

AGENDA

Council on Postsecondary Education
January 31, 2005
CPE Meeting Room A, Frankfort, KY
10 a.m. (ET)

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8-10 a.m. – <i>Seamlessness Policy Group (Mtg Rm E)</i>	147
8-10 a.m. – <i>Workforce/Economic Development Policy Group (Adult Ed Training Rm)</i>	169
<i>(The Affordability Policy Group will not meet.)</i>	

Roll Call

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Question 2 – Are more students enrolling?

Question 3 – Are more students advancing through the system?

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Question 4 – Are we preparing Kentuckians for life and work?

Question 5 – Are Kentucky’s communities and economy benefiting?

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Other Business

23. Resolutions for Former Council Members	
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Next Meeting – March 20-21, 2005

Adjournment

MINUTES
Council on Postsecondary Education
November 8, 2004

The Council on Postsecondary Education met November 8, 2004, at 10 a.m. at the Council offices in Frankfort. Chair Barger presided.

ROLL CALL

The following members were present: Walter Baker, Steve Barger, Peggy Bertelsman, Richard Freed, Ron Greenberg, Susan Guess, John Hall, Charlie Owen, Tony Stoeppel, Joan Taylor, John Turner, Lois Combs Weinberg, Charles Whitehead, and Ken Winters. Esther Jansing participated by telephone. Linda France represented Commissioner Gene Wilhoit.

**CALLAHAN
RESOLUTION**

Chair Barger read a resolution honoring and commending Representative Jim Callahan for his service to Kentucky postsecondary education. Representative Callahan successfully led the legislative effort to pass House Bill 1, the *Kentucky Postsecondary Education Improvement Act of 1997*.

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

VOTE: The motion passed.

Representative Callahan thanked the Council for the recognition. He said that the Council deserves the state's gratitude for guiding the work of postsecondary reform.

**AIKCU
ANNUAL REPORT**

House Bill 191, passed in 2002, calls on the Association of Independent Kentucky Colleges and Universities to present an annual report to the Council about the condition of independent higher education and suggesting opportunities for more collaboration between the state and independent institutions. Gary Cox, AIKCU President, said that the 19 independent, non-profit colleges and universities that make up AIKCU, are pleased to present this second annual report to the Council. The report offered information about the campuses and selected examples of the role they play in serving the state and their regions, detailed statistical information, affordability information, and summary information about participation in two teacher education initiatives.

Several of the independent presidents provided additional information about their institutions. The presidents in attendance were: William H. Crouch (Georgetown College), Michael V. Carter (Campbellsville University), Paul Rader (Asbury College), Keith Keeran (Kentucky Christian College), Ed de Rosset (Union College), James H. Taylor (Cumberland College), Sister Vivian M. Bowles (Brescia University), Jo Ann Rooney (Spalding University), Sister Margaret Stallmeyer (Thomas More College), William T. Luckey (Lindsey Wilson College), William D. Huston (St. Catharine College), Joseph J. McGowan (Bellarmine University), and John Roush (Centre College).

2004-05

Sue Hodges Moore, Council Executive Vice President, gave a progress report on

STRATEGIC PLANNING PROCESS

the 2004-05 strategic planning process. The report highlighted activities that have taken place over the last few months and laid out a preliminary set of policy issues for discussion with the Council, the presidents, and other partners to develop a revised agenda to guide the system's work over the coming years.

Since reform began in 1997, the postsecondary community has focused its energy, attention, and resources on these five questions:

1. Are more Kentuckians ready for postsecondary education?
2. Are more students enrolling?
3. Are more students advancing through the system?
4. Are we preparing Kentuckians for life and work?
5. Are Kentucky's communities and economy benefiting?

Dr. Moore said that at this juncture in the planning process, analyses and discussions confirm that the policy directives embedded in these five questions are as relevant moving forward as they were seven years ago. However, the Council staff believes that the addition of a sixth question – Is Kentucky postsecondary education affordable for students? – or some refinements to the existing questions would best capture the essence of the work that lies ahead.

After discussion, it was the sentiment of the Council to stay with five questions. The staff will refine the questions and share them with the Council members.

Dr. Moore said that nine regional forums were held between September 29 and October 27 to solicit public input on the update of the public agenda and the equal educational opportunities plan. The Council staff is in the process of developing a summary of regional issues for each of the "Can We Talk?" forums, based on the staff's data assessments and forum discussions. These summaries will be ready for review in early 2005 and will help guide the development of institutional action plans in the next planning phase, which will take place from March through July 2005. Draft guidelines for this phase of the process will be shared with Council members and presidents in January. A draft public agenda will be brought to the Council for review in January and then will be widely distributed to all major constituents for review. The Council will take action on the public agenda at the March 2005 meeting.

COMPRE- HENSIVE FUNDING REVIEW

The comprehensive funding model review began in May 2004 and will conclude with the FY 2006-08 budget recommendation in November 2005. A progress report was included in the agenda book about the development of recommendations regarding the benchmark funding model, the funding distribution methodology, capital, and trust funds.

AFFORDABILITY POLICY GROUP

Ms. Weinberg gave a report on activities of the Affordability Policy Group. In November 2003, the group began assessing issues related to college affordability. Based on analysis presented and discussions during the past 12 months, the policy group has developed several preliminary draft recommendations regarding tuition policy and reciprocity agreements. These recommendations will be brought to the Council for consideration at the January 2005 meeting.

Ms. Weinberg said that the policy group seeks to employ an outside consultant to complete a detailed study to provide additional information and policy analyses that will allow the Council and the policy group to gain a better understanding of

unresolved issues in order to develop long-term coordinated affordability policies. It is expected that the consultant could be selected prior to January 2005. The study could provide a preliminary report to the Council before May 2005 and a final report with recommendations before August 2005.

P-16 COUNCIL

Mr. Freed, P-16 Council chair, said that the group met in September for the first time since expanding its membership. The members discussed the need for ongoing assessment of the work of the state and local P-16 councils, the relationship between the state council and the local P-16 councils, and further support of the local councils. The P-16 Council reviewed several ongoing state and local initiatives, including the preliminary reports of the statewide postsecondary placement policy work groups.

COMMISSIONER OF EDUCATION REPORT

Linda France, Deputy Commissioner for Learning and Results, gave a report from the Kentucky Department of Education. KDE is in the process of defining and clarifying the specifications for the 2007 assessment and accountability contract. As part of that process, the department has been involved in an intent review of the core content standards to be sure that students are properly prepared for whatever they choose to do after high school. The department also is looking at the American Diploma Project recommendations for mathematics and language arts, and is conducting an external review involving postsecondary math professors as well as math teachers across the state. During the 2004-05 school year, scholastic audits and reviews will be conducted in 48 low-performing schools to learn what is working and what is not and recommendations will be made on how to improve performance.

SEAMLESSNESS POLICY GROUP

Ms. Bertelsman reported on activities of the Seamlessness Policy Group. The Council staff, with the assistance of the Kentucky Community and Technical College System, is surveying KCTCS students to determine barriers to transfer. Survey results will be shared with the Council at a future meeting. The Council staff will conduct a study on dual enrollment to learn what students involved in these programs do after high school. Ms. Bertelsman said that presently four institutions for various reasons are not participating in the Course Applicability System. The staff will determine an appropriate date for these four institutions to be participating in the online program.

STATEWIDE PLACEMENT POLICY

RECOMMENDATION: The staff recommends that the Council approve the statewide placement policy guaranteeing placement into credit-bearing coursework to any student entering a Kentucky public postsecondary institution who is able to demonstrate specific levels of competence in English and mathematics.

MOTION: Ms. Weinberg moved adoption of the recommendation. Ms. Bertelsman seconded the motion.

The proposal would guarantee students placement in a credit-bearing English course without the need for remedial classes if they score an 18 on the English subsection of the ACT college placement test. Students scoring 19 on the math portion would qualify for placement in a credit-bearing math course, 22 would qualify a student for college algebra, and 27 would qualify a student for calculus. Dianne Bazell of the Council staff said that representatives from the institutions' English and mathematics departments developed the policy. The standards and placement policy would go into effect in fall 2005.

Mr. Freed expressed concern about the English requirement.

VOTE: The motion passed with Mr. Freed abstaining.

TUITION
RECIPROCITY

RECOMMENDATION: The staff recommends that the Council approve an amendment to the Kentucky/Ohio reciprocity agreement that would allow Southern State Community College to withdraw from the agreement. There currently are no Kentucky residents enrolled at Southern State Community College under the reciprocity agreement.

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

VOTE: The motion passed.

CEO REPORT

A report on the activities of the Committee on Equal Opportunities was included in the agenda book. Mr. Whitehead, CEO chair, said that the Commonwealth has not been released from the partnership agreement with the U. S. Department of Education's Office for Civil Rights. Representatives of the Philadelphia office may visit Kentucky in early 2005. Staff has been asked to provide updated information on enrollment, retention, graduation, employment, and KSU commitments. This information will be provided by January 2005. Mr. Whitehead said that some institutions have received inquiries from the Center of Individual Rights asking for information regarding race-based scholarships and race-based admissions standards. He expressed disappointment in the Council not being able to secure recurring funding for the doctoral scholars program.

KSU/CPE
OVERSIGHT
COMMITTEE

A status report on the work of the KSU/CPE Comprehensive Assessment Oversight Committee was included in the agenda book.

WORKFORCE/
ECONOMIC
DEVELOPMENT
POLICY GROUP

Mr. Hall gave a report on the activities of the Workforce/Economic Development Policy Group. The group discussed the concern heard repeatedly at the regional forums about job availability and the need for high-paying jobs for college graduates.

NEW PROGRAMS

RECOMMENDATION: The staff recommends that the Council approve the Master's of Fine Arts in Creative Writing (CIP 23.0501) proposed by Murray State University.

MOTION: Ms. Taylor moved that the program be approved. Ms. Bertelsman seconded the motion.

VOTE: The motion passed.

RECOMMENDATION: The staff recommends that the Council approve the Master's in Business Administration (CIP 52.0201) proposed by Kentucky State University.

MOTION: Mr. Greenberg 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 request of the University of Kentucky to renovate the outdoor football practice fields at the Nutter Training Facility with \$2,250,000 of private funds.

RECOMMENDATION: The staff recommends that the Council approve the request of the University of Kentucky to renovate the Commonwealth Stadium Locker Rooms with \$650,000 of private funds.

RECOMMENDATION: The staff recommends that the Council approve the request of the University of Kentucky to design the fit-up of the fourth floor of the Biomedical/Biological Sciences Research Building with \$850,000 of federal and private funds.

RECOMMENDATION: The staff recommends that the Council approve the request of Western Kentucky University to purchase buses, acquire land, and construct a bus transportation center with \$3,069,561 of federal funds, Kentucky Transportation Cabinet funds, and university restricted funds.

MOTION: Mr. Whitehead moved that the four projects be approved. Ms. Weinberg seconded the motion.

VOTE: The motion passed.

AGENCY AUDIT

RECOMMENDATION: The Executive Committee recommends that the Council accept the 2003-04 agency audit as submitted by the firm of Moore Stephens Potter LLP.

Mr. Barger said that the Executive Committee met November 7 to review the audit with a representative of the auditing firm. The audit report contains no reportable conditions or instances of material noncompliance.

MOTION: Ms. Guess moved that the audit be accepted. Mr. Greenberg seconded the motion.

VOTE: The motion passed.

COUNCIL
MEMBERS

Mr. Barger congratulated Mr. Winters on his election to the Kentucky State Senate. Mr. Winters will begin his new duties in January so this will be his last meeting as a Council member. A resolution commending Mr. Winters for his service will be prepared for the January 2005 Council meeting.

NEXT MEETING

The Council's Executive Committee will meet December 1 and January 12. The next Council meeting is January 31, 2005.

ADJOURNMENT

The meeting adjourned at 11:50 a.m.

Thomas D. Layzell
President

Phyllis L. Bailey
Associate, Executive Relations

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NOVEMBER 7
CPE STUDY
SESSION

The Council held a study session Sunday, November 7, 2004, at the Embassy Suites in Lexington, Kentucky.

Members present: Walter Baker, Steve Barger, Peggy Bertelsman, Richard Freed, Ron Greenberg, John Hall, Charlie Owen, Tony Stoepfel, Joan Taylor, John Turner, Lois Combs Weinberg, Charles Whitehead, and Ken Winters. Susan Guess, Esther Jansing, and Gene Wilhoit did not attend.

The following topics were discussed: 2004-05 strategic planning process, comprehensive funding model review, and other agenda items for the November 8 Council meetings. No action was taken.

Focus on Reform: GEAR UP Kentucky and Go Higher Kentucky Initiatives

Successful postsecondary reform in Kentucky depends on Council partnerships with P-12 schools, postsecondary institutions, and other agencies that ensure adult and traditional students in the pipeline are motivated to attend college, complete the programs that prepare them for college, and have the financial resources to pay for college. The first of the Council's five questions for reform holds postsecondary education accountable for its role in preparing Kentuckians for college. Two such partnership efforts, GEAR UP Kentucky and *GoHigherKY.org*, the college-going Web portal, are highlighted at this meeting.

GEAR UP Kentucky is a \$21 million dollar Council program funded by a federal grant that encourages young people to stay in school, study hard, and take the right courses for college. More than 17,000 students currently participate. This program also helps students acquire the financial aid they need to attend college. GEAR UP partners work to transform school cultures so that every student is prepared for and encouraged to pursue postsecondary education. GEAR UP Kentucky is engaged in partnerships between and among schools, colleges, businesses, communities, and nonprofit organizations to support school leadership and improve instruction in the middle grades.

GoHigherKY.org is an integrated, Web-based student services system which helps with academic and financial planning for college beginning in middle school, college selection, financial aid searches and applications, and online college applications. The Website is a valuable resource for Kentucky students, parents, teachers, counselors, and administrators at all levels: middle, secondary, postsecondary, and adult education. The site is, in short, a one-stop shop for everything needed to plan for, pay for, and apply to college.

Murray State University and GEAR UP Kentucky staff will highlight a recently developed early intervention program (WE CAN) that provides support and scholarships to low-income students, an approach that GEAR UP hopes to replicate with postsecondary institutions across Kentucky. Dr. Joe McCormick, executive director of the Kentucky Higher Education Assistance Authority, will introduce the newly launched *GoHigherKy.org* Web portal. GEAR UP students will demonstrate the site. These students participated in a pilot program for GEAR UP Kentucky students to learn leadership skills and improve school culture by helping their peers learn about college and use the *GoHigherKY* Web portal for college planning. Staff at Eastern Kentucky University and GEAR UP Kentucky designed the summit.

GoHigherKY.org

The screenshot shows a Microsoft Internet Explorer browser window displaying the GoHigherKY.org website. The browser's address bar shows the URL <https://secure.gohigherky.org/>. The website header features the "GO HIGHER KY" logo and a navigation menu with buttons for "home", "plan for college", "select a school", "apps & transcripts", "paying for college", "career center", "adult education", "distance learning", and "my GoHigher". A "Log on" link is also present. Below the navigation, a welcome message reads: "Welcome to GoHigher Kentucky, your online resource for education in Kentucky" with the date "Monday, November 22, 2004". The main content area includes a photograph of students and a teacher, followed by the text "plan. choose. apply. it all begins with GoHigherKY.org". Below this, a welcome message states: "Welcome to GoHigherKY.org, Kentucky's source for post-secondary education information, online applications, and much more." A list of links includes: "Explore campuses", "Take a virtual campus tour", "See a site overview", "Create a free account", and "What is GoHigher KY?". The page is divided into three sections: "for high school students", "for adult students", and "gear up kentucky". The "for high school students" section offers "Use powerful exploration and planning tools to get a head start on your path to college. Begin by:" followed by a list: "Planning for college", "Exploring careers", "Selecting a college", and "Creating a free account". The "for adult students" section features the "KENTUCKY ADULT EDUCATION GO HIGHER" logo and text: "Continuing education and meeting your educational goals has never been easier. Learn more about:" followed by a list: "Career options", "Adult education & GED", "Online learning", and "Financial aid". The "gear up kentucky" section includes the "gear up KENTUCKY" logo and text: "GEAR UP Kentucky is a program that encourages young people to stay in school, study hard, and take the right courses to go to college." followed by a list: "Learn more about GEAR UP" and "Find participating schools". At the bottom of the page, there is a button labeled "FOR SCHOOL COUNSELORS". The browser's status bar at the bottom shows the "Internet" icon.

What is GoHigherKY.org?

- A single, user-friendly website to make planning, applying, and paying for college much easier.
- Kentucky's one-stop shop for career planning.
- GoHigherKY.org is powered by Xap Corporation.
- For use by:
 - Middle and high school students
 - Parents
 - Adult students
 - High school counselors and others
 - Colleges/universities
 - Others in the higher education community



GoHigherKY.org Highlights

Students and parents can:

- Compare high school coursework to college admission requirements.
 - Explore career options.
 - Take virtual campus tours.
 - Select a college and apply for admission online.
 - Invite counselors and mentors to track academic progress through the Counselor Center.
 - Transfer select profile information directly to the U.S. Department of Education's Free Application for Federal Student Aid (FAFSA) on the Web.
- 

Plan for College

In the "Plan for College" module, students can:

- Plan a career.
- Find a college.
- Go on a virtual tour.
- Prepare early for college.
- Learn about financial aid.
- Apply online for admissions and financial aid.

The screenshot shows a Microsoft Internet Explorer browser window displaying the GoHigher Kentucky website. The address bar shows the URL <http://gohigherky.org/Planning/>. The website features a navigation menu with buttons for 'home', 'plan for college', 'select a school', 'apps & transcripts', 'paying for college', 'career center', 'adult education', 'distance learning', and 'my GoHigher'. Below the navigation menu, there is a sub-menu with links: 'Prepare for College', 'Student Planner', 'Planner Timeline', 'Getting Admitted', 'Testing', 'Transfer Students', and 'Add your Counselor'. The main content area is titled 'Plan for College' and includes a 'Print this page' button. The text explains that this section allows students to plan their education to meet college entrance requirements. A list of links is provided:

- [Prepare for College](#) - What's involved in higher education — education after high school — and why should you even consider it? Good questions. And here are the answers.
- [Student Planner](#) - High school students can plan to meet college entrance requirements.
- [Planner Timeline](#) - Find out what you should be doing each year of high school to start preparing for college.
- [Getting Admitted](#) - You can't just show up at a college and say, "Here I am. When's my first class?" You have to be admitted first. Here's some advice on the admissions process.
- [Testing](#) - You've heard the alphabet soup — ACT, SAT, CPAT and others. But exactly what are they, and what are they used for? Click here to find out.
- [Transfer Students](#) - Many students will start their college careers at a community college, then transfer to a four-year public university. Here's how to make sure you don't lose credits — and how to save time and money — if you transfer.
- [Add Your Counselor](#) - Students can allow their High School Counselors to view their myGoHigher section of GoHigher Kentucky.

Students can find out what they need to know about college preparation.

- Get information on deadlines, ACT/SAT, and other required tests.
- Review the Pre-College Curriculum requirements.
- Find information on vocational-technical schools.
- Visit the KY Virtual High School.

Prepare for College

The screenshot shows a Microsoft Internet Explorer browser window displaying the GoHigher KY website. The address bar shows the URL: <https://secure.gohigherky.org/Planning/prepare.asp>. The website header includes the GoHigher KY logo, a search bar, and a user greeting: "Welcome back, Denal Log off". A navigation menu contains links for "home", "plan for college", "select a school", "apps & transcripts", "paying for college", "career center", "adult education", "distance learning", and "my GoHigher". Below the navigation menu, a secondary menu lists: "Prepare for College", "Student Planner", "Planner Timeline", "Getting Admitted", "Testing", "Transfer Students", and "Add your Counselor". The main content area is titled "Prepare for College" and includes the following text:

Education past high school can be as much or as little as you want! Trade school, technical school, and two-year or four-year college degrees are all options past high school.

Going to school after graduation may be the last thing you want to hear about. But attending college after you earn your high school diploma increases your job opportunities, your earning power, and your ability to enjoy a better life.

Get a bachelors degree and you can make almost \$21,180 a year more than your friends with just a high school diploma.

Do the math: \$21,180 times a 30-year career equals over half a million dollars! (\$635,400 to be exact). Even if you don't like math, you have to love that!

Information from the U.S. Census shows earnings increase with higher education:

- An associate degree can mean 35 percent more income than just a high school diploma.
- A bachelor's degree can mean 74 percent more income than just a high school diploma.
- A master's degree can mean 115 percent more income than just a high school diploma.

You already know pursuing more education or training can mean more money in salary over

Now, students can compare the entrance requirements for colleges in their planner to the courses and grades they entered in the "Student Planner."

To add a college, students simply click "Add Institution."

Student Planner

GoHigher Kentucky - Plan for College - Student Planner - Microsoft Internet Explorer

Address: https://secure.gohigherky.org/Planning/Freshman_Planner/planner1.asp

GO HIGHER KY

Welcome back, Denal [Log off](#)

home plan for college select a school apps & transcripts paying for college career center adult education distance learning my GoHigher

Prepare for College | **Student Planner** | Planner Timeline | Getting Admitted | Testing | Transfer Students | Add your Counselor

SOCIAL SCIENCE ENGLISH MATH NATURAL/PHYSICAL SCIENCE ADDITIONAL CORE TEST SCORES SUMMARY

Student Planner

Switch

Show Requirements for: GoHigher Kentucky Settings

[Add Institution](#)

GoHigher Kentucky Requirements

GoHigher Kentucky Required Units are: 2

GoHigher Kentucky Recommended Units are: 3

Social Science						Add
Course Name	Fall Grade	Spring Grade	Summer Grade	Grade Level	High School	Action
HUMANITIES	A	B		9	ADAIR COUNTY HIGH SCHOOL	Edit Delete
SOCIOLOGY	B	A		10	ADAIR COUNTY HIGH SCHOOL	Edit Delete
GOVERNMENT	B	B		11	ADAIR COUNTY HIGH SCHOOL	Edit Delete

My High Schools Add

Name	Action
------	--------

Add your Counselor

Students can invite their counselor to review their portfolio and offer advice on colleges, admissions applications, financial aid, and other information.

Username and passwords remain private.

The screenshot shows a Microsoft Internet Explorer browser window displaying the GoHigher Kentucky website. The address bar shows the URL: <https://secure.gohigherky.org/Counselor/logon.asp?aid=&hid=>. The website header includes the GoHigher KY logo, a search bar, and a user greeting: "Welcome back, Denal Log off". The navigation menu features buttons for "home", "plan for college", "select a school", "apps & transcripts", "paying for college", "career center", "adult education", "distance learning", and "my GoHigher". Below the navigation menu, there are links for "Prepare for College", "Student Planner", "Planner Timeline", "Getting Admitted", "Testing", "Transfer Students", and "Add your Counselor". The main content area is titled "Counselor Site" and contains the following text:

Welcome to the counselor authorization page.

In order to authorize your counselor, you will need the following information:

- Counselor's name
- Counselor's telephone
- Counselor's e-mail address - this is the address he/she used to create his/her counselor account

Please note that by submitting the following form, you are giving your academic counselor permission to view the contents of your myGoHigher, which includes the colleges to which you have applied or are applying as well as any personal or academic information contained therein. Your username and password will remain private, and your counselor will not be able to submit or alter any of the information on any of your applications. If you have any questions, please e-mail us at support@GoHigher Kentucky.org or call us at 1.800.GO.TO.XAP.

Go >>>

The footer of the page includes logos for "Sponsored by KHEEA" and "POWERED BY xap".

Career Center

The "Career Center" allows users to identify and prepare for their future based on interests, skills and abilities.

Custom advice and resources are provided to:

- Parents.
- Middle school students.
- High school students.
- Adult students.

The screenshot shows the GoHigher Kentucky Career Center website. The browser title is "GoHigher Kentucky - Career Center - Microsoft Internet Explorer". The address bar shows "https://secure.gohigherky.org/career/careercenter/". The website features a navigation menu with buttons for "home", "plan for college", "select a school", "apps & transcripts", "paying for college", "career center", "adult education", "distance learning", and "myGoHigher". Below the navigation menu, there are links for "Career Info", "Self-Assessment", "Career Matching Assistant", "List of Careers", "Links", and "myGoHigher Careers". The main content area is titled "Career Center" and contains a list of resources:

- [Career Information](#) - Learn how the Career Center can help you choose a career
- [Career Self-Assessment](#) - Find a career that matches your abilities and personality
- [Career Matching Assistant](#) - Find a career best suited to your interests and requirements (career data provided by the U.S. Department of Labor)
- [List of Careers](#) - View a comprehensive list of careers (career data provided by the U.S. Department of Labor)
 - [List of Careers by Clusters](#)
 - [Alphabetical List of Careers](#)
- [Links to Career Resources](#) - Visit other website resources for information on jobs
- [myGoHigher Careers](#) - View and maintain your myGoHigher careers

At the bottom of the page, there are logos for "Sponsored by KHEAA Kentucky Higher Education Assistance Authority" and "POWERED BY xap". The footer contains links for "High Contrast Version", "Plan for College", "Select a School", "Apps & Transcripts", "Paying for College", "Career Center", "Adult Education", "myGoHigher", "Help", "E-mail this Page", "For High School Counselors", "Site Map", "Technical Support", "Privacy Policy", and "Terms of Use". The copyright notice states: "Copyright © 2000-2004 XAP Corporation. All rights reserved. XAP and Mentor are registered trademarks of XAP Corporation. Reg. U.S. Pat. & TM Off. Use of this website constitutes acceptance of the XAP Terms of Use and Privacy Policy."

Career Center

Students can:

- Complete the “Career Self-Assessment” to determine which types of careers match their personality.
- Use the “Matching Assistant” to discover which careers match their interests.
- Explore a wide range of careers in the “List of Careers.”
- Find out which Kentucky schools have a related major.

The screenshot shows a Microsoft Internet Explorer browser window displaying the GoHigher Kentucky Career Center website. The address bar shows the URL: https://secure.gohigherky.org/career/careercenter/career_self_assessment.asp. The website has a navigation menu with buttons for 'home', 'plan for college', 'select a school', 'apps & transcripts', 'paying for college', 'career center', 'adult education', 'distance learning', and 'my GoHigher'. Below the navigation menu is a breadcrumb trail: 'Career Info | Self-Assessment | Career Matching Assistant | List of Careers | Links | myGoHigher Careers'. The main content area is titled 'Career Self-Assessment' and contains the following text:

When you search for a career, review your interests, skills, values, and personality. There are many assessment surveys that can help you identify these traits. The career counselor's office at your school or institution is an excellent resource for such surveys. The Internet is replete with many good surveys that are available to you at no cost.

As you work through these surveys, keep a copy of the results for each survey that you complete. You should then use these results to explore careers on this site. Keep in mind that the results from surveys vary greatly. The following key to linking what you discover from the surveys to searching for careers is meant to be a rough guideline. We also provide a few links to sites that offer free surveys.

Interests	Skills
Most interest-assessment surveys indicate your Holland type . You may use your Holland codes to search for careers in the Career Matching Assistant.	Most surveys will help you map your skills into general work activities such as communicating, coordinating, performing technical activities, reasoning and decision making, information/data processing, coordinating/managing/advising, administering, and performing physical/manual work activities. You can search for careers by the above skill clusters in the Career Matching Assistant.
Links to Interests Assessment Surveys: The Career Key	Link to Skills Assessment Survey: Career Paths Online
Values	Personalities
The surveys on personal values will give you	Identification of your unique personality

The browser's status bar at the bottom shows 'Done' and 'Internet'.

 Print this page

 E-mail this page

Career Matching Assistant

703 matching careers found

- Interest Areas: Conventional, Enterprising, Social

1 - 50 of 703 careers found.
They are listed alphabetically.

Career
Able Seamen
Accountants
Actors
Actuaries
Adjustment Clerks
Administrative Law Judges, Adjudicators, and Hearing Officers
Administrative Services Managers
Adult Literacy, Remedial Education, and GED Teachers and Instructors
Advertising and Promotions Managers
Advertising Sales Agents
Aerospace Engineering and Operations Technicians
Agents and Business Managers of Artists, Performers, and Athletes
Agricultural Crop Farm Managers
Agricultural Inspectors
Agricultural Sciences Teachers, Postsecondary
Agricultural Technicians
Air Traffic Controllers
Aircraft Body and Bonded Structure Repairers

 [Print this page](#)

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Career Matching

Add Career to myGoHigher Careers

Clicking this button will also add any majors and/or institutions that you selected.

Accountants

Description

Analyze financial information and prepare financial reports to determine or maintain record of assets, liabilities, profit and loss, tax liability, or other financial activities within an organization.

Experience

A minimum of two to four years of work-related skill, knowledge, or experience is needed for these occupations. For example, an accountant must complete four years of college and work for several years in accounting to be considered qualified.

Education

Most of these occupations require a four-year bachelor's degree, but some do not.

Training

Employees in these occupations usually need several years of work-related experience, on-the-job training, and/or vocational training.

Tasks

- Analyzes operations, trends, costs, revenues, financial commitments, and obligations incurred, to project future revenues and expenses, using computer.
- Predicts revenues and expenditures and submits reports to management.
- Surveys establishment operations to ascertain accounting needs.
- Computes taxes owed, ensures compliance with tax payment, reporting, and other tax requirements, and represents establishment before taxing authority.
- Directs activities of workers performing accounting and bookkeeping tasks.
- Adapts accounting and record-keeping functions to current technology of

Select a School

View and compare schools.

Go on a virtual tour of selected schools.

Match schools based on specific requirements.

Find schools based on type or distance.

Find Kentucky college websites with the "GoHigher Search."

GoHigher Kentucky - Select a School - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <https://secure.gohigherky.org/Select/>

GO HIGHER KY

Welcome back, Denal [Log off](#)

home plan for college select a school apps & transcripts paying for college career center adult education distance learning my GoHigher

Types of Schools | Comparative View | Campus Tours | Matching Assistant | Distance Search | GoHigher Search

Print this page

E-mail this page

Select a School

Search by name:

Search through colleges and universities in Kentucky to find the one that best suits your needs.

- [List of Schools](#) - List of colleges and universities included in GoHigher Kentucky
- [Types of Schools](#) - Lots of people think higher education means going to a four-year college or university and living on campus. But you have lots of choices. Check them out!
- [Comparative View](#) - Compare colleges and universities in Kentucky
- [Campus Tours](#) - Learn more about admissions, financial aid, academics, and student life
- [Matching Assistant](#) - View campuses that match your specific requirements
- [Distance Search](#) - Find the campus closest to any zip code
- [GoHigher Search](#) - Search the GoHigher Kentucky website or individual college websites

The information in the Select a School section is provided and updated by third parties including the respective colleges and universities. While the colleges and universities are able to update the Select a School information at any time and this section thereby has the potential to offer the most accurate and up-to-date information available, the information is not independently validated, and no party associated with this website can accept responsibility for its accuracy.

Campus Tours

Visit a Kentucky college through a virtual tour and find information on its admissions, costs and financial aid, student life, academics, campus highlights, and key facts about the institution.

The screenshot displays a web browser window titled "GoHigher Kentucky - Select a School - Campus Tours - University of Louisville - Microsoft Internet Explorer". The address bar shows the URL: https://secure.gohigherky.org/CampusTour/undergraduate/3389/University_of_Louisville/University_of_Louisville1.html. The website header features the "GO HIGHER KY" logo and a navigation menu with buttons for "home", "plan for college", "select a school", "apps & transcripts", "paying for college", "career center", "adult education", "distance learning", and "my GoHigher". A secondary navigation bar includes "Types of Schools", "Comparative View", "Campus Tours", "Matching Assistant", "Distance Search", and "GoHigher Search". The main content area is titled "UNIVERSITY OF LOUISVILLE" and provides contact information: University of Louisville, 2301 South Third Street, Louisville, KY 40292-0001 USA. Contact details include: Official telephone: (502) 852-5555, In-state telephone: (502) 852-6531, Out-of-state telephone: (800) 334-8635, Fax: (502) 852-4776 ext. 6531, and Website: www.louisville.edu/. An "Options:" table lists "Images", "Add to myGoHigher", and "Campus Tours List". A sidebar on the right contains a "Key Facts" menu with items: "Campus Highlights", "Admissions", "Costs & Financial Aid", "Academics", and "Student Life". An aerial photograph of the University of Louisville campus is shown at the bottom.

Applications and Transcripts

Students can:

- Apply online to the campus or campuses of their choice.
- Complete and submit admissions applications from GoHigherKY.org.
- Save their applications to "GoHigher Colleges" for easy reference.

GO HIGHER KY

Welcome back, Denal [Log off](#)

home plan for college select a school apps & transcripts paying for college career center adult education distance learning my GoHigher

Friday, October 29, 2004

Statewide Public Community / Technical Independent myGoHigher Colleges

Print this page
E-mail this page

**Personal Application Manager
for dspivey04**

Select a college/university from the list and click
Start New Application

Alice Lloyd College
Asbury College
Bellarmine University
Berea College
Brescia University

Start New Application

In Progress:

Campus Name	Current Page	Date Started	Date Last Modified	Action
Bellarmine University	1	8/2/2004 4:52 PM	10/7/2004 9:00 AM	[Resume] [Remove]
Alice Lloyd College	1	10/7/2004 9:01 AM	10/7/2004 9:01 AM	[Resume] [Remove]
Berea College	1	10/6/2004 4:03 PM	10/13/2004 4:15 PM	[Resume] [Remove]

Done Internet

Paying for College

- The first step in applying for all types of aid is to complete the Free Application for Federal Student Aid (FAFSA). Students and parents can fill out the FAFSA online at GoHigherKY.org in the “FAFSA Transfer” section.
- Get detailed information on scholarships, grants, and loans.
- Find free information on ways to pay for college.
- Determine the expected family contribution (EFC) before students file their FAFSA. The EFC is an estimate of the family’s cost of paying for school.
- Find information on college savings programs.
- Estimate monthly student loan payments.
- Confused by the financial aid process? Try our Frequently Asked Questions!

Scholarship Search

GoHigherKY.org's scholarship search has over \$3 million in private aid awards.

Search scholarships by keywords such as education, law, music, etc.

Search for scholarships based on the information contained in "myGoHigher" account.

