

STRONGER by DEGREES



MEETING AGENDA

Friday, June 12, 2015

Hazard Community & Technical College - First Federal Center (FCC), Room 123A



Members, Council on Postsecondary Education

Glenn D. Denton, Paducah (chair)
Maryanne Honeycutt Elliott, Louisville
Joe E. Ellis, Benton
Dan E. Flanagan, Campbellsville
Joe Graviss, Versailles (vice chair)
Dennis M. Jackson, Paducah
Pam Miller, Lexington
Donna Moore, Lexington

Marcia Milby Ridings, London
Robert H. Staat, (*faculty member*)
Arnold Taylor, Edgewood
Joshua Tunning, Newport (*student member*)
Sherrill B. Zimmerman, Prospect
Terry Holliday, Commissioner of Education (*ex officio, nonvoting*)

Robert L. King, CPE President

The Council on Postsecondary Education is Kentucky's statewide postsecondary and adult education coordinating agency charged with leading the reform efforts envisioned by state policy leaders in the *Kentucky Postsecondary Education Improvement Act of 1997*. The Council does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or the provision of services, and provides, upon request, reasonable accommodation, including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities.

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AGENDA

Council on Postsecondary Education

Friday, June 12, 2015

9:00 AM

Hazard Community & Technical College - First Federal Center (FCC), Room 123A

| | |
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| 1. Welcome | |
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| 23. Adjournment | |
| Next meeting & 2015 Trusteeship Conference - September 28-29, 2015, Marriott Griffin Gate, Lexington | |

Minutes
Council on Postsecondary Education
April 17, 2015

The Council on Postsecondary Education met Friday, April 17, 2015, at 9:00 a.m., ET, at Morehead State University in Morehead, Kentucky. Chair Glenn Denton presided.

WELCOME Mr. Denton called the meeting to order and welcomed everyone. He thanked President Wayne Andrews and Morehead State University for hosting the meeting. President Andrews gave a few words of welcome.

ROLL CALL The following members were present: Glenn Denton, Maryanne Elliott, Joe Ellis, Dan Flanagan, Joe Graviss, Dennis Jackson, Pam Miller, Donna Moore, Marcia Ridings, Robert Staat, Arnold Taylor, Joshua Tunning, and Sherrill Zimmerman. Terry Holliday and Joe Wise did not attend.

APPROVAL OF MINUTES The minutes of the February 12-13, 2015 retreat and February 13, 2015 meeting were approved as distributed.

PERFORMANCE PRESENTATION – UNIVERSITY OF LOUISVILLE Provost Shirley Willihnganz provided the Council with an update on UofL’s progress toward achieving its performance goals as set forth in the state’s Strategic Agenda. Following the presentation, Ms. Ridings commented favorably on the university’s method of temporarily renting out unused buildings and Mr. King commented on UofL’s work on competency based learning and how it coincides with the work of Commonwealth College.

PERFORMANCE PRESENTATION – WESTERN KENTUCKY UNIVERSITY President Gary Ransdell provided the Council with an update on WKU’s progress toward achieving its performance goals as set forth in the state’s Strategic Agenda. Following the presentation clarification was given on the metric, “Grants to low-income students in excess of direct costs,” and the “Credits earned by degree graduates.” Council members commented on several issues, including increasing the graduation rates, funding, first year to second year retention rates, and merit-based scholarships.

CPE PRESIDENT’S REPORT TO THE COUNCIL A written report from President King was provided in the agenda book. Highlights included updates on the development of the funding model mechanism, latest workings of the Kentucky Rising initiative by the Kentucky Department of Education, and early advocacy discussions among the institutional presidents and student body presidents.

COMMISSIONER OF EDUCATION REPORT Commissioner Holliday was not available to attend the April 17 meeting. He provided a written report in the agenda book.

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**ACTION: 2015-16
TUITION AND
MANDATORY FEE
RECOMMENDATIONS**

On April 29, 2014 the Council approved resident undergraduate tuition and mandatory fee ceilings for academic years 2014-15 and 2015-16 that do not allow rate increases to exceed 5 percent in any one year or to exceed 8 percent over two years. At that same meeting, the Council voted to allow the institutions to charge market competitive rates for graduate and online courses.

At its April 29, 2014 meeting, the Council also approved maintaining the existing floor for nonresident undergraduate tuition and mandatory fees of at least two times the resident undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2015-16 tuition and fee rates for final Council action.

At the meeting, Dr. Bill Payne, CPE's associate vice president for budget and finance, and Mr. Scott Boelscher, CPE's senior associate of budget and finance, presented the proposed 2015-16 tuition and mandatory fee rates and requested exceptions for Eastern Kentucky University, Murray State University, Northern Kentucky University, and the University of Kentucky.

The tuition and fee details for each institution were presented in the agenda book; however, summaries can be found below:

- 1) Eastern Kentucky University: On March 20, 2015, EKU submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff reviewed the proposed rates and determined that they comply with the resident undergraduate rate ceiling approved by the Council at its April 29, 2014 meeting. The proposed 2015-16 tuition and fees were the following:
 - a. Undergraduate Resident - \$8,150
 - b. Undergraduate Nonresident - \$17,640
 - c. Graduate Resident - \$500 per credit hour
 - d. Graduate Nonresident - \$830 per credit hour
 - e. Nonresident Multiplier – 2.2

EKU requested an exception to the nonresident rate floor for its undergraduate nonresident targeted areas rate; the proposed 2015-16 targeted areas rate is \$15,840, or 1.94 times the resident rate.

- 2) Murray State University: On March 14, 2015, MuSU submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff reviewed the proposed rates and determined that they comply with the resident undergraduate rate ceiling approved by the Council at its April 29, 2014 meeting. The proposed 2015-16 tuition and fees were the following:
 - a. Undergraduate Resident - \$7,608
 - b. Undergraduate Nonresident - \$20,712

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- c. Graduate Resident - \$482 per credit hour
- d. Graduate Nonresident - \$1,358 per credit hour
- e. Nonresident Multiplier – 2.7

MuSU did not request any exceptions to the nonresident rate floor for 2015-16.

- 3) Northern Kentucky University: On March 31, 2015, NKU submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff reviewed the proposed rates and determined that they comply with the resident undergraduate rate ceiling approved by the Council at its April 29, 2014 meeting. The proposed 2015-16 tuition and fees were the following:
- a. Undergraduate Resident - \$8,736
 - b. Undergraduate Nonresident - \$17,472
 - c. Graduate Resident - \$534 per credit hour
 - d. Graduate Nonresident - \$822 per credit hour
 - e. Nonresident Multiplier – 2.0

NKU requested an exception to the nonresident rate floor for its undergraduate Metropolitan rate, which would be \$13,200, or 1.51 times the resident rate, and its Program for Adult-Centered Education (PACE), which would be \$389 per credit hour, or 1.07 times the resident rate.

- 4) University of Kentucky: On March 20, 2015, UK submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff reviewed the proposed rates and determined that they comply with the resident undergraduate rate ceiling approved by the Council at its April 29, 2014 meeting. The proposed 2015-16 tuition and fees were the following:
- a. Undergraduate Resident - \$10,936
 - b. Undergraduate Nonresident - \$24,268
 - c. Graduate Resident - \$11,652 per credit hour
 - d. Graduate Nonresident - \$26,154 per credit hour
 - e. Nonresident Multiplier – 2.2

UK did not request any exceptions to the nonresident rate floor for the 2015-16 tuition year.

Mr. Taylor made note that due to compounding, the effect of the tuition increases has allowed the institutions to have as much as an 8.2 percent increase over the two-year tuition cycle. Dr. Payne answered that that possibility was addressed in the April 29, 2014 motion, stating that “the actual 2015-16 ceiling may slightly exceed more than 8% above the 2013-14 base rates due to the effect of compounding.” Mr. Taylor stated that the Council

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should consider not allowing compounding in future tuition approval years.

Mr. Denton asked the presidents attending the meeting to comment on the two-year tuition cycle. Dr. Ransdell stated that WKU likes the two-year cycle because it allows them to plan on a multi-year basis. Dr. Wayne Andrews, president of MoSU, and Dr. Janna Vice, ECU's provost, both stated that their institutions agreed.

Ms. Miller moved that the Council approve the staff's recommendation that the Council approve the 2015-16 tuition and mandatory fee rates for ECU, MuSU, NKU, and UK, and the exceptions to the nonresident rate floors for ECU and NKU. Ms. Moore seconded the motion. The motion passed.

**ACTION: SPECIAL USE
FEE EXCEPTION
REQUEST – EASTERN
KENTUCKY UNIVERSITY**

On April 28, 2011, the Council on Postsecondary Education approved a Special Use Fee Exception Policy that allows students and institutions to request an exemption from a Council approved tuition and fee rate ceiling for student endorsed fees that meet certain policy provisions. On March 21, 2015, Eastern Kentucky University students and administrators submitted a special use fee exception request to the Council for its consideration and action.

Mr. Kyle Nicholas, ECU's student body president, Mr. Craig Turner, ECU's board chair, and Mr. David McFaddin, ECU's legislative liaison presented to the board the proposed project and fee information contained in their submission. Dr. Payne and Mr. Boelscher explained that the request meets the requirements of the Special Use Fee Exception Policy adopted by the Council at its April 28, 2011 meeting.

After council member inquiries regarding fees already in place at ECU were answered, Mr. Flanagan moved that the Council approve an exception to its 2015-16 resident undergraduate tuition and mandatory fee rate ceiling, allowing a student endorsed fee of \$150 per semester for full-time students (prorated for part-time students) assessed by Eastern Kentucky University to exceed the ceiling. Ms. Miller seconded the motion. The motion passed.

**ACTION: AMENDMENT
TO 13 KAR 2:045 –
DETERMINATION FOR
RESIDENCY STATUS
FOR ADMISSION AND
TUITION ASSESSMENT
PURPOSES-COMMENTS
RECEIVED**

At its February 13, 2015 meeting, the Council approved a proposed amendment to 13 KAR 2:045, which establishes the standards for determining residency status for admission and tuition assessment purposes in Kentucky. The proposed amendment was filed with the regulations compiler on March 2, 2015.

A public hearing is scheduled for April 22, 2015. To date there have been no requests to be heard at the hearing, and if there are no such requests five (5) business days before the scheduled hearing date, it will be cancelled.

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As of April 9, 2015, one written comment was received. Mr. Travis Powell, CPE's general counsel, presented the comment and recommended the Council not amend the amendment to 13 KAR 2:045 as approved at the February 13, 2015 meeting.

MOTION: Mr. Ellis moved that the Council not make any further amendments to the regulation 13 KAR 2:045 based on the comments received through April 16, 2015. Dr. Staat seconded the motion.

VOTE: The motion passed.

If additional comments are received on or after April 17, 2015, those will be considered at the June 12, 2015 meeting.

**ACTION: NEW
ACADEMIC PROGRAMS**

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions.

On July 17, 2000, the Council approved a "Strategy for Statewide Engineering Education in Kentucky," which included a request for joint program proposals building on the strengths of existing engineering programs at UK and UofL while accommodating employer needs identified by the comprehensive institutions. On May 21, 2001, the Council approved the following four joint baccalaureate engineering programs: WKU and UofL in electrical engineering, WKU and UK in mechanical engineering, WKU and UK in civil engineering, and Murray State University and UofL in electrical and telecommunications engineering. WKU joint Bachelor of Science programs in civil, electrical, and mechanical engineering were each EAC/ABET accredited on October 1, 2003, and have maintained continuous accreditation to date. Today, WKU engineering students obtain an average of ninety (90) percent of their coursework from WKU.

At the meeting, Mr. Powell presented to the Council the Attorney General's February 4, 2015 Opinion advising that a baccalaureate degree in engineering does not constitute a "first professional degree" for purposes of KRS 164.295(8). As such, the Council may approve baccalaureate degrees in engineering by comprehensive universities.

Mr. Taylor did not agree with the Attorney General's opinion and expressed concern that approving a stand-alone engineering program at WKU would set a precedent to allow all of the comprehensive institutions to do the same. Dr. Aaron Thompson, CPE's executive vice president and chief academic officer, stated all campuses would still be bound by the rigorous Program Approval

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Policy set in place by CPE before any programs would be brought in for approval by the Council. Ms. Ridings and Dr. Staat asked questions regarding the job availability of the graduating students and WKU's ability to produce the additional credit hours on site. President Ransdell stated they have the faculty to provide the coursework, and that the graduating students are finding employment.

MOTION: Ms. Ridings moved that the Council approve the following new academic programs from Western Kentucky University: Master of Arts Education in Gifted Education and Talent Development; Bachelor of Science in Special Education: Learning and Behavioral Disorders and Elementary Education; Bachelor of Science in Civil Engineering; Bachelor of Science in Electrical Engineering; and Bachelor of Science in Mechanical Engineering. Ms. Zimmerman seconded the motion.

VOTE: The motion passed.

**ACTION: 2016 CPE
MEETING CALENDAR**

Mr. King presented the 2016 CPE meeting calendar.

MOTION: Ms. Miller moved that the 2016 CPE meeting calendar be approved. Ms. Zimmerman seconded the motion.

VOTE: The motion passed.

**KENTUCKY SCIENCE
AND TECHNOLOGY
CORPORATION: A
REPORT ON
ADVANCEKENTUCKY**

AdvanceKentucky is an initiative of the Kentucky Science & Technology Corporation, in partnership with the Council on Postsecondary Education, the National Math and Science Initiative, the Kentucky Department of Education, Berea College, Lockheed Martin, Exxon Mobil, the Appalachian Regional Commission, the U.S. Department of Education Advanced Placement (AP) Incentive Program, and participating schools. This program is used in many Kentucky public high schools for accelerating access to, and participation and success in, AP Math, Science, and English, particularly among student populations traditionally underrepresented in advanced placement. The program allows for an open enrollment approach of AP and Pre-AP courses with teacher training and mentoring, vertical teaming, student study sessions, and student and teacher incentives.

Dr. Joanna Lang, executive director of AdvanceKentucky, provided an update of the program's results and future plans for expansion. Dr. Lang stated that they currently have 101 schools participating in the program and are open to accept more in the program. Currently only ten schools in Jefferson County are participating, however as that number grows, Dr. Thompson stated that it may help close the achievement gap of Kentucky's students. Dr. Lang also stated that the program is offered in schools where dual credit is also offered,

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and that the student does not have to choose between one or the other as the programs can complement each other.

COMMITTEE ON
EQUAL
OPPORTUNITIES
REPORT

Dr. Rana Johnson, CPE's chief diversity officer, provided a report from the Committee on Equal Opportunities. Ms. Johnson provided comments on the work of the CEO at the March 23, 2015 meeting, and reminded the council of the upcoming summer EEO programs that assist students with transitioning into postsecondary institutions: (1) GMSCPP Statewide Conference at Murray State University on June 15-16, 2015 and (2) Academically Proficient High School Junior and Senior Conference at the University of Louisville on June 19-20, 2015.

Mr. Jackson, chair of the CEO, commented on the success of the Diversity policy forum, one of the eight policy forums held as part of the 2016-20 Strategic Agenda planning process. He also made comment on the increase of sex and hate crimes occurring on campuses and suggested the Council revisit the annual report to review where improvements could be made.

2015 LEGISLATIVE
SESSION UPDATE

Mr. Ron Carson, CPE's senior fellow and legislative liaison, provided a report on actions related to postsecondary education resulting from the 2015 legislative session.

Jane Fitzpatrick, MoSU's general counsel, presented to the Council information on House Bill 232, an ACT relating to the Craft Academy for Excellence in Science and Mathematics. The bill was signed by the Governor on March 19, 2015. Angie Martin, UK's chief budget officer, presented to the Council information on House Bill 298, an ACT authorizing bonds for a postsecondary education capital project. The bill was signed by the Governor on March 9, 2015.


Mr. Carson stated that House Bill 235 and Senate Joint Resolution 106 did not pass, however he expects to see them reintroduced in the next session. Additional questions were answered regarding the bills on dual credit. Mr. Denton also stated that he was in support of House Bill 235 and asked the Council and BULLS to support it during the 2016 session.

2016-20 STRATEGIC
AGENDA PLANNING
UPDATE

Ms. Zimmerman, chair of the 2016-20 Strategic Agenda Steering Committee, and Lee Nimocks, Vice President for Policy, Planning and Operations, provided an update to the Council on the work of the committee and progress in the planning process. The update included work completed at the committee meetings as well as the success of the policy forums held through mid-April.

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- "STOP WORK" REPORT** At the February 13, 2015 meeting, Council Chair, Glenn Denton, requested a report on projects and activities that the Council has stopped working on over the past several years due to budget cuts, changing priorities, the natural conclusion of time-limited projects, or staffing/organizational changes. Lee Nimocks presented the report to the Council, which was provided in the agenda book.
- REPORTS FROM INSTITUTIONS** Reports from the institutions were provided in the agenda book.
- OTHER BUSINESS** Mr. Denton halted the work of the Funding Model Steering Committee and Work Groups and transferred the scope of work to the 2016-18 Budget Development Work Group.
- He then appointed the following Council members to the 2016-18 Budget Development Work Group: Arnold Taylor (chair), Joe Graviss, Dan Flanagan, Robert Staat, and Marcia Ridings.
- NEXT MEETING** The next Council meetings are June 11, 2015, at Alice Lloyd College in Pippa Passes, Kentucky and June 12, 2015 at Hazard Community and Technical College in Hazard, Kentucky.
- ADJOURNMENT** The meeting adjourned at 12:30 p.m., ET.


Robert L. King
CPE President


Heather M. Bingham
Associate, Executive Relations

Council on Postsecondary Education
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Institutional Progress Update Northern Kentucky University

In February 2011, the Council on Postsecondary Education approved *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education*. Northern Kentucky University staff will provide updates on their progress for the four focus areas of the Strategic Agenda.

Staff preparation by Heather Bingham



Institutional Progress Update

Presentation to the Council on
Postsecondary Education
Geoffrey S. Mearns, President
June 12, 2015

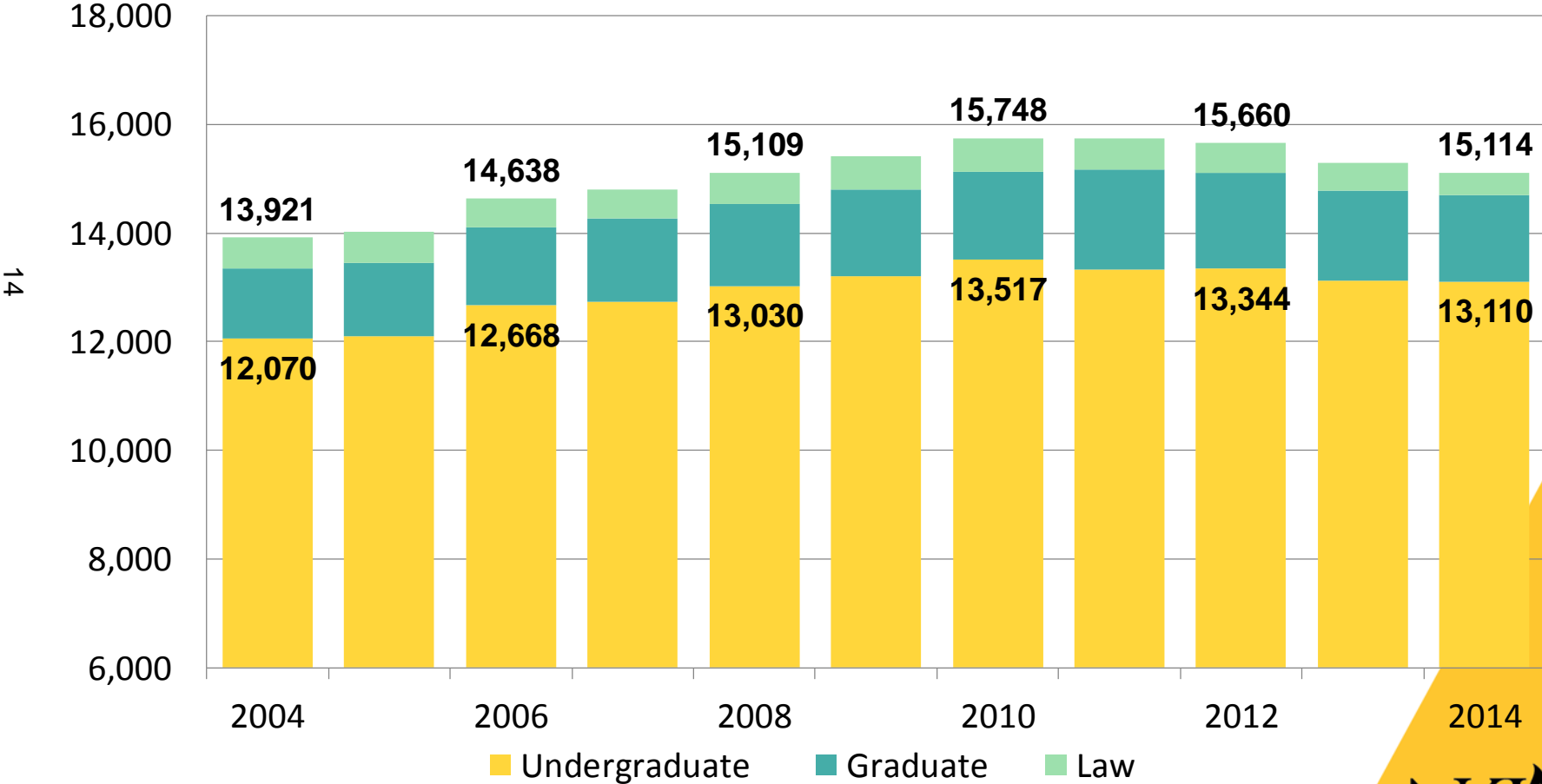
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your
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Northern Kentucky University Institutional Profile

| | 1997 | 2014 | Change |
|-------------------------------|---------|---------|--------|
| Enrollment | 11,785 | 15,114 | 28% |
| Degrees/Credentials Conferred | 1,641 | 2,937 | 79% |
| Endowment | \$12.3M | \$95.5M | 676% |
| Grants/Contracts | \$3.4M | \$8.9M | 162% |
| Faculty/Staff | 1,550 | 2,056 | 33% |
| Average Class Size | 23 | 24 | 1 |
| Student Faculty Ratio | 16:1 | 17:1 | 1 |
| Bachelors Programs | 51 | 76 | 25 |
| Masters Programs/Certificates | 7 | 21 | 14 |
| Professional Doctorates | 0 | 2 | 2 |
| Juris Doctorate | 1 | 1 | - |

Fall Total Enrollment



Source: Institutional Research



College Readiness Northern Kentucky University

| Performance Metric | Baseline* | 2010-11* | 2011-12* | 2012-13** | 2013-14** | Target | Progress: Baseline to Target | |
|------------------------|-----------|----------|----------|-----------|-----------|--------|------------------------------|----|
| New Teacher Excellence | 18.2% | 17.4% | 15.9% | 28.9% | 24.3% | -- | -- | -- |

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**Percent of teaching program graduates scoring in the top 15 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.*

***Change for 2012-13 data: Percent of teaching program graduates scoring in the top 25 percent nationally on Praxis II Practice of Learning and Teaching (PLT) licensure exams.*

Teacher Preparation/College Readiness Northern Kentucky University

- ✓ Kentucky Center for Mathematics (KCM)
- ✓ School-Based Scholars
- ✓ \$500,000 NSF grant for teacher preparation in Mathematics
- ✓ Partnerships with more than 190 schools in KY, OH, and IN



Entering the NKU Pipeline: Freshmen Profile

| | 2005 | 2014 | Change |
|--|-------|-------|---|
| Fall Freshmen Applicants | 3,712 | 9,732 | 162% |
| Regular Admit Enrollments | 1,025 | 1,579 | 54% |
| First-time Freshmen Class | 1,760 | 2,143 | 22% |
| Scholarship Applicants – ACT Score of 23 or Higher | 417 | 2,048 | 391% |
| Scholarship Applicants – ACT Score of 29 or Higher | 39 | 462 | 1085% |
| Scholarship Students Enrolled – ACT Score of 23 or Higher | n/a | 811 | |
| Scholarship Students Enrolled – ACT Score of 29 or Higher | n/a | 203 | |
| Average ACT | 20.8 | 23.3 | from 53 rd percentile to 66 th percentile |
| Average High School GPA | 3.0* | 3.2 | 7% |

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* GPA average from 2006, which was the first year data was reported to CPE.



Student Success

Northern Kentucky University

| Performance Metric | Baseline | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Target | Progress: Baseline to Target | |
|--|----------|---------|---------|---------|---------|--------|------------------------------------|--|
| Degrees and Credentials (Total) | 2,788 | 2,838 | 2,880 | 2,956 | 2,937 | 3,096 | 48% | |
| Bachelor's Degrees | 1,988 | 1,974 | 1,980 | 2,109 | 2,143 | 2,168 | 86% | |
| Master's Degrees | 461 | 485 | 493 | 491 | 515 | 526 | 83% | |
| ∞ Doctoral Degrees— Professional Practice | 144 | 179 | 168 | 162 | 172 | 198 | 52% | |


| Estimated | 2014-15 |
|--|---------|
| Degrees and Credentials (Total) | 3,075 |
| Bachelor's Degrees | 2,196 |
| Master's Degrees | 526 |
| Doctoral Degrees— Professional Practice | 170 |

Note: Total Degrees and Credentials include certificates not provided on a separate line.





Student Success

Northern Kentucky University

| Performance Metric | Baseline | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Target | Progress: Baseline to Target | |
|----------------------------------|----------|---------|---------|---------|---------|--------|------------------------------------|---|
| Bachelor's Graduation Rate | 31.7% | 36.9% | 36.9% | 37.7% | 36.3% | 41% | 49% |  |
| Low Income | 34.1% | 23.3% | 28.3% | 28.2% | 25.8% | -- | -- | -- |
| Non Low Income | 43.0% | 40.9% | 39.6% | 39.2% | 39.9% | -- | -- | -- |
| Underprepared | 24.6% | 23.1% | 21.1% | 19.0% | 17.5% | -- | -- | -- |
| Prepared | 50.1% | 46.6% | 44.9% | 46.6% | 44.9% | -- | -- | -- |
| Underrepresented Minority | 13.2% | 31.0% | 28.1% | 29.4% | 22.6% | -- | -- | -- |
| Non-Underrepresented Minority | 33.1% | 37.5% | 38.2% | 38.8% | 38.1% | -- | -- | -- |

Student Success

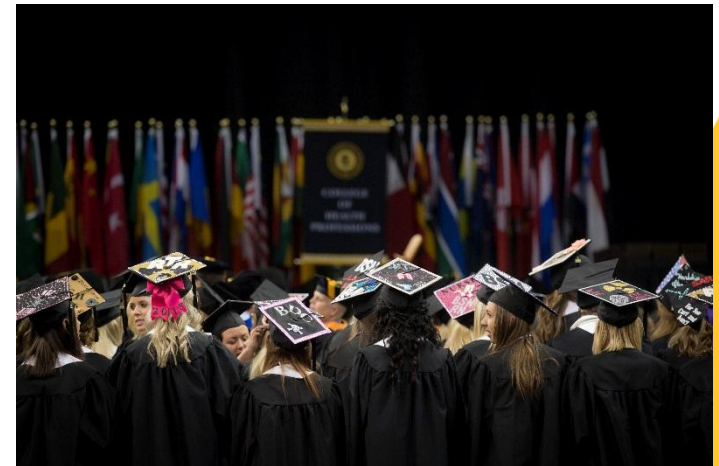
Northern Kentucky University

| Performance Metric | Baseline | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Target | Progress: Baseline to Target | |
|--|----------|---------|---------|---------|---------|--------|------------------------------------|---|
| Transfers from KCTCS | 379 | 448 | 449 | 535 | 584 | 486 | 100% |  |
| Grants to low-income students in excess of direct costs* | \$0 | \$0 | \$0 | \$0 | \$0 | \$100 | 0% |  |

**Average grant and scholarship aid received by full-time, in-state Pell grant recipients in excess of tuition, mandatory fees and book costs. Amounts reflect money to help pay indirect costs like room and board and transportation.*

Student Success Northern Kentucky University

- ✓ Student Success Center Advising promoting 15 to Finish
- ✓ R.O.C.K.S.
- ✓ LAMP
- 21 ✓ Gateway2NKU: *Two Degrees, One Path.*
- ✓ MAP-Works “Making Achievement Possible.”





Student Success Northern Kentucky University

Plans for 2015-16:

- ✓ Institutional Re-alignment around Student Success
- ✓ Institutional Investments in Evidence-Based Initiatives
- ✓ Student Success Collaborative
- ✓ Strengthen Academic Advising
- ✓ ENG 101 Pilot
- ✓ Early College Initiative



Research, Economic, & Community Development Northern Kentucky University

| Performance Metric | Baseline | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Target | Progress: Baseline to Target | |
|---|----------|---------|---------|---------|---------|---------|---------------------------------|---|
| Externally-Funded Research and Development (in Thousands) | \$1,346 | \$1,704 | \$1,536 | \$1,261 | \$1,422 | \$1,743 | 19% |  |
| STEM+H Degrees | 707 | 621 | 738 | 838 | 861 | 757 | 100% |  |



Research, Economic, & Community Development Northern Kentucky University

Successful grants:


- ✓ SOAR (NSF grant) – Scholarships, Opportunities, Achievements, & Results for STEM majors
- ✓ Project FORCE (NSF grant) – to increase the recruitment, retention, & graduation of STEM majors

Strategic Initiatives:

- ✓ Health Innovation Center
- ✓ Undergraduate Research
- ✓ Transdisciplinary Programs
- ✓ Community Development
 - ✓ UpTech
 - ✓ The INKUBATOR
- ✓ School of the Arts

Efficiency And Innovation

Northern Kentucky University

| Performance Metric | Baseline | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Target | Progress: Baseline to Target | |
|---|----------|---------|---------|---------|---------|--------|------------------------------|---|
| Online Learning (Percent of all credit earned through online learning)* | 9.5% | 11.5% | 13.8% | 16.0% | 17.2% | 15% | 100% |  |
| Credits Earned By Degree Graduates** | 142 | 142.2 | 141.3 | 139.7 | 139.0 | -- | -- | -- |

**Online learning measures the percent of completed student credit hours delivered through distance learning.*

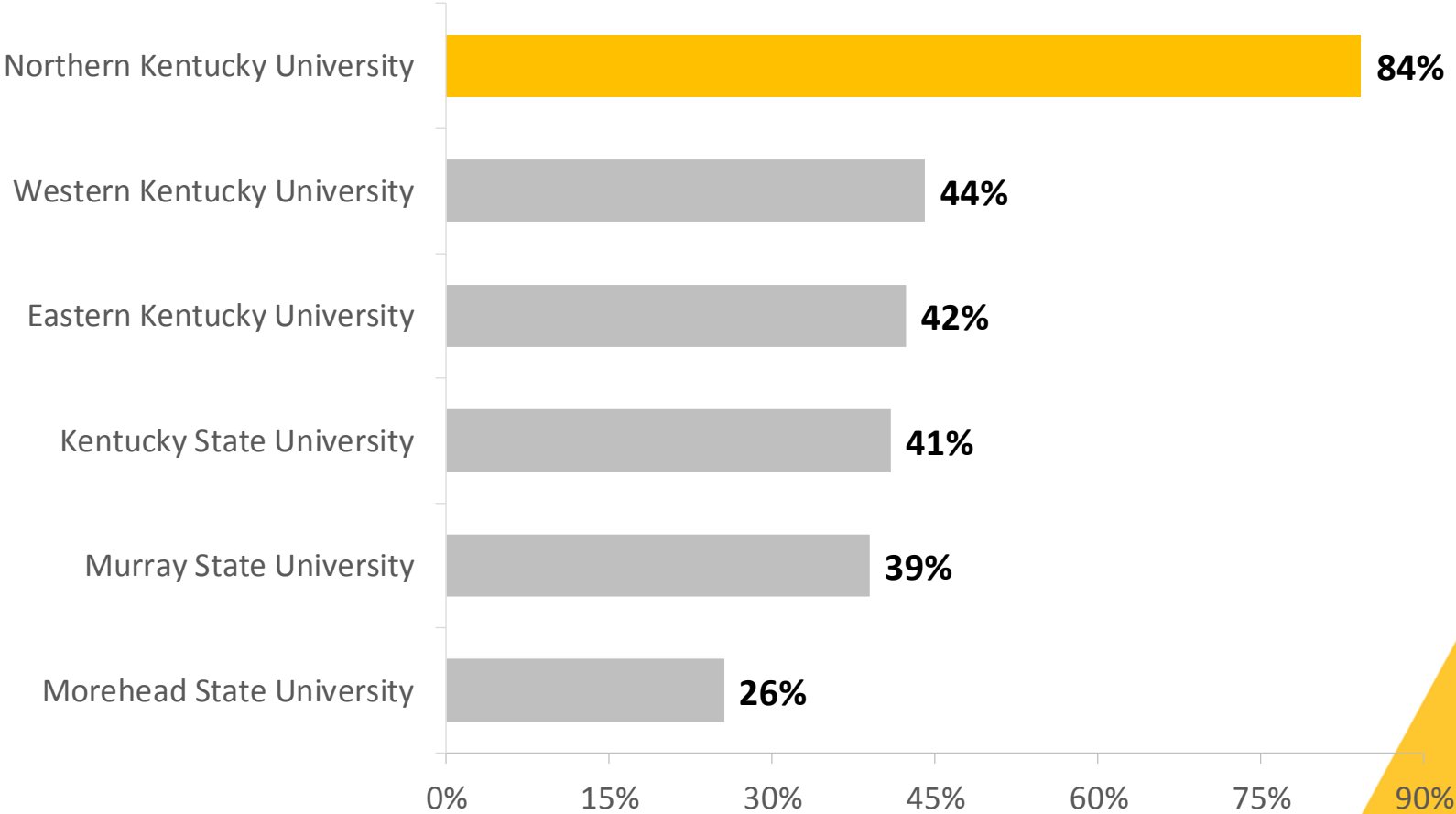
***Credits earned by degree graduates includes all bachelor's degree graduates during the year.*

Efficiency And Innovation

Northern Kentucky University

- ✓ Established new target of 23% for hours taught online
 - More programs and courses will be added
 - Investment in infrastructure to support increase in online offerings

Bachelor's Degree Production, 15-Year Growth (1999-2014)



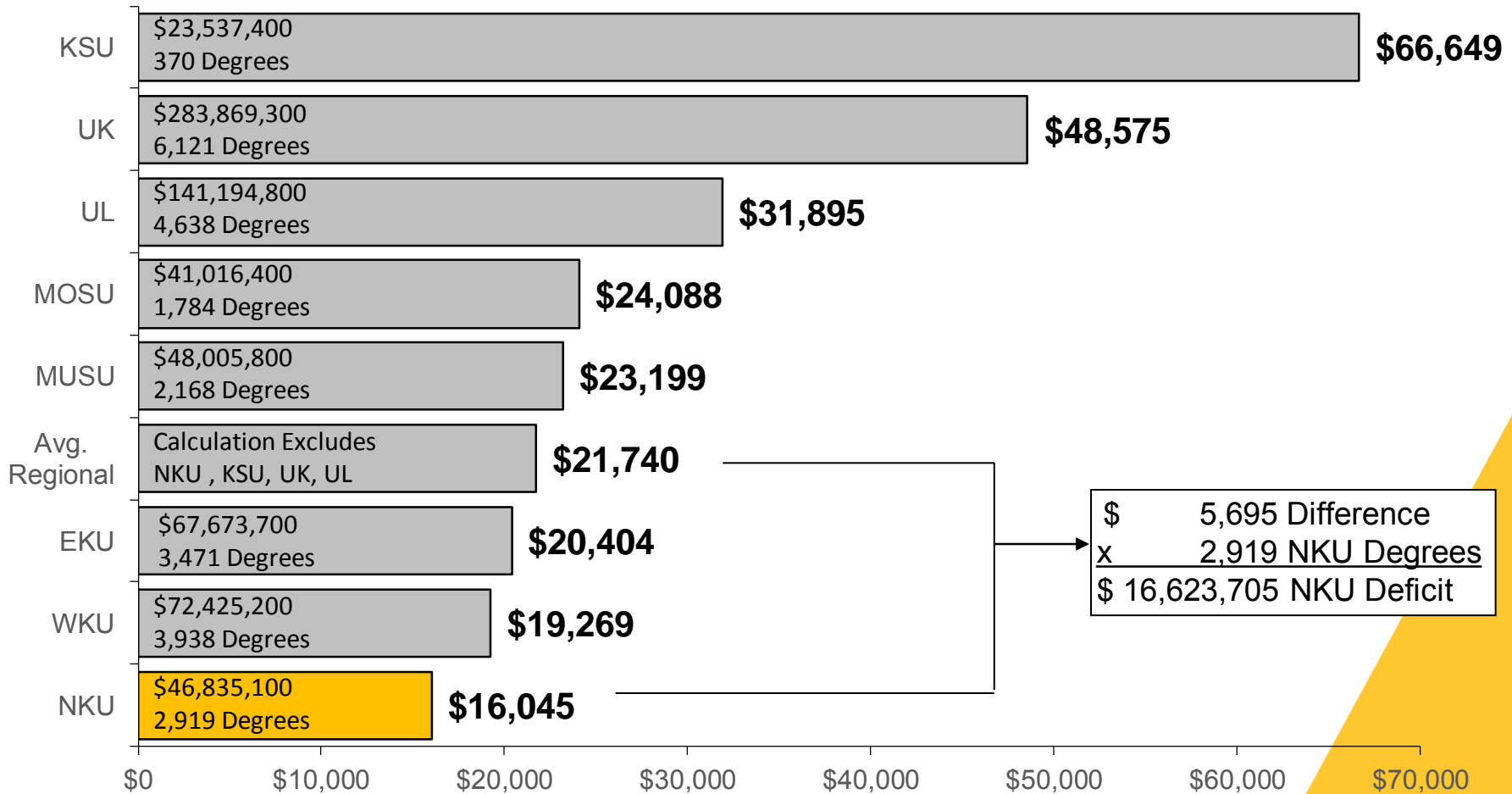
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Source: CPE Comprehensive Database



Net State Appropriation* Per FY 2013-2014 Degrees Four Year Institutions

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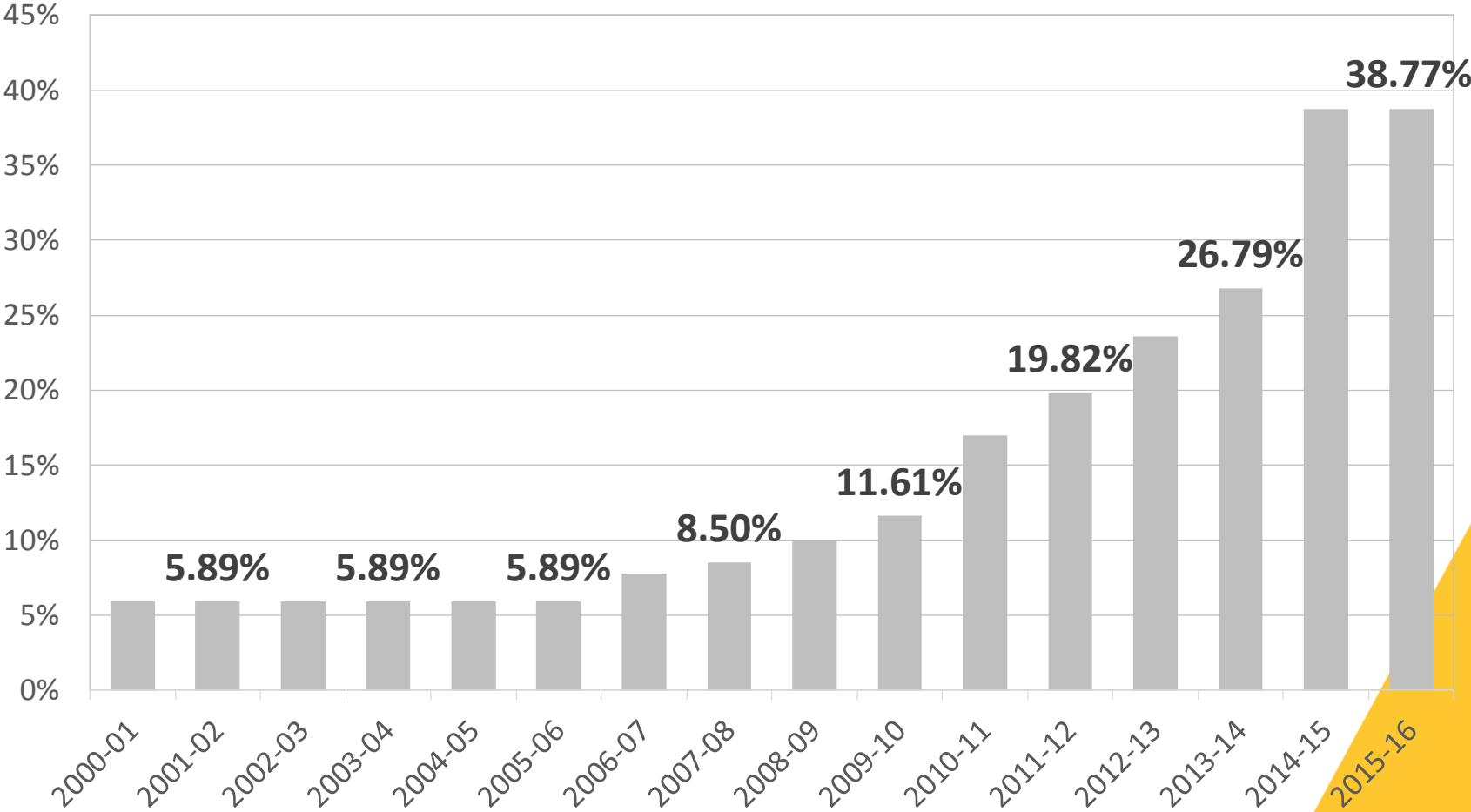


Fiscal Year End Actual Net State Appropriation Less State Appropriated Debt Service and Less UL Hospital
 Degrees = All Degrees (No Certificates)



NKU's KERS Contribution Rates

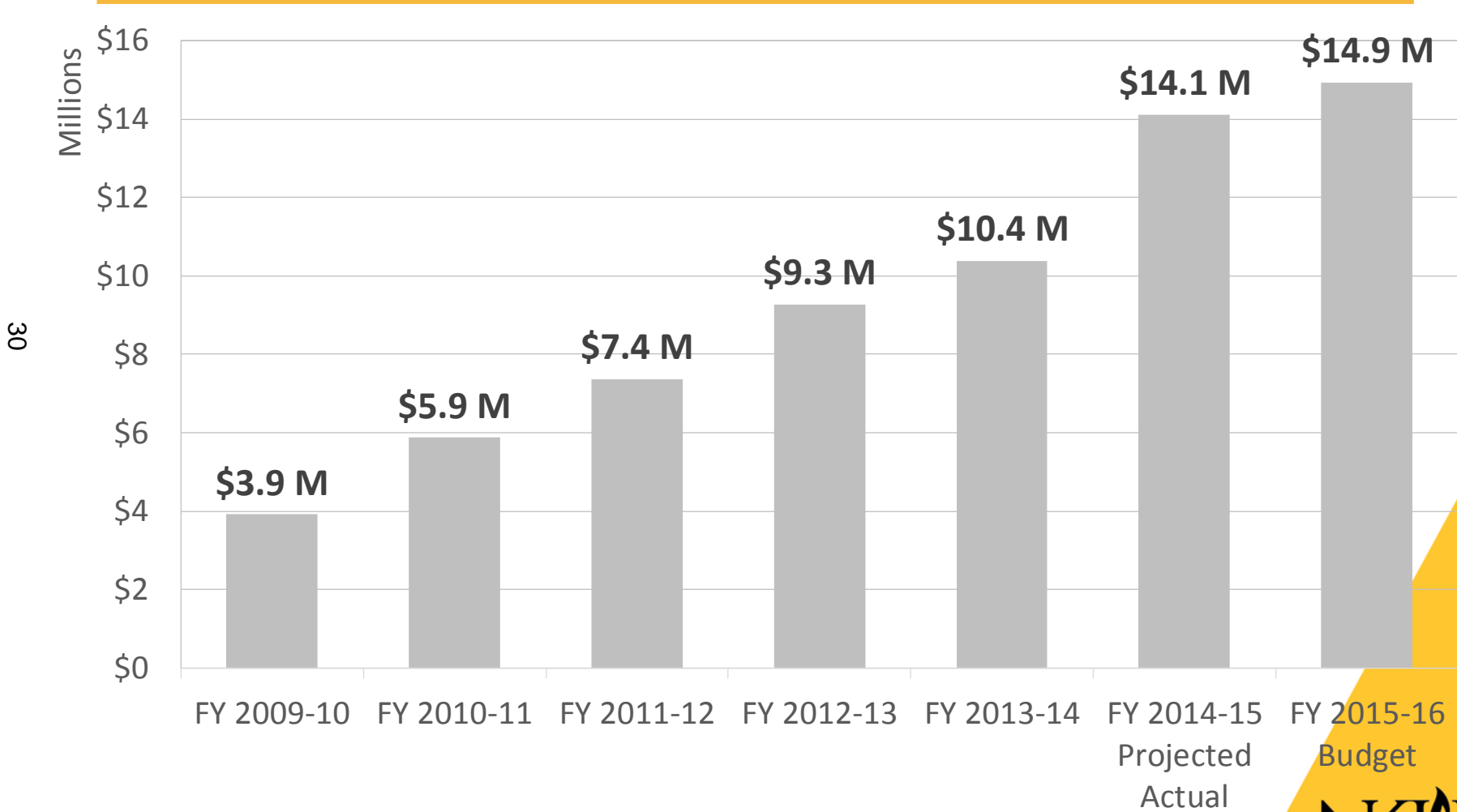
29



Source: Kentucky Retirement Systems



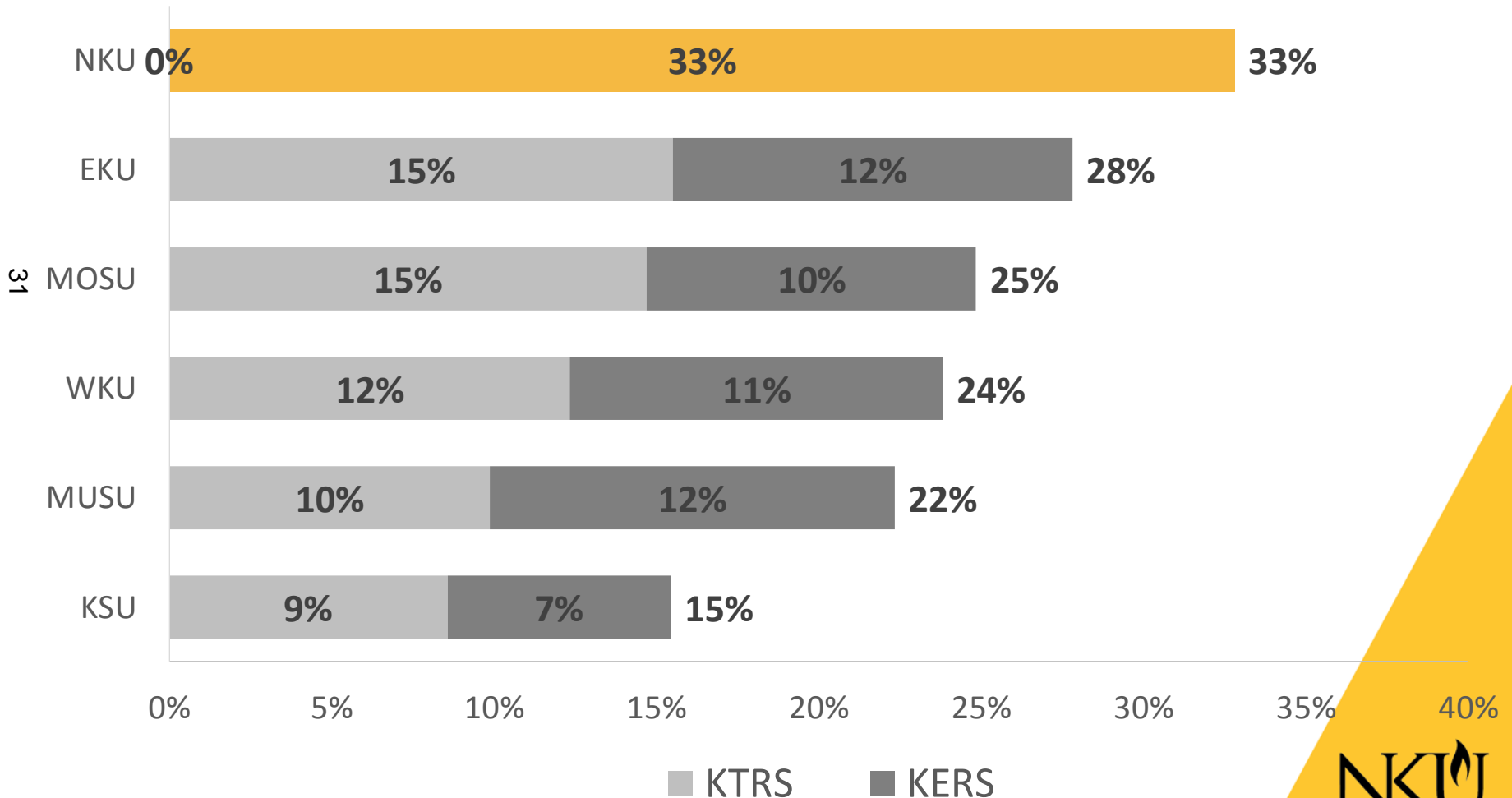
NKU's KERS Contribution



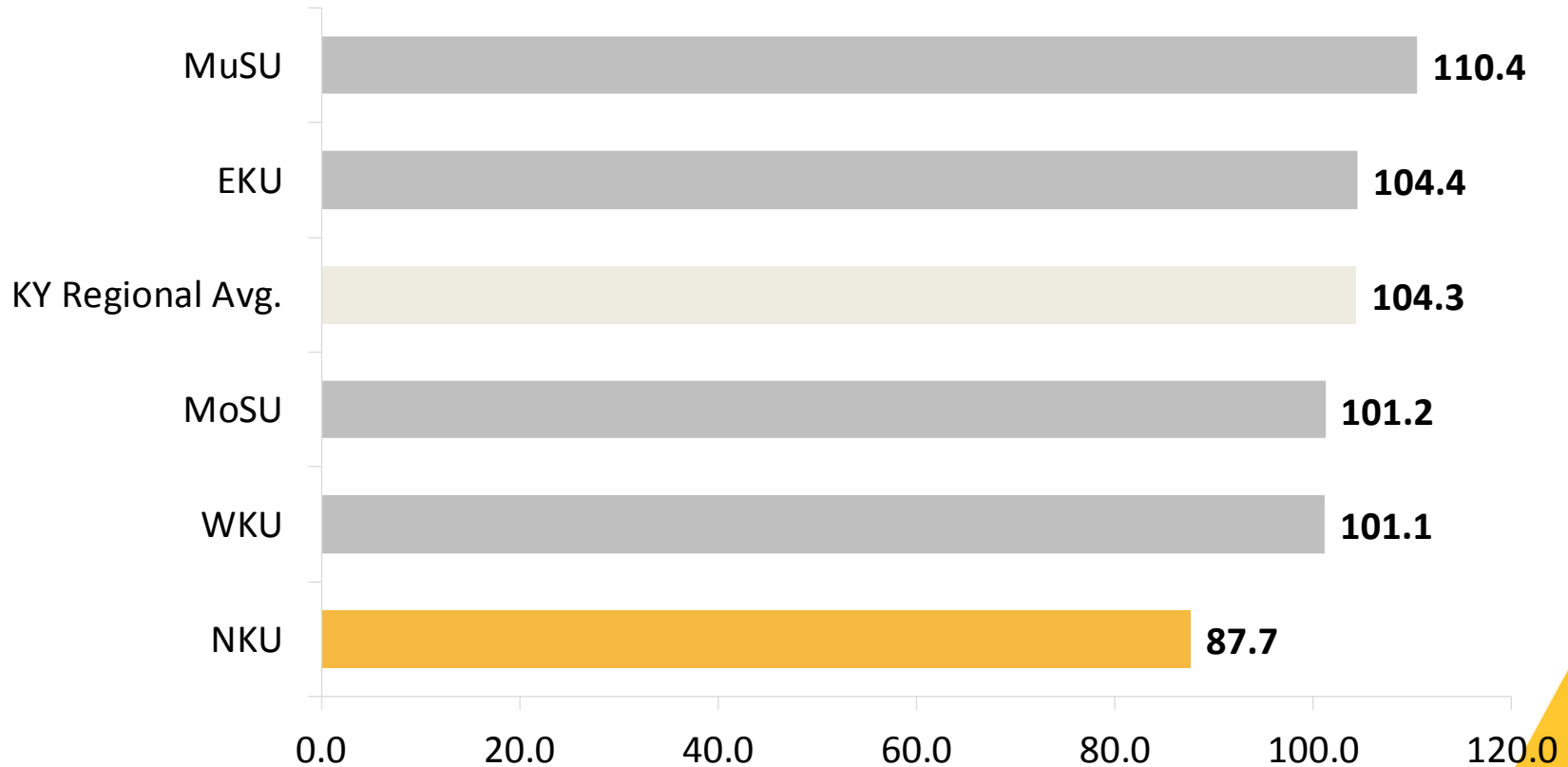
Source: Budget Office



Percent of Net State Appropriations FY 2015 Dedicated to Retirement (KERS and KTRS)



