

CPE Retreat
August 14-15, 2006
Embassy Suites, Lexington, KY

AGENDA

Monday, August 14

- 11:30 am CPE Executive Session to discuss CPE annual president evaluation
Paris Room
2nd Floor
- 12:15 pm CPE Members' Luncheon with the Committee on Equal Opportunities (no agenda)
Bourbon Room
- 1 pm 1. Policy Group Memberships
Clark Room
2. 10-Year Anniversary of Reform
3. Draft 2020 Educational Attainment Goals
 – Educational Attainment Issue Paper
- 1:45 pm BREAK
- 2 pm 4. Budget & Finance Policy Group
 – Business Plans Issue Paper
 – Capital Construction and Facilities Management Issue Paper
 – Nonresident Students Issue Paper
 – Other
- 3:45 pm BREAK
- 4 pm 5. Quality and Accountability Policy Group
 – Draft KYVU Strategic Plan
 – Accountability and Performance Issue Paper
 – Student Preparation Issue Paper
 – Collaboration/Technology Issue Paper
 – Equal Educational Opportunity Issue paper
 – Other
- 6 pm Reception
Hotel lobby
- 7 pm Dinner
Bourbon Room

Tuesday, August 15

- 8 am 6. Research, Economic Development, and Commercialization Policy Group
Clark Room
 – STEM P-20 Pipeline Initiative Issue Paper

- Statewide Translational Research and Economic Development Issue Paper
- Other

10 am

Adjourn

CPE Policy Group Structure

Budget and Finance Policy Group

Dan Flanagan, chair
Walter Baker
Alois Moore
John Turner
Ron Greenberg, ex officio

Quality and Accountability Policy Group

Mark Wattier, chair
Peggy Bertelsman
Phyllis Maclin
Joan Taylor
Gene Wilhoit
Ron Greenberg, ex officio

Research, Economic Development, and Commercialization Policy Group

John Hall, chair
Kevin Canafax
Ryan Quarles
Jim Skaggs
Ron Greenberg, ex officio

Executive Committee Ad Hoc Subcommittees

Communication with Legislators and Public Officials Subcommittee

Walter Baker, chair
Dan Flanagan
Phyllis Maclin

Role of Board Members Subcommittee

John Turner, chair

Audit Subcommittee

Peggy Bertelsman, chair
Dan Flanagan
Alois Moore
Jim Skaggs
Mark Wattier

August 2006




**KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION**

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Governor

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Thomas D. Layzell
President

TO: Members, Council on Postsecondary Education

FROM: Thomas D. Layzell 

DATE: August 9, 2006

As you may be aware, May 2007 marks the tenth anniversary of the passage by the Kentucky Legislature of the Postsecondary Education Improvement Act of 1997. Commonly referred to as House Bill 1, this landmark legislation undertook systemic higher education reform, provided base and trust funding, and created the Council on Postsecondary Education. In recognition of the anniversary, CPE staff has begun to develop activities that will highlight the scope and impact of House Bill 1. Plans and activities will be coordinated with the respective celebrations of KCTCS and the Prichard Committee.

Enclosed you will find sample copies of draft materials for discussion regarding the ten-year anniversary of Kentucky higher education reform. Discussion items include:

- a. Theme – “Progress and Potential: Celebrating a Decade of Reform”
- b. Proposed Honorary Committee
- c. Draft of Suggested Strategies
- d. Sample graphic materials

Enclosures

Proposed Ten-Year Anniversary Honorary Committee

Institution/Organization	Representative	Contact	Yes/No
Governor's Office	Governor Fletcher Glenna Fletcher Stan Cave Robbie Rudolph		
House	Jim Callahan Jody Richards Harry Moberly		
Senate	David Williams Dan Kelly		
CPE	Tom Layzell Ron Greenberg Peggy Bertelsman John Hall Leonard Hardin Walter Baker Norma Adams		
Prichard Committee	Bob Sexton Bill McCann		
Education Cabinet	Ginni Fox Laura Owens		
KDE	Gene Wilhoit Linda France Keith Travis		
Patton Administration	Gov Paul Patton Crit Luallen		
Higher Education	Jim Ramsey		
AIKCU	Gary Cox		
KCTCS	Mike McCall Keith Bird		
Business Community	Martha Johnson David Jones Charles Whitehead Billy Harper Billy Joe Miles		
Community Leaders	Sylvia Lovely Dave Adkisson		
State Agencies	Gene Strong Edward Cunningham		
Student & Alumni Organizations	TBD		

10 Year Anniversary of Kentucky Postsecondary Education Reform

	Estimated Date	Sponsor	Notes
Committee Structure			
Form steering committee	July-06	Allyson	
Form institutional committee	August-06	Allyson	
Form honorary committee	August-06	Allyson	
External Reviews			
External study on reform (like NCHEMS 5-year update)			Pritchard Committee sponsor?
Policymakers' survey (similar to Illinois)			
Branding			
Develop reform logo and theme	July/Aug 06	Steering committee	Proposed Theme: Progress and Potential: Celebrating a Decade of Reform
Tie major Council activities such as Trusteeship Conference into the anniversary of reform			
Develop a graphical reform timeline with key milestones and projected milestones			
Archival Media			
Reform history documentary	August-06	Myk	Approach KET about producing this as public service
Oral history project			
Web Marketing			
Design a reform showcase on the CPE Web site to highlight institutions/P-16/system accomplishments, etc.	Begin development August 06; unveil at Trusteeship conference?	Kim/Sue/new Web designer	Pending hiring of new Web designer
Ask partners/institutions to link to our reform section	TBD		
Incorporate audio/video from oral history and reform timeline on Web site	TBD		
Develop online banner ads for institutions/partners to use on their Web sites	TBD		

10 Year Anniversary of Kentucky Postsecondary Education Reform

	Estimated Date	Sponsor	Notes
Print			
Accomplishments of 10 years of reform booklet	Begin development July 06; unveil at Trusteeship conference?	Kim, Sue	Purpose: Showcase accomplishments of reform
Calendar card to list events of anniversary and participating partners		Steering committee	Purpose: Encourage partner participation
Recognitions			
Launch Progress and Potential Awards	Trusteeship Conf. 07	Steering committee/Admin	Categories, criteria and types TBD
Focused Press Effort			
Op-ed--big picture	May-07	Tom	
Op-ed on reform		President of Council of Presidents/former CPE chairs/other	
Editorial boards	April - May 2007	Tom	
Simultaneous reform events on campuses	May or 9/1/2007	PROs	
Visible re-commitment to reform	Sept. 06 or May 07	Presidents, Tom, CPE	
Showcase of Reform Series of news releases	May - October 2007		
Letter to the editors	May, September 2007	IAC, others	
Events			
Trusteeship Conference (expand to include a regional SREB conference on reform)	September-07		
Presentations at national conferences	January - December 2007		
Postsecondary Education Day	May-07		
Partnerships			



1997-2007

Progress & Potential

Celebrating A Decade of Reform

1997-2007

Progress & Potential



Celebrating A Decade
of Reform

1997

1998

1999

2000

2001

2002

2003

2004

2005

2006

2007

Kentucky Council on Postsecondary Education
 Revised Institution and Systemwide 2020 Targets
 August 3, 2006

The Council on Postsecondary Education's 2020 institution and systemwide bachelor's degree and enrollment targets were revised after a series of campus meetings with representatives from public and independent institutions during May - July 2006. These revisions reflect the primary comments that staff received, especially concern over the number of transfer students targeted and the role of independent institutions in the previous projections. These 2020 targets will be used for additional planning purposes and are scheduled to be recalculated in 2008.

Changes between the old and new models:

- ▶ Number of transfers from KCTCS to four-year institutions reduced.
- ▶ Institutional distribution in the comprehensive sector recalculated to take into account projected population growth in each institution's service region.
- ▶ Role of independent institutions increased.
- ▶ Alignment with institutional strategic plans improved.

Revised Institution and Systemwide Targets

Bachelor's Degrees Produced	2004 Bachelor's degrees	2020 degree targets	% change from 2004
Eastern Kentucky University	1,678	3,397	102%
Kentucky State University	214	542	153%
Morehead State University	991	1,799	82%
Murray State University	1,440	2,834	97%
Northern Kentucky University	1,421	3,149	122%
Western Kentucky University	2,116	4,324	104%
University of Kentucky	3,373	6,349	88%
University of Louisville	1,890	3,043	61%
Independent Sector	4,092	8,231	101%
Total	17,215	33,669	96%
2020 Additional over 2004		16,454	

Enrollments (system-level)	2004 fall headcount undergrad enrollment	2020 enrollment targets	% change from 2004
Eastern	13,837	23,786	72%
KSU	2,183	4,463	104%
Morehead	7,762	11,994	55%
Murray	8,371	13,819	65%
Northern	12,070	22,520	87%
Western	15,846	27,481	73%
UK	18,492	31,873	72%
U of L	14,933	21,221	42%
KCTCS	81,990	115,841	41%
Independents	27,121	50,467	86%
Total	202,605	323,465	60%
2020 Additional over 2004		120,860	

Note: These system-level enrollments include the number of students who begin and remain at the institution, transfers in from KCTCS, and students who transfer out of a four-year institution to another four-year institution, public or private. In other words, students who transfer between four-year institutions are not actually transferred in the model, but remain in their first institution or sector.



Supporting Kentucky's eLearning Ecosystem

Strategic Plan of the Kentucky Virtual University 2006-2009

*Creating a technology-supported,
lifelong learning environment that
results in better lives for Kentucky's
people.*

(KYVU Vision 2006)

DRAFT – DRAFT – DRAFT – DRAFT – DRAFT – DRAFT – DRAFT

September 2006



Supporting Kentucky's eLearning Ecosystem

Strategic Plan of the Kentucky Virtual University 2006-2009

KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.

(KYVU Mission 2006)

**Supporting Kentucky’s eLearning Ecosystem
Strategic Plan of the Kentucky Virtual University: 2006-2009**

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**Supporting Kentucky’s eLearning Ecosystem
Strategic Plan of the Kentucky Virtual University: 2006-2009**

EXECUTIVE SUMMARY

Realizing and Evolving the Vision of 1997

Kentucky’s eLearning ecosystem has grown dramatically since 1997. In that year the framers of the Kentucky Virtual University (KYVU) foresaw significant growth and opportunity for technology to increase access, efficiency, and effectiveness in postsecondary education. Nine years later the realization of this vision is evident across the nation – the South – and in Kentucky.

Nationally, course enrollments in distance learning courses have risen. Even in 2000-01, the last national analysis, the number had risen to 3.1 million from 1.7 million in 1997-98¹. In 2005, 62.5 percent of all postsecondary education institutions offered online courses to undergraduates. In the 16 states of the Southern Regional Education Board (SREB) the penetration was even higher at an impressive 69 percent². In Kentucky all of the public postsecondary education institutions offer online undergraduate instruction. And Kentuckians are increasingly taking advantage of distance learning. Between fall 2002 and fall 2005 the number of students taking all their courses at a distance rose by 48 percent. In the 2004-2005 academic year 55 percent of all students receiving a degree or credential had taken at least one distance learning course during the previous four years.

Describing Kentucky’s eLearning Ecosystem

The scope of technology’s impact on education is increasing. Technology enables unprecedented levels of cooperation, sharing, and leveraging of expertise and resources changing once discrete roles and services into multi-partner collaborative opportunities. Use of the terms “eLearning” and “ecosystem” are a deliberate expansion and description of how KYVU must position itself to catalyze continued development and growth in Kentucky’s eLearning ecosystem.

The term “eLearning” or “electronic learning” encompasses a broad range of technologies used to teach. Using this term connotes an explicit inclusion of a much broader range of instructional activities, concerns, and opportunities with those of distance learning. While distance learning is certainly a

¹ Learning Opportunities: Distance Education at Postsecondary Institutions. NCES, 2004.

² Growing by Degrees: Online Education in the United States, 2005. Sloan Consortium (Sloan-C), March 2006.

prominent subset of eLearning, this term also aggregates uses of technology to support learning on-campus, at work, and at home as well.

Describing Kentucky's postsecondary education environment as an "ecosystem" is also intentional. In biological terms an ecosystem is a complex, dynamic community of individual groups, interacting with each other as a functional unit, plus the environment in which they live and react. Kentucky's eLearning ecosystem is no different. Across the virtual campus traditional "silo" activities of instructional design, development, delivery, and support are becoming increasingly consortial. From competency-based objectives to sharable content objects to course development teams – today's best practices in technology-supported instruction require coordination and collaboration. The result is a rapidly evolving symbiosis of innovation and potential integration that constantly challenges communities to reevaluate and rediscover their role in the ecosystem that is Kentucky eLearning.

KYVU's Role in eLearning

The state's official virtual campus opened its doors to students in the fall of 1999. KYVU partners with institutions and state agencies creating targeted entryways into online learning. Use of KYVU services has grown from less than 300 students in that opening semester to over 55,964 in the fall of 2005. Of these, 42,426 were served by Kentucky academic institutions. Enrollment in the not-for-credit courses offered within the KYVU infrastructure rose to 13,538. For the 2005-2006 academic year KYVU received and addressed 50,150 calls and emails through its Call Center and technical helpdesk services. On average, students who use KYVU services are 34 years old, about 70 percent of them are female, and over 75 percent are from a rural county. Even more significant, 28 percent of all students receiving a degree or credential in 2004-2005 had taken at least one distance learning course supported by KYVU.

When KYVU was established, online learning was in its infancy. Few institutions had the internet-based instructional experience, basic software, training, and technology services needed to teach online. During this incubation period KYVU provided statewide coordination, program development support, and became a service provider acquiring and providing applications and services to support integrated, statewide access to online learning. This included licensing and operation of course management software and the creation of the Kentucky Virtual Library. KYVU became an eLearning "utility." A model of Kentucky's postsecondary education eLearning environment during this period would resemble a pyramidal structure with KYVU leading statewide efforts and broadening out into individual institutional efforts (figure 1).

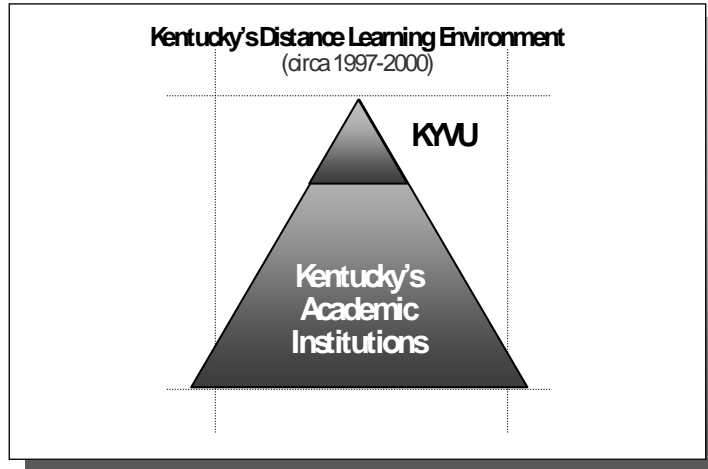


Figure 1

However, growth in Kentucky's eLearning ecosystem has not been the result of a KYU-centric model but through the discrete and confederated efforts of many players in an integrated and distributed eLearning ecosystem. From the presumptive epicenter of distance learning for the comprehensive universities as originally envisioned, KYU has become a supporter of statewide lifelong learning opportunities for a variety of academic, professional development, literacy, and workforce development instructional partners. This has meant changes to KYU services and new partners not originally envisioned in 1997, including partnerships with Kentucky Adult Education, Education Professional Standards Board (EPSB), the Kentucky Virtual High School, Kentucky GEAR UP, Early Childhood Development, Office of Employee and Organizational Development (OEOD), and the Kentucky Department of Criminal Justice Training. The new model of Kentucky's eLearning ecosystem reveals a significantly more symbiotic, collaborative, and interdependent model (figure 2).

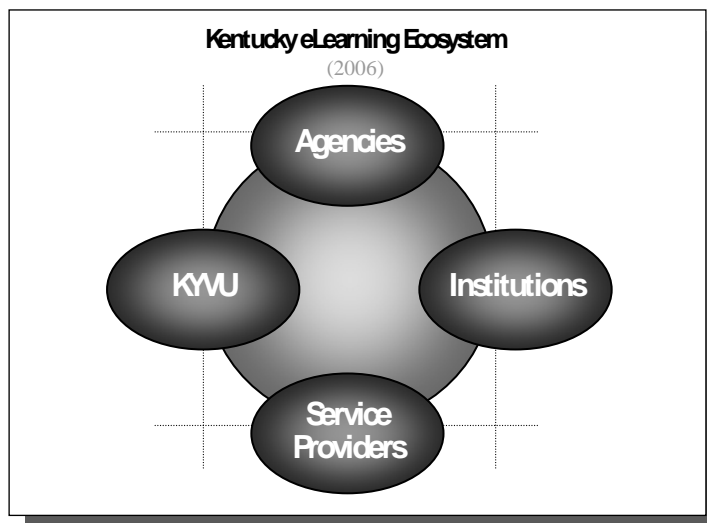


Figure 2

The needs for KYVU services are changing as the enterprise matures. Development of this strategic plan confirmed that while some newer partners still need such basic services as Web sites, course management software, and registration capabilities, many partners have become their own utilities, expertly managing core, mission-critical, production services without the need of KYVU. The need for KYVU to be a statewide, full-service eLearning utility is diminishing while the need for KYVU to support growth and innovation in Kentucky’s eLearning ecosystem is increasing.

Working with a broad spectrum of Kentucky’s eLearning experts over the past 12 months (see Appendix F: KYVU Strategic Planning Milestones & Timeline), KYVU has revisited and updated its vision, mission, and goals to reflect the changing needs, expectations, and opportunities of its constituencies. The strategic planning effort has included input from multiple constituencies. These groups included faculty, students, and representatives of Kentucky’s secondary, postsecondary, and state agency education communities. The result is the forward-looking revised KYVU mission directing Kentucky’s virtual campus to serve less as a utility and more “as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.”

KYVU’s New Strategic Direction

The role of KYVU is also integral to the aspirations and initiatives of the Council on Postsecondary Education. Kentucky’s Public Agenda for Postsecondary and Adult Education calls for a fundamental, profound shift in the way the postsecondary system approaches its work. The focus of the Council has been refined from an input focus that sought to add 80,000 students in postsecondary education to a more outcome-based goal of creating the plan and capacity to award an additional 800,000 bachelors degrees by 2020.

At the heart of this agenda are five questions emphasizing the importance of maintaining affordable, high-quality postsecondary opportunities leading to more certificates and degrees, better jobs, and more productive, meaningful lives. The KYVU vision compliments and supports the “One Mission: Better Lives for Kentucky’s People” mission of the Council. The goals and objectives of the KYVU strategic plan have been developed to achieve results that support the Public Agenda and its five questions:

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 more college graduates prepared for life and work in Kentucky?

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

eLearning in Kentucky has, and will continue to, exceed expectations. The impact of technology on Kentucky’s educational future will continue to broaden and deepen as KYVU pursues its vision to create a technology-supported, lifelong learning environment that results in better lives for Kentucky’s people (see Appendix A: Raising Mary). With new P-20 partnerships like the Kentucky Education Network and the award-winning³ statewide BlackBoard Course Management System Consortium, broad links have been forged between the Kentucky Department of Education, the Council on Postsecondary Education, public and independent postsecondary education institutions, and other state agencies. Kentucky’s critical mass of eLearning experience and expectations will result in more demand for and growth of eLearning instruction over the next three years than in the previous nine. This exponential growth will also result in increasing and evolving needs for high-quality, innovative eLearning services.

The KYVU strategic plan ensures KYVU will play a vital, symbiotic, and significant role in supporting Kentucky’s eLearning ecosystem and in meeting the goals of the Public Agenda. KYVU contributions will center around its roles as an advocate creating awareness of and expanding access to learning via eLearning, as a convener of partners leveraging resources and fostering collaborations, and a catalyst informing planning and decisionmaking and incubating eLearning innovation and excellence.

KYVU VISION STATEMENT

KYVU aspires to create a technology-supported, lifelong learning environment that results in better lives for Kentucky’s people.

KYVU MISSION STATEMENT

KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.

KYVU GOALS

EXPAND ACCESS: KYVU increases educational opportunities by using technology to overcome the barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed.

³ In April 25, 2006, KYVU, all public postsecondary institutions, the Education Cabinet, KDE, COT, and the Center for Rural Development. Received an award for Best IT Collaboration for their BlackBoard consortial license which will standardize online classroom environments. The peer-nominated “Best of Kentucky Technology Awards” were given by the Commonwealth Office of Technology (COT) and Government Technology magazine in recognition of the work, vision and drive of the state’s brightest public officials and IT professionals.

Key Outcomes: Reduction of digital divide issues and policy and practice barriers that prevent technology-based lifelong learning and increase the number of courses and programs available online.

FOSTER COLLABORATION: KYVU promotes statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning.

Key Outcomes: Increased communication and coordination of common events, initiatives, and opportunities across the P-16 educational and eLearning ecosystem including a statewide sharable content repository.

CREATE AWARENESS: KYVU attracts Kentucky's people to technology-based lifelong learning opportunities through marketing and serves as an information clearinghouse to the educational community.

Key Outcomes: Revised KYVU identity, comprehensive marketing plan, marketing tools, and services that increase enrollments via distance learning courses and programs and support retention in postsecondary education.

INFORM PLANNING & DECISIONMAKING: KYVU collects, analyzes, and uses statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning.

Key Outcomes: An eLearning research agenda and reporting that monitors, informs, and guides Kentucky's eLearning leaders.

INCUBATE eLearning EXCELLENCE: KYVU fosters innovative technologies that enhance the quality and accessibility of eLearning.

Key Outcomes: A innovative, catalytic incubator to support the investigation of instructional technologies and models that ensure effective, high-quality services and learning.

LEVERAGE RESOURCES: KYVU takes advantage of economies of scale through collaborative activities as a good steward of the public's resources.

Key Outcomes: Focused initiatives that identify, structure, and guide multi-partner efforts to explore, acquire, and manage statewide instructional technologies that result in cost-savings for Kentucky.

**Supporting Kentucky’s eLearning Ecosystem
Strategic Plan of the Kentucky Virtual University: 2006-2009**

KYVU: eLearning and Evolution

The KYVU is an operational unit of the Kentucky Council on Postsecondary Education (CPE). In May 1997, as the Kentucky Postsecondary Education Improvement Act was under debate in the General Assembly, the Commonwealth was forced to examine itself as a state mired in long-term poverty, with low college-going rates, a low wage structure, and historical out-migration of its citizens in search of better jobs and better lives. The act, or House Bill 1 as it is referred to, was the legislature’s attempt to marshal every means possible, financial, structural, and political, to increase college-going and success rates in Kentucky. One initiative, the creation of what is now called the Kentucky Virtual University (KYVU), was a consensus response to the need for a vehicle that would expand access to Kentucky’s existing and proposed new postsecondary education opportunities. It was not an effort to create a new college or university. Rather, the KYVU focus, from the beginning, has been to enhance access to accredited learning opportunities. Indeed, the original proposal for a “commonwealth virtual university” came from a committee of Kentucky’s college and university presidents who approved the initiative, and, as statutory members of the Distance Learning Advisory Committee (DLAC), have directed KYVU and statewide distance learning policy development ever since.

