

**AGENDA**  
**Council on Postsecondary Education**  
**July 28, 2003**  
**8:30 a.m. (CT)**  
**Jesse Stuart Room, Pogue Library**  
**Murray State University, Murray, KY**

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**Oath of Office**

**Roll Call**

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**Focus on Reform at Murray State University**

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**The Council Business**

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**Other Business**

**Next Meeting** – September 21-22, Airport Marriott, northern Kentucky (Governor’s Conference on Postsecondary Education Trusteeship)

**Adjournment**

**Tour of MuSU Campus**

**MINUTES**  
**Council on Postsecondary Education**  
**May 19, 2003**

The Council on Postsecondary Education met May 19, 2003, at 8:30 a.m. at the Radisson Plaza Hotel in Lexington, Kentucky. Chair Adams presided.

Ms. Adams welcomed everyone to the meeting. She welcomed Tom Layzell to his first official regular meeting as Council president.

**ROLL CALL**

The following members were present: Norma Adams, Walter Baker, Steve Barger, Peggy Bertelsman, Bart Darrell, Richard Freed, Ron Greenberg, John Hall, Esther Jansing, Joan Taylor, Chris Pace, Lois Combs Weinberg, and Charles Whitehead. Susan Guess, Charlie Owen, and Gene Wilhoit did not attend.

**APPROVAL OF  
MINUTES**

The minutes of the March 24 and April 25 meetings were approved as distributed.

**FOCUS ON REFORM:  
STATEWIDE  
ENGINEERING  
STRATEGY**

Dr. Jim Applegate said that the Council has made increased collaborations between institutions, agencies, P-16, adult education, and the new economy a high priority and in recent meetings has received reports on several of these efforts. The focus at this meeting was on the statewide engineering strategy adopted in July 2000. The strategy was intended to meet two primary needs: increase the number of baccalaureate engineers in Kentucky and address regional issues of access and productivity in engineering education. To meet these needs, joint degree programs have been put in place among Murray State University, the University of Louisville, the University of Kentucky, and Western Kentucky University.

Presidents Todd, Ransdell, Alexander, and Ramsey spoke about the commitments of their institutions to these collaborative efforts. They said that the institutions must receive recurring funding in order for these programs to continue.

The discussion continued with the engineering deans providing information about the programs offered by their institutions and sharing success stories of students enrolled. Participants were Blaine Ferrell, dean of the WKU Ogden College of Science and Engineering; Neil Weber, dean of the MuSU College of Science, Engineering, and Technology; Tom Hanley, dean of the UofL College of Engineering; and Tom Lester, dean of the UK College of Engineering.

Council staff member Jennifer Marsh distributed information on initiatives underway to bring more students, particularly women and minorities, into engineering and information technology careers. The Council staff will coordinate these efforts. Another next step is to partner with the independent institutions and with the community colleges to provide gateway courses in basic engineering programs through distance learning to ensure engineering preparation courses are available to students around the state. Students could take the full first two years of an engineering program and then transfer to UK, UofL, WKU, or Murray to complete

their degree.

Mr. Whitehead thanked the institutions for putting this program together. He said this model could be used to develop other collaborative programs across the state.

2004-06  
OPERATING  
AND CAPITAL  
RECOMMENDATIONS

Sandy Woodley, the Council's vice president for finance, discussed the ongoing activities relating to the development of the 2004-06 operating and capital recommendations. The Council staff will continue to work closely with institutional staffs over the coming months and will bring to the Council several items for discussion and consideration at future meetings.

2004-06  
TUITION GUIDELINES

RECOMMENDATION: The staff recommends that the Council approve the 2004-06 tuition guidelines.

MOTION: Mr. Barger moved that the recommendation be approved. Ms. Weinberg seconded the motion.

Ms. Woodley said that the guidelines for setting tuition are the same as approved for 2002-04. Each institution will establish its own 2004-06 tuition rates consistent with these guidelines. Since tuition rates were set for 2002-04, there have been reductions in state general fund support for the institutions. Consequently, the institutions revised their 2002-03 tuition rates. Due to further reductions included in House Bill 269, some of the institutions have increased 2003-04 tuition rates beyond levels previously reported. The revised rates were included in the agenda book.

VOTE: The motion passed.

KEY INDICATORS OF  
PROGRESS TOWARD  
POSTSECONDARY  
REFORM

Christina Whitfield presented a progress report on six indicators under Questions 1, 3, and 5. Results for indicators measuring educational attainment and research and development expenditures show progress, while new graduation rates show mixed results. The Council staff has asked each institution to prepare a summary of the initiatives taking place to address indicators for which results show more progress is necessary. Information about these responses will be provided to the Council at the July meeting.

CONFERENCES  
AND EVENTS

Information was included in the agenda book about the Institute for Effective Governance spring seminar May 19 and 20. Given the tough economic times Kentucky continues to face, the focus of this board development seminar is on the need to work together to advocate for institutional, community, and statewide support for the postsecondary education agenda. Breakout sessions are scheduled on the board/CEO relationship; supporting CEOs, including hiring, evaluating, and compensating; partnerships among institution foundations, governing boards, and the administration in advancing the public agenda; and the role of faculty and staff in advancing the public agenda. The Council, university, and KCTCS governing board members along with the board of directors of the Kentucky Higher Education Assistance Authority will participate.

The Statewide Faculty Development Conference is May 19 and 20. The theme is “The Scholarship of Teaching and Learning: Engaging the Learner” and focuses on Kentucky’s diverse student population. More than 300 faculty from across the state are expected to attend.

REVISED SIX-YEAR  
GRADUATION RATE  
DEFINITION

RECOMMENDATION: The staff recommends that the Council approve a revised definition for the Key Indicators six-year graduation rate.

MOTION: Mr. Hall moved that the recommendation be approved. Mr. Barger seconded the motion.

Ms. Whitfield explained that the staff proposes changing the definition to match that used by the Integrated Postsecondary Education Data System for its Graduation Rate Survey. The two changes are minimal and will not result in markedly different six-year graduation rates. Aligning the definition with the GRS definition will help avoid reporting of inconsistent results for this measure and will facilitate national and regional comparisons.

VOTE: The motion passed.

KENTUCKY-OHIO  
TUITION RECIPROCITY  
AGREEMENTS

RECOMMENDATION: The staff recommends that the Council approve the 2003-2005 tuition reciprocity agreements between Kentucky and Ohio.

MOTION: Mr. Barger moved that the recommendation be approved. Mr. Darrell seconded the motion.

The agreements facilitate access to convenient and more affordable educational opportunities for students in both Kentucky and Ohio. The agreements will take effect July 1, 2003.

VOTE: The motion passed.

2002-04 CAPITAL  
PROJECTS AGENCY  
BOND POOL  
AUTHORITY

RECOMMENDATION: The staff recommends that the Council approve the allocation of the 2002-04 agency bond pools to be used in part to complete fire safety projects in student housing, life safety, infrastructure, renovation, and new construction.

MOTION: Mr. Barger moved that the recommendation be approved. Mr. Whitehead seconded the motion.

The 2002-04 appropriations bill passed by the 2003 General Assembly included authorization for the issuance of \$155 million in agency bonds to be issued and paid for by the institutions. No debt service is provided by the state. Each institution has identified a list of individual projects to be funded by the bonds. The Council action will be forwarded to the secretary of the Finance and Administration Cabinet and to the Capital Projects and Bond Oversight Committee.

VOTE: The motion passed.

2004-2010  
SIX-YEAR  
CAPITAL PLAN

RECOMMENDATION: The staff recommends that the Council approve the 2004-2010 Six-Year Capital Plan, which outlines the capital priorities for the agency over the next six years.

MOTION: Mr. Barger moved that the recommendation be approved. Mr. Freed seconded the motion.

State law requires each agency, including the Council and the public universities and colleges, to submit a six-year capital plan to the Capital Planning Advisory Board by April 15 in each odd-numbered year. The plans are to include all capital projects that may be completed during the next three biennia. The plan can be revised until October 2003.

VOTE: The motion passed.

PROGRAM  
PRODUCTIVITY  
REVIEW

An update on the program productivity review was provided for information. Last July, 64 programs were placed on continued review after the universities' proposed program alterations or justifications were deemed unsatisfactory. Since then, additional changes have been made in 46 of the programs. To allow time for changes to take effect, these programs will be reevaluated in 2006. The remaining 18 programs will stay on continued review and will be revisited in fall 2004. The status of each program was included in the agenda book.

RCTF AND PODs  
BECOMING NATIONAL  
CENTERS OF  
EXCELLENCE

Mr. Layzell said that in February the Council reviewed activities funded by the Research Challenge Trust Fund and the Regional University Excellence Trust Fund. At that time, the Council members asked for additional information indicating the programs' progress toward national prominence. A summary of the institutional responses was included in the agenda book.

2003-04  
AGENCY BUDGET

RECOMMENDATION: The staff recommends that the Council approve the Fiscal Year 2003-04 agency operating budget.

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

VOTE: The motion passed.

CAPITAL PROJECTS

RECOMMENDATION: The staff recommends that the Council approve the University of Louisville's request to install artificial turf at Papa John's Stadium. The project was authorized by the 2003 General Assembly to be installed on the football practice field at a cost of \$750,000.

MOTION: Mr. Barger moved that the recommendation be approved. Mr. Pace seconded the motion.

VOTE: The motion passed.

ELECTION OF CHAIR

RECOMMENDATION: On behalf of the nominating committee, Ms.

AND VICE CHAIR

Bertelsman moved that for a one-year term, beginning July 1, 2003, Steve Barger serve as Council chair and Bart Darrell serve as vice chair. Ms. Jansing seconded the motion.

VOTE: The motion passed.

Ms. Adams said that it has been a pleasure serving as chair during the past year. She said that the real purpose of reform is to make postsecondary education more accessible as well as better for the people of Kentucky and she feels that the

Council is working toward that goal. She said that the past year has been a bumpy ride but next year will probably be bumpier. It will be the critical year for postsecondary reform and will determine if reform can continue in limited fiscal times. She thanked the members of her family with whom she practices law for carrying the load of her professional career while she tended to Council business. She also thanked the Council members and the Council staff for their work and dedication.

Ms. Weinberg thanked Ms. Adams and her family for the hours and the degree of sacrifice that she has made to do this public service. She said postsecondary reform has made progress and Ms. Adams has been an integral part of that progress. She thanked Ms. Adams for keeping the Council focused in its work.

STAFF RESOLUTIONS

A resolution was read honoring and commending Sherron Jackson for serving as interim vice president for finance.

MOTION: Mr. Baker moved that the resolution be adopted. Ms. Weinberg seconded the motion.

VOTE: The motion passed.

Mr. Jackson thanked the Council for the recognition and said he looks forward to continuing his work at the Council.

A resolution was read honoring and commending Sue Hodges Moore for serving as interim president.

MOTION: Mr. Barger moved that the resolution be adopted. Mr. Pace seconded the motion.

VOTE: The motion passed.

Dr. Moore thanked the Council and said that her work has been a team effort with all of the Council staff and the presidents. She said she can think of no better place to be than in Kentucky during this reform effort.

OCR PARTNERSHIP  
AGREEMENT

Sherron Jackson said that the partnership agreement with the U.S. Office for Civil Rights has prepared a draft report. The staff anticipates receiving official notification about the status of Kentucky by the end of June.

**KSU COMPREHENSIVE  
ASSESSMENT REPORT**

At the April 25 joint meeting with the Kentucky State University board of regents, the Council and the board adopted the KSU comprehensive assessment report prepared

by Baker and Hostetler. Mr. Jackson said that the report has been noted by many as a good beginning for establishing and working through some of the issues regarding KSU being able to find its rightful place within the postsecondary education system and contribute more strongly to the reform efforts of the state. Following the adoption of the report, the presidents of the Council and KSU met to discuss a process to begin implementing the report's recommendations. The Council and KSU staffs have begun identifying issues that can be dealt with in a short time period. The staffs also are putting together work groups to develop an implementation schedule on the recommendations that are statewide in nature that would require action by the Council and the KSU board in order to be implemented. President Turner has appointed internal groups to review those recommendations that are particularly focused on KSU internal matters, the first of which is the mission of the university.

Another action of the April 25 meeting was to extend the work of the KSU Comprehensive Assessment Oversight Committee, which is composed of members of the Council's Committee on Equal Opportunities and the KSU board of regents. This group will report back to the Council and the KSU board on the implementation of the report's recommendations and will assist in maintaining the focus of implementing the recommendations.

**DISCUSSION WITH  
GOVERNING BOARD  
CHAIRS AND  
VICE CHAIRS**

The chairs and vice chairs of the governing boards of the institutions and the KCTCS joined the Council for a discussion on the current condition of postsecondary reform and its future. Attending were Daisy French (EKU vice chair), William Wilson (KSU chair), Harry Lee Waterfield (KSU vice chair), Buck Hinkle (MoSU chair), Brenda Wilson (NKU chair), Chuck Brown (NKU vice chair), and Lois Gray (WKU chair).

**ADJOURNMENT**

The meeting adjourned at 11:40 a.m.

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Thomas D. Layzell  
President

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Phyllis L. Bailey  
Associate, Executive Relations

## 2004-06 Operating and Capital Budget Development

*As the Council staff works to develop recommendations for the 2004-06 budget, several issues or recommendations will be brought to the Council for discussion or action during the remaining Council meetings leading up to the November final recommendations. The following discussion items are included on this agenda: (1) revisions to benchmark institutions and mandated programs; (2) five working committees related to budget development; (3) special initiatives funding request guidelines and criteria revisions; (4) 2004-06 capital budget.*

### **Operating Budget**

#### **Revisions to Benchmark Institutions and Mandated Programs**

The *Points of Consensus*, a document approved by the Council at its February 2003 meeting, did not include a specific provision for changes to the institutions' benchmarks. However, the university presidents, the president of the KCTCS, and the Council president agreed that institutions could request limited changes to their benchmark lists.

Six universities and the KCTCS requested changes to their benchmark institutions. Northern Kentucky University, the University of Kentucky, and Lexington Community College chose not to request changes to their benchmark institutions.

During the past two months, the Council staff analyzed the institutions' requested changes using the same criteria from the two previous selection processes. A list of the selection criteria is attached (see Attachment A). The Council staff held meetings with each institution requesting a change in benchmark institutions. In addition, the University of Kentucky and the University of Louisville requested additions to their list of mandated programs, which are treated as a deduction in the benchmark funding model. Mandated programs are defined as special research and public service programs funded by state appropriations, local appropriations, or tuition and fees revenue at both Kentucky and the benchmark institutions, and the guidelines used to analyze the requested changes were from a previously commissioned study by MGT of America in 2001. Institutions presented their requests and rationale for all changes at both the May Chief Budget Officers meeting and the June presidents meeting.

The Council staff then drafted preliminary recommendations regarding changes to benchmarks and mandated programs and provided the recommendations along with the Council's rationale to institutional presidents and staff members. The analysis and discussions with institutional representatives continued, and the presidents discussed the recommendations again at the July



presidents meeting. After further discussion and analysis, the Council staff prepared its draft recommendations for Council consideration. Each institution's revised benchmark institutions and mandated program changes are proposed on pages 16-26 (see Attachment B).

### **Working Committees for 2004-06 Operating Budget Development**

The Council developed several working committees to advise the Council concerning issues specific to the development of the 2004-06 budget. The Council will use the work of each of the committees regarding the various issues each represent in an advisory capacity as the budget recommendation is developed and to revise guidelines or criteria related to the specific area. The five working committees are as follows:

- (1) Endowment Match Program Committee
- (2) Funding Distribution Methodology Committee
- (3) Special Initiatives Funding Request Committee
- (4) Enrollment Growth and Retention Committee
- (5) Affordability (KHEAA) Committee

Each committee will address a specific set of issues and develop a set of options or guideline recommendations for the Council to consider leading up to the November final budget recommendations. The committees consist of staff members from the Council as well as institutional representatives and other governmental professionals with expertise in the particular area specific to the topics covered in the committees' scope of work.

The general timeline for the completion of the work of each committee is as follows:

June	2 meetings	Introductions, background of issues, scope of work, history—agendas to be discussed
July	At least 1 meeting	Agenda to be discussed
July 28	Council meeting	Study Session and Council meeting—Update on progress and work of committee—status report
August	2 meetings	Agendas to be discussed
September	Final meeting	Recommendations polished and finalized by committee
September	Council staff	Prepares written report/recommendations/summary of work of committee and draft staff recommendations
September 8	Presidents meeting and SCOPE meeting	Update and discuss with Presidents and SCOPE the work of committee and draft staff recommendations
September 21	Council meeting	Council action on final staff recommendation

A summary of the basic issues that each committee will be addressing is as follows:

**(1) Endowment Match Program Committee**

- Deadline extension (bonds sold late - recommendation on extension)
- Uses of funds - (possible focus on greater percentage of dollars to endowed chairs and professorships - as opposed to other three categories: fellowships, scholarships, and mission support)
- Definition of mission support
- Possible minimum match amounts for endowed chairs
- Possible focus on programs of distinction and “university defined mission-critical areas of concentration”
- Diversity plans reporting

**(2) Funding Distribution Methodology Committee**

- Revision of *Points of Consensus* to include methodology for less than full benchmark funding scenarios
- Revision of *Points of Consensus* to include methodology for distributing budget cuts

**(3) Special Initiatives Funding Request Committee**

- Review previous evaluation criteria and priorities
- Discuss limitations on requests
- Recommendations for changes to criteria and priorities/limitations

**(4) Enrollment Growth and Retention Committee**

- Discuss previous methodology for distribution of funds and enrollment projections
- Discuss recommendations for changes in guidelines and distribution methodology

**(5) Affordability (KHEAA) Committee**

- Study access issue and affordability - KHEAA estimates, tuition rates, etc.

**Special Initiatives Funding Request Guidelines and Evaluation Criteria**

The *Points of Consensus* document stipulates that the institutions will be given an opportunity to submit requests for special and meritorious initiatives for the 2004-06 biennium, and that the guidelines and evaluation criteria governing distributions for such initiatives will be promulgated well in advance. It reaffirms the Commonwealth's commitment to enhancing Kentucky State University through its partnership agreement with the U.S. Office for Civil Rights. Finally, it allows the institutions to request increases in General Fund appropriations for mandated programs that have been factored out of the benchmark process.

Working within the framework of the *Points of Consensus*, the Council staff established the Special Initiatives Funding Request Committee as referred to earlier. Even though the general timeline for the working committees' recommendations is for the work to be completed in September, it is intended that the work of this committee finish earlier in order to give the institutions time to develop funding requests according to the newly developed guidelines and criteria. These requests have normally been due to the Council on September 1 of each year. The working draft is to be shared with the Chief Budget Officers during their July 17 meeting. It is expected that the committee's work could result in a final draft of recommendations regarding special initiatives funding request in time to be included on the July 28 Council agenda, though not in time to be included in this agenda book. Following discussions of the guidelines by the working committee, the institutional presidents, and the Chief Budget Officers, the Council staff will, if completed in time, present to the Council for discussion a draft of the proposed 2004-06 Special Initiatives Funding Request Guidelines and Evaluation Criteria.

**2004-06 Capital Budget**

Each public university and the Kentucky Community and Technical College System were required to submit a 2004-2010 capital plan to the Capital Planning Advisory Board (CPAB) by April 15, 2003. The projects identified in the first biennium of the 2004-2010 capital plans generally evolve into the 2004-06 capital requests. The institutions are to submit their 2004-06 capital requests to the Council on or before July 15. A summary of institutional requests by fund

source is provided as Attachment C. The Council will act on the 2004-06 capital recommendation in November.

### **Priorities**

For the 2004-06 capital budget, the Council staff tentatively proposes the following capital priorities, listed in rank order of importance, to be financed with state General Funds:

1. Projects addressed in the partnership with the U.S. Department of Education, Office for Civil Rights
2. Capital renewal and maintenance
3. Equipment replacement program
4. Technology initiatives
5. Major renovations of education and general (E&G) facilities
6. Construction of new (E&G) facilities or expansion of existing facilities

There was not sufficient growth in the state General Fund to allow the 2002-04 capital priorities to be authorized by the 2002-04 capital budget (HB 269). The 2002-04 priorities were similar to the priorities listed above and included a capital renewal and maintenance pool, technology initiatives, renovations, and new construction. As the Council completes its review of institutional capital requests, these priorities may change.

### **Space Planning Guidelines**

According to the *Points of Consensus*, the Council will evaluate construction of new facilities or expansion of existing facilities using the revised Kentucky Space Needs Model and the recommendation of a professional consultant with regard to quality of existing space.

At its July 30, 2001, meeting, the Council adopted revised space planning guidelines that generally address the areas of research space and condition of space including fitness for purpose. The Council staff will use the revised guidelines to develop the 2004-06 capital recommendations. Since the 2002-04 recommendations of capital projects to be funded with state General Funds were not authorized by HB 269, the evaluation report on those projects continues to be valid and will be updated and used to develop the 2004-06 capital recommendations.

The Council may wish to discuss the staff's proposed priorities to be financed with state General Funds.

### **2004-2010 Six-Year Capital Plan**

State law requires each agency, including the Council and the public universities and the KCTCS, to submit a six-year capital plan to the Capital Planning Advisory Board in each odd-numbered year. The plan can be revised until October 2003. The Council will approve a 2004-06 capital recommendation in November.

Each biennium the CPAB holds hearings to discuss the capital plans of all state agencies and is scheduled to review the 2004-2010 capital plans of the postsecondary institutions on August 1, 2003. The CPAB has asked Dr. Layzell to discuss the Council's plan and to provide a statewide perspective on the highest priority capital needs of the system of postsecondary education.

The Council staff considered the actions of the General Assembly in adopting the 2002-04 budget, HB 269, when developing the agency plan and identifying the statewide priorities for the 2004-2010 capital plan that were submitted to the Capital Planning Advisory Board April 16, 2003. The priorities established in the 2004-2010 capital plan are similar to those mentioned in the previous section on priorities related to the 2004-06 capital budget.

Staff preparation by Sandra Woodley, Sherron Jackson, Linda Jacobs, Bill Payne

## Benchmark Selection Criteria

<u>Measures</u>	<u>Weights (Percent)</u>	
	<u>Doctoral</u>	<u>Comprehensive</u>
<i>Enrollment Characteristics</i>		
Total Headcount	5.26	11.11
Percent Part-Time Headcount	5.26	5.56
Entering ACT Score (50 <sup>th</sup> Percentile)	5.26	5.56
Percent Bachelor's Degrees	N/A	5.56
Percent Master's Degrees	5.26	5.56
Percent Doctoral Degrees	5.26	N/A
Subtotal	26.30	33.35
<i>Degree Program Mix (Degrees Conferred)</i>		
Percent Agriculture	5.26	5.56
Percent Business	5.26	5.56
Percent Education	5.26	5.56
Percent Engineering	5.26	5.56
Percent Biology & Physical Science	5.26	5.56
Percent Arts	5.26	5.56
Percent Liberal Arts & Humanities	5.26	5.56
Percent Health	N/A	5.56
Percent First-Professional Health	5.26	N/A
Percent First-Professional Law	5.26	N/A
Subtotal	47.34	44.48
<i>Faculty Characteristics</i>		
Percent Full-Time Faculty	5.26	5.56
<i>Public Service</i>		
Public Service as a Percentage of E&G Exp.	5.26	5.56
<i>Student / Faculty Ratio</i>	5.26	5.56
<i>Research Emphasis</i>		
Research Expenditures	10.53	5.56
<b>GRAND TOTAL ALL MEASURES <sup>1</sup></b>	100.00	100.00

<sup>1</sup> The total of all measures does not add due to rounding.

**2004-06 BENCHMARK INSTITUTIONS  
EASTERN KENTUCKY UNIVERSITY**

<b><u>Institution</u></b>	<b><u>State</u></b>
California State University - Fresno	California
Eastern Illinois University	Illinois
Illinois State University	Illinois
Western Illinois University	Illinois
Ball State University	Indiana
Indiana State University	Indiana
University of Northern Iowa	Iowa
<b>Eastern Kentucky University</b>	<b>Kentucky</b>
Eastern Michigan University	Michigan
Northern Michigan University	Michigan
Central Missouri State University	Missouri
Southeast Missouri State University	Missouri
Appalachian State University	North Carolina
University of North Carolina - Greensboro	North Carolina
Western Carolina University	North Carolina
Bowling Green State University - Main Campus	Ohio
<b><i>Kent State University</i></b>	<b><i>Ohio</i></b>
<b><i>University of Akron</i></b>	<b><i>Ohio</i></b>
Youngstown State University	Ohio
West Chester State University of Pennsylvania	Pennsylvania

**Note:** New benchmarks in bold italics.

**2004-06 BENCHMARK INSTITUTIONS  
KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM**

**State**

*Colorado*

Connecticut

Iowa

**Kentucky**

Minnesota

North Carolina

Ohio

*Washington*

Virginia

**States Removed from 2002-04 List**

Arkansas

Tennessee

**Note:** New benchmarks in bold italics.



**2004-06 BENCHMARK INSTITUTIONS  
KENTUCKY STATE UNIVERSITY**

<u><b>Institution</b></u>	<u><b>State</b></u>
University of Arkansas - Pine Bluff	Arkansas
<i>Delaware State University</i>	<i>Delaware</i>
Albany State University	Georgia
<i>Savannah State University</i>	<i>Georgia</i>
<i>Fort Valley State University</i>	<i>Georgia</i>
<i>Indiana University-Kokomo</i>	<i>Indiana</i>
<b>Kentucky State University</b>	<b>Kentucky</b>
Morgan State University	Maryland
<i>Alcorn State University</i>	<i>Mississippi</i>
<i>Mississippi Valley State University</i>	<i>Mississippi</i>
Lincoln University	Missouri
Fayetteville State University	North Carolina
North Carolina Central University	North Carolina
University of North Carolina - Asheville	North Carolina
University of North Carolina - Pembroke	North Carolina
<i>Langston University</i>	<i>Oklahoma</i>
Southeastern Oklahoma State University	Oklahoma
<i>Western Oregon State University</i>	<i>Oregon</i>
South Carolina State University	South Carolina
Virginia State University	Virginia

**Institutions Removed from 2002-04 List**

California State University - Bakersfield	California
Fort Lewis College	Colorado
North Adams College	Massachusetts
Northern Michigan University	Michigan
Jackson State University	Mississippi
Truman State University	Missouri
Ramapo College	New Jersey
North Carolina A&T State University	North Carolina

**Note:** New benchmarks in bold italics.

**2004-06 BENCHMARK INSTITUTIONS  
MOREHEAD STATE UNIVERSITY**

<u><b>Institution</b></u>	<u><b>State</b></u>
Jacksonville State University	Alabama
Central Connecticut State University	Connecticut
<i>Columbus State University</i>	<i>Georgia</i>
<i>Chicago State University</i>	<i>Illinois</i>
Eastern Illinois University	Illinois
<i>Ball State University</i>	<i>Indiana</i>
<i>Indiana State University</i>	<i>Indiana</i>
<i>University of Northern Iowa</i>	<i>Iowa</i>
Pittsburg State University	Kansas
<b>Morehead State University</b>	<b>Kentucky</b>
Northern Michigan University	Michigan
Central Missouri State University	Missouri
Southeast Missouri State University	Missouri
Rowan University	New Jersey
Western Carolina University	North Carolina
California University of Pennsylvania	Pennsylvania
Clarion University of Pennsylvania	Pennsylvania
Millersville University of Pennsylvania	Pennsylvania
West Chester University of Pennsylvania	Pennsylvania
Texas A&M University - Corpus Christi	Texas

**Institutions Removed from 2002-04 List**

University of Nebraska - Kearney	Nebraska
SUNY College at Brockport	New York
SUNY College at Oswego	New York
SUNY College at Plattsburgh	New York
Eastern Washington University	Washington

**Note:** New benchmarks in bold italics.

**2004-06 BENCHMARK INSTITUTIONS  
MURRAY STATE UNIVERSITY**

<u><b>Institution</b></u>	<u><b>State</b></u>
<i>California State University - Bakersfield</i>	<i>California</i>
Central Connecticut State University	Connecticut
Florida A&M University	Florida
University of West Florida	Florida
Ball State University	Indiana
Indiana State University	Indiana
<b>Murray State University</b>	<b>Kentucky</b>
Central Missouri State University	Missouri
Southeast Missouri State University	Missouri
University of North Carolina - Greensboro	North Carolina
Western Carolina University	North Carolina
Wright State University - Main Campus	Ohio
California University of Pennsylvania	Pennsylvania
Indiana University of Pennsylvania	Pennsylvania
Shippensburg University of Pennsylvania	Pennsylvania
Slippery Rock University of Pennsylvania	Pennsylvania
University of Tennessee of Chattanooga	Tennessee
<i>Texas A&amp;M - Commerce</i>	<i>Texas</i>
<i>Texas A&amp;M - Corpus Christi</i>	<i>Texas</i>
Eastern Washington University	Washington

**Institutions Removed from 2002-04 List**

Southern Illinois University at Edwardsville	Illinois
Western Illinois University	Illinois
Tennessee Technological University	Tennessee

**Note:** New benchmarks in bold italics.

**2004-06 BENCHMARK INSTITUTIONS  
NORTHERN KENTUCKY UNIVERSITY**

<b><u>Institution</u></b>	<b><u>State</u></b>
University of Arkansas at Little Rock	Arkansas
California State University - Hayward	California
California State University - San Bernardino	California
Central Connecticut State University	Connecticut
Indiana State University	Indiana
Wichita State University	Kansas
<b>Northern Kentucky University</b>	<b>Kentucky</b>
Bridgewater State College	Massachusetts
University of Massachusetts - Boston	Massachusetts
Oakland University	Michigan
University of Missouri - St. Louis	Missouri
University of Nevada - Las Vegas	Nevada
Kean College of New Jersey	New Jersey
Rowan College of New Jersey	New Jersey
University of North Carolina - Charlotte	North Carolina
University of Akron - Main Campus	Ohio
Youngstown State University	Ohio
Portland State University	Oregon
West Chester University of Pennsylvania	Pennsylvania
George Mason University	Virginia

**Note:** Northern Kentucky University did not change any of its benchmark institutions.

**2004-06 BENCHMARK INSTITUTIONS  
UNIVERSITY OF KENTUCKY**

<b><u>Institution</u></b>	<b><u>State</u></b>
University of Arizona	Arizona
University of California - Los Angeles	California
University of Florida	Florida
University of Georgia	Georgia
University of Illinois - Urbana	Illinois
Purdue University - Main Campus	Indiana
University of Iowa	Iowa
<b>University of Kentucky</b>	<b>Kentucky</b>
University of Maryland at College Park	Maryland
University of Michigan - Ann Arbor	Michigan
University of Minnesota - Twin Cities	Minnesota
North Carolina State University - Raleigh	North Carolina
University of North Carolina - Chapel Hill	North Carolina
Ohio State University - Main Campus	Ohio
Pennsylvania State University - Main Campus	Pennsylvania
Texas A&M University - Main Campus	Texas
University of Texas - Austin	Texas
University of Virginia - Main Campus	Virginia
University of Washington	Washington
University of Wisconsin - Madison	Wisconsin

**Note:** The University of Kentucky did not change any of its benchmark institutions.

**2004-06 BENCHMARK INSTITUTIONS  
LEXINGTON COMMUNITY COLLEGE**

<b><u>Institution</u></b>	<b><u>State</u></b>
Jefferson State Community College	Alabama
Evergreen Valley College	California
Manatee Community College	Florida
Polk Community College	Florida
Kapiolani Community College	Hawaii
Prairie State College	Illinois
<b>Lexington Community College</b>	<b>Kentucky</b>
Bunker Hill Community College	Massachusetts
Baltimore City Community College	Maryland
Frederick Community College	Maryland
Normandale Community College	Minnesota
Hudson Valley Community College	New Jersey
Dutchess Community College	New York
Midlands Technical College	South Carolina
Pellissippi State Technical Community College	Tennessee
Shelby State Community College	Tennessee
El Centro College	Texas
J. Sargeant Reynolds Community College	Virginia
South Puget Sound Community College	Washington
Tacoma Community College	Washington

**Note:** Lexington Community College did not change any of its benchmark institutions.

**2004-06 BENCHMARK INSTITUTIONS  
UNIVERSITY OF LOUISVILLE**

<b><u>Institution</u></b>	<b><u>State</u></b>
University of Alabama - Birmingham	Alabama
<b><i>University of California - Irvine</i></b>	<b><i>California</i></b>
<b><i>University of California - San Diego</i></b>	<b><i>California</i></b>
University of South Florida	Florida
University of Illinois - Chicago	Illinois
Indiana University-Purdue University - Indianapolis	Indiana
<b>University of Louisville</b>	<b>Kentucky</b>
Wayne State University	Michigan
University of Missouri - Columbia	Missouri
University of Missouri - Kansas City	Missouri
University of Nevada - Reno	Nevada
SUNY at Buffalo	New York
SUNY at Stony Brook	New York
University of Cincinnati - Main Campus	Ohio
Temple University	Pennsylvania
University of Pittsburgh - Main Campus	Pennsylvania
University of South Carolina - Columbia	South Carolina
Virginia Commonwealth University	Virginia

**Note:** New benchmarks in bold italics.

**2004-06 BENCHMARK INSTITUTIONS  
WESTERN KENTUCKY UNIVERSITY**

<b><u>Institution</u></b>	<b><u>State</u></b>
California State University - Fresno	California
Eastern Illinois University	Illinois
Illinois State University	Illinois
Western Illinois University	Illinois
Ball State University	Indiana
Indiana State University	Indiana
University of Northern Iowa	Iowa
<b>Western Kentucky University</b>	<b>Kentucky</b>
Eastern Michigan University	Michigan
Northern Michigan University	Michigan
Central Missouri State University	Missouri
Southeast Missouri State University	Missouri
Appalachian State University	North Carolina
University of North Carolina - Greensboro	North Carolina
Western Carolina University	North Carolina
Bowling Green State University - Main Campus	Ohio
<b><i>Kent State University</i></b>	<b><i>Ohio</i></b>
<b><i>University of Akron</i></b>	<b><i>Ohio</i></b>
Youngstown State University	Ohio
West Chester State University of Pennsylvania	Pennsylvania

**Note:** New benchmarks in bold italics.



**BENCHMARK FUNDING MODEL  
MANDATED PUBLIC SERVICE AND RESEARCH PROGRAMS**

**KY Institution and Requested Mandated Programs**

**Rationale**

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**University of Kentucky**

Center for Applied Energy Research

Meets materiality criteria  
Has no instructional component  
Is a unique program within KY's postsecondary system  
Could be operated by a state agency other than a college or university

---

Neonatal Care Program

Meets materiality criteria  
Has no instructional component  
Is a unique program within KY's postsecondary system  
Is not integral to institution's instructional mission

---

**University of Louisville**

Kentucky Cancer Program

Meets materiality criteria  
Has no instructional component  
Could be operated by a state agency other than a college or university

**2004-06 Institutional Capital Project Requests**  
**State General Funds**  
**As of June 30, 2003**

<b>Institution</b>	<b>Capital Construction (1)</b>	<b>Technology Initiative</b>	<b>Equipment</b>	<b>Total</b>
Eastern Kentucky University	\$ 152,947,000	\$ 28,087,000	\$ 5,135,000	\$ 186,169,000
KY Comm. and Tech. College System	348,085,000	12,000,000	20,685,000	380,770,000
Kentucky State University (2)	35,005,000	3,331,000		38,336,000
Morehead State University	81,780,000	22,200,000	4,022,500	108,002,500
Murray State University	193,392,000	5,528,000	9,321,000	208,241,000
Northern Kentucky University	101,865,000	9,900,000	1,210,000	112,975,000
University of Kentucky and LCC	594,842,000	67,667,000	67,860,000	730,369,000
University of Louisville	90,070,000	13,939,000	12,154,000	116,163,000
Western Kentucky University	106,108,000	12,201,000	350,000	118,659,000
<b>System Total</b>	<b>\$ 1,704,094,000</b>	<b>\$ 174,853,000</b>	<b>\$ 120,737,500</b>	<b>\$ 1,999,684,500</b>

(1) Includes capital renewal and maintenance, renovations, and construction of new facilities.

