MINUTES

CPE Meeting

September 22, 2011

AGENDA
Council on Postsecondary Education
Thursday, September 22, 2011
9:00 a.m.
Marriott Griffin Gate Resort, Salons E & F, Lexington, Kentucky

Welcome

Oath of Office

Roll Call

Strategic Agenda Focus Area - Research, Economic, & Community Development

BREAK

Campus Performance Presentations

3. Eastern Kentucky University
4. Kentucky State University

LUNCH (provided for CPE members)

Action and Information Items

Resolutions – Ellen Call and Aaron Price

Other Business

Next Meeting – November 9-10, 2011, Morehead State University

Adjourn

The Council on Postsecondary Education met Thursday, September 22, 2011, at 9 a.m. at the Marriott Griffin Gate Resort in Lexington, Kentucky. Chair Paul Patton presided.

WELCOME

Governor Patton welcomed everyone to the meeting.

OATH OF OFFICE

Judge Phillip Shepherd, Chief Judge of the Franklin County Circuit Court, administered the oath of office to the new Council member.

Kirby O'Donoghue is the new student member. She holds a bachelor of science in agriculture education and is currently attending Murray State University in the master of science agriculture program. She is currently teaching agriculture at the Lone Oak High School in Paducah, Kentucky.

ROLL CALL

The following members were present: Glenn Denton, Dan Flanagan, Joe Graviss, Dennis Jackson, Nancy McKenney, Pam Miller, Donna Moore, Kirby O'Donoghue, Lisa Osborne, Paul Patton, Jim Skaggs, Joe Weis, and Joe Wise. Terry Holliday and Marcia Ridings did not attend.

APPROVAL OF MINUTES

The minutes of the June 10 meeting were approved as distributed.

OVERVIEW OF NCHEMS REPORT

CPE's president Bob King provided an overview of the report *Realizing Kentucky's Educational Attainment Goal: A Look in the Rearview Mirror and Down the Road Ahead* from the National Center for Higher Education Management Systems.

Over the past decade, Kentucky has improved faster than any state in the nation on key higher education performance measures, according to the report.

Kentucky ranked second in the nation in the rate of improvement in the percentage of younger adults, ages 25 to 44, with college degrees, as well as in the rate of improvement in the three-year graduation rates at two-year institutions.

Further, total undergraduate credentials produced in the Commonwealth increased at a rate that surpassed all but four states.

Kentucky's Postsecondary Education Improvement Act of 1997 (House Bill 1) has been instrumental in creating a new vision and a new set of expectations for postsecondary education in the Commonwealth tied to higher levels of educational attainment, economic growth, and greater opportunity for all citizens.

The report validates the vision of HB1 and highlights the remarkable progress that has been made to this point.

Several challenges remain:

- Although Kentucky is improving faster than other states, it still ranks in the bottom half of states on most indicators (with the exception of the three-year graduation rate at two-year universities, where Kentucky ranks 16th).

- To reach the national average in college attainment among 25-44 year olds by 2020, degree/credential production must increase at an annual rate of just under 4 percent (3.82%). This is about the same average annual rate of increase Kentucky has seen over the last decade (3.78%).
- Improvement is not uniform across all institutions.
- Gaps between white and minority college attainment have actually widened since the year 2000. Kentucky also has vast regional disparities in college attainment.
- Kentucky is producing more STEM degrees, but Kentucky ranks only 43rd in the percentage of all jobs in STEM fields. There may be a mismatch between supply and demand.
- There is a lag in the benefits from increased college attainment - in the last decade, Kentucky lost four positions in per capita personal income (from 40th to 44th) and four positions in the New Economy Index (from 39th to 43rd). Kentucky must promote itself as one that is developing a more highly-educated workforce and strengthen the relationship between higher education and economic and workforce development.

STRATEGIC AGENDA FOCUS AREA – RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Ms. Lee Nimocks, CPE's chief of staff, Dr. Aaron Thompson, CPE's senior vice president for academic affairs, Dr. Linda Linville, CPE's assistant vice president for academic affairs, and Dr. Heidi Hiemstra, CPE's assistant vice president for information and research, provided an overview and update on the research, economic, and community development objectives and strategies.

Mr. Graviss asked staff to consider reinstating the Strategic Agenda focus area subgroups to provide staff assistance with the tracking of progress in order to be more efficient. He also requested that Dr. Linville be provided assistance in working with the Lung Cancer Research Board and communicating with the University of Kentucky and University of Louisville in obtaining and reporting results in a more timely manner. Mr. King stated that staff will discuss regular reporting with the University of Kentucky and University of Louisville.

CAMPUS STRATEGIC AGENDA PRESENTATIONS – EASTERN KENTUCKY UNIVERSITY, KENTUCKY STATE UNIVERSITY

Dr. Doug Whitlock, EKU's president, provided the Council an update on EKU's progress.

Dr. Mary Evans Sias, KSU's president, provided the Council an update on KSU's progress.

2011 ADVANCEKENTUCKY RESULTS

Ms. Joanne Lang, Executive Director of AdvanceKentucky and Executive Vice President of the Kentucky Science and Technology Corporation (KSTC), provided a brief report on the results of the 2011 AdvanceKentucky results. Mr. Dale Fleury, Regional Director with the National Math and Science Initiative, and Mr. Ron Geoghegan, Chairman of the Kentucky Science and Technology Corporation, provided comments on the 2011 results.

AdvanceKentucky, an initiative of the Kentucky Science and Technology Corporation, is designed to expand access to, participation in, and student success in Kentucky high schools as measured by results on rigorous national Advanced Placement (AP)* mathematics, science, and English exams. This design is based on a proven model of success for over 10 years.

Each year AdvanceKentucky adds a new cohort of Kentucky high schools. For the 2011-12 school year, 64 high schools are participating, involving 17,000 enrollments in AP mathematics, science, and English being taught by 500 AP teachers.

Demonstrated success is being achieved through implementation of an interrelated set of strategies that invests heavily in teachers' professional development and assistance for students that support new learning. The comprehensive approach includes content training, teacher and student mentoring, open enrollment, and incentives. The college-level AP courses are taught by specially trained and credentialed teachers. The National Math and Science Initiative's (NMSI) unique methodology includes a training regimen for the teachers that enable them to more effectively teach AP concepts and curriculum. The initiative provides teaching support from master teachers and incentives that motivate students to put in the extra effort to master the rigorous material. This is referred to as the AP Teacher Training and Incentive Program (APTIP).

Mr. Weis asked about the participation of the Jefferson County Public School System. Ms. Lang responded that a school system must commit to the entire model and committing to the cohort is voluntary. The Jefferson County Public School System is at the table for cohort five. Mr. King said that there are discussions taking place to assist the school system to join the cohort.

CPE PRESIDENT'S REPORT TO THE COUNCIL

A written report from Mr. King was distributed. Highlights of his report include:

- *GED Promotional Campaign* - In 2005, Mr. Graviss very generously initiated a GED promotional campaign in three of his McDonald's restaurants in Franklin and Woodford Counties in conjunction with Kentucky Adult Education staff. Based on the campaign's success, he then convinced colleagues in his 34-county McDonald's purchasing association to join him in the venture.

  Since 2006, these restaurants have funded an annual five-week, in-restaurant GED promotion consisting of tray liners with an inspirational message to encourage Kentuckians without a high school credential to earn their GED. The promotion also includes local activities with adult education programs, such as adult education student recruitment days in the McDonald's restaurants.

- *Postsecondary & Adult Education Insight* - The Council launched an online newsletter last month to increase communications with its constituents. *Postsecondary & Adult Education Insight* is produced in-house using blog software, which provides for enhanced functionality such as integration with social and multimedia content. About 1,500 people are on the distribution list.

- *CPE staff highlights* - Many of the Council staff members are participating widely in national and state forums providing expertise and input. The following list is not exhaustive, but represents a sampling of the activities.
  - Dr. Aaron Thompson, senior vice president, presented Kentucky's initiatives on "near-completers" at the National Summit on Near Completion held in September at the National Press Club in Washington, D.C. The Institute for Higher Education Policy sponsored the summit.

- o Dr. Sue Cain, college readiness and developmental education initiative coordinator, participated on a national panel of experts assembled in September in Washington, D.C., to discuss the importance of the Common Core Standards and implementation. Sponsored by the Lumina Foundation, the federal hearing was for legislative staffers and administration officials. Kentucky was chosen to participate due to its success in implementing the standards through collaborative efforts with the Kentucky Department of Education and the Education Professional Standards Board.
  - o Al Lind, vice president for information and technology, served on a panel at the SREB Electronic Campus and Educational Technology Cooperative Joint Annual Meeting and led a group in a scenario planning exercise to design a $10,000 bachelor's degree program.
  - o KYAE Vice President Reecie Stagnolia was recently elected to the National Council of State Directors of Adult Education and the National Adult Education Professional Development Consortium executive committees as chairperson elect. He was also chosen to serve on a national advisory group, the National Reporting System's (NRS) Technical Working Group, which periodically advises the Office of Vocational and Adult Education on NRS policy and procedures. The advisory group provides guidance on NRS and helps ensure that the system is responsive to the needs of the adult education field.

- *University System of the Year* - The Washington Center for Internships and Academic Seminars has named Kentucky the University System of the Year. The award results from the participation of all eight of the public four-year universities in the TWC internship program, which has provided opportunities to 130 Kentucky college students over the past seven years. Governor Patton will accept the award for Kentucky at The Washington Center's annual awards luncheon at the National Press Club on October 3, 2011. Mike Smith, president of TWC, said, "Kentucky's university system has worked hard to make The Washington Center program within reach for students, offering scholarships and academic credit arrangements. Kentucky is one of The Washington Center's best champions and is a true role model for other states, showing that the most well rounded academic experience is one enhanced by experiential learning."

- *SREB Doctoral Scholars Program Institute* - Kentucky's public institutions will participate in the SREB Doctoral Scholars Program's Institute on Teaching and Mentoring Recruitment Fair, October 20-23, 2011, in Atlanta. The recruitment fair will assist institutions in increasing the number of minority faculty at their institutions. Seven of Kentucky's institutions will participate. Dr. Rana Johnson of the Council staff will assist SREB administrators with overseeing the recruitment fair.

- *Estimated fall 2011 enrollment* – The Council estimates that Kentucky's postsecondary enrollment is continuing to grow at a moderate pace, with more than 277,000 students studying in the Commonwealth's public and nonpublic colleges and universities this fall. The pace of growth has slowed from the large increases seen at the beginning of the "great recession" in 2008. Total estimated headcount enrollment increased 2 percent over last year and 32 percent over the last 10 years. Final numbers for fall 2011 enrollment will be available in the spring of 2012.

Not included in the report, Mr. King said that in regards to Kentucky's national role with the Common Core Standards and SB 1 implementation, Kentucky has been selected for two grants, one for $600,000 and one in which Kentucky is one of eight states chosen to participate in a new project to assess and improve the quality of undergraduate student learning. Kentucky will receive $120,000 for faculty development and new assessment approaches over three years. Sponsored by the Association of American Colleges and Universities, The Quality Collaboratives (QC) project is supported with funding from the Lumina Foundation for Education.

STRATEGIC AGENDA PERFORMANCE TARGETS

Dr. John Hayek, CPE's senior vice president for budget, planning, and policy, provided an overview of the staff recommended state-level 2011-15 Strategic Agenda performance targets.

The proposed targets for state-level performance metrics were derived through a process of institutional negotiation, state-level benchmarking and analysis, and projecting the impact of state and institutional implementation strategies. Several state-level metrics, such as associate and bachelor's degree production, are linked to the attainment goal model developed for the Council by the National Center for Higher Education Management Systems (NCHEMS). This model, commissioned in conjunction with NCHEMS' recent report on Kentucky's progress in educational attainment, examines the impact of changes in students' entrance into and movement through Kentucky's postsecondary education institutions and the impact of these pipeline changes on degree production and educational attainment.

Institutional targets are not included in this Council action, as formal action is not required. The proposed state-level metrics have been closely reviewed by Council staff and institutional leadership and represent "stretch-achievable" goals for postsecondary education in the Commonwealth. Regional performance metrics are still in development and will be submitted for action at a later meeting.

MOTION: Ms. Miller moved that the recommended state-level 2011-15 Strategic Agenda performance targets be approved. Mr. Weis seconded the motion.

VOTE: The motion passed.

INSTITUTIONAL DIVERSITY PLANS

Mr. Weis, chair of the Committee on Equal Opportunities, provided an overview of the process in the development of the institutional diversity plans recommended for approval.

The Council on Postsecondary Education directed each public postsecondary institution to develop and submit to the Council a campus-based diversity plan, in response to the Statewide Diversity Policy. The diversity plans, at a minimum, address four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. Upon approval by the Council, the institutional diversity plans will be implemented fall 2011.

At its June 9, 2011, meeting, the Council's CEO reviewed and accepted the institutional diversity plans developed by seven of the public universities and reviewed and accepted the KCTCS diversity plan at its September 8 meeting. The Eastern Kentucky University diversity plan will be reviewed by its board of regents September 27, 2011. Pending approval by the board, the EKU diversity plan will be presented to the Council at its November meeting for review and acceptance.

7

The CEO found that each of the institutional diversity plans met the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the plans be sent to the Council on Postsecondary Education for review and acceptance once approved by their boards of regents/trustees.

Mr. Weis highlighted that the CEO requested Northern Kentucky University include in its final plan evidence that confirms a relationship between Gateway Community and Technical College and NKU that will assist African American, Hispanic/Latino, and low-income students in their transition from the community college to NKU, once developmental education requirements are fulfilled. The NKU diversity plan was reviewed and approved by the NKU Board of Regents at its May 4, 2011, meeting. A formal letter acknowledging approval of the plan, as well as information requested, was received by the CEO.

Mr. Weis also highlighted that the CEO suggested that the University of Kentucky strongly consider strengthening its diversity targets to reflect more than just the minimum requirements. The university's designation as the Commonwealth's flagship university elicits a strong example of its role as a leader in student enrollment in the higher education system. The committee urged the university to consider modifying its targets. The UK diversity plan was reviewed and approved by the UK Board of Trustees at its June 14, 2011, regular meeting.

The Council staff recommended approval of the institutional plans as proposed by the CEO.

The institutional diversity plans are available on the Council's website.

MOTION: Mr. Weis moved that the proposed institutional diversity plans be approved. Ms. Osborne seconded the motion.

VOTE: The motion passed.

ALIGNMENT OF CEO WITH STATEWIDE DIVERSITY POLICY

Mr. Weis, chair of the Committee on Equal Opportunities, provided an overview of the recommendation to align the CEO with the Statewide Diversity Policy. The recommendations from the CEO include:

- That the Council on Postsecondary Education establish a nominating committee to receive, review, and recommend to the Council chair the names of at least two individuals for each vacant position, from which the chair will appoint the eight citizen members of the CEO.
- That the newly appointed CEO review and revise, where appropriate, the mission, vision, and role of the CEO to reflect the Statewide Diversity Policy and planning environment.
- That the membership of the CEO be expanded to 15 persons, consisting of five Council members, one legislator, the executive director of the Kentucky Human Rights Commission, and eight citizens, and that the members be given appointments staggered by number of years for the first term.

These recommendations represent a furtherance of the process that began with the action by the Council, July 28, 2003, when it first adopted the recommendation of the CEO that the Council establish terms of appointment and service for members of the committee. The recommendation was reviewed and adopted by the CEO June 16, 2003.

The CEO currently consists of 13 members: four members of the Council, eight citizens of the Commonwealth, and one legislator. The chair of the Council appoints the committee chair and other members of the committee and the Council provides staff assistance. Members of the committee serve at the pleasure of the Council.

The approved recommendations will be implemented fall 2011 by the Council chair.

MOTION: Ms. Miller moved that the proposed alignment of the CEO with the Statewide Diversity Policy be approved. Dr. Wise seconded the motion.

VOTE: The motion passed.

NEW ACADEMIC PROGRAMS: POLICY AND PROCEDURES AND REVIEW OF EXISTING ACADEMIC PROGRAMS: POLICY AND PROCEDURES

Dr. Thompson presented the staff recommendation that the Council approve the policy and procedures for the approval of new academic programs and for the review of existing academic programs.

The Council's current academic program approval policy for public institutions dates back to 1999. The postsecondary environment has changed dramatically since then, and the policies and procedures require revision.

The Council convened a group of representatives from each of the public institutions and one representative from KCTCS to reexamine the current policies and recommend changes. The group worked between April 2010 and July 2011 to define terms related to academic programming and created an updated policy for approval of new academic programs. The policy and procedures reflect best practices, reinforce state-level and institutional policies to create a more coordinated approach to academic programming, and better connect academic program approval with the review of existing academic programs. The policy will go into effect on January 1, 2012.

The policy and procedures of the Council on Postsecondary Education related to review of existing academic programs had not been revised since 1999. The Council staff worked with representatives from each public university and the Kentucky Community and Technical College System to agree upon definitions related to academic programming and update the policy and procedures related to review of existing programs in light of best practices, better coordination among state and institutional practices, and an improved connection between academic program approval and review of existing academic programs. The policy will be implemented in the 2013-14 academic year.

Dr. McKenney asked staff to consider a way to protect programs from being removed, including liberal arts programs.

MOTION: Mr. Graviss moved that the request to approve the policy and procedures for the approval of new academic programs and for the review of existing academic programs be approved. Dr. Wise seconded the motion.

VOTE: The motion passed.

ADVANCED PRACTICE DOCTORATES REPORT TO THE LEGISLATURE	Dr. Thompson presented the staff recommendation that the Council accept the advanced practice doctorates report that will be submitted to the Interim Joint Committee on Education before October 15, 2011.

In the last legislative session, the General Assembly amended KRS 164.295 to allow comprehensive universities to offer up to three advanced practice doctorates. However, it allows the Council, with the unanimous consent of the members of the Advisory Conference of Presidents, to make a recommendation to the Interim Joint Committee on Education as to whether the current limit of three advanced practice doctorates at comprehensive universities should be amended.

The statute also requires the Council on Postsecondary Education to work with the Advisory Conference of Presidents to develop the criteria and conditions for approval of advanced practice doctorates. Council staff then must work with the Legislative Research Commission to promulgate an administrative regulation to formalize these criteria and conditions.

KRS 164.295 requires that the Council provide a report on the criteria and approval process for advanced practice doctorates to the Interim Joint Committee on Education before October 15, 2011.

MOTION: Ms. Miller moved that the Council accept the advanced practice doctorates report that will be submitted to the Interim Joint Committee on Education before October 15, 2011. Mr. Weis seconded the motion.

VOTE: The motion passed.

NEW ACADEMIC PROGRAMS: MOSU AND UOFL	Dr. Thompson presented the staff recommendation that the Council approve the B.A. in Traditional Music at Morehead State University (CIP 50.0999) and the Ph.D. in Justice Administration at the University of Louisville (CIP 43.0103).

KRS 164.020 (15) empowers the Council 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 reviewed and recommended for approval the requested programs from Morehead State University and the University of Louisville.

MOTION: Mr. Flanagan moved that the Council approve the B.A. in Traditional Music at Morehead State University (CIP 50.0999) and the Ph.D. in Justice Administration at the University of Louisville (CIP 43.0103). Mr. Weis seconded the motion.

VOTE: The motion passed.

2011-12 CPE WORK PLAN	Mr. King presented the 2011-12 CPE work plan to the Council for approval.

The work plan 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 2012.

MOTION: Ms. Moore moved that the Council approve the 2011-12 CPE work plan. Mr. Weis seconded the motion.

VOTE: The motion passed.

2012-14 BUDGET RECOMMENDATION UPDATE

Mr. Flanagan, chair of the Budget Development Workgroup, provided an update on the development of the 2012-14 budget recommendation. The workgroup will bring the recommendation for action before the Council at its November meeting.

Mr. Flanagan requested that the budget recommendation submitted to the governor and legislature be a reasonable budget.

Over the past seven months, Council staff, institutional presidents, chief budget officers, and chief academic officers have engaged in discussions to identify and build consensus regarding potential funding components of the Council's 2012-14 budget recommendation to the governor and General Assembly.

The recommendation is organized around three principal funding components: base funding, strategic investments, and capital investments.

The Council staff, in collaboration with institutional representatives, is working on a new approach to capital investments that would better balance asset preservation and capital renewal with expanded space over a multi-biennial time frame.

Mr. Denton asked if using a percent of the funding towards demolition of existing buildings was part of the current discussions. Mr. King responded that nothing is off the table at this time.

Governor Patton asked if the current recommendation included a performance funding piece. Mr. King responded that the recommendation does include new funds tied to performance. The details of the performance funding piece still need to be determined. Mr. King said that based on preliminary discussions with legislators, the legislators like the performance funding piece.

2011-12 AGENCY OPERATING BUDGET

Dr. Hayek presented the 2011-12 agency operating budget.

The proposed FY12 agency operating budget is divided into three parts: statewide coordination, Kentucky Adult Education, and statewide educational programs and services. The statewide educational programs and services part includes student assistance and educational support, technology and academic support, and research and economic development.

CEO REPORT

A report from the Committee on Equal Opportunities was included in the agenda book.

COMMISSIONER OF EDUCATION REPORT	Commissioner Holliday was not available to attend the September 22 meeting but did provide a written report included in the agenda book.
2012 CPE MEETING CALENDAR	Mr. King presented the proposed 2012 CPE meeting calendar.
	MOTION: Mr. Graviss moved that the Council approve the 2012 CPE meeting calendar. Mr. Flanagan seconded the motion.
	VOTE: The motion passed.
RESOLUTION OF SERVICE	A resolution of service was offered recognizing the service and contributions of Ellen Call and Aaron Price.
REPORTS FROM INSTITUTIONS	Governor Patton called attention to the reports from the institutions included in the agenda book.
OTHER BUSINESS	Governor Patton appointed Ms. O'Donoghue to serve on the Committee on Equal Opportunities.
	Mr. King requested that Council members and institutional representatives plan to attend the trusteeship conference breakfast roundtables the next morning. Mr. King asked Council members to assist with facilitating conversations during the breakfast roundtables.
NEXT MEETING	The next Council meeting is November 9-10 at Morehead State University in Morehead, Kentucky.
ADJOURNMENT	The meeting adjourned at 2:35 p.m.

Robert L. King
CPE President

Tammie L. Clements
Associate, Executive Relations

Overview of NCHEMS Report
Realizing Kentucky's Educational Attainment Goal: A Look in the Rearview Mirror and Down the Road Ahead

Over the past decade, Kentucky has improved faster than any state in the nation on key higher education performance measures, according to a report issued by the National Center for Higher Education Management Systems of Boulder, Colorado, in early September (see attached report).

Kentucky ranked second in the nation in the rate of improvement in the percentage of younger adults, ages 25 to 44, with college degrees, as well as in the rate of improvement in the three-year graduation rates at two-year institutions.

Further, total undergraduate credentials produced in the Commonwealth increased at a rate that surpassed all but four states.

President Bob King will brief the Council on these and other highlights in this important report and the implications of the findings for the Council's work in the coming years.

Staff preparation by Lee Nimocks

NCHEMS

National Center for Higher Education Management Systems

Realizing Kentucky's Educational Attainment Goal: A Look in the Rear View Mirror and Down the Road Ahead

Patrick J. Kelly

September 6, 2011

Table of Contents

Table of Figures

Realizing Kentucky's Educational Attainment Goal:
A Look in the Rear View Mirror and Down the Road Ahead

In 1997, policymakers in Kentucky enacted perhaps the most sweeping higher education reform legislation of any state in the past two decades. Kentucky's Postsecondary Education Improvement Act (House Bill 1) has been heralded by many higher education leaders across the U.S. as one of the great success stories – a rare instance when a state's governor, legislators, higher education leaders, college and university presidents, and business leaders collectively aligned to implement policies that better serve the residents of the state. The legislation immediately kicked off an agenda for Kentucky's higher education enterprise that is built on the public good rather than the individual needs of colleges and universities.

While House Bill 1 contains thoughtful goals (differentiated by mission) specific to research universities, regional universities, and community and technical colleges, it is most admired for its deliberate attention to the quality of life of all Kentuckians. It recognizes that "the achievement of these goals will lead to the development of a society with a standard of living and quality of life that meets or exceeds the national average" and that they "will only be accomplished through increased educational attainment at all levels." It is not just education for education's sake, but the linkages between a more highly educated citizenry, economic prosperity, and better lives.

In the wake of House Bill 1, higher education leaders and stakeholders have diligently worked to implement more effective policies and to set specific targets for the higher education enterprise – in order to realize many of the broad goals identified in the legislation. In addition, a variety of accountability measures have been established at the system, sector, and institutional levels to ensure progress toward the overall goals. Many of the key measures have been revised and recalibrated through a series of three strategic plans led by the Kentucky Council on Postsecondary Education – *Key Indicators of Progress Toward Reform*, *Five Questions, One Mission*, and now *Stronger by Degrees*. But the unwavering goals that continue to guide nearly all of the strategic planning activities in Kentucky higher education are to substantially increase the education levels of working-age adults and increase the production rates of degrees and credentials; both to meet or exceed the national average and meet the future workforce/economic demands of the state.

Now more than halfway to the year 2020, it is important to pause and gauge the progress that Kentucky has made during the past decade, and the gains that need to be made between now and 2020 for Kentucky to realize its college attainment and degree production goals. This brief documents Kentucky's movement on a number of key indicators since 2000 and identifies the additional number of college degree-holders needed between now and 2020. While issues of college preparation, developmental education, retention of college students, and student learning (for example) are critical for Kentucky to reach its overall goals, this report focuses largely on measures directly associated with college completion, the educational attainment of the population, and the impact on the state's economy.

Kentucky's Progress Since 2000

Given the intentional brevity of this report, the many changes in (and additional) postsecondary policies and practices over the past decade are not documented – just several of the key outcomes associated with Kentucky's college attainment and production goals. With all of the efforts policymakers have poured into postsecondary education reform in Kentucky over the past decade, it would be a shame if progress was not reflected in return. It is fairly easy to set a strategic agenda, but much more difficult to carry it out. How has Kentucky fared since the passage of House Bill 1, and the subsequent persistent work among education leaders, policymakers, the state's postsecondary education coordinating board, and institutional presidents and staffs?

Since the year 2000, Kentucky's college attainment rate (associate degrees and higher) among working-aged adults 25 to 64 years old has improved by six percentage points – from 24.5 to 30.5 percent. While Kentucky still lags many states on this measure (currently ranked 45th), it has moved two positions closer to the U.S. average, and the actual percentage change from 2000 to 2009 was the largest of any state in the nation (see Figure 1).

More remarkable, the percentage of college degree-holders among the younger adults – those most likely impacted by many of the recent reform efforts – has improved by more than six percentage points (from 27.3 to 33.7 percent). The most notable change with respect to this age-group is the change in Kentucky's state ranking from 44th in 2000 to 36th in 2009. Over this time period, Kentucky moved more positions in the positive direction than any state in the U.S. Adults in this age-group represent the future of the state's workforce, and are the target population of the college attainment goal set forth by the Council on Postsecondary Education's most recent strategic plan, *Stronger by Degrees*. These data, along with those in Figure 5 below, are displayed for all 50 states in the Appendix A.

Figure 1.   **Change in the Percentage of Adults with Associate Degrees and Higher from 2000 to 2009**

College Attainment and Completion Metrics	Kentucky Change from 2000 to 2009					
	Percent Change	Change Ranked Among States	2000	2009	State Rank in 2000	State Rank in 2009
Adults Aged 25 to 64 with College Degrees (Associate and Higher)	24.4	1	24.5	30.5	47	45
Adults Aged 25 to 44 with College Degrees (Associate and Higher)	23.6	2	27.3	33.7	44	36

Source: U.S. Census Bureau; 2009 American Community Survey (Public Use Microdata Sample), 2000 Decennial Census

While these movements are impressive, the accumulation of educational capital in states is more complicated than just improving the state's education enterprise. Ultimately, there are three ways to increase educational attainment in a state: importation, attrition, and degree production. More specifically, the state imports more college-educated residents than it exports, undereducated adults age out of the target age-group, and the state increases college degree production. A state can fare well on the first two of these – with little or no attention paid to its postsecondary enterprise – while substantially improving its levels of educational attainment.

3

Several states – e.g. Colorado, Massachusetts, and Washington – are in enviable positions because of their ability to import substantially more college-educated residents from out-of-state than they export. This phenomenon leads to fairly high levels of educational attainment regardless of the performance of their systems of postsecondary education. This is largely due to strong economic conditions that attract highly-skilled workers from out-of-state, as well as (in some cases) quality of life conditions that are deemed attractive among those considering relocation.

Figure 2 displays the annual net migration of residents aged 22 to 44 in Kentucky from 2005 to 2009. Kentucky is certainly not a "brain-drain" state that loses more college-educated residents than it retains or attracts. It is a slight net-importer of college-degree holders at all levels. However, it has experienced a larger net gain of residents without high school credentials or college degrees. Therefore, Kentucky's recent boost in college attainment has not been the result of importing talent from out-of-state. These data also highlight the need for a strong, effective system of adult education. If Kentucky can strengthen its economic conditions in addition to improving its system of education, it would fare much better in its ability to retain and attract college-educated residents.

Figure 2.   **Average Annual Net Migration of 22 to 44 Year Olds by Education Level 2005 to 2009**
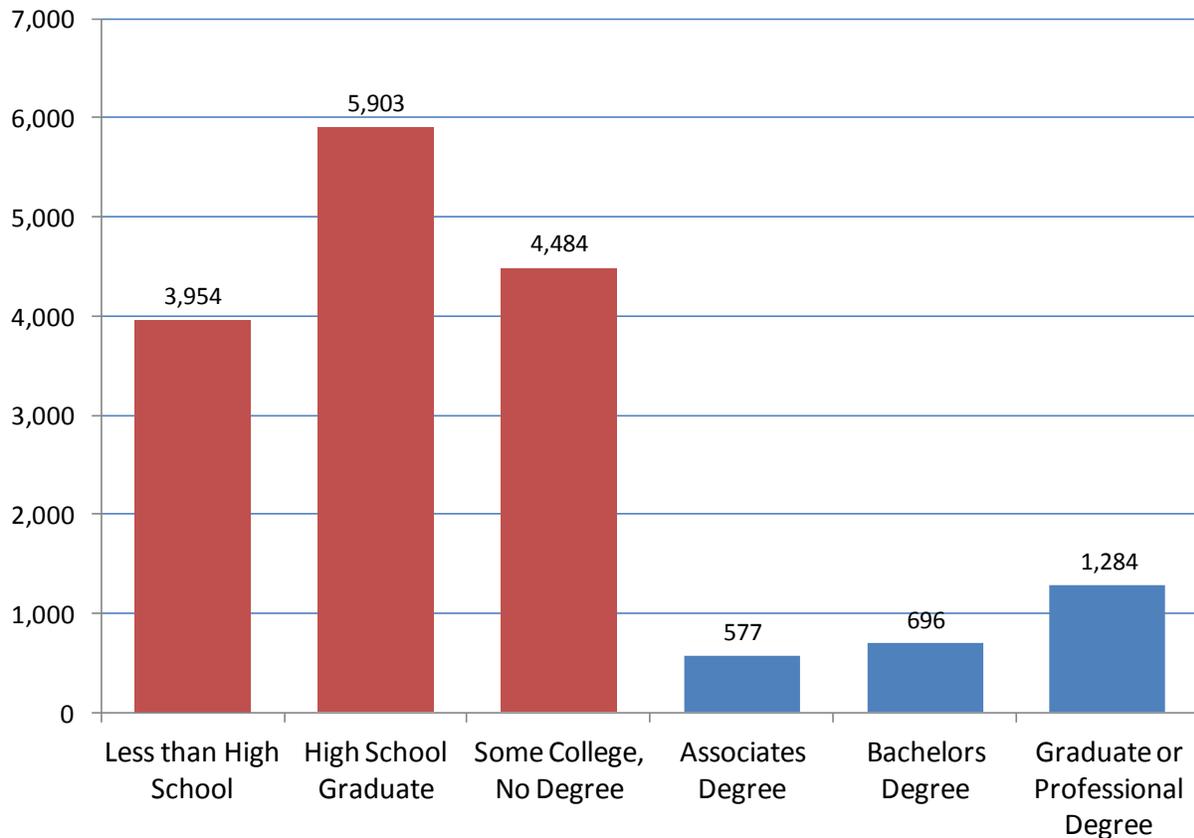
Source: U.S. Census Bureau, 2005-09 American Community Survey (Public Use Microdata Sample)

4

States that have historical conditions of undereducated adult populations (like Kentucky) tend to improve on the measure of college attainment, in part, as a result of attrition – adults who age out of the cohort are less educated than those that age into it. This is certainly the case in Kentucky (Figure 3).

Figure 3.   **Attrition: Adults Who Aged Out of the 25 to 44 Year Old Age-Group vs. Current 25 to 44 Year Olds (from 2000 to 2009)**
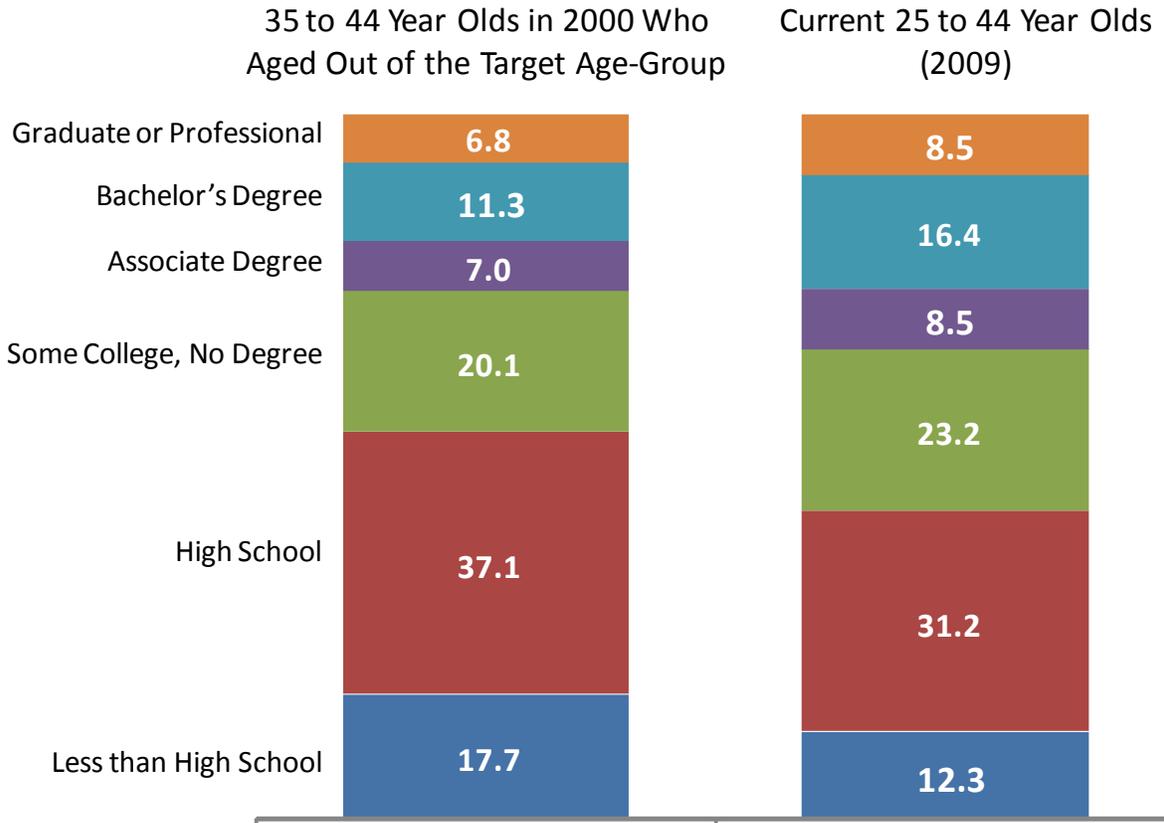
|	35 to 44 Year Olds in 2000 Who Aged Out of the Target Age-Group	Current 25 to 44 Year Olds (2009)
Graduate or Professional	6.8	8.5
Bachelor's Degree	11.3	16.4
Associate Degree	7.0	8.5
Some College, No Degree	20.1	23.2
High School	37.1	31.2
Less than High School	17.7	12.3

Source: U.S. Census Bureau; 2009 American Community Survey (Public Use Microdata Sample), 2000 Decennial Census

The group of 35 to 44 year olds in 2000 who aged out of the target age-group by 2009 were much less educated than those who aged into it – at all levels of college attainment. Other states that historically have had undereducated adult populations experienced a similar phenomenon – e.g. West Virginia, Mississippi, Arkansas, and Louisiana.

In addition to attrition, improvements in college attainment can also be the result of increased degree production among young working aged adults. In fact, the overall production of associate and bachelor's degrees has increased substantially in Kentucky since 2000 – from 15,000 to nearly 20,000 bachelor's degrees, and 5,000 to nearly 9,000 associate degrees (Figure 4).

5

Figure 4.   Undergraduate Degree Production from 2000-01 to 2009-10
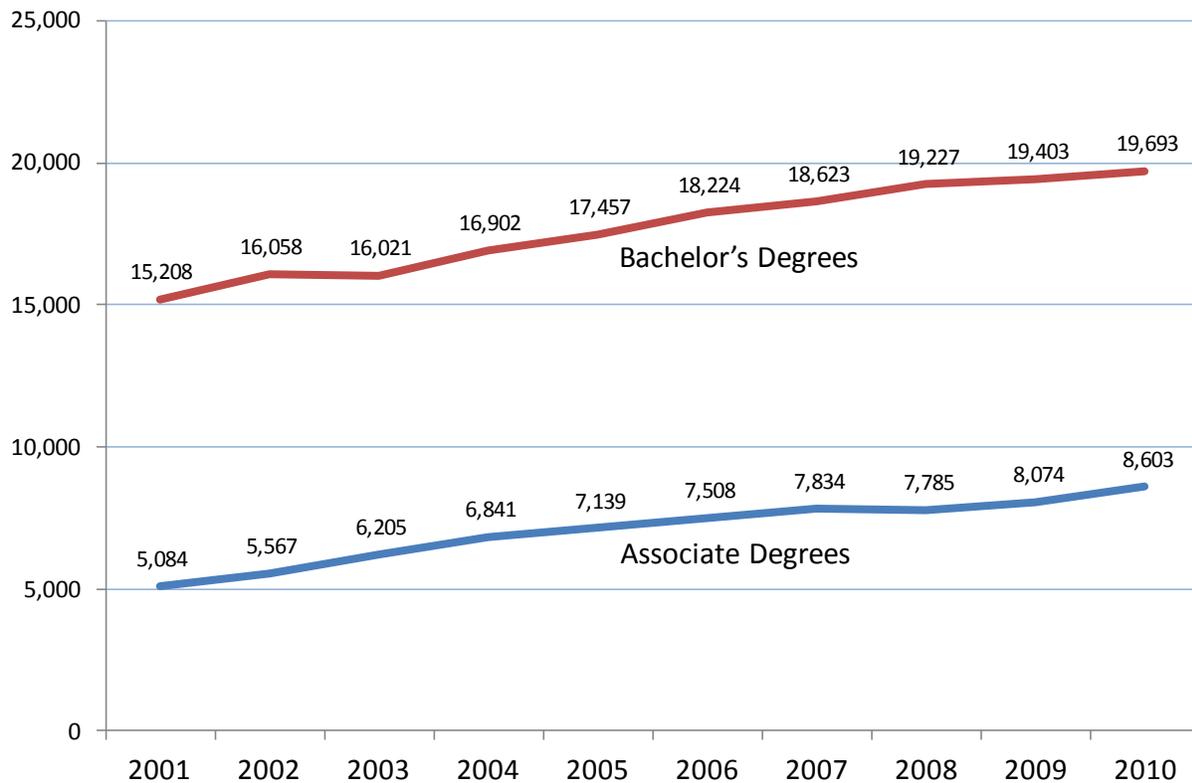
Source: Kentucky Council on Postsecondary Education

While only associate and bachelor's degrees are directly tied to the college attainment target, less than two-year certificates awarded largely at the Kentucky Community and Technical College System (KCTCS) grew from 1,977 in 2000-01 to 15,767 in 2009-10 – in large part due to the creation of shorter-term "stackable" certificates. Over the same period, master's degrees increased from 4,984 to 7,329, doctoral degrees from 318 to 512, and professional degrees from 824 to 939.

Given the impressive growth in college attainment rates, credential and degree production, and all of the efforts to reform postsecondary education in Kentucky over the past decade, one would hope to be able to identify more specific areas of improvement that have led to its success. Figure 5 displays Kentucky's change from 2000 to 2009 (relative to other states) on a number of key indicators related to college completion. The results are quite remarkable:

- Six-year graduation rates at four-year institutions (public and private) improved nearly nine percentage points from 2000 to 2009. This is the largest percentage change of any state in the U.S., and Kentucky moved nine positions among the states – from 44th to 35th.

- Three-year graduation rates at two-year institutions increased by roughly the same amount. It was the third highest percentage point change in the U.S., and Kentucky moved from 38th among states to 16th. Some of this improvement, however, might be the result

6

of more students earning "less than one-year" certificates at KCTCS – a policy that was implemented in 2002 to provide students opportunities to earn short-term stackable certificates in route to longer-term credentials. These students are counted as completers even if they do not earn credentials of one-year or more in length.

- Kentucky had the 5th highest percentage point change in total undergraduate credential and degree production (one year or more in length) of any state in the U.S. This is even more impressive considering that the states ahead of Kentucky (AR, FL, NV, and VA) benefited on this measure largely because of shifting demographics. Unlike Kentucky, each had substantial growth in their college-aged populations – where status quo performance would still have led to increased degree production.

- Finally, the percentage change in the number of undergraduate credentials awarded per 1,000 adults with no college degree was the largest in the U.S. This is a measure of how well states are awarding college credentials relative to the population in need (market penetration). On this metric, Kentucky jumped nine positions from 45th among states in 2000 to 36th in 2009.

Figure 5.   **Change on Key College Completion Metrics from 2000 to 2009**

College Attainment and Completion Metrics	Kentucky Change from 2000 to 2009					
	Percent Change	Change Ranked Among States	2000	2009	State Rank in 2000	State Rank in 2009
Six-Year Graduation Rates at Four-Year Institutions (Public and Private)	21.7	1	39.3	47.8	44	35
Three-Year Graduation Rates at Two-Year Institutions (Public and Private)	42.7	3	21.4	30.5	38	16
Undergraduate Credentials (One-Year or More in Length)	55.7	5	23,115	35,999	NA	NA
Undergraduate Credentials Awarded per 1,000 18 to 44 Year Olds with No College Degree	63.0	1	18.4	29.9	45	36

Sources: NCES: IPEDS Graduation Rate and Completion Surveys; U.S. Census Bureau 2009 American Community Survey and 2000 Decennial Census (Public Use Microdata Samples)

For these measures of change, as well as the college attainment measures above, Kentucky is the only state in the U.S. that is ranked in the top five on each. Pure coincidence (like population growth or cohort attrition) might explain a state's high ranking on one or two of these measures. However, Kentucky's "across the board" success on all of them points to the likelihood that the reform efforts are indeed paying off.

The impressive changes in overall credential and degree production and graduation rates, however, have not been uniform across all institutions. The percent change in bachelor's degree production at the public four-year institutions in the past decade ranges from -0.1 percent to 67.6 percent. Kentucky's public institutions increased bachelor's degree production by 30.1 percent, independent colleges and universities increased bachelor's degree production by 27.1 percent, and KCTCS increased associate degree production by 93.1 percent. In addition, the changes in institutional graduation rates range from -8 percent to 18 percent.

7

Closing the College Attainment Gap between Now and 2020

It may be a good time to acknowledge success as a result of hard work, but the time to declare victory is still on the horizon. Kentucky has to close more ground to realize its college attainment goal. Despite the progress made from 2000 to 2009, there is still a sizable gap in college attainment between Kentucky and the U.S. Figure 6 below displays NCHEMS' estimation of what it will take (by way of increased college degree production) for Kentucky to reach the national average in college attainment among 25 to 44 year olds by the year 2020.

Figure 6. **A Scenario for Kentucky to Reach the U.S. Average in College Attainment among 25 to 44 Year Olds by 2020**

2020 Degree Gap Scenario	United States	Kentucky
Current College Attainment of 25 to 44 Year Olds (2007-09)	39.1%	32.0%
Average Annual Change from 1990 to 2007-09	0.32%	0.47%
Projected College Attainment in 2020 with Annual Change Carried Out	42.6%	37.1%
Percentage College Attainment Gap		5.5%
Projected 25 to 44 Year Olds in 2020		1,210,027
Degree Gap: Additional Degree-Holders Needed to Reach U.S. Average*		66,825
Current Annual Degree Production (2009-10)		28,296
Additional Degree-Holders Needed Annually to Reach U.S. Average by 2020**		1,215
Average Annual Percent Change Needed to Reach U.S. Average by 2020		3.82%
Average Annual Percent Change from 2001 to 2010		3.78%

* 5.5%*1,210,027

** Assumes Linear Progress Towards Goals

The most recent three years of data from the American Community Survey (2007-2009) indicate that 32.0 percent of adults aged 25 to 44 in Kentucky have an associate degree or higher – compared to 39.1 percent for the U.S. The three-year data are used to smooth out much of the statistical error associated with the one-year ACS samples.

1. To account for natural increases in college attainment rates due to attrition and interstate migration, average annual increases are used to estimate the percentages in 2020. Kentucky's average annual increase has been larger than the U.S. (0.47 vs. 0.32 percentage points annually). With these annual changes are carried out, it is estimated that the college attainment rates will be 37.1 percent in Kentucky compared to 42.6 percent in the U.S. – a gap of 5.5 percent.

2. Recent projections provided by the Kentucky State Data Center estimate that there will be 1.21 million 25 to 44 year olds in the year 2020. The additional 5.5 percent of 25 to 44 year olds needed to close the attainment gap equates to 66,825 additional college degree-holders.

3. The postsecondary education system in Kentucky produced 28,296 associate and bachelor's degrees in 2009-10. In order to close the gap between Kentucky and the U.S. by 2020, the education enterprise would need to produce 1,215 more degrees every year (assuming linear progress toward the goal). This means 1,215 additional degrees in 2010-

8

11, 2,230 additional degrees in 2011-12, 3,345 additional degrees in 2012-13, etc. This equates to a 3.82 average annual percent change between now and 2020.

While the level of increased performance may seem challenging, it is not unlike what Kentucky experienced during the past decade (Figure 7). From 2000-01 to 2009-10, the average annual percent change in undergraduate degree production was 3.78 percent. The system of postsecondary education in Kentucky must at least maintain (or slightly improve) its past performance to realize its goal.

It should be noted, however, that the 2020 U.S. college attainment estimate is conservative compared to Lumina Foundation's and the Obama Administration's national goals for postsecondary attainment that aspire to move the U.S. toward the most educated countries in the world by 2020 and 2025. In addition, several states have followed suit with similar college attainment goals – e.g. Arkansas, Louisiana, Massachusetts, Mississippi, Oregon, Texas, Utah, and Virginia. These state goals vary depending on their current positions among states – e.g. the average of the Southern Regional Education Board states by 2025 in Mississippi and Louisiana to 66 percent college attainment in Massachusetts. As with any goal, it is important to establish one that is both aspirational and achievable, but acknowledge that it is likely a moving target.

Figure 7.   **Undergraduate Degree Production Needed for Kentucky to Reach the U.S. Average in College Attainment Among 25 to 44 Year Olds by 2020**
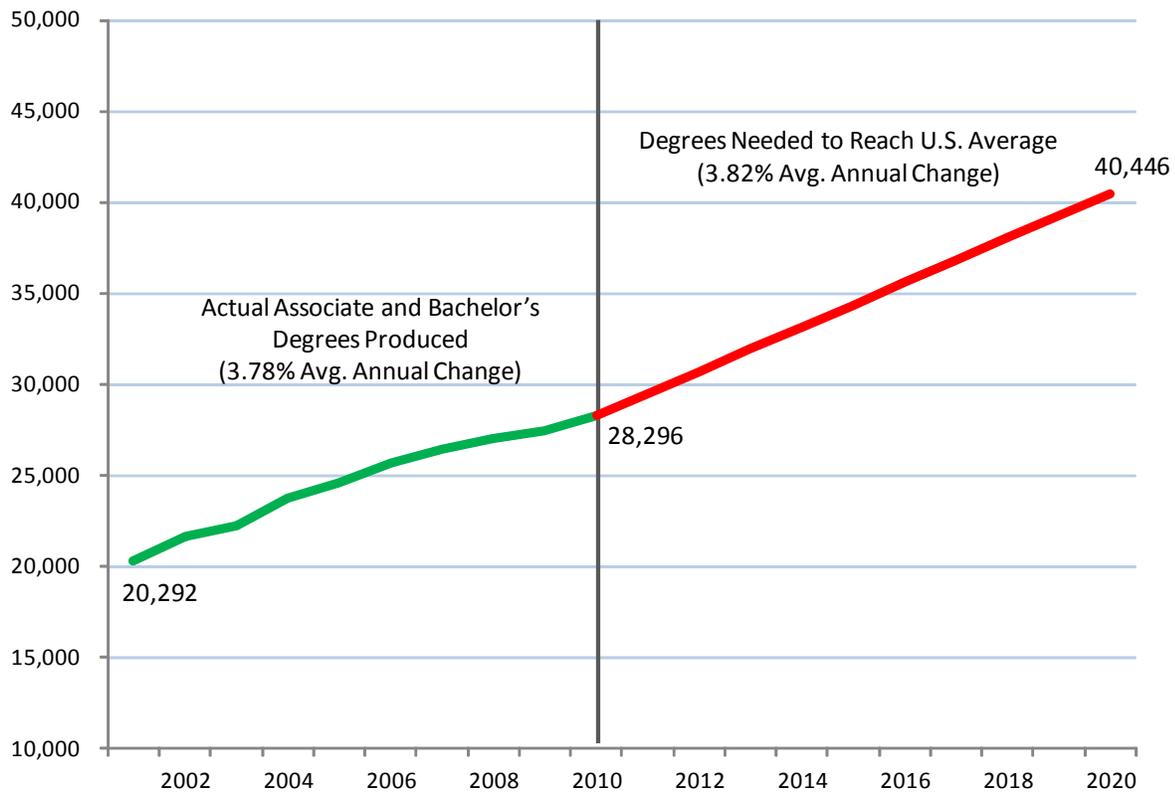
Source: Kentucky Council on Postsecondary Education, NCHEMS

A Focus on Certain Types of Credentials and Degrees

It would be short-sighted to set a target for increasing the numbers of college graduates without any attention paid to the types and levels of credentials produced. In its recent strategic agenda *Stronger by Degrees*, the Council on Postsecondary Education focuses on the production of credentials in science, technology, engineering, and mathematics (STEM) and health. In Kentucky, as in nearly all states, credentials in many health fields are in high demand and provide direct employment opportunities for graduates.

STEM credentials are especially desirable because they are associated with high-paying jobs and the emergence of a high-tech, globally competitive economy. In Kentucky, not unlike many other states, STEM graduates earn substantially more than their peers at all levels of education. Figure 8 displays the median annual earnings in Kentucky of those employed in STEM, health, and other fields. Of note are the high earnings among workers in STEM fields with two-year and less credentials – much higher annual wages than workers in non-STEM fields.

Bachelor's degree-holders in STEM fields earn a great deal more than their counterparts. Associate degree-holders in health fields (most likely nurses) also earn a great deal more than those in non-STEM and non-health fields.

Figure 8.   **Median Annual Wages for Working Kentucky Residents by Level and Type**
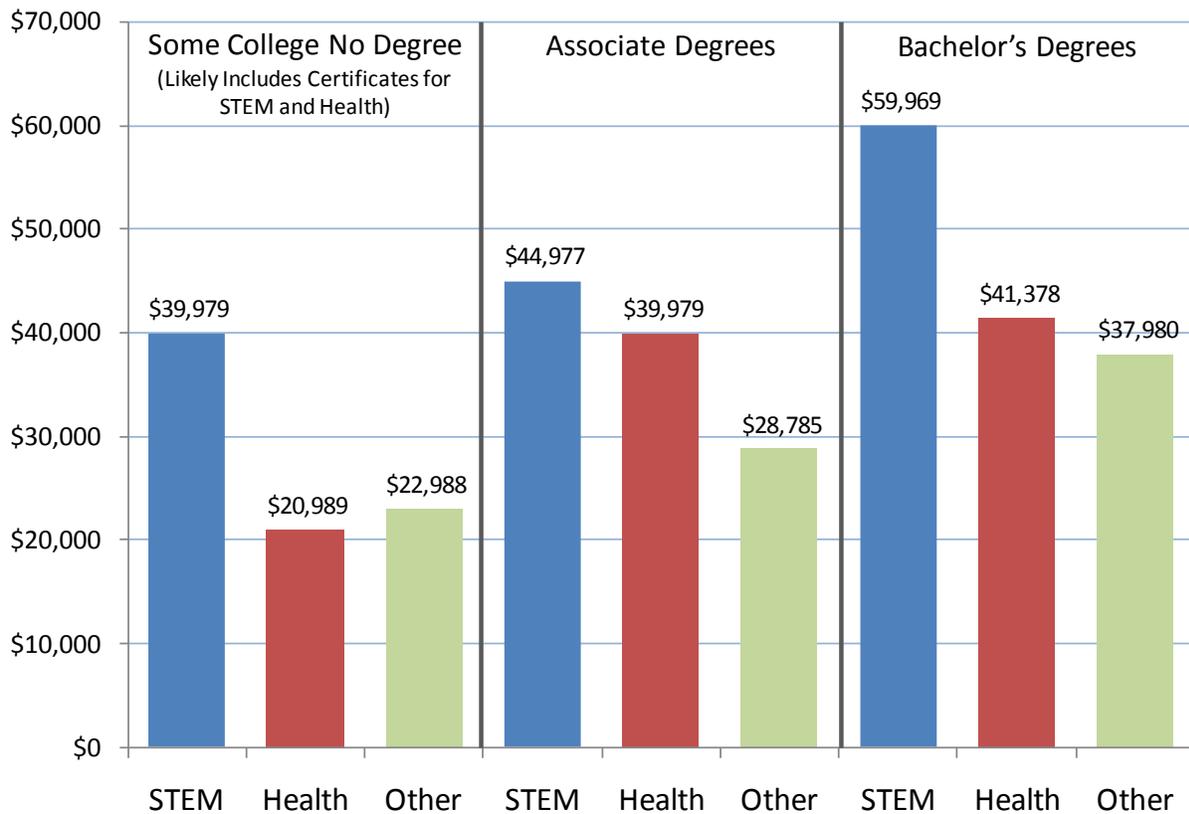
Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Sample)

10

It should be noted, however, Kentucky's focus on STEM production should be accompanied with efforts to increase in-state job opportunities for graduates. Currently, Kentucky ranks 5th among the 50 states in the number of STEM credentials awarded per 1,000 STEM employees. Therefore, STEM credential and degree production relative to the employment base is very high. Only the Dakotas, Mississippi, and Louisiana produce more STEM graduates relative to STEM employment. On the flip-side, Kentucky ranks 43rd among states in the percentage of all jobs in STEM fields, indicating a mismatch between supply and demand. The role of Kentucky's colleges and universities is crucial for the state's economic prosperity; not only to produce more STEM graduates, but to help create an economy that retains them (and even attracts them from out-of-state).

When setting the overall completion targets for the year 2020, it is also useful to address the mix between associate and bachelor's degrees. Between the academic years 2000-01 and 2009-10, the percentage change in associate degrees was 69 percent compared to 29 percent for bachelor's degrees. While completion of any credential is preferable to non-completion, Kentucky already has nearly the same percentage of associate degree-holders as the U.S. (8.2 vs. 8.4 percent). But a large gap still exists between Kentucky and the U.S. among residents with bachelor's degrees and higher. (23.8 vs. 30.7 percent).

Closing Racial/Ethnic and Regional College Attainment Gaps

Also in the *Stronger by Degrees* agenda for postsecondary education, higher education leaders are attentive to closing the education gaps between Whites and minorities, and upper- and lower-income residents. The later is difficult to measure with publicly available data, but the college attainment gaps between Whites and minorities are displayed in Figure 9. White students are much more likely to have completed high school than minority students in Kentucky, and much more likely to have completed a college degree – particularly at the bachelor's level and higher.

11

Figure 9. **Racial/Ethnic Gaps: Educational Attainment of Whites and Minorities Aged 25 to 44 in 2009 (Minorities – Black, Hispanics, Native Americans)**
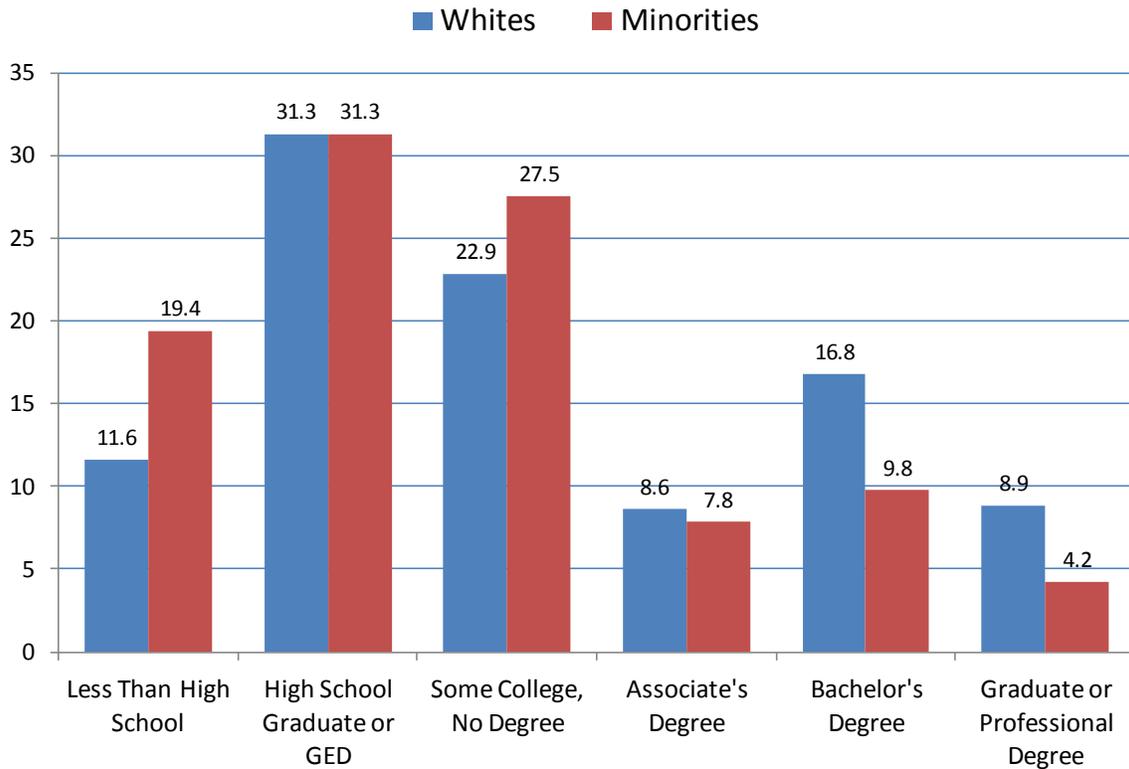
Source: U.S. Census Bureau, 2009 American Community Survey (Public Use Microdata Sample)

Moreover, the gap in college attainment between Whites and minorities aged 25 to 44 has actually widened since the year 2000. In 2000, 26.3 percent of Whites had attained a college degree compared to 16.8 percent of minorities (U.S. Census Bureau, 2000 Decennial Census). By 2009, 34.3 percent of White citizens had attained college degrees compared to 21.8 percent of minorities. While improvements have been made with both populations, the racial/ethnic gap has actually grown from 9.5 percent to 12.5 percent. Efforts to improve high school graduation, college participation and completion rates among minorities in Kentucky are critical for the state to achieve its overall goal.