FTE Staff per 1,000 FTE Students, Fall 2013



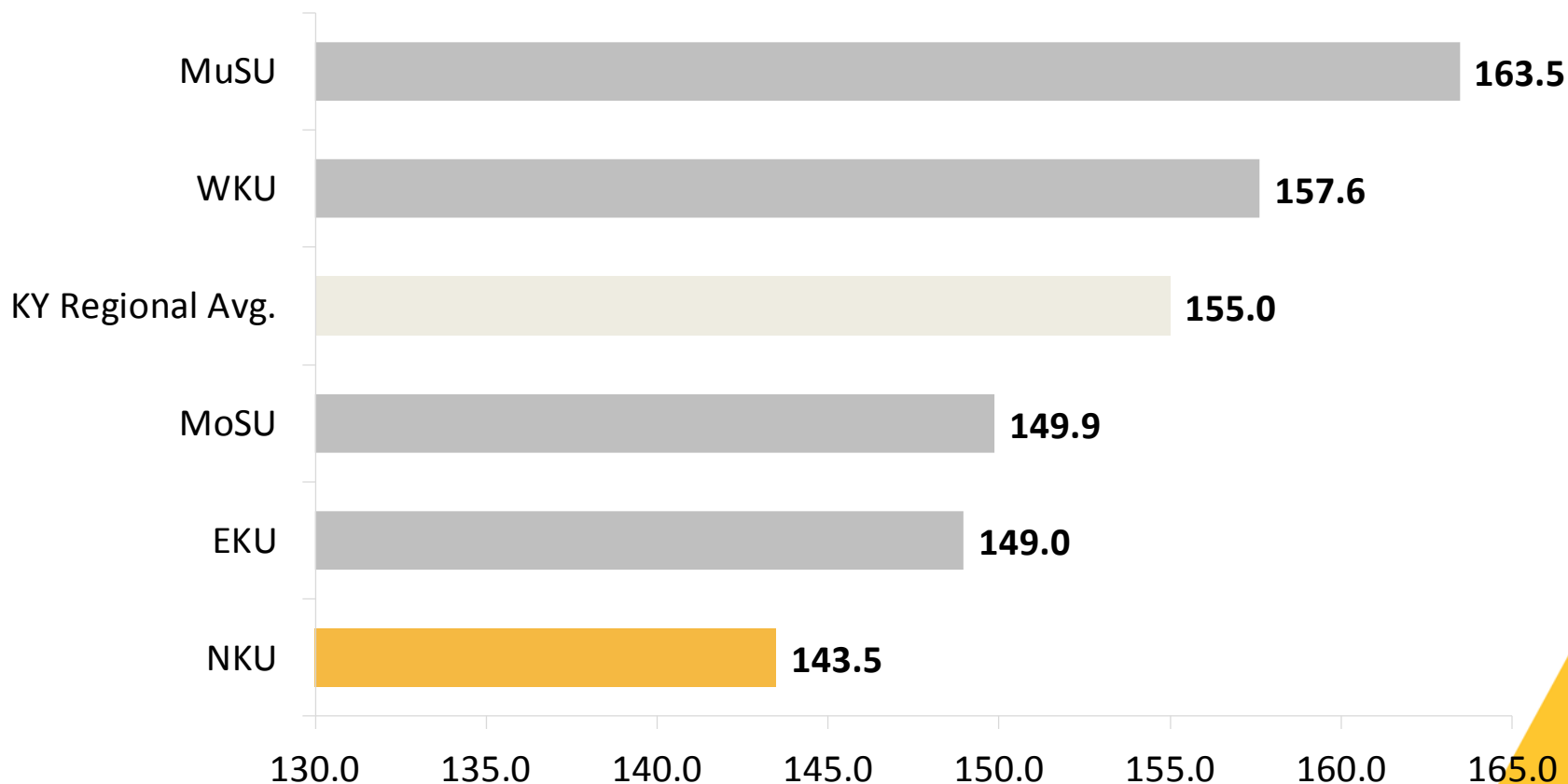
32

The KY regional average includes EKU, MoSU, MuSU, and WKU. FTE is full-time equivalent.
Source: IPEDS, Fall Enrollment component and Human Resources component (Fall 2013)



FTE Employees per 1,000 FTE Students, Fall 2013

33

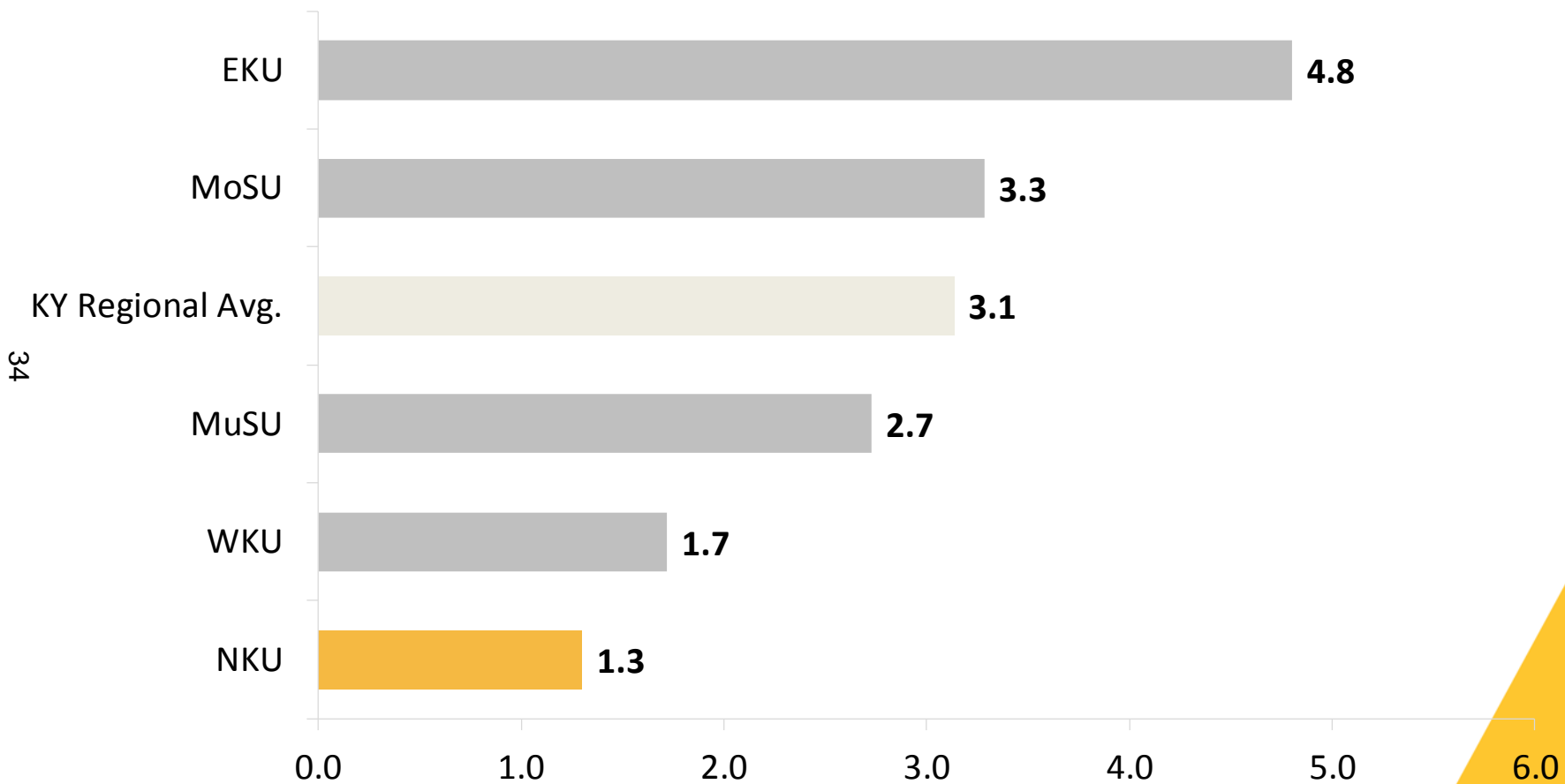


The KY regional average includes ECU, MoSU, MuSU, and WKU. FTE is full-time equivalent. Employees include all staff and faculty.

Source: IPEDS, Fall Enrollment component and Human Resources component (Fall 2013)



Full-Time to Part-Time Faculty Ratio, Fall 2013

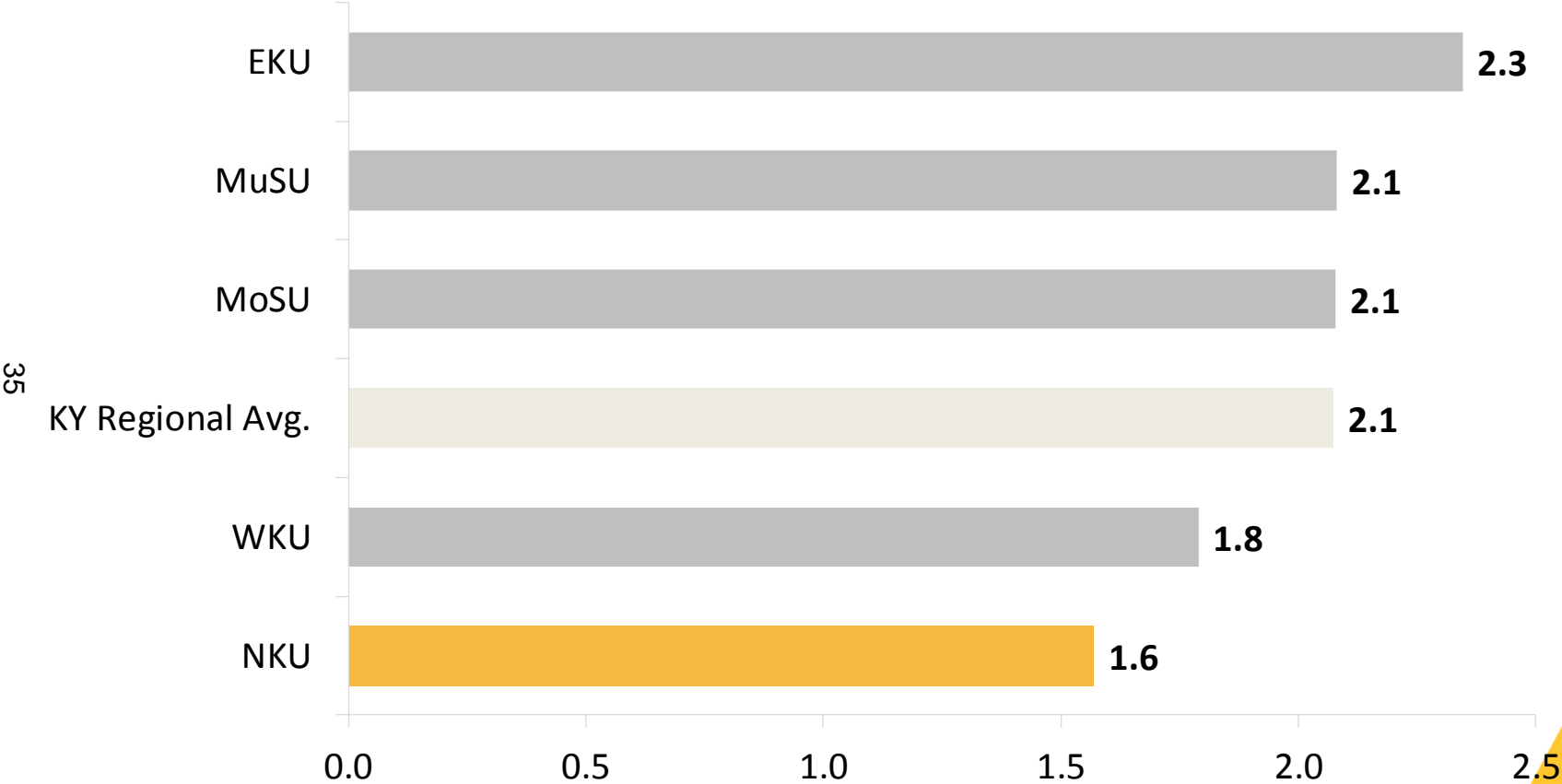


The KY regional average includes EKU, MoSU, MuSU, and WKU.

Source: IPEDS, Fall Enrollment component and Human Resources component (Fall 2013)



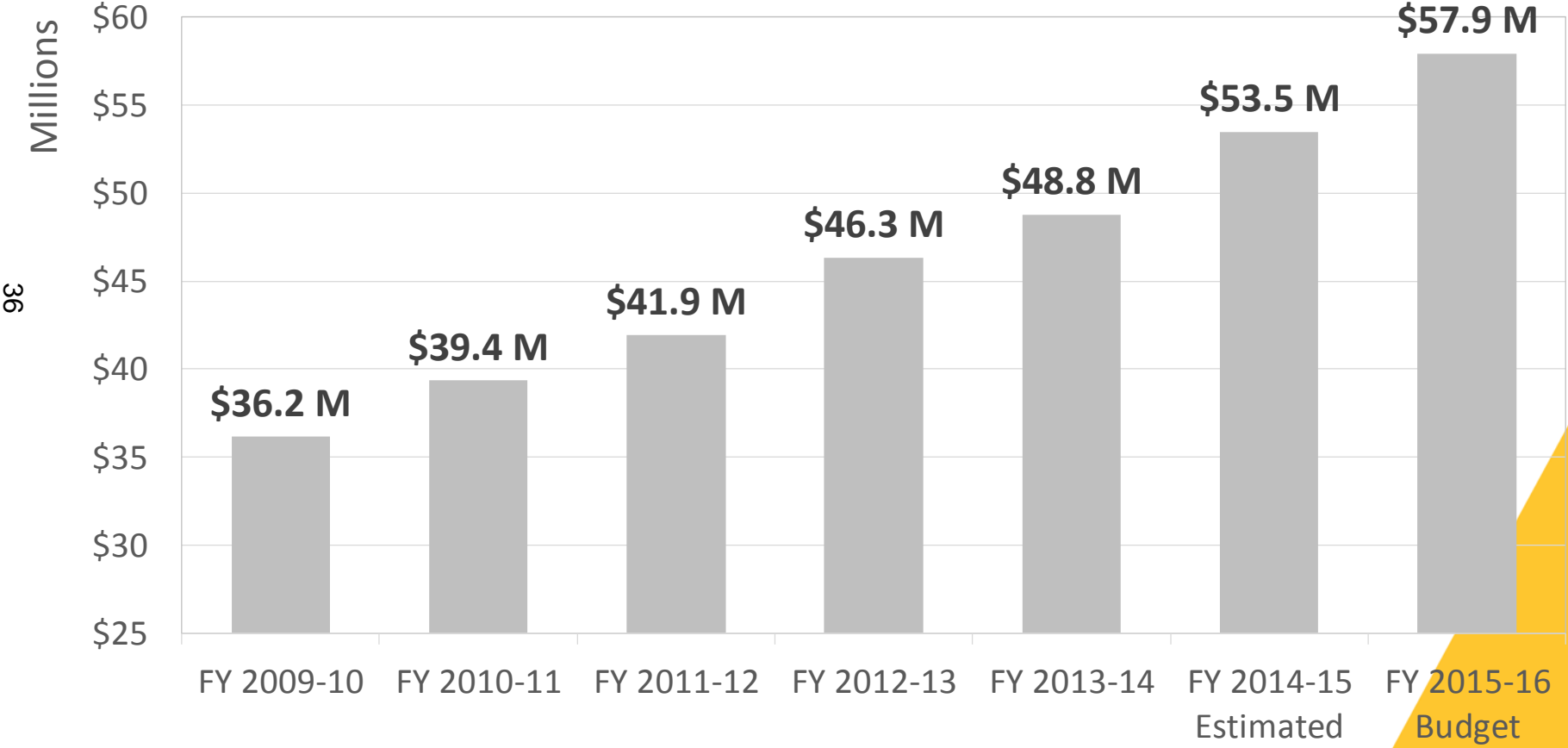
FTE Staff to FTE Faculty Ratio, Fall 2013



The KY regional average includes EKU, MoSU, MuSU, and WKU.
Source: IPEDS, Fall Enrollment component and Human Resources component (Fall 2013)



Fixed Costs



Fixed Costs

| | FY 2009-10 | FY 2015-16 Budget | Difference | Percent Change |
|-------------------------------|---------------------|----------------------|---------------------|-------------------|
| Utilities | \$4,052,000 | \$4,469,800 | \$417,800 | 10% |
| IT Contracts | \$920,211 | \$2,495,400 | \$1,575,189 | 171% |
| <i>Subtotal</i> | | | \$1,992,989 | 40% |
| Fringe Benefits | | | | |
| KERS Staff Retirement | \$3,913,700 | \$14,940,800 | \$11,027,100 | 282% |
| Health/Vision/Dental | \$7,941,700 | \$13,746,100 | \$5,804,400 | 73% |
| TIAA Retirement | \$4,142,500 | \$5,185,500 | \$1,043,000 | 25% |
| FICA | \$6,109,600 | \$6,840,000 | \$730,400 | 12% |
| Worker's Comp/Unemployment | \$564,600 | \$655,000 | \$90,400 | 16% |
| Life and Disability Insurance | \$320,000 | \$173,100 | -\$146,900 | -46% |
| <i>Subtotal</i> | | | \$18,548,400 | 81% |
| Other | \$8,210,300 | \$9,424,900 | \$1,214,600 | 15% |
| Total | \$36,174,611 | \$57,930,600 | \$21,755,989 | 60% |

37

Incentive-Based Budget Model

The budget model will promote student success, stimulate strategic growth, encourage innovation and entrepreneurship, and support transdisciplinarity and institutional excellence. It will also be characterized by the principles below.

38

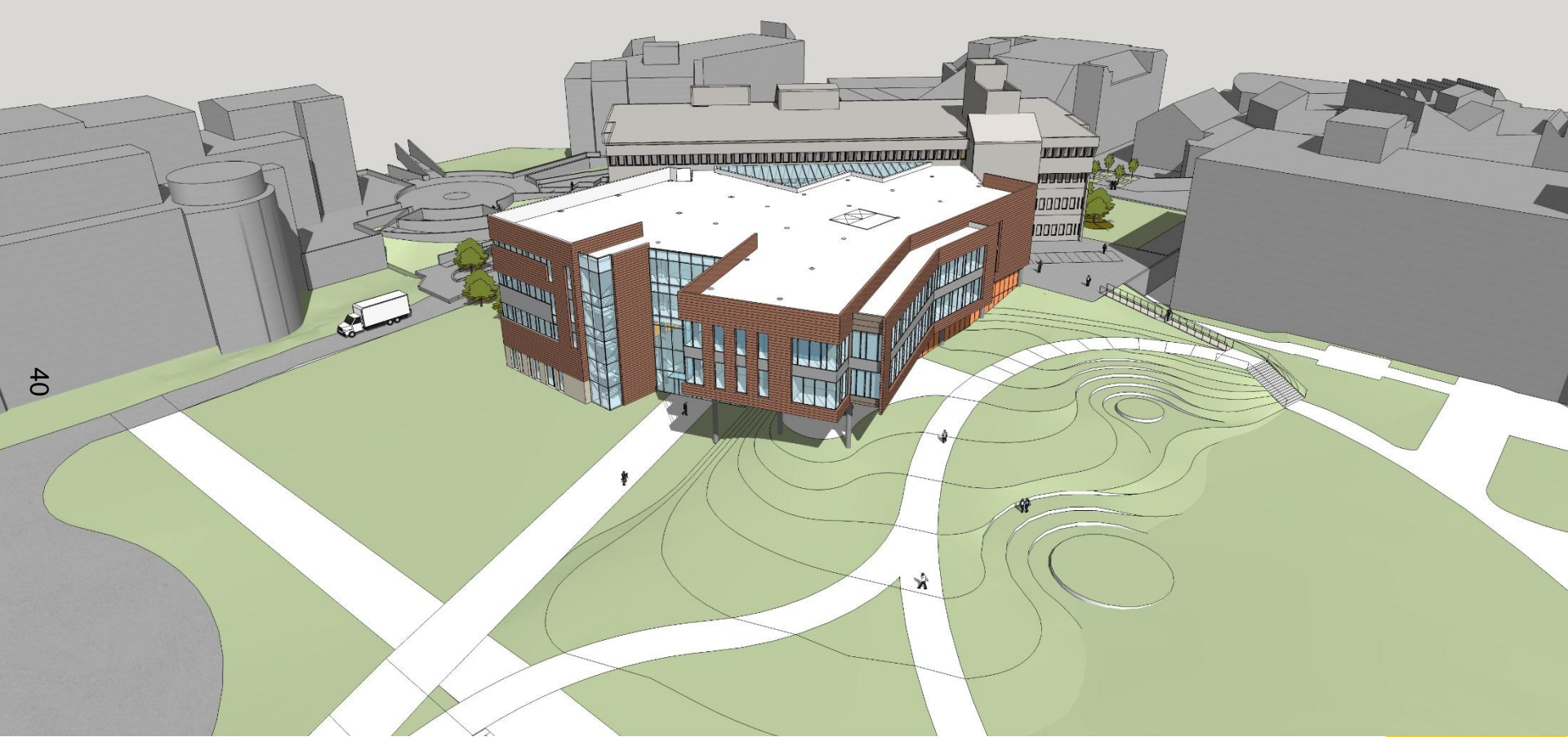
| Guiding Principles | |
|---------------------------|-------------------|
| Accountability | Simplicity |
| Transparency | Performance Based |
| Reasonable Predictability | Data Drive |



Health Innovation Center



Health Innovation Center





Institutional Progress Update

Presentation to the Council on
Postsecondary Education
Geoffrey S. Mearns, President
June 12, 2015

*ignite
your
Spark*



President's Report



CPE staff with award chair Cliff Feltham.

Transfer Madness and Project Graduate Receive Awards

Two Council initiatives, Transfer Madness and Project Graduate, received top "Win" awards from the Kentucky Thoroughbred Chapter of the Public Relations Society of America in May. All the public universities, KCTCS and AIKCU institutions participated in the success of both events held last year.

The awards program recognizes exceptional communications and marketing projects. Sue Patrick, director of communications and marketing, and Gabrielle Gayheart, communications and Web initiatives coordinator, received the awards.

Dual Credit Advisory Council Makes Progress

As part of its work in improving student access and financing, the Dual Credit Advisory Council met with key legislative leaders, including Rep. Derrick Graham, co-chair of the Interim Joint Committee on Education, in April to discuss policy and the financial support needed to expand dual credit access. As a result of the meeting, a work group was established to review funding proposals. The work group will report its findings later this month to the advisory council.

Additionally, CPE jointly presented to KDE and KHEAA to the Interim Joint Committee on Education on June 8, 2015 on the Dual Credit Policy Recommendations. A copy of that presentation is attached, and it is also on today's agenda for your approval.

WKU Named a Green Ribbon School by the U.S. Department of Education

On June 3, U.S. Secretary of Education Arne Duncan recognized Western Kentucky University as one of nine postsecondary institutions awarded the Green Ribbon Schools designation for 2015. This was the first year postsecondary institutions were eligible for the competition.

The Green Ribbon Schools award honors public and private elementary, middle and high schools; K-12 districts; and postsecondary institutions that are exemplary in three pillars: reduced environmental impacts and costs; improved health and wellness; and effective environmental and sustainability education.

The Council on Postsecondary Education issued a request for proposals to select Kentucky's postsecondary nominee (each state can nominate one postsecondary institution). Western Kentucky University was chosen to advance to the national competition and was honored at Kentucky's Earth Day Celebration at the Thomas D. Clark Center for Kentucky History in April.

GEAR UP Kentucky to Host Institute for School Counselors, Advisors and Intervention Staff

Working with the White House in conjunction with the first lady's Reach Higher initiative, GEAR UP Kentucky (GUK) will host the first Kentucky School Counseling and Advising Institute on October 27-28 at Northern Kentucky University METS Center. The professional development opportunity will be offered to all participating GUK middle and high schools at no cost.



The Institute is designed specifically for school counselors, district-level administrators, principals, and other school staff such as social workers, family resource and youth service center coordinators, and college and career advisors. National and state speakers will include Dr. Brett Zyromski, director of NKU's school counseling program and co-founder of the National Evidence-Based School Counseling Conference. Over the two days, school teams will explore successful practice, evaluation and relevant research to create dynamic and powerful school counseling programs. Participants will explore strategies to use evidence to identify interventions and implement strategies to serve special needs populations and to measure and evaluate the efficacy of counseling based on student achievement outcomes.

Staff Updates

Thompson Named to Board of Directors

Aaron Thompson, chief academic officer and executive vice president for academic affairs, was named to the board of the National Council for Community and Education Partnerships. NCCEP is a national non-profit, non-partisan organization working to increase access to higher education for economically disadvantaged students. The organization plays a pivotal role in advocacy and professional development efforts of GEARUP Kentucky.

Bell Selected for Leadership Kentucky

Melissa Bell, assistant vice president for academic affairs, was selected for the prestigious Leadership Kentucky program. Leadership Kentucky is a non-profit organization focused on enhancing the talents and abilities of state leaders for the public good. Those selected have demonstrated singular leadership and accomplishment on the job, as well as in the community through volunteer activities.

Johnson to Speak at Women's Conference

Rana Johnson, chief diversity officer, will be the keynote speaker at the 2015 Women's Conference on Diversity in Higher Education later this month in St. Petersburg. The conference will focus on improving the opportunities and roles of women in higher education. Johnson's topic will be "Mentoring the Next Generation of Women Leaders."

Martin to Serve on KY EPSCoR Committee

Tom Martin, senior fellow for research and economic policy, was named to the Kentucky Statewide Experimental Program to Stimulate Competitive Research (KY EPSCoR) Committee for a three-year term that began in January. Under the Kentucky Science and Technology Corporation's leadership, the committee assists public and private colleges in competing for federal grants from the National Science Foundation, Department of Defense, Department of Energy, Department of Agriculture and

the National Institute of Health. To date, the KY EPSCoR has helped secure \$486 million in research funding to Kentucky's academic community.

KYAE Staff Present at Conference

Three members of the Kentucky Adult Education team presented at the Commission on Adult Basic Education (COABE) conference held in April in Denver.

- Reecie Stagnolia, vice president for adult education, served as a panelist for two sessions at COABE. The first session, "Adult Education or Developmental Education? Issues in Moving Career Pathways Forward under WIOA," featured discussions related to how adult education programs and community colleges can work together to help all students succeed, including addressing potential challenges and related policy reform. The second session, entitled "Issues and Opportunities in Implementation of WIOA," featured six state-level adult education directors (including Stagnolia) exploring issues and opportunities related to adult education in the Workforce Innovation and Opportunity Act (WIOA).
- Gayle Box, senior associate for instructional leadership, presented a session entitled "Resources for Standards-Based Instruction: The Kentucky Experience." The session, co-presented with local program directors, highlighted KYAE's work over the past four years in implementing College-and-Career-Readiness-based instruction via intensive professional development of local program staff. Donna Elder, professional development contractor from National Center for Families Learning (NCFL) spoke about the online courses developed for KYAE as part of the professional development.
- Missy Brownson, senior associate for communications and outreach, presented a session entitled "X Marks the Spot: Using Targeted Marketing to Build Recruitment and Relationships." This interactive session featured discussion about the benefits of and ideas related to using targeted marketing techniques to reach adult education populations and potential influencers/supporters. During the session, participants created the foundation of a targeted marketing plan for their adult education programs.

Commissioner Terry Holliday's Report

Kentucky Rising. The Kentucky Rising gap analysis is scheduled to be completed by the end of June and we are working to have John DeAtley present a summary of it to the Kentucky Board of Education (KBE) at its August meeting. During a recent weekend summit, a variety of stakeholders reviewed some of the early results of the gap analysis for four of the building blocks. The current plan is to complete the gap analysis and then begin to work with the incoming Commissioner, Governor, and General Assembly leadership to determine next steps for the 2016 session. I have recommended that the KBE discuss next steps concerning Kentucky Rising at the August meeting and have invited representatives from the Prichard Committee and Kentucky Chamber of Commerce to attend and participate. At the August meeting, we also will move forward with discussions focused on one of the building blocks – develop and implement a world class career and technical education system.

Status of Kentucky's Equity Plan. KDE staff submitted the Equitable Access to Effective Educators Plan for Kentucky to the U.S. Department of Education on June 1. The review and approval process will be similar to that of the ESEA waiver where the federal officials will review the plan and then interact with KDE to ask questions and provide feedback on its content. We will be given the opportunity to revise the plan to incorporate their feedback and then submit it for final approval.

In the interim, KDE will post the plan on its website for all stakeholders to access and we will continue to take input that can assist in improving it.

Commissioner's Search. Due to my retirement as of August 31, the Kentucky Board of Education (KBE) is conducting a search for the next commissioner of education. At a special meeting on May 7 in Louisville, the KBE hired Greenwood/Asher & Associates of Miramar Beach, Florida to assist them in the search process. This firm submitted the top scoring proposal in the Request for Proposals process.

The KBE also drafted a list of characteristics that the members desire to see in the next commissioner and that list is included with this report as an attachment. The draft list was issued in a press release on May 15 with an invitation for the public to provide input on the characteristics through a survey that was open for two weeks. At the upcoming June 2-3 meeting, the board will use the feedback to finalize this set of characteristics that can then be used in the recruiting process. Additionally, search firm representatives will attend the June 3 session to finalize the timeline and process for the search.

Next Kentucky Board of Education Meeting: August 5-6, 2015

Characteristics for Kentucky's Next Commissioner of Education (Working Draft)

The Opportunity to Become Kentucky's Next Commissioner of Education: The Kentucky Board of Education is offering an exciting and challenging leadership and change management opportunity to make a difference for all of Kentucky's P-12 public school students. The board is seeking an individual who shares its commitment to putting the needs and interests of students first and foremost and preparing them for success in their education, career and citizenship. Partnering with educators to collectively deliver on this promise presents the selected person the chance to apply innovative approaches in order to move students beyond college- and career-readiness toward global competency.

Overall Expectations for the Position

The Kentucky Board of Education is seeking a commissioner of education who:

- Possesses the appropriate professional qualifications and passion to lead and champion the P-12 public education system of the Commonwealth;
- Is primarily driven to advance student achievement and student success – a leader whose central focus is on improving results for all students and has a sense of urgency to reach educational equity for all students;
- Exhibits the capacity to engage, involve, motivate and inspire the educators who have assumed the responsibility to educate the state's next generation;
- Balances a combination of relentless focus on the student with managing the system to support the people who are getting the work accomplished; and
- Displays the highest moral and intellectual integrity, is honest and open, pursues difficult issues with a firmness of purpose, exhibits respect of others, shows consistency and depth of thought, and presents a deep appreciation and respect for diversity and inclusion.

Specific Traits the Selected Individual Must Possess

Communication

Kentucky's next commissioner of education will be an outstanding communicator with the ability to listen, exchange ideas, clearly articulate his/her thoughts and inspire others to take action by:

- Relating to multiple audiences (principals, superintendents, teachers, parents, the education community, policymakers and those influencing education decision making and the public at-large);
- Building strong relationships to benefit public education;
- Communicating a compelling vision;
- Being an active listener;
- Using and deploying technology effectively as a communication tool;
- Communicating with youth and inspiring them to be active participants in their education and pursuit of a career; and
- Working with the Kentucky Board of Education to build public understanding and support for Kentucky's educational goals.

Knowledge and Expertise

Kentucky's next commissioner of education will display the educational knowledge and expertise to lead an exemplary educational system by:

- Exhibiting detailed knowledge and an understanding of the teaching and learning process;

- Possessing the ability to move the Kentucky Board of Education's deeper learning, assessment, and global competency agenda forward;
- Displaying the skills necessary to develop and implement high-quality instruction, assessment and accountability systems;
- Demonstrating a deep understanding of Kentucky's rich history in education reform;
- Being well-versed in state education policy;
- Sustaining Kentucky's national presence and continued commitment to excellence in education;
- Having the ability to render a balance between understanding the opinions/needs of the field and moving the reform policy agenda forward; and
- Demonstrating the capacity to help people make difficult transitions to benefit student learning.

Leadership and Change Management

Kentucky's next commissioner of education will possess leadership and change management skills resulting in continuous improvement and excellence by:

- Displaying a management style that will motivate and inspire others;
- Demonstrating a proven track record of leading an organization through change toward results;
- Having a deep understanding of systems change;
- Exhibiting the ability to use leverage points (financial resources, human capital, supports, tools, and time) to effect continuous improvement;
- Showing the ability to balance the leadership of change and the management of a complex system; and
- Understanding how to manage the Kentucky Department of Education as an agency that is balanced between compliance (accountability) and service/support.

Council on Postsecondary Education
June 12, 2015

Special Use Fee Exception Request Western Kentucky University

On May 15, 2015, Western Kentucky University submitted a Special Use Fee exception request to the Council. Staff has reviewed documentation for the proposed project and student fee contained in their submission and finds that a parking structure is neither expressly allowed under the Council's Special Use Fee Exception Policy, nor expressly prohibited. For this reason, the Council may, in its discretion, approve the request.

Background

On April 28, 2011, the Council on Postsecondary Education approved a Special Use Fee Exception Policy that allows students and institutions to request an exemption from a Council approved tuition and fee rate ceiling for student endorsed fees that meet certain policy provisions. According to the policy:

A student endorsed fee is a mandatory flat-rate fee that has been broadly discussed, voted on, and requested by students and adopted by an institution's governing board, the revenue from which may be used to pay debt service and operations and maintenance expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment, that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers.

The underlying rationale for the policy is to accommodate desires of students to assess fees on themselves to improve campus activities and services without institutions having to forgo revenue necessary to support E&G operations due to the existence of rate ceilings. Parking structures are not explicitly identified as eligible or ineligible projects, but could be considered an improvement "that support[s] student activities and services..."

Provided a proposed fee meets eligibility requirements, the Council may elect to award an exemption to its tuition and fee rate ceiling equivalent to all or a portion of the percentage increase resulting from imposition of the student endorsed fee.

WKU Request

On May 15, 2015, Western Kentucky University students and administrators submitted a Special Use Fee exception request to the Council for its consideration and action at the June 12 meeting. Important features of their proposal are summarized below.

- The amount of the proposed fee increase will be \$30 per semester for full-time students (i.e., \$60 annually), and will be prorated per credit hour for part-time students, effective fall semester 2015.
- In terms of impact on total tuition and fees, the proposed \$30 per semester fee equates to a 0.6 percentage point increase above the Council's 2015-16 resident undergraduate tuition and fee rate ceiling of \$9,282 (determined using a 3 percent increase parameter) for WKU.
- All revenue generated from the proposed fee increase will be used to pay debt service on a \$10 million parking structure.
- When the debt service has been fully paid, the fee will terminate. It is projected that debt service will last 20 years.
- Not all WKU students will be required to pay the proposed parking structure fee. Campus officials are planning to exempt online only, distance education, dual credit enrollment, military, and professional MBA students from the fee. During fall semester 2014, student headcount in these enrollment categories totaled just over 3,900 students.
- Proposed project and fee details were disseminated to students by SGA members using various forms of social media and later the student newspaper published an editorial supporting the project (WKU Herald, February 10, 2015). Additionally, an article on the proposed project was published in the Bowling Green Daily News on February 8, 2015 (See Attachment A.)
- The proposed fee was voted on by the WKU Student Government Association (SGA), once on February 24, 2015 (see Attachment B) and again on April 28. The motions in support of the fee passed each time, and a resolution was approved unanimously by a 23-0 vote at the latter meeting (see Attachment C).
- At an April 24, 2015 meeting, WKU's Board of Regents approved the \$30 per semester fee for full-time students, prorated for part-time students, to support debt service payments for the parking structure (see Attachment B).

The university's complete proposal will be maintained on file at the Council offices and is available upon request.

Staff Recommendation

Council staff has reviewed the proposed parking garage project and student endorsed fee information submitted by Western Kentucky University students and administrators, and finds

that the campus has met the requirements set forth in CPE's policy, therefore permitting the Council to consider the request.

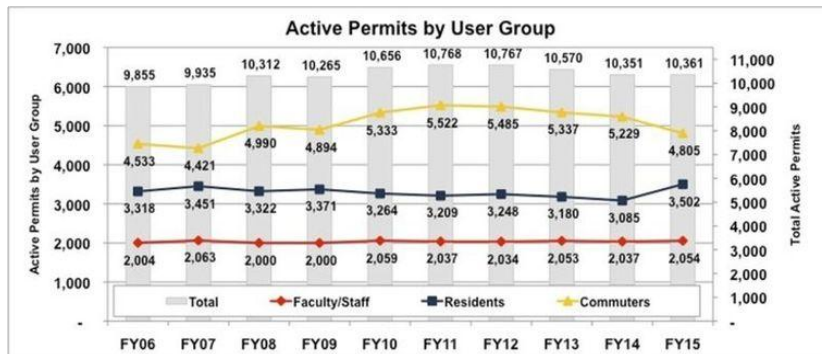
If the Council approves this request, it will allow WKU's proposed \$30 per semester fee for full-time students (prorated for part-time students on a per-credit-hour basis) to be exempted from WKU's 2015-16 resident undergraduate tuition and fee ceiling of \$9,282 (determined using a 3 percent increase parameter).

Staff preparation by Bill Payne and Scott Boelscher

BOWLING GREEN DAILY NEWS

Fees could fund new structure

Parking garage, if approved, is years away



Posted: Sunday, February 8, 2015 12:00 am

By CHARLES A. MASON cmason@bgdailynews.com

Western Kentucky University officials and students are talking about the need for a new parking garage on campus.

A 500-vehicle, \$10 million parking garage could be built on the Creason parking lot near the athletic fields and would consume some existing parking spaces there, WKU officials say.

The proposal is several years from implementation and, if done, it would be included as an agency bond request in the university's capital program for the 2016-17 state budget, according to Ann Mead, WKU senior vice president for finance and administration.

No formal steps have been taken on the idea, but some initial study in various university departments is underway. Students are also talking about the plan.

Mead said the state considers parking garages on the very low end of building priorities. While the state might allow WKU to build one and finance it, it would not fund one outright in the capital program, she said.

The new \$75 million Gordon Ford College of Business building near the Kentucky Museum and Augenstein Alumni Center is considered WKU's top capital priority for that two-year budget cycle. The Gordon Ford project would also displace existing parking spaces.

Debt financing for a possible Creason parking garage would come from a \$30 per semester student fee, WKU Student Government Association President Nicki Taylor told the Student Senate recently. Students have had complaints about the availability of parking at WKU.

Taylor asked students at the SGA Student Senate meeting to email her with thoughts on the idea.

The idea of students helping finance a parking garage is not a new one at WKU. Parking Structure No. 2 next to E.A. Diddle Arena was financed through a student fee, according to Jennifer Tougas, WKU director parking and transportation. That parking garage has 825 spaces and was opened in 2005. Parking Structure No. 1 on the other side of Diddle Arena has 1,100 spaces and was built in the 1970s.

Students pay a \$212 athletic fee, a \$60 center fee toward the Garrett Conference Center and Downing Student Union and a \$70 fee for the recently completed expansion of DSU, Mead said.

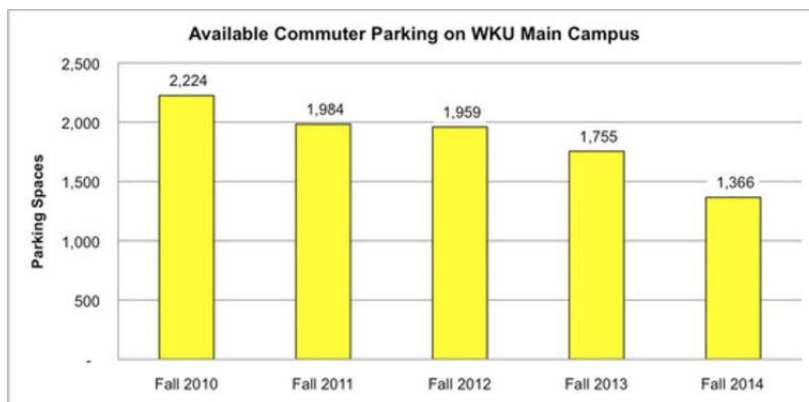
Mead said WKU has been approved for a 3.1 percent tuition increase, and the Council on Postsecondary Education would have to grant WKU an exception for the additional student fee.

The additional \$30 student fee could generate \$750,000 annually, which would pay debt service on the agency bonds, Mead said.

With new construction on campus, WKU Parking and Transportation has lost 500 parking spaces the past two years, Tougas said. Parking spaces disappeared when the Student Life Foundation built and opened apartments on the other side of Kentucky Street and spaces were lost when the Trittenbach development for apartments began off Center Street.

To meet future parking needs, WKU could use the proposed 500-vehicle parking garage on the Creason lot and a new 1,000-space parking deck off Adams Street, Tougas said.

The amount of available commuter parking on WKU's main campus has decreased from 2,224 parking spaces in the fall of 2010 to 1,366 parking spaces in the fall of 2014, Tougas said.



The campus parking crunch hit in the fall semester in 2014 when, after an eight-year decline, 250 more students living in university housing chose to bring vehicles to school, Tougas said.

Parking is always tight each fall semester and looser in the spring semester since students graduate in December, freeing up parking spaces in late January, Tougas said.

Bryan Russell, WKU chief facilities officer, said additional parking garages have been in the university's master plan for several years. His office put together the rough cost estimate on the proposed Creason garage with an understanding that a company with experience building parking garages would have to step in later to finalize the cost projection.

Tougas said building a new parking garage is not an inexpensive proposition.

“We are preliminarily discussing a parking deck at Creason. You are looking at \$18,000 per parking space,” Tougas said.

Tougas said the university's strategy is to reduce parking demand and increase students' use of the park and ride. That approach used in the fall 2014 semester has already yielded positive results, Tougas said. Topper Transit carried a total of 387,263 passengers during the fall semester, which is a 26 percent increase over the same time the previous year and a number which set ridership records for the department.

The White Line, which serves the South Campus Park and Ride, has buses running every six minutes during peak service. The White Line carried 250,840 passengers during the fall 2014 semester.

The Red Line, which has been designed to serve more passengers in downtown Bowling Green, carried 98,313 passengers – an increase of 76 percent for the route over the previous year.

