University	CA	University of Tennessee-Chattanooga	TN	Indiana State University	IN
Northern Arizona University	AZ	The University of Tennessee-Chattanooga	TN	University of Akron-Main Campus	OH	Lamar University	TX
Oakland University	MI	University of Massachusetts-Boston	MA	University of Massachusetts-Boston	MA	Lincoln University	MO
Southwest Missouri State University	MO	University of Michigan-Flint	MI	University of Michigan-Flint	MI	Mansfield University of Pennsylvania	PA
Stephen F. Austin State University	TX	University of North Carolina at Greensboro	NC	University of Nebraska at Omaha	NE	Southeast Missouri State University	MO
Towson State University	MD	University of Northern Iowa	IA	University of Southern Maine	ME	The University of Tennessee-Chattanooga	TN
University of Northern Iowa	IA	University of Southern Indiana	IN	Western Connecticut State University	CT	The University of Tennessee-Martin	TN
Western Illinois University	IL	University of Wisconsin-Oshkosh	WI	Wichita State University	KS	University of Nebraska at Kearney	NE
Wichita State University	KS	Western Carolina University	NC	William Paterson University of New Jersey	NJ	Western Carolina University	NC
Youngstown State University	OH	Wichita State University	KS	Youngstown State University	OH	Western Illinois University	IL

Murray State University		**Kentucky State University**		**KCTCS**
Institution	**State**	**Institution**	**State**	**State**
Central Connecticut State University	CT	Alcorn State University	MS	Arizona
Central Missouri State University	MO	Angelo State University	TX	Arkansas
Eastern Illinois University	IL	Cameron University	OK	Colorado
Eastern Washington University	WA	Castleton State College	VT	Georgia
Frostburg State University	MD	Delaware State University	DE	Illinois
Indiana State University	IN	Delta State University	MS	Indiana
Northwest Missouri State University	MO	Eastern New Mexico University-Main Campus	NM	Iowa
Oakland University	MI	Francis Marion University	SC	Kansas
Pittsburg State University	KS	Grambling State University	LA	Michigan
Plymouth State University	NH	Lincoln University	MO	Minnesota
Rhode Island College	RI	Midwestern State University	TX	Nebraska
Southeast Missouri State University	MO	Nicholls State University	LA	New Mexico
Stephen F. Austin State University	TX	Savannah State University	GA	North Carolina
The University of Tennessee-Chattanooga	TN	Southeastern Oklahoma State University	OK	Ohio
The University of Tennessee-Martin	TN	Southern Arkansas University Main Campus	AR	Oregon
University of Montevallo	AL	Sul Ross State University	TX	South Carolina
University of Nebraska-Omaha	NE	The University of Texas-Pan American	TX	Virginia
Western Carolina University	NC	University of Maryland-Eastern Shore	MD	Washington
Western Illinois University	IL	University of North Carolina at Pembroke	NC	Wisconsin

Council on Postsecondary Education
July 18, 2005

Comprehensive Funding Review

The Council staff is continuing to work through finance policy issues identified for the comprehensive funding review. This agenda item provides an update on issues remaining.

The attached details a summary of the major finance policy issues involved in the comprehensive funding review. This analysis provides a comparison of each issue, the policy rationale for considering a change, description of the current model, and a description of the proposed changes. The attachment also details a timeline for Council action.

Staff preparation by Sandra Woodley

Comprehensive Funding Review Comparison of Issues

Draft for Discussion: Summary Document June 2005

Description of Change	Rationale for Change	Current Model	Proposed Model
Benchmark Selection ***CPE ACTION:*** ***January - model*** ***March - refinement*** ***April - drafts*** ***May – benchmarks*** Approved in May for Comprehensives and KCTCS Ongoing discussion Regarding UK and UofL—action expected July	• To link model to strategic planning process. • To provide a more objective and equitable process. • To incorporate performance component. • To Incorporate adequate differentiation among institutions. • To enhance consistency between KCTCS and other institutions. • To appropriately differentiate for UK and UofL House Bill 1 mandate.	• Cluster analysis based on 20 criteria. • Not constrained by Carnegie Classification. • Significant differences between benchmark lists and statistical model results (similarity measures not applied uniformly). • Benchmark negotiations determined resulting benchmark lists. • No performance component.	• Revised benchmark selection criteria. • Constrained within two Carnegie Classifications. • Strict and consistent adherence to statistical model results for selection of benchmarks. • Weighting of criteria used to more effectively address differences in mission. • Flexibility to select 19 out of the most similar 30 on statistical ranking lists for four-year institutions; 19 out of 23 state systems for KCTCS. • Open process to discuss final selection parameters and proposed choices. • Separate model for UK and UofL to address House Bill 1 mandate (based on specific measures and analyses). • UK and UofL will also follow same process to select baseline comparison lists that may be used to align the two models. • Both models will be used to recommend funding levels to reach public agenda goals; adjustments may be necessary for standard funding levels and/or performance targets in order to equitably align the two models.
Funding Distribution Methodology (FDM) ***CPE ACTION:*** ***Approved in January***	• Current model makes M&O for new facilities and proportional increases too high a priority. • Funding would have to reach too high a level before even one dollar is distributed to benchmark equity. • Change in priorities allows past enrollment growth to be funded at a higher priority when funds are limited. • Change in Equity Index to more appropriately address funding gaps and past enrollment growth.	• **Priority 1**- Fully fund base adjustments including M&O on new facilities. • **Priority 2** - Proportional increase of 1% or 2% depending on funding levels and current services percentage. • **Priority 3 -** Benchmark Equity.	• **Priority 1 -** Base adjustments (not M&O). • **Priority 2** - 50%/50% proportional/Benchmark Equity up to current services increase of net base funding level. • **Priority 3** - Fully fund M&O and if funds remain they revert back to priority 2.
Performance Incentive ***CPE ACTION:*** ***September***	• To reward performance. • To link funding model to the public agenda and campus action plans.	• No performance component in base model.	• Increase funding higher than standard level based on performance relative to benchmark institutions and/or goals for public agenda. • Performance metrics will be consistent with public agenda, key indicators, and the campus action plans.

Comprehensive Funding Review Comparison of Issues

Draft for Discussion: Summary Document June 2005

Description of Change	*Rationale for Change*	*Current Model*	*Proposed Model*
State Share Policy (Tuition Deduction) *CPE ACTION:* *September*	• To equitably account for revenue available for student funding. • To address the issue of state vs. student share of base funding. • Standard deductions no longer reflect reality of the share of tuition to total public funds and therefore more General Funds than needed to fully fund total public funds are requested. • To align affordability incentives regarding tuition and fee increases. • To address concerns over nonresident student share of costs of education in Kentucky.	• Uses standard deduction, so tuition and fee revenue higher than standard percentage is not counted in the model thereby increasing General Fund recommendation. • Standard deduction is 37% for all institutions except for KCTCS and KSU, which is 30%. • Does not have minimum student share (either standard or actual), thereby increases General Fund recommendation to cover amounts not generated by tuition and fee policy. • No differentiation for nonresident tuition and fee costs. All students are funded at the same level.	Options: (1) Increase standard deduction to more accurately reflect tuition and fee revenues (current policy is 37% or 30% - KCTCS and KSU - actual percent is average 48%, 35% respectively). (2) Establish a maximum and minimum range - allow institutions above max to retain revenue up to total public funds objective; if revenue is below stated student share, then General Fund revenue not to subsidize neglected student share. (3) North Dakota model; establish tiers of state support percentages - allow institutions to keep revenue above, but not to exceed, 105% of total public funds objective; if revenue is below stated student share, then General Fund revenue not to subsidize neglected student share. (4) Establish a higher student share for nonresidents in the funding model based on tuition policies about desired nonresident rates.
Measure of Central Tendency (Standard Funding Level) *CPE ACTION:* **September**	• To make the measurement more statistically sound (too few benchmark institutions for percentile calculation). • To use the data from more than a few of the benchmark institutions in the calculation of funding objective.	• Average of the 50th, 55th, and 60th percentile out of 19 benchmark institutions.	• Revised and labeled "standard funding level." The funding level will be based on funding levels of benchmark peer institutions and will be determined prior to the FY 2006-08 recommendation. • Analyses needed to appropriately align funding levels between the standard benchmark selection model and the separate model for UK and UofL.

Comprehensive Funding Review Comparison of Issues

Draft for Discussion: Summary Document June 2005

Description of Change	*Rationale for Change*	*Current Model*	*Proposed Model*
Nonresident Student Adjustment ***CPE ACTION:*** *September*	• To address concerns that General Funds are being used to subsidize nonresident students expressed by the legislature. • To provide a mechanism for continuing to allow the benefits of a diverse student body, including nonresident students, but to balance the costs and benefits considering scarce General Fund dollars. • Develop policy, possibly operationalized in funding model, to determine appropriate allocation of cost for nonresident students between state and student share.	• Nonresident students are not addressed in the current model because of standard deduction (nonresident students pay a higher tuition rate but, since revenue above standard deduction is ignored, there is no recognition of higher price paid by nonresident students in the model).	Options: (1) Weight nonresident FTEs lower in benchmark model. (2) Use tuition deduction (state vs. student share) calculation to charge appropriate cost (appropriate cost must be determined) for nonresident education (i.e., assume all nonresidents are charged at least twice or three times in-state rates or charged similar General Fund subsidy). This option would allow institutions to benefit from this revenue only if they charged it; General Funds would not subsidize if institutions chose not to charge higher rates to nonresident students.
Equity Adjustment ***CPE ACTION:*** *September*	• To ensure that an institution's recommended appropriation level does not fall disproportionately below the average percent benchmark funding of most institutions.	• No equity adjustment.	Options: (1) Adjustment in funding model or FDM for institutions with disproportionate gap (i.e., at least a 20 percentage point gap from the average percent funded of most institutions). (2) No adjustment. (3) Determination must be made as to how to operationalize the adjustment in the funding recommendation and/or the FDM.

Comprehensive Funding Review Comparison of Issues

Draft for Discussion: Summary Document June 2005

Description of Change	Rationale for Change	Current Model	Proposed Model
Mandated Program Deduction *CPE ACTION:* *Approved, May*	• Deduction for various mandated programs may be biased and collections are incomplete and difficult to verify. • Except for land grant and agriculture, benchmark institutions have little incentive to report on legislatively mandated programs (they have no reason to separately track these programs). • Since the model identifies similar institutions, it may be reasonable to assume that these institutions have similar mandated programs (however, Kentucky has fewer major research universities so Kentucky data may be higher than benchmark peers). • To the extent that the data are biased, this component artificially inflates the funding objective; if data are not biased, better collection procedures could be implemented.	• Manual survey goes out to each benchmark institution requesting data on legislatively mandated programs. • These data are subtracted from all institutions. • Mandated programs must meet certain criteria to be included on the list.	• Maintain current practice, but implement more effective collection procedures to minimize possible data bias.
Small Institution Adjustment *CPE ACTION:* *September*	• To address the issue of diseconomies of scale facing smaller institutions with headcount enrollments of less than 4,000.	• No fixed cost adjustment.	Options: (1) Use fixed cost model to calculate adjustment, i.e., headcount enrollment X fixed cost factor (for enrollments under 4,000). Include adjustment in model and/or FDM to determine adjustment and how adjustment is to be made and at what level. Determine if adjustment is temporary or permanent part of model. (2) Maintain current policy - no fixed cost adjustment.