Like many states, Kentucky also has vast regional disparities in college attainment. The percentage of adults aged 25 to 44 with college degrees varies substantially from county to county and region to region as the following map indicates. (Figure 10)

Figure 10.   **Percentage of Adults Aged 25 to 44 with Associate Degrees and Higher by County (2005-09)**

Percent Age 25-44 with College Degree
- 27.6% to 51.0%
- 21.7% to 27.6%
- 17.0% to 21.7%
- 7.1% to 17.0%
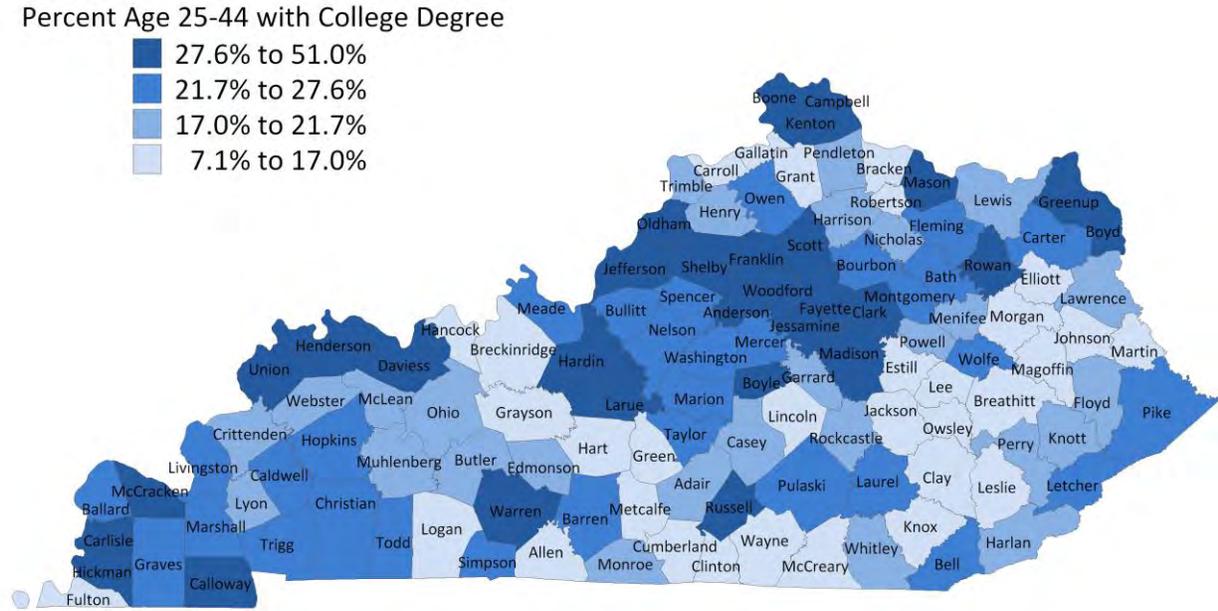
Source: U.S. Census Bureau, 2005-09 American Community Surveys

In addition, only nine of 120 counties in Kentucky have higher rates of college attainment than the U.S. average. For Kentucky to achieve its goals of educational attainment and increased rates of degree production, more successful localized strategies are needed.

The Translation of Educational Progress to Economic Growth and Better Lives

The levels of college attainment continue to rise in Kentucky – moving closer to the national average – but there is a lag in the benefits experienced by Kentuckians in the form of increased personal incomes and economic growth. During the same decade Kentucky gained eight positions among states in college attainment (from 44th to 36th in the nation), it lost four positions in personal income per capita (from 40th to 44th). It also lost four positions among states in the State New Economy Index (from 39th in 1999 to 43rd in 2010). The New Economy Index measures the degree to which state economies are knowledge-based, globalized, entrepreneurial, IT-driven, and innovation-based.

Finally, from 2000 to 2009 Kentucky just maintained its 42nd ranking among states in total research and development expenditures per capita, and gained little ground in competitive (federal) R&D expenditures per capita – ranked 45th in among states 2000 and 43rd in 2009. In addition to continued improvement on key educational outcomes, more effective strategies must be developed and implemented to ensure globally-competitive economic growth, and that Kentucky's college graduates are, in-turn, rewarded with high-paying jobs.

13

There are few stronger relationships than the one between education and personal income. States with high levels of educational attainment have high personal incomes per capita. Given the economic recession of the past decade, it has been difficult for many states to gain recent ground in economic prosperity. The gap between Kentucky's recent improvements in K-12 and postsecondary education and the income experienced by its residents is likely to close over time. However, in order to attract more knowledge-based industries into the state, and to spur business development from within the state, it is important that stakeholders in Kentucky better promote the state as one that is developing a more highly-educated workforce – at a pace that exceeds any other state in the nation. The long-held perception of Kentucky as a state with a poor system of education needs to somehow be shed.

Conclusion

The improvements Kentucky has made over the past decade on several key postsecondary outcomes – through the hard work of policymakers, the CPE, and institutional leaders – are nothing short of impressive. For Kentucky to realize its goal to improve economic opportunity and the quality of life of all Kentuckians through increases in college attainment and rates of degree production, it must at least experience the same trajectory of progress in the coming decade. Credential and degree completion targets set for the state and the institutions should match or exceed the additional completions estimated by the scenario outlined in Figure 6. While this level of continued progress is aspirational, it is certainly achievable.

Kentucky's new Strategic Agenda *Stronger by Degrees* lays out clear strategies and measures of progress for the state's system of postsecondary education. It identifies four key areas for attention – (1) College Readiness, (2) Student Success, (3) Research, Economic, and Community Development, and (4) Efficiency and Innovation. Undoubtedly, Kentucky has gained some momentum in the first two of these focus areas. It is a leader in the nation in its efforts to align standards and expectations between K-12 and postsecondary education. It has also made substantial progress on many measures of student success – specifically retention and graduation rates.

The third focus area, however, is just as crucial for Kentucky to realize the full intent of House Bill 1 – that increased educational attainment is the means for achieving the overall goal of the "development of a society with a standard of living and quality of life that meets or exceeds the national average." In the coming decade, higher education leaders and policymakers must work even harder to more clearly define postsecondary education's role in community and economic development, ensure greater success in the transformation of research into high-skill job creation, and build more effective relationships between the postsecondary education enterprise and the entities charged with workforce and economic development.

With all the attention paid to Kentucky by policymakers and higher education leaders across the U.S., it is especially rewarding to discover that good policy and practice pay off. While governors, legislators, and higher education leaders come and go, the passage of House Bill 1 and the important work that followed leave a lasting legacy – an example of a state that has largely done it right. However, to stop and rest now would only get Kentucky roughly half way to its 2020 goal.

14

Appendix A.   Percent Change in Completion Rates, 2000 to 2009

Adults Aged 25 to 64 with College Degrees

Source: U.S. Census Bureau; 2000 Decennial Census, 2009 American Community Survey

State	Percent Change	2000	Rank	2009	Rank
Kentucky	24.4	24.5	47	30.5	45
West Virginia	21.5	21.7	50	26.4	50
Iowa	20.9	33.2	25	40.1	17
South Carolina	19.5	29.2	40	34.9	34
North Carolina	18.7	32.0	33	37.9	27
Nevada	18.5	25.6	45	30.4	46
Tennessee	18.5	26.9	44	31.8	42
Arkansas	17.6	23.0	49	27.0	49
North Dakota	17.3	37.2	14	43.7	10
Indiana	17.0	28.2	42	33.0	41
Louisiana	16.8	24.1	48	28.1	48
Alabama	16.6	27.1	43	31.7	44
Mississippi	16.4	24.8	46	28.9	47
South Dakota	16.3	33.1	26	38.6	23
New York	16.3	38.3	10	44.6	6
Missouri	16.0	30.1	39	34.9	33
Pennsylvania	15.9	32.7	28	37.8	28
Maine	15.4	33.4	24	38.6	22
Oregon	15.1	34.5	20	39.8	19
Illinois	15.0	36.0	16	41.4	15
Nebraska	14.9	35.9	17	41.2	16
Minnesota	14.8	39.4	7	45.2	4
Ohio	14.5	30.3	38	34.7	37
Montana	14.3	33.5	23	38.3	25
Rhode Island	14.2	37.3	13	42.6	13
Virginia	13.8	38.1	12	43.4	11
Georgia	13.3	31.9	34	36.2	30
New Jersey	13.3	39.3	8	44.5	7
Wisconsin	13.1	33.8	22	38.2	26
Nation	12.8	33.8		38.1	
Kansas	12.5	35.5	19	40.0	18
Oklahoma	12.4	28.2	41	31.7	43
Hawaii	12.4	38.2	11	42.9	12
Florida	12.3	32.4	30	36.4	29
Delaware	12.1	34.4	21	38.6	24
Michigan	11.7	32.0	32	35.8	31
Maryland	11.6	39.8	6	44.4	8
Massachusetts	10.9	45.3	1	50.2	1
New Hampshire	10.1	40.5	4	44.6	5
Connecticut	9.9	42.2	3	46.4	2
Washington	9.9	38.5	9	42.3	14
Vermont	9.4	40.4	5	44.2	9
Texas	8.8	30.5	37	33.2	40
California	8.5	35.7	18	38.7	21
Idaho	8.5	31.6	35	34.3	38
New Mexico	8.3	31.3	36	33.9	39
Utah	8.3	36.2	15	39.2	20
Colorado	8.0	42.4	2	45.8	3
Arizona	7.7	32.3	31	34.8	36
Wyoming	7.2	32.5	29	34.9	35
Alaska	5.9	33.1	27	35.1	32

Adults Aged 25 to 44 with College Degrees

Source: U.S. Census Bureau; 2000 Decennial Census, 2009 American Community Survey

State	Percent Change	2000	Rank	2009	Rank
Nevada	24.7	23.3	50	29.0	48
Kentucky	23.6	27.3	44	33.7	36
West Virginia	23.3	24.0	48	29.6	47
Louisiana	21.1	25.6	47	31.1	44
Montana	20.6	34.5	24	41.7	18
Arkansas	19.2	24.0	49	28.6	50
Rhode Island	18.1	38.4	15	45.3	10
South Carolina	17.9	30.3	37	35.7	32
Iowa	17.4	39.0	14	45.7	9
New York	16.5	42.3	6	49.3	4
Pennsylvania	15.9	37.5	19	43.4	14
Tennessee	15.8	28.9	41	33.4	37
Missouri	15.6	33.4	29	38.6	23
California	15.4	32.9	32	38.0	25
North Dakota	15.3	43.8	3	50.5	2
Maine	15.2	32.5	34	37.5	29
Hawaii	15.0	36.4	22	41.8	17
Maryland	14.4	40.3	10	46.1	6
Illinois	13.9	39.7	12	45.2	11
Indiana	13.8	31.1	35	35.5	35
Mississippi	13.1	26.4	46	29.9	45
Oregon	13.0	33.3	30	37.6	27
North Carolina	12.9	34.1	26	38.5	24
Ohio	12.2	33.5	28	37.6	28
New Hampshire	12.1	40.9	9	45.9	7
Virginia	11.7	39.3	13	44.0	13
New Jersey	11.7	41.3	7	46.2	5
Nation	11.3	35.0		39.0	
Oklahoma	11.3	28.3	43	31.5	42
Alabama	10.3	29.1	40	32.1	40
Kansas	10.2	37.3	20	41.1	19
Minnesota	9.4	45.2	2	49.4	3
Massachusetts	9.2	49.2	1	53.8	1
Florida	8.6	32.7	33	35.5	34
Nebraska	8.2	40.1	11	43.4	15
Arizona	8.0	30.0	38	32.4	39
Vermont	7.8	41.0	8	44.2	12
Texas	7.7	29.3	39	31.6	41
Connecticut	7.7	42.5	4	45.8	8
Utah	7.1	35.3	23	37.8	26
Washington	6.4	38.1	18	40.5	20
Georgia	6.3	33.6	27	35.7	33
New Mexico	6.0	27.3	45	28.9	49
Wisconsin	5.9	38.2	17	40.5	21
Michigan	5.1	34.4	25	36.1	31
Alaska	3.5	28.6	42	29.6	46
Idaho	3.4	30.4	36	31.4	43
South Dakota	3.2	38.4	16	39.6	22
Wyoming	1.1	32.9	31	33.3	38
Delaware	0.0	36.9	21	36.9	30
Colorado	-0.5	42.4	5	42.2	16

16

Six-Year Graduation Rates - Four Year Institutions
Source: NCES, IPEDS Graduation Rate Survey

State	Percent Change	2000	Rank	2009	Rank
Kentucky	21.7	39.3	44	47.8	35
Alaska	20.7	22.3	50	26.9	50
Arkansas	18.8	34.7	48	41.2	46
Nebraska	18.7	46.4	33	55.1	25
Louisiana	17.8	34.5	49	40.7	47
Oklahoma	17.2	37.6	46	44.1	42
Georgia	15.7	41.1	41	47.5	36
Idaho	14.1	37.2	47	42.4	44
West Virginia	13.7	38.5	45	43.8	43
Montana	13.0	40.0	42	45.2	40
Mississippi	12.8	45.7	37	51.5	32
Missouri	11.7	50.0	29	55.8	23
Minnesota	11.6	53.9	21	60.2	13
Connecticut	10.4	59.7	10	65.9	3
Kansas	10.2	48.3	31	53.2	30
Tennessee	10.1	46.8	32	51.5	33
Oregon	9.3	51.7	26	56.5	21
Massachusetts	9.1	63.4	3	69.2	1
Arizona	9.0	49.6	30	54.1	28
California	8.9	58.7	12	63.9	6
South Carolina	8.7	53.0	23	57.6	19
New York	7.8	54.9	18	59.2	15
Virginia	7.7	58.7	13	63.2	9
Ohio	7.5	50.9	27	54.7	27
Vermont	6.5	60.0	9	63.9	7
Wisconsin	6.4	54.5	19	58.0	18
Wyoming	6.3	52.1	25	55.4	24
North Dakota	6.2	44.2	38	46.9	39
New Jersey	6.0	59.7	11	63.3	8
Maryland	5.7	60.6	7	64.1	5
Pennsylvania	5.4	62.3	4	65.7	4
Colorado	4.7	50.9	28	53.3	29
United States	4.6	53.0		55.5	
Illinois	4.6	56.0	17	58.6	17
Texas	4.5	46.4	34	48.5	34
Indiana	4.1	54.2	20	56.4	22
Washington	3.8	60.4	8	62.7	11
South Dakota	3.0	43.5	39	44.8	41
North Carolina	2.9	57.2	14	58.9	16
Iowa	2.7	61.2	6	62.9	10
Alabama	1.6	46.2	35	46.9	38
Rhode Island	1.2	65.4	1	66.2	2
Maine	0.0	56.7	15	56.7	20
New Mexico	-0.2	39.5	43	39.4	48
Utah	-1.5	52.3	24	51.5	31
Delaware	-2.3	61.3	5	59.9	14
Michigan	-2.3	56.1	16	54.8	26
New Hampshire	-5.6	64.2	2	60.6	12
Hawaii	-7.8	45.8	36	42.2	45
Florida	-11.4	53.4	22	47.3	37
Nevada	-13.4	41.3	40	35.8	49

Three-Year Graduation Rates - Two Year Institutions

Source: NCES, IPEDS Graduation Rate Survey

State	Percent Change	2000	Rank	2009	Rank
Maryland	63.7	13.3	48	21.8	36
Texas	61.0	15.8	46	25.4	29
Kentucky	42.7	21.4	38	30.5	16
Virginia	35.3	21.9	36	29.6	18
Nevada	34.8	31.7	23	42.7	4
Florida	34.3	35.8	17	48.1	3
Oklahoma	28.6	22.3	35	28.7	22
Ohio	28.3	21.1	40	27.1	25
Oregon	26.9	23.1	33	29.3	20
Wyoming	23.7	43.6	6	53.9	2
North Dakota	20.7	30.7	24	37.0	8
Arkansas	16.5	20.2	41	23.5	34
Rhode Island	12.4	11.0	50	12.4	49
Tennessee	9.9	23.8	31	26.2	26
Washington	9.6	30.0	25	32.9	13
New Jersey	9.6	15.3	47	16.8	43
Georgia	7.0	26.6	28	28.5	23
Massachusetts	3.6	19.5	43	20.2	40
New Mexico	2.7	19.6	42	20.1	41
Colorado	2.3	38.4	15	39.3	6
Wisconsin	0.6	34.5	20	34.7	11
Illinois	-0.2	25.2	30	25.1	31
Alabama	-1.2	21.9	37	21.6	37
Kansas	-2.0	35.1	19	34.4	12
Delaware	-2.5	12.9	49	12.6	48
United States	-2.6	30.0		29.2	
North Carolina	-4.2	21.4	39	20.5	39
South Dakota	-4.9	63.8	1	60.7	1
Utah	-6.1	38.8	14	36.4	10
Mississippi	-6.3	26.9	27	25.2	30
Indiana	-6.6	26.6	29	24.9	32
Iowa	-10.8	36.7	16	32.8	14
California	-11.2	43.0	8	38.2	7
Minnesota	-16.1	35.3	18	29.6	19
Michigan	-16.3	18.2	44	15.2	44
Arizona	-17.4	47.6	3	39.3	5
South Carolina	-18.6	17.2	45	14.0	45
Pennsylvania	-19.7	45.9	4	36.9	9
Hawaii	-21.8	22.9	34	17.9	42
Missouri	-23.5	40.6	12	31.1	15
New York	-24.5	28.3	26	21.4	38
Nebraska	-26.1	41.0	11	30.3	17
Montana	-29.0	34.4	21	24.4	33
Idaho	-34.6	42.5	9	27.8	24
Louisiana	-36.5	45.3	5	28.7	21
New Hampshire	-41.4	43.5	7	25.5	27
West Virginia	-45.0	42.4	10	23.3	35
Maine	-49.0	49.9	2	25.4	28
Connecticut	-50.8	23.7	32	11.7	50
Alaska	-59.6	33.0	22	13.3	47
Vermont	-65.8	39.2	13	13.4	46

18

Undergraduate Credentials (One-Year or More in Length)

Source: NCES, IPEDS Completion Survey

State	Percent Change	2000	2009
Nevada	75.1	6,984	12,229
Florida	68.5	106,115	178,803
Arkansas	63.8	14,774	24,200
Virginia	56.3	46,749	73,052
Kentucky	55.7	23,115	35,999
Georgia	53.1	45,587	69,815
Texas	53.1	119,472	182,936
Oregon	46.5	21,520	31,518
North Carolina	44.2	52,288	75,383
New Jersey	44.0	39,565	56,963
Colorado	43.3	32,590	46,703
Maryland	42.7	32,340	46,138
Tennessee	40.5	31,807	44,687
United States	39.9	1,957,756	2,739,594
Missouri	39.7	43,892	61,313
Alaska	39.0	2,506	3,483
Indiana	38.4	45,729	63,289
Ohio	36.6	72,921	99,633
Connecticut	35.6	18,652	25,290
Arizona	35.2	41,247	55,778
Minnesota	34.7	42,168	56,789
California	34.0	221,422	296,680
Illinois	33.9	88,278	118,166
Idaho	33.4	10,510	14,024
Pennsylvania	33.1	93,863	124,905
South Carolina	31.2	24,476	32,116
Michigan	30.4	70,245	91,600
Utah	30.1	26,589	34,583
Oklahoma	29.9	23,969	31,134
Maine	29.8	7,947	10,315
New Mexico	29.6	12,238	15,857
Wisconsin	29.0	41,389	53,412
Delaware	28.5	5,939	7,631
Mississippi	28.1	20,122	25,778
Washington	26.6	46,871	59,329
New York	26.2	151,170	190,830
Alabama	24.8	31,456	39,270
Kansas	24.5	23,754	29,583
North Dakota	22.4	7,103	8,692
Massachusetts	21.5	54,202	65,864
Iowa	21.3	30,891	37,479
Rhode Island	20.0	12,005	14,406
Nebraska	19.9	15,689	18,818
New Hampshire	19.9	10,442	12,515
West Virginia	19.8	11,998	14,378
Vermont	18.7	6,285	7,463
Wyoming	17.4	5,189	6,090
South Dakota	15.7	6,599	7,632
Montana	7.6	6,924	7,447
Louisiana	6.7	32,358	34,513
Hawaii	6.1	8,549	9,073

19

Undergraduate Credentials Awarded per 1,000 18 to 44 Year Olds with No College Degree (Market Penetration)

Source: NCES, IPEDS Completion Survey; U.S. Census Bureau 2000 Decennial Census and 2009 ACS

State	Percent Change	2000	Rank	2009	Rank
Kentucky	63.0	18.4	45	29.9	36
Arkansas	56.4	18.0	47	28.2	43
New Jersey	52.3	18.6	43	28.3	41
Ohio	48.6	22.8	36	33.8	25
West Virginia	46.7	22.1	39	32.5	30
Florida	46.5	25.1	26	36.7	19
Virginia	46.0	23.8	29	34.7	23
Connecticut	44.4	22.6	37	32.6	29
Maryland	43.2	23.2	32	33.2	27
Michigan	43.2	24.9	27	35.7	20
Illinois	43.1	26.0	23	37.2	18
Minnesota	43.1	33.4	9	47.8	5
Nevada	42.8	10.8	50	15.4	49
Pennsylvania	41.8	29.0	14	41.2	12
Missouri	41.7	27.7	18	39.3	14
Indiana	41.4	25.2	25	35.6	21
Colorado	39.9	27.4	20	38.3	16
New York	39.3	30.6	13	42.6	9
Maine	39.3	23.6	30	32.8	28
Tennessee	39.2	18.4	44	25.6	45
United States	38.3	24.5		33.9	
Texas	37.8	18.2	46	25.0	47
Oregon	36.8	22.5	38	30.8	33
Iowa	36.1	39.6	4	53.9	3
Rhode Island	35.7	42.2	2	57.2	2
North Carolina	35.5	21.9	41	29.6	38
Georgia	35.3	18.0	48	24.4	48
Wisconsin	34.1	28.1	17	37.7	17
North Dakota	33.7	43.0	1	57.6	1
California	33.7	21.9	40	29.2	39
Oklahoma	32.5	23.2	31	30.7	34
Mississippi	30.7	22.8	34	29.8	37
South Carolina	29.3	20.3	42	26.2	44
Nebraska	28.5	34.7	8	44.6	7
Massachusetts	27.4	35.6	7	45.4	6
Vermont	26.8	40.7	3	51.6	4
Delaware	26.1	27.2	21	34.3	24
New Hampshir	25.5	33.1	10	41.5	10
Kansas	25.2	32.5	12	40.8	13
New Mexico	22.9	23.0	33	28.3	42
Idaho	22.8	27.5	19	33.8	26
Alabama	21.4	23.8	28	28.9	40
Washington	20.2	28.9	15	34.8	22
Hawaii	17.0	25.9	24	30.3	35
South Dakota	16.2	33.0	11	38.4	15
Arizona	15.9	27.2	22	31.5	32
Wyoming	12.8	36.6	6	41.3	11
Alaska	11.8	12.7	49	14.2	50
Louisiana	11.4	22.8	35	25.4	46
Montana	10.2	28.7	16	31.7	31
Utah	10.1	38.7	5	42.6	8

20

Overview and Update on
Research, Economic, and Community Development
Objectives and Strategies

In February, the Council on Postsecondary Education approved "Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education" for 2011-15. The Council staff will provide updates of the four focus areas of the Strategic Agenda throughout the year.

The third update of the four focus areas of the Strategic Agenda focuses on Research, Economic, and Community Development.

The Research, Economic, and Community Development policy objectives will guide and advance the postsecondary system's work to:

- Increase basic, applied, and translational research to create new knowledge and economic growth.
- Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach.

Council staff will provide baseline information on performance metrics for this policy area and will update Council members on current and proposed state level strategies to make progress on these objectives.

Staff preparation by Lee Nimocks

STRONGER by DEGREES
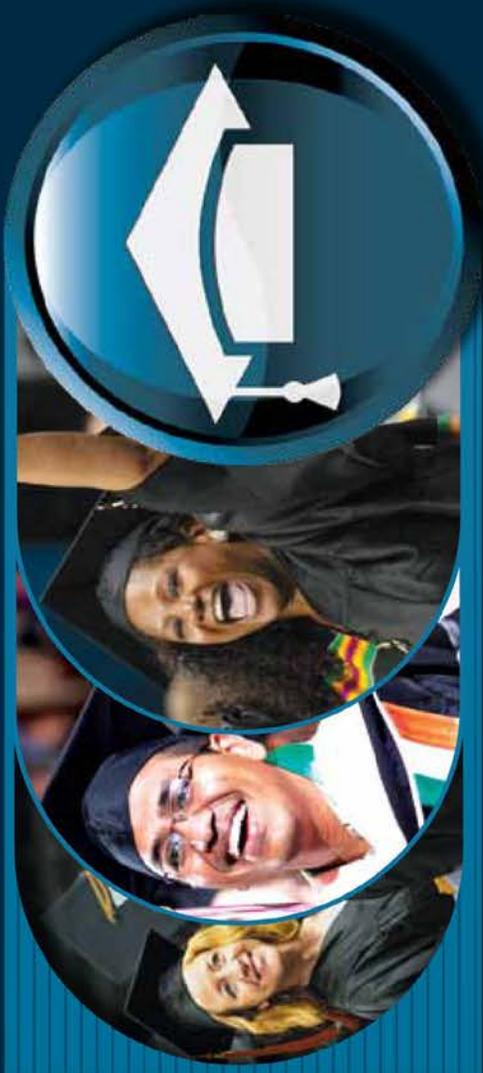
A STRATEGIC AGENDA

for Kentucky Postsecondary and Adult Education

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

Focus on Research, Economic & Community Development

Presentation to the Council on Postsecondary Education

September 22, 2011

Four Areas of Focus

STUDENT SUCCESS

EFFICIENCY & INNOVATION

COLLEGE READINESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Policy Objectives

- Increase basic, applied, and translational research to create new knowledge and economic growth.

- Increase educational attainment and quality of life in Kentucky communities through regional stewardship and community outreach.

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Performance Metrics

- RESEARCH & DEVELOPMENT FUNDING

- CREDENTIALS IN STEM+H FIELDS (SCIENCE, TECHNOLOGY, ENGINEERING, MATH, AND HEALTH)

- EDUCATIONAL ATTAINMENT

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Policy Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.

Strategy 6.1. Support the critical role that the University of Kentucky and the University of Louisville play in the creation of new knowledge and recognize universities and faculty members for the advancement of knowledge and enlightenment.

Strategy 6.2. Support collaborative research efforts that leverage university expertise, lead to research investments and commercialization in high-growth or emerging areas, and are aligned with business and industry growth.

43

STRONGER by DEGREES

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Policy Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.

Strategy 6.3. Develop and implement a strategic communications plan that highlights campus-based research and development initiatives and the impact of this work on Kentucky's economic and community competitiveness.

Strategy 6.4. Secure additional funding for research matching programs and explore new funding approaches to maximize research, *Kentucky Innovation Act* investments, and multi-campus collaborations.

44

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Policy Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.

Strategy 6.5. Advance Kentucky's STEM+H agenda through ongoing leadership, advocacy, and collaborative efforts.

Strategy 6.6. Foster an innovative, creative, and entrepreneurial culture within the postsecondary education community.

45

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

Policy Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach.

<u>Strategy 7.1:</u>   Strengthen and expand partnerships with business, industry, government, non-profit, and other educational entities to meet Kentucky's workforce and community needs.

<u>Strategy 7.2:</u> Support collaborations among postsecondary education providers to serve regional needs and planning efforts to raise the educational attainment level of the Commonwealth.

<u>Strategy 7.3.</u>   Maximize the impact of postsecondary education's contribution to improving the health of Kentucky's people.

46

STRONGER BY DEGREES DASHBOARD

Go to dashboard

STRONGER by DEGREES

A STRATEGIC AGENDA

for Kentucky Postsecondary and Adult Education

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION
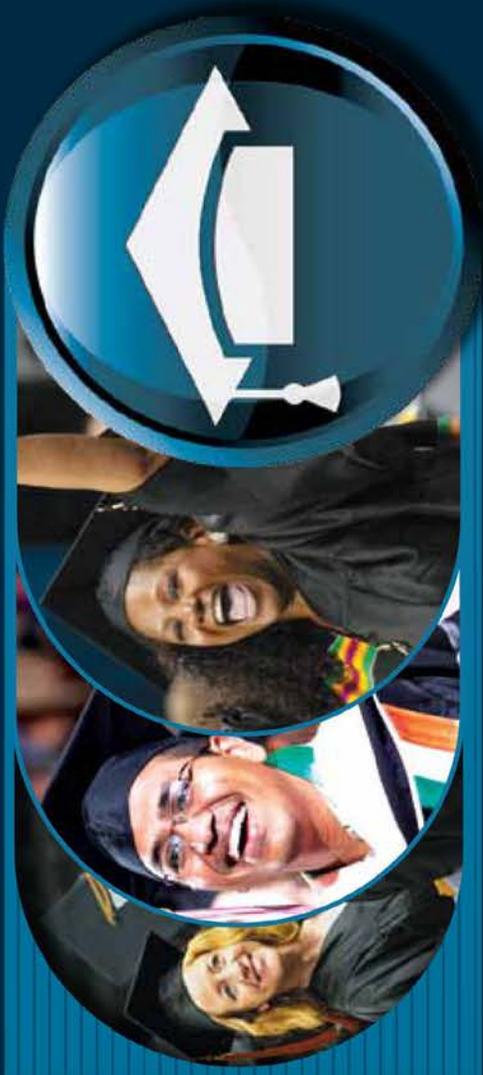
Focus on Research, Economic & Community Development

Presentation to the Council on Postsecondary Education

September 22, 2011

DASHBOARD

Progress icons will change to up and down arrows after the first annual update to give a quick overview of progress to targets.

STRONGER by DEGREES
A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education

Statewide Performance Metrics

Student Success

Progress

- **Degrees and credentials conferred**
- **Graduation rates (bachelor's and associate)**
- **Graduation rate gaps of lower-income, underprepared, and underrepresented minority students**
- **State appropriations for public higher education**
- **State financial aid funding deficit**

Efficiency and Innovation

Progress

- **Online learning**
- **Degree productivity**

College Readiness

Progress

- **Readiness of Kentucky high school graduates who enter college**
- **GED® graduates**
- **New teacher excellence (top 15% nationally)**

Research, Economic, and Community Development

Progress

- **Research and development funding**
- **Degrees and credentials in science, technology, engineering, mathematics, and health-related fields**
- **Educational attainment at the associate or higher degree level, ages 25-44**

STATE FOCUS AREA OVERVIEW

Displays performance metrics used to measure progress toward attaining each policy objective.

STRONGER by DEGREES

A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education

| Dashboard Home | College Readiness | Student Success | Research, Economic & Comm Develop | Efficiency and Innovation |

Research, Economic & Community Development

- Statewide Metrics
- Institutional Metrics
- Regional Metrics
- Scorecards
- Technical Guide
- Strategies
- Questions?

Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.

Strategies

Externally-funded research and development
(in millions of dollars)

$366 $455

08-09 09-10 10-11 11-12 12-13 Target

Degrees and credentials in science, technology, engineering, mathematics, and health-related fields

17,306   19,350

09-10 10-11 11-12 12-13 13-14 Target

Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service and community outreach.

Strategies

Educational attainment at the associate or higher degree level, ages 25-64

31.6%   37.0%

2009 2010 2011 2012 2013 2014 Target

50

STATE PERFORMANCE METRIC PAGE: Externally-Funded Research and Development

Gives further information about the performance metric, including historical trend, national/regional comparison, leading indicator, and other contextual information.

STATE PERFORMANCE METRIC PAGE: Degrees and Credentials in STEM+H Fields

Gives further information about the performance metric, including historical trend, national/regional comparison, leading indicator, and other contextual information.

STRONGER by DEGREES
A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education

Dashboard Home | College Readiness | Student Success | Research, Economic & Comm Develop | Efficiency and Innovation

Research, Economic & Community Development

- Statewide Metrics
- Institutional Metrics
- Regional Metrics
- Scorecards
- Technical Guide
- Strategies
- Questions?

Go Back

Degrees and credentials in science, technology, engineering, mathematics, and health-related fields

Total

Year	Value
01-02	8,965
03-04	10,825
05-06	13,995
07-08	15,606
09-10	17,306

Degree Level

Total
Total

Percent of degrees in STEM+H fields

National / Kentucky

Year	National	Kentucky
AY 09	30%	30%
AY 07	29%	28%
AY 05	29%	27%
AY 03	28%	27%

Enrollment in STEM+H majors

Term	Value
Fall 98	9,694
Fall 00	9,556
Fall 02	13,301
Fall 04	16,872
Fall 06	18,152
Fall 08	19,731
Fall 10	26,219

Associate / Bachelor / Graduate

11th-graders meeting STEM ACT benchmarks

Year	Value
2007-08	20%
2008-09	21%
2009-10	22%

College Algebra (22) / Science (24)

52

STATE PERFORMANCE METRIC PAGE: Educational Attainment of Young Adults

Gives further information about the performance metric, including historical trend, national/regional comparison, leading indicator, and other contextual information.

REGIONAL FOCUS AREA OVERVIEW

Displays performance metrics used to measure progress toward attaining each policy objective.

REGIONAL PERFORMANCE METRIC PAGE: Educational Attainment of Young Adults

Gives further information about the performance metric, including historical trend, national/regional comparison, leading indicator, and other contextual information.

STRONGER by DEGREES
A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education

Dashboard Home | College Readiness | Student Success | Research, Economic & Comm Develop | Efficiency and Innovation

Go Back

Research, Economic & Community Development

West Central Kentucky

Statewide Metrics
Institutional Metrics
Regional Metrics
Scorecards
Technical Guide
Strategies
Questions?

Educational attainment of young adults

50.0%

21.2%

25.9%

0.0%
2000   2009

Performance Metric
Performance Metric
Highest Degree Earned

Young adults without an Associate or higher degree
Total

85%

78.8%   74.1%

0%
2000   2009

Total   Less than HS   High School/GED   Some College
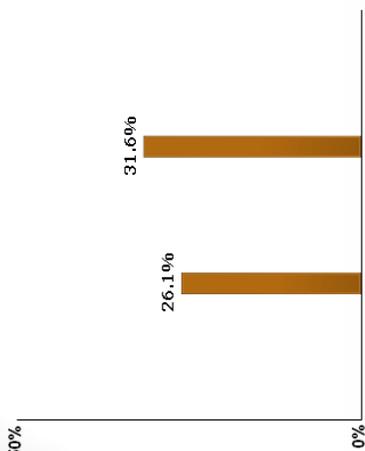
Closing the college degree gap
Undergraduate degrees per 1,000 young adults without an undergraduate

50

22   34

0
2000   2009
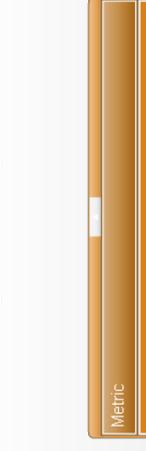
Seniors prepared to address community problems

Not prepared
Not sure
Prepared

INSTITUTIONAL FOCUS AREA OVERVIEW

Displays performance metrics used to measure progress toward attaining each policy objective.

STRONGER by DEGREES

A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education

Dashboard Home | College Readiness | Student Success | Research, Economic & Comm Develop | Efficiency and Innovation

Research, Economic & Community Development

Statewide Metrics

Institutional Metrics

Regional Metrics

Scorecards

Technical Guide

Strategies

Questions?

SELECT INSTITUTION   University of Kentucky

Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.

Externally funded research & development (in thousands)

$241,700

$290,000

08-09   09-10   10-11   11-12   12-13   Target

Degrees and credentials in science, technology, engineering, mathematics, and health-related fields

1459

2356

09-10   10-11   11-12   12-13   13-14   Target

Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service and community outreach.

No Institutional Metrics have been adopted under Objective 7. Refer to Regional Metrics for an additional measure.

56

INSTITUTIONAL PERFORMANCE METRIC PAGE: Externally-Funded Research and Development

Gives further information about the performance metric, including historical trend, national/regional comparison, leading indicator, and other contextual information.

STRONGER by DEGREES
A STRATEGIC AGENDA for Kentucky Postsecondary and Adult Education

Dashboard Home | College Readiness | Student Success | Research, Economic & Comm Develop | Efficiency and Innovation

Research, Economic & Community Development

SELECT INSTITUTION **Eastern Kentucky University**

Statewide Metrics
Institutional Metrics
Regional Metrics
Scorecards
Technical Guide
Strategies
Questions?

Go Back

Externally-funded research and development funding

TOTAL

- $1,000
- $875 — $905
- $750 — $767
- $625
- $500 — $482
- $375 — $376 — $286
- $250 — $307
- $125
- na — $0

97-98 99-00 01-02 03-04 05-06 07-08 08-09
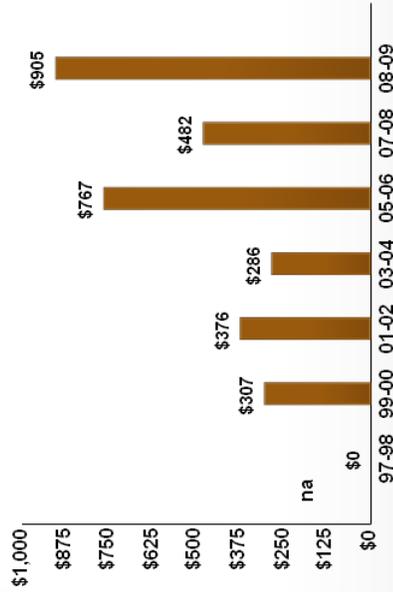
Performance Metric
TOTAL
Source

Institutional Funding (in thousands)

- $350 — $333
- $290
- $182
- $127
- $59 — $58
- $0

97-98 99-00 01-02 03-04 05-06 07-08 08-09
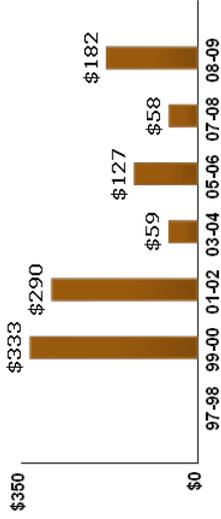
Leading indicator to be determined

- 120
- 100
- 80
- 60
- 40
- 20
- 0

1 2 3 4 5
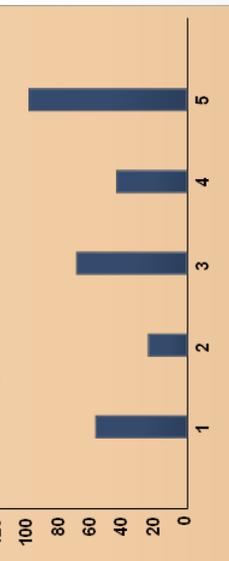
Non-science and engineering funding (in millions of dollars)

- $7
- $6.0
- $4.8
- $3.4
- $1.2
- $0.8
- $0.0 $0.1
- $0

02-03 03-04 04-05 05-06 06-07 07-08 08-09

57

INSTITUTIONAL PERFORMANCE METRIC PAGE: Degrees and Credentials in STEM+H Fields

Gives further information about the performance metric, including historical trend, national/regional comparison, leading indicator, and other contextual information.

RESEARCH, ECONOMIC, AND COMMUNITY DEVELOPMENT

Policy Objective 6: Increase basic, applied, and translational research to create new knowledge and economic growth.

- The General Assembly has appropriated $410 million through the Council on Postsecondary Education to the **Endowment Match Program (Bucks for Brains)** over the past 12 years. Of that amount, $350 million has been allocated to the state's two research universities, and $60 million to the state's six comprehensive institutions. The state's investment has been used to leverage an additional $410 million in private contributions, contributing a total of $820 million to public university endowments in support of basic and applied research activities.

- The **Kentucky Science & Engineering Foundation (KSEF)** was created to invest in research and development activity to promote innovation and build a pipeline of new ideas and technologies that could add value to the scientific and economic growth in the Commonwealth. Created under the Kentucky Innovation Act of 2000, the mission of the KSEF is to build science and engineering capacity and excellence by investing in exploratory advanced research, purpose-driven research, research in emerging technologies and ideas, human resource development, and technological innovations in Kentucky. KSEF is an initiation of the Kentucky Science & Technology Corporation (KSTC), managed in partnership with the Council on Postsecondary Education and the Cabinet for Economic Development. According to KSTC, KSEF programs consistently earn returns of approximately $9-$10 for every $1 of state funds invested, either through follow-on venture capital investment and/or federal funding.

- The **Kentucky Statewide Experimental Program to Stimulate Competitive Research (EPSCoR)** mission is to enhance the research and intellectual capacity of Kentucky universities and colleges by building and coordinating strategic investments in human capital and physical infrastructures necessary to excel in federal research and development funding competitiveness. Kentucky EPSCoR also encourages collaborative efforts in education and human research development to ensure growth and support of science, engineering, and mathematics research and training in Kentucky. EPSCoR has channeled over $340 million in R&D funding (the majority being federal funding) to the Commonwealth's academic community since its inception.   KY EPSCoR is housed at KSTC and supported in part with funding from the Council.

Date: September 22, 2011

STRONGER by DEGREES
http://cpe.ky.gov/strongerbydegrees

- The **Rural Innovation Fund (RIF) and the Kentucky Enterprise Fund (KEF)** are state-funded, venture capital-like funds that invest in Kentucky-based seed and early stage technology companies. RIF specifically supports the development of entrepreneurial technology companies in rural Kentucky, and both RIF and KEF stimulate private investment into these companies and spur economic growth. The programs are administered by KSTC, and funding is provided by the Council. To be eligible, companies must be a high-growth, early stage company developing a product, process, or service in one of the following industries: Biosciences; Environmental and Energy Technologies; Human Health and Development; Information Technology and Communications; Materials Science and Advanced Manufacturing.

- The Council led the development of a **coordinated, statewide STEM initiative** to accelerate the Commonwealth's performance within the STEM disciplines; maximize the impact of resources among state agencies, schools, colleges and universities, and businesses; and develop and attract STEM-related jobs to Kentucky. The agenda was developed with input from the 110 members of the KY STEM Task Force made up of leaders within the government, business, and education sectors from across the Commonwealth. Legislation that incorporated many of the STEM Taskforce recommendations was passed by the General Assembly and signed into law in 2008. Programs like the KSTC's Advance Kentucky, WKU's SkyTeach Program, Improving Educator Quality (IEQ), and Project Lead the Way have shown great promise in strengthening STEM+H education and expanding professional development for teachers in the STEM disciplines.

- In recent years the Council has convened research leadership from the University of Kentucky, the University of Louisville, and the comprehensive universities on an ad hoc basis to discuss activities, challenges, and **opportunities in the areas of translational and applied research**. Discussions have led to the Kentucky Translational Research Forum, held in 2007; a comprehensive assessment of the Bucks for Brains program in 2008; and a state-level assessment of research and development projects in response the American Recovery and Reinvestment Act of 2009.

- The **Kentucky Regional Optical Network (KyRON)**, an operation of the Council, UK, and UofL, is one of the critical parts of the Kentucky Education Network (KEN) connecting the Kentucky P-20 education community to the national and international research and education community through Internet2. KyRON enables UK and UofL to qualify for major federal research grants and help them reach HB1 goals to become nationally recognized research institutions.

- The **Kentucky Homeland Security University Consortium**, first funded in 2004 by the Federal Department of Homeland Security, brings the knowledge resources of the state's universities and colleges to a research and development initiative that seeks to expand the spectrum of products and services used in homeland security. Consortium membership is comprised of Kentucky's public universities and community colleges and several of the state's private colleges and operates in cooperation with the Council.

- The state invests heavily in clinical and research programs related to lung cancer research through the **Kentucky Lung Cancer Research Fund (KLCR)**. The KLCR Program Governance Board is attached to the Council for administrative purposes and the funding for the program is assigned to the Council. Funds are distributed annually to the University of Kentucky's Markey Cancer Center and to the University of Louisville's Brown Cancer Center by recommendation of the Governance Board. The Governance Board is appointed by the governor and has representation from the cancer centers, the Council on Postsecondary Education, and two members at large. The program is funded through the Tobacco Settlement Agreement and has received $40.8 million since 2000.

- A portion of Cigarette Excise Tax funds are invested through the **Cancer Research Trust** via matching programs at the University of Kentucky and University of Louisville to conduct cancer-related research. A portion of the funding is reserved for investigator-initiated grants awarded to scientists for two-years, administration of laboratories, and purchase of equipment. With matching funds, the investment in this program has totaled $66.3 million since 2005.

Policy Objective 7: Increase educational attainment and quality of life in Kentucky communities through regional stewardship, public service, and community outreach.

- The **Regional Stewardship Program**, established in 2008, promotes regional and statewide workforce and economic development, livable communities, social inclusion, creative governance, and civic participation through public engagement activities initiated by comprehensive universities. Its purpose is to link the resources and knowledge of the universities to the needs and challenges of their respective regions. The program supports the development and maintenance of organizational structures, personnel, information systems, and community relationships; efforts to build intellectual capacity in targeted priority areas; and specific public engagement activities at the universities that improve economic prosperity, quality of life, and civic participation.

- **Project Graduate** is a collaborative effort between the Council and the campuses to recruit and graduate former students still residing in Kentucky who have earned 80 or more credit hours from a Kentucky institution. The program was launched in November 2007, and the public universities began their outreach efforts in the spring 2008 term. Since that time, ten independent institutions have adopted the program. The program is meeting with considerable success. Since its start in 2007, over 600 students had earned their degrees at public institutions through Project Graduate, nearly 2,000 students have been or are currently in the program, and it has generated $7.5 million in tuition revenue for participating campuses.

- **CPE's proposed changes to the program approval process** emphasize the need to tie academic programs to workforce needs in the state. The process requires all new programs to evaluate specific workforce demands for new program graduates as well as document available internships and clinical experience agreements.

- **The Kentucky Adult Learner Initiative** was launched in 2007 with support from the Lumina Foundation for Education. This collaborative, statewide effort coordinated by CPE was charged with enhancing Kentucky's workforce and improving individual opportunity by increasing the number of working-age adults with college degrees. An advisory board with representation from business, nonprofit organizations, education, and government drafted an initial set of recommendations, and funding was provided to institutions to develop more effective approaches to serving nontraditional students. The initiative led to a statewide

Date: September 22, 2011
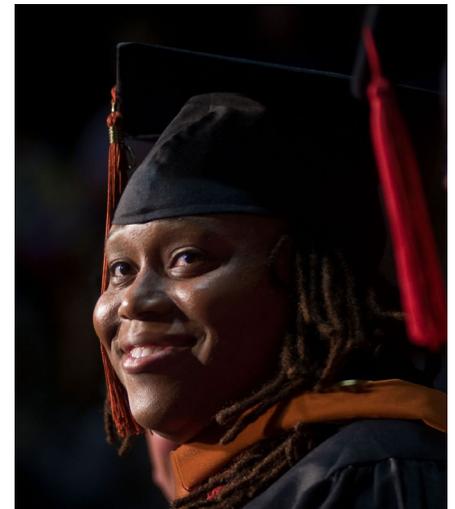
review of policies that affect adult students and institutional plans to create or enhance adult-friendly policies and services. Discussions are ongoing regarding state level approaches to more effectively engaging adult learners in postsecondary education.

- **The Programs of Distinction (POD) initiative** provided funding for prospective programs of national excellence at the comprehensive universities that address local, regional, and state needs, including workforce and economic development. The program received $6 million in 1997-98 and $6 million in each year of the 1998-2000 biennium. These funds were matched dollar-for-dollar by the institutions with external funds or through internal reallocation. The 1999-2000 funds were transferred to the base budgets of the institutions to provide a perpetual source of funding for POD programs.

- **The Kentucky Tuning Project** is a faculty-led pilot initiative designed to define what students must know, understand, and be able to demonstrate after completing a degree in a specific field. It is a process that involves students and employers in linking college degrees to workplace relevance and students' mastery of agreed-upon learning objectives. Faculty met for over a year to align student learning outcomes with employer and graduate school requirements in the five disciplines of biology, business, elementary education, nursing, and social work. Sixty-five faculty representatives from Kentucky's two and four-year public and independent colleges and universities participated. The Tuning process is distinctive in that it includes student, employer, and other stakeholder input in the deliberation.

- **The National Career Readiness Certificate (NCRC)** is a credential that documents employment skills critical to workforce success: applied mathematics, reading for information, and locating information. Kentucky Adult Education (KYAE) provides instruction and assessment leading to NCRC attainment for eligible students and has partnered with the Department of Workforce Investment to implement statewide. More than 1,300 KYAE students earned an NCRC last year.

- KYAE also has piloted **SkillUp Kentucky**, an innovative contextualized instructional program that combines GED attainment with stackable certificates, such as the NCRC and 21st Century Employability Skills, and an opportunity to earn college credits toward a certification or degree program. SkillUp is offered in areas of in-demand, growing industry sectors so that students are working toward credentials leading to employment.

- In 2005 a Strategic Agenda for Public Health Workgroup was convened by the Council, and representatives from the related academic programs met and drafted a **Strategic Plan for Public Health Education and Research**. The Kentucky Department of Public Health, EKU, WKU, UK, and UofL faculty and deans participated. Kentucky now has Council on Education for Public Health (CEPH)-approved programs at the four institutions. Faculty from across the Commonwealth built the online core courses required for CEPH accreditation, and through memorandum of agreement they have made the five core courses available to students at each of the participating institutions.

- **Research and data analysis** has been a key part of the Council's work in the area of workforce and economic development. The Council's County Profiles publication and reports like Kentucky's Brain Gain (2007) provide important demographic and educational data to community and regional leaders and

help inform policy decisions. Kentucky's new Education Data Collaborative, led by the KY Workforce and Education Cabinet, CPE, KDE, and EPSB, will provide a powerful information and analysis infrastructure to help Kentucky more fully understand the education and workforce challenges and opportunities and appropriate policy directions for the future.

- Developed in cooperation with Kentucky business and industry, the Workforce Development Trust Fund evolved several years ago into the **Kentucky Workforce Investment Network System (KY WINS)**. KCTCS developed KY WINS to provide existing and new business and industry with education, training, and support services to develop better jobs and a workforce with the knowledge and skills to fill them. KCTCS has served as a major partner with the Cabinet for Economic Development as well as local and regional economic development organizations. KCTCS also supports the efforts of state and local Chambers of Commerce and the Associated Industries of Kentucky in developing a skilled workforce. As part of its strategy to establish these alliances, KCTCS works with local Workforce Investment Boards, research and comprehensive universities, independent institutions, the Kentucky Science and Technology Corporation, the Kentucky Technology Services, and the secondary school system.

STRONGER by DEGREES
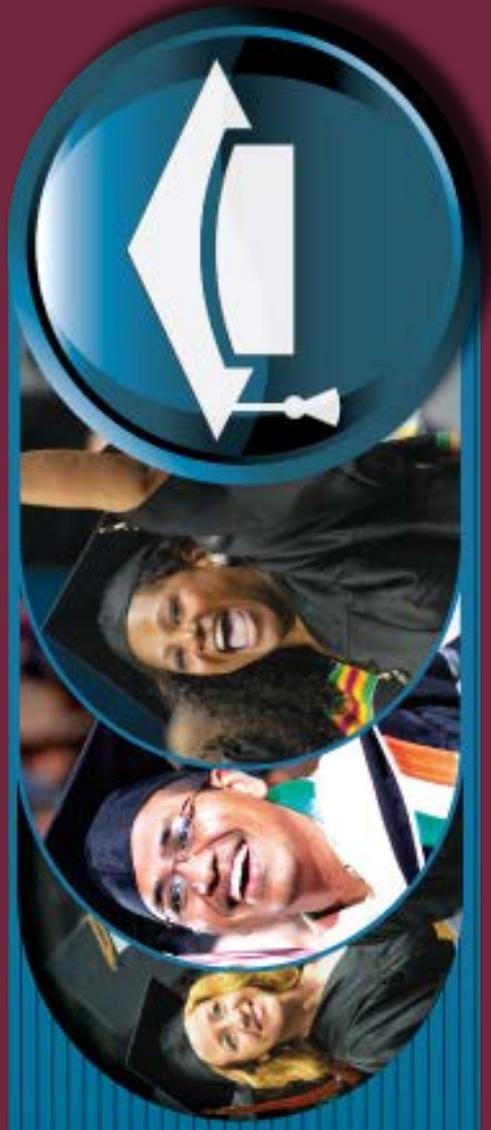
Eastern Kentucky University

Institutional Progress Update

Presentation to the Council on Postsecondary Education

by Dr. Doug Whitlock, President

September 22, 2011

Kentucky Council on Postsecondary Education

67

INSTITUTIONAL PROFILE
Eastern Kentucky University

Student Enrollment	2000	2010	% Change
Total	**14,657**	**16,567**	**13.0%**
Undergraduate	12,909	14,396	11.5%
Graduate	1,748	2,171	24.2%
New Freshmen	2,032	2,593	27.6%
New Transfers	1,025	1,223	19.3%
Service Region	7,273	7,543	3.7%

STRONGER by DEGREES

INSTITUTIONAL PROFILE
Eastern Kentucky University

Student Success	2000	2010	% Change
One-Year Retention	63.2%	66.6%	3.4 ppt
Six-Year Graduation	34.7%	37.5%	2.8 ppt
Average ACT	19.3	21.1	9.3%
Completions	2000	2010	% Change
Baccalaureate	1,663	2,126	27.8%
Master's	426	697	63.6%
Expenditures	2000	2010	% Change
Research	$639,776	$2,675,581	318.2%
Public Service	$21,856,866	$44,627,561	104.2%

STRONGER by DEGREES

INSTITUTIONAL PROFILE
Eastern Kentucky University

- *Chronicle of Higher Education "Great Colleges to Work For" Honor Roll*

- *Military Times EDGE #1 "Best for Vets"*

- *Forbes "America's Best Colleges"*

- *Carnegie Foundation "Community Engaged University"*

- *U.S. News "America's Best Colleges (South)"*

- *GI Jobs "Military Friendly Campus"*

- *Washington Monthly "Contribution to Public Good"*

STRONGER by DEGREES

2011-15 STRATEGIC AGENDA

Four Focus Areas

STUDENT SUCCESS

EFFICIENCY & INNOVATION

COLLEGE READINESS

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

STRONGER by DEGREES

COLLEGE READINESS
Eastern Kentucky University

Performance Metric	Historical (2005-06)	Baseline (2008-09)	2015 Target	Percent Change Baseline to Target
New teacher excellence (top 15% nationally)	17%	16%	25%	56%

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

COLLEGE READINESS
Eastern Kentucky University

STRONGER by DEGREES

- **EKU Middle College**
  - First local school district, 4-year institution in KY
  - Assist academically capable, at-risk high school Jr/Sr

- **EKU Now! Dual Credit**
  - Designed for high school Jr/Sr jumpstart (EKU's service region)
  - MOAs with participating school districts

- **Math & English Transition Courses**
  - Half of regional high school juniors in bottom 25th percentile
  - Data indicate movement of 5 KYOTE points in one semester course, 8 points in a full-year course
  - For full-year students, ending mean ACT-Math was 20.74 and median was 22. [Over half were considered college ready in Math]
  - Students not meeting Kentucky benchmark or equivalent are moving up a minimum of one developmental level

- **Educational Extension Agents**
  - 7 agents, 214 schools, 50,000 students

- **Compliance with Senate Bill 1**
  - Curriculum Alignment for Retention & Transition at Eastern (CARTE): Professional Learning Communities

STUDENT SUCCESS
Eastern Kentucky University

Performance Metric	Historical (2005-06)	Baseline (2009-10)	2015 Target	Percent Change Baseline to Target
Total Degrees & Credentials	3,079	3,052	3,525	15%
Bachelor's	1,980	2,125	2,500	18%
Master's	835	705	775	10%
Doctoral – Prof. Practice	0	1	30	2900%
Transfer from KCTCS	Not avail.	832	1,000	20%
Net direct cost for low-income students	-$878	-$886 (2008-09)	-$1,125	27%

Transfer from KCTCS includes transfer of KCTCS credit at any time during a student's career. Net Direct Cost is the cost of tuition, fees and books after all grants and scholarships received. Amount shown are for full-time, Kentucky resident undergraduates only. Negative amounts reflect grant money available to pay indirect costs such as room and board.

STRONGER by DEGREES

STUDENT SUCCESS
Eastern Kentucky University

Performance Metric	Historical (2005-06)	Baseline (2008-09)	2015 Target	Percent Change Baseline to Target
Graduation rates	35.4%	37.7%	45%	19%
Grad. rate gap of underrepresented minority students	8%pt	10%pt	5%pt	-50%
Grad. rate gap of underprepared students	Not available	28%pt	14%pt	-50%
Grad. rate gap of low-income students	Not available	16%pt	8%pt	-50%

Graduation rate of full-time, Bachelor's degree-seeking students who entered six years previous (IPEDS). Gaps represent difference between graduation rate of target group and graduation rate of other students

STRONGER by DEGREES

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

STUDENT SUCCESS

Eastern Kentucky University

- **Noel-Levitz Data Analysis & Predictive Modeling**
  - ➤ Assessed effectiveness of current EKU enrollment program
  - ➤ Assessed student satisfaction, factors for student success
  - ➤ Improved communication coordination
  - ➤ Promoted development of retention strategy
  - ➤ Created enrollment system that reduced tuition discount, maximized net revenue

- **Revision of Scholarship Tuition Model**
- **MAP Works (Early Alert Measure for Residential Students)**
- **Degree Works Audit System (Direct Path to Degree)**
- **Smooth Transition for Transfers**
- **Academic Practices Aimed at Student Success**
  - ➤ "Use It or Lose It" (First Day Disenrollment)
  - ➤ "The Party's Over" (First-Time Freshmen Mid-Term Grade Review Process)
  - ➤ Early Alert Retention Survey

STRONGER by DEGREES

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Eastern Kentucky University

Performance Metric	Historical (2005-06)	Baseline	2015 Target	Percent Change Baseline to Target
Externally-Funded Research & Development (in thousands)	$767	$905 (2008-09)	$1,500	66%
Degrees & Credentials in STEM+H Fields	851	791 (2009-10)	875	11%

Externally-funded research and development includes all sources of science and engineering R&D funding other than institutional sources such as endowments. STEM+H includes certificates and degrees at all levels in the Science, Technology, Engineering, Mathematics and Health fields.