When it was created by the Kentucky General Assembly, the Commonwealth Virtual University, now KYVU, was envisioned as:

“...the academic programs made available to the citizens of the Commonwealth through the use of modern methods of communications and information dissemination as determined by the Council on Postsecondary Education after consideration of the recommendations of the Distance Learning Advisory Committee and the needs expressed by the regional advisory groups.”

The Kentucky Postsecondary Education Improvement Act of 1997 (excerpted in Appendix B) went on to propose that:

“The regional universities shall be the primary developers and deliverers of baccalaureate and master’s degree programs to be delivered by the Commonwealth Virtual University; however, this does not preclude the University of Kentucky, the University of Louisville, or independent colleges from offering baccalaureate and master’s degree programs or other course offerings, and community colleges and technical institutions from offering

associate and technical degree programs or other courses through the Commonwealth Virtual University.”

Thus, a founding intent of the KYVU was to make the educational offerings of Kentucky’s academic postsecondary education institutions available to Kentuckians. Once the act was passed, interpretation and implementation of its intent moved to the agencies and entities the General Assembly had determined most appropriate to manage the initiatives. In the case of KYVU, the act established the Council as the entity to:

“...determine the allocation of tuition, course offerings, source of courses, technology to be used, and other matters relating to the use of distance learning to promote education through the Commonwealth Virtual University” (House Bill 1, May 30, 1997).

Through consultation with Commonwealth Virtual University (CVU), workgroups (in areas such as academic services, faculty development, student services, and marketing) were established to provide input to the Council and, through debate in the forum of DLAC, the CPE staff developed the “Policy Statement Guiding Development of the Commonwealth Virtual University.” This policy statement was passed as a recommendation by DLAC and approved by the Council July 13, 1998 (see Appendix C). While broad and detailed in its delineation of CVU roles, responsibilities, and audiences, an essential paragraph of the three-page document captures the key mission and objectives for the CVU at that time:

“The mission of the CVU is to be a student-centered, technology-based system for coordinating the delivery of postsecondary education that meets the needs of citizens and employers across the Commonwealth. Through enabling policies and appropriate technologies, the CVU shall consist initially of three primary components: (1) a clearinghouse for quality distance learning opportunities provided by existing institutions within and outside the state, primarily certificate and degree programs; (2) competency-based credentialing; and (3) a single point of access to statewide student library and academic support services” (CPE, July 13, 1998).

This “policy statement” (in its entirety) is the most recent comprehensive mission statement formally approved for the KYVU by DLAC and the Council. In the intervening years informal changes were made in the way KYVU expressed its mission. These involved including adult education as an integral part of postsecondary education as management of state adult education programs moved to the Council from the Workforce Development Cabinet, starting with Senate Bill 1 in 2000 and completed by executive order in 2004.

Understanding KYVU

The Kentucky Virtual University (KYVU) is an innovation of the Commonwealth of Kentucky and the Council on Postsecondary Education. KYVU, which includes the Kentucky Virtual Library, was created as part of the Kentucky Postsecondary Education Improvement Act of 1997. The KYVU does not offer degrees. Credit-bearing academic courses and programs supported by KYVU come from accredited postsecondary institutions. State agencies use KYVU services to provide supplementary education for Kentucky citizens from kindergarten to post-graduate education as well as professional development courses.

The Kentucky Virtual Library (www.kyvl.org) serves all Kentucky citizens by providing a convenient, single access point for statewide online library resources. The KYVL provides resources for K-12 students, librarians and educators, college and university faculty and students, adult educators and students, and patrons of all public libraries in the Commonwealth. Through the KYVL they can access over 40 licensed indexing, abstract, and databases with over 9,000 full-text journals and magazines. They can make use of other services: an online “How to Do Research” tutorial, delivery of books and documents from one library to another (interlibrary loan), transmission of articles by FAX or email, and training for the state’s librarians and educators. The KYVL has become an unqualified success with over 900,000 searches a month on licensed electronic databases during peak periods, averaging 600,000/month. The KYVL supports the students and citizens of Kentucky at all stages of life and learning.

The state’s official virtual campus opened its doors to students in the fall of 1999. Enrollment in the KYVU has grown from less than 300 students in that opening semester to over 55,964 in the fall of 2005. Of these, 42,426 were served by Kentucky academic institutions. Enrollment in the not-for-credit courses offered within the KYVU infrastructure rose to 13,538. On average students who use KYVU services are 34 years old, about 70 percent of them are female, and over 75 percent are from a rural county. KYVU partners with institutions and state agencies creating targeted entryways into the KYVU portal. KYVU also hosts five Web sites for instructional partners:

- www.KYVU.org
- www.KYVAE.org (in partnership with Kentucky Adult Education)
- www.KyEducators.org (in partnership with Education Professional Standards Board)
- www.KYVU4k12.org (with the Kentucky Virtual High School and Kentucky GEAR UP)
- www.LETky.org (with the Kentucky Department of Criminal Justice Training)

KYVU Services

For its postsecondary and state agency partners, the KYVU acts as a clearinghouse for online course and program information, a provider of services that support online instruction. Both KYVU and KYVL work hard to be "high-touch" as well as "high-tech." KYVU provides many key services to the citizens of Kentucky, the students who request courses, and the faculty and staff who offer the many different educational experiences available on the KYVU. The primary services KYVU offers are:

- **KYVU Online Course Catalog:** As of spring 2006, students can search the KYVU database of over 1,400 courses and 100 online academic, professional development, and adult education programs.
- **KYVU Call Center:** Potential students, enrollees, faculty, and staff can dial toll-free during business hours to get help with registration or account enrollment issues -- or email anytime.
- **KYVU 24/7 Live Technical Support:** Students and instructors can access technical assistance any time when they dial toll-free or go to the 24/7 Tech Help Desk Web site to start a chat session or fill out the help request form.
- **Universal Coordinated Advising Network (U CAN):** Provides online feedback for academic counseling questions, including financial aid.
- **KYVU Instructional Design Services:** KYVU offers instructional design services to KYVU provider institutions.
- **KYVU Revolving Loan Fund:** KYVU offers a Revolving Loan Fund to encourage institutions to develop more online programs to be offered via the KYVU. Institutions receive interest free loans that are repaid in three years to provide funds for more program development.
- **KYVU Course Management Software (CMS):** KYVU currently provides the ANGEL CMS, and subsidizes the statewide consortial agreement for the BlackBoard CMS, for development and delivery of Web-based instruction.
- **Illuminate:** KYVU provides access to Illuminate, an online, interactive, meeting and real-time instructional support application.
- **KYVU's eLearning Resource Management Assistance (eRMA) software:** This system provides a single sign-on portal (using existing username/password) providing access to all KYVU learning platforms, including ANGEL, PLATO Web Learning Network, Worldwide Interactive Network (WIN) Career Solutions, KET LiteracyLink, Learning to Teach with Technology Studio, the KY Virtual Library's electronic databases, and online admissions and registration functions.
- **Training:** All KYVU and KYVL partners receive training on all the KYVU/VL "family" of servers, including ANGEL, eRMA, KYVL electronic databases.
- **KYVU EduCart:** A statewide e-payment gateway that connects to Link2Gov, a contracted credit card processor allowing students to register, pay, and enter into professional development instruction online.

KYVU Staff Organization

Staffing at KYVU has changed several times since its inception. Alterations have reflected emerging and diminishing needs, as well as budget reductions. For example, KYVU originally had several dedicated technology support and Web development staff. Over the years this staff was shared, and then formally moved, to support broader Council information technology needs. Some lead positions, including Chief Academic Officer, Chief Student Services Officer, and Director of Marketing, were lost when staff were either reassigned or left. Current KYVU staff composition is shown in figure 3.

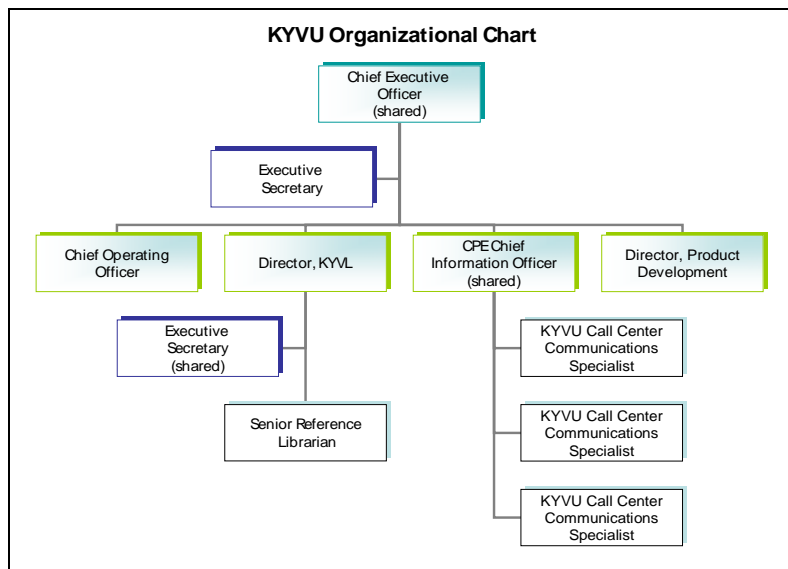


Figure 3

KYVU Advisory Structure

KYVU brings together its many statewide partners in three principal forums: the KYVU Coordinators, the Distance Learning Advisory Committee (DLAC), and the Distance Learning Steering Team (DLST) (see figure 4). In addition, the Kentucky Virtual Library has its own recommending body, the Virtual Library Advisory Committee (VLAC), comprised of representatives from state, public, and institutional libraries.

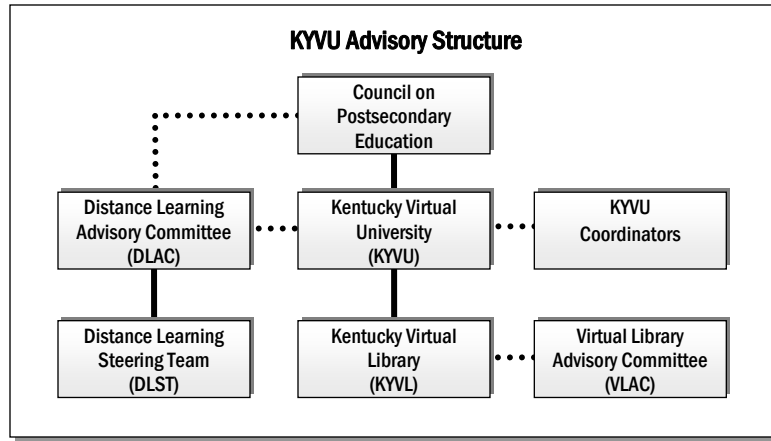


Figure 4

The primary strategic forum for KYVU is the statutorily created Distance Learning Advisory Committee (see figure 5). DLAC is comprised of institutional, agency, and associated state level leaders. It is the primary recommending body for KYVU, and to the Council for distance learning issues. In 2004 the DLAC created the Distance Learning Steering Team (DLST) to serve as the primary operational body for DLAC (see Appendix D). While DLAC meets twice a year, the DLST meets approximately every two months addressing on-going and emerging issues, planning, coordination, and opportunities.

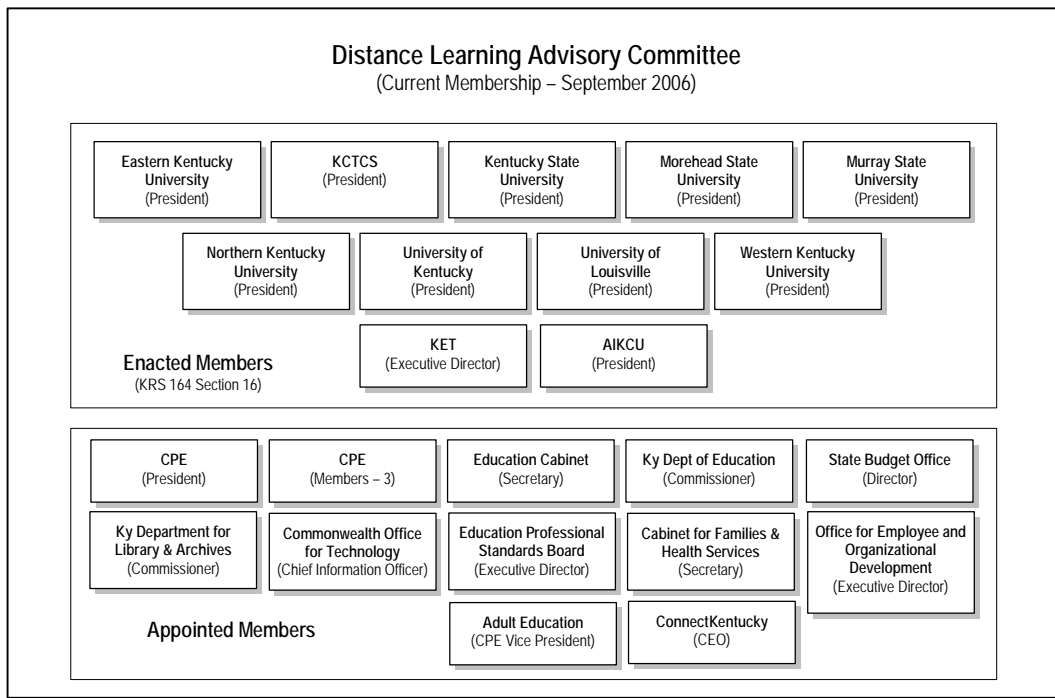


Figure 5

KYVU's primary operational forum has traditionally been the KYVU Coordinators. This group consists of representatives from all KYVU instructional partners. The group meets approximately quarterly to address issues, updates, policy, and training associated with utilization, planning, and development of KYVU services.

An Evident Need to Evolve

“Clearly, the KYVU has experienced significant change over the past three to four years...Although the number of students accessing the services of KYVU continues to increase...Significant questions exist about the current and future mission of KYVU, its most effective governance and administrative structure, and evidence of the effectiveness of KYVU and its operations and services.”(SACS, June 15, 2005, p. 18)

Much has changed at KYVU, at the campuses of its partners, and in the academic world in which they operate. Since its inception in 1997, and its operational launch in the fall of 1999, much has changed for KYVU and the ecosystem in which it operates. The basic technologies for Web sites, course management, and content development have grown, matured, and changed significantly. These increased capabilities have resulted in the emergence of new markets for online learning in Kentucky – predominantly those of adult education, teacher professional development, and support of training done by state agencies. The experience and expertise of instructional partners and learners also have evolved to higher levels of sophistication and expectation. This has led to increasing numbers of faculty and learners using KYVU services – from many more constituencies than were originally envisioned by the framers of the virtual university.

Between fall 2002 and fall 2005 the number of students taking all their courses online rose by 68 percent from 4,560 to 6,743. Even more significant, of the 42,773 students of public and independent institutions graduating in 2004-2005, a total of 23,501, or 55 percent, had taken at least one distance learning course during the previous four years.

On May 1-4, 2005, a SACS Special Committee visited KYVU at its offices in Frankfort, Kentucky. Of the 25 recommendations that resulted from that review, no less than 20 relied on an updated mission statement and revised strategic plan. KYVU responded to SACS on April 1, 2006, and on July 7, 2006, received notification that SACS had concluded its review of KYVU finding that “the focus of the inquiry had become overly centered on the internal operations of KYVU, and not focused sufficiently on the member institutions...[therefore] KYVU itself will be under no obligation to respond to any of the issues raised in the earlier report.”

As a result of the SACS visit, in early fall 2005, the KYVU staff began a strategic planning process to update the KYVU vision, mission, and goal statements to recognize new realities and opportunities in

eLearning. The strategic planning effort included input from multiple constituencies. These groups included faculty, students, and representatives of the Distance Learning Advisory Committee, Distance Learning Steering Team, Council of Chief Academic Officers (CCAO), Postsecondary Education Technology Advisory Committee (PETAC), KYVU Distance Learning Coordinators, KYVL Advisory Committee (VLAC), KYVL Distance Learning Librarians, Faculty Development Workgroup (FDW), and the KCTCS Distance Learning Peer Team. In addition, the Distance Learning Advisory Committee charged its operational committee, the Distance Learning Steering Team, to work with KYVU in the development of the response to SACS and the concurrent strategic planning process. Finally, the KYVU strategic plan and mission statement were developed to be consistent with the five questions of the CPE Public Agenda.

An Evolving and Refining Mission for CPE.

The role of KYVU is integral to the aspirations and initiatives of the Council on Postsecondary Education. Kentucky's Public Agenda for Postsecondary and Adult Education 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. At the heart of this agenda are five questions—powerful reminders of the public we serve. The questions emphasize the importance of maintaining affordable, high-quality postsecondary opportunities leading to more certificates and degrees, better jobs, and more productive, meaningful lives. These five questions guide the work of the entire adult and postsecondary education system.

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 more college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

In 2005 the CPE undertook an update of its Public Agenda and the five questions. One result is an explicit shift in emphasis from increasing enrollments (inputs) to increasing the number of Kentuckians holding degrees and certificates (outputs). The CPE goal then is to put Kentucky at the national average for citizens holding baccalaureate degrees by 2020. Achieving this goal will require Kentucky to increase bachelor's degree holders from 400,000 to 800,000. The utilization of technology to increase access, capacity, effectiveness, and efficiency of Kentucky's postsecondary education institutions will be critical to achieving this goal.

KYVU's New Strategic Direction

eLearning in Kentucky has, and will continue to, exceed expectations. The impact of technology on Kentucky's educational future will continue to broaden and deepen as KYVU pursues its vision to create a technology-supported, lifelong learning environment that results in better lives for Kentucky's people (see Appendix A: Raising Mary). With new P-20 partnerships like the Kentucky Education Network and the award-winning⁴ statewide BlackBoard Course Management System Consortium, broad links have been forged between the Kentucky Department of Education, the Council on Postsecondary Education, public and independent postsecondary education institutions, and other state agencies. Kentucky's critical mass of eLearning experience and expectations will result in more demand for and growth of eLearning instruction over the next three years than in the previous nine. This exponential growth will also result in increasing and evolving needs for high-quality, innovative eLearning services.

The two most visible changes for KYVU will be its focus and to its name. Based upon input during the strategic planning process and through on-going input as KYVU continues to assess the quality of and need for its services, it will begin placing more emphasis on exploring and incubating emerging technologies and developing statewide consortial agreement to acquire them than on owning and operating core, production services. Also, as a result of questions by SACS and input from strategic planning focus groups, development teams, and DLAC, the Kentucky Virtual University will symbolize its change in focus with a change in name.

Changing Focus from “Utility” to Advocate, Convener, and Catalyst

The KYVU strategic plan ensures KYVU will play a vital, symbiotic, and significant role in supporting Kentucky's eLearning ecosystem and in meeting the goals of the Public Agenda. KYVU contributions will center around its roles as an advocate creating awareness of, and expanded access to learning via eLearning, a convener of partners leveraging resources and fostering collaborations, a catalyst informing planning and decisionmaking and incubating eLearning innovation and excellence.

Advocate for Awareness and Expanding Access

KYVU will use its Web presence to attract Kentucky's people to technology-based lifelong learning opportunities through marketing and serve as an information clearinghouse to the educational community. A revised KYVU identity, comprehensive marketing plan, and marketing tools and services will increase enrollments and support retention in postsecondary education. KYVU will support efforts to increase educational opportunities by using technology to overcome the barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed. KYVU will have as its primary focus the goal to reduce digital divide issues as well as policy and practice barriers that prevent technology-based lifelong learning.

⁴ In April 2006,

A Convener of Partners

To foster collaboration, KYVU will promote statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning. To do this it will support communication and coordination of common events, initiatives, and opportunities across the P-16 educational and eLearning ecosystem. KYVU also will help eLearning partners to leverage their resources taking advantage of economies of scale through collaborative activities. KYVU will support, and when appropriate lead, focused initiatives that identify, structure, and guide multi-partner efforts to explore, acquire, and manage statewide instructional technologies.

A Catalytic Incubator

KYVU will collect, analyze, and use statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning. KYVU will establish and maintain an eLearning research agenda and reporting process that monitors, informs, and guides Kentucky’s eLearning leaders. Finally, KYVU will foster innovative technologies that enhance the quality and accessibility of eLearning. It will build on existing partnerships to establish an innovative, catalytic incubator to support the investigation of instructional technologies and models that ensure effective, high-quality services and learning.

What’s in a Name?

The enabling language of the Kentucky Postsecondary Education Improvement Act of 1997, crafted and enacted by the Kentucky General Assembly, bestows upon KYVU the name “university.” Later the Council explicitly stated this use was not meant to indicate KYVU should aspire to, pursue, or achieve accreditation of the Carnegie designation of university. Instead, use of the term “university” was to connote postsecondary education of the highest order of quality and aspiration for the citizens of the Commonwealth.

In 2005 the SACS Special Committee recommended CPE review and consider the appropriateness of the use of the word “university” in the title. Indeed, KYVU, as a utility supporting awareness and delivery of distance learning courses, did not award credit, certificates, diplomas, or degrees and thus did not meet strict Carnegie classification standards for the use of title “university.”

During the KYVU strategic plan development process, focus groups including institutions, agencies, faculty, and online students responded to this concern with responses ranging from the desirability of the “university” association of quality and higher education to the use being inappropriate. In general, there was a consensus that the term could be confusing for virtual learners. Based on this input, DLAC, at its March 22, 2006, meeting, recommended that KYVU not use the term “university.” DLAC directed KYVU to explore alternative names which retain the brand awareness of KYVU while more clearly denoting its evolving mission and role in Kentuckians’ postsecondary education environment.

Maintaining and Assessing Attainment

Each year KYVU will develop and execute a work plan based upon strategies identified to accomplish the goals and objectives specified in the strategic plan. The KYVU will, in partnership with DLAC, annually review progress made by the work plan and emerging needs for redefinition of the strategic plan (see Appendix F: KYVU Strategic Planning Milestones & Future Timeline).



VISION STATEMENT

KYVU aspires to create a technology-supported, lifelong learning environment that results in better lives for Kentucky’s people.

MISSION STATEMENT

KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning

GOALS

EXPAND ACCESS

KYVU increases educational opportunities by using technology to overcome barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed.

FOSTER COLLABORATION

KYVU promotes statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning.

CREATE AWARENESS

KYVU attracts Kentucky’s people to technology-based lifelong learning opportunities through marketing and serves as an information clearing house to the educational community.