The screenshot shows a Microsoft Internet Explorer browser window displaying the GoHigher Kentucky Financial Aid website. The address bar shows the URL: https://secure.gohigherky.org/FinAid/Scholarship_Search/default.asp. The website has a navigation menu with tabs for: home, plan for college, select a school, apps & transcripts, paying for college, career center, adult education, distance learning, and my GoHigher. Below the navigation is a green banner with links: Overview | Scholarship Search | FAFSA Transfer | PAIS Calculator | SLOPE Calculator | Links | Financial Aid FAQs. The main content area is titled "Scholarship Search" and features a "Keyword search:" field with the word "education" entered and a "Search" button. To the left of the search field are links for "Print this page" and "E-mail this page". Below the search field is a text box with instructions: "Type in a key word(s) in the above box for the category of scholarship you are seeking such as: music, law enforcement, biology, community service, etc. If you have filled out the myGoHigher Profile, you can search for scholarships based on information in your myGoHigher account. [Click here to perform the myGoHigher search.](#)". Below this is a heading "These are scholarships that may match your search of 'education'" followed by a list of scholarship links under the heading "Scholarships":

- [Ruth Binnie Graduate Scholarships](#)
- [Illinois Minority Graduate Incentive Program Fellowship](#)
- [Illinois Consortium for Educational Opportunity Program Fellowship](#)
- [Kentucky National Guard Tuition Award Program](#)
- [Lillian E. Glover Illinois PTA Scholarship Program](#)
- [General Federation of Women's Clubs of Massachusetts Memorial](#)
- [International Technology Education Association Undergraduate](#)
- [American Legion Auxiliary Department of Ohio Continuing](#)
- [New England Regional Student Program \(New England Board of](#)
- [Alaska Commission on Postsecondary Education Teacher Education Loan](#)
- [Oncology Nursing Society/Amgen, Inc. Excellence in Patient/Public](#)
- [ONS Foundation/Oncology Nursing Certification](#)
- [ONS Foundation/Oncology Nursing Society/Cancer Public](#)

The browser's status bar at the bottom shows the URL: https://secure.gohigherky.org/login.asp?nextpage=/mymentor/profile/profile_output.asp and the Internet icon.

FAFSA Transfer

Filling out the FAFSA is the first step in applying for financial aid.

The GoHigherKY.org "FAFSA Transfer" allows the transfer of certain data from the student profile straight to the FAFSA application.

The screenshot shows a Microsoft Internet Explorer browser window displaying the GoHigher Kentucky FAFSA Transfer Module 2004-2005. The browser's address bar shows the URL: https://secure.gohigherky.org/FinAid/Kentucky_to_FAFSA5/Kentucky_to_FAFSA1.asp. The page features a navigation menu with buttons for 'home', 'plan for college', 'select a school', 'apps & transcripts', 'paying for college', 'career center', 'adult education', 'distance learning', and 'my GoHigher'. Below the navigation menu, there is a green banner with links for 'Overview', 'Scholarship Search', 'FAFSA Transfer', 'PAIS Calculator', 'SLOPE Calculator', 'Links', and 'Financial Aid FAQs'. The main content area is titled 'GoHigher Kentucky to FAFSA Transfer Module 2004-2005' and includes links for 'Print this page' and 'E-mail this page'. The text below the title reads: 'Below are the fields that may be transferred to the FAFSA on the Web financial aid application. Please review each and every field carefully to confirm its accuracy. Make the necessary changes so that your data is up to date and correct. When you are done, click the 'Submit my data to FAFSA on the Web' button (located at the bottom of the screen).' The form is titled 'Data Transfer Form' and contains two sections: 'Name' and 'Contact Information'. The 'Name' section has three input fields: 'Last name:' with the value 'Spivey', 'First name:' with the value 'Dena', and 'Middle initial:' which is empty. The 'Contact Information' section has a heading 'Contact Information' and a paragraph of instructions: 'Permanent address: (Only use letters (A-Z), numbers (0-9), periods (.), commas (,), apostrophes ('), dashes (-), number symbols (#), at symbols (@), percent symbols (%), ampersands (&), slashes (/), or blanks (spaces). No other characters are allowed. Use street address abbreviations such as APT (apartment) or AVE (avenue) if the address extends beyond the space provided.)'. Below the instructions are two input fields: 'Street:' and 'City (and Country if not in)'. The browser's status bar at the bottom shows 'Done' and 'Internet'.

GoHigher Kentucky - Financial Aid - GoHigher Kentucky to FAFSA - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Search Favorites Media Print

Address https://secure.gohigherky.org/FinAid/Kentucky_to_FAFSA5/Kentucky_to_FAFSA1.asp Go Links

home plan for college select a school apps & transcripts paying for college career center adult education distance learning my GoHigher

Overview | Scholarship Search | **FAFSA Transfer** | PAIS Calculator | SLOPE Calculator | Links | Financial Aid FAQs

Print this page

E-mail this page

GoHigher Kentucky to FAFSA Transfer Module 2004-2005

Below are the fields that may be transferred to the FAFSA on the Web financial aid application. Please review each and every field carefully to confirm its accuracy. Make the necessary changes so that your data is up to date and correct. When you are done, click the 'Submit my data to FAFSA on the Web' button (located at the bottom of the screen).

Data Transfer Form

Name

Last name:

First name:

Middle initial:

Contact Information

Permanent address: (Only use letters (A-Z), numbers (0-9), periods (.), commas (,), apostrophes ('), dashes (-), number symbols (#), at symbols (@), percent symbols (%), ampersands (&), slashes (/), or blanks (spaces). No other characters are allowed. Use street address abbreviations such as APT (apartment) or AVE (avenue) if the address extends beyond the space provided.)

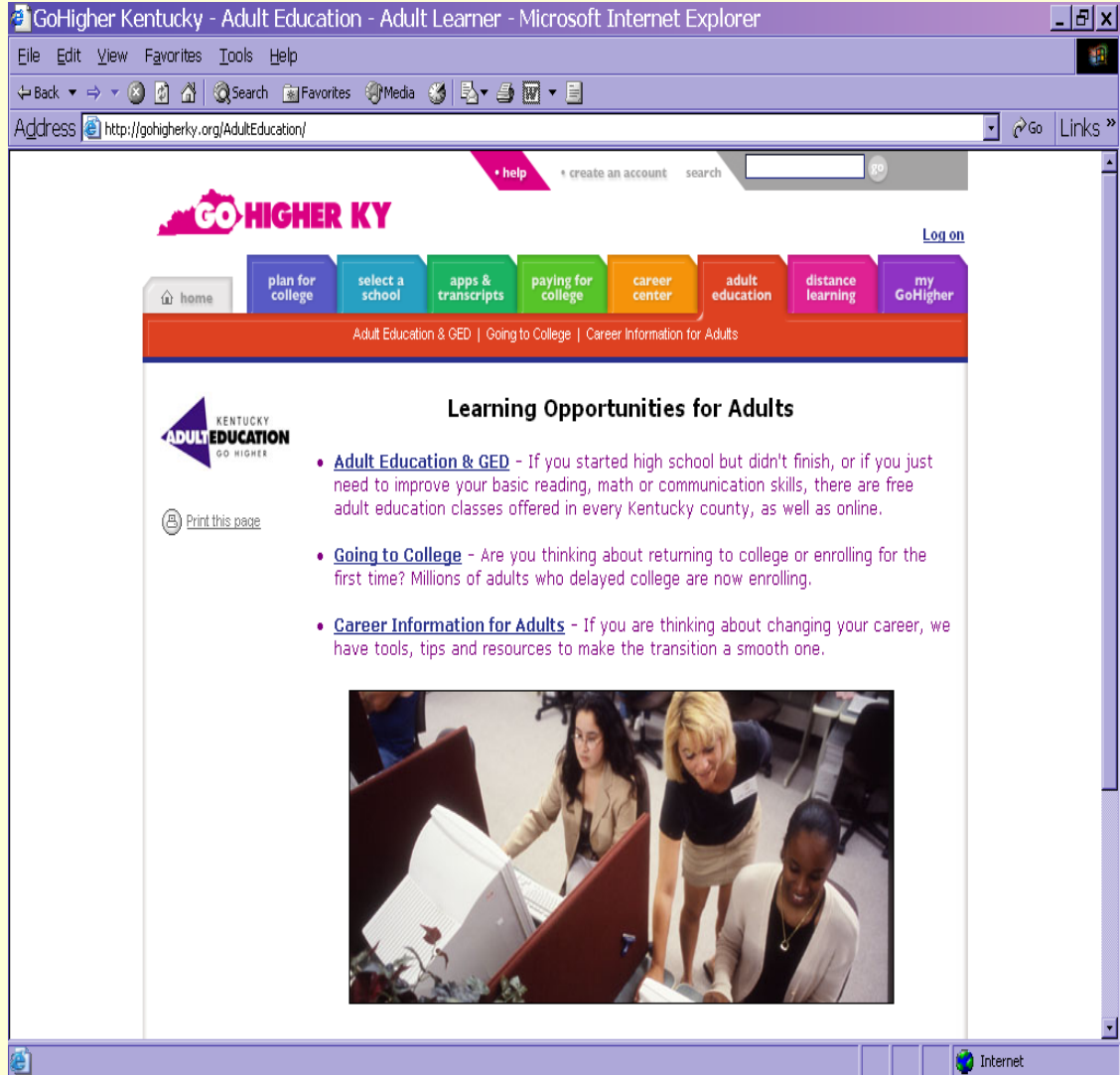
Street:

City (and Country if not in):

Done Internet

Adult Education

- Find information on how to complete high school or earn a GED.
- Brush up on basic skills.
- Explore career options.
 - Use the Career Center to help choose a career
- Find important tips on going to college, such as:
 - Transfers.
 - Distance education.
 - Financial aid.



The screenshot shows a web browser window displaying the GoHigher Kentucky website. The browser's address bar shows the URL <http://gohigherky.org/AdultEducation/>. The website features a navigation menu with links for home, plan for college, select a school, apps & transcripts, paying for college, career center, adult education, distance learning, and my GoHigher. The main content area is titled "Learning Opportunities for Adults" and includes three bullet points:

- **Adult Education & GED** - If you started high school but didn't finish, or if you just need to improve your basic reading, math or communication skills, there are free adult education classes offered in every Kentucky county, as well as online.
- **Going to College** - Are you thinking about returning to college or enrolling for the first time? Millions of adults who delayed college are now enrolling.
- **Career Information for Adults** - If you are thinking about changing your career, we have tools, tips and resources to make the transition a smooth one.

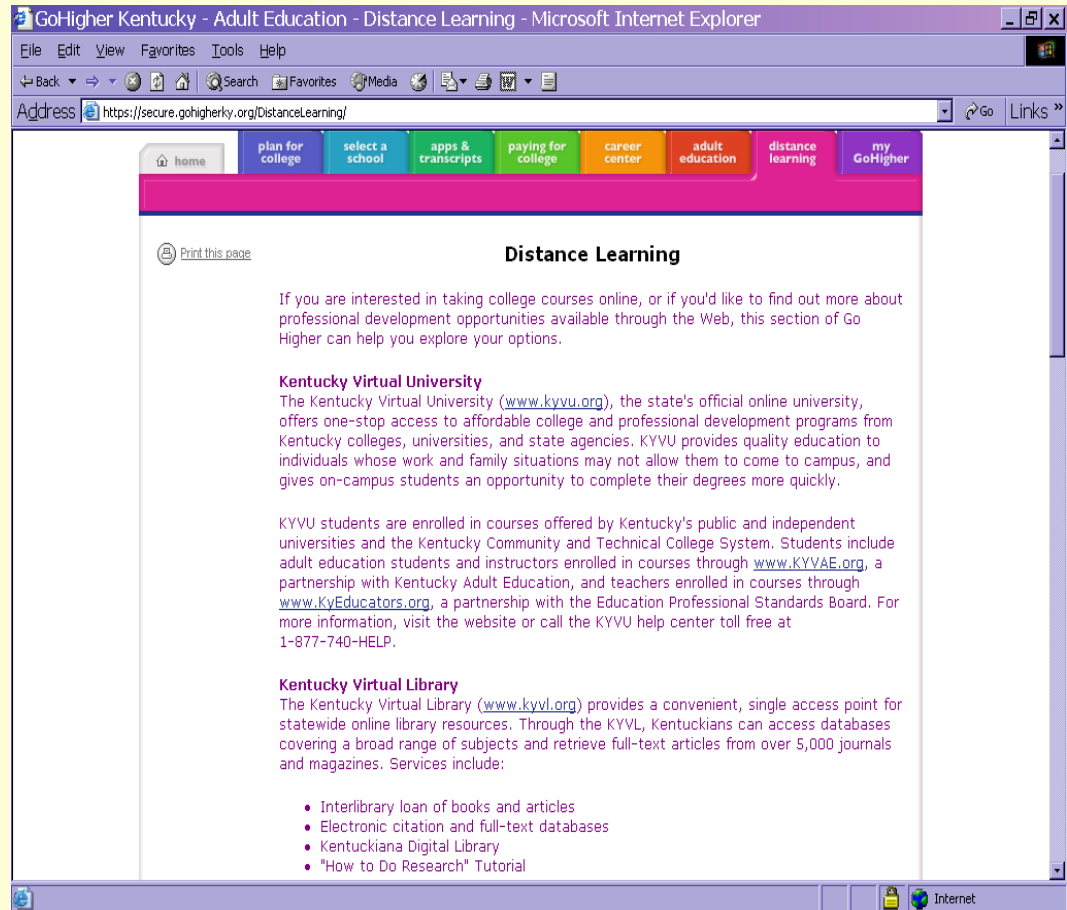
Below the text is a photograph of three women in a classroom setting, looking at a laptop screen together. The website also includes a "Print this page" link and a "Log on" link in the top right corner.

Distance Learning

Explore options for taking online college courses.

Information and resources on:

- Kentucky Virtual High School
- Kentucky Virtual University
- Kentucky Virtual Adult Education
- KyEducators.org
- Kentucky Educational Television



The screenshot shows a Microsoft Internet Explorer browser window displaying the GoHigher Kentucky website. The address bar shows the URL: <https://secure.gohigherky.org/DistanceLearning/>. The website has a navigation menu with buttons for 'home', 'plan for college', 'select a school', 'apps & transcripts', 'paying for college', 'career center', 'adult education', 'distance learning', and 'my GoHigher'. The 'distance learning' button is highlighted. The main content area is titled 'Distance Learning' and includes a 'Print this page' link. The text describes online college options and lists three resources: Kentucky Virtual University, Kentucky Virtual Library, and KyEducators.org. The Kentucky Virtual University section mentions that it offers one-stop access to affordable college and professional development programs. The Kentucky Virtual Library section states it provides a convenient access point for statewide online library resources. The KyEducators.org section lists services such as interlibrary loan, electronic citation, and digital libraries.

Distance Learning

If you are interested in taking college courses online, or if you'd like to find out more about professional development opportunities available through the Web, this section of Go Higher can help you explore your options.

Kentucky Virtual University
The Kentucky Virtual University (www.kyvu.org), the state's official online university, offers one-stop access to affordable college and professional development programs from Kentucky colleges, universities, and state agencies. KYVU provides quality education to individuals whose work and family situations may not allow them to come to campus, and gives on-campus students an opportunity to complete their degrees more quickly.


KYVU students are enrolled in courses offered by Kentucky's public and independent universities and the Kentucky Community and Technical College System. Students include adult education students and instructors enrolled in courses through www.KYVAE.org, a partnership with Kentucky Adult Education, and teachers enrolled in courses through www.KyEducators.org, a partnership with the Education Professional Standards Board. For more information, visit the website or call the KYVU help center toll free at 1-877-740-HELP.

Kentucky Virtual Library
The Kentucky Virtual Library (www.kyvl.org) provides a convenient, single access point for statewide online library resources. Through the KYVL, Kentuckians can access databases covering a broad range of subjects and retrieve full-text articles from over 5,000 journals and magazines. Services include:

- Interlibrary loan of books and articles
- Electronic citation and full-text databases
- Kentuckiana Digital Library
- "How to Do Research" Tutorial



The Counselor Center

- Offers communications tools such as e-mail, a mini counselor website, and an online chat event.
 - Allows counselors to:
 - Communicate with students individually or in targeted groups.
 - Send automatic notices and reminders.
 - Access online Individual Learning Plan.
 - Combine counselors' calendars of events with students'.
 - Track students as they update their profiles and generate reports.
 - Upload and send academic transcripts.
 - Access is available on the home page under "For School Counselors."
- 

xap FOR HIGH SCHOOL COUNSELORS[launch student site](#)

log in

Current users (high school counselors and high school representatives), log in below:

USERNAME

PASSWORD

[log in](#)[sign me up](#)

Create your account today.

[I forgot my password](#)

need to know more?

Xap's High School Counselor Module is the best way to manage your college-bound students' data. Integration with Xap.com gives students a one-stop shop to research colleges, explore financial aid options, and apply online while giving you the ability and the access necessary to help them make the best choices.

• 1

INVITE your students

Invite students online individually or in groups using their e-mail addresses. A message is sent on your behalf requesting viewing access to students' online profiles.

•• 2

MANAGE their data

Summary and detailed views provide you with the flexibility to view student data on a general or detailed level. View all students at one time or by grade level.

••• 3

UPLOAD relevant documents

Write recommendation letters in Word, then upload and organize them. Tracking and managing your students' college application process have never been easier.

[get started now](#)

announcements from xap

Xap is pleased to present the High School Counselor Module. This module will provide you, the counselor, a way of managing all of your students' data with regards to preparing for and applying to college.

help and more

[Module Overview](#)[User Manual](#)[Frequently Asked Questions](#)[Privacy Statement](#)

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● The Recruitment Center is a comprehensive data management and communications system.

● Schools can:

- Create and send targeted e-mail campaigns to prospective students.
- Organize mail campaigns and create personalized letters and postcards.
- Organize and script outbound phone campaigns.

The Recruitment Center

The screenshot shows a Microsoft Internet Explorer browser window displaying the Xap Corporate Site. The address bar shows the URL: http://corp.xap.com/Colleges/recruitment_center.asp. The page features a navigation menu with options like 'Home', 'Solutions for: Students', 'Colleges', 'Counselors', and 'Partners'. A 'quicklaunch' dropdown menu is set to 'Select a site'. The main content area is titled 'The Recruitment Center' and includes a circular icon of a person with a document. Below this, there is a 'Recruitment Center' section with links for 'Overview', 'Benefits', 'Key Features', 'Contact Us', and 'Launch the Recruitment Center'. The 'Overview' section contains text describing the system's capabilities and a small inset image of the Recruitment Center interface. To the right, there are sections for 'Key Features' (Interactive Communication Tools, Complete E-mail Management, Customized Compatibility) and 'Download' (Product Literature).


Admissions Applications

The screenshot shows a Microsoft Internet Explorer browser window with the title "Bellarmine University Admission Application Introduction - Microsoft Internet Explorer". The address bar shows the URL: https://secure.gohigherky.org/Applications/Bellarmino_University/introduction.asp?9684&application_id=1165. The main content area features the Bellarmine University logo at the top, followed by the heading "2005-2006 APPLICATION FOR ADMISSION". Below this is a sub-heading "Welcome to the Bellarmine University Online Application". A note states: "NOTE: This application consists of one or more additional forms available in Adobe Portable Document Format (PDF). To view and/or print these documents (indicated by the PDF symbol) you will need the free [Adobe Acrobat Reader](#). If you have problems with Acrobat Reader, [click here](#) for Acrobat Reader customer support." A message from the campus follows: "A message from the campus: The Bellarmine Scholars scholarship deadline is *December 15th*. In addition to the application, you must also complete an essay. The *essay* section of our application is available at: www.bellarmino.edu/admissions/undergraduate.asp". The page is last updated on 7/20/2004 at 10:43:00 AM PST. The section "APPLICATION INFORMATION" includes a "Checklist for Applying to Bellarmine University:" with one item: "1. Complete and submit this online application. When you are finished, click the 'SUBMIT' button on the left column of any application screen. Print the application agreement statement that appears after you submit the application." The Windows taskbar at the bottom shows the Start button, several open applications (Bellar..., Inbox..., GoHig..., School..., KACRA..., Xap Co...), system tray icons, and the system clock showing 4:18 PM on 9/9/04.

BELLARMINE UNIVERSITY

2005-2006 APPLICATION FOR ADMISSION

Welcome to the Bellarmine University Online Application

 **NOTE:** This application consists of one or more additional forms available in Adobe Portable Document Format (PDF). To view and/or print these documents (indicated by the PDF symbol) you will need the free [Adobe Acrobat Reader](#). If you have problems with Acrobat Reader, [click here](#) for Acrobat Reader customer support.

A message from the campus:

The Bellarmine Scholars scholarship deadline is *December 15th*. In addition to the application, you must also complete an essay. The *essay* section of our application is available at: www.bellarmino.edu/admissions/undergraduate.asp

Last updated: 7/20/2004 10:43:00 AM PST

APPLICATION INFORMATION

Checklist for Applying to Bellarmine University:

1. Complete and submit this online application. When you are finished, click the 'SUBMIT' button on the left column of any application screen. Print the application agreement statement that appears after you submit the application.

Custom Applications

The screenshot shows a Microsoft Internet Explorer browser window displaying the Xap Corporate Site. The address bar shows the URL http://corp.xap.com/Colleges/custom_applications.asp. The page features the Xap logo and the tagline "The premier provider of online integrated student and educational services." A navigation menu includes "Home", "Solutions for: Students", "Colleges", "Counselors", and "Partners". A "quicklaunch" dropdown menu is set to "Select a site". Below the navigation, there are links for "College Solutions: Custom Applications", "Transcript Exchange", "Mentor Systems", and "Recruitment Center".

The main content area is titled "Custom Applications" and includes a document icon. A sidebar on the left lists "Custom Applications" with sub-links for "Overview", "Benefits", "Key Features", and "Contact Us". The main text describes the service as a feature-rich admission application for colleges and universities, highlighting its ability to be customized for different needs and its robust back-end processing. An inset image shows a screenshot of the application interface for NC State University, displaying a form with various fields and a "Submit" button.

Key Features

- Customized Application.** Customize the application with branding, questions, attachments, announcements, special instructions, contact information, and more.
- Multiple Record Formats.** Retrieve Submitted Applications in a variety of record layouts to map/import into SCT Banner, Datatel, PeopleSoft, and other Student Information Systems (SIS), home-grown systems, mail merges, and printable layouts.
- Real-Time Management.** Open and close the application in real time based on a term, major, deadline, or user-defined rule.

And More...

[Explore Key Features](#)




Benefits to Institutions

- Free Online Application
 - Increased Visibility
 - Source of Inquiries
 - Prospecting tool
 - Time and Cost Savings
 - Applications
 - Transcripts
- 



Benefits to Students

- Career planning
 - Academic planning
 - Easy comparison of higher education opportunities and options
 - Online applications for admissions and financial aid
 - One place to plan, choose, and apply for college
- 



Contacts

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Xap Corporation

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Fax – 310.842.9898

seem@xap.com



2004-05 Strategic Planning Process

Charting a course for Kentucky's postsecondary and adult education system over the rest of the decade is proceeding according to schedule. Below is a status report on four elements of the 2004-05 strategic planning process. The staff seeks the advice of the Council as it moves through the final phases of the statewide public agenda-setting process and into the development of campus/Council action plans, mission parameters, and key indicators of progress. (See Attachment A for a schematic of the planning process.)

Draft Public Agenda—Attachment B is a working draft of the public agenda. This document reflects what was learned from our data analyses and heard from citizens and constituent groups all across the state about the challenges facing Kentucky and its regions and what the postsecondary and adult education system can do to help address them. This draft was discussed at the January 12, 2005, Executive Committee meeting and has since been distributed widely (a combination of hard copy and Web access) for review and comment through the end of February. Attachment C is a list of individuals and groups that the Council staff plans to meet with over the next several weeks to discuss the draft. Attachment D is a copy of the postcard that was sent to individuals invited to or attended last fall's regional forums.

The section of the draft outlining the Five Questions is based heavily on the November 2004 status report, entitled "What We're Learning." At that Council meeting, members expressed sentiment for keeping the Five Questions as the "brand" for Kentucky's postsecondary and adult education reform efforts. The framework for this draft is in keeping with that suggestion, and the document is so named, *Postsecondary Education and Kentucky's Future: The Five Questions We All Must Answer*. The timeline calls for the Council to take action on the draft public agenda in March.

Campus/Council Action Plans—Attachment E is a draft template to guide the development of the action plans for implementing the public agenda. Each of the public universities, the Kentucky Community and Technical College System, the Association of Independent Kentucky Colleges and Universities, and the Council on Postsecondary Education (including Kentucky Adult Education and the Kentucky Virtual University and Library) will draft an action plan to be implemented over the next four years. These plans will respond to the Five Questions outlined in the public agenda, to specific regional issues (see Attachment F), and to the goals of HB1. These draft guidelines will be discussed with the institutional presidents and other leadership staff in a set of campus-based meetings to be held in January, February, and March. The development of action plans will commence once the Council approves guidelines in March. The timeline calls for Council approval of the entire set of action plans in July.

Mission Parameters—A key component of the campus action plan development process is the establishment of mission parameters for each of the public institutions. Statute KRS 164.020 requires the Council to review, revise, and approve the missions of the state's universities and

KCTCS. Statute KRS 164.350 requires boards of regents and trustees to review their respective institutional missions to ensure consistency with the statewide strategic agenda. Attachment G describes this process in greater detail and includes a preliminary outline of the dimensions that the staff proposes for use in establishing mission parameters, along with a set of mission-related issues that will be addressed over the coming months as this process unfolds. The staff has begun discussions with the institutions on these issues and will explore them more fully in the campus meetings scheduled during the next few months.

Key Indicators—To enable the system and state policy makers to monitor implementation of the public agenda and action plans, the staff has begun work on the development of an accountability program that will include both systemwide and institutional measures. The last page of the draft public agenda is a proposed framework illustrating what the system should measure over the coming years. The staff will work closely with the institutions and Kentucky Adult Education over the next few months to create specific metrics for each of these systemwide key indicators, as well as a set of key indicators for each institution. The goal-setting process will take place later in the year.

Timeline—Attachment H is the timeline included in the November agenda book. The staff proposes no changes. A more detailed timeline outlining the Council's activity (discussion and action) for each of these four components of the planning process will be handed out at the Council meeting.

Staff preparation by Sue Hodges Moore

2004-05 Strategic Planning Process Preliminary Key Dates

Date	Action
January 30	CPE study session – update on strategic planning process
January 31	CPE meeting – discuss draft public agenda, campus action plan guidelines, mission parameter guidelines
February 28	SCOPE meeting – discuss draft documents
March 2	CPE Executive Committee meeting– discuss feedback and revised draft public agenda, update on campus action plan and mission parameter guidelines
March 20	CPE Study Session – begin development of Council action plan
March 21	CPE meeting – approve statewide public agenda, approve campus action plan and mission parameter guidelines , staff meet with Seamlessness and Workforce/Economic Development policy groups to discuss key indicators
April 13	CPE Executive Committee meeting– general update on campus process, continue development of Council action plan
May 22	CPE meeting – approve state-level key indicators, approve institutional key indicators framework , status report on draft campus action plans
May 22-23	IEG Spring Board Development Seminar
June 1	SCOPE meeting – update on planning activities
June 5	CPE Executive Committee meeting – status report on campus action plans, discuss draft Council action plan
July 18	CPE meeting – approve strategic plan package
August – September	Publish strategic plan package
September 18-19	Governor’s Conference on Postsecondary Education Trusteeship – distribute strategic plan package

Strategic Planning Process

Comprehensive Data Assessment
Statewide and Regional Forums



Public Agenda
The Five Questions
State-level Key Indicators



Action Plans

CPE EKV KSU MoSU MuSU NKU UK UL WKU KCTCS AIKCU

Each action plan will contain

Council
Adult Education
KYVU/VL

Mission Parameters
The Five Questions: Priorities for Action
Institutional Key Indicators of Progress

Priorities for Action
Independent Sector

Postsecondary Education and Kentucky's Future The Five Questions We All Must Answer 2005-2010

Introduction

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

At the heart of our public agenda are five questions—short, simple, yet powerful reminders of the public we serve. The questions are stated in clear, common language, not cloaked in academic or bureaucratic jargon. More importantly, the questions are focused on the people of the Commonwealth who deserve broad access to affordable, high-quality postsecondary opportunities leading to good jobs and productive, meaningful lives. The questions represent five key ingredients to long-term, sustained improvement of Kentucky's postsecondary system: more students prepared for postsecondary study, more students enrolling, more students progressing through the system and graduating on time, better academic preparation for life and work, and increased community and economic development. As such, the five questions guide the work of the entire postsecondary system. They also serve as the framework for accountability measures that monitor our progress and encourage and reward behaviors that move us closer to our goals.

The Council on Postsecondary Education—the entity charged with coordinating the reform—is required to review this public agenda every four years. The review began in early 2004 with an analysis of demographic, economic, and education data from 1997 to the present. In partnership with the National Center for Higher Education Management Systems and the Kentucky Long-Term Policy Research Center, the Council made some projections to better understand what it would take to bring Kentucky to or beyond the national average in educational attainment by the year 2020. Meetings with state policy, civic, and business leaders were conducted to find out if reform is working and where the system can improve. And nine regional forums were held across the state to hear what Kentuckians feel are the most important issues for the next phase of reform.

This revised public agenda reflects what we learned from our analyses and heard from concerned, engaged citizens all over the state. These conversations reaffirm that the questions we posed five years ago are essentially the right questions, with a few modifications to emphasize areas needing more attention. This agenda renews our commitment to improving lives while positioning the system to better respond to the challenges ahead.

The Call for Change

The impetus for postsecondary reform was the *Kentucky Postsecondary Education Improvement Act* (House Bill 1), passed by the Kentucky General Assembly in 1997 to reverse decades of low educational achievement. For years, Kentucky trailed the nation on almost every indicator of educational success—

standardized test scores, high school graduation rates, baccalaureate degree attainment, and adult literacy rates. In 1996, a special task force commissioned by the legislature noted a high correlation between Kentucky's low educational attainment and low per capita personal income. Limited opportunities and geographic isolation in rural areas especially had created a cycle of poverty, unemployment, and low aspirations. Too often, postsecondary programs were inaccessible or unresponsive to workforce needs. The task force found the postsecondary system was ill prepared to meet the demands of the next century.

All of this suggested a need for improved access to a variety of postsecondary education opportunities. Recognizing that a single institution could not be all things to all people, HB 1 established six goals to describe the system we aspire to create in terms of its providers and their primary roles:

1. A seamless, integrated system of postsecondary education strategically planned and adequately funded to improve economic development and quality of life.
2. A major comprehensive research institution ranked nationally in the top 20 public universities in the University of Kentucky.
3. A premier, nationally recognized metropolitan research university in the University of Louisville.
4. Comprehensive, regional universities—Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, and Western Kentucky University—that work cooperatively to assure statewide access to appropriate, high quality degrees and house at least one program of national distinction.
5. A comprehensive Kentucky Community and Technical College System as the primary provider of two-year transfer and technical programs, workforce training, and remedial and continuing education.
6. An efficient, responsive, and coordinated system of autonomous institutions that delivers educational services to citizens in quantities and of a quality comparable to the national average.

Kentucky's independent institutions contribute to the state's educational capital and are key partners in the reform. As we move forward, we will build on their cooperation and strengths to better serve the diverse needs of the Commonwealth and its people.

HB 1 abolished the Council on Higher Education and created in its place the Council on Postsecondary Education. The primary role of the Council is to coordinate change and improvement throughout the system. The Council's foremost concern is the public interest, which it promotes through a public agenda linked to state needs. The Council identifies desired outcomes and then motivates and supports the system toward results.

On the heels of HB 1, an adult education task force was formed in 1998 to study the needs of Kentucky's undereducated workforce. The magnitude of the problem was astonishing: 40 percent of the workforce ages 16-64—nearly one million adults—lacked the literacy, mathematical, and reasoning skills necessary for high-value jobs in a knowledge economy. The task force concluded: "Adult illiteracy is the fundamental barrier to every major challenge facing Kentucky, including early childhood education, education reform, economic development, and improving the health and well being of Kentucky's families and communities." Increasing the number of degree holders in the state requires that a substantial number of these underprepared adults enter the postsecondary pipeline.

Kentucky's leaders moved aggressively and in bipartisan fashion to enact the *Adult Education Act* (Senate Bill 1) in the 2000 legislative session. SB 1 increased adult education funding and set the stage for dramatic improvements in adult education enrollment, GED attainment, and college-going rates. By giving the Council oversight of adult education budget and policy, SB 1 established a formal link between the two agencies. This partnership was strengthened in July 2003 when the Department for Adult

Education and Literacy, renamed Kentucky Adult Education, transitioned from the Cabinet for Workforce Development to the Council.

Early Successes

In 1997 and 2000, the Commonwealth made investments in postsecondary and adult education that are paying off. Kentucky's reform is working and garnering attention from other states and nations. The National Center for Higher Education Management Systems touted Kentucky's progress as "nothing short of remarkable." Adult education enrollment has increased 135 percent in four years. Since 1998, total enrollment in postsecondary education has increased 25 percent. Public university graduation rates are up, from 36.7 percent in 1998 to 45.3 percent in 2003. Total degrees and certificates awarded at public institutions have increased 48 percent. In short, more Kentuckians than ever are taking classes and completing programs on campus and in the workplace—in the evenings, on weekends, and online—because they understand a college education is the gateway to a better life for themselves and their families. The Kentucky Community and Technical College System has increased its enrollment by nearly 60 percent since its creation in 1998. The comprehensive universities are becoming "stewards of place" that work closely with business and community leaders to meet regional needs. And the research institutions are contributing the infrastructure necessary for Kentucky to compete successfully in a knowledge economy.

These early successes have created a momentum which, combined with Kentucky's natural assets and entrepreneurial spirit, give us much to build on as we move into the next phase of reform.

[SIDEBAR] Postsecondary Reform: Before and After.

In a comprehensive assessment of postsecondary reform progress released by the Prichard Committee for Academic Excellence in October 2002, Aims McGuinness of the National Center for Higher Education Management Systems notes the profound change in the state's attitude about postsecondary education. Before 1997, he writes, "a common response to the question 'Why not?' was 'This is Kentucky—we don't do that here.'" Five years later, McGuinness characterizes Kentucky's progress toward postsecondary reform as:

...nothing short of remarkable. To a striking degree, the reforms have addressed most of the issues identified just five years earlier and established the foundation for step-by-step progress over the next decade and beyond. Perhaps the most profound change over the past five years has been a change in expectations and frame of mind—among students, parents, business and civic leaders, postsecondary leaders, and the Commonwealth's policy leaders. There is a new sense of hope, pride, and confidence. In response to the question, "Why not?" the answer today is, "This is Kentucky, and the Commonwealth is leading the nation in demonstrating how sustained attention to education reform can bring about fundamental, long-term improvement in a state's quality of life and economy."