The Green Line, an evening bus service that carries students from campus to Greenwood Mall, Wal-Mart, Barnes & Noble shopping plaza and the Kroger Shopping Center on Campbell Lane, carried 26,757 passengers during the 2014 fall semester, an increase of 7 percent over the previous year.

Tougas said as she develops the WKU Parking and Transportation Plan for the fall 2015 semester, she wants to include increased parking opportunities for commuter students and to look at offering some kinds of incentives to students staying in the dorms who don't bring a car to campus.

A new parking structure at Creason could provide parking for about 300 vehicles, which represents parking for about 600 commuter students, since the students come and go during a typical day. While the garage would be a 500-spot garage, it would take up space already being used for 200 vehicles, resulting in a net gain of 300.

The trend of kids bringing their cars to school has put a wrinkle in the planning. In 2008, 72 percent of students housed at the university brought vehicles, compared to 63 percent in 2004, Tougas said.

“We are changing our marketing campaign,” Tougas said. “If a student (in university housing) has a doubt about whether or not to bring a vehicle to campus, they should leave the vehicle at home.”

— Follow education reporter Charles A. Mason on Twitter at twitter.com/bgdnschools



WKU POST SECONDARY ED/AE

A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH

OFFICE OF THE PRESIDENT

March 18, 2015

Dr. Bob King
 President
 Council on Postsecondary Education
 1024 Capital Center Drive
 Frankfort, KY 40601-8204

Dear Bob:

This is to formally support the WKU Student Government Association and its Resolution approving a \$30 per semester student fee to build a much needed parking structure to serve all residential and commuter students on WKU's main campus in Bowling Green. This letter, therefore, is to request consideration by the Council on Postsecondary Education (CPE) through the Special Use Fees Exception Policy. We believe that the spirit of this policy is to help facilitate student services which might not otherwise be possible through the normal tuition revenue distribution process. We fully understand that the Special Use Fees Exception Policy exists to allow special exceptions for fees that might be approved above and beyond the stated tuition cap in a given biennial budget.

The Special Use Fees Exception Policy states that the policy can be approved by CPE when a fee has been broadly discussed, voted on and requested by students, and adopted by the institution's governing Board. The revenue from such a fee may be used to pay debt service and M&O on new facilities. It also offers examples that supports student activities and services such as (these two words being key to our interpretation) student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers. We believe that the spirit and intent of the definition was to list some specific examples of the facilities for which the exception policy was created. Student parking facilities is an example of student services in keeping with the other examples given in the phrase following the term "such as."

On WKU's campus, parking comes at a premium. As you know, much of our campus is located on top of a hill. There are very few parking lots near most of our campus buildings and most of our residence halls. We are forced, therefore, to address our parking challenges with parking structures. We have two parking structures in the center of our campus near our athletic facilities. We lease a parking structure at the north end of our campus. We desperately need a parking structure at the south end of the campus, where we have seven residence halls which would share this particular parking structure, along with a large population of commuter students. At WKU, 5,000 of our 20,000 students live on campus. The others commute. So, you can see the delicate balance we must address when it comes to residential and commuter parking.

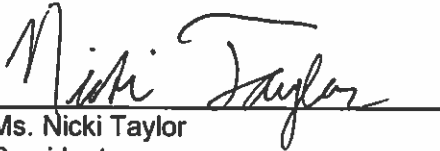
This is the most pressing student service need at WKU, which is why our Student Government Association took action to pass the attached Resolution and why it was so positively endorsed by our students as demonstrated by an editorial in the campus newspaper, *College Heights Herald*.

The Spirit Makes the Master

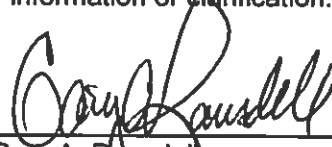
Western Kentucky University | 1906 College Heights Blvd. #11001 | Bowling Green, KY 42101-1001
 phone: 270-745-4346 | fax: 270-745-4492 | web: www.wku.edu

Dr. Bob King
Page 2
March 18, 2015

We, therefore, formally request the opportunity to present our request before the Council at its meeting on June 12. That meeting will follow the WKU Board of Regents meeting on April 24, when the SGA request for Board action will stand for approval. We look forward to receiving your confirmation that we may appear on the CPE agenda on June 12, 2015. Please let me know if you need further information or clarification. Thank you.



Ms. Nicki Taylor
President
Student Government Association
Student Regent



Gary A. Ransdell
President
Western Kentucky University

First Reading: February 24, 2015
Second Reading: February 24, 2015
Pass: Yes; 15-6
Other:

Resolution 4-15-S Resolution to Support the Creation of a New Parking Structure

- PURPOSE:** For the Student Government Association of Western Kentucky University to support the implementation of a \$30.00 student fee each semester to fund the construction of a new parking structure on campus.
- WHEREAS:** Finding a place to park has become an increasingly difficult task for commuters and those living on campus. It causes students to be late to class, disrupts the flow of traffic, and leads to a unpleasant disruption of WKU students' schedules and campus life, and
- WHEREAS:** Students are already struggling to find a place to park while on-campus, and parking in the future will become undoubtedly even more problematic. As WKU continues to pursue the goal of becoming a "Leading American University with International Reach" the number of students attending WKU is and will only continue to increase. In order to ensure the campus infrastructure will be able to accommodate this continuing influx, more parking spots must be made available on campus, and
- WHEREAS:** The proposed parking structure will be built on part of what is currently Creason Lot. The Student Government Association recognizes this will potentially cause a temporary unpleasant effect when parking on campus due to construction occurring on Creason Lot and the loss of those current parking spaces. Recognizing this, the Student Government Association foresees a much larger parking problem looming in the future if action is not taken now, and
- WHEREAS:** During the construction process, the Student Government Association will encourage students to take advantage of the parking spaces located on South Campus, and
- WHEREAS:** In anticipation of the demolition of Tate Page Hall, the Student Government Association encourages President Ransdell and the Administrative Council to create a temporary student gravel parking lot in its place in order to alleviate some of the parking problems stemming from construction of the proposed parking structure, and
- WHEREAS:** Throughout the process of planning, developing, and constructing the new parking structure, the Student Government Association encourages President Ransdell and the Administrative Council to continue to pursue alternative and additional funding options in attempt to lower the direct cost imposed on WKU. Such attempts could consist of, but not limited to, perusing state funding, allowing businesses to purchase the rights to hang advertisements in the three existing parking structures and in the new parking structure once completed, etc, and
- WHEREAS:** If excess revenue is generated President Ransdell and the Administrative Council is encouraged to use the excess revenue to help pay back the bond debt generated by the parking structure faster or use the revenue to buy or lease land around the Main Campus for more parking spots, and
- WHEREAS:** The Student Government Association has been promised upon the passage of this resolution that the new student fee will have a "Sunset Clause." Immediately upon completion and payback of the bonds used for the construction of the parking structure, the student fee assessed for the purpose of building the parking structure will be removed.
- THEREFORE:** Be it resolved that the Student Government Association of Western Kentucky University supports the implementation of a \$30.00 student fee each semester to fund the construction of a new parking structure on campus.
- AUTHORS:** Zach Jones, Brian Chism, and Nathan Cherry
- SPONSOR:** Campus Improvements
- CONTACTS:** President Ransdell
Charlie Pride
Dr. Jennifer Tougas
Nicki Taylor



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH

March 18, 2015

To Whom It May Concern:

The key component to success to the state of Kentucky is education. Without a greater number of our citizens obtaining higher education, Kentucky cannot reach its potential as a state. Each institution has an obligation to serve its students in the best way possible so that they can obtain a college degree.

The students at Western Kentucky University have made a clear and convincing statement that the lack of sufficient parking has become an obstacle to their well-being. The student body has spoken clearly through the Student Government Association that they are willing to access themselves a \$30.00 per semester fee in order to eliminate the parking shortage.

Our students are to be commended for their willingness to not only support the building of a new parking structure, but are also willing to financially commit to this much needed improvement. Hopefully, this letter as well as the attached supporting document will help decision makers to understand that this is a critical need at Western Kentucky University so that we can better serve our students.

Sincerely,

Howard E. Bailey
Vice President for Student Affairs

HEB:kgr

Attachment

The Spirit Makes the Master

Office of the Vice President for Student Affairs | Western Kentucky University | 1906 College Heights Blvd. #11025 | Bowling Green, KY 42101-1025
phone: 270-745-2791 | fax: 270-745-6582 | web: www.wku.edu

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A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH
STUDENT GOVERNMENT ASSOCIATION

Kentucky Council on Post-Secondary Education:

Hello, my name is Janet "Nicki" Taylor, and I am currently serving as the student body president and student regent for Western Kentucky University. I am writing today to give you some insight into the current parking dilemmas on Western Kentucky University's campus and explain the need for a CPE exception to create a \$30/semester fee to fund a new parking structure.

Parking troubles are not new to Western Kentucky University, or any college campus for that matter. Alumni have expressed to me how difficult parking was when they were in school. Our bookstore sells bumper stickers that read "If you see my professor, please tell them I am still looking for a parking space." Every year during student government elections, "parking solutions" are among the top campaign promises aspiring senators and executive members make.

This is why the Student Government Association at WKU supports this new fee. I openly presented the idea to the student senate, and encouraged them to decide whether to not to support the fee. The idea was quickly grabbed by a group of three senators who wrote and presented the attached SGA resolution. We encouraged all SGA members to contact their friends, classmates, and followers on social media regarding the fee. The support was largely positive, as was reflected in the SGA vote to approve the resolution.

I encourage you all to support the creation of this new fee. Although a parking structure may seem like an unusual request, it is desperately needed on this campus. If you need any additional information on why SGA supports this fee, please feel free to contact the authors of the SGA resolution, Nathan Cherry (nathan.cherry887@topper.wku.edu), Brian Chism (brian.chism230@topper.wku.edu), and Zach Jones (Zachary.jones883@topper.wku.edu).

Sincerely,

Janet "Nicki" Taylor

Student Body President/Student Regent

Western Kentucky University

The Spirit Makes the Master

Student Government Association | Western Kentucky University | 1906 College Heights Blvd. #11044 | Bowling Green, KY 42101-1044
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A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH

Memo To: To Whom It May Concern, Council of Postsecondary Education

From: Charles L. Pride, Director of Student Activities *CLP*

Topic: Potential Parking Structure

Date: March 16, 2015

This memo is in support of a new Parking Structure on the Western Kentucky University campus. As with most campuses, parking is at a premium since most campuses were not built for the influx of automobiles that our society depends. WKU is like most campuses that land is at a premium both on campus and adjacent to campus. Currently, many local developments have made acquiring land for parking next to impossible. One solution is to build a parking deck/structure on a current parking lot. The need and demand for more student parking is high. The area that is being considered for this parking structure would benefit both our housing and commuter students. This year, we had over 200 more housing students bring vehicles to campus. We have also had a reduction of parking due to new developments near campus that has reduced leased parking. The effects of parking can impact student life in both recruitment and retention of students. Besides the growing number of commuter students, our on campus students use their vehicles for off campus jobs. I feel that parking can and does impact our student success at WKU. I know that our director of parking and transportation, Dr. Jennifer Tougas, will supply you with statistics and numbers to show the need. From our viewpoint in Student Activities, it impacts the daily lives of many of our students from the need of available parking in a timely manner to the daily needs of our students. Parking truly impacts the way that our university operates. Can we continue to operate the way it is now, yes but additional parking can and will make a difference in our students' lives.

The Spirit Makes the Master

Student Activities & Organizations | Western Kentucky University | 1906 College Heights Blvd. #11044 | Bowling Green, KY 42101-1044

phone: 270.745.2459 | **fax:** 270.745.5795 | **web:** www.wku.edu/sao

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A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH

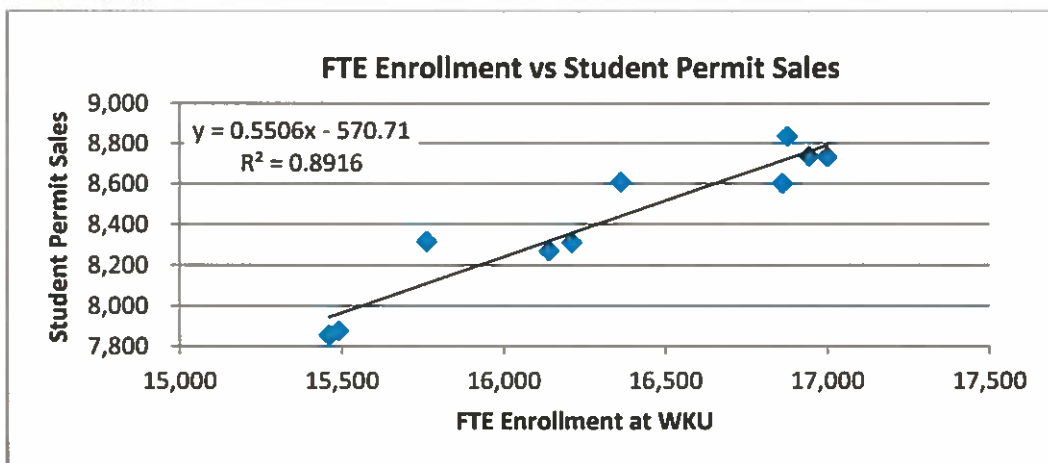
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601

March 10, 2015

To Whom It May Concern;

The Parking and Transportation Services department was formed on July 1, 2005. In recognition of the importance these services play in the daily lives of students at Western Kentucky University, the department was formed within the Division of Campus Services and Facilities Management. Parking has been such an important issue to students that members of the Student Government Association approached me three years ago with the direct question, "what does it take to build a parking structure".

There is a strong, direct correlation between student enrollment and student permit sales (Figure 1). While it is true that not all students park on campus, those that do require a parking space. As the University seeks to increase student enrollment, parking demand will continue to rise.



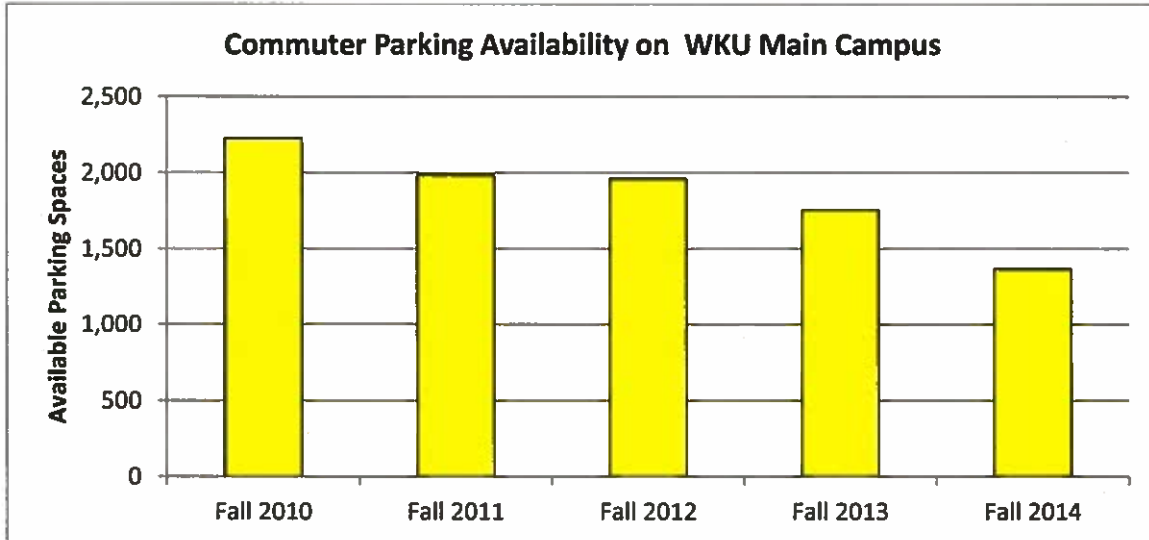
Further, as the campus Master Plan is implemented, parking inventory will decrease. In fact, the amount of parking available to commuting students has declined steadily over the past 5 years. This reflects both actual losses in inventory due to campus and private development and an increase in residential student parking demand that has displaced commuters (Figure 2).

The Spirit Makes the Master

Parking & Transportation Services | Western Kentucky University | 1906 College Heights Blvd. #11096 | Bowling Green, KY 42101-1096
phone: 270.745.2361 | fax: 270.745.2360 | e-mail: transportation@wku.edu | web: www.wku.edu/transportation/

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For the first time in the history of the department, this led us to the unfortunate position of restricting permit sales to campus for Commuters for FY15. We opened the school year using every available parking space on the main campus, while reducing the number of commuters parking on the main campus by over 500 students.



We have and continue to explore opportunities to purchase nearby properties to build additional, less expensive surface parking. However, as the University is landlocked, bound to the east by commercial development and an historic district, to the north, south and west by established residential neighborhoods, convenient and affordable property is scarce. We also continue to build transportation services to offset parking losses as well as introduce services to reduce parking demand.

Despite these efforts, students continue to express a preference for additional on campus parking to the alternative of additional park and ride service as a solution to the very real parking shortage we are experiencing. This necessarily means building structured parking on campus. Taking into account actual parking inventory losses as well as projected parking demand increases due to campus development and enrollment, an additional 1,000 parking spaces above today's available parking inventory are needed to adequately support the parking demand for the University in the near term.

If you have any questions, I can be reached at jennifer.tougas@wku.edu or (270) 745-2374. Thank you for your consideration.

Respectfully,

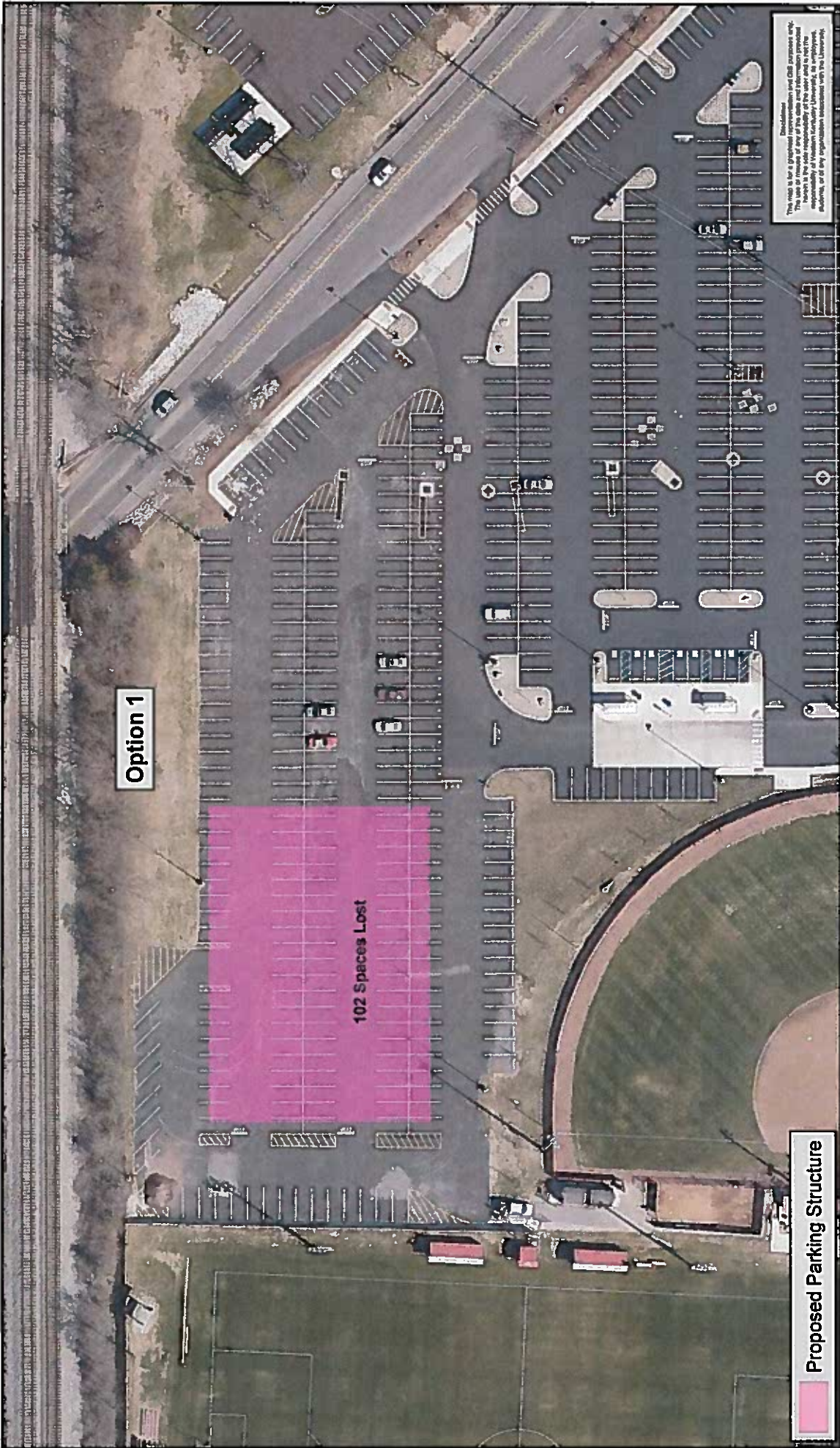
Jennifer I. Tougas, Ph.D., CAPP
Director

**Parking Structure
In House Cost Estimate Worksheet**

3/16/2015

| <u>Creason Parking Structure</u> | <u>Creason Deck</u> |
|---|----------------------|
| Number of Parking Spaces: | 500 |
| Construction Costs (\$18,000/space): | \$ 9,000,000 |
| Soft Cost including Design, Testing, and Contingency | \$ 1,000,000 |
| Total Project Costs: | \$ 10,000,000 |

* Costs of project were determined by the PS2 Expansion Study Option 1 and dimensions were used for massing study at Creason. PTS recommends Creason as the preferred location for an expansion project.



**CREASON LOT PARKING STRUCTURE
OPTION 1**

WKU Planning, Design
& Construction

**STUDENT GOVERNMENT ASSOCIATION RESOLUTION SUPPORTING
STUDENT FEE FOR NEW PARKING STRUCTURE**

REQUEST:

Approval of the resolution passed by the Student Government Association to support the implementation of a \$30.00 student fee each semester to fund the construction of a new parking structure on campus.

FACTS:

Finding a place to park has become an increasingly difficult task for commuters and those living on campus. It causes students to be late to class, disrupts the flow of traffic, and leads to an unpleasant disruption of WKU students' schedules and campus life.

Students are already struggling to find a place to park while on-campus, and parking in the future will become undoubtedly even more problematic. As WKU continues to pursue the goal of becoming a "Leading American University with International Reach" the number of students attending WKU is and will continue to increase. In order to insure the campus infrastructure will be able to accommodate this continuing influx, more parking spaces must be made available on students.

The proposed parking structure will be built on part of what is currently Creason Lot. During the time of the construction of the new parking structure, there will be a loss of student parking in this area, but if action is not taken now we foresee a much larger parking problem looming in the future.

During the construction process, the Administration and the Student Government Association will encourage students to take advantage of the parking spaces located on South Campus, and in anticipation of the demolition of Tate Page Hall a temporary student gravel lot could be utilized in order to alleviate some of the parking problems stemming from construction of the new parking structure.

Throughout the process of planning, developing, and construction of the new parking structure the Student Government Association encourages the University to continue to pursue alternative and additional funding options in an attempt to lower the direct cost imposed on WKU. Such attempts could consist of, but not limited to, pursuing state funding, allowing businesses to purchase the rights to hang advertisements in the three existing parking structures and in the new parking structure once completed, etc.

If excess revenue is generated from this venture, the Student Government Association encourages the University to use the excess revenue to help pay back the bond debt generated

by the parking structure faster or use the revenue to buy or lease land around the Main Campus for more parking spots.

BUDGETARY IMPLICATIONS:

Each WKU students will pay a student fee of \$30.00 each semester to fund the construction of a new parking structure on campus. It is understood that the new student fee will have a “Sunset Clause”. Immediately upon completion and payback of the bonds used for the construction of the parking structure, the student fee assessed for the purpose of building the parking structure will be removed.

RECOMMENDATION:

President Gary A. Ransdell recommends approval of the Student Government Association Resolution supporting the student fee for the construction of a new parking structure in what is now the Creason Lot.

MOTION:

Approval to establish a student fee for construction of a new parking structure in what is currently the Creason Lot.

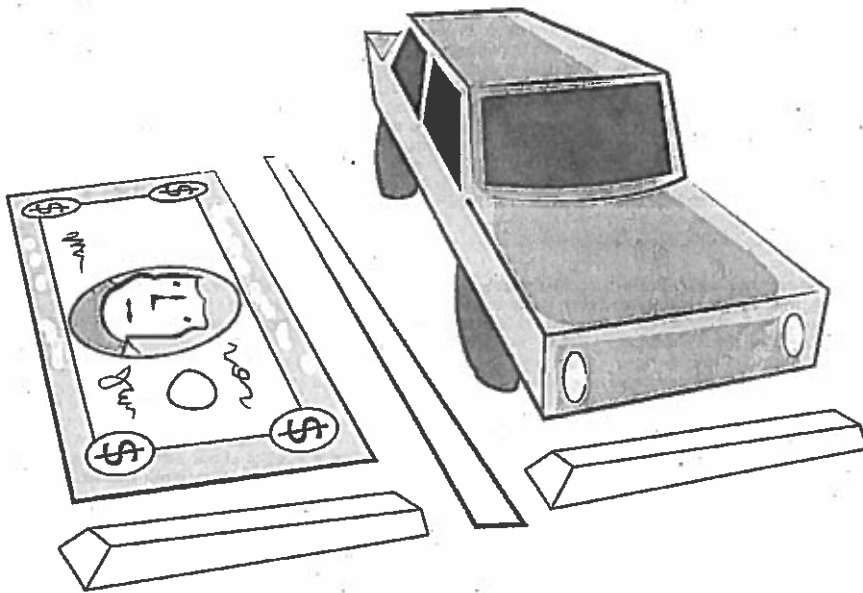


OPINION



Have an opinion? Tweet us @wkuherald or find us on Facebook at WKUherald as well. Let us know your thoughts about the editorial, or write us with what is on your mind.

EDITORIAL



THE LONG ROAD TO PARKING:

ADMINISTRATION HITS A BULL'S-EYE WITH PARKING SOLUTION

THE ISSUE: Administration is considering tacking another \$30 fee to fund a new \$10 million parking structure to be erected in Creason Lot.

OUR STANCE: We fully commend the administration for coming up with a creative solution, using resources we already have. Our hope is that this continues smoothly, as the university continues to keep all factors in mind.

The parking issue is no stranger to anyone on campus, and administration has finally come up with fair, viable options for future parking.

For starters, this is still very much in the early stages. There are a number of steps to go through before anything actually happens, but if passed, fees would be implemented this coming fall.

After everything that the lack of parking has put students through,

adding a couple hundred spaces to an existing lot is a pretty good idea. It keeps the university from purchasing new land even farther away from campus, as well as increasing the usability of a pre-existing parking lot.

While students who don't drive may be opposed to a fee implementation they won't even use, the administration has an alternative solution. A reduction of the \$30 tuition fee, in addition to an increase in the parking permit fee, would even the costs.

Compared to other university parking passes, an extra \$50 tacked onto the price would still put us lower than other Kentucky universities — a potential \$210, compared to University of Kentucky's commuter tag, priced at \$264.

According to RSMeans.com, a construction cost data website, a \$10 million parking structure builds a basic 145,000 square foot, five-floor parking structure — a building simi-

lar to the Alumni Square Garage.

The ASG currently houses about 450 spaces, compared to Creason Lot's estimated 700. We hope that the construction of a new garage will allow for more student parking, opposed to a cut.

Another factor to keep in mind is the possibility of making the garage LEED certified. While the concept of a parking garage doesn't exactly scream "environmentally friendly," the new construction offers WKU a chance to continue taking environment-conscious measures.

Sure, another fee added onto tuition isn't the best possible thing that could happen. However, in our opinion, beggars can't be choosers. In all honesty, this is the best possible solution the university could've come up with. As new information becomes available, we'll be more able to discern if this action is moving in the right direction. But right now, we're all for it.

Special Use Fees Exception Policy

During the 2010-11 tuition setting process, campus officials requested that the Council consider excluding student endorsed fees from its mandatory fee definition, thus omitting consideration of such fees when assessing institutional compliance with Council approved tuition and fee rate ceilings. Based on feedback received from institutional Chief Budget Officers (CBOs) at their December 2010 meeting, it was determined that there was general interest in treating student endorsed fees differently from other mandatory fees.

In January and February 2011, Council staff collaborated with institutional presidents, CBOs, and their staffs in developing the following Special Use Fees Exception Policy:

- To the extent that students attending a Kentucky public college or university have deliberated, voted on, and requested that their institution's governing board implement a special use fee for the purposes of constructing and operating and maintaining a new facility, or renovating an existing facility, that supports student activities and services;
- And recognizing that absent any exemption, such student endorsed fees, when implemented in the same year that the Council adopts tuition and fee rate ceilings, would reduce the amount of additional unrestricted tuition and fee revenue available for the institution to support its E&G operation;
- The Council may elect to award an exemption to its tuition and fee rate ceiling equivalent to all or a portion of the percentage increase resulting from imposition of the student endorsed fee, provided said fee meets certain eligibility requirements.

Definitions

A student endorsed fee is a mandatory flat-rate fee that has been broadly discussed, voted on, and requested by students and adopted by an institution's governing board, the revenue from which may be used to pay debt service and operations and maintenance expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment, that support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers.

Maintenance and Operations (M&O) expenses are costs incurred for the administration, supervision, operation, maintenance, preservation, and protection of a facility. Examples of M&O expenses include janitorial services, utilities, care of grounds, security, environmental safety, routine repair, maintenance, replacement of furniture and equipment, and property and facility planning and management.

Eligibility Criteria

A student endorsed fee will continue to be a mandatory fee within the context of the Council's current mandatory fee definition and may qualify for an exemption from Council approved tuition and fee rate ceilings. Campus officials and students requesting an exemption under this policy must be able to demonstrate that:

- All enrolled students have been afforded ample opportunity to be informed, voice their opinions, and participate in the decision to endorse a proposed fee. Specifically, it must be shown that fee details have been widely disseminated, broadly discussed, voted on while school is in session, and requested by students.
- For purposes of this policy, voted on means attaining:
 - a. A simple majority vote via campus wide referendum, with a minimum of one-quarter of currently enrolled students casting ballots;
 - b. A three-quarters vote of elected student government representatives; or
 - c. A simple majority vote via campus wide referendum, conducted in conjunction and coinciding with the general election of a student government president or student representative to a campus board of regents or board of trustees.
- The proposed fee and intended exemption request have been presented to, and adopted by, the requesting institution's governing board. It is anticipated that elected student government representatives will actively participate in board presentations.
- Revenue from such fees will be used to pay debt service and M&O expenses on new facilities, or capital renewal and replacement costs on existing facilities and equipment, which support student activities and services, such as student unions, fitness centers, recreation complexes, health clinics, and/or tutoring centers. The Council expects these uses to be fully explained to students prior to any votes endorsing a fee.
- In any given year, the impact of a student endorsed fee on the overall increase in tuition and mandatory fees for students and their families will be reasonable. It may be appropriate to phase in the exemption over multiple years to maintain affordability and access.
- Requests for student endorsed exemptions are infrequent events. The Council does not expect requests for exemptions under this policy to occur with undue frequency from any single institution and reserves the right to deny requests that by their sheer number are deemed excessive.
- A plan is in place for the eventual reduction or elimination of the fee upon debt retirement, and details of that plan have been shared with students. The Council does not expect a fee which qualifies for an exemption under this policy to be assessed at full rate in perpetuity. Such fees should either terminate upon completion of the debt or, in the case of new facilities, may continue at a reduced rate to defray ongoing M&O costs. In either case, to qualify for an exemption, students should be fully aware of the extent of their obligation prior to any votes endorsing a fee.

Exemption Process

Requests for an exemption under this policy will be evaluated on a case by case basis. To initiate the process:

- The requesting institution will notify Council staff of any pending discussions, open forums, referendums, or student government actions pertaining to a proposed special use fee and discuss fee details with Council staff as needed.
- After a fee has been endorsed by student referendum or through student government action and approved by the institution's governing board, campus officials and students will submit a written exemption request to the Council for its consideration.
- Council staff will review the request, assess whether or not the proposed fee qualifies for an exemption, and make a recommendation to the Council.

To facilitate the exemption request process, requesting institutions and students are required to provide the Council with the following information:

- Documents certifying that the specific project and proposed fee details have been widely disseminated, broadly discussed, voted on, and requested by students, as well as adopted by the institution's governing board.
- Documents specifying the fee amount, revenue estimates, uses of revenue, impact on tuition and fees during the year imposed (i.e., percentage points above the ceiling), and number of years the fee will be in place.
- Documents identifying the project's scope, time frame for completion, debt payment schedule, and plan for the eventual reduction or elimination of the fee upon debt retirement.



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH
OFFICE OF THE PRESIDENT

May 15, 2015

Dr. Robert L. King
President
Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601-8204

Dear Bob:

In accordance with the Council on Postsecondary Education's Special Use Fees Exemption Policy, Western Kentucky University is submitting its request for approval of the 2015-16 tuition and fees schedule which has been approved by the Board of Regents. The schedule being submitted does not include the parking structure special use fee approved by Student Government Association and the Board.

We believe our request is consistent with the approved eligibility criteria and is summarized as follows:

- Parking is the No. 1 student service need at WKU. Given the topography of the WKU campus, parking is pushed to the periphery of the campus with demand greater than surface parking can accommodate.
- SGA afforded broad student participation in the decision to endorse the proposed fee. On April 28, 2015, the WKU SGA approved a resolution calling for establishment of a mandatory student fee in the amount of \$30.00 per semester for full-time students and pro-rated to part-time students (excluding students enrolled only in online or dual credit courses). The final SGA vote was unanimous in favor of the parking structure fee effective fall 2015. A copy of the resolution is enclosed.
- All funding generated from this fee will be dedicated to design costs and paying off the 20-year debt service of the new parking structure. The fee will be in place for the maturity of the debt.
- It's anticipated that the parking structure will cost \$10 million. The fee is estimated to generate \$846,000 in FY 2016.
- The proposed total tuition and fees increase for full-time resident undergraduates is 3.7 percent over the 2014-15 tuition rate.

The Spirit Makes the Master

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Dr. Robert L. King
Page 2
May 15, 2015

Enclosed are the required forms for CPE approval of the 2015-16 tuition and mandatory student fees. The proposed resident undergraduate rate stays within the CPE cap, and the other rates reflect modest market sensitive rates. Undergraduate students are considered full time when enrolling in 12 through 18 hours. Enrolling in over 18 hours requires advisor's approval, and there is an additional tuition assessment on a per credit hour basis based on tuition excluding the mandatory student fees. A full-time student taking one or more online courses is assessed \$79 a credit hour and, therefore, does not pay the online rate of \$474/credit hour.

Should you need additional information, please don't hesitate to contact Howard Bailey, Vice President for Student Affairs, Ann Mead, Senior Vice President for Finance and Administration, or me.

Sincerely,



Gary A. Ransdell

GAR:sh

Enclosures

Twenty-fourth meeting of the Thirteenth Senate, re. Resolution 10-15-S

April 28, 2015

A motion passed to suspend the bylaws.

A motion passed to move Resolution 10-15-S into Unfinished Business.

A motion passed to restore the bylaws.

Resolution 10-15-S

Friendly Amendments:

- First Whereas Clause: “University” amended to “University,” and “2-15-S” amended to “2-15-S,”.
- Second Whereas Clause: “passed” amended to “sent” and “board of regents” amended to “Board of Regents”.
- Fourth Whereas Clause: “parking structure” amended to “fee proposal” and “education” amended to “Education”.
- Therefore Clause: second iteration of “full-time students” amended to “part-time students”.

Resolution 10-15-S passed by unanimous consent, with 23 of 28 senators present to vote, including Zach Jones, Jody Dahmer, Hunter Peay, Josh Knight, Hannah Neeper, Madison Keller, Cole McDowell, Paige Settles, Brian Chism, Brandon Mudd, Tyler Scaff, Beth McGrew, James Line, William Berry, Emily Pride, Haley Jones, Nathan Cherry, Lucas Knight, Ryan Puckett, Joe Hunter, Thomas Poole, Daniel Aroh, and Sophia Whorf.

Senators Courtney Hamilton, Kasey Glasgow, Elicia Tillis, Dedais Hudgens, and Abdulsalam Olanrewaju were not present to vote.

Resolution 10-15-S reads in full below.

First Reading: April 28, 2015
Second Reading: April 28, 2015
Pass: YES
Other:

Resolution 10-15-S Resolution to Concur with the Board of Regents Action Item

PURPOSE: For the Student Government Association of Western Kentucky University to concur with the Board of Regents Action Item SA-1 from the April 2015 meeting.

WHEREAS: The Student Government Association of Western Kentucky University, in Resolution 2-15-S, supported the creation of a new parking structure, and

WHEREAS: This resolution was sent to the Board of Regents for further approval, and was passed with an amendment to pro-rate the fee to part time students, and

WHEREAS: The pro-ration will be based on whatever percentage of the full-time equivalent 12 credit hours a student is taking; for example, a student taking 6 hours would be charged \$15.00 or 50% of the fee, and

WHEREAS: In order to send the fee proposal forward to the Council on Post-Secondary Education, the Student Government Association of Western Kentucky must concur with the Board of Regents Action Item SA-1 as amended.

THEREFORE: Be it resolved that the Student Government Association of Western Kentucky University support the implementation of a \$30.00/semester fee to full-time students that is pro-rated to part-time students in order to construct a parking structure.

AUTHOR: Nicki Taylor

SPONSOR: Student Affairs

| | | |
|-----------------------------|-------------------|-----------------|
| CONTACTS: Zach Jones | David Porter | Jennifer Tougas |
| Nathan Cherry | Melissa Denninson | Bryan Russell |
| Brian Chism | James Kennedy | |
| Howard Bailey | Cynthia Harris | |



**WESTERN KENTUCKY UNIVERSITY
TUITION PARAMETER EXCEPTION REQUEST FOR NONRESIDENT STUDENTS**

REQUEST: Western Kentucky University is requesting Council on Postsecondary Education's approval to continue its Tuition Incentive Program (TIP).

BACKGROUND:

WKU requests that we be able to continue our Tuition Incentive Program that ensures economic access and geographic access to students and contributes to achieving a diverse student body. Approximately 31% of TIP students are classified as underrepresented minorities. Since 2000, the Tuition Incentive Program has been marketed to students, parents and counselors as an affordable alternative to an in-state college or university. Students enrolled through TIP become residential students living on campus and in the Bowling Green/Warren County community.

The TIP rate is 1.33 times the in-state tuition and fees rate in comparison to the out-of-state and international rates which are 2.56 times and 2.63 times the in-state rate, respectively. The CPE nonresident parameter is two times the in-state rate. We are requesting that the CPE continue to approve the TIP rate which attracts students to Kentucky and is an efficient, easily understood recruitment tool.

Potential number of students impacted: 1,400 students or 7% of total enrollment based on fall 2014.

<https://www.wku.edu/scholarship/documents/tipbrochure.pdf>

ATTACHMENT A

**Proposed 2015-16 Tuition and Mandatory Fee Charges
Western Kentucky University**

| <i>Category</i> | Fall 2015 | Spring 2016 | Annual 2015-16 | Winter & Summer 2016 |
|--|--------------|----------------|-------------------|----------------------------|
| <i>Undergraduate</i> | | | | |
| Resident | | | | |
| Full-time (12-18 credit hours) | 4,641.00 | 4,641.00 | 9,282.00 | |
| Military at Resident Rate | 4,641.00 | 4,641.00 | 9,282.00 | |
| Part-time (Per Credit Hour) | 386.75 | 386.75 | | 386.75 |
| Dual Credit (Per Credit Hour) | 70.00 | 70.00 | | |
| Nonresident | | | | |
| Full-time (12-18 credit hours) | 11,966.00 | 11,966.00 | 23,932.00 | |
| Full-time - Tuition Incentive Program (12-18 ch) | 6,194.00 | 6,194.00 | 12,388.00 | |
| Part-time (Per Credit Hour) | 997.17 | 997.17 | | 997.17 |
| Part-time - Tuition Incentive Program (pch) | 516.17 | 516.17 | | 516.17 |
| Part-time - Distance Learning (Online Courses) | 474.00 | 474.00 | | 474.00 |
| International | | | | |
| Full-time (12-18 credit hours) | 12,290.00 | 12,290.00 | 24,580.00 | |
| Part-time (Per Credit Hour) | 1,024.17 | 1,024.17 | | 1,024.17 |
| <i>Graduate</i> | | | | |
| Resident | | | | |
| Per Credit Hour | 532.00 | 532.00 | | 532.00 |
| Military at Resident Rate | 532.00 | 532.00 | | 532.00 |
| Kentucky P-12 Educator (first 3 hours) | 495.00 | 495.00 | | 495.00 |
| Kentucky P-12 Educator (over 3 hours) | 295.00 | 295.00 | | 295.00 |
| Nonresident | | | | |
| Domestic Per Credit Hour | 752.00 | 752.00 | | 752.00 |
| International Per Credit Hour | 951.00 | 951.00 | | 951.00 |
| Distance Learning (Online Courses) | 652.00 | 652.00 | | 652.00 |
| Doctorate, Nurse Practitioner | | | | |
| Resident (Per Credit Hour) | 632.00 | 632.00 | | 632.00 |
| Nonresident (Per Credit Hour) | 822.00 | 822.00 | | 822.00 |
| Doctorate, Physical Therapy | | | | |
| Resident (Per Credit Hour) | 632.00 | 632.00 | | 632.00 |
| Nonresident (Per Credit Hour) | 822.00 | 822.00 | | 822.00 |
| Professional MBA (Per 6 Hours) | 5,285.00 | 5,285.00 | | |
| Active Military (Per Credit Hour) | 250.00 | 250.00 | | 250.00 |

ATTACHMENT B

**Estimated 2015-16 Gross Tuition and Mandatory Fee Revenue
Western Kentucky University**

| <u>Category</u> | <u>Budgeted 2014-15</u> | <u>Budgeted 2015-16</u> |
|---|------------------------------|------------------------------|
| <i>Undergraduate</i> | | |
| Resident | \$ 97,328,000 | \$ 98,067,000 |
| Nonresident | 44,625,000 | 45,097,000 |
| <i>Graduate</i> | | |
| Resident | 15,006,000 | 16,473,000 |
| Nonresident | 10,045,000 | 10,217,000 |
| <i>Division of Extended Learning and Outreach</i> | 15,706,000 | 15,483,000 |
| <i>Student Athletics Fee</i> | 6,441,000 | 6,168,000 |
| <i>Centers Fee(Auxiliary Enterprises)</i> | 1,822,000 | 1,748,000 |
| <i>Special Use Fee</i> | 2,076,000 | 1,973,000 |
| Total | <u>\$ 193,049,000</u> | <u>\$ 195,226,000</u> |

Note: Insert additional rows and categories as needed, so that total estimated

Total excludes proposed parking structure debt fee.

2015-16 Tuition and Mandatory Fee Recommendation Kentucky Community and Technical College System

ACTION: The staff recommends that the Council approve the following 2015-16 tuition and mandatory fee rates for the Kentucky Community and Technical College System.

On May 12, 2015, the Kentucky Community and Technical College System (KCTCS) submitted its tuition and mandatory fee proposals and tuition revenue estimates to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident, undergraduate rate ceilings for a community or technical college approved by the Council at its April 29, 2014 meeting. Upon approval by the Council, the recommended rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at KCTCS during fall semester 2015, spring semester 2016, and summer term 2016.

Tuition and Mandatory Fees

On April 29, 2014, the Council approved, for KCTCS institutions, resident undergraduate tuition and mandatory fee ceilings of no more than \$150.00 per credit hour in academic year 2015-16, which equates to a three dollar per credit hour increase each year. As can be seen in the table below, the proposal that KCTCS submitted to the Council on May 12 is in compliance with the 2015-16 ceilings.

| Rate Category | Current¹ 2014-15 Tuition & Fees | Proposed¹ 2015-16 Tuition & Fees | Dollar Change |
|-----------------------------------|---|--|--------------------------|
| Resident | | | |
| Per Credit Hour | \$147 | \$147 | \$0 |
| Nonresident - Contiguous Counties | | | |
| Per Credit Hour | \$294 | \$294 | \$0 |
| Nonresident Multiple | 2.0 | 2.0 | |
| Nonresident - Other | | | |
| Per Credit Hour | \$515 | \$515 | \$0 |
| Nonresident Multiple | 3.5 | 3.5 | |

¹ Reported rates do not include KCTCS Agency Bond Fee of \$4 per credit hour in 2014-15 and \$8 in 2015-16.

Attachment A contains resident, nonresident - contiguous counties, and nonresident - other per credit hour rates for KCTCS, and shows semester total and annual billable charges for students enrolled at various levels of credit hours taken (e.g., 3 hours, 6 hours, 9 hours, etc.). The Council staff recommends approval of these rates as proposed by KCTCS.

Estimated Tuition Revenue

KCTCS officials estimate that their proposed 2015-16 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time/part-time status) will generate about \$222.1 million in gross tuition and fee revenue (not including \$12.5 million generated from KCTCS's Agency Bond Fee), a decrease of about \$11 million or 4.7 percent from the previous year (see Attachment B).

Nonresident Rate Exceptions

At its April 29, 2014 meeting, the Council voted to maintain the existing floor for nonresident, undergraduate tuition and mandatory fees of at least two times the resident, undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2015-16 tuition and fee rates for final Council action.

On April 20, 2015, Council staff provided Kentucky's public postsecondary institutions with templates for submitting their respective tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, institutions were asked to identify categories of nonresident students that they desire to charge less than two times the resident rate and provide a brief explanation for the reduced charge. KCTCS's nonresident - contiguous county and nonresident - other rates both comply with the Council's floor for nonresident rates, exhibiting multiples of 2.0 and 3.5 times the resident rate, respectively. The Council staff recommends approval of these rates as proposed by KCTCS.

Staff preparation by Scott Boelscher and Bill Payne

**Proposed 2015-16 Tuition and Mandatory Fee Charges
Kentucky Community and Technical College System**

| <u>Category</u> | <u>Fall 2015</u> | <u>Spring 2016</u> | <u>Annual 2015-16</u> | <u>Summer 2016</u> |
|---|----------------------|------------------------|---------------------------|------------------------|
| <i>Resident</i> | | | | |
| Per Credit Hour | \$147 | \$147 | \$147 | \$147 |
| Charge for Students Enrolled with 3 Credit Hours | 441 | 441 | 882 | 441 |
| Charge for Students Enrolled with 6 Credit Hours | 882 | 882 | 1,764 | 882 |
| Charge for Students Enrolled with 9 Credit Hours | 1,323 | 1,323 | 2,646 | 1,323 |
| Charge for Students Enrolled with 12 Credit Hours | 1,764 | 1,764 | 3,528 | 1,764 |
| Charge for Students Enrolled with 15 Credit Hours | 2,205 | 2,205 | 4,410 | 2,205 |
| <i>Nonresident - Contiguous Counties</i> | | | | |
| Per Credit Hour | 294 | 294 | 294 | 294 |
| Charge for Students Enrolled with 3 Credit Hours | 882 | 882 | 1,764 | 882 |
| Charge for Students Enrolled with 6 Credit Hours | 1,764 | 1,764 | 3,528 | 1,764 |
| Charge for Students Enrolled with 9 Credit Hours | 2,646 | 2,646 | 5,292 | 2,646 |
| Charge for Students Enrolled with 12 Credit Hours | 3,528 | 3,528 | 7,056 | 3,528 |
| Charge for Students Enrolled with 15 Credit Hours | 4,410 | 4,410 | 8,820 | 4,410 |
| <i>Nonresident - Other</i> | | | | |
| Per Credit Hour | 515 | 515 | 515 | 515 |
| Charge for Students Enrolled with 3 Credit Hours | 1,545 | 1,545 | 3,090 | 1,545 |
| Charge for Students Enrolled with 6 Credit Hours | 3,090 | 3,090 | 6,180 | 3,090 |
| Charge for Students Enrolled with 9 Credit Hours | 4,635 | 4,635 | 9,270 | 4,635 |
| Charge for Students Enrolled with 12 Credit Hours | 6,180 | 6,180 | 12,360 | 6,180 |
| Charge for Students Enrolled with 15 Credit Hours | 7,725 | 7,725 | 15,450 | 7,725 |
| Agency Bond Fee | 8 | 8 | 8 | 8 |
| Per Credit Hour | | | | |

ATTACHMENT B

Estimated 2015-16 Gross Tuition and Mandatory Fee Revenue
 Kentucky Community and Technical College System

| <i>Category</i> | Estimated 2014-15 | Estimated 2015-16 |
|----------------------|-----------------------|-----------------------|
| <i>Undergraduate</i> | | |
| Resident | \$ 150,927,137 | \$ 143,795,200 |
| Nonresident | \$ 6,077,792 | \$ 5,790,600 |
| Online | \$ 76,084,671 | \$ 72,489,300 |
| Agency Bond Fee | \$ 6,266,000 | \$ 12,532,000 |
| <i>Total</i> | \$ 239,355,600 | \$ 234,607,100 |

2015-16 Tuition and Mandatory Fee Recommendation Kentucky State University

ACTION: The staff recommends that the Council approve the following 2015-16 tuition and mandatory fee rates for Kentucky State University.