INFORM PLANNING & DECISIONMAKING

KYVU collects, analyzes, and uses statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning.

INCUBATE eLearning EXCELLENCE

KYVU fosters innovative technologies that enhance the quality and accessibility of eLearning.

LEVERAGE RESOURCES

KYVU takes advantage of economies of scale through collaborative activities as a good steward of the public’s resources.

GOALS & OBJECTIVES

EXPAND ACCESS

KYVU increases educational opportunities by using technology to overcome the barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed.

OBJECTIVES:

Advocate, in partnership with CPE, to reduce policy and practice barriers that prevent technology-based lifelong learning: (PAQ3⁵)

- Advocate for financial aid for non-traditional students.
- Advocate for technology-based programmatic models that enable dual credit.
- Increase accessibility of Kentucky postsecondary education Internet-based instruction for students with disabilities.

Reduce the digital divide issues through: (PAQ4)

- Partner with ConnectKentucky to establish affordable broadband access.
- Increase awareness of emerging/marginal user groups, e.g., Latino.
- Increase the computer and Internet literacy of Kentucky’s people through online tutorials on KYVL.

⁵ “PAQ” references the Public Agenda Question most specifically addressed by the KYVU objective.

FOSTER COLLABORATION

KYVU promotes statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning.

OBJECTIVES:

Establish the Kentucky SCOUT (Search and Contribute to the Organizational Understanding of Technology) program: (PAQ3)

- Fund Kentucky representation at eLearning events where individuals will attend and report back findings in appropriate statewide Kentucky venues.
- Expand Kentucky presence through regional and national forums including the Southern Regional Education Board (SREB), the Western Cooperative for Educational Telecommunications (WCET), the ADL Co-Lab, Sloan-C Consortium, and EDUCAUSE.

Ensure the issues and needs of all Kentucky’s distance learning communities are equitably and adequately addressed: (PAQ3)

- Improve DLAC participation and advise DLAC on membership composition.
- Represent CPE on the Commonwealth Office for Technology (COT) Advisory Council.

Establish the “Kentucky Conference on Convergence:” (PAQ3)

- Convene an annual forum which includes themes and offerings on distance learning/teaching;
- Respond to invitation from current “Breaking Down Barriers” conference partners [(Connected Learning in Kentucky (CLiK), State Assisted Academic Library Council of Kentucky (SAALCK), Kentucky Higher Education Computing Conference (KHECC), and Kentucky Department of Education (KDE)] to increase sectors participating in a statewide eLearning conference.
- Include slots on distance learning issues, support for the Southern Regional Education Board’s Electronic Campus digital content review chart for accessibility, and faculty development and scholarship issues.

Establish the Kentucky Digital Cooperative to increase the number of instructional programs, resulting in a degree or certificate, collaborating via eLearning: (PAQ3)

- The Kentucky Digital Cooperative will be an “education programmatic cooperative” facilitating collaboration among partners and expanding program opportunity for Kentucky’s people.

Identify and encourage program development for non-traditional students , students with different learning needs, and students who do not adapt to the traditional classroom: (PAQ3)

- Target high-demand courses and programs and support their redesign with a goal to reduce costs, improve quality, and increase availability.
- Support statewide collaborative programs.
- Advocate for linking adult learning to academic credit.

Advocate and support links between K-12 and postsecondary education: (PAQ1)

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- **UCAN (Universal Coordinated Advising Network)** streamlines interactions between multiple call centers and institutional and agency partners; personalizes and makes more efficient interactions between learners and institutions; provides accountability for students who get lost between the cracks; provides outreach channels for institutions to market to targeted students; and ensures follow-up and continuing linkage with institution services and staff.
- **Go-Higher Kentucky (GHK)** increases interactions between KYVU and GHK, e.g., use of mentor function to support KYVU4K12 learners.

Align KYVU services with institutional and agency needs: (PAQ3)

- KYVU must determine if its support services are necessary in the current marketplace.
- Regular, reliable communications with partners three times during semester (opening course/Web site display, reconciling and negotiating pending enrollments, closing out registration).
- Build scalable, modular, user-friendly, flexible, standards-based applications and services to meet needs of new KYVU mission.
- Evolve KYVU's eLearning Resource Management Assistant (eRMA) to support on-going and emerging cross partner and platform transactions including support of the KYVU catalog.
- Support services for specific institution and agency training initiatives for current and emerging partners including: Kentucky Adult Education, Education Professional Standards Board, Office for Employee and Organizational Development, Law Enforcement Training of Kentucky (LETky), and the Kentucky Early Mathematics Testing Program (KEMTP).
- Plan for transition of KYVU services as partner needs evolve and change, e.g., KYVU support of multiple course management systems.
- Make every effort to have funds restored to the operations budget for KYVU and KYVL in order to better support institutional and agency needs.

CREATE AWARENESS

KYVU attracts Kentucky’s people to technology-based lifelong learning opportunities through marketing and serves as an information clearinghouse to the educational community.

OBJECTIVES:

Establish a new name for KYVU that connects with education users: (PAQ3)

- Design image and name that conveys and supports Kentucky’s agenda for K-20 lifelong learning. Use nationwide benchmarks to inform plans.
- Leverage existing KYVU brand/image
- Respond to partner and SACS concerns over unaccredited use of “university.”

Develop a comprehensive marketing plan to inform Kentucky’s people of online educational and lifelong learning opportunities: (PAQ3)

- Establish a KYVU marketing advisory group to increase marketing of eLearning opportunities to learners around the state.
- Use research developed under the KYVU research agenda to determine target markets.
- Utilize KYVU’s variety of lifelong learning options in a marketing campaign in an effort to raise the public perception/value of education.

Develop the marketing tools and collateral materials to increase awareness and understanding of Kentucky’s online offerings: (PAQ3)

- Redesign the KYVU and KYVL Web sites in accordance with new emphasis and look.
- Redesign the interactive catalog and Web sites in collaboration with users, institution/agency partners and citizens.
- Establish a Kentucky eLearning listserv to increase awareness, understanding, and participation in statewide eLearning efforts.
- Prepare packet of materials explaining educational opportunities offered via KYVU.

Coordinate the KYVU marketing efforts with other initiatives: (PAQ3)

- Launch new KYVU identity campaign.
- Participate and support the CPE/KHEAA Go Higher Kentucky marketing.
- Use Kentucky eLearning annual report and other media to increase awareness.
- Use GoHigherKy.org Web site.
- Attend academic recruitment conferences across the state.

INFORM PLANNING and DECISIONMAKING

KYVU collects, analyzes, and uses statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning.

OBJECTIVES:

Develop a coordinated “KYVU Research Agenda” to inform and guide KYVU statewide, institutional, and agency planning efforts. (PAQ3) Research should include more than KYVU students – all online students and faculty as a unique set – and address quality as well as quantity. These research efforts should address:

- A review of existing marketing research to inform and support marketing planning.
- Document the impact of traditional and non-traditional students in achieving 2020 degree goals and how eLearning can be their best mode of learning.
- Suggested research topics:
 - Statewide awareness of and interest for online learning opportunities.
 - Marketing survey (utilize some KYVU 2000 survey questions).
 - Needs assessments to identify academic and workforce development program needs that can be addressed by eLearning.
 - Identify unmet instructional needs among students, academic advisors, business community, and workforce supervisors.
 - Gap analysis on needed professional development and for-credit opportunities for innovative skills.
 - Identify high-demand courses that are difficult to get. Work with instructional partners/audiences, students, and academic advisors to identify the courses then facilitate development of one online course per year using course redesign model. Priority: programs that result in more degrees in top priority areas including science, engineering, technology, and math (STEM).
- Conduct an environmental scan of virtual entities and leading state/systemwide initiatives

Produce a Kentucky eLearning Annual Report and other reports to communicate the results of the research:

(PAQ3)

- Create report on distance learning data from each college and show relationship to accountability report and 2020 goals. Topics: academic distance learning, Kentucky Education Network (KEN), Internet 2, KYVL, KET, ITV uses data from CPE database, eRMA, and other resources. Reports on KYVU as a subset of activities.
- Incorporate KYVU statistics in all CPE documents; include KYVU/KYVL in all CPE employee orientations; reports at all CPE staff meetings.

Establish a “vital signs” initiative that monitors evidence of success/failure of the statewide system of eLearning. (PAQ3)

Work with CPE performance and assessment unit to determine leading indicators, target audiences, and assessment strategies to address academic, workforce, community, and economic development needs: (PAQ3)

- Establish distance learning goals in Public Agenda; build on contacts within CPE Academic Affairs; consider re-instituting CPE Brown Bag lunch program.

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- Set goals to increase the number of non-traditional students matriculating and graduating with a baccalaureate degree by 2020.

Align KYVU staff resources and structure. Ensure all KYVU resources are aimed toward priority activities identified by the strategic planning process.: (PAQ3)

- Perform a comprehensive review of the KYVU's staff. Add additional staff members as deemed appropriate at the earliest possible opportunity with special consideration given to employment of one new staff member with experience in academic affairs and another with experience in student services.
- Work with CPE staff to identify opportunities and develop initiatives, e.g., increase transfer opportunities, identification, general education, and competency-based learning.
- Provide professional development for KYVU staff on quality customer service practices.
- Establish continuing "feed-back" agenda item for KYVU staff meetings; what are people telling others about KYVU; regular meetings with vendors for input to inform KYVU (perspective, perceptions, external developments).

INCUBATE eLearning EXCELLENCE

KYVU fosters innovative technologies that enhance the quality and accessibility of eLearning.

OBJECTIVES:

Create the Kentucky Center for Academic Innovation to support the investigation of instructional models that are highly efficient, effective, and scalable: (PAQ3)

- The KCAI will be a “skunkworks” environment that can be accessed at a distance for the experimentation by the regional groups. It will facilitate technology exploration and innovation using early adopters to seek out the newest technology trends for applicability, e.g., games-based learning solutions, Internet2, mobile learning, and support their activities as they test, try, and report the results to all interested.

Establish standards and policy to ensure all KYVU instructional partners have and use a quality assurance process to develop and review courses that are submitted to KYVU. (PAQ3)

- Identify a workgroup to review the KYVU Principles of Best Practice, compare with benchmarks to determine if revisions or new policy are needed.
- Publish and distribute policies that adhere to principles of good educational practice and disseminate to students, faculty, and other interested parties – such as copyright law and other issues of academic integrity.
- Support statewide use of the Quality Matters model of quality improvement through funding portion of statewide Quality Matters annual membership.
- Ensure that the KYVU catalog provides clear and accessible documentation of the quality review for each course offered (including accessibility).
- Expand the KYVU Online Excellence Awards to fund five Honorable Mentions.
- Support establishment of an accessible course design committee.
- Establish an association with the Quality Matters initiative.

KYVU will ensure that professional development is available to all course designers (agency employees, faculty, etc.) regarding best practices for eLearning content. (PAQ3)

- Identify eLearning professional development needs of KYVU constituencies and match with professional development offerings of KYVU partners.
- Facilitate evaluation of effectiveness (feedback) of innovations developed.

LEVERAGE RESOURCES

KYVU takes advantage of economies of scale through collaborative activities as a good steward of the public's resources.

OBJECTIVES:

Identify cross-partner opportunities to leverage resources and increase the collaboration of statewide eLearning and distance education infrastructure throughout the Commonwealth. (PAQ3)

- Gather purchasing agents together to learn how best to craft innovative RFPs, master agreements, and effective service level agreements.
- Work with the Commonwealth Office for Technology's Project Manager Office to assure standardization of the contracts and process for awarding.
- Review current services and establish statewide consortial purchase agreements for common resources.
- Aggregate partner budgets to enable KYVU acquisition and management of services and develop consortial fee structures for statewide resources; utilize KYVU foundational funding to support consortial purchases.
- Identify commercial content providers that provide quality learning and certification programs that fulfill an identified need and acquire on behalf of interested institutions and agencies, e.g., Plato, Thinkwell, Certiport.
- Hire personnel/consultant to lead resource leveraging opportunities, e.g., Kentucky Education Network (KEN), help desk RFP.
- **Internet 2.** Profile Internet 2 applications to enhance teaching and learning. Build infrastructure for interactive collaboration. Establish Internet 2 assessment model for learning outcomes.

Establish a Statewide Kentucky P-16 Learning Object Repository Workgroup to make available learning objects to be used in professional development as well as P20 academic credit and non-credit courses. (PAQ3)

- Key stakeholders to invite from: technology, faculty, instructional design, librarians, DLST including (and possibly with sub-committees for) SREB Sharable Content Object Repositories for Education (SCORE) project, Annenberg mirror site storage, and KET Encyclomedia. Include in KEN development plans as initial use for network.
- Enhance collaborative efforts of the Kentucky Virtual Library, including expansion of licensed databases and the addition of multi-media collections, learning objects, curriculum support materials, and additional resources for all KYVL constituents and partners.

Initiate/advocate/adopt standards-based system interfaces for porting program & course information, enrollments, and learning objects across organizations. (PAQ3)

- Establish BlackBoard Systems Administration workgroup.
- Support development of BlackBoard customizations that enable collaboration and sharing, e.g., Copyright Clearinghouse, eLuminate; support standards-based Web services; support Shibboleth and uPortal technologies and implementation; KYVL single sign-on/connection to KYVU portal with count per account type; single sign-on to each partner's CMS from KYVU portal ; encourage peer-group sharing of solutions.

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- Facilitate articulated relationships with KYVU, BlackBoard, and ConnectKy.
- Increase utility of CAS for lifelong learners. Research/compare CPE's Course Applicability System (CAS) vis-à-vis eNavigator.
- Add KYVU representation to KEN applications committee.

Supporting Kentucky's eLearning Ecosystem

Strategic Plan of the Kentucky Virtual University 2006-2009

Appendices

KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.

(KYVU Mission 2006)

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Appendix A: Raising Mary

It is 2:00 Sunday afternoon. Mary, a 10th grader in the Gear Up Kentucky program, is trying to shoo away her brothers and sisters and clear the kitchen table so she can work on her homework. Finally, all is quiet. She sits down at her laptop (on loan from her school) and logs on to her portal at www.ken.ky.gov (via statewide broadband wireless network). She types in her ID and Password upon a prompt and up pops her portal (where all her learning records are kept). Next to a personal greeting from KEN (Kentucky Education Network), Mary sees the updates from her school counselor on Mary's progress on math (which was identified as her weak area by Gear Up assessment test), news on environmental issues that she elects to receive for her research paper, grades for this past semester from her school, online class news from Jefferson Community College where she dually enrolled in English (which was identified as her strong area by ACT) and an online AP history course from Kentucky Virtual High School, couple of emails from her friends, and a progress chart for her learning goals (Individual Learning Plan, ILP) – graduating from high school and getting a degree in environmental studies as quickly as she can so she can help her single mother support her brothers and sisters. She clicks on her math supplementary course listed in her portal and starts working on her assignment. Mary looks at the kitchen clock. The online tutoring (Online Tutoring Service) is on duty. She clicks on the tutoring button and up pops a friendly helper in a separate window. Mary asks the tutor if she can assist her with the assignment. The tutor, having the same screen display as Mary's, reviews Mary's work, and takes Mary through the process with her problem watching Mary's typing displayed right on her screen. Thus done, the tutor informs Mary that with this problem solved, the rest of her assignment should be a shoo-in for Mary.

Fast forward to year after next. Mary is doing well based on her ILP with caring support from her teachers, counselors and online instructors. In a late Sunday evening, Mary logs on to her portal to see if her transcripts have been automatically sent from her high school to Kentucky State University (Seamless Data System), if she has been admitted to KSU, and if her financial aid has been processed and approved (GoHigher Portal). The good news jumps out right at her next to the greeting! She is now a college student! She can now proceed to register for the courses. She clicks on the registration button on her portal and it immediately shows her the status of the courses she wants to take. One is full and the other one is still available. She fills out the registration form from her portal for the available course. When she clicks on the course that is full, her advisor comes online (Online Advising Service) and searches the course catalog with Mary for an equivalent course from KCTCS (Course Applicability System). When found, Mary registers for the replacement course using the same form. Upon completion of registering for these 2 courses, Mary is prompted for textbooks to be ordered, library resources and services needed, online tutoring services, and online writing help. Mary does not have time to explore these options other than ordering and paying for the textbooks online from her portal.

In yet another late Sunday evening after the summer school starts, Mary logs on to her portal to do her course work. Buttons for her 2 classes are on the top page, listing the assignments she needs to do. She clicks on the 1st button and it takes her to a Blackboard course offered by KCTCS without going through another ID/Password

(Single Sign-on). When she clicks on the assignment, up pops the help including instructor's lecture notes and library resources pertinent to the assignment. Still having problems, Mary clicks on reference help (Online Reference Service) and out pops the friendly librarian. Having the same screen display as Mary, the librarian takes Mary to available full text databases, library catalogs, videos in KET's Encyclomedia, and the Web resources to search on her topic. Learning how to search along the way, Mary thanks the librarian and gathers all information to finish her 1st assignment. Mary then clicks on the 2nd button and it takes her to a Blackboard course offered by KSU without going through another ID/Password (Single Sign-on). The lecture notes and library resources are useful. But Mary needs someone to help her with the essay. She clicks on online writing help (Online Writing Tutoring Service) and out pops an online tutor. Mary shows the tutor her draft. The tutor helps her re-structure her essay and makes suggestions on the wording. Mary finally finishes her work. She is tired but glad that she has done the best she can with such limited study time she has.

Juggling 2 part-time jobs and taking full loads for 4 years, Mary can now see the end of the tunnel near. She is on track to graduate with a B.S in environmental science and a teaching certificate for high school. She is the first one in her family to have a college degree. Looking back, Mary is grateful for the convenient and easy-to-use one-stop portal that follows her throughout her learning path and all the just-in-time support services she receives via the portal. Without that, Mary knows that she won't be where she is today. She also knows that her sisters and brothers look up to her and think it is possible to be whatever they want to be.

Fast forward to the first day when Mary, the science teacher, arrives in KYSmallTown High School before the school starts. There are only 5 girls and 6 boys in her class. The lab equipment is old and dilapidated. The science program is on the verge of being phased out. Mary sees a challenge. She logs on to her portal (Lifelong Learning portal), clicks on Resources for Teachers, out pops the learning objects (Digital Learning Objects Repository) that she can grab to build her online component for the class. She selects games that make learning fun, remote instrumentation (Internet2) that makes up the lack of equipment at school, virtual field trips that the class can take sitting in the classroom, videoconferencing that connects her students with experts in Germany, students in India and China as they discuss how global warming comes about and what they can do to help, and, at last but not least, a set of assessment tools (Online Assessment) to use for measuring her students' performance as the class progresses. Using Internet2 connection, Mary works virtually with her fellow scientists in Australia involved in the Southern Skies Project on observing the movement of a star and plans to incorporate the team's findings into her curriculum. Mary feels hopeful that she can engage and nurture her students in learning by using the world as the classroom even as they live deep down here in a rural community in Kentucky. After all, she can't think of a better way to give back to the community that has given her so much. Mary rubs her blurry eyes, slings her laptop over her shoulder and walks into the night fragrant with fresh mountain air.

Scenario developed by Miko Pattie

Appendix B: Kentucky Postsecondary Education Improvement Act of 1997⁶

AN ACT relating to postsecondary education and declaring an emergency. Be it enacted by the General Assembly of the Commonwealth of Kentucky:

SECTION 1. This Act may be cited as the "Kentucky Postsecondary Education Improvement Act of 1997."

SECTION 12. A NEW SECTION OF KRS CHAPTER 164 IS CREATED TO READ AS FOLLOWS:

- (b) The Council on Postsecondary Education may establish separate subsidiary programs and related accounts to provide financial assistance to the postsecondary education system in acquiring infrastructure necessary to acquire and develop electronic technology capacity; to encourage shared program delivery among libraries, institutions, systems, agencies, and programs; to provide funding for the Commonwealth Virtual University under Section 16 of this Act; and other programs consistent with the purposes of postsecondary education, the adopted strategic agenda, and the biennial budget process.

SECTION 16. A NEW SECTION OF KRS CHAPTER 164 IS CREATED TO READ AS FOLLOWS:

- (1) The Commonwealth Virtual University shall be the academic programs made available to the citizens of the Commonwealth through the use of modern methods of communications and information dissemination as determined by the Council on Postsecondary Education after consideration of the recommendations of the Distance Learning Advisory Committee and the needs expressed by the regional advisory groups.
- (2) The council shall establish a Distance Learning Advisory Committee to advise the council on matters relating to the Commonwealth Virtual University. The members of the advisory committee shall include the presidents of each of the nine (9) state postsecondary education institutions, the executive director of the Kentucky Educational Television Network, a representative of the Association of Independent Kentucky Colleges and Universities, and other representatives as the council deems appropriate. The committee shall elect its chair and other officers as it deems necessary.
- (3) The council, after receiving the recommendations of the Distance Learning Advisory Committee, shall establish policies to control and promote the use of distance learning systems to be used by the Commonwealth Virtual University to increase the availability of all postsecondary education programs throughout the state in the most efficient manner. The regional universities shall be the primary developers and deliverers of baccalaureate and master's degree programs to be delivered by the Commonwealth Virtual University; however, this does not preclude the University of Kentucky, the University of Louisville, or independent colleges from offering baccalaureate and master's degree programs or other course offerings, and community colleges and technical institutions from offering associate and technical degree programs or other courses through the Commonwealth Virtual University.
- (4) The council shall determine the allocation of tuition, course offerings, source of courses, technology to be used, and other matters relating to the use of distance learning to promote education through the Commonwealth Virtual University.

⁶ Source: Extracted from: General Assembly of the Commonwealth of Kentucky, 1997 EXTRAORDINARY SESSION, HOUSE BILL NO. 1 (As enacted Friday, May 30, 1997).

Appendix C: Policy Statement Guiding Development of the Commonwealth Virtual University (July 13, 1998)

Background

The Commonwealth Virtual University (CVU) created with passage of the Kentucky Postsecondary Education Improvement Act of 1997, will play a critical role in achieving the goals for 2020 outlined in that legislation – in particular, the need to create a postsecondary education system that is accessible, efficient, and responsive to the needs of Kentucky’s citizens and economic stakeholders.

To initiate the planning and development of the CVU, the Distance Learning Advisory Committee (DLAC) of the Kentucky Council on Postsecondary Education (CPE) sought input from Kentucky’s postsecondary leadership as well as national leaders in the field. This policy statement reflects that input and represents the general consensus reached by the DLAC and the CPE relative to broad policy guidelines for developing the CVU. These guidelines will provide direction to the next stage in the planning and development effort.