The Challenges Ahead

Kentucky has made great strides since 1997, but we cannot afford to become complacent. The task in front of us is monumental, and our competitor states are not standing still. According to an analysis of U.S. Census projections, Kentucky will need 801,000 working-age adults in the state with a bachelor's degree or higher to match the projected national average in 2020; in 2000 we had only 402,000. **So over the next 15 years, we will need to nearly double the number of Kentuckians ages 25-64 with at least a four-year degree.**

Our analyses and conversations leading up to this agenda suggest three major challenges facing the Commonwealth:

- Low educational attainment of Kentucky’s populace continues to plague the Commonwealth. Too many people in Kentucky think that college isn’t for them or within reach. There is still too much “leakage” all along the education pipeline—high school students failing to graduate as well as college students failing to complete a degree. Disparities in achievement—by race, gender, region, and income—continue to exist. If the Commonwealth cannot eradicate inequalities in our education system, an ever-widening achievement gap will severely limit our potential. Kentucky must ensure that all of its citizens succeed by eliminating barriers that prevent disadvantaged students from succeeding at the same rate as their more advantaged peers.
- According to census figures, Kentucky’s population distribution is inverting. In the past, older Kentuckians have been the smallest population segment, but in the future, they will be the largest. As baby boomers age, the nation will face many challenges, including an older workforce that must embrace lifelong learning to remain relevant in the economy. Kentuckians must have the ability to think critically, learn continually, and retool themselves rapidly, again and again.
- In many regions, much of the new job creation over the next five years is expected to occur in areas that don’t require education beyond high school. Without intervention, there will not be an increase in the “high value” jobs that enable Kentucky to compete in a global economy. Kentucky must create and attract the kinds of jobs that will elevate per capita income and give Kentuckians a reason not only to complete a postsecondary credential, but to remain in the state after graduation. Better jobs also will attract more highly educated workers into Kentucky. A variety of economic development strategies are needed, from strengthening and commercializing our research base to growing our own entrepreneurs. Colleges and universities must be poised to provide support to communities and regions beyond the education of students, including technical assistance to area businesses, leadership development, and entrepreneurship training. More and better employment opportunities will lead to other improvements as well, like improved public health and greater tax revenues.

Overcoming these challenges and moving this Commonwealth forward will require a deliberate and renewed investment of time, energy, creativity, and resources. The need for adequate funding remains a major concern. The significant investments made in postsecondary and adult education since 1997 have produced impressive results, but Kentucky is far from achieving its 2020 goals. Closing the gap between where we are and where we need to be will require revenue from a variety of sources—tuition, philanthropic activities, and external grants and contracts—as well as reallocation of existing funds. Most of all, it will require a substantial, sustained financial commitment on the part of the Commonwealth. Finding adequate resources for postsecondary and adult education in times of fiscal constraint is difficult. But if we produce more graduates and keep them working in Kentucky, the added earning power alone will more than make up for the investments needed. A long-term strategy must be developed to generate and guide funding for research infrastructure, academic programs, workforce training, financial aid, and adult learning to bring about economic prosperity and improved quality of life.

[SIDEBAR] Life-Long Learning for an Aging State

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

We now have a middle-aged population, but as the baby boomers age ... Kentucky will become an aging population. Many of our citizens may not have the resources they will need to retire and will have to work part- or full-time to meet their economic needs. They may find out if they retire too early that they will run out of income before they run out of life. Kentucky must develop policies for retraining and retooling people.

We must invest in becoming an educated state, educating not just our youth but each and every one of us. We must educate and re-educate, train and retrain.

--Ron Crouch, Director, Kentucky State Data Center, University of Louisville

The Agenda: Five Questions We All Must Answer

After a comprehensive review of reform and an assessment of our current and future challenges, the issues addressed by the five questions remain essentially unchanged, a validation of their continued resonance with policy makers, the public, and members of the postsecondary community. Minor revisions signal a slight shift in focus, but do not change our course. We moved the issue of college affordability front and center by adding a new question. We also combined two separate questions on student enrollment and progression into one question focusing squarely on the need for more certificates and degree holders in Kentucky.

Taken together, these refined five questions represent the new public agenda that will guide the work of Kentucky's postsecondary education system into the second half of this decade:

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

For each question, we examine our recent progress and remaining challenges, and present the policy directions that will shape our decisions and actions over the coming years. By 2020, we hope to answer each of these questions with an unqualified "Yes."

QUESTION 1: ARE MORE KENTUCKIANS READY FOR POSTSECONDARY EDUCATION?

Question 1 examines how well high school graduates and adults are prepared for postsecondary study. An overwhelming majority of high school students tell us they plan to continue their education after graduation but have not tackled the rigorous courses that prepare them for college-level work. Many adults recognize the need for advanced training but have not completed high school, or have been out of school for a while and need to refresh their skills. Postsecondary education has a responsibility to ensure that all students—regardless of income level, age, gender, or skin color—have access to high quality instruction and guidance counseling that can lead them to postsecondary success.

PROGRESS

Reform efforts to date show that:

- Adult education enrollment has increased 135 percent in four years.
- Kentucky had the highest increase in the nation in the percent of adults with a high school credential from 1990-2000.

- More high school students are taking college preparatory courses. Since 1998, the number of dual enrollment courses taken in high school nearly tripled, and the number of AP courses almost doubled.

CHALLENGES

Data analyses and planning discussions suggest that:

- Minority and low-income students are not taking challenging courses in high school, do not score well on standardized tests, and often are not encouraged to pursue college.
- Adult education enrollment represents only 12 percent of adults at the lowest literacy levels.
- Too many high school graduates entering college are not adequately prepared; compared to top performing states, middle and high school students perform poorly on national assessments, including the National Assessment of Education Progress, Advanced Placement exams, and the ACT.
- Only 62 percent of 7th – 12th graders are taught by teachers with a major in their field, compared to 81 percent in top-performing states.

DESIRED RESULTS

Current and projected challenges point to a need for:

- Greater participation in adult education programs and increased production of GED graduates.
- More explicit information from the postsecondary community about what it takes to succeed in college.
- Smoother transitions from high school and GED programs to college through closer alignment of the secondary, adult, and postsecondary systems.
- Postsecondary involvement in efforts to restructure high school curricular requirements.
- Broader availability of Advanced Placement and dual enrollment/credit opportunities.
- Strengthened teacher and educational leader preparation and professional development programs at all levels, from early childhood to adult education.
- Expanded efforts to recruit a diverse teaching force and to keep good teachers working and living in Kentucky.
- More concerted efforts to close achievement gaps and increase college going among minority, low-income, first-generation, and adult students.
- Strengthened K-12 guidance counseling to provide early college awareness and planning.

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

Question 2 monitors the affordability of postsecondary education, especially for families who are least able to pay. Historically, the cost of going to college in Kentucky has compared favorably to other states. This is still true today. Tuition remains relatively low and the average financial aid award is high. However, too many Kentuckians have misperceptions about college costs—they think tuition is higher than it is and are not aware of their financial aid options. Additionally, rising tuition and fees may be placing a financial strain on many families, which, if left unchecked, can overload students with debt or price them out of college completely. It is critical to other areas of reform that college in Kentucky remains financially accessible.

PROGRESS

Reform efforts to date show that:

- Kentucky ranks 14th among states in providing affordable postsecondary education opportunities, according to *Measuring Up 2004*.
- Average tuition and fees at Kentucky institutions in 2003-04 were 25 percent below the national average.
- The cost of public postsecondary education as a percent of family income is unchanged from a decade ago.

CHALLENGES

Data analyses and planning discussions suggest that:

- While college in Kentucky remains affordable compared to other states, it is losing ground. The state's ranking in overall affordability slipped from 8 to 14 from 2002 to 2004.
- The purchasing power of the federal Pell grant has declined considerably over the last two decades. In 1980-81, the Pell grant covered 35 percent of the average cost of attending a public, four-year institution; by 2003-04, it covered only 23 percent, according to the College Board.
- Adequate financial aid is not available for part-time students, a barrier for adults in the workforce.

DESIRED RESULTS

Current and projected challenges point to a need for:

- More integrated and aligned policies governing financial aid, tuition, and state appropriations aimed at reducing financial barriers for students and increasing institutional capacity to meet the educational needs of the state.
- Improved communications with prospective students and their families about financial aid opportunities and net college costs to dispel common misperceptions about postsecondary education affordability.
- Expanded grant programs and low-interest/forgivable student loans that address workforce demands and the needs of underserved populations.
- Financial incentives for students to take a rigorous high school curriculum.
- Better access to financial aid for GED graduates, part-time students, and transfer students.

QUESTION 3: DO MORE KENTUCKIANS HAVE CERTIFICATES AND DEGREES?

To increase the number of college-educated Kentuckians to 801,000 by 2020, the postsecondary system must recruit and enroll more students, ensure more students persist to certificate and degree completion, and keep graduates living and working in the state. Reaching our goals will require an infusion of high school graduates and working-age adults into the postsecondary pipeline at both the undergraduate and graduate levels, including two- to four-year transfer students. The state's economic future in large part

depends upon Kentuckians' ability to advance seamlessly through the educational system throughout their lifetimes.

PROGRESS

Reform efforts to date show that:

- Since 1998, total enrollment in postsecondary education increased 25 percent.
- The number of GED graduates transitioning to college increased from 12 percent in 1998 to 20 percent in 2001.
- For the first time, a Kentucky 9th grader's chance for college exceeds the national average, up from 34 to 38 percent over the last decade.
- In the past decade, the college participation rate of minority young adults (ages 18-24) rose from 15 to 32 percent.
- The proportion of Kentucky resident African Americans in the student body has increased at both the undergraduate and graduate levels from 1995 to 2003.
- At the state's public universities, the systemwide six-year graduation rate rose from 36.7 percent in 1998 to 45.3 percent in 2003.
- In 2003, 5.8 percent of all degrees conferred were awarded to resident African Americans, up from 4.4 percent in 1995.

CHALLENGES

Data analyses and planning discussions suggest that:

- The college participation rate of both young and working-age adults is low compared to top-performing states.
- Minority and low-income students are much less likely to go to college than white, affluent students.
- The proportion of degree-seeking freshmen returning their second year is low and virtually unchanged over the last six years.
- The number of students transferring from two-year to four-year institutions was lower in 2003 than in 1998.
- For every 100 9th graders, only 15 complete a degree.
- Kentucky's graduation rate of 45.3 percent remains well below the national rate of 54.3 percent.
- In 2000, Kentucky ranked 47th in the nation in the percent of the adult population with a four-year degree or higher. Most growth in credentials awarded is at the certificate level.
- From 1995-2000, 17,584 baccalaureate recipients ages 22-29 left the state while 16,186 moved to Kentucky, resulting in a net loss of nearly 1,400 college educated, young adults.

DESIRED RESULTS

Current and projected challenges point to a need for:

- Expanded outreach efforts at the state and grassroots level that focus on underserved regions and populations to increase the number of Kentuckians who value and pursue postsecondary education.
- Accelerated efforts to help more GED graduates transition to postsecondary education.
- Expanded capacity to serve more students more effectively through course redesign, alternative methods of program delivery, and better coordination of distance education.
- Concentrated efforts across the postsecondary system to strengthen the guidance and support provided to on-campus and distance education students.
- Incentives and encouragement for students to transfer from a two-year to a four-year institution.
- More collaboration with state and local partners to address workforce shortages in targeted regions and in degree areas (undergraduate and graduate) that support economic development.
- Institutional financial incentives and rewards linked to timely graduation and degree completion.

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

When students leave our colleges and universities, they should carry with them characteristics, skills, and behaviors that will equip them for life's challenges and the world of work. At its best, postsecondary education instills a sense of civic duty and pride and an obligation to help others through volunteerism and charitable giving, as well as a desire for career training and retraining throughout life. Question 4 explores the quality of learning and instruction taking place at our institutions. Students who are academically engaged and active on campus and in their communities tend to be better workers and citizens.

PROGRESS

Reform efforts to date show that:

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

CHALLENGES

Data analyses and planning discussions suggest that:

- Four-year college students score below the national average on assessments of student learning, according to *Measuring Up 2004*.
- The proportion of college students who vote, volunteer, and give to charity declined from 2001 to 2003, according to the National Survey of Student Engagement.
- Kentuckians do not score well on graduate entrance examinations, according to *Measuring Up 2004*.

DESIRED RESULTS

Current and projected challenges point to a need for:

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

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

Question 5 recognizes postsecondary education's central role in transforming Kentucky's economy to one relying on innovation and commercialization. Postsecondary institutions have a responsibility to be good "stewards of place." Through expanded research and development, faculty and staff expertise, and quality programs, colleges and universities can foster an innovative, dynamic culture that promotes and nurtures economic development. They also can work with community leaders to advance social and environmental progress. The Commonwealth needs globally competitive companies that will invest in individuals and communities in every region of the state. Only then will we be able to keep our college graduates working and living in Kentucky.

PROGRESS

Reform efforts to date show that:

- Federal research and development spending per capita increased 92 percent from 1996 to 2002, the fifth-highest percentage increase in the nation for that time period. On this measure, Kentucky moved from 45th to 42nd in the nation.
- The Bucks for Brains program has dedicated \$700 million to support research and academic programs at the public universities; the number of endowed chairs is up from 55 in 1997 to 187 in 2004; professorships rose from 53 to 261.
- Since 2001, nearly 128,000 employees upgraded their skills through workforce education funded by Kentucky Adult Education and its Workforce Alliance initiative.
- Kentucky's per capita income increased from 79.3 percent in 1990 to 84 percent of the U.S. average in 2003.

CHALLENGES

Data analyses and planning discussions suggest that:

- Kentucky currently ranks 42nd in the nation in the amount of federal research and development dollars generated.
- In 2003, Kentucky had a per capita personal income of \$26,352, which ranked 41st in the U.S. and was 84 percent of the national average.
- Kentucky earned a “D” in economic performance, a “D” in development capacity, an “F” in financial resources, and a “C” in business vitality, according to ratings assigned by the national Corporation for Enterprise Development in 2004.

DESIRED RESULTS

Current and projected challenges point to a need for:

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

[SIDEBAR] Aiming at a Moving Target

Kris Kimel, president of the Kentucky Science and Technology Corporation, said that while the state has taken important steps toward improving the competitiveness of Kentucky's economy, Kentucky's ratings on the Corporation for Enterprise Development (CFED) report card have not changed much in 15 years: “We are making progress, but so is everybody else... This is like a race, and we're at the back of the

pack, and everyone else ahead of us is picking up speed. We have to take extraordinary steps if we are going to enhance our competitive position.”

The Call to Action

Kentucky’s postsecondary and adult education system cannot move this agenda forward, stimulate economic opportunity, and remove barriers alone. The educational and economic aspirations of this state can be realized only through concerted and decisive action and sustainable resources. We need for our partners, advocates, and other stakeholders all across the Commonwealth to join with us as we build on the early successes of reform and confront head on the challenges that remain.

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

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

Be Good Stewards—To move this agenda forward as quickly as possible, we shall, at once, dedicate existing resources and target future investments to our highest priorities. We will garner public support for the value of postsecondary education and make the case for sustained, adequate resources for the system. We also must find innovative approaches that make us more responsive, efficient, and flexible. This requires us to use technology in ways that improve learning and support services, extend access, and increase our capacity to serve students and employers. We must also eliminate unnecessary red tape that makes it difficult to respond quickly and creatively to those we serve.

Close the Gaps—On almost every measure of educational progress—preparation, participation, persistence, and completion—gaps in performance exist among students from different racial, ethnic, geographic, and economic backgrounds. Closing these achievement gaps demands our ongoing and diligent attention but offers the most dramatic opportunity for improvement. Leveling the playing field will require the Commonwealth to address issues beyond the classroom, like quality pre-natal care, early childhood development, and opportunities for mentoring and support. But if we succeed, everyone in the Commonwealth will benefit.

Be Accountable—Our investors and beneficiaries deserve solid evidence about the performance of the system, benchmarked where possible against appropriate standards. The Council has identified key indicators for each of the five questions to gauge the system’s progress in meeting postsecondary reform goals. A diagram outlining the statewide Key Indicators of Progress appears on the next page. Beyond these accountability measures, we shall—as a matter of course—collect and use data that will help us make good policy decisions and improve performance.

The public universities, the Kentucky Community and Technical College System, the Association of Independent Kentucky Colleges and Universities, Kentucky Adult Education, Kentucky Virtual University/Library, and the Council have crafted action plans they will implement over the coming years. These plans respond to the Five Questions outlined here, to specific regional issues, and to the goals of House Bill 1 and Senate Bill 1. They include institutional key indicators of progress.

If we succeed in advancing this agenda, Kentucky will be acclaimed for its integrated, coordinated system of education—from preschool through college and beyond. Students will understand what they need to know to succeed at the next level of education, and schools will prepare them for a successful transition.

Education won't end with a postsecondary degree; Kentuckians will seek advanced knowledge and skills throughout their lives to keep pace with the demands of a global economy. Postsecondary education will be recognized as a key strategy for creating good jobs in the state, improving public health, and supporting vibrant, stable communities. More importantly, Kentucky's people will have a passion for lifelong learning and will pass this legacy on to the next generation.

DRAFT

Postsecondary Education and Kentucky's Future: The Five Questions We All Must Answer
Monitoring our Progress Toward Achievement of the Public Agenda

<i>THE FIVE QUESTIONS</i>	<i>STATE-LEVEL KEY INDICATORS</i>	<i>BENEFITS</i>
<p align="center">-1- Are more Kentuckians prepared for postsecondary education?</p>	<ul style="list-style-type: none"> • K-12 student achievement • High school course-taking • Preparation of high school seniors for college-level coursework • Students enrolled in Kentucky Adult Education • Adults earning GEDs • Percent of population with high school credential 	
<p align="center">-2- Is Kentucky postsecondary education affordable for its citizens?</p>	<ul style="list-style-type: none"> • Kentuckians' ability to pay for college • Availability of state need-based financial aid • Student loan debt 	<p align="center"><i>Higher incomes</i> <i>More high-value jobs</i></p>
<p align="center">-3- Do more Kentuckians have certificates and degrees?</p>	<ul style="list-style-type: none"> • Participation of the population in postsecondary education • Ninth-graders chance for college • College-going rate of GED graduates • Students enrolled in postsecondary education • Students staying after the first year • Students transferring from two-year to four-year institutions • Students graduating on time • Certificates and degrees awarded • Percent of population with a bachelor's degree or higher 	<p align="center"><i>Increased tax revenues</i> <i>Involved citizens</i> <i>Knowledge-based economy</i> <i>Less poverty</i> <i>Healthier citizens</i></p>
<p align="center">-4- Are graduates prepared for life and work in Kentucky?</p>	<ul style="list-style-type: none"> • Student engagement in the undergraduate learning experience • Performance of college graduates on statewide learning assessments • College graduates ready for licensure or graduate study 	
<p align="center">-5- Are Kentucky's communities and economy benefiting?</p>	<ul style="list-style-type: none"> • Degree production in knowledge economy fields • Research and development funding • Stewardship activity • College graduates remaining in Kentucky to live and work 	

**Proposed Meetings with Constituent Groups
About the Draft Public Agenda**

January-March 2005

Governor Ernie Fletcher
Governor's Cabinet members, including Secretary of Education Virginia Fox, State Budget
Director Brad Cowgill, Secretary of Commerce Jim Host, Secretary of Economic
Development Gene Strong, Secretary of Health and Family Services Cabinet Jim
Holsinger
University and KCTCS campus-based meetings
Gary Cox, Association of Independent Kentucky Colleges and Universities
Kentucky Chamber of Commerce
Kentucky Science and Technology Corporation
Legislative Research Commission staff including the Program Review and Investigations
Committee staff
Interim Joint Committee on Education
Legislative leadership
Strategic Committee on Postsecondary Education
Kentucky League of Cities
Appalachian Regional Commission
AFL/CIO Executive Board
Business Forum on Kentucky
Prichard Committee
Coalition for Senate Faculty Leadership
Board of Student Body Presidents
Committee on Equal Opportunities
P-16 Council
Inter-Alumni Council
Kentucky Adult Education
Kentucky Board of Education
Education Professional Standards Board
Kentucky Higher Education Assistance Authority
Kentucky Workforce Investment Board



The Council on Postsecondary Education
is seeking feedback on its
draft public agenda -

**Postsecondary Education and
Kentucky's Future:
The Five Questions We All Must Answer
2005-2010**

To view this document and the summaries of the
regional forums held in September and October, go to
<http://cpe.ky.gov/publicagenda/>.

Please send comments by email, fax, or mail by February 15, 2005 to:

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Postsecondary Education and Kentucky's Future Campus Action Plan Template

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Name of University

Introduction

This will be a "boilerplate" statement prepared by the Council staff explaining that the campus action plan responds to the public agenda, House Bill 1 goal, institutional mission, and regional priorities and satisfies the requirement in HB 1 for a strategic implementation plan. The action plan covers the period 2005-2010 and will be reviewed each biennium, as statute requires.

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Mission and Characteristics

This section will include the institution's mission parameters as stipulated by the Council for the following areas:

- *Carnegie classification* (e.g., doctoral/research university-extensive, master's colleges and universities I or II, associate colleges)
- *Program level* (primary academic emphasis of the institution)
- *Student mix* (What is the appropriate mix of traditional, non-traditional adults, minority, in-state, out-of-state, international, and distance education students? Admission selectivity and developmental education also may be discussed.)
- *Research and stewardship of place* (What primary responsibilities does the institution hold for the Commonwealth and its service area?)

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The Council staff will coordinate the development, review, and approval of institutional mission parameters, which will occur in conjunction with the development of campus action plans (spring 2005).

House Bill 1 Goal

The institution's mission-specific HB1 goal will be listed here, i.e., goal two (UK), three (UofL), four (comprehensives), or five (KCTCS).

Priorities for Action

This section lists the institution's highest priority initiatives and activities over the period 2005 to 2010 that respond to each of the five questions. Priorities for action should be specific, substantial, and achievable. In selecting its priorities for action, the institution first should review carefully the "successes," "challenges," and "desired results" outlined under each question in the public agenda, *Postsecondary Education and Kentucky's Future: The Five Questions We All Must Answer* (attached). Next, the institution should consider the needs and challenges of those it serves, the summaries of the regional forums (attached), CPE's annual accountability report, current strengths and weaknesses as reflected in the institution's own strategic plan, and other campus data. As it develops this section, the institution should keep in mind the guiding principles in the public agenda: work together, be good stewards, close the gaps, and be accountable.

Question 1: Are more Kentuckians ready for postsecondary education?

To support the preparation of high school graduates and working-age adults for postsecondary education and to strengthen the preparation and development of P-12 teachers, [NAME OF INSTITUTION] will:

- Action statement
- Action statement
- Action statement, etc. [no more than five for this question]

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

To keep college affordable for financially needy students, [NAME OF INSTITUTION] will:

- Action statement
- Action statement
- Action statement, etc. [no more than five for this question]

Question 3: Do more Kentuckians have certificates and degrees?

To enroll more students, produce more graduates, keep graduates in Kentucky, attract highly educated adults to the state, and encourage workers to retool and retrain over their lifetimes, [NAME OF INSTITUTION] will:

- Action statement
- Action statement
- Action statement, etc. [no more than ten for this question]

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

To improve the quality of student learning and instruction, [NAME OF UNIVERSITY] will:

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- Action statement
- Action statement
- Action statement, etc. [no more than five for this question]

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

To support economic and community development and address the specific needs and challenges of its service area, [NAME OF INSTITUTION] will:

- Action statement
- Action statement
- Action statement, etc. [no more than five for this section]

Key Indicators of Progress

This section will list the indicators that the Council will use to monitor the institution's contribution to the advancement of the public agenda (for state-level indicators, refer to the public agenda document). The Council staff will work with the institutions throughout the spring of 2005 to develop the institutional key indicators for 2005 through 2010. (Discussions are underway to link performance on two to four indicators to the comprehensive benchmark funding model.)

A number of indicators will be common across all institutions (e.g., enrollment, retention, degrees awarded). Some indicators will apply only to institutions within a particular sector (i.e., research, comprehensive, KCTCS). And each institution will have an opportunity to select two to three additional indicators specific to its mission and HB1 goal from a menu of options (e.g., TheCenter or NSF ranking for UK).



**Postsecondary Education and Kentucky's Future
The Five Questions We All Must Answer
2005-2010**

Summary of Regional Forums

The Council on Postsecondary Education is charged with the responsibility of reviewing the public agenda every four years. As part of the review process, the Council embarked on a series of regional forums in the fall of 2004 to learn what the public thinks are the most important issues in their regions. The findings will help shape the Council's new public agenda and the next phase of postsecondary education reform. The Council extended an open invitation to citizens through notices in local newspapers and sent invitations to representatives from the business, civic, governmental, and educational sectors.

The public forums not only confirmed much of the data and the Council's understanding of the issues, but often resulted in a greater understanding of the region and its needs. Across the regions, without exception, the Council learned that Kentuckians have an abiding concern about the availability of jobs for college graduates and those already in the workforce. They look to postsecondary education to collaborate with business and government to attract employers that will create high value jobs. Retraining the workforce, developing entrepreneurs, growing small businesses, and preparing students for emerging jobs are some of Kentucky's opportunities to stimulate the economy.

Besides creating a stronger economy, other challenges on the minds of Kentuckians include rising tuition and the need for scholarships, securing adequate funding for postsecondary education, the underpreparedness of students, and the need to align curricula among high school, community and technical colleges, and universities. While recognizing these daunting challenges, the forum participants were optimistic that Kentucky could tackle these challenges by working together. Participants cited the state's growing Hispanic population, regional collaborations for job creation and business recruitment, long-range community planning, the potential for greater outreach to students and parents in the areas of college and career planning, and working with the Kentucky Department of Education and other educational partners to build a seamless system of postsecondary education as just a few of the opportunities that existed in their regions.

The nine regional summaries that follow contain public opinion----concerns, suggestions, and opportunities----to tackle the challenges that lie ahead through a renewed spirit of collaboration. The summaries represent the forum discussions and cover a range of key issues, including access, affordability, collaboration, culture, funding, guidance/information, jobs, minorities, preparation, regional stewardship, student support, and teacher preparation.

Deleted: (We were pleased with the turnout even though the majority of the participants represented the education community) I'd consider taking out this last line since they'll get the information in the summary sheets. ¶

Covington Regional Forum

September 29, 2004

Northern Kentucky Area Development District: Boone, Campbell, Carroll, Gallatin, Grant, Kenton, Owen, and Pendleton counties.

Buffalo Trace Area Development District: Bracken, Fleming, Lewis, Mason, and Robertson counties.

Thirty-five percent of the 87 participants represented postsecondary education, including Northern Kentucky University, Gateway Community and Technical College, Maysville Community College, Campbell County Adult Education, Northern Kentucky Council of Partners, Thomas More College, the University of Louisville, Eastern Kentucky University. Elementary and secondary education participants (17 percent) represented Fort Thomas Independent Schools, Kenton County Schools, Beechwood Independent District, and Campbell County High School. Business and labor representatives comprised 25 percent. Students, parents, and elected officials comprised 13 percent while representatives from community organizations made up 10 percent, including the Office of Youth and Adult Ministry, the Children's Law Center, the Chamber of Commerce, and Children, Inc.

Data analysis suggests the most pressing needs of the region are:

- An existing older population that is projected to significantly increase over time will make baccalaureate attainment more challenging.
- An economy where growth is predicted in occupational areas that simply require on-the-job training makes it harder to convince young graduates to go to college or to import highly educated adults.
- High school graduate college-going rate of selected counties could improve.

The following summarizes the discussion at the Covington regional forum.

Access

- Create flexible access, including a weekend college.
- Access will become more of a barrier as colleges raise admissions standards.
- Expand geographic access by adding branch campus in Grant County, offer bachelor's degrees at community colleges, and classes at high schools.
- Expand IT access in rural and poor communities.

Affordability

- Work with companies to provide tuition assistance to their employees.
- More loans, grants, and scholarships are needed.
- Reform KEES program to be an incentive to graduate—a persistence bonus.

Collaboration

- Better alignment and partnerships are needed between high schools, adult education, postsecondary education, and industry to align curriculum, offer co-ops, apprenticeships, and internships, and assist with minority and low socio-economic status students.
- Consider Cincinnati as a part of the resources of the community.
- Being on the state border is both a challenge and an opportunity. Need better partnerships and incentives to partner with neighboring state institutions.
- Collaborate in areas of innercity student preparation, access, and financial aid.
- Businesses should earn tax credits to offer employees paid leave to volunteer.

Culture

- Bring youth to campuses for special programs like GEAR UP.

- Develop a collective regional campaign to promote college-going.
- Raise expectations that college is for everyone.
- Students expect to get to the top quickly, yet are not prepared for the reality of work or the work ethic required.

Curriculum

- Remove transfer barriers and provide seamless transition.
- Address shortages in nursing, health care, K-12 teachers in foreign language, special education, physics, chemistry, and math.
- Include life skills, finance, applied math, critical thinking, problem solving, technical skills, constant changes in IT fields, and communication skills.
- Train students to think and reason. Specific job training could come later.
- Explore expanding the length of associate and bachelor's degree programs.
- Access to advanced degrees is needed.
- Teach students to be philanthropists.

Economy

- Education and business need a cohesive approach to stimulate the economy.
- Postsecondary education needs to be more actively engaged in economic development.
- Northern Kentucky is still a young economy trying to transition to knowledge-based economy. We need to recruit and grow companies.
- Students need to know what jobs are available to prepare for them.
- State government should focus on job creation in the new economy.
- Plan well for growth and factor in quality of life, infrastructure, and environmental needs.
- We are a homogeneous community and need to be able to compete with a knowledge-based workforce. Many don't understand what it takes to compete in the global economy.
- Outsourcing jobs to other countries is a concern.
- Different issues face rural and urban areas. Don't leave out the rural area.
- Developing entrepreneurs is an opportunity and should be a part of the educational program.
- Need to build on research base at the university.
- NKU and Gateway need to keep up with the growth.
- Postsecondary education needs programs and faculty to address the health care shortage.

Funding

- Adequately fund the institutions' missions. Catch-up funding is not sufficient. Funds are needed to reach out to students at a younger age.
- Reward institutions with incentives when students acquire credentials.
- Postsecondary is maxed out on numbers of students and faculty.
- More dorms are needed at NKU.
- K-12 teachers are commuting to Cincinnati for better salary and benefits.
- "Cigarette tax could raise millions!"
- Faculty compensation is not competitive.

Relocation

- KEES and the Governor's Scholars Program keep Kentuckians in-state but they leave after graduation.
- Students leave eastern Kentucky for college and never return.
- Graduates can make more money and get better health insurance elsewhere.
- Consider people coming into the state into the equation.
- Challenge is recruiting good teachers because of proximity to Ohio and Indiana.

Guidance/Information

- Counselors are needed to assist students with college plans, interests, and careers.

- Upward Bound, Talent Search, Governor's Scholars, mentoring, co-ops, career development centers, and school-to-work are important programs.
- NKU's 101 is a best practices program because of the follow-up on students.
- Increase awareness of the benefits of postsecondary education.

Jobs

- The lure of good jobs isn't as strong as it used to be.
- The region needs more jobs in IT, elementary education, nursing, and health care.
- Entrepreneurism will create jobs.
- We need the types of jobs to attract/retain educated citizens.
- We need to find skilled employees to meet the job demand.

Minorities

- Go directly into communities to recruit diverse population (teachers and students).
- Offer ESL, scholarships, bilingual classes, retention strategies, Spanish-speaking faculty/staff, service learning, and Office for Latino Student Affairs.
- Bring in high-profile minorities for special events.

Preparation

- Preparation begins with early childhood education.
- Work with KDE to engage more students in a rigorous curriculum, introduce students to college work, offer AP courses at all schools, and align curriculum.
- High schools focus on CATS testing, which does not help students on the ACT.
- Underprepared students need to be steered to Gateway first.
- Rural areas need help with basic skills and literacy and need stronger connections to postsecondary institutions.
- Address the achievement gap.

Regional stewardship

- Identify needs of communities/businesses and train people to meet those needs.
- Increase community education, community use of facilities, and service learning.
- Mentor entrepreneurs and offer seminars on marketing, finance, and tax issues.
- Postsecondary education boards should be representative of the community.
- Postsecondary education needs to bring community together to share mutual goals and interests.

Student support

- Institutions should determine reasons students leave. Solutions include mentors, counselors, advisors, retention specialists, one-stop shops that offer financial aid and tutoring, increase athletics, faculty incentives to increase retention, residential colleges, learning communities, and freshman orientation classes.
- Postsecondary education needs to provide a warm and welcome location for students.

Teacher preparation

- More teachers need to be better trained, properly certified, and employed in their areas of certification. Emergency certification does not help to prepare students.
- Recruit more minorities into teacher preparation programs.

Research

- Need research and development centers.
- Conduct applied research for policy areas.
- Sponsored research opportunities are needed to develop more business opportunities.

Other

- Health of women and infant mortality rates are a concern.

Louisville Regional Forum

October 4, 2004

KIPDA Area Development District: Bullitt, Henry, Jefferson, Oldham, Shelby, Spencer, and Trimble counties.

The 71 forum participants included representatives from postsecondary education (56 percent), including Bellarmine University, Kentucky Community and Technical College System, Kentucky State University, Metropolitan College, Sullivan University, University of Louisville, and University of Phoenix; business and community (23 percent); adult education (6 percent), including Bullitt, Henry, and Jefferson counties; Kentucky Higher Education Assistance Authority (4 percent); elementary and secondary education (3 percent), including Bullitt and Oldham counties; unidentified organizations (2 percent); and 1 percent each from Department for Workforce Investment, Economic Development Cabinet, Education Professional Standards Board, Jefferson District Court, Louisville Free Public Library, and Louisville-Jefferson County Metro Government.

Data analysis suggests the most pressing needs of the region are:

- Diversity and levels of education attainment point to the importance of closing achievement gaps between white students and nonwhite students.
- While the job growth shows large percentage increases in occupational areas that require advanced education, the highest number of annual job openings is predicted in occupational areas that simply require on-the-job training. The lack of high paying jobs will make it harder to keep the young adult population that is projected to grow and harder to reduce the projected decline of 25-44 year old adults, a highly educated age group.
- The college-going rate of high school students should be raised above 50 percent in all counties of the region.

The following summarizes the discussion at the Louisville regional forum.

Access

- Access to online learning is not universal, especially in rural areas.
- Develop satellite campuses at workplaces.
- Flexible scheduling is necessary.

Affordability

- More funding is needed to lower tuition.
- Students lose KEES because of low college GPAs.
- Provide more scholarships, especially for minorities.
- Cost is a real barrier to GED students.

Collaboration

- Create connections between postsecondary and business, local communities, minorities, and churches.
- Postsecondary faculty should be involved in high school.
- Develop dual credit opportunities.
- Strengthen P-16.

Culture

- Educational attainment increases are needed from GED to Ph.D.
- Create a mindset of lifelong learning.