On May 18, 2015, Kentucky State University submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident undergraduate rate ceiling for a comprehensive university approved by the Council at its April 29, 2014 meeting. Upon approval by the Council, the recommended rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at KSU during fall semester 2015, spring semester 2016, and summer term 2016.

Tuition and Mandatory Fees

On April 29, 2014, the Council approved resident undergraduate tuition and mandatory fee ceilings for academic years 2014-15 and 2015-16 that do not allow rates to exceed 5 percent in any one year or to exceed 8 percent over two years. At that same meeting, the Council voted to allow the institutions to charge market competitive rates for graduate and online courses.

As can be seen in the table below, the proposal that Kentucky State University submitted to the Council on May 18 complies with the one year 5 percent ceiling and the two-year 8 percent ceiling.

| <u>Rate Category</u> | <u>Current 2014-15 Tuition & Fees</u> | <u>Proposed 2015-16 Tuition & Fees</u> | <u>Dollar Change</u> | <u>One-Year Percent Change</u> |
|----------------------|---|--|---------------------------------------|---|
| Undergraduate | | | | |
| Resident | \$7,014 | \$7,364 | \$350 | 5.0% |
| Nonresident | \$16,824 | \$17,666 | \$842 | 5.0% |
| Nonresident Multiple | 2.4 | 2.4 | | |
| Graduate | | | | |
| Resident | \$398 pch | \$418 pch | \$20 | 5.0% |
| Nonresident | \$599 pch | \$629 pch | \$30 | 5.0% |
| <u>Rate Category</u> | <u>2013-14 Tuition & Fees</u> | <u>Proposed 2015-16 Tuition & Fees</u> | <u>Biennial Dollar Change</u> | <u>Biennial' Percent Change</u> |
| Undergraduate | | | | |
| Resident | \$ 7,061 | \$ 7,364 | \$ 303 | 4.3% |

Attachment A contains additional categories and rates, including proposed per-credit-hour rates paid by part-time, resident and nonresident, undergraduate students, and online students. The CPE staff recommends approval of rates in these additional categories as proposed by the university.

Estimated Tuition Revenue

KSU officials estimate that their proposed 2015-16 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$17.1 million in gross tuition and fee revenue, an increase of about \$458 thousand or 2.8 percent over the previous year (see Attachment B).

Nonresident Rate Exceptions

At its April 29, 2014 meeting, the Council voted to maintain the existing floor for nonresident undergraduate tuition and mandatory fees of at least two times the resident undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2015-16 tuition and fee rates for final Council action.

On April 20, 2015, Council staff provided Kentucky State University with templates for submitting their tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, Kentucky State University was asked to identify categories of nonresident students that they desire to charge less than two times the resident rate and provide a brief explanation for the reduced charge.

Kentucky State University is not requesting any exceptions to the nonresident undergraduate rate floor established by the Council. The university's proposed 2015-16 full-time, nonresident rate for undergraduate students is \$17,666, which is 2.4 times the in-state rate and exceeds the established floor.

Staff preparation by Scott Boelscher and Bill Payne

**Proposed 2015-16 Tuition and Mandatory Fee Charges
Kentucky State University**

| <i>Category</i> | Fall 2015 | Spring 2016 | Annual 2015-16 | Summer 2016 |
|---------------------------------------|--------------|----------------|-------------------|----------------|
| <i>Undergraduate</i> | | | | |
| Resident | | | | |
| Full-time (15 credit hours) | \$3,682 | \$3,682 | \$7,364 | |
| Per Credit Hour | 307 | 307 | | 307 |
| Nonresident | | | | |
| Full-time (15 credit hours) | 8,833 | 8,833 | 17,666 | |
| Per Credit Hour | 736 | 736 | | 736 |
| Nonresident-Destiny (Targeted States) | | | | |
| Full-time | 7,365 | 7,365 | 14,730 | |
| Per Credit Hour | 614 | 614 | | 614 |
| Nonresident-Legacy | | | | |
| Full-time | 7,365 | 7,365 | 14,730 | |
| Per Credit Hour | 614 | 614 | | 614 |
| Online Programs | | | | |
| Per Credit Hour | 389 | 389 | | 389 |
| <i>Graduate</i> | | | | |
| Resident | | | | |
| Full-time | 3,762 | 3,762 | 7,524 | |
| Per Credit Hour | 418 | 418 | | 418 |
| Nonresident | | | | |
| Full-time | 5,661 | 5,661 | 11,322 | |
| Per Credit Hour | 629 | 629 | | 629 |
| Online Programs | | | | |
| Per Credit Hour | 476 | 476 | | 476 |

Estimated 2015-16 Gross Tuition and Mandatory Fee Revenue
Kentucky State University

| <i>Category</i> | Estimated April 2015 2014-15 | Estimated April 2015 2015-16 |
|----------------------|---------------------------------|---------------------------------|
| <i>Undergraduate</i> | | |
| Resident | \$ 4,819,800 | \$ 4,952,800 |
| Nonresident | 9,543,300 | 9,806,500 |
| Online | 835,400 | 858,500 |
| <i>Graduate</i> | | |
| Resident | 482,000 | 495,300 |
| Nonresident | 273,100 | 280,600 |
| Online | 112,500 | 115,600 |
| <i>Summer</i> | 540,000 | 554,900 |
| <i>Total</i> | <u>\$ 16,606,100</u> | <u>\$ 17,064,200</u> |

2015-16 Tuition and Mandatory Fee Recommendation Morehead State University

ACTION: The staff recommends that the Council approve the following 2015-16 tuition and mandatory fee rates for Morehead State University.

On May 19, 2015, Morehead State University submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident, undergraduate rate ceiling for a comprehensive university approved by the Council at its April 29, 2014 meeting. Upon approval by the Council, the recommended rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at MoSU during fall semester 2015, spring semester 2016 and summer term 2016.

Tuition and Mandatory Fees

On April 29, 2014, the Council approved resident undergraduate tuition and mandatory fee ceilings for academic years 2014-15 and 2015-16 that do not allow rates to exceed 5 percent in any one year or to exceed 8 percent over two years. At that same meeting, the Council voted to allow the institutions to charge market competitive rates for graduate and online courses.

As can be seen in the table below, the proposal that Morehead State University submitted to the Council on May 19 complies with the one year 5 percent ceiling and the two year 8 percent ceiling.

| <u>Rate Category</u> | <u>Current 2014-15 Tuition & Fees</u> | <u>Proposed 2015-16 Tuition & Fees</u> | <u>Dollar Change</u> | <u>One-Year Percent Change</u> |
|----------------------|---|--|---------------------------------------|---|
| Undergraduate | | | | |
| Resident | \$7,734 | \$7,966 | \$232 | 3.0% |
| Nonresident | \$19,534 | \$20,114 | \$580 | 3.0% |
| Nonresident Multiple | 2.5 | 2.5 | | |
| Graduate | | | | |
| Resident | \$557 pch | \$574 pch | \$17 | 3.1% |
| Nonresident | \$557 pch | \$574 pch | \$17 | 3.1% |
| <u>Rate Category</u> | <u>2013-14 Tuition & Fees</u> | <u>Proposed 2015-16 Tuition & Fees</u> | <u>Biennial Dollar Change</u> | <u>Biennial' Percent Change</u> |
| Undergraduate | | | | |
| Resident | \$ 7,366 | \$ 7,966 | \$ 600 | 8.1% |

¹ The actual 2015-16 ceiling may slightly exceed 8% above the 2013-14 base rates due to the effect of compounding.
² Rates do not include \$5 per credit hour (equivalent of \$66 for full-time per semester enrollment, undergraduate) special use fee approved through the tuition exception policy for a student-approved recreation center fee.

Attachment A contains additional categories and rates, including the per credit hour rates paid by resident and nonresident part-time, undergraduate students. The CPE staff recommends approval of rates in these additional categories as proposed by the university.

Estimated Tuition Revenue

MoSU officials estimate that their proposed 2015-16 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$73.3 million in gross tuition and fee revenue (not including \$981 thousand in estimated revenue generated by MoSU's student endorsed Special Use Fee), an increase of about \$3.5 million or 5.1 percent over the previous year (see Attachment B).

Nonresident Rate Exceptions

At its April 29, 2014 meeting, the Council voted to maintain the existing floor for nonresident, undergraduate tuition and mandatory fees of at least two times the resident, undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2015-16 tuition and fee rates for final Council action.

On April 20, 2015, Council staff provided Morehead State University with templates for submitting their tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, Morehead State University was asked to identify categories of nonresident students that they desire to charge less than two times the resident rate and provide a brief explanation for the reduced charge. Morehead State University is not requesting any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2015-16 full-time, nonresident rate for undergraduate students is \$20,114, which is 2.5 times the in-state rate and exceeds the established floor.

Staff preparation by Scott Boelscher and Bill Payne

Proposed 2015-16 Tuition and Mandatory Fee Charges
Morehead State University

| <u>Category</u> | <u>Fall 2015</u> | <u>Spring 2016</u> | <u>Annual 2015-16</u> | <u>Summer 2016</u> |
|----------------------|----------------------|------------------------|---------------------------|------------------------|
| <i>Undergraduate</i> | | | | |
| Resident | | | | |
| Full-time | 3,983 | 3,983 | 7,966 | - |
| Per Credit Hour | 333 | 333 | - | 333 |
| Nonresident | | | | |
| Full-time | 10,057 | 10,057 | 20,114 | - |
| Per Credit Hour | 839 | 839 | - | 839 |
| <i>Graduate</i> | | | | |
| Resident | | | | |
| Full-time | - | - | - | - |
| Per Credit Hour | 574 | 574 | - | 574 |
| Nonresident | | | | |
| Full-time | - | - | - | - |
| Per Credit Hour | 574 | 574 | - | 574 |
| Special Use Fee | | | | |
| Full-time | 66 | 66 | 132 | - |
| Per Credit Hour | 5 | 5 | - | 5 |

Estimated 2015-16 Gross Tuition and Mandatory Fee Revenue
Morehead State University

| <i>Category</i> | Estimated 2014-15 | Estimated 2015-16 |
|----------------------|----------------------|----------------------|
| <i>Undergraduate</i> | | |
| Resident | \$ 45,425,335 | \$ 47,952,507 |
| Nonresident | 15,461,222 | 16,022,252 |
| <i>Graduate</i> | | |
| Resident | 7,070,944 | 7,517,814 |
| Nonresident | 1,782,155 | 1,779,797 |
| Special Use Fee | 956,246 | 980,731 |
| Total | \$ 70,695,902 | \$ 74,253,101 |

2015-16 Tuition and Mandatory Fee Recommendation University of Louisville

ACTION: The staff recommends that the Council approve the following 2015-16 tuition and mandatory fee rates for the University of Louisville.

On May 18, 2015, the University of Louisville submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident, undergraduate rate ceiling for a research university approved by the Council at its April 29, 2014 meeting. Upon approval by the Council, the proposed rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at UofL during fall semester 2015, spring semester 2016, and summer term 2016.

Tuition and Mandatory Fees

On April 29, 2014 the Council approved resident undergraduate tuition and mandatory fee ceilings for academic years 2014-15 and 2015-16 that do not allow rates to exceed 5 percent in any one year or to exceed 8 percent over two years. At that same meeting, the Council voted to allow the institutions to charge market competitive rates for graduate and online courses.

As can be seen in the table below, the proposal that the University of Louisville submitted to the Council on May 18 complies with the one year 5 percent ceiling and the two year 8 percent ceiling.

| Rate Category | Current 2014-15 Tuition & Fees | Proposed 2015-16 Tuition & Fees | Dollar Change | One-Year Percent Change |
|----------------------|--------------------------------------|---------------------------------------|------------------------------|--|
| Undergraduate | | | | |
| Resident | \$10,236 | \$10,542 | \$306 | 3.0% |
| Nonresident | \$24,124 | \$24,848 | \$724 | 3.0% |
| Nonresident Multiple | 2.4 | 2.4 | | |
| Graduate | | | | |
| Resident | \$11,326 | \$11,664 | \$338 | 3.0% |
| Nonresident | \$23,568 | \$24,274 | \$706 | 3.0% |
| Rate Category | 2013-14 Tuition & Fees | Proposed 2015-16 Tuition & Fees | Biennial Dollar Change | Biennial ² Percent Change |
| Undergraduate | | | | |
| Resident | \$ 9,750 | \$ 10,542 | \$ 792 | 8.1% |

¹ Reported rates do not include Special Use Fee of \$98 per semester or \$196 per academic year.
² The actual 2015-16 rate may slightly exceed 8% above the 2013-14 base rate due to the effect of compounding.

Attachment A contains additional categories and rates, including rates for undergraduate and graduate part-time students (per credit hour rates); undergraduate and graduate distance education students; an education doctorate practitioner program; and business, medicine, human resources and organizational development, dentistry, and law first-professional programs. The Council staff recommends approval of rates in these additional categories as proposed by the university.

Estimated Tuition Revenue

UofL officials estimate that their proposed 2015-16 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$270.6 million in gross tuition and fee revenue (not including \$3.9 million generated from UofL's student endorsed Special Use fee), an increase of about \$10.6 million or 4.1 percent over the previous year (see Attachment B).

Nonresident Rate Exceptions

At its April 29, 2014 meeting, the Council voted to maintain the existing floor for nonresident, undergraduate tuition and mandatory fees of at least two times the resident, undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2015-16 tuition and fee rates for final Council action.

On April 20, 2015, Council staff provided Kentucky's public postsecondary institutions with templates for submitting their respective tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, institutions were asked to identify categories of nonresident students that they desire to charge less than two times the resident rate and provide a brief explanation for the reduced charge.

The University of Louisville is not requesting any exceptions to the nonresident, undergraduate rate floor established by the Council. The university's proposed 2015-16 full-time, nonresident rate for undergraduate students is \$24,848, which is 2.4 times the instate rate and exceeds the established floor.

Staff preparation by Scott Boelscher and Bill Payne

Proposed 2015-16 Tuition and Mandatory Fee Charges
University of Louisville

| <i>Category</i> | Fall 2015 | Spring 2016 | Annual 2015-16 | Summer 2016 |
|---|--------------|----------------|-------------------|----------------|
| <i>Undergraduate</i> | | | | |
| Resident | | | | |
| Full-time (12 credit hours and above) | \$ 5,271 | \$ 5,271 | \$ 10,542 | \$ 5,271 |
| Per Credit Hour | 440 | 440 | | 440 |
| Nonresident | | | | |
| Full-time (12 credit hours and above) | 12,424 | 12,424 | 24,848 | 12,424 |
| Per Credit Hour | 1,036 | 1,036 | | 1,036 |
| Special Fort Knox Rate | | | | |
| Per Credit Hour (includes online courses) | 250 | 250 | | 250 |
| <i>Intensive English as a Second Language (IESL)</i> | | | | |
| Full-time Day Program | 5,090 | 5,090 | 10,180 | 5,090 |
| <i>Graduate</i> | | | | |
| Resident | | | | |
| Full-time | 5,832 | 5,832 | 11,664 | 5,832 |
| Per Credit Hour | 649 | 649 | | 649 |
| Nonresident | | | | |
| Full-time | 12,137 | 12,137 | 24,274 | 12,137 |
| Per Credit Hour | 1,350 | 1,350 | | 1,350 |
| Special Fort Knox Rate | | | | |
| Per Credit Hour | 250 | 250 | | 250 |
| (excludes Master's of Engineering in Engineering Management Online fixed price program) | | | | |
| <i>Distance Education (per credit hour)</i> | | | | |
| Undergraduate | 497 | 497 | | 497 |
| Graduate | 714 | 714 | | 714 |
| Graduate - Urban Planning & Public Admin | 855 | 855 | | 855 |
| Law, full-time | 1,098 | 1,098 | | 1,098 |
| Law, part-time | 914 | 914 | | 914 |
| <i>Professional MBA Cohort Program</i> | | | | |
| Resident - 6 consecutive semesters including summer terms | | | | |
| Full-time | 5,333 | 5,333 | 16,000 | 5,333 |
| Nonresident - 6 consecutive semesters including summer terms | | | | |
| Full-time | 5,333 | 5,333 | 16,000 | 5,333 |
| <i>Full-time MBA Cohort Program</i> | | | | |
| Resident - 13 month program | | | | |
| Full-time | 10,667 | 10,667 | 32,000 | 10,667 |
| Nonresident - 13 month program | | | | |
| Full-time | 10,667 | 10,667 | 32,000 | 10,667 |
| <i>IMBA Cohort Program</i> | | | | |
| Resident - 6 consecutive semesters including summer terms | | | | |
| Full-time | 5,333 | 5,333 | 16,000 | 5,333 |
| Nonresident - 6 consecutive semesters including summer terms | | | | |
| Full-time | 5,333 | 5,333 | 16,000 | 5,333 |
| <i>Master's in Accountancy Cohort Program</i> | | | | |
| Resident - 3 consecutive semesters including summer terms | | | | |
| Full-time | 7,000 | 7,000 | 21,000 | 7,000 |
| Nonresident - 3 consecutive semesters including summer terms | | | | |
| Full-time | 7,000 | 7,000 | 21,000 | 7,000 |
| <i>Certificate Program in Accounting</i> | | | | |
| Resident (7 undergraduate courses over 2-3 semesters) | | | | |
| Full-time | 6,450 | 6,450 | 12,900 | NA |
| Nonresident (7 undergraduate courses over 2-3 semesters) | | | | |
| Full-time | 6,450 | 6,450 | 12,900 | NA |
| <i>Ed. D. Practitioner</i> | | | | |
| Resident - 9 consecutive semesters including summer terms | | | | |
| Full-time | 1,800 | 1,800 | 5,400 | 1,800 |
| Nonresident - 9 consecutive semesters including summer terms | | | | |
| Full-time | 1,800 | 1,800 | 5,400 | 1,800 |

**Proposed 2015-16 Tuition and Mandatory Fee Charges
University of Louisville**

| <i>Category</i> | Fall 2015 | Spring 2016 | Annual 2015-16 | Summer 2016 |
|--|--------------|----------------|-------------------|----------------|
| <i>M.S. in Human Resources and Organization Development</i> | | | | |
| Resident - 6 consecutive semesters including summer terms | | | | |
| Full-time | 2,750 | 2,750 | 8,250 | 2,750 |
| Nonresident - 6 consecutive semesters including summer terms | | | | |
| Full-time | 2,750 | 2,750 | 8,250 | 2,750 |
| <i>Law</i> | | | | |
| Resident | | | | |
| Full-time | 10,046 | 10,046 | 20,092 | 10,046 |
| Per Credit Hour | 1,006 | 1,006 | | 1,006 |
| Nonresident | | | | |
| Full-time | 18,716 | 18,716 | 37,432 | 18,716 |
| Per Credit Hour | 1,873 | 1,873 | | 1,873 |
| <i>Medicine</i> | | | | |
| Resident | 18,232 | 18,232 | 36,464 | NA |
| Nonresident | 27,713 | 27,713 | 55,426 | NA |
| <i>Dentistry</i> | | | | |
| Resident | 15,435 | 15,435 | 30,870 | NA |
| Nonresident | 32,174 | 32,174 | 64,348 | NA |
| Special Use Fee | 98 | 98 | 196 | 98 |

Estimated 2015-16 Gross Tuition and Mandatory Fee Revenue
University of Louisville

| <i>Category</i> | Estimated 2014-15 | Estimated 2015-16 |
|---|-----------------------|-----------------------|
| <i>Undergraduate</i> | | |
| Resident | \$ 126,216,000 | \$ 130,002,400 |
| Nonresident | 21,146,100 | 21,780,500 |
| Online | 14,508,400 | 16,765,166 |
| <i>Graduate</i> | | |
| Resident | 24,277,600 | 25,004,400 |
| Nonresident | 13,163,800 | 13,537,500 |
| Online | 2,937,800 | 4,323,400 |
| <i>First-Professional</i> | | |
| Resident | 27,840,200 | 28,675,400 |
| Nonresident | 20,196,200 | 20,801,900 |
| Mandatory Fees | 9,743,100 | 9,759,300 |
| Student Recreation Center Special Use Fee | 4,536,100 | 3,948,025 |
| <i>Total</i> | \$ 264,565,300 | \$ 274,597,991 |

2015-16 Tuition and Mandatory Fee Recommendation Western Kentucky University

ACTION: The staff recommends that the Council approve the following 2015-16 tuition and mandatory fee rates and the requested exception to the nonresident rate floor for Western Kentucky University.

On May 18, 2015, Western Kentucky University submitted its tuition and mandatory fee proposal and tuition revenue estimates to the Council. The Council staff has reviewed the proposed rates and determined that they comply with the resident, undergraduate rate ceiling for a comprehensive university approved by the Council at its April 29, 2014 meeting, and that the requested exception to the nonresident rate floor is in line with those approved by the Council last year. Upon approval by the Council, the recommended rates will establish maximum tuition and mandatory fee charges that may be assessed to students enrolling at WKU during fall semester 2015, spring semester 2016, and summer term 2016.

Tuition and Mandatory Fees

On April 29, 2014 the Council approved resident undergraduate tuition and mandatory fee ceilings for academic years 2014-15 and 2015-16 that do not allow rates to exceed 5 percent in any one year or to exceed 8 percent over two years. At that same meeting, the Council voted to allow the institutions to charge market competitive rates for graduate and online courses.

As can be seen in the table below, the proposal that Western Kentucky University submitted to the Council on May 18 complies with the one year 5 percent ceiling and the two year 8 percent ceiling.

| Rate Category | Current ¹ 2014-15 Tuition & Fees | Proposed ¹ 2015-16 Tuition & Fees | Dollar Change | One-Year Percent Change |
|----------------------|---|--|------------------------------|--|
| Undergraduate | | | | |
| Resident | \$9,000 | \$9,282 | \$282 | 3.1% |
| Nonresident | \$23,212 | \$23,932 | \$720 | 3.1% |
| Nonresident Multiple | 2.6 | 2.6 | | |
| Graduate | | | | |
| Resident | \$507 pch | \$532 pch | \$25 | 4.9% |
| Nonresident | \$683 pch | \$752 pch | \$69 | 10.1% |
| Rate Category | 2013-14 Tuition & Fees | Proposed 2015-16 Tuition & Fees | Biennial Dollar Change | Biennial ² Percent Change |
| Undergraduate | | | | |
| Resident | \$ 8,582 | \$ 9,282 | \$ 700 | 8.16% |

¹ Reported rates do not include Special Use Fee of \$70 per semester or \$140 per academic year.

² The actual 2015-16 ceiling may slightly exceed 8% above the 2013-14 base rates due to the effect of compounding.

Attachment A contains additional categories and rates including rates for undergraduate resident and nonresident part-time and distance learning students; nonresident Tuition Incentive Program (TIP) students; graduate resident and nonresident distance learning students; graduate nonresident international students; nurse practitioner and physical therapy doctoral students; and graduate professional MBA program students. The Council staff recommends approval of rates in these additional categories as proposed by the university.

Estimated Tuition Revenue

WKU officials estimate that their proposed 2015-16 tuition and mandatory fee charges for all categories of students (i.e., every academic level, residency, and full-time or part-time status) will generate about \$193.3 million in gross tuition and fee revenue (not including \$2.0 million generated from WKU's student endorsed Special Use Fee), an increase of about \$2.3 million or 1.2 percent over the previous year (see Attachment B).

Nonresident Rate Exceptions

At its April 29, 2014 meeting, the Council voted to maintain the existing floor for nonresident undergraduate tuition and mandatory fees of at least two times the resident undergraduate rate. The Council also reinforced its practice of allowing institutions to request exceptions to this policy when they submit their 2015-16 tuition and fee rates for final Council action.

On April 20, 2015, Council staff provided Kentucky's public postsecondary institutions with templates for submitting their respective tuition and mandatory fee proposals and tuition and fee revenue estimates to the Council. As part of that correspondence, campus officials were asked to identify categories of nonresident students that they desire to charge less than two times the resident rate and to provide a brief explanation for the reduced charge.

Western Kentucky University is requesting an exception to the nonresident rate floor for their undergraduate Tuition Incentive Program (TIP) rate (see Attachment C). The proposed nonresident TIP rate is 1.33 times the in-state rate. The university's regular out-of-state rate is 2.58 times the in-state rate. The Council staff recommends approval of WKU's nonresident TIP rate as proposed by the university. This request is in line with what the university proposed and the Council approved last year (i.e., 2014-15).

Staff preparation by Scott Boelscher and Bill Payne

**Proposed 2015-16 Tuition and Mandatory Fee Charges
Western Kentucky University**

| <i>Category</i> | Fall 2015 | Spring 2016 | Annual 2015-16 | Winter & Summer 2016 |
|--|--------------|----------------|-------------------|----------------------------|
| <i>Undergraduate</i> | | | | |
| Resident | | | | |
| Full-time (12-18 credit hours) | 4,641 | 4,641 | 9,282 | |
| Military at Resident Rate | 4,641 | 4,641 | 9,282 | |
| Part-time (Per Credit Hour) | 387 | 387 | | 387 |
| Dual Credit (Per Credit Hour) | 70 | 70 | | |
| Nonresident | | | | |
| Full-time (12-18 credit hours) | 11,966 | 11,966 | 23,932 | |
| Full-time - Tuition Incentive Program (12-18 ch) | 6,194 | 6,194 | 12,388 | |
| Part-time (Per Credit Hour) | 997 | 997 | | 997 |
| Part-time - Tuition Incentive Program (pch) | 516 | 516 | 2,580 | 516 |
| Part-time - Distance Learning (Online Courses) | 474 | 474 | | 474 |
| International | | | | |
| Full-time (12-18 credit hours) | 12,290 | 12,290 | 24,580 | |
| Part-time (Per Credit Hour) | 1,024 | 1,024 | | 1,024 |
| <i>Graduate</i> | | | | |
| Resident | | | | |
| Per Credit Hour | 532 | 532 | | 532 |
| Military at Resident Rate | 532 | 532 | | 532 |
| Kentucky P-12 Educator (first 3 hours) | 495 | 495 | | 495 |
| Kentucky P-12 Educator (over 3 hours) | 295 | 295 | | 295 |
| Nonresident | | | | |
| Domestic Per Credit Hour | 752 | 752 | | 752 |
| International Per Credit Hour | 951 | 951 | | 951 |
| Distance Learning (Online Courses) | 652 | 652 | | 652 |
| Doctorate, Nurse Practitioner | | | | |
| Resident (Per Credit Hour) | 632 | 632 | | 632 |
| Nonresident (Per Credit Hour) | 822 | 822 | | 822 |
| Doctorate, Physical Therapy | | | | |
| Resident (Per Credit Hour) | 632 | 632 | | 632 |
| Nonresident (Per Credit Hour) | 822 | 822 | | 822 |
| Professional MBA (Per 6 Hours) | 5,285 | 5,285 | | |
| Active Military (Per Credit Hour) | 250 | 250 | | 250 |
| Special Use Fee (FT) | 70 | 70 | | |
| Proposed Special Use Fee (FT) | 30 | 30 | | |
| Special Use Fee (PT) pro-rated by credit hour | | | | pro rated SCH |

ATTACHMENT B

**Estimated 2015-16 Gross Tuition and Mandatory Fee Revenue
Western Kentucky University**

| <u>Category</u> | <u>Budgeted 2014-15</u> | <u>Budgeted 2015-16</u> |
|---|------------------------------|------------------------------|
| <i>Undergraduate</i> | | |
| Resident | \$ 97,328,000 | \$ 98,067,000 |
| Nonresident | 44,625,000 | 45,097,000 |
| <i>Graduate</i> | | |
| Resident | 15,006,000 | 16,473,000 |
| Nonresident | 10,045,000 | 10,217,000 |
| <i>Division of Extended Learning and Outreach</i> | 15,706,000 | 15,483,000 |
| <i>Student Athletics Fee</i> | 6,441,000 | 6,168,000 |
| <i>Centers Fee(Auxiliary Enterprises)</i> | 1,822,000 | 1,748,000 |
| <i>Special Use Fee</i> | 2,076,000 | 1,973,000 |
| Total | <u>\$ 193,049,000</u> | <u>\$ 195,226,000</u> |



**WESTERN KENTUCKY UNIVERSITY
TUITION PARAMETER EXCEPTION REQUEST FOR NONRESIDENT STUDENTS**

REQUEST: Western Kentucky University is requesting Council on Postsecondary Education's approval to continue its Tuition Incentive Program (TIP).

BACKGROUND:

WKU requests that we be able to continue our Tuition Incentive Program that ensures economic access and geographic access to students and contributes to achieving a diverse student body. Approximately 31% of TIP students are classified as underrepresented minorities. Since 2000, the Tuition Incentive Program has been marketed to students, parents and counselors as an affordable alternative to an in-state college or university. Students enrolled through TIP become residential students living on campus and in the Bowling Green/Warren County community.

The TIP rate is 1.33 times the in-state tuition and fees rate in comparison to the out-of-state and international rates which are 2.56 times and 2.63 times the in-state rate, respectively. The CPE nonresident parameter is two times the in-state rate. We are requesting that the CPE continue to approve the TIP rate which attracts students to Kentucky and is an efficient, easily understood recruitment tool.

Potential number of students impacted: 1,400 students or 7% of total enrollment based on fall 2014.

<https://www.wku.edu/scholarship/documents/tipbrochure.pdf>

Capital Project Request Kentucky Community and Technical College System

ACTION: The staff recommends that the Council approve KCTCS's request for interim authorization of a \$625,000 capital project financed using \$500,000 of federal funds and \$125,000 of agency funds to improve campus pedestrian and bicycle pathways at Jefferson Community and Technical College (JCTC).

The Kentucky Community and Technical College System (KCTCS) requests authorization for a \$625,000 capital project at Jefferson Community and Technical College's (JCTC) downtown campus to improve pedestrian and bicycle pathways. This project will be funded by a \$500,000 federal grant, which requires \$125,000 in institutional matching funds. This project will use decorative fencing, landscaping, and trees to direct students, faculty, and staff to cross at safer, designated crossings. Crossings will be established between the Broadway Building and the Learning Resource Center and between the Seminary Building and Hartford Tower. Maintenance costs associated with this project will come from JCTC's operating budget. The KCTCS Board of Regents is expected to approve this project at their June 12 meeting, prior to the Council's consideration of the project. The project should be completed by December 2015. The Finance and Administration Cabinet is implementing this project.

The Council on Postsecondary Education has statutory responsibility to review and approve public college and university capital projects costing \$600,000 or more and equipment items costing \$200,000 or more, regardless of fund source, that have been approved by an institution's governing board. During the interim, capital projects are evaluated under KRS 45.760 (6), (7), and KRS 45.763. The Kentucky Community and Technical College System project meets the requirement of KRS 45.760 (6) and (7) in that the source of funds for these projects is at least 50 percent federal or private funds.

The interim authorization process for a project that meets the requirements above and exceeds the \$600,000 capital construction (or \$200,000 equipment purchase) threshold is as follows:

- The project must be approved by an institution's board of trustees or board of regents.
- The project must be submitted to the Council for review and action.
- If approved by the Council, projects at EKU, KCTCS, KSU, and MoSU are submitted to the secretary of the Finance and Administration Cabinet for review and action, and subsequently submitted by the secretary to the Capital Projects and Bond Oversight Committee for review.
- If approved by the Council, projects at MuSU, NKU, UK, UofL, and WKU are submitted by the institution to the Capital Projects and Bond Oversight Committee for

review, and a copy is provided to the Finance and Administration Cabinet as information.

- Following review and action by the appropriate agencies, the project may be initiated by the requesting institution.

Because this project was not included in the enacted 2014-16 biennial budget, interim action is required to allow KCTCS to move forward with the project. KCTCS confirms that the funds are available for the project's implementation. This project will be implemented under the prevailing wage law.

KCTCS does not anticipate debt financing any portion of this project; therefore, the provisions of KRS 45.763 do not apply. Following Council action, staff will notify the president of KCTCS, the secretary of the Finance and Administration Cabinet, and the Capital Projects and Bond Oversight Committee of the Council's recommendation concerning this project.

Staff preparation by Shaun McKiernan and Sherron Jackson

Kentucky/Ohio Tuition Reciprocity Agreements

ACTION: The staff recommends that the Council approve the tuition reciprocity agreements with Ohio.

Tuition reciprocity agreements are arrangements between two or more states where the citizens of a defined region in one state can enroll at identified institutions (or in selected programs) in another state (and vice versa) for a reduced tuition charge and also may receive special treatment for admission purposes.

In general, the advantages of reciprocity agreements include:

- Broader educational access and opportunity for citizens in a region.
- Reduction in unnecessary duplication of academic programs.
- Cost reduction by utilizing academic programs in other states.

Currently, Kentucky has separate tuition reciprocity agreements with Ohio, Illinois, Tennessee, West Virginia and Indiana. Pursuant to Ohio law, the Ohio agreements have two-year terms. The current agreements with Ohio are scheduled to expire at the end of the academic year. Council staff has worked with Ohio officials and participating Kentucky institutions to renegotiate these agreements in compliance with policies adopted by the Council. The proposed renewals have limited changes from agreements in past years.

Ohio Agreements (Attachments A1, A2, A3) (Kentucky and Ohio have three separate agreements)

Agreement 1:

KY Institutions & Eligible OH Counties
Northern Kentucky University
Gateway Community & Technical College
Adams County, Brown County
Butler County, Clermont County
Clinton County, Fayette County*
Hamilton County, Highland County
Warren County

OH Institutions & Eligible KY Counties
Cincinnati State Technical & Community College
Clark State Community College
Southern State Community College
University of Cincinnati
Bracken County, Boone County, Campbell County
Carroll County Gallatin County, Grant County
Kenton County, Pendleton County

*Fayette County, OH, residents are not eligible at Gateway Community & Technical College.

Agreement 2:

KY Institutions & Eligible OH Counties
Ashland Community & Technical College
Morehead State University – Morehead
Morehead State University – Ashland
Adams County, Athens County, Brown County*
Gallia County, Jackson County,
Lawrence County, Meigs County
Lawrence County, Lewis County
Pike County, Scioto County, Vinton County

OH Institutions & Eligible KY Counties
Ohio University – Athens
Ohio University – Southern
Rio Grande Community College
Shawnee State University
Southern State Community College
Boyd County, Carter County, Elliot County
Fleming County, Greenup County
Mason County, Rowan County

*New for 2015-2017 agreement

Agreement 3:

KY Institutions & Eligible OH Counties
Maysville Community & Technical College
Adams County, Brown County
Clermont County

OH Institutions & Eligible KY Counties
University of Cincinnati – Clermont College
Bracken County, Lewis County
Mason County, Robertson County

See the chart below for a comparison of fall enrollment.

| Fall 2013 Reciprocity Students | KY residents at OH institutions | OH residents at KY institutions |
|---------------------------------------|--|--|
| Headcount | 871 | 1,282 |
| Full-time Equivalent | 744 | 872 |
| Credit Hours | 11,162 | 13,080 |

The only significant change to the 2015-17 agreement is the addition of residents of Brown County, Ohio, to the list of residents eligible to attend Morehead State University and Ashland Community and Technical College as reciprocity students. Brown County would be the western most county in Agreement 2 and is adjacent to Adams County, Ohio, which is currently in Agreement 2.

All three of the new agreements are for two years and will expire June 30, 2017.

Staff preparation by Bill Payne and Shaun McKiernan

TUITION RECIPROCITY AGREEMENT

Ashland Community and Technical College
Morehead State University-Morehead
Morehead State University-Ashland
And
Ohio University-Athens
Ohio University-Southern
Rio Grande Community College
Shawnee State University
Southern State Community College

In an effort to increase the college going rate and postsecondary opportunities in an underserved Appalachian region, this tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education, the Kentucky Community and Technical College System, the Chancellor of the Ohio Board of Regents, the Boards of Trustees of Ashland Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College pursuant to the provisions of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

I. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the region while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of the region without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

II. Terms

1. Duration and Termination

The agreement shall be effective beginning July 1, ~~2013~~ **2015** through June 30, ~~2015~~ **2017** and may be renewed prior to June 30, ~~2015-2017~~ by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, ~~2015~~ **2017** to June 30, ~~2017~~ **2019**.

The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

- a. The parties may amend the agreement in the following manner. Amendments must be presented to each of the parties of this agreement for their consideration. Each Party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove the proposed amendment to the Agreement. The responses will be sent to all parties in the agreement. After sixty (60) days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

A review of this agreement may occur from time to time at the request of any Party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.

This agreement may be terminated by any of the participating institutions, the chancellor of the Ohio Board of Regents, the Kentucky Community and Technical College System, or the Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement.

2. Kentucky Residents Eligibility/Ohio Programs

Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College agree to accept at Ohio resident tuition rates any resident of Boyd, Carter, Elliot, Fleming, Greenup, Lawrence, Lewis, Mason, and Rowan counties of Kentucky who enrolls and who satisfies all regular admissions requirements (including those requirements of the specific program in which admission is being sought).

The following program from Southern State Community College is included in the agreement: Medical Assisting Program offered at Shawnee State University.

3. Ohio Residents Eligibility/Kentucky Programs

Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland agree to accept at Kentucky resident tuition rates any resident of Adams, Athens, **Brown**, Gallia, Jackson, Lawrence, Meigs, Pike, Scioto, and Vinton counties of Ohio who enrolls and who satisfies all regular admissions requirements (including those requirements of the specific program in which admission is being sought).

The following program from Morehead State University is excluded from the agreement: Master of Business Administration.

4. Resident Status

- a. During the period of this agreement, the chancellor of the Ohio Board of Regents will consider residents of Boyd, Carter, Elliot, Fleming, Greenup, Lawrence, Lewis, Mason and Rowan counties who attend Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College under this agreement as qualifying for

resident Ohio tuition and as Ohio residents for the purpose of allocating funds to Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College.

- b. During the period of this agreement, the Kentucky Community and Technical College System and the Kentucky Council on Postsecondary Education will consider residents of Adams, Athens, **Brown**, Gallia, Jackson, Lawrence, Meigs, Pike, Scioto, and Vinton counties who attend Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland under this agreement as qualifying for resident Kentucky tuition and as Kentucky residents for the purpose of allocating funds to Ashland Community and Technical College, Morehead State University-Morehead, and Morehead State University-Ashland.

5. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing academic standards and criteria of their institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institution of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph II.1.

6. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Ashland Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

7. Annual Report

By June 30 of each year, Ashland Community and Technical College, Morehead State University-Morehead, Morehead State University-Ashland, Ohio University-Athens, Ohio University-Southern, Rio Grande Community College, Shawnee State University, and Southern State Community College agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the chancellor of the Ohio Board of Regents. Specific forms for the annual report may be prescribed by the state agencies.

III. Approval

This agreement is not effective unless and until approved by the chancellor of the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

IV. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original and all of which together shall constitute one in the same instrument.

**TUITION RECIPROCITY AGREEMENT
SIGNATURE PAGES**

STATE AGENCIES

Robert L. King, President
Kentucky Council on Postsecondary Education

Signed: _____ Date: _____

John Carey, Chancellor
Ohio Board of Regents

Signed: _____ Date: _____

Jay Box, President
Kentucky Community & Technical College System

Signed: _____ Date: _____

INSTITUTIONS

Kay Adkins, President
Ashland Community and Technical College District

Signed: _____ Date: _____

Wayne Andrews, President
Morehead State University

Signed: _____ Date: _____

Roderick McDavis, President
Ohio University

Signed: _____ Date: _____

Rachel King, Treasurer/Chief Financial Officer
Rio Grande Community College

Signed: _____ Date: _____

Rita Morris, President
Shawnee State University

Signed: _____ Date: _____

Kevin Boys, President
Southern State Community College

Signed: _____ Date: _____

UNDERGRADUATE TUITION RECIPROCITY AGREEMENT

Northern Kentucky University
Gateway Community and Technical College
And
Cincinnati State Technical and Community College
Clark State Community College
Southern State Community College
University of Cincinnati

This tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education and the chancellor of the Ohio Board of Regents, Cincinnati State Technical and Community College, Clark State Community College, Gateway Community and Technical College, the Kentucky Community and Technical College System, Northern Kentucky University, Southern State Community College, and the University of Cincinnati, pursuant to the provisions of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

I. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the greater Cincinnati area while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of the greater Cincinnati area without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

II. Terms

1. Duration and Termination

The agreement shall be effective beginning July 1, ~~2013-2015~~, through June 30, ~~2015~~ **2017**, and may be renewed prior to June 30, 2015, by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for July 1, ~~2015- 2017~~, to June 30, ~~2017~~ **2019**.

The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

1. The parties may amend the agreement in the following manner. Amendments must be presented to each of the parties of this agreement for their consideration. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove of the proposed amendment to the agreement. The responses will be sent to all parties in the

agreement. After sixty (60) days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

A review of this agreement may occur from time to time at the request of any party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.

This agreement may be terminated by any of the participating institutions, the chancellor of the Ohio Board of Regents, or the Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement

2. Kentucky Residents' Eligibility for Ohio Programs

The participating Ohio institutions agree to accept at Ohio resident tuition rates any resident of Bracken, Boone, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties of Kentucky who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at the University of Cincinnati's two-year colleges (Clermont College, College of Applied Science, and Raymond Walters College) or at Cincinnati State Technical and Community College or at Clark State Community College or at Southern State Community College in the associate degree programs not specifically excluded from this agreement.

In this section, the word "program" only means an associate degree program and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

Majors and/or programs at the University of Cincinnati two-year colleges, Cincinnati State Technical and Community College, and Southern State Community College which are excluded from this agreement are the following two-year programs otherwise offered at Northern Kentucky University:

- (1) Clermont College: ~~Human/Social Services Technology and Criminal Justice Technology~~ **No exclusions**
- (2) College of Applied Science
- (3)-(2) ~~Raymond Walter College~~ Blue Ash College: ~~Radiological Technology~~ **No exclusions**
- (4)-(3) Cincinnati State Technical and Community College: no exclusions
- (5)-(4) Southern State Community College: no exclusions

Any program listed above as excluded may, by the joint written consent of the presidents of all four institutions, be included in this agreement.

~~The following major and/or program offered by Clark State Community College at Great Oaks Institute of Technology and Career Development in Cincinnati, Ohio, is included in the agreement:~~

- ~~(1) — Associate of Applied Business, with a major in Real-time Reporting with an option in Broadcast Captioning/CART~~

The University of Cincinnati agrees to accept at Ohio resident tuition rates any resident of Boone, Bracken, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties of Kentucky who enrolls and who satisfies all regular baccalaureate admissions requirements (including those requirements of the specific program in which admission is being sought) at the University of Cincinnati in the following baccalaureate degree programs: Architecture, ~~Culinary Arts and Sciences, Digital Design,~~ Engineering, Honors PLUS (see provision below), Horticulture, Radiation Science, Interior Design, Industrial Design, Fashion Design, and Urban Planning.

In conformance with the limitations set forth in the bulleted item below, admission to the Honors PLUS baccalaureate degree program in the College of Business, University of Cincinnati, is subject to the following provision:

Reciprocity for the Honors PLUS program at the University of Cincinnati is limited to residents of the eligible Kentucky counties with a cap of fifty (50) students enrolled in courses at any one time.

In this section, the word "program" only means a baccalaureate degree program and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

3. Ohio Residents' Eligibility for Kentucky Baccalaureate Degree Programs

Northern Kentucky University agrees to accept at Kentucky resident tuition rates any resident of Adams, Brown, Butler, Clermont, Clinton, Fayette, Hamilton, Highland, and Warren Counties of Ohio with an associate degree from the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, or Southern State Community College, or any student participating in an approved Degree Pathway Program **at Cincinnati State Technical and Community College**, who enrolls and who satisfies all regular transfer admissions requirements (including those requirements of the specific program in which admission is sought) in Northern Kentucky University baccalaureate degree programs not specifically excluded from this agreement.

In this section, the word "program" only means a baccalaureate degree program and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

The majors and/or programs at Northern Kentucky University excluded from this agreement are:

- a. Early Childhood Education
- b. Criminal Justice
- c. Environmental Science
- d. Nursing

Any major/program listed above as excluded may, by the joint written consent of the presidents of all four institutions, be included in this agreement.

4. Ohio Residents' Eligibility for Kentucky Associate Degree Programs

Gateway Community and Technical College agrees to accept at Kentucky resident tuition rates any resident of Adams, Brown, Butler, Clermont, Clinton, Hamilton, Highland, and Warren Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at Gateway Community and Technical College.

All programs, excluding nursing, at Gateway Community and Technical College are included in the agreement.

5. Ohio Residents' Eligibility/Enrollment Limitations for Kentucky Programs

In conformance with the limitations set forth in the bulleted item below, admission to the Business Management baccalaureate degree program in the College of Business, Northern Kentucky University, is subject to the following provision:

- a. Reciprocity for the College of Business, Business Management program at Northern Kentucky University is limited to residents of the eligible Ohio counties with a cap of fifty (50) students enrolled in courses at any one time.

In this section, the word "program" only means a specific baccalaureate degree program and the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

6. New Program Eligibility

Any new program may be included in this agreement upon successful completion of the agreements' amendment process, as listed above.

In this section, the word "program" may mean a workshop, a certificate program, an associate degree program, or a baccalaureate degree program.

7. Resident Status

- a. During the period of this agreement, the chancellor of the Ohio Board of Regents will consider residents of Bracken, Boone, Campbell, Carroll, Gallatin, Grant, Kenton, and Pendleton Counties who attend the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, or Southern State Community College under this agreement as qualifying for Ohio resident tuition rates, and as Ohio residents for the purpose of allocating funds to the University of Cincinnati, Cincinnati State Technical

and Community College, Clark State Community College, and Southern State Community College.

- b. During the period of this agreement, the Kentucky Council on Postsecondary Education will consider residents of Adams, Brown, Butler, Clermont, Clinton, Fayette, Hamilton, Highland, and Warren Counties who attend Northern Kentucky University or Gateway Community and Technical College under this agreement as qualifying for Kentucky resident tuition rates, and as reciprocity students for the purpose of allocating funds to Northern Kentucky University and Gateway Community and Technical College. The Kentucky Council on Postsecondary Education will also consider students attending Northern Kentucky University who are participating in an approved Degree Pathway Program with an associate degree from the University of Cincinnati, Cincinnati State Technical and Community College, Clark State Community College, or Southern State Community College as reciprocity students for the purpose of allocating funds to Northern Kentucky University.

8. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institution of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until the completion of their programs of study, subject to the biennial limitations as described in paragraph 11.1.