Comprehensive Funding Review Comparison of Issues

Draft for Discussion: Summary Document June 2005

CAPITAL

Description of Change	Rationale for Change	Current Process	Proposed Process
Institutional Match to Construct Research Space *CPE Action: November Budget Recommendation*	• Institutions have a revenue stream available to share debt service (but it does not cover 40%). • There are limited funds available from the state for capital construction. • To recognize changing grant funds environment and ability of institutions to fund the match. • Most states fall into the 40% to 100% category of institutional support to construct research space, however, many states have significantly front-loaded 100% state paid research infrastructure - Kentucky institutions are to some degree trying to catch-up to competitors.	• Institutions are asked to share the responsibility for construction of research space (40 cents on the dollar). • Recognition of available revenue stream that can be dedicated to the capitalized cost of providing research space. • Since 1997 research space has been requested by the Council and the Governor, and funded by the General Assembly as a shared responsibility. • In the 2004-06 budget process, the Council recommended 60/40. In January 2004, the Governor requested 50/50, but the General Assembly did not pass a budget that year.	Options: (1) Continue the policy of a shared responsibility between the state and the institution to construct research space requiring a match but deduct instructional space and allow lump-sum matches. (2) Lower match rate (must determine appropriate share) and allow lighter institutional payment in beginning years of bond issue (i.e., similar to Texas model) – also deduct instructional space and allow lump-sum matches. (3) Find alternative sources of funding so that research space does not directly compete with all other capital needs (i.e., economic development, separate general obligation bond issue like North Carolina, etc.).

Comprehensive Funding Review Comparison of Issues

Draft for Discussion: Summary Document June 2005

Description of Change	*Rationale for Change*	*Current Model*	*Proposed Model*
Institutional Match to Access State Funds in Capital Renewal and Maintenance Pools *CPE Action: Budget Recommendation November*	• Recognizes institutional performance in addressing ongoing major maintenance of E&G facilities. • Recognizes the shared responsibility between the state and the institution for facilities maintenance. • Recognizes and encourages institutions to budget for ongoing major maintenance of E&G facilities.	• Policy is that institutions should share the responsibility for deferred maintenance, capital renewal and maintenance of facilities (match range is $0.75 to $1 per each $1 of state funds). • Does not recognize efforts by institutions to budget for the ongoing major maintenance of E&G facilities.	• Continue the current policy to require an institutional match to access state funds in capital renewal pool with match ranges between $0.60 - $1 per each $1 of state funds. • Strengthen the evaluation of institutional performance on postsecondary education maintenance standard.
Establish Model to Set Statewide Capital Projects Planning Priorities *CPE Action: May*	• Responds to a request by the Capital Planning Advisory Board and implements a policy adopted by the Council in July 2001. • The planning priorities reported to the CPAB may change when a capital projects recommendation is made to the Governor.	• The Council typically provides capital priority categories to the Capital Planning Advisory Board. • Projects recommended by the Council in the prior biennial recommendation not authorized by the General Assembly are typically identified as the priorities for the upcoming biennium.	• In July 2005, submit capital planning priorities to the Capital Planning Advisory Board. • Currently working with professional consultant to inform the workgroups deliberations and development of a recommendation to the CPAB. • Complete a comprehensive space study to establish the condition and quality of the physical plant, an analysis of future space need, research space need, and a matrix of responsibility for funding future space needs.
Institutional Flexibility to Issue Agency Bonds	• Allow more institutional flexibility in terms of timing, project identification, and management of funds to address capital needs. • Relieve the Commonwealth of an implied moral obligation to assume liability in case of default. • Remove such debt from the official state debt pool.	• The Council requests a pool of bond authority to be distributed among the institutions to address capital issues related to non-education and general space needs.	• Continue to work with the Executive Branch, Legislative Branch, and institutions to support opportunities of flexibility for institutions to issue agency-supported debt.

Statewide Study for Diversity Planning

Action: The Committee on Equal Opportunities recommends that the Council adopt the following recommendations:

- That the Commonwealth, in collaboration with the institutions, conduct a study to determine its compelling state interest, if any, to engage in diversity planning.
- That the Council request institutions or others to partner with the Commonwealth to financially support a diversity study.
- That the diversity study be conducted immediately when funds are identified.

The Committee on Equal Opportunities began the process of developing a new statewide equal opportunities plan in June 2004. The institutional presidents appointed representatives to work with the Council staff during the planning process. At its April 2005 meeting, the committee confirmed its intent to continue the current plan until the Office for Civil Rights informs Kentucky of its status under the Partnership Agreement.

The committee directed the workgroup to begin investigating the requirements for developing a statewide diversity plan. The workgroup has met three times since the April CEO meeting to discuss and develop recommendations regarding diversity planning.

The workgroup discussions and recommendations are:
- The CEO should recommend to the Council that an environmental scan (diversity study) be conducted to determine Kentucky's compelling interest in engaging in diversity planning.
- The following process should be used to implement the environmental scan: (a) issue a request for qualifications to identify firms or individuals that are capable of conducting the study, (b) issue a request for proposals to the smaller group of qualified professionals to ascertain the best proposal and timeline for conducting the study, and (c) collaborate with the institutions to provide financial support for the study.
- The CEO should immediately implement the study as funds are identified to support an environmental scan.

- The study results should provide insight on the basic legal and constitutional framework for engaging in diversity planning and suggest a design of policies that would comply with the constitutional guidelines (established in the *Grutter*, *Gratz*, and *Bakke* cases) for

race-conscious postsecondary education policies and the compelling interest and narrow tailoring requirements established by the courts.

- The results should provide guidance on establishing diversity policies where consideration of race is not the focus.
- The CEO and the Council should encourage the Office for Civil Rights to expeditiously inform the Commonwealth of its status under the Partnership Agreement.
- The workgroup should continue to analyze *The Kentucky Plan* accomplishments and deficiencies and advise the committee as a new plan is developed.

These recommendations recognize that many factors contribute to how states and institutions develop policies regarding diversity. The study provides the opportunity for Kentucky to improve its policy to ensure that it fully advances its educational mission and diversity goals. The study should present the basic legal and constitutional framework for establishing race-conscious policies and policies where race is not a consideration and offer suggestions on the design of policies that would comply with the constitutional guidelines established in the *Grutter*, *Gratz*, and *Bakke* cases.

Finally, the study should present the basic constitutional and statutory framework appropriate to examine the two "compelling governmental interests" recognized by the Supreme Court in the postsecondary education context of student body diversity and remediation of past discrimination. These frameworks should fall within one of the three following Supreme Court identified levels of scrutiny: (a) rational basis, (b) intermediate scrutiny, and (c) strict scrutiny. The highest level of scrutiny is typically applied to plans that are based on race or national origin.

Staff preparation by Sherron Jackson and Rana Johnson

Committee on Equal Opportunities Report

The Committee on Equal Opportunities met June 20, 2005, and addressed the following actions and activities:

- Adopted the final report of the CEO campus visit to the University of Louisville April 18-19, 2005. The report has been forwarded to President James Ramsey with a request that UofL give a report on the status of the implementation of the committee's recommendations at the October 17 CEO meeting. The campus report can be found at http://cpe.ky.gov/committees/ceo/meetings/2005/ce0_20050620.htm.
- Recommended that the Commonwealth, in conjunction with the institutions, conduct a study to determine its compelling state interest, if any, to engage in diversity planning. (See agenda item on page 31 of this agenda book.)
- Received a report that the Commonwealth, in a letter dated April 28, 2005, informed the U.S. Department of Education Office for Civil Rights that the remaining commitments of the Partnership Agreement have been addressed. The letter requests that the OCR provide the Commonwealth a formal statement of its status under the Partnership.
- Received a report that the OCR has been asked to respond to a request by Kentucky State University to amend the Partnership Agreement to allow flexibility to replace rather than renovate the Young Hall dormitory. The Council staff supports the request so long as it is deemed by the OCR to meet the test for compliance under the Partnership Agreement.
- Received a report that the CPE/KSU Comprehensive Assessment Oversight Committee meeting scheduled June 27, 2005, would be rescheduled after the KSU board appoints a co-chair and fills the second vacant position on the committee. The oversight committee plans to meet October 10, 2005, and March 27, 2006.
- Agreed to conduct a campus visit at Eastern Kentucky University October 17-18, 2005, in conjunction with its regularly scheduled fall meeting. In planning for the visit, fall break dates will be avoided to ensure that the maximum number of students and staff are available to participate in the focus group discussions.
- Agreed to meet with the president of the Kentucky Community and Technical College System and the presidents of the community and technical college districts September 27, 2005, at the KCTCS central administration office to discuss the success of the community and technical colleges toward implementing the objectives of The Kentucky Plan.
- Received a report that Eastern Kentucky University's 2005 degree program eligibility status had been revised based on new information submitted by EKU to the Integrated Postsecondary Education Data System. EKU's status is upgraded to "automatic" from the "quantitative waiver" report to the CPE and CEO in January 2005. The revised status information has been distributed to the president of EKU and other institutions.

- Heard reports from Northern Kentucky University and Western Kentucky University regarding their success toward implementing the CEO campus visit recommendations.

For more information about the actions taken by the CEO, go to http://cpe.ky.gov/committees/ceo/meetings/2005/ce0_20050620.htm.

The Governor's Minority Student College Preparation Program's 18th Annual Academically Proficient African American High School Senior and Junior conference was hosted by Morehead State University June 10-11, 2005. Approximately 250 students, parents, and college representatives participated in the event.

The fifth annual statewide Governor's Minority Student College Preparation Program conference was held at WKU June 22-23, 2005. Approximately 250 middle and junior high school students participated in the event.

Staff preparation by Sherron Jackson and Rana Johnson

Council on Postsecondary Education
July 18, 2005

2005-06 Kentucky Adult Education
Performance Measures

Kentucky Adult Education (KYAE) is required by the Office of Vocational and Adult Education (OVAE), U.S. Department of Education, to negotiate statewide performance measures for OVAE's core indicators. KYAE is held accountable for meeting these measures, which are used by OVAE to determine eligibility for incentive funding under the Workforce Investment Act. The measures also form the basis for KYAE's accountability system for county adult education programs.

The attached table shows performance measures for each of OVAE's core indicators and for KYAE's additional indicator – enrollment.

2005-06 Kentucky Adult Education Performance Measures

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)	Year 7 (July 1, 2005- June 30, 2006)
Beginning ABE Literacy (grade level 0-1.9) The percentage of adult learners enrolled in beginning ABE literacy who completed that level. Baseline FY 1998: **14%** *(# completed level ÷ # enrolled = completion rate)*	**15%** of beginning ABE literacy enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	**Target = 17%** **Results =40%**	**Target = 20%** **Results = 53%**	**Target = 28%** **Results = 42%**	**Target = 32%** **Results = 52%**	**Target = 40%**	**Target = 53%**
Beginning ABE (grade level 2.0-3.9) The percentage of adult learners enrolled in beginning ABE who completed that level. Baseline FY 1998: **24%** *(# completed level ÷ # enrolled = completion rate)*	**25%** of beginning ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	**Target = 17%** **Results =46%**	**Target = 20%** **Results = 53%**	**Target = 33%** **Results = 51%**	**Target = 37%** **Results = 52%**	**Target = 41%**	**Target = 53%**

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)	Year 7 (July 1, 2005- June 30, 2006)
Low Intermediate ABE (grade level 4.0-5.9) The percentage of adult learners enrolled in low intermediate ABE who completed that level. Baseline FY 1998: **24%**-formerly Intermediate ABE, broken out into Low and High Intermediate ABE in FY2000 *(# completed level ÷ # enrolled = completion rate)*	**25%** of low intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	**Target = 25% Results =54%**	**Target = 27% Results = 68%**	**Target = 35% Results = 59%**	**Target = 39% Results = 54%**	**Target = 45%**	**Target = 55%**
High Intermediate ABE (grade level 6.0-8.9) The percentage of adult learners enrolled in high intermediate ABE who completed that level. Baseline FY 1998: **24%**-formerly Intermediate ABE, broken out into Low and High Intermediate ABE in FY2000 *(# completed level ÷ # enrolled = completion rate)*	**25%** of high intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level.	**Target = 25% Results =63%**	**Target = 27% Results = 48%**	**Target = 38% Results = 70%**	**Target = 42% Results = 51%**	**Target = 43%**	**Target = 52%**