(2) KSU did not request any capital equipment items for 2004-06.

**2004-06 Institutional Capital Project Requests**  
**Agency Bond Authority**  
**As of June 30, 2003**

<b>Institution</b>	<b>Agency Bonds</b>	<b>Other Funds</b>	<b>Total</b>
Eastern Kentucky University	\$ 9,800,000		\$ 9,800,000
Kentucky State University (1)			-
Morehead State University	12,400,000		12,400,000
Murray State University	76,170,000		76,170,000
Northern Kentucky University	37,700,000		37,700,000
University of Kentucky	184,883,000		184,883,000
University of Louisville	14,440,000		14,440,000
Western Kentucky University	20,000,000		20,000,000
<b>System Total</b>	<b>\$ 355,393,000</b>		<b>\$ 355,393,000</b>

(1) KSU did not request any Agency Bond Authority for 2004-06.

Council on Postsecondary Education  
July 28, 2003

## Revisions to Benchmark Institutions and Mandated Programs

*During the past several months the Council staff has been reviewing and analyzing the benchmark institutions and mandated programs as they relate to the benchmark funding model for the 2004-06 recommendation. Some institutions proposed changes. The Council staff has reviewed these proposals and is recommending changes in benchmark institutions and mandated programs for selected institutions.*

Action: The staff recommends that the Council approve the recommended changes in benchmark institutions and mandated programs as outlined on pages 16-26 of the July 2003 agenda book.

Pages 9-10 and Attachment B (pages 16-26) in the agenda book detail the Council staff's recommendation regarding changes to benchmark institutions and mandated programs for the 2004-06 budget process.

## 2004-06 Special Initiative Funding Requests Guidelines and Evaluation Criteria

*The Points of Consensus stipulate that a mechanism for requesting funds for special and meritorious initiatives be a part of the 2004-06 budget process, and that guidelines for evaluating such requests be established early in the process. The attached 2004-06 Special Initiative Funding Requests Guidelines and Evaluation Criteria reflect discussions between and among the Council staff, the university presidents, the university chief budget officers, and the Special Initiative Funding Requests committee.*

Action: The staff recommends that the Council approve the attached 2004-06 Special Initiative Funding Requests Guidelines and Evaluation Criteria.

At its February 2003 meeting, the Council approved the *Points of Consensus among University Presidents, KCTCS President, and the Council President Concerning the 2004-06 Funding Methodology*. This document evolved over several months through meetings of the presidents, chief budget officers, and chief academic officers. It provides a framework to guide the development of the Council's 2004-06 operating and capital budget recommendation.

The *Points of Consensus* stipulate that the institutions be given an opportunity to request state General Funds for special and meritorious initiatives for the 2004-06 biennium, and that the guidelines governing distributions for such initiatives be promulgated well in advance. Working within the framework of the *Points of Consensus*, a work group comprised of Council staff and university representatives developed the attached 2004-06 Special Initiative Funding Requests Guidelines and Evaluation Criteria. The draft guidelines were discussed with the chief budget officers at their July 17 meeting and were shared with the university presidents. No changes to the original draft were requested.

# 2004-06 Special Initiative Funding Requests Guidelines and Evaluation Criteria

## *Introduction*

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

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

## **Guidelines**

- Universities should submit in priority order no more than three special funding requests for the 2004-06 biennium. The KCTCS should submit no more than five requests in priority order.
- The Council staff, in conjunction with university and KCTCS officials, may develop and submit additional requests that address systemwide priorities or needs.
- Special funding requests should not include personnel or operating cost increases normally funded in base budgets, such as utilities and health insurance, even if increases are unusually high.
- Special initiative funding may be requested on a recurring or non-recurring basis.
- Funding sought for capital construction projects that cost \$400,000 or more or major equipment purchases of \$100,000 or more should be included in an institution's capital request.

## **Evaluation Criteria**

Special funding requests will be evaluated according to the following criteria. Requests need not meet all the criteria to receive consideration.

- The unique nature and strategic opportunity represented by a request. This includes, but is not limited to, projects that address pressing state needs or that create a competitive advantage for Kentucky institutions relative to out-of-state peer institutions.
- The potential for enhancing collaboration, where feasible. This includes, but is not limited to, collaboration among Kentucky postsecondary institutions; collaboration between Kentucky postsecondary institutions and K-12 organizations, business and industry, or community and civic organizations; and collaboration between faculty and students.

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

### **Process**

Special funding requests must be submitted on or before September 1. Each request should include the following:

- A one-page summary, containing a brief narrative of the proposal and summary financial information using the attached format.
- A detailed description of the proposal, including how the funds will be used and how the proposal will further the Action Agenda, help achieve Kentucky's 2020 goals (HB 1), and advance the five questions measuring progress.



## Key Indicators of Progress Toward Postsecondary Reform: Proposed Revisions

*Since the Key Indicators of Progress were approved in 2001, the Council has made adjustments to several individual indicators but has not undertaken a broad review of the project. Over the next several months, the Council staff will begin the process of refining the Key Indicators. A progress report will be presented at the September Council meeting.*

In March 2001, the Council approved 43 indicators designed to measure progress toward postsecondary reform. The indicators are organized around the Council's five questions:

- Are more Kentuckians ready for postsecondary education?
- Are more students enrolling?
- Are more students advancing through the system?
- Are we preparing Kentuckians for life and work?
- Are Kentucky's communities and economies benefiting?

Since inauguration of the project, baseline data and goals have been approved for 28 of the indicators. In March 2002, the Council staff began issuing regular progress reports to the Council and posting updated results on the Key Indicators Website. The Key Indicators have fostered progress toward the Council's reform goals and have focused attention on the Council's public agenda. Several of the Council's reform partners have used the Key Indicators as a model for their own accountability efforts. The Key Indicators also are a focus of national attention, as evidenced by Kentucky's selection as a pilot state for accountability initiatives sponsored by the National Forum on College-Level Learning, the National Governors' Association, and the National Survey of Student Engagement.

Since 2001, the Council has approved changes for several individual indicators but has not undertaken a systematic refinement of the Key Indicators project. Changes approved by the Council include adjusting definitions to expand or clarify the original metrics and establishing revised goals. Among the adjustments:

- In March 2002, at the request of the institutional presidents, the Council expanded its retention definition to include students who transferred to another Kentucky institution for a second year of study.
- After enrollment levels in fall 2001 exceeded initial expectations, the Council approved revised enrollment goals in March 2002.
- At its May 2003 meeting, the Council approved adjustments to the Key Indicators graduation rate to align it with definitions used for federal reporting.



The Council staff has begun the research necessary to proceed with the important work of refining the Key Indicators. The central aims of this process are:

- *Reducing the number of indicators.* Streamlining the list of indicators will allow the Council and its reform partners to concentrate their efforts on those measurements most central to the public agenda. To ensure that important contextual information is not lost, many of the measurements formerly designated as Key Indicators will be reported as “related information.”
- *Closer alignment with national accountability initiatives.* Measurements used by *Measuring Up* and similar projects were not available when the Key Indicators were established. Aligning the Key Indicators with national standards is vital to the broad reform goals of reaching the national average in educational attainment and standard of living.

In addition, the Council staff will work to implement the accountability recommendations in the Program Review and Investigation Committee’s recent staff report. The refined Key Indicators will be supplemented with more detailed, institution-specific information of particular interest to legislators. The Council staff will develop regular mechanisms to communicate Key Indicator results and supplemental information to legislators and the Legislative Research Commission staff.

Over the next several months, the Council staff will consult with the institutions and other reform partners regarding the selection of Key Indicators, revising metrics, establishing appropriate goals, and fostering communication with the legislature. The staff will present an update on this process to the Council at its September meeting. The staff will submit revised Key Indicators and goals for Council approval at the November meeting.

Staff preparation by Christina E. Whitfield

Council on Postsecondary Education  
July 28, 2003

## Key Indicators of Progress Toward Postsecondary Reform: Institutional Initiatives

Since March 2002, the Council staff has presented regular reports to the Council on the Key Indicators of Progress. Due to the commitment to reform by the Council, the institutions, and other reform partners, Kentucky has made significant progress toward many established goals. Available results also suggest areas in which to concentrate future efforts. In several instances, Council members have requested additional information regarding those indicators for which progress to date falls short of systemwide or institutional goals.

The Council staff wrote the president of each institution and requested a summary of campus initiatives that address those key indicators for which current results suggest more progress is necessary. Also, in preparation for the release of updated five- and six-year graduation rates at the May 19 Council meeting, presidents who saw their institutions' performance on these important measures decline in 2002 were asked to submit an additional response addressing graduation rates. The institutions' responses are reproduced here as attachments (note that some institutions responded to both requests in one submission).

Staff preparation by Christina E. Whitfield



## EASTERN KENTUCKY UNIVERSITY

*Serving Kentuckians Since 1906*

Office of the President

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521 Lancaster Avenue  
Richmond, Kentucky 40475-3102  
(859) 622-2101 Fax (859) 622-2196  
Joanne.Glasser@eku.edu • www.eku.edu

May 7, 2003

Dr. Sue Hodges Moore  
Council on Postsecondary Education  
1024 Capital Center Dr., Ste. 320  
Frankfort, KY 40601-8204

Dear Dr. Moore,

Eastern Kentucky University takes pride in the efforts we have made toward student success. The average retention and graduation rates at EKU have steadily increased since 1998. The Six-Year Graduation Rate for Bachelor's Students for 2002 (33.1%) exceeded our 2002 goal (32%) by 1.1% but registered a decrease from the 2001 actual rate (37.2%). The actual rate for 2001 appears to be an anomaly and we cannot offer a full explanation about why the rate increased so significantly for that single year. Our best guesses are that some of the increase came from students who would have finished in 2000 (a year in which we saw a small dip in the rate) and the fact that we had one of our largest graduating classes in 2001. If you exclude the anomaly of the 2001 rate, we believe that we are on track for meeting our goals even though our student body is more susceptible to economic influences than our national counterparts.

Our student body contains 35% non-traditional students and a significant number of traditional aged students who work while going to school. These are populations that stop-out or cut back on hours in a sluggish economy. From fall 2000 to fall 2001 (which would include most 2002 graduates) our full-time enrollment actually decreased by 1.7%, while our part-time enrollment increased by 10.4%. This seems to indicate a trend for increasing the time to complete degrees. Because of the economic and educational challenges in Eastern's traditional service region, a more accurate measure of the success of the institution would be the percent of students who ultimately complete degrees and the average number of years for degree completion.

With our increasing efforts in Enrollment Management and Student Affairs, we see an opportunity to foster our recruiting and retention efforts toward assisting all of our students (traditional and nontraditional). We have focused more and are focusing on making the transition easier for our transfers from community colleges. This in itself will increase timely



graduation for a group that already comprises more than 50% of our graduation class. Indeed, our nontraditional population (currently 35%) is expected to grow and we are cognizant of that fact. We also know that many of our students will continue to work and we are focusing on how we can help them manage work with their need to graduate in a timely manner.

We are anxious to increase our undergraduate enrollment through recruitment of first time freshmen, transfers, and increased retention. As an example of our commitment, we have reallocated more money in areas of recruitment and retention and it is paying off by this year's entering freshman class. Fall incoming freshmen increased 201 (N=2352) over last year, this is an 8.5% increase. In addition, we changed our policies to be more transfer friendly (e.g., decreasing the need for developmental classes if you have an AA, AS, or AAS from KCTCS). We have hired a transfer specialist and transfer recruiter. We are currently in the process of hiring a recruitment specialist that will concentrate on minority populations and a retention specialist that will coordinate, enhance, and build efforts for our first year students. These are just some of the examples that we are immediately moving forward to implement.

Should you need any additional information or clarification, please do not hesitate to let me know.

Cordially,

A handwritten signature in black ink, appearing to read 'Joanne K. Glasser', with a long horizontal flourish extending to the right.

Joanne K. Glasser  
President



POSTSECONDARY  
EDUCATION

MAY 9 4 07 PM '03

# Kentucky State University

Frankfort, Kentucky 40601

Office of the President

May 9, 2003

Dr. Sue Hodges Moore  
Executive Vice President  
Council on Postsecondary Education  
1024 Capital Center Drive  
Frankfort, Kentucky 40601

Dear Dr Moore:

I am writing in response to your letter to me regarding "reported declining six-year graduation rates in 2002" As I discuss the complex nature of this important issue, I will also elaborate on the measures that Kentucky State University is currently taking to address this state-wide dilemma.

Kentucky State University recognizes that it has neither developed nor implemented a survey that is intended to record the responses of individuals who have withdrawn from the University. The Office of Institutional Research and the Office of Assessment and Evaluation routinely administer a variety of surveys throughout the course of the academic year (e.g., Student Satisfaction Survey, Graduation Survey and Enrolled Student Survey) in order to receive data concerning the dilemmas and aspiration of our students; however, none of these surveys exclusively capture the reasons that some of our students are failing to receive bachelors or masters degrees. Our current assessment measures indicate that some students do not graduate from the University because of a variety of factors (e.g., military service, financial dilemma's concerning their families and opportunities to move to other states).

In order to address the lack of data and research in the area, the University plans to develop a survey that captures this important information and administers it during the student's exit interview (i.e., an interview in which the student has indicated to the Registrar that he or she intends to withdraw from the University). If the student withdraws without notifying the Registrar, the survey will be mailed to him or her.

A strategic plan is currently being developed in order to "reach the established goals" concerning recruitment, enrollment, retention and graduation. Included in this plan will be undergraduate enrollment, number of graduate/professional students (and) one-year retention rates of first-time freshman. We hope to implement this strategic plan in the fall of 2004.

I would enjoy the opportunity to discuss the measures that the University is currently taking in order to improve our graduation rate as it relates to our recruitment procedures as well as enrollment and retention rates. Also, any comments related to our current measures or methods for addressing this statewide dilemma would be greatly appreciated.

Sincerely,

William Turner, PhD  
Interim President



POSTSECONDARY  
EDUCATION

JUN 26 8 51 AM '03

# Kentucky State University

Frankfort, Kentucky 40601

June 25, 2003

Office of the President

Dr. Sue Moore  
Executive Vice President  
Council on Postsecondary Education  
1024 Capitol Center Drive Suite 320  
Frankfort, KY 40601-8204

Dear Sue,

The following information is provided, per your request, for Kentucky State University.

### Enrollment

	Undergraduate	Graduate	Total
Fall 2002	2107	146	2253
Spring 2003	2107	134	2175

Retention data has calculated from Fall 2001 to Fall 2002. The following cohort was used: first-time, full-time degree seeking freshman enrolled in the Fall of 2001.

Fall 2001 1 <sup>st</sup> time, full-time, degree seeking freshman	372
Number of freshman who returned Fall 2002	210
Retention rate	56.6%

Based on 1999-2000 data, our retention rate rose to 60 % and to 75.2% in 2000-2001. We believe these two years are anomalies, because in '98-'99, I understand that our retention rate was 52%. Our current rate as noted above is 56.6. Recognition of this problem has resulted in plans to intensify our efforts to retain students. Our first effort this Fall will involve the development an exit interview instrument, to give us detailed data on what students leave the University and why. Reliable data of this sort, of course, will help us design initiatives to improve retention.

Sincerely,

William Turner  
Interim President

June 6, 2003

JUN 10 9 40 AM '03



OFFICE OF THE PRESIDENT

Dr. Michael B. McCall

Dr. Sue Hodges Moore  
Executive Vice President  
Council on Postsecondary Education  
1024 Capital Center Drive  
Suite 320  
Frankfort, Kentucky 40601

Dear Sue,

In response to your April 25, 2003 request for updated information on the following indicators for which KCTCS progress to-date falls short of established goals, please find below a brief summary of efforts related to the indicators you identified as:

- Number of community and technical college transfers
- Average number of credit hours transferred

First, it is important to note that these goals are not, on the whole, controlled by KCTCS. As you are aware, we have been working with CPE staff and the Council of Chief Academic Officers (CCAO) group to highlight the issues affecting transfer. Currently the transfer frameworks established are out of compliance with the 1996 Legislation as a result of changes in several universities' General Education requirements.

Recently, I made a presentation to the Council of Presidents regarding the status of transfer and found agreement that we needed to focus more on this area and re-visit goals which were originally developed from historical trends and are not reflective of any coordinated substantial effort to increase transfer enrollment. At the last CCAO meeting, May 19, 2003, CPE staff presented a series of recommendations to update the transfer framework guidelines and provide a counseling/information approach to students. It was also agreed at this meeting that the CCAO would have a summer meeting to focus on transfer issues. I believe that CPE staff are in the process of scheduling that meeting.

The CCAO did develop guidelines for the AAS programs for General Education over the last two years but the CCAO, while their institutions generally followed them, did not formally adopt these guidelines. We have seen increased numbers of KCTCS colleges and University 2+2 articulation agreements. The stipulation by CPE that all program proposals include specific agreements for transfer on the part of KCTCS and the Universities has contributed to this effort to expand transfer agreements.

Another factor concerning the average number of credit hours transferred is the perception by many students, counselors, and college and university personnel that it is



better to transfer after one or two semesters to avoid loss of credit. We are working internally in KCTCS to change that perception through counseling and disseminating accurate information. The KCTCS Board of Regents has also set internal goals to increase the number of transfer students and the number of transfer hours. We are in the process of designing studies and developing tracking strategies to aid in identifying factors that contribute to the lack of progress in transfer enrollments, and from these we will build intervention strategies.

Thank you for the opportunity to provide this response to the lack of progress on the postsecondary education key indicators of successful reform efforts. KCTCS stands ready to address these issues outlined here in the months ahead to turn around the lack of progress.

Sincerely,

A handwritten signature in black ink that reads "Mike". The signature is written in a cursive, slightly slanted style.

Michael B. McCall, Ed.D.  
President

C: Dr. Keith Bird, KCTCS Chancellor  
Dr. Jon Hesseldenz, KCTCS Vice President



POSTSECONDARY  
EDUCATION

MAY 12 1 30 PM '03



OFFICE OF THE PRESIDENT

201 HOWELL-MCDOWELL AD. BLDG.  
MOREHEAD, KENTUCKY 40351-1689  
TELEPHONE: 606-783-2022  
FAX: 606-783-2216

May 8, 2003

Dr. Sue Hodges Moore  
Executive Vice President  
Kentucky Council on Postsecondary Education  
1024 Capital Center Drive  
Suite 320  
Frankfort, KY 40601-8204

Dear Sue:

In response to your letter dated April 25, 2003, I will address our University's six-year graduation rate in this correspondence and focus in a future letter on our current efforts to meet the highlighted institutional and system-wide key indicator goals.

The use of multi-year average graduation rates allows for individual year fluctuations experienced by all institutions. While Morehead State University continues to satisfy the CPE goal for six-year graduation rates, this is one of the years where the rate has fallen below the previous year. We anticipate from previous experience that our graduation rates will continue to improve on average over the next several years.

Many factors impact on graduation rates, from immediate economic conditions in our region to the preparation of each incoming freshman class. Over the past few years (during the current economic slowdown/recession) significant numbers of students have found it necessary to drop-out of school for a semester or more and others have moved from full-time to part-time status. As we have moved forward in greatly exceeding our undergraduate enrollment goals, the increases in our entering freshman classes have primarily come from students with less preparation for higher education and less commitment to personal educational goals. Obviously, significant increases in less-prepared students will exert a negative influence on graduation rates.

We continue to be aggressively innovative and creative in our efforts to meet the needs of our students, and thereby provide them with even greater opportunity for academic success. One of the critical milestones for attaining improved graduation

Dr. Sue Hodges Moore  
May 9, 2003  
Page 2

rates is to effectively retain students from the freshman to the sophomore years. In support of those efforts, we established a position of Associate Dean of Academic Support and Retention. That office has reinvigorated the University's retention strategies and activities. Additionally, the implementation of capstone courses in each degree program as a part of our general education curriculum is beginning to pay dividends in assisting students in completing their undergraduate degrees and preparing for entry into their chosen fields.

A preliminary look at this year's number of baccalaureate graduates for May indicates that we will have approximately 10 percent more than in 2002.

I remain confident that our graduation rate will continue to improve and that we will meet future years' goals for this CPE key indicator.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ron Eaglin', written in a cursive style.

Ronald G. Eaglin  
President

RGE:dm



OFFICE OF THE PRESIDENT

201 HOWELL-MCDOWELL AD. BLDG.  
MOREHEAD, KENTUCKY 40351-1689  
TELEPHONE: 606-783-2022  
FAX: 606-783-2216

June 6, 2003

Dr. Sue Hodges Moore  
Executive Vice President  
Kentucky Council on Postsecondary Education  
1024 Capital Center Drive, Suite 320  
Frankfort, KY 40601-8204

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POSTSECONDARY  
EDUCATION

Dear Sue:

This letter provides information requested on the actions taken by the University in meeting the goals established for statewide and institutional key indicators.

Statewide indicators with insufficient progress:

- \* Average ACT score
- \* Percentage of high school students taking the ACT
- \* Percentage of high school students completing the ACT core

We realized the value in having better-prepared students coming into the institution and have initiated or continued the following efforts to raise the preparation level of students enrolling in postsecondary institutions:

- Tuition-free classes for high school students with outstanding academic performance.
- Through the University's P-16 Council, we have established collaboration with regional school districts to assess high school students in math and provide training assistance where needed to raise scores.
- Additionally, we are working with area schools to better align high school and college math curricula to improve students' math skills and reduce the number of students requiring remediation in math at the college level.

- With our Professors in the Schools Program, University faculty members are encouraging high school students to prepare for and take the ACT.
- Through the rigid enforcement of the requirement that students not meeting the pre-college curriculum standards having to be enrolled in developmental courses, we are, in fact, encouraging students to complete the ACT core.

Institutional indicators with insufficient progress:

\* Number of graduate students:

- Much of the decline in graduate enrollment between Fall 2001 (1,759) and Fall 2002 (1,678) was directly attributed to the tragic events of September 11, 2001. Our international graduate student enrollment fell by 81 between Fall 2001 and Fall 2002, while international graduate enrollment declined by 40 students. We have appointed an Associate Dean of International Education who has revitalized our recruitment of international students.
- We are expecting significant increases in graduate enrollment through:
  - Master of Arts in Teaching degree program which has attracted 75 applicants for Fall 2003
  - The creation of graduate education program cohorts of students at three regional campuses

\* One-year retention rate of first-time freshmen:

- While the University did not reach the CPE-established 2002 goal of 75.5 percent for retention of first-time freshmen students, we did progress from 75.0 percent in 2001 to 75.1 percent in 2002.
- Actions taken to strengthen our retention efforts include:
  - Creating and filling through a national search the position of Associate Dean for Retention.
  - Developing and implementing a new University Retention Plan.
  - Requiring the development and implementation of retention plans at the department/program level.

Dr. Sue Hodges Moore  
June 6, 2003  
Page 3

- Especially aggressive follow-up involving department chairs and faculty for those students who are missing classes and for those students who do not pre-register for the subsequent semester.

\* Number of community and technical college transfers:

- The University has expanded articulation/two-plus-two agreements and the recruiting of "shared" students at KCTCS institutions in our region. For example, a "Transition Team" has been established among Maysville Community College, Rowan Technical College and Morehead State University to outline curricular areas for cooperative arrangements and administrative agreements.

Hopefully, this provides the information you need. If you have questions, please give me a call.

Sincerely,



Ronald G. Eaglin  
President

RGE:td

Christina

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POSTSECONDARY  
EDUCATION

May 13, 2003

Dr. Sue Hodges Moore  
Council on Postsecondary Education  
Suite 320  
1024 Capital Center Drive  
Frankfort, KY 40601-8204

Dear Sue:

Thank you for sharing the information on the key indicators of progress figures. It was good to see from the data the positive results of Murray State University's many years of hard work. As you requested, I am listing below a sample of Murray State University's continued efforts to bring about the progress the University is dedicated to make.

#### Graduate Student Enrollment

- MuSU will establish an enrollment management subcommittee to centrally coordinate and track graduate recruiting including initiatives with MuSU seniors to let them know about our graduate programs.
- MuSU has formed a subcommittee within the enrollment management committee to aggressively address international student recruitment.
- MuSU has formed Articulation Agreements with other Kentucky institutions.
- MuSU will have an online application for graduate admission in June.
- MuSU is revamping the navigation process and content of our web site for graduate students.
- MuSU's Graduate Specialist has initiated several processes that keep graduate students better informed about the requirements for their programs.
- MuSU's approved master's degree in accounting is showing increased enrollment.
- MuSU has added new facilities at our off-campus sites in Henderson and Hopkinsville. These improve access for graduate students served in these areas.

#### One-Year Retention Rates of First-time Freshmen

- MuSU welcomes its new freshmen and first time transfer students at the beginning of the school year with its *Great Beginnings Program* where the students come to campus earlier than the rest of the students and are assisted by faculty, staff and students to move into their rooms in their residential

colleges, to find solutions for their questions and problems and to have a better understanding of their surroundings as well as what is expected of them.

- MuSU requires all its freshmen to take a freshman orientation class.
- MuSU has a *Retention Alert Program* where faculty notify the retention office if students are not attending, are failing, or are not completing assignments.
- At MuSU the faculty who teach 100-level classes that are primarily for freshmen are requested to report progress of freshmen to the retention office at the six week mark.
- MuSU's *Freshman Year Leader Program* has freshman mentors assigned to 12-15 freshmen in residential colleges to work with and maintain contact through the first six weeks and after mid-term grades are posted.
- At MuSU all freshmen are contacted by Student Affairs Office at the six weeks period to assess how they are doing.
- MuSU residential college heads meet with groups of freshmen at the beginning of school in the residential colleges and also individually during the first six weeks.
- MuSU's freshmen have a hold put on their records to make sure that they meet with an advisor prior to scheduling classes.

#### Other Persistence and Graduation Initiatives

- MuSU has recently established a new system to provide better advising information for faculty in a secure format, utilizing personal identification number (PIN). In conjunction with the PIN site, the advisor-scheduling-holds process is undergoing campus review to insure that students see advisors prior to pre-scheduling.
- Departments are conducting more career based forums to emphasize the benefits of getting a degree and to enable our potential graduates to have more career opportunities.
- MuSU has an active task force on advising and is refining the faculty advisor training process.
- Efforts are being made for a greater campus-wide emphasis on persistence. Our new slogan is "Persist. There is no  $\phi$  in quitting."
- MuSU has put increased emphasis with the prospective students and parents on the importance of a college degree.
- A plan is under development for a campus-wide on-going assessment and enhancement of our educational environment. This includes an increased emphasis on the "characteristics of Murray State graduate" that were compiled in the strategic planning process. Efforts will be carried out to make sure that students are fully aware of those characteristics and how the university plans to instill those characteristics.
- A graduation committee has been formed to focus on:
  - ways to intensively manage all students who lack fewer than 12 hours to graduate;
  - ways to communicate graduation policies and to address student deficiencies earlier in their academic careers; and
  - ways to increase emphasis on the MuSU Academic Progress (MAP) report to ensure juniors and seniors acknowledge graduation requirements.

#### KCTCS Transfer Enrollment and Five-year Transfer Graduation Rate:

We are currently reviewing the characteristics of our 1997 transfer student cohort. In addition to the initiatives stated above that affect the retention of all undergraduate students, we have already established the following to address the needs of transfer students.