Curriculum

- Align high school and postsecondary curriculum.
- Modernize core content.
- Teach critical thinking and communication skills.

Funding

- More funding is needed so postsecondary education can accomplish goals.
- More funding is needed for adult education.
- Kentucky needs the political will to fund postsecondary education.

Guidance

- Students need exposure to workplace during high school.
- Provide career counseling, including skilled trades.
- Expose grade school children to college campuses.
- Link high school counselors and postsecondary admission representatives.

Information

- Inform students and parents about how to succeed in postsecondary education.
- Continue the Go Higher campaign.
- Motivate parents and students.

Jobs

- The region needs jobs for college graduates; opportunities are elsewhere.
- There are workforce shortages in healthcare/nursing and technology fields.
- The best and brightest must stay in Kentucky to create entrepreneurship.

Preparation

- There is an educational achievement gap at elementary level.
- There must be high expectations for high school and adult students.
- The region needs more people with GEDs.
- More African American students should be in AP classes.

Regional stewardship

- Use postsecondary institutions as policy development resources for legislators.
- College professors should be involved in the community.

Student support

- Provide childcare to allow adult students to attend postsecondary education.
- Blind, first generation, minority, adult, and rural students need mentors.

Transfer

- Create easier transfer processes from KCTCS to four-year universities.
- Develop a common course numbering system to facilitate transfers.

Prestonsburg Regional Forum

October 12, 2004

Big Sandy Area Development District: Floyd, Johnson, Magoffin, Martin, Pike counties.

The 36 forum participants included representatives from postsecondary education (61 percent), including Eastern Kentucky University, Lindsey Wilson College, Kentucky Community and Technical College System, Morehead State University, and Pikeville College; elementary and secondary education (5 percent); business and community (22 percent); state and local government (5 percent); students (5 percent); and unidentified by group (2 percent).

Data analysis suggests the most pressing needs of the region are:

- Lower attainment levels of 45-64 year old adults in the region and the projected growth of this population suggest the importance of targeting adults for postsecondary education enrollment.
- While the job growth shows large percentage increases in occupational areas that require advanced education, the highest number of annual job openings is predicted in occupational areas that simply require on-the-job training. The lack of high-paying jobs will make it harder to reduce the decline of young adults and harder to motivate the 45-64 year old adult population to enroll in college.
- The college-going rate of high school students lags the state average in two counties of the region.

The following summarizes the discussion at the Prestonsburg regional forum.

Access

- Physical access is a problem in this rural, mountainous region.
- Education should be offered at times when adults can attend.
- There are a lot of postsecondary options, but not enough access to variety of programs.
- Distance education is not a good option for this region. There is limited high-speed access and computers (digital divide).
- Establish more employment centers ("One Stop" centers).

Affordability

- Rising college costs are a barrier for students.
- More students have to work part or full time.
- Textbooks and other nontuition costs are added barriers.
- The KEES program has helped.
- Increasing numbers of students are taking on growing debt load.
- The FASFA form is too complex. It is an educational barrier for many families.
- The state should make a bigger investment in financial aid; institutions do not have resources to provide needed financial aid.

Collaboration

- Improve communication between K-12 and postsecondary systems.
- P-16 councils are a good start, but more resources need to be focused on them.
- Alignment of academic expectations, dual enrollment, articulation agreements, and a more rigorous high school curriculum should be priorities.
- Expand partnerships with local business to provide better training and internships/work experience for students.
- Involve faculty members in business and community development.
- Independent institutions are key educational partners.

Culture

- Better guidance and support is needed at home.
- Females are going to college in greater numbers than males; men don't seem to see value.
- Education is not valued.
- There is a lack of "psychological access" due to lack of confidence.
- "Self esteem issues loom large in eastern Kentucky."
- Lack of competition in area leads to lack of drive toward excellence.
- There is an overdependence on government subsidies.

Guidance/Information

- Initiate a campaign to show value of postsecondary education.
- Improve guidance counseling at every grade level.
- Reach out to students in earlier grades about value of education and going on to college.
- Distribute better information about financial aid and paying for college.

Jobs

- Jobs for postsecondary graduates are not available; however work ethic is strong in region, which should be a draw for business and industry
- The population is declining, which is a deterrent to economic development.
- Provide programs in allied health, tourism, corrections, mining engineering, and other programs that align with workforce needs.
- Educate students not for specific jobs, but to be adaptable, responsive, critical thinkers.
- Grow business, create jobs from within – support, nurture, and educate entrepreneurs.

Minorities

- Some felt it wasn't a relevant issue because there are so few minorities in region.
- Recruitment of minority students and faculty/staff is difficult due to lack of diversity; EEO requirements in this area are hard to meet and limit growth of institutions.
- Expand ESL programs to meet needs of growing Hispanic population.
- Develop strategies/efforts to create a more welcoming environment.

Preparation

- Lack of preparation (particularly in basic math and reading) is a major factor in enrollment and retention; use programs like "Challenger Project."
- Too many students lack basic English skills needed to function in society.
- Set higher expectations starting in preschool and elementary school and continuing through high school and adult education.
- Improve family support services.

Regional stewardship

- Postsecondary education should take a leadership role in efforts to fight the region's drug and obesity problems.
- Involve postsecondary education in P-12 and service/civic organizations.
- Provide leadership programs.

- Support local employers and government (community needs assessments, provide research, training, technical assistance, entrepreneurial support, etc.)
- Expand service learning/student volunteerism programs.
- Expand entrepreneurship and small business development initiatives.

Student support

- Provide more developmental classes in language, math, and science.
- Establish “one-stop” and other employment centers in high schools and community colleges.
- Reduce class size, provide mentoring and tutoring, improve support services.
- Improve college orientation sessions – first year experience courses.
- Provide childcare.

Teacher preparation

- Teachers should emphasize basic language skills – needs to be emphasized in teacher education programs.
- Teacher education programs, in general, need improvement.

Manchester Regional Forum

October 13, 2004

Cumberland Valley Area Development District: Bell, Clay, Harlan, Jackson, Knox, Laurel, Rockcastle, and Whitley counties.

Kentucky River Area Development District: Breathitt, Knott, Lee, Leslie, Letcher, Owsley, Perry, and Wolfe counties.

There were 40 participants at the Manchester forum. Seventy percent represented postsecondary education institutions including Cumberland College, Morehead State University, Eastern Kentucky University, the University of Kentucky, Southeast Community and Technical College, and Hazard Community College. Another 2.5 percent were from secondary education. Labor, business, and community organizations comprised another 17.5 percent and included representatives from Wal-Mart, the University Center of the Mountains, Economic Development, the Kentucky Higher Education Assistance Authority, and private business. Students also attended and made up 10 percent of the participants.

Data analysis suggests the most pressing needs of the region are:

- The college-going rate of high school students lags the state average in all counties of the region.
- While the job growth shows large percentage increases in occupational areas that require advanced education, the highest number of annual job openings is predicted in occupational areas that simply require on-the-job training.
- Lower attainment levels of men in the region suggests the importance of promoting high school and college completion among men.

The following summarizes the discussion at the Manchester regional forum.

Access

- Online courses through KYVU can be an answer to the access barrier, but some students do not have phone systems and a computer, some are intimidated and lack computer literacy skills, and broadband access is limited to cities.
- Distance is a barrier, particularly for those who work and have families.
- Improve access with courses in the workplace, weekend and evening classes, more sections of popular courses, access in correctional facilities, access to bachelor's degrees at community colleges, and access to master's degrees.
- Access is affected by good roads, transportation, family, and job responsibilities.
- Accommodations for special education are needed.
- We tend to focus on the 18-year-old and not the adult learner or underemployed worker.
- Make concerted effort to get bachelor degrees at Manchester. The University Center of the Mountains brings full degree programs. The hope of a bachelor's degree has accounted for a 32 percent enrollment increase.

Affordability

- Tuition increases of 30 percent in the last three years are a major barrier for students.
- Increased costs are not offset by increases in state and federal financial aid.
- Offer scholarships to nontraditional students who do not qualify for financial aid.
- Greater employer support for working students would help.
- Child care, more KTAP, and welfare would help with affordability.

Collaboration

- Stronger partnerships among parents, high schools, postsecondary institutions, community organizations, businesses and industry, and P-16 are vital. More business leaders with real-world skills need to be visible and involved.
- Churches can help get the word out, reach minorities, and assist with recruiting.

Culture

- Students are not willing to relocate for education and/or employment.
- Cultural, economic, and social factors have been neglected for 100 years.
- Promote the value of an education and lifelong learning.
- Need incentives to complete high school.
- Adult learners may be fearful of starting college.
- The biggest hurdle is the lack of confidence to begin enrolling.
- The greatest challenge is that people are intimidated by postsecondary education.
- It's intimidating to people to think they have to leave the region to attend college.
- The intimidation factor is a result of not having a four-year-institution in the area.
- We need to engage people to become change agents.
- There is a lack of parental involvement.

Curriculum

- Home economics should be taught in high school. In college, skills such as job readiness, sales experience, math courses related to technical labs, and preparing students to live in other communities should be taught.
- Degree programs needed on extended campuses.
- Coordinate math and science programs to offer degrees.
- Develop programs that are essential to the area such as mining and forestry.

Economy

- The biggest single problem is broadening our economic development base beyond mining and coal.
- Our population base is declining.
- We need to change our focus and talk about our area's assets for economic development.
- Universities and colleges are needed to create jobs.
- GED and college graduates need jobs.

Funding

- Funding is needed to bring a wide variety of programs to the region.
- Adequate funding for education is needed.
- Conduct grant-writing workshops, develop resource areas, and an electronic database of grant opportunities.

Guidance/Information

- Increase support systems, counselors, advisors, child care, college 101 classes, and ways to teach life and coping skills. Students need a sense of belonging.
- Women need to consider jobs other than teaching.
- Expose students to college by providing a complete array of college-going information, inviting college reps to schools, and taking field trips to colleges.
- Mandate that ninth graders complete an employment plan.
- Offer a college intro course at adult education centers and on campuses.

Jobs

- Need more jobs for graduates, a better-educated workforce, training for entrepreneurs, and preparation for information age jobs.
- People are not able to find work in their field.
- Employers stay in area long enough for tax breaks.

- Students with a certificate or degree expect higher pay but may still require training for a couple of years.

Minorities

- Not a specific effort to address minorities. Minority scholarships, instructors, and retention strategies, and training to promote cultural diversity are needed.
- Teach ESL, Mandarin Chinese, and other languages in high school and college.
- Poor people are a minority.

Preparation

- Develop a more rigorous high school curriculum.
- Large numbers of students have a high GPA and low ACT.
- Secondary and postsecondary need to work together, starting as early as 7th grade, to increase ACT scores. Organize student study groups or ACT remedial classes.
- Build a seamless P-16 model without transitional gaps.
- High school students work full-time jobs and participate in extracurricular activities, which cause academics to suffer and no time for homework.
- Realistic expectations regarding impact of developmental classes, changing majors, credits not counting toward degree after transferring.
- A number of students are not graduating.
- Adult education should offer brush up courses for adults returning to college.
- It's incumbent on us to give them the education and skills they need.
- Enroll a large number of GED and ready-to-work students. They are our future because they will be staying here.

Regional stewardship

- Provide collaborative ventures like the University Center of the Mountains to engage in data and research collection to serve communities.
- Identify business needs and offer technical support and workshops to meet needs.
- Assist entrepreneurs and offer team building and leadership training for region.
- Do more in community education, fostering the arts, building a sense of community, providing leadership, and engaging businesses and community.

Teacher preparation

- Offer career education for teachers/educators.
- Need more math and science teachers.

Other

- Need more representation on CPE for this region.
- There is a drug problem in this area. Utilize a collegiate substance recovery program in Eastern Kentucky.

Lexington Regional Forum

October 14, 2004

Bluegrass Area Development District: Anderson, Bourbon, Boyle, Clark, Estill, Fayette, Franklin, Garrard, Harrison, Jessamine, Lincoln, Madison, Mercer, Nicholas, Powell, Scott, and Woodford counties.

The 78 forum participants included representatives from postsecondary education (62 percent), including Eastern Kentucky University, Georgetown College, Kentucky Community and Technical College System, Kentucky State University, Midway College, St. Catharine College, Transylvania University, and University of Kentucky; elementary and secondary education (10 percent), including Fayette County Public Schools and Kentucky Department of Education; business and community (9 percent); state and local government (9 percent), including Department for Workforce Investment, Economic Development Cabinet, and Revenue Cabinet; adult education (4 percent), including Franklin and Woodford counties; Kentucky Higher Education Assistance Authority (3 percent); organizations unidentified (2 percent); and Kentucky Educational Television (1 percent).

Data analysis suggests the most pressing needs of the region are:

- Lower baccalaureate attainment levels of black and Hispanic adults in the region suggest the importance of closing white and nonwhite student achievement gaps in college.
- While the job growth shows large percentage increases in occupational areas that require advanced education, the highest number of annual job openings is predicted in occupational areas that simply require on-the-job training. The lack of high-paying jobs will make it harder to keep the young adult population that is projected to grow and harder to motivate the 45-64 year old adult population to enroll in college.
- The college-going rate of high school students lags the state average in six counties of the region.

The following summarizes the discussion at the Lexington regional forum.

Access

- More flexible schedules are needed – nights, weekends, and summer.
- Promote and expand distance education.
- Address technology issues in rural areas.
- Provide classes in locations convenient for students – for example, in underdeveloped areas of city and in the workplace.
- Design programs around students' and employers' needs.

Affordability

- As tuition increases, there is less access to postsecondary education.
- Higher tuition impacts minority and adult students' enrollment and retention.
- Communication about availability of financial aid is critical.
- Financial aid should be available for part-time and adult students.

Collaboration

- Collaboration is necessary to eliminate barriers to postsecondary education, enhance dual credit opportunities, and improve communication to high school and adult students and parents.
- Universities, colleges, and school systems should work to close achievement gaps.
- Better communication between postsecondary education, community, and employers is needed.
- Create more cooperative ventures with the community and more town and gown interactions.

Culture

- Too few males are going to college.
- All students should consider college – there should be no “self-sorting.”
- Education has historically not been valued.
- Guidance counselors can lead culture change by promoting postsecondary education to all students.

Funding

- K-12 must have adequate funding to prepare students for postsecondary education.
- Universities can't achieve Top 20 status with budget cuts.
- Disadvantaged students need more scholarships, lower tuition, and free classes.
- More funding and early intervention would increase state's education levels.

Guidance/Information

- Postsecondary education should be promoted from preschool through high school and in adult education.
- Provide information to students, adults, and parents on what to expect, how to finance, and how to be successful.
- Students need career education, internships, and job shadowing.
- Some high school counselors should focus solely on preparing students for postsecondary education.

Jobs

- Jobs for postsecondary graduates are not available.
- High-paying jobs are necessary to attract more Kentuckians into postsecondary education.
- Translate research into jobs.
- Create a dialogue between postsecondary education and the business community to align workforce supply and demand and align preparation with employer expectations.

Minorities

- The increase in the Hispanic population is a challenge for teachers.
- Institutions successful in enrolling/retaining minorities should be a model for other institutions to follow.
- Expose African-American and Hispanic students to postsecondary education at a young age.

Preparation

- Lack of preparation is a major factor in retention.
- The new economy requires teamwork and critical thinking skills.
- There should be high expectations for all students – starting in preschool and elementary school and continuing through high school and adult education.

Regional stewardship

- Universities and colleges should be involved in P-12, community service, civic organizations, volunteerism, and speakers bureaus.
- Internship and community service opportunities should be available for students.
- Team campus researchers with small businesses in community.
- Develop peer exchange programs among community, colleges, and universities.
- Incorporate service learning into postsecondary curriculum.

Student support

- Provide stronger transition assistance, such as mentoring, peer support groups, tutoring, study groups and community support, especially for minority, first generation, and adult students.
- Provide childcare so nontraditional students can enroll and complete.

Teacher preparation

- Teacher education degree programs need improvement.
- Develop more teachers with majors in field they teach.

Ashland Regional Forum

October 19, 2004

FIVCO Area Development District: Boyd, Carter, Elliott, Greenup, and Lawrence counties.

Gateway Area Development District: Bath, Rowan, Menifee, Montgomery, and Morgan counties.

The 24 forum participants included representatives from postsecondary education (67 percent), including Morehead State University and the Kentucky Community and Technical College System; elementary and secondary education (8 percent); business and community (12.5 percent); state and local government (4 percent); adult education (4 percent), including Franklin and Woodford counties; and the Kentucky Higher Education Assistance Authority (4 percent). Students and others made up another .5 percent of the audience.

Data analysis suggests the most pressing needs of the region are:

- Lower attainment levels of men in the region suggests the importance of promoting high school and college completion among men.
- While the job growth shows large percentage increases in occupational areas that require advanced education, the highest number of annual job openings is predicted in occupational areas that simply require on-the-job training.
- The college-going rate of high school students lags the state average in six counties of the region.

The following summarizes the discussion at the Ashland regional forum.

Access

- Mountain roads and long distances are barriers to access; however highways are improving.
- Needs of nontraditional students not being met.

Affordability

- Postsecondary education is too expensive and financial aid is not keeping up.
- Affordability is an issue, particularly for those who do not qualify for need-based aid.
- Financial aid is not keeping up with tuition increases.
- Hidden costs such as travel and books add a lot to the bottom line.
- Charging by credit hour at the community colleges has created a greater financial burden.
- Students/families are not planning well.
- "It is a problem for students to try and navigate the financial aid land mine."
- "Financial difficulties are the main reason that students drop out."

Collaboration

- K-12 and postsecondary education need to align their curricula and academic expectations.
- Build on strong relationship between industrial park and technical college.
- Improve dialogue between high school and college teachers.
- Future employees need to better understand business expectations.
- Employers should raise their expectations and demand higher skilled employees.
- Build partnerships between postsecondary education and business/industry (training, dislocated worker programs, etc.).
- Improve alignment and partnerships between two- and four-year colleges.
- Colleges need to act as catalysts for community change and improvement.

Culture

- Parents should be more accountable for their children's academic performance.

- People don't value education. They often don't see the need for it.
- The region is perceived as "backward," limiting economic development opportunities.
- There is a desire among many students to stay close to home.
- Families and students need opportunity and hope.
- Area needs to define itself better; lack of unified approach.
- Conversely, many of those students who do get an education leave for better opportunity.

Guidance/Information

- Better encouragement is needed at home.
- Academic guidance needs to begin earlier, in grade school.
- There are too many students for each high school counselor.
- Students tend to be "tracked" from an early age, which limits opportunities for some.
- The application and financial aid process is intimidating.
- Improve communication about value (economic and social) of education.

Jobs

- Jobs for postsecondary graduates are not available, particularly more high-tech jobs and jobs demanding degrees.
- Most successful students leave the area after earning degrees.
- "Build it and they will come" mentality is not working. Industrial parks stand vacant.
- The jobs that do come into the region do not pay well.
- "It's a chicken/egg situation. Do we train people and hope that this attracts jobs, or try to get jobs and then train people for these jobs?"

Minorities

- Provide targeted student aid programs to encourage minority participation.
- Develop creative and targeted approaches to student and faculty recruitment.
- Some felt it was a "nonissue" because there are so few minorities in region.
- Strategies/efforts are needed to create a more welcoming environment.

Preparation

- Encourage more involvement of college faculty in public schools.
- Continue to provide remediation in Adult Education.
- Students lack good instruction/high expectations in grammar.
- Provide more and better testing in elementary and secondary school to identify poorly prepared students.
- Higher education needs to buy into KERA more fully (does not acknowledge CATS)
- We need to "raise the bar" in terms of K-12 academic expectations.

Regional stewardship

- Postsecondary education should help fight the region's drug problems.
- Improve postsecondary involvement in P-12 and civic organizations.
- Postsecondary education should support local employers/government through training programs.

Student support

- Provide more tutoring and other support services.
- Federal Trio programs are helpful, but there is not enough funding for all that is needed.
- Provide more childcare options.

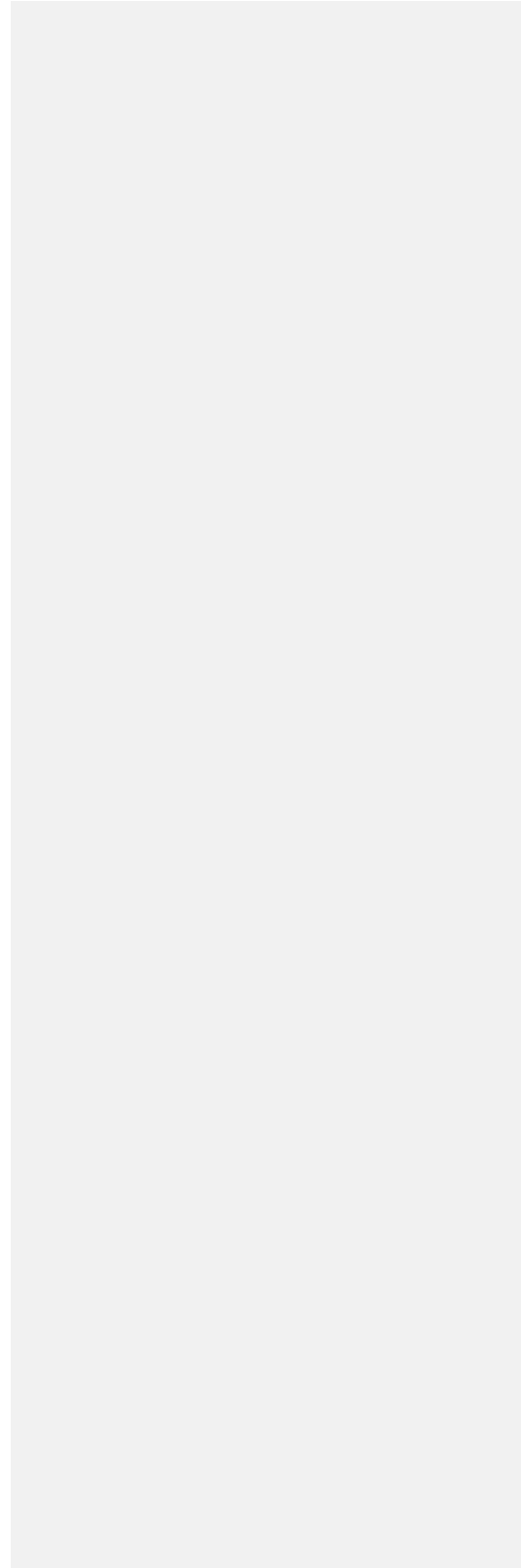
Curriculum

- The liberal arts should be emphasized more in college.
- Emphasize civic education and leadership development.
- Experiential learning, not just classroom learning, should be required.
- Better align program offerings with regional workforce needs.

- Technical skills are needed in this region.
- Life skills classes should be required.

Other

- Institutions face competition for money.



Paducah Regional Forum

October 25, 2004

Purchase Area Development District: Ballard, Calloway, Carlisle, Fulton, Graves, Hickman, Marshall, and McCracken counties.

There were 55 forum participants at the Paducah forum. Twenty-five participants (45 percent) represented postsecondary education, including the Education Professional Standards Board, Murray State University, West Kentucky Community and

Technical College, Kentucky Adult Education, and gifted education. Five percent of the participants represented elementary and secondary education from Marshall, McCracken, and Fulton counties.

Representatives from business, labor, and community organizations comprised 42 percent, including the Prichard Committee, McCracken County Public Library, Kentucky Advocates for Higher Education, the University of Kentucky Extension Service, and Workforce Development. The remaining 8 percent represented parents and other stakeholders.

Data analysis suggests the most pressing needs of the region are:

- Gaps in levels of educational attainment by race and ethnicity point to the importance of closing achievement gaps between white students and nonwhite students.
- While the job growth shows large percentage increases in occupational areas that require advanced education, the highest number of annual job openings is predicted in occupational areas that simply require on-the-job training.
- The college-going rate of high school students lags the state average in four counties of the region.

The following summarizes the discussion at the Paducah regional forum.

Access

- Distance is not the barrier it was five years ago due to online and ITV courses.
- High schools won't allow students to take KVHS online courses.
- Increase distance education, workplace education, and dual enrollment.
- Childcare increases access for parents.

Affordability

- The cost (tuition, books, travel, babysitting) is the biggest barrier for students, especially first-generation students and commuters. Cost-prohibitive for some.
- Concerns are rising tuition and students beginning their career with debt.
- Priority for CPE, state, and colleges should be to hold tuition costs. Consider freezing tuition for student's entire educational career.
- Need more scholarships and financial aid, including part-time scholarships for adult students, and more financial help for middle-income students.
- In addition to KEES, Murray offers scholarship credit for GPA starting in eighth grade. This could be duplicated at other colleges.
- Need to simplify enrollment/financial aid process.

Collaboration

- Secondary and postsecondary education are disconnected. Need to communicate expectations, align curricula, and more face-to-face among faculty/teachers.
- Align curriculum of community colleges with that of universities.
- Increase involvement of businesses, parents, churches, and communities.
- Partner with industry and business to create a strategic plan to recruit business in specified niches, train the workforce for emerging fields, create faculty that will attract students, and develop entrepreneurial opportunities.

Culture

- Culture is the number one barrier since many people do not value education.
- Postsecondary education should be an expectation for every child and reinforced by teachers, parents, and students.
- Low-income and minority students resist borrowing for college.
- To offset culture, students need campus visits/experiences in high school.
- Lifelong learning should be the culture.

Curriculum

- All high schools and middle schools need a rigorous curriculum.
- AP classes increase college going, but students can't keep up.
- General education courses stifle freshmen's zeal for their chosen field. Technical colleges get students into the field quickly with "hands on" experience.
- Too much tracking goes on in the high schools.
- Need to think differently; cannot produce one-dimensional student any longer.
- Increase distance learning and raise technology requirements for the curriculum.
- Streamline transfer policies and general education requirements.
- Need more balance between research and teaching.

Economy

- The challenge is the significant number of jobs lost in various sectors.
- Another challenge is the number of degreed students, but no jobs for them. Most area jobs do not require a college education and many of them pay as well as a job that requires a degree.
- Paducah's transportation hub is the opportunity for jobs and the economy.
- A large and able workforce is available due to the lost jobs.

Funding

- Educators need financial rewards.

Guidance/Information

- Communication is key. More information needed on financial aid, college planning, postsecondary requirements, jobs, Upward Bound, and engineering.
- Use open houses, career assessments, speakers' bureaus, marketing, and job shadowing to emphasize college and career planning with students and parents.
- Guidance counselors are too busy to provide individual attention.
- Guidance counselors and parents need to be trained to use the online Individual Graduation Plan.

Jobs

- We are not producing enough graduates in the right field. Prepare students for emerging jobs and for a changing employment environment.
- Keep people with degrees in this area. They leave for jobs.
- There are not jobs for graduates with advanced degrees.
- Be prepared to retrain laid-off employees. Retrain, retrain, retrain.
- Some employers want to keep employees part-time.

Minorities

- Minority recruitment is a high priority. Murray offers scholarships to African Americans and prints scholarship information in Spanish.
- Break barriers--teach conversational Spanish, offer scholarships, mentors, role models, leadership training, and professional development for teachers.
- No one was prepared for the influx of Hispanics.

Preparation

- Too many students are not taking a rigorous curriculum.
- Too many students need remediation.
- Prepare students for the jobs we have in this area.
- Adult education programs must go to where the students are (workplace).
- Education and job retraining is a life-long process.

Regional stewardship

- Postsecondary education needs to help stimulate the economy.
- Enrich the community with cultural and academic events.

Student support

- Murray's Residential College keeps students engaged.
- More involvement between students and their guidance counselors, college advisors, and mentors is needed.
- The challenge at KCTCS now is how to retain all the new students.

Teacher preparation

- Evaluate/restructure teacher preparation programs.
- Teachers need to understand postsecondary competencies to prepare students.
- Teachers need to stay current in their field.
- Teachers are teaching outside their majors.
- Better prepare educational leaders.

Madisonville Regional Forum

October 26, 2004

Pennyrile Area Development District: Caldwell, Christian, Crittenden, Hopkins, Livingston, Lyon, Muhlenberg, Todd, and Trigg counties.

Green River Area Development District: Daviess, Hancock, Henderson, McLean, Ohio, Union, and Webster counties.

The 64 forum participants included representatives from postsecondary education (53 percent), including Brescia University, Kentucky Community and Technical College System, Kentucky Wesleyan College, Murray State University, University of Kentucky, University of Louisville, and Western Kentucky University; business and community (30 percent); adult education (11 percent), including Caldwell, Christian, Daviess, Hancock, Henderson, and Hopkins counties; and 2 percent from each of the following: Christian County Board of Education, Economic Development Cabinet, and Kentucky Higher Education Student Loan Corporation.

Data analysis suggests the most pressing needs of the region are:

- Diversity and levels of education attainment point to the importance of closing achievement gaps between white students and nonwhite students.
- While the job growth shows large percentage increases in occupational areas that require advanced education, the highest number of annual job openings is predicted in occupational areas that simply require on-the-job training.
- The college-going rate of high school students lags the state average in nine counties of the region.

The following summarizes the discussion at the Madisonville regional forum.

Access

- Online instruction is very popular.
- Flexible schedules are needed.

Affordability

- Cost is a barrier for the working class – they don't qualify for financial aid, but they don't have enough money for postsecondary education.
- College debt impacts lives for years.
- More minority scholarships are needed.

Culture

- There is a misperception that postsecondary education is not affordable.
- Students choose cars and other "creature comforts" over postsecondary education.
- Parents have the "If it was good enough for me, it's good enough for you" syndrome.
- Parents discourage postsecondary education because they don't want children to leave the area.

Curriculum

- High school and postsecondary curricula should be better aligned.
- There is a need for more cross-cultural, world language courses in high school.
- Both liberal arts and technical curricula are needed.
- More service learning is necessary.

General

- Intergenerational substance abuse is a barrier to postsecondary education.

Guidance

- Promote postsecondary education to all ages.
- Inform students and parents that postsecondary education is affordable with financial aid.
- Provide career education.

Funding

- Allow universities to issue bonds.
- Better funding is necessary to prevent tuition increases.
- Provide better funding for adult education to prepare students for postsecondary education.

Jobs

- If education is improved, the economy will improve.
- Develop Kentucky's intellectual capital.
- Health care workers are needed.
- Graduates leave the area because of a lack of jobs.

Preparation

- Developmental education is necessary.
- Better preparation is needed in math, science, and writing.
- Provide high school classes on how to succeed in college.
- Adult education ESL is critical in preparing Hispanics for postsecondary education.

Student support

- Adult and minority students need peer support.
- Use successful students as motivators.
- Hispanic students need nurturing and motivating.
- Childcare is necessary.

Glasgow Regional Forum

October 27, 2004

Barren River Area Development District: Allen, Barren, Butler, Edmonson, Hart, Logan, Metcalfe, Monroe, Simpson, and Warren counties.

Lake Cumberland Area Development District: Adair, Casey, Clinton, Cumberland, Green, McCreary, Pulaski, Russell, Taylor, and Wayne counties.

Lincoln Trail Area Development District: Breckinridge, Grayson, Hardin, Larue, Marion, Meade, Nelson, and Washington counties.

The 76 Glasgow forum participants included representatives from postsecondary and adult education (53 percent), including KCTCS institutions, St. Catharine College, Western Kentucky University, Campbellsville University, Bowling Green Technical College, and Somerset Community College. Elementary and secondary education made up 7 percent and included representatives from Barren County Schools and Glasgow Independent Schools. Thirty percent of participants were from business, labor and community organizations and included representatives from the Centro La Esperanza, Economic Development, Kentucky Higher Education Assistance Authority, University of Kentucky Extension Service, and the Office for the Blind. The remaining 10 percent included elected officials, students, and other stakeholders.

Data analysis suggests the most pressing needs of the region are:

- The college-going rate of high school students lags the state average in 22 counties of the region.
- Lower high school attainment levels between 45 year and older adults in two of the three regions and the projected growth of this population in all regions suggest the importance of targeting adults for postsecondary education preparation.
- While the job growth shows large percentage increases in occupational areas that require advanced education, the highest number of annual job openings is predicted in occupational areas that simply require on-the-job training.

The following summarizes the discussion at the Glasgow regional forum.

Access

- Provide more online options.
- Work, family, and other commitments make college a low priority for many.
- Difficult application process is a barrier for many.
- Transportation costs are barriers.
- Lack of convenient class schedules is a barrier.
- Childcare is needed.
- Should build on existing broadband access. The current capacity is enormous.
- Provide more certification levels to reinforce success.

Affordability

- Students/families don't see cost/benefit of education.
- Cost is major barrier for many nontraditional students.
- Student debt is an increasing problem.
- Rising time-to-degree is an affordability issue.
- Affordability is an issue for those students who just miss eligibility for aid (middle class).
- Provide more scholarships for exceptional students.
- Greater percent of state aid should be need-based.
- The KEES has not increased since 1998.
- The financial aid calendar, which is still tied to semester system, is a barrier.
- There is a lack of awareness about financial aid opportunities.

Collaboration

- P-16 councils are effective in some cases, but membership should be broadened to include more community members.
- Improve alignment between K-12 and postsecondary education.
- Create opportunities to bring together college and K-12 teachers.
- Colleges should provide specialized training to meet needs of business.
- Postsecondary activities/priorities should be tied to economic development activities.

Culture

- Higher education is extremely intimidating for many students.
- Low family expectations and family illiteracy are barriers to success.
- Many in region do not value education.
- Workforce is maturing.

Guidance/Information

- Provide more career aptitude testing.
- We need to reach out to students in earlier grades about going on to college.
- Improve student aid advising.
- Personal interventions are important to encourage college going.

Jobs

- Too many students leave the state to obtain jobs.
- Declining agricultural base has become an economic problem.
- There is a lack of professional services in area.
- Lack of qualified health care workers; need to expand programs.
- Economic developers should become more involved in education.
- Postsecondary programs should be better aligned with workforce needs.

Minorities

- Language barriers are a problem for some students.
- Need to encourage more Hispanics to go onto college.
- We need to raise the bar in terms of academic expectations.
- More minority role models are needed.
- There are few minorities in region.
- Strategies/efforts are needed to create a more welcoming environment.

Preparation

- It is important to focus on self-esteem and discipline issues at earlier levels.
- Students need better basic life and academic skills before entering college.
- Incorporate end-of-high school assessment.
- Move away from “teaching to the test” and toward college/work expectations.
- Begin guidance process earlier (elementary and middle school).

Regional stewardship

- Provide training programs and other resources to support business.
- Encourage/require students to work/intern/volunteer in civic organizations.
- Postsecondary institutions need to be more engaged in their communities by taking a leadership role in economic development initiatives and improving and increasing wellness and recreation programs.
- Western Kentucky needs to define our partners- our region like Northern Kentucky.