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills							
Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)	Year 7 (July 1, 2005- June 30, 2006)
Low Adult Secondary Education (grade level 9.0-10.9) The percentage of adult learners enrolled in low adult secondary education who completed that level. Target established in FY 2000 with first target for FY 2001 (Year 2) set at **39%** *(# completed level ÷ # enrolled = completion rate)*	*N/A*	**39%** of low ASE enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the educational functioning level. ***Results = 67%***	**Target = 41%** **Results = 61%**	**Target = 40%** **Results = 86%**	**Target = 45%** **Results = 57%**	**Target = 46%**	**Target = 57%**
Beginning Literacy ESL The percentage of adult learners enrolled in beginning literacy ESL who completed that level. Baseline FY 1998: **14%** *(# completed level ÷ # enrolled = completion rate)*	**15%** of beginning literacy ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	**Target = 17%** **Results =35%**	**Target = 20%** **Results = 50%**	**Target = 27%** **Results = 57%**	**Target = 33%** **Results = 52%**	**Target = 42%**	**Target = 53%**

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)	Year 7 (July 1, 2005- June 30, 2006)
Beginning ESL The percentage of adult learners enrolled in beginning ESL who completed that level. Baseline FY 1998: **25%** *(# completed level ÷ # enrolled = completion rate)*	**26%** of beginning ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	**Target = 28% Results =35%**	**Target = 31% Results = 44%**	**Target = 31% Results = 45%**	**Target = 32% Results = 49%**	**Target = 40%**	**Target = 49%**
Low Intermediate ESL The percentage of adult learners enrolled in low intermediate ESL who completed that level. Baseline FY 1998: **31%**-formerly Intermediate ESL, broken out into Low Intermediate and High Intermediate in FY 2000 *(# completed level ÷ # enrolled = completion rate)*	**32%** of low intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	**Target = 28% Results =42%**	**Target = 30% Results = 58%**	**Target = 34% Results = 59%**	**Target = 38% Results = 55%**	**Target = 42%**	**Target = 55%**

Core Indicator #1: Demonstrated improvements in literacy skill levels in reading, writing, and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)	Year 7 (July 1, 2005- June 30, 2006)
High Intermediate ESL The percentage of adult learners enrolled in high intermediate ESL who completed that level. Baseline FY 1998: **31%**-formerly Intermediate ESL, broken out into Low Intermediate and High Intermediate in FY 2000 *(# completed level ÷ # enrolled = completion rate)*	**32%** of high intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	**Target = 32%** **Results =43%**	**Target = 34%** **Results = 53%**	**Target = 36%** **Results = 56%**	**Target = 39%** **Results = 57%**	**Target = 42%**	**Target = 55%**
Low Advanced ESL The percentage of adult learners enrolled in low advanced ESL who completed that level. Baseline FY 1998**: 38%-**formerly Advanced ESL, broken out into Low Advanced and High Advanced in FY 2000 *(# completed level ÷ # enrolled = completion rate)*	**39%** of both (combined) low and high advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills needed to complete the educational functioning level.	**Target = 35%** **Results =45%**	**Target = 37%** **Results = 53%**	**Target = 32%** **Results = 46%**	**Target = 35%** **Results = 47%**	**Target = 38%**	**Target = 47%**

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)	Year 7 (July 1, 2005- June 30, 2006)
Placement in Postsecondary Education or Training The percentage of adult learners (with a goal of advanced education or training) who entered postsecondary education or training. Baseline FY 1998: 1656-changed to percentages in FY 2000 with first target for FY 2001 (Year 2) set at **30%** *(# entered postsecondary education/training ÷ # with goal of advanced education/training = postsecondary placement rate)*	**1821** adult learners will enroll in further academic or vocational programs.	**30%** of adult learners with a goal of advanced education or training will enroll in postsecondary education or training. **Results = 73%**	**Target = 35% Results = 74%**	**Target = 46% Results = 77%**	**Target = 50% Results = 68%**	**Target = 58%**	**Target = 69%**

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment, or career advancement.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)	Year 7 (July 1, 2005- June 30, 2006)
Placement in Unsubsidized Employment The percentage of adult learners not employed at program entry, with an employment goal, who entered unsubsidized employment by the end of the first quarter after the program exit quarter. Baseline FY 1998: **13%** (25% required) *(# adults obtaining unsubsidized employment in the first quarter after program exit quarter ÷ # of unemployed adults, at entry, with an employment goal = employment rate)*	**25%** of adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment. Federal definition of "employed" = working in a paid, unsubsidized job, or working 15 hours or more per week in an unpaid job on a farm or at a business operated by a family member or the student.	**Target = 27%** **Results =74%**	**Target = 30%** **Results = 67%**	**Target = 42%** **Results = 72%**	**Target = 46%** **Results = 81%**	**Target = 52%**	**Target = 60%**

Core Indicator #2: Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment ,or career advancement.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)	Year 7 (July 1, 2005- June 30, 2006)
Retention in Unsubsidized Employment The percentage of relevant adult learners who retained unsubsidized employment in the third quarter after exit quarter from the program. Relevant learners are defined as: 1. Those enrolled adults employed at a program entry with a job retention goal; 2. Those enrolled adults not employed at program entry with an employment goal who obtained employment by the end of the first quarter after the exit quarter. Baseline FY 1998: 12,907 employed, 583 retain/advance-changed to percentages in FY 2000 with first target for FY 2001 (Year 2) set at **30%** *(# relevant adults still employed in an unsubsidized job in the third quarter after program exit quarter ÷# of relevant adults = job retention rate)*	**6453** adults will be retained on the job or advance on the job.	**30%** of the relevant adult learners will retain unsubsidized employment in the third quarter after the program exit quarter. Federal definition of "employed" = working in a paid, unsubsidized job, or working 15 hours or more per week in an unpaid job on a farm or at a business operated by a family member or the student. **Results = 80%**	**Target = 40% Results = 90%**	**Target = 48% Results = 94%**	**Target = 50% Results = 96%**	**Target = 56%**	**Target = 65%**

Core Indicator #3: Receipt of a secondary school diploma or its recognized equivalent.

Performance Measures	Year 1 (July 1, 1999 – June 30, 2000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)	Year 7 (July 1, 2005- June 30, 2006)
High School Completion The percentage of adult learners, with a high school completion goal, who earned a high school diploma or recognized equivalent. Baseline FY 1998: 6583-changed to percentages in FY 2000 with first target for FY 2001 (Year 2) set at **50%** *(# adults obtaining high school credential ÷ # adults with high school completion goal = high school completion rate)*	**6649** adults will earn a high school diploma or recognized equivalent.	**50%** of adults with a high school completion goal will earn a high school diploma or recognized equivalent. **Results =66%**	**Target = 55% Results = 67%**	**Target = 48% Results = 62%**	**Target = 50% Results = 80%**	**Target = 57%**	**Target = 70%**

Additional Indicator#1: Enrollment in adult education/literacy programs.

Performance Measures	Year 1 (July 1, 1999 – June 30, 000)	Year 2 (July 1, 2000 – June 30, 2001)	Year 3 (July 1, 2001 – June 30, 2002)	Year 4 (July 1, 2002 – June 30, 2003)	Year 5 (July 1, 2003 – June 30, 2004)	Year 6 (July 1, 2004- June 30, 2005)	Year 7 (July 1, 2005- June 30, 2006)
The percentage of adult learners within Kentucky's target population (as identified by the Kentucky Adult Literacy Survey) who are enrolled in adult education/literacy programs. Baseline FY 1998: 4% (39,661)	**Target = 5% (50,000) Results = 5.1% (51,117)**	**Target = 6% (60,000) Results = 6.27% (62,734)**	**Target = 7.5% (75,000) Results = 8.6% (86,413)**	**Target = 9% (90,000) Results = 10.9% (109,880)**	**Target = 10% (100,000) Results = 120,051**	**County programs target = 10.5% for basic grant and the higher of 0.5% or 20 for family literacy** **Statewide target = 115,000**	**County programs target = 11% for basic grant and the higher of 0.5% or 20 for family literacy** **Statewide target= 125,000**

County	Fiscal Agent	Working Age Population at Literacy Levels 1-2 (1997 KALS and 1997 Census)	FY 2006 Enrollment Goal (11%)	FY 2006 Family Literacy Enrollment Goal (0.5% or 20)	FY2006 Total Estimated Funding for Core Services and Family Literacy
Adair	Adair County Board of Education	4,704	517	23	$113,468
Allen	Allen County Board of Education	4,678	514	23	$112,947
Anderson	Anderson County Board of Education	4,404	484	22	$107,504
Ballard	West Kentucky Educational Co-op	2,239	246	20	$64,495
Barren	Barren County Board of Education	9,747	1,072	48	$228,547
Bath	Bath County Board of Education	3,058	336	20	$80,767
Bell	Southeast Kentucky Community and Technical College	9,629	1,059	48	$225,779
Boone	Boone County Schools	17,843	1,962	89	$418,392
Bourbon	Bourbon County Board of Education	4,575	503	22	$110,917
Boyd	Ashland Community and Technical College	13,623	1,498	68	$319,422
Boyle	Danville Independent Board of Education	6,526	717	32	$153,031
Bracken	Bracken County for Literacy Inc.	2,409	264	20	$67,865
Breathitt	Kentucky Valley Educational Co-op	5,299	582	26	$125,295
Breckinridge	Cloverport Board of Education	4,864	535	24	$116,652
Bullitt	Bullitt County Board of Education	14,838	1,632	74	$347,922
Butler	Butler County Board of Education	3,474	382	20	$89,022
Caldwell	Caldwell County Board of Education	3,322	365	20	$86,020
Calloway	West Kentucky Educational Co-op	8,817	969	44	$206,744
Campbell	Newport Independent Schools	21,594	2,375	107	$506,337
Carlisle	West Kentucky Educational Co-op	1,455	160	20	$50,000
Carroll	Jefferson Community and Technical College	2,580	283	20	$71,270

County	Fiscal Agent	Working Age Population at Literacy Levels 1-2 (1997 KALS and 1997 Census)	FY 2006 Enrollment Goal (11%)	FY 2006 Family Literacy Enrollment Goal (0.5% or 20)	FY2006 Total Estimated Funding for Core Services and Family Literacy
Carter	Kentucky Educational Development Corp	8,355	919	41	$195,917
Casey	Somerset Community College	4,455	490	22	$108,519
Christian	Christian County Board of Education	12,270	1,349	61	$287,704
Clark	Winchester/Clark County Literacy	8,042	884	40	$188,562
Clay	Clay County Board of Education	7,733	850	38	$181,333
Clinton	Clinton County Board of Education	2,936	322	20	$78,347
Crittenden	West Kentucky Educational Co-op	2,738	301	20	$74,413
Cumberland	Cumberland County Board of Education	1,973	217	20	$59,206
Daviess	Owensboro Community and Technical College	21,886	2,407	109	$513,186
Edmonson	Edmonson County Board of Education	3,421	376	20	$87,980
Elliott	Kentucky Educational Development Corp	2,176	239	20	$63,241
Estill	Estill County Board of Education	4,978	547	24	$118,917
Fayette	Bluegrass Community and Technical College District	50,539	5,559	252	$1,185,031
Fleming	Fleming County Board of Education	3,739	411	20	$94,303
Floyd	TBA	13,960	1,535	69	$327,323
Franklin	Franklin County Public Schools	10,598	1,165	52	$248,498
Fulton	West Kentucky Educational Co-op	1,653	181	20	$52,856
Gallatin	Jefferson Community and Technical College	1,723	189	20	$54,243
Garrard	Garrard County Board of Education	3,724	409	20	$93,990
Grant	Grant County School Board	5,346	588	26	$126,238
Graves	West Kentucky Educational Co-op	9,265	1,019	46	$217,243