9. Notice, Application, and Waiver

The availability of reciprocity tuition rates under this agreement shall be advertised to applicants and/or to student of Cincinnati state Technical and Community College, Clark State Community College, Gateway Community and Technical College, Southern State Community College, Northern Kentucky University and the University of Cincinnati by any means deemed appropriate by the respective institutions.

All students who want to receive reciprocity tuition rates under this agreement must apply for such rates at the institution where they plan to enroll.

Failure to so apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for the quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for reciprocity tuition rates under this agreement.

These processes will be written and shared with each institution as well as with the chancellor of the Ohio Board of Regents and the Kentucky Council on Postsecondary Education. The process will also be made available to all potential applicants upon request.

In this section, the word "resident" means resident for the purpose of tuition determination as defined by the respective institution.

10. Annual Report

By June 30 of each year, Cincinnati State Technical and Community College, Clark State Community College, Gateway Community and Technical College, Northern Kentucky University, Southern State Community College, and the University of Cincinnati agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the chancellor of the Ohio Board of Regents. Specific forms for the annual report may be prescribed by the state agencies.

III. Approval

This agreement is not effective unless and until approved by the chancellor of the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

IV. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original, and all of which together shall constitute one in the same instrument.

**TUITION RECIPROCITY AGREEMENT
SIGNATURE PAGE**

STATE AGENCIES

Robert L. King, President
Kentucky Council on Postsecondary Education

Signed: _____ Date: _____

John Carey, Chancellor
Ohio Board of Regents

Signed: _____ Date: _____

Jay Box, President
Kentucky Community & Technical College System

Signed: _____ Date: _____

INSTITUTIONS

Geoffrey S. Mearns, President
Northern Kentucky University

Signed: _____ Date: _____

Ed Hughes, President
Gateway Community and Technical College

Signed: _____ Date: _____

Santa J. Ono, President
University of Cincinnati

Signed: _____ Date: _____

O'dell M. Owens, President
Cincinnati State Technical and Community College

Signed: _____ Date: _____

Jo Alice Blondin, President
Clark State Community College

Signed: _____ Date: _____

Kevin Boys, President
Southern State Community College

Signed: _____ Date: _____

TUITION RECIPROCITY AGREEMENT

Maysville Community and Technical College
And
University of Cincinnati - Clermont College

This tuition reciprocity agreement is entered into between the Kentucky Council on Postsecondary Education and the chancellor of the Ohio Board of Regents, the Kentucky Community and Technical College System, Maysville Community and Technical College, and the University of Cincinnati-Clermont College pursuant to the provisions of Section 3333.17 of the Ohio Revised Code and in compliance with rules and procedures of the aforementioned parties.

I. Purpose

The general purpose of this tuition reciprocity agreement is to expand postsecondary educational opportunities in the northern Kentucky and southern Ohio area while limiting the cost of such expansion to the taxpayers of Ohio and Kentucky through collaboration among public institutions of higher education. The intended outcomes of this collaboration are to increase the availability of programs to residents of Clermont, Adams, and Brown Counties in Ohio and Mason, Bracken, Lewis, and Robertson Counties in Kentucky without needless duplication of educational effort and to promote efficient use of existing educational facilities and resources.

II. Terms

1. Duration and Termination

The agreement shall be effective beginning July 1, ~~2013~~ **2015**, through June 30, ~~2015~~ **2017**, and may be renewed prior to June 30, ~~2015~~ **2017**, by mutual consent of all of the parties for a period of two years. As the agreement must coincide with the biennial budgets of the State of Ohio, the next renewal shall be for the term of July 1, ~~2015~~ **2017**, to June 30, ~~2017~~ **2019**.

The agreement may be amended through mutual consent of all parties, providing the amendment is in writing and signed by all parties to the agreement prior to the effective date of the amendment.

- a. The parties may amend the agreement in the following manner. Amendments must be presented to each of the parties of this agreement for their consideration. Each party of this agreement will then have sixty (60) days to respond in writing with a decision as to whether they approve/disapprove of the proposed amendment to the agreement. The responses will be sent to all parties in the agreement. After sixty (60) days, if all parties approve of the proposed amendment, the agreement will be amended. If all parties do not approve, the agreement will not be amended.

A review of this agreement may occur from time to time at the request of any party hereto, provided all parties to this agreement are served with written notice of such request at least ninety (90) days prior to said review.

This agreement may be terminated by any of the participating institutions, the chancellor of the Ohio Board of Regents, the Kentucky Community and Technical College System, or the Kentucky Council on Postsecondary Education on June 30 of any year, with at least ninety (90) days prior written notice to each of the parties to this agreement.

2. Kentucky Residents' Eligibility for Ohio Programs

The University of Cincinnati-Clermont College agrees to accept at Ohio resident tuition rates any resident of Bracken, Lewis, Mason, or Robertson Counties of Kentucky who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at the University of Cincinnati-Clermont College in the programs not specifically excluded from this agreement. In this context, the word "program" may mean a workshop, a certificate program, and/or associate degree program.

3. Ohio Residents' Eligibility for Kentucky Programs

Maysville Community and Technical College agrees to accept at Kentucky resident tuition rates any resident of Adams, Brown, and Clermont Counties of Ohio who enrolls and who satisfies all regular admission requirements (including those requirements of the specific program in which admission is sought) at Maysville Community and Technical College in the programs not specifically excluded from this agreement. In this context, the word "program" may mean a workshop, a certificate program, and/or associate degree program.

4. New Program Eligibility

Any new program may be included in this agreement upon successful completion of the agreement's amendment process, as listed above. In this context, the word "program" may mean a workshop, a certificate program, and/or associate degree program.

5. Resident Status

- a. During the period of the agreement, the chancellor of the Ohio Board of Regents will consider residents of Bracken, Lewis, Mason, and Robertson Counties who attend the University of Cincinnati-Clermont College under this agreement as qualifying for Ohio resident tuition rates and as Ohio residents for the purpose of allocating funds to the University of Cincinnati-Clermont College.
- b. During the period of this agreement, the Kentucky Community and Technical College System and the Kentucky Council on Postsecondary Education will consider residents of Adams, Brown, and Clermont Counties who attend Maysville Community and Technical College under this agreement as

qualifying for Kentucky resident tuition rates and as Kentucky residents for the purpose of allocating funds to Maysville Community and Technical College.

6. Continued Eligibility

Once enrolled as a reciprocity student, each student demonstrating satisfactory academic performance under already existing standards and criteria of his/her institution will continue to receive reciprocity benefits under this agreement through graduation for the degree in which enrolled, as long as a reciprocity agreement exists. Student participation is subject to the terms and conditions of the reciprocity agreement in effect at the time of initial enrollment, and, in the event of termination, each student will be informed by the enrolling institution of his/her future status. If the agreement is terminated, participating institutions may agree at that time to continue tuition reciprocity for students appropriately enrolled in eligible programs at the time of termination until completion of their programs of study, subject to the biennial limitations as described in paragraph 11.1.

7. Notice, Application, and Waiver

The availability of resident tuition rates under this agreement shall be advertised to applicants and/or to students of Maysville Community and Technical College and the University of Cincinnati-Clermont College by any means deemed appropriate by those institutions.

All eligible students who want to receive resident tuition rates under this agreement must apply for such rates at the institution where they plan to enroll. Failure to apply in the manner required by each institution and in advance of enrollment will constitute a waiver of all rights under the terms of this agreement for that quarter or semester of enrollment and any preceding quarter or semester of enrollment for which no application was made. Each institution will develop a process for applicants to use in order to apply for resident tuition rates under this agreement.

8. Annual Report

By June 30 of each year, the Kentucky Community and Technical College System, Maysville Community and Technical College, and University of Cincinnati-Clermont College agree to provide annual reports on the enrollment and fiscal implications of the agreement to the other respective institutions, the Kentucky Council on Postsecondary Education, and the chancellor of the Ohio Board of Regents. Specific forms for the annual report may be prescribed by the state agencies.

III. Approval

This agreement is not effective unless and until approved by the chancellor of the Ohio Board of Regents pursuant to Section 3333.17 of the Ohio Revised Code and the Kentucky Council on Postsecondary Education.

IV. Counterparts

This agreement may be executed in counterparts, each counterpart agreement shall be deemed an original, and all of which together shall constitute one in the same instrument.

TUITION RECIPROCITY AGREEMENT SIGNATURE PAGES

STATE AGENCIES

Robert L. King, President
Kentucky Council on Postsecondary Education

Signed: _____ Date: _____

John Carey, Chancellor
Ohio Board of Regents

Signed: _____ Date: _____

Jay Box, President
Kentucky Community and Technical College System

Signed: _____ Date: _____

TUITION RECIPROCITY AGREEMENT SIGNATURE PAGES
INSTITUTIONS

Steve Vacik, President
Maysville Community and Technical College

Signed: _____ Date: _____

Santa J. Ono, President
University of Cincinnati

Signed: _____ Date: _____

New Academic Programs

ACTION: The staff recommends that the Council approve the following six new academic programs:

Murray State University:

1. Doctorate of Arts in English, Pedagogy and Technology.

Northern Kentucky University:

2. Bachelor of Arts in Secondary Education and Teaching.
3. Education Specialist in Teaching and Leading.
4. Master of Arts in Legal Studies.

University of Kentucky:

5. Master of Science in Geographic Information Science and Cartography.
6. Master of Science in Applied Behavior Analysis.

KRS 164.020 (15) empowers the Council on Postsecondary Education to define and approve the offering of all postsecondary education technical, associate, baccalaureate, graduate, and professional degree, certificate, or diploma programs in the public postsecondary education institutions. Council Staff has reviewed and recommends for approval the following programs:

Murray State University

Doctorate of Arts in English, Pedagogy, and Technology (CIP Code: 23.0101)

The proposed Doctorate of Arts in English, Pedagogy, and Technology is designed to advance professional educators' expertise in teaching English at the elementary, middle school, high school, and adult education levels. This program will specifically address teaching diverse populations, differentiating instruction, and facilitating college readiness in English. It will also develop teachers' skills in curriculum development, assessment, and the use of instructional technology. This program would be the first doctorate in Kentucky in English pedagogy designed for practicing teachers, and it would be the first doctorate in Kentucky to embed coursework and mentoring to support teachers in pursuit of National Board Certification in English related areas.

Northern Kentucky University

Bachelor of Arts in Secondary Education and Teaching (CIP Code: 13.1205)

Northern Kentucky University is proposing the Bachelor of Arts in Secondary Education and Teaching Degree, which will enable candidates to graduate with a dual major, one in their teaching content and the other in education. This program will provide students with both deep content knowledge as well as pedagogical knowledge and will ensure that the Kentucky Teacher Standards and the new Council for the Accreditation of Educator Preparation (CAEP) Standards are met. Candidates will participate in 200 hours of field experiences prior to a full-time semester of clinical experience to give them experience with planning and implementing instruction, mentoring, tutoring and working with diverse populations. This program will allow the recruitment of content majors into teaching and will help Kentucky fill areas of teacher shortages in content areas such as English, mathematics, biology, chemistry, earth science, physics, and world languages.

Education Specialist in Teaching and Leading (CIP Code: 13.0301)

Northern Kentucky University is proposing the Education Specialist in Teaching and Leading. This program is designed for practicing teachers who have already earned a master's degree and wish to further learn about collaboration, mentorship, and action research in the classroom. It prepares teachers to implement researched-based instructional strategies and to evaluate the resulting data in order to make effective decisions to improve student learning and close achievement gaps. This program's dual focus prepares practicing teachers to become effective mentors for teacher candidates and new teachers and will help Kentucky fill voids for teacher mentors created by the significant number of anticipated teacher retirements.

Master of Arts in Legal Studies (CIP Code: 22.0000)

The proposed Master of Arts in Legal Studies program is designed for working professionals who interact with lawyers or work regularly with legal issues and wish to learn legal concepts in a specific area of law but do not wish to earn a Juris Doctorate. This program does not prepare or permit students to take the state bar exam but enables them to conduct research, find laws and regulations pertaining to a specific issue, and to understand various types of legal authorities. The demand for this program is in response to increased government regulations and legal issues in the workplace in areas such as human resources, law enforcement, healthcare administration, education administration, and various other professions. This program would be the only one of this type offered by a law school in Kentucky and will offer some online and hybrid courses.

University of Kentucky

Master of Science in Geographic Information Science and Cartography (CIP Code: 45.0702)

The proposed Master of Science in Geographic Information Science and Cartography is designed to prepare students to work with geospatial technology to conduct geographical data analysis and visualization through the use of digital mapping. This program will prepare students to engage in creative work and research with advanced computer

operations, computer programming, data cleaning, data analysis and transformation that result in advanced interactive data visualizations. Students will learn appropriate applications of different forms of geospatial data, analytical techniques, and mapping software platforms in order to analyze geospatial data from multiple sources and build online visualizations to analyze and understand a geographic issue or solve a geographic problem.

Master of Science in Applied Behavior Analysis (CIP Code: 42.2814)

The University of Kentucky is proposing the Master of Science in Applied Behavior Analysis to prepare students with undergraduate degrees in psychology, special education, social work, communications disorders or elementary and secondary education to work with individuals with challenging behaviors in their schools and homes. This program will prepare students to work as consultants in schools to assess, intervene, and evaluate challenging behaviors and to work with students to improve their behavior and academic outcomes in schools. It will also prepare students to work with teachers, parents and other caregivers in providing information and techniques to work with individuals with behavioral challenges. This program has been accepted as one of three approved training programs in Kentucky for certification by the Behavior Analyst Certification Board.

Staff preparation by Kim Arington

Dual Credit Policy

ACTION: The staff recommends that the Council approve the Dual Credit Policy for Kentucky public postsecondary institutions.

In April 2012 the Council approved a statewide dual credit policy outlining the terms and conditions through which opportunities for dual credit would be provided for secondary students taking college-level courses and receiving college and high school credit. The policy focused on general education and not on career and technical education because of an agreement between the Kentucky Department of Education, Kentucky Community and Technical College System, and Workforce and Education Development Cabinet.

In June 2014, a work team was assembled at the request of the co-chairs of the Interim Joint Committee on Education to address equity in access for Kentucky high school students to quality, affordable dual credit programming for both general education and career and technical education coursework. The work team consisted of leadership from the Kentucky Department of Education, the Kentucky Higher Education Assistance Authority, the Association of Independent Kentucky Colleges and Universities, the Council on Postsecondary Education and membership representing community and technical colleges, universities, the Provosts, school superintendents, principals, and teachers. The group agreed upon a set of guiding principles for a dual credit policy and drafted a new policy, the Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools. The chief academic officers and Council work teams focused on providing dual credit programming and provided input into the creation of this policy.

The goal of this policy is to increase student access to dual credit, provide guiding principles and evidence-based practices to support and maintain the quality of both faculty and coursework, ensure transferability of credit between postsecondary institutions, and support affordable coursework for all eligible Kentucky students. With this policy, eligible students will have access to a minimum of three general education courses and three career and technical education courses in a career pathway. A Dual Credit Advisory Council has been established by CPE to oversee the implementation of the policy, recommend a model for financing dual credit, and create an accountability system for monitoring the progress in creating access to dual credit and other opportunities that lead to college credit during high school.

Staff preparation by Sue Cain

**Kentucky Council on Postsecondary Education and
Kentucky Department of Education**

**Dual Credit Policy for Kentucky Public and Participating Postsecondary
Institutions and Secondary Schools**

I. Introduction and Purpose

Improving the educational attainment of Kentucky citizens is key to ensuring the state's long term success. The state commits significant resources across the educational spectrum to develop and implement strategies to address this critical issue. Providing secondary students dual credit opportunities is a proven educational strategy with the capacity to complement and maximize the chances of success of our educational initiatives. Effective dual credit systems have impacts both at the secondary and postsecondary levels and provide the opportunity for collaboration.

According to recent reports from the Education Commission of the States, dual credit is an effective way to increase the percentage of students who participate in postsecondary education, especially among low-income and traditionally underserved populations. These studies also provide evidence that dual credit participation is associated with increases in college retention and completion rates and decreases the time and cost in completing a postsecondary credential. Perhaps the greatest advantage to dual credit is the number of seamless educational pathways made available to students.

To offer this seamless path of education and career training for students, the Council on Postsecondary Education (CPE) worked with the Kentucky Community and Technical College System (KCTCS), the eight public universities, the Association of Independent Kentucky Colleges and Universities (AIKCU), the Kentucky Department of Education (KDE), and the Kentucky Higher Education Assistance Authority (KHEAA) to create this Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools. This policy reflects national standards and best practices for dual credit and aligns with regional accreditation standards set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The goal of this policy is to increase access to dual credit, provide guiding principles and evidence-based practices that support and maintain quality of both faculty and courses, ensure transferability of credit between postsecondary institutions, and support affordable coursework to all eligible Kentucky students.

Dual credit courses are college-level courses that simultaneously earn both secondary and transcribed college credit that count toward a postsecondary degree or credential. Dual credit courses do not include developmental education courses. Dual credit courses can vary in three dimensions – where they are taught, by whom they are taught, and when they are taught.

- Dual credit courses can be taught online or through other distance education methods or they can be taught face-to-face on either a college campus or at a secondary school or other mutually agreed upon and approved location.
- Dual credit courses shall be taught by qualified and credentialed teachers and faculty.
- Dual credit courses can be offered during or outside the secondary school day.

If a dual credit course is taught by a college-approved high school or area technology center teacher at the secondary school during the regular school day, it is called a concurrent enrollment course as defined by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Articulated credit is not considered dual credit because college-level credit is not awarded simultaneously with high school credit. Articulated credit is awarded at the postsecondary institution only when the following conditions are met: a) an articulation credit agreement is in place between a secondary and postsecondary institution; b) the student graduates from high school and is admitted to the participating postsecondary institution; c) the student informs the postsecondary institution that she/he was a part of an articulated credit agreement program with the secondary school; d) the student enrolls in and successfully completes coursework in the career or major pathway program outlined in the articulation credit agreement, and e) the postsecondary institution records the articulated credit on the postsecondary transcript.

More generally, articulated credit is credit that is reflected on the official record of a student at a postsecondary institution only upon enrollment at that institution after graduation from high school and upon successful completion of coursework in the career or major pathway at the receiving postsecondary institution. Articulated credit typically applies to career, trade, and technical education coursework. Other methods for awarding academic credit for prior learning may also be used by a postsecondary institution.

The purpose of dual credit courses is to provide curricular options for college and/or pathways leading to college credentials and/or industry certification and to enhance the opportunities for intellectual challenges and achievements. Providing such options increases the likelihood of earning a postsecondary credential by providing a seamless pathway from secondary to postsecondary education, while reducing student expense and time to credential attainment. The partnerships developed between secondary and postsecondary institutions in providing dual credit create opportunities to align curriculum and develop a college-going culture in all secondary schools throughout the Commonwealth.

II. Guiding Principles

The creation of this dual credit policy was guided by the following principles:

- A. This policy should seek to increase access to dual credit courses, promote quality and rigor in dual credit courses, ensure transferability of courses among postsecondary institutions, and safeguard that dual credit remains affordable to all eligible Kentucky students.
- B. A minimum of three general education courses and three career and technical education (CTE) in a career pathway should be available to all eligible students over the course of their secondary career.
- C. Dual credit courses should be a component of a set of accelerated learning opportunities and complement Advanced Placement courses, International Baccalaureate Programming, Early College programs, Middle College programs, Schools of Innovation, or Early Graduation programs.
- D. The costs of delivering dual credit courses should be shared by a combination of state, postsecondary institutions, secondary schools, state-funded scholarships, and students and families so that no one entity is solely responsible for such costs.
- E. To increase access to dual enrollment beyond current levels, additional funding is needed.
- F. Dual credit courses and the instructors of those courses will comply with all appropriate SACSCOC criteria, Kentucky Revised Statutes, requisite institutional policies and procedures, and other regulations governing the provision of college credit opportunities to secondary students.
- G. All participating postsecondary institutions are strongly encouraged to pursue accreditation of concurrent enrollment programs through the National Alliance for Concurrent Enrollment Partnerships (NACEP).
- H. Standardization of a course numbering system for KCTCS career and technical education courses should be established and maintained.
- I. The use of dual credit is strongly encouraged by CPE and KDE in order that students create a strong connection to colleges and universities and understand their ability to complete credential and degree programs. Both KDE and CPE strongly discourage the use of articulated credit.
- J. Preference is given to the use of a credit through prior learning model for those courses typically receiving articulated credit.
- K. Independent colleges and universities voluntarily meeting applicable provisions of these Dual Credit Policy Guidelines, as determined by the Council on Postsecondary Education, are encouraged to expand delivery of dual credit offerings.
- L. A participating postsecondary institution shall determine the dual credit courses offered by that institution.
- M. This policy supports creative and innovative solutions to overcome barriers to student access to dual credit.

III. Course Offerings

- A. Participating postsecondary institutions shall work together with schools and districts to provide at least three courses in general education and three career and technical education courses in a regionally appropriate career pathway to all eligible students graduating from high school.
- B. Dual credit courses must meet the same student learning outcomes as equivalent courses at the participating postsecondary institutions.
- C. The postsecondary institution's grading policy will apply to dual credit courses and be used by the secondary school awarding credit.
- D. College credit shall be awarded upon the student's completion of the dual credit course requirements and will become part of the student's official college transcript. The award of college credit will be in compliance with appropriate accreditation standards for the participating postsecondary institutions.
- E. High school credit shall be awarded at the end of the term by the secondary school upon successful completion of the course. The award of high school credit will be in compliance with state standards.
- F. If a secondary school provides access to only the minimal number of dual credit course options, the dual credit courses should be limited to general education courses outlined in the Kentucky Council on Postsecondary Education's General Education Transfer Policy and General Education Transfer Policy Implementation Guidelines and courses that lead to a single career pathway and program of study.

IV. Student Eligibility

To enroll and obtain college credit in a dual credit course, a student must:

- A. Be a student in a participating secondary school. Exceptions may be considered for other students if recommended by the school faculty and approved by the Chief Academic Officer at the participating postsecondary institution. Postsecondary institutions, at their discretion, may also provide dual credit to eligible students in private secondary schools and home school settings.
- B. Meet the postsecondary institution's dual credit requirements for admission.
- C. Be admitted to the participating postsecondary institution as a dual credit student.
- D. Meet the postsecondary requirements for each program's placement into college credit-bearing courses or courses in programs of study that align to a career pathway.
- E. Complete the postsecondary institution's application for admission and a dual credit form.

V. Transferability of Credit

- A. All participating postsecondary institutions shall recognize dual credit general education courses pursuant to The General Education Transfer Policy and Implementation Guidelines and in accordance with accreditation requirements.

- B. All participating postsecondary institutions shall recognize credit awarded under this policy for career and/or technical dual credit coursework if the course has the same competencies and learning outcomes as that of a course offered at the receiving institution.
- C. All participating postsecondary institutions shall recognize credit awarded under this policy pursuant to the Kentucky Council on Postsecondary Education’s General Education Transfer Policy and General Education Transfer Policy Implementation Guidelines and in accordance with accreditation requirements.
- D. Career and technical dual credit courses shall be transferrable to any participating community and technical college offering those courses and shall be accepted as meeting requirements for a certificate, diploma, or associate degree within the related program of study.

VI. Tuition and Fees

- A. Tuition and other fees for dual credit courses will be outlined in writing and provided to each student, parent and/or guardian, and secondary school by the postsecondary institution prior to enrollment in such courses.
- B. The Kentucky Higher Education Assistance Authority (KHEAA) shall provide student support for dual credit scholarships through funding provided by the General Assembly for the existing Mary Jo Young Scholarship or other newly created dual credit scholarship programs administered by KHEAA.

VII. Responsibilities of the Kentucky Council on Postsecondary Education

The Kentucky Council on Postsecondary Education will:

- A. Establish a statewide Dual Credit Advisory Council that includes representatives from secondary schools, postsecondary institutions, CPE, KDE, KHEAA, KCTCS office, and AIKCU. The CPE president may appoint additional members to this council.
- B. Collect data to support an accountability system that includes, at a minimum, the matriculation of students to postsecondary institutions after dual credit completion and the success of these students measured by retention and completion of postsecondary credentials.
- C. Ensure that student information is available in the CPE data system that supports monitoring and tracking of dual credit students.

VIII. Responsibilities of the Dual Credit Advisory Council

The Dual Credit Advisory Council shall:

- A. Convene quarterly meetings of practitioners and policymakers to discuss best practices and changes in statutes and regulations.
- B. Coordinate and maintain a communication plan for dual credit in Kentucky.
- C. Create a plan that ensures participating institutional dual credit agreements satisfy the guiding principles and guidelines outlined in this policy.

- D. Monitor the minimum dual credit offerings of postsecondary institutions so that all eligible students have access to dual credit coursework.
- E. Create a plan identifying funding mechanism options for sharing the costs of delivering dual credit courses. These options should include all of the following cost-sharing partners: the state, postsecondary institutions, secondary schools, state-funded scholarships, and students and families.
- F. Work with the KDE and CPE to create data systems that allow monitoring and tracking of dual credit students.
- G. Create and monitor an accountability system with metrics related to student access, quality, affordability, and transferability of credit.
- H. Submit an annual report to CPE, KDE, and the General Assembly that includes:
 - a. An analysis of dual credit costs to state government, secondary schools, postsecondary institutions, and students/families.
 - b. Student participation and completion of dual credit courses by gender, race/ethnicity, low income, and other gap measures.
 - c. Credit hours attempted and completed.
 - d. Student participation rates by school district.
 - e. College-going rates of dual credit participants versus non-participants by school district.
 - f. Employment rates of career and technical education students versus non-participants by school district.
 - g. Postsecondary success measures comparing dual credit participants and non-participants.
 - h. Eligibility and access of students participating in dual enrollment programs across the Commonwealth.
- I. Monitor access to other accelerated learning opportunities, such as AP, IB, Early College, and Middle College.
- J. Provide recommendation to CPE and KDE for the continuous improvement of the dual credit policy, policy implementation, accountability measures, and reporting responsibilities.

IX. Responsibilities of the Kentucky Department of Education

- A. Ensure that school districts provide student information through the KDE data system that supports monitoring and tracking of dual credit students.
- B. Create a school accountability model to provide feedback and a continuous improvement model for dual credit.
- C. Work with schools, districts, and KCTCS to ensure the standardization of the course numbering system for career and technical education courses.
- D. Work with postsecondary institutions to align career and technical education programs of study with career pathways and industry certifications.
- E. Ensure that information and advising related to dual credit is integrated into the Individual Learning Plan (ILP) process.
- F. Integrate dual credit into early college, middle college, and early graduation initiatives.

G. Monitor access to other accelerated learning opportunities, such as AP, IB, Early College, and Middle College.

X. Joint Responsibilities of the Council on Postsecondary Education and the Kentucky Department of Education.

In collaboration with participating secondary schools and participating postsecondary institutions, the CPE and KDE will:

- A. Establish dual credit goals, provide guidance on best practices, and provide guidance to students on degree and career pathway connections.
- B. Ensure all eligible students are provided the opportunity to access at least the minimum of accelerated or dual credit course offerings in general education and career and technical education programs of study.
- C. Provide professional development dual credit program models for faculty and staff at both the secondary and postsecondary level.
- D. Create communication materials for schools, students, and families.
- E. Establish a student and parent/guardian notification system to ensure understanding of the benefits and risks of participation in dual credit.
- F. Establish a notification system to ensure awareness of postsecondary institutional agreements with schools and districts.
- G. Oversee the standardization of student eligibility requirements for career and technical education pathways.
- H. Approve any change in the Dual Credit Policy for Kentucky Public and Participating Postsecondary Institutions and Secondary Schools.

XI. Responsibilities of Participating Postsecondary Institutions

If participating postsecondary institutions choose to offer dual credit courses, they should:

- A. Work with other participating postsecondary institutions to determine dual credit needs in area schools and create a plan for providing at least the minimum accelerated learning opportunities and dual credit for all eligible students in each school.
- B. A participating postsecondary institution shall determine the dual credit courses offered by that institution.
- C. Ensure that all institutional policies apply to dual credit courses (e.g., drop/add dates, student confidentiality, faculty/student relations, student identification for distance learning).
- D. Monitor all dual credit courses offered to ensure that they have the same academic quality and rigor and meet the same student learning outcomes as courses offered on campus.
- E. Promote dual credit opportunities to eligible secondary school students, parents, and secondary teachers and school administrators.
- F. Provide assistance with the college application process as it relates to dual credit courses.

- G. Provide information about dual credit courses to each interested secondary student.
- H. Provide each secondary student participating in dual credit information about the course he or she is enrolling in and the benefits and risks of enrolling in such courses.
- I. Register students in dual credit courses and maintain academic records, including grades and transcripts.
- J. Ensure that each teacher or faculty member teaching a dual credit course uses a course syllabus approved by the postsecondary institution.
- K. Conduct faculty evaluations for secondary teachers in a manner consistent with the public postsecondary institution's guidelines for evaluation of faculty and student evaluation of faculty.
- L. Establish a formal strategy, consistent with the goals of the participating postsecondary institution's enrollment management plan, to recruit and matriculate students participating in dual credit courses.
- M. Provide students and teachers of dual credit courses information about the transferability of credit for that course.
- N. Align courses to career programs of study and college degree and credential requirements.
- O. Create and communicate the process that will be used to implement dual credit courses at schools.
- P. Provide secondary dual credit teachers best practice information for content delivery and use of instructional support systems.
- Q. Provide each student participating in dual credit an advisor who is responsible for maintaining contact; informing the student of significant dates, such as add/drop dates, first day and last day of class dates; grading policies; and monitoring student progress.
- R. Provide detailed information to students in writing (i.e., a syllabus) consistent with the participating postsecondary institution policy. This information shall include the nature of the course and the expectations and requirements that correspond to its official catalog description. Course requirement information must include course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, information on adding and dropping courses, and other related course information.
- S. Monitor student access, success, and enrollment in dual credit coursework.
- T. Make sure admission requirements for dual credit students align with those for other students at the postsecondary institution.
- U. Transcript college credit upon completion of a dual credit course.
- V. Inform students and parents/guardians of tuition, fees, scholarships, and any fee waivers.
- W. Work to create capacity for more secondary teachers to be credentialed to teach dual credit courses which will help assure access and affordability of dual credit programming.
- X. Report data on dual credit courses to CPE for the monitoring of student access and progress to credential or degree.

XII. Secondary School Responsibilities

Secondary schools shall:

- A. Establish agreements with one or more postsecondary institutions to ensure that the minimum number of general education and career and technical courses are offered.
- B. Use the participating postsecondary institution's course prefixes, numbers, titles, and descriptions for all dual credit courses.
- C. Use a course syllabus approved by the postsecondary institution.
- D. Ensure that each dual credit teacher receives professional development relevant to each course taught.
- E. Provide program information and promote dual credit opportunities among eligible secondary students and their parents.
- F. Monitor student access to and success in dual credit coursework.
- G. Advise students of the transferability of credit for each dual credit course taken.
- H. Record student participation in dual credit courses in the KDE student information system.
- I. Use the faculty evaluation process for all dual credit teachers established by the postsecondary institution.
- J. Meet accrediting and state reporting guidelines by:
 - 1. Providing faculty credentials prior to the start of the term in which the course is offered according to the timeframe designated by the participating postsecondary institution.
 - 2. Providing completed online applications or delivering completed written applications to the postsecondary institution's registrar or designated dual credit representative according to the timeframe designated by the participating postsecondary institution.
 - 3. Submitting grades to the participating postsecondary institution's registrar or designated dual credit representative according to institutional guidelines.

XIII. Joint Responsibilities of Secondary and Postsecondary Institutions

The participating postsecondary institution and all secondary school partners shall:

- A. Ensure course alignment. When a postsecondary institution changes the learning outcomes for a course offered as dual credit, the institution will notify the secondary schools involved. The secondary school will ensure that all courses approved for dual credit will incorporate any and all changes that occur.
- B. Standardize the course numbering system for KCTCS career and technical education courses.
- C. Maintain collaborations between educational partners to create and sustain career pathways.
- D. Increase student access by promoting college and career readiness, providing degree and career pathway information, and providing dual credit information to all students and their families.

- E. Provide interested dual credit students and their families the opportunities to learn and ask questions about dual credit. Information provided should include coursework, career pathways, college and career program materials that are based on student Individual Learning Plans (ILP), and the implications for the students' future collegiate enrollment and financial aid. This information should promote matriculation to a participating postsecondary institution.
- F. Provide information sessions for the students, parents, and guardians of dually enrolled students to meet with dual credit secondary and postsecondary staff. This session should include information regarding Family Education Rights and Privacy Act (FERPA) regulations.
- G. Develop a process to determine student eligibility for financial assistance.
- H. Provide an orientation program for all new secondary and postsecondary faculty teaching dual credit coursework. The program should be available to school administrators, teachers, faculty, and secondary and postsecondary coordinators of dual credit.
- I. Monitor student access to and success in dual enrollment coursework.
- J. Support and provide advisors and/or mentors at both the secondary and postsecondary levels to each dual credit participant. Students should be encouraged to confer with these advisors as they have questions related to dual credit or academic planning.
- K. Make the secondary advisors responsible for students' course taking when schools have multiple educational partners offering dual credit.
- L. Promote dual credit on school and postsecondary websites.
- M. Ensure course rigor and the attainment of student learning outcomes.
- N. Report on student participation and outcomes.

XIV. Implementation of this Policy

With the exception of elements of this policy that require additional state funding, this policy shall become effective and will be implemented for dual credit courses beginning fall 2016.

Kentucky Coal County College Completion Scholarship

In 2014, the General Assembly passed House Bill 2 that established the Kentucky Coal County College Completion (KCCCC) Program. This KHEAA-administered program provides financial assistance for residents of Kentucky's coal-producing counties to complete a bachelor's degree. It is funded by coal severance tax receipts.

To be eligible, the student must be a permanent resident of a Kentucky coal-producing county (Attachment 1), have earned at least sixty (60) credit hours toward a bachelor's degree, be enrolled at least half-time in a bachelor's degree program, be in good academic standing, and have no past due financial obligations to KHEAA.

Awards are given as one the following:

- Up to \$6,800 per year at nonprofit, independent institution located in a coal-producing county;
- Up to \$2,300 per year at public university extension campus located in a coal-producing county;
- Up to \$3,400 per year at public or nonprofit, independent institution whose main campus is in Kentucky, but not in a coal-producing county.*

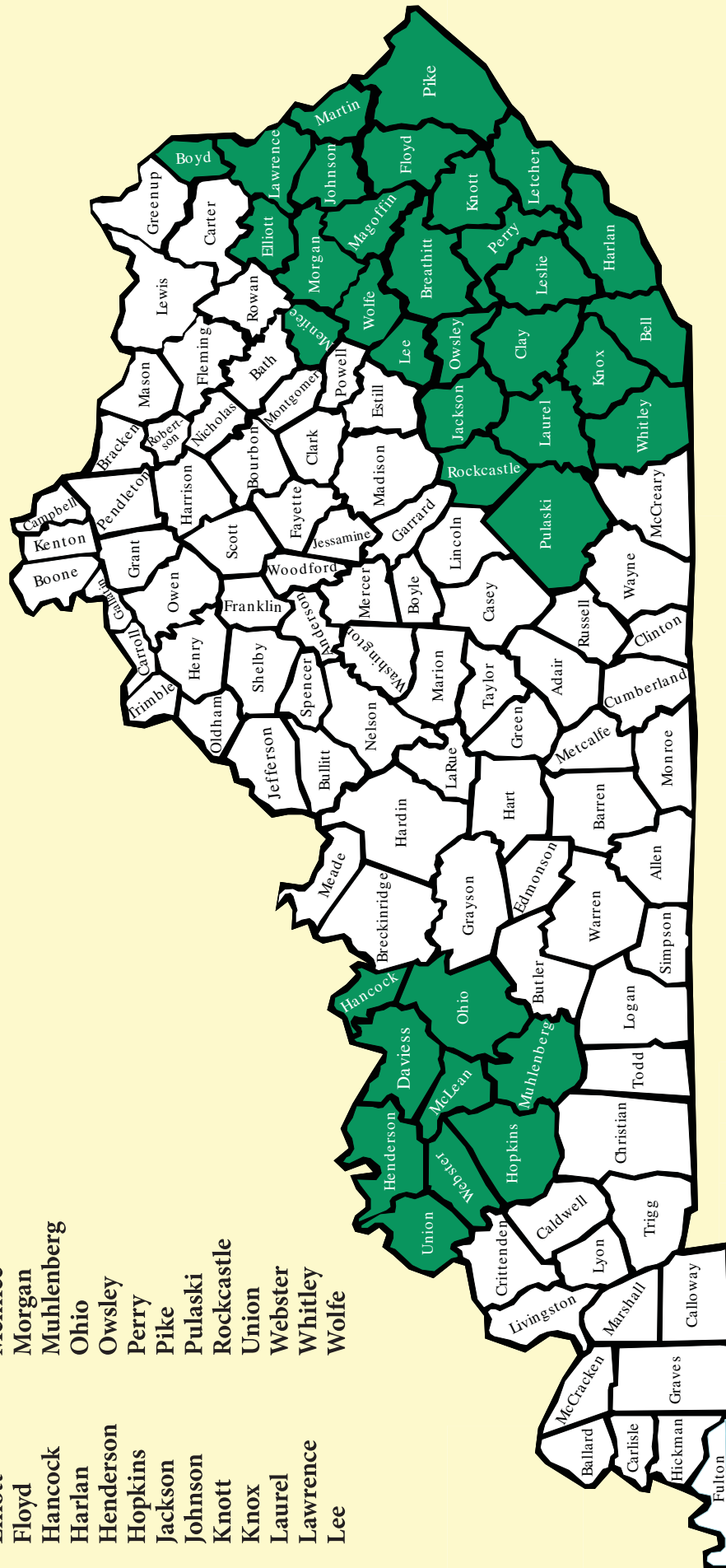
Participating Schools are included in Attachment 2. To apply for the scholarship, students must fill out the annual FAFSA application. Funds are awarded on a first-come, first-served basis from the date of the FAFSA completion date.

Dr. Carl Rollins, executive director of KHEAA, will provide an overview of the KCCCC program.

Prepared by Lee Nimocks and Heather Bingham

Kentucky Coal-Producing Counties for the 2015-2016 academic year

- Bell
- Boyd
- Breathitt
- Clay
- Davies
- Elliott
- Floyd
- Hancock
- Harlan
- Henderson
- Hopkins
- Jackson
- Johnson
- Knott
- Knox
- Laurel
- Lawrence
- Lee
- Leslie
- Letcher
- Magoffin
- Martin
- McLean
- Menifee
- Morgan
- Muhlenberg
- Ohio
- Owsley
- Perry
- Pike
- Pulaski
- Rockcastle
- Union
- Webster
- Whitley
- Wolfe



Kentucky Coal County College Completion Scholarship

Attachment 2

Participating Kentucky colleges located in coal-producing counties

- Alice Lloyd College
- Brescia University
- Eastern Kentucky University Extension Campuses in Corbin, Hazard*, Manchester, and Somerset
- Kentucky State University Extension Campus in Hazard*
- Kentucky Wesleyan College
- Lindsey Wilson College Extension Campus in Hazard*
- Midway College Extension Campus in Hazard*
- Morehead State University Extension Campuses in Ashland, Hazard*, Prestonsburg, and West Liberty
- Murray State University — Henderson and Madisonville Campuses
- Union College
- University of Louisville Extension Campus in Owensboro
- University of Pikeville
- University of the Cumberlands
- Western Kentucky University Extension Campus in Owensboro

Kentucky colleges located in counties that do not produce coal (*Participation limited to approved degree programs only.***)

- Asbury University
- Bellarmine University
- Berea College
- Campbellsville University
- Centre College
- Eastern Kentucky University — All campuses except those noted above.
- Georgetown College
- Kentucky Christian University
- Kentucky State University — All campuses except those noted above.
- Lindsey Wilson College — All campuses except those noted above.
- Midway College — All campuses except those noted above.
- Morehead State University — All campuses except those noted above.
- Murray State University — All campuses except those noted above.
- Northern Kentucky University
- Spalding University
- St. Catharine College
- Thomas More College
- Transylvania University
- University of Kentucky
- University of Louisville — All campuses except those noted above.
- Western Kentucky University — All campuses except those noted above.

*Courses offered at the University Center of the Mountains.

**KCCCCS funds may be awarded at an institution that is not located in a coal-producing county only if an eligible student is pursuing an approved bachelor's degree program in a field of study that is not offered at any institution located in a coal-producing county.

Kentucky Coal County College Completion Program

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Presented to KY Council on Postsecondary Education
June 12, 2015

Pilot Program

Administered 2012–2013 and 2013–2014

Nine county region in Eastern Kentucky

- Bell
- Floyd
- Harlan
- Johnson
- Knott
- Letcher
- Magoffin
- Martin
- Pike

Four institutions

- University of Pikeville
- Morehead State University (ext. campus)
- Lindsey Wilson College (ext. campus)
- Lincoln Memorial University (ext. campus)

Cumulative recipients – 564

Cumulative disbursed – \$2,345,400

Bachelor degrees completed – 179

2014 Regular Session

House Bill 2 signed into law April 25, 2014

Intent was to establish program to assist residents of coal-producing counties who are attending postsecondary institutions located in coal-producing counties

- Scholarships
- Grants to enhance student support services

Student Services Grants

Available to KCTCS institutions located in coal-producing counties

- Expand outreach services in the coal area
- Expand advising resources to encourage associate completion and transfer to bachelor programs
- Expand career advising to link academic pursuits to career opportunities
- Provide retention and student transfer initiatives

Legislative Research

Statute requires KHEAA to

- Provide annual report to the Interim Joint Committee on Education on status of the KY Coal County College Completion Program
- Evaluate the program every four (4) years to ensure the policy objectives are being realized and to suggest adjustments to increase degree completion rates.

'Participating' Eligible Institutions

Physically located in a KY coal-producing county

- Four year independent, nonprofit institution
- Four year public university extension campus
- Regional postsecondary education center, including the University Center of the Mountains

Other Eligible Institutions

Offer a bachelor's degree program not offered at any 'participating' institution

Main campus in Kentucky, but not in a coal-producing county

- Four year independent, nonprofit institution
- Four year public university

Program Funding

Coal severance tax receipts

Scholarship funding distribution to students

- 95% at 'participating' eligible institutions
- 5% at other eligible institutions

\$2 million appropriated each year of FY 2015 and FY 2016 biennium

Award Maximums

2014–2015 Academic Year

Participating KY Institutions (in coal counties)

- \$6,800 at independent, nonprofit institution
- \$2,300 at public university extension campus
- \$2,300 at regional postsecondary education center

Other KY Institutions (main campus outside coal counties)

- \$3,400 at independent, nonprofit
- \$3,400 at public universities

Awards increase annually based on tuition increases at the six comprehensive universities

Student Eligibility

- ▶ U.S. citizen
- ▶ Kentucky resident
- ▶ Permanent resident of a KY coal-producing county
- ▶ Has earned at least sixty (60) credit hours toward a bachelor's degree
- ▶ Enrolled at least half-time
- ▶ Good academic standing
- ▶ Not in default

Scholarship Eligibility Limit

Eligibility ends when the student meets either condition

- First bachelor's degree completed

OR

- Receipt of KC⁴S for the equivalent of five (5) full-time semesters

Required Applications

- 1) Free Application for Federal Student Aid (FAFSA)
- 2) KY Coal County College Completion Scholarship application

Students must apply every year

Awarding Order

First come, first serve by initial FAFSA completion date in the following order:

- 1) 'Renewal' applicants – Students who received a KC⁴S the spring semester immediately preceding the award year
- 2) New applicants

Summary of Scholarship Activity

2014–2015 Academic Year *

Applicants – 1,255

Awards offered – 561

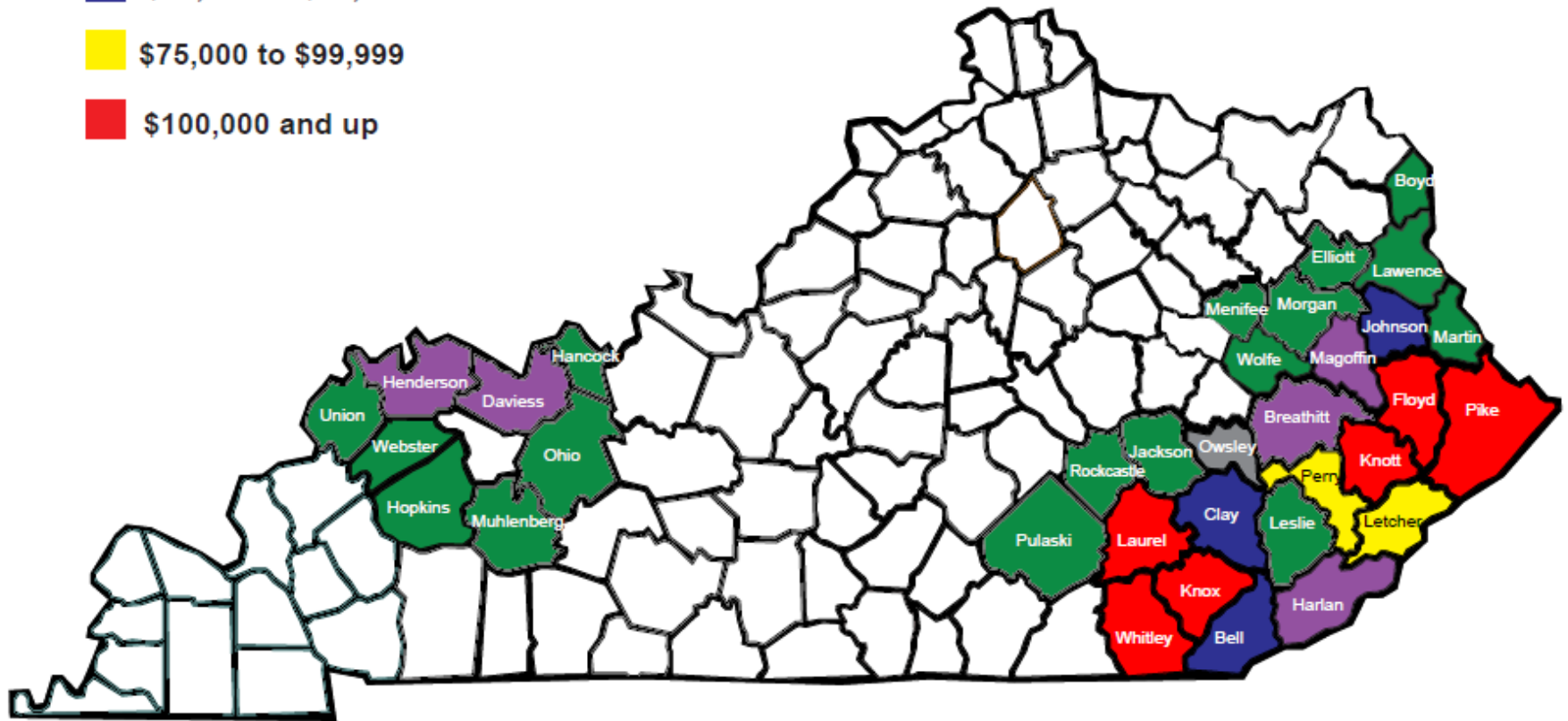
152 Disbursed dollars – \$1,836,257

Disbursed student count – 541

Bachelor degrees completed – 168

Disbursed by County of Residence

2014-2015 Academic Year



Disbursed by County of Residence

2014–2015 Academic Year*

- ▶ Bell – \$52,539
- ▶ Boyd – \$8,966
- ▶ Breathitt – \$26,642
- ▶ Clay – \$54,706
- ▶ Daviess – \$32,500
- ▶ Elliott – \$13,294
- ▶ Floyd – \$156,135
- ▶ Hancock – \$14,813
- ▶ Harlan – \$45,374
- ▶ Henderson – \$30,242
- ▶ Hopkins – \$12,529
- ▶ Jackson – \$8,372
- ▶ Johnson – \$65,229
- ▶ Knott – \$101,017
- ▶ Knox – \$107,456
- ▶ Laurel – \$131,699
- ▶ Lawrence – \$23,383
- ▶ Leslie – \$20,770
- ▶ Letcher – \$93,439
- ▶ Magoffin – \$27,051
- ▶ Martin – \$20,443
- ▶ Menifee – \$6,800
- ▶ Morgan – \$894
- ▶ Muhlenberg – \$7,475
- ▶ Ohio – \$13,498
- ▶ Perry – \$88,244
- ▶ Pike – \$473,925
- ▶ Pulaski – \$19,224
- ▶ Rockcastle – \$13,031
- ▶ Union – \$11,818
- ▶ Webster – \$4,947
- ▶ Whitley – \$139,138
- ▶ Wolfe – \$10,664

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Disbursed by Institution

2014–2015 Academic Year*

| | |
|------------------------------|-------------|
| Alice Lloyd College | – \$363,028 |
| Brescia University | – \$30,474 |
| Eastern KY University | – \$14,135 |
| KY Wesleyan College | – \$67,969 |
| Lindsey Wilson College | – \$20,974 |
| Morehead State University | – \$41,954 |
| Murray State University | – \$2,706 |
| Transylvania University | – \$17,000 |
| Union College | – \$165,732 |
| University of Kentucky | – \$42,345 |
| University of Pikeville | – \$741,317 |
| University of the Cumberland | – \$326,323 |
| Western KY Univ. | – \$2,300 |

2016-2020 Strategic Agenda Planning Update

Progress continues on the development of the 2016-2020 Strategic Agenda for Postsecondary and Adult Education. There are several mechanisms being used to solicit broad participation and input from key stakeholders, including a Strategic Agenda Steering Committee, policy forums and town hall meetings.