CVU Mission and Purpose

The mission of the CVU is to be a student-centered, technology-based system for coordinating the delivery of postsecondary education that meets the needs of citizens and employers across the Commonwealth. Through enabling policies and appropriate technologies, the CVU shall consist initially of three primary components: 1) a *clearinghouse* for quality distance learning opportunities provided by existing institutions within and outside the state, primarily certificate and degree programs; 2) *competency-based credentialing*, and 3) a single point of access to *statewide student library, and academic support services*.

Consistent with the statewide strategic agenda for postsecondary education, the primary purposes of the CVU are to:

- Enhance and expand educational access and increase educational attainment across Kentucky.
- Upgrade workforce skills and expand professional development through basic and continuing education.
- Increase collaboration and foster efficiency and effectiveness in delivering courses and programs.
- Enhance educational quality.
- Increase global competitiveness of Kentucky’s educational resources.

Targeted Clients

Given the CVU’s charge to increase access to and attainment of postsecondary education experiences, the CVU will target the following primary clients, recognizing, at the same time, that the nature of electronic delivery systems is such that potential users/clients are essentially unlimited:

- Adult students
- Place-bound and time-bound students
- Employers and employees in business, industry, and government
- P-12 students, teachers, and administrators
- Traditional residential students
- Students living in other states and countries

Role of the CPE

The Council on Postsecondary Education is responsible for establishing CVU policy and ensuring CVU development in partnership with Kentucky's postsecondary education institutions and consistent with HB1. The Initial responsibility of the CPE in the development of the CVU is to identify and adopt an effective, efficient organizational structure and operating unit for administering the CVU. The CVU shall not be a freestanding, separately accredited degree-granting institution ***but will function with standing and ad hoc advisory committees, including an academic council, that are primarily made up of representatives of the postsecondary education institutions.***

The CPE will work closely with both public and independent institutions through the DLAC in fulfilling the following CVU-related responsibilities:

- Adopt an organizational structure for managing CVU daily operations.
- Develop new enabling policies and review existing CPE legal responsibilities and policies, including those related to tuition, fees, financial aid, extended-campus (e.g., geographic service areas), academic program development and review, transferability of credit, accountability, and others, in light of the CVU mandate, and revise as appropriate.
- Conduct needs assessments for courses, degree programs, and services.
- Develop a statewide plan for providing and marketing distance-learning access to postsecondary education.
- Identify appropriate providers to meet identified needs.
- ***Emphasize efficiency in the delivery of coherent programs of study normally leading to certificates of degrees, and in providing administrative and academic support services to students and faculty.***
- Develop and maintain a clearinghouse system that, among other things, will provide a focal point for student and educator access to a wide variety of services, a statewide catalogue of information for students, and a statewide schedule of CVU courses and program offerings.
- Establish principles of good practice and quality standards for educational offerings.
- Facilitate statewide faculty development initiatives.
- ***Establish outcomes measures and accountability processes to assess the efficiency and effectiveness of CVU offerings.***
- Identify pilot initiatives.
- Provide funding incentives that further the mission and purposes of the CVU.

Role of Postsecondary Institutions

The goals of the Commonwealth Virtual University shall first be attained through the cooperative efforts of Kentucky's existing postsecondary institutions. Pursuant to the Kentucky Postsecondary Education Improvement Act of 1997, "the regional universities shall be the primary developers and deliverers of baccalaureate and master's degree programs to be delivered by the Commonwealth Virtual university; however, this does not preclude the University of Kentucky, the University of Louisville, of independent colleges from offering baccalaureate and master's degree programs or other course offerings, and community colleges and the technical institutions offering associate and technical degree programs or other courses through the Commonwealth Virtual University."

Responsibilities of the institutions include:

- Participating with CVU in identifying the postsecondary education needs of the citizens and employers in the Commonwealth.
- Identifying and developing distance learning courses, programs, and other credentialing mechanisms, that are responsive to the identified needs and that are consistent with institutional missions and the statewide Strategic Agenda.
- Reducing inefficiencies and improving quality in course and program offerings through inter-institutional cooperation, the use of distance learning technologies, and the application of contemporary instructional technologies.
- Identifying or developing high quality distance learning courses and programs that are competitive in the national and international market.

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- Providing coordinated student, library, and academic support services for the CVU that meet the unique needs of CVU students.
- Participating in the CVU consistent with the CPE adopted policies and the statutory responsibilities of each institution.

Guiding Principles

Decision-making processes for all entities and organizations charged with planning, coordinating, operating, and regulating the CVU, including the CPE, the CPE-authorized CVU coordinating entity, the DLAC, DLAC Work Groups, and education providers, shall be guided by this policy statement in its entirety, including the following guiding principles.

The CVU shall:

- Implement the vision, goals, and objectives of the statewide strategic agenda for postsecondary education.
- Recognize institutional missions and their respective strategic plans.
- Effectively and efficiently utilize existing resources, including faculty, services, and information technology, to accomplish its goals.
- Capitalize on and create synergies among the educational resources and services of in-state institutions, both public and independent.
- Use regional, national, and international resources to meet the needs of students that cannot be met by in-state institutions.
- Use available state resources, including public schools, in the delivery of postsecondary education.
- Develop importing and outsourcing options where appropriate.
- Use educational best practices across the country and globe to conceptualize, develop, deliver, and evaluate instruction, student services where and when needed.
- Seek maximum transferability of credits among all institutions and programs, consistent with appropriate accreditation standards.
- Recognize the primary role of faculty in curriculum development.
- Promote faculty and staff reward and recognition systems that value innovative uses of alternative delivery systems.
- Recognize, evaluate and, where appropriate and feasible, adopt state-of-the-art technologies and processes that can best serve Kentucky's needs.
- Integrate, to the maximum extent possible, assessment of the CVU with the CPE's existing accountability and comprehensive data base systems.
- Address intellectual property and copyright issues.
- Produce high quality student learning.

Appendix D: CPE Expansion of Distance Learning Advisory Committee Scope (May 24, 2004)

At its May 11, 2004 meeting, the Distance Learning Advisory Committee concluded a review of postsecondary distance education issues and opportunities with a recommendation to the Council that the scope of DLAC be expanded beyond its enacted role.

CPE Action: The Distance Learning Advisory Committee recommends that the Council approve the expansion of the scope of DLAC to include not only its statutory mandate to advise the Council on the operations of the Kentucky Virtual University but also to address the coordination of policies, programs, support services, and infrastructure in support of distance education across all Kentucky postsecondary education institutions.

At its October 1, 2003, meeting, DLAC established an eLearning Steering Team to lead a review and exploration of the status and role of distance education coordination across Kentucky's postsecondary education institutions and agencies. Over 70 participants, appointed by DLAC members, conducted the review. The participants were organized into a writing team, an eLearning Steering Team, and four work groups (policy, programs, support services, and infrastructure). The findings of this review were presented to DLAC at the May 11, 2004, meeting in the report: "Issues & Opportunities: The Kentucky eLearning Strategic Framework." A copy of the report is available at: <http://unity.kctcs.edu/docushare/dsweb/View/Collection-4592>.

In order to better address and support the distance education opportunities identified in the report, the eLearning Steering Team has recommended the following goals for DLAC:

1. Develop the policies and relationships that fully utilize statewide institutional and agency resources.
2. Encourage and effectively support collaboration and coordination of distance education across the Commonwealth.
3. Support the identification, development, and delivery of high-quality distance education programs.
4. Ensure that Kentucky's teachers, faculty, and learners have access to support which enables success in learning and teaching across a multi-level, multi-course, multi-institution, multi-agency, and multi-site system of distance education.

The eLearning Steering Team also recommended a set of action items related to the goals (see following table). DLAC endorsed the goals, the expansion of its scope, and the action items and established a Distance Learning Steering Team (constituted from the current eLearning Steering Team members) to address their implementation.

The work of the last several months has documented the growing use and broad scope of distance education in Kentucky. The expansion of the scope of DLAC's work will provide much needed coordination of distance education efforts and better integration of the KYVU into Kentucky's distance education plan.

<i>DLAC Goal</i>	Proposed Actions
<p>I. Develop the POLICIES AND RELATIONSHIPS which fully utilize statewide institutional and agency resources.</p>	<p>Ensure consistent distance education data collection, analysis and reporting.</p> <ul style="list-style-type: none"> A. Produce a Kentucky Distance Education Annual Report that provides decision-making data and analysis for DLAC and institutional distance education planning. B. Work with statewide information technology committees to increase the coordination of statewide eLearning and distance education infrastructure throughout the Commonwealth.
<p>II. Encourage and effectively support COLLABORATION and COORDINATION of distance education across the Commonwealth.</p>	<p>Support and actively sustain the Kentucky distance education community.</p> <ul style="list-style-type: none"> A. Establish a Distance Learning Steering Team as the operational forum for addressing distance education issues. B. Utilize a Kentucky distance education listserv to increase awareness, understanding and participation in statewide distance education efforts. <p>Increase the advocacy of, and for, Kentucky distance education.</p> <ul style="list-style-type: none"> C. Expand the Kentucky presence in regional and national distance education policy and regulatory issues.
<p>III. Support the identification, development and delivery of HIGH QUALITY distance education programs.</p>	<p>Encourage the creation of distance education programs that meet the learning and training needs of Kentucky workers, employers, communities and citizens.</p> <ul style="list-style-type: none"> A. Conduct a needs assessment to identify academic and workforce development program needs that can be addressed by distance education. B. Support the investigation of instructional models that are highly efficient, effective, scalable and economical; especially those that increase the efficiency of high demand courses and programs through redesign of instructional delivery (such as an online general education core). C. Address the effective communication and marketing of distance education programs, and their value, to Kentucky education communities.
<p>IV. Ensure that Kentucky’s teachers, faculty and learners have meaningful ACCESS AND SUPPORT which enables success in learning and teaching across a multi-level, multi-course, multi-institution, multi-agency, multi-site system of distance education.</p>	<p>Be a catalyst in establishing a network of Statewide Student Support Services.</p> <ul style="list-style-type: none"> A. Conduct distance education student focus groups as a precursor to statewide acquisition, management and maintenance of key support services. B. Work with teacher and faculty development work groups to identify and address faculty training issues. C. Address issues of accessibility in Kentucky distance education.

Appendix E: Distance Learning Advisory Committee Recommendations for KYVU Strategic Planning (March 22, 2006)

The KYVU Planning Workgroup was established by the Distance Learning Steering Team (DLST) to develop recommendations the DLST would consider for recommendation to the Distance Learning Advisory Committee (DLAC). These recommendations would address the most salient issues DLAC should address regarding the strategic planning efforts undertaken by the Kentucky Virtual University. The members of the KYVU Planning Workgroup are: Gary Pratt (NKU), Tad Pedigo (UK), Dennis Robinson (UofL), Dan Connell (MoSU), Sandy Cook (KCTCS), Myk Garn (CPE), Chela Kaplan (EPSB), Allen Lind (KYVU), Penny Armstrong (OEOD), Linda Pittenger (KDE), Michael Clark (KET), and Terry Magel (KSU).

The workgroup established five questions for discussion and development of recommendations. These questions are:

1. Who does KYVU serve?
2. In what ways should KYVU serve its constituencies?
3. What should be KYVU's core values or guiding principles?
4. Should KYVU call itself a "university?"
5. What is the proper advisory structure for KYVU?

The full DLST, after consideration and discussion, approved the following five recommendations March 16, 2006. The DLST now forwards these to the DLAC with the expectation DLAC will recommend KYVU consider these recommendations as part of the current KYVU strategic planning process.

1. Who does KYVU serve?

Issue: As KYVU looks to its future mission, it must determine its audiences. KYVU currently serves Kentucky's learners through partnerships with postsecondary education institutions and state agencies. As the postsecondary institutions continued to develop their own infrastructure to deliver distance learning, KYVU's role changed to also serve state agencies. With KCTCS implementing its own CMS, hosting the participation by postsecondary education continues to shift. KYVU is at a point of determining who it should serve and how those audiences should be served.

Recommendation: KYVU should serve as a facilitator and advocate for distance learning in Kentucky by bringing together collaborative partners among multiple audiences to promote lifelong learning in Kentucky. The primary audiences KYVU should recognize and include are Kentucky's postsecondary education institutions and its state agencies.

2. In what ways should KYVU serve its constituencies?

Issue: How should KYVU serve its multiple constituents? KYVU currently is a provider of many services. The types of services vary by constituent groups. As KYVU transitions between being primarily a provider of services to a broker, facilitator, and catalyst, it must be a good steward of limited resources.

Recommendation: In the role of broker, facilitator, and catalyst, KYVU will identify distance learning issues and bring together postsecondary institutions, state agencies, and other entities to collaboratively find solutions. The statewide Kentucky "virtual" collaborative environment should:

1. **Expand Programming.** Identify, convene, and lead initiatives for collaboration among postsecondary education, public education, state agencies, and others to discuss common issues, develop common solutions, and expand online education.
 - a. Be a focal point for data collection and analysis about distance learners and distance education.
 - b. Expand the amount of eLearning programs available to Kentuckians through targeted program development, i.e., increase number of online degree programs, completer degrees, professional development and workforce development initiatives, and accelerate efforts to help more Kentuckians successfully complete GED programs and transition to postsecondary education.
2. **Expand Capacity.** As a broker, enable and support common standards and technology solutions resulting in economies of scale through shared resources and common needs for consistent support toward lifelong learning, i.e., connectivity, KEN, KET, KYVL, statewide CMS, helpdesk, and live communications. As a catalyst, encourage and support innovative technology-based approaches for teaching and learning that increase the attend ability and instructional capacity of instruction its partners make available i.e., interactive approaches - - gaming and simulations, shared content objects, and online tutoring services.

3. **Reduce Barriers.** Partner with CPE to reduce policy and practice barriers that prevent lifelong learning and advocating for access through the latest technologies. Identify and address policy issues including increasing transfer, identification and utilization of common competencies, agency training converted to credit, and career paths.
4. **Market Opportunity.** Connect Kentuckians to postsecondary, workforce education/training, professional development, and career pathways, and K-20. Create and expand awareness of multiple and diverse distance learning opportunities, matching them with learner needs, through marketing of distance learning opportunities offered by postsecondary institutions, school districts, state agencies, and other entities to meet identified needs in the Commonwealth.
5. **Expand Support Services.** Bring together postsecondary education, public education, libraries, state agencies, and others developing collaborative strategies supporting eLearning in the Commonwealth. Facilitate collaborative testing and adoption of new technologies in support of teaching, learning, and research within the libraries, and for the citizens of Kentucky. Enhance collaborative efforts of the Kentucky Virtual Library, including expansion of licensed databases and the addition of multi-media collections, learning objects, curriculum support materials, and additional resources for all KYVL constituents and partners.

3. What should be KYVU's core values or guiding principles?

Issue: The SACS Special Committee recommended "that a clear and comprehensive mission statement be formulated which guides its (KYVU) continuing operations and development..." A first step in the process of developing a mission and strategic plan is to identify guiding principles that will provide a framework for the development of a mission statement and a strategic plan. The mission and plan will be guided by the "Five Questions" of the Public Agenda:

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 more college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

Recommendation: The workgroup recommends that KYVU consider the following "guiding principles" as it formulates its strategic plan:

1. Enable providers to identify and use best practices and offer the highest quality services to students connecting Kentuckians to postsecondary, workforce education and training, professional development, and career pathways, and K-20.
2. Convene and facilitate opportunities to collaborate and advance access to education through technology.
3. Maximize benefits to learners by being a good steward of resources.
4. Reduce redundancies by being an equitable broker, a bridge and, a transparent connection facilitating cooperation between institutions, agencies, and learners.
5. Incubate and support innovative approaches to teaching, learning, and research utilizing educational technology.
6. Support quality improvement efforts to continually assess educational technology.

4. Should KYVU call itself a "university?"

Issue: The SACS findings raised the question of whether it is appropriate to use the term "university" when referring to KYVU. Since the postsecondary institutions award degrees, offer the courses, maintain accreditation standards, and have responsibility for faculty, it may not be appropriate for KYVU to be labeled as a "university." Institutions feel use of the term "university" is not appropriate while agencies have indicated it is not required.

Recommendation: The KYVU should not use the term "university." The KYVU should explore alternative names which retain the brand awareness of KYVU while more clearly denoting its evolving mission and role in Kentucky's postsecondary education environment.

5. What is the proper advisory structure for KYVU?

Issue: In its report of June 15, 2005, the SACS Special Committee recommended that “the Distance Learning Advisory Committee take an active role in fulfilling its statutory requirement, i.e., making recommendations to the CPE regarding policies ‘to be used by the Commonwealth Virtual University’. The CPE endorsed expanding the scope of DLAC and established a Distance Learning Steering Team to address implementation of:

“the expansion of the scope of DLAC to include not only its statutory mandate to advise the Council on the operations of the Kentucky Virtual University but also to address the coordination of policies, programs, support services, and infrastructure in support of distance education across all Kentucky postsecondary education institutions” (May 24, 2004).

While this better addressed the need for on going operational discussions, it did not address inclusive representation of a growing distance learning community, including adult education and other state agencies.

Recommendation: In order to ensure a broad representation of distance learning communities and interests, DLAC should:

1. Establish an Executive Committee. The Executive Committee shall be charged to ensure that issues from all Kentucky distance learning communities are equitably and adequately addressed. The primary functions of the Executive Committee shall be to (a) review and recommend when necessary membership of DLAC and DLST and (b) set meeting agendas for DLAC and DLST sessions. Executive Committee membership shall consist of the DLAC chair, the DLST chair and vice chair, KVHS director, and the CEO of the KYVU. To ensure the primary communities of postsecondary education academia and state agency training are represented, the DLST chair and vice chair positions should each be filled with an alternating representative from academic and agency communities.
2. Establish Official and Adjunct DLST Members. Each member of DLAC will nominate a representative for the DLST. These designees of official DLAC members will comprise the voting membership of the DLST. Additional academic and agency representatives may attend, participate in, and serve on the DLST as adjunct members.
3. Add members to DLAC. The executive director of the Office of Employee and Organizational Development, the executive director of the Education Professional Standards Board, the vice president of Kentucky Adult Education, and the President of ConnectKentucky should be appointed to DLAC. The DLAC membership should be revised by other appointments as needed.

Appendix F: KYVU Strategic Planning Milestones & Future Timeline

Dates	Milestones
May 1-4, 2005	SACS Special Committee visits KYVU.
June 15, 2005	Report of the Special Committee sent to KYVU with October 1, 2005 deadline.
June 30, 2005	The Distance Learning Steering Team, the operational group of the DLAC, meets.
July 1, 2005	CPE hires Allen Lind as KYVU Chief Executive Officer.
September 1, 2005	Deadline for response extended until April 1, 2006.
September 29, 2005	DLST meets to discuss the Report of the Special Committee.
October 5, 2005	Distance Learning Advisory Committee (DLAC) assigns operational charge of assisting KYVU to the DLST.
October 2005	KYVU initiates Strategic Planning Process.
October 11, 2005	CPE/KYVU SACS Response team begins bi-weekly meetings.
November 18, 2005	KYVU convenes 69 representatives of instructional partners for day-long analysis of their expectations for KYVU and its Strengths, Weaknesses, Opportunities, and Threats (SWOT).
December 13, 2005	DLST meets.
December 16, 2005	KYVU Staff Day-long Strategic Planning Retreat.
January 11, 2006	KYVU and CPE staffs meet in day-long retreat for a similar SWOT analysis.
January 26, 2006	DLST meets.
February 6, 2006	DLST – KYVU Planning Workgroup begins meeting to develop recommendations for DLAC.
February 16, 2006	DLST meets.
February 17, 2006	KYVU conducts focus groups of instructors and students using KYVU services.
February 22/25, 2006	KYVU staff spends one and a half days developing KYVU draft versions of mission and vision statements and core values.
March 16, 2006	DLST Approves KYVU Planning Workgroup Recommendations.
March 22, 2006	DLAC Approves DLST Recommendations for KYVU Strategic Planning Process.
April 1, 2006	KYVU response to the Report of the Special Committee submitted to SACS.
April 2006	KYVU develops draft of KYVU Strategic Plan <ul style="list-style-type: none"> – Mission & values statements – Strategic Directions
April 2006	KYVU works with DLST/KYVU Planning Workgroup to review Strategic Plan.
April 2006	DLST meets for interim discussion of KYVU Strategic Plan.
April 2006	General Assembly FY 2006-08 funding approved.
April 2006	Environmental scan to profile state and systemwide virtual entities starts.
May 23, 2006	Chief Academic Officer Focus Group
May 2006	KYVU & DLST/KYVU Planning Workgroup review and finalize Strategic Plan draft.
June 2006	Expanded Chief Academic Officer and Agency review of KYVU Vision, Mission, and Goals
July 10, 2006	CPE Quality & Accountability Policy group review of KYVU Strategic Plan

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August 1, 2006	DLST meets to recommend KYVU Strategic Plan to DLAC.
August 14, 2006	CPE Quality & Accountability Policy group review of KYVU Strategic Plan
August 22, 2006	DLAC meets to review and endorse KYVU Strategic Plan.
September 2006	Profile of state and system-wide virtual entities complete.
September 17, 2006	CPE meets to approve KYVU Strategic Plan.
Fall 2006	Convene multiple partners to increase statewide use of Quality Matters methodology.
Fall 2006	KYVU establishes assessment and evaluation cycles to assess student, faculty, and partner needs for support services.
Fall 2006	Assessment of KYVU student services staffing needs, as defined by its mission, will be completed.
October 2006	2006-07 KYVU Work Plan complete
October 2006	Initial performance metrics to regularly assess the effectiveness of KYVU academic support services will be established and piloted.
February 2007	The KYVU catalog will be upgraded to capture evidence demonstrating each program for which academic credit is awarded (1) is approved by the KYVU provider institution's faculty and administration, (2) adheres to the KYVU Principles of Good Practice, and (3) is evaluated for its quality, effectiveness, and student learning outcomes.
April 2007	Development of 2007-08 KYVU Work Plan begins.
July 2007	Systematic assessments analyzed.
August 2007	Quantitative data for performance metrics demonstrated.
November 2007	Review of KYVU Strategic Plan
January 2008	KYVU effectiveness assessment metrics and process will be reviewed to determine whether KYVU is using assessment results to adequately meet the academic support needs of its students and partners.
April 2008	Revisions to the KYVU effectiveness assessment metrics and process completed.
May 2008	Evidence available to demonstrate that the use of KYVU technology systems and services are appropriate for meeting the objectives of its programs, the needs of online students using KYVU services, and the goals of the Kentucky Council on Postsecondary Education.