Student support

- Provide more modular, achievable levels of education; educate students at their own pace.
- Recognize that all students do not have same needs and goals.
- Guide students into “growing” fields.
- Develop “master advising plan” for every college student.
- Provide childcare.
- Study reasons for student attrition.

Curriculum

- Program offerings should reflect workforce needs, and workforce approaches (e.g. lean manufacturing, speed of response; customer service).
- Expand pharmacy program offerings to meet growing job need in this area. UK not producing enough graduates.
- Adult education should provide needed developmental courses.
- Recognize that four-year degree isn't necessary for every student.
- “Create a mind rather than a bank of knowledge.”
- Improve students' communication skills; expand communications training.
- Incorporate more civic requirements into curriculum.
- Provide more co-op opportunities.
- Expand language requirements.

Institutional Mission Review Process

Statute KRS 164.020 requires the Council to have a statewide strategic agenda and to review, revise, and approve the missions of the state's universities and the KCTCS. Statute KRS 164.350 requires boards of regents and trustees to review their institutional missions to ensure consistency with the statewide strategic agenda.

Objectives

To develop a set of mission parameters for each public postsecondary institution in Kentucky that recognizes each institution's distinctive role in the system, identifies common elements of similar institutions, and collectively addresses the needs of the Commonwealth as articulated in the public agenda for Kentucky's postsecondary education system.

To conduct a Council review of the missions of each public postsecondary institution in Kentucky to assure that each mission statement is in accordance with the established set of mission parameters for that institution. For any mission statement that is not in accordance with the Council's approved mission parameters, the Council shall direct that institution's administration to propose revisions, which shall be approved by the Council.

Linkage with Strategic Planning Process

The 2004-05 strategic planning process will result in the publication of a statewide public agenda as well as action plans for each of the nine public institutions, the independent sector, and the Council (including adult education and KYVU/VL). Each campus action plan for the public institutions will include the following three components:

- Mission parameters
- Priorities for action
- Key indicators that monitor institutional progress in implementing the public agenda and HB1 goals

General Process

The Council staff will work in cooperation with the institutional presidents to develop a set of mission parameters for each institution for consideration by the Council. Once the Council approves them, the Council staff will review each institution's mission statement for conformance to the parameters and will identify any inconsistencies. In cases where the statements conform to the parameters, the Council will approve the current statements with either no or minimal editorial changes. In cases where inconsistencies are identified, the institution will be asked to undergo a process on campus to revise the mission statement within a specified period of time. Proposed changes would be reviewed by the respective institutional governing board and then submitted to the Council for approval.

Proposed Categories

The parameters being developed are organized around the following dimensions:

Carnegie classification. The institutional classification identifies the general character of the institution based on this national structure. Current Carnegie classifications for Kentucky's institutions are:

- University of Kentucky – Doctoral/Research University – Extensive
- University of Louisville – Doctoral/Research University – Extensive
- Eastern Kentucky University – Master's Colleges and Universities I
- Kentucky State University – Master's Colleges and Universities II
- Morehead State University – Master's Colleges and Universities I
- Murray State University – Master's Colleges and Universities I
- Northern Kentucky University – Master's Colleges and Universities I
- Western Kentucky University – Master's Colleges and Universities I
- Kentucky Community and Technical College System – Associate Colleges

Program level/emphasis. Parameters within this category will define the institution's relative emphasis on certificate, diploma, undergraduate, and graduate degree programs. The parameters also will allow the institution to identify programs areas of special emphasis (e.g., biological and health sciences for the University of Louisville, workforce development programs at KCTCS).

Student mix. Parameters within this category will define admission selectivity and allow identification of relative emphasis on specific types of students (e.g., adult, low income, minority, nontraditional/part-time students in the workforce, students in need of remediation, and in-state/out-of-state/international students). Parameters also could address distance education opportunities through the institution's relative emphasis on serving nontraditional and place-bound students.

Research and Stewardship of Place. Parameters within this category will guide the institutions in defining their research emphasis (e.g., applied, translational, basic) and their role in meeting the needs of the state and their specific region. The parameters also could address the responsibilities of universities to serve as "brokers" in identifying educational and economic

development needs within their service regions, and locating the resources or institutions able to meet those needs.

Related Issues

1. Admissions selectivity at the University of Kentucky and the University of Louisville.
2. The extent to which KCTCS and Kentucky Adult Education should be responsible for remedial/developmental education.
3. The extent to which particular institutions should serve as primary entry points for nontraditional adult learners.
4. The offering of doctorates, other terminal degrees, and associate degrees at the comprehensive universities.

Comprehensive Funding Review Recommendations

The Council, in conjunction with its strategic planning process, has been reviewing the Benchmark Funding Model and other postsecondary education finance policies as part of the Comprehensive Funding Review. Recommendations regarding the Benchmark Selection Model and the Funding Distribution Methodology are presented.

Action: The staff recommends that the Council approve the preliminary Benchmark Selection Model and the Funding Distribution Methodology and that the Funding Distribution Methodology be effective upon approval by the Council.

The Council staff proposes two recommendations:

- (1) Preliminary Benchmark Selection Model
- (2) Funding Distribution Methodology

Attachments A (Benchmark Selection Model) and B (Funding Distribution Methodology) provide executive summaries that compare the current and proposed models, including rationale for changes.

Preliminary Benchmark Selection Model

Since 1999, a benchmark model has been the basis for determining adequate base funding for the institutions. The staff recommends that this model be retained but improved to facilitate greater institutional mission differentiation. Benchmark selection is only one component of the overall funding model and future model recommendations will build on this foundational component. Resolution of other funding issues in the model will depend on additional analyses and progress regarding the revised public agenda, key indicators, campus action plans, and mission parameters. During the next two months, the Council staff will continue a process of model testing to determine if any additional revisions are needed to the model. If necessary, the staff will present minor model revisions to the Council in March.

More detailed information on the preliminary Benchmark Funding Model includes:

- Overview of Benchmark Selection Process (Attachment C).
- Benchmark Selection Criteria (Attachment D).
- Benchmark Selection Model for UK and UofL (Attachment E).

Funding Distribution Methodology

The Council first approved the Funding Distribution Methodology in November 2003 to address uncertainty regarding the distribution of funds when less than the Council's full recommended funding is available or when budget reductions are necessary. There were several issues that prompted a review of the Methodology.

- The Methodology favors, as the top priority for funding, base adjustments and across the board increases - the lowest priority is benchmark equity.
- Funding scenarios would have to reach relatively high levels before even one dollar is distributed for benchmark equity.
- The manner in which benchmark equity is distributed did not appropriately address the funding gaps.
- The priority for Maintenance and Operations (M&O) for new facilities should be lower than other base adjustments and minimum funding for proportional increases and benchmark equity.

Attachment F provides the proposed changes to the Funding Distribution Methodology that address each of these issues. The Council staff recommends that the proposed Funding Distribution Methodology be effective immediately, upon approval by the Council (M&O for new facilities will remain a first priority for distributions in the 2004-06 biennium. The new priority structure, as it concerns M&O, will be applicable for distributions beginning in the 2006-08 biennium).

Policy Connection

House Bill 1 directed the Council to develop budget recommendations that provide adequate funding for postsecondary education relative to the goals set forth as part of postsecondary education reform. Since the 2000-02 biennium, the Council has chosen to determine institutional funding adequacy as it relates to operational funding on the basis of comparisons with other peer institutions in the nation.

The policy rationale for modifications to the existing models relates to the objectives approved by the Council to guide the work of the Comprehensive Funding Review (Attachment G).

Benchmark Selection Model

<i>Model Modification</i>	<i>Policy Connection</i>	<i>Benefits</i>
<ul style="list-style-type: none"> Added and streamlined criteria in selection model. 	<ul style="list-style-type: none"> Adequacy, equity, and accountability. 	<ul style="list-style-type: none"> Better differentiation of missions and fairness in comparing performance.
<ul style="list-style-type: none"> Specific model for KCTCS. 	<ul style="list-style-type: none"> Adequacy and equity. 	<ul style="list-style-type: none"> Addressed unique concerns of 2-yr colleges, while still consistent with model for other institutions.
<ul style="list-style-type: none"> Consistency in selection process based on statistical model. 	<ul style="list-style-type: none"> Equity, objectivity, and inclusivity. 	<ul style="list-style-type: none"> Credibility and fairness.
<ul style="list-style-type: none"> Open hearing for minor substitutions. 	<ul style="list-style-type: none"> Objectivity, inclusivity, equity, and accountability. 	<ul style="list-style-type: none"> Credibility, fairness, less subjective, and input from all stakeholders.
<ul style="list-style-type: none"> Specific model for UK and UofL. 	<ul style="list-style-type: none"> Adequacy and mission. 	<ul style="list-style-type: none"> House Bill 1 mandates operationalized for base funding, differentiation where appropriate between UK and UofL.

Funding Distribution Methodology

<i>Model Modification</i>	<i>Policy Connection</i>	<i>Benefits</i>
<ul style="list-style-type: none"> Revision of equity index. 	<ul style="list-style-type: none"> Equity and adequacy. 	<ul style="list-style-type: none"> More appropriately distributes funds based on funding gap. Address past enrollment growth more effectively.
<ul style="list-style-type: none"> Changed the priorities. 	<ul style="list-style-type: none"> Equity and adequacy. 	<ul style="list-style-type: none"> Provides immediate distribution of at least half amount distributed to close funding gap (after base adjustments).
<ul style="list-style-type: none"> Lowered the priority of M&O on new facilities. 	<ul style="list-style-type: none"> Equity and adequacy. 	<ul style="list-style-type: none"> Provides greater priority to operational needs for increases in costs like salaries, insurances, etc., and closing funding gap. Plus, M&O is partially covered in distribution already.
<ul style="list-style-type: none"> Constrained application to past 2 fiscal years. 	<ul style="list-style-type: none"> Equity. 	<ul style="list-style-type: none"> Allows model to address recent cuts.

Attachment H provides a revised timeline detailing Council discussion and action items regarding the Comprehensive Funding Review ending with final approval of the FY 2006-08 budget recommendations in November.

Staff preparation by Sandra Woodley

Comparison of Benchmark Selection Model Changes and Rationale

<i>Description of Change</i>	<i>Rationale for Change</i>	<i>Current Model</i>	<i>Proposed Model</i>	
Selection Criteria	<ul style="list-style-type: none"> Model did not sufficiently differentiate based on mission. Weighting of criteria needed to be improved in order to balance elements and mission. Improvement needed to differentiate program mix by separating each first professional degree (Medical, Pharmacy, Dentistry, Law). Improvement needed to enhance consistency between model for KCTCS and other institutions. Additional criteria were needed to ensure fair comparison between institutions when measuring performance. Improvement needed to align categories to more closely reflect strategic planning and institutional action plans. Improve emphasis on enrollment to ensure similar sized institutions. 	<p><u>Enrollment Characteristics:</u> Total headcount % Part-time headcount ACT at 50th percentile % Bachelor's degrees % Master's degrees % Doctoral degrees</p> <p><u>Program Mix:</u> % Agriculture % Business % Education % Engineering % Biology & Physical Science % Arts % Liberal Arts & Humanities % Health % First Professional Health % Law</p> <p><u>Other:</u> % Full-time Faculty Public service expenditures % total Student/Faculty Ratio Research expenditures % total</p>	<p>Four-Year Model <u>Student Mix:</u> Total Headcount Total FTE U-Grad. FTE % Total U-Grad. HC % Total Full-time U-Grad. age 25 older Minority students % Total ACT at 25th percentile ACT at 75th percentile % Receiving federal aid Institutional aid % E&G exp. Student/faculty ratio</p> <p><u>Program Mix:</u> Category A UG degrees % UG total Category B UG degrees % UG total Category C UG degrees % UG total UG degrees % total degrees Medicine degrees % total Pharmacy degrees % total Dentistry degrees % total Law degrees % total</p> <p><u>Research/Stewardship:</u> Research expenditures % total Public Service exp. % total Locale (rural-urban)</p>	<p>KCTCS Model <u>Student Mix:</u> Total headcount % Part-time headcount Total FTE % Receiving federal aid Institutional aid % E&G exp. Full-time U-Grad. age 25 older Minority students % total Student/faculty ratio</p> <p><u>Program mix & system size</u> Category A awards % total Category B awards % total Category C awards % total Number of instit. in system Associate degrees % total Certificates % total</p>
Process for selection	<ul style="list-style-type: none"> Current process did not follow closely with the statistical model. Inequity among institutions from resulting negotiation for benchmarks. Process was not sufficiently open and too subjective. Need to establish a regular cycle for re-selection of benchmark institutions. 	<ul style="list-style-type: none"> 19 benchmark institutions (8 for KCTCS). Statistical model determined universe for negotiation. Negotiation with CPE on selection in a closed process. No constraint by Carnegie Classification. Minor differential weighting. Inconsistency concerning degree of statistical similarity among peer lists. 	<ul style="list-style-type: none"> 19 benchmark institutions (including KCTCS). Statistical analysis constrained within 2 Carnegie Classifications. Differential weighting to more effectively reflect mission. The most similar 19 institutions on each list will constitute benchmark peers (process for minor substitution). Hearing process for minor substitution within certain pre-determined criteria regarding similarity constraints. Process repeated every four years. 	
Description	Rationale for Change	Current Model	Proposed Model	

<i>of Change</i>			
UK	<ul style="list-style-type: none"> • Needed clearer differentiation based on mandate in House Bill 1 to be top 20 research institution. 	<ul style="list-style-type: none"> • Same model as noted above for the benchmark selection for all institutions. 	<ul style="list-style-type: none"> • Model that considers data independently collected at national level and that are consistent with goal to be top 20-research institution. • Model based on data, but less statistical than model for other institutions. • Indicators consistent with goals: <ul style="list-style-type: none"> Total & federal research dollars Endowment assets Annual giving Faculty academics membership Faculty awards Number of doctoral students produced Number of postdoctoral appointments Undergraduate SAT scores
UofL	<ul style="list-style-type: none"> • Needed clearer differentiation based on mandate in House Bill 1 to be premier nationally recognized metropolitan research university. 	<ul style="list-style-type: none"> • Same model as noted above for the benchmark selection for all institutions. 	<ul style="list-style-type: none"> • Model that considers data independently collected at the national level, local and national measures that address HB 1 goal, universities in metropolitan areas with schools of medicine, engineering that are not land grant institutions. • Model based on data, but less statistical than model for other institutions. • Indicators consistent with goals: <ul style="list-style-type: none"> Quality undergraduate programs Undergraduate ACT scores Student retention and graduation rates Nationally ranked research and grad/professional programs National Cancer Institute/Cancer Center designation Endowed chairs and professorships in key fields Number of doctoral graduates Total and federal research funding Endowment assets Number of business start-ups from research activities Number of patents and licenses from research activities National leader for linking research to needs of community & KY
KSU	<ul style="list-style-type: none"> • Based on the Baker Hostetler report, the prior benchmark selection model did not sufficiently address funding (small institution, fixed costs, etc.). 	<ul style="list-style-type: none"> • Same model as other comprehensive institutions with no adjustment for fixed costs. 	<ul style="list-style-type: none"> • Same statistical model for the purpose of benchmark selection (model improves mission differentiation and selective weighting will also be used to address concerns). • The benchmark selection model is not expected to fully address fixed-cost concerns expressed by the Baker Hostetler report. A small institution adjustment is being considered to address this issue for KSU and will be fully debated in the coming months.

Comparison of Funding Distribution Methodology (FDM) Changes and Rationale

<i>Description of Change</i>	<i>Rationale for Change</i>	<i>Current Model</i>	<i>Proposed Model</i>
Equity Index	<ul style="list-style-type: none"> • Current index inappropriately weights the base appropriation level. • Index does not fully address benchmark equity and past enrollment growth. • Proposed change addresses adequately both the funding gap and the magnitude of students at each institution and does not inappropriately overstate the base appropriation level. 	<ul style="list-style-type: none"> • Per student gap (ratio of current funding level to benchmark funding level per student) is multiplied by the net appropriation level. 	<ul style="list-style-type: none"> • Total funding gap, or the difference between the actual appropriation level and the level of funding generated by the benchmark model.
M&O	<ul style="list-style-type: none"> • At full benchmark funding levels, M&O for new facilities would theoretically already be included since the benchmark model is a revenue model and no expenditure items except for debt service and some mandated programs are backed out of the calculations. • However, M&O is an important enough priority to be considered separately for the following reasons: <ul style="list-style-type: none"> ◦ If not treated separately, insufficient funds would be available because the benchmark objective has not been fully funded in the past. ◦ Until recently, it has been the state’s practice to treat M&O separately given that decisions on new facilities are sometimes out of the control of the institution (inflexible fixed cost). • M&O should continue to be a priority for funding, but should be a lower priority than is the current case. 	<ul style="list-style-type: none"> • Funds M&O as a base adjustment. • Funding for M&O is first priority for funding along with debt service and UofL hospital contract. 	<ul style="list-style-type: none"> • Distinguishes M&O for new facilities as separate from base adjustments and sets the priority lower than other base adjustments, proportional, and benchmark funding.
Priorities	<ul style="list-style-type: none"> • Current model makes M&O for new facilities and proportional increases too high a priority. • Funding would have to reach too high a level before even one dollar is distributed to benchmark equity. • Change in priorities allows past enrollment growth to be funded at a higher priority when funds are limited. 	<ul style="list-style-type: none"> • Priority 1- Fully fund base adjustments including M&O on new facilities. • Priority 2 - Proportional increase of 1% or 2% depending on funding levels and current services percentage. • Priority 3 - Benchmark Equity. 	<ul style="list-style-type: none"> • Priority 1 - Base adjustments (not M&O). • Priority 2 - 50%/50% proportional/Benchmark Equity up to current services increase of net base funding level. • Priority 3 - Fully fund M&O and if funds remain they revert back to priority 2.
Increase following reduction and reduction allocation methods	<ul style="list-style-type: none"> • Constraint within the biennium could prohibit restoration of recent budget cuts (maybe even one year prior if at the beginning of biennium). • Past two fiscal years is more appropriate to allow for the restoration of recent budget cuts, but still provides some limit to how far back cuts are considered first priority. 	<ul style="list-style-type: none"> • Constrains within one biennium. 	<ul style="list-style-type: none"> • Constrains within past two fiscal years.

Benchmark Selection Model

Preliminary Model

January 2005

- **Benchmark Selection:**
 - Each institution will have 19 peer institutions on their funding list.
 - The process of benchmark selection will be repeated every four years.
- **Base Peers (all institutions except UK and UofL):**
 - The benchmark selection model will be constrained within 2 Carnegie Classifications (their current classification and one higher).
 - Institutions containing first professional degree programs will be eliminated as appropriate for institutions that do not have similar programs (Medical, Dental, Pharmacy, Law).
 - Revised criteria to select base peers (Attachment D).
 - Student Mix
 - Program Mix
 - Research and Stewardship of Place (4-yr institutions)
 - Size of System (KCTCS)
 - Allows weighting of certain specified criteria to more clearly differentiate mission among the institutions.
 - The results of the benchmark selection model will be used to select benchmark peers and the 19 most similar institutions will constitute the official base benchmark list.
 - The institutions will be afforded the opportunity to request and publicly justify substitutions within certain predetermined criteria regarding similarity constraints.
 - All requests for substitutions will be discussed with all institutions prior to the Council's final approval of benchmarks.
- UK and UofL will have a separate process for the selection of benchmark peer institutions (Attachment E) based on mandates in House Bill 1.

Preliminary Model for Benchmark Selection
Four-Year Institutions

Measures

Student Mix:

- (1) Total Headcount
- (2) Total full-time equivalent (FTE) students
- (3) Undergraduate FTE as % of total FTE
- (4) Undergraduate headcount as % of total headcount
- (5) Full-time undergraduate headcount age 25 or older as % of total undergraduate headcount
- (6) Total minority students as % of total headcount
- (7) ACT at 25th percentile
- (8) ACT at 75th percentile
- (9) Percent first-time full-time freshmen receiving federal grant aid
- (10) Institutional aid as % of total E&G expenditures
- (11) Student faculty ratio

Program Mix:

- (12) Category A undergraduate degrees as % of total undergraduate degrees conferred
- (13) Category B undergraduate degrees as % of total undergraduate degrees conferred
- (14) Category C undergraduate degrees as % of total undergraduate degrees conferred
- (15) Undergraduate degrees as % of total degrees conferred
- (16) Medicine degrees as % of total degrees conferred
- (17) Pharmacy degrees as % of total degrees conferred
- (18) Dentistry degrees as % of total degrees conferred
- (19) Law degrees as % of total degrees conferred

Research and Stewardship of Place:

- (20) Research expenditures as percent of total E&G expenditures
- (21) Public Service expenditures as % of total E&G expenditures
- (22) Locale (degree to which an institution is rural or urban location)

Category A (General Studies, Education, Business)
Category B (Agriculture, Sciences, Computers)
Category C (Fine Arts, Architecture, Engineering, Health)

Preliminary Model for Benchmark Selection **KCTCS**

Measures

Student Mix:

- (1) Total headcount
- (2) Part-time headcount as % of total headcount
- (3) Total full-time equivalent (FTE) students
- (4) Percent first-time full-time freshmen receiving federal grant aid
- (5) Institutional aid as % of E&G expenditures
- (6) Full-time headcount age 25 or older as % of total headcount
- (7) Total minority students as % of total headcount
- (8) Student/faculty ratio

Program Mix and Size of System:

- (9) Category A awards as percent of total awards conferred
 - (10) Category B awards as percent of total awards conferred
 - (11) Category C awards as percent of total awards conferred
 - (12) Number of institutions in the system
 - (13) Associate degrees as % of total degrees conferred
 - (14) Certificates as % of total degrees conferred
-

University of Kentucky (Benchmark Selection)

Mandate of House Bill 1:

A major comprehensive research institution ranked nationally in the top twenty (20) public universities at the University of Kentucky by 2020.

Criteria for benchmark selection metrics:

1. Those independently collected at the national level.
2. Those local measures that address UK's "higher purpose" of improving the overall quality of life and economic prosperity of Kentuckians.

Goals consistent with the House Bill 1 mandate:

1. A comprehensive array of undergraduate, graduate, and professional programs, many with national prominence.
2. Attracting and graduating outstanding students capable of making significant contributions to their professions and communities.
3. A distinguished faculty whose research, service, scholarship, and teaching are exemplary.
4. The discovery, dissemination, and application of new and significant knowledge.
5. Diversity of thought, culture, gender, and ethnicity that creates communities of learning and appreciation at the university and beyond.
6. Improvements to the health and educational, social, economic, and cultural well being of the citizens of the Commonwealth.

Indicators for selection consistent with goals:

- Total & federal research dollars
- Endowment assets
- Annual giving
- Faculty academies membership
- Faculty awards
- Number of doctoral students produced
- Number of postdoctoral appointments
- Undergraduate SAT scores

Data analyses:

TheCenter at the University of Florida will be the source of data elements. *TheCenter* annually tracks eight of the nationally comparable indicators and utilizes the indicators to rank U.S. public and independent research universities. *TheCenter* data and consequent rankings will be used to select benchmark institutions for UK based on the House Bill 1 mandate.

University of Louisville (Benchmark Selection)

Mandate of House Bill 1:

To establish the University of Louisville as a *premier, nationally recognized metropolitan research university* known for success in advancing the intellectual, social, and economic development of our community and the Commonwealth. By using legislative language of “premier, nationally recognized,” the Kentucky General Assembly directed UofL to become a leading, or foremost, institution among metropolitan research universities over an unspecified time frame.

Criteria for benchmark selection metrics:

1. Independently collected data at the national level.
2. Local and national measures (such as those required for AAU and Phi Beta Kappa designation) that address UofL’s goal of becoming a premier, nationally recognized metropolitan research university.
3. Universities located in metropolitan areas, or major urban statistical areas, with an academic health sciences center with programs that drive the life sciences industry in their communities.
4. Universities with schools of medicine and engineering.
5. Universities that are not land grant universities.

Goals consistent with the House Bill 1 mandate:

With the ***Challenge for Excellence*** as its road map for reaching its HB 1 goals, UofL will achieve the goal of national preeminence by focusing on a metropolitan mission and a 200-year tradition of serving the citizens and institutions in its nine county service area.

1. A focused array of undergraduate, graduate, and professional programs, many with national prominence.
2. Commitment to excellence in educational programs.
3. Building extramurally funded research activities and infrastructure.
4. Commitment to being an open, diverse, and accessible university.
5. A university fully engaged within our community and state through partnerships and collaborations.
6. An institution accountable to its constituents (state taxpayers, students, donors, etc.).

Indicators consistent with goals:

- Quality undergraduate programs.
- Undergraduate ACT scores.
- Student retention and graduation rates.
- Nationally ranked research and graduate/professional programs.
- National Cancer Institute Cancer Center Designation.
- Endowed chairs and professorships in key fields.
- Number of doctoral graduates.
- Total and federal research funding.
- Endowment assets.
- Number of business start-ups and incubations from university research activity.
- Number of patents and licenses based upon university research.
- National leader for linking research to the needs of its community and Commonwealth.

Data analyses:

TheCenter data at the University of Florida will be used for comparison with urban institutions included in the annual study. This analysis is commonly referred to as the “Lombardi study.” Additional data sources will include Integrated Postsecondary Education Data System (IPEDS) and the university’s internal accountability system, Balanced Scorecard, which also incorporates many of the same Lombardi and IPEDS data elements.

Funding Distribution Methodology

(1) Increase Allocation Method

Abstract —

- **1st priority: Base adjustments**, includes only changes in debt service and UofL hospital contract (not M&O).
- **2nd priority: Proportional/Benchmark Equity** - remaining dollars, up to the current services increase over net base, will be split 50%/50% proportional increases (capped) and equity increases.
- **3rd priority: M&O** - if funds remain after priority 2 is funded, M&O on new facilities will be fully funded to the extent funds are available; funds remaining after M&O revert to priority 2.
- Proportional increase will be capped at the current services increase.
- The equity index will be calculated as the nominal dollar difference between current funding levels (net General Fund) and the full benchmark funding objective for each institution.

This method is designed, if the CPE recommendation is not fully funded, to establish priorities and to distribute increases in recurring General Fund appropriations to the institutions among base adjustments, proportional increases, benchmark equity, and M&O for new facilities. The method may be used to distribute small or large amounts of new state appropriations, up to the total amount of the CPE biennial budget request.

Total Increase

Allocation of increase in state appropriations in the following priority order:



Priority 1 - Base adjustments including changes in debt service and the UofL hospital contract. If additional funds are available, then

Priority 2 - 50%/50% proportional percentage increases and benchmark equity: of each dollar increase up to the Current Services increase over the net base appropriation for the institutions, half will be distributed according to a common percentage increase (proportional) and the other half will be distributed according the Equity Index (index of the nominal difference between current funding level and benchmark full funding level).

The proportional increase will be capped at the current services increase. If additional funds are available, then

Priority 3 - M&O will be fully funded (based on a pro rata share of M&O) to the extent funds are available after funding priorities 1 and 2. If funds remain after full funding of M&O, funds will revert again to priority 2.

(2) Increase Following Reduction Method

This allocation method is based on the following principles:

- If the state appropriation increase is less than or equal to a previous state appropriation reduction which occurred within the past two fiscal years to the reductions, each institution's appropriation will be restored on a pro rata basis to the extent possible.
- If the state appropriation increase exceeds the previous state appropriation reduction, the reductions to each institution will be restored and the remaining net increase will be allocated based on the Increase in State Appropriations Allocation Method described above.

(3) Reduction Allocation Method

The State Appropriation Reduction Allocation Method is designed to allocate state appropriation reductions among the institutions. This procedure may be used: 1) to allocate state appropriation reductions that might occur during a fiscal year subsequent to a state appropriation increase being provided for that year, or 2) to allocate a state appropriation reduction that results in the state appropriation for the institutions being reduced to a level lower than the previous fiscal year total state appropriation for the institutions. Each of these situations is addressed below.

State Appropriation Reduction Following a State Appropriation Increase

This section of the method is based on the following principles:

- Unless the state appropriation reduction exceeds the total state appropriation increase for current services and benchmark equity funding for the fiscal year, the previous year nominal dollar state appropriation base for each institution will be maintained.
- If the state appropriation reduction is less than the total state appropriation increase for current services and benchmark equity funding for the fiscal year, the state appropriation reduction will be implemented so that the net state appropriation increase for the fiscal year (the total state appropriation increase minus the state appropriation reduction) will be allocated based on the principles in the Increase in State Appropriations Allocation Method described above.

State Appropriation Reduction to a Level Lower Than the Previous Fiscal Year State Appropriation

This section of the procedure is based on the following principles:

- Available trust funds (except the student financial aid trust fund) and funding programs may be reduced on a basis proportionate to their share of the total postsecondary appropriation.
- The first priority for reduction will be increases in current services and benchmark equity funding, if any, down to the prior year nominal state appropriation base for each institution.
- Reduce each mandated program by the same percentage as the systemwide reduction (state appropriations net of debt service and the UofL hospital contract).
- If additional reduction is necessary, the next priority for reduction will be a proportional reduction of each institution's state appropriation net of debt service, the Quality Charity Care Trust (the University of Louisville hospital contract), and mandated programs (previously cut) up to one-half of the current services increase as provided in the biennial state budget instructions or CPE's recommended current services increase, whichever is greater.
- If additional reduction is necessary, the remaining reduction will be allocated among institutions so that the institutions closest to or above their benchmark funding objectives will receive proportionately larger reductions than institutions a greater distance from their benchmark funding objectives.

Objectives and Principles for Comprehensive Funding Review

Principles:

1. ***Inclusivity and Objectivity:*** The process for the review will be inclusive of all groups impacted by recommended changes and sufficient opportunities will be available to fully discuss and debate alternatives in an objective manner. There will be a deliberate focus to ensure complete understanding regarding the details of all recommendations resulting from the review process.
2. ***Simplicity:*** Where possible all models should be concise and easy to explain. This simplicity also should be balanced with the need to be sufficiently complex in order to address valid differentiation.
3. ***Temporary Until Final:*** During the review process, all agreements are tentative until the final recommendations are presented to the Council for action.
4. ***Benchmarks Remain:*** Benchmarking will not be abolished, but its role may be modified.
5. ***Mission:*** The review will incorporate institutional missions and will focus on advancement of the system of higher education and how individual missions of the institutions contribute to statewide goals.

Objectives:

1. **POLICY COORDINATION:** To ensure that funding policies of the Council are coordinated with strategic planning, Key Indicators of Progress, equal opportunity planning, financial aid policies, and tuition policies.
ACTIONS:
 - a. Synchronize funding policies with strategic planning review, affordability review, equal opportunity planning and, to the extent appropriate, incorporate recommendations (institutional missions, tuition policies, financial aid policies, diversity policies, etc.).
2. **ADEQUACY and EQUITY:** To address adequacy and equity concerns.
ACTIONS:
 - a. Determine if current funding policies appropriately address funding adequacy.
 - b. Ensure that benchmark selections are objective, define purpose and use, and determine if other methodologies should be used to determine funding objectives.
 - c. Determine if equity adjustments are appropriate and, if so, how to incorporate.
 - d. Determine if funding distribution methodology needs revision.
 - e. Determine appropriate method for accounting for nonresident students and mandated programs.
3. **ACCOUNTABILITY:** To address accountability concerns.
ACTIONS:
 - a. Determine appropriateness and use of expenditure analysis (not just revenue side).
 - b. Determine appropriateness and use of performance measures either directly or indirectly.
 - c. Address concerns expressed by elected leadership (PRIC report, etc.).

Timeline of Discussion Items and Action Items for CPE meetings
 Comprehensive Funding Review and Budget Development

Nov 8	Jan 31	Mar 21	May 22	July 18	Sept 18	Nov 7
DISCUSSION: Comprehensive funding review progress report as follows: <ul style="list-style-type: none"> • Base Model • Performance component • Funding Distribution Methodology • Capital • Trust Funds 	DISCUSSION: <ul style="list-style-type: none"> • Preliminary Trust Fund Priorities • Performance component concept 	DISCUSSION: <ul style="list-style-type: none"> • Trust Fund Guidelines • Preliminary Trust Fund Priorities • Performance Component concept • Six-Year Capital Plan • Capital budget planning priority methodology 	DISCUSSION: <ul style="list-style-type: none"> • 2006-08 operating and capital budget development process • Special initiative request: guidelines and evaluation criteria 	DISCUSSION: <ul style="list-style-type: none"> • Incentive Trust Funds priorities • Performance methodology and indicators for model 	DISCUSSION: <ul style="list-style-type: none"> • Operating budget request: benchmark funding model results • Capital request • Institutional report on tuition rates and revenues • Submitted special requests 	DISCUSSION:
ACTION:	ACTION: <ul style="list-style-type: none"> • Base Model • Performance concept • Funding Distribution Methodology 	ACTION: <ul style="list-style-type: none"> • Revisions if necessary of components of comprehensive funding recommendations 	ACTION: <ul style="list-style-type: none"> • Benchmark Selection (after open hearing in April) • Trust Fund Guidelines • CPE six-year capital plan • Capital Budget planning priorities 	ACTION: <ul style="list-style-type: none"> • Special initiative request: guidelines and evaluation criteria 	ACTION: <ul style="list-style-type: none"> • Performance methodology and indicators for model • Standard funding level • Tuition deduction calculations 	ACTION: <ul style="list-style-type: none"> • Operating budget recommendation for FY 2006-08 • Capital budget recommendation for FY 2006-08

2004-06 Budget Recommendation

The Council's budget recommendation for FY 2004-06 included funding necessary to maintain progress toward the goals of House Bill 1. The agenda item details amounts still needed to fund the Council's original recommendations.

Action: The staff recommends that the Council urge the General Assembly to pass a budget providing sufficient funding to maintain postsecondary education's progress toward House Bill 1 goals and objectives.

As the General Assembly begins the 2005 legislative session, it is the Council's recommendation that consideration be given to the FY 2004-06 budget recommendation approved in November 2003. The Council wishes to reiterate the funding needs that still exist and urge the General Assembly to pass a budget that provides sufficient funding to maintain progress toward postsecondary education reform goals of House Bill 1.

The following analyses are attached:

- Attachment A - Executive summary of FY 2004-06 Council on Postsecondary Education budget recommendations and amounts needed above the Senate version (2004) to fully fund.
- Attachment B - Detailed budget comparison table.
- Attachment C - Detailed capital projects comparison table.