## Key Indicators

Murray State University

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- The university is making a concerted effort to get advising information into the hands of both students and advisors, no matter where they are. The Course Applicability System (CAS) is a key component. This system is a web-based transfer equivalency system that insures consistent and timely transfer advising information to current and future students. With this system:
  - Students can verify MuSU course equivalencies online;
  - Students can view MuSU Degree audits with their current and potential transfer work included.
- The campus degree audits, known as MSU Academic Progress (MAP) Reports, are comprehensive advising documents that track student progress toward graduation. Since the fall of 2001 all transfer courses have been included. The state-wide transfer framework agreements are also built in. A new version of that software is being purchased to allow enrolled students and advisors to use the web to get current reports and to run different versions to explore various majors and minors. This ability to get timely and consistent advising information should impact graduation rates for all students.
- MuSU's MAP/CAS Coordinator is training the regional campus representatives in the use of CAS and the MAP Reports. To facilitate better transfer planning, she will also be providing training to KCTCS regional advisors in the use of CAS and in MuSU graduation requirements. Our Associate Registrar works closely with the KCTCS advisors to develop and refine transfer agreements and to answer questions as they arise about our program requirements.
- MuSU has developed two web-based completion programs that are appropriate for KCTCS students and enrollments in these programs are increasing.
- MuSU will continue to emphasize recruiting from KCTCS system.

### ACT Initiatives

- MuSU has notified High School counselors that MuSU requires the ACT for admission and supports the Kentucky mandated pre-college curriculum (PCC) that would be considered the ACT core coursework. Starting this year any student with a deficiency in their PCC is required to take a specific MuSU class in the area of the deficiency regardless of the student's ACT score.
- MuSU is already offering ACT prep sessions to improve student performance and the number of these sessions will be increased as demand warrants. Discussion is taking place on the subject of informing the applicants with a low ACT score about the availability of these prep sessions should they choose to retake the test to improve their score.
- The MuSU Library provides material (tutorials, tapes, etc.) for self-directed ACT preparation.
- MuSU will encourage school systems to create a pool of funding for students who need to retake the ACT because of a desire to improve their scores. The Gear Up program and Murray State's Teacher Quality Institute will explore the possibility of financial support for students retaking the Test.
- MuSU would also like to suggest to the CPE and State Legislature that an incentive program similar to the KEES Scholarship program be established to improve ACT Scores and encourage a larger percentage of high school graduates to take the ACT. This ACT Scholarship Program could include financial awards for ACT scores of 20 through 28 or higher, with incentive scholarship amounts graduated from \$100 for the lower score to \$500 for a 28 or higher.



Key Indicators  
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As an institution, we are proud of our efforts to aid our students to have successful experiences while at Murray State University and also as graduates of our institution; and we aspire to even greater success in the future.

Sincerely,

A handwritten signature in cursive script that reads "F. King Alexander". The signature is written in black ink and is positioned above the printed name and title.

F. King Alexander  
President



**NORTHERN  
KENTUCKY  
UNIVERSITY**

Office of the President  
(859) 572-5123  
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POSTSECONDARY  
EDUCATION

May 9, 2003

Ms. Sue Hodges Moore  
Executive Vice President  
Kentucky Council on Postsecondary Education  
1024 Capital Center Drive, Suite 320  
Frankfort, KY 40601-8204

Dear Sue:

This letter responds to yours of April 25 which provides updated information on the Council's Key indicators and requests comments about Northern's graduation rate for 2002.

The 2002 rate of 37.8% reflects a reasonable progression from the 30.1% rate in the base year of 1998. Data suggest that the 40.5% rate for 2001 which was a 5.1 point increase over the 2000 rate is an anomaly. The 37.8% graduation rate for 2002 is near the median for Northern's metropolitan and urban university benchmarks that participate in the Consortium for Student Retention Data Exchange.

The figure for 2001 reported results for the freshmen class of fall 1995. That fall the university saw an overall enrollment drop which likely resulted from highway construction affecting the two primary entrances to campus. The rebuilding of an eight mile stretch of I-275 from just west of the exit ramp to campus impeded access for commuting students from Kenton and Boone Counties, from where nearly 60% of our students came in the mid 1990's. Additionally, a rebuild of US-27 from the east entrance for approximately five miles to the south discouraged students from central Campbell County south into Pendleton County. Geographic mapping of our commuting students in the fall 1995 validated the impact of construction. With ACT scores for entering fall 1995 Bachelor's Degree seeking freshmen at a high point, likely the most dedicated students endured the inconvenience to start their college careers.

By fall 1996, access from I-275 was restored, but rebuilding continued on U.S. 27. Students entering that fall are reported in the 2002 graduation rate. Despite the slip from last year's rate, 12.4% of the fall 1996 freshmen class persisted at Northern Kentucky University in the fall 2002. An additional 9.8% either completed an Associate's Degree at NKU or transferred to another Kentucky institution. Enrollment and graduation rates for transfers from the community college system likely will be problematic for several years to come. Before the creation of Gateway Community and Technical College, the closest community college was at Maysville, 50 miles east of NKU. Since community college students typically are place bound and have a strong vocational orientation, low transfer numbers are not surprising. Of the fall 1997 transfers from the state's community college system only nine met CPE's criteria for the five-year tracking. Four graduated with Bachelor's Degrees well within the tracking time frame. None of the other five enrolled beyond their first semester. With 24 students from GCTC enrolled in Northern's classes in fall 2002 and the growth of GCTC enrollments, we anticipate that an increased number will be encouraged to pursue a Bachelor's Degree at NKU in the future.

As you request in your letter, we will be submitting additional information regarding Northern Kentucky University's reform efforts in June.

Sincerely,

James C. Votruba  
President

Nunn Drive  
Highland Heights, Kentucky 41099

Northern Kentucky University is an equal opportunity institution.

**Northern Kentucky University**  
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July 11, 2003

Christina Whitfield  
Research and Information  
Council on Postsecondary Education  
1024 Capital Center Drive, Suite 320  
Frankfort, KY 40601

SUBJECT: NKU Progress on KCTCS Transfer Graduates and  
CPE Strategic Agenda Statewide Indicators

The measures related to ACT scores in the statewide indicator addressing Kentuckian's readiness for postsecondary education focuses on two issues:

1. Increasing the awareness among Kentucky's youth about the opportunities and advantages of formal education beyond high school, and
2. Increasing the capabilities of Kentucky P – 12 schools to provide appropriate preparation for students advancing into postsecondary education.

Programs in place and in planning stages at Northern Kentucky University target both issues. The University hosts a variety of events that bring young people to campus. Activities, such as the Northern Kentucky Select Bands, bring high school students from seven counties into the University atmosphere and provides a level of activity beyond that available in the schools. In the summer 2003, music programs are reaching youth from age 10 to adults. Also, Northern's faculty and students in the arts and sciences go to area schools with programs in individual classrooms and in school assemblies.

NKU's Center for Integrative Natural Science and Mathematics (CINSAM) includes in its mission preparing teachers with the specific goal to "Develop outstanding teachers of science and mathematics at secondary, middle school, and elementary levels".

As a result of more than thirty group conversations with community leaders and citizens in northern Kentucky, the University's campus-wide strategic planning team is setting an agenda that embraces CPE's vision for the Commonwealth and the expressed needs of the region's communities. As CINSAM recognizes the importance of enhancing critical skill development before students reach high school, the University is implementing a variety of enrichment programs for elementary and middle school youth. In the planning stage is a Saturday "NKU College for Kids" along with new strategies to take arts, humanities, and science programs from the University into rural communities. Through a variety of interactions between the University and young people and between the University and parents, we hope to enhance the recognition of the importance of postsecondary education and the participation by the region's citizens. Among

the expected results would be increases in the number of ACT test takers, higher test scores, and improved enrollments in ACT core courses.

The University's performance of the transfer graduation rate indicator reflects the small number of transfers to NKU with sophomore standing and above from Kentucky's community and technical colleges. Until Gateway Community College's founding, the closest Kentucky community college was 55 miles from NKU in Maysville.

Community college students typically are place-bound and likely have responsibilities for family and job. In fall 1997, the most recent year used in CPE's tracking for this indicator only nine students meeting the tracking criteria entered Northern. By August 2002, four had earned Bachelor's Degrees. None of the other five had persisted beyond their first semester in fall 1997.

NKU's greatest opportunities to serve KCTCS transfers will be through partnerships and agreements with Gateway. In the last academic year 38 Gateway students took general studies classes from Northern while also enrolled at Gateway. We intend to expand the cooperative enrollments and to provide smooth transitions for Gateway students into Northern's baccalaureate programs.

Even as Northern Kentucky University faces fiscal constraints that impact throughout the postsecondary education system, we recognize the importance of CPE's Action Agenda for the Commonwealth's future and the need for Northern Kentucky University to be proactive to assure the Action Agenda's success.

Sincerely,

Gerald E. Hunter  
Vice President for Enrollment & Financial Planning

**Whitfield, Christina (CPE)**

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**From:** Ray, Constance [connie@email.uky.edu]  
**Sent:** Friday, June 06, 2003 4:18 PM  
**To:** Sue.Moore@mail.state.ky.us  
**Cc:** Todd, Lee; Nietzel, Michael; Christina.Whitfield@mail.state.ky.us  
**Subject:** Key Indicator Report



Key Indicator  
Response 2003.do... Sue,

On behalf of President Todd, please find attached the University of Kentucky's response to your request for initiatives in support of key indicators where progress has not been evident. This response includes initiatives at UK and LCC in support of statewide indicators as well as institution-specific indicators. Please let me know if you have additional questions.

Thanks!

Connie A. Ray, Ph.D.  
Vice President for Institutional Research, Planning, and Effectiveness  
106 Gillis Building  
PH: (859) 257-6384  
FAX: 859-257-1333

<<Key Indicator Response 2003.doc>>

## Initiatives Supporting the Council on Postsecondary Education's System-wide Educational Attainment Indicators

The University of Kentucky and Lexington Community College are involved in a variety of reform initiatives that support the Council on Postsecondary Education's key indicators of educational attainment. Several of our programs and community service projects are aimed at improving system-wide indicators where current progress is insufficient to meet the Council's goals. Our efforts include initiatives to raise:

- The average ACT scores of high school graduates
- The percentage of high school graduates taking the ACT
- The percentage of high school graduates taking ACT core coursework

Each of the programs and services described below addresses at least one of the three system-wide educational indicators established by the Council on Postsecondary Education.

Finally, this progress report describes initiatives by the University of Kentucky and Lexington Community College to reach established institutional goals where insufficient progress has been made during the last year. UK's efforts to enhance its endowments in the research priority areas of the knowledge-based economy are briefly outlined. Interventions to improve Lexington Community College's one-year retention rates for first-time freshmen and the average number of credit hours transferred are also described.

### Efforts to Address Lack of Progress with Statewide Performance Indicators

#### **Central High Magnet Career Academy**

Over the years, UK has established a number of partnerships with the Central High Magnet Career Academy (formerly the Louisville Central Colored High School). Seven of ten students enrolled at Central are African-American, and over half of the student body qualifies for free or reduced lunch. In support of these students, UK has jointly created the UK - Central Scholars program, in which students earning at least a 3.0 GPA in their freshman year at Central are designated as UK - Central Associate Scholars. Students must have a 3.2 GPA by the end of their second year to stay "Associate Scholars" and a 3.4 by the end of their junior year to be named full UK - Central Scholars early in their senior year. Students must also complete the Pre-College Curriculum and show leadership, service, and good citizenship. Several academic and social incentives are in place for students designated as UK - Central Scholars.

Faculty and staff from UK made two visits to Central High in spring 2003. At the first assembly, the Director of Institutional Research presented information to nearly 200

Central Scholars on the relationship between high school achievement and success during the first year of college. A faculty member in the African-American Studies and Women's Studies programs addressed students at the second assembly on the importance of maintaining high academic goals and standards.

UK works with counselors from Central High to encourage students to start taking the ACT as sophomores and to continue through their senior year. The additional experience with the ACT reduces test anxiety, improves scores, and provides feedback to Central on academic programs that should be strengthened. In addition, UK is working to help Central's academic departments better align their high school curriculum with UK's expectations for incoming freshman.

### **KY Excel Incentive Scholarship Program**

Since 1994, UK and the Fayette County Public Schools have collaborated to administer the KY Excel Incentive Scholarship Program. After receiving a generous grant from former UK basketball star Jamal Mashburn, UK established the scholarship program nine years ago as a way to provide scholarships and hope to disadvantaged youth. Students are selected in the eighth grade on the basis of their commitment to education, satisfactory classroom conduct, recommendations, an essay, and a personal interview. Scholarship recipients are awarded one year of tuition to UK for every year of high school completed with a 2.5 GPA and satisfactory conduct.

During 2002-2003, the KY Excel program offered a variety of social and cultural activities to tenth grade high school students currently enrolled in the program. No new students were added to the Excel program this year. Students toured the UK campus and attended a panel presentation by current UK students on "College Life at UK." Each student was matched with a UK mentor. Students and mentors got to know one another better at a pizza party. In addition, program participants attended a variety of social activities, including a Legends baseball game and a women's basketball game.

### **Governor's Minority College Awareness Program**

The Minority College Awareness Program at UK consists of six early interventions that prepare African American and other underrepresented minority students for success in postsecondary education institutions. Three MCAP components provide indirect support for several of the Council's key indicators by emphasizing the importance of academic readiness and encouraging greater academic achievement on the part of students who have been traditionally under-represented in higher education:

- The *UK 2<sup>nd</sup>/3<sup>rd</sup> Grade Reading Enhancement* focuses on building a strong foundation for learning by insuring that students are at or above reading level in the early grades.
- The *YMCA Black Achievers Seventh/Eighth Grade Educational Enhancement Cluster* emphasizes career education by relating students' academic performance to the career choices they make.

- The *R.A.P. component* is an incentive program to motivate all students at Winburn Middle School to earn a grade point average that will entitle them to a place on the honor roll. All honor roll students are taken on college tours, attend assemblies with faculty and other professionals from UK, and take an annual educational/fun trip to Disney World. This component was designed specifically for a school with a high proportion of students who are academically at-risk.

### **Robinson Scholars Program**

Established in 1997, the Robinson Scholars Program serves college-bound students from 29 eastern Kentucky counties. The High School Program is open to eighth-graders who have demonstrated the potential to succeed in college, despite potentially severe economic, cultural, or institutional barriers. Students qualify for the program based on their academic potential, financial need, and personal interviews with program administrators. The High School Program offers mentoring and academic support with a strong emphasis on the value of rigorous pre-college coursework and the need to prepare for the ACT Assessment.

The College Program provides Scholars with the tools needed to succeed as undergraduates. Participants associate with student mentors, engage in monthly small group meetings, and take part in individual conferences with the program staff. Robinson Scholars also receive full academic scholarships to the University of Kentucky, Lexington Community College, or any KCTCS institution. The award is equal to tuition and fees, room and board, and a personal stipend. Students who continue to meet the program's eligibility requirements can renew the award for up to four years of undergraduate study.

### **Initiatives of the UK Undergraduate Admission Office**

The UK Office of Undergraduate Admission and University Registrar are engaged in numerous efforts to raise students' awareness about the importance of taking rigorous high school coursework and preparing for the ACT Assessment. During the past year, the Office has supported the Council on Postsecondary Education's system-wide educational attainment indicators in a variety of ways:

- New recruitment efforts have been implemented for fall 2004 related to targeting students earlier in the process. Specifically, over 40,000 new publications were mailed to prospective sophomores and juniors with specific information related to college planning and taking the ACT, PSAT, SAT and PLAN.
- New monthly admission letters to prospective sophomores and juniors will publicize test dates and admission strategies.
- 'Phone-a-thons' with prospective students emphasize the importance of taking the ACT early and often. Direct personal contact with students and parents is proving to be very successful.



- Numerous presentations to middle school and high school students and parents are organized throughout the year stressing the value of a college degree. Staff members encourage students to take challenging course-work, including Honors, Advanced Placement and International Baccalaureate classes. Students learn that rigorous courses will better prepare them for the ACT and college-level work. Staff members also encourage students to take the ACT and the SAT I at least twice as a way to improve test scores and make their admission application more competitive.
- Visits to every region of the state, including many of the Council's target counties, stress the importance of postsecondary education and recruit students to UK. Staff members regularly participate in "college fairs" throughout Kentucky and talk about the importance of testing with nearly every student and parent. The staff of the office also operates a Visitor Center on the UK campus featuring information sessions that encourage students to take challenging coursework and to take the ACT several times.
- Outreach efforts support the work of high school teachers and guidance counselors around the Commonwealth. Recruitment staff members attend annual ACT Conferences and ACT workshops to improve the advice and information they give to secondary school professionals. The Office of Undergraduate Admission and University Registrar regularly holds workshops with counselors to share ACT/College Board news, data and updates.
- A new high school guidance counselor electronic Listserv has been created to communicate on a regular basis about admission updates and pertinent information like the ACT.

### **Initiatives of Lexington Community College**

LCC administers several programs that support the Council's statewide performance indicators. The College's Title III programs, Talent Search and Upward Bound, serve local students in traditionally at-risk populations. Both programs include components for ACT test preparation and test strategies, in addition to academic courses and tutoring designed to improve students' scores on these standardized tests. The Upward Bound program requires students to take the PLAN (a pre-ACT Assessment exam administered in earlier grades) and the ACT Assessment as measures of academic gains achieved through participation in the program. Participants in the Talent Search and Upward Bound programs are strongly encouraged to attend college after they finish high school.

### **Efforts to Address Lack of Progress with UK's Performance Indicators**

The University of Kentucky's total endowments decreased \$22.6 million during FY 2002, despite net principal additions of \$27.9 million. The decrease resulted from a negative total return of \$27.4 million and spending distributions of \$23.1 million. Market volatility negatively impacted all of the institution's endowments, including those in the

research priority areas of the knowledge-based economy. With the third round of the Endowment Match Program, UK expects to make progress in achieving its endowment goals. Pursuant to the program's guidelines, at least 70 percent of the endowments matched by this program must be designated to the research priority areas. The University's draft strategic plan for 2003-06 recognizes the importance of endowments in the research priority areas as reflected in the following key indicator for the plan: "Increase the market value of the University's endowments to \$500 million through fund raising focused on the priority research areas identified in the Commonwealth's Strategic Plan for the New Economy."

### Efforts to Address Lack of Progress with LCC's Performance Indicators

LCC has developed several initiatives to improve the retention of its students. The College has made a commitment to hire a full-time staff person whose major job responsibility will be to improve student retention. In addition, LCC's early alert system has moved beyond the pilot phase and is now a college-wide initiative. This system enables faculty to identify students who are in academic jeopardy so that an "education counselor" can contact them. The counselor provides encouragement and helps students access support programs at the College that contribute to student success. During the past year, over 400 students were contacted and helped through this program.

LCC continues to revise its orientation and advising processes. Students now meet with the same advisor at least once per semester. The sessions focus on actual academic advising and are not simply limited to the scheduling of classes for the upcoming semester. A summer advising program has also been initiated with full-time faculty rather than paid temporary advisors. In addition, LCC has recently developed a mentoring program for male African American students. Research indicates that this group is at-risk in terms of their retention and graduation rates.

Over the past five years, the number of LCC students who have transferred to a four-year institution has increased by 19 percent. As part of their training as advisors, faculty members now receive further instruction in degree requirements so they can encourage students to complete their degrees prior to transfer. LCC is also applying for a Title III grant to fund a transfer center so that staff can more effectively help students review their transfer options. Transfer center staff would work with students to ensure they take all of the LCC courses they can that will transfer into their desired four-year program. The new CAS/Darwin system will make it easier for staff to assess the progress students have made towards an AA/AS degree prior to transferring. At LCC, the number of degrees conferred continues to rise each year. As more students complete associate degrees before transferring, the average number of credit hours transferred to four-year institutions is also expected to increase.

JAMES R. RAMSEY  
President

University of Louisville  
Louisville, Kentucky 40292  
Office: 502-852-5417  
Fax: 502-852-5682

MAY 12 10 16 AM '03

May 9, 2003

Dr. Thomas D. Layzell  
President  
Council on Postsecondary Education  
1023 Capital Center Drive  
Suite 320  
Frankfort, KY 40601

Dear Tom:

Thank you for the opportunity to review and comment on the University of Louisville's progress in support of Kentucky's Key Indicators of Progress. While we are pleased with our contributions in several areas, and particularly research and development, we share your concern that the upward trajectory of six-year graduation rates did not continue this year.

With respect to the decline of 0.5% between our 1995-2001 and our 1996-2002 graduation rates our examination of factors that might have influenced this change found little evidence of strong causal relationships. In fact, as we considered the overall trend in our graduation rates over the last five years, an increase of nearly 3% is evident. Our conclusion is that this year's slight dip is a normal fluctuation in the life of a university.

The characteristics of the entering class of 1996 did not differ substantially from those of other entering classes since 1992. ACT scores hovered just above 21 during that time and high school grade point averages rose slightly from just under 2.9 to 3.0.

During the six-year period from 1996 to 2002, a number of changes occurred within the university and in the larger community may have influenced students' decisions to persist at UofL.

Tuition Increases. Between Fall 1996 and Fall 1998 tuition increased by almost 14% followed by another increase of 11% the following year. These increases coupled with a financial budget unable to keep up with them and an improving economy and job market may have enticed some students to interrupt their studies thereby delaying completion of their degrees. The plausibility of this scenario is reinforced by the persistence demonstrated by this cohort of students. Six years after entering the university 44% had either graduated or were still enrolled compared to 40% of the 1995 class. Based on the experience of the 1995 class that now has a seven-year graduation rate of 36.9%, we anticipate a more favorable, long-term graduation rate for the 1996 class.

It is also possible that some students when confronted with tuition increases chose to enroll at another postsecondary institution with lower tuition. Although we are unable to document transfers-out a recent study from the National Center for Education Statistics suggests that nation-wide about 25% of entering freshmen transfer to another institution at some time in their academic career.

Admission Criteria. Admission criteria in 1996 met the state minimum. However, as the Challenge for Excellence developed and the Higher Education Reform Act enacted, the university directed its attention to identifying and communicating the characteristics of successful students in a quality undergraduate education program. Increased attention to the undergraduate programs, in general, expansion of the honors program, direct enrollment of freshmen in degree-granting programs, and the phased-in implementation of more stringent admission criteria may not have had a direct impact on the 1996 class, but they may have created a too-challenging, too-competitive atmosphere for some students.

Curricular Change. The School of Allied Health closed in 2000. Students active in the degree-pipeline had the opportunity complete graduation requirements; some inactive students may have discontinued their enrollment at that time.

Of greater importance to us than this year's dip, is that the rate continues well below that of most of our peer institutions. As noted earlier, our graduation rates have been inching up over the last five reporting periods. But it has been the Challenge for Excellence and the Commonwealth's Higher Education Reform efforts that have spurred a number of initiatives to encourage retention and degree completion.

Academic Preparation. Admission criteria have been modified to ensure that students are prepared for the rigors of college work. Students who lack the fundamental knowledge to succeed in entry-level courses are guaranteed admission to the university upon satisfactory completion of a Pathways-to-Success program of study at Jefferson Community College. Admissions officers work closely with high school counselors to articulate the pre-college curriculum and other admission requirements.

Academic Support. The Resources for Academic Achievement Center offers tutoring, counseling, career and other services to support students as they REACH for Success; academic requirements have been clarified and made more consistent across our colleges; and additional academic advisors positions have been created to improve the availability of advising services.

Curricular Reform. General education requirements have been reviewed and made more consistent across the academic units; our Honors Program has been strengthened to

Dr. Thomas D. Layzell  
May 9, 2003  
Page 3

ensure that all students experience intellectually stimulating and challenging instruction; and an undergraduate research component has been developed to promote undergraduate exposure to and involvement in cutting-edge research.

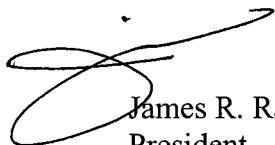
Financial Support Substantial investment has been made to provide financial aid to attract highly-qualified students to the university and to ensure that shortage of funds is not an impediment to continuation; although it is not a university program, KEES awards, intended to encourage recent high school graduates to start college and persist, should help all of Kentucky's postsecondary institutions.

Co-curricular Opportunities. Counseling and career services have been reorganized to better serve students; additional residence halls have been constructed (residential students have higher retention than non-residential students).

Responsive Assessment. A central tenet of our managerial philosophy is "ask, listen, and act." UofL has implemented and actively uses an ongoing assessment system primarily designed for our academic units to solicit feedback from new and continuing students, alumni, and faculty and staff. In addition, the Division of Student Affairs has commissioned a satisfaction survey every four years to identify areas where improvement has occurred or might be desirable. The 1995 survey, for example, identified academic advising as an area of low satisfaction. That finding spurred many of our academic support initiatives and the just-released 2002 survey found significantly greater satisfaction with advising among UofL students.

Although the 1996 freshman class had already finished its critical first year before many of these initiatives had been implemented or could have substantial influence, early analysis of the graduation rate of the 1997 entering class shows a five-year rate that is 3% higher than the comparable rate for the 1996 class. We anticipate steady improvement in our graduation rate in the future as we recommit to creating an environment and opportunity where students can succeed and the Commonwealth will benefit.

Sincerely,



James R. Ramsey  
President

cc: Vice President Sue Hodges Moore  
Director Michael J. Curtin  
Dr. Mary Korfhage

JAMES R. RAMSEY  
President

University of Louisville  
Louisville, Kentucky 40292  
Office: 502-852-5417  
Fax: 502-852-5682

June 3, 2003

Dr. Thomas Layzell  
President  
Council on Postsecondary Education  
1024 Capital Center Drive, Suite 320  
Frankfort, KY 40601-8204

JUN 5 9 11 AM '03

POSTSECONDARY  
EDUCATION

Dear Tom:

Thank you for the opportunity to provide insights into the University of Louisville's progress in addressing the Key Indicators of Progress. The University is a committed contributor to the reform efforts of the Commonwealth and we are pleased with the progress made thus far.

The University of Louisville's strategic plan, the "*Challenge for Excellence*," is a strong catalyst and strategic underpinning for institutional improvement. Through internal reallocation, philanthropic fund raising, and matching state funds, we have made significant investments in the educational and research programs of the institution. These investments are already resulting in improvements to our productivity and outcome measures and we are certain they will also provide a lasting impact on our students and postsecondary education reform in the Commonwealth.

The following information provides an overview of UofL's progress.

**Questions 1-3: Are more Kentuckians ready for postsecondary education? Are more students enrolling? And, are more students advancing through the system?**

We continue to focus our resources to attract and retain the best and brightest students to our institution. To achieve this, we increased our scholarship awards to qualified students, invested in infrastructure necessary to provide academic support services to students through enhanced freshmen orientation, access to tutoring, minority academic support, mentoring and career counseling, and enhanced our recruiting efforts. Results in these areas are already beginning to show.

First, the average ACT scores of our entering freshmen increased from 20.8 in fall 1995 to 23.2 in fall 2002. Second, enrollment of graduate students has increased from 4,302 in fall 2001 to 4,677 in fall 2002. Professional students similarly increased from 1,825 in fall 2001 to 1,850 in fall 2002. By 2004, we project 4,880 graduate students and 1,860 professional students. Third, the year-to-year freshman retention rate for all first-time freshmen increased from 69.7% in fall 1995 to 73.9% in fall 2002. In a correspondence to the CPE in 2001, we indicated that by 2004

we project our retention rate to be 75%. We feel we are on track to meet this objective. Fourth, in order to achieve the goal of increasing our residential students, we have invested over \$30 million to build new on-campus student housing. The new facilities are scheduled for completion fall 2003 and will house approximately 600 additional students.

Additionally, a new initiative - *Vision\*Focus\*Action* - is being implemented to promote a challenging and supportive academic environment and user-friendly student services. New academic programs will be selectively developed in targeted areas that meet the interests and needs of students and the state. The focus of this new initiative is in four areas: the academic challenge, student support services, the cultural and racial climate, and communications to faculty and staff. This initiative will assist in our efforts to ensure that the quality of programs and services, as well as the academic environment and campus culture, remain a top priority as we move forward.

**Questions 4-5: Are we preparing Kentuckians for life and work? And, are Kentucky's communities and economy benefiting?**

The University of Louisville continues to make excellent progress in increasing federal research and development funding. In fiscal 2001, the University of Louisville's federal research and development expenditures were \$25,116,000. For fiscal 2002, that total increased by 55% to \$38,978,000. Similarly, total extramural research and development expenditures for fiscal 2001 were \$34,314,000. For fiscal 2002 that total increased by 69% to \$57,992,000.

Through continued support from the Commonwealth's Research Challenge Trust Fund, the University of Louisville continues to attract renowned scholars and researchers to join an already strong faculty. The number of endowed chairs increased from a baseline figure of 25 in 1995 to a current figure of 92 in fall 2002. This program has encouraged private philanthropy and helped move the university's research agenda forward rapidly. This trend was recently rewarded when the University of Louisville successfully achieved membership in the prestigious Association of Research Libraries.

Another direct result of the University of Louisville's research focus is an increase in patents, royalties and business development. Licenses and U.S. patents based upon research have increased from 46 in FY 2000 to 56 (through the third quarter of FY 2003). Business start-ups have increased from 1 to 6 during this same period. Businesses incubated have seen an increase from 38 in FY 2000 to 57 (through the third quarter of FY 2003). Royalties and Associated Income have increased dramatically from a baseline figure of \$10,626 in FY 1995 to \$465,427 (through the third quarter of FY 2003).

Dr. Thomas Layzell  
June 3, 2003  
Page 3

As top researchers and students continue to transform their research and work into concepts and products, our city and state will see these investments pay off in economic development potential. To support these efforts, the Delia Baxter Research Building at the Health Sciences Center was completed and we recently "broke ground" on a new state-of-the-art research building on our Belknap Campus.

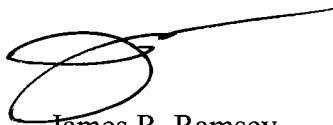
The University of Louisville is also excited about the opportunities to build partnerships and collaborations. We are already working with the new Louisville Metro government, Greater Louisville Inc., and business and community organizations to serve the region and provide educational and research expertise to promote economic development. Working closely with the Louisville Medical Center Development Corporation and Greater Louisville Health Enterprise Network, we will move forward on a Cardiac Innovation Institute and seek other collaborative opportunities with medical center partners to build the biomedical foci in Louisville.

In the area of education, we will continue to build new, and reinforce existing collaborative academic and research programs with other universities and K-12. We will particularly focus on Jefferson County Public Schools programs that promote quality education and enhance opportunities for students at all levels.

Clearly, it is very difficult to identify concisely all of the activities the University of Louisville is engaged in to promote and support state reform initiatives. Hopefully, this response has provided some insightful information and notable successes at our institutions. Please know that we are dedicated to continuous quality improvement and to the effort to improve the quality of life for our students and the citizens of the Commonwealth.

Please feel free to call me if you have any questions.

Sincerely,



James R. Ramsey  
President

cc: Provost Shirley Willihnganz  
Director Michael Curtin



## Whitfield, Christina (CPE)

---

**From:** Moore, Sue (CPE)  
**Sent:** Wednesday, May 14, 2003 3:56 PM  
**To:** Morse, Mary B (CPE); Whitfield, Christina (CPE)  
**Subject:** FW: Measures for improving WKU graduation rates

-----Original Message-----

**From:** Bob Cobb [mailto:bob.cobb@wku.edu]  
**Sent:** Wednesday, May 14, 2003 3:51 PM  
**To:** sue.moore@mail.state.ky.us  
**Cc:** Barbara Burch; Gary A. Ransdell; Lois Hall; Luther Hughes  
**Subject:** Measures for improving WKU graduation rates

Sue,

Below is the information you requested regarding measures WKU is taking to improve graduation rates. This information is being furnished to you after consultation with Dr. Burch and President Ransdell.