STRONGER by DEGREES

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
Eastern Kentucky University

- Center for Renewable & Alternative Fuel Technologies (CRAFT)
- Center for Educational Research in Appalachia (CERA)
- Office of Undergraduate Research
- Center for Economic Development Entrepreneurship and Technology (CEDET)
- Eastern Kentucky Environmental Research Institute
- Bluegrass Community Health Center (2 Lexington Locations)
- STEM-H Institute

EFFICIENCY AND INNOVATION
Eastern Kentucky University

Performance Metric	Historical (2005-06)	Baseline (2009-10)	2015 Target	Percent Change Baseline to Target
Credits Earned by Degree Graduates	146	144	136	-6%
Online Learning (Percent of all credit earned through online learning)	6%	15%	20%	33%

Credits earned by degree graduates includes all Bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

STRONGER by DEGREES

EFFICIENCY AND INNOVATION
Eastern Kentucky University

- Designated "Green" Innovator in IT (*University Business Magazine*)

- Positioned as National Model: Siemens Energy Efficiency Project

- Teamed Strategic Planning/Financial Planning Councils

- Recognized "Effective & Innovative Group Study Spaces" - Noel Studio (*University Business Magazine*)

- Launched Campus Shuttle/EKU Rides Systems

- Recognized State Leader in Campus Recycling

- Enhanced Online Program Efforts

- Established University e-Learning Office

STRONGER by DEGREES
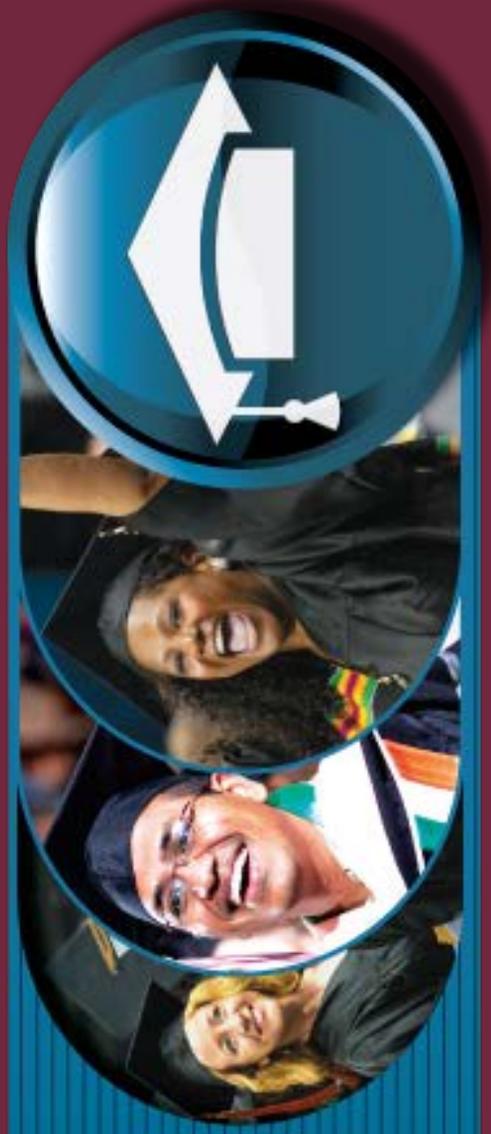
STRONGER by DEGREES

Eastern Kentucky University

Institutional Progress Update

Presentation to the Council on Postsecondary Education

by Dr. Doug Whitlock, President

September 22, 2011

81

EASTERN KENTUCKY UNIVERSITY

You Can Get There from Here

INSTITUTIONAL PROGRESS REPORT

Presented By

Dr. Doug Whitlock

President

Eastern Kentucky University

September 22, 2011

Primary Service Region

83

"The Bluegrass"

Total Undergraduate Enrollment by Kentucky County
Fall 2010

Total Undergraduate Enrollment

EKU Service Region

★ Eastern Kentucky University

Total Undergraduate Enrollment
- 0
- 1 - 50
- 51 - 150
- 151 - 300
- 301 - 500
- 501 - 1357
- 2594
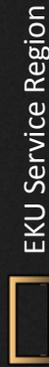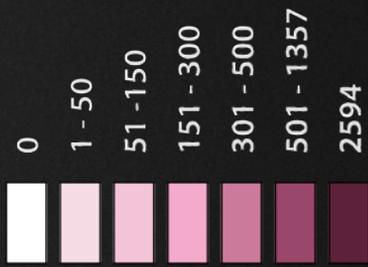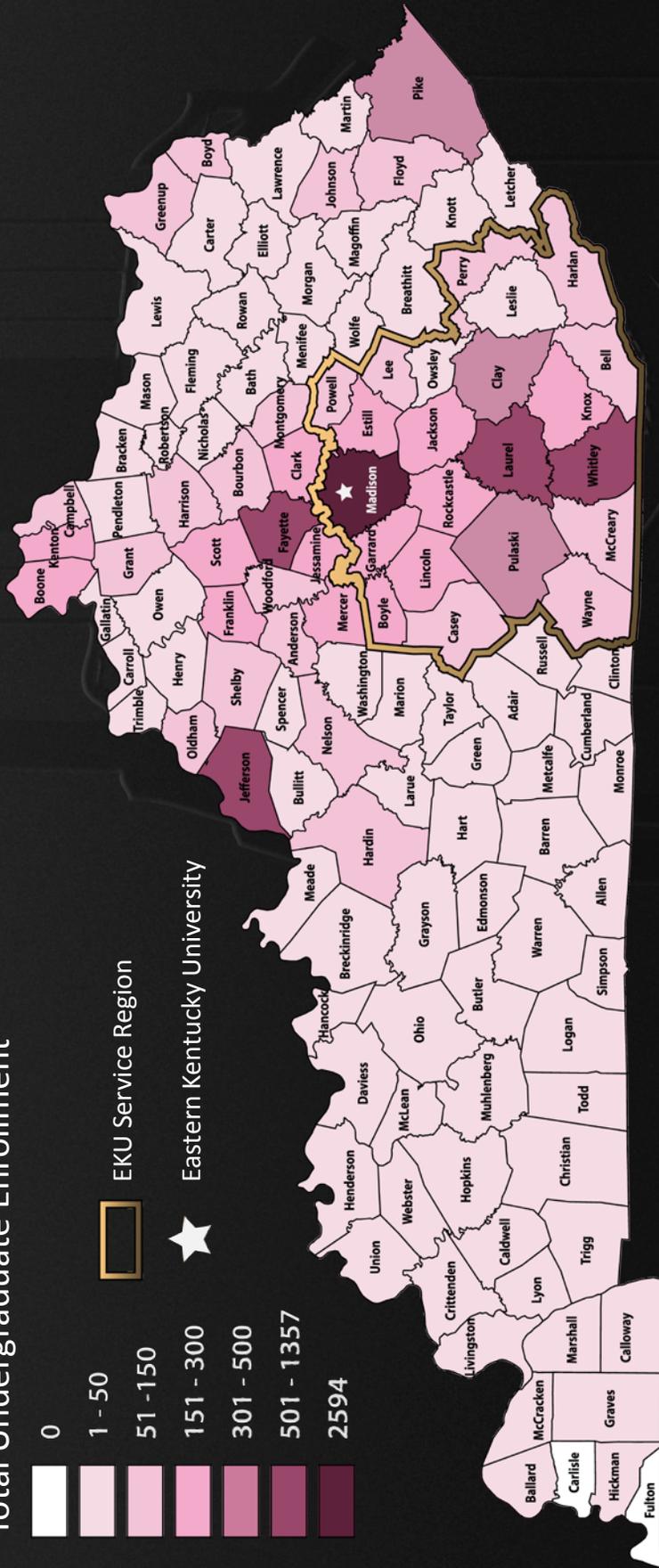
Mission Statement

Mission: As a comprehensive public institution, Eastern Kentucky University prepares students to lead productive, responsible, and enriched lives. To accomplish this mission, the University emphasizes:

1. Student Success

2. Regional Stewardship, and

3. Critical and Creative Thinking and Effective Communication (*)

(*) Quality Enhancement Plan in compliance with Southern Association of Colleges and Schools Commission on Colleges

Vision Statement

Vision: Eastern Kentucky University will be an accessible, nurturing, and academically rigorous center of learning and scholarships that transforms lives and communities and enables them to adapt and succeed in a dynamic, global society.

EKU

Values

- *Intellectual vitality,* which is characterized by knowledge, scholarly inquiry, creativity, critical thinking and curiosity;

- *Sense of community,* which is characterized by a supportive environment with strong relationships and a commitment to service, shared governance, collaboration, and unity of purpose;

- *Diversity,* which is characterized by equitable opportunities and treatment, mutual respect, and the inclusion and celebration of diverse peoples and ideas;

Values

- *Stewardship of place*, by which the University enhances the intellectual capacity, economic vitality, environmental sustainability, and quality of life of the communities it serves;

- *Accountability*, which is characterized by fiscal responsibility and responsiveness to the needs of internal and external stakeholders; and

- *Excellence*, which is achieved through integrity, continuous quality improvement and a focused emphasis on the personal and professional growth of students, faculty, and staff.

STUDENT SUCCESS
- Increase # of college-ready freshmen
- Increase ACT profile of new freshmen
- Increase retention/graduation rates
- Increase # of degrees conferred

BUILDING CAPACITY FOR EXCELLENCE
- Planning group efficiency/effectiveness
- Increase revenues and cut costs
- Increase online offerings
- Increase regional campus offerings

DIVERSITY & EXCELLENCE
- Implement EKU Diversity Plan
- Increase diverse retention & grad rates
- Increase international enrollment
- Increase # of diverse students, faculty, & staff

REGIONAL STEWARDSHIP
- Curriculum sharing with P-12
- Educational Extension Agents
- Enhanced quality partnerships
- Dual credit/EKU NOW!

CPE 2011-2015 Strategic Agenda

COLLEGE READINESS
- Increase # of college-ready Kentuckians
- Align K-16 curriculum
- Strengthen college-going/completion culture in Kentucky

STUDENT SUCCESS
- Increase degree completions in Kentucky
- Support new pathways to degrees
- Statewide Diversity Policy initiatives

RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT
- Increase research for knowledge & economic growth
- Increase educational attainment & quality of life
- Community outreach

EFFICIENCY & INNOVATION
- Increase academic productivity
- Increase alternative program delivery methods
- Effective & efficient use of resources

GOAL 1:

Maximize Student Success

Student Success Measures

Quality Enhancement Plan (SACS Requirement)

EKU Embraced QEP Theme: "to graduate informed, critical and creative thinkers who can communicate effectively."

Four Basic Tenets of Thinking Critically:
Students will:

- EXPLORE and use relevant information in order to gain knowledge and solve problems.

- EVALUATE information and ideas using appropriate methods.

- EXPAND and generate their own ideas and express them effectively.

- EXPRESS a point of view and develop it with awareness of alternatives.

- Plan for Performance-Based Learning Outcomes for All Programs

Student Success Measures

- First Day Disenrollment ("Use It or Lose It" Program)

- Gather Feedback (General Education Campus Forums)

- Assist Students Struggling Academically (Early Alert Retention Survey)

- Monitor the Progress of Freshmen (First-Time Freshmen Mid-Term Grade Review Process)

National Scholarship Recipients

Diana Harbeson
Association of General Contractors
National Scholarship

John Simpson
Fulbright Teaching
Assistantship

Michelle Hull
Fulbright Teaching
Assistantship

Alisa Pulver
Phi Kappa Phi National
Fellowship
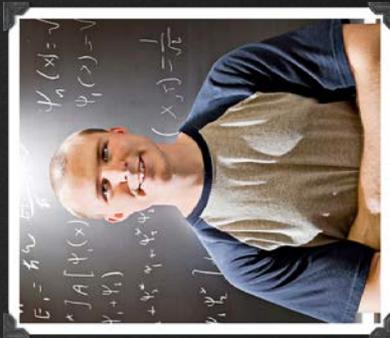
Ethan Kilgore
Goldwater Scholarship

Jessica Pulliam
National Science Foundation
Graduate Research Fellowship

Miles Owen
Truman Scholarship

Student Success
National Distinctions

- EKU Mock Trial Team- "Honorable Mention" (National Championship Mock Trial Tournament)

- Finished Ahead of Teams From:
  - Washington University
  - Drake University
  - Swarthmore College
  - Rhodes College
  - University of Southern California
  - Case Western Reserve University

Student Success
National Distinctions

- Co-Op Program First in Kentucky to Earn Accreditation
  - Accreditation Council for Cooperative Education

- 579 EKU Students Participated in Program (2010-11)

- EKU Co-Op Met 6 Standards:
  - Mission and Goals
  - Institutional Relationships
  - Employers and External Partners
  - Learning Environment
  - Learning Outcomes
  - Program Effectiveness

Student Success
National Distinctions

- EKU Orientation Textbook One of First in Nation Written, Designed, Published Entirely by University Faculty, Staff & Students

  - *Explore, Evaluate, Expand, Express: Academic Success and the EKU Experience*

  - Used Fall 2011 in freshmen orientation classes; all five colleges

  - Cost-savings for students ($20 vs. $50)

  - Integration of EKU's QEP

Student Success

Student Leadership Opportunities

- Participating Students Perform 1,400 Hours of Community Service on 2011

  Alternative Spring Break Trips

  - Immersion experience in the community
  - HIV/AIDS Awareness (New York City)
  - Habitat for Humanity (Charleston, SC)
  - Homelessness/Afterschool Programming (Washington, DC)

- Participating Students, Faculty Conduct Service-Learning Project in Memphis

  - 34 students, 6 faculty
  - Service-Learning (The Martin Luther King Jr. Student Transition Academy)
  - Assisted students who have been temporarily expelled from public school

Student Success

Student Leadership Opportunities

- EKU Study Abroad Partners…and GROWING!

  - **Liaoning University of Technology** (Jinzhou, China)

    1. Mandarin Language
    2. Chinese Culture

  - **University of Yamanashi** (Kofu, Japan)

    1. Japanese Language & Culture
    2. Engineering
    3. Arts & Sciences
    4. Education

  - **Hogeschool Avans** (Breda, The Netherlands)

    1. International Business
    2. Economics
    3. Fine Arts

Student Success

Student Leadership Opportunities

- EKU Study Abroad Partners...and GROWING!

  - **Daegu Haany University** (Daegu, South Korea)

    1. Korean Language & Culture

  - **The Magellan Exchange** (Austria, Germany, France, Spain, Belgium, The Netherlands, Finland, England, Australia & Mexico)

    1. Business and Technology

  - **Benemerita Universidade Autonoma de Puebla** (Puebla, Mexico)

    1. Spanish Language

Student Success

Student Leadership Opportunities

- EKU Study Abroad Partners…and GROWING!

  - **Pontifica Universidade Catolica de Minas Gerais** (Minas Gerais, Brazil)

    1. Portuguese

    2. General Studies

  - **Maseno University** (Kenya)

    1. Swahili

GOAL 2:

Build and Sustain the University's Capacity for Excellence

Chronicle of Higher Education

- **EKU Makes "Great Colleges to Work For" Honor Roll Again; Ranked In Top 10 Nationally**

  - Ranked # 1 Large University in the Nation

    1. **EASTERN KENTUCKY UNIVERSITY**

    2. Baylor University

    3. Georgia Institute of Technology

    4. Lindenwood University

    5. Sam Houston State University

    6. University of Maryland-Baltimore County

    7. University of Mississippi

    8. University of Notre Dame

    9. University of Southern California
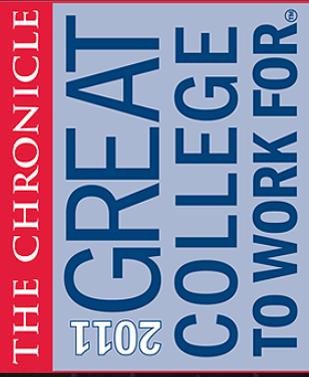
Chronicle of Higher Education

- Earned Recognition in 11 of 12 Possible Categories

  - Professional/Career Development Programs

  - Teaching Environment

  - Tenure Clarity and Process

  - Facilities/Workspace/Security

  - Work/Life Balance

  - Compensation/Benefits

  - Job Satisfaction

  - Respect/Appreciation

  - Collaborative Governance

  - Confidence in Senior Leadership

  - Supervisor or Department Chair Relationship

THE CHRONICLE
GREAT
COLLEGE
TO WORK FOR®
2011
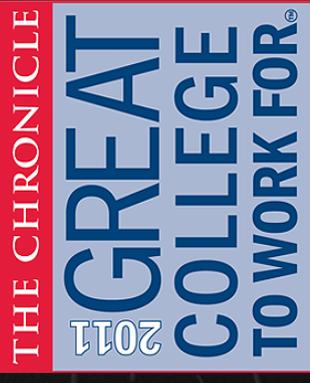
Military Times Edge Magazine

- **#1 National Ranking for Commitment to Helping Military Vets Further Education**

  - Presence of Veteran Groups on Campus

  - Policies for Handling Military Withdrawals

  - Scholarships for Veterans

  - Acceptance of Military Schooling for Academic Credit

  - Training for Faculty, Staff on Veterans' Issues

  - Staff Members Dedicated to Working with Veterans

  - Special Programs, Events for Veterans

G.I. Jobs

- **Among 7,000 institutions surveyed, EKU ranks among top 15% as "Military Friendly School"**

  Criteria:

  - Efforts, Level of Success Recruiting, Retaining Military Vets, Students

  - Academic Accreditations

Forbes

- **EKU Named among America's Best Colleges 4th Consecutive Year**

  - Recognized Among 650 Undergraduate Institutions

  - Students' Satisfaction with EKU Experience

  - Incurred Debt

  - Retention and Graduation Rates

  - Success and Salaries of Graduates

Washington Monthly

- **EKU Ranked by Washington (DC) Monthly Magazine for "Contribution to Public Good"**

  - Social Mobility (recruiting and graduating low-income students)

  - Research (producing cutting-edge scholarship and PhDs)

  - Service (encouraging students to give something back to their country)
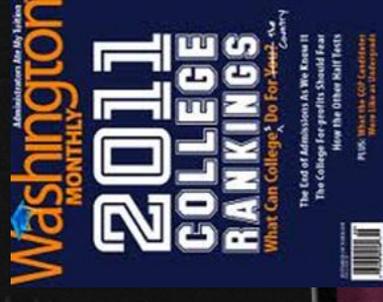
The Carnegie Foundation for the Advancement of Teaching

- **EKU Selected for Community Engagement Classification**

  - Recognized: Curricular Engagement, Outreach and Partnerships

  - 119 U.S. Colleges and Universities Selected

U.S. News & World Report

- **America's Best Graduate Schools**
  - Occupational Therapy (24th)
  - Public Affairs/MPA (165th)
  - Nursing (193rd)
  - Speech-Language Pathology (209th)

- **America's Best Colleges**
  - Top Tier, Regional Universities in the South

GOAL 3:

Create and Maintain an Inclusive, Equitable, and Diverse Environment

The Education Trust

- EKU headed list of all public colleges, universities nationwide

- Completely closed graduation-rate gap between non-minority and minority students (2002-07)

  - Finished 2nd among public master's degree-granting colleges and universities in comparison of "top gainers" (2002-07)

  - Eastern increased 6-year graduation rate for minority students from 13.8 percent to 38.5 percent

  - Gap closure: 20.8% ('02) to 0.8% ('07)

  - EKU's gap closure ranked 1st among all public master's institutions

Association of Diversity Councils

- EKU Wins Diversity Council Honors Award; Top 25 For- and Nonprofits in U.S.

  - Recipients "set the standards of excellence for U.S. diversity councils."

  - EKU Only College or University Recognized

    1. American Airlines

    2. Army and Air Force Exchange System

    3. Bayer Corporation

    4. Best Buy

    5. Cisco

    6. Comcast Corporation

    7. CSX

    8. FedEx Freight

    9. Gannett Company, Inc.

Sponsored Dependent Benefits Offered for EKU Employees

- Benefits to Those Living with Employees for at Least 12 Months as Long as:

  1. 18 Years Old

  2. Not a Relative

  3. Is not Employed by the Homeowner

  4. Is not Eligible for Medicare

  5. Dependent Children—Primary Residence is with EKU Employee

EASTERN KENTUCKY UNIVERSITY

GOAL 4:

Collaborate with the University's Regional Community Partners to Promote Academics, Economic Development, and Quality of Life

Kentucky Senate Bill 1

- EKU, Madison Co. Schools Join Forces to Establish Middle College
  - First local school district, four-year institution in Commonwealth
  - Assist academically capable, at-risk high school juniors, seniors
  - Students enrolled in high school and EKU classes
  - Students will earn high school diploma, minimum of 18 college credit hours

- Professional Learning Communities Help Prepare Future Teachers, Enhance Student Success
  - Five professional learning communities have been established
  - English
  - Mathematics
  - Social Sciences
  - Natural Sciences
  - Teacher Education

- Improve college, career readiness in Kentucky

Kentucky Senate Bill 1

- EKU Initiatives Helping Families Cut College Costs
  - Helping Students Plan Curriculum to Graduate in 4 Years
  - Reduced Number of Credit Hours to 120 Hours
  - Working with Schools to Decrease Developmental Math, Reading Courses
  - Offering Qualified H.S. Students EKU Now! Dual Credit Program

- Team Receives Grant to Form Math Teachers' Circle, Advance Math Education in Region
  - American Institute of Mathematics Funded Grant
  - Will team EKU Math Faculty and Middle School Math Teachers
  - First Such Math Teachers' Circle in Kentucky

Kentucky Senate Bill 1

- Distinctive Regional Stewardship Initiative, Educational Extension Agents, Established
  - Launched Fall 2009
  - 7 Agents, 214 Schools, 50,000 Students
  - Responding to Needs of Schools, Local Government and Business Leaders
  - Believed to be First Program of Its Kind in Nation
  - Modeled After Agriculture Extension Program

- EKU Works with Local Schools to Offer English Transition Course
  - Collaborative Offering English Transition Course with Area School Districts
  - Promotes College, Workforce Readiness of Kentucky's Youth
  - Three-Year Pilot Project
  - Offers Both Reading, Composition Instruction

Additional Programs

- Community Change Program Launched to Address Regional Financial Literacy Needs
  - Established with U.S. Treasury—First Such Partnership in Nation
  - Financial Literacy Training Program for Eastern Kentucky Communities
  - Designed to Serve Low- and Moderate-Income Communities
  - U.S. Treasury: "…program can be a model for programs around the country."
- Approximately Half of Foster Music Camp Participants Return to EKU for College Education
  - For 76 Summers, Almost 40,000 Young Musicians Have Attended
  - Nation's Second Oldest Music Camp
  - Longest Consecutive Operational Camp in U.S.
  - At Least 17 Countries Count Foster Camp Alumni
  - 46% Eventually Return to EKU to Pursue College Degree

Additional Programs

- EKU, Morehead State Announce Collaborative Regional Education Program

  - "Associate to Baccalaureate Degree Pathway: Collaborative Regional Education Program"

  - AAS Degree Graduates from UCM, HCTC Obtain EKU, MoSU Degree without Leaving Area

  - Classes Offered at MoSU Jackson, EKU Manchester and Hazard Community & Technical College

- EKU, Richmond to Host 2012 Conference of International Town & Gown Association

  - Civic Leaders, University Administrators from US, Canada, Australia, and Beyond

  - June 4-8, 2012

  - Theme: "Town & Gown—Partnerships for the Present and Future"

Additional Programs

- Kentucky Elected Officials, Others Endorse EKU's Bid to Host 2012 Presidential Debate

  - EKU one of 12 colleges and universities nationwide competing to host four debates

  - Selections to be announced November 2011

WEKU

Primary Coverage (Transmitter)
Primary Coverage (Translator)
Secondary Coverage
Fringe Coverage
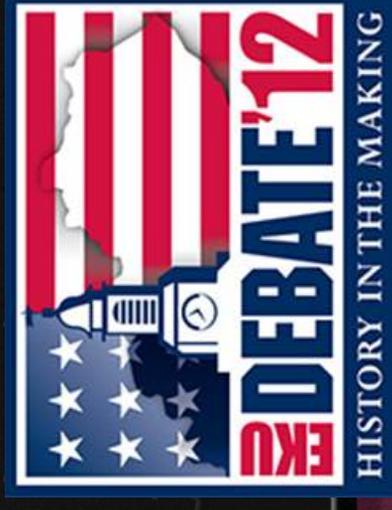
Total Enrollment
2006 - 2010

	Full-Time	%	Part-Time	%	Grand Total	% Change
2002	10,353	67.9	4,895	32.1	15,248	2.2%
2004	11,346	70.1	4,837	29.9	16,183	1.5%
2006	11,438	72.6	4,325	27.4	15,763	-2.8%
2008	11,761	73.4	4,270	26.6	16,031	1.2%
2010	12,560	75.8	4,007	24.2	16,567	1.8%

Total Enrollment
2006 - 2010

	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010
Total Enrollment	15,763	15,839	16,031	16,268	16,567
Undergraduate Enrollment	13,623	13,659	13,839	13,991	14,396
Graduate Enrollment	2,140	2,180	2,192	2,277	2,171

Graduate Enrollment   Undergratuate Enrollment   Total Enrollment
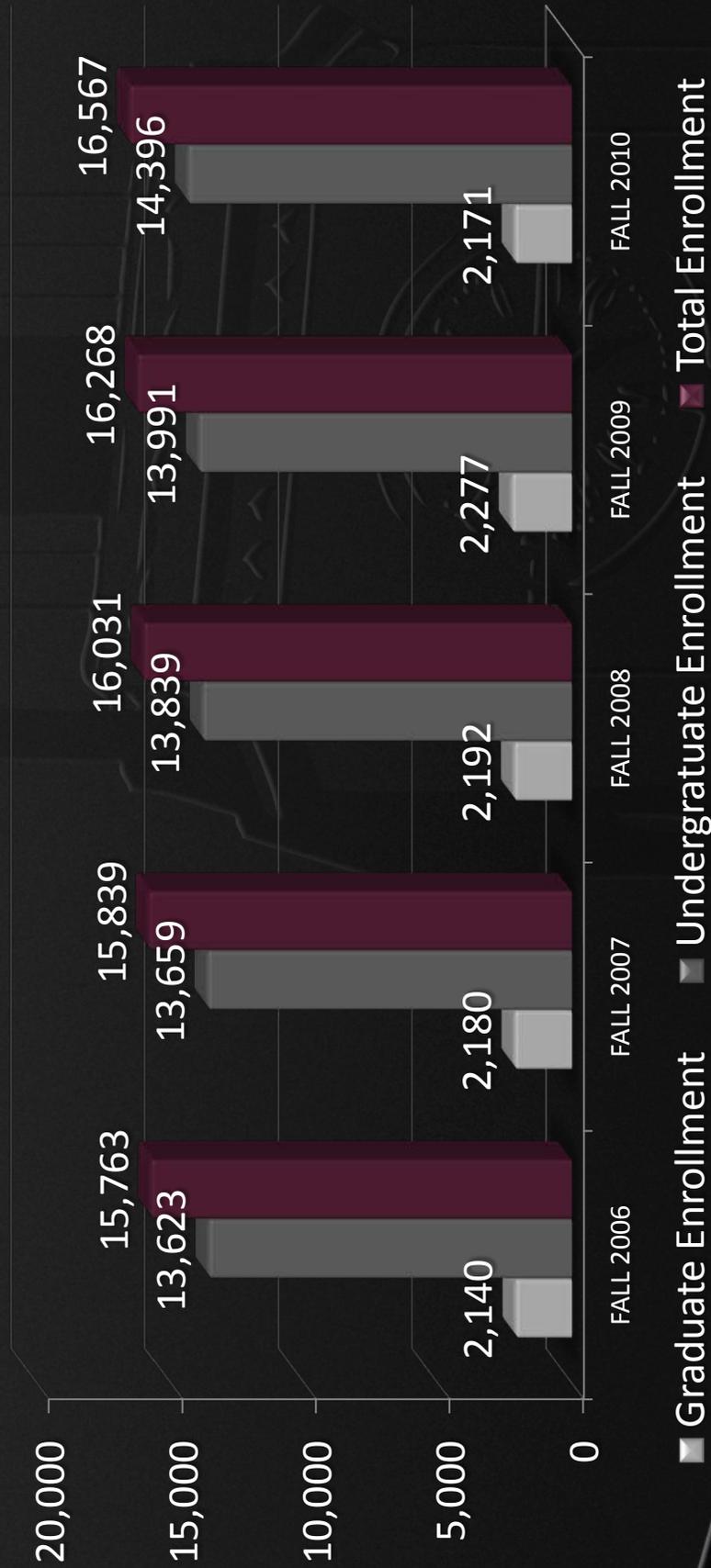
Total Enrollment
Undergraduate

	Full-Time	%	Part-Time	%	Total Undergraduate	% Grand Total	% Change
2002	9,880	75.7	3,174	24.3	13,054	85.6	0.3%
2004	10,834	78.3	2,999	21.7	13,833	85.5	2.0%
2006	10,820	79.4	2,803	20.6	13,623	86.4	-2.3%
2008	11,138	80.5	2,701	19.5	13,839	86.3	1.3%
2010	11,898	82.6	2,498	17.4	14,396	86.9	2.9%

EKU

Total Enrollment
Graduate

	Full-Time	%	Part-Time	%	Total Graduate	% Grand Total	% Change
2002	473	21.6	1,721	78.4	2,194	14.4	15.9%
2004	512	21.8	1,838	78.2	2,350	14.5	-1.4%
2006	618	28.9	1,522	71.1	2,140	13.6	-6.0%
2008	623	28.4	1,569	71.6	2,192	13.7	0.6%
2010	662	30.5	1,509	69.5	2,171	13.1	-4.7%

EKU

Total Enrollment
FTE Enrollment

	Undergraduate FTE	%	Graduate FTE	%	Total FTE	% Change
2002	10,128	90.5	1,069	9.5	11,197	2.6%
2004	11,085	90.7	1,134	9.3	12,219	3.2%
2006	11,035	90.7	1,131	9.3	12,166	-1.7%
2008	11,179	90.6	1,160	9.4	12,339	1.3%
2010	11,625	90.9	1,169	9.1	12,794	0.3%

Percentage of Traditional and *Non-Traditional Students

*Undergraduates ages 25 and older are considered non-traditional students

- Traditional
- Non-Traditional

	FALL 2006	FALL 2007	FALL 2008	FALL 2009	FALL 2010
Traditional	75.8%	76.3%	76.7%	76.3%	75.7%
Non-Traditional	24.2%	23.7%	23.3%	23.7%	24.3%

128

First-Time Freshman by Kentucky County
Fall 2010

Number of First-time Freshman
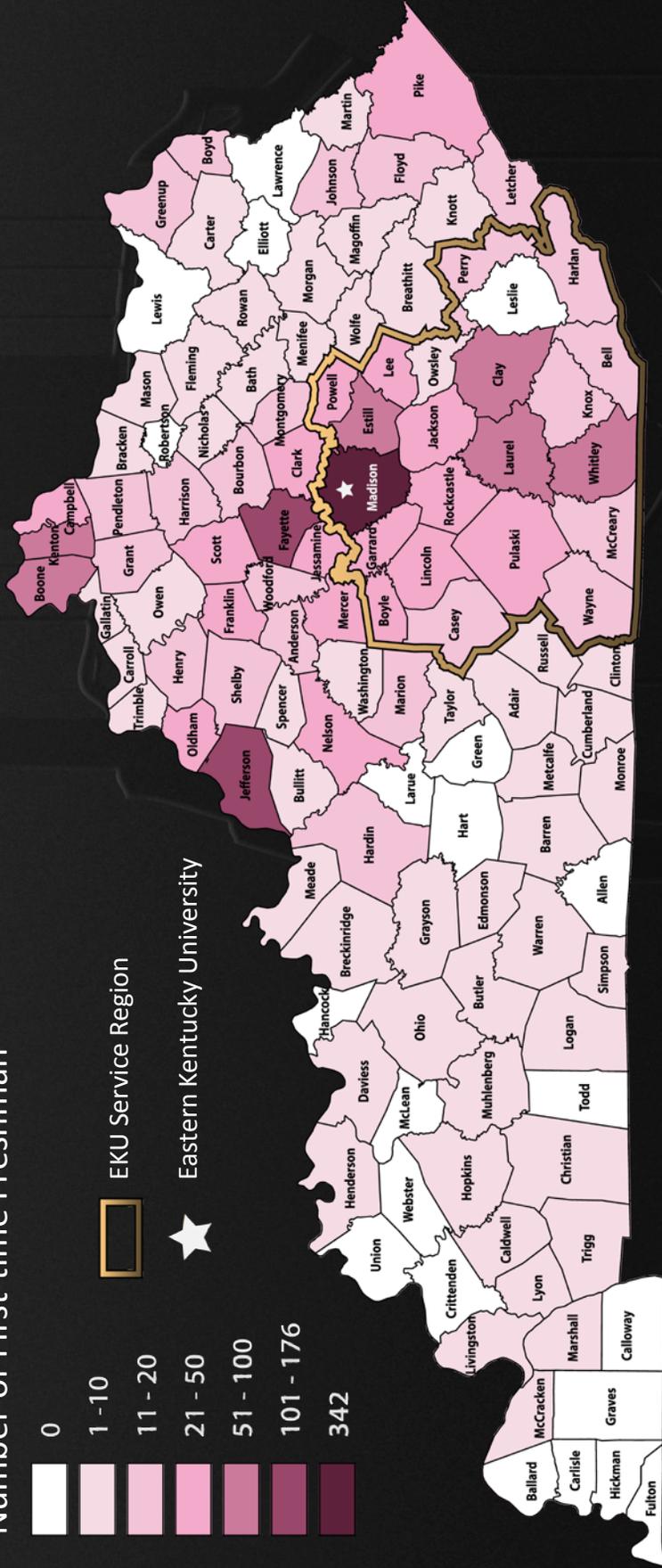
- 0
- 1 – 10
- 11 – 20
- 21 – 50
- 51 – 100
- 101 – 176
- 342

☐ EKU Service Region

★ Eastern Kentucky University

EASTERN KENTUCKY UNIVERSITY

EKU

You Can Get There from Here

INSTITUTIONAL PROGRESS REPORT

Presented By

Dr. Doug Whitlock

President

Eastern Kentucky University

September 22, 2011

STRONGER by DEGREES

Kentucky State University

Institutional Progress Update
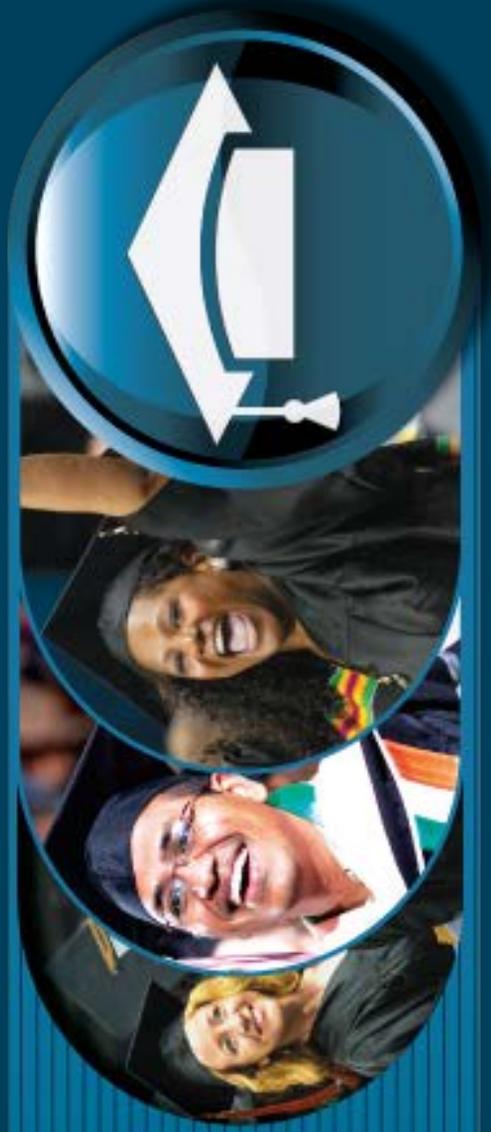
Presentation to the Council on Postsecondary Education

by Mary Evans Sias, Ph.D., President

September 22, 2011

Kentucky Council on Postsecondary Education

131

INSTITUTIONAL PROFILE
Kentucky State University

The Characteristics of KSU Bachelor's Degree Graduates

(2006-07 to 2010-11)

- **Female** – 61%
- **Black–Non-Hispanic** – 68%
- **Age at entry** – Under 25 – 65%
- **ACT Score** – Average 18
- **HS GPA** – Average 2.66
- **Age at Graduation** – Under 25 – 50%
- **Residency** – Resident – 60%
- **Honors** – 38% received graduation honors
- **Student Financial Aid** – 95% received financial aid
- **Degree GPA** – Average 3.11
- **Cumulative Earned Hours** – Average 140
- **Cumulative Transfer Hours** – Average 24
- **Majors** - Business Administration (15% of total graduates)

  Liberal Studies (12% of total graduates)

  Education (12% of total graduates)

2011-15 STRATEGIC AGENDA

Four Focus Areas

STUDENT SUCCESS

EFFICIENCY & INNOVATION

COLLEGE READINESS

RESEARCH, ECONOMIC & COMMUNITY DEVELOPMENT

STRONGER by DEGREES

COLLEGE READINESS
Kentucky State University

Performance Metric	Historical (2005-06)	Baseline (2008-09)	2015 Target	Percent Change Baseline to Target
New teacher excellence (top 15% nationally)	8%	4%	25%	525%

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

COLLEGE READINESS
Kentucky State University

High Impact Strategies

Implementation of the **Examination Support and Preparation (ESP) Program**. Initiative consists of additional support for students in preparation of success on PRAXIS Exams and includes the following components:

- PRAXIS II Workshops (PLT and Content Areas)
- Implementation of EDU 309 Test Preparation Course
- Individualized Study Guides for Students
- Use of Educational Testing Services (ETS) Web Resources
- Use of various other professional development resources for specifically identified deficiencies. (i.e. Annenberg, IRIS Network, etc.)
- PLATO Learning System

Achieved the acquisition of T.E.A.C.H. Grant to recruit stronger students for Teacher Education Program (Jr/3.2 GPA)

Additional Data to Highlight Particular Challenges or Performance Trends

KSU has the unique opportunity and challenge of serving a disproportionate population of students with one or more developmental needs. Notwithstanding, the University and School of Education has consistently demonstrated that given focused and strategic instructional interventions and support, these students can and do perform at high levels. They persevere and prevail through numerous barriers to graduation and become certified teachers at a rate of 97% from the point of admission into teacher education.

Areas of Significant Challenge and/or Areas Where State Support Needed

Funding to support a summer program focused on students with intended majors in Education to work specifically with their preparation in reading, writing and mathematics, prior to their college enrollment.

STRONGER by DEGREES

STUDENT SUCCESS
Kentucky State University

Performance Metric	Historical (2005-06)	Baseline (2009-10)	2015 Target	Percent Change Baseline to Target
Total Degrees and Credentials (all levels)	280	304	295	-2.96%
Bachelor's	198	213	232	8.9%
Master's	31	54	63	16.6%
Transfer from KCTCS	Not avail.	109	115	5.5%
Net direct cost for low-income students	-$24	-$31 (2008-09)	-$30	-3.2%

Transfer from KCTCS includes transfer of KCTCS credit at any time during a student's career. Net Direct Cost is the cost of tuition, fees, and books after all grants and scholarships received. Amount shown are for full-time, Kentucky resident undergraduates only. Negative amounts reflect grant money available to pay indirect costs such as room and board.

STUDENT SUCCESS
Kentucky State University

Performance Metric	Historical (2005-06)	Baseline (2008-09)	2015 Target	Percent Change Baseline to Target
Graduation rates	31.8%	22.7%	26%	14.5%
Grad. rate gap of **underrepresented minority** students	-5	-6	-6	0.0%
Grad. rate gap of **underprepared** students	Not available	14	11	-21.4%
Grad. rate gap of **low-income** students	Not available	16	15	-6.25%

Graduation rate of full-time, Bachelor's degree-seeking students who entered six years previous (IPEDS). Gaps represent difference between graduation rate of target group and graduation rate of other students. Negative gaps show that underrepresented minority students graduated at a higher rate than their peers.

STUDENT SUCCESS
Kentucky State University

Academics with Attitude (AWA) Summer 2011 Program	Number of students
Students admitted to AWA	104
Students completing the AWA program with 2.0 GPA or better	101 (97%)
AWA students enrolled for Fall 2011 term	98 (94%)

Student Success Initiatives

First Year Experience (FYE) assists incoming students in their transitions toward successful development in academic and non-academic areas of university life.

Academic Center for Excellence (ACE) is a comprehensive learning center that promotes academic excellence by helping students to access the resources and to develop the habits that encourage achievement.

Finding Resources in Education for Nontraditional Students (FRIENDS) provides an academic resource area for non-traditional and commuter students who are beginning or continuing their college education. The program offers access to tutoring, peer support, academic and life-skills workshops, timely campus information, and special family events.

Disability Resource Center (DRC) assures that students with disabilities receive equal access to education by providing services and auxiliary aids in accordance with state and federal statutes.

Student Support Services (SSS) is crafted and designed to assist student participants who qualify under the basic eligibility criteria. Students who are first generation college students; low-income as defined by the federal government; and those who have a documented disability are all qualifying candidates to participate in SSS and benefit from the services provided.

Green2Gold Work Program is designed to assist targeted students in meeting financial obligations to Kentucky State University.

RESEARCH, ECONOMIC & COMMUNITY DEVELOPMENT
Kentucky State University

Performance Metric	Historical (2005-06)	Baseline	2015 Target	Percent Change Baseline to Target
Externally-Funded Research & Development (in thousands)	$3,340	$5,189 (2008-09)	$5,200	0%
Degrees & Credentials in STEM+H Fields	87	80 (2009-10)	115	43%

Externally-funded research and development includes all sources of science and engineering R&D funding other than institutional sources such as endowments. STEM+H includes certificates and degrees at all levels in the Science, Technology, Engineering, Mathematics and Health fields.

RESEARCH, ECONOMIC & COMMUNITY DEVELOPMENT
Kentucky State University

Aquaculture
- Over 140 refereed journal publications
- Authored or edited 8 books
- Generated over $6.7M in competitive funding

Horticulture (Paw Paw)
- 35 refereed journal publications
- $2.7M in competitive grant funding
- Paw Paw Website over 425K visitors

Goat Research
- Studies on alternative parasite control products
- Evaluation of breeds for production within state borders
- Findings show increased productivity at no additional cost

Organic Agriculture Research
- Reduced fossil fuel dependence with on-farm feed-stocks
- Findings have contributed to increase in number of producers or organic crops by more than 50% statewide

STRONGER by DEGREES

RESEARCH, ECONOMIC & COMMUNITY DEVELOPMENT
Kentucky State University

REOD Initiative

- Rural Entrepreneurial and Outreach Development
- Supports individuals and small business enterprises in selected Western KY communities
- Leverage locally-based economic development
- Secured over $200K towards programming
- >250 people have participated in training
- Received National Association of Community Development Extension Professionals (NACDEP) Award in October 2010.

OASDFR Project

- Socially Disadvantaged Farmers and Ranchers
- One-to-one technical information and training
- 77% of the families served were socially disadvantaged farm families
- Farm income for all program families increased $4.1K per year
- Annual farm income increased $2.65M

STRONGER by DEGREES

RESEARCH, ECONOMIC & COMMUNITY DEVELOPMENT
Kentucky State University

Historic Old Federal Building in downtown Frankfort .
•Classes will be offered at this site.
•Floating Lab on the KY. River - The 52-foot boat will hold up to 49 people, including the certified captain and his assistant. It will travel the Kentucky River teaching Kentucky school-aged students about the ecological aspects of the river – both the plant and animal life.
•KY Aquatic Museum will be located in this building.

Service Learning is a method by which students learn and develop through active participation in thoughtfully organized community service experiences. It is a partnership among students, faculty, and the community to meet genuine needs of the community and provide opportunities for students' personal and academic development. All freshmen enrolled in the UNV 101 (University Orientation) course are required to attend two hours of orientation/training and must then volunteer eight hours of service to community sites.

EFFICIENCY AND INNOVATION
Kentucky State University

Performance Metric	Historical (2005-06)	Baseline (2009-10)	2015 Target	Percent Change Baseline to Target
Credits Earned by Degree Graduates	145	148	130	-12.1%
Online Learning (Percent of all credit earned through online learning)	9%	13%	16%	23.0%

Credits earned by degree graduates include all Bachelor's degree graduates during the year. Online learning measures the percent of completed student credit hours delivered through distance learning.

EFFICIENCY AND INNOVATION
Kentucky State University

Distance Education

- The University started offering online courses in 2000 but has recently intensified its efforts to reach more students through distance education.

- A student can now complete all but six hours of the general education core and the liberal studies integrative studies requirements online.

- Over 25% of KSU course offerings are available online.

- The Master of Science in Aquaculture is also over 25% available online.

- The Master of Arts in Special Education continues to be available 100% online.
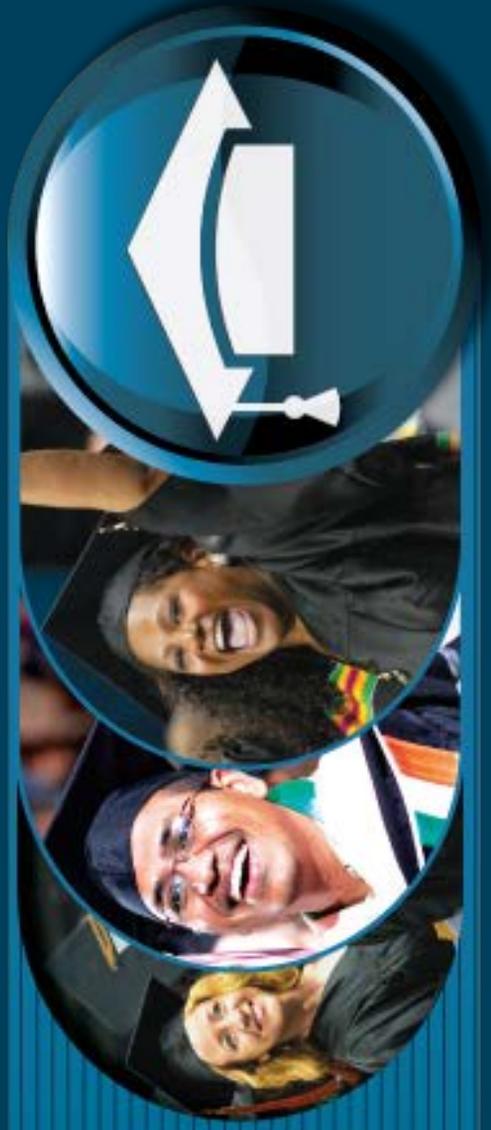
144

STRONGER by DEGREES

STRONGER by DEGREES

Kentucky State University

Institutional Progress Update

Presentation to the Council on Postsecondary Education

by Mary Evans Sias, Ph.D., President

September 22, 2011

President's Report to the
Council on Postsecondary Education

Robert L. King – September 22, 2011

GED Promotional Campaign - In 2005, Joe Graviss very generously initiated a GED promotional campaign in three of his McDonald's restaurants in Franklin and Woodford counties in conjunction with Kentucky Adult Education staff. Based on the campaign's success, he then convinced colleagues in his 34-county McDonald's purchasing association to join him in the venture.

Since 2006, these restaurants have sponsored – completely at their expense – an annual five-week in-restaurant GED promotion consisting of tray liners with an inspirational message to encourage Kentuckians without a high school credential to earn their GED. The promotion also includes local activities with adult education programs, such as adult education student recruitment days in the McDonald's restaurants.

This year, based on Joe's continuing leadership, I am proud to announce that the campaign has grown to 70 counties and more than 175 restaurants. This year's campaign started August 29 and runs through September. Please join me in thanking Joe for his personal commitment to adult education and raising the educational attainment levels in our Commonwealth.

Postsecondary & Adult Education Insight - The Council launched an online newsletter last month to increase communications with our constituents. *Postsecondary & Adult Education Insight* is produced in-house using blog software, which provides for enhanced functionality such as integration with social and multimedia content. About 1,500 people are on the distribution list. You can opt-in to receive the newsletter on our website. http://insight.councilonpostsecondaryeducation.org/subscribe

CPE staff highlights - Many of our staff members are participating widely in national and state forums providing expertise and input. The following list is not exhaustive, but represents a sampling of the activities.

- Dr. Aaron Thompson, senior vice president, presented Kentucky's initiatives on "near-completers" at the National Summit on Near Completion held this month at the National Press Club in Washington, D.C. The Institute for Higher Education Policy sponsored the summit.

- Dr. Sue Cain, college readiness and developmental education initiative coordinator, participated on a national panel of experts assembled last week in Washington, D.C., to discuss the importance of the Common Core Standards and implementation. Sponsored by the Lumina Foundation, the federal hearing was for legislative staffers and administration officials. Kentucky was chosen to participate due to our success in implementing the standards through collaborative efforts with the Kentucky Department of Education and the Education Professional Standards Board.

- Al Lind, vice president for information and technology, served on a panel at the SREB Electronic Campus and Educational Technology Cooperative Joint Annual Meeting, and he led a group in a scenario planning exercise to design a $10,000 bachelor's degree program.

- KYAE Vice President Reecie D. Stagnolia was recently elected to the National Council of State Directors of Adult Education and the National Adult Education Professional Development Consortium executive committees as chairperson elect. He was also chosen to serve on a national advisory group, the National Reporting System's (NRS) Technical Working Group, which periodically advises the Office of Vocational and Adult Education on NRS policy and procedures. The advisory group provides guidance on NRS and helps ensure that the system is responsive to the needs of the adult education field.

University System of the Year - The Washington Center for Internships and Academic Seminars has named Kentucky the University System of the Year. The award results from the participation of all eight of our public four-year universities in the TWC internship program, which has provided opportunities to 130 Kentucky college students over the past seven years. Governor Patton will accept the award for us at the Washington Center's annual awards luncheon at the National Press Club on October 3, 2011.

Mike Smith, president of TWC, said, "Kentucky's university system has worked hard to make The Washington Center program within reach for students, offering scholarships and academic credit arrangements. Kentucky is one of The Washington Center's best champions and is a true role model for other states, showing that the most well rounded academic experience is one enhanced by experiential learning."

SREB Doctoral Scholars Program Institute - Kentucky's public institutions will participate in the SREB Doctoral Scholars Program's Institute on Teaching and Mentoring Recruitment Fair, October 20-23, 2011, in Atlanta. The recruitment fair will assist institutions in increasing the number of minority faculty at their institutions. Seven of our institutions will participate. Dr. Rana Johnson of our staff will assist SREB administrators with overseeing the recruitment fair.

Estimated fall 2011 enrollment - We are estimating that Kentucky's postsecondary enrollment is continuing to grow at a moderate pace, with more than 277,000 students studying in the Commonwealth's public and non-public colleges and universities this fall. The pace of growth has slowed from the large increases seen at the beginning of the "great recession" in 2008. Total estimated headcount enrollment increased 2 percent over last year and 32 percent over the last 10 years. Final numbers for fall 2011 enrollment will be available in the spring of 2012. A few highlights:
- Most of the enrollment growth occurred in non-public sectors, both non-profit and for-profit. Undergraduate enrollment is fairly flat at some public institutions and declining at others, with the exception of Morehead State University. Morehead saw a one-year undergraduate enrollment increase of 18 percent due to significant growth in both the number of entering degree-seeking students and in early college programs for high school students.

- Graduate enrollment was flat among public universities, with one-year increases at some institutions balanced by decreases at other institutions. One-year growth is higher in the non-profit and for-profit sectors, as some institutions move aggressively to build their professionally oriented graduate certificates and degrees.

- While enrollment growth in non-public sectors is currently outpacing growth in the public sector, it is important to note that over the long term, non-public institutions' share of total enrollment has only increased from 14 percent in 2001 to 15 percent in 2011.

The preliminary fall 2011 enrollment report is attached.

Do you know someone who needs a GED® diploma?

Free adult education classes are offered in your county. For more information, call toll-free **1-800-928-7323** or visit **www.kyae.ky.gov**

Your Career Earnings
DATE: 2/17/2051
PAY TO THE ORDER OF Josh Woods
$ 271,000
Two-hundred seventy-one thousand DOLLARS
MEMO Bonus for getting your GED

With a good education you can:

▲ Better support your family

▲ Help your children succeed in school

▲ Make more money

KENTUCKY **ADULT EDUCATION**
LEARNING FOR LIFE

Kentucky Council on **Postsecondary Education**

i'm lovin' it®

Turn it and Learn it!

Nutrition information on reverse

We earned a GED® diploma. So can you!

James earned his GED diploma and got college scholarships. He's the first in his family to go to college.

Leah left high school and worked several low-wage jobs. She earned a GED diploma and went on to medical school.

Angel worked at a steel mill. When it closed, she earned a GED diploma and enrolled in nursing school.

▲ Better support your family
▲ Help your children succeed in school
▲ Make more money

Free adult education classes are offered in your county. For more information, call toll-free **1-800-928-7323** or visit **www.kyae.ky.gov**

Kentucky Council on Postsecondary Education

KENTUCKY **ADULT EDUCATION** LEARNING FOR LIFE

i'm lovin' it®

Turn it and Learn it!

Nutrition information on reverse

Three Steps to a GED® diploma

1 Visit the adult education center in your county and sign up for free classes.

2 Take the free GED practice test to make sure you're ready for the actual test.

3 Take the GED test. It costs $60 and is available at over 70 sites in Kentucky.

▲ Better support your family

▲ Help your children succeed in school

▲ Make more money

For more information, call toll-free **1-800-928-7323**

or visit **www.kyae.ky.gov**

KENTUCKY
ADULT
EDUCATION
LEARNING FOR LIFE

Kentucky Council on
Postsecondary Education

i'm lovin' it®

Turn it and Learn it!

Nutrition information on reverse

Three Steps to a GED® diploma

1. Visit the adult education center in your county and sign up for free classes.

2. Take the free GED practice test to make sure you're ready for the actual test.

3. Take the GED test. It costs $60 and is available at over 70 sites in Kentucky.

▲ Better support your family

▲ Help your children succeed in school

▲ Make more money

For more information, call toll-free **1-800-928-7323**
or visit **www.kyae.ky.gov**

KENTUCKY
ADULT EDUCATION
LEARNING FOR LIFE

Kentucky Council on
Postsecondary Education

i'm lovin' it®

Turn it and Learn it!

Nutrition information on reverse

Do you know someone who needs a GED® diploma?

With a good education you can:

▲ Better support your family

▲ Help your children succeed in school

▲ Make more money

Free adult education classes are offered in your county. For more information, call toll-free **1-800-928-7323** or visit **www.kyae.ky.gov**

KENTUCKY
ADULT EDUCATION
LEARNING FOR LIFE

Kentucky Council on
Postsecondary Education

i'm lovin' it®

Turn it and Learn it!

Nutrition information on reverse

ESTIMATED FALL 2011 POSTSECONDARY ENROLLMENT

DRAFT September 14, 2011

The Council on Postsecondary Education estimates that Kentucky's postsecondary enrollment is continuing to grow at a moderate pace, with more than 277,000 students studying in the Commonwealth's public and non-public colleges and universities this fall. The pace of growth has slowed from the large increases seen at the beginning of the "great recession" in 2008. Total estimated headcount enrollment increased 2 percent over last year and 32 percent over the last 10 years. Final numbers for fall 2011 enrollment will be available in the spring of 2012.

✓ Estimated undergraduate enrollment increased 2 percent over last year, with most of the growth occurring in non-public sectors, both non-profit and for-profit. Undergraduate enrollment is fairly flat at some public institutions and declining at others, with the exception of Morehead State University. Morehead saw a one-year undergraduate enrollment increase of 18 percent due to significant growth in both the number of entering degree-seeking students and in early college programs for high school students.

✓ Graduate enrollment was flat among public universities, with one-year increases at some institutions balanced by decreases at other institutions. One-year growth is higher in the non-profit and for-profit sectors, as some institutions move aggressively to build their professionally-oriented graduate certificates and degrees.

While enrollment growth in non-public sectors is currently outpacing growth in the public sector, it is important to note that over the long term, non-public institutions' share of total enrollment has only increased from 14 percent in 2001 to 15 percent in 2011.