**Comparison of FY 2004-06 Council on Postsecondary Education
Budget Recommendations
Summary of Amounts needed to fund FY 2004-06 CPE Recommendations**

The FY 2004-06 Council on Postsecondary Education budget recommendation priorities and amounts needed to fully fund recommendations (amounts are General Funds above the senate version for FY 2005-06 in April of 2004):

Priority 1 – Benchmark Funding (\$127.2M)

Priority 2 – Trust Funds (\$26.3M)

Research Challenge Trust Fund - Programs of National Prominence (\$6M)

Regional University Excellence - Regional Stewardship (\$6M)

Adult Education (\$1M)

Technology Initiative (\$1.5M)

Science and Technology (\$1.8M)

Enrollment Growth and Productivity (\$10M)

Priority 3 – Physical Facilities Trust Fund (\$21.5M)

Priority 4 – Endowment Match Program (\$61M)

Research Challenge (\$50M)

Regional University Excellence (\$10M)

Workforce Development (\$1M)

Priority 5 – Council on Postsecondary Education Operations (\$1.9M)

COMMONWEALTH OF KENTUCKY POSTSECONDARY EDUCATION
2004-06 SENATE BUDGET RECOMMENDATION - STATE GENERAL FUND APPROPRIATIONS

PRIORITIES	*Revised FY 2003-04	FY 2005-06				Difference CPE & Senate
		Council Recommendation	**Executive Recommendation	Senate Recommendation		
Postsecondary Education Institutions						
EKU	\$ 71,448,100	\$ 82,498,400	\$ 72,888,300	\$ 72,888,300	\$	(9,610,100)
KCTCS	184,747,600	209,048,200	181,315,700	181,315,700		(27,732,500)
KSU	22,286,600	23,590,700	23,296,000	23,296,000		(294,700)
MOSU	41,599,300	48,625,300	41,806,700	41,806,700		(6,818,600)
MUSU	50,179,100	57,891,600	51,434,200	51,434,200		(6,457,400)
NKU	45,127,300	56,200,900	45,823,600	45,823,600		(10,377,300)
UK	293,541,000	320,536,700	297,803,600	298,063,400		(22,473,300)
LCC	9,054,500	11,196,900	9,060,600	9,060,600		(2,136,300)
U of L	171,859,400	195,544,400	174,188,800	174,188,800		(21,355,600)
WKU	68,811,500	87,362,600	70,348,900	70,348,900		(17,013,700)
Special Initiatives Funding Program	-	2,926,600	-			(2,926,600)
1 Total Postsecondary Education Institutions	\$ 958,654,400	\$ 1,095,422,300	\$ 967,966,400	\$ 968,226,200	\$	(127,196,100)
Council on Postsecondary Education						
5 Total CPE Operations	\$ 10,471,300	\$ 12,406,800	\$ 10,540,700	\$ 10,540,700	\$	(1,866,100)
Pass-Through Programs	\$ 4,679,400	\$ 5,906,800	\$ 9,789,000	\$ 10,337,900	\$	4,431,100
Total Pass-Through	\$ 4,679,400	\$ 5,906,800	\$ 9,789,000	\$ 10,337,900	\$	4,431,100
Regional University Excellence Trust Fund--Regional Stewardship Initiative						
		6,000,000	-	-		(6,000,000)
Research Challenge Trust Fund---Programs of National Prominence						
		6,000,000	-			(6,000,000)
2 Technology Initiative Trust Fund	\$ 2,050,500	\$ 3,515,000	\$ 2,050,500	\$ 2,050,500	\$	(1,464,500)
*** Adult Ed. and Literacy Funding Program	\$ 19,026,000	\$ 20,552,300	\$ 19,526,000	\$ 19,526,000	\$	(1,026,300)
Science and Tech. Funding Program	\$ 8,490,900	\$ 10,771,600	\$ 9,005,900	\$ 9,005,900	\$	(1,765,700)
Enroll. Growth and Prod. Funding Program	\$ -	\$ 10,000,000	\$ -		\$	(10,000,000)
3 **** Physical Facilities Trust Fund	\$ -	\$ 39,217,000	\$ 22,389,000	\$ 17,728,500	\$	(21,488,500)
Total Strtgc Invst. & Incent. Trst. Fnds. (recur. funds)	\$ 29,567,400	\$ 96,055,900	\$ 52,971,400	\$ 48,310,900	\$	(47,745,000)
Total Postsecondary Ed. (Recurring GF)	\$ 1,003,372,500	\$ 1,209,791,800	\$ 1,041,267,500	\$ 1,037,415,700	\$	(172,376,100)

* Revised FY 2004 General Fund appropriation figures are adjusted to reflect only recurring General Fund reductions.

** Executive Budget figures have been revised to reflect technical amendments to the Executive Budget.

*** Purple Card figures for the Council Recommendation in FY 05 and FY 06 contained continuing appropriations which are excluded in this display.

**** House Budget figures for the Physical Facilities Trust Fund are required to lapse at the end of FY 06 and are unavailable for expenditure.

PRIORITIES	Revised FY 2003-04	FY 2005-06				Difference CPE & Senate
		Council Recommendation	Executive Recommendation	Senate Recommendation		
<u>Programs Funded Through Nonrecurring Funds</u>						
Strategic Investment and Incentive Funding Program						
	Research Challenge Trust Fund					
	Endowment Match Program	\$ 9,871,000 (1)	\$ 50,000,000	\$ 3,815,000	\$ 1,907,500	\$ (48,092,500)
	Total Research Challenge Trust Fund	\$ 9,871,000	\$ 50,000,000	\$ 3,815,000	\$ 1,907,500	\$ (48,092,500)
	Regional University Excellence Trust Fund					
4	Endowment Match Program	\$ 1,975,000 (1)	\$ 10,000,000	\$ -	\$ -	\$ (10,000,000)
	Total Reg. University Excellence Trust Fund	\$ 1,975,000	\$ 10,000,000	\$ -	\$ -	\$ (10,000,000)
	Workforce Development Trust Fund					
	Endowment Match Program	\$ -	\$ 1,000,000	\$ -	\$ -	\$ (1,000,000)
	Total Workforce Development Trust Fund	\$ -	\$ 1,000,000	\$ -	\$ -	\$ (1,000,000)

Programs Funded Through Other Fund Sources

	Lung Cancer/Ovarian Cancer Research [Tobacco Settlement Funds]	\$ 5,455,000	\$ 5,736,200	\$ 5,421,300	\$ 5,421,300	(314,900)
*	KHEAA Need-Based Fin. Aid Prog. (CAP & KTG) [Lottery Proceeds]	\$ 65,720,600	\$ 79,915,000	\$ 79,915,000	\$ 79,915,000	-
	Student Fin. Aid and Advan. Trst Fnd-KEES [Lottery Proceeds]	\$ 68,320,000	\$ 65,385,000	\$ 65,385,000	\$ 65,385,000	-
	Off Camp. Teach. Ctr-Trovr Clin. Found. [Coal Severance Tax]	\$ 1,000,000	\$ 1,102,500	\$ 1,000,000	\$ 1,000,000	(102,500)

1 This is debt service to fund total project scope (\$100 million for Research Challenge and \$20 million for Regional University Excellence)--2005-06 request is General Fund nonrecurring increase instead of debt service request for bonds.

* The Council considers student financial aid to be a high priority; especially KHEAA need-based aid and even though KHEAA's funding request is not part of CPE's budget recommendation responsibilities, funding for need based aid is a priority for the Council.

Postsecondary Education Capital Project Recommendations
State General Fund
2004-06

Updated: November 5, 2004

	Council Recommendation			Annual Cost of Debt Service (1)	
	Project Scope	Bonds or State Funds	Agency Bonds or Inst. Funds		
<i>Research Space</i>					
University of Kentucky					
	Construct Biological/Pharmaceutical Complex	\$ 119,892,000	\$ 71,935,200	\$ 47,956,800	\$ 6,858,000
University of Louisville					
	Health Science Campus Research Facilities Phase III	98,000,000	58,800,000	39,200,000	5,606,000
	Total Research Space	\$ 217,892,000	\$ 130,735,200	\$ 87,156,800	\$ 12,464,000
<i>New Construction</i>					
KCTCS					
	Ashland TC Regional Postsecondary Ed. Center Phase I	28,690,000	28,690,000		2,736,000
	Owensboro CC Advanced Technology Center Phase II	24,088,000	24,088,000		2,297,000
	Madisonville CC Technology Building Phase I	12,500,000	12,500,000		1,193,000
	Franklin/Simpson Technology Center	11,984,000	11,984,000		1,143,000
	Henderson CC Tri-County Technical Center (1)	13,066,000	13,066,000		1,246,000
	Total KCTCS	90,328,000	90,328,000	-	\$8,615,000
UK Lexington Community College					
	Construct LCC Classroom/Class Lab Building	28,855,000	28,855,000		2,751,000
Eastern Kentucky University					
	Construct Business/Technology Center Phase II	32,850,000	32,850,000		3,132,000
	Construct Manchester Postsecondary Ed. Center Phase I (1)	10,000,000	10,000,000		953,000
Morehead State University					
	Construct MoSU-NASA Space Science Center	12,200,000	12,200,000		1,164,000
	Total New Construction	\$ 174,233,000	\$ 174,233,000	\$ -	\$ 16,615,000

	Council Recommendation			Annual Cost of Debt Service (1)
	Project Scope	Bonds or State Funds	Agency Bonds or Inst. Funds	
<i>KCTCS - Renovations and Repairs</i>				
Somerset Renovate Aircraft Maintenance Lab	1,468,000	1,468,000		145,000
Prestonsburg/Mayo Renovate District Facilities (1)	5,626,000	5,626,000		539,000
<i>Comprehensive Universities - Renovation and Repairs</i>				
Kentucky State University				
Renovate Hathaway Hall Classroom Building	11,200,000	11,200,000		1,068,000
Murray State University				
Blackburn Science Replacement - Phase II	22,250,000	22,250,000		2,121,000
Northern Kentucky University				
Old Science Building Renovation (1)	17,700,000	17,700,000		1,688,000
Western Kentucky University				
Thompson Sc. Complex Repl./Renov. - Phase II	33,000,000	33,000,000		3,146,000
<i>Total Renovations and Repairs</i>	\$ 91,244,000	\$ 91,244,000	\$ -	\$ 8,707,000
<i>Systemwide Capital Pools (Matching)</i>				
Capital Renewal and Maintenance Pool (matching)	15,000,000	15,000,000		1,431,000
<i>System Total</i>	\$498,369,000	\$411,212,200	\$87,156,800	\$39,217,000

Notes:

1. Annual cost of debt service without reserve.
2. CPE Special Request to renovate KSU Young Hall dormitory: Total bond authority of \$9.9 million with \$5,338,440 of state bonds (DS cost is \$569,160) and \$4,847,560 of agency bonds (DS cost is \$484,840).

Council on Postsecondary Education
January 31, 2005

2003-04 Accountability Report

In December 2004, the Council submitted its annual accountability report to the Office of the Governor and the Legislative Research Commission as directed by KRS 164.020(3). The purpose of the report is to inform policy makers and the public of systemwide and institutional progress toward achieving the goals of the *Postsecondary Education Improvement Act of 1997* (HB 1) and the public agenda.

The accountability report is organized around the six goals of HB 1, with separate chapters detailing progress made by the University of Kentucky, the University of Louisville, the comprehensive universities, and the Kentucky Community and Technical College System. The report also includes a *Reform Snapshot*, which reflects progress toward the public agenda. A comprehensive update on the Council's key indicators of progress, as well as system and institutional profiles, is provided in the report appendix.

This year's report also includes a section on progress achieved since the passage of Senate Bill 1, the Kentucky Adult Education Act. SB 1, passed in 2000, created a partnership between the Department for Adult Education and Literacy and the Council on Postsecondary Education by placing budget and policy development under the Council's purview. The partnership was strengthened in July 2003 when the department moved from the Cabinet for Workforce Development to the Council on Postsecondary Education and was renamed "Kentucky Adult Education."

The accountability report was mailed to Council members along with this agenda book. The full report is available at http://cpe.ky.gov/facts/facts_status_reports.asp.

Staff preparation by Lee Nimocks

Council on Postsecondary Education
January 31, 2005

Legislative Update

A list of bills that relate to postsecondary education will be distributed at the January 31 meeting. The Council staff will be available for discussion.

Staff preparation by Lee Nimocks

Affordability Policy Statements

The Affordability Policy Group first met in November 2003 to begin assessing issues related to college affordability and to develop policy recommendations. Based on analyses presented and discussed in meetings during the past fourteen months, the policy group has developed recommendations regarding tuition policy and reciprocity agreements.

Action: The staff recommends that the Council approve policy statements developed by the Affordability Policy Group regarding tuition policy and statewide tuition reciprocity agreements.

The policy group has spent the last year reviewing numerous national, regional, and state reports, data analyses, published articles, presentations, as well as other states' affordability studies and findings. The information gleaned from these meetings provides the basis for the recommendations regarding tuition policy and reciprocity agreements presented in this agenda item.

The agenda item is detailed in two parts:

Part A: Tuition Policy

Part B: Tuition Reciprocity Agreements

Part A: Tuition Policy Statements

- Institutions shall present a report to the Council on Postsecondary Education and the Affordability Policy Group at the May 2005 meeting regarding proposed FY 2005-06 tuition rates, to include the analysis of specific affordability considerations and strategies used by each institution in their decision-making process for 2005-06 tuition increases. Institutions should also include an analysis of the amount of institutional need-based and other student financial aid increases in individual award limits, if applicable. The Council staff will work with the institutions on the format and content of these reports.
- Institutions shall provide the data and assistance necessary for the Council and the national consultant to complete a more detailed affordability study.
- Institutions shall present any proposals for mid-year increases in tuition (permanent or temporary) to the Council for approval prior to action by their governing body.

Part B: Tuition Reciprocity Agreements

In the last legislative session, concerns were expressed about reciprocity agreements. Based on the concerns expressed by the General Assembly, the Affordability Policy Group has analyzed current reciprocity agreements. A summary of the analysis follows.

State tuition reciprocity agreements are agreements between two or more states where the citizens of a defined region can enroll at identified out-of-state institutions or in identified programs at out-of-state institutions for a reduced tuition charge and also may receive special treatment for admission purposes.

Characteristics of tuition reciprocity agreements include selected institutions, defined academic programs, specific student levels (i.e., undergraduate, graduate, first professional), defined period of time, and required reporting.

In general, the advantages of reciprocity agreements are that they:

- Broaden access and opportunity for citizens in a region.
- Eliminate unnecessary duplication of academic programs.
- Reduce costs by utilizing academic programs in other states.

Kentucky is a partner in five agreements with Illinois, Indiana, Ohio, Tennessee, and West Virginia. The attached analysis details information regarding these agreements including how many students in each state participate and the average tuition paid and waived for each agreement.

Kentucky resident students attending institutions out-of-state through the tuition reciprocity agreements in fall 2003 were charged on average \$3,900 while nonresident students attending Kentucky institutions under these agreements paid on average \$3,600. Further, the amount of tuition waived by out-of-state institutions for Kentucky resident students was on average \$5,800 per student compared to \$5,400 per student waived by Kentucky institutions for nonresident students.

There were 2,985 nonresident students enrolled in Kentucky institutions through statewide reciprocity agreements compared to 1,643 Kentucky residents enrolled in out-of-state institutions during fall 2003. This difference in enrollment for fall 2003 can be attributed to the difference in enrollment under the Tennessee agreement. There were 1,337 Tennessee students enrolled in Kentucky institutions under the agreement while only 330 Kentucky students enrolled in Tennessee institutions. It is anticipated that this enrollment disparity will be reduced due to the recent establishment of a state lottery in Tennessee. A portion of the Tennessee lottery proceeds is to be used to encourage Tennessee students to attend Tennessee institutions through increased amounts of student financial aid. Enrollment under the remaining reciprocity agreements is reasonably balanced.

The following recommendations are proposed to maintain a reasonable balance.

Reciprocity Agreement Policy Statements

- All agreements should maintain a reasonable balance between the benefits afforded to the Kentucky students and non-Kentucky students. Agreements will be considered balanced if there is reasonable similarity between exchanges of students and financial costs. Agreements that are deemed disproportionately unbalanced should be extended for only two years and the two-year agreements should contain provisions intended to correct the imbalance. If after two years the disproportionate imbalance remains despite the adjustment, the agreements should be phased out over the next two-year period. If an agreement is terminated, students that began their education under the agreement will continue to be considered reciprocity students. Agreements with a reasonable balance should be implemented for a four-year period. The Council staff will work with the institutions to develop means of determining when a disproportionate imbalance exists.
- Unless prohibited by statute, in future agreements, the tuition rate to be charged by participating institutions should be the greater of either: (1) the hosting state's resident tuition; or (2) the beneficiary state's average resident tuition for institutions in the same Carnegie Classification.

Staff preparation by Sandra Woodley and Jonathan Pruitt

**ANALYSIS OF STATEWIDE RECIPROCITY AGREEMENTS
FULL TIME UNDERGRADUATE STUDENTS
FALL 2003**

	<u>Reciprocity Students</u>	<u>Tuition Waived</u>	<u>Tuition Paid</u>
Illinois / Kentucky			
Illinois Institutions			
Total	5	1,920	2,880
Average per student		384	576
Kentucky Institutions			
Total	24	113,760	56,880
Average per student		4,740	2,370
<hr/>			
Indiana / Kentucky			
Indiana Institutions			
Total	860	4,712,650	3,588,306
Average per student		5,480	4,172
Kentucky Institutions			
Total	1,189	7,294,044	4,639,974
Average per student		6,135	3,902
<hr/>			
Ohio / Kentucky			
Ohio Institutions			
Total	307	1,740,129	1,373,211
Average per student		5,668	4,473
Kentucky Institutions			
Total	280	1,222,896	954,888
Average per student		4,367	3,410
<hr/>			
Tennessee / Kentucky			
Tennessee Institutions			
Total	330	2,564,396	1,283,812
Average per student		7,771	3,890
Kentucky Institutions			
Total	1,337	6,778,796	4,603,932
Average per student		5,070	3,443
<hr/>			
West Virginia / Kentucky			
West Virginia Institutions			
Total	141	553,284	224,640
Average per student		3,924	1,593
Kentucky Institutions			
Total	155	734,700	367,350
Average per student		4,740	2,370
<hr/>			
All Total			
Out of State Institutions			
Total	1,643	9,572,379	6,472,849
Average per student		5,826	3,940
Kentucky Institutions			
Total	2,985	16,144,196	10,623,024

Average per student

5,408

3,559

Council on Postsecondary Education
January 31, 2005

P-16 Council Update

The P-16 Council met for an extended review of its accomplishments during its first five years and to discuss its future role in creating a better coordinated system of education that meets the needs of Kentuckians. This overview included an update on the Governor's educational vision, contributions from representatives of local councils, a report on the economic case for improving the quality and extent of education in the Commonwealth, and progress reports on high school-to-college articulation of English and mathematics standards.

At its December meeting, for the benefit of both new and returning members, the state P-16 Council reviewed the development of both the state and local councils. It assessed the accomplishments of P-16 collaboration across the Commonwealth during the five years since its inception (see attached, Review After Five Years). Members discussed how the P-16 agenda of teacher quality, curriculum alignment, and policies promoting seamless transition from one educational level to the next could be extended throughout the state most effectively. They reviewed the status of local councils and observed that councils in urban centers appeared to benefit from greater resources than those in rural areas. Representatives from local councils noted their need for ongoing funding from both state and local sources to provide staff resources dedicated to forging partnerships and collaboration at local and regional levels. Secretary Fox offered the Education Cabinet and its partner agencies as resources for coordinating P-16 partnerships at state and local levels.

Tom Welch, from the Cabinet for Economic Development and the Department for Innovation and Commercialization in a Knowledge-Based Economy, offered compelling state, national, and international data on the need for Kentucky to raise both its educational standards and the level of educational attainment among its citizens.

The Council on Postsecondary Education staff reported on the approval of the statewide placement policy. The Kentucky Department of Education staff updated P-16 Council members on its work revising the KDE writing assessment and mathematics standards.

The P-16 Council next meets March 4, 2005.

Staff preparation by Dianne M. Bazell

KENTUCKY P-16 COLLABORATION: A REVIEW AFTER FIVE YEARS

1) **Teacher Preparation and Professional Development: From Early Childcare Through Grade 12**

- **Annual Teacher Quality Summits**

The Council on Postsecondary Education and the Council of Chief Academic Officers sponsored five statewide summits (two at Eastern Kentucky University, two at Centre College, and one at Western Kentucky University) convening the chief academic officers and the deans and faculty of arts and sciences and education from Kentucky's public and independent institutions to develop statewide and institutional plans for improving teacher education. The Kentucky Department of Education and the Education Professional Standards Board have been active participants in these annual summits.

- **2+2 Teacher Education Agreements**

The Kentucky Community and Technical College System, all of Kentucky's public postsecondary institutions, and several independent institutions developed a statewide agreement identifying at least 60 hours of transferable credit from the KCTCS applied associate degree program toward teacher preparation baccalaureate programs. The 2+2 program is designed to increase teacher recruitment, expand access to teacher preparation opportunities statewide, promote college-level options in high school, maximize credit transfer between two- and four-year institutions, and raise the number and level of preparation of classroom assistants. The 2+2 Steering Committee is addressing a similar statewide agreement for early childcare and education providers.

- **KyEducators.org**

The EPSB contracted with the Kentucky Virtual University to create a portal that provides over 100 courses targeted to the needs of Kentucky's pre-service and in-service teachers, interns, aids, and principals. Since this portal connects the information systems of the KDE (Max) and the KYVU (eRMA), professional development credits immediately apply to certification files.

- **State Action for Educational Leadership Project**

Kentucky was one of 15 state recipients of a Wallace Reader's Digest grant to create a coordinated program for educational leadership. The KDE coordinates the grant, and the CPE and EPSB serve on the consortium. The KDE completed the first phase of the project, establishing 10 demonstration sites in local school districts across the state to develop the instructional leadership potential of principals. Phase II of the project is now underway, focusing on three breakthrough ideas: 1) Establishing a statewide leadership development system from pre-service to professional development with shared accountability by state, district, university, and other providers; 2) Expanding distributed leadership by building teacher and parent ownership for student achievement and focusing school leader's job on student achievement; and 3) Forming a Kentucky Policy Forum to ground policy and procedural changes on informed decisions, provide oversight to SAELP II and serve as a change agent for leadership reform focused on student achievement.

2) **Alignment of P-12 and Postsecondary Curriculum and Competency Standards Between High School and College**

- **Implementation of Literacy and Mathematics Alignment Teams' Recommendations**

The P-16 Council endorsed recommendations made in March 2001 by statewide teams of P-12 teachers and postsecondary faculty, with input from employers, labor leaders, and parents, to reduce the need for postsecondary remediation. The recommendations were approved by the CPE and accepted by the KBE and the EPSB.

- **White Paper on a Single, Rigorous Curriculum for All High School Students**

The staffs of the P-16 Council partner agencies developed, at the request of the Commissioner, a white paper outlining the policy issues involved in adopting a single, rigorous default high school curriculum that would prepare all students for postsecondary education and the skilled workplace. The P-16 Council endorsed the white paper's recommendation of such a curriculum at its March 2001 meeting, and the CPE approved it in May 2001.

- **American Diploma Project**

Kentucky was one of five states selected to pilot the ADP, a national effort to make the high school diploma and secondary assessments more meaningful for college admissions, college placement, and the skilled workplace. In February 2004, the ADP released benchmarks of college- and workplace-readiness in mathematics and English, with work-place tasks and postsecondary assignments illustrating these benchmarks. In November 2004, the CPE approved statewide public postsecondary placement policy based on these

nationally researched standards of college readiness. Kentucky Adult Education is revising the state's adult education curriculum accordingly to prepare adult learners for postsecondary education and skilled employment. Local councils are using the ADP benchmarks to focus alignment discussions among high school teachers and college faculty, and the Northern Kentucky Council of Partners is convening high school English and mathematics teachers and postsecondary faculty to develop instructional materials to help teachers meet postsecondary and workplace expectations as well as state accountability standards.

- **Kentucky Early Mathematics Testing Program**

The KEMTP, administered by Northern Kentucky University with online capacity through the University of Kentucky, provides diagnostic assessments to 10th- and 11th-graders on their likely readiness for college-level mathematics. Beginning in spring 2000, it increased its participation to 9,380 in 72 schools in 2004. Program directors are working with statewide programs such as GEAR UP Kentucky to expand its use in low-income schools. The program is nationally recognized and other states are using its test structure, content, and online features as models.

- **Kentucky State Scholars Initiative**

Kentucky was among the first 12 states awarded funding to support the State Scholars Initiative. Administered by the Partnership for Kentucky Schools in six school districts, the Initiative is designed to help students succeed in college and the skilled workplace by prescribing a Scholars Course of Study (corresponding to Kentucky's Pre-College Curriculum) that meets the expectations of today's

employers and postsecondary institutions.

- **Distance Learning**

The Kentucky Virtual High School offers students greater access to challenging courses in shortage areas, e.g., foreign languages, mathematics, electives, and Advanced Placement courses. Through a partnership between the KVHS and Owensboro Community and Technical College, Kentucky high school students may earn college and high school credit for the same dual credit course while in high school. In pilot projects for the University Coordinated Advising Network initiative led by the KYVU, high school students receive targeted academic counseling while dually enrolled in college credit-bearing courses. The KYVU, KVHS, and the Kentucky Virtual Library partner to provide high quality online learning opportunities for Title I Improvement Schools.

- **Dual Enrollment/Dual Credit**

Colleges and school districts are collaborating to allow high school students to access college courses. The number of high school students dually enrolled in postsecondary coursework has increased dramatically over the past three years, from 3,693 in fall 2000, to 6,321 in 2001, to 11,244 in 2002, and to 14,396 in 2003.

- **The Bridge Partnerships**

The KCTCS and the KDE are assembling school district and community college teams to provide college credit courses and diagnostic opportunities as early as 10th-grade. The project is designed to enhance the high school learning experience and increase the number of students, especially minorities, enrolling and succeeding in college.

3) **Increasing College-Going Rate and Success of Kentucky's Students**

- **Implementation of Statewide GEAR UP Grant**

GEAR UP Kentucky (Gaining Early Awareness and Readiness for Undergraduate Programs) is a \$20 million federal initiative to encourage students as early as middle school to stay in school, study hard, and take a pre-college curriculum. GEAR UP schools provide academic enrichment, mentoring, counseling, scholarships, and other activities that improve performance and promote college going. In September 2004, it entered its fifth grant year. The GEAR UP Kentucky infrastructure comprises 22 postsecondary institutions and 31 middle schools and will follow students to 21 high schools statewide. In 2003-04, GEAR UP served 16,458 students in grades seven through ten. At this rate, it will serve more than 22,000 students by 2005.

- **Public Communication Campaign**

The Council conducted a public communication campaign from 2000-04 to provide Kentuckians with practical information about education and training opportunities and to motivate individuals to pursue secondary and postsecondary credentials. The \$5 million effort supported statewide broadcast and print media as well as grass-roots efforts to increase enrollment in adult and postsecondary education. The Southern Regional Education Board asked Kentucky to help lead a regional initiative to stimulate similar college promotion campaigns. In 2004, the CPE began a partnership with the Louisville Courier-Journal to promote college going, GEAR UP Kentucky, and the Go Higher Web Portal.

- **Go Higher Web Portal**

KHEAA contracted with the Xap Corporation to launch the Go Higher Web Portal in June 2004, a comprehensive website that helps Kentuckians plan, apply, and finance college. The site provides information, resources, and interactive tools to guide traditional and nontraditional students through the college planning process. Users can log on to www.gohigherky.org to complete career assessments, take virtual campus tours, submit financial aid forms, and apply for undergraduate admission. The Council and the KDE are partners in this initiative.

- **Conference for School Counselors**

The KDE provides professional development and technical assistance to school counselors on the Education Trust Counselor Transformation model of the counselor as student advocate, supporting academic success for all students. For the second consecutive year, the KDE sponsored a minority counselors program at the University of Louisville using the Ed Trust model.

4) Improved Data Systems

- **MAX Enterprise Data System**

The KDE continues to add to the student management and financial data capabilities of MAX. Several new updates are scheduled for completion in 2004, including reports on New Educator Credentials and Out of Field placements, expanded financial reporting, and enhanced student data and multi-year data retrieval

capability. In Spring 2005, data for analyzing the impact of the federal No Child Left Behind (NCLB) Act will be provided. The KDE, the CPE, and the EPSB are working together to build a reporting system that makes meaningful data connections to understand factors affecting student progress and teacher quality.

- **Education Trust Data Project**

In 2003-04, Kentucky joined five other states selected and funded to participate in the Education Trust K-16 Data Flow Project. The staffs from the CPE, the KDE, the EPSB, Morehead State University, and the school districts of Elliott, Morgan, and Pike Counties contributed and analyzed data linking information on high school course-taking patterns, postsecondary performance, and the effectiveness of teacher preparation programs.

5) Local P-16 Councils

- Kentucky now has 17 local or regional P-16 councils linking all levels of education with workforce and economic development needs. Kentucky's success in creating this statewide infrastructure of local councils, comprising representatives from education, business and labor, and other civic leadership, has been nationally recognized. The Local/Regional P-16 Council Network meets quarterly, prior to state P-16 Council meetings, and is represented on the state Council. CPE continues to provide seed funding and new project support.

Kentucky Board of Education Summary

January 5, 2005, Kentucky Board of Education Meeting

The Kentucky Board of Education (KBE) met most recently on January 5, 2005, in a meeting focused mostly on discussion of writing assessment improvements. Prior to the January 5 meeting the Board had made the following points of agreement on the improvements to the writing assessment:

- ✓ Maintain a writing portfolio/collection of writing over time, on-demand writing assessment and multiple-choice assessment for both assessment and accountability purposes, given improvements are made in the writing process and procedures.
- ✓ Spread writing responsibility across more grade levels.
- ✓ Expand the performance levels for writing to more consistently align with other content areas and to give credit for student progress within a performance level. Example: Novice non-performing, novice middle, novice high, apprentice low, apprentice middle, apprentice high, proficient and distinguished.
- ✓ Broaden the breadth of categories for the collection of writing/portfolio entries to increase student choice. Provide more opportunities for analytical, technical and workplace writing at the high school level and possibly at the middle school level. Require analytical writing.
- ✓ Assess the conventions of writing in a visible manner as part of the test.
- ✓ Maintain the current overall weight for writing but consider decreasing the weight of the portfolio and increasing the weight of on-demand writing.
- ✓ Move on-demand out of the assessment window or place it at the beginning of the assessment window, but keep the length of the assessment consistent with current practice.
- ✓ Create new performance standards to align with the new design of the writing assessment.
- ✓ Consider regional scoring and school-based scoring by Kentucky teachers.
- ✓ Consider holistic scoring and analytical scoring.
- ✓ Expand the audit process to include instructional implications and consequences for teachers.
- ✓ Maintain a working folder in primary with pieces analyzed and assessed at the classroom level for instructional purposes and student accountability. Continue the required working folder across the grade levels.
- ✓ Strengthen the Code of Ethics to target inappropriate practices.
- ✓ Develop a comprehensive and systemic approach for professional development for teachers and instructional leaders. Focus on writing instructional partnerships.

At the January 5 meeting, the Board discussed the remaining policy issues in order that Kentucky Department of Education staff could prepare a draft proposal for improvements to the writing assessment to be considered for approval at the February KBE meeting:

- At which accountability years should the writing portfolio, the on-demand writing and conventions of writing be assessed?
- How many entries should be in the elementary, middle level and high school portfolios?
- How should writing be scored? Should it be scored holistically, analytically or through a modified analytical scoring method?
- How many performance levels should there be? Should Kentucky keep the performance levels at 4 or expand to 6?
- Should Kentucky continue to score their writing portfolio at the school level?
- Should the writing portfolio be scored at a regional level?
- How should the components of the writing assessment be weighted? Should they be weighted differently at the elementary, middle and high school levels or the same?

February 2-3, 2005, Kentucky Board of Education Meeting

The February KBE meeting is to occur on February 2-3, 2005. The draft proposal for improvements to the writing assessment that resulted from the discussion of the policy issues cited above is attached.

Other issues to be discussed at the February KBE meeting include:

- Format for Practical Living/Vocational Studies and Arts and Humanities Assessments
- Other assessment issues affecting the Request for Proposals content
- Readiness for schools and districts for on-line assessment
- End-of Course Assessment and Update on Multi-District Initiative on Standards-Based Mathematics Instruction and Assessment
- Update on Reviewing, Updating and Organizing the Content and Student Performance Standards
- GoHigher Kentucky Demonstration
- Providing support to low-performing schools not currently identified as being in assistance through the use of Commonwealth School Improvement Funds and Research report on high-performing, high-poverty schools in Kentucky

For the complete agenda and Agenda Book for the February 2-3 meeting, go to:

[February 2-3, 2005 Regular Kentucky Board of Education Meeting Agenda and Agenda Book Documents](#)

Fall 2004 Enrollment Report

Fall 2004 enrollments show smaller growth than previous years but continue the increases that began with reform in 1998.

Highlights include:

- A record high 231,612 students enrolled at public and independent postsecondary institutions in Kentucky. Public institutions alone enrolled 200,633 students.
- The University of Kentucky reported the largest fall semester first-time freshman class to date.
- The percent increase from fall 2003 total enrollment was 1.1 percent. Between 2000 and 2003 the average one-year percent increase was 5.5 percent.
- Enrollment of high school students remained virtually unchanged from fall 2003 at approximately 14,300 students.

Enrollment growth since 1998:

- Since 1998, total postsecondary education enrollment increased by 46,766 students or 25.3 percent.
- Undergraduate enrollment increased 41,679.
- While all public institutions have grown in enrollment, the KCTCS showed the largest increase with 30,343 more students. This is an increase of 58.8 percent since 1998.

While national data is not yet available for comparison, 14 State Higher Education Executive Organizations have reported fall 2004 enrollment figures. Eight of these states reported increases in fall 2004 enrollment from the prior year greater than one percent with the highest increase reported in Texas (3.6 percent) and the smallest increase in Connecticut (1.2 percent).

The attached table provides enrollment information, including change statistics, for each public institution. More detailed enrollment information – including independent institution enrollments and summaries by demographic characteristics – will be available on the Council's Facts and Figures Web page.