County	Fiscal Agent	Working Age Population at Literacy Levels 1-2 (1997 KALS and 1997 Census)	FY 2006 Enrollment Goal (11%)	FY 2006 Family Literacy Enrollment Goal (0.5% or 20)	FY2006 Total Estimated Funding for Core Services and Family Literacy
Grayson	Grayson County Board of Education	7,045	774	35	$165,187
Green	Green County Board of Education	2,955	325	20	$78,723
Greenup	Kentucky Educational Development Corp	10,651	1,171	53	$249,737
Hancock	Hancock County Board of Education	2,510	276	20	$69,874
Hardin	Hardin County Board of Education	19,188	2,110	95	$449,921
Harlan	Southeast Kentucky Community and Technical College	11,104	1,221	55	$260,373
Harrison	Harrison County Board of Education	4,447	489	22	$108,363
Hart	Hart County Board of Education	4,536	498	22	$110,134
Henderson	Henderson Community College	10,144	1,115	50	$237,854
Henry	Henry County Public Schools	3,887	427	20	$97,234
Hickman	West Kentucky Educational Co-op	1,226	134	20	$50,000
Hopkins	Madisonville Community College	11,833	1,301	59	$277,455
Jackson	Jackson County Public Schools	4,278	470	21	$105,006
Jefferson	Jefferson County Public Schools	120,274	13,230	601	$2,820,181
Jessamine	Jessamine County Schools	8,866	975	44	$207,898
Johnson	Big Sandy Community and Technical College	7,704	847	38	$180,650
Kenton	Gateway Community and Technical College	34,146	3,756	170	$800,654
Knott	Kentucky Valley Educational Co-op	6,201	682	31	$145,400
Knox	Knox County Board of Education	10,325	1,135	51	$242,112
Larue	Larue County Board of Education	3,407	374	20	$87,702
Laurel	Laurel County Literacy Council	15,120	1,663	75	$354,528
Lawrence	Lawrence County Board of Education	5,218	573	26	$123,680

County	Fiscal Agent	Working Age Population at Literacy Levels 1-2 (1997 KALS and 1997 Census)	FY 2006 Enrollment Goal (11%)	FY 2006 Family Literacy Enrollment Goal (0.5% or 20)	FY2006 Total Estimated Funding for Core Services and Family Literacy
Lee	Kentucky Valley Educational Co-op	2,692	296	20	$73,493
Leslie	Kentucky Valley Educational Co-op	4,613	507	23	$111,670
Letcher	Kentucky Valley Educational Co-op	8,841	972	44	$207,293
Lewis	Maysville Community and Technical College	4,319	475	21	$105,830
Lincoln	Kentucky Educational Development Corp	6,302	693	31	$147,769
Livingston	West Kentucky Educational Co-op	2,651	291	20	$72,679
Logan	Logan County School District	6,233	685	31	$146,145
Lyon	West Kentucky Educational Co-op	2,394	263	20	$67,565
Madison	Eastern Kentucky University	16,769	1,844	83	$393,211
Magoffin	Magoffin County Board of Education	4,747	522	23	$114,317
Marion	Marion County Board of Education	4,114	452	20	$101,744
Marshall	Marshall County Board of Education	8,254	907	41	$193,552
Martin	Kentucky Educational Development Corp	4,041	444	20	$100,296
Mason	Maysville Community and Technical College	4,063	446	20	$100,735
McCracken	West Kentucky Community and Technical College	14,370	1,580	71	$336,955
McCreary	Somerset Community College	5,676	624	28	$133,086
McLean	McLean County Fiscal Court	2,810	309	20	$75,834
Meade	Elizabethtown Community and Technical College	6,514	716	32	$152,742
Menifee	Kentucky Educational Development Corp	1,756	193	20	$54,896
Mercer	TBA	5,197	571	25	$123,273
Metcalfe	Metcalfe County Board of Education	2,731	300	20	$74,259

County	Fiscal Agent	Working Age Population at Literacy Levels 1-2 (1997 KALS and 1997 Census)	FY 2006 Enrollment Goal (11%)	FY 2006 Family Literacy Enrollment Goal (0.5% or 20)	FY2006 Total Estimated Funding for Core Services and Family Literacy
Monroe	Monroe County Board of Education	3,225	354	20	$84,078
Montgomery	Montgomery County Board of Education	5,588	614	27	$131,029
Morgan	Morehead State University	4,669	513	23	$112,778
Muhlenberg	Madisonville Community College	9,059	996	45	$212,414
Nelson	Bardstown Independent Board of Education	8,407	924	42	$197,133
Nicholas	Bourbon County Board of Education	1,915	210	20	$58,050
Ohio	Ohio County Fiscal Court	6,433	707	32	$150,833
Oldham	Oldham County Board of Education	10,712	1,178	53	$251,180
Owen	Owen County Board of Education	2,720	299	20	$74,040
Owsley	Kentucky Valley Educational Co-op	1,979	217	20	$59,325
Pendleton	Pendleton County Board of Education	3,712	408	20	$93,750
Perry	Kentucky Valley Educational Co-op	10,027	1,102	50	$235,113
Pike	Pike County Board of Education	23,806	2,618	119	$558,204
Powell	Powell County Board of Education	4,006	440	20	$99,604
Pulaski	Pulaski County Board of Education	16,273	1,790	81	$381,568
Robertson	Maysville Community and Technical College	646	71	20	$50,000
Rockcastle	Christian Appalachian Project	5,114	562	25	$121,619
Rowan	Morehead State University	6,600	725	32	$154,753
Russell	Russell County Board of Education	4,678	514	23	$112,961
Scott	Scott County Schools	6,729	740	33	$157,788
Shelby	Jefferson Community and Technical College	6,046	665	30	$141,772
Simpson	Simpson County Board of Education	3,566	392	20	$90,864

County	Fiscal Agent	Working Age Population at Literacy Levels 1-2 (1997 KALS and 1997 Census)	FY 2006 Enrollment Goal (11%)	FY 2006 Family Literacy Enrollment Goal (0.5% or 20)	FY2006 Total Estimated Funding for Core Services and Family Literacy
Spencer	Spencer County Board of Education	2,514	276	20	$69,947
Taylor	Campbellsville Independent Board of Education	5,792	637	28	$135,799
Todd	Todd County Board of Education	2,708	297	20	$73,814
Trigg	Trigg County Board of Education	2,843	312	20	$76,487
Trimble	Jefferson Community and Technical College	2,046	225	20	$60,646
Union	West Kentucky Educational Co-op	3,370	370	20	$86,969
Warren	Bowling Green Technical College	20,365	2,240	101	$477,526
Washington	Washington County Board of Education	2,611	287	20	$71,882
Wayne	Wayne County Board of Education	5,907	649	29	$138,506
Webster	West Kentucky Educational Co-op	3,454	379	20	$88,626
Whitley	Whitley County Board of Education	11,013	1,211	55	$258,244
Wolfe	Kentucky Valley Educational Co-op	2,516	276	20	$70,002
Woodford	Woodford County Schools	4,931	542	24	$117,981

Council on Postsecondary Education
July 18, 2005

Affordability Study Update

Representatives with JBL Associates, Inc., will present the results of the interim report of the affordability study at the July 18 Affordability Policy Group meeting.

The presentation will include comments from the two researchers, Dr. John Lee, President, JBL Associates, Inc., and Dr. Scott Swail, President, Educational Policy Institute. In addition, three nationally recognized experts in the field of higher education policy will participate in the presentation: Dr. Thomas Kane (Professor of Policy Studies and Economics at UCLA), Dr. David Longanecker (Executive Director of the Western Interstate Commission for Higher Education), and Dr. David Breneman (Dean of the Curry School of Education, University of Virginia, and an economist and authority on the finance and economics of higher education).

At 1 p.m. July 18, the researchers and experts will present the results of the interim report to the Interim Joint Committee on Education.

The final report findings and recommendations will be presented to the Council in September.

Staff preparation by Sandra Woodley

Update on *Changing Direction* Project

In November 2001, the Western Interstate Commission on Higher Education (WICHE) began a multi-year project with funding from the Lumina Foundation for Education titled *CHANGING DIRECTION: Integrating Higher Education Financial Aid and Financing Policy*. The purpose of this project is to examine how to structure financial aid and financing policies and practices to maximize participation, access, and success for all students. WICHE's primary partners in the project are the Center for Policy Analysis at the American Council on Education (ACE), National Conference of State Legislatures (NCSL), and State Higher Education Executive Officers (SHEEO).

Kentucky applied and was chosen for participation in this project for the next two years. This project relates specifically to the affordability study. The interim report on the study will be provided prior to the July 18 Council meeting. A presentation on the interim report will be given at the Affordability Policy Group meeting July 18.

As part of this project, in June a delegation of policymakers from Kentucky attended a technical workshop in Santa Fe, New Mexico. The agenda for the workshop is attached. The policymakers who attended the workshop are as follows:

King Alexander, President, Murray State University
Gary Cox, President, Association of Independent Kentucky Colleges and Universities
Brad Cowgill, Kentucky State Budget Director
Tom Layzell, President, CPE
Joe McCormick, Executive Director, KHEAA
Sue Hodges Moore, Executive Vice President, CPE
Frank Rasche, Kentucky State Representative
John Turner, Chair, CPE Affordability Policy Group
Ken Winters, Kentucky State Senator
Sandra Woodley, Vice President, Finance, CPE

Sally Hamilton, Chief of Staff, Education Cabinet, is a member of the project team but could not attend the workshop due to illness.

The delegation held a conference call to debrief and John Turner will report at the July 18 Council meeting.

Staff preparation by Sandra Woodley

CHANGING DIRECTION:
Integrating Higher Education
Financial Aid and Financing Policy

Technical Assistance Workshop
June 26-28, 2005
Hilton Santa Fe
Santa Fe, New Mexico

Agenda

6.30 – 8.00 pm
Optional Group Dinner for Early Arrivals
Please meet in the lobby of the hotel at 6:00 p.m.

MONDAY, JUNE 27, 2005

7.30 – 8.30 am
Poolside Courtyard
Breakfast

8.30 – 8.45 am
Ortiz 1-3
Welcome
Cheryl Blanco, Senior Program Director for Policy Analysis and Research, *Western Interstate Commission for Higher Education*
Dewayne Matthews, Senior Research Director, *Lumina Foundation for Education*

8.45 – 9.00 am
Ortiz 1-3
Project Overview
Speakers:
   Cheryl Blanco, Senior Program Director for Policy Analysis and Research, *Western Interstate Commission for Higher Education*

9.00 – 10.30 am
Ortiz 1-3
View from the States: State Reports
Policymakers and stakeholders often learn the most about emerging issues, including what issues states are facing and strategies for tackling the inevitable challenges to problem resolution, through direct conversation with their colleagues from other states. This session will provide each state with the opportunity to share their experiences and perspectives on important issues related to the integration of higher education financial aid and financing policy.

Moderator:
   Demarée Michelau, Project Coordinator for Policy Analysis and Research, *Western Interstate Commission for Higher Education*

10.30 – 10.45 am
Ortiz 1-3
Break

10.45 – 11.45 am
Ortiz 1-3

The State Fiscal Environment and Its Effect on Higher Education
In the 1990s, higher education experienced unprecedented increases in funding, but then the honeymoon ended and state revenues spiraled downward in the opening years of the new century. Now, as several indicators are pointing toward improved state economies, many people are wondering what this means for higher education. In this session, participants will examine the changes that have occurred in revenue sources, tuition, and financial aid in the recent past and will look at near-term indicators and examine the sentiment among policymakers as to how the current state fiscal environment might affect higher education.

Moderator:
   Paul Lingenfelter, Executive Director, *State Higher Education Executive Officers*
Speaker:
   Corina Eckl, Fiscal Affairs Group Director, *National Conference of State Legislatures*

11.45 – 12.00 pm
Ortiz 1-3

Break

12.00 – 12.45 pm
Poolside Courtyard

Lunch

12.45 – 1.00 pm
Ortiz 1-3

Break

1.00 – 1.15 pm
Ortiz 1-3

Integrating Higher Education Financial Aid and Financing Policy
As state economies are beginning to recover from the last several years of constrained revenues, state policymakers and higher education leaders continue to grapple with how to increase access and success for all students through effective financing and financial aid strategies. Too often, appropriations, tuition, and finan-cial aid decisions are dealt with as separate and discreet issues rather than reflecting their interrelated nature, but *Changing Direction* is working to change that. Taking into account that those making appropriations, tuition, and financial aid decisions all have their own perspectives and goals, the following three sessions are structured toward finding ways to reach the common goal of more integrated policy.