Steering Committee

The Strategic Agenda Steering Committee, comprised of representatives from the Council on Postsecondary Education (including a faculty and student representative), the public universities, KCTCS, the Association of Independent Kentucky Colleges and Universities, the Governor's office, and the CPE Committee on Equal Opportunities, is providing feedback and direction on the planning process. The Committee has met twice since the April Council meeting.

- **May 12 Meeting:** The committee tentatively approved four proposed focus areas – Readiness, Access, Success, and Impact – that will provide a framework for the 2016-20 Strategic Agenda. It heard summaries of the policy forums on financial barriers, academic readiness, diversity, and college access. The committee also discussed potential policy objectives in the areas of Readiness and Access.
- **June 11 Meeting:** The committee heard summaries of the policy forums on regional and community development, research and innovation, student success, and postsecondary education and the workforce. It reviewed and discussed proposed policy objectives for Readiness, Access, Success, and Impact. Preliminary discussions were held on potential strategies for each objective, as well as metrics to monitor progress toward institutional and statewide goals.

The next meeting of the committee is scheduled for August 11 at the CPE headquarters.

Policy Forums

Approximately 200 professionals from around the state representing education, business, and government sectors – participated in a series of eight policy forums from mid-March through early May. These professionally-facilitated, half-day forums were designed to gather input from key policy experts about the challenges and opportunities facing the Commonwealth in the following areas:

1. College Access
2. Academic Readiness

3. Student Success
4. Diversity
5. Financial Barriers to College
6. Research, Innovation, and Entrepreneurship
7. Regional and Community Development
8. Postsecondary Education and the Workforce

The results of these sessions were compiled in a series of executive summaries, which can be found on the Council's planning webpage: <http://cpe.ky.gov/planning/2016-20+Strategic+Agenda.htm>. The Steering Committee has reviewed these summaries and is using the results to guide the development of draft policy objectives and strategies.

Town Hall Meetings

A series of five town hall meetings will be held in mid-late July. A draft of the 2016-20 Strategic Agenda objectives and strategies will be presented, and the public is invited to attend.

- Wednesday, July 15, 2015 @ 6:00 p.m.
University of Pikeville, Pikeville, KY
- Thursday, July 16, 2015 @ 6:00 p.m.
Kentucky State University, Frankfort, KY
- Monday, July 20, 2015 @ 6:00 p.m.
Somerset Community College, Somerset, KY
- Tuesday, July 21, 2015 @ 6:00 p.m.
Murray State University, Murray, KY
- Wednesday, July 29, 2015 @ 6:00 p.m.
Northern Kentucky University, Highland Heights, KY

Next Steps

A metrics advisory committee made up of institutional effectiveness officers, researchers, and CPE staff will meet over the summer to develop state and campus level metrics aligned with the agenda's policy objectives. They will be submitted to the Steering Committee for approval at the August or September meeting.

A working draft of the 2016-20 Strategic Agenda will be presented at the 2015 Governor's Conference on Postsecondary Education Trusteeship. Conference attendees will be invited to provide feedback on the draft.

The final 2016-2020 Strategic Agenda for Postsecondary and Adult Education will be presented to the Council for approval at the November 13, 2015 meeting.

Staff preparation by Lee Nimocks and Heather Bingham

DRAFT

STATEWIDE TOWN HALL MEETINGS

Let your voice be heard!

The Council on Postsecondary Education is developing a statewide strategic agenda that will guide the work of Kentucky's public colleges and universities and adult education programs from 2016-2020. We are seeking your input on high-level issues like:

- Increasing enrollment in postsecondary and adult education.
- Ensuring more high school and GED graduates are ready for college.
- Producing more college degrees and credentials.
- Aligning degree programs to workforce needs.
- Growing the economies of Kentucky's regions and communities.

**JULY 15
6-8 p.m.**

University of Pikeville

**JULY 16
6-8 p.m.**

Kentucky State
University

**JULY 20
6-8 p.m.**

Somerset Community
& Technical College

**JULY 21
6-8 p.m.**

Murray State University

**JULY 29
6-8 p.m.**

Northern Kentucky
University

These meetings are open to the public.

**For more information, call 502.573.1555, ext. 256
or visit cpe.ky.gov/planning/2016-20+Strategic+Agenda.htm**

Committee on Equal Opportunities Report

The Committee on Equal Opportunities met Monday, May 18, 2015, in Frankfort, Kentucky. Following is the status of initiatives, recurring activities, and discussions related to the Committee on Equal Opportunities.

Governor's Minority Student College Preparation Program: The 15TH Annual GMSCPP Statewide Conference will be hosted by the Murray State University, June 15-16, 2015. Two hundred students from across Kentucky are expected to participate in the two day event. Students will learn about careers in STEM-H and participate in experiments and investigations.

Academically Proficient High School Junior and Senior Diversity Conference: The University of Louisville will host the 28TH Annual Academically Proficient High School Junior and Senior Diversity Conference, June 19-20, 2015. Approximately 300 students, parents, and college administrators will participate in the day and a half event. Erica Lee Williams, District Court Judge for the 30th District Court in Jefferson County, will be the keynote speaker.

SREB Doctoral Scholars Program: The Council on Postsecondary Education, the University of Kentucky, and the University of Louisville will review applications and identify potential scholars to be awarded a scholarship in fall 2015. A total of seven scholars applied for the Doctoral Scholars' Program scholarship for fall 2015, four at the University of Louisville and three at the University of Kentucky. As a result of state agency budget cuts, the Commonwealth will only be able to support two of the seven scholars that applied, compared to five scholars in previous years.

As of June 2015, Kentucky has served 122 scholars, 25 students are currently matriculating at Kentucky institutions, 32 percent of these students are in the STEM-H areas, and there are 81 graduates. A total of 11 scholars have earned tenure. The 2015 SREB Doctoral Scholars Program Institute on Teaching and Mentoring will take place October 29 - November 1, 2015, in Arlington, Virginia.

CEO Meeting Dates: The final meeting date for 2015 is October 19, 2015.

Staff preparation by Rana Johnson

Developmental Education and Intervention Programming Guiding Principles

The purpose of developmental education and intervention programming is to enable students to build the foundational skills needed for academic success. However, the success of students in the traditional developmental education program models is limited and students often do not make it to, or complete credit-bearing courses needed for completion. It is clear that improving the success of students placed in college developmental and transitional programming must be a priority.

If remediation can take place within the context of co-requisite, credit-bearing courses rather than non-credit bearing courses, then remediation time and financial resources will be minimized and it is more likely the student will be on target to meet education and career goals.

In December 2012, the Charles A. Dana Center, Complete College America, Inc., Education Commission of the States, and Jobs for the Future released a joint statement on core principles for transforming developmental education. These principles provide clear direction on how institutions and states should proceed in implementing program models for student success. Kentucky educators incorporated these principles in the attached *Kentucky's Guiding Principles for Developmental Education and Postsecondary Intervention Programming*.

Staff preparation by Sue Cain

Kentucky's Guiding Principles for Developmental Education and Postsecondary Intervention Programming

Higher education has always been a promising pathway to opportunity. Across our state and nation, higher education policymakers and institutions are implementing new ways to improve college completion rates without sacrificing quality or access. The purpose of developmental education and intervention programming is to enable students to build the foundational skills needed for success. It is clear that improving the success of students placed in college developmental and transitional programming is a priority. If remediation can take place within the context of co-requisite, credit-bearing courses rather than non-credit bearing courses, then remediation time and financial resources will be minimized and the student will be on target to meet educational and career goals.

In December 2012, the Charles A. Dana Center, Complete College America, Inc., Education Commission of the States, and Jobs for the Future released a joint statement on core principles for transforming developmental education. These principles provide clear direction on how institutions and states should proceed in implementing program models for student success. Kentucky educators incorporated these principles in our Guiding Principles for Developmental Education and Intervention Programming transformation listed below.

- 1) The rigor and relevance of all coursework must be made evident to the students, faculty, academic advisors, and student support personnel.
- 2) Default placement for all students not meeting benchmarks is placement in a content area, credit-bearing course in the first semester of enrollment.
- 3) Remediation content should be embedded into the credit-bearing content area course and the additional credit hour generation for the content enhanced course should not exceed two credit hours for English (writing) and reading or mathematics. If a co-requisite linked course model is implemented then the co-requisite linked course should not exceed two credit hours for English (writing) and reading or mathematics.
- 4) Default placement for students not meeting literacy benchmarks (reading and/or writing) should be placement into a credit-bearing enhanced course that generates not more than two additional credit hours to the content course.
- 5) Students not meeting benchmark scores in both English (writing) and reading should be placed into coursework integrating these content area needs.
- 6) Default placement for students not meeting mathematics benchmarks should be in credit-bearing quantitative reasoning courses linked to the degree pathway of the student. Quantitative reasoning pathways should include a foundational pathway for occupational programs; statistical pathways for most health care, behavioral and social sciences, and business management programs; broad-based general education pathways for most liberal arts programs; and algebraic pathways for science, technology, engineering, and mathematics (STEM) pathways. The enhanced credit-bearing course or linked course should not carry more than two additional credit hours.
- 7) In the case of students with very low placement indicators, currently defined to be an ACT score of 15 or lower, or an equivalent placement score, the student may be advised to take one course (not more than three credit hours) that is linked to the credit-bearing course in the same semester or offered as a prerequisite.
- 8) All students must have access to credit-bearing content courses at the beginning of the second academic semester.
- 9) For students with very low placement indicators, academic and student support bridge programming should be strongly encouraged.
- 10) Exploratory students should be guided to a default general education program of study.

- 11) The progress of all students, especially those students not meeting readiness benchmarks, must be closely monitored; additional supports need to be incorporated for those students not progressing to credential or degree.

Considerations as these Guiding Principles are implemented:

- 1) Conduct a policy audit reviewing the college admission regulation and institutional placement policies.
 - a) The audit must identify possible barriers for implementation of the enhancements to developmental education programming models.
 - b) The process must define modifications so that policy barriers do not stand in the way of moving forward with implementing new developmental education and intervention program models.
- 2) Provide professional learning opportunities for faculty, advisors, and counselors for the new developmental education and intervention program models.
 - a) Specific connections between the Individual Learning Plan (ILP) for secondary students and the student meta-majors or career pathways should be used, where available, by academic advisors and career counselors.
 - b) Council staff will arrange to have professional development available by summer 2015.
 - c) Intervention programming for postsecondary and middle and high school coursework needs to be aligned.
- 3) Create quantitative reasoning pathways for foundations coursework (needed for credential, career, and occupational pathways) and for a statistical pathway in addition to the two existing mathematics pathways for liberal arts and STEM.
- 4) Meeting implementation needs:
 - a) Create an understanding of information and data needed to resolve issues in implementing accelerated and co-requisite program models.
 - b) A progression study has been designed to better understand student progress through credit-bearing courses and persistence and completion. This study will include the implications for student progress given placement into multi-layer, non-credit-bearing coursework and information on student progress when enrolled in co-requisite and accelerated program models. We will need to continue to collect data from institutions on program models to better track and make decisions about effective program modeling.
 - c) What do we need to do?
 - 1) We need to remain current on monitoring the progress of all students, especially those student not meeting benchmarks.
 - 2) We need to provide incentives for implementing new models of developmental education.
- 5) Use of additional indicators of potential success in placement considerations, such as GPA and previous coursework.

Council on Postsecondary Education
June 12, 2015

Strategic Agenda Focus Area Update on Student Success

In February 2011, the Council on Postsecondary Education approved “Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education” for 2011-15. Since then, Council staff presented updates at each Council meeting on efforts to implement the objectives of one of the four focus areas of the agenda. This meeting will be the last in the current strategic agenda to present progress made in the student success focus area.

Staff preparation by Heather Bingham

STRONGER by DEGREES

A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education



Focus on Student Success

Presentation to the Council on Postsecondary Education

June 12, 2015

STUDENT SUCCESS

Objective 4: Increase high-quality degree production & completion & close achievement gaps.

4.1. Maximize KCTCS's role as a high-quality, low-cost provider of transfer opportunities.

4.2. Provide incentives to increase degree production & completion

4.3. Increase use of data, information, research, & technology to improve student learning outcomes.

4.4. Support new pathways for adults to enroll & complete degrees.

4.5. Secure adequate funding to support higher education.

4.6. Promote student engagement, undergraduate research, internships, & other opportunities to improve the student experience.

4.7. Implement a statewide diversity policy.

Objective 5: Decrease financial barriers to college access & completion.

5.1. Increase funding for state need-based financial aid programs & ensure they address the needs of nontraditional college students.

5.2. Advocate for sufficient state operating support to reduce pressure on tuition.

5.3. Support Pell grants, FAFSA simplification, college savings programs, work study, tax credits & other initiatives to maximize access.

5.4. Increase students' & families' understanding of college net costs and the availability of financial aid.



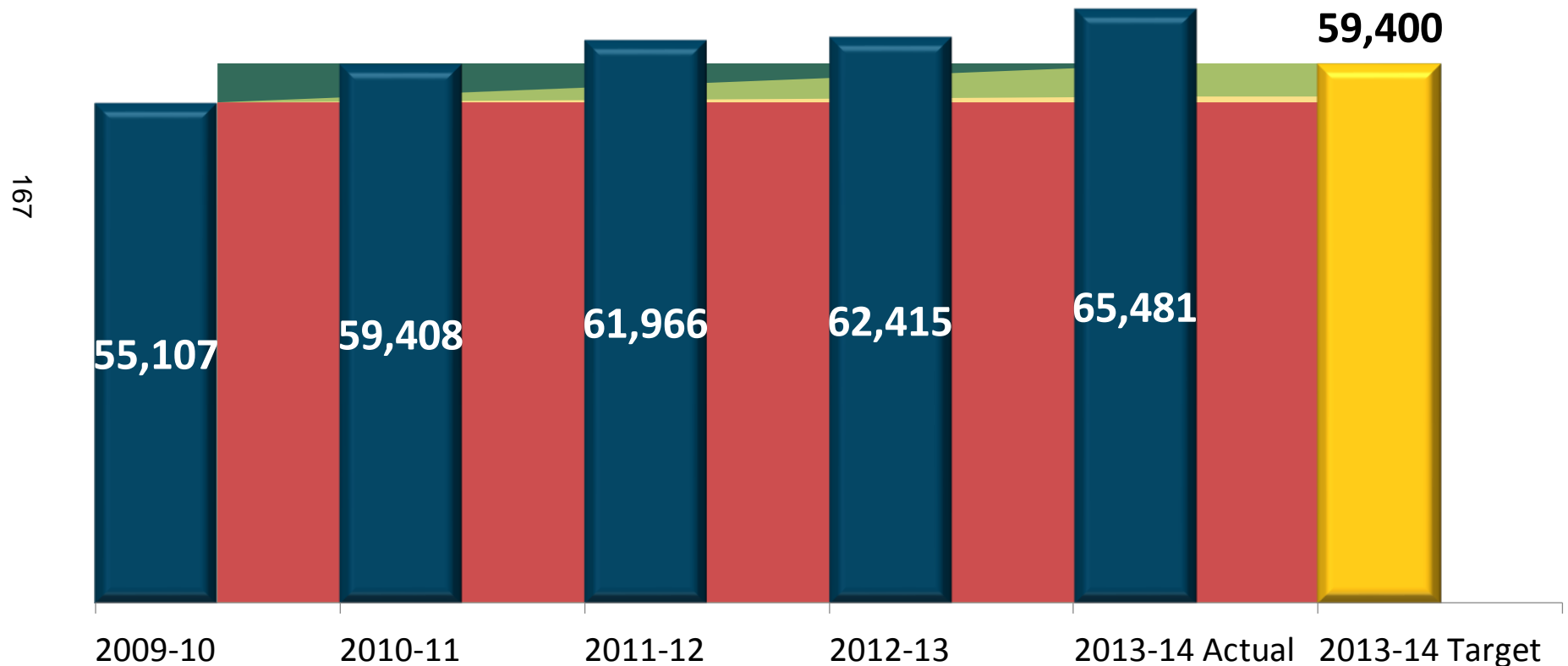
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.



Total degrees and credentials conferred

Total number of diplomas, certificates and degrees awarded during an academic year in Kentucky by public and independent institutions.

Data Source: CPE Comprehensive Database (KPEDS)





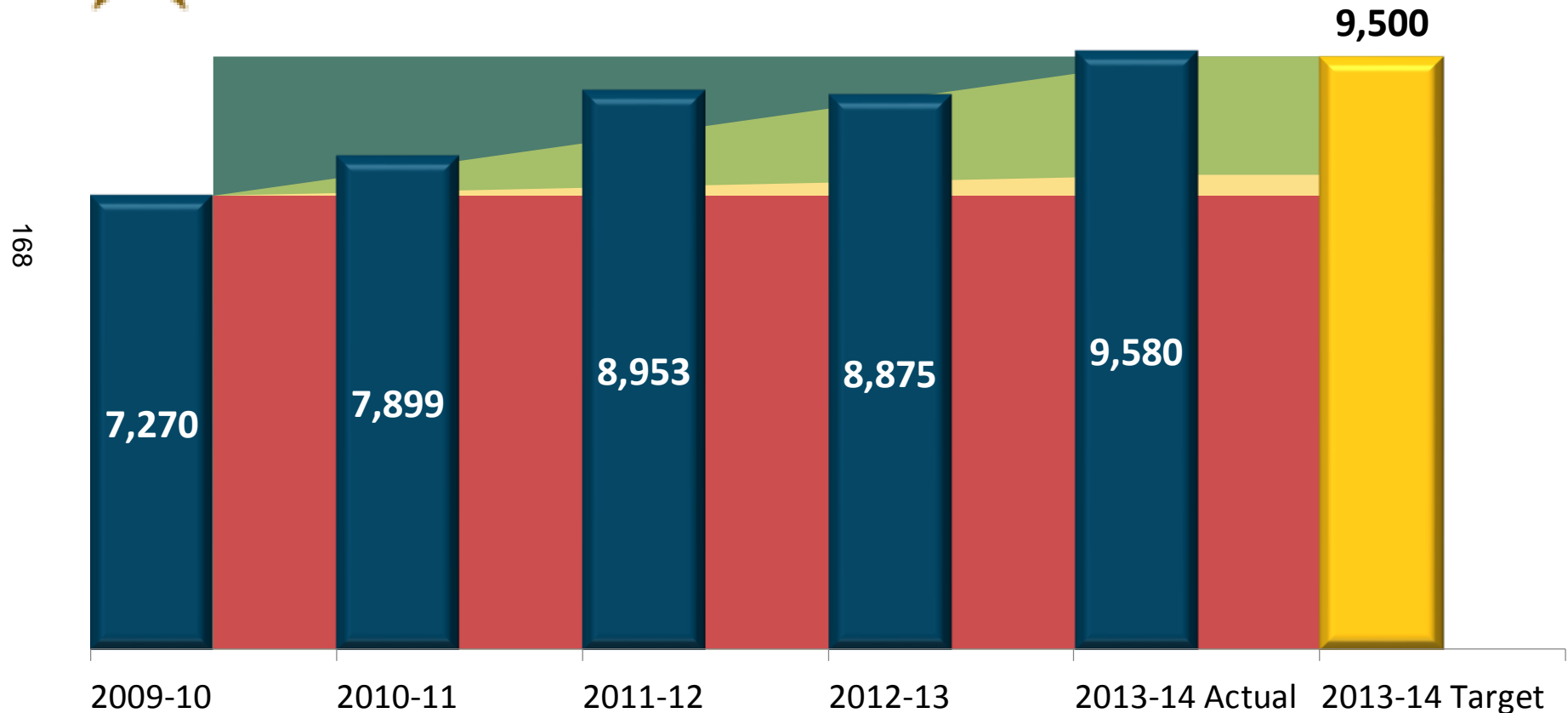
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.



Associate degrees conferred

Total number of associate degrees awarded during the academic year by KCTCS.

Data Source: CPE Comprehensive Database (KPEDS)





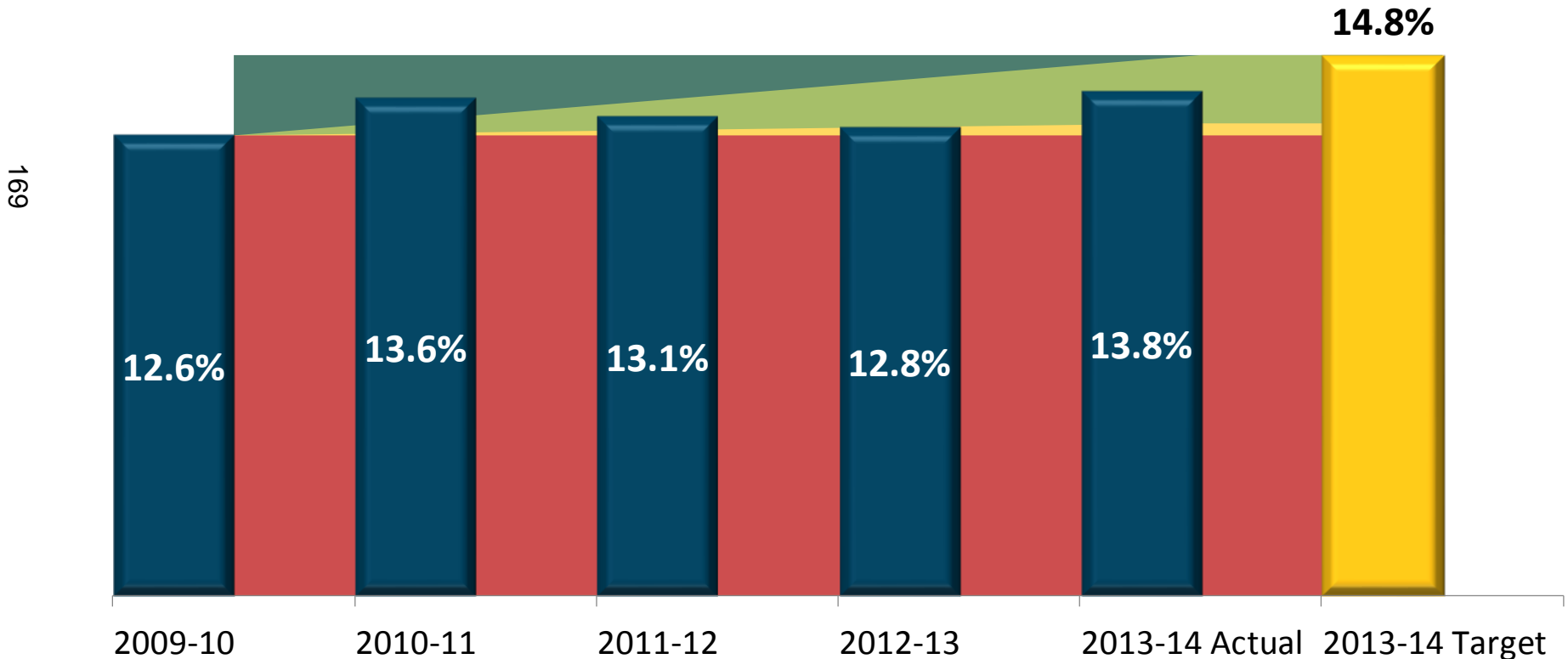
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.



Associate graduation rate

Graduation rate of first-time, full-time associate-seeking students who earn an associate degree within two or three years from their institution of entry.

Data Source: CPE Comprehensive Database (KPEDS)





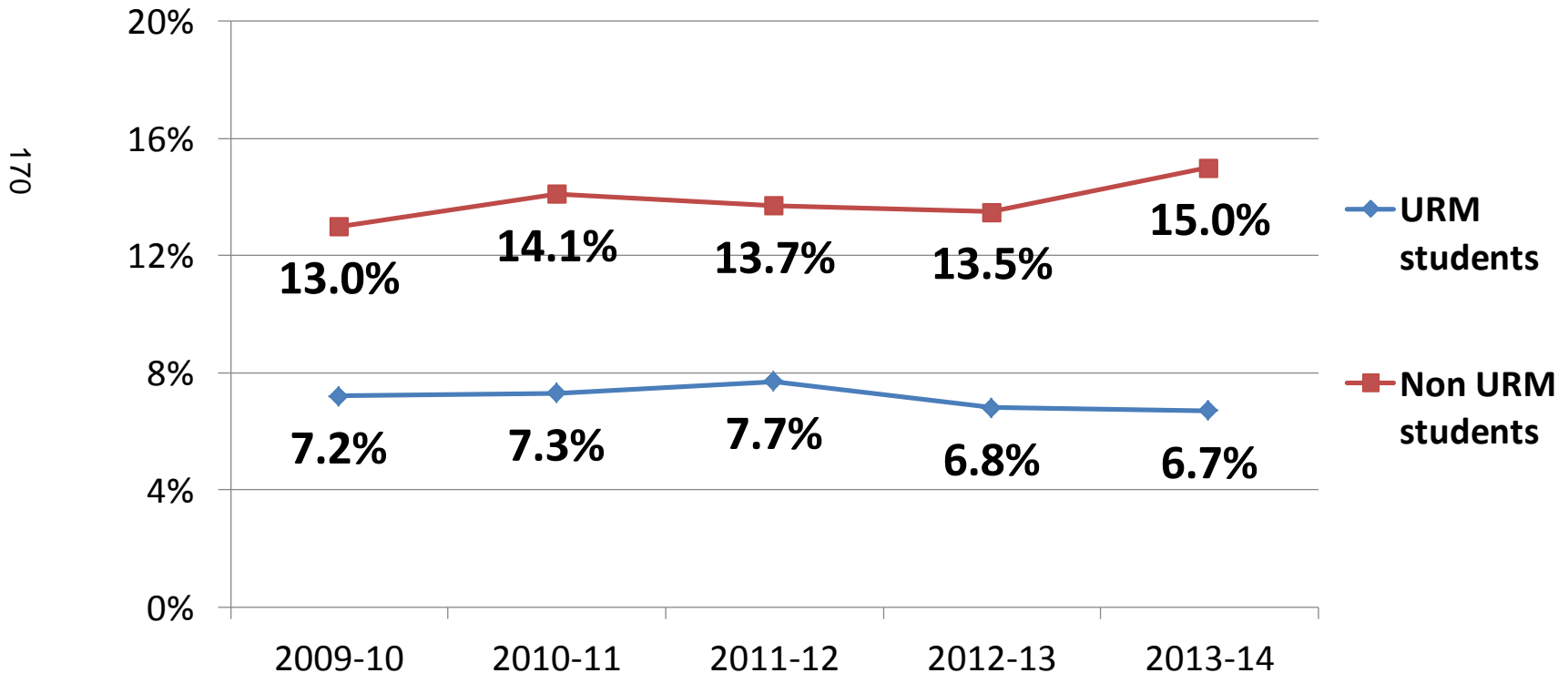
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

(Associate degrees)

Graduation rates: Underrepresented Minorities

Graduation rates of African-American, Latino, American Indian and Hawaiian/Pacific Islander students and the graduation rate of White and Asian students.

Data Source: CPE Comprehensive Database (KPEDS)





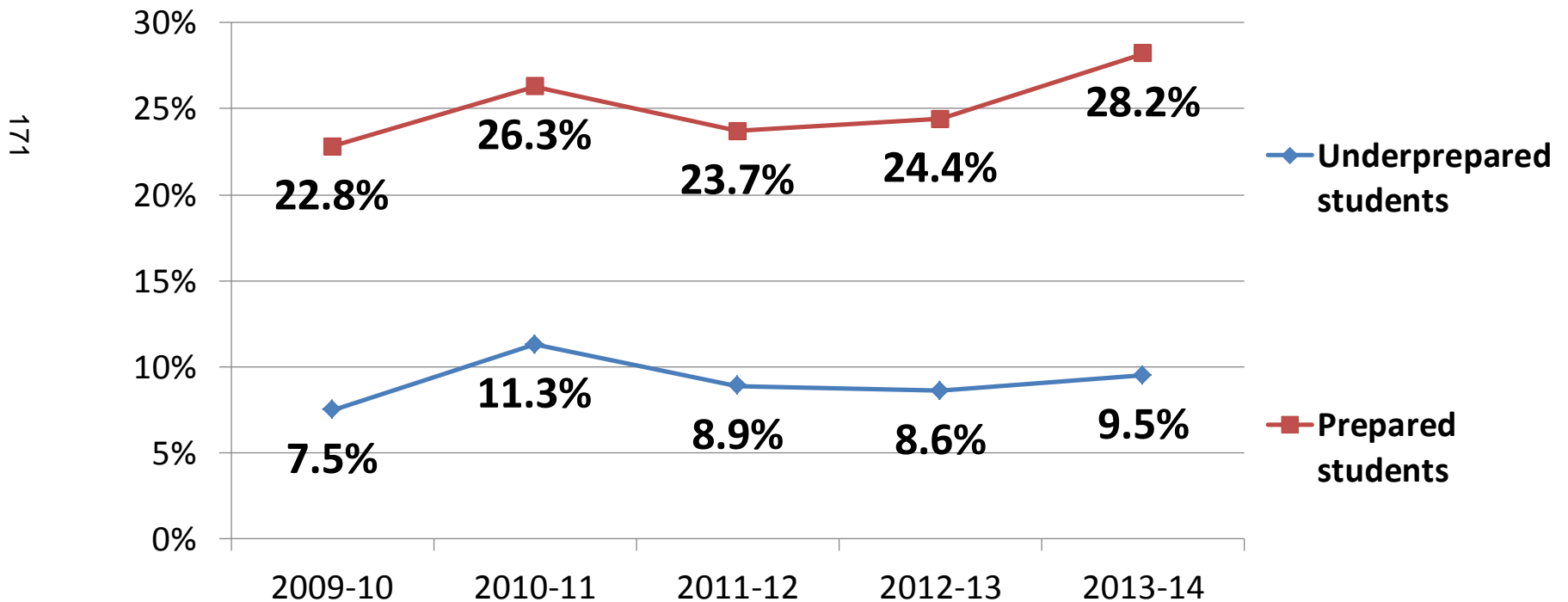
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

(Associate degrees)

Graduation rates: Underprepared

Graduation rates of students who did not meet statewide college readiness benchmarks and those who did.

Data Source: CPE Comprehensive Database (KPEDS)





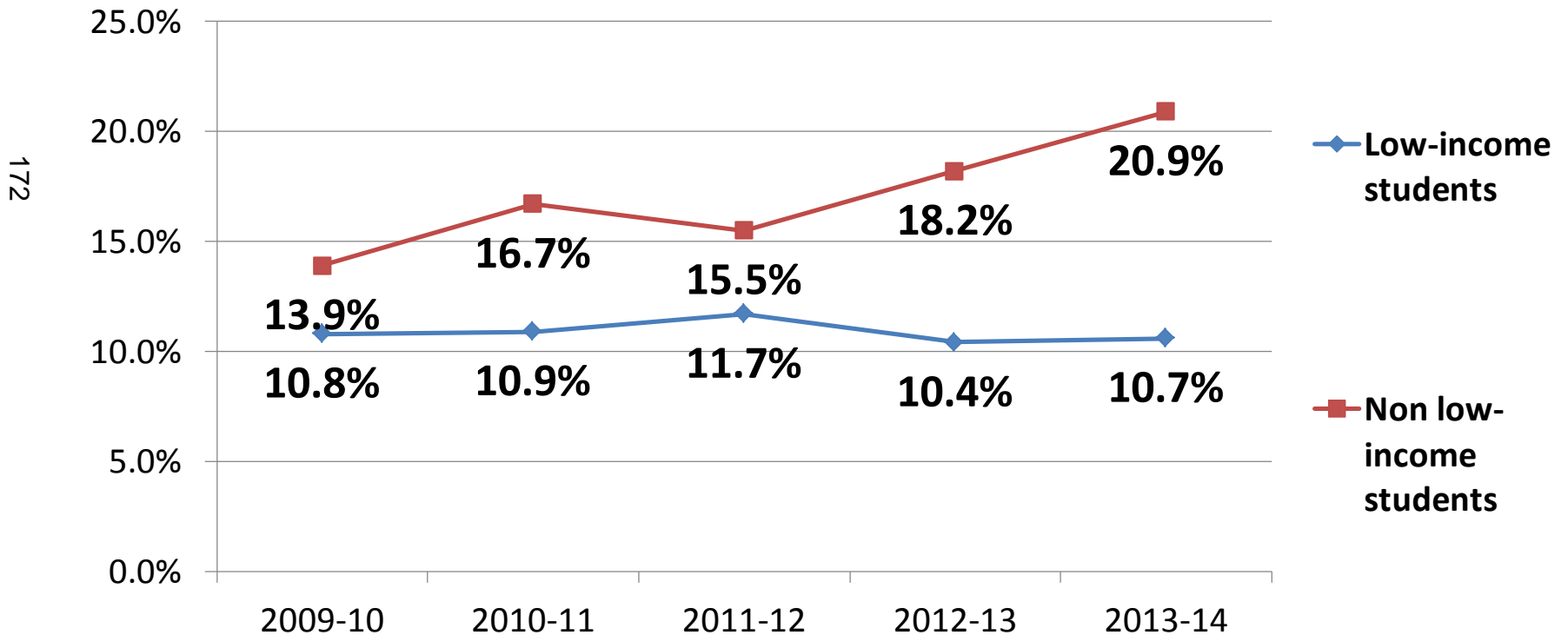
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

(Associate degrees)

Graduation rates: Low-Income

Graduation rates of Pell grant recipients and non-recipients.

Data Source: CPE Comprehensive Database (KPEDS)





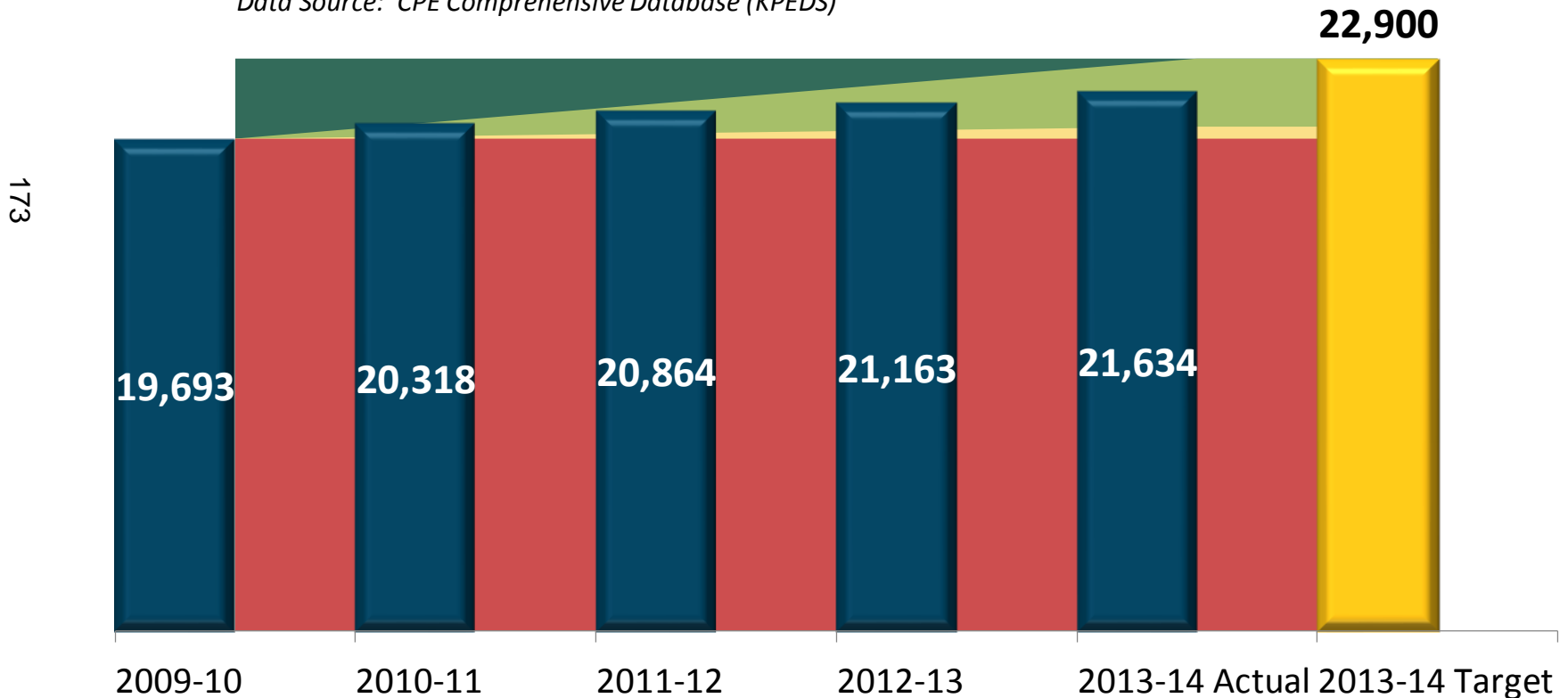
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.



Bachelor's degrees conferred

Total number of bachelor's degrees awarded during an academic year in Kentucky by public and independent institutions.

Data Source: CPE Comprehensive Database (KPEDS)





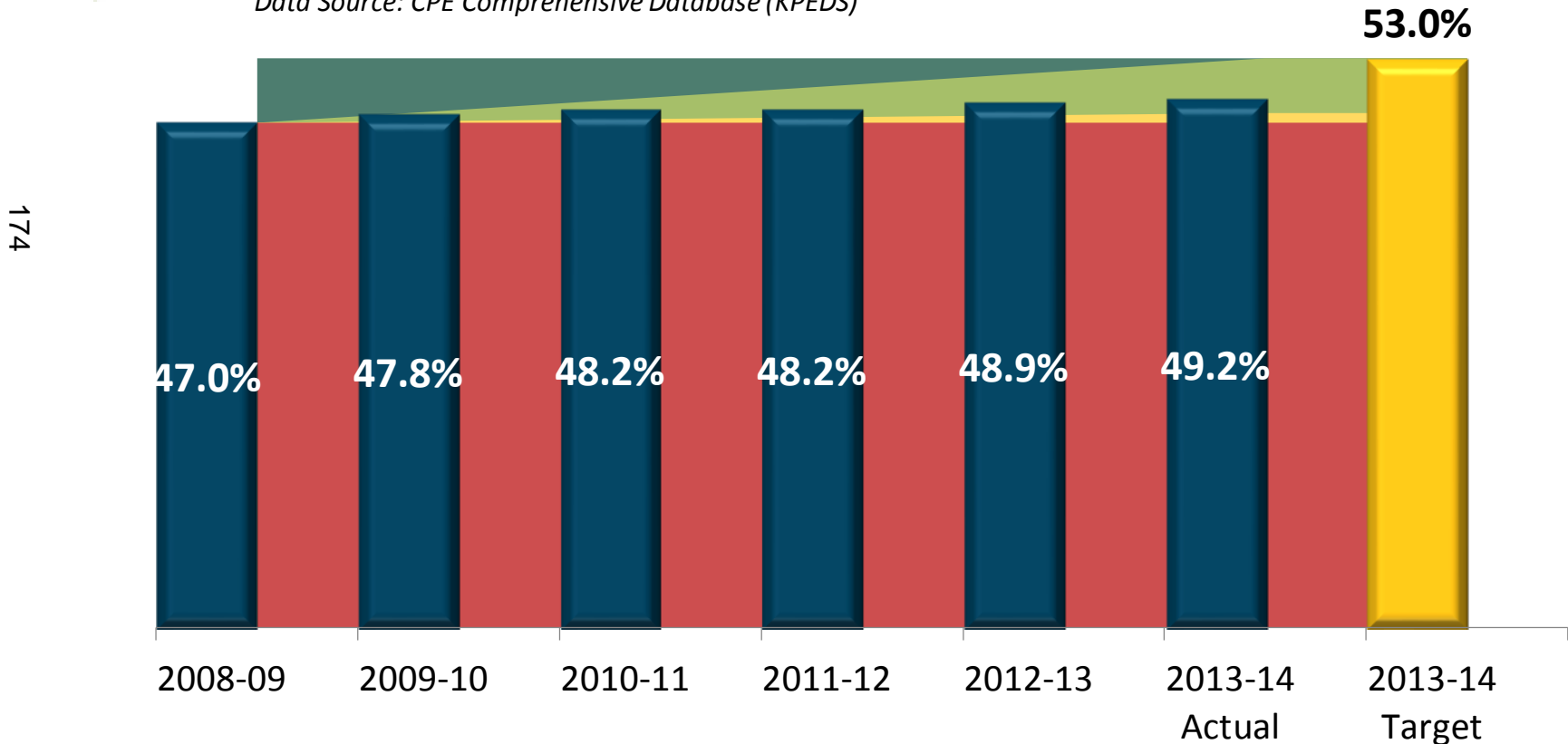
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.



Bachelor's graduation rate

Graduation rate of first-time, full-time bachelor's-seeking students who earn a bachelor's degree within four, five, or six years from their institution of entry.

Data Source: CPE Comprehensive Database (KPEDS)





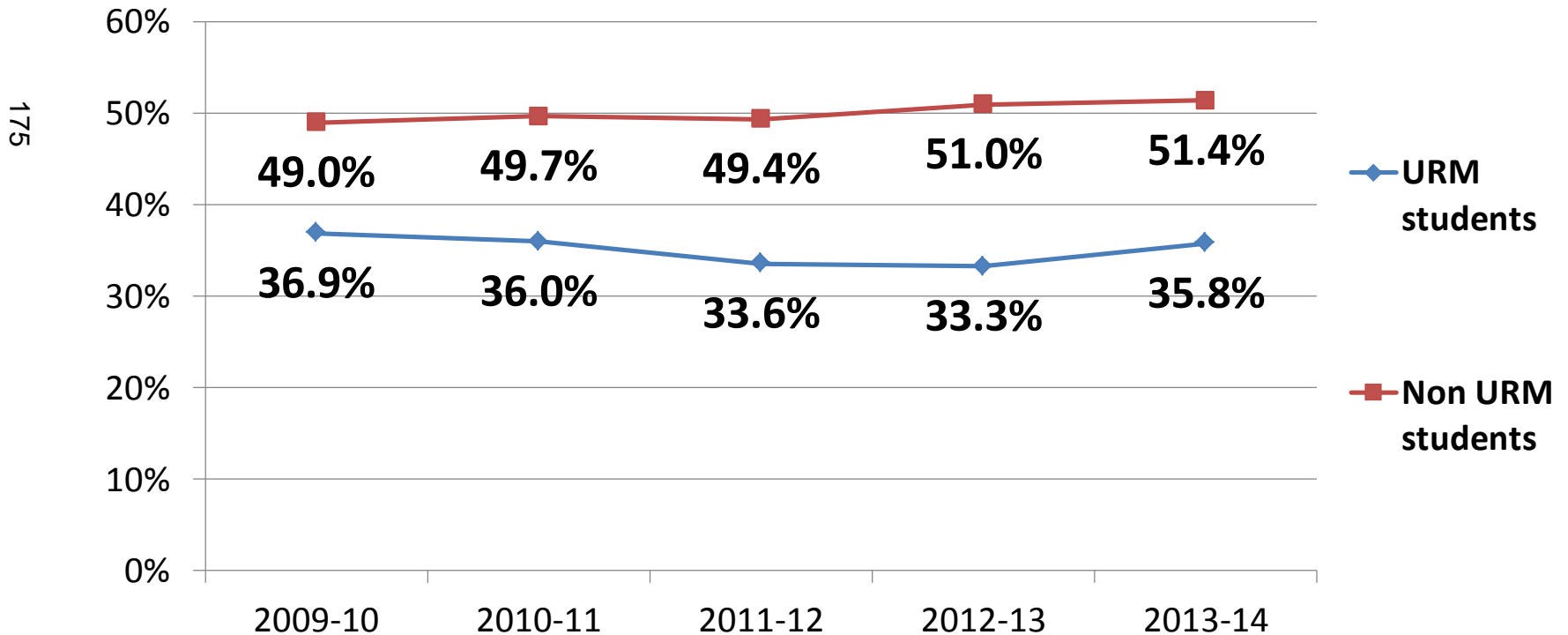
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

(Bachelor degrees)

Graduation rates: Underrepresented Minorities

Graduation rates of African-American, Latino, American Indian and Hawaiian/Pacific Islander students and the graduation rate of White and Asian students (using the IPEDS six-year graduation rate).

Data Source: CPE Comprehensive Database (KPEDS)





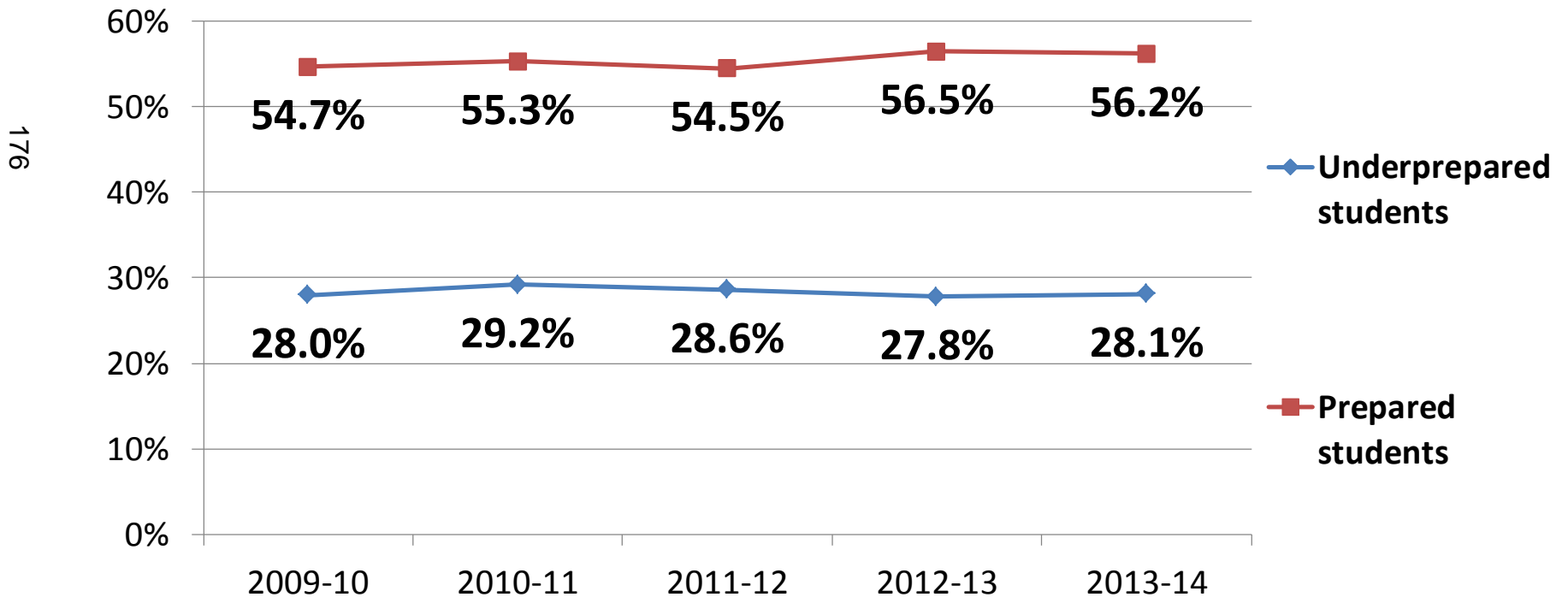
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

(Bachelor degrees)

Graduation rates: Underprepared

Graduation rates of students who did not meet statewide college readiness benchmarks and those who did (using the IPEDS six-year graduation rate).