Western's 2002 graduation rate of 41.1% fell short of its goal by fewer than 20 students but recorded a moderate improvement over its 2001 graduation rate of 40.8% with continued gains projected for AY 2003.

Fundamental to improving WKU's graduation rate is student retention. WKU recognizes that in order to graduate students they must first be retained. Western has put considerable efforts into the retention of students.

Recent CPE reports spotlight the fact that WKU's retention efforts are indeed working as WKU's retention has increased by nearly 6% in five years and is on target to show increased gains in 2003. It is expected that as retention efforts are further refined and improved, graduation rates will show commensurate gains. Key initiatives WKU is conducting to address retention and graduation rates are:

1. Placement for Success - using standardized and other test scores for the proper placement of students into entry level courses to ensure they are on a successful track for retention and graduation.
2. Freshman Seminar - for first year students—important first year experience initiative (course) assisting students in making the transition from high school to college. Also, it is a course where study skills and career opportunities are emphasized.
3. 6th Week Assessment - All first year students enrolled in 100-level courses are assessed by the faculty. Four areas are assessed: a) class attendance, b) prepared for class, c) need tutoring, and d) D/F in the class at that time. Data from this report are provided directly to UC101 instructors and faculty advisors. Both UC101 instructors and faculty advisors are requested to personally contact each student and determine appropriate interventions for student success.
4. Academic Advising Academy - a workshop held several times each year providing faculty advisors with information and strategies for delivering high quality student advisement and understanding university academic requirement in general education.
5. Partners Program - a highly structured program encouraging students in academic trouble with a contractual arrangement that requires students to have regular tutoring and advisement, engages parents in this process, and

carefully plans students' academic programs and progress.

6. Project Early Start - a partnership program with funding from private and university sources for students with academic deficiencies that provides enhancement in writing, computer skills and mathematics. This two-week enrichment program just prior to the beginning of the fall semester is utilized to assist students be successful in these areas in their first year.

7. Master Plan - a five-day social and academic adjustment and orientation to the university for students just prior to the beginning of classes in the students' first year.

8. Learning Communities - Both residential and non-residential learning communities have been implemented to include cohorts of students in the same classes. This commonality and a connection among the students enhance study habits and group tutoring along with building personal interactions.

9. Academic Advising Academy—a workshop providing faculty advisors with information on high quality student advisement and university academic requirements in general education.

10. Taking Aim - an initiative providing academic departments the information necessary to personally contact students who (a) were first year enrolled students but who have not yet enrolled for a second year and (b) previously enrolled students who are in graduation cohort(s), near graduation, but not registered for the fall semester.

**Whitfield, Christina (CPE)**

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**From:** Morse, Mary B (CPE)  
**Sent:** Wednesday, June 25, 2003 8:38 AM  
**To:** Whitfield, Christina (CPE)  
**Subject:** FW: Follow up response on State

WKU's response

-----Original Message-----

**From:** Bob Cobb [mailto:bob.cobb@wku.edu]  
**Sent:** Tuesday, June 24, 2003 5:28 PM  
**To:** Moore, Sue (CPE)  
**Cc:** Barbara Burch; Gary A. Ransdell; Lois Hall; Luther Hughes; Torie Cockriel; James Flynn  
**Subject:** Follow up response on State Indicators

Sue,

Here is the follow-up information you requested regarding measures WKU is taking to address the State indicators mentioned in your 25 April 2003 memo to President Ransdell:

- (1) Average Act Score
- (2) Percentage of high school students taking the ACT
- (3) Percentage of high school students completing the ACT core

Western Kentucky University is doing nothing directly with high school students to improve these indicators. Western is however indirectly addressing these by: (1) seeking ways to increase our dual enrollments with area high schools, and (2) preparing high quality teachers who will help have a significant influence on Kentucky's future postsecondary students.

Bob Cobb



WESTERN  
KENTUCKY  
UNIVERSITY

Office of Provost and Vice President  
Of Academic Affairs  
270-745-2296  
FAX: 270-745-5442

Western Kentucky University  
1 Big Red Way  
Bowling Green, KY 42101-3576

July 11, 2003

Dr. Sue Hodges Moore  
Executive Vice President  
Council on Postsecondary Education  
Suite 320  
1024 Capital Center Drive  
Frankfort, Kentucky 40601-8204

Dear Sue:

Below is the additional information you requested regarding the measures Western Kentucky University is taking to address the statewide indicators of:

- Average ACT Score
- Percentage of high school students taking the ACT
- Percentage of high school students completing the ACT core.

Also included is the information provided previously concerning the steps Western is taking to improve our retention and graduation rates.

Western is addressing the statewide indicators concerning the ACT in a number of ways. Western's admissions counselors have made a point to discuss the importance of taking the ACT when they meet with high school counselors, students, and parents. When student groups come to campus, we again take the opportunity to emphasize the importance of taking and doing well on the ACT. As part of our efforts to increase dual enrollments with area high schools, we have stressed that taking and preparing for the ACT is crucial.

Additionally, Western has focused on the significance of the ACT through outreach opportunities provided through our TRIO programs, including Upward Bound and Veteran's Upward Bound. As these programs prepare individuals for entry into college, they assist students in not only applying for the ACT, but in practicing test taking skills before taking the test.

We also are actively engaged with area superintendents, particularly through GRECC, in ongoing discussions that will increase the preparation of students to enter college, which includes meeting admissions requirements that include the ACT.



*The Spirit Makes the Master*

Dr. Sue Moore Hoges  
July 11, 2003  
Page 2

Western is also taking a number of steps to improve our retention and graduation rates. Western's 2002 graduation rate of 41.1% fell short of its goal by fewer than 20 students, but recorded a moderate improvement over its 2001 graduation rate of 40.8% with continued gains projected for AY 2003. Fundamental to improving Western's graduation rate is student retention. Western recognizes that in order to graduate students they must first be retained. Western has put considerable efforts into the retention of students.

Recent CPE reports spotlight the fact that Western's retention efforts are indeed working as Western's retention has increased by nearly 6% in five years and is on target to show increased gains in 2003. It is expected that as retention efforts are further refined and improved, graduation rates will show commensurate gains. Key initiatives Western is conducting to address retention and graduation rates are:

1. Placement for Success - using standardized and other test scores for the proper placement of students into entry level courses to ensure they are on a successful track for retention and graduation.
2. Freshman Seminar - for first year students-important first year experience initiative (course) assisting students in making the transition from high school to college. Also, it is a course where study skills and career opportunities are emphasized.
3. 6th Week Assessment - All first year students enrolled in 100-level courses are assessed by the faculty. Four areas are assessed:
  - a) class attendance
  - b) prepared for class
  - c) need for tutoring, and
  - d) D/F in the class at that time.

Data from this report are provided directly to UC101 instructors and faculty advisors. Both UC101 instructors and faculty advisors are requested to personally contact each student and determine appropriate interventions for student success.

4. Academic Advising Academy - a workshop held several times each year providing faculty advisors with information and strategies for delivering high quality student advisement and understanding university academic requirement in general education.

Dr. Sue Moore Hoges

July 11, 2003

Page 3

5. Partners Program - a highly structured program encouraging students in academic trouble with a contractual arrangement that requires students to have regular tutoring and advisement, engages parents in this process, and carefully plans students' academic programs and progress.
6. Project Early Start - a partnership program with funding from private and university sources for students with academic deficiencies that provides enhancement in writing, computer skills and mathematics. This two-week enrichment program just prior to the beginning of the fall semester is utilized to assist students be successful in these areas in their first year.
7. M.A.S.T.E.R. Plan - a five-day social and academic adjustment and orientation to the university for students just prior to the beginning of classes in the students' first year.
8. Learning Communities - Both residential and non-residential learning communities have been implemented to include cohorts of students in the same classes. This commonality and a connection among the students enhance study habits and group tutoring along with building personal interactions.
9. Taking Aim - an initiative providing academic departments the information necessary to personally contact students who (a) were first year enrolled students but who have not yet enrolled for a second year and (b) previously enrolled students who are in graduation cohort(s), near graduation, but not registered for the fall semester.

Please let me know if you have any questions about the measures Western has taken to address these Key Indicators.

Sincerely,

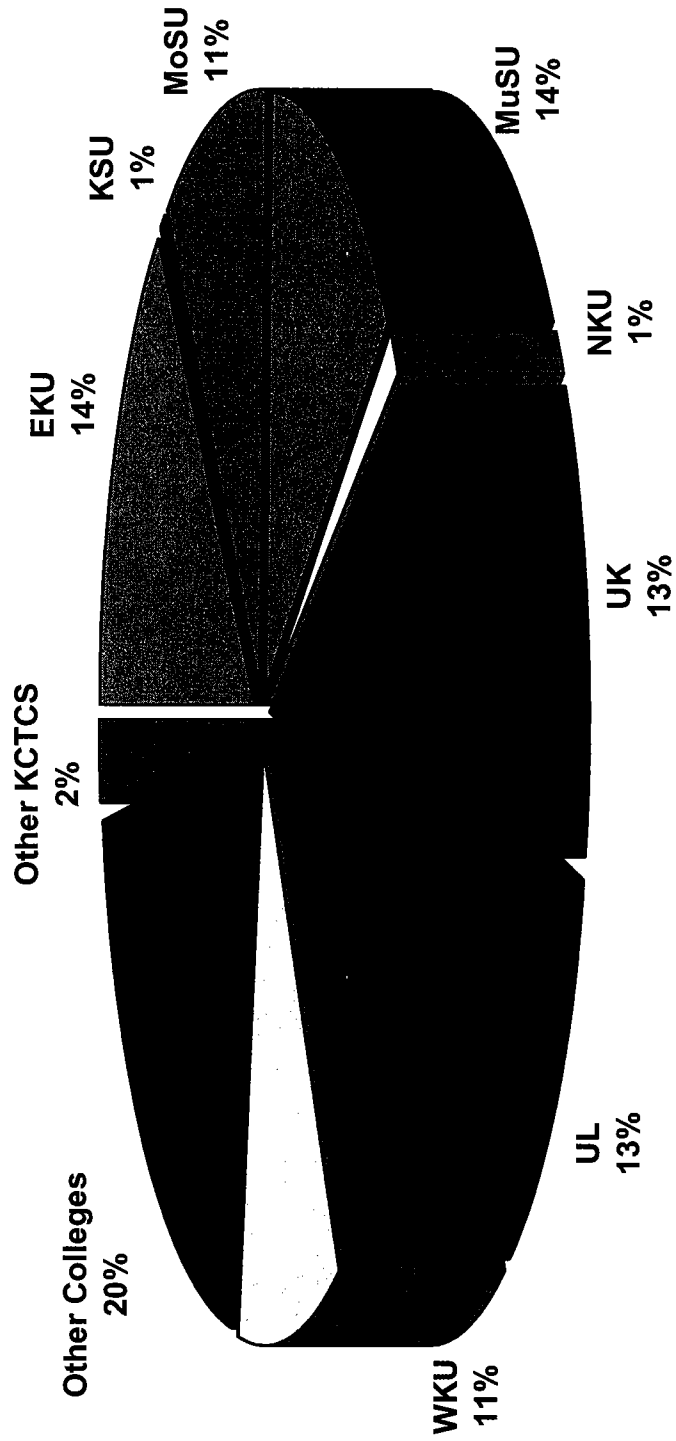


Barbara G. Burch  
Provost and Vice President  
for Academic Affairs

BGB:lph

xc: President Gary Ransdell

# Transfers to Other Kentucky Institutions Fall 2001



Council on Postsecondary Education  
July 28, 2004

## Program Review and Investigations Committee Report

On July 10, the General Assembly's Program Review and Investigations Committee released a report on the status of postsecondary education reform in Kentucky. While the report praised the substantial progress Kentucky has made since 1997, it raised several concerns. Most of them relate to the substance and format of the information the Council provides to the General Assembly. Attached is the Council staff's response to the recommendations. We will report to you at the July meeting on the committee's specific recommendations and steps we will take to respond to them.

Staff preparation by Bill Swinford



Council on Postsecondary Education  
July 28, 2003

## IEG Activities

The Institute for Effective Governance held its first spring board development seminar May 19-20 in Lexington. Fifty-three board and Council members attended. The focus was on the need to work together to advocate for institutional, community, and statewide support for the postsecondary education agenda. Breakout sessions were offered on the board/CEO relationship; supporting CEOs, including hiring, evaluating, and compensating; partnerships among institution foundations, governing boards, and the administration in advancing the public agenda; and the role of faculty and staff in advancing the public agenda.

Planning is underway for the Governor's Conference on Postsecondary Education Trusteeship to be held September 21-22 in northern Kentucky.

Staff preparation by Phyllis Bailey

## Adult Education Reorganization

*Senate Bill 1, the Adult Education Act of 2000, directed the Council on Postsecondary Education to create a strategic agenda to address the needs of 40 percent of working-age Kentuckians functioning at low levels of literacy. Since Kentucky created this partnership between adult and postsecondary education, much progress has been achieved. Enrollment in adult education programs, GED attainment, and the on-to-postsecondary rate have increased significantly. Because of this remarkable success and the continuing need to prepare adults for life and work, Governor Patton signed an executive order placing all adult education services with the Council on Postsecondary Education.*

**Action:** The staff recommends that the Council accept the provisions outlined in Executive Order 2003-600 transferring the functions and activities of the Department for Adult Education and Literacy from the Cabinet for Workforce Development to the Council on Postsecondary Education.

### **Reorganization Order**

Reorganization Executive Order 2003-600 (Attachment A) signed by Governor Paul Patton on June 16, 2003, abolished the Department for Adult Education and Literacy (DAEL) within the Cabinet for Workforce Development. The order was effective July 16, 2003, and all paperwork associated with the reorganization has been filed and approved. Reorganization plans must be ratified by the General Assembly in the next regular session following the reorganization. Failure of the General Assembly to ratify the reorganization results in a return to the pre-executive order structure. The adult education and literacy reorganization has been extensively discussed with legislative leadership and ratification is expected in the 2004 legislative session.

The executive order decreed that all of the duties, responsibilities, and functions of the DAEL are to be reconstituted within the Council, as the Council deems appropriate. Since the Council on Postsecondary Education is an independent agency with a separate board, the executive branch lacks the capacity under KRS 12.028 to reorganize the Council by executive order. The executive order abolishes all adult education and literacy functions within the Cabinet for Workforce Development and assigns those functions to the Council as deemed appropriate by the president of the Council. A vote by the Council to accept the programs and functions of adult education and literacy is necessary to complete the reorganization.

## **Reorganization Process and Personnel**

Twenty-five people from the DAEL were offered and accepted positions within the Council. Additionally, two positions were assigned to the Council's adult education initiatives prior to the reorganization.

Some of the DAEL employees were subject to the provisions of KRS Chapter 18A, Kentucky's merit system. Merit system employees have employment rights within state government when, and if, there is a reduction in force (a layoff). That is the case with this reorganization. KRS Chapter 18A requires the Cabinet for Workforce Development to initiate a layoff plan and to work with the state Personnel Cabinet to find suitable positions for all employees who were not offered positions with the Council or who declined to accept a transfer to the Council. To date, all merit system employees have secured employment either with the Council or with other state agencies.

CPE and DAEL officials met to develop a crosswalk for all DAEL positions and to align those positions and salaries with those in the Council. The DAEL employees who accepted employment with the Council were required to give up their KRS Chapter 18A rights and privileges as the Council is not bound by the provisions of KRS Chapter 18A. All department employees will retain their retirement membership and benefits, including the uninterrupted accrual of service time in both the Teachers' Retirement System of Kentucky and the Kentucky Retirement System. Employees were allowed to transfer their leave balances and sick days as well.

Upon notification of the impending reorganization last May, a communication plan was implemented, resulting in a series of meetings over time. Secretary Lile, Cabinet for Workforce Development, met with DAEL staff on May 27 to announce the proposed reorganization. Commissioner King, Deputy Commissioner Stagnolia, representatives from the state personnel cabinet, and the Cabinet's general counsel met with staff individually on May 28 and 29, 2003. A second round of individual meetings was held with staff on June 6, 2003. Consultants with the state personnel cabinet were stationed at the department for three days in early June to assist staff through the transition. In addition, Commissioner King and Secretary Lile met with selected staff upon request. The Council staff held two meetings with DAEL staff to discuss fringe benefits.

## **Budget**

The combined budget for adult education activities will be \$31.1 million. This includes \$11.2 million currently appropriated to the Council through the Adult Education and Literacy funding incentive program, \$10.8 million directly appropriated to the DAEL, and \$9.1 million in federal funds. A detailed budget plan will be available in the FY 2003-04 first quarter financial report.

## **Rationale**

The reorganization means that a single entity will have responsibility for the coordination and administration of all adult education and literacy activities in the Commonwealth, resulting in improved economy, efficiency, and efficacy in adult education. A narrative description and rationale (Attachment B) was submitted as part of the reorganization plan.

Staff preparation by Dennis L. Taulbee and Cheryl D. King



'03 JUN 16 PM 3:29

PAUL E. PATTON  
GOVERNOR

RECEIVED AND FILED  
DATE 6-16-03

EXECUTIVE ORDER

2003 -600

JOHN Y BROWN III  
COMMONWEALTH OF KENTUCKY  
BY *R. Allen*

June 16, 2003

Secretary of State  
Frankfort  
Kentucky

Executive Order  
Relating to Reorganization Regarding the Department for Adult Education  
And Literacy of the Workforce Development Cabinet  
And the Council on Postsecondary Education

WHEREAS, responsibility for adult education and literacy services currently is shared between the Workforce Development Cabinet and the Council on Postsecondary Education; and

WHEREAS, the Commonwealth of Kentucky has always promoted effective and efficient management of state government operations; and

WHEREAS, improved efficiency and economy will result from the creation of a single entity with responsibility for coordinating and administering all adult education and literacy activities;

NOW THEREFORE, I Paul E. Patton, Governor of the Commonwealth of Kentucky, by virtue of the authority vested in me by the Constitution and KRS 12.028, do hereby order and direct the following:

- I. The Department for Adult Education and Literacy within the Workforce Development Cabinet which includes the Division of Management Services, the Division of Program Services, and the Division of Workplace Investment, is hereby abolished. All records, files, equipment and funds heretofore assigned to the Department for Adult Education and Literacy and the aforementioned Divisions are hereby transferred to the Council on Postsecondary Education and shall be assigned to organizational entities as deemed appropriate by the President of the Council on Postsecondary Education.



**PAUL E. PATTON**  
**GOVERNOR**

**EXECUTIVE ORDER**

**2003 -600**

**June 16, 2003**

**Secretary of State**  
Frankfort  
Kentucky

- II. The functions and activities associated with adult education and literacy are created and established within the Council on Postsecondary Education. Adult Education and Literacy shall be headed by a vice president appointed by the President of the Council on Postsecondary Education pursuant to KRS 164.013(8).
- III. Adult Education and Literacy employeecs who are participating members of Teachers' Retirement System of the State of Kentucky (KTRS) who accept employment with the Council on Postsecondary Education to fill the positions for Adult Education and Literacy within the Council on Postsecondary Education shall continue to participate in KTRS.
- IV. Adult Education and Literacy employees who are participating members of the Kentucky Employees Retirement System (KERS) who accept employment with the Council on Postsecondary Education to fill the positions for Adult Education and Literacy within the Council on Postsecondary Education shall continue to participate in the Kentucky Employees Retirement System regardless of their professional or non-professional designation.
- V. Employees of the Workforce Development Cabinet who accept positions with the Council on Postsecondary Education shall have the option of transferring intact all of their accrued leave balances to the Council on Postsecondary Education or be paid for their accrued time pursuant to Title 101 of the Kentucky Administrative Regulations.
- VI. The Workforce Development Cabinet, Finance and Administration Cabinet, Personnel Cabinet, Council on Postsecondary Education, KERS and KTRS of



PAUL E. PATTON  
GOVERNOR

EXECUTIVE ORDER

2003 -600

Secretary of State  
Frankfort  
Kentucky

June 16, 2003

the Commonwealth of Kentucky shall take all necessary actions to effectuate  
this Order.

This Order shall be effective July 16, 2003.

Signed this 16<sup>th</sup> day of June, 2003.

A handwritten signature in black ink that reads "Paul E. Patton".

PAUL E. PATTON, Governor  
Commonwealth of Kentucky

A handwritten signature in black ink that reads "John Y. Brown III".

JOHN Y. BROWN III  
Secretary of State

## **Adult Education and Literacy Reorganization Narrative Description**

Kentucky's tradition in providing innovative, high-quality adult education and literacy services can be documented over time. Prior to 1990, adult education services were offered through the Kentucky Department of Education. With the passage of the Kentucky Education Reform Act in 1990, adult education was transferred to the Cabinet for Workforce Development, where greater connections with training and employment services could be achieved. In 1993, the program was further strengthened by the merger of adult education programs with the community-based programs offered through local literacy councils; thereby creating the Department for Adult Education and Literacy within the Cabinet. The Department was headed by a Commissioner appointed by the Governor.

Significant progress was made in program delivery during the 1990's—specifically the establishment of comprehensive services in every county in Kentucky offering adult basic education, GED preparation, and English as a Second Language. A few programs were funded to provide family literacy services as well. Kentucky was one of the first states to create a Division for Workforce Investment to work directly with employers to provide basic education and computer literacy at work locations across the Commonwealth. But these innovations were not enough.

The National Adult Literacy Survey of 1994 and the Kentucky Adult Literacy Survey issued in 1997 reported that one million Kentuckians, or 40 percent of the working age population, functioned at the two lowest levels of literacy, yet only five percent of the target population was participating in adult education programs. Bold action was needed. As a first step, the General Assembly appropriated two million dollars in both 1998 and 1999 to stimulate innovation and best practice in the field with the goal to produce replicable models that would increase statewide enrollment.

The next step was the creation of the Adult Education and Literacy Task Force in 1998-99. With Governor Paul E. Patton serving as chairman, a group of legislators, educators, government and business leaders solicited testimony from citizens and other interested parties. The Task Force report was completed in 1999, forming the basis for Senate Bill 1, The Adult Education Act of 2000.

With the passage of Senate Bill 1, the Council on Postsecondary Education assumed the responsibility for policy and budget, as well as the development of a 20-year strategy to improve the educational attainment of low-skilled Kentuckians in partnership with the Department for Adult Education and Literacy. In November 2000, the Council approved the adult education action agenda including aggressive goals to increase enrollment from 51,000 in 2000 to 100,000 in 2004. Since 2000, enrollment has increased 69 percent. The goal of 100,000 students may be achieved in 2003, one year ahead of schedule.

Clearly, the partnership with the Council on Postsecondary Education has made a significant difference. Kentucky continues to lead the nation in innovative practices in adult education. Family literacy programs are now offered in every Kentucky county. Workplace education reached more than 22,000 employees in 2001-02, up from 11,000 the previous year. The creation of the nation's first adult education distant education program, [www.kyvae.org](http://www.kyvae.org), has resulted in more than 4,000 adults learning online from the convenience of their homes, public libraries, and their place of work. A two-year public communication campaign in conjunction with GEAR UP and postsecondary education urged record numbers of adults to take the GED test in preparation for postsecondary education and training. The on-to-postsecondary rate for GED graduates has also increased from 12 percent for the 1998 group to 18 percent for the 2000 graduates.



Although we have made great progress, there is much yet to do in order to reach the 2010 enrollment goal of 300,000 learners. Content standards must be aligned with entrance requirements for postsecondary education through our P-16 initiatives. Adult education instructors must be part of the teacher quality initiatives. The on-to-postsecondary rate must improve to at least 40 percent to ensure adults have the skills needed to compete in the knowledge-based economy. And greater coordination with the Kentucky Community and Technical College System is essential to coordinate workforce development efforts.

The challenge to reach 100 percent proficiency for all adult Kentuckians can best be achieved by bringing all adult education services and funds under one agency. There is a need to closely integrate adult education services with the traditional postsecondary education system, particularly with the community and technical colleges. By placing adult education programs under the postsecondary education umbrella, education services for all adults can be better coordinated and more people can be reached. This can be accomplished while maintaining the diversity of the provider network including local boards of education, literacy councils, universities, and KCTCS institutions offering services to a wide array of learners from non-readers, to English as a Second Language, to employees wanting to retain or upgrade their jobs, to those seeking a GED for advancement on to postsecondary education. Kentucky adult education is more than the GED. Kentucky adult education prepares adults for the future—for continuing education, for employment, for family. As stated by the Council on Postsecondary Education mission, One Mission—Better Lives.

## American Diploma Project State Plan

*This item reviews recent developments and outlines next steps in Kentucky's participation in the American Diploma Project. It asks for the Council's approval of a state plan based on the recommendations of the ADP Policy Panel.*

**Action:** The staff recommends that the Council approve the state plan drawn from the recommendations made by the American Diploma Project Policy Panel at the March meeting of the P-16 Council and endorsed by the P-16 Council at its June 2003 meeting.

At its June meeting, the P-16 Council endorsed the state plan to implement recommendations made by the American Diploma Project Policy Panel, which met in March to review research conducted during the first year of the ADP (see attached). The staffs from the Kentucky Department of Education and the Council on Postsecondary Education drew up the plan in consultation with other P-16 agencies and representatives of local P-16 councils. It identifies lead agencies to assume the primary role in implementing each element of the plan. At the same meeting, Sheila Byrd, executive director of the ADP, presented a draft of the benchmarks of college and workplace readiness in English language arts and mathematics for use as high school exit standards. These benchmarks are being formulated on the basis of research conducted both in the project's five partner states and in consultation with employers and content specialists across the nation. The partner states are Indiana, Massachusetts, Nevada, and Texas.

At its June meeting, the Kentucky Board of Education reviewed the ADP Policy Panel's recommendations. Given the effect that adoption of this plan would have on the standards of the KDE's Program of Studies and Core Content for Assessment, the board reserved its formal approval pending review of the final version of the ADP benchmarks.

Approval of the plan by the Council will set the stage for the postsecondary institutions and adult education providers to implement those parts of the plan for which they are responsible.

In June, the ADP convened representatives of its partner states in Washington, D.C., to share state plans. Governor Paul E. Patton, William Brundage (commissioner of the Office for the New Economy), James Ramsey (president of the University of Louisville), and Tom Layzell joined Jim Applegate and Dianne Bazell (CPE), Michael Miller and Linda Pittenger (KDE), Michael Fleitz (Kentucky Council of Carpenters), and Reecie Stagnolia (CPE and Adult Education and Literacy) to discuss Kentucky's plan and future directions and challenges.

The benchmarks continue to be circulated nationally, and a final version, with teaching and application examples, will be published this fall.

Staff preparation by Dianne M. Bazell

## American Diploma Project (ADP) State Plan

**Recommendation 1:** Kentucky's educational P-16 partners will align pre-service and professional development activities with refined content standards reflecting the benchmarks developed by the American Diploma Project (ADP), as described in 2(b.), 3(a.), and 4(c.):

- a. The Kentucky Department of Education (KDE) will partner with the Education Professional Standards Board (EPSB) and the Council on Postsecondary Education (CPE) to align pre-service, internship, and professional development with these refined content standards. (*Lead: KDE*)

**Policy Question:**

- *Should the KDE accept the benchmarks developed by the American Diploma Project?*
- b. The CPE and the Department of Adult Education and Literacy (DAEL) will align Kentucky's adult education and literacy professional development plan to these refined postsecondary and workforce standards. (*Lead: CPE/DAEL*)
  - c. The CPE will include within its statewide faculty development effort programs that familiarize postsecondary faculty with refined K-12 standards and with emerging standards for college learning. (*Lead: CPE*)

**Recommendation 2:** Kentucky's P-16 educators will align writing programs and initiatives.

- a. The KDE will convene higher education and elementary and secondary educators to reach an agreement on the appropriate components of transactive writing for the analytical writing expectations of postsecondary and workplace purposes. (*Lead: KDE*)

**Policy Questions:**

- *Does the current writing portfolio adequately address analytical writing?*
  - *Should the analytical component be incorporated into the transactive component of the writing portfolio?*
  - *Should an additional analytical component be added to the writing portfolio?*
  - *Should an additional analytical component be part of the school's accountability?*
- b. Concurrent with (a), postsecondary administrators and businesses will establish pilot programs in which they will use the writing portfolio as a component of admissions,

placement, and employment decision-making. *(Lead: CPE with The Kentucky Workforce Investment Board and other business organizations)*

- c. Postsecondary institutions and businesses will use results from the writing portfolio for admissions, placement, and hiring purposes. *(Lead: CPE with KWIB and other business organizations)*

**Recommendation 3:** The KBE, the KDE, the CPE, and the CWFD will strengthen Kentucky's educational expectations around mastery of refined content standards based on the benchmarks developed by the ADP.

- b. Examine core requirements and consider end-of-course assessments or other assessments to demonstrate proficiency against refined content standards. *(Lead: KDE)*

**Policy Question:**

- c. *Should Kentucky revise content standards and benchmarks to align with the ADP benchmarks and refined content?*
- d. Use the Kentucky Employability Certificate and the Manufacturing Skills Standards as a means to demonstrate mastery of competencies. *(Lead: CPE/DAEL)*
- e. Align adult literacy and numeracy standards to refined standards. *(Lead: CPE/DAEL)*
- f. The KBE, the KDE, and the CPE will develop reliable means to assess and report individual student performance measured against refined standards to be used beyond school and district accountability. *(Lead: KDE)*
  - g. Clarify what CATS scores can and can't do beyond school and district accountability.

**Recommendation 4:** The P-16 Council requests that the KBE examine existing graduation requirements consistent with the recommendations of the March 2001 P-16 Council meeting.

- b. Assume a curriculum that prepares all students to succeed in postsecondary education and the workforce. *(Lead: KDE with CPE and CWFD)*
  1. Elementary, secondary, workforce, business, and the new economy will help define rigor regarding courses.
  2. Local P-16 Councils will engage in a conversation about what it would take for students to meet the entrance requirements of postsecondary institutions and the workforce.

Policy Question:

- *Do the current graduation requirements prepare students to meet the entrance requirements of postsecondary institutions, the workforce (with and without supported employment), or the military?*
- b. Conduct predictive validity studies of postsecondary performance and persistence related to: *(CPE AND KDE, jointly)*
1. Course-taking patterns including Algebra II and four years of math.
  2. Student performance, as measured against refined standards.
- c. The KDE, postsecondary education, and business leaders will consolidate the Program of Studies and Core Content into one user-friendly document. This document will be aligned with emerging postsecondary and workforce readiness standards based on benchmarks developed by the ADP. *(Lead: KDE with KWIB)*

Policy Questions:

- *Should the Learning Goals, Academic Expectations, Program of Studies, Core Content, and the Performance Level Descriptors be consolidated into a single document?*
- *Should the document be aligned with emerging postsecondary and workforce readiness standards based on the benchmarks developed by the ADP?*

**Recommendation 5:** The P-16 Council will work with all agencies to develop a communication plan to educate citizens regarding postsecondary and new economy expectations for high school graduates:

- a. Send a letter from the P-16 Council to the legislature on the success of education reform and the importance of accountability. *(Lead: P-16 Council)*
- b. Continue funding local P-16 Councils. *(Lead: CPE)*
- c. Connect K-12 learning with Kentucky's new economy needs identified in the Office of the New Economy's "Seeding Innovation." *(Lead: KDE with ONE)*

## Question 1 – Other Activities

GEAR UP, with the Kentucky Higher Education Assistance Authority, co-sponsored four expos this year, which brought a total of 4,000 middle school students to college campuses. The University of Kentucky and University of Louisville sponsored expos in fall 2002; Eastern Kentucky University and Western Kentucky University hosted expos May 20 and 22. The ECU expo featured presentations on DNA crime scene evidence collections from the College of Justice and Safety, as well as a robot-building contest led by the Department of Computer Science. Tony Cruise, a popular radio sportscaster with WHAS radio in Louisville, served as emcee. WBKO television weatherman Jeff Noble hosted the WKU program, which included a chemistry magic show by the Department of Chemistry and an interactive robotics demonstration by Newton's Attic, an organization that works with high school physics students to design and build projects that bring physics to life. At the four expos, 187 colleges and employers provided activities and information to motivate students to attend college and prepare for a career.