Moderator:
   David Longanecker, Executive Director, *Western Interstate Commission for Higher Education*

1.15 – 2.00 pm
Ortiz 1-3

Appropriations: The Role and Perspective
Moderator:
   Assemblywoman Carol Liu, Chair, California Assembly Higher Education Committee
Speaker:
   Dennis Jones, President, *National Center for Higher Education Management Systems*

2.00 – 2.15 pm
Ortiz 1-3

Break

| 2.15 – 3.00 pm | **Tuition: The Role and Perspective** |
| *Ortiz 1-3* | Moderator: |

Linda Johnsrud, Interim Vice President for Academic Planning and Policy, *University of Hawaii System*

Speaker:

Sandy Baum, Senior Policy Analyst, The College Board and Professor of Economics, *Skidmore College*

| 3.00 – 3.45 pm | **Financial Aid: The Role and Perspective** |
| *Ortiz 1-3* | Moderator: |

James Sulton, Executive Director, *Washington Higher Education Coordinating Board*

Speaker:

Karen Paulson, Senior Associate, *National Center for Higher Education Management Systems*

| 3.45 – 4.15 pm | **Bringing It All Back Together** |
| *Ortiz 1-3* | After a productive and lively discussion of the principles that drive these policies, this session is an opportunity to bring it all back together. |

Moderator:

David Longanecker, Executive Director, *Western Interstate Commission for Higher Education*

Dinner on Your Own (please see meeting materials for recommended restaurants)

TUESDAY, JUNE 28, 2005

| 7.30 – 8.30 am | **Working Breakfast (Convene in State Teams to Discuss Potential Strategies)** |
| *Poolside Courtyard* | |

| 8.30 – 8.45 am | **Break** |
| *Ortiz 1-3* | |

| 8.45 – 9.30 am | **Linking Tuition and Financial Aid Policy: Perspectives of Governors and State** |
| *Ortiz 1-3* | **Legislators** |

State legislators and governors are integral to the alignment of appropriations, financial aid, and tuition policy. Recognizing their importance and influence, *Changing Direction*, in partnership with the National Conference of State Legislatures (NCSL) and the National Governors Association (NGA), has published two reports, *Linking Tuition and Financial Aid Policy: The State Legislative Perspective* and *Linking Tuition and Financial Aid Policy: The Gubernatorial Perspective*, which are summaries of survey responses from state legislators and governors' education policy advisors on the degree of alignment between tuition and financial aid policymaking, their role in the policymaking process, and their degree of satisfaction with the process. Hear first-hand about their findings.

Moderator:

Tom Layzell, President, *Kentucky Council on Postsecondary Education*

Speaker:

Julie Davis Bell, Education Group Director, *National Conference of State Legislatures*

| 9.30 – 10.00 am | **Break and Hotel Checkout** |
| *Ortiz 1-3* | |

10.00 – 11.00 am *Ortiz 1-3*	**Early Commitment Financial Aid Programs: Are They a Viable Strategy for Access and Retention?** Financial aid is a critical factor in broadening access and enhancing success for low-income students. This session will examine how a few states have turned to "early commitment" financial aid programs and their effectiveness as policy strategies in increasing access to postsecondary education for low-income students. These initiatives are designed to provide economically disadvantaged middle and early high school students with a guarantee of financial aid for postsecondary education if they meet certain academic and social requirements. Examples of such programs exist in the public and private sectors and include Indiana's *21st Century Scholars Program*, Eugene Lang's *I Have a Dream* initiative, and the *Oklahoma Higher Learning Access Program* (OHLAP). Several states, like Louisiana with the TOPS program, are similar in that they encourage students to do well in school to qualify for the state scholarship program. Panelists will encourage discussion of what existing programs look like, where they are based, what their requirements and characteristics are, what we have learned from the programs, and what research suggests concerning their effectiveness in increasing access for low income students. Speakers: 　Cheryl Blanco, Senior Program Director for Policy Analysis and Research, *Western Interstate Commission for Higher Education* 　Jimmy Clarke, Deputy Commissioner for Academic and Student Affairs, *Louisiana Board of Regents* 　Paul Risser, Chancellor, *Oklahoma State Regents for Higher Education*
11.00 – 11.45 am *Ortiz 1-3*	**Using Financial Aid and Financing Policy to Enhance Retention in Higher Education** Addressing postsecondary access is strengthened when retention is part of the discussion. Research points to several factors that increase the likelihood of a student attending and succeeding in college, such as the level of parental education, rigor of the high school curriculum, and whether the student's friends plan on attending college. Once the student has enrolled in college, other aspects often affect degree completion, including working full-time, beginning the postsecondary career at a community college, and parents not having attended college. In addition to the obstacles that all students may face, the price of college still prevents many low-income students from attending and persisting and affects where many middle-income students attend. Financial aid can relieve some of the financial pressures, but the rising cost of tuition at both the four- and two-year institutions – without corresponding increases in financial aid – is likely to affect enrollment and persistence at all levels of postsecondary education. This session will provide an opportunity for participants to learn about specific state strategies to enhance retention. Moderator: 　Gary Stivers, Executive Director, *Idaho State Board of Education* Speakers: 　Former Governor Toney Anaya, *New Mexico* (invited) 　Richard Rhoda, Executive Director, *Tennessee Higher Education Commission*
11.45 am – 12.00 pm *Ortiz 1-3*	**Closing Comments** David Longanecker, Executive Director, *Western Interstate Commission for Higher Education*

KEES Administrative Regulation

Action: The staff recommends that the Council file an administrative regulation to repeal *13 KAR 2:090. Kentucky Educational Excellence Scholarship (KEES) Program.*

House Bill 460 moves responsibility for the administration of the KEES program from the Council to the Kentucky Higher Education Assistance Authority. The statutes regulating KEES simply replace CPE with KHEAA. KHEAA has adopted an administrative regulation implementing the KEES program. It is now necessary to repeal the Council's administrative regulation.

A "repealer" regulation follows the same format as any other regulation. This regulation will be filed with the regulations compiler, a public hearing will be scheduled, public comments taken, and then testimony will be considered at the Administrative Regulations Review Subcommittee meeting.

Staff preparation by Dennis Taulbee

1   COUNCIL ON POSTSECONDARY EDUCATION

2   (Repealer)

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

4   RELATES TO: KRS 154A.130(4), 164.7535, 164.7871, 164.7874, 164.7877, 164.7879,

5   164.7881, 164.7885, 164.7889, House Bill 460, 2005 REGULAR SESSION

6   STATUTORY AUTHORITY: KRS 164.020(29), 164.7874, 164.7877(3), 164.7879(1),

7   (2), (3), 164.7881(4)(a), (c), (6)

8   NECESSITY, FUNCTION, AND CONFORMITY: House Bill 460, 2005 REGULAR

9   SESSION changed the responsibility for the administration of the Kentucky Educational

10   Excellence Scholarship (KEES) program from the Council on Postsecondary Education to the

11   Kentucky Higher Education Assistance Authority.

12   Section 1. 13 KAR 2:090. Kentucky Educational Excellence Scholarship (KEES)

13   Program is hereby repealed.

1

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Date   Thomas D. Layzell
President
Council on Postsecondary Education

APPROVED AS TO FORM:

_____

Date   Dennis L. Taulbee
General Counsel
Council on Postsecondary Education

PUBLIC HEARING AND PUBLIC COMMENT PERIOD: A public hearing on this administrative regulation shall be held on September 23, 2005, at 10 a.m. at the Council on Postsecondary Education, Conference Room A. Individuals interested in being heard at this hearing shall notify this agency in writing by September 16, 2005, five days prior to the hearing, of their intent to attend. If no notification to attend the hearing is received by that date, the hearing may be cancelled.

This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made.

If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Written comments will be accepted through September 30, 2005.

Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to the contact person.

CONTACT PERSON:

Dennis L. Taulbee
General Counsel
Council on Postsecondary Education
Suite 250, 1024 Capital Center Drive
Frankfort, Kentucky 40601
Phone: 502-573-1555 ext. 142
Fax: 502-573-1535
Email: dennis.taulbee@ky.gov

REGULATORY IMPACT ANALYSIS
AND TIERING STATEMENT

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

Contact person: Dennis L. Taulbee, General Counsel
Council on Postsecondary Education
1024 Capital Center Drive, Suite 250
Frankfort, KY 40601
502.573.1555 ext. 142
dennis.taulbee@ky.gov

(1)   Provide a brief summary of:
    (a) What this administrative regulation does: Repeals 13 KAR 2:090 because of House Bill 460, 2005 REGULAR SESSION that moved administrative responsibility for the KEES program from the Council on Postsecondary Education to the Kentucky Higher Education Assistance Authority.
    (b) The necessity of this administrative regulation: Required by House Bill 460, 2005 REGULAR SESSION
    (c) How this administrative regulation conforms to the content of the authorizing statutes: The administrative regulation conforms to the enabling statute, as amended by House Bill 460, 2005 REGULAR SESSION.
    (d) How this administrative regulation currently assists or will assist in the effective administration of the statutes: Repeal of this administrative regulation is necessary to provide for the clear implementation of the KEES program.

(2)   If this is an amendment to an existing administrative regulation, provide a brief summary of:
    (a) How the amendment will change this existing administrative regulation: This is a repealer.
    (b) The necessity of the amendment to this administrative regulation:
    (c) How the amendment conforms to the content of the authorizing statutes:
    (d) How the amendment will assist in the effective administration of the statutes:

(3)   List the type and number of individuals, businesses, organizations, or state and local governments affected by this administrative regulation: Students and local educators who seek information about KEES will now be able to go to a single agency to get direction.

(4)   Provide an assessment of how the above group or groups will be impacted by either the implementation of this administrative regulation, if new, or by the change if it is an amendment: The process of getting questions answered will be simplified.

(5)   Provide an estimate of how much it will cost to implement this administrative regulation:
    (a) Initially: No cost.
    (b) On a continuing basis: No cost.

(6)   What is the source of the funding to be used for the implementation and enforcement of this administrative regulation: Not applicable.

(7)   Provide an assessment of whether an increase in fees or funding will be necessary to implement this administrative regulation, if new, or by the change if it is an amendment: No increase in fees or funding will be necessary.

(8)   State whether or not this administrative regulation establishes any fees or directly or indirectly increases any fees: No—fees are not involved.

(9)   TIERING: Is tiering applied? Tiering is not appropriate under these circumstances.

Accessibility of Electronically Delivered Instruction and Services

Increases in the use of technology to deliver instruction and services, such as the distribution of grades, can result in increased access or barriers for Kentucky's postsecondary education learners with disabilities. The Governor's Americans with Disability Act Taskforce on Postsecondary Education, which is comprised of representatives from Kentucky's public postsecondary education institutions, is charged with ensuring the provision of equal educational opportunities and full participation for all persons with disabilities.

Action: The staff recommends that the Council officially endorse the "Guidelines for the Accessibility of Electronically Delivered Instruction and Services" developed by the Governor's Americans with Disabilities Act Taskforce on Postsecondary Education (see attachment).

Dr. Cyndi Rowland, director of WebAIM, a national center on accessibility actively involved in the issues and challenges of compliance, will talk about national trends in defining and enforcing accessibility compliance. Norb Ryan, state ADA coordinator, will describe the Kentucky cohort of postsecondary education learners with disabilities and Kentucky's approach to meeting their needs. Huda Melky, ADA and equal opportunity coordinator for Western Kentucky University, will describe the success that WKU's programs and students are having as a result of attending to the needs of these learners.