Kentucky's Enrollment Growth

Fall Semester Headcount Enrollment at Kentucky's Public and Independent Colleges and Universities

25,813

33,571

183,829

243,642

2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 (estimated)

■ Undergraduate ■ Graduate

Kentucky Postsecondary Estimated Enrollment, Fall 2011

	2001 Actual	2010 Actual	2011 Estimated	1-Yr Change		10 -Yr Change	
				N	%	N	%
Undergraduate							
Eastern Kentucky University	13,023	14,396	14,132	-264	-2%	1,109	9%
Kentucky State University	2,165	2,606	2,485	-121	-5%	320	15%
Morehead State University	7,268	7,399	8,732	1,333	18%	1,464	20%
Murray State University	7,776	8,429	8,565	136	2%	789	10%
Northern Kentucky University	11,288	13,517	13,412	-105	-1%	2,124	19%
University of Kentucky	17,284	19,988	20,163	175	1%	2,879	17%
University of Louisville	14,131	15,818	15,770	-48	0%	1,639	12%
Western Kentucky University	14,135	17,827	17,835	8	0%	3,700	26%
Total	**87,070**	**99,980**	**101,094**	**1,114**	**1%**	**14,024**	**16%**
KCTCS	70,913	106,664	108,000	1,336	1%	37,087	52%
AIKCU Institutions	22,305	28,282	29,301	1,019	4%	6,996	31%
Proprietary	4,221	4,998	5,247	249	5%	1,026	24%
Undergraduate - Totals	*184,509*	*239,924*	*243,642*	*3,718*	*2%*	*59,133*	*32%*
Graduate							
Eastern Kentucky University	1,890	2,171	2,168	-3	0%	278	15%
Kentucky State University	149	245	266	21	9%	117	79%
Morehead State University	1,759	1,443	1,503	60	4%	-256	-15%
Murray State University	1,872	1,987	1,935	-52	-3%	63	3%
Northern Kentucky University	1,260	2,231	2,311	80	4%	1,051	83%
University of Kentucky	7,507	8,049	7,935	-114	-1%	428	6%
University of Louisville	6,263	6,472	6,522	50	1%	259	4%
Western Kentucky University	2,444	3,076	3,080	4	0%	636	26%
Total	**23,144**	**25,674**	**25,720**	**46**	**0%**	**2,576**	**11%**
AIKCU Institutions	2,459	6,122	6,577	455	7%	4,118	167%
Proprietary	183	1,087	1,274	187	17%	1,091	596%
Graduate - Totals	*25,786*	*32,883*	*33,571*	*688*	*2%*	*7,785*	*30%*
Total HeadCount							
Eastern Kentucky University	14,913	16,567	16,300	-267	-2%	1,387	9%
Kentucky State University	2,314	2,851	2,751	-100	-4%	437	19%
Morehead State University	9,027	8,842	10,235	1,393	16%	1,208	13%
Murray State University	9,648	10,416	10,500	84	1%	852	9%
Northern Kentucky University	12,548	15,748	15,723	-25	0%	3,175	25%
University of Kentucky	24,791	28,037	28,098	61	0%	3,307	13%
University of Louisville	20,394	22,290	22,292	2	0%	1,898	9%
Western Kentucky University	16,579	20,903	20,915	12	0%	4,336	26%
Total	**110,214**	**125,654**	**126,814**	**1,160**	**1%**	**16,600**	**15%**
KCTCS	70,913	106,664	108,000	1,336	1%	37,087	52%
AIKCU Institutions	24,764	34,404	35,878	1,474	4%	11,114	45%
Proprietary	4,404	6,085	6,521	436	7%	2,117	48%
Total HeadCount - Totals	*210,295*	*272,807*	*277,213*	*4,406*	*2%*	*66,918*	*32%*

Notes: Final fall enrollments will be available Spring 2012. Recent estimates have varied from actual enrollments by + or - 2%. Graduate includes master's, doctoral, post-doctoral, and house staff. Beginning in fall 2011, post-baccalaureate certificates are reported as graduate instead of undergraduate.

Source: Council on Postsecondary Education Comprehensive Database
Tuesday, September 13, 2011

2011AdvanceKentucky Results

AdvanceKentucky is designed to expand access to, participation in, and student success in Kentucky high schools as measured by results on rigorous national Advanced Placement (AP)* mathematics, science, and English exams. This design is based on a proven model of success for over 10 years. Joanne Lang, Executive Director of AdvanceKentucky and Executive Vice President of the Kentucky Science and Technology Corporation (KSTC), will provide a brief report on the results of the program for 2010-11.

Statewide Scale-Up
Each year AdvanceKentucky adds a new cohort of Kentucky high schools. For the 2011-12 school year, 64 high schools are participating, involving 17,000 enrollments in AP mathematics, science, and English being taught by 500 AP teachers.

Elements of Success
Demonstrated success is being achieved through implementation of an interrelated set of strategies that invests heavily in teachers' professional development and assistance for students that support new learning. The comprehensive approach includes content training, teacher and student mentoring, open enrollment, and incentives. The college-level AP courses are taught by specially trained and credentialed teachers. The National Math and Science Initiative's (NMSI) unique methodology includes a training regimen for the teachers that enable them to more effectively teach AP concepts and curriculum. The initiative provides teaching support from master teachers and incentives that motivate students to put in the extra effort to master the rigorous material. This is referred to as the AP Teacher Training and Incentive Program (APTIP).

About AdvanceKentucky
AdvanceKentucky is an initiative of the Kentucky Science and Technology Corporation, which is a nonprofit organization founded in 1987 to advance science and technology. This is a partnership with the NMSI. http://www.advancekentucky.com/   http://www.kstc.com/

National Math and Science Initiative
NMSI, a nonprofit organization, was launched in 2007 by leaders in business, education, and science to focus on improving student achievement in mathematics and science across the American public school system. NMSI's mission is to bring best practices to the education sector by replicating proven programs on a national scale that each has more than 10 years of data proving they work, including the AP Training and Incentive Program. http://nationalmathandscience.org

Sponsors

NMSI has received major funding support for its ground-breaking national initiatives from Exxon Mobil Corporation, the Bill and Melinda Gates Foundation, and the Michael and Susan Dell Foundation, with additional support from the Carnegie Corporation of New York, and Lockheed Martin Corporation. Under a nationally competitive process and matching conditions, NMSI awarded KSTC a $13.2 million grant to replicate and scale-up the APTIP program in Kentucky high schools. AdvanceKentucky has received additional funding from the Kentucky Department of Education, U.S. Department of Education AP Incentive Program through KDE, the Appalachian Regional Commission, Kentucky Council on Postsecondary Education, and Kentucky Downs. Participating schools contribute significantly to various Elements of Success.

See www.advanceky.com for more on Elements of Success, map of participating schools, and school application materials.

*AP, Pre-AP, and Advanced Placement are Registered Trademarks of the College Board.

Staff preparation by Linda Linville

Advance KENTUCKY
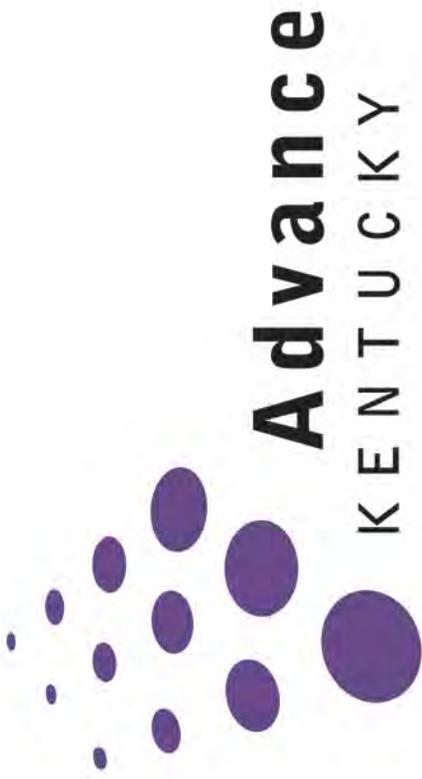
Year 3 Performance Report: 2011 AP Exam Results

Council on Postsecondary Education Meeting

Lexington, KY

September 22, 2011

Participating High Schools

64 schools in 11-12 School year

Accelerating learning in math, science and English

Cohort 1 (12 Schools starting in 08-09 School Year)
Cohort 2 (16 Schools starting in 09-10 School Year)
Cohort 3 (16 Schools starting in 10-11 School Year)
Cohort 4 (20 Schools starting in 11-12 School Year)

Advance KENTUCKY

Partnerships

Critical start-up endorsements came from Executive and Legislative Branches of Kentucky's State Government

Key partners include:

- National Mathematics and Science Initiative (NMSI)
- Kentucky Department of Education
- 64 Participating Schools
- Kentucky Science and Technology Corporation (KSTC)
- Appalachian Regional Commission
- US Department of Education AP Incentive Program
- Lockheed Martin Corporation
- Kentucky's Council on Postsecondary Education
- Kentucky Downs

Governance

Kentucky Science & Technology Corporation

J. Ronald Geoghegan , Chairman, Board of Directors

Kris Kimel , President

John Wehrle, Vice President for Finance

AdvanceKentucky Staff

Joanne Lang, Executive Director

Anthony Mires, Director, Educational Services

Lew Acampora, Science Content Director

Monique Morton, Mathematics Content Director

Tina Rose, English Content Director

Jeannie Turner, Math Content Manager

Jana Layne, Science Content Manager

Liz LaVigne, Executive Assistant

Jessica Sanford, Administrative Assistant

More Information at advanceKy.com
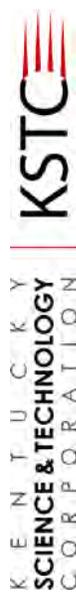
Number of AP MSE Qualifying Scores Per 1,000 Juniors and Seniors

Legend:
- AdvanceKY Cohort 1
- AdvanceKY Cohort 2
- AdvanceKY Cohort 3
- KY
- US

Data points:
- 191, 188 (2011)
- 167
- 145
- 130
- 124
- 116
- 108
- 119
- 100
- 92
- 87
- 83
- 53
- 51
- 102
- 74
- 71
- 69

Years: 2008, 2009, 2010, 2011

Y-axis: 0, 50, 100, 150, 200

Advance KENTUCKY

NATIONAL MATH + SCIENCE INITIATIVE

KENTUCKY SCIENCE & TECHNOLOGY CORPORATION | KSTC

EVERY CHILD PROFICIENT & PREPARED FOR SUCCESS
KENTUCKY DEPARTMENT OF EDUCATION

AP is a Registered Trademark of College Board.

Sources: College Board and KDE

Number of AP MSE Qualifying Scores
for African Americans and Hispanics
Per 1,000 Minority Juniors and Seniors
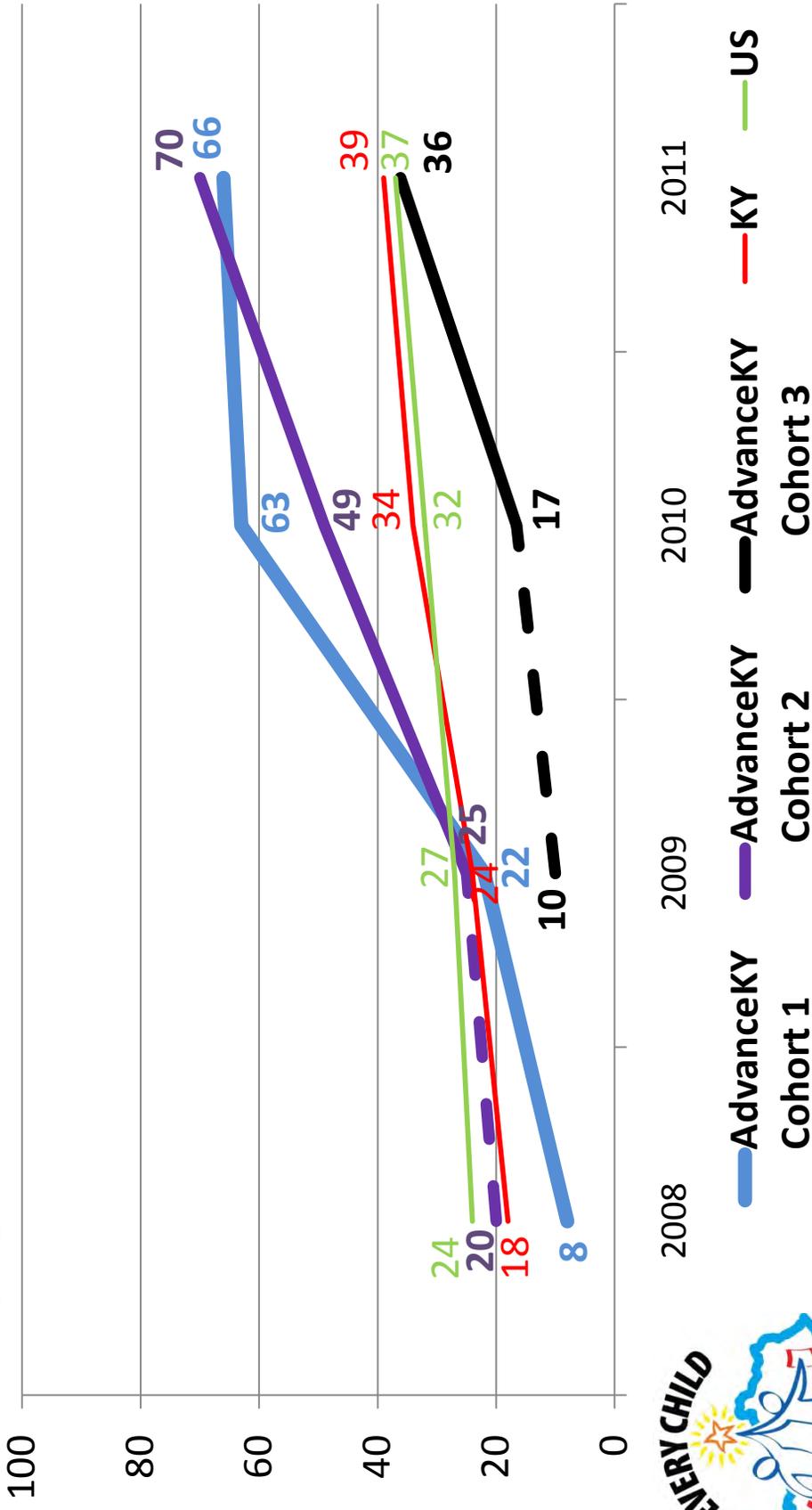
Percent Increase in Total AP MSE QS from 2010 to 2011
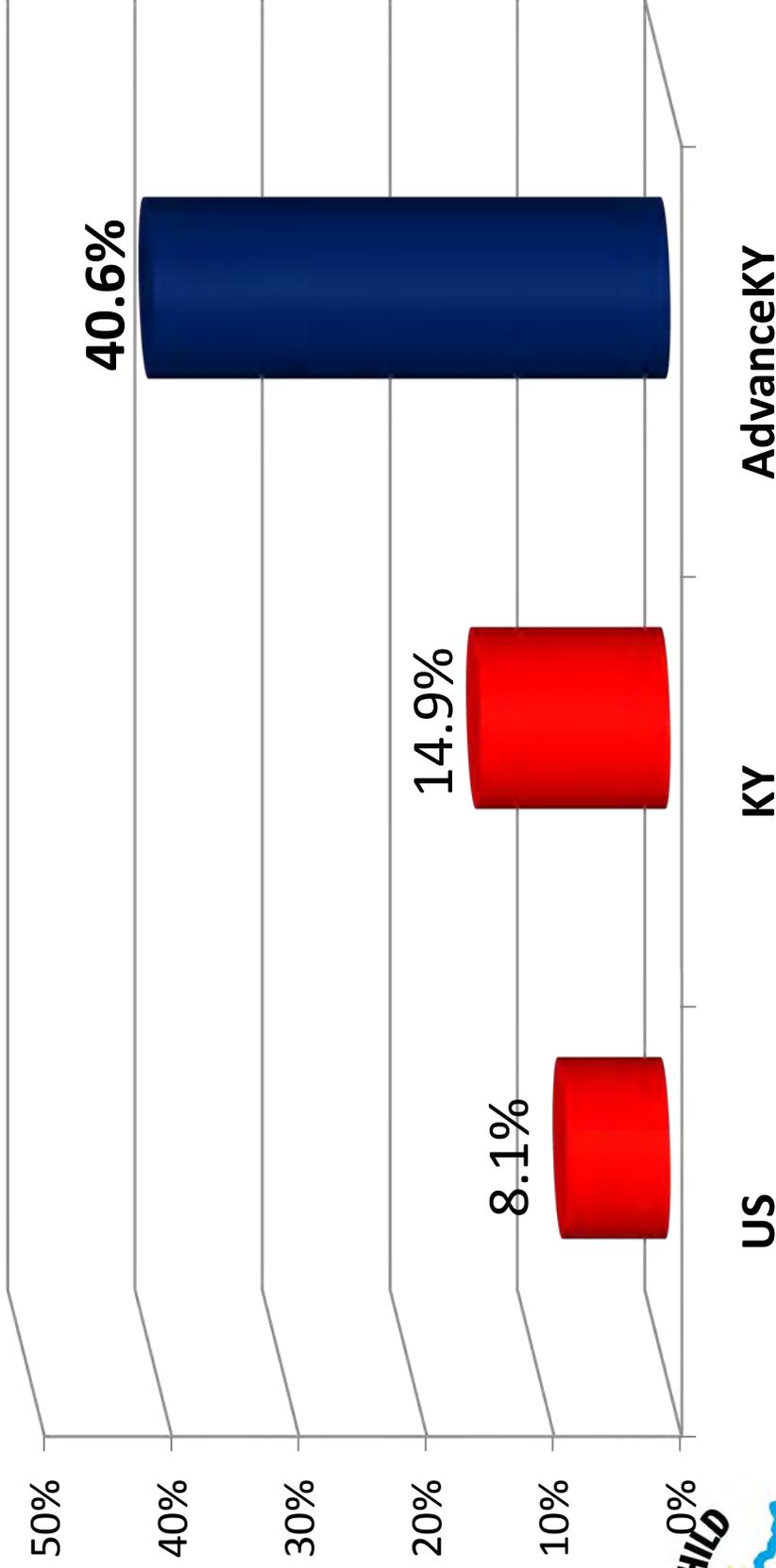
All Cohorts: 44 Schools
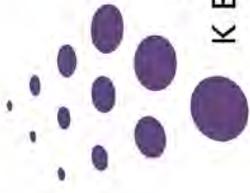
Source: College Board

Percent Increase in Minority
AP MSE QS from 2010 to 2011
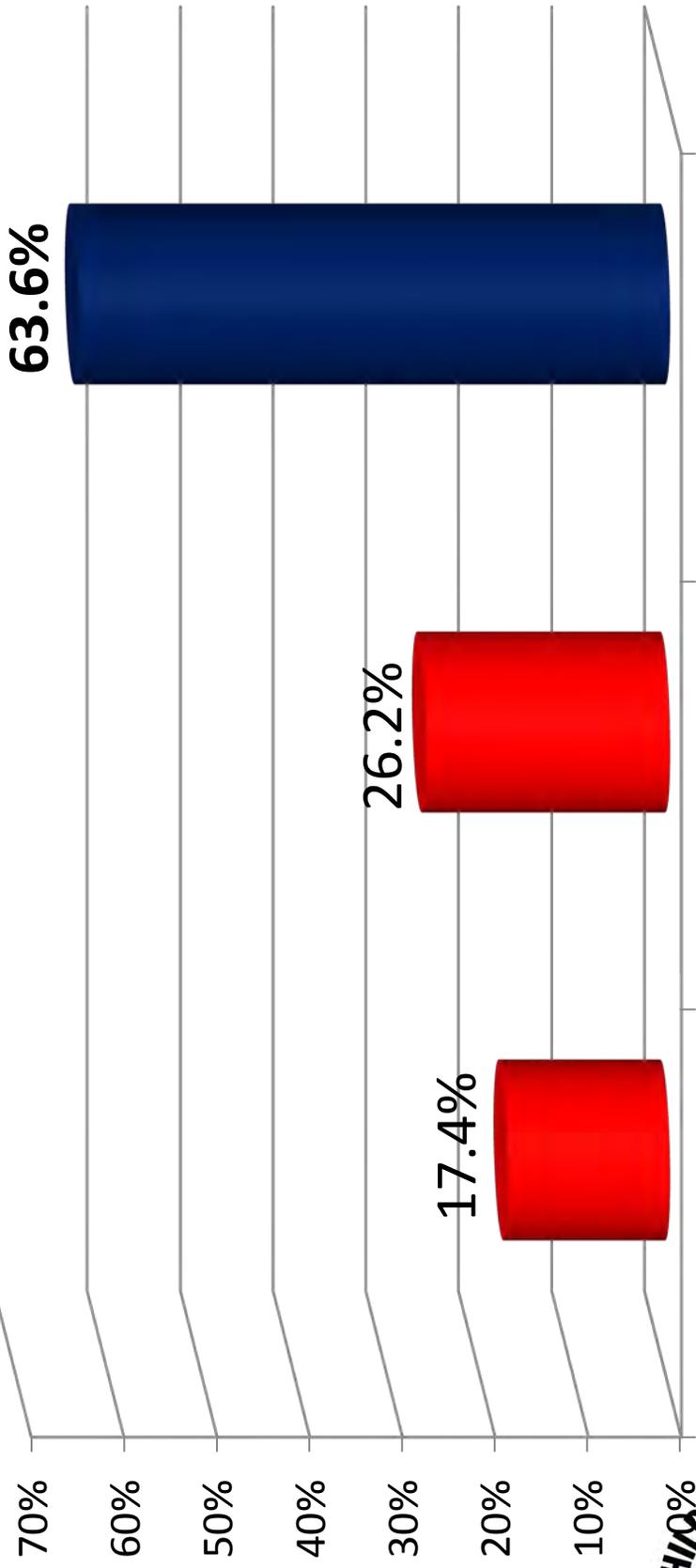
All Cohorts: 44 Schools

Source: College Board
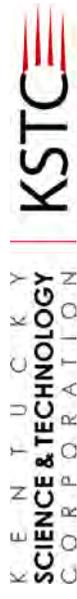
Percent Increase in **Low Income** AP MSE QS from 2010 to 2011

All Cohorts: 44 Schools
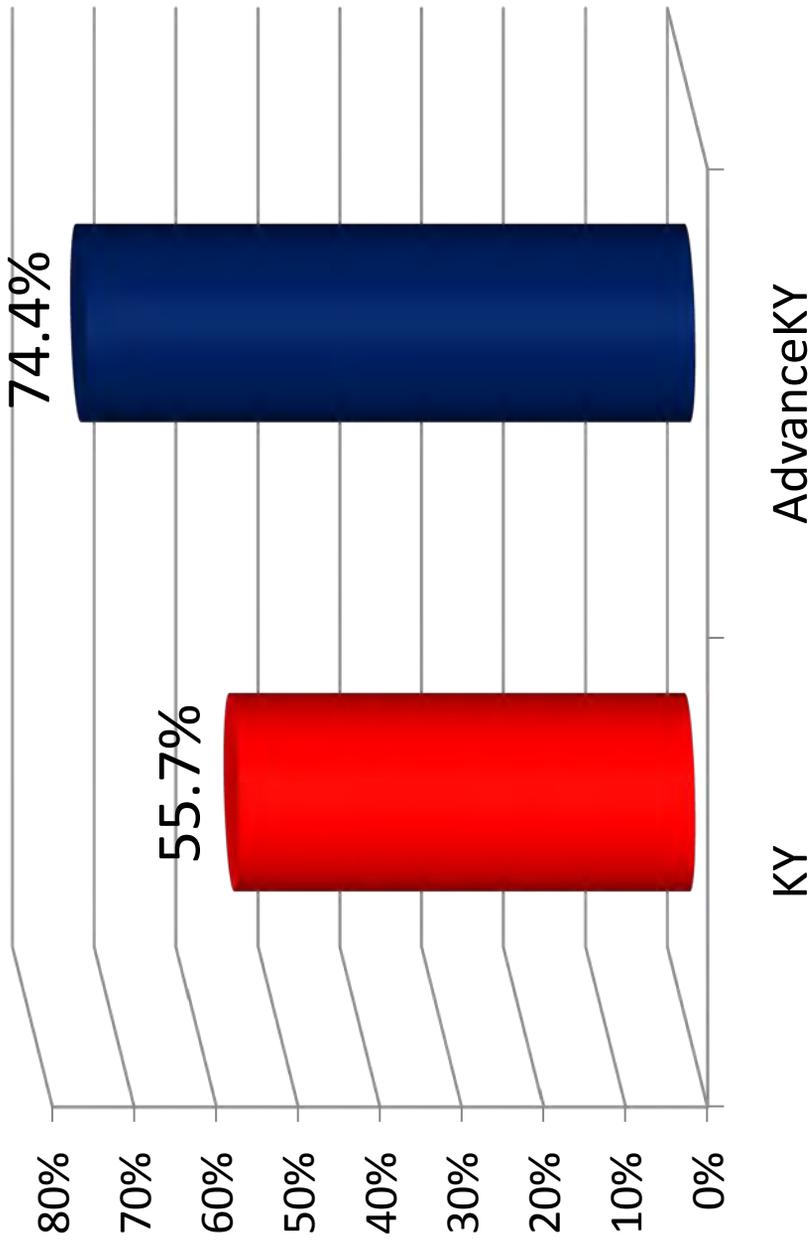
Source: College Board
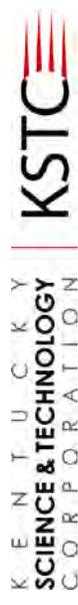
Contribution to **New** AP MSE QS from 2010 to 2011

Students from among just 22% of Kentucky's juniors & seniors contributed

	57%		
	59%		
	68%		
	83%		
22%			

NEW Female MS QS

NEW Low Income MSE QS

NEW Minority MSE QS
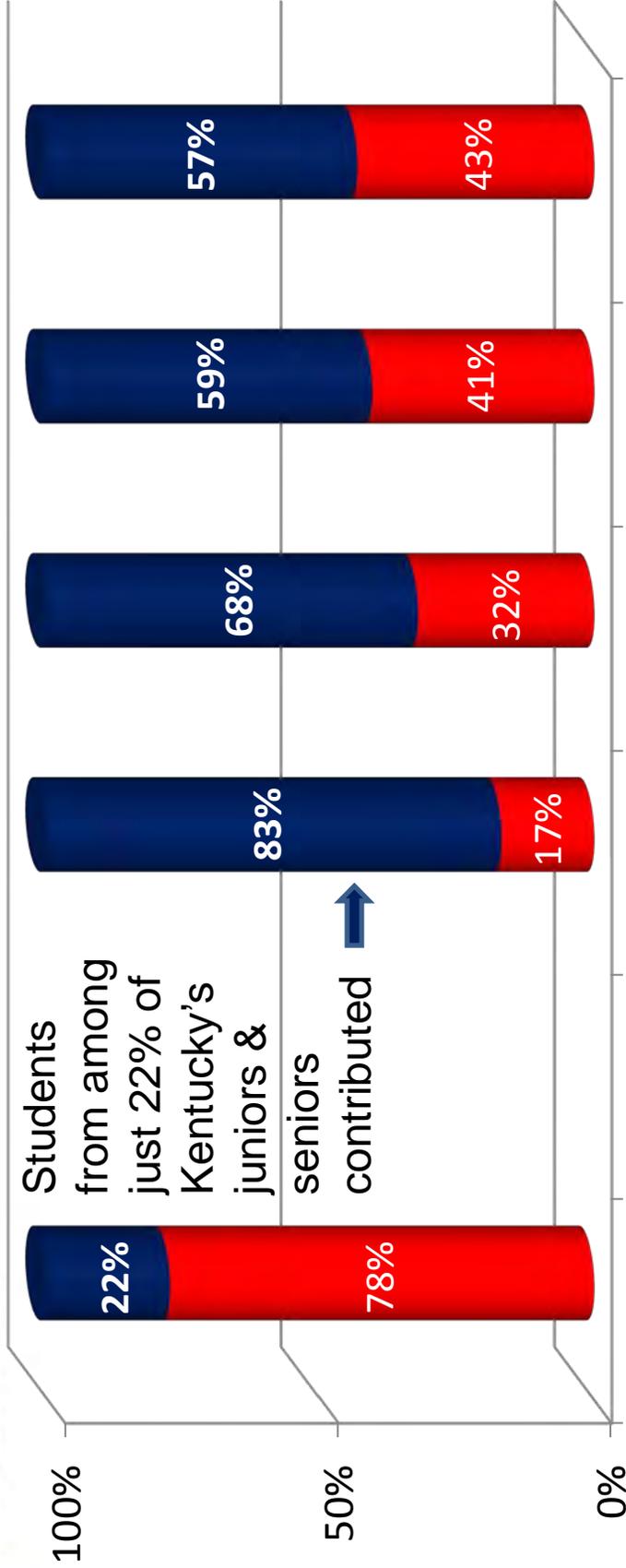
NEW Total MSE QS

Total KY Jr-Sr Enrollments (2011)

■ All Other Public High Schools (184)   ■ AdvanceKY High Schools (44)

100%

50%

0%

43%   41%   32%   17%

78%

Advance KENTUCKY

KSTC
KENTUCKY SCIENCE & TECHNOLOGY CORPORATION

NATIONAL MATH + SCIENCE INITIATIVE

EVERY CHILD PROFICIENT & PREPARED FOR SUCCESS
KENTUCKY DEPARTMENT OF EDUCATION

First-Year Percent Increase in **Total** AP MSE QS by AdvanceKY Cohort

80%	**62%**	**144%**
Cohort 1 ('08 to '09)	Cohort 2 ('09 to '10)	Cohort 3 ('10 to '11)

160%
140%
120%
100%
80%
60%
40%
20%
0%
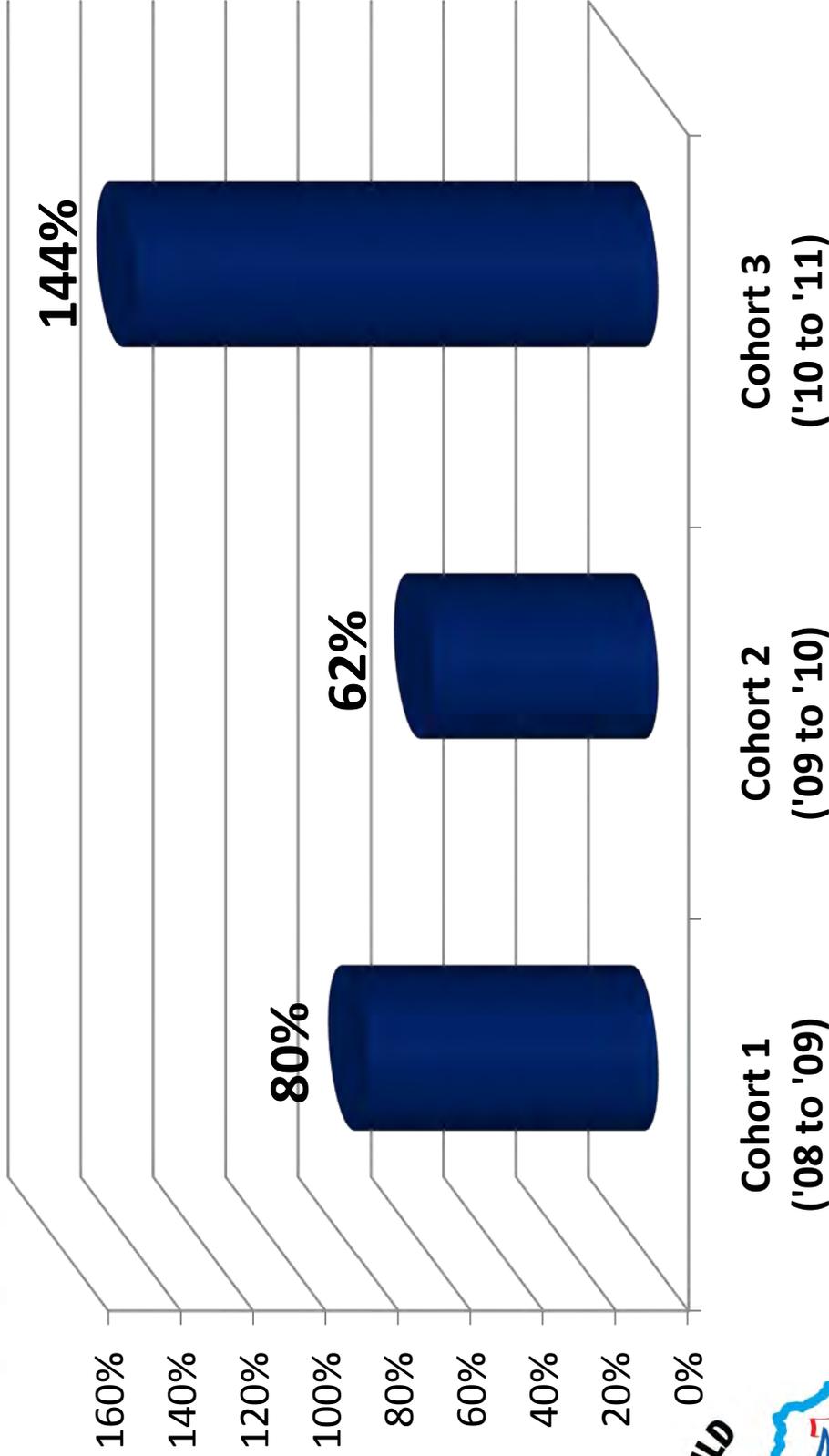
Source: College Board

Elements of Success

ADVANCED
PLACEMENT*
COURSES

Open
Enrollment

Vertical
Teaming

Content
Coordinators
& Teacher
Mentors

Rigorous
Focused
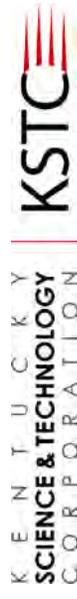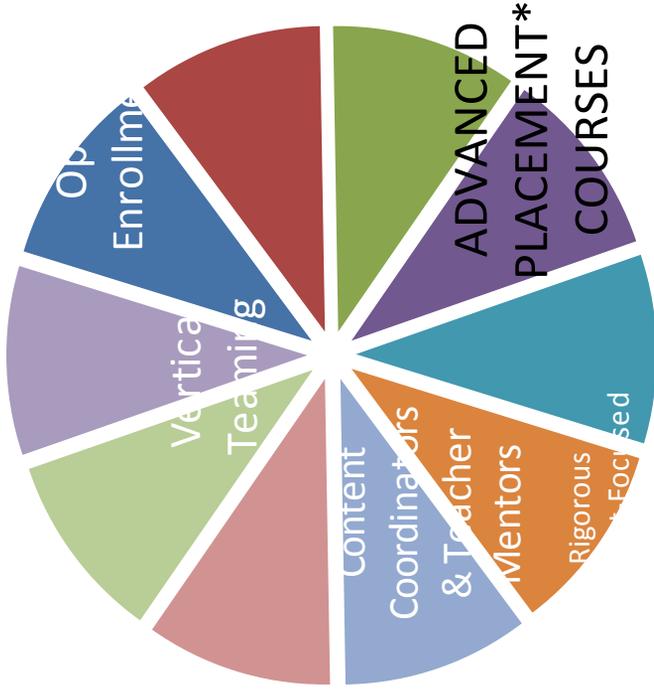
AP Teacher Training
and Incentive
Program

* Advanced Placement, AP and Pre-AP are
registered trademarks of College Board.

No. of AP Qualifying Scores (QS) in Math, Science, English (MSE)

Cohort 1: 12 Schools
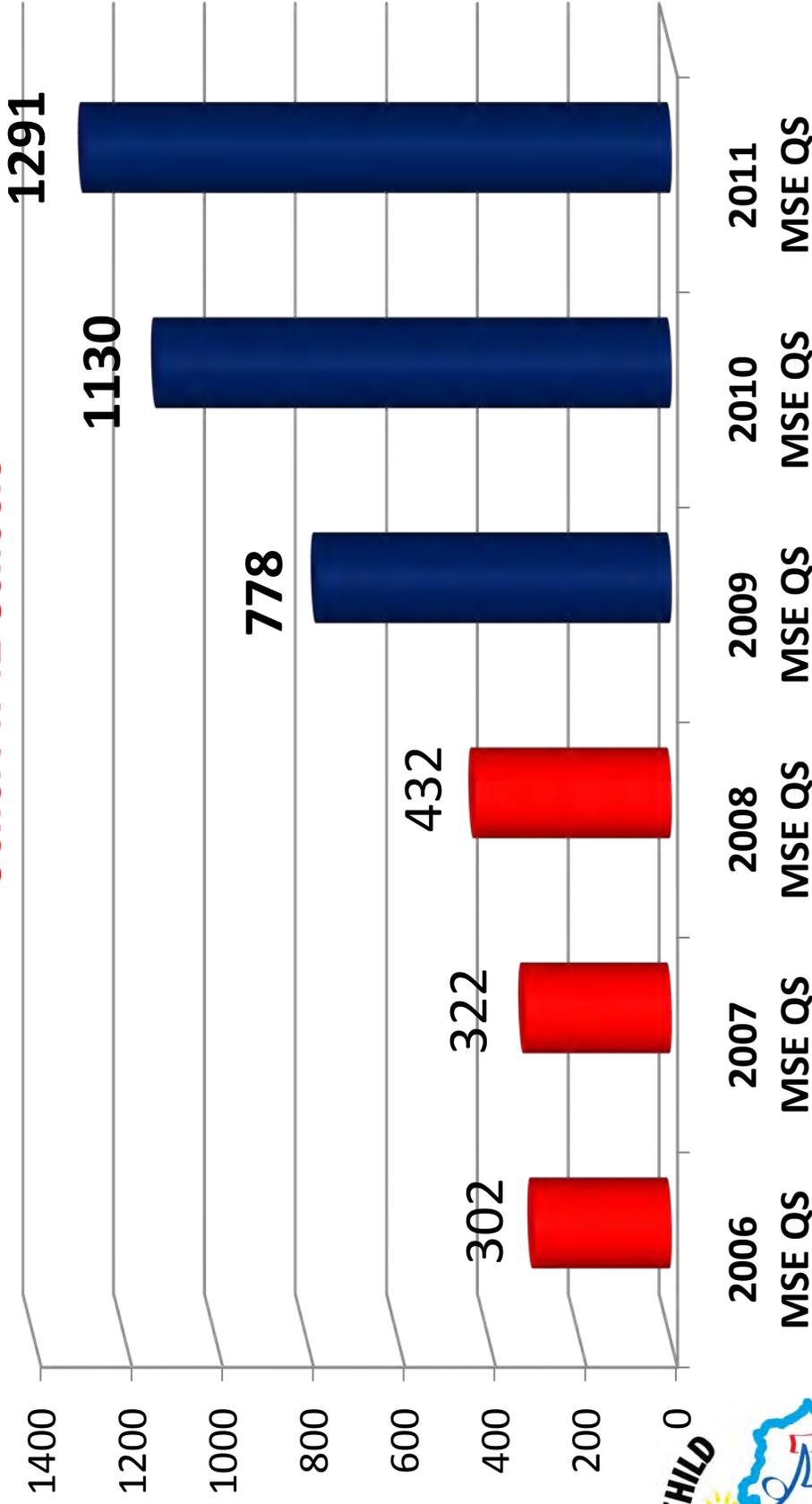
Year	Value
2006 MSE QS	302
2007 MSE QS	322
2008 MSE QS	432
2009 MSE QS	778
2010 MSE QS	1130
2011 MSE QS	1291

Source: College Board

Advance KENTUCKY

KENTUCKY SCIENCE & TECHNOLOGY CORPORATION — KSTC

NATIONAL MATH + SCIENCE INITIATIVE

EVERY CHILD PROFICIENT & PREPARED FOR SUCCESS — KENTUCKY DEPARTMENT OF EDUCATION

No. of AP Qualifying Scores (QS) in Math, Science, English (MSE)

Cohort 2: 16 Schools
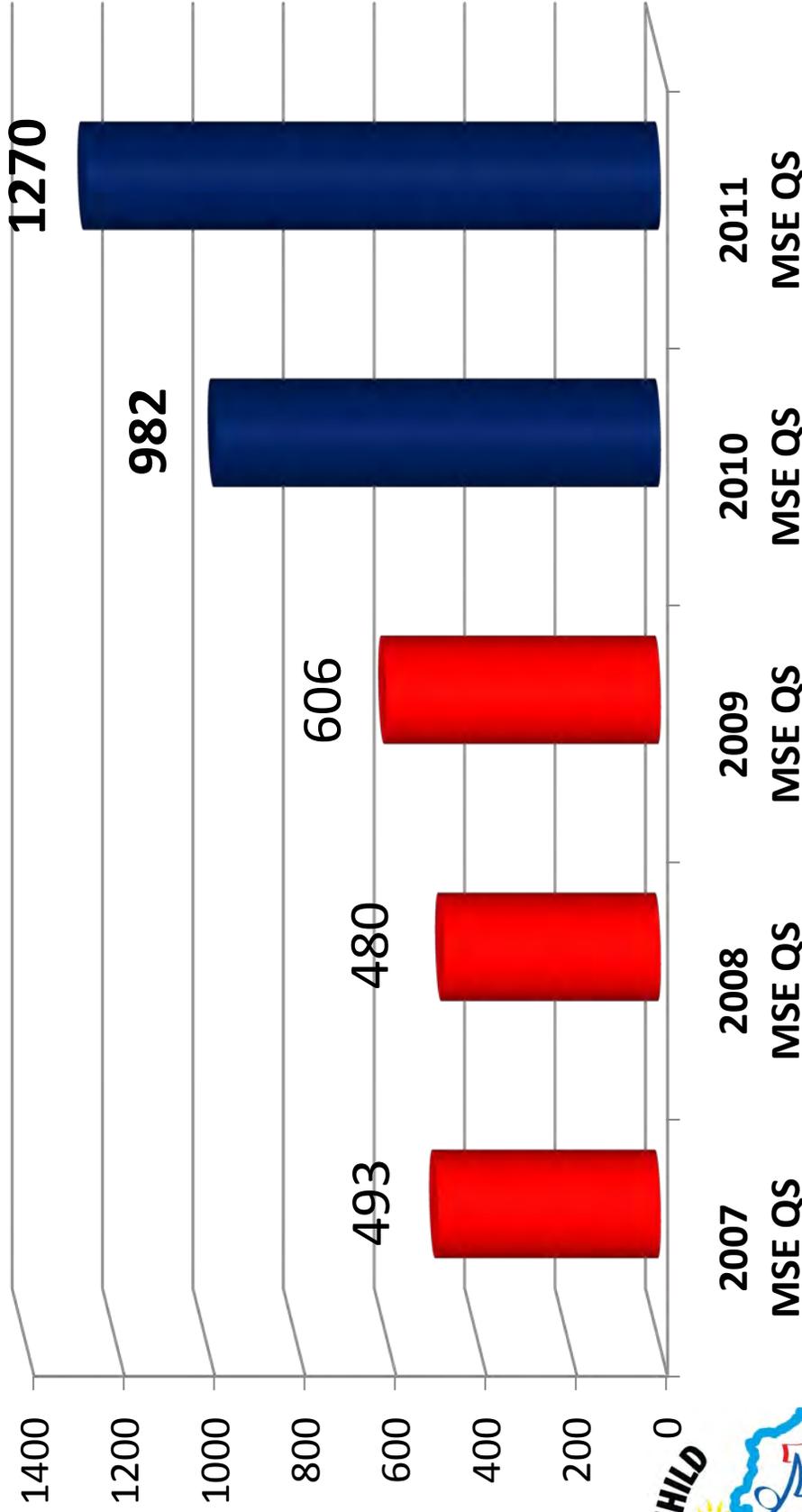
	2007 MSE QS	2008 MSE QS	2009 MSE QS	2010 MSE QS	2011 MSE QS
Value	493	480	606	982	1270

Source: College Board

Advance KENTUCKY

KENTUCKY SCIENCE & TECHNOLOGY CORPORATION | KSTC

NATIONAL MATH + SCIENCE INITIATIVE

EVERY CHILD PROFICIENT & PREPARED FOR SUCCESS
KENTUCKY DEPARTMENT OF EDUCATION
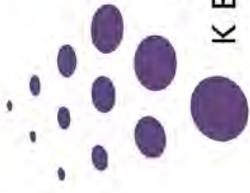
No. of AP Qualifying Scores (QS) in Math, Science, English (MSE)

Cohort 3: 16 Schools
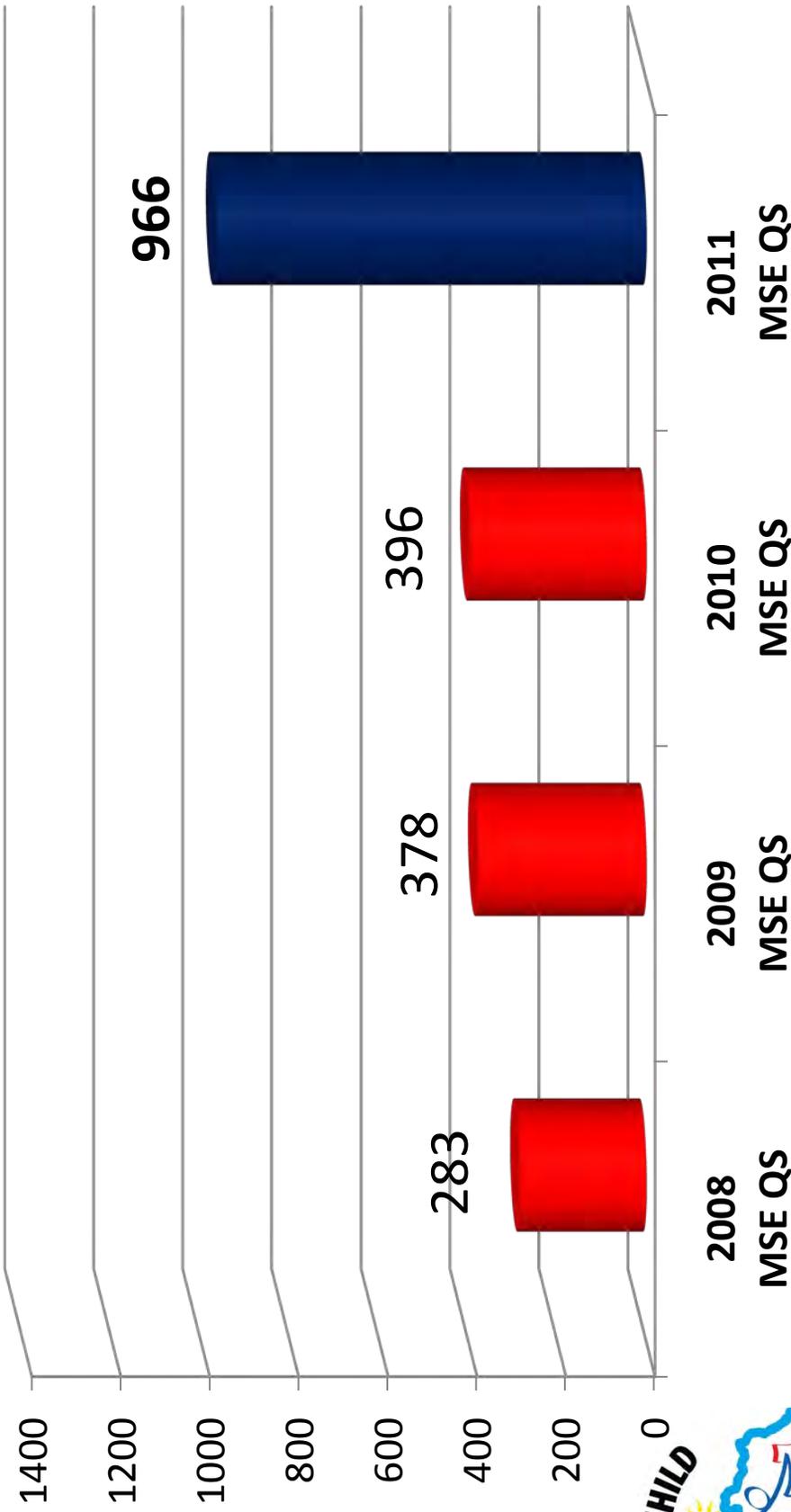
Strategic Agenda Performance Targets

ACTION: The staff recommends that the Council approve the attached state-level 2015 targets for *Stronger by Degrees* performance metrics.

Council staff has finalized the 2015 targets for the institutional and state level performance metrics included in *Stronger by Degrees,* the Council's 2011-15 Strategic Agenda. Targets for the state-level performance metrics are attached for Council action, including summary information and the rationale for each proposed target.

Institutional targets are not included in this Council action, as formal action is not required. However, handouts detailing all the institutions' metrics and targets will be available at the meeting and incorporated into the new *Stronger by Degrees* online dashboard. The proposed state-level metrics have been closely reviewed by Council staff and institutional leadership, and represent "stretch-achievable" goals for postsecondary education in the Commonwealth. Regional performance metrics are still in development and will be submitted for action at a later meeting.

The proposed targets for state-level performance metrics were derived through a process of institutional negotiation, state-level benchmarking and analysis, and projecting the impact of state and institutional implementation strategies. Several state-level metrics, such as associate and bachelor's degree production, are linked to the attainment goal model developed for the Council by the National Center for Higher Education Management Systems (NCHEMS). This model, commissioned in conjunction with NCHEMS' recent report on Kentucky's progress in educational attainment, examines the impact of changes in students' entrance into and movement through Kentucky's postsecondary education institutions and the impact of these pipeline changes on degree production and educational attainment.

This analysis was supplemented with national and regional benchmarking at the state level. For instance, some metrics are the same as or similar to metrics tracked by the Southern Regional Educational Board (SREB), providing comparison to other SREB states. Other metrics incorporate or relate to nationally-available data, which was used to compare and rank Kentucky among all the states. This nationally-comparable data has been incorporated in the state metrics' dashboard displays whenever possible.

Some metrics have both state and institutional levels. After two rounds of detailed negotiations with each public institution, most of these state-level targets align perfectly with the institutions' individual targets. Some institutional targets were negotiated up during the process and some state targets were negotiated down, but in all cases, the impact of the proposed state target on Kentucky's 2020 attainment goals and Kentucky's national or regional rank were taken into consideration.

The one area in which the state-level target is proposed to exceed the institutions' collective targets is the bachelor's degree graduation rate and graduation rate gaps. Given national and state policymakers' focus on this key performance metric, a state target more in line with state attainment goals than with institutional targets was established.

During the development of the Strategic Agenda, the statewide strategies needed to achieve the Council's policy objectives were outlined and appear in the final document. State targets take these strategies into consideration and represent "stretch-achievable" goals that staff believes can be met if the strategies are accomplished. Also, institutional strategic plans focus heavily on strategies for implementation. These strategies were used to inform or even drive institutional targets for the Council's choice of performance metrics.

The 2015 target for state appropriations will be finalized when the Council takes action on its 2012-14 budget request in November.

Staff preparation by Heidi Hiemstra

Performance funding metrics highlighted

Metrics in italics do not have a formal state-level target but are institutional or regional only

	Metric	Baseline	Target	Percent Change	Rationale	Final Institutional Targets
	Readiness of Kentucky high school graduates who enter college	62% (2008-09)	81% (2013-14)	31%	Draft target halves the gap between current levels of college readiness and 100% college readiness, in accordance with Senate Bill 1 (2009).	State-level only
	GED graduates	9,357 (2009-10)	11,500 (2013-14)	23%	Kentucky Adult Education target to push beyond levels which have hovered in the 9,000-10,000 range for years and reach 12,000 by 2014-15.	
College Readiness	**New teacher excellence (top 15% nationally)**	17% (2008-09)	22% (2012-13)	28%	Weighted total of institutional targets. Will result in an additional 120 teacher candidates entering the labor force who scored in the top 15% nationally on this fundamental assessment.	22%
	Readiness of all high school graduates	32% (2009-10)	66% (2013-14)	107%	*Kentucky Department of Education target set in response to Senate Bill 1 (2009)'s mandate to cut college remediation rates in half.*	*Regional level only*
	College-going rate of high school graduates	67% (2008-09)	72% (2013-14)	7%	*Historical trend has been flat, and Kentucky has fallen to 32nd rank on this measure. Five-point increase will put Kentucky back in the top quartile of states.*	
	Degrees and credentials conferred	55,106 (2009-10)	59,400 (2013-14)	8%	Weighted total of institutional targets.	59,367
	Diplomas (KCTCS only)	1,938 (2009-10)	2,200 (2013-14)	14%	From *KCTCS Strategic Plan 2010-16*.	2,206 (KCTCS only)
Student Success	**Associate Degrees (KCTCS only)**	7,270 (2009-10)	9,500 (2013-14)	31%	From *KCTCS Strategic Plan 2010-16*. Exceeds increase of 3.8% per year needed to reach attainment target (NCHEMS, 2011).	9,528 (KCTCS only)
	Bachelor's Degrees	19,693 (2009-10)	22,900 (2013-14)	16%	Weighted total of institutional targets. Matches annual 3.8% increase needed to reach attainment target (NCHEMS, 2011).	22,915

Performance funding metrics highlighted

Metrics in italics do not have a formal state-level target but are institutional or regional only

|		Baseline	Target	Percent Change	Rationale	Final Institutional Targets
	Master's Degrees	7,329 (2009-10)	8,400 (2013-14)	15%	Weighted total of institutional targets. Exceeds five-year historical trend of 12% increase.	8,444
	Doctoral – Professional Practice	1,057 (2009-10)	1,300 (2013-14)	26%	Weighted total of institutional targets. Exceeds five-year historical trend of 19% increase.	1,336
	Doctoral -- Research	469 (2009-10)	550 (2013-14)	18%	Weighted total of institutional targets. Exceeds five-year historical trend of 12% increase.	551
	Transfer from KCTCS to four-year colleges and universities	*8,321 (2009-10)*	*9,580 (2013-14)*	15%	Weighted total of institutional targets. Will make a significant contribution to degree production and attainment goals.	*4yr: 9,578 KCTCS: 9,580*
Student Success	Bach graduation rates	47.0% (2008-09)	53.0% (2013-14)	13%	State target set above weighted total of institutional targets. Current national average is 55.5% (IPEDS, 2009). Target-year entering class of 2008 had 60% retention rate at end of junior year in Spring 2011 (public only).	51.6% ** Less than state target
	Bach graduation rate gap of low-income students	7 (2008-09)	5 (2013-14)	-30%	Target provides significant movement toward halving performance gaps by 2015-16.	6 ** Less than state target
	Bach graduation rate gap of URM students	15 (2008-09)	11 (2013-14)	-30%	Target provides significant movement toward halving performance gaps by 2015-16.	12 ** Decrease is less than state target
	Bach graduation rate gap of underprepared students	25 (2008-09)	18 (2013-14)	-30%	Target provides significant movement toward halving performance gaps by 2015-16.	18
	Assoc graduation rates (KCTCS only)	21.1% (2008-09)	25.8% (2013-14)	22%	KCTCS target exceeds projected national average.	25.8%

Performance funding metrics highlighted   *Metrics in italics do not have a formal state-level target but are institutional or regional only*

	Baseline	Target	Percent Change	Rationale	Final Institutional Targets
Assoc grad rate gap of low-income students (KCTCS only)	-2 (2008-09)	-2 (2013-14)	0%	Low-income students graduate at higher rates than moderate-to-high-income students at KCTCS, so target is to maintain an equivalent "negative" gap.	-2
Assoc grad rate gap of URM students (KCTCS only)	13 (2008-09)	7 (2013-14)	-54%	KCTCS target. Will cut the gap in half as suggested by national Access2Success Initiative.	7
Assoc grad rate gap of underprepared students (KCTCS only)	11 (2008-09)	5 (2013-14)	-55%	KCTCS target. Will cut the gap in half as suggested by national Access2Success Initiative.	5
Net direct cost for low-income students	-$1,376 (2008-09)	-$1,470 (2013-14)	3%	*Target maintains the current ability of low-income students to cover a significant portion of their indirect costs, such as room and board, through grants and scholarships.*	-$1,466
State appropriations for public higher education (millions)	$1,006 (2009-10)	TBD (2013-14)	%	Must be aligned with CPE's 2012-14 biennial budget request. Will be submitted for Council action at the November 2011 meeting along with the budget request.	State-level only
Qualified students not receiving need-based state financial aid	63,321 (2009-10)	31,660 (2013-14)	-50%	CPE is committed to advocate for policies and funding levels that reduce the number of qualified students who do not receive need-based state financial aid because of funding constraints.	State-level only

Student Success

Performance funding metrics highlighted *Metrics in italics do not have a formal state-level target but are institutional or regional only*

		Baseline	Target	Percent Change	Rationale	Final Institutional Targets
Research, Economic and Community Development	**Externally-funded research and development funding (millions)**	$366 (2008-09)	$455 (2012-13)	24%	Weighted total of institutional targets. Target represents substantial progress toward the SREB average in externally-funded R&D per capita. UK and UofL targets are on trajectory to meet 2020 targets in HB1 (1997).	$455
	Degrees and credentials in STEM+H fields	17,306 (2009-10)	19,350 (2013-14)	12%	Weighted total of institutional targets. Goal is 33% of all degrees and credentials produced. Currently 32% are in STEM+H fields, compared to 30% nationally.	19,348
	Educational attainment at the assoc. or higher degree level, ages 25-44	32% (2009)	37% (2014)	16%	Increase of one percentage point a year, as needed to meet NCHEMS' projected national rate of 42.6% in 2020.	State & regional only
Efficiency and Innovation	*Credits earned by degree graduates*	*141 (2009-10)*	*135 (2013-14)*	*-4%*	*Weighted total of institutional targets. Would place Kentucky at the median of reporting SREB states.*	*134.8*
	Online learning	14.3% (2009-10)	18% (2013-14)	26%	Weighted total of institutional targets. Would match current SREB best-performing state, Georgia.	18.3%
	Degrees produced relative to $100K in E&R expenditures	1.97 (2008-09)	2.20 (2013-14)	12%	Would place Kentucky solidly in the top 10 states nationally (currently ranked 14th).	State-level only

STRONGER by DEGREES
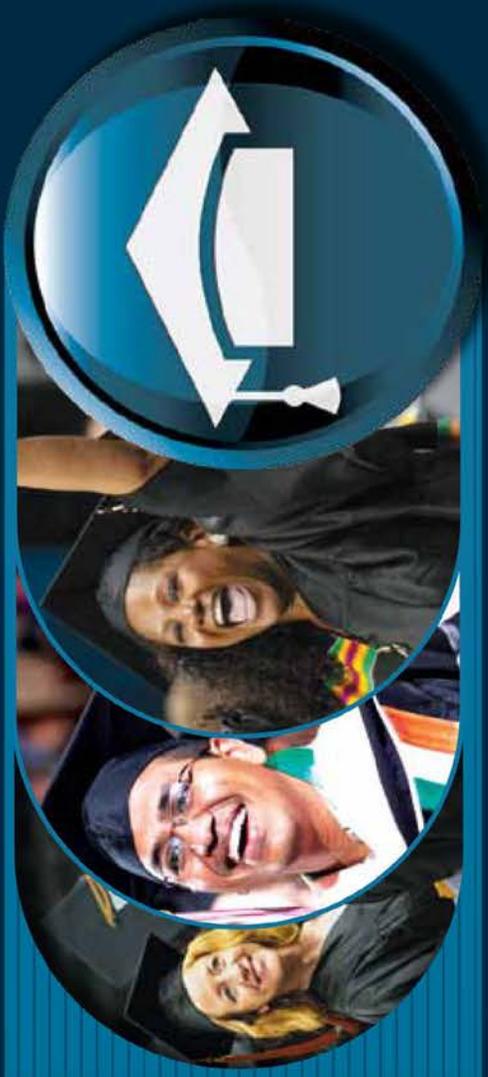
A STRATEGIC AGENDA

for Kentucky Postsecondary and Adult Education

KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

2015 Performance Targets

Presentation to the Council on Postsecondary Education

September 22, 2011

2015 Performance Targets

Collaborative process

❖ Multiple rounds of discussions, data sharing, and feedback between CPE staff and campus representatives.