The Governor's Third Annual Literacy Summit was held June 17 at the Paroquet Springs Conference Center in Shepherdsville. The summit was sponsored by the Education, Arts, and Humanities Cabinet, the Council on Postsecondary Education, the Kentucky Department of Education, the Education Professional Standards Board, the Kentucky Collaborative Center for Literacy Development, and the Kentucky Center for Family Literacy, under the auspices of the Literacy Partnership. This year's theme was "Literacy by the Numbers" and featured Ron Crouch, director of the Kentucky State Data Center. He presented an array of census, student performance, college enrollment, and other data organized to highlight the educational attainment and workforce development needs of Kentucky's local P-16 councils and Go Higher communities. Over 270 community leaders, educators, and literacy advocates participated in this day-long working session to take a regionally focused look at literacy attainment and its implications for Kentucky.

The Kentucky Literacy Partnership designated two recipients of the first "Commonwealth Literacy Advocate and Star Supporter" (CLASS) awards for efforts to promote literacy attainment. Governor Patton received the award "to an individual for his staunch advocacy of education and literacy throughout his administration." Verizon Corporation received the award "to a corporation for its commitment of resources to literacy programs nationwide." Governor Patton proclaimed the week of June 15-21 as Literacy Week in Kentucky.

Eastern Kentucky University and the Council co-sponsored the third statewide conference for participants of the Governor's Minority Student College Preparation Program June 11-12. The event brought together approximately 200 middle and junior high school students and program directors from across the Commonwealth. The conference featured academic enrichment sessions on advanced placement courses and the pre-college curriculum, computer use and technology, support systems, and African American history and culture. There also was a special presentation by the Black Cavalry Unit as part of a Civil War reenactment. Students visited the ECU planetarium and toured the college campus and library.

Transylvania University hosted the 16th Annual Academically Proficient African American High School Junior and Senior Conference June 20-21. Students, parents, and college representatives from across the Commonwealth participated in workshops on financial aid and admission, coping skills, communication skills, and selecting a college and a career. A parent workshop also was offered. A college fair for students, parents, and guardians was held at the close of the conference. Representatives from Kentucky's public and private institutions offered information and support to students transitioning from high school to postsecondary education. Approximately 300 students attended.

In June, Governor Patton, Tom Layzell, Bill Brundage, Jim Ramsey, staff from the Kentucky Department of Education and the Council on Postsecondary Education, and Mike Fleitz (Kentucky Council of Carpenters) attended a meeting in Washington, D.C., of the five state partners in the American Diploma Project initiated by Achieve, Inc. (an organization formed by governors and businesses concerned with quality K-12 education), The Education Trust, and the Fordham Foundation. (Additional information about the ADP begins on page 85 of this agenda book.) The ADP states are working together to create national standards for high school graduation and assessment that meet the needs of postsecondary education and the skilled workplace. The ADP is an important part of Kentucky's effort to increase the number of high school graduates ready for postsecondary education and to create a workforce that can support a knowledge-based economy, from the skilled trades through the biotechnology industries.

Also while in Washington, Tom Layzell joined Gene Wilhoit and their counterparts from other states at the annual State CEO K-16 Institute sponsored by the National Association of System Heads. Sessions addressed ways to mobilize state and system leaders to raise student expectations and prepare all students for postsecondary education and a knowledge-based workplace. They also examined ways to enhance the supply and quality of the nation's teaching force. Staff teams from these partner states convened in July to follow up on the NASH state leadership conference.

Staff preparation by Dianne Bazell, Rana Johnson, and Yvonne Lovell



## 1997-2002 KY Plan and Partnership Agreement

*At its June 16 meeting the Committee on Equal Opportunities reviewed the status of the partnership with the OCR, received reports from institutions regarding their implementation of the Kentucky Plan and Partnership Agreement, and began planning campus visits in fall 2003.*

The Committee on Equal Opportunities met June 16. The Council staff reported that the Commonwealth has not received formal notice of its status regarding the partnership with the U.S. Department of Education's Office for Civil Rights. The OCR staff indicated that a report has been delivered to their Washington, D. C., office for review, comment, and sign-off but the review and comment process is not yet complete. A final determination of Kentucky's status was due by March 31, 2003. Because all of the commitments in the agreement have not been completed, it is possible that the Office for Civil Rights may choose to extend the partnership.

*Partnership commitments not yet completed:* The commitments not yet completed are: a) the renovation of KSU's Hathaway Hall classroom and office building; b) the renovation of KSU's Young Hall dormitory; c) KSU's assurance to substantially narrow the gap between the performance rate of its students on the PRAXIS II as compared to the Kentucky statewide performance average; and d) UofL's Pathways Program.

### *Action by the Committee:*

The CEO forwarded a recommendation to the Council asking that terms of appointment be established for its members. The terms suggested are citizen members four years, Council members one year or until replaced, and legislative member one year or term of office. The CEO has existed 16 years. The committee is asking the Council to formally establish a pattern of appointments that is similar to other statewide boards and commissions. The other boards and commissions generally have staggered appointments over multiple years to ensure continuity and institutional memory. Following action by the Council and appointments by the CPE chair, CEO members have agreed to draw straws to determine the staggering of term. (See agenda item on page 95.)

*Reports to the Committee:*

The Council and the KSU Board of Regents at a joint meeting April 25, 2003, adopted the final report of the KSU Comprehensive Assessment. The Council staff and KSU staff have met several times since the adoption of the report to discuss the implementation of its recommendations. A copy of the report was mailed to Council members in April.

KSU presented information that showed progress toward improvements in the teacher education program. The results of the most recent administration of the PRAXIS exam will not be available until late fall 2003.

UofL presented information that showed progress toward increasing the number of African Americans admitted to its teacher education program.

Dr. J. John Harris, III, chair of the UK President's Commission on Diversity, discussed the activities of the commission. The commission meets monthly to discuss various initiatives, develop recommendations, and review university policies and practices pertaining to diversity throughout the institution. The commissioners serve as advisors and liaisons to the university community on all issues of diversity.

The committee heard reports about program implementations, student support services, and campus environment from institutional equal opportunity representatives.

*Equal Educational Opportunity Activities:*

The third statewide conference for participants of the Governor's Minority Student College Preparation Program was held June 11-12, 2003, at Eastern Kentucky University. Two hundred students attended.

The 16<sup>TH</sup> Annual Academically Proficient African American High School Junior and Senior Conference was held June 20-21, 2003, and was hosted by Transylvania University. Approximately 300 students, parents, and college representatives from across the Commonwealth attended.

The CEO will complete two campus visits during fall 2003. The visits will be scheduled after the new CEO chair and other members are appointed by the Council chair.

The Committee on Equal Opportunities is scheduled to meet (if needed) Monday, August 18, 2003, in Meeting Room A at the Council office.

Staff preparation by Sherron Jackson and Rana Johnson

Council on Postsecondary Education  
July 28, 2003

## Committee on Equal Opportunities Terms of Appointment

*The Committee on Equal Opportunities is requesting that the Council formally establish terms of appointment for its members.*

**Action:** The staff recommends that the Council approve the Committee on Equal Opportunities' recommendation to establish terms of appointment for members as follows: citizen members four years with a maximum of two consecutive terms, Council members one year or until replaced, and the legislative member one year or term of office. The members will be given appointments staggered by number of years for the first term to protect the committee's institutional memory and will represent all regions of the state.

At its June 26, 2002, meeting, members of the CEO asked staff to research the history of the committee, its membership, and the term of appointment. Also, the committee asked that staff develop a recommendation for its consideration to formally request that the Council establish terms of their appointment and service. The recommendation was approved by the CEO June 16, 2003, and the CEO asked that it be considered by the Council July 28.

The Committee on Equal Opportunities is composed 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.

If the recommendation is approved, the Council chair will implement it immediately.

Staff preparation by Sherron Jackson and Rana Johnson

## Questions 2 and 3 – Other Activities

The Council staff met with the Kentucky Professional and Continuing Education Council in Newport May 22. The KPCEC is the statewide association of Kentucky's public universities' professional and continuing education administrators. Discussion focused on Council priorities for postsecondary education in a difficult economy and the role of continuing education as a part of a statewide distance education strategy to meet workforce needs and make postsecondary education more accessible to Kentuckians.

At its July 2 meeting, the Distance Learning Advisory Committee discussed two main agenda items: the “Go Higher” statewide postsecondary advising and recruiting Web portal under the leadership of the Kentucky Higher Education Assistance Authority, and a proposal to expand the role and responsibilities of DLAC. Joe McCormick, executive director of KHEAA, met with DLAC to review the Go Higher site, which is scheduled for completion May 2004. The site will inform Kentuckians about postsecondary education and encourage Kentuckians to pursue postsecondary education. The Council is a lead participant in the project, along with the Kentucky Department of Education. All the institutions in the postsecondary system are encouraged to participate. The site will be free and accessible to all Kentuckians. DLAC also discussed a proposal to expand its scope of review and responsibility to include not just the Kentucky Virtual University but all public postsecondary distance learning in Kentucky. DLAC will discuss the proposal again at its October meeting.

The final media phase of the Go Higher, Education Pays campaign will begin in late July. A series of television and radio ads promoting the value of education will air from late July through early September targeted at adult and traditional learners. Public relations events in major media markets throughout the state are planned to reinforce statewide media and spotlight education success stories in local communities. These events will lay the groundwork for the spring 2004 launch of GoHigherKy.org, a comprehensive education Web portal for the citizens for Kentucky.

Council on Postsecondary Education  
July 28, 2003

## Statewide Strategy for Public Health Education, Research, and Service

*This agenda item calls for the establishment of a Statewide Public Health Advisory Committee charged with developing a Statewide Strategy for Public Health Education, Research, and Service that will be presented for action to the Council at its March 2004 meeting.*

*Dr. Rice Leach, Commissioner of the Kentucky Department for Public Health, will make a brief presentation at the meeting. He and representatives from the institutions will be available for questions.*

**Action:** The staff recommends that the Council establish a Statewide Public Health Advisory Committee charged to create a Statewide Strategy for Public Health Education, Research, and Service to be presented for action to the Council after review by the Council of Chief Academic Officers and the Council of Presidents.

The staff recommends that the Council invite the Commissioner of the Kentucky Department for Public Health to serve on the advisory committee with the senior public health administrators of the four institutions that offer graduate degrees in public health and the Council's vice president for academic affairs.

Kentucky ranks near the bottom among the states on many indicators of public health. Since September 11, 2001, a new set of public health concerns has arisen around bioterrorism and homeland security. Public health problems in Kentucky will increasingly be a drain on state resources, making it more difficult to address pressing education needs. The Council and the Council staff have focused on the structure of public health programs and program accreditation issues in Kentucky (see November 1, 2001, CPE agenda). The advisory committee brings together providers and consumers of public health education to create a broad public health strategy that addresses education, research, and service needs in Kentucky and places decisions about academic program development and accreditation within that larger agenda.

The Statewide Public Health Advisory Committee will develop a strategy for preparing a professional public health workforce in Kentucky and fostering public health research. The plan will be presented for Council approval at its March 2004 meeting, after its review by the Council of Chief Academic Officers and the Council of Presidents.

To ensure collaboration among postsecondary institutions and with the professional public health community, the committee should include the commissioner of public health, the senior public health administrators of the four institutions that currently offer graduate degrees in public health (Eastern Kentucky University, University of Kentucky, University of Louisville, and Western Kentucky University), and the Council's vice president for academic affairs. The committee will involve other postsecondary institutions and agencies as appropriate to advance the agenda. For example, several universities and the Kentucky Community and Technical College System are currently involved in training and research activity related to bioterrorism and homeland security issues.

At minimum, the strategy shall include the following:

- Recommending strategies for school and program accreditation that best serve Kentucky's public health education, research, and service needs including assessment of the costs of implementing these strategies.
- Developing online courses in each of the five core disciplines in public health as part of the MPH degrees currently offered by EKU, UK, UofL, and WKU that are designed to increase the number of public health professionals in Kentucky and raise the education levels of the current workforce.
- Facilitating development of postsecondary policies to create seamless access and articulation into and among graduate public health academic programs in Kentucky (e.g., policies governing credit transfer and tuition).
- Enhancing professional development programs for public health practitioners through work with the Department for Public Health, the Kentucky Public Health Association, and the Kentucky Public Health Leadership Institute to improve the quality of the public health workforce.
- Expanding multi-institutional/multi-agency efforts to prepare public health and related personnel to address bioterrorism and other homeland security issues.
- Developing proposals to increase the level of extramural research funding in public health and related homeland security areas.

Since 1999, the state's four universities (EKU, UK, UofL, and WKU) offering graduate education in public health have supported an ad hoc joint committee to collaborate on education, research, and service programs. The senior administrators leading the effort include the dean of EKU's College of Health Sciences, the director of UK's School of Public Health, the associate dean of UofL's School of Public Health and Information Sciences, and the dean of WKU's College of Health and Human Services.

The ad hoc committee's work has focused on development of a series of five Web-based courses that represent the core requirements of all of the professional master's degree programs in public

health. The Council provided a modest grant to help with that effort. Two grants have been submitted for the Fund for the Improvement of Postsecondary Education that will further assist in accomplishing the task. This effort involved convening the faculty members who will teach those courses and the institutions' distance learning coordinators and health librarians. The intent is to share faculty expertise and institutional resources in teaching the Web-based courses, making those courses and the MPH degree programs more accessible to students across the institutions and to professionals in the field. Two courses currently are available on the Web for use by the institutions. The remaining courses will be online in the 2003-04 academic year.

This action will formalize and expand the work of the original ad hoc committee, better connecting institutional work with the needs of the professional community and increasing funding for public health research through collaborative proposals. The statewide strategy will build on current collaborative work.

In November 2001 the Council, responding to accreditation requirements by the Council on Education for Public Health, authorized UK and UofL to develop cooperative degree programs needed to meet CEPH accreditation standards for schools of public health. The Council set a December 2004 deadline for making a final decision on the structure of graduate public health education at the two schools. Following Council action, UofL submitted a proposal for a cooperative Master's in Public Health degree with EKU, UK, and WKU necessary for accreditation of a school of public health. UK developed the collaboration with UofL required by the Council when it provisionally approved the doctorate in public health (DrPH) and that degree has been granted active status. WKU has a CEPH accredited MPH, and EKU is in the process of seeking accreditation for its MPH program. With this action the Council charges the Statewide Public Health Advisory Committee to review the accreditation issues and costs for public health schools and programs in Kentucky and recommend a strategy that efficiently and effectively serves public health needs.

The four institutions also are collaborating to improve the existing public health workforce through professional development programs. For the last four years, the Kentucky Department for Public Health, along with the Centers for Disease Control and Prevention, has supported the Kentucky Public Health Leadership Institute, which provides leadership education for senior state and local health officials. All institutions actively participate in this institute, providing mentors and faculty. The Commissioner of the Department for Public Health has described this institute as a major contributor to improving the state's public health capacity. The advisory committee will develop strategies to increase funding opportunities for this and other professional development programs in Kentucky.

Recently bioterrorism has become a major public health concern. In response, the four institutions offering graduate education in public health were asked to do a needs assessment of Kentucky's public health workforce for bioterrorism. That work allowed the institutions to combine public health and public safety resources to meet Kentucky's needs. The needs assessment has positioned the four lead institutions to work with the Department for Public Health, other universities, the KCTCS, and the Division of Emergency Management to ensure that personnel receive the education that is needed to assure competence in the bioterrorism area.

The advisory committee will develop strategies to continue and expand funding for this important work.

In 2002 UK and UofL reported approximately \$15 million in new public health grants. By promoting collaborative efforts among the four institutions, the advisory committee will help increase research funding well beyond the current level. For example, a partnership between UK and UofL resulted in a National Institute of Occupational Safety and Health grant to investigate the health of the workers at the Paducah Gaseous Diffusion Plant. This project demonstrates the ability of the universities to collaborate to increase research activity.

Upon Council approval of the strategy, the Council staff will work with the committee, postsecondary institutions, and public health agencies to implement the plan.

Staff preparation by Larry Fowler and Jim Applegate



# Public Health Status and Public Funding

Rice C. Leach, M.D.

Commissioner

Kentucky Department for Public Health

July 28, 2003

Health & Welfare: 18 September 2002

## The Facts:

- Kentucky's general health status
- Changes over the last 20 years
- Type II diabetes (doubled since 1985)
- Obesity (doubled since 1985)
- Adolescent smoking
- Adolescent sedentary lifestyle
- Diet—high calorie
- Smoking

## Facts continued

- Obesity leads to
  - Diabetes
  - Heart Disease
  - Arthritis
  - Some Cancers
  - Kidney failure

## Facts continued

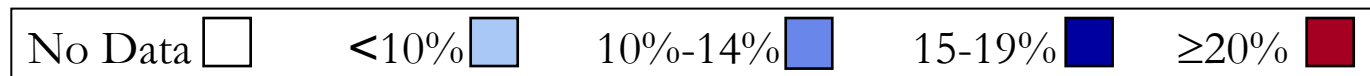
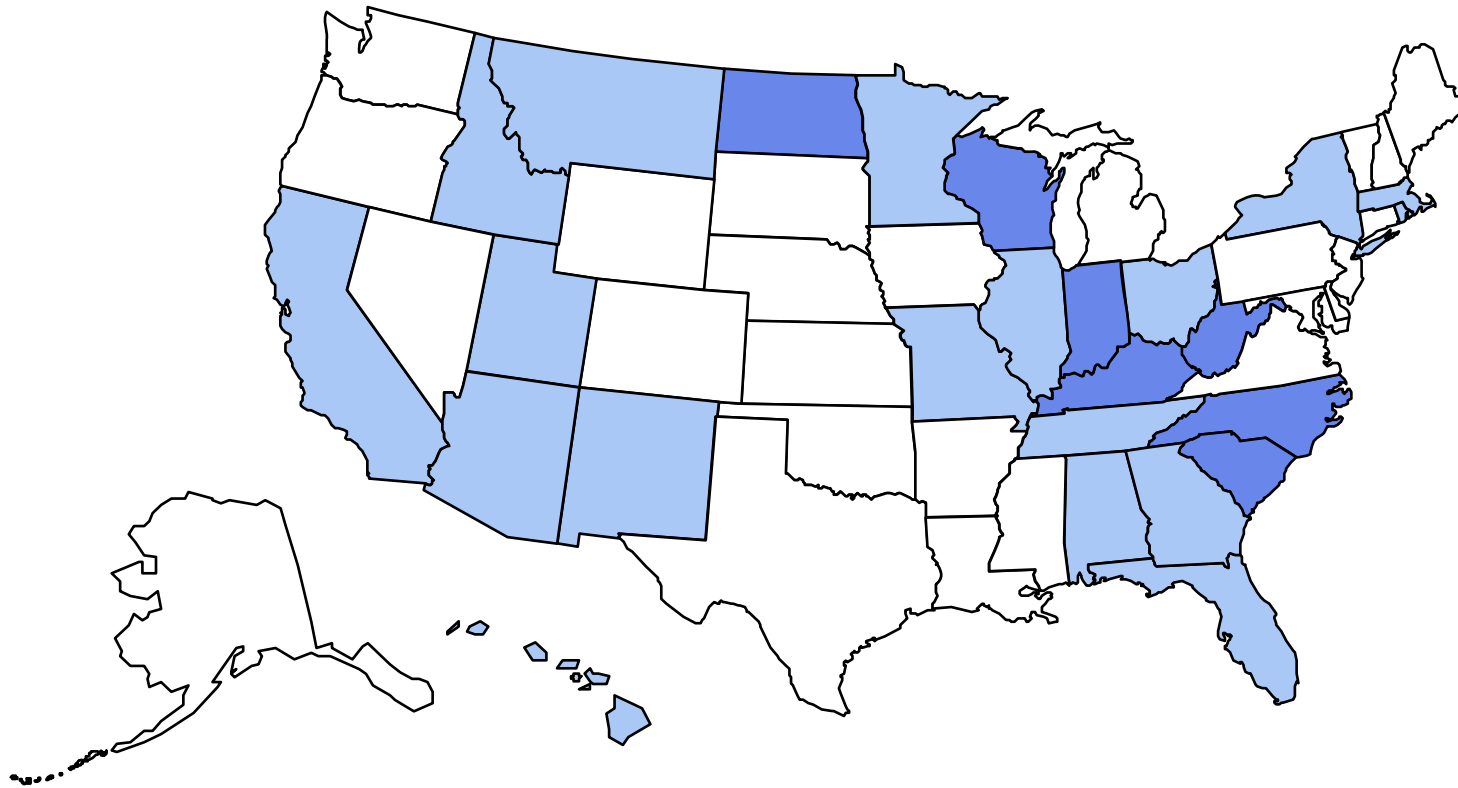
- Costs of diseases associated with obesity
  - Hospital care
  - Health insurance
  - Prescription medications
  - Nursing homes
  - Disability payments
  - Loss of taxable income
  - Earlier entry into economic dependency



# Obesity Trends\* Among U.S. Adults

## BRFSS, 1986

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



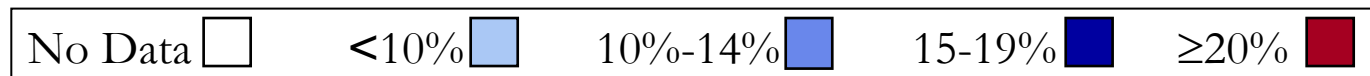
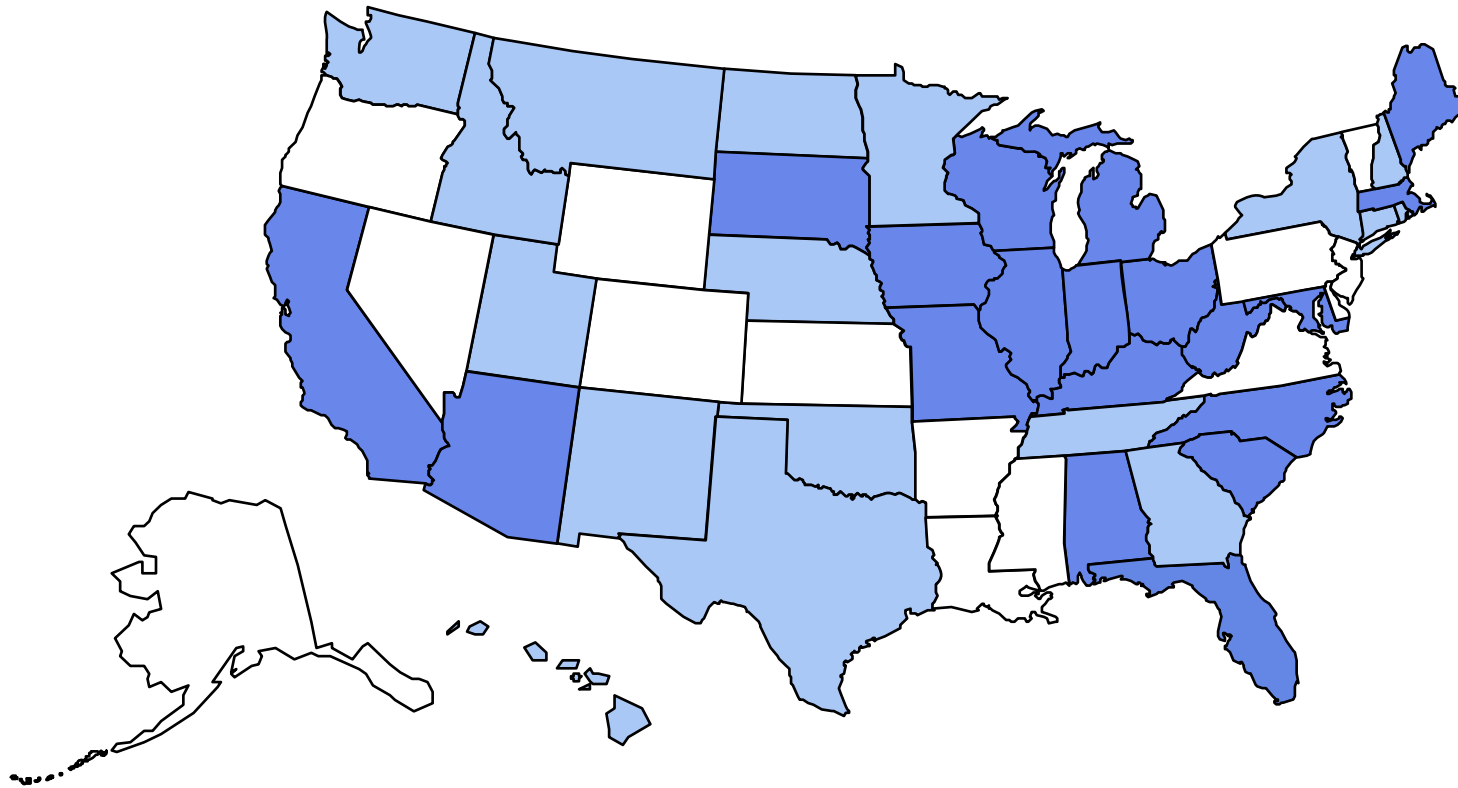
Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.



# Obesity Trends\* Among U.S. Adults

## BRFSS, 1988

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



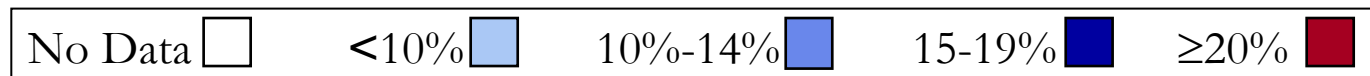
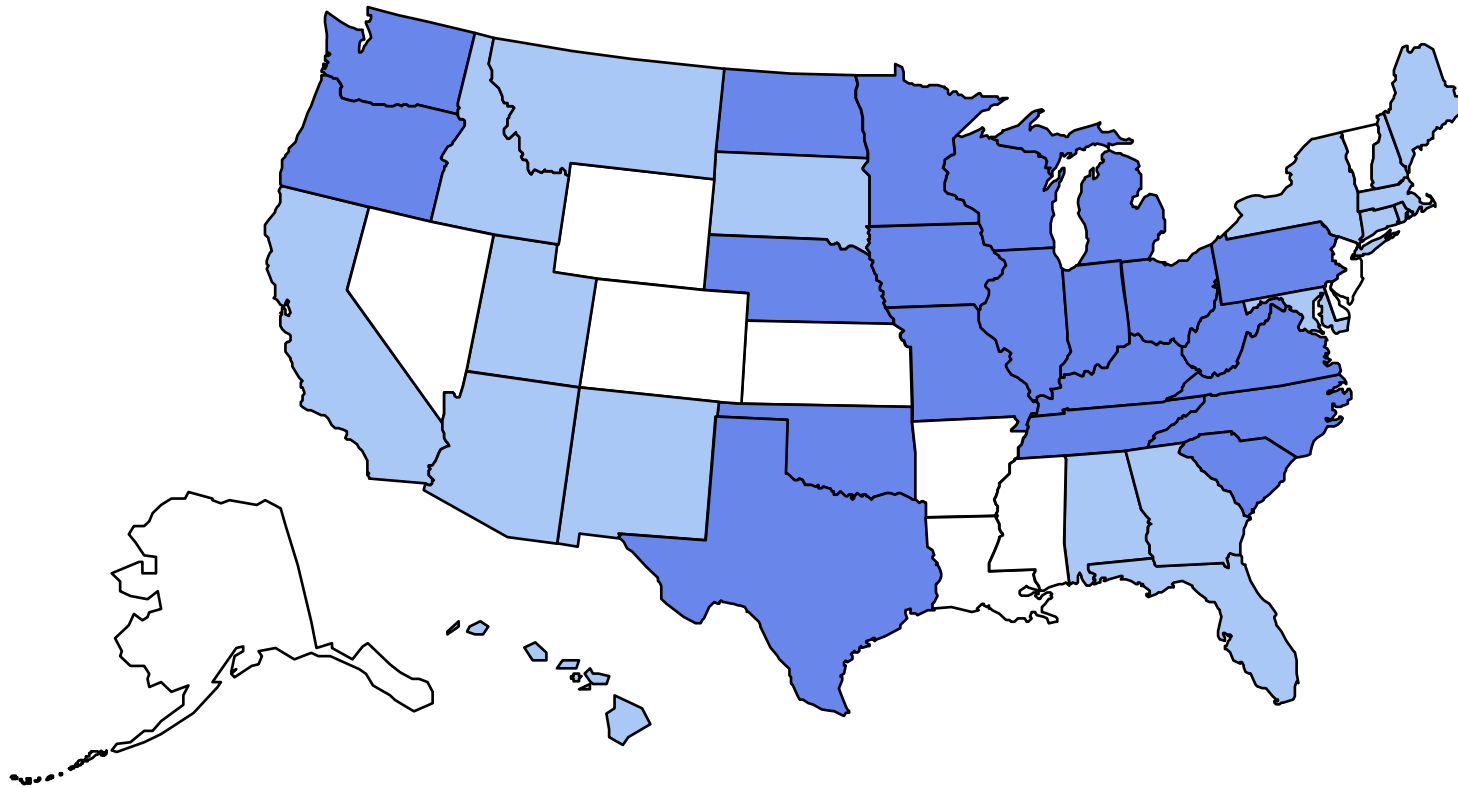
Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.



# Obesity Trends\* Among U.S. Adults

## BRFSS, 1989

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)

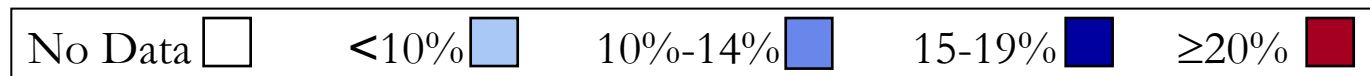
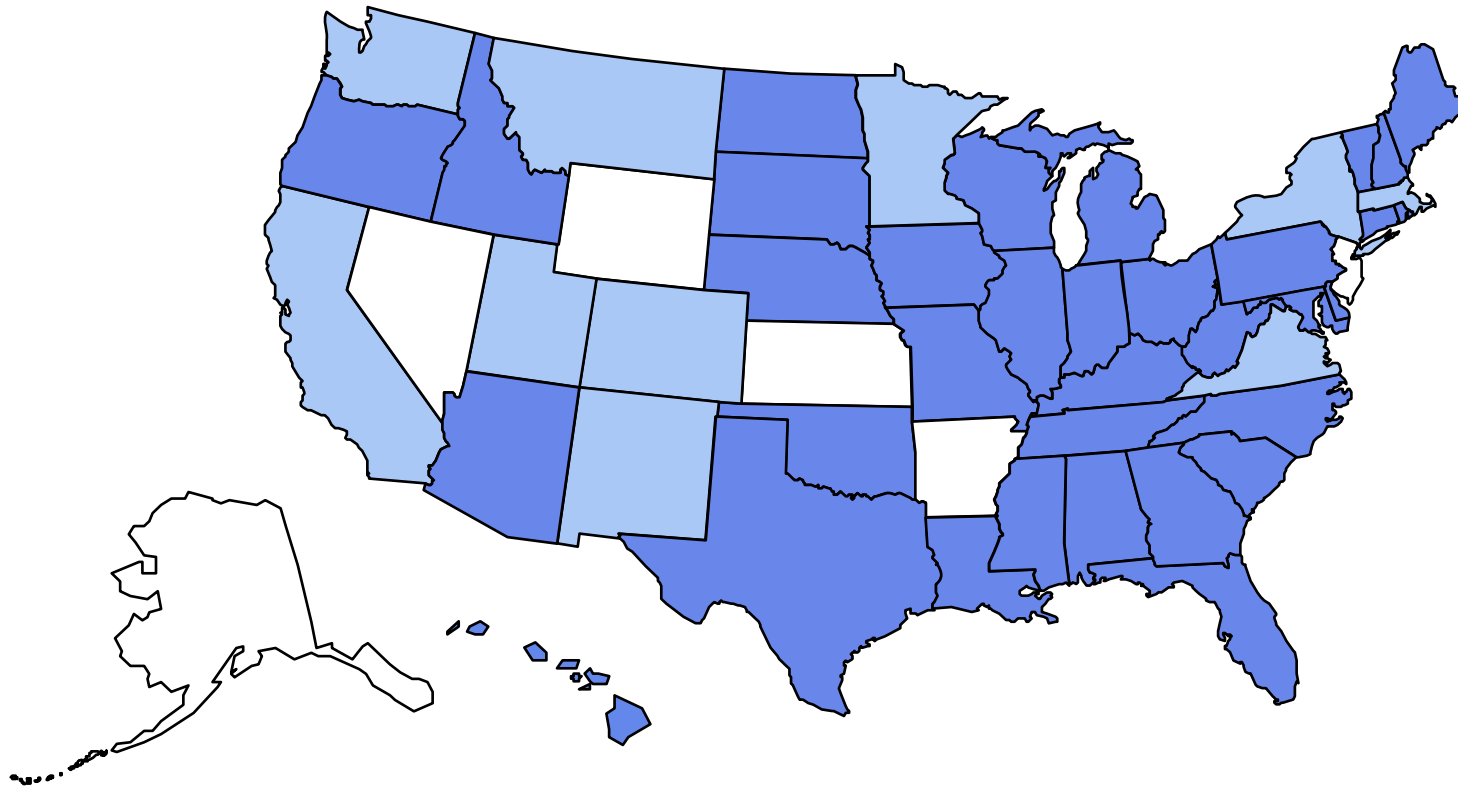


Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.