To assist the institutions in development of their accessibility policy and practices, the taskforce has developed a set of "Guidelines for the Accessibility of Electronically Delivered Instruction and Services." The guidelines require that all electronically delivered postsecondary services and instruction (including Web sites, distance learning courses, Web-enhanced courses, and services such as online registration, email, and grade distribution) comply with federal accessibility standards as required by Kentucky state law and that they appropriately incorporate best practices and emerging standards, such as the World Wide Web Content (W3C) Web Content Accessibility Guidelines.

Specifically the guidelines require:

1. All postsecondary eServices must meet Federal Section 508 Web-based Intranet and Internet Information and Applications Standards (36 CFR 1194.22) and should additionally meet the Level 1 of the W3C Web Content Accessibility Guidelines (WCAG) 2.0 Guidelines.

2. All institutions must have in place a deadline for accessibility compliance, a process and timeline to regularly review accessibility status of electronically supported services and instruction, and specific consequences for non-compliance.

3. A disclaimer of compliance will be included on all pages of institution Web sites associated with postsecondary institutions.

4. Each postsecondary institution should initiate an ongoing training and monitoring program for faculty and staff that will ensure compliance with Section 508 and ADA.

5. Each postsecondary institution should establish a process for reporting and responding to complaint issues.

6. Each postsecondary institution should review and report on effectiveness of accessibility policy and procedures on a regular basis.

Staff preparation by Myk Garn

Governor's ADA Taskforce for Postsecondary Institutions Guidelines for the Accessibility of Electronically Delivered Instruction and Services

The Governor's ADA Taskforce on Postsecondary Education was appointed with the goals and commitment to ensure that public postsecondary institutions in Kentucky are providing equal educational opportunities and full participation for all persons with disabilities. It is the position of the Taskforce that no otherwise qualified person with a disability be excluded from participating in any Kentucky postsecondary institution programs or activities, be denied the benefits of any Kentucky postsecondary institution programs or activities, or otherwise be subjected to discrimination with regard to any Kentucky postsecondary institution programs and activities.

Federal Law, specifically Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, establishes the foundation for equal educational opportunity. These regulations define a person with a disability as any person who: 1) has a physical or mental impairment which substantially limits one or more major life activities; 2) has a record of such an impairment; or 3) is regarded as having such an impairment.

Kentucky state law (K.R.S. § 61.982) states that information technology equipment and software used by employees, program participants, or members of the general public must "provide individuals with disabilities…with access, including, but not limited to interactive use of equipment and services, that is equivalent to the access provided individuals who are not disabled…"

The following guidelines apply to all electronically delivered services utilized by institution faculty, staff, or students (including websites, distances learning courses, web-enhanced courses, and services such as online registration, e-mail, grade distribution).

A. Statutory Requirements:

1. **All postsecondary services and instruction that are delivered electronically should comply with federal accessibility standards as required by Kentucky state law.**

   The Taskforce recognizes compliance with Kentucky's Accessible Information Technology Act, (http://www.ittatc.org/laws/stateLawAtGlance.cfm) KRS 61.980-61.988 requires electronically supported services and instruction at all postsecondary institutions be in "…compliance with nationally accepted accessibility and usability standards such as those established by Section 255 of the Federal Telecommunications Act of 1996 and Section 508 of the Federal Workforce Investment Act of 1998;"

B. Additional Taskforce Recommendations:

1. **All postsecondary eServices must meet Federal Section 508 Web-based Intranet and Internet Information and Applications Standards (36 CFR 1194.22) and should additionally meet the Level 1 of the W3C Web Content Accessibility Guidelines (WCAG) 2.0 Guidelines.**

   Complying with Section 508 and meeting the WCAG Priority I will allow most individuals with disabilities access to the websites, distances learning courses and web enhanced courses. To ensure that all individuals with disabilities have access, it is recommended

that Level 2 and Level 3 should be attempted and met to the extent feasible. In the event that a particular functionality of any eService cannot meet both Section 508 and WCAG standards due to conflict or technical infeasibility, Section 508 shall supercede and should always be met as a minimum requirement.

2. **All institutions have in place a deadline for accessibility compliance, a process and timeline to regularly review accessibility status of electronically supported services and instruction, and specific consequences for non-compliance.**

   A plan to resolve any accessibility issues identified in the review process should also be in place. The reviews should be conducted on a regular basis and the consequences for identified accessibility issues should be specific, i.e. inaccessible websites or features might be required to be revised within a specific period of time after notification or be subject to removal from an institutional server.

3. **A disclaimer of compliance will be included on all pages of institution websites associated with postsecondary institutions.**

   The disclaimer should state that every effort has been made to make the website accessible and is continually updated as needed. It should also include a contact person if an individual finds some page inaccessible. (Example: "This website is in compliance with Section 508 and WCAG 2.0 Level 1 guidelines. If you find it to be inaccessible, please contact the Webmaster.")

4. **Each postsecondary institution should initiate an ongoing training and monitoring program for faculty and staff that will ensure compliance with Section 508 and ADA.**

   Training programs should be developed and offered yearly to train and update faculty and staff. Each postsecondary institution is responsible for developing a process to monitor and maintain the accessibility of websites, distance-learning courses, and web-enhanced courses. The procedures for monitoring and maintaining accessibility will be documented in their compliance guidelines.

5. **Each postsecondary institution should establish a process for reporting and responding to complaint issues.**

   This process should be clear to users allowing them to communicate difficulties with the websites, distances learning courses, and web enhanced courses directly and quickly to the institution. One recommended way to ensure compliance is to establish a monitoring panel to address the complaints. Depending on the nature of the complaint, the following representatives should be considered for this panel: Dean of Students, Dean of Academics, Faculty chairperson or designated representative of the Department offering course(s) if the question is course related, Webmaster, Distance Learning Coordinator, and/or Disability Service Coordinator.

6. **Each postsecondary institution should review and report on effectiveness of accessibility policy and procedures on a regular basis.**

   Institutions should establish periodic reviews of accessibility policy and procedures to ensure they reference and reflect current regulations, standards, guidelines, and user needs as well as a process for identifying and making interim changes when required.

BEST EXPECTATIONS PROGRAM

The Best Expectations Program (BEP) provides students with physical or hidden disabilities the tools and skills needed to succeed in school and life. This program under the direction of Academic Advising and Retention concentrates on student engagement, advising, tutoring and social and cultural activities. At WKU we believe in order for our faculty, staff and students to understand and achieve our maximum potential we must be exposed to and understand retention efforts in its simplest forms in terms of definitions and values. Through detailed and researched retention planning strategies our students with disabilities are provided with services and tools for positive social engagements in campus activities and for academic success through personal achievement.

PROJECT A.C.C.E.S.S.

State law requires textbook publishers to provide students with disabilities books in an alternative format. Unfortunately this process of turning books into tapes is inadequate and lacks time efficiency. Program A.C.C.E.S.S. has been created for students with disabilities in order to provide an effective alternative. This process is conducted internally to ensure an expedient outcome. Once the CD is completed students register with the digital book program Read & Write Gold 6. This service is free and also provides students with a speaking spell checker, auditory feedback as the user types, word prediction, automatic correction, homophone discrimination, word by word highlighting when speaking, marked block of text, read on screen text, and specialized dictionaries.

THE KELLY AUTISM PROGRAM

The Kelly Autism Program, in conjunction with the EO/504/ADA Compliance department serves individuals diagnosed along the Autism Spectrum continuum. The three primary goals of this program are fostering and promoting independence, productivity and community involvement. *The Circle of Support* model at WKU has been created to offer coordinated services to meet the needs of students diagnosed with Asperger's Syndrome. Services offered include, but are not limited to, dorm accommodations, books on CD, testing accommodations, and advising services through the Best Expectations Program. These services provide students with the necessary skills required to receive a degree while simultaneously giving students tools to effectively function outside of the university.

COLLABORATIVE PROGRAM ASSESSMENT

According to the Office of Equal Opportunity at WKU, approximately 1,500 students come to college with a disability. Students must be reevaluated one year after graduation to continue to receive disability services. Psychologists located in Louisville and other equally distant locations often conduct the assessments. Due to the creation of a Clinical Psychology Program at WKU, the university has signed as a vendor with Vocational Rehabilitation Services to conduct psychological exams and learning disability assessments. These assessments identify a student's disability as learning, mental, or psychological. This collaborated effort offers students an

assessment at a reasonable cost with a testing site close to campus. The Equal Opportunity office will provide testing space for this assessment in October.

PEER MENTORING

Peer mentoring involves students helping students. This program brings students together to help each other achieve social and academic success. Students offer personal areas of strengths to students who lack skills in the same area. This collaboration can often work as a symbiotic relationship, with each student mutually helping the other student. This type of mentoring raises student's self-esteem, enhances self-concept and aids in academic retention.

TESTING ACCOMODATIONS

The goal of providing testing accommodations is to minimize the impact of the student's disability.   Only the service provider limits types of testing accommodations offered. Accommodations provided to students with disabilities should be provided through out each student's academic career. The eight most frequently provided services are extended time, reader services, scribe services, oral examinations, adaptive equipment, test clarification, modification of test response format and environmental control.

# Students Receiving Disability Services Enrolled at WKU: Fall 2000 - Fall 2004
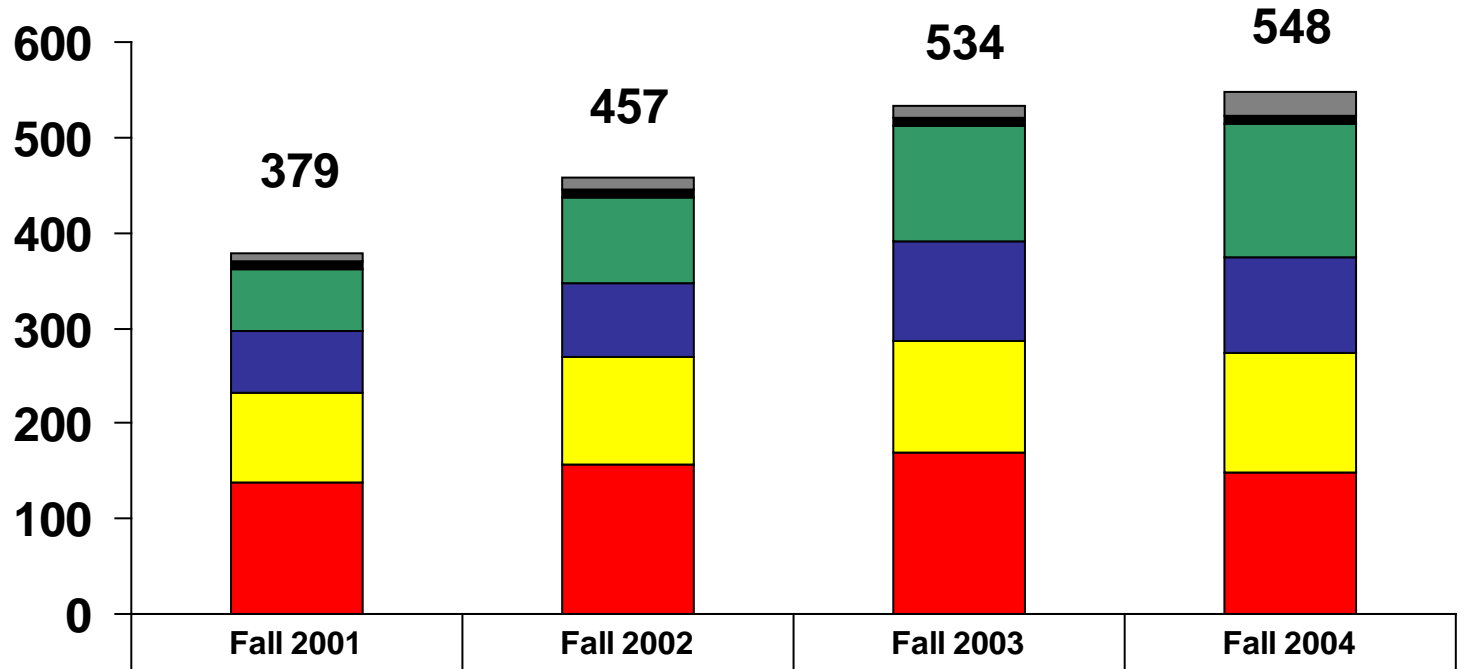
	Fall 2001	Fall 2002	Fall 2003	Fall 2004
Graduate Students	8	12	14	26
Other U-Grad	10	8	7	8
Seniors	65	90	123	140
Juniors	63	78	104	100
Sophomores	95	112	117	125
Freshmen	138	157	169	149