❖ Webinar and workshop by Education Delivery Institute (EDI).

❖ State-level benchmarking and NCHEMS analysis.

❖ Projected impact of institutional and statewide implementation strategies.

"Stretch-achievable" targets

Aligned with HB 1 (1997) reform goals

STATE TARGET

College Readiness

Readiness of high school graduates who enter college

Percent of recent Kentucky high school graduates entering college in Kentucky who meet statewide standards for readiness in English, mathematics, and reading.

Source: CPE Comprehensive Database (KPEDS).

Baseline	Target	Percent Change
62%	81%	31%

In accordance with Senate Bill 1 (2009), state target reduces by half the number of students entering college who are not college-ready in all subjects.

STRONGER by DEGREES
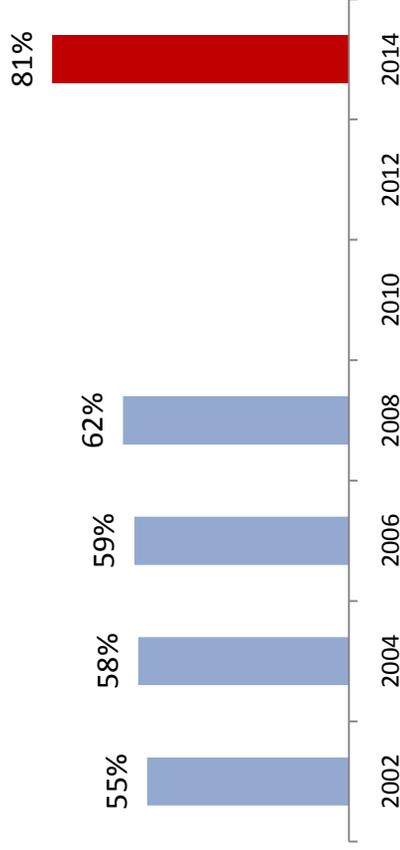
STATE TARGET

College Readiness

GED® Graduates

Annual number of GED® graduates in Kentucky.
Source: CPE Comprehensive Database (KPEDS).

Baseline	Target	Percent Change
9,357	11,500	23%

State target dramatically increases the annual production of GED® graduates.

Approximately 536,000 adults, 21% of the working-age population, age 18 to 64, lack a high school credential or GED diploma.

KY ranked 41st (2008) in percent of population (25-64) with H.S. diploma or equivalent, although due to recent gains, KY's ranking improves to 30th among 18 to 24 year olds.

Chart values:
- 05-06: 9,007
- 06-07: 9,282
- 07-08: 10,307
- 08-09: 9,382
- 09-10: 9,357
- 13-14: 11,500

184

STRONGER by DEGREES
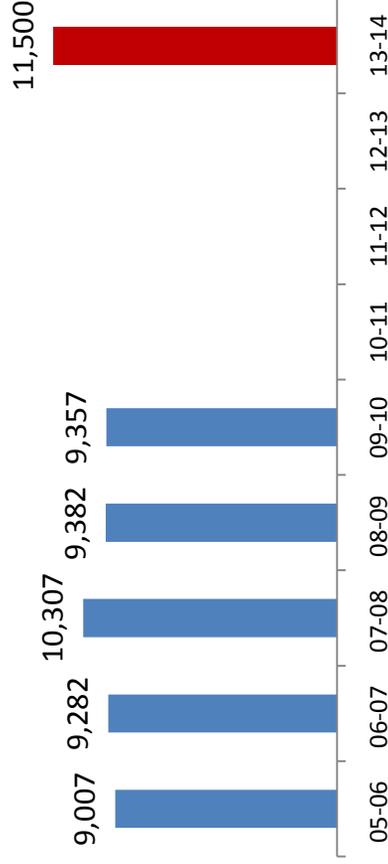
STATE TARGET

College Readiness

New Teacher Excellence

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

Source: EPSB from ETS score reports.

Baseline	Target	Percent Change
17%	22%	28%

State target equals weighted total of institutional targets and delivers an additional 120 teacher candidates entering the labor force who score in the top 15% nationally on this fundamental assessment.

Note: Planned for replacement by a student-outcomes based metric by 2015.

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13
	17%	16%	17%	17%				22%
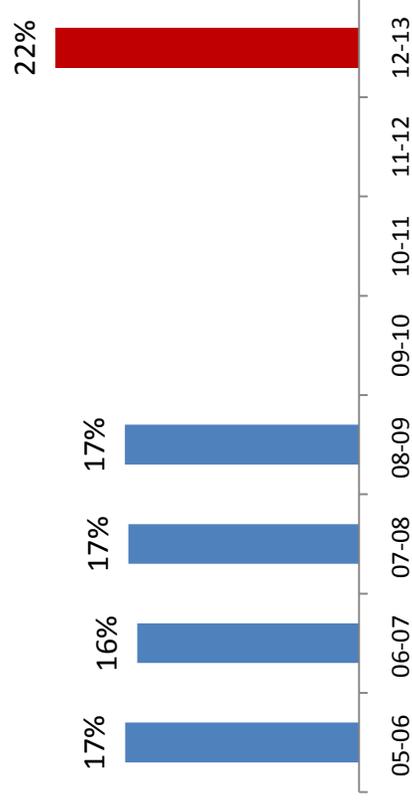
STATE TARGET

Student Success

Degrees and Credentials

Number of degrees and credentials conferred during the academic year, by level.

Source: CPE Comprehensive Database (KPEDS)

	Baseline	Target	Percent Change
Total	55,106	59,400	8%
Associate (KCTCS only)	7,270	9,500	31%
Bachelor's	19,693	22,900	16%
Graduate	9,105	10,250	13%

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
Associate (KCTCS only)	6,028	6,481	6,485	6,861	7,270				9,500
Baccalaureate	18,224	18,623	19,227	19,403	19,693				22,900
Graduate	8,320	8,623	8,618	8,914	9,105				10,250

Legend: Graduate, Baccalaureate, Associate (KCTCS only)

State target equals weighted total of institutional targets and matches annual 4% increase in Associate and Bachelor's degrees needed to reach 2015 attainment target (NCHEMS, 2011).

Note: Total includes certificates and diplomas, including graduate certificates, which not included in degree categories on display.
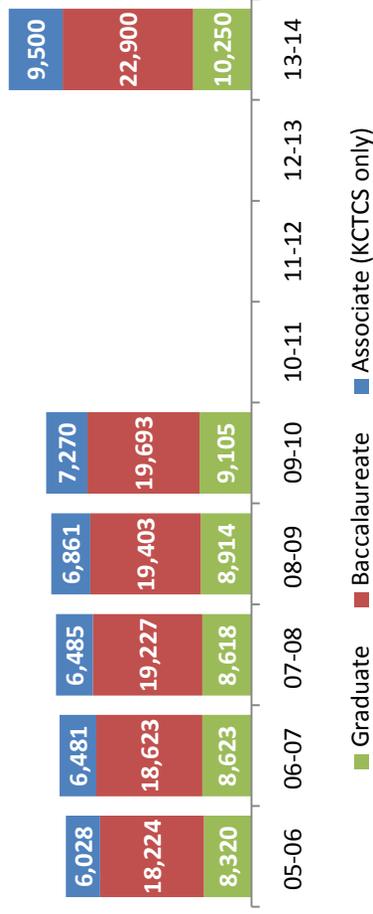
Student Success

Bachelor's Degree Graduation Rates and Gaps

Six-year graduation rate of full-time, bachelor's degree seekers and graduation rate gap of low-income, underprepared, and underrepresented minority students.

Source: CPE Comprehensive Database (KPEDS)

	Baseline	Target	Percent Change
Grad Rate	47%	53%	13%
Low-Inc. Gap	7 ppt	5 ppt	-29%
Underprep. Gap	25 ppt	18 ppt	-28%
Minority Gap	15 ppt	11 ppt	-27%

State target slightly above weighted total of institutional targets (52%). Moves KY closer to national average of 55%.

Graduation rate gaps targets provide significant movement (-30%) toward cutting performance gaps in half by 2015-16.

Chart values: 45% (04-05), 47% (05-06), 46% (06-07), 46% (07-08), 47% (08-09), 53% (13-14)
X-axis: 04-05, 05-06, 06-07, 07-08, 08-09, 09-10, 10-11, 11-12, 12-13, 13-14
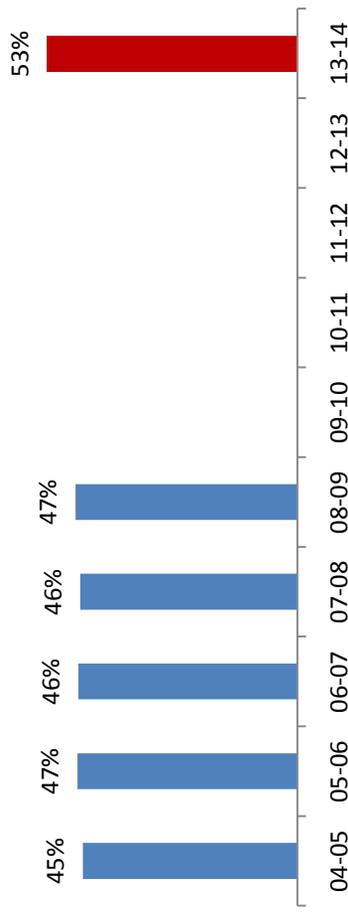
Student Success

Associate Degree Graduation Rates and Gaps

Three-year graduation rate of full-time, associate degree seekers (KCTCS only) and graduation rate gap of low-income, underprepared, and underrepresented minority students. Source: CPE Comprehensive Database (KPEDS)

	Baseline	Target	Percent Change
Grad Rate	21.2%	25.8%	22%
Low-Inc. Gap	-2 ppt	-2 ppt	0%
Underprep. Gap	11 ppt	5 ppt	-55%
Minority Gap	13 ppt	7 ppt	-54%
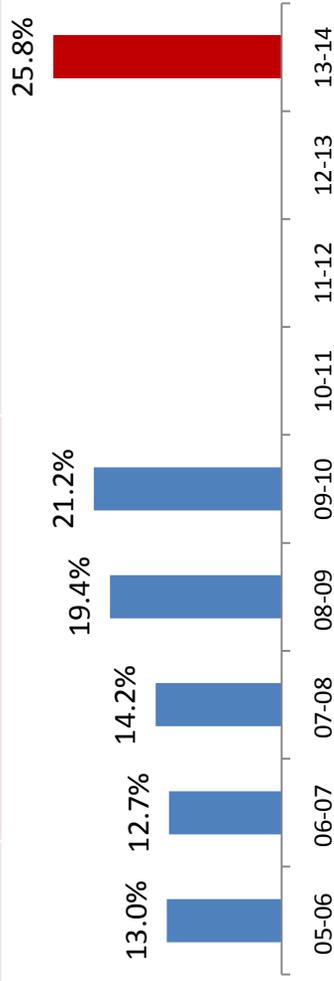
KCTCS target exceeds projected national average, and graduation rate achievement gaps are halved or more.

Chart:
- 05-06: 13.0%
- 06-07: 12.7%
- 07-08: 14.2%
- 08-09: 19.4%
- 09-10: 21.2%
- 13-14: 25.8%

188

STATE TARGET
Student Success

State Appropriations for Higher Education

Total net General Fund appropriations for public postsecondary colleges and universities (in millions).

Source: Budget of the Commonwealth and Reduction Orders.

Baseline	Target	Percent Change
$978	TBD	TBD

To be determined in conjunction with the 2012-14 biennial budget request and submitted for Council action in November 2011.

(millions of dollars)

TBD — 13-14

Year	Value
05-06	$1,089
06-07	$1,091
07-08	$1,085
08-09	$1,015
09-10	$1,006
10-11	$988
11-12	$978
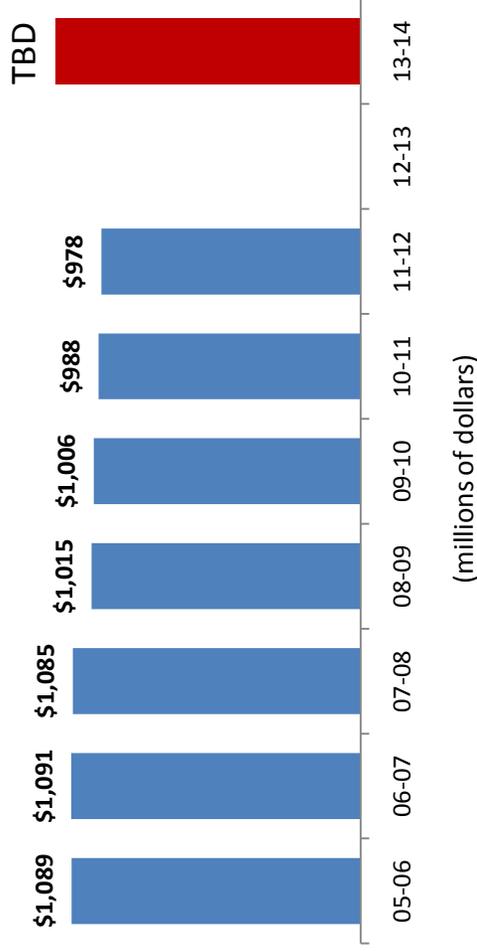
STATE TARGET
Student Success

Qualified Students Not Receiving Low-Income Grants

Annual number of qualified students who applied for state grants for low-income students, but who did not receive grants because program funds were exhausted.

Source: Kentucky Higher Education Assistance Authority (KHEAA).

Baseline	Target	Percent Change
63,321	31,660	50%

CPE is committed to advocate for policies and funding levels that reduce the number of qualified students who do not receive need-based state financial aid because of funding constraints.

	05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
	26,209	29,140	35,579	38,017	63,321				31,660

190

STRONGER by DEGREES
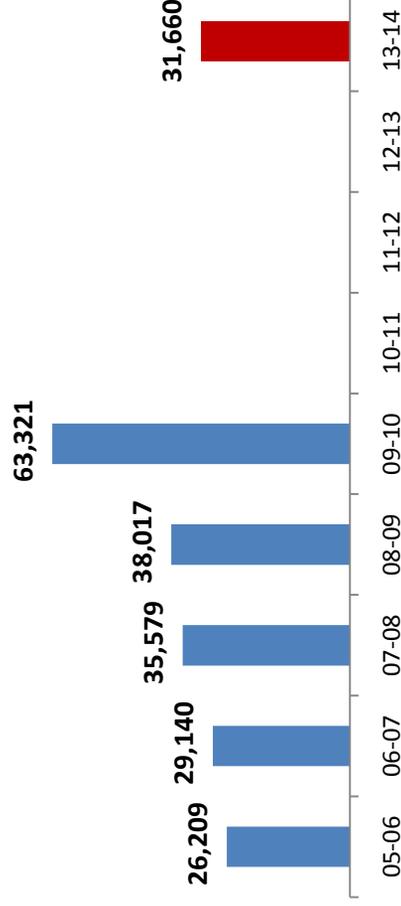
STATE TARGET

Research, Economic, & Community Development

Externally-Funded Research and Development

Annual research and development expenditures in science and engineering from federal, state, local, corporate, and foundation funding, but excluding institutionally-funded research (in millions). Source: National Science Foundation.

Baseline	Target	Percent Change
$366	$455	24%

(millions of dollars)

State target equals weighted total of institutional targets and represents substantial progress toward the SREB average in externally-funded R&D per capita.

UK and UofL targets are on trajectory to meet 2020 targets in HB1 (1997).
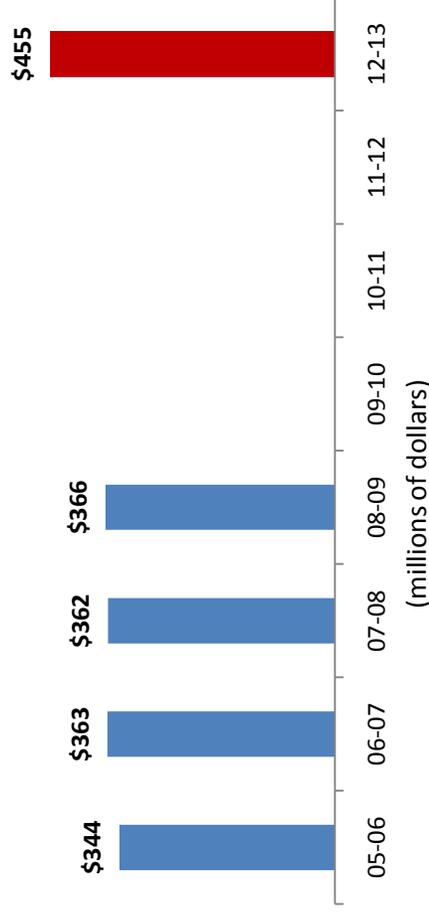
STATE TARGET

Research, Economic, & Community Development

Degrees and Credentials in Science, Technology, Engineering, Math, and Health-Related Fields

Total number and level of degrees and credentials conferred in science, technology, engineering, mathematics, and health-related fields during the academic year.

Source: CPE Comprehensive Database (KPEDS).

Baseline	Target	Percent Change
17,306	19,350	12%

State target is the weighted total of institutional targets and equates to 33% of all degrees and credentials produced.

Currently 32% of KY's degrees and credentials are in STEM+H fields, compared to 30% nationally.

05-06	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14
13,995	14,633	15,622	16,325	17,306				19,350
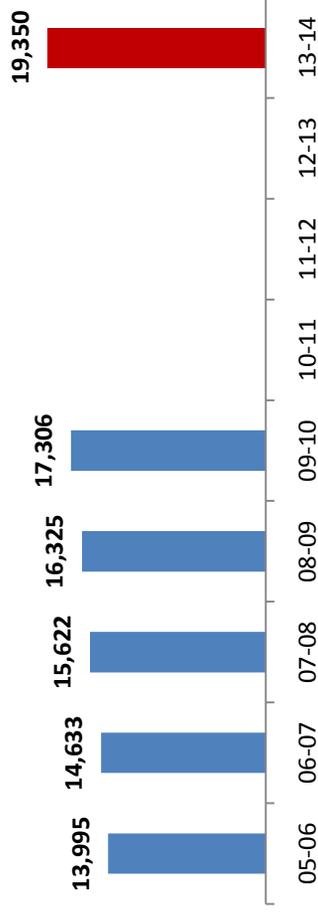
STATE TARGET

Research, Economic, and Community Development

Educational Attainment of Young Adults

Percent of population ages 25-44 with an associate or higher degree.

Source: US Census, American Community Survey.

Baseline	Target	Percent Change
32%	37%	16%

State target equates to an increase of one percentage point per year and is on a trajectory to meet NCHEMS' projected national rate of 43% in 2020.

193
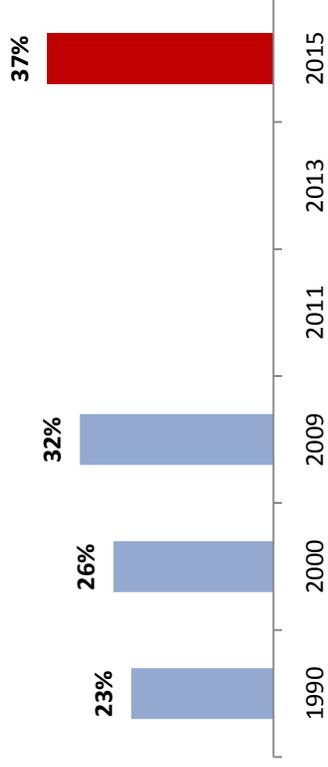
STATE TARGET

Efficiency and Innovation

Distance Learning

Percent of total completed credits taken through online and other technology-enhanced modes of distance learning.

Source: CPE Comprehensive Database (KPEDS).

Baseline	Target	Percent Change
14%	18%	28%

State target equals weighted total of institutional targets and would match the current SREB best-performing state (Georgia).
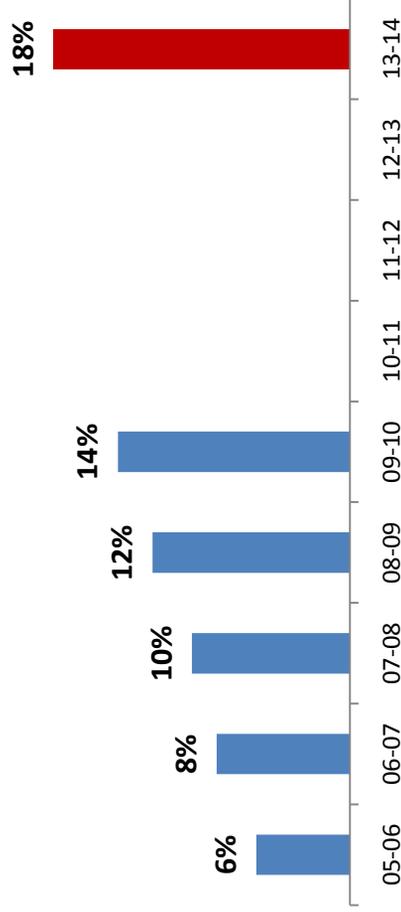
STATE TARGET

Efficiency and Innovation

Degree Productivity

Number of degrees and credentials conferred for every $100,000 in education and related expenditures at public colleges and universities.

Source: Complete College America.

Baseline	Target	Percent Change
1.97	2.20	12%

State target would place Kentucky in the top 10 states nationally (currently ranked 14th).

195
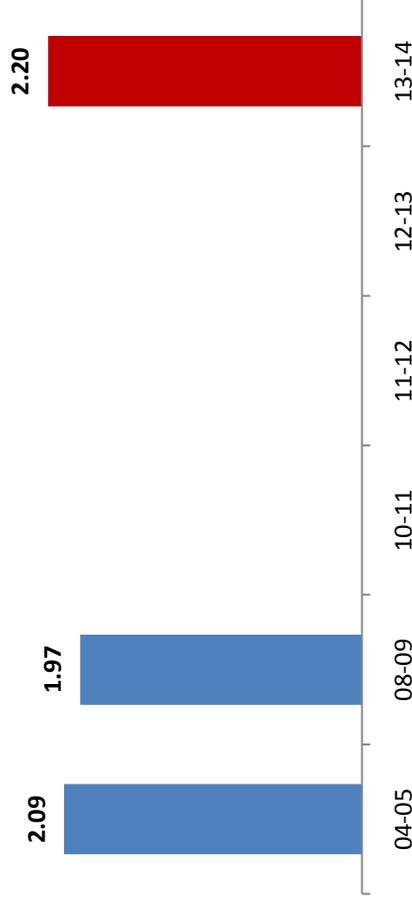
INSTITUTIONAL TARGETS

10 institutional performance metrics.

Campus representatives used various methods to finalize targets.

Final institutional targets significant improvements over early drafts.

AIKCU institutions, as a group, also committed to achieving aggressive 2015 targets.

STRONGER by DEGREES
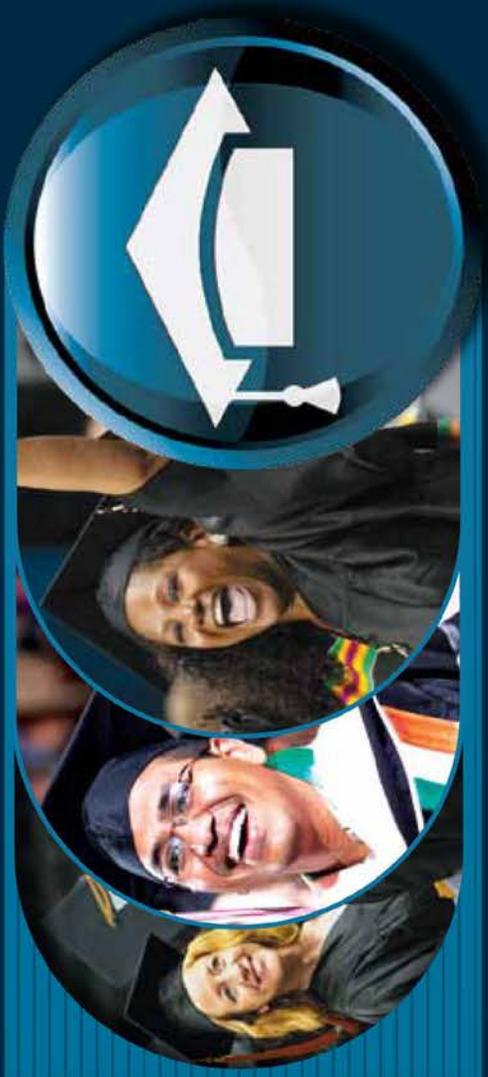
A STRATEGIC AGENDA

for Kentucky Postsecondary and Adult Education

KENTUCKY COUNCIL ON
POSTSECONDARY EDUCATION

2015 Performance Targets

Presentation to the Council on Postsecondary Education

September 22, 2011

Eastern Kentucky University

College Readiness	Baseline	Target	Percent Change	State Target	State Percent Change
New Teacher Excellence (Percent scoring in top 15% nationally on teacher exam)	15%	25%	71%	22%	28%

Student Success	Baseline	Target	Percent Change	State Target	State Percent Change
Degrees and Credentials (Total)	3,052	3,525	15%	59,400	8%
Bachelor's degrees	2,125	2,500	18%	22,900	16%
Master's degrees	705	775	10%	8,400	15%
Doctoral degrees – Professional Practice	1	30	N/A	1,300	26%
Bachelor's Graduation Rate	37.7%	45.0%	19%	53.0%	13%
Bachelor's Graduation Rate Gap – Low Income	16 ppt	8 ppt	-51%	5 ppt	-30%
Bachelor's Graduation Rate Gap – Underprepared	28 ppt	20 ppt	-29%	18 ppt	-30%
Bachelor's Graduation Rate Gap – Underrepresented Minority	10 ppt	7 ppt	-32%	11 ppt	-30%
Transfers from KCTCS	832	1,000	20%	9,580	15%
Net Direct Cost	-$886	-$1,125	27%	-$1,470	3%

Eastern Kentucky University

Research, Economic and Community Development	Baseline	Target	Percent Change	State Target	State Percent Change
Externally-Funded Research and Development	$905	$1,500	66%	$455	24%
STEM+H Degrees	791	875	10.6%	19,350	12%

Efficiency and Innovation	Baseline	Target	Percent Change	State Target	State Percent Change
Online Learning	15%	20%	32%	18%	26%
Credits to Degree	144	136	-6%	135	-4%
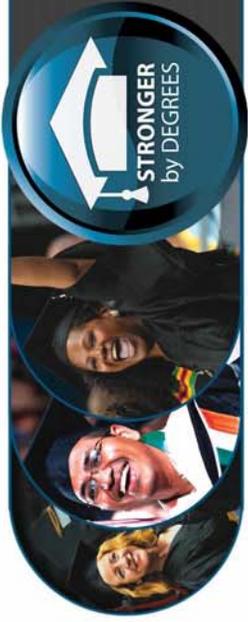
PERFORMANCE SCORECARD

Kentucky Community and Technical College System

College Readiness	Baseline	Target	Percent Change	State Target	State Percent Change
New Teacher Excellence	Teacher preparation programs are at the Bachelor's degree level				
(Percent scoring in top 15% nationally on teacher exam)	and are not offered at KCTCS.				

Student Success	Baseline	Target	Percent Change	State Target	State Percent Change
Degrees and Credentials (Total)	24,838	25,084	1%	59,400	8%
Associate degrees	7,270	9,528	31%	9,500	31%
Associate Graduation Rate	21.2%	25.8%	22%	25.8%	22%
Associate Graduation Rate Gap – Low Income	-2 ppt	-2 ppt	0%	-2 ppt	0%
Associate Graduation Rate Gap – Underprepared	11 ppt	5 ppt	-56%	5 ppt	-56%
Associate Graduation Rate Gap – Underrepresented Minority	13 ppt	7 ppt	-54%	7 ppt	-54%
Transfers to Four-Year Colleges and Universities	8,321	9,580	15%	9,580	15%
Net Direct Cost	-$2,025	-$2,025	0%	-$1,470	3%

For more information, including definitions, visit: http://dataportal.cpe.ky.gov/dashboard.shtm

September 19, 2011

Kentucky Council on Postsecondary Education

KCTCS

Research, Economic and Community Development

	Baseline	Target	Percent Change	State Target	State Percent Change
STEM+H Degrees	9,275	10,004	7.9%	19,350	12%

Efficiency and Innovation

	Baseline	Target	Percent Change	State Target	State Percent Change
Online Learning	23%	25%	10%	18%	26%
Credits to Degree	93	81	-13%	135	-4%

For more information, including definitions, visit: http://dataportal.cpe.ky.gov/dashboard.shtm

Kentucky Council on Postsecondary Education

September 19, 2011

Kentucky State University

College Readiness	Baseline	Target	Percent Change	State Target	State Percent Change
New Teacher Excellence (Percent scoring in top 15% nationally on teacher exam)	4%	25%	100%+	22%	28%

Student Success	Baseline	Target	Percent Change	State Target	State Percent Change
Degrees and Credentials (Total)	304	295	-3%	59,400	8%
Bachelor's degrees	213	232	9%	22,900	16%
Master's degrees	54	63	17%	8,400	15%
Bachelor's Graduation Rate	22.7%	26.4%	16%	53.0%	13%
Bachelor's Graduation Rate Gap – Low Income	-2 ppt	-2 ppt	0%	5 ppt	-30%
Bachelor's Graduation Rate Gap – Underprepared	14 ppt	11 ppt	-19%	18 ppt	-30%
Bachelor's Graduation Rate Gap – Underrepresented Minority	-6 ppt	-6 ppt	3%	11 ppt	-30%
Transfers from KCTCS	109	115	6%	9,580	15%
Net Direct Cost	-$31	-$30	-3%	-$1,470	3%

Kentucky State University

Research, Economic and Community Development	Baseline	Target	Percent Change	State Target	State Percent Change
Externally-Funded Research and Development	$5,190	$5,189	0%	$455	24%
STEM+H Degrees	80	115	43.8%	19,350	12%

Efficiency and Innovation	Baseline	Target	Percent Change	State Target	State Percent Change
Online Learning	13%	16%	24%	18%	26%
Credits to Degree	148	130	-12%	135	-4%

Morehead State University

College Readiness	Baseline	Target	Percent Change	State Target	State Percent Change
New Teacher Excellence (Percent scoring in top 15% nationally on teacher exam)	12%	17%	41%	22%	28%

Student Success	Baseline	Target	Percent Change	State Target	State Percent Change
Degrees and Credentials (Total)	1,452	1,743	20%	59,400	8%
Bachelor's degrees	926	1,100	19%	22,900	16%
Master's degrees	368	450	22%	8,400	15%
Doctoral degrees – Professional Practice	0	43	N/A	1,300	26%
Bachelor's Graduation Rate	40.3%	43.0%	7%	53.0%	13%
Bachelor's Graduation Rate Gap – Low Income	16 ppt	14 ppt	-16%	5 ppt	-30%
Bachelor's Graduation Rate Gap – Underprepared	23 ppt	17 ppt	-27%	18 ppt	-30%
Bachelor's Graduation Rate Gap – Underrepresented Minority	11 ppt	9 ppt	-19%	11 ppt	-30%
Transfers from KCTCS	1,018	1,030	1%	9,580	15%
Net Direct Cost	-$1,590	-$1,500	-6%	-$1,470	3%

205

Morehead State University

Research, Economic and Community Development	Baseline	Target	Percent Change	State Target	State Percent Change
Externally-Funded Research and Development	$1,313	$2,360	80%	$455	24%
STEM+H Degrees	332	400	20.5%	19,350	12%

Efficiency and Innovation	Baseline	Target	Percent Change	State Target	State Percent Change
Online Learning	25%	27%	6%	18%	26%
Credits to Degree	145	130	-10%	135	-4%

Murray State University

College Readiness

	Baseline	Target	Percent Change	State Target	State Percent Change
New Teacher Excellence (Percent scoring in top 15% nationally on teacher exam)	16%	18%	12%	22%	28%

Student Success

	Baseline	Target	Percent Change	State Target	State Percent Change
Degrees and Credentials (Total)	2,185	2,272	4%	59,400	8%
Bachelor's degrees	1,535	1,596	4%	22,900	16%
Master's degrees	638	680	7%	8,400	15%
Bachelor's Graduation Rate	49.6%	53.0%	7%	53.0%	13%
Bachelor's Graduation Rate Gap – Low Income	20 ppt	17 ppt	-15%	5 ppt	-30%
Bachelor's Graduation Rate Gap – Underprepared	22 ppt	22 ppt	-2%	18 ppt	-30%
Bachelor's Graduation Rate Gap – Underrepresented Minority	13 ppt	13 ppt	-4%	11 ppt	-30%
Transfers from KCTCS	956	1,013	6%	9,580	15%
Net Direct Cost	-$1,224	-$1,312	7%	-$1,470	3%

Murray State University

Research, Economic and Community Development	Baseline	Target	Percent Change	State Target	State Percent Change
Externally-Funded Research and Development	$618	$1,454	135%	$455	24%
STEM+H Degrees	636	687	8%	19,350	12%

Efficiency and Innovation	Baseline	Target	Percent Change	State Target	State Percent Change
Online Learning	10%	12%	25%	18%	26%
Credits to Degree	140	138	-1%	135	-4%

Northern Kentucky University

College Readiness	Baseline	Target	Percent Change	State Target	State Percent Change
New Teacher Excellence (Percent scoring in top 15% nationally on teacher exam)	18%	22%	21%	22%	28%

Student Success	Baseline	Target	Percent Change	State Target	State Percent Change
Degrees and Credentials (Total)	2,788	3,096	11%	59,400	8%
Bachelor's degrees	1,988	2,168	9%	22,900	16%
Master's degrees	461	526	14%	8,400	15%
Doctoral degrees – Professional Practice	144	198	38%	1,300	26%
Bachelor's Graduation Rate	31.7%	41.0%	29%	53.0%	13%
Bachelor's Graduation Rate Gap – Low Income	15 ppt	11 ppt	-30%	5 ppt	-30%
Bachelor's Graduation Rate Gap – Underprepared	26 ppt	18 ppt	-30%	18 ppt	-30%
Bachelor's Graduation Rate Gap – Underrepresented Minority	20 ppt	14 ppt	-30%	11 ppt	-30%
Transfers from KCTCS	379	486	28%	9,580	15%
Net Direct Cost	$24	-$100	-517%	-$1,470	3%

Northern Kentucky University

Research, Economic and Community Development	Baseline	Target	Percent Change	State Target	State Percent Change
Externally-Funded Research and Development	$1,346	$1,743	29%	$455	24%
STEM+H Degrees	707	757	7.1%	19,350	12%

Efficiency and Innovation	Baseline	Target	Percent Change	State Target	State Percent Change
Online Learning	10%	15%	58%	18%	26%
Credits to Degree	142	135	-5%	135	-4%

University of Kentucky

College Readiness	Baseline	Target	Percent Change	State Target	State Percent Change
New Teacher Excellence (Percent scoring in top 15% nationally on teacher exam)	24%	30%	25%	22%	28%

Student Success	Baseline	Target	Percent Change	State Target	State Percent Change
Degrees and Credentials (Total)	5,466	6,240	14%	59,400	8%
Bachelor's degrees	3,521	4,000	14%	22,900	16%
Master's degrees	1,211	1,450	20%	8,400	15%
Doctoral degrees – Research	265	300	13%	550	18%
Doctoral degrees – Professional Practice	469	490	4%	1,300	26%
Bachelor's Graduation Rate	59.5%	62.0%	4%	53.0%	13%
Bachelor's Graduation Rate Gap – Low Income	8 ppt	5 ppt	-30%	5 ppt	-30%
Bachelor's Graduation Rate Gap – Underprepared	20 ppt	14 ppt	-30%	18 ppt	-30%
Bachelor's Graduation Rate Gap – Underrepresented Minority	16 ppt	11 ppt	-30%	11 ppt	-30%
Transfers from KCTCS	1,829	1,920	5%	9,580	15%
Net Direct Cost	-$1,178	-$1,180	0%	-$1,470	3%

University of Kentucky

Research, Economic and Community Development

	Baseline	Target	Percent Change	State Target	State Percent Change
Externally-Funded Research and Development	$241,700	$290,000	20%	$455	24%
STEM+H Degrees	1,979	2,356	19.1%	19,350	12%

Efficiency and Innovation

	Baseline	Target	Percent Change	State Target	State Percent Change
Online Learning	4%	6%	73%	18%	26%
Credits to Degree	139	132	-5%	135	-4%

University of Louisville

College Readiness	Baseline	Target	Percent Change	State Target	State Percent Change
New Teacher Excellence (Percent scoring in top 15% nationally on teacher exam)	25%	27%	7%	22%	28%

Student Success	Baseline	Target	Percent Change	State Target	State Percent Change
Degrees and Credentials (Total)	4,534	4,787	6%	59,400	8%
Bachelor's degrees	2,550	2,769	9%	22,900	16%
Master's degrees	1,310	1,370	5%	8,400	15%
Doctoral degrees – Research	163	191	17%	550	18%
Doctoral degrees – Professional Practice	347	385	11%	1,300	26%
Bachelor's Graduation Rate	48.2%	53.9%	12%	53.0%	13%
Bachelor's Graduation Rate Gap – Low Income	14 ppt	12 ppt	-14%	5 ppt	-30%
Bachelor's Graduation Rate Gap – Underprepared	19 ppt	13 ppt	-32%	18 ppt	-30%
Bachelor's Graduation Rate Gap – Underrepresented Minority	12 ppt	5 ppt	-59%	11 ppt	-30%
Transfers from KCTCS	860	989	15%	9,580	15%
Net Direct Cost	-$1,815	-$2,104	16%	-$1,470	3%

University of Louisville

Research, Economic and Community Development	Baseline	Target	Percent Change	State Target	State Percent Change
Externally-Funded Research and Development	$106,961	$142,800	34%	$455	24%
STEM+H Degrees	1,357	1,580	16.4%	19,350	12%

Efficiency and Innovation	Baseline	Target	Percent Change	State Target	State Percent Change
Online Learning	5%	7%	40%	18%	26%
Credits to Degree	140	136	-3%	135	-4%

Western Kentucky University

College Readiness	Baseline	Target	Percent Change	State Target	State Percent Change
New Teacher Excellence (Percent scoring in top 15% nationally on teacher exam)	15%	17%	17%	22%	28%

Student Success	Baseline	Target	Percent Change	State Target	State Percent Change
Degrees and Credentials (Total)	3,906	4,325	11%	59,400	8%
Bachelor's degrees	2,676	2,950	10%	22,900	16%
Master's degrees	858	930	8%	8,400	15%
Doctoral degrees – Professional Practice	0	50	N/A	1,300	26%
Bachelor's Graduation Rate	49.5%	50.5%	2%	53.0%	13%
Bachelor's Graduation Rate Gap – Low Income	12 ppt	12 ppt	0%	5 ppt	-30%
Bachelor's Graduation Rate Gap – Underprepared	17 ppt	10 ppt	-41%	18 ppt	-30%
Bachelor's Graduation Rate Gap – Underrepresented Minority	7 ppt	6 ppt	-18%	11 ppt	-30%
Transfers from KCTCS	1,115	1,225	10%	9,580	15%
Net Direct Cost	-$402	-$402	0%	-$1,470	3%

Western Kentucky University

Research, Economic and Community Development	Baseline	Target	Percent Change	State Target	State Percent Change
Externally-Funded Research and Development	$7,629	$10,000	31%	$455	24%
STEM+H Degrees	900	1,100	22%	19,350	12%

Efficiency and Innovation	Baseline	Target	Percent Change	State Target	State Percent Change
Online Learning	17%	19%	13%	18%	26%
Credits to Degree	139	137	-1%	135	-4%

PERFORMANCE SCORECARD

Association of Independent Kentucky Colleges and Universities

College Readiness	Baseline	Target	Percent Change	State Target	State Percent Change
New Teacher Excellence (Percent scoring in top 15% nationally on teacher exam)	17%	21%	23%	22%	28%

Student Success	Baseline	Target	Percent Change	State Target	State Percent Change
Degrees and Credentials (Total)	6,581	8,000	22%	59,400	8%
Bachelor's degrees	4,159	5,600	35%	22,900	16%
Master's degrees	1,724	2,200	28%	8,400	15%
Doctoral degrees – Research	41	60	46%	550	18%
Doctoral degrees – Professional Practice	96	140	46%	1,300	26%
Bachelor's Graduation Rate	48.9%	55.0%	12%	53.0%	13%
Bachelor's Graduation Rate Gap – Underrepresented Minority (data used to calculate other gaps not available)	15 ppt	10 ppt	-33%	11 ppt	-30%
Transfers from KCTCS	1,223	1,800	47%	9,580	15%

For more information, including definitions, visit: http://dataportal.cpe.ky.gov/dashboard.shtm

September 19, 2011

Kentucky Council on Postsecondary Education

AIKCU

Research, Economic and Community Development

	Baseline	Target	Percent Change	State Target	State Percent Change
STEM+H Degrees	1,249	1,500	20.1%	19,350	12%

Efficiency and Innovation

	Baseline	Target	Percent Change	State Target	State Percent Change
Online Learning	7%	8%	21%	18%	26%
Credits to Degree	137	137	0%	135	-4%

For more information, including definitions, visit: http://dataportal.cpe.ky.gov/dashboard.shtm

Kentucky Council on Postsecondary Education

September 19, 2011

Institutional Diversity Plans

The Council on Postsecondary Education directed each public postsecondary institution to develop and submit to the Council a campus-based diversity plan, in response to the Statewide Diversity Policy. The diversity plans, at a minimum, address four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. Upon approval by the Council, the institutional diversity plans will be implemented fall 2011.

> **ACTION: The Committee on Equal Opportunities (CEO) recommends that the Council review and approve the 2011-15 Institutional Diversity Plans that were developed in response to the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development.**

At its June 9, 2011, meeting, the Council's CEO reviewed and accepted the institutional diversity plans developed by the eight public universities and reviewed and accepted the KCTCS diversity plan at its September 8 meeting. The Eastern Kentucky University diversity plan will be reviewed by its board of regents September 27, 2011. Pending approval by the board, the EKU diversity plan will be presented to the Council at its November meeting for review and acceptance.

The CEO found that each of the institutional diversity plans met the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the plans be sent to the Council on Postsecondary Education for review and acceptance once approved by their boards of regents/trustees.

The CEO action is attached. The Council staff recommends approval of the institutional plans as proposed by the CEO.

Institutional Diversity Plans

The institutional plans call for aggressive approaches to achieve objectives for the postsecondary and adult education system. To implement the Statewide Diversity Policy, the Council required each institution to submit a campus-based diversity plan that set forth specific strategies that promote diversity and measurable goals that reflect institutional demographics in comparison to the population.

The campus-based diversity plans, at a minimum, address four areas: (1) student body diversity that reflects the diversity of the Commonwealth or the institution's service area, (2) achievement gaps, (3) workforce diversity, and (4) campus climate. The plans were developed using the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development, which includes guiding principles, commitments, and action statements. All institutional plans are narrowly tailored to preserve broad access to educational opportunities. Each campus-based plan shall:

- Assure consistency with systemwide and institutional diversity policies and practices.
- Describe diversity and equal opportunity for students, faculty, administrators, and staff in action plans that address the campus environment.
- Implement a system of institutional accountability by using metrics that are specific and measurable.
- Recognize that equal opportunity is essential to all members of the campus communities.
- Preserve broad access to high quality postsecondary education opportunities.

Next Steps

Following review and action by the Council, institutions will implement their campus-based diversity plans fall 2011. The first plan evaluation will occur in 2012.

Staff preparation by Rana Johnson

Institutional Diversity Plan Submission/Review/Action
Kentucky Public Postsecondary Diversity Policy and Framework
for Institution Diversity Plan Development

As required by the Kentucky Public Postsecondary Diversity Policy and Framework for Institution Diversity Plan Development adopted by the Council on Postsecondary Education September 2010, staff used a consensus review process to evaluate proposed plans prior to review by the Committee on Equal Opportunities. In accordance with the policy, the review included acknowledgement of receipt of the plan, preliminary assessment of how well a plan addressed the areas outlined in the diversity policy, identification of revisions (if required), review by CEO, submission of plans to the institutional board for approval, and approval by CPE. Institutional plans were developed using the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development and focused on four areas:

- Student Body Diversity
- Student Success
- Workforce Diversity
- Campus Climate

Plans were submitted by all institutions and were reviewed in accordance with the consensus review process. Revisions were suggested for all plans. Reviewed and revised plans have been received from all except two institutions. Summary reports for all but the two institutions are provided for review by the CEO. The next steps in the process include:

- CEO review of institutional diversity plans and recommendations to CPE.
- KCTCS/university boards of regents or trustees actions on institutional plans.
- CPE review and action on the institutional diversity plans.
- Implementation of the institutional diversity plans.

Institutional plans are attached.

Staff preparation by Rana Johnson

Institutional Diversity Plan Submission/Review/Action

The Committee on Equal Opportunities met June 9, 2011, and reviewed the eight university plans, and September 8, 2011, to review the Kentucky Community and Technical College System diversity plan. The CEO acknowledged that all the diversity plans met the minimum requirements of the policy and recommended that the plans be sent to the Council on Postsecondary Education for review and acceptance, following receipt of the institutions' final plans, once approved by their boards of regents/trustees.

Eastern Kentucky University Comprehensive Diversity Plan 2011-15

The EKU Board of Regents is scheduled to meet September 27, 2011. Pending approval by the board, the EKU diversity plan will transition to the November 2011 Council meeting for review and acceptance.

Kentucky State University Diversity Plan 2011-15

The KSU diversity plan is intended to provide a general roadmap on the types of activities that KSU will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015.*

Mission, Principles, and Values

The KSU diversity plan recognizes KSU's unique status as a federally-designated, historically black 1890 land grant university. The mission builds on its legacy of achievement by affording access to and preparing a diverse student population of traditional and non-traditional students to compete in a multi-faceted ever changing global society by providing student centered learning while integrating teaching, research, and service through high quality undergraduate and select graduate programs. The KSU diversity plan focuses primarily on federally-protected classes as well as veterans.

The vision, guiding principles, and core values clearly note that the university strives to create an environment that values the unique background, perspectives, and talents of all students to provide them with academic, leadership, and social tools to help them grow as responsible, knowledgeable, and creative global citizens.

CEO Acceptance and Recommendation

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the KSU diversity plan. Based on the review:

> The CEO found that the KSU diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the KSU diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the KSU Board of Regents.

The KSU diversity plan was reviewed and unanimously approved by the KSU Board of Regents at its July 22, 2011, regular meeting.

<div align="center">

Kentucky Community and Technical College System
Diversity Action Plan for Inclusion, Engagement, and Equity 2010-15

</div>

The KCTCS plan is intended to provide a general roadmap on the types of activities that KCTCS will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on the statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015.*

Mission, Principles, and Values

The KCTCS diversity plan is designed to promote an institutional cross-functional, collaborative approach to advance diversity. The plan comprises of the following distinct yet interrelated priority areas:

- Student Access and Success
- Education, Scholarship, and Service
- Campus Climate
- Institutional Leadership and Transformation

KCTCS is committed to creating and sustaining an environment of all-inclusive diversity where each individual is valued, respected, supported, and recognized on the basis of personal achievement, merit, and contribution. KCTCS envisions itself as an inclusive community of learners empowered to express their individual cultures and identities.

KCTCS believes that in the purest form, diversity simply means differences or variety. KCTCS describes diversity as an inclusive community of people with varied human characteristics, ideas, and world views related to (but not limited to) race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disabilities, socio-economic status, life experiences, geographical region, or ancestry. In concept, diversity calls for a safe, supportive, and nurturing environment that honors and respects those differences. The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

CEO Acceptance and Recommendation

At the September 8, 2011, meeting, the Council's CEO reviewed and accepted the KCTCS diversity plan. Based on the review:

> The CEO found that the KCTCS diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the KCTCS diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the KCTCS Board of Regents.

The KCTCS Board of Regents is scheduled to meet September 15-16, 2011. Pending approval by the board, the KCTCS plan will transition to the September 22, 2011, Council meeting for review and acceptance.

Morehead State University Diversity Plan 2011-15

The MoSU diversity plan is intended to provide a general roadmap on the types of activities that MoSU will work on, collaboratively, with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015.*

Mission, Principles, and Values

The MoSU diversity plan is aligned with the university's 2010-15 Strategic Plan, ASPIRE, as well as the vision and principles established in the university's strategic plan to guide the strategies and commitments expressed in the 2011-15 diversity plan. The introduction of the diversity plan clearly explains how the reader should view the plan elements, including a mission statement, polices/principles, expected outcomes, and strategies to accomplish the stated outcome. The institution diversity plan uses a definition of diversity from the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development and explains its role or value in the educational setting. The diversity plan also includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

CEO Acceptance and Recommendation

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the MoSU diversity plan. Based on the review:

> The CEO found that the MoSU diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the MoSU diversity plan be sent to the Council for review and acceptance, following receipt of the institutions' final plan once approved by the MoSU Board of Regents.

The MoSU Board of Regents is scheduled to meet September 16, 2011. Pending approval by the board, the MoSU plan will transition to the September 22, 2011, Council meeting for review and acceptance.

Murray State University Diversity Plan 2011-15

The MuSU diversity plan is intended to provide a general roadmap on the types of activities that MuSU will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015.*

Mission, Principles, and Values

In fulfillment of its vision, values, and mission, MuSU utilizes four overarching strategic imperatives both on an institutional basis and at the operating unit level: Fostering Excellence, Creating Communities, Building Partnerships, and Innovation. These imperatives are not intended to serve as specific goals. Rather, they set the broad strategic direction for the university from which fresh ideas and activities will emerge from each campus unit.

One of MuSU's core values is diversity. It understands and affirms that diversity is inextricably linked to excellence. MuSU values attracting, developing, and maintaining a diverse, high-quality faculty, staff, and student body. It endeavors to create and promote a culturally diverse community to be accepting of and sensitive to diversity in its many varied forms.

The MuSU diversity plan addresses the imperatives of a sustained diversity initiative and describes the measures that will be taken from 2011-15 diversity plan to strengthen its efforts to promote diversity as an essential element in its pursuit of greater excellence. The MuSU's plan will remain fluid and be implemented in phases in an effort to have sustained change and growth. The initial phase will primarily address the criteria set forth in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. Additional phases will be added each year to continue to encompass an inclusive and supportive campus environment. MuSU foresees an institution where diversity is woven into the curriculum, the workplace, and the lives of every student, faculty, and staff member in a manner that strengthens and nurtures the region which the university is asked to serve. The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

CEO Acceptance and Recommendation

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the MuSU diversity plan. Based on the review:

> The CEO found that the MuSU diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the MuSU diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the MuSU Board of Regents.

The MuSU Diversity Plan was reviewed and approved by the MuSU Board of Regents at its August 26, 2011, meeting.

The recommendations in the NKU diversity plan task force report are aligned with NKU's strategic and supporting priorities in the following areas: (a) develop talent, (b) increase student engagement in learning, (c) engage in effective regional stewardship, (d) recruit and retain outstanding faculty and staff, and (e) increase institutional effectiveness. The plan describes the types of activities that NKU will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015.*

While diversity is an all-inclusive term, NKU realizes that it must start more narrowly and then broaden its perspective. This diversity plan includes goals and strategies that pertain to all students but will focus on the African American and Latino populations directly with an additional section (campus climate) that will capture other areas of diversity relating to the campus in general.

Mission, Principles, and Values

NKU is committed to creating a diverse, multicultural community of scholars and learners by providing a model for the Commonwealth of a truly diverse society that celebrates human differences and promotes fairness and equity in policies and practices. The diversity plan task force is charged with the development of a comprehensive, university-wide diversity plan that is inclusive of all the diversity goals and specific action plans for each unit on campus. The president and administrators of NKU recognize that diversity is an "all-inclusive" term and should not be unintentionally exclusive to any particular population. While NKU's diversity plan is all inclusive, it has an initial focus on African-Americans and Latinos for certain measures of success. After realizing success in these areas, NKU will broaden its focus to other areas of diversity. For now, NKU will address broader campus diversity through the campus climate section of its diversity plan.

The university expects everyone to embrace the underlying values of the vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of its larger society. The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

CEO Acceptance and Recommendation

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the NKU plan. Based on the review:

> The CEO found that the NKU diversity plan task force report meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the NKU diversity plan be sent to the Council for review and acceptance, following receipt of the institutions' final plan once approved by the NKU Board of Regents.

Furthermore, the CEO requested that the university include in its final plan evidence that confirms a relationship between Gateway Community and Technical College and NKU that will assist African American, Hispanic/Latino, and low-income students in their transition from the community college to NKU, once developmental education requirements are fulfilled.

The NKU diversity plan was reviewed and approved by the NKU Board of Regents at its May 4, 2011, meeting. A formal letter acknowledging approval of the plan, as well as information requested by the CEO, is attached (see Attachment 3).

University of Kentucky Diversity Plan 2011-15

The UK 2011-15 diversity plan is intended to provide a general roadmap on the types of activities that UK will work on collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015.*

Mission, Principles, and Values

The UK diversity plan is aligned with the university's strategic plan and relies heavily on the mission, vision, and principles established in the university's strategic plan to guide the strategies and commitments expressed in the 2011-15 diversity plan. The preamble section of the diversity plan clearly explains how the reader should view the plan elements, including a mission statement, polices/principles, expected outcomes, and strategies to accomplish the stated outcome. The institution diversity plan uses a definition of diversity from the UK governing regulation and explains its role or value in the educational setting. The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

CEO Acceptance and Recommendation

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the UK diversity plan. Based on the review:

> The CEO found that the UK 2011-15 diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the UK diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the UK Board of Trustees.

> Furthermore, the CEO suggested that UK strongly consider strengthening its diversity targets to reflect more than just the minimum requirements. The university's designation as the Commonwealth's flagship university elicits a strong example of its role as a leader in student enrollment in the higher education system. The committee urges the university to consider modifying its targets.

The UK diversity plan was reviewed and approved by the UK Board of Trustees at its June 14, 2011, regular meeting.

University of Louisville Diversity Plan 2011-15

The UofL diversity plan is intended to provide a general roadmap on the types of activities that UofL will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015*.

Mission, Principles, and Values

The UofL diversity plan is aligned with the university's strategic plan and relies heavily on the mission to be a premier, nationally recognized metropolitan research university. The vision, guiding principles, and core values clearly note that the university strives to foster and sustain an environment of inclusiveness that empowers all to achieve their highest potential without fear of prejudice or bias and commits to build an exemplary community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status - that enrich a vibrant metropolitan research university.

UofL expects every member of the academic family to embrace the underlying values of the vision and to demonstrate a strong commitment to attracting, retaining, and supporting students, faculty, and staff who reflect the diversity of the larger society. The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the population.

CEO Acceptance and Recommendation

At the June 9, 2011, meeting the Council's CEO reviewed and accepted UofL's diversity plan. Based on the review:

> The CEO found that the UofL diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the UofL diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the UofL Board of Trustees.

The UofL diversity plan was reviewed and approved by the UofL Board of Trustees at its July 13, 2011, meeting.

Western Kentucky University Diversity Plan 2011-15

The WKU diversity plan is intended to provide a general roadmap on the types of activities that WKU will implement collaboratively with the CEO and other key stakeholders over the next four years to make progress on statewide policy objectives and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015*.

Mission, Principles, and Values

The WKU diversity plan is aligned with the university's strategic plan and relies heavily on the mission to prepare students to be productive, engaged, socially responsible citizens and leaders of a global society. The vision, guiding principles, and core values clearly note that the university strives to foster and sustain an environment of inclusiveness that empowers all to achieve their highest potential without fear of prejudice or bias and commits to build an exemplary community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status.

WKU places a premium on teaching and student learning and growth; therefore, it is important for the university to seek achievement of diversity among its faculty, staff, and student populations. As a leading American university with international reach, WKU insists on a welcoming environment in which it is committed to promoting acceptance, providing support, and encouraging diversity. Embracing diversity is an essential component to maintaining the university's efforts toward connecting faculty, staff, and student populations in striving for a high standard of excellence and success. The university is committed to recognizing and supporting meritorious talent and achievement by supporting diversity and equal opportunity in its educational and community/global service obligations. WKU's dedication and persistence in its efforts to promote and strengthen its diversity initiatives serves as an institutional priority in which valuable contributions towards recruitment, retention, and advancement of students, faculty, and staff may be realized.

The diversity plan includes specific strategies that promote diversity and measurable targets/goals that reflect institutional demographics in comparison to the area of geographic responsibility.

CEO Acceptance and Recommendation

At the June 9, 2011, meeting, the Council's CEO reviewed and accepted the WKU diversity plan. Based on the review:

> The CEO found that the WKU diversity plan meets the minimum requirements as outlined in the Kentucky Public Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. The CEO recommended that the WKU diversity plan be sent to the Council for review and acceptance, following receipt of the institution's final plan once approved by the WKU Board of Regents.

The WKU diversity plan was reviewed and approved by the WKU Board of Regents at its July 29, 2011, meeting.

NORTHERN KENTUCKY UNIVERSITY logo — NKU

OFFICE OF THE PRESIDENT

Lucas Administrative Center 800 | tel 859.572.5123 | fax 859.572.6696

August 29, 2011

Dr. Rana Johnson
Chief Diversity Office
Kentucky Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, KY 40601

Dear Dr. Johnson:

Northern Kentucky University (NKU) hereby formally submits its Diversity Plan Report to the Council on Postsecondary Education (CPE) for its review and action on September 22, 2011. This Diversity Plan Report has been approved by the Board of Regents of NKU.

The process of developing the plan was a comprehensive effort. This effort was comprised of all the stakeholders both on campus and in the surrounding community. This was a community wide process that elicited responses from all groups on campus and in the larger community. This process was empirically supported by a survey administered on campus to critically examine the campus environment. This survey was followed up with university wide focus groups to determine the underlying reasons for the findings from the survey. The findings of both of these efforts were used to determine the issues and groups to focus on in the Diversity Plan.

Once the plan was completed it was reviewed by the Committee on Equal Opportunity (CEO). The CEO determined that the Northern Kentucky University Plan Task Force Report met the minimum requirements as outlined in the Kentucky Postsecondary Education Diversity Policy and Framework for Institution Diversity Plan Development. Furthermore, the CEO recommended that the NKU Diversity Plan be sent to the CPE for review and acceptance.

It is the intention of NKU to implement the plan this fall semester. NKU anticipates that the progress of the plan will result in ongoing success with diversity in general and campus climate specifically in the years to come.

Please find attached an addendum that documents the NKU relationship with Gateway Community and Technical College that will assist African Americans, Hispanic/Latino, and low income students in their transition from the community college to NKU once their developmental educational requirements are fulfilled.