# Obesity Trends\* Among U.S. Adults

## BRFSS, 1990

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.

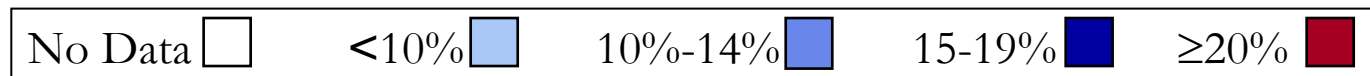
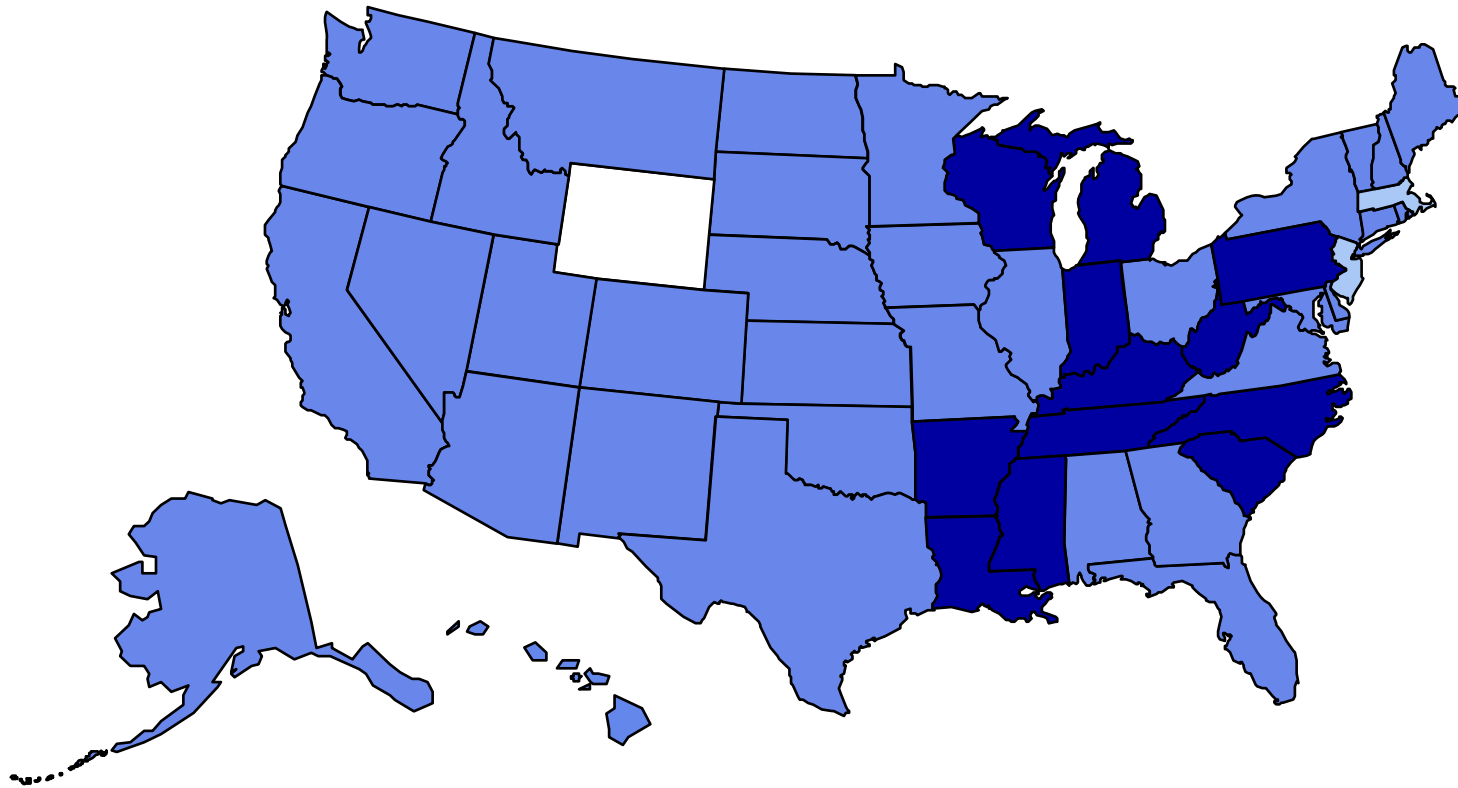




# Obesity Trends\* Among U.S. Adults

## BRFSS, 1993

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.

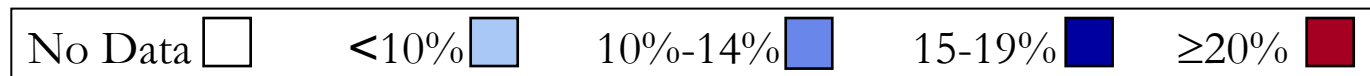
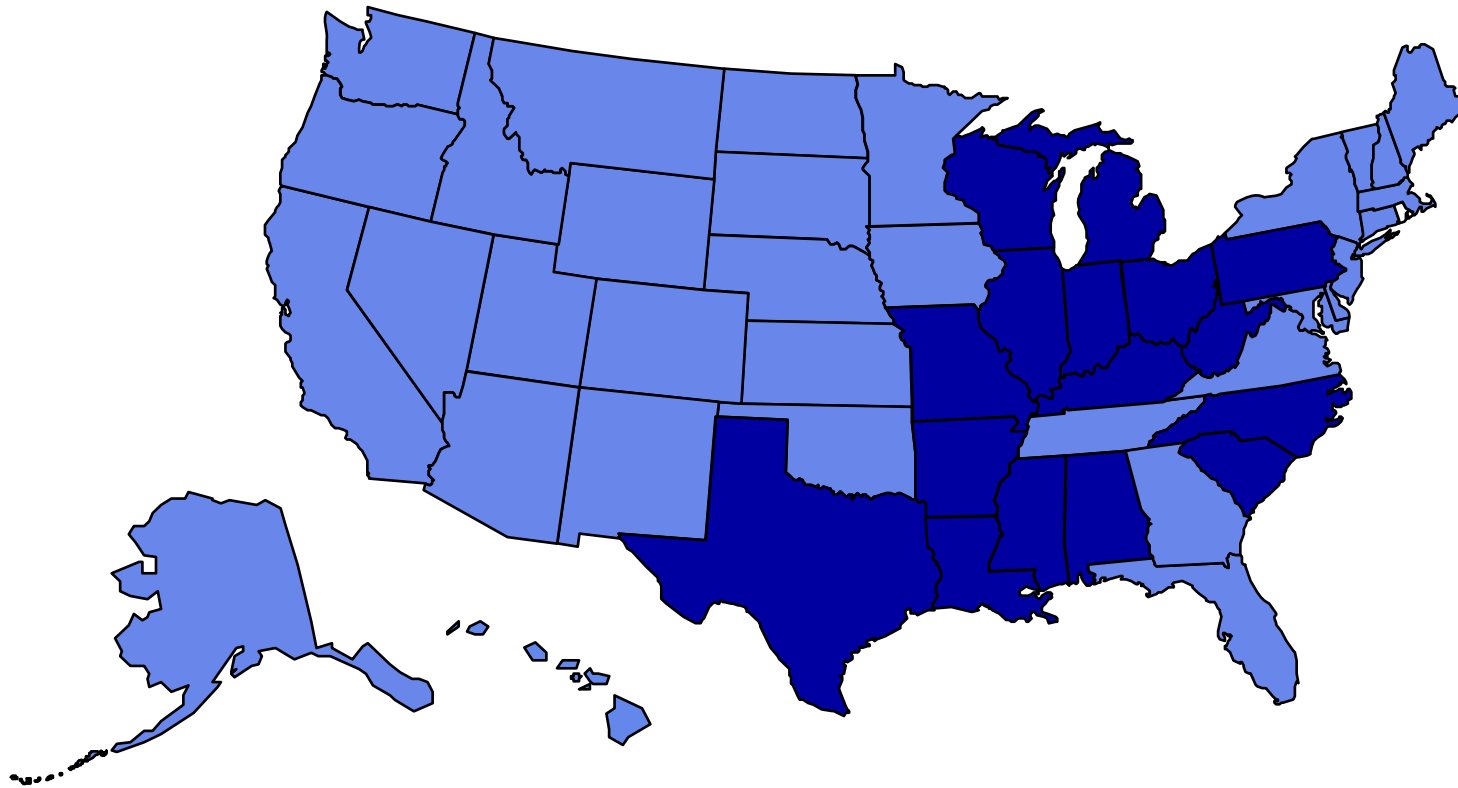
Health & Wealth: 16 September 2002



# Obesity Trends\* Among U.S. Adults

## BRFSS, 1994

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.

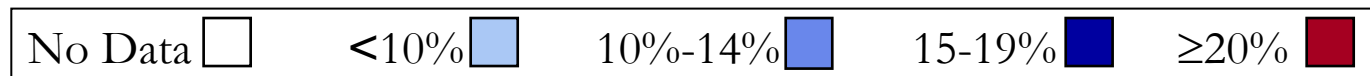
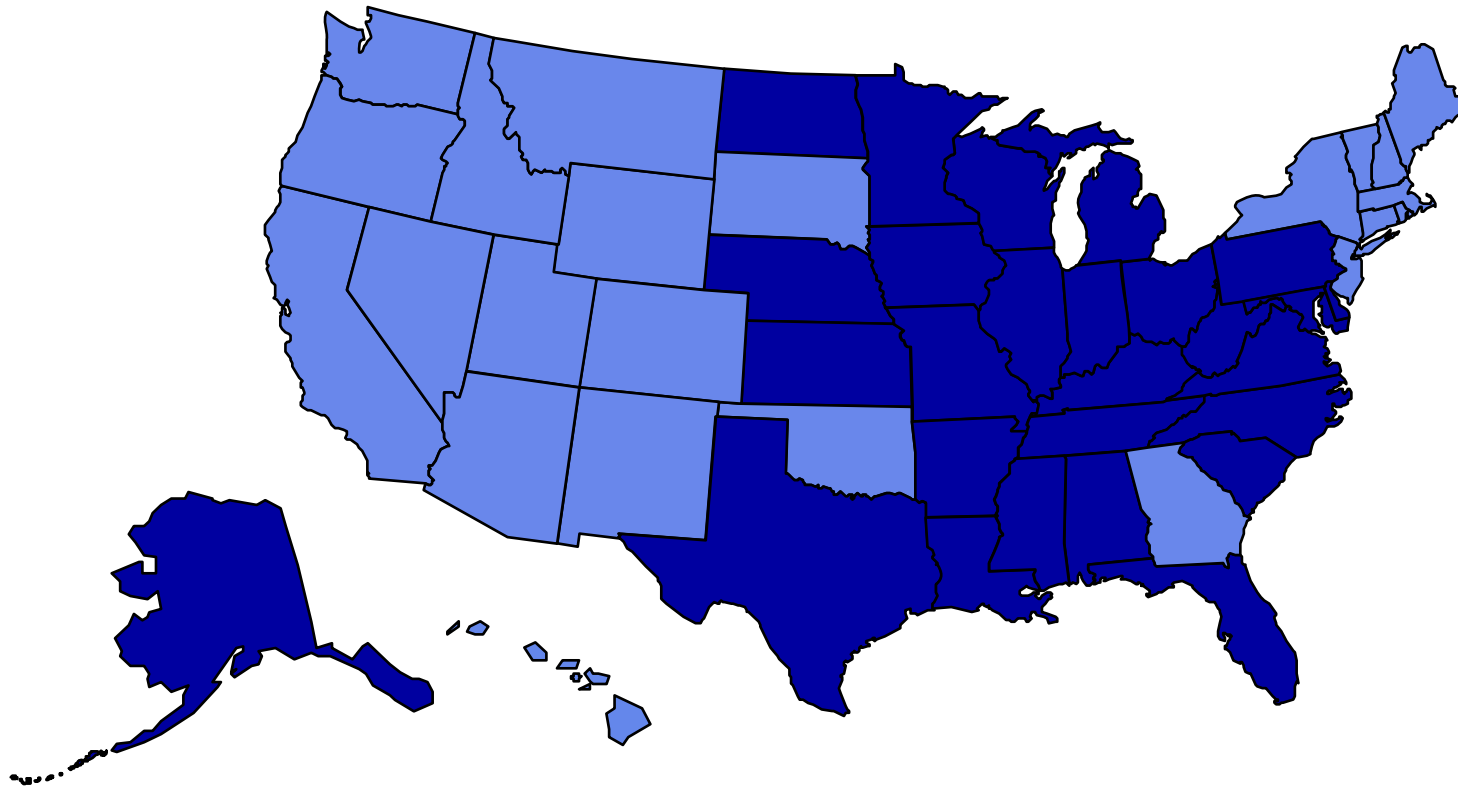
Health & Wealth: 16 September 2002



# Obesity Trends\* Among U.S. Adults

## BRFSS, 1995

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)

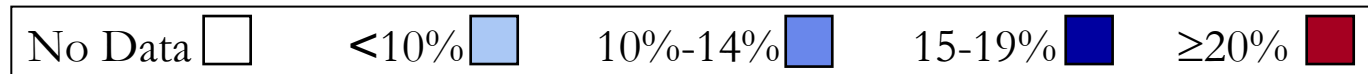
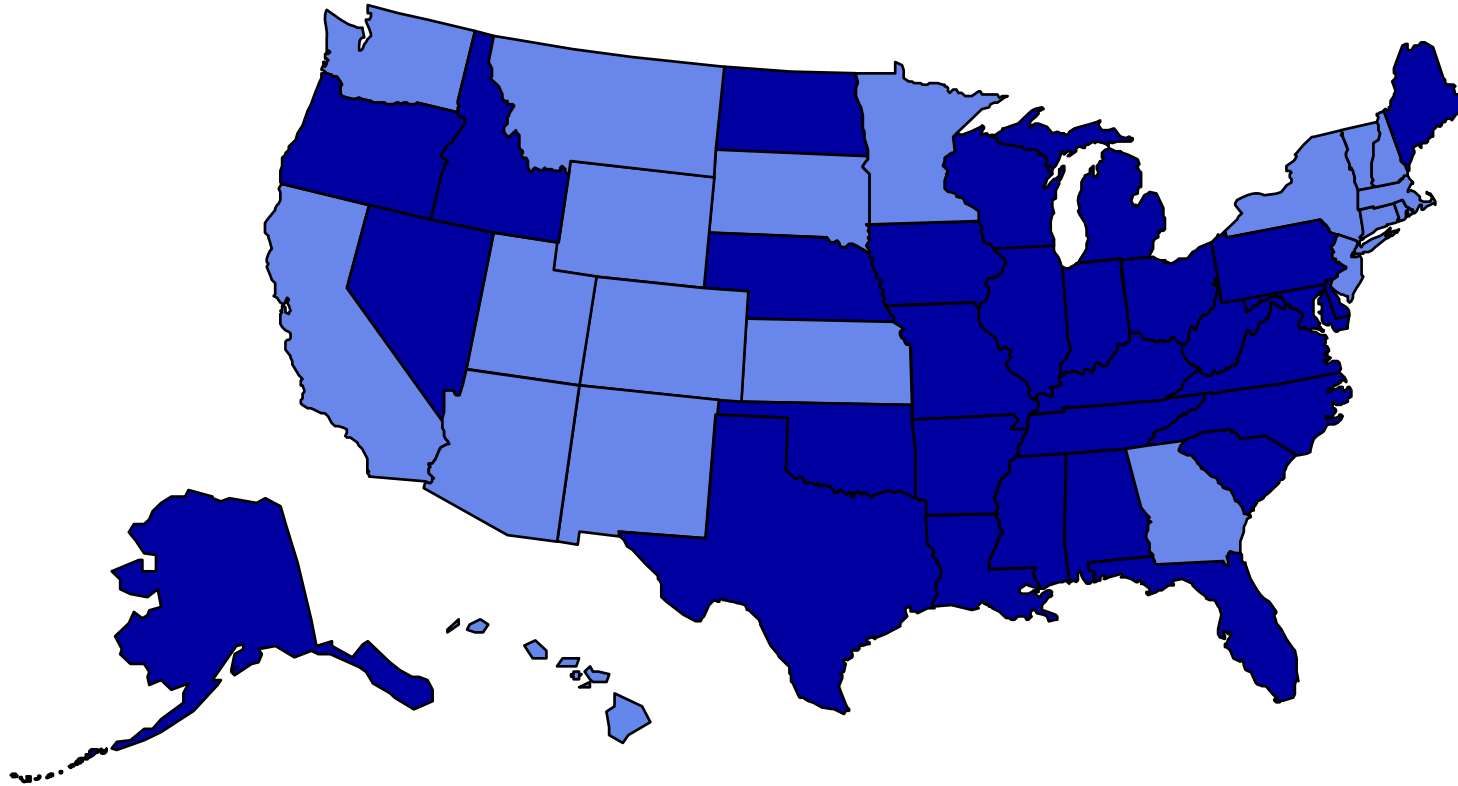


Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.  
Health & Welfare, 16 September 2002

# Obesity Trends\* Among U.S. Adults

## BRFSS, 1996

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.

Health & Wealth: 16 September 2002

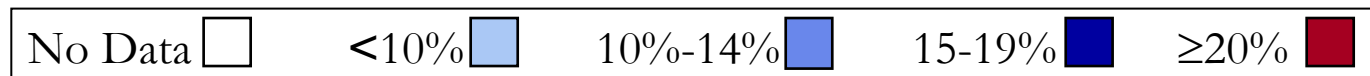
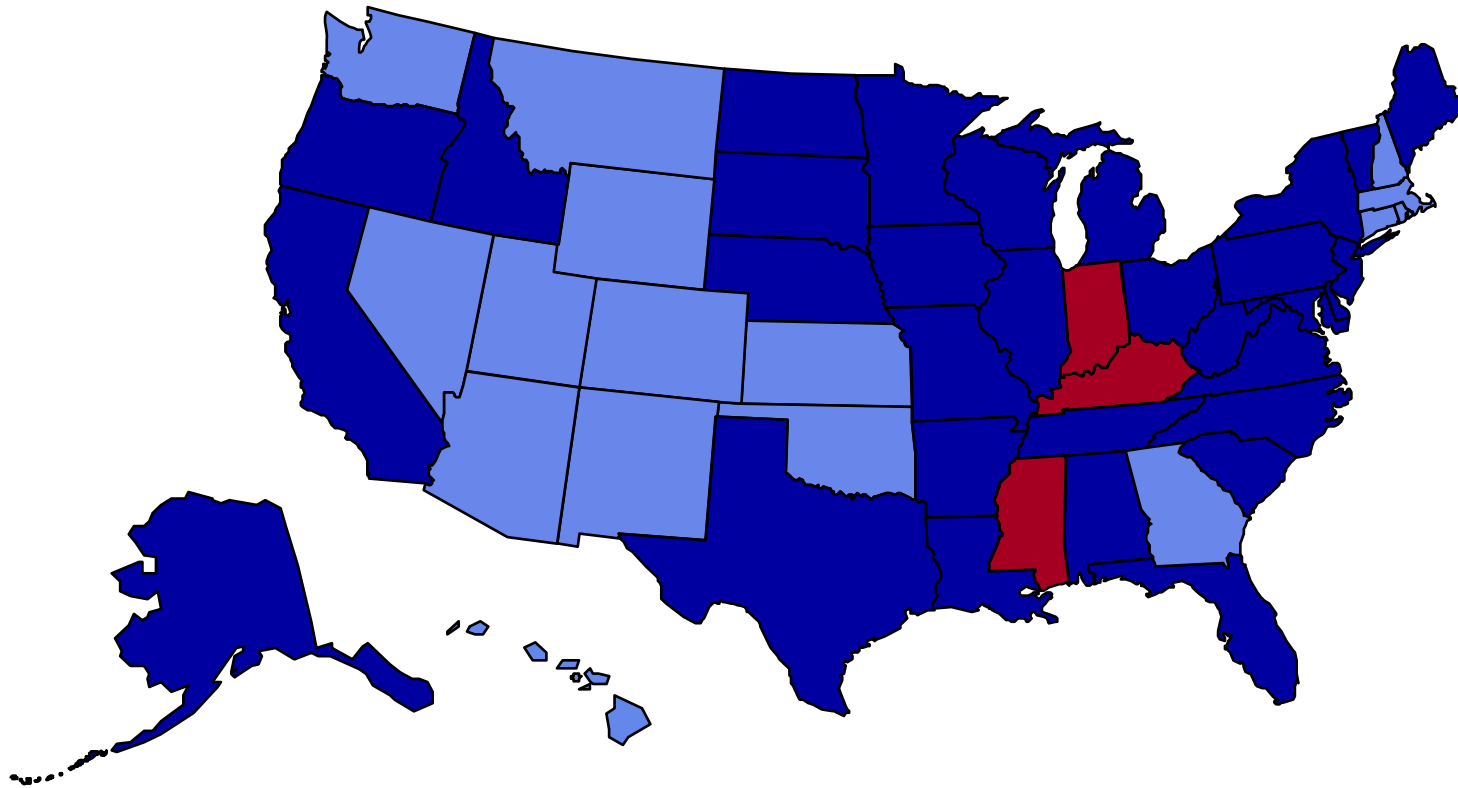




# Obesity Trends\* Among U.S. Adults

## BRFSS, 1997

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.

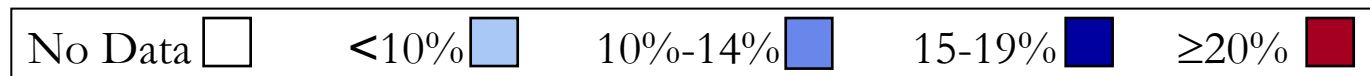
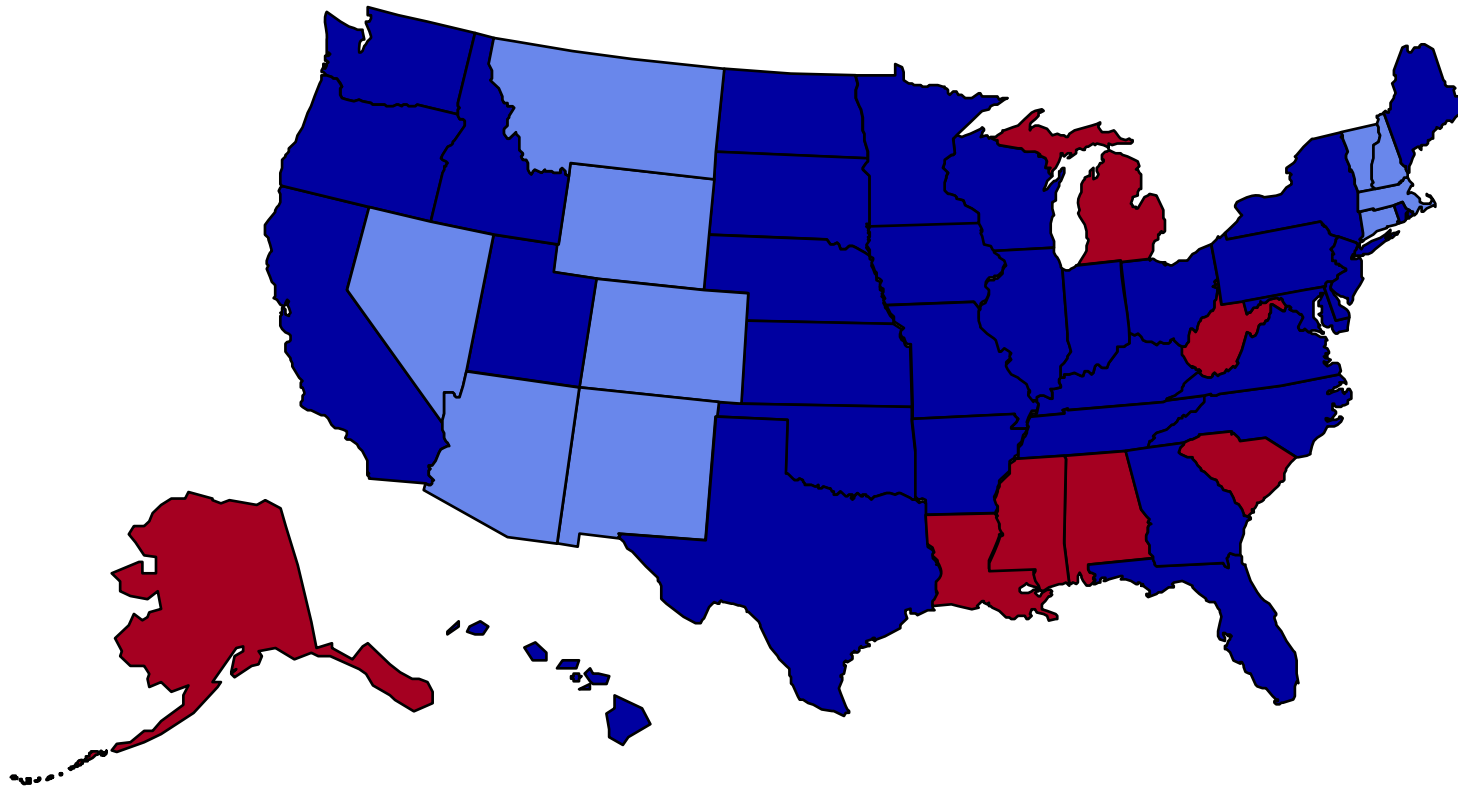
Health & Welfare, 16 September 2002



# Obesity Trends\* Among U.S. Adults

## BRFSS, 1998

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.

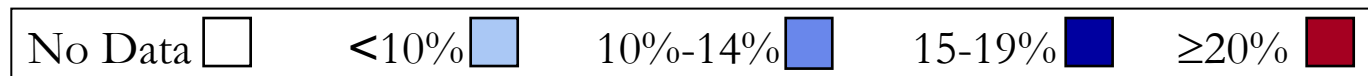
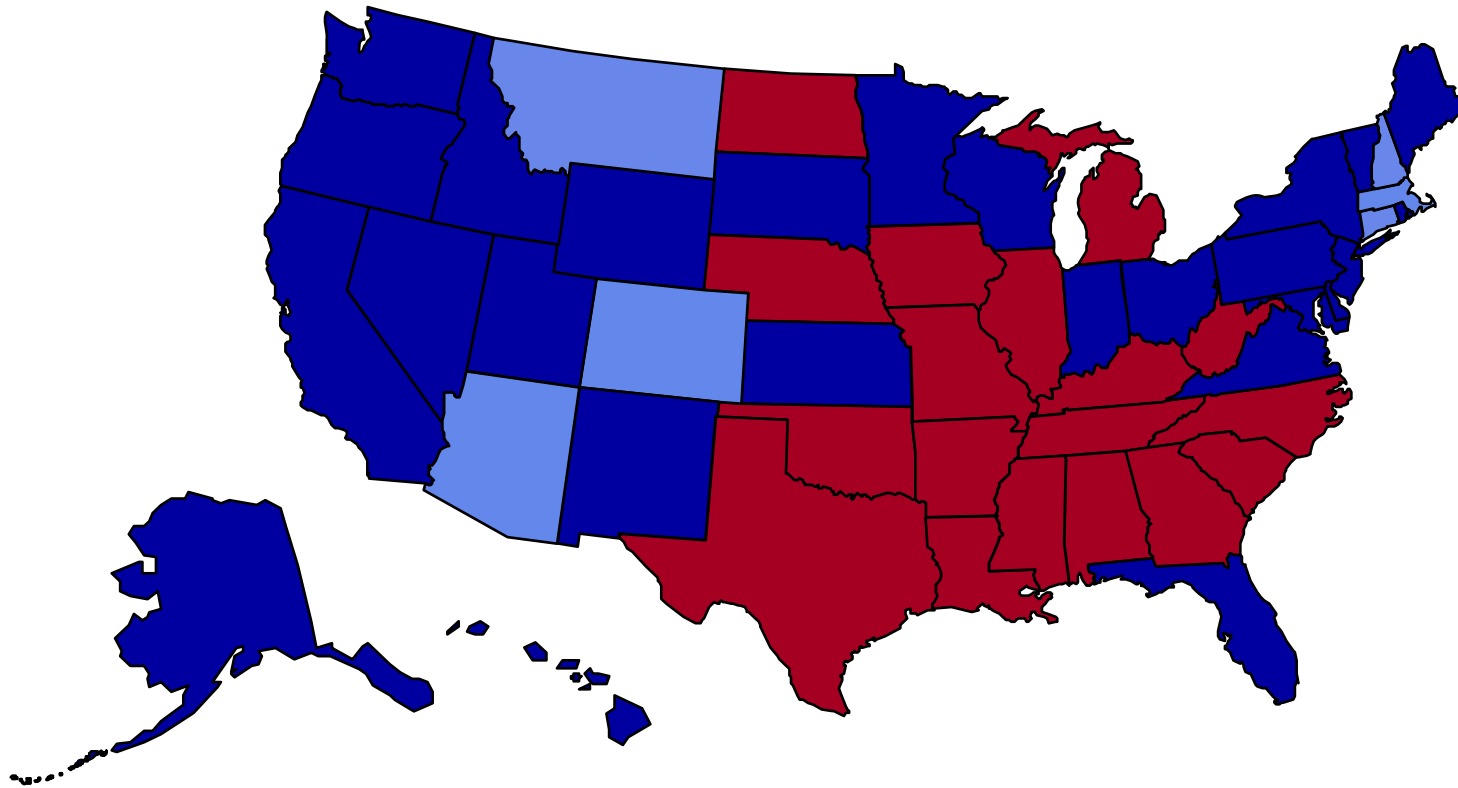
Health & Welfare, 16 September 2002



# Obesity Trends\* Among U.S. Adults

## BRFSS, 1999

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



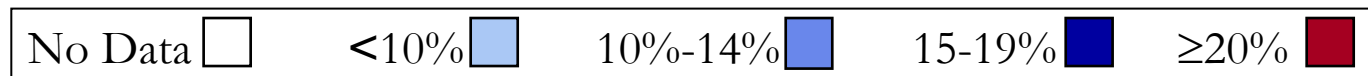
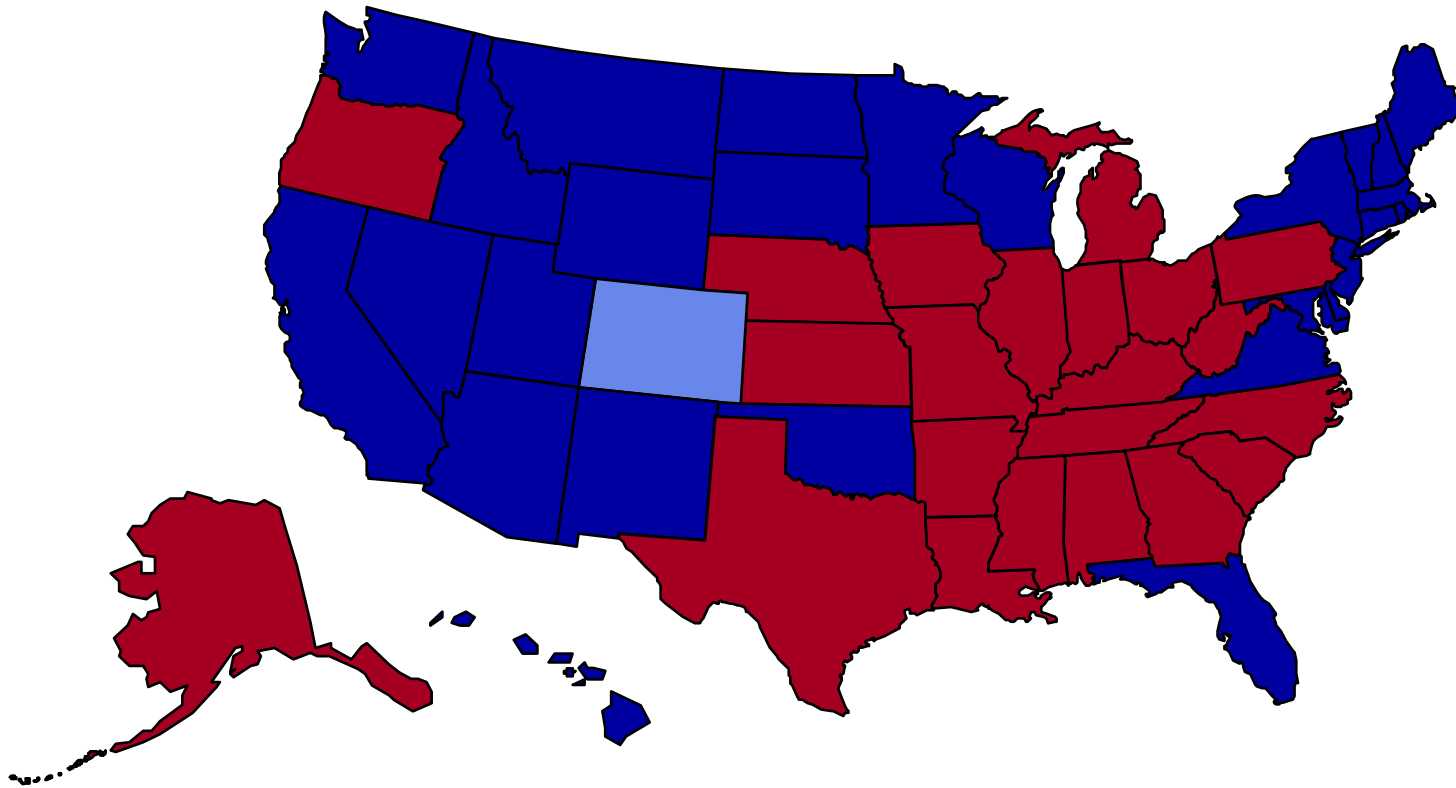
Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.