Appendix G: KYVU Partners

<p>Universities</p>	<ul style="list-style-type: none"> • Eastern Kentucky University • Kentucky State University • Morehead State University • Murray State University • Northern Kentucky University • Sullivan University • University of Kentucky • University of Louisville • Western Kentucky University
<p>Kentucky Community and Technical College System</p>	<ul style="list-style-type: none"> • Ashland Community and Technical College • Big Sandy Community and Technical College • Bowling Green Technical College • Bluegrass Community and Technical College • Elizabethtown Community and Technical College • Gateway Community and Technical College • Hazard Community and Technical College • Henderson Community College • Hopkinsville Community College • Jefferson Community and Technical College • Madisonville Community College • Maysville Community and Technical College • Owensboro Community and Technical College • Somerset Community College • Southeast Community and Technical College • West Kentucky Community and Technical College
<p>Other Providers: Professional Training and Career Development</p>	<ul style="list-style-type: none"> • Association of Independent Kentucky Colleges & Universities (AIKCU) • Department of Technical Education, Cabinet for Workforce Development • Elizabethtown Technical College • Kentucky Adult Education • Kentucky Education Professional Standards Board (EPSB) • Kentucky Virtual High School • Bluegrass Community and Technical College, Continuing Education and Workforce Development • University of Louisville, Division of Distance and Continuing Education

GLOSSARY

ADL Co-Lab

The Advanced Distributed Learning (ADL) Initiative was conceptualized to enable global access to and reuse of learning content through development of industry-supported guidelines and specifications. This initiative is a structured, adaptive, collaborative effort between the public and private sectors to agree to the standards necessary to build the tools and content for the future learning environment. Through an agreement between the Department of Defense and the University of Wisconsin and Wisconsin Technical College Systems, the Academic Advanced Distributed Learning (ADL) Co-Laboratory was established in Madison, Wisconsin. The Academic ADL Co-Lab, operating in a collaborative standards-based environment, identifies, assesses, develops and disseminates distributed learning tools and strategies which allow the education community to deliver innovative, effective, high quality education anytime and anywhere. V

ANGEL Course Management System

The ANGEL course management software was developed by ANGEL Learning of Indianapolis, Indiana. Recognized as the leader in product innovation, these proven, powerful systems allow instructors to easily and efficiently manage instruction, develop sophisticated, collaborative learning experiences, and, most importantly improve learning outcomes. The ANGEL CMS and ePortfolio products are licensed by KYVU to support online learning efforts in Kentucky.

Association of Independent Kentucky Colleges and Universities (AIKCU)

The Association of Independent Kentucky Colleges & Universities serves as the collective voice of independent – sometimes referred to as private – colleges and universities in Kentucky. AIKCU represents its member institutions in public policy issues related to higher education at the state and federal levels, raises funds for student scholarships, and facilitates information sharing and collaboration between our members to help them contain costs and provide the highest quality education to their more than 26,000 students.

BlackBoard

A course management system currently under statewide consortial license for use at Kentucky's public postsecondary education institutions and the Kentucky Virtual High School. Kentucky licenses the BlackBoard Academic Suite, the flagship course management product of Blackboard. The Blackboard Academic Suite enables users to: teach using advanced tools, build community across the campus, share educational content, deploy a common look and feel across the entire suite, and benefit from dramatically lower data and application integration costs.

Course Management Software (CMS)

Software products designed to enable development, delivery, and management of learning via the Internet. A CMS enables an instructor to deliver content, testing, feedback, and other communications. Examples of CMSs used in Kentucky include BlackBoard and ANGEL.

Connect Kentucky

ConnectKentucky is an alliance of leaders in private industry, government, and universities. These leaders work together to develop the most effective technological infrastructure for Kentucky. Ultimately, this level of teamwork means that Kentucky is a better place for business and a better place to live.

Connected Learning in Kentucky (CLiK)

The Connected Learning in Kentucky or CLiK group was originally comprised of the Kentucky's postsecondary education institutions that had licensed BlackBoard. The primary focus of CLiK was to negotiate a common price structure for their BlackBoard licenses and to hold an annual conference to share best practices in BlackBoard administration and online learning instructional development.

Copyright Clearinghouse

The Copyright.com is the online service center for Copyright Clearance Center, the world's largest provider of copyright licensing solutions for the information industry. At copyright.com, you can get permission to use content from millions of works, including the leading titles in science, medicine, technology, news, business and more. And publisher, authors and other creators can license the rights to their works.

Course Applicability System (CAS)

The Course Applicability System (CAS) takes higher education institutions to a new level in student services. CAS provides the ability to publish Course Equivalency Guides, Academic Programs, Courses Offered, Transfer Course Evaluations, and Degree Audit Reporting in a Web environment. Information is easily retrieved from a CAS site on the internet by students, faculty, and the interested public. Students contemplating a transfer may submit their coursework to any institution within the CAS network for evaluation against that institution's academic programs. CAS provides information on courses, course equivalencies, and program requirements at a CAS institution to anyone who accesses a CAS Web site. For students who become a "CAS Member", CAS provides information on how their specific coursework will transfer and apply towards a degree at a CAS institution.

Commonwealth Office of Technology (COT)

COT is an office in the Finance and Administration Cabinet. COT provides the leadership, policy direction and technical support to all executive branch agencies of state government in the application of information technology (IT) and the delivery of information services. Our goal is to transform the Commonwealth's use of IT to improve the efficiency of state government and our delivery of services.

Distance Learning Advisory Committee (DLAC)

The Distance Learning Advisor Committee is the statutorily created primary recommending body for KYVU and distance learning in Kentucky. DLAC is comprised of institutional, agency, and associated state level leaders. It is the primary recommending body for KYVU, and to the Council for distance learning issues.

Distance Learning Steering Team (DLST)

The Distance Learning Steering Team (DLST) was created by DLAC in 2004 to serve as the primary operational body for DLAC.

ecosystem

In biological terms an ecosystem is a complex, dynamic community of individual groups, interacting with each other as a functional unit, plus the environment in which they live and react. Kentucky's eLearning ecosystem is no different.

Education Professional Standards Board (EPSB)

The Education Professional Standards Board was established as part of the 1990 Kentucky Education Reform Act to oversee the education profession. EPSB is the standards and accreditation agency for Kentucky teachers and administrators and for programs of education at Kentucky colleges and universities.

EDUCAUSE

The association of postsecondary education academic computing and information technology professionals.

eLearning

The term "eLearning" or "electronic learning" encompasses a broad range of technologies used to teach. Using this term connotes an explicit inclusion of a much broader range of instructional activities, concerns, and opportunities with those of distance learning. While distance learning is certainly a prominent subset of eLearning, this term also aggregates uses of technology to support learning on-campus, at work, and at home as well.

eLearning Resource Management Assistant (eRMA)

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eRMA supports online registration, single sign on, course catalog, management of learner's and instructor's information, report generation, and integrates course management systems and online products such as PLATO, WIN, LiteracyLink, and Learning to Teach With Technology.

Illuminate

Illuminate is a leading provider of live Web conferencing and eLearning solutions for the real-time organization. Serving corporate and academic sectors, the company ensures the best user experience through superior quality VoIP, communications that are in-sync regardless of connection speed, broad cross-platform support, and advanced yet easy-to-use moderator tools.

Faculty Development Work Group (FDWG)

The Faculty Development Workgroup seeks to enhance postsecondary teaching and learning, especially through the use of technology, and the Kentucky Virtual University (KYVU).

GoHigherKy.org

Funded and managed by the Kentucky Higher Education Assistance Authority, the Go Higher KY Web site is a complete guide to attending college in Kentucky. By taking a few minutes to create a student account on Go Higher KY, you can automatically insert your information into financial aid and college applications, visit campuses virtually, explore career options, get adult education information, and receive help transferring to another school.

Internet 2

Internet2 is a not-for-profit advanced networking consortium comprising more than 200 U.S. universities in cooperation with 70 leading corporations, 45 government agencies, laboratories and other institutions of higher learning as well as over 50 international partner organizations. Internet2 members leverage our high-performance network infrastructure and extensive worldwide partnerships to support and enhance their educational and research missions.

Interactive television (ITV)

Television programs utilizing dedicated compressed video connections over the Internet that allow both students and teachers to see, hear and respond to each other via video and audio in real-time.

Kentucky Educational Television (KET)

Kentucky Educational Television signed on the air in September 1968 as Kentucky's statewide public broadcasting network. Today, KET delivers the PBS national schedule; our own wide range of local arts, cultural, documentary, and public affairs productions; and adult education programs and college-credit telecourses to viewers throughout Kentucky and in parts of seven surrounding states.

KET Encyclomedia

KET EncycloMedia is a comprehensive Internet-based learning service offered free to Kentucky public schools, turns this fantasy into reality. The result of a partnership between KET and the Kentucky Department of Education, KET EncycloMedia offers teachers and students more than 5,000 videos, 50,000 video clips, and thousands of digital images, all searchable by keyword, content area, grade level, and Kentucky academic standards.

Kentucky Educational Network (KEN)

Approved by the Kentucky General Assembly in 2006 the Kentucky Education Network (KEN) will be a high-speed education centric network. The purpose of KEN is to facilitate the development, deployment, and operation of a set of seamless P-16 applications. It will support advanced research and education applications in order to further Kentucky's educational agenda. It will connect every college, university, and K-12 school district in the state to enhance the learning experience of students at all educational levels, regardless of geographic location. Also connected will be the agencies of the Education Cabinet and their statewide locations.

Kentucky Tele-Linking Network (KTLN)

The Kentucky Tele-Linking Network (KTLN) is a fully duplex, voice, video and data network designed to address the needs of the Commonwealth by providing distance education, including credit and non-credit courses, professional development, and tutoring; resources for economic development, including access to global databases and government-to-government services to help open new markets; and health and human services, including telemedicine, remote diagnostics, and case management.

Kentucky Virtual University (KYVU)

The Kentucky Virtual University (KYVU), created with passage of the Kentucky Postsecondary Education Improvement Act of 1997, plays a critical role as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.

The Kentucky Telecommunications Consortium

The Kentucky Telecommunications Consortium (KTC) was created by the state legislature in 1978 for the purpose of providing college-credit television courses to distance learners throughout the Commonwealth. The KTC licenses quality telecourses for which the majority of participating colleges and universities can grant credit. KET now broadcasts 12 telecourses during the spring and fall semesters, with 20-25 participating institutions offering credit each semester, and six telecourses during the summer semesters, with 14-18 participating institutions.

Kentucky Virtual High School (KVHS)

The Kentucky Virtual High School is an educational service managed by the Kentucky Department of Education to expand student access to challenging high school curriculum. Through the KVHS, Kentucky schools can provide students with access to a wider range of coursework, with more flexibility in scheduling, with the opportunity to develop their capacities as independent learners, and with increased time and opportunity to achieve because learning online is neither time nor place dependent. KVHS courses are open twenty-four hours a day, seven days a week.

Kentucky Department of Education (KDE)

The Kentucky Department of Education is a service agency of the Commonwealth of Kentucky. The department provides resources and guidance to Kentucky's public schools and districts as they implement the state's K-12 education requirements. The department also serves as the state liaison for federal education requirements and funding opportunities.

Kentucky Early Mathematics Testing Program (KEMTP)

The Kentucky Early Mathematics Testing Program (KEMTP) provides on-line testing to help high school students determine their level of preparedness for learning mathematics at the college level. The program offers a voluntary, online mathematics test intended primarily for high school sophomores and juniors in Kentucky. The test provides students an assessment of their mathematical preparation for college early enough so that they can improve their mathematical preparation while still in high school and thereby avoid placement into remedial courses in college and increase their chances of success in college-level mathematics and science courses.

Kentucky Higher Education Academic Computing Conference (KHEACC)

The annual conference for academic computing. In recent year KHEACC has partnered with CLiK and SAALCK in the “Breaking Down Barriers” technology conference.

Kentucky Higher Education Assistance Authority (KHEAA)

The Kentucky Higher Education Assistance Authority (KHEAA) is a public corporation and governmental agency and instrumentality of the Commonwealth established in 1966 to improve students' access to higher education. To that end, KHEAA administers several financial aid programs and disseminates information about higher education opportunities.

KATS Network

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The KATS Network is the Kentucky Assistive Technology project operating within its lead agency, the Office for the Blind, Education Cabinet. It consists of a statewide network of organizations and individuals connecting to enhance the availability of assistive technology devices and services to improve the productivity and quality of life for individuals with disabilities. Through advocacy activities and capacity building efforts, the mission of this collaborative system is to make assistive technology information, devices and services easily obtainable for people of any age and any disability.

KYVU4K12

The KYVU4K12 initiative serves a wide variety of Kentucky institutions, parents and children supporting Title I Improvement Schools in Kentucky. In November 2002 the Kentucky Department of Education (KDE) approved the KY Virtual University (KYVU) to be on its list of providers of supplemental educational services in accordance with the federal "No Child Left Behind (NCLB) Act of 2001." Through its KYVU4K12 initiative the KYVU offers easy access to online curriculum targeted specifically for Kentucky's grade school students that it has licensed from PLATO as well as student learning opportunities and teacher professional development for credit recovery, after-school services or individual learning remediation services.

Law Enforcement Training of Kentucky (LETky)

KYVU managed site for the Department of Criminal Justice Training (DOCJT), a nationally recognized agency that provides state-of-the-art training to law enforcement officers in Kentucky. It is one of four departments in the Kentucky Justice and Public Safety Cabinet. The DOCJT provides entry-level and professional-development training for approximately 12,000 students each year, including city, county, airport and state university police officers, sheriffs, deputy sheriffs, coroners and law enforcement telecommunicators. DOCJT also offers training to officers from other state and federal agencies.

Learning to Teach with Technology Studio

The Learning to Teach with Technology Studio (LTS) is an online professional development system to help teachers learn to integrate technology into their content-focused teaching. Managed by the School of Education at Indiana University, it is provided to Kentucky teachers through the KYVU/EPSSB KyEducators.org site.

Link2Go

The Link2Gov and e-Payment Gateway vendors provide payment validations and transactions for financial transactions via KYVU.

LiteracyLink

LiteracyLink, through its partnership with the Public Broadcasting System, provides a link for underserved and hard-to-reach adults and their teachers to quality adult basic education and GED preparation tools using technology. Combining video, the Internet, and print materials, LiteracyLink programs are relevant to the needs of the individual learner, adult instructional programs, and the workforce.

Office for Vocational Rehabilitation (OVR)

The Kentucky Office of Vocational Rehabilitation assists eligible individuals with disabilities achieve their employment goals. In Fiscal Year 2005, 4995 Kentuckians became successfully employed or maintained employment with the help of qualified rehabilitation professionals. The office employees approximately 140 rehabilitation counselors in over 50 offices covering all 120 counties in Kentucky.

Kentucky Commission on the Deaf and, Hard, of Hearing

The Kentucky Commission on the Deaf and Hard of Hearing was established by appropriation from the Kentucky Legislature during the 1982 session. Eleven Commissioners were designated to serve on the Commission. In 1990, the law was amended to increase the number of Commissioners to fourteen. In 1992, the law was again amended to change the name to the Kentucky Commission on the Deaf and Hard of Hearing (KCDHH).

Office for Employee and Organizational Development (OEOD)

The Office for Employee & Organizational Development (OEOD) is in the business of change - helping to improve individual and organizational performance throughout Kentucky government. It acts as the catalyst for change in government organizations through its employee training and organizational consulting services. OEOD consists of

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the following three main areas of emphasis: Employee Development, Organizational Development, and Performance Management.

Office for the Blind (OFB)

The Kentucky Office for the Blind is a state government rehabilitation agency that offers assistance to persons who are blind or visually impaired. Kentucky Office for the Blind also provides various services for employers interested in hiring or accommodating workers who have a vision loss.

P-16

Kentucky has several initiatives to ensure a seamless educational environment from pre-school through postsecondary education. The P-16 Council was formed to help Kentucky achieve its ambitious goals for education reform by improving cooperation and communication among elementary, secondary, and postsecondary teachers and administrators. Kentucky trails national averages for percentages of its population that go to college, persist, and graduate. The P-16 Council champions initiatives that motivate Kentuckians to complete high school and postsecondary education. The primary objectives of the P-16 Council are: Aligning the curriculum and requirements between high schools and colleges to make clear what every student needs to know and be able to do at each educational level; raising the quality of teachers through improved preparation and professional development, increasing the number and diversity of students attending college by stressing programs that persuade parents and students to plan early for advanced education.

PLATO Web Learning Network

Provided under license from PLATO Learning, Inc. the PLATO Learning Network provides courseware that includes thousands of hours of basic to advanced level instructional content for K-adult learners.

Quality Matters

The Quality Matters™ project, sponsored by MarylandOnline, Inc. (MOL), has generated widespread interest and received national recognition for its peer-based approach to quality assurance and continuous improvement in online education. With the conclusion of three years of support from the Fund for the Improvement of Postsecondary Education (FIPSE), MOL is transitioning the Quality Matters project into a self-supporting program through institutional subscriptions, license agreements, and a range of fee-based services.

State-Assisted Academic Library Council of Kentucky (SAALCK)

Kentucky's statewide association of postsecondary education libraries serving the community of users at Kentucky's colleges and universities by working together to promote and improve library services, technology, and access to knowledge.

Sloan-C

The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale, and breadth of their online programs, according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines. Created with funding from the Alfred P. Sloan Foundation, Sloan-C encourages the collaborative sharing of knowledge and effective practices to improve online education in learning effectiveness, access, affordability for learners and providers, and student and faculty satisfaction.

SREB – EC

SREB's Electronic Campus was launched in January, 1998 as an "electronic marketplace" of online courses and programs from the South's colleges and universities. The Electronic Campus was designed to provide learning opportunities from accredited colleges and universities that offered courses and programs that exceed SREB's Principles of Good Practice. The Electronic Campus is a comprehensive source for information about higher education opportunities in the South whether traditional campus study or e-learning.

Southern Association of Colleges and Schools (SACS)

The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher

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education that award associate, baccalaureate, master's or doctoral degrees. The Commission on Colleges is the representative body of the College Delegate Assembly and is charged with carrying out the accreditation process.

Science, Technology, Engineering, Math (STEM)

Denotes the STEM subjects (science, technology, engineering and mathematics) which are programmatic and discipline emphasis areas for Kentucky.

Shared Content Object Repositories for Education (SCORE)

SCORE membership is limited to SREB state education agencies and schools or colleges designated by the state agency. Each participating state provides the assurance of accuracy, completeness and quality of digital course content – learning objects – in conformance with SREB's Principles of Effective Learning Objects guidelines. SCORE places reviewed course content in databases (repositories) to which all participating states have access. These modular pieces of course content – learning objects – are then easy for teachers and faculty to access and use to improve the quality of their courses.

Shibboleth

Shibboleth is standards-based, open source middleware software which provides Web Single SignOn (SSO) across or within organizational boundaries. It allows sites to make informed authorization decisions for individual access of protected online resources in a privacy-preserving manner.

Telecourse

A telecourse is a coordinated learning system based on a series of television programs. It is supplemented by printed materials (text, study guide, readings) and local faculty involvement in the form of lectures, and/or consultation. The telecourse programs may be viewed in a variety of ways. Most are broadcast over local cable stations.

Universal Coordinated Advising Network (UCAN)

The University Coordinated Advising Network (U CAN) is a statewide program to link current and prospective students to resources throughout the state to get advice and information about postsecondary education. U CAN “members” will be service providers such as postsecondary institutions, KHEAA, KDE, high school counselors, Adult Education centers, TRIO programs, and other groups that serve as contact points for learners to get information, and/or to be provided services such as advising or financial aid. All interactions with students will be tracked in a common system to ensure no inquiry falls through the cracks and everyone is current about the status of the inquiry. There is also the potential to reach out to students who have contacted U CAN to keep them informed of options for learning as well as to track the outcomes of their learning.

uPortal

The uPortal endeavour is an collaborative open-standard development project using Java, XML, JSP and J2EE Five institutions are doing the actual coding, with additional help from Java programming specialists from Interactive Business Solutions Inc. The purpose of the uPortal framework is to provide post secondary institutions with a Web interface that meets the individual needs of these institutions.

Virtual Library Advisory Committee (VLAC)

The Virtual Library Advisory Committee is the recommending body to the Kentucky Virtual Library. VLCA is comprised of representatives from state, public, and institutional libraries.

Western Cooperative for Educational Telecommunications (WCET)

WCET - the Western Cooperative for Educational Telecommunications, founded by the Western Interstate Commission for Higher Education in 1989, is a membership-supported organization open to providers and users of educational telecommunications. WCET responds to its members' needs by anticipating and directing change. It conceptualizes new institutional frameworks and delivery systems, assesses the potential of new technologies and learning resources, and proposes appropriate public policy directions.

WIN Career Solutions

Provided under license from Worldwide Interactive Network, Inc. (WIN), the online Career Solutions services enable life-learning via Web-based technologies.

Council on Postsecondary Education
Policy Review and Funding Development Process

ISSUE PAPERS

WORKING DRAFT

July 27, 2006

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OVERVIEW

The following papers identify key policy issues that the Council on Postsecondary Education will consider over the next six to 12 months. The papers provide an overview of each of the policy issues, including challenges, current Council initiatives, and possible actions. The papers are a launching point for detailed discussion and analysis with the goal of developing a series of policy and funding recommendations for consideration by the Council, General Assembly, Governor, or other policymaking bodies as appropriate.

A number of these policy issues are already in different stages of development and analysis and will likely progress on different timelines for action. Nevertheless, a typical process for moving these policy issues forward might include the following:

- 1) Discuss problems
 - Gain a general sense of concerns or challenges regarding each issue
- 2) Conduct preliminary analysis
 - Clearly define problem
 - Identify key assumptions
 - Analyze and synthesize data and research
 - Develop preliminary policy recommendations
- 3) Review with Council members, staff, and others
 - Share analyses and preliminary policy recommendations
 - Get feedback, comments, challenges to assumptions, etc.
 - Identify those affected by the policy and why
 - Explore effectiveness of the policy, impact, and measure success
- 4) Draft reports and make presentations
 - Get additional feedback, comments, and suggestions
- 5) Present recommendations to the Council for approval

The policy papers are prompted by the desire to move the state forward on the long-term goals outlined in reform legislation and are directly linked to the Council's current strategic plan, *Five Questions - One Mission: Better Lives for Kentucky's People, A Public Agenda for Postsecondary and Adult Education 2005-2010*. The Public Agenda is framed by five basic policy questions that will guide the work of the entire adult and postsecondary education system through 2010:

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?

Progress on these five questions will lead to better educated Kentuckians, higher incomes and more high-value jobs, increased tax revenues, more involved citizens, a robust knowledge-based economy, less poverty, and healthier people.

This policy review and development process allows the Council to focus in more detail on specific areas identified in the Public Agenda, examine best practices in other states, review state and national data, and work with postsecondary providers and other key stakeholders to develop a well-defined, prioritized set of policy and funding proposals.