Thank you,

James C. Votruba
President

Kentucky
UNBRIDLED SPIRIT

NORTHERN KENTUCKY UNIVERSITY | Highland Heights, Kentucky 41099 | www.nku.edu
Northern Kentucky University is an equal opportunity institution. Printed on recycled paper
230

OFFICE OF THE VICE PROVOST
834 LUCAS ADMINISTRATION CENTER
VOICE: 859-572-5379; FAX 859-572-5816

August 26, 2011

MEMORANDUM

TO: Dr. Willie Elliott, Diversity Plan Committee

FR: J. Patrick Moynahan, Vice Provost

RE: Gateway to NKU Transition Center

Northern Kentucky University is collaborating with Gateway Community and Technical College on a new program, beginning this fall called the Gateway to NKU Transition Center. The joint program is designed to create a structured pathway with wrap-around support to enhance the success of underprepared students in college.

The program replaces the NKU Academy, a summer bridge for 40-50 underprepared students who did not meet Northern's admission standards. Although the first-year retention rate of students in the academy was promising, the persistence and graduation rate were disappointing.

This unique new partnership will offer several advantages over the NKU Academy. First, the developmental work and orientation will stretch over a full semester (or more) instead of a compressed summer timeframe (five weeks). Second, the students will start in a less intimidating and more structured environment with support services from both Gateway and NKU. Third, this approach will provide for a series of success markers – completion of developmental work, certificate or associate degree (if desirable) and baccalaureate degree – to reward progress and encourage persistence.

As the attached materials demonstrate, NKU provides Gateway with a list of all applicants in our service region who do not meet our admission standards. NKU also notifies students by letter of this opportunity, encourages them to enroll and assists in recruiting activities. Gateway and NKU are collaborating on courses to improve the students' preparation and ease the transition into a four-year academic environment. Finally, Gateway and NKU will track data on the number of students who enroll (with breakdowns on demographic categories), their success rates in the program, transfer rates and credential completion rates.

Like the NKU Academy, the Gateway to NKU Transition Center is not designed specifically for African American, Hispanic/Latino students and low-income students. However, it will serve the same function as the academic and provide opportunities for a number of students in those groups who otherwise would not have an opportunity to attend NKU. Furthermore, the program has the capacity to serve considerably more students each year than the academy.

GO YOU GO U!

NKU NORTHERN KENTUCKY UNIVERSITY

Attend courses at the
Gateway to NKU Transition center

Here at Gateway and NKU we care about our students. We want students to have opportunities to reach their goals and live their dreams. That's why we created the Gateway to NKU Transition Center, a joint venture that may help you reach these academic goals.

Here's how it works-
You will complete a minimum of 12 credit hours (including 6 hours of college readiness courses) on NKU's campus but at Gateway's tuition rate. Once at least 12 hours are completed with a "C" or better, you have the option to transfer to NKU! We know you can do it!
Plus, look at all the benefits of the program:

- Take classes at Gateway's affordable tuition rate but on NKU's campus

- Become familiar with NKU's campus and services

- Have access to key NKU services – Albright Health Center, Steely Library, Tutoring Services, Student Union and much more

- Meet with on site academic advisors

- Use a streamlined transfer process

- Enjoy a small learning environment

- Benefit from academic and personal support services

For more information contact Gateway's Admissions Office at 859-442-1134

Gateway
Community & Technical College

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

Alignment of CEO with Statewide Diversity Policy

ACTION: The Committee on Equal Opportunities (CEO) recommends:
- That the Council on Postsecondary Education establish a nominating committee to receive, review, and recommend to the Council chair the names of at least two individuals for each vacant position, from which the chair will appoint the eight citizen members of the CEO.
- That the newly appointed CEO review and revise, where appropriate, the mission, vision, and role of the CEO to reflect the statewide diversity policy and planning environment.
- That the membership of the CEO be expanded to 15 persons, consisting of five Council members, one legislator, the executive director of the Kentucky Human Rights Commission, and eight citizens, and that the members be given appointments staggered by number of years for the first term.

At its June 9, 2011, meeting, CEO Chair Joe Weis appointed a workgroup to:

1. Recommend a process to align the mission, vision, and role of the CEO with the recently adopted Statewide Diversity Policy.
2. Recommend an alignment of the membership of CEO to reflect the intent of the Statewide Diversity Policy.
3. Recommend a committee membership alignment that ensures representation of the population of Kentucky.
4. Where appropriate, review and revise the 2003 policy establishing terms and conditions of appointment for members of the CEO.

The workgroup was asked to complete its task and report back to the CEO prior to the September meeting of the Council. This report, including recommendations, completes the work of the workgroup. Members of the workgroup include Lisa Osborne (workgroup chair), John Johnson, Abraham Williams, Aaron Price (whose term expired June 30, 2011), and the new student representative on the Council, Kirby O'Donoghue. The CEO reviewed and forwarded recommendations to the Council for review and action at its September 8, 2011, meeting.

Background

On January 16, 2009, the Council directed the CEO to develop a statewide diversity policy. The institutions and organizations within the public arena reviewed and support the policy recommended by the CEO and adopted by the Council. The policy will be effective until 2015, and at that time will be reviewed to determine whether it should be modified or continued. The Statewide Diversity Policy was adopted on September 12, 2010, by the Council.

The diversity policy calls for aggressive approaches by institutions to achieve objectives for the postsecondary and adult education system. Diversity planning allows the Commonwealth to take a new approach to a decade old challenge of how best to make the postsecondary education system more successful in appealing to more people from varying backgrounds and ethnicities. One major outcome is to create a more compelling case to employers that Kentucky institutions produce culturally competent graduates who are able to function effectively in multicultural environments. To facilitate the implementation process, it is necessary to align the mission and role of the committee with the intent of the newly adopted diversity policy to balance the advocacy, facilitation, communication, collaboration, and responsibilities of the Council and institutions to implement public policy and to monitor its execution and progress for the benefit of Kentucky's citizens.

These recommendations represent a furtherance of the process that began with the action by the Council, July 28, 2003, when it first adopted the recommendation of the CEO that the Council establish terms of appointment and service for members of the committee. The recommendation was reviewed and adopted by the CEO June 16, 2003.

The CEO currently consists of 13 members: four members of the Council, eight citizens of the Commonwealth, and one legislator. The chair of the Council appoints the committee chair and other members of the committee and the Council provides staff assistance. Members of the committee serve at the pleasure of the Council.

Once the recommendations are approved, they will be implemented fall 2011by the Council chair.

Staff preparation by Rana Johnson

New Academic Programs: Policy and Procedures

ACTION: The staff recommends that the Council approve the attached policy and procedures for the approval of new academic programs.

The Council on Postsecondary Education has statutory authority to approve new academic programs at state colleges and universities. KRS 164.020 (15) empowers the Council 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. It also mandates that the Council expedite the approval of requests from the Kentucky Community and Technical College System Board of Regents relating to new certificate, diploma, technical, or associate degree programs of a vocational-technical-occupational nature.

KRS 164.020 (19) allows the Council to postpone the approval of any new program at a state postsecondary educational institution, unless the institution has met its equal educational opportunity goals as established by the Council. In accordance with administrative regulations promulgated by the Council, those institutions not meeting the goals shall be able to obtain a temporary waiver if the institution has made substantial progress toward meeting its equal educational opportunity goals.

The Council's current academic program approval policy for public institutions dates back to 1999. The postsecondary environment has changed dramatically since then, so the policies and procedures need revision.

The Council has convened a group of representatives from each of the public institutions and one representative from KCTCS to reexamine the current policies and recommend changes. The group (Attachment 1) worked between April 2010 and July 2011 to define terms related to academic programming (Attachment 2) and create an updated policy for approval of new academic programs (Attachment 3). The policy and procedures reflect best practices, reinforce state-level and institutional policies to create a more coordinated approach to academic programming, and better connect academic program approval with the review of existing academic programs. If approved by the Council, the policy will go into effect on January 1, 2012.

Staff preparation by Melissa Bell

Academic Program Approval and Review of Existing Academic Programs:
Campus Representatives

Eastern Kentucky University:
Edward J. Keeley, Ph.D.
Executive Director of Institutional Effectiveness & Research

Kentucky Community and Technical College System:
Mary A. Kleber, Ph.D.
Director of Curriculum and Program Support

Kentucky State University:
Titilayo Ufomata, Ph.D.
Associate Provost & Professor

Morehead State University:
Dayna Seelig, Ph.D.
Associate Vice President of Academic Affairs

Murray State University:
Jay Morgan, Ph.D.
Associate Provost for Graduate Education & Research

Northern Kentucky University:
J. Patrick Moynahan, Ph.D.
Vice Provost, University Programs

University of Kentucky:
Constance A. Ray, Ph.D.
Vice President for Institutional Effectiveness

University of Louisville:
Robert S. Goldstein, MPH
Associate University Provost, Office of Academic Planning & Accountability

Western Kentucky University:
Sylvia S. Gaiko, Ph.D.
Associate Vice President for Academic Affairs

DEFINITIONS RELATED TO ACADEMIC PROGRAMMING

Academic Programs

An **academic program** refers to a combination of courses and related activities organized for the attainment of broad educational objectives that lead to a certificate or diploma or an associate's, bachelor's, master's, specialist, or doctoral degree.

Academic program modifications are of two types:

1. **Minor academic program modifications** refer to program name changes and changes in degree designation that do not involve significant changes in a program's purpose and curriculum.

2. **Major academic program modifications** refer to significant changes in the program's purpose and curriculum such that a different CIP code more accurately describes the revised program. Separation of an academic program into two programs and the combination of two existing programs into one program constitute major academic program modifications.

A Classification of Instructional Programs code, or **CIP code**, is a six-digit code in the form of xx.xxxx that identifies instructional program disciplines. The CIP code supports the accurate tracking and reporting of fields of study and program completions activity as required for federal reporting.

A **major** is a primary area of study defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

A **minor** is a secondary area of study that is separate from the major and is defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

A **core** is a set of courses required by all students within a major or area. It also refers to the set of courses required by all students within a track, concentration, or specialization.

A **new academic program** is a program not previously offered at an institution or one that was previously offered but has been suspended for five or more years or has been closed.

An **area** is a primary field of study, typically consisting of more credit hours than a major that does not require a minor and can be completed in lieu of a major-minor combination.

A **track** is a set of courses designed to develop expertise within a major or area at the undergraduate level.

A **concentration** is a set of courses designed to develop expertise within a major or area at the master's level.

A **specialization** is a set of courses designed to develop expertise within a major at the doctoral level.

A program of **vocational-technical and occupational nature** refers to undergraduate certificate, diploma, technical, or associate degree programs designed to prepare students to enter the workforce immediately after graduation. The programs fall into categories/career pathways of: (1) Health Science; (2) Business Administration and Management; (3) Manufacturing; (4) Architecture and Construction; (5) Agriculture (Food and Natural Resources); (6) Hospitality and Tourism; (7) Human Resources; (8) Arts, Audio/Video Technology and Communications; (9) Information Technology; (10) Law, Public Safety, Corrections and Security; (11) Education and Training; (12) Government and Public Administration; (13) Marketing; (14) Science, Technology, Engineering, and Mathematics (STEM); (15) Finance; and (16) Transportation, Distribution, and Logistics.

A **suspended program** is an academic program that no longer accepts new students as of a specified date but allows current or previously accepted students to complete the program. The program can be reopened within five years without going through the new academic program approval process. After five years, if the program has not been reopened, it is considered a closed program.

A **closed program** is an academic program that is no longer offered by an institution and has been removed from the institution's catalog and the *Registry of Degree Programs*.

Academic Program Delivery Methods

An **accelerated course** refers to a course that can be completed in less than a traditional semester.

An **accelerated program** refers to the use of accelerated courses, credit for prior learning, and/or other methods to allow students to complete the program in less than the usual amount of time.

A **collaborative program** is an academic program under the sponsorship of more than one institution or organization and contains elements of resource sharing agreed upon by the partners. None of the participating institutions delivers the entire program alone, and the partnering institutions/organizations share responsibility for the program's delivery and quality. The credential awarded may indicate the collaborative nature of the program.

- If only one institution (primary) offers the degree or credential but other institutions or organizations (secondary) provide some resources, the program at the secondary institution(s) is registered on the Council's *Registry of Degree Programs* in an **"enrollment-only"** reporting category.

- If the degree or credential is offered by all institutions participating in the resource-sharing arrangement but only one institution is listed on a graduate's diploma, the program is registered on the Council's *Registry of Degree Programs* in an **enrollment- and degree-granting category for each participating institution.**

A **cooperative (work study) program** is an academic program that provides for alternate class attendance and employment in business, industry, or government.

Credit for prior learning refers to college credit for the college-level knowledge and skills gained from non-college instructional programs or life experiences, including but not limited to employment, military experience, civic activities, and volunteer service. Credit is evaluated through nationally standardized exams in specific disciplines, challenge exams for specific courses at individual institutions, evaluations of non-college training programs, and individualized assessments.

A **distance learning program** is an academic program in which the majority of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **100% distance learning program** is an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **distance learning course** is a formal educational process in which the majority of the instruction in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **correspondence course** is a form of distance learning that is self-paced and involves the exchange of instructional materials and exams, by mail or electronic transmission, to students who are geographically remote from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.

A **dual degree program** is a formalized path of study that allows a student to pursue two different degrees at the same time, either at the same institution or at different institutions, and possibly complete them in less time than it would take to earn them separately. The two degrees could be in the same subject or in two different subjects; they could be at the same level (for example, two bachelor's degrees) or at two different levels (for example, bachelor's and master's degrees). Students must meet the admission requirements for both degree programs.

An **embedded program** consists of required courses of a lower-level degree or credential that are part of a higher-level degree or credential. Such programs usually do not admit students directly, and therefore, students may not be enrolled in these programs. Students are awarded a lower-level degree or credential as these programs serve as an exit option for students who do not complete the requirements for the higher-level degree or credential.

An **extended-campus program** is an academic program offered at any center, branch, campus, or other site at which postsecondary degree or nondegree work is offered, in addition to the parent campus. It refers to locations both within and outside an institution's area of geographic responsibility.

A **joint program** is an academic program that is sponsored by two or more institutions leading to a single credential or degree, which is conferred by all participating institutions. None of the participating institutions delivers the entire program alone, and all participating institutions and organizations share responsibility for all aspects of the program's delivery and quality.

- The program is registered on the Council's *Registry of Degree Programs* in an enrollment and degree-granting category for each institution participating in the joint program.

A **module** is a standalone segment/component of a parent course for which content (description, requisites, outline, competencies, and activities/experiments) has been determined and credit assigned. The sum of constituent segments is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.

A **modularized program** is an academic program that can lead to interim credentials after completion of a specified number of courses.

<u>Degrees and Credentials</u>

A **degree** is an award conferred by a postsecondary education institution as official recognition for the successful completion of an academic program.

An **associate's degree** is an award that normally requires at least 60 semester credit hours or the equivalent.

A **bachelor's degree** is an award that normally requires at least 120 semester credit hours or the equivalent. This includes all bachelor's degrees conferred in a five-year cooperative (work-study) program and degrees in which the normal four years of work are completed in three years.

A **master's degree** is an award that requires the successful completion of an academic program of at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level.

- A **professional science master's degree** program consists of two years of non-thesis academic training in science, mathematics, or technology and contains a professional component that may include internships and cross-training in business, management, regulatory affairs, computer applications, and communications. The program is designed with the input of one or more employers.

A **specialist degree** is an award that normally requires 60 semester hours of concentrated and approved graduate coursework beyond the bachelor's degree. It is generally offered in the field of education to acknowledge completion of advanced graduate study designed to help individuals meet licensure requirements or develop additional knowledge and skill beyond the master's degree but not at the doctoral level.

A **doctoral degree** is the highest award a student can earn for graduate study. The Integrated Postsecondary Education Data System recognizes three types of doctorates.

- A **doctor's degree–professional practice** is awarded upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional."

- A **doctor's degree–research/scholarship** requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.

- A **doctor's degree–other** is a doctor's degree that does not meet the definition of a doctor's degree-research/scholarship or a doctor's degree-professional practice.

An **advanced practice doctorate**, also known as a **professional doctorate**, is a program of study beyond the master's degree designed to meet the workforce and applied research needs of a profession. It requires close cooperation between institutions and employers to ascertain employers' needs. The degree may or may not be necessary for the recognition, credential, or license required for professional practice. In most cases, it is a clinical program designed to meet the needs of allied health professions. It can be classified as either *doctor's degree–professional practice* or *doctor's degree–other* for IPEDS reporting.

Undergraduate (pre-baccalaureate) certificate is a subbaccalaureate credential granted upon satisfactory completion of a series of courses related to a specific topic or skill. It has the primary purpose of providing marketable, entry-level skills. These certificates qualify students to take external licensure, vendor-based, or skill standards examinations in the field. If standardized external exams are not available in the field of study, certificates prepare students at skill levels expected of employees in an occupation found in the local economy.

- **Postsecondary certificate (less than one academic year)** requires completion of an academic program below the baccalaureate degree in less than one academic year, or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours, by a student enrolled full time.

- **Postsecondary certificate (at least one but fewer than two academic years)** requires completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years, or is designed for completion in at least 30 but fewer than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours, by a student enrolled full time.

- **Postsecondary certificate (at least two but fewer than four academic years)** requires completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours, by a student enrolled full time.

Graduate certificate is a post-baccalaureate credential granted upon satisfactory completion of a set of related courses within a discipline or a set of related disciplines. It has the primary purpose of supplementing or enhancing skills for degree-seeking students who wish to demonstrate competency in a high-demand or emerging area that will increase their marketability in local, national, and global markets.

- A **post-baccalaureate certificate** requires completion of an academic program equivalent to 18 semester credit hours beyond the bachelor's degree but does not meet the requirements of a master's degree.

- A **post-master's certificate** requires completion of an academic program equivalent to 24 semester credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctor's level.

- A **first professional certificate** provides advanced training and enhances knowledge in important areas of clinical or research specialization and specialty practice for individuals who hold a professional degree (e.g., J.D., D.M.D., or M.D.).

A **diploma program** is designed to prepare students for technical employment within a one to two-year period. A prescribed program of technical and general education courses is designed to prepare students for a specific job title, credit toward an associate degree, and continued training opportunities for certificate program graduates.

A **diploma** is a formal document certifying the successful completion of a prescribed pre-baccalaureate program of studies, either requiring less than one year or up to at least two but fewer than four years of work beyond grade 12.

- **Postsecondary diploma (less than one academic year)** requires completion of an academic program below the baccalaureate degree in less than one academic year or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours, by a student enrolled full time.

- **Postsecondary diploma (at least one but fewer than two academic years)** requires completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years, or is designed for completion in at least 30 but fewer than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours, by a student enrolled full time.

- **Postsecondary diploma (at least two but fewer than four academic years)** requires completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours, by a student enrolled full time.

Miscellaneous

A **credit hour**, as defined in regulation by the United States Department of Education, is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) at least an equivalent amount of work as required in (1) for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Academic program implementation occurs when the first student matriculates into a program and enrolls in any course specified in the program of study.

New Academic Program Approval

The approval of new academic programs is one of the main responsibilities of state higher education coordinating boards. Reasons for approving new academic programs at the state level include determination of quality maintenance or improvement, need and demand, consistency with institutional mission, unnecessary duplication, cost efficiency and effectiveness, and consumer protection.

1. Background

Before postsecondary education reform, institutions notified the Council's predecessor, the Council on Higher Education (CHE), semi-annually of new programs under development. The institution then submitted a program proposal and a two-page executive summary after the proposal had completed all institutional approvals. Staff performed the preliminary review; a Programs Committee made up of CHE members had an active role in the review and approval of programs; and the full CHE acted upon the staff and Programs Committee recommendations.

In January 1995, staff suspended preliminary reviews as CHE members assumed a greater role in the review of new academic programs. In November 1997, the newly formed Council on Postsecondary Education (the Council) directed staff to review academic program policies. Until the new policies were established, staff was to consider a new academic program only if it documented an immediate, critical need.

KRS 164.003 links academic programming to economic development and emphasizes academic and fiscal responsibility. In light of this, a November 1997 Council agenda item posed this question: "What programs should be offered by which institutions and at what locations in order to provide appropriate access to quality programs for the citizens of the Commonwealth in the most efficient manner possible?"

The Council streamlined its academic policies at its September 1998 meeting by directing staff to develop new procedures that "enable institutions to respond quickly to changing market demands and place primary responsibility for quality assurance with institutional governing boards, within broad systemwide guidelines that address statewide needs and protect consumer interests."

As a first step in streamlining, in April 1999 the Council delegated to the KCTCS Board of Regents program approval authority for new certificate, diploma, associate in arts, associate in science, associate in applied science, and associate in applied technology degree programs at the KCTCS institutions. This delegation was reaffirmed in November 2000.

At the November 1999 meeting, the Council devolved its approval authority for new academic programs within designated program bands to each institution's governing board while retaining approval authority in the following areas:

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

An institution's approval authority for a new program depended on whether the program fell within its band. Proposals for new academic programs within an institution's program band were subject to a six-week public review by the chief academic officers of Kentucky's public institutions, the president of the Association of Independent Kentucky Colleges and Universities, and others. If there were no significant problems with the proposal after the six-week period, the institution was allowed to complete its internal process of program approval and subsequently implement the program without full Council approval.

In January 2000, the Council approved program bands for each four-year university. An institution's program band was based on its mission, existing programs, and disciplinary strengths. An institution or the Council could seek reconsideration of an institution's band at a later date if the nature, emphasis, or strength of its existing programs changed.

After a decade of operating under the streamlined policy, Council staff, after consulting with the institutions, determined it was time to review and update the program approval policy. Staff worked with representatives from each institution over the course of several months in 2010 and 2011 to review the policy and make changes that would provide staff with better information about proposed programs in order to make more informed decisions.

As part of this update, the following evaluation criteria, policy, and procedures will guide the approval of new academic programs.

2. Policy

a. Institutions will notify the Council semi-annually of any new programs that they intend to develop on their campuses within three years of the notification. However, failure to notify the Council of intent to develop a program will not preclude an institution from undergoing the new academic program approval process.

b. The academic program approval process consists of two stages. In the pre-proposal stage, institutions provide Council staff, among other information, justification for creating a new program; validation for creating a stand-alone program if similar programs already exist; and evidence that the program is aligned with an institution's mission, the state's postsecondary education Strategic Agenda, and the statewide strategic implementation plan. If Council staff approves the pre-proposal, the institution may submit a more in-depth program proposal. In the proposal stage, the institution submits a full program proposal that has been approved by the institutional governing board.

c. An institution may not submit a pre-proposal or proposal unless it has achieved automatic eligibility status, or has obtained the appropriate waiver, under 13 KAR 2:060.

d. Institutions should submit a pre-proposal to Council staff. Upon approval of the pre-proposal, the institution has up to 18 months to submit a full proposal to the Council. The full proposal should be approved by the institution's governing board before submission to the Council.

e. After a program is approved by the Council, an institution has up to five years to implement the program. After that, the program must undergo the new program approval process.

f. If a program has been suspended for fewer than five years, an institution may reinstate the program by notifying the Council staff.

g. If a program has been suspended for five years, it will be closed.

h. If a program has been closed and an institution wants to reopen the program, an institution must complete the new program approval process.

i. Institutions may not advertise to the public or publish in institutional catalogs a new academic program prior to approval by the Council.

j. The Council reserves the right to create special program approval processes for programs that require extraordinary consideration, such as responding to legislative requirements and administrative regulations.

Credential Programs
a. Certain types of undergraduate (pre-baccalaureate) certificates require Council approval. Institutions proposing new postsecondary certificates of at least one but fewer than two academic years and postsecondary certificates of at least two but fewer than four academic years must complete the pre-proposal stage only.
    i. Postsecondary certificates of less than one academic year do not require Council approval. However, institutions shall notify Council staff on a quarterly basis of all new postsecondary certificates of less than one academic year.

b. Proposals for new graduate certificates require Council approval. Institutions proposing new graduate certificates must complete the pre-proposal stage only.
    i. For graduate certificates that do not meet the definitions of post-baccalaureate certificate, post-master's certificate, or first professional certificate, institutions shall notify Council staff on a quarterly basis of any new certificate programs that do not require Council approval.

<u>Degree Programs</u>

a. Proposals for new associate degree programs not of a vocational-technical-occupational nature from KCTCS must undergo the program approval process (e.g., AA or AS).

b. Pre-proposals for new associate degree programs not of a vocational-technical-occupational nature from comprehensive and research institutions must be reviewed by the KCTCS Board of Regents. If KCTCS determines that a community and technical college(s) in the proposing institution's area of geographic responsibility (1) does not have an interest in creating a similar program and (2) does not have the ability to implement the program in a more cost-efficient and effective manner, then the proposing institution should submit a full proposal for a new undergraduate program to the Council and will not be subject to the pre-proposal stage.
    i. If KCTCS can demonstrate, through a pre-proposal, that a community or technical college in the proposing institution's area of geographic responsibility will implement a similar program within one year and can do so more efficiently and effectively than the proposing institution, this is a basis for Council denial of the proposed program at the comprehensive or research institution.
    ii. If the proposing institution provides evidence that KCTCS will not create a similar program and/or cannot provide it in a more efficient and cost-effective manner, the Council may approve the program.

c. Proposals for new bachelor's degree programs must undergo the program approval process.

d. Proposals for new master's degree programs must undergo the program approval process.

e. Proposals for new specialist degree programs above the master's degree must undergo the program approval process.

f. Proposals for new doctoral degree programs must undergo the program approval process.

g. For new collaborative or joint programs that involve development of a new academic program, a "Memorandum of Understanding" that clearly outlines program responsibilities and fiscal arrangements among participating institutions must be developed and approved concurrently with the program proposal at each institution and must be submitted with the final program proposal when it is submitted to the Council.
    i.   If any partner institution does not currently offer the academic program, that institution must undergo the new academic program approval process.
    iii. If two or more institutions create a collaborative or joint program with academic programs that have already been approved at each institution, then the new collaborative or joint program does not need to undergo the new academic program process. The institutions should notify the Council of the arrangement and provide a copy of the "Memorandum of Understanding."

h. If two academic programs are combined into one program, this constitutes a major academic program modification. The combined program will be considered a new academic program and must follow the policy and procedures related to new academic programs only if it requires a new CIP code (two-, four-, or six-digit level) to describe accurately the discipline of the combined program.

i. If an existing academic program is separated into two or more academic programs, this constitutes a major academic program modification. At least one of the separated programs is considered a new academic program and must follow the policy and procedures related to new academic programs. The other program will not be considered a new academic program if the same CIP code remains the best disciplinary descriptor of the program.

j. The combination of core courses within any major or area and core courses within a track or concentration should equal at least half of the credit hours required by the major or area at the undergraduate and master's levels. Exceptions to this policy will be made for individualized programs that vary depending on a student's previous education, training, and experience and what the institution determines a student needs to complete a degree program. Exceptions will also be made when curriculum requirements are mandated by a specialized accrediting agency or upon approval of other rationale presented by the institution.

k. Advanced practice doctorates shall be approved pursuant to KRS 164.295. As required by KRS 164.295 (3), the criteria for approval includes a determination of the academic and workforce needs for a program, consideration of whether the program can be effectively delivered through a collaborative effort with an existing program at another public university within the Commonwealth, and the capacity of a university to effectively offer the program. A university requesting approval of an advanced practice doctoral program shall be required to provide assurance that funding for the program will not impair funding of any existing similar program at any other public university. Proposed applied doctorates should build upon a high-quality master's degree offered by the institution. Institutions must demonstrate that advanced practice doctorates are necessitated by new practice requirements or licensure in the profession and/or requirements by specialized accrediting agencies. Institutions should also demonstrate that a new advanced practice doctorate will not negatively impact undergraduate education.

Programs of a Vocational-Technical-Occupational Nature

a. Pre-proposals for new undergraduate (pre-baccalaureate) certificate and diploma programs of a vocational-technical-occupational nature at all postsecondary institutions must be reviewed by the KCTCS Board of Regents before submission to the Council for approval. The KCTCS Board of Regents must evaluate these proposals using all components of the pre-proposal form for undergraduate programs. If approved, the proposing institution may submit the pre-proposal to the Council. A full proposal is not required. If the KCTCS Board of Regents does not approve the program, the proposing institution may appeal to the Council and Council staff will decide how to proceed.

b. As required by KRS 164.020 (15), the Council will expedite the approval of requests from the KCTCS Board of Regents relating to new certificate, diploma, technical, or associate degree programs of a vocational-technical-occupational nature. The Council will expedite this approval process by waiving the full proposal process for these types of programs. These types of programs require a pre-proposal only.

3. Procedures

<u>Pre-Proposal Stage</u>
Institutions must pre-post a proposed program on the Kentucky Postsecondary Program Proposal System (KPPPS) after it has been approved at the college level. Pre-posting a program upon initial approval at the college level allows more time for institutions to share information and create collaborative arrangements, including articulation agreements with KCTCS institutions.

As part of the pre-proposal, information about the program should be posted to KPPPS including:
  i.   CIP code, program name, and degree level.
  ii.   Proposed implementation date.
  iii. Program description and objectives and their consistency with institutional mission, statewide postsecondary education strategic plan, and the statewide strategic implementation plan.
  iv.   Intended student learning outcomes and preliminary assessment plan.
  v.   Justification, including a preliminary needs assessment.
  vi.   Relationship with other programs within the institution.
  vii. Relationship with programs at other institutions.[1]
  viii. Course delivery methods.
  ix.   Faculty qualifications and resources.
  x.   Preliminary cost estimates.

If the proposed program is an advanced practice doctorate, additional information will be required on:
  i.   Availability of clinical sites (if applicable).
  ii.   Feeder programs within the institution.
  iii. New practice, licensure, or accreditation requirements.
  iv.   Impact on undergraduate education.

---

[1] Before submitting a pre-proposal, proposing institutions must contact institutions with similar programs, as defined by CIP and degree level, to initiate discussions about the possibilities for collaborative or joint programs. Similar programs can be identified through the Council's Registry of Degree Programs, also known as the program inventory. The program inventory can be found on the Council's website at http://dataportal.cpe.ky.gov/AcadProg.shtm.

After posting this information to KPPPS, the chief academic officers, or their designees, of other public institutions and Council staff will have 45 days to review and comment on the proposed program. If there are no unresolved objections to the proposed program, the Council staff will notify the institution that it may continue the process for developing the program. The institution should submit a full proposal, which has been approved by the institutional governing board, to the Council within 18 months of the approval of the pre-proposal.

If another institution or the Council staff expresses concerns about the proposed program, the Council staff will decide how best to proceed. In doing so, the Council staff may require additional information and may request review by the chief academic officers of public institutions. If additional information is requested, the proposing institution must submit that information within 30 days of the request.

After concerns have been resolved, the Council staff will notify the institution that it may complete the next stage of the academic program approval process. If those concerns cannot be fully resolved to the Council's satisfaction, the Council staff will inform the institution that the institution should not proceed with its internal process of program approval.

Proposal Stage
In the proposal stage, the institution submits a full program proposal that has been approved by the institutional governing board. Upon successful completion of the pre-proposal stage, institutions have up to 18 months to submit a proposal. If applicable, the proposal should address concerns and any possibilities for collaboration with other institutions that arose during the pre-proposal process. The proposal should address the following elements:
  i.   Centrality to the institution's mission and consistency with the state's postsecondary education goals.
  ii.   Program quality and student success issues.
  iii. Program demand and unnecessary duplication.
  iv.   Cost and funding sources.
  v.   Program review and assessment.

A principal purpose of the full proposal is to establish the criteria against which future program reviews will be gauged. Comments on the full proposal from other institutions will generally _not_ be solicited by the Council; however, the Council reserves the right to confer with institutions that submitted comments during the pre-proposal process to establish the extent to which these comments have been adequately addressed.

Council staff will review the full proposal. If there are no issues, staff will recommend approval to the Council. If approved by the Council, new programs will be placed on provisional status and will be subject to an initial review process as outlined in the Review of Existing Academic Programs Policy. If staff has questions or concerns about the full proposal, staff will not recommend approval to the Council until all issues are resolved.

Review of Existing Academic Programs:
Policy and Procedures

ACTION: The staff recommends that the Council approve the attached policy and procedures for the review of existing academic programs.

KRS 164.020 (16) authorizes the Council to eliminate, in its discretion, existing programs or make any changes in existing academic programs at the state's postsecondary educational institutions, taking into consideration these criteria:

a. Consistency with the institution's mission and the Strategic Agenda.
b. Alignment with the priorities in the strategic implementation plan for achieving the Strategic Agenda.
c. Elimination of unnecessary duplication of programs within and among institutions.
d. Efforts to create cooperative programs with other institutions through traditional means, or by use of distance learning technology and electronic resources, to achieve effective and efficient program delivery.

The policy and procedures of the Council on Postsecondary Education related to review of existing academic programs have not been revised since 1999. The Council staff has worked with representatives from each public university and the Kentucky Community and Technical College System (Attachment 1) to agree upon definitions related to academic programming (Attachment 2) and update the policy and procedures related to review of existing programs (Attachment 3) in light of best practices, better coordination among state and institutional practices, and an improved connection between academic program approval and review of existing academic programs. The policy will be implemented in the 2013-14 academic year.

Staff preparation by Melissa Bell

Academic Program Approval and Review of Existing Academic Programs:
Campus Representatives

Eastern Kentucky University:
Edward J. Keeley, Ph.D.
Executive Director of Institutional Effectiveness & Research

Kentucky Community and Technical College System:
Mary A. Kleber, Ph.D.
Director of Curriculum and Program Support

Kentucky State University:
Titilayo Ufomata, Ph.D.
Associate Provost & Professor

Morehead State University:
Dayna Seelig, Ph.D.
Associate Vice President of Academic Affairs

Murray State University:
Jay Morgan, Ph.D.
Associate Provost for Graduate Education & Research

Northern Kentucky University:
J. Patrick Moynahan, Ph.D.
Vice Provost, University Programs

University of Kentucky:
Constance A. Ray, Ph.D.
Vice President for Institutional Effectiveness

University of Louisville:
Robert S. Goldstein, MPH
Associate University Provost, Office of Academic Planning & Accountability

Western Kentucky University:
Sylvia S. Gaiko, Ph.D.
Associate Vice President for Academic Affairs

DEFINITIONS RELATED TO ACADEMIC PROGRAMMING

<u>Academic Programs</u>

An **academic program** refers to a combination of courses and related activities organized for the attainment of broad educational objectives that lead to a certificate or diploma or an associate's, bachelor's, master's, specialist, or doctoral degree.

Academic program modifications are of two types:

1. **Minor academic program modifications** refer to program name changes and changes in degree designation that do not involve significant changes in a program's purpose and curriculum.

2. **Major academic program modifications** refer to significant changes in the program's purpose and curriculum such that a different CIP code more accurately describes the revised program. Separation of an academic program into two programs and the combination of two existing programs into one program constitute major academic program modifications.

A Classification of Instructional Programs code, or **CIP code**, is a six-digit code in the form of xx.xxxx that identifies instructional program disciplines. The CIP code supports the accurate tracking and reporting of fields of study and program completions activity as required for federal reporting.

A **major** is a primary area of study defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

A **minor** is a secondary area of study that is separate from the major and is defined by a set of course and/or credit hour requirements within a specified discipline or with a clearly defined multi-disciplinary focus.

A **core** is a set of courses required by all students within a major or area. It also refers to the set of courses required by all students within a track, concentration, or specialization.

A **new academic program** is a program not previously offered at an institution or one that was previously offered but has been suspended for five or more years or has been closed.

An **area** is a primary field of study, typically consisting of more credit hours than a major that does not require a minor and can be completed in lieu of a major-minor combination.

A **track** is a set of courses designed to develop expertise within a major or area at the undergraduate level.

A **concentration** is a set of courses designed to develop expertise within a major or area at the master's level.

A **specialization** is a set of courses designed to develop expertise within a major at the doctoral level.

A program of **vocational-technical and occupational nature** refers to undergraduate certificate, diploma, technical, or associate degree programs designed to prepare students to enter the workforce immediately after graduation. The programs fall into categories/career pathways of: (1) Health Science; (2) Business Administration and Management; (3) Manufacturing; (4) Architecture and Construction; (5) Agriculture (Food and Natural Resources); (6) Hospitality and Tourism; (7) Human Resources; (8) Arts, Audio/Video Technology and Communications; (9) Information Technology; (10) Law, Public Safety, Corrections and Security; (11) Education and Training; (12) Government and Public Administration; (13) Marketing; (14) Science, Technology, Engineering, and Mathematics (STEM); (15) Finance; and (16) Transportation, Distribution, and Logistics.

A **suspended program** is an academic program that no longer accepts new students as of a specified date but allows current or previously accepted students to complete the program. The program can be reopened within five years without going through the new academic program approval process. After five years, if the program has not been reopened, it is considered a closed program.

A **closed program** is an academic program that is no longer offered by an institution and has been removed from the institution's catalog and the *Registry of Degree Programs*.

Academic Program Delivery Methods

An **accelerated course** refers to a course that can be completed in less than a traditional semester.

An **accelerated program** refers to the use of accelerated courses, credit for prior learning, and/or other methods to allow students to complete the program in less than the usual amount of time.

A **collaborative program** is an academic program under the sponsorship of more than one institution or organization and contains elements of resource sharing agreed upon by the partners. None of the participating institutions delivers the entire program alone, and the partnering institutions/organizations share responsibility for the program's delivery and quality. The credential awarded may indicate the collaborative nature of the program.

- If only one institution (primary) offers the degree or credential but other institutions or organizations (secondary) provide some resources, the program at the secondary institution(s) is registered on the Council's *Registry of Degree Programs* in an **"enrollment-only"** reporting category.

- If the degree or credential is offered by all institutions participating in the resource-sharing arrangement but only one institution is listed on a graduate's diploma, the program is registered on the Council's *Registry of Degree Programs* in an **enrollment- and degree-granting category for each participating institution.**

A **cooperative (work study) program** is an academic program that provides for alternate class attendance and employment in business, industry, or government.

Credit for prior learning refers to college credit for the college-level knowledge and skills gained from non-college instructional programs or life experiences, including but not limited to employment, military experience, civic activities, and volunteer service. Credit is evaluated through nationally standardized exams in specific disciplines, challenge exams for specific courses at individual institutions, evaluations of non-college training programs, and individualized assessments.

A **distance learning program** is an academic program in which the majority of the instruction occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **100% distance learning program** is an academic program in which all of the required courses in a program occur when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **distance learning course** is a formal educational process in which the majority of the instruction in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous.

A **correspondence course** is a form of distance learning that is self-paced and involves the exchange of instructional materials and exams, by mail or electronic transmission, to students who are geographically remote from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.

A **dual degree program** is a formalized path of study that allows a student to pursue two different degrees at the same time, either at the same institution or at different institutions, and possibly complete them in less time than it would take to earn them separately. The two degrees could be in the same subject or in two different subjects; they could be at the same level (for example, two bachelor's degrees) or at two different levels (for example, bachelor's and master's degrees). Students must meet the admission requirements for both degree programs.

An **embedded program** consists of required courses of a lower-level degree or credential that are part of a higher-level degree or credential. Such programs usually do not admit students directly, and therefore, students may not be enrolled in these programs. Students are awarded a lower-level degree or credential as these programs serve as an exit option for students who do not complete the requirements for the higher-level degree or credential.

An **extended-campus program** is an academic program offered at any center, branch, campus, or other site at which postsecondary degree or nondegree work is offered, in addition to the parent campus. It refers to locations both within and outside an institution's area of geographic responsibility.

A **joint program** is an academic program that is sponsored by two or more institutions leading to a single credential or degree, which is conferred by all participating institutions. None of the participating institutions delivers the entire program alone, and all participating institutions and organizations share responsibility for all aspects of the program's delivery and quality.

- The program is registered on the Council's *Registry of Degree Programs* in an enrollment and degree-granting category for each institution participating in the joint program.

A **module** is a standalone segment/component of a parent course for which content (description, requisites, outline, competencies, and activities/experiments) has been determined and credit assigned. The sum of constituent segments is equal to the credit of the parent course. Credit is awarded upon successful completion of all modules comprising the parent course.

A **modularized program** is an academic program that can lead to interim credentials after completion of a specified number of courses.

Degrees and Credentials

A **degree** is an award conferred by a postsecondary education institution as official recognition for the successful completion of an academic program.

An **associate's degree** is an award that normally requires at least 60 semester credit hours or the equivalent.

A **bachelor's degree** is an award that normally requires at least 120 semester credit hours or the equivalent. This includes all bachelor's degrees conferred in a five-year cooperative (work-study) program and degrees in which the normal four years of work are completed in three years.

A **master's degree** is an award that requires the successful completion of an academic program of at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level.

- A **professional science master's degree** program consists of two years of non-thesis academic training in science, mathematics, or technology and contains a professional component that may include internships and cross-training in business, management, regulatory affairs, computer applications, and communications. The program is designed with the input of one or more employers.

A **specialist degree** is an award that normally requires 60 semester hours of concentrated and approved graduate coursework beyond the bachelor's degree. It is generally offered in the field of education to acknowledge completion of advanced graduate study designed to help individuals meet licensure requirements or develop additional knowledge and skill beyond the master's degree but not at the doctoral level.

A **doctoral degree** is the highest award a student can earn for graduate study. The Integrated Postsecondary Education Data System recognizes three types of doctorates.

- A **doctor's degree–professional practice** is awarded upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional."

- A **doctor's degree–research/scholarship** requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.

- A **doctor's degree–other** is a doctor's degree that does not meet the definition of a doctor's degree-research/scholarship or a doctor's degree-professional practice.

An **advanced practice doctorate**, also known as a **professional doctorate**, is a program of study beyond the master's degree designed to meet the workforce and applied research needs of a profession. It requires close cooperation between institutions and employers to ascertain employers' needs. The degree may or may not be necessary for the recognition, credential, or license required for professional practice. In most cases, it is a clinical program designed to meet the needs of allied health professions. It can be classified as either *doctor's degree–professional practice* or *doctor's degree–other* for IPEDS reporting.

Undergraduate (pre-baccalaureate) certificate is a subbaccalaureate credential granted upon satisfactory completion of a series of courses related to a specific topic or skill. It has the primary purpose of providing marketable, entry-level skills. These certificates qualify students to take external licensure, vendor-based, or skill standards examinations in the field. If standardized external exams are not available in the field of study, certificates prepare students at skill levels expected of employees in an occupation found in the local economy.

- **Postsecondary certificate (less than one academic year)** requires completion of an academic program below the baccalaureate degree in less than one academic year, or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours, by a student enrolled full time.

- **Postsecondary certificate (at least one but fewer than two academic years)** requires completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years, or is designed for completion in at least 30 but fewer than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours, by a student enrolled full time.

- **Postsecondary certificate (at least two but fewer than four academic years)** requires completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours, by a student enrolled full time.

Graduate certificate is a post-baccalaureate credential granted upon satisfactory completion of a set of related courses within a discipline or a set of related disciplines. It has the primary purpose of supplementing or enhancing skills for degree-seeking students who wish to demonstrate competency in a high-demand or emerging area that will increase their marketability in local, national, and global markets.

- A **post-baccalaureate certificate** requires completion of an academic program equivalent to 18 semester credit hours beyond the bachelor's degree but does not meet the requirements of a master's degree.

- A **post-master's certificate** requires completion of an academic program equivalent to 24 semester credit hours beyond the master's degree but does not meet the requirements of academic degrees at the doctor's level.

- A **first professional certificate** provides advanced training and enhances knowledge in important areas of clinical or research specialization and specialty practice for individuals who hold a professional degree (e.g., J.D., D.M.D., or M.D.).

A **diploma program** is designed to prepare students for technical employment within a one to two-year period. A prescribed program of technical and general education courses is designed to prepare students for a specific job title, credit toward an associate degree, and continued training opportunities for certificate program graduates.

A **diploma** is a formal document certifying the successful completion of a prescribed pre-baccalaureate program of studies, either requiring less than one year or up to at least two but fewer than four years of work beyond grade 12.

- **Postsecondary diploma (less than one academic year)** requires completion of an academic program below the baccalaureate degree in less than one academic year or designed for completion in less than 30 semester or trimester credit hours, or in less than 45 quarter credit hours, or in less than 900 contact or clock hours, by a student enrolled full time.

- **Postsecondary diploma (at least one but fewer than two academic years)** requires completion of an academic program below the baccalaureate degree in at least one but fewer than two full-time equivalent academic years, or is designed for completion in at least 30 but fewer than 60 semester or trimester credit hours, or in at least 45 but less than 90 quarter credit hours, or in at least 900 but less than 1,800 contact or clock hours, by a student enrolled full time.

- **Postsecondary diploma (at least two but fewer than four academic years)** requires completion of an academic program below the baccalaureate degree in at least two but fewer than four full-time equivalent academic years, or designed for completion in at least 60 but less than 120 semester or trimester credit hours, or in at least 90 but less than 180 quarter credit hours, or in at least 1,800 but less than 3,600 contact or clock hours, by a student enrolled full time.

Miscellaneous

A **credit hour**, as defined in regulation by the United States Department of Education, is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time or (2) at least an equivalent amount of work as required in (1) for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Academic program implementation occurs when the first student matriculates into a program and enrolls in any course specified in the program of study.

Review of Existing Academic Programs

The review of existing academic programs, along with the approval of new academic programs, is one of the main responsibilities of state higher education coordinating boards. The purposes of these reviews include quality improvements, more efficient use of resources, accountability, and cost effectiveness. Typical criteria for the review of existing programs at the state level relate to quality, cost, duplication, employer and student demand, and reallocation of resources.

1. Background

From 1976 to 1987, the Council on Higher Education (CHE) conducted three reviews of existing programs. The first program reviews assessed all doctoral programs in the late 1970s. Then master's programs and bachelor's programs were assessed. After focusing on degree levels, the next two rounds of program reviews in the 1980s were conducted by discipline. In the 1980s, the Procedures for Review of Existing Programs noted that the four purposes of program review were to determine (1) which programs were operating well; (2) which programs needed to be improved and what resources would be required; (3) which programs were no longer needed in their present form; and (4) which programs were needed but not presently offered.

Focusing on disciplines was more useful than focusing on degree levels, but there were problems with that approach as well. The discipline reviews focused on productivity and duplication, but there were no specific criteria because institutions believed that criteria should vary by mission and institutional size. In addition, there were no clear objectives (e.g. generate dollar savings or decrease the number of programs), so there was also no agreement on acceptable rationales for maintaining programs.

After the review cycle in 1987, the CHE determined that the process should be redesigned with two concepts in mind: (1) institutions should be involved in the design of the new process and (2) the process should focus on program quality. The Council of Chief Academic Officers was charged with redesigning program review. A subcommittee of CAOs was created to develop a definition of quality, but it did not produce one that was accepted by all institutions. Staff and CAOs finally agreed that each institution would define quality for itself. Institutions then noted that the review process was duplicative of SACS and program-specific accreditation reviews. As a result, in May 1989, staff suggested to the CHE that program review activities be merged with statewide and institutional planning activities. The reasoning was that program reviews, especially the assessment of strengths and weaknesses and the determination of the appropriate program mix, would help shape strategic plans and then provide feedback on the implementation of the plans.

The redesign of the program review process, which began in 1988, was completed with the adoption of a new policy in November 1990. The updated policy's guiding principles were to:
- Promote the qualitative improvement of individual degree programs and institutions.
  - How are institutions defining and assessing quality?
  - How are institutions trying to improve quality?
  - Do institutions follow through on plans to improve quality?

- Ensure an array of degree programs appropriate to each institution's mission.
  - Are programs performing adequately? What are the strengths? What are the weaknesses?
  - Is the current array of programs meeting the needs identified in the statewide and institutional strategic plans?
- Contribute to planning activities at the institutional and state levels.
  - Has the consolidation of planning and program review been beneficial to both processes?
  - Is program review performing as desired in this new alignment?

As the policy was being revised, there were five expectations of program review extrapolated from the statewide plan for higher education:
- Provisions for assessing quality would be strengthened.
- New procedures should be comprehensive, i.e. contain a mixture of quantitative and qualitative standards which address quality, performance, cost effectiveness, contributions to institutional and statewide goals, and unnecessary duplication.
- Strengthening of undergraduate programs would take precedence over graduate programs.
- There would be increased scrutiny of programs and a more rigorous assessment of their viability and feasibility.
- Program review standards should be incorporated into the review of new programs to ensure quality and prevent unnecessary duplication.

It was agreed that outcomes of the program review process would be:
- Increased emphasis on qualitative considerations and program improvements over time.
- Improved coordination of programs based on institutional and statewide perspectives.
- Targeted institutional missions.

In 1991, the fourth round of reviews was implemented and focused on qualitative assessments that would lead to program improvements. The updated process recognized two categories of programs – nucleus and special. Nucleus programs were traditional liberal arts disciplines at the baccalaureate level that were considered "standard" at most universities. Nucleus programs were considered essential or highly desirable in operating coherent undergraduate programs. All other programs were considered special.

All programs underwent a qualitative review by the institutions, while special programs also underwent a quantitative review by CHE staff. Institutions created their own definitions of and criteria for quality, the reasoning being that the institutions were responsible for improving the quality of their own programs so they should also assume the responsibility for defining and assessing quality.

The quantitative review addressed productivity levels,[1] unnecessary duplication,[2] and disciplinary concerns. It analyzed items such as workforce shortages and surpluses, pass rates on licensure exams, rapid enrollment growth, and staffing and equipment problems. Each round (i.e., qualitative analysis by institutions and quantitative analysis by CHE staff) of reviews took two years to complete.

---

[1] Low productivity was defined as an average of fewer than 10 degrees awarded over a five-year period for certificate, associate, and baccalaureate programs; fewer than 5 degrees for master's and specialist programs; and fewer than 3 degrees for doctoral programs. Source: March 20, 1997 Memo

[2] Duplication was defined as programs offered by more than four institutions. Source: March 20, 1997 Memo

Staff assumed that actions taken by institutions to improve programs could be analyzed during the next program review cycle five years later. Most institutional reports did not include recommendations to suspend or withdraw programs. Program reviews were interrupted by Gov. Brereton Jones' Higher Education Review Commission and were officially suspended in October 1993.

In November 1999, the Council on Postsecondary Education (the Council) passed a series of guidelines related to academic programs that streamlined the process of reviewing programs and recognized the need for institutional flexibility within the new postsecondary structures of the Kentucky Postsecondary Education Improvement Act of 1997. The Council's Guidelines for Review of Academic Program Productivity established the following thresholds to be used to identify programs for review:

- Associate programs - average of fewer than 12 degrees awarded during a five-year period.
- Baccalaureate programs - average of fewer than 12 degrees awarded during a five-year period.
- Master's programs - average of fewer than seven degrees awarded during a five-year period.
- Doctoral programs - average of fewer than five degrees awarded during a five-year period.

After the policies were streamlined, the Council conducted four rounds of program productivity review. In the first round, the Council staff reviewed degree output from 1994-95 to 1998-99, and the Council approved the results in July 2001. In the second round, staff reviewed degree output from 1996-97 to 2000-01, and the Council approved the results in May 2003. In the third round, staff reviewed degree output from 1998-99 to 2002-03, and the Council approved the results in January 2005. At its January 30, 2006, meeting, the Council amended its Guidelines for Review of Academic Program Productivity to specify a four-year review cycle.

The most recent review was conducted in 2008-09 and examined degree output from 2003-04 to 2007-08. First, Council staff analyzed official degree data to identify associate, baccalaureate, master's, and doctoral programs at each institution that were below the thresholds. Next, staff notified institutions of those programs that were below the thresholds and asked them to apply an efficiency index to programs below the master's degree level.[3] If the efficiency index for a program at the comprehensive universities was 540 or above, the program was considered to be productive and removed from further review. If the efficiency index for a program at the research universities was 360 or above, the program was considered to be productive and removed from further review. Finally, the institutions were asked to review each remaining low-productivity program and make written recommendations with supporting rationale for continuation, alteration, or closure of the program.

---

[3] The efficiency index formula was defined as the total student credit hours in one year (fall and spring semesters) by program or department divided by the total FTE faculty (full-time faculty + 1/3 part-time faculty).

2. Policy

In 1997, KRS 164.020 was amended and provided the Council with additional guidance concerning program review. The statute allows the Council to eliminate or change existing programs at any public institution based on consistency with the institution's mission and the state's postsecondary Strategic Agenda, alignment with the state's postsecondary strategic implementation plan, unnecessary duplication, and interinstitutional cooperation. In addition, Goal 6 of HB 1 (1997) challenges postsecondary institutions to "deliver educational services to citizens in quantities and of a quality comparable to the national average." KRS 164.020 (16), HB 1 (1997), and *Stronger by Degrees: A Strategic Agenda for Kentucky Postsecondary and Adult Education 2011-2015* form the basis of the Council's program review policy.

a. Institutions will conduct periodic reviews of approved academic programs. Each institution may create the forms and internal procedures for the review, but Council staff will require some uniform types of information from all institutions. Each institution will be required to include this information in its internal review process.

b. New associate programs will be reviewed by the institution and the results forwarded to Council staff for review after three years. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.

c. New baccalaureate programs will be reviewed by the institution and the results forwarded to Council staff for review after five years. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.

d. New master's degree programs will be reviewed by Council staff four years after implementation. Upon a successful Council review, these programs will be placed on the regular institutional program review cycle.

e. New doctoral programs will undergo an abbreviated interim review by Council staff after three years and a full review three years after the interim review. Upon completion of a successful abbreviated Council review, these programs will be put on the regular institutional program review cycle.

f. In addition to newly approved programs, Council staff will review all existing programs based on each institution's review cycle. Programs will be subject to the same program review criteria as newly approved programs. Institutions will need to obtain historical data from existing programs in order to evaluate them based on the criteria outlined in the next section. For existing programs, institutions should provide data for at least five academic years.

g. As required by KRS 164.295 (3), comprehensive universities must submit annual reports to the Council identifying the full cost of and all funding sources for each approved applied doctorate and the performance of each approved program.

3. Procedures

Institutions will submit the results of program reviews to Council staff for statewide review. Institutions may use previously established review procedures, but must include the following information.

Consistency with institutional mission/Strategic Agenda/strategic implementation plan will be evaluated by:
    a. Contribution to institutional mission.
    b. Contribution to economic and social welfare goals of HB1 as delineated in the statewide postsecondary education Strategic Agenda.
    c. Alignment with statewide postsecondary education strategic implementation plan.

Program quality and student success will be evaluated using:
    a. Evidence of attainment of student learning outcomes.
    b. External awards or other recognition of the students, faculty, and/or program.
    c. Average actual time and credit to degree.
    d. Employer satisfaction with graduates as measured by surveys and/or alumni satisfaction.
    e. Job placement or graduate school admission.
    f. Pass rates on licensure/certification exams (if applicable).

Cost and funding will be analyzed in terms of:
    a. Student credit hour per instructional faculty FTE.
    b. Extramural funding.

Program demand and unnecessary duplication will be evaluated using:
    a. Number of students enrolled and credit hour production.
    b. Number of degrees conferred.
    c. Explanation of how the curriculum is different from existing programs at other institutions or that access to these programs is limited.
    d. Explanation of pursuit of collaborative opportunities with similar programs at other institutions and how collaboration will increase effectiveness and efficiency.

Institutions will post the data for the program review criteria on the Kentucky Postsecondary Program Review System (KPPRS) as well as their recommendations for each program. Council staff will review the data and institutional recommendations to determine whether the program should continue without modification, continue with modification, or be closed within three years.

For programs that will continue with modification, institutions should submit a three-year plan for program improvements. Institutions shall submit a progress report and a recommendation for the program's future at the end of this three-year period. The Council staff will review the progress report and institutional recommendation and will confer with the institution before determining if the program should continue without modification or should be closed within three years.

Advanced Practice Doctorates
Report to the Legislature

ACTION: The staff recommends that the Council accept this report that will be
submitted to the Interim Joint Committee on Education before October 15, 2011.

In the last legislative session, the General Assembly amended KRS 164.295 to allow
comprehensive universities to offer up to three advanced practice doctorates. However, it
allows the Council, with the unanimous consent of the members of the Advisory Conference
of Presidents, to make a recommendation to the Interim Joint Committee on Education as to
whether the current limit of three advanced practice doctorates at comprehensive universities
should be amended.

The statute also requires the Council on Postsecondary Education to work with the Advisory
Conference of Presidents to develop the criteria and conditions for approval of advanced
practice doctorates. Council staff then must work with the Legislative Research Commission to
promulgate an administrative regulation to formalize these criteria and conditions.

KRS 164.295 requires that the Council provide a report on the criteria and approval process
for advanced practice doctorates to the Interim Joint Committee on Education before
October 15, 2011. This report (see attached) has been developed by Council staff for review
by the Council before submission to the Interim Joint Committee on Education.

Staff preparation by Melissa Bell

ADVANCED PRACTICE DOCTORATES IN KENTUCKY

Statutory authority to offer advanced practice doctorates is provided by KRS 164.295.[1] This statute allows all state universities to offer, upon approval by the Council on Postsecondary Education, programs beyond the master's degree level to meet the requirements for teachers, school leaders, and other certified personnel. It also allows comprehensive universities, upon Council approval, to offer an advanced practice doctoral program in nursing in compliance with KRS 314.111 and 314.131. The statute limits comprehensive universities to three advanced practice doctoral programs including an Ed.D. program and an advanced practice doctoral program.

KRS 164.295 also requires the Council, in consultation with the Advisory Conference of Presidents, to develop the criteria and conditions for approval of advanced practice doctorates and promulgate an administrative regulation related to these criteria. In addition, the Council is required to submit the approval process to the Interim Joint Committee on Education by October 15, 2011.

KRS 164.295 allows the Council, with the unanimous consent of the members of the Advisory Conference of Presidents, to make a recommendation to the Interim Joint Committee as to whether the current limit of three advanced practice doctorates at comprehensive universities should be amended.

Criteria for the Approval of Advanced Practice Doctorates

The Council staff worked with university presidents, chief academic officers, and other campus leaders to develop the criteria by which advanced practice doctorates may be approved. The criteria are outlined below and are based on research conducted by Council staff and institutional representatives.

Centrality to Institutional Mission and Consistency with Kentucky's Postsecondary Education Goals: Institutions should demonstrate centrality to the institution's mission and consistency with the state's postsecondary education goals by providing evidence that includes: (a) the program's objectives, along with the specific institutional and societal needs that will be addressed; (b) the relationship of the program to the university's mission and academic plan; and (c) the relationship of the program to the Strategic Agenda.