# Obesity Trends\* Among U.S. Adults

## BRFSS, 2000

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



Source: Mokdad A H, et al. *J Am Med Assoc* 1999;282:16, 2001;286:10.

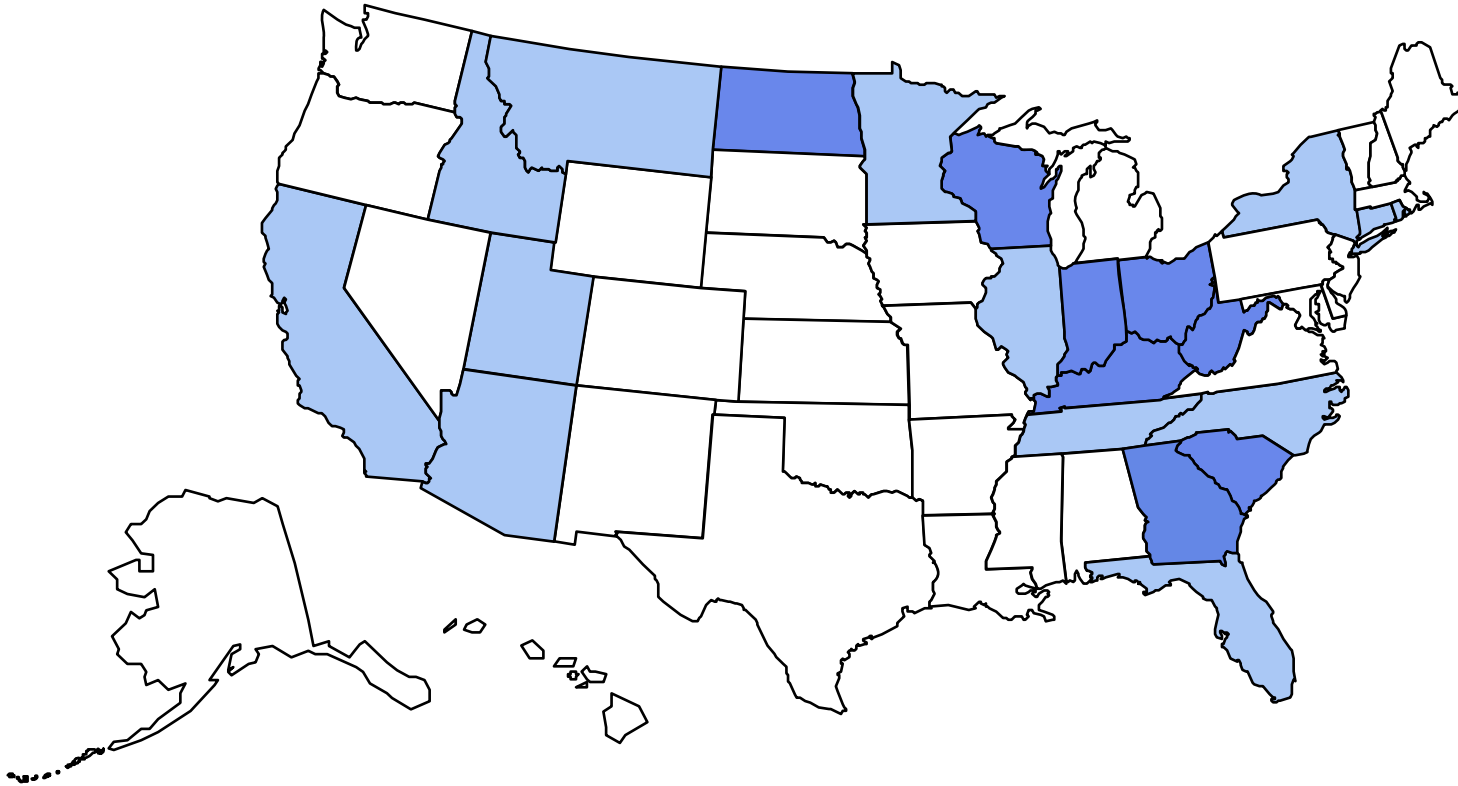


# Impact on Public Funding

- Public Support of Higher Education
- Tuition at State Universities
- Public Schools
- Welfare
- Roads
- Prisons
- Law Enforcement
- Justice System
- And so on...and so on...and so on...

# Things we would like to do but can't

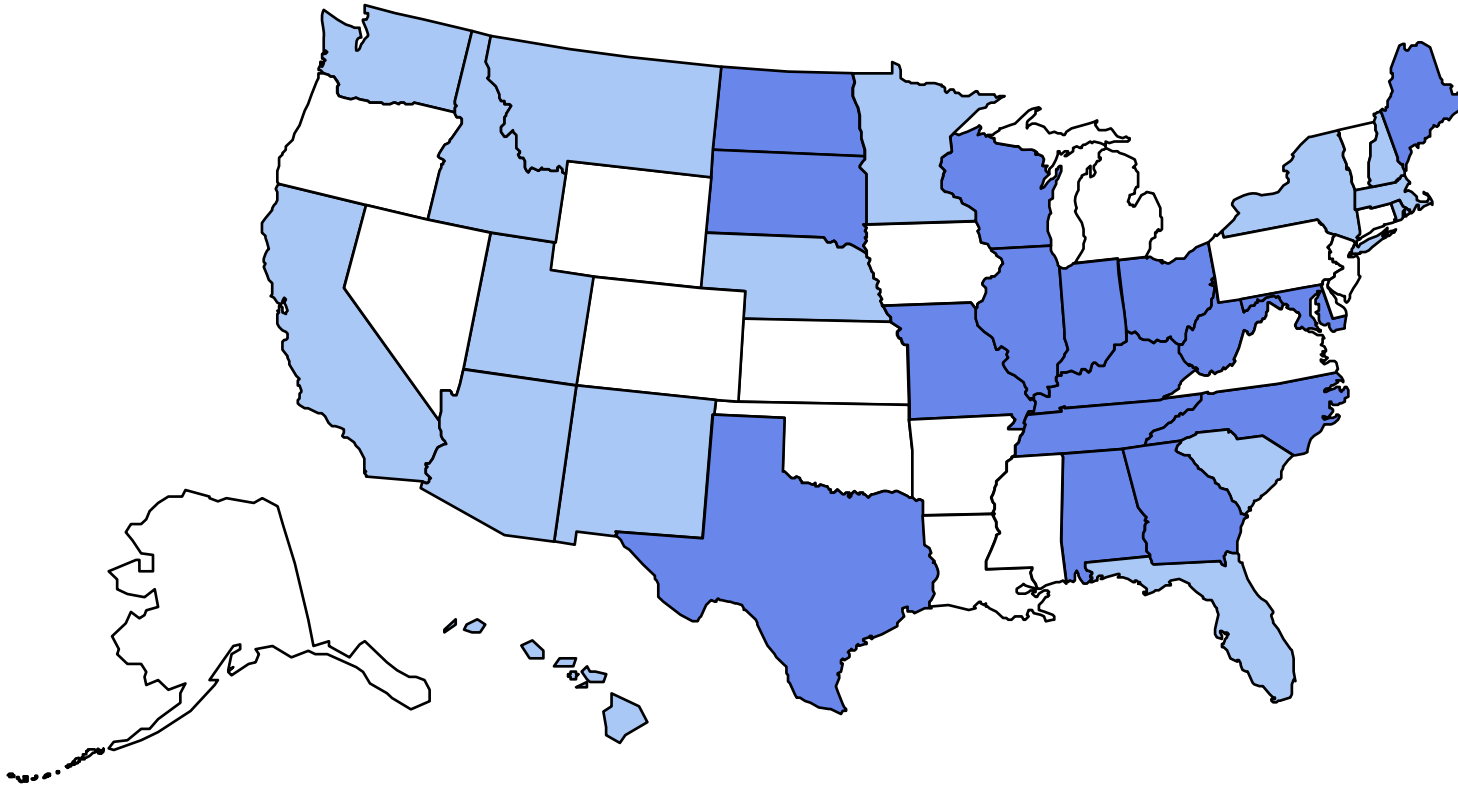
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# Things we would like to do but can't

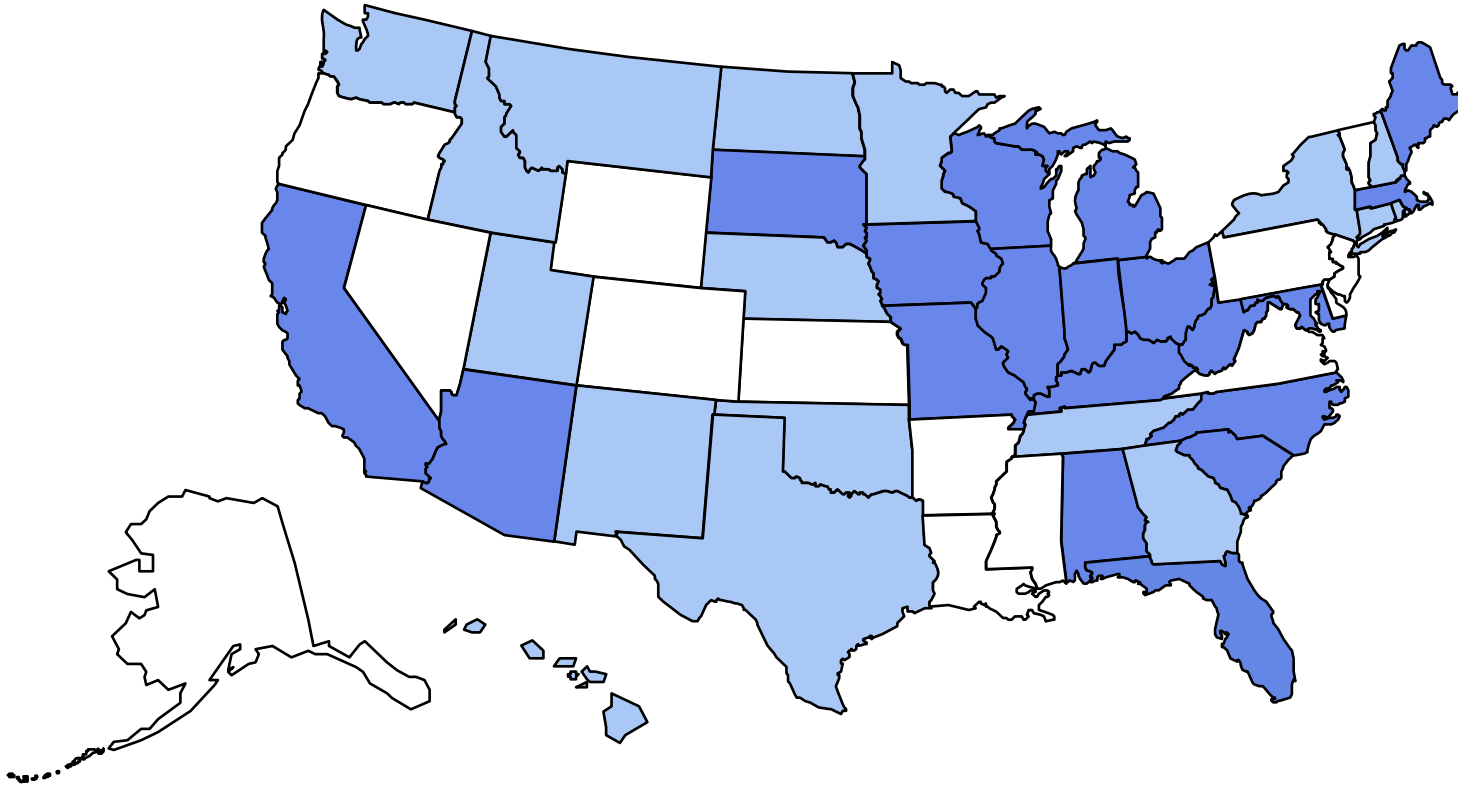
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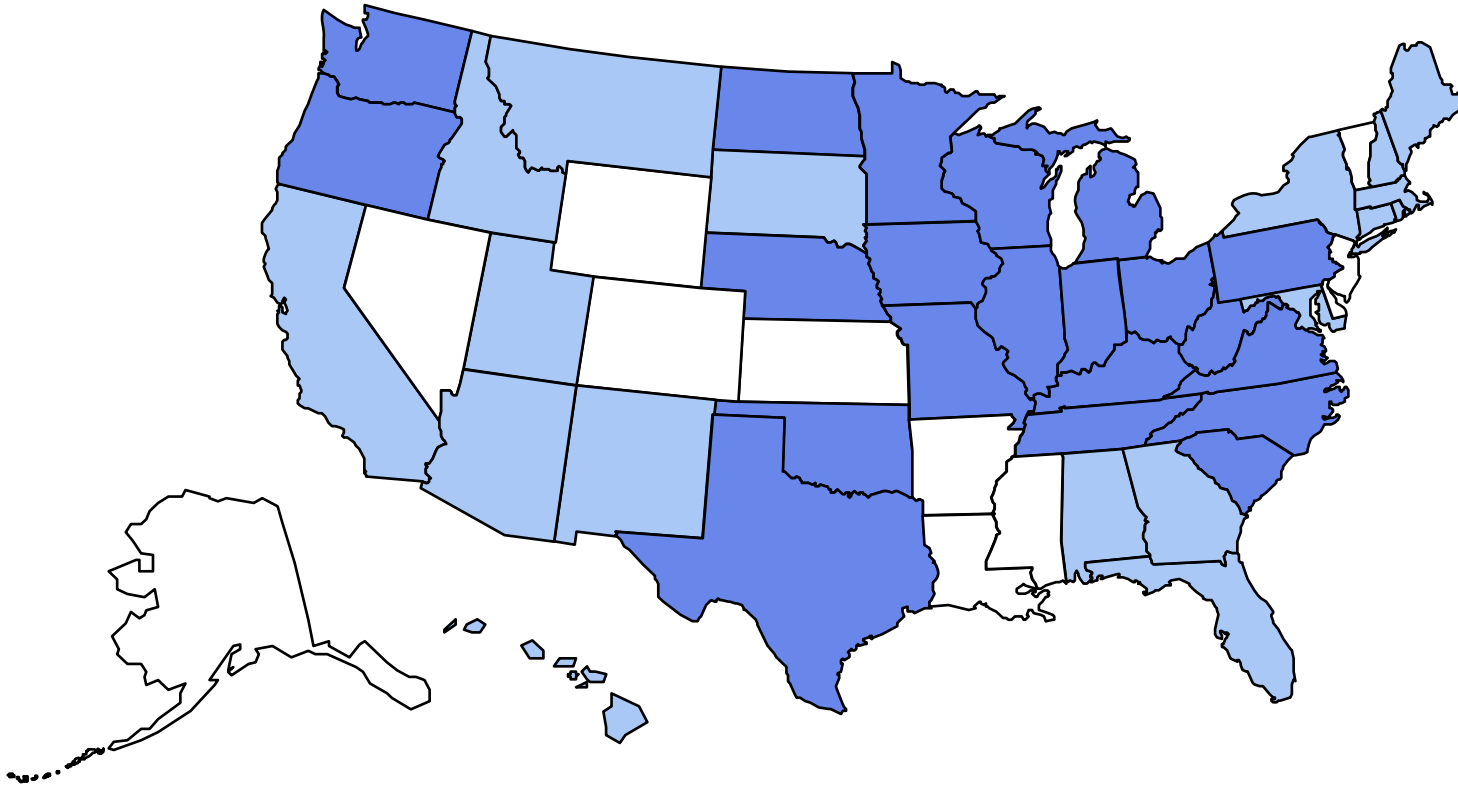
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(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



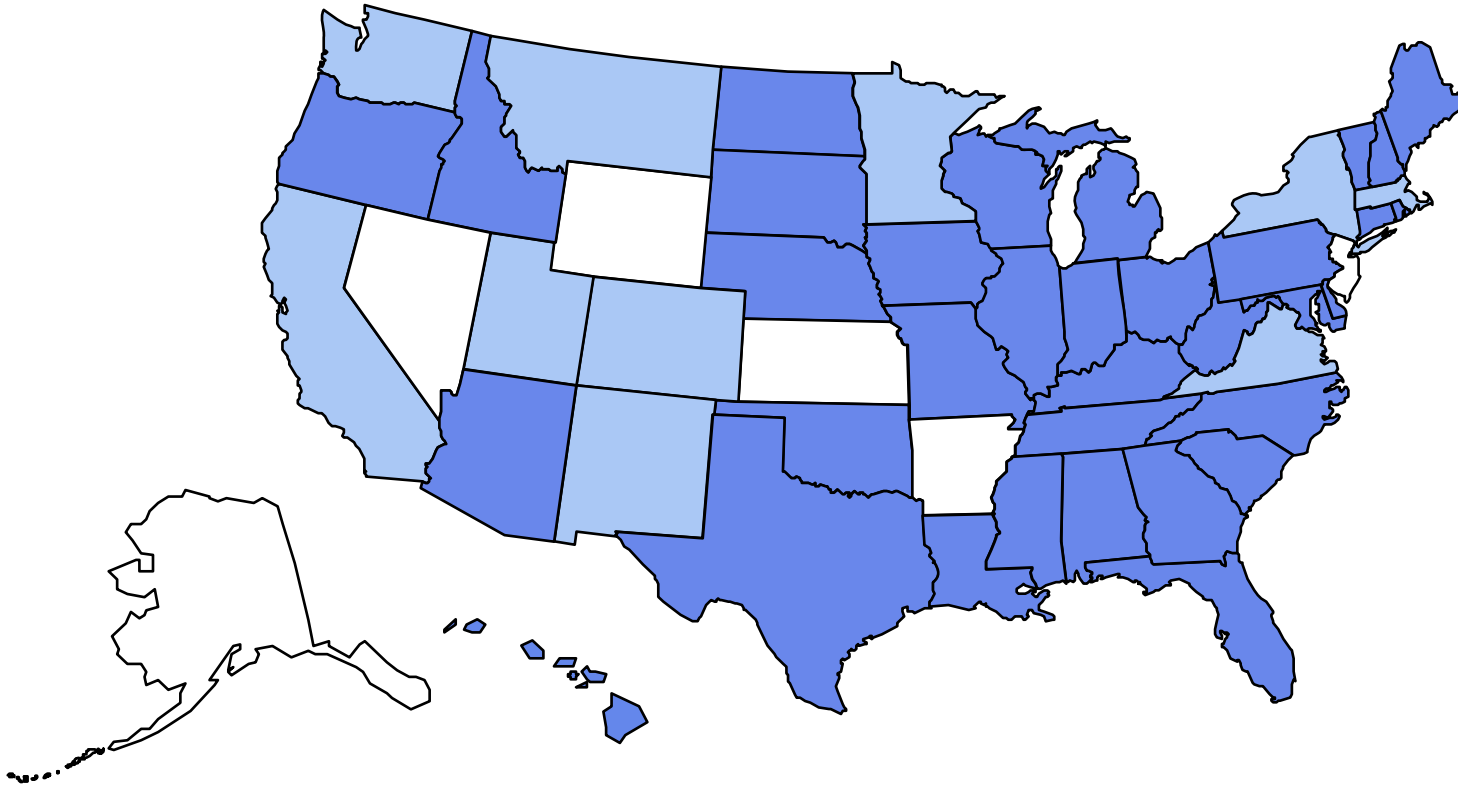
# Things we would like to do but can't

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



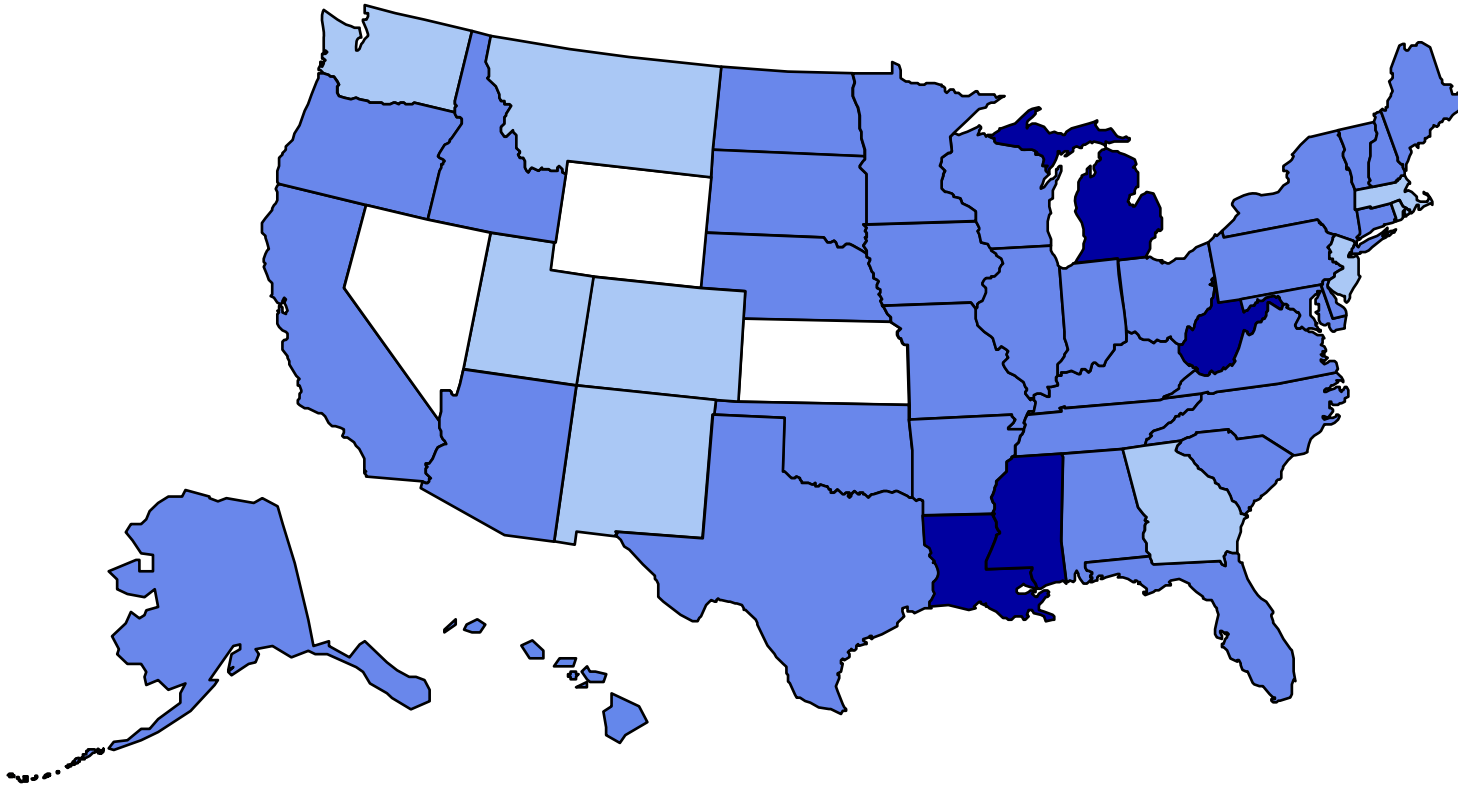
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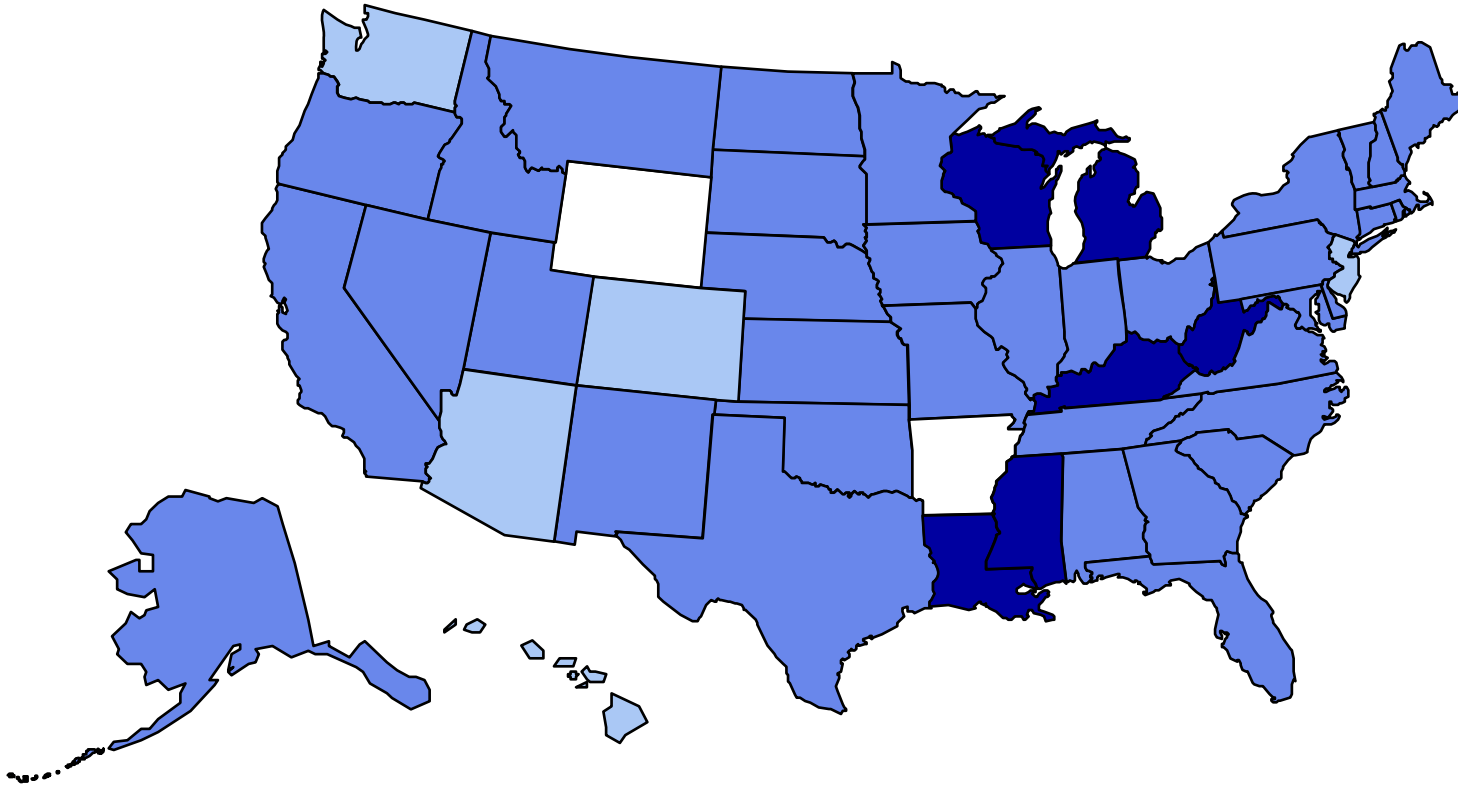
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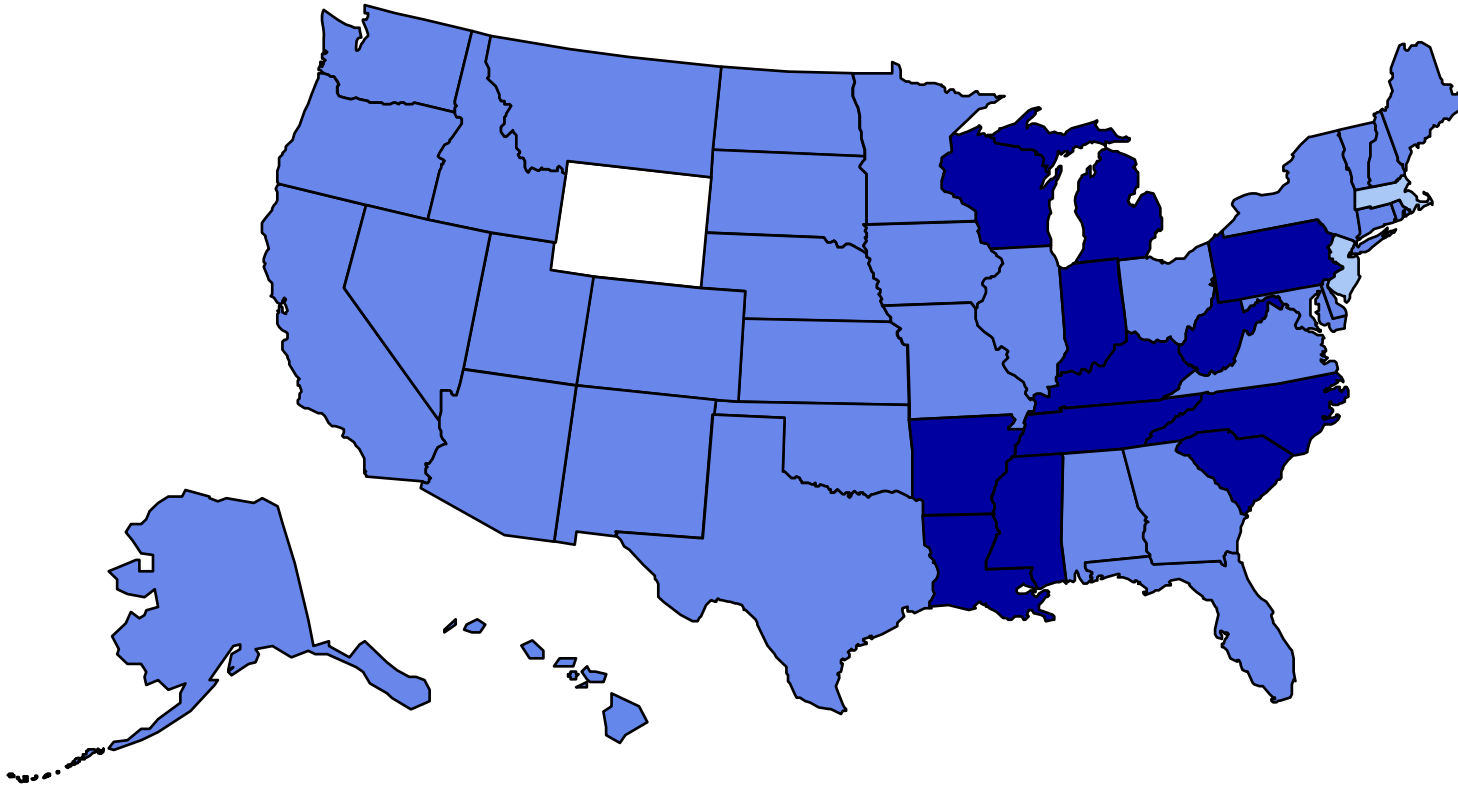
# Things we would like to do but can't