Three of the Council's policy groups – Quality and Accountability, Budget and Finance, and Research, Economic Development, and Commercialization – will take the lead in reviewing the issues, and will bring forward preliminary policy recommendations to the full Council by the end of year. Recommendations, if adopted by the Council, will help guide the development of a new postsecondary funding model, as well as other funding recommendations, new or revised Council policies, interagency and interinstitutional collaborative initiatives, and nonbudgetary legislative proposals.

Accountability and Performance

[This issue initially will be addressed by the Quality and Accountability Policy Group.]

WHY IS THIS IMPORTANT?

In 2005, the National Commission on Accountability in Higher Education released the report, *Accountability for Better Results: A National Imperative for Higher Education* that concluded the purpose of accountability in higher education is to improve institutional performance. The report stated that “Real improvement...will come when accountability in higher education is a democratic process through which shared goals are explicitly established, progress is measured, and work to improve performance is motivated and guided.”

The Commission’s report also stated that effective approaches to accountability must recognize and observe distinctive roles and responsibilities of the federal government, the states, accreditors, lay governing boards, state coordinating agencies, institutional leaders, faculty, and students in improving performance in higher education. Ultimately, in the current fiscal and political environment, directly addressing the question of “Who is responsible?” is increasingly important in reinforcing our ability to move Kentucky aggressively forward on our short-term (Public Agenda) and long-term (HB 1) goals.

WHAT ARE THE AREAS THE COUNCIL MUST ADDRESS?

Areas related to accountability and performance that need to be addressed include: 1) the role of the Council and others responsible for these issues, 2) efficient use of resources, and 3) effective communication of accountability and performance information.

1) Is the role of the Council and others responsible for accountability and performance clearly defined and differentiated?

- Challenges:

Defining accountability and performance. Kentucky has experienced improvement in key areas of college preparation, enrollment, degrees and credentials, research, and increases in a number of quality of life indicators. In addition, the Council is nationally recognized for its Public Agenda and accountability system (Five Questions – One Mission: Better Lives for Kentucky’s People and its state- and institution-level key indicators) and its aggressive policy work, particularly in the adult education, knowledge-based innovation, and P-16. However, there continue to be questions about postsecondary accountability, resource allocation, and performance goals.

Who is responsible? HB 1 stated that the long-term goals could best be accomplished by “a comprehensive system of postsecondary education with single points of accountability...” Thus, in addition to the Council’s state-level accountability system, institutional-level accountability is particularly important in states like Kentucky where the postsecondary policy focus emphasizes strategic planning and policy leadership in the public interest. Institutions use their strategic and business plans to guide their operations and align themselves with the Public Agenda. At the same time, institutions use a wide array of other accountability tools to measure quality and performance, such as annual reports, financial reports, SACS accreditation reports and accompanying quality enhancement plans, academic program review, and other planning and assessment tools related to facilities, equal opportunity, enrollment management, student affairs, and auxiliary services. During the Council’s 2020 educational attainment discussions, alignment of performance goals and shared responsibility will be critical as we move forward with long-term planning and policy initiatives related to increased educational attainment.

Maximizing the use of the Strategic Committee on Postsecondary Education (SCOPE). HB 1 calls for SCOPE to be “a forum for the Council and the elected leadership of the Commonwealth to exchange ideas about the future of postsecondary education in Kentucky.” SCOPE also reviews the Public Agenda and implementation plan, provides an avenue for the Governor to deliver information on the financial condition of the Commonwealth and the probable funds to be allocated for postsecondary education, and a mechanism for the Council to share how such funds will be designated based on strategic priorities. SCOPE members have occasionally questioned whether the committee has realized its potential as a forum for funding and policy development. This warrants continued review and discussion by the Council and other SCOPE members.

- Current CPE initiatives:
 - Revised Public Agenda 2005-2010 and five questions
 - State and institution key indicators goal-setting and reporting
 - Pilot performance funding system
 - Annual accountability reports on Public Agenda and strategic investment funds
 - Meetings with SCOPE
 - Committee on Equal Opportunities campus visits and new diversity study
 - Quality and Accountability Policy Group activities

2) Who is responsible for the efficient use of resources?

- Challenges:

Balance between financial oversight and detailed monitoring of institutional operations. As a state coordinating agency, the Council is given the responsibility to

develop the biennial budget request on behalf of postsecondary education. But the distribution of funds received among the various objects of expenditure is an institutional responsibility. The Council must balance its roles of budget development and financial monitoring with the institutions' responsibility for day-to-day operations fiscal management. A pilot performance funding system was approved in this past budget session to provide an additional link between state resources and improved performance related to degree productivity and efficiency.

Link between state appropriations, tuition, and financial aid. The ability to link state appropriations, tuition revenue, and financial aid will play a critical role in our ability to move Kentucky forward on its 2020 goals. In this last budget session, the Council took a strategic step forward in its budget request by linking tuition increases to levels of additional state funding. Given the large investment the state makes in student financial assistance, the Council will need to take a more active role in working closely with the Kentucky Higher Education Assistance Authority to align policy initiatives and state goals for postsecondary access, participation, and student success.

Financial data collection and reporting. HB 1 fundamentally shifted the state-level postsecondary policy focus from short-term institutional needs and operations to long-term civic, economic development, and educational challenges facing the Commonwealth. Thus, the Council's Public Agenda and accountability system focus more on statewide outcomes and less on detailed institutional use of resources. This said, the Council does coordinate and track specific financial information for all public colleges and universities and generates special analyses on financial data including revenues and expenditures, instructional facility space and utilization, endowments, and strategic trust funds. However, given the increased interest in linking current revenues, expenditures, and outcomes in order to help justify additional resources, greater financial data collection and reporting is clearly being demanded.

- Current CPE initiatives:
 - Annual collection and review of institutional operating budgets
 - Annual collection and reports on strategic trust funds
 - Six-year capital plans
 - Exploring additional ways to assess financial strength of system and ways to assist institutions in becoming more productive and efficient with current resources
 - Budget and Finance Policy Group activities
 - Council's participation in WICHE's Changing Directions initiative focused on integrating financial and financing policy

3) How can the Council more effectively communicate accountability and performance information to key stakeholders?

- Challenges:

Amount and access to data. The Council collects a significant amount of accountability, performance, and financial data on institutions and the various strategic trust funds and pass-through programs. It also collects information from the detailed operating budgets submitted annually by all public institutions. Organizing these massive amounts of data is challenging given limited resources and outdated data warehousing. In addition, partially due to a lack of a standard chart of accounts for all institutions and automated mechanisms to analyze these data, there is a limit to the staff's capacity to fully utilize this information to support accountability, performance, and financial-related policy discussions.

Presentation and dissemination. The Council's accountability, performance, and financial information can at times be difficult to interpret and understand for lay audiences or those without specialized training. There also are multiple types of data resources (e.g., enrollment, degrees, credit hours, institutional base budgets, debt service, strategic trust funds, endowment match funding, Council operating and special initiatives, adult education, federal grant programs, and various pass-through programs among others) that are filtered through the agency with varying levels of accountability and reporting requirements. The Council recently initiated a new accountability process to review pass-through programs. However, there may be additional ways to restructure or standardize the accountability and reporting functions and consider new ways of presenting and disseminating information that highlight accountability, performance, and the efficient use of resources both at the state and institutional level.

- Current CPE initiatives:

- Reformatted accountability report with executive summary and overview of progress document
- County fact book
- High school feedback report and initial stages of community college feedback report on transfer students
- Minority-focused accountability report on key performance indicators
- Redesigned data web site with significant increase in data tables to highlight performance and public accountability
- Statewide data fact book to accompany annual accountability report
- Initial stages of development in Council annual report to highlight role of the Council in accountability and performance system
- More regularly scheduled discussions related to accountability and performance with key legislative and executive branch staff
- New Council policy group on accountability

WHAT CAN THE COUNCIL DO TO ADDRESS THESE ACCOUNTABILITY AND PERFORMANCE ISSUES?

Definitions and role differentiation. The Council should take the lead role in reassessing how various key stakeholders view accountability and performance in Kentucky with the goal of coming to a general understanding of role differentiation given the state's various political, organizational, and institutional governing systems and how they function.

Revisit policy levers. The Council has utilized its policy levers such as strategic trust programs, academic program review, budget recommendation and funding methodology, tuition policy, new policy formation, data collection, reporting, and higher education advocacy efforts, to varying degrees of effectiveness since reform started in 1997. The Council needs to revisit each of these levers to assess its short-term and long-term impact on moving the Public Agenda forward. It should also explore alternative strategies to incent performance.

Data and reporting. The need for significant improvements in data access and reporting remains high. Good public policy is informed public policy. It necessitates robust data and analyses and ultimately relies on information and technology resources. The Council needs to continue to aggressively push forward with initiatives to enhance its data and reporting capabilities such as the proposed Kentucky Postsecondary Education Data System (KPEDS).

Research. The Council needs to continue to search for new ways and best practices related to increasing both state and institutional level accountability and performance. Access to improved national, state, and institutional level data sets is creating a massive amount of new research related to accountability and performance. The Council needs mechanisms to systematically synthesize this information and utilize it in our own improvement efforts.

Business Plans

[This issue initially will be addressed by the Budget and Finance Policy Group.]

WHY IS THIS ISSUE IMPORTANT?

One of the six major goals of HB 1 was the creation of a seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance the economic development and quality of life of all Kentuckians. In the most recent budget session, due in part to the promotion of University of Kentucky's Top 20 Business Plan, the General Assembly showed increased interest in linking institutional strategic/business plans to state funding and accountability. A major lure of drafting a business plan is that it clearly links an organization's market position with financial need and projected results, and the Council should explore the best way to move forward on this issue.

WHAT ARE THE AREAS THE COUNCIL MUST ADDRESS?

Areas related to business plans that need to be addressed include: 1) purpose of the business plans and 2) impact on short-term and long-term funding methodology.

1) What is the purpose of the business plans?

- Challenges:

Definition and terminology. Traditionally, business plans focus on financial projections but also contain market research, competitor information, and projected revenue and budget information. In contrast, strategic plans tend to describe an organization's missions, along with supporting goals, objectives, and the allocation of resources. Given where we are in the reform process, does it make sense to use the Council's 2020 projections to stimulate additional market analyses and produce a long-term planning document that clearly outlines cost parameters for achieving the 2020 goals outlined in HB 1?

Common protocol. What are the essential elements required for a statewide long-term funding plan? What protocols, assumptions, and procedures need to be established in order to move the business plan process forward? Is there a common template that needs to be created to collect necessary cost data and information from each of the public institutions?

Communications strategy. If a statewide business plan or long-term funding plan is created, what is the best way for the Council to communicate the message to various statewide constituencies?

- Current CPE initiatives:
 - 2020 enrollment and degree projections
 - Drafting a white paper on Kentucky’s postsecondary accountability system
 - Discussing the Public Agenda and accountability system with key constituents
 - Analyzing institutional annual operating budgets

2) How should the business plans be linked to the short-term and long-term funding methodology?

- Challenges:

Costing out plan. What is the best way to cost out a long-term plan like this? How complicated or straightforward should the approach be given the long-term nature of the financial projections? How are other agency costs, such as KDE’s and Economic Development’s contributions, considered in the business plan?

Link to biennial budget request. How will the costs derived from the state’s and the various institutional business plans be used to initiate the biennial budget request for 2008-2010 and beyond? Do the long-term cost projections serve as a starting point for estimating the new biennial funding gap? How will any additional new monies be allocated? Base or fix cost adjustments? Strategic trust funds? Performance funding?

Use of current resources. Does the state need a detailed cost analysis to better understand the true costs of producing undergraduate degrees, graduate degrees, research funding, regional stewardship, etc.? In addition to the current review of annual operating budgets, does it make sense to initiate some type of uniform chart of accounts or a clear mapping of accounts to better understand how various sources of revenue are being utilized across the system?

Independent colleges and universities. Independent colleges and universities in Kentucky play a critical role in the long-term success of any statewide business plan given their history, potential capacity to enroll students, ability to produce graduates, and low cost to the state. Does it make sense to also include a business plan for the independent colleges and universities? What policies should be considered for the state to more fully benefit from this postsecondary education sector?

- Current CPE initiatives:
 - Funding policy review
 - Campus facilities study
 - Drafting cost parameters based on current and projected FTE and degree production, historical growth in state appropriations, or some other means to estimate long-term postsecondary education investments.

WHAT CAN THE COUNCIL DO TO ADDRESS THIS BUSINESS PLAN ISSUE?

Research and analysis. Conduct additional research on other similar statewide initiatives to gather common elements and strategies used to convey similar long-term funding plans.

Use of resources. Gain a better understanding and commission a report highlighting what the state and the various regions receive for the \$1.3 billion annual investment in postsecondary education. Remind key stakeholders of the number of faculty and staff members employed, estimated total salary and benefits, number of graduates, economic and business development, community partnerships, applied and basic research, and direct and indirect economic impact on local communities and tax base, etc.

Communications and follow-up strategy. Equally important to the content of the plan is the Council's ability to communicate its message to the appropriate constituents and follow up on the plan details. A comprehensive communications and follow-up strategy will be needed to maximize the utility of the plan.

Linking all revenue sources. Continue to push for stronger links between state appropriations, tuition and fees, financial aid, and other funding sources by convening meetings and initiating discussion among the key partners.

Accountability. Identify and consult with the statewide partners responsible for taking the lead on addressing each policy issue. Work with these partners to align statewide goals and develop collaborative efforts to move issues and the Public Agenda forward.

Capital Construction and Facilities Management

[This issue initially will be addressed by the Budget and Finance Policy Group using information from the statewide facilities assessment currently underway.]

WHY IS THIS IMPORTANT?

The Public Agenda for Postsecondary and Adult Education states that “the significant investments made in postsecondary and adult education since House Bill 1 have produced impressive gains... But without firm resolve and adequate resources, our momentum will stall.” Access to high-quality teaching and research facilities is essential in the preparation and training of Kentucky’s citizens. There are limited funds available from the state for capital construction. There must be recognition of the available revenue that can be dedicated to maintaining and upgrading existing facilities while at the same time creating new education and research space.

WHAT ARE THE AREAS THE COUNCIL MUST ADDRESS?

There are a number of areas related to capital construction that should be addressed, including construction of research space, renewal and maintenance of existing facilities, statewide capital priorities, cost implications, and institutional flexibility to issue agency bonds.

1) To provide a state-of-the-art teaching environment and space to support a nationally competitive research agenda, the state must:

- Explore strategies for constructing more research space in order to increase quantity and quality of research and attract high-profile researchers.
- Raise the standard of repair for existing teaching and research facilities and upgrade or remodel current space to include new technology.
- Identify alternative ways to renew and expand revenue-generating facilities, including housing and athletic buildings.

- Challenges:

Competition between research space and other capital needs for debt capacity.

Kentucky must identify a funding strategy that provides adequate support for both research space and other postsecondary capital priorities.

Capital renewal repair and maintenance. Existing facilities must be maintained, renewal must be funded on an ongoing basis, and the funding process should recognize efforts by institutions to budget for ongoing renewal of E&G facilities (fund depreciation).

Institutional flexibility to issue agency bonds. Recognizing the state’s debt capacity is limited, institutions should be allowed more flexibility in terms of timing, project identification, and management of funds to address capital needs for revenue-generating facilities.

Statewide facilities condition review. A significant portion of the existing space at Kentucky’s postsecondary institutions was constructed before 1980 and has never been fully renovated. The statewide assessment will identify capital renewal and maintenance needs for E&G and research space and will suggest funding strategies to help address the gap (similar to the North Carolina study).

- Current CPE initiatives:
 - State- and institution-level model that establishes capital priorities.
 - Statewide facilities assessment to establish the condition and quality of existing space, future space needs, research space needs, and a matrix of funding strategies.
 - Policy to require institutional match to access state funds designated for capital renewal, repair, and maintenance. The level of match recognizes renewal efforts by institutions.
 - CPE recommendation for a capital renewal, repair, and maintenance pool.
 - CPE recommendation that institutions be authorized to issue nonstate-supported debt to address critical needs associated with revenue-producing facilities (for example, housing and athletics).

2) What are the cost implications?

The cost of addressing capital renewal and major renovation and new education and research space will create significant pressures on the Commonwealth’s general fund and debt capacity. It will require more resources, a more innovative strategy, more institutional flexibility, more support services, and more accountability.

- Challenges:

Long-term cost parameters. The statewide assessment will identify the base needs for space and renewal of existing facilities. The study will likely show a need for significant capital funding to address deferred needs due to aging physical plants and to construct the additional research and teaching space needed to meet the goals of House Bill 1.

Productivity and efficiency. Institutions must explore how best to increase utilization of facilities for instruction and for research that produces patents, commercialization enterprises, and business ventures. There also will be ongoing challenges to create ways to restructure courseload and utilize technology to maximize facility capacity.

- Current CPE initiatives:
 - Funding policy review to assess the strategy for mitigating the competition for limited state debt capacity between E&G, research, and other facilities.
 - Campus facilities study to assess long-term needs of the state with the understanding that significant growth will have to occur to achieve 2020 goals.
 - Capital projects evaluation model that will help establish priorities for limited state capital construction funds.

WHAT CAN THE COUNCIL DO TO ADDRESS THESE FACILITIES ISSUES?

Long-term. Develop a policy regarding construction of research space. Also work with institutions to develop and communicate to the Governor and the General Assembly an approach to funding renewal cost for existing facilities.

2008-10 budget request. Incorporate the recommendations of the statewide facilities assessment to determine the capital request for the 2008-10 biennium.

Agency bonds. Develop and communicate to the Governor and the General Assembly a recommendation that provides institutions flexibility to issue limited amounts of debt to address the need for capital improvements for revenue-producing facilities.

Accountability. Identify and consult with the statewide partners responsible for taking the lead on addressing each policy issue. Work with these partners to align statewide goals and develop collaborative efforts to move issues and the Public Agenda forward.

Collaboration/Technology

[This issue initially will be addressed by the Distance Learning Advisory Committee through the Quality and Accountability Policy Group.]

WHY IS THIS IMPORTANT?

The Council's goal of "doubling the numbers" of baccalaureate degree holders from 400,000 to nearly 800,000 by 2020 to reach the national average requires increasing the productivity of Kentucky's postsecondary education institutions and increasing the accessibility of Kentucky postsecondary education offerings to nontraditional student populations. To help achieve these goals, Kentucky must identify collaborative opportunities that promote efficiencies (purchasing, systems, applications, and services), reduce duplication, and develop recommendations for collaboration regarding programmatic information as well as instructional and administrative technology needs that benefit the state and the institutions.

WHAT ARE THE AREAS THE COUNCIL MUST ADDRESS?

1) Identify collaborative academic program opportunities that promote efficiencies.

- Challenges:

Public Health. Kentucky has high morbidity and mortality rates in cancer, cardiovascular disease, and diabetes – illnesses that with proper education and prevention interventions could be reduced substantially. The state's public health workforce is minimally trained in the public health core curricula.

Engineering. Kentucky needs engineers and engineering technologists if it hopes to improve the economy and create more economic development opportunities. In addition, not enough Kentucky high school graduates, adult students, and KCTCS transfer students are being prepared to enroll in and successfully complete science, technology, engineering, and mathematics (STEM) degree programs at Kentucky's colleges and universities.

Education Leadership. The need for primary, secondary, and adult education leaders to receive training that is relevant, current, and embedded is crucial and increasing.

- Current CPE initiatives:
 - As part of the Council's Statewide Strategy for Public Health Education and Research, UK, UofL, ECU, and WKU (institutions with public health programs), and the Kentucky Department for Public Health have worked in collaboration to ensure

- a much-needed public health-trained workforce. The initiative will expand public health workforce professional development opportunities and support the development of collaborative research efforts.
- The Statewide Engineering Strategic Plan provides joint engineering education needed for Kentuckians to excel in the knowledge economy. The strategy includes an accelerated review process for joint baccalaureate engineering programs, funding strategies, and initiatives to recruit, mentor, and place women and minorities in engineering programs. This initiative is funded by annual appropriations divided among the four engineering programs at the University of Kentucky, Western Kentucky University, University of Louisville, and Murray State University.
 - The P-16 Joint Engineering Pipeline Program gives middle and high school students access to a rigorous curriculum that will prepare them for postsecondary engineering programs. The Council is working closely with the Kentucky Department of Education to develop a cadre of 30 Project Lead The Way (PLTW) high schools over two biennia to strengthen the science, technology, engineering, and math (STEM) degree pipeline.
 - The Educational Leadership Redesign Initiative will develop a new generation of school leaders through redesigned programs that more effectively address the evolving and emerging issues of curriculum, delivery, assessment, and administration.
 - Joint and Collaborative Doctoral Degrees in Education: As a result of the educational leadership redesign initiative, as well as increased demand and need across the Commonwealth, the Council is exploring strategies for expanding access to Ed.D. degrees.
 - The Kentucky Principal Leadership Institute is an integral component of the educational leadership redesign process. House Joint Resolution 14 passed by the 2006 General Assembly directs the executive director of the Education Professional Standards Board, with the cooperation of the commissioner of the Kentucky Department of Education and the president of the Council on Postsecondary Education, to establish an interagency task force to collaborate with public and independent postsecondary education institutions for the redesign of preparation programs and the professional development of educational leaders.

2) Identify statewide consortial purchasing/licensing of technology-based instructional and administrative systems, applications, and services.

- Challenges:

Consortial purchasing/licensing. Kentucky needs technology that is robust, flexible, and based upon common standards. The degree to which Kentucky is able to shift core service products and service providers to take advantage of new, lower-cost, higher-efficiency alternatives will directly impact Kentucky's ability to innovate. Use of common tools, acquired under the rubrics of common standards, delivered over a

robust and flexible infrastructure will provide the foundation for Kentucky's progress in the implementation and integration of new learning methods and opportunities for Kentuckians. Institutions, education agencies, and state government (COT & Purchasing) need to work closely to develop and enable common, consortial purchasing.

- Current CPE initiatives:
 - Establishment of the statewide consortial BlackBoard license provides the benefits of cross-institutional and cross-agency collaboration. The long-term fiscal, operational, and instructional opportunities are significant. Consortial licensing of the BlackBoard CMS by postsecondary and K-12 will save Kentucky over \$3.3 million in postsecondary license costs alone and promises to increase content-sharing across all sectors over the four years of the agreement.
 - Since 2001, the Council has negotiated a statewide contract with the Environmental Systems Research Institute to provide Kentucky's public postsecondary institutions with access to a full complement of geographic information systems software. By committing to a single contract for all institutions, the Council has been able to facilitate providing this software at a much lower cost than any of the institutions would have been able to negotiate individually.

3) **Develop recommendations for collaboration that utilize information and technology such as the P-16 shared network infrastructure and the P-16 seamless data warehouse.**

- Challenges:

Shared network. The current telecommunications services to the K-12 schools and other education locations are inadequate. Access to a statewide, high-speed, affordable, educationally focused network will build upon the successes that are occurring at institutions, selected K-12 districts, and adult education centers across the state.