Data Source: CPE Comprehensive Database (KPEDS)





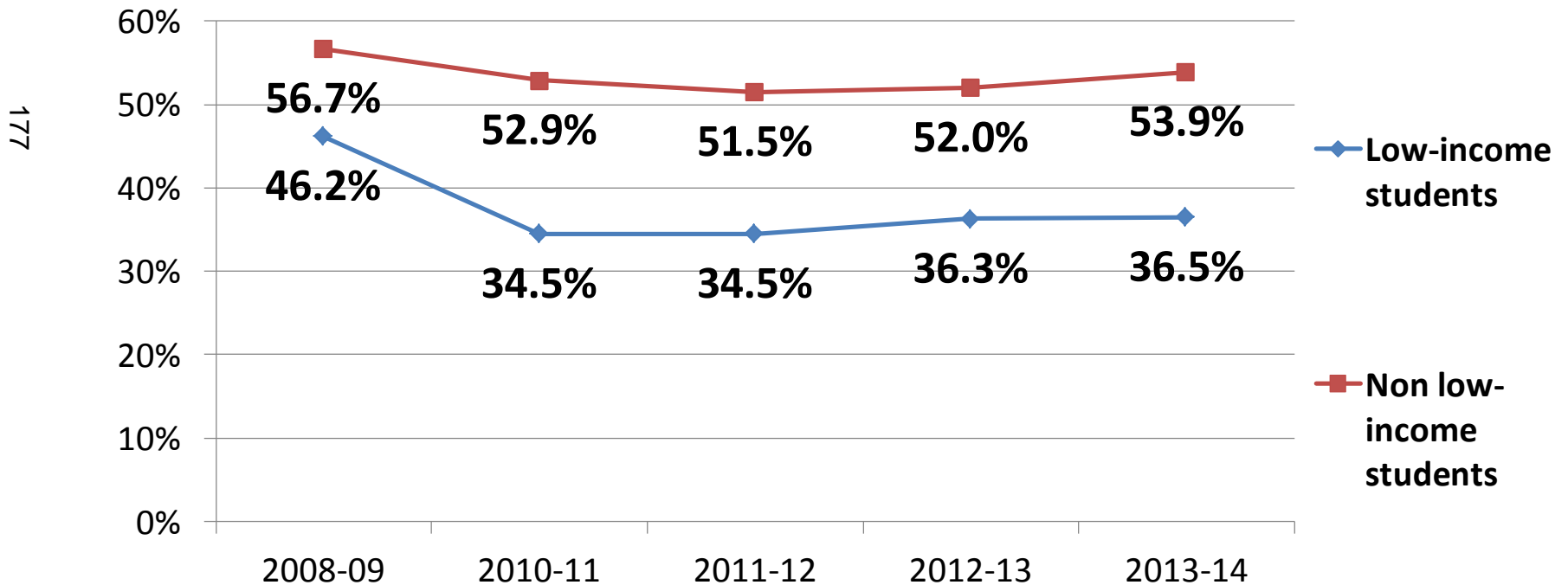
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

(Bachelor degrees)

Graduation rates: Low-Income

Graduation rates of Pell grant recipients and non-recipients (using the IPEDS six-year graduation rate).

Data Source: CPE Comprehensive Database (KPEDS)





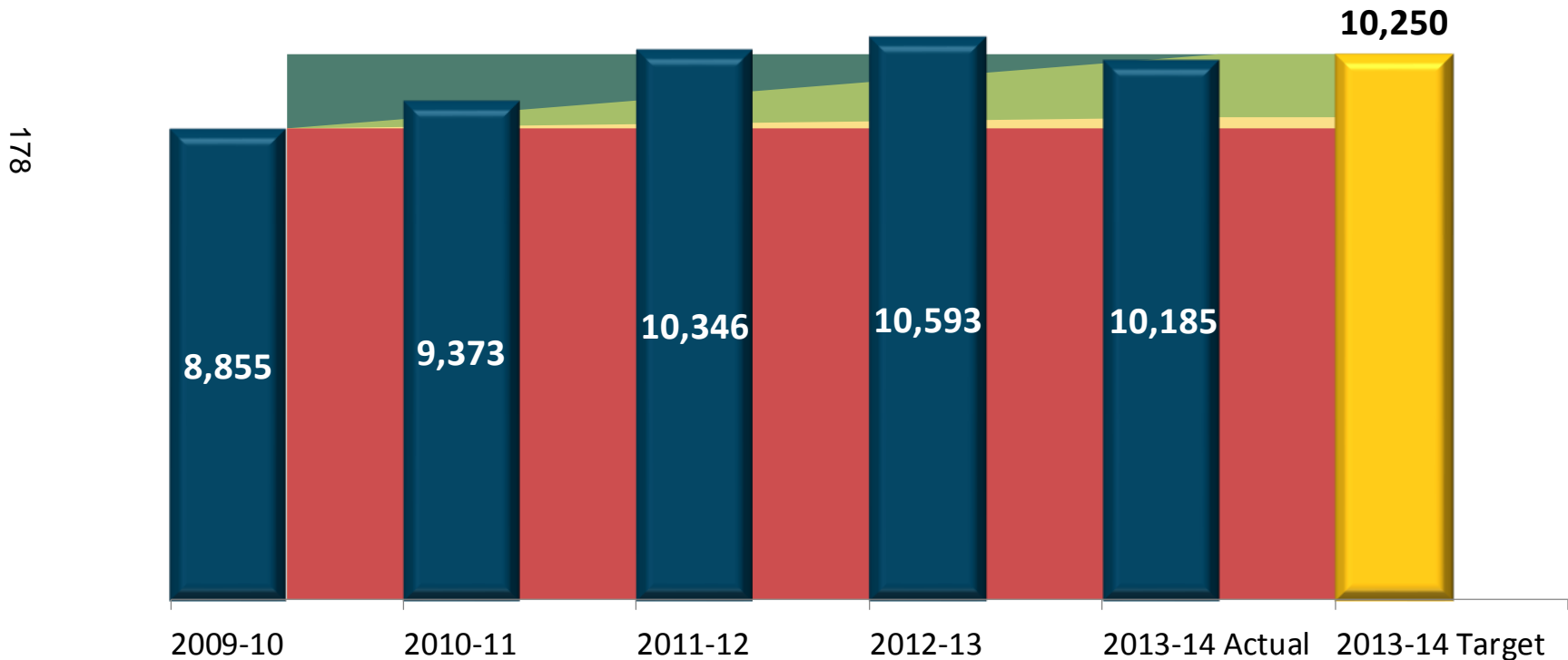
Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.



Graduate degrees conferred

Masters, doctoral and professional degrees awarded during an academic year in Kentucky by public and independent institutions.

Data Source: CPE Comprehensive Database (KPEDS)





Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

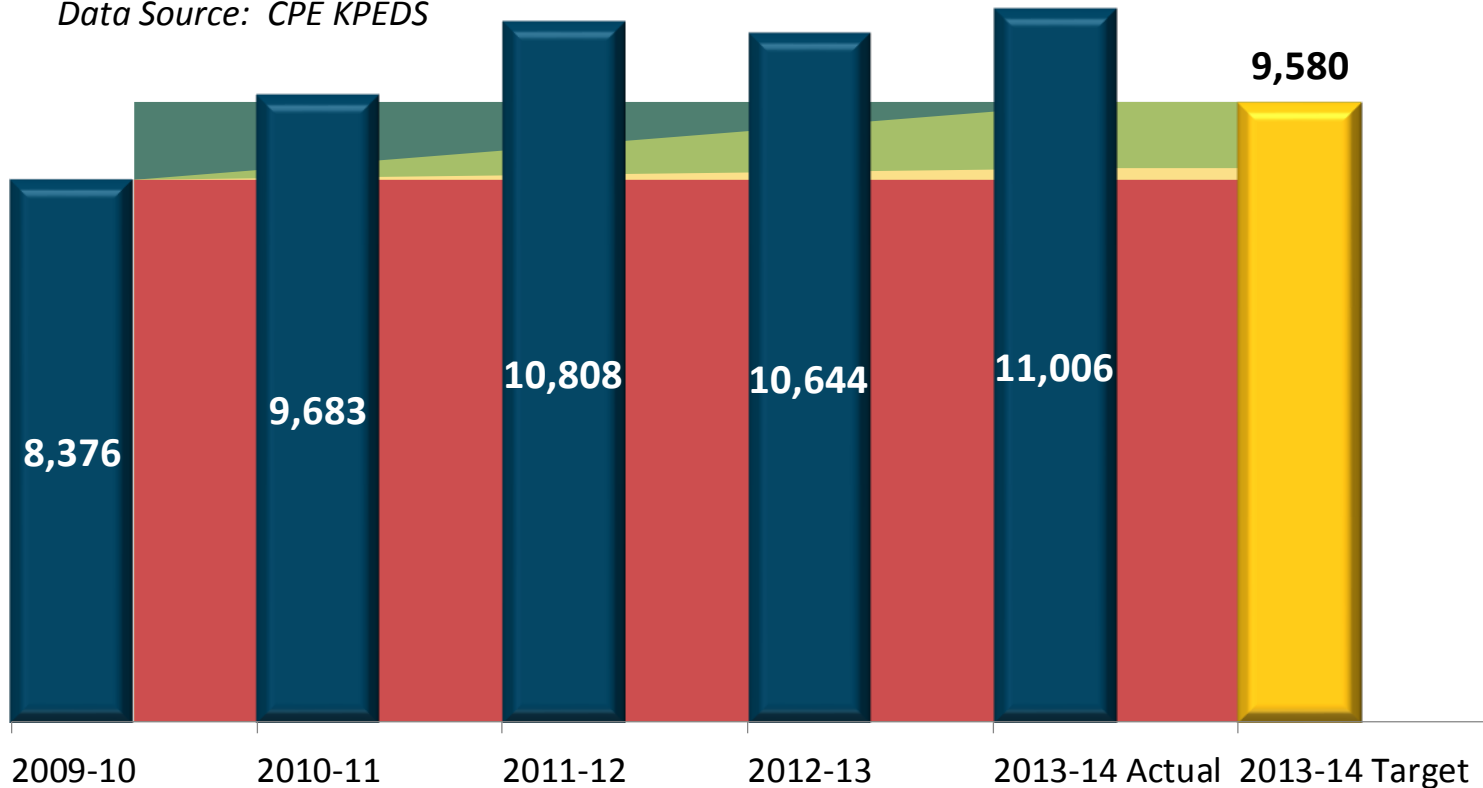


Transfer from KCTCS to four-year Institutions

Number of students transferring from KCTCS to a 4-year Kentucky public or independent institution within the academic year.

Data Source: CPE KPEDS

179





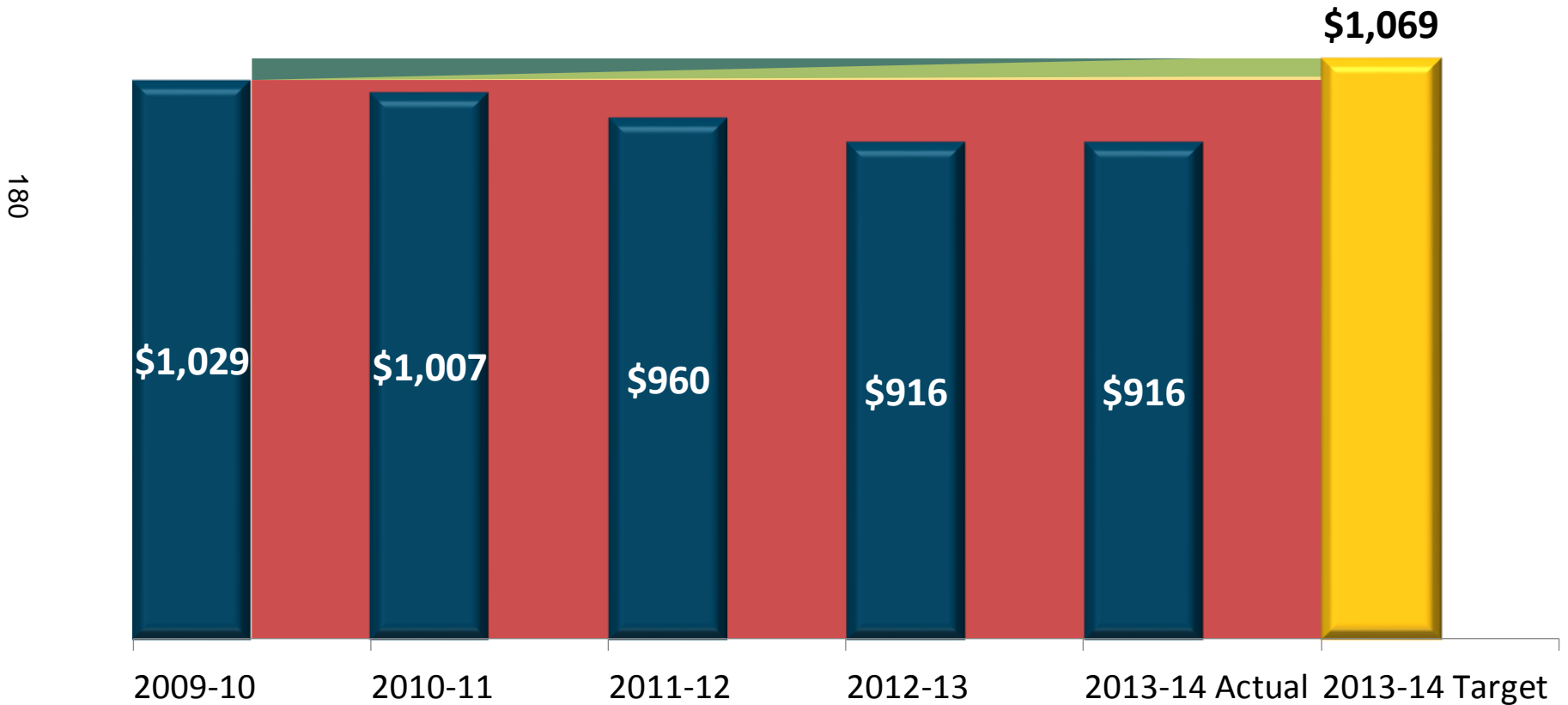
Policy Objective 5: Decrease financial barriers to college access and completion.



State appropriations for public higher education

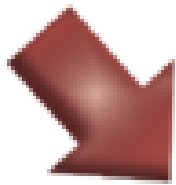
Total net general fund appropriations for public postsecondary institutions per full-time equivalent enrollment (adjusted for inflation). Does not include state financial aid.

Data Source: Enacted Budgets of the Commonwealth and Budget Reduction (inflation adjusted)





Policy Objective 5: Decrease financial barriers to college access and completion.

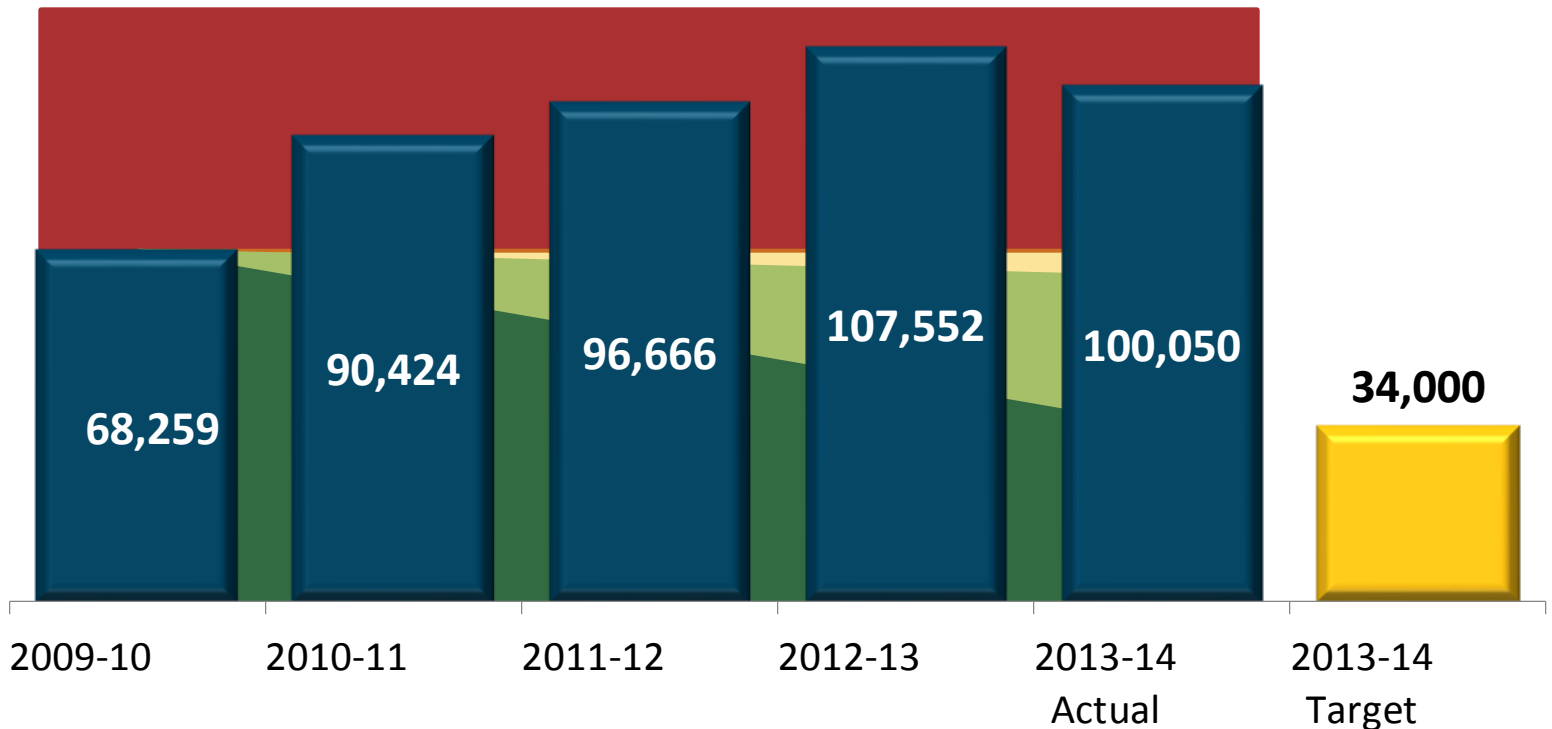


Low-income students without grants

Annual number of qualified students who applied for a state need-based grant, but were denied access because program funds (CAP and KTG) were exhausted.

Data Source: Kentucky Higher Education Assistance Authority (KHEAA)

181



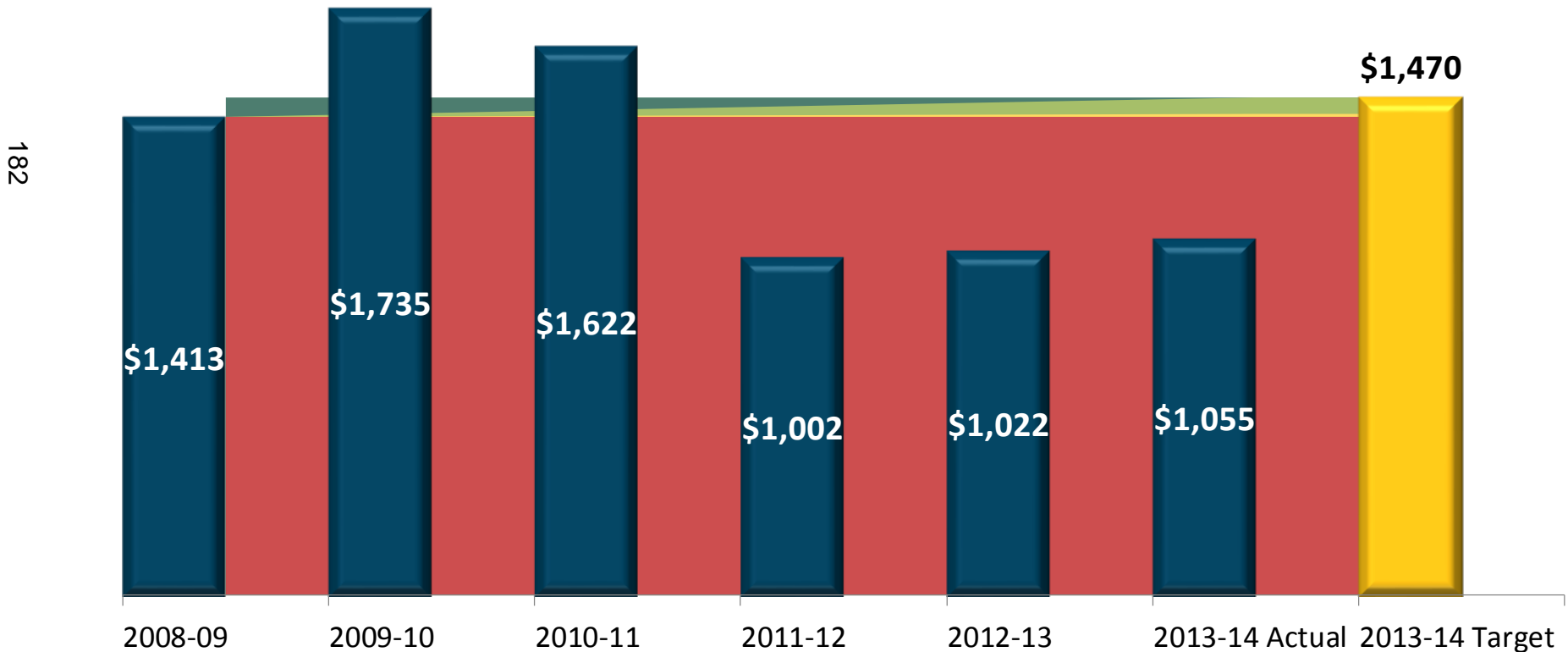


Policy Objective 5: Decrease financial barriers to college access and completion.

Grants to low-income students in excess of direct costs

Average grant and scholarship aid received by full-time, in-state Pell grant recipients in excess of tuition, mandatory fees and book costs. Amounts reflect money to help pay indirect costs such as room and board and transportation.

Data Source: CPE Comprehensive Database (KPEDS); NCES IPEDS





Student Success Policy Objectives 4 and 5



183

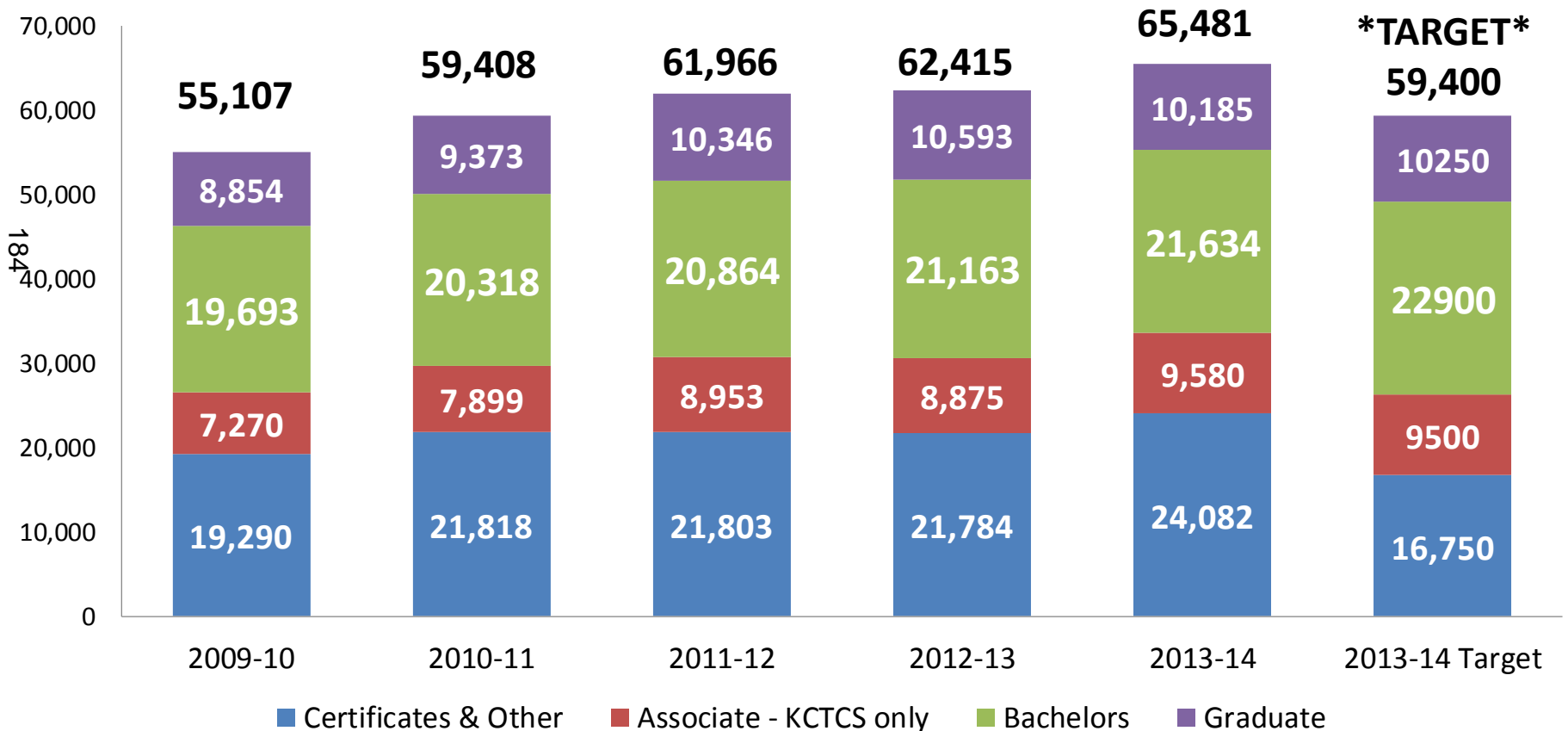


Policy Objective 4: Increase high-quality degree production and completion rates and close achievement gaps.

Total degrees and credentials conferred

Total number of diplomas, certificates and degrees awarded during an academic year in Kentucky by public and independent institutions.

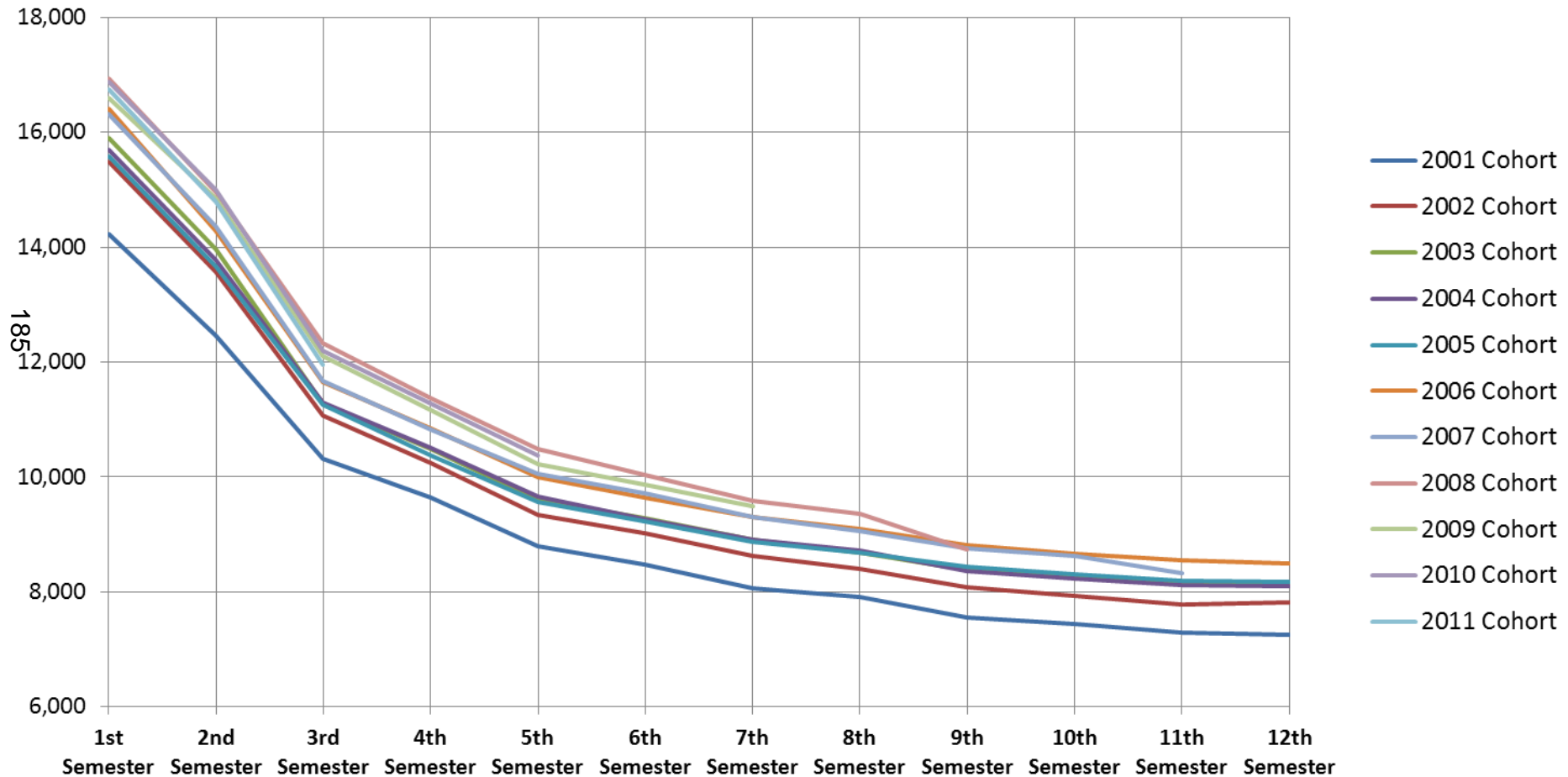
Data Source: CPE Comprehensive Database (KPEDS)





Retention Patterns Have Changed Little

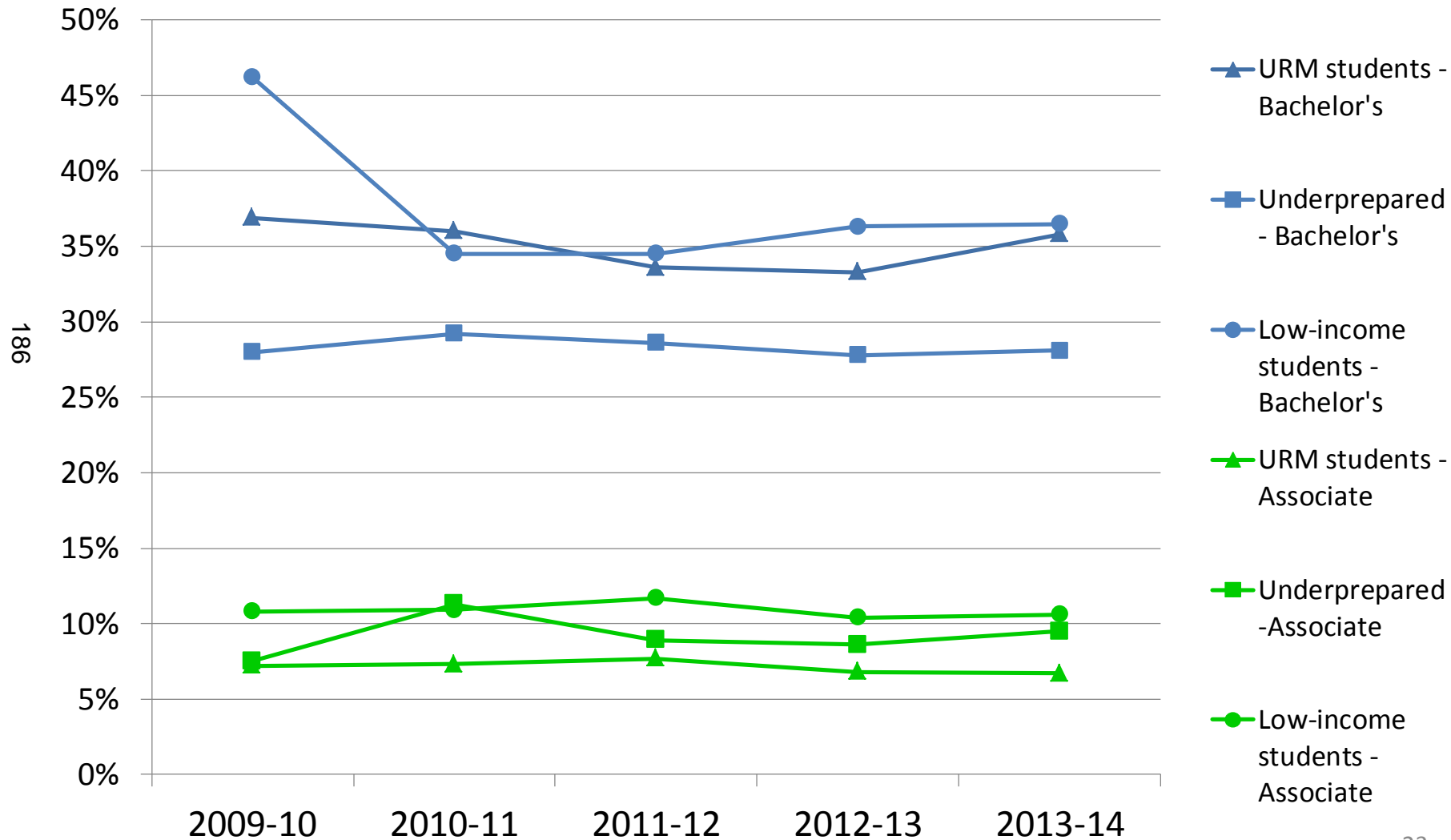
Enrolled



Source: CPE Comprehensive database. First-time, Full- or Part-time Bachelor's Degree Seeking or Undecided Students.



Graduation Rates Among Gap Groups Remain Flat





Student Success: Moving Forward

- Focus on high-impact educational practices
- Targeted Populations
- Attainment Gaps



STRONGER by DEGREES

A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education



Focus on Student Success

Presentation to the Council on Postsecondary Education

June 12, 2015

Council on Postsecondary Education
June 12, 2015

Executive Committee Report

On April 17, 2015, the CPE Executive Committee met to discuss and approve the 2015 CPE President Evaluation process. Per the approval, survey forms were mailed to:

- The Governor and two members of his staff;
- Seven leaders of the General Assembly involved with Postsecondary and Adult Education policy development;
- Eight university presidents, the president of KCTCS, and the president of AIKCU;
- Four state policy leaders;
- The fifteen current members of the Council on Postsecondary Education; and
- Eleven senior members of the staff on Council on Postsecondary Education.

These individuals were supplied with a postage-paid envelope addressed to CPE's auditor, Blue and Co, LLC., and were asked to return the survey by May 22, 2015. The envelopes remained sealed until the Executive Committee met on June 1, 2015 to open the submissions and record the results.

President King submitted his self-evaluation the week of June 1, 2015 directly to the Executive Committee.

The Executive Committee met at 8:00 a.m. EST on June 12, 2015 to discuss the survey results, President King's self-evaluation, and progress made toward the goals set forth in the CPE 2014-15 Work Plan.

Chair Denton and Vice Chair Graviss will present the outcomes of the meeting to the full Council.

Staff preparation by Heather Bingham

2015-16 CPE Work Plan

ACTION: The staff recommends that the Council approve the Plan of Work, July 2015-June 2016.

The attached CPE President's Plan of Work provides a clear set of policy priorities and tasks that will guide the work of the Council president and staff over the coming year.

Implementation will be monitored carefully by the Council president and chair, and periodic reports will be made to the full Council throughout the year to ensure adequate progress is being made in each of the areas of focus. The Executive Committee will evaluate implementation of the plan as part of the president's annual performance review in June 2016.

Staff preparation by Heather Bingham

CPE President's Plan of Work Priority Activities – July 2015 through June 2016

1. Finalize mechanisms for the distribution of state General Fund appropriations for institutional operations. Develop a unified funding request for postsecondary education for consideration by the governor and legislature for the 2016-18 biennium building off the above work.
2. Establish a strong working relationship with the new governor and his administration, expand time spent with the legislature and its leaders, and facilitate communication between the administration, General Assembly and postsecondary education providers.
3. Finish implementation of the 2011-15 Strategic Agenda for Postsecondary and Adult Education in partnership with campus leaders and adult education providers and launch the 2016-2020 agenda in January 2016. Work with campuses to finalize the accountability system and establish institutional and state-level performance targets.
4. Partner with campuses and other stakeholders on a broad-based effort to communicate the importance and economic value of adequately financed postsecondary education.

Specific Strategic Agenda Priorities

College Access and Readiness:

- Lead postsecondary education's involvement in Kentucky Rising, a statewide strategic plan to develop a highly skilled, globally aware, and globally competent workforce.
- Facilitate full implementation of standards-based instruction, leading to greater Kentucky Adult Education (KYAE) teacher effectiveness and improved college and career-readiness outcomes for students.
- Building on KYAE's Employability Pilot, launch a statewide initiative to ensure that all programs provide instruction that is contextualized with the KYAE Employability Standards. These efforts will provide students an opportunity to learn, practice, and develop confidence in demonstrating employability skills, and they align with the Workforce Innovation and Opportunity Act (WIOA) requirements to offer workforce preparation.
- Explore integrated education and training models, including career pathways in the medical and manufacturing fields. Launch pilots in several local programs with the support through the Office of Career, Technical and Adult Education's (OCTAE) technical assistance grant (*Moving Pathways Forward*).

- Create awareness of and build sustainability for Accelerating Opportunity Kentucky (AOKY), an integrated education and training model partnership between KYAE, the Kentucky Community & Technical College System (KCTCS) and the Kentucky Education and Workforce Development Cabinet (KEWDC).
- Continue implementation of Kentucky's third Gear Up grant, assess program effectiveness and better integrate Gear Up's work into the agency's broad college access and readiness efforts. Explore the possibility of linking resources among the participating agencies and organizations to provide academic, career and financial aid counselling to potential traditional age and adult college students.
- Expand the CPE-led Kentucky College Access and Readiness Outreach Coalition, made up of access and readiness practitioners, educational agencies and institutions, community organizations, and business representatives that share a common mission to improve college access and readiness.

Student Success:

- Host the annual Kentucky Student Success Conference, which provides campus faculty and staff with practical, achievable strategies to close achievement gaps and increase student persistence and graduation.
- Promote the redesign of developmental education to focus on accelerated learning models leading to successful completion of credit-bearing courses.
- Develop statewide strategies in areas such as academic advising to improve student persistence and graduation. Research best practices, promote them through policy papers and workshops, and support learning communities among advisers.
- Implement the Council's revised dual credit policy and the recommendations of the Dual Credit Advisory Council to broaden access and improve quality of Kentucky's dual credit offerings.
- Work with institutions to review and revise the current college algebra requirements and promote alternative quantitative reasoning pathways within appropriate programs.
- Improve achievement and student success for underprepared, low-income, and underrepresented minorities through the work of the Academic Quality and Persistence and Graduation committees, faculty professional learning communities, and expanded data and information analysis.
- Focus on efforts to reduce time to degree, including broader implementation of *15 to Finish*, a communications strategy to encourage students to earn at least 15 hours a semester or 30 hours a year.
- Continue implementation of initiatives to increase transfer and reverse transfer, including KnowHow2Transfer, Transfer Madness, and additional degree pathways between two and four year campuses.

- Work with campuses, the Kentucky Higher Education Assistance Authority, state policymakers, and others to reduce financial barriers to college through continued advocacy for state financial aid programs, moderated tuition increases, and support for institutional aid policies that support low income Kentuckians.
- Support campus efforts to improve diversity consistent with the strategic agenda, campus diversity plans and the statewide diversity policy. Work with the CEO, policy makers and others to communicate the focus and significance of Kentucky's postsecondary education diversity policy.
- Focus on the continuous improvement of student learning and academic quality through efforts such as Kentucky's participation in the Multi-State Collaborative to Advance Student Learning Outcomes Assessment.

Research, Economic, and Community Development:

- Recognize and support the role of universities and faculty in creating and advancing knowledge and economic development in high-growth or emerging areas aligned with Kentucky's business, industry, and regional priorities.
- Work with campuses and other stakeholders to develop communications strategies highlighting campus-based research and development initiatives and the impact of this work on Kentucky's economic competitiveness.
- Collaborate with universities, industry, and communities to foster an innovative, creative, and entrepreneurial culture within the postsecondary education community.
- Partnering with the Kentucky Science and Technology Corporation (KSTC), develop a comprehensive innovation strategy that brings together business, government, education, and KSTC programs, contributing to the creation of entrepreneurial companies, jobs and the international competitiveness of Kentucky's economy.
- Provide guidance and support to the Governance Board for Lung Cancer Research and the Cancer Research Trust.
- Advance Kentucky's STEM+H agenda through ongoing leadership, advocacy, and collaborative efforts with the Cabinet for Health and Family Services, health, engineering and other STEM-related campus programs, Project Lead The Way, Advance Kentucky, STEMx, and other statewide efforts.
- Strengthen partnerships with the Education and Workforce Development Cabinet, the Economic Development Cabinet and other agencies and organizations to align graduation outcomes of Kentucky postsecondary students with the business and economic development needs of the state.
- Continue to grow Commonwealth College in order to respond to the needs of working adults, and to address workforce challenges in the state's target industry sectors. Leverage the resources of Virtual Library to help support Commonwealth College and share education and information assets across institutions.

Agency Operations:

- Continue to manage reduced General Fund appropriations for the operations of the Council through a prioritization of agency responsibilities, reallocation of resources, and development of external funding.
- Improve CPE operations by enhancing various information technology applications and systems for the agency and launching a major upgrade of the CPE's primary data warehousing and reporting system (KPEDS).
- Host the biannual Governor's Conference on Trusteeship in September 2015.
- Launch the new content management system for the CPE website, which will improve the design and usability of the agency's primary online communications tool.
- Improve the agency's capacity provide data, research and analysis on a range of policy issues affecting postsecondary and adult education.
- Strengthen the agency's postsecondary education accountability structure through an enhanced reporting and performance dashboard system.
- Develop and implement an agency staff training plan regarding financial stewardship (budgeting, procurement, financial and performance reporting) and employer growth and development.
- Coordinate the inclusion of Kentucky's higher education networks (KPEN & K-RON) into the Next Generation Network project directed by the Office of the Governor to support research, access to academic resources, economic development and healthcare in the State of Kentucky.



(Photo by Matt Schumacher)

A Colorful Commencement

What better way to send off EKU's Spring 2015 graduates than with a bright double rainbow directly behind the stage that greeted them as they processed into Roy Kidd Stadium on May 15 and the fireworks in the Richmond night skies that closed the ceremonies.

In all, Eastern recognized 2,764 graduates that weekend and bestowed an honorary Doctor of Laws degree on Lt. Gov. "Crit" Luallen, who also brought remarks at the University-wide ceremony.



(Photo by Matt Goins)

Magazine Touts GURUs as "National Model of Excellence"

A national magazine recently touted a student group at EKU among "models of excellence" for enhancing student success.

University Business magazine lists the EKU GURUs among its 2015 spring honorees.

The 30-35 GURUs serve more than 2,000 students daily, "answering any and all questions about EKU and campus life." That includes providing tutoring and other forms of homework help and answering questions about financial aid, registration, residence halls, and more. The GURUs staff three locations on campus, but are also available via Skype, Twitter, Facebook, chat and in person in other settings.

Mandy Eppley, who supervises the group, said GURUs "are part tutor, part resident advisor, part concierge."

As the story points out, each GURU serves as a liaison to one or two academic departments and a few service areas. Unlike some such programs that are geared to assist at-risk students, the GURUs support all students.

University Business partnered with Higher One to introduce the Models of Excellence.

Fermentation Science Program Taps into Growing Industry, Interest

A new academic program at EKU will tap into rapidly growing interest in craft breweries and distilleries across the Commonwealth and the products they produce.

This fall, students will have the option to take courses that lead to a Fermentation Science concentration within the University's bachelor's degree program in Chemistry. Already, excitement is high for the first such formal program in Kentucky – among students and throughout the industry.

"Brewing is a delicate balance of art and science," said Paul Segura, brewmaster of the Karl Strauss Brewing Company. "Only when you mastered the science could you indulge in the art."

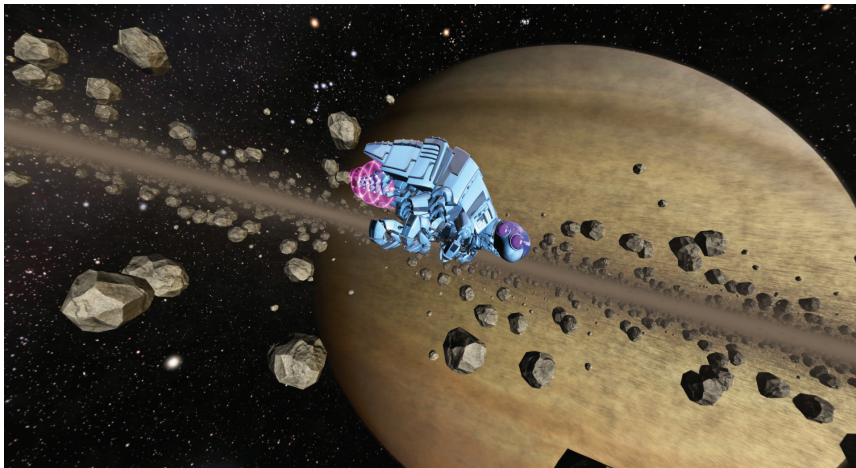
And formal education in distilling and fermentation science is exactly what the industry needs, according to Tom Potter, co-author of "Beer School: Bottling Success at the Brooklyn Brewery," which he co-founded. "EKU is the perfect location. Kentucky has instant legitimacy in the industry."

The economic implications from the growth in craft breweries and distilleries are "encouraging," said Dr. Darrin Smith, professor of chemistry and director of the new program. While the craft movement has surged on the U.S. west coast, craft beer producers are starting to migrate east by establishing new and expansion facilities in midwestern and eastern coastal areas. "This will bring more firms where internships, co-ops, and collaborations will be possible."

Dr. Inge Russell, editor of the Journal of the Institute of Brewing, said, "There is a great opportunity here, both in terms of economic growth for Kentucky and for giving students a skill set that will no doubt be in demand."

In an interview last year with The Denver Post, veteran brewer John Harris said craft brewers should spend as much money on their quality control program as their brewing equipment. Courses in EKU's program have been designed specifically to address that and other challenges facing the industry.

In fact, Smith said he hopes to make a quality control lab available to any craft brewers and distillers.



(Still from "Perfect Little Planet")

Upgrades Enhance “Wow Factor” at Planetarium

The “wow” is back at EKU’s Hummel Planetarium.