One-Year Retention Rates* of Students Receiving Disability Services at WKU: 2001/02-2003/04
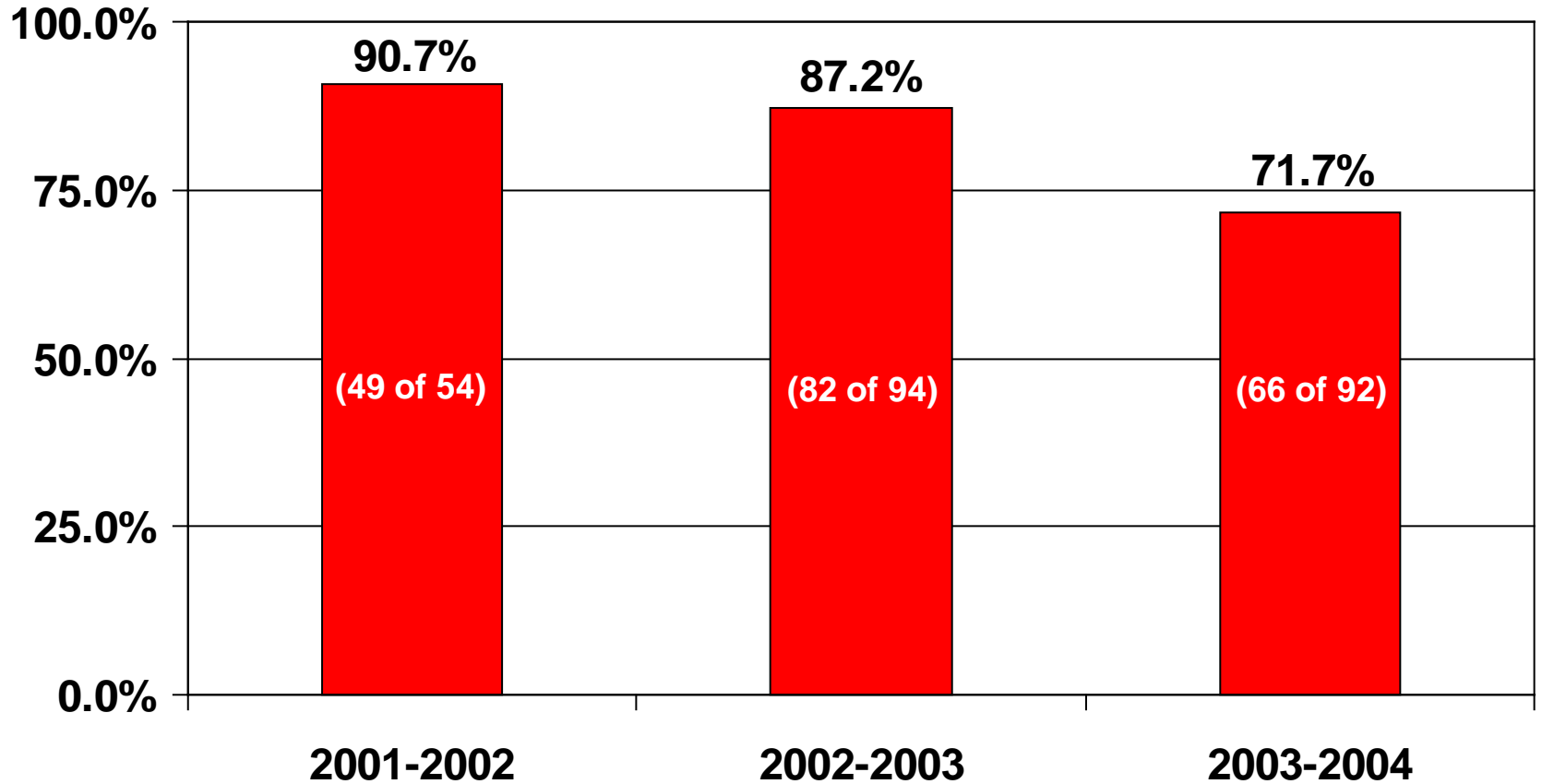
*Retention rates include only first-time, first-year students who return to WKU the following fall.

Students Receiving Disability Services Who Graduated from WKU: 2001/02-2004/05*
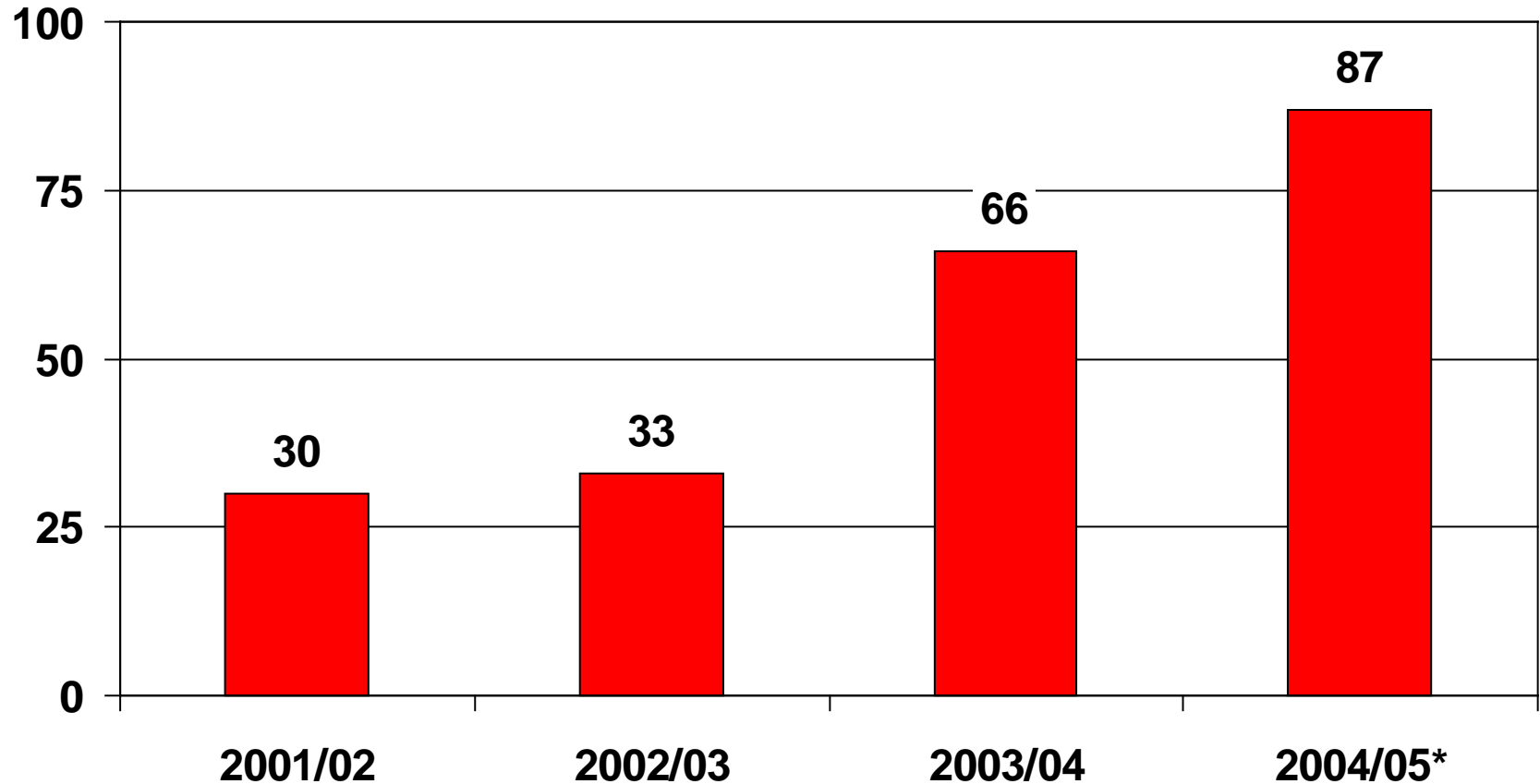
*Preliminary

Master of Arts in Teaching World Languages University of Kentucky

Universities are required to submit all new degree programs in teacher preparation to the Council for approval. The Master of Arts in Teaching World Languages proposed by the University of Kentucky will help meet a need for qualified foreign language teachers in Kentucky.

Action: The staff recommends that the Council approve the Master of Arts in Teaching World Languages (CIP 16.0101) proposed by the University of Kentucky.

The University of Kentucky proposes a Master of Arts in Teaching World Languages with simultaneous initial certification in foreign language education, as specified by the Education Professional Standards Board. The program will help the state satisfy a shortage of world language teachers in high schools, due in part to a 2003-04 mandate requiring all college-bound students to complete two years of world language instruction. The program is consistent with the university's prioritization of international studies and teacher preparation as areas of future development, as outlined in its strategic plan. The ultimate mission of the program is to prepare teachers who are well qualified to teach students how to communicate effectively in an increasingly global society, making them better-informed citizens while enhancing Kentucky's economic position in the global marketplace.

The proposed program differs from the existing program leading to a Master of Arts with initial certification in foreign language education, a program it is intended to replace. The new program will be centered in the College of Arts and Sciences instead of the College of Education, though education faculty will continue to teach a number of course requirements. The program will offer increased flexibility by accepting students—such as emergency-certified teachers, teachers wishing to obtain certification in a second language, or part-time students seeking professional development—who cannot complete the curriculum as part of a single student cohort in the span of a summer, an academic year, and a second summer. Initially, the program will offer options in French, German, Latin, Russian, and Spanish instruction for P-8 and 9-12 teachers separately, with the goal of adding Arabic, Chinese, and Japanese as language faculty in the state develop the requisite certifications.

The program meets the American Council on the Teaching of Foreign Language program standards, the EPSB new teacher standards for preparation and certification, the EPSB standards

for experienced teachers, and national performance standards. The University of Kentucky's Board of Regents approved the program at its June 14, 2005, meeting.

The University of Kentucky will collaborate with similar programs at Murray State University, the University of Louisville, and Western Kentucky University in such areas as course design, supervision of student teachers, and the formation of a statewide consortium charged with the professional development of Kentucky's world language teachers.

Staff preparation by Melissa McGinley

Status Report on Student Transfer

A memorandum of agreement for the newly constructed transfer framework in business will be signed by public institutions' chief academic officers at their July meeting. The framework will streamline the transfer process for the more than 300 students from the Kentucky Community and Technical College System who transfer into a business-related degree each fall. KCTCS students who complete the 60 hours of coursework identified by the framework will be able to transfer those hours to any of the 14 business degree programs offered at Kentucky's public four-year institutions. This new "field of study" framework is an improvement from the existing frameworks whose coursework is transferable to only one degree program. This framework complements the statewide 2+2 transfer framework in technical education. Education and business are among the most popular areas for transfer.

The business deans at each of Kentucky's public universities and KCTCS representatives have been working with Council staff on this framework over the past year. They are to be congratulated for their hard work to better meet the needs of transfer students. Additional "field of study" frameworks are planned for development over the coming year.

Update on Development of Completer Degrees

In May 2004, the Council on Postsecondary Education approved a recommendation from the Seamlessness Policy Group that requires all public universities to plan and develop a completer degree. This degree allows graduates from any KCTCS associate degree program, including Associate of Arts (AA), Associate of Science (AS), and Associate of Applied Science (AAS), to transfer to the university and complete a baccalaureate degree in the normal number of hours required by the institution for degree completion. The completer degree can be an adaptation of an existing degree program or a newly created program. The following is an update on each institution's progress toward the development of a completer degree.