Data warehouses. Federal reporting mandated under *No Child Left Behind* requires KDE to track students beyond high school into postsecondary education. EPSB needs to link information about teacher training to the performance of students to identify professional development needs and needed improvement in teacher preparation programs. The Council and KDE need to track student data across the P-16 spectrum to develop a better understanding of why so many students graduate from high school but still require remediation when they enter colleges and universities.

- Current CPE initiatives:
 - Creation of the Kentucky Education Network (KEN). The network will be a high-speed education-centric network. The purpose is to facilitate the development,

deployment, and operation of a set of seamless P-16 applications. It will support advanced research and education applications to further Kentucky's educational agenda. It will connect every college, university, and K-12 school district in the state regardless of geographic location as well as the agencies of the Education Cabinet and their statewide locations. A universally available high-speed network will provide the ability to:

- Connect all students with educational and research resources that are not available locally.
- Strengthen the relationship between postsecondary, adult education, and K-12 educators.
- Connect pre-service teachers with real world K-12 classroom learning experiences.
- Increase the opportunities for high school students to participate in dual credit courses.
- Connect students with the rich research and advanced instructional applications of Internet2.

WHAT CAN THE COUNCIL DO TO ADDRESS THESE COLLABORATION/TECHNOLOGY ISSUES?

Academic program collaborations.

- Identify additional opportunities for programmatic collaborations (e.g., support of the Statewide Engineering Strategy).
- Utilize the Kentucky Virtual University to explore and pilot new instructional models.
- Identify and establish incentives for faculty, staff, and institutional collaborative activities, intra-institutional, inter-institutional, and P-16. Identify and eliminate barriers for the same.
- Identify and establish incentives for applying technology to improve quality, reduce costs, and increase access. Identify and eliminate barriers for the same.

Statewide consortial purchasing/licensing.

- Resolve the procurement bottlenecks to allow for more streamlined and competitive acquisitions.
- Determine what technologies are critical and how they should be aligned and managed to enable (and reduce barriers to) collaboration.

Collaborations utilizing information and technology.

- Establish and coordinate optimum structure for postsecondary education technology leadership (between institutions, CPE, and state agencies) to create and sustain collaborative opportunities and initiatives within the postsecondary education community and between postsecondary and other potential partners. Look to existing collaborations (Kentucky Virtual University/Library, public health, K-Core, joint budget request, etc.) for best practices.

- Promote funding of the Kentucky P-16 seamless data warehouse as an independent data repository shared by CPE, EPSB, and KDE for research assessment and accountability reporting purposes. The project will allow analyses across education agencies that today are not possible or extremely difficult to perform.

Accountability. Identify and consult with the statewide partners responsible for taking the lead on addressing each policy issue. Work with these partners to align statewide goals and develop collaborative efforts to move issues and the Public Agenda forward.

Educational Attainment

WHY IS THIS ISSUE IMPORTANT?

The long-term goal of HB 1 is to significantly improve the quality of life and economy for all Kentuckians. Achievement of HB 1 goals is dependent on increasing the educational attainment level of the Commonwealth to at least the national average by 2020, from 19 percent in 2000 to a projected 32 percent in 2020. To do this, Kentucky needs to double the number of baccalaureate degree holders over the next 14 years, from roughly 400,000 in 2000 to nearly 800,000 in 2020. With no changes to current production levels, Kentucky will fall short approximately 211,000 degree holders in 2020 and thus give up many of the benefits that come with increased educational attainment.

WHAT ARE THE AREAS THE COUNCIL MUST ADDRESS?

There are a number of areas related to increasing educational attainment that need to be addressed, including: 1) interventions and change strategies and who is responsible, 2) cost implications in terms of state appropriations and other resources, 3) outreach activities to better communicate the benefits of a bachelor's degree, and 4) connecting educational and labor market opportunities.

1) What interventions and strategies will be needed to double the number of bachelor's degree holders by 2020?

The Council staff worked with a national consultant and others on a model to look at the various inputs (i.e., high school students, adult students, and transfers) and throughputs (i.e., college-going rates, retention rates, and graduation rates) needed to close the educational attainment gap and significantly increase bachelor's degree production in Kentucky.

- Challenges:

Increasing postsecondary participation and quality. The 2020 projections model suggests that we need to increase the high school college-going rate from 62 percent to 74 percent, increase the adult college participation rate from 3.6 percent to 4.5 percent, and raise the postsecondary system's graduation rate from 44 percent to 55 percent in 2020. It is estimated that to achieve degree production goals by 2020, that over 330,000 undergraduates will need to be enrolled in college, up from 168,900 in 2000. Kentucky colleges and universities will also need to award approximately 33,700 bachelor's degrees, up from 15,600 in 2000. We also will need to encourage the 550,000 working-age adults that already have some college or associate degrees to complete their postsecondary work.

Improving GED to college transitions. The 2020 projections model suggests that we need to increase the annual number of GED graduates as well as the college-going rates of these graduates. In 2005, there were a little less than 10,000 GED graduates in Kentucky and, in 2002, approximately 19 percent of GED graduates enrolled in postsecondary education within two years.

Enrolling a larger proportion of first-time students at KCTCS. Arguably the biggest systemwide change in the 2020 projections model is the suggestion of enrolling more first-time students at KCTCS and significantly increasing the number of upper-division transfers from KCTCS to the four-year institutions. This change is driven by enrollment capacity issues at the four-year public institutions. However, critical to the success of this approach will be keeping KCTCS net costs low, getting students through KCTCS in a timely manner, educating more students on the value of the bachelor's degree, greater data and information sharing among institutions, and continuing to streamline the transfer and completion process. The number of annual transfers from KCTCS to four-year institutions will need to increase from roughly 4,000 in 2004 to 15,600 in 2020 under our current scenario. Almost 50 percent of current seniors in Kentucky did not start at the institution from which they will graduate.

Raising high school graduation rates. The 2020 projections model suggests that we need to increase the high school graduation rate of ninth graders from 72 percent to 81 percent by 2020 – which would currently place Kentucky in the 75th percentile of all states. In 2004, there were approximately 57,000 ninth graders in the state and only about 40,000 seniors. The 2020 projections model requires that the number of high school graduates increases to approximately 48,000 by 2020. Critical success factors include efforts such as enhanced support services, improved teacher preparation, and increased college preparedness.

Increasing migration, economic development, and regional stewardship. Even with the changes outlined above, Kentucky will still be significantly short in terms of achieving its degree production goals. The state will need to aggressively create new jobs to keep college graduates working in Kentucky, attract college-educated, out-of-state residents, and work on other regional factors that influence quality of life and business development such as the type of degrees produced (i.e., STEM degrees). It is important that all areas of the state, all industries, and all Kentuckians receive the benefits of increased educational attainment.

- Current CPE initiatives:
 - State and institution level key indicators and goal setting processes
 - New pilot performance funding system to reward bachelor's degree production and efficiency
 - Statewide transfer study, along with work of Statewide Transfer Committee

- New 2020 advisory group with representation from the public institutions, the Association of Independent Kentucky Colleges and Universities, Kentucky Adult Education, the Kentucky Department of Education, and economic development
- Statewide policy scan to identify what policies are helping and what are hindering our progress
- Discussion with Kentucky Adult Education and performance measures
- Initiatives such as the P-16 Council, Go Higher Kentucky Web site and college access campaign, GEAR UP, the statewide mandatory placement policy, college-level learning assessments via *Measuring Up*, and the state's new mandatory ACT policy

2) What are the cost implications?

The cost of increasing Kentucky's educational attainment to the national average will be significant. It will require more resources, more faculty, more facilities, more support services, more technology, and more accountability.

- Challenges:

Long-term cost parameters. Given that we now have updated information on the level of degree production needed to achieve the national average, we now must better understand and communicate the projected long-term costs associated with achieving this goal over the next 14 years. Agreeing upon key assumptions, exploring various cost methodologies, developing a standard protocol for long-term business plan development, and agreeing on how these long-term costs are utilized in the revised funding policy and the biennial budget process will all prove challenging over the next 12 to 18 months.

Productivity, efficiency, quality, and resource reallocation. In addition to securing new resources, there will be a challenge to do more with existing resources. Kentucky's institutions must increase productivity and efficiency above their current levels and sustain this over time. In a 2005 report released by the National Center for Higher Education Management Systems (NCHEMS), Kentucky's state system ranks low in terms of overall performance relative to funding (state appropriations plus tuition and fee revenue) per FTE. Aggressive growth and degree production will place added pressure on academic quality.

Facilities. The Council's current campus facilities study will provide valuable information as we move forward in our efforts to achieve the 2020 goals. Additional residence halls, academic buildings, administrative and support buildings, and lab buildings will all be needed. There will be ongoing challenges in this area related to the state's ability to take on new debt, institutional bonding authority, and creative ways to restructure courseload and utilize technology to maximize capacity.

- Current CPE initiatives:
 - Funding policy review
 - Statewide campus facilities study
 - 2020 Projections Advisory Group made up of representatives from institutions, KDE, Kentucky Adult Education, and economic development
 - Pilot performance funding system
 - Revised KYVU mission and strategic plan
 - New tuition policy and participation in WICHE project to better align state appropriations, tuition policy, and financial aid

3) What outreach activities are needed to better communicate the benefits of a bachelor's degree?

Doubling our numbers will benefit all Kentuckians. Many Kentuckians already believe this, but many do not. Aggressive and unparalleled outreach is critical to Kentucky's educational attainment success. The issue is how can we more effectively communicate the link between an educated citizenry, economic prosperity, and quality of life and instill it into the lifeblood of Kentucky's culture and future.

- Challenges:

Personal and local level. Many individuals and local communities still do not understand, embrace, and promote the benefits of increased educational attainment. Kentuckians must realize this simple truth – a bachelor's degree holder on average earns \$1 million more than a high school graduate over a lifetime. In 2004, Kentucky was ranked 48th in the percentage of adults with a bachelor's degree or higher (19% percent versus 27 percent nationally). In 1990, Kentucky had only three counties (Oldham, Franklin, and Fayette) above the national average in educational attainment and only five (Oldham, Jefferson, Woodford, Fayette, and Warren) in 2000. The challenge is to dramatically increase this number by 2010.

Economics. If we reach the national average in educational attainment by 2020, we can expect a cumulative increase of \$5.3 billion in state revenue and \$71 billion in personal income, according to the Kentucky Long-Term Policy Research Center. The challenge is to better communicate the costs and benefits of postsecondary education to the state, private employers, non-profits, and local governments.

Key partners. As our 2020 projections model reinforces, postsecondary and adult education cannot increase educational attainment by ourselves. The challenge is to reconnect with our key partners across the state in a coordinated way to promote increasing educational attainment at all levels.

- Current CPE initiatives:
 - Go Higher Kentucky Web site, collaboration with KHEAA, and SREB Go Alliance
 - College access campaign, GEAR UP campaign, and KYAE marketing
 - Southern Governors' Association Technical Assistance Grant
 - University Coordinated Advising Network (UCAN)

4) How will new educational opportunities connect and respond to labor market demands and growth trends?

If Kentucky did reach its educational attainment goal of achieving the national average by 2020, the state will need more high-skilled, high-paying jobs.

- Challenges:

Institutional responsiveness. At the state level, beyond general academic program review, the Council currently has very few if any policy levers to provide incentives for new educational opportunities related to labor market trends and potential shortages. There are a small number of loan forgiveness programs associated with teaching and health care in rural communities, but there are very few incentives for institutions to respond to statewide interest in dramatically increasing the number of STEM degrees other than improvement on the key performance indicator. A recent report commissioned by the Kentucky Science and Technology Corporation concluded that without a dramatic shift in labor market growth opportunities Kentucky would reach the national average in per capita income in roughly 150 years!

Collaboration. Unprecedented collaboration among many statewide partners, including CPE, KYAE, KCTCS, economic development, workforce development, Chamber of Commerce, and private industry is required to more strategically link degree production to high-value, knowledge-based job opportunities. Rekindling the Kentucky Innovation Commission established under the Kentucky Innovation Act in 2000 may satisfy an unmet need in this area. It is obvious that Kentucky also needs to solicit headquarters of major corporations, research and development centers, and other knowledge-based high-growth industries versus its traditional industries in order to create the numbers and types of jobs required by our 2020 projections.

WHAT CAN THE COUNCIL DO TO ADDRESS THESE EDUCATIONAL ATTAINMENT ISSUES?

Long-term planning. Develop a long-term educational attainment plan that could include a statewide market analysis of enrollment, degrees, and labor trends, interventions and strategies for operational change, information from the campus facilities study, long-term cost parameters, and an outreach plan.

Goal alignment. Work with KDE, Kentucky Adult Education, economic development, KHEAA, and other entities around the state to align our long-term educational goals and strategies.

Productivity and efficiency. Set goals for improving productivity and efficiency. Convene institutions to discuss what they are already doing in these areas and promote the use of best practices. Reconsider how tuition policy, capital recommendations, strategic recommendations, and other funding-related activities can be linked to degree production and labor market trends in the STEM fields.

Outreach. Advocate for stronger outreach activities from all directions and from all partners. New outreach tools need to be developed to communicate the message to the public and to government, business, and community leaders.

Research. Establish a research agenda and commission additional studies and information-gathering on issues such as promoting educational attainment, including best practices in other states, best use of KCTCS in advancing bachelor's degree production in the state, best use of financial aid in promoting degree attainment, migration, employer satisfaction and needs, alumni, link among higher education, labor markets, and per capita income.

Accountability. Identify and consult with the statewide partners responsible for taking the lead on addressing each policy issue. Work with these partners to align statewide goals and develop collaborative efforts to move issues and the Public Agenda forward.

Equal Educational Opportunity

[This issue initially will be addressed by the Committee on Equal Opportunities' diversity study.]

WHY IS THIS ISSUE IMPORTANT?

In 1979, the Office for Civil Rights (OCR) in the U. S. Department of Education found that the Commonwealth of Kentucky, in violation of Title VI of the Civil Rights Act of 1964, has failed to eliminate the vestiges of its former *de jure* racially dual system of public higher education. Kentucky was asked to submit to the OCR a statewide plan that would fully desegregate the Kentucky system of higher education. Kentucky has completed two iterations of planning under the OCR, the 1982 Higher Education Desegregation Plan and the 1999 Partnership Agreement. After completing both plans, the OCR continues to exercise oversight of the Commonwealth's efforts.

The long-term goal of HB 1 is to significantly improve the quality of life and economy for all Kentuckians. Achievement of HB 1 goals is dependent on increasing the educational attainment level of the Commonwealth to at least the national average by 2020. To do this, Kentucky needs to reinforce actions that lead to equal opportunity and access within the system. Kentucky has made some progress, but the process is not yet complete. Without continued focus and effort, Kentucky will fall significantly short of this goal and give up many of the benefits that come with it.

WHAT ARE THE AREAS THE COUNCIL MUST ADDRESS?

There are a number of strategies related to increasing the level of diversity in enrollment and employment that should be addressed, including maintaining a strong accountability system, developing a more inclusive diversity planning process, committing resources to develop the appropriate pipelines, and developing outreach activities to better communicate access and opportunity.

- 1) Strategies are needed to ensure continued progress toward increasing the diversity of the student body and employment among administrators, faculty, and other professionals. The Council, on behalf of the public postsecondary institutions, issued a request for proposals to identify a firm to design and implement a statewide diversity study. The study will examine the level of planning and strategies needed to ensure access and success of ethnic minorities in Kentucky's system of postsecondary education.**

- Challenges:

Gaining release from the OCR remedial plan. The Council’s 2020 projections suggest that a significant increase in overall college participation is required if educational attainment in Kentucky is to reach the national average by 2020. Kentucky operates under a remedial planning process that is overseen by the federal government. To impact the lives of all citizens, Kentucky needs to be released from the OCR remedial plan and develop a more encompassing diversity plan that ensures all citizens have access to and can be successful in postsecondary education.

Defining diversity planning for postsecondary education. Recent actions by the U. S. Supreme Court established new standards for determining the need for diversity planning or the use of race as a factor in diversity planning. The statewide study will establish a unique definition of diversity, a compelling governmental interest, a narrowly tailored diversity planning concept, the appropriate duration of a diversity plan, appropriate characteristics of a diversity plan, and the success factors and rates for minority students in the Kentucky postsecondary education system.

Statewide diversity study. The study will assist the state in developing policy, addressing statewide programs to achieve greater diversity, and developing alternative systems of diversity attainment. It also will identify the appropriate characteristics of a diversity plan, analyze the impact of diversity in the K-12 system on postsecondary, identify the racial and ethnic groups that should be included in a Kentucky plan, relate diversity to economic and civic activity, connect diversity to the Public Agenda and institutional missions, and identify the ideal level of diversity for postsecondary institutions.

- Current CPE initiatives:

- Statewide plan for equal opportunities with objectives for each institution based on the key market area of an institution.
- Committee on Equal Opportunities (CEO) to oversee implementation of the plan and evaluate institutional progress toward achieving its objectives.
- An evaluation system that objectively measures and rewards institutional progress by allowing implementation of new degree programs without input by the Council’s Committee on Equal Opportunities.
- Partnership with OCR to identify the remaining actions necessary to bring Kentucky into compliance with Title VI of the 1964 Civil Rights Act.
- Equal Educational Opportunity (EEO) advisory group with representation from each public institution to review and advise the Council on concerns related to equal opportunity planning and diversity.
- Statewide diversity study to help define the next phase of equal opportunity planning once Kentucky is released from oversight by the OCR.

- Middle school program to strengthen the pipeline of prepared African American students seeking to enter college.
- Initiative to increase the pipeline of individuals with terminal degree credentials required to fill positions as faculty, administrators, and other professionals at public colleges and universities.

2) What are the cost implications?

To increase Kentucky's educational attainment to the national average and to ensure that all citizens have an opportunity to participate will require more resources, more faculty, more administrators, more targeted support services, more collaboration with P-12, and more accountability.

- Challenges:

Long-term costs. The statewide diversity study will identify strategies and programs that have worked in other states that will benefit Kentucky. Establishing a common approach to identify students and provide the necessary support over their college career will increase the retention and degree attainment of ethnic minority students.

Diversity and the campus environment. In addition to broadening the focus of equal opportunity from African Americans to all underrepresented minority groups in Kentucky, there also is a challenge to do more to maintain the diversity that currently exists. Kentucky must sustain the level of support for African Americans while expanding the resources available to attract other ethnic minorities.

- Current CPE initiatives:
 - CEO campus visits to discuss support programs and campus climate.
 - Institutional campus environment teams that constantly test the campus climate through focus group discussions, open meetings, and interface with the president.
 - Annual evaluations of activities of the campus environment team and evaluation of student experiences with campus-based law enforcement.

3) What outreach activities are needed to better communicate the benefits of diversity?

Increased diversity will benefit all Kentuckians and the Kentucky economy. Many ethnic minority Kentuckians already participate in postsecondary education, but many more still do not. Aggressive collaboration with P-12 regarding preparation, outreach, and campus-based support programs will be critical in broadening the level of participation and success by ethnic populations in postsecondary education.

- Challenges:

State, campus, and local level. Statewide policy must recognize that for Kentucky to compete successfully in a global economic setting all of its citizens must have an opportunity to participate and succeed in the postsecondary system. This means that campuses must create and maintain a hospitable environment and infuse campus policies and practices with that value. Kentucky must identify the commonly cited obstacles to ethnic minorities to attain degrees, create and implement intervention measures, and dramatically increase the success of ethnic minorities in college.

Key partners. To successfully engage and increase the pipeline of prepared ethnic minority students entering college and receiving degrees, there must be collaboration across P-16, including the OCR, the Governor's office, the General Assembly, the Kentucky Department of Education, Kentucky Adult Education, economic development agencies, institutions, and local communities.

- Current CPE initiatives:
 - The Kentucky Plan for Equal Opportunities
 - Partnership with OCR
 - CPE Committee on Equal Opportunities
 - Southern Regional Education Board Compact for Faculty Diversity
 - Governor's Minority Student College Preparation Program
 - Proficient Juniors and Seniors Annual Conference
 - Institutional Campus Environment Teams
 - Statewide Diversity Study Initiative

WHAT CAN THE COUNCIL DO TO ADDRESS THESE EQUAL EDUCATIONAL OPPORTUNITY ISSUES?

Long-term planning. Satisfy the remaining commitments of the partnership and gain release from oversight by the OCR. Kentucky must then develop and aggressively implement a statewide diversity plan with strong accountability measures.

Embrace and advocate diversity. Work with institutional boards to inculcate a policy of inclusiveness into the fabric of the institution.

Accountability, productivity, and efficiency. Identify and consult with the statewide partners responsible for taking the lead on addressing each policy issue. Establish aggressive objectives for increasing diversity of students, administrators, faculty, and other professionals. More closely link strategic funding recommendations, new academic programs, and degree productivity to the accountability system.

Outreach. Following the completion of the statewide diversity study, advocate for stronger outreach activities and programs to engage the local communities and ethnic groups in the diversity planning for postsecondary education.

Nonresident Students

[This issue initially will be addressed by the Budget and Finance Policy Group.]

WHY IS THIS ISSUE IMPORTANT?

In fall 2005, there were 24,300 nonresident students enrolled in Kentucky public institutions representing approximately 20 percent of total enrollment. As the Council continues to align its policies to focus on the achievement of the goals of House Bill 1 and the Public Agenda, it is important to better understand the benefits and the associated costs of enrolling nonresident students and how policies related to nonresident students affect the success of Kentucky in achieving these goals.

WHAT ARE THE AREAS THE COUNCIL MUST ADDRESS?

The Council must identify the role nonresident students play in achieving the goals of the Public Agenda and ensure that the policy and funding structures in place are appropriate and effective. Current Council policies related to nonresident students include the tuition policy, the base funding model, and tuition reciprocity agreements. Aligning these and other policies with the goals of reform will help ensure the best use of scarce state resources.

1) What are the contributions in achieving the goals of House Bill 1 and the Public Agenda?

- Challenges:

Migration. How many nonresident students remain in Kentucky after graduation and contribute to the educational attainment of the state?

Institutional quality. How do nonresident students contribute to institutional quality? Does their enrollment improve an institution's graduation rates, entrance exam scores, and scoring on certification and graduate placement exams?

Economic impact. Do nonresident students have a positive economic impact on the community and region? For example, to what extent do these students contribute to the tax base of the state and locale while enrolled? To what extent do local businesses benefit from the sale of goods and services to nonresident students?

Social benefits. What are the social benefits associated with the enrollment of nonresident students? For example, in what ways do these students contribute to campus diversity and volunteerism?

- Current CPE initiatives:
 - Student migration study
 - National Survey of Student Engagement
 - Ongoing analysis of student demographic trends through the Council’s comprehensive database.

2) What are the finance policies related to nonresident students?