Recent equipment upgrades have made the 27-year-old facility an even more attractive option for campus uses, for school groups from around the region, and to the public.

“With the capabilities of the current system, the wow factor will probably be even greater than it would have before,” said Dr. Anthony Blose, chair of EKU’s Department of Physics and Astronomy. “That is the first step toward getting a student interested in astronomy and science in general.”

In addition to the featured programs, especially of interest to children, the upgrades provide a “sky” for the planetarium. At the conclusion of public shows and some showings for schools, Planetarium Manager James Hughes can now project that evening’s night sky, outline and label major constellations and planets, show orbit lines and even take guests on virtual trips to any destination with the click of a computer mouse.

“This allows astronomy classes at EKU as well as school groups and public groups to learn the constellations and better understand the motions we see in the sky, such as day/night and seasons,” Blose said. “There are all kinds of effects that the system will provide, such as ‘fly-ins’ to places in the solar system and beyond. This would be possible only with the high caliber professional system that we had installed.”

Blose said a “reliable” planetarium sky is an “essential” component of any planetarium, whether a professor is conducting a university class or a K-12 teacher is hoping that certain science standards are covered. “This new system makes it possible to carry out that instruction more effectively.”

The planetarium’s new Definiti system utilizes a high-tech array of projectors and computers. Projectors, lenses, Definiti graphics computers, and DigitalSky software work in tandem to maximize image quality and performance, stitching high-resolution video streams into one seamless picture to immerse audiences in a 360-degree environment.

“This makes it possible to see the sky as it would appear from any planet or moon within our solar system, or any point in between,” Hughes said. “The full-dome video makes you feel like you’re right there.”

The enhancements make the planetarium an even more valuable resource for the region, said David McFaddin, executive director for government relations and regional stewardship.

“The new and improved Hummel Planetarium continues to be a major asset for Eastern Kentucky University in helping us reach out to our regional communities and bring educational and recreational experiences to students, teachers and others who take the opportunity to enjoy this exceptional facility and the outstanding programming.”

Mock Trial Team 11th in National Championship Tournament

Out of more than 600 mock trial teams nationwide that began the season, EKU’s squad finished 11th.

Competing in the American Mock Trial Association National Championship Tournament (NCT), the EKU team finished 6-6 against what Coach Tom Parker called “an extremely tough set of opponents.”

Eastern began by taking one of three ballots against the University of Arizona, which finished seventh; then swept all three ballots against Ivy League opponent Brown University in the second round. EKU then took two of three ballots from the University of Delaware, the 10th-place team, before losing three close ballots to the second-place finishers, the University of California at Berkeley, in the fourth round.

EKU has now finished in the top 15 nationally three times in the last six years.

Whitlock Named to OVC Hall of Fame

Dr. Doug Whitlock’s love affair with EKU Athletics has come full circle.

The EKU president emeritus first began following Eastern sports teams and the Ohio Valley Conference as a teen growing up in Richmond. He went on to spend most of his adult life on the Eastern campus – first as a student who earned two degrees and then throughout a distinguished administrative career that spanned parts of six decades, culminating in the EKU presidency 2007-13. To this day, he remains among the Colonels’ most avid supporters, a fixture at campus sporting events, and boasts an encyclopedic knowledge of the teams and countless student-athletes who have donned the maroon and white.

On May 29 in Nashville, Whitlock joined two others as the newest inductees in the OVC Hall of Fame.

“This recognition means a lot to me for several reasons,” Whitlock said. “First, it was completely unexpected. I also know something about how this works, so it makes me feel good the folks at EKU nominated me. And, lastly, it is humbling to know that my colleagues and friends in the other OVC member institutions voted me this high honor. Recognition by one’s peers is especially gratifying.”

KCTCS GOOD NEWS REPORT

HIGHER EDUCATION BEGINS HERE

JUNE 2015

BCTC's Ebony Nava Awarded the Jack Kent Cooke Scholarship

Ebony Nava, a Bluegrass Community and Technical College (BCTC) student, has been awarded the 2015 Jack Kent Cooke Foundation (JKCF) Undergraduate Transfer Scholarship. The scholarship is given to the nation's top community college students to complete their bachelor's degrees at four-year colleges or universities.

The scholarship will be for \$40,000 per year for up to three years, and Nava will be able to use the award to pay for tuition, room and board, books and required fees and she will also be able to pursue any area of study with access to the JKCF Scholar community. The JKCF Undergraduate Transfer Scholarship is the largest private scholarship for two-year and community college transfer students in the country. Starting in 2002, the scholarship has had 735 recipients to date and winners are selected based on a criteria focused on exceptional academic ability and achievements, financial need, persistence, leadership and a desire to help others.

Nava, graduated from BCTC with an associate degree in science, associate degree in arts and advanced certificate in biotechnology. She has a long list of accomplishments during her years at BCTC, including being recently named a 2015 Phi Theta Kappa International Distinguished Chapter Member, as well as a 2013 Kentucky New Century Scholar, Student Government President and named to the USA Today All-Academic Team in 2013. She will be the first BCTC student to receive the Jack Kent Cooke Foundation Undergraduate Transfer Scholarship.

"While this scholarship will make all of my educational dreams a reality, change my life and the lives of my children and (one day) grandchildren, I realize that I am who I am today thanks to the influence and opportunities provided to me by numerous faculty and staff at BCTC. Their commitment to their students should be commended, encouraged and recognized as an example to learn from," said Nava.

A total of 2,061 applications were received this year for the Undergraduate Transfer Scholarship and applications came from 540 community colleges. There are 90 recipients this year and each were chosen by a selection committee consisting of 18 admissions professionals, mostly from four-year universities, as well as community colleges.

The Jack Kent Cooke Foundation awards scholarships to exceptionally promising students who have financial need and wish to develop their talents and excel educationally. In addition to its scholarship programs, the Foundation provides grants for innovative, high-impact initiatives that benefit such students. A prime focus of the Foundation is to help end the "Excellence Gap," which is the disparity between the number of low and high-income students who reach the top levels of academic performance.

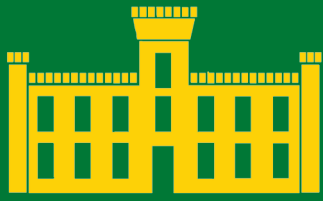
For more information about the Jack Kent Cooke Foundation and its scholarship opportunities, please visit jkcf.org.



Above: Nava graduated from BCTC with multiple associate degrees and accolades.

Below: Nava joins her family at the 2015 Graduate Achievement Recognition Ceremony held at the Governor's mansion May 9 in Frankfort.





KENTUCKY STATE UNIVERSITY

Kentucky State University Graduates 351 On May 9

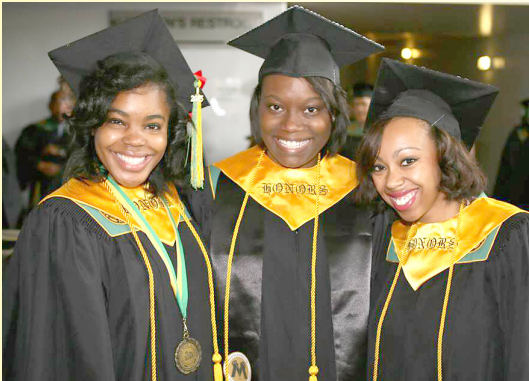
This year KSU awarded 351 degrees at its 126th commencement convocation on May 9. Kentucky State Sen. Gerald A. Neal delivered the commencement speech to the graduates and before a capacity crowd.

During the commencement convocation, KSU President Raymond M. Burse described the graduating Class of 2015 and the university as multicultural, multinational and diverse. He cited that 62 percent of the graduates were female with 48 percent African-American. He also informed the audience that besides the United States, there were graduates from 12 different countries.

Also among the graduates was Alexander Davie, who was commissioned as second lieutenant in the U.S. Army ROTC. Three other KSU students were awarded degrees posthumously.



KSU President Raymond M. Burse (right) greets commencement speaker, State Sen. Gerald Neal.



Alexander Davie receives commission as a second lieutenant in the U.S. Army ROTC.

KSU Appoints Dean Of University

Kentucky State University has appointed Dr. Lorna Shaw-Berbick as dean of the university, beginning May 26, 2015.

“On behalf of the university, I am excited to have Dr. Shaw-Berbick join our team,” KSU President Raymond M. Burse said. “I am confident that she will greatly enhance our ability to move our faculty and university forward. Her demonstrated experience as an administrator and educational visionary as well as her ability to manage a budget makes her a great fit for Kentucky State University.”

Shaw-Berbick has served as the dean of the School of Arts and Humanities at the College of Saint Rose in Albany, N.Y., where she managed a budget of about \$9 million and a full- and part-time faculty of more than 200 as well as 12 staff members. She also provided oversight of six departments and two programs.

Her professional experience also includes appointments at the American Intercontinental University in Weston, Fla., as director of institutional effectiveness and as campus ombudsman. During her tenure, she was active in standardizing academic affairs protocol, such as learning styles, student services procedures and admissions personnel training. At Lynn University in Boca Raton, Fla., she served as dean of the College of Arts and Sciences as well as chair and associate professor. She successfully managed a \$1.5 million budget and directed college strategic planning and analysis in the College of Arts and Sciences.



New university dean, Dr. Lorna Shaw-Berbick, with President Burse

KSU Unveils Nation's First Fruit And Vegetable Mobile Processing Unit



Kentucky State University introduced the nation's first Fruit and Vegetable Mobile Processing Unit on May 14 at the Franklin County Farmers Market in Frankfort, Ky.

The processing unit is a certified mobile commercial kitchen that will enable farmers to process fresh fruits and vegetables into value-added products such as jams, jellies, pickles, salsa, and frozen bagged fruits and vegetables to be sold in local grocery stores and gift shops. It includes two sorghum evaporators for processing syrup and the capability to blast-freeze products.

It is the only mobile processing unit of its kind in the United States. It offers processing levels that are higher than that of a home-based processor, which means it will offer farmers a way to process and sell their goods at venues larger than local farmers markets. No goods will be sold from the unit itself.



Amoris Bodrick, an undergraduate student in the Agriculture, Food and Environment program, was one of 10 recipients of the 2015 Monsanto Fund 1890 Student Scholarship. Every year, approximately 25,000 agricultural jobs go unfilled due to a lack of qualified applicants. The Monsanto Scholarship recognizes high-achieving under-represented students pursuing degrees in agriculture and STEM-related fields through its scholarship programs.

Track Athletes And Coach Honored

The U.S. Track and Field and Cross Country Coaches Association named two Kentucky State University track and field athletes to the All-South Region team.

Kieren Broussard (800-meter run) and Joscilyn Crain (discus throw, hammer throw) were among the top five individuals in their respective events to earn the distinction.

Broussard, the Southern Intercollegiate Athletic Conference 800-meter champion, competed in the NCAA Division II Outdoor Track & Field Championships in late May. He had the 15th best time (1:52.36) in the preliminaries.

Crain was the SIAC hammer throw champion and placed second in the discus throw at the conference meet.

KSU's Antonio Wells was named the South Region Men's Assistant Coach of the Year. In his first year at KSU coaching mid-distance and jumps, he mentored Broussard and coached the 4x400 relay team to a school record and fourth-place finish at the SIAC meet.



Kieren Broussard



To a degree

Thirty-six years after leaving Morehead State, Phil Simms – CBS Sports analyst, former Super Bowl M.V.P., two-time Pro Bowler – returns for something he left behind *By Amy Wimmer Schwarb*

Few can match the achievements that former New York Giants quarterback Phil Simms can check off from his football career. He owns a Super Bowl ring. He appeared in two Pro Bowls during his 14-year NFL career. He holds the record for highest percentage of completed passes in a championship game. And after he retired – and the Giants retired his jersey – Simms moved on to a successful second career in broadcasting.

But even after all those career highs, Simms was still missing one thing: a college degree.

This May, 36 years after leaving Morehead State University – located two hours east of Simms' hometown in Springfield, Kentucky – he returned to campus to receive his bachelor's degree. He was just two classes shy of his diploma, and Morehead State worked with him to complete his requirements.

"It's something I just wanted to get done," Simms said. "It's been hanging out there."

For Simms, who grew up in a family of eight children, Morehead State provided an opportunity no other university offered: an athletics scholarship that allowed him to attend college and play football. Simms says he was serious about pursuing a professional career from his early days at Morehead State, and if he had not pursued that path, he likely would have wanted to remain close to the game as a teacher and football coach.

"Going to college gave me the chance to lead a different life away from home," Simms said. "I'll never forget the fact that they gave me a football scholarship. I'll never get over that. That was the only way that I could go to college. It was the perfect school and the right situation."

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MSU physics professor chosen as Fulbright Scholar

MSU's Dr. Wilson J. González-Espada, associate professor of physics and science education, has been selected as the recipient of a Fulbright grant.

Dr. González-Espada will travel to Uruguay to collaborate on two research projects with faculty members at Catholic University of Uruguay. They will study underclassmen's perspectives on the role of science in society and will work to find ways to encourage more students to study physics.

He will spend a semester in Latin America, and said he plans to present his research at meetings of the Kentucky Academy of Science and the Kentucky Association of Physics Teachers upon his return.

Dr. González-Espada joined MSU in 2008. He earned a bachelor's degree from University of Puerto Rico at Río Piedras, a master's degree from Inter-American University of Puerto Rico at San Germán and a Ph.D. from the University of Georgia.

AET students achieve 100 percent pass rate on CTM exam

MSU's Applied Engineering and Technology Spring 2015 graduating class achieved a 100 percent pass rate on the Certified Technology Manager (CTM) exam. The exam is nationally administered through the Association of Technology, Management and Applied Engineering (ATMAE) to certify graduates of ATMAE accredited programs. MSU's AET department has been accredited by ATMAE since 1998, with reaccreditation achieved through 2020.

A minimum score of 95 out of 160 in the categories of leadership, self-management, systems, processes, operations, people, project, quality, risk and safety is currently required to qualify for certification.

English master's degree program is among top 10 nationally

MSU's English master's degree program has been selected ninth best in the United States and is the only school in Kentucky whose program made the list of top universities and colleges released by OnlineMastersPrograms.org.

According to OnlineMastersPrograms.org, MSU was selected because it excelled in: dedication to online or hybrid education; graduate course selection; and providing academic and career services.

Morehead State is one of the few accredited schools in the nation to offer a master's degree in English completely online, and it is the first in the region to fully support a virtual learning environment.

School of Business Administration ranked in top 50

MSU's School of Business Administration has been ranked in the 2015 rankings of the Top 50 Best Value Online Business Schools by Value Colleges. MSU's School of Business Administration was ranked 41st in the country.

All AACSB-accredited business schools in the U.S. were considered and evaluated according to their complete cost, average debt for graduates, and average starting salary for graduates, to find the right balance for value-conscious students.

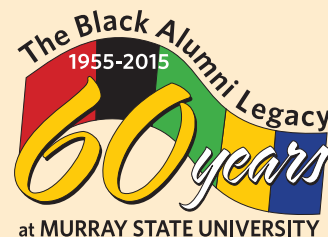
MSU's School of Business Administration has 40 full-time faculty members and enrolls more than 1,000 majors at the associate, bachelor's and master's degree levels. Morehead State established Kentucky's first fully-online degree program, the Master of Business Administration (MBA) in 1999.



Davies' Investiture



Dr. Robert O. Davies was officially installed as the 13th president of Murray State University during an investiture ceremony on April 10 in Lovett Auditorium. The investiture featured university representatives, government officials, including Kentucky Gov. Steve Beshear, and delegates from other universities. Bob Davies began his official duties at MSU on July 14, 2014.



Celebrating diversity — 60th anniversary

In the summer of 1955, Mary Ford Holland made history as the first black student to enroll at Murray State. In May 1961, Nancy Tyler Demartra became MSU's first African American graduate. A yearlong celebration will recognize trailblazers such as Holland and Demartra, who represent the beginning of hope, endeavor and achievement for black students at Murray State University.

Groundbreaking for new Engineering and Physics Building

A groundbreaking for a new Engineering and Physics Building on campus was held on April 10. Construction of the new facility completes the plan for the Gene W. Ray Science Campus at Murray State. The overall construction for the science complex began in 2001. Since that time, biology and chemistry buildings have opened for classes. This third phase of the project will provide expanded space for the departments of biology and chemistry, in addition to housing the engineering physics and physics degree programs, and will foster growth in Murray State's STEM degree programs.





LGBT endowment created

Murray State graduate Kristie Helms and her wife, Kathryn Carter Nettles, created the *Kristie Helms and Kathryn Carter Nettles Fund for Excellence for Acceptance and Awareness* at Murray State. The \$25,000 endowment will provide unrestricted funds for supporting LGBT (lesbian, gay, bisexual, transgender) programming at MSU. The fund will provide avenues to enhance an atmosphere of acceptance and provide awareness opportunities for LGBT and other students, their peers and in the surrounding community.

Graduating student establishes autism scholarship

Ray Chumbler IV graduated magna cum laude from Murray State in May, but before leaving he established the *Ray IV Autism Scholarship Endowment*. He is open about his own experience as a student with autism spectrum disorder and wants this scholarship to assist other students who deal with the same issues he has faced and educate people on autism and that individuals diagnosed with it can still live normal, full lives.

\$975,000 charitable remainder trust

Andy (B.S. 1965) and Ginny Buhler of Smyrna, Tenn., established a charitable remainder trust in the amount of \$975,000. The donation was made possible by Andy's gift of his 50 percent interest in the Buhler Farm Partnership, a 177-acre farm in Christian County. The gift will ultimately benefit students by providing scholarships in the Hutson School of Agriculture and provide financial support to Racer basketball.

Student awarded for outstanding work

Ryan Knight was selected as the National Association of College and University Food Services Southern Region Student Employee of the Year for his reliability, quality of work, initiative, teamwork and contribution to the campus. Knight began as a barista in Hart Café and quickly worked his way up to student manager of the Thoroughbred Cafés.



Reverse transfer agreements signed

Reverse transfer agreements have been formalized between Murray State and five regional community colleges — Henderson, Hopkinsville, Madisonville, Owensboro and West Kentucky Community and Technical College (Paducah). Students now have an opportunity to pursue the associate degree from the community college they attend while working toward a baccalaureate degree from MSU.



Sit-ups for vets

Murray residents Tung Dinh and his son, Christian, are honoring each of the 58,282 names on the National Vietnam Veterans Memorial. Their plan — one sit-up, one name, \$1 — is to raise \$58,282 for the Military Warrior Support Foundation. The campaign began in Frankfort, then came to MSU (Tung is an alumnus) and, finally, moved to the National Mall in Washington, D.C. The foundation provides support for U.S. combat wounded heroes and Gold Star Families as they transition out of the military and into civilian living.

Nielsen wins national award

Danielle Nielsen, assistant professor in the department of English and philosophy, won the Robert Hacke Scholar-Teacher Award, a national award from the College English Association.

Chainless Challenge

The Racers came in third overall, took a win in the sprint, and picked up second- and third-place in design/efficiency and reliability/safety in Parker Hannifin's Chainless Challenge. Teams from universities across the nation are challenged to power a bicycle without the usual chain system, using instead some sort of fluid power technology.

NPR reporter on campus

MSU alumnus and National Public Radio reporter Jim Burrell was on campus for a two-day seminar on business news. Burrell, who is based in Atlanta, is a frequent contributor to *Marketplace*, and his reports regularly air on *Morning Edition* and *All Things Considered*.



Blake Hopkins to graduate

Murray State was the first Kentucky university to have a student of the Supported Higher Education Program (SHEP) receive a certificate in May. Blake Hopkins, 22, was the first student in MSU's initiative and was also the first to receive a certificate in May. While at Murray, Hopkins enjoyed the overall college experience, including living out his dream by working at the MSU Wellness Center following an internship there.

Japanese Speech Contest

Murray State students picked up awards at the Tennessee Area Japanese Speech Contest. Kayla Johnson won the grand prize at the contest, Jessica Alford placed first in Level 2 and Sunny Kwan received a third in Level 2.



GOLD RUSH

JUNE 2015

NORTHERN KENTUCKY UNIVERSITY

GO FIGURE

70.2%

The percentage of NKU student-athletes who posted grade-point-averages of 3.0 or above. The spring GPA for all student-athletes was 3.20.

1,780

The total number of students who graduated from NKU on Saturday, May 9 during the university's 43rd Commencement. The occasion marked one of the largest graduating classes in NKU history.

1,200

The number of cities that have adopted the life-saving PulsePoint app, originally developed at NKU.



NKU TO DEMONSTRATE HOW HIGHER EDUCATION BENEFITS LOCAL COMMUNITIES AND NATION

Northern Kentucky University has joined a select group of national peers to pilot a new State College and University (SCU) messaging platform that will underscore, in one voice, the impact that state colleges and universities have on their communities and the nation.

The platform will be led by the American Association of State Colleges and Universities (AASCU), comprised of more than 400 public colleges, universities, and systems across the country. Like NKU, these institutions share a long-standing commitment to underserved student populations and a dedication to research and creativity that makes them uniquely different from land grant or research universities and community and technical colleges.

"We are proud to partner with the AASCU to help tell the special story of our nation's State Colleges and Universities," said NKU President Geoffrey Means. "We have spent much of the past year studying those qualities and characteristics that define us as SCUs. We look forward to articulating those qualities in a meaningful way that will strengthen understanding and appreciation for the distinctive features we share with our SCU peers."

Participating members helped to develop a unifying theme—"Opportunities for All"—based on three core values shared by SCUs: high quality, accessibility, and responsibility.

As a state university, NKU provides a viable, high quality educational experience to a diverse cross-section of students, including groups that have historically been underrepresented in higher education. SCUs like NKU create a skilled workforce to support business needs while advancing economic progress and cultural development. This is a hallmark of NKU and why NKU is ranked the No. 1 Return on Investment in Kentucky by Affordable Colleges Online.

COLLEGE CORNER

COLLEGE OF HEALTH PROFESSIONS

The NKU College of Health Professions Doctor of Nursing Practice program has been accredited by the Accreditation Commission for Education in Nursing (ACEN). This online, 35-credit hour sequential program leads to the Doctor in Nursing Practice degree, with courses and practicum/project work that focus on leadership, evidence-based practice, and population health. Students in the DNP program at NKU are typically seasoned professionals, including nurse practitioners, administrators, and educators in either academic or health care organizations.

READ MORE: <http://tinyurl.com/ooozgjy>

NKU MADE A WINNING CASE FOR KEISHA FRAZIER



Keisha Frazier, who strives to practice constitutional law and one day become a judge, didn't have to deliberate much before deciding to attend Northern Kentucky University.

The 20-year-old political science major from Eastern High School in Louisville made her decision after meeting some of her future professors during a campus visit. Keisha plans to graduate in 2016 and continue on with law school to fulfill her dreams.

"I came on a campus visit and was given the opportunity to talk with some of the professors in political science and I loved their teaching styles and how easy it was to speak with them," Keisha says. "Being a student at NKU provides you with so many opportunities, and it's just a matter of taking the initiative to walk through the door. NKU not only opens doors, but the people help guide you through those doors."



THE SCOREBOARD

NKU will join the Horizon League as its 10th member, effective July 1, 2015. The move will significantly reduce travel costs while advancing the university's athletics mission of supporting student-athlete well-being and establishing relationships with alumni, friends, and fans. The conference holds a rich tradition of success in NCAA championships, including a 19-16 record and two national title game appearances in the men's basketball tournament over the last 13 years.

FACULTY FOCUS

Dr. Kirsten Schwarz, assistant professor of biology at Northern Kentucky University, led a research team that used high-res land-cover data and census information to study the distribution of trees in relationship to race and income in several major cities across the U.S. The findings of Dr. Schwarz's work, recently published in *PLOS ONE*, offers a provocative look across several U.S. cities at what neighborhoods are most likely to have urban tree canopy (UTC) cover. The research article was picked up by *The Atlantic* magazine, which reported and published its own story on Dr. Schwarz's work last month. "Schwarz's research," *The Atlantic* wrote, "is among the first to calculate what is most strongly correlated with tree density and distribution across multiple cities."

READ MORE: <http://tinyurl.com/ov2yhe5>

BRIEFS

NKU COURSE EXPLORES GLOBAL TERRORISM

A year ago, most people had not heard of the acronym ISIS or didn't know what it represented. While that has changed, even today few people know much about the Islamic State. For some NKU students, that will change this summer during NKU's new five-week online course to enhance knowledge and understanding about ISIS and other terrorist groups. The terrorism class is part of the NKU Master of Public Administration curriculum and will concentrate on the theoretical essentials of terrorism and their applications to counterterrorism at the local, state, national, and international levels.

READ MORE:

<http://mpa.nku.edu>

EIGHT NKU STUDENTS EARN RECOGNITION AT NATIONAL CRYPTANALYSIS COMPETITION

Eight students from NKU earned recognition at the KRYPTOS cryptanalysis competition presented by the Pacific Northwest Section of the Mathematical Association of America. A total of 153 students from 67 teams participated, representing colleges, universities, academies, institutes, and high schools from 21 states. The five participants from NKU who earned the Turing level of achievement as master codebreakers solved all three challenges in the competition.

READ MORE:

http://nku.edu/news/_150420kryptos.html

CONNETIC VENTURES TO COLLABORATE WITH NKU CENTER FOR INNOVATION AND ENTREPRENEURSHIP

Starting this summer, Connetic Ventures will collaborate with NKU's Center for Innovation and Entrepreneurship (CIE) to help network and educate the budding talent brought forward by the NKU Haile/US Bank College of Business programs.

"The CIE continues to impress us both with the leadership and the students," said Meena Maddali, operating partner, Connetic Ventures. "The energy is exactly what our region needs to continue to be a leader in entrepreneurship, and Connetic would like to support these students in hopes others will do the same."

READ MORE:

http://nku.edu/news/_150518connetic.html

NKU MPA ALUMNUS, STUDENT TO BE HONORED FOR PUBLIC SERVICE

The regional chapter of the American Society for Public Administration has chosen Travis Brown, a current student from the NKU Master of Public Administration program, and John P. Scott, a 2013 NKU MPA alumnus, as public administrators of the year. Mr. Brown, a law enforcement veteran, turned a class assignment into a published article in *The Journal of Law Enforcement* in 2014. Mr. Scott received the Early Careerist Award for his work.

READ MORE:

http://nku.edu/news/_150324mpa.html

ALUMNI NEWS



Tucked away in a cozy office near Amelia, entrepreneur and NKU alumna Ngozi Victoria Uti is building the Netflix of Nigeria. Similar to the video streaming service that Netflix offers in the U.S., the company is called NollyLand Direct Ltd., and it already is streaming African-produced TV programs and films to subscribers around the world. Outside the U.S., more than 17,000 people downloaded the NollyLand app on Apple. More than 16,000 have downloaded it on Android. And another 3,200 have downloaded the app on Blackberry and Roku combined, said Dr. Uti, the company's founder, CEO and technical mastermind. And that's after being in business for only five months. Dr. Uti was NKU's top graduate in computer science in 2002.

READ MORE: [HTTP://WWW.NOLLYLAND.COM/](http://www.nollyland.com/)



A Message from President Capilouto

The end of another academic year provides an opportunity to reflect on all that the UK family has accomplished together. It's been a successful year, and I've been sharing several hallmarks of our progress with communities around our state.

We're a University of choice for an increasing number of students. Our enrollment passed 30,000 for the first time in Fall 2014. Among those students were 113 National Merit, National Achievement and National Hispanic Scholars, bringing the total to 289 in the last three years. This places us in the Top 10 among public institutions with these scholars.

We are graduating a larger number of students than at any point in our history. In May, the University awarded more than 4,500 undergraduate, graduate and professional degrees. This cohort of students is added to the more than 1,900 graduates who received their degree during the December Commencement.

At the same time, we must focus on improving student retention and graduation rates across campus. While we are deeply proud of what our students accomplished with the support of our faculty and staff, we know we can – and will – do more to improve these numbers. The forthcoming strategic plan will help guide this work.

The University reached another milestone in our effort to redevelop and rebuild Kentucky's flagship campus. In the last four years, we've invested \$1.71 billion in campus facilities related to quality of life, health care, infrastructure, student success and academics. This scope represents 4.9 million square feet to rebuild our campus.

Still, work remains if we hope to position UK as a thriving residential, research campus. We will continue to address deficits in the accessibility of our campus facilities, improve how people

move across campus, and create more shared spaces for learning, discovery and community.

This spring, the Kentucky General Assembly authorized a \$265 million research building that we are financing with the support of the state and self-generated funds. This was a major priority for the institution during the legislative session and will help advance our research enterprise.



“We've made extraordinary progress, but there is more work to do.”

This project has several moving parts, including -- but not limited to -- how we will fit-out the space over time and develop multidisciplinary teams answering Kentucky questions. How we foster a collaborative, multidisciplinary environment for answering Kentucky questions that have a global impact will be integral to a successful research enterprise.

We've made extraordinary progress, but there is more work to do. The greatest markers of success are the concrete representations of others' trust in us: the students who choose to pursue their education at UK; the faculty who teach, mentor and discover here; the staff who dedicate their time to operating our campus and supporting our students and this important work; and the many alumni, donors and friends who represent and advocate for our university.

The 2014-15 academic year was a special time for the University of Kentucky, but there is still more work to do. With your continued support, we look forward to an even brighter future. 🐾

Sincerely,

Eli Capilouto
President

Medical Student Provides Critical Care Training to Nepali Doctors Before Earthquake Emergencies



Jennifer Cotton, a 2015 graduate from the UK College of Medicine, is raising funds to help Nepali doctors replenish intensive care unit supply boxes, which cost as much as \$4,000 and have been depleted since the first emergency response.

Critical Care Development Foundation to serve as a trainer during an ultrasound workshop held in the capital city of Kathmandu. During her two-week trip, Cotton and medical colleagues from around the world taught Nepali doctors the latest techniques in critical care ultrasound. The only American to participate as a trainer in the conference's workshop, Cotton said she was humbled to have the opportunity to pass her skill set on to Nepali doctors.

Although she was younger and less experienced than the Nepali doctors, she had

mastered critical care ultrasound skills through her involvement in the UK College of Medicine Ultrasound Interest Group and the mentorship of Dr. Matt Dawson, UK Health-Care director of point of care ultrasound.

Cotton instructed many local doctors on how to hold an ultrasound probe for the first time. Because of Cotton's training, doctors from across the region were equipped with new skills in trauma and critical care ultrasound only months before two major disasters. Cotton said she will continue to participate in the annual ultrasound training in Nepal. 🐾

After traveling to Montreal to provide ultrasound training at a conference in 2014, Cotton was invited by the Nepal

Continuing UK's Campus Transformation: The UK Student Center

On May 16, we officially closed the doors of the current UK Student Center, making way for the next phase of our campus transformation. The new facility will provide innovative, modern space for students to study, recreate, dine, collaborate and most importantly, build community. It will be an amazing facility -- among the premiere student centers in the country.

Since 2011, we've invested more than \$1.7 billion in facilities projects, aimed at fostering the best environment for student success. So as we continue to transform our campus, our Student Center project further exemplifies that commitment.

The new Student Center will provide a dedicated area for student organizations, with more space than the current facility.

An 80+ seat, high-tech senate chamber, equipped with video technology, roll-call voting and individual microphones will create an ideal space for Student Government functions and University Senate meetings, among other events.

A beautiful new Visitor's Center will welcome prospective students and families to our campus.

The Martin Luther King Center will be located at the heart of the building. It will house cultural heritage information, program and educational support functions, as well as social and cultural development areas.

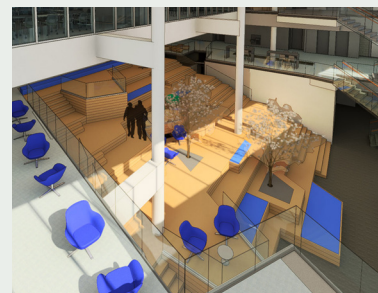
A 250 variable seat "Blue Box Theater" will be equipped with state of the art technology, making it flexible for all kinds of performances from recitals, to concerts, to

experimental theater and performance art, to dinner theaters.

Indoor and outdoor social spaces will be reimagined and created throughout, including a social staircase located in the center of the building and inspired by the limestone creek and riverbeds. The outdoor spaces will interact seamlessly with space inside the Student Center in a very transparent way, so the outside becomes an active part of the Student Center.

An approximately 600 seat residential dining area will provide a large fresh food area. Retail dining options like Subway, Chick-fil-A, Panda Express, Greens to Go, Starbucks and other favorites will also be included.

The new UK Student Center, a \$175 million facility, will be completed in January 2018 🇺🇸



Three UK Students Win NSF Research Awards

The University of Kentucky Office of Nationally Competitive Awards has announced that three of the university's students have been selected to receive government-funded National Science Foundation (NSF) Graduate Research Fellowships. The fellowships award more than \$100,000 to use toward research-based master's or doctoral degrees. In addition, four other UK students received honorable mention recognition from the NSF.

The NSF Graduate Research Fellowship Program helps ensure the vitality of the human resource base of science and engineering in the U.S. and reinforces its diversity. The program recognizes and supports outstanding graduate students in NSF-supported science, technology, engineering and mathematics disciplines who are pursuing research-based graduate degrees in the U.S. and abroad.

The NSF Graduate Research Fellowship Program is the country's oldest graduate fellowship program directly supporting graduate students in social science and various STEM (Science, Technology, Engineering and Mathematics) fields since 1952. 🇺🇸

Barnhart Chosen for Athletics Director of the Year Award

University of Kentucky Director of Athletics Mitch Barnhart was named a winner of the Under Armour Athletics Director of the Year Award Tuesday, May 12, by the National Association of Collegiate Directors of Athletics (NACDA).

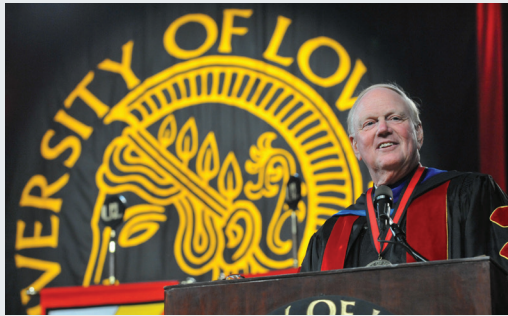
Barnhart was one of four selected in the NCAA Football Bowl Subdivision, along with Chris Del Conte of TCU, Warde Manuel of Connecticut and Ian McCaw of Baylor. They will receive their honors June 17 at the annual NACDA awards luncheon in Orlando, Florida.

The NACDA recognition comes the same year that UK Athletics completed the final goal set as part of Barnhart's ambitious 15 by 15 by 15 Plan.

UK Athletics has enjoyed comprehensive growth since Barnhart's arrival in 2002. Eighteen of UK's 22 varsity teams contributed to the 2014 school-record Directors' Cup finish, with seven finishing in the top 10 of their respective sports.

Barnhart is the second Kentucky AD to be selected, as C.M. Newton was chosen in 1999, the inaugural year for the honor. 🇺🇸

A Letter from the President



Dear Friends,

The month of May is the best month in the life of the academy. Nearly 3,000 students earned degrees this spring, and 1,800 graduates participated in the Commencement ceremonies. Commencement reminds all of us that the University of Louisville is truly a launching pad – for changing lives, academic excellence, innovation and outreach.

The graduating class of 2015 has taken a big step toward improving their lives and making a difference in the lives of others. Nine of our graduates are continuing UofL's tradition of academic excellence as 2015 Fulbright Scholarship recipients, bringing our total to an astounding 88 Fulbright scholars since 2003.

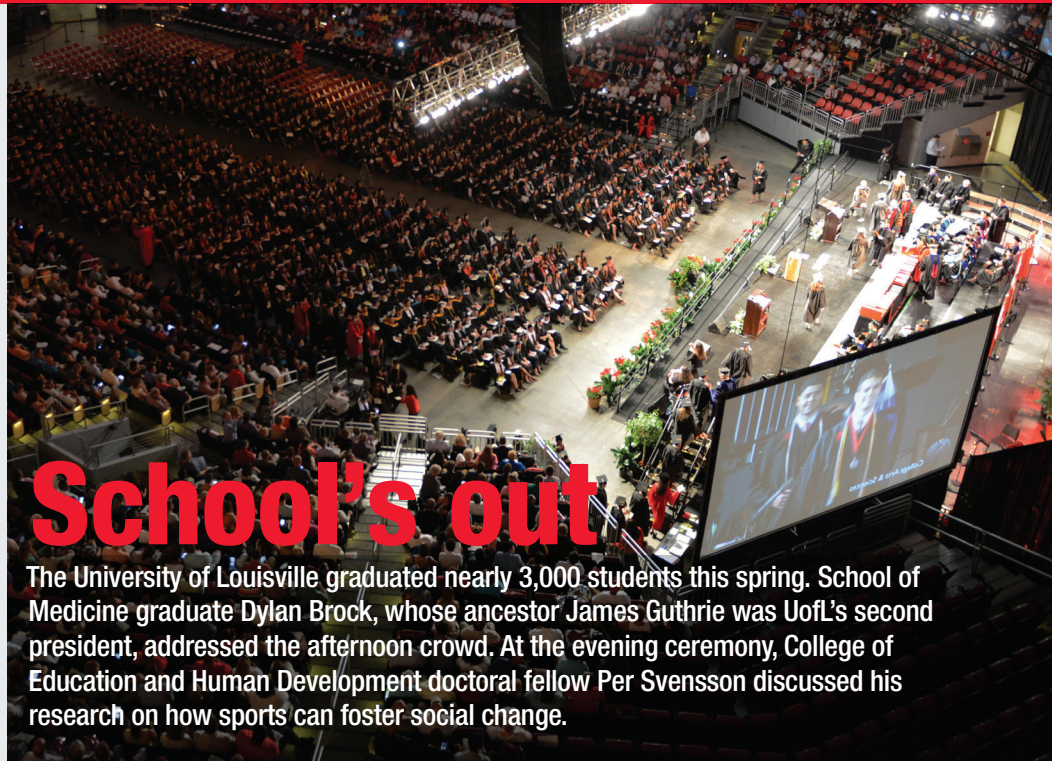
While the Fulbright winners travel across the world to continue their studies, closer to home our university community makes advances in business, engineering and healthcare. From UofL's entrepreneurial MBA team to our rocket team, our students are winning national competitions.

Our partnership with UL (formerly Underwriters Laboratories) is the first of its kind, creating an innovative, on-campus training center for advanced manufacturing.

Finally, our university is launching new statewide and community initiatives. The SOAR program, a partnership between UofL and KentuckyOne Health, aims to make Kentucky a healthier state.

As you can see, progress at UofL is "taking off" with the influence of our faculty, staff and students extending far beyond the boundaries of our campuses.

James R. Ramsey, President, University of Louisville



School's out

The University of Louisville graduated nearly 3,000 students this spring. School of Medicine graduate Dylan Brock, whose ancestor James Guthrie was UofL's second president, addressed the afternoon crowd. At the evening ceremony, College of Education and Human Development doctoral fellow Per Svensson discussed his research on how sports can foster social change.



Provost Shirley Willihnganz (left) and President James Ramsey (right) present professor of electrical and computer engineering Aly Farag (center) with the Trustees Award, the top honor for UofL faculty members.



John Cody, 66B, received an honorary degree, Doctor of Public Service, in recognition of his service, leadership and support of the university and community.



1,800 UofL students participated in Commencement ceremonies on a very special Mother's Day.

Bumper crop of scholars

UofL has proven itself once again as a prestigious scholar powerhouse. With nine recipients of 2015 Fulbright Scholarships, the university now counts 88 Fulbright scholars since 2003, more than all other Kentucky institutions combined. In addition, over the last five years, UofL students have earned such awards as the Boren, Goldwater, Truman, Critical Language, English Speaking Union and Rotary Ambassadorial scholarships multiple times.



President James Ramsey presents UofL's 2015 prestigious scholars.

Speed School adds international manufacturing training center

The J.B. Speed School of Engineering Institute for Product Realization (IPR) continues to grow with the addition of an additive manufacturing training center, as well as a “learning micro-factory” for student uses. Plans call for the training center — a partnership with UL (formerly Underwriters Laboratories), the Northbrook, Ill.-based global science safety company — to open this fall on the Belknap Campus. The UL Additive Manufacturing Competency Center will train engineers and other professionals from around the world on sophisticated 3D printing and advanced manufacturing machinery.

The student micro-factory functions as a learning laboratory where university faculty and students, as well as younger children in kindergarten through high school, can work on assignments and further their studies of engineering and manufacturing.



President James Ramsey (right) congratulated Keith Williams, CEO of UL, after the two signed an agreement creating the UL Additive Manufacturing Competency Center.

Partners for a healthy Kentucky

The University of Louisville and KentuckyOne Health will work to make Kentucky a healthier place through a new partnership with Shaping Our Appalachian Region (SOAR). The partners will provide more than \$300,000 in support over the next three years.

Established in 2013 by Gov. Steve Beshear and Rep. Hal Rogers, SOAR marshals the collective talents and energies of eastern Kentucky communities and citizens to address the most significant challenges confronting Appalachian Kentucky.



MBA team tops in international competition

For the second time in four years, a University of Louisville entrepreneurial MBA team took the top prize at the Global Venture Labs Investment competition in Austin, Texas. This year's team developed a wireless laryngoscope and earned winnings valued at \$75,000, raising its total contest earnings to \$327,000. As previous UofL winners TNG Pharmaceuticals did in 2011, the Inscope Medical Solutions team will close the NASDAQ stock market in August.



From left to right, Inscope Medical Solutions team members Adam Casson, Maggie Galloway, Mary Nan Mallory and Will Coburn surround their coach and entrepreneurship professor Van Clouse (center).

UofL hosts ACC counterparts

UofL played host to more than 100 of the ACC's top financial and communications officers during annual conferences designed to foster intercollegiate communication and the sharing of best practices between institutions. N.C. State Director of Student Accounts Maria Brown said, "To hear new ideas and learn how everyone else is addressing the same issues gives us a fresh perspective we can take back with us. It's amazing."



On the cusp of the Kentucky Derby, conference participants enjoyed a guided tour of Churchill Downs and dinner at the Derby Museum.

Rising to new heights in NASA contest

The University of Louisville's rocket team, River City Rocketry, earned a spot in the top three in the NASA Student Launch challenge for the third consecutive year, finishing second this year. In addition, the team took home awards for vehicle design, project review and safety. The contest took place near NASA's Marshall Space Flight Center in Huntsville, Alabama, drawing 35 college teams from 18 states and Puerto Rico.

The River City Rocketry team, comprised of engineering students with an interest in aerospace and aeronautics, carry their rocket.



Western Kentucky University news for the Council on Postsecondary Education, June 2015
 For more WKU news, visit www.wku.edu/news.



Carol Martin "Bill" Gatton speaks during the expansion announcement of the Gatton Academy as WKU President Gary Ransdell and Kentucky Gov. Steve Beshear listen.

Gifts from Bill Gatton, others, fund expansion of Gatton Academy

A gift from Carol Martin "Bill" Gatton will allow the Gatton Academy of Mathematics and Science at WKU to expand from 120 to 200 students. The gift will help fund the expansion of the Academy's home, Florence Schneider Hall, while an additional state appropriation will fund the educational expenses.

"The Gatton Academy of Mathematics and Science is a great asset for the Commonwealth of Kentucky," Gatton said. "Its students have come from almost every county. It has brought honor to the Commonwealth by its recognition as the nation's number 1 public high school three years in

a row. That's a remarkable achievement. It has great leadership, great faculty and great students. I am proud to have my name associated with it."

Gov. Steve Beshear said the Academy "is a shining example of how our educators are preparing the next generation of highly-trained graduates. I'm proud that my last budget included \$2 million for the Academy, which will allow another 80 students the unparalleled opportunity to study in the nation's best high school. Combined with the generous gift from the Gatton family, even more gifted young Kentuckians will have the chance to surge ahead in their education and enjoy the extraordinary experience of The Gatton Academy."

In addition to Gatton's lead gift, the more than \$10 million Gatton Academy expansion project is being funded by other private donors including Sue and Brown Badgett, Ben and Janine Cundiff, the J. Rogers Badgett Sr. Foundation, Mike and Julie Muscarella, Daksha and Prabod Mehta, and Bill and Sue Hamilton. More at <https://wkunews.wordpress.com/2015/05/06/gatton-expansion-gift/>

WKU recognized as a Green Ribbon School by U.S. Department of Education

Big Red's efforts to go green earned national recognition as WKU is among the 2015 U.S. Department of Education Green Ribbon Schools Postsecondary Sustainability Awardees.



WKU is one of nine colleges and universities honored on Earth Day with the first Postsecondary Sustainability Award. The announcement was made in Washington, D.C., by U.S. Secretary of Education Arne Duncan and Managing Director of the White House Council on Environmental Quality Christy Goldfuss.

The U.S. Department of Education Green Ribbon Schools award honors public and private elementary, middle and high schools, districts and postsecondary institutions that are exemplary in three Pillars: Reduced Environmental Impacts and Costs; Improved Health and Wellness; and Effective Environmental and Sustainability Education. More at <https://wkunews.wordpress.com/2015/04/22/green-ribbon-2015/>

Presidents of Bluegrass CTC, WKU sign joint admissions agreement

Students at Bluegrass Community and Technical College in Lexington have a direct pipeline to a four-year degree at WKU thanks to a joint admissions agreement signed in May.

The agreement, signed by BCTC President Augusta Julian and WKU President Gary Ransdell, allows students to be admitted to both BCTC and WKU at the same time. The goal is to improve student success and degree attainment at the associate and baccalaureate levels, reduce the time to earn a degree at both the associate and bachelor's degree levels, expand student options for college services, improve academic program articulation, expand financial aid resources to support "two plus two" students, use resources at both institutions more effectively and efficiently, and plan, develop and align instructional programs at the undergraduate level.

This is the eighth agreement WKU has signed with a KCTCS campus. WKU also has agreements with Volunteer State Community College in Gallatin, Tennessee, and Ivy Tech Community College in Evansville, Indiana. More at <https://wkunews.wordpress.com/2015/05/05/wku-bctc-signing/>



BCTC President Augusta Julian and WKU President Gary Ransdell sign a joint admissions agreement at BCTC.

WKU students earn more national scholarships

Two WKU students have been awarded David L. Boren Scholarships that will fund a year studying abroad. Tyler Prochazka of Newton, Kansas, will study in China, and Zachary Redmond of Owensboro will study in Jordan. This is the first time two WKU students have received scholarships in the same year.

Four students at The Carol Martin Gatton Academy of Mathematics and Science in Kentucky at WKU have been offered nationally competitive scholarships for immersive language study this summer. This number of language scholarships marks the most in The Gatton Academy's eight-year history. The National Security Language Initiative for Youth scholarships are sponsored by the U.S. Department of State and offer complete funding for the six-to-eight week programs.

The students, all seniors, are: Meredith Bickett, Owensboro, who will study in Morocco; India Blasser, Henderson, who will study in Moldova; Sam Booth, Owensboro, who will study in South Korea; and Rena Ryumae, Union, who declined an award to study in South Korea.

WKU, Caribbean climate group sign cooperative agreement in Belize

WKU and the Caribbean Community Climate Change Centre (CCCCC) formally signed a cooperative agreement in Belmopan, Belize, that brings to fruition many years of collaboration. The institutions have been working toward the broader goals of addressing climate change in the Caribbean region and also the impacts in Kentucky and elsewhere in the world. The agreement represents the next step in fully realizing the potential of the collaboration between WKU and the CCCCC to address the growing focus on global climate change challenges and follows the signing of a Memorandum of Agreement with the University of Akureyri and the Iceland Arctic Cooperation Network to further cooperation on climate change and establishment of the North Atlantic Climate Change Collaboration (NAC3) project.

Faculty and students at WKU have been involved in projects in the Caribbean region, particularly Belize, with an emphasis on climate change, paleoclimate reconstruction, water resources, karst and cave research, environmental education, sustainability, and other related activities for more than a decade. More at <https://wkunews.wordpress.com/2015/04/28/wku-cccc-agreement/>