Program Quality and Student Success: Institutions should demonstrate program quality and commitment to student success by such measures as: (a) proposed learning outcomes; (b) how the curriculum will achieve the objectives of the program; (c) any distinctive qualities of the program; (d) availability of faculty, library resources, physical facilities, and instructional equipment; (e) degree completion requirements; (f) methods of program delivery; (g) how the program builds upon the reputation and resources of an existing master's degree program in the field; (h) the impact of the proposed program on undergraduate education at the institution; and (i) demonstration of available clinical sites for those programs with clinical requirements.

---

[1] Language related to advanced practice doctorates is shown in bold and italics for emphasis.

Program Demand: Institutions should demonstrate demand for the program by providing evidence of (a) student demand; (b) employer demand; and (c) academic disciplinary needs, including new practice or licensure requirements in the profession and/or requirements by specialized accrediting agencies.

Unnecessary Duplication: Institutions should show that the program does not unnecessarily duplicate an existing program at another state university by including information about: (a) differences in curriculum between the proposed program and an existing program; (b) differences in student population; (c) documentation of excess student demand for an existing program; and (d) collaboration between the proposed program and an existing program.

Cost and Funding: Institutions should provide information on the sources of funding and the costs associated with the program, including: (a) all sources of revenue; (b) all sources of costs; (c) whether the program will require additional resources; (d) whether the program will impact financially an existing program or organizational unit within the state university; (e) the return on investment to Kentucky; and (f) evidence that funding for the program will not impair funding of an existing program at another state university. A detailed spreadsheet of revenue and costs must be submitted to the Council.

Program Assessment: Institutions should provide information on program evaluation procedures, including: (a) what program components will be evaluated; (b) when and how the components will be evaluated; (c) who is responsible for the data collection; (d) how the data will be shared with faculty; (e) how the data will be used for program improvement; and (f) how students' post-graduation success will be measured and evaluated.

Promulgation of Administrative Regulation: Given the consensus of the Advisory Conference of Presidents on the criteria for assessing new advanced practice doctorates, the Council staff will work with the Legislative Research Commission to promulgate an administrative regulation outlining these criteria. This process is expected to be completed by April 2012.

Approval Process for Advanced Practice Doctorates

Institutions must pre-post a proposed advanced practice doctorate on the online Kentucky Postsecondary Program Proposal System (KPPPS) after it has been approved at the college level. Pre-posting a program upon initial approval at the college level allows more time for institutions to share information and create collaborative arrangements, including articulation agreements with KCTCS institutions.

As part of the pre-proposal, the following information should be posted to KPPPS:

- CIP code, program name, and degree level.
- Proposed implementation date.
- Program description and objectives and their consistency with the institutional mission, the statewide postsecondary education Strategic Agenda, and the statewide strategic implementation plan.
- Intended student learning outcomes and preliminary assessment plan.

- Justification, including a preliminary needs assessment.
- Relationship with other programs within the institution.
- Relationship with programs at other institutions.[2]
- Course delivery methods.
- Faculty qualifications and resources.
- Preliminary cost estimate.
- Availability of clinical sites (if applicable).
- Evidence that the program builds upon the reputation and resources of an existing master's degree in the field.
- New practice, licensure, or accreditation requirements.
- Impact on undergraduate education.
- Evidence that funding for the program will not impair funding of any existing program at any other public university.

After posting this information to KPPPS, the chief academic officers, or their designees, of other public institutions and Council staff will have 45 days to review and comment on the proposed program. If another institution or the Council staff expresses concerns about the proposed program, the Council staff may require additional information and may request review by the chief academic officers of public institutions. If additional information is requested, the proposing institution must submit that information within 30 days of the request.

When there are no unresolved objections to the proposed program, the Council staff will notify the institution that it may continue the process for developing the program. The institution should submit a full proposal, which has been approved by the institutional governing board, to the Council within 18 months of the approval of the pre-proposal. If applicable, the proposal should address concerns and any possibilities for collaboration with other institutions that arose during the pre-proposal process.

The proposal should address the following elements:
   i.   Centrality to the institution's mission and consistency with state goals.
   ii. Program quality of student success issues.
   iii. Program demand and unnecessary duplication.
   iv. Cost and funding sources.
   v.   Program review and assessment.

A principal purpose of the full proposal is to establish the criteria against which future program reviews will be gauged. Comments on the full proposal from other institutions will generally not be solicited by the Council; however, the Council reserves the right to confer with institutions that submitted comments during the pre-proposal process to establish the extent to which these comments have been adequately addressed.

---

[2] Before submitting a pre-proposal, proposing institutions must contact institutions with similar programs, as defined by CIP and degree level, to initiate discussions about the possibilities for collaborative or joint programs. Similar programs can be identified through the Council's Registry of Degree Programs, also known as the program inventory. The program inventory can be found on the Council's website at http://cpe.ky.gov.

Council staff will review the full proposal. If there are no issues, staff will recommend approval to the Council. If approved by the Council, new programs will be placed on provisional status and will be subject to an initial review process. In addition, comprehensive universities must submit annual reports to the Council identifying the full cost of and all funding sources for each approved advanced practice doctorate and the performance of each approved program.

Recommendation to the Interim Joint Committee on Education on the Amendment of KRS 164.295

While there is broad support among the public comprehensive universities to amend the current statute to lift the limit of three advanced practice doctorates allowed at those institutions, consensus has not yet been achieved on this point among all public postsecondary institutions. The Council will continue to work with the campuses on this matter over the next several months. If consensus develops on lifting the program limit, the Council president will incorporate that recommendation into this report before October 15, or will bring that recommendation to the General Assembly in advance of the 2012 session.

APPENDIX 1:
Background Research on Advanced Practice Doctorates

Background

Advanced practice doctorates, commonly referred to as professional doctorates, are not a new concept. In fact, the first advanced practice doctorate awarded in the United States, the M.D., predates the first research doctorate by almost 100 years. Many of the earliest advanced practice doctorates, known as the first wave, were first professional degrees. In the decades after World War II, there was gradual increase in the number of these doctorates. This second wave of advanced practice doctorates included the D.Pharm., Ed.D., J.D., and the DPH.[3] The 1990s and early 2000s ushered in the third wave of these doctorates, starting with audiology then physical therapy, occupational therapy, and nursing.[4] Driving forces for this latest wave of advanced practice doctorates include revenue generation for institutions, as well as occupational reasons such as the perceived need for legitimacy within certain professions, need for additional training to deal with increasing loads of information, and lack of external standards.[5]

Proponents argue that the increasing complexity of certain fields, especially in allied health, require training beyond the master's degree. Critics, however, are concerned that accrediting agencies have caused both degree creep as well as degree inflation. That is, although accrediting agencies and professional organizations have increased the requirements to enter certain professions, some accrediting agencies have increased degree qualifications without requiring significant curricular changes or clinical requirements. In addition, critics argue that technology could be better utilized to deal with health care complexity and that advanced practice doctorates will lead to higher health care costs.[6]

This third wave of advanced practice doctorates has created "widespread calls for rethinking modes of organizing and classifying advanced degrees."[7] In response, the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools convened a task force on professional doctorates and released a report in 2006, and the Council of Graduate Schools created a task force and released a report in 2007.

Characteristics of Advanced Practice Doctorates

Currently, there are two broad categories of advanced practice doctorates – those that require a dissertation or capstone project (e.g., Ed.D., D.N.P, and O.T.D) and those that do not. Advanced practice doctorates that do not require some kind of capstone project typically lead to licensure (e.g., M.D., J.D., and D.V.M). In fact, "The lack of a capstone experience can be justified only when the degree is tightly linked to professional licensure. Otherwise, advanced practice doctorate degrees have the same basic structure of coursework, qualifying experiences, and capstone experience that characterizes the research doctorate."[8] According to the Council of Graduate

---

[3] Julia Wrigley and William Ebenstein. January 2010. Report on Options for Organizing Professional Doctorates at CUNY: A Report Prepared for Executive Vice Chancellor and University Provost Alexandra Logue.

[4] Ibid.

[5] Higher Learning Commission, North Central Association of Colleges and Schools. 2006. Report of the Task Force on the Professional Doctorate.

[6] Isaac Montoya. 2007. "A Marketing Clinical Doctorate Program." Journal of Allied Health, 36 (2): 107-12.

[7] Julia Wrigley and William Ebenstein. January 2010. Report on Options for Organizing Professional Doctorates at CUNY: A Report Prepared for Executive Vice Chancellor and University Provost Alexandra Logue, p. 3.

[8] Council of Graduate Schools. 2007. CGS Task Force Report on the Professional Doctorate. Washington, D.C: Council of Graduate Schools, p. 27.

Schools' task force, those programs that include practica or capstone projects should require a written report that is defended by the student.

The curricula of advanced practice doctorates are focused on real-world problems within a particular profession. These doctorates are less focused on theory and more focused on practical application, but that does not mean that they are without a research component. For instance, advanced practice doctorates can teach people to evaluate and utilize research and design and conduct applied research.

According to IPEDS, a "doctor's degree – professional practice" is awarded upon completion of a program providing the knowledge and skills for the recognition, credential, or license required for professional practice. The total time to the degree, including both pre-professional and professional preparation, equals at least six full-time equivalent academic years. Some of these degrees were formerly classified as "first-professional."   A "doctor's degree – research/scholarship" requires advanced work beyond the master's level, including the preparation and defense of a dissertation based on original research, or the planning and execution of an original project demonstrating substantial artistic or scholarly achievement.

In addition to a lack of a standard definition, there are no nationally accepted common core characteristics of advanced practice doctorates. They vary in terms of necessary prior degrees, length of study, rigor and amount of coursework, clinical practica, threshold examination, capstone experience, and whether or not it leads to licensure. Coursework and overall length of study may be shorter than for research doctorates, especially in fields with longer-than-average master's degrees.

"In order to differentiate practice-focused from research-focused doctoral programs, and practice doctorates from master's programs, and to make the degree understandable to patients, potential employers, and the public, it is advisable to achieve as much standardization as possible among practice-focused doctoral programs."[9] To that end, the HLC task force recommended that regional accrediting agencies develop core characteristics of professional doctorates and focus their evaluation on institutional capacity to offer these types of doctorates. The HLC task force recommended that core characteristics include:[10]

- Clear learning outcomes.
- Solid curriculum.
- Comparisons to other professional doctorates within the institution or similar programs offered at other institutions.
- Faculty credential and resources.
- Length of study appropriate to learning outcomes.
- Inclusion of stakeholders in program design.
- Evaluation and quality assurance.

[9] Elizabeth Lenz. 2005. The Practice Doctorate in Nursing: An Idea Whose Time Has Come. *Online Journal of Issues in Nursing*, Vol. 10 Issue 3, p 57-72.
[10] Higher Learning Commission, North Central Association of Colleges and Schools. 2006. Report of the Task Force on the Professional Doctorate.

The Council of Graduate Schools' task force also identified core characteristics, including:[11]

- Focus on professional practice and employer needs.
- Focus on applied research or advanced practice.
- Focus on students who are leaders within the profession "who will drive the creative and knowledge-based development of its practices and the development of standards for others."

Possible Criteria for Evaluation As Identified in the Literature

When evaluating proposed doctorates, SHEEOs should look at both institutional capacity to offer this type of degree as well as the need for and expected quality of the particular proposed program.

Institutions should focus on the role of advanced practice doctorates as they relate to the mission as well as the strengths and weaknesses of each institution.[12] Institutional leaders must demonstrate that the advanced practice doctorate supports the institution's mission and that the leaders have analyzed the degree's impact on the institution, including both anticipated and unanticipated consequences.[13] It is also important to note that "Even among institutions with similar missions, a program that is part of a cluster of strong, interlinked programs has a different value from one that stands in isolation or is surrounded by weak programs."[14]

The HLC's task force concluded that regional accreditors should use the following criteria when evaluating institutional capacity to offer professional doctorates:

- How well programs meet standards of specialized accreditors.
- Strength of institution's quality assurance.
- Relationships among administration, faculty government, and program approval.
- Institution's relationship with the profession, especially in needs assessment.
- Thoroughness of financial planning.
- Understanding of the need for clinical sites.

The Council of Graduate Schools' task force and the HLC task force identified this combined list of fundamental questions that can inform program evaluation:[15]

- What need is served? Who determined the need?
- Who benefits from these degrees – the profession, the degree holder, the employer, the patient or client?
- Will the program advance the well-being of society, not just the well-being of the degree holders?

---

[11] Council of Graduate Schools. 2007. CGS Task Force Report on the Professional Doctorate. Washington, D.C: Council of Graduate Schools, p. 7.
[12] Ibid, p. v.
[13] Higher Learning Commission, North Central Association of Colleges and Schools. 2006. Report of the Task Force on the Professional Doctorate.
[14] Council of Graduate Schools. 2007. CGS Task Force Report on the Professional Doctorate. Washington, D.C: Council of Graduate Schools, p. 22.
[15] Ibid, p. 30.

- Who defines quality? Who ensures quality?
- Will it transform practice?
- Does it measure up to the rigor of a Ph.D.?
- How important is institutional background, especially prior experience in offering graduate degrees?
- How do these degrees relate to other types of degrees?
- How do these degrees relate to mission creep, credential creep, and flexible program delivery methods?
- Can a common understanding of doctoral quality inform the content and rigor of professional degrees?

The Council of Graduate Schools' task force also identified specific criteria for reviewing proposed advanced practice doctorates, including:

- Ability to meet accreditation standards.
- "Standing of the sponsoring unit within the discipline" (departmental quality).
- Characteristics of the best professional doctorates in the discipline.
- Evidence that graduates will be prepared to lead their fields.
- Relationships with research programs within the department and college.
- Faculty qualifications.
- Ability to attract students.
- Ability to evaluate student progression, student outcomes, and other student success measures.
- Contribution to mission, goals, and reputation of the department, college, and institution.
- Intellectual and material resources.

When assessing these types of programs, it is important to remember that they are focused on needs of particular professions. Therefore, job placement and leadership within the profession are important indicators of program success.

Wisconsin has been on the forefront of state policy related to advanced practice doctorates. The University of Wisconsin Board of Trustees created a task force that developed criteria for evaluating advanced practice doctorates at comprehensive universities, including:

- Presence of high-quality master's program.
- Focus on underserved geographic areas.
- Impact on undergraduate programs.
- Reliance on adjuncts.
- Alignment with institutional mission and strategic plan as well as statewide goals.
- Demonstration of labor market needs at local, regional, and national levels.

Summary

While limited research on advanced practice doctorates is available, the HLC and the Council of Graduate Schools have published helpful reports that have informed CPE's discussion with institutional leaders. In addition, the Wisconsin Board of Trustees conducted background research that informed its criteria for approving advanced practice doctorates, and this research has guided the Council's criteria development as well.

New Academic Programs:
B.A. in Traditional Music – Morehead State University
Ph.D. in Justice Administration – University of Louisville

ACTION: The staff recommends that the Council approve the B.A. in Traditional Music at Morehead State University (CIP 50.0999) and the Ph.D. in Justice Administration at the University of Louisville (CIP 43.0103).

KRS 164.020 (15) empowers the Council 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 recommend for approval the following programs from Morehead State University and the University of Louisville.

B.A in Traditional Music (CIP 50.0999) at Morehead State University

This program will provide students with authentic training in performance as solo, ensemble, and studio artists on at least one appropriate instrument and/or voice. The goal of the program is to offer opportunities for students to develop a high level of performance and presentation skills and a deep understanding of musical forms and styles with emphasis on those related to traditional music. Morehead currently offers a minor in Traditional Music Studies. This proposal offers the opportunity for students to major in Traditional Music. The program will consist of 48 credit hours

Ph.D. in Justice Administration (CIP 43.0103) at the University of Louisville

This program will be the only Ph.D. in Justice Administration in Kentucky. The curriculum, which consists of 21 hours of core classes, 21 hours of electives, and 12 hours of dissertation research, will emphasize the study of the management and effectiveness of public policies and programs in the field of criminal justice. The program will meet the need for a Ph.D. program that has an applied emphasis in which theory is put to "practice" and linked to practical application. This is consistent with new trends within the management and operation of all criminal justice agencies nationally as they move to more information-based decision-making, planning, and program/policy development. The program will support part-time students with classes offered exclusively in the late afternoon and evening. There will be a strong and active plan for recruitment of racial and ethnic minorities. This would include developing relationships with active feeder programs at colleges and universities known for large racial and ethnic minority enrollments with criminal justice/criminology programs, limiting some portion of assistantships for racial and ethnic minorities on a priority basis, active and direct recruitment of racial and ethnic minorities as doctoral students and as new faculty for the Ph.D. program.

Staff preparation by Melissa Bell

2011-12 CPE Work Plan

ACTION: The staff recommends that the Council approve the Plan of Work, July 2011-July 2012.

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. It was provided for initial review by the CPE members at the June meeting.

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 President Evaluation Committee will evaluate implementation of the plan as part of the president's annual performance review in June 2012.

Staff preparation by Lee Nimocks

1. Continue to enhance the Council's role as a respected and credible consensus builder, educational advisor, and policy resource for members of the General Assembly, Governor's office, and other state leaders.

2. Finalize state, regional, and institutional performance metrics, and coordinate implementation of the 2011-15 Strategic Agenda for Kentucky Postsecondary and Adult Education in partnership with campuses and adult education providers.

3. Work with campus leaders to finalize and develop consensus on a unified funding request (operating and capital) and distribution process for 2012-14 that: (a) supports the educational mission of each institution; (b) enhances quality and access; (c) encourages innovation and collaboration; (d) promotes degree production; and (e) utilizes results from the VFA study to focus policy attention on asset preservation and space utilization. Advocate aggressively for the funding proposal during the 2012 legislative session.

4. With campus and state leaders, set tuition parameters for the 2012-13 academic year that balance the needs of campuses with the interests of students and policymakers.

5. Improve college readiness:
   a. With KDE and EPSB, continue to coordinate SB1 (2009) implementation, including execution of remediation reduction plan, adoption of common core standards, and improvements in teacher preparation and professional development.
   b. Advocate for continued state support for SB1 implementation during the 2012 legislative session.
   c. Produce more GED graduates who are college/career ready through implementation of managed program models and initiatives like Skill Up, increase the effectiveness of KYAE educators, and transition more KYAE students on to postsecondary education with the implementation of curricula aligned with the new common core standards.
   d. Submit new federal GEAR UP grant proposal, and work with campuses and other state partners to enhance programs like: (a) KY College Coaches; (b) Advance Kentucky; and (c) Project Lead the Way, which are designed to improve college readiness and ease transitions from high school to college.

6. Strengthen college access and student success:
   a. Continue implementation of HB 160 (2010) to streamline and improve student transfer, support KCTCS efforts to expand high quality associate degree programs, and launch new web-based transfer resource for students to facilitate the transitions to four-year campuses.
   b. Work with campuses to enhance participation and success for all students and close achievement gaps.
   c. Promote diversity within the campus communities.
   d. Work with campuses to develop policies and programs that support increased educational opportunities and innovative approaches to program delivery for working adults.
   e. Work with campuses, KHEAA, state policymakers, and others to reduce financial barriers to college through increased state resources and financial aid and to encourage more rational use of institutional aid.
   f. Increase the use of data and information to improve student learning and outcomes through new performance dashboard system, expanded analysis of key policy issues, and implementation of Educational Delivery Institute (EDI) strategies to improve performance outcomes.

7. Promote campus-based research and strategies to improve economic competitiveness:
   a. In partnership with campuses, advance and implement funding programs to expand the state's research capacity.
   b. Reengage business community in supporting/advocating postsecondary education reform agenda.
   c. Work with presidents, business community, and other leaders to develop strategies to increase degrees in STEM related fields, including creation of specific scholarships and other incentives to encourage degree completion.

8. Support innovation and efficiency:
   a. Finalize revisions to academic program approval process and program productivity review process to minimize duplication, increase quality, and encourage increased productivity.
   b. Building on the work of the 2010 Cost Containment Summit, facilitate administrative and academic collaborations that result in greater institutional efficiencies.
   c. Ensure CPE operates efficiently and professionally and is fully responsive to its statutory obligations and to the needs of its constituencies.

2012-14 Budget Recommendation Update

Over the past seven months, Council staff, institutional presidents, chief budget officers, and chief academic officers have engaged in discussions to identify and build consensus regarding potential funding components of the Council's 2012-14 budget recommendation to the governor and General Assembly.

Highlighted below is a draft outline of the funding components currently being discussed with the campuses for possible inclusion in the Council's 2012-14 budget recommendation. The recommendation is organized around three principal funding components:

1. Base Funding
2. Strategic Investments
3. Capital Investments

Dollar amounts are intentionally absent in this status update since the magnitude of the overall request and the various parts are still being finalized with the institutions, as well as ongoing budget discussions with executive and legislative leadership.

1. **Base Funding**

   a. **Beginning Base:** Seeks restoration of Ed Jobs Transfer Funds restoring the postsecondary beginning base for the postsecondary institutions in 2012-13 to the General Fund appropriation originally enacted in 2011-12.
   b. **Base Adjustments:** Identifies adjustments that are technical in nature and primarily relate to existing state obligations for postsecondary education, such as budget transfers, changes in state-supported debt service, changes in UofL's hospital contract, and a proposed new base adjustment in KSU's land grant program.
   c. **Facilities Maintenance & Operations:** Although not a "technical adjustment" per se, prior to 2008-10, it had been standard practice for the Council to recommend and the General Assembly to appropriate base funding to support the maintenance and operation (M&O) of previously authorized education and general (E&G) facilities expected to come online during a given biennium. It is important to note that from an operating budget perspective unfunded M&O equates to a recurring budget cut.

2. **Strategic Investments**

Aligned with the 2011-15 Strategic Agenda, strategic investments funds would be recommended in the areas of college readiness, student success, and research, economic, and community development. Technology funds to support increased efficiency and innovation are included in the capital investment section of the budget.

a. **College Readiness:** Seeks to support college readiness and SB1 implementation initiatives at Kentucky's public postsecondary institutions.

- This request would support public university work in developmental education, as well as significant reform in the way P-12 teachers are prepared. Research shows that adopting a clinical model of teacher education (e.g., placing teacher candidates in fully functioning classrooms with master teachers, supervised and advised by postsecondary faculty) allows teacher candidates to learn their craft in real-life situations, resulting in more effective P-12 classroom instruction upon graduation.
- College readiness funds would also support new developmental education delivery strategies at KCTCS designed to significantly increase the number of college ready students from across the Commonwealth, as well as to maximize retention and degree completion among underprepared students.

b. **Student Success:** Seeks to establish performance funding for student success to provide monetary incentives for institutions to make progress toward achieving the state's degree completion and educational attainment goals.

- The funds would be requested in the second year of the biennium (FY14), in consideration of anticipated state budgetary conditions and to allow time for institutions to ramp up student success efforts and make adequate progress on degree production targets prior to fund distribution.
- The magnitude of the request for new recurring funds will likely be approximately 2 percent of current state appropriations for higher education.
- The funds will be allocated among the public institutions based on each institution's share of 2010-11 postsecondary system total public funds (net General Funds plus gross tuition and mandatory revenue).
- Institutions will earn allocated funds by making progress toward, or attaining, a specified set of student success goals, including goals related to degree production, graduation rates, achievement gaps, and transfer.
- Distribution amounts will be determined using a momentum point system, whereby the percent of goal attained on each of four equally-weighted metrics will translate to a numeric value that can be summed across metrics to obtain a composite momentum point score.

c. **Research, Economic, & Community Development:** The Council's 2011-2015 Strategic Agenda calls for Kentucky universities to increase basic, applied, and translational research to create new knowledge and economic growth.

- The Council's budget request will seek to support and promote research and economic development initiatives intended to facilitate progress on HB 1 (1997) reform goals, particularly at UK and UofL.
- If the General Assembly elects to provide another round of funding for the Bucks for Brains program, some changes may be recommended that will better leverage the state's investment to produce added private investment in public higher education research activities and that will provide incentives for increased federal and external research grant production.

- o Bucks for Brains
  - Endowment Match Program: Seeks an additional round of funding for the Endowment Match program. This strategic investment program leverages state resources by requiring public institutions to match the state investment with private resources. The match requirement has been one-for-one in the past, but may be recommended to increase to two-for-one going forward to help maximize state resources. Although most of these funds would be distributed to the research institutions, comprehensive universities also participate in this program. Investment income from these endowments is primarily used to support endowed chairs and professors, research staffs and infrastructure, and graduate fellowships and scholarships.
  - Capital Match Program: Similar to the request in 2008-10, institutions would be given the flexibility to address research related capital needs through the Bucks for Brains program. These funds would require a match as well and would be used for research related projects at the research universities and E&G projects at the comprehensive universities.
  - Research Matching Program: This would be a new component of the Bucks for Brains program that would be recommended to provide an added incentive for UK and UofL faculty members to increase research grants and contracts from federal and other external sources. Goals for increased research grant production would be negotiated with UK and UofL, and each institution would be eligible to earn unrestricted matching funds (e.g. 25 cents on the dollar) to support its research mission if the goals are met.

3. **Capital Investments (New Approach)**

Using an independent resource to help identify capital resource needs and to illustrate the importance of modern facilities to support achieving House Bill 1 (1997) goals, the Council and institutions contracted with VFA, Inc., of Boston, MA, in 2007 to conduct a comprehensive review of facilities condition, which included assessing approximately 40 million square feet of space (about 850 buildings) across the public postsecondary education system.

The study highlighted a multi-billion dollar backlog of asset preservation and capital renewal needs (e.g., HVAC system replacements, new roofs, sanitary and storm sewer lines, electrical systems, etc.) at all public postsecondary education institutions due to aging infrastructure (60 percent of buildings built over 30 years ago) as well as the need for renovated and expanded space in the future. The study recommended a blended level of investment in existing and new space to achieve the goals established by House Bill 1 (1997).

Since 1997, Kentucky has made significant progress toward adding new and expanded space, approximately $1.6 billion in capital investments. However, VFA's recommendation of a blended approach that invests more heavily in asset preservation and capital renewal rather than in new space has not been realized.

The Council staff, in collaboration with institutional representatives, is working on a new approach to capital investments that would better balance asset preservation and capital renewal with expanded space over a multi-biennial time frame.

The New Concept

- o The new capital investment concept would offer more flexibility for institutions to implement capital projects, allow campuses to better plan for campus construction, offer stronger protection of state owned assets, provide a funding distribution process that is fair, transparent, and data driven, and improve overall space utilization.
- o The new capital investment concept has been favorably reviewed and endorsed by the state's Capital Planning and Advisory Board.
- o Given that Kentucky's public higher education infrastructure was evaluated as being well below average in terms of overall condition, the capital investment request should be large enough to make a significant reduction in asset preservation and capital renewal needs.
- o The new concept would lengthen the Council's capital investment request from a two-year process to a six-year process, most likely split evenly across three biennia, to help strengthen the alignment with the institutions' existing six-year capital plans.
- o The distribution of the larger capital investment pool should, as closely as possible, reflect the blended approach identified by the VFA study, which included the need for 55 percent of capital investments in asset preservation and major renovation and 45 percent in new and expanded space.
- o A blended distribution methodology, considering data from VFA, as well as other finance and enrollment data, is being worked on to distribute funds fairly among the public universities and KCTCS.
- o Technology investments will also be needed to support growing demands on computer hardware, software, and the ability to transform the learning environment, including dramatic increases in distance and online learning.
- o A new communication strategy will also be required to explain the urgency of this request as it relates to achieving HB 1 (1997) reform goals.

Staff preparation by John Hayek, Bill Payne, and Sherron Jackson

2011-12 Agency Operating Budget

The following FY12 agency operating budget provides a summary of revenues and expenditures proposed for the new fiscal year, as well as comparative information from FY11. A more technical and detailed version of the proposed FY12 agency budget is available upon request.

Traditionally, most attention is paid to the Council's recurring General Fund appropriation and the corresponding expenditures. However, it is important to note that the Council's total agency budget does include other sources of revenue including tobacco settlement funds and cigarette tax revenue that support cancer research, trust funds that provide incentives for institutions to enhance various strategic initiatives, federal funds that support Kentucky's Adult Education programs, Kentucky GEAR UP, teacher quality grants, and miscellaneous agency receipts. All of these various funds have traditionally been channeled through the Council from an accounting and budgetary perspective.

The proposed FY12 agency operating budget is divided into three parts:

1. Statewide Coordination
2. Kentucky Adult Education
3. Statewide Educational Programs and Services
   o Student Assistance and Educational Support
   o Technology and Academic Support
   o Research and Economic Development

Statewide Coordination

The budget for statewide coordination supports the traditional expenditures associated with a postsecondary education coordinating board, including funds spent for policy leadership, strategic planning, regulation of the state's postsecondary education system, biennial budget preparation and tuition setting, academic affairs and program review, administrative services, communications, economic and STEM initiatives, and information, research, and technology.

FY12 Budget Highlights
   ▪ Only 12 percent of the Council's FY12 General Fund appropriation is allocated to statewide coordination of postsecondary education; 88 percent funds statewide educational programs and services.

- As with most service agencies, salaries and benefits account for the largest portion of the budget (72 percent of the 12 percent), which currently supports 55 full-time and two part-time staff members. The category "other professional services," which represents 8 percent of the budget, supports personnel on contract with the Council. The budget will increase this year due to possible legal and data analysis services. State level coordination of Kentucky Adult Education (KYAE) staff information is on the following page.
- Staff (excluding KYAE staff) has been reduced by 15 people since FY08.
- Travel expenses, which include Council meeting reimbursements, were cut by 23 percent over the past two years, but will increase slightly in FY12 to allow for staff professional development needed as a result of staff reductions.
- Technology and equipment will increase due to implementation of the "cloud system".
- The increase in "Other Operating" is due to FY11 expenses being pre-paid in FY10.

Table 1: Statewide Coordination		
	FY11 Actual	FY12 Budgeted
REVENUE		
Carry-forward Funds	$67,146	$456,812
General Fund	$5,839,400	$5,961,000
Restricted Agency Receipts	$655,181	$475,000
Total	$6,561,727	$6,892,812
EXPENDITURES		
Salaries and Benefits	$4,526,646	$4,605,500
Other Professional Services	$405,084	$502,800
Rent and Utilities	$394,120	$410,200
Travel	$157,078	$175,000
Technology and Equipment	$375,408	$467,000
Statewide Dues	$101,584	$100,000
Other Operating Expenses	$89,144	$173,900
Restricted Fund Transfer	46,611	
Total	$6,095,675	$6,434,400

Pie chart: Technology and Equipment 7%, Other Operating Expenses 3%, Statewide Dues 1%, Travel 3%, Rent and Utilities 6%, Other Professional Services 8%, Salaries and Benefits 72%
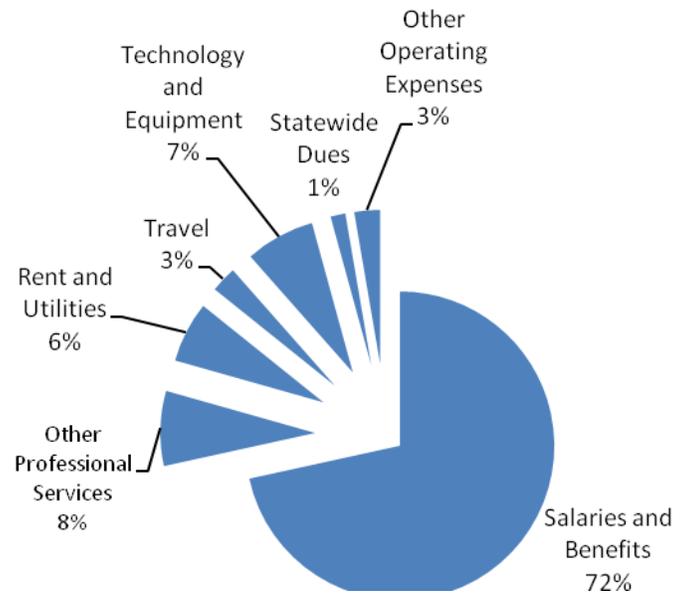
Kentucky Adult Education (Statewide Administration and Instruction)

Kentucky Adult Education was transferred to the Council in 2003 as a way to help strengthen the link between attaining a GED and the growing need to obtain some type of postsecondary education degree or credential in order to enhance future employability and the other private and public benefits of higher education related to increases in quality of life and standard of living. Comprehensive adult education programs are offered in every Kentucky county. Services range from all levels of adult education instruction to English as a second language (ESL), family literacy, corrections education, and workforce education.

In recent years, the Council consolidated various KYAE administrative functions and centralized a number of key support functions with other Council operations. However, for the budget display highlighted below, only the salaries and benefits for statewide coordination are included in the expenditure totals.

FY12 Budget Highlights
- General Fund accounts for 65 percent of KYAE's program budget and federal funds account for 34 percent.
- Approximately 88 percent of KYAE program funds are distributed to the local adult education providers, while 5 percent support salary and benefits for statewide coordination, and the remaining 7 percent support statewide programs and services.
- General Fund appropriation supports approximately 19 staff members that work under the Council and provide statewide coordination and leadership for KYAE. Staff has been reduced by eight since FY08.
- Prudent fiscal management of federal funds and a larger federal grant account for the large increase in federal funds from FY11 to FY12.

Table 2: KYAE Statewide Administration and Instruction		
	FY11 Actual	FY12 Budgeted
REVENUE		
General Fund	$23,577,100	$23,727,100
Federal Funds	$5,845,695	$12,322,000
Other	$332,834	$305,700
Total	$29,755,629	$36,354,800
EXPENDITURES		
Statewide Coordination Salary and Benefits	$1,674,239	$1,703,400
Program Support	$21,977,036	$32,047,100
System Support	$1,964,626	$2,223,100
GED Program	$183,775	$240,000
Evening Programs at Correctional Facilities	$0	$252,000
Administration/Other	$161,426	$199,200
Fund Transfer in FY 11 (Restricted Funds)	$83,089	$0
Total	$26,044,192	$36,354,800

Statewide Educational Programs and Services

Student Assistance and Educational Support

Kentucky's contract spaces program accounts for approximately 85 percent of the budget for student assistance and educational support. Since the Commonwealth does not have professional schools in veterinary medicine and optometry, the contract spaces program provides Kentucky students with access to training spaces in these two professional programs through contracts with SREB and Indiana University. This area of the budget also supports a small number of educational and college preparation programs that mostly serve under-represented and at-risk youth and young adults.

FY12 Budget Highlights
- Budget language directs the Council to fund 164 veterinary contract spaces (Kentucky students) and 44 optometry students.

Table 3: Student Assistance and Educational Support		
	FY11 Actual	FY12 Budgeted
REVENUE		
General Fund	$5,538,700	$5,718,400
EXPENDITURES		
Contract Spaces Program	$4,713,300	$4,886,700
Professional Education Preparation Program	$299,900	$302,300
Governor's Minority Student College Preparation Program	$209,500	$211,100
State Autism Training Center	$149,700	$150,900
SREB Doctoral Scholars Program	$80,900	$81,600
Washington Internship Program	$85,000	$85,800
Total	$5,538,300	$5,718,400

Technology and Academic Support

The FY12 agency operating budget provides for a number of statewide academic support programs and services. Many of these are funded predominantly with the General Fund and include substantial technology investments for postsecondary network connections, software, and licenses for the Kentucky Virtual Campus and Virtual Library, statewide faculty development, and college outreach work.

Kentucky also benefits from two federal grant programs shown in the following table. GEAR UP serves at-risk students and influences their educational choices through enhanced guidance and support. The Improving Educator Quality (IEQ) grant focuses on professional development initiatives for K-12 teachers and administrators to benefit students.

FY12 Budget Highlights
- GEAR UP expects a $26.9 million, a six-year federal grant award in October. The previous six-year grant was $18.5 million. This increase is not reflected in the following table.

Table 4: Technology and Academic Support		
	FY11 Actual	FY12 Budgeted
REVENUE		
General Fund	$9,378,200	$6,701,700
Federal Funds	$3,946,444	$6,030,000
Restricted Agency Receipts	$1,769,669	$1,343,415
Pari-mutuel Tax Receipts	$305,360	$0
Carry Forward Funds	$4,353,806	$3,319,123
Trust Fund Interest	$7,104	$10,000
Total	$19,760,583	$17,404,238
EXPENDITURES		
Statewide Technology Services		
Kentucky Postsecondary Education Network	$3,846,159	$2,816,889
Kentucky Virtual Campus/Virtual Library	$3,372,819	$3,643,900
Senate Bill 1 Implementation		
Standards and Assessments	$1,499,400	$198,000
Professional Development For Postsecondary Faculty	$3,027,800	$1,613,700
Faculty Development	$3,783	$19,836
Developmental Education Contracts	($8,732)	$163,062
Other Technology Trust Fund Initiatives	$226,458	$1,117,165
Other Grant Funded Initiatives	$143,225	$65,476
KYVC Revolving Loan Fund	$0	$1,404,477
Equine Program	$350,000	$334,733
Kentucky GEAR UP Program (Federal Funds)		
Host Institutions and Other Partners	$2,075,882	$2,871,600
Administrative and Centralized Services	$599,324	$1,328,400
Improving Educator Quality Grant (Federal Funds)		
IEQ Sub-Grants	$1,154,633	$1,550,000
IEQ Administrative Costs	$24,334	$150,000
Kentucky Statewide Longitudinal Data System	$90,686	$130,000
Fund Transfer in FY11	$1,500	$0
Total	$16,407,225	$17,404,238

Research and Economic Development

The Council's FY12 agency operating budget includes a number of significant, statewide research and economic development initiatives. Funds for these initiatives originate from various sources, including General Fund, tobacco settlement funds, state cigarette tax proceeds (one cent per pack), and trust funds. (While lung cancer research and cancer research matching funds are officially budgeted at a high level in FY12, CPE can only distribute funds that are realized. These are expected to be close to the FY11 levels.)

The majority of the Science and Technology Fund Program is channeled through the Kentucky Science and Technology Corporation (KSTC) to fund a number of new economy initiatives that promote research and economic development in all areas of the Commonwealth. The Endowment Match Program (Bucks for Brains), translational research at UofL, and significant investments in lung cancer and ovarian cancer research also are channeled through the Council's agency budget with various levels of accountability and reporting requirements.

- Bond funds to support $26.9 million in Bucks for Brains are budgeted for FY12.
- Research and economic development projects supported by the General Fund in FY12 may be reduced should there be budget reductions in FY12.

Table 5: Research and Economic Development		
	FY11 Actual	FY12 Budgeted
REVENUE		
General Fund	$6,467,500	$6,519,500
Bond Funds	$1,455,474	$26,931,133
Interest Earnings	$11,971	$7,000
Carry Forward Funds	$1,780,540	$1,623,883
Tobacco Settlement Funds	$4,633,800	$4,737,600
Cigarette Tax (1 cent per pack)	$4,535,366	$6,167,000
Total	$18,884,651	$45,986,116
EXPENDITURES		
Science and Technology Funding Program (KSTC)	$6,126,300	$6,126,300
P-16 Engineering Pipeline	$276,700	$276,700
Program Administration	$64,500	$64,500
Endowment Match Program		
UK and UofL	$340,000	$21,931,870
Comprehensive Universities	$1,115,474	$4,999,263
Other Programs (funded with interest income)		$117,697
Cancer Research Institutions Matching Fund	$4,344,832	$6,167,000
Lung Cancer Research (Tobacco Settlement Funds)	$4,100,734	$5,468,786
Ovarian Cancer Screening Program (Tobacco Settlement Funds)	$695,012	$775,000
Total	$17,063,552	$45,927,116

Staff preparation by John Hayek and Shaun McKiernan

Committee on Equal Opportunities Report

The Committee on Equal Opportunities (CEO) met Thursday, June 9, 2011, at Transylvania University, Lexington, Kentucky, and Thursday, September 8, 2011, in Frankfort, Kentucky. Following is the status of initiatives, recurring activities, and discussions related to the CEO.

Institutional Diversity Plan Submission/Review/Action

The CEO met June 9, 2011, and reviewed the institutional diversity plans developed by the eight public universities. KCTCS requested additional time to address suggestions made by the Council on Postsecondary Education Consensus Review Committee and agreed to forward the revised plan to Council staff at a later date. Additional time was required because the KCTCS involves each campus and its board of directors in the process.

The KCTCS Diversity Plan, *Beyond the Numbers 2010-2016 Diversity Action Plan for Inclusion, Engagement, and Equity* was presented to the CEO at a special meeting on September 8, 2011.

The CEO reviewed the plans and recommended that they be sent to the Council for review and acceptance following approval by the institutional boards of regents/trustees.

Alignment of the Mission and Responsibilities of the CEO with the Statewide Diversity Policy

At its June 9, 2011, meeting, CEO Chair Joe Weis appointed a workgroup to:

- Recommend a process to align the mission, vision, and role of the CEO with the recently adopted Statewide Diversity Policy.
- Recommend an alignment of the membership of CEO to reflect the intent of the Statewide Diversity Policy.
- Recommend a committee membership alignment that ensures representation of the population of Kentucky.
- Where appropriate, review and revise the 2003 policy establishing terms and conditions of appointment for members of the CEO.

The workgroup was asked to complete its task and report back to the CEO prior to the September meeting of the Council. Members of the workgroup include Lisa Osborne (workgroup chair), John Johnson, Abraham Williams, Aaron Price (whose term expired June 30, 2011), and the new student representative to the Council, Kirby O'Donoghue. At its September 8, 2011, meeting, the CEO reviewed, accepted, and forwarded the recommendations to the Council for review and action. Once the recommendations are approved, they will be implemented fall 2011 by the Council chair.

Governor's Minority Student College Preparation Program

The 11th Annual GMSCPP Statewide Conference was hosted by Western Kentucky University, June 13-14, 2011. More than 230 students from across the Commonwealth participated in STEM activities and experiments.

Morehead State University hosted the 24th Annual Academically Proficient African American High School Junior and Senior Conference, June 17-18, 2011. Approximately 160 students and parents participated.

SREB Doctoral Scholars Program

The Council, the University of Kentucky, and the University of Louisville have reviewed the applications and identified potential scholars to be awarded a scholarship in fall 2011. A total of 19 students applied for the doctoral scholars program scholarship for fall 2011. Eight applied to UK and 15 applied to UofL, with several students applying to both UK and UofL. As a result of state agency budget cuts, the Commonwealth will support only three of the 19 scholars that applied, compared to five scholars in previous years.

The 2011SREB Doctoral Scholars Program Institute on Teaching and Mentoring will take place October 20-23, 2011, in Atlanta, Georgia. All scholars are expected to participate. Kentucky's public institutions also have been invited to participate in the recruitment fair to assist them in increasing the number of minority faculty at their respective institutions.

Staff preparation by Rana Johnson

UPDATE FROM COMMISSIONER TERRY HOLLIDAY
FOR THE
SEPTEMBER 22, 2011, COUNCIL ON POSTSECONDARY EDUCATION MEETING

ACT Release of College and Career Readiness Data

ACT released its college and career readiness data on Wednesday, August 17 at the Jessamine County Career and Technology Center. This was the first time that the release has been done in a state.

I was asked to participate in ACT's press event along with Dr. Robert King, President of the Council on Postsecondary Education; Senator Ken Winters, Chair of the Senate Education Committee; and Representative Carl Rollins, Chair of the House Education Committee. Jon Erickson, Interim President of ACT, addressed the data from a national perspective as well as praised Kentucky for its hard work to increase college and career readiness.

The exciting thing is that ACT chose to do the release in Kentucky due to our strong focus on college and career readiness and our commitment to improve the performance of all students. The good news for Kentucky from this release is that our data is steadily improving even with the testing of 100% of our students on the ACT.

If you would like to watch the press conference, you can view it by typing in the following link into your browser:
mms://video1.education.ky.gov/On-Demand2011/ACT_8-17-2011.wmv

You can access KDE's press release on the data at:
http://www.education.ky.gov/KDE/HomePageRepository/News+Room/Current+Press+Releases+and+Advisories/11-067.htm .

Items approved at the August 3-4, 2011 Kentucky Board of Education meeting were as follows:

AFRICAN-AMERICAN KSD STUDENTS RECEIVE LONG-OVERDUE RECOGNITION AT GRADUATION CEREMONY

For African-American students attending the Kentucky School for the Deaf (KSD) between 1930 and 1955, it was discovered that they were unfortunately discharged from the school without official recognition of graduation, due to the color of their skin. The Kentucky Board of Education and Kentucky Department of Education corrected this injustice by awarding diplomas to these individuals in a graduation ceremony held at KSD on August 3.

Chair David Karem offered a public apology to those who received their diplomas and stated, "The Kentucky Board of Education and Kentucky Department of Education sincerely regret that this injustice occurred and intend to correct these past occurrences through the issuance of diplomas to all African-American students who were enrolled at KSD during this time period. The stain of segregation and denial of rightfully earned recognition cannot be completely erased by issuing these diplomas, but we hope that this action – and our sincere apologies – will bring long-deserved closure for these former students."

Seventy-five (75) individuals were identified to receive these diplomas. Of the 75, thirteen (13) were able to be located and invited to the ceremony. Graduates who attended to receive diplomas at the ceremony were:

John Henry Brown
Emerson Lee Clay
Oscar Hamilton
Emma Bell Hill Heard
Marilyn B. Allen Jones
Pearlene Briscoe Mollet
Richard David Riley
Norma Jean Williams
Beatrice Mollet Woodson (accepted by Henry Woodson)

The names of all other individuals eligible to receive diplomas but who were unable to attend were called aloud to honor them.

For more information on the graduation ceremony, contact Mary Ann Miller at Maryann.Miller@education.ky.gov or via phone at (502) 564-3141.

FINAL APPROVAL GIVEN TO TWO REGULATIONS AFFECTING NEW ACCOUNTABILITY SYSTEM

Two regulations were given final approval by the Kentucky Board of Education that define major pieces within Kentucky's new accountability system. The first was 703 KAR 5:230, Next-Generation Instructional Programs and Support (Final). This regulation specifies the requirements for inclusion of program reviews within the new system. Highlights of the regulation's requirements include:

- Program reviews shall be field tested along with public reporting of results beginning in 2011-12 for arts and humanities, practical living/career studies and writing.

- Beginning in 2012-2013, field testing and public reporting shall occur for the kindergarten through third grade program evaluation and world language program reviews.

- Beginning in 2012-2013, the arts and humanities, practical living/career studies and writing program reviews shall be included in accountability.

- Beginning in 2013-2014, the kindergarten through third grade program evaluation and world language program reviews shall be included in accountability.

The other regulation given final approval was 703 KAR 5:220, School and District Accountability Recognition, Support and Consequences. It provides a classification system for schools and districts along with recognition levels and support/consequences for certain categories. Highlights of the regulation include:

- An overall score is to be made up of a compilation of the three accountability components of Next-Generation Learners, Next-Generation Instructional Programs and Support and Next-Generation Professionals.

- The weight of each component within the overall score will be Next-Generation Learners (achievement, gap growth, readiness for college/career and graduation rate) 70; Next-Generation Instructional Programs and Support (program reviews) 20; and Next-Generation Professionals (percent effective teachers and percent effective leaders) 10.

- The total number of points in the overall score shall classify schools and districts into one of three categories: Distinguished, Proficient and Needs Improvement (Low, Medium or High).

For more specific information on 703 KAR 5:230 contact Felicia Smith at Felicia.smith@education.ky.gov or via phone at (502) 564-9850. For details on 703 KAR 5:220, contact Larry Stinson at larry.stinson@education.ky.gov or via phone at (502) 564-5130.

CAREER READINESS DEFINITION FINALIZED

On August 3, the Kentucky Board of Education approved a definition for career readiness that will be part of the Next-Generation Learners component of accountability. Additionally, the board approved how to reflect a bonus for students considered both college and career ready.

The following proposals were approved:

Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area.		Bonus – College AND Career Ready: Must meet at least one from each area.	
Career Ready Academic Armed Services Vocational Aptitude Battery (ASVAB) ACT Work Keys (Applied Math, Locating Information, and Reading for Information)	Career Ready Technical Kentucky Occupational Skills Standards Assessment (KOSSA) Industry Certificates	College Ready Academic ACT or COMPASS or KYOTE Notes: (1) By meeting the college ready academic definition, the student does not have to take the additional tests of ASVAB or WorkKeys for the bonus area. (2) For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100 percent.	Career Ready Technical KOSSA Industry Certificates

For more information on the career readiness definition and the bonus, contact Ken Draut at ken.draut@education.ky.gov or via phone at (502) 564-2256.

Next KBE Meeting: October 5, 2011, Frankfort

2012 CPE Meeting Calendar

ACTION: The staff recommends that the Council approve the 2012 CPE meeting calendar.

The proposed meeting dates for 2012 are listed below. Staff will work with the campuses to hold some of the meetings on public and independent college campuses. All dates are Thursday/Friday except the June meeting, which is scheduled on Wednesday/Thursday.

Details will be provided prior to each meeting and will be posted on the Council's website at http://cpe.ky.gov/about/cpe/meetings/.

The proposed 2012 dates are:

- February 9-10
- April 19-20
- June 20-21 (Wednesday/Thursday)
- September 13-14
- November 15-16

Staff preparation by Tammie L. Clements

A RESOLUTION HONORING AND COMMENDING

Ellen Call

for her service to the Council on Postsecondary Education and the people of Kentucky

WHEREAS, Ellen Call served on the Council on Postsecondary Education from July 2009 to August 2011; and

WHEREAS, Ellen has contributed her creativity, energy, passion, and skill to furthering the Council's mission and vision; and

WHEREAS, Ellen's time on the Council has been only one example of her service to the people of Kentucky that includes membership on the Prichard Committee and the Greater Louisville Convention and Visitors Bureau; and

WHEREAS, Ellen is the founder and president of Adams & Call, Inc., a public affairs firm that offers government relations, community outreach, and public relation services; she has served as Councilwoman for the Louisville Metro Council representing 26,000 constituents; and she has provided consultant services for numerous clients including The Irvine Company, one of the largest real estate developers in the nation, Beansprout Networks, an internet start-up in Cambridge, MA, and Operation Open Arms, a nonprofit that cares for children of incarcerated women; and

WHEREAS, Ellen has served with elected officials and political figures including Congresswoman Ann Northrup, U.S. District Judge John G. Heyburn, III, and Larry Forgy for Governor of Kentucky Campaign; and

WHEREAS, Ellen is a graduate of Harvard University, the University of Louisville School of Law, and also attended Cambridge University in England on a Rotary Scholarship;

NOW, THEREFORE, BE IT RESOLVED, that the members of the Council on Postsecondary Education do hereby adopt this resolution September 22, 2011, and express their individual and collective gratitude to Ellen Call for her service to the Council on Postsecondary Education and for her commitment to the people of Kentucky.

_____   _____
Paul E. Patton, Chair   Robert L. King, President

Kentucky Council on Postsecondary Education

A RESOLUTION HONORING AND COMMENDING

Aaron Price

for his service to the Council on Postsecondary Education and the people of Kentucky

WHEREAS, Aaron Price has ably represented the students of Kentucky as a member of the Council on Postsecondary Education since July 2010; and

WHEREAS, Aaron effectively advocated for college affordability and access for Kentucky students throughout his term on the Council and gave a knowledgeable and thoughtful voice to the students of Kentucky in policy discussions related to tuition, funding, and other issues; and

WHEREAS, Aaron invested his time, intellect, and valuable perspective in the Council's work by serving on the Committee on Equal Opportunities and dedicating countless hours working directly with the institutional student government associations in establishing a special use fee exception policy; and

WHEREAS, Aaron has excelled throughout his college career at the University of Louisville, giving of his time and effort to government, leadership, and public service while earning a bachelor's degree in political science and communications, and a juris doctorate from the University of Louisville School of Law; and

WHEREAS, we wish Aaron the best as he begins his career in the field of law;

NOW, THEREFORE, BE IT RESOLVED, that the members of the Council on Postsecondary Education do hereby adopt this resolution September 22, 2011, and express their individual and collective gratitude to Aaron Price for his devotion and service to the Council on Postsecondary Education and for his commitment to the people of Kentucky.

_____
Paul E. Patton, Chair

_____
Robert L. King, President

National 'Points of Pride' Continue to Mount

The national honors continue to mount for EKU.

In recent months, the University has been honored as:

- "A Great College to Work For," for the fourth consecutive year by The Chronicle of Higher Education. EKU is among 10 large four-year colleges and universities nationwide,

and the only large institution in the Commonwealth, to make the Honor Roll. Among four-year colleges and universities with enrollment of at least 10,000, EKU earned recognition in 11 of 12 possible categories, the most of any large four-year institution. The categories are: Professional/Career Development Programs, Teaching Environment, Tenure Clarity and Process, Facilities/Workspace/Security, Work/Life Balance, Compensation/Benefits, Job Satisfaction, Respect/Appreciation, Collaborative Governance, Confidence in Senior Leadership and Supervisor or Department Chair Relationship. (Last year, EKU was recognized in five categories.)

- among "America's Best Colleges," for fourth consecutive year, as named by Forbes.
- a "Military Friendly School," for the third consecutive year by G.I. Jobs magazine. The number of veterans enrolled at EKU jumped from 658 in Fall 2010 to 902 this fall. Earlier this year, Eastern was recognized by Military Times EDGE magazine as "Best for Vets" nationally.
- a "First Tier" institution among Southern Master's Universities, as named by U.S. News.

Eastern is the only school in the U.S. that can claim all the above, plus recognition from the Carnegie Foundation as a regionally engaged institution.

EKU Leads National Roll Call Project

A grass-roots nationwide effort to honor those American soldiers who've paid the ultimate sacrifice in Iraq and Afghanistan has been launched at EKU.

Lt. Col. Brett Morris, Ret., associate director of veterans affairs at Eastern, is the coordinator of Remembrance Day National Roll Call, during which volunteers at more than 100 college and university campuses will read the names of the 6,200-plus casualties from Operation Iraqi Freedom (now Operation New Dawn) and Operation Enduring Freedom.

The Roll Call will take place on Friday, Nov. 11, two months after the 10-year anniversary of the 9-11 tragedy. Each campus will organize its own reading of all the names and will simultaneously observe a moment of silence at 2 p.m. EST. As of early September, 98 schools in 37 states had already agreed to participate in the nationwide event. The goal is to have at least one institution in each of the 50 states participate in the event.

"This will send a great message to the troops who are still serving that their peers who are studying under the umbrella of freedom they provide do understand and honor their sacrifices and those of the fallen," Morris said. "What we're asking of the schools is a big undertaking, but we wanted something big, something meaningful and out of the ordinary."

EKU conducted a similar ceremony on its own last year.

The Remembrance Day National Roll Call is sponsored nationally by the NASPA Veterans Knowledge Community. NASPA is the leading association for the advancement, health, and sustainability of the student affairs profession.

University Receives Gift of Historic Estate

EKU has acquired Elmwood, a historic residence located across Lancaster Avenue from the Richmond campus.

A deed has been recorded transferring the property from the trust created by the estate of the late Emma Watts to the Eastern Kentucky University Foundation, as a gift to the University. The Foundation will reimburse the Watts Trust approximately $400,000 for recent improvements to the property.

President Whitlock said the University is "committed to maintaining the name of Elmwood and the beautiful vista along Lancaster Avenue. Further, we will use the property only for non-commercial purposes consistent with our mission. Any new construction will be behind the house and of architectural design in keeping with the existing structures. The property will be a wonderful enhancement to our campus and is of immense strategic importance to the future of the University."

No decision about the use of the house has been made, Whitlock added, "though it would make a remarkable alumni/development center."

Elmwood, named for the elm trees that stood on the 20 acres of land, was built in 1887 and is believed to be the state's only Chateauesque-style house outside Louisville. Consisting of approximately 9,000 square feet, the three-story structure is one of four residences in Richmond designed by Cincinnati architect Samuel E. Des Jardins.

New Center for the Arts Opens Its Doors; Season Features Concerts by Judd, King, Nelson, Marsalis

Great variety and a sparkling array of internationally-known entertainers mark the inaugural season of the EKU Center for the Arts.

The new, state-of-the-art 2,100 seat Grand Hall, the largest venue in Central Kentucky, will provide the setting for headline attractions ranging from popular concerts to Broadway hits to classical music. The 2011-12 season features performances by Wynonna Judd, Willie Nelson, B.B. King, Aretha Franklin, Peter Frampton, Wynton Marsalis, Jerry Seinfeld and the Munich Symphony Orchestra as well as productions of "Spamalot," "Riverdance" "Beauty and the Beast," "The Nutcracker," and much more.

"This new Center at my alma mater is a gem in the heart of Kentucky that will be the home for outstanding performances and other events to enrich the lives of people throughout the region and beyond," said Debra Hoskins, executive director of the Center.

EKU is also vying to host a Presidential debate in 2012 in the new facility.

Faculty, Staff and Students Produce Textbook

EKU delivers the message straight from the experts with its new student orientation textbook, one of the first in the nation written, designed and published entirely by University faculty, staff and students.

"Explore, Evaluate, Expand, Express: Academic Success and the EKU Experience" will be used this fall in freshmen orientation classes for all five colleges.

One of the most important issues behind creating the book was cost. Students had been paying more than $50 for a textbook for the one-hour orientation class, said Erin Barnett, First Year Courses Coordinator. The new book will cost students approximately $20.

"We were able to keep the price low by eliminating royalties and printing the book through EKU Printing as opposed to a national publisher," she explained, adding that EKU holds the copyright.

Another motivating factor was that it would allow the integration of EKU's Quality Enhancement Plan, approved in February 2007 as part of the SACS reaffirmation process. The plan calls for the University to develop students who are "informed, critical and creative thinkers who communicate effectively."

The 300-page book eventually involved more than 140 individuals from inception to production.

Consortium Prepares Rural Responders Nationwide

Small towns and rural areas across America are better prepared today to deal with a wide range of emergencies, natural disasters and other incidents, thanks to a federally-funded program based in EKU's College of Justice & Safety.

The Rural Domestic Preparedness Consortium, which includes EKU and five college and university partners, is the only program in the U.S. focused on multi-disciplinary nationwide rural emergency preparedness training. Reaching into every state of the nation and all six U.S. territories, the program marked a milestone this summer with its 20,000th trainee.

Funded by the Department of Homeland Security (specifically FEMA's National Training and Education Division) since 2004, the Consortium addresses the unique challenges and training needs faced by emergency responders in small, rural and remote communities.

"Rural communities will often be the first line of defense, and they need to be able to respond immediately and effectively," said Ryan Baggett, co-principal investigator for the Consortium along with EKU colleague Dr. Pam Collins.

Intl. Town & Gown Conference Coming in 2012 to EKU

EKU and the City of Richmond will host the International Town and Gown Association's seventh annual University-City Relations Conference in 2012.