- Challenges:

Level of state subsidy. What is the state educational subsidy per student? Should nonresident students be subsidized at the same rate as resident students? If not, what is the appropriate level of subsidization of nonresident students? A part of this analysis would explore pricing, direct state support of institutions, and financial aid/scholarships for nonresident students.

Reciprocity agreements. How do statewide reciprocity agreements affect access for Kentucky students? Are the benefits in balance with the costs to the state?

- Current CPE initiatives:
 - CPE tuition policy. Current policy states that nonresidents must be charged at least 1.75 times the resident rate. Some institutions were granted exceptions to this policy and are allowed to charge less to targeted populations of nonresident students.
 - Tuition reciprocity. Institutions that choose to participate in tuition reciprocity agreements are required to offer reduced rates for students from certain geographic areas outside the state. In return, Kentucky residents may attend out-of-state institutions at reduced rates. Currently, 4,900 of the 24,300 nonresident students in Kentucky attend under tuition reciprocity. Tuition reciprocity agreements are governed by policies that require relative balance in the number of students exchanged and the amount of tuition waived by each state. The policies are reviewed on a regular basis.
 - Base funding model. Nonresident tuition rates have an impact on the base funding needs of institutions and, consequently, the state funds requested for each institution. The benchmark funding model calculates base funding needs on total operating dollars to the institution (tuition plus state appropriations). Therefore, as student revenue increases (resident students and, at a higher rate, nonresident students), fewer general fund dollars are needed to maximize the total public funds objective, and vice versa.

WHAT CAN THE COUNCIL DO TO ADDRESS THESE NONRESIDENT STUDENT ISSUES?

Research and analysis. Conduct a thorough analysis of each policy question listed above as well as current and past Council policies and best practices in other states.

Stakeholder communications. Convene institutional representatives, lawmakers, and other higher education stakeholders to engage in developing statewide policies in practices related to nonresident students.

Student financial aid. Explore with KHEAA, institutions, legislators, and other higher education stakeholders state-level student financial aid programs and policies to encourage nonresident students to complete their programs and stay in the state after graduation.

Accountability. Identify and consult with the statewide partners responsible for taking the lead on addressing each policy issue. Work with these partners to align statewide goals and develop collaborative efforts to move issues and the Public Agenda forward.

Science, Technology, Engineering, and Mathematics (STEM) P-20 Pipeline Initiative

[This issue initially will be addressed by the Research, Economic Development, and Commercialization Policy Group.]

WHY IS THIS IMPORTANT?

The STEM disciplines (science, technology, engineering, and mathematics) are essential if Kentucky is to develop the talentforce that drives knowledge economy jobs. STEM disciplines provide the foundation for future advancements in commercialization and innovation. At the national level, Congress recently approved \$790 million in Academic Competitiveness and SMART Grants to encourage rigorous course taking in high school, and support undergraduate students who major in math, science, or critical languages. At the state level, more needs to be done to strengthen the STEM pipeline and encourage a greater number of postsecondary graduates in STEM-related fields.

WHAT ARE THE AREAS THE COUNCIL MUST ADDRESS?

A statewide STEM initiative must feature collaboration, leadership, and action and assessment.

1) Collaborative action by all key education, government, and business stakeholders.

- Challenges:

Curriculum alignment. Despite some notable progress in K-20 curricular alignment, much work remains to be done to better align high school programs and college expectations. The recent KDE approval of a more rigorous high school curriculum adds urgency to this task.

Student preparation. Fifty-four (54) percent of students entering certificate and degree programs at Kentucky's public postsecondary institutions in 2002 were underprepared for college-level coursework in mathematics, English, or reading. Forty-one (41) percent were underprepared in mathematics, and 27 percent were underprepared in English. Eighty (80) percent of GED graduates and 80 percent of students 25+ were underprepared.

Teacher professional development. STEM-related fields are dynamic, and they evolve as new discoveries are made and research challenges established assumptions.

Teachers must have ready access to quality, on-going professional development in order to stay current in their fields and teach at the highest levels.

Teacher preparation. Professional opinions differ regarding teacher preparation models. However, in the areas of mathematics and science, it is imperative that teachers have deep understanding of content. By the fourth and fifth grades (and beyond), students are introduced to increasingly complex mathematical and scientific material that require educators have a mastery of STEM-related content. In addition, the classroom teacher's enthusiasm for mathematics and science has been found to influence a child's interest in these subject areas.

- Current CPE initiatives:
 - Kentucky Early Mathematics Testing Program
 - Monitoring ACT scores, AP participation, and GED attainment
 - Production of the biennial High School Feedback Report
 - Publication of the Kentucky Postsecondary Education County Fact Sheets
 - Project Lead the Way schools to foster the STEM pipeline
 - P-16 councils to address these issues at the local level

2) **Strong leadership necessary in convening appropriate stakeholders to develop an action plan to address this issue.**

- Challenges:

Diverse stakeholders. Until recently, the various state-level education stakeholders were not organized under one administrative structure. Currently, CPE, the Kentucky Department of Education, and the Education Professional Standards Board are organized under the Secretary of the Education Cabinet to facilitate collaboration. CPE has provided leadership in working to create the statewide P-16 Council, an entity representing K-12, postsecondary education, Kentucky Adult Education, and the local community. This group has significantly advanced a wide range of issues that impact education across all sectors of the P-16 continuum. In order to fully address pipeline and talentforce issues related to STEM, the business community, workforce development professionals, economic development leaders, campus and K-12 leaders, and adult education providers should be convened as a group.

Faculty development. Faculty within the STEM disciplines and within teacher education departments and schools require specific support and encouragement in their efforts to jointly address the national crisis in science and mathematics education and professional practice.

Faculty rewards/incentives. Currently faculty development/work plans do not specifically include a separate category that recognizes productivity within the area of

commercialization/entrepreneurship. Faculty who are motivated to develop commercialization enterprises must do so in addition to the institutional expectations for the traditional teaching, scholarship, and service parameters for their department/discipline.

- Current CPE initiatives:
 - CPE subcontracts with the Kentucky Science and Technology Corporation to administer the federal SBIR/STTP programs to provide preliminary (Phase One) and secondary (Phase Two) funding for faculty research and early commercialization.
 - The Council created the Research, Economic Development, and Commercialization Policy Group to begin to address the various issues associated with the research/commercialization process.
 - CPE subcontracts with KSTC to administer the Innovation and Commercialization Centers (ICCs) to assist institutions and regions to create innovative “spin-off” companies and enterprises and to support entrepreneurial activities.
 - CPE provided leadership in creating the statewide P-16 Council.
 - KYVU has developed STEM courses in collaboration with higher education institutions.
 - CPE monitors academic degree production in the STEM disciplines.
 - Project Lead the Way Engineering Pipeline Project.
 - Participation in the American Diploma Project and GEAR UP.

3) Support by policymakers for the STEM disciplines and exploration of ways to encourage faculty and student achievements in these areas. They must also assess progress in STEM achievement across the state.

- Challenges:

Global, state, and regional competition. Other states, regions of the U.S., and countries are aggressively pursuing attainment within the STEM disciplines. A new term “Chindia” has been coined to describe the regional combined efforts of China and India to advance knowledge economy opportunities through advanced graduate education in the STEM disciplines. Currently one university in India is graduating more Ph.D.s in engineering annually than all of the doctoral engineering programs in the United States.

Fiscal constraints. Budgetary constraints impact the advancement of an action agenda in this area.

Communication. The CPE tracks generic data regarding the STEM disciplines. Thought needs to be given regarding the best venue for publicizing Kentucky’s current achievement and aspirational goals for the STEM disciplines.

- Current CPE initiatives:
 - Funding of Project Lead the Way schools collaborating with postsecondary institutions.

WHAT CAN THE COUNCIL DO TO ADDRESS THESE STEM ISSUES?

Explore strategies to support and enhance Kentucky's P-20 STEM pipeline and disciplines, including the creation of a STEM advisory council to include state leaders in education, government, and business; a statewide K-20 action plan to enhance Kentucky's performance in this sector; and a more robust STEM accountability system with published annual data and analysis of improvements and challenges.

Incentive Funding. Develop a statewide partnership among educational agencies and institutions to pursue incentive funding to increase Kentucky's performance within the STEM disciplines and promote the leveraging of available federal and private funding.

Equity Access. Consider best practices in other states, such as the Meyerhoff Scholars Program at the University of Maryland Baltimore County. Designed to remake science education, the program has been highly successful in identifying and nourishing a cohort of scientists and scientists-to-be. In particular, the Meyerhoff program has enabled minority students to excel as scientists through a program that demystifies science and motivates students to graduate studies in the STEM disciplines.

Collaboration. Closer collaboration with K-12 to ensure adequate counseling and assessment of student achievement to recognize and encourage students within the STEM disciplines.

Accountability. Identify and consult with the statewide partners responsible for taking the lead on addressing each policy issue. Work with these partners to align statewide goals and develop collaborative efforts to move issues and the Public Agenda forward.

Statewide Translational Research and Economic Development

[This issue initially will be addressed by the Research, Economic Development, and Commercialization Policy Group.]

WHY IS THIS ISSUE IMPORTANT?

Question 5 of the Public Agenda states “Are Kentucky’s people, communities, and economy benefiting?” Education is the primary driver of economic development in Kentucky, and increases in the level of educational attainment would have a significant positive impact on economic growth and the quality of life for Kentucky citizens. In order to create and sustain a “talentforce” within Kentucky, the state must encourage and provide incentives for research and innovation within its postsecondary institutions. Research and innovation have the potential to directly impact commercialization ventures resulting in spin-off companies and the creation of economic development clusters.

WHAT ARE THE AREAS THE COUNCIL MUST ADDRESS?

In order to encourage research, commercialization and entrepreneurial activity within Kentucky’s universities, the Council must address: 1) the quality and quantity of faculty research; 2) the assistance/expertise of faculty and institutions to foster communication activities in the state; 3) competitive intellectual property and commercialization incentives; and 4) the capacity of research facilities to attract and keep the best researcher in the state.

1) The quality and quantity of faculty research.

- Challenges:

Assessment/documentation. Currently no central database is kept regarding Kentucky’s progress in this area. Efforts to assess the commercialization potential of existing research are fragmented and do not reflect a statewide policy or procedures.

Institutional and discipline-specific research expectations. Variability among institutions and across academic disciplines is problematic with respect to assessment/documentation of comparative progress.

Federal guidelines and funding. States that have been highly successful in attracting consistent federal funding to their higher education institutions have aligned their institutional research priorities with the targeted federal research priorities. (The exception is California where the state designated \$3 billion for stem cell research at a

time when the federal government was prohibiting certain types of funding for stem cell research.)

- Current CPE initiatives:
 - A centralized, interactive research database template was created in 2004/05 through a contract with an external consultant, but funding never materialized to support this initiative.
 - CPE has supported the expansion of faculty research through regular meetings with the institutions' chief academic officers and a variety of faculty development conferences.
 - CPE subcontracts several faculty research development initiatives through the Kentucky Science and Technology Corporation (KSTC).
 - CPE administers the "Bucks for Brains" Endowment Match and Research Challenge Programs to enhance faculty research within Kentucky's universities.
 - Among CPE's highest priorities for capital construction is securing more research space at the two research institutions.

2) **The assistance/expertise of faculty and institutions to foster commercialization activities in the state.**

- Challenges:

Depth of commercialization expertise within the state. Kentucky should enhance commercialization expertise within the University of Kentucky and the University of Louisville. Additional "pooled" expertise (i.e., intellectual property, regulatory, and business development expertise) should be made available to other universities within the state.

Faculty rewards/incentives. Historically faculty development/work plans do not typically include a category that recognizes productivity within the area of commercialization/entrepreneurship. Faculty who are motivated to develop commercialization enterprises must do so in addition to the institutional expectations for the traditional teaching, scholarship, and service parameters for their department/discipline.

- Current CPE initiatives:
 - CPE subcontracts with KSTC to administer the federal Small Business Innovation Research (SBIR) programs to provide preliminary (Phase One) and secondary (Phase Two) funding for faculty research and early commercialization.
 - Sessions at the annual trusteeship conference and faculty development conference have begun to address this topic.

- The Council created the Research, Economic Development, and Commercialization Policy Group to begin to address the various issues associated with the research/commercialization process.
- CPE subcontracts with KSTC to administer the Innovation and Commercialization Centers (ICCs) to assist institutions and regions to create innovative “spin-off” companies and enterprises.

3) Competitive intellectual property and commercialization incentives.

- Challenges:

Global, state, and regional competition. Despite significant investments by Kentucky in the area of research and commercialization, other states, regions of the U.S., and countries also are aggressively investing in this type of activity.

- In July 2004, Iowa’s Department of Economic Development released the “Iowa’s Bioscience Pathway for Development” report, calling for over \$170 million in state-financed research facilities and equipment.
- In 2004, the South Carolina state legislature invested \$250 million in research facilities.
- In November 2004, a plan was announced to spend \$750 million for bioscience research at the University of Wisconsin and several hospitals.
- Ohio invested \$18.3 million in fiscal year 2004 to increase and improve basic research activity and output in the state’s four-year universities.

University autonomy in establishing policies and practices. Most Kentucky public institutions now have well-defined policies and procedures in place. Kentucky must ensure that any new “statewide” intellectual property and commercialization strategies do not have a negative effect on existing faculty-institutional agreements.

Collaboration intent of HB1. House Bill 1 calls for collaborative academic/research ventures between and among institutions. CPE has encouraged this approach, but more needs to be done to maximize resources and pool talent through collaborative activities.

- Current CPE initiatives:

- The Kentucky Science and Technology Corporation administers on behalf of Kentucky and the CPE a variety of research and commercialization programs including Kentucky’s Small Business Innovation Research and STTP programs.

4) The capacity of research facilities to attract (and keep) the best and brightest researchers to the state.

- Challenges:

Expectations of “Bucks for Brains” professors. Many of the distinguished STEM (science, technology, engineering, and mathematics) and medical faculty recruited to Kentucky through the Bucks for Brains Endowment Match Program report that existing university lab space is inadequate (size of space and equipment) for their research activities.

Adequate funding. Sufficient funding to create adequate levels of research space is a constant challenge.

- Current CPE initiatives:
 - CPE administers the Physical Facilities Trust Fund, which includes capital renewal and maintenance, education and general projects, research, and postsecondary education centers.
 - CPE’s budget development process includes the evaluation and preparation of a prioritized university capital projects recommendation list forwarded to the Governor for inclusion in his/her biennial budget request.
 - CPE currently is conducting a statewide facilities condition assessment study which includes an assessment of existing research space as well as an assessment of projected needs.

WHAT CAN THE COUNCIL DO TO ADDRESS THESE RESEARCH AND ECONOMIC DEVELOPMENT ISSUES?

Stakeholder communications. Convene the research, technology transfer, and commercialization professionals from the universities to actively engage in developing appropriate and competitive statewide policies and practices.

Awards and recognition. Develop a state-level program to recognize outstanding university research.

Research Challenge Trust Fund. Evaluate and document the impact of the Research Challenge Trust Fund on faculty productivity, sponsored and federally funded research, SBIR awards, patents and licenses generated, commercialization activity, and industry clusters.

Collaboration. Encourage collaborative efforts between and among higher education institutions and between and among state agencies (Education, Commerce, and Economic Development Cabinets) to enhance Kentucky’s economic competitiveness.

Workforce/talentforce development. Facilitate the alignment of educational preparation for the jobs of the future within Kentucky. Plan strategically to ensure that a pipeline of STEM and related disciplines flourishes in order to create knowledge economy jobs and ventures.

Financing research facilities. Review policies related to funding of renovated, new, or expanded research space.

Comprehensive universities. Explore the role of the comprehensive universities in developing and expanding their applied research agendas.

Accountability. Identify and consult with the statewide partners responsible for taking the lead on addressing each policy issue. Work with these partners to align statewide goals and develop collaborative efforts to move issues and the Public Agenda forward.

Student Preparation

[This issue initially will be addressed by the Quality and Accountability Policy Group.]

WHY IS THIS ISSUE IMPORTANT?

The Council on Postsecondary Education's goal of "doubling the numbers" of baccalaureate degree holders from 400,000 to nearly 800,000 by 2020 to reach the national average requires:

- Increasing the number and rate of students graduating from high school.
- Increasing postsecondary enrollment of traditional high school graduates and adult GED-earners and returning students.
- Increasing the number and rate of postsecondary baccalaureate degree completers.

Increasing the number of Kentuckians who are prepared for postsecondary education will help double the number of degree holders and reduce the costs of producing graduates.

WHAT ARE THE AREAS THE COUNCIL MUST ADDRESS?

In order to improve the preparation levels of students attending Kentucky's postsecondary institutions, 1) the college readiness of recent high school graduates and adult students must improve, 2) students in postsecondary developmental education must succeed at higher levels, and 3) the quality and quantity of classroom and adult educators must increase.

1) College readiness of both recent high school graduates and adult students

- Challenges

Remediation. Fifty-four (54) percent of students entering certificate and degree programs at Kentucky's public postsecondary institutions in 2002 were underprepared for college-level coursework in mathematics, English, or reading. Forty-one (41) percent were underprepared in mathematics, and 27 percent were underprepared in English. Eighty (80) percent of GED graduates and 80 percent of students 25+ were underprepared.

Demography. Even if all ninth graders graduate from high school, there still will not be enough college students to double the numbers of baccalaureate degree holders by 2020. Recent high school graduates comprised just 63 percent of the incoming freshman class of 2002.

Current literacy levels. Forty-two (42) percent of Kentucky adults are at basic and below basic prose literacy levels. More than 18 percent of Kentuckians 25 and older do not have a high school credential.

Equity of access. African American, adult students, and GED graduates were the least prepared for college, with 77.5 percent, 80 percent, and 80 percent respectively scoring below the systemwide standards on the ACT.

- Current CPE initiatives:
 - Monitoring ACT scores, advanced placement participation, preparation levels, ninth graders' "chance for college," and GED attainment
 - Participation in the American Diploma Project
 - Administration of the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grants
 - Development of the Statewide Postsecondary Placement Policy
 - Revision of adult education curriculum to align with ADP benchmarks in English and mathematics
 - Production of the biennial High School Feedback Report
 - Implementation of Project Lead the Way
 - Kentucky Early Mathematics Testing Program
 - Go Higher Kentucky college-going Web portal
 - Go Higher campaign to increase college and baccalaureate aspiration
 - KEES policy work group

2) Postsecondary developmental education

- Challenges:

Continuing need for developmental education. Achieving House Bill 1's 2020 goals requires increasing recruitment and admission of first-generation college-goers – both recent high school graduates and nontraditional adult students – who are more likely to be underprepared for postsecondary study.

Improvement in developmental student outcomes. Despite annual expenditures of \$25 million on developmental education in postsecondary education, Kentucky's under-prepared students are twice as likely to drop out by the sophomore year as prepared students (38.8 percent compared to 19.5 percent). Nationally, students who withdrew from courses or repeated more than 20 percent of their courses in the first year decreased their probability of degree attainment by one-half (Adelman, C. 2006).

Equal educational opportunity. To increase college completion of minority students, students from low-income families, and adult students who have lower-than-average persistence and degree attainment rates, Kentucky's postsecondary institutions will

need to develop more effective developmental and academic support services and address barriers such as transportation, childcare, financial aid, and flexible locations and schedules that affect adult enrollment and persistence.

- Current CPE initiatives:
 - Task Force on Developmental Education
 - Committee on Equal Opportunities Diversity Report
 - Mandatory Placement Policy Report
 - Developmental Education Conference
 - Action Agenda Funds

3) Educator quality

- Challenges:

Supply and quality of classroom instructors. Raising high school graduation requirements to provide a rigorous postsecondary preparatory curriculum will require increased numbers of teachers prepared to teach in the STEM disciplines and foreign languages. Appropriate measures of educator quality should be selected to measure progress and provide national comparisons.

Supply and quality of adult educators. Eighty-nine percent of all contracted adult education instructors have at least a baccalaureate degree, although not necessarily in the area in which they are teaching (AERIN System, June 26, 2006). Other teacher preparation challenges include too few instructors with experience teaching adults. Developing a specific adult education teacher certification will require commensurate salaries and benefits.

Professional development. District and school leaders, as well as state education agencies, are demanding creation of multiple professional development pathways appropriate for educators throughout their careers.

Accountability of teacher preparation/professional development programs. Education policy leaders are calling for a data system that connects teacher preparation and professional development programs to student achievement gains.

- Current CPE initiatives:
 - Annual Teacher Quality Summits convening policy makers and arts and science and education deans and faculty from public and independent institutions to improve the quality of teacher preparation and professional development provided by Kentucky postsecondary institutions.
 - Improving Educator Quality grants focused on teacher professional development in STEM fields, foreign languages, and leadership development.

- Collaboration with the EPSB staff to revise rank change and master's degree programs for teachers.
- Collaboration with EPSB and the Kentucky Department of Education staff and others to redesign educational leadership programs.
- Principal professional development institute funded for 2007-08.
- Exploration of adult education instructor certification and upgrading of instructor and instructor's aides minimum requirements.
- Examination of adult education professional development opportunities.

WHAT CAN THE COUNCIL DO TO ADDRESS THESE STUDENT PREPARATION ISSUES?

Mission definition. Develop policies better defining the role of different sectors of postsecondary education in delivering remedial/developmental education. The following issues should inform those policy discussions:

- Though recent estimates place the annual cost of developmental education in Kentucky at \$25 million, at the present time there is no analysis that breaks down the cost by type of institution tied to student success rates that would clearly show where developmental education is most efficiently delivered.
- KCTCS already has high enrollment rates of underprepared students compared to universities (76 percent overall compared with 39 percent of students entering four-year institutions).
- Nationally, just 29 percent of students beginning in a community college system transfer to any four-year institution within six years (NCES, 2003). Kentucky's transfer rates generally reflect national averages.

Accountability.

- Monitor and set goals for institutions with respect to:
 - Degree attainment rates of all levels of underprepared students.
 - Degree attainment rates of minority, low-income, and adult students.
 - Transfer rates of underprepared students.
 - Establish goals for the production of teachers, especially in high-need fields based on regional needs.
 - Production of adult education instructors.
- Provide a more refined estimate of the annual cost of remediation in Kentucky.
- Set specific goals for improving developmental education.
- Identify and consult with the statewide partners responsible for taking the lead on addressing each policy issue. Work with these partners to align statewide goals and develop collaborative efforts to move issues and the Public Agenda forward.

Incentive Funding. Evaluate the cost/benefit of providing incentive funding to encourage increased degree attainment.

Task force recommendations. Review and, if appropriate, implement recommendations of 1) the Task Force on Developmental Education created by the Quality and Accountability Policy Group (anticipated end of 2006), 2) the Statewide Diversity Study Status Report, and 3)

the Dual Credit/Dual Enrollment Task Force convened by the Kentucky Department of Education.