Eastern Kentucky University: EKU's Bachelor of General Studies was designed to meet the requirements of the completer degree. The general studies degree supports the completion of the baccalaureate through the development of a student and advisor-designed interdisciplinary curricula from a variety of course offerings. Students completing the AA/AS or AAS degree at KCTCS can complete this baccalaureate in an additional two years (68 hours) of study.

Kentucky State University: KSU's Bachelor of Arts in Liberal Studies/General Studies Option, provides an alternative program of study for associate degree holders that allows them to complete coursework in a broad area of concentration (for example, arts, humanities, social and behavioral science, natural science, business, education, technology, and health). The program is

open to all associate degree completers and requires a 2.0 grade point average. With this program, students can complete the bachelor's degree in 128 hours.

Morehead State University: MoSU's Bachelor of University Studies/Completer Degree Option allows students with an AA/AS or AAS degree from KCTCS to complete the baccalaureate in an additional two years (64 hours) of study. Students entering the program complete additional coursework in their chosen field of study, including liberal arts, professional communication, human services, and organizational leadership.

Murray State University: MuSU's Bachelor of Independent Studies program accommodates the academic needs of associate degree completers by providing more flexible degree options and alternative methods of earning credits. Correspondence courses, telecourses, and Web courses can all apply to fulfill degree requirements of this baccalaureate degree. The Capstone Option of the BIS is designed for students completing an applied associate degree at KCTCS. Students pursuing this option receive credit for technical and occupational coursework and complete their baccalaureate through additional study in a field of interest.

Northern Kentucky University: NKU's Bachelor of Organizational Leadership is a completer degree that focuses on the knowledge and skills needed for business and organizational studies. It allows associate degree holders to complete the baccalaureate degree in two additional years (not more than a total of 128 hours).

University of Kentucky: UK has experienced a change in provosts and has not yet submitted the Council with a plan for a completer degree.

University of Louisville: UofL's Bachelor of Science in Occupational Training and Development focuses on preparing students for designing, delivering, and evaluating job-related training and interventions. Students are awarded credit for associate degree completion, technical courses, specialized training, or documented learning experiences in a work environment. Students transferring into the program can complete it in the typical number of hours required for a baccalaureate. The program's specific content focus may make it less useful for some associate degree completers.

Western Kentucky University: WKU offers the Bachelor of General Studies degree, which meets the guidelines for a completer degree. Students from any associate degree program may qualify for admission to this program and it can be completed within the normal number of hours required for the typical baccalaureate degree. Additionally, WKU offers two targeted completer type degrees: the Bachelor of Applied Technology and the Bachelor of Computer Information Technology. The former program was specifically developed to enable graduates of two-year technical programs to apply their coursework to a baccalaureate degree.

Staff preparation by Deborah Jackson

BIO Kentucky 2005 Summary

BIO (Biotechnology Industry Organization) 2005 took place June 19-22 in Philadelphia. BIO represents more than 1,000 biotechnology companies, academic institutions, state biotechnology centers, and related organizations in all 50 states and 35 other nations. BIO centers are involved in the research and development of health care, agricultural, industrial, and environmental biotechnology products. For the sixth year in a row, Kentucky participated with a booth in the exhibit hall.

History

In 1993, when there were but a handful of biotechnology drugs on the market and the sequencing of the human genome was incomplete, two small Washington-based biotechnology trade organizations merged to create the BIO organization. Attendance at the first conference held in 1993 was 1,400. In 2004, attendance at BIO was over 18,000 with representatives from over 50 countries. Since 1993, the number of approved biotechnology and vaccine products has grown to an estimated value of $14 billion.

Industry Parameters

Although venture capital investment in technology and communications has plummeted since the "Internet Bubble" burst in 2001, the biotech industry still remains attractive to investors. In 2002, biotech firms raised $2.79 billion in venture capital (14.4 percent of all venture capital), up from only 4.4 percent of all U.S. venture capital investment in 2000. In 2003, that proportion rose to 19.9 percent.

Over 100 state and local economic development entities within the United States have designated "life sciences" as a targeted area for future economic development. In 2004, Ohio legislatively designated $1 billion for life sciences/bio development within the state. California has appropriated $3 billion solely for stem cell research.

The biotech sector is extremely knowledge-intensive. Close to 50 percent of the CEOs in U.S. biotechnology companies possess doctoral degrees and more than 80 percent of biotech research and development officers hold doctoral credentials. The recent Association of University Technology Managers (AUTM) annual survey of university technology licensing reported that 80 percent of the gross license income received by U.S. universities is derived from innovations/inventions related to the life sciences.

Kentucky BIO 2005

Given the intense American and global competition for bio/life sciences, Kentucky requires a strategic and focused approach to ensure the future growth of this sector within the Commonwealth. In 2004, Governor Fletcher attended the BIO Conference in San Francisco. Following that visit, the Governor appointed the Governor's Life Sciences/Biosciences Consortium and charged that diverse group to make recommendations regarding the development of a "comprehensive and coordinated statewide strategy for biotechnology" within the Commonwealth.

The consortium, in a soon-to-be-released report, identified four niche areas in which Kentucky might excel due to existing expertise, research in progress, economic clusters, emerging commercialization, and leveraged investment.
Those areas are: (1) natural products, (2) medical devices, (3) health technology services, and (4) niche pharma and niche biotechnology.

Those four areas have been utilized as the framework for the construction of a strategic marketing initiative to advance Kentucky's bio/life sciences agenda. For the first time at BIO, Kentucky has a generic marketing piece that represents the collaborative efforts of higher education, state and local government, and the business and professional community to successfully market Kentucky as a desirable place for bio/life sciences economic initiatives. Following the BIO 2005 conference, a more comprehensive marketing brochure will be developed by the BIO Executive Committee in consultation with Kathy Keadle who designed the current marketing card entitled "Follow the Bio Race to Kentucky."

The goals for Kentucky's participation in BIO 2005 included:

- Attract business to Kentucky.
- Showcase the Commonwealth, its universities, communities, and businesses.
- Highlight Kentucky's niche capabilities and opportunities.
- Attract researchers and entrepreneurs to Kentucky.
- Mobilize additional venture capital investment in the Commonwealth.
- Introduce Governor Fletcher to key people and businesses at BIO 2005
- Evaluate booth options for BIO 2006.
- Create a comprehensive BIO follow-up system coordinated through the Kentucky Council on Postsecondary Education.

Summary

- Close to 1,000 contacts were generated at the Kentucky booth. Strategic follow-up will be coordinated through Dr. Allyson Handley at CPE. Randy Overton and Pegge Woolums provided logistical expertise and oversight. The BIO 2005 Executive Committee (representing academia, private industry, and public local entities) served as the official design and execution team for the exhibit.

- Governor Fletcher attended the conference including several strategic business development meetings and hosted a highly successful Governor's Reception for 250 plus guests including industry executives and entrepreneurs representing potential Kentucky business opportunities.
- A record number of partners and sponsors (19) participated in the BIO 2005 booth due to the focused efforts of Charlie Grizzle and Riggs Lewis, members of the BIO executive committee. For the first time, a joint marketing piece highlighting Kentucky's niche strengths and the sponsors/partners was distributed.
- The Department for Commercialization and Innovation within the Cabinet for Economic Development through the Kentucky Economic Development Finance Authority (KEDFA) provided $100,000 matched funds toward the BIO 2005 booth and marketing plan.
- Kentucky Science and Technology Corporation served as the fiscal agent for the Kentucky BIO 2005 initiative.
- In addition to the current partners/sponsors, a particular focus on existing Kentucky biotech companies (Alltech, Sygen, Zanodyne, etc.) will characterize the BIO 2006 solicitation process for additional participants.
- Planning for Kentucky BIO 2006 (April 9-12 in Chicago) is underway. The BIO 2006 Executive Committee is expanding and will include the new Commissioner for Commercialization and Innovation, Deborah Clayton.

Staff preparation by Allyson Handley

Council on Postsecondary Education
July 18, 2005

UK's Top 20 Business Plan

University of Kentucky President Lee Todd will make a brief presentation at the July 18 meeting on UK's Top 20 Business Plan.

Staff preparation by Tom Layzell

2005-06 Agency Operating Budget

Action: The staff recommends that the Council approve the Fiscal Year 2005-06 agency operating budget.

The 2005 General Assembly enacted House Bill 267, which provides appropriations to the Council of $215,758,700 for FY 2005-06.

General Fund	$189,386,700
Tobacco Settlement Funds	5,421,300
Restricted Funds	1,851,300
Federal Funds	19,099,400
TOTAL	$215,758,700

The FY 2005-06 Agency Operating Budget details revenues (including both appropriations and carry-forward amounts) and expenditures proposed for FY 2005-06, and presents comparative information from FY 2004-05.

The Council operates four major budget areas: Operations, Pass-Through Programs, Strategic Initiative and Incentive Funding Programs, and Federal Programs.

Within each of these areas, additional financial and narrative detail is provided. The Operations budget is presented as a consolidated agency operations budget, which includes operating funds for Agency Operations, KYVU/KYVL, and Kentucky Adult Education. Strategic Initiative and Incentive Funding Programs include all trust funds and funding programs.

The proposed budget is divided into five sections:

Section 1 - Agency Summary
Section 2 - Operations
Section 3 - Pass-Through Programs
Section 4 - Strategic Initiative and Incentive Funding Programs
Section 5 - Federal Funds

Staff preparation by Sandra Woodley, Diann Donaldson, and Ed Sergent

Council on Postsecondary Education
July 18, 2005

New Council Web Site

The Council now has an improved presence on the World Wide Web located at http://cpe.ky.gov. Information on the new Council site has been updated, expanded, and reorganized. Various items throughout the new Web site are associated with one or more of the Five Questions using icons. A list of Council initiatives under each question also is available.

The new Council Web site contains approximately 460 pages of expanded content organized into nine sections. Other features of the new site include daily national and local news clips, links to legislation and policies related to postsecondary and adult education reform, a special section for students to learn more about planning for college, and a site-based Google search engine.

The new site launched June 16, 2005, was built by the Council staff in partnership with Kentucky.gov. The site operates on Kentucky.gov's Microsoft Content Management Server, which is offered free to agencies as part of a contract with the Commonwealth of Kentucky.

Staff preparation by Kimberly Drummond

Council on Postsecondary Education
July 18, 2005

Council Policy Groups

Action: The staff recommends that the Council policy groups described below be approved for 2005-06.

Much of the work of the Council is dependent on the initiatives and efforts of its policy groups. The following policy groups are recommended for 2005-06. The recommended groups replace those utilized during 2004-05.

Affordability Policy Group
John Turner, chair
Phyllis Maclin
Charlie Owen
Joan Taylor
Sandra Woodley, Council staff

Quality and Accountability Policy Group
Peggy Bertelsman, chair
Walter Baker
Susan Guess
Phyllis Maclin
Joan Taylor
Gene Wilhoit
Jim Applegate, Council staff

Research, Economic Development, and Commercialization Policy Group
John Hall, chair
Kevin Canafax
Dan Flanagan
Esther Jansing
Alois Moore
Allyson Handley, Council staff

Funding Policy Group
Charlie Owen, chair
Walter Baker
Kevin Canafax
Dan Flanagan
Alois Moore
Joan Taylor
Sandra Woodley, Council staff

Role of Board Members
John Turner, chair
Susan Guess
Tom Layzell, Council staff

Communication with Legislators and Public Officials Policy Group
Walter Baker, chair
Dan Flanagan
Esther Jansing
Phyllis Maclin
Lee Nimocks, Council staff

The Council chair will serve as an ex-officio member of each group. The new student and faculty members will be assigned to a policy group after their appointment to the Council. Each policy group will determine its meeting schedule.

Staff preparation by Tom Layzell