Conference planners expect the event, scheduled for June 4-8, will attract at least 400 attendees, representing educational institutions and communities from throughout the U.S., Canada and several other countries, as well as representatives from institutions and communities in Europe, South America, and Asia with which EKU enjoys exchange agreements. Representatives are also expected from Australia.

"EKU and Richmond exemplify one of the top town-gown communities in the country, and their shared commitment to forwarding collaborations that benefit both their students and the entire community includes several monumental undertakings that serve as great examples for not only our national audience but our international audience as well," said Kim Griffo, executive director of the Association.

KCTCS College Named Top 10 Community College in Nation

ABOVE: West Kentucky Community and Technical College Emerging Technology Center is WKCTC's newest facility. It houses the Haas Technology Education Center and offers advanced classes in information technology, mechatronics, robotics, rapid prototyping, metrology, and more.

West Kentucky Community and Technical College (WKCTC) has been named one of the top 10 community college finalists by the Aspen Institute's College Excellence Program.

"This is an incredible honor for both West Kentucky Community and Technical College and our System," said KCTCS President Michael B. McCall. "WKCTC has realized its goal of being the preeminent community college in the nation and is leading our System in realizing its dream of being a premier community college system."

WKCTC now enters the last stage of the competition for the $1 million prize fund that will be awarded in December in Washington, D.C., to the first-ever national winner and up to three runners-up.

This is the first national recognition of extraordinary accomplishments at individual community colleges and follows on the April project launch and previous White House Community College Summit that attracted participation and endorsement from President Obama as well as luminaries in American education, labor, business, and civil society.

KCTCS
HIGHER EDUCATION BEGINS HERE

"West Kentucky works hard to make sure students learn and are prepared for jobs, and it shows," said Josh Wyner, Executive Director of the Aspen Institute's College Excellence Program. "The number of students who finish their program is climbing. Paducah and the whole state have something to be proud of in West Kentucky Community and Technical College."

WKCTC increased the number of students completing its programs by 23 percent over a recent five year period, a significant achievement and the biggest improvement out of the top 10 community colleges recognized today by the Aspen Institute. WKCTC makes concerted efforts to continually improve student success, using information on student learning and completion to improve the ways programs are taught and structured. For example, the college provides advising to help students select a major because students with a declared major are more likely to finish. By focusing on what's working and fixing what isn't, WKCTC is helping more of its students earn the degrees and certificates that lead to jobs and economic stability.

Nearly half of all college students attend community college, with more than six million students—youth and adult learners—enrolling in America's nearly 1,200 community colleges every year. Community colleges are also educating rapidly growing lower-income and Hispanic student populations and for millions of Americans represent their most promising path to education that leads to professional employment.

With four-year colleges and universities costing from $10,000-$60,000 per year

per student, community colleges are growing at over four times the rate of four-year colleges, serving as the most affordable option in higher education for millions of people in this country.

The growth in community colleges reflects a consensus in the public about the importance of higher education. The Gallup Organization and Lumina

Foundation recently released a poll showing 95 percent of Americans believe a college degree is important to financial security. "Practically everyone can see the link between having a college degree and economic stability. Recognizing and encouraging community college excellence is critical to helping more Americans get the skills they need, especially in difficult economic times," said Wyner.

The 10 community colleges selected to be finalists today reflect the diversity of America—from Mississippi Gulf Coast Community College to Florida's Miami Dade College (the largest institution in American higher education with nearly 100,000 students) and from Walla Walla Community College in Washington to Lake Area Technical Institute in Watertown, South Dakota. Other top 10 schools, besides WKCTC, include Mott Community College in Flint, Michigan; Northeast Iowa Community

College in Calmar, Iowa; Santa Barbara City College in Santa Barbara, California; Southwest Texas Junior College in Uvalde, Texas; and Valencia College in Orlando, Florida.

The Aspen Institute College Excellence Program had selected seven other KCTCS colleges among the nation's 120 best community colleges, the top 10 percent in the country. The colleges include Ashland Community and Technical College, Big Sandy Community and Technical College, Hazard Community and Technical College, Madisonville Community College, Maysville Community and Technical College, Somerset Community College, and Southeast Kentucky Community and Technical College.

The 10 finalists named from the 120 were selected by a nine-member Finalist Selection Committee, comprised of former community college presidents, respected researchers, and policy experts. They identified institutions that deliver exceptional and improving completion rates and labor-market and learning outcomes following a review of new data collected from applications submitted by eligible institutions in June.

Aspen's Wyner emphasized that this competition offers an unprecedented opportunity to spotlight and celebrate excellence at a time when community college success is more important to the nation than ever before. "It's pretty simple, but the stakes are high," he said. "In an era where a college degree is the ticket to the middle class, real educational opportunity for our citizens and real economic growth for our country will depend on our community colleges."
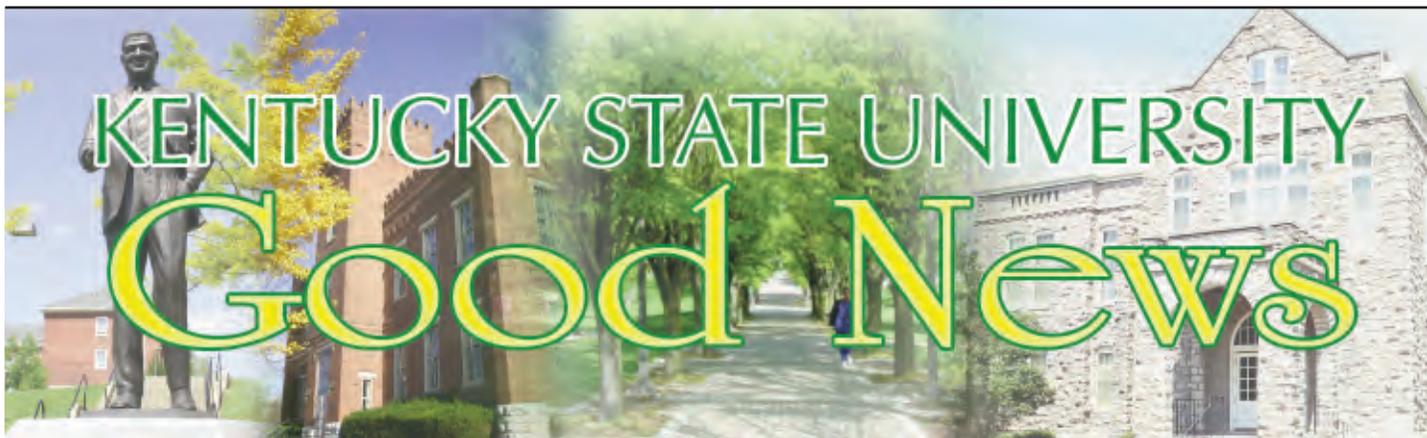
KSU Shoe Drive Results In Clean Water

Timothy Brown Jr.

Thousands of old shoes collected from the closets of Kentucky State University students and employees as well as Frankfort residents and local business patrons will result in cleaner water for Third World countries.

Timothy Brown Jr., a former graduate assistant in Land Grant, started a shoe drive during the 2011 spring semester with a goal to raise 2,000 pairs of shoes. He solicited help from local businesses, churches and youth groups, which placed collection boxes in their facilities.

Frankfort high school students also put on gloves and helped bag shoes at KSU's Cooperative Extension Building.

The shoes were donated to Louisville-based Edge Outreach, an international faith-based nonprofit organization. Funds generated from the export of shoes are used to purchase water purification systems for Third World countries. Every 2,000 pairs of shoes donated results in one water purification system.

Brown decided not to stop with the first 2,000 pairs. He later set a goal to raise more than 4,000 pairs of shoes. Then, once that goal was reached, he decided to continue to 8,000.

"We've had a sky is the limit approach," Brown said in June, just before leaving his position in Land Grant for a job at Fifth Third Bank in Louisville.

Brown graduated in May with a Master of Business Administration.

More than 7,000 pairs of shoes have now been collected for the shoe drive, which has continued under the direction of staff in Land Grant.

Edge Outreach Director Dee Dee Hurt said she's been blown away by Tim Brown and KSU's dedication to the project. Colleges and universities across the state have conducted drives for the organization but "not to the extent of Kentucky State University," she said.

"You guys have gone over and above," Hurt said. "It's been a real joy and pleasure to work with you guys."

Hurt was not yet sure, in early September, where the water purification systems from the KSU shoe drives would be placed. But she said water purification systems will include a marker with the university's name.

Brown said he will never forget the shoe drive project and the impact it had on saving and enhancing lives in underdeveloped countries.

"The project gave me a chance to open up people's minds to something they would have never seen on their own," Brown said.

Brown learned, through the shoe drive project, a number of grim statistics. For example, he said, 2,600 children die each day from drinking bad water.

"We never think of water as a privilege," he said. "But it really is."

Students Gain Rich Experience This Summer

Summer Transportation Institute participants watch a simulated rollover car crash.

Scott County High School freshman Shayla Boone climbed onto a rollover simulator parked at KSU's William Exum Center on one afternoon this summer and peered into the backseat of the car.

Boone and the other students in the Summer Transportation Institute had just watched as Kentucky Transportation Cabinet officials used the machine to mimic a rollover crash at 19 miles per hour. There were four dummies inside the vehicle – two wearing seatbelts and two without seatbelts.

Each summer middle and high school students visit KSU for the Land Grant Program's COLTS summer programs.

COLTS, which stands for Creating Opportunity for Leadership, Transformation and Scholarship, is composed of five summer programs: AgDiscovery, Pathways and Access to Careers in Technology, Research and Extension Apprenticeship Program, the Summer Transportation Institute and the Youth Entrepreneurship Program.

In 2011, more than 130 students participated in the summer programs.

Eleven students participated in the STI program for ninth- and 10th-graders interested in transportation.

After the rollover simulation, Boone reflected on everything she had learned thus far in the four-week program. Boone had more career options to consider because of STI. She said she was considering transportation as a possibility because of the program, although she'd also thought about becoming a pediatrician.

"I've got to experience a lot of things that I didn't know were out there," she said.

JoAna McCoy, the program director, said the institute attempts to broaden students' understanding of the transportation industry, which extends beyond becoming a car mechanic.

"A lot of times students don't know what's available to them career-wise," McCoy said.

The students participating in STI this summer also learned about how animals were transported during the World Equestrian Games at the Kentucky Horse Park in Lexington last year. They visited the site in Lexington where a diamond interchange was being constructed at a busy intersection, and they visited an aviation museum.

McCoy is also the director of the AgDiscovery program, which ran from June 12 through June 25 for students ages 14 to 17. The students traveled to multimillion-dollar horse farms, toured the Kentucky Derby Museum and dissected a pig.

"What we do is expose them to things that they may not get in their course work," McCoy said.

REAP attracts high school students from across the country and gives them an opportunity to work with researchers on campus.

"The purpose is to expose the students to the fundamentals of agriculture and to ultimately influence their decision to obtain a career in some area of agriculture," REAP director Shawn Moore said.

The PACT program, which is designed for students who have completed the fifth, sixth or seventh grades, and the Youth Entrepreneurship Program, for rising high school sophomore, junior and senior students, serve similar purposes.

Students in YEP are encouraged to become entrepreneurs, said Warren Moore, the program director. They attend a series of workshops on topics such as financial planning and the legal aspects of owning a business. The students create a business plan and do a commercial.

Move-In Day 2011 At Kentucky State University

Some students started decorating and organizing their rooms immediately after moving into residence halls at Kentucky State University on Aug. 17.

Kentucky State University football players helped students move into their dorm rooms during fall 2011 Move-In Day.

MSU ranked in the top for eighth consecutive year by *U.S.News*

Morehead State University has been recognized for the eighth consecutive year as one of the foremost public universities in the South in the 2012 edition of "America's Best Colleges" by U.S. News & World Report.

The newest rankings include MSU as 21st in the Top Public University-Master's/South division.

Long appointed to Board; New regents take oath

Gov. Steve Beshear has appointed Deborah H. Long of Lexington to a six-year term on the MSU Board of Regents.

Long succeeds Sylvia Lovely of Lexington, who had served since 2004.

A graduate of Louisville Waggener High School and the University of Kentucky, Long has more than 35 years in the food service industry.

At a special meeting of the Board of Regents held on August 25, she was sworn in with two other regents. Along with Ms. Long, the student representative Glenn L. Means of Mt. Sterling and faculty regent Dr. Ron Morrison were administered the "oath of office" by alumnus William Roberts of Morehead, District Judge for the 21st Judicial District, Division 1.

MSU dedicates $24 million Recreation and Wellness Center

Morehead State University President Wayne D. Andrews was joined on August 25 by members of the Board of Regents, students, faculty and staff, as well as local legislators and officials for the dedication of the Recreation and Wellness Center.

"This is an exciting project at MSU because it was conceived by students, planned by students and financed by students," said President Andrews, during the ribbon cutting ceremony. "We are confident that, in addition to providing our students with wholesome, healthy recreation, it will become a major recruiting tool for new students.

"I have traveled all over the country, there may be bigger facilities but none are better."

The center features a three-court gymnasium and fitness area with cardio and weight machines and free weights. The two-story building includes two racquetball courts, multipurpose rooms two classrooms, running track, wellness lab, running and cardio balcony, game room and lounge. The aquatics area has a competition-size pool that includes a vortex and zip line and a sun deck. A lighted outdoor sports field is in the front of the building to be used for some intramural and other recreational activities.

The grounds feature a custom-designed Outdoor Adventure/Challenge course, which is located in the right hand side of the main drive entrance.

Discussion of the center began in 2005 after President Wayne D. Andrews took office. A poll revealed that MSU students would be willing to pay higher fees to finance such a facility. It was authorized by the General Assembly and approved by Gov. Steve Beshear in early 2006 to be built with agency bonds.

Located on the east side of the valley fronting Eagle Lake, the new facility is environmentally friendly and LEED certified by the U.S. Green Building Council. It is the first LEED certified facility on the MSU campus and the first LEED certified student recreation center within the state.

"We can thank everyone in the world for this building, but at the end of the day, the people we need to thank are the students," said Jason Marion, former Student Government Association president. "Students from 2005 until now and in the future can know this is much more than a recreation center.

"We have a lot to be proud of at Morehead State. This was a great accomplishment by the students."

MSU focuses on "much more" diversity

During the summer, Morehead State University typically hosts more than 40 different camps. The Governor's Minority Student College Preparation Program (GMSCPP) and the 24th Annual Academic Proficient African-American High School Junior and Senior Conference were welcomed to MSU in June.

GMSCPP consisted of a one-week residential experience for 33 middle school students. The program began in 1986 to make students aware of the benefits of attending college, and to help prepare them to be successful, while emphasizing the importance of graduating.

Students are selected on a first-come, first-served basis, according to the Kentucky Council on Postsecondary Education website. Students took classes that were related to space science, math, chemistry and leadership. Transportation to Morehead State, meals, classes and social activities were provided at no expense to the students. MSU also worked in partnership with KCTCS schools in the region (Maysville, Ashland and Hazard). This year, GMSCPP students traveled to Western Kentucky University to attend the annual state-wide conference.

MSU also hosted the Annual Academic Proficient African American High School Junior and Senior Conference, sponsored by the Council on Postsecondary Education and the Kentucky Department of Education. Faculty, staff and administrators worked diligently to provide a rewarding atmosphere for more than 120 students; for many, this was their first time visiting campus.

MSU coined the Junior and Senior Conference the "WOW" conference because of activities that were planned for the weekend. Students took campus tours, viewed a laser show at the Space Science Center, and attended an Academic Fair. MSU President Wayne Andrews welcomed the students and Board of Regents chair John Merchant, an MSU graduate, offered remarks about going to college and pursuing goals. During the evening, students attended a concert, participated in activities, and enjoyed a firework show.

"MSU has received positive comments for the amazing work the University is continuing to accomplish," said Charles Holloway, chief diversity officer.

MSU wins 11th OVC Institutional Academic Achievement Awards

Eagle Athletics won the Ohio Valley Conference's Institutional Academic Achievement Award for 2010-11. It marks a league-record 11th time in 25 years that MSU has been awarded the OVC's highest academic honor.

The Eagles also had two sports (soccer and volleyball) honored with the Team Academic Achievement Awards, 15 student-athletes presented with the OVC's Medal of Honor and 91 student-athletes on the Commissioner's Honor.

"Our continued academic success is a testament to the dedication our student-athletes have to their education," said MSU Director of Athletics Brian Hutchinson. "They are as devoted to their studies as they are to their success on the playing field and this is a direct reflection of the dedication of our coaches and academic coordinator Valerie Ousley. I am absolutely thrilled that we have won the OVC Academic Banner for an 11th time and expect that our classroom behavior will put us in a position to continue this tradition."

The Institutional Academic Achievement Award is presented annually to the member institution with the greatest percentage of its student-athletes named to the OVC Commissioner's Honor Roll for that academic year. MSU has won the award in six of the past seven years.

The team awards use the same criteria as the institutional award, applying it to each sport. The Medal of Honor is given annually to the student-athlete who achieves the highest grade point average in a conference-sponsored sport.

To be listed, recipients must have achieved at least a 3.25 grade point average and have been eligible and on the team throughout the competitive season in their chosen NCAA-sponsored sport or sports.

MSU honors faculty with awards

Morehead State University honored five individuals during the University's Fall Convocation on Wednesday, Aug. 17.

The 2011 award recipients were: Dr. Philip Krummrich, chair of the Department of International and Interdisciplinary Studies, Distinguished Creative Productions Award; Dr. Scott A. Davison, professor of philosophy, Distinguished Researcher, and Dr. John Hennen, professor of history, Distinguished Teacher; Lisa Shemwell, projects manager in the Office of the Provost, Distinguished Staff Service Award; and Nathania Ann Bush , associate professor of nursing, received the Distinguished Faculty Service Award.

Once again, Forbes ranks Murray State among "America's Top Colleges"

Forbes has recognized Murray State University for the fourth consecutive year on its 2011 America's Top Colleges list. In addition to landing on the "Top Colleges" listing, Murray State was also designated one of "America's Top 100 Best College Buys." Murray State has appeared among the top colleges, scoring above any other Kentucky public regional university, since the ranking list began. MSU is the only Kentucky public school included as a "Best Buy," and has been for the three years Forbes has ranked this particular category.

Fundraising campaign goal surpassed

Murray State's comprehensive campaign roared past its original goal of $60 million with $61.4 million raised to date and 15 months to go in the program. The celebration for *Hold Thy Banner High: The Campaign for the Students of Murray State University* will be held during Homecoming 2012, but with still more to accomplish, university officials are stretching the goal to $70 million. The university set a new annual record in the past year with more than $10.4 million raised. Gifts included charitable donations from CFSB banking, the Hutson family and others. Generosity came from on campus as well with MSU's faculty and staff contributing more than $687,000 during this campaign.
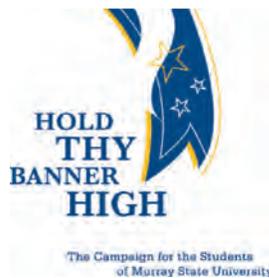
Dunn becomes first university president on ITGA board

Dr. Randy J. Dunn, MSU president, has been named to the International Town & Gown Association (ITGA) board of directors. Dunn's term is for two years. He is the first university president to serve on the 16-member board. He was appointed to the ITGA President/Mayor Advisory Committee, a group that collaborates with the National League of Cities. Murray State is a founding member of ITGA, which is housed at Clemson University in South Carolina. The ITGA strives to become the primary information resource point for common issues between colleges and universities and the communities in which they are located.

Murray State recognized as a great place to work

Murray State University is one of the best colleges in the nation to work for according to a survey by *The Chronicle of Higher Education*. The results, released in *The Chronicle's* fourth annual report on The Academic Workplace, are based on a survey of nearly 44,000 employees at 310 colleges and universities. This year represents the second time Murray State has participated in the survey and marks MSU's appearance as one of only 111 institutions to achieve "Great Colleges to Work For" recognition for specific best practices and policies. Recognized in the Leadership and Professional categories, MSU was noted specifically for being outstanding in "Confidence in Senior Leadership" and "Professional/Career Development Programs."

A Prairie Home Companion comes to MSU

Longtime popular radio variety show, *A Prairie Home Companion*, will visit Murray State's campus on Nov. 5 for a live taping. Host Garrison Keillor will bring the show's particular brand of down-home entertainment to western Kentucky. Murray's NPR radio station, WKMS, is sponsoring the event in partnership with the university's CFSB Center.

Connecting through smart phone app and iTunes U

Staying connected with MSU online and on the go is easier than ever. Murray State has revamped its iPhone app, and along with the roll-out, Murray has also been added to the list of forward-thinking colleges on iTunes U, an innovative way to get content into the hands of students, alumni and friends of MSU wherever they live.

MSU board chair heads revitalization committee

Murray State University regent Dr. Constantine "Deno" Curris is chairing the West Virginia University Institute of Technology Revitalization Team that was appointed by the West Virginia Higher Education Policy Commission to assess various areas of the WVU campus.

Advancing the Connected Warrior program

A new program will be offered to veterans and their spouses in the form of a yoga class aimed directly at helping returning soldiers. The program, Connected Warrior, is based out of Boca Raton, Fla. Training for yoga instructors was recently held on Murray State's campus.

Maya Angelou lectures at Murray

The Murray Reads Maya initiative continued with a visit by author Maya Angelou at the CFSB Center on Murray State University's campus on Aug. 24. Angelou is a poet, educator, historian, bestselling author, actress, playwright, civil rights activist, producer and director. Angelou previously visited Murray in 2004, speaking to a large audience from around the region in the CFSB Center (formerly the RSEC). Participants in this year's Murray Reads Maya program were encouraged to read books, including something written by Maya Angelou, and to use the Murray Reads Maya website (murrayreads.org) as a resource to find out about special events and to announce books they had read. Murray Reads encourages literary reading, enriches the cultural opportunities in the area and strengthens the reading community in western Kentucky.

Roundabout U — three weeks in China, two shows

It was a road show for *Roundabout U* anchors Sarah Clark and Jim Carter for two weeks as they "discovered" China and its connections on the other side of the world with Murray State University. Carter and Clark experienced the Asian culture in 21 days, nine flights, one overnight train and five cities, returning to the states with two special editions of *Roundabout U*. They spent time with the Discover China program from Murray State, which gave them the opportunity to see one of the Seven Wonders of the World — The Great Wall of China — and spoke to Chinese students who had recently returned to their home country after spending a year at MSU. The also interviewed American faculty at Qingdao Agricultural University to learn more about teaching in China and saw China's famed Terracotta Warriors.

MSU assists Belize in promoting music education for youngsters

MSU, with the help of Kentucky high school marching bands, are helping schoolchildren in Belize to "take the field" in bands of their own. Five sets of band uniforms were donated by high schools in Trigg County, Russellville, Bardstown and Rockwood, and the Southwind Drum and Bugle Corps based in Lexington, Ky. Murray State's band program coordinated the effort and donated drums that were no longer in use.

Undergrads participate in summer research at Marshall University

Fifteen undergraduate students from nine institutions spent their summer doing biomedical research at Marshall University's laboratories. Murray State's Amber Mills from Carbondale, Ill., was one of those chosen students.

MSU professor's research gains attention of British publication

Dr. Kathy Callahan, assistant professor in the department of history at MSU, had an article accepted for future publication in the *London Journal*. Her article, "On the Receiving End: Women and Stolen Goods in London 1783-1815," examines women indicted for receiving stolen goods and how familial relationships and employment played into women's perpetration of the crime. The scope of the *London Journal* is broad, embracing all aspects of metropolitan society past and present, including comparative studies.

GOLD RUSH

SEPT. 2011 N O R T H E R N   K E N T U C K Y   U N I V E R S I T Y

AMERICA'S
BEST
COLLEGES
Forbes | 2011

GO FIGURE

7000

That's how many applications NKU received for the fall semester. Ten years ago, NKU received about 3000 applications.

2200

That's how many of those applicants were accepted and enrolled at NKU this fall.

10%

That's how many of NKU's incoming freshmen have more than a single ACT score deficiency this fall. It is the most academically prepared freshman class in NKU history.

PRESIDENT VOTRUBA TO RETIRE

NKU President James Votruba capped off his annual State of the University Address by announcing he will retire following the 2011-12 academic year.

Votruba, who became NKU's fourth president in 1997, is Kentucky's longest-serving public university president and has served longer than any other NKU president.

He said the time is right for him and wife Rachel to strike a more reasonable balance between work and family life. "I think the timing is good for a transition," he said. "The university is very strongly positioned both academically and financially."

During Votruba's tenure, NKU has seen unprecedented growth. Student enrollment has climbed by 34 percent since his arrival, from 11,785 in 1997 to nearly 16,000 today. During that time, the university has added 19 bachelor's degree programs (for a total of 70), 42 master's or graduate certificate programs (for a total of 49) and two professional doctoral programs.

"My proudest accomplishment is the emergence of the university as a fully mature metropolitan university," Votruba said. "Fourteen years ago we were both a community college and a four-year university. Today we are in terms of the breadth of our curriculum, the quality of our faculty and students, our physical facilities, our budget – we are in every respect a mature metropolitan university."

He said NKU's focus this year will be to prepare for the presidential transition, implement a new academic advising system, enhance many of the university's business processes, consolidate various planning platforms and make the move to Division I athletics.

PINPOINTS

ELLIOT COUNTY

KATHERINE WHITE is a sophomore business/education major from Sandy Hook, Ky. A transfer student from Midway College, Katherine graduated from East Carter High School in 2009. Katherine says what she enjoys most about attending NKU is the education she's receiving. As a business/education double major, her studies keep her pretty busy, but she also enjoys taking advantage of NKU's health center and says she's looking forward to getting involved in intramural basketball. She hopes to become a teacher after she graduates from NKU. Katherine is the daughter of Dave White and Nancy White.

COLLEGE CORNER

INFORMATICS

On October 10, NKU will celebrate the opening of a facility that has been called everything from a game-changer to the physical embodiment of a social network.

Griffin Hall, the stunning new home of the College of Informatics, has captured imaginations since its first rendering years ago.

One feature is a Digitorium that allows exploration of large-scale digital technology in a classroom, meeting space or auditorium setting. Its digital wall allows the space to digitally connect to ideas, information and other areas throughout the building. And it opens a window to virtually anywhere in the world.

Want to learn more about Griffin Hall? Visit informatics.nku.edu or, better yet, visit NKU Oct. 10 for the grand kickoff of a semester of informatics celebration.

NKU FACULTY LEADS INNOVATIVE DEVELOPMENT SEMINAR

Last month, NKU faculty organized a professional development conference at NKU's METS Center for Corporate Learning to share best teaching practices and discuss education issues.

Dr. Alar Lipping, president of the NKU Faculty Senate, said most contemporary professional development conferences largely focus on using technology in the classroom. This one was different.

"We have a lot of good faculty hired as consultants at public schools doing cutting-edge stuff on teaching and learning," he said. "Why not use the expertise of our faculty."

The lone guest speaker was Syracuse University Professor Vincent Tinto. All of the other presenters were members of the NKU faculty, who led five 55-minute sessions on topics such as: embracing diversity, ensuring a positive learning environment, online teaching, engaging students, facilitating classroom discussion, and creative evaluation of teaching.

Carole Beere, chair of the planning committee, said the conference was designed to give faculty members "new ideas they can implement with their students and motivate everyone to do their best work."

THE SCOREBOARD

NKU volleyball returns all six starters from last season's 20-14 squad that advanced to the NCAA Division II Tournament. The Norse were picked to finish third in the Great Lakes Valley Conference East Division preseason poll.

Setter Jenna Schreiver earned both All-GLVC and All-Midwest Region accolades last year. All-GLVC standouts Shelby Buschur, Noelle Peterson and Sarah Drennen also return.

The Norse have won at least 20 matches for 18 consecutive seasons.

FACULTY FOCUS

NKU professors Dr. Jonathan Thomas and Dr. Sara Eisenhardt have been awarded a $60,475 grant from the National Science Foundation to research how elementary teachers are prepared to present mathematics to students across Kentucky.

The two-year project has the potential to shift the paradigm of undergraduate teacher preparation to a focus on mathematics teaching that is consistently informed by children's mathematical thinking and the complexities of mathematics content.

Research will use a module developed by Thomas, Eisenhardt and others around the state based on professional literature in the areas of professional noticing and the Stages of Early Arithmetic Learning (SEAL). More at **www.kentuckymathematics.org**.

BRIEFS

CHASE COLLEGE OF LAW A 2011 'BEST VALUE'

The NKU Chase College of Law has again been honored as a "Best Value" law school of 2011 *by the National Jurist.*

Chase is one of just 60 law schools nationwide to receive the honor, which uses a two-year average for both bar passage rate and student employment percentages. It also considers in-state tuition and average student debt in compiling the list of the nation's best values in legal education.

"We're proud the National Jurist recognizes what a tremendous value Chase offers students," said NKU President James Votruba.   **MORE: tinyurl.com/ChaseValue**

ODYSSEY OF THE MIND WORLD CHAMPIONS

An NKU Odyssey of the Mind team has brought home a world championship. The international educational program provides creative problem-solving opportunities for students from kindergarten through college.

"The founder of Odyssey of the Mind came up to us personally at the awards reception and told us that he thinks that it was the first time that any team in Kentucky had ever actually won a first-place title in the world finals competition," said Joseph Fons, a communication studies major. "That's pretty cool for NKU."

MORE: www.odysseyofthemind.com

TWELFTH ANNUAL ALUMNI LECTURE

Robert Gibbs, former press secretary for President Barack Obama, and Dana Perino, press secretary for George W. Bush, will highlight the twelfth annual NKU Alumni Association and Fidelity Investments Alumni Lecture Oct. 12 at 7 p.m. in the Student Union Ballroom.

"Gibbs and Perino are intelligent and highly entertaining speakers who've had a front seat to some of our nation's most historic moments," said John Lucas, chair of the organizing committee. "With their sharp wit and deep insights…we're in for a real treat."   **MORE: alumni.nku.edu**

SIX-YEAR GRADUATION RATE CLIMBING

With admission standards in place and a strong focus on student success, NKU has seen great progress in its six-year graduation rate in recent years.

In fact, President James Votruba reported during the 2011 Fall Convocation that in just the past two years, NKU's six-year graduation rate has increased nearly five percent. "Rarely does a campus make such progress in such a short period of time," he said, "and we expect these numbers to continue to increase in the coming years."

MORE: tinyurl.com/2011Convo

ALUMNI NEWS

Give her a little time and clinical psychologist Dr. Liza Siegel ('84) can give you a pretty good idea how well you'd fare on *Survivor.* Or *The Apprentice.* Or your job or in a committed relationship. As a consulting psychologist for such television shows, she is one of the foremost experts in predicting individual personality and behavior and provides onsite support for eliminated contestants. "It's been exactly 10 years from when I started working in Kenya on my first season of *Survivor*," Siegel says. "What you are trying to do is make sure that it's a healthy, safe experience for a person who is going on the show."

Recently, Siegel coauthored *Therapeutic Feedback* with the MMPI-2, a book geared toward psychology students and professionals about interpreting the widely used MMPI-2 personality assessment tests.

UK Receives $20 Million Clinical and Translational Sciences Award

The National Institutes of Health, the largest government funding source for biomedical research in the United States, has awarded $20 million to the University of Kentucky to move research discoveries to health care solutions more quickly.

The five-year funding, awarded through the NIH's institutional Clinical and Translational Science Awards (CTSA) program, is the largest research funding award received by UK and will be used to support research at UK's Center for Clinical and Translational Science, making it part of a select national biomedical research consortium.

NIH launched the CTSA program in 2006 to encourage collaboration across scientific disciplines and spur innovative approaches in tackling research challenges. The 2011 CTSAs expand consortium representation to 30 states and the District of Columbia. The UK Center for Clinical and Translational Science is the only designated CTSA in Kentucky.

Currently, UK's translational research center, established in 2006, is a collaboration of more than 200 individuals from 12 UK colleges, several senior administrative units and all components of UK HealthCare across the Commonwealth.

CTSA funding will be used to support essential infrastructure including the Clinical Research Development and Operations Center, where patients participate in clinical research studies. It also will be used for educational programs for future investigators, for community engagement, to fund research pilot grants and for an informatics program.

UK Sanders-Brown Center on Aging Receives $7 Million from NIH

University of Kentucky officials recently announced that the UK Sanders-Brown Center on Aging Alzheimer's Disease Center is receiving more than $7 million from the National Institute on Aging, a division of the National Institutes of Health, to continue and further research and clinical initiatives geared toward treating Alzheimer's disease.

-continued

www.uky.edu   www.uky.edu/UKNow   www.seeblue.com   www.uky.edu   www.uky.edu/UKNow   www.
eeblue.com   www.uky.edu   www.uky.edu/UKNow   www.seeblue.com   www.uky.edu   www.uky.edu/
311

Sanders-Brown, continuted

In 1985, the UK center was among the first 10 federally funded Alzheimer's Disease Centers in the U.S. and has been continuously funded by NIH. The award will be for a five-year funding period through 2016.

"Recognized by continued federal funding from the National Institutes of Health, the Sanders-Brown Center on Aging Alzheimer's Disease Center is one of the University's outstanding centers of international excellence," said UK President Dr. Eli Capilouto.

The faculty of the Sanders-Brown Center on Aging and the UK Alzheimer's Disease Center are leaders in the detection of early neuropathological changes in the brain accompanying diminished cognitive abilities associated with Alzheimer's. UK also is home to an extensive research program involving brain donors both with and without Alzheimer's disease.

In addition to research programs, the Sanders-Brown Center on Aging offers outreach, education and support related to Alzheimer's disease and other age-related conditions.

UK Celebrates Launch of new UK Core

The idea of preparing students with the critical thinking skills they need to succeed in a competitive global economy plays a central part in UK's new general education requirements, also known as UK Core.

UK Core, which is fully integrated into all undergraduate degree programs as of the fall 2011 semester, is a course of study that all students, regardless of major, must complete, replacing the University Studies Program requirements that UK has had in place since the mid-1980s.

UK Core curriculum requirements have decreased from 42 hours to 30, which will be a great help to students finishing their degrees on time. These 30 hours do promise to be more challenging and engaging than general education classes of the past. UK Core is based upon four learning outcomes:

- A student's understanding of and ability to employ the processes of intellectual inquiry.
- Building strong written, oral and visual communication skills — both as producers and consumers of information.
- The ability for students to make informed data-driven decisions.
- An understanding of the complexities of citizenship and the process for making informed choices as engaged citizens in a diverse and multilingual world.

More than 120 UK faculty members have been involved in the process, from evaluating USP, to creating learning outcomes and then turning those broad concepts into undergraduate classroom curriculum.

KNow   www.seeblue.com   www.uky.edu   www.uky.edu/UKNow   www.seeblue.com   www.uky.edu
ww.uky.edu/UKNow   www.seeblue.com   www.uky.edu   www.uky.edu/UKNow   www.seeblue.com   w

312

Dr. Edward Halperin, Dean, School of Medicine (left) and UofL Executive Vice President of Health Affairs, Dr. David L. Dunn

UofL, Baptist Hospital East expand relationship

The University of Louisville and Baptist Hospital East have agreed to expand area access to UofL obstetricians and gynecologists. The agreement ensures UofL faculty will continue to provide the community the full range of reproductive services following the merger of University Hospital, Jewish Hospital & St. Mary's HealthCare and Saint Joseph Health System.

Edward Halperin, dean of the School of Medicine said, "We are expanding this partnership to meet the reproductive health needs of the women and men of the region regardless of their ability to pay. In December 2010 I promised that, as a condition of the proposed hospital merger, we would maintain a full range of clinical reproductive services and a fully accredited obstetrics-gynecology residency program. We are keeping our promise."

"People throughout Louisville recognize Baptist Hospital East for the high quality care provided, especially related to obstetrical care," said Sharmila Makhija, chair of the Department of Obstetrics, Gynecology and Women's Health at the University of Louisville. "My colleagues are excited about the opportunity to expand on the relationship we have as we meet all the health care needs for the women of Louisville."

Women receiving prenatal care through UofL faculty will continue to be seen at current clinic locations. In consultation with her physician, any woman planning to have a tubal ligation following the birth of her child, whether vaginally or via cesarean section, will deliver at Baptist Hospital East. Additionally, any woman wishing to have a tubal ligation not associated with a delivery will have the procedure at Baptist Hospital East. In accordance with current state law, a woman must provide at least 24 hours notice to her physician that she wishes to have a tubal ligation, whether or not it is associated with the delivery of a child.

"In cases of premature delivery or emergency cesarean section, standard of practice is that physicians have a discussion with the woman after the crisis of the emergency birth and/or associated health concerns of the baby have passed," Makhija said. "In cases where, after the crisis has passed and in consultation with her physician, a woman wishes to proceed with a tubal ligation, the procedures will be scheduled at Baptist Hospital East."

Merger Update

In early August, leaders from the partner and sponsor organizations met with state and local government leaders to discuss the benefits of the pending merger including the expanded Academic Health Center in Louisville, and increased access to physicians and advanced medical care across the Commonwealth.

A week later, merger leaders appeared before a Joint Interim Subcommittee on Health and Welfare to outline details such as history, vision, challenges, solutions and benefits – and to address meaningful questions regarding the merging of three distinct organizational cultures. Throughout August, partner representatives met with multiple business, civic and faith-based groups to present the case for merger and to answer questions, allowing for additional understanding and community input.

On August 31, UofL President James Ramsey, University Hospital CEO James Taylor, Jewish Hospital and St. Mary's Healthcare CEO David Laird and Saint Joseph Health System CMO Dan Varga and others met with the editorial board of *The Courier-Journal*. (Watch the video at http:www.livestream.com/cjnews/folder.) While the editors and merger leaders agreed they will continue to disagree on some issues, the meeting provided all parties an opportunity to address the topic in a comprehensive and forthright manner.

Watch the video at livestream.com/cjnews/folder

A Letter From the President

Dear Friends and Family of UofL,

We're number four in the nation! And in this case, that's an extraordinary ranking. What I'm talking about is the *Chronicle of Higher Education*'s recent ranking of the colleges with the biggest percentage gains in federal funds for research and development in science and engineering from 1999–2009. According to the *Chronicle*, the University of Louisville had $72 million in federal R & D funds (adjusted for inflation) in 2009, a 263 percent increase! That is spectacular! The head of the National Institutes of Health, Frances Collins, recently visited UofL and commended us on our striking progress (http://louisville.edu/uofltoday/campus-news/nih-director-praises-uofl).

But the dollars tell only part of the story, a small part. It's what UofL is doing with that money that's truly exciting. As you'll see and hear in my State of the University address on September 13, our researchers are changing and improving lives across Kentucky and the U.S. You'll hear from Rob Summers, a former Oregon State University baseball player who became a paraplegic as a result of a hit-and-run accident and how he's now able to stand and, hopefully, walk one day as a result of the groundbreaking spinal research being done by Susie Harkema. You'll hear from Mike Jones of Jefferson County, whose damaged heart is rebuilding itself with his own adult stem cells courtesy of Dr. Roberto Bolli's team of researchers.

These are the stories I love to tell and these are the kinds of stories all of us at UofL are proud to share. We wouldn't be telling them without funding – funding that we're aggressively pursuing, and receiving, because of the outstanding work of UofL faculty – work that's changing lives.

James Ramsey

Chandrashekhar Pendyala, graduate student at UofL's Conn Center for Renewable Energy Research, studies the use of sunlight to generate hydrogen by splitting water.

Advancing the search for inexpensive, clean energy

Scientists at UofL and the University of Kentucky are collaborating on clean fuel initiatives, with U.S. Department of Energy funding. Chemical engineering professor Mahendra Sunkara and graduate student Chandrashekhar Pendyala at UofL's Conn Center for Renewable Energy Research, and professors Madhu Menon and R. Michael Sheetz at the UK Center for Computational Sciences, are leading research into using sunlight to generate hydrogen from water. *The Physical Review Journal* published their findings earlier in August. (Phys Rev B 84, 075304).

Pure hydrogen gas is not found in free abundance on Earth and must be manufactured by unlocking it from other compounds. Through a process called photoelectrochemical (PEC) water splitting, the team has found that an alloy of antimony (Sb) and gallium nitride (GaN) helps sunlight split water molecules into hydrogen and oxygen. Once they are separate, hydrogen can be collected. The GaN-Sb alloy has the potential to convert solar energy into an economical, carbon-free source for hydrogen, Sunkara said.

The alloy material is the first simple, easy-to-produce substance to be considered a candidate for PEC water splitting, and once it is widely available, it could conceivably be used to make zero-emissions fuel for powering homes and cars and to heat homes.

UofL by the Numbers

The *Chronicle of Higher Education* recently put out its almanac edition. UofL was listed as:

▶ The top cash fund raiser in Kentucky **($70,644,991)**

▶ **#4** in the United States in percentage gains for federal funds for research and development in science, engineering, (adjusted for inflation) between 1999 and 2009

▶ **One of 28 colleges in the country** that saw its federal science funds double between 1999 and 2009

▶ Being among the **Top 100** for overall endowment

Nucleus celebrates growth

Nucleus, an economic development initiative of the University of Louisville Foundation, celebrated the near-capacity leasing of its Innovation Park-Jefferson Street location last month.

"It isn't enough just to conduct research. We have to translate that research into real-world applications that spur economic growth and improve the quality of life for people in the community and the state. That's what Nucleus is all about," said President James Ramsey at the event. "When the UofL Foundation created Nucleus, we committed to providing space and support for companies that want to bring their new ideas and technologies to the marketplace."

With the addition of six new companies and the expansion of another, the former MedCenter 3 is nearly full, with about 130 employees in the building, according to Nucleus CEO Vickie Yates Brown. The heightened interest in the location, she said, is evidence that Louisville is becoming a hub for entrepreneurs and companies built on innovation.

Companies in Nucleus Innovation Park-Jefferson Street range from health sciences and nanotechnology applications to energy research, to career assistance for military veterans. They include: Advanced Energy Materials Inc.; Kentuckiana Medical Reciprocal Risk Retention Group; LifeTouch Technologies, LLC; Louisville Bioscience Inc.; PGXL Laboratories; Pharmaron; PRFusion; Regenerex; Synergy/Dev LLC; The Company Leader; The Iasis Group Inc.; TNG Pharmaceutical; University Physicians' Associates; Edumedics; International Center for Long Term Care Innovation (InnovateLTC); MetaCyte Business Lab; Nucleus; UofL Office of Technology Transfer; GLI's EnterpriseCORP; and, Sickle Cell Association of Kentuckiana.

NIH director commends UofL

Francis Collins, director of the National Institutes of Health, spoke in Louisville on Aug. 25 about the importance of NIH funding to UofL and other institutions, before leading a public forum on the future direction of biomedical research. Collins, a guest of Sen. Mitch McConnell, U.S. Senate Republican Leader, noted NIH funding this year supports about 2,000 jobs in Kentucky and the agency has awarded $143 million to the Commonwealth, with $48 million coming to Louisville.

Coincidentally, Collins' visit came on the same day that the *Chronicle of Higher Education* ran an article on the top 100 universities in largest percentage gains in federal funding for research and development in sciences and engineering for the period 1999-2009.

UofL ranked fourth on that list with an increase of 263.1 percent over the decade. The university had $20 million in federal funds for science research in 1999

and $72.7 million in 2009. "You should be proud of the trajectory those research dollars are on," Collins told President James Ramsey and others at the event.

The increase in securing the federal science funding is a testament of the university's leadership, according to Collins, who also said he was impressed by UofL's focus on translational research – that is, getting discoveries from the lab to the bedside. UofL is one of 28 colleges and universities to double federal sciences monies in a decade, according to the *Chronicle*.

WKU President Gary Ransdell (left) and Bowling Green Technical College President Nathan Hodges signed a joint admissions agreement on Aug. 9 at BGTC's Kentucky Advanced Technology Institute Campus.

WKU, Bowling Green Technical College sign joint admissions agreement

WKU and Bowling Green Technical College signed a joint admissions agreement in August that will offer students a seamless path to a four-year degree. The initiative will allow students to jointly enroll at both institutions, giving them access to more resources and create a smooth transfer process.

"The heart of the agreement creates the foundation for future students to begin their higher education journey at BGTC and successfully transfer to WKU," said BGTC President Dr. Nathan Hodges.

"WKU is pleased to partner with BGTC and the Kentucky Community and Technical College System on this important initiative to ensure that Kentucky's students have the best possible opportunity to attain a bachelor's degree," said WKU President Gary Ransdell. "BGTC students who are jointly admitted will be on track to complete a four-year degree from the first day and can begin to take advantage of student services and activities that are available to all WKU students."

WKU has similar agreements with Henderson, Hopkinsville and Madisonville community colleges and Owensboro Community and Technical College. See http://wkunews.wordpress.com/2011/08/09/wku-bgtc-agreement/

Supercomputer boosts research power

The computing power available at WKU is getting supersized. WKU's Ogden College of Science and Engineering received $2.379 million in 2009 from the U.S. Department of Education for the installation of the High Performance Computing Center and the Lost River Data Center in the WKU Center for Research and Development. WKU provided an additional $50,000.

In August, representatives of PSCC Labs of Lake Forest, Calif., delivered and installed the nine racks of processors and other equipment that include 3,256 physical Intel cores, 3,256 virtual cores and 7,168 nvidia Tesla GPU cores providing a maximum performance of 55 terra flops. That's 7,000 times more powerful than the average laptop. It allows WKU to offer a powerful combination of research and data support tools to WKU, other universities and industries around the country. For more, see http://wkunews.wordpress.com/2011/08/11/supercomputer/

Dr. Claire Rinehart, (left) co-director of WKU's High Performance Computing Center, and Tony Perrella of PSCC Labs move one of the units during installation of a supercomputer at the Center for Research and Development.

Honors College students earn awards

Two students in the Honors College at WKU have earned prestigious awards.

Senior Sara Moody of Warsaw, Ky., received a Foundation for Global Scholars award that funded a social work internship in India this summer and complemented her earlier international experiences. Moody previously won an award from the Foundation for Global Scholars to study in China. Before returning to WKU to begin her senior year, Moody completed her internship with the Madras Christian Council of Social Services in India planning advocacy and group therapy sessions for the Human Trafficking program in addition to taking an experiential course at the Foundation for Ecological Research Advocacy and Learning in India. For more on Sara, see http://wkunews.wordpress.com/2011/09/06/moody-award/

Honors students Sara Moody and Clarice Esch.

Junior Clarice Esch of Somerset, a recent graduate of the Carol Martin Gatton Academy of Mathematics and Science in Kentucky, received a Greater Research Opportunity Fellowship by the United States Environmental Protection Agency (EPA). For the next two years Esch will receive nearly $50,000 in financial support, including a stipend, tuition payment, and an allowance for educational expenses, from the EPA as she completes her degree. As one of almost 40 students from around the country to receive this award, Esch will also receive funding for an internship between her junior and senior years. For more on Clarice, see http://wkunews.wordpress.com/2011/08/12/esch-fellowship/

Foster selected as president-elect of state climatologists' organization

Dr. Stuart Foster is president-elect of the American Association of State Climatologists (AASC). Dr. Foster is the state climatologist for Kentucky, director of the Kentucky Mesonet and the Kentucky Climate Center, and professor of geography at WKU. After serving in this position for one year, Dr. Foster will begin a two-year term as AASC president beginning in July 2012. See http://wkunews.wordpress.com/2011/08/30/foster-aasc/

Study shows WKU has major impact on Warren County economy

WKU's impact on Warren County's economy goes far beyond money students and employees spend on food, housing and entertainment, according to a study from WKU's Center for Applied Economics.

Directly and indirectly, WKU accounts for about 26 percent of expenditures ($672 million), 14 percent of the jobs (6,600) and 10 percent of the earnings ($252 million) in Warren County, according to the report prepared by Dr. Brian Goff and Dr. Catherine Carey, co-directors of the center in the Gordon Ford College of Business. See http://wkunews.wordpress.com/2011/07/28/economic-impact/

Energy saving plan allows WKU to do more while using, spending less

When it comes to utilities, a combination of energy saving initiatives has allowed WKU to do more while using, and spending, less. Over the summer, WKU adjusted hours of operation to reduce cooling demand during peak usage hours. This, along with efforts to reduce energy consumption through an Energy Savings Performance Contract (ESPC), resulted in a 16.2 percent reduction in electrical usage compared to the summer of 2010. The savings is more significant since the square footage being serviced increased almost 2.8 percent with the addition of Gary A. Ransdell Hall.

By comparing electrical bills for the two summers, WKU saved $160,802. However, if WKU had used the same amount of electricity, it would have paid $271,253 more in 2011 because of the increase in cost per kilowatt-hour. See http://wkunews.wordpress.com/2011/08/24/energysavings/

WKU's Class of 2015 urged to 'finish' during Assembly

At 3,475 members, the Class of 2015 is one of the largest freshman classes at WKU. President Gary Ransdell wants it to be the largest graduating class as well. Dr. Ransdell, senior running back Bobby Rainey and others urged many of the class at Freshman Assembly to finish their college educations and earn degrees. Rainey said his educational experience at WKU has taught him skills that will last a lifetime. And while he's more widely know for his accomplishments on the football field, Rainey said, "my proudest moment as a WKU student will be when I receive my diploma this December." See http://wkunews.wordpress.com/2011/09/06/freshman-assembly-2011/

AIKCU
Association of Independent
Kentucky Colleges & Universities

News from the Association of
Independent Kentucky Colleges and Universities
September 2011

New study reveals Campbellsville University has over $93 million economic impact in Taylor County

Campbellsville University has an overall economic impact of $93 million in Taylor County, according to a new study completed by Younger Associates of Jackson, TN. The study shows that Campbellsville University generates more than $1.3 million in local tax revenues and 1,258 total jobs (457 direct and 801 indirect). One out of every 10 jobs in Taylor County is supported by CU-related operations. Campbellsville students spend over $17 million in the local economy each year. To learn more CU's impact on the local economy, visit http://www.campbellsville.edu/09092011economicimpact.

Berea College ranked #1, other AIKCU members recognized for contributions to public good by Washington Monthly

Berea College has been ranked the #1 liberal arts college in the country by *Washington Monthly* magazine. The *Washington Monthly* rankings are the only college rankings focused exclusively on institutions' contributions to the public good. The rankings focus on three core metrics: social mobility (admitting and graduating low-income students), research and Ph.D. production, and community service.

In addition to Berea College's #1 ranking in the liberal arts category, other AIKCU institutions recognized by Washington Monthly include: **Centre College** (38), **Lindsey Wilson College** (93), and 5 others in the top 200 in the liberal arts category; **University of the Cumberlands** (27) and four others in the baccalaureate college category; **Union College** (53) and **Bellarmine University** (170) in the master's university category; and **Spalding University**, ranked 83 among national universities.

UPike partners with Morehead and UK to improve dental health in rural Kentucky

Governor Beshear recently announced the Appalachian Rural Dental Education Partnership, an effort by the University of Pikeville, Morehead State University and the University of Kentucky to improve dental care in rural Kentucky. The $650,000 effort, funded by an Appalachian Regional Commission Grant and the participating institutions, will send UK students to the partner schools for education and encourage them to start private dental practices in the region.

317

St. Catharine partners with local school district, ECTC-Springfield to create early college

St. Catharine College has partnered with the Washington County school system, Elizabethtown Community & Technical College – Springfield Campus, Marion County Area Technology Center, Advance Kentucky, and the Kentucky Department of Education to implement one of the most innovative high school college and career readiness systems in Kentucky. The new Washington County Early College Program will assist high school students in becoming college and career ready. Students who complete the Early College Program will be able to graduate from St. Catharine College with either an Associate of Arts (AA) degree in Liberal Arts or an Associate in Applied Science degree (AAS) in Early Childhood Education at the same time they earn their high school diploma.

To prepare for this innovative program, Washington County teachers worked throughout the spring and summer to develop and implement a new curriculum aligned to Kentucky's new Core Academic Standards as well as to the College Board's Advanced Placement standards, the ACT's Quality Core standards, and the course syllabi and expectations of ECTC and St. Catharine. Students in their junior or senior year of high school will have the opportunity to participate in classes led by adjunct college faculty as well as by college professors while the students work to achieve college credits that will place them semesters as well as dollars ahead of their teenaged peers.

Kentucky Wesleyan receives $600K NSF award to increase STEM achievement among under-represented students

The National Science Foundation recently awarded **Kentucky Wesleyan College** a $600,000 grant to increase the number of academically talented and financially needy first-generation college students, women and racial/ethnic minorities achieving success in STEM careers. The award will be used to fund scholarships for 39 students: 21 transfers and 18 incoming freshman. In addition to the financial support, KWC will work to improve retention through additional experiential learning opportunities, mentoring, career counseling, and other services. The first 13 students will enroll in fall 2012.

Bellarmine, Lindsey Wilson open fall semester with new facilities

Bellarmine University recently completed its transformation into a primarily residential campus with the culmination of the fourth and final phase in its five-year, $37.3 million Siena Housing Project. Siena Terzo, the new residence facility, cost $11.5 million and features more than 50,000 total square feet, 128 beds, a new outdoor green space, and a 200-seat dining hall.

Lindsey Wilson College opened the semester with a new 156-bed residence hall and a new classroom building that houses LWC's baccalaureate nursing program and nationally accredited School of Professional Counseling. The 26,000-square-foot, two-story building, which cost about $3 million to build, sits next to the Jim and Helen Lee Fugitte Science Center, creating a science village on LWC's A.P. White Campus.

Marriott Griffin Gate Resort
Lexington, KY

Directions

VIA I-64 East

I-64 East / I-75 South
At exit 115, take ramp right for KY-922 toward Airport / Lexington / Martha Layne Collins
Bluegrass Parkway
Bear right onto KY-922 South / Newtown Pike
1800 Newtown Pike - Marriott Griffin Gate Resort and Spa located on the left side of road

VIA I-64 West

I-64 to the KY-922/Newtown Pike exit, EXIT 115, toward Martha Layne Collins Bluegrass
Parkway/Airport/Lexington
Turn left onto Newtown Pike/KY-922 S
1800 Newtown Pike - Marriott Griffin Gate Resort and Spa located on the left side of road

VIA Bluegrass Parkway

Merge onto US-60 E via EXIT 72A toward Lexington
Merge onto New Circle Rd / US-60-BYP N / KY-4 N toward I-75 / I-64
Merge onto Newtown Pike / KY-922 N via EXIT 9B toward I-64 / I-75
1800 Newtown Pike - Marriott Griffin Gate Resort and Spa located on the right side of road

PARKING

Complimentary on-site parking
Valet parking, fee: $20 daily

Marriott Griffin Gate Resort, Lexington, KY
Floor Plans

PADDOCK TENT

PATIO

BLUEGRASS PAVILION

TERRACE BALLROOM

TERRACE ATRIUM

SERVICE CORRIDOR

SALON H

CPE Meeting

SALON A

SALON F | SALON E | SALON D | SALON C

CPE Meeting

SALON G

SALON B

GRAND BALLROOM

PRE-ASSEMBLY

LANES END | DIXIANA | DARBY DAN | CALUMET

SAXONY

SEVENTH FLOOR

SPENDTHRIFT

ELMENDORF
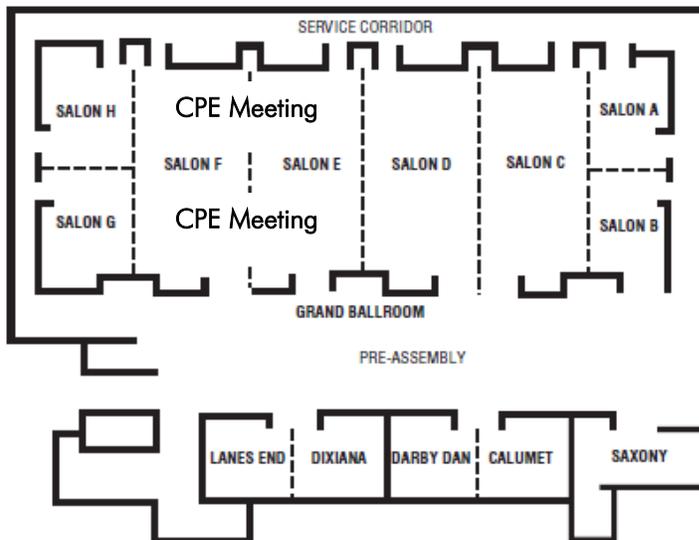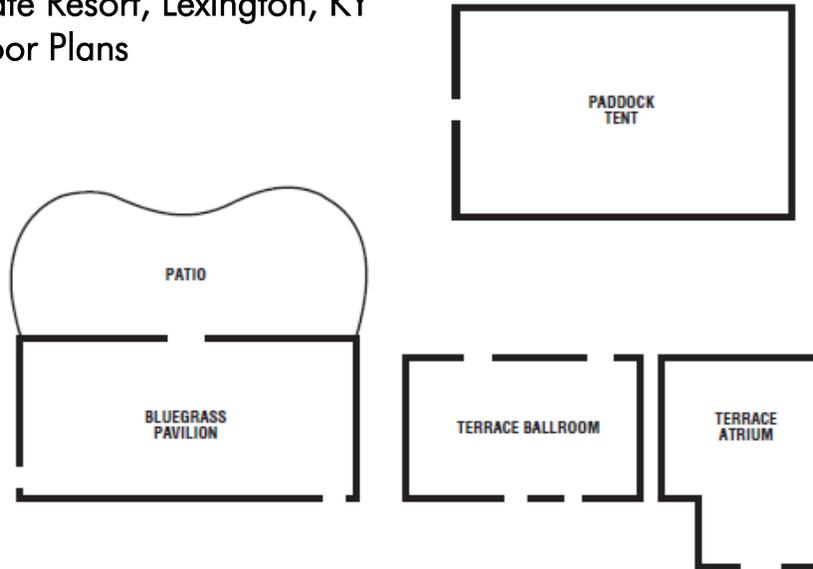
FOUR FOCUS AREAS

1. COLLEGE READINESS

2. STUDENT SUCCESS

3. RESEARCH, ECONOMIC, & COMMUNITY DEVELOPMENT

4. EFFICIENCY & INNOVATION

SIX HB 1 GOALS

1. A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life.

2. A major comprehensive research institution ranked nationally in the top 20 public universities at the University of Kentucky.

3. A premier, nationally recognized metropolitan research university at the University of Louisville.

4. Regional universities, with at least one nationally recognized program of distinction or one nationally recognized applied research program, working cooperatively with other postsecondary institutions to assure statewide access to baccalaureate or master's degrees of a quality at or above the national average.

5. A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens.

6. An efficient, responsive, and coordinated system of providers that delivers educational services to all adult citizens in quantities and of a quality that is comparable to the national average or above and significantly elevates the level of education of the adults of the Commonwealth.