**KENTUCKY POSTSECONDARY ENROLLMENT
FALL 2004**

	1998 ACTUAL	2003 ACTUAL	2004 ACTUAL	1-YR CHANGE		6-YR CHANGE	
				N	%	N	%
UNDERGRADUATE							
Eastern Kentucky University	13,480	13,567	13,837	270	2.0%	357	2.6%
Kentucky State University	2,205	2,138	2,183	45	2.1%	(22)	-1.0%
Morehead State University	6,743	7,929	7,762	(167)	-2.1%	1,019	15.1%
Murray State University	7,349	8,385	8,371	(14)	-0.2%	1,022	13.9%
Northern Kentucky University	10,643	12,223	12,070	(153)	-1.3%	1,427	13.4%
University of Kentucky	17,157	18,190	18,492	302	1.7%	1,335	7.8%
University of Louisville	14,647	14,724	14,933	209	1.4%	286	2.0%
Western Kentucky University	12,713	15,798	15,846	48	0.3%	3,133	24.6%
Total Universities	84,937	92,954	93,494	540	0.6%	8,557	10.1%
KCTCS (including LCC)	51,647	80,695	81,990	1,295	1.6%	30,343	58.8%
Total Public	136,584	173,649	175,484	1,835	1.1%	38,900	28.5%
Independent Institutions	24,342	26,955	27,121	166	0.6%	2,779	11.4%
Total Undergraduate	160,926	200,604	202,605	2,001	1.0%	41,679	25.9%
GRADUATE							
Eastern Kentucky University	1,922	2,384	2,346	(38)	-1.6%	424	22.1%
Kentucky State University	98	168	152	(16)	-9.5%	54	55.1%
Morehead State University	1,520	1,580	1,531	(49)	-3.1%	11	0.7%
Murray State University	1,554	1,715	1,757	42	2.4%	203	13.1%
Northern Kentucky University	764	1,196	1,272	76	6.4%	508	66.5%
University of Kentucky	5,142	5,881	5,825	(56)	-1.0%	683	13.3%
University of Louisville	4,293	4,795	4,802	7	0.1%	509	11.9%
Western Kentucky University	2,169	2,593	2,667	74	2.9%	498	23.0%
Total Universities	17,462	20,312	20,352	40	0.2%	2,890	16.6%
Independent Institutions	1,934	3,234	3,593	359	11.1%	1,659	85.8%
Total Graduate	19,396	23,546	23,945	399	1.7%	4,549	23.5%
FIRST PROFESSIONAL							
Northern Kentucky University	392	526	579	53	10.1%	187	47.7%
University of Kentucky	1,410	1,408	1,427	19	1.3%	17	1.2%
University of Louisville	1,269	1,306	1,301	(5)	-0.4%	32	2.5%
Total Universities	3,071	3,240	3,307	67	2.1%	236	7.7%
Independent Institutions	120	251	265	14	5.6%	145	120.8%
Total First Professional	3,191	3,491	3,572	81	2.3%	381	11.9%
POST-GRADUATE^a							
University of Kentucky	685	781	801	20	2.6%	116	16.9%
University of Louisville	648	639	689	50	7.8%	41	6.3%
Total Universities	1,333	1,420	1,490	70	4.9%	157	11.8%
TOTAL HEADCOUNT							
Eastern Kentucky University	15,402	15,951	16,183	232	1.5%	781	5.1%
Kentucky State University	2,303	2,306	2,335	29	1.3%	32	1.4%
Morehead State University	8,263	9,509	9,293	(216)	-2.3%	1,030	12.5%
Murray State University	8,903	10,100	10,128	28	0.3%	1,225	13.8%
Northern Kentucky University	11,799	13,945	13,921	(24)	-0.2%	2,122	18.0%
University of Kentucky	24,394	26,260	26,545	285	1.1%	2,151	8.8%
University of Louisville	20,857	21,464	21,725	261	1.2%	868	4.2%
Western Kentucky University	14,882	18,391	18,513	122	0.7%	3,631	24.4%
Total Universities	106,803	117,926	118,643	717	0.6%	11,840	11.1%
KCTCS (including LCC)	51,647	80,695	81,990	1,295	1.6%	30,343	58.8%
Public	158,450	198,621	200,633	2,012	1.0%	42,183	26.6%
Independent Institutions	26,396	30,440	30,979	539	1.8%	4,583	17.4%
Total Enrollment	184,846	229,061	231,612	2,551	1.1%	46,766	25.3%

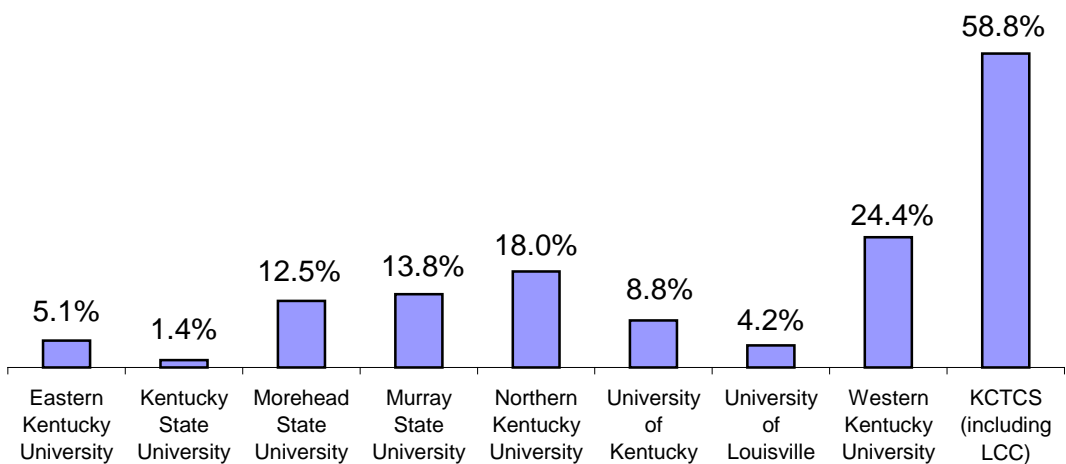
^aPost-graduate includes post-doctoral students and medical school residents and interns (house staff).

POSTSECONDARY EDUCATION REFORM IN KENTUCKY POSTSECONDARY ENROLLMENT UPDATE

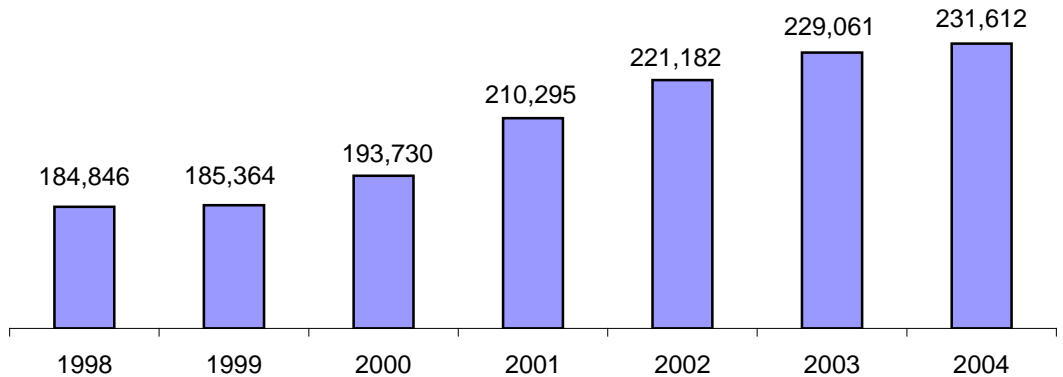


1998 Enrollment: 184,846
2004 Enrollment: 231,612
6-Yr Percent Increase: 25.3%

6-Year Percent Increase in Total Headcount Enrollment, Public Postsecondary Education Institutions



Total Headcount Enrollment in Kentucky Postsecondary Education



CEO Report

The following information focuses on The Kentucky Plan and Partnership Agreement actions and activities reported to the Committee on Equal Opportunities since its October 18, 2004, meeting. Included is information on the status of the CEO membership, implementation of the partnership with the Office for Civil Rights, the annual evaluation of statewide equal opportunity programs, and a status report on the KSU/CPE Comprehensive Assessment Oversight Committee.

CPE Committee on Equal Opportunities: Two appointments are required for the Committee on Equal Opportunities. Because of changes in membership of the Council on Postsecondary Education since December 31, 2004, the Council needs to appoint a new chair for the CEO. The committee chair is a member of the Council and is appointed by the Council chair. Also, because of health concerns and family considerations, Ms. Louise M. Cooper, a member of the committee, resigned her appointment effective December 31, 2004.

The Committee on Equal Opportunities will meet Monday, February 21, 2005, in meeting room A at the Council offices.

Partnership Status: As of January 19, 2005, 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 has requested the following additional information: a) enhancement of historically black Kentucky State University, b) enrollment of African American students, c) employment of African Americans, d) UofL special reports, and e) reports of institutional campus environment teams.

The OCR staff visit to Kentucky in November 2004 was postponed. They plan to reschedule the visit to Kentucky following the conclusion of the 2005 session of the General Assembly or following adoption of a 2004-06 biennial budget. The May Council meeting is their preference.

Campus Visits: A combined CEO meeting and campus visit is planned for April 18-19, 2005, at the University of Louisville. The next institution to be visited is Eastern Kentucky University. The date of the ECU visit will be discussed at the February meeting and reported at the March CPE meeting.

The Kentucky Plan Program Eligibility for Calendar Year 2005: A report on the progress of institutions in implementing *The Kentucky Plan* in academic year 2003-04 is included on page 111. The report identifies institutional eligibility to implement new academic programs in calendar year 2005. The report will be distributed to the CEO and institutions immediately following the Council meeting.

SREB Compact for Faculty Diversity: The SREB program is a cooperative interstate venture that supports and encourages minority students to pursue doctoral degrees. The Council staff and University of Louisville staff are reviewing strategies to increase the number of scholars that participate in the program at the University of Louisville. The objective is to increase the level of participation beginning fall 2005. Kentucky has served 44 students – 25 are currently matriculating, 17 have graduated, and two have stopped-out or transferred to other states. Kentucky's retention rate is 95 percent compared to the 90 percent rate of the SREB program and a national retention rate of approximately 50 percent. Since the program began, Kentucky has supported 53 (7.1%) of approximately 750 total program participants. However, 17 (8.5%) of more than 200 program graduates are employed in Kentucky.

KSU/CPE Comprehensive Assessment Oversight Committee: The joint CPE/KSU Comprehensive Assessment Oversight Committee met December 6, 2004.

The committee reviewed its membership and attendance to determine whether restructuring would enhance its effectiveness. One CPE appointment is required because of changes in the Council membership since December 31, 2004. One KSU appointment is required because of changes in board membership. The committee requested that the Council and the KSU board chair make these appointments prior to the February meeting of the Committee.

Members of the committee were given an update on the strategic planning forums that were held in September and October. Kentucky State University was included in the Bluegrass forum held at Henry Clay High School in Lexington.

KSU reported that nearly 75 percent of the Baker & Hostetler report recommendations have been or are in the process of being implemented. Priority is given to the recommendations that are most critical. The committee expressed concern that the lack of an enacted budget is delaying the renovation of Young Hall dormitory and Hathaway Hall classroom and faculty office building.

Yvette Haskins and Michael Alexander were appointed June 30, 2004, to six-year terms on the KSU Board of Regents. A third member, Ishmon Burks, recently resigned his appointment. Karen Bearden Payne was appointed October 4, 2004, to complete Mr. Burks' term, which expires June 30, 2007.

The next meeting of the CPE/KSU Comprehensive Assessment Oversight Committee is Monday, February 14, 2005, at the Council offices in Frankfort.

Staff preparation by Sherron Jackson and Rana Johnson

Council on Postsecondary Education
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Kentucky Plan for Equal Opportunities 2005 Degree Program Eligibility

This assessment is an annual report card that describes institutional success in implementing strategies to achieve the objectives of The 1997-2002 Kentucky Plan for Equal Opportunities that promotes compliance with Title VI of the Civil Rights Act of 1964.

The annual assessment is part of the Council on Postsecondary Education's monitoring of progress under *The 1997-2002 Kentucky Plan for Equal Opportunities*, which promotes compliance with Title VI of the Civil Rights Act of 1964.

There was a slight increase in the percentage of institutions qualifying in calendar year 2005 for the most favorable category of eligibility (14 of 26 or 53.8 percent in 2005 compared to 18 of 37 or 50.0 percent in 2004), based on the degree of success in enrolling, retaining, and hiring African Americans. The number of institutions evaluated decreased from 37 to 26 due to the KCTCS merging community and technical colleges located in close proximity to each other to create districts. More institutions require waivers in calendar year 2005 compared to 2004 to implement new degree programs.

In 2005, six universities, compared to five in 2004, are automatically eligible to add new degree programs; two universities received the quantitative waiver status. Within the KCTCS, eight districts and community and technical colleges qualified for the automatic eligibility status, while five achieved the quantitative waiver status, and five received the qualitative waiver status. The number of institutions falling into the qualitative (least desirable) category increased from three in 2004 to five in 2005.

Kentucky State University, Murray State University, and the University of Louisville showed progress on all of their plan objectives. Northern Kentucky University showed progress on seven of eight plan objectives. Among the universities, three improved their performance from the previous year, two had a decline in their performance, and three were unchanged.

Among the KCTCS districts and community and technical colleges, Elizabethtown Community and Technical College, Jefferson Community College, and Lexington Community College showed progress on all of the four plan objectives. Four districts and community and technical colleges made progress on only one of the four plan objectives. Southeast Community College did not make progress on any of the four plan objectives. Ten districts and community and technical colleges require a waiver to implement new degree programs. Among the 18 districts and community and technical colleges, two improved their performance (Bowling Green and Central Kentucky Technical), eleven performed at the same level, while the performance of five declined.

Staff preparation by Sherron Jackson and Rana Johnson

**INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY
CALENDAR YEAR 2005**

The eligibility status of the institutions is determined through the application of the administrative regulation (13 KAR 2:060). The status of each institution:

Institution	Objectives Showing Continuous Progress	Total Objectives Evaluated	Degree Program Eligibility Status	
			2005	2004
Eastern Kentucky Univ.	5	8	<i>Quantitative</i>	<i>Automatic</i>
Kentucky State Univ.	7	7	<i>Automatic</i>	<i>Automatic</i>
Morehead State Univ.	6	8	<i>Automatic</i>	<i>Qualitative</i>
Murray State Univ.	8	8	<i>Automatic</i>	<i>Automatic</i>
Northern Kentucky Univ.	7	8	<i>Automatic</i>	<i>Quantitative</i>
Univ. of Kentucky	5	8	<i>Quantitative</i>	<i>Automatic</i>
Univ. of Louisville	8	8	<i>Automatic</i>	<i>Automatic</i>
Western Kentucky Univ.	6	8	<i>Automatic</i>	<i>Quantitative</i>

Notes:

Universities (except Kentucky State University) have 8 equal opportunity objectives. Kentucky State University has 7 objectives (the objective related to enrollment of graduate students does not apply to KSU).

Automatic eligibility equals continuous progress in at least 6 of 8 objectives. KSU is at least 5 of 7 objectives.

Quantitative waiver equals continuous progress in 5 of 8 objectives. New degree programs must be implemented under the waiver provisions during calendar year 2005. KSU is 4 of 7 objectives.

Qualitative waiver equals continuous progress in 4 or fewer of 8 objectives. New degree programs must be implemented under the waiver provisions during calendar year 2005. KSU is 3 or fewer of 7 objectives.

**INSTITUTIONAL DEGREE PROGRAM ELIGIBILITY
CALENDAR YEAR 2005**

The eligibility status of the institutions is determined through the application of the administrative regulation (13 KAR 2:060). The status of each institution:

Institution	Objectives Showing Continuous Progress	Total Objectives Evaluated	Degree Program Eligibility Status	
			2005	2004
Kentucky Community and Technical College System				
Ashland Community & Technical College	1	4	<i>Qualitative</i>	<i>Quantitative</i>
Big Sandy Community & Technical College	1	4	<i>Qualitative</i>	<i>Qualitative</i>
Bowling Green Technical College	3	4	<i>Automatic</i>	<i>Not Eligible</i>
Central Kentucky Technical College	3	4	<i>Automatic</i>	<i>Quantitative</i>
Elizabethtown Community & Technical College	4	4	<i>Automatic</i>	<i>Automatic</i>
Gateway Community & Technical College	2	4	<i>Quantitative</i>	<i>Quantitative</i>
Hazard Community & Technical College	2	4	<i>Quantitative</i>	<i>Automatic</i>
Henderson Community College	3	4	<i>Automatic</i>	<i>Automatic</i>
Hopkinsville Community College	3	4	<i>Automatic</i>	<i>Automatic</i>
Jefferson Community College	4	4	<i>Automatic</i>	<i>Automatic</i>
Jefferson Technical College	2	4	<i>Quantitative</i>	<i>Quantitative</i>
Lexington Community College	4	4	<i>Automatic</i>	<i>Automatic</i>
Madisonville Community College	2	4	<i>Quantitative</i>	<i>Quantitative</i>
Maysville Community & Technical College	1	4	<i>Qualitative</i>	<i>Qualitative</i>
Owensboro Community & Technical College	2	4	<i>Quantitative</i>	<i>Automatic</i>
Somerset Community College	1	4	<i>Qualitative</i>	<i>Quantitative</i>
Southeast Community & Technical College	0	4	<i>Qualitative</i>	<i>Automatic</i>
West KY Community & Technical College	3	4	<i>Automatic</i>	<i>Automatic</i>
Notes:				
The Community and Technical colleges have 4 equal opportunity objectives.				
Automatic eligibility equals continuous progress in at least 3 of 4 objectives.				
Quantitative waiver equals continuous progress in 2 of 4 objectives. New degree programs must be implemented under the waiver provisions during the 2005 calendar year.				
Qualitative waiver equals continuous progress in 0 or 1 of 4 objectives. New degree programs must be implemented under the waiver provisions during the 2005 calendar year.				

Improving Educator Quality State Grant Program

Action: The staff recommends that the Council award federal *No Child Left Behind*, Title II, Part A funds in the amount of \$1,128,000 for March 1, 2005–June 30, 2006, to support five projects:

- Making Algebra Accessible (Appalachian Rural Systemic Initiative, University of Kentucky Research Foundation) - \$275,000
- Expansion of Content Literacy in Middle and High School Classrooms (Collaborative Center for Literacy Development, University of Kentucky) - \$200,000
- Biodiversity in the Natural and Cultural World: Collaboration of Nine Universities (Murray State University) - \$240,000
- The AAA Project: Articulating Algebra for All (Northern Kentucky University) - \$275,000
- Improving Student World Language Performance: Using Assessment as the Guiding Force in Standards-Based Instruction (Western Kentucky University) - \$138,000

The Improving Educator Quality (formerly Eisenhower) State Grant Program awards grants to partnerships that deliver research-based professional development programs to K-12 teachers. To be eligible, a partnership must include a postsecondary institution's school of arts and sciences and its teacher preparation program, as well as a high-need local school district. The program enables states to fund training for teachers and administrators in any core academic subject. The Council staff, with input from the Kentucky Department of Education, the Education Professional Standards Board, and the state P-16 Council, established four priorities for IEQ funds: mathematics and science, reading, instructional leadership, and foreign language.

Content-area specialists reviewed the 10 grant proposals received and made recommendations to the Council staff. Five proposals were selected. Brief descriptions of these projects follow.

**Appalachian Rural Systemic Initiative, University of Kentucky Research Foundation:
\$275,000**

Making Algebra Accessible

Kim Zeidler, principal investigator

The Appalachian Rural Systemic Initiative Resource Collaborative at the University of Kentucky—in partnership with the Educational Development Center, the Appalachian Math and Science Partnership, and Pikeville College—will serve special education 8th through 12th grade teachers who have responsibility, either individually or collaboratively, for teaching algebraic content to students. The project consists of three components: 1) five-day institutes for special education teachers centered on best practices; 2) job-embedded mentoring and ongoing support during the school year for both special education and regular mathematics instructors; and 3) follow-up training in the use of technology to teach algebraic content. Teachers in high-need districts in eastern and central Kentucky will be given priority.

Collaborative Center for Literacy Development, University of Kentucky: \$200,000

Expansion of Content Literacy in Middle and High School Classrooms

Susan Cantrell, principal investigator

CCLD will work with the Collaborative for Teaching and Learning in Louisville and the Kentucky Writing Projects at UK, Morehead State University, Murray State University, and Western Kentucky University to improve teachers' ability to practice content literacy—an integrated literacy approach to improve student comprehension and communication across academic disciplines. Every 6th and 9th grade teacher from participating schools, as well as some 7th and 10th grade teachers, will attend a summer institute and receive job-embedded mentoring from writing faculty and CTL coaches during the school year. Teachers also engage in a distance network focused on supporting professional dialogue about concepts and application.

Murray State University: \$240,000

Biodiversity in the Natural and Cultural World: Collaboration of Nine Universities

Joe Baust, principal investigator

MuSU's Center for Environmental Education will participate with the eight public universities and Thomas More College to train middle and high school teachers to use the study of biodiversity and the environment as an integrating context for hands-on, real-world math, science, and social studies instruction. In addition to a summer workshop, teachers will receive ongoing resources and support to ensure successful implementation of instructional strategies during the school year.

Northern Kentucky University: \$275,000

The AAA Project: Articulating Algebra for All

Linda Sheffield, principal investigator

NKU, Thomas More College, and their partners will work with middle and high school mathematics teachers in Campbell, Kenton, and Pendleton Counties to strengthen algebraic instruction, align algebra curriculum and assessment, and improve students' preparation for postsecondary study and the workplace. Summer and Saturday professional development workshops for teachers will be held in conjunction with supplemental instructional programs for students, thereby providing an opportunity for teachers to practice new instructional techniques

while improving student performance. Additionally, principals and administrators will receive training to become stronger instructional leaders and to support and evaluate the high-level mathematics instruction occurring at their schools.

Western Kentucky University: \$138,000

Improving Student World Language Performance: Using Assessment as the Guiding Force in Standards-Based Instruction

Linda S. Pickle, principal investigator

WKU will partner with the Kentucky Institute for International Studies to provide professional development opportunities for Spanish, French, and German teachers who have emergency or alternative certification or who teach in high-need schools. University instructors and P-12 master teachers will work with a cohort of K-12 teachers to develop standards-based units of study, improve assessment methods, practice technology-based instruction and communication, and provide linguistic and cultural immersion experiences. Teachers will deepen their cultural understanding and conversational skills through interactions with international businesses and non-English speakers in Kentucky, as well as intensive summer workshops in Mexico, France, or Germany.

Staff preparation by Melissa McGinley

Council on Postsecondary Education
January 31, 2005

Ph.D. in Nursing Science University of Louisville

Universities are required to submit to the Council for approval all new degree programs not within their primary areas for degree offerings or in specified high-cost disciplines. The Doctor of Philosophy in Nursing Science proposed by the University of Louisville will prepare nurse scientists to teach at the collegiate level, to perform research on health issues, and to provide public policy leadership.

Action: The staff recommends that the Council approve the Doctor of Philosophy in Nursing Science (CIP 51.1608] proposed by the University of Louisville.

The University of Louisville proposes a Doctor of Philosophy in Nursing Science. The proposed program is designed to prepare students to:

- Generate knowledge, test interventions, and evaluate outcomes to reduce risks of illness and promote quality of life.
- Collaborate with other disciplines to improve the delivery of health care.
- Assume research, leadership, executive, public policy, and/or teaching roles.
- Affect health policy through the application of scientific knowledge.

UofL currently offers programs leading to the Bachelor of Science in Nursing and the Master of Science in Nursing. The addition of the doctorate program will complete the school's program array and establish consistency with its academic health center benchmarks. More importantly, the program also will respond to national, regional, and local shortages of adequately prepared nurse faculty. The program, along with the University of Kentucky's Ph.D. in Nursing program, will help address the needs of the Commonwealth during a time of rapid change in the health care environment.

The School of Nursing faculty has strategically positioned the school for the development of the doctorate program. In FY 2003, the faculty received a total of \$2,145,993 in research funding, with \$1,768,722 in federal research dollars, including six National Institutes for Health grants. The school ranks 46th among 98 schools of nursing nationally (increased from 52 in 2002). The 2003 U.S. News and World Report ranks the school in the top 25 percent among schools of nursing with master's programs. Furthermore, the school established the Center for Cancer Nursing Education and Research, which offers clinical, educational, and research opportunities for faculty and students that will support work in the doctoral program.

The university also has used Bucks for Brains funding to support researchers and endowed chairs in the health sciences, providing opportunities for collaboration and interdisciplinary work involving the nursing program in areas of study including cancer, cardiology, neurology, and early childhood.

The program intends to enroll six students per year, peaking at 30 by 2009. The academic program consists of two tracks, one for students with the Bachelor's in Nursing and a second for students with the Master's in Nursing. Options will be available for both full-time and part-time enrollment. Online courses will be made available to aid both options. The anticipated time to graduation for full-time students is three and one-half to four years and four to five years for part-time students. The university will require three additional faculty positions to meet the program needs, all to be funded through internal reallocation. No additional state support is requested.

The UofL Board of Trustees approved the program at its November 11, 2004, meeting.

Staff preparation by Bennett G. Boggs

Program Productivity Review III

In 2000, the Council undertook its first program productivity review, which resulted in decisions by the universities to eliminate, consolidate, or alter over 300 programs. A second program productivity review in 2002 resulted in similar actions for an additional 93 programs. Similar reviews of KCTCS programs took place in 2001 and 2003. This agenda item presents the results of the third round of productivity reviews at the universities conducted in 2004.

Action: The staff recommends that the Council accept the third program productivity review report, commend the universities for their continued work in reviewing their academic programs, and authorize the Council staff to work with the institutions to pursue additional changes to some programs and report back to the Council in May 2005.

Academic Program Productivity Review

Biennial productivity reviews are a central part of the Council's streamlined academic program policies approved in 1999. Programs are reviewed if they fail to meet two criteria:

1. Programs should award at least 12 associate, 12 baccalaureate, seven masters, or five doctoral degrees per year, averaged over a five-year period.
2. If the program does not meet the degree productivity thresholds, the number of students taught in the program is considered. Some productive programs produce few degrees, but teach large numbers of students in general education or in service to other academic programs.

In the first, second, and third round of program productivity reviews, a total of 195 academic programs have been designated for closure and 273 significantly altered to increase productivity. This represents approximately 13 percent and 19 percent of the total degree programs among the universities, respectively. This is evidence that institutions are reducing inefficiencies, reallocating resources internally to address reform goals, and aligning program mix with needs of the Commonwealth.

2004 Results

As of February 2004, the universities maintained 1,449 academic programs. Of those, 272 programs (19 percent) were identified for review. At that time, each university received a list of the academic programs operating below productivity thresholds. The institutions were asked to review their programs and inform the Council whether the program should be justified in its current form, changed, or closed. Council staff then reviewed the responses and notified university representatives of any continued concerns with their recommendations. University representatives then responded to the recommendations.

A chart showing the breakdown of the programs is attached. Of the 272 identified programs, the universities will close 42 (15 percent) and make changes to 45 others (17 percent) to increase productivity.

The 171 programs continuing in current form demonstrate a service or contribution justifiable beyond degree productivity or classroom enrollment. Justifiable reasons include:

- Significant research contribution, including grant awards to address particular economic and community challenges.
- Considerable public service and outreach.
- National or regional academic rankings of quality and prestige.
- Intentionally small programs meeting a specific need.
- High-value programs facing certain budget constraints.

Fourteen programs are designated for continued review. These programs were identified because the Council staff determined the institution's plan to increase productivity is inadequate or the justification for keeping in current form is unsatisfactory. The Council staff will work with the universities to address these concerns. The status of these programs will be reported to the Council in May.

Many of the continued review programs are associate degrees offered at the universities. The Council staff will work with the universities and the Kentucky Community and Technical College System to clarify the role of associate programs at the universities and ensure consistency in degree standards with the KCTCS.

The full academic program review process for the universities and the KCTCS is described in seven earlier agenda items (November 8, 1999; July 17, 2000; February 5, 2001; July 30, 2001; July 22, 2002; May 19, 2003; and July 28, 2003).

Staff preparation by Bennett G. Boggs

**Program Productivity Review III
Summary of University Responses and Staff Analysis**

Institution	Below Productivity Thresholds	To be Closed	To be Changed	Justified in Current Form	Continued Review
Eastern KY University	40	5	7	27	1
Kentucky State University	9	0	2	6	1
Morehead State University	31	6	12	10	3
Murray State University	39	15	9	12	3
Northern KY University	20	9	3	8	0
University of Kentucky	80	4	10	66	0
University of Louisville	46	2	1	39	4
Western KY University	7	1	1	3	2
Totals	272	42	45	171	14

Program Productivity Review III – Closed Programs			
A	EKU	20.0404	Dietician Assistant
B	EKU	13.1302	Art Teacher Education
B	EKU	*50.0501	*Drama/Theater Arts, General
B	EKU	50.0901	Music, General
B	EKU	51.0706	Medical Records Administration
B	MoSU	09.9999	Communications, Other
B	MoSU	13.1399	Vocational Teacher Education
B	MoSU	23.1001	Speech and Rhetorical Studies
B	MoSU	30.0801	Mathematics and Computer Science
B	MoSU	52.0401	Administrative Assistant/Secretarial Science, General
M	MoSU	13.1302	Art Teacher Education
A	MuSU	15.0805	Mechanical Engineering/Mechanical
A	MuSU	48.0101	Drafting, General
B	MUSU	03.0301	Fishing and Fisheries Sciences and Management
B	MuSU	13.1302	Art Teacher Education
B	MuSU	13.1303	Business Teacher Education (Vocational)
B	MuSU	13.1314	Physical Education Teaching and Coaching
B	MuSU	15.0303	Elec, Electronic & Comm Engr Tech/Technician
B	MuSU	15.0699	Industrial Production Technology/Technician
B	MuSU	19.0402	Consumer Economics and Science
B	MuSU	19.0601	Housing Studies, General
B	MuSU	40.0601	Geology
B	MuSU	51.1005	Medical Technology
B	MuSU	52.0204	Office Supervision and Management
M	MuSU	13.1314	Physical Education Teaching and Coaching
M	MuSU	31.0301	Parks, Rec and Leisure Facilities Management
A	NKU	15.0699	Manufacturing Engineering Technology
A	NKU	15.1101	Engineering Technology/Technician, General
A	NKU	43.0107	Law Enforcement/Police Science
A	NKU	52.0205	Operations Management and Supervision
A	NKU	52.1501	Real Estate
B	NKU	13.1312	Music Teacher Education
B	NKU	13.1316	Science Teacher Education, General
B	NKU	13.1320	Trade and Industrial Teacher Education (Voc)
B	NKU	51.0907	Medical Radiologic Technology/Technician
B	UK	23.1001	Speech and Rhetorical Studies
M	UK	13.1320	Trade & Industrial Teacher Ed (Vocational)
M	UK	14.9999	Individualized Engineering Program
DOC	UK	13.1399	Vocational Teacher Education
B	UL	14.0101	Engineering, General
M	UL	16.0901	French Language and Literature
B	WKU	13.1302	Art Teacher Education

*This program is being reconstituted as a BA in English, with a concentration in theatre to increase productivity.

Program Productivity Review III – Altered Programs			
A	EKU	15.0402	Computer Maintenance Technology/Technician
A	EKU	15.0702	Quality Control Technology/Technician
A	EKU	48.0101	Drafting, General
A	EKU	48.0201	Graphic and Printing Equipment Operator, General
A	EKU	51.0904	Emergency Medical Technology/Technician
B	EKU	40.0601	Geology
M	EKU	40.0601	Geology
B	KSU	50.0702	Fine/Studio Arts
B	KSU	50.0901	Music, General
B	MoSU	13.1204	Pre-Elementary/Early Childhood/Kindergarten Teacher Ed
B	MoSU	13.1307	Health Teacher Education
B	MoSU	16.0905	Spanish Language and Literature
B	MoSU	26.0603	Ecology
B	MoSU	40.0501	Chemistry, General
B	MoSU	40.0801	Physics, General
B	MoSU	50.0901	Music, General
B	MoSU	15.0603	Industrial/Manufacturing Technology/Technician
M	MoSU	23.0101	English Language and Literature, General
M	MoSU	26.0101	Biology, General
M	MoSU	45.1101	Sociology
M	MoSU	50.0702	Fine/Studio Arts
A	MuSU	15.0506	Water Quality & Wastewater Treat Tech/Technician
B	MuSU	15.0506	Water Quality & Wastewater Treat Tech/Technician
B	MuSU	16.0501	German Language and Literature
B	MuSU	16.0901	French Language and Literature
B	MuSU	16.0905	Spanish Language and Literature
B	MuSU	19.0501	Foods and Nutrition Studies, General
B	MuSU	27.0101	Mathematics
B	MuSU	38.0101	Philosophy
B	MuSU	50.0501	Drama/Theater Arts, General
A	NKU	49.0104	Aviation Management
B	NKU	15.0399	Electronic Engineering Technology
B	NKU	52.0301	Accounting
B	UK	02.0301	Food Sciences and Technology
B	UK	05.0107	Latin American Studies
B	UK	50.0902	Music History and Literature
M	UK	19.0501	Foods and Nutrition Studies, General
M	UK	30.1201	Historic Preservation, Conservation & Architectural History
DOC	UK	02.0402	Agronomy and Crop Science
DOC	UK	02.0501	Soil Sciences
DOC	UK	14.0501	Bioengineering and Biomedical Engineering
DOC	UK	14.1901	Mechanical Engineering
DOC	UK	26.0307	Plant Physiology
B	UL	51.1699	Nursing, General (post-R.N.)
A	WKU	15.0699	Manufacturing Technology

Council on Postsecondary Education
January 31, 2005

Teacher Quality Summit 2004

The Council on Postsecondary Education and the Council of Chief Academic Officers, in cooperation with Western Kentucky University, sponsored the Teacher Quality Summit in Bowling Green, October 14 and 15, 2004. Previous summits have been held on the campuses of Eastern Kentucky University and Centre College. This summit continued the efforts of previous conferences by focusing on teacher recruitment in shortage areas (such as mathematics, science, foreign languages, and special education), educational leadership, and professional development.

Education Cabinet Secretary Virginia Fox gave the opening plenary address and outlined Governor Fletcher's vision for education in Kentucky. Conference attendees met to develop programs to help implement that vision. The summit's more than 200 participants—the highest participation level ever—included arts and sciences and education faculty and administrators from public and independent postsecondary institutions, P-12 superintendents, teachers, and state agency representatives. In addition, several statewide groups involved in teacher quality chose to convene in conjunction with the Kentucky Association for Colleges of Teacher Education and the Commonwealth Consortium for Teacher Education Model Programs (TEMP). Participants met in institutional and regional teams to coordinate statewide, postsecondary, and district efforts to provide new and current teachers with the knowledge and skills needed to help schools meet standards of proficiency by 2014.