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



# Things we would like to do but can't

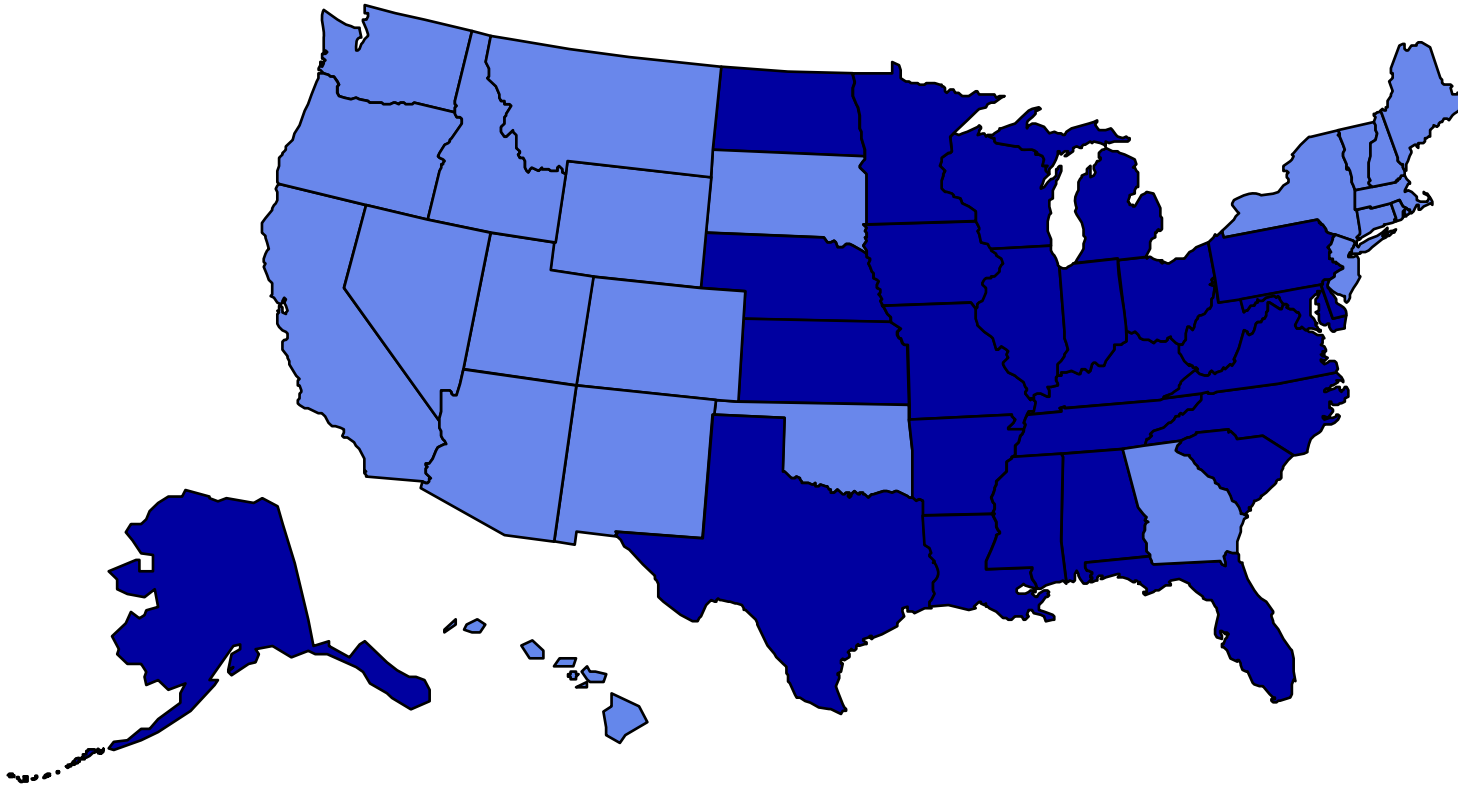
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# Things we would like to do but can't

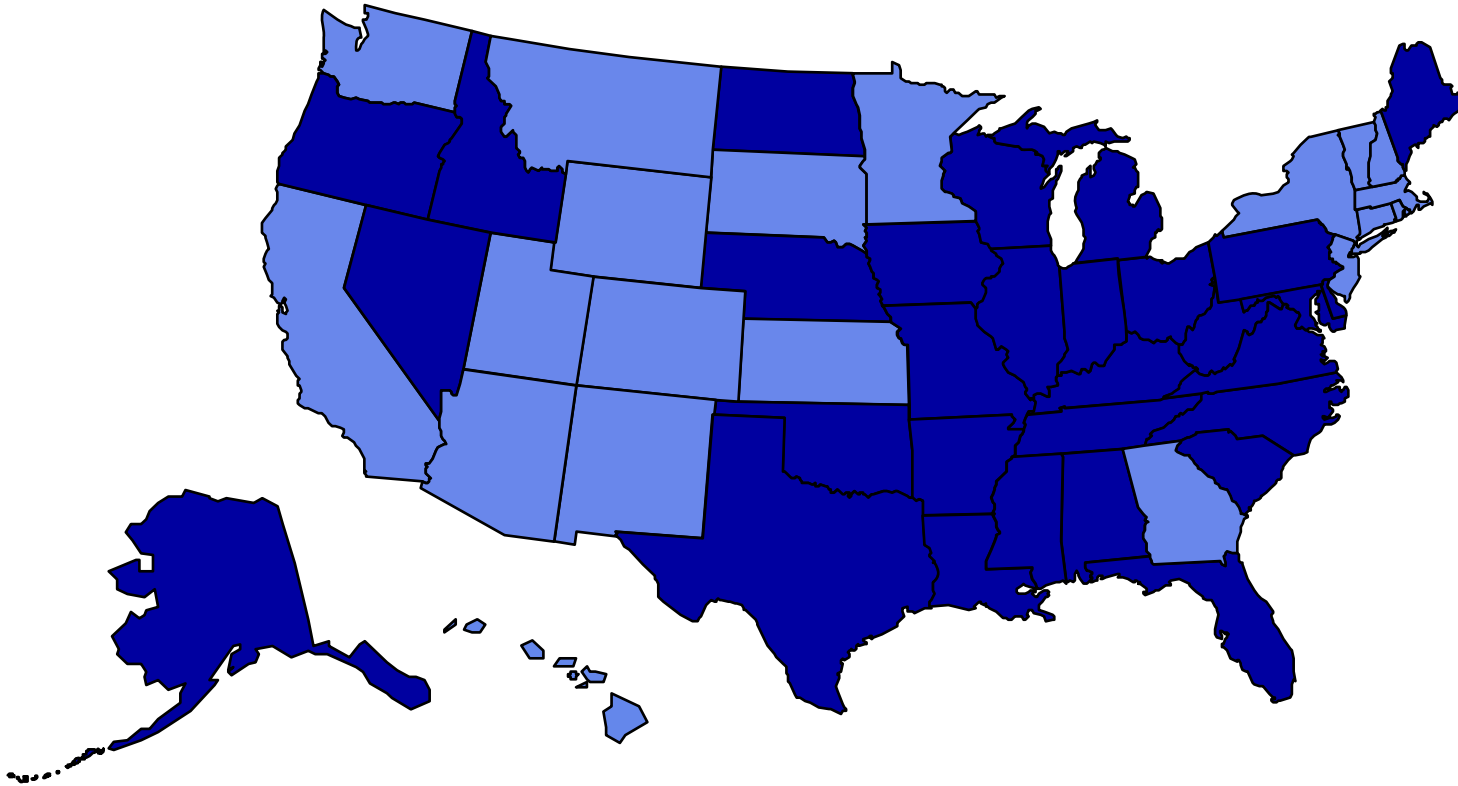
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# Things we would like to do but can't

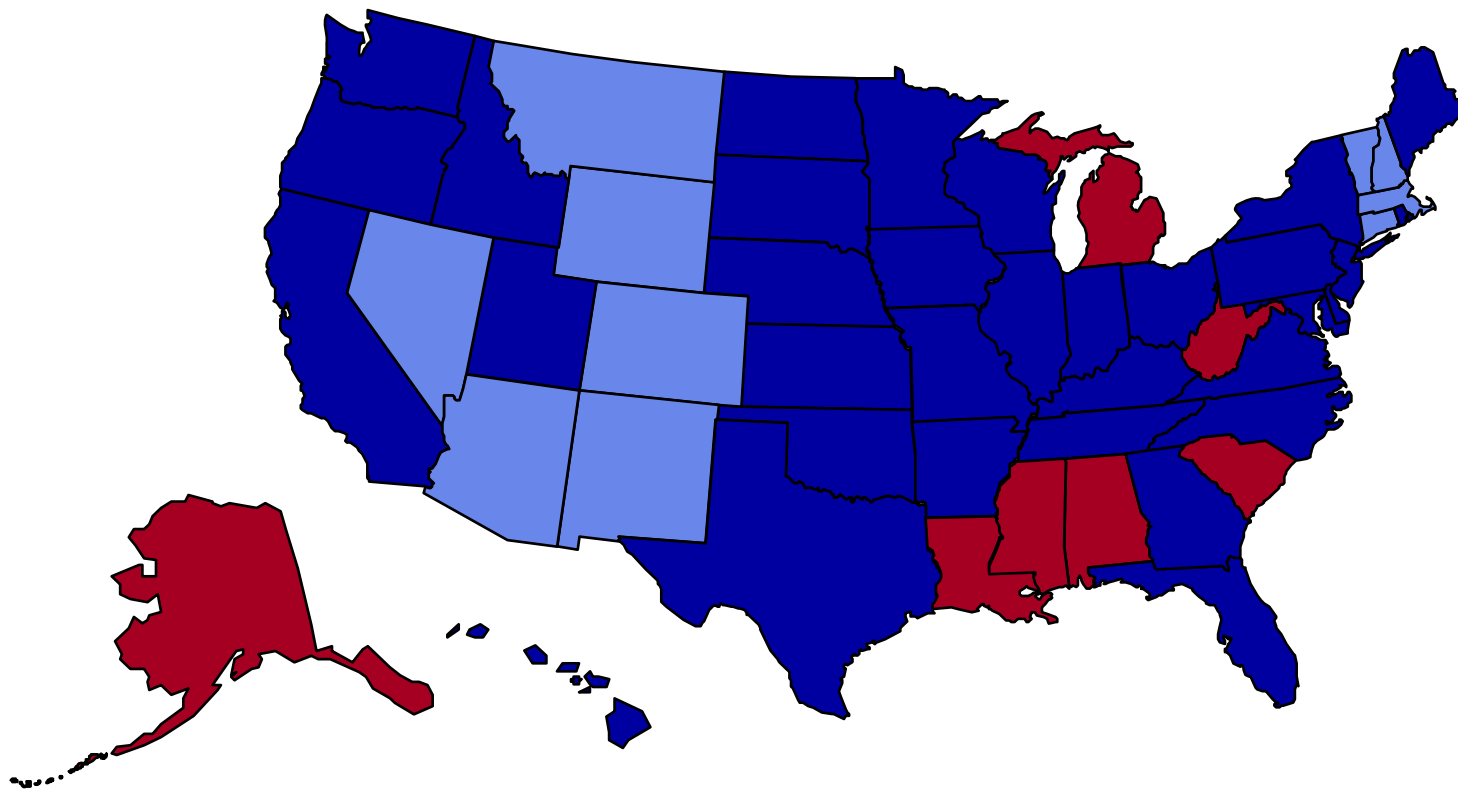
(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)





# Things we would like to do but can't

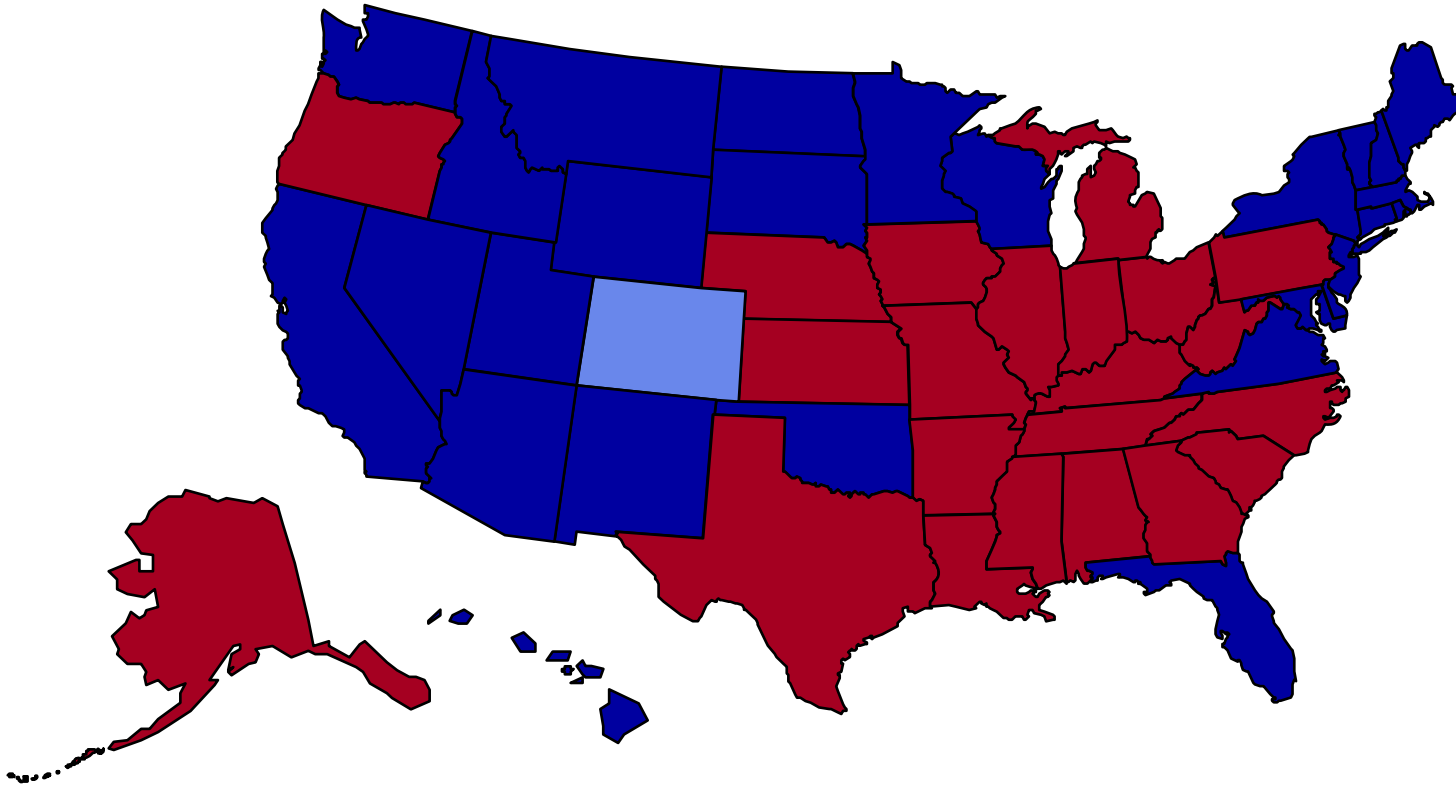
(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)





# Things we would like to do but can't

(\*BMI  $\geq 30$ , or  $\sim 30$  lbs overweight for 5'4" woman)



# Food for thought

- No such thing as your side of the boat is leaking
- It doesn't have to be this way
- Curative medicine does not prevent this
- Life style changes are the only way
- How can all of us work together to bring about these changes
- \$14.5B—expenditure on medical care
- \$350M—estimated expenditure on prevention

## Extension of Endowment Match Deadline

*In recent months, several comprehensive university officials have inquired about a possible six-month extension to the existing June 30, 2004, deadline for submitting requests for 2002-04 endowment match program funds. The staff supports such an extension.*

**Action: The staff recommends that the Council approve a six-month extension to the existing June 30, 2004, matching funds deadline.**

The Endowment Match Program is one of the Council's major programs related to Kentucky's "new economy" initiative. Its purpose is to build endowments at the public universities and to help advance the state's economy. The existing Endowment Match Program Guidelines stipulate that a \$10 million pool be assigned proportionately to comprehensive institutions. In addition, another \$10 million secondary pool of endowment match program funds is to be assigned proportionately to the comprehensive universities until June 30, 2004. If not matched by that date, other comprehensive institutions that have fully matched their allocations from both primary and secondary pools may submit requests for the remaining pool of unmatched funds.

Concerns over the timing of third-round funding for the program provided the impetus for the requested extension. In round two, program funds were made available at the beginning of the 2000-02 biennium, allowing the institutions nearly two years to match their allocations, and there was an additional six-month extension authorized by the Council for round two funds. Third-round funding for the "Bucks for Brains" program will not be available until after the sale of state bonds, which is not expected until mid-August at the earliest. This means that the comprehensive institutions will have less than 10 months to match their allocations and meet the deadline.

On June 26, 2003, a working committee composed of Council staff members and university representatives completed a draft revision to the guidelines that, if approved, would extend the matching funds deadline by six months. This draft was shared with university presidents at their July 2 meeting and with Chief Budget Officers at their July 17 meeting. No objections to a six-month extension were raised at those meetings.

Given the abbreviated timeframe for matching third-round funds, the staff recommends that the existing endowment match program guidelines be amended, extending the matching funds deadline to December 31, 2004. This revision will be accomplished by making the following changes to page 2, paragraph 5, of the Endowment Match Program Guidelines:

- The primary pool will be allocated to the institutions and will remain in the trust fund until matched. The secondary pool will be similarly assigned to the institutions until ~~June 30~~ **December 31**, 2004. If not matched by that date, other comprehensive universities that have fully

matched their allocations from both pools may submit requests for additional matching funds. Funds requested from ~~July 1 to July 31~~ **January 1 to January 31, 2005**, will be matched on a pro rata basis based on the dollar amount of requests received. For example, if the secondary pool contains \$100,000 on ~~July 1~~ **January 1**, and four institutions submit requests of \$50,000 each to the Council between ~~July 1 and July 31~~ **January 1 and January 31**, then each institution would be eligible to receive \$25,000 in state matching funds ( $\$50,000 / \$200,000 \times \$100,000$ ). After ~~July 31~~ **January 31**, requests will be considered on a first-in basis until all funds are allocated. If multiple requests arrive simultaneously, then the pro rata method described above will apply.

Staff preparation by Sandra Woodley and Bill Payne



## Program Productivity Reports: KCTCS and Lexington Community College

*The Council staff has completed the biennial productivity reviews of the Kentucky Community and Technical College System and Lexington Community College academic degree programs. The agenda item requests Council approval of the results of these reviews.*

**Action: The staff recommends that the Council approve the productivity reports of the Kentucky Community and Technical College System and Lexington Community College.**

Biennial productivity reviews are central to the Council's streamlined academic program policies approved in 1999. Reviews alternate between the eight universities, which begin in odd-numbered years, and the Kentucky Community and Technical College System and Lexington Community College, which begin in even-numbered years.

This current review began in fall 2002. The Council staff identified 24 of the 105 associate programs as low-degree productivity programs (defined as granting less than an average of 12 degrees per year over five years). A list of these programs is attached. The technical colleges were excluded from the review because none had degree programs in operation for more than four years.

Fourteen LCC programs were reviewed. Five were identified as low productivity programs. LCC is significantly changing one program and retaining the other four while developing programs to improve student recruitment and retention. The unchanged programs address state workforce needs and will be subject to review in 2004.

Ninety-one KCTCS programs were reviewed. Nineteen were identified as low productivity programs. The KCTCS will close three programs, alter 13, and retain three programs that provide other valuable services to the colleges. The three retained programs will be subject to review in 2004. The altered and retained programs address state workforce needs, and the KCTCS is developing programs to improve student enrollment.

The academic program productivity review process is described in the November 8, 1999; July 17, 2000; February 5, 2001; and May 19, 2003, agenda items.

**PROGRAM PRODUCTIVITY REVIEW CYCLE II**  
**KCTCS and LCC LOW PRODUCTIVITY PROGRAMS -- 2002-2003**  
**Associate Programs**

Institution / Program		5-Year Average Enrollment	5-Year Average Degrees Conferred	Institutional PPR 2 Decisions		
				Alter	Close	Retain
<b>Kentucky Community and Technical College System</b>						
Hazard Community College	Forest Harvesting and Production Technology/Technician	40	10	x		
Henderson Community College	Dental Hygienist	26	7	x		
Hopkinsville Community College	Child Care Provider/Assistant	57	7	x		
Jefferson Community College	Chemical Technology/Technician	16	2	x		
	Executive Assistant/Secretary	56	11	x		
	Occupational Therapy Assistant	52	9			x
	Physical Therapy Assistant	115	11	x		
	Plastics Technology/Technician	3	0		x	
	Real Estate	47	3	x		
	Respiratory Therapy Technician	45	9			x
Madisonville Community College	Law Enforcement/Police Science	30	9	x		
	Physical Therapy Assistant	48	10	x		
Maysville Community College	Environmental Science Technology	6	4		x	
Owensboro Community College	Executive Assistant/Secretary	49	10	x		
	Law Enforcement/Police Science	50	10	x		
Paducah Community College	Occupational Therapy Assistant	3	0		x	
	Physical Therapy Assistant	52	11	x		
Prestonsburg Community College	Dental Hygienist	38	9			x
Somerset Community College	Medical Laboratory Technician	38	8	x		
<b>Lexington Community College</b>						
	Electrical, Electronic and Communications Engineering Technology/Technician	45	7	x		
	Environmental Science Technology	44	7			x
	Dental Laboratory Technician	34	8			x
	Nuclear Medical Technology/Technician	35	6			x
	Respiratory Therapy Technician	40	9			x

## Labor Market Information Survey

*More than 3,000 Kentucky businesses responded to the Workforce Development Cabinet's 2002 Labor Market Information Survey. Respondents identified positions for which they were most likely to have vacancies and the educational requirements and starting salaries for hard-to-fill positions. Representatives from the Workforce Development Cabinet share the results of this study with the Council.*

In November 2002, the Workforce Development Cabinet released the final report from its Labor Market Information Survey (LMI), a comprehensive study of labor supply and demand in Kentucky. A consortium of researchers from the University of Kentucky and the University of Louisville conducted the study. At the request of the Council staff, the Workforce Development Cabinet included a series of questions about educational attainment in the business survey portion of the study, yielding a rich source of information about the areas of greatest need identified by Kentucky employers.

Included in the LMI were:

- A survey of 3,300 households designed to obtain information on underemployment.
- A survey of 3,600 businesses designed to gather data on education levels, labor shortages, and benefits.
- Survey results and local estimates are available to the public at:  
<http://kycwd.org/lmisurvey.htm>.

The LMI business survey asked employers to identify positions for which they had the greatest demand. Respondents indicated the number of vacancies, required educational levels, and annual salaries for hard-to-fill positions. Researchers combined survey results with census data to develop local estimates by workforce investment areas, area development districts, and counties.

The results of the LMI indicate that while the demand for low-skill workers in Kentucky remains high, the need for workers with a bachelor's degree exceeds the percentage of the population with the credential. Among the high-skill positions identified by employers, the demand for healthcare workers was particularly strong.

The Council staff plans to use the results from the LMI to inform future policy and program approval decisions. In Fall 2003 the Council will issue an RFP to provide funding for proposals that create partnerships between multiple postsecondary institutions and outside agencies responsible for workforce development, linking academic programs to workforce needs such as those identified in the LMI.

Representatives from the Workforce Development Cabinet and the University of Kentucky will present their findings at the Council meeting.

Staff preparation by Christina E. Whitfield

## Questions 4 and 5 – Other Activities

The fifth annual Faculty Development Conference was held May 19-20 at the Lexington Marriott Griffin Gate. The conference, sponsored by the Council in partnership with the Kentucky Community and Technical College System, was coordinated by the Statewide Faculty Development Workgroup. More than 360 faculty representing nine public and five independent institutions attended the conference, setting a new attendance record. The theme was “The Scholarship of Teaching and Learning: Engaging the Learner” and focused on the needs of Kentucky's diverse student population. Over 60 presentations offered innovative approaches to teaching nontraditional students, including students with disabilities and adult and part-time learners. Panel discussions addressed statewide concerns about student advising, transfer, and remedial education. Governor Patton and keynote speaker Tom Layzell addressed a joint dinner of the faculty with the Institute for Effective Governance participants. The remarks focused on the importance of maintaining Kentucky's postsecondary progress during difficult economic times. This annual conference continues to grow in size and scope, increasing faculty involvement in reform goals.

The Council was represented at the 2003 Biotechnology Industry Organization convention and exhibition in Washington, D.C., in June. Also attending were the Governor and staff members from the state Office of the New Economy and the Office on Agricultural Policy, University of Kentucky and University Louisville's presidents and vice presidents for research, and representatives from academic programs at UK, UofL, and Western Kentucky University. In addition to government and postsecondary attendees, members of the Louisville Medical Center Development Corporation, Greater Louisville Inc., Kentucky Science and Technology Corporation, Lexington United, and the Kentucky Life Sciences Organization represented Kentucky at the conference.

The Governor hosted a reception and dinner for executives in biotechnology companies, biotechnology industries, and venture capital firms. He and the Kentucky delegation talked about living, working, and investing in Kentucky. Members of the delegation also met with Dr. William Haseltine, CEO of Human Genome Science, Inc., in Rockville, Maryland, toured the facility, met with HGS researchers, and discussed potential research partnerships.

Sue Hodges Moore and Ron Carson were invited by the National Governors' Association to present information on Kentucky's postsecondary education reform at a national conference, “State Accountability for Student Learning,” in Salt Lake City June 26-27. The National Science Foundation underwrote the conference costs. Governor's office and higher education staff from 16 states, including California, Texas, and Florida, reviewed various approaches states can use to build better models to connect public information about student learning with state-level planning and public policy for higher education. One result of the meeting will be the development of an NGA-published issue paper identifying general principles of good practice that can guide the development of effective state accountability models. The Council's “Key

Indicators of Progress Toward Postsecondary Reform” program was featured as a possible national model for linking learning to public accountability.

Kentucky also has assumed a leadership role in the development of the “learning grade” for the *Measuring Up* national report card on postsecondary education. It is anticipated that this grade will ultimately provide a valuable measure for the Council’s key indicator assessment of how well Kentuckians are being prepared for life and work in comparison to other states.

Members of the Council staff traveled to Boulder, Colorado, June 26 to participate in a meeting sponsored by the National Forum on College-Level Learning. The PEW Charitable Trust underwrote travel expenses. Representatives of the five states selected for the National Forum’s student learning pilot project—Kentucky, Illinois, Nevada, Oklahoma, and South Carolina—attended the day-long work session. Discussion topics at the meeting included statewide sampling strategies and student motivation issues for the National Forum’s student learning assessment model.

The Council, working with the Governor’s Office of Technology, renewed its statewide license with the Environmental Systems Research Institute on behalf of the public postsecondary institutions and Berea College. This contract provides access to the full suite of ESRI Geographic Information Software products at a lower cost than institutions were paying individually for components of that service. ESRI software is a data analysis system widely used in research and teaching in many disciplines and is a resource for various campus administrative units. Students trained in ESRI programs are in great demand in the workplace. This is another example of agencies working together to support research, teaching, and workplace needs more economically.

Staff preparation by Jim Applegate, Ben Boggs,  
Ron Carson, Jennifer Marsh, and Christina Whitfield

Council on Postsecondary Education  
July 28, 2003

## 2004 Meeting Calendar

Action: The staff recommends that the Council approve the 2004 meeting calendar.

After consulting with Council members and reviewing the calendar with Council chair Steve Barger, the following calendar for 2004 meetings of the Council on Postsecondary Education is offered for approval.

January 25-26 – CPE meeting

March 14-15 – CPE meeting

April 25-26 – IEG spring board development seminar

May 23-24 – CPE meeting

July 18-19 – CPE meeting and retreat for CPE members

September 19-20 – IEG fall trusteeship conference

November 7-8 – CPE meeting

Staff preparation by Phyllis Bailey

Council on Postsecondary Education  
July 28, 2003

## Council Committee Appointments

Chair Barger has made several changes in committee appointments for council members. An updated list is attached.

Staff preparation by Phyllis Bailey



**COUNCIL ON POSTSECONDARY EDUCATION**  
**Committee Appointments**

**Council Executive Committee**

Barger (chair)  
Bertelsman (February 2004)  
Darrell  
Greenberg (July 2004)  
Taylor (July 2004)

**Strategic Committee on Postsecondary Education**

Barger (chair)  
Baker  
Bertelsman  
Darrell  
Hall  
Taylor

**Committee on Equal Opportunities**

Whitehead (chair)  
Baker  
Jansing  
Taylor

**Distance Learning Advisory Committee**

Guess  
Hall  
Weinberg

**P-16 Council**

Bertelsman (June 30, 2005)  
Darrell (June 30, 2004)  
Freed (June 30, 2005)

**Kentucky Educational Television Board**

Freed (June 30, 2006)  
Hilma Prather (November 9, 2006)

**Governance Board of the Lung Cancer Research Project**

Adams (September 25, 2003)  
Greenberg (September 25, 2005)

**Kentucky Higher Education Student Loan Corporation**

Barger (as CPE chair)

**Institute for Effective Governance Oversight Committee**

Whitehead

**KSU Comprehensive Assessment Oversight Committee**

Barger (co-chair)  
Baker  
Jansing  
Whitehead