Staff preparation by Dianne M. Bazell

Council on Postsecondary Education
January 31, 2005

Statewide Public Health Strategy for Education and Research

The Public Health Advisory Committee continues its work to implement the Strategic Plan for Public Health Education and Research, approved by the Council in July 2004. The plan calls for the creation of accredited public health programs at the University of Kentucky, the University of Louisville, and Eastern Kentucky University. Western Kentucky University's program is already accredited. With support from the advisory committee, UK held an accreditation site visit with the Council on Education for Public Health (the national accrediting body for public health) and received a positive review. UofL and ECU are well advanced in their self-study process.

A public health faculty retreat was co-sponsored by the Council and UofL in November 2004. At the retreat, faculty formed workgroups to determine the best curricula to offer students in the five core areas of public health study. These workgroups also are addressing the issue of online accessibility to public health courses and degrees. The Kentucky Department for Public Health has been an active member of the advisory group and is leading efforts to assure that curricula are tailored to the needs of the public health workforce.

A number of ideas for collaborative public health research proposals were generated at the retreat. Applications for additional research funding will be forthcoming as accreditation is completed for each of the three programs.

Staff preparation by Linda H. Linville

2004-06 Capital Recommendation Technical Modifications and Interim Project Additions

The following recommendation amends the November 2003 postsecondary recommendation for non-state funded capital projects and identifies the state funded capital projects requiring scope adjustments due to major cost increases in construction materials.

Action: The staff recommends that the Council approve the attached list of institutionally funded capital projects and amend its 2004-06 biennial budget recommendation, originally approved in November 2003.

It is anticipated that a 2004-06 biennial budget will be enacted in special session of the General Assembly or during the 2005 short session of the General Assembly. With support from the Governor's budget office, the Council staff asked institutions to identify technical adjustments for capital projects that were included in the Governor's capital recommendations for 2004-06 (HB 395 as introduced January 28, 2004) to include project description revisions, updates, consolidations, project deletions, or in rare cases, additions of critical projects. Attachment A identifies new capital projects and Attachment B identifies the technical adjustments to state funded projects.

The Council has the statutory responsibility to review and take action on postsecondary education capital projects costing \$400,000 or more, regardless of fund source, that have been approved by an institution's governing board. Since the estimated cost of each project exceeds the \$400,000 threshold, the Council must approve the project before it can be implemented.

Action by the Council will allow the Governor to consider including the additional projects in a 2004-06 budget request to the General Assembly and, if authorized, permit the institutions to implement these critical projects as funds become available. These projects were included in the institutional 2004-2010 capital plans.

Each institution's board of regents or trustees has reviewed the projects identified in the recommendation. Institutions state that projects will be funded with restricted agency funds, federal grants, private funds, or agency bonds. Any capital project that meets the definition of

education and general space will qualify for support from the state for operations and maintenance costs once the project is completed.

Interim or Current Year Project Approval: If a project is to be cash funded, or if the project requires financing and meets the requirements established by KRS 45.763, the institution may ask the General Assembly to grant current year authority to allow immediate implementation. All debt financed capital projects must be authorized, as such, by the General Assembly.

Following Council approval, the staff will forward the Council's recommendation to the Office of the State Budget Director for consideration of inclusion in the Governor's 2004-06 capital budget request.

Staff preparation by Sherron Jackson

**2004-06 Capital Projects Recommendation
Requested Additional 2004-06 Capital Project Listings**

January 10, 2005

Institution/Institution Priority / Project Title	Project Scope	Request to Add Project	Notes
Kentucky State University			
1 Construct New Parking Garage	\$ 15,216,300	\$ 15,216,300	Allow the university to address parking problem. Add to CPE Agency Bond List.
2 Expand Business Wing & Renovate Bradford Hall	28,500,000	28,500,000	The university asked that this project be moved to the 2004-06 biennium from 2006-08. Structural repairs are underway.
Kentucky Community and Technical College System			
1 Jefferson C & Tech College New Lease	200,000	200,000	Restricted funds. Allow JCTC to lease space for the Theater Program.
Morehead State University			
1 Implement an Integrated ERP System	5,000,000	5,000,000	Restricted funds. Project needs to be undertaken this biennium.
Murray State University			
1 Renovation/Addition Waterfield Library	8,000,000	8,000,000	Restricted or private funds. Project needs to be undertaken this biennium.
2 RESNET Improvements	400,000	400,000	Restricted funds. Address network infrastructure for residential colleges.
3 ITV Upgrade	400,000	400,000	Restricted funds. Increase current ITV capacity to meet service demands.
University of Kentucky - University System			
1 Expand Ophthalmology Clinic in Med Plaza	3,100,000	3,100,000	Restricted funds.
2 Renovate Lab & Support Space in Med Science	9,500,000	9,500,000	Agency bonds. Add to CPE agency bond pool list.
3 Renovate/Expand DLAR Quarantine Facility at Spindletop	2,720,000	2,720,000	Agency bonds. Add to CPE agency bond pool list.
4 Upgrade/Modify Coldstream Research Campus Facilities	10,000,000	10,000,000	Agency bonds. Add to CPE agency bond pool list.
5 Expand Biosafety (BSL-3) in Med Science	25,500,000	25,500,000	Federal funds \$4,000,000; agency bonds \$21,500,000.
6 Finance/Renovate Coldstream Center Bldg	20,000,000	20,000,000	Agency bonds. Add to CPE agency bond pool list.
7 Renovate K-Lair Building	1,650,000	1,650,000	Agency bonds. Add to CPE agency bond pool list.
8 Expand Pence Hall	6,300,000	6,300,000	Restricted funds.
9 Renovate PSC Building	750,000	750,000	Restricted funds.
10 Renovate COM Administrative Offices	1,200,000	1,200,000	Restricted funds.
11 Construct University Student Center - Design	6,000,000	6,000,000	Restricted funds.
12 Renovate Lab for Coatings & Surface Inspection	8,000,000	8,000,000	Restricted funds.
13 Construct University Press Facility	2,950,000	2,950,000	Restricted funds.
14 Expand Campus Plan & Infrastructure	23,000,000	23,000,000	Restricted funds.
15 Renovate Parking Structure #3	2,500,000	2,500,000	Restricted funds.
16 Lease/Purchase ERP System, Phase II	15,000,000	15,000,000	Restricted funds.
17 Commonwealth Stadium Waterproofing/Concrete Sealing	2,500,000	2,500,000	Restricted funds.
18 Purchase/Install Score Boards - Memorial Coliseum & Hagan Stadium	1,500,000	1,500,000	Restricted funds.

**2004-06 Capital Projects Recommendation
Requested Additional 2004-06 Capital Project Listings**

January 10, 2005

Institution/Institution Priority / Project Title	Project Scope	Request to Add Project	Notes
19 Expand Ambulatory Care Facilities	20,000,000	20,000,000	Restricted funds.
20 Upgrade Critical Care Center HVAC	7,649,000	7,649,000	Restricted funds.
21 Expand Outpatient Radiology	2,000,000	2,000,000	Restricted funds.
22 Renovate Hospital Nursing Units	2,000,000	2,000,000	Restricted funds.
23 Expand Emergency Services	6,100,000	6,100,000	Restricted funds.
24 Fit-up Gill Building - Ground Floor	1,250,000	1,250,000	Restricted funds.
25 Upgrade Clinical Services	2,000,000	2,000,000	Restricted funds.
26 Upgrade Outpatient Services	2,000,000	2,000,000	Restricted funds.
27 Upgrade Surgical Services	4,500,000	4,500,000	Restricted funds.
28 Expand Cancer Infusion Suites	1,964,000	1,964,000	Restricted funds.
29 Renovate Hospital Cafeteria	631,000	631,000	Restricted funds.
30 Upgrade Hospital Data Network	826,000	826,000	Restricted funds.
31 Replace Hospital Mainframe Computer	800,000	800,000	Restricted funds.
32 Expand Hospital Data Storage	600,000	600,000	Restricted funds.
33 Expand Kentucky Clinic Network	800,000	800,000	Restricted funds.
34 Install Perioperative Info. Mgt. System	1,200,000	1,200,000	Restricted funds.
35 Install Fetal Monitoring Information System	1,200,000	1,200,000	Restricted funds.
36 Implement Medication Bar Coding System	1,750,000	1,750,000	Restricted funds.
37 Upgrade PACS System	2,000,000	2,000,000	Restricted funds.
38 Replace Radiology Info. System (QuadRIS Replacement)	2,000,000	2,000,000	Restricted funds.
39 Implement On-Site Digital Radiology Archive	700,000	700,000	Restricted funds.
40 Implement PACS Sys. In Hosp. OR	800,000	800,000	Restricted funds.
41 Implement Automated Bed Mgt. System	1,000,000	1,000,000	Restricted funds.
University of Louisville			
1 Construct Women's Soccer Fields	540,000	540,000	Title IX compliance, restricted funds.
2 Construct Center for Predictive Medicine	35,200,000	35,200,000	Federal funds \$22,200,000; agency bonds \$13,000,000. Add to CPE agency bond pool list.
3 Papa John Stadium Expansion/Planning	2,000,000	2,000,000	Restricted or private funds. New project planning and design.
4 Transportation Improvement Grant	2,500,000	2,500,000	Restricted funds. New project.
5 Equipment Replacement Research & Instruction	5,000,000	5,000,000	Restricted funds. New equipment project.

**2004-06 Capital Projects Recommendation
Requested Additional 2004-06 Capital Project Listings**

January 10, 2005

Institution/Institution Priority / Project Title	Project Scope	Request to Add Project	Notes
Western Kentucky University			
1 Center for Research & Development, Materials Science/Energy	5,200,000	5,200,000	Agency bonds. Add to CPE agency bond pool list.
2 Construct Pedestrian Mall	2,000,000	2,000,000	Agency bonds. Add to CPE agency bond pool list.
3 Parking and Street Improvement	4,000,000	4,000,000	Agency bonds. Add to CPE agency bond pool list.
4 Renovate Preston Center - design	1,000,000	1,000,000	Restricted funds.
5 Construct - Student Publications Facility	1,000,000	1,000,000	Restricted funds.
6 Renovate Van Meter Hall, design	1,600,000	1,600,000	Restricted funds.

Notes:

- 1 The above projects are not included in HB 395 as introduced or the 1st and 2nd quarter Public Services Continuation Plan.
- 2 The above projects are identified by institutions as being critical and need authorization in the 2004-06 biennial budget.

**Capital Project Recommendations
State General Fund
Technical Adjustments to Capital Project**

Revised: January 10, 2005

	Governor Recomm. Project Scope	Adjusted Project Scope	Notes
Research Space			
University of Kentucky			
Biological/Pharmaceutical Complex	\$ 42,000,000	\$ 46,200,000	St bond \$2.1 million; A bond \$2.1 million inflation adjustment.
University of Louisville			
Health Science Campus Research Facilities Phase III	50,000,000	65,250,000	St bond \$1.9 million; A bond \$1.9 million; R funds \$1.2 million; and Federal funds \$10,250,000 adjustment. Scope \$65.3 M.
Eastern Kentucky University			
Construct Business/Technology Center Phase II	27,000,000	29,700,000	Accommodate increased cost of construction materials.
KCTCS			
Gateway CTC - Expand Edgewood Campus	14,070,000	15,477,000	Accommodate increased cost of construction materials.
Warren County Technology Center (5)	5,500,000	7,500,000	Accommodate increased cost of construction materials.
Ashland Community Technology Center	13,066,000	14,372,600	Accommodate increased cost of construction materials.
Owensboro Advanced Technology Center	14,088,000	15,496,800	Accommodate increased cost of construction materials.
Madisonville Technology Building	12,000,000	13,200,000	Accommodate increased cost of construction materials.
Franklin/Simpson Technology Center	4,000,000	4,400,000	Accommodate increased cost of construction materials.
Henderson Tri-County Technical Center	13,066,000	14,372,600	Accommodate increased cost of construction materials.
Lexington Community College Classroom/Laboratory Building	28,855,000	31,740,500	Accommodate increased cost of construction materials.
Morehead State University			
Construct MSU-NASA Space Science Center	12,200,000	18,220,000	Inflation plus federal funds (\$4.8 million) for the project.
Murray State University			
Science Complex Phase II	15,000,000	16,500,000	Accommodate increased cost of construction materials.
Northern Kentucky University			
Regional Special Events Center	42,000,000	46,200,000	Accommodate increased cost of construction materials.
Western Kentucky University			
Math and Science Academy Renovation	10,000,000	11,000,000	St bond \$250,000; A bond \$400,000; and Restricted \$350,000.
Renovate Science Campus - Phase II	27,000,000	29,700,000	Accommodate increased cost of construction materials.

**Capital Project Recommendations
State General Fund
Technical Adjustments to Capital Project**

Revised: January 10, 2005

	Governor Recomm. Project Scope	Adjusted Project Scope	Notes
Renovation and Repairs			
Kentucky State University			
Renovate Hathaway Hall Classroom Building	11,200,000	12,320,000	Accommodate increased cost of construction materials.
Renovate Young Hall Dormitory (see note 3)	10,282,000	11,310,200	Accommodate increased cost of construction materials. The split remains 54% state and 46% KSU.
KCTCS			
Somerset Renovate Aircraft Maintenance Lab	1,500,000	1,650,000	Accommodate increased cost of construction materials.

Notes:

- 1 All projects included on this page are listed in HB 395 as introduced (1.28.04) or are listed in the Governor's Public Services Continuation Plan 1st or 2nd quarter.
- 2 Technical adjustments are defined as scope changes, changes in fund source, combining projects, project deletions, or listing of existing projects.
- 3 KSU requests that language be included in the project description to allow flexibility for the project consultant to determine whether renovation or replacement is the best and most cost efficient way to deal with the Young Hall issue. Technically OSBD increased the project scope from \$9.4 m to \$10.2 m in 2004 regular session.
- 4 The Young Hall increase will be split \$556,000 State and \$472,000 KSU.
- 5 The increase for this project accommodates inflation plus other costs of construction as identified by OSBD.

Council Bylaws

Action: The staff recommends that the Council approve the attached revisions to the Council Bylaws to change the terms of the chair and vice chair to a February/January schedule.

Section 2 A. and B. reference respectively the creation of a nominating committee for the selection of officers and the terms of those officers. Because of a change in the appointment schedule of Council members, it is possible, under the current rules, for an officer to not be reappointed and thus be unable to complete a full term as an officer.

The proposed changes move the term of office from a July/June schedule to a February/January schedule so as to align it with the timing for appointment of Council members. In order to accommodate this change, the appointment of a nominating committee needs to move from April to November.

The change is effective upon approval of this revision.

New language is underlined; old language contains strike-throughs.

COUNCIL ON POSTSECONDARY EDUCATION

1.2: BYLAWS

I. Statement of Purpose

The bylaws provide a framework for the deliberations and actions of the Council on Postsecondary Education (CPE) in carrying out statutory duties and responsibilities. The bylaws establish rules for notification and conduct of meetings and the selection of officers.

II. Statutory Authority

Authority for council actions comes from *KRS Chapter 164* encompassing public, private nonprofit, and proprietary degree-granting postsecondary institutions. The council bylaws also conform to the requirements of *KRS Chapter 61, the Kentucky Open Meetings Law*.

III. Policy

Section 1: General Rules

A. Amendment of Bylaws

- A.1 The council may amend, revoke, or adopt additional bylaws by action of eight of the voting members.
- A.2 Notice shall be given to the members of any proposed changes or additions to the bylaws in the agenda of a regularly scheduled or special meeting of the council. All changes shall be consistent with state law and administrative regulations.

B. Conduct of Meetings

- B.1 The council and all council appointed committees shall follow *Robert's Rules of Order* concerning motions, recognition of speakers, and order of business.
- B.2 The chair may recognize a non-council speaker.
- B.3 The council shall designate a parliamentarian from the membership of the council or council staff to assist the chair in interpreting the rules of order.

C. Policy Statements and Administrative Regulations

- C.1 Actions taken by the council shall constitute the policy of the council until changed or superseded.
- C.2 The council may act by adoption of policy or by administrative regulation when permitted by law.
- C.3 The council shall promulgate administrative regulations when required by state law.
- C.4 The policy statements of the council including all administrative regulations shall be available to the public on the council Website.

D. Attendance at Council Meetings

- D.1 Council members shall make a best effort to attend and participate at all regularly scheduled meetings.
- D.2 If a council member is unable to attend and participate at a regularly scheduled or special meeting of the council, the member shall notify the chair and president of the council.
- D.3 If a council member fails to attend three regularly scheduled council meetings during a calendar year, the chair:
 - a. shall consult with the member about the reason for the absences; and
 - b. may discuss the matter with the executive committee.

Section 2: Selection and Terms of Officers

A. Nominating Committee

- A.1 A nominating committee shall be appointed by the chair by November 30 ~~April 30~~ for the purpose of nominating a new chair and vice chair.
- A.2 A council member seeking council office shall not be a member of the nominating committee.
- A.3 The recommendations of the nominating committee shall be presented to the council at a regularly scheduled or special meeting prior to January 31 ~~June 30~~ of each year.

B. Selection of Officers

- B.1 A chair and vice chair shall be elected annually at a regularly scheduled or special

meeting and shall each serve a one year term commencing February 1 and ending January 31. This provision shall become effective upon passage.~~July 1.~~

- B.2 In the absence of the chair or in the event the chair is unable to perform, the vice chair shall perform the duties of the chair. In the absence of both the chair and vice chair or in the event the vice chair is unable to perform the duties of the chair, the council shall appoint a temporary chair.
- B.3 In the event the chair resigns and the vice chair assumes the duties of the chair, the council may select a vice chair to complete the unexpired term of the vice chair.
- B.4 The president shall serve as the secretary to the council and shall cause the minutes of the meetings of the council to be recorded and presented to the council.
- B.5 The chair and vice chair are limited to three consecutive one-year terms.

Section 3: Meetings of the Council on Postsecondary Education

A. Regular Meeting Schedule

- A.1 The council shall set the regular meeting schedule for the next year by resolution prior to the last regularly scheduled meeting of the calendar year.
- A.2 The regular meeting schedule shall provide that the council meet no less than quarterly but may provide for more than quarterly meetings. *KRS 164.011(9)*
- A.3 The schedule and agenda of regular meetings shall be made available to the public through release to the press by written or electronic means. *KRS 61.820*
- A.4 The council shall meet with the Advisory Conference of Presidents at least once each year. *KRS 164.021*

B. Special Meetings and Emergency Special Meetings

- B.1 A special meeting or emergency special meeting is a meeting that is not part of the regular schedule of meetings established by the council pursuant to Section 3 A.1. above.
- B.2 The chair may call a special meeting of the council when, in the view of the chair, such a meeting is necessary. *KRS 164.011(9) and KRS 61.823*
- B.3 The chair shall call a special meeting upon receipt of a written request from a majority of the council stating the reason for the meeting. *KRS 164.011(9) and KRS 61.823*
- B.4 The following items are required in calling a special meeting and in the conduct of the special meeting:

- a. The agenda of a special meeting shall be stated in the notification of the meeting.
- b. Discussions and action at a special meeting shall be limited to items listed on the agenda in the notice. *KRS 61.823(3)*
- c. Written notice shall be provided to every member of the council and to each media organization filing a written request to be notified. The notice shall be provided as soon as possible but shall be calculated to be received at least twenty-four hours before the special meeting. *KRS 61.823(4)(a)(b)*

B.5 Emergency special meetings may be called by the chair subject to the following requirements:

- a. The agency makes reasonable efforts to inform members of the council, the public, and the media of the date, time, and place of the meeting. *KRS 61.823(5)*
- b. The chair shall, at the commencement of the meeting, state the reason for the emergency: the statement shall subsequently appear in the minutes of the special meeting. *KRS 61.823(5)*
- c. Discussion and action by the council is limited to the emergency for which the meeting was called. *KRS 61.823(5)*

C. Place of the Meeting

C.1 The council shall fix the place of meetings at the time they are scheduled. The council may change the place of meetings. *KRS 164.070*

C.2 The council may hold meetings, regularly scheduled or special, by video teleconference. Meetings held by video teleconference shall conform to the notice requirements of the Open Meetings Law and Section 3 A. and B. of the council bylaws. Meetings held by video teleconference also shall conform to these requirements:

- a. The notice of the meeting shall clearly state that the meeting is a video teleconference. *KRS 61.826(2)(a)*
- b. The locations of the video teleconference as well as the designation of one location as the primary location shall be contained in the notice. *KRS 61.826(2)(b)*
- c. Rules concerning participation, distribution of materials, and other matters that apply at the primary location shall apply to all video teleconference locations. *KRS 61.826(3)*

D. Notice of and Agenda for Meetings

- D.1 Notice of all meetings, regularly scheduled and special, shall be given to members at least ten (10) days prior to the time of the meeting unless all members of the council waive notice. Waiver may be given orally or in writing. *KRS 164.080*
- D.2 The agenda and supporting materials for a regularly scheduled meeting shall, to the extent possible, be available to the members at least seven (7) days prior to the meeting. In the event some agenda materials are not available within the required time period, the president shall, as soon as possible, indicate in writing the reason for the delay and when the materials shall be available.
- D.3 Notice to members shall be by mail, personal delivery, or electronic transmission such as facsimile (FAX) or e-mail.
- D.4 The notice of a regularly scheduled or special meeting shall contain the date, time, place of the meeting, and the agenda. *KRS 61.823(3)*
- D.5 Notice of and the agenda for all meetings shall be given to the Advisory Conference of Presidents. *KRS 164.021*
- D.6 Special information to be presented to the council by interested parties shall be provided to the president or chair of the council seven (7) days in advance of the scheduled meeting. The chair may waive this requirement.

E. Minutes of Meetings

- E.1 The minutes of all meetings, regular and special, shall accurately record the deliberations of the council and all actions taken.
- E.2 All meetings of council committees shall be recorded on audio tape, and the tape shall be permanently maintained.
- E.3 The minutes shall be open to public inspection immediately following the next regularly scheduled meeting of the council. *KRS 61.835*

F. Quorum and Council Actions

- F.1 A quorum shall be a majority of the appointive membership of the council. *KRS 164.011(10)*
- F.2 A quorum shall be required to organize and conduct business. *KRS 164.011(11)*
- F.3 An affirmative vote of eight (8) of the appointive members shall be required to carry all propositions. *KRS 164.090 and KRS 164.011(11)*

- F.4 The council may consolidate multiple agenda items of a similar nature for the purpose of voting if there is no objection from a council member.
- a. Before a vote is taken, the chair shall ask if any member objects to the consolidation of the items and shall specify the items to be voted upon.
 - b. The objection of a single member of the council shall be sufficient to require a separate vote on each item.
- F.5 The council may, at regularly scheduled meetings, act on any subject within the powers of the council. The council may, by an affirmative vote of eight members, add items to the agenda of a regularly scheduled meeting.

G. Closed Sessions

- G.1 It is the policy of the council that all meetings, regularly scheduled or special, be open to the public unless the matter under discussion meets the exceptions contained in *KRS 61.810*.
- G.2 The following requirements, consistent with *KRS 61.815*, shall be met as a condition for conducting closed sessions:
- a. The chair shall give notice in the open meeting of the general nature of the business to be discussed in a closed session.
 - b. The chair shall state the reason for the closed session citing a specific *KRS 61.810* provision authorizing a closed session.
 - c. The session may be closed only upon a motion made and approved by a majority of the appointive membership of the council present at the meeting.
 - d. No formal action may be taken at a closed session.
 - e. No matters may be discussed at a closed session other than those publicly announced prior to convening a closed session.
- G.3 The requirements of the council for the conduct of closed sessions shall at all times meet the requirements of *KRS 61.815*.

Section 4: Committees

A. Committees--General

- A.1 The council may create, modify, or abolish any committee, unless the committee is

established by statute, upon action taken by a majority of the appointive membership.

- A.2 The chair of the council shall appoint members to all committees unless membership is directed by statute or council policy.
- A.3 The chair of the council shall assign specific tasks and subject matter to all committees unless action of the council directs the assignment of a task or subject matter to a committee.
- A.4 The president shall assign staff, as appropriate, to assist committees
- A.5 The chair of the council shall be an ex officio, voting member of all committees.
- A.6 All committees shall conform to the requirements of the Open Meetings Act.

B. Executive Committee

B.1 Membership

The Executive Committee shall consist of the chair, vice chair, and three other council members appointed by the chair.

B.2. Purpose

Review all agency budget and personnel matters, provide for an annual audit of the agency, evaluate the president, and recommend annual compensation for the president.

B.3. Terms

The three appointed members shall serve one-year terms.

Section 5: Compensation and Expenses of Members

A. General

- A.1 For the purpose of compensation and payment of expenses to members of the council, meetings shall include all regularly scheduled and special meetings of the council; meetings of council committees; hearings; and special events where a member represents the council at the request of the chair.
- A.2 Members of the council who reside out of state shall not be reimbursed for out-of-state travel to council meetings. *KRS 164.050*

B. Compensation of Members

B.1 Members of the council shall receive compensation for each meeting attended in the amount specified by *KRS 164.050*.

C. Expenses of Members

C.1 Council members shall receive reimbursement for actual expenses incurred traveling to and attending meetings of the council as defined in Section 5 6A.1.

C.2 The chief state school officer shall receive reimbursement of expenses in the same manner as other expenses reimbursed through the Department of Education.

Section 6: President and Staff

A. President

A.1 The council shall set the qualifications for the position of president. *KRS 164.013(1) and (3)*.

A.2 The council shall, when selecting a president, employ a search firm and conduct a national search. *KRS 164.013 (1)*

A.3 The president is the chief executive officer of the council and as such makes proposals to the council for consideration, develops and directs the programs and plans established by the council, ensures compliance with federal and state law, and represents the council on numerous state, regional, and national education and planning organizations. Specific duties of the president are contained in the statutes. *KRS 164.013*.

A.4 The president is responsible for employing, directing, and administering the staff.

A.5 The president shall make periodic reports to the council on the operation of the agency as the council shall so direct.

A.6 The council shall perform an evaluation of the president and shall fix the compensation and terms of the contract annually.

A.7 The president shall be compensated on a basis in excess of the base salary of any president of a Kentucky public university. The council annually shall review the salaries of the presidents of the public universities to assist in satisfying this requirement. *KRS 164.013(6)*.

A.8 The president shall have a contract for a term not to exceed five years, renewable at the pleasure of the council.

A.9 The president has a statutory role in the licensing of private colleges and universities and shall exercise those duties consistent with the requirements of the statutes and the direction of the council. *KRS 164.945 through 164.947 and KRS 164.992.*

B. Staff

B.1 Staff of the council shall be employed by and be responsible to the president of the council.

B.2 Staff shall serve at the pleasure of the president, subject to the provisions, rules, and regulations approved by the council. The president shall develop and maintain rules and policies regulating the rights, duties, and responsibilities of employees.

B.3 The president shall develop and maintain an organization chart for the organization and shall ensure that all positions have written descriptions of duties and responsibilities.

B.4 The president shall develop and maintain a performance evaluation system for all employees.

Certification:

Thomas D. Layzell, President

Previous Actions:

Original Approval: August 27, 1997

Amended: January 12, 1998

Amended: September 17, 2001

Amended: February 3, 2003

Amended: March 24, 2003

Amended: January 31, 2005

Council on Postsecondary Education
January 31, 2005

Nominating Committee Report

The nominating committee will present recommendations for Council chair and vice chair.

Staff preparation by Phyllis Bailey

Council on Postsecondary Education
January 31, 2005

Council Committee Appointments

Several changes in committee appointments for Council members will be announced at the January 31 meeting.

Staff preparation by Phyllis Bailey



A RESOLUTION HONORING AND COMMENDING STEVE BARGER
for his service to the Council on Postsecondary Education

WHEREAS, Steve Barger served on the Council on Postsecondary Education from July 1997 to December 2004; and

WHEREAS, he was among the first members of the Council on Postsecondary Education, and has been a strong voice in the cause of reform since the passage of the *Kentucky Postsecondary Education Improvement Act of 1997*; and

WHEREAS, Steve Barger was an active leader on the Council serving as vice chair from 2002 to 2003 and chair from 2003 to 2004, and on numerous committees throughout his tenure, including the Committee on Equal Opportunities, the Academic Affairs Committee, the Executive Committee, the Strategic Committee on Postsecondary Education, and the KSU/CPE Comprehensive Assessment Oversight Committee; and

WHEREAS, his service as chair was just the most recent example of a lifetime dedicated to strengthening Kentucky and improving the quality of life for all citizens; and

WHEREAS, Steve Barger has consistently advocated the need for Kentucky educators and employers to work together for the common good; and

WHEREAS, he has devoted his life to advancing the cause of men and women in the workforce; and

WHEREAS, he has dedicated countless hours to his work for the Council in Frankfort and across the state participating in public forums, meetings, and other activities; and

WHEREAS, Steve Barger brought to his service as Council chair the same dedicated purpose and good political instinct that have defined his long involvement in public service; and

WHEREAS, the members of the Council will miss his wit, his generous spirit, and his commitment to the citizens of the Commonwealth; and

WHEREAS, the Council is heartened by the knowledge that, even though his formal service has ended, Steve Barger always will be a trusted and valued colleague in the cause of education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution January 31, 2005, thanking Steve Barger for his dedication and service to the Council on Postsecondary Education and his commitment to improving the lives of the people of Kentucky.

Ronald Greenberg, Interim Chair

Thomas D. Layzell, President



A RESOLUTION HONORING AND COMMENDING LOIS COMBS WEINBERG
for her service to the Council on Postsecondary Education

WHEREAS, Lois Combs Weinberg served on the Council on Postsecondary Education from July 1997 to December 2004; and

WHEREAS, she was among the first members of the Council on Postsecondary Education and has championed the cause of postsecondary education reform since the passage of the *Kentucky Postsecondary Education Improvement Act of 1997*; and

WHEREAS, Lois Combs Weinberg was an active and involved leader on the Council serving as vice chair from 1997 to 2001 and on numerous committees throughout her tenure, including the Committee on Equal Opportunities, the Academic Affairs Committee, the Executive Committee, the Strategic Committee on Postsecondary Education, and the P-16 Council; and

WHEREAS, Lois Combs Weinberg chaired the Council's Affordability Policy Group since its creation in September 2003, and has been an outspoken advocate for expanding college opportunity for all Kentuckians; and

WHEREAS, Lois Combs Weinberg has committed her professional and personal life to the cause of education at all levels; and

WHEREAS, few Kentuckians have contributed as much of their time, energy, and passion to the cause of education and the welfare of the people of eastern Kentucky – the Prichard Committee for Academic Excellence, the Hindman Settlement School, the governing board of the University of Kentucky, and the Kentucky Appalachian Commission; and

WHEREAS, the people of Kentucky are deeply indebted to her for choosing to use her gifts to solve problems, lift hopes, and build futures; and

WHEREAS, the members of the Council will miss her enthusiasm, her genuine and giving spirit, and her deep commitment to the citizens of the Commonwealth; and

WHEREAS, the Council is heartened by the knowledge that, even though her formal service has ended, Lois Combs Weinberg always will be a trusted and valued colleague in the cause of education;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution January 31, 2005, thanking Lois Combs Weinberg for her dedication and service to the Council on Postsecondary Education and her commitment to improving the lives of the people of Kentucky.

Ronald Greenberg, Interim Chair

Thomas D. Layzell, President



A RESOLUTION HONORING AND COMMENDING CHARLES WHITEHEAD
for his service to the Council on Postsecondary Education

WHEREAS, Charles Whitehead served on the Council on Postsecondary Education and its predecessor, the Council on Higher Education, from 1992 through 2004; and

WHEREAS, he led the Council with distinction as its vice chair from 1996 to 1999 and chair from 1999 to 2002; and

WHEREAS, he guided the Council with skill and grace during an historic period of transition following the passage of the *Kentucky Postsecondary Education Improvement Act of 1997*; and

WHEREAS, Charles Whitehead has given generously of his time, expertise, and seemingly endless energy by serving on key Council committees including SCOPE, which he chaired from July 1999 to June 2002; the Committee on Equal Opportunities; the Council's Executive Committee; the Kentucky State University/Council on Postsecondary Education Comprehensive Assessment Oversight Committee; and the Council's Workforce/Economic Development Policy Group; and

WHEREAS, the Council deeply appreciates the strong sense of love, fairness, and purpose that he has brought to his work on the Committee on Equal Opportunities; and

WHEREAS, Charles Whitehead's service to the Council has been only the most recent example of a life of service to the people of Kentucky that has included his work on the board of trustees and the foundation at Kentucky State University; in local, state, and national offices of the National Association for the Advancement of Colored People; the Committee on Age, Work, and Retirement; the Executive Committee of the National Council on Aging; and in various roles advocating the needs and rights of individuals with mental and physical challenges; and

WHEREAS, the Commonwealth owes Charles Whitehead a debt of gratitude for his unwavering commitment to expanding college access and equalizing opportunity for all her citizens; and

WHEREAS, the members of the Council will deeply miss his experienced counsel, strong character, decency, and gentle humor; and

WHEREAS, the Council is heartened by the knowledge that, even though his formal service has ended, Charles Whitehead always will be a trusted and valued colleague in the cause of education reform;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution January 31, 2005, thanking Charles Whitehead for his dedication and service to the Council on Postsecondary Education and his commitment to improving the lives of the people of Kentucky.

Ronald Greenberg, Interim Chair

Thomas D. Layzell, President



A RESOLUTION HONORING AND COMMENDING KENNETH W. WINTERS
for his service to the Council on Postsecondary Education

WHEREAS, Ken Winters served as a member of the Council on Postsecondary Education from December 2003 to December 2004; and

WHEREAS, his service to the Council reflects his life-long commitment to the cause of postsecondary education and the students of the Commonwealth; and

WHEREAS, Ken Winters has been widely recognized for the contributions he has made to Kentucky postsecondary education through his 23 years of service as an administrator and dean of the College of Industry and Technology at Murray State University and 11 years of service as president of Campbellsville University; and

WHEREAS, he led Campbellsville University through a critical period of growth and improvement, and established it as one of the region's premiere Baptist institutions of higher education; and

WHEREAS, Ken Winters will continue his service to the people of Kentucky as a state senator representing the 1st senatorial district of the Commonwealth and as chair of the Senate Education Committee; and

WHEREAS, the Council deeply appreciates the depth of experience and purpose that he has brought to his work on the Council; and

WHEREAS, the members of the Council will miss his unique perspective and decency; and

WHEREAS, the Council is heartened by the knowledge that, even though his formal service has ended, Ken Winters always will be a trusted and valued colleague and a leader in the cause of education at all levels;

NOW, THEREFORE, BE IT RESOLVED, that the Council on Postsecondary Education does hereby adopt this resolution January 31, 2005, thanking Ken Winters for his dedication and service to the Council on Postsecondary Education and his commitment to improving the lives of the people of Kentucky.

Ronald Greenberg, Interim Chair

Thomas D. Layzell, President